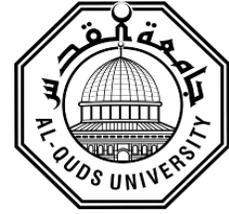


**Deanship of Graduate Studies  
Al-Quds University**



**Motivation to Learn English among Al-Quds University  
Students and its Relation to their Language Speaking Anxiety**

**Wadha Marwan Ahmad Maloukh**

**M.A. Thesis**

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**Prepared by:**

**Wadha Marwan Ahmad Maloukh**

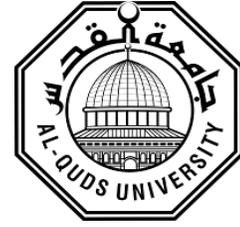
**BA English Language and Literature, Al-Quds University -  
Palestine**

**Supervisor: Prof. Afif H. Zeidan**

**A thesis submitted in Partial fulfillment of the requirements of the  
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**Department of Education**



### **Thesis Approval**

## **Motivation to Learn English among Al-Quds University Students and its Relation to their Language Speaking Anxiety**

Prepared by: **Wadha Marwan Ahmad Maloukh**  
Registration Number: 21712760

Supervisor: **Prof. Afif H. Zeidan**

Master thesis submitted and accepted, date:

The names and signatures of the examining committee members are as follows:

|                          |                      |  |
|--------------------------|----------------------|--|
| 1. Head of the Committee | Prof. Afif H. Zeidan | Signature:  |
| 2. Internal Examiner:    | Dr. Jamal Nafi'      | Signature:  |
| 3. External Examiner:    | Dr. Khaled Dweikat   | Signature:  |

**Jerusalem –Palestine**

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## ***Dedication***

***From my deep heart, this work is dedicated***

*To the candle of my life, who burns every morning to light up my way, the one whose spirit always inspired me towards success, my beloved mother.*

*To my model in life, who works hard to provide me with, everything, the one who always encourages, supports and takes care of me, my dear father.*

*To my first friend, the one who was impatiently waiting for me to fulfill this work, my brother Muthana and his wife, Anwar.*

*To whom I like to gather the happiness of the world and put it in front of them, my caring sisters, Atlal, Ruba, Hadeel, Zeinab, and Waed.*

*To my close friend, who supports me morally and spiritually, Enas.*

*Finally, to whom I bring the most sincere feelings, without you, I wouldn't be the person I am today, my faithful teachers.*

Wadha Maloukh

## **Declaration**

I certify that this thesis submitted for the degree of Master, is the result of my own research, except were otherwise acknowledged, and that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signed ..... *Duha Marwan Ahmad Malouk* .....

Name: Duha Marwan Ahmad Malouk

Date: 22 / 11 / 2019

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Wadha Maloukh

## **Abstract:**

This study aims at identifying the motivation to learn English among Al-Quds University students and its relation to their language speaking anxiety. The researcher adopted the descriptive correlation method due to its suitability to conduct such study. The study population consisted of (11032) males and females students in the Al-Quds University in the second semester of the academic year (2018/2019), while a stratified cluster sample was chosen and composed of (164) males and (208) females constituting (3%) of Study population.

In order to achieve the objectives of the study, the researcher developed two questionnaires. One of them was to measure the motivation to learn English among Al-Quds University of (24) items, and the other was to measure the language speaking anxiety of (24) items. The validity and reliability of the questionnaires were verified.

The results of the study revealed that the motivation to learn English among Al-Quds University students was high with an arithmetic mean (4.04), There is no statistically significant difference at ( $\alpha \leq 0.05$ ) between the means in of motivation to learn English among Al-Quds University students due to gender. Moreover, there is no statistically significant difference at ( $\alpha \leq 0.05$ ) between the means in of motivation to learn English among Al-Quds University students due to specialization. Furthermore, there is no statistically significant difference at ( $\alpha \leq 0.05$ ) between the means in of motivation to learn English among Al-Quds University students due to academic level.

As for The results of the study revealed that the language speaking anxiety was medium with an arithmetic mean (3.10), there is no statistically significant difference at ( $\alpha \leq 0.05$ ) between the means of language speaking anxiety among Al-Quds University students due to gender. However, there are statistically

significant differences at ( $\alpha \leq 0.05$ ) in the degree of language speaking anxiety among Al-Quds University students due to specialization variable in favor of the Humanities. Furthermore, there is no statistically significant difference at ( $\alpha \leq 0.05$ ) between the means in of language speaking anxiety among Al-Quds University students due to academic level.

The results showed there is a negative relationship between the degree of motivation to learn English and language speaking anxiety among Al-Quds University students, that means when the motivation to learn English go higher, the language speaking anxiety goes less.

دافعية تعلم اللغة الانجليزية لدى طلبة جامعة القدس وعلاقتها بقلق التحدث اللغوي لديهم

إعداد: وضى مروان أحمد مالوخ

المشرف: أ. د. عفيف زيدان

الملخص:

هدفت هذه الدراسة إلى معرفة درجة دافعية تعلم اللغة الانجليزية لدى طلبة جامعة القدس وعلاقتها بقلق التحدث اللغوي لديهم. اعتمدت الباحثة المنهج الوصفي الارتباطي؛ لمناسبته لمثل هذا النوع من الدراسات. تكون مجتمع الدراسة من (11032) طالباً وطالبة من طلبة جامعة القدس المسجلين للفصل الثاني من العام الدراسي 2019/2018، في حين تم اختيار عينة طبقية عنقودية تكونت من (164) طالب و(208) طالبة، أي ما نسبته (3%) من مجتمع الدراسة.

ولتحقيق أهداف الدراسة، قامت الباحثة بتطوير استبانتين: إحداهما لقياس درجة دافعية تعلم اللغة الانجليزية مكونة من (24) فقرة، والأخرى لقياس درجة قلق التحدث اللغوي وتكونت من (24) فقرة ، إذ تم التحقق من صدقهما وثباتهما. بينت نتائج الدراسة أن دافعية تعلم اللغة الانجليزية لدى طلبة جامعة القدس كانت عالية حيث بلغ المتوسط الحسابي (4.04)، كما أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ( $0.05 \geq \alpha$ ) في متوسطات درجة الدافعية لتعلم اللغة الانجليزية لدى طلبة جامعة القدس تعزى لمتغير الجنس، ولم تظهر الدراسة وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ( $0.05 \geq \alpha$ ) في متوسطات درجة الدافعية لتعلم اللغة الانجليزية لدى طلبة جامعة القدس تعزى لمتغير التخصص، وكذلك لم تظهر الدراسة وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ( $0.05 \geq \alpha$ ) في متوسطات درجات الدافعية لتعلم اللغة الانجليزية لدى طلبة جامعة القدس تعزى لمتغير المستوى الأكاديمي.

فيما يتعلق بقلق التحدث اللغوي، أظهرت نتائج الدراسة أن درجة قلق التحدث اللغوي لدى طلبة جامعة القدس كانت متوسطة، حيث بلغ المتوسط الحسابي (3.10)، كما أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ( $0.05 \geq \alpha$ ) في متوسطات درجة قلق التحدث اللغوي لدى طلبة جامعة القدس تعزى لمتغير الجنس. كما أظهرت النتائج وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ( $0.05 \geq \alpha$ ) في متوسطات درجة قلق التحدث اللغوي لدى طلبة جامعة القدس يعزى لمتغير التخصص ولصالح العلوم الانسانية، ولم تظهر الدراسة وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ( $0.05 \geq \alpha$ ) في متوسطات درجة قلق التحدث اللغوي لدى طلبة جامعة القدس يعزى لمتغير المستوى الاكاديمي.

وأظهرت النتائج وجود علاقة عكسية بين درجة الدافعية لتعلم اللغة الانجليزية لدى طلبة جامعة القدس وقلق التحدث اللغوي لديهم، أي كلما ارتفعت الدافعية لإتقان اللغة الانجليزية انخفض قلق التحدث اللغوي.

## **Chapter one**

### **Background of the Study**

#### **1.1 Introduction**

#### **1.2 Statement of the Problem**

#### **1.3 Objectives of the Study**

#### **1.4 Questions of the Study**

#### **1.5 Hypotheses of the Study**

#### **1.6 Significance of the Study**

#### **1.7 Limitations of the Study**

#### **1.8 Definition of Terms**

## **Chapter One**

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### **Background of the study**

Many people are excited to learn new language and control its rules, for that reason psychologists explained that the emotional side is so complicated and has a critical importance. The emotional side effects the process of learning new foreign languages, as it is an important factor for success in learning, even though some psychologists go further to insure that the importance of the effect takes step more than having learning cognitive abilities; because without motivation to learn these abilities, it will be useless and there will be no learning.

Scientific studies in second-language learning indicate that a high-potential learner can't learn English without motivation, while a learner with intermediate abilities can succeed in learning if he has the right motivation and the best results ( Al-Amer, 2015).

### **1.1 Introduction**

Three prominent concepts of motivation we can describe through it the motivated learner, which is the most accepted in the scientific and the modern research talked about it in applied linguistics, and it is: the theory of self-determination, have a vision (L2 ideal and possible self) and positive tendencies (attitude test battery). These concepts assess the motivational measure of English

language learning so that it can decide where the current person's motivation from each corner and what aspects need to be enhanced and improved. There are three forms, the purpose of which is to measure the motivation towards learning English, and you may get high points or vice versa. This will determine the specific focus of strength and weakness. A person will evaluate himself by answering a number of questions. Due grade is one of the quick ideas for stimulating motivation through this book: If learning English does not entice you or your enthusiasm for learning it is not your way, learning for another person's desire or social circumstances is not an effective reason to learn, positive perceptions of native speakers are an important key to building a strong motivation (Al-Amer, 2015) .

In the past few decades, a great deal of research highlighted the construct of anxiety as one of the most important effective variables during the second or/and foreign language learning process (MacIntyre & Gardner, 1991). Although there have been various definitions of anxiety, they all share a common ground referring to this particular construct as an unpleasant emotional condition characterized by feelings of tension and apprehension. Based on these negative connotations, anxiety has a debilitating effect on any kind of learning process including second/foreign language learning which is highly affected by various affective variables (Cheng, 1994; Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991; Onwuegbuzie, et al. 1999). In light of these observations, foreign language anxiety has been highly investigated by different researchers in the field of education

The findings of Horwitz, Horwitz and Cope (1986) have led a number of researchers to investigate foreign language (FL) anxiety in education (Aida,

1994; Cheng, 2001; Gregersen, 2003; Phillips, 2005). Students in language classrooms generally report that speaking in the target language (e.g. English) is one of the most anxiety producing experiences.

Recent studies conducted by Li (2007) and Liu and Jackson (2008) reported that foreign language anxiety has negative impact on the willingness of students to communicate in classrooms. The two research studies showed that factors such as lack of vocabulary, low English proficiency and memory disassociation lead to anxiety. Therefore, teachers should be aware of the existence of speaking anxiety in FL classrooms and show empathy to their students.

In addition, research has also highlighted impact of speaking anxiety on other domains, including, language achievement, learners' actual proficiency and performance, gender, prior foreign language experience, negative evaluation and self-evaluation.

Furthermore, a number of studies emphasized the relationship between anxiety and prior language learning experience (Baker & MacIntyre, 2000; Gardner et al., 1979). The findings revealed that anxiety level decreases after students spend some time in the target language environment. In other words, students show more confidence and higher perceived competence after being engaged in immersion programs.

In many global contexts, the English language is fast becoming established as a basic skill on the national curriculum, increasingly taught at all levels from primary to tertiary, and assessed in high-stakes examinations (Graddol, 2006).

English teachers find themselves in high demand, but also often find that their jobs are increasingly demanding of them, under pressure from their institutions to raise standards and respond to curricular innovations, and from pupils, less accepting of a submissive role in class, to entertain as well as educate. In Anglophone countries, the global spread of English has undermined the reason for foreign language teaching, reflected in a diminished role for languages in national curricula and shrinking enrolments for study at higher levels (Coleman 2009), and forcing institutions and teachers to provide learners with new motives for learning (Gallagher- Brett, 2004).

This study aims to identify the degree of motivation to learn English among Al-Quds University students and its relationship to their language speaking anxiety.

## **1.2 Statement of the Problem**

The sense of the problem stems from the researcher after studying the situation of English language students in universities, she noticed that there was a fear among students specializing in English language practicing speaking skills with foreigners, native speakers or anyone who speaks that language

English for Palestine series is a communicative syllabus that covers various language skills, tasks and activities that meet the needs of Palestinian learners of English as a foreign language. These learners face difficulties in the major language skills especially in speaking; Learners of English as a foreign language face problems in learning the speaking skill. This study seeks to identify the motivation to learn English among Al-Quds University students and its relation to their language speaking anxiety.

The researcher discusses the difficulties and problems facing students of English in speaking. The study will answer the main questions, which are: what are the major problems facing students of English in speaking? And what is the motivation to learn it? There are two causes of the problems and difficulties for students, the first cause is that the environment doesn't support the students to speak English frequently; the second cause is a grammar problem and anxiety from speaking

### **1.3 Objectives of the Study**

This study aims at:

1. Identifying the degree of motivation to learn English among Al-Quds University students.
2. Identifying the degree of language speaking anxiety among Al-Quds University students.
3. Identifying the role of variables (gender, specialization, academic level) in the degree of the motivation to learn English among Al-Quds University students.
4. Identifying the role of variables (gender, specialization, Academic level) in the degree of language speaking anxiety among Al-Quds University students.
5. Identifying the correlation between the degree of the motivation to learn English and the degree of language speaking anxiety among Al-Quds University students.

## 1.4 Questions of the Study

The study attempts to answer the following questions:

**First Question:** What is the degree of motivation to learn English among Al-Quds University students?

**Second Question:** What is the degree of language speaking anxiety among Al-Quds University students?

**Third Question:** Are there statistically significant differences in the degree of motivation to learn English among Al-Quds University students due to gender, specialization, and academic level?

**Fourth Question:** Are there statistically significant differences in the degree of language speaking anxiety among Al-Quds University students due to gender, specialization, and academic level?

