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**The Relationship Among Test-Anxiety, Attitudes Toward
the English Language and Achievement among UNRWA
College Students (Men and Women) at Ramallah District.**

Master Thesis

**Submitted in Partial Fulfillment of the Requirements of the
Degree of Master of Arts in Methodology.**

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Abstract

The Relationship Among Test-Anxiety, Attitudes Toward The English Language and Achievement Among UNRWA College Students (Men & Women) at Ramallah District.

The importance of the English language stems out from the role it plays and the accomplishments it has in the various fields and aspects. That's why it is taught in all educational stages, and efforts are devoted to create positive attitudes toward studying it, side by side with reducing the level of anxiety. The researcher implemented this study to examine whether there is a relation between test-anxiety, attitudes toward the English language and achievement regarding the English language.

The sample of the study was selected according to the stratified random sample category and consisted of (250) students males, and females from all sections at Ramallah Women's Training Center and Ramallah Men's Training Center.

The researcher applied the study instrument, the Anxiety Questionnaire which consisted of five dimensions, and the Attitude Questionnaire which consisted of six dimensions. Also, the student's average for the two semesters for the first academic year 1998-1999 were regarded as the English score (achievement).

In order to ensure the content validity of the questionnaire, the researcher sought the advice of various instructors to judge the validity of the items and their relevance. The reliability of the questionnaires of the study were calculated using Cronbach-alpha. The reliability coefficients for the Anxiety Questionnaire was Alpha, 0.93 and for the Attitude Questionnaire was Alpha 0.91.

The researcher developed twenty-four hypotheses, and they were analyzed using the Program of Statistical Package for Social Sciences (SPSS). Also the hypotheses were tested by using t-test, Correlations Coefficient and One Way Analysis of variance.

The results revealed the following:

1. There was a significant difference between males and females for the females got higher achievement scores.
2. There were no statistical differences between males and females in test anxiety.
3. There was a significant difference in favour of the females in the attitudes toward the English language.
4. There was a significant difference in favour of the government schools due to anxiety.
5. There was a significant difference in favour of the private schools in achievement.
6. There were no statistical differences in the attitude toward dimensions between private and government school graduates.
7. There was a significant difference in favour of the camp residents in the English score.
8. The south residents proved to have the highest scores in the English language.
9. The last member in the family gained the highest scores in the English language.
10. The first member in the family developed more positive attitudes.
11. There was no statistical difference in the English language anxiety due to the birth order in the family.

12. There was a significant difference in the attitudes toward the English language due to the preparatory father education.
13. There was a significant difference in the English language anxiety in favour of the elementary father's education.
14. There was a significant difference in favor of the university or above father's education.
15. There was a significant difference in the English score in favor of the secondary mother's education.
16. The elementary mother education students were more anxious.
17. There were no statistical differences in attitudes due to the mother's level of education.
18. There were no statistical difference in anxiety due to the area of residency.
19. There was a significant difference in favour of the north area of residency regarding attitudes.
20. There was a significant difference in camp residents in relation to anxiety.
21. There were no significant differences in attitudes due to the place of residency.
22. There was a significant negative relation between the English language anxiety and the English score or achievement.
23. There was a significant positive relation between the attitudes toward the English language and achievement or English score.
24. There was a negative relationship between attitudes, anxiety, and English score or achievement.

The study ended with certain recommendations.

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Chapter One

Introduction

Language is considered the most important means of communication among human beings. For through language we can possess a versatility by which we communicate successfully and are able to continually express novel propositions that meet the demands of our daily lives in the various fields and aspects. For *"Language is essentially a vehicle for the communicating of ideas, emotions, and experiences, whether in the oral or graphic medium."* (Rivers, 1989, p.77). Moreover, *"All normal children everywhere learn language. This ability is not dependent on race, social class, geography, or even intelligence (within a normal range). This ability is uniquely human."* (Fromkin & Rodman, 1983, p. 344)

The English language is considered a vehicle of communication for its importance in the various aspects of life, and hence it gains the status of being the major world language whether used as a mother tongue language or as a second or even a foreign language. For *"the current status of English has turned a significant percentage of the world's population into part-time users or learners of English"* (Richards, 1991, p.1).

The importance of the English language stems out from the role it plays and the accomplishments it achieves in the various aspects of life whether on the political scope, educational, scientific, technological, sports, pop scene, media, communication, cultural exchange, tourism, trade and commerce fields, or as being the official language of international aviation, in addition to many other fields. Hence the English language is very important, and it is

considered as the formal language for millions of people. Also it is regarded as the second language in most countries. Moreover, hundreds of periodicals and publications regarding the various fields of science, arts, etc. are published every day in the English language.(Falay, 1995, p.98).

