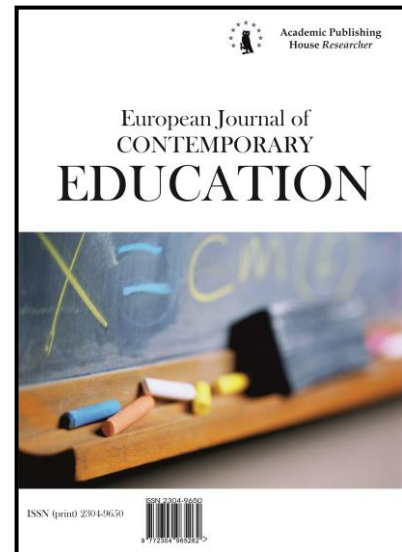




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## Motivation, Anxiety and Students' Performance

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### Abstract

The aim of this study was to examine foreign language classroom anxiety and motivation to speak in English as a foreign language with respect to gender and grade level as well as their effects on students' EFL performance. The research sample comprised 160 (middle and high school) students. Foreign Language Classroom Anxiety Scale (FLCAS) and the Speaking Motivation Scale were used to collect the data. The results showed that foreign language classroom anxiety and intrinsic motivation were negatively associated with each other, while extrinsic motivation and amotivation were significantly positively associated with foreign language classroom anxiety. Even though there was an insignificant difference between the males' and females' motivation to speak English as a foreign language, foreign language classroom anxiety was significantly affected by gender. The outcomes of a one-way MANOVA revealed that grade level had no effect on the combined dependent variables of foreign language classroom anxiety, while it had a significant effect on speaking motivation. Furthermore, the findings indicated that overall intrinsic motivation and intrinsic motivation to experience stimulation were significant predictors of the students' EFL achievement, whereas communication apprehension as a foreign language classroom anxiety factor was in a negative association with the students' EFL achievement. The study provides instructors with guidelines on how to make their classrooms an environment conducive to the development of higher levels of speaking motivation and lower levels of anxiety with the aim of improving their students' performance.

**Keywords:** motivation, foreign language, anxiety, grade level, gender, achievement.

### 1. Introduction

Among numerous variables exerting an impact on the process of foreign language development, two have often been pointed out as particularly significant, namely motivation and anxiety. However, while the ultimate attainment in the target language acquisition has been assigned to higher motivation (Dornyei, 2001; Hiromori, 2006; MacIntyre, Gardner, 1989) it has

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been frequently related to lower levels of language anxiety (Horwitz et al., 1986; MacIntyre, Garner, 1989; 1991).

The important place of motivation in the context of language learning was first emphasized in the late 1950s and since then numerous theories explaining its relationship to learners' success have been devised. One theory that appeared in the 1980s, but still counts as an immensely influential theory of motivation (Boo et al., 2015; Dornyei, Ushida, 2011), is the self-determination theory (Deci, Ryan, 1985, 2009) based on the way in which an individual interacts with the social environment to satisfy the basic needs of autonomy, competence and relatedness (Legault, 2017). It presupposes that people naturally strive towards growth and self-organization gaining new knowledge, satisfying needs and interests, cooperating with others, but that the extent to which the social environment responds to those needs allowing one to feel free and autonomous in taking decisions, to feel effective and connected with others, makes one either engaged and curious or unattached and disinterested (Legault, 2017: 1-2).

In general, the self-determination theory differentiates between amotivation, characterized by the absence of desire to engage in a certain activity, extrinsic motivation, the type of motivation behind the activities performed for getting some external reward or avoiding punishment, and intrinsic motivation underlying activity performance for its own sake, for getting pleasure and satisfaction in doing it (Deci, Ryan, 1985, 1991; Ryan, Deci, 2000). However, the model has been further developed, and the dichotomy between extrinsic and intrinsic motivation has been replaced by a continuum introducing different motivation subtypes. With respect to the former, focusing on the extent to which extrinsic goals tend to be internalized, the scholars (Deci, Ryan, 1985; Ryan, Connell, 1989) started differentiating between external regulation coming exclusively from the outside in the form of rewards and threats; introjected regulation involving students' acceptance of some imposed rules very often to avoid the feeling of guilt; identified regulation taking place when students themselves start realizing the value of some kind of behavior; and integrated regulation referring to a specific type of behavior being chosen because it is completely coherent with one's values and needs. In terms of the latter, Vallerand et al. (1993) identified three subtypes, namely, the motivation to know in order to explore, learn and try something new, the motivation towards accomplishment giving one pleasure while testing the limits and achieving something not previously achieved, and the motivation to experience stimulation referring to the participation in activities due to pleasant feelings evoked by taking part in the activity.

Among the subtypes, intrinsic motivation has shown superiority over the other types especially those at the far end of the continuum (Dornyei, 2001), making students lifelong learners (Kohn, 1993), leading to better results in language learning (Ryan, Deci, 2000; Vansteenkiste et al., 2006), closely relating to higher perceived competence, persistence and more positive stances towards the process of language acquisition (Noels et al., 2001), and in general to psychological welfare (Burton et al., 2006). Still, it becomes evident that even though intrinsic motivation is more desirable, both general types seem necessary throughout the process of language learning (Noels et al., 2000), at some point one type complementing the other, with different contextual factors determining the quality of language learning motivation. This seems comforting taking into account that in many foreign language contexts, where students are imposed to learn English as the current lingua franca, extrinsic motivation significantly supersedes intrinsic (Noels et al., 2001).

On the other hand, anxiety as another highly influential affective factor in language classrooms started attracting research interest in the early 1970s and so far, has been claimed as a variable most negatively associated with success (MacIntyre, Gardner, 1991). It refers to negative emotion, feelings of worry and nervousness over one's performance in a specific situation leading to a poor result and generally the absence of willingness to participate in learning activities (MacIntyre, Gardner, 1991; Philips, 1992). It is believed to be a dynamic variable, learners experiencing varied levels of anxiety depending on the context of language use (Oxford, 1999). However, among various classroom activities, speaking appears as one of the most anxiety producing activities (Pimsleur et al., 1964). Foreign language learners, while learning to speak the target language, often express feelings of stress, nervousness or anxiety and claim to have 'mental block' against learning, which in addition to specific characteristics of learning context, might also be assigned to general personality traits such as quietness, shyness, and reticence (Horwitz et al., 1986).

As a result of 'appearing awkward, foolish, incompetent in the eyes of learners' peers or others and the fear of making mistakes', students express that learning and speaking a foreign

language in a classroom is ‘always a problem’ (Jones, 2004: 33; Dervić, Bećirović, 2019). Those highly anxious students often believe that nothing should be said if there is any doubt about its correctness, which leads to the avoidance of trying to guess unknown linguistic forms and generally of participating in oral activities (Elkhafaifi, 2005; Horwitz et al., 1986; MacIntyre, Gardner 1992). Such feelings might result in difficulty while concentrating (Bećirović, Brdarević-Čeljo, 2018), forgetfulness, sweating, palpitations. Moreover, in terms of oral language production, anxiety leads to poor performance in spoken activities, staggered voice, less enthusiasm or willingness to speak, reading from the script while giving presentations, either too fast or too slow speed of speech (Hashemi, Abbasi, 2013). In addition, higher levels of anxiety are associated with lower levels of motivation (Garnder, MacIntyre, 1993). In fact, when the relationship between anxiety and different types of motivation was investigated it transpired that higher levels of anxiety tend to be related to extrinsic motivation (Ryan, Connell, 1989), and lower levels with intrinsic motivation (Noels et al., 2001).

