



The predictiveness of students' attitude and motivation on their achievement in ESP classes: The mediating role of anxiety

Selda ÖZER^{a*}

^a *Neveşehir Hacı Bektaş Veli University, Neveşehir, Turkey*

Abstract

The study investigated the mediating role of anxiety in the predictiveness of students' attitude and motivation on their achievements in English for Specific Purposes (ESP) classes. A total of number of 424 students at the Faculty of Tourism in a state university in Turkey participated in the study in the Spring Semester of 2017-2018 academic year. The participants were selected randomly on voluntary basis. The data were collected using attitude, motivation and anxiety scales. The participants declared their success scores in the Vocational English Course (an ESP class). The data were analysed using the IBM SPSS 20 with Hayes (2013)'s PROCESS macro. Bootstrapped confidence intervals were used to examine the indirect effect of anxiety on the effect of attitude and motivation on achievement. The results revealed that there was a significant positive relationship between attitude and motivation, between attitude and achievement, and between motivation and achievement. A significant negative relationship was found between anxiety and attitude, motivation and achievement. The results also revealed that attitude predicted achievement positively and anxiety negatively; and that anxiety predicted achievement negatively. Anxiety partially mediated the predictiveness of attitude on achievement. The study found out that motivation predicted achievement positively and anxiety negatively. Anxiety partially mediated the predictiveness of motivation on achievement. Overall, in order to increase achievement, attitude and motivation levels of students should be increased and anxiety levels should be reduced as much as possible.

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Keywords: Attitude, motivation, anxiety, achievement, English for Specific Purposes (ESP), Vocational English Course, Faculty of Tourism

1. Introduction

Foreign language learning is influenced by several elements. However, affective factors may play crucial roles for learners more than other factors, depending on the intensity of emotions. Thus, being mentally ready to learn a language requires being emotionally prepared for the language to be learnt (Chastain, 1988). While affective domain includes

* Selda Özer
E-mail address: sozer@nevsehir.edu.tr

different aspects, attitude, motivation and anxiety can be regarded as some of the most important variables affecting language learning. Language learning ability becomes confusing when investigating the effect of affective differences, such as attitude, motivation and anxiety on learning a foreign language (Sparks, Ganschow, & Javorsky, 2000).

Attitude is defined as an individual's inclination to reply favourably or unfavourably to a person, an object, an event or an institution, or any other distinguishable aspect of his/her mindset (Ajzen, 1989). According to Gardner (1985), attitude is an evaluative response to a referent based on the individual's opinions or beliefs regarding the referent. Csizér and Dörnyei (2005) stressed that attitude is a significant factor in foreign language learning process. Some studies investigated attitudes towards language learning and found out that there is a strong relationship between attitude and performance in the language (Fakeye, 2010). Positive attitudes to learning situation have consistently been found to be related to higher language achievement. Students' attitudes towards foreign language learning influence their achievement in the course and concurrently they are affected by their achievement. In other words, positive attitudes towards the foreign language are intensified by the achievement in the foreign language course. In the same way, negative attitudes cause failure to learn the foreign language (Mitchell & Myles, 2004; Chambers, 1999; Dörnyei, 1998; Ellis, 1994; Gardner & Lambert, 1972).

Negative attitudes towards speaking English cause students have lower verbal competences. In other words, negative attitudes decrease interest and motivation (Bui & Intaraprasert, 2013; Brown, 2007). Traditional classrooms are less anxiety-provoking than classrooms requiring oral communication (Horwitz, 2001). In addition, attitudes towards English significantly correlated with speaking skills (Karagöl & Başbay, 2018; Serin, Serin & Ceylan, 2010; House & Prion, 1998). In previous studies, it was found that there was a negative and significant relationship between foreign language attitudes and foreign language anxiety. In other words, students with low attitude scores towards foreign language have higher anxiety scores and consequently they have difficulty in learning the language (Hussain, Shahid & Zaman, 2011; Aydın & Yeşilyurt, 2009).

