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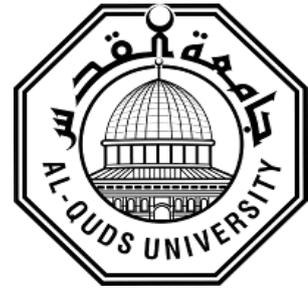
Verbal Intelligence Among Secondary Stage Students and its Relationship to their Cognitive Motivation towards English Language in Jenin District

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Verbal Intelligence Among Secondary Stage Students and its Relationship to their Cognitive Motivation towards English Language in Jenin District

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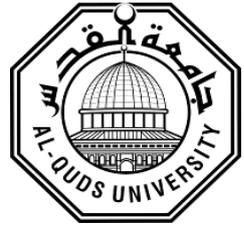
Thesis Approval

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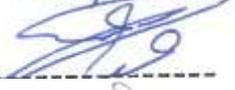
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Dedication

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 encourage, support and take care of me, my dear father.

To my first friend, the one who were impatiently waiting for me to fulfill this work but unfortunately he was arrested before seeing it, my brother Ahmad.

To whom I like to gather the happiness of the world and put it in front of them, my caring sisters, Marah, Wafa' and Farah.

To my lover, For his continuous encouragement, endless love and guidance , my fiancé Mu'men.

To my close cousin, who supports me morally despite of the distance, Ebtihaj.

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

Declaration

I certify that this thesis submitted for the Master Degree is the result of my own work in design and 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 ………………………

Name: Ro'a Abdullah Khader Abu-Gharah.

Date: 5 - 5 - 2019

Abstract:

This study aimed at identifying the degree of verbal intelligence among secondary stage students and its relationship to their cognitive motivation towards English language in the light of gender, educational stream and Directorate of Education variables. The researcher adopted the descriptive correlation method due to its suitability to conduct such study. The study population consisted of (4605) males and females students in the 11th grade in Jenin District for the academic year 2018/2019, while a stratified cluster sample was chosen and composed of (119) males and (158) females constituting (6%) of Study population.

In order to achieve the objectives of the study, the researcher developed two questionnaires. one of them is to measure the degree of verbal intelligence consisting of 22 items, and the other to measure the degree of cognitive motivation towards English language and consisting of 20 items. The validity and reliability of the questionnaires were verified before implementing the study.

The results of the study revealed that the degree of the verbal intelligence among 11th grade students in Jenin District was medium with an arithmetic mean (3.24). The results also showed that there were statistically significant differences at ($\alpha \leq 0.05$) arithmetic means in the degree of verbal intelligence among secondary stage students in Jenin District due to gender variable in favor of females. Moreover, the results showed that there were no statistically significant differences at ($\alpha \leq 0.05$) arithmetic means in the degree of verbal intelligence among secondary stage students in Jenin District due to educational stream and the Directorate of Education variables.

As for cognitive motivation towards English language, the results of the study revealed that the degree of cognitive motivation towards English language among 11th grade students in Jenin District was medium with an arithmetic mean (3.22). There were statistically significant differences at ($\alpha \leq 0.05$) arithmetic means in the degree of cognitive motivation towards English Language among secondary stage students in Jenin District due to gender variable in favor of females. Moreover, there were no statistically significant differences at ($\alpha \leq 0.05$) arithmetic means in the degree of cognitive motivation towards English Language among secondary stage students in Jenin District due to educational stream and the Directorate of Education variables.

The results showed a positive correlation between the degree of verbal intelligence and the degree of cognitive motivation towards English language among 11th grade students in Jenin District. That means the higher the verbal intelligence, the greater the cognitive motivation towards English and vice versa.

In the light of the results of the study, the researcher recommended the need to develop strategies and educational methods that raise the degree of verbal intelligence among students and increase their cognitive motivation towards the English language. The researcher also recommended educators and supervisors to direct the attention of teachers to the importance of verbal intelligence and cognitive motivation towards English

language. Further, Conducting other researches on the relationship between verbal intelligence and cognitive motivation among students on different samples and using new variables.

الذكاء اللغوي لدى طلبة المرحلة الثانوية وعلاقته بدافعيتهم المعرفية نحو اللغة الانجليزية في محافظة جنين.

