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**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM
AND COMMUNICATION**

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

**AN INVESTIGATION INTO THE RELATIONSHIP AMONG
PERCEPTUAL LEARNING STYLE PREFERENCES, FOREIGN
LANGUAGE CLASS ANXIETY, AND FOREIGN LANGUAGE
ACHIEVEMENT: GRADE ELEVEN STUDENTS IN MATTU
SECONDARY SCHOOL IN FOCUS**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY IN ENGLISH LANGUAGE TEACHING/ELT**

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As members of the Examining Board of the final PhD open defense we certify that the thesis prepared by Berhanu Firissa, entitled A Study on ``*An investigation into the relationship among perceptual learning style preferences, foreign language class anxiety, and foreign language achievement of grade 11 students of Mattu secondary school*`` and submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy in ELT complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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DECLARATION

Dissertation Title: “*An Investigation into the Relationship among Perceptual Learning Style Preferences, Foreign Language Class Anxiety, and Foreign Language Achievement*”

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This dissertation entitled: “*An Investigation into the Relationship among Perceptual Learning Style Preferences, Foreign Language Class Anxiety, and Foreign Language Achievement*” is submitted in partial fulfillment of the requirements for the degree **of** Doctor of Philosophy in English Language Teaching (PhD in ELT) to be awarded by Addis Ababa University.

I, Berhanu Firissa, hereby declare that this thesis is my own work and that, to the best of my knowledge, it does not contain any material previously published or written by another person (except where due reference is made in the text). No part of this thesis has been submitted for a degree or other qualification at this University or any other institution. All sources of information have been acknowledged and referenced using the AAU’s Citation Style Guide: APA).

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ABSTRACT

This study delved into and shed more light on the relationship among perceptual learning style preferences (PLSP), foreign language class anxiety (FLCA), and on EFL achievement (FLA). The study applied a quantitative approach and correlational design. The study was conducted at Mettu Comprehensive Secondary School or Mettu Higher Secondary School, renamed at present. The school is located in the western Oromia Regional State, Ilu Aba Bor zone, Ethiopia. Four available sections of grade eleven students participated as respondents of the study. Reid's (1984) perceptual learning style preferences questionnaire (PLSPQ) revisited by Pashler et al., 2009 and Horwitz et al's., (1986) foreign language anxiety scale were the standardized tools utilized for the research. In addition, participants' semester final exam results were used to measure foreign language achievement. Data were collected, statistically analyzed, and interpreted using SPSS version 26. The findings of the study revealed that the major PLSP of the students was group followed by visual, minor PLSP, and the rest four being negligible. Moreover, the results of One-way ANOVA confirmed that PLSP is significantly related to FLA. Moreover, the findings also revealed that most participants' FLCA fell to the average higher level while those with Group (PLSP-G) PLSP exhibited the least FLCA compared to participants with the individual (PLSP-I) with the highest FLCA among the six dimensions of PLSP. Communication anxiety (FLCA-CA) significantly and fear of negative evaluation (FLCA-FNE) broadly were found to be the major sources of the participants' sources of FLCA among its three dimensions in the scale. Furthermore, results of One-way ANOVA confirmed that PLSP is significantly and moderately related to FLCA. While learning style preferences themselves may not powerfully predict how well someone learns a foreign language, students with a kinesthetic preference (learning through movement and doing) might have a slight edge. However, a stronger predictor of foreign language achievement seems to be fear of negative evaluation in class. High anxiety levels can potentially hinder a student's ability to perform well. In conclusion, it was implied that the construct PLSP needs to be considerably reflected in the instructional materials preparation towards the EFL students' success. Teachers are expected to identify students' ways of learning and apply accommodating strategies to address individual differences in the classroom in terms of PLSP dimensions. It was also inferred that the constructs PLSP and FLCA play significant roles in the context of EFL teaching. Therefore, EFL instruction needs to address these variables as determinants of the learners' success, and if meaningful pedagogical room is to be allocated, teaching practices need to pay attention to such. This area of exploration can lead to significant advancements in EFL pedagogy, creating a more inclusive and successful learning experience for students. Keywords: Foreign language class anxiety; high school students; learning style preference

Key terms: *perceptual learning style preferences; foreign language class anxiety; constructs*

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ACRONYMS

EFL- English Foreign Language

ELT-English Language Teaching

FLCAS- Foreign Language Class Anxiety Scale

EFL- English Foreign Language

FLL- Foreign Language Learning

FLA- Foreign Language Class Achievement

PLSP- Perceptual Learning Style Preferences

PLSPQ-Perceptual Learning Style Preference Questionnaire

TL-Target Language

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CHAPTER ONE: INTRODUCTION

1.1. Background of the study

In the current era of Social Constructivism where students' psycholinguistic aspects play a determinant role in constructing knowledge in a sociocultural environment, one of the trends in foreign language learning settings is to raise awareness about students' differences and their potential effects on the learning process and outcomes to arrive at the most conclusive explanation of the variance in performance (Sadeghi, et al. 2012). Teaching/learning in general, English language instruction in particular, prevails with various components and constructs that could affect the attainment of instructional objectives.

Among those major components are the students themselves, the teacher, teaching approaches, and teaching materials. In this study, we emphasize the importance of individual cognitive differences (IDs) in determining how well learners succeed in mastering the target **language**. These IDs, as Dörnyei (2005) describes, are like fundamental aspects of personality that everyone possesses but to varying degrees. They encompass a wide range of psychological factors that play a significant role in the learning process. While factors like teachers and materials play a role, a learner's own cognitive makeup significantly impacts language acquisition. These "individual learner differences" encompass various enduring personal characteristics. These include aptitude for languages, preferred learning styles (visual, auditory, kinesthetic), and motivational drive. Understanding these differences allows teachers to tailor instruction, promote learner self-awareness in their preferred approaches, and personalize learning experiences to boost motivation and cater to each student's unique strengths.

While there's ongoing debate about which individual differences (IDs) best predict academic success (Furnham & Mosen, 2009), research suggests language learning styles and strategies are particularly influential (Oxford, 1989). This emphasis on cognitive factors aligns with Sharma's (2014) view of learning as an active mental process where students construct meaning based on various factors like interests, abilities, and motivations. This highlights the need for teachers to be adaptable in catering to these diverse learning styles. The discussion with reference to the literature on multiple intelligences and learning preferences or individual differences above implies that learners need to be approached in the way that they are instead to interact with the teaching and learning process. It can also be

inferred that learners should not be the “prisoners of” their own learning styles, rather they need to experiment with various learning styles.

Individual differences (IDs) in psychology capture the variations in how people think, feel, and behave. Researchers like Snow et al. (1996) and Cooper (2002) highlight core attributes like personality, intelligence, and abilities. The concept expands to encompass emotions, interests, motivations, and even demographics. Notably, Raad (2000) emphasizes similar dimensions and Revelle (2000) broadens the scope to include the influence of genes and cultural background. Ultimately, IDs acknowledge the rich tapestry of psychological traits that make each person unique (Wallace, 1991).

Accordingly, the pedagogy of language teaching suggests approaching the learners with various characteristics as follows. Learners with verbal –linguistic intelligences can learn best when the lessons are presented using lectures, large and small group discussion manuals, writing activities, word games, student speeches, dramatic interpretation, memorizing linguistic passages, and facts, tape recordings, and so on. Visual_spatial learners prefer being provided with charts, maps, photographs, videotapes, imaginative storytelling, visual thinking exercises, computer graphic activities, visual patterns, re-arrangement of the room, drawing images on the chalk board, colors and other related exercises. Musical- rhythmic learners prefer lessons presented using cassettes, musical instruments, etc. Logical-mathematical learners prefer lessons consisting of statistical charts, logical problem-solving, science experiments, mental calculation activities, logic puzzles, and critical thinking exercises and so on. Kinaesthetic-oriented learners tend to be attracted to language lessons presented using touch feeling, improvisations, hands-on activities” manipulating materials and so on. Naturalistic learners are highly interested in language lessons consisting of real objects classification activities, pattern relationships, ideas and exercises related to real -life situations and science. Accordingly, the target language teacher is expected to assess the students’ preferences and tune the lessons and classroom activities towards each learner’s or a group of learners’ choice to be engaged in the activities in order to effectively achieve the subject matter objectives and address every learner (Gardner 1993). It has been suggested by a number of literature that EFL teachers need to know how effectively to asses students’ language learning preferences to address each learner’s needs in the English classroom.

Dunn (2020) found out that learners can identify not only their own strengths in learning, but also their weaknesses. According to Black (2004) not only through assessing students’

preferences but they could also know their own learning styles by simply asking some simple questions. DeBello (2023) identifies eleven ways of assessing learning styles by implementing an analyzed and compared version of each of the various learning style inventory (LSI) models. Among the models, he analyzed Dunn and Dunn's Learning Styles Inventory, NASSP's Learning Style Profile, Hill's Cognitive Learning Profile, Ramirez's Child Rating Form, Letteri's Cognitive Style Delineator, Schemeck's Inventory of Learning Process, Kolb's Learning Style Inventory and Gregorc's Learning Style Delineator. In these models, it is recommended that the EFL teachers may use interviews, observation and reading some words aloud in order to characterize and categorize the students' reaction into "visualization", "spelling", "sound", or "feeling" (1990). Ways of addressing learners' needs and literature related to the pedagogy of language teaching suggest that individual preference in the classroom needs to be given a higher priority by the language teacher. Tudor (2001) points out that language activities and topics which are suitable to the learners' emotional aspects are likely to create positive associations towards learning.

Krashen (2014) underlines students' learning system which filters out an input that has no affective meaningfulness for them as they the input which seems pleasant to their feelings and relevant to their affective dimensions. Positive affection thus emerges from the type of activities they are engaged in and this pedagogically implies that tasks which learners are asked to perform have to be designed and selected on the basis of the learners' interactional preferences. Accordingly, the target language teachers need to implement a wide range of techniques which will accommodate their learners' diversified affective dimensions or preferences (Krashen 1985, Tudor 2001). Thus, the target language teachers can make use of various techniques to address diversified needs in English classroom in order to boost the learners' achievements. In line with this, in the recent EFL context learners are required to construct their own knowledge through active discovery and internal involvement.

This implies the remarkable role of IDs in the success and failure in foreign language. On one hand, with the prevailing lack of clarity and consensus, scholarly arguments with regard to the attributes, and measurements of the constructs of ID remains blurry to construe the magnitude of the variables attributed to IDs: Perceptual Learning Style Preferences and Foreign Language Class Anxiety in the context of research in Ethiopian EFL context, and beyond. This study emphasizes the importance of individual cognitive differences (IDs) in language learning success (Dornyei, 2005). These IDs represent fundamental aspects of a

learner's personality, such as learning styles and strategies, which influence their ability to acquire a new language (Oxford, 1989). However, pinpointing the exact IDs that most significantly impact learning remains a topic of debate (Furnham & Monsen, 2009). Researchers haven't reached a consensus on the specific attributes that constitute IDs, the most effective methods for measuring them, or the relative importance of different IDs on learning outcomes. This lack of clarity makes it challenging to definitively determine the magnitude of specific IDs, like perceptual learning style preferences and foreign language class anxiety, on language learning achievement in the Ethiopian EFL context (and beyond). It is expected that students need to demonstrate an adequate command or communicative competence both in subject areas and in the target language courses; this would in turn result in success in their entire academic life.

Proposed first by Horwitz, et al. (1986) the construct of foreign language anxiety (FLCA) was also defined 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” attracting pedagogical implication in EFL classroom. This construct was first introduced and defined by Horwitz, et al. (1986) 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” in the context of ELT. Along with its definition, they identified foreign language class anxiety into three: communication anxiety, fear of negative evaluation, and test anxiety, and developed an instrument named the foreign language classroom anxiety scale (FLCAS), which is widely used in FL research. Gardner (1993) distinguished three general types of construct anxiety: trait, situation-specific, and state anxiety. Trait anxiety refers to a general tendency to become nervous in a wide range of situations. State anxiety is the feeling of worry or stress that arises at a particular moment under a particular circumstance. A situation-specific anxiety is similar to trait anxiety in that it is stable over time, but it may not be consistent across situations.

Accordingly, FLCA is associated with situation-specific anxiety (MacIntyre & Gardner, 2019). So far, FLCA has generally been claimed to be a construct in the context of FL research and remains an impediment in the FL learning environment. Foreign language class anxiety has notably attracted research in foreign/second language teaching learning. This view indicates the considerable effect of foreign language class anxiety, which requires due

attention in the language classes, and it may arise not only from the feeling related to the foreign language itself but also from performance in vernacular language.

This dissertation delved into the complex interplay between perceptual learning styles, foreign language classroom anxiety, and foreign language achievement among students in the Ethiopian EFL (English as a Foreign Language) context. The target participants will likely be students enrolled in secondary or higher education institutions where English is a mandatory subject.

The researcher's motivation for this study stems from a confluence of factors. Firstly, research consistently highlights the significant role of individual differences, such as learning styles and anxiety levels, in language learning success (Dornyei, 2005). Understanding these variations can empower educators to tailor their instruction and create more effective learning environments for diverse student populations.

Moreover, the growing need for English proficiency in Ethiopia underscores the importance of optimizing EFL instruction within the country. However, anecdotal evidence suggests that students often face challenges related to anxiety and a mismatch between their preferred learning styles and the teaching methods employed in the classroom. These issues were further emphasized by stakeholder concerns, particularly those from the business and academic sectors, regarding the deficiencies in communicative competence demonstrated by recent graduates.

Finally, while the relationship between learning styles, anxiety, and achievement has been explored in other language learning contexts, research specific to the Ethiopian EFL environment remains scarce. This study aimed to bridge this gap and provide valuable insights for educators seeking to enhance student success.

To gain a comprehensive understanding of the problems faced by students regarding learning style preferences, foreign language class anxiety, and foreign language achievement within the Ethiopian EFL context, this study will employ a more targeted research approach utilizing standardized instruments:

- **Perceptual Learning Style Preferences (PLSP) Questionnaire:** This validated instrument was used to assess students' preferred learning styles across different modalities (visual, auditory, kinesthetic, etc.). Understanding these preferences helped the researcher identify potential mismatches between student styles and teaching methods.

- **Foreign Language Classroom Anxiety Scale (FLCAS) Questionnaire:** This established questionnaire measured students' levels of anxiety in the foreign language classroom setting. Analyzing these scores will provide insights into the prevalence of anxiety and its potential impact on language learning.
- **Subject Matter Final Exams:** Scores from subject matter final exams, commonly used to assess achievement in EFL programs, served as a measure of students' foreign language proficiency. Analyzing these scores in conjunction with the PLSP and FLCAS data allowed us to explore potential relationships between learning styles, anxiety, and achievement.

This approach offers several advantages. Firstly, utilizing standardized instruments like the PLSP and FLCAS ensures the data collected is reliable and comparable to findings from other studies. Secondly, focusing on final exams provides a concrete measure of student achievement within the existing educational system.

By combining these focused research tools, the researcher could delve deeper into the specific challenges faced by students in the Ethiopian EFL context. This data will be crucial in understanding how learning style preferences, foreign language class anxiety, and foreign language achievement interrelate and ultimately inform the development of targeted interventions to improve student success.

1.2. Statement of the problem

Following theories and various models of learning style preferences and foreign language anxiety, a large amount of research in the area of teaching- learning language emphasized the prevalence and effect of these constructs in the entire teaching-learning process, contributing in turn to the learners' achievements in the context of foreign language teaching learning. Among the major constructs widely pronounced in the context of second/foreign language are learning style preferences and foreign class anxiety.

It seems tenable to conjure that an ELT class, like any other one, comprises students who possess different and multiple intelligences. This entails certain implications to classroom instruction, in general, and ELT teaching and learning in particular. Accordingly, the target language teachers are expected to recognize and address the broader range of learners' talents and skills in processing information as each child owes his own way of encountering language problems. Lazear (1992) suggests that even though it may seem impossible or impractical to accommodate each individual's learning styles in the classroom, the teacher

can assist the students in showing how effectively to use their own developed styles among the “candidate intelligence”. Consequently, knowing how each student learns would allow the target language teacher appropriately to assess the learners’ progress and achievement.

Effective learning goes beyond simply acquiring knowledge; it's also about fostering a positive emotional environment. Teachers, as the orchestrators of the classroom, significantly influence both the cognitive (thinking) and affective (feeling) aspects of student learning. Research by Volte (1997) suggests that individual academic success stems from the complex interplay between cognitive abilities, emotions, and motivation. This underscores the importance of teachers' instructional skills, personality, and how they interact with students. Failing to recognize individual learning styles and preferences, and mismatching teaching methods with those styles, can have a detrimental effect on student learning, motivation, and overall attitude towards the subject. In essence, creating a successful learning environment requires teachers to be attuned to both the cognitive and affective aspects of their students' experiences.

While research in English Language Teaching (ELT) has explored the link between learning style preferences and academic achievement, focusing on how well teaching methods align with preferred styles, there's still much to uncover regarding the intricate interplay of cognitive factors in foreign language acquisition. One key challenge lies in the construct of "learning style preferences" itself. Dornyei (2005) highlights the overlap between this term and "cognitive styles" within educational psychology and Second Language Acquisition (SLA) research. This ambiguity necessitates further exploration to precisely define and differentiate these concepts. Beyond definitional hurdles, a crucial gap exists in our understanding of how specific cognitive aspects interact in the context of foreign language learning. Notably, in the eyes of the researcher, there is limited research investigating the interplay between three key variables:

- **Perceptual Learning Style Preferences (PLSP):** This refers to an individual's preferred way of receiving and processing information (visual, auditory, kinesthetic, etc.).
- **Foreign Language Class Anxiety (FLCA):** This captures the emotional state of nervousness or apprehension experienced by learners in language classrooms.
- **Foreign Language Achievement (FLA):** These measures the success a learner has attained in acquiring the target language.

Understanding the complex interactions between these variables is vital. For example, how might a learner's preferred learning style (PLSP) influence their anxiety (FLCA) in a classroom setting and how might both factors then impact their ultimate achievement (FLA) in the language? Delving into these relationships can provide valuable insights for educators. By acknowledging the intricate web of cognitive factors at play, teachers can develop more effective strategies that address individual learner needs, manage classroom anxiety, and ultimately foster a more successful language learning environment.

While research on the relationship between Perceptual Learning Style Preferences (PSLP) and Foreign Language Achievement (FLA) remains limited, some studies offer promising insights. Dunn et al.'s (1991) work identified a significant correlation between specific learning preferences like design, motivation, and kinesthetic learning with foreign language success. Similarly, Williams et al.'s (2013) investigation using multiple learning style inventories hinted at a potential link between these styles and academic performance in language learning.

However, a crucial gap exists in our understanding of how PSLP interacts with Foreign Language Class Anxiety (FLCA) and ultimately impacts FLA. The lack of comprehensive knowledge regarding individual differences (IDs) in language learning presents a significant barrier to creating optimal learning environments. A major obstacle lies in the challenge of accurately measuring these constructs (Dornyei, 2005). This difficulty stems from the issue of "idiosyncratic conceptualization," where researchers may define and measure key constructs like Perceptual Learning Style Preferences (PLSP), Foreign Language Classroom Anxiety (FLCA), and Foreign Language Achievement (FLA) in varying ways (Dornyei, 2005).

This inconsistency leads to the use of potentially unreliable tools, primarily questionnaires that may not fully capture the nuances of these complex concepts. For instance, a traditional PLSP questionnaire might categorize a learner as "visual" based solely on their preference for written materials. However, this simplistic approach might miss crucial details. The learner might struggle with processing complex diagrams, which would undermine their true ability to learn visually (Oxford, 2011). Similarly, measuring FLCA through questionnaires might not capture the full impact of situational anxiety that arises during specific classroom activities, such as speaking in front of the class (MacIntyre & Gardner, 1991). These limitations highlight the need for more multifaceted and context-sensitive methods for assessing individual differences in language learning.

By acknowledging these measurement challenges, we can begin to develop more effective strategies for creating optimal learning environments. By utilizing a combination of tools, including standardized questionnaires, classroom observations, and potentially learner portfolios, we can gain a more holistic understanding of students' learning styles, anxiety levels, and overall achievement. This comprehensive approach can then inform the development of targeted interventions and differentiated instruction that cater to the unique needs of each learner.

This study acknowledges the limitations of traditional measurement tools like questionnaires and final exams. While questionnaires offer valuable standardized data and insights into student self-perception, and final exams provide an objective measure of achievement, they may not capture the full picture of individual differences. Therefore, this research employs a multifaceted approach. Questionnaires and final exams were used, alongside. By combining multi-quantitative data collection methods, this study aimed to gain a richer and more complete picture of the interplay between learning styles, anxiety, and achievement in the Ethiopian EFL context.

Despite the promising research on the connection between Perceptual Learning Style Preferences (PSLP) and Foreign Language Achievement (FLA), uncertainties remain unsolved. These uncertainties stem from the ongoing debate surrounding the very definition and distinction between PSLP and cognitive styles. Rayner (2000) attempts to clarify this distinction. He views learning styles as a "profile of the individual's approach to learning." This profile encompasses two key aspects: **Internalized Information Processing:** This refers to a stable and internalized dimension that reflects how a person fundamentally thinks or processes information. This aligns closely with the concept of cognitive styles, which are considered to be relatively fixed and inherent traits. **Adapting to the Learning Environment:** This facet of learning styles focuses on the more external and dynamic aspects. It captures how a learner adjusts their approach based on the specific learning activity and environment. This highlights the flexible and context-dependent nature of learning styles.

The concept of Perceptual Learning Style Preferences (PLSP) presents a fascinating yet complex aspect of individual differences in language learning. However, a potential issue arises when the two key dimensions of learning styles become muddled. Some researchers might focus solely on the internal processing dimension, essentially conflating learning styles with cognitive styles (Coffield et al., 2004). This lack of clear distinction can lead to

confusion and make it difficult to accurately measure and understand the impact of PSLP on foreign language learning. Learner who exhibits a strong preference for visual learning materials (internal processing) their learning style might also involve adapting to a classroom environment with limited visual aids by taking detailed notes (adapting to environment). Capturing both aspects of their learning style is crucial for a nuanced understanding of how they approach learning.

Researchers need to be more precise in defining and measuring PSLP. This could involve developing assessment tools that differentiate between the internal processing preferences and the learner's ability to adapt their learning strategies in different contexts (Oxford, 2011). By addressing these uncertainties, we can move towards a more comprehensive understanding of PSLP and its multifaceted role in foreign language acquisition.

While research on Perceptual Learning Style Preferences (PSLP) and its connection to Foreign Language Achievement (FLA) shows promise, Dornyei (2005) raises some crucial points that highlight the complexity of the concept of learning styles itself. Here are three key areas he challenges:

The Myth of Fixed Styles: Traditionally, learning styles were viewed as fixed and unchanging traits. However, Dornyei(2005) argues against this notion. He suggests that early educational experiences can significantly shape how individuals approach learning. For example, a student who consistently receives positive feedback for written work might develop a preference for learning through written materials. In essence, what we learn shapes how we learn, and learning styles can evolve over time. **Preference or Determinant?:** The term "preference" used in learning styles can be misleading. Dornyi(2005) questions whether these preferences truly dictate how we learn across different situations. While a learner might state a preference for visual learning, they may still be able to effectively learn through auditory explanations if necessary. The key might lie in a learner's adaptability. They might have a preferred style, but also possess the ability to adjust their approach based on the learning context.

The relationship between learning styles and personality traits remains a topic of debate. One question that arises is whether learning styles are simply another way of describing broader personality characteristics (Coffield et al., 2004). There seems to be some intuitive logic to this connection. For example, an extroverted student might naturally gravitate towards

interactive learning activities that allow for social engagement, while an introverted student might prefer solitary learning methods that minimize social interaction.

However, research suggests a more nuanced relationship (Dunn & Griggs, 2005). While correlations may exist between certain personality traits and preferred learning styles, these connections are not always clear-cut. Not all extroverts necessarily learn best through interaction, and introverts can still thrive in collaborative settings if the environment provides them with opportunities to process information and contribute in ways that align with their comfort level (MacDonald & Tinto, 2010).

Therefore, it's important to avoid oversimplification. Learning styles likely represent a complex interplay between personality characteristics, cognitive abilities, and past learning experiences (Oxford, 2011). A comprehensive understanding of individual differences in language learning requires considering both personality traits and learning styles, acknowledging that these factors interact in unique ways for each learner.

By acknowledging these complexities, Dornyei emphasizes the need for further research to truly understand the impact of learning styles on learning outcomes, particularly in the context of foreign language acquisition. Understanding how learning styles develop, the true power of preferences, and their connection to personality will be crucial for developing more effective and personalized learning strategies.

The ability to communicate effectively in a foreign language unlocks a world of possibilities. It fosters cultural exchange, enhances professional prospects (Byram, 1997), and empowers individuals to connect with a wider global community (Dörnyei, 2009). However, the journey of foreign language acquisition can be a complex and multifaceted one, influenced by a multitude of factors (Skehan, 1989). This dissertation delves into three key elements that potentially shape a learner's success in this endeavor: perceptual learning style preferences (PLSP), foreign language class anxiety (FLCA), and foreign language achievement (FLA).

Perceptual Learning Style Preferences (PLSP): Learners possess unique preferences for how they receive and process information. These preferences, categorized as visual, auditory, kinesthetic, and tactile (Dunn & Dunn, 1993), can influence their approach to language learning. Studies suggest a potential link between learning style preferences and academic achievement in foreign language contexts (Dunn et al., 1991; Williams et al., 2013). However, the field is not without debate, with some questioning the stability and true impact of learning styles (Dornyei, 2005).

Foreign Language Class Anxiety (FLCA): The emotional state of learners plays a significant role in their language acquisition journey. Foreign language class anxiety (FLCA) refers to the nervousness or apprehension experienced by learners in classroom settings (MacIntyre & Gardner, 1991). High levels of FLCA can hinder language learning by impacting motivation, participation, and ultimately, achievement (Horwitz et al., 1986).

Foreign Language Achievement (FLA): The ultimate goal of foreign language learning is to achieve proficiency in the target language. Foreign Language Achievement (FLA) refers to the measurable success a learner has attained in acquiring the language, typically assessed through standardized tests or performance evaluations (Skehan, 1989). Understanding the factors that contribute to FLA is crucial for developing effective language learning strategies.

This dissertation delved into the interplay between perceptual learning style preferences (PLSP), foreign language class anxiety (FLCA), and foreign language achievement (FLA). Our investigation will focus on how these elements interact and influence each other in the foreign language learning process.

