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Attitudes of 10th graders towards learning English at public schools in Bethlehem District and its relation to their speaking difficulties

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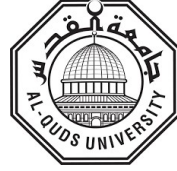
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Thesis Approval

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Dedication

To my idol in life, who always pushes me to keep going in all ups and downs in my life, my first supporter, my dear father.

To the sun of my life, who lights my life every morning with love, hope and kindness, my dear mother.

To my favorite friend, my partner in live-forever and ever, the one who encourages me to achieve this work, my husband Mohammad.

To my second mother and father, who support me in each step to fill full this work, my dear mother and father in law.

To my close friend, my partner in this hard and long journey, my dear friend Sanabel.

To my backbones, to whom I lean on in my life, my brothers Majd, Samer, Murad , Mohammad and my sister Mariam.

Manar Alwahsh

Declaration

I certify that this thesis, submitted for the degree of Master, is the outcome of my own research, except where otherwise cited, and that this work (or any part of it) has not been submitted for a higher degree to any other university or institution.

Signed 

Name: Manar Maher Hassan Alwahsh

Date: 22/7/2024

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Abstract:

This study aims to investigate the 10th graders' perspectives toward learning English and its relation to their speaking difficulties at governmental schools in Bethlehem District. The researcher adopted the descriptive correlation method due to its suitability to conduct such study. The study population consisted of (3653) males and females students at governmental schools in Bethlehem District in the second semester of the academic year (2023/2024), while a cluster sample was chosen and composed of (91) males and (129) females constituting (6%) of Study population. In order to achieve the objectives of the study, the researcher developed two questionnaires. One of them was to measure the student's attitudes toward learning English language of (20) items, and the other was to measure the language speaking difficulties of (23) items. The validity and reliability of the questionnaires were verified.

The results of the study revealed that the English language speaking difficulties of 10th grade students in Bethlehem District were medium. Furthermore, The results show that there are significant differences in their means at ($\alpha \leq 0.05$) in the attitudes to learn English among 10th grade students at governmental schools in Bethlehem District due to general academic average and gender in favor to males and students with high academic average. Moreover, there is no statistically significant difference at ($\alpha \leq 0.05$) between the means in speaking difficulties among 10th grade students due to gender. In addition, there are significant differences in their means at ($\alpha \leq 0.05$) in speaking difficulties among 10th grade students due to general academic average in favor to students with low average.

The results show that there is a negative correlation at a significance level ($\alpha \leq 0.05$) between the means of 10th graders in Bethlehem District in the attitudes towards English and language speaking difficulties

اتجاهات طلبة الصف العاشر في محافظة بيت لحم نحو تعلم اللغة الإنجليزية وعلاقته بصعوبات المحادثة.

إعداد: منار ماهر الوحش

إشراف: د. جمال نافع

هدفت هذه الدراسة الى معرفة اتجاهات طلبة الصف العاشر في محافظة بيت لحم نحو تعلم اللغة الإنجليزية وعلاقته بصعوبات المحادثة. اعتمدت الباحثة المنهج الوصفي الارتباطي، لمناسبته لمثل هذا النوع من الدراسات. تكون مجتمع الدراسة من (3653) طالباً وطالبة من طلبة الصف العاشر في المدارس الحكومية المسجلين من الفصل الدراسي الثاني 2023/2024 ، في حين تم اختيار عينة عنقودية تكونت من (91) طالب و (129) أي ما نسبته (6%) من مجتمع الدراسة. ولتحقيق اهداف الدراسة قامت الباحثة بتطوير استبانتيين: احدهما لقياس اتجاهات طلبة الصف العاشر نحو تعلم اللغة الإنجليزية مكونة من (20) فقرة، والأخرى لقياس صعوبات المحادثة لدى طلبة الصف العاشر مكونة من (23) فقرة، إذ تم التحقق من صدقهما وثباتهما.

بينت نتائج الدراسة أن درجة صعوبات المحادثة لدى طلبة الصف العاشر كانت متوسطة. كما أظهرت النتائج وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha \leq 0.05$) في متوسطات درجات اتجاهات طلبة الصف العاشر في محافظة بيت لحم نحو تعلم اللغة الإنجليزية تعزى لمتغير الجنس لصالح الذكور ولصالح طلبة المعدل الدراسي المرتفع ، ولم تظهر الدراسة وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha \leq 0.05$) في متوسطات درجات صعوبات المحادثة لدى طلبة الصف العاشر تعزى لمتغير الجنس. واطهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha \leq 0.05$) في متوسطات درجات صعوبات المحادثة تعزى لمتغير المعدل الدراسي العام للفصل الدراسي الأول لصالح طلبة المعدل الدراسي المنخفض. كما أظهرت نتائج الدراسة وجود علاقة عكسية بين اتجاهات طلبة الصف العاشر لتعلم اللغة الإنجليزية وصعوبات المحادث

Chapter One

Background of the Study

1.1 Introduction:

Speaking difficulties, also known as speech challenges or communication problems, encompass a broad spectrum of challenges that individuals may face in expressing themselves verbally. The ability to communicate effectively is fundamental to human interaction, and speaking difficulties can significantly impact various aspects of an individual's personal, academic, and professional life. Mastering a new language is a journey filled with animation, challenges, and opportunities for growth. For many learners of English as a second or foreign language, one of the most significant obstacles they face is improving proficiency in spoken communication. Speaking fluently and confidently in English requires not only a grasp of

grammar and vocabulary but also the ability to navigate pronunciation, intonation, rhythm, and cultural nuances. Understanding the complications of speaking difficulties includes exploring the interdisciplinary nature of the field. Researchers and healthcare professionals delve into aspects of linguistics, neuroscience, psychology, and education to comprehend the underlying causes and mechanisms behind speech disorders (Gass&Selinker, 2008).

To conclude, speaking difficulties in learning English are influenced by a range of linguistic, cognitive, and socio-cultural factors. Acknowledging these challenges is the first step towards addressing them effectively. By providing learners with targeted support, opportunities for meaningful practice, and a supportive learning environment, educators and learners alike can work towards overcoming these challenges and achieving proficiency in spoken English. This study aims to identify 10th grader's attitudes to learn English and it's relation to speaking difficulties.

1.2 Statement of the Problem

The understanding of the problem originates from the researcher when she observed that students were hesitant to express themselves with just a few words, although they're good in grammatical and writing aspects. However, the curriculum in Palestinian schools is structured to facilitate communicative instruction, most teachers teach English language using traditional methods. Furthermore, they are unable to implement communicative strategies successfully through teaching language.

This research aims to identify attitudes towards learning English and its relation to language speaking difficulties by investigating attitudes of 10th graders at public Schools in Bethlehem District.

1.3 Objectives of the Study

This study aims:

- 1- To identify student's attitudes to learn English among 10th graders at public schools in Bethlehem District.
- 2- To recognize language speaking difficulties.
- 3- To identify the correlation between students' attitudes and their language speaking difficulties.

1.4 Questions of the Study

First Question: What are the attitudes of 10th graders in Bethlehem District towards learning English?

Second Question: Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of 10th graders in Bethlehem District towards learning English in the attitudes due to (gender and general academic average)?

Third Question: What are the speaking difficulties of 10th graders in Bethlehem District?

Fourth Question: Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of 10th graders in Bethlehem District towards learning English in the speaking difficulties due to (gender and general academic average)?

Fifth Question: Is there a correlation between the means of 10th graders' attitudes to learn English and their language speaking difficulties?

1.5 Hypotheses of the Study

The first hypotheses: There were no statistically significant differences in their means at a significance level ($\alpha \leq 0.05$) between the means of 10th graders in Bethlehem District towards learning English in the attitudes due to gender.

The second hypothesis: There were no statistically significant differences in their means at a significance level ($\alpha \leq 0.05$) between the means of 10th graders in Bethlehem District towards learning English in the attitudes due to general academic average.

The third hypotheses: There were no statistically significant differences at a significance level ($\alpha \leq 0.05$) between the means of 10th graders in Bethlehem District towards learning English in their language speaking difficulties due to gender.

The fourth hypothesis: There were no statistically significant differences at a significance level ($\alpha \leq 0.05$) between the means of 10th grade students in Bethlehem District towards learning English in their language speaking difficulties due to general academic average.

The fifth hypothesis: There was no correlation in their means at a significance level ($\alpha \leq 0.05$) between the means of 10th graders in Bethlehem District towards learning English in attitudes to learn English and language speaking difficulties.

