

Received: 01.11.2022  
doi: 10.46763/JESPT22172092i  
UDC: 159.944.4:378.018.556.011-052]:355.23(497.711)  
Revised: 10.12.2022  
Accepted: 15.12.2022

## INVESTIGATION OF STUDENTS' MOTIVATION AND ANXIETY AT THE MILITARY ACADEMY 'GENERAL MIHAILO APOSTOLSKI' WHILE LEARNING ENGLISH AS A FOREIGN LANGUAGE

Biljana Ivanova<sup>1</sup>, Elena Trajanovska<sup>2</sup>, Snezana Kirova<sup>3</sup>

<sup>1</sup>Faculty of Philology, Goce Delcev University, Stip, North Macedonia, [biljana.petkovska@ugd.edu.mk](mailto:biljana.petkovska@ugd.edu.mk)

<sup>2</sup>Military Academy 'General Mihailo Apostolski', Skopje, North Macedonia,  
[elena.trajanovska@ugd.edu.mk](mailto:elena.trajanovska@ugd.edu.mk)

<sup>3</sup>Faculty of Philology, Goce Delcev University, Stip, North Macedonia, [snezana.kirova@ugd.edu.mk](mailto:snezana.kirova@ugd.edu.mk)

**Abstract.** Consideration of learners' anxiety reactions in learning to speak another language by a language teacher is deemed highly important in order to assist them to achieve the intended performance goals in the target language. This study has attempted to investigate the factors that language anxiety can possibly stem from, both within the classroom environment and out of classroom in the wider social context, and the motivation needed for improving that anxiety by giving recommendations of a variety of strategies to cope with it. This study used a qualitative semi-structured interview format and a focus-group discussion technique to investigate the issue. Students of the Military Academy - ESL/EFL learners participated in the investigation. The findings suggest that language anxiety can originate from learners' own sense of 'self', their self-related cognition, language learning difficulties, differences in learners' and target language cultures, differences in the social status of the speakers and interlocutors, and from the fear of losing self-identity. The pedagogical implications of these findings for understanding second/foreign language anxiety for enhancing learners' communication abilities in the target language were discussed in accordance to the anxiety level with the motivation needed, as are suggestions for future research.

**Key words:** motivation, anxiety, second language learning, classroom environment, difficulties

### INTRODUCTION

As any other kind of teaching, teaching English is a challenging task. As educators we need to find different approaches and try to use different materials in the teaching process. These new types of knowledge will empower students to gain adequate language proficiency needed for the challenges and demands of the 21st century. When it comes to ESL learning in the real world, learning is no mean feat.

Teaching ESL is a very complex process because of a number of variables involved with the teacher assuming multiple roles. As language teachers, we have observed on many occasions apprehension and discomfort experienced by many students who attempted to acquire and produce a foreign language. Second language teachers have to assess each learner, how he/she learns a language and how to best facilitate the process of learning and acquisition. When the studies begin, the teacher becomes responsible for much of the learners' motivation for learning. Under scrutiny of his students is the teacher's power to motivate them and his/her ability to facilitate meaningful learning which is also attractive or fun (Chambers, 1999, p.137). The teacher's main role is to find and create powerful learning environments that allow this to happen. This would ensure that the learners' self-concept is congruous to the learning process and that their self-esteem and self-confidence while learning ESL are promoted as well as protected, which means that motivation is therefore

instrumental to achieving this. Certainly, it is the case that everything that a teacher does has a motivational influence on students (Dornyei, 2001a, p.32). Many learners express their inability and sometimes even acknowledge their failure in learning to speak a second/foreign language. They may be good in learning other skills but, when it comes to communicating in another language, they claim to have a 'mental block' against it (Horwitz et al., 1986:125). What, then, hinders or prevents them from succeeding in learning a second or a foreign language?

In many cases, students' feelings of stress, anxiety or nervousness impede their language learning and performance abilities. Theorists and second language acquisition (SLA) researchers have frequently demonstrated that these feelings of anxiety are specifically associated with learning and speaking a second/foreign language which distinguishes ESL/FL learning from learning other skills or subjects. Both teachers and students are aware of the fact and generally strongly feel that anxiety is a major hurdle to be overcome when learning to speak another language.

