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Examination of High School Students' Anxiety and Attitude Towards English Course

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Abstract	Öz
<p>The general aim of this study is to examine anxiety and attitude towards foreign language course. The sample of the research carried out according to the screening model within the scope of the descriptive research constitutes a total 10, 11, and 12 grade 594 students studying in state high schools in Elazığ province in the 2018-2019 academic year. In the study, quantitative data were obtained by using two different scales. The first one is foreign language anxiety scale. The other scale is attitudes towards English lesson scale. Frequency, percentage and t test, ANOVA and eta-square tests were used to analyze the quantitative data. The relationship between the sub-dimensions of the scales was determined by Pearson Correlation Test, the results obtained from the analysis of the data in the research can be summarized as follows: In the context of anxiety which is the first dependent variable of the study, there is a significant difference in terms of gender in favor of male students. In the study, a positive relation was found between anxiety and success, and it was concluded that anxiety was a factor that increases success. When it comes to attitude which is another dependent variable of the study, it has been determined that the male students have higher attitude scores and finally there is a positive correlation between achievement and attitude.</p> <p>Keywords: Foreign Language Anxiety, Attitude Towards Foreign Language, High School Students</p>	<p>Bu çalışmanın genel amacı, yabancı dil dersine yönelik Kaygı ve Tutumun incelenmesidir. Betimsel araştırma kapsamında yer alan tarama modeline göre yürütülen araştırmanın örneklemini, 2018-2019 Eğitim-Öğretim yılında, Elazığ il merkezindeki liselerin 10, 11 ve 12. sınıflarında öğrenim gören öğrencilerin toplam 594 öğrenci oluşturmaktadır. Çalışmada nicel veriler iki farklı ölçek kullanılarak elde edilmiştir. Bu ölçeklerden ilki yabancı dil kaygı ölçeğidir. Araştırma verilerini toplamak için kullanılan diğer ölçek ise yabancı dile yönelik tutum ölçeğidir. Elde edilen nicel verilerin analizinde frekans, yüzde ve t testi, ANOVA, eta-kare testleri kullanılmış, ölçeklerin alt boyutları arasındaki ilişki Pearson Korelasyon Testiyle belirlenmiştir. Araştırmanın birinci bağımlı değişkeni olan kaygı bağlamında cinsiyet açısından erkek öğrenciler lehine anlamlı fark vardır. Kaygı açısından diğer bir fark lise son sınıf öğrencilerinin alt sınıflara kıyasla daha fazla kaygı duydukları şeklindedir. Çalışmada başarı ile kaygının pozitif yönlü ilişkisi saptanmış, kaygının başarıyı arttıran bir faktör olduğu sonucuna varılmıştır. Tutum açısından ise erkek öğrencilerin daha yüksek tutum puanına sahip olduğu, başarı ve tutum arasında pozitif yönlü korelasyon olduğu çalışmanın sonuçları arasındadır.</p> <p>Anahtar Kelimeler: Yabancı Dil Kaygısı, Yabancı Dile Yönelik Tutum, Lise Öğrencileri</p>

Genişletilmiş Özet (In Turkish Language)

Öğrenmeyi etkileyen bireysel değişkenlerden bir kısmı duyuşsal niteliktedir. Öğrenme üzerinde etkisi olduğuna inanılan bütün değişkenlerin bir arada ele alınması mümkün değildir. Bu nedenle araştırmacılar ilişkisel bağlamı dikkate alarak değişken sınırlama yoluna gitmektedirler. Bu çalışmada da yabancı dile yönelik tutum ve kaygının ilişkisel bağlamı ile ele alınabileceği ve bu şekilde en azından duyuşsal boyut bakımından önemli bulgular elde edilebileceği düşünülmüştür.

