

**FOREIGN LANGUAGE ANXIETY AMONG EFL
UNIVERSITY STUDENTS AND THEIR
DEDUCTIVE/INDUCTIVE LEARNING STYLE
PREFERENCES¹**

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Abstract

Anxiety is considered to among the factors influencing Foreign Language Learning (FLL) performance, which has intriguing researchers. Learning style is one of these factors which are thought to have great influence on language learning. The purpose of this small scale study was to investigate possible relationship of Foreign Language anxiety and Deductive/Inductive language learning style preferences of the Elementary level students at Çağ University Preparatory School. 33 students participated in this study and 2 questionnaires (FLCAS and Inductive/Deductive Learning Style questionnaire) were given to the participant students. The majority of the students (n=15) were found to have average level of anxiety, and only 8 students showed low-level of anxiety. It was also found out that the participant students of this study have both deductive and inductive learning styles although deductive style was slightly higher than the inductive one. (Deductive/Inductive, Mean=41.51, Deductive Mean=24.12, Inductive Mean=17.32). Finally, when the relationship between the Foreign Language Anxiety and Deductive/Inductive Learning Styles investigated, no significant relationship was found between them.

Keywords: *Foreign language anxiety, language learning style, deductive approach, inductive approach.*

Article History:

Received

15.01.2016

Received in revised form

25.01.2016

Accepted

05.02.2016

Available online

15.03.2016

¹ The paper is presented at Self in Language Learning (SILL) Conference held on September 17-19, 2015 at Çağ University, Turkey.

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INTRODUCTION

Purpose of the study

It has always been a common view that self-identity and also human psychology has great influence on people in every learning environment. Foreign language learning is such a domain that is highly affected by many different psychological factors. In the literature, several researches (Öztürk & Gürbüz, 2014; Barabas, 2013; Gardner & MacIntyre, 1993) have revealed the influence of different affective factors including features like; empathy, efficacy, and introversion (Brown, 1994). Language anxiety, no doubtly, is one of these factors which affect foreign language learning performance (Dörnyei, 2005). There are many researches in the field trying to explain the reasons of this kind of anxiety by combining it with diferent factors such as gender, motivation, culture, and environment and learning styles. Meanwhile, “there often are numerous ways in which things can be done, and we often carry a sense of how they should be done. This reflects a style preference. More than beliefs, styles reflect how people approach what they do” (Gregersen & McIntyre, 2014:174).

Moving on from these views, the current paper will try to investigate the foreign language learning anxiety in an Elementary class at Çağ University and also their preferences of larning styles in terms of deductive and inductive domain.

Justification of the study

There are a lot of studies conducted in the field most of which reveal and also emphasize the importance of foreign language learning anxiety. It is widely known that students who experience high level of foreign language anxiety have difficulty in improving their language skills and moreover, they may even lose motivation and end up giving up studying for it. Individual differences is another important issue which is needed to be taken into consideration as “ ‘styles’ reflect an appealing concept to both teachers and learners, offering insight into each other’s ways of doing things” (Gregersen & McIntyre, 2014:174).

The Elementary level of students, who are insufficient and need further English Language education before they start to study at their departments, have 28 hours of English lessons every week at Çağ University Preparatory School as the language of instruction will also be English when they start their university education in their departments. As a result, being competent in English is very important among our students to be successful. In such an area where English is a must, it is also inevitable for most of the students to experience foreign language anxiety. Hence, it is important to keep our students motivation at a high level and their anxiety at a low level to achieve our teaching goals at Çağ University Preparatory School. To achieve this aim, as teachers, we should also consider divergence of learners’ preferences in terms of their language learning styles. It is now a common view that “different learners can approach the same learning task in quite different ways and it is also a logical assumption that this variation in approach is not infinite but is characterized by systematic patterns. These patterns can be called learning styles” (Dörnyei, 2005:122).

For these reasons, this small scale study aims to investigate and understand FL speaking anxiety of the students in Preparatory School and also their language learning styles preferences.

