

AUTONOMOUS LEARNING AS LANGUAGE LEARNING STRATEGY BASED ON STUDENTS PREFERENCED LEARNING STYLE

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Abstract: In teaching and learning process, teachers often focus more on how to teach than on how the students learn. Knowing the appropriate learning strategies will able to examine not just how to teach effectively, but what the students do to facilitate their own learning. Chosing appropriate teaching techniques become evidence that learner tend to take more responsibility for their own learning. Autonomous leaning is one way to realize that. In autonomous learning the students are forced to be the independent learners. They can take incharge on their own learningwhich sees learners as individuals who can and should control and be responsible for their own learning climate. One way to apply the autonomus learning is by knowing the students' preferenced learning style. There are different learning styles of students. Three of the most popular ones are visual, auditory, and kinaesthetic.

INTRODUCTION

Learning a new language is ultimately to be able to communicate with it. Encouraging a sense of responsibility on the part of the learners is crucial for training them to be proficient communicators. As such, understanding the strategies that they employ in acquiring the language skill is important to come to ideas of how to promote learner autonomy.

Chosing appropriate teaching techniques become evidence that learner will learn effectively when the material presented to them. This problem also deals with the education

system in Indonesia. In recent period, the approach has been shifted from teacher centered to learner centered. In getting this goal, the educational system should emphasize the objective of the course from the aspect of improving human development. In this case the students should be more active in learning process, while the teachers have roles as facilitator.

Many learners in high education institutions in Indonesia believe that English language learning is difficult and complicated. At the university level, learners are forced to become autonomous and make conscious effort to learn the language outside of the classroom simply because exposure to the target language is limited in university classes. Consequently, the autonomy of the learners play an important role in developing and enhancing their language skill.

To face this problem, the experts try to develop language teaching method that can be useful either for language teaching itself or students need and interest (Richards, 2001:3). It relates to the technique that might be applied in teaching language. The strategy should give chance to the students to open their insights; they can express opinion and appreciate friends' opinion, etc. One technique that can bring students to be active in the class is by applying autonomous learning technique.

Nowadays autonomous learning is becoming more and more important in learning, especially for the students at college. The students at present have been used to the teacher-centered teaching model, and may not make them accept the student-centered teaching model totally without any trouble as stated by Wangxin (2009).

To make the autonomous learning be successful, the teacher should know the students' preference learning style. There are three kinds of learning style that promote by Reid (1995:199). They are visual, auditory, and kinesthetic. Each student has theirs own style and tends to prefer one style. Particularly in learning activity, students sometime unconsciously perform their learning style.

The ability to understand student learning styles can increase the educational experience. Teachers might adjust their teaching style so that it is more congruent with a given student's or class of students' learning style. One of the most important

uses of learning styles is that it makes it easy for teachers to incorporate them into their teaching. Language learning styles and strategies are among the main factors that help determine how –and how well –our students learn a second or foreign language.

The teachers should know their students' preference style when they conduct the teaching learning process. In fact, sometimes learning style of students does not match to teaching style of teacher. This case refers to the mismatch between learning style of students and teaching style of teacher. The success of teaching activity depend on the application of teaching learning strategy

An individual's learning style preference influences the type of learning strategies that he/she employ in acquiring a language. Through autonomus learning the students would be expected to feel comfort and enjoyable in learning process because they conduct it based on their need and their pleasure. As a result, teaching learning activity would be running well. The teacher is helped in delivering the course and students can learn effectively.

Autonomous learning that based on the students prefenced earning stye was expected to help students to cover the students' way in language learning and to develop their self-consciousness, vision, practicality and freedom of discussion. These attributes served to aid the students in their independent learning.

TEACHING LEARNING STRATEGY

Learning strategies are the thoughts and actions we engage in, consciously or not, to learn new information. The goal of teaching learning strategies is to help students to consciously control how they learn so that they can be efficient, motivated, and independent language learners (Chamot, Barnhardt, El-Dinary, & Robbins, 1999).

Learning strategies are defined as “specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning” (Scarcella & Oxford, 1992, p.63). When the learner consciously

chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful selfregulation of learning.