**Fifth Question:** What is the correlation between the degree of motivation to learn English and the language speaking anxiety among Al-Quds University students?

## 1.5 Hypotheses of the Study

**The first hypothesis:** There is no statistically significant difference at ( $\alpha \leq 0.05$ ) between the means in of motivation to learn English among Al-Quds University students due to gender.

**The second hypothesis:** There is no statistically significant difference at ( $\alpha \leq 0.05$ ) between the means in of motivation to learn English among Al-Quds University students due to specialization.

**The third hypothesis:** There is no statistically significant difference at ( $\alpha \leq 0.05$ ) between the means in of motivation to learn English among Al-Quds University students due to academic level.

**The fourth hypothesis:** There is no statistically significant difference at ( $\alpha \leq 0.05$ ) between the means of language speaking anxiety among Al-Quds University students due to gender.

**The fifth hypothesis:** There is no statistically significant difference at ( $\alpha \leq 0.05$ ) between the means of language speaking anxiety among Al-Quds University students due to specialization.

**The sixth hypothesis:** There is no statistically significant difference at ( $\alpha \leq 0.05$ ) between the means of language speaking anxiety among Al-Quds University students due to academic level.

**The seventh hypothesis:** There is no statistically significant relationship at ( $\alpha \leq 0.05$ ) between the degrees of Motivation to learn English and the degrees of language speaking anxiety among Al-Quds University students.

## **1.6 Significance of the Study**

The importance of the study stems from the fact that it links between two variables which are motivation to learn English and its relation to language speaking anxiety. Moreover, this study may serve curriculum designers in designing curriculums that aim at improving cognitive motivation towards

English language among students and its relation to language speaking anxiety. It is also expected to help teachers especially language teachers to employ various teaching methods which can improve cognitive motivation towards English language among students and its relation to language speaking anxiety.

In addition, this study may draw the attention of the supervisors in directing teachers to employ strategies of cognitive motivations towards English language among students and its relation to language speaking anxiety. Finally, this research may be a reference for other similar studies.

The study is important for teachers to know how to teach in a good way, it is important for the students to evaluate themselves, it is important for a designer workers to edit the material, it is important for parents to encourage their children, and it is important for the researchers to solve the problem.

## **1.7 Limitations of the Study**

This study is limited to the following :

1. **Human limitation:** The sample of the study consisted of Al-Quds University.
2. **Locative limitation:** the study took place in main campus at Abu-Dies.
3. **Temporal limitation:** the study was carried out on Al-Quds University campus in Abu-Dies.

## 1.8 Definition of Terms

**Motivation :** the essential element that educators can focus on when aiming to enhance learning (Norton, 2000) .Motivation has been defined as an overall goal or orientation in terms of second language learning, Motivation needed to achieve success in second language learning (Gardner & Lambert, 1972).

**Motivation to Learn English:** Motivation in learning as “it can influence what, when, and how we learn” (Pintrich & Schunk, 2002, p. 6). Whereas motivated students tend to engage in activities that they believe will help them learn, unmotivated students are not able to be systematic in making an effort in learning, as are motivated students. The importance of motivation is often emphasized in the field of language and linguistics. According to Cook (2008), three main factors explain the speed of learners’ learning in second language acquisition (SLA): age, personality, and motivation. He also stated that motivation is the most important among these three elements. Masgoret and Gardener (2003) supported this point and claimed that motivation is responsible for achievement in a second language.

**Speaking anxiety:** Foreign language anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. This means that language anxiety is a negative feeling and psychological tension that learners go through in learning a language or performing a task (Xiao & Wong, 2014).

**Al-Quds University:** It was founded two decades ago as the only Arab University in Jerusalem, and upon the vision that only an educated and enlightened citizenry can safeguard the future of our nation. Indeed education has been the key to our perseverance as a people struggling for freedom and self-determination. Today as one of the top universities in Palestine we are able to boast 15 faculties and 29 institutes and centers, among them the first Medical School in Palestine, the first Research Center for Nanotechnology, the Institute of Jerusalem Studies that offers a unique MA on the ancient city and the innovative Al-Quds Bard College for Arts and Sciences, which combines the best of the American and Palestinian academic traditions.

## **Chapter Two**

### **2.1 Literature Review and Related Studies**

### **2.2 Related Studies**

#### **2.2.1 Studies Related to Motivation to Learn English**

#### **2.2.2 Studies Related to Language Speaking Anxiety**

## **Chapter Two**

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### **Literature Review and Related Studies**

#### **2.1 Literature Review**

In this chapter, the researcher introduces the literature and previous studies related to motivation to learn English and language speaking anxiety. Mainly, this chapter is composed of four parts, motivation to learn English, language speaking anxiety, previous studies related to motivation to learn and previous studies related to language speaking anxiety.

##### **2.1.1 Motivation**

Motivation is the driving force by which humans achieve their goals, In psychology, motivation is internal and external factors that stimulate desire and energy in people to be continually interested in and committed to a job, role, or subject, and to exert persistent effort in attaining a goal(Weiner, 2000).

##### **Intrinsic motivation**

Deciding to do something because you are interested in it and enjoy doing it. Your reasons are internal, they come from within you, and you are not driven by other people or by an end result or outcome.

Cook (2008) asserts that some L2 learners could perform better than others. It is because that they are motivated more effectively. She agrees with that the

integrative and instrumental motivation introduced by Gardner and Lambert is appreciate motivation in L2 learning. The role of this kind of motivation is to help arouse motivation and direct it towards a set of goals, either with a strong interpersonal quality (integrative orientation) or a strong practical quality (instrumental orientation) (Dörnyei, 2001).

### **Extrinsic motivation**

Deciding to do something because you are told you have to do it by someone else, doing something because of external factors, such as needing to achieve a goal, wanting to get a reward, or seeking to avoid a disadvantage

Intrinsic motivation relates to the interest of learners' and their attitude. For instance, learners' attention would be attracted by the caring and humorous teacher with well-planned workshop effectively, and learners will be so interested and eager to attend the English classes. Or if a learner who feels his classmates admires him because he can speak English very well, he will study English harder. This is the role of intrinsic motivation (Schunk, 1991).

### **Motivation to learn English**

Motivation is referred as a combination of the desire to learn the language, positive attitudes to learning the language, and the effort invested in learning, Although, language attitude and language learning motivation are believed to be the main predictors of success and failure in language acquisition (Gardner, 1985), there are numerous other factors affecting foreign language learning performance and success. Rosansky (1975) emphasized the importance of interaction among affective and cognitive factors in the language reception process and mentioned about the impossibility of separating these factors in a meaningful way.

Motivation, among other psychological variables, plays an effective role on academic achievement among students in general and English language learners in particular. Both intrinsic and extrinsic motivation can work as driving force that affect students overall performance (Lukmani, 1972). Motivation alone cannot do without actual action and ability. In order to test motivation level among learners, there are many psychometric tools that should be employed so as to guarantee an accurate measurement for motivation.

Motivation is the driving force by which humans achieve their goals. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but it can also be used to describe the causes for animal behavior as well. This article refers to human motivation. According to various theories, motivation may be rooted in a basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism. Motivation is related to, but distinct from, emotion (Susan, 1981).

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language learning. Motivation provides the primary impetus to initiate learning English language and later the driving force to sustain the long and often tedious learning process (Locke, 1996).

According to Brophy (2004) and Stipek (1988), motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations, a direct instruction or socialization by significant others (especially parents and teachers).

According to Maehr and Midgley (1991), to enhance motivation to learn among students, educational policies should emphasize mastery learning which is a type of learning based on practice through which students shall be able to apply knowledge in the real world

Motivation, defined as "a complex of processes shaping and sustaining learner involvement in learning" (Ushioda, 2001, p. 121), offers the main stimulus to start learning a language and acts as "the driving force" that moves the language learning process forward (Dörnyei, 2005, p. 65).

Given the link between emotions and motivation in the language learning experience and the fact that adolescence is characterized by emotional turmoil as learners are challenged to (re)construct themselves and find their identity as well as appropriate ways of expressing these new selves (Legutke, 2012), this study aims to investigate how motivation is shaped by emotions in adolescents' foreign language learning experience.

Despite the importance of emotions in the learning experience, classroom language learning often views emotional expression as an unnecessary or nonessential aspect, which leaves learners unable to express their emotions in the foreign language, vulnerable to emotion talk and thus unprepared for the real world (Pavlenko, 2005). As learners' emotions are aspects which tend to

be neglected in the foreign language classroom and which are not only present but also crucial in students' in-class and out-of-class experiences, this study aims to gain richer insight into the emotional dimension of students' language learning experience.

The need for research to investigate the relationship between emotions and motivation has been repeatedly pointed out (Gregersen & MacIntyre, 2014). Macintyre and Gregersen (2012) note that emotion has a motivating force since it produces an impetus to act. Drawing on work on emotion in positive psychology, the authors describe positive emotions as broadening an individual's perspective and negative emotions as narrowing an individual's focus. While negative emotions such as anxiety have been the focus of much language learning research (Gkonou, 2011, 2015; Gkonou, Daubney, & Dewaele, 2017), there have not been many studies on positive emotions in the language learning experience. This study will reveal more insight into the role of positive emotions in the learning experience.

Teaching English for Non-English majors in the university is towards teaching for adults. Therefore, teachers need to consider the social and emotional aspects which are included in humanistic approaches for adult education. According to (Knowles et al, 2011), the core of humanist is andragogy which is the theory for adult education. There are six principles of andragogy: the learner's need to know, self-concept of the learner, prior experience of the learner, readiness to learn, orientation to learning, and motivation to learn.

Motivation is defined as the extent ones strive to acquire the language because of the desire to do so and the satisfaction derived from it Gardner (1985). Motivation is considered significantly in its role in language learning success.

Along this line of thoughts, students' motivation toward English language learning can, to a certain degree, influence their learning results. It is worth investigating how students become successful or failed in learning English because it might affect their motivation and the way they learn the language, Dornyei (2001).

According to Dornyei and Guilloteux (2007) "motivation is one of the most important concepts in psychology", which is straightforward to the effectiveness of educational performance. In teaching and learning a foreign language, it is the key for success. Gardner and Lambert (1972) are the pioneers to do studies on motivation in second language acquisition and make it a distinguished research topic. They emphasize that "although language aptitude accounts for a considerable proportion of individual variability in language learning achievement, motivational factors can override the aptitude effect" (Dornyei, 1998). The research in different methods and models of Deci and Ryan (1985) about motivation for language learning open the foundation for the teachers and students to investigate the flexible strategies to teach and learn English as a foreign language with the highest achievement.

To argue that, for such the case of students whose majors are not in relation with English, the main motivational reasons to learn English is from the extrinsic factors. There is big lack of interest in English in this class of students. The argument also rose when students can see the true value and benefit of being good at English while they know it as an international means of communication. The problems lie in the wrong concept and bias viewpoints for the subjects students are chasing in universities. The reasons for the ignorance to English of non-English majored students were originated from poor learning condition and traditional teaching methods. The anxiety of

this subject also cause demotivated in learning English in a large number of students (Tran, 2007).

### **2.1.2 Anxiety**

Language learning anxiety may be experienced due to linguistic difficulties foreign language learners face in learning and using the target language (Hashemi and Abbasi, 2013). However, Horwitz (2001) claimed that foreign language anxiety is independent of first language learning disabilities and should be viewed as an important factor that hinders language learning in and of it.

Therefore, foreign language anxiety has been a topic of much interest and research in recent years (Ellis, 2008), especially the 1980s witnessed the breakthrough in the studies on foreign language learning anxiety (Wang, 2014).

Foreign language anxiety is an important factor that influences one's level of achievement in foreign language learning (Dordinejad & Ahmadabad, 2014). According to Macintyre and Gardner (1991), foreign language anxiety - "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning"- is different from a general feeling of anxiety, and therefore, keeps learners from reaching their goals (Horwitz, 2001), and prevents foreign language learners from successful performance in the target language (Hashemi & Abbasi, 2013).

Foreign language anxiety can occur if students are exposed to several negative experiences in a foreign language context (Chen & Chang, 2004), Moreover, it 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” (Na, 2007) . Given that learners with high anxiety often perform at lower levels than those with lower anxiety (Cui, 2011).

Fear of testing is another source of anxiety stemming from classroom environment, where learners are constantly being evaluated. Students put down a wrong answer because of their nervousness during the test (Conway, 2007). According to Young (1991), “in language testing, the greater degree of student evaluation and the more unfamiliar and ambiguous the test tasks and formats, the more the learner anxiety is produced”. Since students with high levels of foreign language anxiety exhibit avoidance behavior (Gregersen and Horwitz, 2002), it is essential to find out the causes of foreign language anxiety and reduce the undesired effects in foreign language teaching to create a low anxiety classroom for the learners (Young, 1991).

According to Hashemi & Abbasi (2013), the more friendly and informal the language classroom environment, the less it is likely to be anxiety provoking. They state that “formal language classroom setting is a major source of stress and anxiety because of its demand to be more correct and clearer in using the target language”. Furthermore, the evaluation or criticisms from peers is also a major cause of anxiety (Conway, 2007).

Classroom activities have also caused anxiety. As it was reported in Price's (1991) interview study, many anxious students fear making mistakes in pronunciation in front of their peers. Furthermore, oral presentation is the most anxiety-provoking classroom activity (Koch & Terrell, 1991), which makes the classroom environment more formal and stressful for the learners.

However, (Hashemi and Abbasi 2013) reported language learners to be less anxious and stressful in environments which emphasize collaborative activities among the teachers and the students.

The main cause of anxiety stems from “learners’ unrealistic or erroneous beliefs about language learning” (Zhang & Zhong, 2012). While some learners think they lack the aptitude or gift to learn a new language (Price, 1991).

Horwitz et al. (1986) classified foreign language anxiety into three components as, Communication apprehension; which arises from learners’ inability to adequately express mature thoughts and ideas, Fear of negative social evaluation, which arises from a learner’s need to make a positive social impression on others and Test anxiety, an apprehension about academic evaluation.

Spielberg (1983) defines anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the nervous system.” Scovel (1978, p. 18) further states, that “anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object”.