Araştırma nicel araştırma yöntemlerinden tarama yöntemine göre yürütülmüştür. Alan yazında artık kabul görmüş tanımlamalara göre tarama yöntemi deneysel yöntemlerdeki gibi herhangi bir manipülasyona gerek duymaksızın var olan değişkenlerin olduğu halleriyle ölçülmesi esasına dayanmaktadır (Karasar,1984). Araştırmanın evreni Elazığ ili lise öğrencileri olarak belirlenmiştir. Bu evrenden rastgele seçilen iki lisedeki öğrencileri ise araştırmanın örneklemini oluşturmaktadır. Bu kapsamda araştırma 2018-2019 Eğitim öğretim yılında Elazığ'da iki farklı lisede 10,11 ve 12. sınıflarda öğrenim gören 594 öğrenciden olmaktadır.

Araştırma kapsamında iki farklı ölçme aracından yararlanılmıştır. Bu araçlardan biri Yabancı dil ders kaygısı ölçmek amacıyla Horwitz & Cope (1986) tarafından geliştirilen kaygı ölçeğidir. Bu ölçek Aydın (2001) tarafından Türkçe 'ye uyarlanmış ve Gürsu (2011) tarafından yapılan geçerlik güvenirlik çalışması neticesinde orijinal iç tutarlılığı .93 olan ölçeğin test tekrar test korelasyonu .83 olduğu bulunmuştur. Üç alt boyut toplam 33 maddeden oluşan likert bir ölçektir. Araştırmada ayrıca Kazazoğlu (2011) tarafından geliştirilen tutum ölçeği kullanılmıştır. Toplam 27 maddeden oluşan bu ölçme aracı derse yönelik olumlu düşünceler, derse yönelik olumsuz düşünceler ve öğrenmeye yönelik olumlu düşünceler şeklinde toplam üç alt boyuttan oluşmaktadır. Ölçeğin Cronbach-Alfa iç tutarlılık katsayısı ölçeği geliştiren araştırmacı tarafından .73 olarak saptanmıştır. Bu çalışmada kaygı ölçeğinin Cronbach Alpha katsayısı .750, tutum ölçeğinin .933 olarak hesaplanmıştır. Araştırmada kullanılan ölçme araçlarının kullanım izinleri mail yoluyla alınmıştır. Bağımlı

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Tuncer, M. & Akmeçe, A. E. (2019). Examination of high school students' anxiety and attitude towards English course. *Journal of Educational Reflections*, 3(2), 75-84.

değişkenlerin, bağımsız değişkenler açısından anlamlı düzeyde farklılaştığı durumlarda etki büyüklüğü yorumlamak amacıyla Cohen'in (1988) (≥ 0.5 : güçlü, ≥ 0.3 : orta düzey ve $\geq .01$ zayıf) etki büyük kriterleri kullanılmıştır (Akt. Gliner, Morgan & Leech, 2015:308).

Araştırmada öğrencilerin yabancı dil dersine yönelik kaygı ve tutumların, cinsiyet, sınıf, başka bir yabancı dil bilme durumu, bölüm, yabancı dilde TV yayını izleme durumu, cep telefonlarında yabancı dil öğrenimine yönelik uygulamanın olup olmadığı ve öğrencinin akademik başarısı gibi bağımsız değişkenler açısından karşılaştırılmıştır. Farklı değişkenler ile ele alınan yabancı dil ders kaygısında anlamlı farklılıklar gözlenmiştir. Bu sonuçlardan biri erkek öğrencilerin yabancılarla konuşma kaygılarının kadın öğrencilere kıyasla daha fazla olduğudur. Bu sonucun aksine Batumlu & Erden (2007) yapmış oldukları çalışmada cinsiyetin yabancı dil kaygısını etkileyen bir faktör olmadığını ortaya koymuşlardır. Ancak bu çalışmada başarı ve kaygı arasında olumsuz bir ilişki olduğu tespit edilmiştir. Çalışmalar arasındaki bu farklılıklar araştırmanın yürütüldüğü örneklemden kaynaklanabilir ve bu çalışmanın sonucu olan erkeklerin daha fazla yabancılarla konuşma kaygısı duymaları onların dil yeterliklerinin kadınlardan daha düşük seviyede olmalarının bir sonucu olabilir.

