

# Motivation To Speak English Language Among Arab EFL Students At Jerash University, Jordan

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## Abstract

The current study seeks to investigate students' level of motivation to speak in English among Jordanian EFL undergraduate in Jerash University, Jordan. The paper is important in finding out students' level of motivation to speak English and finding ways to enhance their speaking. Study sample consists of 351 students and five lecturers. The questionnaire adopted from Gardner (1985) with 32 items to determine students' level of motivation. 35 students and 5 lecturers sat for interviews. The results show that 86.1% of respondents have low level of motivation to speak English and do not perceive themselves to be motivated to speak. Qualitative results suggested having collaboration between lecturers, students and their parents as all of them share the responsibility to change the approach of teaching from teacher-centered to student-centered approaches. Future researchers are encouraged to use methods in investigating students' level of motivation such as learning diary in order to gather more accurate data.

Keywords: EFL, English, motivation, speak, students.

## 1. Introduction

English language becomes one if not, the most important language in the world today. Thus, researchers urged to test the issues concerning the language specially the communicative part of it since most ESL/EFL learners of English language seek to learn English for the purpose of speaking. In order to enhance the proficiency of speaking English language, we have first to look at learners' motivation to speak it, as those who are motivated to speak the language, will in turn enhance their speaking skills and their proficiency. In classrooms, teachers who used communicative language approach prefer having students with high level of motivation. A lack of motivation to speak will in turn results in low level of interaction between students and their lectures from one side and students and their peers from the other.

The main goal of language learning is to encourage learners to interact using the target language and make them communicate effectively. Thus, it is crucial to find out the reason behind the reluctant of learners

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when speaking whether inside or outside English classes. In this regard, researchers claim that students' motivation is an effective method teachers should use to enhance and develop students speaking (Zrekat and Al-Sohbani 2022). according to some researchers, motivation is among the most important determiners of language acquisition and proficiency (Al-Sohbani, Y. 2015; Alizadeh, 2016; Baxriddinovna and Guzaloy, 2022).

Jordanian EFL learners face big challenges in the four skills of English language but the most challenging one is the speaking skill. The reason behind that is that English is not the mother language of the Arab speakers where Arabic language is the one used in their homes and daily life in order to communicate with each other. Moreover, there is no exposure to the English language and students speak English only inside their EFL classrooms. Adding to that, Jordanian EFL learners use more Arabic than English in their EFL classrooms. This is due to the focus of teaching on reading and grammar as the type of exams is exam-oriented while speaking is treated with marginal focus due to the methods of teaching (Huwari, 2019)

Due to the lack of research in the Arab world in general and in Jordan in particular, not much understood about why Jordanian EFL learners face speaking difficulties. However, in the literature, motivation is among the factors that has been hypothesized in enhancing students' speaking level and their proficiency (Zrekat 2021).

Because of a scarcity of research in the Arab EFL environment, little is known about the causes of low level of motivation difficulties among Arab students. Conversely, a variety of elements have been suggested to impact foreign language students' competency in the literature on foreign language learning in general and precisely motivation to speak. Motivation to speak in English as suggested by Alamer and Lee (2019) is one of the elements that constructively affects students' speaking skills. This motivation is described as the demand, desire, or determination that pushes an individual to speak English (Alamer, 2021), The purpose of this study is to determine how motivated Arab EFL undergraduate students are when speaking English in overall.

### 1.1 Motivation and Verbal Interaction

In this context, Murayama and Elliot (2019) argues that motivation is among the most fundamental aspects of human behaviour and researchers and instructors tend to agree that it plays a key role in determining successful learning situation. In addition, Alrabai (2016) contended that the major aim behind teaching is to motivate and inspire students to absorb and verbally express English. As such, the facilitation of a motivation teaching environment calls for more research to look into pedagogical-centered methodologies to understand EFL learners' motivation and their perceptions towards English oral classes in the context of Jordan.

Moreover, most prior studies (eg. Alamer et al 2022; Li and Zheng 2017; Jain and Sidhu 2013) examined the issue of learner's motivation for the sake of examination and not to recommend solutions for enhancing student's motivation.