The primary purpose of this paper is to examine motivational patterns in relation to the anxiety of the Military Academy students of English and individual and sociable variables in learning English as a foreign language, and to investigate the domains of English relevant to the undergraduate students of the Military Academy 'General Mihailo Apostolski' in Skopje. Why do learners feel anxious while studying English and what are the factors or sources that make speaking English more stressful in some situations than in others? The main aim of this study is to find out and suggest some strategies for alleviating language anxiety in learners by motivating them. This investigation will hopefully give us the answers concerning the level of motivation and anxiety of students who learn English as a foreign language and will possibly provide additional insight into a better identification of the existing motivational challenges and into taking a more realistic perspective of English Language Teaching in the country.

Now, as teachers of English as a Second Language (ESL), we seek to understand what factors influence learners' decisions to speak. What effects do factors such as language anxiety have on ESL students' decisions to speak in the classroom? Taking risks in speaking English is a fascinating area for discovery, especially when taking into account the beliefs affecting those decisions. Why are some students of the same linguistic background willing to take risks in speaking and have seemingly minimal fear when doing so? Does the willingness to take risks affect those decisions? Do people or factors affect those decisions to speak? At the conclusion of this research, our intentions are to describe factors that may affect students' willingness to speak English in the classroom.

Hopefully, this research can further the discussion and assist in inspiring second language learners' quest to ultimately become fully proficient speakers. By identifying noticeable affective and cognitive factors affecting intermediate and predominantly advanced students' decisions to speak English, this research could present additional insight into current research. Ultimately, with this research, teachers, professors, educational professionals, and others intrigued in learning about factors affecting second language learners' decisions to speak, may find this useful within the worldwide landscape of second language learning and teaching.

The ESL learner has unique factors to consider in the classroom.

These thoughts of anxiety or what Hansen (1997) called "an experience of general uneasiness, a sense of foreboding, a feeling of tension" (p. 91), and our speculations about its relationship with foreign language learning overall and in the speaking skill, have inspired the research that is reported in this thesis. Like many teachers, we felt that anxiety might exert a deleterious influence on language achievement, and equally intuitively, that poor language achievement might arouse even more anxiety.

We believe that with the results obtained from the study made among the students learning English as a foreign language, the justification of this paper will be shown, and it will be able to find its way as a part of English-Macedonian study, and, most important, it will help students surpass the obstacles while studying this dominant foreign language in the world.

## Materials and Methods

The main aim of this study is to find out and suggest some strategies for alleviating language anxiety in learners by motivating them. This investigation will hopefully give us the answers concerning the level of motivation and anxiety of students who learn English as a foreign language and will possibly provide additional insight into a better identification of the existing motivational challenges and into taking a more realistic perspective of English Language Teaching in the country.

The present study examined the anxiety level and motivational patterns of the Military Academy students who study English language for four years and it probes the possible relationship between anxiety and motivation of learners. More specifically, the study seeks to answer the following questions:

1. What is the level of anxiety of learning English at the Military Academy?
2. What are the motivational patterns of the Military Academy students for learning English?
3. Is there a relationship between English language learning anxiety level and motivational patterns of Military Academy students?

The survey was made on all students at the Military Academy "General Mihailo Apostolski" who learn English as a foreign language for four years. Their age ranges from 19 to 22, and the participants are 70% males and 30% females. Three instruments were used for this study: an anxiety questionnaire, a motivation questionnaire, and a background questionnaire. The students were interviewed at the beginning of the semester.

The background questionnaire consists of questions about students' age, gender, years of studying English, field of study and the importance of English in our country. The average years of learning English are 9. Most of them answer the question about the importance of English in our country as a need to take the Stanag 6001 exam, (STANAG 6001 Edition 5, Language Proficiency Levels, is the NATO agreed standard for language curriculum, test development, and for recording and reporting Standardized Language Profiles (SLPs). at the end of the fourth year.

The Student Background questionnaire aimed to help students understand their English learning background and, in that way, help them to learn even better. It is a modification of the students' background questionnaire from the Institute of Pedagogy and Didactic at the Göteborg University.

