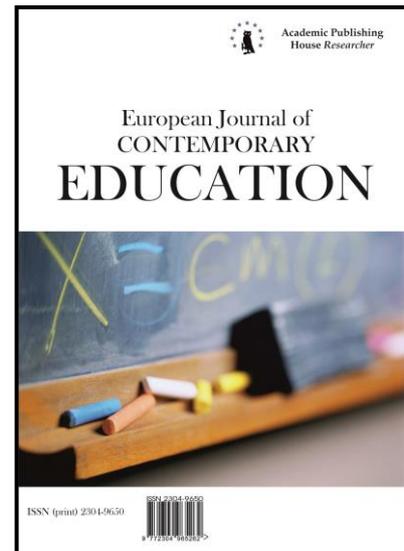




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Published in the Slovak Republic  
European Journal of Contemporary Education  
ISSN 2304-9650  
E-ISSN 2305-6746  
2017, 6(2): 210-220  
DOI: 10.13187/ejced.2017.2.210  
[www.ejournal1.com](http://www.ejournal1.com)

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## The Relationship between Gender, Motivation and Achievement in Learning English as a Foreign Language

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### Abstract

This study deals with the research into the relationship between gender, motivation and achievement in learning English as a foreign language. A good command of English is of paramount importance for an individual to be successful in numerous aspects of life such as professional, personal and educational. The aim of this research was to determine how gender influences motivation and achievement in learning English as a foreign language. The research sample consists of 185 students aged ten (fifth grade), fourteen (ninth grade) and eighteen (twelfth grade). The results demonstrate a statistically significant relationship between gender and motivation. Ten-year-old students exhibit the highest motivation for learning English as a foreign language, while the eighteen-year-olds exhibit the lowest motivation. In addition, female students are more successful at learning English as a foreign language than male students at each group/grade level. Moreover, the findings also reveal statistically significant results in measuring the correlation between achievement and motivation and can be highly beneficial for teachers, parents and students in adopting the most effective approach to learning and teaching English as a foreign language.

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

### 1. Introduction

Gender plays an important role in an individual's life. It shapes the entirety of the experience at all levels. It is the key descriptor of every person. There is abundant research that proves the significant relationship between gender and abilities (Woolfolk, 2014). Gender is a classic and significant predictor in educational, psychological and linguistic research (Catalan, 2003). That is why every research into the abilities to learn a foreign language has to take into account gender as

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an important independent variable. Motivation represents one of the key success factors in all kinds of human activities. Numerous experts testify to the fact that motivation is an extremely important factor in the learning process, including foreign language learning (Dörnyei, 1990; Dörnyei & Ushioda, 2009; Gardner, 1985, 2001). Motivation is, in fact, a very complex notion encompassing numerous factors.

Knowing the English language can enrich a person's life and open up endless possibilities, including (but not strictly limited to): education, business, networking and relationships. Furthermore, it also contributes to the meeting of different cultures, which in turn helps to develop intercultural communication and cooperation competence. Due to its' global use in nearly all areas of life, English language has a special importance, but it is also a prerequisite for being a successful individual in the modern world.

English teachers must consider gender differences when selecting appropriate teaching strategies and methods. Gender is considered as one of the main factors that influence foreign language learning (Andreou, Vlachos & Andreou, 2005) and ignoring its' effect may lead to the inappropriate creation of learning environments and materials for both male and female language learners. On the other hand, studying the relationship between gender and language learning helps teachers to plan a class accordingly, develop effective strategies (Aslan, 2009), and conduct appropriate in-class activities (Meece, Glienke & Burg, 2006).

This study deals with elements that motivate students to learn English as a foreign language across different age groups and gender. The results of this research substantially contribute to expert literature in this field and help teachers, as well as parents and students, in creating appealing and more favorable conditions for learning English as a foreign language.

