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Communication Apprehension Among An- Najah National University Students
القلق في التواصل عند طلبة جامعة النجاح الوطنية أثناء تعلمهم اللغة الإنجليزية

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Abstract

The primary purpose of this paper is to investigate the factors which lead to communication apprehension (CA) in the EFL classroom. The relative importance of a number of sources (psychological, instructional, and socio-cultural) has been investigated by means of a questionnaire. The sample of the study consisted of (209) non-English major EFL students at An-Najah University in Palestine. The findings of the study revealed that most students had either fear, or uneasiness about their learning experience which has hindered the language learning process. The paper concludes with a number of suggestions on how to reduce communication apprehension for future application in the teaching of English to non-English majors.

الملخص

الهدف الرئيس لهذه الدراسة هو فحص العوامل التي تؤدي إلى القلق في التواصل في غرفة الصف عند تعلم اللغة الإنجليزية كلغة أجنبية. استخدمت الاستبانة لفحص الأهمية النسبية لعدد من مصادر القلق (النفسية والتعليمية والاجتماعية-الثقافية). تكونت العينة من (٢٠٩) من الطلبة الذين يدرسون اللغة الإنجليزية كلغة أجنبية من غير المتخصصين في اللغة الإنجليزية في جامعة النجاح الوطنية في فلسطين. وأظهرت النتائج أن لدى معظم الطلبة خوف أو عدم ارتياح فيما يتعلق بتجربتهم التعلمية أدى إلى إعاقة عملية تعلم اللغة، وخلصت الدراسة إلى عدد من المقترحات حول طرق تقليص هذا القلق في التواصل للاستخدام المستقبلي في تعليم اللغة الإنجليزية لغير المتخصصين.

Introduction

Communication apprehension (CA) has been defined as an "individual level of fear or anxiety associated with real or anticipated communication with another person or persons" (McCroskey,1977). A certain degree of CA is inevitable although it varies from person to person. A high level of CA may hinder learning of a second language. It may cause fear or unwillingness to communicate with others in that language. According to Brown (1993), "anxiety is associated with feelings of uneasiness, frustration, self doubt, apprehension and worry". It also plays an important role in EFL learning because it can be positive or negative according to how greatly it is felt by the learner. There are many factors that affect the students' learning, especially non-English majors who study English as a required course for future educational and professional needs.

Friedman (1980) revealed the causes of CA. He argued that when the ability and desire to participate in discussion are present, but the process of verbalizing is inhibited, shyness or reticence occurs. The degree of shyness varies from individual to individual. The common participant structure of the classroom require students to take part in class discussions, speak audibly and voluntarily, discuss, share in the class through asking and answering questions. Rivera (1994) found that professor's performance, students' apprehension in the EFL classroom, attitude towards classmates, and the educational resources used in class affected the attitude of students toward the English class. This paper focuses mainly on investigating the factors that lead to CA among non-English major EFL students at An-Najah University, which may impede them in learning the English language.

The researcher classified the factors that lead to CA inside the EFL classroom into three categories : (1) psychological factors which include emotion, self-esteem, anxiety, attitude, fear and motivation, (2) instructional factors which include goals, teacher, method, text, time, intensity and means of evaluation, and (3) sociocultural factors which include acculturation, social distance, second versus foreign language learning and culturally accepted thought.

While University English teachers cannot completely eliminate CA, it is hoped that they can learn how to modify their teaching techniques in order to lessen the undesirable effects of CA in the EFL classroom.

Background and Literature Review

The English Department at An-Najah National University offers University E l0l03 as a requirement for all university students regardless of their specialization or level of study. Some of the general objectives of this course are to improve the students' oral English skills through meaningful communication activities: listening, speaking, reading , and writing. This course also aims at helping students in their academic study of other courses and possibly in helping them in their personal lives as well.

English teachers usually complain about the level of students' participation and their interaction in the EFL classroom. They expect their students to take part in class discussions, speak audibly, ask and answer questions and read. Some non- English major ESL students are shy, afraid to lose face in front of their peers, unwilling to participate unless they are encouraged, silent unless they are called upon to participate, anxious or unmotivated. Therefore, they fail to achieve the course objectives.

Communication apprehension (CA) is a pattern of anxiety which can affect the students' oral communication and thus the students' achievement. In university education, many foreign language students' language anxiety is heightened due to self-expectation, poor preparation, teachers' evaluation and peers' reactions. According to Scovel (1991), anxiety is defined as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening. He added that a lot of anxiety may result in a poor performance. Horwitz et al. (1986) argued that communication apprehension is a type of shyness characterized by fear of or anxiety about communication with people. According to this definition, there are many forms of CA and that fear of oral communication is not limited to a certain age or level of study. It is linked to interaction among people in different settings.

A number of studies showed the causes of CA in EFL classroom. Price (1991) investigated the causes of anxiety in foreign language classrooms. He found that for EFL learners, speaking English in the classroom is the main cause of anxiety. He suggested that teachers could reduce students' anxiety by encouraging them to speak in class even if they make mistakes in the class since the classroom is a place for learning and communication. However, Tunaboylu (1993) stated that there are many reasons why students tend to be silent listeners rather than active speakers in oral English classes. The most important reason is

the psychological pressure of making mistakes in the presence of their classmates and the second reason is their poor vocabulary. CA is based on students' fear of poor communication and negative evaluation. Burrill (1985) argued that the students' reasons for speaking in a fading or low-volume voice may be linguistic, cultural or personal. She added that a subdued voice is a characteristic of female speakers and both males and females in an EFL classroom may speak in a soft voice to show respect to a person of authority in their culture. Students who are shy or insecure about their English abilities will often speak in a subdued voice. According to Johnson and Faunce (1973), females expressed greater anxiety about speaking in front of the class. On the contrary, Mukattash (1980) found in his studies that the level of females' attitude and motivation toward English was significantly higher than those of males. Fear of communicating in the EFL classroom is reflected in the students' attitudes. Rivers (1981) argued that the student must have the desire to communicate. Students who find their teacher unsympathetic and their classmates uncongenial may well feel that what they would like to say may be of little interest. Others may be very conscious of their limitations in the new language and feel that by expressing themselves in it, they are laying themselves open to censure or ridicule. For many reasons like these, students may prefer to remain silent. Glaser (1981) introduced a Negative Cognitive Appraisal Model. The Model assumed that since the quiet child was criticized for his or her early language performance, he or she would avoid negative reactions by keeping quiet. Hammerly (1982) found that the pressures to produce appropriate responses, the fear of ridicule etc. cause many older learners to have such a degree of anxiety that interferes with learning.

Oral communication skills are essential for success in all study areas and CA has negative effects on classroom participation and academic success since teachers reward students who take part in classroom discussion by awarding them good marks for classroom participation. Omaggio-Hadley (1993) found that evaluation is another source of uncertainty and tension that can affect students in communicative language learning. Larsen-Freeman and Long (1991) found that communicative language situation can be influenced by evaluation that leads to uncertainty and anxiety.

According to Brown and Gonzo (1995), anxiety is related to competitiveness. It arises when the learner perceives him/herself as lacking this quality (competitiveness). Ericson and Gardner (1992) stated that high school seniors with high CA were less likely

to attend college than the low CA students. They found that high CA had negative impact on both academic achievement and retention.

