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PUBLIC SPEAKING ANXIETY AND ITS RELATIONSHIP WITH ATTITUDE AND MOTIVATION AMONG JORDANIAN EFL LEARNERS

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Abstrak

Kajian ini bertujuan mengenal pasti sikap pelajar EFL Jordan terhadap kemahiran pengucapan awam bahasa Inggeris. Kedua, ia bertujuan mengenal pasti tahap motivasi pelajar EFL Jordan dan menentukan sama ada mereka mempunyai motivasi integratif atau instrumental terhadap kemahiran pengucapan awam bahasa Inggeris.Selain itu, ia bertujuan menyiasat bagaimana sikap dan motivasi mempengaruhi kebimbangan pengucapan awam bahasa Inggeris. Akhir sekali, ia bertujuan untuk meneroka bagaimana pelajar EFL Jordan melihat kebimbangan pengucapan awam bahasa Inggeris mereka. Kajian ini menggunakan kaedah penyelidikan campuran. Berdasarkan persampelan bukan kebarangkalian, 191 pelajar PhD EFL Jordan menjawab soal selidik. Selain itu, temu bual telah dijalankan dengan enam pelajar PhD EFL Jordan. Dapatan kajian menunjukkan bahawa sikap pelajar EFL Jordan terhadap pengucapan awam bahasa Inggeris adalah rendah. Lebih tepat lagi, keputusan menunjukkan bahawa kebanyakan pelajar EFL Jordan (pelajar PhD) mempunyai sikap negatif terhadap bercakap dalam bahasa Inggeris dalam khalayak ramai. Tambahan pula, pelajar PhD Jordan mempunyai tahap motivasi yang rendah. Selain itu, didapati bahawa walaupun tahap motivasi pelajar terhadap kemahiran pengucapan awam Bahasa Inggeris adalah rendah, mereka boleh didorong secara instrumental. Selain itu, sikap dan motivasi berkorelasi secara signifikan dengan kebimbangan pengucapan awam bahasa Inggeris, menunjukkan bahawa kebimbangan pengucapan awam bahasa Inggeris dalam kalangan pelajar EFL Jordan dipengaruhi secara negatif oleh sikap dan tahap motivasi mereka. Akhir sekali, dapatan kualitatif adalah konsisten dengan dapatan kuantitatif, menyokong fakta bahawa pelajar mempunyai sikap negatif dan motivasi rendah terhadap bercakap dalam bahasa Inggeris dalam khalayak ramai. Dapatan kajian memberi hasil kepada guru dan penggubal dasar EFL, yang semuanya boleh memberi manfaat kepada pelajar EFL dengan meningkatkan motivasi mereka dan meningkatkan sikap mereka terhadap bercakap bahasa Inggeris dalam khalayak ramai, oleh yang demikian mengurangkan tahap kebimbangan mereka.

Kata Kunci: Bahasa Inggeris sebagai bahasa asing, Kebimbangan pengucapan awam, Kebimbangan pengucapan awam Bahasa Inggeris, Sikap, Motivasi.

Abstract

This study aimed at identifying the attitudes of Jordanian EFL learners toward English public speaking skills. Secondly, it is intended to identify the motivational level of Jordanian EFL learners and to determine if they have integrative or instrumental motivation toward English public speaking skills. Besides, it aimed to investigate how attitude and motivation affect English public speaking anxiety. Lastly, it aimed to explore how Jordanian EFL learners perceive their English public speaking anxiety. The study employed a mixed-methods research design. Based on non-probability purposive sampling, 191 Jordanian PhD EFL students responded to the questionnaire. Besides, interviews were conducted with six Jordanian PhD EFL students. The findings indicated that the attitude of Jordanian EFL learners towards English public speaking was low. More precisely, the result indicated that most Jordanian EFL learners (PhD students) have a negative attitude toward speaking English in public. Moreover, Jordanian PhD students had a low level of motivation. Besides, it was found that even though the motivation level of students towards English public speaking skills was low, they can be motivated instrumentally. Additionally, attitude and motivation were significantly correlated with English public speaking anxiety, suggesting that English public speaking anxiety among Jordanian EFL learners was negatively affected by their attitude and their level of motivation. Lastly, qualitative findings are consistent with the quantitative findings, supporting the fact that students had a negative attitude and low motivation toward speaking in English in public. The results have many outcomes for EFL teachers and policymakers, all of which may benefit EFL students by increasing their motivation and enhancing their attitude toward speaking English in public, hence reducing their level of anxiety.

Keywords: English as a Foreign Language, Public speaking anxiety, English public speaking anxiety, Attitude, Motivation.

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List of Abbreviations

Abbreviation	Description of Abbreviation
AHSGS	Awang Had Salleh Graduate School
AVE	Average Variance Extracted
AMTB	Attitude Motivation Test Battery
CA	Communication Apprehension
CB-SEM	Covariance Based Structural Equation Modelling
CFA	Confirmatory Factor Analysis
CR	Composite Reliability
DV	Dependent Variable
EFL	English as a Foreign Language
ESAP	English for Specific Academic Purposes
ESL	English as a Second Language
F^2	Effect size
FL	Foreign Language
FLA	Foreign Language Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
GPA	Grade Point Average
HTMT	Heterotrait-Monotrait
IELTS	International English Language Testing System
IV	Independent Variable
L1	First Language
L2	Second Language
M	Mean
PLS	Partial Least Square
PSA	Public Speaking Anxiety
Q^2	Predictive Relevance
QUAL	Qualitative
QUAN	Quantitative
R^2	Coefficient Determination
RHs	Research Hypotheses
ROs	Research Objectives
RQs	Research Questions

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SD	Standard Deviation
SE	Self-efficacy
SEM	Structural Equation Modeling
SLA	Second Language Acquisition
SPSS	Statistical Package for the Social Sciences
TA	Test Anxiety
TOEFL	Test of English as a Foreign Language
VE	Vicarious Experience
VIF	Variance Inflation Factor
VP	Verbal Persuasion

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

English is a universal language and is the main language in a significant number of countries. It is estimated that there are two billion people in the world who use English to communicate daily. English is a dominant business language. It has become almost important for people to speak English because it is a language of media; international economics; tourism; science and technology; and social media. These fields and platforms require a good knowledge of English, particularly spoken English (Rao, 2019; Xu, 2018). English plays an important role in various sectors such as business and education. Therefore, English has been chosen as a method of communication between speakers from different countries (Ishikawa, 2017; Jenkins & Mauranen, 2019; Jenkins & Leung, 2013; Kirkpatrick & Lixun, 2020).

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World Englishes has been classified by Kachru (1992) into three circles: The “inner” circle, in which English is the mother tongue of its speakers, includes Canada, the United Kingdom, Ireland, Australia, and the United States. The “outer” circle using English as a second language (ESL) or an additional institutional language even if it is not the mother tongue, includes India, Kenya, South Africa, Malaysia, Pakistan, the Philippines, Singapore, Tanzania, and Zambia. People in these nations could fluently use English for almost any type of communication. The third circle is the “expanded” circle that uses English as a foreign language (EFL), mainly consisting of the people of Jordan, China, Nepal, Korea, Russia, and many Arab countries (Kachru, 1992).

The current study focuses on the third circle that uses EFL. English is taught as a foreign language in Arab countries, particularly in Jordan where there is a dearth of practice English (Abugohar & Yunus, 2018). Since English is the worldwide language of communication, teaching EFL to Arab students has received a lot of attention in the last decade. The use of English as a medium of instruction in Arab countries has grown rapidly, but academic studies on the subject have only recently begun. English has had a major impact on language policies, language use, and educational systems in the Arab world (Daniel, Halimi, & AlShammari, 2018).

Most Arab countries, according to Dashti (2015), have made English the primary subject in the school curriculum, and it is clear that there are major issues with English teaching and learning. Many Arab students find English difficult to learn, which affects their motivation and attitude towards learning the language. In educational and social contexts, students are often able to communicate effectively, but they struggle with reading, writing, speaking, and listening (Daniel et al., 2018). There are many difficulties in teaching and learning EFL (Abugohar & Yunus, 2018). The next section discusses the factors that affect learning English as a foreign language and English public speaking skills in specific such as attitude, motivation, and anxiety.

1.1.1 Attitude, Motivation, and Anxiety

Learning a foreign language is generally connected with affective factors such as anxiety, attitude, and motivation which have been recognised as important predictors of foreign-language performance. Studies in EFL have uncovered problems that can hinder the process of learning a language. Anxiety is one of the most damaging

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problems in language learning (MacIntyre & Gardner, 1994). Horwitz, Horwitz, and Cope (1986) defined anxiety as a different combination of self-perceptions, beliefs, feelings, and behaviours related to language learning in the classroom. MacIntyre and Gardner (1994) have stated that anxiety consists of feelings of nervousness that are particularly related to second language contexts, including speaking, listening, and learning.

MacIntyre and Gardner (1994) claimed that the sources of language learning anxiety could be examined by analysing a particular language ability or a language in general. Foreign language anxiety can be analysed in a specific kind of language abilities such as reading or listening. Vogely (1998) and Young (1998) have argued that to understand foreign language anxiety, language skills must be studied separately. This claim was supported by many studies on anxiety focusing on the skill of a particular language, such as writing (Haddad, 2018; Huwari & Abd Aziz, 2011), speaking (Al–Otaibi, 2016; Badrasawi, Solihu, & Ahmad, 2020), listening (Namaziandost, Hafezian, & Shafiee, 2018; Yassin & Razak, 2017), and reading (Al-Jarrah & Ismail, 2018; Batiha, Noor, & Mustaffa, 2021).

Looking in-depth at the factors related to language anxiety, language attitude has been discussed as one of the prominent elements leading to this issue. Language attitude is defined by Richards and Schmidt (2002) as the attitudes of speakers of different languages or language classes towards the languages of others or their languages.

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Expressions of positive or negative feelings towards the language can reflect impressions of linguistic difficulty or simplicity; ease or difficulty of learning; and degree of importance, elegance, and social status, among others. Attitudes towards a language can also show how people feel about speakers of that language. For the current study, the attitude of Jordanian EFL learners can affect the EFL learning process in Jordan.

Besides, language attitude demonstrated the probability of adopting certain learning practices (Abidin, Pour-Mohammadi, & Alzwari, 2012). A positive attitude may prompt the students to have positive practice towards the courses of study. These students may progressively find the solution; get valuable data and abilities; and take a deep interest in their language studies (Kara, 2009). Moreover, an achievement in learning a foreign language depends not only on the scholarly capacities of the students but also on their attitudes towards the language. Students with positive attitudes can improve the language learning process (Abidin, Pour-Mohammadi, & Alzwari, 2012).

Additionally, motivation refers to the integration of efforts to achieve the aim of language learning and positive feelings towards learning languages. That is to say, the motivation in learning a language demonstrates how much the individual exerts efforts to gain proficiency in the language (Gardner, 1985). Krashen (1981) claimed that motivation is the desire to master one language to communicate with people of another culture and to become more acquainted with a language.

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Two forms of learner orientation or variables of motivation in second language learning have been identified by Gardner (1985) and Krashen (1988): integrative motivation and instrumental motivation. Both types of motivation have an impact on the success of second language acquisition. Learners who have the desire to integrate into the target language community, culture, and society, as defined by Brown (2000), have integrative motivation. Learning for the sake of apparent usefulness is how Gardner (1983) defined instrumental motivation. Instead of social implications with the target language community, learners of this second kind learn another language to gain some pragmatic advantages (Gardner, 2010).

The variables of the current study have been discussed in brief in this section. The following section discusses the history and the role of EFL in Jordan in specific since the sample of the study is Jordanian postgraduate EFL learners.

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1.1.2 English in Jordan as a Foreign Language

English was the first foreign language to be taught in Jordan before and after its independence in 1946. The English origin in Jordan has been traced back to the 1920s. Due to the British colonialism of Jordan, Jordanians began to discover English during World War I. The colonialism of English in Jordan was a fundamental purpose for bringing the English language into Jordanian culture. As usual, using English has increased through proper training and second language learning.

The English language as of now assumes a significant role in the Jordanian instructional framework and students should convey their thoughts and feelings successfully in establishments where the English language is the mechanism of guidance (Bader, 1995). The Ministry of Education of Jordan (2021) reported that from kindergarten to the second grade of middle school, English has been accepted as a foreign language and is considered a required course in the school education programme.

Education in Jordan is supported and controlled by the Ministry of Education. The Curriculum and Textbook Committee has developed a nationwide open and unified educational plan for private institutions. English is a mandatory subject from elementary school (sixth grade) until the General Secondary Certificate (Al-Hassan, 2018; Jafar, 2008). English is the guiding mechanism for almost all public and private university schools in Jordan, although different foreign languages can be enrolled as central courses, such as Spanish, Turkish, Spanish, and Italian. Hence, English has always been the most crucial language course at universities.

At the university level, English departments in Jordanian universities have an excellent reputation and are considered the best among other Arab universities. English is provided as a major subject in schools and higher education institutions, most commonly as English for Academic Purposes (EAP) and English for Specific Purposes (ESP). The demand in educational institutions and learning environments is growing, and effective preparation and decision-making are required to help teachers and students attain their respective objectives in their studies.

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Besides, English is considered a prerequisite for most professions and jobs; the Jordanian Ministry of Education devotes considerable attention to English teaching, especially to the English curriculum and teacher education (Jafar, 2008).

1.1.3 English Public Speaking Among EFL Learners

In a person's life, communication is a regular occurrence. People interact in various settings to carry out their everyday business. The primary aim of acquiring a language is to use it for communication purposes (Amiri & Puteh, 2018). Savignon (1987) stated that language learning is a product of involvement in communicative activities and that the ability to speak well is an important factor in the quest for jobs. Speaking a foreign language involves understanding grammatical and semantic rules as well as studying how native speakers use the language with interpersonal interactions, in which different variables interact. EFL learners, particularly adults, find it difficult to speak the target language fluently and properly (Shumin, 2002).

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Nowadays, there is an overwhelming need for people all over the world to learn to speak English very well. This is why students need to learn speaking skills and teachers need to know how to teach speaking effectively. Teaching speaking to Arab learners is still a difficult activity for EFL teachers. This relates to teaching English to learners from countries where English is not commonly used (Rabab'ah, 2003). Arab students face several problems while speaking English. The main problem is that in Arab countries there is very little chance to learn English through normal target language contact (Rabab'ah, 2003).

Past studies in the Arab world reported that most Arab students are not highly motivated, and they lack the basic language skills that would allow them to easily express themselves in class (Alrabai, 2014; Alrashidi & Phan, 2015; Al-Seghayer, 2014; Mahboob & Elyas, 2014).

According to Wisker (2005), to be able to participate in discussions and exchanges that involve critical thinking and problem-solving, the development of academic speaking skills is necessary. He stated that oral presentations; group conversations; role-plays; whole-class discussions between teachers and students; questioning by teachers; students answering questions from teachers; and contact with peers are the typical forms of academic speaking activities. Students need to speak and show their academic performance in these activities. However, the issue is that students may not be able to practise orally due to their misinterpretation, weak language order, unwillingness to speak, and fear of pronunciation. These issues lead them to feel embarrassed because their peers and instructors might not understand what they are trying to say. Due to the weakness in fluency and self-confidence to express ideas, oral presentations become difficult (Taly & Paramasivam, 2020).

Some of the factors that affect the oral communication of EFL learners are age or maturation limits, aural media, sociocultural variables, and affective variables. As for affective factors, Oxford and Nyikos (1989) stated that the learner's affective side is undoubtedly one of the most significant factors of performance or failure in language learning. In addition, the affective factors related to a second language or foreign language learning are attitudes, self-esteem, empathy, anxiety, and motivation (Shumin, 2002).

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Jordan (1997) declared that students are required to learn and develop a variety of academic skills, a core component which is the provision of a spoken academic monologue, such as an oral presentation. Public speaking or an oral presentation is becoming a great part of language teaching, particularly in universities. The aim is also to prepare students for business presentations which are likely required to be carried out after graduation and for job development (Utami, 2019). Public speaking is the process and act of speaking to or lecturing a group of people in a system to inform, inspire, encourage, educate, or entertain the listeners. Public speaking is a co-curricular activity with the highest reputation and acceptance and is even sponsored in some educational institutions (Krist, 2017).

An academic presentation is an event that plays a significant role in the performance of PhD students. Academic presentations such as viva, proposal defence, and conference presentations, which refer to the oral review of postgraduate students typically for an academic qualification, rely heavily on the oral communication ability of students (Viwattanabunchong, 2017). During academic presentations, international EFL learners, particularly PhD students, encounter difficulties in oral communication. For example, Barrett and Liu (2016) argued that these learners encounter psychological problems related to academic presentations (for instance, the loss of trust or having an inferiority complex).

Some people avoid interacting with others, despite its vital significance. This avoidance is related to the personal characteristic known as communication apprehension. Communication apprehension can hinder success in school and work in today's global context (Blume, Baldwin, & Ryan, 2013), and is described as a

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person's level of fear or anxiety with either actual or expected contact with others (McCroskey, 1977). Common communication situations applicable to communication apprehension include public speaking, meetings or courses, small groups, and interpersonal conversation participation. Communication apprehension has been reported to decrease the achievement of students in the sense of teaching and learning, whereby students who experience high levels of apprehension receive a lower grade point average, display cognitive deficits, show failures in results, and have higher dropout rates (McCroskey, 1977).

Public speaking anxiety is the level of fear or anxiety associated with actual or planned communication in front of a group of people (MacIntyre, Thivierge, & MacDonald, 1997). Adult learners are extremely worried about being criticised and misunderstood by others. Besides, there are a variety of factors that could lead to anxiety in public speaking; for instance, personality variables, second or foreign language proficiency, audience familiarity, rating criteria for teachers, preparedness, and familiarity with the subject. These factors are evident in the learner's emotions, such as fear, tension, nervousness, anxiety, and other negative feelings (Viwattanabunchong, 2017).

Regarding Arab students, they are likely to gain a higher degree of proficiency in countries such as the United Kingdom, the United States, Canada, and Malaysia where English is spoken as a first or second language (Thirusanku & Yunus, 2014). For example, in countries such as Malaysia where English is the medium of instruction in most postgraduate programmes, foreign postgraduate students must have a sufficient level of English language skills to fulfil academic requirements.

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All postgraduate students in Malaysian universities are expected to use oral communication skills in different educational tasks (Alghail & Mahfoodh, 2019). Nevertheless, even in this favourable language learning setting, it seems that most Arab students find it difficult to interact easily in English due to some factors, such as the students' poor knowledge of English, lack of trust, and low level of motivation. EFL learners of English, particularly Jordanians, suffer from problems such as anxiety when they speak English (Huwari, 2019). Thus, the current study aims to investigate the reasons behind this anxiety. More specifically, it aims to investigate how attitude and motivation affect the English public speaking anxiety of Jordanian EFL learners. The next section discusses the problem statement of the current study.

1.2 Problem Statement

One of the key successes of any international student when studying abroad is having a moderate to a high level of English proficiency, but it has been revealed that in the Middle East region, most people still possess the lowest language proficiency level (EPI, 2021). A country with declining levels of English proficiency is Jordan. In 2017, Jordan was ranked 63rd worldwide, and its English level kept declining in 2018 and 2019, in which Jordan's position worsened to 74 and 75 respectively (EPI, 2019; The Jordan Times, 2017). It was reported that the level of proficiency in speaking English among Jordanians is still very low, reaching 47.4 points out of one hundred. It can be seen that Jordan still needs to strengthen efforts to understand that English proficiency is weak among Jordanians (The Jordan Times, 2017).

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Thus, this could be evidence of Jordanian students suffering from a language problem that affects their learning (Aprialita, Kurniawan, & Res, 2018). According to EF EPI report (2021), Jordan ranked 90 out of 112 in English proficiency level and that affirmed the very low level of proficiency for Jordanians which keeps declining.

Looking in-depth at the Jordanian context, Jordanian international students have difficulties in speaking English because they are not interested to speak in English (Almatarneh, Ab Rashid, & Yunus, 2018; Aprialita et al., 2018). They feel stressed when they cannot understand and pronounce some vocabulary. As foreign students, they become shy because these mistakes show that they do not speak English well. Moreover, Jordanian international students do not enjoy speaking English due to the accent difficulties that cause the practice of speaking English to be limited. Besides, anxiety, shame, and self-confidence are the reasons why Jordanian international students have English speaking difficulties (Aprialita et al., 2018).

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Jordanian postgraduates who seek to acquire EFL mastery face a particularly challenging task due to the linguistic differences between English and Arabic. Normally, early education in primary and secondary schools, as well as undergraduate programmes in Middle East countries are all conducted in Arabic (Alkhasawneh, 2013). Therefore, pursuing education in countries such as the United Kingdom, the United States, Canada, or Malaysia will add more language difficulties as they lack language skills, particularly speaking skills. This observation has been confirmed by Almatarneh et al. (2018) who stated that when Arab learners such as Jordanians enter the foreign academic system, they eventually become confused and lost along the way.

Once Jordanians decide to study abroad, learning English will become a compulsory need. This need aligns well with the developing interest in worldwide communication that has set English as the main medium of communication (Ahmad, Pathan, & Khan, 2017). However, for Jordanian postgraduate students, this demand will trigger language difficulties (Mehmoodzadeh, 2012). As a result, the difficulties encountered by them will just prompt hindrance towards learning English as a foreign or second language, which can later result in language anxiety (Abrar et al., 2018). Hence, among language skills, the speaking skill is the most troublesome for most EFL learners, specifically Arab learners (Al-Sobhi & Preece, 2018).

Furthermore, the foreign language learning process becomes difficult in terms of speaking skills as Jordanian educational norms do not consider English as the main medium of communication, especially informally. Even formally, the usage of English is rare (Asmar, 2009). On the other hand, in Arab cultures, speaking English in public, which is not a common culture, just creates embarrassment, shyness, tension, and other uneasy feelings that could lead to the fear of practising or speaking English in public (Asmar, 2009). The anxiety of communicating in English in public has increased throughout the years as the Jordanians mostly do not know how to use English as a medium of communication. Furthermore, their mother tongue (Arabic) has become their most comforting language (Al-Jamal & Al-Jamal, 2014; Aprialita et al., 2018).

An effective speaker does not stammer while uttering speech. Therefore, speaking requires strong motivation and self-confidence. Learners must be careful about what they are going to say. They must be self-satisfied about what they are going to talk

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about, otherwise, their speech would appear to be incoherent. Among the four language skills, Arab learners, particularly Jordanian postgraduate learners, consider public speaking to be the most difficult skill. Jordanian students believe that speaking and interacting with people is a difficult activity (Asmar, 2009; Zrekat, Abu Bakar, & Latif, 2016).

In the context of Jordanian higher education, oral academic presentations as an academic activity are almost non-exist (Abdo & Breen, 2010). Abdo and Breen (2010) argued that there is a big gap among Jordanians in using English in formal communicative tasks, such as oral academic presentations, due to the substantial differences between Arabic and English in terms of alphabetical characters and grammar. Rabab'ah (2005) posited that Jordanians have difficulties in using English for academic communication, particularly when engaging in oral activities (Academic presentations, seminars, conferences) because they do not have the requisite vocabulary to accurately express their opinions. These findings are supported by Ariff and Mugableh (2013) who discovered that Jordanian non-native English speakers face a range of language difficulties, namely vocabulary, pronunciation, listening comprehension, and difficulties related to the immediacy and interactive nature of spoken language.

In the four English skills, Jordanian EFL learners face serious difficulties, but the most difficult skill faced by students is the oral communication skill (Zrekat et al., 2016). Specifically, postgraduate students are required to use oral communication skills in various academic activities such as classroom discussions, conference

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presentations, seminar presentations, research proposal defence, and viva voce (Alghail & Mahfoodh, 2019).

Foreign language anxiety needs to be highlighted as it is the most well-known psychological issue among foreign language students at the college level, specifically, and the side effects of this anxiety can become extreme and a deterrent for students when learning a foreign language (Abu-Melhim, Abood, Al-Zghoul, & Zughoul, 2015). Language anxiety is among the determining factors of language proficiency and this problem will later affect language achievement as a whole (MacIntyre, 1995). Specifically, speaking anxiety is one of the fundamental points in a student's second language acquisition since it influences a student's ability to communicate (Horwitz, 2001). In the academic context, academic oral performance is a source of speaking anxiety, particularly among international EFL/ESL learners (Taly & Paramasivam, 2020).

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According to the context of Malaysia, some studies addressed the issue of language anxiety, oral communication apprehension and speaking anxiety (Amiri & Puteh, 2018; Al-Saqqaf, 2015; Asmar, 2009; Rahmat, Othman, Hasan, & Arepin, 2018; Shamsuddin, Lee, Abdullah, & Heng, 2021; Taly & Paramasivam. 2020). Nevertheless, none of these studies addressed the issue of English public speaking anxiety among Jordanians postgraduate students specifically (PhD). Therefore, the current study attempts to fill this gab.

In the context of EFL, many studies investigated speaking anxiety among EFL learners (Chou, 2018; Koka, Islam, & Osman, 2019; Liu, 2018; Mahbub & Hadina,

2021; Taly & Paramasivam, 2020; Tian & Mahmud, 2018). Liu (2018) investigated the interactive effects of English-speaking anxiety and strategy use on the oral English test performance of high- and low-proficient Chinese university EFL learners. Chou (2018) investigated university students' anxiety, strategy use, and difficulties when speaking English. Mahbub and Hadina (2021) explored issues such as the factors causing EFL learners' poor oral performance and the teaching and assessment methods of oral English communication skills.

Tian and Mahmud (2018) investigated the factors contributing to academic oral presentation anxiety for international students. Koka, Islam, and Osman (2019) examined the anxiety level of Saudi undergraduate students learning English as a Foreign Language (EFL). An attempt has been made to find out various possible causes, sources, and effects of foreign language anxiety on Saudi EFL learners. These previous studies talked about EFL learners but not specifically Jordanian EFL learners specifically public speaking anxiety, even not in any country in which Jordanian students are studying. This study is the first among the studies which address this particular literature and contextual gap.

EFL learners are anxious to share their thoughts and suggestions verbally, both in group discussions and in the classroom. During the learning process, they seem to be frightened and anxious (Qurnia & Marlina, 2020). EFL learners may have the ability to speak English, but they cannot manage their feelings when they speak in front of people. Typically, this relates to the speaking anxiety of the students (Nurlaili & Kurniasih, 2016). Since Jordanian learners cannot speak English, they will feel shy and afraid to do so. Therefore, the anxiety will affect them. Thus, the lack of

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experience and motivation will lead them to anxiety (Asmar, 2009; Huwari & Abd Aziz, 2010).

Speaking anxiety, particularly in public speaking, needs to be given a great highlight among Jordanians since most of the studies were conducted in other Middle East countries such as Iraq, Yemen, and Saudi Arabia. The exploration of speaking anxiety among Jordanians, despite the very low English proficiency index (EPI) score, is very important to be conducted (Batiha, Noor, & Mustaffa, 2016). Previously, studies on speaking English in Jordan were conducted only among undergraduates (Al-Jamal & Al-Jamal, 2014; Asassfeh, Al-Shaboul, Zuraiq, & Alshboul, 2011).

This highlights the need for more studies on English speaking anxiety among postgraduates, especially those studying abroad such as in Malaysia since this is one of the most targeted countries for pursuing further studies. Although several past studies have explored the difficulties of speaking with regard to EFL, these studies did not explicitly investigate EFL students studying abroad, such as in Malaysia, and their English communication in public.

This study is an endeavour to fill the gaps in public speaking in a foreign language, especially English. One of the fundamental troubles for students is discovering challenges in a foreign language (Cammish, 2002; Macrae, 1997; Selvadurai, 1992). Batiha, Mustaffa, and Noor (2018) asserted that there is a great need for studies among Jordanians, particularly regarding speaking anxiety.

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Although several previous studies have examined oral communication apprehension among undergraduate students (Abu Taha & Abu Rezeq, 2018; Aeni, Jabu, Rahman, & Strid, 2017; Dar & Khan, 2014; Mahdi, 2015), there have been few studies on this phenomenon among international PhD students (Amiri & Puteh, 2018). Besides, there have been many studies conducted to explore the extent and intensity of language anxiety among foreign or second language learners. However, most of these studies addressed anxiety in classrooms (Woodrow, 2006), and hence, the focus was only on school and undergraduate students.

Therefore, it is expected that among language users, and not just learners, hardly any study has been carried out to investigate language anxiety outside of the classroom, such as during conferences. Several studies in the Malaysian context have focused on the general academic difficulties and needs of international students (Al-Zubaidi & Rechards, 2010; Mahfoodh, 2014; Yusoff & Chelliah, 2010). However, only a minority of them have explored difficulties in academic oral communication as perceived by Arab international students in Malaysian universities (Alghail & Mahfoodh, 2019).

Besides, linguists and researchers have recognised the negative impact of anxiety communication difficulties on the performance and achievement of students who are from EFL backgrounds (Bidin, Jusoff, Aziz, Salleh, & Tajudin, 2009; Miskam & Saidalvi, 2019; Raoofi, Tan, & Chan, 2012). More precisely, anxiety was not investigated as a variable for the students. Therefore, this study seeks to examine language anxiety in detail and shed light on the role of anxiety among Jordanian PhD students, especially those who study abroad. More studies on foreign language

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anxiety ought to be done as current studies in the field are quite limited (Abu-Melhim et al., 2015; Zrekat et al., 2016).

Moving on to the next phase, it is also crucial to explore the possible factors that lead to speaking anxiety. Low motivation and negative attitudes have been discussed as the main contributors to higher levels of speaking anxiety (Abrar et al., 2018). Psychological elements (for example, motivation, attitude, and anxiety) may be the reasons why students of English have difficulties communicating in said language.

Oxford and Shearin (1994) claimed that motivation is one of the significant aspects that can control the accomplishments in language learning. Many studies have been conducted to examine the level and types of motivation of elementary, high school, and college students because it is important for maximizing positive outcomes. However, in the Jordanian environment, not many studies have been done to explore motivation patterns (Al-Khasawneh & Al-Omari, 2015).

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Students' attitudes regarding language skills such as speaking and writing generally impact the learning that they may or may not undergo (Reeve, 1997). Huwari (2014) claimed that studies have been conducted among Jordanian learners, but most studies were conducted in Jordan. In light of this, an investigation of the attitude of Jordanian students towards English public speaking anxiety in other countries is required; the current study attempts to fill the gap. Huwari and Al-Shboul (2015) analysed the attitude of Jordanian PhD students from Universiti Utara Malaysia (UUM) towards writing apprehension. Huwari and Al-Shboul (2015) clarified that most studies were done from the undergraduate students' perspective while this study focused on the

PhD students' perspective. Their study was also focused on writing apprehension through the students' perspectives while most studies highlighted the same anxiety category from the teachers' perspective.

Besides, limited studies have been done regarding language skills such as writing and speaking, in which weak skills could probably lead to language anxiety in EFL/ESL contexts (Huwari & Al-Shboul, 2015). An example of an EFL group in an Arab context is the Jordanians. The emphasis on an EFL context is important because most of the studies on language skills have been done in a group's native language instead.

Very limited numbers of studies have been done on Jordanian PhD students who are studying abroad. In the light of Huwari and Al-Shboul's (2015) study, this study will investigate the attitude of Jordanian PhD students studying in Malaysia towards English public speaking anxiety due to the lack of studies in this area.

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Besides, one big gap in this field is the lack of studies about the psychological and sociological factors behind speaking anxiety among international students from different countries (Taly & Paramasivam, 2020). Regarding speaking anxiety in the Jordanian context, some studies used quantitative approaches (Batiha et al., 2016; Huwari & Badawi, 2016), while other studies used qualitative approaches (Batiha et al., 2018). Therefore, this study aims to fill this gap by using a mixed-method design.

1.3 Research Objectives

The objectives of this study are as follows:

1. To identify the attitudes of Jordanian EFL learners towards English public speaking skills.

2. a. To identify the motivational level of Jordanian EFL learners towards English public speaking skills.

b. To determine if Jordanian EFL learners have integrative or instrumental motivation towards English public speaking skills.

3. To investigate how attitude and motivation affect English public speaking anxiety among Jordanian EFL learners.

4. To explore how Jordanian EFL learners perceive their English public speaking anxiety.

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1.4 Research Questions

To meet the objectives of the current study and direct its investigation, the following questions are used:

1. What is the attitude of Jordanian EFL learners towards English public speaking skills?

2. a. What is the level of motivation among Jordanian EFL learners towards English public speaking skills?

b. Are Jordanian EFL learners integratively or instrumentally motivated toward English public speaking skills?

3. To what extent does attitude and motivation affect English public speaking anxiety among Jordanian EFL learners?

4. How do Jordanian EFL learners perceive their English public speaking anxiety?

1.5 Hypotheses of the Study

H_1:

a) Attitude is negatively related to English public speaking anxiety among Jordanian EFL learners.

b) Attitude is negatively related to English public speaking anxiety among Jordanian EFL learners.

1.6 Significance of the Study

Speaking anxiety is a very complicated and multi-dimensional issue which needs more investigation according to different perspectives and approaches. It has become clear from this study that speaking skill is a provoking skill among international students in a university. Weakness in speaking poses unease for students in terms of attitude, motivation, self-esteem, self-identity, and confidence. Students' deficiency in speaking in any situation within the academic context is a challenging issue that has to be addressed in education.

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The findings of the current study will add valuable information to the growing range of literature in the field of applied linguistics. This study will highlight some of the important problems related to anxiety when speaking English in public and ways to reduce anxiety among Jordanian EFL learners. The present study will uncover Jordanian students' attitudes towards English public speaking anxiety and their motivation to speak in public. Besides, it will help to understand the difficulties experienced by Jordanian postgraduate students studying abroad in mastering English public speaking skills.

Besides, since most of the students expressed a lack of getting the chance to practice their speaking skill in their prior academic context as a significant reason for anxiety, students should seek out speaking opportunities and practice real conversation as much as they can to help reduce their anxiety.

Furthermore, knowledge of speaking anxiety experienced by students will generally help teachers to understand anxiety when speaking to language learners. To be more specific, the knowledge of EFL students who are from Jordan can provide valuable information in planning new courses. Teachers will be able to identify possible methods that can reduce anxiety and improve students' public speaking skills in English.

On the EFL teachers' and lecturers' part, they must concentrate on improving students' attitudes and motivation in order to overcome high anxiety levels in English public speaking. Also, they should adopt techniques from the beginning to enhance learning opportunities in an environment which is conducive to learning. As a result, when students are motivated and have a positive attitude toward speaking English, they will experience less nervousness and perform better when speaking in front of audiences. These results might apply to EFL instructors and students in other Arab countries because of the similar cultural and educational contexts.

The Jordanian Ministry of Education can directly be informed about students' problems in speaking and their attitude towards and motivation for speaking. This investigation can help to recognise the reasons why Jordanian EFL students are unable to adapt to the English language. Accordingly, universities in Jordan may

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provide an English public speaking course to help students get ready for their postgraduate studies and careers.

1.7 Scope of the Study

The nature of this study is quantitative and qualitative, as it focused on Jordanian PhD students only. This study also aimed to identify Jordanians' attitudes toward speaking English in public, the level of motivation among the students, and the type of motivation they have, either integrative or instrumental, for speaking English in public. Besides, this study has investigated the effect of attitude and motivation on the students' English public speaking anxiety. Jordanian PhD students have been chosen from four universities in Malaysia: Universiti Kebangsaan Malaysia (UKM), Universiti Sains Malaysia (USM), Universiti Utara Malaysia (UUM), and Universiti Sultan Zainal Abidin (UniSZA).

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1.8 Operational Definitions of Key Terms

The terms used throughout the thesis are defined as follows:

Foreign Language

Based on the concept of the second language by Ellis (1994), a foreign language is a language spoken by a non-native speaker who lives in an area where the foreign language is not the primary means of interaction. In the Jordanian context in this study, English is a foreign language as the Jordanians are not native English speakers, and they also live in an environment where English is not the main communication means.

English as a Foreign Language (EFL)

EFL refers to environments in which non-classroom learners do not have ready-made contact environments (Brown, 2000). The respondents of the current study, i.e., Jordanian EFL students, learn the English language only in the classroom. Outside the classroom, they use their first language, i.e., Arabic.

Language Anxiety

Language anxiety refers to "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning" (MacIntyre & Gardner, 1994, p. 284). In the current study, it refers to the language anxiety that Jordanian EFL learners (PhD students) feel when speaking in English in public.

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Foreign Language Anxiety

Foreign language anxiety is a "distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al., 1991, p. 31). In the current study, it refers to English language anxiety.

Speaking Anxiety

Speaking anxiety refers to communication fears and a degree of nervousness or stress related to a person's oral communication with someone else (Horwitz, 2010). In the current study, it refers to Jordanian EFL learners' (PhD students) speaking anxiety.

Public Speaking

Public speaking is the practice of speaking to or lecturing a group of individuals in a system to inform, inspire, encourage, educate, or entertain the group (Nikitina, 2011). In this study, public speaking is characterised as a speech or an oral presentation that requires Jordanian EFL learners (PhD students) to stand in front of a group of people and present a body of data for some time, such as academic presentations, conference presentations, and proposal defences.

Public Speaking Anxiety

Public speaking anxiety is the level of fear or anxiety associated with actual or planned communication in front of a group of people (MacIntyre et al., 1997). For this study, it refers to Jordanian EFL learners' (PhD students') public speaking anxiety during presentations, defences, vivas, or conferences.

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Attitude

Attitude is one of the components that influence the learning of a foreign language (Gardner, Lalonde, & Moorcroft, 1985). Learners' language attitude can be defined as "a collection of feelings regarding language use and its status in society" (Ahmed, 2015, p. 6). In the current study, it refers to the attitude of Jordanian EFL learners (PhD students) toward English public speaking anxiety.

Motivation

Motivation is "the extent to which an individual works hard or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985, p. 10). Integrative motivation focuses on the desire to integrate into the society of the target language. As for instrumental motivation, it is learning the language to achieve practical goals. In the current study, it refers to the level of motivation of Jordanian EFL learners (PhD students) towards English public speaking anxiety.

1.9 Summary

This chapter has described the background of the study, followed by the problem statement for the current study. The questions and the objectives of this study have been presented, followed by the significance of the current study. Finally, the scope of the study, hypotheses, and a list of operational definitions of terms have also been included. The next chapter reviews the literature, mainly regarding public speaking; public speaking anxiety; the relationship between attitude, motivation, and English public speaking anxiety; and the theoretical framework.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews in detail English speaking skills and the problems related to it, language anxiety in general, and related studies to language anxiety. Besides that, the chapter discusses speaking anxiety, followed by related studies on speaking anxiety. In addition, it presents explanations about public speaking anxiety and related studies to public speaking anxiety. The chapter also provides explanations on attitude, motivation, and the correlation between attitude, anxiety and motivation. Finally, the chapter presents the theoretical framework and the hypotheses development of the study and ends with a summary.

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2.2 English Speaking Skills

Speaking is defined as an ability that is judged while making first impressions (Hedge, 2000). It is an ability to get to know others through understanding what they say and how they think. For most people, speaking English is very important. It is often considered the highest demanded skill compared to other communication skills (Muhammed, 2016).

One of the most important skills in a language is speaking because people who speak a language are called users of that language (Ur, 1996). Speaking is the most fundamental skill necessary for oral communication and is critical for communicative mastery. There are various types of speaking, one of which is called interactive speech (e.g., work interviews; semi-interactive speech such as classroom lectures; and non-interactive speech such as radio broadcasting).

To effectively teach speaking skills, Nunan (1995) said that the ability to participate in a conversation in the language is the most crucial component of learning a second or foreign language, and success is determined by the ability to do so. If the ESL learner is unable to speak and practise the target language in the language classroom, they may become discouraged from applying what they have learned in real-life circumstances (Barber, Barber, Karner, & Laur, 2006). As a result, adequate facilities in the English language teaching classroom must be provided for each student to communicate in the target language, as speaking is the foundation of human communication in everyday settings.

A good speaker needs the help of a good listener to improve their speaking and listening skills. For example, students of English as a foreign language (EFL) may express, discuss, opine, question, demand, and perform various linguistic functions. Speaking is important inside and outside of the classroom, and speaking is a complex process in which people send and receive messages verbally or non-verbally (Muhammed, 2016).

The ability to speak and learn how to speak a language is crucial to learning a second or foreign language. Yet, despite its importance, speaking skill has been neglected in schools and universities for numerous reasons, including the added focus on grammar and writing. Furthermore, speech is sometimes not included in tests due to the problem of evaluating it objectively and the extended time taken to for it to be conducted (Clifford, 1987).

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According to Davies and Pears (2000), enabling students to interact efficiently and correctly is the main purpose of teaching English. However, language learners seem to be unable to communicate fluently and accurately because they do not have sufficient knowledge in this area. Thus, the current study focuses on English public speaking skills, and the next section will elaborate on public speaking.

2.2.1 Public Speaking

Public speaking is a type of public communication that takes place among many audiences (Sellnow, 2005). Jaffe (2007) stated that when a speech is prepared and delivered by one person to an audience that normally listens without interrupting the flow of ideas of the speaker, public speech happens. Public speaking aims to inform, convince, or entertain. Regarding McKerrow, Gronbeak, Ehninger and Momroe's (2003) model, speech in the public speaking process consists of the following essential elements: the speaker, the message, the audience, and the input.

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Lucas (2013) described English public speaking as English speeches delivered in a straightforward, consistent, and persuasive manner for strategic communication. Public speaking, especially in English for Specific Purposes (ESP), can be seen as a specialized discourse (Shih, 2010). According to Paltridge and Starfield (2013), the main aim of ESP teaching is to help learners develop and use English to achieve academic, professional, or occupational goals, therefore requiring the ESP courses to meet the unique needs of learners by concentrating on language skills.