There are several reasons for learning a second language, according to (Ralph 1982), the following are some of them:

- 1- According to psychological research it is suggested that bilinguals or multilinguals possess a certain "enrichment component" or "mental stimulation" about their personality, in addition to possessing a broader mental outlook on the world, and are considered to be open in communicating with people of other cultures.
- 2- Scores on both verbal and non-verbal I.Q test, suggests that bilinguals or multilinguals score high levels of cognitive flexibility regarding divergent thinking patterns and diversified reasoning processes.
- 3- Bilinguals or multilinguals tend to show a better understanding of their mother tongue after studying a second language.
- 4- Bilinguals or multilinguals generally exhibit more relaxed personalities, and are generally more at ease in social situations.
- 5- Bilinguals or multilingual learners seem to be more tolerant and accepting of people of other cultures, and appear to be less rigid in their stereotypes, prejudices and biases toward other cultures.

When learning English as a second or even as a foreign language, it is very crucial to master the finite system by which the linguistic creativity is achieved and a certain degree of language proficiency which enables the person to convey meaningful sentences, and be able to express him/herself in English and to develop a comprehensive knowledge of the English language as a native speaker. (Wilkins, 1981). Moreover, it is necessary to bear in mind that the study of a certain language intersects with all aspects of the study of human thought, behaviour, feelings, emotions, attitudes, ambitions and development. For it is postulated that *"Human culture, social behavior, and thinking could not exist as we know them in the absence of language."* (Slobin, 1979, p.144). Moreover, Lado presents the goal in learning a foreign language, *"... the goal in learning a foreign language as the ability to use it, understanding its meanings and connotations in terms of the target language and culture, and the ability to understand the speech and writing of natives of the target culture in terms of their meaning as well as their great ideas and achievements."* (Lado, 1964, p. 25)

Learning a second or even a foreign language may seem as a challenge especially if it is taught and learned among the Palestinian community within the educational system that used to be followed during the Israeli occupation, and which to a certain degree is still dominating. Bearing in mind that the existing curricula are inadequate to meet the needs of the Palestinian people, for they lack their needed authenticity and relevance to the Palestinian community, its people, culture, history, particularity and the needs and desires of the new generation in order to cope with the changing circumstances. For *"English has occupied a prominent place in the school curricula in Palestine*

for many years. It is taught in the government, UNRWA and private schools as a compulsory subject and as the first foreign language. In addition to that, English is used as the medium of instruction in many private schools in the West Bank. There are two English curricula in Palestine, one in the West Bank that follows the Jordanian system and the other in the Gaza Strip that follows the Egyptian system". (PCCDC /Comprehensive plan/1996 p.240).

In general, people who wish to learn English as a second or even as a foreign language may have a variety of reasons for doing so. Some of these reasons may be compulsory ones while others may be voluntary. Among the reasons for learning English are the following: "the target language community"; "English for specific purposes"; "School curriculum or college requirement"; "culture"; "advancement"; in addition to many other reasons.

Regarding "the target language community" it may be the case of students finding themselves living either temporarily or permanently in the target language community where the English language is the dominating and spoken language. Here these students will have to speak the target language "English" in order to survive in that community. In relation to the countries where English is taught as a foreign language, Harrison, Praton, and Tucker (1975) in Saqful-Hait (1989) indicated that *"According to their instructors at the university, most secondary school graduates have not acquired sufficient command of English. They may know a great deal about English Grammar and be able to translate from English to Arabic with the dictionary, but their practical ability to read and speak English is said to be insufficient for their needs". (Saqful-Hait, 1989, p.3).*

Taking into account learning “English for special or specific purposes” (ESP), it can be discussed from a variety of view points and sub-categories that it includes certain situations where a student has specific reasons for wanting to learn the English language. For example it includes “English for Occupational Purposes” (EOP) where a person needs English which is relevant to his occupation as a businessman who may need English for international trade. Another sub-category include “English for Academic Purposes” (EAP) where a student needs English because he is going to study at a university that uses English as its language of instruction. Moreover, “English for Science and Technology” (EST) is relevant to students of various fields as medicine, physics or computer science etc. who study in their own country but need the English language to enable them to read the material, textbooks articles and the latest publications relevant to the subject matter in English.