When it comes to motivation, Gardner (1985) defined it as the combination of effort of desire to learn a language plus favourable attitudes toward learning the language. Gardner also (2001) claimed that motivation is the strongest determinant of achievement in foreign language learning. Moreover, Cohen (2010) argued that nothing much happens without motivation. Students with high motivation have an active role in foreign language activities. As students' motivation levels affect their approach to tasks, the teaching environments should be prepared by taking these characteristics into account in order to achieve success in foreign language teaching. The literature showed that motivation is a strong predictor of English course achievement (Mahdinejad,

Hasanzadeh, Mirzaian & Ebrahimi, 2012; Bernaus & Gardner, 2008; Kim, 2006). MacIntyre and Gardner (1991a) stated that motivation and anxiety are correlated and that language learning is affected by the correlation. In other words, the relationship between motivation and anxiety is a negative; and thus, the level of motivation will decrease as the level of anxiety increases (MacIntyre & Gardner, 1991a). Besides, many studies in the literature showed that there is a negative relationship between foreign language anxiety and speaking skill (Karagöl & Başbay, 2018; Huang, 2018; Mahmoodzadeh, 2012; Basic, 2011; Woodrow, 2006). As the result of high anxiety and low motivation levels, students' achievement in learning the foreign language decreases.

Spielberger (1983) defined anxiety as the subjective nervousness, tension and worry. According to Horwitz, Horwitz and Cope (1986), anxiety is a complex construct of beliefs, self-perceptions, feelings and behaviours towards learning a language. For MacIntyre and Gregersen (2012) foreign language anxiety includes negative emotions and worry about learning or speaking a foreign language. Highly anxious learners have fears of making mistakes, being at the centre of interest or being laughed by their peers in language classes and they cannot communicate with their friends efficiently. A study revealed that the most anxiety-provoking activities include speaking activities such as role-playing, oral presentations and defining words (Koch & Terrell, 1991).

Horwitz, Horwitz, and Cope (1986) asserted that students feel nervous, anxious and stressed in foreign language classes and they feel prevented because of high level of anxiety. They also asserted that students with high motivation and enthusiasm in science, mathematics, and music lose their motivation in foreign language learning; and this situation is due to the classroom atmosphere. Meanwhile, to fully understand the impact of motivation on the student, whether the student has anxiety should be taken into account; in that high motivation level reduces anxiety and high anxiety inhibits motivation. (MacIntyre & Charos, 1996). When students do not have enough motivation, their level of anxiety increases and they cannot learn the language (McDonough, 1986).

The literature proved a significant negative correlation between foreign language anxiety and both expected and actual scores of students. That's to say, more anxious students not only expected but also received lower scores than less anxious students (Horwitz, 1986). Likewise, MacIntyre and Gardner (1989) revealed significant negative correlations between anxiety and performance on a vocabulary learning task. Students with low anxiety levels achieved more than those with high anxiety levels. On the other hand, students who perform poorly in language classes are naturally anxious. Although some students' their abilities are good, they feel uncomfortable because of their anxiety (Horwitz, 2001). In short, it has been observed that there is a negative relation between anxiety and achievement in learning a foreign language (Demirdaş & Bozdoğan, 2013; Awan, Azher, Anwar & Naz, 2010; Chan & Wu, 2004; Hao, Liu & Hao, 2004; Horwitz, 2001; Sparks, Ganschow & Javorsky, 2000; Saito, Horwitz & Garza, 1999). Moreover,

some researchers have emphasized that motivation and achievement can be improved through controlling test anxiety with appropriate interventions (Schunk, Pintrich & Meece, 2014).