1.6 Significance of the Study

The study's significance arises from the truth that many students in Palestinian Society face challenges in speaking English language that is a foreign language. Moreover, this study may serve teachers and supervisors to learn more about the language speaking difficulties that face students and

designing curriculums and employ methods that improve language speaking.

1.7 Limitations of the Study

1. Human limitations: The study's sample included of 10th graders.
2. Locative Limitations: the study conducted at public schools in Bethlehem District.
3. Temporal Limitations: the study is practiced in the second semester of the academic year (2023/2024).

1.8 Definition of Terms

Attitudes

Attitude is a position assumed for a specific purpose (Merriam-webster.com). Moreover, according to Cambridge Dictionary attitudes are feelings or opinions about something or someone

Speaking skill

The ability to speak involves conveying information or emotions through verbal communication. Moreover, Chaney characterizes speaking as the act of creating and sharing significance across various settings through the use of both spoken and unspoken cues (Kayi ,2006).

Speaking difficulties

(Nation, 2013) pointed out that speaking difficulties are Challenges in finding and using appropriate words to convey meaning, which can hinder effective communication. Therefore, the researcher outlines speaking difficulties that are challenges and obstacles that speakers may encounter in developing their speaking skills.

10th grade

is a part of the secondary education system and is typically attended by students aged 15 to 16.

Bethlehem District

is a Palestinian city located in the southern part of the West Bank.

Chapter Two

2.1 Literature Review

2.1.1 Attitude in Language Learning

Attitude plays a crucial role in shaping how individuals engage with and respond to the language acquisition process.

2.1.2 Positive Attitude and Language Learning Success

Wang (2010) pointed out that a positive attitude towards learning generally leads to better results in language learning. Learners who view the process positively are more likely to engage actively and persist through challenges, leading to improved language proficiency. Moreover, Brown (2000) found that a positive attitude shapes the way individuals approach learning a language, influencing their strategies, persistence, and overall success. Positive attitudes lead to effective learning behaviors and better outcomes.

2.1.3 Negative Attitude and Learning Challenges

Holmes (1992) indicated that negative attitudes towards language learning can hinder progress and lead to poor learning outcomes. Students with

negative feelings about learning may be less motivated and engaged, resulting in lower achievement.

2.1.4 The Components of Attitude

The concept of attitudes, as outlined by Wenden (1991), consists of three key components: cognitive, affective, and behavioral. Here's a breakdown of each component in the context of language learning:

- 1. Cognitive Component:** In the context of learning English, the cognitive component involves learners' beliefs about the importance of English, their opinions on its usefulness, and their perceptions of their own ability to learn and use the language. For example, a learner might believe that English is crucial for career advancement, which can influence their attitude towards studying the language.
- 2. Affective Component:** The affective component involves learners' feelings about learning English, such as anxiety, enthusiasm, or confidence. For instance, a learner might feel excited about learning English due to an interest in English-speaking cultures or feel anxious about speaking in front of others.
- 3. Behavioral Component:** The behavioral component in language learning involves the actions that learners take in response to their attitudes. This includes participation in English classes, practicing speaking and writing in English, and seeking out opportunities to use the language. For example, a learner with a positive attitude towards English might actively engage in language practice and use English in various social settings.

2.1.5 The Speaking skill

Oral communication ability is a generative skill wherein students utilize words and sentences orally to articulate a particular message within a communicative context. Furthermore, speaking is one of the four fundamental language skills. Nunan (1991) pointed out that speaking skill encompasses various components and aspects that contribute to language proficiency and integration, including fluency, pronunciation, grammar, and vocabulary. In addition, Nunan (1991) considered that for many individuals, mastering speaking skills is considered the most crucial aspect of learning a

second or foreign language. Additionally, language acquisition is often assessed based on one's ability to engage in conversation within the language.

2.1.6 Fluency

According to Nation (1989) proficiency in reading or speaking a language rapidly and smoothly is achieved through direct engagement with specific features of language performance, including pronunciation, grammatical processing, and word recognition, all aimed at enhancing fluency..

2.1.7Pronunciation

Hornby (1987) pointed out that pronunciation is the way in which words are uttered or articulated. It pertains to how individuals vocalize the terms of a language.

2.1.8 The difficulties in Speaking

When students are speaking English, they face many problems. Desmayani et al. (2019) said that there are various difficulties in speaking English, including cultural and linguistic challenges, as well as communication difficulties. Mastering speaking skills can be difficult due to the need for understanding vocabulary, grammar, and pronunciation. Moreover, according to Chen (2009) students often encounter difficulties such as lack of self-belief, fluency issues in speaking English, and struggles with vocabulary memorization. In addition, Heriansyah (2012) pointed out that speaking difficulties arise due to limited vocabulary knowledge, uncertainty about grammar application, and challenges with pronunciation, resulting in difficulty expressing oneself. Dalem (2017) also pointed that Students are often afraid to make mistakes when speaking, fearing ridicule, embarrassment, and a loss of confidence. In addition, Inayah and Lisdawati (2017) said that while many students have a good understanding of English, they still struggle with speaking practice. This difficulty often stems from pronunciation problems, a lack of mastery over vocabulary, and a fear of appearing incorrect in front of peers.

2.1.9 Difficulties related to students

2.1.9.1 Psychological Factors:

1. Anxiety

Anxiety is a psychiatric disorder defined by concerns, fear, or unease about various aspects of life, which can interfere with daily activities. In the context of learning English, student anxiety may manifest as performance-related issues. Indra(2021) pointed out that anxiety could significantly affect students' language learning, especially in the context of learning English. This issue can lead to students speaking hesitantly. Therefore, it is important for teachers to establish a supportive learning climate that enables students to learn as comfortable as possible.

2. Inhibition

Most students are often inhibited when attempting to speak English in class. They worry about making mistakes, fear being criticized, or feel embarrassed by the attention of listeners. Inhibition is a feeling of worry that prevents people from expressing what they want (Cambridge A. L. Dictionary). All human beings develop a series of defenses to protect their ego. Since making mistakes is a natural part of learning a language, it can pose potential risks to one's ego. These risks often discourage learners from speaking English, leading them to prefer silence over the risk of being criticized in front of a large audience. (Brown, 2000).

3. Shyness

Arifin(2017) explained that it can encompass a spectrum of experiences, from subtle emotions of insecurity in interpersonal settings to debilitating levels of anxiety that impede individuals' social interactions. In addition, according to Rahayu (2015), shyness is a psychological state commonly encountered by many students., especially when they are required to speak in English class. This implies that shyness might contribute to the difficulties pupils face in classroom learning, especially in oral communication sessions. Indeed, students often feel that their shyness causes them to lose their train of thought or forget what they want to say.

4. Lack of Self-belief

Adil (2021) stated that Lack of self-belief is a common difficulty among students, especially in classroom and public speaking situations. Consequently, self-belief acts a crucial role in English language proficiency. Without belief in themselves, students may struggle to speak English fluently. Moreover, students' self-confidence is greatly influenced by their teachers. It's imperative for teachers to uplift and inspire their students, instilling in them the belief and confidence to speak English confidently in public.

2.1.9.2 Subject Matter Factors

1. Limited vocabulary knowledge

Khamroeva (2021) stated that the importance of educating and perfecting lexicon in a language acquisition setting couldn't be overstated. Therefore, a variety of methods and strategies are employed to help English as a Foreign Language grow their vocabulary. It's worth noting that the success of these methods and strategies may be determined by the characteristics of the material and the evaluation by English as a foreign Language of the methodology, technique, and content utilized.

2. Mother tongue use

According to Ur (1996), learners often favor to converse with their peers in their native language because they perceive it as more comfortable to understand each other and express themselves. In addition; Students often resort to using their native language because they find using English somewhat challenging, such as struggling with pronunciation. Ghrib (2002) stated that there are numerous challenges that render it difficult for students to speak; one of these is the deficiency in pronunciation. It causes feelings of nervousness when speaking because they aren't used to speak English and employ intonation during speech or in conversation. Moreover, Littlewoods(1981) argued that some teachers use L1 for class management. This is because depending on the first language entails forfeiting valuable chances for meaningful foreign language use. It diminishes the foreign language's utility as a means of communication.

Learners perceive it as relegated to communicatively less crucial areas like drills or dialogue practice, while the native tongue remains the preferred medium for discussing matters of immediate significance.

3. Low participations

As the researcher noticed in most governmental schools in Palestine in large group classes, only one or two participants may have the opportunity to speak during the lesson, resulting in limited speaking time for each individual. This issue is compounded by the tendency of some students to dominate discussions, leaving others with little or no opportunity to speak. Petress (2001) pointed out that the low participation of students in class-limited student's progress also obstructs the ability of teachers to assess students' speaking progress. Therefore, the role of teachers is to allow most of students to participate in speaking activities.