Maclntyre and Gardner (1991) reported that while communication apprehension may exist outside of the classroom, inside the classroom there are other types of anxiety: the worries about being evaluated and the worries of looking foolish in front of peers (social anxiety).

Fear of speaking English in class may happen in a person's native language or in a foreign language. McCroskey et al. (1999) examined levels of CA among Japanese students in native and second language (English). The results indicated that Japanese students have high CA in both languages. According to Lucas (1984)… "If international students are apprehensive about speaking their own languages, their fear of communicating in English must be tenfold".

Motivation is an influential factor in second language learning. Stevens (1989) mentioned that the computer offered the advantage of creating a non-threatening environment. He argued that the use of the computer facilitates communication. Gardner and Lambert (1972) conducted an extensive study which demonstrated that motivation plays a crucial role in language achievement. Hilsdon (1997) stated that teachers commonly use nominalization in order to focus attention, and select an individual. The teacher must be aware of the needs of the students. Hubbard (1975) discussed the interaction between the teacher and students and proposed that preparation for second language should include a program in teacher-learner relations. Thus, a warm and sympathetic atmosphere can lessen the student's fear and tension. The teacher should seek to facilitate the language learning process instead of complicating it. Izzo (1981) wrote that in order to avoid boredom, the teacher should have a variety of teaching techniques. The students' motivation affects their achievement in the foreign language. Harmer (1983) added that if the students find the methods the teacher uses boring, they will lose motivation and have a negative attitude towards learning. He added that the community in which the learner lives affects foreign language learning. He argued that no matter how bad the conditions were, teachers could create an atmosphere of acceptance and security. Krashen (1982) stated that "a low affective filter corresponds to high motivation, self confidence, and a lack of anxiety."

Izzo (1981) indicated that "learners are influenced by the setting in which they learn a language and by the teacher who teaches them. These situational variables influence their feelings and attitudes toward the foreign language and the extent to which they become proficient in it". She added that foreign language teachers should reduce students' anxiety by creating an atmosphere of acceptance and security. She wrote that the size of the class is an important factor since it affects the language achievement. The importance of the size of the classrooms is demonstrated by Sabandar (1989) who wrote that teachers in the university have complained about large classes and they found it impossible to reconcile the achievement of the university's objectives with the actual classroom situation. At the university level, overcrowded classes reduce teachers' attention toward their students and thus lead to declining achievement since the development of the speaking skill is affected.

Tushyeh (1985) conducted an empirical research that focused on the attitudes of An-Najah University students toward learning English. Results indicated positive attitudes toward learning English. However, students showed negative attitudes toward the English teaching situation at their department.

Strevens (1978) and Izzo (1981) stressed the importance of time in determining foreign language proficiency and achievement. Mutawa' and Kailani (1989) claimed that the success in learning a foreign language depends on the hours allocated to language teaching.

The students' culture and society affect their performance in EFL classroom. Strevens (1978) indicated that one of the most important conditions for success in a foreign language is the community. For many learners of English, aspects of their culture drastically influence their overall communicative English proficiency. If they do not have freedom in the classroom because of the effect of their culture, they will be shy, quiet, and reluctant to react positively in the class. According to Oller and Richards (1973), learners who have a negative attitude toward the culture and the speakers of the target language will be demotivated and unwilling to learn the language. Littlewood (1984) argued that "when we try to adopt new speech patterns, we are to some extent giving up markers of our identity in order to adopt those of another cultural group and accepting another culture's ways of perceiving the world. If we are agreed to this process it can enrich and liberate us; if not,

it can be a source of resentment and insecurity." Zughoul and Taminian (1984) conducted a study which indicated that there was still a strong feeling that English constituted a threat to Arab identity and had been imposed upon the Arab people as the language of administration and education. Their study showed that university students preferred their own language as a medium of instruction.

Chen (1985) found actual hostility and fear toward learning English in her research, with some students responding that they hate English and are afraid of it. However, Liu and Littlewood (1997) have conducted two large scale surveys at the university of Hong Kong. It appeared that students gave no evidence of reluctance; on the contrary, they expressed a liking for communicative work at school and a preference for university classes in which students do most of the talking.

Brown (1993) stated that too much anxiety makes language learning more difficult while McCrosky (1977) reported that some apprehension is normal and desirable.

Based on the previous resources, the researcher can conclude that communication apprehension (CA) has been studied from many perspectives. A number of studies have shown the causes of CA which can hinder the language learning process. Some of the causes are associated with psychological, instructional or socio-cultural factors. The review above discussed many variables and the different attitudes of students towards speaking English in the EFL classroom. Some of the variables examined in the literature were students' gender, motivation, evaluation, culture and environment. This paper will investigate the factors which lead to CA in the EFL classroom at An-Najah University in Palestine so that teachers can more effectively help their students to communicate in the target language (English).

Purpose of the Study

This study aims at answering the following questions

1.What are the factors that lead to Communication Apprehension in EFL Classroom?

2. Are there any Significant Differences at (α= 0.05) in students' responses towards CA due to the students' Gender variable?

3. Are there any Significant Differences at (α= 0.05) in students' responses toward CA due to the students' Place of Living?

This study is limited to the EFL students of An-Najah National University during the academic year 2003-2004**.**

The Significance of the Study

The findings of this study will try to shed light on the difficulties associated with students' poor participation in EFL classes at An-Najah in order to help teachers be aware of the factors that lead to CA in the class so that they can cope with this problem. Furthermore, the findings could enable teachers to develop approaches and practices for working with EFL students. Finally, they could help educators in developing the future curriculum by taking into consideration the psycholinguistic factors in teaching.

Methodology

Subjects

The subject pool of the study was limited to non-English EFL majors at An-Najah National University who found it difficult to participate in English classes. All the subjects had had at least eight years of English instruction at school. When they enroll at An-Najah University they sit for an English placement test. Those who score 50 and above take El0l03 as a university requirement. Those who score below 50 take a course of intensive English. The students of this study had taken El0l03. The English they learned at high school concentrated on reading comprehension passages and lists of lexical items. The oral communication skills in English were neglected. Teachers in school used the mother tongue (Arabic) to explain the vocabulary and grammer exercises.

The population of this study consisted of 800 of university E l0l03 students who attended the first semester of the year 2003-2004.

The sample of the study was randomly chosen. The number was 209 university E10103 students. The sample included non-English major student of different study levels. It was distributed according to independent variables as shown in tables (1) and (2) below:

Table (1): Sample Distribution According To Gender Variable

Gender	Frequency	Percent %
Male	92	44.0
Female	117	56.0
Total	209	100.0

Table (2): Sample Distribution According To Place Of Living Variable

Place	Frequency	Percent %
Village	130	62.2
City	79	37.8
Total	209	100.0

Instrumentation

A: Procedure and Data Collection

The researcher has observed through her teaching experience at An-Najah that E10103 students remain silent and most of them rarely take part in classroom discussion. She asked them an open- ended question about the reasons why they did not participate in classroom discussion. In order to make them feel free in writing the answer, the researcher asked them not to write their names.

After gathering the data, the answers were classified into three major areas: psychological, instructional and sociocultural, which were considered as the study instrument by the researcher in the form of a questionnaire.