Taking into consideration the “school curriculum or the college requirement”, in this case students find themselves obliged to study English only because they have to. Here English is part of the school curriculum or a college or university requirement. *“Language teaching is hence a complex issue, encompassing sociocultural, linguistic, psycholinguistics, as well as curricula and instructional dimensions.”* (Richards, 1991. p.11).

Moreover, “culture” can be considered as one of the reasons that people study a language. In this case the students study English as a foreign language because they are interested in and attracted by the culture of the English language community. They are interested in and looking forward to learn the

language because they want to know about the people who speak it and the places in which it is spoken.

Furthermore, “advancement” can be considered as one of the reasons for learning English. For studying the language may offer them a chance of advancement in their daily lives, as getting a good job and a better starting point. For knowing another language can help a person obtain, retain, or advance in a job.

Furthermore, there are many possible reasons for studying English where the pre-mentioned reasons are part of, as the knowledge of the language for tourism or for fun or simply because they like to learn language, or in order to be able to communicate with foreigners or even to be able to read a book, magazine, newspaper etc. in English, or watch a film or play or a T.V. program where the spoken language is English.

Regarding anxiety or test anxiety in particular, it may be considered as one of the most important factors that determine either success or lack of success in learning a language and in obtaining high or low achievement regarding that language.

It is claimed that language anxiety can have profound consequences on the language learning process and on the achievement regarding that language in particular. *“The relationship between anxiety and language learning and performance cannot be viewed without taking into account an assortment of variables, such as language anxiety definition, anxiety measures, age of subject, language skills and research design”* (Young, 1990, p.540).

Furthermore, anxiety can act as a hindrance facing the foreign language students. For *"Anxiety poses several potential problems for the student of a foreign language because it can interfere with the acquisition, retention, and production of the new language."* (MacIntyre & Gardner, 1991, p.86).

Moreover, it was claimed that test anxiety can inhibit performance by temporarily blocking previous learned knowledge. For *"it is said that Anxiety arousal is associated with decrements in academic performance, and that anxiety is said to temporarily disrupt otherwise normal intellectual functioning"* (Covington & Omelich, 1987, p.393).

Generally speaking, if there is a relation between test-anxiety and achievement regarding the English language in particular, it will be a great benefit to study deeply the nature and causes of anxiety and attitudes towards the target language –language studied – and whether there is a relation between anxiety and achievement, and if there is, what kind and what is its degree? And above all, it's worth taking into consideration the attempt to reduce anxiety through relaxation, and the various reinforcement techniques and desensitization.

When discussing the topic of learning English as a foreign or second language, it will be worth taking into account if there is a relationship between test anxiety, attitudes towards the English language and achievement regarding the English language. This study aims at exploring if there is a relationship or not, and if there is a relationship what kind? And what is its importance? And how can this relationship be benefited from?

The Importance of The Study

The importance of this study is based on a number of items such as:

- 1- According to the researcher's knowledge this study is the first study in Palestine that deals with the relationship between test-anxiety, attitudes and achievement in relation to learning English as a foreign language among community college students. There has been a number of studies that investigated either the concept of attitude or anxiety and its relation to achievement regarding the English language but not both variables. And those studies were mainly conducted in schools and universities, such studies include (Abu Amseh, 1998), (De'bas, 1995) and (Tushyeh, 1985).
- 2- This study may attract Arab and Palestinian curricula designers to point out the importance of the English language to Arab students. And to develop English language syllabuses that are authentic and relevant to the Palestinian community, its people, customs, etc. At the same time it encourages Palestinian students to study English and be motivated to do so with no fear or anxiety and with positive attitudes towards the language and studying it due to its being a lingua Franca .
- 3- This study may be of great interest to English language instructors and especially at community colleges and universities . For it may help those instructors develop new techniques and relevant materials in order to upgrade the students' academic level of achievement and reduces the level of anxiety and in particular test-anxiety among students, in addition to creating positive attitudes within students towards learning the language.

- 4- This study is significant to students, teachers, supervisors, experts and administrators at community colleges, schools or even universities for pointing the importance of creating and developing a positive attitude within the students towards the English language from the very early stages by adopting a variety of significant strategies, techniques and activities.
- 5- This study may be important to students, teachers, supervisors etc. in pointing out the problem of anxiety and test-anxiety in particular in relation to the English language and its negative effect on students achievement at various levels, and on specializing in the field of English.
- 6- This study may help psychologists, educationalists, etc. to understand and explain the nature, relation and effect of anxiety and attitudes toward learning English as a second or even a foreign language, and its effect on the level of achievement regarding that language.
- 7- This study may shed light on the UNRWA community college students attitudes toward learning English as a foreign language, and on the factors influencing these attitudes. Where the outcomes may help develop and improve the situation of learning English, and reduce the negative attitudes toward learning it.

