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**POTENTIAL ROLES OF MOTIVATION AND TEACHING STRATEGIES
IN COMMUNICATIVE COMPETENCIES AMONG PALESTINIAN
UNIVERSITY STUDENTS**



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**DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
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Abstrak

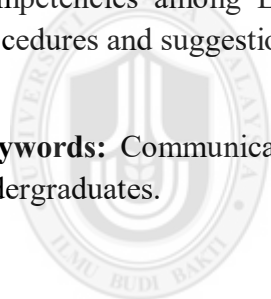
Motivasi dan strategi pengajaran secara amnya dipercayai meningkatkan kecekapan komunikasi pelajar dalam pembelajaran Bahasa Inggeris sebagai bahasa asing. Namun, tiada bukti empirik yang mencukupi untuk menyokong tuntutan ini. Kajian ini bertujuan untuk memberi tumpuan kepada kesan faktor motivasi dan strategi pengajaran tentang kecekapan komunikatif di kalangan mahasiswa di Palestin. Dalam Fasa Pertama, seratus lapan puluh peserta, yang sedang belajar bahasa Inggeris di tiga universiti di Palestin, menjawab satu soal selidik. Soal selidik itu merangkumi item-item yang diperolehi dari kajian Gardner (1985, 2001, 2004, 2006, 2007) Attitude/Motivation Test Battery (AMTB) dan item-item dari Dörnyei (2001), Cheng dan Dörnyei (2007) dan Guilloteaux dan Dörnyei (2008) yang mengaplikasikan kerangka strategi pengajaran untuk bahasa asing di bilik darjah. Dalam Fasa Kedua, enam responden, dari universiti yang sama, ditemuramah. Keputusan menunjukkan bahawa kecekapan komunikasi responden sangat dipengaruhi oleh motivasi. Selain itu, keputusan menunjukkan bahawa strategi pengajaran yang menyokong motivasi langsung tidak mempengaruhi kecekapan komunikatif pelajar, tetapi mempengaruhi motivasi mereka. Secara kesimpulannya, kajian ini menambah secara substantif kepada literatur mengenai faktor-faktor yang mempengaruhi kecekapan komunikasi pelajar EFL dalam konteks Palestin.

Kata kunci: Kompetensi komunikatif, Motivasi, Strategi Pengajaran, Mahasiswa Palestin.

Abstract

Motivation and teaching strategies are generally believed to enhance students' communicative competence in English as a foreign language; yet, there is not much empirical evidence to support this claim. The present study was intended to focus on the effects of motivational factors and teaching strategies on the communicative competence among the Palestinian undergraduates. In the First Phase, one hundred and eighty participants, who are studying English language in three Palestinian universities, answered a questionnaire. The questionnaire included items derived from Gardner's 1985, 2001, 2004, 2006, 2007 Attitude/Motivation Test Battery AMTB and items from Dörnyei 2001, Cheng and Dörnyei 2007 and Guilloteaux and Dörnyei 2008 teaching strategies framework for foreign language classrooms. In the Second Phase, 6 participants, from same universities, were interviewed. The quantitative results indicated that participants' communicative competence is significantly affected by motivation and teaching strategies. Also, the qualitative results indicated that teaching strategies do not directly affect students' communicative competence, but rather affect their motivation. Consequently, the current study added substantively to the literature concerning the effects of motivation and teaching strategies in Communicative Competencies among EFL learners in the Palestinian context, and some suggested procedures and suggestions that help improve learners' communicative competences.

Keywords: Communicative competence, Motivation, Teaching strategies, Palestinian undergraduates.



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List of Abbreviations

English Foreign Language (EFL)

English as Second Language (ESL)

English Language Teaching (ELT)

Second Language (L2)

First Language (L1)

Gardner's Attitude Motivation Test Battery (AMTB)

Simulated Oral Proficiency Interview (SOPI)

Second Language Acquisition (SLA)

Foreign Language Classroom Anxiety Scale (FLCAS)

Communicative Language Teaching (CLT)

Grammar-Translation Methods (GTM)

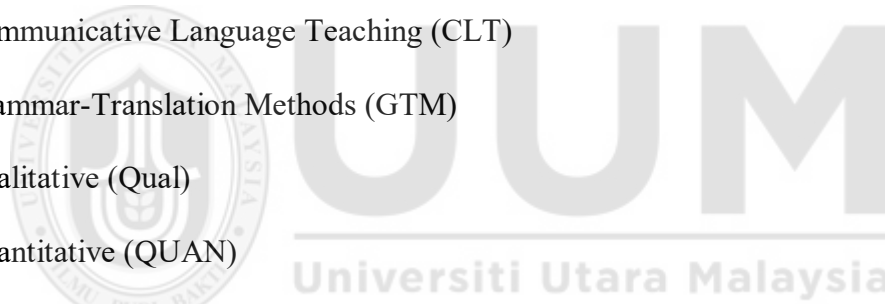
Qualitative (Qual)

Quantitative (QUAN)

Statistical Package for Social Sciences (SPSS)

Standard Deviations (SD)

Standard Errors (SE)



CHAPTER ONE

INTRODUCTION

Introduction

Over the past few decades, the English language has earned its glory as a lingua franca (Musa, 2016). It is one of the reasons why English language has become an international language. The number of second language speakers of English language has surpassed the number of English native speakers. The key reason why most of the countries in the world have over-accentuated English language is because this language is used as a tool to advance in the fields like commerce, arts and sciences, education, law, and technology (Yule, 2012).

In the Palestinian context, being proficient in English communication is becoming more important, as in other countries around the world. It is worth noting that the Palestinian government has officially given English the status of a Foreign Language (EFL) in the educational and administrative systems and it plays a vital role in the EFL classroom-based activities (Nafi, Qabaja, & Al-Kar, 2016). This accommodates the reality of the Palestinian educational policies, which has considered the essentialness of English communicative competence of the Palestinian EFL learners to the extents, the government offer to them grants in order to improve their speaking skills (Al-Eiadeh, Sobh, Al-Zoubi, & Al-Khasawneh, 2016). In reality, the point of disbursing the grants by the Palestinian government is to develop her EFL learners' competence in order to motivate them to successfully enroll in places which offers English medium course (Ministry of Education and Higher Education, 2010).

Communicating effectively in a language requires the speaker's good understanding of linguistic, sociolinguistic and socio-cultural aspects of that language. This

understanding will enable him to use the right language in the right context for the right purpose and then he can be referred to as communicatively competent (Dörnyei, 2010). However, the realization of this level of knowledge and understanding is always a challenge for foreign language learners. They often struggle through their journey towards the achievement of this goal and are often met with many obstacles. Therefore, many arguments have been raised against designing language courses and programmes for foreign language contexts to achieve this goal (Cazden, 2011).

The term „communicative competence“ was first introduced by Hymes in (1972) as a sociolinguistic concept in reaction to the concept of „linguistic competence“ which was proposed by Chomsky in 1965. Chomsky’s concept was “concerned with the tacit knowledge of language structure” but “omits almost everything of socio-cultural, significance” (Hymes, 1972: 270- 280). According to Hymes (1972) „communicative competence“ refers to the level of language learning that enables language users to convey their messages to others and to understand others’ messages within specific contexts. It also implies the language learners’ ability to relate what is learnt in the classroom to the outside world. From this perspective, Hymes (1972) described the competent language user as Hymes’ ideas about the „communicative competence“ were later developed by Canale and Swain (1980) who introduced a theoretical model of „communicative competence“. Their concept of „communicative competence“ refers to “the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of rules of language use” (Canale & Swain, 1980: 6).

Canale and Swain’s model of „communicative competence“ consists of three domains of knowledge and skills. They are „grammatical competence“, „sociolinguistic

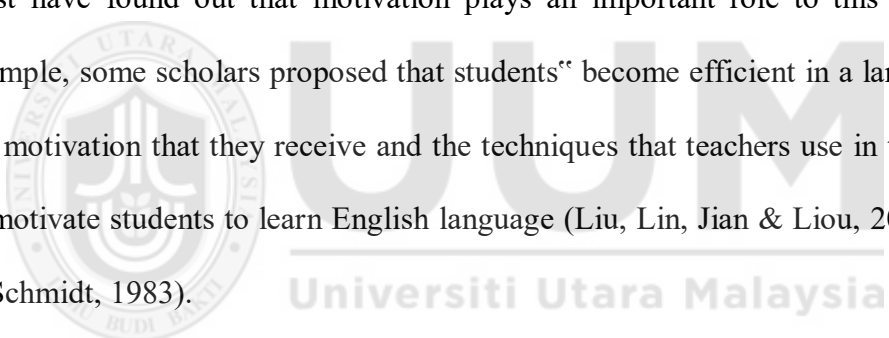
competence“ and „strategic competence“. Grammatical competence refers to accurate knowledge of sentence formation and vocabulary. Sociolinguistic competence refers to the language user“s ability to produce and understand language in different social contexts. Strategic competence refers to the ability of using language to achieve communicative goals and enhance the effectiveness of communication (Canale & Swain, 1980: 28-31).

Besides, in addressing the factors which affect students“ motivation, the first factor is, integrativeness – “a high level of drive on the part of the individual to acquire the language of a valued second-language community in order to facilitate communication with that group” (Gardner, Smythe, Clement & Glikzman, 1976, p.199). The second factor which affects motivation is the students“ behavior towards the teacher teaching and the course. The third factor is „motivational intensity“ Motivational intensity can be defined as students“ passion, determination, and positivity towards learning the language (Gardner, 1985, 2001, 2004, 2006, 2007). The final factor is teacher“s communicative style and activities conducted in the language (Dörnyei, 2001).

Specifically, the present study observed that the Palestinian government invests in its national and international future, thereby promoting her EFL learners to propel their studies overseas and to return to the Palestinian nation, as the English native alike, so as to support the Palestinian community for getting valuable jobs. As such, today, Palestinians are mandated to master English speaking skills in order to elevate their academic, instructional, and real lives communicative events. In either case, not forgetting that these days, the Palestinian government deems English as an essential and a universally oriented language for travel, health services, and business (Qabaja, Nafi, & Abu-Nimah, 2016). Moreover, in the Palestinian context, the current

expansion of international trade and electronic communication has led to the focus on the foreign language (FL) education.

However, being proficient in a L2 or foreign language (FL) is not as easy as mastering the first language (L1) especially when the process of acquiring and practicing the language takes places promiraly in the educational settings. Unfortunately, this is not a new issue. Studies have shown that, undergraduates have spent most of their education life learning the English language but they are still unable to achieve the level of competency to function in the society comfortably (Al-Twajjri, 1983). Numerous efforts has been carried out by past researchers to explain this issue and most have found out that motivation plays an important role to this problem. For example, some scholars proposed that students“ become efficient in a language due to the motivation that they receive and the techniques that teachers use in the classroom to motivate students to learn English language (Liu, Lin, Jian & Liou, 2012; Richards & Schmidt, 1983).



The present study is using motivation as a reason for Palestinian undergraduates“ inefficiency in communicative competence due to the out-dated language teaching ideologies, traditional learning methodologies, and the textbooks and teaching materials that cannot meet the requirements of social development and practical purposes. Motivation here is referred to a person“s behaviors, passion, and determination to acquire a language as suggested by Gardner (1985, 2007).

In the literature section, the importance and the effects of motivation towards students“ achievement in learning EFL is discussed in depth. There is evidence that learners with favorable relations with the target language community as well as

positive attitudes toward the learning situation are „motivated“ learners (Gardner, 1985, 2001, 2004, 2006, 2007). Motivation infuses reasons and motives among English learners within the terrain of second language learning (ESL) or those within the EFL academic discourses that sustain their interest in ESL/EFL learning and paves ESL/EFL learners with a way to attain positive outcomes by developing reasonable skills in the target language (Dörnyei, 2001; Jalambo, Shuib, & Shakfa, 2016).

The socio-educational model for understanding motivation proposed by Gardner (1985, 2001, 2004, 2006, 2007) highlights three classes of variables: integrativeness, attitude toward the learning situation, and motivational intensity. Thus, the present study is framed within the socio-educational model proposed by Gardner (1985, 2001, 2004, 2006, 2007). The present study aims at examining the potential role of motivation and teaching strategies on Palestinian undergraduates' communicative competence. In investigating Palestinian undergraduates' motivation for learning to communicate in English, Gardner's (1985, 2001, 2004, 2006, 2007) socio-educational model and his Attitude Motivation Test Battery (AMTB) which tests all variables related to motivation in the model was adapted and used.

Background of the Study

With the establishment of the Palestinian State in 1994, the place and position of English language teaching and learning are stated in the constitution of Palestine in which English language has been declared as an official language. (Bakir, 1996). At the university level, students are expected to show a sound knowledge of English language and required to sit for their examinations in English language except for subjects in humanities which are conducted in Arabic language. English language is

also a lucrative means to secure good jobs and social status in the Palestinian context (Abu El-Haj, 1996).

In short, English language paves many opportunities for students in Palestine to secure their desired positions in the society. Additionally, all competitive examinations and other provincial job opportunities are offered provided one has a high proficiency in English language. A number of policy measures have been implemented to enhance the quality of English language learning such as providing training to English language teachers, hiring well-skilled ELT teachers, and revising textbooks (Palestinian Curriculum Development Center, 1996). But these measures have failed to yield the desired objectives and students still do not achieve competence in the target language due to ineffective teaching methods, use of inappropriate text books and teaching materials, and lack of proper supervision (Bakir, 1996).

English nowadays is the first foreign language of the Palestinians. It is taught in public and private schools, and in universities and educational centers throughout the West Bank and Gaza. The rationale for teaching English in the Palestinian educational system is stated in the following principles: knowledge of English by a sizable sector of the Jordanians is essential to the economic, educational, and technological development of the state and the experience of learning a second language is of deep educational value (Palestinian Curriculum Development Center, 1996).

At the Palestinian Universities, English is a required subject for all first-year university students. English is also a Faculty of Arts requirement at Palestinian universities when students take courses in English language. Furthermore, English is the medium of instruction in the sciences and mathematics at all universities and in

some disciplines, such as nursing, business, political science and cultural studies, at some Palestinian universities (Hamed, 1995).

