ATTITUDES OF TURKISH AND FOREIGN STUDENTS TOWARDS ENGLISH LANGUAGE, AND THEIR ENGLISH SPEAKING ANXIETY AT TURKISH INTERNATIONAL SCHOOLS IN SAUDI ARABIA

Research Article

Tuba BAYKARA [ID]

tubabaykara@nevsehir.edu.tr

Nevsehir Hacı Bektas Veli University

Bengü AKSU ATAÇ [ID]

benguaksuatac@nevsehir.edu.tr

Nevsehir Hacı Bektas Veli University

Asst. Prof. Dr. Tuba BAYKARA has completed her Ph.D. at Ataturk University, Department of English Language and Literature in 2017. She has been lecturing at Nevşehir Hacı Bektaş Veli University, Faculty of Education, Foreign Languages Teaching Department since 2018. Her professional interest areas are; literature, discourse analysis and foreign language teaching.

Asst. Prof. Dr. Bengü AKSU ATAÇ has completed her Ph.D. at Ankara University, Department of Linguistics, Foreign Languages Teaching in 2008. She is currently the Director of the School of Foreign Languages of Nevşehir Hacı Bektaş Veli University. Her professional interest areas are; language teaching, testing and assessment, Common European Framework of Reference for Languages, European Language Portfolio, authentic assessment, peace education and ELT for young learners.

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Tuba BAYKARA &

tubabaykara@nevsehir.edu.tr

Bengü AKSU ATAÇ

benguaksuatac@nevsehir.edu.tr

Abstract

The study focused on the attitudes of Turkish and foreign students' attitudes towards English language, and their English speaking anxiety. The study adopted case study research design based on quantitative data. The participants were 140 High School Students (70 Turkish, 70 foreign) at Turkish International Schools in Saudi Arabia, and were all selected randomly and on voluntary basis. The data were collected via a) the Questionnaire on Attitudes Toward English adapted from Aiken by Tunç (2003); b) the Foreign Language Classroom Anxiety Scale (FLCAS)' adapted from Horwitz by Saltan (2003). The data were analyzed through statistical tests, such as Pearson Correlation, t-test, standard deviation, mean scores, and simple linear regression. The results of the two groups in terms of attitude and anxiety indicated that Turkish students developed more negative attitudes towards English with more anxiety, whereas foreign students had more positive attitudes towards English with less anxiety. The results also revealed that there was a significant and negative relationship between attitudes of students towards English and their English speaking anxiety.

Keywords: foreign students, attitude, English language, English speaking anxiety

1. Introduction

Foreign language learning has always been among the human-beings' interests in each period with different reasons. People's needs and interests for languages, even the most desired languages, have changed in time but never lost. Technological and scientific developments penetrate foreign language teaching as in the other fields of life. It has become one of the crucial requirements in keeping up with the modern period and technology. Hence, to learn English as a world language, for historical, cultural, political or economic reasons have become a necessity, not a privilege.

English has a vital role in accessing information, following technological developments and meeting the needs of our age. Accordingly, learners' awareness of learning English has been increased. The global importance of English is closely related to language teaching. Unsurprisingly, traditional teaching approaches have lost their popularity in accordance with the worldwide developments recently and the importance and necessity of communication skills have been appreciated. Sadoughvanini and Shamsudin (2013) summarizes Halliday's function of language as:

1. The instrumental function: using language to get things
2. The regulatory function: using language to control the behavior of others
3. The interactional function: using language to create interaction with others
4. The personal function: using language to express personal feelings and meanings
5. The heuristic function: using language to learn and to discover

6. The imaginative function: using language to create a world of the imagination
7. The representational function: using language to communicate information

These categories place a significant importance on communication since the goal of learning any language is to enable students to speak fluently. When Halliday's categories are evaluated as a whole, combining linguistic competence with the individual's variables draws attention, and social dimensions of languages are significantly emphasized. Likewise, Gardner (1985) argues that second language learning is a socio-psychological phenomenon and the conditions under which it takes places should be considered carefully. Inevitably then, students' abilities to transfer the 'learned' language from classroom to real life have become a significant criteria for language learning.

Among the four skills of language, speaking is the most challenging one as it needs to use available linguistic information simultaneously. As Celce-Murcia and Olshtain (2000, p.165) mention "speaking is both the most difficult and the most complex skill as it requires expertise in listening comprehension and speech production sub-skills like grammatical patterns, vocabulary retrieval and socio-cultural competence". The results of Horwitz's research (1986) show that the most threatening aspect of foreign language learning is related to speaking in the target language. To be competent in speaking is a delicate and long-running process. As Musliadi (2016) suggests, many students can learn speaking for quite long time, but they are still unable to practice speaking in real conditions of daily life. It is possible to mention about many different variables that obstruct speaking. External and internal factors, cultural and social environment besides individual differences play significant role in foreign language learning, especially for speaking skills.
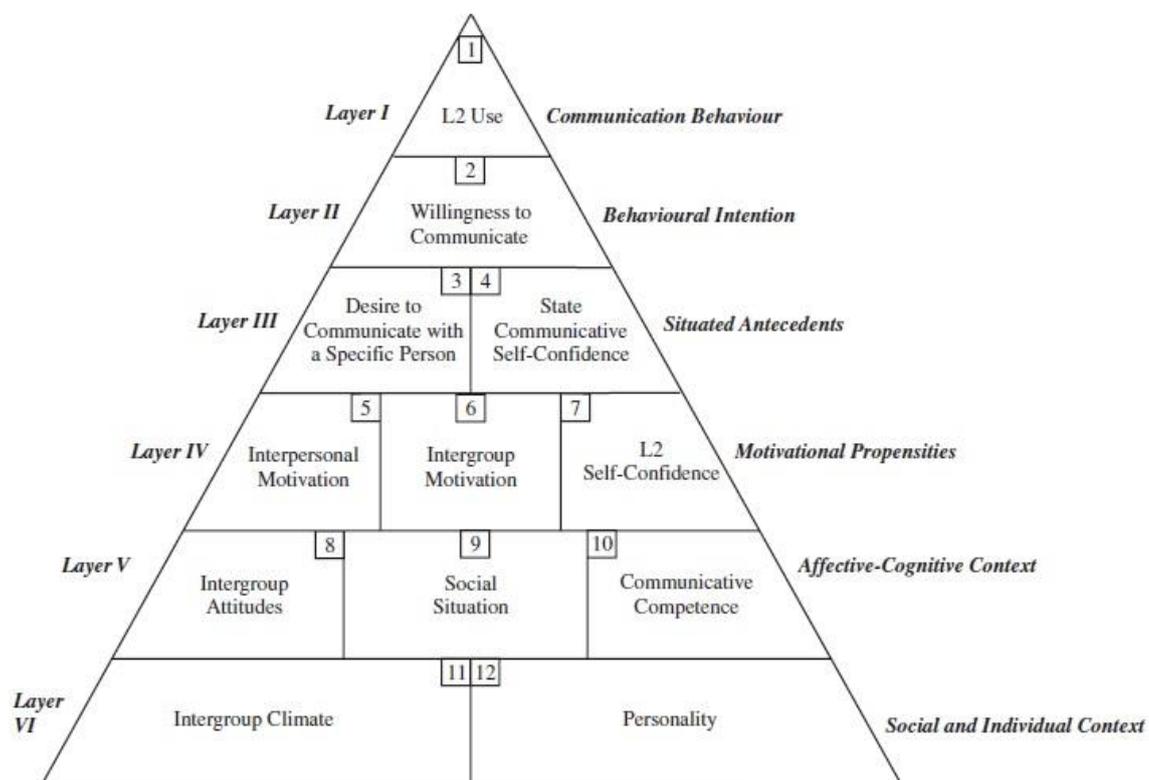