Dil dersinde konuşma kaygısında anlamlı bir fark çıkmazken yabancılarla konuşma kaygısında bu farkın gözlenmesi, öğrencilerin hazır oldukları durumlarda kaygılarının daha az olmasının bir sonucudur. Horwitz, Horwitz & Cope (1986), yapmış oldukları çalışmada öğrencilerin daha önceden hazırlık yaptıkları konuşmalarda daha az kaygı duyduklarını, ancak doğaçlama gelişen durumlarda kaygı seviyesinin arttığını ortaya koymuştur. Araştırmada lise öğrencilerinin kaygı düzeyleri incelenmiş, Dil dersine yönelik ilgi ve yabancılarla konuşma kaygısının sınıf düzeyiyle paralel biçimde arttığı gözlenmiştir. Lise son sınıf öğrencilerinin yabancılarla konuşma kaygılarının 11. ve 10. sınıflardan daha yüksek olması, alt sınıflardan daha fazla olgunlaşmış olan son sınıfların yaş dönem özellikleri göz önünde bulundurulduğunda yanlış yapmak ve küçük düşme korkusundan kaynaklanıyor olabilir. Bu durumun bir diğer sebebi ise sınıfla birlikte artan bilgi birikimi olabilir. İlgili alan yazın incelendiğinde, bu çalışmanın sonuçlarının aksine, sınıf seviyesi arttıkça kaygının azaldığına yönelik çalışmaların (Gardner, Tremblay & Masgoret, 1997) mevcut olduğu görülmektedir. Araştırmada lise düzeyinde öğrenim gören öğrencilerin ağırlıklı derslerini aldığı bölümler de değişken olarak hesaba katılmıştır. Sayısal, eşit ağırlık ve yabancı dil bölümlerinde öğrenim gören öğrencilerin kıyaslandığı çalışmada yabancı dil bölümündeki öğrencilerin kaygılarının diğer bölüm öğrencilerinden yüksek olduğu sonucuna varılmıştır. Bunun muhtemel sebebi, diğer bölümler, yabancı dili sadece geçilmesi gereken bir dersten ibaret görürken, yabancı dil bölüm öğrencileri için yabancı dili hayatlarına yön verecek bir unsur olarak görmelerinden kaynaklandığı söylenebilir. Başarı ve tutum arasındaki ilişkiye gelindiğinde, araştırma bulgularına göre tutumu yüksek olan öğrencilerin başarı puanlarının da yüksek olduğu şeklindedir. Bu sonuca benzer bir şekilde Mitchell & Myles (1998) ile Ellis (1994) de tutumun öğrenci başarısını etkilediğini, olumlu tutum sahibi kişilerin diğerlerinden daha başarılı olduğunu ortaya koymuşlardır. Yabancı dile yönelik tutumun, öğrencilerin cep telefonunda dil öğrenimine yönelik mobil uygulama kullanımından etkilenip etkilenmediğinin sorgulandığı bu çalışmada, bu gibi uygulamaları kullanmayan öğrencilerin yabancı dil dersine ve yabancı dil öğrenmeye yönelik olumsuz tutum sahibi olduğu ortaya konmuştur. Yabancı dilde TV izlemenin tutuma etkisinin de araştırıldığı çalışmada, hiç izlemeyen öğrencilerin daha yüksek tutum puanlarına sahip olduğu çalışmanın sonuçları arasındadır.

Introduction

The aim of education is not only to provide information and to prepare the individual for life, but also to contribute to the personal development of the individual. Considering this purpose, it is clear that foreign language teaching is one of the most important factors serving this purpose. Following the immediate surroundings and the developments in one's close environment or his own country will improve him to a certain extent. However, following the progress in the technological, economic, political and many other areas in the world will provide him an opportunity to have an objective world view which will add a lot to him both personally and professionally. Vergili (1993) likewise argues that foreign language learning has a wide range of benefits.

Although the formal English teaching which began to be provided at primary school 2nd grade level in Turkey goes down to pre-school education institutions, it does not satisfy educators, parents and even learners. Despite all the time, money and energy which are spent, English education is far from the targeted level. Research on the teaching of the foreign language, which is the key of the doors opening to the world, continues at both the global and regional levels. In spite of all these studies, the fact that language teaching does not reach the desired point makes the continuation of the studies on this subject necessary. Undoubtedly, managing this process well and making progress requires addressing the dynamics of foreign language. The most important of these dynamics are the anxiety and attitude towards foreign language.