In Palestine, students face many challenges in English language learning in terms of inadequate learning facilities, inadequate well-trained teachers, and ineffective teaching methods (Hamed, 1995). With the provision of these facilities, trained staff and appropriate teaching methods, students may be motivated to learn EFL effectively. The purpose of this study is to understand the potential roles of motivation and teaching strategies with regard to Palestinian undergraduates' communicative competence Abu-Lughod, (1997).

In this situation, it remains clear that it is not only within the Palestinian context, globally too, in this stance of the 21st century, English language is the medium of international communication as it is used in fields such as science, international trade, politics, international media, technology, and economics (Al-Eiadeh et al., 2016). Obviously, with such levels of national and continental of English importance, yet, issues on learners' language achievement have remained critical among the Palestinian EFL learners. This is parallel to the findings of many previous studies, which have to expose the different level of discrepancies associated to the strategies employed within the classroom-based teaching activities. Generally, their exploration findings show that within the Palestinian context, the undergraduates continue to face challenges in acquiring the speaking skills (Abu-Ghararah, 1998; Ahmed, 2016; Al-Masri, 2016; Basha et al., 2016).

It is evident that the global scenario of ESL/EFL learning situation portrays factorial issues on competence, which has been a major trait of investigation within the global context as seen in the works of Albalawi (2016) in his study on the Palestinian EFL learners; Ancheta and Perez (2016) study on the Philippines ESL learners; Batiha, Noor, and Mustaffa (2016) conducted a study on the Jordanian EFL learners; while

Abdullah (2015) explored on the Palestinian ESL learners communicative skills, to mention but few. The results of these studies revealed that most of the ESL/EFL learners at various parts of the world experience poor command when it comes to signifying their competence in English literacy skills, particularly, one of the most noted is their communicative flaws in speaking.

In much the same way, Ancheta and Perez (2016) undertook a detailed analysis of the Philippines' undergraduates' communicative skills in the academic setting. Their findings prove the Philippine undergraduates as ESL learners encounter difficulties in generating attributes of learning two languages at a time, those are, the Filipino and the English languages. Ancheta and Perez (2016) found that this is due to the fact that their linguistic communicative system is flawed by interruption of their first language to the extent that they could not distinguish the semantically, structurally, and interpretational differentiation of English and Filipino structures in order to develop their communicative language needs.

Similar scenario is found to be obvious in Palestine, where a study by Albalawi (2016) shows Palestinian's undergraduates failed to master the needed level of discourse and rhetorical skills required for communicative competence, as Arabic and English stand as the two of their major official languages. In this respect, undergraduates violate lots of phonological, structural, and morphological, rules in their ESL/EFL communicative repertoires. This, which he writes is coupled to their ignorance on when to use utterances appropriately, and this, which he concluded to have happened due to their lack of proper instruction strategies.

As is well known, in the recent traits of the ELT in the Palestinian contexts, since the decades preceding 2000, the federal government adapted the English education curriculum in which Palestinian EFL learners are motivated to develop positive attitudes towards developing their English competence in EFL writing, rather than, developing their communicative competence in speaking. More specifically, as pointed by Al-Twairish (2009), among the vital factor that leads to many ELT communicative problems on the Palestinian learners, is the settings of the English syllabus existing in the Palestinian schools, which has a strong influence and emphasis on teaching grammar, over other components of communicative skills.

Another reason is the inadequate interaction between teachers and students, as most of the teachers simply spend a great deal of time lecturing while students take down notes. From a communicative perspective, this creates a communicative gap, because the EFL learners seldom participate and engage in the classroom-based activities. In addition to this, another most noticeable problem can be identified within the contents of the ELT textbooks used by the Palestinian instructors to impart their teaching strategies. The key problem here is central to the fact that those ELT textbooks are outdated as they are structurally oriented within the traditional methods of ELT (Khader & Shaat, 2011). This further limits their focus and as well confines their instructors ELT strategies and scopes, as they heavily direct on issues relative to grammar and vocabulary.

In the same veins, a further reason contributing to this problem is the relatively tedious test-based teaching method which demotivates students to freely participate in classroom discussions. At this rate, the time and grants spent by the Palestinian government on the natives to study English is still on-going, which might possibly go

on and on for several years, but still, the Palestinian undergraduates are found to be lacking in communicative approaches, particularly, when it comes to signifying their competence in EFL speaking skills. In fact, with the years of English learning in the Palestinian academic settings, most of the Palestinian undergraduates could not communicate accurately in English, and their EFL language, essentially, lacks fluency and competence (Hammad, 2014).

Statement of the Problem

The importance of English language has encouraged an abundance of research to be carried out to help students overcome their problems in acquiring proficiency in English language, but past research on the effects of motivation and teaching strategies on with regard to communicative competences has typically overlooked the negative motives (Dörnyei, 2005, p. 89). In Palestine, English language learners are facing problems in learning English language because of the lack of learning facilities, the use of inappropriate textbooks, ineffective teaching methods and supervision by teachers, as well as inadequate learning facilities that discourage students to learn English language effectively (Warsi, 2004). Due to the fact that many students experience demotivation, they lose both integrative and instrumental motivation to continue their efforts in learning the English language (Ahmed, & Esmail, 2015). This is detrimental to the future of Palestinian students as English Language, being the official language, is also an international language which provides opportunities for pursuing higher education locally and abroad, and securing good jobs for those who master it.

More precisely, by looking into the global exploration settings on motivation, and by virtue of its significance and importance in developing ESL/EFL teaching and

learning strategies, motivational factors have been broadly explored over the past five decades. Past studies have identified some key factors that plays a major role in the motivational success of ESL/EFL language learning which are high self-esteem, positive self-concept, positive attitude, enthusiastic participation in the target language learning process, a favourable environment for learning the target language, socialisation, communicative improvement, and clear understanding of the goals for language learning (Dörnyei, 2001; Fallout & Maruyama, 2004). The present study was intended to extent the body of existing knowledge from existing studies, which were conducted on motivational factors on the concepts language teaching and learning strategies.

Significantly, there is a lack of use of proper teaching strategies, lack of inspirational motivation, lack of proper writing materials, and lack of proper instructional strategies (Abdullah, 2015; Ancheta and Perez, 2016). Subsequently, the classroom communicative practices are not prevalent in the Middle East, where English language teachers mostly rely on memorization and repetition to help to learn. For instance, a usual task in the Middle East is to provide pre-written English topics in high school students as preparation for their exams. Learners are normally requested to keep in mind these prewritten tasks for their final exams (Albalawi, 2016).

The present study found two relatively related studies conducted on the motivational vision on language learning of Chinese ESL learners, based on their gender categories, which were conducted by Wen (1997) and then a study by Yo et al. (2016). Another similar study which discusses on three concepts that are relative to the classroom anxiety, attitudes, and motivational elements of Pakistani ESL learners also in accordance with their gender categories was conducted by Noreen et al. (2016).

However, there is still a lack of studies exploring Palestinian EFL learners speaking skills, which includes examining the teaching strategies signifying their motivational attributes within the theoretical frame of communicative competence as intended in the present study. Therefore, the communicative teaching approach is still on a journey from theory to practice in Palestinian schools and universities. Currently, instructors and learners do not completely realize the advantages of enhancing the communicative competence attributes in the teaching of EFL within the Palestinian classroom-based activities.

In summary, the disappointing outcomes of English language education in Palestine are understood by some in terms of the low communicative value of the linguistic content of the English curriculum, and the absence of listening and speaking skills in the exams (Abu-Ras, 2002), lack of adequate interaction between EFL teachers and students, teacher-dominated teaching style with little class participation from students, and examination focused teaching practices, preparing students for classroom-based tests. Additionally, the lack of an interactive English context may limit the opportunities Palestinian university students have to develop their English communicative competence. This situation is worsened by the grammar-based evaluation of the Ministry of Education (Abu-Ras, 2002). As discussed above, all of these characteristics seem to work against high-level communicative competence outcomes targeted by English language education in Palestine. Therefore, it is essential to conduct an exploration which focuses on motivation and teaching strategies, especially since there is a lack of studies that measure the effects of motivation and teaching strategies on Palestinian university students' communicative competence. With regard to „motivation“, in the present study, the strategic theoretical framework used is Gardner's (2001, 2004, 2006) socio-educational theory. Theories

of teaching strategies are reviewed as a result of the hypothesized effect of language class activities and teachers' communicative style on students' communicative competence.

This rests on the basis of the findings, which shows defective knowledge in the use of the grammatical accurateness, the lack of appropriate skills for communicative purposes, and the students' inability to strategically repair or reconnect their communicative breakdowns. Thus, it is vital to carry out a study to identify and highlight the problems faced by Palestinian students, relating to their communicative skills.

Research Objectives

In order to highlight the effects of motivation and EFL teaching strategies to Palestinian undergraduates, the objectives of the present exploration are;

1. To find the level of Palestinian university students' communicative competencies.
2. To investigate the mean difference of students among different Palestinian universities regarding motivational factors, teaching strategies and communicative competencies.
3. To determine the relationship between motivational factors and communicative competencies of Palestinian university students.
4. To determine the relationship between teaching strategies and communicative competencies of Palestinian university students.

5. To determine the effect of motivational factors on communicative competencies of Palestinian university students.
6. To determine the effect of teaching strategies on communicative competencies of Palestinian university students.

Research Questions

The exploration questions of the present study are:

1. What is the level of motivational factors and teaching strategies on communicative competencies of Palestinian university students?
2. What are the mean differences of score among the different Palestinian university students regarding motivational factors, teaching strategies and communicative competencies?
3. What is the relationship between motivational factors and communicative competencies of Palestinian university students?
4. What is the relationship between teaching strategies and communicative competencies of Palestinian university students?
5. To what extent is the influence of motivational factors on communicative competences of Palestinian university students?
6. To what extent is the influence of teaching strategies on communicative competences of Palestinian university students?

Hypotheses:

There is a positive and significant relationship between motivational factors and communicative competencies of Palestinian university students.

There is a positive and significant relationship between teaching strategies and communicative competencies of Palestinian university students.

There is a significant effect of motivational factors on communicative competencies of Palestinian university students.

There is a significant effect of teaching strategies on communicative competencies of Palestinian university students.

The Scope of the Study

The range of the present study intended to be within the motivational factors and English teaching strategies affecting Palestinian undergraduates' speaking skills. This is for the reason that the scenario of Palestinian undergraduates' speaking skills, as established within the background, statement of the problem, exploration objectives, exploration questions, and the exploration hypotheses remains a central issue surrounding the Palestinian educational policies on ELT and learning.

Therefore, the scope of the present study is framed within the higher learning education system in Palestine. The scope of the present study intends to indulge some of the Palestinian university undergraduate EFL learners studying in public universities that are predominantly located in West Bank, Palestine.

Along these lines, the scope of the present is intended to be framed within the literature reviewed and the theoretical basis of the motivational factors, learning

strategies, speaking skills, and communicative competence. The central intention here is to give a precise and meaningful context that would provide the Palestinian undergraduates appropriate measure in the use of appropriate communicative skills in EFL speaking. This is proposed within the frame of the present study to serve as a guide in justifying the theoretical, pedagogical, and practical significance of the present study.

Significance of the Study

The present study was intended to focus on the effects of motivational factors and teaching strategies on the communicative competence among the Palestinian undergraduates regarding their speaking skills. Speaking is one of the four basic skills required for communicative competence in ELT and learning. Therefore, with the successful completion of the present study, it is hoped to contribute to transforming the Palestinian undergraduates speaking skills, not only for theoretical applications but also, for pedagogical and practical significances as presented below:

The Theoretical Significance

The proposed findings from the interview questions would provide us with the motivational factors that the Palestinian undergraduates believe to have played crucial roles in restricting their speaking skills as a result of the teaching strategies. This, in turn, would further provide and highlights to the Palestinian Ministry of Education with the kinds of philosophical bonds the concepts of speaking skills and communicative competence shares on ELT and learning.

Moreover, in providing the qualitative answers, the open probing intended to be employed by the present study would contribute in revealing the central motivational

factors that limit most of the Palestinian undergraduates EFL communicative skills. As such, the proposed findings of the present study are expected to give insights into the theoretical literature on English language learning of undergraduates in the Palestinian context. The intended theoretical results are presumed to give clear and precise information on the best ways of enhancing the Palestinian EFL learners' motivation to developing speaking skills.

The proposed findings of the present study from the inferential statistics would theoretically pave the way for contributing to the existing literature on the virtues of communicative competence in enhancing EFL learners' motivational attributes towards developing their speaking skills. Hence, the intended results of the present study would provide us with the embedded patterns of ELT that go beyond memorization of grammatical patterns, but, to an extensive ELT of the Palestinian undergraduates' knowledge to communicative competence in terms of the discourse, linguistic, sociolinguistics, and strategic communicative attributes.

The Pedagogical Significance

The results of the tests are expected to provide the present study with the concerns on the best of the teaching strategies to be employed on the Palestinian undergraduates. This goes on with the facts on communicative competence levels that would be feasibly identified. Thus, the findings would provide the Palestinian university lecturers, college instructors, post-primary teachers, primary teachers, private tutors, and even the students themselves to be obviously aware of methods and ways that could be applied in the classroom-based ELT activities with more effort to bridge the communicative gaps in speaking skills.

The findings of the One-way ANOVA of the present study are expected to contribute to the effectiveness of motivation on teaching strategies that are likely to give a comprehensive classroom-based ELT insight with regard to the Palestinian undergraduates' communicative competence in speaking in terms of their years of study.

The Practical Significance

The findings intended to be identified in the present study would provide to the Palestinian government, national bodies on educations, international organizations on education, and other forms of global educational institutions existing around the world with the reflective measures of enhancing students speaking skills within the theoretical thoughts of communicative competence.

The qualitative findings of the present study would benefit other scholars in Palestinian working in areas of foreign or second language acquisition to motivate Palestinian learners to develop their EFL communication.