Based upon the aim of this study, following questions are established to provide guidance for collecting applicable evidence:

- 1- What is the students' level of Foreign Language anxiety?
- 2- What are the students' preferences of deductive or inductive learning styles?
- 3- What is the relationship between the students' level of FL anxiety and their preferences of deductive and inductive learning styles?

LITERATURE REVIEW

Since English is regarded as the international language in the 21st century (McKay, 2002), the demand to learn and teach good communication skills have increased. It is a common view that self-identity and also human psychology have great influence on people in every learning environment. There are many affective factors influencing the outcomes of the learning process such as cognitive abilities, social context, culture, personality, metacognitive differences, and learning styles. However, the existence of negative personal feelings such as anxiety, nervousness, and lack of confidence may sometimes hinder the learning and so the speaking process of the target language. Foreign language learning is such a domain that is highly affected by many of these different psychological factors.

Language anxiety, no doubtly, is one of these factors which affects foreign language learning performance (Dörnyei, 2005). It is usually defined as unpleasant, subjective feeling of tension, worry and apprehension (Spielberger, 1983). A further explanation is given by Horwitz (2001, p:113) who describes it as “not only is it intuitive to many people that anxiety negatively influences language learning, it is logical because anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology. As a result, foreign language learning anxiety has been a research area in the language teaching and learning field for a very long time. A large number of researches have been dedicated to explain the reasons of this kind of anxiety by combining it with different factors such as gender, motivation, culture, environment and individual differences (Öztürk & Gürbüz, 2014; Kirova, Petkovska & Koceva, 2012; Shabani, 2015; Tahernezhad, Behjat & Kargar, 2014; Waseem & Jibeen, 2013). Several of these researches (Öztürk & Gürbüz, 2014; Barabas, 2013; Gardner & MacIntyre, 1993) have revealed the influence of different affective factors including features like; empathy, efficacy, and introversion (Brown, 1994).

Research into anxiety has a long history and also has been a well-documented psychological phenomenon (Shabani, 2015). The nature of it has been distinguished into three categories: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety is the general level of stress. It is a characteristic of an individual and related to personality. State anxiety, on the other hand is “seen as a response to a particular anxiety-provoking stimulus such as an important test (Spielberger, 1983, cited in Horwitz, 2001, p: 113). The term situation-specific anxiety refers to the specific conditions which is caused by new situations and changing events. “Psychologists use the term specific anxiety reaction to differentiate people who are generally anxious in a variety of situations from those who are anxious only in specific situations like test taking, doing specific tasks at school or some academic subjects such as mathematics or science” (Horwitz, Horwitz & Cope, 1986, p:125). This is also the category where the language learning anxiety falls in as one learner might have no anxiety in other environments while they become anxiety-ridden when they enter in the language classroom (Gregersen & McIntyre, 2014).

Regarding performance evaluation as one of the main concern in language anxiety within an academic and social context, there are three performance related anxieties which are; communication apprehension, test anxiety, and fear of negative evaluation (Horwitz *et al.* 1986). Communication apprehension is a kind of feeling that a learner experience while communicating with others, usually due to a lack of communication skills. Test anxiety is the fear of failing a test especially in an academic based evaluation. Fear of negative evaluation, on the other hand, is a feeling of being incapable of making good social impressions and so it is a worry towards negative evaluations of others. The Foreign Language Classroom Anxiety Scale (FLCAS) was developed and used by Horwitz *et al.* (1986), to identify and asses the role of anxiety towards language classrooms ,based on an elaborative measure. In their studies, Horwitz *et al.* conducted a study using their FLCAS at the University of Texas in 1983. Their results revealed that many of their students experience foreign language anxiety in at least some aspects of language learning and so, they concluded that anxious students are common in language classrooms.

A different study was carried out by Öztürk and Gürbüz (2014) on Turkish undergraduate students to investigate the level, major causes and determining factors of foreign language speaking anxiety and their perceptions of it. They concluded that although their students revealed a low level of speaking anxiety in their quantitative research, qualitative results indicated that most of them perceive speaking as an anxiety provoking factor.

Although these three performances related anxiety provoking factors together make up a useful conceptual framework to the concern language anxiety, it would not be wise to identify them as the only factors. Rather, it is perceived as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz *et al.* 1986 p.128).