اعداد: رؤى عبد الله خضر ابو غرة

إشراف: د. جمال نافع

الملخص

هدفت هذه الدراسة إلى معرفة درجة الذكاء اللغوي لدى طلبة المرحلة الثانوية وعلاقته بدافعيتهم المعرفية نحو اللغة الإنجليزية في ضوء متغيرات الجنس والفرع ومديرية التربية والتعليم. اعتمدت الباحثة المنهج الوصفي الارتباطي؛ لمناسبته لمثل هذه الدراسة. وتكون مجتمع الدراسة من (4605) طالباً وطالبة من طلبة الصف الحادي عشر في محافظة جنين للعام الدراسي 2018/2019، في حين تم اختيار عينة طبقية عنقودية تكونت من (119) طالب و(158) طالبة، أي ما نسبته (6%) من مجتمع الدراسة.

ولتحقيق أهداف الدراسة، قامت الباحثة بتطوير أداتين وهما عبارة عن استبانتين : إحداهما لقياس درجة الذكاء اللغوي مكونة من 22 فقرة، والأخرى لقياس درجة الدافعية المعرفية نحو اللغة الإنجليزية ومكونة من 20 فقرة ، حيث تم التحقق من صدقهما وثباتهما قبل تطبيق الدراسة.

وكشفت نتائج الدراسة أن درجة الذكاء اللغوي لدى طلبة الصف الحادي عشر في محافظة جنين كانت متوسطة حيث بلغ المتوسط الحسابي (3.24) ، كما أظهرت النتائج وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha \geq 0.05$) في متوسطات درجة الذكاء اللغوي لدى طلبة الصف الحادي عشر في محافظة جنين تعزى لمتغير الجنس ولصالح الإناث، وكذلك بينت النتائج عدم وجود فروق ذات

دلالة إحصائية عند مستوى الدلالة ($α \geq 0.05$) في متوسطات درجة الذكاء اللغوي لدى طلبة الصف الحادي عشر في محافظة جنين تعزى لمتغير الفرع ولمتغير مديرية التربية والتعليم.

أما فيما يتعلق بالدافعية المعرفية نحو اللغة الإنجليزية، كشفت نتائج الدراسة أن درجة الدافعية المعرفية نحو اللغة الانجليزية لدى طلبة الصف الحادي عشر في محافظة جنين كانت متوسطة، حيث بلغ المتوسط الحسابي (3.22) ، كما أظهرت النتائج وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($α \geq 0.05$) في متوسطات درجة الدافعية المعرفية نحو اللغة الانجليزية لدى طلبة الصف الحادي عشر في محافظة جنين تعزى لمتغير الجنس ولصالح الإناث. كما أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($α \geq 0.05$) في متوسطات درجة الدافعية المعرفية نحو اللغة الإنجليزية لدى طلبة الصف الحادي عشر في محافظة جنين تعزى لمتغير الفرع ومتغير مديرية التربية والتعليم .

وأظهرت النتائج وجود علاقة ارتباطية طردية بين درجة الذكاء اللغوي و درجة الدافعية المعرفية نحو اللغة الإنجليزية لدى طلبة الصف الحادي عشر في محافظة جنين ، أي كلما زاد الذكاء اللغوي زادت الدافعية المعرفية نحو اللغة الإنجليزية والعكس صحيح.

وفي ضوء نتائج الدراسة، أوصت الباحثة بضرورة تطوير استراتيجيات وأساليب تربوية ترفع من درجة الذكاء اللغوي لدى الطلبة وتزيد من دافعيتهم المعرفية نحو اللغة الإنجليزية، كما أوصت الباحثة التربويين والمشرفين بضرورة توجيه أنظار المعلمين للاهتمام بالذكاء اللغوي والدافعية المعرفية نحو اللغة الإنجليزية، وكذلك أوصت الباحثة بضرورة إجراء المزيد من الأبحاث حول العلاقة بين الذكاء اللغوي والدافعية المعرفية لدى الطلبة على عينات تختلف عن عينة الدراسة الحالية وباستخدام متغيرات جديدة.