The FLA is being intensively studied since 1980s when Krashen (1981) hypothesized that the affective factors (anxiety, motivation and self-confidence) correlate with the success in FL learning. Intensive research in the area of FLA made anxiety one of the most highly examined variables in psychology and education (Horwitz, 2001). Most FLA research has focused on FLA that takes place in the classroom settings in a non-English speaking country (Horwitz et al., 1986; Phillips, 1992; Aida, 1994). Early research studies produced inconsistent results in determining

The relationship between FLA and achievement in FL – some studies found negative relationships between anxiety and achievement; others found positive relationships, while others found no relationship at all. There are two approaches to the description of FLA:

1. The broader construct of anxiety as a basic human emotion that may be brought on by numerous combinations of situational factors (Mcintyre – Gardner, 1991).

2. A combination of other anxieties that create a separate form of anxiety intrinsic to language learning (Horwitz *et al.*, 1986).

Anxiety when associated with learning a foreign language is termed as “second/foreign language anxiety” related to the negative emotional reactions of the students towards language acquisition (Horwitz, 2001). , Horwitz, Horwitz & Cope (1986) viewed the FLA as a complex and multidimensional phenomenon of self-perceptions, beliefs, feelings and behaviors related to FL classroom learning.

Lui (2008) examined the causes of anxiety among 98 EFL language learners during their English language classes. He reported the following causes: lack of practice, limited vocabulary knowledge, low level of proficiency, personality, incomprehensible input, fear of committing mistakes, lack of preparation, imperfect grammar, lack of self-confidence, fear of being ridiculed, task difficulty, poor pronunciation, lack of familiarity with peers, lack of familiarity with the subject matter, fear of negative evaluation, fear of being the focus of attention, inability to and suitable words for expressing ideas, inability to express oneself, de-sire to speak fluently, weak memory, family communication pattern, lack of familiarity with the type of activity,

lack of familiarity with the environment, and the fact that English was no their mother tongue

Promoting the relationship between students and society is of great significance. The role of the teacher should be to strengthen and coordinate the relationship between the students and their families to support their students to pro-mote their social interaction and communication skills with the community. To support this strategy, researchers such as Bernstein et al. (2008) point out that social phobia sufferer have poor social skills, poor leadership skills, less attention, and more learning disabilities. Therefore, teachers must help their students use learning strategies in order to strengthen their performance (Richards & Rodgers, 2014).

## **2.2 Related Studies**

### **2.2.1 Studies Related to Motivation to Learn English**

Choi, *et al.* (2019) conducted a study aimed to investigate the promoting young children's interest in learning English in EFL context: The role of mothers, the study is summarized in revealing the influence of children in the method of their mothers in learning English at home, and the way they deliver information and simplify it, 414 mothers spoke about their experience with their (3-5) years old children about their insistence on teaching their children the English language. The concertation was on the use of the language at home as well as the lessons outside their places. The results found that the impact of the mother's follow through private lessons at home are very effective by speaking English at home, in contrast to its primary active role, where the child's thinking was attracted to his mother interest. This study is very important theoretically and practically as it focuses on the concepts of integrated and effective motives through mothers' role in teaching foreign language for their children, where these theories are concentrated in early childhood.

Pavelescu (2019) carried out a study entitled Motivation and Emotion in the EFL Learning Experience of Romanian Adolescent Students: Two Contrasting Cases, the study is based on an experiment between two students who live in Romania in order to measure their motivation and passion in learning English. They have not yet studied the motives of emotional learning in order to gain an in-depth look at this relevance. This study used qualitative approaches such as written task, long lesson notes, semi-organized interviews between students and their teachers. The results revealed that Teacher motivation and emotions are deeply intertwined, as (Mika) using her

nickname, had a motive and a passion for learning English language. For her tendency to her favorite singer, in the other hand (Kate) using his nickname had a weak motive toward learning English, Accordingly, the study found that passion and feelings reinforce the love of English and that the lack of emotion leads to impaired stimulation and reinforcement.

Setiyadi, Mahpul and Wicaksono (2019) conducted a study tried to find out the exploring motivational orientations of English as foreign language (EFL) learners: A case study in Indonesia, the study explores the motivations of EFL students in Indonesia and explore whether Western-inspired motivation theories are still relevant to English-language students there as well. The number of students in this case study consists of 886 university students, where the study resorted to the use of (alphas 0.70, 0.53, 0.77) for three motivational trends, and then the results were analyzed by using the rotation (Varimax) and the results are summarized with three motivational orientations for students of English as the language of foreign classified as an external direction and towards the internal.

Omari, Moubtassime, & Riduoani (2018) conducted a study aimed to investigate the assessing Moroccan University students' English learning motivation: A Comparative Study, the study summarizes the assessment of English language motivation among Moroccan university students to see if students are interested to learn English, where the study was summarized in a comparison between three Moroccan universities and classified independent factors in the institution and gender and others. The sample consisted of 329 university students from the three universities. The results revealed that ( $M = 3.80$ ) using the Likert of five points; they are highly motivated to learn

English, and also ( $M = 4.11$ ) have a higher level of external motivation because they are forced to learn English.

Daniel, Halimi and AlShammari (2018) conducted a study tried to find out the impact of motivation and parental encouragement on English language learning: An arab students' perspective. The study is based on the knowledge of parental motivation and encouragement to learn English. The Arabs were very interested in using English as a second language, especially in the Arabian Gulf which was notable because they considered it as a success in achieving of the students and the teachers' awareness of their needs. There is a motivation for Arab students to learn the language as they feel difficulty of the skills used by the Arabs in reading, writing, speaking and listening, these challenges were identified using an incentive test and the social-educational model of second language acquisition was measured through self-communication of students. The results revealed that the elements of the model are important in teaching the language and also encouraging parents is more important in stimulating the desire to learn English.

Tanaka and Kutsuki (2018) conducted a study entitled motivation for learning English in the immersion environment of an international school in Japan, the study summarizes the motivation to learn English in the immersion environment of an international school in Japan. The sample consists of 112 primary school students, including students who speak English and Japanese as their mother tongue. The results were distinct between self-motivation and external motivation with three types of organization, the biggest motivation for learning language was self-motivation and the first categories participants were more enthusiastic than the Japanese ones, thus the motivation of the participants did not decrease significantly due to the environment of

indulgence, as Japanese learned English with students of the first level and this led to raise their level from middle to high.

Altiner (2018) tried to find out the Preparatory School Students' English Language Learning Motivation: A Sample from Turkey, the study is to explore the motivations of English learners as a foreign language in studying second language, the study emphasized that motivation is the most important factor in learning language achievement, the reason is that language teachers have no latent knowledge about students' specific tendencies for studying the second language. Independent variables were classified in gender, interest, continuing language learning and achievement marks. The sample consisted of 105 English language learners, where a (wens) questioner was adopted to achieve motivation. The results revealed that there is no difference between male and female students in motivating to learn English, and that these learners have positive attitudes towards culture (L2) and follow the media and culture, finally the study found that the experience in learning English and the efforts exerted a great influence on language teaching.

Tomohru (2018) attempted to find out the motivation of students for learning English in Rwandan schools, the study is designed to stimulate students to learn English in Rwandan schools, where the school decided that the English language will be the only language to receive education since 2009, so the motivation of students is very important, the study was conducted in 2015, where the sample consisted of 1237 students, 344 primary, 475 secondary, 448 higher secondary. The study tool was a questionnaire containing of 34 items about motivation, the results revealed that, motivation increases with age despite a discrepancy with it, plus there are external and internal motivations. The study's underlying motives were the lack of desire, which

was based on concern and was directed to praise. The study was analyzed based on these motives.

Huang (2017) aimed to investigate the private English tutoring and adolescents' motivation to learn English as a foreign language: A self-system perspective, the study summarizes giving privacy in the English language classes for teens and find out how the direction of motivation to learn as a foreign language, The study sample consisted of 1698 self-reported questionnaires based on self-motivation theory, there is a motivational force for both groups based on (the self-perspective) while there is a motivational factor for students who receive private lessons based on (ideal self).

Ngo, Spooner-Lane & Mergler (2017) aimed at comparison of motivation to learn English between English major and non-English major students in a Vietnamese University. A quantitative study was designed to explore the motivations of English-speaking of 180 students, and 242 who did not speak English. Experiments were conducted in Vietnamese universities where results revealed that both groups revealed a high level of essential English language learning to prepare for their future, as the study suggests that it is essential for lecturers to promote students' core aspirations to learn English to improve the quality of English language learning in the Vietnamese world.

Asmali (2017) examined young learners' attitudes and motivation to learn English, the study focuses on the Second Grade as they are the main objective in learning English. The study was conducted in three different primary schools in western Turkey. The main objective was to measure the students' motivation to learn English and their attitudes towards it, the data were collected through two questionnaires from 192 participants, three personal

interviews were also conducted to collect qualitative data, eventually, results revealed that parents, teachers and learning activities are important factors in determining the students' attitudes as they were very positive towards learning English. Their favorite methods are singing and playing.

Lasagabaster (2017) conducted a study entitled language learning motivation and language attitudes in multilingual Spain from an international perspective, the study summarizes the motivation for language learning and language attitudes in multilingual Spain from an international perspective, More than 40% of Spain's population lives in multilingual areas, leading to the proliferation of multilingual programs in schools, this does not depend on the population of the region, but on immigrants from other regions as well, since English is the predominant language. The study explained the impact of the English language on the motivation to learn other languages.

Kruk (2016) conducted a study aimed to investigate the variations in motivation, anxiety and boredom in learning English in second life, the study summarizes the differences between motivation and boredom in learning English in University Second Life. The study sample consisted of 16 students. The survey tool was used to collect the data and the analysis was quantitative and qualitative. The results revealed that there was a large percentage of students' motivation to learn English and also a low percentage of anxiety and boredom, the levels of anxiety for some people did not change until they stabilized.

Sahin, Seçer, and Erisen (2016) investigated the perception of "English" and motivation in learning English, study concentrates on the understanding of the English language and the motivations in learning it. The aim of this study was

to learn the students' perceptions and motives through impressions and images to learn English; the study was classified into a qualitative study. The sample consisted of 128 students from four classes. A total of 79 questioner were divided into 12 categories, the second tool in the study was two different interviews for 7 students with negative and positive views in learning English. The results revealed that the students' view of English is a targeted view of learning rather than considering it as a foreign language, and Students' tendency to learn English are more motivated than students who holds negative perception towards it.

Humaida & Abdelrahim (2012) tried to find out the motivation to learn English among college students in Sudan, the study was conducted by using descriptive approach, a simple random sample of 40 students was selected, the aim of the study was to motivate learning English among the Faculty of Arts students and the Islamic University of Sudan, The relevant statistics were analyzed at the student's both level and age through SPSS and T-test for one sample and the one-way analysis and Pearson correlation coefficient. The results revealed that the motivation was high among the students and no correlation between motivation and age. No statistically significant differences in the motivation to the class level. At the end of the research's suggestions were presented for upcoming studies.

### **2.2.2 Studies Related to language Speaking Anxiety**

Charoensukmongkol (2019) conducted a study entitled the role of mindfulness in reducing English language anxiety among Thai college students, the student sample (N = 333) was selected from four marketing major courses in a leading private international university in Thailand, all of which were taught by foreign instructors. Data were collected at different times and from multiple sources in order to lower the possibility of common method bias. The evidence from the Partial Least Squares regression analysis showed that students who reported higher levels of trait and state mindfulness while speaking English tended to experience less anxiety during their presentations. The students who reported low anxiety also obtained higher scores on their presentations than did those who reported high levels of anxiety. The analysis also found that state mindfulness appeared to have stronger explanatory power in predicting ESL public speaking anxiety than did trait mindfulness.

Bozkirli (2019) conducted a study entitled analysis of the speaking anxiety of Turkish teacher candidates; The sample group of the research designed in the survey model consists of 181 Turkish teacher candidates studying in Kafkas University Faculty of Education in fall term of the 2018-2019 Academic Year, who are selected by the random sampling method. The "Speaking Anxiety Scale for the Teacher, Candidates consisting of three sub-dimensions, namely the "physiological symptoms", "skill-related anxiety" and "psychological state" and 40 items developed by Kinay and Ozkan (2014) has been used in the study as the data collection tool. The findings of the study where the SPSS 17.0 software package is used for data analysis have revealed that; while the speaking anxiety levels of Turkish teacher candidates are not high and do not change depending on their gender or their willingness to

become a teacher, they change significantly depending on their grade and public speaking experience.

Yassin and Razak (2018) conducted a study aimed to investigate the level of foreign language anxiety experienced by Yemeni University EFL students. Although many scales have been developed to measure the level of anxiety, each scale investigates anxiety in one skill except Foreign Language Classroom Anxiety Scale (FLCAS) which investigates anxiety mainly in speaking and listening. The current study developed a new scale called Foreign Language Anxiety Scale (FLAS) which fused the three scales with modifications in order to investigate the level of anxiety in the four skills. This scale scored .807 in Cronbach's Alpha Validity test. The participants are 155 Yemeni University students and the results of the analysis revealed that 13% of the students experienced high level of anxiety, 69% experienced moderate level of anxiety, and 18% experienced low level of anxiety. The general level of anxiety among Yemeni university EFL students is moderate as they score 138 out of 240.

Chou (2018) conducted a study entitled Speaking Anxiety and Strategy Use for Learning English as a Foreign Language in Full and Partial English-Medium Instruction Contexts, this research involved a large-scale questionnaire survey of 638 students. The quantitative analyses were conducted through a multivariate analysis of variance, a hierarchical multiple regression, and chi-square tests of independence. The results indicated that students receiving partial EMI exhibited high speech anxiety, a lack of confidence, and negative feelings toward English learning. Additionally, students in the partial EMI context were found to use rehearsal and paraphrasing strategies less frequently than those in full EMI contexts.

Furthermore, a relationship was observed between the EMI context and difficulties in speaking reported by students.