4. Insufficient speaking practice in the target language

According to Al Hosni (2014), observations in class reveal that students speak very little, and when they do, it is mostly in response to the teacher's questions. Their responses are often limited to single words or brief sentences, depriving students of many opportunities to use English. Furthermore, Gan (2012) stated that the onset of verbal communication challenges is linked to an absence of emphasis on linguistic proficiency within the academic curriculum. Rather than emphasizing spoken activities, the training curriculum tends to focus on linguistic concepts and theories.

2.2 Related Studies

2.2.1 Studies Related to Speaking difficulties

ALNakhala (2016) studied the speaking challenges faced by English language students at Al-Quds Open University. The study seeks to examine the causes of speaking difficulties among students. The researcher developed an interview to be administered to the study sample, aiming to investigate these difficulties and their underlying reasons. The results indicated that students face speaking difficulties due

to factors such as fear of making mistakes, shyness, anxiety, and lack of self belief. In response, the researcher recommends establishing a supportive environment to motivate students to communicate in English frequently. Additionally, the researcher suggests conducting further research to better understand and address speaking difficulties encountered by English language students.

Al Hosni (2014) examined the speech challenges. Participants were selected from two Omani basic education schools, consisting of grade five teachers and students. The study involved four English teachers and three sections from the same school. Instruments such as program analysis, interviews, and classroom observations were utilized. Interviews were conducted with to explore the causes of communication difficulties. Interviews were recorded, transcribed, and analyzed. Additionally, a curriculum review was conducted to assess the role of the curriculum in speaking difficulties, focusing on the frequency and nature of speaking practices. The inquiry investigated how speaking tasks were incorporated into textbooks. Results revealed that pupils at this phase faced three central speech obstacles: inhibition, reliance on their primary language, and communication hurdles.

Dill (2009) conducted a study examining the communication barriers encountered by Turkish EFL learners in English language classrooms. The findings indicated that anxiety and reluctance during English-speaking activities are among the primary hurdles faced by EFL learners. These feelings stem from the fear of being negatively judged, especially in the presence of peers, leading to a reluctance to engage in English communication. Furthermore, the study indicated that students who view their English proficiency as "poor" experience higher levels of anxiety and are more resistant to participating in English classes compared to those who perceive their proficiency as "very good," "good," or "OK."

Park and Lee (2005) the study investigated the correlation between anxiety, oral performance, and self-belief among second language students. The participants included 132 Korean college students enrolled in English language classes in 2004. The study employed questionnaires

with 32 items related to English oral performance, self-confidence in communication, and other factors. Oral success was assessed based on TEFL standards, including vocabulary and grammar range, fluency, self-confidence, inspiration, and reduced anxiety. The findings revealed a negative relationship between students' anxiety levels and their oral performance. Additionally, the study concluded that self-belief significantly influenced second language students' vocal proficiency, particularly in syntax and lexicon proficiency. Higher levels of nervousness were associated with lower oral success scores.

Rababa'h (2005) highlighted numerous factors causing difficulties in speaking English among EFL learners. These factors relate to the learners themselves, the teaching strategies, the curriculum, and the environment. For instance, many learners lack the necessary vocabulary to convey their meaning effectively, which hampers their ability to maintain interaction. Additionally, teaching strategies are often insufficient and do not emphasize speaking, resulting in poor development of this skill. Teacher education programs were discovered to have limited success in altering teachers' methodologies. Additionally, all other subjects are taught in Arabic, relegating English to merely an academic subject, resulting in inadequate exposure to the language. The absence of an English-speaking environment further compounds the issue, leading to a lack of engagement in real-life scenarios. Another factor contributing to speaking difficulties is the restriction on learners' participation in discourse. Children require both active participation in discourse and the development of knowledge and skills to effectively engage in discourse in order to acquire speaking skills. Moreover, language acquisition is most effective when learners' focus is on comprehending, expressing, and utilizing language rather than solely on linguistic structures (Kumaravadivelu, 2003, p.27). Researchers should acknowledge that learners can enhance their speaking proficiency by adopting learning strategies that empower them to become self-reliant learners.

2.2.2 Studies Related to Students' Attitudes toward Learning English in relation to speaking difficulties

Ahmed, Othman, et al. (2021) investigated students' attitudes towards learning English in Private Universities. Attitude is considered as a necessary component in language learning. The primary objective of this study is to uncover students' attitudes toward learning English and to identify strategies for fostering positive attitudes. Educators proficient in cultivating positive attitudes among students can facilitate engaging and effective classroom activities, thereby enhancing students' success in learning English. The researcher highlights a major issue: students at private universities lack encouragement to learn English, leading to negative attitudes. Students perceive English learning as compulsory, which diminishes their motivation and impedes their language skill development. To gather data on learners' attitudes, the researcher employed a questionnaire and analyzed the results using random sampling. The findings revealed that students harbor negative attitudes toward learning English across emotional, behavioral, and cognitive dimensions.

Zulfikar, Dahliana & Sari (2019) investigated students' attitude towards English learning. The main focus of the study was to discover students' belief on English, and to understand students' attitude, feeling and behavior on learning English. The data were collected through semi structured interview. The participants of the research were six students selected purposively to participate in an interview session. The study indicated that English department students exhibit a well-rounded positive attitude towards learning English, encompassing cognitive, emotional, and behavioral dimensions. Their positive attitudes are reflected in their reasons for learning, perceived competence, interest, enjoyment, and active participation. This positive disposition is likely to contribute to their success in mastering English and achieving their academic goals.

Ahmed (2015) investigated the attitudes of the learners towards the use of English in different areas, also the causes that may have influenced the

effect of English learning for students and the viewpoints on English acquisition among non-major English learners in Malaysia. Results of the qualitative analysis show that the attitude towards English language learning and using the language in various domains of usage is extremely positive. The data also revealed that most of the students had negative feelings or fear regarding classroom instructions in their learning experience. Students of different fields varied in attitudes towards English language learning in terms of domains of usage and focus of learning skills, which shows that a single curriculum or teaching methodology is not adequate. Several recommendations have been proposed regarding instructional methods, curriculum design, educational resources, and the status of English in Malaysia from this perspective.

Abidin, Mohammadi, and Alzwari(2012) investigated Libyan secondary school students' attitudes toward learning English, focusing on behavioral, cognitive, and emotional aspects. It also explored whether there were significant differences in students' attitudes toward the English language based on demographic factors such as gender, field of study, and year of study. Participants from three different study years and three specializations (Basic Sciences, Life Sciences, and Social Sciences) completed a questionnaire designed as a measuring instrument. The findings indicated that participants exhibited negative attitudes toward learning English across all three aspects: cognitive, behavioral, and emotional. Additionally, the study identified statistically significant differences in attitudes based on gender and field of study, but not on the year of study.

2.3 Summary

This chapter provides a brief investigations and findings that address various issues and obstacles students encounter in speaking ability. The studies showed the Physiological factors of speaking difficulties such as fear of making mistakes, shyness, anxiety and lack of self-belief. Moreover, studies argued that the subject matter factors which are inhibition, first language use, linguistic difficulties, speaking isn't tested and the lack of oral activities in textbooks are main reasons for students'

difficulties in speaking. On the other side, there are studies investigated student's attitudes toward learning English and it revealed that the negative attitudes related to their emotional, behavioral and cognitive aspects. In addition, studies revealed that Learners who trouble with speaking often have problems with their motivation and self-belief. These findings indicate the relation between student's speaking difficulties and their attitudes to learn English and that is what the researcher investigated in this study.

Chapter Three

Methodology and procedure

3.1 Introduction

This chapter outlines the procedures and methods and the workable steps taken to develop and characterize the measurement tool. Additionally, it elaborates on the varieties of statistical analyses utilized in the research.

3.2 Methodology

This study employed a descriptive methodology to investigate the perceptions of 10th graders towards learning English and its relation to their speaking difficulties at public schools in Bethlehem District. To address the research questions, data was collected through questionnaires.

3.3 Procedures

The study utilized both descriptive and analytic methods to explore the perspectives of 10th graders towards learning English and its relation to their speaking difficulties at public schools in Bethlehem District.

3.4 Population

The study included 10th graders from public schools in Bethlehem District.

3.5 Sample of the study

The Investigator employed a cluster sample, comprising 6% of population, comprised all 10th graders at public schools in Bethlehem District. As such, the sample is representative of the population. It composed of 220 male and female students, with 91 males and 129 females.

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

Gender	Frequency	Percentage
Male	91	41.4%
Female	129	58.6%
Total	220	100.0%

Table (3.2): Sample distribution according to General academic average for first semester.

