

بسم الله الرحمن الرحيم



**Social-Psychological Factors Affecting English Achievement
among Palestinian Tenth Graders**

العوامل الاجتماعية النفسية المؤثرة على تحصيل طلبة الصف العاشر

الفلسطينيين في اللغة الإنجليزية

Prepared by: Asma Asfour

Advisor: Dr. Ibrahim Makkawi

Birzeit University – Palestine.

2009



**Social-Psychological Factors Affecting English Achievement
among Palestinian Tenth Graders**

العوامل الاجتماعية النفسية المؤثرة على تحصيل طلبة الصف العاشر الفلسطينيين في
اللغة الإنجليزية

Prepared by: Asma Asfour

Advisor: Dr. Ibrahim Makkawi

**A thesis submitted in partial fulfilment of requirements for the Master
degree in Education Program from the Faculty of Graduate Studies at
Birzeit University – Palestine.**

2009



**College of Graduate Studies
Department of Science and Psychology**

**Social-Psychological Factors Affecting English Achievement among
Palestinian Tenth Graders**

**العوامل الاجتماعية النفسية المؤثرة على تحصيل طلبة الصف العاشر الفلسطينيين في اللغة
الإنجليزية**

Prepared by: Asma Asfour

Examining committee:

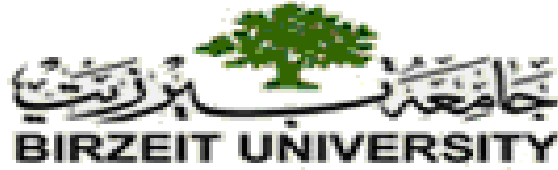
Dr. Ibrahim Makkawi (chairman).

Dr. Abdallah Bsharat (committee member).

Dr. Khawla Shakhshir (committee member).

**A thesis submitted in partial fulfilment of requirements for the Master degree in
Education Program from the Faculty of Graduate Studies at Birzeit University –
Palestine.**

January 17, 2009



**Social-Psychological Factors Affecting English Achievement among
Palestinian Tenth Graders**

A thesis submitted by: Asma Asfour

Examining committee:

Dr. Ibrahim Makkawi (chairman).....

Dr. Abdallah Bsharat (committee member).....

Dr. Khawla Shakhshir (committee member).....

**A thesis submitted in partial fulfilment of requirements for the Master degree in
Education Program from the Faculty of Graduate Studies at Birzeit University –**

Palestine.

January 17, 2009

Dedication

**To my family, students, teachers, and to Palestine, the land and the man, I present
this simple effort.**

Acknowledgement

I would like to express my deepest appreciation to my advisor Dr. Ibrahim Makkawi who offered his time, support, effort and ideas to complete this thesis. I would also like to express my true deep thanks to Dr. Abdallah Bsharat and Dr. Khawla Shakshir for their continuous support.

I would also like to thank my family and especially my sisters Sana' and Montaha for their kind support.

Many thanks to that innocent and patient look of my little brother Moath.

Table of Contents

Topic

**Page
No.**

Dedication	I
Acknowledgment	II
Table of contents	III
List of figures	VI
List of tables	VII
List of appendices	VII
English abstract	IX
Arabic abstract	XII
Chapter One: Introduction.	1-15
Introduction	1
Statement of the Problem	6
Significance of the study	7
Purpose of the study	8
The research questions	10
Hypotheses of the study	11
Assumptions of the study	13
Definitons of terms	14
Limitations of the study	15
Chapter Two: Literature Review	16-51
Language learning and social- psychological factors	16
Part one: Literature related to attitudes	18
Par two: Literature related to achievement motivation	27
Part three: Literature related to self-esteem	37
Part four: Literature related to teacher's characteristics	44
Part five: Literature related to gender	48
Chapter Three: Methodology	52-73
Methods and procedures	52
Methodology	52
Population	52
Sample	53
Instruments of the study	54
The standard exam	54
The Questionnaire	56
Rosenberg's self-esteem scale	57
Achievement motivation scale	58
Teacher's characteristics scale	59
Attitudes toward English and American/British people and culture scale	59
Variables of the study	62
Instrument validation procedures	63
Content validity	64
Pilot study	63
Item recording	64
Reliability	66
Assessing construct validity using factor analysis	66
Research questions analyses procedure	67

Results of factor analysis	69
Rosenberg's self-esteem scale	69
Achievement motivation scale	70
Students' perceptions of their English teachers' characteristics' scale	70
Attitude scale	71
Factors extracted in the current study	71
Main results of analysis	72
Procedure	73

Chapter Four: Results

74-82

Data analysis	74
Procedures for determining the number of components retained	74
Question number one	74
Question number two	77
Question number three	79
Other significant results	82

Chapter Five: Discussion and recommendations

83-115

Discussion of research questions	83
Question number One	84
Question number two	96
Question number three	102
Other significant results	109
Discussion	111
Recommendations	114

References

116-127

English references	116
Arabic reference	127

Appendixes

128-152

List of Figures

	No.	Title	Page
Diagram 2.1		Types of motivations	28

Lists of Tables

No.	Title	Page No.
Table 3.1	The Sample	53
Table 3.2	Sample distribution by gender	54
Table 3.3:	Responses on the demographical items	54
Table 3.4	Instrument structure and number of items in each scale included in the questionnaire	60
Table 3.5	Description of correlation association values	61
Table 3.6	Cronbach's alpha for the variables	66
Table 3.7	Correlation coefficients among the nine variables of the study	72
Table 3.8	Means of the variables included in the study	72

List of Appendixes.

No.	Title	Page No.
1.	The questionnaire	128
2.	The standard exam	134
3.	Components analysis of motivation scale	142
4.	One factor resulted by factor analysis of self-esteem scale	144
5.	Deleted items from self-esteem scale by factor analysis	145
6.	Items deleted form motivation scale by components analysis	146
7.	The components resulted from applying factor analysis to students' perception of their English teachers' characteristics scale	147

8.	Item deleted from students' perception of their English teachers' characteristics scale after factor analysis	148
9.	Components resulted by factor analysis of the attitudes scale	149
10.	t-test results by gender	151
11.	t-test by contact	152

English Abstract

The study aimed at investigation of the effect of a number of social-psychological variables on the Palestinian tenth graders' English achievement. The dependent variable in this study is students' academic achievement. The independent variables are: self-esteem, achievement motivation (consistency of effort, responsibility, ambition, and excellence and ability), perceptions of teachers' characteristics, and attitudes towards language, and attitudes towards American/British culture and people. Other variables in the study are gender and contact with people who speak English. A questionnaire that included four sections headed by biographical question was used to measure the independent variables. Students' academic achievement was measured by a standard exam in the scholastic year 2005/2006.

The population of the study consisted of tenth graders in Ramallah district government schools. A sample of 14 class was selected from 186 class based on convenience sampling. The sample of the study included 450 male and female tenth graders, 375 of them returned the questionnaire.

Three questions were addressed. Statistical Package for the Social Sciences program (SPSS) was used to analyse the data. Question number one examined the correlations between academic achievement and the following variables $\alpha \leq 0.05$: self-esteem, achievement motivation (consistency of effort, responsibility, ambition, and excellence and ability), perceptions of teachers' characteristics, attitudes towards English language, and attitudes towards American/British culture and people. Questions two and three examined the significant differences between means of both gender and contact when tested against achievement motivation (consistency of effort, responsibility, ambition, and excellence and ability), perceptions of teachers' characteristics, attitudes towards English language, attitudes towards American/British culture and people, and achievement. Pearson coefficient was used as a method of analysis for the first question, while t-test was used to examine significant differences between means of related variables in questions two and three.

The results indicted the existence of positive significant correlations between academic achievement and the following variables: Self-esteem, achievement motivation (responsibility, ambition, and excellence and ability), and attitudes towards English. No significant correlations were found when academic achievement was correlated with: Achievement motivation (consistency of effort), students' perceptions of their teachers' characteristics, attitudes towards culture and people.

Significant differences were found when contact with people who speak English tested against the following: Self-esteem, achievement motivation (consistency of effort, ambition, responsibility, and excellence and ability), attitudes towards American/British culture and people, and attitudes towards English language. No significant differences

were found when contact with people who speak English language was tested against the following: Students' perceptions of English teachers' characteristics and English achievement. Significant differences between males and females were found when gender was tested against achievement motivation (consistency of effort, and ambition) in favour of females. No significant differences were found between males and females when gender was tested against the following variables: Self-esteem, achievement motivation (responsibility, and excellence and ability), students' perceptions of their English teachers' characteristics, attitudes towards American/British culture and people, attitudes towards English language, and English achievement.

ملخص الدراسة باللغة العربية

هدفت الدراسة الحالية الى بحث علاقة عدد من العوامل النفسية والاجتماعية على تحصيل طلاب وطالبات الصف العاشر في المدارس الحكومية في محافظة رام الله والبيرة. اتخذت الدراسة من التحصيل كمتغير تابع اساسي. اما المتغيرات المستقلة فهي: تقدير الذات، دافعية الانجاز (المثابرة، والمسؤولية، والطموح، والتفوق والقدرة)، ادراك الطلبة لصفات معلمي اللغة الانجليزية، وتوجهات الطلبة نحو الثقافة الامريكية والبريطانية ونحو الامريكيين والبريطانيين، ونحو اللغة الانجليزية كلغة. كما تناولت الدراسة متغيرات اخرى كالجنس، والتواصل مع اشخاص يتحدثون اللغة الانجليزية.

استخدمت الدراسة استبياناً يتكون من خمسة اجزاء لقياس العوامل المستقلة. كما تم تطوير امتحان موحد تقدم له جميع طلبة الصف العاشر في المدارس الحكومية في محافظة رام الله والبيرة في ايار عام 2006. تم اختيار 14 شعبة من أصل 186 شعبة. وشملت العينة في الاساس 405 طالب وطالبة. أكمل 375 منهم الاستبيان.

طرحت الدراسة ثلاثة أسئلة. تناول السؤال الأول علاقة الارتباط بين تحصيل الطلبة الاكاديمي في اللغة الانجليزية والعوامل التالية: تقدير الذات، دافعية الانجاز (المثابرة، والمسؤولية، والطموح، والتميز والقدرة)، و ادراك الطلبة لخصائص معلمي اللغة الانجليزية، والتوجهات نحو اللغة الانجليزية، والتوجهات نحو الثقافة الامريكية والبريطانية ونحو الامريكيين والبريطانيين. تناول كل من السؤالين الثاني والثالث دراسة وجود او عدم وجود فروق ذات دلالة احصائية عند الاخذ بعين الاعتبار الجنس، والتواصل مع اشخاص يتحدثون اللغة الانجليزية (كل على حدة) مع المتغيرات التالية: تقدير الذات، دافعية الانجاز (المثابرة، والمسؤولية، والطموح، والتميز والقدرة)، و ادراك

الطالبة لخصائص معلمي اللغة الانجليزية، والتوجهات نحو اللغة الانجليزية، والتوجهات نحو الثقافة الامريكية والبريطانية ونحو الامريكيين والبريطانيين، والتحصيل الأكاديمي في اللغة الانجليزية. استخدم برنامج الحزم الاحصائية للدراسات الاجتماعية SPSS لتحليل البيانات. استخدم معامل بيرسون في تحليل السؤال الأول، بينما استخدم اختبار (ت) لايجاد الفروق بين المتوسطات الحسابية للمتغيرات ذات العلاقة في السؤالين الثاني والثالث. ولقد تم استخدام الدلالة الاحصائية $0.05 \leq \alpha$. اظهرت الدراسة وجود ارتباط ايجابي ذي دلالة احصائية بين تحصيل طلبة الصف العاشر في اللغة الانجليزية وكل من المتغيرات التالية: تقدير الذات، دافعية الانجاز (المسؤولية، والطموح، والتميز والقدرة)، والتوجهات نحو اللغة الانجليزية.

كما اظهرت النتائج عدم وجود ارتباط ذي دلالة احصائية بين التحصيل الاكاديمي في اللغة الانجليزية وكل من العوامل التالية: دافعية التحصيل (المثابرة)، و إدراك الطلبة لخصائص معلمي اللغة الانجليزية، والتوجهات نحو الثقافة الإنجليزية والبريطانية ونحو الامريكيين والبريطانيين.

واظهرت النتائج وجود فروق ذات دلالة احصائية عند اخذ التواصل بعين الاعتبار امام العوامل التالية: تقدير الذات، ودافعية التحصيل (المثابرة، والطموح، والمسؤولية، والتميز والقدرة)، والتوجهات نحو اللغة الانجليزية. كما أظهرت النتائج عدم وجود فروق ذات دلالة احصائية عن اخذ التواصل مع اشخاص يتحدثون اللغة الانجليزية بعين الاعتبار امام العوامل التالية: ادراك الطلبة لخصائص معلمي اللغة الانجليزية، والتحصيل الأكاديمي.

أظهرت النتائج وجود فروق ذات دلالة احصائية عند اخذ الجنس بعين الاعتبار امام العوامل التالية: دافعية التحصيل (المثابرة والطموح) لصالح الاناث. لم تظهر النتائج وجود فروق ذات دلالة احصائية عند اخذ الجنس بعين الاعتبار امام العوامل التالية: تقدير الذات، دافعية التحصيل (المسؤولية والتميز والقدرة) ، وادراك الطلبة لخصائص معلمي اللغة الانجليزية، والتوجهات نحو الثقافة الامريكية والبريطانية ونحو الامريكيين والبريطانيين، والتوجهات نحو اللغة الانجليزية، وتحصيل الطلبة في اللغة الانجليزية.

Chapter One

Introduction

Chapter Two
Literature Review

Chapter Three
Methodology

Chapter Four

Results

Chapter Five

Conclusions and Implications

References

Appendixes

Chapter One

Introduction

English language is the language used internationally throughout the world that is taught in the Palestinian schools as the first foreign language. Recently, much significance has been given to its instruction and learning due to the importance of English language as a means of communication between nations in a new developed technological world. English language in Palestine, as in many other countries in the world, taught because English is an International Language (EIL).

Talebinezhad (2001) considered English as one of the most important means to acquire access to the intellectual and technical resources in the world. It is the language of wider communication and it is used as the medium of science, technology and international trade. It is also used as the communication language among nations and parts of nations. Kitao (1996) considered one aspect that contributed to internationalizing English. This is because English is often used as a means of communication between people who have different native languages.

On contrary to people who view language as bound to certain culture, as this study assumes, Talebinezhad (2001) viewed English language as a language that is not bound to certain culture or political system. The same idea was supported by McKay (2002) who considered English as an international language and the language to be international is “no longer linked to a single culture or nation but

serves both global and local needs as a language of wider communication" (p. 24). McKay (2002) argued that people now look at English language as a means of communication rather than a way of spreading cultural imperialism. Thus, English can be used to understand and to share people's ideas and information. On the other hand, some European countries teach English as a foreign language with the corresponding foreign culture in an attempt to reveal the cultural items in the language. This could be a reasonable reaction to the recognition of the old colonialist history of English speaking countries. Thus, the debate if English is an international language without cultural items and English as related to English speaking countries is continuous. Richard (2002) summarized this controversial issue:

Today English is so widely taught worldwide that the purposes for which it is learned are sometimes taken for granted. Thirty years ago the assumption was that teaching English was a politically neutral activity and acquiring it would bring untold blessings of those who succeeded in learning it and it would lead to educational and economic empowerment. English was regarded as the property of the English-speaking world, particularly Britain and the United States. Native-speakers of the language had special insights and superior knowledge about teaching it. And English was, above all, the vehicle for the expression of a rich and advanced culture, or cultures, whose literary artefacts had universal value (p.3).

Richard (2002) added:

This picture has changed somewhat today. Now that English is the language of globalization, international communication, commerce and trade, the media, and pop culture, different motivations for learning it come into play. English is no longer viewed as the property of the English-speaking world but is an international commodity sometimes referred to as World English or English as an International Language (McKay 2002). The cultural values of Britain and the United States are often seen as irrelevant to language teaching, except in situations where the learner has a pragmatic need for such information. The language teacher needs no longer to be an expert on Britain and American culture and a literature specialist as well (p.3).

In Palestine, English is taught in schools because it is an international language.

On the other hand, the assumption in the current study is that even English is used internationally, English, as any other language in the world, communicates a culture.

A quick review of the Palestinian English curricula shows that there are many cultural items, related to the American or British culture, are included. Palestinian English curricula teach English as a subject of communication but there are no sections specified in the curricula to make students conscious of the cultural items that are included. There are many examples where students learn about Palestinian cultural items but at the same time one can find people with Arabic names live and act in an American style.

It is risky to keep a language class communicates culture other than language itself without being aware of these items and their influence on our own culture. As Palestinian educator, I hope we can teach English as a language of communication without being supporters for English speaking countries. This is not an easy task. In this study, there is an assumption that English communicates a foreign culture, and we investigate our students' attitudes towards American/Britain culture as a component affecting their English achievement.

Students' attitudes towards English as a Foreign Language (EFL) pose a major challenge for English teachers and educators. From my experience as English teacher and later as English supervisor, I noted that students in the Palestinian schools have negative attitudes towards English, sometimes, even before they start learning English. These negative attitudes are assumed to be a main barrier to the language learning process. Furthermore, the students' attitudes towards the subject are assumed to be influenced by a number of factors ranging from factors within the school context to factors related to the culture of foreign language. Other factors such as students' perceptions of their English teachers' characteristics, gender, and students' self-esteem also play a major role in students' motivation to learn and succeed in learning English as a Foreign Language because these factors are variables that are part of the learning process context. Consequently, students' attitudes, their motivation, their self-esteem, and their perceptions of their English

teachers' characteristics reflected in a way or another on students' achievement that assumed to be represented by students' exams results.

Students who have positive attitudes may work harder to learn the language or may concentrate more on what is being said by the teacher and so have higher levels of motivation to learn the language which may lead to better achievement manifested by their grades.

Attitudes of students influence and are influenced by the goal of English learning and other factors that combine the learning environment in which instruction is introduced to students by their teachers. This finding had been reached by Gardner and Lambert (1972) who examined the effect of attitudinal and motivational variables on success in learning a second language among French language learners in different environments. They found that attitudinal/motivational variables play a great role in the dynamics of second language acquisition. Gardner and Lambert (1972) hypothesized that the correlation between attitudinal/motivational variables and language proficiency is stronger in a second language context than in a foreign language context though this relationship exists in both contexts.

It is worthy to point here that foreign language context is the context where the learner learns the language other than his/her mother tongue in an academic context. For example, teaching English at schools in an Arabic country like Palestine. Second language context is the context where is the learner learns the language other than

the mother tongue where the other language is spoken. For example, teaching English at schools in Britain for students whose mother tongue is Arabic.

In sum, the pre-mentioned factors collectively correlate with students' achievement in EFL. Thus, this study examines the correlation of a set of social-psychological factors (i.e., students' attitudes towards the subject and the teachers, students' self-esteem, students' perceptions of their English teachers' characteristic) on their academic English achievement in EFL environment. It tries to investigate the relative correlation of these factors on students' achievement in a trial to recover a psychological aspect that has an influence on achievement that has been ignored for a long time. In specific, the study constitutes a serious attempt to investigate the correlations of these factors on the Palestinian students' achievement in EFL within the Palestinian socio-cultural context.

Statement of the Problem

From my experience as an educator in EFL field, I noted that educators and teachers of EFL face a real problem in teaching and they attribute it to students' negative attitudes towards English language. There is an apparent educational phenomenon manifested by students' low level of their English language academic achievement even with the great efforts exercised to improve English instruction and curriculum.

What complicates the matters even more is the interplay between the students' attitudes towards EFL and attitudes towards English teachers and learning a foreign language in general. Other students doubt their ability to learn English as a subject even they are good achievers in other subjects.

There is a real need to assess these attitudes and to investigate their relation to students' motivation and academic achievement since such investigation may shed light on one of the problems educators in EFL face with students.

In fact, my observations have made me think that teachers tend to ignore the importance of factors such as positive self-concept, students' perceptions of their English teachers' characteristics, high self-esteem, positive attitudes and clear understanding of the goals for language learning. Thus, this study may serve as a guide for teachers to give attention to these social-psychological factors that teachers generally ignore their effects on their students' achievement and language learning.

Significance of the Study

The importance of the study is imbedded in its focus on the classroom environment as a social psychological context and the exploration of the impact of relatively ignored but nonetheless highly important factors such as students' attitudes, students' perceptions of their English teachers' characteristics and students' self-esteem.

On the other side, education development is going in two parallel ways. One is the improvement of curriculum and instruction introduced to students, the other is the growing attention given to the involvement of students in their learning by the consideration of the student as a learner who is influenced by the learning environment he/she is taught in. Such environment interplays with the factors suggested as the factors of this study. In fact, students' attitudes and other related factors can facilitate or make the learning of the language in the English classroom more difficult since behaviours are influenced by attitudes and thus language achievement and success. The second factor contributed to the selection of the population is the standard exam prepared by the Ministry of Education and Higher Education that tenth graders attend every year.