When the current literature in the world and in Turkey was reviewed, it was observed that the studies covered English as a second or a foreign language (Yüce, 2018; Karagöl & Başbay, 2018; Huang, 2018; Ergin & Karataş, 2018; Coşkun & Taşgın, 2018; Kırkağaç & Öz, 2017; Bademcioglu, Karatas & Ergin, 2017; Tuncer & Doğan, 2015; Saracaloğlu, Varol & Evin-Gencel, 2014; Karakış, 2014; Baş, 2014; Marzban & Sadighi, 2013; Khodadady & Khajavy, 2013; Demirdaş & Bozdoğan, 2013; Bui & Intaraprasert, 2013; Mahmoodzadeh, 2012; Mahdinejad, Hasanzadeh, Mirzaian & Ebrahimi, 2012; Pineda, 2011; Hussain, Shahid, & Zaman, 2011; Serin, Serin & Ceylan 2010; Liu & Huang, 2010; Awan, Azher, Anwar & Naz, 2010; Doğan, 2009; Aydın & Yeşilyurt, 2009; Bernaus & Gardner, 2008; Saracaloğlu & Varol, 2007; Batumlu & Erden, 2007; Woodrow, 2006; Kim, 2006; İnal, Evin & Saracaloğlu, 2005; Hao, Liu & Hao, 2004; Chan & Wu, 2004). None of the aforementioned studies examined the three concepts (attitude, motivation and achievement) together with the mediating role of anxiety in General English. Although Özer (2019) investigated attitude, motivation and anxiety levels of students studying at a faculty of tourism towards vocational English course, there are no research examining the relationship among attitude, motivation and achievement with the mediating role of anxiety in Vocational English Course in the literature.

Vocational English Courses at faculties of tourism are designed to train students to communicate with guests, so students should be involved in dialogues and conversations. In other words, students are engaged in real and authentic communication (Büyükkalay, 2017). Original dialogues and conversations are created, acted or role-played by students in scope of Vocational English Courses. Determining the factors affecting achievement specifically in ESP/Vocational English Course is very crucial in terms of efforts to utilize instructional methods, to employ appropriate methods in the teaching-learning process and to reach the learning outcomes of the course. Given the importance of attitude, motivation and anxiety in English language learning/teaching studies, the significance and necessity of studying these three concepts together are clear. In addition, the results of the study will enable teachers and lecturers of English, students, program developers, researchers of foreign language teaching to comprehend thoroughly the joint relationship among attitude, motivation, anxiety and achievement. The results will provide an insight to notice the problems about attitude, motivation and anxiety encountered in the teaching-learning process, to solve them, and accordingly to increase achievement. Thus, the study examines the mediating role of anxiety in the predictiveness of attitude and motivation on achievement in ESP context. In this sense, the study tries to answer the following questions:

1. Does anxiety mediate the predictiveness of attitude on achievement in ESP?

2. Does anxiety mediate the predictiveness of motivation on achievement in ESP?

2. Method

2.1. Research Design

The study was based on a quantitative correlational research. Correlational research was used in the study to present predictiveness of the independent variables (attitude, motivation and anxiety) on the dependent variable (achievement) without interference. Using correlational research design, more detailed information can be obtained about the relationship among the variables (Cresswell, 2009).

2.2. Participants

The participants of the study comprised 424 junior and senior students at a Faculty of Tourism at a state university in Turkey in the Spring Semester of 2017-2018 academic year. The questionnaire forms were delivered to 467 students and 431 students filled in the forms voluntarily. However, after Mahalanobis analysis to detect outliers, 7 data were excluded from the analyses. Out of 424 participants, 173 (40.8%) were female and 251 (59.2%) were male. 205 students (48.3%) were 20-22 years old, 186 students (43.9%) were 23-25 years old and 33 students (7.8%) were 26 and older than 26 years old. In terms of department, 273 students (64.4%) were majoring Tourism Management, 62 of them (14.6%) were majoring Tourism Guiding and 89 of them (21%) were majoring Gastronomy and Culinary Arts. 159 of the students (37.5%) were junior students and 265 of them (62.5%) were senior students. 50 students (11.8%) got AA, 126 students (29.7%) got BA and BB, 184 students (43.4%) got CB and CC, 31 students (7.3%) got DD and DC and 33 students (7.8%) got FD and FF in the Vocational English Course in the Spring Semester of 2017-2018 academic year.