GAA	Frequency	Percentage
less than 70	64	29.1%
from 70-85	106	48.2%
more than 85	50	22.7%
Total	220	100.0%

3.6 Tools of the Study

The researcher determined that the appropriate tools were two questionnaires designed to measure the attitudes of 10th-graders towards learning English and its relation to their language speaking difficulties.

As such, the researcher developed the following instruments after reviewing previous studies.

3.6.1 Student's attitudes to learn English questionnaire

The researcher relied on previous research such as Kroeun&Sophea (2014), to prepare the questionnaire. Appendix (1)

3.6.2 Language Speaking Difficulties questionnaire

Speaking Difficulties Questionnaire was developed, including works by Attal (2021), Al-Nakhla (2016), Shweiky (2018), and Al-Hosni (2014). Appendix (2)

3.6.3 The referee's validity of questionnaires.

The initial draft of the attitudes questionnaire was submitted to a group of seasoned and certified professionals in the education domain to confirm its validity. They provided their feedback on the clarity of each item in the questionnaire. The items were then modified according to their recommendations. Appendix (5)

The reliability of the questionnaires was assessed using coefficient alpha, and the results indicate that the questionnaires are reliable.

3.6.4 The internal consistency validity of the questionnaires:

The internal consistency validity was assessed by measuring the correlation of each item's score with the total score of the questionnaire, as shown in Table (3.3) and (3.4).

Table (3.3): Pearson correlations between the total degree of the English language speaking difficulties and each item of the questionnaire.

Items	Pearson correlation	Sig.
q1	* 0.55	0.000
q2	0.08	0.237
q3	* 0.20	0.003
q4	* 0.49	0.000
q5	0.11	0.105
q6	0.01	0.834
q7	0.07	0.299
q8	* 0.54	0.000
q9	* 0.57	0.000
q10	* 0.55	0.000
q11	* 0.53	0.000
q12	* 0.51	0.000
q13	* 0.16	0.021
q14	* 0.58	0.000
q15	* 0.58	0.000
q16	* 0.59	0.000
q17	* 0.57	0.000
q18	* 0.59	0.000
q19	* 0.58	0.000
q20	* 0.53	0.000

* Significant at ($\alpha \leq 0.05$)

The results indicate that all items were correlated with the total score of the scale, demonstrating internal consistency of the questionnaire. Therefore, the questionnaire assessing English language speaking difficulties is considered valid.

Table (A-3.4): Pearson correlations between the total degree of the Attitudes to learn English and each item of the questionnaire.

Items	Pearson correlation	Sig.
q1	* 0.61	0.000
q2	* 0.61	0.000
q3	* 0.64	0.000
q4	* 0.68	0.000
q5	* 0.60	0.000
q6	* 0.59	0.000
q7	* 0.63	0.000
q8	* 0.58	0.000
q9	* 0.56	0.000
q10	* 0.59	0.000
q11	* 0.51	0.000
q12	* 0.17	0.011
q13	* 0.46	0.000
q14	* 0.55	0.000
q15	* 0.66	0.000
q16	* 0.64	0.000
q17	* 0.66	0.000
q18	* 0.68	0.000

Table (B-3.4): Pearson correlations between the total degree of the Attitudes to learn English and each item of the questionnaire.

Items	Pearson correlation	Sig.
q19	* 0.55	0.000
q20	* 0.49	0.000
q21	* 0.57	0.000
q22	* 0.50	0.000
q23	* 0.43	0.000

* Significant at ($\alpha \leq 0.05$)

The results demonstrate that all items correlate with the total score of the scale, indicating internal consistency of the questionnaire. Therefore, the attitudes to learn English questionnaire is considered valid.

Reliability of the questionnaire:

Table (3.5): results of Cronbach's Alpha

Variables	N of cases	N of Items	Cronbach's Alpha
English language speaking difficulties	220	23	0.90
Attitudes to learn English	220	20	0.74

3.7 The study variables:

Independent variables:

- Gender (male and female)
- General academic average for first semester.

Dependent variables:

- Attitudes to learn English language.
- Speaking English difficulties.

3.8 Statistical Treatments:

In this study, several statistical methods were employed using the Statistical Package for Social Science (SPSS), including:

1. Frequencies and percentages: it used to analyze the distribution of responses.
2. Pearson Correlation Coefficient: it used to calculate the correlation between each statement and the total degree of the dimension to estimate internal consistency (construct validity).
3. Cronbach's Alpha: it used to determine the reliability tools.
4. Standard deviation: it utilized to identify the extent of deviation trends (responses) for each statement.
5. Independent-Samples T test: it employed to compare between two independent groups and determine statistically significant differences.
6. One-way ANOVA: it used to demonstrate different results among multiple groups.

Chapter Four

Results of the Study

The purpose is to investigate the attitudes towards learning English among 10th graders attending public schools in Bethlehem District and to explore the relationship between these attitudes and their language speaking difficulties.

Table (4.1): a table demonstrating the degrees

Mean	degree
1.00- 2.23	Low
2.24-3.67	Medium
3.68-5.00	High

Data analysis:

Data was analyzed using SPSS Ver. 21; means, Std. deviations, frequencies, t-test, ANOVA test, and Tukey test were calculated in order to answer the research questions and to test the hypotheses of the study.

4.1 Findings Related to the First Question:

First Question: What are the attitudes of 10th graders in Bethlehem District towards learning English?

In response to this question, means and standard deviations were computed for the responses of the study sample on the attitudes, analyzed separately for each domain.

Table (A-4.2): Means and Std. deviations for the attitudes of 10th graders in Bethlehem District towards learning English arranged.

	Items	Mean	Std. Deviation	Percentage	Degree
13	I like to Learn English because it helps me while traveling	3.70	1.26	73.91%	high
6	I don't consider learning English as an important topic	3.68	1.42	73.55%	high
3	I feel unconfident when I use English	3.43	1.19	68.55%	medium
2	I don't like English classes	3.42	1.37	68.45%	medium
16	I prefer to read stories written in English	3.31	1.09	66.18%	medium
7	I'm convinced English is the most difficult language to learn	3.27	1.22	65.36%	medium
17	I await English classes	3.15	1.18	63.09%	medium
19	I feel excited when I have a presentation in English	3.03	1.21	60.55%	medium
18	I find happiness in communicating with my friends in English.	2.96	1.10	59.27%	medium
11	Learning English helps me to know about other cultures	2.93	1.20	58.55%	medium
20	I feel well when I have an English class	2.91	1.39	58.27%	medium

Table (B-4.2): Means and Std. deviations for the attitudes of 10th graders in Bethlehem District towards learning English arranged.

	Items	Mean	Std. Deviation	Percentage	Degree
5	I want to learn English just to pass the exams	2.84	1.41	56.82%	medium
1	English is one of my favorite subjects	2.81	1.45	56.18%	medium
4	I feel excited when I learn English	2.71	1.32	54.18%	medium
14	I believe that investing time in learning English is not worthwhile.	2.50	1.15	50.09%	medium
9	Learning English encourages me to communicate with others freely	2.48	1.12	49.64%	medium
8	Learning English providing me with the advantages of the modern technologies and internet	2.43	1.19	48.64%	medium
15	Learning English helps me in all aspects of my life	2.40	1.11	48.00%	medium
10	Mastering English helps me effectively operate computer programs	2.39	1.17	47.82%	medium
12	I enjoy watching movies that are shown in English.	2.37	1.10	47.36%	medium

The results show that item #13 was the most important item concerning the attitudes toward English language, which stated that "I like to Learn English because it helps me while traveling", with mean equal to (3.70). Then it followed by item #6 "I don't consider learning English as an important topic" with mean equal to (3.68), then comes item #3 "I feel unconfident when I use English", with mean equal to (3.43). Then followed by item #2 "I

don't like English classes" with mean equal to (3.42), followed by item #16 "I prefer to read stories written in English", with mean equal to (3.31).

4.2 Findings Related to the Second Question:

Second Question: Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of 10th graders in Bethlehem District towards learning English in the attitudes due to (gender and general academic average)?

To answer the previous question, the following hypotheses were tested;

The first hypotheses: There were no statistically significant differences in their means at a significance level ($\alpha \leq 0.05$) between the means of 10th graders in Bethlehem District towards learning English in the attitudes due to gender.

Table (4.3): results of (t-test) for the differences in their means at a significance level of ($\alpha \leq 0.05$) in the attitudes to learn English among 10th graders in Bethlehem District due to gender.