Hence, these two factors, besides influencing language learning development, also appear to be mutually related. The current study aimed at investigating this in the Bosnian EFL context, firstly by analyzing the correlation between motivation to speak in English as a foreign language and classroom foreign language anxiety, and secondly by searching among motivation and anxiety subscales for significant predictors of the overall language achievement. Moreover, we attempted to examine the impact of two factors, namely gender and grade level, on both, motivation and anxiety. Bearing in mind that in this day and age speaking as a language skill seems to be gaining primacy over the others (Nunan, 1999; Gas, Varionis, 1994) we focused mainly on motivation to speak English, while in terms of anxiety we analyzed the learners’ classroom anxiety including communication apprehension, but also fear of negative evaluation and test anxiety, as the most pronounced types of classroom language learning anxiety (Horwitz et al., 1986).

## **2. Literature review**

Regarding gender as one of the independent variables creating an impact on students’ motivation, the majority of previous studies (e.g. Bećirović, 2017; Dornyei, Csizer, 2005; Harthy, 2017) have revealed higher motivation on the side of female students when compared to male counterparts. Furthermore, it has been suggested (Carr, Pauwels, 2006) that girls tend to be more intrinsically motivated, and boys more extrinsically, expecting their effort to pay off, and more likely to become engaged once competition and fun activities are introduced.

With respect to age, it has been indicated that the older students get, the less motivated they tend to be (Bernaus et al., 2007; Gardner et al., 2004). When analyzing the differences in the quality of motivation, findings seem conflicting (Bećirović et al., 2019). While Berg and Corpus (2013) suggested that age is not a significant factor influencing either type of motivation, Catania and Randall (2013) although not finding any significant relationship between age and intrinsic motivation, reported a significant negative correlation between age and extrinsic motivation. Conversely, it has been suggested that intrinsic motivation for studying in general, and for studying English in particular, decreases with age (Lepper et al., 1997), which tends to be especially noticeable among weaker students (Falout et al., 2009). Furthermore, Lepper, Corpus and Iyengar’s (2005) results as well as those reported by Gillet, Vallerand and Lafreniere (2012) while revealing a decrease in intrinsic motivation over time showed an increase in extrinsic motivation as learners get older. Such findings might be assigned to the influence of various contextual factors such as learning materials, teachers’ competence and methods used, test scores, to name a few (Sakai, Kikuchi, 2009). It has been proposed that focusing on the needs of autonomy, competence and relatedness teachers can do much to help students maintain or increase their motivation (Hiromori, 2006).

Moreover, teachers should realize that language learning is a potentially stressful situation for some students, and that the ‘tension and discomfort related to language learning call for the attention of the language teaching profession’ (Horwitz, 2001: 122). Creating a supportive learning classroom community (Dornyei, 2001), the one that provides the environment for optimal motivation (Alderman, 2004), and a ‘collaborative atmosphere’ (Gregersen, 2003: 30) they can help reduce fear of errors, in that way contributing to lowering their students’ anxiety. The previous studies have also indicated a negative relationship between motivation and anxiety. For instance, Gardner and MacIntyre (1993) explained that when motivation reaches its higher

point it will decrease anxiety, otherwise, as a result of its high levels anxiety impedes motivation. Similarly, Brown et al. (1996) as well as Khodadady and Khajavy (2013) pointed out that students experiencing a lack of motivation are more likely to demonstrate anxious behavior.

When it comes to the relation between anxiety and the variables of age and gender, previous research investigations have indicated the variability of anxiety, with older learners demonstrating greater anxiety than younger ones (Horwitz 1986; Dewaele, 2007; MacIntyre, Gardner, 1994). In fact, it has been found that adult learners tend to take more time while accommodating to the rules of a foreign language (Dewaele, 2002), processing information (MacIntyre, Gardner, 1994) and put more importance on being accurate (Salthouse, Somberg, 1982).

Even though in academic settings females are more confident in their abilities to learn (Bećirović et al., 2018) a new language well (Dorneyi, 2001), a great number of research studies have shown that female students exhibit higher levels of anxiety than male counterparts (Abu-Rabia, 2004; Elkhafaifi, 2005), such results sometimes (Clark, Trafford, 1996) being attributed to the fact that female students are more likely to report their feelings of anxiety more openly than male students. In contrast to these, other enquiries found either no statistically significant gender-related differences in language anxiety (e.g. MacIntyre et al., 2002; Matsuda, Gobel, 2004) or a greater level of anxiety among male participants (Capan, Simsek, 2012; Na, 2007), which indicates that further investigations are needed to clarify the concept. In fact, it is one of the issues investigated in the current research. Based on the presented theoretical ground, the study tested the following hypotheses:

1. There is a statistically significant difference in the students' motivation to speak in English as a foreign language based on gender;
2. There is a statistically significant difference in the students' foreign language classroom anxiety based on gender;
3. There is a statistically significant difference in the students' motivation to speak in English as a foreign language based on grade level;
4. There is a statistically significant difference in the students' foreign language classroom anxiety based on grade level;
5. Motivation to speak in English as a foreign language significantly predicts the students' EFL achievement, and
6. Foreign language classroom anxiety significantly influences the students' EFL achievement.

### **3. Methodology**

#### **3.1. Participants**

The research sample consisted of 160 students. A stratified random sampling method was employed and the participants were selected from two strata, namely grade level which included the fifth 16 (10 %), the sixth 16 (10 %), the seventh 29 (18.1 %), the eighth 27 (16.9 %), the ninth 30 (18.8 %), the first (high school) 21 (13.1 %) and the third (high school) 21 (13.1 %) grade and gender which comprised 90 (56.3 %) female and 70 (43.8 %) male students. The sample included 118 students studying in middle school and 42 students studying in high school. Taking into account that this research did not measure school level differences (middle and high school) but grade level and gender differences, the sample size met the assumption of minimum 10 participants per group (McMilan, 2012: 269). The selected participants study in three schools located in Central Bosnia and Herzegovina. The age of the participants ranged 10 to 17 ( $M = 13.83$ ,  $SD = 1.99$ ). Table 1 displays a description of the research sample.

**Table 1.** Descriptive analysis of the research sample

<b>School</b>	Elementary school	118	73.8
	High school	42	26.3
<b>Gender</b>	Female	90	56.3
	Male	70	43.8
	Fifth	16	10.0
<b>Grade levels</b>	Sixth	16	10.0
	Seventh	29	18.1
	Eighth	27	16.9
	Ninth	30	18.8
<b>Total</b>		160	100.0

### 3.2. Measures

The data were collected by the means of a survey which consisted of three parts. The first one included questions concerning demographic characteristics of the participants such as gender, age, GPA in English, and grade level. The second one was the speaking motivation scale developed and validated by Ryan and Connell (1989). The purpose of this instrument was to determine the participants' motivation to speak in English as a foreign language from the perspective of the Self Determination Theory (SDT). The instrument comprised 33 items divided into three basic scales (intrinsic, extrinsic, and amotivation) and seven subscales (amotivation e.g. I feel I am incapable of succeeding in these activities in English; external regulation e.g. Because I want to show others how good I am at these activities in English; introjected regulation e.g. Because I want the teacher to think I am a good student; identified regulation e.g. Because it is important to me to try to do well in classes; intrinsic motivation for knowledge e.g. Because I get satisfaction in finding out new things; intrinsic motivation for accomplishment e.g. Because I feel a lot of personal satisfaction when I master difficult in these activities; and intrinsic motivation for stimulation e.g. Because I think it is interesting; dimension). The instrument showed the overall consistency reliability  $\alpha = .76$  as well as its scales, namely extrinsic motivation  $\alpha = .57$ , intrinsic motivation  $\alpha = .72$  and amotivation  $\alpha = .57$ .