### **1.1. Motivation as an indispensable factor of success in foreign language learning**

According to Gardner (1985) motivation consists of three different components: effort, desire and favorable attitudes. When combined, these three factors greatly contribute to the true motivation. Gardner (1985) highlights the importance of desire to achieve the goal, as well as favorable attitudes towards the goal, which result in invested efforts altogether. Dörnyei (1994) points out that motivation represents the most significant factor of success. He emphasizes the importance of geographical and geopolitical factors that influence the attitudes and motivation for learning a foreign language (Dörnyei, 2002). Balenovic (2011) believes that a foreign language is learned for practical reasons and that instrumental motive will lead to success in learning. A large portion of young learners tend to learn languages out of curiosity, interest or simply love for a foreign language, while on the other hand adults have different reasons for learning foreign languages which tend to be far more pragmatic (Balenović, 2011).

According to Crookes and Schmidt (1991), motivation has been defined as the learner's orientation with regard to the goal of learning a foreign language. When defining motivation in a classroom environment, Julkunen (2001) highlights the situation-specific motivation, which refers to the motivational state in a concrete situation, and the task motivation, which is characterized by organized class activities in the center of student's attention. The research conducted among high school students in Finland emphasized the importance of the class, the classroom environment and the level of the tasks given to the students to solve and which influence the motivation for learning English language (Balenović, 2011). Cooperative learning situations, where students are not divided according to the knowledge while solving the tasks, have yielded the best results, as well as the open-type tasks in which students were more motivated and achieved better results (Balenović, 2011). These findings point out the importance of classroom management and the methodology of teaching and learning. Precisely the teacher is the one who creates the classroom climate which can significantly influence students' motivation through the application of different methods of teaching and learning (Becirovic & Akbarov, 2016). The teacher is the one who can strongly motivate students to learn a foreign language with his/her own actions. However, the learning results will have no significance or will have very little significance if the teacher's methods are not adjusted to the learning styles of the students and if the course content does not meet their potentials or needs.

Questions that inevitably arise when we consider the level of motivation are: why do we learn a foreign language? How much do we actually try to learn it? How long are we truly ready to

persevere in that effort? The fact that learning motivation can vary during the process of learning a language is also evidenced by Dornyei (2005). Types of motivation can also vary during the process of foreign language learning among different age groups (Ghenghesh, 2010; Kormos & Csizér, 2008). Sometimes the extrinsic motivation will dominate, at another time intrinsic motivation will take the lead, but some other motivational components will significantly influence the motivation for learning a foreign language as well. Moreover, the type of motivation can also be changed based on the influence of peers and the environment in general (Matsubara, 2006). Peers are those who have an important influence on attitudes and values of students. Thus, if they are driven by extrinsic values of learning a foreign language, they will certainly affect the group to which they belong. Those values change over time, but also with the change of groups that influence the attitudes and values of the students.

The most successful students in learning a foreign language are those who have positive attitudes towards people who speak the target language, who acknowledge and appreciate their culture and who want to be integrated into their society. Such kind of motivation could only be characterized as intrinsic motivation for learning a foreign language. Oxford (1994) highlights preferential attitudes towards learning a foreign language. Motivation can very often be based on concrete interests and goals, such as passing an exam, finding a job, migration to another country, studying etc. (Shahid & Grami, 2013). Numerous studies confirm that success will be insignificant and inappreciable if there is no motivation for learning a foreign language.

Noels (2001) expands the levels of motivational constructs with a model of intrinsic, extrinsic and integrative orientation, relying on Deci's and Ryan's self-determination theory with the aim of a better understanding of special orientations and their roles in language acquisition. Intrinsic orientation refers to the reasons for learning the second (foreign) language stemming from internal satisfaction and interest for learning which sometimes includes curiosity and the aesthetic component of the experience. With respect to language learning, intrinsic orientation refers to students who enjoy the sound, melody and rhythm of prose or poetry in a foreign language. For example, Noels states a comment by Anglo-American students learning Spanish at the University of California. When asked they learned Spanish, they responded with "The ability of communicating in another language creates a sense of satisfaction in me" (Noels, 2001: 53).

