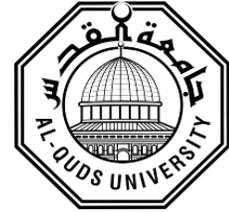


**Deanship of Graduate Studies
Al-Quds University**



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

Wadha Marwan Ahmad Maloukh

M.A. Thesis

Jerusalem-Palestine

1441-2019

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Prepared by:

Wadha Marwan Ahmad Maloukh

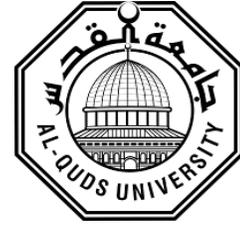
**BA English Language and Literature, Al-Quds University -
Palestine**

Supervisor: Prof. Afif H. Zeidan

**A thesis submitted in Partial fulfillment of the requirements of the
Master's Degree in Teaching Methods Program, Faculty of
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Deanship of Graduate Studies
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Thesis Approval

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

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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

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.