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The Impact of High School Preparatory Classes on English Achievement, Anxiety, and Motivation

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Abstract

This study aimed to examine the relationship between achievement in language learning, language anxiety, and motivation in high school students who took and did not take preparatory classes. This study used a quantitative method to describe all students' responses to a list of questions. Ex post facto analysis, a quantitative method design, was used in this study. The study involved 468 students enrolled in the public Anatolian high schools. The data was collected using the Foreign Language Learning Anxiety Scale and the Motivation Scale in English Language Learning. The high school students' English achievement levels were calculated using their end-of-year English grades. The data was analyzed using the T-test, Pearson Correlation, and Regression Analysis. According to the results, preparatory classes motivate students to learn a foreign language. Students who participated in preparatory classes were more inspired than those who did not. Students who took preparatory classes outperformed students who did not take preparatory classes in terms of achievement and achieved more outstanding English-language scores. Moreover, it was revealed that students' anxiety affected their English-language achievement negatively, while motivation increased the achievement of learning English.

Key Words

English language achievement • Foreign language learning anxiety • Foreign language learning motivation • Preparatory classes

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Introduction

There is an increasing demand for foreign languages in today's globalized world with greater international communication. It has become compulsory for nations to encourage the learning and use of English. In Turkey, as in many countries where English is not an official language, English is taught as a foreign language in schools. English is on the curriculum for all grades from primary to higher education, beginning at 2nd grade in primary school and continuing to the tertiary level.

In Turkey, learning English as a Foreign Language has been problematic for decades. Some studies in Turkey tried to determine English teaching and learning difficulties. The results of these studies indicate that the most common difficulties can be summed up as crowded classrooms, insufficient physical conditions, inadequate time allocation for course hours, the lack of well-trained teachers, the lack of realistic objectives, and the lack of students taking their own learning responsibilities outside the classroom (Ağçam & Babanoğlu, 2016; Buyukyavuz & Inal, 2008; Gürel & Demirhan İşcan, 2020; Solak & Bayar, 2015).

In some public high schools, English is taught intensively through foreign language preparatory classes. Preparatory classes are not compulsory for all high schools in Turkey, like some Anatolian high schools, which refer to public high schools in Turkey that admit their students based on the nationwide high school entrance exam score. However, preparatory classes are compulsory for Social Sciences High Schools. It may also be offered by other secondary education institutions approved by the Ministry of National Education (MoNE, 2019). Under the 9th-12th grade English curriculum (2018), students are expected to start their high school English classes at CEFR A1 level and graduate from high school with a minimum CEFR B2+ or higher English proficiency level. However, students often find it challenging to achieve the expected level. The existence of preparatory classrooms has been vital, with the desired outcome of enabling the students to communicate in English and develop skills in the four major language areas: listening, speaking, reading, and writing.

Learning and communicating in a foreign language is not an easy process. According to Zafar and Meenakshi (2012), the impact of individual learning differences on the language learning process makes learning foreign languages complicated and problematic. In other words, success in learning foreign languages is closely and directly related to students' differences.

Emotions that influence learning are referred to as affective factors. Several studies have determined the relationship between language learning and affective variables (Gardner & MacIntyre, 1993; Horwitz, Horwitz & Cope, 1986; Samimy, 1989; Schumann, 1994; Young, 1991). These include emotions, feelings, mood, manner, and attitude. Positive or negative emotions may promote or hinder the process of language learning. While positive emotions such as high motivation, high self-confidence, and low anxiety improve process efficiency, negative emotions such as low motivation, low self-confidence, and high anxiety inhibit efficient language learning (Schumann, 1994).

Literature Review

It will be appropriate to understand the term anxiety to be aware of the effect of anxiety in foreign language classes. Anxiety has been defined and handled by many researchers. Freud (1917) spent much of his life confronting the mysteries of anxiety and concluded at one point, "One thing is certain, that the problem of anxiety is a nodal point, linking up all kinds of most important questions; a riddle, of which the solution must cast a flood of light on our whole mental life" (cited in May, 1977, p. 4). In other words, the problem of anxiety is a nodal point where the most various and essential questions come together, a riddle whose solution will shed light on our entire mental existence. Spielberger (1983) defines anxiety as the "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p.15).