Purposes of the Study

The purposes of this study are:

1. To measure the Palestinian tenth graders' attitudes towards learning English as a Foreign Language.
2. To investigate Palestinian tenth graders' perceptions of their English teachers' characteristics.
3. To examine the relationship between each of the following components and Palestinian tenth graders' English academic achievement: Palestinian tenth graders' self-esteem, Palestinian tenth graders' attitudes

towards American/British people and culture, Palestinian tenth graders' attitudes toward English language, Palestinian tenth graders' perceptions of their English teachers' characteristics, Palestinian tenth graders' achievement motivation and Palestinian tenth graders' contact with people who speak English language.

4. To examine the effect of Palestinian tenth graders' contact with people who speak English on Palestinian tenth graders' self-esteem, Palestinian tenth graders' achievement motivation, Palestinian tenth graders' perceptions of their English teachers' characteristics, Palestinian tenth graders' attitudes towards American/British culture and people, Palestinian tenth graders' attitudes towards English language and Palestinian tenth graders' English academic achievement.

5. To examine the effect of Palestinian tenth graders' gender with people who speak English on Palestinian tenth graders' self-esteem, Palestinian tenth graders' achievement motivation, Palestinian tenth graders' perceptions of their English teachers' characteristics, Palestinian tenth graders' attitudes towards American/British culture and people, Palestinian tenth graders' attitudes towards English language and Palestinian tenth graders' English academic achievement.

Research Questions

The study addresses these questions:

1. Is there a significant correlation between Palestinian tenth graders' English achievement and each of the following components: Palestinian tenth graders' self-esteem, Palestinian tenth graders' consistency of effort, Palestinian tenth graders' responsibility, Palestinian tenth graders' ambition, Palestinian tenth graders' excellence and ability, Palestinian tenth graders' perceptions of their English teachers' characteristics, Palestinian tenth graders' attitudes towards American\British culture and people and Palestinian tenth graders' attitudes towards English language?
2. Are there significant differences between Palestinian males and females tenth graders in terms of each of the following components: Palestinian tenth graders' self-esteem, Palestinian tenth graders' consistency of effort, Palestinian tenth graders' responsibility, Palestinian tenth graders' ambition, Palestinian tenth graders' excellence and ability, Palestinian tenth graders' perceptions of their English teachers' characteristics, Palestinian tenth graders' attitudes towards English language, Palestinian tenth graders' attitudes towards American\British culture and people, Palestinian tenth graders' contact with people who speak English and Palestinian tenth graders' English achievement?

3. Are there significant differences between Palestinian tenth graders who had contact with people who speak English and Palestinian tenth graders' who had no contact with people who speak English in terms of the following components: Palestinian tenth graders' self-esteem, consistency of effort, Palestinian tenth graders' responsibility, Palestinian tenth graders' ambition, Palestinian tenth graders' excellence and ability, Palestinian tenth graders' perceptions of their English teachers' characteristics, Palestinian tenth graders' attitudes towards American\British culture and people, Palestinian tenth graders' attitudes towards English language and Palestinian tenth graders' English achievement?.

Hypothesis of the study:

The study hypothesizes the following:

1. There is no significant correlation between Palestinian tenth graders' English achievement and each of the following components at $\alpha \leq 0.05$: Palestinian tenth graders' self-esteem, Palestinian tenth graders' consistency of effort, Palestinian tenth graders' responsibility, Palestinian tenth graders' ambition, Palestinian tenth graders' excellence and ability, Palestinian tenth graders' perceptions of their English teachers' characteristics, Palestinian tenth graders' attitudes towards American\British culture and people and English language.

2. There are no significant differences between Palestinian males and females tenth graders in terms of each of the following components at $\alpha \leq 0.05$: Palestinian tenth graders' self-esteem, Palestinian tenth graders' consistency of effort, Palestinian tenth graders' responsibility, Palestinian tenth graders' ambition, Palestinian tenth graders' excellence and ability, Palestinian tenth graders' perceptions of their English teachers' characteristics, Palestinian tenth graders' attitudes towards English language, Palestinian tenth graders' attitudes towards American\British culture and people, Palestinian tenth graders' contact with people who speak English and Palestinian tenth graders' English achievement.

3. There are no significant differences between Palestinian tenth graders' who had contact with people who speak English and Palestinian tenth graders' who had no contact with people who speak English in terms of the following components at $\alpha \leq 0.05$: Palestinian tenth graders' self-esteem, Palestinian tenth graders' consistency of effort, Palestinian tenth graders' responsibility, Palestinian tenth graders' ambition, Palestinian tenth graders' excellence and ability, Palestinian tenth graders' perceptions of their English teachers' characteristics, Palestinian tenth graders' attitudes towards American\British culture and people, Palestinian tenth graders' attitudes towards English language and Palestinian tenth graders' English achievement.

Assumptions of the Study

The study assumes that:

1. Palestinian tenth graders' English achievement measured by one exam introduced as the final exam for the first academic semester. The study assumes that the results of this exam could be used as an indicator for English academic achievement.
2. Constructs such as self-esteem, achievement motivations, attitudes and perceptions of teachers' characteristics can be measured.

Definition of Terms

Attitudes: Husen and Postlethwaite (1985) defined attitudes as “positive or negative feelings that an individual holds about objects, persons, or ideas. They are generally regarded as enduring though modifiable by experience and/or persuasion, and as learned rather than innate” (p.346).

Self-esteem: Woolfolk (1995) defined self-esteem as one’s evaluation of his/her own self-concept or, to be more specific, the value that each one places on our his/her abilities and behaviours. It can also be defined as “favourable or unfavourable attitude toward oneself” (Rosenberg, 1965, p.15).

Achievement motivation: Rabideau (2005) pointed to other researcher’s definition of achievement motivation as the dynamics of behaviour that include needs, desires and ambitions in life. It based on achieving success and goals. Achievement goals can affect the way the person performs his/her tasks and the person's desire to show competence.

Teachers’ characteristics: They are the traits of teachers’. They can be personal, professional and pedagogical.

Contact: It means communication with people who speak English either they are native speakers or people who used English to communicate with others. Time length of communication has not been taken in consideration in this study.

Limitations of the Study

1. The study used a sample only from Ramallah educational district because of access limitations. It was difficult to access all the directorates in the West Bank in the given time of the study.
2. The sample was chosen in the second semester of the scholastic year 2005/2006.
3. The sample was chosen only from tenth grades in government schools only.
4. The study used two instruments. The first is the standard exam developed by Ramallah and Al-Bireh Directorate which used to assess English achievement. The second is the questionnaire that consisted of five parts that measured self-esteem, achievement motivation, perceptions of teachers' characteristics, attitudes towards American/British people and culture and attitudes towards English language.
5. The study studies the correlations of some social and psychological factors with English achievement in the Palestinian context.

Chapter Two

Literature Review

In this chapter, a review of literature and previous studies related to attitudes, achievement motivation, teachers' characteristics, self-esteem and gender have been introduced in the context of achievement and learning in general, and foreign language achievement in specific.

Language Learning and Social-psychological Factors

Foreign language learning and achievement are influenced by a number of factors that include cognitive components (such as intelligence) and affective components (such as motivation and self-esteem). Affective components are the components that deal with motivations of the learner and the emotional reactions. Some affective factors are important in second or foreign language learning (Abdel-Hafez, 1994). This study focused on some of these affective components.

Language learning is a process that may be affected to a certain extent by social-psychological factors in the context of language learning environment. The investigation of these factors is an important growing area in the educational research because they relate to achievement-oriented behaviour (Abouserie, 1995).

In this study, despite the fact that there is a limited literature available about these factors in the Palestinian context, a focus has been given to some social-psychological factors in the Palestinian context. The researcher reviewed literature concerning social-psychological factors that correlate with English achievement.

Literature review is divided into the following sections:

Part one: Literature review related to attitudes and achievement.

Part two: Literature review related to achievement motivation and achievement.

Part three: Literature review related to self-esteem and achievement.

Part four: Literature review related to teachers' characteristics and achievement.

Part five: Literature review related to gender and achievement.

Part One: Literature Review Related to Attitudes and Achievement

Attitudes of students towards foreign language learning are part of affective factors that contribute positively or negatively to foreign language learning.

In the Palestinian context, it is assumed that the social environment including the use of English in Palestine and students' communication with people from an English speaking background is a factor that can contribute to English achievement of the Palestinian students in schools.

We emphasize the contribution of social aspects and learning environment in the formation of attitudes by the learner after his or her perception of certain experiences. Norris-Holt (2002) focused on this perspective when she introduced her own definition of attitudes with more emphasis on the role of social process in forming and modifying attitudes. In addition, she considered attitudes as a means of making change in the social environment.

Attitudes are related to feelings and reactions to social experiences. For example, Husen and Postlethwaite (1985) defined attitudes as positive or negative feelings. They are generally regarded as enduring though modifiable by experience and/or persuasion, and as learned rather than innate.

Attitudes have been defined with respect to different ways, but common elements exist:

Attitude has been defined in many different ways over the years. Allport (1935) cites some 16 definitions of attitude that were formulated prior to the preparation of his manuscript. He attempted to glean from the various definitions the common elements or what he referred to as the essential features of attitude. He arrived to three such features: (a) Preparation or readiness for favorable or unfavorable responses, (b) which is organized through experience, and (c) which is activated in the presence of all objects and situations with which the attitude is related. (Anderson, 1994, p. 352).

In his trial to elicit common aspects of attitudes. Baker (1988) summarized the main features of attitudes. Attitudes are not only affective factors but also cognitive. They are dimensional, they incline a person in act in a specific way and attitudes are learnt.

It has been found that there is a relationship between students' attitudes towards certain subject and school achievement in that subject (Hagg & Tavora, 1985). Simsek, Selvi and Uzum (2007) considered “an attitude, including its cognitive, psychological, and sociological behavioural components, is a rather complex phenomenon that should be taken into consideration in language pedagogy” (p. 2).

This relationship also exists in English as foreign language learning. Rose (2005) indicated that a number of studies showed a strong relationship between student's attitudes toward learning a foreign language and student's performance.

Attitudes are assumed to have an influence on language achievement. Bedford (1981) emphasized the role of attitudes in second language acquisition after he conducted a number of studies which have demonstrated that the student's attitudes are related to second-language achievement.

Attitudes of students towards various school subject matters have been assessed alone or with correlation with other factors that have been found to affect attitudes or other school achievement related factors. Rose (2005) indicated that research has demonstrated that achievement in a second language is related to measures of attitudes and motivation. This line of research used, as indicated by Ajzen and Fishbein (1980), "expressions of belief, statements of intention, observations of behaviour, or any combination of these" can be used "as a source to assess or infer attitudes" (p. 15). Our current study used statements of intentions to measure students attitudes towards the learning the language and towards the culture.

Some factors may affect students' attitudes toward learning English. Norris-Holt (2002) stated the following:

The major reasons for beginning to like English, in order of preference included (a) I liked the teacher; (b) I was interested in learning a foreign language; (c) I could understand the lesson; (d) I achieved good test results; and (e) I wanted to do well in a new school subject". On the other hand, of the main reasons listed for beginning to dislike English, in order of preference, the following were the five most common responses; (a) English class was difficult and I couldn't

understand; (b) I didn't like the teacher; (c) I didn't study hard; (d) the teacher changed and their English pronunciation and teaching style was different; and (e) I didn't like having to remember vocabulary" (p.7).

In addition, other reasons can be added:

- (a) students not understanding information in class and being unable to make a connection between new material and that which has already been covered; (b) students not liking their English teacher; (c) instructors teaching English as a subject and not as a language for communication; (d) the structure of the Japanese education system in which students are required to cover a considerable amount of work, with teachers lacking the time to review material with students who don't understand; and (e) Japanese students tend to underestimate their English ability. (Hatori (1977) cited in Norris-Holt, 2002, p. 7).

Students' attitudes towards English were assessed by Lightbown, Halter and White (2002) in a questionnaire. Many aspects were examined. For example, students were asked whether they saw English as essential in their future. The students appear virtually unanimous in believing that English is important for their lives. When questioned more specifically about the English language skills they considered most important, all groups tended to rank listening comprehension and speaking ability in first and second place, far ahead of the ability to read or write English.

Another study conducted by Tamba (2002) examined many hypotheses. One of these were that there is a relationship between motivation and attitudes of the learners and the actual classroom situation in terms of the time, the length of the lesson, the textbook and the teacher which can help to develop a negative or a positive attitude in the learner and to a certain extent would determine his learning motivation. On the other hand, the prestige of the language seems to affect language learning. Social value, prestige or status of the second language is found to be related to the ease or otherwise the difficulty of learning the language (Abdel Hafez, 1994).

A study investigated Chinese university students' attitudes towards and motivation to learn English and the correlations of the other components such as attitudes with the students' English proficiency that used a modified 44-item survey that was administered to 202 third-year non-English majors in a southern university in China. The results of the study revealed that the students had positive attitudes towards English learning and they were highly motivated to study it. The students were more instrumentally than integratively motivated to learn English and the students' attitudes and motivation were positively correlated with their English proficiency (Liu, 2007).

Gardner and Lambert mentioned five motivational attributes affecting second language acquisition, two of these attributes are the learners' reasons for learning second language, and the attitudes held toward the target language and culture (Culhane, 2004). In our context, learning English language as a foreign language is

manipulated by students' attitudes towards the language itself and towards the group speaking that language. Thus, it is not an aspect or another that operates in formulating attitudes towards learning the language. It is a learning process that includes many interrelated factors that need to be carefully studied to decide the relative correlation and even significance in achievement and learning.

There are two kinds of attitudes: attitudes towards the people who speak the target language and attitudes towards the practical use to which the learner assumes he/she can put the language that is being learned. These attitudes, as indicated, are in part a result of experiences, they are also part of the culture (Gardner, 1985; Congreve, 2004). There are interactions within second language and second culture context that influence attitudes toward speakers of the target language and toward the language itself (Cuhane, 2004).

Palestinians, in specific, live in a special experience concerning American policy in the Middle East. American foreign policy is known to be biased in favour of the Israeli side in its trial to resolve the Palestinian-Israeli conflict. The consequences of this bias are clearly supposed to formulate and affect Palestinians' attitudes towards Americans and their language.

Palestinians students learn English as the first foreign language in schools in the Palestinian territories and they live in a humiliating experience under the Israeli occupation that is believed to be supported by the west in general and by the United States in specific due to its political domination. It is assumed here that language can

not be separated from culture and politics. English language also as it is taught in the Palestinian curricula impedes culture in its items. Although culture is not taught in the Palestinians schools, we can not assume that English here is just taught as a language far away from its culture and people since language learning is different from other curriculum topics. Language learning requires the learner to incorporate elements from the other culture. As a result, reactions to other cultures become important (Gardner, 1985).

In addition, English language is seen now in most of the world as the language of science, conferences, economics and international communication. Many Palestinians send their children to private schools due to the underlined assumption manifested in the fact that private schools introduce more English periods and these schools compete to offer updated English curricula that teach science, maths, history and other subjects by English language. Parents predict better career future for their children with more English proficiency.

As the fact that English language is assumed to refer to the United States (USA) and the United Kingdom (Britain), some surveys investigated attitudes toward the United States were reviewed. The results of these surveys revealed a strong dislike for American foreign policy and quite positive attitudes toward American society, American culture and toward American people (Tessler, 2004).. The Zogby Institution's surveys found that younger Arabs and Muslims do not have more negative opinions of Western society (including USA and Britain) than do older

individuals do and their views are more positive. Watching satellite television is frequently correlated with attitudes about Western norms that are more favourable. Arabs and Muslims attitudes are complex and shaped by changing conditions. These attitudes may be understood in the context of the reaction to the United States policy in the Middle East including its support for Israel in its aggression against the Palestinian people (Tessler, 2004).

Some studies such as the study conducted by Pew Research Centre in 2004 found the attitudes towards America become more negative after the war against Iraq. On the other hand, while people embrace American style democracy and freedom. At the same time, they reject American cultural values. People equated United States culture to American music, videos and television programs. The negative feelings towards America are connected with the United States policy and not the United States people or American values (Fullerton, 2005).

DeFleur and DeFleur (2003) conducted a study included more than one thousand and three hundreds teenagers in more than ten countries. The results of their study showed negative attitudes towards United States. The authors of the study pointed to a strong influence of American media content in shaping global youth attitudes towards USA in the countries they studied in their study.

In his attempt to investigate the influence of the visit of the Unites States, Fullerton (2005) found in one of his surveys there was no significant difference

between international students who had visited the United States and those who had not visited it in terms of their overall attitude towards the United States.

As the Palestinian students are negatively influenced by the American policy and foreign commitment to the Israeli side, a general growing trend is appearing in favour of learning English as an international language and not as a heritage for the Americans.

Foreign language learning is also affected by factors other than attitudes. Attitude is just one psychological factor that correlates with achievement. Motivation to learn is another growing research area in education. It is significant to investigate the motivation of the Palestinian students and see its directions of correlations with achievement.

Part Two: Literature Related to Achievement Motivation

Motivation in general is “the driving force behind all the actions of an individual” (Rabideau, 2005, paragraph one). Huitt (2001) reported many definitions of motivation introduced by others that reflected the consensus that motivation is an internal state that can be labelled as need or desire that activates behaviour and gives it direction, desire that energizes goal-oriented behaviour and influence of needs on the behaviour.

Huitt (2001) viewed the kinds of motivation as depicted in the following diagram:

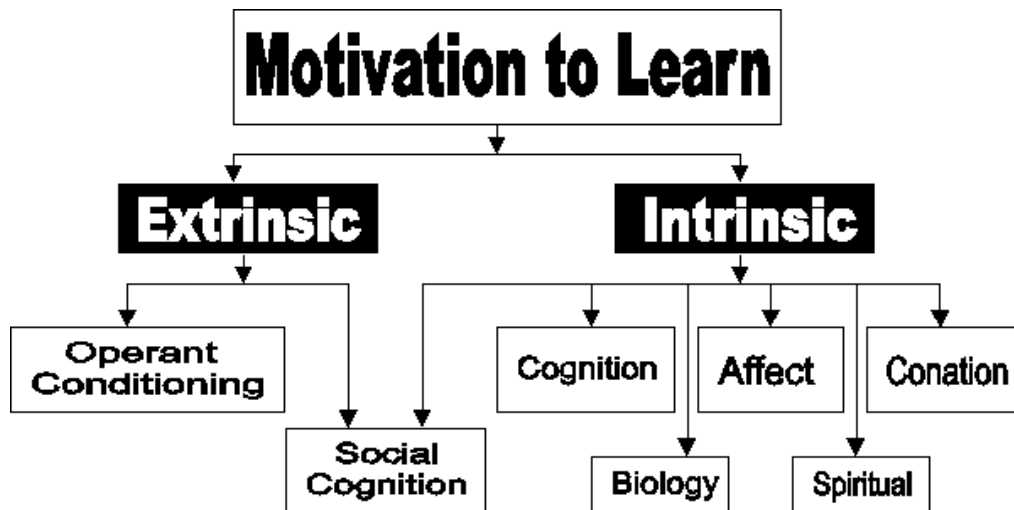


Diagram (2.1): Kinds of motivations according to Huitt (2001, p.2)

Huitt, W. (2001). Motivation to learn: An overview. *Educational Psychology Interactive*. <http://chiron.valdosta.edu/whuitt/col/motivation/motivate.html>

As the diagram shows, motivation is divided into intrinsic and extrinsic. An extrinsic motivation, in turn, is of two parts: The environment or operating conditions and the social cognitive. Intrinsic motivation is of three types: cognition, affect and conation.

Culhane (2004) adopted Gardner and his colleagues' classification of motivation into different orientations. Thus, motivation is divided into instrumental and integrative motivation. The instrumental motivation is the concern for linguistic growth. On the other hand, integrative motivation is the individual willingness in promoting the acquisition of second language.

Gardner's model viewed motivation to be composed of three elements. These elements are effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect illustrates the learner's emotional reactions with regard to language study (Norris-Holt, 2001).

Leonard, Beauvais and Scholl (1995) proposed five factors as the sources of motivation. These factors are: 1) Instrumental Motivation concerns rewards and punishers, 2) Intrinsic Process Motivation concerns enjoyment and fun, 3) Goal Internalization concerns self-determined values and goals, 4) Internal Self Concept-based Motivation concerns matching behaviour with internally developed ideal self, 5) External Self Concept-based Motivation concerns matching behaviour with

externally developed ideal self. People are influenced by all these five factors, still in varying degrees that can vary in specific situations.