2.3. Data Collection Instruments

2.3.1. Attitude

Attitude Scale towards Vocational English Course, developed by Özer (2016), consists of 28 items (17 positive and 11 negative) rated on five-point Likert scale. Total item correlations of the items were between .61 and .82. KMO was .95 and Barlett test was .00. After explanatory factor analysis, the scale was considered to have one factor. Reliability of the instrument (Cronbach's alpha) was $\alpha = .96$ (Özer & Yılmaz, 2018; Özer, 2016). Confirmatory factor analysis was applied in another study and chi-square values ($\chi^2=727.55$, $sd=336$, $\chi^2/sd=2.17$ $p<0.001$) were significant. Fit indices of the model were RMSEA=0.06, SRMR=0.06, IFI=0.90 and CFI=0.90 (Özer & Yılmaz, 2016). The internal reliability of the scale (Cronbach's alpha) was 0.91 for the present study.

2.3.2. Motivation

Attitude/Motivation Test Battery (AMTB), developed by Gardner (1985) was used in the study. The scale was adapted to Turkish by Doğan (2009) containing 34 items in the form of five-point Likert scale and four sub-scales of AMTB (*Motivation intensity* with 10 items, *Attitudes towards learning the language* with 10 items, *Desire to learn the language* with 10 items and *Instrumental orientation* with 4 items). Confirmatory factor analysis was applied in another study and chi-square values ($\chi^2=7678.53$, $sd=505$, $\chi^2/sd=15.20$, $p<0.01$) were significant. Fit indices were CFI=1, GFI=0.96, AGFI=0.95, RMSEA=0.097, RMSEA CI=0.095-0.097 and SRMR=0.076 (Karakış, 2014). Cronbach's alpha values of the scale factors were .72 in "*Motivation intensity*", .85 in "*Attitudes towards learning the language*", .80 in "*Desire to learn the language*", .76 in "*Instrumental orientation*" and the reliability of the whole scale was .92 for the present study.

2.3.3. Anxiety

Foreign Language Classroom Anxiety (FLCA) used in the study was developed by Horwitz, Horwitz and Cope (1986) and adapted to Turkish by Aydın (1999). The scale contains 33 items in the form of five-point Likert scale and three factors (*Communication apprehension* with 11 items, *Fear of negative evaluation* with 7 items and *Test anxiety* with 15 items). Confirmatory factor analysis for the Turkish version was found to have good fit. Chi-square values ($\chi^2=3718.50$, $sd=491$, $\chi^2/sd=7.57$, $p<0.01$) were significant. Fit indices were CFI=1, GFI=0.97, AGFI=0.97, RMSEA=0.066, RMSEA CI=0.064-0.068 and SRMR=0.052 (Karakış, 2014). Reliability coefficients (Cronbach's alpha) of the scale factors were .71 in "*Communication appreciation*", .71 in "*Test anxiety*", .82 in "*Fear of negative evaluation*", and internal reliability of the whole scale was .88 for the present study.

2.3.4. Achievement

End-of-term scores of the students in Vocational English Course in 2017-2018 Spring Semester were obtained from student responses. AA was coded as the highest mark (5), BA and BB were coded as 4, CB and CC were coded as 3, DC and DD were coded as 2, FD and FF were coded as the lowest mark (1).

2. 4. Data Analysis

Data were analysed using an IBM SPSS 20 with Hayes (2013)'s PROCESS macro. Bootstrapped confidence intervals were used to examine the indirect effect of anxiety on the effect of attitude and motivation on achievement. In the study, 95% confidence intervals were regarded as confidence level with 5,000 bias-corrected bootstrap. The indirect effect was considered significant, if the bias-corrected bootstrap confidence interval did not entirely include zero (Hayes, 2013).

3. Results

Pearson correlation analysis was generated to determine the correlations among attitude, motivation, anxiety and achievement. Descriptive statistics and correlation matrices of the variables in the study were given in Table 1.