Learning styles is another field which has gained a growing interest since the early 1970s. The focus of the classrooms here is more on learner-centered than teacher-centered environment. Language learning strategies have been tried to explained by leading researchers as *learner’s contributions, methods and techniques, attempts and actions, thoughts and behaviors* (Gregerson & McIntyre, 2013). Gregersen and McIntyre (2013) define strategies as “doing something out of the ordinary for the purpose of meeting a goal or objective and the notion of *intention* is key” (p:148). According to Dörnyei (2005), “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 (p:121)”. To Felder (1996):

Students have different learning styles-characteristic strength and preferences in the ways they take in and process information. Some students tend to focus on facts, data, and algorithms; others are more comfortable with theories and mathematical models. Some respond strongly to visual forms of information, like pictures, diagrams, and schematics; others get more from verbal forms-written and spoken explanations. Some prefer to learn actively and interactively; others function more introspectively and individually (p.18).

It is important to understand the learning styles theory and search for evidences to be able to analyze and know how people learn and process information differently and also to meet the needs of learners in terms of instructions they are given. “While learners are

taking part eagerly in their own learning trend, they surely start to have a kind of powerful feeling toward their educational achievements and their self-regulation and self-confidence will increase” (Zoghi & Far, 2014, p:210).

Inductive vs. Deductive Learning Styles

Teachers still have been questioning the best method to teach the target language and they have been striving for the most beneficial one for their students. Some teachers and/or learners prefer to start from generalizations while others focus more on specific rules. Students who have deductive learning style preference rely on their teachers and they expect the teachers to offer them rules explicitly first, and then examples and activities. Grammar Translation, Direct and Audio-lingual methods are the most traditional teaching and learning methods which date back to the nineteenth century. Students learn through imitation, repetition, drills and dialogues in a classroom environment and they focus on grammatical structure. On the other hand, those who prefer to learn inductively try to make out rules implicitly from examples, without being given the rules explicitly. Communicative approach, which has still been a widely accepted method, has the notion of real communication, and so the aim is to foster communicative competence. Students engage in meaningful and authentic classroom activities such as project-based, discovery learning, and case-based activities. “They are all learner-centered, meaning that they impose more responsibility on students for their own learning than the traditional lecture-based deductive approach does” (Prince & Felder, 2006:2).

There are number of researches in the field which investigated and compared the effects of inductive and deductive learning styles. In a study conducted by Jean & Simard (2013) to seek junior High School students’ inductive and deductive preference of grammar instructions, the results revealed that the participants generally preferred deductive learning mostly because it is less demanding and did not require solving problems or discovering patterns.

METHODOLOGY

Research Design

This study tried to determine the degree of foreign language speaking anxiety among Çağ University Preparatory School Elementary level students and also their Learning Styles in terms of deductive or inductive learning preferences. This is a descriptive research, and so quantitative data was utilized by the researcher using two different questionnaires. Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz and Cope (1986) was used to gather data for the speaking anxiety level of the students. Cohen, Oxford, and Chi’s (2001) Learning Style Survey (LSS) was taken as a base and six questions related with deductive or inductive preferences were directly taken from this survey. 12 more questions were added to it by the researcher and it was completed to 18 itemed questionnaire. After that, this 18 itemed questionnaire was conducted to collect data for their Language Learning preferences in terms of deductive and inductive styles.

This study was conducted at Çağ University English Preparatory School which aims to improve the English skills of their students for their future academic programs since the medium of instruction is English in each department. There are three different levels in this program; Beginner (30 hours of English a week), Elementary (28 hours of English a week), and Pre-Intermediate (26 hours of English a week). The students are taught English interactively and while main course classes are instructed by non-native Turkish

teachers, listening & speaking and reading & writing skills are conducted by native speaker instructors.

Participants

Thirty-three (33) randomly selected Çağ University Preparatory School Elementary Level students who were learning English were the participants of this research. Participant's ages generally range from 19 to 26 in this School. The sample group included both male and female students. They were from diverse range of departments including International Relations Department, Law Department, Management, English Language Teaching, International Finance, Public Relations, International Trade, Mathematics and Computer Science, Psychology, and International Trade. Students whose level of English is insufficient are required to enroll in the English Preparatory School, as the language of instruction, except for Faculty of Law, is English in the departments of Çağ University.