The intent of learning strategies instruction is to help all students become better language learners. When students begin to understand their own learning processes and can exert some control over these processes, they tend to take more responsibility for their own learning. This selfknowledge and skill in regulating one's own learning is a characteristic of successful learners,including successful language learners. Research with both first and second language learners is revealing some of the ways of thinking that guide and assist an individual's attempts to learn more effectively (Paris & Winograd, 1990).

Students who think and work strategically are more motivated to learn and have a higher sense of self-efficacy or confidence in their own learning ability. That is, strategic students perceive themselves as more able to succeed academically than students who do not know how to use strategies effectively. Students who expect to be successful at a learning task generally are successful, and each successful learning experience increases motivation.

In university-level language learning involves higher, more demanding skills and tasks such as reading a novel, analyzing a poem or story, listening to lectures, or writing a research paper. Learning strategies can help students meet these demands.

In addition in this level also, the teachers expect students to work independently and be responsible for their own learning. Learners are therefore challenged to manage their language studies in a variety of ways. Strategic learning encourages students to take that responsibility and reflect on their own thinking process as well. For instance, learners who are aware of effective learning practices monitor their progress and evaluate their performance and achievement. Students who have a repertoire of strategies at their disposal can make sophisticated learning decisions.

Understanding the language learning process will encourage students' acquisition and critical analysis of language

learning issues. Learning strategies instruction gives teachers and students the opportunity to talk about the learning process in the target language. The learners can take advantage of these information and practice sources. Teaching students learning strategies will help encourage them to access and use varying educational opportunities.

As teachers, we often focus more on how we teach than on how our students learn. Learning strategies instruction forces us to examine not just what we do to teach effectively, but what our students do to facilitate their own learning. When we think about curriculum, lesson design, or even how we respond to student questions, learning strategies instruction helps us focus on the how of learning rather than the what.

In a classroom that incorporates learning strategies instruction, the teacher and the students attend to the learning process and consider how to improve it. In a learner centered classroom, both the teacher and the students must share the responsibility of learning. Both must believe that by focusing on learning strategies, learning will be enhanced. Learning strategies instruction requires a learner-centered approach to teaching.

AUTONOMOUS LEARNING

In order to identify autonomous learners; it is essential that the term autonomous be clearly defined. The word autonomous is the adjective form of autonomy, which is etymologically a legal-political term. It is from the Greek *autonomia*, itself derived from *autonomos*, where *auto* means 'self' and *nomos* means 'law'. The Australian Oxford Dictionary (Moore, 1999, p. 87) defines it as "the right of self-government; personal freedom; freedom of the will; a self-governing community". Thus, the word autonomy carries a meaning of freedom and independence to govern one's own affairs. In a present general sense it is defined as an ability to manage one's own affairs as opposed to a situation of dependence in which one is subjected to decisions and control from others (Broady & Kenning, 1996). This definition indicates that autonomous learners are the ones who take charge of their own learning. Holec (1981) mentions that taking charge of one's own learning

means to hold the responsibility for all decisions concerning all aspects of learning including:

- determining the objectives
- defining the contents and progressions
- selecting methods and techniques to be used
- monitoring the procedure of acquisition
- evaluating what has been acquired.

In similar case, Autonomy is defined as “the ability to take charge of one’s own learning”. Autonomy is about people taking more control over their lives - individually and collectively (Thanasoulas,2000). Furthermore, Dickinson (in Nunan,1996:155) accepts the definition of autonomy as a “situation in which the learner is totally for all of the decisions concerned with his or her learning and implementation of those decisions.” From these two definitions, it seems that the learners must be independent theorists, and should have a clear view of the whole learning process, including the purpose of learning, the aim of learning, the way of learning, the choice of materials in learning, etc. In other words, it can be said that autonomy includes both decisions and actions; when the learner takes the responsibility of his own learning by taking decisions concerned to it and implementing this.

Furthermore Little in Sert (2003) points out more precisely that "the practice of learner autonomy requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and in interaction with others". In this sense, autonomous learners decide what to learn, when and how to learn it by taking responsibility for their learning.