Gender	N	Mean	Std. Deviation	T	d.f.	Sig.
Male	91	3.03	0.51	2.525	218	0.013
Female	129	2.87	0.42			

The results show that there are significant differences in their means at a significance level of ($\alpha \leq 0.05$) in the attitudes to learn English among 10th graders at public schools in Bethlehem District due to gender..

(sig. = 0.013 < 0.05).

The differences were in favor of males with mean equal to (3.03), compared to (2.87) for females.

The second hypotheses: There were no statistically significant differences in their means at a significance level ($\alpha \leq 0.05$) between the means of 10th

graders in Bethlehem District towards learning English in the attitudes due to general academic average.

Table (4.4): results of (ANOVA) test for the differences in their means at a significance level of ($\alpha \leq 0.05$) in the attitudes to learn English among 10th graders at public schools in Bethlehem District due to general academic average.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.205	2	1.103	5.297	0.006
Within Groups	45.170	217	0.208		
Total	47.375	219			

The results show that there are significant differences in their means at a significance level of ($\alpha \leq 0.05$) in the attitudes to learn English among 10th graders due to general academic average in favor of high academic average. (sig.= 0.006<0.05).

Table (4.5): Tukey test for the differences significance level of ($\alpha \leq 0.05$) in the attitudes to learn English among 10th graders at public schools in Bethlehem District due to general academic average.

General academic average	less than 70	from 70-85	more than 85
less than 70		-0.207 *	-0.242 *
from 70-85			0.034
more than 85			

The differences in the attitudes were between students who have GAA (less than 70) and those who have GAA (70-85), and in favor to students who have GAA (70-85), which have more attitudes toward learning English language. Moreover, there were differences in the attitudes were between

students who have GAA (from 70-85) and those who have GAA (more than 85), and in favor to students who have GAA (more than 85), which have more attitudes toward learning English language.

Table (4.6): Means and Std. deviations for differences at a significance level of ($\alpha \leq 0.05$) in the attitudes to learn English among 10th graders at public schools in Bethlehem District due to general academic average.

General academic average	N	Mean	Std. Deviation
less than 70	64	2.78	0.37
from 70-85	106	2.99	0.49
more than 85	50	3.02	0.48

4.3 Findings Related to the Third Question:

Third Question: What are the speaking difficulties of 10th grade students in Bethlehem region?

Table (4.7): Means and Std. deviations for the English language speaking difficulties of 10th graders in Bethlehem District.

Variable	N	Mean	Std. Deviation	Degree	Percentage
English language speaking difficulties	220	2.82	0.79	medium	56.4%

The results show that the English language speaking difficulties of 10th graders in Bethlehem District were medium, with mean equal to (2.82).

Table (4.8):Means and Std. deviations for the English language speaking difficulties of 10thgraders in Bethlehem District towards learning English concerning psychological category arranged according to their importance.

	Items	Mean	Std. Deviation	Percentage	Degree
7	I'm frightened when I have an English exam.	2.99	1.43	59.7%	medium
2	I'm afraid of making mistakes.	2.89	1.56	57.7%	medium
1	I'm afraid of being criticized.	2.65	1.41	52.9%	medium
4	I find it's hard to speak out in front of class.	2.63	1.49	52.6%	medium
8	I feel uncomfortable when English class begins.	2.54	1.44	50.7%	medium
9	I get upset when I see publications in English.	2.42	1.44	48.5%	medium
3	I feel shyness when speak in English language.	2.32	1.31	46.4%	medium
5	I'm afraid of being mocked.	2.27	1.40	45.5%	medium
6	Attending an English class causes anxiety to me.	2.23	1.34	44.5%	low
	Total degree of psychological category	2.54	0.99	50.8%	medium

The results show that item #7 was the most important item of the psychological category, which stated that “I’m frightened when I have an English exam”, with mean equal to (2.99), then comes item #2 “I’m afraid of making mistakes”, with mean equal to (2.89), followed by item #1 “I’m afraid of being criticized”, with mean equal to (2.65). While the least important item was #6 “Attending an English class causes anxiety to me”, with mean equal to (2.23).

Table (4.9): Means and Std. deviations for the English language speaking difficulties of 10th graders in Bethlehem District towards learning English concerning instructor category arranged according to their importance

	Items	Mean	Std. Deviation	Percentage	Degree
3	The teachers employ their first language when addressing the class.	3.81	1.30	76.3%	high
4	In speaking activities, the teacher organizes pairs and groups for targeted students.	2.77	1.37	55.4%	medium
1	I get upset when English teacher talks with me	2.38	1.37	47.6%	medium
2	Teacher doesn't correct us while speaking	2.15	1.36	43.0%	low
	Total degree of instructor category	2.78	0.85	55.6%	medium

The results show that item #3 was the most important item of the instructor category, which stated that “The teachers employ their first language when addressing the class”, with mean equal to (3.81). Then comes item #4 “In speaking activities, the teacher organizes pairs and groups for targeted students.”, with mean equal to (2.77), followed by item #1 “I get upset when English teacher talks with me”, with mean equal to (2.38), then comes item #2 "Teacher doesn't correct us while speaking", with mean equal to (2.15).

Table (4.10): Means and Std. deviations for the English speaking difficulties of 10th graders in Bethlehem District towards learning English concerning Subject matter category according to their importance.

	Items	Mean	Std. Deviation	Percentage	Degree
6	I have difficulties in using correct word formation	3.52	1.37	70.4%	medium
2	I have difficulties in organizing my ideas	3.37	1.35	67.5%	medium
5	I feel that I don't have enough words to speak English	3.25	1.36	64.9%	medium
1	I can't express my ideas in English	3.14	1.39	62.7%	medium
4	I have difficulties in forming correct sentences while communicating with others	2.99	1.37	59.8%	medium
3	I can't speak about myself in English	2.45	1.37	48.9%	medium
	Total degree of subject matter category	3.12	0.99	62.4%	medium

The results show that item #6 was the most important item of the subject matter category, which stated that “I have difficulties in using correct word formation”, with mean equal to (3.52). Then comes item #2 “I have difficulties in organizing my ideas”, with mean equal to (3.37), followed by item #5 “I feel that I don't have enough words to speak English”, with mean equal to (3.25), then comes item #1 " I can't express my ideas in English ", with mean equal to (3.14).

Table (4.11): Means and Std. deviations for the English speaking difficulties of 10th graders in Bethlehem District towards learning English concerning daily life category arranged according to their importance.

	Items	Mean	Std. Deviation	Percentage	Degree
4	I have limited opportunities to converse with individuals fluent in English as their first language.	3.29	1.43	65.8%	medium
1	I find it difficult to find situations to speak English outside of school.	3.19	1.48	63.8%	medium
2	I have difficulty selecting the right words in group conversations.	3.19	1.40	63.7%	medium
3	Surrounding people criticize who speak English language	2.38	1.34	47.5%	medium
	Total degree of daily life category	3.01	1.00	60.2%	medium

The results show that item #4 was the most important item of the daily life category, which stated that “I have limited opportunities to converse with individuals fluent in English as their first language.” with mean equal to (3.29). Then comes item #1 "I find it difficult to find situations to speak English outside of school.", and item #2 "I have difficulty selecting the right words in group conversations.", with mean equal to (3.19) for each one of them.

4.4 Findings Related to the Fourth Question:

Fourth Question: Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of 10th graders in Bethlehem District towards learning

English in the speaking difficulties due to (gender and general academic average)?

To answer the question the following hypotheses were tested:

The third hypotheses: There were no statistically significant differences at a significance level ($\alpha \leq 0.05$) between the means of 10th graders in Bethlehem District towards learning English in their language speaking difficulties due to gender.

Table (4.12): results of (ANOVA) test for the differences in their means at a significance level ($\alpha \leq 0.05$) in the speaking difficulties among 10th graders at public schools in Bethlehem District due to gender.

Category	Gender	N	Mean	Std. Deviation	T	d.f.	Sig.
Psychological	Male	91	2.51	0.97	0.482	218	0.630
	Female	129	2.57	1.00			
Instructor	Male	91	2.84	0.90	0.948	219	0.344
	Female	129	2.73	0.82			
Subject matter	Male	91	3.04	1.03	0.956	220	0.340
	Female	129	3.17	0.96			
Daily life	Male	91	2.88	1.02	1.673	221	0.096
	Female	129	3.11	1.00			
Total degree of Speaking difficulties	Male	91	2.77	0.82	0.742	222	0.459
	Female	129	2.85	0.77			

The results indicate that there are no differences in the means at a significance level ($\alpha \leq 0.05$) for attitudes towards learning English among 10th graders at public schools in Bethlehem District based on gender.