The study explored how a learner's preferred learning style might influence their anxiety levels in the classroom. For instance, a learner with a strong visual preference might experience anxiety if the teaching method relies heavily on auditory explanations. Conversely, a learner with high kinesthetic preferences might struggle in a classroom environment that lacks opportunities for movement and physical activities. Understanding this interplay can help teachers adapt their methods to cater to diverse learning styles, potentially reducing anxiety and fostering a more inclusive learning environment.

This dissertation examines the complex interplay between three critical factors in language learning: Perceptual Learning Style Preferences (PLSP), Foreign Language Classroom Anxiety (FLCA), and Foreign Language Achievement (FLA).

One key area of investigation focuses on the potential mediating role of FLCA in the relationship between PLSP and FLA. Research suggests high levels of anxiety can significantly hinder a learner's ability to utilize their preferred learning style effectively. Imagine a kinesthetic learner who thrives on hands-on activities. If classroom instruction emphasizes lecture-based methods, their anxiety might prevent them from participating, even though these activities align with their preferred learning style (Oxford, 2011). By addressing FLCA through anxiety-reduction techniques and creating a supportive learning environment, teachers can empower students to leverage their preferred styles for optimal learning.

The relationship between FLCA and FLA is not a one-way street. Research suggests a cyclical dynamic exists between these factors (Horwitz et al., 1986). Low achievement in the target language can trigger anxiety, creating a negative feedback loop where students become discouraged and their anxiety intensifies. Conversely, achieving success in language learning can boost confidence and alleviate anxiety. This study explores how fostering early achievements through effective teaching methods that consider individual learning styles can initiate a positive cycle. By creating opportunities for students to experience success through methods aligned with their preferred styles, teachers can increase learner confidence, leading to reduced anxiety and ultimately, higher levels of foreign language achievement.

A learner with a strong visual preference might experience anxiety if the teaching method relies heavily on auditory explanations. Conversely, a learner with high kinesthetic preferences might struggle in a classroom environment that lacks opportunities for movement and physical activities. Understanding this interplay can help teachers adapt their methods to cater to diverse learning styles, potentially reducing anxiety and fostering a more inclusive learning environment.

Perceptual learning styles categorize individual preferences for receiving and processing information, such as visual, auditory, kinesthetic, and others (Reid, 1987). While some research suggests a potential benefit for specific learning styles in language learning (MacDonald & Macdonald, 2009), the overall picture remains complex. Recent perspectives advocate moving beyond a single dominant style, recognizing the multifaceted nature of language acquisition and the potential benefits of a multimodal approach (Coffield et al., 2004). On the other hand, the detrimental effects of foreign language class anxiety (FLCA) are well-documented (MacIntyre & Gardner, 1991). Anxiety in the classroom environment can hinder cognitive processes, motivation, and ultimately, language learning success (Dewaele & Dewaele, 2010). Understanding how these factors interact and influence foreign language achievement is crucial for educators seeking to optimize learning experiences.

By unraveling these complexities, this research can contribute valuable insights for educators and language learning program designers. Ultimately, the goal is to create more effective learning environments that cater to individual learning styles, address anxiety-related challenges, and empower learners to achieve their full potential in acquiring a new language.

The complexities surrounding learning styles and the limited research on their interplay with foreign language anxiety (FLCA) and achievement (FLA) present a compelling opportunity

for this study. While the concepts of Perceptual Learning Style Preferences (PLSP) and FLCA might have overlapping aspects and may be measured using diverse instruments across studies, the current lack of research investigating their combined effects on achievement in the specific context of ELT (English Language Teaching) is a significant gap. Previous research on learning styles in ELT has primarily focused on the link between these preferences and general academic achievement, neglecting the nuanced dynamics at play within foreign language learning itself. This dissertation aims to bridge this gap by exploring the intricate interactions between these three crucial variables – PLSP, FLCA, and FLA – within the specific context of foreign language acquisition.

1.3. Objectives of the study

1.3.1. The general objective of the study

The core objective of this dissertation is to investigate the interplay between perceptual learning style preferences (PLSP), foreign language class anxiety (FLCA), and foreign language achievement (FLA). This research aims to address a critical gap in knowledge by examining the relationships between these three variables within the context of English Language Teaching (ELT). By employing a diverse range of statistical methods, the study seeks to achieve a deeper understanding of these interactions. In doing so, the study intended generally to: examine the individual and combined effects of PLSP and FLCA on FLA; identify learning style preferences that might be advantageous for foreign language acquisition; and explore the potential influence of FLCA on the relationship between learning styles and achievement.

1.3.2. Specific objectives of the study

The current study specifically envisioned to:

1. identify the major, minor, and negligible learning style preferences (PSLP) of the participants
2. find out the level of foreign language class anxiety (FLCA) of the participants within PLSP dimensions
3. identify the most significant participants' source of language class anxiety (FLCA)
4. determine the interplay between learning style perceptual preferences (PSLP) and foreign language class anxiety (FLCA)
5. test if perceptual learning style preferences (PSLP) and foreign language class anxiety (FLCA) determine foreign language achievement (FLA)

1.4. Research questions

The study aims at answering the following specific questions:

1. What major, minor, and negligible perceptual learning style preferences (PSLP) do the participants of the study demonstrate?
2. What is participants' level of foreign language class anxiety (FLCA) across the PLSP dimensions?
3. Which sources of foreign language class anxiety (FLCA) are most significant?
4. Do perceptual learning style preferences (PSLP) and foreign language class anxiety (FLCA) relate?
5. Do perceptual learning style preferences (PSLP) along with foreign class anxiety (FLCA) determine foreign language achievement (FLA)?

1.5. Significance of the study

Construing the role of the specific constructs PSLP and FLCA in the context of foreign language teaching-learning, the researcher believes that the findings of current study will have various outcomes. First, it will contribute to the implicated gap that these two constructs remained partially addressed in terms of their cognitive relevance in the EFL environment. Second, it will have relevance to indicate methodological considerations of the teaching-learning of a foreign language English in the context of Ethiopian higher education, particularly at high school level, where also competencies in the target language determinate the students' academic achievements. Thirdly, the findings of the study will generate considerations and improvements regarding effective materials design and curriculum development in line with the needs to be addressed in EFL teaching learning. Fourth, enacting the recommendations through the study will in turn improve the general academic achievements and expected command or linguistic competencies.

Lastly, the results of the study may serve as a stepping stone to attract further research investigations in the field whereby the complexity, roles, overlapping models, controversies, and scholarly doubts and debates of the constructs vitalize such investigations that may shed light into the field. Alongside, an attempt into the interactions among the attributes of constructs PSLP and FLCA is tenably a novel and notable endeavor.

1.6. Scope of the study

The recent current study focused on examining the interactions among the constructs (PSLP, and FLCA) FLA. It is delimited to examine the case of a selected high school in Ilu Ababor Zone and demarcated to grade eleven students who have been attending all subject matters in the target language as of when they joined grade nine. It was the belief of the researcher that data generated from this level of education would be meaningful as the participants have ample experience in learning the target language, EFL, and convenient to collect data regarding their foreign language achievement through the English subject taught.

This research delves into the interplay between three key factors in Ethiopian EFL learning: Perceptual Learning Style Preferences (PLSP), Foreign Language Classroom Anxiety (FLCA), and Foreign Language Achievement (FLA). The study examines how these factors interact with each other and influence student outcomes.

The research focuses on grade eleven students in a high school located within the Ilu Ababor Zone, Ethiopia. These students were chosen due to their extensive experience learning English since grade nine, having all subjects taught in the target language. This not only ensures a meaningful foundation for the investigation but also simplifies data collection for FLA. Since English serves as the medium of instruction for most grade eleven subjects, their achievement in English can be conveniently assessed through existing subject matter exams.

The key variables investigated in this study are PLSP and FLCA, acting as the independent variables, and FLA as the dependent variable. The research aims to understand how variations in students' preferred learning styles and their anxiety levels in the classroom environment influence their overall achievement in English language learning.

1.7. Definition of key terms

- **Perceptual learning style preference:** refers to the perceptual channels through which students prefer to learn. These can be classified as (1) auditory (listening to lectures and tapes), visual (reading and studying charts), kinesthetic (experiential, total physical involvement), tactile (hands-on, doing lab experiments) and interactive (group or individual learning) (Reid, 1987).
- **Foreign language anxiety:** proposed by Horwitz, et al. (1986) is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. The sources of language

anxiety related to foreign language class are: communication apprehension, fear of negative evaluation and test anxiety are also identified.

- **Foreign language achievement:** in the recent study refers to the students' final grade scores towards the subject matter English recently offered on semester basis to grade eleven students in selected public high school in the research setting. The final grades were ratio scale scores accounted out of 100; these are converted to ordinal scales in this study.

1.8. Limitations of the study

This study, while illuminating the interplay between learning styles, anxiety, and achievement in Ethiopian EFL contexts, has limitations. Focusing on a single high school in the Ilu Ababor Zone restricts the generalizability of findings. Students elsewhere might exhibit different learning styles, anxiety levels, or achievement patterns. A wider and more geographically diverse sample would strengthen this aspect. Additionally, relying on questionnaires for PLSP and FLCA data introduces potential bias, as students may not always be the most accurate judges of their own learning styles or anxiety. Including observations or teacher interviews could provide a more well-rounded picture. Furthermore, using final exams offers a single snapshot of achievement, ideally complemented by assessments like oral proficiency or writing samples for a more comprehensive view of student success. Finally, the cross-sectional design limits establishing causal relationships. The study can identify correlations between variables, but cannot definitively say if a particular learning style causes higher achievement. A longitudinal study following students over time would be better suited for exploring causality. Despite these limitations, this research offers valuable insights and paves the way for further investigation into these critical factors influencing language learning success.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Creating conducive learning environments for students in English as a Foreign Language (EFL) classroom requires a multifaceted approach that considers individual differences. Three key factors influencing language learning success are Perceptual Learning Style Preferences (PLSP), Foreign Language Classroom Anxiety (FLCA), and Foreign Language Achievement (FLA). However, accurately measuring and understanding the interplay between these constructs remains a challenge.

This literature review delves into existing research on PLSP, FLCA, and FLA in the EFL context. We will explore how researchers have defined and measured these constructs, highlighting the strengths and limitations of current methodologies. A particular focus was placed on the challenges associated with measuring learning styles and their impact on the accuracy of understanding the relationship between PLSP and FLA.

Furthermore, this chapter examined the established connection between FLCA and FLA, exploring the cyclical nature of this relationship. Research suggests that high levels of anxiety can hinder a learner's ability to utilize their preferred learning style effectively, ultimately impacting achievement. Conversely, fostering early success through methods that cater to individual learning styles can alleviate anxiety and lead to higher levels of achievement. By critically evaluating existing research, this review aims to identify knowledge gaps and areas requiring further investigation. This was believed to pave the way for the development of more sophisticated measurement tools and a deeper understanding of how PLSP, FLCA, and FLA interact to influence student success in Ethiopian EFL contexts.

EFL classrooms flourish when teachers move beyond a one-size-fits-all approach and embrace learner-centered instruction. As Bedford (2004) emphasizes, success hinges on aligning strategies with students' unique backgrounds, learning styles, and goals. This goes beyond just matching methods; effective teachers empower learners by encouraging self-assessment and exploration of learning strategies (Benson, 2011). Technology can become a powerful tool, creating interactive exercises and incorporating authentic materials like songs, movies, and news articles to make learning engaging and relevant (Warschauer & Meskill, 2000). Furthermore, fostering a positive learning environment that celebrates mistakes as stepping stones and encourages collaboration among students is crucial (Oxford, 2011). By prioritizing student-centered instruction, EFL teachers can unlock students' potential and equip them for confident communication in the ever-expanding globalized world.

Learning a language is fundamentally different from mastering other subjects. It's not just about acquiring cognitive skills – understanding grammar rules or memorizing vocabulary. Language acquisition also demands social and communicative prowess – the ability to use language effectively in real-world interactions (Williams & Burden, 1997). Imagine a bustling EFL classroom. It's a microcosm of diversity, a vibrant tapestry woven from different personalities, intelligences, learning styles, and preferences. Each student brings a unique set of strengths, weaknesses, and approaches to learning.

Building on the vibrant tapestry metaphor, EFL classrooms become crucibles for transformation. Unlike traditional subjects focused on rote memorization, language acquisition requires a dynamic interplay between cognitive skills and social interaction. As Williams & Burden (1997) highlight, fluency hinges not just on grammar drills but on the ability to use language effectively in real-world scenarios. Imagine each student in the classroom as a vibrant thread, some strong in grammar, others adept at mimicking accents. The role of the EFL teacher then becomes that of a skilled weaver, adept at drawing upon these individual strengths to create a cohesive and beautiful tapestry of communication. By fostering an environment that celebrates diverse learning styles and encourages collaborative practice, teachers can transform this classroom microcosm into a conducive environment for confident communication in the wider world.

In contrast to the rich tapestry of an EFL classroom, traditional teaching methods often resemble a paint-by-numbers picture. These methods, as Ellis (2003) critiques, treat students as a uniform group, with the teacher as the sole authority figure dictating information in a single, pre-determined way. This "one-size-fits-all" approach disregards the vibrant mix of learning styles and backgrounds present in the classroom. Students accustomed to a more visual approach might struggle with purely auditory instruction, while others might crave hands-on activities to solidify their understanding. This rigidity fails to tap into the strengths and preferences of individual learners, hindering their engagement and ultimately hindering their progress towards communicative fluency.

Research by Brown (1994) and others points towards a more effective approach. When instructional procedures are tailored to students' unique learning styles, motivation, prior knowledge, and individual needs, a transformative shift occurs. Students experience a surge in motivation, attainment, and overall performance. Catering to these individualities isn't just beneficial; it's empowering. Learners who feel their preferred learning styles are

acknowledged and addressed are more likely to leverage their inherent strengths and achieve greater success in acquiring the target language.

The understanding gleaned from the literature review underscores the critical role of three key areas in effective EFL instruction:

a) Teacher Awareness:

Effective EFL educators must be acutely aware of the diverse learning styles present in their classrooms. This awareness can be fostered through professional development opportunities that delve into the various learning styles and their characteristics (Reid, 1987). Additionally, teachers can utilize surveys or informal assessments, like the Index of Learning Styles (Kolb, 1985), to gain insights into their students' preferred learning approaches.

b) Instructional Flexibility:

Gone are the days of rigid, one-dimensional teaching methods. EFL educators need to develop a repertoire of flexible teaching strategies that cater to visual, auditory, kinesthetic, and other learning styles (Dunn & Dunn, 1993). This might involve incorporating activities that engage learners visually through pictures, diagrams, and graphic organizers (Pashler, 2001). Auditory learners might benefit from audio recordings, debates, and discussions (Oxford, 2011). Kinesthetic learners can thrive through role-playing games, simulations, and physical activities (Arasteh & Pourhossein, 2013). By employing a diverse toolbox of methods, teachers can ensure all students have opportunities to learn and excel in a way that aligns with their natural preferences (Egbert et al., 2001).

c) Learner-Centered Approach:

Shifting the focus from teacher-centered instruction to a learner-centered approach is crucial. This means empowering students to take ownership of their learning journey in EFL classrooms (Richards, 2001). Teachers can achieve this by providing students with choices in learning activities, encouraging them to reflect on their preferred learning styles (Oxford, 2011), and offering them opportunities to explore different learning strategies (Wlodkowski, 1998). By fostering a collaborative and student-centered environment, educators can create a space where all learners feel valued, supported, and empowered to take an active role in their language acquisition journey (Ellis, 2003).

In essence, recognizing and accommodating the spectrum of learning styles is the key to unlocking the full potential within an EFL classroom. By moving away from a "one-size-fits-

all" approach and embracing learner diversity, educators can optimize their instruction and create a truly enriching learning environment. This personalized approach fosters a sense of engagement and empowers students to leverage their inherent strengths. Imagine a classroom where visual learners can immerse themselves in colorful info-graphics, auditory learners can actively participate in discussions, and kinesthetic learners can learn through movement and role-playing. This rich tapestry of learning styles, when acknowledged and addressed, transforms the classroom into a dynamic space where all students feel valued, motivated, and ultimately, successful in their journey to acquire a new language. This personalized approach is not just about catering to preferences; it's about acknowledging the unique potential within each learner and creating the optimal conditions for language acquisition to flourish.

2.1. Constructs in the context of FLL

Within the multifaceted world of Foreign Language Learning (FLL), various constructs, as defined by Widaman (2010), influence the learning process. These constructs are proposed attributes of learners, such as motivation or learning styles, that cannot be directly observed but are inferred through measurable indicators (Widaman, 2010). For instance, a learner's level of participation and persistence in language activities might serve as an indicator of their underlying motivation. By employing scientific methods like surveys or observations to assess these constructs, researchers gain valuable insights into the factors influencing EFL learners' success (Widaman, 2010). Ultimately, understanding this interplay of constructs allows educators to tailor their instruction, fostering a more effective and personalized learning environment for all FLL learners.

Widaman (2010) highlights several key aspects that influence how researchers measure constructs in various contexts, including FLL. These aspects essentially determine the appropriate methods for assessing these underlying attributes of learners. This can be summarized as: Dynamic vs. Stable: Some constructs, like motivation, might fluctuate over time depending on a learner's experiences and successes in FLL. Other constructs, like cognitive abilities, might be considered relatively stable across time. Measurement methods need to be sensitive to the dynamic nature of certain constructs.

- a) **Context- Dependent vs. Context-Independent:** Some constructs, like foreign language anxiety (FLCA), might be highly dependent on the specific learning context (e.g., feeling anxious during a presentation vs. feeling comfortable during a group discussion). Other constructs, like general learning styles, might be less context-

specific. Researchers need to consider the influence of the learning environment when measuring constructs.

- b) **Universal vs. Individual:** Some constructs, like self-efficacy, are potentially present in all learners to some degree. Other constructs, like specific learning strategies, might be more unique to individual learners. Measurement tools need to be adaptable to capture both universal and individual variations in constructs (Widaman, 2010).

By considering these aspects, researchers can choose the most appropriate methods to assess different constructs within the context of FLL research. For example, a researcher studying dynamic changes in motivation might utilize experience sampling methods, where learners report their motivational levels at various points throughout the learning process. On the other hand, a researcher studying context-dependent anxiety might compare learners' self-reported anxiety in different classroom activities (presentations vs. discussions). The nature of the construct to be examined can also be addressed through various dimensions such as the form of an individual difference, breadth and narrowness; context-dependence; temporal constancy or consistency and stability; temporal duration; and developmental course. The form of construct entails an attribute's being qualitative or quantitative while the qualitative takes the indexing of "more versus less" along a continuous scale whereas the quantitative takes identifying if a person belongs to a group possessing a distinct characteristics or attribute.

Quantitative form of constructs involve continuous (for example, intelligence or extraversion), dichotomous (for example, clinical depression or mental retardation), polytomous (for example, attention deficit disorder) or ordered categorical scales (in which numbers indicate more or less of an attribute) distributions of behavioral outcomes (Waller & Meehl, 1998; Widiger & Trull, 2007). Breadth and narrowness relate to variation in content in which broad constructs cover wider range of behavioral characteristics like general intelligence or extraversion whereas constructs like numerical facility "cover narrower behavioral content" (Clark & Watson, 1995). Context-dependence calls up on whether a construct is affected or not by context. General intelligence, for example, remains context-independent while constructs like test anxiety arise based on context (Lucas & Donnellan, 2009). Temporal constancy of constructs distinguishes whether constructs remain stable (for example, trait anxiety) or fluctuate over a period of time (for example state anxiety).

Temporal duration characterizes constructs as remarkable at a point in time with waning trend gradually across time (Hampson & Goldberg, 2006). Attributed like "acute problems"

fade over time when compared to chronic ones (for example autism) those are difficult to “remediate”. The developmental course involves “growth, development and regulation” in the early years of an individual’s life, yet declines in one’s later ages. These include constructs or attributes such as height from infancy or mental age in which intelligence is presumed to increase during one’s developmental age; whereas memory tends to decline in aging period (Srivastava, John, Gosling, & Potter, 2003).

2.1.1 Understanding constructs: context, time, and development

When studying human behavior, researchers often rely on "constructs" - theoretical concepts used to explain and predict thoughts, feelings, and actions. However, it's important to consider how these constructs behave in different contexts and over time. In psychology research, researchers rely on "constructs" - theoretical concepts used to explain and predict human behavior. However, it is crucial to consider how these constructs behave in different situations and over time. Here's a breakdown of key concepts that shed light on this: (Pedhazur & Schmelkin, 1991)

a) Context Dependence:

This concept asks whether a construct changes depending on the situation. For example, general intelligence (g) is considered context-independent. It reflects a person's overall cognitive ability and remains stable across various situations (Lucas & Donnellan, 2009). In contrast, test anxiety is highly context-dependent. A student might feel very anxious during an exam but perfectly calm while practicing the material at home. By considering context dependence, researchers can gain a more nuanced understanding of human behavior. It allows them to differentiate between constructs that are relatively fixed and those that fluctuate based on the situation. This is particularly important in fields like education and psychology, where interventions and assessments need to be tailored to the specific contexts in which they will be applied. Context dependence underscores the dynamic nature of human behavior. Recognizing how constructs change across situations allows researchers and educators to create more effective approaches that consider the specific circumstances in which learning and behavior occur.

b) Temporal constancy

This concept focuses on how stable a construct is over time. Trait anxiety, for example, is a relatively stable personality characteristic reflecting a general tendency to experience anxiety (Hampson & Goldberg, 2006). It might fluctuate somewhat, but the overall level tends to

remain consistent. In contrast, state anxiety is a temporary emotional state linked to a specific situation. It arises in response to an immediate stressor and subsides once the stressor is removed (Spielberger, 1972).

Temporal constancy delves into the fascinating world of how constructs, theoretical concepts explaining human behavior, change (or don't change) over time. It asks: how stable is this construct across different points in an individual's life? Temporal constancy is an important consideration in research design. Understanding how stable a construct is allows researchers to choose appropriate methods for studying it. For instance, studying trait anxiety might involve long-term longitudinal studies to track its changes over an extended period. In contrast, state anxiety might be effectively assessed using measures administered immediately before or after a specific stress-inducing event.

By acknowledging temporal constancy, researchers can draw a clearer picture of human behavior. It helps differentiate between enduring personality traits and fleeting emotional states. This knowledge is crucial in fields like psychology and education, where interventions and assessments need to consider not only the construct itself but also its stability over time. Temporal constancy reminds us that human behavior is not static. However, it also highlights the presence of underlying tendencies and transient emotional responses. Recognizing these dynamics allows researchers to create more effective approaches that consider the time frame and stability of the constructs under investigation (Hampson & Goldberg, 2006).

c) Temporal Duration

This concept asks whether a construct exists for a brief period or a longer duration. Acute problems, like a bad cold, have a limited temporal duration. They might cause significant distress, but their impact fades over time. Chronic problems, like autism spectrum disorder, are long-lasting and have a significant impact on an individual's life. While interventions can manage symptoms, the underlying condition itself might not be entirely "remediated" (American Psychological Association, 2020).

Temporal duration plays a crucial role in shaping research methodologies. Knowing the expected lifespan of a construct allows researchers to choose appropriate study designs. For instance, investigating acute problems like a cold might involve short-term studies focusing on symptom onset, duration, and recovery. On the other hand, studying chronic problems like ASD would necessitate long-term research approaches to track the development, progression, and potential impact of interventions over extended periods. Temporal duration reminds us

that human behavior is not just influenced by the presence or absence of a construct but also by its lifespan. Recognizing this dynamic allows researchers to create more effective approaches that consider the time frame within which the construct manifests and its potential for change (APA 2020).

d) Developmental Course

This concept explores how a construct changes throughout a person's lifespan. Height is a good illustration. It rapidly increases during childhood and adolescence, plateaus in adulthood, and might even decrease slightly in old age (Soto et al., 2008). Similarly, mental age, a historical concept used to assess cognitive development, is expected to increase during childhood and adolescence as cognitive abilities mature. However, some constructs show a different pattern. Memory function, for example, might decline in later years, while crystallized intelligence (accumulated knowledge and skills) can remain stable or even increase with age (Cattell, 1943).

By understanding these concepts, researchers can better interpret data and design interventions that consider not only the construct itself but also its context, temporal behavior, and developmental trajectory. This knowledge can inform the creation of more effective and targeted approaches in various fields, including education and psychology.

By understanding these concepts, researchers and educators can better interpret data and design interventions that consider not only the construct itself but also its context, temporal behavior, and developmental trajectory.

2.2 Theories and models of PSLP and FLCA

Within the multifaceted world of teaching and learning, particularly in the context of English as a Foreign Language (EFL), educational research identifies several key constructs that influence success. Two prominent ones are Learning Style Preferences (LSP) and Foreign Language Class Anxiety (FLCA). LSP and FLCA as constructs remain paramount with their essence of Prevalence and their Impact on Achievement. Research acknowledges the widespread presence of these constructs in EFL classrooms (Schmidt et al., 2022). Both LSP and FLCA have been independently studied for their influence on learner achievement, highlighting their importance in understanding the learning process.

The dynamic world of teaching and learning, particularly in English as a Foreign Language (EFL) classrooms, is shaped by a multitude of factors. Educational research has identified two prominent constructs that significantly influence learner success: Learning Style

Preferences (LSP) and Foreign Language Class Anxiety (FLCA). These constructs hold particular importance due to their prevalence and their demonstrable impact on achievement.

The research underscores the ubiquitous nature of LSP and FLCA in EFL classrooms (Schmidt et al., 2022). Learners come to the learning environment with distinct preferences for how they receive and process information. Some might favor visual aids and imagery, while others might thrive with auditory explanations or kinesthetic activities (Oxford, 2011). Similarly, FLCA is a prevalent concern, with many learners experiencing varying degrees of anxiety in relation to speaking, listening, reading, or writing in a foreign language (MacIntyre & Gardner, 1991). Recognizing the widespread presence of these constructs is crucial for educators to create an inclusive learning environment that caters to diverse needs and anxieties.

Both LSP and FLCA are categorized using ordered scales. For example, LSP might be categorized as visual, auditory, kinesthetic, etc. FLCA might be measured on a scale of low to high anxiety. These constructs correspondingly represent subjective experiences (how a learner perceives information or feels in class). However, researchers employ objective measurement tools, such as ranking scales or questionnaires, to assess them. These tools assign numerical values to represent the level of a particular characteristic within the learner (e.g., a score of 4 on a 5-point scale for visual learning preference). Widaman (2010) explains the concept of assigning numbers to individuals to quantify an attribute or characteristic. This is precisely what these objective measurement tools aim to achieve. By assigning numerical values to different levels within the ordered categories of LSP and FLCA, researchers can statistically analyze the relationships between these constructs and other variables (e.g., foreign language achievement).