Beebee and Beebee (2003) and O'Hair, Stewart, and Rubenstein (2010) (as cited in Viwattanabunchong, 2017) presented three important types of public speeches, which

are informative, persuasive, and special occasion speeches. Informative speech, according to their definition, may refer to explanations of concepts or practices, such as descriptions of people, places, and events, and may be a physical demonstration of how something works (O'Hair et al., 2010). Similarly, Beebee and Beebee (2003) stated that informative speech is beneficial as it allows people to relay knowledge to those in a career route.

As for persuasive speech, O'Hair, Rubenstein, and Stewart (2010) stated that it is designed to change people's beliefs about a topic or prompt them to take action. They also mentioned that some persuasive speeches try to change the audience's attitudes and values towards the speaker's position, while others aim to make a clear response, such as when a speaker urges an audience to donate to a cause or vote for a candidate. Sometimes, speeches try to change attitudes and actions (O'Hair et al., 2010). Beebee and Beebee (2003) also mentioned that persuasive speech requires well-organized and attractive supporting materials, appropriate language, smooth transitions, and clear expressions. Special-occasion speeches are speeches delivered on special and important occasions, whose purpose is to meet the requirements of that occasion (O'Hair et al., 2010).

Hair et al. (2010) classified speeches for special occasions as public speeches, which can provide rich information, be persuasive, or often combine the two. They also stated very specific functions of speech on special occasions, such as entertaining, celebrating, commemorating, enlightening, or setting a social agenda.

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In addition, they explained that these special occasions include events such as birthdays, graduations, weddings, openings, awarding or receiving rewards, retirement, farewells, and funerals. The next section talks about the problems that learners face when they speak in English.

2.2.2 English Speaking Problems

Students who have difficulties learning English may experience problems that affect the learning of a second language (Abbad, 1989; Mourtaga, 2004; Rabab'ah, 2003; Sparks & Ganschow, 1991). Other researchers (Benson, Deming, Denzer, & Valeri-Gold, 1992; Hall, 1990; Siva, 1990; Tagong, 1991) have reviewed issues related to fluency in second language writing and found that texts in a second language are shorter and contain fewer words. In this regard, Rivers (1981), Zghoul (1983), Mukattash (1983), Suleiman (1983), and Fakhri (1994) agreed on a variety of reasons that led to problems when acquiring a second language.

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Numerous studies such as Al Hosni (2014), Al-Jamal and Al-Jamal (2014), Keong, Ali, and Hameed (2015), and Tok (2009) have examined the difficulties of speaking in EFL settings. Keong, Ali, and Hameed (2015) studied the speech capability of EFL Iraqi students from Garmiyan University. They utilized a mixed-methods approach to respond to three research questions: (1) the problems that EFL Iraqi students face when they communicate in English; (2) the reasons for the challenges, and; (3) the degree of speaking ability among the students.

The results revealed that participants faced several difficulties regarding their linguistic abilities, such as vocabulary, grammar, and pronunciation. The study also

discovered that the lack of English-speaking practice, the tendency to mix the language and the lack of speaking activity in the course program are among the main reasons why EFL students have difficulties in speaking.

Tok (2009) examined communication hindrances for students of English as a foreign language in the Turkish setting. The study uncovered that language capability influences students' anxiety, as less productive students have demonstrated more anxiety than progressively skilled students. Tokoz-Goktepe (2014) examined the speaking problems of ninth-grade high school Turkish EFL learners and the possible reasons for these problems from the perspective of teachers and students.

The results revealed that the students mostly experienced problems in speaking English effectively due to personal factors, including insufficient language and content knowledge, limited contact with English outside the classroom, and misdirected methods and materials used in the classroom. Learners who think that their ability to speak English is poor are more anxious and do not want to speak English in everyday life (Yanagi & Baker, 2015). Brown (2008) found that students learning at a college in England were worried about their English level when conversing with better-speaking European students.

In the Jordanian context, Al-Bdeerat, Alqarraleh and Altakhaineh (2020), Jdetawy, (2011), Rabab'ah, 2003, and Zibin and Altakhaineh (2019) claimed that the problems in English language acquisition among Arab students due to the formal teaching of Arabic-speaking language teachers.

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Another reason offered by Rabab'ah is the limited opportunity for Arab students to learn English through natural interaction in the English language as they only encounter native English speakers who come as tourists. He also noted that several features pose problems for speaking English as a foreign language among English students. For instance, many students lack the vocabulary required to understand their meanings and thus could not interact.

Similarly, researchers such as Al-Jammal and Al-Jammal (2014) and Al Nakhalah (2016) explored the difficulties and challenges of speaking English as a foreign language faced by Jordanian students. They found that the speaking abilities of the participants were very low. The use of the first language, class size, and limited time for learning and rehearsing English were among the basic issues that hindered students' communication skills. Besides that, they revealed some difficulties in speaking such as fear of error, shyness, anxiety, and lack of confidence. The next section discusses one specific problem in speaking, which is anxiety.

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2.3 Language Anxiety

The success or failure of learning a language is determined by the emotional factors that play a vital role in the learning process (Sparks & Ganschow, 1991). Ellis (1994) mentioned that emotional factors affect not only the learning process but also specific learning activities. Four factors can influence second or foreign language learning, which are motivation, attitude, anxiety, and self-confidence (Krashen, 1985).

Language anxiety among students of English as a second language is a potential cause of difficulty in the process of learning a second language (Tanveer, 2007). The role of anxiety is important in the performance of students in foreign language classes. Anxiety is an influencing factor that can be a critical barrier for students to learn a new language. This anxiety is associated with difficulties in language learning, cultural differences between students and target languages, and fear of losing their own identity (Hashemi, 2011). As a result, language anxiety can be problematic since it can obstruct the acquisition, retention, and learning of a new language (MacIntyre & Gardner, 1991).

Anxiety is a complex psychological term that includes numerous factors. Essentially, anxiety is linked to pressure, fear, and apprehension, according to Horwitz et al. (1986). Anxiety alludes to positive and negative effects that advance, encourage, upset, or ruin learning (MacIntyre, 1995). Anxiety can be viewed as useful, such as in keeping students alert (Oxford, 1999). Also, language anxiety can be characterized as feeling awkward and on edge when learning another language (Horwitz et al, 1986). Researchers (e.g. Voss & Ritzl, 1988) have recognized foreign language anxiety (FLA) as a different type of anxiety since it comprises self-recognition, conviction, emotions, and practices identified with language learning (Horwitz et al., 1986).

According to Young (1991), among the indicators of anxiety are twisting of sounds, the powerlessness to create the tone and mood of the language, freezing when requested to act, disregarding recently learned words or expressions, declining to talk, and staying quiet.

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Anxiety in foreign languages is triggered by three performance-related anxieties. First, fear of negative assessment, second, apprehension in communicating, and third, anxiety in testing. Fear of negative assessment is described as an apprehension of assessments of others, avoidance of evaluative contexts, and fear that others will evaluate them negatively. Fear of negative assessment derives from the essence of the language classroom where teachers constantly assess their students. Thus, students may be sensitive to assessments in front of their colleagues. Besides that, foreign language learning causes more anxiety among students than in any other academic subject (Horwitz et al., 1986).

The impacts of foreign-language anxiety are derived from several aspects. The first is the academic aspect, where foreign-language anxiety can affect a learner's academic performance. The second is the social aspect, where nervous students appear to avoid inter-person contact. The third is the cognitive aspect, where anxiety could hinder information from accessing the cognitive processing system of the learner. The fourth is the anxiety aspect, which can affect the output of communication quality. This is the last aspect that stated that anxiety may affect the self-confidence or self-esteem of the learner (Maclntyre, 1998). The next section discusses related studies on language anxiety.

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2.3.1 Previous Studies on Language Anxiety

Researchers such as Argaman and Abu-Rabia (2002), Horwitz et al. (1986), and Macltyre and Gardner (1989) declared that anxiety in a foreign language is correlated with fear of communication, which is part of social anxieties linked to interpersonal contact and oral speech.

Horwitz et al. (1986) described communication apprehension as a form of shyness and showing fear or anxiety when interacting with others. More precisely, people who are afraid of oral communication may feel anxious when asked to speak a foreign language. Test anxiety is also related to FLA, which is defined as a kind of performance anxiety caused by fear of failure.

Many researchers have studied language anxiety in foreign and second language contexts (e.g., Cakici, 2016; Elaldi, 2016; Jugo, 2020; Melchor-Couto, 2017; Teimouri, Goetze & Plonsky, 2019; Zhang, 2019; Zhou, Xi & Lochtman, 2020). For instance, the purpose of Elaldi's (2016) study was to discover the FLA level of students enrolled in the English Language and Literature Department of Cumhuriyet University in Sivas, Turkey, when they enter preparatory classes and fourth grade.

The study also investigated whether the gender factor was effective for students' FLA. The findings showed that the students' FLA levels were at a moderate level both in the preparatory class and in fourth grade. However, the fourth-grade students had a significantly higher level of anxiety than in the preparatory class, and among males, FLA was found to be higher than females.

Cakici (2016) examined the relationship between test anxiety (TA), FLA and language achievement of university preparatory students learning English as a foreign language and investigated the impact of gender on both TA and FLA. The study results showed that there was no correlation between the TA of students and their achievement in language. A strong positive association between the TA and FLA of

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learners was also found. In addition, the outcome showed that there was a significant negative relationship between the FLA of students and their language achievement.

Besides, Zhang (2019) assessed the correlation between FLA and language performance which was controlled for the types of performance indicators. Also, he investigated why and how the degree of correlation between the studies changed by evaluating the moderating effects of many variables (including anxiety type, proficiency, language distance, and age). Foreign language listening anxiety had the strongest correlation with foreign language hearing performance. Compared with other types of anxiety, FL reading anxiety and TA had a weaker correlation with foreign language performance.

The correlation between anxiety and performance remained stable in people with different foreign language levels, which indicates that regardless of the level of foreign language learners, the role of FLA should not be ignored. Compared to language families, vocabulary similarity played a decisive role in regulating the correlation between anxiety and performance. However, language family and vocabulary similarity may interact, thereby affecting the correlation between anxiety and performance. Finally, meta-regression analysis showed that age may influence the correlation between FLA and performance.

Following this, a comprehensive, systematic, and quantitative meta-analysis of the relationship between second language anxiety and language achievement in SLA was conducted by Teimouri, Goetze and Plonsky (2019). A variety of moderator variables in observed correlations was tested to describe variability.

The results showed that anxiety had a moderate, negative relationship with achievement. Concerning the context, educational levels of learners, and the target language, the negative effects of anxiety were found to vary.

As for Jugo's (2020) study, the researcher determined the level, sources, and causes of FLA of students enrolled in teacher education courses in the Philippines, and how language anxiety affected the respondents' English proficiency and language learning. The results confirmed that oral activities, error correction, and communication with native English speakers were the root causes of high anxiety among Filipino learners, while writing activities, negative self-perceptions, and incomprehension were the root causes of moderate anxiety. All sources of anxiety showed a significant negative correlation with second language anxiety, and simple regression analysis showed that FLA was an important predictor of English proficiency.

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Furthermore, researchers began to study FLA in different areas of language skills, such as listening (Al-Sawalha, 2016; Kimura, 2017; Oteir & Aziz, 2017), writing (Ekmekçi, 2018; Haddad, 2018; Huwari, 2014) and reading (Al-Shboul, Ahmad, Nordin & Rahman 2013; Altunkaya, & Ates, 2018; Tsai & Lee, 2018). These studies stated that students may become anxious when they are engaged in language skills, such as listening, writing, reading, and speaking. Similarly, McIntyre (1995) and Argaman and Abu Rabia (2002) emphasized that anxiety can cause problems for students in all four skills. Researchers such as Abu-Rabia (2004), Horwitz (2001), and Wang (2010) have shown that anxiety impedes success in language learning. They found that anxiety about a foreign language has a detrimental impact on academic achievement and learner success.

Several researchers have explored the level of anxiety about a foreign language, and the relation between anxiety about a foreign language and language skills. For listening skills, Serraj and Noordin (2013) revealed that the correlation between FLA and foreign language listening anxiety of the participants is in line with one another. Golchi (2012) found that there is a negative relationship between listening anxiety and listening comprehension, and male learners are less anxious than female learners.

In terms of reading skills, Um, Tubsree and Surasin (2013) conducted a third-year study of EFL students at the faculty of Foreign Languages, Cambodia, on their English reading anxiety levels.

The findings revealed a low level of English reading anxiety among students, and reading anxiety had a moderate impact on their reading comprehension. Huang (2012) examined the connection between anxiety about a foreign language and anxiety about reading English. The results showed that reading anxiety affected Chinese students, and there was a major negative relationship between anxiety in the foreign language and anxiety in reading English.

Similarly, Jafarigohar and Behrooznia (2012) confirmed the negative relationship between anxiety and the perception of reading in foreign languages. Contradictorily, Wu (2011) found no significant correlation between anxiety and comprehension of reading.

Besides that, the Cabansag study (2013) indicated that the anxiety level of English language classroom respondents was moderate and that there was an insignificant

correlation between the respondents' language anxiety and their success in reading comprehension.

With regard to speaking skills, several studies have reported a moderate to a high level of speech anxiety (Liu, 2012; Muhaisen & Al-Abed Al-Haq, 2012; Suleimenova, 2012; Yahya, 2013). Past studies have stated that there is a strong negative correlation between language anxiety and speaking (Gkonou, 2011; Liu, 2012). As for writing skills, Jebreil et al. (2015) and Rezaei and Jafari (2014) found that there was a high level of anxiety amongst EFL Iranian students who majored in English.

Aljafen (2013) examined Saudi students' writing anxiety and concluded that they had a moderate level of anxiety in writing. Zhang (2009) investigated the ESL writing anxiety among English major Chinese students and found that the freshmen usually had moderate rates of English writing anxiety, while the sophomores had high levels of English writing anxiety. Previous researchers have found that there is a negative significant relationship between anxiety and writing skills (Balta, 2018; Fitrinada, Loeneto, & Fiftinova, 2018; Nordin, Zabidin, & Kamaludin, 2019).

Research has been conducted to explore general language anxiety and other language skills in Jordan. However, few studies have been designed to address specific FLA (Batiha et al., 2018). In any case, little research has focused on EFL anxiety among Jordanian students, particularly among postgraduate students. The following section discusses speaking anxiety and its related studies.

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2.4 Speaking Anxiety

Speaking anxiety in English is one of the components that influence students when they communicate verbally (Pathan, Krishnan & Al-Lafi, 2013). Positive relationships have been found between anxiety, speech, and listening. These correlations show that challenges with speaking and listening can contribute to anxiety among students in foreign language classes (Sparks & Ganschow, 1991).

Studies in the field of FLA, such as Batiha, Noor, and Mustaffa (2016), Melouah (2013), and Tsiplakides and Keramida (2009), indicated that speaking is the most critical skill for students among all language aptitudes. Brown (2008) found that students who learn at a college in England worry about their English compared to European students who speak better English. Dil (2009) revealed that anxiety and absence of willingness are among the hindrances to learning English. The anxiety is due to fear of negative assessment from peers.

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Researchers such as Aida (1994), Horwitz, Horwitz, and Cope (1986), and MacIntyre and Gardner (1991) state that the mother tongue is an important variable in foreign language learning compared to factors of enthusiasm, attitude, motivation, and anxiety. Also, cognitive impairment is a potential cause of low second language proficiency, accompanied by anxiety (Sparks & Ganschow, 1991). Horwitz (2000) claimed that some students who learn a second language may become anxious and fail to meet expectations in second language learning. Horowitz (2000) argued that some students worried about other people who meddle with language learning, as shown in previous studies such as those by Aida (1994), Gardner, Tremblay, and Masgoret, (1997), Gregersen and Horwitz (2002), and Onwuegbuzie, Bailey, and Daley (2000).

In some cases, neither Horwitz (2000) nor MacIntyre (1995) has argued that cognitive factors played a role in language performance and anxiety. However, both researchers believed that the deprivation of emotional factors is dangerous in language learning.

2.4.1 Previous Studies on Speaking Anxiety

Several studies have explored speaking anxiety specifically (e.g., Abdullah & Rahman, 2010; Aliyu, Korau & Basiru, 2019; Cutrone, 2009; Heng, Abdullah, & Yusof, 2012; Kamaruddin, Laura, Susan, Musa & Eng, 2019; Mak, 2011; Suleimenova, 2013; Tseng, 2012; Woodrow, 2006; Subaşı, 2010). For instance, Heng, Abdullah, and Yusof (2012) examined the role of anxiety when speaking in English. The study was conducted through a poll regulated by 700 Universiti Putra Malaysia (UPM) students before a speaking communication test. The results showed that most students encountered normal levels of test anxiety, fear of assessment, and oral communication problems. Anxiety is an important factor that can determine language performance in the learning process.

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In addition, Cutrone (2009) examined language anxiety as it affected Japanese students of EFL when they perform speaking tasks. He made several suggestions to help teachers in Japan deal with language anxiety among students. Teachers of English in Japan were encouraged to learn as much as possible about Japanese society and culture to have a better understanding of how these factors affect students when they speak a foreign language. It was also suggested that teachers of EFL in Japan should make their classrooms more friendly.

Mak (2011) examined factors that contributed to classroom anxiety using a sample of 313 Hong Kong first-year students. He utilized the Foreign Language Classroom Anxiety Scale (FLCAS). The result revealed several aspects which made the community willing to speak, including fear of negative assessment from peers, discomfort while speaking with fluent speakers, negative attitudes towards English courses, negative self-assessment, and fear of class personal failures. Furthermore, the results of the study indicated important factors that triggered anxiety when speaking, such as speaking in front of the class without planning, trying to correct when speaking, and not allowing the use of the first language in a second language course.

Suleimenova (2013) carried out a study on the anxiety of speaking among Kazakh students. The study revealed that students had very negative experiences with speaking activities in a foreign language class. All the tools used to investigate spoken anxiety were very helpful. Important steps must be taken to reduce the negative effects of anxiety. The high levels of speaking anxiety in Kazakhstan's high school students can be attributed to a variety of factors. One of the factors is that the Kazakh education system is not designed to increase students' communication competence. Therefore, many students feel uncomfortable and anxious when they need to speak a foreign language.

In addition, Woodrow (2006) highlighted issues about the second language experienced by English learners studying in Australia. The study proposed a dual concept of anxiety in a second language, which reflects the difference between communication inside and outside of the classroom. The data was collected using a questionnaire developed for this purpose. The relationship between second language

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anxiety and speech performance was examined and the main causes of anxiety were considered. The results indicated support for the dual perception of SLA. A significant negative correlation was found between anxiety to speak and speaking performance. The main cause identified by the participants was the interaction with native speakers.

Rahman (2009) described the perceptions of Malaysian students regarding the anxiety they felt when speaking a second language. Specifically, the objectives of the study were to verify the students' level of anxiety when speaking English as a second language and to identify the types of speaking activities that caused the level of anxiety among the students. Factors studied in the research included fear of contact, fear of negative evaluation, and a general feeling of anxiety. The results showed that the students experienced a moderate level of anxiety.

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Subaşı (2010) analyzed two potential causes of anxiety for Turkish English students in speaking practice, which are the student's fear of negative assessment and the capacity to talk. The results demonstrated a positive correlation between the person's fear of adverse assessment and their degree of anxiety. The study provided important data about the root causes of anxiety that students experienced in oral practice, such as personal reasons, lecturer’s behaviour, and teaching methods.

Furthermore, the effect of class interactions and speech presentations on anxiety among university students in Nigeria was studied by Aliyu, Korau and Basiru (2019). The results showed that the students' anxieties were due to worries about grammatical mistakes, low self-esteem, and nervousness when speaking.

Kamaruddin et al. (2019) conducted a study at a higher education institution in Shah Alam, Selangor, and found that there was no significant difference between the average anxiety score, speaking, and listening. Factors such as self-esteem and social anxiety greatly affected language anxiety in listening and speaking skills.

In the Arab students' context, several studies have examined the issue of language anxiety (Asif, 2017; Ashraf, 2019; Ali & Fei, 2016; Melouah, 2013; Toubot, & Seng, 2018; Yahya, 2013). For example, Melouah (2013) investigated the nature of anxiety experienced by Algerian students during their first year at the Saad Dahlab University of Blida for English speaking activities. The researchers examined the sources of FLA among the students and provided teachers with some solutions and suggestions to reduce anxiety. The study adopted Horvitz, Horowitz and Cope's (1986) FLCAS to measure the level of anxiety. The results indicate that FLA was common among first-year students due to fear of interaction, error correction, language proficiency, and low self-esteem.

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Meanwhile, Yahya (2013) examined factors that caused anxiety when speaking among students in an English class. The three areas that generally affected student performance (test anxiety factors, communication anxiety factors, and fear of negative reaction anxiety) were investigated via FLCAS. The study sample consisted of 104 students from the American Arab University in Palestine. The study results revealed that fear of negative feedback is the main source of speaking anxiety among students.

Asif (2017) examined the factors that caused speaking anxiety among Saudi students in EFL classes. The results demonstrate that anxiety plays a significant role in the English language as outsiders learn English as a foreign language. It was also discovered that most students of EFL had a degree of fear of committing errors.

Similarly, Ashraf (2019) explored common causes of anxiety to speak among EFL students in Saudi Arabia. The findings showed that communication problems among the students were due to inadequate exposure to English, limited vocabulary, and fear of negative assessment.

Toubot and Seng (2018) studied language anxiety among Libyan EFL learners. The results revealed that students experience a moderate to a high level of English-speaking anxiety due to fear of communication, fear of negative evaluation, and low self-confidence.

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Ali and Fei (2016) studied factors contributing to anxiety in a foreign language classroom among postgraduate students of English. Fifty Iraqi postgraduate EFL students made up the sample of the study from three Malaysian universities: Universiti Kebangsaan Malaysia (UKM), Universiti Putra Malaysia (UPM), and Universiti Malaya (UM). Exam anxiety was found to have been caused by contact apprehension, examination stress, and a negative assessment, according to the findings. Women experienced anxiety at a higher rate than men. Furthermore, there was a link between language anxiety and academic achievement, with kids feeling more anxious about having lower test results.

In the Jordanian context, scarcely any studies have analyzed speaking anxiety (Batiha, Mustaffa & Noor, 2018; Batiha, Noor & Mustaffa, 2016; Huwari, & Badawi, 2016; Zrekat, Abu Bakar & Latif, 2016). For instance, Batiha, Noor, and Mustaffa (2016) discovered components that add to anxiety, including sexual orientation. The findings demonstrate four fundamental factors that caused anxiety among students: fear of negative assessment, absence of a will, fear of being out in the open places, and anxiety of public speaking in the classroom.

Moreover, Zrekat et al. (2016) examined the degree of anxiety among Jordanian undergraduates when performing speaking activities at the University of Jerash, Jordan. The outcomes indicate that 60.7% of the students were anxious while communicating in English. Similarly, Huwari and Badawi (2016) studied anxiety among 40 master's degree students at Yarmouk University. The students exhibited significant levels of anxiety in general, and these levels of anxiety rose when speaking in English, according to the findings. The factors that caused language anxiety in Jordan were also explored by Batiha et al. (2018). The findings supported the hypothesis that social interaction tended to cause language anxiety.

In sum, researchers in various settings have established the negative impact of anxiety on the performance of students who speak English as a foreign language, yet in Jordan, little research has been done to explore this case (Batiha, Noor & Mustaffa, 2016). It is frequently proposed that speaking is the most critical language skill when learning a foreign language (Keramida, 2009). Huwari and Badawi (2016) expressed that Jordanian students face issues in communication abilities that can be linked to anxiety.

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Moreover, it has been perceived that anxiety while communicating in a foreign language makes it hard for students to take part in speaking activities (Batiha, Mustaffa & Noor, 2018). However, many researchers have not addressed the specific speaking anxiety and factors that affect this particular anxiety. Therefore, in this study, the researcher will specifically explore anxiety in speaking skills. The current study used English public speaking anxiety as the dependent variable. The subsequent section sheds light on public speaking anxiety and the related studies on public speaking anxiety.

2.5 Public Speaking Anxiety

The anxiety of public speaking is the fear of a speaker when speaking in public (O'Hair, Stewart, & Rubenstein, 2004). Public speaking anxiety (PSA) is described by Bourne and Garano (2003) as an extreme fear of embarrassment or humiliation in circumstances where a person is or must be exposed to the attention of others. Besides that, PSA is a particular form of communication-based anxiety in which people experience arousal (e.g., elevated heart rate), negative self-talk (e.g., " I am afraid, I am going to look like an idiot"), and/or behavioural responses (e.g. shaking) in reacting to an expected or real presentation (Daly, McCroskey, Ayres, Hopf & Ayres, 1997). Public speaking anxiety is a kind of shyness that is characterized by fear of communicating with others. In foreign language learning, PSA arises from the personal awareness that one would almost have speaking difficulties when talking to others (Cubukcu, 2007).

Increased public speaking anxiety levels could lead to poor preparation for giving speeches (Daly, Vangelisti & Weber, 1995) and may have a negative impact on the

results (Menzel & Carrell, 1994). In interaction-oriented classes, such as the foreign language classroom, PSA has been shown to have detrimental effects on learner achievement. Communication can also have a negative influence on language learners and can badly lead to the speech anxiety that students suffer from (Feigenbaum, 2007). The oral tasks of language learners in a foreign language classroom involve not only learning a second language, but also language performance.

Students feel that every word they say is judged by the teacher, and corrections from the teacher can instigate this feeling of being judged (Pica, 1987). Bodie (2010) claimed that public speaking ability is important to the performance of students in and out of the classroom since public speaking is an important component of both college and job roles. Although PSA is ubiquitous and affects most students in some way, scholars believed that it may affect students learning ESL or other languages at a higher rate (Alemi, Daftarifard, & Pashmforoosh, 2011).

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PSA is divided by Jaffe (2007) into two types: process anxiety and performance anxiety. Process anxiety is characterized as the fear of speakers while planning a speech; for example, writing a speech outline, arranging a speech, or doing research; whereas performance anxiety refers to the fear of speakers when delivering an actual speech, such as when presenting, where a speaker may be concerned about missing material. Nevertheless, O'Hair et al. (2004) claimed that rather than process anxiety and performance anxiety, PSA should be divided into more complex phases. They claimed that a speaker can be anxious at any moment when making a speech and the nervousness can occur in four periods of time.

The first is pre-preparation anxiety, which refers to the time when the speaker knows that he/she is about to give a public speech; second, preparation anxiety, which refers to the time when the speaker starts preparing for the speech; third, pre-performance anxiety, which refers to the time the speaker practises speaking; and fourth, performance anxiety, which refers to the time the speaker gives a public speech. Thus, if people have PSA, they may avoid speaking in public situations.

2.5.1 Previous Studies on Public Speaking Anxiety

Many studies have investigated anxiety in public speaking (Amiri & Puteh, 2018; Gaibani & Elmenfi, 2016; Hayaramae, 2016; Netta, Trisnawati, & Helmanda, 2020; Phinyadechasin, 2015; Pontillas, 2020; Qurnia & Marlina, 2020; Raja, 2017; Viwattanabunchong, 2017). The variables that cause PSA were studied by Phinyadechasin (2015). Eighty undergraduate students studying at an official university with a major in tourism were the target population of the study. The results showed that most of the students were influenced by the communication apprehension factor, where test fear and anxiety of negative feedback variables triggered the anxiety of the students to a moderate degree. In addition, the study showed that the majority of students wished to have English training to be braver and more confident in public speaking.

Hayaramae (2016) examined the factors that lead to anxiety in public speaking and the techniques used to overcome anxiety among thirteen students. The outcome showed that both psychological and physical variables were essential and different. When they did not structure their speech well enough, the students felt nervous and anxious.

In addition, when they made a public speech, the students could not manage their anxiety. By choosing interesting subjects, postgraduate students used methods to conquer their anxiety. Gaibani and Elmenfi (2016) studied how age affected the public oral anxiety of Omar AlMukhtar University English learners. To show the influence of age, questionnaires were distributed to the study participants. In addition to the data obtained, the effect of the age factor on public speaking anxiety was also examined. The findings of the study indicated that there was a major negative effect of age differences on the public speaking anxiety of English language learners.

Raja (2017) and Viwattanabunchong (2017) studied the levels of public speaking anxiety. Raja (2017) studied levels of public speaking anxiety and the reasons behind the anxiety. The sample was 50 undergraduate students in Karachi. The findings showed that students feared public speaking and stopped speaking. Also, it was shown that PSA can be overcome by practising. Viwattanabunchong (2017) investigated the level of anxiety among EFL students in the English-speaking class at four different stages of public speaking, i.e., pre-preparation, preparation, pre-performance, and performance, and determined the factors influencing PSA at each stage.

The study respondents were 50 graduate students at the Language Institute, University of Thammasat. The findings from quantitative data showed that in a public speaking class, most students had distinct levels of anxiety. At the performance stage, students displayed the highest level of anxiety, while at the phases of pre-preparation, preparation, and pre-performance, they exhibited a moderately high level of anxiety.

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Besides that, English oral proficiency, personality, and subject familiarity were found to be the three most important variables influencing PSA in the four separate stages. The experience of international PhD students in academic presentations (such as in presenting proposals and during the viva examination), as well as examples of oral communication apprehension, were explored by Amiri and Puteh (2018). The interview participants for this study included 25 students from various public universities in Kuala Lumpur, Malaysia.

The results showed that despite years of working experience as lecturers or in giving presentations, the oral communication apprehension of doctoral students was inevitable when engaging with the review panel. The study showed that the oral communication apprehension of international PhD students was impaired by linguistic problems, lack of research expertise during presentations, negative views of the presentation panel, and other related factors. The students were undoubtedly apprehensive about the academic presentation and their degree of oral communication apprehension was exacerbated by the above factors.

Recently, the study of Qurnia and Marlina (2020) was carried out at the UNP English Department to examine the level of speech anxiety of EFL students in a public speaking class. The research was attended by 63 students of the Public Speech Class at the UNP Department of English. The study method was a questionnaire that was provided to the students. The findings showed that EFL students can come forward, but they are not confident in their ability to communicate. This is due to the medium level of their speaking anxiety.

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Meanwhile, Pontillas (2020) in his research focused on assisting students in public speaking to confront their anxiety, which interfered with their oral communication skills. An initiative called Popsispeak was initiated by the educator-researcher. A one-shot case study was utilized in this research. A total of 28 Camarines Sur Polytechnic Colleges students served as the study respondents. Popsispeak was found to be a successful method to help students develop their oral communication skills and reduce their anxiety with public speaking.

Following this, Netta, Trisnawati, and Helmanda (2020) investigated the strategies of students in dealing with anxiety in the English public speaking course. The study participants were two junior students from the Department of English Education at Universitas Muhammadiyah Aceh, Indonesia. The qualitative approach was used in the analysis. Findings showed that the students used a variety of techniques to overcome their speech anxieties, including appropriate planning and practice, and the use of hand and body gestures while speaking. This study suggests that teachers encourage such techniques to other EFL students so that they can overcome their fears of public speaking.

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2.6 Attitude

Attitude is a significant factor that influences the language learning process (Bernat & Gvozdenko, 2005; Csizer & Dornyei, 2005). Gardner (1980) posited that attitude is an individual's general feeling towards something specific. Attitude is a fundamental aspect of learning a language. Chambers (1999) defined attitude as the arrangement of qualities that a student adds to a foreign language learning experience.

Ajzen (2005) defined attitude as a person's great and ominous attitude towards an occasion, which can be surmised from verbal or non-verbal conduct towards an item. Baker (1992) advocated attitude in three fundamental explanations. The main explanation is that it is part of each system. Second, attitudes reflect personal considerations and beliefs. Third, the attitude has been explored for more than sixty years. From religion to language, different disciplines have used attitude as an important variable. Positive language learning attitudes imply individuals' love when communicating in the language. In this way, those people will have a positive attitude when they learn a target language (Yang, 2012).

Attitude has three primary parts: behavioural, cognitive and affective, which all work together. The behavioural attitude relates to how students act and interface with it in specific circumstances. The cognitive angle incorporates the convictions about the information students get and their comprehension of the process of learning. The third segment is the emotional angle that can assist students with communicating, whether they like encompassing things or situations (Wenden, 1991). The current section has reviewed the definitions of attitude that have been used as the independent variable in this study. The next section sheds light on the relationship between attitude and anxiety.

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2.6.1 Previous Studies on Attitude and Anxiety

Studies on attitude identified with language learning have received a great deal of attention after Gardner's compelling work in 1985 (Gardner, 1985). There is a significant part of the work on individuals' attitudes toward various languages and learning of a language (Al-Kahtany, 1995; Assaf, 2001; Balcazar, 2003; Benson,

1991; Dalton, Kaltenbock, & Smit, 1995; Gibb, 1999; Karstadt, 2002; Malallah, 2000; Marley, 2004; Starks & Paltridge, 1996; Villa, 2002). The studies of Pritchard and Nasr (2004), and Prima (2007) showed the positive parts of attitude toward language learning. Attitudes, the learning of English, and academic achievement are often examined with other factors. Levine (2003) has attempted to establish a relationship between anxieties regarding second language learning in the first language use. Graham (2004) followed this up by paying close attention to attitude regarding achievement and learning the language.

Several studies have been executed to investigate the attitudes of students to learn English as a foreign language (Al-Zahrani, 2008). For instance, Hashwani (2008) led a study in an attempt to research students' attitudes, motivations, and anxiety in learning English. The outcomes showed that students had positive attitudes and excitement for the English language. The vast majority of the students demonstrated positive attitudes towards the English language.

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Additionally, Momani (2009) examined the attitude of secondary school students towards learning English as a foreign language and their achievement in reading perception. The outcomes demonstrated that the respondents had a neutral motivational attitude towards learning English. Besides that, there was a strong relationship between students' attitudes towards learning English and their reading skills. Al-Tamimi and Shuaib (2009) revealed that Petroleum Engineering students had a positive attitude towards the utilization of the English language in the social and instructive settings of Yemen. They likewise indicated a positive attitude towards the culture of the English-speaking world.

Moreover, Al-Zahrani (2008) executed a study on the students' attitudes in Saudi Arabia towards English. Fakeye (2010) studied 400 senior secondary school students from five secondary schools to see if there was a link between attitude and English language proficiency. The findings revealed that there is a link between attitude and achievement.

There is a strong correlation between the attitudes of middle school Turkish students and their English performance (Inal, Evin, & Saracaloğlu, 2005). AlMansour (2016) supported this and noted that a positive attitude is one of the elements that help Saudi Arabia students attain acceptable pronunciation. Besides that, Thai students showed a positive correlation between their attitude toward English reading and reading comprehension (Vipathananon, 1990).

Besides, Ahmed (2015) conducted a study on English students in Malaysia to examine their attitudes toward learning English. The outcomes indicated that their attitudes towards learning and utilizing the English language were positive. Chaihiranwattana and Nookua (2010) surveyed the attitudes towards learning English among 388 learners at the University of Siam. The findings indicated a good attitude among the vast number of learners. Yang's study (2012) found few individuals obtain and learn English better than other people. The outcomes demonstrated that students have positive attitudes towards learning English.

Karahan's (2007) study demonstrated that most Turkish students do not reach the degree of proficiency in English. The outcomes showed that students exposed to English in the school showed a positive attitude, especially female students.

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Furthermore, Al Mamun et al. (2012) reviewed 79 students in Bangladesh and evaluated the students' attitudes towards English as a foreign language. The outcomes showed that the students showed a positive attitude towards the English language.

Chalak and Kassaian (2010) executed a study with 108 students at Azad Islamic University in Iran and studied students' attitudes towards English. The outcomes indicated that students like to learn English for both integrative and instrumental purposes. Meanwhile, Bobkina and Fernández (2012) examined the motivational patterns and attitudes towards the utilization of English in the social and instructive settings among 72 students of EFL engineering students at the Technical University of Madrid. They found that students had a positive attitude towards the English language.

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Kiptui and Mbugua (2009) found that negative attitudes towards English are the most powerful emotional and psychological factors affecting Kenyan middle school students' poor English performance. Thadphoothon (2001) noticed that learners at the University of Dhurakij Pundit hold a neutral attitude towards English language learning.

Many scholars (e.g., Krashen, 1982, 1988; Du, 2009) have stated that a learner with a positive attitude will have a lower level of anxiety, whereas students with negative attitudes are more worried. This argument was confirmed by Soleimenova (2013), who stated that students' negative attitude towards English is one of the variables that cause anxiety.

Moreover, Jain and Sidhu (2013) discovered a negative and significant correlation between anxiety and attitude. Latifah, Mansor, Ramli, Wardah and Ng Man (2011) executed a study among 757 Open University of Malaysia students to survey whether anxiety, motivation, instrumental orientation, and attitude had an impact on students' achievements. The outcomes demonstrated that these factors are related to students' achievements. Attitude positively affected the achievement of students in an English course at the Open University of Malaysia.

Aliakbari and Gheitasi (2016) examined the anxiety level of Iranian secondary school students on English tests and their attitude towards learning English. Moreover, they examined the correlation between these factors and the contrasts between test anxiety and attitude. The outcomes indicated a weak positive correlation between the degree of anxiety and the students' attitude. There was a negative correlation between anxiety and the students' attitude towards learning English. Thus, attitude and language learning are firmly related and commonly influence one another.

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The negative correlation between anxiety and language attitudes indicated that a low language attitude can bolster a significant level of language anxiety (Hussain, Shahid & Zaman, 2011). These outcomes were supported by Naiman (1978), who confirmed the relationship between attitudinal variables and foreign language learning. Stark and Paltridge (1996) reported a strong relationship between attitude and the language learning process. Twenge (2000) expressed that a positive attitude will lead students to begin appreciating learning a foreign language.

Specifically, in the Jordanian context, Tahaineh and Daana (2013) investigated the attitudes of Jordanian EFL female undergraduate students towards learning the target language and its community. Students' attitudes regarding the target language community and its members were found to be overwhelmingly positive, according to the data. Following this, Ibnian (2017) examined the attitudes of private and public school students in Jordan towards learning English and studied the factors that affected the students' attitudes towards learning English. The results showed that the attitudes of public and private school students towards learning English were positive. Nevertheless, the results indicated that students of public schools had less positive attitudes towards learning English compared to private school students.

Numerous studies have emphasized the correlation between language anxiety and language attitude (Chang, 2018; Hussain, 2018; Hussain, Shahid & Zaman, 2011; Žefran, 2015). Hussain (2018) examined FLA for tenth-grade students in the public sector high schools in six provinces in Punjab, Pakistan. The outcomes indicated that there were huge contrasts among male and female students regarding language anxiety. The outcomes also demonstrated a huge negative relationship between FLA and students' attitude toward learning a foreign language with females showing less anxiety compared to males.

Similarly, the negative relationship between anxiety regarding and students' attitudes toward English has been found by Hussain, Shahid and Zaman (2011). It was found that rural students had a higher degree of nervousness and a lower attitude to the English language. In contrast, Büyükkarcı (2016) revealed that there was no significant correlation between anxiety and students' attitudes. More accurately,

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having higher attitudes towards English did not reduce levels of stress among students.

Moreover, Chang (2018) found correlations between language anxiety, attitude, and motivation among English students at an EFL University in Taiwan. The outcomes found a critical moderate positive relationship between males and females, motivation, and capability levels. Besides, there was a strong relationship between motivation and anxiety amongst male and female students.

Based on the previous studies, it appears that the investigation of attitude and anxiety focused mainly on learning English as a foreign language, English language learning and achievement, language proficiency, and the English speaking society. The results also showed that the relationship between attitude and anxiety was inconsistent. Some studies stated that the relationship between attitude and anxiety was positive, while others stated that there was a negative relationship. Some studies also found that there was no significant correlation between anxiety and attitude.

Furthermore, these studies mostly treated attitude and anxiety as independent variables or anxiety as a mediator. None of these studies investigated the direct relationship between attitude as an independent variable and anxiety as a dependent variable. Thus, the current study will investigate the relationship between attitude and anxiety due to the contradictory findings and lack of studies that investigate this kind of relationship, particularly in the Jordanian context.

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2.7 Motivation

Motivation has been regarded as a major element in education and social science for some time (Zahran, 1990). Gardner (2006) considered motivation to be an extremely intricate concept with numerous viewpoints. Motivation has been introduced from various perspectives. For instance, intellectual motivation was identified as a student's choice to learn. Keller (1983) expressed that motivation refers to the decisions individuals make with respect to the encounters or objectives they approach or stay away from.

The behaviourism school sees motivation as the reward. The idea of motivation is identified with the idea of "needs". Aggressive students are claimed to be more effective compared to students who are not interested to learn (Brown, 2000). That is to say, motivation is defined by Gardner (2006) as the driving force to meet demand and needs to be selected and should be understood in the community environment. The motivation that students might have can be evaluated via their achievements in the target language.

He also stated that students with higher motivation levels perform better than students with lower motivation levels. Gardner believed that if the individual is full of energy, he has reasons to take part in related exercises, apply exertion and proceed with the exercises, and demonstrate the wish to accomplish the objectives (Gardner, 2006). The motivation was introduced by Gardner (1985) as a wish to accomplish the objective of language learning.

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2.7.1 Types of Motivation

2.7.1.1 Integrative Motivation

Krashen (1981) stated that integrative motivation is characterized by the desire to master one language to communicate with people from different cultures. It is characterized as the wish to be regarded as individuals from a target language. Gardner (1985) expressed that the motivation to be familiar with a target language is affected by attitude. He argued that numerous factors could be related to the second language and that integrative motivation encourages the obtaining of the second language since it mirrors the interest in the study of the language. Ricento (2006) argued that the student must be comfortable with the target language's social group to effectively gain the language. If the student knows about that culture, they will gain the motivation to acquire the target language.