*Table 1 Background questionnaire- Modification of students' background questionnaire from the Institute of Pedagogy and Didactic at the Göteborg University.*

Student Background Questionnaire	
This questionnaire aims to help you understand your English learning background and thus help you to learn even better. It can also help you and your teacher to plan your course in English. Please fill it and circle where necessary.	
Name: _____	Date: _____
Age _____	
Gender _____	
I have studied English for _____ year(s) in _____ (country/countries).	
My mother tongue* is _____	
Apart from English, I have also studied/I also speak (some) _____	
Importance of English and other languages in Macedonia _____	

Language materials for motivation and anxiety in learning English as a foreign language will be analysed by documented materials and illustrated by an anxiety questionnaire and a motivational questionnaire realized among the students who learn English as a foreign language. The results of the interviewed students from the two semesters will be compared at the end of the year.

The Horwitz's 33item Foreign Language Classroom Anxiety Scale (FLCAS) is modified to an anxiety questionnaire with 20 questions and it was used to assess the second language learning anxiety. The five-point Likert scale from "strongly agree" to "strongly disagree" is used to evaluate the students' anxiety. Questions 4, 6, 10, 14, 17, 19, 21, 23, 26, 28, 29, 30, 31, 32, and 33 are dropped because they are modified in the rest 20 questions.

The aim of this questionnaire is to measure the level of students' anxiety while studying English language. Students' answers to the given statements are presented in the table below. They have different answers for different statements and their answers range from 'strongly agree' to 'strongly disagree', depending on their feeling about the statement itself.

The motivational questionnaire was carefully adapted from the motivation surveys administered in foreign language settings by Clément and Kruidenier (1983), Clément et al. (1994) and Ely (1986) in such a way that the items were deemed concise, explicit, and characteristic of the Macedonian settings. The questionnaire was modified into 15 questions and the students again answered from "strongly agree" to "strongly disagree". Items 3, 4, 5, 6, 8, 9, 11, 12 were adapted from Ely (1986), with "Spanish" replaced by "English". Items 1, 2, 5, 7, 10, were adapted from Clément and Kruidenier (1983), with "French" changed into "English". Items 13, 14, 15 were adopted from Clément, Dörnyei, and Noels (1994). The respondents were asked to rate each of the 15 statements about the reasons for English learning on the same 5-point interval scale as used for the FLCAS in terms of their agreement with the statement in descending order.

An electronic version of the instrument was printed and administered to the English class students. According to the written instruction, the students were orally informed that their participation is voluntary and that they should provide their own answers and opinions as honestly as they could so that researchers receive a real picture about their motivation and anxiety level while studying English. Students were given 10 minutes for each questionnaire to produce frank answers, which was crucial for the investigation. This was done at the beginning of the semester so the teacher should know what to expect from the students and see whether he or she can make any improvements in students' behaviour while learning English.

## **Results and discussion**

The data analysis was done in correlation with the questionnaires and students' answers. Students' answers were given in percentages and presented to the students so they could see their overall anxiety and motivation while learning English. The percentages for each question are given in the same questionnaire and they give the current situation of the students' anxiety and motivation while learning English as a second language or language for specific purposes. Some answers might surprise some of the readers of this paper. The students gave their answers as honestly as they could so the results are true and honest and because of that the improvement which will hopefully come later during their study of English will become the best result ever. While analysing the results we will try to find the answers to the questions why students behave like that and we will also try to help them to surpass the anxiety and to raise the level of motivation through seeing the studying of English language as a natural and interesting thing, which will be of enormous help in their later work.