### 1.2 Motivation to Learn

Among the top determinants of success in acquiring a second language is student motivation. Knowing this, teachers are continuously striving to generate new means to motivate their students (Alamer, 2021). Motivation is defined as the students are willing to learn independently for the satisfaction of acquired knowledge. The study of Zrekat et al (2016) shows us that among motivation, language anxiety and language aptitude have been found to be other affective factors. Replication of the study has suggested that motivation stands independent of language aptitude regardless of context.

It wasn't until the later parts of the 80s when Gardner's (1985, 1988, 2005) socio-educational model, which has been revised and reformulated, influenced motivation research. Motivation according to Gardner (2005) is the driver behind any situation and he distinguished between two points of view. First, motivation is an individual's innate attribute and second, it is an external attribute – this indicates that an individual may be externally motivated or forced to be motivated like when a teacher motivates a student. According to Gardner (2005), a rock cannot be motivated (p.25) and this means that a student must be born with the ability to be driven by something outside of themselves (exemplified by the teacher) as motivation cannot appear on its own. One of the most significant variables to consider is motivation suggested to influence oral achievement. In this context, Motivation, according to Rehman, et al. (2014), is a critical factor in forming whether or not a student will prosper in learning a second or foreign language.

Gardner's (1985) socio-educational model is separated into two types: integrative motivation (INT) and instrumental motivation (INS). Consolidative incentive demonstrates a genuine and personal interest in the people and ethos represented by the other language group, as well as a desire to learn an additional language. Alternatively, instrumental motivation refers to the type of motivation in which students feel motivated to learn to speak in English because they believe it is good for their present or future life in terms of getting some social or economic reward in the community.

It wasn't until the later parts of the 80s when Gardner's (1985, 1988, 2005, 2007) socio-educational SLA model, which has been revised and reformulated, influenced motivation research. Motivation according to Mund and Nestler (2019) is the driver behind any situation and he distinguished between two points of view. First, motivation is an individual's innate attribute and second, it is an external attribute – this indicates that an individual may be externally motivated or forced to be motivated like when a teacher motivates a student. According to

Gardner (2005), a rock cannot be motivated (p.25) and this means that because motivation does not arise on its own, a learner should be born with the ability to be driven by an external source (example: the instructor).

In Gardner's (2005) proposed model, the notion of integrative motive is integrated, with its three variables; integrativeness that refers to the individual's inclination for interaction with the target language members, attitudes towards the learning situation, and lastly, motivation that consists of the way a person feels about learning, how eager he is to acquire and his invested efforts. Among the above three, the first element that impacts second language performance is motivation, whereas the other two stand as supporting influences (Gardner 2005). Gardner elaborates on the idea that a driven language student retains three characteristics: determination, desire, and exultant sensations whilst learning. To this end, Zareian and Jodaei (2015) stated that Gardner's concept of motivation comprises behavioural, cognitive and affective components.

Meanwhile, Ely (1986) adds a third type of motivation to the first two (integrative and instrumental motivation), which is the need to fulfil a language requirement. It is practical to identify this type of motivation as students are increasingly learning a foreign language to fulfil a language prerequisite within university requirements. Such motivation can be gauged through the level of effort that students invest in their learning as Dörnyei (2020) claimed that motivation denotes an individuals' choices as to the experiences and the goals they will gravitate to or steer clear of, and the amount of effort they will invest towards it.

The above definition provided by Dörnyei (2020) seems related to language teachers as they are constantly motivating their students in class. To assess the motivation levels among language learners, Gardner & Smythe (1975) proposed the Attitude/Motivation Test Battery (AMTB), which later on empirically proven to be reliable instrument and has since been utilized by many researchers.

## 2. Motivation Theory

Prior to looking at the impact of motivation on second language acquisition, it's vital to understand that it's only one aspect among many that determines a learner's performance. Gardner (1985) recognized a number of connected aspects while learning a second language in his socio-educational model. Gardner's model, unlike previous studies in the field, focuses on second language acquisition in an organized classroom context rather than in an ordinary situation. The work is mostly focused on foreign language classrooms. The approach tries to connect four aspects of second language learning. These factors include the social and cultural environment, individual

learner differences, the learning situation or framework, and language results (Gardner 1985).