Understanding LSP and FLCA as constructs allows researchers to delve deeper into their influence on EFL learning. By employing objective measurement tools, researchers can quantify these subjective experiences and investigate how they interact with each other and with other factors to predict learner success. This knowledge can inform the development of teaching strategies that cater to diverse learning styles and minimize anxiety, ultimately creating a more effective and inclusive learning environment for EFL learners.

2.2.1 Perceptual learning style preferences

The issue of learning style preferences is based on the conception that individuals have their own different ways to learning and solving problems. In line with this interpret, scholars in

the field educational psychology have coined the theory of learning style preferences in various models and discussed its relation with language, learning, teacher education, teaching methodology, teaching materials/curriculum development and so on. With regard to cognitive domain in FLL context, (Reid 1987) has provided baseline data on the perceptual learning styles of 1,234 foreign students attending American colleges. She also devised a questionnaire (PLSQ) most widely used in researches concerning Perceptual Learning Style Preferences (PSLP) (CAST 2011).

The concept of learning styles and its impact on Foreign Language Learning (FLL) is multifaceted and rich with diverse definitions. The key perspectives are:

- a) Individual Differences:** Wallace (1991) emphasizes learning styles as a reflection of individual learners' unique responses to the learning process. He highlights a constellation of factors that contribute to these individual differences, including prior knowledge, intellectual abilities, motivation, interests, anxiety, and expectations. These elements act as a filter, shaping each learner's approach to FLL.
- b) General Approaches to Learning:** Another perspective, presented by Oxford et al. (1991), views learning styles as the general strategies students employ to tackle new information. This definition emphasizes the overarching approaches learners adopt when faced with the challenge of acquiring a new language.
- c) Cognitive, Affective, and Psychological Factors:** Duff (2004) offers a broader perspective, defining learning styles as a composite of characteristics. This composite includes not just cognitive factors (thinking styles) but also affective (emotional) and psychological factors that influence how a learner interacts with and responds to the FLL environment.
- d) Deep vs. Surface Approaches:** Duff (2004) further delves into the concept by introducing the distinction between "deep" and "surface" approaches to learning. Deep approach learners prioritize understanding meaning, actively engaging with the learning process, and connecting new information to their existing knowledge base. They utilize logic, reasoning, and evidence to construct a deeper understanding of the target language. Surface approach learners, on the other hand, tend to rely on memorization strategies and rote learning, with less emphasis on connecting the new language to their prior knowledge or experiences.

Understanding these diverse perspectives on learning styles is crucial for educators and researchers in FLL. By acknowledging the individual variations and the interplay of cognitive, affective, and psychological factors, we can develop more effective teaching methods that cater to the unique needs and preferred learning approaches of all learners. This can ultimately lead to a more personalized and successful language-learning journey for everyone.

2.2.2. Learning styles as framework for understanding individual learners

The concept of learning styles offers a valuable framework for understanding the individual differences that exist among learners in an EFL classroom. Various theorists have used synonymous terms like "learning styles" and "learning style preferences" to categorize learners based on their distinctive cognitive approaches to processing information. The core idea is that learners are not blank slates; they bring with them a unique set of cognitive predispositions that influence how they learn.

This understanding has significant implications for EFL teachers. The effectiveness of their teaching hinges on their ability to cater to these individual variations. As Williams and Burden (1992) point out, learners come to the classroom with a "number of recognizable characteristics" that impact their learning process and ultimately, the learning outcomes. These characteristics encompass not just cognitive aspects but also factors like motivation, anxiety, and preferred learning styles.

Consequently, the obligation falls on EFL teachers to develop a repertoire of strategies that cater to diverse learning styles. This doesn't necessarily mean creating entirely different lesson plans for each student. Rather, it involves employing a variety of teaching methods that tap into different cognitive preferences. For instance, incorporating visual aids like diagrams or pictures can benefit visual learners, while auditory learners might thrive with audio recordings and discussions. Kinesthetic learners can benefit from activities that involve movement and role-playing.

By creating a learning environment that caters to diverse cognitive styles, teachers empower learners to "make sense of their learning in ways that are personal to each" (Williams & Burden, 1989). This translates to a classroom that embraces a multitude of teaching methods. Visual learners can immerse themselves in colorful info-graphics and diagrams, while auditory learners can actively participate in discussions and debates. Kinesthetic learners can find joy in role-playing activities and movement-based games. This rich tapestry of

approaches ensures that all students have opportunities to learn and excel in a way that aligns with their natural inclinations.

Furthermore, this approach fosters a more inclusive classroom environment. When teachers acknowledge and address individual learning styles, all students feel valued and supported. Imagine a classroom where a student who thrives on visual aids isn't left behind in an auditory-heavy lesson. Imagine a space where a kinesthetic learner isn't ostracized for their need for movement. By embracing individuality, educators create a space where every learner feels comfortable taking risks, exploring different learning strategies, and ultimately, succeeding in their foreign language acquisition journey.

The benefits extend beyond individual students. A classroom that caters to diverse learning styles becomes a more dynamic and engaging space for everyone. Students are more likely to be motivated and invested in their learning when they feel their unique preferences are acknowledged. This fosters a spirit of collaboration and mutual respect, transforming the classroom into a true learning community where all members contribute their strengths and learn from each other's diverse approaches.

2.2.1.1 Some models of learning style preferences

Understanding how students learn best is paramount to effective EFL instruction. One influential model comes from Honey and Mumford (1982) who categorize learners into four distinct styles: Activists, Reflectors, Theorists, and Pragmatists. Activists thrive on hands-on experiences and problem-solving, while Reflectors prefer to observe and analyze before taking action. Theorists crave logical frameworks and underlying principles, and Pragmatists seek practical applications and relevance to real-world scenarios. (Honey & Mumford, 1982)

Another approach focuses on sensory preferences. Neuro-Linguistic Programming (NLP) suggests we learn visually, auditorily, or kinesthetically (Pritchard, 2009). Visual learners benefit from imagery, diagrams, and written materials. Auditory learners excel with lectures, discussions, and audio recordings. Kinesthetic learners grasp concepts best through movement, role-playing, and hands-on activities. Building on this concept, Fleming (2001) incorporated a reading/writing preference, creating the VARK model: Visual, Auditory, Reading/Writing, and Kinesthetic. (Fleming, 2001)

Finally, Briggs Myers et al. (1980) draw on Jungian psychology to categorize learners based on personality traits. They identify extroverts who learn best through social interaction and introverts who prefer individual reflection. Sensors favor concrete information and details,

while intuitives focus on big-picture ideas and possibilities. Thinkers prioritize logic and reason, while feelers make decisions based on emotions and values. Judges seek structure and closure, while perceivers are more adaptable and open-ended. (Briggs Myers et al., 1980)

Kolb's Learning Style Model (1984) adds another layer to understanding student preferences. It proposes two intersecting axes: how learners take in information (concrete experience vs. abstract conceptualization) and how they internalize it (active experimentation vs. reflective observation). This creates a four-quadrant framework. Divergers (concrete experience/reflective observation) excel at brainstorming ideas and gathering information from various sources. Assimilators (abstract conceptualization/reflective observation) prioritize logic and clear explanations, often creating theoretical frameworks from their learning. Convergers (abstract conceptualization/active experimentation) thrive on applying theories and solving problems in practical ways. Finally, Accommodators (concrete experience/active experimentation) enjoy hands-on experiences, readily adapting to new situations and readily trying out new ideas (Kolb, 1984). By incorporating activities that cater to each quadrant, EFL teachers can create a more inclusive learning environment that leverages the strengths of all learners.

Complementing the focus on learning styles, Gardner and Hatch's (1990) theory of multiple intelligences highlights the diverse cognitive strengths students bring to the classroom. This theory identifies eight intelligences: linguistic (verbal skills), logical-mathematical (analytical thinking), spatial-visual (imagination and visualization), bodily-kinesthetic (physical movement), musical (rhythm and sound), interpersonal (social interaction), intrapersonal (self-reflection), and naturalistic (connection with nature). Rather than a single learning style, students possess a unique blend of these intelligences, with some being more dominant. By understanding these intelligences, EFL teachers can design instruction that engages students through their preferred strengths. For instance, a student strong in bodily-kinesthetic intelligence might benefit from role-playing activities, while a student with high musical intelligence might learn vocabulary more effectively through songs and chants. These models, along with many others, emphasize the importance of acknowledging individual differences in the learning environment. By catering to a variety of learning styles and intelligences, EFL teachers can create a more inclusive and effective learning experience for all students.

Globally, researches about learning styles recommend since it is assumed and sounds rational that students learn more effectively under situations, they are allowed to reflect their own preferences and initiatives using their own ways of sensing and processing information (Oxford 1990). Teachers of the target language are expected to be aware of the learners' different preferences and, even, to assess those differences among individual learners so as to plan how effectively to address the differences. It is also observed that some students remember and understand new information when the teacher explains orally while some others do so when the same information is presented in some other ways: using pictures, video or actions. These indicate that learners exhibit different internally based characteristics for the intake of new information (Reid 1995).

The points above imply that teachers should be aware of and respect the individual learner's preference and develop it while it can be essential to encourage the student to experiment other learning styles for better advantages. Researches show that the match between learning styles and teaching strategies lead to effective teaching and this can be achieved only if teachers are aware of learners' preferences and offer appropriate and relevant instruction to their learning performances. The learners would, hence, be better motivated and their performance is enhanced (Brown 1994). However, there is still little attention to the adaptation of individual learning styles in the domain of teaching and learning EFL.

Among those theories recommending that teachers need to be aware of, survey and consider in planning their teaching and learning tasks is Gardner's Multiple Intelligence. While Gardner acknowledges different ways individuals learn and process information, his theory goes beyond the three traditional learning styles (visual, auditory, and kinesthetic). Gardner proposes eight intelligences, including logical-mathematical, linguistic, spatial, bodily-kinesthetic (which you mentioned correctly), musical, interpersonal, intrapersonal, and naturalistic. These intelligences represent distinct strengths, not simply preferred learning styles. An individual might be strong in both visual and linguistic intelligence, for example. By understanding these intelligences, EFL teachers can design lessons that cater to a wider range of student strengths and create a more inclusive learning environment.

Obviously, in order to accommodate those variations and preferences in the class room, the target language teachers are expected to tune their teachings towards the learners' preferences. This signifies that the way one teaches should be adapted to the way learners from a particular community intend to learn while some educators are observed sticking only to their own preferred strategies of teaching which may arise either from lack of awareness or

personal preference of teaching strategies.

Investigations of Asian EFL journals depict those Chinese and Japanese students tend to be analytic and field independent as they are often detail and perception oriented preferring learning strategies of logically analyzing a given material, searching for contracts and finding cause and effect relationship (Oxford 1995). A finding by Reid (1987) also describes that East Asian students are visual learners as they were found facing confused of lectures, conversations, and directions which lack visual back up. Language instruction under such situations would, therefore, require the teachers' awareness of those preferences and this implies the need to gear the teaching materials, classroom methodologies, and approaches of the target language towards the students' learning styles. Analysis of learning styles using various methods would also help the language teacher to analyse how to treat the individual learners as their preferences differ based on their cultural backgrounds and personalities.

The teachers, therefore, are expected to be aware of how to assess and deal with different preferences in the classroom so that the teaching and learning would be effective. In order to assess learners' preferences, Black (2004) suggests that EFL teachers can know the learners' preferences by asking simple questions and distinguish those who rely on describing using pictures or tell orally using expressions. Previous assessments indicate that most ESL learners know their learning preferences and weaknesses. And for the sake of the furtherance of the learners the learning strengths, examining learners' diverse [3] learning styles allow the language teacher to adapt lessons in the way that the assessment shows; so that there would not be a mismatch between learning styles and teaching strategies. However, in case this happens, it results in failure, frustration and de-motivation (Peacock 2001). Therefore, assessing and being aware of learners' preferences and recognizing teachers' own biases in teaching students help to decide what kind of lesson and classroom procedures should be included in the lessons. Teachers can also develop their own lessons in line with the learners' preferences and this can only be yielded by the teachers' assessment and awareness of students learning styles.

Oxford (1990) suggests that while presenting teaching materials, EFL teachers need to provide colorful and motivating activities, personalized self-reflection tasks, some forms of cooperation in learning. Teachers should also develop concise learning strategies to help students approach challenging tasks by letting them benefit from various learning strategies which will be comfortable through practice. It is also suggested that it is especially vital for EFL learners to be self-directed since it is possible to offer them direct guidance or

instruction when they are using language outside the classroom. EFL learners, thus, need to be empowered with a wide range of learning strategies to achieve competence and autonomy in learning the target language; this, in turn, requires teachers to expand their knowledge of language teaching and learning strategies and develop students' flexibility of learning. It is also through experimenting with various strategies and styles that the language learners will know how and when to use learning strategies to deal with their own language problems. This leads them towards the assumption that they feel responsibility for their learning (1990).

The fact that learning style instruments and learning strategies are at their infancy level requires further testing through classroom application is vital. So, language educators should employ various techniques to identify students' learning styles and provide them with instructional alternatives effectively to address individual differences in the classroom. Teachers should plan lessons to match students' learning styles while at the same time encouraging those to diversify their preferences (Peacock 2001, Oxford 1990). The case in our context, thus, requires research diagnosis.

2.3 Preferences versus teaching methods

The discussion about the literature of multiple intelligences and learning preferences or individual differences above imply that learners need to be approached in the way that they are interested to interact with the teaching and learning process, it can also be inferred that learners should not be the "prisoners of" their own learning styles, rather they need to experiment with various learning styles. (Wallace 1991) Accordingly, the pedagogy of language teaching suggests approaching the learners with various characteristics as follows.

Learners with verbal –linguistic intelligences can learn best when the lessons are presented using lectures, large and small group discussions manuals, writing activities, word games, student speeches, dramatic interpretation, memorizing linguistic passages, and facts, tape recordings, and so on.

Visual_ Spatial learners prefer being provided with charts, maps, photographs, videotapes, imaginative story-telling, visual thinking exercises, computer graphic activities, visual patterns, re-arrangement of the room, drawing images on the chalk board, colours and other related exercises.

Musical- rhythmic learners prefer lessons presented using cassettes, music instruments, etc. Logical- mathematical learners prefer lessons consisting of statistical charts, logical problem-solving, science experiments, mental calculation activities, logic puzzles, and critical thinking

exercises and so on. Bodily- kinaesthetic-oriented learners tend to be attracted to language lessons presented using touching, feeling, improvisations, and “hands-on activities” manipulating materials and so on.

Naturalistic learners are highly interested in language lessons consisting of real objects classification activities, pattern relationships, ideas and exercises related to real -life situations and science. Accordingly, the target language teacher is expected to assess the students’ preferences and tune the lessons and classroom activities towards each learners or a group of learners’ choice to be engaged in the activities to effectively achieve the subject matter objectives and address every learner (Gardner 1983). Research suggests that EFL teachers who effectively assess student learning preferences can significantly improve learning experiences (Dunn, 2002).

Identifying Strengths and Weaknesses: By understanding individual learning styles, educators can identify areas where students excel and areas that require additional support (Dunn, 2002). Promoting Learner Self-Awareness: Simple assessments can empower students to recognize their own learning styles (Black, 2004). This self-awareness allows them to take ownership of their learning journey and develop strategies for success.

DeBello (1990) recommends a multifaceted approach to assess learning styles, employing various methods for a well-rounded picture. Formalized tests like the Dunn and Dunn (2003) Learning Styles Inventory can be used alongside one-on-one interviews, where students discuss their preferred learning approaches. Additionally, careful observation of student behavior in class can provide clues. A student who thrives in discussions might be an auditory learner, while another who struggles to sit still might benefit from kinesthetic activities. Finally, incorporating tasks that target different learning styles, like visual aids or hands-on projects, can reveal student preferences through their responses. By using a combination of these methods, educators gain valuable insights into individual learning styles, allowing them to tailor their instruction and create inclusive learning environments that cater to all students.

The author suggests using techniques like analyzing student reactions to reading words aloud to categorize their preferences as visual, auditory, kinesthetic, or feeling-based. While this method can offer initial insights, it's important to remember that learning styles are often a blend of these modalities. By employing a multifaceted approach to assess learning preferences, EFL educators can gain valuable insights into how their students learn best. This

knowledge empowers them to create a more inclusive and effective learning environment, ultimately fostering language acquisition success for all.

2.4 Addressing learner needs in the EFL Classroom: catering to diverse preferences

Effective EFL (English as a Foreign Language) instruction hinges on recognizing and addressing individual learner needs. This section explores the importance of catering to learner preferences and delves into various techniques for achieving this goal. Research shows it is important to consider how students like to learn in EFL classrooms (Tudor, 2001). When activities are interesting and relevant to students, they feel more positive about learning and try harder (Tudor, 2001). Research by Krashen (1985) suggests that students learn best when they focus on things they find interesting. Activities that students enjoy can help them learn English better (Krashen, 1985). Teachers can help all students learn by offering a variety of activities, some that are more visual, some that involve listening, and some that allow students to move around (Tudor, 2001). In addition, giving students some choices in what they learn can make learning more engaging (Tudor, 2001). Teachers can also make adjustments to activities to make them easier or harder for different students. By recognizing the diverse learning preferences of their students and implementing a range of techniques to address them, EFL educators can create a more inclusive and engaging learning environment. This ultimately leads to increased motivation, effective input processing, and language learning success for all learners.

2.4.1. Teaching learning Strategies

Many researchers agree that learning strategies are important for effective language learning (Oxford, 1990; Welden & Rubin, 1987). These strategies are the specific things learners do to help them learn a language more easily and effectively.

There are three main categories of learning strategies (Williams & Burden, 1997; Oxford, 1991):

- **Cognitive Strategies** involve planning your learning, focusing on important information, checking your understanding, and evaluating your progress.
- **Metacognitive Strategies** involve thinking about your learning process. This includes things like setting goals, using resources like dictionaries, and making connections between new and old information.

- **Socio-Affective Strategies** focus on managing your emotions and social interactions while learning. This includes things like reducing anxiety, asking questions, and cooperating with others.

Learning strategies can be used consciously or unconsciously (Oxford, 1990). They can help learners solve problems and become more independent learners (Cohen, 1998).

It is important for EFL teachers to help students develop a wide range of learning strategies (Chamot, 1995). This will help students become more successful language learners. As students practice using different strategies, they will learn which ones work best for them in different situations (Smith & Associates, 1990).

2.4.2. Uninformed and un-unified instruction

Uninformed strategy instruction, a method prevalent in some EFL classrooms, takes a hands-off approach to teaching students how to learn effectively. As O'Malley and Chamot (1995) explain, students work through materials and activities designed to elicit the use of specific learning strategies, but crucially, they are not explicitly informed about these strategies. In essence, students are left to discover these strategies on their own.

The most common example of uninformed strategy instruction can be found in textbook rubrics. These often contain prompts like "Read the text, are any of your ideas mentioned?" or "Close your book, can you remember the advice?". While seemingly straightforward, these prompts make an underlying assumption: that learners will automatically identify and utilize the appropriate strategies, such as self-monitoring, memorization, or collaboration.

O'Malley and Chamot (1995) and Cohen (1999) further point out that these rubrics often embed cues for specific strategies within them. For instance, prompts like "Close your book, can you remember the advice?" nudge students towards memorization strategies. However, the problem lies in the fact that students are not explicitly aware of these strategies themselves. They are simply expected to infer their purpose and value through repeated exposure to these prompts.

The core assumption underlying uninformed strategy instruction is that learners will, through exposure to these embedded cues, eventually develop the targeted strategies (O'Malley and Chamot, 1995). However, research suggests this is a flawed assumption. Leaving students to navigate the complexities of learning strategies on their own can be a frustrating and ultimately ineffective approach

Wenden (1986) describes a learner training program which focused on training the learners to self-assess their oral performance. The trainees were asked to act out and record a simple transaction, the language content of which had already been taught. After the recording the teacher gave the students certain criteria to assess spoken language i.e. fluency, intonation and pronunciation. The trainees then practiced identifying the given criteria from their recording and went on re-recording the same and similar transaction to be reassessed by themselves and their classmates. Evaluation of the program as he (1986) showed that those who received the self-assessment training were able to use the criteria to make reliable judgments. Moreover, students who participated in the self-assessment training enjoyed the activities and felt a sense of achievement when they perceived that progress had been made. However, it seems that such projects may work well for reading and to some extent, listening with motivated language learners but it is less likely to be effective in speaking due to the nature of interpersonal activities involved which cannot be met through such procedures especially as far as real communication is concerned.

2.4.3. Direct and integrated instruction

Effective EFL instruction goes beyond simply assigning tasks. Direct and integrated instruction, championed by O'Malley and Chamot (1995), empowers learners by explicitly teaching valuable strategies and fostering their independent use. This method follows a clear, step-by-step process. First, teachers raise awareness by explaining the purpose and benefits of specific strategies, like summarizing to improve comprehension (Oxford, 1990; Wenden, 1987). Next, they identify these strategies in action, demonstrating their practical application in real-world contexts (O'Malley & Chamot, 1995). Direct instruction doesn't stop there. It emphasizes providing opportunities for students to practice these strategies in a safe and supportive environment through scaffolded activities or role-playing (Oxford, 1990). Finally, the approach encourages self-evaluation and reflection. By reflecting on their strategy use, students develop metacognition, the awareness of their own learning processes (O'Malley & Chamot, 1995). This allows them to monitor their progress and adjust their strategies for optimal learning.

By following these steps, direct and integrated instruction transforms learners from passive participants to reactive learners. This means students become increasingly aware of, and actively use, a range of learning strategies. The ultimate outcome, as envisioned by Wenden (1987), is the development of efficient learners. These learners possess the autonomy and

strategic skills to effectively organize and manage their own learning journeys, leading to greater language acquisition success.

2.4.4. Learning style questionnaire

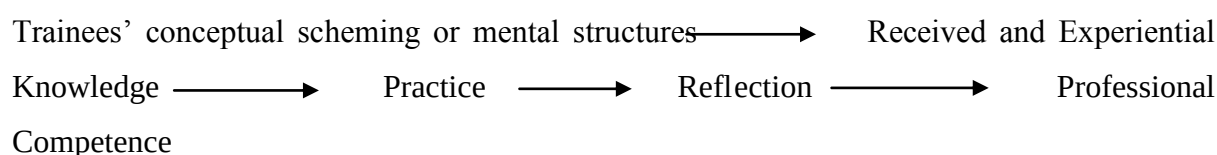
Reid (1985), Dunn (1993), Gardner (1989) and several other scholars suggest that teachers can assess using learning style using questionnaires and get aware of their learners' needs and preferences to tune their teaching methods and selection of materials in the way the learners would better react. While implementing the questionnaire teachers need to be careful that students perceive to being labeled their responses as the aim of the questionnaire is rather to identify learning strengths and weaknesses. Hence, the target language teachers, while diagnosing their learners' needs to aware that no learning preference is better than the other (Kinsella 1995). They should also not stereotype preferences rather they need to attest those needs through implementing lessons suitable to the needs (1995). In doing so the language teachers will be able to bridge the gap between teaching procedures and learning preferences; however, this can be achieved only if teachers are first aware of their learners' needs, capacities and potentials. Without the fundamental awareness of the teachers, it would be easy to generalize that the way they present the teachers study and learn is the most effective one to approach the students (Kinsella 1995). Hence, researching one's own teaching preferences and those of the learners would strengthen the way the teacher mediates the lesson and the learners towards the attainment of the target language's objectives.

According to Wenden (1986), integration refers to the extent to which learner training and language learning go together (Are the strategies to be taught in isolation, for example in learner's mother tongue, or to be taught and practiced within the context of the target language?). The separation of the content and strategy might be justifiable in some content subjects, but it seems there is no reason to separate the two in language courses due to the integrative nature of language learning and purposeful learning strategies. However, it would be better to select easier language content so that the learners focus more on learning the strategy. When the strategy is maintained and is going to be transferred Students can sometimes share learning techniques even more effective than what the teacher teaches. This is because, as Hosenfield (1976) suggests, teachers often emphasize the final product (completed tasks or answers) rather than the process students use to learn (the strategies they employ to get those results).

It could also help the teacher to understand what is going on in the students' mind as they are learning which in turn might reveal the individual differences. This would then provide the teacher with some criteria in both teaching the learners the most useful strategies and matching her/his instructions to the learners. Therefore, this needs to be understood as language teaching and learning encompasses not only imparting the explicit language skills but also implicit training of learning strategies to the extent of yielding autonomous learning.

2.4.5. Reflecting on classroom activities

In the dynamic world of EFL (English as a Foreign Language) instruction, understanding where students "are coming from" and "where they are at now" is paramount (Wallace, 1991). This insight empowers educators to tailor their teaching and cater to individual needs. Wallace (1991) proposes a model that utilizes a reflective cycle to achieve this understanding.



Wallace (1991)

Wallace's model emphasizes the importance of reflection as a cornerstone of effective EFL teaching. This cyclical process involves several stages:

- a) **Gathering Data:** The initial stage focuses on gathering information about students' backgrounds, learning styles, prior knowledge, and motivations (Wallace, 1991). This data collection might involve assessments, interviews, observations, or student self-evaluations.
- b) **Analysis and Interpretation:** Once data is collected, the teacher meticulously analyzes and interprets it. This stage involves identifying patterns, recognizing diverse learning styles, and understanding the factors influencing students' mental constructs (Wallace, 1991). Here, personality, social and cultural aspects, and prior language learning experiences all play a role.
- c) **Planning and Implementation:** Armed with insights gleaned from data analysis, the teacher can now plan and implement instruction that caters to the specific needs of their students (Wallace, 1991). This might involve differentiating instruction, incorporating a variety of teaching methods, and providing targeted support for individual learners.

- d) **Evaluation and Reflection:** The cycle doesn't end with implementation. Effective EFL teachers continuously evaluate the effectiveness of their instruction through observations, formative assessments, and student feedback (Wallace, 1991). This allows them to reflect on their teaching practices, refine their strategies, and continuously improve their ability to meet the diverse needs of their students.

Wallace's reflective cycle empowers EFL teachers to move beyond a "one-size-fits-all" approach. By continually gathering data, reflecting, and adapting their instruction, educators can create a dynamic learning environment that caters to the unique needs of each student, ultimately fostering a more successful language learning experience for all.

Kinsella (1995) also asserts that EFL teachers should instruct their learners how to communicate problems arising from a mismatch between teaching methods and learning styles. Therefore, if teachers provide their learners with only a single type of activity or classroom procedure, they may fail to address each learner's needs while variety of lesson activities enhances learning through different kinds of tasks.