Instrumentation

Two different instruments were used to collect data about the student' level of anxiety and their deductive or inductive learning style preferences. The first instrument was the Foreign Language Classroom Anxiety Scale (FLCAS) which was developed by Horwitz, Horwitz and Cope (1986). This questionnaire included 33 items each of which was rated on a 1 (strongly agree) to 5 (strongly disagree) Likert scale by the participants. The statements on the questionnaire were about the level of language learning situations that the respondents experienced. It has four subscales which are; negative evaluation (items 3, 7, 13, 15, 20, 23, 25, 31, and 33), communication apprehension (items 1, 9, 14, 18, 24, 27, 29, and 32), fear of tests (items 2, 8, 10, 19, 21), and English class anxiety (items 4, 5, 6, 11, 12, 16, 17, 22, 26, 28, and 30) (Horwitz et al., 1986).

The second instrument was modified from Cohen, Oxford, and Chi's (2001) Learning Style Survey (LSS) to collect data on Inductive or Deductive Language Learning Style preferences of the students. It had 18 items 6 of which were taken directly from LSS. The other 12 items were developed by the researcher. Each item was rated on 1 to 3 points Likert scale (1-disagree, 2-neutral, 3-disagree), and the statements were about whether they prefer to be taught inductively or deductively. In the developed questionnaire, items 1, 3, 5, 8, 9, 10, 11, 14, 16, and 18 are about deductive style preferences while items 2, 4, 6, 7, 12, 13, 15, 17 are about the inductive style preferences.

Data Analysis

The data was computer coded and processed with PASW Statistics 20 (Predictive Analysis Software- Formerly SPSS). The analysis of the data was gathered from 33 randomly chosen Preparatory School Elementary level of students. Descriptive statistics was calculated for each of the questionnaire in order to answer the first and second questions which were;

1- What is the Çağ University Elementary School students' level of Foreign Language anxiety? And 2- What are the Çağ University Elementary School students' preferences for Learning in terms of Deductive or Inductive Styles? The means and standard deviations and the descriptive statistics for the items were calculated.

Apart from these, in order to answer the third question, "What is the relationship between the Çağ University Elementary School students' level of FL anxiety and their preferences

for Inductive or Deductive Learning Styles?” Pearson correlation coefficient with a single tailed test was calculated to examine whether there was statistically significant relationship between the students’ Learning Styles preferences and their level of Foreign Language Anxiety.

RESULTS

Students’ level of EFL speaking anxiety

The aim of the first question of this small scale study was to investigate the level of EFL anxiety of the Elementary level of students at Çağ University Preparatory School. For this purpose, the FLCAS by Horwitz, Horwitz and Cope (1986), which has 33 items, was used. Table 1 shows the descriptive statistics of the participants’ anxiety level.

Table 1 *Descriptive Statistics of the Participants’ Anxiety Level*

	N	Min.	Max.	Mean	SD.
Anxiety	33	71	124	92.8	15.8

As can be seen from Table 1, the mean score of the anxiety level of the participants is 92.8. Besides, the mean scores of the minimum and maximum levels of the anxiety experienced by the students are 71 and 124, respectively. We can conclude that the participant students in this study had relatively a high level of anxiety. Considering the two extreme, minimum and maximum, anxiety level values, the FLCAS scores of the students were classified in three different groups which are low-anxiety, mid-anxiety, and high-anxiety. Table 2 shows the classification of the students’ scores.

Table 2. *The Levels of Anxiety groups*

Groups	Anxiety scores
Low-anxiety	71-85
Mid-anxiety	86-100
High-anxiety	101-124

In Table 2, the participants whose score fall between 71 and 85 were classified as low-anxiety group while the others who were within the 101 and 124 range considered as highly anxious group. The range of the mid-anxiety group was considered as 86-100. Table 3 shows the participants’ distribution into each group.