Motivation interacts with other factors, either cognitive or affective factors, in the context and environment of learning. For example, process theories views motivation as a psychological process of interaction between personality traits with the environment as perceived by the person. This can lead to the conclusion that there are no students who are highly motivated for all types of subject matters and teachers (Lens, 1994).

Motivation is one of four components that affect learning and contribute to learning and achievement of foreign language (Gardner & Lambert, 1972). Accordingly, motivation is an important determinant of learning and its outcomes, as expressed in academic performances (Lens, 1994).

On the other hand, motivation consists of affective components and another component as offered by Gardner conception of motivation's components. They are: "The student's desire to learn the L2 (*second language*), the personal effort the student uses for learning the L2 and their attitudes toward learning the L2" (Rose, 2005, p. 3). Motivation is a function of three variables: goals, self-efficacy, and knowledge of action possibilities. These three variables are the product of experience and situational factors such as past experience, socio-cultural context and teaching-learning situation (Rabideau, 2005).

Motivation has its considerable significance to account for differences in achievement and learning. It can activate the available abilities. Individual differences in efficiency of learning processes and outcomes are explained by differences in abilities and motivation. They result from an interaction between cognitive and motivational variables (Lens, 1994).

Research in foreign language acquisition emphasized the role of motivation and indicated that motivation is also a result of other social and cultural factors affecting the learner (Culhane, 2004).

Gardner and Lambert mentioned motivational attributes affecting second language acquisition, two attributes are the learners' reasons for learning the second language and the attitudes held toward the target language and culture (Culhane, 2004).

On the other hand, Swartz (2007) said that motivation might not cause differences in learning in cases where the neurodevelopmental differences play a role to fail to attain specific outcomes which undermine development of academic skills.

In addition, motivational researchers think that achievement behaviour is actually an interaction between situational variables and the individual subject's motivation to achieve (Rabideau, 2005).

Education has its specific conceptualization of motivation in the context of school achievement that is labelled as *achievement motivation*. In the rest of this section, achievement motivation is introduced in details.

Rabideau (2005) summarized the definition of achievement motivation from other authors as the basic drive of actions and the dynamic of behaviours that include needs, desires and ambitions. Khader (2001) defined achievement motivation as the motive to succeed and achieve desired end, it is the motive to overcome obstacles or quickly perform tasks.

Zyad (2004) concluded, from the definitions of achievement motive offered by many researchers, that these definitions focused on the excellence in performance of the high performers, and these definitions link between the components of achievement motive and some personal characteristics.

A revision of motivation achievement theories revealed that achievement motivation is a composite construct that includes many dimensions: Ideality, serious work and competition, consistency, ambition, tendency for superiority, ability to overcome obstacles and ability to perform hard tasks .Thus, it seems that motivation has three components: attitudes towards learning the language, need to learn the language and attempts made to learn the language (Barakat, 2003).

Achievement motivation is one of the factors that affect success and failure in the future. Individuals who have high level of achievement motivation tend to exercise effort to succeed in various situations, and high level of achievement motivation improve academic performance (Khader, 2001).

Achievement motive is one of the most important factors in learning. Achievement motive is represented by the will to do good work and characterized by

ambition. Individuals who have high levels of achievement motivation tend to choose medium difficulty tasks; therefore, they are more persistence and consistence in work than individuals who have low levels of achievement motivation. Achievement motive is an important motive that directs the individual towards acceptance or avoidance of acceptance in situations that require excellence (Zyad, 2004).

Many achievement motivation approaches have been developed. Motivational researchers introduced a hierarchal model of approach and avoidance achievement motivation by incorporating two theories: the achievement motive approach and the achievement goal approach. Achievement motives are the need for achievement and the fear of failure that direct our behaviour toward positive and negative outcomes. Achievement goals are pointing individuals toward a specific end. In this context, there are three types of achievement goals: performance, performance-avoidance and mastery goals. A performance-approach goal concentrates on attaining competence relative to others, a performance-avoidance goal concentrates on avoiding incompetence relative to others and a mastery goal concentrates on the development of competence itself and of task mastery (Elliot & McGregor, 1999).

Rabideau (2005) concluded that the desire to succeed and avoid failure is a significant determiner of aspiration and behaviour.

Huitt (2001) reported that other authors have indicated that goal-theory has differentiated three goals: mastery goals focus on gaining competence or mastering a

new set of knowledge or skills; performance goals focus on achieving normative-based standards, doing better than others, or doing well without a lot of effort; and social goals which focus on relationships among people. In learning context, students with mastery goals do better than students with either performance or social goals. In life success, individuals have all three types of goals in order to be very successful.

Rabideau (2005) reported that classical achievement motivation theorists thought that activities are oriented toward success or avoiding failure. On the other hand, achievement goal theorists focused on an integrated achievement goal conceptualization that was recently proposed and includes modern performance and mastery theories with the standard approach and avoidance. In this context, three achievement orientations are conceived. They are a mastery goal, task mastery and a performance-avoidance goal. The mastery and performance-approach goals are self-regulating to promote potential positive outcomes and to absorb an individual in their task or to create excitement and then to establish a mastery pattern of achievement results. Performance-avoidance goals are promoting negative circumstances.

Rabideau, (2005) considered avoidance orientation as a creator of anxiety, task distraction and a pattern of helpless achievement outcomes. Intrinsic motivation plays a role in achievement outcomes as well. Performance-avoidance goals undermined intrinsic motivation while both mastery and performance-approach goals helped to increase it.

Elliot and McGregor (1999) concluded the fear of failure and the need for achievement are predominant motives that direct behaviour toward positive and negative outcomes. Achievement motives can be seen as predictors of achievement-related circumstances. Achievement motives have an indirect influence, and achievement goals have a direct influence on achievement outcomes.

Ambition of the individual is considered to be a scale for success or failure of the individual, and the teacher has an influence on the ambition level of the individual (Khader, 2001).

Barakat (2003) reviewed literature concerning many components of achievement motivation introduced by other authors. Barakat (2003) concluded the following features are the most important ones: Tendency to success and avoid failure, responsibility of conflicts solutions, tendency to establish certain goals and achieve them, consistency of effort and challenge, time recognition and looking for future, tendency for intelligence, independence, self-estimation and ambition, tendency for pre-planning, preferences to take roles of excellence, giving independent judgments and choosing experts rather than friends as partners in work.

The effects of motivation are shown to be linked with other factors that affect language learning. One of these factors is attitudes. Motivation and attitudes are both psychological and social components that can restrict or increase English learning. The question that needs to be examined is the relationship between motivation and attitudes. First, literature has shown that there is a direct relationship between

motivation and attitudes in the field of language learning. Buschenhofen (1998) clarified that studies have shown a direct correlation between motivation and attitudes. Thus, motivation is a positive attitude, effort and desire.

Referring to the conclusion that Gardner reached which links attitude motivation and second language learning, attitudes are affective factors that can decrease or increase motivation. In addition, culture and teachers affect students' attitudes, and attitudes in turn affect motivation that in turn smooth the progress of or inhibit the communication of knowledge (Congreve, 2005). In addition, Culhane (2004) focused on the role of social and cultural factors in attitudes and motivational orientation determination, and then motivation and attitudes influence since the types of learning behaviours learners choose play major roles in learning outcomes (Culhane, 2004).

Attitudes play a role in the degree of motivation determination. Some times learners face educational settings where they feel anxious. However, attitudes, when they are positive, can decrease this anxiety and increase motivation as indicated by Burden (2004) when he stated that

Learners need to have attitudes and use strategies that encourage lowered anxiety, higher motivation, and confidence in their ability to convey what they want to say. One of the challenges for teachers is to provide the kind of classroom atmosphere that promotes low-anxiety (p. 2).

One may ask how motivation can increase learning and achievement. Lens (1994) answered this question. Lens (1994) said that

If a student has a high level of motivation then she/he spends more time studying and she/he may invest more strategies to challenge and that associates with "motivational psychology (*that*) assumes a positive linear relationship between strength of motivation and persistence: the stronger the motivation to study, the more time spent studying. (p. 3937).

On the other hand, research introduced a link between self-esteem and motivation. Rabideau (2005) thought the increase in effort and overcoming the challenge by mastering the task satisfies the individual. In this context, the explicit motives are built around a person's self-image. This motivation shapes a person's behaviour based on self-view and can influence choices and responses from outside cues.

Part Three: Literature Related to Self-esteem and Achievement

Self-esteem is supposed to play a significant role in contributing positively or negatively to students' achievement. Various definitions of self-esteem have been introduced. Self-esteem is "a person's feelings of worth about himself or herself" (Schmidt & Padilla, 2003, p. 2). Other scientists related this concept to evaluation of abilities the person exercises to attain certain goals. Self-esteem can be viewed as an experience that involves emotional, evaluative and cognitive components. It is the disposition to experience oneself to cope with challenges of life and of being worthy of happiness (Branden, 1995).

Self plays a crucial role in the formation of attitudes. The concept of self is also a complex concept. Purkey (1970) stated

We can arrive at a composite definition of the "self" as a complex and dynamic system of beliefs which an individual holds true about himself, each belief with a corresponding value. This definition highlights two important characteristics of the self: it is organized and it is dynamic (p.7).

There are many theories of self-esteem. Some of these theories are Rosenberg theory, Cooper Smith theory, Ziller theory and Felker theory. All these theory share

the idea that self-esteem is the core of the individual's character that organizes his/her behaviour. In addition, self-esteem is affected by internal and external factors as family, success feeling, belonging, values, ambition, others' acceptance and other factors. Self-esteem grows side by side with the internal motive to emphasize the self. There is a clear difference between individuals who have high degree of self-esteem when compared with individuals who have low degree of self-esteem in terms of success in social interaction, establishing positive relations with others, achievement and other aspects (Barakat, 2003).

Learning and achievement can be affected by self-esteem. It is supposed that if the student's self-esteem is low then this can negatively affect his learning and achievement. This can be true in the field of foreign language learning. Students who have low self-esteem are more likely to fail than students who have a solid sense of self-esteem. Whenever possible, students with low self-esteem avoid academic challenges and risks. Thus, low achievement can be attributed to low self-esteem. Lai (1994) found the majority of learners lacked confidence in communication that she thought it due to poor self-esteem, anxiety and unfavourable opportunities for classroom communication in English.

Schmidt and Padilla (2003) indicated that "some scholars make the casual argument that high self esteem increases academic achievement" (p. 3). At the same time, the existence of intervening factors that were not studied in the past research can be added to other factors that lead to the absence of agreements on the causal

relationship between achievement and self-esteem. Examples of these factors are the variety of methods available for measuring self-esteem and the unclear direction of this relationship, that is whether academic achievement leads to self-esteem or high self-esteem leads to high academic achievement (Schmidt & Padilla, 2003). Turner, Pickering and Johnson (1998) clearly indicated that the relationship is cyclic:

Persons who believe that student's behaviour has no impact on outcomes are likely to develop learned helplessness, avoid challenging situations and fail to persist (Dweck & Leggett, 1988). This can result in a "cycle of failure" in which negative beliefs result in a lack of persistence, which leads to failure and potentially lowered self-esteem. Failure and low self-esteem confirm the negative beliefs, and the cycle continues (p. 2).

However, the disagreement about the causality relationship is a topic of debate. There is a relationship between self-esteem and achievement. At the same time, there is a considerable variance as to the specific nature of this relationship. Students have to perform well in school in order to have positive self-esteem or self-concept. Another point is that a positive self-esteem is a crucial prerequisite for performing well in school (Reasoner, 1998).

Covington (1989) offered an explanation to this relationship. He thought that as the level of self-esteem increases then do achievement scores. On the other hand, as self-esteem decreases then do achievement scores. Covington (1989) believed that self-esteem can be improved by instruction.

With the same line of research, many researchers argued for the clear support for positive relationship between student's motivation and self-esteem to academic achievement and school success. There is also evidence that link self-esteem with attitudes and achievement (Norris-Holt, 2001).

Holly (1987) compiled a summary of 50 studies and found most of the studies supported the idea that self-esteem was more likely the result than the cause of academic achievement. Certain level of self-esteem is needed in order for a student to achieve academic success. Holly (1987) thought that they feed each other in a mutual way.

Students who have greater self-esteem are more likely to be successful academically in school than other students (Marsh, 1985). In the same context, some assumptions were formed to interpret some difficulties with learning. Low self-esteem was one of these assumptions; a positive self-esteem is supported by a sense of accomplishment and the ability to achieve things (Bogert, 1995).

Another interesting fact is that some educational research introduced several approaches to build self-esteem of students. Some of these approaches concern the psychological factors that have been investigated in the current study. One of them is the cognitive approach. This approach places the emphasis on developing positive attitudes, helping students to think about their feelings and adopt healthier interpretations of the event they experience. The other approach is the environmental approach. This approach is a more holistic approach that structures the environment

and the activities students engage in to develop particular attitudes and skills that lead to self-esteem. It tends to address aspects such as discipline, social activities, goal setting, responsibility and how adults interact with students (Branden, 2004).

Bray (2006) conducted a study titled by “The Influence of Academic Achievement on a College Student’s Self-Esteem”. The purpose of the study was to see if academic achievement had more of an affect on a college student's self-esteem if that student was an honoured student versus an average student. Rosenberg Self-Esteem was used before and after a psychology exam. A total of 64 college students participated in the study. Results indicated, similar to previous research, that academic achievement and self-esteem have a positive relationship.

One way to avoid threat to self-esteem is withdrawing effort. It allows failure to be attributed to lack of effort rather than low ability. This strategy reduces the overall risk on self-esteem (Rabideau, 2005).

Rabideau (2005) reported a study that was conducted on students having unsolvable problems to test some assumptions of the self-worth theory in regard to motivation and effort. It was found there was no evidence of reduction of effort despite poorer performance when the tasks were viewed as moderately difficult when compared with tasks viewed as more difficult. This is explained by low effort may not be responsible for poor performance of students in conditions that create threats to self-esteem. The study stated two suggestions: the first is that students might unconsciously withdraw effort, and the second is that students may decrease effort

because of withdrawing commitment from the challenge. In general, self-worth theory assumes that individuals have a reduced tendency to take personal responsibility for failure.

Branden (2004) posed the question: “Why is there so little scientific proof regarding the significance of self-esteem” (p.11). He attributed this to the several definitions introduced to self-esteem and the lack of agreement on one definition. On the other side, there is still no consent on the measures used to measure self-esteem. The important thing is that it is difficult to determine whether self-esteem either causes the result observed or whether it contributes to other factors that result in particular behaviours. It is also difficult to measure the effects of self-esteem because it is a basic attitude that affects behaviour only when other attitudes or conditions don't override its significance at that moment.

Huitt (2001) found that self-concept may be affected by success or failure, but he puts a possibility of if a person has an external attribution of success, self-concept is not likely to change as a result of success or failure because the person will attribute it to external factors. The individual must lower his expectations if he fails in order to maintain self-esteem. If the person has an Internal/Effort explanation and high expectations for success the person will persevere (i.e., stay motivated) in spite of temporary setbacks because one's self-esteem is not tied to immediate success. Rabideau (2005) indicated that the increase in effort and overcoming the challenge satisfies the individual.

Some researchers have observed a relationship between self-esteem and attitudes towards school in general and some school subjects in specific. The two factors are supposed to influence each other. Nichols and Utesch (1998) clearly pointed to this connection since higher self-esteem is related to greater popularity with other students, more favorable attitudes toward school and more positive behavior in the classroom.

Another factor that influences achievement is teacher's characteristics. English teacher's characteristics are supposed to influence achievement of foreign language learning since the teacher is one element of the class environment that in whole affects learning process.

Part Four: Literature Related to Teacher's Characteristics and Achievement

Recent studies have increasingly become aware of the processes that occur in the class environment. In recent years, educational researchers and practitioners have become increasingly aware of the importance of social processes in classrooms. These processes are crucial for two reasons. First, teacher-student and peer relationships are important mediators of the intellectual outcomes. Second, the school experience may have significant social outcomes. These include students' feelings and beliefs about themselves and their response toward others inside and outside the school environment. Actually, then, we can't understand what happens in schools unless we understand the role of social processes as both independent and dependent factors are important in understanding what happens in schools. (Levine & Wang, 1983).

Teacher is one player in the environment. Teacher's characteristics include many components such as pedagogical and personal characteristics. Such characteristics can positively or negatively interact with other components in the classroom context and result in low or high achievement.

Some researchers mentioned in specific some of teacher's characteristics that may have an influence on some related psychological factors. It seems that the teacher's acceptance of his students creates a comfortable environment, which in its turn, develops students' self-esteem. The teacher can practice his acceptance of his students by expressing love and care, and showing tolerance when they make

mistake which encourage them to take risk which is an important element in language learning (Padilla & Schmidt, 2003).

Teacher is shown to play a major role in students' success and achievement. Weiner's (1974) theory proposed that the four basic causes used to explain achievement success and failures are the person's ability, effort, luck and the difficulty of the task. Later research has shown that students also mention other causes, including the teacher. Strategies teachers used to teach are a helping factor in increasing students' motivation and so increasing achievement learners' level of motivation. In specific, the communicative strategies and the teacher as language facilitating role can be achieved by encouraging students to assess their performance in a positive light (Burden, 2005).

Burden (2005) thought the teacher must attract his students and provide an unthreatening environment and the most important involves the learners in language learning activities which can help in reducing the effect of anxiety. Most anxiety stems from feelings of alienation, from a lack of confidence, or because the students fear communication.

Khader (2001) reported a study about the characteristics of a good teacher. The study showed that the students desire to find many educational characteristics in their teachers as: Setting an educational class environment leads to learning, knowledgeable in his subject matter, giving attention to his or her students learning,

tolerance, using variety of teaching methods, motivating students and encouraging self-learning and giving attention to learning.

Khader (2001) reported a study that aimed to identify the characteristics of effective teachers as perceived by secondary students. The study concluded that the most important characteristics are: Tolerance, flexibility, respect and estimation of students, enthusiasm and skill in introducing the subject matter.

On the other hand, “it is difficult to interpret the relation school or teacher characteristics and achievement, even after controlling for student background, because they may be confounded with the influences of unobserved individual, family, school, and neighbourhood factors” (Nye et al, 2004, p. 238).

Barakat (2003) reported from other research that the teacher’s encouragement to his students and his cooperation and acceptance of his students increase their achievement and push them to work and take responsibility and that there is a relation between teacher’s personal characteristics and independence and competition among students and when the student competes with others she/he exercises more effort and when she/he knows that she/he will get more social estimation when she/he achieves certain work, she/he exercises more effort.

Teachers’ characteristics are not the only player in learning environment. The classroom climate influenced by the teacher has a major impact on students’ motivation and attitude towards learning. For teachers, having been equipped with pedagogical and professional characteristics would not be enough to establish a

positive, learnable, and teachable classroom climate. The factors that best facilitate student learning are described as being purposeful, task-oriented, relaxed, warm, and supportive and have a sense of order and humour in an integrated sense (Kumaravadivelu, 1992).

Part Five: Literature Related to Gender and Achievement

Pavlenko, Blackledge, Piller and Teutschdwyer (2001) reviewed research indicating female superiority in learning another language. One of the researchers they pointed to is Susan Ehrlich who demonstrated that female learners show possible superiority in second language acquisition. Susan Ehrlich cited some linguists' research who described that girls had substantially higher scores than boys on all French achievement tests in British primary schools; Susan Ehrlich concluded that research proves gender differences in SLA. Pavlenko et al (2001) supported the idea that gender differences are connected with socio-cultural development.

Some researchers attributed this superiority to strategy use. Ghani (2003) stated that "female learners reported greater overall strategy use than male learners in many studies (although sometimes males do better than females in the use of a particular strategy)" (p. 33).

Farmer (1987) explained these differences when she stated:

Gender differences in achievement motivation and related achievement behaviour are viewed from a social learning perspective (Bandura, 1978), incorporating a dynamic view of learning and development. This view does not ignore inborn differences, but it minimizes their potency, focusing instead on socialization experiences in the past and present as strong determinants of achievement motivation and behaviour (p. 6).

Farmer (1987) added:

Gender role expectations today remain unclear, and the socialization of girls and boys, men and women, leads to social role expectations and related behaviours that result in gender differences in achievement and in related motivation (p. 8).

Emler (1994) indicated that females on average have slightly lower self-esteem than males and this difference being widest in the late teens.

Kendler, Gardner and Prescott (1998) used Rosenberg self-esteem scale to assess self-esteem at personal interview with 1517 male–male, 856 female–female and 1420 male–female twins from Virginia Twin Registry. The mean of self-esteem score was slightly but significantly lower in women versus men, and in women who grew up with a male versus a female co-twin. Kendler et al. (1998) suggested that individual differences in self-esteem in both men and women were best explained by genetic and individual-specific environment factors and the analyses supported the validity of the equal environment assumption for self-esteem.