Tridinanti (2018) tried to find out the Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang, the objective of this research was to find out whether there was a significant correlation between students' speaking anxiety, self-confidence, and their speaking achievement. The research used correlation design. The data were collected through interviews that were scored by two raters and two questionnaires that were administered to fifth semester students ( $n = 28$ ) from a Teacher and Training Faculty in Indonesia. The data were analyzed using descriptive and correlational analysis. The results indicated that speaking anxiety has no significant correlation with speaking achievement. Self-confidence has a significant correlation with speech achievement ( $p = 0.01$ ). That is, students with self-confidence have higher achievement. So, it is important for teachers and lecturers to encourage students and practice speaking English in front of class, especially to improve the self-confidence when the students are communicating in English.

Malini and Janakavalli (2018) aimed at identifying the language anxiety and fear of negative evaluation among secondary level language teachers, a 90 teachers were taken as samples of the study. The descriptive and of deduction analyzes were used to analyze the questionnaire by standard survey, the aim of this thesis was to study linguistic anxiety and fear of negative evaluation of secondary language teachers. The result revealed that there is a strong and positive relationship between linguistic anxiety and fear of negative evaluation between the secondary levels of language teachers.

Mede and Karairmak (2017) investigated the predictor roles of speaking anxiety and English self-efficacy on foreign language speaking anxiety, this study highlights how English-speaking anxiety is addressed to undergraduate students, and explained, this concern is related to two variables related to the experience of the former foreign language and having a foreign friend. This study has also been used to measure the anxiety of speaking, the measure of foreign language anxiety and the degree of self-efficacy of English at a private Turkish university.

Sadighi and Dastpak (2017) conducted a study aimed to investigate the sources of foreign language speaking anxiety of Iranian English language learners, the author focused on the factors affecting foreign language learning negatively By filling out the Foreign Language Concern questionnaire, which was developed based on the Foreign Language Concerns Scale, The sample consisted of 154 English language learners, One of the most prominent findings of this study is that the fear of making mistakes, fear of negative evaluation and lack of knowledge of the vocabulary are the factors that cause the occurrence of anxiety speech.

Otaif and Aziz (2017) conducted a study entitled exploring the causes of listening comprehension anxiety from EFL Saudi learners' perspectives: A pilot study, the aim of this study is to Explore the Causes of Listening Comprehension Anxiety from EFL Saudi Learners' Perspectives as a foreign language to explore the reasons for the anxiety of listening to English, This study was applied to two male university students enrolled in the preparatory year program on the other hand, students who lived in English-speaking countries were excluded. This study has been used to design a qualitative case study through semi-structured interviews with participants, the results of this

study focused on the anxiety of the problematic class to understand listening within the classroom and the low level of English proficiency for students.

Ahmad (2016) conducted a study entitled an exploration of speaking anxiety with Kurdish university EFL learners, the study focused on the title of exploring the modern anxiety with English language learners at the Kurdish University, Thirty students were selected from the University of Kurdistan through the implementation of the survey strategy of semi-structured interviews and using questionnaire methods for collecting information. One of the main objectives of this study is to explore the aspirations of the Kurdish students about the means that improves anxiety in speaking foreign language, Recommendations are then made to overcome this problem through new approaches and educational influences to create a safe environment that reduces fear.

Gaibani and Elmenfi (2016) tried to find out the age as an affective factor in influencing public speaking anxiety of English language learners at Omar Al-Mukhtar University, the questionnaire was distributed to participants at the university by linking the data documented to investigate the impact of this factor on the concerns of speakers of this language. One of the main findings of this study is that there is a clear correlation and negative impact of age differences for English speakers at the target university.

Machida (2016) conducted a study aimed to investigate the role Japanese Elementary School Teachers and English Language Anxiety Machida (2016), This study was applied to 188 Japanese elementary school teachers, including 71 males and 62 females through a questionnaire. The results revealed that a large number of these teachers are concerned about this language, the anxiety

were expressed in the lack of confidence in communicating in this language, plus Lack of willingness to practice the language.

Anandari\_(2015) attempted to investigate the Indonesian EFL Students' Anxiety in Speech Production: Possible Causes and Remedy, this study focused on the students' anxiety of English as a foreign language in speech production - the possible causes and solutions , the data was collected from a qualitative research conducted on a Indonesian students who had a course in speaking at public, at Sanata Dharma universities, the results of this study revealed that there are three reasons of anxiety: fear, Shy and discomfort, results also revealed that self-reflections enabled students to deal with this anxiety because it focused on identifying strengths and weaknesses, solving problems and increasing confidence.

Tanielian's study (2014) tried to find out the foreign language anxiety in a new English program in Thailand, The study evaluates the connection between (FICA) and academic performance in English language and mathematics through 424 students, the results revealed the weak negative correlation between (FICA) and academic performance. The results of the mathematics exam in the Thai language were much better than the results of the mathematics exam in English.

## **2. 3 Summary**

We can conclude from the abovementioned studies that they are all focusing on one issue, “anxiety and motivations in speaking English” and these studies are Supported with illustrative examples,

However, there are observations must to be mentioned that scholars didn't mention in their studies, for example Mede (2017), the researcher did not mention the sample of the study, this is an indication of an incorrect in the sincerity of the results that have been reached.

There are also other studies that lack the methodology, which is a clear basis in the construction of the study and the extent of its success, one of these studies is Ndyo (2019), this study has shown the samples and the conclusions, noticing the lack of the basic methodology that used in this study, that clarify the mechanism of which the study is based on.

Other studies the researcher didn't mention the tools used in collecting data of questionnaires, interviews, numerical and verbal stairs assessment and observations, For example Hong, (2017) tools can't be found in this study.

In other studies, the researcher did not mention the statistical analyzes emerging in their studies, such as: SPSS- test- ANOVA, for example, Mehmet (2017). As the researcher used these measures that revealed real and clear results, which earns great scientific value.

This study is new in its topic and its internal construction. It dealt with the motivation of students to master the English language and the reasons behind their anxiety about this language in conversation, and as a scientific material for non-native speakers.

With regard to the structure of this study, the researcher has followed a clear approach of choosing a suitable title, from which independent variables such as (gender, specific fields , and academic year), and dependent variables, such as (students' motivation from Al-Quds University toward learning English, and the anxiety of speaking).

The researcher applied the descriptive approach based on the title in describing this phenomenon, showing its manifestations and interpreting all

the circumstances surrounding it and putting it in its proper framework to clarify its reasons and reaching proposed solutions to limit this phenomenon.

## **Chapter Three**

### **Methods and Procedures**

#### **3.1 Methodology**

#### **3.2 Population of the Study**

#### **3.3 Sample of the Study**

#### **3.4 Instruments of the Study**

##### **3.4.1 Motivation to learn English questionnaire**

##### **3.4.2 Language Speaking Anxiety**

#### **3.5 Procedures of the study**

#### **3.6 Variables of the Study**

#### **3.7 Statistical Treatments**

## **Chapter Three**

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### **Methods and Procedures**

This study focuses on measuring the motivation to learn English among Al-Quds University students and its relation to their language speaking anxiety.

In this chapter, the researcher describes the procedures followed throughout the study. It introduces the methodology, the population and the sample of the study. Besides, the instruments which were used to measure the degree of motivation to learn English among Al-Quds University students and its relation to their language speaking anxiety , as well as, validity and reliability of the instruments. Finally, statistical treatments which were used to answer the questions of the study.

#### **3.1 Methodology**

This study relied on the descriptive method as a scientific approach that describes the phenomenon in a purely scientific manner and then reaching logical explanations with results and statistics that give the researcher a broad framework for her study problem and its goal.

This approach is characterized by its realistic technique in dealing with the research problem, since the researcher is existed in the place where the study is conducted. This approach is suitable for topics of the scientific researches that revolve around social, human and psychological phenomena.

### 3.2 Population of the Study

The population of the study consisted of all Al-Quds University students of the second semester for the academic year 2018/ 2019. The study population was (11032) males and females students (4862 males and 6170 females) according to the Deanship of Admission and Registration.

### 3.3 Sample of the Study

The researcher used the stratified cluster sample constituting ( 3.37 %) of the study population which is composed of all Al-Quds University students in the second semester for the academic year 2018/ 2019. Hence, the sample is representative to the population. The study sample was (372) males and females students (164 males and 208 females). Table (3: 1) shows the distribution of the sample according to the study variables:

Table (3.1): Distribution of the study sample according to the variables of the study.

| <b>Variable</b> | <b>Gender</b> | <b>Frequency</b> | <b>Percentage</b> |
|-----------------|---------------|------------------|-------------------|
| <b>Gender</b>   | Male          | 164              | 44.09 %           |
|                 | Female        | 208              | 55.91 %           |
| Specialization  | Science       | 231              | 63.64 %           |
|                 | Humanities    | 132              | 56.36 %           |
| Academic level  | Freshmen      | 67               | 18.01 %           |
|                 | Sophomore     | 84               | 22.58 %           |
|                 | Junior        | 107              | 28.77 %           |
|                 | Senior        | 114              | 30.64 %           |

### **3.4 Instruments of the Study**

The researcher believed that the suitable instruments for this study were conducting two questionnaires to measure the degree of motivation to learn English among Al-Quds University students and its relation to their language speaking anxiety. Therefore, the researcher prepared the following instruments after reconsiderations of the previous studies.

#### **3.4.1 Motivation to learn English questionnaire**

The researcher depended on the previous studies to prepare the questionnaire. For example, Asmali (2017), Takahashi (2018), Humaida (2012). See Appendix (1) for the questionnaire.

The questionnaire consisted of 24 items .Each item consisted of a five-point Likert type response scale ranging from (5 - 1) representing (strongly agree, agree, neutral, disagree, and strongly disagree).

#### **Validity and reliability of Motivation to learn English questionnaire**

After constructing the motivation to learn English questionnaire its initial draft was presented to a panel of experienced and qualified experts in the field of education to verify its validity. Each expert was asked to present his/her view about each item in the questionnaire in terms of clarity. After collecting and analysing the data, the questionnaire was amended in accordance with the views of experts. See Appendix (3).

The reliability of the questionnaire was measured by Chronbach's Alpha, and the results showed that the reliability was (0.88). It means that the questionnaire was suitable for conducting such a study.

### **3.4.2 Language Speaking Anxiety**

The **language Speaking Anxiety** Questionnaire was based on the relevant literature, For example, Akkakoson (2016), Mede and Karairmak (2017). See Appendix (2) for the questionnaire.

The questionnaire consisted of 25 items. Each item consisted of a five-point Likert type response scale ranging from (5 - 1) representing (strongly agree, agree, neutral, disagree, and strongly disagree).

#### **Validity and reliability of language speaking anxiety questionnaire**

After constructing the **language speaking anxiety** questionnaire its initial draft was presented to a panel of experienced and qualified experts in the field of education to verify its validity. Each expert was asked to present his view about each item in the questionnaire in terms of clarity. After collecting and analysing the data, the questionnaire was amended in accordance with the views of experts, See Appendix (2).

The reliability of the questionnaire was measured by Chronbach's Alpha, and the results showed that the reliability was (0.91). It means that the questionnaire was suitable for conducting such a study.

### **3.5 Procedures of the study**

- The researcher obtained the approval of the study plan with excellence.
- The researcher was assisted by three colleagues to distribute the questionnaires to all the targeted sample of this study.
- The sample members were informed of the purpose of the study, and the information they will submit will be confidential and will only serve the objectives of this scientific research. The collection of data from the study sample was completed during the second semester in 2019.

- The researcher dumped the content of questionnaires on Excel and then was sent to the statistician.
- Data and information were collected, analyzed and reviewed statistically according to the statistical package program in the field of humanities SPSS, and then results and interpretations were documented.

### **3.6 Variables of the Study**

This study included the following variables:

#### **Independent variables**

- Gender (male and female)
- Specialization (Science, Humanities).
- Academic level (Freshmen, Sophomore, Junior and Senior).

#### **Dependent variables.**

- Motivation to learn English
- Language speaking anxiety

### **3.7 Statistical Treatments**

To achieve the objectives of the study, and to analyze the information collected, a number of statistical methods were employed using the Statistical Packages for Social Science (SPSS). The following are a number of other statistical methods employed in this study:

1. Frequencies and percentages.
2. The usage of the Pearson Correlation Coefficient in calculating the correlation between the degree of each statement, and the total degree of the dimension to which it belongs, in order to estimate the internal consistency of the study tool (construct validity).
3. The usage of correlation coefficient (Cronbach Alpha) to measure the reliability of the study tool.

4. The usage of standard deviation; to identify the extent of deviation trends (the responses) of individuals for each statement of the variables of the study.
5. The researcher used (T test) to compare between two independent groups (Independent- Samples T test); to show the statistically significant differences.
6. The usage of one way ANOVA to show the statistically significant differences.

## **Chapter Four**

### **Results of the Study**

#### **4. 1 Results Related to the First Question**

#### **4. 2 Results Related to the Second Question**

#### **4. 3 Results Related to the Third Question**

##### **4.3.1 Results of the first null hypothesis**

##### **4.3.2 Results of the second null hypothesis**

##### **4.3.3 Results of the third null hypothesis**

#### **4. 4 Results Related to the Fourth Question**

##### **4.4.1 Results of the fourth null hypothesis**

##### **4.4.2 Results of the fifth null hypothesis**

##### **4.4.3 Results of the sixth null hypothesis**

#### **4. 5 Results Related to the Fifth Question**

##### **4.5.1 Results of the seventh null hypothesis**

## Chapter Four

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### Results of the Study

The aim of this study is to identify the degree of motivation to learn English among Al-Quds University students and its relation to their language speaking anxiety. This chapter aims to present the results of the study by answering the research questions and hypotheses.

In order to determine the degree of response averages of the study sample, the following table shows the grades that were adopted:

| Mean average | Degree |
|--------------|--------|
| 1.00 - 2.33  | low    |
| 2.34 - 3.66  | Medium |
| 3.67 - 5.00  | High   |

### 4.1 Results Related to the First Question

The first question stated that, What is the degree motivation to learn English among Al-Quds University students?

To answer this question, means and standard deviations were calculated of the responses of the study sample on the degree motivation to learn English questionnaire, and table (4.1) shows that.