Purpose of the study:

This study aims at:

- 1- Investigating test anxiety among UNRWA college students at Ramallah district.
- 2- Investigating the concept of attitude whether negative or positive or neutral and its effect on learning English as a second or foreign language among UNRWA college students (the vocational and technical section).
- 3- Discussing the nature of language anxiety for the purpose of developing efficient procedures that help in reducing or even eliminating language anxiety within students.
- 4- Developing a test anxiety scale and an attitude scale that have an acceptable degree of validity and stability that are suitable to be implemented locally and in the Arab world regarding learning the English language among Arab students.
- 5- To help in understanding the nature of the Palestinian students' weaknesses regarding learning the English language and their negative attitudes towards it, and the obstacles facing the process of learning it.

Study Hypotheses

- 1- There are no statistical differences at the point of $\alpha = 0.05$ in the English score due to sex.

- 2- There are no statistical differences at the point of $\alpha = 0.05$ in the English language anxiety due to sex.
- 3- There are no statistical differences at the point of $\alpha = 0.05$ in the attitudes toward the English language due to sex.
- 4- There are no statistical differences at the point of $\alpha = 0.05$ in the English language anxiety due to the type of school (private, government).
- 5- There are no statistical differences at the point of $\alpha = 0.05$ in the English score due to the type of school (private, government).
- 6- There are no statistical differences at the point of $\alpha = 0.05$ in the attitudes toward the English language due to the type of school (private, government).
- 7- There are no statistical differences at the point of $\alpha = 0.05$ in the English score due to the place of residency (village, city, camp).
- 8- There are no statistical differences at the point of $\alpha = 0.05$ in the English score due to the student's rank in the family (first, middle, last, only).
- 9- There are no statistical differences at the point of $\alpha = 0.05$ in the attitudes toward the English language due to the student's rank in the family (first, middle, last, only).

- 10- There are no statistical differences at the point of $\alpha = 0.05$ in the English language anxiety due to the rank in the family (first, middle, last, only).
- 11- There are no statistical differences at the point of $\alpha = 0.05$ in the attitudes toward the English language due to the students' fathers' education (illiterate, elementary, preparatory, secondary university or above).
- 12- There are no statistical differences at the point of $\alpha = 0.05$ in the English language anxiety due to the students' fathers' education (illiterate, elementary, preparatory, secondary and university and above).
- 13- There are no statistical differences at the point of $\alpha = 0.05$ in the English score due to the students' fathers' education (illiterate, elementary, preparatory, secondary and university or above).
- 14- There are no statistical differences at the point of $\alpha = 0.05$ in the English score due to the students' mothers' education (illiterate, elementary, preparatory, secondary and university and above).
- 15- There are no statistical differences at the point of $\alpha = 0.05$ in the English language anxiety due to the mother's education (illiterate, elementary, preparatory, secondary, university and above).

- 16- There are no statistical differences at the point of $\alpha = 0.05$ in the attitudes toward the English language due to the mothers' education (illiterate, elementary, preparatory, secondary and university and above).
- 17- There are no statistical differences at the point of $\alpha = 0.05$ in the English score due to the area of residency (north, south, middle).
- 18- There are no statistical differences at the point of $\alpha = 0.05$ in the English language anxiety due to the area of residency (north, south, middle).
- 19- There are no statistical differences at the point of $\alpha = 0.05$ in attitudes toward the English language due to the area of residency (north, south, middle).
- 20- There are no statistical differences at the point of $\alpha = 0.05$ in the English score due to the place of residency (village, city, camp).
- 21- There are no statistical differences at the point of $\alpha = 0.05$ in the attitudes toward the English language due to the place of residency (village, city, camp).
- 22- There is no relationship at the point of $\alpha = 0.05$ between English language anxiety and achievement regarding the English language.
- 23- There is no relationship at the point of $\alpha = 0.05$ between attitudes toward the English language and achievement.

24- There is no relationship at the point of $\alpha = 0.05$ between English language anxiety and attitudes toward the English language and achievement.

Study Limitations

This study has the following limitations :

- 1- The results of this study are based on the study population it was implemented on (the UNRWA community college students men and women at Ramallah district). And so the results can be generalized only on similar communities.
- 2- The results are mainly based on the English language test anxiety scale and the attitude scale, and so it is based on the scale's validity, reliability and suitability to the Palestinian community.
- 3- The results are mainly based on the second year students at the UNRWA college students for the academic year 1999-2000. And the achievement scores are calculated based on the first year two semesters total score.