Kling, Hyde, Showers and Buswell (1999) conducted two analyses to examine gender differences in global self-esteem. In the first analysis of computerized literature search yielded 216 effect sizes, representing the testing of 97121 respondents. The overall effect size was 0.21, in favour of males. In the second analysis, gender differences were examined using 3 large, nationally representative data sets. All of the effect sizes, which summarize the responses of nearly 48000 young Americans, indicated higher male self-esteem. The two analyses provide

evidence that males score higher on standard measures of global self-esteem than females, but the difference is small.

Chacho and Trojan (2005) examined abstract **literature** on future orientation and motivation for gender differences. The results revealed gender differences from five theoretical orientations: achievement motivation, future time orientation, possible selves, expectancy-value and social-cognitive. Some differences best explained in terms of gender role expectations. Gender differences were found in future goals. Men had longer but fewer goals than women. The results suggested that women's future expectations have become more similar to men's in the career realm. Women maintained their focus on interpersonal goals. Chacho and Trojan (2005) suggested that schools are a potentially powerful socio-cultural context that encourages students to envision futures that are not constrained by gender. Recent studies of American college students showed that the girls are in advance in terms of time studying, grades and time taken to graduate. They also reported a study that used a survey of 1800 students that revealed that female students study more often and for longer periods of time than male students. As a result, female students are achieving higher grades and need less time to graduate.

Leung et al. (1993) studied a sample of American students in Wisconsin and Chinese students in Hong Kong in grades 8, 10 and 12. The study focused on gender

differences in perception of causal attributions of success or failure in school, the relationship of gender to achievement goal orientation and cross-cultural differences in academic motivational orientations. Results indicated that girls felt the cause for their success as internal and controllable, and were more likely to attribute their failure in schoolwork to lack of effort. These results suggested that girls had stronger sense of personal responsibility for their academic achievement than males.

There is a suggestion in the literature that female students have a tendency to give emphasis to interpersonal and social characteristics in teachers more than male students do (Açıkgöz, 2005).

Luxen, Scokker and Buunk (2004) reported a study that showed that women's overall ambition was lower than men's, and that culture influenced women's ambition. It is male culture diminished ambition.

In conclusion, self-esteem, achievement motivation, perceptions of English teachers' characteristics, gender, contact with native English speaking people, attitudes towards English and attitudes towards the culture are factors assumed to affect English academic achievement in Palestinian context. Although the relationships exist among most of these factors, the direction is still not clear.

Chapter Three

Methodology

Methods and Procedures

This chapter includes the instrument's structure and the components that each part of the instrument is supposed to measure. Content, construct validity procedures are included in details. Analysis procedures for research's questions are described in this chapter.

Methodology

The study followed quantitative methodology (survey method). The quantitative data obtained was analysed using SPSS program.

Population

The population of the study consists of the female and male students of tenth grade studying in government schools in Ramallah and Al-Bireh district in the scholastic year 2005/2006. Data that introduced by the Ministry of Education indicate that around 5309 students distributed on 103 schools on 186 sections were studying at tenth grade in the scholastic year 2005/2006 in Ramallah District government schools. Tenth graders were chosen to be the population of this study

because they are at an age and English level that allow them to be aware of their motivation and attitudes towards English and their English teachers' characteristics. The second factor contributed to the selection of the population is the standard exam prepared by the Ministry of Education and Higher Education that tenth graders attend every year.

Private schools in the directorate were excluded due to the differences in number of English classes taught in both kinds of schools and English curricula that might affect the results.

Sample

A convenience sample consisted of 14 sections were chosen from 186 sections from tenth grade classes in Ramallah and Al-Bireh district. The sample consisted of 191 females and 257 males. The 14 sections that were chosen consist 8.4% of the population.

Table 3.1: The Sample

Total of population	186 sections
Sample	14 section
Questionnaires distributed	450
Returned questionnaires	375

A total of 375 questionnaires were returned to the researcher that is the percentage of returned questionnaires is 83.7 %. The returned filled questionnaires

included 169 questionnaires filled by female students and 206 questionnaires filled by male students

Table 3.2: Sample distribution by gender

Gender	Size	Percentage
Male	206	54.9%
Female	169	45.1%
Total	375	100%

The following table shows the responses of the participants' distributed on the demographical items.

Table 3.3: Responses on the demographical items

Item	Number	Percentage
Total of Participants	375	-
Participants responded they travelled abroad	92	28.8%
Participants responded they didn't travelled abroad	227	71.2%
Participants responded they have contact with people who speak English language	84	26.8%
Participants responded they had no contact with people who speak English language	229	73.2%
Participants reported failure in English language before	130	38 %
Participants reported they didn't fail in English language before	212	62%

Instruments of the Study

Two instruments were used in this study. The first is an English exam used to assess students' English achievement and the other is a questionnaire to measure the other components in the study.

The Standard Exam

Students' achievement was assessed by a standard exam introduced to all Ramallah directorate government schools that have tenth grade. The Ministry of Education and Higher Education has introduced this exam after the introduction of the new English tenth grade curricula as a part of assessment process. The exam allowed the researcher to have a standard tool to assess tenth graders' English academic achievement.

The researcher, due to her work as an English supervisor in Ramallah and Al-Bireh Directorate, participated with another English supervisor in designing the standard exam for the second semester in May 2006. Both supervisors have studied many courses about assessment and evaluation and have good educational background. The standard exam was reviewed by another two English supervisors working in the same directorate.

The exam assessed the following main areas: Reading, grammar, listening, writing, and speaking. Four classes of the sample were assessed in terms of listening skills in the exam. Others weren't assessed because of time and space limitations as the schools indicated in their reports to the Directorate. Two hours were assigned to the exam as maximum time limit. Teachers from the schools themselves administered the exam in schools. A copy of the exam has been attached at the end of this research (Look at appendix 2). The exam consisted of five parts. Three questions were developed to assess vocabulary, two essays to assess reading, five

questions to assess grammar, two questions to assess writing, and one question to assess listening. The accumulative grade of the exam was 100 points distributed as the following: Vocabulary 25, grammar 20, listening 15, writing 10, reading 15, and speaking 15. English teachers of the selected sections provided the researcher with the grades scored by the students. Scores of the students were matched with their filled in questionnaires.

The Questionnaire

Instrument Structure

A five-part questionnaire was designed for the purposes of this study.(Look at appendix 1). The questionnaire was initiated by demographical questions including gender, place of residence, if the student failed in English language classes (the grades average of English language at the end of the scholastic year), if the student had contact with relatives or people who speak English, kind of school (mixed or just for females or males), and if the student travelled abroad or not, and if yes for how long.

The instrument included four scales (other than the demographical one) that measured the independent components included in the study.

The following is a brief description of each scale.

- a. Self-esteem scale.
- b. Achievement motivation scale.

- c. Students' perceptions of their English teachers' characteristics scale.
- d. Students' attitudes towards English language, and American/British people and culture scale.

Rosenberg's Self-esteem Scale

The first scale is Rosenberg's self-esteem scale that was developed by Rosenberg (1965). Robinson-Stuart and Nacon (1996) mentioned that Rosenberg's scale is the most popular measure of self-esteem and the standard with which developers of other measures usually seek convergence.

In addition, Rosenberg definition of self-esteem as favourable or unfavourable attitude toward oneself (Rosenberg, 1965, p.15) is valid for this study.

The scale invests four point response formats that results in a scale range of (10-40) with higher scores representing higher self-esteem. The fact that the scale contains only (10) point Likert-type items contributes to the ease of administration, scoring, and interpretation (Robinson-Stuart and Nacon, 1996).

The measure has relatively high internal consistency and test-retest reliability. Rosenberg's scale is associated with many self-esteem related constructs. For example, Robinson- Stuart and Nacon (1996) reported a correlation of 0.65 between Rosenberg's scale scores and confidence and 0 .39 between Rosenberg's scale scores and popularity. They reported another study that obtained a Cronbach α of 0.88 for the internal consistency.

The scale has been translated into Arabic by the researcher of this study and then checked by another two translators. The positive items in the scale are 1, 2, 4, 6 and 7. The negative items are 3, 5, 8, 9 and 10.

It used four-point Likert scale as the following: 1= strongly agree, 2=agree, 3=disagree, and 4=strongly disagree.

Achievement Motivation Scale

This scale was developed by Atya (2002) on a sample of 120 Arab Egyptian female and male students. The scale had a validity and internal consistency in its Egyptian form (Zyad, 2004). The scale has many advantages over other scales. Some of the advantages are: The scale covers different dimensions of achievement motivation as ambition and ability to achieve goals, ability to assume responsibility, persistence and continuity, competition and excellence willing and ability of independence (Zyad, 2004).

The scale, which was a result of open questions directed to a sample of 120 students, aimed to identify the dimensions of achievement motivation. It is used by Zyad (2004) on a Jordanian sample.

The scale invested five-point-response “strongly agree, agree, neutral, don’t agree, and strongly don’t agree”. It resulted in a scale of range of 10-50 with 50 for the highest level of motivation.

A total of 30 items were used in the pilot study after some modifications that only included the replacement of the world Jordan by Palestine. A pilot study was implemented on 68 tenth graders. Total of 28 items of the scale were used in the study after the pilot study. The positive statements in its final form are 1, 3, 4, 6, 7, 8, 10, 11, 12, 14, 18, 19, 20, 22, 23, 24, 25, 26, 27 and 28. The negative statements are 2, 5, 9, 13, 15, 16, 17 and 21.

Teacher's Characteristics Scale

This scale is developed to measure the students' perceptions of their English teachers' characteristics. The researcher under the supervision of her advisor developed the scale in Arabic language after a review of Shimizu (2000). The scale contains 13 items including personal, pedagogical and professional characteristics in which students were asked to response in a five-point Likert scale ranging from strongly agree to strongly disagree. The scale was piloted by the researcher on 68 students.

Attitudes toward English and British/American People and Culture Scale

This scale was designed by Abed Hafez (1994) to measure students' attitudes towards English language as a foreign language and American/British people and culture. Abed Hafez (1994) visited students at their classes and asked them to list all the reasons for which they are studying English. He also asked them questions

regarding their attitudes towards English as well as towards American\British people and their culture. Students' answers then served as the basis for a five-point Likert scale questionnaire based previous literature. The questionnaire was piloted, and was then submitted to and approved by the committee of graduate studies in the Department of English at Yarmouk University.

The scale invests a five-point Likert scale ranging from strongly disagree 1 to strongly agree 5.

The components that were assessed were: instrumental orientation 1, 2, 3, 8 and 17. Integrative orientation 19, 25, 33, 38 and 39. Attitudes towards English 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 26, 28, 29, 36 and 41. Attitudes towards American/British people and their culture 16, 18, 20, 21, 22, 23, 24, 27, 31, 32, 34, 35, 36, 37, 40, 42, 43 and 44 (Abed Hafez, 1994). For the purpose of this study, the researcher translated the questionnaire and she replaced the word Jordan by the word Palestine. The researcher piloted the questionnaire on 68 tenth graders.

Table 3.4: Instrument structure and number of items in each scale included in the questionnaire

Instrument	Number of items
Self-esteem	10
Achievement motivation	28
Teacher's characteristics	13
Attitudes	43
Total	94

The complete questionnaire is stated in appendix 1. Appendixes 3, 4, 5, 6, 7, 8 and 9 state in details the items in each scale and the deleted items by factor analysis.

As illustrated in table 3.5, there are five levels of correlation association in terms of strength starting with very strong down to negligible

Table 3.5: Description of correlation association values

Value	Description
0.70 and higher	Very strong association
0.50 – 0.69	Substantial association
0.30 – 0.49	Moderate association
0.10 – 0.29	Low association
0.01 – 0.09	Negligible association

*Note. From Elementary Survey Analysis by Davis, J. A., 1971, Englewood Cliff, NJ: Princeton Hall.

Variables of the Study

Dependent Variables:

The responses of the participants on the followings are the dependent components in our study:

- Attitudes towards English language
- Attitudes towards American and British people and culture
- Students' self-esteem
- Perceptions of English teachers
- Responsibility
- Ambition
- Consistency of efforts
- Ability and excellence
- Academic achievement

On the other hand, **the independent variables** of this study are:

- Gender
- Contact

Instrument Validation Procedures

After the instrument construction and pilot study, the next step was instrument validation. This included face and content validation.

Content Validity

All the measures, except self-esteem measure have recently been developed. All the scales were used in previous studies except the scale that measures students' perceptions of their English teachers' characteristics. The four scales included in the instrument were introduced to four experts in education. The experts were also provided with definitions of terms and the goals of the study. Their suggestions have been taken in consideration.

Pilot Study

A sample of tenth grade students consisted of 68 students was chosen purposefully, then the instrument was distributed. In order to establish the construct validity of the instrument, factor analyses was applied to the responses of the pilot study sample...

The pilot study aimed to:

- Examine the content validity of the items included in the questionnaire.
- Examine the reliability of the questionnaire as one instrument of the study.
- Addition, deletion or/and modification of some items.

The data was analysed using SPSS program. As a result, some items were dropped and others were modified as indicated under the instrument section. (Look at appendixes 3, 4, 5, 6, 7, 8 and 9). The questionnaire after modification is the questionnaire that was distributed on the sample.

Item Recoding

All the sections of the questionnaire used five-Likert points except self-esteem scale. Self-esteem scale invests four-point Likert.

Items (statements) of the questionnaire's sections were written so that some items have meaning consistent with the concept or aspects that they measure and others that are inconsistent with these concepts or aspects. In terms of the scales that invested five-point Likert, the item that has meaning that is consistent with the related concept or aspect was coded as: strongly agree = 5, agree = 4, neutral = 3, don't agree = 2, and strongly don't agree = 1.

Items which were used to describe situations that are inconsistent with the related concept or aspect were recoded so that: Strongly agree = 1, agree = 2, neutral = 3, don't agree = 4, and strongly don't agree = 5.

In terms of self-esteem scale, items that are considered to be consistent with self-esteem concept were coded as: Strongly agree = 4, agree = 3, don't agree = 2, and strongly don't agree = 1. Items that are considered inconsistent with self-esteem concept were recoded as: strongly agree = 1, agree = 2, don't agree = 3, and strongly don't agree = 4. This coding system results in scores for which higher scores means higher self-esteem and lower scores means lower self-esteem.

Reliability

Cronbach's alpha α for the components were calculated.

Table 3.6: Cronbach's alpha for the components

Components	Cronbach's alpha
Self-esteem	0.590
Consistency of effort	0.727
Responsibility	0.724
Ambition	0.694
Excellence and ability	0.721
Students' perceptions of their English teachers' characteristics	0.900
Attitudes towards culture	0.924
Attitudes towards language	0.868

As we note, the highest value is for attitudes towards culture and students perceptions of their English teachers' characteristics. Self esteem and ambition components have the lowest value.

Assessing Construct Validity Using Factor Analyses

Factor analysis was used to identify the set of components that result from the responses. (Look at appendixes 3, 4, 5, 6, 7, 8 and 9). Bsharat (2003) cited from Miller (2000) that:

One should use confirmatory factor analysis to determine if the elements of the construct (factor) are represented by the measured components (items on the instrument). The items that were written to measure a certain element should all load to one factor- - and that factor should be able to be interpreted as the element (p. 61).

Cronbach's alpha was used to measure the internal consistency reliability that was calculated for each component that resulted from applying factor analyses procedures.

Research Questions Analyses Procedures

Research questions analyses procedures have been illustrated in this section. The questions of the study are:

1. Is there a significant correlation between Palestinian tenth graders' English achievement and each of the following components: Palestinian tenth graders' self-esteem, Palestinian tenth graders' consistency of effort, Palestinian tenth graders' responsibility, Palestinian tenth graders' ambition, Palestinian tenth graders' excellence and ability, Palestinian tenth graders' perceptions of their English teachers' characteristics, Palestinian tenth

graders' attitudes towards American\British culture and people and Palestinian tenth graders' attitudes towards English language?

2. Are there significant differences between Palestinian males and females tenth graders in terms of each of the following components: Palestinian tenth graders' self-esteem, Palestinian tenth graders' consistency of effort, Palestinian tenth graders' responsibility, Palestinian tenth graders' ambition, Palestinian tenth graders' excellence and ability, Palestinian tenth graders' perceptions of their English teachers' characteristics, Palestinian tenth graders' attitudes towards English language, Palestinian tenth graders' attitudes towards American\British culture and people, Palestinian tenth graders' contact with people who speak English and Palestinian tenth graders' English achievement?

3. Are there significant differences between Palestinian tenth graders who had contact with people who speak English and Palestinian tenth graders' who had no contact with people who speak English in terms of the following components: Palestinian tenth graders' self-esteem, consistency of effort, Palestinian tenth graders' responsibility, Palestinian tenth graders' ambition, Palestinian tenth graders' excellence and ability, Palestinian tenth graders' perceptions of their English teachers' characteristics, Palestinian tenth graders' attitudes towards American\British culture and people,

Palestinian tenth graders' attitudes towards English language and Palestinian tenth graders' English achievement?.

Pearson coefficient test was used to analyze the data required to answer the first question, while t-test was used to find the differences between means of the related components in questions two and three.

Results of Factor Analysis

After the respondents had filled in the questionnaires, the responses were entered and recorded in an SPSS file. (Look at appendixes 3, 4, 5, 6, 7, 8, and 9).

Tabachnick and Fidel (1996) suggested

“a rule of thumb that loadings of (0.32) (absolute value) or above (to) be used to specify the items that loaded on each component. Hair, Anderson, Tatham and Black (1998) stated: “In short, factor loadings greater than (-+.3) are considered to meet the minimum level; loadings of (-+.4) are considered more important; and if the loadings are (-+.5) or greater, they are considered practically significant” (p. 111).

In the following sections, sections of the questionnaires were demonstrated.

Rosenberg's Self-esteem Scale

This section is to measure students' self-esteem. It consisted of 10 items all were to measure self-esteem. Factor analyses rotation was applied using SPSS to analyze the responses of all participants who responded to this section of the instrument.

The factor analyses of self-esteem scale revealed just one factor of self-esteem scale. One component may represent the best simple structure solution. Two statements were deleted because of their low loadings. (See appendixes 4 and 5). Cronbach's Alpha was calculated for self-esteem scale 8 items and was found to be 0.590. This is a low reliability.

Achievement Motivation Scale

The third section was designed to measure achievement motivation. The scale consisted of 28 items. Factor analyses rotation was applied using SPSS to analyze the responses of all participants who responded to this section of the instrument. The analysis of the second measure revealed four factors establishing achievement motivation. (See appendixes 3 and 6)

Three statements were dropped due to their low loadings. The factors are labelled as continuity of effort, responsibility, ambition, and excellence in sequence. It is important to note that component 2 represents withdrawal, but it were recorded and thus it was possible to label it as responsibility.

Reliability using Cronbach's Alpha was calculated to each factor of achievement motivation's components, and was found to be as the following table illustrates:

Students' Perceptions of their English Teachers' Characteristics' Scale

The fourth section was designed to measure the participants' perceptions of their English teachers' characteristics. The scale consisted of 13 items all were designed to measure students' perceptions of their English teachers' characteristics. Factor analyses rotation was applied using SPSS to analyze the responses of all participants who responded to this section of the instrument. Only one factor was extracted. One item was dropped due to its low loading. (See appendixes 7 and 8).

Cronbach's Alpha was calculated for 12 items of teachers' characteristics and found to be .900

Attitudes Scale

This section was designed to measure students' attitudes towards English language, and the American/British people and culture. Factor analyses rotation was applied using SPSS to analyze the responses of all participants who responded to this section of the instrument. Two factors were extracted. (See appendix 9).

After literature review and careful reading of the items clustered in each component, component 1 is labelled as "students' attitudes towards American/British people and culture"; component 2 is labelled as "students' attitudes towards English language". Cronbach's Alpha was calculated for attitudes towards American/British

culture and people and found to be 0.924, while Cronbach Alpha value for attitudes towards English language factor was 0.868.

Factors Extracted in the Current Study

In conclusion, the following factors were extracted to be the components of the study: Student's self-esteem, consistency of effort, responsibility, ambition, excellence and ability, students' perceptions of their English teachers' characteristics, attitudes towards American/British people and culture, attitudes towards learning English language, gender, contact with people who speak English language and English academic achievement.

Main results of analysis

This section illustrates analysis method and the main result for each question of the three questions. For the first question, Pearson correlation coefficient was used to determine the correlations between components. (Look at table 3.7). For the questions two and three, t-test was used to examine the differences between means. (Look at appendixes 10 and 11).