Anxiety is considered as one of the most critical factors affecting the learning process in foreign languages (Horwitz et al., 1986; Stroud & Wee, 2006). Learners may experience reduced word production or difficulties in understanding spoken instructions (Horwitz, 1991). Horwitz et al. (1986) propose three causes of foreign language anxiety: communication anxiety, fear of negative evaluation, and test anxiety. Communication apprehension is "a type of shyness characterized by fear of, or anxiety about communicating with people" (p.127). Test anxiety is "the set of physiological and behavioral responses that come with concern about possible negative consequences or failure of an evaluative situation" (Zeidner, 2010, p.1). Fear of negative evaluation involves academic and personal evaluation by students of their performance and competence in the target language. Some of the factors that contribute to student anxiety include communication factors, evaluation factors such as school examinations and test anxiety, personality factors such as learners' beliefs, attitudes, expectations, motivation levels, and fear of making mistakes, and situational factors such as teaching methods and techniques, learning environment, and teachers' attitudes. To deal with anxiety, Young (1991) states that the common denominator among existing foreign language methods or approaches is the emphasis on creating a *low-anxiety classroom atmosphere*. According to Wörde (2003), the importance of a relaxed classroom in reducing anxiety cannot be underestimated. Wörde also suggests that the critical role of the teacher is to relieve anxiety. Studies investigating the relationship between foreign language learning success and anxiety found a statistically significant negative relationship between foreign language anxiety and students' achievements. Some of the studies made in the body of the literature review are as follows;

Batumlu and Erden (2007) conducted a study examining the relationship between foreign language anxiety and students' achievement in English at the university level. The study was conducted with the participation of 150 students from different proficiency levels. The data collection tools of the research were the average of students' first and second midterm marks and the Foreign Language Classroom Anxiety Scale (FLCAS). According to the results, there was a significant negative correlation between students' foreign language anxiety and their achievement in English. It was observed that unsuccessful students' foreign language anxiety was higher than that of successful students. Also, it was found that students' foreign language anxiety did not differ according to their gender.

Demirdaş and Bozdoğan (2013) investigated the relationship between foreign language anxiety levels and language performance. The study's participants were 331 students who enrolled in university preparatory classes at

Abant İzzet Baysal University. Language anxiety was measured with the FLCAS, and the achievement test scores determined the language performance. The findings suggested a statistically significant negative relationship between language anxiety and language performance. It was also found that female students tended to be more anxious in language classes.

Aside from anxiety, motivation is regarded as an essential factor in the language learning process. The term 'motivation' is derived from the Latin verb 'movere,' which means to move. As a simple definition of the term motivation, it can be said that to be motivated means to be moved to do something (Ryan & Deci, 2002). Cook (1991) indicates that some language learners do better than others because they are more motivated (as cited in Kaya, 1995). Motivation relates to language learners' reasons for studying, the length of sustained study, and the intensity of study during the language learning process (Dörnyei & Ushioda, 2011). It is, therefore, easy to assume that one's success in any task is based on one's motivation; and in learning a foreign language, it can be argued that a learner should be motivated to succeed. Bernaus and Gardner (2008) found that motivation strongly predicts English achievement, and that attitude and language anxiety are negative predictors of English achievement. There are two types of motivation. The first is the broad categorization of motivation as instrumental or integrative. The second classification is individual-specific vs. extrinsic motivation (Griffiths & Özgür, 2013). According to Oxford and Ehrman (1995), instrumental orientation is the motivation to advance in one's career or succeed in one's educational process.