Operational Definitions of Terms

- **Competence**

For the purpose of this study, the term „competence“ refers to the abstract abilities of the Palestinian undergraduates to possess enabling meaningful communicating skills in their EFL spoken repertoires (Hymes, 1972; Gumperz, 1982).

- **Communicative Competence**

For the purpose of this study communicative competence consists of four significant components, those are, the “grammatical competence, pragmatic competence, sociolinguistic competence, and strategic competence” (Canale & Swain, 1980).

- **Grammatical Competence**

For the purposes of this study 'grammatical competence' refers to the field of grammatical and lexical capacity.

- **Pragmatics Competence**

For the purposes of this study pragmatics competence refers to the coping strategies that interlocutors employ to initiate, terminate, maintain, repair and redirect communications (Ma, 2009).

- **Discourse Competence**

For the purposes of this study, 'discourse competence' means understanding the social context as communication occurs, involving shared information, relationships, and the purpose for interaction (Alptekin, 2002).

- **Strategic Competence**

For the purposes of this study Strategic competence refers to the coping strategies that interlocutors employ to initiate, terminate, maintain, repair and redirect communications (Ma, 2009).

- **Sociolinguistic Competence**

For the purpose of this study EFL contexts refer to the Palestinian undergraduates' awareness to the social use of language in terms of speaking formality, politeness, non-verbal behaviors, and cultural references (Swain 1985).

- **Speaking skills**

For the purpose of this study speaking skills refer to the specific Palestinian undergraduate level of coordination, competence, awareness, and attitude towards speaking a communicatively sound and efficient English. These articulate to their level of communicative competence in speaking accuracy by its discourse, linguistic, sociolinguistic, and strategic practices (Jalambo et al., 2016).

- **Motivation**

For the purpose of this study, motivation refers to the Palestinian undergraduates' desires of developing their EFL speaking skills. This entails their low level of desires to the ELT strategies employed by their instructors and or lecturers (Dörnyei, 2003).

- **Teaching Strategies**

For the purpose of this study, teaching strategies refer to the implemented method of ELT strategies employed by the Palestinian instructors on EFL learners within the communicative speaking medium of daily classroom-based activities. This further alludes to the strategies of instructor's use of teaching resources, (Mkahal, 2016).

- **ESL (English as a Second Language) contexts**

For the purpose of this study ESL contexts refer to the English learning contexts where English is spoken as the medium of daily communication.

- **EFL (English as a Foreign Language) contexts**

For the purpose of this study 'EFL contexts' refer to English learning contexts where English is not spoken as a medium of daily communication. Palestinian people who converse in Arabic as their native language, is one of EFL contexts.

Summary

In this chapter, the background of the current study, the importance of English in the Palestinian community, a synopsis of the Palestinian educational system, and English language teaching methods in Palestine have been discussed. The objectives, exploration questions, as well as significance of the proposed study have also been discussed in the current chapter.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter discusses the literature on motivation, motivational factors, teaching strategies, and communicative competence in which the exploration is obviously affirmed. The chapter reviews communicative competence hypotheses and operationalizes the definition of communicative competence which is used in the current study. With regard to „motivation“, the strategic theoretical framework used is Gardner’s (2001, 2004, 2006) socio-educational theory. Theories of teaching strategies are reviewed as a result of the effect of language class activities and teachers’ communicative style on students’ communicative competence.

Theories of Communicative Competence

As mentioned in the previous chapter, communicative competence is diagnosed as a fundamental system of skills needed and underlying knowledge for communication (Canale & Swain, 1980; Alptekin, 2002). Virtually, communicative competence is considered as a measure for learning assessment, as a major goal of learning, an educational approach, and a theoretical construct (Byrnes, 2006; Gumperz, 1982). The definition of communicative competence was developed by Hymes in 1972. He was against the pedagogic grammatical rules tradition and he was also against the audio-lingual method. In an extended explanation, Chomsky (1965) focuses on the grammatical theory in order to characterize the linguistic abilities a speaker possess which help to provide effective language use. From this point of view, the interest was in „linguistic competence“ as „the language system and the grammatical knowledge“. The audio-lingual involves two vital components of communicative procedures. Those

are the audio stress, which is referred to as listening skills, and the „lingual stress“ referring to speaking skills.

In this terrain, Hymes (1972) challenged Chomsky’s theory, as he claimed on grammar to be useless with no rules of practice. He defended the argument by stating that the concept of linguistic is part of a larger entire communicative competence. This is because, language is considered as a form of communication which includes mastery of the position, codes, nonverbal signs etc. More vitally, however, Hymes (1972) further suggests on successful acquisition of communicative competence is supported by motives, needs, social experience, and matters in action which is a source of experience, needs, motives. Cazden (2011) illustrated that Hymes (1972) employed ethnographic exploration to illustrate variance in speakers’ underlying knowledge in which Chomsky supposed that competence is the experience revealed by fluent native speakers. As such, Hymes’s (1972) definition of “communicative competence” involves not only the grammatical knowledge but also attribute to the knowledge of language rules in use from the points of the social life (Cazden, 2011; Nazari, 2007). Depending on the sole frame of the Hymes’ (1972) theory is another study by Canale and Swain (1980), which illustrates both the linguistic use and the effective use of communicative events. They established on communicative competence to be observed in terms of four components, which are the “grammatical competence, sociolinguistic competence, discourse competence, and strategic competence” and along with their features are vividly presented in Figure 2.1:

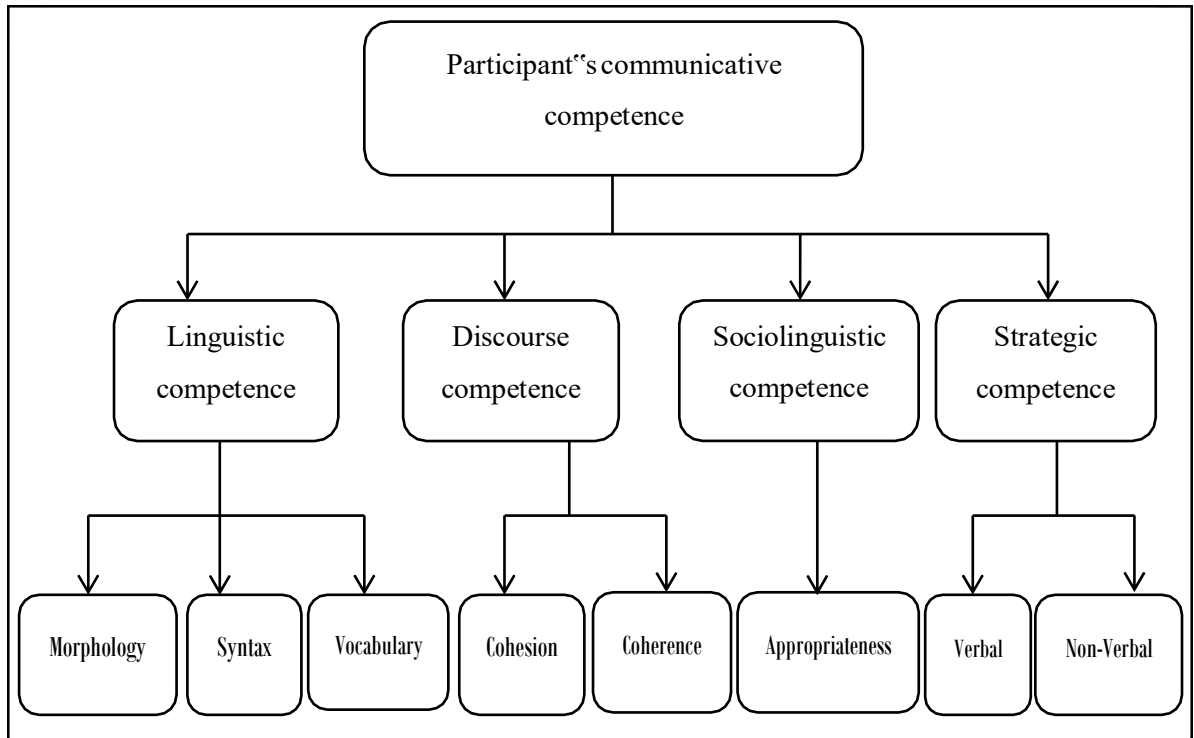


Figure 2.1. Adapted communicative competence elements (Canale & Swain, 1980)

In essence, Figure 2.1 shows the elements of the communicative competence as explained by Canale and Swain (1980). In this case, Figure 2.1 further explained the notion of linguistic competence, as it stands to be the first aspect of communicative competence, is a concept that involves rising proficiency in grammar. It includes many aspects including the requirement for morphological knowledge on lexical items and how they are shaped in terms of their word of the formation. It also comprises the syntactic knowledge, which enables establishment on the way in which items are formed together in sentences. It, however, requires semantics knowledge that guides in formations of appropriate structures in order to impart correct meanings of words and phrases in sentences. It then demands on phonological knowledge on the speech sounds of a language, intonation and stress, and syllable structure (Alptekin, 2002).

On the other hand, the sociolinguistic competence involves comprehending what is predicted socially and culturally by target language users (Canale, 1983). The

familiarity with language alone does not effectively prepare learners for the appropriate and effective use of the target language. Learners need also acquire the norms and rules leading to the realization of speech acts and appropriate timing. Knowing the sociolinguistic area of language helps students understand how to respond nonverbally and also what comments are appropriate according to the aim of the conversation (Ma, 2009).

Furthermore, discourse competence is connected with the relationships of inter-sentential knowledge on the rules of cohesion and coherence that support the communication in a dynamic way. Both, the comprehension and production of the language needs the ability to process and perceive stretches of communication, and to build meaningful representations from referents all through previous and subsequent sentences. Consequently, active speakers acquire a wide range of discourse marks and structures to produce ideas, indicate cause, reveal time relationships, and emphasis. Ma (2009) illustrated that with all these marks, learners possibly will achieve turn-taking during conversations. Strategic competence guides learners control the language to come across communicative objectives. In other words, with regard to oral communication, strategic competence indicates the ability to be familiar with the ongoing conversations, the way to end the conversations, and comprehension problems (Ma, 2009).

The framework presented by Canale and Swain (1980) acquired the status of a vital doctrine for English language teaching, however, it has been also improved by later researchers. The refinements notify the understanding of communicative competence in this exploration and so are very quickly illustrated here. Bachman and Palmer (1982) illustrated that communicative competence involved the competences determined by the constructed categories of the grammatical, pragmatic, and sociolinguistic competences and the sub-categories are as presented in Figure 2.2:

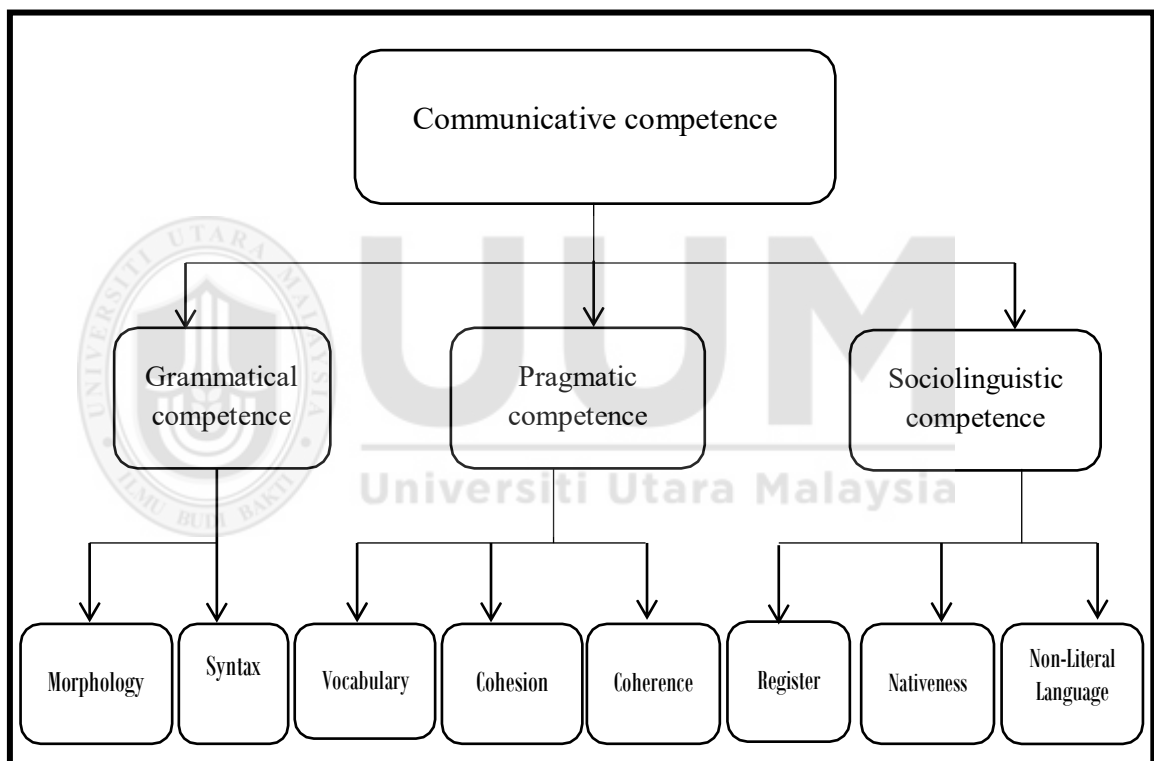


Figure 2.2. Bachman and Palmer's (1982) communicative competence framework

In Bachman and Palmer's model, organisational knowledge is composed of abilities engaged in a control over formal language structures, i.e. of grammatical and textual knowledge. Grammatical knowledge includes several rather independent areas of knowledge such as knowledge of vocabulary, morphology, syntax, phonology, and graphology. They enable recognition and production of grammatically correct

sentences as well as comprehension of their propositional content. Textual knowledge enables comprehension and production of (spoken or written) texts. It covers the knowledge of conventions for combining sentences or utterances into texts, i.e. knowledge of cohesion (ways of marking semantic relationships among two or more sentences in a written text or utterances in a conversation) and knowledge of rhetorical organisation (way of developing narrative texts, descriptions, comparisons, classifications etc.) or conversational organisation (conventions for initiating, maintaining and closing conversations).