The last part of the survey was the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz and Cope (1986). As theorized by Horwitz et al. (1986), the FLCAS is intended to measure three dimensions of foreign language classroom anxiety: fear of negative evaluation (e.g. I am afraid that language teacher is ready to correct every mistake I make), communication apprehension which indicated apprehension of speech communication (e.g. I never feel quite sure of myself when I am speaking in my English language classes) and test anxiety stemming from a fear of failure (e.g. I worry about the consequences of failing my foreign language class.). The instrument is composed of 33 statements based on a five-point Likert scale, with the answers ranging from strongly disagree to strongly agree. The Cronbach's alpha reliability analysis of the questionnaire showed an acceptable level of reliability  $\alpha = .85$  for all 33 items, as well as for its subscales, namely communication apprehension  $\alpha = .59$ , test anxiety  $\alpha = .64$  and fear of negative evaluation  $\alpha = .71$ .

### 3.3. Procedures

After obtaining informed consent from the schools' administration and participants themselves, clarifying anonymity, confidentiality, and the volunteer nature of participation, the researchers themselves administered the instruments to the students with an adequate explanation as to how to complete a Likert-type scale.

Data collection was conducted within school premises. One of the researchers herself in cooperation with the English language instructors collected the data during the regular school classes. The students were kindly asked to read each statement carefully and to choose the number (1-5) that indicates their opinion about the statements provided in the instrument. The participants received all necessary information from the researcher and were encouraged to pay full attention during filling the survey. The participants needed approximately 25 minutes to complete the survey.



### 3.4. Data Analysis

The data were examined through the Statistical Package for Social Sciences (SPSS) version 23.0. The means and the standard deviations were computed to determine the extent to which the students feel anxious in English language classrooms and how they are motivated to speak English. The Person correlation coefficients were calculated in order to determine the relationship between the constructs of motivation and anxiety. A one-way MANOVA was used to determine gender and grade level differences in motivation and anxiety to speak. Prior to employing a One-way MANOVA, the assumptions for a multivariate analysis such as multivariate normal distribution, homogeneity of covariance matrices, and linear relationship among dependent variables (Mertler, Reinhart, 2017: 130) were tested and ensured. A standard multiple regression analysis was conducted to examine the relationship between motivation and anxiety to speak and students' achievement in learning English as a second language.

## 4. Results

### 4.1. Descriptive data

The results presented in Table 2 reveal that the middle and high school students generally experienced a medium level of EFL classroom anxiety ( $M = 2.97$   $SD = .58$ ). The findings related to the three dimensions of classroom anxiety indicated that the highest level of anxiety was communication apprehension ( $M = 3.00$   $SD = .56$ ), followed by text anxiety ( $M = 2.99$ ,  $SD = .65$ ), whereas the lowest level of anxiety was fear of negative evaluation ( $M = 2.89$ ,  $SD = .80$ ). Moreover, the results suggested that the participants were quite motivated to speak in English as a foreign language, with a total speaking motivation level being moderately high ( $M = 3.39$ ,  $SD = .42$ ). When specific motivation subscales were taken into consideration, the highest mean was noticed for identified regulation ( $M = 3.76$   $SD = .64$ ), followed by intrinsic motivation for accomplishment ( $M = 3.72$ ,  $SD = .77$ ), introjected regulation ( $M = 3.67$ ,  $SD = .66$ ), intrinsic motivation for knowledge ( $M = 3.65$ ,  $SD = .86$ ), external regulation ( $M = 3.34$ ,  $SD = .63$ ), and intrinsic motivation to experience stimulation ( $M = 3.30$ ,  $SD = .89$ ). The lowest mean was recorded for amotivation ( $M = 2.80$ ,  $SD = .67$ ). Interestingly, the level of overall extrinsic ( $M = 3.59$ ,  $SD = .54$ ) and the level of overall intrinsic motivation ( $M = 3.56$ ,  $SD = .67$ ) were comparatively high, even though the former was slightly higher.

In addition, correlational analyses showed that the FLCAS and its three subscales were all negatively correlated with intrinsic motivation to experience stimulation, with coefficients ranging from  $-.01$  to  $-.10$  ( $p > .05$ ), though the relationship was not statistically significant. Similarly, the correlations coefficients between test anxiety and intrinsic motivation for knowledge ( $r = -.05$ ,  $p > .001$ ), intrinsic motivation for accomplishment ( $r = -.02$ ,  $p > .001$ ) and intrinsic motivation to experience stimulation ( $r = -.10$ ,  $p > .001$ ) were all small and negative but also statistically insignificant. Generally, classroom foreign language anxiety was negatively correlated to overall intrinsic motivation ( $r = -.02$ ,  $p > .001$ ), although the coefficient was small and insignificant. On the other hand, the results showed a positive relationship between anxiety, on the one hand, and extrinsic motivation and amotivation, on the other. Thus, the strongest positive and significant correlations were found between external regulation and communication apprehension ( $r = .31$ ,  $p < .001$ ), followed by amotivation and test anxiety ( $r = .27$ ,  $p < .001$ ) and amotivation and communication apprehension ( $r = .26$ ,  $p < .001$ ). Likewise, the correlation between communication apprehension and overall extrinsic motivation was small positive and significant ( $r = .21$ ,  $p < .001$ ). The next positive and significant at the level 0.05 was the relationship between amotivation and fear of negative evaluation ( $r = .18$ ,  $p < .005$ ), followed by the relationship between external regulation and test anxiety ( $r = .17$ ,  $p < .005$ ). In other words, the more anxious the students were, the more likely to be motivated by language requirements to learn English as a foreign language they were. Still, it should be pointed out that the relationship between foreign language classroom anxiety and overall extrinsic motivation was positive but statistically insignificant ( $r = .14$ ,  $p > .001$ ). The associations between other motivation and anxiety subscales were all small and positive but insignificant.