On the other hand, motivation to adapt to people who speak the language natively is known as integrative orientation. When you choose to do something for pleasure or develop your skills voluntarily, your motivation is usually inherent. Extrinsic motivation is the opposite of inherent motivation; here, the motivator is external to the individual (Coon & Mitterer, 2011). According to most research conducted by Gardner and his colleagues, students with integrative motivation are more successful language learners than instrumentally motivated students (Ehrman, Leaver, & Oxford, 2003). Studies suggest that integrative motivation is essential for language learning achievement (Brown, 2006). However, Lukmani (1972) found that instrumentally motivated English language learners in India had higher scores in English proficiency exams. One of the possible reasons is their socio-economic status. The social situation determines what kind of orientation learners have.

It is among the findings of many studies (Kennedy, 1996; Masgoret & Gardner, 2003) that there is a strong relationship between motivation and achievement. In a study conducted with Economy and Technology University English Preparatory School students, Aydın (2007) unveiled the profiles of students concerning their motivation, attitude, and perceptions toward learning English. She investigated the possible relationships of these independent variables with students' achievements in language. It was observed that all the factors related to students' motivation, attitude, and perception variables were related to gender, where female students had higher scores than male students. The findings also showed that, when considered separately, there was a positive correlation between motivation, attitude, and perception with students' achievement in English. However, the correlation percentages were not very high.

Zanghar (2012) studied instrumental and integrative motivations among Libyan undergraduate students of English as a foreign language. He also investigated the relationship between Libyan EFL students' motivation and their achievement in English. The findings suggested that Libyan EFL students were highly instrumental and integrative in their motivation to study English, and their integrative motivations seemed slightly higher than their instrumental motivations. According to another study, there was no relationship between the Libyan students' motivation and their achievement in English as a foreign language.

What makes this study original is that it examines the relationship between achievement in language learning, language anxiety, and motivation in high school students who take and do not take preparatory classes. Although anxiety and motivation have been exhaustively studied in foreign language education in Turkey, there remains limited research focusing on the relationship between students' achievement in language learning, language anxiety, and motivation among Anatolian high school students. The primary purpose of this study was to examine the relationship between achievement in language learning, language anxiety, and motivation in high school students who took and did not take preparatory classes. The study also sought answers to the following questions:

(1) Is there a significant difference between the anxiety levels of students who took preparatory classes and those who did not?

(2) Is there a significant difference between the motivation levels of students who took preparatory classes and those who did not?

(3) Is there a significant difference between the English language class achievement levels of students who took preparatory classes and those who did not?

(4) Is there a significant relationship among students' English language anxiety, motivation, and English language class achievement levels?

(5) Do students' English language learning anxiety and motivation predict their English language class achievement?

Method

Research Design

This study investigated the relationship between achievement in language learning, language anxiety, and motivation in high school students who took and did not take preparatory classes. It is a quantitative, descriptive, and correlational study. According to Burns and Grove (2005), quantitative research is the best option for obtaining information with numerical data because it is an objective and formal method. The study employed an ex post facto research design. According to Black (1999, cited in Sehic, 2017, p.124), "an ex post facto study is a type of study where researchers have limited control over the independent variable because it is usually a life event or a life experience of the participant that cannot be manipulated, unlike in studies with an experimental design". The purpose of the proposed quantitative research study with an ex post facto design was to determine whether students taking preparation classes have different motivation, anxiety, and achievement levels than those who do not. This

study also employed a survey research method. A questionnaire was used as the primary data collection method for this study.

The Participants

For data collection, 10th-grade students from two public Anatolian High Schools were chosen for the study group. One of the public schools is an Anatolian High School where English preparatory classes are compulsory, and the other is an Anatolian High School that does not offer preparatory classes. In total, 468 students were selected as the study group. A Likert-scale questionnaire was distributed to the eager and available students to participate in the study.

Before considering the research questions, we present some descriptive findings about the students who participated in this study. The frequencies and percentages are shown in Table 1.