Table 1. Descriptive statistics and correlation matrices of the variables in the study

Variables	Attitude	Motivation	Anxiety	Achievement
Attitude	1.00			
Motivation	.66**	1.00		
Anxiety	-.26**	-.24**	1.00	
Achievement	.38**	.32**	-.30**	1.00
Mean	3.50	3.53	3.14	3.30
SD	.63	.57	.53	1.03
Skewness	.03	.50	-.04	-.41
Kurtosis	-.50	-.80	-.14	.08

**p<0.01

As seen in Table 1, the mean was 3.50 for attitude; 3.53 for motivation; 3.14 for anxiety and 3.30 for achievement. Motivation, attitude and achievement levels of students can be considered as moderately high. Meanwhile, anxiety levels of students were also above the average level. The analysis showed that there was a significant positive relationship between attitude and motivation ($r=.66$; $p<0.01$), and the correlation was medium. A significant negative relationship was found between attitude and anxiety ($r=-.26$; $p<0.01$), and the correlation was low. The relationship between attitude and achievement ($r=.38$; $p<0.01$) was significant and positive, and the correlation was medium. There was a significant negative relationship between motivation and anxiety ($r=-.24$; $p<0.01$), and the correlation was low. There was a significant positive relationship between motivation and achievement ($r=.32$; $p<0.01$), and the correlation was medium. The relationship between anxiety and achievement was also significant and negative ($r=-.30$; $p<0.01$), and the correlation was low. The correlation co-efficient was regarded as low if it was below .30, medium if it was between .30 and .69, and high if it was above .70 (Çokluk, Şekercioğlu & Büyüköztürk, 2014).

PROCESS macro, a regression-based mediation analyses procedure provided by Hayes's (2013), was applied to detect the possible mediating role of anxiety in the predictiveness of attitude and motivation on achievement in two separate models. The results of the analyses for attitude were given in Table 2.

Table 2. The mediating model for attitude, path co-efficients and indirect effect

	Path			Bootstrap 95% CI	
	Co-efficient	SE	t	Lower level	Upper level
Model 1 (Figure 1)					
Attitude→ Anxiety	-.22	.04	-5.60**	-.30	-.14

Anxiety→ Achievement	-.40	.09	-4.63**	-.58	-.23
Attitude→ Achievement	.62	.07	8.51**	.48	.77
Attitude→ Anxiety→ Achievement	.06	.02		.03	.09

**p<.01, Sobel z=3.53, p=.00.

Table 2 showed that attitude had a significant negative effect on anxiety ($\beta=-.22, t=-5.60$). Anxiety had a significant negative effect on achievement ($\beta=-.40, t=-4.63$). The direct effect of attitude on achievement was found to be significant and positive ($\beta=.62, t=8.51$). The results of the bias-corrected bootstrapping procedure reflected that the indirect effect of attitude on achievement through anxiety was significant and positive ($\beta=.06$). The bias-corrected bootstrap confidence interval (95% CI) was found .03 as the lower limit and .09 as the upper limit. As the 95% CI did not include zero, the mediation effect was regarded as significant at the .05 level. The findings showed that the indirect effect of attitude on achievement via anxiety was significant. Figure 1 pictured the mediation model after the analysis (Model 1).

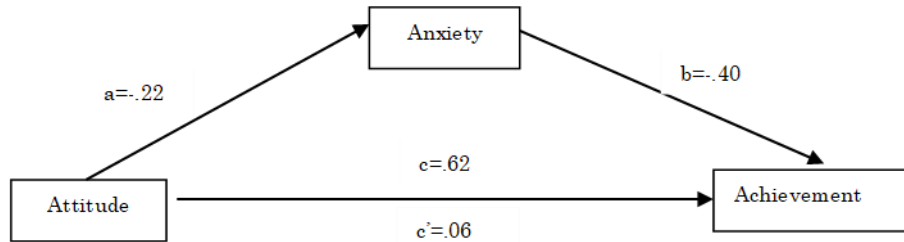


Figure 1. The mediating role of anxiety in the effect of attitude on achievement (Model 1)