*Table 2 - Anxiety questionnaire*

<i>Anxiety questionnaire</i>	SA (strongly agree)	A (agree)	N (neither agree, nor disagree)	D (dis- agree)	SD (strongly dis- agree)
1 I often feel like not going to my English classes.	2.5%	12.5%	11.15%	20%	53.75%
2 I get nervous when I don't understand every word the English teacher says.	6.25%	12.5%	16.25%	25%	40%
3 I feel confident when I am in English class.	27.5%	43.75%	17.5%	8.75%	2.5%
4 It wouldn't bother me at all to take more English classes.	38.75%	17.5%	25%	11.25%	7.5%
5 I get nervous and confused when I am speaking in my English class.	5%	7.5%	10%	27.5%	50%
6 I worry about the consequences of failing my English class.	52%	35%	12%	11.1%	2%
7 I don't worry about making mistakes in English class.	17.5%	38.75%	23.75%	17.5%	2.5%
8 During an English class I find myself thinking about things that have nothing to do with the course.	10%	11.25%	25%	42.5%	11.25%
9 I start to panic when I have to speak without preparation in English class.	5%	6.25%	45%	25%	8.75%
10 I always feel that other students speak English better than I do.	7.5%	12.5%	45%	23.75%	1.25%
11 I don't understand why some people get so upset over English classes.	46.25%	32.5%	5%	8.75%	7.5%
12 I never feel quite sure of myself when I am speaking in my English class.	5%	16.25%	21.25%	37.5%	20%
13 I don't feel pressure to prepare very well for English class.	37.5%	26.25%	21.25%	7.5%	8.75%
14 It frightens me when I don't understand what the teacher is saying in English.	38.75%	8.75%	10%	27.5%	15%
15 When I am on my way to English class, I feel very sure and relaxed.	58.75%	7.5%	30%	2.5%	1.25%
16 I am usually at ease during tests in my English class.	47.5%	23.75%	23.75%	3.75%	3.75%
17 Even if I am well prepared for my English class, I feel anxious about it.	35.75%	11.25%	1.5%	50%	1.5%
18 I am afraid that the other students will laugh at me when I speak English.	12.5%	7.5%	16.25%	18.75%	45%
19 I would not be nervous speaking in English class.	45%	28.75%	11.25%	11.25%	3.75%
20 I would probably feel comfortable around native speakers of English.	38.75%	27.5%	26.25%	5%	2.5%

According to the first question, "I often feel like not going to my English classes" 20% of the students answered that they disagree with the statement and even 53% strongly disagree with this but we have a percentage of 12.5% that agree, which can be said to be the most concerning. This might mean that students do not mind coming or not to English classes. 40% of the students agree with the second question, and the percentages of neither agree nor disagree and agree are very close. The third question starts with 71% of the students who feel confident while they are at English classes, which is more than satisfactory, but still there are those 17.5% that neither agree nor disagree with the question and only 11 % of them who disagree and strongly disagree with this. 38.5% of the students answered that they agree with the fourth question, but the difference in percentages at the students who strongly agree and neither agree nor disagree is only 7 % and the percentage

to those who disagree or strongly disagree is also big. The fifth question starts with the close difference in percentage between students who agree that they feel nervous and anxious while speaking at English classes and those who neither agree nor disagree. But the number of those who disagree and strongly disagree with this question is more than satisfactory with hope that those who neither agree nor disagree will change their attitude in future. 52% of the students worry about the consequences of failing the English exam and only 2 % strongly disagree with this. This is the so called students' syndrome when students worry only about their final exam and not about learning well enough to pass it. So, students must be told that before they start concerning about the exam, they should pay attention to learning and gaining knowledge and then to the exam itself. If they do their work well when they are at English classes, write and do all the tasks given by the teacher they will not have problems at all passing the exam. The percentage of students who actually worry while making mistakes during English classes is 56.25%, but also the percentages of those who do not worry or neither worry nor do not worry are very close. The question number eight gives very interesting results. 10% and 11.25% of the students also agree and strongly disagree with the question. The close difference in percentages of other three categories is also interesting but it must be mentioned that 42.5% of the students disagree with the established question. The fact that most of the students neither agree nor disagree with question nine definitely shows their anxiety about learning English. This comes because of their inconsistency while speaking English in class. They sometimes know what to say because they have previously prepared and they sometimes do not because they did not pay so much attention to the task. The tenth question has very close percentage difference in students' answers and again the biggest one is when the students neither agree nor disagree with the question. Students gave an impressive 46.25 % answer that they strongly agree with question number 11 which encouraged us to continue researching this area and filled us with hope that with some changes we can reach our goal in decreasing the level of anxiety in students while they learn English. Question number 12 also encourages with 37.5% of disagreeing by students, although the differences in percentage between all answers is close. 63.75% of the students for question 13 answered that they do not feel pressure to prepare for English class but, there are still 216% of them who disagree with this. There is no difference between those who agree and those who disagree about question 14 and there is still a 10% of students who are not sure whether they agree or disagree with the question. Question 15 has 58.75% of students who strongly agree that they feel relaxed when they go to English classes, but the percentage of those who do not know whether they agree or disagree is also big. Question 16 is very interesting because of the same percentage of students who neither agree nor disagree and agree with it. This is very improving because with those of the students who strongly agree we can realize that the tests are not seen as something scary and intimidating but as something previously learned that needs to be reviewed. 47% of the students in question 17 strongly agree and agree that they feel anxious about English classes even if they are well prepared and 50% disagree, so again we have a small difference in percentages. In question 18, 45% of the students strongly disagree that other students will laugh at them when they are not speaking English very well, but there are still 20% of those who strongly agree and agree with this question. There are 30% of those who are neutral and can be put on both sides. So those students who agree may feel embarrassed, not comfortable and they will probably miss classes. Questions number 19 and 20 have a biggest percentage of students who agree, especially with number 19, but I must say that the percentages of those who answer neutrally to these questions are still big, especially question 20. This is also one of the main characteristics of this questionnaire, so most of the students often do not know what to answer or they do not have the right answer at the moment or just hesitate to answer, which will later probably become problem.