**Table 2.** Descriptive results and correlations

	N	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>1. External regulation</b>	160	3.34	.63	1	.59**	.49**	.82**	.26**	.28**	.07	.26**	.73**	.39**	.31**	.17*	.13	.23**
<b>2. Introjected</b>	160	3.67	.66	.59**	1	.61**	.88**	.41**	.47**	.24**	.47**	.75**	.03	.11	.01	.05	.06
<b>3. Identified regulation</b>	160	3.76	.64	.49**	.61**	1	.83**	.44**	.62**	.35**	.59**	.76**	-.03	.11	.05	.05	.07
<b>4. Extrinsic motivation</b>	160	3.59	.54	.82**	.88**	.83**	1	.44**	.55**	.27**	.52**	.89**	.15**	.21**	.19	.09	.44
<b>5. Intrinsic motivation</b>	160	3.65	.86	.26**	.41**	.44**	.44**	1	.50**	.47**	.83**	.62**	-.104	.02	-.05	.02	-.01
<b>6. Intrinsic</b>	160	3.72	.77	.28**	.47**	.62**	.55**	.50**	1	.36**	.76**	.62**	-	.12	-.02	.04	.03
<b>7. Intrinsic motivation</b>	160	3.30	.89	.07	.24**	.35**	.27**	.47**	.36**	1	.79**	.50**	-.18**	-.05	-.10	-.01	-.07
<b>8. Intrinsic motivation</b>	160	3.56	.67	.26**	.47**	.59**	.52**	.83**	.76**	.79**	1	.73**	-.20*	.03	-.08	.02	-.02
<b>9. Overall motivation</b>	160	3.39	.42	.73**	.75**	.76**	.89**	.62**	.62**	.50**	.73	1	.31**	.23**	.10	.12	.16*
<b>10. Amotivation</b>	160	2.80	.67	.39**	.03	-.03	.15	-.10	-.21**	-.18**	-.20*	.31**	1	.26**	.27**	.18*	.27**
<b>11. Communication</b>	160	3.00	.56	.31**	.11	.11	.21**	.02	.12	-.05	.03	.23**	.26**	1	.71**	.58**	.85**
<b>12. Test anxiety</b>	160	2.99	.65	.17*	.01	.05	.10	-.05	-.02	-.10	-.08	.10	.27**	.71**	1	.72**	.94**
<b>13. Fear of negative</b>	160	2.89	.80	.13	.05	.05	.09	.02	.04	-.01	.03	.12	.18*	.58**	.72**	1	.84**
<b>14. Foreign language</b>	160	2.97	.58	.23**	.06	.08	.14	-.01	.03	-.07	-.02	.16*	.27**	.85**	.94**	.84**	1

\*\* Correlation is significant at the 0.01 level (2-tailed)

\* Correlation is significant at the 0.05 level (2-tailed)

#### 4.2. Gender-based differences

A one-way MANOVA was conducted to determine the differences in the level of speaking motivation based on gender. The results indicated that there was no significant difference in the combined dependent variables of speaking motivation between the male and female students, Wilks' Lambda  $\lambda = 0.985$ ,  $F(7, 152) = .324$ ,  $p = .942$ ,  $\eta^2 = .015$ . The analysis of variance on each of the speaking motivation subcategories showed that there were no significant gender-based differences in external regulation  $F(1, 158) = 1.267$ ,  $p = .262$ ,  $\eta^2 = .008$ , introjected regulation  $F(1, 158) = 1.558$ ,  $p = .214$ ,  $\eta^2 = .010$ , identified regulation  $F(1, 158) = 1.137$ ,  $p = .288$ ,  $\eta^2 = .007$ , intrinsic motivation for knowledge  $F(1, 158) = .303$ ,  $p = .583$ ,  $\eta^2 = .002$ , intrinsic motivation for accomplishment  $F(1, 158) = .042$ ,  $p = .837$ ,  $\eta^2 = .000$ , intrinsic motivation to experience stimulation  $F(1, 158) = .083$ ,  $p = .773$ ,  $\eta^2 = .001$  and amotivation  $F(1, 158) = .238$ ,  $p = .626$ ,  $\eta^2 = .002$ . The effect of gender on the overall extrinsic  $F(1, 158) = 1.860$ ,  $p = .175$ ,  $\eta^2 = .012$ , and intrinsic motivation  $F(1, 158) = .197$ ,  $p = .658$ ,  $\eta^2 = .001$  was also insignificant.

**Table 3.** Speaking motivation based on gender

Motivation to speak in English	Female		Male		p	$\eta^2$
	M	SD	M	SD		
External regulation	3.38	.65	3.27	.59	.262	.008
Introjected regulation	3.73	.63	3.60	.68	.214	.010
Identified regulation	3.80	.66	3.69	.61	.288	.007
Extrinsic motivation	3.64	.54	3.52	.54	.175	.012
Intrinsic motivation for knowledge	3.68	.90	3.60	.80	.583	.002
Intrinsic motivation for accomplishment	3.73	.81	3.71	.72	.837	.000

Intrinsic motivation to experience stimulation	3.31	.89	3.27	.87	.773	.001
Intrinsic motivation	3.58	.69	3.53	.64	.658	.001
Amotivation	2.83	.71	2.77	.69	.626	.002

As shown in Table 3, the female ( $M = 3.80$ ,  $SD = .66$ ) students experienced identified regulation as the highest level of speaking motivation, followed by intrinsic motivation for accomplishment ( $M = 3.73$ ,  $SD = .81$ ), introjected regulation ( $M = 3.73$ ,  $SD = .63$ ), intrinsic motivation for knowledge ( $M = 3.68$ ,  $SD = .90$ ), external regulation ( $M = 3.38$ ,  $SD = .65$ ), and intrinsic motivation to experience stimulation ( $M = 3.31$ ,  $SD = .89$ ), while the lowest mean was recorded for amotivation ( $M = 2.83$ ,  $SD = .71$ ). On the other hand, the male counterparts demonstrated the highest level of intrinsic motivation for accomplishment ( $M = 3.71$ ,  $SD = .72$ ), followed by identified regulation ( $M = 3.69$ ,  $SD = .61$ ), and introjected regulation ( $M = 3.60$ ,  $SD = .68$ ). Next were intrinsic motivation for knowledge ( $M = 3.60$ ,  $SD = .80$ ), external regulation ( $M = 3.27$ ,  $SD = .59$ ) and intrinsic motivation to experience stimulation ( $M = 3.27$ ,  $SD = .87$ ), while the lowest mean in terms of this instrument was again achieved on the subscale of amotivation ( $M = 3.27$ ,  $SD = .59$ ). In general, the females demonstrated insignificantly higher overall extrinsic ( $M = 3.64$ ,  $SD = .54$ ) as well as overall intrinsic motivation ( $M = 3.58$ ,  $SD = .69$ ) than the males (extrinsic:  $M = 3.52$ ,  $SD = .54$ ; intrinsic:  $M = 3.53$ ,  $SD = .64$ ).

A one-way MANOVA was also conducted to determine the differences in the level of foreign language classroom anxiety based on gender. The results revealed that there was a significant difference in the combined dependent variables of anxiety between the male and female students, Wilks' Lambda  $\lambda = 0.924$ ,  $F(3, 156) = 4.270$ ,  $p = .006$ ,  $\eta^2 = .076$ . The analysis of variance on each of the three anxiety subscales indicated that gender was a relevant factor. Thus, there was a significant difference between the males and females on the communication apprehension subscale  $F(1, 158) = 12.390$ ,  $p = .001$ ,  $\eta^2 = .073$ , as well as on the text anxiety items  $F(1, 158) = 8.947$ ,  $p = .003$ ,  $\eta^2 = .054$  and the items concerned with the fear of negative evaluation  $F(1, 158) = 5.18$ ,  $p = .024$ ,  $\eta^2 = .032$ .