### **1.2. Gender and learning abilities**

During school years and beyond, psychologists find no differences in general intelligence on the standard measures. These tests have been designed and standardized to minimize sex differences. However, the scores on some tests of specific abilities show gender differences (Woolfolk, 2014). The scores of males tend to be slightly more variable in general, so there are more males than females with very high and very low scores on the test. The research also shows that more male students have some sorts of disabilities that may affect learning abilities. But many of these researches neglect the influence of culture, race, and ethnicity (Woolfolk, 2014).

When it comes to specific abilities, according to Kaiser (2006), on average, males have been found to be better than women at certain subjects like mathematics. But, research shows that girls have reached parity with boys in mathematical performance in the United States and some other developed western countries (Woolfolk, 2014). The attitude that males are better at mathematics also causes negative stereotypes regarding females' inferiority in regard to mathematical competence. Such stereotypes may influence females' decision in choosing courses related to math and study programs that do incorporate math. Melanie Steffens and her colleagues (2010) confirmed such stereotypes in her research in Germany. They found that by the age of 9, girls had already developed implicit (out of awareness) math-gender stereotypes.

Emotional conditions play an important role in English language learning and they influence comprehension (Saidi & Al-Mahrooqi, 2012). Females are more sensitive and more capable to comprehend a text or speech full of various emotions such as happiness or melancholy than males. Males are better at understanding language mediums that contain more aggressive emotions such as anger while females tend to be more sensitive and they have a better capacity to comprehend a text or speech full of sadness and happiness than males (Glenberg, 2009). Rachel & Uri (2009) point out the degree of nervousness and fear from negative outcomes. As it has already been mentioned, females tend to experience more intense feelings than males. Consequently, it

significantly affects learning strategies and they have to work as hard as possible to overcome such fears (Rachel & Uri, 2009).

Chan, Spratt and Gillian (2010) conducted research into the influence of self-efficacy on motivation to learn English as a second language. Their research showed that language learners who have high self-efficacy tend to improve their language autonomously more than other learners. However, the results of the latest study contradicted the previous findings, as they show that males who have lower self-efficacy than females tend to develop their language by practicing harder than females outside the classroom (Chan et al., 2010).

## 2. The present study

The various researches on factors which influence learning English as a foreign language among different age groups represent a very important step towards improving both the teaching and learning strategies as well as the curriculums. Learning the language has its peculiarities, because the abilities to learn a language are significantly determined by factors which an individual cannot control. However, the aim of this research is to determine how gender influences motivation and achievement in learning English as a foreign language. Based on the defined aim of this investigation, the following research questions have been posed:

1. What is the relationship between gender and motivation in learning English as a foreign language?
2. What is the relationship between gender and achievement in learning English as a foreign language?
3. Is there any correlation between motivation and achievement in learning English as a foreign language?

The following null hypotheses have been tested:

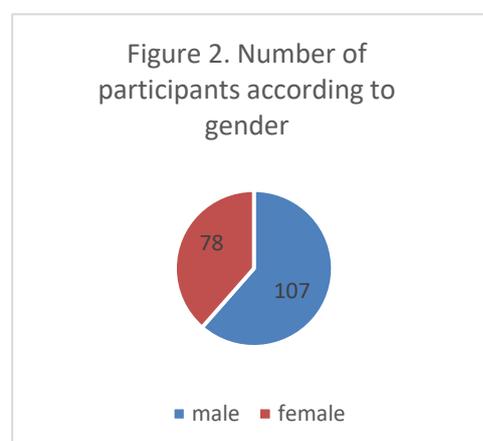
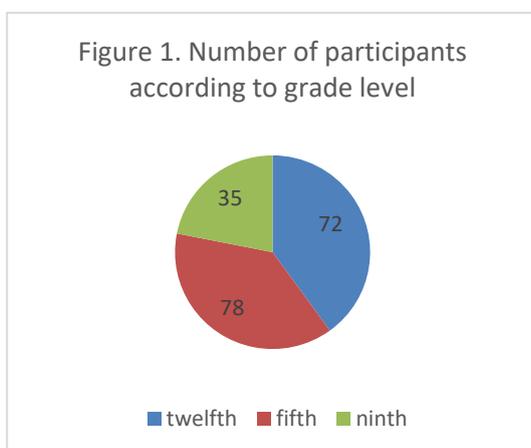
$H_{o1}$ : There is no statistically significant difference in students' motivation to learn English as a foreign language based on gender.