Table 3- Motivation questionnaire

Motivation questionnaire	SA (strongly agree)	A (agree)	N (neither agree, nor disagree)	D (dis-agree)	SD (strongly dis-agree)
1. It will be helpful for my future career.	88.75%	11.25 %	/	/	/
2. I feel English is an important language in the world.	87.5%	7.5%	5%	/	/
3. It may make me a more qualified job candidate.	87.5%	8.75%	1.25%	2.5%	/
4. I needed it to enrol to the MA.	57.5%	35%	7.5%	/	/
5. I may need it to be admitted to a higher school.	60%	31.25 %	6.25%	2.5%	/
6. I feel it is mentally challenging.	15%	42.5%	32.5%	5%	5%
7. I want to understand English films/videos, pop music or books/ magazines.	71.25%	20%	6.25%	1.25%	1.25%
8. I can get pleasure from learning English.	53.75%	33.75 %	8.75%	2.5%	1.25%
9. I want to be able to use it with English-speaking people.	80%	17.5%	/	1.25%	1.25%
10. I need it for study abroad.	71.25%	16.25 %	10%	2.5%	/
11. I have to take the Stanag language exam.	73.75%	16.25 %	10%	/	/
12. It helps me understand English-speaking people and their way of life.	68.75%	25%	3.75%	1.25%	1.25%
13. I want to acquire new ideas and broaden my outlook.	65%	22.5%	8.75%	3.75%	/
14. I am interested in English culture, history and military education.	41.25%	28.75 %	21.25%	3.75%	5%
15. I would like to work in an English-speaking area.	26.25%	42.5%	23.75%	6.25%	1.25%

Motivational questionnaire was also filled by the students from all four years at the Military Academy. The results as in previous questionnaires are very satisfactory. The first question "It will be helpful for my future career" has 88.75% of students who strongly agree and 11.25% of them agree. So, we must say that their leading point in learning English language is that it will be helpful for their future carriers. 87.5% of the students strongly agree with the second question and, together with those who agree, this represents 96%. Only 5% of the students neither agree nor disagree with this question. The most important thing in these two questions is that none of the students disagreed or strongly disagreed with them so our work in further analysis is much easier. The third question starts with 87.5% of the students who strongly agree with it and, together with those 8.75% who strongly agree, there is an amazing 97.25% of students who are for it. 1.25% of the students neither agree nor disagree and 2.5% of them disagree with the question. 82.5% of the students strongly

agree and agree with the fourth question. The fifth question has an amazing 91.5% of the students who agree that they need the English language so they can be admitted in higher school. 6.25% of them neither agree nor disagree, and 2.5% disagree. 32.5% of the students neither agree nor disagree with the statement that learning English is mentally challenging but there is 57.5% of the students who together agree and strongly agree. The seventh question has 91.5% of the students who strongly agree and agree that they need to know English in order to understand music, video, films, books and etc. The percentage of the students who agree with the eighth question is 87.5%. 97.5% of the students strongly agree and agree that they need to know English because they want to speak with English-speaking people, and only 2.5% disagree with this. The tenth question has 71.25% of the students who strongly agree with it and 16.25% who agree with it. The rest of the students have circled 10% neither agree nor disagree, and 2.5% disagree with that they need English language to study abroad. According to the eleventh question, 90% of the students strongly agree and agree and only 10% neither agree nor disagree. 93.5% of the students agree that English language helps them understand English speaking people and their way of life. 3.75% neither agree nor disagree and only 2.5% strongly agree and disagree with it. Question number 13 has 87.5% of the students who strongly agree and agree with it. 8.75% neither agree nor disagree and only 3.75% disagree with it. 60% of the students strongly agree and agree with question number 14 opposite to those 8.75% who strongly disagree and disagree and 21.25% of those who neither agree nor disagree. 68.75% of the students want to travel to English speaking areas. 23.75% neither agree nor disagree and 7.5% of them disagree and strongly disagree with the question.