As seen in Figure 1, the co-efficient of the path between attitude and achievement (path c) was high and significant. However, once anxiety was added to the regression equation, the co-efficient of the path between attitude and achievement (path c') was lowered but still significant. In this case, anxiety had a mediating role in the predictiveness of attitude on achievement. In other words, anxiety was a significant mediator in the effect of attitude on achievement. Moreover, Sobel test showed that the decrease was significant ($z=3.53, p<.01$). Therefore, anxiety partially mediated the effect of attitude on achievement. Table 3 displayed the results of the analyses for motivation.

Table 3. The mediating model for motivation, path co-efficients and indirect effect

	Path			Bootstrap 95% CI	
	Co-efficient	SE	t	Lower level	Upper level
Model 2 (Figure 2)					
Motivation→ Anxiety	-.23	.04	-5.08**	-.31	-.14
Anxiety→ Achievement	-.45	.09	-5.04**	-.62	-.27
Motivation → Achievement	.59	.08	7.09**	.42	.75
Motivation → Anxiety→ Achievement	.06	.02		.03	.09

** $p < .01$, Sobel $z = 3.54$, $p = .00$.

In Table 3, it was seen that motivation had a significant negative effect on anxiety ($\beta = -.23$, $t = -5.08$). Anxiety had a significant negative effect on achievement ($\beta = -.45$, $t = -5.04$). The direct effect of motivation on achievement was found to be significant and positive ($\beta = .59$, $t = 7.09$). The results of the bias-corrected bootstrapping procedure reflected that the indirect effect of motivation on achievement through anxiety was significant and positive ($\beta = .06$). The bias-corrected bootstrap confidence interval (95% CI) was found .03 as the lower limit and .09 as the upper limit. Since the 95% CI did not include zero, the mediation effect was considered as significance at the .05 level. The findings showed that the indirect effect of motivation on achievement via anxiety was significant. Figure 2 imaged the mediation model after the analysis (Model 2).

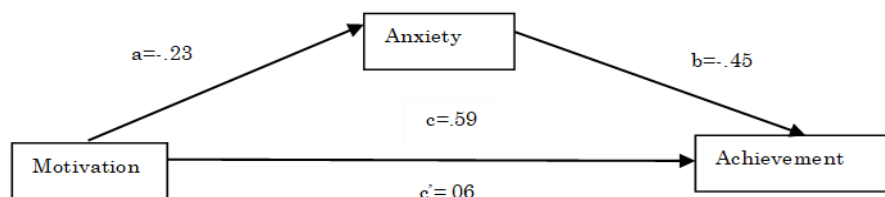


Figure 2. The mediating role of anxiety in the effect of motivation on achievement (Model 2)

As seen in Figure 2, the co-efficient of the path between motivation and achievement (path c) was high and significant. However, when anxiety was added to the regression equation, the co-efficient of the path between motivation and achievement (path c') was lowered but still significant. In this case, anxiety had a mediating role in the predictiveness of motivation on achievement. That is to say, anxiety was a significant mediator in the effect of attitude on achievement. In addition, Sobel test showed that the decrease was significant ($z = 3.54$, $p < .01$). Thus, anxiety partially mediated the effect of motivation on achievement.

4. Discussion and Conclusions

The study investigated the mediating role of anxiety in the predictiveness of attitude and motivation on achievement in ESP/Vocational English Course. The analyses of the study reflected that there was a significant positive relationship between attitude and motivation. The finding is in line with Brown (2007)'s assertion, in that, positive attitudes affect speaking skills significantly and negative attitudes decrease interest and motivation. Motivation in foreign language accounted for 15% of the variance in negative attitude toward English and motivation was the most significant predictor of negative attitude (Khodadady & Khajavy, 2013).