In addition, the motivation for integration is to become familiar with a language for personal and social progress (Gardner & Lambert, 1972). Students need to know the culture of outside nations (Masgoret & Gardner, 2003). Besides, Noels (2001) stressed that students' motivation is to gain proficiency with a language that includes a few factors such as the wish to accomplish their objectives, endeavours and attitude. Crookes and Schmidt (1991) claimed that integrative motivation is progressively critical to keep up a long-term achievement in learning a target language.

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2.7.1.2 Instrumental Motivation

Instrumental motivation is characterized as the wish to ace a language for practical or useful purposes. Gardner (1983) established the connection between instrumental motivation and language learning due to the advantage or the least advantage that might be accessible to the students. More explicitly, student motivation is valuable when you need to become familiar with a language to finish a test, use it as an individual activity, and use it on an excursion in the nation (Wilkins, 1972). Instrumental motivation has been characterized as the wish to become familiar with a target language to accomplish certain purposes, such as scholarly achievements and professional success (Lucas et.al., 2010).

Instrumental motivation may become an indicator of accomplishment in which there is a specific terribleness about SLA. Gardner and Lambert (1972) claimed that instrumental motivation is a better sign of general English capability. That is, there is a clear connection between instrumental motivation and speaking skills.The current section has discussed the definitions and the types of motivation that have been used as the second independent variable in this study. The following section sheds light on the relationship between motivation and anxiety.

2.7.2 Previous Studies on Motivation and Anxiety

Several studies have explored the level and types of motivation to learn English (Mat & Yunus, 2014; Qashoa, 2006; Choosri & Intharaksa, 2011; Kitjaroonchai, 2012; Kyriacou & Zhu, 2008; Tahaineh & Daana, 2013). Concerning the studies that have been conducted in the Middle East, Vaezi (2008) expressed that students in Iran are highly motivated to learn English, whereas Moiinvaziri (2008) expressed that students

were both integratively and instrumentally motivated. Besides that, Goktepe (2014) researched the attitude and motivations of students to learn English as a foreign language in a Turkish college. The outcomes showed that the instrumental reason was the reason behind learning English, with integrative motivation showing a fairly predominant pattern among students.

Studies on motivation conducted in the context of South Asia (e.g., Choosri & Intharaska, 2011; Kitjaroonchai, 2012; Kyriacou & Zhu, 200; Mat & Yunus, 2014;) showed similar results: students had a higher level of instrumental motivation compared to integrative motivation. Vijchulata and Lee (1985) studied the motivations of students to learn English at UPM. The outcomes stated that UPM students had both instrumental and integrative motivation to learn English.

Basco and Han (2019) explored the general degree of self-esteem, motivation and anxiety among English college students in South Korea. The outcome indicated that the students had a "moderate" level of self-esteem, motivation, and anxiety. A positive correlation between self-esteem and motivation was reported, but there was no relationship between self-esteem and anxiety as well as between motivation and anxiety.

In the Arab context, Al-Quyadi (2000) examined students' motivation in learning English at Sana'a colleges in Yemen. The outcomes demonstrated that students had a higher level of motivation for English learning for both types of motivation (instrumental and integrative). Qashoa (2006) executed a study among students at a

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secondary school in Dubai. The outcomes showed that students had a higher level of instrumental motivation only.

Mohammed (2016) explored the degree of anxiety and motivation among students in Saudi Arabia. The outcomes demonstrated that Saudi students were anxious to learn English as a foreign language. Simultaneously, the outcomes discovered that although they were unmotivated, they can be motivated instrumentally. Moreover, no significant relationship was found between anxiety and motivation in general. However, there were differences in the effect of the two types of motivation on anxiety. Generally, instrumental motivation did not affect how anxious the students were in foreign language classrooms, except in the case of college requirements that were found to be negatively correlated with anxiety to advance college that was positively correlated with anxiety.

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In the Jordanian context, Tahaineh and Daana (2013) executed a study in the Al Balqa Applied University to examine the motivation orientations of Jordanian EFL learners. The outcomes showed that the level of instrumental motivation was high. Likewise, they demonstrated that they are learning English for educational reasons.

Students who were encouraged to know a second language were usually less nervous than those with poor past encounters (Clément, Dörnyei & Noels, 1994). A few studies have analyzed the correlation between language anxiety and motivation. More explicitly, students with integrative motivation were less worried about the second language context, where anxiety may lead to a reduction in motivation, or a lack of motivation may produce anxiety (Gardner, Day & MacIntyre, 1992). Abu-Rabia

(2004), Gardner, Clement and Gliksman (1976), Hilleson (1996), Horwitz, Horwitz and Cope (1986), Liu (2012), MacIntyre and Gardner (1991), Noel (1999), and Yan (1998) agreed that anxiety had a negative relationship with motivation.

Based on the studies reviewed, it can be observed that the investigations of motivation and anxiety focused on learning English as a foreign language, English language learning and achievement, language proficiency, and the English-speaking society. Additionally, the results from previous studies about the relationship between motivation and anxiety were inconsistent. Some studies declared that the relationship between motivation and anxiety was positive, whereas others stated that there was a negative relationship. Some other studies have found that there was no significant correlation between anxiety and motivation.

Besides, these studies mostly used motivation and anxiety as independent variables or anxiety as a mediator. Nevertheless, none of these studies investigated the direct relationship between motivation as the independent variable and anxiety as the dependent variable. Based on that, the current study will investigate the relationship between motivation and anxiety because of the contradictory findings as well as the absence of studies that investigate this kind of relationship in the Jordanian context in particular.

The subsequent section discusses the theoretical framework based on the studies reviewed previously in this chapter.

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2.8 Theoretical Framework

The current study's theoretical framework was developed based on a review of the literature and the identification of theoretical gaps in the research. To test the proposed hypotheses, the theoretical framework is shown in Figure 2.1. This section explains the underpinning theories in detail.

Figure 2.1 depicts the theoretical framework developed from the literature review and the hypotheses presented in this study. The researcher has established the framework of the current investigation after reviewing related literature in previous sections. The roles of attitude and motivation on English public speaking anxiety among EFL Jordanian learners of English were investigated under the mentioned framework. The framework of this study shows attitude and motivation as the independent variables and English public speaking anxiety as the dependent variable.

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According to Gardner's theory, even though attitude, motivation and anxiety are related, they are still demonstrated to be independent of one another, since their measurements have basic differences. Therefore, the current study aimed to investigate attitude and motivation separately and how these psychological factors affect English public speaking anxiety. Besides, this study attempted to investigate independently how attitude and motivation relate to language anxiety. Furthermore, motivation is mostly viewed as a mediator in Gardner's theory and other studies. Accordingly, based on Gardner's theory, he touched on the broad perspective (language anxiety), but this study attempted to investigate English public speaking anxiety specifically, as previous studies focused on other skills such as writing and reading and listening (see Figure 2.1).

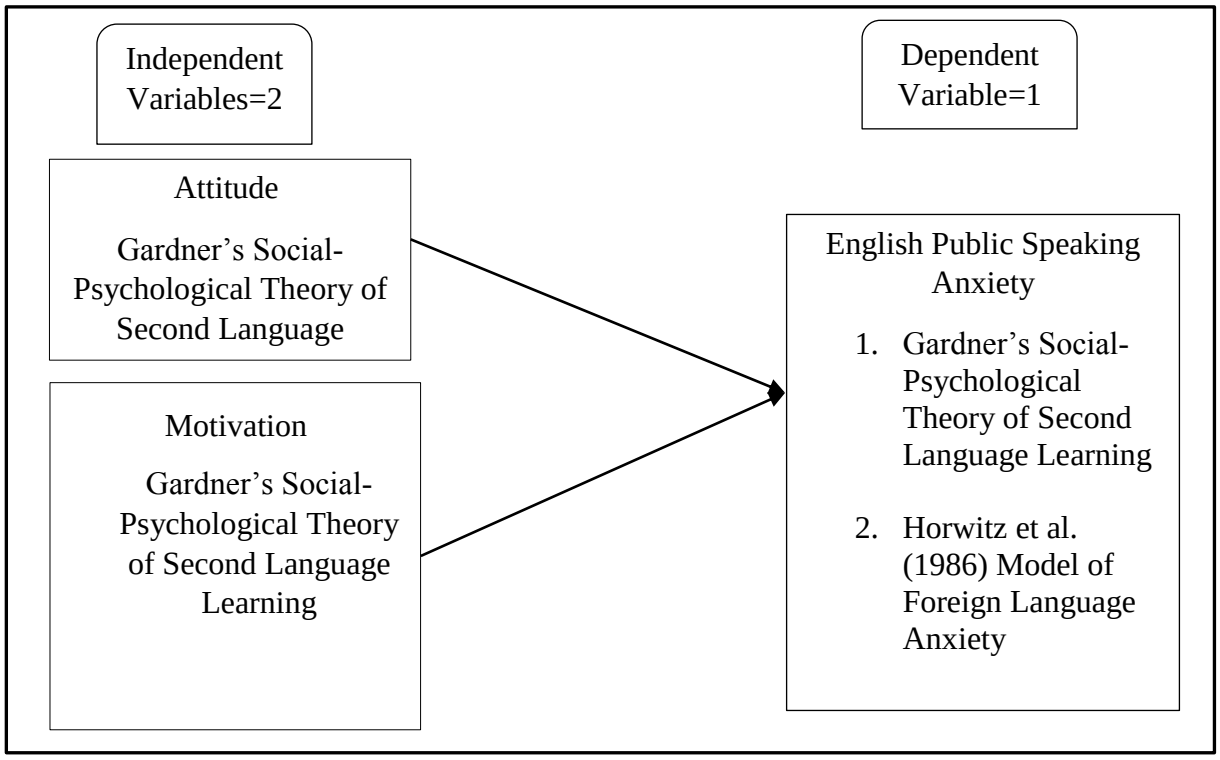

Figure 2.1. Theoretical framework of the study

2.8.1 Underpinning Theories

This section introduces the critical theories that guided the current study: Gardner's theory of social psychology and Horwitz et al.'s (1986) model of FLA.

2.8.1.1 Gardner's Social-Psychological Theory of Second Language Learning

One of the oldest theories of second language learning is the social psychology theory introduced by Gardner and Lambert (1959), and Gardner (1979, 1982, 1983). The theoretical model of Gardner (1979, 1983) had some versions. The explanation for this model is the conviction that SLA is a social psychological phenomenon, not an educational one. Gardner underlined that when learning a subsequent language, the student faces an assignment that is not just learning new information (vocabulary, sentence structure, elocution, and so forth) but also acquiring symbolic elements of a different ethnolinguistics community.

Gardner and his colleagues had worked with various social and psychological factors. These variables have now been combined into the theoretical model. As can be seen from Figure 2.2, the model has four main parts. They are social environment, individual differences variables, the acquisition of language, and the outcomes.

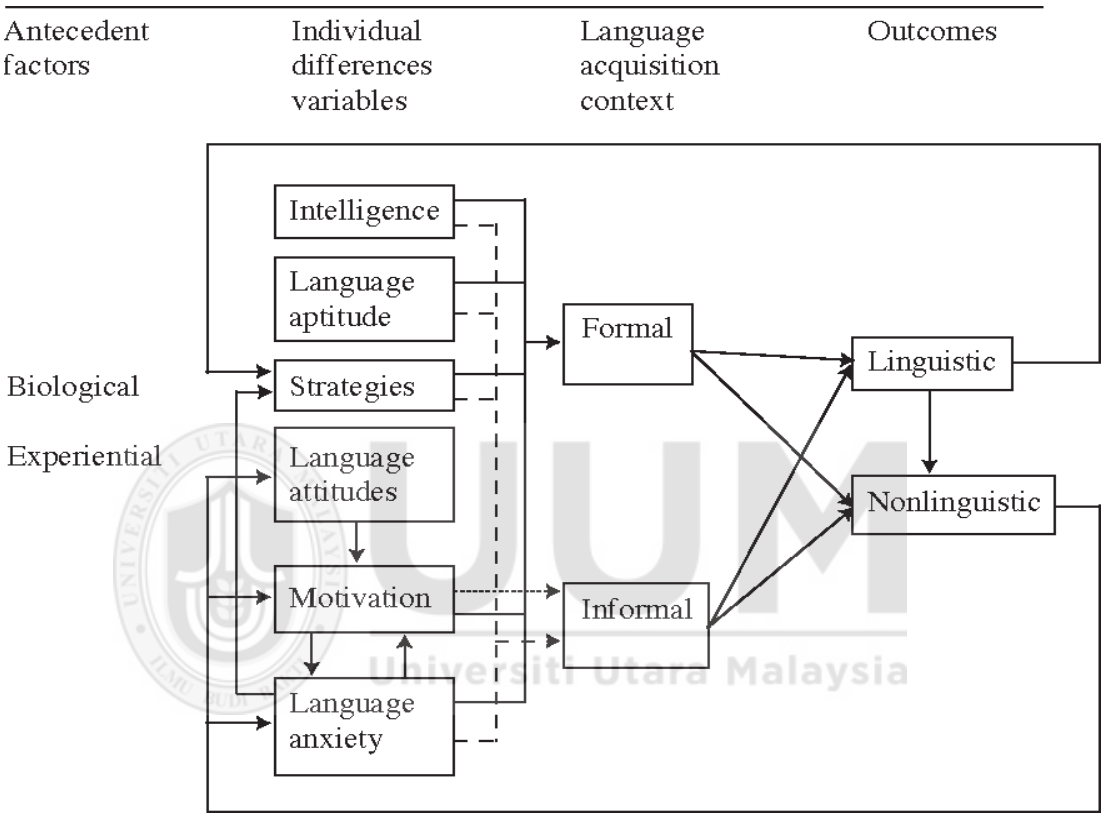

Figure 2.2. Socio-educational model of SLA (Gardner & MacIntyre, 1993)

As indicated in Figure 2.2, the student's social and cultural environment will decide their convictions and attitude toward the language and culture of the target group. Six major factors of individual differences are shown in the figure. In the model, they are demonstrated to be independent of one another. Measurements may share some basic differences, yet it appears to be sensible to accept that a systematic study of elements with adequate factors will show that the viable contrasts are independent. This has been demonstrated to be the attitude with IQ and language capability (Gardner & Lambert, 1965).

The factors affecting individual differences are anxiety about language, motivation, and attitudes. In the above model, the attitude of language seems to causally affect motivation, and motivation is maintained to serve this function. Motivation seems to have a causal impact on language anxiety, and these two factors, in general, are negatively correlated. Besides, the model also shows the correlation between language anxiety and motivation and language learning systems. The study by Oxford and Nyikos (1989) has shown that motivation to use language learning methods and techniques for reducing anxiety can be viewed as indirect learning systems.

Motivation seems to have a direct role in informal situations because the voluntary concept of informal situations encourages individuals to participate in this situation. When the individual enters a casual setting, different factors of individual contrasts will be included. The expected motivation interferes with any correlation between language attitude and language achievement. For that, there is no connection between the attitude toward language and the informal environment of learning the language.

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It is assumed that the context of formal and informal language acquisition has a direct impact on both linguistic and non-linguistic results. Thus, the model officially perceives the significance of the two settings. It is suggested that the factors of individual differences are affected by linguistic and non-linguistic outcomes. It appears to be certain that language accomplishment will impact the utilization of language learning systems. Therefore, language results seem to impact the utilization of the language learning procedure. Non-linguistic results, thus, are required to directly affect language attitude, motivation, and language anxiety (Oxford & Crookall, 1989; Oxford & Nyikos, 1989).

Affective factors including motivation and attitudes affect the process of how students manage to learn another language. The Attitude Motivation Test Battery (AMTB) created by Gardner and Lambert (1959) included five structures: attitude towards the learning mode, consideration, motivation, anxiety, language instruments, and different measurements to assess these mixes.

Gardner (1985) characterized motivation for the second language as how much individual works or his true inquiry to gain proficiency, with the language. Gardner and Lambert (1959) stated that a person's motivation to obtain a subsequent language depends on their attitude towards another group of people, especially their attitude towards the learning task. There are four perspectives for motivation namely goals, hard-working behaviourism, the desire to achieve goals and a positive attitude towards related activities.

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Despite the proof that instrumental motivation is better, both types seem to have effectively influenced language learning (Brown 2000; Ellis, 1994). According to Brown (2000), it is clear that students who learn a second language will benefit from a positive attitude. However, a negative attitude will result in less motivation due to less investment and interaction.

The researcher of this study chose the social psychology theory of the second language as a guide because it focuses on attitudes and motivations for language learning and language anxiety. Attitude, motivation, and language anxiety are considered to be important factors in learning a language because students' achievement or failure in language acquisition is affected by these variables.

The process of how learners conduct learning in the second language is affected by the above factors. This theory will answer questions about the attitude and motivation of English public speaking anxiety in this study.

2.8.1.2 Horwitz et al. (1986) Model of Foreign Language Anxiety (FLA)

The definition of FLA was first introduced by Horwitz, Horwitz and Cope (1986) who categorized FLA into three categories: communication apprehension, test anxiety, and fear of negative evaluation.

1. Communication Apprehension

Communication apprehension refers to situations where individuals feel shy, nervous or fearful of communicating with people. It involves difficulty speaking in groups (oral communication anxiety) or in public (stage fright) or listening or learning oral information (recipient anxiety). Horwitz et al. (1986) concluded that in the three components of FLA, communication anxiety plays the most significant role.

2. Test Anxiety

Horwitz et al. (1986) suggested that the type of performance anxiety arising from fear of failure is indicated by test anxiety. Individuals suffering from test anxiety appear to set unreasonable expectations and thus place pressure on themselves because they assume that a failure is anything less than a perfect test outcome. For certain susceptible students, while taking oral examinations, they are likely to have both communication apprehension and test anxiety concurrently.

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3. Fear of Negative Evaluation

Horwitz et al. (1986) described fear of negative evaluation as the apprehension of the evaluations of others, avoidance of evaluative circumstances, and the fear that others will assess themselves negatively. Horwitz et al. (1986) believed that the fear of negative evaluation is broader than test anxiety because it is not limited to test situations as it could occur in any evaluation situation such as job interviews or speaking in foreign language classes. MacIntyre and Gardner (1989) put forward that the concept of constructing FLA as proposed by Horwitz et al. (1986) can be regarded as the theoretical framework of FLA.

2.9 Hypotheses Development

The current section is specified to the development of hypotheses that are matched with the research objectives and questions of the present research, as mentioned in Chapter One, based on the relevant literature reviewed in this chapter. The sub-sections that follow provide more information about the hypotheses that were tested in this study.

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2.9.1 The Relationship between Attitude and English Public Speaking Anxiety

Researchers such as Abu-Ghararah (1999), Gardner (1985), Krashen (1988), MacIntyre and Gardner (1991), and Phillips, (1992) indicated that learners with positive attitudes have lower levels of anxiety, while students with negative attitudes are more worried. A review of the studies involving the relationship between attitude and anxiety in Section 2.6.1 revealed that there was a significant relationship between the two variables (Abrar, 2018; Aliakbari & Gheitasi, 2016; Alrabai, 2014; Du, 2009; Hilleson, 1996; Hussain, 2018; Hussain, Shahid, & Zaman, 2011; Jain & Sidhu, 2013;

Linh, 2011; Liu, 2012; Na, 2007; Soleimenova, 2013; Wahongan & Walintukan, 2019).

Hence, based on the reviewed literature, the following hypothesis was tested:

H_1: a. Attitude is negatively correlated to English public speaking anxiety among Jordanian EFL learners.

2.9.2 The Relationship between Motivation and English Public Speaking Anxiety

Researchers such as Gardner, Day, and MacIntyre (1992), Gardner and Lambert (1965), and Gardner and MacIntyre (1993) stated that anxiety may cause lowered motivation, or lack of motivation may cause anxiety. Motivation affects students' anxiety and their ability to speak English (Horwitz, Horwitz & Cope, 1986; Gardner, Clement & Gliksman, 1976; MacIntyre & Gardner, 1991; Robinson et al., 2001; Yamashiro & Mclaughlin, 2001).

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The majority of the reviewed studies showed a significant correlation between motivation and anxiety (Abu-Rabia 2004; Alico, 2016; Bećirović, 2020; Hilleson, 1996; Liu, 2012; Liu & Cheng, 2014; Noel, 1999; Sari, 2017; Sheu, 2017; Tercan & Dikilitaş, 2015; Yan, 1998).

According to the previous studies, thus, the following hypothesis was generated:

H_1: b. Motivation is negatively correlated to English public speaking anxiety among Jordanian EFL learners.

2.10 Summary

The present chapter has explained English speaking skills, public speaking, and English speaking problems. It has also provided explanations for language anxiety, followed by related studies on language anxiety. Besides that, it has discussed speaking anxiety in general and public speaking anxiety. Furthermore, the chapter has dealt with the meaning of attitude and its relationship with anxiety. The meaning of motivation and its relationship to anxiety has also been presented. Finally, the theoretical framework of the study has been presented.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology of the study related to study design; quantitative and qualitative methods; the population and sampling design for each method; and the measurements used for each variable involved (i.e., attitude, motivation, and anxiety). This section also discusses the instrument, data collection, and analysis for each method. Finally, it ends with a summary.

3.2 Research Design

For this study, a mixed-method approach was adopted, which included qualitative and quantitative methods; each method had its own study. A mixed-method study is a way a researcher tends to build knowledge claims on a pragmatic basis. Research strategies involve collecting data at the same time or sequentially to have a better understanding of the research problems. Data collection also includes the collection of both digital information (e.g., via tools) and textual information (e.g., via interviews) so that the final database represents both qualitative and quantitative information (Creswell, 2003).

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A mixed-method design can be used to capture the best of quantitative and qualitative methods. For example, a researcher may not only want to summarise the results of the study but also understand the phenomenon or individual meaning in detail. Additionally, researchers can examine significant numbers of people first and then follow up on some of them to get precise language and sounds on the subject. In this case, the advantages of collecting “closed-ended” quantitative data and “open-ended”

qualitative data can be beneficial to better understand the problem of the study (Creswell, 2003).

Besides, a mixed-methods research design is a method of collecting, analysing, and combining quantitative and qualitative data throughout a particular stage of the research process within the same study to gain a greater understanding of the research problem (Creswell, 2005; Tashakkori & Teddlie, 2003). Additionally, there are numerous varieties of mixed-methods research design, including convergent parallel design, explanatory sequential design, exploratory sequential design, embedded design, transformational design, and multiphase design (Creswell, 2002).

Depending on the purpose of the study, a sequential explanatory strategy is employed to respond to the data of the quantitative method (refer to Figure 3.1). The researcher would collect and analyse quantitative data and then, gather and analyse qualitative data. In this strategy, the quantitative method would be the predominant type of method that is reinforced or illustrated by the results of the qualitative method (Caracelli & Greene, 1997).

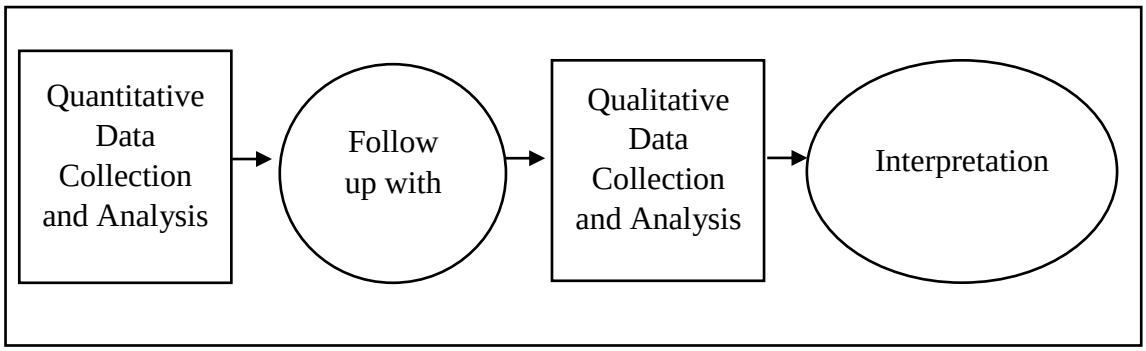

Figure 3.1. Explanatory sequential design. Reprinted from *Educational research: Planning, conducting, and evaluating quantitative* (p. 541), by J.W. Creswell, 2002, Upper Saddle River, NJ: Prentice Hall. Copyright 2002 by John W. Creswell.

The reasons for using a mixed-methods research design for the current study are discussed as follows. First, a researcher can respond to those questions that cannot be fully addressed by either qualitative or quantitative research methods alone by employing a mixed-methods strategy. For example, the current study used a quantitative research approach to determine the correlations between the variables. In order to explore the factors responsible for those relationships, a qualitative research methodology was used as well.

Second, a mixed-methods approach strengthens the data, allowing the shortcomings of both qualitative and quantitative approaches to be balanced. Consequently, the limitations of both methods can be compensated by the combination of strong points of both methods (Creswell & Plano, 2011). For example, the quantitative approach does not allow a researcher to explore the phenomena in detail. Hence, by adding a qualitative approach, a researcher can overcome this particular weakness of the quantitative approach.

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Thirdly, mixed-methods studies are superior to quantitative studies because the former allows researchers to analyse phenomena from a wider and deeper viewpoint (Hammersley, 2000). For instance, the researcher looked quantitatively at the correlations between variables in the current study. However, in-depth information about Jordanian EFL learners' perspectives on the impact of attitude and motivation on their English public speaking anxiety was acquired through interviews.

In other words, if the researcher had limited this investigation to simply a quantitative research method, only statistical data on the correlations between variables would

have been provided. As a result, important and obscure perspectives on these relationships would have been missed. To resolve these issues, a mixed-methods study approach was used (Creswell, 2008; Hanson, Creswell, Clark, Petska, & Creswell, 2005; Johnson & Christensen, 2007; Tashakkori & Teddlie, 2003).

3.3 Quantitative Method

Creswell (2005) defined a quantitative study as a method that is effective in describing trends and explaining the relationship between variables. This approach is developed or approved to collect data. Quantitative studies include collecting data so that the information could be measured and subjected to statistical processing to support or refute the alternative knowledge claims (Creswell, 2003).

A quantitative study was designed to answer Research Questions 1, 2, and 3 of this study. The participants were randomly selected from four universities in Malaysia, namely Universiti Kebangsaan Malaysia (UKM), Universiti Sains Malaysia (USM), Universiti Utara Malaysia (UUM) and Universiti Sultan Zainal Abidin (UniSZA). The universities were chosen according to the highest number of Jordanian PhD students studying at public Malaysian universities.

For this study, a survey was used to capture the perceived effectiveness of the participants. Questionnaires are useful tools that can be used to keep academic researchers informed (Weisberg & Bowen, 1977). Consequently, the survey can provide the researcher with a picture of the target population and investigate the research problem of the study.

3.3.1 Population of the Study

The population is defined as the entire group of people or elements that a researcher wants to study (Sekaran & Bougie, 2016). The population in this study was Jordanian EFL learners (PhD students) studying at four universities in Malaysia. The total population was 650 Jordanian PhD students: 43 students (UKM), 185 (USM), 62 (UUM), and 360 (UniSZA) (see Table 3.1).

Table 3.1

The Population of the Study

No	Name of University	Population	Percentage
1	UUM	62	9.53
2	UKM	43	6.64
3	USM	185	28.46
4	UniSZA	360	55.38
	Total	**650**	**100%**

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3.3.2 The Sample of the Study

A sample can be defined as a subset of the population (Kumar et al., 2013; Sekaran & Bougie, 2016). The need to take a sample in the study is necessary for the following reasons. First, in practice, it is not always possible to study the entire community. Second, samples are taken because of the need to generalise the study results.

The current study employed non-probability convenience sampling, where the students are selected because they were the easiest for the researcher to access. The respondents were only PhD Jordanian students from different fields (Arts, sciences,

etc.). The researcher emailed each university (UUM. UKM, USM. UnisZa) to get access to the number and the contact information for every Jordanian PhD student who study in their university, but the researcher received only the number of students because of confidential issues and privacy regulations.

Then, the searcher contacted the students who already knew or have their contact information such as email or WhatsApp. After that, the searcher contacted Jordanian representatives in each university who have the contact information for Jordanians and have the access to them easily. These representatives provided the researcher with WhatsApp groups for Jordanians PhD students in the universities that have been chosen to collect the data from. Then, the researcher sent the survey link for these groups and asked them to fill the questionnaire.

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Cohen (1977) recommended the use of G*power analysis to determine the sample size. Bruin (2006) stated that power analysis is essential for determining the exact sample size for the research. In addition to that, many prominent scholars also emphasized that the better the sample size greater will be the power of statistical tests (Lazarus & Cohen, 1977; Snijders, 2005). Therefore, this study utilized the G*power 3.1.9.4 software to determine the minimum or optimum sample size.

Based on Hair et al. (2014), this study used G*Power 3.1.9.4 software with a significance level of 0.05, a medium-size effect of 0.15, a probability of rejecting the null hypothesis at 0.95, and 2 predictor variables. Conclusively, the total minimum sample size based on the G*Power software is 107 for this study. Figure 3.2 shows the outcomes of G*Power 3.1.9.4 software

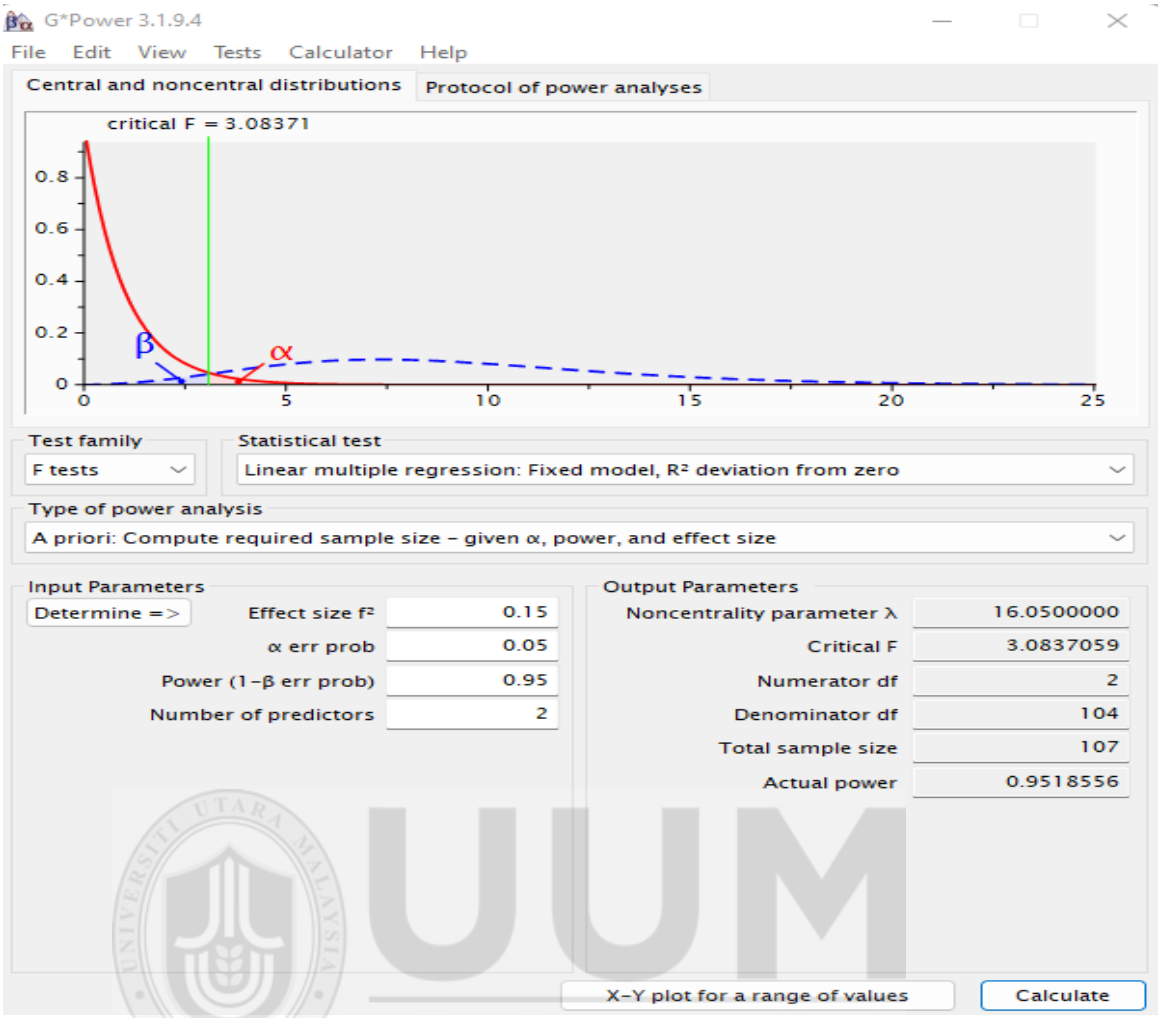

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Figure 3.2. The output of prior power analysis

To make the decision simpler for defining the sample size, Krejcie and Morgan (1970) introduced the table for determining the appropriate sample size of a target population. Based on that, the researcher also computed the sample size to be 242 for a given population in addition to the minimum sample already determined using the power analysis. Therefore, the appropriate sample size for this study was 107 and 242.

3.3.3 Demographic Profile of Respondents

This section sheds light on the distribution of respondents and explanation of this demographic distribution according to their gender, age, English language proficiency, age of arrival in Malaysia, and years of studies in Malaysia.

3.3.3.1 Gender

Demographic data showed that male students dominated the sample of Jordanian PhD students studying in Malaysia. More specifically, the descriptive results showed that 62.8% of the respondents were males, while only 37.2% were females (see Table 3.2).

Table 3.2

Distribution of the Respondents by their Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	120	62.8	62.8	62.8
	Female	71	37.2	37.2	100.0
	Total	191	100.0	100.0	

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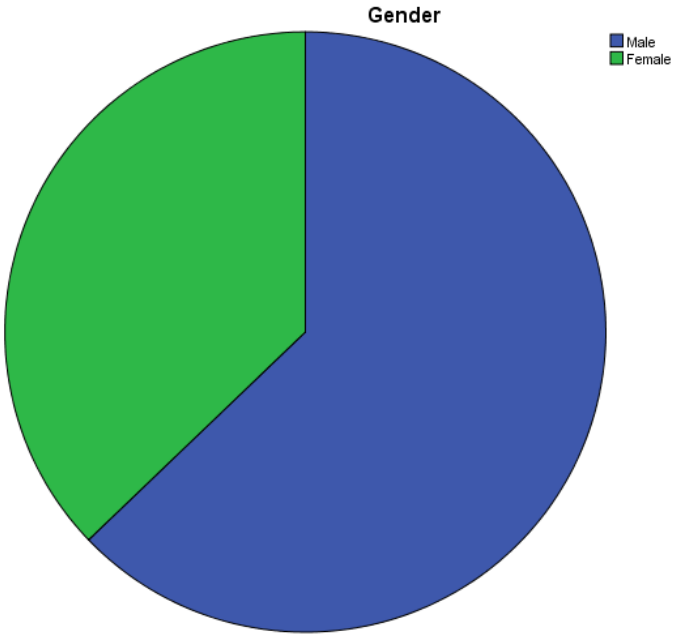

Figure 3. 3. Distribution of respondents according to their gender

3.3.3.2 Age

Table 3.3 illustrates the age of the respondents. More than 31.0% of the respondents were between 30 and 34 years old, followed by 27.2% of respondents between 35 and 40 years old. Subsequently, 23.0% of the respondents were between 25 and 29 years old, and the age group with the least number of respondents, those over 40 years old, accounted for 17.8%.

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Table 3.3

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-29 years	44	23.0	23.0	23.0
	30-34 years	61	31.9	31.9	55.0
	35-40 years	52	27.2	27.2	82.2
	> 40 years	34	17.8	17.8	100.0
	Total	191	100.0	100.0	

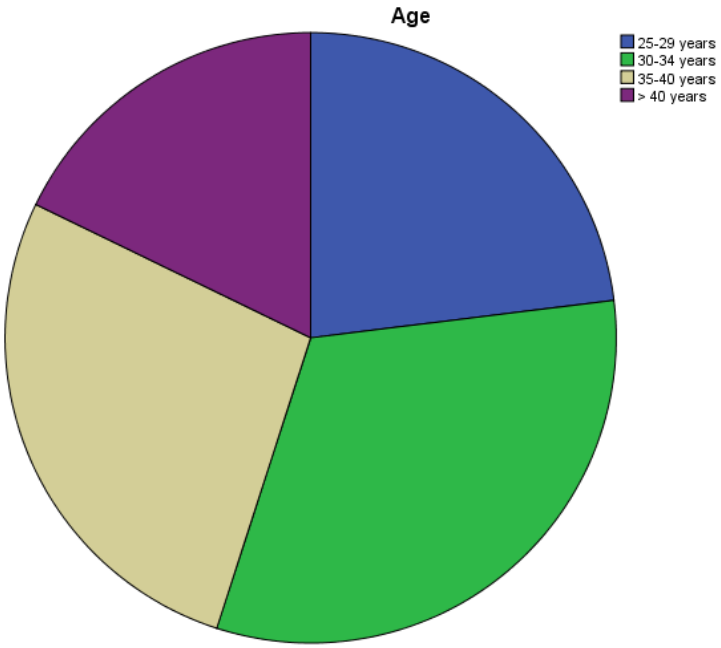

Figure 3.4. Distribution of respondents according to their age.

3.3.3.3 English Language Proficiency

Table 3.4 shows that the majority of respondents (72.4%) rated their English proficiency as an intermediate-low or intermediate-high level. This can be explained in the context of their years of stay in Malaysia. Whereas few students believed their English level was at an advanced level (9.9%), 17.8% believed that their English level was at an elementary level.

Table 3.4

English Language Proficiency Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary Level	34	17.8	17.8	17.8
	Low Intermediate Level	76	39.8	39.8	57.6
	High Intermediate Level	62	32.5	32.5	90.1
	Advanced Level	19	9.9	9.9	100.0
	Total	191	100.0	100.0	

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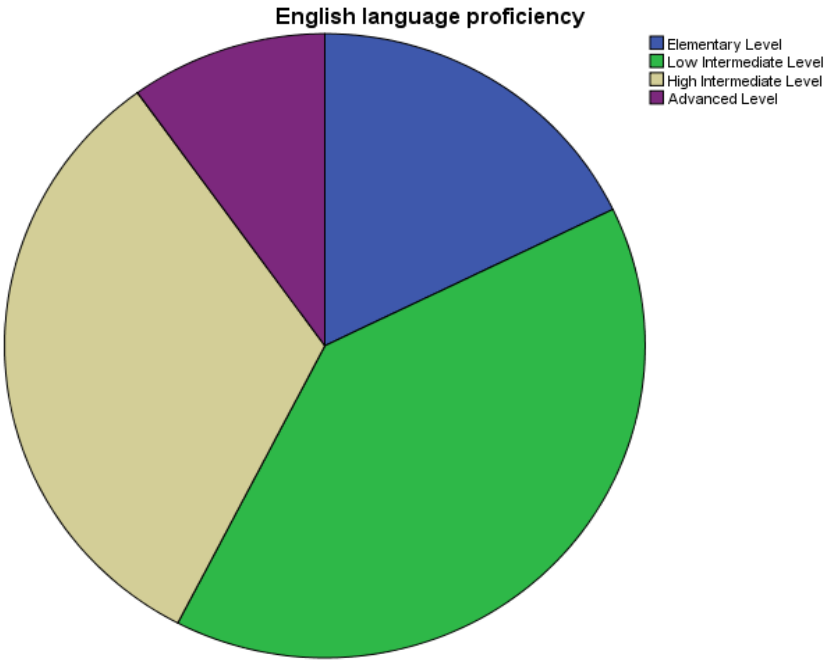

Figure 3.5. Distribution of respondents according to their English language proficiency level.

3.3.3.4 Age of arrival in Malaysia

As shown in Table 3.5 and Figure 3.6, most Jordanian PhD students arrived in Malaysia between the ages of 31 and 40 with 49.7%, followed by 32.5% of the respondents aged above 40, and the respondents with ages ranging between 20 and 30 with 17.8%.

Table 3.5

Age of Arrival in Malaysia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30 years	34	17.8	17.8	17.8
	31-40 years	95	49.7	49.7	67.5
	>40 years	62	32.5	32.5	100.0
	Total	191	100.0	100.0	

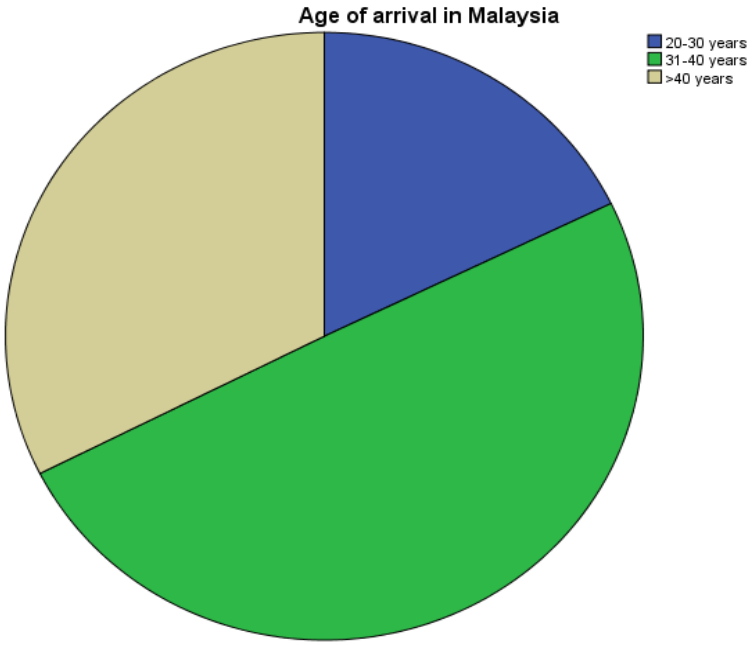

Figure 3.6. Distribution of respondents according to their age of arrival to Malaysia.