Table 1

Demographic Characteristics of the Participants

	Groups	**Frequency(N)**	**Percentage (%)**
Gender	Male	227	48.5
	Female	241	51.5
Preparatory Class Taken	Yes	96	20.5
	No	372	79.5
Educational Levels of Mothers	Secondary school graduate and below	245	52.4
	High school graduate	134	28.6
	University graduate and above	89	19.0
Educational Levels of Fathers	Secondary school graduate and below	174	37.2
	High school graduate	156	33.2
	University graduate and above	138	29.6
Total		468	100

As can be seen in Table 1, the participants consisted of 468 10th-grade high school students, of whom 51.5% were female (N=241) and 48.5% were male (N=227). Ninety-six (20.5%) students had taken preparatory classes and 372 (79.5%) students had not. Of the educational level of students' mothers, 52.4% (N=245) were secondary school graduates or below, 28.6% (N=134) were high school graduates, and 19% (N=89) were university graduates or above. Of the educational level of students' fathers, 37.2% (N=174) were secondary school graduates or below, 33.2% (N=156) were high school graduates, and 29.5% (N=138) were university graduates or above.

Data Collection Tools and Procedure

The relevant data for this study were collected in the fall term of the 2019-2020 school year. It took two weeks to collect data for this study. Administering the Likert scale was used as the main element of the data-gathering procedure in both schools. The schools that would be included in the study were contacted and informed, and permissions were received from both the schools and the Istanbul Provincial Directorate of National Education. In order to use the scales, permissions were obtained from the developers of the scales. The researcher administered the

questionnaire by giving detailed instructions, and she answered the students' questions about the questionnaire and the study. Students were informed that participation in the study was voluntary. The questionnaires were administered during students' class time. It took students approximately 20 minutes to complete the questionnaire. In order to learn students' English language class achievement, the students were asked their end-of-year English marks in the demographic information section. The relevant deputy principals verified their marks.

The questionnaire consisted of three parts. The first part of the questionnaire elicited the participants' demographic information, such as gender and whether or not they had taken a preparatory language course. The second part contained the Foreign Language Learning Anxiety Scale, and the third part included the English Language Learning Motivation Scale.

The Foreign Language Learning Anxiety Scale (FLLAS) prepared by Baş (2013) was used. The FLLAS uses 5-point Likert-type scales ranging from strongly agree to disagree strongly. The FLLAS consisted of 27 items, and the scale was composed of three factors: personality, communication, and evaluation. The reliability coefficient of the scale was .93, and the Spearman-Brown split-half correlation was .83. Finally, Cronbach's alpha reliability coefficients of the factors were calculated to be between .89 and .83 (Baş, 2013, p.57). The Motivation Scale in English Language Learning (ELLMS) developed by Mehdiyev, Uğurlu, and Usta (2017) was used to analyze the motivation rates of foreign language learners. The ELLMS consisted of 16 items, and the scale was composed of three factors: personal use, attitude, and self-confidence. The total reliability value of the language scale with 16 items and three factors was found to be .83. A Cronbach alpha value of .85 was calculated for the items under the personal use factor, .77 for the items under the attitude factor, and .78 for the items under the self-confidence factor.

Data Analysis

The data was analyzed using the Statistical Package for Social Sciences (SPSS v.26). After the first data entry into SPSS was completed, some statistics for research purposes were calculated. Descriptive statistics were used to find the mean, frequencies, and percentages to determine the language motivation, anxiety, and English achievement levels of students who took and did not take preparatory language classes. The t-test was used to compare continuous quantitative data between two independent groups. Pearson Correlation analysis examined the relationship between students' English language anxiety, motivation, and English language class achievement levels. Linear Regression analysis was conducted to determine whether the students' anxiety and motivation levels significantly predict their English class achievement.

The skewness and kurtosis values for the Foreign Language Learning Anxiety Scale (FLLAS) were respectively calculated as .33 and 1.48 for the "personality" sub-scale, .28 and .96 for the "communication" sub-scale, .15 and -.35 for the "evaluation" sub-scale, and .20 and 1.98 for the total scale. On the other hand, the skewness and kurtosis values for the Motivation Scale in English Language Learning (ELLMS) were calculated, respectively, as -.56 and -.69 for the "self-confidence" sub-scale, -.65 and .00 for the "attitude" sub-scale, -.62 and -.05 for the "personal use" sub-scale, and -.54 and -.09 for the total scale. The skewness and kurtosis values are all within the recommended threshold of ± 2 (George & Mallery, 2010). The results show that all the constructs of the study are normally distributed.

