LANGUAGE LEARNING STRATEGIES AND COGNITION: FOCUS ON MOBILE LEARNING

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Abstract:

Language learning aficionados are being pursued and researched in multiple ways, assisting beginners in the 21st Century. Even in developing countries, academic institutions are slowly adopting brand-new technical devices for sweetening learning, especially in languages. Now, Lang learners make it comfortable to use e-devices and reach the targets and requirements of students. This research paper examines various learning strategies and approaches to language learning while reinforcing the views of distinguished writers in linguistics and scholars. Furthermore, it focuses on cognitive and meta-cognitive learning, which gives a painstaking study of learning ways. Apart from that, Mobile learning plays a vital role among learners: Students, Academicians, Entrepreneurs, Business correspondence individuals, and groups, etc. In the mobile learning process, laptops, Macs, Tablets, and Podcast learning boost learners in the coming-age world. This paper has exemplified the possible techniques and solutions for language acquisition.

Keywords: Lang-learning strategies, Thinking patterns, Cognitive & Metacognitive, mobile learning

Introduction:

Learning methods were created because everyone has unique and strongly desired ways of perceiving, organizing, recalling, and thinking about social affairs and knowledge. Others do better in groups, while some pupils prefer to collaborate alone. While some people prefer to learn by reading, others enjoy doing their research and testing. It has yet to be demonstrated that any one cognitive approach is more effective than another. Academicians dispute the feasibility and validity of various learning strategy techniques and ideas. The topic appropriately reminds teachers and administrators of learning strategies that both teachers and students can benefit from expanding their repertoire of cognitive processes and methods. For instance, academic staff members who excel at analysis may seek to provide perspectives that appeal to students who use more empirical and inductive approaches. Teachers who tend to be more observant would want to include material that will appeal to their analytical students' paradigms and organizational preferences. Remember that

prior knowledge, skills, and outcome expectations cause far more variation in a student's achievement than learning requirements.

Fundamental Strategies:

- Change the assignments, pedagogical approaches, and teaching strategies used by academics.
- Try out various presentation techniques, including lectures, discussions, execution of the work, audiovisual materials, and practical exercises.
- Let pupils work both independently and in groups.
- Offer options for writing extensively, PowerPoint reports, and creating adaptive streaming portfolios.

Although research indicates that conversing with a varied variety of learners can yield valuable insights, individuals may often choose to interact with peers who use learning strategies that are similar to their own. Another study found that learners from group-oriented environments may select learner-centered learning environments for students. Learning outcomes may be related to social conventions. (*Sources*: Anderson, 1988; Bonham, 1989).

Four categories of learners are distinguished by Kolb's (1984) learning strategies:

Convergers want to discover concise interpretations and come up with solutions quickly. They are skilled at describing difficulties and drawing conclusions. Convergers rely on analytical thinking and understanding of concepts. *Divergers* excel at developing an action plan and imagining alternatives. They produce a wide range of ideas from physical experience and thoughtful observation. *Assimilators* want to ingest knowledge and revolutionize it into an accurate, consistent, rational, and reasonable pattern; they focus on experiential learning and diverse views. They are adept at improving productivity, creating a hypothesis for the study, and formulating. *Accommodators* are excellent at inquiry-based learning and grasping the fundamentals; they commonly solve problems using various strategies or intuitive methods and have the propensity to take risks and engage in challenging situations.

In the classroom, convergences want to work through issues with clear solutions. Professional networks and design and construction work may be equally beneficial to diversifiers. Role-playing, as mentioned above, and modeling strategies would be most comfortable for assimilators to investigate in class before developing ideas. Accommodators enjoy hands-on educational activities. Various bits of intelligence can be used for learning.

Eight different types of intelligence are distinguished by Gardner (1999): meta-linguistic, computational, symphonic, aesthetic, bodily-kinesthetic, socially accepted, crystallized talents, and metaphysical intelligence. Several individuals struggle with some types of intelligence while excelling at one or two. Standard curricula frequently place considerable emphasis on logical-mathematical reasoning and problem-solving. To enhance learning, teachers are given the freedom to

incorporate strategies that appeal to extrasensory perception, such as narratives, music, role-playing, writing exercises, and collaborative learning.