3.3.3.5 Years of Studies in Malaysia

Table 3.6 highlights the duration of time spent by the respondents of the present study in Malaysia. The table shows that around 58.0% of the students had spent more than one to four years in Malaysia, and 41.9% spent five years and above.

Table 3.6

Years of Studies in Malaysia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 years	36	18.8	18.8	18.8
	3-4 years	75	39.3	39.3	58.1
	5-6 years	56	29.3	29.3	87.4
	> 6 years	24	12.6	12.6	100.0
	Total	191	100.0	100.0	

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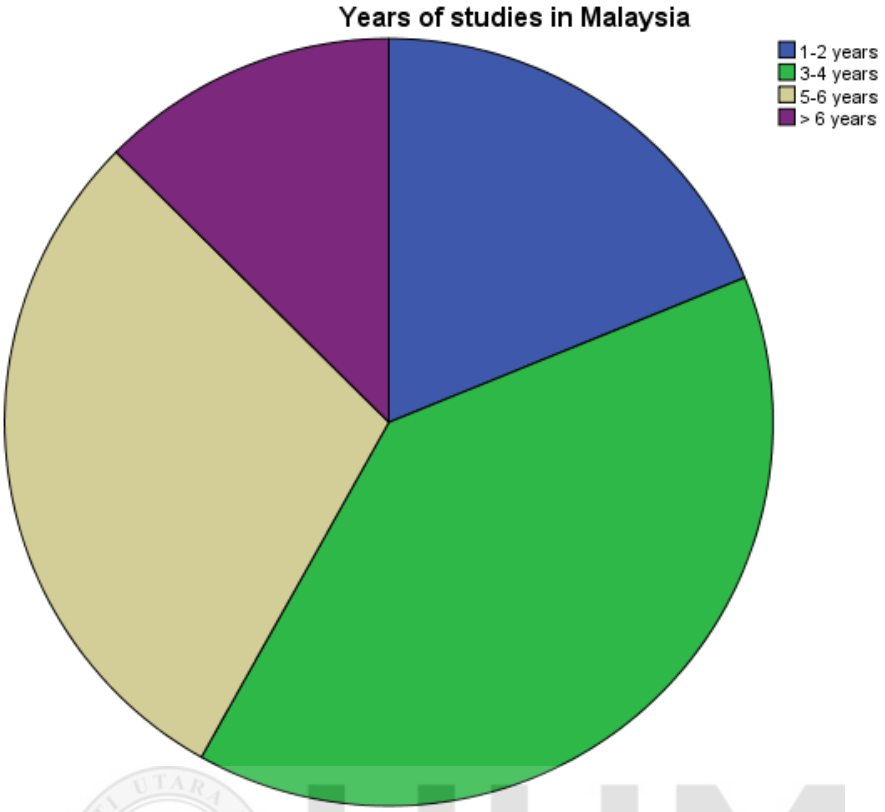

Figure 3.7. Distribution of respondents according to their years of studies in Malaysia.

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3.3.4 Research Instruments for Quantitative Approach

To collect quantitative data, two main instruments were used. The two main instruments used to deal with three variables are as follows, the instrument for attitude and motivation toward English public speaking skills adapted from Gardner's (1985) Attitude/Motivation Test Battery (AMTB, 2004 version), and the second instrument for English public speaking anxiety adapter from Horwitz et al.'s (1986) FLCAS. The aforementioned instruments are explained in detail in the coming sections.

3.3.4.1 Gardner's (1985) Attitude/Motivation Test Battery

The AMTB test developed by Gardner (1985) includes five structures: attitudes towards the learning situation, integrativeness, motivation, language anxiety, and instrumentality, as well as several scales to assess these constructs. The original 6-point Likert scale format of Gardner's AMTB (Gardner, 2004) was adapted, ranging from "Strongly Agree" to "Strongly Disagree". However, in this study, the 5-point Likert scale format was used.

The original questionnaire had 104 items (see Appendix M), but in this study, only 19 items were included (see Table 3.7). The researcher adapted several items from Gardner's (2004) AMTB and from previous researchers who used the same items in their studies such as Tamimi and Shuib (2009), Chalak and Kassaian (2010) and Tahaineh and Daana (2013), in which these researchers confirmed a good validity and reliability of the AMTB scale. Consequently, some changes were made to some items to suit the sample's characteristics and the context of the current study. The researcher changed the wording of some statements by substituting appropriate words and deleting irrelevant words.

The main focus of this study was the two most important sociopsychological factors: motivational orientation (instrumental and integrative) and students' attitudes towards the language. The adapted items of AMTB for this purpose included four measurements (instead of 12 measurements). Therefore, the current study covered the following four scales, which represented the motivational orientation (instrumental and integrative), the desire to learn the language, and the attitude of Jordanian English learners towards a foreign language:

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1. Degree of integrativeness

2. Degree of instrumentality

3. Attitudes towards learning English

4. Desire to learn the language

The adapted items in this study

Gardner's AMTB (1985) items that were excluded from this study were (1) English classroom anxiety; (2) English teacher assessment; (3) English curriculum assessment; (4) English use anxiety; (5) parental encouragement; (6) interest in foreign languages; (7) motivational intensity; and (8) attitudes towards English-speaking people. Therefore, the statistical procedure only included the four scales (see Appendix A).

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Table 3. 7

The Adapted Items of the AMTB

Items Before Changes	Items After Changes	Remarks
1. Learning English is really great.	Learning to speak in English in public is really important.	The focus changed from general "learning English" to "learning to speak in English in public". Expert 1 asked to change "great" to "important".
2. I hate English.	I hate to speak in English in public.	The focus changed from general "learning English" to "learning to speak in English in public".

Items Before Changes	Items After Changes	Remarks
3. I really enjoy learning English.	I really enjoy learning to speak in English in public.	The focus changed from general "learning English" to "learning to speak in English in public".
4. I love learning English.	I love learning to speak in English in public.	The focus changed from general "learning English" to "learning to speak in English in public".
5. I think that learning English is dull.	I think that learning to speak in English in public is dull.	The focus changed from general "learning English" to "learning to speak in English in public".
6. Learning English is a waste of time.	Learning to speak in English in public is a waste of time.	The focus changed from general "learning English" to "learning to speak in English in public".
7. I plan to learn as much English as possible.	I plan to learn to speak in English in public as much as possible.	The focus changed from general "English" to "to speak in English in public".
8. When I hear someone speaks English well, I wish I could speak like him.	When I hear someone speaks English well in public, I wish I could speak like him.	The focus changed from "speaks English well" to "speaks English well in public"

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Items Before Changes	Items After Changes	Remarks
9. Studying English is important because it will allow me to be more at ease with people who speak English.	Learning to speak in English is important because it will allow me to be more at ease with people who speak in English.	The focus changed from "studying English" to "learning to speak in English" and from "who speak English" to "who speak in English" for consistency.
10. Studying English is important because it will allow me to meet and converse with more and varied people.	Learning to speak in English in public is important because it will allow me to meet and converse with people from diverse backgrounds.	The focus changed from "studying English" to "learning to speak in English in public" and from "with more and varied people" to "with people from diverse backgrounds".
11. Studying English is important because it will enable me to better understand and appreciate the English way of life.	Learning to speak in English in public is important because it will enable me to better understand and appreciate the cultures of different communities.	The focus changed from "studying English" to "learning to speak in English in public" and from "the English way of life" to "the cultures of different communities".
12. Studying English is important because I will be able to interact more easily with speakers of English.	Learning to speak in English in public is important because I will be able to interact more easily with native speakers of English.	The focus changed from "studying English" to "learning to speak in English in public" and from "speakers of English" to "native speakers of English".

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Items Before Changes	Items After Changes	Remarks
13. Studying English is important because other people will respect me more if I know English.	Learning to speak in English in public is important because other people will show me more respect.	The focus changed from "studying English" to "learning to speak in English in public" and from "will respect me more if I know English" to "will show me more respect".
14. Studying English is important because I will need it for my career.	Learning to speak in English in public is important because I will need it for my career.	The focus changed from "studying English" to "learning to speak in English".
15. Studying English is important because it will make me more educated.	Learning to speak in English in public is important because it will make me more educated.	The focus changed from "studying English" to "learning to speak in English in public".
16. Studying English is important because it will be useful in getting a good job.	Learning to speak in English in public is important because it will be useful in getting a good job.	The focus changed from "studying English" to "learning to speak in English in public".
17. I really try my best to speak in English.	I really try my best to speak in English in public.	The focus changed from "to speak in English" to "to speak in English in public"

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Items Before Changes	Items After Changes	Remarks
18. I want to speak English so well that it will become natural to me.	I want to speak English in public so well that it will become natural to me.	The focus changed from "to speak in English" to "to speak in English in public"
19. If it were up to me, I would spend all of my time speaking English.	If permitted, I would spend all of my time speaking in English in public.	Expert 1 asked to change "If it were up to me" to "If permitted". And from "speaking in English" to "speaking in English in public".

3.3.4.2 Horwitz et al.'s (1986) FLCAS

Foreign language classroom anxiety scale (FLCAS) originally developed by Horwitz et al. (1986), 18 out of 33 items were selected from the original scale (see Appendix N). Saltan (2003), Öztürk (2009), and Çağatay (2015), Huwari and Badawi (2016), Batiha, Noor, and Mustaffa (2016), and Zrekat, Abu Baker, and Latif (2016) also used these items that are connected directly to anxiety when speaking a foreign language, suggesting very good reliability and validity for the items of FLCAS. The items were adapted, and some changes were done to suit the sample's characteristics and the context of the study (see Table 3.8). A 5-point Likert scale ranging from "Strongly Disagree" (numbered 1) to "Strongly Agree" (numbered 5) was utilised (see Appendix A). The questionnaire aimed to gather information about the level of anxiety experienced by students when speaking in English in public.

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Table 3. 8

The Adapted Items of FLCAS Instrument

Items Before Changes	**Items After Changes**	**Remarks**
1. I am never quite sure of myself when I am speaking in English.	I am never quite sure of myself when I speak in English in public.	The focus changed from "am speaking in English" to "speak in English in public".
2. I am afraid of making mistakes in English classes.	I am afraid of making mistakes when speaking in English in public in presentations/conferences/etc.	The focus changed from "in English classes" to "when speaking in English in public in presentations/conferences/etc".
3. I tremble when I know that I am going to be called on in English classes.	I tremble when I know that I am going to be called on in public in presentations/conferences/etc.	The focus changed from "in English classes" to "in public in presentations/conferences/etc".
4. I get frightened when I don't understand what the teacher is saying in English.	I get frightened when I do not understand what my lecturers/supervisors are saying in English in public.	The focus changed from "the teacher is saying in English" to "my lecturers/supervisors are saying in English in public".
5. I start to panic when I have to speak without preparation in English classes.	I start to panic when I have to speak in English in public without preparation during presentations/conferences/etc.	The focus changed from "to speak" to "speak in English in public" and from "in English classes" to "during presentations/conferences/etc."
6. I get embarrassed to volunteer answers in English classes.	I get embarrassed to volunteer answers in presentations/conference/etc.	The focus changed from "in English classes" to "in presentations/ conferences/etc."
7. I feel nervous while speaking English with native speakers	I feel nervous when speaking with native speakers of English in public.	The focus changed from "while speaking English with native speakers" to "when speaking with native speakers of English in public".

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Items Before Changes	Items After Changes	Remarks
8. I get upset when I do not understand what the teacher is correcting.	I get upset when I do not understand what my lecturers/supervisors are correcting.	The focus changed from "the teacher is" to "my lecturers/supervisors are".
9. I do not feel confident when I speak English in classes.	I do not feel confident when I speak English in public in presentations/conferences/ etc.	The focus changed from " speak English in classes" to " speak English in public in presentations/conferences/etc."
10. I am afraid that my English teacher is ready to correct every mistake I make.	I am afraid that my lecturers/supervisors are ready to correct every mistake I make when I speak in English in public.	The focus changed from "my English teacher is" to "my lecturers/supervisors are" and from "mistakes I make" to "mistakes I make when I speak in English in public".
11. I can feel my heart pounding when I am going to be called on in English classes.	I can feel my heart pounding when I am going to be called in public in presentations/conferences/etc.	The focus changed from "in English classes" to "in public in presentations/conferences/etc."
12. I always feel that the other students speak English better than I do.	I always feel inferior that the other students speak in English in public better than I do.	Expert 1 asked to add "inferior". And from "speak English" to " speak in English in public".
13. I feel very self-conscious about speaking English in front of other students.	I feel very self-conscious about speaking English in public in front of other students.	The focus changed from " speaking English" to " speaking English in public".
14. I get nervous and confused when I am speaking in English classes.	I get nervous and confused when I speak in English public in presentations/conferences/ etc.	The focus changed from "I am speaking in English classes" to "I speak in English in public in presentations/conferences/etc."

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Items Before Changes	Items After Changes	Remarks
15. I get nervous when I don't understand every word my English teacher says.	I get nervous when I do not understand every word my lecturers/supervisors are saying in English.	The focus changed from "my English teacher says" to "my lecturers/supervisors are saying in English".
16. I feel overwhelmed by the number of rules I have to learn to speak English.	I feel overwhelmed by the number of rules I have to learn in order to speak in English in public.	The focus changed from "to speak English" to "in order to speak in English in public".
17. I am afraid that the other students will laugh at me when I speak English.	I am afraid that the other students will laugh at me when I speak in English in public.	The focus changed from "speak English" to "speak in English in public".
18. I get nervous when the English teacher asks questions which I have not prepared in advance.	I get nervous when my lecturers/supervisors ask questions which I have not prepared in advance.	The focus changed from "the English teacher asks" to "my lecturers/supervisors ask".

Most rating scales presently contain five to seven response categories, including the Likert scales and other attitude and opinion measures (Bearden, Netmeyer, & Mobley, 1993; Peter, 1979; Shaw & Wright, 1967). However, some researchers have reported that the 5-point scale is more reliable (Jenkins & Taber, 1977; Lissitz & Green, 1975; Mckelvie, 1987). In addition, for a variety of reasons, the 5-point scale is chosen over the 7-point scale in many studies.

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One reason is that the 5-point Likert scale can be used to compare reliability coefficients with other studies (Saleh & Ryan, 1991). Studies have shown that respondents easily understand the 5-point Likert scale and that the scale encourages them to express their thoughts (Morton-Williams, 1986). In light of this observation, the 5-point Likert scale was used in this study. In ascending order from 1 to 5, the scales were "Strongly Disagree", "Disagree", "Neutral", "Agree", "Strongly Agree".

3.3.5 Measurement

The items used to measure each of the variables addressed in the research questions are described below.

3.3.5.1 Attitude towards English Public Speaking Skills

The attitude towards English public speaking skills was measured through eight items adapted from Gardner's AMTB (2004). The 5-point Likert scale was used, ranging from 1 = "Strongly Disagree" to 5 = "Strongly Agree".

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Table 3.9

Attitude Measures

Variable	Items/ Measures
Attitude	1. Learning to speak in English in public is really important. 2. I hate to speak in English in public. 3. I really enjoy learning to speak in English in public. 4. I love learning to speak in English in public.

	5. I think that learning to speak in English in public is dull. 6. Learning to speak in English in public is a waste of time. 7. I plan to learn to speak in English in public as much as possible. 8. When I hear someone speaks English well in public, I wish I could speak like him.

3.3.5.2 Motivation towards English Public Speaking Skills

The motivation was measured through 11 items adapted from Gardner's AMTB (2004). The 5-point Likert scale was used, ranging from 1 = "Strongly Disagree" to 5 = "Strongly Agree".

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Table 3.10

Motivation Measures

Variable	Items/ Measures
Motivation	1. Learning to speak in English in public is important because it will allow me to be more at ease with people who speak in English. 2. Learning to speak in English in public is important because it will allow me to meet and converse with people from diverse backgrounds. 3. Learning to speak in English in public is important because it will enable me to better

Variable	Items/ Measures
	understand and appreciate the cultures of different communities.
	4. Learning to speak in English in public is important because I will be able to interact more easily with other speakers of English.
	5. Learning to speak in English in public is important because other people will show me more respect.
	6. Learning to speak in English in public is important because I will need it for my career.
	7. Learning to speak in English in public is important because it will make me more educated.
	8. Learning to speak in English in public is important because it will be useful in getting a good job.
	9. I really try my best to speak in English in public.
	10. I want to speak in English in public so well that it will become natural to me.
	11. If permitted, I would spend all of my time speaking in English in public.

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3.3.5.3 English Public Speaking Anxiety

The anxiety of speaking in English in public was measured through 18 items adapted from FLCAS developed by Horwitz et al. (1986). The 5-point Likert scale was used, ranging from 1 = "Strongly Disagree" to 5 = "Strongly Agree".

Table 3. 11

English Public Speaking Anxiety Measures

Variable	**Items/Measures**
English Speaking Anxiety	1. I am never quite sure of myself when I speak in English in public. 2. I am afraid of making mistakes when speaking in English in public in presentations/conferences/etc. 3. I tremble when I know that I am going to be called on in public in presentations/conferences/etc. 4. I get frightened when I do not understand what my lecturers/ supervisors are saying in English in public. 5. I start to panic when I have to speak in English in public without preparation during presentations/conferences/etc. 6. I get embarrassed to volunteer answers in presentations/ conferences/etc. 7. I feel nervous when speaking with native speakers of English in public. 8. I get upset when I do not understand what my lecturers /supervisors are correcting.

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Variable	Items/Measures
	9. I do not feel confident when I speak English in public in presentations/conferences/ etc.
	10. I am afraid that my lecturers/supervisors are ready to correct every mistake I make when I speak in English in public.
	11. I can feel my heart pounding when I am going to be called in public in presentations/conferences/etc.
	12. I always feel inferior that the other students speak in English in public better than I do.
	13. I feel very self-conscious about speaking English in public in front of other students.
	14. I get nervous and confused when I speak in English in public in presentations/conferences/ etc.
	15. I get nervous when I do not understand every word my lecturers/supervisors are saying in English.
	16. I feel overwhelmed by the number of rules I have to learn in order to speak in English in public.
	17. I am afraid that the other students will laugh at me when I speak in English in public.
	18. I get nervous when my lecturers/supervisors ask questions which I have not prepared in advance.

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3.3.6 Pilot Test

Before collecting data, a pilot test was conducted to examine the validity and reliability of the instruments (Bryman, 2004). The Smart PLS statistical software was used to analyse the pilot data. Problematic items were reviewed, improved, and in some cases, removed by the researcher. Thirty Jordanian master's students participated in the pilot test and were allowed to provide some feedback regarding the validity and clarity of the instruments. One of the main goals of doing pilot research is to determine an instrument's reliability and validity. The validity, according to Sekaran and Bougie (2010), measures the extent to which a research tool is measuring what it is intended to measure. A research tool's reliability, on the other hand, measures how error-free, uniform, and consistent it is across a range of scale items. The reliability and validity of the research instruments are both discussed in the current study. The headings below provide more information on each one.

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3.3.6.1 Validity of AMTB Instrument and FLCAS Instrument

Before the pilot study, all the items in the questionnaire were evaluated by the supervisor. After that, five experts evaluated the items to be used in the study. Experts 1 and 2 were from the School of Education and Modern Languages, UUM, while Expert 3 was from the School of Management, UUM. Expert 4 was from the Department of English Language and Literature, Al-Balqa Applied University, Jordan, and Expert 5 was from the School of Applied Psychology, Social Work and Policy, UUM. The instrument validation was conducted to ensure that the items used were appropriate, able to reflect the purpose of the study, and suitable in the context of the current study. Detailed feedback from the experts can be found in Appendices D, E, F, G, and H.

3.3.6.2 Reliability of AMTB and FLCAS Instruments

Reliability is characterised as the strength and consistency of the instruments and is one of the estimations of the instruments' quality (Creswell, 2014). To check the reliability and validity of the instruments, individual item reliability, construct reliability, and convergent validity were employed in the pilot study.

The Cronbach's alpha coefficient and composite reliability were utilised to decide the internal consistency of the components by exploring the mean correlation between the components. Cronbach's alpha coefficient correlation uncovered whether the items were connected or not, and which items should be deleted or changed.The pilot study conducted showed that all the variables reported having acceptable reliability values, which all exceeded 0.60 (see Table 3.12). According to Hair, Black, Babin, Anderson, and Tatham (2010), a Cronbach's alpha value of more than 0.60 indicates that the instruments are reliable to be used.

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Table 3.12

Cronbach Alpha

	Cronbach's Alpha
Attitude	0.972
Motivation	0.978
English Public Speaking Anxiety	0.988

Regarding the composite reliability, when it is 0.70 or above, according to Hair et al. (2014), sufficient build dependability has been achieved. The composite reliability index for each potential structure ranged from 0.976 to 0.989, as shown in Table 3.9. This shows that construct validity has been achieved.

Table 3.13

Composite Reliability

	Composite Reliability
Attitude	0.976
Motivation	0.978
Speaking Anxiety	0.989

The consistency of two or more measures of a similar theoretical framework evaluated using distinct methods refers to convergent validity (Chin, 2010). To measure the convergent validity, the AVE can be used (Hair et al., 2017). The AVE is a measure of how much variance is constructed vs how much variance is produced by measurement mistakes (Fornell & Larcker, 1981). An AVE value of 0.50 or above indicates that the latent variable, on average, explains more than half of the indicator variation and is thus regarded as satisfactory (Hair et al., 2013, 2017). Table 3.14 shows AVE values ranging from 0.819 to 0.836, which are greater than the satisfactory threshold of 0.50. As a result, it can be said that this study achieved acceptable convergent validity.

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Table 3.14

Average Variance Extracted

	Average Variance Extracted (AVE)
Attitude	0.836
Motivation	0.819
Speaking Anxiety	0.835

According to the individual item reliability, it is evaluated based on standardised loads of all potential structures (Chin, 2010; Hair et al., 2014). The item loadings below 0.70 can be kept if the AVE is 0.50 at least (Hair et al., 2017). As a result, this study followed the most recent advice and kept items with a load somewhat less than 0.70, as long as the minimum structural value of AVE was 0.50. In this study, the AVE values for the whole constructs were greater than 0.50. Table 3.15 shows that the reliability of structures and individual items is acceptable.

Table 3.15

Items Reliability Analysis

Constructs	**Items**	**Loadings**
Motivation		
	MTV1	0.925
	MTV2	0.866
	MTV3	0.909
	MTV4	0.829
	MTV5	0.844
	MTV6	0.875
	MTV7	0.930
	MTV8	0.835
	MTV9	0.902
	MTV10	0.901
	MTV11	0.887
Attitude		
	ATD1	0.892

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Constructs	Items	Loadings
	ATD2	0.886
	ATD3	0.853
	ATD4	0.876
	ATD5	0.854
	ATD6	0.883
	ATD7	0.941
	ATD8	0.956
English Public Speaking Anxiety		
	SPA1	0.938
	SPA2	0.901
	SPA3	0.939
	SPA4	0.878
	SPA5	0.888
	SPA6	0.893
	SPA7	0.893
	SPA8	0.906
	SPA9	0.912
	SPA10	0.909
	SPA11	0.922
	SPA12	0.891
	SPA13	0.879
	SPA14	0.897
	SPA15	0.897

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Constructs	Items	Loadings
	SPA16	0.926
	SPA17	0.911
	SPA18	0.861

Based on Hair, Sarstedt, Hopkins, and Kuppelwieser (2014), the reliability values for the constructs are considered satisfactory when the composite reliability index is 0.70 or higher. From the analysis (refer to Table 3.13), the composite reliability index obtained ranged from 0.976 to 0.989. Besides, all the variables involved in this study acquired satisfactory Cronbach's alpha values which ranged from 0.972 to 0.988.

Additionally, convergent validity, related to the degree to which the two or more study constructs measured are related to each other and how they can be easily differentiated, is calculated through the average variance extracted (AVE) (Hair et al., 2013).

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AVE is related to the variance amount detected by a construct in connection to the amount of variance due to measurement error (Fornell & Larcker, 1981). This particular study exerted AVE in examining the convergent validity for each variable involved. Table 3.14 further portrays the AVEs' range from 0.819 to 0.836, which was higher than the suggested threshold of 0.50.

3.3.7 Assessment of Measurement Model

The measurement model's evaluation includes checking the validity and reliability of the measurement method (Hair et al., 2013, 2017). Validity testing measures the

degree to which a tool measures the exact concept to be measured by its design (Sekaran & Bougie, 2010). On the contrary, reliability is defined as the stability or constancy of each scale/measurement performed, which is usually determined at the construction and the level of the individual item (Hays & Revicki, 2005). Individual item reliability, internal consistency reliability, discriminant validity, and convergence validity were all tested in this study (Hair et al., 2017). The findings of the measurement model are listed in Table 4.16.

Table 3.16

Results of Measurement Model (Reliability)

Constructs	**Items**	**Loadings**	**CA**	**CR**	**AVE**
Motivation			0.927	0.978	0.819
	MTV1	0.883			
	MTV2	0.923			
	MTV3	0.942			
	MTV4	0.880			
	MTV5	0.946			
	MTV6	0.923			
	MTV7	0.918			
	MTV8	0.891			
	MTV9	0.947			
	MTV10	0.918			
	MTV11	0.938			

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Constructs	Items	Loadings	CA	CR	AVE
Attitude			0.972	0.976	0.836
	ATD1	0.918			
	ATD2	0.915			
	ATD3	0.911			
	ATD4	0.888			
	ATD5	0.907			
	ATD6	0.911			
	ATD7	0.909			
	ATD8	0.956			
English Public Speaking Anxiety			0.988	0.989	0.835
	SPA1	0.945			
	SPA2	0.861			
	SPA3	0.855			
	SPA4	0.902			
	SPA5	0.892			
	SPA6	0.898			
	SPA7	0.893			
	SPA8	0.906			
	SPA9	0.912			
	SPA10	0.909			
	SPA11	0.922			
	SPA12	0.891			
	SPA13	0.879			

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Constructs	Items	Loadings	CA	CR	AVE
	SPA14	0.895			
	SPA15	0.869			
	SPA16	0.872			
	SPA17	0.865			
	SPA18	0.945			

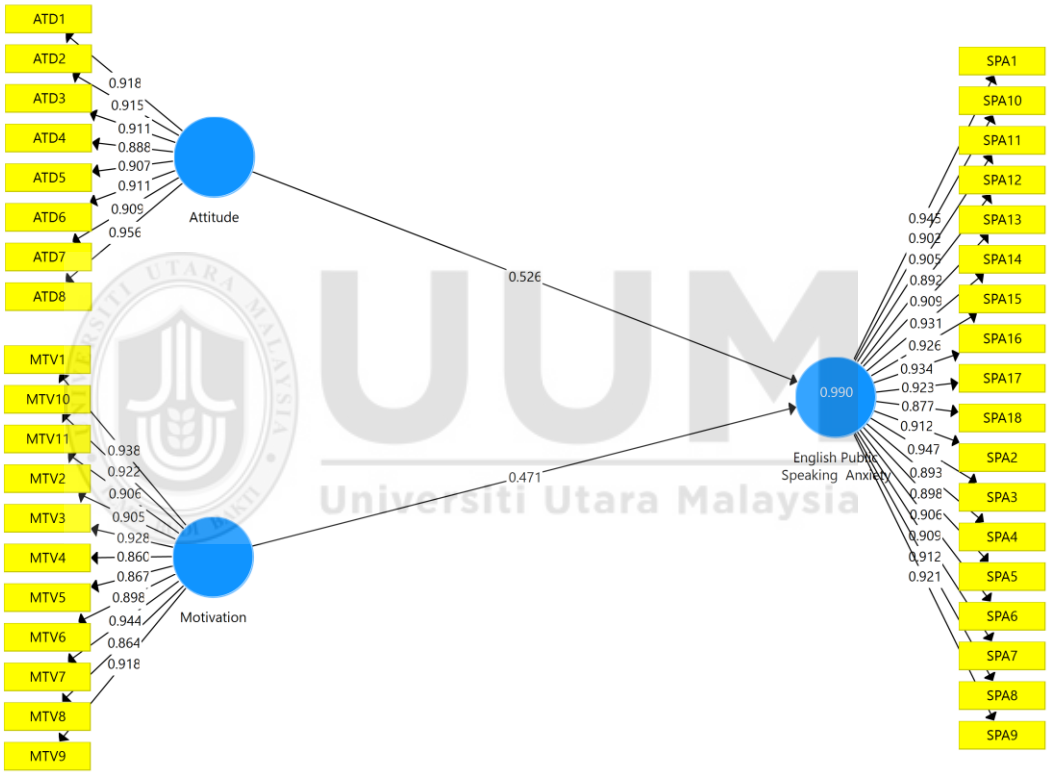

Figure 3.8. Measurement Model

3.3.7.1 Individual Item Reliability

The reliability of individual items is evaluated based on standardised loads of all potential structures (Chin, 2010; Hair et al., 2014). The item loadings below 0.70 could be kept if the AVE is 0.50 at least, as suggested by Hair et al. (2017). As a result, this study followed the most recent advice and kept items with a load

somewhat less than 0.70, as long as the minimum structural value of AVE was 0.50. In this study, the AVE values for the whole constructs were greater than 0.50. Table 3.16 shows that the reliability of structures and individual items is adequate.

3.3.7.2 Construct Reliability

Chin (2010) stated that internal consistency reliability can be verified at the level of a single indicator or a specific construction level. Internal consistency reliability, often known as Cronbach's alpha or composite reliability, is a method of assessing items through a measurement test or survey. The combination reliability can be calculated by adding all of the true score variances and covariances in the combination of indicator variables related to the construction and then dividing the sum by the total variance in the combination.

The internal consistency reliability of the structure was measured using the composite reliability coefficient and Cronbach's alpha in this study. When the composite reliability index is 0.70 or above, according to Hair et al. (2014), sufficient build dependability has been achieved. The composite dependability index for each potential structure ranged from 0.978 to 0.989, as shown in Table 3.16. This shows that construct validity was achieved to a satisfactory level.

Furthermore, a closer examination of Cronbach's alpha scores for all variables revealed acceptable results. Cronbach's alpha scores varied from 0.928 to 0.988, indicating that they were satisfactory (see Table 3.16).

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3.3.7.3 Convergent Validity

According to Chin (2010), the consistency of two or more measures of a similar theoretical framework evaluated using distinct methods refers to convergent validity. If two similar constructs correspond to each other, convergence validity will be established, and the AVE can be used to determine convergence validity (Hair et al., 2017). The AVE is a measure of how much variance is constructed vs how much variance is produced by measurement mistakes (Fornell & Larcker, 1981). To put it another way, the AVE criterion is defined as the mean of the square loading of the construction index. An AVE value of 0.50 or above indicates that the latent variable, on average, explains more than half of the indicator variation and is thus regarded as satisfactory (Hair et al., 2013, 2017).

The AVE was utilised to examine the convergence validity of each possible concept in this investigation. Table 3.16 shows AVE values ranging from 0.819 to 0.836, which are greater than the satisfactory threshold of 0.50. As a result, it can be argued that this study achieved satisfactory convergent validity.

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3.3.7.4 Discriminant Validity

The degree of difference between one theoretical structure and another theoretical structure is known as discriminant validity (Duarte & Raposo, 2010). In this study, the Fornell-Larcker criterion and heterotrait-monotrait (HTMT) ratio were used to create discriminant validity. The correlation between the square root of AVE (diagonal entry) and construction (non-diagonal entry) is being compared by the Fornell-Larcker criterion (Fornell & Larcker, 1981; Roldan & Sanchez-Franco, 2012). Adequate discriminant validity can be reached, according to Roldan and Sanchez-

Franco (2012), if the diagonal elements in the relevant rows and columns are significantly larger than the non-diagonal elements.

The HTMT ratio, on the other hand, was created to rate the correlation between components (Henseler et al., 2009). HTMT is frequently compared to a preset threshold in practise. If the HTMT value exceeds a predefined threshold, it is assumed that discriminant validity is lacking. Teo, Srivastava, and Jiang (2008) recommended an HTMT value of 0.90. The Fornell-Larcker criterion's results are listed in Table 3.17.

Because the HTMT ratio is more reliable than Fornell-Larcker criterion. Thus, it has been used to confirm the structure's discriminant validity (Henseler et al., 2015). The HTMT results are shown in Table 3.18.

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Table 3.17

Discriminant Validity (Fornell-Larcker Criterion)

	Attitude	English Public Speaking Anxiety	Motivation
Attitude	0.915		
English Public Speaking Anxiety	0.853	0.914	
Motivation	0.811	0.802	0.905

Table 3.18

Discriminant Validity (HTMT criterion)

	Attitude	English Public Speaking Anxiety	Motivation
Attitude			
English Public Speaking Anxiety	0.843		
Motivation	0.834	0.802	

3.3.8 Research Procedures of the Quantitative Data

The permission letter for data collection (refer to Appendix K) from Awang Had Salleh Graduate School (AHSGS) was obtained before beginning the data collection in Malaysia. The researcher was introduced in this letter and the purpose behind the conduct of this study was stated. Therefore, this letter proved to be extremely helpful in getting the respondents' support. In October 2020, data collection officially began. More specifically, the data collection process was carried out within a 30-day time frame, i.e., from 8 October 2020 to 6 November 2020.

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First of all, the researcher could not administrate the questionnaires personally because of the lockdown during the Covid-19 pandemic. Also, the researcher was in Malaysia/UUM and most Jordanian students went back to Jordan because of the pandemic. Therefore, an online survey has been created using google drive to collect the data from respondents. The online survey was divided into three sections, the first section drew the attention of the participants to the background, the aim of the study, and the demographic information, the second section about the attitude and motivation toward English public speaking skills, and the third section about English

public speaking anxiety. Besides, the privacy and confidentiality of the respondents were addressed to make them willing and comfortable to take part in the survey.

The most critical part of collecting the data was that some respondents were not corporative enough to fill out the online questionnaire; the researcher kept reminding them to fill out the questionnaire, but they kept postponing. This was one of the main struggles that the researcher faced during the Covid-19 pandemic.

3.3.9 Analysis of the Quantitative Data

To analyse the questionnaire statistically, Statistical Package for the Social Sciences (SPSS) version 26 and PLS-SEM were used. Correlational analyses were carried out to assess the relationships between attitude and English public speaking anxiety and also between motivation and English public speaking anxiety. To begin with, a factor study was executed to learn the legitimacy and unwavering quality of every item. At that point, the researcher started to examine the information to address the exploratory questions and hypotheses, namely the attitudes of Jordanian PhD students towards English public speaking; their degree of motivation; whether they have integrative or instrumental motivation towards English public speaking; and how attitude and motivation affect their English public speaking anxiety.

3.4 Qualitative Method

A qualitative approach is a method in which the researchers usually make cognitive assumptions based primarily on positive perspectives (i.e., multiple definitions of socially and historically generated perceptions and definitions intended to establish a model or hypothesis, to facilitate support, participatory discussion, or both). Besides,

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the qualitative method uses strategies such as storytelling, phenomena, ethnography, theory-based, or case studies (Prawat & Floden, 1994).

The current study used a qualitative method to gain a deeper insight into how Jordanian EFL learners perceive their English public speaking anxiety. This design seemed adequate to answer Research Question 4. Given the nature of the phenomenon to be investigated, this study followed the advice of Strauss and Corbin (1998) who demonstrated that qualitative approaches can be used to extract or identify complicated details regarding phenomena, such as feelings, thinking processes, attitudes, and emotions that are difficult to extract or identify using standard methods.

3.4.1 Qualitative Sampling

The qualitative goal of the current study was to investigate how Jordanian EFL learners perceive their English public speaking anxiety. To achieve this goal, the recommendations of Creswell (2003) were followed, and homogeneous and purposeful sampling was used to select qualitative samples. Homogeneous purposeful sampling is suitable for studies that are looking for participants with similar attributes (Creswell, 2003). In terms of sample size, the guidelines proposed by Kuzel (1992) were adhered to. Kuzel (1992) suggested that for homogeneous samples, the sample size should be six to eight respondents, and for heterogeneous samples, the number of respondents should be between 12 and 20. Therefore, because the current study sample was essentially homogeneous, six interviewees were selected.

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3.4.2 Research Instruments for Qualitative Approach

For the purpose of collecting qualitative data, semi-structured interviews were conducted. The qualitative instrument is explained in detail in the next sub-section.

3.4.2.1 Semi-structured Interviews

In this study, semi-structured interviews were conducted. The interview items were adapted from Tanveer (2007) and comprised a few open-ended questions that would elicit responses from Jordanian EFL students about their perceived English public speaking anxiety. Some changes have been made to the interview questions in order to suite the context of the current study. Consequently, the interview protocol was created and validated by five experts to check the validity of the questions after the adaptation and the changes that have been made, and to guarantee consistency between interviews (see Appendix B).

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All respondents were interviewed in the duration between 15 to 30 minutes. Each interview was recorded using a professional Sony recorder. A consent form was signed by the interviewees before participating in the interviews (see Appendix I). Besides, the protocol contained the time and place of the interview and the name of the interviewee. The interviewees were asked the following questions:

1. How long have you been learning English?
2. What is your opinion about your experience of learning English?
3. What bothers you in speaking English in public? Why?
4. Do you think that speaking in English in public is difficult? Why?
5. What sort of challenges or issues do you face when speaking in English in public?

6. What could be the kinds of situations that cause stress or anxiety for you when speaking in English in public?

7. What happens to you when you are stressed out when speaking in English in public?

8. What do you do when you are in these kinds of situations?

9. In your opinion, what are the reasons for this fear or anxiety?

10. In which situation that you feel more anxious when speaking in English in public?

11. Are you afraid of making mistakes when speaking in English in public? Why?

12. How do you think people will react if you make mistakes?

13. What are the psychological factors which cause anxiety in public speaking for you as an EFL learner?

14. Do you think your lecturers/supervisors play a role in reducing the feeling of anxiety in public speaking in presentations/meetings/etc.? Why?

15. What would you like to suggest in order to lessen your public speaking anxiety among English language learners?

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The changes made for the questions of the interviews are shown in Table 3.19.

Table 3. 19

The Adapted Questions for Interviews

The questions before changes	**The questions after changes**	**Remarks**
1. How long have you been learning English and how do you feel about your experience of learning English?	1. How long have you been learning English? 2. What is your opinion about your experience of learning English?	The researcher divided this question into two questions and changed "how do you feel" to "what is your opinion".

The questions before changes	The questions after changes	Remarks
2. Please tell me what disturbs you the most in learning and speaking English and why?	What bothers you in learning and speaking in English in public and why?	The focus changed from "please tell me what disturb" to "what bothers". Expert 1 asked to delete "the most".
3. Do you think learning and speaking English as a foreign language is very difficult? What kind of difficulties or problems do you feel when speaking English?	1. Do you think that learning to speak in English in public is difficult? 2. What sort of challenges or issues do you face when speaking in English in public?	The researcher divided this question into two questions. The focus changed from "learning and speaking as a foreign language is very difficult" to "learning to speak in English is difficult" and from "what kind of difficulties or problems do you feel when speaking English?" to "what sort of challenges or issues do you feel when speaking in English?" Expert 1 asked to change the word "feel" to "face".
4. What kinds of situations cause more stress or anxiety for you?	What could be the kinds of situations that cause stress or anxiety for you when speaking in English in public?	The focus changed from "cause more stress or anxiety for you" to "that cause stress or anxiety for you when speaking in English?" Expert 1 asked to add "could be" after "what".

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The questions before changes	The questions after changes	Remarks
5.What happens to you when you are in a stressful situation while speaking English and what do you do in these kinds of situations?	1.What happens to you when you are stressed out when speaking English in public? 2. What do you do in these kinds of situations?	The question has been divided into two questions. The focus changed from "when you are in a stressful situation while" to "when you are stressed out when".
6. Are you afraid of making errors while speaking English and how do you think people will react if you make mistakes?	1. Are you afraid of making mistakes when speaking in English in public? 2. How do you think people will react if you make mistakes?	The question has been divided into two questions. The focus changed from "making errors" to "making mistakes".
7. How do you think your language teacher plays a role in creating or reducing the feeling of anxiety in the classroom?	Do you think your audience plays a role in reducing the feeling of anxiety in the classes/meetings/etc.? How?	The focus changed from "how do you think your language teacher plays a role in creating and reducing" to "do you think your lecturers/supervisors play a role in reducing" and from "in the classroom" to "in the class/meeting/etc.? How?"
8. What would you like to suggest in order	What would you like to suggest in order to lessen public speaking anxiety	The focus changed from "to reduce language anxiety in the learners" to "to lessen

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The questions before changes	The questions after changes	Remarks
to reduce language anxiety in the learners?	among English language learners?	speaking anxiety among English language learners?"
9. In your opinion, what are the reasons for this apprehension or anxiety?	In your opinion, what are the reasons for this fear or anxiety?	Expert 1 asked to change "apprehension" to "fear".
10. In which situation that you feel more anxious when speaking in English in public?	In which situation that you feel more anxious when speaking in English in public?	No changes
11. What are the psychological factors which cause public speaking anxiety for you as an EFL learner?	What are the psychological factors which cause public speaking anxiety for you as an EFL learner?	No changes

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3.4.3 Pilot Test of the Qualitative Instrument

An inexperienced researcher may encounter interview difficulties. Thus, it has been suggested that pilot testing the interviews helps a researcher to gain experience in interviewing (Majid, Othman, Mohamad, Lim, & Yusof, 2017). In this study, an

interview session with a Jordanian male student (PhD student) studying at UUM was conducted. The interview session was conducted at Perpustakaan Sultanah Bahiyah Library/UUM and lasted for 15 minutes.

3.4.3.1 Preliminary Findings of Pilot Study

The respondent shared various factors relevant to his attitude towards and motivation for his public speaking, as well as his anxiety revolving around public speaking. Regarding the influence of attitude on English public speaking anxiety, the preliminary findings showed that attitude had an impact on students' English public speaking anxiety. The respondent stated that he had a negative attitude toward speaking in English in public and this one reason was why Jordanians have anxiety when they want to speak English in public.