B: Questionnaire

The researcher used a questionnaire (Appendix 1 page 37) in order to investigate the factors that lead to CA in EFL classroom. The researcher distributed 209 questionnaires randomly and read the items in front of the students to see if there were unclear items.

The questionnaire was translated into Arabic (Appendix 2 page 41). The instructions of the questionnaire were easy to follow. All the questions were clear. The subjects responded to the Arabic version on a 5-point Likert scale (1=strongly disagree; 2= disagree; 3=undecided;4 =agree; 5=strongly agree).

Subjects were told that the questionnaire would be used for research purposes only. The researcher reminded the students to be as objective as possible, since there was no one correct answer.

C: Questionnaire Design

The questionnaire included two kinds of variables: dependent and independent. The dependent variables included the responses of the students on the questionnaire. The independent variables are gender (male or female) and place of living (city, village).

The questionnaire contained 65 items (appendix 1) and was divided into the following sections:

1-Items (1-19) showed the psychological factors that lead to CA in EFL classroom.
2-Items (20-49) showed the instructional factors that lead to CA in EFL classroom.
3-Items (50-65) showed the sociocultural factors that lead to CA in ESL classroom.

Validation of the Instrument

To ensure content validity, the researcher discussed the problem with English teachers who have had experience in teaching English and then distributed the questionnaire to four referees from the College of Education and English Department at An-Najah University who are experts in this area. They were asked to judge the appropriateness of each item for the overall purpose of the study. Some of them suggested some modifications in the arrangements of some items which the researcher took into account.

The reliability of the Instrument

The reliability of the study was calculated using the Cronbach Alpha formula. Accordingly, the reliability coefficient was 0.89, which fitted the purpose of the study.

Statistical analysis

The data collected by the researcher was analyzed by using different techniques.

-Means, standard deviations, percentages.

-Walks Lambda Test.

-Sidak Post Hoc Test.

-Independent T.Test to determine the effect of gender and place of living on CA in EFL classroom.

- Cronbach Alpha formula to determine the reliability coefficient of the questionnaire.

Study Results

The summaries of the results obtained from the statistical analysis are introduced and the main results of the three study questions will be highlighted. To analyze the findings, the researcher used the following

ranks for analysis:

(80% and more): very high degree

(70% - 79.9%) : high

(60% - 69.9%): moderate

(50% - 59.9%) : low

(less than 50%) : very low

First Question Results

Q1. What are the factors that lead to Communication Apprehension in EFL classroom?

To answer this question, the researcher used the Means, Standard Deviations, percentages and ranks for each domain and the items within each domain.

A. Psychological Factors Domain Results

Table (3) shows the means and standard deviations, percentages and ranks of the students' responses for the items under psychological factors domain.

Table (3) : Means, Standard Deviations, Percentages and Ranks of the Factors that Lead to Communication Apprehension in EFL Classroom for the Psychological Domain

No.	Item	No. in Questionnaire	Means	SD	Percentages	ranks
1	I don't like making strange sounds in the English class.	2	4.52	.91	90.2%	Very high
2	My desire to speak English is more than my desire to write or read it.	15	3.92	1.24	78.4%	High
3	I feel relaxed to speak English when I prepare.	3	3.89	1.14	77.8%	High
4	The English teachers' gender doesn't affect my classroom participation.	4	3.84	1.18	76.8%	High
5	I would rather listen to a good lecture or a speech in English.	1	3.72	1.13	74.4%	High
6	I like talking with foreign people in English.	7	3.68	1.26	73.6%	High
7	In English large classes , I feel neglected.	17	3.47	1.24	69.4%	Moderate
8	I feel better to communicate in English with male instructors.	19	3.42	1.20	68.4%	Moderate

9	I feel better to communicate in English with female instructors.	18	3.41	1.23	68.2%	Moderate
10	I like the sound of the English Language.	6	3.36	1.34	67.2%	Moderate
11	I don't like English people but I like learning English.	14	3.36	1.39	67.2%	Moderate
12	I am afraid of making errors when I speak in English and Arabic classes.	11	3.34	1.33	66.8%	Moderate
13	I am a timid person by nature and I get nervous easily.	10	3.21	1.36	64.2%	Moderate
14	I feel afraid to discuss my problems with my English teacher outside the classroom.	5	3.09	1.35	61.8%	Moderate
15	I feel shy to speak English in front of male students.	13	2.47	1.37	49.4%	Very low
16	I make a fool of myself when I speak up English in the class.	8	2.42	1.29	48.4%	Very low
17	In order not to participate in the English class, I like to sit at the back rows.	9	2.33	1.39	46.6%	Very low
18	I feel shy to speak English in front of female students.	16	2.31	1.26	46.2%	Very low

19	My voice is not pleasant to hear.	12	2.19	1.15	43.8%	Very low
Psychological Factors Domain			3.26	.43	65.2%	Moderate

The results show that the students' responses in Psychological Factors Domain are moderate with a mean of (3.26) and a percentage of (65.2%).

The students' responses are very high on item (2). With a mean of (4.52) and high on items (1,3,4,7,15). They are moderate on items (5,6,10,11,14,17,18,19). However, the responses are very low on items (8,9,12,13,16).

B. Instructional Factors Domain Results

Table (4) shows the means, standard deviations, percentages and ranks of the students' responses for the items and instructional factors domain.

Table (4): Means , Standard Deviations, Percentages and Ranks of the Factors that Lead to Communication Apprehension in EFL Classroom for the Instructional Domain

No.	Item	No. in Questionnaire	Means	SD	Percentages	Ranks
20	English is an international language so we should learn it.	32	4.44	1.00	88.8%	Very High
21	My English teacher responds in a friendly way.	44	4.15	0.98	83%	Very High
22	There are grades for classroom participation in English.	29	4.10	1.02	82%	Very High
23	My English teacher encourages us to write things down and take notes.	27	4.01	1.14	80.2%	Very High
24	I don't have the opportunity to speak English outside the classroom.	33	3.96	1.19	79.2%	High
25	Learning English helps me in my academic study of other courses.	38	3.95	1.26	79%	High
26	The language laboratory helps the student to speak English.	40	3.94	1.11	78.8%	High
27	The English teachers inspire confidence in us to speak English.	41	3.83	1.04	76.6%	High

28	Giving the English class in the afternoon affects my classroom participation.	36	3.73	1.26	74.6%	High
29	My English vocabulary is limited.	24	3.71	1.23	74.2%	High
30	English teachers use naming to encourage students' performance and facilitate communication.	43	3.67	0.99	73.4%	High
31	I make noticeable errors of grammar and word order when I speak English.	21	3.64	1.22	72.8%	High
32	Giving five points for classroom participation is not enough to encourage students to participate in English.	49	3.53	1.45	70.6%	High
33	The English textbook doesn't have communicating activities.	35	3.44	1.26	68.8%	Moderate
34	My English teacher explains the activities and difficult expressions in Arabic.	23	3.39	1.35	67.2%	Moderate
35	English classroom activities are neglected.	34	3.39	1.24	67.8%	Moderate