Pragmatic knowledge refers to abilities for creating and interpreting discourse. It includes two areas of knowledge: knowledge of pragmatic conventions for expressing acceptable language functions and for interpreting the illocutionary power of utterances or discourse (functional knowledge) and knowledge of sociolinguistic conventions for creating and interpreting language utterances which are appropriate in a particular context of language use (sociolinguistic knowledge).

Strategic knowledge is conceived in the model as a set of metacognitive components which enable language user involvement in goal setting, assessment of communicative sources, and planning. Goal setting includes identifying a set of possible tasks, choosing one or more of them and deciding whether or not to attempt to complete them. Assessment is a means by which language use context is related to other areas of communicative language ability: topical knowledge and affective schemata. Planning involves deciding how to make use of language knowledge and other components involved in the process of language use to complete the chosen task successfully.

At the end of this illustrative description of Bachman and Palmer's model of communicative language ability, one cannot but conclude that this model is more complex, more comprehensive and much clearer than the model of Canale and Swain. It is preferable because of its detailed and at the same time very organisational description of basic components of communicative competence.

In summary, the concept of communicative competence is well established in theory in the L2 education field. Moreover, for approximately four decades, researchers have investigated the development of communicative competence by L2 learners. It has been shown that L2 communicative competence is influenced by learner motivation and the teaching strategies (Liu, Lin, Jian & Liou, 2012; Richards & Schmidt, 1983). In watershed research, Gardner and Lambert (1972) found that L2 competence was related not only to language aptitude, but also to motivation. This challenged long-established assumptions about the factors involved in L2 learning.

The Concepts of Speaking Skills

The concept of mastering speaking skills is one of the vital means of measuring particular ESL/EFL learner context of conversations as means of passing information within the classroom-based communicative events. In most often cases, acquisition of proficiency within the terrains of speaking skills provides a learner's ability level in terms of communicative competence, especially for those that are studying within the EFL contexts (Abdullah, 2016; Saeed, Khaksari, Eng, & Ghani, 2016). As discussed within the background of the present study and in stating the problem statement, the difficulty faced while speaking in English initiates the idea of conducting exploration on the motivational factors influencing teaching strategies of the Palestinian undergraduates (Jalambo et al., 2016).

In the case of the Palestinian EFL classroom-based ELT activities, EFL speaking skills are viewed as more than just a tool for passing information, but rather, as an acceptable measure of developing their critical thinking skills (Batiha et al., 2016). In a more obvious sense, within the Palestinian educational contexts, the present study observes that speaking skills stand as a measure, which fosters the EFL learning processes and it stand as central key for the EFL learners success in their academic and administrative careers (Ahmed, 2016; Al-Eiadeh et al., 2016; Mkahal, 2016). Therefore, the needs of speaking skills among Palestinian undergraduates remain worthy to note, as it is an integral measure of communicative competence. As it happens, Saeed et al. (2016) asserted that in an EFL learning situation, speaking is an vital and as well productive skill which explicates acute transaction of the language users in terms of their discourse, strategic, linguistic, and sociolinguistic practices. This would guide them in gaining self-confidence and then, improve their performances in some of the other literacy as well as the language skills.

However, in most of the obvious cases, some of the previous studies have shown speaking skills to have direct effects on EFL learners motivation that limits their practicing perseverance for them to be communicatively competent. With this, in order to overcome hesitation and shyness, many researchers maintain that learners need to be motivated to develop their speaking skills thereby engaging into a regular practice of the target language. As such, globally, a large body of exploration has been conducted to show how speaking skills are developed in EFL contexts by virtues of the learning attitudes, integrative interaction, motivation, teaching strategies, and communicative competence (Afshar & Asakereh, 2016; Mohammed 2016; Musa, 2016; Sariçoban & Karakurt, 2016; Rajendran, Kannan, Sathish, & Ahmed, 2016).

In one of these studies, Musa (2016) investigated on the negative factors playing crucial roles distorting Sudanese EFL undergraduates' attitudes and opinions in developing their speaking skills. In his study, twenty Sudanese EFL undergraduates participated, and the findings of his study encouraged the Sudanese EFL instructors and lecturers to have played significant roles to motivate the Sudanese EFL undergraduates with the strategic ways that would their communicative competence.

In another study, Sariçoban and Karakurt (2016) found that task-based activities play a critical role in developing the Turkish EFL learners' communicative competence in speaking perspectives. The study further reaffirmed the notion that language must be converse as a tool for social interaction in order to explain and provide information. Most recently, Alam (2016), Shu and Renandya (2016), Qamar (2016), Rajandran et al. (2016), and Yurt and Aktas (2016) respectively explored on the Bangladesh, the Chinese, the Palestinian, and the Turkish EFL learners speaking skills. In their studies, they have adapted questionnaires, focus-group interviews, and rubrics as exploration instruments utilized to establish strategic classroom-based interaction that would be helpful in promoting the EFL learning skills. However, the present study found that none of these studies investigate on the motivational factors influencing the teaching strategies of the Palestinian undergraduates as here proposed. This is, however, aligned with the results of these studies that show the needs for instructors, teachers, lecturers, and the learners to indulge in collaborative approaches. As a result of this, the present study observes that there is a need to further utilize the effects of motivation and teaching strategies on Palestinian undergraduates' communicative competence.

Relevant Theories about L2 Motivation

Motivation is one of the most important elements in the process of second/foreign language learning. It has a huge impact on an L2 learner's learning outcome. L2 motivation research has gone through different stages and researchers have conceptualised various L2 motivation models in the field, from Gardner's socio-educational model (1985, 2001, 2005) to Dörnyei's L2 Motivational Self System (2005, 2009; & Dörnyei & Ushioda, 2011). Many researchers have contributed to L2 motivation research in various contexts, such as English as a Second Language (ESL) and English as a Foreign Language (EFL). One of the founders of L2 motivation research is Gardner and his associates in Canada, with their proposed socio-educational model featuring integrativeness/integrative motivation and instrumentality. However, in recent years, Gardner's (1985, 2001, 2006) concept of learning a second language in order to get closer to another language community has been questioned. With the increasing importance of English and its current status as the most important international language in today's world, do English learners study English in order to get closer to particular communities (in the case of the English language, English-speaking countries/communities)? In Palestine, English is taught and learnt as a foreign language (an EFL context). Most students in Palestine have little or no contact with the native speakers of English; however, studying English seems to have become a national activity among, school students, university students, company employees and others due to its important global status.

Gardner's motivation theory has been profoundly influential in the L2 motivation field for decades. According to Gardner (2001), motivation includes three elements, effort (the effort to learn the language), desire (wanting to achieve a goal) and positive affect (enjoy the task of learning the language). The role of orientations, which Gardner

refers to as a "goal" aims to arouse motivation and direct it to reach the goals (Gardner, 1985). According to Gardner (1985), integrative orientation refers to a positive attitude towards the L2 community and the desire to get close to the community and even become a member of that community. As a counterpart to integrative orientation, instrumental orientation is defined as learning an L2 for pragmatic reasons, such as getting a better job or a higher salary.

The most influential and well-known embodiment of Gardner's (2004, 2007) motivation theory is the socio-educational model. Furthermore, motivational model by Guilloteaux, & Dörnyei (2008) was adopted in the current study. This section has provided a comprehensive overview of the adopted models as they have a vital impact and bearings on students' communicative competence. The adopted models in the current are shown in Figure 2.3:

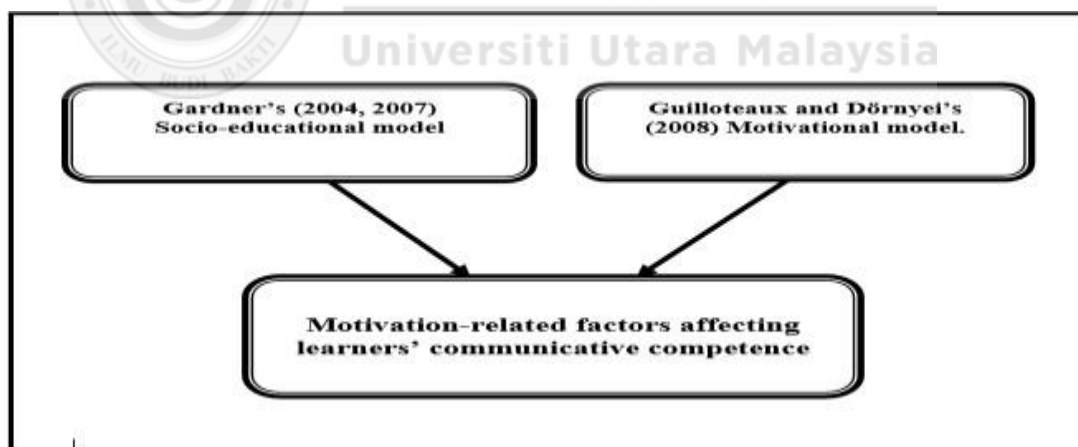


Figure 2.3. The adopted models of the present study

Figure 2.3 indicates the study's theoretical model which includes the teaching strategies known as "motivational influences" (Dörnyei and Otto, 1998), which is informed mainly by Dörnyei (2001), Cheng and Dörnyei (2007) and Guilloteaux and Dörnyei (2008).

The first part measures L2 learning motivation according to Gardner's (2001, 2004, 2006, 2007) socio-educational model. Gardner's (2001, 2004, 2006, 2007) was adopted in this study for some reasons. In this study, Gardner's socio-educational model was adapted to show the respondents responses of the motivational factors. Figure 2.4 shows Gardner's model which was adopted in this study.

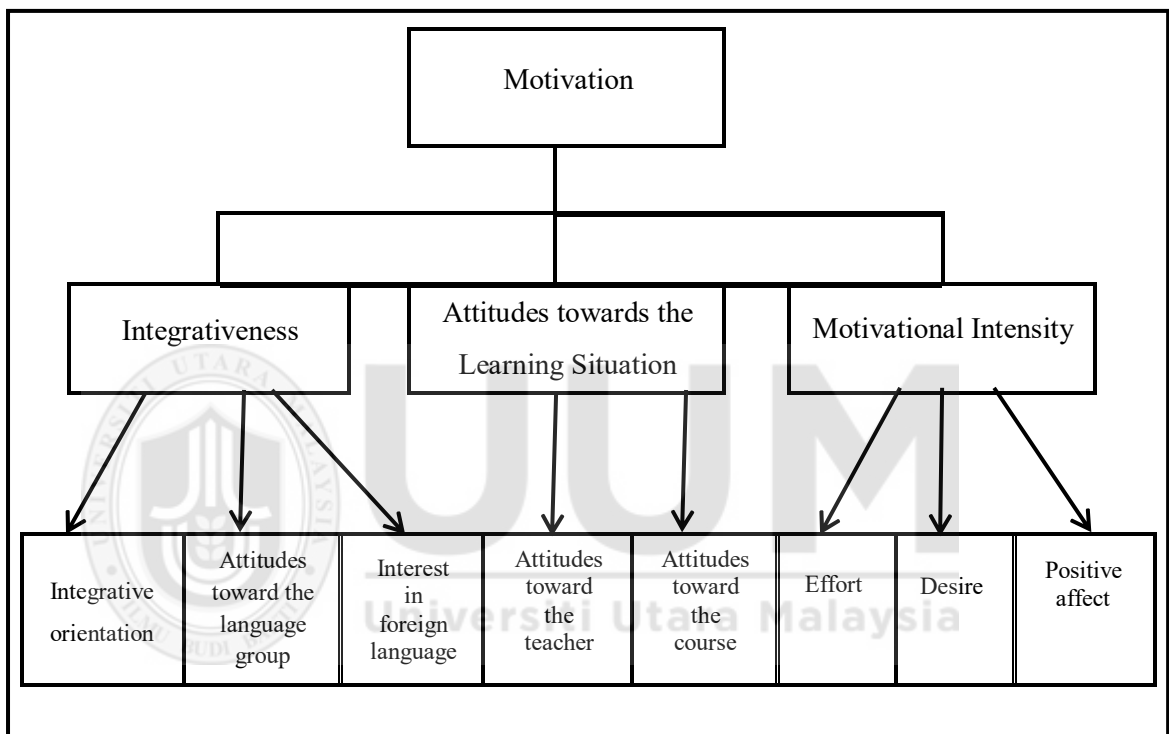


Figure 2.4. Gardner's socio-educational model (2001, 2004, 2006, 2007)

First, "integrativeness" which is a significant variable is clearly related to the current study since many foreign instructors are teaching English in Palestinian universities and the researcher tried to explore whether integrating with foreign instructors affected English communicative competence. Furthermore, Gardner's model examines learners' "attitudes toward the learning situation" which involves attitudes toward course and instructors. Examining students' attitudes toward learning language is a purpose of the present study. The researcher is interested in students expressing their opinions toward the teacher and the course in order to help illustrate factors

influencing students' communicative competence. Finally, students' "motivational intensity" is the main part in Gardner's (2001, 2004, 2006, 2007) model. Following, the motivational intensity is the motivational factors from Guilloteaux & Dörnyei (2008) motivational model which consists of integrative motivation, instrumental motivation and attitudinal motivation.

Integrativeness

According to Gardner and Lambert (1972) a learner is successful in language when the learner has the interest to learn about people from another country (Warden & Lin, 2000). With this, emerges the first variable in Gardner's socio-educational model of motivation which is the "integrativeness". Integrativeness can be defined as "integrative orientation", which represents a high level of drive on the part of the individual to acquire the language of a valued second-language community in order to facilitate communication with that group (Gardner et al. 1976, p.199).

Based on Gardner's Attitude Motivation Test Battery (AMTB there are two scales in the) (Gardner, 1985, 2001, 2004, 2006, 2007). First, is the behaviour towards the origins or the users of the language. It is believed that, when learner is interested in users of the target language it may open their need to want to learn the language compared to not being interested which leads them to have a negative attitude towards the language. The second scale is „integrative orientation“. There is significant finding which indicates that people who are interested in a language and use it in their daily lives with users of the target language are more accepting compared to those who are not interested (Gardner, 2001).