Table (4.1): means and standard deviations of responses of the study sample on the degree motivation to learn English questionnaire.

| No | Items   | Mean | S. D | Degree |
|----|---|------|------|--------|
| 01 | It's important for me to learn English                            | 4.70 | 0.62 | High   |
| 09 | Learning English helps me to get a good job.                      | 4.44 | 0.83 | High   |
| 08 | Learning English as foreign language helps me when I travel.      | 4.40 | 0.83 | High   |
| 10 | Mastering English language helps me to pursue my graduate studies | 4.36 | 0.90 | High   |
| 11 | Learning English assists me to deal with new technology.          | 4.35 | 0.85 | High   |
| 17 | My knowledge of English helps me to read and                      | 4.36 | 0.80 | High   |

|              |   |             |             |             |
|--------------|---|-------------|-------------|-------------|
|              | understand goods guidelines   |             |             |             |
| 16           | Learning English helps me to know about other cultures.             | 4.27        | 0.87        | High        |
| 05           | Learn English develops daily communication skills                   | 4.22        | 0.87        | High        |
| 13           | Learning English helps me to deal with computer applications.       | 4.21        | 0.85        | High        |
| 23           | Learn English helps me to read a guidance boards while traveling    | 4.20        | 0.92        | High        |
| 14           | mastering English helps me see the western media                    | 4.17        | 0.95        | High        |
| 15           | Learning English is beneficial in business                          | 4.16        | 0.88        | High        |
| 24           | English language classes have to be increased in schools.           | 4.15        | 0.97        | High        |
| 06           | Learning English encourages me to communicate with native speakers. | 4.06        | 0.99        | High        |
| 03           | I feel more confident when i use English.                           | 4.03        | 1.00        | High        |
| 21           | I listen to native speakers of English to improve my language.      | 3.94        | 1.04        | High        |
| 22           | I prefer watching films that presented in English.                  | 3.86        | 1.12        | High        |
| 04           | I feel happy when I speak English with my friends                   | 3.85        | 1.13        | High        |
| 18           | I do not need to learn English in my life.                          | 3.83        | 1.26        | High        |
| 19           | English is not important for surfing the Internet                   | 3.80        | 1.27        | High        |
| 20           | Speaking in English gives a meaning to life                         | 3.71        | 1.03        | High        |
| 12           | Learning English is waste of time.                                  | 3.53        | 1.27        | Medium      |
| 02           | I eagerly wait English language lecture                             | 3.35        | 1.13        | Medium      |
| 07           | Learning English language is difficult                              | 3.13        | 1.22        | Medium      |
| <b>Total</b> |   | <b>4.04</b> | <b>0.39</b> | <b>High</b> |

As presented in table (4.1), the results showed that mean of the total score is (4.04) and the standard deviation is (0.39). This indicates that the degree of motivation to learn English among Al-Quds University students is high.

The items used for the motivation to learn English questionnaire were (24). The researcher arranged the items in descending order, according to the means. The item (01) which is (*It's important for me to learn English*) has the highest mean of (4.70) with a standard deviation (0.62). Whereas, the item (07) which is (*Learning English language is difficult*) has the lowest mean of (3.13) with a standard deviation (1.22).

## 4.2 Results Related to the Second Question:

The second question stated that,

What is the degree of language speaking anxiety among Al-Quds University students?

To answer this question, means and standard deviations were calculated of the responses of the study sample on language speaking anxiety questionnaire, and the following table (4.2) shows this:

Table (4.2): means and standard deviations of the responses of the study sample on the language speaking anxiety questionnaire.

| No | Items  | Mean | S. D | Degree |
|----|--|------|------|--------|
| 09 | I get upset when I do not understand what the teacher is correcting linguistically | 3.85 | 1.09 | High   |
| 06 | I worry to speak fluent English  | 3.51 | 1.09 | Medium |
| 02 | I worry about making mistakes in language class                                    | 3.50 | 1.05 | Medium |
| 17 | I always feel that the other students speak the English language better than I do  | 3.48 | 1.07 | Medium |
| 19 | I'm worried about the speed that the others speak it in English                    | 3.45 | 1.13 | Medium |
| 10 | Even if I am well prepared for English language class, I feel anxious about it     | 3.38 | 1.09 | Medium |
| 13 | I am afraid that my language teacher is ready to correct every mistake I make      | 3.37 | 1.16 | Medium |
| 05 | I panic when I have forced to speak automatically in language class                | 3.35 | 1.16 | Medium |
| 20 | I feel more nervous in my English language class than in my other classes          | 3.34 | 1.19 | Medium |
| 01 | I never feel quite sure of myself when i am speaking in my English language class  | 3.31 | 1.16 | Medium |
| 24 | I feel nervous if requires the answering of the question must to be in English     | 3.29 | 1.20 | Medium |
| 04 | I have a feeling that other students are better than me in English                 | 3.26 | 1.08 | Medium |
| 14 | my heart beats when I'm going to be called on in                                   | 3.20 | 1.21 | Medium |

|              |   |             |             |               |
|--------------|---|-------------|-------------|---------------|
|              | language class  |             |             |               |
| 15           | The more I study for a language test, the more confused I get                                 | 3.19        | 1.23        | Medium        |
| 08           | I am worried and forget the things I know in the English language class                       | 3.09        | 1.19        | Medium        |
| 23           | I am afraid of the students' irony when I speak English                                       | 3.07        | 1.24        | Medium        |
| 11           | I hesitate to go to English classes   | 3.00        | 1.20        | Medium        |
| 21           | When I'm on my way to English language class, I feel very relaxed                             | 2.94        | 1.04        | Medium        |
| 03           | It frightens me when I don't understand what the English teacher says in the English language | 2.87        | 1.15        | Medium        |
| 22           | I get nervous when I don't understand every word that the English language teacher says       | 2.60        | 1.08        | Medium        |
| 16           | I feel satisfied when i prepare for English language lesson                                   | 2.48        | 1.10        | Medium        |
| 07           | I am surprised that some people are disturbed by English language lessons                     | 2.45        | 0.96        | Medium        |
| 18           | I feel very proud when I speaking the English language in front of my colleagues              | 2.20        | 0.96        | Low           |
| 12           | I feel confident when I speak in English language class                                       | 2.19        | 1.01        | Low           |
| <b>Total</b> |   | <b>3.10</b> | <b>0.44</b> | <b>Medium</b> |

As appeared in table (4.2), the results showed that mean of the total score is (3.10) and the standard deviation is (0.44). This indicates that the degree of language speaking anxiety among Al-Quds University students is medium.

The items which were used for language speaking anxiety questionnaire were (24). The researcher arranged the items in descending order according to the means. The item (09) which is (*I get upset when i do not understand what the teacher is correcting linguistically*) has the highest mean of (3.85) with a standard deviation (1.09). Whereas, the item (12) which is (*I feel confident when i speak in English language class*) has the lowest mean of (2.19) with a standard deviation (1.01).

### 4.3 Results Related to the Third Question:

The Third question stated that,

Are there statistically significant differences in the degree motivation to learn English among Al-Quds University students due to (gender, specialization, academic level)?

To answer the third question, it was transformed in to three null hypotheses as follows:

#### 4.3.1 Results of the first null hypothesis

**The first hypothesis:** There is no statistically significant difference at ( $\alpha \leq 0.05$ ) between the means in of motivation to learn English among Al-Quds University students due to gender.

To examine the first null hypothesis, t-test for independent samples and means were calculated of the responses of the study sample of motivation to learn English questionnaire due to gender variable, as shown in the table (4.3).

Table (4.3): t-test results of motivation to learn English among Al-Quds University students due to gender.

| Gender | N   | Mean | Std. Deviation | DF  | "t" value | Sig. |
|--------|-----|------|----------------|-----|-----------|------|
| Male   | 164 | 4.04 | 0.54           | 270 | 1.46      | 0.88 |
| Female | 208 | 4.03 | 0.49           |     |           |      |

As noted from table (4.3), (t) value was (1.46) and the significant was (0.88). The significant is more than (0.05). Thus, there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the degree of motivation to learn English among Al-Quds University students due to gender variable, the null hypothesis was accepted.

### 4.3.2 Results of the second null hypothesis

**The second hypothesis:** There is no statistically significant difference at ( $\alpha \leq 0.05$ ) between the means of motivation to learn English among Al-Quds University students due to specialization.

To examine the first null hypothesis, t-test for independent samples and means were calculated of the responses of the study sample of motivation to learn English questionnaire due specialization, as shown in the table (4.4).

Table (4.4): t-test results of motivation to learn English among Al-Quds University students due to specialization.

| specialization | N   | Mean | S. D | DF  | "t" value | Sig. |
|----------------|-----|------|------|-----|-----------|------|
| Science        | 231 | 4.07 | 0.51 | 361 | 1.45      | 0.15 |
| Humanities     | 132 | 3.99 | 0.50 |     |           |      |

As noted from table (4.4), computed t value was (1.45) and the significant was (0.15). The significant is more than (0.05). Thus, there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the degree of motivation to learn English among Al-Quds University students due to specialization variable, the null hypothesis was accepted

**The third hypothesis:** There is no statistically significant difference at ( $\alpha \leq 0.05$ ) between the means in of motivation to learn English among Al-Quds University students due to academic level.

To examine the third null hypothesis, mean scores were calculated of the responses of the study sample on motivation to learn English questionnaire due to academic level variable as illustrated in table (4.5 ).

Table (4.5): Results of mean scores and standard deviations of the responses of the study sample on motivation to learn English questionnaire due to academic level.

| academic level | Number | Mean |
|----------------|--------|------|
| Freshmen       | 67     | 4.06 |
| Sophomore      | 84     | 3.97 |
| Junior         | 107    | 3.96 |
| Senior         | 114    | 4.13 |
| <b>total</b>   | 372    | 4.03 |

As presented in table (4.5), there is difference in the motivation to learn English among Al-Quds University students due to academic level. In order to find out the significant of the differences, one -way Anova test was used, as illustrated in table (4.6).

Table (4.6): Results of one-way Anova of the responses of the study sample on the motivation to learn English among Al-Quds University students due to academic level.

| Source                | Sum of Squares | DF  | Mean Square | F    | Sig.  |
|-----------------------|----------------|-----|-------------|------|-------|
| <b>Between Groups</b> | 2.035          | 3   | 0.678       | 2.60 | 0.051 |
| <b>Within Groups</b>  | 95.886         | 368 | 0.261       |      |       |
| <b>Total</b>          | 97.92          | 371 |             |      |       |

According to the results in table (4.6), F value was (2.60) and the significant was (0.051), which is more than ( $\alpha \leq 0.05$ ). This outcome shows that there is no statistically significant difference in the degree of motivation to learn English among Al-Quds University students due to academic level. Therefore, the null hypothesis was accepted.

#### 4.4 Results Related to the Fourth Question:

The fourth question stated that, Are there statistically significant differences in the degree of language speaking anxiety among Al-Quds University students due to (gender, specialization, academic level)? To answer the fourth question, It was transformed in to three null hypotheses as follows.

##### 4.4.1 Results of the fourth null hypothesis

**The Fourth hypothesis:** There is no statistically significant difference at ( $\alpha \leq 0.05$ ) between the means of language speaking anxiety among Al-Quds University students due to gender.

To examine the fourth null hypothesis, t-test for independent samples and means were calculated of the responses of the study sample of language speaking anxiety among Al-Quds University students questionnaire due to gender variable, as shown in the table (4.7).

Table (4.7): t-test results of language speaking anxiety among Al-Quds University students to gender.

| Gender | N   | Mean | S. D | DF  | "t" value | Sig. |
|--------|-----|------|------|-----|-----------|------|
| Male   | 164 | 3.11 | 0.60 | 370 | 0.09      | 0.93 |
| Female | 208 | 3.10 | 0.52 |     |           |      |

As noted from table (4.7), computed t value was (0.09) and the significant was (0.93). The significant is more than ( $\alpha < 0.05$ ). Thus, there are no statistically significant differences at ( $\alpha \leq 0.05$ ) in the degree of language speaking anxiety among Al-Quds University students to gender variable. Subsequently, the null hypothesis was accepted.

##### 4.4.2 Results of the fifth null hypothesis

**The fifth hypothesis:** There is no statistically significant difference at ( $\alpha \leq 0.05$ ) between the means in of language speaking anxiety among Al-Quds University students due to specialization.

To examine the fifth null hypothesis, t-test for independent samples and means were calculated of the responses of the study sample of language speaking anxiety among Al-Quds University students questionnaire due to specialization variable, as shown in the table (4.8).

Table (4.8): t-test results of language speaking anxiety among Al-Quds University students due to specialization.

| specialization | N   | Mean | S. D | DF  | "t" value | Sig.   |
|----------------|-----|------|------|-----|-----------|--------|
| Science        | 231 | 3.03 | 0.63 | 361 | 3.18      | 0.002* |
| Humanities     | 132 | 3.24 | 0.57 |     |           |        |

\*: statistically significant differences at ( $\alpha \leq 0.05$ )

As noted from table (4.8), computed (t) value was (3.18) and the significant was (0.002). The significant is less than ( $\alpha < 0.05$ ). Thus, there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the degree of language speaking anxiety among Al-Quds University students due to specialization variable in favor of the Humanities. Subsequently, the null hypothesis was rejected.

#### 4.4.3 Results of the sixth null hypothesis

**The sixth hypothesis:** There is no statistically significant difference at ( $\alpha \leq 0.05$ ) between the means in of language speaking anxiety among Al-Quds University students due to academic level.

To examine the third null hypothesis, mean scores were calculated of language speaking anxiety among Al-Quds University students questionnaire due to academic level variable as illustrated in table (4.9).

Table (4.9): Results of mean scores and standard deviations of the responses of language speaking anxiety among Al-Quds University students questionnaire due to academic level.

| Academic level | Number | Mean |
|----------------|--------|------|
| Freshmen       | 67     | 3.08 |
| Sophomore      | 84     | 3.21 |
| Junior         | 107    | 3.01 |
| Senior         | 114    | 3.12 |
| <b>Total</b>   | 372    | 3.10 |

As presented in table (4.9), there is difference in the language speaking anxiety among Al-Quds University students due to academic level. In order to find out the significant of the differences, one -way Anova test was used, as illustrated in table (4.10).