The respondent reported that English was only learnt in the classroom and he would rarely use English outside of classes.

> "English is not my native language. I use it only in classroom."

The respondent added that people in Jordan would not use English in daily life. Besides, he explained that speaking in English would be difficult and one of his major difficulties in speaking English would be his poor vocabulary. According to the previous reasons, the respondent did not like to speak in English in public and tried to avoid speaking.

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"I try when I speak in English to speak as much as short sentence and finish the conversation quickly."

As for motivation, it was found that the respondent did not have the desire to learn English because he believed that if one wants to learn a language, one has to be interested in it. The respondent added that he was not motivated to speak in English in public.

"I feel I am not motivated to speak in English in public at all."

The findings revealed that the respondent felt nervous when he speaks in English in public because he believed that people would laugh at him if he makes mistakes.

"I afraid to speak English in front of people maybe I feel shy to speak with them."

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The interviewee added that he felt anxious whenever he would meet his supervisor because the interviewer would have to speak in English with him. Thus, he would be afraid to make mistakes in the presence of his supervisor.

"I feel anxiety when it is in formal meetings like meeting my supervisor."

To sum up, the preliminary findings reported that a negative attitude and low motivation were the reasons why Jordanians would feel anxious when they speak in English in public.

> "I feel I am not interested or motivated enough to speak in English Mmm because maybe it is not my language, it is a foreign language for me and most that people I deal with them it is in English."

Before the end of the interview session, the respondent was asked whether he felt comfortable with the interview questions and whether the questions were clear and understandable. The respondent was also asked if he wanted to add any questions or if he had comments regarding the interview questions. The respondent confirmed that the questions were clear and did not have any questions to add.

3.4.5 Trustworthiness of the Qualitative Data

The overall method of collecting and checking the information in qualitative studies is to ensure that the results are as accurate as the actual situation. As Healy and Perry (2000) pointed out, the research nature of each model must be considered based on its conditions. Lincoln and Guba (1985) and Patton (2002) stated that in qualitative studies, analysing results and evaluating study quality, credibility, transferability, dependability, and confirmability are required.

Trustworthiness is discussed as the reflexivity of a researcher (i.e., bias recognition by a researcher) and the use of an appropriate technique, instrument, and data collection procedures (Flyvbjerg, 2006; Fossey et al., 2002; Winter, 2000). For confidentiality evaluation, qualitative researchers will consider four requirements, namely credibility, confirmability, dependability, and transferability (Guba, 1981). The following subsections explain these four requirements.

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3.4.5.1 Credibility

For qualitative researchers, the issue of "credibility" concerns how compatible the findings are with reality (Merriam, 1998). Ensuring credibility is one of the most important factors in maintaining trustworthiness (Lincoln & Guba, 1985). In the current study, the following pre-arrangements were used to assure credibility:

(1) With regard to this study, peer review was done through the administrator's assessment of the inquiry questions. The feedback was utilised to improve the inquiry questions. Prior to the interview being conducted, all the questions in the interview were evaluated by the first, the supervisor, and the second, five experts. This process was conducted to ensure that the questions used were appropriate, able to reflect the purpose of the study and suitable to the study's context.

(2) To ensure credibility, the researcher should adopt well-established methods to analyse the data. In other words, the researcher needs to adopt such methods for data analysis that have been already employed in past studies. In the current study, thematic analysis was used based on the approach proposed by Graneheim and Lundman (2004) to analyse the qualitative data.

(3) The researchers should use several techniques to extract accurate data from respondents. For this study, all the participants were asked specifically if they could participate in the study (Shenton, 2004). After their approval, the data were collected from them. Furthermore, the researcher made it clear to all the participants that they had a complete right to withdraw from the current study at any point (Shenton, 2004). Afterwards, the typed transcripts were returned to the respondents to confirm whether

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the transcripts matched their actual answers. After the interviewees were satisfied with the transcript, a confirmation form (Appendix I) was signed to indicate their agreement with the transcript.

(4) Lincoln and Guba (1985) considered member checks as the most important method for establishing the reliability of results, despite the differences between the pre-and post-member checked results. The effect of bias on the information can still happen (Miles & Huberman, 1984). Member checking was permitted to audit the outcomes to confirm their fulfilment and authenticity; the precision of the topics; and the unbiasedness of the interpretation. In the present study, the gathered information was checked by the participants in three phases, guided by the researcher. First, the legitimacy of the content was approved; in the current study, after the collection of qualitative data, the researcher transcribed the recorded interviews. The transcribed interviews were shown to the respondents for validation. Once they were satisfied, a validation form was signed by them (see Appendix J).

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(5) In order to receive direction and to broaden the range of useful ideas that can be beneficial in continuing data gathering, the researcher should arrange frequent debriefing meetings with his or her superiors (Shenton, 2004). In the current study, the researcher kept in touch with his superiors to receive ongoing evaluation and feedback while the data was being collected and analysed.

3.4.5.2 Transferability

Transferability is the ability to generalise the findings to other contexts (Lincoln & Guba, 1985). Lincoln and Guba (1985) and Firestone (1993) emphasised that qualitative studies should provide adequate information about their study background to allow other studies to apply the results to the other studies' settings. As per Shenton's (2004) guideline for transferability:

(1)A clear indication of the location and number of the universities should be provided. The names and locations of the four Malaysian government universities were clearly stated in the current study.

(2)The limitations concerning the respondents are specifically stated. The current study sample was confined to Jordanian PhD students only.

(3)The number of study participants should be indicated. Qualitative data were collected from 6 respondents in the current analysis.

(4)The techniques used to collect the data should be clearly defined. In the current study, semi-structured interviews were used to collect the data.

(5) The number and length of the sessions for the data collection should be stated. Six interview sessions were completed in the current study, and the average length of each interview session was 15 to 30 minutes.

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3.4.5.3 Dependability

Dependability is the consistency of the findings in a recurring manner (Lincoln & Guba, 1985). To address the issue of dependability clearly, the qualitative researchers should provide a detailed description of the processes involved, enabling other researchers to replicate the study. The design of the study and how it is being implemented should be explained in detail as well. In this study, a more detailed description of the interpretation and implementation of the study design was given.

3.4.5.4 Confirmability

Confirmability is the findings' extent of neutrality from the biases of a researcher. It checks the accuracy of the data obtained and whether it can verify its source. This assists in certifying that the study results are the respondents' genuine experiences, rather than the researcher's views (Guba & Lincoln, 1989). For this analysis, the confirmability issues could be resolved through the reflexivity of the researcher, i.e., by identifying the researcher's own biases in the sample (Miles & Huberman, 1984).

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3.4.6 Research Procedures of the Qualitative Data

Figure 3.9 shows the procedures involved in collecting qualitative data. The qualitative data collection process was carried out within 10 days (i.e., from 30 November 2020 to 9 December 2020). First, the consent form (Appendix I) was signed by the interviewees before the interview. Semi-structured interviews were conducted with six students. The average interview time was about 15 to 30 minutes. All interviews were recorded with tape recorders.

Afterwards, the recordings of the interviews were carefully listened to and transcribed in MS Word. Next, the typed transcripts were returned to the respective respondents to confirm whether the transcripts matched their actual answers. Then, the transcript was corrected by considering the interviewees' opinions. After the interviewees were satisfied with the transcript, a confirmation form (Appendix I) was signed to indicate their agreement with the transcript. The transcript of the interviews (Appendix J) was evaluated and discussed.

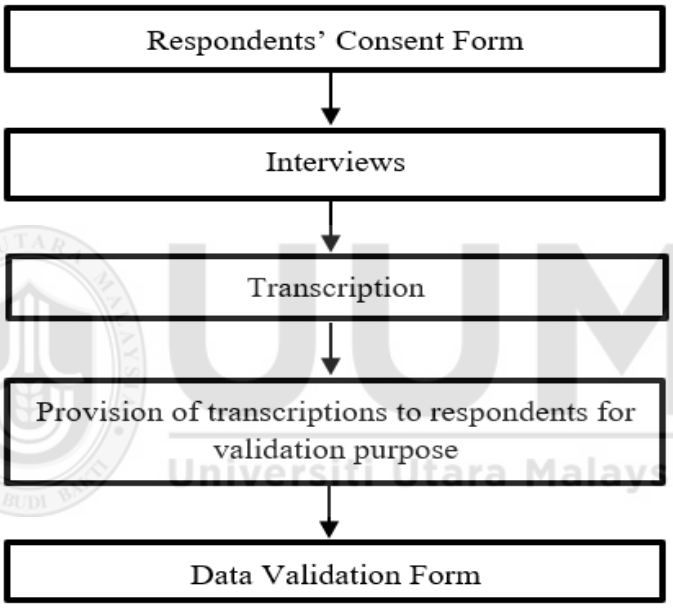

Figure 3.9. Flowchart of qualitative research procedures.

Accordingly, the collected data were analysed. The next section explains the process of data analysis.

3.4.7 Analysis of the Qualitative Data

All the data in the interviews were analysed using thematic analysis. Percy et al. (2015) recommended thematic analysis as the best way to analyse qualitative data. Thematic analysis is the process of pinpointing, interpreting, and recording data. The

themes in the data sets are important for the description of a phenomenon and are associated with a specific research question (Daly, Kellehear, & Gliksman, 1997).

A deductive approach has been used in this study since the researcher expected to find some preconceived themes that reflected the data, based on the theory and the existing knowledge. After organising and transcribing the data, the next step in the analysis is exploring the data and developing codes or themes. Coding is to identifying themes and patterns of the data. Coding is the process of segmenting and labelling text via the identification of broad themes (Creswell, 2014).

In the current study, the interviews were manually transcribed in a notebook and then typed in MS Word. Thereafter, the transcribed data were reviewed to prove that the recordings and written interviews were consistent. The current study strictly followed the rules and regulations recommended by Bogdan and Biklen (2007) and Bazeley (2013) to prepare transcripts from recorded interviews. First, the title should appear at the beginning of each interview, as it helps to organise the text and restore specific pieces of information when needed (Bazeley, 2013).

The title of the interview should contain the following information: the interviewee, the exact time of the interview, the location of the interview, and any other information that might help the researcher recall the topic of the interview (Bazeley, 2013). The title is especially useful for studies that consist of many participants and more than one interview (Bogdan & Biklen, 2007). The title must contain keywords that indicate the content of the interview (Bogdan & Biklen, 2007).

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Second, the transcript should add all instances of “mmm”, “umm”, repetitions, and other filler words (Bogdan & Biklen, 2007). Repeated rejections may imply an opinion that is contrary to what the interviewee originally stated (Kvale, 1996). “Mmm” may indicate reluctance or other concerns about the topic in the discussion; even though these repetitions are just a common way of speaking, the final result may be different (Bogdan & Biklen, 2007). Third, incorrect speech or poor grammar (the way the interviewee conveys information) should be pointed out; the true mode and form of the interviewee’s expression must be maintained (Kvale, 1996).

Fourth, incidents that cause interference during the interview such as tapes falling off, knocking on doors, or any other audible interference should be noted (Bogdan & Biklen, 2007). Fifth, the non-verbal and emotional components of discourse such as short and long silence gaps and laughter should be noticed (Bazeley, 2013). It is important to pay attention to the use of emotion and tone (Bogdan & Biklen, 2007). Sixth, the timestamp of the noteworthy idea in the original source should be stated (Bogdan & Biklen, 2007). This action will help to directly connect the document to the voice recording file.

Seventh, when writing the transcript, whenever there is a change in the speaking rotation between the interviewer and the respondent, a new line should be started, and the person (either the interviewer or the respondent) should be marked on the left (Bazeley, 2013). The transcript should be similar to the interview record (Kvale, 1996). The interviewer’s questions and comments should be included (Bazeley, 2013). Finally, when a person speaks for a long time, his speech should be divided into several segments to help with coding (Bogdan & Biklen, 2007). In addition, the

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space on the left side of the page should be reserved for remarks and coding (Bogdan & Biklen, 2007).

In the present study, the interview records were read over and over again, and a lot of important data were able to be identified. Subsequently, these big data links were compressed into fairly small units. Thereafter, small units composed of raw data were allocated, which were carried out with the help of in-depth interviews. More precisely, various phrases have been highlighted corresponding to different codes. Each code describes the idea or feeling expressed in that part of the text.

At this stage, the researcher went through the transcript of every interview and highlight everything that jumps out as relevant or potentially interesting. As well as highlighting all the phrases and sentences that match these codes. Next, the researcher looked over the codes that have been created, identify patterns among them, and start sorting these codes with the themes that have been created in this study, since the approach that the researcher used is deductive. The codes are divided according to three main themes which are (Attitude, motivation and public speaking anxiety). Table 3.20 provides a sample schema to code and organise the data according to the themes.

Table 3.20

Sample Schema to Code and Organise Data According to Themes.

Example excerpts (student)	**Codes**	**Themes**
Ahh, I did not learn English language a lot because I know that my English language is very bad and I don't have experience	I know that my English language is very bad and I don't have experience about English language.	**Attitude**

about English language; that is why I need more improvement and enhance myself to speak English language well. (S1)		
Mmmm, I am afraid from them they will laugh on me; they will correct me. I feel stress, because of that I avoid to speak with them in English and I prefer to speak in my native language which is Arabic. (S2)	I avoid to speak with them in English	**Attitude**
Because we don't have something push you to speak English, ahhh don't have that motivation inside you to speak and to deal with the people in English. (S3)	Do not have something push you to speak English, ahhh don't have that motivation inside you to speak	**Motivation**
I think lack of motivation to learn or speak English in general. Like I say at the first of this interview since we start to learn English at, there is no enough motivation to speak English. (S4)	Lack of motivation to learn or speak English in general. There is no enough motivation to speak English.	**Motivation**
First of all, I don't have much vocabulary help me to speak or use English for communicate. Second thing also, I afraid to speak English in front of people	I afraid to speak English in front of people maybe I feel shy to speak with them.	**English Public Speaking Anxiety**

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maybe I feel shy to speak with them. (S2)		
I feel anxiety when it is in formal meetings like meeting my supervisor, meeting my colleagues, do official work, need me to speak English and be clear with them. Sometimes people when I speak maybe I use different word, they will not understand it. I feel shy that I make a wrong, they need to correct me. Also, in meeting for formal job or for my work, I have to do it very well. I will be like shy, presentation in classroom, presentation in front of colleagues, presentation in front of examiner or supervisor. (S3)	I feel anxiety when it is in formal	**English Public Speaking Anxiety**

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3.4.8 Ethical Considerations

According to Caruth (2013), ethical issues related to quantitative and qualitative study design apply to a mixed-method study design because it is a fusion of two study designs. Therefore, researchers who conduct mixed-method studies must obtain approval from relevant authorities to avoid interference at the research site; maintain the privacy and confidentiality of the investigator; inform the purpose and goals of the study; respect and recognise the interviewee; avoid fraud, and respond patiently to the interviewee's concerns.

Ponce and Pagán-Maldonado (2015) emphasised the importance of contacting relevant agencies before conducting a study. It is necessary for researchers to follow precise protocols and to comply with all duties for which they are expected to conduct studies. During the data gathering process, the researchers in this study observed such considerations.

3.5 Summary

This chapter has outlined the methodologies that were used in collecting the present study's data. In light of previous literature, the next chapter presents the findings and the discussion of the qualitative and quantitative data as well.

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CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

The main purpose of this chapter is to present the study's findings and the discussions based on data collected from Jordanian EFL learners at four public universities in Malaysia. More specifically, this chapter consists of subsequent sections, as shown in Figure 4.1.

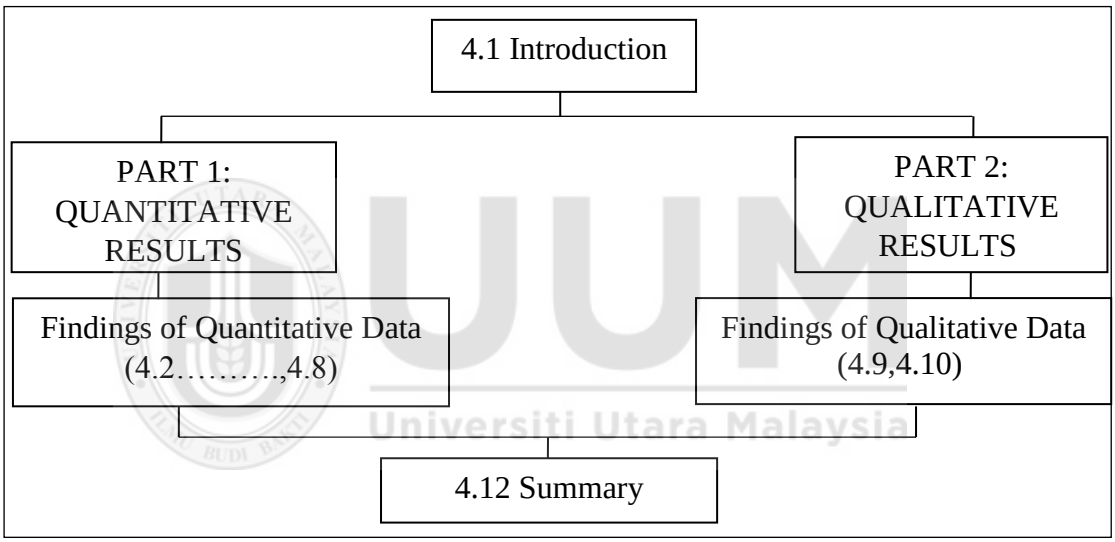

Figure 4.1. The organisation of Chapter Four.

PART 1: QUANTITATIVE RESULTS

4.2 Response Rate

Regarding Jobber (1989), the response rate is the percentage of all questionnaires that have been returned. Out of the 300 questionnaires, a total of 212 were filled out online and returned by Jordanian PhD students. Nevertheless, 21 of the 212 copies were unusable and not fully completed due to the uncooperative attitudes of some participants. Overall, the survey produced 191 valid copies, accounting for an effective response rate of 63.67%. This value was considered sufficient for analysis

based on Hair, Black, Babin, and Anderson's (2010) guideline. The response rates are summarised in Table 4.1.

Table 4.1

Response Rate of the Questionnaires

Response	Frequency rate
No. of distributed questionnaires	300
Returned questionnaires	212
Returned but unusable questionnaires	21
Returned and usable questionnaires	191
Response rate	70.66%
Valid response rate	63.66%

The current study's response rate was sufficient because the analysis tool was PLS-SEM, which requires at least 30 participants (Chin, 1998; Hair, Hult, Ringle, & Sarstedt, 2017). Besides, Lindner and Wingenbach (2002) proposed that a minimum survey response rate of 50% is sufficient. This study obtained a response rate of 70.67% and an effective response rate of 63.67%. Therefore, the current study's response rate was satisfactory. The results of the preliminary analysis are presented in the next section.

4.3 Data Screening and Preliminary Analysis

Preparation, editing, and screening of data are critical stages before conducting a multivariate analysis. Furthermore, data screening is critical because it identifies any potential violations of the basic postulates governing the use of multivariate methods (Hair Jr. et al., 2010). The first step of preliminary data screening of this study was inputting and coding the usable returned questionnaires in the SPSS.

As mentioned above, the returned and usable questionnaires are 191. Then, the negatively worded items in the survey were reverse-coded. They are ATD 2 (Attitude) and ATD 6 (Attitude). Besides, initial data evaluation allows a researcher to have a broader and deeper understanding of the obtained data. Thus, in the current study, missing data, normality test, and common method variance (CMV) were reviewed and handled accordingly (Hair, Black, Babin, & Anderson, 2010). The evaluation of the missing value comes next.

4.3.1 Assessment of Missing Value

Variables with incomplete information in a set of data are known as missing values (Tabachnick & Fidell, 2007). The missing values in this study were calculated randomly from the data set. Ignoring missing value occurrences can have a major influence on quantitative investigations, leading to parameter estimate bias, information leakage, increased standard errors, decreased statistical power, and decreased generalisability of outcomes (Dong & Peng, 2013; Schlomer, Bauman, & Card, 2010). The missing values percentage in this study was calculated by "dividing the total number of randomly missing values into the complete data set by the total number of data points and multiplying the result by 100".

Statistically speaking, if the percentage of missing values was less than 5% per item, they should be substituted by employing means (Hair Jr. et al., 2013). In the current study, after running the missing value analysis, it was found that the missing values were 0.35%**,** which were not more than 5%, as shown in Table 4.2. Therefore, by employing SPSS 23.0, missing values were substituted by using mean replacement in this study. The assessment of the CMV is covered in the next section.

Table 4.2

Total and Percentage of Missing Values

Latent Variables	Number of Missing Values
Motivation	06
Attitude	05
English Public Speaking Anxiety	11
Age	06
Gender	02
English language Proficiency	03
Total Percentage	**33 out of 9168 data points**
	0.35%

Note: The percentage of missing values is calculated by dividing the total number of missing values by the total number of data points and multiplying by 100.

4.3.2 Normality Test

According to Hair Jr. et al. (2010), normality defines the shape of a variable's data distribution and its relationship with the typical normal distribution for statistical procedures. The current study used an unique statistical method termed the Skewness and Kurtosis method to determine normality, i.e., evaluating probable deviance from distribution shape and normality (Curran, West, & Finch, 1996; Hair Jr. et al., 2010; Kline, 2011; Tabachnick & Fidell, 2013; West, Finch, & Curran, 1995).

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The values of Skewness ought to be less than 2 and the values of Kurtosis ought to be less than 7 (Curran et al., 1996; West et al., 1995). Moreover, in agreement with the similar argument, Kline (2011) is of the perspective that if the Skewness absolute value exceeds 3 and the Kurtosis value exceeds 10, it may possibly be problematic for analysis. If these values exceed 20, it is an indication of a more critical problem. Based on the recommendations stated above, the Skewness and Kurtosis values of every item in the current study were within the satisfactory range of <2 and <7,

correspondingly, as shown in Table 4.3. In the following part, the multicollinearity test is discussed.

Table 4.3

Descriptive Statistics of Normality Test (N=191)

Constructs	**Skewness**		**Kurtosis**	
	Statistic	**Std. Error**	**Statistic**	**Std. Error**
Motivation	-0.005	0.176	-1.728	0.350
Attitude	-0.068	0.176	-1.731	0.350
English Public Speaking Anxiety	-0.013	0.176	-1.713	0.350

4.3.3 Multicollinearity Test

Multicollinearity refers to the correlation of two or more exogenous variables, where the establishment of correlation of the independent variables with the other independent variables is minimal (Hair Jr. et al., 2010). Only when the degree of correlation between independent variables is large would the problem of multicollinearity arise (Hair Jr. et al., 2010; Pallant, 2010; Tabachnick & Fidell, 2013). As a result, when the degree of correlation between two or more variables is high, it indicates that they comprise unnecessary information. It also implies that not all variables are essential in the analysis because they increase the probability of error terms.

In this study, the variance inflation factor (VIF) and tolerance settings have been used for testing the collinearity. The tolerance value is an indicator of multicollinearity, and the VIF method is used to assess how much the variance of the estimated regression

coefficient increases when the predictor variables are correlated. Multicollinearity is an issue, according to Hair, Ringle, and Sarstedt (2011), if the tolerance value is less than 0.20. Otherwise, the literature advised "a maximum VIF" value of 5 according to Hair et al. (2011) and Rogerson (2001), and 10 (Hair, Anderson, Tatham, & Black, 1995). The tolerance and VIF values are listed in Table 4.4.

Table 4.4

Tolerance and Variance Inflation Factors (VIF)

Constructs	**Tolerance**	**VIF**
Motivation	.289	4.321
Attitude	.262	4.321
English Public Speaking Anxiety	.308	3.102

It is evident from Table 4.4 that the values of VIF are between 4.102 and 4.321, which are significantly lower than 10. In agreement with Hair Jr et al. (2010) and Pallant (2010), the values of VIF higher than 10, signify high collinearity. The outcomes of this study indicate that no multicollinearity was found among variables.

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4.4 Descriptive Statistics

The descriptive statistics of continuous variables are based on the 5-point Likert scale, which is mainly calculated for the mean and standard deviation, while other descriptive statistics of categorical variables include frequency and percentage. Descriptive statistics aims to summarise and present actual data concisely and logically (Hanneman, Kposowa, & Riddle, 2013). According to Table 4.5, the mean value and standard deviation of motivation were 2.837 and 1.230. For attitude, the mean and standard deviation were 2.828 and 1.159. Along with this, the mean value and standard deviation of English public speaking anxiety were 2.836 and 1.202.

Table 4.5

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Motivation	191	1.25	4.63	2.8370	1.23059
Attitude	191	1.27	4.45	2.8282	1.15946
English Public Speaking Anxiety	191	1.17	4.56	2.8365	1.20279

4.5 Findings of Research Question One

The first objective of this study was to identify the attitudes of Jordanian EFL learners towards English public speaking skills. To achieve this goal, statistical software SPSS version 26 was used. On the basis of the survey results, the attitude of EFL learners was analysed. Scales from 1 to <3 on a 5-point Likert scale (from strongly disagree to disagree) were deemed to reflect a low attitude toward speaking English in public, whereas scales >3 to 5 (from strongly agree to agree) showed a high attitude. The findings indicating that the attitude towards English public speaking of Jordanian students is low with 84.4%. 162 out of 191 PhD students considered themselves to have a low attitude toward speaking English in public.

Table 4.6

Degree of Attitudes for Items Measuring Interest toward English Public Speaking skills

	Low (1 to <3)		High (>3 to 5)	
Attitude	Frequency	Percentage	Frequency	Percentage
	162	84.8	29	15.2

4.6 Findings of Research Question Two

The second objective was divided into two parts, Part (a) is to determine the motivation level of Jordanian EFL learners toward English public speaking skills, and part (b) is to determine if they had integrative or instrumental motivation toward English public speaking skills. The same technique as the previous objective question was used to deal with this research question. According to a 5-point Likert scale, scales from 1 to <3 (from strongly disagree to disagree) reflected a low motivation, whereas scales >3 to 5 (from strongly agree to agree) shown a high motivation toward English public speaking skills. Jordanian students reported a low level of motivation (87.9%).

Table 4.7

The Level of Motivation toward English public speaking skills

	Low (1 to <3)		High (>3 to 5)	
Motivation	Frequency	Percentage	Frequency	Percentage
	168	87.9	23	12.1

As for the two types of motivation (instrumental and integrative), even though students had a low level of motivation, they could be motivated instrumentally. According to Table 4.8, instrumental motivation received the highest percentage (18.4) compared to integrative motivation (11.5). Besides, instrumental motivation received the highest mean scores with a mean value of 2.870, whereas integrative motivation had the least impact on students with a mean value of 2.783 (See Table 4.8).

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Table 4.8

Instrumental and Integrative Motivation of Students

	Low (1 to <3)		High (>3 to 5)	
	Frequency	Percentage	Frequency	Percentage
Integrative	169	88.5	22	11.5
Instrumental	156	81.6	35	18.4

Table 4.9

Comparison between Instrumental and Integrative Motivation

	Mean	Std. Deviation
Integrative	2.783	1.135
Instrumental	2.870	1.196

4.7 Assessment of Partial Least Squares Path Modeling

4.7.1 Assessment of Significance of the Structural Model

The inner model, which is known as the structural model as well, depicts the connections between hypothetical structures (Chin, 1998; Hair et al., 2014). The purpose of structural models, according to Hair et al. (2014), is to evaluate the predictive power and interrelationships (pathways) among hypothetical structures. Based on the PLS-SEM literature, the structural model is assessed according to the following measures: (1) the coefficient of determination (R^2), (2) the significance of the structural path coefficients, (3) the model's predictive relevance (Q^2), (4) the effect size (f^2).

To determine the accuracy of the PLS model, Hair et al. (2017) suggested utilising 500 case bootstrap processes to assess path coefficients' significance and yield beta values, standard errors, P-values, and t-values as well. Furthermore, the significance level for testing the association between structural models was adjusted to $p < 0.01$ and $p < 0.05$ to assess the relationship between structural models (Hair et al., 2010).

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4.7.2 Hypotheses of the Direct Effects (Findings of Research Questions Three)

For the significance of the structural path, one direct impact hypothesis proposed and have been tested for the 95% confidence interval were statistically significant. Table 4.10 shows the results.

Table 4.10

Results of Structural Model Assessment (Direct Effects)

Hypo Theses	Relation Ships	Std. Beta	Std. Error	t-values	p-Values	Decisions
H1 (a)	Attitude -> English Public Speaking Anxiety	-0.529	0.049	10.768	0.000**	Supported
(b)	Motivation -> English Public Speaking Anxiety	-0.471	0.049	9.651	0.000**	Supported

Note: ** Significant at 1%, * Significant at 5%

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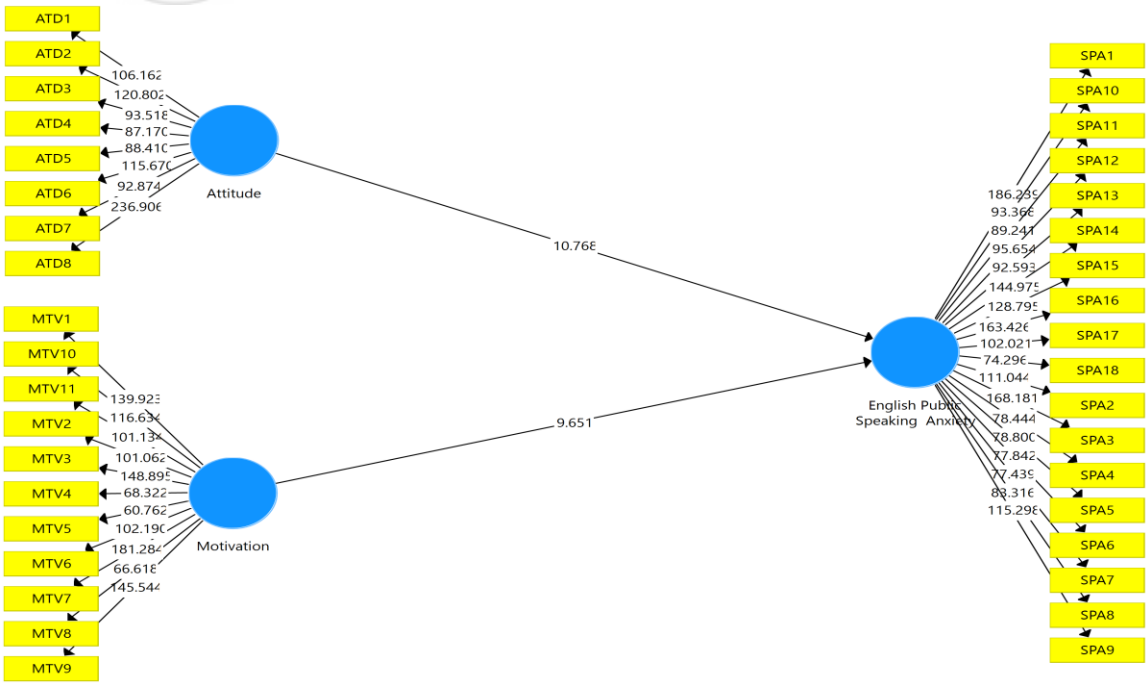

Figure 4.2. Structural Model

H_1 (a) expected a negative relationship between attitude and English public speaking anxiety. As shown in Table 4.10 and Figure 4.2, attitude and English public speaking anxiety have a significant negative correlation (β = -0.526; t = 10.768; p < 0.01). Therefore, H_1 (a) was supported. H_1 (b) hypothesised that motivation is negatively related to English public speaking anxiety. The results supported H_1 (b) (β = -0.471; t = 9.651; p < 0.01).

4.7.3 Coefficients of Determination (R^2)

The *R*-squared value indicates the degree of prediction of the independent variable to the dependent variable. In other words, *R*-squared is the proportion of variance in endogenous variables, which can be explained by predictor variables (exogenous variables) (Hair et al., 2010).

The *R*-squared value ranges from 0 to 1 (Hair et al., 2010). When the *R*-squared value is close to 0 (or 0%), it indicates a weak level; when the *R*-squared value is close to 0.50 (or 50%), it indicates a medium level. On the other hand, an *R*-squared value close to 1.00 (or 100%) indicates a strong level (Cohen, 1988). The closer the *R*-squared value is to 1, the greater the percentage of variance explained. Furthermore, Cohen (1988) suggested evaluating *R*-squared values of 0.67, 0.33, and 0.19 as substantial, moderate, and weak, respectively, while Falk and Miller (1992) suggested that the minimum acceptable *R*-squared value is 0.10 (or 10%). Table 4.11 shows the *R*-squared values of the model.

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Table 4.11

Variance Explained (Coefficient of Determination)

Constructs	**R-Square**
English Public Speaking Anxiety	0.900

Table 4.11 shows that the independent variables explained 90.0% of the variance of English public speaking anxiety. Following the standard of Cohen (1988), the model showed an acceptable level of *R*-squared, which was considered high.

4.7.4 Assessment of the Effect Size (f^2)

The effect size shows the influence of the independent variable on the dependent variable through the change of *R*-squared (Chin, 1998). It is the strength of the relationship between two variables (Kotrlik, Atherton, Williams, & Jabor, 2011). Effect size is expressed with the following formula (Cohen, 1988):

$$Effect\ size(f^2) = \frac{R^2 Included - R^2 Excluded}{1 - R^2 Included}$$

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Equation 4.1:

Whereas:

f^2 = effect size

R^2 incl. = *R*-squared included

R^2 excl. = *R*-squared excluded

1 = constant

R-squared included is the value of *R*-squared of the dependent variable when the independent variable is included and *R*-squared excluded is the value of *R*-squared of the dependent variable when the independent variable is excluded from the model

(Cohen, 1988). According to Cohen (1988), effect size values of 0.02, 0.15, and 0.35 should be interpreted as small, medium, and large effects, respectively. Table 4.12 shows the strength of the effect of exogenous variables on endogenous latent variables.

Table 4.12

Effect Sizes for the PLS Main Model

Constructs	Green Health & Safety	Effect Size
Attitude	0.485	Large
Motivation	0.381	Large

Following Cohen's (1988) guidelines, Table 4.12 presents the effect sizes of the exogenous latent variables on English public speaking anxiety which was large for both independent variables (Attitude *and motivation).*

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4.7.5 Predictive Relevance (Q^2)

In this study, the blindfolding technique via the Stone-Geisser test was used to predict the correlation (Geisser, 1974; Stone, 1974). Blindfolding is an example of a reuse technique that allows users to calculate the predictive relevance value of Stone-Geisser, which represents the evaluation criterion of the cross-validated predictive correlation of the PLS path model (Geisser, 1974; Stone, 1974).

When the predictive relevance value is greater than zero, the explanatory latent variable has a predictive correlation (Chin, 1988). However, Hair et al. (2014) set three criteria for evaluating the predictive relevance: (1) a predictive relevance of 0.02 proves that the model has a small predictive correlation; (2) a predictive relevance of

0.15 proves that the model has a medium predictive correlation; (3) a predictive relevance of 0.35 proves that the model has a large predictive correlation. In this study, the column labelled 1-SSE/SSO in Table 4.13 shows that the predictive relevance test results of all endogenous latent variables are higher than zero.

Table 4.13

Predictive Relevance (Q^2)

Constructs	**SSO**	**SSE**	**Q^2 (=1-SSE/SSO)**
English Public Speaking Anxiety	1,545.00	948.056	0.386

Table 4.13 reveals that English public speaking anxiety recorded values within the range of large predictive relevance. All the predictive relevance values were positive and greater than zero (Chin, 1998; Tenenhaus, 1999). Therefore, the model had a satisfactory predictive relevance.

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4.8 Discussions of the Findings of Quantitative Data

This section discusses the findings of the research questions from one to four.

4.8.1 Discussion of the Findings of Research Question One

This section focuses on the results of the first research question, namely, what is the attitude of Jordanian EFL learners towards English public speaking skills? To answer this question, as shown in Table 4.6, the degree of attitudes was found from the statistical software SPSS version 26.

Attitudes may play a vital role in language learning because they seem to affect the success or failure of students. It is also believed that a positive attitude will promote foreign language learning, while a negative attitude will hinder foreign language learning (Dörnyei, 1998; Dörnyei & Csizér, 2002). Gardner and Lambert (1972) stated that positive attitudes towards a language can also increase proficiency, while negative attitudes can lead to lower proficiency. The finding of the first research question showed that the attitude of the Jordanian EFL learners toward English public speaking was low (84.8%). More precisely, the result indicates that most Jordanian EFL learners have a negative attitude toward speaking English in public, which would affect the mentioned ability, leading them to face many difficulties when speaking English.

This finding is in line with the findings of many previous studies (Abidin et al., 2012; Al-Nofaie, 2010; Asghar, Jamil, Iqbal, & Yasmin, 2018; Çakici, 2007; Çetinkaya, 2009; Kiptui & Mbugua, 2009; Rahimi & Hassani, 2012; Shams, 2008; Youssef, 2012). These studies investigated the attitude of certain samples towards English language and English-speaking skills and found that their attitude was negative. However, none of these studies focused on English public speaking skills. Hence, the finding of the current study filled this gap by investigating the attitude toward English public speaking skills.

In contrast, many studies stated that students have a positive attitude toward English language and speaking skills (Abu-Snoubar, 2017; Ahmed, 2015; Ali, Shamsan, Guduru, & Yemmela, 2019; Almansour, 2016; Al-Tamimi & Shuib, 2009; Al-Zahrani, 2008; Bobkina & Fernández, 2012; Ibnian, 2017; Şentürk, 2019; Tahaineh &

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Daana, 2013). Imron and Hantari (2019) focused on investigating students' attitudes towards public speaking classes and found that the students have positive attitudes towards the public speaking class and English in general. In the current study, it could be surmised that Jordanians have a negative attitude toward speaking English in public because the environment in Jordan does not help them to speak and practise English. More precisely, English is not heard and used everywhere in Jordan since the Jordanians' mother tongue is Arabic and English is a foreign language. The students are expected to have a more positive attitude towards learning public speaking and English, in general, if they are in a good environment that helps them to speak and practise English.

4.8.2 Discussion of the Findings of Research Question Two

This part aims to discuss the findings of the second research question which has two parts, Part (a) is to determine the motivation level of Jordanian EFL learners toward English public speaking skills, and part (b) is to determine if they had integrative or instrumental motivation towards English public speaking skills.? To answer this research question, the mean values and median for motivation types were found by using SPSS version 26 (see Table 4.9).

The findings of the second research question revealed that the motivation level of Jordanian students was low (87.9). The demographic data on English language proficiency reported that Jordanian PhD students had a low level of proficiency in English (see Table 3.4). According to the findings, most Jordanian PhD students (i.e., 91.1%) showed an elementary level, intermediate-low level, or intermediate-high level of English proficiency, while only 9.9% showed an advanced level. Researchers

such as Gardner, Smythe, and Brunet (1977), Yamashiro and McLaughlin (2001), and Robinson et al. (2001) stated that students with a low proficiency level may have a lower level of motivation, supporting the current findings indicating that there is a positive significant relationship between motivation and language proficiency.

Hence, Jordanian PhD students have a low level of motivation and low proficiency level in speaking English as well. The studies of Mohammed (2016) and Basco and Han (2019) are consistent with the current findings that found that students have a low level of motivation for English language.

Regarding the two types of motivation (instrumental and integrative), even though the motivation level of students towards English public speaking skills was low, they could be motivated instrumentally. The mean value for instrumental motivation was the highest at 2.870, while the integrative motivation's mean was the lowest (2.783) and had the least impact on Jordanian PhD students. This finding is in line with many previous studies (Choosri & Intharaska, 2011; Kitjaroonchai, 2012; Kyriacou & Zhu, 2008; Hong & Ganapathy, 2017; Mat & Yunus, 2014; Nguyen, 2019; Qashoa, 2006; Rozmatovna, 2020; Tahaineh & Daana, 2013). The current study revealed that Jordanians have instrumental motivation rather than integrative motivation in an EFL context, which affirms that instrumental motivation plays a highly significant role in their English learning and speaking.

Studies in EFL contexts in general and the Arab world support the findings of the current study, proving that instrumental motivation is the dominant orientation and that the factor with the least impact on students' English language motivation is

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learning English to be a part of the target culture (Ali & Bin-Hady, 2019; Al-Munawwarah, Anjaniputra, & Sianipar, 2018; Daif-Allah & Aljumah, 2020; Göktepe, 2014; Loganathan, Khan, & Zafar, 2016; Nduwimana, 2019; Sengkey, 2018; Tahaineh & Daana, 2013; Zulfikar, Dahliana, & Sari, 2019).

4.8.3 Discussion of the Findings of Research Question Three

This section aims to discuss the findings of the third research question, namely, to what extent does attitude and motivation affect English public speaking anxiety among Jordanian EFL learners? The hypothesis proposed to determine the relationship between the student's attitude, motivation, and English public speaking anxiety is as follows:

H_1: (a) Attitude is negatively related to English public speaking anxiety among Jordanian EFL learners.

(b) Motivation is negatively related to English public speaking anxiety among Jordanian EFL learners.

The findings of the third research question (see Table 4.9) stated that attitude is significantly related to English public speaking anxiety. In the following paragraphs, the above findings will be discussed based on previous studies.

As mentioned, the attitude has a significant negative relationship with English public speaking anxiety ($\beta = -0.526$; $t = 10.768$; $p < 0.01$), which means that if the attitude is high, the anxiety in English public speaking is low and vice versa. The results showed that the English public speaking anxiety of Jordanian EFL (PhD) students is

negatively affected by their attitude. More explicitly, their attitude towards public speaking is negative and their public speaking anxiety is high. These results affirm the results of past researchers (Abu-Ghararah, 1999; Gardner, 1985; Krashen, 1982; Krashen, 1989; MacIntyre & Gardner, 1991; Phillips, 1992) who indicated that learners with positive attitudes have lower levels of anxiety, while students with negative attitudes are more worried.