Foreign Language Anxiety

Studies have been carried out on anxiety since the 19th century. Freud has extensively studied this concept and described it as an unconscious performance and reaction in situations where the organism is threatened and endangered (Ültaş, 2005). Sapir & Aranson (1990) defined anxiety as an unpleasant feeling state with concern for uncertainty, fear, anxiety, distress, restlessness, loss of control and a bad thing. According to Büyüköztürk (1997), anxiety is a state of fear and tension under threat. According to Aydın & Zengin (2008),

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anxiety is a feeling of weakness, which is felt against threat or under threat. Ellis (1994) classifies anxiety into three groups. These are personality, circumstance and event anxiety. Personality anxiety is that the person has an anxiety independent of events or situations. and this is a feature that does not change in a short time. When it comes to circumstance anxiety, it can be defined as the anxiety, which is shown in response to a certain circumstance. Event anxiety, which is the third type of anxiety, is the type of anxiety that occurs due to the events experienced by the person. According to Gardner, Moorcroft & MacIntyre (1987), foreign language teaching anxiety differs from other anxiety types. These researchers have found a significant relationship between anxiety and word production.

Whether the anxiety is effective in foreign language learning, whether it is positive or negative if it is effective, the level of its effect, or what results in what variables is the issue that has been the focus of educators and linguists for many years. Factors such as ability, intelligence level, general arousal, motivation level, attitude and anxiety of the individual can be listed as individual survey method differences in foreign language learning (Senemoğlu, 2006). As a result of the foreign language learning process, it is thought that the success of individuals to be at the desired level or being successful is affected by two elements. One of them is attitude and the other is anxiety. Anxiety has been studied for years and has not lost its importance (Kapıkıran, 2006).

Dalkılıç (2001) found a significant negative relationship between students' foreign language anxiety scores and their achievement in reading, writing and speaking classes. MacIntyre & Gardner (1989) found that anxiety did not exist before the process of learning foreign languages but that it developed as a result of the negative experiences over time. In a study by Ganschow & Sparks (1996), the competences of individuals in learning native language and its impact on foreign language anxiety were investigated and, as a result, it has been found that low level of anxiety had positive effects on the success of the course.

Attitude towards English Course

One of the definitions in the literature about attitude is that " the individual response to an object or group of objects" (Lett, 1977: 269). According to Shaw & Wright (1967: 9), attitude is a force that manages and guides people's behavior. These researchers claim that the attitude is not innate in individuals, but it cannot be changed easily after it was acquired. Krech et al. (1962) are of the opinion that the attitude results from cognitive, affective and behavioral elements. The cognitive and affective elements are derived

from one's own experience and the behavioral element from other individuals. Another opinion that supports this determination was shown by Morgan (1995) and he claims that the most important factors determining attitudes in 30's are shown as groups of friends and as mass media.

Many studies (Karahan, 2007; Krashen, 1981; Savignon, 1983;) show that positive attitude affects success positively. Attitudes of individuals who learn a foreign language can affect language learning competences and prevent successful implementation of curricula (Young, 1991). Sturgeon (2006) stated that the motivation and attitude of the individual in the learning process affect foreign language learning. The attitude towards a language is in line with the attitude towards people who speak that language as their mother tongue (Richards et al, 1992). In other words, it is normal for a person who has a positive attitude towards the British to have a positive attitude towards English. Furthermore, the attitude of the teacher towards the school and its students are the most important factors affecting student achievement. (Kanjira, 2008).

Some of the individual variables that affect learning are effective. It is not possible to address all variables believed to have an impact on learning. For this reason, researchers carry out their research through variable restriction by considering relational context. In this study, it is thought that the attitudes and anxiety about foreign language can be dealt with by the relational context and thus, at least in terms of affective dimension, important findings can be obtained.