Based on definition above, autonomous learning is a learning technique learning which sees learners as individuals who can and should control and be responsible for their own learning climate. From this definition, it showed that the learners must be independent thinkers, and should have a clear view of the whole learning process, including the purpose of learning, the aim of learning, the way of learning, the choice of materials in learning, etc. In another words, it included everything concerned with learning. Autonomy in learning was an aim that has a lot of benefits, and although it implies a lot of

responsibilities, it can be achievable if all the members of a class cooperate and help each others; it is including teacher and the students.

It is the teacher's responsibility to provide his learners with the opportunity to become autonomous, but it must be made clear that this does not happen in a day. A teacher has to introduce autonomy gradually and with purpose. This must be done in association with school administrators, learners and parents. Everyone must be aware of the changes being made and their purpose. In creating a learner-centered classroom, the starting point is to shift the focus from the teacher and the textbook to the learners. One way of shifting focus away from the teacher is to arrange the learners to sit in groups, pairs or a horseshoe, if it is necessary to face the teacher and the blackboard.

Language teachers without any autonomy-oriented training may experience difficulties in creating such a classroom culture. Hence, the earlier language teachers who are in support of the principles of autonomous learning are made aware of the importance and necessity of learner autonomy in their initial teacher training, the more easily they will be able to implement this approach in their own future classrooms. It is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner.

In determining the initiatives they take in their classrooms, teachers must be able to apply to their teaching those same reflective and self-managing processes that they apply to their learning. In addition cognitive psychology considers learning as information processing, in the sense that learning takes place when learners are able to integrate new information into the schemata of knowledge they already know, which is stored in the long-term memory (Anderson, 1983). As such, the most efficient learners are those who are able to bring their existing knowledge to bear on each new learning task.

Balçıkanlı, C. (2010) found that the first, teachers should encourage their students to engage in out-side-the classroom tasks so as to increase their autonomous behaviors. Since learner autonomy generally go hand in hand with out-side-the

classroom learning, it would be best to assign some tasks that might appeal to their interests and needs so they can start developing autonomy skills very early.

Second, teachers should involve their student teachers in the decision making process. As Little (1995,p. 180) points out, “a first-hand experience” for students in their own initial teacher training facilitates their adoption of learner autonomy principles in their future teaching practices.

Third, teachers should include some strategy training sessions in their syllabuses to encourage students to experience the use of strategies. Also, the students should be equipped with strategy training, which, hopefully, will enable them to understand better the nature of learning.

Finally, teachers should make use of portfolios in their courses. Thus, the students get more insight into the development of practical knowledge, teaching behavior and thinking processes. Portfolios can serve as a good means of cultivating and exploiting teacher autonomy in many respects.

Many teachers feel that the learners should have a right to control their learning and to have a say in decision-making, but it is the teacher’s responsibility to ensure that they actually learn and make progress in their language proficiency (Lacey, 2007). In order to become learner autonomous, learners need to learn how to set their own goals and choose which learning strategies work best for them.

Not a lot of learning takes place without motivation and active participation of the learners. Their interests have to be utilized and the subject has to be appropriate for their age and abilities. At the same time, it is essential that learners learn to take responsibility for their own learning. This implies that the teacher has to allow for freedom of choice and gradually allow the learners to spread their wings. The lesson activities have to allow learners to be creative from time to time.

Activities in the learner autonomous classroom can be varied and usually there is something that caters to the interest of every learner. A good activity for an autonomous classroom should be relevant, teachers should learn from it, and it should not be too easy or too difficult. It needs to cater to individual learners’ interests and needs and be appropriate for cooperation.