A number of scholars have found integrative motivation to be an important factor in predicting student success in the L2 classroom across many different learning situations. For example, Gardner and Lambert (1972) discovered a positive relationship between integrative motivation and the language achievement of learners of French as an L2. Ely (1986) further investigated the use of the integrative and instrumental motivation paradigm for learners of Spanish as an L2. His factor analysis of learners responses to a questionnaire confirmed the existence of three motivation factors: (a) integrative motivation, (b) instrumental motivation (interest in the practical benefits of language studies, such as acquiring a job), and (c) motivation provided by the need to fulfil the foreign language requirement of courses. Ramage (1990) examined the relationship between motivation and the desire to continue to enrol in French or Spanish courses after completing the second year of high school. She discovered a positive relationship between interest in the L2 culture and intent to continue studying French or Spanish.

Hernandez (2006) investigated the ability of integrative motivation, instrumental motivation and the need to fulfil a foreign language requirement to predict scores on the simulated oral proficiency interview (SOPI). Participants were 130 students completing a fourth-semester Spanish course at university. Students were first given a questionnaire that consisted of three subscales: integrative motivation, instrumental motivation and the foreign language requirement to indicate which reasons for studying the language were important to them. To assess participants' oral proficiency a twenty-five-minute SOPI was administered. The findings demonstrate that integrative motivation was the main contributor to learners' success in oral proficiency. Given the continuing salience of integrative motivation as established

earlier, these findings across diverse learning situations suggest the usefulness of the theoretical framework in the current study. Therefore, it is a good fit for this study.

Attitudes toward the learning situation used in this study

The second variable related to motivation in Gardner's socio-educational model is "attitudes toward the learning situation". This variable involves attitudes toward any aspect of the situation in which the language is learned. These attitudes affect learners' motivation and could be directed toward the teacher and the course in general. For example, classroom-learning motivation is motivation in the classroom situation, or in any specific situation that is influenced by a number of associated factors such as the teacher, the class atmosphere, the course content, and materials (Gardner, 2007). There are two scales in Gardner's (1985, 2001, 2004, 2006, 2007) AMTB that assess attitudes toward the learning situation. Both the scales will be discussed further in the literatures later.

Motivational Intensity

Motivational intensity is the third top variable in Gardner's socio-educational model. Gardner (2004) suggests attitudes toward the learning situation and integrativeness are two interconnected variables which prove learners' motivational intensity in the direction of an L2 achievement; it is "motivational intensity" which is controlling L2 success. This aspect indicates that attitudes toward the learning situation and integrativeness are related to L2 achievement, still, the impact of those aspects is indirect, performing within motivational intensity (Masgoret & Gardner, 2003).

Gardner (1979) examined the theory and explored the associations of scales of motivational intensity, attitudes toward the learning situation, integrativeness,

attitudes toward the learning situation, with the Spanish achievement scales, grades in Spanish, and producing speech among two groups of eleven grade (Masgoret & Gardner, 2003). Gardner discovered that the relationship between motivational intensity and the achievement scales is higher than integrativeness and attitudes toward the learning situation scales. Furthermore, the relationship of attitudes toward the learning situation and integrativeness has become insignificant since motivation is unobserved.

In contrary, Gardner (2001) stated that motivational intensity includes three components, which are desire, effort, and useful affect. Even though, he states that effort is an incomplete explanation of motivation since learners possibly will spend significant effort so as to satisfy a parent or a teacher deprived of real motivation in order to study the L2. Correspondingly, satisfaction with language learning and desire to study the L2 do not reflect real motivation. In the current study, The AMTB is used to measure motivational intensity. The first scale in Gardner's AMTB is used to measure the how much effort the learner expends in English language learning.

Meanwhile, motivational intensity examines respondents' desire, effort, and positive affect with regard to language learning, which is another aim of this study. The second element of the theoretical framework examines the impact of teaching strategies on students' communicative competence as stated by Dörnyei (2001), and Guilloteaux and Dörnyei (2008). Gardner's (2001, 2004, 2006, 2007) socio-educational model includes most issues the researcher intends to examine in this study but there are some other issues such as language class activities and teachers' communicative styles which are not covered in Gardner's model and are of interest to the researcher as explained in Chapter One of this thesis.

In this study, the researcher attempts to examine the manner in which instructors and teachers communicate in English classes. Classroom activities such as using group work were regarded as part of instructors' communicative approach. Some other activities support contributions among peers in groups of word meaning are examined to explore their effect on Palestinian students' communicative competence.

Conceptual Framework

The present study was designed based on models designed by Gardner (2001, 2004, 2006, 2007) and Guilloteaux and Dörnyei (2008). The present study aims to measure the role of motivation and teaching strategies on Palestinian English language learners' communicative competence. There are two parts involved in the investigation, namely; motivation and teaching strategies. Motivation involves three main variables: Instrumental motivation, integrative motivation, and attitudinal motivation. The second part of this study involves the teaching strategies which consist of four variables: teacher's communicative style, class activities, feedback and group work. The conceptual framework shows the placement of this particular study within the perspectives of the motivation and teaching strategies. The conceptual framework that is used in this study is displayed in Figure 2.5 next page:

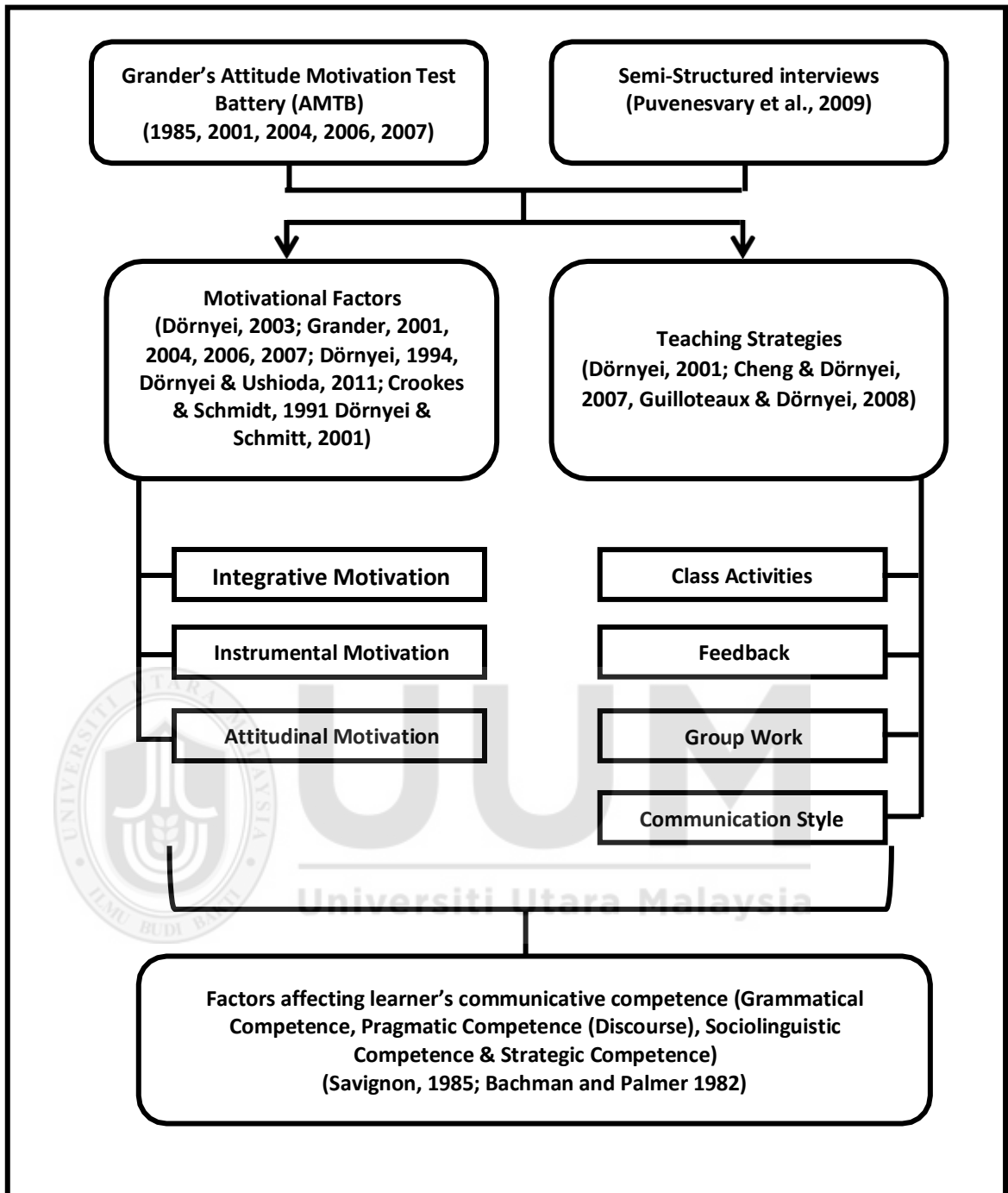


Figure 2.5. Conceptual Framework of the present study

The Concepts of Motivational Factors

The concepts of motivational factors in English learning are considered as fundamental impacts in Second Language Acquisition (SLA) since it is believed in the verifying level of effective personal contribution in second or foreign language learning (Engin, 2009). The development of L2 motivation exploration from the first

three decades until the early 1990s was inspired by the innovative work of social psychologists in North America, most particularly Richard Clement, Wallace Lambert, Robert Gardner and their associates (Dörnyei, 2003). The objective of most of the empirical exploration during this time was to measure the association between many functional aspects of motivation and the language achievement of learners through the application of versions of the standardized motivation test, the AMTB (Gardner, 2001, 2004, 2006, 2007) which was developed by Gardner's team at Western Ontario University. This form of studies confirmed motivation as the significant factor in acquiring an L2.

Researchers have obviously found integrative motivation no explanation as the main contributor in expecting student achievement in foreign language classroom among various learning settings (Dörnyei & Schmitt, 2001; Gardner, 2001, 2004, 2006, 2007; Hernandez, 2006; Masgoret & Gardner, 2003). For instance, Dörnyei & Schmitt, 2001 found that there is a positive relationship between the integrative motivation and the language learners' achievement of French as an L2.

In fact, Gardner and Lambert (1972) found that the correlations of communicative competence with integrative orientation could be confidently higher for English language learners studying in English-speaking countries than the learners learning an L2 in foreign language settings.

Hernandez (2006) further examined the use of integrative motivation paradigm of Spanish as an L2. The factor analysis of the learners' responses confirmed on three motivation factors: (a) integrative motivation, (b) motivation provided to fulfill a foreign language requirement, and (c) instrumental motivation.

Csizer and Dörnyei (2005) studied the relationship between motivation and desire to continue to enroll in Spanish or French courses after the second year of high school. They discovered that there is a positive relationship between intent to continue studying Spanish or French and interest in the L2 culture. In Troudi's (2007) study on Palestinian students stated that the students do not need the English Language since they are going to study their subjects of specialty in Arabic.

However, this is not always the case. Palestinians nowadays need to attain the English Language to fulfill their everyday lives without problems. Many situations in Palestine such as health services, travel, business, and managing technology require English proficiency. Moreover, in recent years the Palestinian government has been offering scholarships to students to study in English-speaking countries (Ministry of Education and Higher Education, 2010). Therefore, many Palestinian students need to master English to do well in their studies abroad. In looking at motivation of Palestinian students the students' opinions with regard to the value of the language have to be considered. The mentioned aspect is studied using Gardner's (2001, 2004, 2006, 2007) socio-educational model. In Palestine, the ability to use English is vital if an individual is to live with no obstacles. Palestinians learn English for either integrative or instrumental objectives or both. Some of the motivational factors that share great relevance with the present study are further explained as follows:

Instrumental Motivation

The instrumental motivation in both ESL/EFL contexts refers to learning of language due to certain practical reasons, such as for job purposes (Crookes & Schmidt 1991). The instrumental motivation appears in those contexts in which the learners have a low desire to integrate with the appropriate target language. As such, by its objectives,

the instrumental motivation takes into account requirements for individuals' education, getting higher salaries, finding jobs, or higher status in the society. In this frame, Ellis (1994) discussed that international learners learning in the United States and trying to attain cultural integration simultaneously with academic excellence in the society possibly will combine both forms of motivation.

Even though Gardner and Lambert (1972) claim that integrative motivated students are more successful in learning an L2 than instrumental motivated students, this conclusion has little relevance in today's FL classrooms. FL learners might not be exposed to native English speakers or the L2 on a regular basis, however there is an understanding that studying English could possibly lead to an improvement in future careers (Warden and Lin, 2008).

On the other hand, Dörnyei (1990 in Dörnyei, 2003) believes that one can still be integratively motivated without having contact with the L2 community. He argues that, for FL learners, where there is no direct contact with the L2 and the language is mostly learned as a school subject, one can still be in some ways integratively motivated. Instead of identifying and having attitudes towards the L2 community through actual contact, "...the identification can be generalized to the cultural and intellectual values associated with the language, as well as to the actual L2 itself" (Dörnyei, 1990 in Dörnyei, 2003:6).

Dörnyei (1994) illustrated Gardner's educational model as considered to be a vital development in language learning motivation in L2 environments. Gardner and Lambert's model of L2 motivation which combines motivation theory with social psychological theory discovered that success is attained according to the student's

attitude with regard to the sociolinguistic context of L2. This added social features to L2 motivation and made their model more appropriate than other psychological motivation models. Moreover, Gardner and Lambert stated that their model is practically testable and clarified a huge amount of discrepancy in learner achievement and motivation (Dörnyei & Ushioda, 2011).

The stage coming after social psychological stage of motivation to learn an L2 is named cognitive-situated stage which began in the early 1990s by Crookes and Schmidt (1991) then illustrated by a notion that the motivation means are directly interrelated to learners' instant classroom setting. However, the significance of the language attitudes and sociocultural orientations supported by Gardner and his team were not ever examined (Dörnyei, 1994). The expansion of the framework of second/foreign language motivation required integrating additional variables resulting from cognitive theories of EFL motivation (Tremblay & Gardner, 1995). With regard to interests in applying a comprehensive notion of L2 motivation, Masgoret & Gardner, (2003) combined four vital concepts as intervening variables between behavior and attitudes. The four concepts entail attention, persistence, causal attribution, and goal specificity (Tremblay and Gardner, 1995). An individual may not necessarily want to integrate or become a valued member of that society as Gardner and Lambert define, yet wants to gain a better understanding of how the L2 community views the world. Consequently, this period was followed by the process-oriented stage which focused on motivational techniques as they occur in time.