The Aim of the Research

The main aim of this research is to determine the relationship between language anxiety and attitude in English courses. The research try's to find answers to these questions;

- Is there any meaningful difference in students' anxiety and attitude in terms of gender?
- Is there any meaningful difference in students' anxiety and attitude in terms of grade of the students?
- Is there any meaningful difference in students' anxiety and attitude in terms of academic scores of the students?
- Is there and correlation among anxiety and attitude scales and sub-scales?

METHOD

The research was carried out according to the survey method of quantitative research methods. In the literature, according to the accepted definitions, the survey method is based on the measurement of the existing variables without any manipulation as in the experimental methods (Karasar, 1984).

The population of the study was determined as high school students in Elazığ province. Two different high school students randomly selected from this population constitute the sample of the study. Table 1 presents some information about the sample of 10, 11 and 12th grade students in two different high schools in Elazığ in 2018-2019 academic year.

Table 1. Demographic features of participants

Variable	Features	n	%
Grade	10 th grade	242	40.7
	11 th grade	210	35.4
	12 th grade	142	23.9
	Total	594	100.0
Gender	Female	298	50.2
	Male	296	49.8
	Total	594	100.0
Department	Math-Science	140	23.6
	Equally Devided	113	19.0
	Foreign language	99	16.7
	10 th grade	242	40.7
	Total	594	100.0
Another Language	Yes	283	47.6
	No	311	52.4
	Total	594	100.0

For this research, two different measurement tools were used. One of these tools is the anxiety scale developed by Horwitz & Cope (1986) in order to measure the anxiety of foreign language lessons. This scale was adapted to Turkish by Aydın (2001) and it was revealed that the original internal consistency was .93 as a result of the validity study conducted by Gürsu (2011). Test-retest correlation of the scale was found to be .83. Three sub-dimensions were composed of 33 items. In this research, Cronbach-Alpha score of anxiety scale has been determined as .75 and Cronbach-Alpha score of attitude as .93.

The attitude scale developed by Kazazoğlu (2011) was also used in the study. This instrument, which consists of 27 items, consists of three sub-dimensions: positive thoughts towards the course, negative thoughts towards the course and positive thoughts about learning. The Cronbach-Alpha internal consistency coefficient of the scale was determined as .73 by the researcher who developed the scale. In this study, Cronbach Alpha coefficient of the scale was calculated as .933. The permits of the measurement instruments used in the study were obtained by mail.

Cohen's (1988) (≥ 0.5 : strong, ≥ 0.3 : moderate and $\geq .01$ weak) effect criteria were used to interpret the effect size in cases where dependent variables differed significantly in terms of independent variables. (Gliner, Morgan & Leech, 2015:308).

FINDINGS

This section contains research findings. The research findings are given separately for each independent variable. In the research, several abbreviations were used;

LCSA: Language Course Speaking Anxiety

ITLC: Interest towards Language Course

SAF: Speaking Anxiety with Foreigners

NTLC: Negative Thoughts towards Language Course

PTLC: Positive Thoughts towards Language Course

NTL: Negative Thoughts towards Learning

In this context, the findings obtained in terms of the gender independent variable are given in Table 2.

Tuncer, M. & Akmeçe, A. E. (2019). Examination of high school students' anxiety and attitude towards English course. *Journal of Educational Reflections*, 3(2), 75-84.

Table 2. Comparison of Anxiety and Attitude towards Foreign Language by Gender Variable

Scale	Levene		T-test		Difference	Eta-Square
	F	p	t	P		
LCSA	.000	.986	.557	.578	-	-
ITLC	12.191	.001*	-	-	-	-
SAF	1.171	.280	-3.590	.000*	2>1	.021
Anxiety _{total}	.434	.510	-.601	.548	-	-
NTLC	.489	.485	-6.281	.000*	2>1	.062
PTLC	2.566	.110	-6.050	.000*	2>1	.058
NTL	.305	.581	-5.389	.000*	2>1	.047
Attitude _{total}	.111	.739	-6.209	.000*	2>1	.061