It should be open ended and entail differentiated processes as well as products. The learners had many favorite activities such as writing reflections in the logbook, making authentic material for future use in the classroom, to do extensive reading and other individual work, pair and group speaking exercises and project work

1. Kinds of Autonomous Learning

Dickinson in Nunan (1996:155) stated that there are two kind of autonomous learning:

a. Full autonomous

Full autonomous means as situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decision. In full autonomy there is no involvement of a teacher or institution. And the learner is also independent of specially prepared materials.

b. Semi autonomous

This opportunely labels the stage at which learners are preparing for autonomous. In this case the students lead to learn actively, in which case the students should be encouraged to do some learning by doing on their own under the teacher's guidance. At the same time, the teachers should adopt a new teaching method to complete the transition from the teacher-centered teaching model to the student-centered one. This learning process can be called semi-autonomous learning. In this process, the teacher's role has changed, but just partially not totally, the same to the students' role.

2. Application of Autonomous Learning Activity

There are a number of tools that teachers and learners can use to facilitate autonomous learning. Logbooks are beneficial because they provide an overview of the learning process, the organization of group work and reflection thereupon. Posters also feature prominently in the autonomous classroom as ideas for activities, directives for logbook writing, and other information are displayed in the classroom for all to see.

They also provide a lot of authentic target language examples. Homework is collaboratively decided and chosen by the learners themselves. Learners choose topics and projects for their studies, and the teacher serves both as a facilitator and a counselor. This way the learners take responsibility for their own learning and find motivation in fulfilling their personal goals. Group work is a key factor in the learner autonomous classroom and something that many teachers struggle with. This is the part we find teachers need to prepare themselves for especially. Learners do not instinctively know how to successfully work in groups. They need training, and the teacher has to be vigilant in his supervision of group work in the beginning. As Seeman and Tavares found, it is easier to implement learner autonomy in classes that are used to pair and group work.

Reflection on the learning process is another key component of learner autonomy. By reflecting on the learning process, learners become aware of how and why they choose the methods and strategies they use in different projects, and for solving different tasks. Being aware of the learning process helps makes them autonomous.

Assessment methods in an autonomous classroom differ from traditional forms of assessment. Assessment is seen as a collaborative process between the teacher and the learners. The learners take an active role in the assessment process with self and peer assessment, group work assessment, portfolios and logbooks, which all play a significant part in pupils' language learning. Traditional assessment methods should not be entirely overlooked since they can be included in the assessment package. Diverse assessment methods cater to the needs of a diverse group of learners. The European Language Portfolio is familiar to most Icelandic elementary teachers and is therefore a good place to start to introduce learners to the idea of thinking about learning. It supplies different ways of getting learners to become aware of their learning process. It is our conclusion that a lot of factors need to come together in order for learner autonomy to thrive. In Japan, although learners are open to more modern and active methods, the official educational policies discourage the move towards autonomy and promote more traditional methods. In Iceland and other European countries,

however, official educational policies encourage the implementation of learner autonomy, but teachers tend to be more conservative and stick to methods they are familiar with. It is our belief that learners all over the world have the same capacity to embrace modern, communicative and autonomous methods despite vast cultural differences. The main change that needs to be made for learner autonomy to be implemented is a change of disposition. The whole idea of teaching and learning needs to be revisited and reoriented. In the learner autonomous classroom teachers let go and learners take responsibility for their own learning and realize it is up to them if they want to learn. No teacher can force, threaten or beg their learners to learn; at least they will not be successful.

a. Teachers' role in autonomous learning activity

Franklin (2009) said that, to make learner autonomy a reality, teachers should seek to develop students "higher mental processes". She distribute these key points that should be made as a part of teaching and course design for autonomous learning to become a reality, they are:

1. Lecturer/student identification of students' initial knowledge
2. Establishing learner partners in modules - for exploration of ideas, shared essay reading through skimming and scanning
3. Identifying key and extended reading and ensure availability for students - Handouts, library, and internet

Related to teachers' role in conducting autonomous learning Wangxin (2009) states the teacher should design his or her teaching plan elaborately to attract the students to be involved in the teaching activities. The teacher can apply the strategy in teaching as follows:

1. Setting up Classroom collaborative learning
2. Choosing the charming topics for discussion
3. Mobilizing the enthusiasm of the whole class by top students
4. Organizing a variety of classroom activities