$H_{o2}$ : There is no statistically significant difference in students' achievement in learning English as a foreign language based on gender.

$H_{o3}$ : There is no statistically significant correlation between students' motivation and achievement in learning English as a foreign language.

### 2.1. Participants

The sample consists of 185 students of elementary and high school levels in Sarajevo, Bosnia and Herzegovina. The convenience sampling method has been employed. Since age plays an important role in this research, we have decided to divide students into three different age groups. The sample includes students of the fifth (78) and ninth (35) grade of elementary school and the twelfth (72) grade of high school. The research sample is composed of 78 female and 107 male participants, with the age span from 10 to 18. The mean of age is  $M=13.74$  and standard deviation is  $SD=3.388$ . A detailed review of the sample based on grade level and gender is presented in the Figure 1 and the Figure 2.



## 2.2. Instruments and procedure

In order to collect data on learners' motivation, the questionnaire constructed by Schmidt and Watanabe (2001) has been used. The instrument is composed of two parts: background information and second part items that measure students' motivation to learn English as a second language. The questionnaire consists of 44 statements and a 5-point Likert scale. Students could choose one out of five statements (strongly agree, agree, neutral, disagree and strongly disagree). In this study, the subscales of motivation were intrinsic motivation ( $\alpha = 0.70$ ), extrinsic motivation ( $\alpha = 0.73$ ), personal goals ( $\alpha = 0.81$ ), expectancy control ( $\alpha = 0.74$ ), attitudes ( $\alpha = 0.66$ ), and motivational strength ( $\alpha = 0.78$ ). The questionnaire containing 44 questions was distributed to the students at elementary and secondary schools in the Sarajevo Canton, Bosnia and Herzegovina. The participants were asked to read each statement carefully, to be honest and to provide a response for all the statements in the questionnaire. Participants' achievement was not measured by any specific test for the purpose of this research. The data is based on participants' average mark in the English language course in the regular teaching process, with the minimum mark being 1 and the maximum 5.

## 2.3. Data analysis

In order to analyze the data gathered from the participants Statistical Package for the Social Sciences (SPSS), version 23.0 has been used. Descriptive statistics in terms of means, standard deviations, and frequencies were performed. Null hypotheses have been tested by inferential tests. Since all assumptions have been met, an Independent samples T-test has been employed. In order to measure the effect size, Cohen's d has been used. A Pearson product-moment correlation coefficient was computed to assess the relationship between motivation and achievement.

## 4. Results

### 4.1. Descriptive analysis of motivational components and students' achievement

Research sample is composed of 185 students from elementary and high schools: 78 students of fifth grade (elementary school), 35 students of ninth grade (elementary school), and 72 students of twelfth grade (high school).

**Table 1.** Descriptive results of motivation

Gender	N	Mean	Std. Deviation
male	107	3.7133	.26938
female	78	3.8383	.18507
Total	185	3.7660	.24489

Students in Bosnian schools are quite motivated to learn English as a foreign language. According to the descriptive analysis, the mean of motivation for all participants is  $M=3.76$  and standard deviation is  $SD=.24$  (Table 1). Descriptive analysis shows greater motivation of female students ( $M=3.83$ ,  $SD=.18$ ) than mail students ( $M=3.71$ ,  $SD= SD=.26$ ). In table 2 research results of all six motivational components are presented.