Table 3. *The distribution of the participants in anxiety groups*

Groups	Frequency	Percentage
Low-anxiety	8	24.24 %
Mid-anxiety	15	45.45 %
High-anxiety	10	30.31 %
Total	33	100 %

In this table, the percentage of the low-anxiety group is 24.24%, while the mid-anxiety group is, 45.45%, and the high-anxiety group is 30.31%. To this respect, the majority of the participants were found to be in the mid-anxiety group. The second group was found to be the high-anxiety group. The lowest number was found in the low-anxiety group. So, if we consider the mid-anxiety and the high-anxiety group, we can conclude that nearly

76% of the participant students experience relatively a high level of language learning anxiety. Only the minority 24% were found to experience a low level of anxiety.

Anxiety causes different kinds of problems during learning process. It can sometimes hinder the improvement and it sometimes make learners feel discouraged and even lose faith and so give up giving any effort to move on. This is a disadvantageous situation in language learning environment as those with high anxiety are normally the ones who cannot easily achieve to learn. Keeping this in mind, much more effort should be given to realize such kind of language learning anxiety problem and much more of it should be given to lower it to an achievable state. That way, the learners will feel more encouraged to learn the target language.

Deductive/Inductive Language Learning Style

The second research question aimed at investigating and identifying the students' learning type preferences in terms of deductive or inductive style. For this aim, an 18 itemed questionnaire, which was developed by the researcher taking Cohen, Oxford, and Chi's (2001) LSS as a base, was used. Table 4 shows the descriptive statistics of the participants overall preferences.

Table 4. *Deductive/Inductive learning style preferences of the participants*

	N	Min.	Max.	Mean	SD.
Deductive/ Inductive	33	34	46	41.51	3.26

As can be seen from Table 4, the mean score of the learning style preferences of the participants is 41.51 and the standard deviation score is 3.26. The minimum score obtained from these results was 34, and the maximum is 46. Taking these scores as a base, below in Table 5, we can see the descriptive statistics of each group individually.

Table 5 *Descriptive statistics of each group individually*

Total 33	Min.	Max.	Mean	SD.
Deductive	16	29	24,12	3.08
Inductive	12	24	17,39	3,16

As shown in Table 5, the mean score of the participants' deductive style preference is 24.12 while it is 17.39 for the inductive style. From this information it can be concluded that, although the scores for deductive style preference is higher than the inductive one, the difference is not so high. We can say that the participants' preference for deductive or inductive learning style is nearly equal. This means that half of the class prefer to be taught deductively and the other half inductively.

We can infer from these results that there is a diverse range of style preferences among these students. So, the instructions in those classes should also be diverse enough to meet different expectations and styles of the learners. Since there are students both with deductive and inductive style in the same group, the language teachers need to arrange their classes and activities so as to match with all of the styles.

Relationship between the Participants' level of anxiety and their inductive/deductive learning style preferences

The third research question addressed the possible relationship between participants' level of anxiety and their deductive or inductive learning style preferences. To be more precise, the aim was to find out if there was any relationship between Çağ University Preparatory School Elementary students' anxiety level and their learning style preferences in terms of deductive or inductive instruction. To find whether there was any statistically significant relationship between the anxiety level and learning style preferences, Pearson correlation coefficient was calculated through SPSS. Table 6 shows the students' correlation results between their anxiety level and language learning style preference.

Table 6. *Correlation between Language learning Anxiety and Style preference*

	Anxiety	Deductive/Inductive style
Pearson Correlation	1	,447**
Anxiety Sig. (1-tailed)		,009
N	33	33
Pearson Correlation	,447**	1
Ded. /Ind. Sig. (1-tailed)	,009	
N	33	33

As we can see from Table 6, the value of the correlation between two variables is .447, so there is not a statistically significant relationship between the students' level of anxiety and their deductive/inductive learning style preferences. We can infer from these results that no matter which learning style preferences they have, the participant students experience relatively high level of language learning anxiety. It can be concluded that their deductive or inductive learning style preferences have no effect on their anxiety level.