**Table 4.** Foreign language classroom anxiety based on gender

FLCAS	Female		Male		P	$\eta^2$
	M	SD	M	SD		
Communication apprehension	3.13	.56	2.83	.51	.001	.073
Test anxiety	3.12	.60	2.81	.67	.003	.054
Fear of negative evaluation	3.01	.76	2.72	.82	.024	.032
FLCAS	3.10	.54	2.80	.58	.001	.065

As displayed in Table 4, both the female ( $M = 3.13$ ,  $SD = .56$ ) and male ( $M = 2.83$ ,  $SD = .51$ ) students exhibited the communication apprehension as the most anxiety-provoking, followed by text anxiety (female:  $M = 3.12$ ,  $SD = .60$ ; and male:  $M = 2.81$ ,  $SD = .67$ ), while the lowest level of anxiety demonstrated by both the female ( $M = 3.01$ ,  $SD = .76$ ) and male students ( $M = 2.72$ ,  $SD = .82$ ) was fear of negative evaluation.

#### 4.3. Grade-level based differences

A one-way MANOVA was furthermore conducted to determine the differences in the level of speaking motivation based on grade level, the independent variable grade level comprising seven groups (5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> middle school and 1<sup>st</sup> and 3<sup>rd</sup> grade high school) while the combined dependent variables of speaking motivation included all the aforementioned types of motivation. The outcomes of the one-way MANOVA revealed that grade level had a significant effect on the combined dependent variables of speaking motivation, Wilks' Lambda  $\lambda = 0.623$ ,  $F(42, 692) = 1.749$ ,  $p = .003$ ,  $\eta^2 = .076$ . However, the analysis of variance on each dependent variable identified that grade level had no significant influence on the overall extrinsic motivation  $F(6, 153) = 1.835$ ,  $p = .096$ ,  $\eta^2 = .067$ , external regulation  $F(6, 153) = 1.854$ ,  $p = .092$ ,  $\eta^2 = .068$ , introjected regulation  $F(6, 153) = 1.573$ ,  $p = .159$ ,  $\eta^2 = .058$ , identified regulation  $F(6, 153) = .849$ ,  $p = .534$ ,  $\eta^2 = .032$ , intrinsic motivation for accomplishment  $F(6, 153) = .795$ ,  $p = .575$ ,  $\eta^2 = .030$ , and



amotivation  $F(6, 153) = .883, p = .509, \eta^2 = .033$ . Still, there was a significant effect of grade level on intrinsic motivation to experience stimulation  $F(6, 153) = 4.708, p = .000, \eta^2 = .156$ , intrinsic motivation for knowledge  $F(6, 153) = 3.304, p = .004, \eta^2 = .115$ , and overall intrinsic motivation to speak in English as a foreign language  $F(6, 153) = 3.615, p = .002, \eta^2 = .124$ .

**Table 5.** Means and standard deviation for speaking motivation based on grade level

	5 <sup>th</sup> grade		6 <sup>th</sup> grade		7 <sup>th</sup> grade		8 <sup>th</sup> grade		9 <sup>th</sup> grade		1 <sup>st</sup> H		3 <sup>rd</sup> H		<i>p</i>	$\eta^2$
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
External regulation	3.32	.43	3.56	.82	3.59	.68	3.25	.41	3.13	.53	3.31	.84	3.25	.50	.092	.068
Introjec. regulation	3.77	.48	3.89	.55	3.91	.67	3.59	.49	3.55	.59	3.56	.94	3.50	.69	.159	.058
Identified regulation	3.84	.53	3.97	.62	3.87	.75	3.64	.47	3.65	.58	3.78	.93	3.68	.53	.534	.032
Ext. motivation total	3.64	.39	3.80	.55	3.79	.63	3.49	.36	3.44	.48	3.55	.78	3.47	.42	.096	.067
Intr. for knowledge	3.77	.81	3.90	.65	3.82	.83	3.03	.81	3.61	.91	3.81	.88	3.84	.76	.004	.115
Intr. for accom.	3.69	1.04	3.89	.65	3.86	.78	3.47	.84	3.74	.53	3.68	.99	3.79	.54	.575	.030
Intr. to exp. stimul.	3.25	.86	3.33	.84	3.54	.85	2.79	.86	3.07	.81	3.95	.91	3.33	.67	.000	.156
Intr. motivation total	3.57	.71	3.70	.45	3.74	.67	3.10	.63	3.47	.55	3.81	.84	3.65	.53	.002	.124
Amotivation	2.69	.76	3.01	.52	2.88	.70	2.64	.51	2.72	.71	2.79	.93	2.93	.70	.509	.033

As illustrated in Table 5, the means for amotivation were the lowest among speaking motivation subscales, ranging from ( $M = 2.64, SD = .51$ ) among the 8<sup>th</sup> graders to ( $M = 3.01, SD = .52$ ) among the 6<sup>th</sup> graders. This shows that the levels of the participants' amotivation towards speaking were not high, indicating the existence of motivation. No significant differences were found among the extrinsic types of motivation based on grade level. In general, the highest extrinsic motivation scores were noticeable for identified regulation (ranging from  $M = 3.97$  among the 6<sup>th</sup> graders to  $M = 3.64$  among the 8<sup>th</sup> graders), followed by introjected regulation (being in the range from  $M = 3.91$  among the 8<sup>th</sup> graders to  $M = 3.55$  among the 1<sup>st</sup> high school students) and then external regulation (from  $M = 3.59$  among the 7<sup>th</sup> graders to  $M = 3.13$  among the 9<sup>th</sup> graders). In other words, the more internalized the motivation type was, the higher scores the students obtained. The results of the present study also indicated a slight but insignificant variation in the level of overall extrinsic motivation, with the means being generally lower among the high school students. On the other hand, the differences in the overall intrinsic motivation between the students attending different grades were significant, with the mean being ( $M = 3.57$ ) among the 5<sup>th</sup> graders, then rising to ( $M = 3.70$ ) and ( $M = 3.74$ ) among the 6<sup>th</sup> and 7<sup>th</sup> graders, falling to ( $M = 3.10$ ) among the 8<sup>th</sup> graders, but again rising to ( $M = 3.47$ ) among the 9<sup>th</sup> grade students and ( $M = 3.81$ ) and ( $M = 3.65$ ) among the 1<sup>st</sup> and the 3<sup>rd</sup> high school students, respectively. In regards to intrinsic subtypes of motivation, grade level proved significant in terms of intrinsic motivation to experience stimulation, with the highest score obtained by the participants in the 1<sup>st</sup> grade ( $M = 3.95, SD = .91$ ) and the lowest among the 8<sup>th</sup> graders ( $M = 2.79$ ). Similar results were achieved for intrinsic motivation for knowledge, with the means being in the range from ( $M = 3.90, SD = .65$ ) demonstrated by the students in the 6<sup>th</sup> grade to ( $M = 3.03$ ) scored again by the 8<sup>th</sup> graders. Intrinsic motivation for accomplishment showed variance from ( $M = 3.89$ ) to ( $M = 3.47$ ) among the 6<sup>th</sup> and 8<sup>th</sup> graders, respectively. However, it was the only type of intrinsic motivation on which the impact of grade level was insignificant.