One of the most important roles of a teacher in an autonomous learning is a facilitator. Teacher is also in charge of

motivating students to remain on the autonomous learning road. Because the role of the teacher as supporting scaffolding and creating room for the development of autonomy is very demanding and very important.

b. Students' role in autonomous learning

The application of autonomous learning involves students' activation. This technique emphasizes on learner centered. Therefore the students have role in this activity. The students can learn how to learn autonomously under the guidance of the teacher as stated below:

1. Be able to use different channels to get as much information as possible
2. Be active in the process of classroom learning.
3. Be ready to take certain charge of his or hers own learning.
4. Overcome the complete dependency on teachers.
5. Learn to impose his or her self-discipline.
6. Learn to monitor his or hers own learning process.

LEARNING STYLE

Based on the description about autonomous learning, teachers should consider the learning style. The application of this strategy would be success if they know what learning style and kind of learning style. In acomodating the learner to be autonomy in their langugae learning, teachers should find out their students prefence learning style. Moreover, the teacher that known the learning style of students will allow them to use the teaching time effectively and efficiently.

Learning styles are the general approaches –for example, global or analytic, auditory or visual –that students use in acquiring a new language or in learning any other subject. These styles are “the overall patterns that give general direction to learning behavior” (Cornett, 1983, p. 9). Of greatest relevance to this methodology book is this statement: “Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others” (Dunn & Griggs, 1988, p. 3)

Learning style in the ESL/EFL classroom offer teachers insights into the use of student (and teacher) learning styles and

provides classroom teachers with appropriate learning strategy that they can use with students.

An individual's learning style preference influences the type of learning strategies that he/she employ in acquiring a language. But sometimes learning style of students does not match to teaching style of teacher. For instance, in one class there are many learners indicated as visual learner (preference) while the teacher is delivered in an auditory style. There seems to be a lack of harmony between method of delivery and preferred mode of reception. It indicates some mismatch in teaching style and learning style.

Therefore, teacher should be aware that each learner has their own learning style. But even the teacher have known their learners' learning style, the teacher would be selective in applying the preferred style and also try to develop other style because teaching is delivered a number of method. Besides that, teacher also need an selection of teaching styles and strategies to communicate ideas effectively and to recall all students' sensory preferences while at the same time stretching students' learning style.

Learning styles are not dichotomous (black or white, present or absent). Learning styles generally operate on a continuum or on multiple, intersecting continua. For example, a person might be more extraverted than introverted, or more closure-oriented than open, or equally visual and auditory but with lesser kinesthetic and tactile involvement. Few if any people could be classified as having all or nothing in any of these categories (Ehrman, 1996).

Sensory preferences can be broken down into three main areas: visual, auditory, kinesthetic (movement-oriented). 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. For them, lectures, conversations, and oral directions without any visual backup can be very confusing. In contrast, auditory students are comfortable without visual input and therefore enjoy and profit from unembellished lectures, conversations, and oral directions. They are excited by classroom interactions in role-plays and similar activities. They

sometimes, however, have difficulty with written work. Kinesthetic and tactile students like lots of movement and enjoy working with tangible objects, collages, and flashcards. Sitting at a desk for very long is not for them; they prefer to have frequent breaks and move around the room.

Reid (1987) demonstrated that ESL students varied significantly in their sensory preferences, with people from certain cultures differentially favoring the three different modalities for learning. Students from Asian cultures, for instance, were often highly visual, with Koreans being the most visual. Many studies, including Reid's, found that Hispanic learners were frequently auditory. Reid discovered that Japanese are very nonauditory. ESL students from a variety of cultures were tactile and kinesthetic in their sensory preferences.

It is generally accepted that learning is a complex process with many facets. Further, learners are not all alike. Some, for example, respond best to a verbal presentation of information and tend to think about knowledge through language. Others, however, may prefer visual representations and find images most meaningful. The importance of these differences in learners should not be underestimated as it has been found that performance is affected if information is presented in a format that does not correspond to an individual's preferred style. Therefore, it needs more information about types of learning style that can be helped in determining the technique that will be applied.