Thinking patterns:

Congressional thinking is involved with synthesis and interpretation, executive perception is associated with practical implementation, and judicial thinking is associated with evaluation and judgment, according to Sternberg (1997), who links thinking styles for the classroom environment with academic cognizance. According to Sternberg's template, there are four categories of thinkers: objectivist, kleptocratic, autocratic, and intelligent casual organizational. Absolutist thinkers favor completing one task on time; formal organizational thinkers enjoy accepting many additional duties but recognize that some are more important than others. Instead, formal organizational thinkers enjoy coming to terms with many functions. Sternberg asserts that although people have a preferred style, they often combine different types to suit particular circumstances.

Assisting students in identifying their preferences and learning strategies:

Learning techniques can help good students comprehend their differentiated instruction more fully, pinpoint their educational goals, implement innovative learning habits, examine the actions of excellent learners, and learn more quickly. In this vein, a teacher would advise students to watch what they do when trying to learn life lessons. Do they read the manual while endeavoring to learn a brand-new technology platform, for instance? Are they gaining knowledge by trial and error? Teachers could also urge students to think about the instructional strategies they enjoy and detest. (Sources: Erickson et al., 2006; Sims and Sims, 1995)

The Oxford classification is widely recognized and has been used as a source in many different kinds of studies. The six crucial components of cognitive developmental techniques were remnant, cognition, receptive vocabulary, meta-cognition, affect, and social strategies. Product development strategies include things like memorization, comprehension, and equivalent techniques. Indirect techniques "involve direct acquisition and application of the subject matter, in this case, a new language" (Oxford, 1990, p. 11). Instead of employing objective language directly, direct techniques "help and regulate phonemic awareness." (Oxford, 1990, p.135).

"*Direct Memory techniques*" help students retain and recall new information. While some techniques raise learning and monetization through sound waves (ex., assonance), pictures (ex: principle components of the word itself or the contextual meaning), an anachronism of images and sound (ex: the hashtag framework), postures (ex: comprehensive physical interactions), process that provides a new (ex: mnemonic handsets), or other means, various input and output approach allows learners to master and extract information in an appropriate string (ex: abbreviations) (ex: on a page or blackboard). The structuring and linkages must be individualized to the learner and the topic under study for language acquisition. Students can use memory strategies to retain and remember pertinent

information when it is needed for conversations.

Using "*Explicit Cognitive techniques*" such as interpretation, observation, note-taking, summarizing, synthesizing, and outlining, as well as practicing in real-world settings and explicitly rehearsing structures and sounds, aids pupils in learning new languages. The most sophisticated language learners use cognitive processes crucial to language learning. College and high school students learning a foreign or second language employ more cognitive than meta-cognitive techniques, according to O'Malley et al. (1985) (In Oxford, 1990). Practice methods are the most effective cognitive tactics. Both in and outside of class, more language practice needs to be done. In the research (Bialystok, 1981; Ramirez, 1986), naturalistic practice (ex., legal material) was acknowledged at all stages of language learning. (Source: Oxford, 1990)

Explicit compensating techniques (For instance, implying from the framework in reading and listening; using descriptive terms and "going to talk around" the grammatical error to empower both speech and writing; and predominately for attempting to speak, using the social cues or pause ways of speaking) Allowing people who participated to use the language results in significant gaps in comprehension due to inadequate learners' lexicon of grammar and, — mainly, vocabulary. Most commonly, compensatory mechanisms allow students to produce spoken or written articulation in the language class even when they do not have in-depth information. This is part of implementation because it helps students understand and create brand-new language. Additionally, compensatory techniques help students at all levels of language competency overcome obstacles connected to their designated conversational fluency.