Table (4.10): Results of one-way Anova of the responses of the study sample on the of language speaking anxiety among Al-Quds University students due to academic level.

| Source         | Sum of Squares | DF  | Mean Square | F    | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | 1.972          | 3   | 0.657       | 1.75 | 0.15 |
| Within Groups  | 137.819        | 368 | 0.375       |      |      |
| Total          | 139.791        | 371 |             |      |      |

According to the results in table (4.10), F value was (1.75) and the significant was (0.15), which is more than ( $\alpha \leq 0.05$ ). This outcome shows that there is no statistically significant difference in the degree of language speaking anxiety among Al-Quds University students due to academic level. Therefore, the null hypothesis was accepted.

#### 4.5 Results Related to the Fifth Question

The fifth question stated that,

What is the correlation between the degree of Motivation to learn English and the language speaking anxiety among Al-Quds University students?

To answer this question, It was transformed into this null hypothesis.

**The seventh hypothesis:** There is no statistically significant relationship at ( $\alpha \leq 0.05$ ) between the degrees of Motivation to learn English and the degrees of language speaking anxiety among Al-Quds University students.

Pearson Correlation and the significant were calculated for the responses of the study sample between the degree of Motivation to learn English and the degrees of language speaking anxiety among Al-Quds University students, and table (4.11) clarifies that.

Table (4.11): Pearson correlation and the significant between motivation to learn English and language speaking anxiety.

| <b>Variables</b>            | <b>Pearson correlation</b> | <b>Sig.</b> |
|-----------------------------|----------------------------|-------------|
| Motivation to learn English | -.225                      | .001*       |
| Language speaking anxiety   |                            |             |

\*: statistically significant differences at ( $\alpha \leq 0.05$ )

According to the table (4.11), Pearson Correlation was (-.225), and the significant was (0.001). It means that there is a statistically significant value. Hence, there is a negative relationship between the degree of Motivation to learn English and language speaking anxiety among Al-Quds University students, that means when the Motivation to learn English go higher, the language speaking anxiety go less.

## **Chapter Five**

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### **Discussion of the Results, Conclusion and Recommendations**

#### **5. 1 Discussion of the Results Related to First Question**

#### **5. 2 Discussion of the Results Related to second Question**

#### **5. 3 Discussion of the Results Related to Third Question**

##### **5. 3. 1 Discussion of the results of the first hypothesis**

##### **5. 3. 2 Discussion of the results of the second null hypothesis**

##### **5. 3. 3 Discussion of the results of the third hypothesis**

#### **5. 4. Discussion of the results Related to fourth question**

##### **5. 4. 1 Discussion of the results of the fourth null hypothesis**

##### **5. 4. 2 Discussion of the results of the fifth null hypothesis**

##### **5. 4. 3 Discussion of the results of the sixth hypothesis**

#### **5. 5 Discussion of the Results Related to fifth question**

#### **5.6 Conclusion**

#### **5.7 Recommendations**

## **Chapter Five**

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### **Discussion of the Results, Conclusion and Recommendations**

#### **5.1 Discussion of the Results Related to First Question**

The results show that the degree of motivation to learn English among Al-Quds University students was high.

The researcher attributes this result to a variety of reasons, including subjective reasons related to students' ambition to improve their English, especially as it is a global language that helps a lot in promoting the cultural and creative enlightenment of students, as well as increasing their chances of improving their academic status beyond the bachelor stage. Another subjective reason for that high degree of motivation to learn English is students' desire to learn about other disciplines and self-developing themselves, as many professions require that the applicant possess and speak English language, in addition to the student's feeling that he/she generally is weak in English, and needs to improve his level and abilities in that language.

There are also purely educational reasons, such as the existence of many expressions in English in most disciplines, as exists in the law discipline (Legal 1 & Legal 2), and disciplines of dual studies that need English language, as well as all disciplines of faculties of science, engineering, medicine and nursing. Proficiency in the English language and the acquisition of skills and grammar,

and the good formulation of sentences leads to increase the academic level of the student, and reduces the effort and time required to studying.

The researcher believes that the high motivation may be caused by comparing students with their current level with the others whose English is the mother tongue, and those who speak English fluently. Here the difference is clearly seen in terms of language level between the students of Al-Quds University and other American or European universities, for example.

Among the reasons is that students consider their low level of English as an indicator of their apparent lack of culture, which drives them to acquire this language, since it is the language of the time and the language of communicating with others. A university student has a variety of academic responsibilities, all of which can only be done if he masters some basics of English grammar, or succeeds in the university requirement of English language disciplines.

This result agreed with Huang (2017), Humaida and Abdelrahim (2012), Mariusz (2016). However, it did not agree with Pavelescu (2019).

## **5. 2 Discussion of the Results Related to Second Question:**

The results showed that the degree of foreign language anxiety among Al-Quds University students was moderate. The researcher attributes this result to the fact that Al-Quds University students are very willing to learn this language, as well, they have a variety of potentials to learn this language, such as courses specified to teaching the basics of English. In addition, there is a specialization of English language and courses that can be easily attended and students know about these courses and the centers that teach them.

The researcher considers that the level of English language anxiety was medium because, firstly, the feeling of weakness in this language started early since the school stages. Secondly because of the availability of the students' potentials, the

educational centers, the educational manuals and books for learning this language without a teacher, as well as the easy access to the meanings of vocabulary and expressions by using modern technological means.

It can be said that the degree of English language anxiety is not high because the weakness in that language is not a personal matter or an educational and academic problem of various dimensions and trends, but it can be controlled, and students can mitigate this weakness easily. Students have the mental and educational abilities to learn this language, and can benefit from what is offered in various courses that include English expressions and concepts. This will reduce the anxiety of language acquisition, and lead to students' knowledge of English language in terms of grammar and sentence structure, and the use of some tools.

Students understand that English language acquisition is not impossible or complex, as they are enrolled in disciplines that include some English concepts, and the mixing of students from different disciplines. Students also recognize that motivation is one of the most important factors affecting the success or failure of English language learners, according to their experiences in other courses. They have a variety of choices in terms of the goals they will achieve, for example, passing a difficult course is considered an achievement when the same student at the same time has a great motivation to pass that course. This applies to learning English; especially as university students have diverse experiences in passing challenging courses.

This result agreed with Yasien (2018), Bozkirli (2019). However, it did not agree with Gaya (2018), Otair (2017).

### **5. 3 Discussion of the Results Related to Third Question**

This question has been converted into the following hypotheses:

#### **5. 3. 1 Discussion of the results of the first hypothesis:**

The results show that there are no statistically significant differences in the motivation to learn English due to the variable Gender. The researcher explains this result by stating that male and female students are exposed to same educational situations, whether these situations require great or little mental efforts, or situations that require various educational skills, such as memorization, conclusion, and the ability to interpret, where all students share in these situations , and are exposed to the same different educational factors.

The researcher believes that what is shared by male and female students is the important factor which is the motivation towards learning English, as they have varying abilities that affect their behavior and the behavior of others. It can be said that the tendency and motivation of one student to learn English motivate others to learn, as well as the performance shown by a student in acquiring this language affects other students. So it represents a motivation that moves and excites the student to learn that language.

In addition, students' participation in many educational disciplines and situations illustrates the disparity and difference in motivation, but these students remain motivated towards learning English. This leads students to influence each other, and increase their readiness to acquire this language. Therefore, there were no differences shown between males and females.

This result agreed with Altiner (2018), Pavelescu (2019), Tanaka & Kutsuki (2018).

### **5. 3. 2 Discussion of the results of the second null hypothesis**

It is clear from the results that there are no statistically significant differences of the degree of motivation to learn English due to specialization. The researcher believes that this result is primarily due to the diversity and plurality of disciplines, as each discipline includes many varied English terms such as (Gender, efficacy, efficiency, Global) and other terms in the fields of sociology and education, as well as other important terms in the discipline of child rearing such as (Autism) which refers to disease of Autism, and other concepts circulated among students.

The circulation of these concepts and knowing their use and meaning in many disciplines, leads students in general, to converge views on learning English, whether difficult or easy from their point of view. The researcher believes that this convergence of views is caused by the desire for excellence and superiority, or to attain a distinguished level of studying, given that few students are not looking for excellence, as well as their search for a role model of a high level of motivation. Students also normally work hard and strive to achieve better successes in their educational lives, and these concerns are shared by all disciplines, in terms of the presence of English terms, and the desire of the students to attain excellence.

This result agreed with Mehmet (2017), Humaida and Abdelrahim (2012). However, it did not agree with Daniel, Halimi and AlShammari (2018).

### **5. 3. 3 Discussion of the results of the third hypothesis**

The results showed that there were no statistically significant differences in motivation for learning English among Al-Quds University students due to academic level. The researcher believes that the presence of several terms of the

English language in the disciplines' courses of from the level of the second year and on, and the enrollment of first year students in English language courses, which is a university requirement, led to the absence of differences in their views and in the degree of motivation.

Moreover, the goal of learning at all university levels indicates that students are seeking to acquire educational experiences and finish the university stage in the shortest possible time. It also indicates that the prevailing trend among students is to acquire knowledge, and to master information and be proficient in the language, whether it is through different disciplines or the English language. The researcher noticed that one of the students' characteristics is their constant desire to improve their abilities, raise the level of their personal competence, and their positive trend towards learning.

This goal is represented in the activities through which the student focuses on the educational task or a particular course, as each student in any year seeks to reach the next stage without any difficulties in terms of the previous materials, and not to fail in any educational materials, whether it contains terms and concepts in English or not. That is because the student's goal is to go beyond a certain stage, and not just to achieve excellence or attain knowledge of English concepts, since these concepts are within his readiness and his tendency to succeed and excel. His quest to achieve progress in the levels of his study inspires him to acquire a variety of motivations, including motivation towards English language, so it becomes an essential part of the stages of his learning, and his attitudes towards gaining knowledge and information.

This result agreed with Altiner (2018), Huang (2017), Humaida, I. & Abdelrahim (2012).

## **5. 4. Discussion of the Results Related to Fourth Question**

### **5. 4. 1 Discuss the results of the fourth null hypothesis**

It is clear from the results that there are no statistically significant differences between the averages of foreign language anxiety among students of Al-Quds University due to the variable of Gender. The researcher believes that anxiety of English language in particular disappears or merges within the concern of educational materials in general, and becomes one of many difficulties that face students in their learning stages; so it lies within the normal situation experienced by the student. Exam anxiety or anxiety in general that accompanies the student in his educational career, dominates all feelings of fear and worry of failure or getting a low score.

In general, the student's anxiety is manifested as an imbalance before, during or after the exam, or in difficult educational situations, where he feels nervous because of his concerns about success, failure or lack of the desired mark. Anxiety has an impact on the psychological, mental and physical aspects of the student, and the concern of English language anxiety exists among these feelings.

Anxiety appears as a state of disorder experienced by the student and reflected on his educational life. It is represented in the situation reached by the student as a result of the increase in tension and fear. This case is usually associated with disorder in the emotional, cognitive, physiological aspects. Sometimes anxiety is a temporary emotional state that accompanies the student in exam situations, causing difficulty in retrieving information, so it is not by default that English language anxiety is the main reason for the state of tension and anxiety of the students.

The researcher believes that absence of differences is logical due to many reasons, including the keenness of the student to excel over his colleagues and get the highest scores, and that the student's neglect to follow-up his lessons and focus on his studies, cause him to worry about all the study material because of the inability to absorb the vast amount of information in various disciplines, as well as the pressure of parents and the threat of punishment if he fails. Parents are another source of student anxiety about the exam, due to their increased interest in the future of the sons. Whatever sons are prepared for the exam, their parents' constant warnings lose their self-confidence. Anxiety is already present in the student and takes the form of internal anxiety; and fear of exams and concern about them is a general phenomenon among students, in addition to the complexity of exam systems in the educational institutions.

The student feels that the exam is a goal by itself and not a means to achieve certain objectives, and the difficulty of the curriculum and poor, rigid, routine, and monotone of teaching methods make student feel that the result of the exam is self-determination challenge. Additionally, some teachers scare their students about the exams and the difficulty of courses, and allocate the entire exam score for the achievement side without paying attention to other personal aspects.

This result agreed with Tomohisa (2016), Mede, H (2017). However, it did not agree with Bozkirili (2019).

#### **5. 4. 2The results of the fifth null hypothesis**

**Fifth Hypothesis:** There are no statistically significant differences at ( $\alpha \leq 0.05$ ) level between the averages of foreign language anxiety among Al-Quds University students due to specialization.

There are statistically significant differences in the degree of foreign language anxiety among Al-Quds University students because of the variable of specialization in favor of the humanities. The researcher explains this result that the humanities disciplines are one of the least specialties that include English terms, such as Arabic, geography and history. But quite the opposite, these specializations depend on Arabic terminology based on the nature of the courses and the materials it contains, so that it do not include many extraneous concepts on the Arabic language that need clarification or know its equivalent in English. The researcher also explains that result by saying that English language anxiety may be is due to psychological stress during the study, which is a sense of distress, tension, confusion and lack of concentration. That is because of the inability of the students to possess English speaking skills, since these disciplines rely on Arabic only, so English becomes an additional burden to students with regard to these disciplines above the already burdens they carry.

As well as the time period after students end their high school in the humanities disciplines and start to study English language by relying on English courses solely as university requirements. That leads to diminishing their ability to speak this language, unlike the disciplines of science, medicine, engineering and other disciplines that rely on English as the language of instruction for these disciplines.

This situation leads the student of humanities to abandon the study of English language and forgets many of its basics and rules, as well as loses interest in learning it because he does not need it in his study, which in turn, leads to the formation of his view that he is low level in this language, so he/she feels more anxious than other students.

Also, listening to conversations in English and not understanding their content leads the students to feel that they have a great shortfall in learning this language,

because of the large number of expressions that they do not know, and that in turn, causes a psychological and educational barrier between them and this language.

The researcher believes that this weakness and anxiety of speaking English may appear in the form of shyness or withdrawal from situations that require speaking English, which leads to the failure to speak the language, and that, reflects negatively on their ability to speak in English and increase the degree of their anxiety.