Socio-Educational model presented four interrelated variables in acquiring the foreign or second language; Firstly, "social milieu", which consists of environment and individual's culture; secondly, is "individual differences variable", which consists of sub variables like aptitude, intelligence, motivation which includes effort, desire, and affect as well as anxiety that is seen mostly in all cases as a factor that is inhibited within the field of individual education. "Second language acquisition circumstances" is the third variable to consider. That's the backdrops in which learning takes place in formal and informal settings. The fourth variable is the "outcomes". This variable consists of language skills, linguistic knowledge, and non-linguistics skills. The model has been modified by Gardner (1985). He introduced integrative motives in the individual differences variable. The concept of integrative motive consists of three components; the first component is "Integrativeness" which is students' attitudes toward learning and motivation. Integrativeness is considered as an identification and interest with the culture and beliefs of second/foreign language community. The second component is "Attitudes toward learning situation", it involves students' attitudes toward their university, classroom, lecturers, and their reaction to the textbooks. The third component is "Motivation". Motivation is the students' effort toward learning the material, their desire as well as their positive attitudes toward learning the material (Polat, 2020).

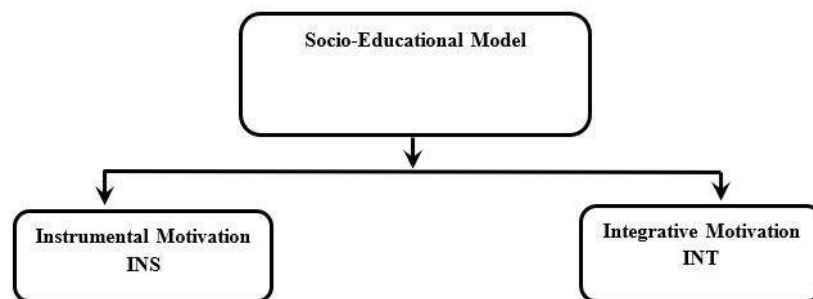
Gardner's (1985) socio-educational prototype was largely accepted until the mid-1990s, subject to once scholars began to believe that the model's outline was too restrictive which proved that it required to be explored from many angles. They argued Gardner's approach overemphasized the contrast between integrative and instrumental motivation, leaving out other factors like as self-efficacy, expectation, attributions, and locus of control, which they considered were crucial in language learning (Dégi and Kovasch 2021; Polat, 2020). Mund and Nestler (2019) believed that motivation researchers should concentrate on defining motivation in the same way that teachers and educators do, namely, that a motivated student is one who develops into an efficiently engaged student by learning assignments and maintains that engagement without the demand for constant reinforcement.

The definition provided by Mund and Nestler (2019). is critical for the study's framework taking into account that motivation in this study acts as an independent variable which influences students' speaking level. Specifically, when learners become 'productively engaged in learning tasks' 'without the need for continual encouragement or direction' from their teachers, this indicates that such learners who learn to possess such abilities are becoming autonomous learners. Thus, the theory of socio-educational theory fits into the study's

theoretical framework. To explain on the two parts of motivation provided by Gardner, the below paragraph is explaining integrative and instrumental motivation.

Integrative motivation applies when someone lives in a community of the target language and due to the direct interaction with native speakers, it will in turn develop the level of motivation and students' speaking skills. This is due to the necessity in order to become part of the new community and become part of it. In this regard, Finegan (1999, p 562) states that "integrative motivation typically underlies successful acquisition of a wide range of registers and a nativelike pronunciation" (Finegan 1999:568). On the other hand, instrumental motivation which means the desire of learners to obtain practical use of the target language (Hudson 2000). In instrumental motivation, the purpose of learning the target language is to meet the requirements of universities, getting better jobs, requesting higher salaries based on their high level of English proficiency or achieving high social status (Zrekat 2016). Below is figure 1 which shows Gardner's socio-educational model.