A one-way MANOVA was conducted to determine the differences in the level of foreign language classroom anxiety based on grade level as well. The independent variable grade level again comprised seven groups (5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> middle school and 1<sup>st</sup> and 3<sup>rd</sup> grade high school) while the combined dependent variables of classroom anxiety included three subcategories, communication apprehension, test anxiety and fear of negative evaluation. The outcome of the one-way MANOVA revealed that grade level had no significant effect on the combined dependent variables of classroom anxiety Wilks' Lambda  $\lambda = 0.8921 F(18, 427.578) = .988, p = .472, \eta^2 = .038$ . The analysis of variance on each dependent variable showed that there were no significant grade level differences on any of the individual subcategories of foreign language classroom anxiety, namely communication apprehension  $F(6, 153) = .923, p = .480, \eta^2 = .035$ , test anxiety  $F$

(6, 153) = 1.328,  $p = .248$ ,  $\eta^2 = .050$  and fear of negative evaluation  $F(6, 153) = 1.380$ ,  $p = .226$ ,  $\eta^2 = .051$ .

**Table 6.** Foreign language classroom anxiety based on grade level

FLCAS	5 <sup>th</sup> grade		6 <sup>th</sup> grade		7 <sup>th</sup> grade		8 <sup>th</sup> grade		9 <sup>th</sup>		1 <sup>st</sup> H		3 <sup>rd</sup> H		<i>p</i>	$\eta^2$
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
<b>Comm. appr.</b>	2.77	.55	3.17	.55	3.06	.70	3.05	.51	3.04	.58	2.97	.60	2.91	.28	.480	.035
<b>Test anxiety</b>	2.60	.63	3.12	.66	3.08	.76	3.07	.44	3.03	.72	2.96	.72	2.90	.50	.248	.050
<b>Fear of NE</b>	2.47	.82	2.80	.67	3.09	.92	2.80	.55	3.00	.93	3.02	.80	2.79	.77	.226	.051
<b>FLCAS</b>	2.62	.59	3.07	.59	3.08	.69	3.01	.42	3.03	.64	2.98	.63	2.88	.41	.254	.149

As can be seen in Table 6, communication apprehension was the highest level of classroom anxiety among the students in the 6<sup>th</sup> grade ( $M = 3.17$ ,  $SD = .55$ ), the 9<sup>th</sup> grade ( $M = 3.04$ ,  $SD = .58$ ), the 3<sup>rd</sup> grade ( $M = 2.91$ ,  $SD = .28$ ), and the 5<sup>th</sup> grade ( $M = 2.77$ ,  $SD = .55$ ), while in the 8<sup>th</sup> grade ( $M = 3.05$ ,  $SD = .51$ ) and the 1<sup>st</sup> grade high school ( $M = 2.97$ ,  $SD = .60$ ) it was the second highest. However, the lowest level of communication apprehension was found to be in the 7<sup>th</sup> grade ( $M = 3.06$ ,  $SD = .70$ ). The second highest level of anxiety was test anxiety exhibited by the students in the 6<sup>th</sup> grade ( $M = 3.12$ ,  $SD = .66$ ), the 7<sup>th</sup> grade ( $M = 3.08$ ,  $SD = .76$ ), the 9<sup>th</sup> grade ( $M = 3.03$ ,  $SD = .72$ ), the 3<sup>rd</sup> grade ( $M = 2.90$ ,  $SD = .50$ ) and the 5<sup>th</sup> grade ( $M = 2.60$ ,  $SD = .63$ ). In the 8<sup>th</sup> grade test anxiety was the highest ( $M = 3.07$ ,  $SD = .44$ ), while in the 1<sup>st</sup> grade it was the lowest ( $M = 2.96$ ,  $SD = .72$ ). The lowest level of classroom anxiety was fear of negative evaluation shown by the students in the 9<sup>th</sup> grade ( $M = 3.00$ ,  $SD = .93$ ), the 6<sup>th</sup> grade ( $M = 2.80$ ,  $SD = .67$ ), the 8<sup>th</sup> grade ( $M = 2.80$ ,  $SD = .55$ ), the 3<sup>rd</sup> grade ( $M = 2.79$ ,  $SD = .77$ ), and the 5<sup>th</sup> grade ( $M = 2.47$ ,  $SD = .82$ ), while the students in the 7<sup>th</sup> ( $M = 3.09$ ,  $SD = .92$ ) and the 1<sup>st</sup> grade ( $M = 3.02$ ,  $SD = .80$ ) experienced this as the most anxiety-provoking.

#### 4.4. Motivation and anxiety as language achievement predictors

Standard multiple regression was conducted to determine the accuracy of external regulation, introjected regulation, identified regulation, intrinsic motivation for knowledge, intrinsic motivation accomplishment, and intrinsic motivation to experience stimulation in predicting the students' achievement in learning English as a foreign language. The regression results indicated that the overall speaking motivation significantly predicted the achievement in learning English as a foreign language  $R^2 = .121$ ,  $R^2 \text{ adj.} = .087$ ,  $F(6,153) = 3.512$ ,  $p = .003$ . This model accounted for 8.7 % of the variance in the students' achievement. In fact, a summary of the regression coefficients presented in Table 7 furthermore indicates that only intrinsic motivation to experience stimulation significantly contributed to the students' achievement, whereas the other five variables (external, introjected, identified regulation, intrinsic motivation for knowledge and intrinsic motivation for accomplishment) did not significantly predict the students' achievement in learning English as a foreign language. Furthermore, there was a tendency for extrinsic motivation to be negatively and for intrinsic motivation to be positively associated with the students' achievement.

**Table 7.** Regression coefficients of motivation to speak in English as Foreign Language

	<i>B</i>	$\beta$	<i>T</i>	<i>P</i>	<i>Bivariate r</i>	<i>Partial r</i>
External regulation	-.324	-.187	-1.926	.056	-.087	-.154
Introjected regulation	.166	.101	.925	.357	.092	.075
Identified regulation	-.041	-.024	-.212	.832	.104	-.017
Extrinsic motivation	-.272	-.136	-1.520	.130	.045	-.120
Intrinsic motivation for knowledge	.021	.017	.172	.864	.167	.014
Intrinsic motivation for accomplishment	.138	.098	.947	.345	.180	.076
Intrinsic motivation to experience stimulation	.315	.256	2.893	.004	.302	.228
Intrinsic motivation	.564	.346	3.875	.000	.275	.295

Standard multiple regression was also performed to determine the accuracy of communication apprehension, test anxiety, and fear of negative evaluation in predicting the students' achievement. The regression results indicated that the overall foreign language classroom anxiety significantly predicted achievement in learning English as a foreign language  $R^2 = .097$ ,  $R^2 \text{ adj.} = .080$   $F(3,156) = 5.597$ ,  $p = .001$ . This model accounted for 8 % of the variance in the students' achievement. A summary of the regression coefficient displayed in Table 8 suggests that higher levels of communication apprehension anxiety were associated with lower levels of the students' EFL achievement, while test anxiety and fear of negative evaluation did not significantly predict the students' EFL performance.