The Integrative Motivation

During the last twenty years, the concept of integrative motivation was useful for second/foreign language learning exploration. Researchers have noticed integrative

motivation as a significant factor in predicting the achievement of learners in the second or foreign language classroom across many diverse learning situations (Dörnyei & Clement, 2000; Dörnyei & Schmitt, 2001; Ely, 1986; Gardner, 2000, 2001, 2004, 2006, 2007; Gardner & Lambert, 1972; Hernandez, 2006). However, during that period, English status has changed significantly the novel status of English in Palestine. This highlights a primary question regarding the conceptual utility of integrative orientation in L2 motivation exploration studies.

For instance, Pennycook (2012) presents an approach for understanding integrative motivation as he considers that Arabic, Spanish, French, and different other international languages do not involve native speakers as these languages are spoken within local areas rather than on boards or internationally. He also adds that English will never have native speakers if these international English are allowed to be spoken of diversities. He implies that students should have precious resources and being active at shifting during language usages with English speakers in local communities. Consequently, students learning English try to be familiar with the community practices whenever they are involved. Integrativeness is a valuable idea in the global English world.

Hernandez (2006) examined integrative motivation ability, instrumental motivation and the necessity to fulfill a second or a foreign language requirement to estimate scores on the simulated oral proficiency interview (SOPI). The respondents were one hundred and thirty students finishing a fourth-semester Spanish course at the university. Learners were first given the questionnaire that involved three subscales: instrumental motivation, integrative motivation, and the foreign language requirement to reveal which reasons for learning the language were significant to them. To

measure the respondents' oral proficiency a twenty-five-minute SOPI was conducted. The findings reveal that integrative motivation is the main factor to learners' achievement in oral proficiency. However, given the on-going salience of integrative motivation as created earlier, the findings across different learning situations propose the effectiveness of the theoretical framework in this study.

Ramage (1990) examined the relationship between motivation and the desire to enrol in Spanish or French courses after the second year of high school. She noticed a positive relationship between interest in the second or foreign language culture and intent to keep up studying Spanish or French. In addition to this, her results reveal that integrativeness reveals positive affective climate on foreign language, to the degree that students obtaining high on Integrativeness factor prefer to communicate with and possibly will become identical to L2 speakers. She also claimed the two measures, language choice preference and the learners' intended learning effort are clearly influenced by integrativeness, in which the two variables, attitudes toward L2 learners and instrumentality determined by it.

Hernandez (2010) approved that learners learning abroad established integrative motivation to study Spanish as a second language. The learners conveyed a desire to communicate with native speakers in many Spanish-speaking sittings as a vital reason for joining Spanish programs. Most of the learners expressed some interest in using Spanish for their future travel. Moreover, nearly all respondents were interested in the practical advantages of Spanish studies, explaining significance for the learners to be familiar with Spanish career opportunities. Moreover, multiple regression analysis revealed that "integrative motivation" as an vital predictor of learner interaction with second or foreign language. The results reveal that students who studied abroad

achieved higher integrative motivation as they had more contact with the Spanish language outside the classroom via participation in reading, writing, listening, and speaking tasks than the students with lower integrative motivation did. Thus, this shows that it is essential to integrate learning motivation with out-of-the class learning environment in order to achieve the desired learning outcome.

Attitudinal Motivation

Attitudes influence students' motivation and therefore might be guided with regard to the instructor in particular and language program in general. For instance, classroom motivation is a significant factor in a classroom situation or in any particular situation that is clearly influenced by a number of related factors as class atmosphere, teacher, materials and course content (Gardner, 2006). Attitudes on motivation comprise:

Attitudes on the Materials

Language teaching materials play a significant effect in learning since motivation to acquire the language is constructed from the learning materials (Sun, 2010). The materials which increase students' "communicative competence" and are related to current events or to students' lives; present opportunities about "how, where, with whom, the task is finished;" contain difficulties for students to settle that is pragmatic; and include constructing a product and present various authentic pictures of achievement (Lepper, 1998). Dillman (2000) believed that tasks are considered authentic as students are encouraged to control both written and spoken manners as complete texts in real situations, real time with real language. Brecht and Robinson (1993) illustrated that learners possibly will consider classroom communication to be unnatural for some causes. First, the topic possibly might be selected and guided by instructors. Second, the learners clearly observe that a number of instructors are not

really attracted in what they are expressing. It is significant since learners feel that listeners are listening to what is required from them to produce.

Attitudes to Anxiety

Anxiety is taken into account as one factor which affects learner's attitudes with regard to the course and is clearly taken into account as a feature of "attitudes toward the learning situation" (Gardner, 2001, 2004, 2006, 2007). „Attitudes toward the learning situation“ is variable included in Gardner's (2001, 2004, 2006) model. After the mid-1960s, researchers have advocated that anxiety affects second or foreign language learning (Horwitz, 2001). Consequently, anxiety is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Horwitz et al., 1986, p. 125).

In addition, anxiety is "the feeling of tension and apprehension specifically associated with second or foreign contexts, including speaking, listening, and learning" (Macintyre & Gardner, 1994, p. 284). Horwitz et al. (1986) suggested that the L2 anxiety concept is responsible for students' unenthusiastic reactions toward learning. Consequently, L2 anxiety is "a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986, p. 128). Test anxiety is the third element. School requirements show that learners are usually assessed on proficiency though proficiency is acquired. The applied framework directed them to improve Foreign Language Classroom Anxiety Scale (FLCAS) in order to evaluate the situation, which is indicated in Figure 2.6 next page:

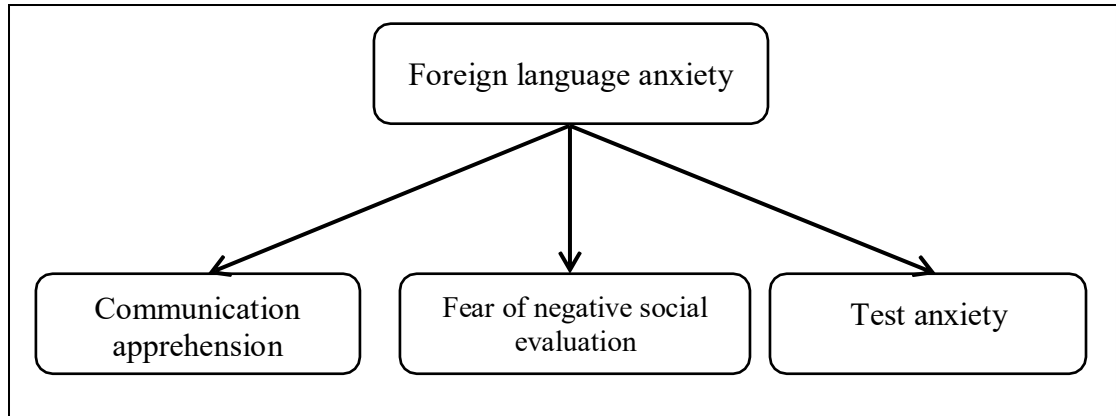


Figure 2.6. Foreign language anxiety (Horwitz et al., 1986)

Figure 2.5 shows the AMTB suggested the anxiety scale that investigates the level of students' anxiety in the language classroom. According to Gardner, the scales are directly related to L2 anxiety. Clearly, general anxiety scales are less accurate for measuring language anxiety AMTB scales. Moreover, Gardner and MacIntyre (1991) stated that the exploration has perceived a negative correlation of course grades with class anxiety.

Steinberg and Horwitz (1986) conducted a study to explore the influence of anxiety of oral language of visual stimulus. 20 Spanish-speaking university learners were involved in intensive ESL programs at Texas University in Austin. The involved learners were put into two groups. The first group was in relaxed comfortable condition, the other group was in a stressful environment. Researchers observed that the respondents who were stressful settings managed to illustrate an overview less clearly than the respondents in the comfortable environment did.

Similarly, Aida (1994) investigated the role of anxiety among Japanese university students. He observed that there are negative correlations between final grades and anxiety scores among the respondents. The findings illustrate that there are a number

of factors affected Japanese learners' anxiety. The factors were fear of negative evaluation, fear of failing the class, and negative attitudes toward the Japanese class. The results improve the theories regarding "language anxiety" recommended by MacIntyre, & Gardner (1991) and emphasize the significance of the idea to this exploration.

Engin (2009) investigated if learners get experience with regard to anxiety when reaching upper-level language programs. The involved respondents were 22 upper-level Spanish language students from the University of Saint Joseph. A number of students tried to experience anxiety among upper-level language classes than non-Spanish language classes. Moreover, when it comes to comparing students experience among beginning and intermediate classes, approximately half of the respondents expressed that they were more anxious during upper level as a result of demanding of harder materials and high proficiency.

Wu (2010) conducted a study among 65 Taiwanese English language university students. The results show that the respondents provided their anxiety level while using both communicative language teaching (CLT) and grammar-translation methods (GTM). Results showed that nearly majority of learners displayed a more favorable attitude with regard to communicative language teaching approach (CLT). This is significant in the current study since it intends to examine the impact of classmates on Palestinian students' communicative competence which plays a vital role in motivation in language learning.

Consequently, the applied teaching strategies among communicative language teaching approach by giving learners the chance to talk in a small group or in pairs

were found to be less anxious than contributing in the presence of all students. Almost all respondents supported the idea that one of the vital strategies in communicative language teaching is group work as it improves learners' speaking skills since it develops a comfortable environment for learners to communicate in the target language; supports a significant amount of student participation, and enlarge oral language quantity. Subsequently, group work plays a vital role to help students who are not willing to communicate in the presence of all students. The study clearly relates to the current study since concentrating on the impact of group work helps promote confidence and motivates learners to speak English. The present study intends to investigate the role of motivation in terms enhancing speaking ability among learners which includes reducing the level of anxiety being experienced by the learners.

Attitudes on the Teachers

Noels (2001) illustrates that teachers have a significant impact on students' motivation as they are mainly concerned in L2 instruction. Lepper (1998) stated that since there is a good relationship between students and their teachers, students will be much more motivated to talk. However, the motivation of students is not only affected by the relationship in the company of teachers but also by involving students in making decisions, offering them options, and allocating responsibility to them. Students' motivation in learning an L2 is improved as teachers clarify purposes with regard to language learning rather than scores (Stipek, 2002).

Moreover, providing interpretation to improve competence level among learners in a positive manner plays a vital role in increasing students' motivation (Noels, 2001). Cheng and Dörnyei (2007) claim that integrative tasks are supposed to be introduced

in a technique that integrates students' attention to the targeted activities and the learning strategies that are useful in accomplishing the activities. This raises learners' motivation and interest. Learners' views of instructors possibly will impact their motivation. During classes, helpful teachers manage to help their students about which tasks to achieve when to complete them. In contrast, controlling teachers manage to use rewards, and impose deadlines (Noels, Clement, and Pelletier, 1999).

On the other hand, Deci & Ryan (2000) examined the relationship between students' motivation and students' opinions of their teachers and language competence. The respondents were eighty students in a 7-week French course in Canada. They discovered "the negative relationship between motivation and anxiety", in addition to the effect of the environment. It also discovered that real motivation is definitely joined together with the purpose to pursue language education, to motivational intensity, to self-evaluation toward language skills, as well as to teacher perceptions as informative.

Furthermore, teacher perceptions as monitoring are constructively correlated with fear and classroom anxiety and negatively interconnected with self-evaluation and motivational intensity, in contrast, teacher perceptions were supportively interconnected with motivational intensity to pursue with language achievement. The findings show that there is a relation between learners' perceptions of motivation and teachers' communicative approach. When teacher are considered as controlling, learners motivation is hindered, but whenever teachers are considered as informative, learners motivation increases.

Csizer and Dörnyei (2005) conducted a exploration with regard to the teacher being controlling or cooperative in the language classroom. The exploration examined the

impact of teacher control and cooperation as noticed by students on four aspects of learner motivation (effort, relevance, confidence, and pleasure) in L2 program. There was a total of one thousand and forty second year secondary respondents in fifty classes from Belgium. The results show that the controlling and cooperation inside classroom had an impact on effort, relevance, and pleasure; that is to say, the more learners identified the teachers as cooperative, the more experience they had about effort, relevance, and pleasure aspects. The impact of proximity was greater than the impact of influence. Moreover, confidence was affected by proximity but was not affected by influence. The present study believes that there is cooperation and proximity in classroom promotes speaking skills among learners and motivates communicative competence.