**Figure 1(Gardner 1985) Socio-Educational Model**



### 3. Methodology

The research was conducted utilizing both qualitative and quantitative methodologies. To acquire data on the students' level of anxiety to speak in English, the researcher used an accepted questionnaire; a 33-item questionnaire adapted from Horwitz et al. (1986). The three aspects of anxiety are "communication apprehension," (CA), "fear of negative evaluation," (FNE), and "test anxiety," respectively (TA). Furthermore, the researcher adopted a qualitative method to data collection and analysis by conducting interviews with two units — pupils and academics.

The study's sample involved 351 students registered in English proficiency classes at Jordan's Jerash University. Semi-structured interviews with both students and professors were used in the qualitative sections of this article. From the 351 students, 35 were chosen at random for interviews — subgroup, and their five lecturers

were also chosen at random for distinctive interviews. Both quantitative and qualitative data were assessed in a certain order; first, the descriptive analysis of the questionnaire was performed using the statistical package for social sciences (SPSS). NVivo software was used to analyse the observational data from the interviews nominally (Zamawe, 2015)

#### 4. The Findings of the Study

In this section, data regarding students' level of motivation is presented. The majority of respondents answered 'strongly agree' to the items on the concept of motivation, as shown in Table 1, and 'agree', with percentages of 41.9%, 44.2% respectively. Thus, cumulative figures suggest that a total of 86.1 percent of the respondents showed that they perceive themselves to be motivated to speak in English. On the other hand, only 0.6% and 1.5% of the respondents reported that they do not perceive themselves to be motivated to speak in English whereas a relatively smaller number of 0.6 and 0.9 per cent responded with 'strongly disagree' and with 'disagree' respectively. Finally, 12.5 per cent of the respondents responded to the items of the motivation construct with neutral, which may signify that they are motivated to speak in English in and outside their classrooms.

**Table 1: Statistical Analysis of Motivation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	0.6	0.6	0.6
	Disagree	3	0.9	0.9	1.5
	Neutral	44	12.5	12.5	14.0
	Agree	155	44.2	44.2	58.1
	Strongly Agree	147	41.9	41.9	100.0
	Total	351	100.0	100.0	

Table 2 presents the responses of the students regarding the first type of motivation, namely instrumental motivation. To remind here, the construct of instrumental motivation refers to the type of motivation in which someone feels motivated to learn English because they believe it is good for their present or future life in terms of getting a better job or securing a better position in the community. In other words, people who have this type of motivation are interested in attaining instrumental goals. The table shows that Jordanian EFL students are instrumentally motivated when the overall means of the responses was 3.94. For example, students reported that they are interested in learning English because this could help them get a better job or it might make them appear classy in the society. In table 2, the highest mean was INS6 (Mean= 4.69) while the lowest mean was INS4 (Mean= 2.86).

Nowadays, English is very important tool that can help people get jobs almost everywhere. In Jordan nowadays, one could see that any job vacancy requires that applicants should have English proficiency and higher jobs or those that pay well require that applicants have professional English proficiency. Apart from that, it is a trend in Jordan now that youngsters appear modern and westernised and nothing is more capable of helping them appear so than speaking good English. This is why students reported high levels of instrumental motivation in this study.

**Table 2: Results on Instrumental Motivation**

Item No.	Statement on Instrumental Motivation (INS)	Mean	Std. Deviation
INS1	Speaking English is important because it will make me appeared more cultured.	4.182	1.0314
INS2	I would really like to speak many foreign languages so that I can use them when I travel abroad.	4.348	.8938
INS3	Speaking English is not really an important goal in my life to be better person.	3.764	1.2977
INS4	Regardless of how much I know in English, I feel confident speaking it.	2.869	1.3331
INS5	Despite the fact that I may not be completely proficient in English, I am self-assured conducting myself in English	3.282	1.2013
INS6	Speaking English can be important for me because it will allow me to meet and converse with more and varied people.	4.692	.6431
INS7	Speaking English can be important to me because I think it will someday be useful in getting a good job	4.513	.7516
INS8	I love to learn to speak English well because it will make me look more classy in the society.	3.937	1.0456
<b>Total</b>	<b>INS</b>	<b>3.948375</b>	<b>1.0247</b>