**Table 8.** Regression coefficients of foreign language classroom anxiety

	<i>B</i>	$\beta$	<i>t</i>	<i>P</i>	<i>Bivariate r</i>	<i>Partial r</i>
Communication apprehension	-.449	-.232	-2.120	.036	-.286	-.167
Test anxiety	.112	.067	.518	.605	-.226	.041
Fear of negative evaluation	-.237	-.176	-1.573	.118	-.262	-.125

## 5. Discussion

### 5.1. Descriptive results

The study aimed at exploring foreign language speaking motivation and classroom anxiety among middle and high school students in Bosnia and Herzegovina. The findings suggested that the participants did not feel particularly worried in English classes since the majority of them were moderately anxious (see Table 2) about using it. On the contrary, the students showed a relatively high level of speaking motivation, these findings being in line with those reported in Bećirović (2017) who also found that students in Bosnia are highly motivated English language learners. Although the students tended to be more extrinsically than intrinsically motivated when learning English like other students in similar EFL contexts worldwide (Dwaik, Shehadeh, 2010; Noels et al., 2001; Saheb, 2014) the differences between these two motivation types were minor.

The correlation analyses were conducted to explore the relationship between classroom anxiety and speaking motivation. The results indicated that different components of speaking motivation were significantly correlated to foreign language anxiety subscales. Put in the other words, driven by divergent reasons for learning English students demonstrated a different level and type of anxiety. As can be seen in Table 2, amotivation had a positive and significant correlation with anxiety and its subscales. Thus, students with a lack of motivation were more likely to be anxious and did not feel comfortable in their English classes. These findings are aligned with those presented by Deci and Ryan (1985), Brown et al. (1996) as well as Khodadady and Khajavy (2013), who argued that amotivation and anxiety are linked in the language learning process. However, it can be posited that although in general, intrinsic motivation is significantly, moderately and negatively correlated with language learning anxiety (Noels et al., 2000), this was not the case in this study. Thus, while learning English students may find the challenges and risks exciting and arousing which may result in facilitating anxiety (Oxford, 1999). Moreover, students who enjoy learning English, even if they get confused and anxious at the level that they can handle, may find learning challenging and thus show higher levels of motivation. On the other hand, the current study findings, indicating positive significant correlation between some scores on extrinsic motivation measures and anxiety scores, confirmed the previously made suggestion that higher levels of anxiety tend to be associated with extrinsic motivation (Ryan, Connell, 1989). This was particularly true for communication apprehension, which significantly correlated with both external regulation and overall extrinsic speaking motivation. Therefore, the more externally motivated to speak English our participants tended to be, the more anxious they felt about it.

### 5.2. Gender-based differences

The hypothesis stating that there is a statistically significant difference in the student's motivation to speak in English as a foreign language based on gender was refuted. Overall, this study, although indicating slightly higher scores by the females, did not find that gender had a significant effect on the students' English-speaking motivation as has been suggested by various previous research (Dornyei, Csizer, 2005; Harthy, 2017; Xiong, 2010). The present study findings

echo those of Abu-Rabia's (1997), Bacon's (1992) and Akram and Ghani's studies (2013) in which no gender-based differences in the level of motivation were also found.

Even though the results revealed no significant variability between the males and females in their motivation to speak English as a foreign language, some variations were still notable (see Table 3). More specifically, the female students demonstrated insignificantly higher levels of motivation than the male counterparts in terms of all motivation components. This finding is consistent with the previously reported findings (Bećirović, 2017; Csizer, Dornyei, 2005; Ryan, 2009). However, in general, both the female and male present study participants were quite motivated to speak English, which may be assigned to the fact that they are aware that the knowledge of English, as a global lingua franca, would lead them to a brighter future and better living standard in Bosnia. Furthermore, being surrounded by English on a daily basis (Dubravac, 2016; Dubravac et al., 2018) they tend to develop an internal drive to acquire it so that they can follow its use in various domains of everyday life (Dubravac, Latić, 2019; Dubravac, Skopljak, 2019).

In addition to gender differences pertaining to motivation we investigated the gender differences in anxiety levels. Those results indicated a significant difference between the female and male students in terms of classroom anxiety, with the female students demonstrating a higher level of anxiety than the male peers. Thus, the second hypothesis was confirmed. Such results confirm those reported in a number of similar enquiries (e.g. Abu-Rabia, 2004, Cheng, 2002). These findings are also fully aligned with Huang's (2004) and Balemir's (2009) results which revealed that female students tend to be more anxious while speaking English. However, the study results contradict those obtained by MacIntyre et al. (2002), Matsuda and Gobel (2004), who did not find any statistically significant gender-based differences, and those in which it was discovered that males demonstrate a higher level of language anxiety than female counterparts (Capan, Simsek, 2012; Na, 2007). Such current study results might be at least partially assigned to the tendency of female students to report their feelings of anxiety openly (Clark, Trafford, 1996), but also to the indication that teachers have greater expectations of female students relying on their maturity, which puts female students under more considerable pressure (Piechurska-Kuciel, 2012). Another noteworthy point in this study is that communication apprehension was the greatest concern of both genders. This may be due to the fact that students are mostly afraid that they will make errors in pronunciation or say the wrong words and that they will be negatively evaluated or judged.

### 5.3. Grade-level based differences

The third hypothesis claiming that there is a statistically significant difference in the students' motivation to speak in English as a foreign language based on grade level was supported. Such a finding affirms that by Bećirović and Hurić-Bećirović (2017) who also in the similar learning context found that grade level had a significant influence on learning motivation. In particular, a significant influence of grade level was noticed on intrinsic but not on extrinsic speaking motivation, with the former being the highest among the 1st grade high school students, 7th and 6th grade middle school students, while the lowest level was shown among the 8th graders, who also reported the lowest level of extrinsic motivation. Moreover, the 1st grade high school students showed a greater level of all types of motivation than the 3rd graders. Thus, these findings, related only to high school students, are in line with Gottfried et al. (2001), Lepper et al. (2005) and Otis et al. (2005) who also discovered a decline in intrinsic motivation with age. This might be due to the fact that they had just chosen which high school to attend, and thus felt motivated to participate in speaking activities, which after two years changed slightly. In middle school generally the 6th and 7th graders appeared to be the most motivated and the 8th graders the least, which might be attributed to the content covered in these grades, but also to some other contextual factors such as the teacher, the textbook, the relation with the peers, etc. Generally, the scores for extrinsic motivation were higher than those for intrinsic among the middle school students, whereas the opposite was noticed among the high school students. Furthermore, while from the 6th grade extrinsic motivation to speak decreased over all the following grades, which is aligned with the findings presented by Corpus et al. (2009) and Otis et al. (2005) who also reported a small decrease in extrinsic motivation in students aged 13 to 15, a greater variation was noticed in terms of intrinsic motivation. Thus, the suggestion made by previous studies that the older students get the less motivated they tend to be (Bećirović, Hurić-Bećirović, 2017; Gardner et al., 2004) proves correct when considered for the high school students, while the trend among the others seems to be the following: motivation is relatively high among the 5th graders then it increases among the



6<sup>th</sup> and 7<sup>th</sup> graders, drastically decreases among the 8<sup>th</sup> graders and then increases again among the 9<sup>th</sup> graders.