According to Wenden (1986), the learners should be clearly informed of the purposes of the training and the uses of a particular technique under consideration. They should also be given guidelines on when and how to use the technique. For example, in a writing class if the students are being trained to use a particular technique in organizing their writing in terms of both content and form in a lay-out before starting, it is better to make the uses of the technique perfectly clear so that the students know what to focus on and are motivated in practicing. During the courses of learner, training the teacher should make sure whether the training has any effect on the performance of the learners in the related task. He refers to three changes to happen in the learners due to training: "task improvement", "maintenance" and "transfer". By task improvement, he means that the training should make the performance better. For example, if the learner is trained to have delayed production as a meta-cognitive strategy, then it should lead to improvement in speaking. Maintenance refers to the stability and use of the strategy not just during the training but later on as well. This of course requires the teacher to have the students practice later. The last point is transfer which is related to the ability to use the technique in different contexts at different times. The selection of the content of training i.e. the particular strategy to be taught is a crucial element. Depending on the nature of the task of learning, one technique might be helpful, yet another one equally ineffective or even detrimental.

2.4.6. Homogeneous grouping

In the ever-evolving realm of EFL (English as a Foreign Language) instruction, the debate surrounding homogeneous grouping – placing students of similar abilities in the same group – continues. While Marsh (1987) highlights potential benefits for addressing mixed-ability classes, it is crucial to acknowledge the limitations of this approach.

The need of homogeneous grouping:

- a) **Tailored Instruction:** Proponents argue that homogeneous grouping allows teachers to tailor instruction to the specific needs of each group (Marsh, 1987). This can lead to a more efficient learning experience, as the pace and complexity of instruction can be adjusted to match the group's proficiency level.
- b) **Individualized Attention:** With smaller, homogeneous groups, teachers can potentially provide more individualized attention to each student (Marsh, 1987). This can be particularly beneficial for students who require additional support or those who are excelling and require further challenge.
- c) **Self-Evaluation:** Marsh (1987) suggests that homogeneous grouping can foster self-evaluation. Being surrounded by peers of similar abilities might reduce anxiety and allow students to feel more comfortable evaluating their own progress. While homogeneous grouping offers potential benefits, it's important to acknowledge potential drawbacks:
 - a) **Limited Exposure to Diversity:** Grouping students solely based on ability can limit their exposure to diverse learning styles and perspectives. This can hinder the development of social and collaborative learning skills.
 - b) **Stigma and Competition:** Homogeneous grouping can inadvertently create a sense of stigma, with some groups perceived as "advanced" and others as "remedial." This can foster unhealthy competition and decrease motivation.
 - c) **Limited Differentiation:** Even within seemingly homogeneous groups, there will be individual variations in learning styles and paces. Homogeneous grouping can make it challenging to effectively differentiate instruction to cater to these variations.

The effectiveness of homogeneous grouping depends on various factors, including class size, student needs, and teacher expertise. A balanced approach that combines homogeneous grouping with elements of heterogeneous grouping (mixed abilities) might be more effective.

This allows for targeted instruction while still fostering collaboration and exposure to diverse learning styles.

In general, homogeneous grouping presents a complex issue in EFL classrooms. While it offers potential benefits for addressing mixed abilities, it's crucial to weigh these against the limitations. Effective EFL teachers will carefully consider the needs of their students and explore a variety of grouping strategies to create a dynamic learning environment that fosters progress for all.

2.4.7. Heterogeneous grouping (Cooperative learning)

In contrast to homogeneous grouping, heterogeneous grouping brings together students of diverse learning styles and abilities (Jhonson, 1987; Walters, 2000). This approach aims to prevent marginalization and fosters inclusivity by allowing students to participate in a variety of activities. Walters (2000) argues that heterogeneous grouping is particularly well-suited for EFL classrooms with diverse learners. Through interaction in mixed-ability pairs and groups, students gain exposure to different learning styles and benefit from a wider range of learning opportunities (Jhonson, 1987). Walters (2000) emphasizes the power of collaboration in overcoming "cognitive barriers." Stronger students can assist their peers, while weaker learners can benefit from explanations and "critique" within these mixed groups. This collaborative environment can even help lower-ability students reach advanced levels through the power of peer support and interaction.

2.4.8. Communicative based learning

Tasks with communicative nature would provide the language learners to engage in various "open-ended activities" to elicit further ideas from learners. Halliday (1978) and Ellis (1991) witness that communicative interaction are vital activities for language learning as learners of every need are sought to learn better while dealing with "meaningful activities" i.e. meaning arises from need for communication at learners' level motivation. He also emphasizes that communicative situations motivate learners of all proficiency level and corner of preferences to use the target language to use for interpersonal communication functions.

2.4.9. Language games and stories

Language games and stories add a fun and engaging dimension to EFL classrooms while still promoting language learning (Uberman, 1998). These activities are enjoyable yet governed by linguistic rules, ensuring students practice using the target language in a goal-oriented way. Uberman (1998) highlights the power of these activities in reducing learner inhibitions.

Unlike traditional exercises, games and stories create a safe space for participation, regardless of a student's linguistic background. Furthermore, these activities can cater to mixed-ability classes. Quizzes that draw on students' general knowledge and personal experiences (Uberman, 1998) can motivate participation across the board, as students can leverage their strengths and contribute meaningfully. This fosters a more inclusive learning environment where all students feel comfortable using the target language.

2.4.10. Differentiating Tasks

Hess (1999) emphasizes that differentiated instruction increases participation by providing students with various learning processes aligned with their individual preferences. A "one-size-fits-all" approach leaves many learners disengaged and unaddressed. Here's why differentiation is crucial:

- a) **Engaging All Learners:** Differentiation ensures all students are actively involved in the learning process. By offering a variety of activities, tasks, and materials, teachers can cater to auditory, visual, kinesthetic, and other learning styles (Hess, 1999).
- b) **Multiple Intelligences:** Differentiation acknowledges the theory of multiple intelligences (Gardner, 1983). This theory posits that individuals possess varying strengths and weaknesses across different intelligences (e.g., linguistic, logical-mathematical, musical). By incorporating activities that tap into these diverse intelligences, educators can create a more inclusive learning environment (Hess, 1999).
- c) **Providing Strategies for Success:** Tomlinson (1995) emphasizes the importance of equipping learners with various strategies to tackle the content and activities presented (Tomlinson, 1995). Differentiation allows teachers to provide targeted strategies that cater to different learning styles and levels of understanding.

While differentiated instruction offers a powerful framework, Tudor (2001) reminds us that no single approach is universally perfect (Tudor, 2001). The effectiveness of any methodology hinges on the attitudes and expectations of both teachers and students. A method perfectly conceived by a designer might not resonate with the learning styles or cultural context of a particular classroom.

Effective EFL teachers understand the importance of balancing differentiated instruction with consideration for the specific context, teacher expertise, and student expectations. By carefully planning and adapting their approach, educators can create a dynamic learning

environment that caters to the diverse needs of all students, fostering a more successful and engaging language learning experience. Accordingly, the classroom teacher needs not take for granted the only the methodological procedures suggested by the curriculum as such disparities may tend to occur; rather it would be reasonable to adapt language tasks as per the learners' actual needs within the homogeneous groups, for example.

In this chapter of the study, an attempt was made to reference various sources related to the definition of learning preferences as an individual learners' ways of reacting to the target language problems or activities. Next, a number of categorizations of the learning preferences has been discussed to substantiate the concept and role of learning preferences in EFL. Moreover, the various types of learning preferences have been related appropriately to classroom strategies in addition to describing their assessment procedures. Then, a wide range of opportunities the language teacher can make use of in order to accommodate every learner's needs in the classroom English such as teaching-learning strategies, implementing assessment of learning style questionnaire, reflecting on one's own teachings, homogeneous or heterogeneous grouping, communicative teaching procedures, language games and stories, and differentiating language tasks were discussed. It has also been emphasized that while presenting materials, teachers should provide colorful and motivating activities, personalized self-reflection tasks, some forms of cooperative learning, and powerful learning strategies to encourage self-direction or autonomy in learning.

Research shows that understanding students' preferred learning styles is important for their success in EFL classrooms (insert reference here). This means teachers should find ways to identify how each student learns best (their EFL learning preferences). By considering these different styles, teachers can create a more effective learning environment for all. Therefore, it is very tenable to determine learning styles of the students of English as a second language, whereby educators will focus on students' needs when designing the curriculum and sound decision makings which would affect how the classroom teachers are expected to react regardless of some degree of distortions in the actual implementations. Teachers should, therefore, consciously develop students' learning strategies in line with the ways appealing to their cognitive makeup.

It has also been implied that unless there exists a match between the teaching strategies and learning preferences, the learners' success would be highly affected; thus the researcher also believes that the target readers of the paper, especially those EFL teachers, will examine relevant concepts which could substantiate the study and investigate more towards the

remedy to the problem. Therefore, EFL learners need to be empowered with a wide range of learning strategies to achieve competence and autonomy in dealing with the EFL teaching and learning activities. This requires teachers to expand their knowledge of language teaching and learning strategies and to gradually develop students' flexibilities in learning.

2.5 Foreign Language Class Anxiety

The construct of foreign language anxiety was also proposed by Horwitz, et al. (1986) and defined 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" (1986, p 128).

This construct was first introduced and defined by Horwitz, et al. (1986) 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" (p. 128) in the context of ELT. Along with its definition they identified *foreign language class anxiety* into three: communication anxiety, fear of negative evaluation, and test anxiety and developed an instrument named as Foreign Language Classroom Anxiety Scale (FLCAS), which is widely used in FL research. Gardner (1989, 1991a) distinguished three general types of the construct anxiety: trait, situation-specific and state anxiety.

Trait anxiety refers to a general tendency to become nervous in a wide range of situations. *State anxiety* is the feeling of worry or stress that arises at a particular moment under a particular circumstance. A *situation-specific anxiety* is similar to trait anxiety in that it is stable over time, but it may not be consistent across situations. Accordingly, FLCA is associated with situation specific anxiety (Spielberger, 1983). So far, FLCA has generally been claimed to be a construct in the context of FL research and remains an impediment in FL learning environment. Foreign language class anxiety has notably attracted research in foreign/second language teaching learning.

Since the mid-1990s, researchers like Sparks and Ganschow have proposed a new way of understanding foreign language anxiety. They argue that anxiety doesn't cause difficulty learning a new language, but rather the other way around. Their theory, called the Linguistic Coding Deficit/Differences Hypothesis (LCDH), suggests that: a) success in learning a foreign language depends heavily on a person's natural language learning ability (aptitude). b) students who struggle with a foreign language (due to aptitude) are more likely to experience anxiety about learning it. In simpler terms, this view suggests that students'

anxiety stems from their difficulties with the foreign language, which might be caused by weaknesses in their native language skills (Luo, 2013). This see indicates the considerable effect of foreign language class anxiety which requires a due attention in the of language classes and it may arise not only from the feeling related to the foreign language itself but also from level one's performance in vernacular language.

The construct FLCA was defined in various synonymous ways by scholars in the field of EFL. Clement (1980) defines foreign language anxiety as a complex construct that deals with learners' psychology in terms of their feelings, self-esteem, and self-confidence. More specifically, MacIntyre and Gardner (1994b) defined FLA as the feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening, and learning, or the worry and negative emotional reaction arousal when learning or using a second or foreign language (MacIntyre, 1999). Similarly, Zhang (2001) defines anxiety as the psychological tension that the learner goes through in performing a learning task. These definitions, in fact, are built around the claim made by Horwitz and Cope (1986) that FLCA is "a phenomenon related to but distinguishable from other specific anxieties" (1986:129).

Horwitz and Cope were the first to conceptualize FLA as a unique type of anxiety specific to foreign language learning. Their theoretical model of FLA plays a vital role in language anxiety research, which has made them influential researchers in this area. Moreover, Horwitz and Cope's in their well-known article, *Theory of Foreign Language Anxiety*, define FLA as "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process" (1986,p128).

Studies consistently demonstrate the detrimental effects of FLCA on language learning (Dewaele & Dewaele, 2010). Anxiety can hinder cognitive processes, limit participation, and negatively impact memory and recall. Learners experiencing high levels of FLCA might avoid communication opportunities, leading to stunted progress.

2.5.1 Some models of FLCA

In the context of FL research, four such theoretical models have been identified in the current literature: "the three-component model" (communication apprehension, fear of negative evaluation, and test anxiety) ascribed to Horwitz, et al. (1986), Kim's (2002, p106) model, Luo's (2012) four-dimensional model, and Luo's (2011) four-component construct of foreign

language anxiety.

Horwitz et.al (1986) presumes that foreign language class anxiety occurs due to the learner's perceived communication apprehension, fear of negative evaluation, and test of the foreign language. The three sources are therefore situation specific as anxiety may occur during communicating, getting evaluated, and taking tests in the target language.

On the other hand, Kim (2002) introduced a model with three components: Production Anxiety, Literacy Anxiety, and Aural and Evaluation Anxiety which in turn produced two other components (instructor-induced anxiety and foreign language anxiety due to difficulties with cultural understanding) after undertaking qualitative research. Hence, she developed the model shown hereunder.

FL CLASSROOM ENVIRONMENT

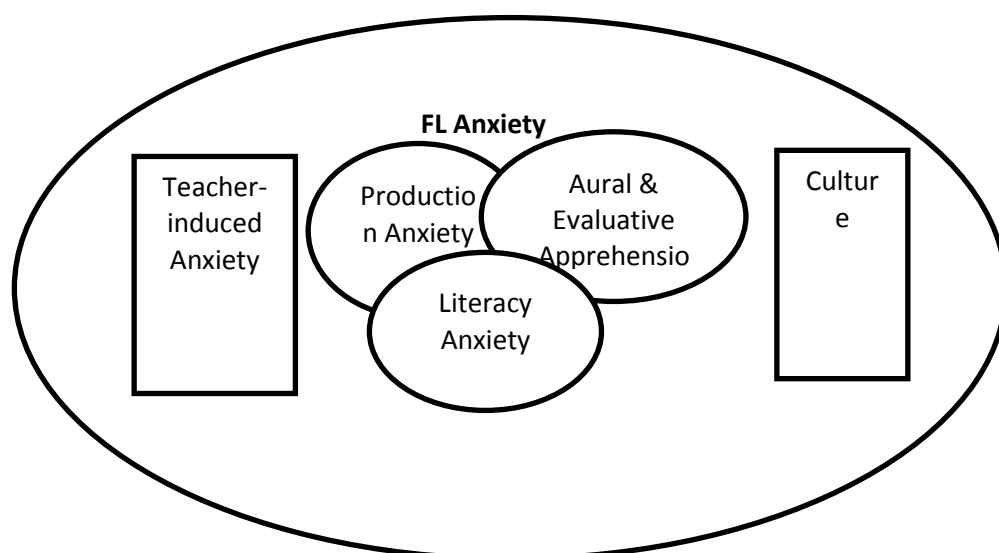
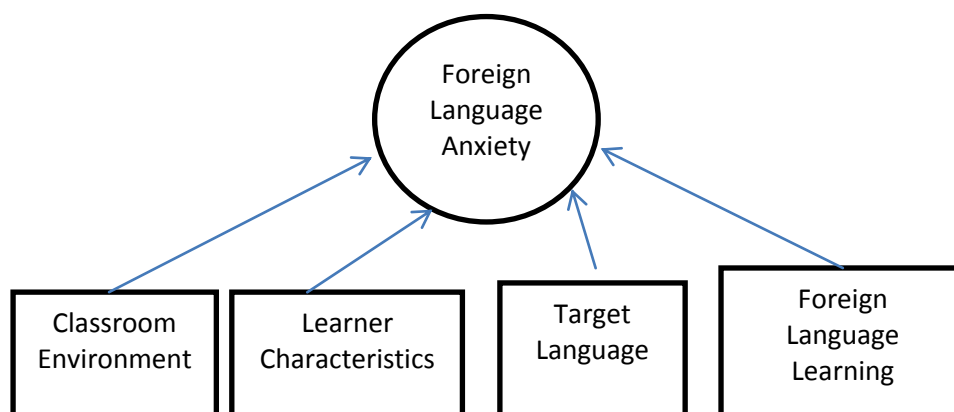


Figure 1: A theoretical model for Foreign Language Anxiety (Kim, 2002, p106)

Kim (2012) proposes that foreign language class anxiety is related with the three components: production, literacy, and aural evaluation. She also identifies two other related components: teacher-induced anxiety and difficulties of cultural understanding of the foreign language.

With the credit to an attempt to produce this theoretical model, it remains with some limitations regarding the components entailed: “the distinction between Production Anxiety, Literacy Anxiety, and Aural and Evaluative Apprehension may not be justified; “the instructor and difficulties with cultural understanding are actually sources of foreign language anxiety rather than manifestations of foreign language anxiety” Luo (2013).



” Luo (2013).

Figure 2: The Four-component construct of foreign language anxiety (Luo 2015, p9)

This model conceptualizes that foreign language anxiety is inherent with four different sources: classroom environment, the characteristics of learner, the target language itself, and the foreign language learning process.

2.5.2 Effects of foreign language anxiety

Studies in the context of learning, particularly in language learning, have conferred that this construct not only prevails but also negatively affects second/foreign language learning in different ways. Among the aspects related with foreign language class anxiety, academic, cognitive, social, affective, and personal effects out scored. Different research works attested that consistent and moderate negative relationship between foreign language anxiety and academic achievement (Horwitz 2010) viz-a-viz manifestations like over studying and drop-out or attrition. With regard to cognitive effects, studies confirmed that anxious people tended to have their attention divided between task-related cognition and self-related cognition. The social effect of this construct involves less willingness of anxious people to communicate with others. Next, it was found that anxiety also disturbs the affective domain of learners as they tend to get less motivated towards learning while they feel anxious; this in turn may result in skipping classes. Lastly, anxiety can also be related to personal feelings like “apprehension, worry, or dread; difficulty of concentrating becoming forgetful, sweating, and having palpitations” Horwitz (2010).

Research in the context of foreign language learning in general, and, EFL in particular emphasized the effect of various constructs among which learning style preferences and foreign language class anxiety are boldly addressed. Different scholars in the field of language studies framed the inevitable effect of these variables in the context of foreign language learning. Educational research has identified a number of factors that account for some of the differences in how students learn. One of these factors, learning styles, is broadly described as “cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (Keefe, 1979a,; 4).

Only few research works can also be cited related to the relationship between the constructs perceptual learning style preferences, foreign language class anxiety, and foreign and achievement along with other variables like, academic achievement, gender, and subject preference. Yazici (2017) undertook a study aimed to investigate the relationship between 315 social studies pre-service teachers’ (SSPTs) learning style, test anxiety and academic achievement along with gender using Turkish versions of Grasha-Reichmann learning style scale (GRLSS) and test anxiety scale (TAS) by Spielberger. The findings revealed negative and low-level relationship between the TAS’ worry sub-dimension and academic achievement; academic achievement levels had significant positive and low relationship with independent, cooperative, and dependent levels of learning style; positive and significant relationship was shown between the levels of learning style and test anxiety. It also was observed that there existed no statistically significant relationship between test anxiety and independent, participant and avoidant learning styles, which are among GRLSS sub-dimensions. As part of the findings, competitive and cooperative learning styles had positive, low-level and significant relationship with the TAS’ emotionality sub-dimension, and the same relationship was observed between the competitive learning style and the worry sub-dimension. Moreover, sub-worry dimension had no significant relationship with gender regarding relating test anxiety and gender.

Wu (2010) also explored the relationship 66 weekend class language learners’ (32 fresh men and 34 sophomores who are full-time workers) anxiety and learning strategy in CLT classrooms utilizing Foreign Language Classroom Horwitz’s et. al (1986) Anxiety Scale (FLCAS) to measure the participants’ level of anxiety, Eveyik-Aydin’s (2003) Communicative Language Teaching Attitude Scale (COLTAS) to examine the participants’ perceptions about learning English, and Oxford’s (1989) Strategy Inventory of Language

Learning (SILL) to assess students' language learning strategy. The results indicated that most of the participants express a favorable attitude toward the Communicative Language Teaching (CLT) approach; however, they also reveal their high level of anxiety in the language classroom. These research works indicated that learning style preferences and foreign language class anxiety or test anxiety (one of the dimensions of the general form anxiety), relate to each other.

Moreover, Supriyadi & Rokhayani (2016) also studied the relationship between gender, subject preference and learning styles using mixed approach with 208 (69 males and 139 females) students of different semesters at Indonesia University. They used self-scoring web-based instrument of *Solomon Felder Index of Learning Styles Questionnaire with 44 items*, which has been translated into Indonesian under the permission of Richard M. Felder (2013). The findings of the study showed that there was no significant relationship between gender and learning style dimensions (active-reflective, sensing-intuitive, visual-verbal, sequential-global); while there existed dependency relationship between learning styles and subject preference.

However, there was no attempt to investigate the relationship between the major constructs: learning style preferences, foreign language class anxiety, and writing achievement in our context. The study at present therefore will look into the relationship among various categories of perceptual learning style preferences, the levels and sources of foreign class anxiety, and foreign language class writing achievement using Reid's Perceptual Learning Style Preference Questionnaire (PLSQ) and Horwitz's Foreign Language Class Anxiety Scale (FLCA) scale which are most widely used in the context of foreign language teaching learning research. Along these instruments, foreign language writing achievement (FLWA) of first year students to be selected for the study will also be used as a variable in order to examine its relationship with the constructs. The study addresses wider version of the constructs perceptual learning style preferences and foreign language class anxiety with a relatively larger population in the presumed context of the actual foreign language environment where Basic Writing Skills course is delivered in an extended period of time, semester wide compared to the context of the studies undertaken so far. The instruments to be used also are standardized scales widely used worldwide and allow the researcher to gather valid, reliable, and ample data from the participants intended.

2.6 Empirical Evidences

Cognitive dimensions like the foreign language learning field increasingly acknowledges the influence of individual learner characteristics on success. Within the framework of social constructivism, where student interaction and background shape knowledge acquisition Lim et al. (2018) states that understanding these differences is crucial for optimizing learning outcomes. While various individual factors have been proposed to impact performance, two key areas generate ongoing debate: language learning styles and foreign language classroom anxiety (FLCA).

Recent research provides compelling evidence for the significance of both. Studies by Li et al. (2023) and Schmidt et al. (2022) highlight the positive correlation between strategic learning and foreign language proficiency. Learners who actively employ memory techniques, metacognitive planning, and self-monitoring strategies demonstrate improved language acquisition. Conversely, FLCA has been linked to lower academic performance in language courses (MacIntyre & Gardner, 2019). Students experiencing high levels of anxiety often exhibit reduced participation and a reluctance to take risks when speaking the target language. Despite these advancements, a critical gap remains in fully comprehending the interplay between these factors.

While both learning styles and FLCA are recognized as important, limited research explores how they interact to influence language learning success. Do specific learning styles mitigate the negative effects of FLCA? Can targeted interventions address anxiety and enhance strategic learning simultaneously? Addressing these questions can provide a more nuanced understanding of individual learner needs and pave the way for developing more effective foreign language learning programs.

The cognitive aspects of students become vital as learning is fostered through an “active mental process of development; learners are builders and creators of meaning and knowledge based on interests, general and specific abilities, attitudes, achievements, aspirations and motivations...” that call upon the teachers’ versatility to accommodate these contributing factors creatively (Bransford et al., 2000). Students are also expected to demonstrate an adequate command or communicative competence of the target language both in subject areas and in the target language courses; this would result in success in their academic life. In line with this, in the EFL context in which learners are required to construct their own knowledge through active discovery and internal involvement, roles of cognitive aspects like

individual differences (IDs) and FLCA are remarkable towards the success and failure in foreign languages. On the other hand, there is a lack of clarity and consensus regarding measurement and construing the magnitude of the variable learning styles. It remains blurry to construe the magnitude of the variables attributed to IDs: perceptual learning style preferences (PLSP) and FLCA in the context of research in the Ethiopian EFL context and beyond.

Following theories and various models of learning style preferences and foreign language anxiety, a substantial body of research underscores the prevalence and impact of these constructs on the entire foreign language teaching and learning process. This extensive research, documented in databases like ERIC and Psyc INFO, points to a significant contribution of these factors to learners' achievements. For instance, a meta-analysis by Chamorro-Premuzic et al. (2016) examining 168 studies found a positive correlation between language learning strategies and second language proficiency.

Learners who actively employed memory techniques, metacognitive planning, and self-monitoring strategies demonstrated demonstrably better language acquisition. Conversely, the detrimental effects of FLCA on achievement are well documented. Studies by MacIntyre and Gardner (2019) demonstrate a clear link between high FLCA and lower academic performance in language courses. Students experiencing high anxiety often exhibit reduced participation and a reluctance to take risks when speaking the target language.

These examples highlight just a fraction of the vast body of research underlining the importance of considering learning styles and FLCA in foreign language education. It seems tenable to conclude that an ELT class, like any other one, comprises students with different and multiple intelligences. This entails certain implications to classroom instruction, in general, and ELT teaching and learning in particular. Accordingly, the target language teachers are expected to recognize and address the broader range of learners' talents and skills in processing information as each child has his own way of encountering language problems. Although completely personalizing instruction for every learning style may prove challenging, recent research emphasizes creating inclusive learning environments. Metcalf (2017) advocates for universal design for learning (UDL) as a framework that benefits all students by offering multiple means of engagement, representation, and action and expression. This aligns with the work of

Fisher et al. (2018), who promote a "teaching for strong learning" approach, which involves

incorporating diverse instructional strategies to cater to various learners.

Additionally, acknowledging student autonomy can be crucial. Niemiec and Ryan (2009) highlight the importance of fostering student self-determination through practices that support choice, competence, and relatedness. By implementing these approaches, educators can empower students to leverage their strengths while developing a broader range of learning skills.

Learning is believed to be not purely cognitive work; rather, it is also an affective performance. Teachers, as mediators of classes, play an influential role in both cognitive and affective aspects of students' learning. Literature asserts that individual differences in academic performances can be explained through complex and dynamic interactions between cognitive, affective, and motivational variables. While Volte's work provides a valuable foundation, more recent research emphasizes the multifaceted nature of these interactions and the influence of environmental and social factors (Linnenbrink-Garcia et al., 2019).

Consequently, teachers' instructional competence, personality, and teacher-student interaction are significant aspects of the teaching and learning environment. There is much theoretical support for the idea that failure of awareness about learners' preferences and the mismatch between teaching strategies and learning styles negatively affects the students' learning, motivation, and attitude.

Regardless of the implications behind the importance of investigations related to the features of IDs in the context of EFL, there still exist ambiguities, misconceptions, and scholarly arguments in the area of these cognitive aspects. Particularly, the construct learning style preferences remain an overlapping issue with cognitive styles in the area of educational psychology in general and in SLA in particular (Dornyei, 2005). On the other hand, little has been researched regarding the interactions between PLSP and FLCA.