Table 3.7: Correlation coefficients among the nine components of the study

Components	SE	M1	M2	M3	M4	TC	AC	AL
EA	.114*	.039	.136*	.165**	.172**	.035	.007	.131*

Notes: SE: self-esteem; M1: consistency of effort; M2: responsibility; M3: Ambition; M4: excellence and ability; TC: perceptions of English teachers'

characteristics; AC: attitudes towards culture; AL: attitudes towards English; EA: English achievement. * $p < .05$, ** $p < .01$.

The means of the components were as the following table shows:

Table 3.8: Means of the components included in the study

Components	Mean	Std. Deviation
Self-esteem	3.00	38
Consistency of effort	3.94	50
Responsibility	3.44	80
Ambition	3.98	64
Excellence and ability	3.72	67
Teachers' characteristics	3.95	77
Attitudes towards culture	2.96	83
Attitudes towards language	3.64	73
English achievement	47.37	22.748

Procedure

As mentioned earlier, two instruments were used: The exam as a standard tool to assess students' achievement and the five parts questionnaire. After the researcher developed the exam, the Directorate sent it to schools. Teachers themselves administered the exam but not necessarily the English teachers. Teachers corrected the exams according to the guidelines given by the English supervisors and then scores out of 100 are to be transformed to 40% of the total scores of the second semester. Teachers of the selected classes were asked to give students numbers. That means if the student is the first listed according to the alphapatical order on the teachers' scores notebook, he/she will have number 1 next to his/her score and on his/her filled in questionnaire. The researcher had numbers and scores. No names were given to the researcher. On the other hand, the researcher administered filling

out the questionnaires in the selected classes. She explained the purpose of her research and then numbered the questionnaires and distributed them according to the alphabetical order. She ensured that the results would not be used for other purposes and teachers would not see what students filled in. The same student had the same number next to his score and on his/her filled in questionnaire. This enabled the researcher to match the exam's score with the questionnaire. Students were given time to fill in the questionnaires. They asked the researcher for some clarifications and some of them still fear that the results concerning their perceptions' of their English teachers' characteristics would be seen by their teachers.

Chapter Four

Data Analysis

Procedures for Determining the Number of Components Retained

Responses of the participants to the second, third, fourth and fifth of the questionnaire were subject to factor analysis with Varimax rotation with Kaiser Normalization.

The second step was to label each of the components that are retained by examining the highest loadings and then trying to find the common sense of them.

In the following, the results of the questions have been stated.

Question Number One

Is there a significant correlation between Palestinian tenth graders' English academic achievement and the following components: Students' self-esteem, consistency of effort, responsibility, ambition, excellence and ability, students' perceptions of their English teachers' characteristics, students' attitudes towards American\British culture and people, and English language?(Look at table 3.7).

- The analysis of the data showed a significant correlation 0.11 between Palestinian tenth graders' self-esteem and their English academic achievement. The correlation between the two components is still low. The mean for self-esteem is 3.0.
- The analysis of the data showed no significant correlation 0.04 between Palestinian tenth graders' consistency of effort and their English academic achievement. The mean for consistency of efforts is 3.94.
- The analysis of the data showed a significant correlation 0.14 between Palestinian tenth graders' responsibility and their English academic achievement. The mean for responsibility factor is 3.44.
- The analysis of the data showed a significant correlation 0.17 between Palestinian tenth graders' ambition and their English academic achievement. The mean for ambition factor is 3.98.
- The analysis of the data showed a significant correlation 0.17 between Palestinian tenth graders' feelings of excellence and ability and their

academic achievement in English. The mean for competence and ability factor is 3.72.

- The analysis of the data showed no significant correlation 0.04 between Palestinian tenth graders' perception of their English teachers and students' academic achievement in English. The mean for English teachers' characteristics' is 3.95.

- The analysis of the data showed there is no significant correlation 0.01 between Palestinian tenth graders' attitudes towards English and American people and culture and their English achievement. The mean for attitudes toward culture is 2.96.

- The analysis of the data showed that the correlation between Palestinian tenth graders' attitudes towards English language and their English achievement is 0.13. Thus, a positive correlation between Palestinian tenth graders' attitudes towards English language and their academic achievement in English exists. The mean of attitudes towards English is 3.64.

Question Number Two

Are there significant differences between males and females students in term of the following components? Self-esteem, consistency of effort, responsibility, ambition, excellence and ability, students' perceptions of their teachers' characteristics, attitudes towards culture, attitudes towards English language, and English academic achievement?(Look at appendix 10).

For this question, t-test was used to examine if there significant differences between gender and each component.

- There are no significant differences between males ($m=3.01$) and females ($m=2.98$) students in terms of self-esteem, since the $\text{sig.} = 0.411 > 0.05$. The result showed there is a slight different between males and females

levels of self-esteem, since males have higher levels of self-esteem, but still this difference is not significant.

- There are significant differences between males and females in term of consistency of effort in favour of female students. Male students ($m=4.05$), female students ($m=4.22$), ($\text{sig.} = 0.00 < 0.05$).
- There are no significant differences between male and female students in term of responsibility. Male students ($m=3.35$), female students ($m=3.35$), ($\text{sig.} = .99 > 0.05$).
- There are significant differences between male and female students in terms of ambition in favour of female students. Male students ($m=3.70$), female students ($m = 3.92$), ($\text{sig.} = 0.00 < 0.05$).
- There are no significant differences ($\text{sig.} 0.46 > 0.05$) between males ($m= 3.70$) and females ($m=3.75$) in term of excellence and ability.
- There are no significant differences between male and female students in terms of their perceptions of their English teachers' characteristics. Males ($m=3.90$), females ($m= 4.00$), ($\text{sig.} = 0.15 > 0.05$).
- There are no significant differences between male and females students in terms of their attitudes towards American/British people and culture. Male students ($m=3.00$), female students ($m = 2.90$), ($\text{sig.} = 0.26 > 0.05$).

- There are no significant differences between male and female students in terms of their attitudes towards English language. Male students ($m=3.67$), female students ($m=3.60$), ($\text{sig.} = 0.49 > 0.05$).
- There are no significant differences ($\text{sig.} 0.89 > 0.05$) between males ($m=47.20$) and females ($m=47.54$) in term of English academic achievement.

Question Number Three

Are there significant differences between students who had contact with people who speak English and students who had no contact with people who speak English in terms of the following components? Self-esteem, consistency of effort, responsibility, ambition, excellence and ability, students' perceptions of their English teachers' characteristics, attitudes towards culture, attitudes towards English language, and English academic achievement? (Look at appendix 11)

- There are significant differences between students who have contact with people who speak English ($m = 3.15$) and those who have no contact with people who speak English ($m=2.97$) in relation to self-esteem in favour

of those who have contact with people who speak English language since the sig. =0.00<0.05.

- There are significant differences between students who have contact with people who speak English and students who have no contact with people who speak English in terms of consistency of effort. Those who have contact (m=4.30), those who have no contact (m=4.11), (sig. =0.01<0.05).
- There are significant differences between students who have contact with people who speak English and people who have no contact with people who speak English in terms of responsibility. Students who have contact (m=3.61), students who have no contact (m=3.33), (sig. = 0.00<0.05).
- There are significant differences between students who have contact with people who speak English language and those who have no contact with people who speak English language in terms of ambition in favour of those who have contact with people who speak English. Those who have contact (m=4.06), those who have no contact (m=3.73), (sig. =0.00<0.05).
- There are significant differences (sig. 0.00<0.05) between students who have contact with people who speak English (m=3.94) and those who do not have contact (m=3.654) in term of excellence and ability in favour of those who have contact.
- There are no significant differences between students who have contact with people who speak English and those who have no contact with

people who speak English in terms of perceptions of their English teachers' characteristics. Those who have contact ($m=4.10$), those who have no contact ($m=3.93$), ($\text{sig.} =.21 > 0.05$).

- There are significant differences between students who have contact with people who speak English and those who don't have contact with people who speak English in terms of attitudes towards American and British people and culture in favour of those who have contact with people who speak English. Those who have contact ($m=3.15$), those who have no contact ($m=2.86$), ($\text{sig.} =0.00 < 0.05$).

- There are significant differences between students who have contact with people who speak English and students who have no contact with people who speak English in terms of attitudes towards English language in favour of students who have contact with people who speak English. Students who have contact ($m=4.00$), those who have no contact ($m=3.47$), ($\text{sig.} =0.00 < 0.05$).

- There are no significant differences ($\text{sig.} 0.08 > 0.05$) between students who have contact with people who speak English ($m=51.13$) and those who don't have contact with people who speak English ($m=45.78$) in terms of English academic achievement.

Other Significant Results

A preview of results reveals other significant results. A brief presentation of these results is introduced here.

First: Self-esteem has positive correlation with consistency of efforts 0.228, responsibility 0.297, ambition 0.193, and excellence and ability .245.

Secondly: There is a negative significant correlation between attitudes towards culture and responsibility -0.273.

Thirdly: It can also be noted that the strongest positive correlation 0.488 is between attitudes towards culture and people and attitudes towards language.

In the following chapter, results are discussed, and recommendations are introduced.

Chapter Five

Conclusions and Implications

The results displayed in chapter four are discussed in details in this chapter. A serious attempt has been made to make sense of the results obtained after analysis in reference to available literature.

Discussion of Research Questions

In order to answer the first question, Pearson coefficient was used as a method of analysis to find out the correlation between academic and independent components in the study (self-esteem, achievement motivation {responsibility, ambition, consistency of effort, excellence and ability}, perceptions of English teachers' characteristics, attitudes towards culture, and attitudes towards English language)

needed to answer the questions. For questions two and three, t-test was used to find out differences between means for the two components, mainly gender and contact, when tested separately against each the following components: Self-esteem, achievement motivation (consistency of efforts, responsibility, ambition, excellence and ability), perceptions of English teachers' characteristics, attitudes towards English, attitudes towards American/British culture and people, and English academic achievement.

Question Number One

Is there a significant correlation between Palestinian tenth graders' English academic achievement and the following components $\alpha \leq 0.05$: Students' self-esteem, consistency of effort, responsibility, ambition, excellence and ability, students' perceptions of their English teachers' characteristics, students' attitudes towards American\British culture and people, and English language? (See table 3.7)

- The correlation between Palestinian tenth graders' self-esteem and their English achievement is 0.11. Thus, there is a significant low association between Palestinian tenth graders' self-esteem and their English achievement. This means as the level of self-esteem increases, English achievement increases that is exactly what Reasoner (1998) mentioned as the level of self-esteem increases, so do achievement scores; as self-esteem decreases,

achievement scores decline. When the individual has more trust in his ability, skills, and self he/she performs better. The existence of positive correlation between self-esteem and academic achievement goes with the results of Schmidt and Padilla (2003) and Turner et al. (1998).

The question here is what constitutes this relationship between self-esteem and academic achievement? We could refer back to the explanation provided by Turner et al. (1998) concerning the belief of ones' behaviour impact on outcomes. When one has a belief that he/she can not affect the outcomes, he/she may develop learned helplessness and then he/she may not persist to work for longer time and then the possibility to fail exists and this may lower self-esteem. We suggest that verse versa is true too. When the student believes that he/she can learn and get a good mark/result he/she may study more and consequently get higher grades especially in a subject matter like English where students believe English language is difficult to learn. Students with low self-esteem avoid challenges and do not invest classroom opportunities. Thus, the relationship between the two components is a positive relationship (Bray, 2006).

This relationship exists not only because students may study more or persist and face challenges, it also exists because self-esteem may affect the way of studying and levels of processing of the language. This finding was reached by Abouserie (1995) when he suggested that self-esteem and

achievement motivation have a substantial influence on the students' approach to study and also to the level of processing.

The educational implication of this result can be summarized in the schools' responsibility to develop and support students' self-esteem since one of the obstacles face the foreign language learner is the anxiety of learning the foreign language that is associated with low self-esteem. On the other hand, policy makers must consider the improvement of self-esteem in schools even if that is done through direct instruction combined with goal setting as indicated by Reasoner (1998).

The correlation found between Palestinian tenth graders' self-esteem and their achievement in English in this study is low. This means that even the students' self-esteem means is 3.00, still this level of self-esteem can not contribute to more English academic achievement. We can not underestimate the significance of self-esteem, but we suggest other components may contribute to English achievement when the whole process and environment of learning are taken into consideration. Other components as methods of teaching and assessing may intervene here to get such low association between self-esteem and English achievement. This result suggests that self-esteem is significant in achievement but it is not the only contributing factor. Other components play a role in weakening or strengthening the correlation.

These components need to be studied by future research in the Palestinian context.

- The correlation between Palestinian tenth graders' consistency of effort and their achievement in English is 0.39. Thus, there is no significant correlation between consistency of effort and English achievement. This is surprising since it is reasonable to expect that students who study more get higher marks. Some possibilities are discussed in the context of this result. One possibility is: Does student spends all the time he/she considers himself/herself studying in a real educational process? What strategies and learning processing are in process at the time? Are there other factors affecting the results? All these concerns are important to be considered in our trial of finding an explanation to the insignificant correlation between English achievement and consistency of effort. In brief, students may consider themselves studying while they actually are just passing time and are not investing the actual strategies needed for learning. In addition, students may spend time on material items that are not important for the teacher in her/his assessment, therefore students may skip the main point needed for advanced step and actually the student misses a lot. A real investigation of students' goals and strategies are needed to explain the results and examine what is involved while students are studying and what are they studying.

On the other hand, the researcher suggested that the general achievement of students in English is low ($m = 47.37$), and thus she concluded that students' skills and abilities are weak, so even students perceive themselves as individuals who exercise efforts to reach their goals, they lack the skills to do so in English learning. This can be explained by that low achievement does not lead to consistency of effort to reach goals. In this context, Rabideau (2005) explained this point in the context of self-esteem. He believes that poor performance can be a threat to self-esteem, and then lack of effort is likely to occur. Rabideau (2005) stated that:

This most often occurs after an experience of failure. Failure threatens self-estimates of ability and creates uncertainty about an individual's capability to perform well on a subsequent basis. If the following performance turns out to be poor, then doubts concerning ability are confirmed. Self-worth theory states that one way to avoid threat to self-esteem is by withdrawing effort. Withdrawing effort allows failure to be attributed to lack of effort rather than low ability which reduces overall risk to the value of one's self-esteem. When poor performance is likely to reflect poor ability, a situation of high threat is created to the individual's intellect (p.3-4).

Actually, a brief look at students' grades in different levels shows many cases where students are high achievers in other subjects compared with

English. Students still view themselves as students practicing efforts in study while they are doing so in all other school subjects other than English. They reflect on themselves as working hard to succeed in English language, while most of their efforts are practiced in other domains. Why not in English? The possibility suggested here is that students do not know how to study English and deal with English language skills while studying. Students still view studying English as a challenge and learning may threaten self-esteem in some situations. Consequently, as Rabideau (2005) suggested, low effort may not be responsible for poor performance of students in conditions that create threats to self-esteem. Students might unconsciously withdraw or students may decrease effort as a result of withdrawing commitment from the challenge.

- The correlation between Palestinian tenth graders' responsibility and their English achievement is 0.14. Thus, there is a significant low positive correlation between tenth graders' responsibility and their English academic achievement. The higher the level of responsibility is the higher the student achievement is. This result is expected since students who have more responsibility for their work and duties, their performance will be improved leading to higher English achievement. Student's feeling of responsibility towards his/her success makes him/her work harder and exercises more effective efforts in order to succeed. In this context, Rogers, Anderson, Poth

and Culman (2006) indicated to research that pointed to the extent to which students take responsibility for their own learning is a good predictor of academic success. Being an active participant on one's own learning process is an aspect of the constructivist approach to learning .Therefore, the more students are responsible the more they invest strategies and efforts to succeed and get higher grades.

- The correlation between Palestinian tenth graders' ambition and their English achievement is 0.17. This means that there is a significant low positive correlation between Palestinian tenth graders' ambition and their English achievement. This is an expected finding goes in line with Zyad (2004) findings. Zyad (2004) mentioned that achievement motivation positively associates with academic achievement. This also matched Rabideau's (2005) definition of achievement motivation in the sense that it is the desire the individual has, pushes him to exercise more effort and then achieve more scores. In addition, Khader (2001) reported other findings that the ambition of the individual is considered to be a scale for success or failure of the individual.

This study suggests that ambition is linked with goal setting, and when goals are clear and known, the efforts of the student will be directed towards his/her goals which intensively will lead to goals' achievement. When the students is ambitious, he/she tries to equip himself/herself with the skills and

abilities needed to reach his goals for the future, which will lead in a way or another to the investment of time and strategies for better learning and achievement.

- There is a significant correlation (0.17) between excellence and ability and English academic achievement. Such significant even low positive correlation is interesting. When the student believes he/she has the ability to study, he/she performs additional tasks by his/her own will, and follows state of the art methods to score higher grades. This study suggests that when student competes, he/she competes to achieve higher levels. In a school context, student competes to gain more knowledge and consequently higher graders when assessed by the teacher.

This would be a serious call for schools to establish an environment of excellence orientation. When students trust their ability in mastering the goals, they can be volunteer to do additional tasks in order to improve their language skills. Additional tasks may serve as an additional practice where students have the opportunity to practice the language by their own will. Such practice may insure better grades. Schools and educators could instil in students the desire to gain more knowledge, and to invest all their potential in studying and voluntary helpful tasks. Students could be also instructed to be excellence oriented during classes.

- The correlation between Palestinian tenth graders' perception of their English teachers' characteristics and their achievement in English is 0.04. Based on this, there is no significant correlation between students' achievement and their perceptions of their English teachers' characteristics.

This result is not in an agreement with Padilla and Schmidt (2003) findings in terms of the effect of teacher's characteristics on student achievement based on the assumption that the teacher acceptance of his/her students helps in improving their self-esteem and thus their achievement. Although our result as indicated in question one showed a positive correlation between self-esteem and achievement, still the perceptions' of the English teachers' characteristics does not seem to have the significant role in students' achievement. This is surprising, since English is a language that is heard by the teacher and the teacher is considered the mediator of the language at the first place in the Palestinian context because students still learn English as a foreign language.

Most research indicated that teacher' characteristics have positive influence on students' achievement (Levine & Wang, 1983) which contrasts with the result obtained in this study. This can be explained by the following: Teachers' characteristics are mediators' factors indirectly affecting students' achievement. Levine and Wang (1983) stated that "First, teacher-student and

peer relationships are important mediators of the intellectual outcomes of schooling” (p. vii).

The other explanation of the result is introduced by Nye et al. (2004) who explained the findings of many experimental studies that found no significance between teachers’ characteristics and students’ achievement. They elaborated that it is difficult to interpret the relationship between school or teacher’s characteristics and achievement. Such components may be confounded with the influence of unobserved individual, family, school, and neighbored factors.

It is possible that “the wrong characteristics were measured (characteristics that were convenient, but unrelated to achievement) but other (as yet unmeasured) characteristics would be related to achievement. Even if researchers attempted to measure the right teacher characteristics, it is possible that the measurement is so poor that the relation was attenuated to the point of being negligible. (Nye et al., 2004, p. 238).

In this study, the items measuring students’ perceptions of English characteristics varied between methodological, professional, and personal characteristics. The highest association was for open minded (0.80), respectable (0.77), and has a good physical appearance (0.077). These are personal characteristics. A look at appendix 7 showed that pedagogical items followed like knowledge in the subject matter, illustration, and

pronunciation. While the lowest items on the scale were for items that concern relaxation environment, acceptance, and fairness. Even they are not less important than pedagogical characteristics, students still emphasize personal characteristics.

- The correlation between Palestinian tenth graders' attitudes towards English/American people and culture and their English achievement is 0.01. Thus, there is no significant correlation between Palestinian tenth graders' attitudes towards English/American people and culture and their English achievement. This result does not agree with Gardner (1985) who believed there is a positive correlation between positive attitudes towards culture and achievement. This study indicated the mean of students' attitude towards certain aspects of American and British culture is not positively strong ($m=2.96$), but still not negative.

It seems that students prefer some aspects of American and British culture but this preference and acceptance does not lead to improve their achievement, may be because it alone can not lead to such improvement. Positive attitudes do not lead alone to higher achievement. Other factors contribute to success in English language achievement such as self-esteem, methods of teaching, and classroom environment.

The result here does not match our expectations of negative attitudes towards American and British culture and people. Students still have

moderate positive attitudes towards these two cultures despite the political conflict students observed during the Iraqi and Palestinian conflicts on the past decades.

- The analysis of the data showed that the correlation between Palestinian tenth graders' attitudes towards English language and their English achievement is 0.13. Thus, a positive correlation between Palestinian tenth graders' attitudes towards English language and their achievement in English exists. In view of previous literature, this finding was expected. It is in agreement with what Abdel Hafez (1994), Rose, (2005), Gardner and et al. (1985), and Bedford (1981) reported. The above authors suggested a positive correlation between attitudes towards English and English achievement.