The findings of this study are consistent with many previous studies (Abrar et al., 2018; Aliakbari & Gheitasi, 2016; Alrabai, 2014; Du, 2009; Hilleson, 1996; Hussain, 2018; Hussain, Shahid, & Zaman, 2011; Jain & Sidhu, 2013; Linh, 2011; Liu, 2012; Na, 2007; Soleimenova, 2013; Wahongan & Walintukan, 2019) who stated that there is a significant negative relationship between attitude and anxiety. The results of this study contradict the findings of Büyükkarci (2016), in which the latter revealed that there is no significant correlation between anxiety and students' attitudes. More precisely, a positive attitude towards speaking English will not reduce the stress level of students.

According to the study results, Jordanian EFL learners, specifically PhD students, have a negative attitude toward speaking English in public. As far as the researcher's observation goes, this study is the first one that has investigated the correlation between attitude and English public speaking anxiety; other studies have been done in the Jordanian context investigated the attitude of Jordanian students towards the English language (Ibnian, 2017; Tahaineh & Daana, 2013), but not specifically towards English public speaking. Besides, many researchers have studied speaking anxiety in the Jordanian context (Batiha et al., 2018; Batiha et al., 2016; Huwari &

Badawi, 2016; Zrekat et al., 2016). Thus, according to the researcher's best knowledge, limited studies have investigated English public speaking anxiety with attitude.

As for motivation, the findings of the third research question (see Table 4.9) revealed that motivation is significantly related to English public speaking anxiety.

In studies confirming the correlation between anxiety and motivation in a foreign language environment, scholars have not reached a consensus on the specific relationship, i.e., positive and negative, direct and indirect (Luo, Subramaniam, & O'Steen, 2020). According to the findings of this study, there is a significant negative relationship between motivation and English public speaking anxiety ($\beta = -0.471$; $t = 9.651$; $p < 0.01$). To be precise, the results indicated that the English public speaking anxiety of Jordanian EFL students is negatively affected by their motivation.

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These findings affirm the results of Gardner et al. (1992), Gardner and Lambert (1965), and Gardner and MacIntyre (1993) who stated that anxiety may cause lowered motivation, or a lack of motivation may cause anxiety. Motivation affects students' anxiety and their ability to speak English (Horwitz et al., 1986; Gardner, Symthe, Clement, & Gliksman, 1976; MacIntyre & Gardner, 1991; Robinson et al., 2001; Yamashiro & McLaughlin, 2001). The results of this study are consistent with several studies that found a significant negative relationship between motivation and anxiety (Abu-Rabia 2004; Alico, 2016; Bećirović, 2020; Hilleson, 1996; Liu, 2012; Liu & Cheng, 2014; Noel, 1999; Sari, 2017; Sheu, 2017; Tercan & Dikilitaş, 2015; Yan, 1998).

Some studies emphasised the possibility of a positive correlation between the two variables by stating that some people become more motivated under pressure (Luo, Subramaniam, & O'Steen, 2020; Strack & Esteves, 2015; Strack, Lopes, Esteves, & Fernandez-Berrocal, 2017; Wang, Shakeshaft, Schofield, & Malanchini, 2018). The result of these studies is not in the line with the result of the current study.

The results of Mohammed's (2016) and Basco and Han's (2019) studies are also not consistent with the current study. Mohammed's (2016) study explored the degree of anxiety and motivation among EFL students in Saudi Arabia and declared that there is no significant relationship between anxiety and motivation in general. Basco and Han (2019) explored the general degree of self-esteem, motivation, and anxiety among English college students in South Korea, and the findings showed no relationship between motivation and anxiety.

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Regarding the study results, it has been proven that Jordanians especially PhD students have a low level of motivation toward speaking English in public. Thus, Jordanians would have anxiety when they speak English in public. Motivation is a very important factor that affects Jordanian EFL learners' ability to speak in public and is one of the reasons for their anxiety when they speak in English in such a setting.

According to the researcher's observations, this study is the first to examine the relationship between motivation and English public speaking anxiety, because all studies conducted in the Jordanian context involved investigating Jordanians' motivation toward the English language (Al-Kafaween & Altweissi, 2019; Aljaraideh,

2020; Al-Smadi, 2020; Alzubaidi, Aldridge, & Khine, 2016; Oweis, 2018; Tahaineh & Daana, 2013), but not specifically public speaking in English. Also, many researchers have studied anxiety in the Jordanian context (Batiha et al., 2018; Batiha et al., 2016; Huwari & Badawi, 2016; Zrekat et al., 2016), but no study has discussed English public speaking anxiety specifically with motivation.

PART 2: QUALITATIVE RESULTS

4.9 Findings of Qualitative Data

The qualitative findings were based on the fifth research objective, which was to explore Jordanian EFL learners' perceptions of their English public speaking anxiety. The current section has two main subsections according to the study's main themes which are attitude and motivation. Section 4.9.1 explains the influence of attitude on English public speaking anxiety and Section 4.9.2 explains the influence of motivation on the same dependent variable; both sections are based on the perspectives of Jordanian EFL learners.

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4.9.1 The Findings of Jordanian EFL Learners' Perceptions of the Influence of Attitude on English Public Speaking Anxiety

This section discusses the influence of attitude on English public speaking anxiety among Jordanian EFL learners. The findings revealed that attitude appeared to have an impact on students' English public speaking anxiety. Students reported that they have a negative attitude toward speaking English in public, this being the reason they would have anxiety when they want to speak English in public. Students mentioned many factors related to their attitude toward speaking English in public (refer to Figure 4.3).

All respondents (S1, S2, S3, S4, S5, and S6) reported that they do not like to speak English in public. Some students admitted that their English language is bad, and some said it is not good. For example, S1 declared that Jordan as a country does not give attention to the English language and does not consider it an important language to learn and use for communication. Teachers in Jordan would treat the English language similarly as well. Therefore, S1 confessed that his English language is poor.

> "Most of the teachers not concern about English language to teach students; that is why English language in my country not focused more to learn and teach students." (S1)
>
> "I know that my English language is very bad and I don't have experience about English language." (S1)
>
> "I don't like to speak English language." (S1)

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S2 mentioned that he would try to avoid speaking in English in public and would use short sentences to finish the speech quickly.

> "I try when I speak in English to speak as much as short sentence and finish the conversation quickly." (S2)

As for S5, he affirmed that Jordanians do not like to speak in English and added that it might be because they are not familiar with English and that it is a difficult language.

> "No, actually they don't like to speak in English. Maybe because they are not familiar with the language maybe because the language is hard to learn

especially when you are like in my age when you start early after let at fifth or sixth grade start to using English you have the basic words, person with my age we have difficulties until now because we are not familiar with the language." (S5)

"We are not used to use or speak English." (S5)

S4 and S6 stated that English is not important in Jordan and Jordanian people do not use it for communication. Besides, it is a foreign language, which means that it is not the language for communication.

"Yes, completely. In Jordan completely no, we don't prefer. Ahh, we prefer to speak in Arabic that is all. Our attitude just move us to speak in Arabic not in English." (S4)

"We do not prefer to speak English in Jordan." (S6)

"In our country you know we do not use it in Jordan publicly or it is not the second language let say. Therefore, we use it only in the schools you know that only in the schools just to finish the subject to get the degree and pass that subject that is all. Therefore, we do not have the experience also in that part to speak in a public publicly with the English language." (S6)

Lastly, all respondents reported that one of the reasons why they would have anxiety when they want to speak in public is their negative attitude towards speaking in English in public. In reality, they do not like to speak in English in public and the English language is not their mother tongue. So, they would prefer to speak in their language which is Arabic.

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"Yes, exactly negative attitude and low motivation are the reason for my anxiety." (S1)

"My attitude about English language is not good." (S1)

"I think I have negative attitude about speaking it." (S1)

"My attitude about English language is bad." (S1)

"Yes, exactly negative attitude……are the reason for my anxiety." (S1)

"My attitude to speak English will be not good." (S2)

"…….give me negative attitude regarding to learn English or to speak English in public." (S2)

"Our attitude ……. is not that much to push us to speak English." (S4)

"The attitude …… are very low." (S6)

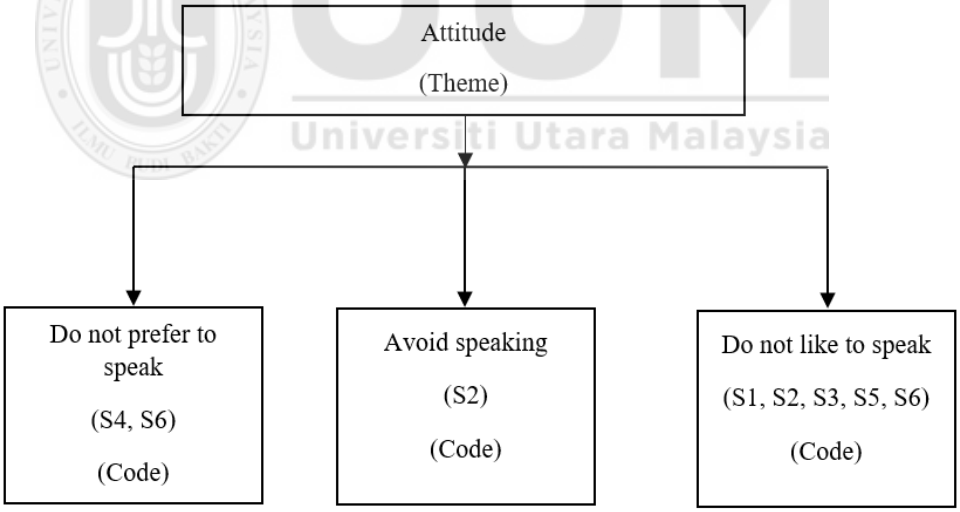

Figure 4.3. Summary of findings of attitude

4.9.2 The Findings of Jordanian EFL Learners' Perceptions of the Influence of Motivation on English Public Speaking Anxiety

This section discusses the impact of motivation on the anxiety of Jordanian EFL learners in public speaking. The interview results showed that motivation seemed to have an impact on students' English public speaking anxiety. Students reported that

they have a low motivation toward speaking English in public; thus, they would feel anxious when speaking English in public. The students mentioned many factors related to their low level of motivation toward speaking English in public (refer to Figure 4.4).

Respondents shared the same information about motivation and declared that they do not have enough motivation to speak in English in public. S4 and S5 reported that they are not motivated enough to speak in English in public, indicating their low motivation towards speaking English in public.

> "… our motivation is not that much to push us to speak English." (S4)
>
> "I think lack of motivation to learn or speak English in general. Like I say at the first of this interview since we start to learn English at, there is no enough motivation to speak English." (S4)
>
> "We are not motivated enough to speak in public." (S5)
>
> "I think the most important one is that I am not motivated enough to speak in English {pause}. I do not have the wiling to speak English." (S5)

In contrast, S1, S2, S3, and S6 stated that they do not have any motivation at all to speak in public.

> "I think that I do not have motivate to speak English." (S1)
>
> "I need to have the desire to support me and motivate me speaking English." (S2)
>
> "I feel I am not motivated to speak in English in public at all." (S2)

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"You do not feel that you get motivation." (S3)

"We do not have something push you to speak English, ahhh don't have that motivation inside you to speak and to deal with the people in English." (S3)

"I do not have interest to speak English." (S3)

"We did not have this motivation so speak publicly, and also we just learn for the secondary school just like mark to get it not to do something more than a subject we have to finish and pass it." (S6)

"The motivation is let say is zero. You do not have the motivate to speak in English publicly, and we do not have the interest to do these things." (S6)

All respondents affirmed that they would feel anxiety and stress when they speak in English in public. For example, S1 declared that he would feel stressed and scared in that setting. S2 shared the same feeling, admitting that he would get nervous and stressed when he speaks English publicly.

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"I feel scare and anxiety when I want to speak." (S1)

"Feel nervous not confident, heart bump it will be so speed." (S2)

"You have something catch you and you be scared so you cannot speak." (S3)

"Anything that related to education especially when you speaking in your PD, your Viva, conference even when you speak with your supervisor, you are afraid that your supervisor just will take it like, ahh he think that you are not that good in English. So, this situation will put me in more stress like I say more stress me, more faults and more mistakes in English." (S4)

"I feel very anxiety and a lot of stress and the pressure of the stress." (S6)

Besides, when the interviewees were asked about the psychological factors that would cause them anxiety when they want to speak in English in public, they reported low motivation as one of the reasons behind their anxiety in public speaking. S1, S2, and S3 stated that their low motivation towards speaking English in public would cause them anxiety. S4 agreed that motivation plays an important role in S4's anxiety. Similarly, S5 and S6 affirmed that motivation influences their anxiety. It can be understood that they have a low motivation for speaking English in public and they would be anxious when speaking.

"…low motivation are the reason for my anxiety." (S1)

"…I feel I am not interested or motivated enough to speak in English." (S2)

"You do not have…motivation to speak English." (S3)

"Maybe there is no motivation at all to speak in English in public." (S4)

"I think the most important one is that I am not motivated enough to speak in English." (S5)

"The first one is the motivation…Both of them related with our past from the primary school we did not use the English language. Either I told you before we just want to pass the exam, get the degree and move for another for example from primary school to secondary school. It is related with we did not use a lot." (S6)

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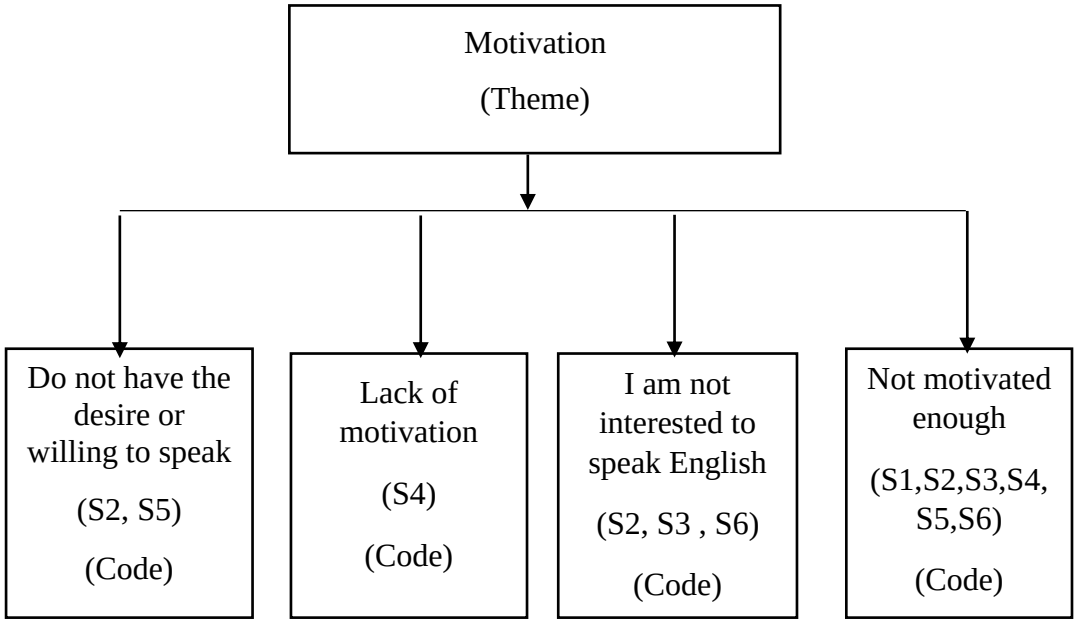

Figure 4.4. Summary of findings of motivation.

4.10 Discussions of the Findings of Qualitative Data

This section discusses the findings obtained to answer the fifth research question, that is, how do Jordanian EFL learners perceive their English public speaking anxiety?

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4.10.1 Discussion of the Findings of Jordanian EFL Learners' Perceptions of the Influence of Attitude on English Public Speaking Anxiety

The respondents revealed that attitude was one of the factors that affected their English public speaking anxiety negatively. This factor was identified by four respondents (i.e., S1, S2, S3, and S4). For example, S1 shared his experience of using English and stated that his negative attitude towards speaking English is the reason behind his anxiety. In other words, his negative attitude increases his anxiety about speaking English in public. Besides, S3 reported that he does not have a positive attitude towards speaking in English in public, indicating S3's dislike of speaking in public.

Thus, attitude affecting English public speaking anxiety negatively has been affirmed, not only by S3 but also by many other studies (Abrar et al., 2018; Aliakbari & Gheitasi, 2016; Alrabai, 2014; Du, 2009; Hilleson, 1996; Hussain, 2018; Hussain et al., 2011; Jain & Sidhu, 2013; Linh, 2011; Liu, 2012; Na, 2007; Soleimenova, 2013; Wahongan & Walintukan, 2019).

All of the participants agreed that speaking English was difficult since it necessitated the mastery of several language elements. The respondents felt challenged by English vocabulary, pronunciation, grammar, and fluency, which made it difficult for them to speak the language in public (S1, S2, S4, S5). The interviewees also reported that they had difficulty engaging in English conversations and this result corroborates with previous studies in EFL contexts (Abrar et al., 2018; Aliakbari & Gheitasi, 2016; Batiha et al., 2016; Hanifa, 2018; Keong et al., 2015; Mukminin, Masbirorotni, Noprival, Sutarno, Arif, & Maimunah, 2015).

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For example, S1, S2, and S4 mentioned that they face pronunciation difficulties and admitted to having a limited vocabulary. Besides, they sometimes were uncertain about choosing suitable words. In some regard, the respondents' perspectives revealed that a limited vocabulary and pronunciation problems would prevent them from speaking in English publicly. These findings explained their negative attitude towards speaking English in public which caused them to have a high level of anxiety as a result.

Respondents (i.e., S2 and S3) suggested that students should have a positive attitude towards English to decrease the level of their anxiety and speak in public confidently. S3 posited that to have a positive attitude towards the English language, one should like the language, practise it more frequently, and speak it more often. Participants stated that practising the language would be the only way to improve their English public speaking ability. This supported Shekan's (1998) argument that practice, especially frequent practice, is important for learners and the only method to achieve fluency. This argument demonstrates how practice helps learners in improving their public speaking skills in certain languages. The more learners speak the language, the better their public speaking ability will be, and the less anxiety they will have.

4.10.2 Discussion of the Findings of Jordanian EFL Learners' Perceptions of the Influence of Motivation on English Public Speaking Anxiety

Participants did not have any interest or passion to speak or learn English which made it difficult for them to speak in public and participate actively in discussions or formal conversations. This finding supports the results of other studies (Abrar et al., 2018; Al Hosni, 2014; Basco & Han, 2019; Mukminin, Masbirorotni, Noprival, Sutarno, Arif, & Maimunah, 2015; Tuan & Mai, 2015) identifying lack of motivation as one of the psychological obstacles faced by EFL students when it comes to speaking.

The interviewees expressed their views on the influence of motivation on English public speaking anxiety. They declared that motivation is an important factor that would negatively affect their anxiety. The lack of motivation appeared to be another serious anxiety-causing issue for EFL learners. Besides, the respondents affirmed that they have a low level of motivation toward speaking English in public and in general,

and this was one of the reasons for their anxiety. This finding is consistent with previous studies which stated that motivation is negatively related to English public speaking anxiety (Abu-Rabia, 2004; Alico, 2016; Bećirović, 2020; Hilleson, 1996; Liu, 2012; Liu & Cheng, 2014; Noel, 1999; Sari, 2017; Sheu, 2017; Tercan & Dikilitaş, 2015; Yan, 1998), highlighting that when the motivation is low, the anxiety will be high in speaking. In conclusion, the findings of the interviews have proven and affirmed the findings of the quantitative part, establishing that Jordanian EFL learners being less motivated to speak English in public was one reason for their anxiety.

Last but not least, participants proposed that practising the language and sustaining positive motivation are the solutions to coping with their anxiety. Besides, S1, S2, S3, S5, and S6 suggested that Jordanians should motivate themselves (self-motivation) to speak English, love the English language, and use it in daily conversations. Meanwhile, S4 suggested that the government should do something to motivate students to speak in English in public, specifically by focusing more on the importance of English from an early age (i.e., at the school level). Also, universities were suggested to provide one course in public speaking for all the students to practise this skill and to prepare them for the postgraduate level. Hence, if Jordanians get enough motivation to speak English in public, their anxiety will decrease.

4.11 Summary of the Discussions of Quantitative and Qualitative Results

The present study was conducted on Jordanian EFL learners, investigating how attitude and motivation would affect English public speaking anxiety. Regarding the quantitative findings of attitude, attitude is significantly related to English public speaking anxiety and the direction of the relationship is negative. More precisely, the

English public speaking anxiety of Jordanian EFL students is negatively affected by their attitude. The findings on this significant negative relationship are consistent with many previous studies (Abrar et al., 2018; Aliakbari & Gheitasi, 2016; Alrabai, 2014; Du, 2009; Hilleson, 1996; Hussain, 2018; Hussain et al., 2011; Jain & Sidhu, 2013; Linh, 2011; Liu, 2012; Na, 2007; Soleimenova, 2013; Wahongan & Walintukan, 2019).

Besides, the findings from the qualitative data supported the quantitative data findings. The respondents affirmed that their attitude plays an important role in their English public speaking anxiety and that their attitude is negative towards English public speaking. The respondents stated that they have a negative attitude towards speaking English in public in general. Therefore, they would have anxiety when they have to speak in English in public.

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According to the quantitative findings of motivation, motivation has a significant negative relationship with English public speaking anxiety. More precisely, the English public speaking anxiety of Jordanian EFL students is negatively affected by their motivation. The results of this study are in the line with previous studies (Abu-Rabia, 2004; Alico, 2016; Bećirović, 2020; Hilleson, 1996; Liu, 2012; Liu & Cheng, 2014; Noel, 1999; Sari, 2017; Sheu, 2017; Tercan & Dikilitaş, 2015; Yan, 1998). Moreover, this significant negative relationship has been confirmed by the qualitative data findings. The respondents, i.e., Jordanian PhD students, confirmed that their motivation level had an impact on their anxiety when they speak English in public. They stated that in public, they are not motivated enough to speak in English, and they are simply not interested.

In simple words, Jordanian EFL learners, specifically PhD students, who study abroad have a negative attitude and low level of motivation towards speaking English in public. Hence, they have anxiety when they speak in such a setting. These results could be attributed to several factors. Regarding the demographic data, the level of proficiency in speaking English among Jordanians is very low. The current findings affirmed the reports of the Jordan Times (2017) and EPI (2021) which stated that Jordanians have a low level of proficiency in speaking English.

The findings from the qualitative data showed that Jordanians had a bad experience in learning English during their schooling years. Respondents declared that their English language is weak because they believed that the Ministry of Education in Jordan did not give attention to English in schools and universities. Besides, the teachers did not motivate and encourage the students to speak English in schools and universities as well. Jordanians do not like to speak English and are not interested in it because English is not their mother tongue and it is a foreign language in Jordan. Other studies also mentioned that Jordanians do not use English in their daily life and only inside the classroom (Al-Jamal & Al-Jamal, 2014; Aprialita et al., 2018).

It becomes a big challenge for them to speak in English in public, and subsequently, their anxiety will increase. Therefore, Jordanians have a negative attitude toward English and are not motivated to speak English in public.

Once Jordanians decide to complete their postgraduate studies outside Jordan, learning English will become a compulsory need, aligning with the developing interest for worldwide communication with English as the medium of communication

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(Ahmad et al., 2017). For example, the current study was conducted on Jordanian PhD students studying at four public universities in Malaysia. The demographic data on their years of studies in Malaysia could play a role in the level of anxiety that Jordanians face when speaking English in public.

Students who stayed more than three years in Malaysia might have a low level of anxiety because they were already accustomed to using English for communication and in formal situations. Students who stayed between one and two years might face a high level of anxiety. Besides, this can be linked with the age of arrival in Malaysia; students who arrived in Malaysia at the age of 35 and above might have a high level of anxiety compared with those who arrived in Malaysia between the ages of 25 and 30. Since age plays an important role in the process of learning, MacIntyre and Gardner (1989) suggested a model that describes anxiety in language learning and the development of language anxiety.

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Three stages of language learning are suggested: (1) the beginner; (2) the post-beginner; and (3) the later stage. In the later stage, when a student has a bad learning experience, anxiety begins to develop.

Students at this third stage can be tense and passively learn the language. If students continue to encounter bad or negative experiences, they will face increased anxiety. This assumption related to the third stage of language learning might support the claim that students who learn to speak English at a later age will experience a higher level of anxiety compared to those who arrive in an English-speaking country at an earlier age.

In conclusion, Jordanian EFL learners believed that they should be highly motivated and have a positive attitude towards the English language in general and towards speaking English in specific to lessen their public speaking anxiety. These results affirmed the results of MacIntyre and Gardner (1991, 1994) who indicated that learners with positive attitudes have lower levels of anxiety, while students with negative attitudes are more worried. Regarding motivation, its results support the findings of Horwitz et al. (1986), Gardner et al. (1992), Gardner and Lambert (1965), and Gardner and MacIntyre (1993) who stated that anxiety may cause lowered motivation, or lack of motivation may cause anxiety.

4.12 Summary

The analysis techniques and the result discussion of the quantitative and qualitative phases were addressed in this chapter. After that, two research questions were answered by using SPSS version 26 by employing frequency statistics. The measurement model was tested with PLS-SEM by employing the Smart PLS version 3 software, along with the structural model. Besides, the third and fourth research questions were answered when explaining the structural model. Subsequently, the findings of the quantitative data were discussed based on previous literature. The qualitative findings related to the fifth research question were introduced in detail. Finally, the discussion of the qualitative data findings was presented.

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CHAPTER FIVE

IMPLICATIONS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter summarises the entire study (see Figure 5.1). It draws attention to the contributions of the current study to the body of literature and inspires policymakers, syllabus designers, students, and teachers. Finally, it points out the limitations of the current study and suggests potential research possibilities.

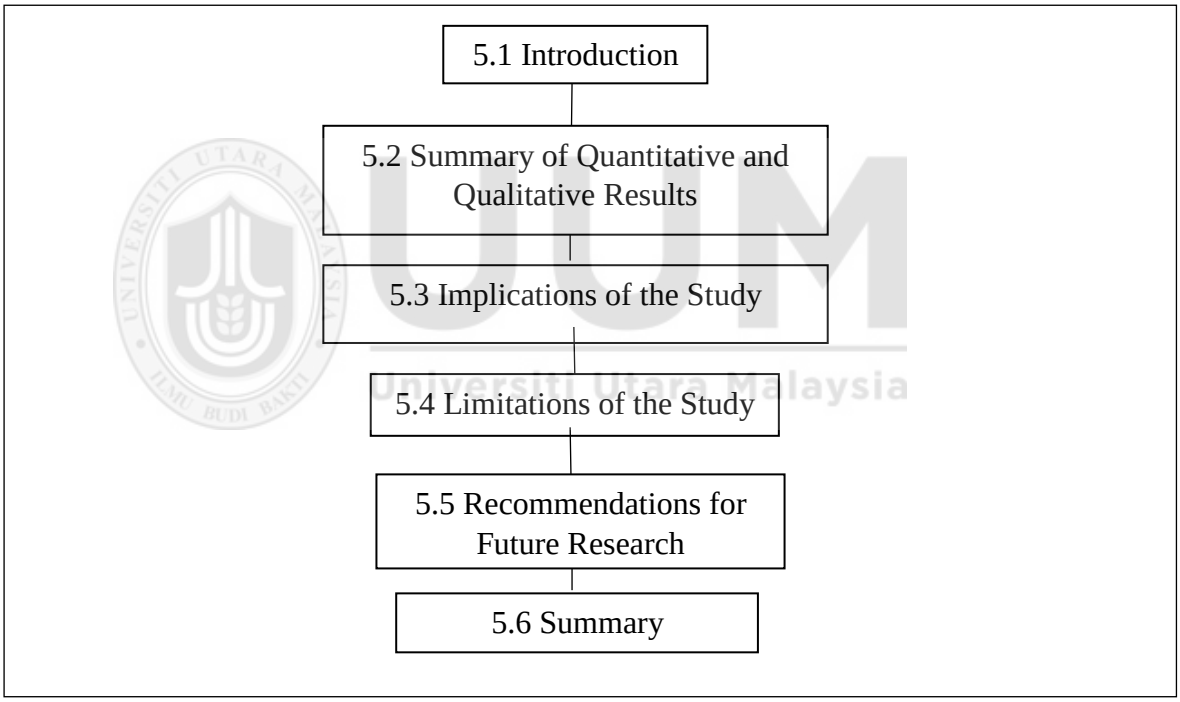

Figure 5.1. The organisation of Chapter Five

5.2 Summary of Quantitative and Qualitative Results

The present study was conducted on Jordanian EFL learners of English. All five research questions were addressed by the current study and the following highlight the findings. Research Question 1 focused on identifying the attitudes of Jordanian EFL learners towards English public speaking skills. The survey results showed that the

mean value of attitude was 2.837 and the median was 2.750; thus, the attitude of Jordanian students was low. More precisely, most Jordanian PhD students had a negative attitude toward using English in public, which will affect their ability to speak in English and will lead them to face many difficulties in doing so in public.

Research Question 2 involved determining the level of motivation of Jordanian English learners and whether they have an integrative or instrumental motivation for English public speaking skills. The results showed that Jordanian students reported a low level of motivation with a mean value of 2.833 and a median of 2.333. For the two types of motivation (instrumental and integrative), it was found that even though the level of motivation of students is very low, they can still be motivated instrumentally. Instrumental motivation received the highest mean scores with a mean value of 2.870 and with a median of 2.510, whereas integrative motivation had the least impact on students with a mean value of 2.783 and a median of 2.500.

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Research Question 3 aimed to examine the relationship between attitude, motivation, and English public speaking anxiety. Findings revealed that the attitude of Jordanian EFL students (the independent variable) was significantly and negatively correlated with English public speaking anxiety (the dependent variable). This finding can be explained based on the negative experience of English learners in Jordan in the past and the possibility that these experiences increase their anxiety when speaking English, which has been confirmed in the qualitative findings of the current study.

Likewise, was devoted to investigating the relationship between motivation and English public speaking anxiety. It was found that motivation (the independent

variable) was significantly and negatively correlated with English public speaking anxiety (the dependent variable). This demonstrated that Jordanian EFL students' low motivation to speak English in public caused them to feel anxious, and these findings were also affirmed by the qualitative data in the current study.

Research Question 4 was qualitative in nature. Thus, it focused on exploring Jordanian EFL learners' perceptions of their English public speaking anxiety. Accordingly, several significant themes were extracted and discussed in Chapter 4. The findings of the qualitative data (Research Question 4) supported and affirmed the findings of the quantitative data (Research Questions 1, 2, and 3), highlighting that attitude and motivation negatively influenced Jordanians' English public speaking anxiety. More explicitly, because the attitude of Jordanian EFL learners was negative and their motivation was low towards English public speaking, their anxiety was high.

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5.3 Implications of the Study

Three kinds of contributions, namely theoretical, methodological, and practical contributions, are presented in this section.

5.3.1 Theoretical Implications

From a theoretical point of view, the current study is qualified to be a source for future studies on English public speaking anxiety and its relationship with attitude and motivation. The literature review showed that there are very limited studies in this area. Therefore, by successfully investigating the relationship between the two independent variables and the dependent variable, this study has helped to reduce the gap.

The findings of the present study have contributed in many ways to the body of literature. Firstly, the role of attitude in English public speaking anxiety was investigated. Several studies have previously shown that attitude is a significant indicator of second or foreign language success, English performance, and English language proficiency (Ahmed, 2015; Al Mamun et al., 2012; Almansour, 2016; Bobkina & Fernández, 2012; Chalak & Kassaian, 2010; Dako & Quarcoo, 2017; Dewaele, 2019; Ibnian, 2017; Misdayanti, 2018; Sardegna, Lee, & Kusey, 2018; Tahaineh & Daana, 2013).

Nevertheless, there was a lack of studies regarding the relationship between attitude and English public speaking anxiety. The results showed that attitude is a major predictor of Jordanian EFL learners' public speaking anxiety. For EFL teachers and students, these results may be helpful. EFL teachers can improve the attitudes of their students to reduce the latter's English public speaking anxiety.

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Secondly, in the Jordanian context, several researchers studied speaking anxiety (Batiha et al., 2018; Batiha et al., 2016; Huwari & Badawi, 2016, 2091; Zrekat et al., 2016). None of these studies, however, concentrated on English public speaking anxiety and its relationship with attitude.

Thirdly, previous studies only investigated the indirect relationship between attitude and anxiety (Abrar et al., 2018; Aliakbari & Gheitasi, 2016; Alrabai, 2014; Du, 2009; Hilleson, 1996; Hussain, 2018; Hussain et al., 2011; Jain & Sidhu, 2013; Linh, 2011; Liu, 2012; Na, 2007; Soleimenova, 2013; Wahongan & Walintukan, 2019). Therefore, due to the scarcity of studies in which the relationship was directly

determined, the current study filled this theoretical gap by examining the relationship between attitude and English public speaking anxiety.

Likewise, the role of motivation in English public speaking anxiety was investigated. Previously, several studies indicated that motivation is a significant predictor of second or foreign language achievement, English achievement, English language proficiency, and English language (Alizadeh, 2016; Bravo, Intriago, Holguin, Garzon, & Arcia, 2017; Hussain, Salam & Farid, 2020; Mat & Yunus, 2014; Suryasa, Prayoga & Werdistira, 2017; Tahaineh & Daana, 2013). However, there were very limited studies about the relationship between motivation and English public speaking anxiety. The current findings indicated that motivation is a significant predictor of English public speaking anxiety in Jordanian EFL learners. These findings might inspire to enhance their students' motivation for lowering the latter's English public speaking anxiety.

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Previous studies utilised two theories independently, i.e., the sociopsychological theory and Horwitz et al.'s (1986) model of foreign language anxiety. Consequently, this study filled this theoretical gap by determining the relationship between motivation and attitude as the independent variables and English public speaking anxiety as the dependent variable under the light of both theories. Besides, the sociopsychological theory focuses on the attitude, motivation, and anxiety towards learning a second or FL in general, without focusing on specific skills such as speaking. Also, anxiety is given less attention in this theory. Horwitz et al.'s (1986) model of foreign language anxiety focuses deeply on oral communication anxiety (public speaking), which is the dependent variable for the current study.

Thus, the current study used the two theories to find out the direct relationship between attitude and motivation (independent variables) and English public speaking anxiety (dependent variable) under one theoretical framework.

Moreover, in the sociopsychological theory, it has been stated that attitude and motivation are dependently connected, and motivation seems to have a causal impact on language anxiety. These two factors (motivation and anxiety), in general, are negatively correlated but the theory does not mention whether attitude has a direct impact on anxiety as well. The current study measured both variables (attitude and motivation) independently and found that there is a significant negative relationship between these variables and public speaking anxiety. Besides, the theory stated that motivation has an impact in the informal context, but the current study found that motivation has an impact in formal situations as well.

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Lastly, the researcher rarely found studies which have investigated the direct relationship between motivation and English public speaking anxiety in the Jordanian context. Past studies explored the relationship between motivation and language anxiety in general (Abu-Rabia, 2004; Alico, 2016; Bećirović, 2020; Hilleson, 1996; Liu, 2012; Liu & Cheng, 2014; Noel, 1999; Sari, 2017; Sheu, 2017; Tercan & Dikilitaş, 2015; Yan, 1998).

5.3.2 Methodological Implications

Regarding speaking anxiety in the Jordanian context, some studies used the quantitative method (Batiha et al., 2016; Huwari & Badawi, 2016), whereas other studies used the qualitative method (Abu-Melhim et al., 2015; Batiha et al., 2018).

However, no studies focused on public speaking anxiety. Therefore, the current study investigated this phenomenon among Jordanians using the mixed-method approach to get a deeper understanding.

Only one study used a mixed-method approach to examine academic oral communication difficulties encountered by Yemeni postgraduate students in a Malaysian public university and how they overcame these difficulties (Alghail & Mahfoodh, 2019). Recently, one study used a qualitative design and explored the reasons that cause speaking anxiety in the academic context of a public university in Malaysia among postgraduate international students (Taly & Paramasivam, 2020).

Accordingly, it is evident that there is a lack of mixed-method studies conducted on the relationship between attitude, motivation, and English public speaking anxiety. Therefore, the current study employed a mixed-method approach with those three variables to fill this methodological gap. The key reason for using a mixed-methods approach was to gain access to the detailed perspectives of postgraduate Jordanian EFL learners.

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5.3.3 Practical Implications

The results of the current study have many practical implications for students, teachers, and universities. The findings revealed a significant negative relationship between attitude and English public speaking anxiety, and between motivation and English public speaking anxiety. These findings demonstrated that attitude and motivation played a vital role in reducing or increasing Jordanian EFL learners' English public speaking anxiety.

Thus, to overcome high anxiety levels in English public speaking, EFL teachers have to focus on boosting students' attitudes and motivation. Consequently, when students have a positive attitude towards speaking English and their motivation is high, their anxiety will decrease and their performance in speaking in public will improve. These results may also be relevant to EFL teachers and learners in other Arab countries because of the same cultural and educational setting.

To make the process of public speaking smooth for EFL speakers, should find methods that boost the attitude and motivation of students. It is possible to coordinate teachers and instructors with students to systematically help them cope with anxiety. The positive attitudes of lecturers are therefore critical for reducing speech anxiety and increasing students' attitudes and motivation. It is assumed that teachers or lecturers can understand the possible challenges of public speaking. The lecturers should, then, predict these difficulties and let students know about techniques that are possibly ideal for coping with the problems they face. The techniques might also boost the students' ability to speak in public and decrease the level of their anxiety.

The Jordanian Ministry of Education can be directly notified about students' speaking difficulties, as well as their attitude toward and motivation toward public speaking. This analysis can help to identify the reasons why Jordanian EFL students struggle to adapt to English. Besides, oral academic presentations are almost non-exist in Jordan as an academic activity (Abdo & Breen, 2010). Thus, Jordanian universities may offer an English public speaking course to help students prepare for postgraduate study and careers.

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5.4 Limitations of the Study

The current study has given numerous views and extensive details on postgraduate Jordanian EFL students' English public speaking anxiety and also focused on the relationship between attitude, motivation, and English public speaking anxiety. The following points explain the limitations of the current study:

Firstly, the data was collected from postgraduate Jordanian EFL learners, specifically PhD students. Thus, it might not be possible to generalise the findings of this study to undergraduate students.

Secondly, the study sample was collected from Jordanian PhD students studying abroad, particularly in Malaysia. Therefore, the results of the current study may not be generalised to Jordanian students studying in Jordan or other countries.

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Thirdly, the study sample consisted of Jordanian EFL students from Malaysia's public universities. Thus, the results of the present study may not be generalised to private university students.

5.5 Recommendations for Future Research

Public speaking skill is a provoking skill among international students in universities. The weakness in speaking poses uneasiness for students in terms of self-esteem, motivation, and confidence. Students' deficiency in speaking in public is a challenging issue that has to be addressed in education. It is recommended that future research involve practical research to examine how teaching can be organized to help students cope with anxiety.

Besides, further research dealing with foreign language anxiety specifically English public speaking anxiety should be conducted since studies in this area are relatively scarce. Future researchers are encouraged to add another research instrument when conducting studies investigating foreign language anxiety to get more accurate findings. It is recommended to analyze the effective ways to overcome the EFL students' public speaking anxiety. The study of appropriate approaches to resolving or lowering students' public speaking anxiety is believed to be useful.

In addition, the current study only collected data from PhD students. Therefore, future studies should be conducted among master and undergraduate students. Besides, since this study considered only EFL learners from public universities, a comparative study between EFL learners from public and private universities can be done. This suggestion is not only to assess the sample's public speaking anxiety in English but also to evaluate the attitude and motivation of students to broaden their understanding of these psychological variables. In addition, researchers in other EFL countries, especially the Middle East countries, should conduct studies on the same variables as used in this study to determine whether the results remain the same.

Furthermore, a comparative research project can be conducted between Jordanians and Malaysian students to investigate not only English public speaking anxiety but also the language motivation and language attitude to expand our knowledge of socio-cultural influence on the mechanism of work of these variables. In this sense, comparing English public speaking anxiety, motivation, and attitude between postgraduate and undergraduate students can also provide significant information.

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Lastly, the findings of this study may inspire future studies to be conducted in other contexts where English is used as a native language such as USA and UK, involving these variables. The scarcity of studies involving these variables, in particular among postgraduate Jordanian EFL learners, and the relationship between them globally can open a new passage for other work to begin a new, interesting, and rewarding journey. Besides, future research should consider adding some variables from the demographic data such as age, gender, English language proficiency, and years of studies in Malaysia as independent variables or as mediators along with attitude and motivation.

5.6 Summary

The current study examined the relationship between attitude, motivation, and anxiety of public speaking in English. The following closing remarks can be drawn based on the findings and discussion of the present study:

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First, Jordanian EFL learners have a negative attitude toward speaking English in public, which will affect their ability to speak in the aforementioned setting and will cause them to face many difficulties when speaking English. Second, most Jordanian EFL learners (i.e., 91.1%) showed an elementary level, intermediate-low, or intermediate-high level of English proficiency. Third, Jordanian EFL learners had a low level of motivation and low proficiency level in English. Fourth, regarding the two types of motivation (instrumental and integrative), it has been found that even though the motivation level of Jordanian EFL learners towards English public speaking skills was low, they could be motivated instrumentally.

Fifth, the relationship between attitude and English public speaking anxiety is significant and negative. Last, the relationship between motivation and English public speaking anxiety is significant and negative.

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APPENDICES

Appendix A

Questionnaire

(Adapted from Gardner, 1985 (Version 2004); Horwitz, Horwitz and Cope, 1986)

SURVEY ON SPEAKING SKILLS AND ENGLISH PUBLIC SPEAKING ANXIETY

Dear Respondent,

I am currently a PhD student at Universiti Utara Malaysia, Kedah. I am conducting a research project titled "Public Speaking Anxiety and its Relationship with Attitude and Motivation among Jordanian EFL Learners".