The Concepts of Teaching Strategies

The study's theoretical model, which has been utilized here on teaching strategies, known as motivational influences (Dörnyei and Otto, 1998) informed mainly by Dörnyei (2001), Cheng and Dörnyei (2007) and Guilloteaux and Dörnyei (2008). This has been shown in Figure 2.7 below:

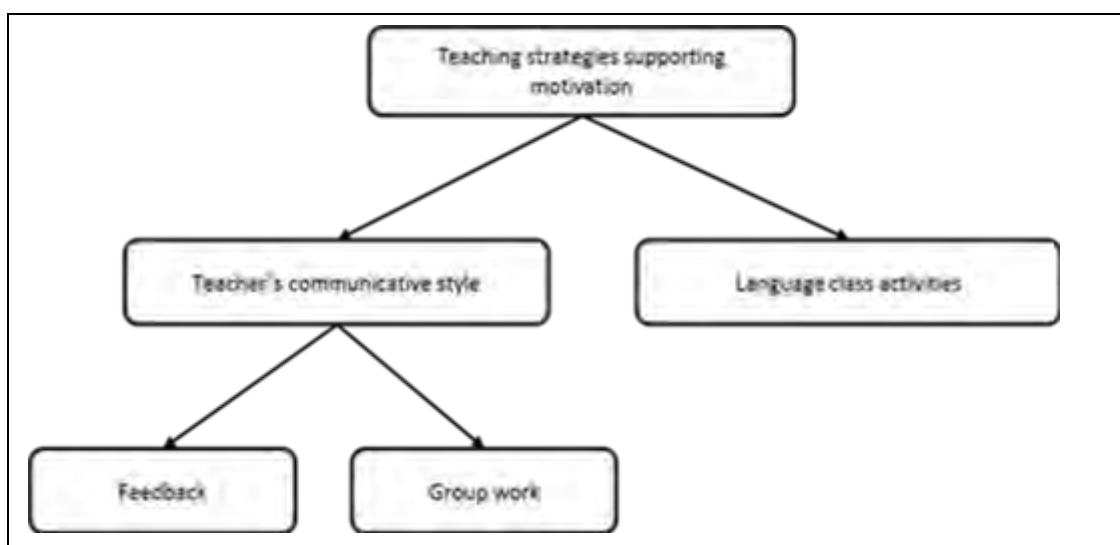


Figure 2.7. Teaching strategies proposed by Dörnyei (2001)

Figure 2.7 shows teaching strategies is viewed as “all the energy sources and motivational forces that motivate and fuel the behavioral process.” These include a wide variety of variables such as teacher’s communicative styles, language class activities, motivational strategies, feedback mechanisms, and group work (Dörnyei & Otto, 1998, p. 47). In Dörnyei’s view (2001), strategies can be classified into four categories. The first category covers the basic motivational conditions in the language classroom that can be nurtured by incorporating appropriate teacher behavior, maintaining a good relationship with the learners, providing a helpful atmosphere and inculcating group norms that promote cohesiveness among learners.

In this study, a sub-category of classroom conditions, especially teachers’ communicative style, and language activities will be examined. The second category deals with the enhancement of learner motivation which can be achieved by enhancing language-related attitudes and values, making the curriculum relevant, increasing goal orientation, and creating realistic learner beliefs. The third and fourth of Dörnyei’s (2001) categories are related to and encouraging positive self-evaluation and increasing learners’ self-confidence. These categories are not used in the study because they are beyond the scope of the study. In next sections, the two categories that are relevant are discussed in greater detail:

Teachers’ Communicative Style

Teachers’ communicative style is a key contributor that enhances motivation. „Teachers’ communicative style“ basically refers to the way teachers organize their communication in their classrooms (Dörnyei, 2001). In relation to this, it can be noted that English language teachers are likely to use a variety of teaching strategies to communicate with learners during their lessons. For example, they may organize

group activities that will change the way classroom communication occurs. They are also expected to provide some feedback to the learners which also act as a means of communication between them and their learners during lessons (Dörnyei, 2001).

Therefore, when tasks are reproduced during the exam, the learners are not evaluated on their written competence and ability to use language to communicate meaning but are instead evaluated on their ability to memorize the vocabulary and the structure of the model essays that they were provided (Elyas, 2008). Such practices are in complete contrast with practices that promote competence, as feedback and group work (Cheng & Dörnyei, 2007; Guilloteaux & Dörnyei, 2008). In contrast, scholars such as Fushino (2010) have noted that exercises connected to learners' communicative competence are possible to happen in the target language teaching setting. This study is particularly interested in feedback and group work as features of teachers' style which are vital to promote communicative competence. These are discussed in detail below:

Group Work

Cheng and Dörnyei (2007) claimed that group work can be regarded as a teacher's communication style and is being increasingly used in English as an L2 or English as a foreign language classroom. This is a result of the fundamental shift in language teaching methodology that focuses on the development of learners' holistic communicative competence in English rather than focus on the mastery of discrete language aspects, as vocabulary and grammar (Fushino, 2010).

The advantage of having group work is that it provides learners with sufficient opportunities for natural interaction in L2 to occur, thereby, contributing to the

development of the learners' communicative competence (Fushino, 2010). Literature also suggests that learners acquire a second language more effectively when they are provided with greater opportunities to learn the language in meaningful contexts.

In other words, for effective communication to occur in the classroom, learners must have regular opportunities to apply what is achieved in authentic communicative contexts. In relation to this, it ought to be noted that collaborative learning involves students in conversations about their interest as posited by Swain and Miccoli (1994). They further argue that learners are likely to use more linguistic functions during such group work than in normal teacher-student interactions. Additionally, conversations during group work would require learners to negotiate meanings and forms to enhance the understanding input and improve the output accuracy.

However, as the present observes, in the Palestinian context, English language classes are usually offered four times a week for the duration of fifty minutes each period. Each class normally comprises between thirty and thirty-five students. The student number and lesson duration do not allow adequate time for the teacher to communicate with every student. In addition, there is also little interest in group work to enhance oral interaction among Palestinian teachers because of the huge amount of grammar items that needs to be covered in the syllabus.

Generally, speaking activities in Palestine are characterized by learners requiring pronouncing single words rather than using the words in sentences in an authentic form of communication. This is regrettable because studies indicate that in classes where learners do not have opportunities to communicate with one another, teachers tend to only ask close-ended questions that require single word answers which will not

provide the kind of input that learners need to enhance their communicative competence (Wong Fillmore, 1985).

Felder and Henriques (1995) have also discussed the merits of group work which engages all the learners in the classroom and not just a small minority who are more active than the others. They also argue that group work provides a rich source of responses and material that can be capitalized for later discussion and is far more enjoyable than one-way teacher communication. They further stress that even a short session of group work in a fifty-minute period is potentially able to maintain learners' concentration for the whole duration of the classroom.

Group work also helps to solve problems associated with low achievement in L2 due to lack of practice in the new language especially in big classrooms (Long & Porter, 1985). The situation in Palestine is largely similar with class time devoted to explaining a grammar point, drill work, and/or asking questions. Based on such a situation, teacher talk takes center stage and he/she talks for about half the time as a minimum. In other words, the teacher leaves only twenty five minutes for his/her students in a fifty-minute lesson. Yet, even these twenty five minutes is taken up by other activities: the first five minutes are usually spent on organizational matters (collecting the homework, getting students' attention, etc.), another five minutes is spent on reading, listening, and writing skills.

Consequently, the available time to learners is only fifteen minutes, realistically estimated. In a Palestinian public school, there are as a minimum thirty students per class and if these fifteen minutes is allocated as student practice time, it only works out around thirty seconds per a student in the lesson on average. This works out to just

one hour per student per year. Hence, this study focuses on group work in which learners' achievement could be influenced.

Feedback

The second area of focus in this study is the teachers' communicative style is feedback. One technique in which language learners get feedback with regard to their performance is via negotiation. Negotiation in this point works is not constructed in line with the target language standards in which speakers are aware of the indicator that introduces the negotiation sequence (Gass, 1997). Learners are aware of their errors when they are having a conversation through the questioning and the clarification that often takes place in negotiation and that the more the learner is made aware of unpredictable speech the more is the chance for them to make right and proper modifications (Gass, 1997). Hence, Noels (2001) suggests that the teacher should organize and structure the learning process to guide the learner during the learning process.

Consequently, this can be achieved by providing tasks and providing feedback that guides students how they are able to develop in future. Yet, this must be undertaken in an affirmative manner for instance "making constructive suggestions for improvement, providing praise for achievements, and not negatively criticizing shortcomings" (Noels, 2001, p.55). Since second language learners in a formal setting often have no chance in order to use the language communicatively, effort, more time, concentration and monitoring for phonological forms, morphological and syntactic processing, lexical accessing than advanced language learners is greatly needed (Lennon, 2000).

In this current context, it ought to be stated that Palestinian English language learners are usually disheartened from giving feedback to one another (Syed, 2003). On the other hand, providing feedback is taken into account as part of negotiated and social interactions that simplifies the L2 acquisition (Mackey, Gass& McDonough, 2000) and should be encouraged. Studies have shown that feedback on learners' utterances can have a positive impact on their progress in language learning (Mackey et al., 2000). Academics and scholars also found that conversational interaction with learners supports the fact of language more significant to students and is, therefore, a significant feature of language progress (Ellis, 1994).

Moreover, feedback increases to achieve a high level of competence in the target language. Since the student builds a non-target utterance and teachers provide appropriate form, students compare and identify what is missing from his/her production which helps them to improve their speaking competence (Leeman, 2003). Interactional feedback which is usually provided while the strategies of negotiation (either explicitly or implicitly) are applied (Gass, 1997), advantages the progress of oral skills for the reason that presents chances to modify learners' production and construct it perfectly (Swain, 1993). Consequently, English language teachers in Palestine might improve students' oral competence by providing feedback as a major speaking practice in their classrooms. Thus, the current study hopes to investigate the impact of such feedback on Palestinian learners' motivation in learning English as a second language.

The participation of English language learners in interaction helps to get feedback which will improve their progress in learning the language (Swain, 1985). Interactions

play a vital role to make language significant and provide students with chances to benefit from the language (Swain, 1985).

Researchers indicate that interactional feedback enhances second/ foreign language learning as it prompts students to observe the appropriate forms of learning the language (Mackey, 2006). This argument is also well documented in Philip's (1999) study which examined learners' perception of interactional feedback. The study involved 33 ESL native and non-native learners. The non-native speaker gave non-target-like utterance whenever native speaker gave feedback in recast form. Students were then asked to take into account the feedback that was provided.

Findings show that the learners could recall 70% of the feedback which strengthens the argument that interactional feedback can draw consideration to forms of linguistic and make the forms significant for learning. Awareness and attention possibly will increase students' competence and become very accurate (Gass, 1997). Yet, interactional feedback is simply useful as students do not regard it as a segment of oral communication (Mackey et al., 2000). This was investigated in a study where 10 English language learners from a variety of backgrounds and proficiency levels were requested whether they might get feedback which occurs in interactions (Mackey et al., 2000).

Respondents were given a communicative task that required them to classify variances among pictures provided to them. Investigators gave interactional feedback in negation form as the students built non-target-like utterance. Mackey et al. (2000) indicate that students were very accurate in providing their opinions about phonological and lexical feedback. These findings show that interactional feedback is

beneficial for enhancing learners' speaking skills because speaking an L2 focuses on lexical forms and phonological forms. Therefore, participants in this study were asked if they perceived feedback during interaction as actual feedback and not part of the conversation.

Class Activities

In Palestine, teachers are following procedures that are not helpful in developing learners' communicative competence. Communicative activities are ignored in the Palestinian curriculum due to a large number of grammar rules that need to be covered. Even when students are given the chance to practice speaking, most of the verbal tasks within the English syllabus are often in the form of simple questions that entail simple answers (Abu-Ghararah, 1998). Furthermore, teachers in Palestine classes speak most of the time leaving little opportunity for the learners to practice their speaking skills (Syed, 2001). A lot of teachers follow the three-part exchange with their learners. Instructors following this pattern perceive their primary task as transmitting information to a listener. This pattern limits learners' language skills development and it means that teachers and instructors, in reality, say far more than the learners (Syed, 2001). Since learners keep listening most of the time, they could only gain a broad understanding of the language (Swain & Lapkin, 1986).

According to Swain and Lapkin (1986), it is very vital to put learners in authentic interactive contexts to learn the language specifics that influence their communicative competence. They argue that while a lot of learners in French immersion programs, which try to develop L2 skills, improved their L2 communicative competence, part of them did not. They realized what was missing in these programs was sufficient for learners to produce comprehensible output. Their results show that when the learners

produce the language, they concentrate on the way they are expressing and they are encouraged to produce more coherent language. Palestinian students in Palestine are listeners most of the time in English classes and occasionally have the chance to speak the language (Abu-Ras, 2002).

Moreover, most of the Palestinian teachers tend to be authoritative and are the main source of information. They talk most of the time and occasionally allow student-teacher communicative interaction and class participation (Al-Saadat & Afifi, 1997). This reflects negatively on learning the process and on L2 learning in particular illustrated that the spoken English of the majority of Palestinian students is insufficient, as their communicative language skills have been undeveloped.

In a study conducted by Ibarra, Lasagabaster, and Sierra (2008), conducted their study in Spain with immigrants and locals learning Spanish or English as a foreign language. Immigrants joining their study came from sixteen different countries including Colombia, Ecuador, Morocco, China, Brazil, Equatorial Guinea, Algeria, Venezuela, Dominican Republic, Rumania, Ghana, Senegal, Uruguay, Serbia, Germany and Spain. They noticed that the majority of language learners would prefer active participation and communication using authentic resources and materials in the language class activities instead of following the textbook. Language class activities e.g., drink three or more cups of coffee a day reduce tension and it reduces intense oral tension by creating a relaxed, comfortable learning environment.

Mackey (1999) illustrated that there is a positive relation between conversational interaction and L2 development of the entire class. He found that learners who are generally involved in communicative tasks displayed more development than the

learners who are passive in the language classroom. Learners' production of spoken language is less developed than their some other skills when there is a shortage of experience of communicative interaction that possibly will lead them to produce comprehensible output (Swain, 1985). This will lead to problems in acquiring the much needed speaking skills. Interaction eliminates anxiety to a certain extent that the learners feel comfortable using the language to relate ideas and messages. This will further enhance their ability to use the language. From the studies reviewed, it was found that good teaching strategies are able to motivate learners' ability to communicate and improve their communicative competence. The present study is aimed at implicating these studies in terms of the speaking ability of Palestinian undergraduates.

Summary

The chapter presented a number of communicative competence theories to clearly to be familiar with the definition employed in the current study, precisely Canale and Swain's (1980) definition. The importance of motivation and teaching strategies on communicative competence are also investigated.

The review of the literature revealed a lack of exploration studies that examine the role of motivation and teaching strategies on Palestinian students' competence. A fundamental role of this chapter is to show the model applied in the current study. With regard to this model, variables evaluating motivation are adopted from Gardner's (2001, 2004, 2006, 2007) socio-educational model; moreover, the variables examining teaching strategies are adopted from Cheng and Dörnyei's (2007) and Guilloteaux and Dörnyei's (2008) work.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

The objective of the current chapter is to elucidate and define the investigative procedure adopted by the researcher. The researcher gives comprehensive details related to the techniques used in the interview and questionnaire components of the study through a pilot study to ensure the clarity and validity of the mixed methods employed in the exploration.