Operational Definitions of The Study

Achievement (English Score): The average of the student's two semester total grade regarding the English language for the first academic year.

Attitude: The student's general tendency toward a certain thing, object, idea or person, whether positive, negative or neutral.

Anxiety: the students' feeling of tense, uneasiness and experienced anxiety regarding the learning of the English language.

Rammallah Women's Training Centre (R.W.T.C.): an intermediate community college supervised and managed by UNRWA. It was founded in the year 1962. The College provides vocational and technical education and aims at training and preparing students to work in the local commercial and industrial fields. The duration of the study in the college is two academic years where the student will be awarded a diploma degree.

Central route to persuasion: the case whereby people elaborate on a persuasive communication, listening carefully to and thinking about the arguments; this occurs when people have both the ability and the motivation to listen carefully to a communication. (Aronson, Wilson & Akert, 1994, p.293).

Peripheral route to persuasion: the case whereby people do not elaborate on the arguments in a persuasive communication but are instead swayed by peripheral cues. (Aronson, Wilson & Akert, 1994, p. 293).

Chapter Five

Discussion of results and recommendations

The results are presented and discussed with respect to the research hypotheses. The results will be justified, compared and contrasted with former studies. Also the researcher will indicate her own justifications for certain issues.

According to the results of the hypotheses, hypothesis one was empirically rejected, for there was a significant difference in favour of the females, for they got higher scores regarding the English language score (or achievement). The researcher thinks this can be explained in terms of the females general tendency to be more punctual in attending classes and in devoting more time for studying, in addition to giving more attention to grades. Also females are better at language learning than males. The results of this hypothesis are consistent with the findings of Burstall (1975) in (Massey 1986), for it was indicated that girls had greater aptitude for learning other languages and they attain higher levels of achievement.

Regarding hypothesis two, it can be said that it is generally accepted, for in general there are no statistical differences between males and females regarding anxiety. This finding is inconsistent with the findings of Farah, Attowm & Al-Ali, (1993), where they indicated that females were more anxious.

Taking into consideration hypothesis three, it was empirically rejected, for there was a significant difference in favour of the females regarding ATD1 (Attitudes toward the English language material) and ATD2 (Attitudes toward the English language teacher). For the females develop more positive attitudes toward learning languages. This can be interpreted by generally claiming that the females usually like and are interested in learning languages and are more competent languagewise even regarding the mother-tongue in the early childhood compared with males. Also the females may develop more positive attitudes toward the English language because they may spend more time reading, listening and watching English materials which will affect their attitudes toward that language. Moreover, regarding the English language teacher, the females usually develop closer relations with their teachers that have a kind of friendship, mutual respect and love. This is relevant to the findings of Burstall 1975 in Massey 1986, that girls had greater aptitude for learning other languages and they attain higher levels of achievement.

However the results of this hypothesis also indicate that the males develop a better attitude toward ATD3 (Attitudes toward national integrity). This can be clearly interpreted especially in our culture and the circumstances we are living in. For our community is generally a masculine one, and males are more integrated and enrolled in national, political issues. Hence they may view learning a foreign language and especially English as threatening to their identity and nationality. This is relevant to the findings of Gardner in Olshtain, Shahomy, Kemp, Chatow 1998, and the findings of Gardner in Crookall & Osford 1988, for it was indicated that learning another language involves imposing elements of another culture into one's own life-space. Also it relates to the findings of Megnard & Rheault in Pierson et al 1984 in Abu A'mseh 1998, for it is

indicated that students with more contact with native speakers of English were better English speakers and those who felt that their native culture was not threatened were competent English speakers.

Regarding hypothesis four, it was empirically rejected, for there was a significant difference in favor of the governmental schools regarding AND4 (Anxiety regarding the oral use of the English language). For the results indicate that the governmental schools graduates experience more anxiety levels regarding the oral use of the English language as compared with the private schools graduates, and this seems to be logical, for the governmental school graduates are exposed to the English language from elementary five, and the number of periods per week devoted to teaching that language are insufficient, in addition to having weak text books that are not suitable for the Palestinian community with its people and particularity. Moreover, the teachers are not competent enough to teach the language and expose students to a variety of activities and provide them with the opportunity to practice the language. On the contrary the private school graduates are exposed to the English language from the very beginning – from the Kindergarten level – and the periods per week for the English language are more, in addition to the difference in the contents of the textbooks, and the variety of methods and activities as presentations, role playing and group work used by the teachers to help students acquire the language in natural like settings that is free of fear. This is related to the findings of Mahameed (1985) in Abu-A'mseh (1996) for it was indicated that the students who began learning English in the first grade got higher levels of achievement than those who began learning it in the fifth grade.