Additionally, learners who have been trained in compensatory techniques are better able to communicate than those who have a greater understanding of vocabulary and input structures for the language. A proficient language learner can accurately infer the comprehension of a foreign word's etymology based on their previous skill and understanding, according to research (ex. Rubin, 1975) (In Oxford, 1990). On the other hand, failing students grow anxious and check the definition of every word in dictionaries, which slows down their learning process and harms their resolve and subsequent multilingualism. (1990; Oxford)

Collateral Meta-cognitive strategies allow learners to manage their conceptual understanding effectively - their teachable moment, i.e., to synchronize cognitive performance by using functionalities such as results and performance, assisting, deliberately trying, and analyzing (e.g., attempting to comprehend one's own adaptive behavior preferences and specifications gearing up for a U.G endeavor, retrieving and organizing materials, implementing a space on campus and timescales, tracking discrepancies, and assessing the success). They are essential for successful language acquisition, especially relevant for accurately assessing progress and investigating opportunities available to learners. However, meta-cognitive approaches are essential. According to

Chamot et al. (1987) (In Oxford, 1990), learner drivers use them seldom and have minimal knowledge of their relevance and importance. In multiple studies of teaching and learning processes, learners used meta-cognitive methods less persistently than meta-cognition. They demonstrated a limited capacity for meta-cognitive strategies, including the most commonly utilized being strategy formulation and significantly less self-assessment and self-supervision. (Oxford, 1990)

Indirect Emotional Strategies*:*

Measuring one's mood and anxiousness level, communicating about experiences, recognizing oneself for goal accomplishment, and using a profoundly relaxed atmosphere or a strong sense of self in coping with stress, objectives, proclivities, and practices. One of the most important aspects influencing language acquisition, either success or failure, is the learner's emotional experience. Foreign language students who are promising are typically people who comprehend how to modulate their moods and meaningful learning, as psychological problems and perspectives can hinder language learners' growth. In juxtaposition, motivational elements and mindsets can make language learning much more productive and informative. Furthermore, research findings (for example, Gardner et al., 1985) (In Oxford, 1990) demonstrated that the interconnected demeanor component significantly impacts whether the learner loses or retains language ability after completing language training. Self-motivation techniques are practical approaches to improving dispositions and, as a result, drive. A further study (Naiman et al., 1978) discovered that one of two traits that improve organizational effectiveness in foreign language acquisition is adaptability to incongruity (In Oxford, 1990). Other investigators (Ehrman, 1996) (In Oxford, 1990) revealed that language learners who interpret ambivalence perform better in various text-processing tests and may use substantially more productive learning strategies.

It supports the learner in gaining knowledge through interaction with others and comprehension of the target culture and dialect by asking questions that seek confirmation of identity, urging a comprehensive statement of an equivocal stage, seeking assistance with a mixed-method study, discussing things with a native-speaking partner or friend, and investigating the societal and cultural social conventions. *Language* is a cooperative behavior that involves the information that is exchanged between as well as among community members. As more than just a result, social approaches play an important role in communicative competence. Undoubtedly one of the most fundamental forms of socialization is student-centered learning. The conversation's companion's instant reaction to the learner's inquiry indicates whether the concern was understood, providing indirect evaluation because of the learner's industry expertise. Furthermore, ESL students must engage with their fellow students and personal second language learning.

Many studies (for example, Sharan et al., 1980; Dansereau, 1988) (in Oxford, 1990) discovered that differentiated instruction has the following considerable influence: related to higher

individuality; significant improvements and take pleasure; a more insightful and more excellent feeling of satisfaction; more gratefulness for the teaching assistant, the undergrad, and the rules relating; use of higher - order cognitive methodologies; dramatically reduced institutional racism; extremely high altruism and consensual concern, more exemplary student and classroom instruction. English learners do not demonstrate a natural proclivity towards cooperating techniques, as per research (Reid, 1987) (In Oxford, 1990). It may be related to the intense competition for acceptance, interest, and grades among students in school. Consequently, teacher educators must cultivate a collaborative environment for language learning. (Oxford, 1990).