In fact, the attempts made to examine the relationship between PLSP and FLA by Dunn et al. (2014) with findings of the variables: design, motivation, and kinesthetic preferences significantly correlating with foreign language achievement seem cognizant. Similarly, the study by Williams et al. (2013) based on three style inventories, The Kolb Learning Style Inventory, The Index of Learning Styles, and The Success Type Indicator, designated a glimpse of a significant link between these styles and academic performance.

Apart from the scarcity of studies with regard to the notable variables, PSLP and FLCA, there still seems to be a gap of understanding related to the interplay between these constructs. By

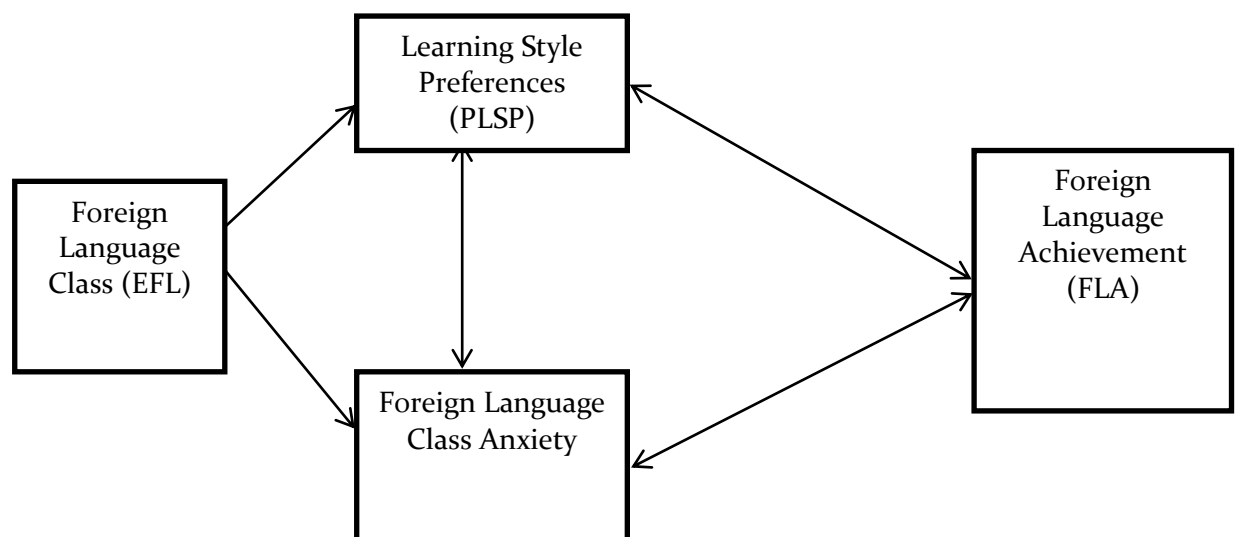
and large, controversies related to instrumentation as to how effectively to measure these constructs emerging from “idiosyncratic conceptualization” of the variables Dornyei (2005) dazzled the equivocal tools (questionnaire) in the mensuration of the constructs. Yet again, the uncertainties of the theories of PLSP are related to the overlapping conception of and interchangeable usage of the concepts of learning style and cognitive styles.

While learning style models often categorize individuals based on preferred learning methods, some researchers differentiate these from information processing preferences. It is arguable that learning styles represent a more "stable and internalized dimension" related to how a person thinks or processes information (Coffield et al., 2004). This aligns with models like Gardner's multiple intelligences, which propose inherent cognitive strengths. On the other hand, information processing preferences reflect the "level of the learning activity" and are more adaptable to the learning environment (Coffield et al., 2004).

In general, understanding the prevalence and impact of LSP and FLCA is paramount for effective EFL instruction. By acknowledging these constructs, educators can create a more inclusive and supportive learning environment that caters to diverse learning styles and addresses anxiety-related challenges. This holistic approach ultimately paves the way for greater success in acquiring a new language.

2.7 Conceptual Framework of the study

With the basic understanding of the theoretical framework and some models that have been looked into, the study basically aims at investigating the relationship between three variables: learning style preferences, foreign language anxiety, and achievement foreign language in the context of EFL. Accordingly, the conceptual framework hereunder has been devised by the researcher for the sake of pursuing this research project.



The conceptual framework depicts the relationships between three variables in the context of EFL (English as a Foreign Language): Learning Style Preferences, Foreign Language Anxiety, and Foreign Language Achievement (FLA)

The arrows in the conceptual framework depict a potential two-way relationship between all three variables. This means that:

- Learning Style Preferences may influence Foreign Language Anxiety and Foreign Language Achievement. For instance, students with a preference for auditory learning might experience less anxiety in listening comprehension tasks compared to reading comprehension tasks.
- Foreign Language Anxiety may influence Learning Style Preferences and Foreign Language Achievement. Students who experience high levels of anxiety might gravitate towards learning styles that feel more comfortable or manageable, even if those styles are not necessarily the most effective for them. Anxiety can also hinder overall achievement.
- Foreign Language Achievement may influence Learning Style Preferences and Foreign Language Anxiety. Students who experience success with a particular learning style might be more likely to adopt that style for future learning. Conversely, students who struggle might become anxious about using that style. High levels of achievement can also reduce anxiety.

The conceptual framework suggests that these three variables are interrelated and can influence each other. This highlights the importance of considering all three factors when designing and implementing EFL instruction. The conceptual framework you presented offers a solid foundation for investigating the interplay between learning style preferences, foreign language anxiety (FLA), and foreign language achievement (FLA) in EFL contexts. Let's delve deeper into the potential relationships between these variables:

a) Learning Style Preferences and Foreign Language Anxiety:

- Matching Styles Can Reduce Anxiety: When learning activities align with preferred learning styles (auditory, visual, kinesthetic), students may experience lower anxiety due to a sense of familiarity and control over the learning process.
- Mismatch Can Increase Anxiety: Activities that don't align with a student's dominant style can lead to confusion, frustration, and ultimately, increased anxiety.

- **Anxiety Can Limit Style Exploration:** High FLA can make students hesitant to experiment with new learning styles, potentially hindering their ability to discover more effective approaches.

b) Foreign Language Anxiety and Foreign Language Achievement:

- **Anxiety Can Hinder Performance:** High FLA can negatively impact cognitive processes, leading to difficulty concentrating, recalling information, and performing well on assessments.
- **Anxiety Can Limit Participation:** Fear of making mistakes or negative evaluation can lead to decreased participation in class activities, hindering language acquisition.
- **Anxiety Can Reduce Motivation:** Chronic FLA can demotivate students, leading to decreased effort and ultimately, lower achievement.

C) Foreign Language Achievement and Learning Style Preferences:

- **Success Reinforces Preferred Styles:** Positive experiences with a particular learning style can lead students to rely on it more heavily, potentially neglecting other potentially beneficial approaches.
- **Achievement Can Motivate Style Exploration:** Experiencing success with a new learning style can boost confidence and encourage students to explore a wider range of learning approaches.
- **Achievement Can Reduce Anxiety:** A sense of accomplishment and progress in language learning can significantly reduce FLA, creating a more positive learning environment.

Further, effective EFL teachers can play a crucial role in mitigating FLA by creating a supportive and encouraging classroom environment, promoting self-efficacy, and utilizing a variety of teaching methods that cater to diverse learning styles. The relationships between these variables can be influenced by individual differences such as personality, cultural background, and prior language learning experiences. By acknowledging these multifaceted relationships, EFL educators can design instruction that addresses not just language skills, but also learning styles and emotional well-being. This holistic approach fosters a more positive and successful learning experience for all students.

CHAPTER THREE: METHODOLOGY

3.1. Design of the study

The aim of the study was to examine the relationship among the two constructs, PLSP and FLCA, and the target variable foreign language achievement in the context of EFL. The design of the study was correlational which adhered to quantitative research approach. The relationship among the three different variables namely: perceptual learning style preferences, foreign language class anxiety, and foreign language class achievement were addressed through the study. With the assumption that foreign language classroom entails various factors that may affect the teaching-learning environment, the relationship between learning style preferences and foreign language class anxiety was first be treated. These were in turn correlated with the participants' level of achievements in the foreign language subject (English for Grade Eleven) under way during last semester.

The researcher acknowledges that various factors can influence the EFL classroom environment. He aimed to understand how learning style preferences and anxiety are interrelated and how these factors might influence student achievement in English (grade eleven). In simpler terms, the researcher intended to examine if there was a connection between how students prefer to learn (visual, auditory, etc.), their anxiety in English class, and their overall achievement in the subject. First the researcher investigated how learning style preferences and anxiety relate to each other, and then how both of these factors might be connected to the students' grades.

3.2. Design of the study

The aim of the study was to examine the relationship among the two constructs, PLSP and FLCA, and the target variable foreign language achievement in the context of EFL. The design of the study was correlational which adhered to quantitative research approach. The relationship among the three different variables namely: perceptual learning style preferences, foreign language class anxiety, and foreign language class achievement was addressed through the study. With the assumption that foreign language classroom entails various factors that may affect the teaching-learning environment, learning style preferences and foreign language class anxiety was treated as prevailing constructs. These were in turn correlated with the participants' level of achievements in the foreign language subject (English for Grade Eleven) under way during last semester.

3.3. Research philosophy

This study adopted a quantitative approach grounded in the positivist research paradigm (Creswell & Creswell, 2018). Positivism emphasizes objectivity, striving to uncover cause-and-effect relationships between variables using the scientific method. The quantitative approach aligns perfectly with this philosophy by relying on numerical data and statistical analysis to draw meaningful conclusions.

Within this quantitative framework, the study employed a correlational design (Creswell & Creswell, 2018). This design excels at investigating the relationships between variables without directly manipulating them. Imagine two variables like study habits and exam performance. A correlational design allows us to explore how these two factors might be connected, but it wouldn't involve us directly changing students' study habits to see the impact on their exams (e.g., imposing a new study program).

To gather data, the study utilized two key instruments: standardized scales/questionnaires and a final exam. Standardized scales offer a significant advantage: they are reliable and valid measures that have been rigorously tested and proven to consistently assess a specific construct. Think of them as pre-calibrated measuring tools that ensure consistency across participants. The final exam, on the other hand, serves as a benchmark for student achievement in the relevant subject area, English.

This specific combination of methods offers several advantages. First, the quantitative nature of the data allows for efficient statistical analysis (Sekaran & Bougie, 2016). Statistical techniques can identify potential correlations between the variables measured (PLSP, FLCA, and FLA) by the questionnaires and the final exam scores. Second, the use of standardized instruments strengthens the objectivity and generalizability of the findings (Sekaran & Bougie, 2016). Objectivity refers to minimizing bias in the data collection process. Generalizability refers to the applicability of the findings to a wider population, beyond the specific participants in the study. Since the standardized scales have been validated on larger populations, the correlations identified here are more likely to hold true for similar student groups (2006).

In conclusion, the researcher believed that this study's quantitative approach within the positivist paradigm provided a robust framework to investigate potential relationships between variables. The use of standardized scales (PLSQ & FLCAS) and a final exam

allowed objective data collection and analysis, ultimately aiming to shed light on the complex interplay of factors that influence students' achievement.

3.4. Research setting and participants of the study

The researcher conducted the study in Mettu Comprehensive Secondary School (now Mettu Higher Secondary School), located in the western Oromia Regional State, Ilubabr Zone, Ethiopia. This location was chosen for ease of data access, but it limits the generalizability of the findings to other contexts. The participants were grade eleven students who have been learning English since grade nine, with all their subjects taught in English alongside dedicated English language classes. This immersive learning environment is a significant factor to consider when interpreting the study's results.

3.5. Sampling and sampling technique

The study area, Ilubabor Zone, was selected with the presumption that data collection during the data collection period would be convenient to the researcher as it would be possible to assign collaborative data collecting through staff the target language in the selected high schools. Mettu Higher Secondary School, with a naming at present was randomly selected among the three high schools in the town. With the aim of addressing the target respondents, 110 grade eleven students were effectively approached for the study among the total 180 students in the grade whose average number of students per class was 45. Participants of the study were selected from each of the four available sections using quota sampling, randomly selecting assigning 28 students from of the each sections: A, B, C, and D) The number of respondents for the study was based on sample size recommended for survey research of such kind that 10%-20% of the available population would suffice the representation of respondents (Gay et. al. 2010). The number of respondents would thus be adequate.

3.6. Instruments of the study

Two standardized and most widely used scales in ELT research were utilized for data collection: Reid's Perceptual Learning Style Preference Questionnaire (PSLPQ) and Horwitz's Foreign Language Class Anxiety Scale (FLCAS). Perceptual Learning Style Preference Questionnaire is a self-rating five-point Likert scale aiming at identifying the ways people prefer to learn "best". It entails 30 items of PLSP each five items corresponding with different learning styles namely: Visual, Tactile, Auditory, Group, Kinesthetic, and Individual. It also consists of a self-scoring sheet, accompanied with explanation of learning style preferences (Reid 1984).

Foreign Language Class Anxiety Scale (FLCAS) consists of 33 items to be scored on a five-point Likert Scale out of which 24 are scored in a “straightforward way” while the rest nine are “reverse-scored” items. The scoring scheme of the items can be seen in Appendix 2. Among the 33 items of the scale, 11 measured Communication Apprehension, 15 items destined Test Anxiety, while the rest 7 items meant to address Fear of Negative evaluation.

Instruction as to how to determine someone’s level of anxiety had been provided. Respondents’ self-rating results with below 3, average 3, and near and above 4 are considered to be: not very anxious, slightly anxious, fairly anxious; respectively (Horwitz 2010). This scale was accessed based on consent and through negotiation via email communication with the author, Professor Horwitz from Horwitz (2010). Across studies utilized the instrument, the scale was reported to have high internal reliability, achieving an alpha coefficient of .93 with all items producing correlations and a test-retest reliability over eight weeks yielded a $r = .83$ ($p < .001$) (Horwitz, et al., 1986). Horwitz (1986) also tested the correlations between the scores of the FLCAS and four other types of anxieties (i.e., communication apprehension, fear of negative evaluation, test anxiety, and trait anxiety) to provide evidence for the convergent and discriminant validity of the scale. She found only small to moderate relationships between these anxieties and foreign language anxiety. Communication apprehension and fear of negative evaluation were found not to be significantly correlated ($r = .28$ and $.36$, respectively) with foreign language anxiety, while test-anxiety and foreign language anxiety were reported to be moderately and significantly correlated ($r = .53$, $p = .001$). In addition, the correlation between foreign language anxiety and trait-anxiety were relatively small ($r = .29$, $p = .002$). These findings indicated that foreign language anxiety as measured by the FLCAS was distinguishable from other types of anxieties and thus should be considered as an important issue of language learning in and of itself.

Second semester’s grade eleven final exam was also used to address the students’ foreign language achievement. The summative final exam was believed to be and valid as it was prepared by the subject matter teachers of the specific grade levels and approved by the school authorities as well. The exam consisted of 51 multiple choice items (Appendix C) covering the six units taught within the second semester of the academic year. The exam’s weightage was 60% and for the sake of the study this percentage was converted to 100 and the researcher used the scores, accordingly. The first ten items of the final exam required students to answer based on a short informative passage composed of two paragraphs. The next 40 items were a combination of various grammatical questions, conversation-based

short answers, and contextual vocabulary meanings. The last item (#51) the required students to write short answers about note taking in listening lessons.

In general, data collection of the study was undertaken through the three instruments aforementioned. PLSPL, FLCA, and FLA being the constructs the study, PLSP and FLCA were treated as independent variables while FLA was a dependent variable, as can be seen in the conceptual framework diagram.

3.7. The procedure of data collection

In order to collect the desired empirical data through the study, the previous validity of the instruments was acknowledged according to what the literature conveys about the instruments, and discussions with the advisor and other scholars in the profession. Once consensus was reached about the validity of the instruments, data collection was undertaken with participants (grade eleven students) at the end of the academic year. Participants for the pilot study were selected from the two sections of grade eleven students using simple random sampling method. Initially, PSLPQ was administered to 110 students a month before the first phase of data collection, not to overload the students with filling two different tools at a time. FLCAS questionnaire was administered after one month during final examination other just to within the convenience of data collectors and with the assumption that students would better be aware of their anxiety feeling during exams. While all 110 respondents were requested to fill in the tool all the responses were secured.

The instruments were distributed and filled out regardless of the reason behind the order of administration yet PLSP scale being first. With the plan that participants were selected from the existing seven sections (Sections A-D), two instructors teaching English at the school were requested to assist in letting the participants fill in the questionnaire on consent and with prior information about the objective of the data collection. The researcher availed himself for assistance in case of challenges of interpretation and translation the items of the two scales. Data collected were returned to the researcher to as soon as the questionnaires were filled in. Meanwhile, final results (scores percent) of the semester final exam were collected the class teachers having scored final exams and submitted mark lists. Further, six units of the Grade Eleven English text book taught within the semester were analyzed as secondary data to obtain insight regarding the nature of the contents and activities addressed.

3.8. The procedure of data analysis

Once data were collected through the two scales: PSLPQ, FLCAS, and the Final grade of participants for the subject: Grade 11 English were obtained, they were appropriately coded and entered into the SPSS in order to run the desired statistical computations. Data were calculated using SPSS 26 which was a more recent version. Regarding data through PSLPQ, self-ratings were categorically coded in order to examine the six identified learning style preferences. Data through FLCAS were also categorically coded in order to determine the level and sources of foreign language class anxiety. Statistical computations were run in order to find the total of responses for each of the six categories of PLSP (Visualist, Auditory, Kinesthetic, Tactile, Group, and Individual). Similarly, computations were also undertaken to find the total of each of the three dimensions of FLCA (communication Anxiety, Test Anxiety, and Fear of Negative Evaluation). Finally, computations towards the level of anxiety of the respondents was run by adding the total the three sources of anxiety divided by the number of items followed by dividing the aggregate of the average the sources of anxiety the by number of respondents. This helped to determine if the level of foreign language class anxiety of the students was: high (probably fairly anxious), moderate (slightly anxious), or low (probably not very anxious) (Horwitz,2010).

In the first phase computations descriptive statistics were done to scaffold the testing of the relationship between the two independent variables following descriptive statistics of the constructs, as per the research questions. This assisted to examine major, minor, and negligible PLSP; the level and sources of FLCA of participants and to explore if there was match or mismatch between he the perceived PLSP and the actual teaching material of EFL. Following this, the relationship among dimensions of learning style preferences with the categories and sources of prevailed foreign language class anxiety were tested. Using the results found through this process, in the next phase, these two constructs were respectively related with the students' scores/grades (achievement) in the target language which was offered during the second semester of the academic year. According to the aim of Grade Eleven Englishr: developing students' macro skills of the target language, it was assumed that the class room environment would be an actual foreign language learning setting in which the two constructs (leaning style preferences and foreign language class anxiety) would be experienced and examined. Hence, it was a tenable situation to investigate the relationship among perceived leaning style preferences, foreign language class anxiety, and the final score of the respondents in the foreign language course. The results of these computations were

analyzed and discussed in line with the theoretical and conceptual framework in order to reach conclusions and in turn draw aligning recommendations.

3.9. Ethical considerations

While selecting a convenient location like Mettu Comprehensive Secondary School can be advantageous, it was crucial to ensure ethical recruitment practices are followed throughout the study. Here are some key considerations made: Informed Consent: participants received a clear explanation of the study's purpose, procedures, potential risks and benefits, and their right to withdraw at any point. Anonymity and Confidentiality: Assurances were made to participants that their individual responses would be kept confidential and anonymous and that the data would be stored and secured to protect participant privacy. The confidentiality of semester grades was also assured while receiving the respondents' final grades.

3.10. The pilot study

This chapter presents results of the study followed by discussion of each part as per the research questions to be answered. Data are first presented using various descriptive statistics leading to the inferential statistics for further analyses.

R.Q. 1. What major, minor, and negligible perceptual learning style preferences (PSLP) do the participants of the study demonstrate?

Table 1: Descriptive data of respondents' PLSP

Case Processing Summary						
	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
PLSP-V	60	100.0%	0	0.0%	60	100.0%
PLSP-A	60	100.0%	0	0.0%	60	100.0%
PLSP-K	60	100.0%	0	0.0%	60	100.0%
PLSP-T	60	100.0%	0	0.0%	60	100.0%
PLSP-G	60	100.0%	0	0.0%	60	100.0%
PLSP-I	60	100.0%	0	0.0%	60	100.0%
Report						
	PLSP-V	PLSP-A	PLSP-K	PLSP-T	PLSP-G	PLSP-I
Mean	4.20	2.12	2.85	2.04	4.34	2.08
N	60	60	60	60	60	60
Std. Deviation	.688	.731	.589	.649	.671	.759

The data in the table above presents a descriptive data of the sixty respondents rated themselves in response to the PLSP in order to know their major, minor and negligible style

of learning EFL. Sixty grade eleven students of the school selected for the pilot study were requested to rate themselves through the scale and all the sixty responses were collected back making the response rate 100%.

As seen in this table, the responses collected through the PLSP scale were computed for comparison of mean of the six dimensions of the dependent variable PLSP. Accordingly, the dimension with the highest mean value (M=4.34) was group learning style preference. Visualistic learning style preference was found to be the next dimension with higher mean value (M=4.2). The four dimensions: auditory, kinesthetic, tactile, and individual remained with lower mean scores (M=2.12, M=2.85, M=2.04, and M=2.08, respectively).

In line with the data above, the major and minor learning style preferences were group (PLSP-G), and visualistic (PLSP-V), respectively. The remaining among the six dimensions of PLSP: auditory (PLSP-A), kinesthetic (PLSP-K), tactile (PLSP-T), individual (PLSP-I); whereas, remained negligible. Hence, the first research question above could be answered identifying the respondents' potential learning style preferences towards the target language English.

RQ2. What is the level of foreign language class anxiety (FLCA) of the research participants?

Table 2: Respondents' level of FLCA

Descriptive: Case Processing Summary						
Attributes	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
FLCA-CA	60	100.0%	0	0.0%	60	100.0%
FLCA-TA	60	100.0%	0	0.0%	60	100.0%
FLCA-FNE	60	100.0%	0	0.0%	60	100.0%
FLCA	60	100.0%	0	0.0%	60	100.0%
Report						
	FLCA-CA	FLCA-TA	FLCA-FNE		FLCA	
Mean	3.49	3.14	4.45		3.69	
N	60	60	60		60	
Std. Deviation	.289	.301	.396		.211	

Presented above was computation of the respondents perceived level of FLCA across three possible sources: communication apprehension, test anxiety, and fear of negative evaluation. Having done with computing total of these dimensions categorically, the grand level of the FLCA was figured using responses against the entire 33 items of the scale. Hence, the value 3.69 which stages the learners to be fairly anxious resulted.

RQ3. What is/are the sources of the participants' foreign language class anxiety (FLCA)?

Table 3: Respondents' sources of FLCA

Report			
	FLCA-CA	FLCA-TA	FLCA-FNE
Mean	3.49	3.14	4.45
N	60	60	60
Std. Deviation	.289	.301	.396

The variable FLCA entails three attributes namely: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is related with the learners being afraid of interacting with each other in the foreign language class using the target language, EFL. Test anxiety is linked with the learners' feeling nervousness to sit exam during the foreign language teaching learning. Fear of negative evaluation on the other hand is the situation in which students become reserved to communicate using the target language due to the feeling of committing errors and being judged, thereby. RQ4 was meant to examine the underlying sources of the FLCA.

As offered in the overhead, the main source of the respondents' perceived FLCA was fear of negative evaluation (M=4.45). Communication apprehension (M=3.49) was the second source significantly followed by test anxiety (M=3.14). Fear of negative evaluation and communication apprehension lie on the fairly anxious level while test anxiety was linked with slightly anxious level as the mean value is around 3, as per the average level of the scale of the variable FLCA.

RQ4. Do perceptual learning style preferences (PSLP) and foreign language achievement (FLA) relate?

Table 4: Correlations between PLSP and FLA

Correlations									
			FLA Achieveme nt	PLSP- V	PLSP- A	PLSP- K	PLSP- T	PLSP- G	PLSP- I
Spearman's rho	FLA Achiev ement	Correlation Coefficient	1.000	-.005	-.072	.245	.021	-.020	.096
		Sig.	.	.969	.486	.059	.874	.879	.464
		N	60	60	60	60	60	60	60
	PLSP- V	Correlation Coefficient	-.005	1.000	.343**	.393**	.132	.430**	-.496**
		Sig.	.969	.	.007	.002	.313	.001	.000
		N	60	60	60	60	60	60	60
	PLSP- A	Correlation Coefficient	-.072	.343**	1.000	.101	.096	.242	-.234
		Sig.	.586	.007	.	.445	.468	.063	.071
		N	60	60	60	60	60	60	60
	PLSP-K	Correlation Coefficient	.245	.393**	.101	1.000	.059	.112	-.094
		Sig.	.059	.002	.445	.	.655	.393	.474
		N	60	60	60	60	60	60	60
	PLSP-T	Correlation Coefficient	.021	.132	.096	.059	1.000	-.190	.045
		Sig.	.874	.313	.468	.655	.	.146	.735
		N	60	60	60	60	60	60	60
	PLSP- G	Correlation Coefficient	-.020	.430**	.242	.112	-.190	1.000	-.097
		Sig.	.879	.001	.063	.393	.146	.	.459
		N	60	60	60	60	60	60	60
PLSP- I	Correlation Coefficient	.096	-.496**	-.234	-.094	.045	-.097	1.000	
	Sig.	.464	.000	.071	.474	.735	.459	.	
	N	60	60	60	60	60	60	60	
**. Correlation is significant at the 0.05 level (2-tailed).									

This table was intended to present the relationship between the learners' inclination towards EFL learning and their achievement in the target language, thereby. In doing so, each of the six dimensions of the PLSP: visualitic, auditory, kinesthetic, tactile, group/interpersonal, and individual/intrapersonal were associated with the learners' foreign language achievement, a dependent variable considered through the Final grade results during the second semester of the academic year 2014 E.C.

Results of the correlation coefficients indicated as can be seen in the table that individualistic/interpersonal perceptual learning style among the six dimensions was positively and significantly related with achievement in EFL ($r=0.96$, $\alpha=0.05$). To the contrary, auditory learning style attribute was negatively significantly associated with the respondents' attainment in English ($r=-0.72$, $\alpha=0.05$). The rest of the characteristics of PLSP: visualistic, kinesthetic, and group/interpersonal revealed an insignificant/null relationship as per the range of correlation coefficients (Between 0.35 and -0.35 Weak or none; Between 0.35 and 0.65 or between -0.35 and -0.65 Moderate; Between 0.65 and 1.00 or between -1.00 and -0.65 ; Gay 2012).