Figure 1. Schematic representation of the variables influencing Willingness to communicate (WTC) (taken from Dörnyei, 2003, p.13)

The chart shows that many factors are related to speaking when L2 use is considered referring to speaking skills. The process is much more complex than it is thought since the

linguistic units by themselves remain inadequate in explaining students' speaking troubles. As Dörnyei (2003, p.14) states, "a host of learner variables that have been well established as influences on second language acquisition and use, resulting in a construct in which psychological and linguistic factors are integrated in an organic manner". Understanding and analyzing these variables are of great importance since success is closely related to managing this process well. As shown in the chart, it is vital to bear in mind that language learning environment is a multi-variable, manageable and changeable ground shaping mostly around the learners' pivots. Accordingly, students are the most significant part as well as the cornerstone of the process.

Students' perspectives on speaking have direct effects on the process. The fourth and fifth layers of the chart draw our attention to this point. In other words, as the last step of linguistic competence, foreign language use is related to motivation and the attitudes of the students. For Spolsky (1989), attitudes trigger motivation which refers to combination of effort; desire to achieve the goal of learning, and favorable attitudes towards learning the language. In other words, positive attitudes because of high motivation make great contribution to improving speaking skills. In parallel with this, anxiety as the result of low motivation and negative attitudes towards language affects the process adversely. For Horwitz, learners are unable to develop better speaking skills because of anxiety (in Soomro and Farooq, 2018).

All in all, students' attitudes towards language and anxiety in the learning environment are notable issues to be considered during language learning. With this in mind, it would not be misleading to say that students' speaking performance are greatly influenced by their attitudes and anxiety. In the light of these arguments, this research tries to examine the relation between students' attitudes towards English and their anxiety affecting their speaking performance.

2. Literature Review

2.1. Attitude in Foreign Language Learning

Attitude, a psychology-based term, has been defined by many researchers to shed light on human behaviors (Aiken, 1979; Allport, 1954; Dörnyei, 2003; Gardner, 1985; Wenden, 1991, and so on). It is, in the most general sense, a summary assessment of thoughts and feelings about anything (Bohner and Wanke, 2002). Allport (1954, p.45) describes attitude as "a mental and neural readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all subjects and situations with which it is related". This definition fairly shows how attitude underpins the human-being's behaviors towards any conditions at any time. Gardner (1985) associates attitude with thoughts and beliefs by saying "attitude is linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal". As is seen, attitude is defined in terms of psychological perspectives. In Gardner, Lanlone and Moorcroft's study, which places a significant emphasis attitude's role on language learning, attitude is evaluated as a triggering factor in foreign language learning as they relate learners' efforts with attitude (in Toomnan & Intaraprasert, 2015). Attitude is also separately described as 'language attitudes' in the Longman Dictionary of Applied Linguistics and Language Teaching (2010) by laying emphasis on the measurement of language attitudes providing information in language teaching and language planning. According to this definition, language attitudes refer to "the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language" (p. 314).

Languages do not merely consist of linguistic units. Accordingly, language learning is a multidimensional process turning around student-teacher and the language. Each component

has distinctive characteristic features that affect the learning process. Chamber significantly points out that students stand as social and cultural beings in the classrooms. So, they do not come to foreign language lessons as '*tabula rasas*'. In a way, they bring their families', their friends', the media's and their own attitudes towards the foreign language (in Coşkun and Taşgın, 2018). In that respect, the definition of attitude as "expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc." (Toomnan & Intaraprasert, 2015, p.1151) may help us to understand the critical role of students' perceptions about language. In a broader sense, as emphasized in earlier studies, students' positive or negative feelings on language affect their learning process. Negative attitudes towards the foreign language can obstruct the learning while positive attitudes facilitate the process (Gardner, 1985; Baker, 1992; Karahan, 2007; Abidin & Alzwari, 2012; Bui & Intraprasert, 2013).

2.2 Anxiety in Foreign Language Learning

Anxiety like happiness, pain or joy is a natural part of human life, and it has positive effects on people as long as it ranges between average levels. In that respect, it is considered as a healthy emotion. It, however, turns into an avoided feeling when it impedes life. Anxiety has been treated under psychological studies to explain human behaviors. The effects of anxiety on learning, perhaps one of the most precious and never-ending human behavior, have aroused curiosity, resulting in its analysis from different perspectives. Horwitz et. al (1986) firstly associated anxiety with language learning and their study became a significant pathfinder to consider the variables in language learning environment. For Horwitz (2000), foreign language anxiety is a prevailing experience among language learners around the world, and the potential of anxiety to interfere with learning and performance is one of the most accepted phenomena in psychology and education. He describes anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p.256). For him (1986), foreign language anxiety arises from the uniqueness of language learning process and it refers to a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning. Guiora sees the language learning itself as "a profoundly unsettling psychological proposition" (in Horwitz, 1986) as it has direct effects on learner's self-concept and worldview. For MacIntyre's (1999) language anxiety refers to the unwanted or unfavorable feelings such as worry or negative emotional reactions aroused during learning process or using a second language.