(sig, 0.459 > 0.05)

The fourth hypothesis: There were no statistically significant differences at a significance level ($\alpha \leq 0.05$) between the means of 10th grade students in Bethlehem District towards learning English in their language speaking difficulties due to general academic average.

Table (4.13): results for the differences in their means at a significance level ($\alpha \leq 0.05$) in speaking difficulties among 10th graders in Bethlehem District due to general academic average.

Category		Sum of Squares	df	Mean Square	F	Sig.
Psychological	Between Groups	40.492	2	20.246	25.326	0.000 *
	Within Groups	173.469	217	0.799		
	Total	213.961	219			
Instructor	Between Groups	11.377	2	5.689	8.319	0.000 *
	Within Groups	148.383	217	0.684		
	Total	159.760	219			
Subject matter	Between Groups	33.848	2	16.924	20.281	0.000 *
	Within Groups	181.079	217	0.834		
	Total	214.927	219			
Daily life	Between Groups	10.921	2	5.460	5.581	0.004 *
	Within Groups	212.301	217	0.978		
	Total	223.222	219			
Total degree of Speaking difficulties	Between Groups	26.360	2	13.180	26.041	0.000 *
	Within Groups	109.825	217	0.506		
	Total	136.185	219			

* Significant at ($\alpha \leq 0.05$)

The results show that there were differences at a significance level ($\alpha \leq 0.05$) between the means of the 10th graders in Bethlehem District in speaking

difficulties due to general academic average in favor of low academic average.

Table (4.14):Tukey test for the differences in their means at a significance level ($\alpha \leq 0.05$) in speaking difficulties among 10th graders at public schools in Bethlehem District due to general academic average.

Categories	General academic average	less than 70	from 70-85	more than 85
Psychological	less than 70		0.549*	1.201*
	from 70-85			0.651*
	more than 85			
Instructor	less than 70		0.435*	0.586*
	from 70-85			0.151
	more than 85			
Subject matter	less than 70		0.524*	1.096*
	from 70-85			0.573*
	more than 85			
Daily life	less than 70		0.334	0.618*
	from 70-85			0.284
	more than 85			
Total degree of Speaking difficulties	less than 70		0.485*	0.965*
	from 70-85			0.480*
	more than 85			

The differences in the psychological category were between students who have GAA (less than 70) and those who have GAA (70-85), and in favor to students who have GAA (less than 70), which have speaking difficulties of English language. In addition, there were differences between students who have GAA (less than 70) and those who have GAA (more than 85), and in favor to students who have GAA (less than 70), which have more speaking

difficulties of English language. Moreover, there were differences between students who have GAA (70-85) and those who have GAA (more than 85), and in favor to students who have GAA (70-85), which have more speaking difficulties of English language.

The differences in the instructor category were between students who have GAA (less than 70) and those who have GAA (70-85), and in favor to students who have GAA (less than 70), which have more speaking difficulties of English language. Furthermore, there were differences between students who have GAA (less than 70) and those who have GAA (more than 85), and in favor to students who have GAA (less than 70), which have more speaking difficulties of English language.

The differences in the subject matter category were between students who have GAA (less than 70) and those who have GAA (70-85), and in favor to students who have GAA (less than 70), which have more speaking difficulties of English language. Also there were differences between students who have GAA (less than 70) and those who have GAA (more than 85), and in favor to students who have GAA (less than 70), which have more speaking difficulties of English language. There were differences between students who have GAA (70-85) and those who have GAA (more than 85), and in favor to students who have GAA (70-85), which have more speaking difficulties of English language.

Moreover, the differences in the daily life category were between students who have GAA (less than 70) and those who have GAA (more than 85), and in favor to students who have GAA (less than 70), which have more speaking difficulties of English language.

In addition, The differences in the overall extent of Speaking difficulties were between students who have GAA (less than 70) and those who have

GAA (70-85), and in favor to students who have GAA (less than 70), which have more speaking difficulties of English language. Also, there were differences between students who have GAA (less than 70) and those who have GAA (more than 85), and in favor to students who have GAA (less than 70), which have more speaking difficulties of English language. Moreover, there were differences between students who have GAA (70-85) and those who have GAA (more than 85), and in favor to students who have GAA (70-85) which have more speaking difficulties of English language.

Table (4.15): Means and Std. deviations for differences in their means at a significance level ($\alpha \leq 0.05$) in speaking difficulties among 10th graders at public schools in Bethlehem District due to general academic average.

Category	GAA	N	Mean	Std. Deviation
Psychological	less than 70	64	3.09	0.94
	from 70-85	106	2.54	0.94
	more than 85	50	1.88	0.71
Instructor	less than 70	64	3.12	0.96
	from 70-85	106	2.69	0.76
	more than 85	50	2.54	0.77
Subject matter	less than 70	64	3.62	0.85
	from 70-85	106	3.10	0.98
	more than 85	50	2.52	0.83
Daily life	less than 70	64	3.31	0.92
	from 70-85	106	2.98	1.07
	more than 85	50	2.70	0.88
Total degree of Speaking difficulties	less than 70	64	3.27	0.73
	from 70-85	106	2.79	0.74
	more than 85	50	2.31	0.63

4.5 Findings Related to the Fifth Question:

Fifth Question: Is there correlation between 10th grades' attitudes towards English language and their speaking difficulties?

The fifth hypothesis: There was no correlation in their means at a significance level ($\alpha \leq 0.05$) between the means of 10th graders in Bethlehem District towards learning English in attitudes to learn English and language speaking difficulties.

Table (4.16): Pearson correlation between attitudes to English and speaking difficulties among 10th grade students in Bethlehem region.

Items	N	Pearson correlation	Sig.
attitudes to learn English * language speaking difficulties	220	-0.501 **	0.000

The results show that there is a negative correlation at the ($\alpha \leq 0.05$) between attitudes towards English and language speaking difficulties among 10th graders in Bethlehem District. (sig.= 0.000 < 0.05).

Chapter Five

Findings, Recommendations and Conclusion

5.1 Introduction

This chapter analyzes and summarizes the results of the study regarding attitudes towards learning English among 10th graders at public schools in Bethlehem District and their relationship with language speaking difficulties. The findings of the study's questions are presented and explained, followed by proposals for future research. Additionally, the study's conclusions inform the recommendations.

5.2 Review of the findings

5.2.1 Review of the findings related to the first question:

First question: What are the attitudes of 10th graders in Bethlehem District towards learning English?

The results show that attitudes towards English were medium. The findings revealed that students have negative attitudes toward learning English across psychological, subject matter, daily life, and instructor factors. For example, In psychological category most of students in

governmental schools in Palestine feel excited about learning English due to an interest in English-speaking cultures, such as enjoying English literature or wanting to travel to English-speaking countries, or feel anxious about speaking in front of others, such as during classroom presentations or in social settings.

5.2.2 Review of the findings related to the second question:

Second Question: Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of 10th graders in Bethlehem District towards learning English in the attitudes due to (gender and general academic average)?

The results reveal differences in the mean scores at a significance 0.05 for attitudes towards learning English among 10th-grade students at public schools in Bethlehem region based on gender (sig.= 0.013 < 0.05).

The differences were in favor of males with mean equal to (3.03), compared to (2.87) for females. This means that males have a higher positive attitude toward learning English language than females.

There are differences in their arithmetic averages at a significance level in the attitudes to learn English among 10th grade students due to general academic average in favor of high academic average. (sig.= 0.006 < 0.05). The results indicates that students who have higher general academic average have more attitudes toward learning English language than students with lower general academic average. The researcher believes that the relationship between the students' attitudes toward learning English and their academic success is clear that there is a negative and moderately significant relationship between these two aspects. Therefore, the more positive attitudes students have, the more successful they become. For example, students who view learning as enjoyable and rewarding are more likely to achieve high grades, and those who are curious and motivated often excel in their studies and participate actively in class discussions.

5.2.3 Review of the findings related to the third question.

Third Question: What are the speaking difficulties of 10th graders in Bethlehem District?

In the study conducted on speaking difficulties faced by students in public schools in Bethlehem District, several key findings emerged. Speaking difficulties were medium. The researcher identified that students encounter challenges across various speaking activities, with notable difficulty reported in instances where instructors use their native language during class. Specifically, the item concerning the instructor category, where teachers resort to their mother tongue during instruction, received the highest mean average score of 3.81, indicating significant difficulty. Conversely, the item 'Teacher doesn't correct us while speaking' received the lowest mean average score of 2.17, suggesting relatively lesser difficulty. Further analysis revealed that speaking difficulties were categorized by students into four main elements: subject matter category, daily life category, psychological category, and instructor category. Notably, the foremost reason identified for speaking weakness was the use of the teacher's native language during English classes, indicating a lack of encouragement from teachers to engage in speaking activities in the foreign language. For instance, teachers might explain grammar rules or provide instructions in their native language rather than English, and students might discuss assignments or ask questions in the native language instead of practicing English conversation.