Results

This section analyzes the data obtained through the Foreign Language Learning Anxiety Scale (FLLAS), the Motivation Scale in English Language Learning (ELLMS), and students' year-end English marks. This section aims to answer the study's research questions by analyzing the questionnaire items.

In order to answer the first research question, 'Is there a significant difference between the anxiety levels of students who took preparatory classes and those who did not?', an independent samples t-test was conducted. The findings are presented in Table 2.

Table 2

T-test Findings of FLLAS according to Preparatory Class Taken

Components of FLLAS	**Groups** Preparatory classes were taken	N	X̄	SD	SEM	t-Test		
						t	**df**	**p**
Personality	Yes	96	2.71	.76	.07	.267	466	.790
	No	372	2.68	.75	.03			
Communication	Yes	96	2.76	.86	.08	-.830	466	.407
	No	372	2.84	.81	.04			
Evaluation	Yes	96	2.97	.80	.08	-.659	466	.510
	No	372	3.03	.83	.04			
FLLAS Total	Yes	96	2.81	.74	.07	-.478	466	.633
	No	372	2.85	.72	.03			

FLLAS (Foreign Language Learning Anxiety Scale)

According to the results of the t-test, there is no significant difference between the anxiety levels of students who took preparatory classes and those who did not *(t=-.478; p >.05)*. Thus, the results suggest that taking preparatory classes is not an essential factor in foreign language learning anxiety levels in this setting.

In order to answer the second research question, 'Is there a significant difference between the motivation levels of students who took preparatory classes and those who did not?', an independent samples t-test was conducted. The findings are presented in Table 3.

Table 3

T-test Findings of ELLMS according to Preparatory Class Taken Status

Components of ELLMS	**Groups** Preparatory classes were taken	N	X̄	SD	SEM	t-Test		
						t	**df**	**p**
Self-Confidence	Yes	96	2.83	.77	.07	1.844	171.306	.067
	No	372	2.66	.92	.04			
Attitude	Yes	96	3.80	.85	.08	.917	168.509	.360
	No	372	3.71	1	.05			
Personal Use	Yes	96	3.97	.69	.07	2.443	180.625	.016*
	No	372	3.76	.87	.04			
ELLMS Total	Yes	96	3.63	.59	.06	2.250	184.162	.026*
	No	372	3.47	.75	.03			

ELLMS (English Language Learning Motivation Scale)

According to Table 3, the findings in the *personal use* dimension indicate that taking preparatory classes is a crucial factor in English language learning motivation level *(t=2.443; p<.05)*. According to these findings, students who took preparatory classes obtained a mean score of 3.97 and students who did not take preparatory classes obtained a mean score of 3.76. Based on this finding, it can be said that students who took preparatory classes are more motivated than students who did not take preparatory classes in the *personal use* dimension.

The table also shows a significant difference between the motivation levels of students who took preparatory classes and those who did not *(t=2.250; p<.05)*. Thus, the result suggests that taking preparatory classes affects English language learning motivation. Students who took preparatory classes ($\bar{x}$=3.63) had higher English language learning motivation levels than students who did not take preparatory classes ($\bar{x}$=3.47).

In order to answer the third research question, 'Is there a significant difference between the 9th grade English language class achievement levels of the students who took preparatory classes and those who did not?', an independent samples t-test was conducted, and the findings are presented in Table 4.

Table 4

T-test Findings of 9th grade English Language Class Achievement according to Whether Preparatory Classes Were Taken

Groups	N	X̄	SD	SEM	t-Test		
					t	df	p
Preparatory classes were taken	96	70.88	10.73	1.09	5.825	219.503	.000
Preparatory classes were not taken	372	62.84	16.10	.83			

According to the results shown in Table 4, taking preparatory classes had a significant effect on the 9th-grade English language class achievement *(t=5.825; p<.01)*. Based on these findings, students who took preparatory classes obtained a mean score of 70.88, and students who did not take preparatory classes obtained a mean score of 62.84. Students who took preparatory classes outperformed in achievement and achieved better scores in the 9th-grade English language class than those who did not.