The study found out that there was a significant positive relationship between attitude and achievement. Studies conducted by Mitchell and Myles (2004) and Ellis (1994)

revealed that student attitudes towards learning foreign languages affect their achievement and success and vice versa. Positive attitudes of students towards the foreign language increases achievement and the level of success; on the contrary, negative attitudes can reinforce their failure. In addition, studies held to determine the relationship between attitude and achievement revealed a significant positive relationship between the variables (Serin, Serin & Ceylan, 2010; House & Prion, 1998). Various studies demonstrated that successful students with positive previous learning experiences have positive attitudes towards both the foreign language and subsequent learning success (Ehrman, 1996; Treblay & Gardner, 1995).

Another finding of the present study was that there was a significant positive relationship between motivation and achievement. The finding is consistent with the finding in Liu and Huang (2010)'s study, because they concluded that motivation was significantly correlated with performance in English. Students' success or expectation of failure is related to motivation (Ehrman, 1996; Treblay & Gardner, 1995). Karakış (2014) found out in her study carried out with high school students that there was a significant relationship between motivation and achievement in English courses. It can be concluded that the students with higher motivation for Vocational English Course by means of the desire to learn and use the language have higher achievement levels. Likewise, achievement-oriented motivation levels of university students had a significant positive relationship with achievement (Ergin & Karataş, 2018).

A significant negative relationship was found between anxiety and attitude in the present study. Similarly, a study found out that there was a significant negative relationship between anxiety and attitudes towards English (Baş, 2014). However, in a study, there was no significant relationship between attitude and anxiety (Coşkun & Taşgın, 2018). The result of the present study is in parallel with the finding that more anxious students have not only lower motivation intensity but also less interest in foreign languages (Liu & Huang, 2010).

The study reflected that there was a significant negative relationship between anxiety and motivation. Liu and Huang (2010) revealed that anxiety and motivation were significantly negatively correlated with each other. More anxious students were inclined to be less motivated to learn English intrinsically, instrumentally, and integratively. Another study in Iranian context found out that amotivated students felt more anxious in the classroom than motivated students (Khodadady & Khajavy, 2013).

The study findings indicated that there was a significant negative relationship between anxiety and achievement. Likewise, a study conducted with university preparatory class students suggested that there was a negative relationship between achievement and anxiety (Karagöl & Başbay, 2018). Batumlu and Erden (2007) also investigated the relationship between foreign language achievement and anxiety with the same conclusion. In addition, it is similar in Chinese context (Liu & Huang, 2010).

The analyses showed that attitude predicted achievement positively. The finding is supported by a range of studies in the literature in that they found that students' attitude levels towards foreign language learning influence their achievement (Saracaloğlu, Varol & Evin-Gencil, 2014; Bui & Intaraprasert, 2013; Marzban & Sadighi, 2013; Pineda, 2011; Saracaloğlu & Varol, 2007; İnal, Evin & Saracaloğlu, 2005; Dörnyei & C'sizer, 2002; Yashima, 2002; Saracaloğlu, 2000).

The findings displayed that attitude predicted anxiety negatively. Similarly, a study in Turkey concluded that there was a significant negative relationship between attitude and anxiety (Bademcioğlu, Karataş & Ergin, 2017). The finding is also supported by the study held by Stark and Paltridge (1996). In addition, Hussain, Shahid and Zaman (2011) put forward that attitude and language learning have close links and influences on each other.

Another finding of the study was that anxiety predicted achievement negatively. Tunçer and Doğan (2015) investigated to what extent anxiety affected academic achievement. The study revealed that students' anxiety levels were ever-increasing and evolving, and anxiety predicted academic performance. Another study found out that foreign language anxiety is a crucial factor affecting achievement. The most common result of anxiety is failure. Students with high levels of anxiety hesitate and even do not want to participate in the classes. Another effect of anxiety is the fact that students become more anxious in the exams (Dalkılıç, 2001). Namely, anxiety is the predictor of achievement in foreign language learning (Khodadady & Khajavy, 2013).