Table 3 presents the responses of the students regarding the second type of motivation, namely integrative motivation which refers to the type of motivation in which someone feels motivated to learn English because they wish to become part of the second language group's culture. Hence, this denotes that integrative motivation stems from a genuine and subjective interest in the people and culture of the former language group. Similarly, to the first type of motivation, the table shows that Jordanian EFL students possess this integrative motivation when the overall means of the responses was (3.94). For example, students reported that they are interested in learning English because learning English is fun and enjoyable and that they would spend all their time learning and improving their English language. As shown in table 3, the highest mean was INT8 in which they wished that they start to learn English in an early age (Mean= 4.68) while the lowest mean was INT13 when students stated that they prefer to spend more time on other courses rather than the English course (Mean= 3.25).



As stated earlier, English nowadays became so popular especially among younger groups as a sign of modernisation and being classy. Apart from that and more recently, many Jordanian students have been traveling abroad for higher education and this group is characterised by having higher English proficiency than students who stay in the country. With the availability of many social networks such as Facebook and Twitter, youngsters in Jordan are exposed to the life of those studying abroad where many of their writings and status updates are written in English. So this would create a desire among this group to learn English and take part in English conversation on these social networks. For example, this can be seen in some of the responses in the questionnaire on integrative motivation when students reported that they enjoy listening and meeting people who speak English language (INT24).

**Table 3: Results on Integrative Motivation**

Item	Statement on Integrative Motivation (INT)	Mean	Std. Deviation
INT1	I hate oral communication class	3.744	1.1249
INT2	I make a point of trying to understand all English I see and hear	4.276	.9713
INT3	Speaking a foreign language is not a pleasant experience	3.906	1.1363
INT4	English is really great	4.425	.9407
INT5	I sometimes daydream about dropping English	4.185	1.1045
INT6	Speaking English bothers me	4.160	1.0731
INT7	I really enjoy speaking English	4.023	.9853
INT8	I wish I had begun speaking English at an early age	4.681	.6552
INT9	I really have no interest in speaking foreign languages	4.074	1.2166
INT10	I keep up to date with English by practicing speaking it	3.915	1.1357
INT11	If it were up to me, I would spend all my time speaking English	3.670	1.1233
INT12	I want to speak English so well that it will become second nature to me	4.168	.8993
INT13	I would rather spend my time on courses other than English	3.256	1.0756
INT14	I would like to speak as much English as possible	4.234	.8894
INT15	I plan to speak English as much as possible	4.288	.8717
INT16	I find speaking English is very boring	4.120	1.0267
INT17	I do not pay too much attention to the feedback I receive in my English oral course	3.852	1.0906
INT18	Even when I make mistakes speaking English, I still feel sure of myself while trying to communicate	3.786	1.0941
INT19	Speaking English is very important to me because it will increase my ability to influence others	3.840	1.1428
INT20	To be honest, I really have little desire to speaking English	3.436	1.3526
INT21	I really work hard to speak English	3.932	1.0342
INT22	When I finish this course, I shall give up the study of English entirely because I am not interested in it	4.145	1.0871

<b>INT23</b>	I have not any great wish to speak English more than the basics of English	4.043	1.0802
<b>INT24</b>	I enjoy meeting and listening to people who speak other languages like English.	4.123	1.0306
<b>Total</b>	<b>INT</b>	4.023391	1.047575