36	The English teacher varies his teaching techniques in teaching the communication skills.	47	3.39	1.17	67.8%	Moderate
37	My English teacher speaks English exclusively in the classroom.	26	3.36	1.25	67.2%	Moderate
38	Three hours of learning English per week is not enough	37	3.36	1.38	67.2%	Moderate
39	My English teacher doesn't allow me to speak Arabic in the English class.	22	3.26	1.30	65.2%	Moderate
40	I speak English with traces of Arabic accent.	25	3.18	1.31	63.6%	Moderate
41	The English class is so over-crowded that the teacher can't pay equal attention to all students.	39	3.11	1.37	62.2%	Moderate
42	The English teachers use naming only as a tool for behavioral control.	42	3.09	1.13	61.8%	moderate
43	English teachers praise the quiet student.	30	3.05	1.19	61%	moderate
44	The English teacher doesn't teach us the non-verbal communication system in English.	46	3.05	1.14	61%	Moderate

45	I don't like to speak English because my English teacher corrects most of the mistakes that students make.	45	2.91	1.24	58.2%	Low
46	English teachers don't like the quiet students.	31	2.64	1.19	52.8%	Low
47	The English teacher uses audio-visual aids to help us speak English.	48	2.61	1.42	52.2%	Low
48	My English teacher doesn't give me time to collect my thoughts. He moves quickly to another student.	20	2.54	1.27	50.8%	Low
49	My English teacher corrects my errors in a bad way.	28	2.08	1.22	41.6%	Very Low
Instructional Factors Domain			3.30	.28	66%	Moderate

The results show that the students' responses in the Instructional Factors Domain are moderate with a mean of (3.30) and a percentage of (66%) that students responses are very high on items (27, 29, 32, 44), high on items (21, 24, 33, 36, 38, 40, 41, 43, 49), and moderate on items (22,23,25,26,30,34,35,37,39,42,46,47) .However, they are low on items (20,31,45,48) and very low on item (28). The mean is (2.08).

C. Sociocultural Factors Domain Results

Table (5) shows the Means, Standard Deviations, Percentages and Ranks of the students' responses for the items under sociocultural factors domain.

Table (5): Means, Standard Deviations, Percentages and Ranks of the Factors that Lead to Communication Apprehension in EFL Classroom for the Sociocultural Domain

No.	Item	No. in Questionnaire	Means	SD	Percentages	Ranks
50	My religion encourages us to learn the language of other people.	51	4.40	.97	88%	Very High
51	English is necessary to tell people in the world about the Palestinian problem.	64	4.27	1.08	85.4%	Very High
52	I don't like the attitudes of English people toward the Palestinians.	57	4.21	1.10	84.2%	Very High
53	In our culture, students should ask and search .	50	4.20	1.14	84%	Very High
54	English is the language of knowledge and civilization so its learning is essential for all.	54	3.94	1.20	78.8%	High
55	The English society is more developed than the Arab society.	55	3.90	1.29	78%	High
56	My family encourages me to speak English.	65	3.90	1.19	78%	High

57	People who know to speak English are respected in our society.	52	3.81	1.14	76.2%	High
58	I hate the English people because they occupied our homelands in the past.	56	3.81	1.26	76.2%	High
59	When I speak English, I feel that I am superior.	58	3.76	1.22	75.2%	High
60	I must speak good English in order to be judged a competent person.	53	3.72	1.20	74.4%	High
61	Group work is not encouraged in our society.	63	2.78	1.48	55.6%	Low
62	I like to speak English in large classes in order to be famous.	59	2.69	1.29	53.8%	Low
63	English is not important for my future profession.	61	2.22	1.40	44.4%	Very Low
64	In my culture, girls shouldn't ask questions.	62	1.91	1.18	38.2%	Very Low
65	I will lose my Palestinian identity if I speak English.	60	1.78	.99	35.6%	Very Low
Sociocultural Factors Domain			**3.45**	**.42**	**69%**	**Moderate**

The results show that students' responses in Sociocultural Factors Domain are moderate with a mean of (3.45) and a percentage of (69%).

The students' responses are very high on items (50,51,57,64), high on items (52,53,54,55,56,58,65), low on items (59,63). The means are (2.69), (2.78) while they are very low on items (60,61,62). The means are (1.78 , 2.22, 1.91)

D.The Ranks of the Students' Responses for the Different Domains

Table (6) shows that the students' responses are moderate in the three domains. It is (3.26, 3.30, 3.45). The highest rank is the sociocultural (3.45) and the lowest is the psychological (3.26).

Table (6): Means and Standard Deviations for the Different Domains that lead to CA in EFL Classroom

Domain	Mean	SD
Psychological factors	3.26	.43
Instructional factors	3.30	.28
Socio-Cultural factors	3.45	.42
Total Score	3.34	.27

In order to find out if there were differences in the students' reponses towards CA in EFL classroom according to the Different Domains, Walks Lambda Test had been used to analyze them. Table (7) shows the results of Walks Lambda Test.

Table (7): Walks Lambda Results for Differences in the Students' Reponses towards CA in EFL classroom according to the Different Domains.

Walks Lambda Value	F	D.F	Error D.F	Sig*
0.870	15.434	2	207	0.0001

* Significant at (α= 0.05) critical at (3.00)

Table (7) shows that there are significant differences between the domains. To know for which the differences were related, Sidak Post Hoc had been used to compare between the domains. Table (8) shows the results of Sidak Post Hoc.

Table (8) : Sidak Post Hoc Results for multiple comparisons between the domains

Domain	Psychological Factors	Instructional Factors	Sociocultural Factors
Psychological Factors		-0.046	-0.196*
Instructional Factors			-0.149*
Sociocultural Factors			

* Significant at (α= 0.05)

Table (8) shows the differences for the Sociocultural Factors Domain against the Psychological Factors and Instructional Factors Domains.

Results of The Second Question

Q2. Are there any Significant Differences at (α= 0.05) in students' responses towards CA due to the students' gender variable?

To answer this question, independent T-Test has been used to analyze the data from the questionnaire. Table (9) shows the results for both males and females over the different domains.

Table (9) : T-Test Results for Differences in the Students' Reponses towards CA in EFL classroom according to Gender Variable for Different Domains

Domain	Gender	N	Mean	SD	D.F	T	Sig.*
Psychological Factors	Male	92	3.24	.482	207	.344	.731
	Female	117	3.26	.391			
Instructional Factors	Male	92	3.32	.260	207	.817	.410
	Female	117	3.29	.307			
Sociocultural Factors	Male	92	3.45	.474	207	.119	.905
	Female	117	3.45	.385			
Total score	Male	92	3.34	.285	207	.162	.872
	Female	117	3.33	.263			

* significant at (α= 0.05) critical at (1.96)

The results of table (9) show that the computed T-Test values on (psychological factors, instructional factors, sociocultural factors and total score) are respectively: (.344 , .817 , .119, and .162) . All of these values are less than critical T.Test value (1.96). This means that there are no significant differences at (α= 0.05) in the students' responses toward CA in EFL classroom due to gender variable.

Results of The Third Question

Q3. Are there any Significant Differences at (α= 0.05) in students' responses toward CA due to the students' Place of Living?

To answer this question, independent T-Test had been used to analyze the data from the questionnaire.

Table (10) shows the results of place of living over the different domains. It introduces the means, the standard deviation, the T.Test value, and the significant level.