The fourth research question examined the relationship between students' English language anxiety, motivation, and their 9th-grade English language class achievement levels. Pearson correlation analysis was conducted to determine the existence and level of the relationship between variables. The findings are presented in Table 5.

Table 5

The Results of Correlational Analysis between FLLAS, ELLMS, and English Language Class Achievement

Components		1	2	3	4	5	6	7	8	9
1-Personality	r	1								
	p									
2-Communication	r	.787**	1							
	p	.000								
3-Evaluation	r	.693**	.719**	1						
	p	.000	.000							
4-FLLAS Total	r	.909**	.933**	.877**	1					
	p	.000	.000	.000						
5-Self-Confidence	r	-.744**	-.671**	-.617**	-.46**	1				
	p	.000	.000	.000	.000					
6-Attitude	r	-.605**	-.424**	-.313**	-.492**	.618**	1			
	p	.000	.000	.000	.000	.000				
7-Personal Use	r	-.302**	-.177**	-.049	-.195**	.288**	.531**	1		
	p	.000	.000	.291	.000	.000	.000			
8-ELLMS Total	r	-.635**	-.473**	-.345**	-.534**	.712**	.877**	.818**	1	
	p	.000	.000	.000	.000	.000	.000	.000		
9-Year-end English Scores	r	-.385**	-.349**	-.317**	-.386**	.447**	.381**	.286**	.442**	1
	p	.000	.000	.000	.000	.000	.000	.000	.000	

ELLMS (English Language Learning Motivation Scale); FLLAS (Foreign Language Learning Anxiety Scale)

Table 5 reveals a significant medium negative correlation between students' foreign language learning anxiety and 9th-grade English language class achievement (r = -.386, p < .01). Table 5 shows the correlation values (r = -.385, r = -.349, r = -.317, p < .01, respectively) between the components of FLLAS, personality, communication, evaluation, and 9th-grade English language class achievement. The values in the table indicate a medium negative correlation between the components of FLLAS and 9th-grade English language class achievement. Personality has the most prominent negative correlation with English language class achievement, whereas evaluation has the least one.

Table 5 also reveals a significant positive medium correlation between students' foreign language learning motivation and 9th-grade English language class achievement (r =.442, p < .01). According to the findings, the components of ELLMS, which are self-confidence, attitude, and personal use, show a positive medium and low correlations with 9th grade English language class achievement (r =.447, r = .381, r= .286, p < .01, respectively). Where these components are higher, students' achievement is higher. It is concluded that self-confidence has the most significant positive effect on English language class achievement. The findings show a significant negative medium correlation between students' foreign language learning anxiety and their motivation (r = -.534, p < .01).

Regression analysis was conducted to determine whether the students' anxiety and motivation levels significantly predict English class achievement. The findings are given in Table 6.

Table 6

The Results of Multiple Linear Regression Analysis to Check the Prediction Level of FLLAS and ELLMS on Achievement Level

Dependent Variable	Independent Variable	B	SE	β	t	p	R	R²	F	p
Achievement Level	Constant	41.515	5.658		7.403	.000	.451	.203	59.282	.000
	FLLAS	-.133	.055	-.089	-2.151	.000				
	ELLMS	.597	.062	.449	10.811	.000				

ELLMS (English Language Learning Motivation Scale); FLLAS (Foreign Language Learning Anxiety Scale)

According to Table 6, foreign language learning anxiety and foreign language learning motivation significantly predict the achievement of students in the English language class (R=.451, R^2=.203, F=59.282, p<.01). 20.3% of the achievement level variance was predicted by foreign language learning anxiety and foreign language learning motivation.

The regression analyses equation predicting achievement level in terms of foreign language learning anxiety and foreign language learning motivation is given below:

Achievement Level = 41.515+ (.597 x ELLMS) + (-.133 x FLLAS).