In summary, the results of this small scale study showed that majority of the students experience mid to high level of anxiety. Among 33 participant students, only a few of them showed low-level of anxiety (n=8). Besides that, the students' results revealed preferences for both deductive and inductive learning styles equally. The correlation between FLA and Deductive and Inductive language learning style was not found to be significant which means both deductive and inductive type of learners experience a range of Foreign Language Anxiety.

DISCUSSION

As it was mentioned before, when learning a foreign language, anxiety and its level may have unexpected and unavoidable outcomes for language learners. This can hinder their motivation to participate in any classroom activities, avoid practicing, and may even cause giving up learning it. Therefore, we can easily assume that high anxiety has great effects on students' achievements and in turn, their low achievement will probably cause them more anxious learners. Regarding the first research question of this study, the findings indicated that the the majority of the participant students experienced a mid to high level of foreign language learning anxiety (75%). The total mean of the whole group of students was calculated as 92.8, which means that the majority of the group tend to be more anxious when learning a foreign language than the other 24% of low-anxiety group. These results are in line with the previous research conducted by Horwitz, Horwitz and Cope in 1986. They investigated the students' anxiety level and their motivation and

concluded that the lower their anxiety level, the higher their motivation is. This seems to be the case in this small scale study as well when their anxiety level and achievement in the classroom is taken into consideration.

Such kind of results may have a lot of different implications for teachers to take the possible reasons into consideration in their classroom environments. Students' self esteem and self confidence are also influencing factors on their level of anxiety and achievement. Moreover, their background, cultural differences, family factors, and learning style preferences could also be attributed to their anxiety level. In a study conducted in Turkey, researchers (Öztürk & Gürbüz, 2014) investigated the level, major causes, and determining factors of foreign language speaking anxiety and students' perceptions about it. Although the quantitative results revealed that the students in the study generally experienced a low level of anxiety, the qualitative data demonstrated significant points about speaking anxiety. Regarding their data, they concluded that speaking anxiety can be grouped under the headings as individual, environmental, and educational and it may cause lack of self confidence and giving up speaking in classrooms. In another study conducted in Iran, Shabani (2015) investigated the relationship between FLA and language learning strategies among EFL learners. The majority of the students were found to have an average level of foreign language anxiety and the possible reason for such kind of anxiety was attributed to the cultural Iranian tradition in which people care much about their faces and they avoid getting low evaluations or criticism about themselves. Moreover, the Iranian teachers were described as dominator and said to play the controller role, which possibly creates a tense atmosphere where students feel nervous. In addition, it would be helpful for teachers to have some information about their students' background so that they can take necessary precautions to enhance more sincere atmosphere in classrooms and create free and relaxed environment for English learning.

The second research question attempted to discover whether the participant students have deductive or inductive type of learning style preferences in classrooms. It is widely known and accepted that students react differently to different teaching situations. The presence of their anxiety may have psychological impact on them because of their different learning style preferences. Some students may have a better understanding of the related subject when they are exposed to deductive teaching while the others excel at inductively. Jean and Simard (2013) conducted a study in terms of deductive and inductive approach to grammatical instructions in a junior high school in Canada. Their findings are in line with the present study. They found that although both approaches were rated as equally effective, the students expressed their preference for the deductive approach. The possible implication which was drawn from the study was that certain learning styles (extrovert, global, inductive...) are more suited for implicit learning while others (introverted, analytic, deductive...) do better when they are exposed to explicit teaching. The results in this study showed that the deductive type of learners is slightly higher than the inductive ones as well. Although several factors can be identified as possible attributions to the emergence of anxiety, learning style preferences is accepted as one of the high influential factor in students' foreign language proficiency. In a language classroom, both teachers and students have a lot of responsibilities to create and maintain feasible and democratic atmosphere to meet their needs mutually. If a student is aware of his/her own style, then it would be more likely for him/her to be a better learner and also it would be possible to have positive attitudes towards the language to exhibit more skills in class. As for the teachers, if they understand their students' learning styles better, then it would be easier for them to adopt appropriate teaching method and they would be able to help students to improve their weaknesses and

necessary skills. Being aware of strengths and weaknesses of language classes and considering what they are capable of and in what level will possibly create a better environment to learn the target language better and will also help to reduce their anxiety.