Table (10): T.Test Results for Differences in the Students' Responses towards CA in EFL Classroom according to Place of Living Variable for the Different Domains

Domain	Living Place	N	Mean	SD	D.F	T	Sig.*
Psychological Factors	village	130	3.25	.46	207	.072	.943
	city	79	3.26	.38			
Instructional Factors	village	130	3.31	.27	207	.394	.692
	city	79	3.29	.29			
Sociocultural Factors	village	130	3.48	.45	207	1.395	.167
	city	79	3.40	.37			
Total score	village	130	3.35	.28	207	.815	.414
	city	79	3.32	.25			

* Significant at (α= 0.05) critical at (1.96)

The Results of table (10) show that the computed T.Test values on (the psychological factors , instructional factors, sociocultural factors, and total score) are respectively (.072 , .394, 1.395, .815). All of these values are less than the critical T.Test values. This means that there are no significant differences at (α= 0.05) in the students' responses toward CA in EFL classroom due to place of living variable.

Discussion and Implication

The main purpose of this study is to investigate the factors that lead to CA in EFL classroom. Based on data on the students and their individual fears, hopes and difficulties, the study sheds light on these factors with the aim of helping EFL learners overcome CA in the classroom.

Q1 : " What are the factors that lead to CA in the EFL classroom"?

A. Psychological Factors

The results show that the students' responses in the psychological factors domain are moderate with a mean of (3.26) and a percentage of (55.2%).

It is clear that the responses are positive. They are very high on item (2) and high on items (15,3,4,1,7). Concerning item (2), students do not like making strange sounds in the English class. This is true. Despite the fact that Arabic and English have some common features, they have differences in terms of language structure and use because both of them belong to two different language families: "Semitic and Indo-European".

The other responses tended to fall into the following categories:

1-Afraid of being laughed at or of being criticized by others due to inaccurate pronunciation or because they are timid in nature and shy to speak in front of male or female students; therefore they like to sit in the back row. The results of this study are in accordance with Price (1991), Rivers (1981) , Horwitz et al (1986) and Hammerly (1982) who agreed that among foreign language students, classroom participation and communication with people are the causes of CA because of the fear of ridicule etc. However, speaking a foreign language in front of their peers resulted in the most anxiety that interferes with their learning, while a lack of confidence appears when some students (43.8%) say that they do not participate in class because their voices are not pleasant.

2-Fear of making errors (item 11): This obvious source of tension that causes uncertainty comes from an individual's perception of his or her language ability. Students remain silent in order to avoid failure. This is due to their belief that they lack the ability and the skill to speak coherent English. This result is in agreement with Rivers (1981),and Burrill (1985) who found that students prefer to remain silent or speak in a subdued voice due to their consciousness of their limitation in the new language. Similarly, Tunaboylu (1993) stated that the most important reason why students tend to be silent listeners is the psychological pressure of making mistakes in the presence of their classmates and the second reason is their poor vocabulary.

3-Fear of negative evaluation in the class: Students responded positively to item (3). They are aware that their preparation prevents negative evaluation and this leads to relaxation. Lack of confidence occurs when students are not prepared.

This study is in accordance with Omaggio-Hadley (1993) who found that evaluation is another source of uncertainty and tension that can affect students in communicative language learning. The teacher usually evaluates students' performance by giving grades for classroom participation. Therefore, negative evaluation on not being prepared or not participating can create negative results.

The teacher must be patient with learners and pay special attention to shy or silent students. S/he should reduce student's anxiety. By bridging the gap with his/her students, the teacher will inspire confidence and relaxation of tension in them. Teachers should encourage the students to speak openly inside and outside the classroom. Students should be encouraged to feel free since speaking in front of others can be a major source of tension and strongly determine the students' level of participation. It is obvious that an individual's self-expectation can cause tension and uncertainty. Unrealistic, imaginative, and false expectations in the students' minds can prevent them from participating for fear of ridicule or failure.

In general, the results of the psychological factor are in accordance with Krashen (1982) who stated that "a low affective filter corresponds to high motivation, self-confidence, and a lack of anxiety." Therefore , teachers should create a safe and friendly learning environment that contributes to a low filter. Similarly, the results agree with Friedman (1980) who revealed that when the ability and desire to participate in discussion are present, but the process of verbalizing is inhibited , shyness or reticence is occurs. Surprisingly, the results of this study are completely different from Liu and Littlewood (1997) who found that students gave no evidence of reluctance; on the contrary, they expressed a liking for communicative work at school and a preference for university classes in which students do most of the talking.

B. Instructional Factors

It is obvious that students' responses in the instructional factors domain is moderate with a mean of (3.30) and a percentage of (66%) . Some factors have negative responses which are significant in the study. The responses tended to fall into the following categories:

1-Realization of the importance of the human factors which involve teacher- student relationships, and motivation. It is understood that if teachers' attitudes in the class are positive, their students react positively toward the teaching situation.

This result differs from Tushyeh (1985) whose study revealed negative attitudes toward the English teaching situation at their department. They describe it as a "miserable" situation.

The responses are very high in items (32,44,24,27). This indicates that students are aware of the importance of the English language as an international language; therefore, they should learn it (item 32). The teachers' friendly ways in the classroom (item 44) and the fact that there are grades for classroom participation (item 29) makes them participate more in the class. However, students think that teachers do not give them the opportunity to practice English outside the classroom (item 33). Teachers should be aware of the students' needs and should motivate them and speak with them openly inside and outside the classroom. This idea is in accordance with Price (1991) who suggested that teachers could reduce students' anxiety by encouraging them to speak English in the classroom even if they make mistakes since a classroom is a place for learning and communication: The responses are very high in item (29,27) which indicate the effect of encouragement and friendly responses on students. Classroom interaction is very important. Therefore, teacher-centered classes are monotonous and deprive students of classroom communication. This result corresponds with Harmer(1983), and Izzo (1981) who argued that if the students find the method the teacher uses boring, they will lose motivation and have a negative attitude toward learning. They insisted that the teachers friendly methods can create a sympathetic atmosphere that lessens the students' fear and tension.

This can be achieved through providing a variety of teaching techniques. However, the teacher is the most important factor in the teaching process and his/her bad treatment of the students leads to CA in the EFL classroom. The students' responses on item (42,45,28) indicate that students feel that teachers use their names only as a tool for behavioral control. This result is in accordance with Hilsdon (1997) who stated that teachers commonly use nominalization in order to focus attention on the individuals they select for answering questions or participating in classroom discussion. Teachers should use the students' names in order to bridge the gap between them and their students, to make the students feel that they are learning in a friendly climate and they should avoid using their names in a harmful and humiliating way. Teachers should correct their students' errors in a good way for the purposes of decreasing the level of anxiety in classroom interaction. This result is in agreement with Gardner and Lambert (1972) who demonstrated that motivation plays a crucial role in language achievement. Students are aware of the importance of learning English since it helps them in their academic study (item 38). This result agrees with Ericson and Gardner(1992) who stated that high CA had a negative impact on both academic achievement and retention and with Scovel (1991) who found that a lot of anxiety may result in a poor performance.

Some results have shown that students' limited vocabulary and noticeable errors of grammar and word order hinder their participation (item 24,21). This result is in accordance with Tunaboylu (1993) who stated that students' poor vocabulary is one of the reasons why students are silent listeners rather than active participants in the oral English classroom.