**Table 2.** Descriptive results of motivation based on different motivational components

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Intrinsic motivation	185	2.60	2.20	4.80	3.4876	.48354
Extrinsic motivation	185	1.53	3.20	4.73	3.9452	.38219
Personal goals	185	2.40	2.60	5.00	3.9157	.57125
Expectancy control	185	2.33	2.56	4.89	3.4036	.46257
Attitudes	185	2.50	2.50	5.00	3.5743	.58008
Motivational strength	185	3.17	1.83	5.00	4.0964	.59272

The results show that the largest mean score is at motivational strength component (M=4.09, SD=.59). Students expressed strong interest in learning English in different ways. They also emphasized the importance of English and its' benefits. The participants are more extrinsically motivated (M=3.94, SD=.38) than intrinsically (M=3.47, SD=.57). The lowest mean score has been achieved at expectancy control component (M=3.40, SD=.46).

**Table 3.** Descriptive results of achievement

Gender		N	Minimum	Maximum	Mean	Std. Deviation
Male	Achievement	107	2	5	4.14	.946
Female	Achievement	78	2	5	4.37	.899
	Total	185	2	5	4.24	.931

The mean score of achievement of all students is M=4.24 and standard deviation is SD=.931 (Table 3). These results show that students are quite successful in learning English as a foreign language in Bosnian schools. The achievement of female students is greater (M=4.37, SD=.89) than the achievement of male students (M=4.14, SD=.94). Such results are expected and foreseen due to the fact that female students show greater motivation in learning English as a foreign language.

**4.2. The relationship between gender and motivation in learning English as a foreign language**

The first research question focuses on the investigation of relationship between gender and motivation in learning English as a foreign language. The independent samples T-test was conducted to compare the motivation of female and male participants. There was a significant difference in the scores for female (M=3.83, SD=0.18) and male (M=3.71, SD=0.26) participants;  $t(183) = -3.535, p = 0.001$ . Furthermore, Cohen's effect size ( $d = 0.540$ ) suggested moderate practical significance. These results suggest that gender does have a significant effect on students' motivation to learn English as a foreign language.

**Table 4.** The relationship between gender and motivational components

	Male			Female			Significance	Effect size
	N	Mean	SD	N	Mean	SD		
Intrinsic motivation	107	3.4972	.50906	78	3.4744	.44908	0.752	0.047
Extrinsic motivation	107	3.8617	.38458	78	4.0598	.34991	0.001	0.538
Personal goals	107	3.7869	.62118	78	4.0923	.44042	0.001	0.567
Expectancy control	107	3.5088	.49855	78	3.2593	.36421	0.001	0.571
Attitudes	107	3.4206	.60227	78	3.7853	.47626	0.001	0.671
Motivational strength	107	3.9626	.63910	78	4.2799	.59272	0.001	0.514

When it comes to the motivational components, the mean scores of female participants are significantly larger than the mean scores of male participants at four components (Table 4): Extrinsic motivation (female M=4.05, SD=.34; male M=3.86, SD=.38;  $p = 0.001, d = 0.538$ ), Personal goals (female M=4.09, SD=.44; male M=3.78, SD=.62;  $p = 0.001, d = 0.567$ ), Attitudes (female M=3.78, SD=.47; male M=3.42, SD=.60;  $p = 0.001, d = 0.671$ ), and Motivational strength (female M=4.27, SD=.59; male M=3.96, SD=.63;  $p = 0.001, d = 0.514$ ). These differences are

significant and the effect size is moderate. The mean score of male participants is significantly larger only at Expectancy control component (female  $M=3.25$ ,  $SD=.36$ ; male  $M=3.50$ ,  $SD=.49$ ;  $p=0.001$ ,  $d=0.571$ ). Intrinsic motivation of male participants is also larger but this difference is insignificant and gender does not affect intrinsic motivation (female  $M=3.47$ ,  $SD=.44$ ; male  $M=3.49$ ,  $SD=.50$ ;  $p=0.752$ ,  $d=0.047$ ).

#### 4.3. The relationship between gender and achievement in learning English as a foreign language

The second research question focuses on the investigation of the relationship between gender and achievement in learning English as a foreign language. An Independent samples T-test was conducted to compare the achievement of female and male participants including students from all grades. There was not a significant difference in the scores for female ( $M=4.37$ ,  $SD=0.89$ ) and male ( $M=4.14$ ,  $SD=0.946$ ) participants;  $t(183) = -1.679$ ,  $p=0.095$ . Cohen's effect size ( $d=0.25$ ) suggested low practical significance. These results suggest that gender does not have a significant effect on students' achievement in learning English as a foreign language.