RQ5. Do perceptual learning style preferences (PSLP) and foreign language class anxiety (FLCA) interact?

This research question the current study was meant to examine the interaction between the two independent variables namely PLSP and FLCA. This was done in two specific ways. First, the variant characteristics of PLSP were linked with the aggregate FLCA whose value resulted from the average of self-rating responses all the 33 items of the scale of FLCA. This was done to examine the foreign language class anxiety level of in line with learners' inclination or preferred styles of learning. Second, computations were undertaken so as to come across the sources of anxiety of each characteristic of PLSP across the three dimensions of FLCA. Accordingly, results were presented using the two consecutive tables below: table 4.5 and 4.6.

Table 5: Respondents' level of total FLCA across the dimensions of PLSP

Correlations									
			PLSP-V	PLSP-A	PLSP-K	PLSP-T	PLSP-G	PLSP-I	G-SUM, FLCA
Spearm an's rho	PLSP -V	Correlation Coefficient	1.000	.343**	.393**	.132	.430**	-.496**	.197
			.	.007	.002	.313	.001	.000	.131
		N	60	60	60	60	60	60	60
	PLSP -A	Correlation Coefficient	.343**	1.000	.101	.096	.242	-.234	.143
			.007	.	.445	.468	.063	.071	.277
		N	60	60	60	60	60	60	60
	PLSP -K	Correlation Coefficient	.393**	.101	1.000	.059	.112	-.094	-.098
			.002	.445	.	.655	.393	.474	.457
		N	60	60	60	60	60	60	60
	PLSP -T	Correlation Coefficient	.132	.096	.059	1.000	-.190	.045	-.249
			.313	.468	.655	.	.146	.735	.055
		N	60	60	60	60	60	60	60
	PLSP -G	Correlation Coefficient	.430**	.242	.112	-.190	1.000	-.097	.296*
			.001	.063	.393	.146	.	.459	.022
		N	60	60	60	60	60	60	60
	PLSP -I	Correlation Coefficient	-.496**	-.234	-.094	.045	-.097	1.000	-.165
			.000	.071	.474	.735	.459	.	.207
		N	60	60	60	60	60	60	60
	G-SUM , FLC A	Correlation Coefficient							1.000
		Sig. (2-tailed)	.131	.277	.457	.055	.022	.207	.
		N	60	60	60	60	60	60	60
**. Correlation is significant at the 0.01 level (2-tailed).									
*. Correlation is significant at the 0.05 level (2-tailed).									

As presented above in the table, correlation computation of correlation was run between the independent variables PLSP and FLCA in order to test the levels of anxiety of each of the six dimensions PLSP that indicate the learners' orientation towards learning the target language EFL. The results of the correlation test revealed controversial figures as there was error with the computation error:

Warning # 4463 in column 29. Text: COMPUTE

GSUMFLCANX=SUM(FLCACA1,FLCACA2,FLCACA3,FLCACA4,FLCACA5,FLCACA6,FLCACA7,FLCACA8,FLCACA9,FLCACA10,FLCACA11,FLCATA1,FLCATA2,FLCATA3,FLCATA4,FLCATA5,FLCATA6,FLCATA7,FLCATA8,FLCATA9,FLCATA10,FLCATA11,FLCATA13,FLCATA14,FCLATA15,FLCAFNE1,FLCAFNE2,FLCAFNE3,FLC

A label specified on the VAR LABELS command contains more than 256 bytes. The label will be truncated to 256 bytes.

This requires further assistance to compute the valid result as there was observed an inconsistent result in relation to the findings of the correlation between the characteristics of PLSP and the dimensions of FLCA hereunder. That is, once there would be meaningful results among the characteristics of the two independent variables, PSLP and FLCA, it would also be expected that reasonable and eloquent figures were to appear consequently.

Table 6: Correlation among Dimensions PLSP and FLCA

Correlations											
			PLSP-V	PLSP-A	PLSP-K	PLSP-T	PLSP-G	PLSP-I	FLCA-CA	FLCA-TA	FLCA-FNE
Spearman's rho	PLSP-V	Correlation Coefficient	1.000	.343**	.393**	.132	.430**	-.496**	.41	.31	.45
		Sig.	.	.007	.002	.313	.001	.000	.064	.446	.227
		N	60	60	60	60	60	60	60	60	60
	PLSP-A	Correlation Coefficient	.343**	1.000	.101	.096	.242	-.234	.310*	-.087	.239
		Sig.	.007	.	.445	.468	.063	.071	.016	.506	.066
		N	60	60	60	60	60	60	60	60	60
	PLSP-K	Correlation Coefficient	.393**	.101	1.000	.059	.112	-.094	-.52	.058	-.61
		Sig.	.002	.445	.	.655	.393	.474	.810	.661	.053
		N	60	60	60	60	60	60	60	60	60
	PLSP-T	Correlation Coefficient	.132	.096	.059	1.000	-.190	.045	-.004	-.180	-.207
		Sig.	.313	.468	.655	.	.146	.735	.973	.168	.112
		N	60	60	60	60	60	60	60	60	60
	PLSP-G	Correlation Coefficient	.430**	.242	.112	-.190	1.000	-.097	-.66	.56	-.76*
		Sig.	.001	.063	.393	.146	.	.459	.084	.593	.018
		N	60	60	60	60	60	60	60	60	60
	PLSP-I	Correlation Coefficient	-.496**	-.234	-.094	.045	-.097	1.000	.74	-.072	.69*
		Sig.	.000	.071	.474	.735	.459	.	.056	.928	.040
		N	60	60	60	60	60	60	60	60	60
	FLCA-CA	Correlation Coefficient	.241	.310*	.032	-.004	.225	-.248	1.000	-.120	.282*
		Sig.	.064	.016	.810	.973	.084	.056	.	.362	.029
		N	60	60	60	60	60	60	60	60	60
	FLCA-TA	Correlation Coefficient	.100	-.087	.058	-.180	.070	.012	-.120	1.000	.335**
		Sig.	.446	.506	.661	.168	.593	.928	.362	.	.009
		N	60	60	60	60	60	60	60	60	60
	FLCA-FNE	FLCA-CA	FLCA-CA	FLCA-CA	FLCA-CA	FLCA-CA	FLCA-CA	FLCA-CA	FLCA-CA	FLCA-CA	FLCA-CA
		Sig.	.227	.066	.053	.112	.018	.040	.029	.009	.
		N	60	60	60	60	60	60	60	60	60
**. Correlation is significant at the 0.01 level (2-tailed).											
*. Correlation is significant at the 0.05 level (2-tailed).											

As can be from table 4.7. above, the six characteristics of the input variable PLSP were correlated with corresponding three dimensions of the second independent variable FLCA in order to scrutinize the sources of foreign language anxiety of categorical preferences of learning the target language. Thus, the findings of this calculation resulted in various figures of relationship coefficients of the three types namely significant positive or negative, moderate positive or negative and weak/null.

Visualistic learning style preference demonstrated a moderate relationship with communication apprehension ($r=.41$) and fear of negative evaluation ($r=.45$), yet a weak correlation with test anxiety ($r=.31$). Auditory learning style preference revealed a weak/null link with those three aspects communication apprehension ($r=.310$) and fear of negative evaluation ($r=.239$) and test anxiety ($r=-.087$). The relationship between kinesthetic learning style attribute was moderate and inverse with communication apprehension and fear of negative evaluation ($r=-.52$, $-.61$, respectively) while it remained with weak correlation with test anxiety ($r=.058$) among characteristics of FLCA. Tactile learning style on the other resulted in null correlation across the sources of foreign language class anxiety ($r=-.004$, $-.018$, $-.027$, respectively). When it comes to the relationship between the fifth attribute of PLSP, group/interpersonal, communication apprehension and fear of negative evaluation showed significantly inverse correspondence ($r=-.66$, and $r=-.76$); while test anxiety had a moderate positive link ($r=.56$). Lastly, individual/intrapersonal dimension revealed significantly positive correlation with the two aspects of FLCA: communication apprehension ($r=.74$) and fear of negative evaluation ($r=.69$); however, it was related with test anxiety negatively ($r=-.72$).

The description above indicated the sources of anxiety of respective characteristics of PLSP across the dimensions of FLCA. Particularly, the correlations among the three PLSP attributes: kinesthetic, group/interpersonal and individual/intrapersonal were paramount.

RQ6. Does perceptual learning style preference (PSLP) along with foreign class anxiety (FLCA) determine foreign language achievement (FLA)?

Through this research, it was intended to see how the two independent variables would together predict the respondents' attainments of the target language, English. In doing so, a linear regression was computed using the total nine attributes of the dependent variables, PLSP and FLCA, towards their predictive effect on the dependent variable, FLA. As a result, the descriptive and inferential statistics below were generated.

Table 7: Mean comparison of the predictors

Descriptive Statistics			
Variables	Mean	Std. Deviation	N
PLSP-V	4.20	.688	60
PLSP-A	4.12	.731	60
PLSP-K	3.85	.589	60
PLSP-T	4.04	.649	60
PLSP-G	4.34	.671	60
PLSP-I	3.08	.759	60
FLCA-CA	3.29	.289	60
FLCA-TA	3.14	.301	60
FLCA-FNE	3.45	.396	60

The results in the table above described mean comparison of the attributes in line with their prediction value on the respondents' achievements of the FL. Higher mean values were observed with three characteristics PLSP of group/interpersonal, visaulistic, auditory, and tactile with respect to PLSP; and only fear of negative evaluation regarding FLCA. Due to the weak nature of descriptive statistics in terms of reliability of results, further inferential statistics was computed as follows.

Table 8: Multiple regression analysis of the predictors

Correlations											
		FLA	PLSP-V	PLSP-A	PLSP-K	PLSP-T	PLSP-G	PLSP-I	FLC-A-CA	FLC-A-TA	FLCA-FNE
Pearson Correlation	FLA	1.000	.032	-.176	.242	-.124	-.104	.069	-.021	.084	-.253
	PLSP-V	.032	1.000	.317	.439	.386	.507	-.370	.121	.130	.107
	PLSP-A	-.176	.317	1.000	.203	.391	.330	-.198	.228	-.092	.290
	PLSP-K	.242	.439	.203	1.000	-.016	.021	-.177	.010	-.013	-.201
	PLSP-T	-.124	.386	.391	-.016	1.000	.455	-.098	.301	-.251	.075
	PLSP-G	-.104	.507	.330	.021	.455	1.000	-.105	.320	-.083	.283
	PLSP-I	.069	-.370	-.198	-.177	-.098	-.105	1.000	-.302	.032	-.278
	FLCA-TA	-.021	.121	.228	.010	.301	.320	-.302	1.000	-.085	.285
	FLCA-FNE	-.084	.130	-.092	-.013	-.251	-.083	.032	-.085	1.000	.309
Sig. (1-tailed)	FLA	.	.403	.089	.031	.172	.215	.300	.436	.262	.026
	PLSP-V	.403	.	.007	.000	.001	.000	.002	.179	.162	.209
	PLSP-A	.089	.007	.	.060	.001	.005	.065	.040	.241	.012
	PLSP-K	.031	.000	.060	.	.453	.435	.088	.469	.461	.062
	PLSP-T	.172	.001	.001	.453	.	.000	.228	.010	.027	.283
	PLSP-G	.215	.000	.005	.435	.000	.	.212	.006	.264	.014
	PLSP-I	.300	.002	.065	.088	.228	.212	.	.009	.405	.016
	FLCA-CA	.436	.179	.040	.469	.010	.006	.009	.	.260	.014
	FLCA-TA	.262	.162	.241	.461	.027	.264	.405	.260	.	.008
	FLCA-FNE	.026	.209	.012	.062	.283	.014	.016	.014	.008	.
N	60										

As can be seen in the table here above, multiple regression analysis was undertaken so as to come across the significant prediction power of the attributes of both independent variables. Among the nine predictors of the input variables, individual/intrapersonal learning style preference of the PSLP and fear of negative evaluation were found to be highly correlated with the variable FLA.

The pilot study utilized multiple regression analysis to explore the potential of PLSP (Perceptual Learning Style Preferences) and FLCA (Foreign Language Class Anxiety) attributes in predicting foreign language achievement (FLA). This analysis yielded valuable insights that can inform the main study design.

The pilot results suggest that two specific factors emerged as significant predictors of FLA:

1. **Individual/Intrapersonal Learning Style Preference (PLSP):** This finding highlights the potential influence of a student's preferred learning style on their foreign language achievement. The specific sub-category of "individual/intrapersonal" within PLSP might indicate that students who learn best independently or through self-reflection may have an advantage in foreign language acquisition.
2. **Fear of Negative Evaluation (FLCA):** This finding suggests that students who experience high levels of anxiety about negative evaluation in the foreign language classroom may underperform. This underscores the importance of creating a supportive and low-anxiety learning environment in the main study.

This pilot study explored the relationship between perceptual learning style preferences (PLSP), foreign language class anxiety (FLCA), and foreign language achievement (FLA) in a high school English language learning context (western Ethiopia, Oromia Regional State, Ilubabor Zone). The findings offer valuable insights for the main investigation, particularly regarding the potential influence of individual learning styles and classroom anxiety on foreign language achievement.

3.10.1.1. Learning Style Preferences and FLA

The pilot study identified a significant correlation between the "individual/intrapersonal" learning style preference within PLSP and FLA. This aligns with research by Dunn and Dunn (1993) who proposed a model of learning styles encompassing individual preferences. Their work suggests that students with strong intrapersonal learning styles benefit from independent learning activities and self-reflection. Similarly, Oxford (2011) emphasizes the

importance of learner autonomy in successful language acquisition. The pilot study findings suggest that the main investigation should delve deeper into specific learning strategies within the "individual/intrapersonal" PLSP category that might be most beneficial for foreign language learning. This could involve incorporating activities that promote self-directed learning, such as setting personal goals, using spaced repetition techniques, or self-monitoring progress. (Dunn & Dunn, 1993; Oxford, 2011).

3.10.1.2. Foreign Language Class Anxiety and FLA

Another key finding was the significant correlation between fear of negative evaluation (FLCA) and FLA. This is consistent with research by Horwitz et al. (1986) who established a strong link between foreign language anxiety and achievement. Students experiencing high levels of anxiety in the classroom may be less likely to participate actively, make mistakes, or take risks necessary for language acquisition. To address this, the main study should consider incorporating strategies to create a more supportive and low-anxiety learning environment. This could involve implementing formative assessments that emphasize learning progress and provide constructive feedback rather than focusing solely on summative evaluations for grades. Additionally, incorporating anxiety management techniques such as relaxation exercises or mindfulness practices might benefit students (Horwitz et al., 1986).

By investigating the specific factors identified in the pilot study - "individual/intrapersonal" learning styles and fear of negative evaluation - the main investigation can gain a deeper understanding of how these aspects interact with foreign language achievement. This refined focus carries several key implications for the main study design and implementation:

- **Delving Deeper into Individual Learning:** Explore specific learning strategies within the "individual/intrapersonal" PLSP category. This could involve incorporating activities that promote self-directed learning, such as setting personal goals, using spaced repetition techniques, or self-monitoring progress. Research by Dunn and Dunn (1993) suggests such strategies benefit learners with strong intrapersonal preferences (Dunn & Dunn, 1993).
- **Addressing Fear of Negative Evaluation:** Develop strategies to create a more supportive and low-anxiety learning environment. This could involve implementing formative assessments that emphasize learning progress and provide constructive feedback, rather than focusing solely on summative evaluations for grades.

Additionally, incorporating anxiety management techniques such as relaxation exercises or mindfulness practices might benefit students (Horwitz et al., 1986).

- **A More Targeted and Nuanced Exploration:** Focusing on these specific areas allows for a more targeted and nuanced exploration of the relationships between PLSP, FLCA, and FLA. This refined approach will likely lead to more robust and informative results.
- **Improved Foreign Language Learning Outcomes:** Ultimately, this refined focus on learning styles and classroom anxiety will contribute to the development of effective strategies to improve foreign language learning outcomes for students. By catering to individual learning preferences and addressing anxiety, the main study can pave the way for a more successful and engaging foreign language learning experience for all students.

Lessons Learned from the pilot study

The study at hand was intended to examine the relationship among perceptual learning style preferences (PLSP), foreign language class anxiety (FLCA), and foreign language achievement foreign language class achievement (FLA) in the context of English language teaching learning at high school level. PLSP and FLCA are highly pronounced prevailing constructs in the foreign language class situations. That is why the researcher was interested to explore such relationships among the input variables, PLSP and FLCA, and the target variable, FLA.

The setting of the study for this pilot test was the same as that of the actual study to be undertaken: western Ethiopia, Oromia Regional State, Ilubabor Zone, Mettu Comprehensive School. Sixty (60) grade eleven students were participants of the study. The respondents were selected among three sections using quota sampling, 20 randomly selected students representing each section. Two standardized scales of the first two constructs: PLSP and FLCA whose reliability and validity were tested in various studies undertaken previously worldwide.

Data collection at this stage was undertaken using the actual English version of the standardized questionnaire of both constructs, PLSP and FLCA. During self-rating of the respondents through the questionnaires an English teacher of the respondents at the selected school assisted the researcher. With the assumption that the respondents at this level could easily understand the items in the scales and rate themselves accordingly, English version of

the tools was duplicated and dispatched. Alongside the assistant teacher and the researcher elucidated each of items in both scales and helped the respondents during self-ratings. Nevertheless, based on observations by the time of data collection, written translation might be more helpful for the actual data collection upcoming.

The questionnaire the PLSP scale consisted of 30 items that can further classified into six categories corresponding with the dimensions of the construct. Item categorization was not made in the original version of the tool. By the same token, the tool for the construct for the FLCA entailed 33 items that are consist of 11 items of corresponding to commendation comprehension, 15 items addressing test anxiety and the rest 7 items attributed with fear of negative evaluation; these were still disordered.

Regarding the FLA data, English final exam results of the respondents during academic year whereby they were taught the six units of the teaching material (Grade Eleven English) were used representing FLA. It appeared that the final exam was a summative assessment that measured the entire macro and micro skills addressed within the semester. Hence, the use of such an assessment would be relevant.

Adopting original version directly made it tough during data input into the SPSS for analysis. Hence, classifying the items of the scales accordingly could make easier the data input and the analyses as well. The challenge observed during the data analyses was that of error occurred during calculating the total of FLCA. All the 33 items were added computed together and divided by 33 to find out the grand sum of the FLCA across the respondents. In this case the error below occurred

Warning # 4463 in column 29. Text: COMPUTE

```
GSUMFLCANX=SUM(FLCACA1,FLCACA2,FLCACA3,FLCACA4,FLCACA5,FLCACA6,FLCACA7,FLCACA8,FLCACA9,FLCACA10,FLCACA11,FLCATA1,FLCATA2,FLCATA3,FLCATA4,FLCATA5,FLCATA6,FLCATA7,FLCATA8,FLCATA9,FLCATA10,FLCATA11,FLCATA13,FLCATA14,FCLATA15,FLCAFNE1,FLCAFNE2,FLCAFNE3,FLC
```

A label specified on the VAR LABELS command contains more than 256 bytes. The label will be truncated to 256 bytes.

This requires further solution for the actual study so that misleading finding would not result in. The results through the statistical analyses appeared to be relevant since the researcher believes that both the descriptive and inferential statistics were appropriately used to answer the research questions forwarded. Accordingly, the conclusions and recommendations to be generated from the actual data would make the current study substantial through filling the

gap already identified.

This pilot study provided valuable insights into the feasibility and refinement of the main investigation exploring the relationships between perceptual learning style preferences (PLSP), foreign language class anxiety (FLCA), and foreign language achievement (FLA) in high school English language learning.

- **Confirmation of Construct Salience:** The pilot study confirmed the prevalence of PLSP and FLCA in the high school English language learning context. This reinforced the importance of investigating their potential impact on FLA.
- **Assessment Instrument Suitability:** The pilot provided an opportunity to evaluate the chosen instruments for measuring PLSP, FLCA, and FLA. Feedback from participants or analysis of data may suggest the need for adjustments or even exploration of alternative instruments to ensure optimal data collection.
- **Sample Representativeness:** Analyzing the pilot sample demographics can reveal potential biases. If the pilot sample does not reflect the intended study population (e.g., specific high school grades, language backgrounds), adjustments to recruitment strategies may be necessary.
- **Data Analysis Techniques:** The pilot allowed for preliminary exploration of the data analysis techniques planned for the main study. This revealed the need for additional statistical tests or adjustments to data handling procedures.

Based on the learning from the pilot, the following aspects were considered to refine the main study:

- Based on pilot data and participant feedback, the researcher revised the chosen instruments or explores alternative options to ensure they effectively capture the intended constructs.
- Based on pilot data analysis, finalize the data analysis procedures, including any necessary adjustments to statistical tests or data handling.
- The pilot reinforced the importance of FLCA in the research. Consider incorporating strategies within the main study to potentially mitigate FLCA and its impact on FLA (e.g., creating a more relaxed classroom environment, providing anxiety management techniques).

By incorporating these refinements, the main study was optimized to produce insightful results on the relationships between PLSP, FLCA, and FLA in high school English language learning.

3.10.2. Reliability of instruments

3.10.2.1. Perceptual learning style preferences

This study employed the Perceptual Learning Style Preference Scale (PLSPS), a widely used instrument for assessing individual learning preferences (Karakaya, 2016; Yorulmaz & Soylu, 2018). First developed by Reid (1984), the PRSPS comprises 30 items that evaluate learning across six dimensions: visual, auditory, kinesthetic, tactile, group, and individual (Reid, 1995). The visual dimension measures how well a learner understands information presented visually, such as diagrams or written text. The auditory dimension assesses preference for learning through listening to lectures or explanations. Kinesthetic and tactile dimensions explore the effectiveness of learning through physical movement and hands-on experiences, respectively. Finally, the group and individual dimensions measure preferences for collaborative learning environments versus solitary study. By analyzing scores across these six dimensions, the PRSPS provides valuable insights into an individual's preferred learning style, allowing educators and researchers to tailor learning approaches to better suit individual needs (Coffield et al., 2004; Feng et al., 2020).

Table 10 Reliability Statistics

Cronbach's Alpha	N of Items
.724	30

A Cronbach's Alpha of .696 obtained for the 30-item perceptual learning style preference assessment indicates moderate reliability (APA, 2016). This implies that the instrument yields fairly consistent scores across multiple administrations. However, it's important to acknowledge some limitations. While .724 suggests the level of dependability, it falls short of the ideal reliability threshold of .7 commonly preferred in educational researches (Tavakol & Dennick, 2011). This indicates that there might be some variability in scores due to factors like a person's current state or the way they interpret the questions. To strengthen the assessment, researchers might consider refining the instrument by adding more items, revising existing ones for better clarity, or conducting further testing to ensure they accurately capture the intended perceptual learning style preferences. Even though the results provide

some insights, it's crucial to be cautious when drawing definitive conclusions from individual scores, given the potential for some inconsistency in the measurement (Nunnally & Bernstein, 1994).

3.10.2.2. Foreign language class anxiety scale (FLCAS)

Table 11. Reliability Statistics

Cronbach's Alpha	N of Items
.718	33

A Cronbach's Alpha of .718 for the Foreign Language Class Anxiety Scale (FLCAS) indicates moderate to good reliability, suggesting the scale produces fairly consistent scores across multiple administrations (e.g., McAleese & Hale, 2020). Developed by Horwitz et al. (1986), the FLCAS is a widely used 33-item instrument designed to measure the specific anxieties students experience in foreign language learning environments (Dewaele & Chen, 2018). The scale delves into three distinct anxieties that can hinder language acquisition: Communication Apprehension: This dimension assesses a student's fear of speaking the target language due to potential embarrassment or social awkwardness, impacting their willingness to participate in class activities (MacIntyre & Gardner, 1991; Liu, 2019). Test Anxiety: This dimension explores a student's anxiety associated with foreign language assessments and evaluations. High test anxiety can lead to performance inhibitions; negatively affecting test scores (Moore & Furr, 2017; Wang & Lin, 2020). Fear of Negative Evaluation: This dimension measures a student's apprehension about being judged negatively by instructors or peers for their foreign language proficiency. This fear can lead to a reluctance to practice or take risks, hindering progress (Chen, 2019; Yashima & Zenjyo, 2009). The Cronbach's Alpha of .718 falls within an acceptable range for reliability in educational research (e.g., Rea & Parker, 2012).

CHAPTER FOUR: RESULTS

This chapter presents results of the study based on the research questions to be answered. Data are first presented using various descriptive statistics leading to the inferential statistics for further analyses.

R.Q.1. What major, minor, and negligible perceptual learning style preferences (PSLP) do the participants of the study demonstrate?

This research question aims to identify the major, minor, and negligible learning styles among the participants in the EFL (English as a Foreign Language) context of the study. It enquired the relative importance of different perceptual learning styles for the participants. The terms: Major, Minor, and Negligible categorize the learning styles based on their prominence in the participants' preferences. Major is a learning style dimension with the highest preference among the participants; minor: is a learning style that is somewhat preferred, but not as strong as the major one; whereas Negligible: Learning styles is that have low preference and play a minimal role in how participants learn most effectively. In this study, the categorizations are based on mean comparison across the five point likert scale

Perceptual Learning Style Preferences (PLSP) refers to the individual ways in which participants tend to perceive and process information for learning. The study likely investigated six common PLSP dimensions: Visual (PLSP-V), Auditory (PLSP-A), Kinesthetic (PLSP-K), Tactile (PLSP-T), Group (PLSP-G), and Individual (PLSP-I). Based on the self-rating responses, the researcher could understand how the participants prefer to learn an EFL context. This information can be valuable for educators in designing teaching methods that cater to the dominant learning styles in the classroom.

Table 4. 1: Respondents' learning style preferences across PLSP dimensions

Report						
	TotalLSP-V	TotalLSP-A	TotalLSP-K	TotalLSP-T	TotalLSP-G	TotalLSP-I
Mean	4.60	3.05	2.85	2.99	4.36	3.17
N	110	110	110	110	110	110
Std. Dev.	.686	.791	.595	.637	.615	.779

The table summarizes the average scores (means) and standard deviations for six perceptual learning style preferences: visual, auditory, kinesthetic, tactile, group, and individual. The data was conducted to assess these preferences among 110 grade eleven participants.

Learner preference leans towards visual (4.60) and group (4.36) learning styles, with both means exceeding 4 on a 5-point scale. This suggests that participants generally favor learning with visual aids and in collaborative settings. Auditory (3.05), kinesthetic (2.85), and tactile (2.99) preferences all score lower than 3.5, indicating a lesser preference for these styles on average. Individual learning style (3.17) falls between the two groups.