According to students' responses, awarding 5 points of evaluation for classroom participation is not enough (item 49). This result is in agreement with Larsen-Freeman and Long (1991) who found out that communicative language situations can be influenced by evaluation that leads to uncertainty and anxiety.

2-Realization of the importance of the situational (physical) factors.

The physical factor that received the most negative responses is the overcrowded classes (item 39) which make it difficult for the teachers to involve every student in the class, to supervise them, and to have close relations with them. Therefore , neglected or deprived students of classroom activities in overcrowded classes will have negative attitudes towards

learning and participating, since they do not have the opportunity to express themselves in the class. Students responded negatively on item (20).

They thought that the teacher was not patient and did not give them time to collect their thoughts. This is attributed to large classes in which the teacher does not have the time to involve every student which leads to CA. Classroom activities in large classes are neglected since they are time-consuming and the teachers is under pressure to keep up with the curriculum. Overcrowded classes do not give the students equal opportunities to participate in EFL classroom activities.

This fact is in accordance with the findings of Izzo (1981), Harmer (1983) , and Sabandar (1989) who argued that the teaching situation can either enhance or inhibit foreign language teaching and achievement. Students responded negatively on item (48). This indicates that audio-visual aids in the class were not used. Classroom activities should include audio-visual aids to help them speak English. This result is in accordance with Stevens (1989) who mentioned the importance of the computer in creating a non-threatening environment and facilitating language learning and communication.

3-Realization of the importance of classroom activities and time.
The results show that the E10103 textbook does not have communicative activities (item 35). This indicates that there is a need to provide textbooks that enable students to practice oral skills. Some students responded that the time of the class also affected their participation since they tended to be less active during the afternoon classes (item 36). Other responses indicate that three hours of learning English per week is not enough (item 37). Some activities need more time to be covered; therefore, classroom activities are neglected. This result corresponds with Strevens (1978) and Izzo (1981) who stressed the importance of time in determining foreign language proficiency and achievement. Similarly , Mutawa' and Kailani (1989) argued that some teaching strategies need more time if the teacher has to deal with all the individual problems. In general , the situational factor results are in accordance with the results found in Harmer (1983) who stated that there are some internal factors that play a great role in shaping one's attitude such as one's satisfaction with the teaching situation, these include the teacher, the physical factors, the teaching method and the time which is devoted for teaching English. It is worth mentioning that the results of this study

are also in accordance with Rivera (1994) and Izzo (1981) who found that the professor's performance, educational resources and the setting in which they learn a language affect the feelings and attitudes of students towards the English language.

C. Sociocultural Factors

The results show that students' responses in the sociocultural factor domains are moderate with a mean of (3.45) and a percentage of (69%). It has the highest mean compared with the psychological and instructional domains. For many learners of English, aspects of their native culture heavily influence their overall communicative English learning.

The responses tended to fall into the following categories:

1-Awareness of the importance of English as an international language. The students' religion, culture and families encourage them to learn other languages especially English. This result agrees with Tushyeh (1985) who found that English majors at An-Najah National University in Palestine have positive attitudes toward learning English.

2-Motivation to speak English for self-improvement. The responses reveal the need to master English for developing the Palestinian nation in general and developing themselves in particular. The personal effect here shows as in items (64,57,58,53) that the students will be well respected in the society, feel superior or be judged competent people when they speak English.

3-Awareness of the importance of English for future academic careers (item 61) since it is the language of science, technology and knowledge.

4-Awareness of the importance of English for promoting the Palestinian problem to the world since it is the language of politics. The best way to inform people throughout the world about the Palestinian issue can be achieved by means of a good command of English (Item 64).

5-Hatred of the attitudes of the English people towards the Palestinian problem. Items

(57,56) show that the Palestinian nation's history and the current political situation constitute a barrier to learning English language because it is seen as the language of the former colonizer and of people who are hostile to the Palestinians. This result is in accordance with Oller and Richards (1973) who found that learners who have a negative attitude toward the culture and the speakers of the target language will be demotivated and unwilling to learn the language. However, Horwitz, et al. (1986) stated that language anxiety is based on a fear of poor communication and negative social evaluation. It is true that EFL students bring to the classroom their original impressions and knowledge of the customs, beliefs, thought, and attitudes toward people in other countries. At the same time, Arab culture and society allow considerable freedom at home and in the classroom, and they encourage communicative activities in the classroom.

6-Rejection of the belief that speaking English will cause them to lose their Palestinian identity. It is obvious from the results of the study that students' responses on item (60) are very low. They do not believe that if they speak English, they will lose their Palestinian identity. This result differs with the results of the Zughoul and Taminian study (1984) which showed that there was still a strong feeling that English posed a threat to Arab identity. Moreover, it is not in accordance with Littlewood (1984) who stated that when we try to adopt a new language we are to give up markers of our identity and if we do not agree with this process, resentment and insecurity appear.

Q2. "Are there any significant differences at (α=0.05) in students' responses towards CA due to the students' gender variable"?

To answer this question , an independent T-Test has been used to analyze the data from the questionnaire. Results showed that there are no significant differences at (α= 0.05) in the students' responses towards CA in these domains for the total attitude due to the gender variable. No significant differences were found between males and females in the psychological, instructional and sociocultural domains. This was attributed to the same learning and teaching situations and the same living conditions. However, the previous studies found that female attitudes and motivation toward learning English were higher than those of males. This study is not in agreement with Johnson and Faunce (1973) who found that females expressed greater anxiety about speaking in front of the class and have more negative attitudes towards it. And this result is not in accordance with Smith and Stern in

Izzo(1981) and Mukattash (1980) whose studies indicated that the level of the females' attitude and motivation toward English were significantly higher than those of males.

Q3."Are there any significant differences at (α=0.05) in students' responses towards CA due to the differences in the students' place of living"?

To answer this question, an independent T-Test has been used in order to analyze the data from the questionnaire. Results showed that there are no significant differences at (**α**= 0.05) in the students' responses towards CA in EFL classrooms due to differences in the students' place of living. For all the domains there are no significant differences. This indicates that the place of living whether it is a city or a village, has no significant influence upon the results since all the Palestinians live under the same conditions. The gap is not wide between urban and rural life. It is important to mention that since the beginning of the Al-Aqsa Intifada, students have been forced to live in the city because of the Israeli closure and this makes the students live under the same conditions. Therefore, the differences are not significant. The result of this study is not in agreement with Harmer (1983) and Izzo(1981) who indicated the effect of the community in which the learners live on learning a foreign language.

Conclusion and Recommendation

The major aim of this study is to investigate the psychological, instructional, and socio-cultural factors that lead to CA among non- English major EFL students at An-Najah National University in Palestine. The results of the different domains show that the socio-cultural factors domain has the highest mean (3.45) while the means for the instructional factors and the psychological factors are 3.30 and 3.26 respectively. This study shows no significant differences for gender and place of living on the three domains.

It is found from this investigation that CA in EFL classrooms is a result of a combination of psychological, instructional and socio-cultural factors. These factors are interrelated and intersect. For example, the students' attitudes toward speaking English in the classroom can be affected by their instructional and sociocultural backgrounds.