The studies and literature on anxiety point to the following reasons underlying anxiety:

- Individual issues such as proficiency levels, language skills or cultural differences
- Teacher-learner interaction
- Difficulty of the language courses, classroom environment and exam stress
- Students' attitudes towards the language or its instructor.
- Teachers' attitudes towards the students or the language itself
- Social factors like family, age or economic conditions (Awan, et.al, 2010; Aydın and Zengin, 2008; Coşkun and Taşgın, 2018)

Horwitz's study (1986) shows anxiety centers on listening and speaking skills. It is possible to mention about several studies drawing attention to the relation between anxiety and speaking (Young, 1990; Horwitz et al., 1986; Koch and Terrel,1991; Woodrow, 2006; Sutarsyah, 2017; Başbay and Karagöl, 2018). These studies come to agree with that speaking is the most anxious skill, as emphasized in Young (1990, p. 450), "having to speak in the

foreign language in front of peers" was the greatest source of anxiety. Kleinmann (1977), who was a pioneer in analyzing the effects of anxiety on speaking, demonstrates in her study that when anxiety is facilitated, positive results relating to oral performance of learners are obtained. Steinberg's study (1982) points out the relation between anxiety and oral response styles, resulting in less subjective responses with more anxious learners.

3. Problem Statement and Research Questions

In analyzing attitude and anxiety, much stress has laid on the variables such as students' language skills, teacher or classroom-based reasons, internal and external factors. Cultural differences, however, are as vital as individual differences affecting the learning process. Horwitz (2000) emphasizes that the students from different cultural backgrounds have different anxiety levels. Likewise, Levine (2003) points out that students having bi- or multilingual backgrounds present less anxious performance in language classrooms.

Based on these arguments, the study aimed at examining the attitudes towards English and anxiety over speaking English of students, who live in a multicultural and multilingual environment with different cultural backgrounds. More clearly, this study plans to compare the attitudes and anxiety of Turkish and foreign students in terms of speaking English. Consequently, the research questions of the study were formulated as;

1. How is the attitude of Turkish students in Turkish International Schools in Saudi Arabia towards English language?
2. How is the attitude of foreign students in Turkish International Schools in Saudi Arabia towards English language?
3. How is their English speaking anxiety?

4. Method

4.1. Setting

Turkish International Schools located in different cities of Saudi Arabia were the settings of the research. Those public schools provide formal education both for Turkish citizens and foreign students who can speak Turkish. In those schools the medium of instruction is Turkish and their curriculum and textbooks are the same as the ones in the schools in Turkey.

4.2. Participants

The participants comprised 140 high school students who were selected randomly and on voluntary basis at Turkish International Schools. All the grades of high schools, from the 9th to 12th, were included to the research. The total number of foreign students studying at the Turkish International Schools in the cities of Riyadh, Dammam, Jeddah, Mecca, Medina, Taif, Tabuk, Abha is 70. Therefore, the same number of volunteer Turkish students were also selected randomly. The foreign students were mostly from Syria, Egypt, and Uzbekistan. All students had already studied English when they were in primary school.

4.3. Instruments

The data collection instruments of the study were;

4.3.1. The Questionnaire on Attitudes Toward English adapted from Aiken by Tunç (2003). The questionnaire was composed of 24 items on a five-point Likert Scale as "1= strongly disagree 2= disagree 3= neutral 4= agree 5= totally agree".

4.3.2. The Foreign Language Classroom Anxiety Scale (FLCAS)' adapted from Horwitz by Saltan (2003).

4.4. Data Collection and Analysis

Prior to study, necessary formal permissions were taken to apply the questionnaires from the Education Consultancy of Turkish Embassy in Riyadh. Students were clearly informed about the content and objective of the study. They were told that both Turkish translation and English version of the questionnaires were available. Most of the Turkish students preferred Turkish translations, on the other hand, majority of the foreign students preferred English version. The questionnaires were administered during English classes and 30 minutes were given to complete them. To make students feel relax, it was especially explained that they would not be assigned grades. The data obtained were analyzed through the statistical tests, such as Pearson Correlation, t-test, standard deviation, mean scores, and simple linear regression.

5. Findings

The dependent variable (English Speaking Anxiety) of research was examined before obtaining the findings of research and deciding which type of tests (parametric or non-parametric) to be administered. If the normality assumptions are n>50 and the Kolmogorov Smirnov test is p>0.05, the distribution is assumed to be normal and parametric tests can be applied. Similarly, after the values of skewness and kurtosis are divided by their own error coefficients, the parametric tests can be applied if the obtained value is within range of $\pm$ 2.0 (George & Mallery, 2010). Accordingly, the normality distribution indicators for the dependent variable are presented below:

Table 1. *Normality test results related to the dependent variable of the study*

Variables	Normality Tests						Skewness -Std.Error	Kurtosis- Std. Error
	Kolmogorov-Smirnov[a]			Shapiro-Wilk				
	Statistics	df	p	Statistics	df	p		
English Speaking Anxiety	.050	140	.20	.99	140	.42	.107 -.462	.205 .407
a. Lilliefors Significance Correction								