With the limitations of this study, it is possible to mention several different recommendations. Firstly, it is worth exploring the possible ways to deal with students' foreign language anxiety and also make them aware of their own anxiety reasons individually to overcome it. If different factors which cause anxiety are taken into consideration, this small scale study could be extended to identify and determine the possible coping methods to apply in classrooms. Second, a detailed factor analysis will be helpful to identify most problematic, anxiety provoking factors individually so that necessary precautions can be taken. Third, it is a small scale study in nature and it was conducted by a limited number of participant students. It is also recommended that it would be much more beneficial to involve several more classes in the study for the aim of validating the results. Lastly, only the deductive and inductive type of preferences was investigated as the possible cause of anxiety in this study. However, there could be other kinds of learning style preferences which influence learning and may cause anxiety. Hence, more detailed learning style investigation should be done to have a more extended idea about the divergence in classrooms so that the necessary teaching methods for individual needs could be determined.

CONCLUSION

This study was carried out among Çağ University Preparatory School Elementary level of students. The purpose of this study was to investigate possible relationship of Foreign Language anxiety and Deductive/Inductive language learning style preferences of the students. 33 students participated in this study and 2 questionnaires (FLCAS and Inductive/Deductive Learning Style questionnaire) were given to the participant students. The majority of the students (n=15) were found to have average level of anxiety, and only 8 students showed low-level of anxiety. It was also found out that the participant students of this study have both deductive and inductive learning styles although deductive style is slightly higher than the inductive one. (Deductive/Inductive, Mean=41.51, Deductive Mean=24.12, Inductive Mean=17.32). Finally, when the relationship between the Foreign Language Anxiety and Deductive/Inductive Learning Styles investigated, no significant relationship was found between them.

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APPENDIX 1 - Deductive/Inductive Learning Style Survey- Turkish version

MADELER	Katlıyorum (1)	Kararsızım (2)	Katılmıyorum (3)
1. İngilizce öğrenirken genelden başlayıp özele doğru gitmeyi tercih ederim?			
2. İngilizceyi öğrenirken kurallarımı, cümle yapılarımı ve anlamlarını kendim keşfederek dolaylı yoldan öğrenmeyi tercih ederim.			
3. Dil öğrenirken önce genel kurallarını öğrenip daha sonra bu kurallara uygun olan örnekler bularak öğrenmemi pekiştiririm.			
4. Bilmediğim bir kelimeyi öğretmenime direk sormadan ya da sözlükteki anlamına bakmadan önce kendim cümle içerisindeki anlamını tahmin etmeye çalışırım.			
5. İngilizce bir okuma parçası üzerinde çalışırken öncelikle içerisinde geçen gerekli gramer yapısını öğrenmeyi tercih ederim.			
6. İngilizce bir gramer yapısını öğrenirken direk kurallar ve formüllerle değil, bir okuma parçası üzerinden kurallarını kendim çıkararak öğrenmeyi tercih ederim.			
7. İngilizce öğrenirken kuralları direk öğrenmek yerine dolaylı olarak örnek cümleler ya da okuma parçasından çıkarım yaparak kendim öğrenmeyi tercih ederim			
8. Bir cümlenin dil bilgisi kurallarını bilmediğim zaman o cümleyi anlamakta zorlanıyorum.			
9. İngilizce materyal ve aktivitelerin içerisinde geçen bütün kelimeler ve gramer kurallarını bildiğim zaman kendimi daha rahat hissediyorum.			
10. İngilizce öğrenirken o dili kurallarıyla ve yazarak daha iyi öğreniyorum.			
11. Sözlükte bir kelimenin birden fazla anlamı olduğundan ve bazen hangisini doğru şekilde kullanmam gerektiğini bilemediğimden dolayı öğretmenin o kelimenin ya da deyimini direk olarak anlamını vermesini tercih ederim			
12. Öğretmen bir yapının kuralını anlatsa bile pek önemsemem çünkü kuralları pek hatırlamam.			
13. Dil kurallarını direk öğrenmek yerine zaman içerisinde örnek cümle yapılarını gördükçe öğrenirim.			
14. İngilizcede bir okuma parçasını okumaya başlamadan önce öğretmenin parçada geçen bilinmeyen kelimeleri liste halinde vermesini tercih ederim			
15. Öğretmen dersi anlatırken gerçek hayatta örnekler vererek anlattığında konuyu daha iyi anlarım.			
16. Sınıfta yabancı dil öğrenirken öğretmenin konuyu önce genel bir çerçevede içerisinde anlatmaya başlayıp daha sonra bunu ilgili materyaller ya da konulara bağlamasını tercih ederim.			
17. İngilizce öğrenirken daha çok diyaloglar, gerçek hayattaki konuşma ortamları ve orijinal (hakiki, doğru olan) okuma parçaları yoluyla öğrenmeyi tercih ederim.			
18. İngilizce öğrenirken dili örnek cümleler üzerinden öğrenmek yerine teori ve kurallarıyla öğrenmeyi tercih ederim.			