Types of learning style

Learning styles include perception preferences, which can be grouped into three categories: visual (seeing), auditory (hearing), and kinesthetic (sensing bodily movement). Most students are characterized by a mixture of two or three styles, with a dominant one among them.

a. Visual

Visual learners learn best when information is presented in a written language format or in another visual format such as pictures or diagrams. Therefore they like to read a lot, which requires concentration and time spent alone. Visual learners

need the visual stimulation of bulletin boards, videos, and movies. They must have written directions if they are to function well in the classroom.

There are some characteristics of visual learner can be seen as follows:

1. Taking numerous detailed notes
2. Tending to sit in the front
3. Are usually neat and clean
4. Often close their eyes to visualize or remember something
5. Like to see what they are learning
6. Benefit from illustrations and presentations that use color
7. Finding passive surroundings ideal

Visual learners will learn better when they read or see the information. Learning from a lecture may not be as easy. Trying some suggestions and creating some will work for them. The way that can be tried as follows:

1. Looking at the person while they are talking. It will help they stay focused
2. It is usually better to work in a quite place, however many visual learners do math with music playing in the background.
3. Most visual learners study better by themselves.
4. Taking lots of notes. Leave extra space if some details were missed. Borrow a dependable student's or teacher's notes.
5. Using color to highlight main ideas in notes text books, handouts, notebooks.
6. Preview a chapter before reading by first looking at all the pictures, section headings, etc.

b. Auditory learner

Auditory learners learn best when information is presented in an auditory language format. They enjoy the oral-aural learning channel. Thus, they want to engage in discussions, conversations, and group work. These students typically require only oral direction. Rossi in Reid found that being an auditory learner was a significant predictor of using memory strategies, using strategies for authentic language use.

There are some characteristics of auditory learner can be seen as follow:

1. Sitting where they can hear but needn't pay attention to what is happening in front
2. May not coordinate colors or clothes, but can explain why they are wearing and what they are wearing
3. Humming or talking to themselves or others when bored
4. Acquiring knowledge by reading aloud
5. Remembering by verbalizing lessons to themselves (if they don't they have difficulty reading maps or diagrams or handling conceptual assignments like mathematics).

Auditory learners will learn better when information comes through ears. They need to hear it. Lecture situations will probably work well for them. They may not learn as well just reading for a book. Here are some suggestions for auditory learners:

1. Trying to study with a buddy so they can talk out loud and hear the information.
2. Reciting out loud the thing that they want to remember (quotes, lists, dates, etc).
3. Asking the teachers if they can turn in a tape or give an oral report instead of written work
4. Reading aloud whenever possible. In quiet library, try 'hearing the words in head' as reading. The brain needs to hear the words as their eyes read them.

c. Kinesthetic learner.

Tactile/kinesthetic learners learn best in hands-on learning settings in which they can physically manipulate something in order to learn about it. They like Total Physical Response activities, games, and role plays that let them get out of their chairs and move around.

There are some characteristics of kinesthetic learner can be seen as follows:

1. Remembering what was done, but have difficulty recalling what was said or seen
2. Finding reasons to tinker or move when bored

3. Relying on what they can directly experience or perform
4. Activities such as cooking, construction, engineering and art help them perceive and learn
5. Enjoying field trips and tasks that involve manipulating materials
6. Communicating by touching and appreciate physically expressed encouragement, such as a pat on the back

Kinesthetic learners will learn best by doing, moving, or hands-on experiences. Learning from a text book or a lecture may not be as easy. Trying some suggestions and creating some will work for them. The way that can be tried as follows:

1. When reading a textbook chapter, they may first look at the pictures, then read the summary or end-of-chapter questions, then look over the section headings and bold-faced words. Get a 'feel' for the whole chapter by reading the end selection first, and then work he way to the front of the chapter. This is working whole-to-part.
2. They may not study best at a desk, so when they're at home, try studying while lying on stomach or back and also try studying with music in the background.