Attitudes towards language are represented by the recognition of the goals of language learning. Students in this study recognized the significant of English in their life, future careers, education, technology and business ($m=3.635$). Thus, if students have more positive attitudes towards English language as a language they will achieve more in English. This finding is significant, since if the students recognize the importance of language in real practical life they will give English language more attention and consequently learn more and get more grades.

There are two educational implications for this result: The first is the school's responsibility in highlighting the significance of English learning in the

modern technological world. This could be accompanied with the first steps of learning the language. The second implication is the importance of goals-setting during long learning process. When students are aware of their long term goals they will not ignore English lesson as it is expected when they are not.

Question Number Two

Are there significant differences between males and females students in term of the following components: Self-esteem, consistency of effort, responsibility, ambition, feeling of excellence and ability, students' perceptions of their English teachers' characteristics, attitudes towards culture, attitudes towards English language, and English achievement? (See appendix 10).

- There is no significant differences between males ($m=3.01$) and females ($m =2.98$) students in terms of self-esteem, since the $\text{sig.} =0.411 > 0.05$. There is a slight different between males and females levels of self-esteem, but males have higher levels of self-esteem; however, the difference

is not significant. Our result goes with Munford (1994) and Kling et al. (1999) who found no significant differences between males and females in term of self-esteem. Emler (1994) indicated that gender is related to self-esteem. Females on average have slightly lower self-esteem than males and this difference being widest in the late teens. We suggest that students at age 16-17 start to recognize the social limitations imposed on them by their society, families and schools. However, it seems that this recognition has not been completely formulated to establish significant differences between males and females in terms of self-esteem in the Palestinian context at ages 16-17.

- There are significant differences between males and females in term of consistency of effort in favour of female students. The result for male students is $m=4.05$, and the result for female students is $m=4.22$, $sig. = 0.00 < 0.05$. This suggests that females persist and continue working until they finish. This result agrees with what was indicated by Chacho and Trojan (2005) that girls spend more time on studying. Their results showed that nearly half of female students study daily compared to a third of the male students. Girls fear accountability more than boys do. On the other hand, Rusillo and Arias (2004) pointed out in their study “Gender Differences in Academic motivation of Secondary School Students” to much research suggesting that girls give more emphasis to effort when explaining their

performance, while boys tend to give more emphasis to ability and luck. Then girls think it's their responsibility to finish their work while boys attribute such things to luck while they still trust their ability to do so.

In the Palestinian context, we add another interpretation for these differences. Girls stay more at homes. During their stay at home, they find more time to work on their homework and assignments. In addition; females view their future in their education, so they invest more time studying. Adding to the above, female students fear accountability by their teachers and parents more than males do.

- There are no significant differences between male and female students in term of responsibility. Male students ($m=3.35$), female students ($m=3.35$), ($\text{sig.} = .99 > 0.05$). Thus, students feel that they are responsible. Our result here does not agree with Leung et al. (1993) who indicated that girls show more responsibility towards their performance and work. This can be due to the self-report instrument. In addition, responsibility's items didn't point to the school context in specific; instead the items asked students about their responsibility in general. Male students perceive themselves as responsible for their tasks and work the same degree as females perceive themselves.
- There are significant differences between male and female students in terms of ambition in favour of female students. The result for male students is $m = 3.70$, female students is $m = 3.92$, $\text{sig.} = 0.00 < 0.05$. The result here also

indicated that girls have more goals and they have more future prospects. A study by Van Vianen and Fisher (2002), showed that women's overall ambitions were lower than men's, and that organization culture influenced women's ambition male culture diminished ambition This can be explained by that girls in this study reported what they view themselves as, and still do not completely aware of the cultural limitations imposed on them. In reference to the questionnaire in this study, the items used to assess ambition were in part of achievement motivation and this can lead us that, girls are more ambition in the achievement and academic contexts.

- There are no significant differences (sig. $0.46 > 0.05$) between males ($m = 3.70$) and females ($m = 3.75$) in term of excellence and ability. Female and male students perceive themselves the same in this regard. No indication in the literature is available at our hands to show that males or females are superior in this regards. The school environment here seems the same for both sexes.
- There are no significant differences between male and female students in terms of their perceptions of their English teachers' characteristics. The teachers' characteristics included professional, pedagogical, and personal characteristics. The result for male students is $m = 3.90$ and for female students is $m = 4.00$, sig. = $0.15 > 0.05$. Thus, male and female students perceive their English teachers' characteristics as the same levels. There is no

logic in literature to assume that males differ from females in their attitudes and perceptions of their teachers' characteristics. Previous literature like Acikgoz (2005) found differences when comparison of students' perceptions towards pedagogical, personal, and professional characteristics is done. In case all the characteristics are taken into account, there is no variation. Usually differences are produced by culture and environment especially when the door is open to impose limitations on girls in specific. In our case, there are no cultural limitations to respect and evaluate teachers better that are not imposed on males. As indicated under in previous results, students highly rated their English personal characteristics. Students still give value to these qualities over other qualities as professional and pedagogical qualities.

- There are no significant differences between male and females students in terms of their attitudes towards American/British people and culture. The result for male students is $m = 3.00$, and female students is $m = 2.90$, $sig. = 0.26 > 0.05$. This result can be also explained by the fact that female and male students are in the same environment, that is the Palestinian context, and so all the participants regardless of their gender have similar attitudes towards the American/British culture and people.

- There are no significant differences between male and female students in terms of their attitudes towards English language. The result for male students is $m = 3.67$, and for female students is $m = 3.60$, $sig. = 0.49 > 0.05$.

Again, there are no significant differences in the students' attitudes towards English. English language is important in most professions in Palestine. So, it is expected that both males and females have no differences in their attitudes towards the language since English language is used in technology, media, internet and in many other aspects of daily life.

- There are no significant differences (sig. $0.89 > 0.05$) between males ($m = 47.20$) and females ($m = 47.54$) in terms of English achievement. Our study suggests that there are no achievement gains attributed to gender. This does not agree with Machin and McNally (2006) who suggested a gender gap achievement at the age of 16. Actually this results is surprising, Pavlenko et al. (2001) reviewed much literature and concluded the superiority of girls in learning another language. Females are slightly higher but still not significant. This result needs more investigation. The study may be replicated but may be future researcher will administrate the exam by himself/herself and it is recommended to get some exam papers to check the assessment. This to ensure the absence of difference is not due to cheating or unfair grading.

Question Number Three:

Are there significant differences between students who had contact with people who speak English and students who had no contact with people who speak English in terms of the following components: Self-esteem, consistency of effort, responsibility, ambition, excellence and ability, students' perceptions of their English teachers' characteristics, attitudes towards culture, attitudes towards English language and English achievement?(See appendix 11).

- There are significant differences between students who have contact with people of English speaking background and those who have no contact with people who speak English in relation to self-esteem in favour of those

who have contact with people who speak English language since the sig. = $0.00 < 0.05$. Very limited literature was available to explain why do students who have contact with people who speak English have higher levels of self-esteem. However, this can be explained by higher levels of self-esteem allow the individual to practice the language in front of other people and so they can speak with foreigners or other people who come from English speaking countries for a visit, or even speak with people who speak English to deliver certain expressions. Individuals with lower levels of self-esteem fear to practice English language when communicating with other people who come from an English speaking background.

Another possibility could be that individuals with low levels of self-esteem are low achievers in English language (as our results indicated) so they don't have the ability to practice the language. As a result, they hesitate to use English with native English speaking people may be because they are not able to communicate or they feel that the foreigners are strangers and in general, students with lower self-esteem don't have that courage to deal with foreigners.

- There are significant differences between students who have contact with people who speak English and students who have no contact with people who speak English in terms of consistency of effort. Those who have contact ($m = 4.30$), those who have no contact ($m = 4.11$), (sig. = $0.01 < 0.05$). Students

who have contact with people who speak English also have more feeling of consistency of effort and work more than those who have no contact with people who speak English. This can be explained in relation to other components. Components such as self-esteem and achievement may play a role here. There is a clear link that if a student has contact with people who speak English, and then he/she will persist on his work. It was found in our results that if a student has more self-esteem then he/she has higher possibility of having a contact with people who speak English. The suggestion introduced under this result is that students with higher levels of self-esteem and achievement work until they finish their work. Two possibilities exist here: students with higher levels of achievement motivation in term of consistency of effort have better language skills that enable them to communicate with other people. The other possibility is students with higher levels of self-esteem have the ability and confidence to study the language and practice it with others, consequently, having higher levels of motivation to study and have consistency of efforts.

- There are significant differences between students who have contact with people who speak English and people who have no contact with people who speak English in terms of responsibility in favour of the students who have contact. Students who have contact $m = 3.61$, students who have no contact $m = 3.33$, $sig. = 0.00 < 0.05$. In the context of empirical evidence,

absence of causal relationship between contact with English foreigners and achievement motivation (responsibility). Two possibilities can serve to interpret this result. First: Students with higher levels of achievement motivation (responsibility) have more motives to communicate with people who speak English. They do not withdraw from hard tasks, big demands, responsibilities commitments, serious work and they depend on themselves to get their daily needs. The second is students who have the chance to communicate with people who speak English find themselves obliged to use the language and then they feel confident to use the language that may help them to increase their achievement motivation and responsibility. To elaborate, it was found in this study as mentioned in previous results that self-esteem correlated positively with contact with people who speak English. It can also be assumed that self-esteem is an intervening factor that can explain that when students have certain level of self-esteem they have more responsibility towards their tasks and duties and this can help to practice the language and communicate with people who speak English language.

- There are significant differences between students who have contact with people who speak English language and those who have no contact with people who speak English language in terms of ambition in favour of those who have contact with people who speak English. The result for those who have contact is $m=4.06$, and the result for those who have no contact is

$m=3.73$, $sig. =0.00<0.05$. Again, students who have contact with people who speak English are superior to students who have no contact with people who speak English in term of achievement motivation (ambition). This can also be explained by other intervening factors such as self-esteem. The higher self-esteem leads to more contact with people who speak the language and such type of communication opens new opportunities to set goals and know others. It also helps in broadening the prospects of future.

- There are significant differences between students who have contact with people who speak English ($m=3.94$) and those who have no contact with people who speak English ($m=3.65$) in terms of achievement motivation (excellence and ability) in favour who have contact with people who speak English. We suggest that students who have more motives and competition try to fulfil these internal desires by communicating with people who speak English. The other accepted interpretation is using English with other people enforces their self-esteem and make them feel they are competent and able to compete and achieve excellence.
- There are no significant differences between students who have contact with people who speak English and those who have no contact with people who speak English in terms of their perceptions of their English teachers' characteristics. Those who have contact ($m=4.10$), those who have no contact ($m =3.93$), $sig. =.21>0.05$. The result here is interesting, since

students who have contact with people who speak English and those who have no contact respond with no significant statistical differences. Students who have contact with people who speak English and those who have no contact view their teachers' characteristics the same. This means that they are under the same influence and in the environment. Contact with people who speak English does not seem effective in creating significant differences in terms of perceptions of English teachers' characteristics. The perception of English teachers' characteristics depends on the individual teacher's personal, professional, and pedagogical characteristics and that does not seem to have a direct relation with communication with people who speak English.

- There are significant differences between students who have contact with people who speak English and those who do not have contact with people who speak English in terms of attitudes towards American/British people and culture in favour of those who have contact with people who speak English. The result for those who have contact ($m=3.15$), and the result for those who have no contact is ($m =2.86$), $sig. =0.00<0.05$. This is an expected result. Students who have contact with people who speak English may have the opportunity to know more about the people and the culture and so the opportunity to formulate positive attitudes. The communication with people who speak English especially if the speakers are native reveals values and behaviours of those people and thus this communication may modify the

stereotype the students have in their mind about English speakers and their culture. Such modification may foster positive attitudes towards American/British culture and people.

- There are significant differences between students who have contact with people who speak English and students who have no contact with people who speak English in favour of students who have contact with people who speak English. The result for students who have contact is $m=4.00$, those who have no contact is $m=3.47$, $\text{sig.} = 0.00 < 0.05$. Thus, participants who have the chance to communicate with people who speak English get the chance to know that English can serve as a tool to know others' values, culture, science and technology. They know that English also serves as a language to communicate with others who do not speak Arabic. Such knowledge creates and fosters positive attitudes towards English as a language.

- There are no significant differences ($\text{sig.} 0.08 > 0.05$) between students who have contact with people who speak English ($m=51.13$) and those who don't have contact with people who speak English ($m=45.78$) in terms of English achievement. Despite that participants who have contact with people who speak English have higher mean of achievement, these differences still not significant. We suggested that students who use English in settings other than classroom setting achieve higher grades since the opportunity to practice the language foster learning and consequently achievement. However, this

does not apply on our sample. Contact seems to affect self-esteem, achievement motivation and attitudes but not achievement.

Other Significant Results

In this section, a light is shed on some significant correlations among the components of the study.

First: Self-esteem has positive correlation with consistency of efforts 0.228, responsibility 0.297, ambition 0.193, and excellence and ability 0.245. Students with higher levels of self-esteem have higher levels of responsibility, excellence and ability, and consistency of efforts. Thus, even there is a low significant positive correlation between self-esteem and achievement, self-esteem still play its significant role correlating with other components regardless of the direction of this correlation. Such a correlation is expected since self-esteem is the belief about self, and how the individual evaluates himself/herself.

Secondly: There is a negative significant correlation between attitudes towards culture and responsibility -0.273 . This means that students with higher levels of responsibility have more negative attitudes towards American/British people and culture compared with those with lower levels of responsibility. This result needs to be investigated in other research because it implies that if the students are more responsible they perceive the other culture more negatively. Thus, they are more aware of the other and its assumed negative features. The question here is why students who have higher levels of responsibility towards their school work; have more awareness of the other culture contradiction with their own culture, and so more negative attitudes? This question can be partially answered in the light of the fact of the negative attitudes have been created by American\British policy in the Middle East.

Thirdly: It can also be noted that the strongest positive correlation (0.488) is between attitudes towards culture and people and attitudes towards language. The more students have positive attitudes towards language the more the students have positive attitudes towards American/British people and culture.. When students accept the culture they will consider the language as part of that culture and so they may also accept it. In addition, the recognition of the importance of English language in the modern world that in part can be represented by positive attitudes leads to learning the language and so students may have the opportunity to know more about

the American/British culture. Such knowledge may recover some positive aspects that may lead to positive attitudes towards the culture and its people.

Discussion:

The study investigated the correlations of English achievement with other psychological and social factors. It was found that attitudes towards language ($m=3.64$) are more positive than the attitudes towards culture. Participants value English as a language of communication more than they value its culture and people; even the strongest correlation was between attitudes towards culture and people and attitudes towards English language. Students' positive attitudes towards the language did not mean that students have a good average in English achievement. The average is still very low. even so, these attitudes may attract students to study more and may be aware of the goals of learning English as a foreign language.

Achievement motivation (responsibility, ambition, and excellence and ability) was found to be positively correlated with English achievement. Surprisingly, consistency of effort was not found to correlate with English achievement. Its worthy for other research to investigate the strategies and learning processes involved during low academic students study of English as a foreign language. Such research may reveal that teaching study strategies for students would be helpful and an indicator for better achievement scores.

Students' perceptions of their English teachers' characteristics, even fairly positive, didn't play a significant role in students' achievement. The study tried to give explanations to this unexpected result. Still we need to study more characteristics in the context of classroom environment and relate it with learning in general and achievement in particular. Teachers' methodology of teaching is an important contributor in learning and achievement. Qualitative research may answer the missing part of the question regarding the extent to which teachers' characteristics contribute to achievement in foreign language context.

In self-esteem context, participants rated their self-esteem fairly strong ($m = 3.00$) and this result was significant in their achievement but still needs to be improved. Students may withdraw from difficult tasks to protect their self-esteem. Otherwise, their bad achievement ($m=47, 37$) would threat their self-esteem. In case students were equipped with other strategies of challenge and processing, both self-esteem and good achievement would be maintained.

Gender wasn't that significant factor in our study. On the contrary, communication with people who speak English was significant to the extent that includes achievement motivation, self-esteem, and achievement. That implies that setting an environment where English is taught as a way of communication, and where the functional use of English are encouraged shall be a general base for teaching English.

Improvement of English academic achievement needs requires opportunities where students can practice the language in a relaxing environment that is tolerant with mistakes. Such environment may be the start to increase students' self-esteem, achievement motivation, and their confidence in their ability to acquire the foreign language.

Self-esteem still is an important factor that correlates with achievement even if this happen indirectly. Students may use withdrawal to protect their self-esteem in learning a foreign language. On the other hand, anxiety in foreign language context is a real threat to learning the language that should be taken in consideration when investigation of learning and achievement.

Another factor that appears to be important in achievement in foreign language context is the strategies that students use while studying English. Students may spend time studying but still using the inappropriate processes and strategies to understand and apply the knowledge of the foreign language.

Setting goals for learning the foreign language is a contributing factor. When students know the purposes of learning the language they could achieve more. Teachers can talk about goals of learning the foreign language with their students to motivate them to learn more and achieve more.

In sum, social and psychological factors are important in achievement. They can explain to some extent the low average of English achievement, but they are not the only factors. This study may be a call to take in consideration these factors in the classroom environment. Setting goals, attitudes, motivation and self-esteem are among the most important factors that teachers need to consider while teaching a foreign language.

Recommendations

Recommendations are divided into three sections. Section one for future research, section two for the Palestinian ministry of education and educators, and section three is for students' themselves.

Section One

Recommendations for Future Research

- Future research in the area of the role of social psychological educational field needs to investigate if students think that English is part of the American culture.
- There is a need for qualitative studies to investigate the real influence of teachers' characteristics in the Palestinian context.
- Research is needed to examine if English for Palestine series provide the students with the chance to practice the language that enable them to communicate with English speaking people.

Section Two

Recommendations for the Ministry of Education

- Ministry of education needs to train its teachers how to take into consideration students' psychological factors such as self-esteem, motivation, and attitudes during learning process. I would suggest as a starting point, working on a strategy to motivate students' with low achievement.
- Establishing awareness among students are of the general goals of teaching and learning English at schools. This can be integrating the subject in the curricula as: lessons and topics of writing and discussion.
- Ministry of education has to develop a strategy to incorporate teaching culture, so students are aware of foreign cultures.

References

English References:

Abed Hafez, Mutie. (1994). *The influence of attitudes and integrative motivation on the Language proficiency of English majors at Yarmouk University*. Master thesis. Jordan: Yarmouk University.

Abouserie, Reda. (1995). Self-esteem and achievement motivation as determinants of students' approaches to studying. *Studies in Higher Education*, 20(1), 19 – 26.

Acikgöz, Firat. (2005). A study on teacher characteristics and their effects on students attitudes. *The Reading Matrix*, 5 (2), 103-115.

Ajzen, Icek, Fishbein, Martin. (1980). *Understanding attitudes and predicting social behaviour*. New Jersey: Prentice-Hall, Inc.

Anderson, L. (1994). Attitudes and their achievement. *The International Encyclopedia of Education*, (1), 380-390.

Baker, C. (1988). *Key Issues in Biligualism and Bilingual Education*. Clevedon: Multilingual Matters.

Bedford, David. (1981). Aspects of the relationship of cultural information to motivation and achievement in foreign language acquisition. *Hispania*, 64 (4), 584-588.

Bogert, Becky. (1995). *Self-esteem and achievement: Insights from a superintendent (and parent)*. The Winnetka Alliance for Early

Childhood.http://www.winnetkaalliance.org/PAST_ARTICLES/selfesteem.htm.

Retrieved on August 2007.

Branden, Nathaniel. (1995). *The six pillars of self-esteem*. New York: Bantam.

Bray, Brandy. (2006). *The influence of academic achievement on a college student's self-esteem*. Missouri Western State University.

<http://clearinghouse.missouriwestern.edu/manuscripts/225.asp>. Retrieved on

August 2007.

- Burden, Peter. (2005). The Teacher as Facilitator: Reducing anxiety in the EFL university classroom. *JALT*.
<http://www.eltnews.com/features/special/028b.shtml>. Retrieved on August 2007.
- Buschenhofen, Paul .(1998). English language attitudes of final-year high school and first-year university students in Papua New Guinea. *Asian Journal of English Language Teaching*, 8, 93-116.
- Chacho, Diya, Trojan, Daily. (2005, December, 9). *Girls study more than boys*..<http://media.www.dailycollegian.com/media/storage/paper874/news/2005/09/12/News/Girls.Study.More.Than.Boys.Study.Says-1559843.shtml>. Retrieved on August 2007.
- Congreve, Abudalrahman. (2004). *Linguistics attitudes of students towards Arabic and English*. <http://www.alyamamah.edu.sa/papers/congreve.pdf>.
- Covington, M.(1989) "*Self-Esteem and Failure in School.*" *The Social Importance of Self- Esteem*. U.
- Culhane, Stephen. (2004). An intercultural interaction model: Acculturation in second language acquisition. *Electronic Journal of Foreign Language Teaching*, 1 (1), 50-61C. Press, Berkeley, CA.
- Davis, J. (1971). *Elementary survey Analysis*. Englewood Cliff, NJ: Princeton Hall.