This result agreed with Sadighi & Dastpak (2017). However, it did not agree with Tomohisa (2016).

#### **5. 4. 3 Discussion of the results of the sixth hypothesis:**

The results showed that there were no statistically significant differences in the degree of English speaking anxiety among Al-Quds University students due to academic level. The researcher attributes this result to the fact that English language and specifically conversation itself need certain skills different from the rest of the academic materials, both for students specializing in this language or for students studying disciplines offered in English. As well as for students studying disciplines in Arabic, because the academic and scientific language and concepts differ somehow from conversation. As conversation requires fluency, skill, intuitive speed, and high ability to form sentences, apart from writing or reading and even studying, which requires carefulness and interpretation of words and meanings at a certain time and sometimes that takes a long time. So anxiety of students with regard to conversation is equal, especially as university students are aware that conversation is different from other skills required in the English language.

On the other hand, the researcher believes that the students of Al-Quds University, like other Arab students, do not have the skills necessary to speak fluently. Such skills needs a long time of training, as there is no way to develop conversational skills in English better than speaking in English, and to commit to speak in English regularly and semi-daily, and to speak with as many people as possible in English. There are not enough opportunities to meet foreigners and talk to them in English continuously. After a conversation in English, the student or the average person cannot think about how the conversation took place and what percentage of the conversation he has understood, nor whether he/she feels confident talking about a subject in English or not? These things rarely happen to university students.

In addition, the researcher believes that random conversation or by chance does not allow the student to prepare what he will say later, and this is one of the factors that cause tension to the student when trying to talk in English, as he does not know what he will say, and cannot write the vocabulary and expressions that he will use.

This result agreed with Charoensukmongkol (2019), Bozkirli (2019), Otair (2017), Gaya (2018), Anandari (2015). However, it did not agree with Malini and Janakavalli (2018), Yaikhong & Usaha (2012).

### **5. 5 Discussion of the Results Related to Fifth Question:**

The results showed a negative correlation between the degree of motivation for learning English and English speaking anxiety among Al-Quds University students.

The researcher explained this result by stating that the motivation behind learning and mastering the English language among university students is

academic, with the purpose to know the meanings of concepts and terminology in different disciplines. On the other hand the purpose is to succeed in university courses and get acceptable grades, as these disciplines do not require the student to master the conversation as much grades required possessing the information and understanding the materials presented in the disciplines.

University study also depends on knowledge of scientific content and understanding and the ability to reach the result in a written scientific language, and not through conversation. So the student's ability to possess conversational skills is limited to the scientific language he uses, and he may not focus on the basics of English language and rules, and on a large language inventory, so that he possesses more than one term of the same meaning, for examples: (Operation, process, procedure).

In the scientific language, the student knows the difference between these terms and knows how to use them, but in conversation, it is difficult for him to use the meaning and use it as in university studies or exams.

There are also many reasons that increase the negative relationship between motivation and anxiety to speak English, most notably of these reasons is that the goal of the university student is to focus on the content of scientific subjects, and on the new scientific vocabulary. So, a student may not be able to speak fluently because he forgot the new vocabulary quickly, and lack or absence of quality of resources available for conducting a conversation in English.

The priority of the university student is his academic materials in addition to the completion of his university studies, and then to have the skills of speaking in English. So, we see most university students join English conversation courses after graduation, in order to gain the necessary expertise in the language.

The student's educational life regarding exams and other assignments as well as the content of the courses is not directly related to different life situations. The basics of learning English in traditional ways do not meet the needs of having conversational skills, such as learning every day a few vocabularies in English so that the student has a good linguistic wealth. This state of affairs does not allow for a positive relationship between the motivation of learning English, which is primarily oriented towards education, and fluent and easy conversation.

## **5.6 Conclusion**

It can be said that to find a positive relationship between the language and motivation, it is necessary for a student to listen continuously to clips in English and to loudly repeat what he/she hears, and practice reading aloud. He should try to speak with others in this language, as well as possessing the listening skill, which is closely related to the skill of conversation, especially if the student understands the content of the conversation and all its vocabulary.

This result agreed with Mede (2017).

## **5.7 Recommendations:**

- 1- The researcher recommends the officials in the Ministry of Higher Education in the curriculum department, to work to change curriculum of universities concerning English language material and attention it as a second language of the student with the mother tongue.
- 2- The researcher recommends the Ministry of Higher Education to increase the English language classes for all levels of education (primary and secondary) and focus on the content of the material, which it is the caused in lack of motivation for the students to study English language and interest in them.
- 3- The researcher recommends the presidency of the university to choose the educational material for the English language that suits the circumstances of students in their country of Palestine (to be within their reality) to allow for the student to have a motivation to study language, away from their language speaking anxiety, and love the material.
- 4- The researcher recommends the school teachers to work to find an attractive methods for students other than the textbook and the classroom, to allow to the student to understand and study the subject by motivation (for example, giving a lesson in the school yard) and examples of reality, and thus the student rushes to receive the material without fear and worry.
- 5- The researcher recommends the students to look for ways to help for a methodological book, which helps them to motivate in taking the material and receive and master it, such as watching movies in English, listening to songs in English, reading short stories in English, thus students' anxiety can be washed away.

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Appendix (1): motivation to learn English questionnaire

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Al-Quds University

Faculty of Graduate Studies



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**Dear student,**

The researcher will conduct a study entitled "**Motivation to Learn English among Al-Quds University Students and its Relation to their Language Speaking Anxiety**" This research is done in fulfillment of the requirements of the Master's Degree in the Teaching Methods Program. I will be grateful if you answer all the questions by putting the sign (×) next to the item that suits your situation. Note that the information received will be assigned for scientific purposes and your answers will be dealt with confidentially.

**Thank you for your cooperation**

**The researcher**

**Section one : General Information**

**Gender:**         Male                       Female

**Specialization:**  Naturel Sciences  Humanities

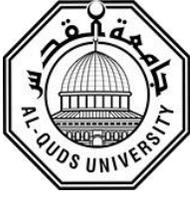
**level:**             Freshmen  Sophomore  Junior  Senior

## Section two: Motivation to Learn English

|    | <b>Statements</b>   | <b>Strongly Agree</b> | <b>Agree</b> | <b>Neutral</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|----|---|-----------------------|--------------|----------------|-----------------|--------------------------|
| 1  | It's important for me to learn English                              |                       |              |                |                 |                          |
| 2  | I eagerly wait English language lecture                             |                       |              |                |                 |                          |
| 3  | I feel more confident When I use English.                           |                       |              |                |                 |                          |
| 4  | I feel happy when I speak English with my friends                   |                       |              |                |                 |                          |
| 5  | Learn English Develops daily communication skills                   |                       |              |                |                 |                          |
| 6  | Learning English encourages me to communicate with Native speakers. |                       |              |                |                 |                          |
| 7  | Learning English language is difficult                              |                       |              |                |                 |                          |
| 8  | Learning English as foreign language helps Me when I travel.        |                       |              |                |                 |                          |
| 9  | Learning English helps Me to get a good job.                        |                       |              |                |                 |                          |
| 10 | mastering English language helps Me to pursue my graduate studies.  |                       |              |                |                 |                          |
| 11 | Learning English assists me to deal with new technology.            |                       |              |                |                 |                          |
| 12 | Learning English is a waste time.                                   |                       |              |                |                 |                          |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 13 | Learning English helps me to deal with computer applications.            |  |  |  |  |  |
| 14 | mastering English helps me see the western media                         |  |  |  |  |  |
| 15 | Learning English is beneficial in business                               |  |  |  |  |  |
| 16 | Learning English helps me to know about other cultures.                  |  |  |  |  |  |
| 17 | My knowledge of English helps me to read and understand goods guidelines |  |  |  |  |  |
| 18 | I do not need to learn English in my life.                               |  |  |  |  |  |
| 19 | English is not important for surfing the Internet                        |  |  |  |  |  |
| 20 | Speaking in English gives a meaning to life                              |  |  |  |  |  |
| 21 | I listen to native speakers of English to improve my language.           |  |  |  |  |  |
| 22 | I prefer watching films that presented in English.                       |  |  |  |  |  |
| 23 | Learn English helps me to read a guidance boards while traveling         |  |  |  |  |  |
| 24 | English language classes have to be increased in schools.                |  |  |  |  |  |

## Appendix (2): motivation to learn English questionnaire (Arabic version)



جامعة القدس  
عمادة الدراسات العليا

### استبانة

حضرة الطالب/ة المحترم/ة

تحية طيبة وبعد،،،

تقوم الباحثة بدراسة بعنوان " دافعية طلبة جامعة القدس نحو تعلم اللغة الانجليزية وعلاقته بقلق التحدث لديهم"، وذلك كمتطلب للحصول على درجة الماجستير في أساليب التدريس من جامعة القدس. يرجى من حضرتكم التعاون في استكمال البيانات من خلال الاستجابة عن جميع فقرات الاستبانة، وذلك بوضع إشارة (√) أمام كل فقرة وتحت درجة الحكم التي تراها مناسبة، علما بأن جميع إجاباتك سوف تستخدم لغايات البحث العلمي فقط.

وشكرا لكم لحسن تعاونكم

الباحثة

ضحى مالوخ

القسم الأول:

المعلومات العامة : ضع إشارة ( × ) في المكان المناسب لوضعك.

- 1 الجنس  ذكر  أنثى
- 2 التخصص  علوم طبيعية  علوم إنسانية
- 3 المستوى  أولى  ثانية  ثالثة  رابعة فما فوق

الدراسي

القسم الثاني: الدافعية نحو تعلم اللغة الانجليزية

ضع إشارة (X) في المكان المناسب لوضعك الذي يعبر عن رأيك

| الرقم | الفقرة   | موافق بشدة | موافق | محايد | معارض | معارض بشدة |
|-------|--|------------|-------|-------|-------|------------|
| 1     | تعلم اللغة الانجليزية مهم بالنسبة لي                             |            |       |       |       |            |
| 2     | أنتظر بفرغ الصبر محاضرة اللغة الانجليزية                         |            |       |       |       |            |
| 3     | أشعر بمزيد من الثقة عندما استخدم اللغة الإنجليزية                |            |       |       |       |            |
| 4     | أشعر بسعادة عندما اتحدث اللغة الانجليزية مع اصدقائي              |            |       |       |       |            |
| 5     | تعلم اللغة الانجليزية يطور مهارات التواصل اليومية                |            |       |       |       |            |
| 6     | تعلم اللغة الانجليزية يشجعني على التواصل مع متحدثي اللغة الام    |            |       |       |       |            |
| 7     | تعلم اللغة الانجليزية صعب  |            |       |       |       |            |
| 8     | تعلم اللغة الانجليزية يساعدني في سفري                            |            |       |       |       |            |
| 9     | تعلم اللغة الانجليزية تساعدني في الحصول على وظيفة جيدة           |            |       |       |       |            |
| 10    | انتقان اللغة الانجليزية يساعدني على متابعة الدراسات العليا       |            |       |       |       |            |
| 11    | تعلم اللغة الانجليزية يساعدني على التعامل مع التكنولوجيا الحديثة |            |       |       |       |            |

|  |  |  |  |  |    |   |
|--|--|--|--|--|----|---|
|  |  |  |  |  | 12 | تعلم اللغة الانجليزية هدر للوقت   |
|  |  |  |  |  | 13 | تعلم اللغة الانجليزية تساعدني/ يساعدني على التعامل مع تطبيقات الكمبيوتر |
|  |  |  |  |  | 14 | اتقان اللغة الانجليزية تساعدني/ يساعدني في الاطلاع على الإعلام الغربي   |
|  |  |  |  |  | 15 | تعلم اللغة الانجليزية يفيد في الاعمال التجارية                          |
|  |  |  |  |  | 16 | تعلم اللغة الانجليزية تساعدني/ يساعدني في الاطلاع على الثقافات الاخرى   |
|  |  |  |  |  | 17 | معرفتي للغة الانجليزية تساعدني على قراءة وفهم الارشادات للسلع           |
|  |  |  |  |  | 18 | لا احتاج تعلم اللغة الانجليزية  |
|  |  |  |  |  | 19 | اللغة الانجليزية ليست مهمة لتصفح الانترنت                               |
|  |  |  |  |  | 20 | التحدث باللغة الانجليزية يعطي معنى للحياة                               |
|  |  |  |  |  | 21 | أستمع لمتحدثي اللغة الانجليزية الاصليين لأحسن لغتي                      |
|  |  |  |  |  | 22 | أفضل مشاهدة أفلام باللغة الانجليزية                                     |
|  |  |  |  |  | 23 | تعلم اللغة الانجليزية يساعدني في قراءة اللوحات الارشادية أثناء سفري     |
|  |  |  |  |  | 24 | اللغة الانجليزية بحاجة الى زيادة عدد الدروس في المدارس                  |

انتهت الاستبانة

### Appendix (3): motivation to learn English questionnaire

---

Al-Quds University

Faculty of Graduate Studies



---

**Dear student,**

The researcher will conduct a study entitled "**Motivation to Learn English among Al-Quds University Students and its Relation to their Language Speaking Anxiety**" This research is done in fulfillment of the requirements of the Master's Degree in the Teaching Methods Program. I will be grateful if you answer all the questions by putting the sign (×) next to the item that suits your situation. Note that the information received will be assigned for scientific purposes and your answers will be dealt with confidentially.