I kindly ask for your cooperation and participation in answering this questionnaire. I sincerely hope that you can spare your time in assisting me by answering all the questions with honesty and transparency. All information will be used for research purposes only and will be strictly treated as confidential. Besides, your identity will not be disclosed.

When completed, please return the questionnaire directly to me. Should you have any enquiries, please do not hesitate to contact me.

Your cooperation and participation will be highly appreciated.

Yours Faithfully,

.....

Alaa Abdullah Alsaleem
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School of Languages, Civilisation & Philosophy
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SECTION A - DEMOGRAPHIC INFORMATION

Please read the following statements and TICK (√) in the appropriate box. Fill in the blank where necessary.

1.Gender

Male ☐ Female ☐

2. Age:

(25-29) ☐ (30-34) ☐ (35-40) ☐ (Above 40) ☐

3. English language proficiency:

Elementary level ☐ Low intermediate level ☐

High intermediate level ☐ Advanced level ☐

4. Age of arrival in Malaysia:

5. Years of studies in Malaysia:……

(1-2 years) ☐ (3-4 years) ☐

(5-6 years) ☐ (More than 6 years) ☐

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SECTION B –PUBLIC SPEAKING IN ENGLISH

Below are statements about your experience **to speak in English in public**. Show the extent of your agreement or disagreement for each item. Please **TICK (√)** the most appropriate response by using the scale below.

1	2	3	4	5
Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**

	ATTITUDE	**1**	**2**	**3**	**4**	**5**
1.	Learning to speak in English in public is really important.					
2.	I hate to speak in English in public.					
3.	I really enjoy learning to speak in English in public.					
4.	I love learning to speak in English in public.					
5.	I think that learning to speak in English in public is dull.					
6.	Learning to speak in English in public is a waste of time.					
7.	I plan to learn to speak in English in public as much as possible.					
8.	When I hear someone speaks English well in public, I wish I could speak like him.					

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	MOTIVATION	1	2	3	4	5
1.	Learning to speak in English in public is important because it will allow me to be more at ease with people who speak in English.					
2.	Learning to speak in English in public is important because it will allow me to meet and converse with people from diverse backgrounds.					
3.	Learning to speak in English in public is important because it will enable me to better understand and appreciate the cultures of different communities.					
4.	Learning to speak in English in public is important because I will be able to interact more easily with other speakers of English.					
5.	Learning to speak in English in public is important because other people will show me more respect.					
6.	Learning to speak in English in public is important because I will need it for my career.					
7.	Learning to speak in English in public is important because it will make me more educated.					
8.	Learning to speak in English in public is important because it will be useful in getting a good job.					
9.	I really try my best to speak in English in public.					
10.	I want to speak in English in public so well that it will become natural to me.					
11.	If permitted, I would spend all of my time speaking in English in public.					

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SECTION C – PUBLIC SPEAKING ANXIETY

Below are statements about **your level of public speaking anxiety in English that you experience.** Show the extent of your agreement or disagreement for each item. Please **TICK (√)** the most appropriate response by using the scale below.

1	2	3	4	5
Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**

		1	2	3	4	5
1.	I am never quite sure of myself when I speak in English in public.					
2.	I am afraid of making mistakes when speaking in English in public during presentations/conferences/etc.					
3.	I tremble when I know that I am going to be called on in public during presentations/conferences/etc.					
4.	I get frightened when I do not understand what my audience is saying in English during presentations/conferences/etc.					
5.	I start to panic when I have to speak in English in public without preparation.					
6.	I get embarrassed to volunteer answers during presentations/conferences/etc.					
7.	I feel nervous when speaking in public with native speakers of English.					
8.	I get upset when I do not understand what my audience is saying during presentations/conferences/etc.					
9.	I do not feel confident when I speak in English in public during presentations/conferences/etc.					
10.	I am afraid that my audience is ready to correct every mistake I make when I speak in English in public.					
11.	I can feel my heart pounding when I am going to be called in public during presentations/conferences/etc.					

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		1	2	3	4	5
12.	I always feel inferior that other students speak in English in public better than I do.					
13.	I feel very self-conscious about speaking in English in public in front of other students.					
14.	I get nervous and confused when I speak in English in public during presentations/conferences/ etc.					
15.	I get nervous when I do not understand every word my audience is saying in English during presentations/conferences/etc.					
16.	I feel overwhelmed by the number of rules I have to learn in order to speak in English in public.					
17.	I am afraid that other students will laugh at me when I speak in English in public.					
18.	During presentations/conferences/etc., I get nervous when my audience asks questions which I have not prepared in advance.					

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If you have any suggestion or comments, please write below:

.....

.....

.....

.....

THANK YOU VERY MUCH FOR YOUR TIME AND EFFORT.

Appendix B
Interview Protocol

Semi-structured Interview

INTERVIEW ON PUBLIC SPEAKING ANXIETY

Direction (to be read to the interviewee)

Interview sessions will be audio-recorded. Interviews will be conducted between 15 to 30 minutes. The interviewee can freely ask any question during the interview sessions.

Questions of the Interview:

1. How long have you been learning English?
2. What is your opinion about your experience of learning English?
3. What bothers you when speaking in English in public? Why?
4. Do you think that speaking in English in public is difficult? Why?
5. What sort of challenges or issues do you face when speaking in English in public?
6. What could be the kinds of situations that cause stress or anxiety for you when speaking in English in public?
7. What happens to you when you are stressed out when speaking in English in public?
8. What do you do when you are in these kinds of situations?
9. In your opinion, what are the reasons for this fear or anxiety?
10. In which situation that you feel more anxious when speaking in English in public?

11. Are you afraid of making mistakes when speaking in English in public? Why?
12. How do you think people will react if you make mistakes when speaking in English in public?
13. What are the psychological factors which cause anxiety in public speaking for you as an EFL learner?
14. Do you think your audience plays a role in reducing the feeling of anxiety in public speaking during presentations/meetings/etc.? Why?
15. What would you like to suggest in order to lessen public speaking anxiety among English language learners?

Closing the Interview Session:

Thank you for your valuable time in participating for the interview session. The information you have contributed will be significant and become an important part of the success for this research project.

If you have any further thoughts on this topic, you are welcome to call me.

Yours Faithfully,
.....
Alaa Abdullah Alsaleem
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Appendix C
Matrix Table of the Literature Review

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No	Author(s) and Article Title	Country	Sample	Methodology	Theory	Findings	Suggestion for future research
1	Speaking Anxiety Among Postgraduate International Students in the Academic Context of a University in Malaysia (Taly &Paramasivam, 2020)	Malaysia	Fifteen international postgraduate students and two experienced university lecturers of a public university in Malaysia	Qualitative method	–	The investigation revealed that speaking anxiety originates from students' self-related perceptions, learning challenges, differences between students' and target language cultures, poor language knowledge, and fear of being evaluated by peers and lecturers. The strategies used to cope with speaking anxiety included a variety of affective (relaxation), cognitive (positive thinking) and behavioral strategies (preparation/practice, avoidance of eye contact, providing immediate response to instructors' questions, taking part in as many speaking activities as possible, peer seeking and physical masking behavior).	It is recommended that future research involve practical research to examine how teaching can be organized to help students cope with anxiety

2	Correlation between EFL Students' Speaking Anxiety and Self-Efficacy in Public Speaking Class at English Department of Universitas Negeri Padang (Qurnia & Marlina, 2020)	Indonesia	The participants of this study were 63 students of Public Speaking Class at English Department of UNP	Quantitative method	Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety	Speaking anxiety of EFL students in Public Speaking Class at English Department of UNP is found at the medium level. The finding means that EFL students are able to come forward, but not too confident in their abilities in speaking. This is because their speaking anxiety is at medium level	The researcher suggests to the next research to conduct the experimental research about EFL students' speaking anxiety. Meanwhile, this study is only done in Public Speaking Class at English department of UNP, it will be great that the next researcher conducts a research in other speaking classes such as Intermediate Speaking Class, Speaking for In Formal Interaction Class
3	Will Anxiety Boost Motivation? The Relationship between Anxiety and Motivation in Foreign Language Learning (Luo, Subramaniam, & O'Steen, 2020)	China	186 students from three colleges in Chinese universities.	Quantitative method	The Achievement Anxiety Test (AAT) by Alpert and Haber (1960) and the Academic Motivation Scale (AMS) by Vallerand et al. (1992).	The findings reveal that facilitating anxiety is significantly and positively correlated with both intrinsic and extrinsic motivation, as well as amotivation (the status of not intrinsically or extrinsically motivated). In addition, debilitating anxiety is also significantly correlated with extrinsic motivation and amotivation. The findings provide theoretical support for the possibility of using anxiety to boost motivation in foreign language learning contexts.	Future studies could use the findings to explore the causes of facilitating anxiety, the contributory factor of motivation and then draw a connection between anxiety and motivation for enhanced foreign language learning outcomes

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4	Academic oral communication difficulties encountered by Yemeni postgraduate students in a Malaysian university (Alghail & Mahfoodh, 2019)	Malaysia	92 Yemeni postgraduate students (82 males and 10 females) who were all in one Malaysian public university	A mixed-methods approach	Theory of second language acquisition (Cummins, 1980), sociocultural theory (Vygotsky, 1986), and academic literacies model (Lea & Street, 2006)	The study revealed that the major academic oral communication difficulties encountered by these students are speaking accurately, communicating ideas fluently, speaking with clear pronunciation, and communicating ideas confidently. In the process of overcoming these difficulties, the students reported that they employed some strategies such as joining English proficiency courses and attending seminars, workshops, and conferences. Furthermore, the study revealed a strong negative correlation between most areas of academic oral communication difficulties and students' prior learning experience.	The findings provide useful recommendations for orientation programs that target new students before travelling to Malaysia and maybe advising them while they are studying. Understanding international students' academic speaking difficulties can help administrators highlight positive aspects of international students' experiences in their recruitment materials (Trice & Yoo, 2007). The findings of this study have implications for a national strategy in Malaysia to attract more international students, especially from Arab and Middle Eastern countries. Furthermore, it is hoped that the implications of this study can benefit future international students who choose Malaysia to be the place for their new academic experiences. Instructors, lecturers, and supervisors of postgraduates across disciplinary areas are likely to benefit from issues related to international students' academic oral communication difficulties and strategies they use to overcome these difficulties. Since this study revealed that there are correlations between students' academic speaking difficulties and their prior academic experiences, authorities in Malaysian universities may need to help international students in their

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							first year to develop strategies to overcome these difficulties
5	Strategies to Overcome Speaking Anxiety among Saudi EFL Learners (Ashraf, 2019)	Saudi Arabia	38 EFL learners, enrolled in Intensive English Program, 5 EFL teachers of King Khalid University, and 5 EFL schoolteachers.	Quantitative method	Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety	The results indicated that the students' communication concerns from: insufficient exposure to the English language such as test anxiety; poor vocabulary; and worry about negative evaluation.	
6	English Speaking Difficulties Faced By Jordanian International Students At Universitas Muhammadiyah Surakarta (Aprialita, Kurniawan & Res, 2018).	Indonesia	Jordanian international students at Universitas Muhammadiyah Surakarta	Qualitative method	_____	The results of this research showed English speaking difficulties faced by Jordanian international students for the reasons such as anxiety, shame, and self-confidence.	

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7	Examining Levels and Factors of Speaking Anxiety among EFL Libyan English Undergraduate Students (Toubot & Seng, 2018)	Libya	(300) EFL fourth-year undergraduate students in three universities in Libya	Quantitative Method	Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety	The findings of this study revealed that students experienced a moderate to high level of EFL speaking anxiety. Additionally, the findings of the study revealed that the low self-confidence factor received the highest average followed by fear of negative evaluation, and communication apprehension factors.	

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8	Foreign Language Speaking Anxiety of Jordanian Freshman English Learners (Batiha, Mustaffa & Noor, 2018)	Jordan	20 freshman students studying English at Jadara Private University	Qualitative method	____	The results confirmed that new factors responsible for elevating learners FL speaking anxiety were discovered in this study, namely, Fear of Being Perceived as a Show-off, Impromptu Question, Cultural Barriers with Regard to Female Students, and Previous Experience at School. In addition, eight factors were found to contribute to classroom-based FL speaking anxiety and these matched with the literature. These factors were: Fear of Being Ridiculed, Lecturer Demeanor, Peer Correction and Fear of Making Mistakes, Language Proficiency, Low Self-Esteem, Self-Perceived Ability in Speaking English, Fear of Interaction, and Negative Attitude.	Future research should be conducted to develop methods to help these learners by providing convenient interventions or teaching methods that facilitate the development of a friendly learning environment. speaking anxiety is a multifaceted phenomenon that should be investigated thoroughly in different contexts and from different perspectives among Jordanian students.
9	Oral Communication Apprehension among International Doctoral Students (Amiri & Puteh, 2018)	Malaysia	25 international doctoral students from various public universities in Kuala Lumpur, Malaysia	Qualitative method	_____	International doctoral students' OCA. The findings clearly demonstrated that despite years of working experiences as lecturers or presentations, doctoral students' OCA while communicating with examination panel is unavoidable. The analysis illustrated that international doctoral students' OCA is influenced by linguistic issues, deficiency in knowledge of research during presentations negative perceptions towards	There is a need for universities to convene a programme on the doctoral students' examination process by training the examiners. This is crucial in order to safeguard the standard and quality of the Malaysian higher education sector.

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						presentation panel and other related factors. The students were definitely apprehensive of the academic presentation and the above factors have aggravated their level of OCA	
10	The Anxiety Factors among Saudi EFL Learners: A Study from English Language Teachers' Perspective (Asif, 2017)	Saudi Arabia	115 respondents who have been teaching English in various colleges and universities in Saudi Arabia.	A mixed-methods	Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety	The outcomes demonstrated that anxiety assumed a significant role in the English language, as outsiders learn English as foreign language, and it was discovered that most students of English as foreign language have a degree of fear of committing errors. Besides, the absence of English Vocabulary is another significant factor of English as foreign language	In order to provide the comprehensive picture of complex phenomenon of language anxiety in Saudi EFL learners, the research on all the four skills is required. This will help teachers to eradicate this problem to maximum level in learners in language classrooms. 2) The further investigation can be done to check the relationship of different variables already identified in this research. 3) With the help of this study, comparative research can be done among students of Saudi Arabia and students of other cultures. This will reveal the significant differences between factors and their manifestations due to cultural changes. 4) The comparative research on learners belonging to each social class; or for rural and urban areas of the Kingdom can be conducted. This will affirm the significant difference of learners to each social strata of Saudi society.

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11	Attitudes of Public and Private Schools' Students towards Learning EFL (Ibnian, 2017)	Jordan	144 students (four groups), chosen randomly from Amman public and private schools.	Mixed-Methods	___	The results showed that the attitudes of public and private schools' students towards learning in EFL were positive. Nevertheless, the results indicated that students of public schools had less positive attitudes towards learning EFL than compared pf private schools' students. Also, it showed that the educational setting of schools, the physical environment, and the methods of teaching were the main factors that affected students' attitudes towards EFL learning.	
12	Speaking Anxiety among English as a Foreign Language Learner in Jordan (Batiha, Noor & Mustaffa, 2016)	Jordan	112 freshmen studying English at Jadara Private University	Quantitative Method: FLCAS Scale	The theory of general FL anxiety	The results revealed that four main factors were responsible for causing learners' speaking anxiety, namely: Fear of Negative Evaluation, Unpreparedness, Fear of Being in Public and Shyness, and General Speaking Class Anxiety. No significant gender differences existed in terms of FL speaking anxiety factors.	Further research investigating other aspects of the EFL teaching /learning situation in a more holistic manner may provide clearer insights into the causes of this EFL speaking anxiety and offer more effective ways of managing students affected by such anxiety.
13	The Level of Anxiety among Jordanian EFL Undergraduates in Oral Communication Performance (Zrekat, Abu Baker & Latif, 2016)	Jordan	351 students studying English and five lecturers at Jarash University	Mixed Methods	___	The findings revealed that 60.7 per cent of the respondents showed that they experience anxiety while speaking in English. Qualitative findings from respondents suggest having collaboration between parents, lecturers and students,	Future researchers are encouraged to add another research instrument when conducting studies investigating foreign language anxiety such as include students' journals to get more accurate findings.

						departure from current teacher-centered approaches, providing stress-free and congenial exercise of public speaking and debates.	
14	Language Anxiety among Jordanian Postgraduate Students at Yarmouk University (Huwari & Badawi, 2016)	Jordan	40 postgraduate students studying master's degree of English language at Yarmouk University	Quantitative Method :(FLCAS) Scale	___	The results indicate that students have high levels of anxiety in general, and these levels of anxiety increase in speech, and fear of the class, and also in the items not included in factor solution. Although, the students are considered as highly anxious, they still have strong concern for learning English and keep going to these classes. In brief, it is found that anxiety can negatively affect the language learning experience in numerous ways and that reducing anxiety can enhance learner motivation	Recommended that teachers, educators and educational policy makers pay more attention to the problems of foreign language anxiety, especially in speaking skills, and to tailor new innovative methodologies and strategies that can reduce anxiety levels.
15	EFL Effective Factors: Anxiety and Motivation and their Effect on Saudi College Student's Achievement (Mohammed, 2016)	Saudi Arabia	75 students randomly selected from Community College and Faculty of Education, Shaqra University	Quantitative method (FLCAS)	___	The results showed that Saudi students were found out to be very anxious towards learning EFL. This has resulted from their social, environmental, cultural, religious beliefs, teachers' role and tests	Relative investigations should be better conducted to lessen Foreign Language Classroom Anxiety Scale (FLCAS) and strengthen instrumental dimensions of Saudi learners.
16	Foreign Language Classroom Anxiety among Iraqi Students and its Relation with Gender and Achievement (Ali & Fei, 2016)	Malaysia	50 Iraqi postgraduate EFL students of the English Department, Faculty of Arts in three Malaysian	A mixed-methods	___	The study reported that three factors such as communication apprehension, negative evaluation and test anxiety are anxiety-arousing factors with test anxiety has the greatest contribution. The study also reported that females	Replication of the current study is needed to see to what extent the result would reflect and confirm the findings of the study.

			universities: Universiti Kebangsaan Malaysia (UKM) Universiti Putra Malaysia (UPM) and Universiti Malaya (UM)			show more anxiety compared to males. It was also shown that there is a negative correlation between language anxiety and academic achievement which means that students with high level of FL anxiety tend to yield lower grades and vice-versa.	
17	An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills (Al-Jamal & Al-Jamal, 2014)	Jordan	64 students were interviewed out of 566 students who responded to a survey questionnaire/ public universities in different parts of Jordan	A mixed-methods	Krashen's Affective Filter Hypothesis	The findings of the study exposed a perceived failure of EFL students' speaking skill in English was reported together with reasons that explain such perceived difficulty. The results of the study showed a 'low' speaking proficiency level among EFL undergraduates along with negligible instruction of the speaking skill at university courses' level. More highlighted difficulties by this study were as these of communication in L1, large classes, and lack of time.	
18	Jordanian Undergraduates' Motivations and Attitudes towards Learning English in EFL Context (Tahaineh and Daana, 2013)	Jordan	785 female undergraduates majoring English language and literature during the academic year 2011/2012 in the department of English language and literature at	Quantitative method	Gardner's Social-Psychological Theory of Second Language Learning	The findings showed the subjects' greater support of instrumental reasons for learning the English language including utilitarian and academic reasons, However, regarding the integrative reasons, the results provided evidence that learning English as a part of the culture of its people had the least impact in students' English language motivation, whereas their	More research in this area needs to be conducted. The language proficiency of integratively orientated students and as well as students with integrative orientation, if investigated further in future research, might give us new insight into Jordanian EFL situation

			PAUC - AAU, Amman-Jordan.			attitudes towards the target language community and its members were generally found to be highly positive.	

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Appendix D
Content Validation by Expert 1

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EXPERT REVIEW FORM

QUESTIONNAIRE

I have reviewed the items (survey questionnaire) developed by Ataa Abdullah Mesleh Alsaleem, a PhD candidate at School of Languages, Civilisation and Philosophy, Universiti Utara Malaysia under the supervision of Dr. Mohd Hilmi bin Hamzah.

My review is as follows:

Great job,
I have made corrections on the survey & interview protocol by using the red mark.

Universiti Utara Malaysia

Expert name : ABDUL HALIM MOHAMED (PhD)

Expert Institution : School of Education and Modern Languages
UUM CAS

Expert Signature :

Date : 4/6/2020

E Appendix
Content Validation by Expert 2

EXPERT REVIEW FORM
QUESTIONNAIRE

I have reviewed the items (survey questionnaire) developed by Alaa Abdullah Mesleh Alsaleem, a PhD candidate at School of Languages, Civilisation and Philosophy, Universiti Utara Malaysia under the supervision of Dr. Mohd Hilmi bin Hamzah.

My review is as follows:
I have indicated my comments to specific items in the instrument. It's a good instrument. Just ensure once again that some items may be redundant and longer survey with long sentences usually have poor responses.

Expert name : Amrita Kaur
Expert Institution : SEML, UUM

Expert Signature : Amrita kaur
Date : 20-5-2020

EXPERT REVIEW FORM
INTERVIEW PROTOCOL

I have reviewed the questions (interview protocol) developed by Alaa Abdullah Mesleh Alsaleem, a PhD candidate at School of Languages, Civilisation and Philosophy, Universiti Utara Malaysia under the supervision of Dr. Mohd Hilmi bin Hamzah.

My review is as follows:

The survey looks good.

Expert name : Amrita Kaur

Expert Institution : SEML, UUM

Expert Signature : Amrita Kaur

Date : 20-5-2020

Appendix F
Content Validation by Expert 3

EXPERT REVIEW FORM
QUESTIONNAIRE

I have reviewed the items (survey questionnaire) developed by Alaa Abdullah Mesleh Alsaleem, a PhD candidate at School of Languages, Civilisation and Philosophy, Universiti Utara Malaysia under the supervision of Dr. Mohd Hilmi bin Hamzah.

My review is as follows:

Overall the instrument contains all items that measure the behavior for which it is intended.
I have scrutinized the instrument and would like to conclude that it measures what it is intended to measure. Thus, this measurement is validated.

However, regarding the items related to attitude and motivation (2 IV's) which are placed under Section B, for these items, I suggest that they should be placed under two separate sections. This is to avoid confusion in data management as well as hypothesis testing

Universiti Utara Malaysia

Expert name : Assoc. Prof. Dr. Fais Ahmad

Expert Institution : School of Business Management, College of Business, UUM

Expert Signature : fais

Date : 15 June 2020

EXPERT REVIEW FORM
INTERVIEW PROTOCOL

I have reviewed the questions (interview protocol) developed by Alaa Abdullah Mesleh Alsaleem, a PhD candidate at School of Languages, Civilisation and Philosophy, Universiti Utara Malaysia under the supervision of Dr. Mohd Hilmi bin Hamzah.

My review is as follows:

This is to confirm that the interview protocol measures the behavior that is intended to measure. Therefore, it is validated.

Expert name : Assoc. Prof. Dr. Fais Ahmad

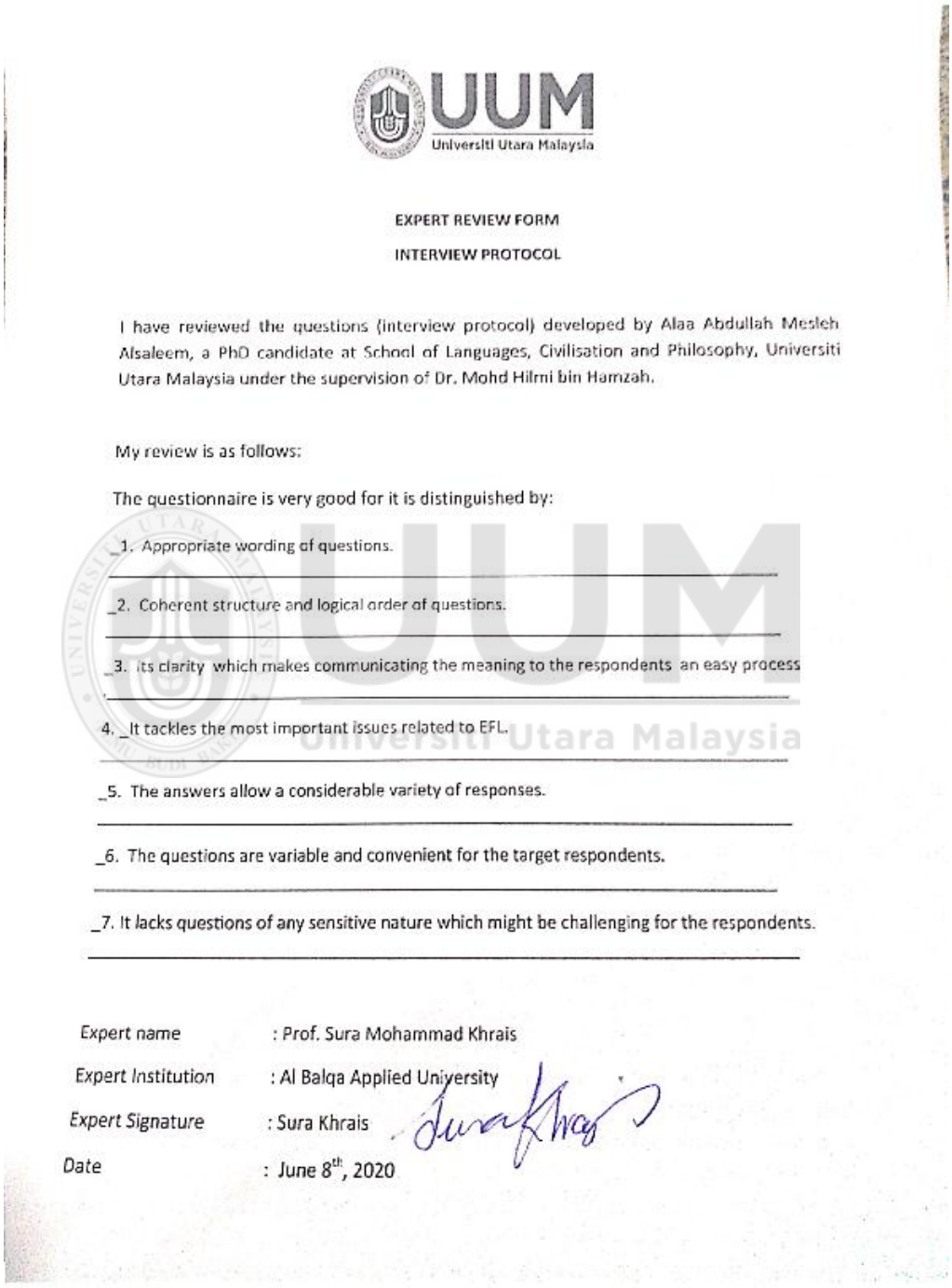
Expert Institution : School of Business Management, College of Business, UUM

Expert Signature : *fais*

Date : 15 June 2020

Universiti Utara Malaysia

Appendix G
Content Validation by Expert 4



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EXPERT REVIEW FORM

INTERVIEW PROTOCOL

I have reviewed the questions (interview protocol) developed by Alaa Abdullah Mesleh Alsaleem, a PhD candidate at School of Languages, Civilisation and Philosophy, Universiti Utara Malaysia under the supervision of Dr. Mohd Hilmi bin Hamzah.

My review is as follows:

The questionnaire is very good for it is distinguished by:

_1. Appropriate wording of questions.

_2. Coherent structure and logical order of questions.

_3. its clarity which makes communicating the meaning to the respondents an easy process

4. _It tackles the most important issues related to EFL.

_5. The answers allow a considerable variety of responses.

_6. The questions are variable and convenient for the target respondents.

_7. It lacks questions of any sensitive nature which might be challenging for the respondents.

Expert name : Prof. Sura Mohammad Khrais

Expert Institution : Al Balqa Applied University

Expert Signature : Sura Khrais

Date : June 8th, 2020

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Appendix H
Content Validation by Expert 5

EXPERT REVIEW FORM

QUESTIONNAIRE

I have reviewed the items (survey questionnaire) developed by Alaa Abdullah Mesfeh Alsaleem, a PhD candidate at School of Languages, Civilisation and Philosophy, Universiti Utara Malaysia under the supervision of Dr. Mohd Hilmi bin Hamzah.

My review is as follows:

① The number of question for each section can be added in order to obtain clearer perspective on speaking anxiety as well as the experience of learning speak in English from the respondents.

② Add more negative questions in section B for reliability purposes.

③ section C has only one form of question, consider to add opposite type of questions (for reliability checking).

④ Refer my comments marked in the instrument (section B and C).

Expert name :

Expert Institution :

DR. MARINY ABDUL GHANI
Senior Lecturer
Pusat Pengajian Psikologi Gunaan,
Desa dan Kerja Sosial
CAS, Universiti Utara Malaysia

Expert Signature :

Date : 25/06/2020

EXPERT REVIEW FORM

INTERVIEW PROTOCOL

I have reviewed the questions (interview protocol) developed by Alaa Abdullah Mesleh Alsaleem, a PhD candidate at School of Languages, Civilisation and Philosophy, Universiti Utara Malaysia under the supervision of Dr. Mohd Ilmi bin Hamzah.

My review is as follows:

① Balance the questions for learning English and speaking anxiety in English.

② More prompts to be made for the questions based on the respondents' answers

③ Refer my comments marked (refer protocol).

Good luck and thank you.

Universiti Utara Malaysia

Expert name :

Expert institution :

DR. MARINY ABDUL GHANI
Senior Lecturer
Pusat Pengajian Psikologi Gunaan,
Dasar dan Kerja Sosial
CAS, Universiti Utara Malaysia

Expert Signature :

Date : 25/06/2020

Appendix I
Form of Consent

This form is intended to seek your permission to participate in an interview. Please read the following statement and sign your name, indicating your approval.

I hereby declare that I agree to participate in an interview session that will be conducted by Alaa Abdullah Mesleh Alsaleem. I am well informed about the purpose of the interview. I am fully aware that the interview session is taped recorded and confidential.

Name:

Signature:

Date:

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Appendix J

Form of Validation

This form is intended to verify interview transcriptions. Please read the following statement and sign your name, indicating your approval.

I hereby declare that I have proofread the interview transcription given to me. I have agreed and approved the interview transcription.

Name:

Signature:

Date:

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Appendix K
Consent Letter for Data Collection

AWANG HAD SALLEH
GRADUATE SCHOOL OF ARTS AND SCIENCES
UUM College of Arts and Sciences
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA

Universiti Utara Malaysia
Tel.: 604-928 5299
Faks (Fax): 604-928 5297
Laman Web (Web): http://ahsgs.uum.edu.my
Emel : ahsgsservices@uum.edu.my

UUM/CAS/ AHSGS/903615
December 1, 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam

DATA COLLECTION FOR PROJECT PAPER/ THESIS

This is to certify that **Miss. Alaa Abdullah Mesleh Alsaleem (matric number: 903615)** is a full-time graduate student in Doctor of Philosophy (Applied Linguistics) at UUM College of Arts and Sciences.

She needs to do her field study and data collection for her project paper/thesis in order to fulfill the partial requirements of her graduate studies title of "The Attitude of Jordanian PhD Students Studying in Malaysia Universities towards English Language and Culture".

For futher information regarding his research work for project paper/thesis, kindly contact his supervisors, Dr. Mohd Hilmi bin Hamzah (email:hilmihamzah@uum.edu.my)

We sincerely hope that your organization will be able to assist her in the data collection.

Thank you.

"KEDAH AMAN MAKMUR – HARAPAN BERSAMA MAKMURKAN KEDAH"
"KNOWLEDGE, VIRTUE, SERVICE"

Yours faithfully

AHMAD MUJAHID ABD. GHANI
Senior Principal Assistant Registrar
Awang Had Salleh Graduate School of Arts and Sciences
Universiti Utara Malaysia

c.c : - Dr. Mohd Hilmi bin Hamzah (5277)

Appendix L

Transcription of the Interviews

30 Nov 2020 (02:30 pm)	**Student One (S1)**	**Location: Library, Universiti Utara Malaysia**

People	**Responses**
Interviewer Q1	How long have you been learning English?
Interviewee	When I was student in secondary school okay, I learned English but not that good because in my country most of the teachers not concern about English language to teach students (i.e., teachers are not interested in speaking in English and teach students to speak in English; that is why English language in my country not focused more to learn and teach students (i.e., English language in Jordan is not important)
Interviewer Q2	What is your opinion about your experience of learning English?
Interviewee	Ahh, I did not learn English language a lot because I know that my English language is very bad and I do not have experience about English language (i.e., I do not have a good experience in speaking in English); that is why I need more improvement and enhance myself to speak English language well.
Interviewer Q3	What bothers you when speaking in English in public?
Interviewee	Ahh, I think what bothers me when I want to speak English language is lack of words and meanings, spelling also. When I want to speak English language, I know my spelling is not good and very bad.
Interviewer	***Probing question:** *PQ: Why
Interviewee	Because in my country, they are not concern about English language. Most of the time, they speak Arabic not English; that is why when I want to speak English, I cannot speak with someone who is expert in English (i.e., speaking in English in Jordan is not important and Jordanians do not prefer to speak in English). I do not have any experience and my words and their meanings in English is not that good. That is why I am not concern when I was student in Jordan to speak English (i.e., I was not interested to speak in English in Jordan). {pause}. Most of the subject in Jordan in Arabic not in English; that is why, why I want to speak English **(**i.e., Jordanians do not prefer to speak in English).
Interviewer Q4	What sort of challenges or issues do you face when speaking in English in public?
Interviewee	I think when I want to speak English ahhh, in conference or face to face, I think I know my English is not good. I think that I do not have motivation to speak English and my attitude about speaking English is not good. So, these are some issue that face me when I want to speak English in public.

Interviewer Q5	What could be the kinds of situations that cause stress or anxiety for you when speaking in English in public?
Interviewee	The interviewee asked to repeat the question again
Interviewer	The interviewer repeated the question
Interviewee	Ahh, I think my English words when I want to speak not good, ahh, my spelling also again is not good, I do not have many words to elaborate if someone ask me a question how I can answer, I feel anxiety when I want to speak with someone so I feel scared and escape if someone ask me questions I do not like to answer because I know my English is not well.
Interviewer	***Probing question:** *PQ: So, you feel stress and anxiety when someone want to ask you a question in the conference or in the presentation?
Interviewee	Yes, Exactly, yes, anywhere, that is why I face challenge, anywhere when someone ask me any question about my country, about my study I have, I know what I want to speak but my English language is not good, so I feel scared how I want to answer this question. So, I have anxiety to speak.
Interviewer	Yes, but we are talking about speaking in English in public like conference or the presentation**.**
Interviewee	Yes, exactly in conference in public, so ahhh, nowadays specially I am student in Malaysia, so I face this challenge. I know this is the barriers for me because I did not receive any question before about my country in English language. So, I feel scared and anxiety when I want to speak, so what I should do? I do not know; I am trying to improve my English language.
Interviewer	Okay,
Interviewer Q6	Do you think that speaking in English in public is difficult?
Interviewee	Yes, is very difficult.
Interviewer	Why
Interviewee	Because I know my mother tongue is Arabic not English language, that is why I face challenges when I want to speak English language in public. So, if someone ask me question how I can answer, I am thinking about that what I want to speak, this word is correct when I want to answer this question or not. That is why this is the main challenge for me and for another student.
Interviewer	***Probing question*:** PQ: So your English is poor, you mean?
Interviewee	Yes, very poor. So I should motivate myself to speak English well.
Interviewer Q7	What happens to you when you are stressed out when speaking in English in public?
Interviewee	What happens, I feel anxiety when I want to speak English in public
Interviewer	What you feel?
Interviewee	I feel not good exactly, I feel not good when someone ask me question if any section about not my study, about my country about my friend, about anyone and in public, so I feel anxiety when I want to speak, so that is why this is problem for me. I feel shy I cannot speak well, Ahhh and I feel stress that is why this is some happens face me when I want

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	to speak.
Interviewer	Okay.
Interviewer Q8	What do you do when you are in these kinds of situations? The interview explained the question more: When you are stress, so what you do in these situations?
Interviewee	I feel not good, because this situation is is not is not good about me, because I know I am PhD student so I feel scare when I want to speak and I do not like to speak English language so when someone as me also question I do not know what I want to do so that is why I face more challenges about it. .
Interviewer	***Probing Question*:**PQ: That is all?
Interviewee	Yes, that is all
Interviewer Q9	In your opinion, what are the reasons for this fear or anxiety?
Interviewee	I think I have negative attitude about speaking it. So
Interviewer	***Probing Question*:** PQ: About what?
Interviewee	About English Exactly, because I now I feel anxiety when I want to speak English and I need more motivation and motivate to speak English in well so, before I am not concern about English because I know my English language in Jordan is not important. But nowadays no, in Malaysia is differ, I should speak English but when I want to speak English I know this is I face many challenges and I feel anxiety and stress so I need more motivation to speak and how I want to speak.
Interviewer	Okay.
Interviewer Q10	In which situation that you feel more anxious when speaking in English in public?
Interviewee	When someone as me question. So, when someone as me question how I can answer this question, I am thinking more and I feel hesitate when I want to speak and answer this question, maybe this answer is correct or not, my spelling is correct or not. So, I need more enhance and improvement to speak English.
Interviewer	Okay.
Interviewer Q11	Are you afraid of making mistakes when speaking in English in public?
Interviewee	Exactly.
Interviewer	Why?
Interviewee	Because I know my situation with students and most of them most of them speak English language well but I know my English language is poor so if I wanna to ask someone question or I receive any question I now if I want to answer this question my friends or students maybe they will laughing and they will why why you answer this question in this way, this is not good your English language is not good so I feel anxiety about it, so what I should do.
Interviewer	Okay.
Interviewer	How do you think people will react if you make mistakes when

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Q12	speaking in English in public?
	I think if he is speak, ahh, if he is negative, if he is speak English language well and his English language is fluent he cannot say anything because he know my English language is not improvement, but another another ahhh students their English language is not tongue language so they feel laughing hhhh why why you speak in this way, why you don't improve your English language, I think your level for Ph.D. not good to speak English language go to enhance your English. So that is the main barriers and problem.
Interviewer Q13	What are the psychological factors which cause anxiety in public speaking for you as an EFL learner?
Interviewee	Anxiety, exactly attitude, my attitude about English language is bad and motivation about speaking English language is not enough also, so I want I want to improve my English language because I know my English language is very poor and very weak.
Interviewer	***Probing question***:PQ: So, you think that negative attitude and low motivation is the reason for anxiety?
Interviewee	Yes, exactly negative attitude and low motivation are the reason for my anxiety.
Interviewer	Okay.
Interviewer Q14	Do you think your audience plays a role in reducing the feeling of anxiety in public speaking during presentations/meetings/etc.?
Interviewee	Yes, I think yes.
Interviewer	Why?
Interviewee	If I want to speak English, I know I know the environmental and atmosphere in this in this hall or in this conference is differ, I know there is some expert in English and there is some ahh someone his English language is good and well. But I know my English language is poor if someone ask me question, what I want to answer, so I feel not confidence about it. So that is why this is this is face me as anxiety.
Interviewer	***Probing Question*:**PQ: Yes, so they play a role in reducing your anxiety?
Interviewee	Yes.
Interviewer	***Probing Question*:** Okay. How?
Interviewee	If they ask me any question about English I I feel like afraid afraid about English
Interviewer	Yes!!
Interviewee	If they are friendly, they will reduce my anxiety because they can enhance me and help me to speak, don't worry you can speak, do not worry this is the first or second time after that you can enhance and improve English language ,I know this is the first time to speak English so do not worry after that you will improve yourself to speak, so they can reduce my anxiety.
Interviewer	*Probing Question*: PQ: So you mean you need motivation?
Interviewee	Yes, I need more motivation from my friends, from anyone to speak English language{pause}
Interviewer	To reduce your anxiety?

Interviewee	Yes.
Interviewer Q15	The last question: What would you like to suggest in order to lessen public speaking anxiety among English language learners?
Interviewee	I suggest ahhh for students more motivation for students to speak English language and confident when they want to speak ,read more and speak more and if you have any chance to speak with someone to improve your English language is good and don't feel anxiety when you want to speak, only speak and forget if you have any mistake any problem because after that you will know your mistakes in the future and you will improve this problem and this mistakes so do not worry and I suggest for any students from my country when they want to go to study abroad improve his English language because English language is the main the main thing when you want to speak with someone and and I like to enhance my language and speak and that is it.

1 Dec 2020 (11:00 am)	**Student Two (S2)**	**Location: Universiti Utara Malaysia**
Interviewer Q1	How long have you been learning English?	
Interviewee	I have been learning English for about 20 years. Since I was on 9 years age. But my problem was I start learn English in late age, I start in fifth grade which is maybe 7 years old	
Interviewer Q2	What is your opinion about your experience of learning English?	
Interviewee	While I was learning English, I was always stressful because I shy to speak English and also English is not my native language. I use it only in classroom, because of that I like less motivate to speak in English or to talk in English.	
Interviewer Q3	What bothers you when speaking in English in public?	
Interviewee	First of all, I do not have much vocabulary help me to speak or use English for communicate. Second thing also, I afraid to speak English in front of people maybe I feel shy to speak with them.	
Interviewer	Why	
Interviewee	Mmmm, I am afraid from them they will laugh on me; they will correct me. I feel stress, because of that I avoid to speak with them in English and I prefer to speak in my native language which is Arabic.	
Interviewer Q4	Do you think that speaking in English in public is difficult?	
Interviewee	Mmmm, in my opinion, yes, I think it is.	
Interviewer	Why do you think like this?	
Interviewee	Because I need to have the desire to support me and motivate me speaking English. Also, I need a good amount of vocabulary allow me to speak in English.	
Interviewer Q5	What sort of challenges or issues do you face when speaking in English in public?	