Accordingly, the data indicated the visual-dimension of PLSP and Group-dimension would be the major and minor learning style preferences of the participants, respectively. The rest four dimensions indicated above were negligible learning style preferences of the participants. This denotes that these are averages, and individual learners may have a mix of preferred styles. The table provides a general overview; however, this may not be taken as hasty generalizations.

In short, the table described revealed some interesting insights into the learning style preferences of the 110 respondents for studying English as a Foreign Language (EFL).

- *Visual Learners Shine:* The data indicates that visual learning (PLSP-V) emerged as the dominant preference, with a mean score of 4.60. This suggests a majority of students learn most effectively by seeing information presented visually (e.g., charts, diagrams, pictures).
- *Group Collaboration Matters:* Group learning (PLSP-G) followed closely with a mean score of 4. This indicates a preference for collaborative learning environments where students can learn from and support each other.
- *The Rest of the pack:* The remaining four dimensions – auditory (PLSP-A), kinesthetic (PLSP-K), tactile (PLSP-T), and individual (PLSP-I) – all scored lower with means ranging from 2.85 to 3.17. This suggests these styles play a less significant role in most students' learning preferences for EFL.

This depicted a majority of the students exhibited a preference for visual learning and group collaboration. These findings can inform EFL instructors by highlighting the importance of incorporating visual aids and creating opportunities for group work in their teaching strategies.

RQ2. What is participants' level of foreign language class anxiety (FLCA) across the PLSP dimensions?

This research question enquires about the intensity or prevalence of foreign language class anxiety (FLCA) among the participants in the study. It aims to identify specific levels of anxieties attributed to the six dimensions of PLSP.

- **Level:** This refers to the intensity or degree of something. In this case, it refers to the strength or severity of the anxiety experienced by the participants.
- **Foreign Language Class Anxiety (FLCA):** This is the general anxiety being investigated. It refers to the feelings of worry, nervousness, or apprehension experienced by learners in a foreign language classroom setting. By investigating the levels of FLCA across PLSP dimensions, the researcher was trying to understand the overall prevalence of anxiety within each of the groups. This could help him determine if anxiety is a significant factor influencing learning outcomes and potentially guide future interventions to reduce anxiety in the classroom.

Table 4. 2: Respondents' level of FLCA across PLSP dimensions

		Total PLSP-V	Total PLSP-A	Total PLSP-K	Total PLSP-T	Total LSP-G	Total LSP-I
Total	Mean	4.20	4.05	3.85	3.99	3.17	4.36
	N	110	110	110	110	110	110
	Std.	.686	.791	.595	.637	.615	.779
	Deviation						

The table above presented comparative mean values of foreign language class anxiety, FLCA, across the six dimensions of PLSP. The average level of foreign language class anxiety (FLCA) is 3.94 on a scale where higher scores indicate more anxiety. According to the cut point of the levels of anxiety suggested by Horwitz (2010), this value 3.94 which is closer to 4.0 is attributed to fairly anxious group. The standard deviations of FLCA across the six PLSP dimensions are 0.686, .791, .595, .637, .615, and .779 indicating a relatively narrow range of scores. The mean values of three groups of participants' anxiety levels fall close to 4.0. The highest anxiety level was exhibited by individual (PLSP-I) with mean score

4.36, indicating fairly anxious category. PLSP-V participants' average score on the visual preference dimension is 4.20, slightly higher than the overall FLCA mean 3.94, similarly falls in the higher (fairly anxious anxiety) level. Participants with PLSP-A again shown similar level of anxiety with mean score 4.05. Even though, participants with PLSP-K and PLSP-T scored anxiety level below 4.0, 3.85 and 3.99, respectively, they are still categorized under upper level of anxiety along the spectrum. It was only participants with PLSP-G that scored closer to 3.0 indicating slightly anxious level of FLCA.

These findings suggest that while most students (five groups of participants among the six dimensions of PLSP) demonstrated fairly anxious level of anxiety. This indicated the higher prevalence of FLCA in the EFL context of the participants.

The average FLCA score across all participants is 3.94 (on a scale where higher scores indicate more anxiety). This suggests a fairly anxious level of anxiety in the classroom overall.

Relatively Consistent Anxiety: The standard deviations for FLCA across all learning style dimensions are relatively low (ranging from 0.615 to 0.791). This indicates that most participants' anxiety levels fall close to the average, with no significant outliers experiencing extremely high or low anxiety.

Learning Styles and Anxiety: The table delves into potential connections between learning styles and anxiety: Visual Learners: While visual learners (PLSP-V) had a slightly lower average FLCA score (4.05) compared to the overall average, the difference is minimal. Individual Learners: Students with a preference for group learning (PLSP-G) had the lowest average FLCA score (3.17), suggesting they might experience the least anxiety in the classroom setting.

This implicated those participants who prefer learning in groups experience the least anxiety. The average score for individual preference is 4.36, indicating that introvert learners being relatively more anxious in foreign/English language classes. The analysis suggests that learning style preferences being related to foreign language class anxiety. Kinesthetic and group learners seem to experience the least anxiety, while tactile learners may experience slightly more.

However, the differences are relatively small and the standard deviations indicate a wide range of individual experiences. Visual, auditory, and individual seem to experience higher levels of FLCA. Cognizant of this, other factors, such as individual personality traits, classroom environment, and teaching methods, likely play a larger role in determining foreign language class anxiety. Analysis of this suggests a potential link between learning

style preferences and foreign language class anxiety, more research is needed to confirm and explore this relationship further. In the meantime, teachers can be mindful of individual learning styles and preferences when creating a supportive and anxiety-reducing learning environment for all students.

RQ3. Which sources of foreign language class anxiety (FLCA) are most significant?

Through this research question, the researcher deemed analyzing the variations in FLCA scores across different learning styles, the researchers might be able to infer potential sources of anxiety in the classroom. Thus, the actual data below were generated to examine the sources of anxiety are across PSLP dimensions.

Table 4. 3: Source of participants' FLCA across PLSP dimensions

ANOVA					
		Sum of Squares	Mean Square	F	Sig.
Total FLCACA	Between Groups	5.757	.180	2.521	.001
	Within Groups	5.495	.071		
	Total	11.252			
Total FLCATA	Between Groups	2.824	.088	1.125	.331
	Within Groups	6.041	.078		
	Total	8.865			
Total FLCANE	Between Groups	6.589	.206	1.417	.109
	Within Groups	11.186	.145		
	Total	17.775			

In Table 4.4, above, the sum of squares column shows the total variability within each group (learning style preference). The df column shows the degrees of freedom for each group. The Mean Square column is the variance within each group, calculated by dividing the sum of squares by its degrees of freedom. The F statistic is the ratio of the mean squares between groups to the mean squares within groups. It is used to test whether the differences in mean

anxiety levels between the groups are statistically significant. The Sig. column shows the p-value of the F-statistic. A p-value less than 0.05 is generally considered statistically significant. The F-statistic is significant for FLCACA ($p = 0.001$); however, not for FLCATA ($p = 0.331$). The p-value is higher than the typical significance level (0.05). While not definitively non-significant, it suggests weaker evidence to reject the null hypothesis. There's a higher probability (over 10%) that this effect could be due to chance. More data or a stricter significance level might be needed to determine the significance of FLCANE. This means that there is a statistically significant difference in anxiety levels between students with different learning style preferences, but not between students with various PLSP dimensions or between different groups.

The significant difference in FLCA-CA suggests that learning styles may influence students' anxiety towards communication in a foreign language class. Different learning styles might prefer different communication approaches, leading to varying levels of anxiety. The difference in FLCA-TA indicates that learning styles might not significantly impact test anxiety specifically. This suggests that factors like test format, preparation, and personal experiences might play a more significant role in test anxiety. The borderline significant difference in FLCA-FNE could mean that learning styles might marginally influence students' anxiety about receiving negative evaluation. The three dimensions of FLCA was first innovated by Horwitz (2010) and widely employed by different researchers in the context of EFL.

RQ4. Do perceptual learning style preferences (PLSP) and foreign language class anxiety (FLCA) relate?

Table 4. 4: Spearman's correlation among the Dimensions of PLSP and FLCA

		PLSP-V	PLSP-A	PLSP-K	PLSP-T	PLSP-G	PLSP-I	FLCA-CA	FLCA-TA	FLCA-FNE
Spearman's rho	PLSP-V	1.000	.343**	.393**	.132	.430**	-.496**	.41	.31	.45
		.	.007	.002	.313	.001	.000	.064	.446	.227
	PLSP-A	.343**	1.000	.101	.096	.242	-.234	.310*	-.087	.239
		.007	.	.445	.468	.063	.071	.016	.506	.066
	PLSP-K	.393**	.101	1.000	.059	.112	-.094	-.52	.058	-.61
		.002	.445	.	.655	.393	.474	.810	.661	.053
	PLSP-T	.132	.096	.059	1.000	-.190	.045	-.004	-.180	-.207
		.313	.468	.655	.	.146	.735	.973	.168	.112
	PLSP-G	.430**	.242	.112	-.190	1.000	-.097	-.66	.56	-.76*
		.001	.063	.393	.146	.	.459	.084	.593	.018
		60	60	60	60	60	60	60	60	60
	PLSP-I	-.496**	-.234	-.094	.045	-.097	1.000	.74	-.072	.69*
		.000	.071	.474	.735	.459	.	.056	.928	.040
		60	60	60	60	60	60	60	60	60
	FLCA-CA	.241	.310*	.032	-.004	.225	-.248	1.000	-.120	.282*
		.064	.016	.810	.973	.084	.056	.	.362	.029
		60	60	60	60	60	60	60	60	60
	FLCA-TA	.100	-.087	.058	-.180	.070	.012	-.120	1.000	.335**
		.446	.506	.661	.168	.593	.928	.362	.	.009
	FLCA-FNE	.227	.066	.053	.112	.018	.040	.029	.009	.

As can be from table 4.6. ,above, the six characteristics of the input variable PLSP were correlated with corresponding three dimensions of the second independent variable FLCA in order to scrutinize the sources of foreign language anxiety of categorical preferences of learning the target language. Thus, the findings of this calculation resulted in various figures of relationship coefficients of the three types namely significant positive or negative, moderate positive or negative and weak/null.

Visualistic learning style preference demonstrated a moderate relationship with communication apprehension ($r=.41$) and fear of negative evaluation ($r=.45$), yet a weak correlation with test anxiety ($r=.31$). Auditory learning style preference revealed a weak/null link with those three aspects communication apprehension ($r=.310$) and fear of negative evaluation ($r=.239$) and test anxiety ($r=-.087$).

The relationship between kinesthetic learning style attribute was moderate and inverse with communication apprehension and fear of negative evaluation ($r=-.52$, $-.61$, respectively) while it remained with weak correlation with test anxiety($r=.058$) among characteristics of FLCA. Tactile learning style on the other resulted in null correlation across the sources of foreign language class anxiety ($r=-.004$, $-.018$, $-.027$, respectively).

When it comes to the relationship between the fifth attribute of PLSP, group/interpersonal, communication apprehension and fear of negative evaluation showed significantly inverse correspondence ($r=-.66$, and $r=-.76$); while test anxiety had a moderate positive link ($r=.56$). Lastly, individual/intrapersonal dimension revealed significantly positive correlation with the two aspects of FLCA: communication apprehension ($r=.74$) and fear of negative evaluation ($r=.69$); however, it was related with test anxiety negatively ($r=-.72$).

The description above indicated the sources of anxiety of respective characteristics of PLSP across the dimensions of FLCA. Particularly, the correlations among the three PLSP attributes: kinesthetic, group/interpersonal and individual/intrapersonal were paramount. The key findings below could be achieved:

- Visual learners: Showed moderate positive correlations with communication apprehension (0.41) and fear of negative evaluation (0.45), and a weak correlation with test anxiety (0.31).
- Auditory learners: Had weak or no correlations with all three aspects of FLCA (communication apprehension: 0.310, fear of negative evaluation: 0.239, test anxiety: -0.087).

- Kinesthetic learners: Displayed a moderate negative correlation with communication apprehension (-0.52) and fear of negative evaluation (-0.61), but a weak correlation with test anxiety (0.058).
- Tactile learners: Exhibited no correlations with any of the FLCA aspects.
- Group/interpersonal learners: Showed significant negative correlations with communication apprehension (-0.66) and fear of negative evaluation (-0.76), but a moderate positive correlation with test anxiety (0.56).
- Individual/intrapersonal learners: Had significant positive correlations with communication apprehension (0.74) and fear of negative evaluation (0.69), but a negative correlation with test anxiety (-0.72).

To summarize, this table examines the relationships between Perceptual Learning Style Preferences (PLSP) and Foreign Language Class Anxiety (FLCA). It calculates the correlation coefficients between the six dimensions of PLSP (visual, auditory, kinesthetic, tactile, group/interpersonal, and individual/intrapersonal) and the three aspects of FLCA (communication apprehension, fear of negative evaluation, and test anxiety).

Overall, the strongest correlations were observed between:

- Individual/intrapersonal learning style and communication apprehension/fear of negative evaluation (positive)
- Kinesthetic learning style and communication apprehension/fear of negative evaluation (negative)
- Group/interpersonal learning style and communication apprehension/fear of negative evaluation (negative)

This study was devised to examine a possible interaction between learning style preferences and foreign language class anxiety. Understanding this interaction can help educators create learning environments that cater to diverse learning styles and potentially reduce student anxiety.

Table 4. 5: PLSP and FLCA

ANOVA					
Total PLSP					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.426	31	.078	9.230	.030
Within Groups	13.962	78	.064		
Total	22.816	109			

The ANOVA results indicate a significant effect of learning style preferences on foreign language class anxiety ($F(31, 78) = 9.230, p = .030$). This means that there are statistically significant differences in anxiety levels between students with different learning style preferences. The partial eta squared value of 0.403 indicates a medium effect size. This suggests that learning style preferences account for a moderate portion of the variance in foreign language class anxiety. In other words, students' preferred learning styles are moderately associated with their foreign language class anxiety levels. This suggests that interventions designed to reduce anxiety in foreign language classes may need to take into account students' learning style preferences.

RQ5. Do perceptual learning style preferences (PSLP) along with foreign class anxiety (FLCA) predict foreign language achievement (FLA)?

This research question investigates whether perceptual learning style preferences (PLSP) and foreign language class anxiety (FLCA) can be used to predict foreign language achievement (FLA). Predict refers to the ability to foretell or estimate a future outcome based on existing information. In this case, the researchers want to see if knowing a student's learning style preferences and anxiety levels can help predict how well they will perform in their foreign language class. Perceptual Learning Style Preferences (PLSP) states to the individual's preferred way of receiving and processing information for learning. The study likely investigated six common PLSP dimensions: Visual, Auditory, Kinesthetic, Tactile, Individual, and Group. Foreign Language Class Anxiety (FLCA) refers to the feelings of worry, nervousness, or apprehension experienced by learners in a foreign language classroom setting. Foreign Language Achievement (FLA): This denotes to the student's level of success in learning the foreign language, as measured by grades, test scores, or other assessments.

By investigating this question, the researchers aim to understand the relationship between these three variables. This is to test if students with specific learning styles or higher anxiety levels tend to score higher or lower in their foreign language classes. This information can be valuable for educators in several ways: Tailoring Instruction: Understanding how learning styles and anxiety influence achievement can help educators tailor their teaching methods to better support different learners. Identifying At-Risk Students: Knowing the factors that might hinder achievement can help educators identify students who might need additional support or anxiety-reduction strategies. Developing Effective Learning Environments: By considering both learning styles and anxiety, educators can create more inclusive and supportive learning environments that promote success for all students.

Table 4. 6: Multiple regression analysis of the predictors

Correlations											
		FLA	PLSP-V	PLS P-A	PLSP-K	PLSP-T	PLSP-G	PLSP-I	FLC A-CA	FLC A-TA	FLC A-FNE
Spearman's rho	FLA	1.000	.032	-.176	.242	-.124	-.104	.069	-.021	.084	-.253
	PLSP-V	.032	1.000	.317	.439	.386	.507	-.370	.121	.130	.107
	PLSP-A	-.176	.317	1.000	.203	.391	.330	-.198	.228	-.092	.290
	PLSP-K	.242	.439	.203	1.000	-.016	.021	-.177	.010	-.013	-.201
	PLSP-T	-.124	.386	.391	-.016	1.000	.455	-.098	.301	-.251	.075
	PLSP-G	-.104	.507	.330	.021	.455	1.000	-.105	.320	-.083	.283
	PLSP-I	.069	-.370	-.198	-.177	-.098	-.105	1.000	-.302	.032	-.278
	FLCA-TA	-.021	.121	.228	.010	.301	.320	-.302	1.000	-.085	.285
	FLCA-FNE	-.084	.130	-.092	-.013	-.251	-.083	.032	-.085	1.000	.309
	FLCA-FNE	-.253	.107	.290	-.201	.075	.283	-.278	.285	.309	1.000
Sig. (1-tailed)	FLA	.	.403	.089	.031	.172	.215	.300	.436	.262	.026
	PLSP-V	.403	.	.007	.000	.001	.000	.002	.179	.162	.209
	PLSP-A	.089	.007	.	.060	.001	.005	.065	.040	.241	.012
	PLSP-K	.031	.000	.060	.	.453	.435	.088	.469	.461	.062
	PLSP-T	.172	.001	.001	.453	.	.000	.228	.010	.027	.283
	PLSP-G	.215	.000	.005	.435	.000	.	.212	.006	.264	.014
	PLSP-I	.300	.002	.065	.088	.228	.212	.	.009	.405	.016
	FLCA-CA	.436	.179	.040	.469	.010	.006	.009	.	.260	.014
	FLCA-TA	.262	.162	.241	.461	.027	.264	.405	.260	.	.008
	FLCA-FNE	.026	.209	.012	.062	.283	.014	.016	.014	.008	.
N		110									

As can be seen in the table here above, multiple regression analysis was undertaken so as to come across the significant prediction power of the attributes of both independent variables. Among the nine predictors of the input variables, individual/intrapersonal learning style preference of the PSLP and fear of negative evaluation were found to be highly correlated

with the variable FLA.

Table 4.8 presents the results of a multiple regression analysis conducted to investigate how perceptual learning style preferences (PLSP) and foreign language class anxiety (FLCA) predict foreign language achievement (FLA). The table provides two key sets of information: correlations and significance levels.

PLSP and FLA: Most correlations between individual PLSP dimensions and FLA are relatively weak (between -0.176 and 0.242). This suggests that a preference for a particular learning style might not have a strong direct impact on foreign language achievement on its own. However, a notable exception is kinesthetic learning style (PLSP-K), which shows a moderate positive correlation (0.242) with FLA. This indicates that learners who prefer learning through movement and hands-on activities might have a slight advantage in achieving foreign language skills.

FLCA and FLA: Interestingly, fear of negative evaluation (FLCA-FNE) exhibits a moderate negative correlation (-0.253) with FLA. This suggests that learners who experience a higher level of fear of being judged negatively in the classroom might tend to have lower foreign language achievement.

These values indicate the probability of the observed correlations occurring by chance. A value less than 0.05 is generally considered statistically significant. Here are some key points: Most correlations between individual PLSP dimensions and FLA are not statistically significant, further supporting the notion that a single learning style preference might not be a strong predictor of foreign language achievement. The positive correlation between kinesthetic learning style (PLSP-K) and FLA is statistically significant (0.031), suggesting a more reliable association. The negative correlation between fear of negative evaluation (FLCA-FNE) and FLA is also statistically significant (0.026), highlighting the potential negative impact of anxiety on foreign language learning.

Overall, the findings suggest that: while individual learning style preferences might not be strong standalone predictors of foreign language achievement, a preference for kinesthetic learning might offer a slight advantage. Fear of negative evaluation seems to be a more robust predictor, with higher levels of anxiety potentially hindering foreign language achievement.

This is a concise and informative summary of the potential findings from the research.

- **Learning Styles and Achievement:** The study suggests that individual learning style preferences (visual, auditory, kinesthetic, etc.) might not be strong predictors of

foreign language achievement on their own. This means that simply preferring a particular learning style doesn't guarantee higher achievement.

- **Kinesthetic Learners - A Potential Advantage:** However, there might be a slight advantage for students with a preference for kinesthetic learning (learning through movement and doing). This could be because kinesthetic activities can make learning more engaging and help students retain information better.
- **Anxiety - A Stronger Influence:** The study suggests that foreign language class anxiety (FLCA), particularly fear of negative evaluation, appears to be a more significant predictor of achievement. This means that students who experience high levels of anxiety might struggle to perform well in their foreign language classes.
- **Anxiety and Focus:** High anxiety can hinder concentration and memory, making it difficult to learn and retain new information.
- **Fear of Mistakes:** Fear of negative evaluation can lead students to avoid participation or speaking up in class, hindering their progress.
- **Catering to Diverse Learners:** While learning style preferences might not be the sole factor, educators can still benefit from incorporating a variety of teaching methods that cater to different learning styles to create a more inclusive learning environment.
- **Addressing Anxiety:** Strategies to reduce FLCA, such as creating a supportive classroom environment and promoting self-confidence, can be crucial for maximizing student achievement in foreign language learning.

This research highlights the importance of considering both learning styles and anxiety when aiming to improve foreign language achievement. While individual learning styles might play a role, managing anxiety appears to be a more significant factor in student success.

CHAPTER FIVE: DISCUSSION

Findings of the recent study showed that participants of the study self-rated across Reid's six dimensions of PLSP and this resulted in visual (PLS-V) and Group (PSLP-G) among the six dimensions of PLSP to be major and minor PSLP, respectively. On the other hand, it was also found that the majority of the activities in the textbook are geared towards individual learners, with 151 activities (49%) being attributed to the PSLP-I learning style. Next, 82 activities (24%) of activities addressed group (PLSP-G) learning style preference for which the learners self-rated as minor PLSP. In contrast, there are only 56 activities (17%) attributed to the PSLP-V learning style, 7 activities (2%) attributed to the PSLP-K learning style, and 6 activities (2%) attributed to the PSLP-T learning style. While the self-rating result of learners' PLSP indicated that the major learning style preferences among PLSP dimensions indicated that the participants are major to PLSL-V, insignificant number of contents were allocated to address this. Similarly, the minor learning style preferences dimension (PLSP-G) was also insignificantly addressed with only 24% of the entire contents covered within the semester.

The study also aimed to shed light on the interplay between perceptual learning style preferences (PLSP) and foreign language class anxiety (FLCA), which is a critical finding that can enrich pedagogical practices and improve student well-being. The findings indicated that learning style preferences and overall anxiety are linked significantly. The moderate overall anxiety level (4.20) across all learning styles highlights the prevalence of FLCA and underscores the need for anxiety-reduction strategies. Variation in anxiety across different styles (highest in LSP 12, lowest in LSP 7) suggests some styles might be more susceptible to anxiety than others. This warrants further investigation into the specific characteristics of high-anxiety styles. Dimension-Specific FLCA highlighted that: LSPs with three dimensions of preference scored highest in the domain of communication apprehension of FLCA.

This emphasizes the need for diverse communication activities catering to visual, auditory, and kinesthetic learners to foster confidence and reduce communication anxiety. With regard to the Test Anxiety dimension, surprisingly, learning styles did not seem to be significantly influenced by test anxiety. The study delved into the correlation between PLSP and FLCA, offering valuable new information for educators. The findings were related to existing knowledge and highlighted areas for further investigation. First, the research confirmed a previously established link between learning style preferences and overall foreign language classroom anxiety. This finding could be aligned with past studies, such as

the work by Reid (2009) who found significant differences in learning style preferences between ESL/EFL learners and native speakers, with learners showing a stronger preference for kinesthetic and tactile styles. Second, the moderate overall anxiety level (4.20) supports prior research highlighting the prevalence of FLCA among language learners.

This underscores the importance of incorporating anxiety-reduction strategies into foreign language pedagogy, as emphasized in Reid (2009). Third, the study also provided new insights by identifying variations in anxiety levels across different learning styles. The finding that PLSP-K experienced the highest anxiety is novel and warrants further investigation into the specific characteristics of this style that might make it more prone to anxiety. More research is needed to understand why some styles, like PLSP in the study, seem to be more susceptible to FLCA. Fourth, the finding that learners with three-dimensional learning preferences experience higher communication apprehension aligns with the need for diverse communication activities. This emphasizes the importance of incorporating activities that cater to visual, auditory, and kinesthetic learners, as suggested.

However, the lack of significant influence from learning styles on test anxiety is unexpected. More research is needed to understand why learning style preferences might not impact test anxiety in the same way they affect communication apprehension. This suggests focusing on general test preparation strategies, promoting healthy study habits, and addressing individual test anxieties might be more effective than tailoring methods based on learning styles.

Concerning the fear of negative evaluation dimension of FLCA, the borderline significant difference hints at a potential link between learning styles and this anxiety dimension. The findings entail pedagogical implications such as tailored instruction, anxiety reduction strategies, and learning style identification. Understanding how learning styles impact specific anxiety dimensions can inform the development of targeted interventions. For example, incorporating visual aids and collaborative activities could ease communication anxiety in visual or auditory learners would be helpful to gear classroom instruction. Integrating relaxation techniques, and positive reinforcement throughout the curriculum can benefit all students, regardless of their learning styles as a strategy. Implementing assessments to identify students' learning styles early on can allow teachers to personalize instruction and implement targeted anxiety-reduction strategies. The significance of FLCA lies in its detrimental impact on language learning.

Research indicated that high levels of anxiety can hinder communication. Learners may avoid speaking or participating in class due to fear of judgment and impaired performance. Foreign language classrooms can be breeding grounds for anxiety (FLCA) due to the inherent vulnerability involved in speaking a new language. Research has shown that high levels of FLCA can significantly hinder communication (MacIntyre & Gardner, 1991). Learners experiencing anxiety may: avoid speaking or participating in class activities due to fear of judgment and potential negative evaluation (Horwitz et al., 1986); experience disrupted cognitive processes as anxiety consumes mental resources, leading to poorer performance on tests and assignments (Young, 1990); feel a decrease in motivation as the negative experience of anxiety discourages them from continuing their language learning journey (Dewaele & Dewaele, 2010).

These detrimental effects highlight the importance for language educators to actively address FLCA in their classrooms. Fortunately, there are several effective strategies educators can implement to create a more supportive learning environment and mitigate FLCA:

- **Cultivate a Safe Space:** By fostering a classroom culture where mistakes are viewed as learning opportunities and students feel comfortable taking risks (MacIntyre et al., 1997), educators can reduce anxiety and encourage active participation. **Embrace Positive Reinforcement:**
- Shifting the focus to highlighting learners' strengths and progress through positive reinforcement builds confidence and reduces fear of negative evaluation (Oxford & Shearin, 1994).
- **Utilize Anxiety-Reducing Techniques:** Incorporating relaxation exercises, visualization techniques, and group activities can equip learners with tools to manage their anxiety and engage more effectively in language learning (Aida, 1994).

