

ABSTRACT**THE FIELD DEPENDENCE/INDEPENDENCE DIMENSION: THE ASSOCIATION BETWEEN COGNITIVE STYLE AND ACHIEVEMENT IN SECOND LANGUAGE LEARNING****KEYWORDS: KEISHA EVANS, FIELD DEPENDENCE/INDEPENDENCE, ACHIEVEMENT, SECOND LANGUAGE LEARNING.****Keisha Evans**

This study examines the relationship between the main effects of school, cognitive style (field dependence/independence), as well as school by cognitive style interaction in relation to the level of achievement in second language learning in the following tasks: cloze tests, dictation, listening comprehension and oral production. A sample of fifty-nine (59) students from two (2) language institutes completed a two hundred and forty (240) hour course of classroom instruction. An ANOVA was used to assess the level of performance in the four (4) aforementioned tasks. The ANOVA measured the difference in the level of performance between the two language institutions and among the cognitive styles. It also tested for school by cognitive style interaction with respect to the level of achievement.

The results of this study underscore the fact that the field dependent, field mixed, and field independent learners can have equal success. The field dependence/independence dimension is more related to the individual learner's way of processing information rather than to his/her aptitude for learning. Furthermore, results from the different subcomponents revealed that certain learner types excelled at a particular language institution over another. There is the implication that teachers need to be aware of their students' cognitive styles and to structure their teaching in a manner that is inclusive of students' preferred modes of learning.

KEYWORDS: KEISHA EVANS; FIELD DEPENDENCE/INDEPENDENCE; ACHIEVEMENT; SECOND LANGUAGE LEARNING.