Furthermore, hypothesis five was empirically rejected, for there was a significant difference in favor of the private school graduates as compared with the government school graduates. For the scores of the private school graduates regarding the English language were better, and this can be interpreted due to the pre-mentioned reasons regarding hypothesis four.

Regarding hypothesis six, it was empirically accepted, for it can be said that there are no statistical differences, regarding the attitude scale dimensions between private and government school graduates.

Taking into account hypothesis seven, it is empirically rejected, for there was a significant difference in favour of the camp residents compared with the village and city residents. This may be interpreted in the fact that most camp students study at UNRWA schools, and these school care more about the quality and outcome of teaching than the governmental schools for they constantly provide the English language teachers with seminars, courses and handouts that help promote their standard and performance, in addition to the continuous visits from supervisors who attribute a lot in providing the needed advice and helpful hints. Moreover, it may be that to a certain degree the camp residents live the tragedy of being refugees who were forced to leave their land, so they try to compensate by giving more attention in order to shape a better future.

Moreover, hypothesis eight was empirically rejected, for the south residents proved to have the highest score, regarding the English language compared with the north and middle districts. This result may

seem out of place because its generally known the north districts are generally better. But in this case the south got the highest score, compared with the others because of the special case that stems out from the number of private schools provided there and the opportunity they gain to get in touch with foreigners in their daily lives especially the Bethlehem area.

Regarding hypothesis nine, it was empirically rejected, for the last member in the family -in the birth order- gained the highest scores regarding the English language. And this result can be logical for usually the last or smallest member in the family will gain all the attention and care, and will have the opportunity to get enrolled in a variety of activities and experiences.

Taking into account hypothesis ten, the hypothesis was empirically rejected, for the first member in the family -in the birth order- developed more positive attitude, and especially regarding ATD5 (Attitudes toward self-evaluation). This may be interpreted in the attention and care that will be devoted to the first child that will help him or her to develop better attitudes toward self-evaluation.

In relation to hypothesis eleven it was empirically accepted, for there was no statistical difference regarding the English language anxiety due to the rank in the family. This implies that the rank of the student in the family does not affect his/her level of anxiety.

Regarding hypothesis twelve, it was empirically rejected, for there was a significant difference regarding the attitudes toward the English language due to the father education. This can be clearly indicated

regarding ATD6 (Attitudes toward the English language in general), for the preparatory father's education proved to have more positive attitudes by having a majority of fathers - due to certain circumstances - being unable to complete their studies - even the high school - and for those they mostly have to work as laborers, or jobs of the sort, and so they want to compensate for their lost opportunity of completing their learning and getting better jobs and standard of living by encouraging their sons/daughters to study and develop positive attitudes toward the English language in particular due to the important status it has worldwide, and in all aspects of life. There has been a number of studies that investigated the parents role and effect on the students attitudes, among them ,Gardner in Crookall & Oxford (1988) who indicated that the parent's general attitude toward the second language community influence and affect the attitudes of the learners .Also Carrol in Spolsky (1969) stressed the importance of the attitudes of parents, for the greater the parents use the foreign language at home the higher the levels of achievement are attained by the learners. Moreover, Gardner (1960); Feensta (1967) in Spolsky pointed out the importance of the parents attitudes on their sons and daughters. Also, Izzo in Abu-Amsheh (1998) stressed the importance of the parents, peers and mostly teacher's attitudes. Also, Carroll (1981) in Abu-Amsheh 1998 found that the home played a positive role in student's attitudes.

Moreover, hypothesis thirteen was empirically rejected, for there was a significant difference regarding the English language anxiety dependent on the father's education. For the results of the study indicate that the elementary father education students experience more levels of anxiety and especially regarding AND4 (Anxiety regarding the oral use of the English language). This can be explained that lots of people

experience speech anxiety regarding the English language and especially regarding public speech, and when talking to foreigners and in certain cases even when conversing with colleagues. This can be due to negative self-assessment and evaluations and constant fear and worry of using the foreign language orally.

Regarding hypothesis fourteen, the results indicate that this hypothesis is empirically rejected. For there was a significant difference in favour of the university or above father education. For these students got the highest scores regarding the English language. This can be interpreted that university graduate fathers appreciate learning, and being fond of the English language in particular, due to its importance in the various fields and aspects of life whether in the political, educational, social, or job opportunity aspects.