### **Comparison of all results**

After the results obtained from the questionnaires and the analyses made according to the answers given by the students, a lot of similarities and differences were noticed. Students themselves answered the questions according to their mood and feelings they have about the English language. According to the statements, they gave different answers to different statements, but for some of them the level of anxiety and motivation is very high. Even though the level of anxiety is high, the percentage is not bigger than 70%. On the other hand, the percentage of the motivational questions is raised to 99% (It will be helpful for my future career), or 98% (It may make me a more qualified job candidate). The students were trying to give as honest answers as they could, and that is why the questions have the answers they have. The questionnaires are made in a similar manner with the same five answers' phrases. The statements in them are clear, understandable, with common words that are familiar to all students (with intermediate and advanced level of English) and provide answers which are closely related to the nature of learning the English language. The students answered both of the questionnaires (anxiety and motivation) by putting a tick to the answer they think is more suitable to their opinions and feelings about the statements. When the motivation is as high as in these statements, the level of anxiety must be very low, as for example if we get those 99 percentages of the statement "It will be helpful for my future career" we can say that the anxiety level is only 2%. And, reversely, if the level of anxiety is high as in the "I worry about the consequences of failing my English class" where 64% of the students strongly agree and agree with the statement, the level of motivation is low.

### **Conclusion**

This study aimed at understanding the extent to which anxiety and motivation affect English learning at the Military Academy. In conclusion, the results indicated a moderate anxiety level and a moderately high motivation level, the former being negatively related to the participants' proficiency. The generally negative attitude towards English courses may greatly influence the incentives desirable for maintaining sustainable effort in English learning. The more desire students feel to learn about the target language and culture, the

more effort they tend to make in their English learning, and the less anxious they are in the classroom.

Second language learning is a complex process. Affective factors are interrelated and may in part be a result of environments at both micro and macro levels: classroom environment and policymaking. Classrooms should be places where motivation can be boosted rather than weakened. Policymaking should promote positive attitudes of learners towards English learning so as to reduce the debilitating effect of anxiety and to instil genuine interest and motivation. As pointed out by Clément and Kruidenier (1983), variations in orientations are determined by the combined effect of structural factors characterizing the learning situation. Consideration of specific contexts is crucial to our understanding of the constructs of language anxiety and motivation.

The conflict between the negative relationship between integrative motivation and anxiety level and the relatively lower rating of integrative motivation also informs us that effort should be made in the teaching practice to enhance genuine interest in the target language and culture in foreign language learning settings. Specifically, it brings two instructional implications to the foreground. First, foreign language curricula should be designed in a way that enhances both types of motivation; in particular, more culturally related materials need to be incorporated. Second, the implementation of language requirements, as taking the Stanag exam, needs to be re-evaluated more thoroughly and carefully as to their actual effect on the learning process. Overall, in the effort of promoting a greater commitment to language learning, affective factors can be tapped in such a way that they encourage less anxious, more confident, motivated, and capable learners.

The results of this study suggest that learners' motivation and identities are rooted in their historical background and influenced by both social and contextual factors. The findings support other researchers' views (e.g., Norton, 2000; Thorne, 2005) that motivation is not a static element, but is shaped by previous and ongoing activities and changes corresponding to the broader social context. It seems that, in the English language learning process, the more learners engage in learning activities, the more actively they locate themselves in the social context and make efforts to align with social discourses, and the more they experience personal transformation.

The results of this study suggest that learners' motivation and identities are rooted in their historical background and influenced by both social and contextual factors. The findings support other researchers' views (e.g., Norton, 2000; Thorne, 2005) that motivation is not a static element, but is shaped by previous and ongoing activities and changes corresponding to the broader social context. It seems that, in the English language learning process, the more learners engage in learning activities, the more actively they locate themselves in the social context and make efforts to align with social discourses, and the more they experience personal transformation.