On the other hand, the fourth hypothesis was rejected as the statistical analysis indicated that in the scope of foreign language classroom anxiety types no statistical differences based on grade level were found. Thus, both the younger and the older students appeared comparatively anxious, which is contrary to the results of a great number of previous studies (Horwitz 1986; Dewaele, 2007; MacIntyre, Gardner, 1994). The study further discovered that communication apprehension in the 6<sup>th</sup> grade ( $M = 3.17$ ) was most prominent and that it decreased as the students got older. These findings confirm the previous research by Wang (2004) who studied 214 students from junior middle school, senior middle school, and college. The author discovered that the most obvious anxiety was communication apprehension and that middle school students were more anxious compared to college students. Further, despite the fact that text anxiety was the highest in the 6<sup>th</sup> grade, the students in the 5<sup>th</sup> grade showed that they were the least anxious, whereas in the other grades (7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 1<sup>st</sup>, and 3<sup>rd</sup>) the level of anxiety continued to decline. When it comes to the fear of being negatively evaluated the most anxious were the students in the 7<sup>th</sup> grade, while the least are those in the 5<sup>th</sup> grade. Likewise, the results show that the fear of negative evaluation decreases over years. Overall, it is found that anxiety declined with age, which further means that the older students were, the lower their anxiety level was likely to be. The present results support the previous results obtained by Onwuegbuzie, Bailey and Daley (1999), and Horwitz (1995), showing that younger students face more anxiety when speaking in public. In terms of the current study such findings might be attributed to the fact that English in Bosnia is a mandatory subject in schools, and students start acquiring language at an early age, which makes them more proficient and less anxious in the letter age.

#### 5.4. Motivation and anxiety as language achievement predictors

The hypothesis stating that motivation to speak in English as a foreign language significantly predicts the students' EFL achievement was supported. On the whole, the results of the study showed that motivation to speak in English as a foreign language had a significant effect on the students' EFL achievement. This implies that the students with higher language motivation were likely to succeed in language learning. These findings are in line with those reported by previous research (Dornyei, 2001; Guilloteaux, Dornyei, 2008; Hiromori, 2006; MacIntyre, Gardner, 1989) who argued that motivation is in a positive correlation with English learning achievement, whereas they are contrary to those by Binalet and Guerra (2014) who discovered that motivation may not be related to L2 achievement. However, when separate speaking motivation subscales were taken into account, overall intrinsic motivation and one its subscale intrinsic motivation to feel stimulation singled out as a significant predictor of students' achievement. This confirms previously made conclusion that students with high intrinsic motivation have a high academic self-concept (Cokley et al., 2001), high self-efficacy (Yi-Guang et al., 2003), and tend to put much effort into learning language showing great interest in English while facing challenging tasks.

Similarly, the hypothesis stating that there is a statistically significant influence of classroom foreign language anxiety on students' EFL achievement was supported. Considering all the components of FLCAS (communicative anxiety, fear of being negatively evaluated, and test anxiety) the current study showed that communication apprehension was significantly and negatively associated with the students' achievement, while fear of negative evaluation was also negatively but not significantly related to the students' achievement. The latter might be attributed to the facilitative effect of test anxiety on achievement, since the positive correlation between test anxiety and the students' achievement was found. Such findings are compatible with those suggested in a few other studies (Horwitz, 2001; Scovel, 1991) which supported the positive effect of test anxiety on learning. Thus, according to Scovel (1991) while performing a task students need to feel anxiety to the optimal level. An optimal amount of anxiety can increase learning motivation and help learners to perform better when doing new learning tasks and lead them to make an additional effort to overcome their feelings of anxiety (Simpson et al., 1995).

The findings of the present study indicated the existence of a negative and significant correlation between foreign language classroom anxiety and achievement, which has been also found in the other studies (e.g. Horwitz, 2001, MacIntyre, Gardner, 1991). In the same context, Phillips (1992) investigated the correlation between oral performance and foreign language anxiety of students. The results, in general, showed a significant, moderately negative relationship between



oral performance and foreign language anxiety. Thus, highly anxious students obtained low speaking scores, while students with a lower level of anxiety were likely to obtain high scores. As Na (Na, 2007: 30) states, 'usually, high anxiety can make learners get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language well. Therefore, learners with high anxiety often get a low achievement and low achievement makes them more anxious about learning.' In other words, as students' anxiety increases, their scores in the examinations tend to decrease. However, these findings contradict those in the studies conducted by Liu (2006) and Oxford (1999) who identified a positive relationship between speaking anxiety and language achievement.

#### 5.5. Limitations

Even though the number of the participants exceeded the rules of thumb for the specific hypotheses tests used, a greater number of the participants would have yielded more powerful insights into the issue. Moreover, taking into account that Bosnia and Herzegovina is a small country with 3.8 million inhabitants the selected sample size might be considered representative. Furthermore, more participants from high school might have made the comparison between middle and high school students possible. The current study investigated the effects of age and grade level on classroom anxiety and motivation to speak, while the inclusion of other independent variables related to the students' relevant previous experiences might have contributed to the development of more complete understanding of the investigated concepts. Likewise, qualitative methods in addition to the quantitative used in the present study could have provided additional insights. All this might be taken into account in future research to further clarify the matter.

### 6. Conclusion

The current study showed that strong motivation and low level of anxiety are two significant factors precipitating success in the target language attainment. In particular, intrinsic motivation to feel stimulation appeared as a significant predictor of students' achievement. Much attention should be, therefore, paid to the conditions conducive to intrinsic motivation development, the cohesiveness of the learning environment, authenticity of the learning materials, teacher's communicativeness and greater opportunities for decision making and cooperative learning being some of them. Furthermore, teachers might help students deploying relaxation techniques and being gentler, showing more sympathy, creating a supportive learning classroom community where cooperative learning is provided encouraging learners to express their opinions and perspectives on different issues, making them feel safe and protected from embarrassment and sarcasm, giving them choices while assigning a task, enhancing students' pleasure, helping them build their self-confidence, and set their goals.

Taking into account the fact that motivation is a dynamic construct, these actions might also lead to the internalization of extrinsic motivation which appears to be positively associated with learners' anxiety. Thus, they would also contribute to lowering their students' speaking anxiety, which significantly and negatively predicts success in language learning. Even though attention should be directed to both genders simultaneously, teachers should be particularly careful with female students, since the results showed that girls tend to be more anxious than boys. Thus, teachers should bear in mind that whenever females are asked to get involved in the activities that require speaking their level of anxiety escalates since they do not like appearing as less confident and less proficient.

The results gathered from the study also revealed that students in the 8<sup>th</sup> grade are the least motivated and rather uneasy in communication situations, which should definitely draw the attention of educators to this group of learners. The textbook used, the content covered, the methods employed should be carefully analyzed in order to avoid such a decline of motivation to speak English as a foreign language among the 8<sup>th</sup> graders. The results pertaining to this group of learners might be also linked to the fact that education programs have changed in the past few years. In this vein, students have to finish 9<sup>th</sup> grade to enroll in high school instead of finishing 8<sup>th</sup> grade as it was before. Also, great variance in both motivation and anxiety from grade to grade might be assigned to the fact that the instructors of the current study participants often changed. This further emphasizes the role of teachers in a classroom. They should be fully aware of the importance of both quality and quantity of motivation and anxiety demonstrated by their learners.

Adopting effective methods, they might do much in increasing motivation, maintaining it, lowering anxiety, in such a way assisting students in their successful language learning development.

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