5.2.4 Review of the findings related to the hypothesis of the four question.

Fourth Question: Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of 10th graders in Bethlehem District towards learning English in the speaking difficulties due to (gender and general academic average)?

To answer the previous question, the following hypotheses were tested;

The third hypothesis: There were no statistically significant differences at a significance level ($\alpha \leq 0.05$) between the means of 10th graders in Bethlehem District towards learning English in their language speaking difficulties due to gender.

The findings indicate that there are no differences at a significance level ($\alpha \leq 0.05$) in speaking difficulties among 10th graders at public schools in Bethlehem District due to gender. (sig, 0.459 > 0.05). That means that both males and females have speaking difficulties in public schools, which related to many factors such as psychological, subject matter, instructor and daily life categories.

The fourth hypothesis: There were no statistically significant differences at a significance level ($\alpha \leq 0.05$) between the means of 10th grade students in Bethlehem District towards learning English in their language speaking difficulties due to general academic average.

The findings of (ANOVA) test show that there were significant differences at a significance level ($\alpha \leq 0.05$) in speaking difficulties among 10th graders at public schools in Bethlehem District due to general academic average in favor of students with low academic average.

Results reveal that students with low academic average have more difficulties than students who have a high academic average. That is to say, the high academic success students have the less speaking difficulties they have. Additionally, fewer speaking difficulties often lead to greater academic success. That is what motivates students to speak and learn English language about what the grades they have.

5.2.5 Review of the findings related to the fifth question.

Fifth Question: Is there a correlation between the means of 10th graders' attitudes to learn English and their language speaking difficulties?

Fifth hypothesis: There was no correlation in their means at a significance level ($\alpha \leq 0.05$) between the means of 10th graders in

Bethlehem District towards learning English in attitudes to learn English and language speaking difficulties.

The results show that there is a negative correlation at a significance level ($\alpha \leq 0.05$) between the means of 10th graders in Bethlehem District in the attitudes towards English and language speaking difficulties. (sig.= 0.000 <0.05)

These findings revealed that students have negative attitudes toward learning English across speaking difficulties. Based on these findings, the researcher suggests that students experiencing speaking difficulties may harbor negative attitudes toward learning English. Consequently, it is crucial for teachers to address these difficulties effectively.

5.3 Conclusion

As the findings show a negative relationship between student's attitudes to learn English language and it's relation to their speaking difficulties, it is necessary for both teachers and students to focus on conversations and speaking activities. Students should listen continuously to clips in English and watch films as they prefer and that shows at the results of the study. Absolutely, actively engaging in reading aloud and conversing with others in the target language are excellent ways to enhance language proficiency. Moreover, possessing strong listening skills is vital as it directly contributes to effective communication, particularly when the student comprehends the conversation's content and vocabulary. Additionally, Teachers play a crucial role in reducing speaking difficulties among students learning a foreign language. By creating an immersive and supportive classroom environment, teachers can encourage students to practice speaking the target language regularly. This can be achieved by consistently using the foreign language for instructions, explanations, and interactions, thereby setting a strong example for students. Additionally, incorporating a variety of speaking activities, such as group discussions, debates, and presentations, can help students build confidence and improve their speaking skills. Providing constructive feedback and positive reinforcement can further motivate

students to engage more actively in speaking exercises. Teachers can also create opportunities for students to use the language in real-life contexts, such as language exchange programs or interactions with native speakers. By adopting these strategies, teachers can significantly mitigate speaking difficulties and enhance students' overall proficiency in the foreign language.

5.4 Recommendations:

These recommendations offer valuable insights for enhancing language learning and teaching practices. Here's a refined version for clarity:

1. Educational division should prioritize revising school curricula to emphasize speaking activities, thereby fostering improved language proficiency among students.
2. It is recommended that second language teachers refrain from using their native language during English classes and actively encourage all students to participate in speaking activities. This approach can significantly motivate students to engage with the English language and cultivate a genuine interest in language learning.
3. Teachers are encouraged to undergo extensive training sessions focused on effective strategies for teaching speaking skills. Equipping educators with the necessary tools and techniques can enhance their ability to facilitate meaningful language learning experiences for students.
4. Teachers should explore diverse and engaging methods beyond traditional textbooks and classroom settings to help students comprehend the language. Incorporating activities such as reading stories, watching English-language movies, listening to music, and engaging in conversations can enrich students' language learning experiences.
5. To foster a positive learning environment, teachers should strive to create engaging and interactive speaking experiences that captivate students' interest and enthusiasm for the language.
6. Curriculum designers are advised to integrate interactive speaking exercises into early childhood education to familiarize students with speaking the language from a young age. This proactive approach can mitigate potential difficulties students may encounter in speaking the language later on.

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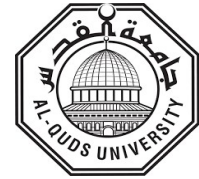
<https://dictionary.cambridge.org/dictionary/english-arabic/inhibition>

Appendices

Appendix 1 : Attitudes towards Learn English questionnaire

Al-Quds University

Faculty of Graduate Studies



Dear student,

The researcher will conduct a study entitled “**Attitudes of 10th graders’ towards Learning English at governmental Schools in Bethlehem District and its Relation to their Language Speaking Difficulties**” 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

Manar Maher Alwahsh

Section one: General Information

Gender: Male Female

General academic average for first semester: Less than 70 70-85

More than 85

Section 2: Attitudes to learn English

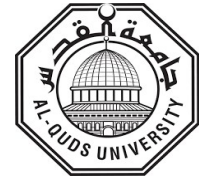
Item No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	English is one of my favorite subjects.					
2.	I don't like English classes.					
3.	I feel unconfident when I use English.					
4.	I feel excited when I learn English.					
5.	I want to learn English just to pass the exams.					
6.	I don't consider learning English as an important topic.					
7.	I'm convinced English is the most difficult language to learn.					
8.	Learning English providing me with the advantages of the modern technologies and internet.					
9.	Learning English encourages me to communicate with others freely.					
10.	Mastering English helps me effectively operate computer programs.					
11.	Learning English helps me to know about other cultures.					
12.	I enjoy watching movies that are shown in English.					
13.	I like to Learn English because it helps me while traveling.					
14.	I believe that					

	investing time in learning English is not worthwhile.					
15.	Learning English helps me in all aspects of my life.					
16.	I prefer to read stories written in English.					
17.	I eagerly wait English language classes.					
18.	I find happiness in communicating with my friends in English.					
19.	I feel excited when I have a presentation in English.					
20.	I feel well when I have an English class.					

Appendix 2: English language speaking difficulties questionnaire

Al-Quds University

Faculty of Graduate Studies



Dear student,

The researcher will undertake a study titled “**Attitudes of 10th graders’ towards Learning English at Public Schools in Bethlehem Region and its Relation to their Language Speaking Difficulties**” This research has been conducted to fulfill the requirements of the Master's Degree in the Teaching Methods Program. I kindly request that you indicate your response by placing a checkmark (✓) next to the option that best reflects your situation. Please be assured that the information provided will be used solely for scientific purposes, and your responses will be treated with confidentiality.

The researcher Manar Maher Alwahsh

Section 1: General Information

Gender: Male Female

General academic average for first semester: Less than 70 70-85

More than 85

Section 2: Speaking difficulties

Psychological category						
Item No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly agree
1.	I'm afraid of being criticized.					
2.	I'm afraid of making mistakes.					
3.	I feel shyness when speak in English.					
4.	I find it's hard to speak out in front of class.					
5.	I'm afraid of being mocked.					
6.	Attending an English class causes anxiety to me.					
7.	I'm frightened when I have an English exam.					
8.	I feel uncomfortable when English class begins.					
9.	I get upset when I see publications in English.					
Instructor Category						
Item No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly agree
1.	I get upset when English teacher talks with me.					

2.	Teacher doesn't correct us while speaking.					
3.	The teachers employ their first language when addressing the class.					
4.	In speaking activities, the teacher organizes pairs and groups for targeted students.					

Subject matter category

Item No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly agree
1.	I can't express my ideas in English.					
2.	I have difficulties in organizing my ideas.					
3.	I can't speak about myself in English.					
4.	I have difficulties in forming correct sentences while communicating with others.					
5.	I feel that I don't have enough words to speak English.					
6.	I have difficulties in using correct word formation					

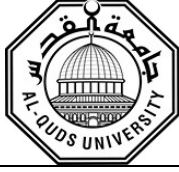
Daily life Category

Item No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly agree
1.	I find it difficult to find situations to speak English outside of school.					
2.	I have difficulty selecting the right					

	words in group conversations.					
3.	Surrounding people criticize who speak English language.					
4.	I have limited opportunities to converse with individuals fluent in English as their first language.					