Several limitations to this study must be noted. The sample of the subjects which represented the categories of the subjects (ESL/EFL learners) was fairly small in size. In order to investigate the complex issue of language anxiety connected with the separate forms of motivation, only a limited time was available for the focus group answering (15 minutes per each questionnaire). Furthermore, the role played by individual experiences was difficult to evaluate from these questionnaires, as the participants belonged to a wide range of cultural and ethnic backgrounds, with varied language learning experiences. It is also equally possible that the subjects might not have touched on some of the anxiety-producing factors. Conversely, the participants, probably considering the fact that the researcher is looking for the factors that cause language anxiety for ESL/EFL learners, might have tried to relate some of their experiences with anxiety, which they may not otherwise have felt to be contributing to anxiety. And according to motivation, the focus groups answered the questionnaire led by their personal experience but at the same time influenced by the others present.

Ivanova, B., Trajanovska, E., & Kirova, S. (2022). Investigation of students' motivation and anxiety at the Military Academy 'General Mihailo Apostolski' while learning english as a foreign language. *Vospitanie- Journal of Educational Sciences Theory and Practice*, Vol. 17, No. 2, 2022

## References

- Chambers, G.N., (1999). *Motivating language learners*. (p. 137). Multilingual matters
- Clément, R., Dörnyei, Z., & Noels, K. A. (1994). *Motivation, self-confidence, and group cohesion in the foreign language*. *Language Learning*, 44(3), 417 - 448.
- Clément, R., & Kruidenier, B.G. (1983). *Orientations in second language acquisition: The effects of ethnicity, milieu and target language on their emergence*. *Language Learning*, 33, 273-291.
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Ely, C. (1986). *Language learning motivation: A descriptive and causal analysis*. *The Modern Language Journal*, 70(1), 28-35.
- Gardner, R. C. (1982). *Language attitudes and language learning*. In E. B. Ryan, and H. Giles (Eds.), *Attitudes towards language variation* (pp. 132-147). London, United Kingdom: Edward Arnold.
- Gardner, R. C. (1985). *Social psychology and second language learning*. Edward Arnold.
- Gardner, R. C. and MacIntyre, P. D. (1991). *An instrumental motivation in language study*. *Studies in Second Language Acquisition*, 13, 57-72.
- Hansen, R. A. (1977). *Anxiety*. In S. Ball (Ed.), *Motivation in education*. New York: Academic Press.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). *Foreign language classroom anxiety*. *The Modern Language Journal*, 70 (2), 125-132.
- Ivanova, B., Kuzmanovska, D., and Kirova, S., (2020) *The influence of evaluation on students' motivation to learn a foreign language*. *Воспитание - списание за образовна теорија и практика*, 11 (15). pp. 105-110. ISSN 1857-5331
- Ivanova, B., Kirova, S., Kuzmanovska, D., (2020) *Анксиозноста кај учениците при изучувањето на странски јазик*. *Годишен зборник на Факултетот за образовни науки*. ISSN 1409-9187
- MacIntyre, P. D., Noel, K.A., & Clément, R. (1997). *Biases in self-ratings of second language proficiency: The role of language anxiety*. *Language Learning*, 47(2), 265-287.
- Norton, B. (2000). *Identity and Language Learning: Gender, Ethnicity and Educational Change*. Harlow: Pearson Education
- Petkovska, B., Kirova, S., Koceva, D., (2012): *Investigation of motivation and anxiety in Macedonia while learning English as a second/foreign language*. WCES – Barcelona, Spain 2012
- Thorne, B., M, Hanley, T. (2005): *Connections in the history and systems of psychology*. Houghton-Mifflin
- Ulanska T., Kirova S., Petkovska B, Koceva D. (2010): *Initial English language competences in elementary state schools in Macedonia*. WCES, - Istanbul, Turkey 2010
- [https://www.natobilc.org/en/products/stanag-60011142\\_stanag6001/?fbclid=IwAR15SDD1vyDQ0uLX6qvpK4zXIMV4P1ROqWehkAnTh1YOH6abCar84XY-CU](https://www.natobilc.org/en/products/stanag-60011142_stanag6001/?fbclid=IwAR15SDD1vyDQ0uLX6qvpK4zXIMV4P1ROqWehkAnTh1YOH6abCar84XY-CU)