The study found out that anxiety was a significant mediator in the predictiveness of attitude on achievement. Likewise, in a study, students with high levels of anxiety expressed that they were scared of making mistakes when they spoke foreign language classes because they were not sure of themselves and started to panic (Horwitz, Horwitz & Cope, 1986). The finding of the study implies that if attitude levels of students are high, they can still achieve despite their anxiety although their achievement level decreases. Teachers and lecturers of English should help students in increasing their attitude levels and decreasing their anxiety levels. They can use different kinds of films and songs in English appropriate to students' ages and interests. They can encourage students to watch films and listen to music with subtitles in their spare time. In addition, students usually prefer small group activities because feel less anxious when compared to be in front of the whole class (Young, 1990). Teachers and lecturers of English can use more pair-work or small-group activities than individual tasks. Role-playing, simulation, problem-solving activities can be used to increase positive attitudes and to decrease anxiety. Besides, Palacios (1998) indicated that not instructional activities but classroom climate might reduce student anxiety and that the more students feel teacher support, the less anxious they will be. Teacher support is the assistance and company that the teacher exhibits to students, how much s/he behaves them intimately, relies on them, and

cares about their ideas. Therefore, teachers and lecturers of English can create a supportive classroom climate rather than a competitive classroom climate to decrease student anxiety. In short, students' attitude levels should be increased and anxiety levels should be decreased as much as possible in order to increase their achievement levels.

The study revealed that motivation predicted achievement positively. In their study Khodadady and Khajavy (2013) concluded that foreign language motivation was a significant predictor of foreign language achievement. The finding is supported by previous studies in the literature (Mahdinejad, Hasanzadeh, Mirzaian & Ebrahimi, 2012; Bernaus & Gardner, 2008; Kim, 2006; İnal, Evin & Saracaloğlu, 2005). On the other hand, in a recent study carried out with prospective teachers of English, academic motivation as a whole was able to predict only 10% of academic achievement (Kırkağaç & Öz, 2017).

Another finding of the study reflected that motivation predicted anxiety negatively. The finding is in parallel with previous findings in the literature (Horwitz, 2001; MacIntyre & Charos, 1996; Horwitz, Horwitz & Cope, 1986). Khodadady and Khajavy (2013) found out that foreign language motivation accounted for 20% of foreign language anxiety and amotivation was the most significant predictor of anxiety.

The last finding of the study was that anxiety had a mediating role in the predictiveness of motivation on achievement. Similarly, a study concluded that foreign language classroom anxiety was the most influential predictor of performance among various variables (instrumental motivation, intrinsic motivation, fear of being negatively evaluated, interest in foreign languages and cultures and foreign language classroom anxiety) in English (Liu & Huang, 2010). MacIntyre and Gardner (1991b) claimed that anxiety was a crucial problem for language learners as it affected learning negatively and prevented students to speak in the foreign language. Accordingly, the results of the study clearly echoed the conclusion that anxiety and motivation in foreign language learning were closely associated with each other. When students lack motivation in teaching-learning process, their levels of anxiety increase and it results in failure (McDonough, 1986). The finding of the study infers that students should be motivated by teachers and lecturers of English using various activities that students are interested in and need in their profession, such as case studies. Anxious students can be encouraged to actively participate in the courses using these instructional methods, so they can realize that they can do activities and learn the language which then leads them to be more motivated and less anxious. In brief, so as to increase achievement, motivation should be increased and anxiety should be reduced as much as possible.

The study is limited to the qualifications measured by data collection instruments used in the research. The study is also limited to students at a faculty of tourism and taking Vocational English Course. Further research can be conducted with students taking Vocational English Course at different faculties, at vocational high schools in order to

compare the results of the study. Another limitation of the research is that the relationships between variables are examined using quantitative correlational research. Longitudinal and qualitative studies with different levels of education may contribute to comprehend thoroughly the patterns among the variables. Observation or interview techniques can be used in further research, which may shed more light on the relationship among attitude, motivation, anxiety and achievement in foreign language teaching/learning.

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