Appendix 3: Attitudes towards learn English questionnaire (Arabic version)

عمادة الدراسات العليا
جامعة القدس



استبانة

عزيزي الطالب/ة المُهذَّب/ة

تحية طيبة وبعد:

تجري الباحثة دراسة عنوانها "اتجاهات طلبة الصف العاشر في محافظة بيت لحم نحو تعلم اللغة الانجليزية وعلاقتها بصعوبات المحادثة"، بوصفها متطلباً مستكماً للحصول على درجة الماجستير في أساليب التدريس من جامعة القدس. يرجى من حضرتك التعاون في استكمال البيانات من خلال الإجابة عن جميع فقرات الاستبيان، علماً بأن إجاباتك ستستخدم لغايات البحث العلمي فقط.

شكراً لكم على حسن تعاونكم

الطالبة: منار ماهر الوحش

القسم الأول:

معلومات الطالب: ضع إشارة (√) في المكان المناسب لوضعك.

الجنس: ذكر أنثى

المعدل الدراسي في الفصل الدراسي الاول: أقل من 70 70 - 85 أعلى من 85

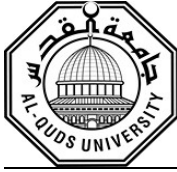
القسم الثاني: اتجاهات الطلبة لتعلم اللغة الإنجليزية.

ضع إشارة (√) في المكان المناسب لوضعك.

الرقم	الفقرة	موافق	موافق بشدة	محايد	معارض	معارض بشدة
1.	اللغة الإنجليزية من المواضيع المفضلة بالنسبة لي.					
2.	لا أحب حصص اللغة الإنجليزية.					
3.	أشعر بعدم الثقة عند استخدام اللغة الإنجليزية.					
4.	أستمتع بتعلم اللغة الإنجليزية.					
5.	أريد ان اتعلم اللغة الإنجليزية فقط من اجل النجاح في الاختبارات.					
6.	تعلم اللغة الإنجليزية غير مهم بالنسبة لي.					
7.	أجزم بان اللغة الإنجليزية من اصعب اللغات.					
8.	تعلم اللغة الإنجليزية يساعدني على التعامل مع التكنولوجيا الحديثة.					
9.	تعلم اللغة الإنجليزية يشجعني على التواصل مع الاخرين بسهولة.					
10.	تعلم اللغة الإنجليزية يساعدني في الاطلاع على الثقافات الأخرى.					
11.	افضل مشاهدة أفلام باللغة الإنجليزية.					
12.	تعلم اللغة الانجليزية يساعدني أثناء السفر.					
13.	تعلم اللغة الإنجليزية هدر للوقت.					
14.	إتقان اللغة الإنجليزية يساعدني في الاطلاع على الإعلام الغربي.					
15.	تعلم اللغة الإنجليزية يساعدني في مختلف مجالات الحياة.					
16.	افضل قراءة القصص المكتوبة باللغة الإنجليزية.					

					17. انتظر حصص اللغة الإنجليزية بحماس شديد.
					18. أشعر بسعادة عند التحدث باللغة الإنجليزية مع زملائي.
					19. استمتع عند تقديم عرض باللغة الإنجليزية.
					20. أشعر بالراحة خلال حصة اللغة الإنجليزية.

Appendix 4: English language speaking difficulties questionnaire (Arabic version)



عمادة الدراسات العليا
جامعة القدس

استبانة

عزيزي الطالب/ة المُهذَّب/ة
تحية طيبة وبعد:

تجري الباحثة دراسة عنوانها "اتجاهات طلبة الصف العاشر في محافظة بيت لحم نحو تعلم اللغة الانجليزية وعلاقتها بصعوبات المحادثة"، بوصفها متطلباً مستكماً للحصول على درجة الماجستير في أساليب التدريس من جامعة القدس. يرجى من حضرتك التعاون في استكمال البيانات من خلال الإجابة عن جميع فقرات الاستبيان، علماً بأن إجاباتك ستستخدم لغايات البحث العلمي فقط.

شكراً لكم على حسن تعاونكم

الطالبة: منار ماهر الوحش

القسم الأول:

معلومات الطالب: ضع إشارة (√) في المكان المناسب لوضعك.

الجنس: ذكر أنثى

المعدل الدراسي في الفصل الأول: أقل من 70 70 – 85 أعلى من 85

القسم الثاني: صعوبات المحادثة باللغة الإنجليزية.

ضع إشارة (√) في المكان المناسب لوضعك.

الرقم	الفقرة	موافق	موافق بشدة	محايد	معارض	معارض بشدة
1.	أشعر بالخوف من انتقادات الطلبة عند تحدثي باللغة الإنجليزية.					
2.	اتجنب التحدث باللغة الإنجليزية خوفاً من ارتكاب الأخطاء .					
3.	أشعر بالخجل عند التحدث باللغة الإنجليزية.					
4.	لا أستطيع الوقوف و التحدث امام زملائي باللغة الإنجليزية.					
5.	اتجنب الحديث باللغة الإنجليزية خوفاً من سخرية زملائي.					
6.	حضور حصص اللغة الإنجليزية يشعرني بالقلق .					
7.	ارتعد من الخوف عند تقديم امتحانات اللغة الإنجليزية.					
8.	اشعر بعدم الراحة عندما تبدأ حصة اللغة الإنجليزية.					
9.	اشعر بالانزعاج عند رؤيتي لمنشورات باللغة الإنجليزية.					
10.	أشعر بالانزعاج عندما تتحدث معلمة اللغة الإنجليزية معي.					
11.	لا تصح المعلمة أخطائنا اللغوية عند التحدث باللغة الإنجليزية.					

الرقم	الفقرة	موافق	موافق بشدة	محايد	معارض	معارض بشدة
12.	تستخدم المعلم/ة اللغة العربية اثناء حصة اللغة الإنجليزية.					
13.	لا تقوم المعلم/ة بإشراك جميع طلبة الصف في أنشطة المحادثة.					
14.	لا استطيع التعبير عن أفكارى بسهولة.					
15.	لدى صعوبة في تنظيم افكاري في اللغة الإنجليزية.					
16.	لا استطيع التحدث عن نفسي باللغة الإنجليزية.					
17.	ليس لدى القدرة على تكوين جمل صحيحة اثناء تواصلى مع الاخرين باللغة الإنجليزية.					
18.	اجد صعوبة في استخدام التكوين الصحيح للكلمات اثناء التحدث باللغة الانجليزية.					
19.	اشعر بان ليس لدى مخزون كافٍ من مفردات اللغة الإنجليزية.					
20.	ليس لدي أي فرصة للتحدث باللغة الإنجليزية خارج غرفة الصف.					
21.	لدى صعوبة في إيجاد الكلمات المناسبة اثناء التحدث مع الاخرين.					
22.	اتعرض للانتقاد من قبل المجتمع اثناء تحدثي باللغة الإنجليزية.					
23.	لا اجد فرصة للتواصل مع اشخاص متحدثين للغة الانجليزية الام (الأجانب).					

Appendix (5): List of arbitrators

N.	Name	Workplace
1.	Dr. Nabil Jondi	Hebron University
2.	T. Ibrahim Sbaih	Bethlehem Governorate(Retired teacher)
3.	T. Kamel Dannoun	Bethlehem Governorate
4.	T. Mahmoud Abu shaera	Alquds university
5.	T.YousefQaraqe	Alquds university

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

Al-Quds University
Faculty of Educational Sciences



جامعة القدس
كلية العلوم التربوية

التاريخ: 2024/2/25م

حضرة مدير التربية والتعليم – بيت لحم / المحترم

الموضوع : تسهيل مهمة

تحية طيبة وبعد،،

تقوم الطالبة منار ماهر حسن الوحش ورقمها الجامعي (22110119) بإجراء دراسة بعنوان

Attitudes of 10th graders' towards learning English at governmental Schools in
Bethlehem and its Relation to their language speaking Difficulties

لذا نرجو من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه، وذلك لتطبيق الدراسة خلال الفصل
الدراسي الحالي.

شاكرين لكم حسن تعاونكم

د. إبراهيم عرمان
منسق برنامج ماجستير أساليب التدريس



برنامج أساليب التدريس
Teaching Methods Program



نسخة/د.ع
نسخة/الملف

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