It is worth mentioning that the results of this study show mixed feelings towards speaking English by non-English majors in EFL classrooms. On one hand, students have a psychological obstacle that English is the language of people who support the occupation of Palestine. On the other hand, they are also aware of its importance on the international, social, and personal levels. This result differs with Chen (1985) who revealed actual hostility and fear among the participants of her study toward learning English, with some students responding that they hate English and are afraid of it.To conclude, English language teachers assume that all students can be treated with the same approach. It should be understood that non-English EFL majors have different interests and outlooks, different areas of difficulty and require different classroom activities since they study the language as a core-requirement at school and university levels. Teachers should be aware of these differences and vary their techniques accordingly.

Based on the discussion and conclusion, the researcher would like to recommend the following ways to reduce CA in EFL classrooms:-
First, teachers should help students develop a positive image of themselves and others. They should create a warm atmosphere to motivate the students to learn English. This can be accomplished by concentrating on classroom activities, creating problem-solving situations, dealing with language problems through group work and activities and correcting students' errors in a friendly way. They should remind their students that it is natural to make mistakes and errors because they learn from their own mistakes.

Second, teachers should have discussion sessions after the lessons to discuss the difficulties that students have. They should encourage students to speak English inside and outside the class.

Third, teachers should increase language laboratory classes and encourage the use of the computer and the internet, which will contribute in lowering the level of CA, since the learner is not in direct competition with others.

Fourth, English teachers should attend workshops or seminars to know how to handle the consequences of CA.

Fifth, teachers should deal with the problem of overcrowded classes by increasing the number of English sections with fewer numbers in order to give the students abundant opportunities to express themselves.

Sixth, there should be a thorough re-evaluation to the recent E10103 textbook, to make sure that communicative exercises are included. If the book lacks the activities needed, teachers should look for a more suitable one.

Seventh, teachers should help the students to know each other at the beginning of the semester. Names can be used in a friendly and not threatening way in order to bridge the gap between the teacher and their students.

Eighth, further studies are needed to investigate the reasons behind CA among non-English majors in the EFL classroom, taking into consideration students' age, level of study, achievement and their parents' education since there is a lack of research on these issues especially studies concerning Arab students.

Ninth, the grades allocated for the classroom participation in EFL classrooms should be increased.

Finally, it goes without saying that CA is a phenomenon that occurs in earlier stages of the students' lives. A certain degree of it is acceptable but if it can be dealt with earlier at school level, its undesirable consequences at the university level can be significantly reduced.

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The Questionnaire

Dear Student,

The questionnaire you are going to answer will be used for research purposes only.

Remember, there is no correct answer. So please be as objective as possible.

I- General Information:

Please mark with the sign [X] **:**

1- Gender : Male [ ] Female [ ]

2-Place of Residency:
I live in a City [ ] Village [ ]

Thank You.

Appendix (1)

Kindly mark with the sign [X] for each of the following items:

(1) Psychological Factors

No	Item	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
1	I would rather listen to a good lecture or a speech in English.					
2	I don't like making strange sounds in the English classroom.					
3	I feel relaxed to speak English when I prepare.					
4	The English teachers' gender doesn't affect my classroom participation.					
5	I feel afraid to discuss my problems with my English teacher outside the classroom.					
6	I like the sound of the English language.					
7	I like talking with foreign people in English.					
8	I make a fool of myself when I speak up English in the class.					
9	In order not to participate in the English class, I like to sit at the back rows.					

10	I am a timid person by nature and I get nervous easily.					
11	I am afraid of making errors when I speak in English and Arabic classes.					
12	My voice is not pleasant to hear.					
13	I feel shy to speak English in front of male students.					
14	I don't like English people but I like learning English.					
15	My desire to speak English is more than my desire to write or read it.					
16	I feel shy to speak English in front of female students.					
17	In English large classes, I feel neglected					
18	I feel better to communicate in English with a female instructor.					
19	I feel better to communicate in English with a male instructor.					

(2) Instructional Factors

No	Item	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
20	My English teacher doesn't give me time to collect my thought. He moves quickly to another student.					
21	I make noticeable errors of grammar and word order when I speak English.					
22	My English teacher doesn't allow me to speak Arabic in the English classroom.					
23	My English teacher explains the activities and difficult expressions in Arabic.					
24	My English vocabulary is limited.					
25	I speak English with traces of Arabic accent.					
26	My English teacher speaks English exclusively in the classroom.					
27	My English teacher encourages us to write things down or take notes.					
28	My English teacher corrects my errors in a bad way.					
29	There are grades for classroom participation in English.					

30	English teachers praise the quiet student.					
31	English teachers don't like the quiet students.					
32	English is an international language .					
33	I don't have the opportunity to speak English outside the classroom.					
34	English classroom activities are neglected.					
35	The English textbook doesn't have communicating activities					
36	The time of the English class is not suitable.					
37	Three hours of learning English per week is not enough.					
38	Learning English helps me in my academic study of other courses.					
39	The English class is so over-crowded that the teacher can't pay equal attention to all students.					
40	The language laboratory helps the students to speak English.					
41	The English teachers inspire confidence in us to peak English.					

42	English teachers use naming only as a tool for behavioral control.					
43	English teachers use naming to encourage students, performance and facilitate communication.					
44	My English teacher responds in a friendly way.					
45	I don't like to speak English because my English teacher corrects most of the mistakes that students make.					
46	The English teacher doesn't teach us the non-verbal communication system in English.					
47	The English teacher varies his teaching techniques in teaching the communication skills.					
48	The English teacher uses audio-visual aids to help us speak English.					
49	Five points for classroom participation is not enough to encourage students to participate.					

(3) Socio- cultural Factors

No	Item	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
50	In our culture, people should ask and search.					
51	My religion encourages us to learn the language of other people.					
52	People who know to speak English are respected in our society.					
53	I must speak good English in order to be judged a competent person.					
54	English is the language of knowledge and civilization, so its learning is essential for all.					
55	The English society is more developed than the Arab society.					
56	I hate the English people because they occupied our homelands in the past.					
57	I don't like the attitude of English people towards the Palestinians.					
58	When I speak English, I feel that I am superior.					
59	I like to speak English in large classes in order to be famous.					

60	I will lose my Palestinian identity if I speak English.					
61	English is not important for my future profession.					
62	In my culture, girls shouldn't ask questions.					
63	Group work is not encouraged in our society.					
64	English is necessary to tell people in the world about the Palestinian problem.					
65	My family encourages me to speak English.					

بسم الله الرحمن الرحيم

عزيزي الطالب /عزيزتي الطالبة

هذه دراسة ميدانية لأغراض البحث العلمي فقط، تذكر انه لا توجد إجابة صحيحة. أولاً :جاء أن تكون موضوعياً قدر الإمكان.

أولاً : المعلومات العامة:

يرجى وضع شارة (×) في المربع الذي يتفق وحالتك:

١- الجنس : ذكر ☐ أنثى ☐

٢- مكان الإقامة: قرية ☐ مدينه ☐

شكراً لحسن تعاونكم.