Discussion and Conclusions

This section presents the discussion and conclusions considering the research questions and findings.

This study proposed five research questions to investigate the existence of any correlation between foreign language learning anxiety, motivation, and achievement according to whether the high school students had taken English preparatory classes or not. An anxiety scale and the motivation questionnaire were administered to 468 students to obtain data.

The results indicate that taking preparatory classes is not an essential factor in foreign language learning anxiety levels, and it is found that the students who took preparatory classes and those who did not were moderately anxious and did not have low anxiety towards English language learning. These findings are consistent with the results gathered from other studies conducted in Turkey (Çakar, 2009; Şakrak, 2009). Karabey (2011) obtained similar results in her study. She found in her study that the anxiety level of university preparatory class students is classified as moderate.

However, the study shows a significant difference between the motivation levels of students who took preparatory classes and those who did not. Students who took preparatory classes were slightly more motivated than those who did not take preparatory classes. It can be said that the differences between the findings may stem from the differences in the curriculum. In the current study, students who took a preparatory class take the 9th grade and 10th grade English curriculum subjects in those preparatory classes. These students may be more motivated when compared to the students who did not take a preparatory class because they know more about the English

language and spend more time with English. Another reason for the difference between the motivation levels of students who took and those who did not took English preparatory classes may be the intense exposure to the English language during the preparatory education. Therefore, for the future high school education, the preparatory classes may be optional in all types of high schools.

According to the results, students in both groups were motivated primarily by personal use. Students who took preparatory classes were more motivated for personal use than those who did not. It was deduced that students learned English mostly for personal use, such as self-development and prestige. Those who had taken preparatory classes were the group that learned English the most for this purpose. In the current study, students who took preparatory classes outperformed in achievement, achieving better scores in the 9th-grade English language class than those who did not take preparatory classes. Although whether students took preparatory classes or not did not affect their English language anxiety levels, it affected their English language motivation levels and achievement in English language classes.

Students with more foreign language learning anxiety tended to have lower achievement in learning English. Where anxiety is higher, achievement is lower. Similar results were found in a study conducted in Taiwan by Tsai-Yu and Goretti (2004). They examined relationship between foreign language anxiety and language learning difficulties of secondary school students. It is revealed that anxious students had low marks, difficulties in learning English, and poor developmental skills.

The findings suggest that if motivation increases, their achievement level in learning English will increase, and motivated students will likely learn English better and achieve better marks in English exams. The negative correlation between motivation and anxiety implies that if students' motivation levels increase, their anxiety will probably decrease. Regarding the sub-dimensions of the foreign language anxiety scale, the most significant negative factor in English language class achievement was personality. Considering the dimensions of the motivation scale, self-confidence positively affected the students' achievement.

The current study also reveals that the English anxiety and motivation levels of the students predicted students' English language class achievement. As a result of the analysis, it can be said that English language anxiety and motivation levels are significant predictors of student achievement.

Recommendations

This study indicates that the students who took preparatory classes had higher motivation and achievement in learning English. In order to contribute to English learning motivation and achievement, this practice, implemented by the Ministry of National Education in some high schools, should be spread to more schools across the country. The motivation of the students who did not take the preparatory classes was lower than those who did. Being aware of the students' low motivation, English teachers working in these high schools should make the course content-rich and fun and adopt a teaching style that increases students' self-confidence.

Although no significant difference was found between the anxiety levels of students who took preparatory classes and those who did not, the anxiety level of the students who took preparatory classes was higher. For future

research, complementary methods to the questionnaires, such as classroom observation and interviews, can be implemented to provide clear explanations about participant's opinions. This study can be replicated with different samples from different regions and with a larger sample size from many different schools, such as Religious Vocational High Schools and Science High Schools, to achieve more generalized results.

Ethic

Ethics values and principles were followed through all steps of the research and the preparation of the manuscript. All permissions were also obtained.

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This article was written with the joint contributions of two authors. This paper is prepared from the first author's master's thesis conducted under the supervision of the second author as the thesis advisor.

Conflict of Interest

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