The findings reveal a high degree of motivation to communicate in English both within and outside classroom settings. As compared to the apparently vast number of students showing high motivation level as indicated in the above statistics, the interviews of students and lecturers present nearly similar picture too. For instance, a student from group 1 described his position in the following words: "I love to learn to speak another language. My ambition is to find a good job and this needs English language which is motivating me to learn to speak it" (S5, FG1) (Translated). Thus this student shows only instrumental motivation towards the study and learning of the English language. This may also be contrasted with another kind of motivations, which is described as integrated motivation. In integrated motivation, the learners tend to cultivate a liking not only for learning any second/foreign language, but they also tend to embrace the culture of the community that speaks the target language. Their orientation is to integrate with the community concerned. Another student from group 2 showed awareness about the global position of English and its crucial instrumental role in employability and brighter career prospects. This student also tends to demonstrate his ideological leaning towards English by glorifying its aesthetic and expressive beauty. According to him, "English is considered a global language and very useful for our future. Moreover, it is beautiful to know how to speak another language" (S5, FG1) (Translated). In addition, several other students also indicated their love of English and expressed their motivations towards English language. Slightly contrasting to some of the afore-quoted students, there were some students who demonstrated integrated motivation towards the English language. For instance, a student from group 3 argues that, "What motivate me is I love English language and I love speaking it. I hope one day I can master it. My father lived in England for 5 years. I love his accent and the way that he speaks it. This motivated me to learn to speak it" (S4, FG3) (Translated). Likewise, numerous other students showed their eagerness for the English language because they believed it was a 'prestigious, global and employable' language.

Importantly, amongst students were also a significant segment of those who indicated demotivation. Several reasons were cited for their dislike and demotivation towards English learning processes particularly speaking. They included uninspiring teaching methodologies, English being a difficult language, large classes and so on. For instance, a student from group 1 remarked that, "I do not like this language and I find it difficult to learn. The way our lecturers teach

us. They motivate you to learn this language and they will make you hate it" (S1, FG1) (Translated). When asked as to what is wrong with lecturers' way of teaching? The student highlighted some issues. Because lecturers are strict. They tend to scold students when students make any mistakes. Students do not get many opportunities to use the language. Lecturers also use Arabic in the class. Classes are boring because lecturers are strict. A student expressed his satisfaction over the discouraging teaching methodologies saying that, "They just want to pass this course and there is no interaction inside the class" (S2, FG1) (Translated). As pointed by previous student, lecturers tend to occupy classes most of the time while they leave little space for students to engage in activities or oral communication. Thus, lecturers' approach appears to be the major cause of demotivation.

Larger classes are other reasons of demotivation. According to a student, many things triggered demotivation such as "the number of the students inside the class, the lecturer's style of teaching, and the differences in the student's levels" (S4, FG4) (Translated). Likewise, a student complained about large classes saying that "We are more than 60 students inside the class and I guess this is one of the factors that demotivate most of us" (S2, FG5) (Translated).

In addition to students, lecturers also pointed towards lack of motivation on part of students. An array of factors contribute to students' demotivation, of which one of the major factors is the unresponsive nature of most students. A lecturer explained that, "I have students who are motivated to speak in English and they are doing their best to participate and be part of the teaching-learning process" (L5). However, the lecturer also raised concerns that "those are few students while the rest of them are not motivated when it comes to speak inside the class" (L5). The concerned lecturer was also not clear about the potential reasons behind students who stay silent; however, it was pointed out that the students may not be aware about how they could improve English language. Another lecturer revealed that mostly students "just keep listening and do not have any motivation to speak in English. When I offer some marks for those who speak, they start interesting in speaking" (L3). This lecturers' revelation can critical to note because students' interest can be aroused once lecturers associate some kind of incentive with the learning of the language. Here is how lecturers can analyse the nature of the students, and accordingly plan their pedagogies to create motivations amongst the demotivated students. Such motivation may be also termed as extrinsic motivation where some external factors drive their motivation rather some intrinsic impulse.

Another lecturer (L4) proposed for giving greater student autonomy and a sense of freedom to garner motivation; however, currently, he added that, "Most of lecturers do not motivate their students" (L4). When asked as to what strategies could be chalked out to motivate students, the lecturer proposed that, "one of the best ways to keep

your students engaged in speaking activities is by allowing them to control over what happens inside the classroom. For example, if you allow your students to choose and control their speaking tasks, it will motivate them to work harder and be more motivated" (L4).