As displayed in Table 1, it is seen that the dependent value of Kolmogorov-Smirnov test p value is higher than 0.05 (p=0.20). Also, the values obtained by dividing the skewness and kurtosis coefficients by the standard error coefficient (dependent variable: 0.107 / -0.462 = -0.23 for kurtosis; 0.205 / 0.407 = 0.50 for kurtosis) are within the range of $\pm$ 2.00. In addition, the Q-Q histogram of the dependent variable showing normal distribution is given below.
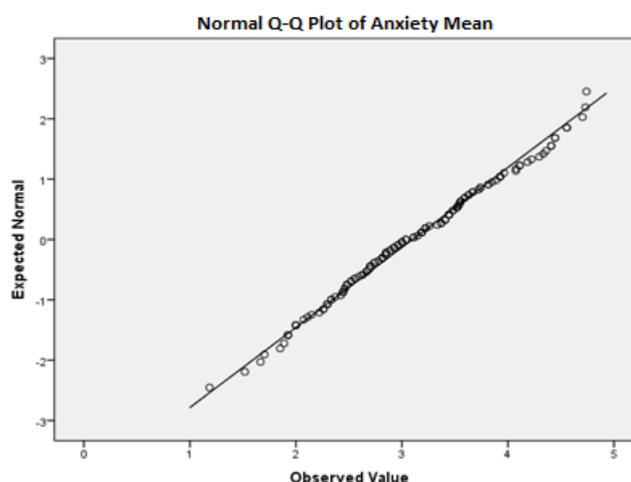
Normal Q-Q Plot of Anxiety Mean

Figure 1. Normality Histogram of English Speaking Anxiety Scale (Q-Q)

Table 2 shows the arithmetic mean and the standard deviation values of the Turkish and foreign students' attitudes towards English and their English speaking anxiety.

Table 2. *Descriptive Data of Turkish and Foreign Students' Attitudes towards English and Their English Speaking Anxiety*

Nationality	Dimension	N	$\overline{X}$	Sd
Turkish	Attitudes towards English	70	2.91	.50
Foreign		70	3.34	.49
Turkish	English Speaking Anxiety	70	3.68	.49
Foreign		70	2.51	.46

Arithmetic mean value of Turkish students' attitudes towards English is $\overline{X}$= 2.91 (Sd = 0.50) while the arithmetic mean value of foreign students' attitudes towards English is $\overline{X}$= 3.34 (Sd = 0.49). Arithmetic averages indicate that foreign students have higher attitude scores towards English. However, the scores of Turkish students are lower. These results mean that foreign students have more positive attitudes towards English.

Arithmetic mean value of English speaking anxiety of Turkish students is $\overline{X}$= 3.68 (Sd = 0.49) while the same value for foreign students is $\overline{X}$= 2.51(Sd = 0.46). When the arithmetic averages are analyzed, it is observed that foreign students are less anxious while Turkish students are more anxious about English speaking activities.

In table 3, T-test results of independent groups, which show the difference between the attitudes towards English and English speaking anxiety values of the participants, are presented.

Table 3. *The t-test results showing the differences between the participants' attitudes towards English and their English speaking anxiety*

Variables	Nationality	N	$\overline{X}$	Sd	Df	t	p
Attitude Towards English	Turkish	70	2.91	.50	138	1.527	.04
	Foreign	70	3.34	.49			
English Speaking Anxiety	Turkish	70	3.68	.49	138	14.652	.00
	Foreign	70	2.51	.46			

As displayed in Table 3, T-tests of the independent groups indicate a statistically significant difference between the students' attitude scores towards English and their English speaking anxiety [t (138) = 1.527, p <.05]. Arithmetic averages show that the scores of foreign students ($\overline{X}_{foreign}$ = 3.34) are higher than Turkish students ($\overline{X}_{Turkish}$ = 2.91). These results support that

present significant difference is related to positive attitudes of foreign students. Table 3 also shows that there is a significant difference between English speaking anxiety of foreign students and Turkish students [t (138) = 14.652, p <.05]. Arithmetic averages demonstrate that Turkish students ($\overline{X}_{Turkish}$ = 3,68) are notably more anxious than foreign students ($\overline{X}_{Foreign}$ = 2,51).

Table 4. *Pearson Correlation Analysis between Students' Attitudes towards English and Their English Speaking Anxiety*

Nationality	Variables	Attitude Towards English	English Speaking Anxiety
Turkish	Attitude Towards English	1	-0.37**
	English Speaking Anxiety		1
	*n =70, *p<.05, ** p<.01*		
Foreign	Attitude Towards English	1	-0.11
	English Speaking Anxiety		1
	*n =70, *p<.05, ** p<.01*		
All Groups	Attitude Towards English	1	-0.25**
	English Speaking Anxiety		1
	*n =70, *p<.05, ** p<.01*		

Table 4 presents the Pearson Moments Product, which shows the correlation between Turkish and foreign students' attitudes towards English and their English speaking anxiety. Accordingly, it is possible to mention about a negative, meaningful and moderate relationship between Turkish students' attitudes towards English and their English speaking anxiety [r = -0.37; p <.01]. In other words, positive attitudes have anxiety-reducing effects on speaking skills. On the other hand, there is a negative, low and insignificant relationship between the attitudes of foreign students towards English and their English speaking anxiety [r = -0.11; p> .05]. When the scores of the participants are evaluated as a whole, there is negative, weak and significant correlation between the participants' attitudes towards English and their English speaking anxiety [r = -0.25; p <.01]. This means that attitude and anxiety in this study are inversely correlated; as the scores of students in terms of attitude increase, their scores of English speaking anxiety remarkably decrease.

Table 5. *Pearson Correlation Analysis between the Participants' Attitudes towards English and their English Speaking Anxiety*

Variables	Negative Attitude Towards English	English Speaking Anxiety
Negative Attitude Towards English	1	.353**
English Speaking Anxiety		1
*n =140, *p<.05, ** p<.01*		

In Table 5, the results of Pearson Correlation analysis are presented in order to determine whether there is a relationship between the participants' negative attitudes towards English and their English speaking anxiety. A positive, significant and moderate relationship was found between the negative attitudes towards English and English speaking anxiety [r = 0.35; p <.01]. These results indicate a direct correlation since the scores of participants regarding negative attitudes significantly increase in parallel to the scores of their English speaking anxiety.

Table 6. *Pearson Correlation Analysis between Participants' Attitudes towards English and their English Speaking Anxiety*

Variables	Positive Attitude Towards English	English Speaking Anxiety
Positive Attitude Towards English	1	-.403**
English Speaking Anxiety		1
*n =140, *p<.05, ** p<.01*		

In Table 6, the results of Pearson Correlation analysis are shown in order to determine whether there is a relationship between the participants' positive attitudes towards English and their English speaking anxiety. The results of the analysis indicate a negative, significant and moderate relationship between the positive attitudes towards English and English speaking anxiety [r = -0.40; p <.01]. It is, therefore, possible to mention about an inverse correlation; as the scores of participants regarding positive attitudes increase, their English speaking anxiety considerably decreases.