APPENDIX 2 - Foreign Language Classroom Anxiety Scale- Turkish version

MADDELER	Kesinlikle katılıyorum (5)	Katılıyorum (4)	Kararsızım (3)	Katılmıyorum (2)	Kesinlikle Katılmıyorum (1)
1. Derste konuşurken asla kendimden emin olmam.					
2. Derste hata yapmaktan endişelenirim.					
3. Derste kaldırılacağımı bildiğim zaman heyecanlanırım.					
4. Derste öğretmenimin ne söylediğini anlamamak beni korkutur.					
5. Daha fazla dil dersi almak beni rahatsız eder.					
6. Derste kendimi dersle ilgisiz şeyler düşünürken bulurum.					
7. Diğer öğrencilerin dil konusunda benden daha iyi olduğunu düşünmeden edemiyorum.					
8. Dersteki sınavlar esnasında genellikle rahat değilimdir.					
9. Derste hazırlık yapmadan konuşmak zorunda olduğumda paniğe kapılırım.					
10. Sınıfta kalmanın sonuçları beni endişelendirir.					
11. Dil derslerinin insanları neden bu kadar çok ürküttüğünü anlıyorum.					
12. Derste o kadar heyecanlanırım ki, bildiklerimi de unuturum.					
13. Derste gönüllü cevap vermekten çekinirim.					
14. Yabancılarla (anadili İngilizce olanlarla) İngilizce konuşurken rahatsız olurum.					
15. Öğretmenin düzelttiği hataların ne olduğunu anlamak beni sinirlendirir.					
16. Derse iyi hazırlandığım zaman bile tedirgin olurum.					
17. Çoğu zaman derse gitmek içimden gelmez.					
18. Derste konuşurken kendime güvenmiyorum.					
19. Öğretmenin yaptığım her hatayı düzelterek olmasından korkarım.					
20. Derse kaldırıldığımda kalbimin çok hızlı attığını hissedebilirim.					
21. Sınavlara ne kadar çok çalışırsam, kafam o kadar çok karışır.					
22. Derslere iyi hazırlanmak için üzerimde baskı hissederim.					
23. Her zaman diğer öğrencilerin İngilizceyi benden iyi konuştuklarını hissederim.					
24. Diğer öğrencilerin önünde İngilizce konuşurken rahat olamam.					
25. Ders çok çabuk ilerliyor, geride kalmaktan endişe ediyorum.					
26. Diğer derslere göre kendimi dil dersinde daha gergin ve heyecanlı hissederim.					
27. Derste konuşurken heyecanlanırım ve aklım karışır.					
28. Derse giderken kendimden çok emin ve rahatım değilim.					

29. Öğretmenin söylediği her kelimeyi anlamazsam heyecanlanırım.					
30. Bir dili konuşmak için öğrenilmesi gerekli olan kuralların sayısı beni sıkar.					
31. İngilizce konuşursam diğer öğrencilerin bana güleceğinden korkarım.					
32. İngilizceyi anadili olanlarla konuşurken kendimi rahat hissetmem.					
33. Öğretmen daha önce hazırlanmadığım sorular sorduğunda heyecanlanırım.					