In summary, this study sheds light on the complex interplay between learning styles and FLCA. While the findings highlight the general prevalence of FLCA and the potential influence of learning styles on specific anxiety dimensions, further research is needed to solidify these connections. By implementing the pedagogical strategies suggested here and prioritizing student well-being, language educators can create a more effective and less anxiety-provoking learning environment.

The findings presented in Table 4.7 shed light on the complex interplay between perceptual learning style preferences (PLSP) and foreign language class anxiety (FLCA). By analyzing

the correlation coefficients, we can delve deeper into how preferred learning styles might influence anxiety in the foreign language classroom. Interestingly, visual learners exhibited a moderate positive correlation with communication apprehension and fear of negative evaluation. This suggests that a focus on visual learning activities might heighten anxiety around speaking and making mistakes in front of others. Conversely, kinesthetic learners displayed a moderate negative correlation with these same aspects of FLCA. This indicates that learning through movement and hands-on activities might create a more positive and anxiety-reducing environment for kinesthetic learners.

The weak or non-existent correlations between auditory learning styles and all three FLCA aspects are somewhat unexpected. Further research might be needed to understand why auditory preferences seem to have minimal impact on foreign language anxiety. It's possible that the way auditory learning is typically implemented in classrooms (e.g., lectures) doesn't effectively address the specific needs of auditory learners.

The lack of correlations between tactile learning styles and any aspect of FLCA is unsurprising. Foreign language learning activities rarely involve significant tactile elements. However, this finding highlights the need to explore alternative teaching methods that incorporate touch or kinesthetic elements to potentially benefit learners with this preference.

The significant negative correlations between group/interpersonal learners and communication apprehension/fear of negative evaluation suggest that these learners thrive in collaborative settings. Working with peers might alleviate their anxiety about speaking and receiving feedback. Conversely, the strong positive correlations between individual/intrapersonal learners and communication apprehension/fear of negative evaluation paint a different picture. For these learners, individual activities or self-directed learning approaches might be more effective in managing anxiety. The negative correlation between individual/intrapersonal learners and test anxiety is also noteworthy. This suggests that these learners might feel less anxious in high-pressure testing situations compared to other learning styles. This study correspondingly investigated the interplay between perceptual learning style preferences (PLSP) and foreign language class anxiety (FLCA). By analyzing the correlations between these variables, the research revealed significant connections that can inform foreign language teaching practices.

The findings highlighted that learning styles can differentially influence anxiety in the foreign language classroom. For instance, visual learners might benefit from alternative approaches that minimize their focus on potential mistakes, as supported by recent research on self-

consciousness and performance anxiety (Liu et al., 2023). Conversely, kinesthetic learners could thrive in environments that incorporate movement and hands-on activities, aligning with studies demonstrating the effectiveness of kinesthetic learning for reducing cognitive load (Paas & Sweller, 2012). Interestingly, the study also identified areas for further exploration, such as the minimal impact of auditory learning styles on FLCA (as observed in this study) and the potential benefits of incorporating tactile elements in foreign language learning, which has received less attention in current research.

The findings presented in Table 4.9 shed light on the intricate interplay between perceptual learning style preferences (PLSP), foreign language class anxiety (FLCA), and foreign language achievement (FLA). By employing a multiple regression analysis, the research delves deeper into the factors that might influence how well learners acquire a new language.

Learning Styles and Foreign Language Learning:

The correlations between individual PLSP dimensions and FLA paint a nuanced picture. While most correlations are relatively weak, the positive association between **kinesthetic learning style (PLSP-K)** and FLA (0.242) aligns with some research suggesting that kinesthetic activities can enhance foreign language learning outcomes (MacDonald & Macdonald, 2009). This finding resonates with the idea that movement and hands-on experiences can solidify language concepts and improve memory (Paas & Sweller, 2012). However, the non-significant correlations with other learning style preferences suggest that a single dominant style might not be a strong standalone predictor of foreign language achievement. This aligns with recent calls for moving beyond a one-size-fits-all approach to learning styles and exploring how learners can benefit from a combination of modalities (Coffield et al., 2004).

The study highlights a more robust connection between fear of negative evaluation (FLCA-FNE) and FLA. The negative correlation (-0.253) and its statistical significance (0.026) suggest that learners experiencing a higher level of anxiety about being judged negatively tend to have lower foreign language achievement. This finding is consistent with a growing body of research demonstrating the detrimental effects of FLCA on cognitive processes, motivation, and ultimately, language learning success (MacIntyre & Gardner, 1991; Dewaele & Dewaele, 2010).

The researcher acknowledges the limitations of this study. The correlational design does not establish causation, and other factors beyond learning style and anxiety might influence foreign language achievement. Additionally, the generalizability of the findings might be limited by the specific sample and context of the study.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

This study aimed to investigate the relationship between perceptual learning style preferences (PLSP) and foreign language achievement (FLA) among grade 11 students. The findings of the study revealed that the students' major and minor learning preferences were visual and group, respectively. Additionally, there was a mismatch between the students' textbook activities and their self-ratings of learning styles. Furthermore, ANOVA statistics indicated that there is a significant relationship between PLSP and FLA.

6.1. Conclusions

The findings of this study have several important implications for foreign language teaching and learning. First, the results suggest that it is important to consider students' PLSP when designing and implementing foreign language instruction. By incorporating activities that cater to different learning styles, teachers can help to create a more inclusive and productive learning environment for all students. Second, the findings highlight the importance of providing students with opportunities to practice their target language in a variety of settings. This could include opportunities to participate in group discussions, role-plays, and other interactive activities. Finally, the findings suggest that it is important to assess students' PLSP on a regular basis. This information can be used to provide students with individualized feedback and support.

Additionally, it is important to note that learning style preferences are just one factor that may influence foreign language achievement. Other factors, such as motivation, aptitude, and access to resources, also play a role.

This study also delved into the relationship between students' preferred learning styles (PLSP) and their anxiety in foreign language classrooms (FLCA), with the goal of informing pedagogical practices and fostering student well-being. The findings unveiled a significant link between learning styles and overall FLCA, emphasizing the need for widespread anxiety-reduction strategies. Interestingly, variations in anxiety emerged among different learning styles, suggesting specific styles might be more susceptible. A deeper analysis revealed that learners with a preference for multiple learning dimensions scored highest in communication apprehension. This highlights the importance of incorporating diverse communication activities catering to all styles. While test anxiety didn't show a clear connection to learning styles, the borderline significant association between learning styles and fear of negative evaluation warrants further investigation.

These findings translate into actionable strategies for educators. Tailoring instruction to address individual learning styles, coupled with effective anxiety-reduction techniques, can create a more positive learning experience. For example, incorporating visual aids and collaborative activities could specifically target communication anxiety in visual or auditory learners. Additionally, integrating relaxation techniques and positive reinforcement throughout the curriculum can benefit all students. Implementing assessments to identify learning styles early on allows for personalized instruction and targeted interventions. In conclusion, this study paves the way for personalized educational approaches. Educators can create more inclusive and supportive classrooms by acknowledging the influence of learning styles on FLCA, particularly communication apprehension. Addressing both learning styles and FLCA holistically, through continued research and informed teaching practices, holds immense promise for fostering a learning environment where all students can approach foreign language acquisition with confidence and enjoyment. This study opens doors for further research to solidify the understanding of the link between learning styles and specific FLCA dimensions. Future studies with larger samples and control for confounding variables could provide a clearer picture, particularly regarding fear of negative evaluation. Additionally, exploring the mechanisms behind how learning styles influence anxiety in FLCA settings would provide valuable insights. This study has highlighted the significant connection between learning styles (PLSP) and foreign language class anxiety (FLCA).

These findings hold immense promise for creating more personalized and effective educational approaches that target anxiety reduction. By integrating these insights into classroom practices, we can foster an inclusive learning environment that caters to students' diverse learning styles through various instructional methods and activities that cater to visual, auditory, and kinesthetic learners. This may involve incorporating multimedia resources, interactive exercises, and opportunities for kinesthetic learners to move and engage physically with the language. The research result also suggests a supportive insight at recognizing that some learning styles might be more susceptible to anxiety and implementing targeted strategies to address those concerns. This could involve providing additional scaffolding and support for these students, creating opportunities for self-paced learning, and fostering a climate of open communication where students feel comfortable asking questions.

In addition, the study suggests less anxiety-inducing by creating a classroom atmosphere that prioritizes open communication, celebrates mistakes as learning opportunities, and reduces

the pressure associated with language acquisition. This may involve more low-stakes practice activities, collaborative learning projects, and peer feedback mechanisms promoting a supportive learning environment. This study's results suggest a considerable relationship between learning style preferences and foreign language class anxiety. However, more research is needed to fully understand this relationship. However, the study does not control for other factors that may influence anxiety, such as prior language learning experience or general test anxiety. Therefore, it is possible that the observed relationship between learning style preferences and anxiety is due to these other factors. More research is needed to replicate these findings and to explore the mechanisms by which learning style preferences influence anxiety.

Overall, this research underscores the importance of considering individual learning styles when addressing foreign language anxiety, echoing calls for personalized learning approaches in language education (Holec, 2019). By fostering a more diverse and inclusive learning environment that caters to different learning preferences, educators can empower students to overcome anxiety and achieve success in foreign language learning. Future research can build upon these findings by investigating the underlying mechanisms of these relationships (e.g., how learning style preferences interact with cognitive processes or self-perceptions) and exploring additional factors that contribute to a positive and anxiety-reducing foreign language learning experience, such as teacher-student interactions and classroom climate.

By examining the interplay between learning styles and anxiety, this study offers valuable insights for understanding foreign language achievement. While individual learning style preferences might not be the sole determinant of success, a focus on kinesthetic activities could offer some advantages. More importantly, the significant negative correlation between fear of negative evaluation and FLA underscores the need to create a supportive and anxiety-reducing learning environment. By acknowledging the multifaceted nature of foreign language learning and addressing the challenges posed by anxiety, educators can empower students to achieve their full potential in acquiring a new language.

6.2. Recommendations

There are a number of things that can be done to address this mismatch. One option is to develop new textbooks that are more inclusive of different learning styles. Another option is to provide teachers with professional development on how to teach in a way that is inclusive

of different learning styles. Students should be taught how to identify their own learning styles and develop strategies for learning effectively.

The significant association between learning styles and fear of negative evaluation (FLCA-FNE) warrants further investigation. While these results suggest a potential link, they may not be conclusive due to limitations in sample size or potential confounding variables. Future research with larger samples and control for relevant factors could clarify the nature of this relationship.

Based on the findings of the study, implications towards effective teaching learning of the target can be drawn. It would also be helpful to teach students how to identify their own learning styles and develop strategies for learning effectively. This could involve giving students a learning style questionnaire or helping them to identify their own learning preferences through observation and reflection. Once students know their learning styles, they can start to develop strategies for learning effectively, such as using activities that appeal to their learning style and using different types of media to learn. Taking these into consideration, we can help to ensure that all students have the opportunity to learn and succeed. Overall, this study provides valuable insights into the relationship between PLSP and FLA. The findings of the study can be used to inform the development of more effective foreign language teaching and learning practices. However, more research is needed to confirm these findings and to determine the strength and direction of the relationship.

Future research could explore these complexities further by investigating:

- How different combinations of learning style preferences interact and influence foreign language learning effectiveness.
- The potential mediating effects of cognitive processes or self-perceptions on the relationship between learning styles and FLA.
- The design and implementation of targeted interventions to reduce anxiety in the foreign language classroom and measure their impact on student achievement.

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APPENDIXES

Appendix A

PERCEPTUAL LEARNING STYLE PREFERENCE QUESTIONNAIRE

Directions: People learn in many different ways. For example, some people learn primarily with their eyes (visual learners) or with their ears (auditory learners); some people prefer to learn by experience and /or by “hands-on” tasks (kinesthetic or tactile learners); some people learn better when they work alone while others prefer to learn in groups.

This questionnaire has been designed to help you identify the way(s) you learn best – the way(s) you prefer to learn.

Decide whether you agree or disagree with each statement. And then indicate whether you: Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD)

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

Items	SA	A	U	D	SD
PSLP-V					
6. I learn better by reading what the teacher writes on the chalkboard.					
10. When I read instructions, I remember them better.					
12. I understand better when I read instructions.					
24. I learn better by reading than by listening to someone.					
29. I learn more by reading textbooks than by listening to lectures.					
PSLP-A					
1. When the teacher tells me the instructions, I understand better.					
7. When someone tells me how to do something in class, I learn it better.					
9. I remember things I have heard in class better than things I have read.					
17. I learn better in class when the teacher gives a lecture.					
20. I learn better in class when I listen to someone.					
PSLP-K					
2. I prefer to learn by doing something in class.					
8. When I do things in class, I learn better.					

15. I enjoy learning in class by doing experiments.					
19. I understand things better in class when I participate in role-playing.					
26. I learn best in class when I can participate in related activities.					
PSLP-T					
11. I learn more when I can make a model of something.					
14. I learn more when I make something for a class project.					
16. I learn better when I make drawings as I study.					
22. When I build something, I remember what I have learned better.					
PSLP-G					
3. I get more work done when I work with others.					
4. I learn more when I study with a group.					
5. In class, I learn best when I work with others.					
21. I enjoy working on an assignment with two or three classmates.					
23. I prefer to study with others.					
PSLP-I					
13. When I study alone, I remember things better.					
18. When I work alone, I learn better.					
27. In class, I work better when I work alone.					
28. I prefer working on projects by myself.					
30. I prefer to work by myself.					
(Adapted from the C.I.T.E. Learning Styles Instrument, Murdoch Teacher Center, Wichita, Kansas 67208. US)					

Appendix B

FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE (FLCAS)

The FLCAS has 33 questions which are scored on a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). This version uses the phrase “foreign language,” but English or any other language can be substituted in the items.

The FLCAS can be tricky to score because some of the questions reflect anxiety and some of them reflect a lack of anxiety, but if you read each item carefully, you should not be confused. You should always score a “5” for the highest level of anxiety and a “1” for the least anxiety.

For example, for item 3 (I tremble when I know that I’m going to be called on in language class) “5” (strongly agree) indicates a high level of anxiety while “1” (strongly disagree) indicates a low level of anxiety. Items 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33 should be scored in this straightforward way. However, some of the items like item 2 (I don’t worry about making mistakes in language class) reflect a lack of anxiety. For these items, a “5” (strongly agree) would indicate a low level of anxiety while a “1” (strongly disagree) would indicate a high level of anxiety.

Items 2, 5, 8, 11, 14, 18, 22, 28, and 32 are called **reverse-scored items**. For these items, you will need to switch your students’ responses. “Fives” should be reverse-scored to “ones,” “fours” to “twos,” “ones” to “fives,” and “twos” to “fours.” Of course, “3’s” will not have to be switched. By paying attention to the regular and the reverse-scored items, higher total scores on the FLCAS will represent higher levels of anxiety.

To determine a student’s anxiety level, add up their responses to all the questions, remembering to first reverse-score the items that need reverse-scoring, then divide the total by 33 (the total number of questions). Students with averages around 3 should be considered slightly anxious, while students with averages below 3 are probably not very anxious. Students who average near 4 and above are probably fairly anxious, and you should begin to work with them to find a way to reduce their anxiety.

Directions: Read each statement on the following pages and respond to the statements as they apply to your learning at school. Decide whether you agree or disagree with each statement. For example, if you strongly agree, mark: X

SA (Strongly Agree)	A (Agree)	U (Undecided)	D (Disagree)	SD (Strongly Disagree)
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FOREIGN LANGUAGE CLASS ANXIETY QUESTIONNAIRE

Reverse coding (2, 5, 8, 11, 14, 18, 22, 28, and 32)

Items	SA	A	U	D	SD
FLCA-CA					
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
4. It frightens me when I don't understand what the teacher is saying in the foreign language.					
9. I start to panic when I have to speak without preparation in language class.					
14. I would not be nervous speaking the foreign language with native speakers.					
15. I get upset when I don't understand what the teacher is correcting.					
18. I feel confident when I speak in foreign language class.					
24. I feel very self-conscious about speaking the foreign language in front of other students.					
27. I get nervous and confused when I am speaking in my language class.					
29. I get nervous when I don't understand every word the language teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
32. I would probably feel comfortable around native speakers of the foreign language.					
FLCA-TA					
3. I tremble when I know that I'm going to be called on in language class.					
5. It wouldn't bother me at all to take more foreign language classes.					
6. During language class, I find myself thinking about things that have nothing to do with the course.					
8. I am usually at ease during tests in my language class.					

10.I worry about the consequences of failing my foreign language class.					
11.I don't understand why some people get so upset over foreign language classes.					
12.In language class, I can get so nervous I forget things I know.					
16.Even if I am well prepared for language class, I feel anxious about it.					
17. I often feel like not going to my language class.					
20.I can feel my heart pounding when I'm going to be called on in language class.					
21.The more I study for a language test, the more confused I get.					
22.I don't feel pressure to prepare very well for language class.					
25.Language class moves so quickly I worry about getting left behind.					
26.I feel more tense and nervous in my language class than in my other classes.					
28.When I'm on my way to language class, I feel very sure and relaxed.					
FLCA-FNE					
2. I don't worry about making mistakes in language class.					
7.I keep thinking that the other students are better at languages than I am.					
13.It embarrasses me to volunteer answers in my language class.					
19.I am afraid that my language teacher is ready to correct every mistake I make.					
23.I always feel that the other students speak the foreign language better than I do.					
31.I am afraid that the other students will laugh at me when I speak the foreign language.					
33.I get nervous when the language teacher asks questions I haven't prepared in advance.					
Adapted from Horwitz (2013; Appendix B) with direct permission from the author					

Appendix C

METU SECONDARY SCHOOL SECOND SEMESTER ENGLISH FINAL EXAMINATION FOR GRADE 11, 2014 E.C.

**GENERAL DIRECTION: ATTEMPT ALL THE QUESTIONS AND WRITE YOUR
ANSWER ON THE ANSWER SHEET. Time Allowed: 1:40**

I. Read the following passage and answer questions 1-10.

Scientists think they have answered the question for the problem of food shortage. One of the solutions could be for us to eat jellyfish. This could also help protect fish and other sea life that are endangered. Researchers from the University of Queensland in Australia conducted a study about fishing around the world. They discovered that fishing nets caught 92 endangered species of seafood and 11 marine life classed as “critically endangered”. The researchers said that was not illegal as the creatures were not protected. Researcher Dr. Leslie Robertson said “Despite national and international commitments to protect threatened species, we actively fish for many of these threatened species”.

The researcher warned we are eating species of fish and the sea life that are on the brink of extinction. They suggested that eating jellyfish could help protect fish that are in danger of disappearing from our seas and oceans. Jelly fish could become a common sight on menus and we could ask for jellyfish and instead of fish and chips. The researchers said jellyfish could be a suitable alternative at seafood restaurants and fish shops. Dr. Robertson said seafood is “not as sustainable as consumers would like to think”. She added “it is possible to manage our fishers’ sustainability and eat species that can survive the fishing pressure. We just have to care about weird-looking squishy things like sea cucumbers”.

1. What problems do scientists think they found the answer to?
A. Food shortages B. the meaning of the life C. global warming D. a difficult math problem
2. In which country is the university that conducted the research?
A. Australia B. Japan C. Mexico D. Argentina
3. How many critically endangered species were caught by nets?
A. 92 B. 11 C. 103 D. 12
4. Why is fishing of the endangered species not illegal?
A. They are not protected B. lawyers cannot agree C. fishers D. people like fish and chips

5. What commitments do countries have besides international ones?
A. National commitments B. Several commitments C. Huge commitments D. Serious ones
6. What did researchers say species of fish were on the brink of?
A. Destruction B. Extinction C. The edge D. Success
7. Where did the article say jellyfish could become a common sight?
A. The Arctic Ocean B. On menus C. Rivers D. Beaches
8. What restaurant dish might people ask for in the future?
A. Jellyfish curry B. Jellyfish chips C. Jellyfish sushi D. Jellyfish soup
9. What did the researcher say was not sustainable as consumers think?
A. Fishing B. Seafood C. Fish shops D. Fish markets
10. What squishy sea creature did a researcher mention?
A. Fish B. Sea cucumbers C. Sea sponges D. Starfish

II. Choose the best answer for each of the questions 11-50 and write the letter of your answer on the answer sheet..

11. **Gadise:** Would you mind if I use your torch?

Dechasa: _____. It doesn't work.

A. Not at all B. I don't have any C. I'm sorry. D. Yes, of course.

12. **Asnake:** Do you know whose wallet is this?

Tulu: I'm not sure. It _____ be hers.

A. Will B. Must C. Can D. Might

13. **Hawi:** Would you mind lending me your pen? (Sosena is voluntary to lend)

Sosena: _____.

A. Yes. I could mind. B. Yes, I would C. Ok D. Of course not

14. **Abel:** Did you lock the door?

Selam: I can't remember. I might have locked it.

A. Selam locked the door. B. Selam didn't lock the door. C. Selam forgot to lock the door. D. Selam isn't sure if she locked the door.

15. **Your teacher:** _____?

You: No, she doesn't. She lives in a small town.

- A. Who live in town? B. Does your sister live in a city? C. Where does your sister live
D. Why does your sister live in a small city?

16. **Mrs. Margaret:** _____.

Policeman: Certainly. Go straight ahead till you come to the roundabout. It'll be just in front of you. You can't miss it.

- A. Where is the post office? B. Would you tell me where the post office is?
C. Tell me where the post office is? D. Where is the post office.

17. My teacher never allows us _____ the class.

- A. Missing B. to miss C. miss D. A&B

18. She enjoys _____ comic film every Sunday.

- A. To watch B. watching C. watch D. A&B

19. One of the following affixes is used to change parts of speech.

- A. In- B. un - C. -ful D. Dis-

20. Selam : Most of the teachers speak us politely.

Elsa: I disagree. Most of the speak _____.

- A. Impolitely B. dispolite C. impolitely D. unpolitely

21. When she was younger, she _____ run fast.

- A. was able to B. could C. is able to D. A&B

22. She has lived in America _____ 10 years _____ she had come back to Ethiopi, she married _____ 20th June 2005.

- A. since/before/on B. for/after/in C. for/after/on D. in/after/at

23. She will get married _____ next week.

- A. after. B. until C. in D. by

24. One of the following words is a synonym of rich.

- A. affluent B. Wealthy C. Prosperous D. all

25. In one of the following words, the consonant letter is silent.

- A. Preposition B. Petrol C. Pasta D. Pneumonia

26. Alem **tethered** animals to tree in order that it couldn't escape. The underlined word is:
- A. To tie animals B. to feed C. to fetch D. graze them
27. I go to shop and I see a smart dress. I don't have enough money to buy it. If you express your desire at present, one of the following is correct.
- A. If I had enough money, I would have bought smart dress.
 B. I bought the dress because I have enough money.
 C. But for the fact that I have enough money, I would have bought the smart dress.
 D. If I had enough money, I would have bought the smart dress.
28. She didn't attend the meeting because she was very sick. This means:
- A. But for her sickness, she would have attended the meeting.
 B. But for the fact that she was sick, she would have attended meeting.
 C. If she hadn't been sick, she would have attended the meeting.
 D. All
29. One of the following is a correct minimal pairs.
- A. past/fat B. seat/sit C. wet/wait D. All
30. All students will have **handed in** the assignment by next week. The underlined phrasal verb is:
- A. took B. wrote C. answered D. submitted
31. Beti has been working since morning, so she felt **tired out**. The underlined phrasal verb is:
- A. active B. inspired C. plade D. exhausted
32. One of the following sentences is grammatically correct.
- A. If you had studied hard, you would score good result.
 B. Unless you don't attend the class regularly, you won't score good result.
 C. I wish I score good result. D. None.
33. One of the following is a strategy of improving grammar skills.
- A. scanning B. skimming C. notice how different structures are used in reading text

D. except A& B

34. Kume is very intelligent. Kume is a beautiful girl.

A. Kume is both intelligent and beautiful B. Kume is not only intelligent but also beautiful
C. Kume is neither intelligent nor beautiful. D A&B

35. Neither my son nor my brothers _____ alcohol.

A. drink B. drinks C. has drunk D. is being

36. Getu doesn't like drinking milk. _____.

A. Neither do I. B. either do I. C. So do I D. B&C

37. You can have _____ tea _____ coffee; which would you like?

A. neither/or B. both/and C. neither/nor D. either/or

38. plenty tomatoes fridge there in are the of

A. Of tomatoes in the fridge there are plenty. B. The fridge are tomatoes the plenty of.

C. There are plenty of tomatoes in the fridge. D. in the fridge there are plenty of tomatoes.

39. use their mobile phones during the lessons students must not

A. Students not phones during the lessons use their mobile.
B. Students must not use their mobile phones during lessons.
C. Mobile phone must not use students during their lessons.
D. During the lessons Students must not use their mobile phones.

40. decorate we school the must hall speech for day the

A. We must decorate the school hall for the speech day.
B. We must the speech Day decorate the school hall for.
C. The speech day we must decorate the school hall for.
D. For the speech day the school we must decorate hall.

41. A single paragraph mainly deals with_____.

A. one major idea. B. two or more main ideas C. several important ideas D. opinions of the writer

42. Bulcha has been _____ since birth he has been unable to hear anything at all.
A. deaf B. depression C. blind D. paralysis
43. I _____ a college or university by October 2016.
A. will have joined B. school join C. have joined D. will join
44. Yesterday I saw a very short man standing on the road. He had disheveled hair and dirty clothes. The man was shouting angrily and insulting everybody with despise. He carried a gun on his right shoulder and he looked at us angrily with hatred. The main idea of this paragraph is:
A. He had disheveled hair. B. The man was shouting angrily.
C. I saw a very short man standing on the road. D. he looked at us angrily with hatred
45. One of the following is elements of paragraph.
A. main idea B. supporting ideas C. skimming D. except C
46. No need to complain life _____. Everyone can succeed if he works hard.
A. day and night B. black and white C. death and laughter D. up and down
47. He likes to play with toys. He has a _____ character.
A. child B. motherhood C. childless D. childish
48. His _____ made him lose all his documents.
A. care B. carefulness. C. careless D. carelessness
49. Even though he studied four hours, Mussa **flunked** the test. The underlined word is:
A. failed B. couldn't complete C. passed D. didn't take
50. Last year, I wanted to visit America but I hadn't a passport. This sentence can be written with:
A. But for _____ B. But for the fact that _____ C. Impossible condition D. Wish
51. In the listening and note taking:
a) When do we take note? _____
b) Why do we take note? _____
c) What do we take note? _____
d) How do we take note? _____