Table 7. *Simple Linear Regression Analysis related to the Participants' Positive Attitudes towards English to Predict their English Speaking Anxiety*

Variables	B	Std. Error	β	R	R^2	Adj. R^2	t	p	F
English Speaking Anxiety	4.358	.415					10.500	.000	
Positive Attitude Towards English	-.384	.125	.334	.334	.116	.057	-3.066	.003	9.401

In Table 7, the results of simple linear regression are given to show whether the participants' positive attitudes towards English may predict their English speaking anxiety. Hence, it is possible to conclude that the participants' attitudes towards English significantly explain and predict their English speaking anxiety. Its regression percentage is approximately 11% (R = .334, R2 = .116, p = .003). In other words, it is possible to say that approximately 11% of participants' English speaking anxiety is related to their positive attitudes towards English.

Table 8. *Simple Linear Regression Analysis related to the Participants' Negative Attitudes towards English to Predict their English Speaking Anxiety*

Variables	B	Std. Error	β	R	R^2	Adj. R^2	t	P	F
English Speaking Anxiety	.503	.566					.890	.375	
Negative Attitude Towards English	.835	.188	.353	.353	.125	.118	4.431	.000	19.631

As displayed in Table 8, the results of simple linear regression are given to present whether the participants' negative attitudes towards English may predict their English speaking anxiety. The results indicate that the negative attitudes of students towards English remarkably explain and predict their English speaking anxiety around 13% (R = .353, R2 = .125, p = .000). In other words, it is possible to say that approximately 13% of participants' speaking anxiety is related to their negative attitudes towards English.
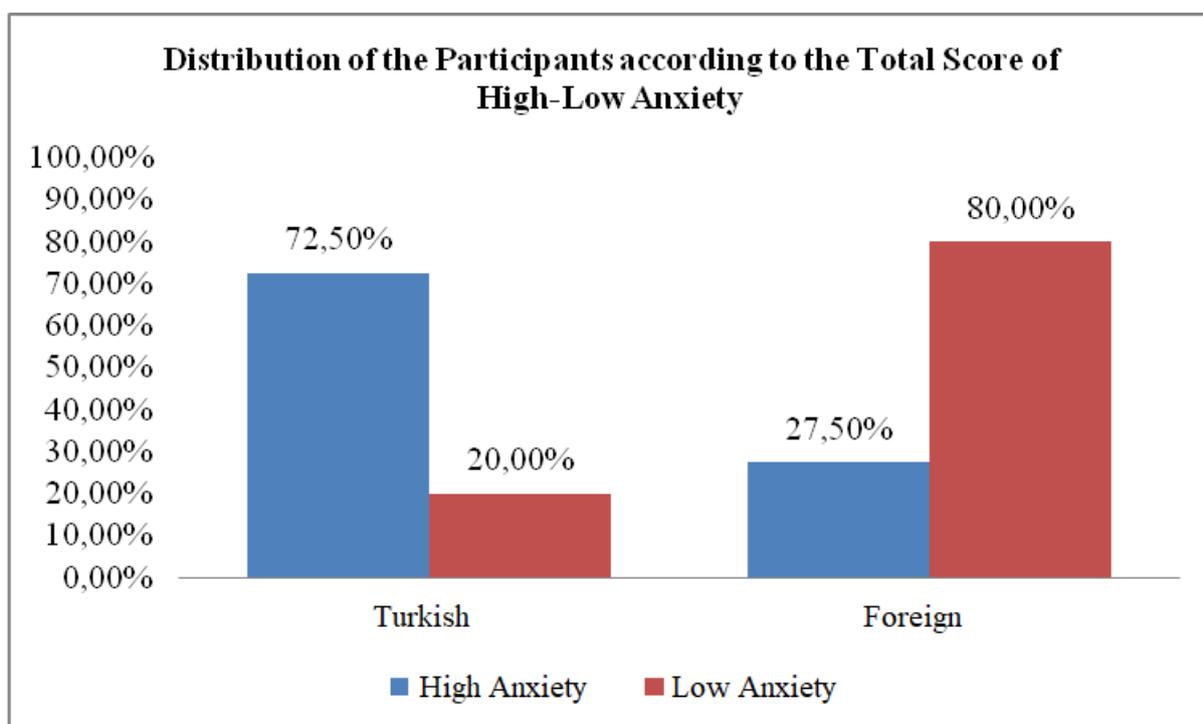
Figure 2: Participants' Distribution Chart of English Speaking Anxiety Scores

Figure 2 shows the participants' distribution of English speaking anxiety scores. According to the 5-points Likert scale, the total maximum score can be 135 for the anxiety scale with 27 items. Students whose total scores is over 67.5 (as half of 135) are considered to feel 'high English speaking anxiety', however, students whose total scores is under 67.5 are considered to feel 'low English speaking anxiety'.

Table 9: *Distribution of English Speaking Anxiety Scores*

Nationality	High Anxiety (n=80)		Low Anxiety (n=60)	
	N	%	N	%
Turkish	58	72,5	12	48
Foreign	22	27,5	20	80