**Table 5.** The relationship between gender and achievement

Grade	Gender	N	Range	Min.	Max.	Mean	Std. Deviation	Sig.	Effect size
Fifth	male	44	3	2	5	4.36	.892	0.001	0.59
	female	34	3	2	5	4.41	.925		
Ninth	male	12	1	3	4	3.50	.522	0.013	0.73
	female	23	3	2	5	4.13	1.100		
Twelfth	male	51	3	2	5	4.10	1.005	0.005	0.59
	female	21	1	4	5	4.57	.507		

An Independent T test was also conducted to compare achievement for female and male participants at each grade level (Table 5). At fifth grade level significant difference was found in the scores for female ( $M=4.41$ ,  $SD=0.925$ ) and male participants ( $M=4.36$ ,  $SD=0.892$ );  $t(66.5) = -2.626$ ,  $p=0.001$ ,  $d=0.59$ . Female students are also more successful at ninth grade. The mean scores for female participants ( $M=4.13$ ,  $SD=1.100$ ) is significantly greater and mean score of male participants ( $M=3.50$ ,  $SD=.522$ );  $t(32.4) = -2.2966$ ,  $p=0.013$ ,  $d=0.73$ . Significant difference was found at twelfth grade too in the scores for female ( $M=4.57$ ,  $SD=.507$ ) and male participants ( $M=4.10$ ,  $SD=1.005$ );  $t(66.5) = -2.626$ ,  $p=0.005$ ,  $d=0.59$ . Female students achieve significantly better results than male students in learning English as a foreign language at all grades and the effect size is moderate.

#### 4.4. Correlation between motivation and achievement in learning English as a foreign language

The third research question examined if there is any significant correlation between motivation and achievement in learning English as a foreign language. In order to answer this research question Pearson Correlation Coefficient has been employed. There was a positive significant correlation between motivation and achievement in learning English as a foreign language  $r = 0.295$ ,  $n = 185$ ,  $p = 0.008$ . Increases in achievement correlated with increases in motivation.

The first correlation of achievement and motivation of all students is computed then separately for female and male students. In both measures a positive correlation has been found (Table 6). The results show greater and more significant correlation in the female group ( $r = 0.331$ ,  $n = 78$ ,  $p = 0.042$ ). The correlation in the male group is smaller and insignificant ( $r = 0.244$ ,  $n = 107$ ,  $p = 0.139$ ). These results confirm greater aspirations of female students to learn English as a foreign language. Actually, female students in Bosnian schools express greater motivation; greater

achievement to learn English as a foreign language and the correlation between their achievement and motivation is larger and statistically significant.

**Table 6.** Correlation between motivation and achievement based on gender

Gender			Motivation	Achievement
Male	Motivation	Pearson Correlation	1	.244
		Sig. (2-tailed)		.139
	Achievement	Pearson Correlation	.244	1
		Sig. (2-tailed)	.139	
Female	Motivation	Pearson Correlation	1	.331*
		Sig. (2-tailed)		.042
	Achievement	Pearson Correlation	.331*	1
		Sig. (2-tailed)	.042	

When it comes to different age, the correlation between achievement and motivation is the largest and statistically most significant among the youngest students. The analysis shows the following results:

**Table 7.** Correlation between motivation and achievement based on different grade level

	Fifth grade		Ninth grade		Twelfth grade	
	Correlation	Significance	Correlation	Significance	Correlation	Significance
male	.55	.001	-.325	.303	-.231	.103
female	.45	.006	-.061	.782	-.115	.619

The correlation in both groups is positive and significant and it is the largest among the fifth-grade students (Table 7). Male students have a larger correlation ( $r = 0.55$ ,  $n = 107$ ,  $p = 0.001$ ) than female students ( $r = 0.45$ ,  $n = 78$ ,  $p = 0.006$ ) and a statistically significant correlation has been found only at the fifth grade. Surprisingly in both groups, namely ninth-grade and twelfth-grade students, a negative and insignificant correlation has been found. Male students in both groups (ninth  $r = -.325$ ,  $n = 107$ ,  $p = .303$ ; twelfth  $r = -.231$ ,  $n = 107$ ,  $p = .103$ ) showed larger negative correlation than female students (ninth  $r = -.061$ ,  $n = 78$ ,  $p = .782$ ; twelfth  $r = -.115$ ,  $n = 78$ ,  $p = .619$ ).