- DeFleu, Melvin, DeFleur, Margaret. (2003). *Learning to Hate Americans: How U. S. Media Shape Negative Attitudes among Teenagers in Twelve Countries*. USA: Marquette Books.
- Elliot, A.J., & McGregor, H.A. (1999). Test anxiety and the hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology*, 76, 628-644.
- Emler, Nicholas. (1994). Self-esteem: The costs and causes of low self-worth.<http://www.jrf.org.uk/knowledge/findings/socialpolicy/n71.asp>. Retrieved on August 2007.
- Farmer, Helen. (1987). A multivariate model for explaining gender differences in career and achievement motivation. *Educational researcher*, 16 (2), 5-9.
- Fullerton, Jami A. (2005). 'Why do they hate us?' International attitudes towards America, American brands and advertising. *Place Branding*, 1(2), 129-140.
- Gardner, R.C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Gardner, R., Lambert, J.(1972). *Attitudes and motivation in second language learning*. Rowley: Newbury house.
- Gardner,R., Lalonde, R., Moorcroft. (1985).The Role of attitudes and motivation in second language learning: Correlational and experimental considerations. *Language Learning*, 35(2), 207-227.

- Ghani, Mamuna. (2003). Language learning strategies employed by L2 learners. *Journal of Research*, 4, 31-36.
- Hagg, Maria, Tavora, Noelia. (1985). *The effects of four teaching methods on achievement*. USA: Michigan.
- Hair, J.F., Anderson, R.E., Tatham, R.L., Black, W.C. (1998), *Multivariate Analysis*, 5th ed., Pearson Education, Delhi.
- Huitt, W. (2001). *Motivation to learn: An overview*. Educational Psychology Interactive. <http://chiron.valdosta.edu/whuitt/col/motivation/motivate.html>. Retrieved on August 2007.
- Husen, Trosten, Postlethwaite, T., (1985). Attitudes development. *The International Encyclopedia of Education*, 1,344-351.
- Holly, W. (1987). *Self-Esteem: Does It Contribute to Students' Academic Success?* Eugene, OR: Oregon School Study Council, Univ. of Oregon.
- Bsharat, A.(2003). *Design and initial validation of an instrument for measuring teacher beliefs and experiences related to inquiry teaching and learning and scientific inquiry*. (Published PhD dissertation. University of Ohio. 2003). http://www.ohiolink.edu/etd/view.cgi?acc_num=osu1061565152. Retrieved on August 2007.
- Kendler, K. S., Gardner, C. O.; Prescott, C.A. (1998). A population-based twins study of self-esteem and gender. *Psychological Medicine*, 28, 1403-1409.

<http://journals.cambridge.org/action/displayAbstract?>

[fromPage=online&aid=25949](http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=25949). Retrieved on August 2007.

Kitao, Kenji. (1996). Why Do We Teach English? *The Internet TESL Journal*

<http://iteslj.org/Articles/Kitao-WhyTeach.html>. Retrieved on August 2007.

Kling, KC.; Hyde, JS.; Showers, CJ.; Buswell, BN. (1999). Gender differences in

self-esteem: a meta-analysis. *Psychol Bull*,125(4),470-500.

<http://www.ncbi.nlm.nih.gov/sites/entrez?>

[cmd=Retrieve&db=PubMed&list_uids=10414226&dopt=Citation](http://www.ncbi.nlm.nih.gov/sites/entrez?cmd=Retrieve&db=PubMed&list_uids=10414226&dopt=Citation). Retrieved on

August 2007.

Kumaravadivelu, B. (1992). Macrostrategies for the second/foreign language

teacher. *Modern Language Journal*, 76, 41–49.

Lai, C. (1994). Communication failure in the language classroom: An exploration of

causes. *RELC Journal*, 25 (1), 98-126.

Lens, W. (1994). Motivation and learning. *The International Encyclopedia of*

Education, 7, 3936-3942

Leonard, N., Beauvais, L., Scholl. (1995). *A self-concept-based model on work*

motivation. Paper presented at the Annual Meeting of the Academy of

Management,

http://www.cba.uri.edu/Scholl/Papers/Self_Concept_Motivation.HTM.

Retrieved on August 2007.

Leung, Jupian, and others. (1993). *Gender differences in academic motivational orientations: American and Chinese students.* (Ph. D Dissertation, University of Illinois.1993).http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED357861&ERICExtSearch_SearchType_0=eric_accno&accno=ED357861. Retrieved on August 2007.

Levine, John, Wang, Margaret (Ed.). (1983). *Teacher and student perceptions: implications for learning.* United States of America: Lawrence Erlbaum Associates.<http://www.worldcatlibraries.org/wcpa/top3mset/8866538>. Retrieved on August 2007.

Lightbown, Patsy, Halter, Randall, White, Joannal. (2002). Comprehension-based learning: the limits of "Do it yourself". *Canadian Modern Language Review*, 58 (3), 427-464.

Liu, Meihua. (2007). Chinese Students' Motivation to Learn English at the Tertiary Level. *Asian EFL Journal*, 9 (1), 126-146.

Luxen, M.F. , Schokker, M., Buunk, B. P.(2004). *When you have to choose: Gender differences in ambition.*
<http://209.85.129.104/search?q=cache:NCnR0W8hyGIJ:dissertations.ub.rug.nl/FILES/faculties/ppsw/2004/m.f.luxen/c3.pdf+When+You+Have+to+Choose:>

+gender+differences+in+ambition&hl=de&ct=clnk&cd=1&gl=de. Retrieved on August 2007.

Nichols, Joe, Utesch, William. (1998). An alternative learning program: Effects on students motivation and self-esteem. *The Journal of Educational Research*, 91 (5), 272-278.

Norris-Holt, Jacqueline. (2001). Motivation as a contributing factor in second language acquisition. *The Internet TESL Journal*, 7 (6). <http://iteslj.org/Articles/Norris-Motivation.html>. Retrieved on August 2007.

Norris-Holt, Jacqueline. (2002). *The investigation of Japanese high school students' attitudes towards the study of English. SLLT*. <http://www.usq.edu.au/users/sonjb/sllt/2/Norris-Holt02.htm>.

Nye, Barbara, Konstantopoulos, Spyros, Hedges, Larry. (2004). How large are teacher effects? *Educational Evaluation and Policy Analysis*, 26 (3), 237-257. <http://www.sesp.northwestern.edu/docs/publications/169468047044fcbd1360b55.pdf>. Retrieved on August 2007.

Machin, Stephen, McNally, Sandra. (2006). *Gender and Student Achievement in English Schools*. <http://cee.lse.ac.uk/cee%20dps/ceedp58.pdf>. Retrieved on August 2007

McKay, Sandra. (2002). *Teaching English as an International language: Rethinking goals and perspectives*. New York: Oxford University Press <http://tesl-ej.org/ej25/r5.html>. Retrieved on August 2007

Marsh, H., Shavelson, R. (1985). Self-concept: Its multi-faceted, hierarchical structure. *Educational Psychologist*, 20, 107-123.

Munford, Maria. (1994). Relationship of gender, self-esteem, social class, and racial identity to depression in blacks. *Journal of Black Psychology*, 20, (2), 157-174.

Padilla, Brenda, Schmidt, Jennifer. (2003). Self-esteem and family challenge: An investigation of their effects on achievement. *Journal of Youth and Adolescence*, 32 (1), 37-53. <http://www.questia.com/PM.qst?a=o&d=5000604048>. Retrieved on August 2007.

Pavlenko, Aneta, Blackledge, Adrian, Piller, Ingrid, Teutschdwyer, Marya. (2001). *Multilingualism, second language learning, and gender*. Berlin: Mouton de Gruyter.

Purkey, William. (1970). *Self concept and school achievement*. New Jersey. Prentice-Hall, Inc.

Rabideau, Scott. (2005). *Effects of achievement motivation on behaviour*. Rochester Institute of Technology.

<http://www.personalityresearch.org/papers/rabideau.html>. Retrieved on August 2007.

Reasoner, Robert. (1998). *Review of self-esteem research National Association of Self-Esteem*. <http://www.self-esteem-nase.org/research.shtml>. Retrieved on August 2007.

- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press.
- Rose, Howard. (2005). *Design and construction of a virtual environment for Japanese language instruction* (A master thesis, University of Washington, 1996). <http://www.hitl.washington.edu/publications/rose/ch4.html>. Retrieved on August 2007.
- Robinson-Stuart, Gail, Nocon, Honorine. (1996). Second culture acquisition: Ethnography in the foreign language classroom. *The Modern Language Journal*, 80, (4), 431-449.
- Rogers, Don; Anderson, John. Poth, Cheryl, Calman, Ruth. (2006). Contextual and school factors associated with achievement on a high stakes examination. *Canadian Journal of Education*, 29 (3), 771- 797. <http://www.csse.ca/CJE/Articles/FullText/CJE29-3/CJE29-3Klingeretal.pdf771-797>. Retrieved on August 2007.
- Rusillo, Maria, Arias, Pedro . (2004). Gender differences in academic motivation of secondary school students. *Electronic Journal of Research in Psychology*, 2(1), 78112. www.investigacionpsicopedagogica.org/revista/articulos/3/english/Art_3_31.pdf . Retrieved on August 2007.
- Şimşek, ÇS., Selvi, A.F. & Üzüm, B. (2007). *Attitudes towards German language and culture: Reflections from Turkey*. <http://zif.spz.tu-darmstadt.de/jg-12-3/beitrag/Cimsek.htm>. Retrieved on August 2008.

Shimizu, Kathleen .(2000). *Japanese college students attitudes towards English teachers: A survey*. <http://www.jalpublications.org/tlt/files/95/oct/shimizu.html>.

Retrieved on August 2007.

Swartz, Carl. (2007). *Understanding and enhancing motivation: Removing some myths*.<http://www.allkindsofminds.org/ArticleDisplay.aspx?articleID=19>.

Retrieved on August 2007.

Tabachnick, B.; Fidel, L.(1996). *Using Multivariate Statistics*, 3rd ed. New York: Harper Collins College Publishers.

Talebinezhad, Mohammad. (2001). Basic Assumptions in Teaching English as an International Language. *The Internet TESL Journal*, VII (7)

<http://iteslj.org/Article/Talebinezhad-EIL.html>. Retrieved on August 2007.

Tamba, Thomas. (2002). Motivation in language learning - The case of Francophone Cameroonian learners of English. *The English Teacher Journal*, XXII.

<http://www.melta.org.my/ET/1993/main10.html>. Retrieved on August 2007.

Tessler, Mark. (2004). *Arab and Muslim political attitudes: Stereotypes and evidence from survey research*.

<http://conconflicts.ssrc.org/archives/mideast/tessler/>. Retrieved on August 2007.

Turner, Lisa A.; Pickering, Shannon; Johnson, R. Burke. (1998). The relationship of attributional beliefs to self-esteem. *Adolescence*, 33 (130), 477-484.

<http://pd.ilt.columbia.edu/papers/TurnerLA1998RelationAttributionBeliefsSelfEsteem.pdf>. Retrieved on August 2007.

Van Vianen, A. E. M., & Fischer, A. H. (2002). Illuminating the glass ceiling: The role of organizational culture preferences. *Journal of Occupational and Organizational Psychology*, 75, 315-337.

Weiner, B. (1974). *Achievement motivation and attribution theory*. Morristown, NJ: General Learning Press.

Woolfolk, A. E. (1995). *Educational psychology*. Boston: Allyn & Bacon

Zogby International. (2002). *Arab nations, impressions of America' Poll*. New York:Utica.

المراجع العربية:

- بركات, زياد. (1986). علاقة انماط الشخصية بالتحصيل الاكاديمي والجمس لدى طلبة الثانوية العامة في اربد. رسالة ماجستير. جامعة اليرموك الاردن.
- خضر, خالد. (2001). مستوى فاعلية معلمي المدارس الحكومية للمرحلة الثانوية في محافظة جنين وعلاقتها بدافعية الانجاز لدى الطلبة. رسالة ماجستير. فلسطين.
- زياد, محمود. (2004). العلاقة بين دافعية الانجاز والمناخ الصفّي لدى طلبة الصف الثاني عشر في المدارس العربية والحكومية والخاصة في منطقة الناصرة. رسالة ماجستير. عمان. الاردن.
- عطية، عز الدين . (1996). تطور مفهوم دافعية الإنجاز في ضوء نظرية الإغراء وتحليل الإدراك الذاتي للقدرة والجهل وصعوبة العمل. مجلة علم النفس. القاهرة. العدد 38, السنة 10.

Appendix -1-

بسم الله الرحمن الرحيم

أستبيان لقياس أثر بعض العوامل الاجتماعية والنفسية على تحصيل اللغة الانجليزية لطلبة الصف العاشر
رقم الاستبيان:.....

عزيزي الطالب/عزيزتي الطالبة:

إنني بصدد إجراء دراسة علمية حول أثر توجهات الطلبة والدافعية وتقدير الذات وإدراك الطلاب لخصائص معلم اللغة الإنجليزية لدى طلبة وطالبات الصف العاشر في المدارس الحكومية في محافظة رام الله والبيرة على التحصيل الأكاديمي للغة الإنجليزية. لذا أرجو قراءة هذا الاستبيان، ثم الإجابة على أقسامه جميعها. يبدأ الاستبيان بأسئلة ديمغرافية، يلي ذلك قسم لقياس تقدير الذات، بينما يقيس الجزء الثالث دافعية التحصيل، ويقاس الجزء الرابع خصائص المعلم من وجهة نظر الطالب/الطالبة. أما الجزء الرابع فيتمحور حول توجهات الطلبة نحو دراسة اللغة الإنجليزية والثقافة الأمريكية/البريطانية.
ما عليك سوى أن تضع إشارة في الخانة التي تعبر عن وجهة نظرك مقابل العيارة. كما نرجو عدم ترك خانة فارغة.

عزيزي الطالب/عزيزتي الطالبة:

لا داعي لذكر اسمك، كما أننا لن نستخدم هذا الاستبيان الا لغرض الدراسة العلمية.

الباحثة: أسماء عصفور.

دائرة التربية

كلية الدراسات العليا

جامعة بيرزيت

الجزء الأول

معلومات ديمغرافية

الجنس.....

هل سبق و ان سافرت الى الخارج؟ نعم / لا . إذا كان الجواب نعم، ما مدة الفترة الزمنية التي قضيتها في الخارج؟.....

هل انت على تواصل مباشر مع اشخاص يتحدثون الانجليزية؟.....

الجزء الثاني

تقدير الذات

:

الرقم	العبرة	أوافق بشدة	أوافق	لا أوافق	لا أوافق بشدة
1	أشعر أنني إنسان/ إنسانة ذات قيمة بدرجة متساوية مع الآخرين.	1	2	3	4
2	أشعر ان لدي عددا من الصفات الجيدة.	1	2	3	4
3	أميل للشعور بانني انسان فاشل/ة.	1	2	3	4
4	أنا قادر/قادرة على القيام بالاشياء تماما مثلما يستطيع الآخرون القيام بها.	1	2	3	4
5	أشعر انه ليس لدي الكثير لافتخر به.	1	2	3	4
6	أ لدي فكرة ايجابية عن نفسي..	1	2	3	4
7	بشكل عام، أنا راضي/ة عن نفسي.	1	2	3	4
8	أتمنى لو اني احترم نفسي أكثر.	1	2	3	4
9	بالتأكيد أشعر في بعض الاوقات اني غير ذي فائدة.	1	2	3	4

4	3	2	1	تمر اوقات اشعر فيها اني غير جيد بتاتا.	1 0 .

الجزء الثالث
يختص هذا الجزء بقياس دافعية التحصيل لدى الطلبة:

الرقم	الفقرة	أوافق بشدة	أوافق	محايد	أعارض	أعارض بشدة
1	إذا طلب مني أكثر من عمل في ان واحد ارتب الاعمال حسب اهميتها حتى استطيع انجازها.	1	2	3	4	5
2	إذا عرض المدرس علي وظيفة اضافية تمارينها صعبة نوعا ما ارفض مكثفيا بالوظيفة الدراسية العادية.	1	2	3	4	5
3	ابذل قصارى جهدي لآكون في مركز الصدارة بين زملائي.	1	2	3	4	5
4	اتابع دائما الاكتشافات العلمية الحديثة في العالم.	1	2	3	4	5
5	لا اطمح في ان اكون الافضل و اقتنع بما انا فيه.	1	2	3	4	5
6	لدي آمال كبيرة و اسعى الى تحقيقها.	1	2	3	4	5
7	اتطلع دائما الى ما هو مثير و شيق و ابذل قصارى جهدي في الوصول اليه.	1	2	3	4	5
8	اعتقد ان الإنسان الخامل (الكسلان) سوف يتدهور حتما.	1	2	3	4	5
9	انسحب من العمل الجاد	1	2	3	4	5
10	أواجه المشاكل التي عجز الآخرون عن تحملها.	1	2	3	4	5
11	أشعر ان لدي القدرة على تحمل المسؤوليات الملقاة على عاتقي.	1	2	3	4	5
12	أتحمل مسؤولية نجاحي في دراستي حتى لو كنت في ظروف	1	2	3	4	5

					غير جيدة.	2
5	4	3	2	1	اعتمد في تصريف امور حياتي على اسرتي.	1 3
5	4	3	2	1	اتحمل المسؤولية تجاه اعمال مهما كانت صعبة.	1 4
5	4	3	2	1	اهرب من العمل الذي يتحمل مسؤولية كبيرة.	1 5
5	4	3	2	1	اتراجع امام المسؤوليات و الالتزامات.	1 6
5	4	3	2	1	اشعر بالارق و التعب و الملل بعد فترة وجيزة من بداية العمل.	1 7
5	4	3	2	1	استطيع العمل ساعات طويلة دون الشعور بالملل و الاجهاد.	1 8
5	4	3	2	1	لدي اصرار و عزيمة في ان اصل بالعمل الى نهايته.	1 9
5	4	3	2	1	عندي رغبة قوية في حل المشكلة التي تصادفني مهما استغرق ذلك من وقت طويل.	2 0
5	4	3	2	1	انسحب من الاعمال الصعبة بسرعة.	2 1
5	4	3	2	1	استمر في مواصلة العمل حتى لو كانت نتائجه غير مضمونة.	2 2
5	4	3	2	1	يشجعني النجاح في عمل سهل على الاصرار و محاولة القيام بعمل اكثر صعوبة و مشقة.	2 3
5	4	3	2	1	احاول حل المشكلات التي تواجهني بدون تعب او توتر.	2 4
5	4	3	2	1	لدي القدرة على المطالبة بحقوقي كاملة دون ملل او انسحاب.	2 5
5	4	3	2	1	لدي القدرة على بذل المجهود في الدراسة و العمل.	2 6
5	4	3	2	1	المواقف الصعبة تفجر في طاقة هائلة من الصمود و التحدي	2 7
5	4	3	2	1	استمر في بذل قصارى جهدي حتى اصل الى الهدف مهما كلفني ذلك من وقت و مجهود.	2 8

الجزء الرابع
يقيس ادراك الطلاب لخصائص معلمي اللغة الانجليزية

الرقم	الصفة	اوافق بشدة	اوافق	محايد	لا اوافق	لا اوافق بشدة
-------	-------	------------	-------	-------	----------	---------------

5	4	3	2	1	ذكي.	1
5	4	3	2	1	يبحث على الارتياح.	2
5	4	3	2	1	لا يميز بين الطلبة.	3
5	4	3	2	1	يتعامل مع الطلبة باحترام.	4
5	4	3	2	1	منفتح العقل.	5
5	4	3	2	1	جدير باحترام الطلبة.	6
5	4	3	2	1	انيق المظهر.	7
5	4	3	2	1	يملك قدرة على التفسير بوضوح.	8
5	4	3	2	1	يلفظ الكلمات بوضوح.	9
5	4	3	2	1	لمم بالمادة الدراسية.	10
5	4	3	2	1	مرح و بشوش.	11
5	4	3	2	1	يتقبل اخطاء الطلبة بصدر رحب.	12
5	4	3	2	1	صارم و شديد.	13

الجزء الخامس:

يقيس هذا الجزء توجهات الطلبة نحو دراسة اللغة الإنجليزية ونحو الأمريكيين والبريطانيين.