The results in Table 9 reveals that the higher anxious students, 72.5% (n = 58) belongs to Turkish students while the rate of foreign students is 27.5% (n = 22). When the less anxious 60 students are compared, the rate of Turkish students is 20% (n = 12), while the same rate for foreign students is 80% (n = 48). These results show that foreign students are the less anxious students among the participants.
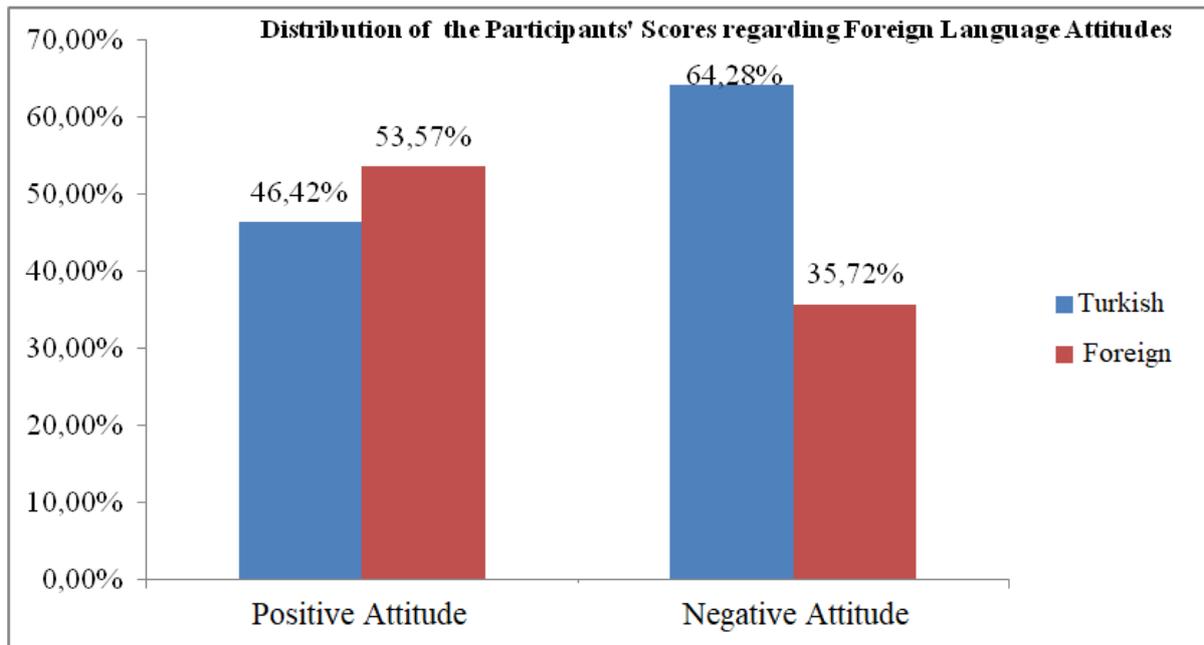
Figure 3: Participants' Distribution Chart of Positive and Negative Attitude Scores towards English

In Figure 3, the distribution of attitude scores in terms of Turkish and foreign students are presented. The 5-points Likert scale criteria imply that the total maximum score can be 120 for the attitude scale with 24 items. Students whose total scores is over 60 (as half of 120) are regarded as having 'positive attitude towards English', on the contrary, students whose total scores is under 60 regarded as having 'negative attitude towards English'.

Statistical data regarding the participants' scores of attitude and anxiety points out remarkable differences between the participants. In order to make in-depth explanations, the questionnaire items were classified. Attitude scale was categorized as 'positive attitudes' and 'negative attitudes'. Anxiety scale was classified under six sub-categories including lack of self confidence, sense of fear, teacher or speaker related factors, rules related to language, conversation topics and motivating factors. These categories were designated in terms of the content of questionnaire items.

Table 10: *Arithmetic Mean Scores Related to Participants' Attitudes towards English*

Attitude Sub-categories	Questionnaire Items	Nationality	N	X̄	Sd.
Positive Attitude	2.I want to develop my English language skills and study this subject more.	Turkish	70	3,93	1,24
		Foreign	70	4,29	0,99
	3.English is very worthwhile and necessary subject.	Turkish	70	3,79	1,15
		Foreign	70	4,05	1,14
	5.I have usually enjoyed studying English in school.	Turkish	70	2,76	1,23
		Foreign	70	3,31	1,21
	8.I am very calm when studying English.	Turkish	70	2,91	1,33
		Foreign	70	3,67	1,13
	10.I am interested in acquiring more knowledge of English.	Turkish	70	3,33	1,38
		Foreign	70	3,90	1,36
	11.English helps to develop the mind and teaches a person to think.	Turkish	70	3,07	1,18
		Foreign	70	3,67	1,18
	13.English is enjoyable and stimulating to me.	Turkish	70	2,97	1,12
		Foreign	70	3,77	1,13
	16.Trying to understand English does not make me anxious.	Turkish	70	2,96	1,17
		Foreign	70	3,74	1,27
	18.I plan to take as much English as I can during my education.	Turkish	70	3,29	1,44
		Foreign	70	3,76	1,29
	19.English language has contributed to the advancement of the civilization.	Turkish	70	3,06	1,28
		Foreign	70	3,44	1,30
	21.I like doing exercises and tasks in English.	Turkish	70	2,80	1,23
		Foreign	70	3,27	1,27
	23. English is not one of the most important subjects for people to study.	Turkish	70	2,10	1,18
		Foreign	70	1,79	1,12
	24. I don't get upset when trying to do my English lessons.	Turkish	70	2,80	1,23
		Foreign	70	3,83	1,23
Negative Attitude	1.English is not a very interesting subject.	Turkish	70	2,81	1,22
		Foreign	70	2,26	1,32
	4.English makes me feel nervous and uncomfortable.	Turkish	70	3,13	1,32
		Foreign	70	2,09	1,10
	6.I don't want to take any more English courses than I have to.	Turkish	70	3,00	1,50
		Foreign	70	2,90	1,51
	7.Other subjects are more important to people than English.	Turkish	70	3,16	1,35
		Foreign	70	2,72	1,15
	9.I have seldom liked studying English.	Turkish	70	3,16	1,31
		Foreign	70	2,69	1,25
	12.English makes me feel uneasy and confused.	Turkish	70	3,16	1,26
		Foreign	70	1,97	1,18
	14.I am not willing to take more than required amount of English.	Turkish	70	3,00	1,46
		Foreign	70	2,57	1,43
	15.English is not especially important in everyday life.	Turkish	70	1,99	1,29
		Foreign	70	1,60	1,00
	17.English is dull and boring.	Turkish	70	2,36	1,30
		Foreign	70	1,79	1,09
	20.English is one of my most dreaded subject.	Turkish	70	3,14	1,34
		Foreign	70	2,04	1,21
	22.I am not very motivated to work hard on learning English.	Turkish	70	3,20	1,25
		Foreign	70	2,63	1,36

When each item of the questionnaire was analyzed, the items describing favorable and desired feelings towards English were evaluated as 'positive attitudes' and the items describing unfavorable and undesirable feelings were linked with 'negative attitudes'.