1: Female (N=298), 2: Male (N=296), *p<.05

As can be seen in Table 2, the distribution is not homogeneously distributed in terms of ITLC sub-dimension of the Anxiety scale ($p < .05$). In the LCSA and the total scale, which are homogeneous, there is no difference in terms of the gender. ($p > .05$). On the other hand, significant differences were found in the SAF subscale of the anxiety scale in favor of male students. ($t(592) = -3.590$, $p = < .05$). Significant differences in opinion were determined in favor of male students in terms of all subscales of the attitude for foreign language. ($p < .05$). According to the eta-square values calculated to determine the gender effect in the determined dimensions, gender has moderate effect on SAF, NTL and has a strong effect on NTLC, NTL and Attitude_{total} subscales. Mann-Whitney U (M.W.U.) test was used to compare the non-homogenous subscale in terms of gender independent variables and the results were given in Table 3.

Table 3. The distribution of non-homogeneous scales in terms of gender through M.W.U. Test

	Gender	N	M.S.	S.S.	U	p	Eta-Square
ITLC	Female	298	290,27	86499,00	41.948	.297	.003
	Male	296	304,78	90216,00			
	Total	594					

$p > .05$

According to the M.W.U. test analysis, there was no significant difference in terms of gender in the subscale of ITLC scale. ($U = 41.948$, $p < .05$). When an evaluation was made in terms of the calculated effect sizes, it was observed that gender had a weak effect on the ITLC sub-scale. Another independent variable of the research is the class in which students study. The results of the one-way Anova, in which the sample students' views are compared in terms of the class variable, are as in Table 4.

Table 4. Comparison of Student Opinions about Anxiety and Attitude towards Foreign Language by Class Variables

Scale	Levene		Anova		Difference	Eta-Square
	F	p	F	p		
LCSA	8.170	.000*	-	-	-	-
ITLC	2.747	.065	3.138	.044*	3>1,2	.011
SAF	2.973	0.52	6.399	.002*	3>2, 2>1	.021
Anxiety _{total}	7.656	.001*	-	-	-	-
NTLC	.286	.751	1.469	.231	-	-
PTLC	1.389	.250	.187	.830	-	-
NTL	.480	.619	1.805	.165	-	-
Attitude _{total}	.737	.479	.496	.609	-	-

1: 10th Grade (N=242), 2: 11th Grade (N=210), 3: 12th Grade (N=142), *p<.05

According to Table 4, the distribution of the LCSA subscale and overall anxiety scale are not homogenous ($p < .05$). Determined significant differences in view of the ITLC subscale is between 12th grade students and students in Grades 10th and 11th. In the same scale, it was determined that there was a significant difference between the 11th grade students and 10th and 12th grade students in terms of SAF. Other dependent variables and sub-dimensions of the study were not differentiated according to class variables. When an assessment is made in terms of the calculated effect sizes, it has been determined ITLC and SAF subscales are weakly affected by the class variable.

Table 5 shows the Kruskal Wallis H (K.W.H.) test, where the distribution is not homogeneous in terms of class variable

Table 5. Kruskal Wallis H Test Results of the LCSA Sub-scale and Anxiety Scale Total in terms of Grade Variable

	Grade	N	K.W.H		
			X ²	p	Eta-Square
LCSA	10th Grade	242	2.264	.322	-
	11th Grade	210			
	12th grade	142			
Anxiety _{total}	10th Grade	242	3.741	.154	-
	11th Grade	210			
	12th grade	142			
	Total	594			

*p>.05

According to the K.W.H. analysis results, students' opinions in both subscales do not differ significantly according to the class variable. (p>.05).

Another dependent variable of the study is student success. The results of the one-way Anova where the student views are compared in terms of academic achievement variable are as in Table 6.