Regarding hypothesis fifteen, it was empirically rejected for there was a significant difference regarding the English score in favour of the secondary mother's education compared with the other categories. This can be interpreted by the prediction that most mothers or females in general tend to finish their secondary or high school and then get married. And most of them don't get enrolled in a university. So these mothers try to encourage their sons/daughters to study and get high scores so as to achieve better educational opportunities.

Taking into account hypothesis sixteen, this hypothesis was empirically rejected for the mother's education affected the level of anxiety among students. For according to the results the elementary mother education students were more anxious than the other regarding AND5 (General anxiety toward using and studying the English language).

This can be explained by indicating that most of these mothers experienced little if any experience in learning and using the English language, this will cause them to develop general anxiety toward learning that language which will eventually be transmitted to their sons and daughters.

Regarding hypothesis seventeen, this hypothesis was empirically accepted for there was no statistical difference regarding any of the attitude dimensions and the mother's level of education.

Concerning hypothesis eighteen, this hypothesis was empirically accepted for there was no statistical differences regarding any of the anxiety dimensions due to the area of residency (north, south, middle).

According to hypothesis nineteen, it was empirically rejected for there was a significant difference in favor of the north area of residence regarding ATD2 (Attitude toward the English language teacher). This may be due to the high respect and appreciation held by the north residents to teaching and teachers. For according to Scott & Brinkley (1960) in Al-Makhzoumi (1995) teachers attitudes have a great impact on their students attitudes. Also, Ralph (1982) indicated that the students often model their teachers' attitudes. Moreover, it is relevant to the findings of Gardner in Crookall & Oxford (1988) for they claim that the teacher, material, and pedagogy play a crucial role in forming the students' attitudes. Also, Brophy & Good (1980) in Owaidat (1996) indicate that if the teachers attitudes and behavior toward the students are positive, this will increase the level of achievement. Furthermore, Spolsky (1969) and Izzo in Abu-A'mseh (1998) stressed the importance of the teachers attitudes and its affect on the students

Regarding hypothesis twenty, this hypothesis was empirically rejected, for there was a significant difference regarding camp residents regarding AND1 (Anxiety before attending the English language test). For D4 (Anxiety regarding the oral use of the English language). For the camp residents experience more levels of anxiety regarding the oral use of the English language compared with the city and village residents. This may be interpreted due to the kind of school and mostly UNRWA and government school that those students studied in. It is also due to the special circumstances and suppression they exist in.

Regarding hypothesis twenty-one, the results empirically accept this hypothesis, for there are no significant differences regarding any of the attitude scale dimensions due to the place of residency (village, city, camp). This can be explained in terms of the general attitudes toward the English language held by the students in general regardless of their place of residency.

Taking into account hypothesis twenty-two, the results empirically accept this hypothesis, for there is a significant negative relation between the English language anxiety and the English score or achievement. This is consistent with the findings of Steinberg and Horwitz (1986) in MacIntyre and Gardner (1994), for they indicated the existence of a negative relationship between anxiety and achievement. Also it is relevant with the findings of MacIntyre and Gardner (1984). Horwitz (1986), Gardner and Smyth and Lalond (1984), Gardner and MacIntyre (1993) in MacIntyre and Gardner (1994); Omelich and Covington (1987) and Yerkes and Dodson (1908) in Covington and Omelich (1987); Culler and Holahan (1980) in Hunsley (1985); Dusek (1980) and Hill (1980) in

Farrah, Attowm and Al-Ali (1993); Boutin and Ttosi (1983) in Farrah and Attowm and Al-Ali (1993); MacIntyre and Gardner (1991); Clement, Gardner, Smythe, (1977), (1980), Clement (1987) in MacIntyre and Gardner (1991).

Regarding hypothesis twenty-three, the results empirically reject this hypothesis for there is a significant positive relation between the attitudes toward the English language and achievement or English score. For it may be interpreted that the students who hold positive attitudes toward the English language, its culture, its importance in the various fields and aspect will be successful learners of the language. This result is consistent with the findings of Fleming (1925), Korts and Swanson (1951), Johnson (1964), Khan (1969), Russell (1969) in Al-Makhzoumi (1995). Also it copes with the findings of Al-Makhzoumi (1995) that attitudes influence achievement. And with the findings of Gardner in Tse (1997) that positive attitudes toward the target language is a significant indicator of success in language acquisition. Also it is consistent with the findings of Krashen (1985) in Tse (1997); Spolsky (1969); Jordan (1941) in Massey (1986); Neidt and Hedlunt (1967) in Massey (1986); Burstall, (1978) in Massey (1980); Muller and Miller (1970) in Massey (1986); Anisfeld and Lamber (1961) in Massey (1986); Smyths, Stennett and Feenstra (1972); Gardner and Smythe (1971) in Massey (1986); Izzo 1981 in Tusheyeh (1985); Al-Essa (1985) in Abu-Amsheh (1998); Tannenbaum (1944), Jackson and Lahadderrme (1968) in Al-Makhzoumi (1995). And with the findings of Oller and Perkins (1978) in Gardner (1980).