Table 11: *Arithmetic Mean Scores Related to Participants' English Speaking Anxiety*

Sub-Categories	Questionnaire Items	Nationality	N	X̄	Sd.
Lack of self confidence	1. I am never quite sure of myself when I am speaking in English classes.	Turkish	70	4,24	0,94
		Foreign	70	2,30	0,95
	2.I am afraid of making mistakes in English classes.	Turkish	70	4,34	0,80
		Foreign	70	2,51	1,15
	5.I start to panic when I have to speak without preparation in English classes.	Turkish	70	4,16	1,00
		Foreign	70	2,47	1,27
	9.I don't feel confident when I speak in English classes.	Turkish	70	3,97	1,07
		Foreign	70	2,11	1,07
	12.I feel that the other students speak English better than I do.	Turkish	70	3,83	1,15
		Foreign	70	2,44	1,15
	14.I get nervous and confused when I am speaking in English classes.	Turkish	70	3,91	1,09
		Foreign	70	2,21	1,13
	17.I am afraid that other students will laugh at me when I speak English.	Turkish	70	3,69	1,30
		Foreign	70	2,12	1,19
	18.I get nervous when the teacher asks questions which I haven't prepared in advance.	Turkish	70	3,94	1,01
		Foreign	70	2,39	1,15
	19.As I am poor at English sentence structures, I don't feel confident while I am speaking English.	Turkish	70	4,12	0,96
		Foreign	70	2,44	1,19
	21.As I do not have adequate vocabulary, I don't feel confident while I am speaking English.	Turkish	70	4,10	1,07
		Foreign	70	2,63	1,35
Sense of Fear	3.I tremble when I know that I am going to be called on English classes.	Turkish	70	4,03	1,17
		Foreign	70	1,83	1,02
	6.I get embarrassed to volunteer answers in English classes.	Turkish	70	3,37	1,36
		Foreign	70	1,87	1,06
	11.My heart pounds when I am to be called on in English.	Turkish	70	3,39	1,30
		Foreign	70	1,77	0,88
Teachers or speakers related factors	4.I get frightened when I don't understand what the teacher is saying in English	Turkish	70	3,74	1,25
		Foreign	70	1,84	0,97
	7.I would feel anxious around native speakers of English	Turkish	70	3,46	1,24
		Foreign	70	2,21	1,12
	8.I am upset when I don't understand what the teacher is correcting.	Turkish	70	3,80	1,14
		Foreign	70	2,40	1,17
	10.I am afraid that the teacher is ready to correct every mistake I make.	Turkish	70	3,51	1,35
		Foreign	70	2,10	0,98
	15.I am nervous when I don't understand every word the teacher says.	Turkish	70	3,56	1,11
		Foreign	70	2,25	1,02
	22. If we had a native English-speaking teacher, we would do more speaking practice and we would feel more confident about speaking English	Turkish	70	3,10	1,49
		Foreign	70	3,10	1,46
Rules related to language	16.I feel overwhelmed by the number of rules I have to learn to speak English	Turkish	70	2,88	1,38
		Foreign	70	1,77	0,96
Conversation Topic	20. Although I have the linguistic back-up, I can't speak English since I have nothing to say about the topics discussed.	Turkish	70	3,56	1,24
		Foreign	70	2,31	1,19
	25.I am more willing to speak in class when we discuss current events.	Turkish	70	3,37	1,22
		Foreign	70	3,36	1,18
	27.I am more willing to participate in class when the topics we discuss are interesting.	Turkish	70	4,34	0,96
		Foreign	70	4,14	1,13
Motivating factors	13. I feel very self-conscious about speaking English in front of other students	Turkish	70	2,26	1,14
		Foreign	70	3,20	1,28
	23.I would feel more confident about speaking in class if we practiced speaking more.	Turkish	70	3,33	1,42
		Foreign	70	3,60	1,20
	24.I am less anxious in class when I am not the only person answering a question	Turkish	70	3,71	1,13
		Foreign	70	3,00	1,25
	26.I prefer to be allowed to volunteer an answer instead of being called on to give an answer.	Turkish	70	3,71	1,25
		Foreign	70	3,43	1,07

The items in anxiety scale were analyzed in order to understand the underlying reasons of the participants' anxiety. It was thought that the majority of items were related to the perceptions of students, which shed light on how the participants evaluate themselves during speaking

activities. Hence, these items were labelled as lack of self confidence. The items which reveal the students' feelings of fear, embarrassment or excitement during speaking, were associated with sense of fear. Since some items of the questionnaire were not related to the student-based factors, these items could be linked with teacher or speaker. The items related to grammar rules of English or the chosen topics for speaking activities were also separately categorized. Lastly, some items show that students could overcome their anxiety if some arrangements were made to improve their speaking skills. Accordingly, these items were thought to be motivating factors. Only one item, number 13, shows any relation with confidence and anxiety about speaking. So, it was also linked with motivating factors.

6. Discussion and Conclusion

In this study, the attitudes of Turkish and foreign students towards English and their English speaking anxiety were analyzed. The results of the two groups in terms of attitude and anxiety indicate that Turkish students bear more negative attitudes towards English with more anxiety while foreign students have more positive attitudes towards English with less anxiety. Remarking this point, Levine (2003) highlights that the students living in multilingual environment present less anxious performance in language classrooms (in Aydın and Zengin 2008). According to the results of two groups, a statistically significant difference was found between the participants' attitudes towards English and their English speaking anxiety. More specifically to demonstrate, it is possible to say that students' attitudes towards English and their English speaking anxiety are interrelated factors in foreign language learning. Their mutual interactions play significant roles on the students' performance. As indicated in Karagöl and Başbay's (2018) research, negative attitudes towards a language affect the learner's motivation, success and their speaking performance in a negative way.

The findings of this study show that students who share the same classroom atmosphere, same teacher and teaching methods but who have different mother tongue and cultural backgrounds bear different attitudes towards English, and in parallel with their attitudes, their English speaking anxiety increases or decreases. Similarly, Hortwitz (2000) emphasizes that the students from different cultural backgrounds have different anxiety levels. Accordingly, designated differences are expected by the researchers.