Table 6. Comparison of Students' Views on Anxiety and Attitude Towards Foreign Language According to Academic Achievement

Scale	Levene		Anova		Difference	Eta-Square
	F	p	F	p		
LCSA	2.124	.096	9.816	.000*	2>3,4	.048
ITLC	2.985	.031*	-	-	-	
SAF	.857	.463	7.365	.000*	4>1,2,3	.036
Anxiety _{total}	3.356	.019*	-	-	-	
NTLC	.784	.503	60.228	.000*	1>2,3,4	.234
PTLC	1.354	.256	63.608	.000*	4>1,2,3	.244
NIL	.826	.480	39.407	.000*	1>2,3,4	.167
Attitude _{total}	.787	.502	66.972	.000*	4>1,2,3	.254

1: 0-50 (N=32), 2: 51-70 (N=185), 3: 71-90 (N=332), 4: 91-100 (N=45) *p<.05

According to Table 6, the students' views on the Total Anxiety Scale and the ITLC sub-scale are not distributed homogeneously. An important difference in the subscale of LCSA was found to be in favor of students who have 51-70 academic score in compared to students with between 71-90 and 91-100 academic score. When it comes to the SAF sub-scale, the significant difference is in favor of the students who have 91-100 academic score. A significant difference in the attitude scale and PTLC are in favor of the students who have 91-100 academic score. When the effect sizes are examined, it is seen that the academic success score variable has a strong effect on the subscales of LCSA and SAF, moderate effect on Total Attitude Scale.

The comparison of the Anxiety Scale and the ITLC subscale whose distribution is not homogeneous is presented in Table 15 by Kruskal Wallis H (K.W.H.) test.

Table 7. Kruskal Wallis H (K.W.H.) Test Results of Students' Anxiety, Attitudes in terms of Academic Score Variables.

	Score	N	X ²	p	Eta-Kare
ITLC	0-50	32	45.586	.000*	.048
	51-70	185			
	71-90	332			
	91-100	45			
Anxiety _{total}	0-50	32	26.977	.000*	.046
	51-70	73			
	71-90	297			
	91-100	192			

*p<.05

According to Table 15, a significant difference was observed in total Anxiety Scale and ITLC subscale in view of the student achievement. When the eta square calculations of the significant difference were examined, it was found that the variable had moderate effect on the total sub-scale of anxiety and ITLC.

According to Table 16, positive relationships between Anxiety and Attitude scales and sub-scales were observed. (p<.000). The highest correlation among the scales and sub-scales was between Total of Anxiety

Tuncer, M. & Akmeççe, A. E. (2019). Examination of high school students' anxiety and attitude towards English course. *Journal of Educational Reflections*, 3(2), 75-84.

Scale and LCSA sub-scale ($r = .962, p < .000$) and the lowest correlation was between Total of the Anxiety Scale and NTL subscale ($r = .134, p < .000$). A negative correlation was observed between some scales and sub-scales. As a result of the correlation test, no significant difference was observed between LCSA and SAF ($r = .062, p < .133$).

Table 16. Correlation Analysis Table of Anxiety and Attitude Scales and Sub-Scales

Correlation	N	Pearson (r)	p
ITLC * LCSA	594	.301	.000**
SAF * LCSA	594	.062	.133
Anxiety _{total} * LCSA	594	.962	.000**
Attitude _{total} * LCSA	594	.241	.000**
NTLC * LCSA	594	.185	.000**
PTLC * LCSA	594	.262	.000**
NTL * LCSA	594	.133	.000**
SAF * ITLC	594	-.164	.000**
Anxiety _{total} * ITLC	594	.441	.000**
Attitude _{total} * ITLC	594	.419	.000**
NTLC * ITLC	594	.367	.000**
PTLC * ITLC	594	.433	.000**
NTL * ITLC	594	.347	.000**
Anxiety _{total} * SAF	594	.247	.000**
Attitude _{total} * SAF	594	-.220	.000**
NTLC * SAF	594	-.216	.000**
PTLC * SAF	594	-.175	.000**
NTL * SAF	594	-.252	.000**
Attitude _{total} * Anxiety _{total}	594	.252	.000**
NTLC * Anxiety _{total}	594	.192	.000**
PTLC * Anxiety _{total}	594	.284	.000**
NTL * Anxiety _{total}	594	.134	.000**
NTLC * Attitude _{total}	594	.930	.000**
PTLC * Attitude _{total}	594	.950	.000**
NTL * Attitude _{total}	594	.904	.000**
PTLC * NTLC	594	.822	.000**
NTL * NTLC	594	.789	.000**
NTL * PTLC	594	.813	.000**

LCSA: Language Course Speaking Anxiety, ITLC: Interest Towards Language Course, SAF: Speaking Anxiety with Foreigner, **Significant at .01 level, * Significant at .05 level

CONCLUSION AND DISCUSSION

In this study, it was tried to measure students' anxiety and attitudes towards foreign language lesson by using independent variables such as gender, class, and student's academic achievement.