Appendix (2)

يرجى وضع شارة(×) في المربع الذي يتفق ورأيك، وذلك أمام كل فقرة من الفقرات التالية:

الرقم	الفقرة	أوافق بشدة ٥	أوافق ٤	محايد ٣	أعارض ٢	أعارض بشدة ١
	١- العوامل النفسية					
١	أفضل الاستماع إلى المحاضرة أو الحديث الجيد باللغة الإنجليزية.					
٢	لا أحب القيام بأصوات غريبة في حصة اللغة الإنجليزية.					
٣	اشعر بالراحة للتحدث باللغة الإنجليزية عندما أقوم بالتحضير مسبقاً.					
٤	جنس مدرس اللغة الإنجليزية لا يؤثر على مشاركتي الصفية.					
٥	أخشى من مناقشة مشاكلي مع مدرس اللغة الإنجليزية خارج الحصة.					
٦	أحب سماع صوت اللغة الإنجليزية.					
٧	أحب الحديث مع الأجانب باللغة الإنجليزية.					
٨	أبدو مضحكاً عندما أتحدث اللغة الإنجليزية بصوت عالٍ بالصف.					
٩	حتى لا أشارك بحصة اللغة الإنجليزي أحب أن اجلس في الصفوف الخلفية.					
١٠	أنا شخص خجول وأتوتر بسهولة.					
١١	أخشى من الخطأ عند التحدث باللغة العربية والإنجليزية داخل الصف.					
١٢	صوتي ليس جميلاً للسماع.					

١٣	اشعر بالخجل للحديث باللغة الإنجليزية أمام الطلاب الذكور.					
١٤	لا أحب الشعب الإنجليزي ولكن أحب تعلم اللغة الإنجليزية.					
١٥	رغبتي بالتحدث باللغة الإنجليزية اكبر من رغبتي بالكتابة أو القراءة.					
١٦	اشعر بالخجل للحديث باللغة الإنجليزية أمام الطالبات.					
١٧	اشعر بالإهمال في صفوف اللغة الإنجليزية كثيرة العدد.					
١٨	اشعر بالراحة في المشاركة باللغة الإنجليزية مع المدرسات.					
١٩	اشعر بالراحة في المشاركة باللغة الإنجليزية مع المدرسين.					
	٢- العوامل التعليمية					
٢٠	مدرس اللغة الإنجليزية لا يعطيني الوقت لأجمع أفكاري فهو ينتقل بسرعة لطالب آخر.					
٢١	ارتكب أخطاء واضحة بالقواعد وترتيب الجملة عند التحدث باللغة الإنجليزية.					
٢٢	لا يسمح لنا مدرس اللغة الإنجليزية بالتحدث باللغة العربية في حصة اللغة الإنجليزي.					
٢٣	يفسر مدرس اللغة الإنجليزية الأنشطة والتعابير الصعبة باللغة العربية					
٢٤	أن مفرداتي في اللغة الإنجليزية محدودة.					
٢٥	أتحدث اللغة الإنجليزية بلكنة عربية					
٢٦	يستخدم مدرسي اللغة الإنجليزية فقط بالصف.					
٢٧	مدرس اللغة الإنجليزية يشجعنا على الكتابة وتسجيل الملاحظات.					

٢٨	مدرس اللغة الإنجليزية يصحح الأخطاء بطريقة سيئة.					
٢٩	يوجد علامات للمشاركة الصفية في اللغة الإنجليزية.					
٣٠	يمتدح مدرس اللغة الإنجليزية الطالب الهادئ.					
٣١	لا يحب معلم اللغة الإنجليزية الطالب الهادئ.					
٣٢	اللغة الإنجليزية لغة عالمية لذا يجب تعلمها.					
٣٣	لا توجد لديّ الفرصة للتحدث باللغة الإنجليزية خارج الصف.					
٣٤	الأنشطة الصفية باللغة الإنجليزية مهمله.					
٣٥	كتاب اللغة لإنجليزية لا يحتوي على أنشطة للمشاركة.					
٣٦	وقت حصة اللغة الإنجليزية غير ملائم.					
٣٧	تعلم اللغة الإنجليزية لمدة ثلاث ساعات أسبوعيا غير كافٍ.					
٣٨	تعلم اللغة الإنجليزية يساعدني في دراستي الأكاديمية لمساقات أخرىات.					
٣٩	صف اللغة الإنجليزية مكتظ كثيراً لدرجة أن المدرس لا يستطيع أن يبدي اهتماماً متساوياً لجميع الطلاب.					
٤٠	مختبر اللغة يساعد الطلبة على التحدث باللغة الإنجليزية.					
٤١	مدرس اللغة الإنجليزية يبعث الثقة في الطلبة للتحدث باللغة الإنجليزية.					
٤٢	يستخدم مدرسو اللغة الإنجليزية الأسماء فقط كأداة لضبط السلوك.					
٤٣	يستخدم مدرسوا اللغة الإنجليزية الأسماء لتشجيع إنجاز الطلاب.					
٤٤	يتجاوب مدرس اللغة الإنجليزية بطريقة ودية.					

٤٥	لا أحب التكلم باللغة الإنجليزية لان مدرسي يصحح معظم أخطاء الطلاب.					
٤٦	مدرس اللغة الإنجليزية لا يدرسنا نظام الاتصال غير الشفوي باللغة الانجليزيه.					
٤٧	مدرس اللغة الإنجليزية ينوع من أساليب تدريس مهارات الاتصال.					
٤٨	يستخدم مدرس اللغة الإنجليزية الوسائل السمعية والبصرية لمساعدتنا على التحدث باللغة الإنجليزية.					
٤٩	إعطاء خمس علامات للمشاركة الصفية غير كاف لتشجيع الطلبة للمشاركة باللغة الإنجليزية.					
	٣- العوامل الثقافية الاجتماعيه					
٥٠	في ثقافتنا، يجب على الطلاب السؤال والبحث.					
٥١	تشجع ديانتي تعلم لغة الآخرين.					
٥٢	الذين يتكلمون اللغة الإنجليزية محترمون في مجتمعنا.					
٥٣	يجب أن أتحدث اللغة الإنجليزية حتى ابدوا شخصاً منافساً.					
٥٤	اللغة الإنجليزية هي لغة المعرفة والحضارة لذا فإن تعلمها ضروري للمجتمع.					
٥٥	المجتمع الإنجليزي أكثر تطوراً من المجتمع العربي.					
٥٦	أنا اكره الشعب الإنجليزية لأنهم احتلوا أوطاننا في الماضي.					
٥٧	لا أحب تصرف الشعب الإنجليزي والأمريكي تجاه الشعب الفلسطيني.					
٥٨	اشعر بالتفوق عند التكلم بالإنجليزية.					

٥٩	أحب التكلم باللغة الإنجليزية في الصفوف كثيرة العدد حتى أصبح مشهوراً.					
٦٠	سوف اخسر هويتي الفلسطينية إذا تحدثت باللغة الإنجليزية.					
٦١	اللغة الإنجليزية ليست مهمة لعملي في المستقبل.					
٦٢	في ثقافتنا، لا يجب على الفتيات توجيه أسئلة.					
٦٣	مجتمعنا لا يشجع العمل الجماعي.					
٦٤	اللغة الإنجليزية ضرورية لتعريف الناس في العالم عن القضية الفلسطينية.					
٦٥	عائلتي تشجعني على التحدث باللغة الإنجليزية.					