Smartphone learning:

Mobile applications facilitate the incorporation of exciting virtual learning experiences inside and outside the classroom. Ultrabooks, EPAs (Electronic Personal Assistants), mobile phones, camcorders, media players, macs, iPod touches, tiny electronic book readers, and other multi-function handsets are advanced battery-powered technologies in the up-close communications infrastructure. Smartphones can facilitate collaborative demonstrations and evaluations, create virtual environments (for example, literacies), supplement education outside the classroom, and disseminate ideas (ex: Syllabi, assignments, and calendars). On the other hand, smartphones can interfere with learning when students make online purchases, compose e-mails, or create multiplayer games in the classroom. Some students may feel more at ease disrupting class if they have the option to watch the video broadcast at their convenience.

General strategies:

Assess learners' attitudes toward students in the lecture hall using mobile apps. Although it may be tempting to expel students who use their laptops to shop, compose text messages on their smartphones, or collaborate in other technology and processes during class, there may be better places. Students who dislike listening cannot be made to pay for it.

Even if all electronic devices are banned, students will fantasize, recite, and exchange documents. The limitations of smartphones may cause communication issues in an emergency.

Nonetheless, some faculty members forbid computers in the classroom, believing students become more intrigued and embroiled. Others use applications that allow them to see which systems are operating on students' computers, and they can also disallow specific programs and calibrate specific machines. So many teachers allow students who bring computers to sit where their panels can be seen. (Sources: Fried, 2008; Young, 2006)

Podcasts:

Podcasts are modern digital audio or video programs (also known as vodcasts) that learners can listen to or watch on smartphones at their leisure. Some advanced teaching offices on college campuses have podcast directories from which academic staff students can select material relevant to

their curriculum. Educational podcasts can also be found on iTunes U and YouTube, where academic institutions have pages enumerating their programs, lecturers, and pursuits. With the willingness, time, and skills, instructors can create their own podcasts or help students create podcasts on semester subject matters. Experienced faculty provides the following advice (derived from Bell et al., 2007): Choose or create podcasts based on the assumption that many pupils will obtain the source material from a smartphone while still being capable of participating in other pursuits (such as commuting, exercising, or doing chores).

In other words, assume that students need help to implement large amounts of information or take down notes. Select or create podcasts with an adjunct composition, such as qualitative interviews, guest speakers, symposia, documentary films, topical editorials, etc. Limit the content of a subsequent podcast to a few key ideas. As necessary, continue breaking down themes or sessions into manageable chunks of ten to fifteen minutes each. If learners want to create supplemental podcasts, consider offering a weekly summary of the queries addressed during working hours, a brief overview of the upcoming unit, or a pre-exam review. Use in-class technology that records speech and digital images if learners intend to record the entire presentation. When students pick up where they left off in the lesson, they can use this software to look up a specific word or idea.

Cell phones as centralized devices:

Multiple-function smartphones can be employed to keep and manage data, take pictures, torrent themes, end up receiving and transmit text messages and e-mail, connect to the Internet, watch videos, live broadcast webcasts, hold virtual meetings, achieve and send global positioning signals, monitor campus security, replace devices in the classroom as lecture hall response customization options, send round-the-clock updates, and browse mobile social networks and managing the classroom: viewing grades, enrolling in classes, and using a learning management system (LMS)

Conclusion:

Despite the need for more agreement on a definition, language learning strategies can be defined as decisions or actions. Learners alter their behavior during the language teaching and learning activity to put their best effort forward in boosting the learning of the target language. Frequently need to be made aware of the benefits of intentionally employing language learning techniques to accelerate and improve their learning. In order to help their students become more conscious of language learning strategies and to provide them the ability to apply a wider variety of appropriate tactics, professional teachers should be the ones doing this. Electronic devices like computers, tablets, and Smartphones would all be considered mobile learning tools. Platforms for mobile learning devices are continually being created, including video players, networks that qualify for universal connectivity, messaging systems that maintain both educators and students in touch,

and more.

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