THE APPLICATION OF LEARNING STYLE IN THE CLASSROOM

Various researchers have attempted to provide ways in which learning styles can take effect in the classroom. Twosuch scholars are Dr. Rita Dunn and Dr. Kenneth Dunn(1978). Dunn and Dunn claim that notonly can students identify their preferred learning styles, butthat students also score higher on tests, have better attitudes,and are more efficient if they are taught in ways to whichthey can more easily relate. Therefore, it is to the educator'sadvantage to teach and test students in their preferred styles(Dunn & Dunn, 1978). Although learning styles willinevitably differ among students in the classroom, Dunn andDunn say that teachers should try to make changes in theirclassroom that will be beneficial to every learning style.

Some of these changes include room redesign, the development of small-group techniques, and the development of Contract Activity Packages. Redesigning the classroom involves locating dividers that can be used to arrange the room creatively, clearing the floor area, and incorporating student thoughts and ideas into the design of the classroom. One of the most significant issues in learning to learn is an individual's taking the responsibility for his/her own learning.

Learning style is important for many reasons; however, there are three vital ones. First of all, people's learning styles will vary because everyone is different from one another naturally. Secondly, it offers the opportunity to teach by using a wide range of methods in an effective way. Sticking to just one model unthinkingly will create a monotonous learning environment, so not everyone will enjoy the lesson. In other words, learning and teaching will be just words and not rooted in reality. Thirdly, we can manage many things in education and communication if we really recognize the groups we are called to. Of course, we may not know every detail; however, being aware of our students' learning styles, psychological qualities and motivational differences will help us regulate our lessons appropriately and according to the conditions.

Learning style has an important place in the lives of individuals. When the individual knows his/her learning style, s/he will integrate it in the process of learning so s/he will learn more easily and fast and will be successful. Another advantage of the identification of the own learning style by the student is that it will help the student to become an effective problem solver. The more successful the individual is at solving the problems s/he faces, the more control s/he will take over his/her own life (Biggs, 2001:276). Knowledge of learning style also provides information to the student as to why s/he has learnt in a different way than others. It helps to control the process of learning. It is vital because one of the most important signals in learning is to learn to be autonomous, that is, for the individual to take responsibility for his/her own learning. Because of this, s/he should know what learning style is. At this point, teachers guide the students. The students take responsibility for their learning, they are at the centre of the process and everything is

under their control. They search answers to the problems and benefit from their unique performances and preferences in their learning styles. Those people will identify their aims, unlike those whose learning style preferences are not identified. They know what they want to learn and “how.” This awareness will change their perspectives on learning new things (Fidan, 1986).

The teachers that know their students’ learning style will be able to accommodate their students’ to be autonomous learners. Autonomous learning that based on the students’ preferred learning style help students to cover the students’ way in language learning and to develop their self-responsibility in their language learning activity. By knowing their preferred learning style the students can apply more effectively the strategy as autonomous learner. Thus the students will learn effectively when the material presented to them. Moreover it is able to affect the encouraging of students’ achievement in learning second or foreign language. The ability to understand student learning styles can increase the educational experience. Teachers might adjust their teaching style so that it is more congruent with a given student’s or class of students’ learning style. One of the most important uses of learning styles is that it makes it easy for teachers to incorporate them into their teaching.

CONCLUSIONS

The link between language learning strategies and autonomous learning is very close so that one can judge how autonomous F2/FL learners are from the strategies they employ in learning. This relationship is summarised by Little (1997), as he points out, If the pursuit of learner autonomy requires that we focus explicitly on the strategic capability of language learning and language use, the reverse should also be the case: focus on strategies should lead us to learner autonomy.

Besides, by knowing their preferred learning style the students can apply more effectively the strategy as autonomous learner. Discovering this learning style will allow the student to determine his or her own personal strengths and weaknesses and learn from them. Teachers can incorporate learning styles into their classroom by identifying the learning styles of each of

their students, matching teaching style to learning style for difficult tasks, strengthening weaker learning styles through easier tasks and drill, and teaching students learning style selection strategies. It is important for students to have multiple learning opportunities and “learning style-shift” and teachers should achieve a match between teaching strategies and the students' unique learning styles. The purpose of using learning styles is to find the best ways for both students to learn effectively and teachers to teach efficiently.

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