In Hussain's (2011) study, a significant negative correlation was found between foreign language anxiety and students' attitudes towards foreign language learning. They concluded that language learning was closely related to attitude, and low language attitude provoked high level of language anxiety. However, it is also possible to say that students feeling anxiety or uneasy during speaking class begin to exhibit negative attitudes towards English. Coşkun and Taşgın (2018) similarly concluded that anxiety had negative effects on the attitudes of university students. Previous studies regarding attitude towards English and the foreign language anxiety in general and English speaking anxiety in particular are in line with the findings of this study. In parallel to our study, Baş (2013) found that the relationship between the high school students' foreign language anxiety and their attitudes towards English was negative by concluding that anxious students were more likely to display negative attitudes towards language. In Toomnan's and Intaraprasert's (2015) study, it was found that Thai university students with positive attitudes towards speaking English were better at using communication strategies than those with negative attitudes towards speaking English. Their findings showed that positive attitudes reduced the students' speaking anxiety level so that they comfortably expressed themselves. Similarly, Zambak (2016) revealed that students' interest and motivation, which are closely related factors with attitude, played significant role on speaking anxiety of the secondary school students. Zeinivand et al. (2015), who analyzed the role of attitude on speaking proficiency of Iranian EFL learners, concluded that there was a significant and positive relationship between the variables.

The sub-categories of the questionnaire items contribute to the understanding the underlying or provoking reasons of anxiety. As in Table 11, lack of self-confidence, sense of fear; teacher or speaker related factors; rules of language; conversation topic or lack of motivating factors may lead to English speaking anxiety. Among these factors, items related to the lack of confidence present the most anxiety-causing reasons. To note parenthetically, items related to negative attitudes can be always used in connection to show its close interaction with anxiety. As Gardner and Lambert (1972, p.134) emphasizes, "If the student's attitude is highly ethnocentric and hostile, we have seen that no progress to speak of will be made in acquiring any aspects of the language". Therefore, it is possible to mention about a notable relationship between anxiety based on individual reasons and the negative items of the attitude questionnaire indicating that students feel nervous, uncomfortable, uneasy and confused. More particularly, it can be argued that factors regarding to the lack of confidence are closely related to both speaking anxiety and negative attitudes towards English. Therefore, individual factors such as feeling of incompetence, fear of making mistakes or risk of humiliation in front of other students are remarkable points for students' anxiety. Hortwitz et al. (1986) underline that everyone in a language class thinks that they are weaker than anyone else in the group. In that respect, teachers need to take responsibility to manage learning process in favor of students. Teachers should create a non-competitive but promotive, supportive and friendly classroom environment especially for speaking activities. According to Subaşı (2010), students feel less anxious when they believe that they can do anything by discovering their talents.

Questionnaire items related to factors of teacher or speaker show that teachers may also provoke students' anxiety when they behave authoritatively or focus on students' mistakes. Therefore, teachers' negative behaviors may impede the students' learning process. Supporting this point, Krashen (1982) emphasizes that teachers' instant corrections may lead to the loss of motivation or dislike towards language. Relatedly, Baş (2013) emphasizes that teachers' faulty attitudes such as frightening for motivation, error correction or firm and insulting manners during feedbacks have anxiety-increasing roles. In order to minimize English speaking anxiety, the importance of teacher-student collaboration should not be neglected and the teachers' roles should be encouraging and motivating as well as inspiring.

The items under the lack of motivational factors try to discover the anxiety-reducing factors that enable students to be more eager or more motivated during speaking. Similarly, negative items of the attitude questionnaire which evaluates English as a boring, dull, unimportant or dreaded subject are in parallel to this point. It is possible to argue that various factors based on past experiences, future anxiety, social or classroom environment may provoke anxiety and negative attitude towards English. These possible reasons may both increase students' anxiety level and create negative feelings. As Saltan (2003) suggested, teachers should regard their learners' irrational beliefs about language learning as a regular part of their instruction. Hence, teachers should encourage the students by making them feel relaxed and confident.

Students' feelings play significant role to overcome their negative perceptions towards English or their fear of failure. When the results of questionnaire related to items under the sense of fear have been analyzed, it can be concluded that teachers should observe the students' reactions during speaking and support them to overcome their fears, excitements and shyness. Likewise, Tanveer (2007) draws attention to the importance of disembarrassing students and keeping their anxiety at the lowest level so that they do not lose their motivation to improve their skills.

As seen in Table 11, grammar rules, students' vocabulary or conversation topics may also be anxiety-causing factors. Soomro and Farooq (2018) concluded in their study that students

did not have a good knowledge of English grammar so they were unable to construct error-free sentences while speaking. This point can be linked with negative attitudes of students regarding unwillingness and lack of study eagerness. When students feel incompetent, they lose their learning desire resulting in de-motivation, negative attitudes and anxiety. Again, teachers' roles should be limited to the choice of topic, speaking activities and appropriate arrangements according to students' linguistic levels. In addition to such in-class preparations, Ahmed (2015) suggests that teachers' attitude to class participation, their conscientiousness, their humor and their seriousness may influence students. Touching on this point, Soomro and Bango (2018) emphasize that good speaking activities designed and utilized by teachers contribute to the active participation of students, which results in voluntarily practice of speaking skills. Although teachers, as leaders of the process, are mostly at the forefront during speaking activities, it should not be forgotten that students are the main actors.

Findings of this study seem to indicate a significant and negative relationship between the attitudes of students towards English and their English speaking anxiety. Possible causes of English speaking anxiety are discussed through the sub-categories of the questionnaire and related arguments are linked with the potential items of negative attitude questionnaire. In our study, it is obvious that there is a statistically significant difference between the Turkish and foreign high school students in terms of their attitudes and anxiety. Positive attitudes of foreign students make positive contributions to their language learning process by reducing their anxiety especially in speaking. In that respect, cultural differences as well as individual factors of the learners should be considered in order to improve the learning process.

7. Recommendations for Further Studies

In-depth insights into the students' anxiety levels and its effects on their speaking performance may be analyzed in order to make more detailed explanations. Moreover, a qualitative research may be conducted to determine the underlying reasons of the differences between the participants.

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