Interviewee	I have face many challenge but I cannot mention all in this moment, I will mention some of them. Like I do not have the trust on myself the confidence when I want to speak in English. This is a big challenge I found.
Interviewer	You feel less confident?
Interviewee	Yes, sometimes I get nervous because when I speak in English people all look to me. I have to be like on eyes contact with them and this is make me nervous much. So, I try when I speak in English to speak as much as short sentence and finish the conversation quickly.
Interviewer Q6	What could be the kinds of situations that cause stress or anxiety for you when speaking in English in public?
Interviewee	Mmmm, how to say, I feel anxiety when it is in formal meetings like meeting my supervisor, meeting my colleagues, do official work, need me to speak English and be clear with them. Sometimes people when I speak maybe I use different word, they will not understand it. I feel shy that I make a wrong, they need to correct me. Also, in meeting for formal job or for my work, I have to do it very well. I will be like shy, presentation in classroom, presentation in front of colleagues, presentation in front of examiner or supervisor. This is all affected me.
Interviewer Q7	What happens to you when you are stressed out when speaking in English in public?
Interviewee	I feel less confident, try to use short sentence as I mention before to avoid the conversation in English. Also, sometimes feel nervous not confident, heart bump it will be so speed{pause}.
Interviewer	That is all?
Interviewee	That is all.
Interviewer Q8	What do you do when you are in these kinds of situations?
Interviewee	I feel I am not motivated to speak in English in public at all. So, I try to talk less sentence or if I like if I force to speak English. I use short sentence finish the conversation quickly to run away.
Interviewer Q9	In your opinion, what are the reasons for this fear or anxiety?
Interviewee	The main reason I thin lack of confident {pause}ahhh, this one affected me not thinking to speak in English and give me negative attitude regarding to learn English or to speak English in public
Interviewer	Okay.
Interviewer Q10	In which situation that you feel more anxious when speaking in English in public?
Interviewee	There is many situation but the most important one will speak to the native speaker who speak English as a native language or speak with formal persons like my supervisor like in conference with audiences , let say also my colleagues if they are in country like second language like Malaysia here we are second language learner they speak English fluently, I am afraid to speak in front of them. Also, to speak with native speaker in English, Mmm speak to my supervisor, my audiences

	like he is native language or second language. This one I will be afraid and nervous to speak in front of them.
Interviewer Q 11	Are you afraid of making mistakes when speaking in English in public?
Interviewee	For sure yes.
Interviewer	Why?
Interviewee	It make me shy or they will correct me they will laugh on me. In this case I will lose my confident again to speak in English in public so I will not be motivated to at all to speak in English
Interviewer Q12	How do you think people will react if you make mistakes when speaking in English in public?
Interviewee	React! Maybe they will correct me as I mention, laugh to me laugh on me. Mmm, I will be like no motivated again to speak English in front of them. This is maybe will affect me, psychological I will be affected.
Interviewer Q13	What are the psychological factors which cause anxiety in public speaking for you as an EFL learner?
Interviewee	To be honest, in my mind now just few things I can share. Most important thing vocabulary, lac of vocabulary affected anyone how want to communicate in English. As much you have amount of vocabulary as much you can speak in English. Second thing and important thing as or in my opinion I feel like negative attitude toward speak in English in public. One more thing, I feel I am not interested or motivated enough to speak in English Mmm because maybe it is not my language, it is a foreign language for me and most that people I deal with them it is in English. Yes, I use English here as a Ph.D. student but in formal thing supervisor meeting, presentations but not all the time
Interviewer Q 14	Do you think your audience plays a role in reducing the feeling of anxiety in public speaking during presentations/meetings/etc.?
Interviewee	Yes, for sure yes.
Interviewer	Why
Interviewee	His support is very important for me as a PhD student and give me the motivation to speak in English or will or it will be affected me vice versa. If he like ahh use bad attitude with me; my attitude to speak English will be not good. So, he play a big role while I am speaking English to support me
Interviewer Q15	What would you like to suggest in order to lessen public speaking anxiety among English language learners?
Interviewee	Me as a PhD student, I need always to have the motivation and the positive attitude toward speaking in English in public. If I do not have these two things exactly as a PhD student or as a researcher, I will not be able to speak in English in public. So, my suggestion will be support the student all the time, support their attitude, motivate them.

2nd Dec 2020 (01:00 pm)	Student Three (S3)	Location: Universiti Utara Malaysia

Interviewer Q1	How long have you been learning English?
Interviewee	I start learning English since secondary school so like around 7 years, 7 years old yes.
Interviewer Q2	What is your opinion about your experience of learning English?
Interviewee	Actually, my experience in learning English like not that good experience because we not take a huge information or motivation to learn English ahhh in our schools and {pause}.
interviewer	That is all?
Interviewee	Yes.
Interviewer Q3	What bothers you when speaking in English in public?
Interviewee	Ahh, when you speak in public you feel like I am speaking wrong, I am not speak that much, my English level is not okay.
Interviewer	Why
Interviewee	Because you do not feel that you get motivation and you cannot express your optimal ideas.
Interviewer Q4	Do you think that speaking in English in public is difficult?
Interviewee	Yes of course.
Interviewer	Why?
Interviewee	Because we do not have something push you to speak English, ahhh do not have that motivation inside you to speak and to deal with the people in English.
Interviewer Q5	What sort of challenges or issues do you face when speaking in English in public?
Interviewee	When I speak in public! You scared you are saying something wrong , you feel like you are speaking something wrong like ahhhh, you have something catch you and you be scared so you cannot speak in the right way
Interviewer Q6	What could be the kinds of situations that cause stress or anxiety for you when speaking in English in public?
Interviewee	When someone ask you question and speak in the middle of your talk, we will feel confused and stress and also my English is not good, so I cannot speak well.
Interviewer	So you feel stress because your English is not good?
Interviewee	Yes.
Interviewer Q7	What happens to you when you are stressed out when speaking in English in public?
Interviewee	I feel like cannot speak, shaking, high temperature, sometimes I keep silent, did not give any reaction.
Interviewer Q8	What do you do when you are in these kinds of situations?
Interviewee	I try to finish just in short time and finish my speaking without any

	discussion.
Interviewer Q9	In your opinion, what are the reasons for this fear or anxiety?
Interviewee	I think there is no confidence, I do not like to speak English because for me in Jordan English is a foreign language. So, I do not have interest to speak English.
interviewer	*Probing question*: So, you think that because you do not have interest so that is why you feel anxiety?
Interviewee	Yes, exactly.
Interviewer Q10	In which situation that you feel more anxious when speaking in English in public?
Interviewee	When I see come native speakers of English in workshop for example, and I am not speak English that much. So, they will be arguing about my language. Like they will say he cannot speak in English like this.
Interviewer Q 11	Are you afraid of making mistakes when speaking in English in public?
Interviewee	Of course.
Interviewer	Why?
Interviewee	Because we don't have that confidence in our English, and we do not like to speak in English.
Interviewer Q12	How do you think people will react if you make mistakes when speaking in English in public?
Interviewee	They will talk about you, maybe they will laughing, and say what this kind of language he speaks{pause}. That is all.
Interviewer	It is more challenge for you as a PhD student?
Interviewee	Of course, you have a PhD and you cannot speak English well because you do not have confidence to speak English.
Interviewer Q13	What are the psychological factors which cause anxiety in public speaking for you as an EFL learner?
Interviewee	You don't have attitude or motivation to speak English {pause}.
Interviewer	*Probing question*: So, you think that you need motivation to not feel anxiety?
	Yes, for sure. My motivation is low because I have bad experience in learning English.
Interviewer Q 14	Do you think your audience plays a role in reducing the feeling of anxiety in public speaking during presentations/meetings/etc.?
Interviewee	No, I think it depends on the person.
Interviewer	Why
Interviewee	Because it is something you can get it from inside, you can refer it to confidence, your motivation and to your attitude towards speaking English.
Interviewer Q15	What would you like to suggest in order to lessen public speaking anxiety among English language learners?
Interviewee	Increase the education level and refer to our schools how we can motivate ourselves to speak English {pause} and we need to like the language; because if you do not like it then we cannot speak it.

3rd Dec 2020 (01:00 pm)	Student Four (S4)	Location: Universiti Utara Malaysia
Interviewer Q1	How long have you been learning English?	
Interviewee	I have been learning English since 12 years.	
Interviewer Q2	What is your opinion about your experience of learning English?	
Interviewee	My experience start from the school, so from the first time we try to learn English maybe the English teachers didn't push us that much or motivate us enough to learn more English or to be more excited to learn English. So, I will say it is good in general but not like what we want especially when you live in Jordan.	
Interviewer Q3	What bothers you when speaking in English in public?	
Interviewee	What bother me is my inability to deliver my opinion clearly to the listener or the one that I do conversation with me.	
Interviewer	Why	
Interviewee	Because sometimes there is a very huge a lack of vocabulary when we speak in English because like we did not learn that much English, we did not, we just know basic about English. But when we move here, we have to speak English that often. So, I think learn English right now is not that is still difficult.	
Interviewer Q4	Do you think that speaking in English in public is difficult?	
Interviewee	Definitely for us, definitely is difficult.	
Interviewer	Why?	
Interviewee	Since English is not a second language, it is just a foreign language in Jordan, and in general from speaking about myself I prefer to speak not English at least; I prefer to speak my language because it is easier to deliver our opinion, that is all.	
Interviewer Q5	What sort of challenges or issues do you face when speaking in English in public?	
Interviewee	I think mispronunciation of any word is still a huge problem for me in general, ahhh we don't focus that much in our pronunciation on words, lack of vocabulary, ahh sometimes even we do not understand the question and we are in difficult situation especially in our PD we cannot say okay can you repeat the question, our ability to learn English is not that good okay, maybe our attitude or our motivation is not that much to push us to speak English.	
Interviewer Q6	What could be the kinds of situations that cause stress or anxiety for you when speaking in English in public?	
Interviewee	Maybe anything related to education, official education, conference, presentation, all that just put me in more stress because like it is official, you cannot do mistakes, every mistake that you do is counted. so, you prefer to be as professional as you can by choosing good English but unfortunately our ability to speak English is not that good; because like you know we not that native speaker in English.	

Interviewer Q7	What happens to you when you are stressed out when speaking in English in public?
Interviewee	If I stressed out, I will try to run away from the answer maybe sometimes I will choose simple English because if cannot deliver my opinion in English in the language that the speaker or the other listener with me; I will try to use a simple and of course you will hair so much of "Ahhh, Mmm" like these feeling will truly reflect on your face because you cannot deliver what you want, ahhh.. That is maybe more stress, with the more stress I am; the more mistakes I do.
Interviewer Q8	What do you do when you are in these kinds of situations?
Interviewee	Like I say I will try to run away. If I can speak come back to speak with my native language, I will try to do that because I completely prefer to speak in my native language like I said before it is easier for me to deliver the point. But if I cannot, I think I will use simple or I will try to maybe lost this listener, he just forget what he ask me about, or just okay let him speak whatever he want. That is what I am exactly trying to do in this kind of situation.
Interviewer Q9	In your opinion, what are the reasons for this fear or anxiety?
Interviewee	I think lack of motivation to learn or speak English in general. Like I say at the first of this interview since we start to learn English at, there is no enough motivation to speak English. They just taught us English as a language, not a language that we have to interact with, to deal with people. We just focus in Arabic in Jordan because this is the main language that if we want something, we will use it to speak But when we use English okay, when they teach us how to use English, they didn't teach us how to use it more perfectly, specially we did not speak about street conversation, we speaking about educational conversation. Ahh, that is why if you ask anyone about English experience in Jordan, they will just simply will told you why should I need to speak in English while I can speak in Arabic.
interviewer	*Probing question*: So, they do not like to speak in English?
Interviewee	Yes, completely. In Jordan completely no, we do not prefer. Ahh, we prefer to speak in Arabic that is all. Our attitude just move us to speak in Arabic not in English.
Interviewer Q10	In which situation that you feel more anxious when speaking in English in public?
Interviewee	Like I say before, maybe ahhh anything that related to education especially when you speaking in your PD, your Viva, conference even when you speak with your supervisor, you are afraid that your supervisor just will take it like, ahh he thing that you are not that good in English. So, this situation will put me in more stress like I say more stress me, more faults and more mistakes in English. Ahhh, that maybe that this situation I will be more stress if I speak.
Interviewer Q 11	Are you afraid of making mistakes when speaking in English in public?
Interviewee	Definitely yes, I afraid to speak.
Interviewer	Why?

Interviewee	Ahh, if we speaking in front of native English speaker , I will be more shy maybe because I am sure that he will not understand me if I make mistakes, he will just make facial expression that sometimes will make me feel as I am student cannot speak. But if I am speaking with people like me they are not native but try to learn maybe this feeling will be less that if I am speaking with native speaker.
Interviewer Q12	How do you think people will react if you make mistakes when speaking in English in public?
Interviewee	It is just depends in the type of mistakes. If it is a mistake that maybe children will do maybe I will feel shy and I will stop speaking, I will confused to a way that I will completely be silent. I will not give any expression and like I say it will depend if I am speaking native or just a learner. Ahh, if just a normal situation not like in official situation maybe it is okay but if it is related to education I will be so shy and stress.
Interviewer Q13	What are the psychological factors which cause anxiety in public speaking for you as an EFL learner?
Interviewee	Maybe there is no motivation at all to speak in English in public. Ahh, I prefer to speak in Arabic that simple. When I want to deliver a point, a point that I want really to like to make the listener the other one that speak completely understand I will not use English. I will prefer to use Arabic because it is more easier for me.
Interviewer Q 14	Do you think your audience plays a role in reducing the feeling of anxiety in public speaking during presentations/meetings/etc.?
Interviewee	Definitely, my audience will play a huge role when I speak.
Interviewer	Why?
Interviewee	Ahh, because it is like you speak with if you speaking with someone and the other one just completely trying to understand what you say, of course you will not make any mistakes, and this situation especially for me will make me feel shy and stress because I do not want anyone to think that I am not that good in English but unfortunately, they forget that I am not a native English speaker. So, of course this will make me feel more stress and impressed in these situations like I say I will try to run away.
Interviewer Q15	What would you like to suggest in order to lessen public speaking anxiety among English language learners?
Interviewee	In general, for me what government have to do, just government have to make us more motivate, make us more focus, make us also prefer to speak in English even if this situation is not comfortable for us. This motivation come from the school okay, from the first grade of the school, if they just motivate us more to speak in English. I think when we reach this stage of our life when we do PhD or master, speaking in English will be not that hard for us like now, I am speaking about my situation when I start, when I come to Malaysia and I have to speak in English , I swear it was so, I was feeling so stress when I want to use English because I know I will do many mistakes. The first time I use English in a full conversation it was here because in Jordan no need,

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	why should I speak in English we just prefer to speak in Arabic even in the situation that we just find a foreigner in Jordan, you will use a very simple English and you will use Arabic also even the foreigner will try to use Arabic because he know that you don't know that much English, you prefer to speak in your language. Is not a racism if we have to use our language. It is Just easier way to deliver our point that is all.

3rd Dec 2020 (02:00 pm)	**Student Five (S5)**	**Location: Universiti Utara Malaysia**
Interviewer Q1	How long have you been learning English?	
Interviewee	Maybe it is not long enough, I have started to learn about English maybe in fifth grade in school not before that.	
Interviewer Q2	What is your opinion about your experience of learning English?	
Interviewee	To be honest, I think the experience not that good well because I have difficulties during the process of learning English or speaking English, I have difficulties to learn the language, I have difficulties to present my thoughts, I have difficulties to be honest to choose the appropriate word to express my mind or express my feelings or my thoughts.	
Interviewer Q3	What bothers you when speaking in English in public?	
Interviewee	I think the most important thing that bother me during the speaking English in public is that the mocking or the population or the speaking in front of audience.	
Interviewer	Why?	
Interviewee	Because I think that we are not motivated enough to speak in English and because honestly consider in Jordan my home country as a foreign language is not a second language and for me to be specific I have to learn or I started to learn about English let say in Malaysia and back home in Jordan we start until late age to start talking about English or using English as a language.	
Interviewer Q4	Do you think that speaking in English in public is difficult?	
Interviewee	To be honest, yes.	
Interviewer	Why?	
Interviewee	Because we are not motivated enough to speak in public because we cannot found the appropriate words to express our feelings or our opinions to be strictly or, ahh to be honest like we cannot found appropriate knowledge about our information about the language we are use or we have to talk about or use to talk and express our feelings.	
Interviewer Q5	What sort of challenges or issues do you face when speaking in English in public?	
Interviewee	I think the most important challenge that I face is the finding the appropriate information and to find the appropriate knowledge or to express my feelings, ahhh I think the most important thing that faces me when I am talking English is the anxiety to be honest because I am	

	afraid all the time that my words will not be wise enough, I couldn't found the appropriate words, like my words will not be in academic way that will be misleading in the audience or they do not have the ability to understand what I am talking about.
Interviewer Q6	What could be the kinds of situations that cause stress or anxiety for you when speaking in English in public?
Interviewee	I think the most important one let say that I am not practicing enough, I am afraid about the questions that I have receive during the presentation and to be honest like when you are presenting, you have more than one opportunity to practice but when we are receive any question, the audience heading question about me or about my presentation I am not familiar with the questions or maybe I am afraid that I will not understand what they are talking about or what is the major or the information about this question.
Interviewer Q7	What happens to you when you are stressed out when speaking in English in public?
Interviewee	To be honest, ahhh I choked a little bit, it is like I talk a pause because I am afraid that what I am going to talking about or let say that the words I am using is not appropriate especially for the audience. This is my main concern to be honest, it is like when I am talking formal way or in academic way you have to be positive and to choose the accurate words. You cannot just like to be honest use the street language to express your feeling in front of academic person.
Interviewer Q8	What do you do when you are in these kinds of situations?
Interviewee	You mean anxiety?
Interviewer	When you are stress so what you do?
	Actually, ahh I take a pause like for 6 or 7 minutes and to be honest my main idea about anxiety to deal with anxiety is to walk to be relief and to be stronger or to have the confidence and to be more let say comfortable with the situation.
Interviewer Q9	In your opinion, what are the reasons for this fear or anxiety?
Interviewee	To be honest for me the most important one is that English is not my mother language, I cannot use the appropriate words, I am not familiar with all the words until now that I am a PhD student until now they are some people talking or using specific words that I am not familiar with even here or in Jordan and to be honest like in my home country we are not using English language, we are not familiar with the English language and to be honest ahh another thing that is important for me is ahh as I mentioned before is the mocking. In Jordan if you are speaking English in front of your friends, they will start to mocking you like you speak English because we are not used to use or speak English to express our feelings or opinions or thoughts.
Interviewer	*Probing question*: In Jordan they don't like to speak in English?
Interviewee	No, actually they do not. maybe because they are not familiar with the language maybe because the language is hard to learn especially when you are like in my age when you start early after let at fifth or sixth grade start to using English you have the basic words, person with my

	age we have difficulties until now because we are not familiar with the language.
Interviewer Q10	In which situation that you feel more anxious when speaking in English in public?
Interviewee	Can you repeat the question please?
Interviewer	Repeated the question again.
	Actually, when the audience is huge to be honest. It is like sometimes I am lost because I cannot concentrate, I feel like I will make mistakes mistakes let say I will not be able to resolve that will cause me that will feels uncomfortable with me and will the confidence will be less and less with time and proceed with the presentation.
Interviewer Q 11	Are you afraid of making mistakes when speaking in English in public?
Interviewee	To be honest, yes.
Interviewer	Why?
Interviewee	Because I think we are as a PhD students suppose to speaking English especially here in Malaysia so when you are a PhD student and make mistakes you will be to be honest they mock you they will say that you do not deserve to be a PhD student . PhD student have to speak English fluently but with a background for me and background studying in my country this is inappropriate I cannot achieve that
Interviewer Q12	How do you think people will react if you make mistakes when speaking in English in public?
Interviewee	I think like the audience will be splatted in two way. I have my difficulties back back in the time, some of the audience are supportive and just smile and some people just start laughing which affect me directly to be honest, ahhh affect my confidence and to be honest like I promise myself I will not make further presentation or more presentation.
Interviewer	So, you will feel more stress?
Interviewee	Yes, that is true.
Interviewer Q13	What are the psychological factors which cause anxiety in public speaking for you as an EFL learner?
Interviewee	I think the most important one is that I am not motivated enough to speak in English {pause}. I do not have the wiling to speak English, I don't have the knowledge the full knowledge about the language, the full words, and it is like sometimes I feel that it is inappropriate for me to speak in English because I will not found the appropriate word I do not prefer to speak English to be honest until now because it is frightened me until now even now I am a PhD student but it is frightened for me to be honest.
Interviewer Q 14	Do you think your audience plays a role in reducing the feeling of anxiety in public speaking during presentations/meetings/etc.?
Interviewee	For me I think the most important one is the audience during the presentation

Interviewer	Why?
Interviewee	Because if they are calm, they will support you, they will enhance your confidence, you will be more reliable, you will be more relief. They will support you if you do mistake, no one is good in a good way specially with people that familiar with English language, but the audience sometimes are supportive and sometimes they are not.
Interviewer Q15	What would you like to suggest in order to lessen public speaking anxiety among English language learners?
Interviewee	Okay, I think that I have mentioned that before for me I think that walking during presentation will relief me from my stress and to be more motivated this is the main let say the causes for that problem. So, I think that we have to find the way that will be motivate us more to speak in English in public, even if we don't have the full knowledge or we do not have the perfect words to. So, this for me is the most important thing.

9 Dec 2020 (01:30 pm)	**Student Six (S6)**	**Location: Universiti Utara Malaysia**
Interviewer Q1	How long have you been learning English?	
Interviewee	I learn English from my primary school ahh, and stay with me in the secondary but it was not enough strong to say that I learn English language from that time.	
Interviewer Q2	What is your opinion about your experience of learning English?	
Interviewee	My experience in English language is very bad let say that because I do not like to speak English either my school and I do not use the English language until the university either when I finish my degree, I did not use my English language. Therefore, I don't have a long time with the English language and I do not have a good experience at that time with English language.	
Interviewer Q3	What bothers you when speaking in English in public?	
Interviewee	To be honest, mmms feel very anxiety because I usually did not do the same thing before.	
Interviewer	Why?	
Interviewee	In our country you know we do not use it in Jordan publicly or it is not the second language let say. Therefore, we use it only in the schools you know that only in the schools just to finish the subject to get the degree and pass that subject that is all. Therefore, we do not have the experience also in that part to speak in a public publicly with the English language.	
Interviewer Q4	Do you think that speaking in English in public is difficult?	
Interviewee	Yes, it is very difficult.	
Interviewer	Why?	
Interviewee	Because ahhh, we did not have this motivation so speak publicly, and	

	also we just learn for the secondary school just like mark to get it not to do something more than a subject we have to finish and pass it.
Interviewer Q5	What sort of challenges or issues do you face when speaking in English in public?
Interviewee	Firstly, I feel very anxiety and a lot of stress and the pressure of the stress, because ahhh, the motivation is let say is zero. You do not have the motivate to speak in English publicly, and we do not have the interest to do these things.
Interviewer	**"Probing Question" PQ:** The interviewer asked about "these things" You mean to speak in English?
Interviewee	Yes, to speak in English publicly. I told you before, because we just learn a few things in English in primary school and in the secondary school either when we reach to the universities, we did not use the English language in different programs. Therefore, we do not have the motivate. Hence, we always be under the pressure of stress and anxiety especially when we want to talk publicly.
Interviewer Q6	What could be the kinds of situations that cause stress or anxiety for you when speaking in English in public?
Interviewee	It is related with the confidence. (the interviewee misunderstood the question).
Interviewer	No, I mean in which situation that cause stress or anxiety for you, which kind of situation?
	From the beginning of let say of we have a meeting for example. Maybe from the beginning or before the beginning, we will start to be under the stress and the anxiety will increase because we will still thing about that thing, how can we start, how can we finish, what I will do in the middle of the meeting let say for example. I told you before, we do not have the motivation our attitude is different also. Therefore, we will face this problem, in the situation is not only let say in the beginning of the meeting, no. Maybe it will still with us till we finish the meeting for example, if we have meeting, if we have a presentation same thing, we will still have this anxiety till the end of that.
Interviewer Q7	What happens to you when you are stressed out when speaking in English in public?
Interviewee	You said stress hhhh, I will still stress until finish it. Because I cannot focus, I cannot control myself. Sometimes, I forget the sentences or the words that I say either it is in front of me because I am in anxiety and afraid to make mistake. I cannot see because I lose my focusing on the subject.
Interviewer Q8	What do you do when you are in these kinds of situations? When you are stress, so what you do?
Interviewee	When I stress especially before entering to the meeting, I try to test myself, I repeat what I write, what I try to talk about, try to ahhh{pause} to focus on that, try to find the mistakes. When I go inside, I try to forget my mistakes to pass it. Because when I focus on these mistakes, I will lose myself also, directly will come in front of me ahh. Therefore, I try to pass these things but to be honest, I will stay have this problem in public speaking especially in English.

Interviewer Q9	In your opinion, what are the reasons for this fear or anxiety?
Interviewee	Ahhh, from my perspective, because we do not prefer to speak English in Jordan. Mmm, it is not our language, it is a foreign language. Either it is not a second language let say that, it is a foreign language, we did not use it either in contact in the university, in the school, with the public people, always we just use the Arabic language in Jordan. Therefore, we do not have the motivation, the motivation level is very low. Therefore, we still have the problem with English language.
Interviewer Q10	In which situation that you feel more anxious when speaking in English in public?
Interviewee	Sorry? (The interviewee did get the question)
Interviewer	Repeated the question again.
	If we talking from the number of people in front of me ahhh, in this case I will face big problem because my anxiety will increase and the stress will be very high. Because we do not have the motivation, we lac the attitude to do that, we did not do these things before.
Interviewer Q 11	Are you afraid of making mistakes when speaking in English in public?
Interviewee	Sure.
Interviewer	Why?
Interviewee	because the English, I am not native, the English language is not the second language for me let say. It is just like a foreign language, I am thinking when I am making a presentation for example, the people in front of me most of them maybe they are native expert in English language, they directly catch the mistakes, they directly know that I have problem. Also, ahh I am afraid to say a word the pronounce of it maybe they will understand in different meaning, ahhh I am still thinking in these things but try to pass it but the anxiety control me in every meeting I have, every presentation the same thing. Because I do not know the people or the audience from which level of English language! The same with me, more than me, less than me. Therefore, I am afraid to make a mistake in front of them.
Interviewer Q12	How do you think people will react if you make mistakes when speaking in English in public?
Interviewee	I think they will take a bad view about me because specially I this era. Now we are in PhD or master student, we have to have very good English language, we will use it in our study. When I try to use it under the anxiety, I cannot explain everything well. It is related with the attitude of us, we do not have the motivation to increase it or to enhance it, we will still at the same level.
Interviewer	So, you do not like to speak in English?
Interviewee	Yes, especially in the public, meeting, presentation, I do not prefer to speak in English language because I told you, it is a foreign language in Jordan it a second language. If it is a second language let say, we

	will use it to contact with other people like here in Malaysia, English is a second language not a foreign language. In Jordan it is different, it is a foreign language not a second language to use it. All people speak in Arabic.
Interviewer	"Probing Question" PQ " English is not important in Jordan?
Interviewee	Yes, it is not important. And you know we did not use it either in a university. Therefore, I told you it is not a second language, if we for example use it in a universities, it will be a second language, if we contact between us publicly let sat it is a second language, not like here in Malaysia, the universities use English because it is a second language, when we go to the street, to the shop, to the markets, to anywhere, we can contact with the Malaysian people or any nationality here with English language because it is second language but in Jordan it is a foreign language; we did not use it.
Interviewer Q13	What are the psychological factors which cause anxiety in public speaking for you as an EFL learner?
Interviewee	Mmms, this question from my perspective, it is related with two things. The first one is the motivation, the second one is the attitude. Both of them related with our past from the primary school we did not use the English language. Either I told you before we just want to pass the exam, get the degree and move for another for example from primary school to secondary school. It is related with we did not use a lot.
	You mean your motivation is low?
	Is very low. My motivation is very low because I am always afraid from use the English language ahhh, I did not use it before. Our attitude also is related with that because we did not use it before, and these will emerge something relate with confidence. We will have a lack of confidence in ourselves to use English language either we will try to enhance it. We make a lot of things to enhance it but inside ourselves we do not have the enough confidence because it is related with the motivate. We do not have the enough motivation to enhance the English language, we do not have the enough motivation to increase it, we do not have the motivation to make it in a high level. Also, about the attitude, with our attitude is also related with our age from the for example, from the primary school either we use the English language we do not speak with it. therefore, it is related together. The attitude and the motivation both of them are very low. Therefore, the confidence also very low in ourself to speak English.
Interviewer Q 14	Do you think your audience plays a role in reducing the feeling of anxiety in public speaking during presentations/meetings/etc.?
Interviewee	Sure sure.
Interviewer	Why?
Interviewee	Because if the audience in my presentation for example also they are from Jordan let say they are from Jordan, then the English language for them is a foreign language. They will not focus on my pronounce for example, they will not focusing what I will say, can I see the sentences the grammar for the English language but when I go in presentation native people or the people who English language for them is a second language, they directly focusing in these things. They will find the

	problem with the grammar and the ahhh pronunciation, maybe I will pronounce a word they will understand it in a different meaning. These are just like obstacle in front of me in English language when I want to speak publicly specially if the audience are native, or the English language is a second language.
Interviewer	"Probing Question": PQ: So, you will feel more stress if the they are native speaker of English?
Interviewee	Yes, native and or the English language for them is second language but for ahhhh let say in Jordan, I do not face problem because I told you the English language is a foreign language for us not a second language.
Interviewer Q15	What would you like to suggest in order to lessen public speaking anxiety among English language learners?
	For myself or for the next generation in general let say?
	Among English language learners because you are EFL learner, as a PhD student so what do you think?
Interviewee	For me I prefer and I suggest for everyone try to get the motivate the motivation sorry, try to enhance the level of attitude to get the confidence in English language. How they can get that? They can get that by practice more and more before starting their college studies not only for PhD or master either before the degree. My suggestion is each one have to start make exercises, practice more English language from secondary school ahh to enhance it to get the motivation in the future, to get the confidence, try to get the enough attitude to push them, the attitude will generate the motivation, the motivation result will be the confidence. If they do these things, in the future they will not face the problem that we face now. We face the problem because we depending on Arabic in Jordan on Arabic language we make in our view that the English language is a foreign language is not a second language we do not need it, it is not important for us but for the next generation I suggest they have to increase their English language level not make it a foreign language try to make it a second language for them. Because when the for example, we travel and we come to another country, we have to study in English language we will face a problem we have to make it we will not get the result of English that we wish always we will still under the anxiety but if we start from the secondary school for example, the next generation they start in secondary school to get the motivation, to get enhance the their attitude about English language. They will,…. These things will effect on themselve in the future , they will make the English language as a second language not as a foreign language like what happen with us, we did not prefer English language , we did not prefer to speak with English language there is no interest to use English language either in our country in Jordan or when we go outside, we depending on other people but for the future I wish and I suggest to the next generation the new generation in the future try to enhance their language , try to make the English language their second language not as what happened in our generation the previous generation it is a foreign language.

Appendix M

Attitude/Motivation Test Battery:

International AMTB Research Project

(English version)

****Note: This is the English-language version of the Attitude/Motivation Test Battery (AMTB) for use with secondary school students studying English as foreign language. The items comprising each scale are presented in the 'AMTB item-key' document. The AMTB has been translated and used in our research in Brazil, Croatia, Japan, Poland, Romania, and Spain (Catalonia). Some findings from this research are presented in the document 'Integrative Motivation and Second Language Acquisition' (CAAL Talk, 2005). All of the documents mentioned above are available on this website. Copies of the AMTB in the other languages can be obtained from R. C. Gardner.**

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The University of Western Ontario, Canada

Following are a number of statements with which some people agree and others disagree. Please circle one alternative below each statement according to the amount of your agreement or disagreement with that item. The following sample item will serve to illustrate the basic procedure.

a. Spanish football players are much better than Brazilian football players.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

In answering this question, you should have circled one alternative. Some people would have circled AStrongly Disagree@, others would have circled AStrongly Agree@, while others would have circled any of the alternatives in between. Which one you choose would indicate your own feeling based on everything you know and have heard. Note: there is no right or wrong answer.

1. I wish I could speak many foreign languages perfectly.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

2. My parents try to help me to learn English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

3. I don't pay much attention to the feedback I receive in my English class.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

4. I don't get anxious when I have to answer a question in my English class.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

5. I look forward to going to class because my English teacher is so good.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

6. Learning English is really great.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

7. If Japan had no contact with English-speaking countries, it would be a great loss.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

8. Studying English is important because it will allow me to be more at ease with people who speak English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

9. I have a strong desire to know all aspects of English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

10. My English class is really a waste of time.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

11. I would get nervous if I had to speak English to a tourist.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

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12. Studying foreign languages is not enjoyable.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

13. I make a point of trying to understand all the English I see and hear.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

14. I don't think my English teacher is very good.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

15. Studying English is important because I will need it for my career.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

16. I never feel quite sure of myself when I am speaking in our English class.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

17. Knowing English isn't really an important goal in my life.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

18. I hate English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

19. I feel very much at ease when I have to speak English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

20. I would rather spend more time in my English class and less in other classes.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

21. I wish I could read newspapers and magazines in many foreign languages.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

22. My parents feel that it is very important for me to learn English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

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23. I don’t bother checking my assignments when I get them back from my English teacher.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

24. I feel confident when asked to speak in my English class.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

25. My English teacher is better than any of my other teachers.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

26. I really enjoy learning English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

27. Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friends.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

28. Studying English is important because it will allow me to meet and converse with more and varied people.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

29. If it were up to me, I would spend all of my time learning English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

30. I think my English class is boring.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

31. Speaking English anywhere makes me feel worried.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

32. I really have no interest in foreign languages.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

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33. I keep up to date with English by working on it almost every day.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

34. The less I see of my English teacher, the better.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

35. Studying English is important because it will make me more educated.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

36. It embarasses me to volunteer answers in our English class.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

37. I sometimes daydream about dropping English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

38. I would rather spend my time on subjects other than English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

39. It doesn't bother me at all to speak English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

40. I wish I could have many native English speaking friends.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

41. I enjoy the activities of our English class much more than those of my other classes.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

42. I would really like to learn many foreign languages.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

43. My parents feel that I should continue studying English all through school.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

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44. I put off my English homework as much as possible.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

45. I am calm whenever I have to speak in my English class.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

46. My English teacher has a dynamic and interesting teaching style.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

47. English is a very important part of the school programme.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

48. My parents have stressed the importance English will have for me when I leave school.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

49. Native English speakers are very sociable and kind.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

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50. Studying English is important because it will enable me to better understand and appreciate the English way of life.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

51. I want to learn English so well that it will become natural to me.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

52. To be honest, I really have little interest in my English class.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

53. Native English speakers have much to be proud about because they have given the world much of value.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

54. It would bother me if I had to speak English on the telephone.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

55. It is not important for us to learn foreign languages.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

56. When I have a problem understanding something in my English class, I always my teacher for help.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

57. My parents urge me to seek help from my teacher if I am having problems with my English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

58. My English teacher is one of the least pleasant people I know.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

59. Studying English is important because it will be useful in getting a good job.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

60. It worries me that other students in my class seem to speak English better than I do.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

61. I'm losing any desire I ever had to know English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

62. Learning English is a waste of time.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

63. I would feel quite relaxed if I had to give street directions in English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

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64. I like my English class so much, I look forward to studying more English in the future.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

65. If I planned to stay in another country, I would try to learn their language.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

66. My parents are very interested in everything I do in my English class.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

67. I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

68. I don't understand why other students feel nervous about speaking English in class.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

69. My English teacher is a great source of inspiration to me.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

70. I plan to learn as much English as possible.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

71. I would like to know more native English speakers.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

72. Studying English is important because I will be able to interact more easily with speakers of English..

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

73. I would like to learn as much English as possible.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

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74. To be honest, I don't like my English class.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

75. I would feel uncomfortable speaking English anywhere outside the classroom.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

76. Most foreign languages sound crude and harsh.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

77. I really work hard to learn English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

78. I would prefer to have a different English teacher.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

79. Studying English is important because other people will respect me more if I know English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

80. I get nervous when I am speaking in my English class.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

81. To be honest, I really have no desire to learn English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

82. I think that learning English is dull.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

83. I would feel comfortable speaking English where both Japanese and English speakers were present.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

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84. I look forward to the time I spend in English class.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

85. I enjoy meeting people who speak foreign languages.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

86. My parents encourage me to practise my English as much as possible.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

87. I can't be bothered trying to understand the more complex aspects of English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

88. Students who claim they get nervous in English classes are just making excuses.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

89. I really like my English teacher.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

90. I love learning English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

91. The more I get to know native English speakers, the more I like them.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

92. I wish I were fluent in English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

93. I have a hard time thinking of anything positive about my English class.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

94. I feel anxious if someone asks me something in English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

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95. I would rather see a TV program dubbed into our language than in its own language with subtitles.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

96. When I am studying English, I ignore distractions and pay attention to my task.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

97. My English teacher doesn't present materials in an interesting way.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

98. I am sometimes anxious that the other students in class will laugh at me when I speak English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

99. I haven't any great wish to learn more than the basics of English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

100. When I leave school, I will give up the study of English because I am not interested in it.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

101. I would feel calm and sure of myself if I had to order a meal in English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

102. English is one of my favourite courses.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

103. My parents think I should devote more time to studying English.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

104. You can always trust native English speakers.

Strongly Moderately Slightly Slightly Moderately Strongly

Disagree Disagree Disagree Agree Agree Agree

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The purpose of this part of the questionnaire is to determine your feelings about a number of things. We want you to rate each of the following items in terms of how you feel about it. Each item is followed by a scale that has a label on the left and another on the right, and the numbers 1 to 7 between the two ends. For each item, please circle any one of the numbers from 1 to 7 that best describes you.

1. My motivation to learn English in order to communicate with English speaking people is:

WEAK ___1:___2:___3:___4:___5:___6:___7 STRONG

2. My attitude toward English speaking people is:

UNFAVOURABLE ___1:___2:___3:___4:___5:___6:___7 FAVOURABLE

3. My interest in foreign languages is:

VERY LOW ___1:___2:___3:___4:___5:___6:___7 VERY HIGH

4. My desire to learn English is:

WEAK ___1:___2:___3:___4:___5:___6:___7 STRONG

5. My attitude toward learning English is:

UNFAVOURABLE ___1:___2:___3:___4:___5:___6:___7 FAVOURABLE

6. My attitude toward my English teacher is:

UNFAVOURABLE ___1:___2:___3:___4:___5:___6:___7 FAVOURABLE

7. My motivation to learn English for practical purposes (e.g., to get a good job) is:

WEAK ___1:___2:___3:___4:___5:___6:___7 STRONG

8. I worry about speaking English outside of class:

VERY LITTLE ___1:___2:___3:___4:___5:___6:___7 VERY MUCH

9. My attitude toward my English course is:

UNFAVOURABLE ___1:___2:___3:___4:___5:___6:___7 FAVOURABLE

10. I worry about speaking in my English class:

VERY LITTLE ___1:___2:___3:___4:___5:___6:___7 VERY MUCH

11. My motivation to learn English is:

VERY LOW ___1:___2:___3:___4:___5:___6:___7 VERY HIGH

12. My parents encourage me to learn English:

VERY LITTLE ___1:___2:___3:___4:___5:___6:___7 VERY MUCH

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Appendix N

Foreign Language Classroom Anxiety Scale

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. The Modern Language Journal, 70(2), 125-132.

1 .I never feel quite sure of myself when I am speaking in my foreign language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

2 .I don't worry about making mistakes in language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

3 .I tremble when I know that I'm going to be called on in language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

4 .It frightens me when I don't understand what the teacher is saying in the foreign language.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

5 .It wouldn't bother me at all to take more foreign language classes.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

6 .During language class, I find myself thinking about things that have nothing to do with the course.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

7 .I keep thinking that the other students are better at languages than I am.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

8 .I am usually at ease during tests in my language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

9 .I start to panic when I have to speak without preparation in language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

10 .I worry about the consequences of failing my foreign language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

11 .I don't understand why some people get so upset over foreign language classes.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

12 .In language class, I can get so nervous I forget things I know.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

13 .It embarrasses me to volunteer answers in my language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

14 .I would not be nervous speaking the foreign language with native speakers.

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Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

15 .I get upset when I don't understand what the teacher is correcting.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

16 .Even if I am well prepared for language class, I feel anxious about it.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

17 .I often feel like not going to my language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

18 .I feel confident when I speak in foreign language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

19 .I am afraid that my language teacher is ready to correct every mistake I make.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

20 .I can feel my heart pounding when I'm going to be called on in language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

21 .The more I study for a language test, the more con- fused I get.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

22 .I don't feel pressure to prepare very well for language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

23 .I always feel that the other students speak the foreign language better than I do.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

24 .I feel very self-conscious about speaking the foreign language in front of other students.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

25 .Language class moves so quickly I worry about getting left behind.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

26 .I feel more tense and nervous in my language class than in my other classes.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

27 .I get nervous and confused when I am speaking in my language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

28 .When I'm on my way to language class, I feel very sure and relaxed.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

29 .I get nervous when I don't understand every word the language teacher says.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

30 .I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

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Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

31 .I am afraid that the other students will laugh at me when I speak the foreign language.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

32 .I would probably feel comfortable around native speakers of the foreign language.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

33 .I get nervous when the language teacher asks questions which I haven't prepared in advance.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

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