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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1. Background of the study

1.1 Introduction

The world is facing a massive information revolution, as well as a rapid development of science and technology. This huge revolution has contributed many changes in various aspects of life. Undoubtedly, it affects students' lives and their educational institutions.

In order to overcome these complex changes that encounter students who are the most important element of the progress of our future, there is a need to develop their verbal capabilities due to its direct contact with the mean of communication which is the language. Moreover, students should be directed to benefit from this vast amount of information and employ it properly.

Al Hawamdeh (2016) stated that Language is considered one of Gods greatest blessing which man was gifted. It is also the primary need for every creature in this world.

Zedan et.al (2013) also stated that language plays a significant role in many aspects of our daily lives. Its role is not only restricted to communication, rather it expands into the branches of knowledge and human sciences.

Therefore, developing students' verbal intelligence is not in vain. This type of intelligence is considered one of the most frequently used in daily activities. Besides, it is the intelligence related with the ability to use language and express thoughts and opinions. Subsequently, we cannot expect to be able to interact or convey thoughts easily without the use of words (Halil, 2017).

As for motivation, it is a process that starts with a lack whether psychological or a drive aimed to satisfy a goal. Therefore, motivation is made up of needs (lacks) which bring up drives (stimuli) that then help in achieving the goals (Ritho, 2015).

Motivation is the key factor for success. In addition, it assists students to overcome any unfavorable learning conditions they face in learning process (Shousha,2018). Grajcevci and Shala (2017) agreed with Shousha and they added that motivation is the most important factor in education.

Cognitive motivation is considered one of the motivations that affect individuals' mental process. It is also the power that pushes students to perform actions in order to fulfill goals. This type of motivation assumes that behavior results from continuous processing and analysis of information Bshoty (2015،بشوتي).

Since the spread of English language and being the dominant international language in different fields like trade, research, technology and tourism, it is taught as the only foreign language in Governmental Schools of Palestine. As a result, Palestinian students in general are poorly motivated to study English (Chen, 2005).

Motivation is perceived as ignored parts of English Language teaching, and teachers forget that it is an elementary part of learners' English Language activities (Takaloo and Ahmadi ,2017).

This study aims to identify the degree of verbal intelligence among secondary stage students and its relationship to their cognitive motivation towards English Language in Jenin District.

1.2 Statement of the Problem

The sense of the problem stems from the work of the researcher as a teacher of the English Language when the researcher attended one of the meetings between the librarian and the students. It was noted that the librarian complained from the students' weakness to attend the school library, the decrease of students who participated in the reading challenge project which was approved by the directorate of education, and the scarcity of borrowing books related to English.

The researcher also noticed students' resentments of the language materials in general and especially the English language subject.

After reviewing the previous studies, the researcher has a concern to find out the relationship between the verbal intelligence among secondary stage students and their cognitive motivation towards English language in Jenin District.

1.3 Objectives of the Study

This study aims at:

1. Identifying the degree of verbal intelligence among secondary stage students in Jenin District.
2. Identifying the degree of cognitive motivation towards English language among secondary stage students in Jenin District.
3. Identifying the role of some variables in the degree of verbal intelligence among secondary stage students in Jenin district.

4. Identifying the role of some variables in the degree of cognitive motivation towards English language among secondary stage students in Jenin District.

5. Identifying the correlation between the degree of verbal intelligence and the degree of cognitive motivation towards English language among secondary stage students in Jenin District.

1.4 Questions of the Study

The study attempts to answer the following questions:

1. What is the degree of verbal intelligence among secondary stage students in Jenin District?

2. What is the degree of cognitive motivation towards English language among secondary stage students in Jenin District?

3. Are there statistically significant differences in the degree of verbal intelligence among secondary stage students in Jenin District due to gender, educational stream, The Directorate of Education?

4. Are there statistically significant differences in the degree of cognitive motivation towards English language among secondary stage students in Jenin District due to gender, educational stream,The Directorate of Education?

5. What is the correlation between the degree of verbal intelligence and the degree of cognitive motivation towards English language among secondary stage students in Jenin District?

1.5 Hypotheses of the Study

The first hypothesis: There is no statistically significant difference at ($\alpha \leq 0.05$) arithmetic means in the degree of verbal intelligence among secondary stage students in Jenin District due to gender.