**Thank you for your cooperation**

**The researcher**

#### **Section one : General Information**

**Gender:**         Male                       Female

**Specialization:**  Naturel Sciences  Humanities

**level:**             Freshmen  Sophomore  Junior  Senior

## Section two Language Speaking Anxiety

|   | <b>Statements</b>   | <b>Strongly Agree</b> | <b>Agree</b> | <b>Neutral</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|---|---|-----------------------|--------------|----------------|-----------------|--------------------------|
| 1 | I never feel quite sure of myself when I am speaking in my English language class             |                       |              |                |                 |                          |
| 2 | I worry about making mistakes in language class   |                       |              |                |                 |                          |
| 3 | It frightens me when I don't understand what the English teacher says in the English language |                       |              |                |                 |                          |
| 4 | I have a feeling that other students are better than me in English                            |                       |              |                |                 |                          |
| 5 | I panic when I have forced to speak automatically in language class                           |                       |              |                |                 |                          |
| 6 | I worry to speak fluent English   |                       |              |                |                 |                          |
| 7 | I am surprised that some people are disturbed by English language lessons                     |                       |              |                |                 |                          |
| 8 | I am worried and forget the things I know in the English                                      |                       |              |                |                 |                          |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
|    | language class   |  |  |  |  |  |
| 9  | I get upset when I do not understand what the teacher is correcting linguistically |  |  |  |  |  |
| 10 | Even if I am well prepared for English language class, I feel anxious about it     |  |  |  |  |  |
| 11 | I hesitate to go to English classes  |  |  |  |  |  |
| 12 | I feel confident when I speak in English language class                            |  |  |  |  |  |
| 13 | I am afraid that my language teacher is ready to correct every mistake I make      |  |  |  |  |  |
| 14 | my heart beats when I'm going to be called on in language class                    |  |  |  |  |  |
| 15 | The more I study for a language test, the more confused I get                      |  |  |  |  |  |
| 16 | I feel satisfied when I prepare for English language lesson                        |  |  |  |  |  |
| 17 | I always feel that the other students speak the English language better than I do  |  |  |  |  |  |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| 18 | I feel very proud when I speaking the English language in front of my colleagues        |  |  |  |  |  |
| 19 | I'm worried about the speed that the others speak it in English                         |  |  |  |  |  |
| 20 | I feel more nervous in my English language class than in my other classes               |  |  |  |  |  |
| 21 | When I'm on my way to English language class, I feel very relaxed                       |  |  |  |  |  |
| 22 | I get nervous when I don't understand every word that the English language teacher says |  |  |  |  |  |
| 23 | I am afraid of the students' irony when I speak English                                 |  |  |  |  |  |
| 24 | I feel nervous if requires the answering of the question must to be in English          |  |  |  |  |  |

## Appendix (4) Language Speaking Anxiety questionnaire (Arabic version)



جامعة القدس  
عمادة الدراسات العليا

### استبانة

حضرة الطالب/ة المحترم/ة

تحية طيبة وبعد،،،

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وشكرا لكم لحسن تعاونكم

الباحثة

ضحى مالوخ

القسم الأول:

المعلومات العامة : ضع إشارة ( × ) في المكان المناسب لوضعك.

- |   |                 |                                      |  |
|---|-----------------|--------------------------------------|--|
| 1 | الجنس           | <input type="checkbox"/> ذكر         | <input type="checkbox"/> أنثى          |
| 2 | التخصص          | <input type="checkbox"/> علوم طبيعية | <input type="checkbox"/> علوم إنسانية  |
| 3 | المستوى الدراسي | <input type="checkbox"/> أولى        | <input type="checkbox"/> ثانية         |
|   |                 | <input type="checkbox"/> ثالثة       | <input type="checkbox"/> رابعة فما فوق |

## القسم الثاني: قلق التحدث

ضع إشارة (X) في المكان المناسب لوضعك الذي يعبر عن رأيك

| الرقم | الفقرة  | موافق بشدة | موافق | محايد | معارض | معارض بشدة |
|-------|---|------------|-------|-------|-------|------------|
| 1     | أشعر بالتوتر عندما أتحدث في حصة اللغة الإنجليزية              |            |       |       |       |            |
| 2     | أخشى من ارتكاب الأخطاء عندما اتحدث الإنجليزية                 |            |       |       |       |            |
| 3     | يزعجني ما يقوله المعلم في اللغة الإنجليزية                    |            |       |       |       |            |
| 4     | لدي شعور أن الطلاب الآخرين أفضل مني في الإنجليزية             |            |       |       |       |            |
| 5     | أتوتر عندما أكون مضطراً للتحدث تلقائياً بالإنجليزية           |            |       |       |       |            |
| 6     | أفلق من عدم التحدث بطلاقة باللغة الانجليزية                   |            |       |       |       |            |
| 7     | استغرب انزعاج بعض الناس من دروس اللغة الإنجليزية              |            |       |       |       |            |
| 8     | أشعر بالقلق وأنسى الأشياء التي أعرفها في حصة اللغة الإنجليزية |            |       |       |       |            |
| 9     | أنزعج عندما لا أفهم ما الذي يقوم المعلم بتصحيحه لغوياً        |            |       |       |       |            |
| 10    | حتى لو كنت مستعداً لدروس الإنجليزية، أشعر بالقلق حيال ذلك     |            |       |       |       |            |
| 11    | أتردد في الذهاب الى دروس اللغة الإنجليزية                     |            |       |       |       |            |
| 12    | أشعر بالثقة عندما أتحدث الإنجليزية في غرفة الصف               |            |       |       |       |            |
| 13    | أخجل من التصحيح الفوري لحديثي باللغة الإنجليزية               |            |       |       |       |            |
| 14    | يدق قلبي عندما يطلب مني معلم الانجليزية التحدث.               |            |       |       |       |            |
| 15    | يزداد توتري عند الاستعداد لامتحانات اللغة الإنجليزية          |            |       |       |       |            |

|  |  |  |  |  |   |    |
|--|--|--|--|--|---|----|
|  |  |  |  |  | أحضر لدرس اللغة الإنجليزية بارتياح                              | 16 |
|  |  |  |  |  | أشعر أن الطلاب الآخرين يتحدثون الإنجليزية أفضل مني              | 17 |
|  |  |  |  |  | أشعر بالفخر عندما أتحدث الإنجليزية أمام زملائي                  | 18 |
|  |  |  |  |  | تقلقني سرعة تحدث الآخرين بالإنجليزية.                           | 19 |
|  |  |  |  |  | أشعر بالعصبية في درس اللغة الإنجليزية أكثر من الدروس الأخرى     | 20 |
|  |  |  |  |  | عندما أكون في طريقي إلى حصة اللغة الإنجليزية أشعر بالراحة       | 21 |
|  |  |  |  |  | أشعر بالتوتر عندما لا أفهم أي كلمة يقولها مدرس اللغة الإنجليزية | 22 |
|  |  |  |  |  | أخشى من سخرية الطلبة عندما أتحدث بالإنجليزية                    | 23 |
|  |  |  |  |  | أشعر بالتوتر عندما يتطلب اجابة السؤال باللغة الانجليزية         | 24 |

انتهت الاستبانة

Appendix (5): List of arbitrators

| <b>N.</b> | <b>Name</b>        | <b>Workplace</b>        |
|-----------|--------------------|-------------------------|
| 1.        | Dr. Inas Nasser    | Al-Quds University      |
| 2.        | Dr. Ghassan Sarhan | Al-Quds University      |
| 3.        | Dr. Ibrahim Sleibi | Al-Quds University      |
| 4.        | Dr. Muhsen Adas    | Al-Quds University      |
| 5.        | Dr. Eyad Othman    | Al-Quds Open University |
| 6.        | Dr. Ibrahim Erman  | Al-Quds University      |
| 7.        | Dr. Nafez Ayoub    | Al-Quds Open Universit  |

## Appendix (6): The permissions from Al-Quds University

بسم الله الرحمن الرحيم

Al-Quds University  
Faculty of Educational Science  
Graduate Studies Programs



جامعة القدس  
كلية العلوم التربوية  
برنامج الدراسات العليا

التاريخ: 4 / 5 / 2019

حضرة عميد شؤون الطلبة / المحترم

### الموضوع: تسهيل مهمة

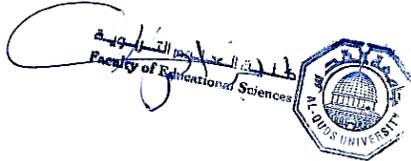
تحية طيبة وبعد،،

تقوم الطالبة وضحي مروان مائوخ ورقمها الجامعي (21712760)، بالعمل على انجاز رسالة ماجستير في اساليب التدريس بعنوان "الدافعية لتعلم اللغة الانجليزية بين طلبة جامعة القدس وعلاقتها بالقلق اللغوي لديهم"، وهي مسجلة للرسالة في الفصل الثاني من العام الدراسي 2019 / 2020، يرجى من حضرتكم تسهيل مهمة الطالبة المذكور أعلاه في استكمال دراستها بتطبيق استباناتها على طلبة الجامعة.

شاكرين لكم حسن تعاونكم

د. ابراهيم عرمان

منسق ماجستير أساليب التدريس



## List of appendices

| <b>Appendices</b>  | <b>Page number</b> |
|--|--------------------|
| Appendix (1): motivation to learn English questionnaire                  | 83                 |
| Appendix (2): motivation to learn English questionnaire (Arabic version) | 86                 |
| Appendix (3): language speaking anxiety questionnaire                    | 89                 |
| Appendix (4): language speaking anxiety questionnaire (Arabic version)   | 93                 |
| Appendix (5): List of arbitrators  | 96                 |
| Appendix (6): The permissions from Al-Quds University                    | 97                 |

## List of Tables

| No   | Title   | Page number |
|------|---|-------------|
| 3.1  | Distribution of the study sample according to the variables of the study.   | 40          |
| 4.1  | means and standard deviations of responses of the study sample on the degree motivation to learn English questionnaire.   | 46          |
| 4.2  | means and standard deviations of the responses of the study sample on the language speaking anxiety questionnaire.  | 48          |
| 4.3  | t-test results of motivation to learn English among Al-Quds University students due to gender.  | 50          |
| 4.4  | t-test results of motivation to learn English among Al-Quds University students due to specialization.  | 51          |
| 4.5  | Results of mean scores and standard deviations of the responses of the study sample on motivation to learn English questionnaire due to academic level.             | 52          |
| 4.6  | Results of one-way Anova of the responses of the study sample on the motivation to learn English among Al-Quds University students due to academic level.           | 52          |
| 4.7  | t-test results of language speaking anxiety among Al-Quds University students to gender.  | 53          |
| 4.8  | t-test results of language speaking anxiety among Al-Quds University students due to specialization.  | 54          |
| 4.9  | Results of mean scores and standard deviations of the responses of language speaking anxiety among Al-Quds University students questionnaire due to academic level. | 54          |
| 4.10 | Results of one-way Anova of the responses of the study sample on the of language speaking anxiety among Al-Quds University students due to academic level.          | 55          |
| 4.10 | Pearson correlation and the significant between motivation to learn English and language speaking anxiety.  | 56          |

## Table of Contents

|                                  |   |        |
|----------------------------------|---|--------|
| Declaration                      |   | I      |
| Acknowledgements                 |   | II     |
| Abstract                         |   | III-IV |
| Arabic Abstract                  |   | V-VI   |
| <b>Chapter One: Introduction</b> |   |        |
| 1.1                              | Introduction  | 1      |
| 1.2                              | Statement of the Problem  | 4      |
| 1.3                              | Objectives of the Study   | 5      |
| 1.4                              | Questions of the Study  | 6      |
| 1.5                              | Hypotheses of the study   | 6      |
| 1.6                              | Significance of the Study   | 7      |
| 1.7                              | Limitations of the study  | 8      |
| 1.8                              | Definition of Terms   | 9      |
|                                  |   |        |
| 2.1                              | Literature Review   | 12     |
| 2.2.1                            | Studies related to motivation to learn English                        | 23     |
| 2.2.2                            | Studies related to language speaking anxiety                          | 30     |
| 2.3                              | Summary   | 35     |
|                                  |   |        |
| 3.1                              | The Study Methodology   | 39     |
| 3.2                              | Population of the Study   | 40     |
| 3.3                              | Sample of the Study   | 40     |
| 3.4                              | Instruments of the Study  | 41     |
| 3.4.1                            | Motivation to learn English questionnaire                             | 41     |
| 3.4.1.2                          | Validity and reliability of Motivation to learn English questionnaire | 41     |
| 3.4.2                            | language Speaking Anxiety   | 42     |
| 3.4.2.1                          | Validity and reliability of language speaking anxiety                 | 42     |

|   |  |    |
|---|--|----|
|   | questionnaire  |    |
| 3.5   | The Study Procedures                                     | 42 |
| 3.6   | Variables of the Study                                   | 43 |
| 3.7   | Statistical Treatments                                   | 43 |
|   |  |    |
| 4.1   | Results Related to the First Question                    | 46 |
| 4.2   | Results Related to the Second Question                   | 48 |
| 4.3   | Results Related to the Third Question                    | 50 |
| 4.3.1   | Results of the first null hypothesis                     | 50 |
| 4.3.2   | Results of the second null hypothesis                    | 51 |
| 4.3.3   | Results of the third hypothesis                          | 51 |
| 4.4   | Results Related to the Fourth Question                   | 53 |
| 4.4.1   | Results of the fourth null hypothesis                    | 53 |
| 4.4.2   | Results of the fifth null hypothesis                     | 53 |
| 4.4.3   | Results of the sixth null hypothesis                     | 54 |
| 4.5   | Results Related to the Fifth Question                    | 55 |
| 4.6   | The seventh hypothesis                                   | 55 |
| <b>Chapter Five: Discussion and Recommendations</b> |  |    |
| 5.1   | Discussion of the Results Related to the First Question  | 58 |
| 5.2   | Discussion of the Results Related to the Second Question | 89 |
| 5.3   | Discussion of the Results Related to the Third Question  | 61 |
| 5.3.1   | Discussion of the first null hypothesis                  | 61 |
| 5.3.2   | Discussion of the second null hypothesis                 | 62 |
| 5.3.3   | Discussion of the third hypothesis                       | 62 |
| 5.4   | Discussion of the Results Related to the Fourth Question | 64 |
| 5.4.1   | Discussion of the fourth null hypothesis                 | 64 |
| 5.4.2   | Discussion of the fifth null hypothesis                  | 65 |

|                   |   |    |
|-------------------|---|----|
| 5.4.3             | Discussion of the sixth hypothesis                      | 67 |
| 5.5               | Discussion of the Results Related to the Fifth Question | 68 |
| 5.6               | Conclusion  | 70 |
| 5.7               | Recommendations   | 71 |
| <b>References</b> |   |    |