It can be critical to figure out that what factors motivate them to study English. In this respect, the lecturers lined up a number of reasons such as "To get a good job as English is the language of the working sectors" (L3). It is also crucial to note that a number of students are motivated by rather narrow goals such as to pass the course. Many students "want to pass this course. I believe this is the most important factor students looking for" (L2). On the other hand, another lecturer said that students are usually motivated; however, the lecturers do not make effort to inspire their motivation, and turn their motivation into some substantial learning outcome. He described that he had students who were motivated to speak English, and that "they are motivated to speak in English and they keep asking and trying to speak in English"; however, he expressed concerns that "Students need their lecturer to motivate them to speak" (L1).

If one has to sum up the levels and kind of motivation the students shown, we may argue that three orientations glean from interviews: instrumental motivation, integrated motivation, and no motivation. This conclusion appears to be consistent with other findings in the literature addressing student motivation levels. In this regards, Gardner and Lambert as cited in Xu (2008) stated that there are two major dimensions for motivation which are "integrative orientation" in which students desire to learn to speak the language in order to interact with others or integrate themselves with the culture of the target language. The second dimension is "instrumental orientation" in which students have the desire to learn to speak in English in order to achieve some practical goals like getting better jobs or gaining a higher salary. For the current study, the interviews showed that most of the students are not aware of those two dimensions and they just want to pass this course. The reason behind that is that most of the respondents are taking non-scientific majors and they stated that they do not need to learn to speak in English in their practical life. On the other hand, some respondents in the interviews reported that they are motivated to learn to speak in English. This motivation may be due to "instrumental orientation" as those respondents who stated that they are motivated, they said that because they want to learn the language in order to gain a better salaries and better jobs. The researcher noticed in the interviews that those students who are not interested in learning to speak in English will usually find it boring and tiring to learn to speak it. This was proven by student's answers in the interviews when the researcher asked them a question about their motivation to speak in English, the question was: Do you feel happy if the university dropped the English course? One of the students answered "Yes for sure, I will not bother myself learning something I

will not use in my future" (S7, FG3) (Translated). This answer and other similar answers were also noticeable during the observation when the researcher noticed how students were really unwilling to learn and just watching their watches to know when the class will end. Most of the respondents claimed that rather than supporting them how to improve their oral communication skills, some of their lecturers condemn their oral conversation by pointing out the weakness and the mistakes that they commit while speaking.

Data from the observation indicated that sometimes negative responses given by the lecturer also created problems. In this regard, the researcher noticed that angry facial expressions shown by the lecturer intensified the level of his student's anxiety. Moreover, the lecturer was telling his students about how bad their level in English is. This finding seem to be consistent with a study conducted by Wieser et al. (2010) who reported that angry facial expressions make one of the factors that reflect student's anxiety while they speak in English which will lead to low level of motivation. Moreover, in the observation, the lecturer was showing negative body language as well as lack of eye contact with students. Similarly, the researcher found that the way lecturers dealt with their students, caused negatively influence student's self-confidence.

## 5. Conclusions and Recommendations

When attempting to conduct various studies, researchers are normally bound with a number of factors that might influence the accuracy of the findings. Such factors include time constraint, financial support, and the nature of the research itself especially when individuals constitute the respondents of the study's sample. It should also be kept in mind that there is definitely no perfect research and there is always room for improvement so that findings get more accurate and in turn more useful as suggested by Mahmoodi and Yousefi (2022). This section of the current study deals with providing some recommendations that can be taken into account by future researchers who may attempt to conduct similar studies.

First of all, when conducting investigations into motivation to speak in English. Future researchers are recommended to use additional research apparatus, such as students' journals, to obtain more precise results. Through such journals, students can take their time thinking about the issues that are examined and write carefully about them. In addition and due to time constraints, classroom observation can be extended to cover all the semester (4 months) so that researchers can have more thorough observation and in turn reporting of findings.

Considering that the study's sample was drawn from only one Jordanian university, namely Jerash University, motivation researchers may want to investigate expanding their research samples to include respondents from various Jordanian institutions, or performing a

comparison study between communal and private Jordanian universities. This will guarantee that the findings of their investigations form a larger picture, allowing for generalization.

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