Regarding hypothesis twenty-four, it was empirically accepted for there is a negative relationship between attitudes, anxiety, and

achievement or English score. For when a student holds negative attitudes toward the English language, and experiences certain levels of anxiety or test-anxiety, this will affect the language achievement or score negatively by obtaining low grades. The opposite is true. If the student develops positive attitudes toward the English language and doesn't experience language or test-anxiety, this student will obtain high levels of achievement or English score.

Recommendations

In light of the results of this study, the following recommendations are made and directed to the English language instructors, Ministry of Education, and Ministry of Higher Education, to the college administration both at R.W.T.C. & R.M.T.C., learners, and for researchers.

Recommendations to the English language instructors and teachers at all levels (school, college and university):

- 1- To create an appropriate learning environment that facilitates learning English as a second or foreign language by developing a relaxing setting where students feel at ease and experience no anxiety or at least normal levels of anxiety that will not hinder or affect their learning process. Also they must adopt suitable methods and techniques that take into consideration the students level and individual differences, and help them achieve better.
- 2- To be positively oriented toward the foreign language, and convinced of its advantages in the various fields and aspects. In addition to trying to spread his/her positive attitude toward the English language to his/her students. And provide them with the

reasons for the importance of the English language locally and internationally.

- 3- To present the English language material in a pleasant, authentic form that will make students encouraged and motivated to learn it.
- 4- To treat students and respect them as human beings, and at the same time to try to create a friendly atmosphere which will make the alteration and modification of their negative attitudes easier. And will eliminate their feeling of anxiety or at least decrease its level.
- 5- To encourage students at all levels to participate inside the class in English, and to initiate English Clubs, and various activities that will help students develop positive attitudes toward learning the English language.

Recommendations to the Ministry of Education and Ministry of Higher Education:

- 1- To adopt authentic curricula that is relevant to the students' environment, needs and future.
- 2- To provide the English language teachers with training courses and refreshment courses that will keep them in touch with the latest educational developments in the field of teaching English as a foreign language.

Recommendations to the (R.W.T.C. & R.M.T.C.) administrations:

- 1- To provide students with chances to interact with native speakers in order to develop positive attitudes toward English speakers and their culture.
- 2- To expose students to effective lectures regarding the importance of the English language.

- 3- To expose students to lectures regarding test-anxiety in general and English language anxiety in particular.

- 1- To view the learning of the English language as a necessity and not as a compulsory subject.
- 2- To develop self-confidence and be well prepared, so as not to feel that exams are a barrier, for learning a word or even a foreign language will not be effective in an atmosphere of anxiety.
- 3- To be open-minded and flexible in changing negative attitudes toward the English language and replace them by positive ones.

Recommendations to researchers:

- 1- To conduct further studies regarding the attitudes of Arab students toward the English language from the perspective of culture, education, and political aspects.
- 2- To replicate this study with a larger population, and different levels of learners, or even regarding English language majors at Palestinian universities.
- 3- To conduct socio-linguistic and psych-linguistic studies in order to investigate the influence of the surrounding environment, past personal experiences, anxiety and attitudes on learning English as a Foreign language.

Recommendations to learners:

- 1- To view the learning of the English language as a necessity and not as a compulsory college requirement.
- 2- To develop self confidence, and be well prepared, so as not to feel that exams are a burden, for learning a second or even a foreign language will not be effective in an atmosphere of anxiety.
- 3- To be open-minded and flexible in changing negative attitudes toward the English language and replace them by positive ones.

Recommendations to researchers:

- 1- To implement further studies regarding the attitudes of Arab students toward the English language from the perspective of culture, education, and political aspects,
- 2- To replicate this study with a larger population, and different levels of learners, or even regarding English language majors at Palestinian universities.
- 3 To conduct socio-linguistic and psycho-linguistic studies in order to investigate the influence of the surrounding environment, peers, parents, experienced anxiety and attitudes on learning English as a Foreign language.