### 5. Discussion and Conclusion

Gender is an important factor influencing motivation and achievement in learning English as a foreign language. Males and females are not equal in terms of motivation which, as a result, influences their achievement. The results of this investigation have shown that female students are more motivated to learn English as a foreign language than male students. This difference is significant and the first null hypothesis by which we assumed that there is no statistically significant difference in students' motivation to learn English as a foreign language based on gender is refuted. Female students have shown significantly higher motivation at four motivational components: Extrinsic motivation, Personal goals, Attitudes, and Motivational strength. Male students have had a significantly larger score only in Expectancy control component. They have also achieved a larger score in Intrinsic motivation but this difference was insignificant.

Female students are more successful at learning English as a foreign language but the difference is insignificant for the entire research sample and that is why the second null hypothesis by which we predicted that there is no statistically significant differences in students' achievement in learning English as a foreign language based on gender is supported. But, when it comes to the results separate for each investigated grade level, female students have shown a significantly greater achievement in all groups.

There was a positive significant correlation between motivation and achievement. We hypothesized that there is no significant correlation between students' motivation and achievement in learning English as a foreign language and this null hypothesis is refuted. The correlation between achievement and motivation is larger and more significant in the female

group than in the male group. The correlation between motivation and achievement is the largest at fifth grade (the youngest group of participants).

There may be many plausible explanations for such research results. One of them is the emphasis on learning English as a foreign language from the early childhood in Bosnian educational systems. English is a mandatory course in the early years of formal education and it is an essential part of the curriculums. Students have various opportunities to learn vocabulary, grammar and conversation. Most Bosnian students reach high levels of proficiency until they enroll at a secondary school and this may be the reason why their motivation decreases as they get older. Another possible explanation may be the influence of media and technology on students' learning (Becirovic & Akbarov, 2015). Cartoons, movies and other entertaining children's programs are not dubbed into Bosnian language. During early childhood, children spend a lot of time watching the above mentioned programs that offer them great opportunity to learn a foreign language. This is evident in some instances when Bosnian children ask for the translation of an English word into Bosnian. They would know the meaning in English but not in Bosnian.

The results of this research are similar to the findings of Borenovic (2011). She also found that females are more motivated to learn English as a foreign language. Mihaljevic Djigunovic (1988) also found that female students are more emotionally attached to the foreign language which they learn. When it comes to the influence of age on motivation to learn English as a foreign language, Balenovic (2011) did not find any significant relationship but her youngest group of research sample were 17-year-old participants.

According to Mori & Gobel (2006), males and females differ in general academic motivation and in particular females are more motivated to learn English than males, which might explain their overall superiority in English (Aslan, 2009). The degree of fear and apprehension regarding negative outcomes may also affect motivation. The levels of fear and apprehension vary among males and females, however females tend to experience more emotions than males. As a result, females work as hard as possible to overcome such fears and nervousness (Saidi & Al-Mahrooqi, 2012).

Language learning motivation is also affected by students' attitudes. According to the results of Saidi & Al-Mahrooqi, (2012), males and females do not have the same enthusiasm in learning English. Females are more enthusiastic than males. Since learner motivation affects self-efficacy in learning English, females have been shown to possess more self-efficacy than males.

There could also be some other factors that could influence motivation and achievement in learning English as a foreign language. The inquiry into such factors could be recommended for further research. The variables like the socioeconomic status of family, the number of family members, teaching strategies, personality traits, etc. could have a significant relationships with motivation and achievement in learning English as a foreign language.

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