الرقم	الفقرة	وافق بشدة	وافق	محايد	لا اوافق	لا اوافق بشدة
1	ادرس الانجليزية لانها مفيدة في الحياة اليومية.	1	2	3	4	5
2	ادرس الانجليزية لاني استطيع التحدث بها في كل البلدان حيث لا استطيع استخدام العربية.	1	2	3	4	5
3	ادرس الانجليزية لانها ستقدم لي فرصة عمل افضل عندما اخرج	1	2	3	4	5
4	تزداد اهمية الانجليزية في فلسطين بشكل كبير.	1	2	3	4	5
5	افضل قراءة الكتب المكتوبة باللغة الانجليزية.	1	2	3	4	5
6	افضل ان اكتب بالانجليزية.	1	2	3	4	5
7	استخدام الاسماء بالانجليزية للمحلات يحثني على الشراء من هذه المحلات.	1	2	3	4	5
8	احصل على احترام اكثر عندما اتحدث الانجليزية.	1	2	3	4	5
9	للانجليزية مكانة اجتماعية مميزة..	1	2	3	4	5
10	تملك الانجليزية كل الخصائص التي تجعلها لغة عالمية.	1	2	3	4	5
11	افضل قراءة المقالات المنشورة بالانجليزية.	1	2	3	4	5

5	4	3	2	1	الانجليزية مهمة في الاعمال و المالية.	12
5	4	3	2	1	الانجليزية مهمة في مجال التكنولوجيا.	13
5	4	3	2	1	الانجليزية مهمة في مجال التعليم.	14
5	4	3	2	1	افضل مشاهدة برامج بالانجليزية.	15
5	4	3	2	1	احب الطريقة التي يقضي بها الامريكان و البريطانيين اوقات فراغهم.	16
5	4	3	2	1	افضل العمل في امريكا او انجلترا اكثر من أي بلد اخر في العالم.	17
5	4	3	2	1	اعتقد ان الامريكان و البريطانيين لطفاء.	18
5	4	3	2	1	احب ان اتواصل مع الامريكيين و البريطانيين.	19
5	4	3	2	1	احب طريقة حياة الامريكان و البريطانيين.	20
5	4	3	2	1	افضل متابعة دراساتي العليا في امريكا او بريطانيا.	21
5	4	3	2	1	افضل مشاهدة الافلام الامريكية و البريطانية.	22
5	4	3	2	1	افضل شراء منتجات صنعت في امريكا او بريطانيا.	23
5	4	3	2	1	خريجو الجامعات الامريكية و البريطانية اكثر كفاءة من خريجي الجامعات الاخرى.	24
5	4	3	2	1	ان استخدام الانجليزية في الاتصال يعكس تبني الشخص للقيم الامريكية و البريطانية.	25
5	4	3	2	1	يفلطني تاثير الانجليزية على العربية.	26
5	4	3	2	1	احب ان يزور الامريكان و البريطانيون بلدي.	27
5	4	3	2	1	اعتقد انه لا يجب تعليم الانجليزية في مدارسنا.	28
5	4	3	2	1	اعتقد انه يجب تعليم الانجليزية من الصف الاول.	29
5	4	3	2	1	تعلم الانجليزية يجعلني اخسر بعض القيم العربية.	30
5	4	3	2	1	امريكا و بريطانيا هما اقوى رموز التقدم.	31
5	4	3	2	1	لدي احترام كبير للمريكان و البريطانيين.	32
5	4	3	2	1	اذا كنت اريد ترك فلسطين و العيش في بلد اخر فاني سأختار امريكا او بريطانيا.	33
5	4	3	2	1	ان الامريكان و البريطانيين وقحون و غير متحضرين.	34
5	4	3	2	1	الامريكان و البريطانيون منفتحون.	35
5	4	3	2	1	هناك مبالغة في الحرية التي يمنحها الامريكان و البريطانيون لاولادهم.	36
5	4	3	2	1	ان دراسة الانجليزية تساعدني في التفكير و التصرف مثل الامريكان و البريطانيين.	37
5	4	3	2	1	ادرس الانجليزية لانني اريد ان اكون على	38

					تواصل مع ثقافة الامريكان و البريطانيين.	
5	4	3	2	1	افضل ان ارسل اولادي او اخوتي لمدارس امريكية او بريطانية.	39
5	4	3	2	1	افضل ان ارسل اولادي او اخوتي لمدارس خاصة تعلم الانجليزية من الصف الاول.	40
5	4	3	2	1	احب الطريقة التي يعامل بها المتحدثين الاصليين باللغة الانجليزية ابنائهم.	41
5	4	3	2	1	احب الموسيقى الامريكية و البريطانية.	42
5	4	3	2	1	احب الالبسة الامريكية و البريطانية.	43

Appendix -2-

The Standard English Final Exam

Palestinian National Authority
Ministry of Education and Higher



Education
Ramallah & Al_Bireh Directorate

بسم الله الرحمن الرحيم

السلطة الوطنية الفلسطينية

وزارة التربية والتعليم العالي الفلسطينية

مديرية التربية والتعليم- رام الله والبيرة

قسم الإشراف

الامتحان الموحد للصف العاشر الأساسي/ الفصل الثاني

لمبحث اللغة الانجليزية

الزمن: 120 دقيقة

التاريخ:

مجموع العلامات: 150 علامة

Question Number One:

(10 points).

Fill in the blank with the suitable word from the box:

(There are more words than needed).

region, independent, pilgrims, qualifications, commercial, protection.

1. Employees usually seek individuals who have high
.....
2. Jerusalem annually welcomes thousands of
Christian.....
3. While we were watching the TV, a.....advertising
was displayed.
4. Farmers turned the..... into a cotton
producer.
5. Palestinians struggle to establish their.....
state.

Question Number Two: (10 points).

Fill in the blank with the suitable form of the word given between brackets:

1. John prefers to make his by himself.
(choose).
2. Young people face many.....problems such as early marriage.
(society).
3. Thousand of cars are to be next year by the company.
(produce).
4. The ambulance staff arrived after the man's
(die).
5. It was aexperiment carried out by expert scientists.
(succeed).

Question Number Three: (5 points).

Complete the sentences below with the most appropriate opposites chosen from the box:

huge, interesting, tiny, serious, funny, boring.

1. Jack seems verybecause he never smiles, but he always says.....stories and makes all laugh.
2. This programme is really..... Let's change to the sports programme. That will be more.....

Comprehension

Question Number One:

(10 points)

Read the following text taken from your textbook then answer the following questions:

Many people were very happy with their new friend in the corner of the living room, but others began to worry about TV's effects-especially on their children. Many were worried about the amount of advertising. Moreover, they felt that programs were often violent and encouraged the wrong ideas about life. People also thought that TV was too addictive. They believed that it was having bad effects on social behaviour and family relationships.

In Denver, Colorado, a group of 40 families decided to do something about their worries. After discussion with a university research team, they agreed to get rid of their TVs for a month and see what happened. Here are a few of the changes that they reported three weeks into the experiment.

Ann MCAndrew said that she was enjoying a peaceful life without TV. She thought that after the experiment she and her family would find another place for the TV instead of the family room.

Joey Kawalski, 15, reported that he had started reading much more during the last three weeks. "I've always read a lot," he said, "but now I read right through the evening. I would not do this if the TV was there.

Peter and Elaine Schuman told researchers that they had found a huge difference. They felt they were a family again and had been brought together by the experiences that they were sharing. "What's more, we're discovering many things about each other during the experiment, including hidden abilities, skills and interests," Elaine added.

Amie Suzaki, 16, said that her younger brothers were playing together in the old-fashioned, imaginative way. They had made up a complete play the previous day. "They acted the whole thing for Mom and Dad and me" she explained." It was fantastic."

After all these positive comments, the researchers expected that many of the 40 families would get rid of their TVs at the end of the month. Perhaps the most interesting result of the experiment, however, was that not one of them did.

Questions:

1. What are the disadvantages of TV?
.....
2. What effect did the experiment have on Joey Kawalski?
.....
3. Choose the correct answer:
 - a. The sentence "We're discovering many things about each other" means:
 1. We're getting to know each other. 2. We're getting our new places 3. We're getting to know each other
 - b. "It" refers to: 1. previous day 2. TV 3. play
 - c. The experiment was carried out for: 1. 40 days 2. 30 days. 3. 15 days.
4. Decide whether the following sentences True or False:
 - a. MCAndrew's TV set was in the family room before the experiment.
 - b. Many of the forty families got rid of their TV completely at the end of the experiment.
 - c. Peter was one of the experiment researchers.
 - d. Parents were less worried about TV's effects on their children than on themselves.
5. Find a word in the text that gives the opposite meaning of "excluding". (paragraph 5).....

Question Number Two:

(5 points)

Unseen Text

Read the Following text then answer the questions that follow:

It was 3 o'clock in the morning when four-year – old Russel Brown woke up to the toilet. His parents were fast asleep in bed. But when he heard a noise in the living room and saw a light was on, he went downstairs. There he found two men. They asked him his name, and told him they were friends of the family. Unfortunately, Russel believed them. They asked him where the video recorder was. Russel showed them, and said they had a stereo and CD player, too.

The two men carried these to the kitchen. Russel also told them that his mother kept her bag in the drawer in the kitchen, so they took that. Russel even gave them his pocket money-50p. They finally left at 4 a.m. They said," Will you open the back door while we take these things to the car, because we don't want to wake Mummy and Daddy, do we?" So Russel held the door open for them. He then went back to bed.

His parents didn't know about the thieves until they got up the next day. His father said," I couldn't be angry with Russel because he thought he was doing the right thing." Fortunately, the police caught the two thieves last week.

Questions:

1. Why did Russel go downstairs after he woke up?

.....

2. From where did the thieves go outside the house?

.....

3. Decide whether the following sentences are **True** or **False**:

- a. Three thieves came to the house at night. T
F.
- b. Russell's mother kept her bag in the kitchen. . T
F.
- c. Russell's father called the police after he had heard a noise. T
F.

Structure:

Question Number One

(10 points)

Choose the most suitable correct answer:

1. " Is he dead?" I'm afraid so. "I'm afraid so" means:
 - a. I'm sorry
 - b. I think
 - c. I'm not sure.

2. I think that Mr. Aziz isn't in his office now. He alwaysat 9:30. a. gets up b . gets in c. gets on.
3. He doesn't reallywith my idea. a. go on b. go along c. go into.
4. Pilgrims visit Jerusalem.....visit Al-aqsa Mosque. a. in order to b. so that c. because.
5. Edisonhis experiments in his laboratory. a. carried out b. carried on c. carried with.
6.population growth has slowed in few countries; numbers are still growing in the third world. a. As b. Although c. In addition.
7. a. He didn't came to visit yesterday. b. He didn't come yesterday. c.He has came since yesterday.
8. a. If he hadn't phoned me, I wouldn't have visited him. b. If he sends the envelope, I would receive it. c. If he doesn't study, he would have watched the match.
9. Youhave brought the tickets last week. a. should b. could.

Question Number Two**(3 points).**

Report the following:

1. "Do you like ice-cream Amal?" She asked.....
2. "How long have you been here?" He wanted to know.....
3. "We can't do this now." He said

Question Number Three**(2 points).**

Agree with each of the following:

1. A. "I have never been to Cairo" B:

.....

2. A: "I believe we should get rid of mobiles." B:

.....

Question Number Four**(4 points).**

Change each of the following sentences into passive sentences.

1. The Emperor brought workers from all over the world Taj Mahal

.....

2. At first, the factory is going to produce 2000 robots.

.....

3. Medicine will not completely cure the disease.

.....

4. How does the tear gas affect people?

.....

Question Number Five**(3 points).**

Fill in the blank with the correct preposition chosen from the box:

with, on, , of, along, in , in front

1. The teacher stands of the students.

2. Mr. Ahmad is driving.....the river.

3. Television became a normal part.....family life.

4. Most parents don't feel happytheir children' results.

5. Teenagers have a great effectfriends.

Question Number Six

(3 points).

Write a conditional sentence about each of the following:

- 1. The farmers may buy a tractor, so he may produce more crops.

If

- 2. He didn't make a lot of money, so he couldn't take a vacation.

If.....

- 3. What could happen if no rain fell during the last two years?

If

Writing

Write no more than three 80 words about the following topic: (answer on a separate paper).

(10) points

- 1. You are a Tenth Grade student in a governmental school. You want to do a project about tourism in Palestine. Write a letter to the Palestinian Ministry of Tourism in Palestine, building No. 12, Al-Bireh asking for information about leaflets, recent reports, pictures, statistics, etc.....

Helping Notes: grateful, in addition, high school student, contact you, tourist information, at the above address (your school address), your faithfully.

- 2. Write two very short paragraphs about yourself and your future career. (Answer on a separate paper).

Helping Notes: best subject(s) at school, main interests, future job, the difficulty of the job, however, in addition.

.....

Listening

Listen and answer the following questions:

(15 points)

- 1. What sort of TV program does this come from? How can you tell?

.....
.....

2. Listen again and complete the following:

- a. Population:.....
- b. Where?
- c. How old?.....
- d. Main city where?.....
- e. Market town for what?.....
- f. Some major local industries:
 - 1.
.....
 - 2.
.....
 - 3.
.....

With Our Best Wishes

Appendix -3-

Factor analysis of motivation scale

No. of item	Statement	Components			
		1	2	3	4
28	I continue exercising my best effort until I reach my goal even if it needs time and effort.	.717			
19	I have assertion and will to reach the end of my work.	.649			
20	I have strong will to solve the problems I face even if that may need long time.	.645			
25	I have ambition to be the best.	.499			
24	I try to solve problems without any fatigue or tension.	.492			
14	I have responsibility for my work regardless of its difficulty.	.482			
18	I can work for long hours without I feel bored or exhausted.	-.418			
22	I continue work even if the results are not guaranteed.	.378			
21	I quickly withdraw from hard tasks.		.764		
15	I withdraw from work that demands big great responsibility.		.730		
16	I withdraw from responsibilities and commitments.		.709		
9	I withdraw from serious work.		.671		
17	I feel tired, bored and exhausted after a short period of work.		.580		
13	I depend on my family to get my daily needs.		.368		
27	The difficult situations explode in me a great energy of consistency and challenge.			.576	
7	I look forward what is exciting and fascinating and I do my best to achieve it.			.570	
8	I believe that the lazy person will surely be destroyed n the future.			.502	
23	The success in easy work encourages			.453	

	me and makes me try to do more difficult tasks.				
5	I don't have ambition to be the best and I'm satisfied with my status.			.437	
6	I have great ambitions that I'm working to achieve.			.352	
26	I have the ability to exercise effort in study and work.				.586
2	If the teacher asks me to do additional task with quite hard exercises, I will refuse and feel that the usual task is enough.				.472
3	I exercise my best to be ahead of my mates.				.456
10	I deal with conflicts that others couldn't manage.				.450
4	I always follow up modern scientific discoveries in the world.				.398

Appendix -4-

One factor resulted by factor analysis of self-esteem scale

Item loaded on component (1)	Statement	Loading
7	Overall, I am satisfied with myself.	.614
9	I certainly feel useless sometimes.	.613
3	All in all, I am inclined to feel that I am a failure.	.587
10	Sometimes, I think I am not good at all.	.539
6	I have a positive attitude toward myself.	.498
5	I feel I do not have much to be proud of.	.414
4	I am able to do things as well as most of other people do.	.396
2	I feel that I have a number of good qualities.	.359

Note: Items were reported from the highest. Only loadings equal to or greater than -.3 were reported. Extraction method: Factor Analysis. Rotation Method: Varimax with Kaiser Normalization.

Appendix -5-**Deleted items from self-esteem scale by factor analysis**

Item No.	Statement
1	I feel that I am a person of worth, at least on an equal basis with others.
8	I wish I could have more respect for myself.

Appendix -6-**Items deleted form motivation scale by factor analysis**

No. of item	Statements
12	I am responsible for my success in my study even if I'm in bad circumstances.
1	If I am asked to do more than one task in the same time, I arrange the tasks according to their importance in order to do them.
11	I feel that I have the ability to take charge of my responsibilities.

Appendix -7-

The components resulted by applying factor analysis to students' perception of their English teachers' characteristics scale

Item No.	Statement	Component
		1
5	Open minded	.802
6	Respectable	.770
7	Has a good physical appearance	.766
4	Deals with respect with his/her students	.747
10	Acknowledgeable of the school subject	.746
8	Has ability to explain clearly	.730
9	Pronounces the words clearly	.697
1	Smart	.687
11	Cheerful and joyful	.678
2	Makes others feel relax	.642
12	Accepts students' mistakes	.568
3	Doesn't show favouritism	.534

Appendix -8-

Item deleted from students' perception of their English teachers' characteristics scale by factor analysis

Item No.	Statement
13	Strict and firm.

Appendix -9-

Components resulted by factor analysis of the attitudes scale

Item No.	Statement	Components	
		1	2
39	I prefer to send my children or brothers to British or American schools.	.776	
20	I like the American and British style of life.	.733	
17	I prefer to work in America or Britain rather than in any other country in the world.	.730	
33	If I were to leave Palestine and live in another country, I would choose America or Britain.	.717	
43	I like American and British clothes.	.692	
18	I think that American and British people are friendly.	.673	
21	I like to pursue my graduate studies in America or Britain.	.665	
16	I like the way American and British spend their free times.	.656	
23	I prefer to buy products manufactured in America or Britain.	.650	
42	I like American and British music.	.644	
19	I like to make contact with American and British people.	.641	
32	I have great respect for American and British people.	.639	
31	American and British people are the strongest symbols of progress.	.610	
24	Graduates of American and British universities are more qualified than graduates of any other universities.	.550	
38	I am studying English because I want to be in touch with American and British people's cultures.	.542	
27	I like American and British people to visit my country.	.539	
37	Studying English helps me to think and ultimately behave like American and British people.	.530	
22	I prefer to watch American and British movies.	.528	
41	I like the way native speakers of English treat their children.	.466	
25	The use of English in communication reflects the person's adoption of American and British values.	.359	
7	Using English names for shops would stimulate me to buy from those shops.	.357	
8	I gain more respect when I speak English.	.341	
14	English is important in the field of education.		.687
12	English is important in the fields of business and finance.		.669
13	English is important in the field of technology.		.660
1	I am studying English language because is it useful in everyday		.586

	life.		
3	I am studying English because it will offer me a better job opportunity when I graduate.		.566
28	I think English should not be taught in our schools.		.563
4	The importance of English in Palestine is increasing tremendously.		.533
11	I prefer to read articles published in English.		.525
6	I prefer to write in English.		.515
15	I prefer to watch programs transmitted in English.		.512
29	I think English should be taught starting from the first grade.		.464
9	English is prestigious.		.455
10	English has all the qualities to be a universal language.		.443
5	I prefer to read books written in English.		.424
2	I am studying English because I can speak it in all countries where I can not speak Arabic.		.375

Appendix -10-

t-test results by gender

Components	Gender	N	Mean	T	Df	Sig.(2-tailed)	Mean difference
Self-esteem	Male	206	3.01	.82	373	.411	.03
	Female	169	2.98				
Consistency of effort	Male	204	4.05	-2.93	371	.00	-.17
	Female	169	4.22				
Responsibility	Male	204	3.35	.03	371	.99	.00
	Female	169	3.35				
Ambition	Male	204	3.70	-3.09	371	.00	-.22
	Female	169	3.92				
Excellence and ability	Male	205	3.70	-.75	372	.46	-.05
	Female	169	3.75				
Students' perceptions of their English teachers' characteristics	Male	202	3.90	-1.30	366	.15	-.10
	Female	166	4.00				
Attitudes towards culture	Male	201	3.00	1.13	366	.26	.10
	female	167	2.90				
Attitudes towards language	Male	201	3.67	.70	366	.49	.05
	Female	167	3.60				
English academic achievement	Male	176	47.20	-.136	343	.892	-.33
	Female	169	47.54				

Appendix -11-

t-test by contact with other components

Components	Contact	N	Mean	T	df	Sig. (2-tailed)	Mean difference
Self-esteem	Yes	84	3.15	3.91	311	.00	.19
	No	229	2.97				
Consistency of effort	Yes	84	4.30	2.81	311	.01	.19
	No	229	4.11				
Responsibility	Yes	84	3.61	2.99	310	.00	.28
	No	228	3.33				
Ambition	Yes	84	4.06	3.77	310	.00	.33
	No	228	3.73				
Excellence and ability	Yes	84	3.94	3.97	311	.00	.29
	No	229	3.654				
Students' perceptions of their English teachers' characteristics	Yes	82	4.06	1.27	307	.21	.13
	No	227	3.93				
Attitudes towards culture	Yes	84	3.15	2.69	307	.00	.29
	No	225	2.86				
Attitudes towards language	Yes	84	4.00	5.94	307	.00	.53
	No	225	3.47				
English academic achievement	Yes	80	51.13	1.77	289	.08	5.349
	No	211	45.78				