The first one of the research results is on foreign language anxiety. Significant differences were observed in the foreign language course anxiety, which was discussed with different variables. One of these results is that male students are more worried about speaking to foreigners than female students. In contrast to this result, Batumlu & Erden (2007) found in their study that gender is not a factor that affects foreign language anxiety. However, this study found a negative relationship between success and anxiety. These differences between studies may be caused by the sample of the study and the result, which men are more concerned about speaking to strangers may be result of their lower language proficiency than women.

While there is no significant difference in speaking anxiety in the language course, the observed difference in the anxiety of speaking with foreigners may be the result of students' being less concerned when they are ready. In their study, Horwitz, Horwitz & Cope (1986) found that students have less anxiety in their pre-prepared speeches, but anxiety levels increase in unprepared cases.

In the study, the anxiety levels of high school students were examined and it was observed that there was an increase in the interest of the language course and the speaking anxiety with foreigners in parallel with the grade level. High school senior students' speaking anxiety are higher than grades 11 and 10, and this may

be caused by the misunderstanding and fear of small falls when considering the age characteristics of the elder students who are more mature than the lower classes. When the related field is scanned, it has been found that, contrary to the results of this study, there are studies (Gardner, Tremblay & Masgoret, 1997) that claim level of anxiety decreases as the grade level increases.

As the last variable of the study, it has been examined how success affects the anxiety and attitudes of high school students. It was found that the academic scores of the students who have speaking anxiety are higher than the students who do not have anxiety. The probable cause of this situation may be the fear of failure due to speaking in foreign language classes. The fact that students with high scores have less speaking anxiety with foreigners than others supports this situation. It is an undeniable fact that anxiety affects negatively on success. In his study, Young (1986) suggested that anxiety has a negative effect, especially on speaking in a foreign language. On the other hand, A low level of anxiety may mean that the person cannot perform his / her desired performance. In an experimental study conducted by Matsumoto (1989), it was found that the individual who has problems of listening and speaking in a foreign language has a low level of anxiety. Based on these data, it can be concluded that it is beneficial to be reasonably anxious for academic achievement, and that excessive anxiety affects the success negatively.

One of the most important variables in foreign language teaching is the attitude towards foreign language. In this study, it was observed that male students have higher attitudes towards foreign language course compared to female students. In contrast to this result, Hanbay (2009) found out that female students have higher attitude scores than male students in his study on Anatolian high school students. In a study parallel to this conclusion, Graham (1990) found that female students have a more positive attitude towards foreign language lessons than males. When it comes to the relationship between success and attitude, the students who have high attitudes according to the research findings have high achievement scores. Similar to this result, Mitchell & Myles (1998) and Ellis (1994) found that attitudes affect student achievement and students who have positive attitudes are more successful than others.

In conclusion, this study tries to show how anxiety and attitude, which are two of the most powerful dynamics of predicting foreign language learning, varies according to various independent variables and how these variables affect the achievement of student. With the contribution of this research, which is trying to reveal how effective anxiety and attitude are in detail, the re-regulation of foreign language teaching in the light of these dynamics can contribute to the level of language learning and teaching which we have not been able to reach to the desired level for many years.

As a suggestion to the researchers, it can be offered that anxiety and attitude can be examined in terms of grade level and different courses. Besides, according to the literature, attitude is not a stable pattern and it may change unexpectedly. A kind of research to determine its reason can be beneficial for the field. It can be researched how multiple dimensioned measurements affect attitude.

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