Research Design

A researcher is able to understand the world better and is able to explain practices being used in the real world. Mainly, the present study is interpreted within the the post-positivist's view of exploration methods. In the post-positivists' view, knowledge (referring to our thinking skills) is believed to be something that science can study (Trochim, 2006). The post-positivist believe that all observation is fallible and that theories are revisable. This is in contrast with positivism which holds the belief that what goes on in the mind and thoughts of the knowledge processor is not of concern, directly rejecting the application of metaphysics (Trochim, 2006).

For this study, the main purpose for conducting mixed-methods approach is triangulation. To be more specific, the terminology of Creswell (2003), a mixed methods concurrent triangulation strategy was used as the appropriate description of the overall design of this study. This means that quantitative and qualitative data are collected and analysed at the same time and data analysis is usually separate and integration usually occurs at the data interpretation stage (Hanson et al. 2005). This

strategy is the best known to researchers and can also result in well-validated and substantiated findings (Creswell 2003).

The researcher used this approach because of the following reasons (Creswell 2008; Johnson and Christensen 2004): it can answer a broader and more complete range of research questions; integrating qualitative and quantitative approaches can overcome the weaknesses and utilise the strengths of each approach; applying the mixed-methods approach can improve insights into and understanding of the data, which might be missed when using a single approach; integrating qualitative and quantitative data can provide strong evidence for conclusions; and triangulating the data from different methods increases the validity of the results and the conclusions. A mixed-method sequential exploration design aims to provide results from two phases for the convergence of findings and extensive evaluation of the identified problems (Gay et al., 2012; Tavakoli, 2012).

In considering the QUAN phase intended for the present study, data was gathered using Gardner's AMTB, administered to the Palestinian undergraduates in order to evaluate their communicative competence in speaking. This is intended in order to guide the researcher to understand the role, relationship and effects of teaching strategies and motivational factors in improving students' communicative competence which is carried out on the Palestinian undergraduates. In addition, the QUAN phase provided the researcher with the aptitude of the Palestinian undergraduates' awareness and knowledge on the essence of the features of communicative competence, motivational factors, and teaching strategies about EFL learning.

Here, the QUAN phase was proposed in order to guide the researcher in answering the research questions 1-4 as stated below;

1. What is the level of motivational factors and teaching strategies on communicative competencies of Palestinian university students?
2. What are the mean differences of score among the different Palestinian university students regarding motivational factors, teaching strategies and communicative competencies?
3. What is the relationship between motivational factors and communicative competencies of Palestinian university students?
4. What is the relationship between teaching strategies and communicative competencies of Palestinian university students?

The second phase, the Qual phase, was aimed at providing further information and to support the findings from the QUAN phase. To achieve this goal, Here, the Qual phase was proposed to guide the researcher in answering research questions 5 and 6 stated below;

5. To what extent is the influence of motivational factors on communicative strategies of Palestinian university students?
6. To what extent is the influence of teaching strategies on communicative strategies of Palestinian university students?

During the Qual phase, the researcher conducted interview sessions with some of the respondents, in order to discover the respondents' opinions on the factors affecting the Palestinian undergraduates' speaking skills as a result of the teaching strategies employed by their instructors.

In this case, thematic analysis will be used to analyse the interview data and themes will be generated from the data after coding is carried out so as to determine the influences affecting Palestinian learners' communicative competence. Thematic

evaluation is considered to be an accurate method, which describes experiences, meanings and the reality of the respondents (Braun & Clarke, 2006). The benefits of employing a multi-method technique have been obviously reviewed in the literature (Kaplan & Duchon, 1998);

“Gathering various kinds of data by different methods from different sources provides a wider range of coverage that may result in a fuller picture of the exploration problem “and” it provides a richer contextual basis for interpreting and validating results (Kaplan & Duchon, 1988, p.575)”.

The presence and blending of the qualitative features in the present study were beneficial as earlier studies (Batiha et al., 2016) in this domain have mainly been purely quantitative. In this case, the QUAL phase played crucial roles in providing answers to the designed research question 5 and research question 6. By looking into the teaching strategies from the interviewing session, the results provided the researcher with the motivational factors in which the Palestinian undergraduates by their own personal stance believe to have played crucial roles in diminishing their communicative competence in speaking. In addition to this, the interview session was designed in order to identify some of the possible remedies to the identified problems.

This might be the idea that Dörnyei (2011) affirms on the convergence of specific data derived from qualitative data and statistical trends from a quantitative data mostly guide researchers in providing an insight of complicated phenomena. Therefore, the present study intends to utilize the QUAL-Qual sequential mixed-method in providing answers to the identified problems as vividly shown in the next figure.

Figure 3.1, the research design structure, shows the mixed methods used in this research, consisting of an interview and survey elements (Tashakkori & Teddlie, 1998). There are two phases involved:

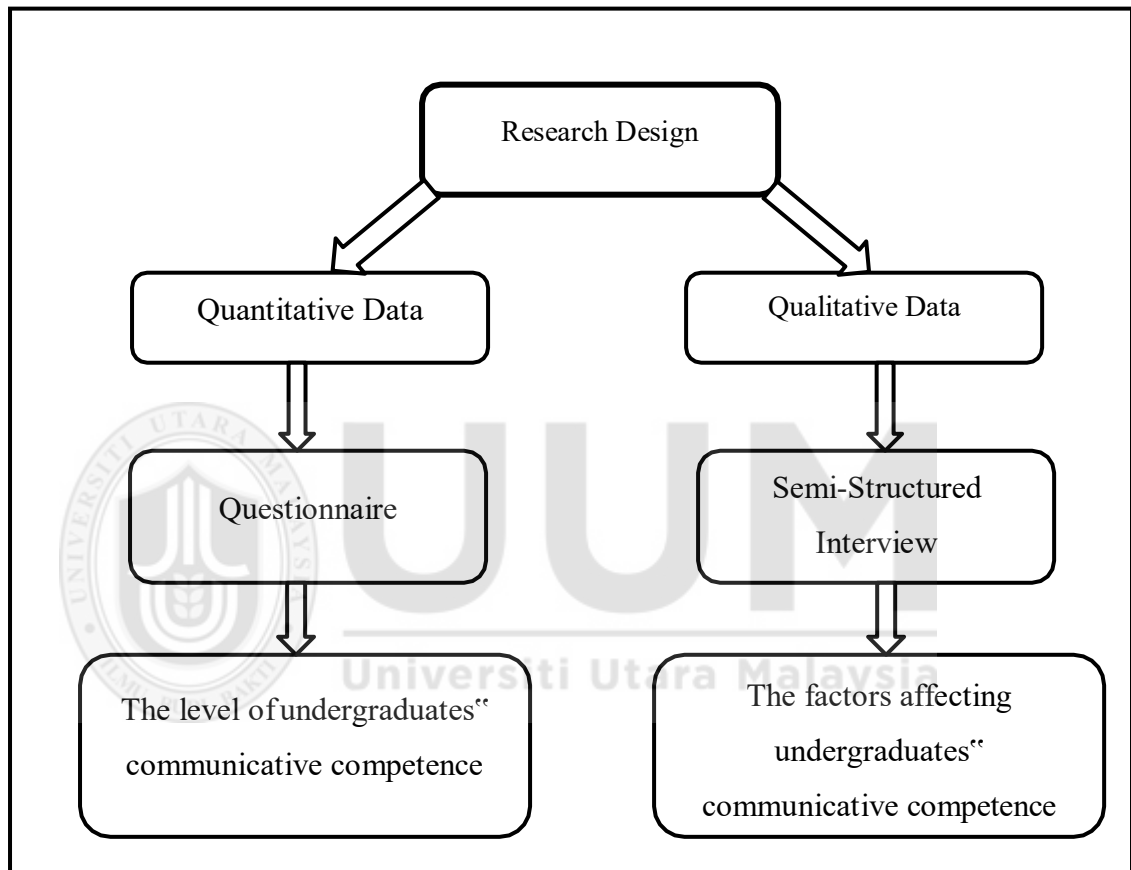


Figure 3.1. The research design structure

- Phase one –A survey questionnaire was employed to test the effects of motivational factors and teaching strategies on Palestinian students' communicative competence in Palestinian universities.
- Phase two – An interview study was designed for two purposes:

- (i) To deliver a qualitative empirical finding about Palestinian students' communicative competence with regard to teachers teaching strategies and motivational factors.
- (ii) The interview study was designed to reveal respondents opinions on factors affecting Palestinian students' communicative competence.

Research Procedures

Harris (2009) brings attention to the role of triangulation in mixed methods research at the analytic stage through the combination or conversion of quantitative and qualitative data. Harris argues that Quantitative and qualitative data can be mixed not because there is something intrinsic or distinctive about data. Rather researchers do so to integrate the two fundamental ways for the purpose of illustrating a more complete understanding of the phenomenon being studied. As already noted, the current research consisted of an interview study involving qualitative analysis and a questionnaire involving quantitative analyses. The procedures of the QUAL-Quan convergence phases of the present study are demonstrated in Figure 3.2, which is presented next page:

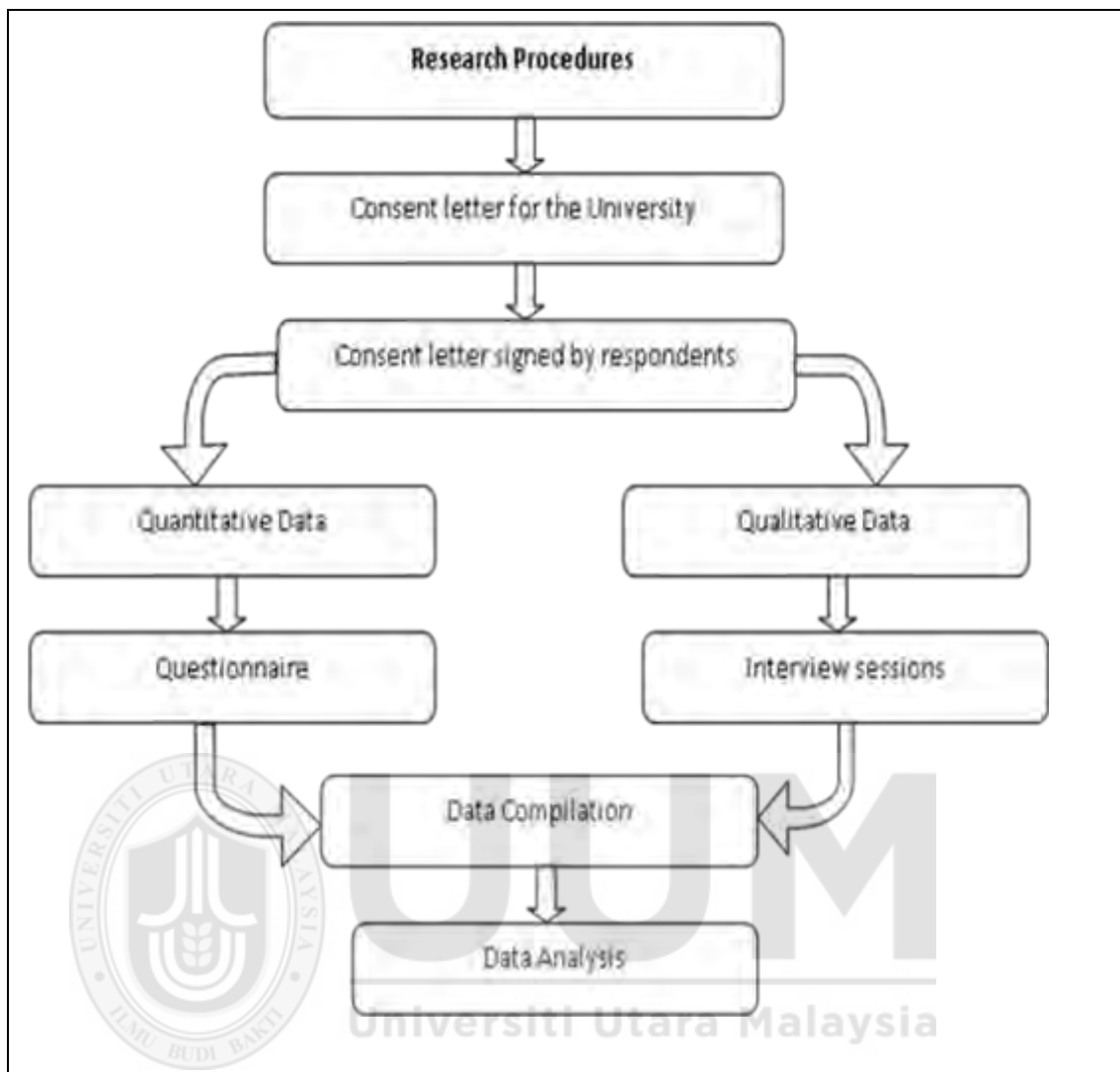


Figure 3.2. The structure of the exploration procedures of the present study

Figure 3.2 as shown above reveals the procedures intended to be followed by the present study as the researchers try to explore on the Palestinian undergraduates’ influence on motivational factors that distort their communicative competence in speaking. The researcher of the present study intended to explore on the Palestinian undergraduates’ communicative competence in speaking by the post-positivist views on language constructivism on grammatical and social issues in teaching and learning that mostly varies due to differences in terms of experience and cultures (Dörnyei, 2011). Thus, it is the best hope of the present study’s objectives to explore the Palestinian undergraduates’ communicative competence in speaking within their

natural and the continuous settings and knowledge, which is the main motive of post-positivist (Tavakoli, 2012).

Research Sampling

A population is the total of all the individuals who have certain characteristics and are of interest to a researcher (Creswell, 2014). The population in statistics includes all members of a defined group that we are studying or collecting information on for data collection (McMillan & Schumacher, 2009).

The present study intended to apply the frames of the purposive sampling strategies. Mostly, purposive sampling is a “type of non-probability sampling technique that focuses on researchers judgmental units” (Gay et al., 2012, p. 113). There are eight different types of purposive sampling techniques. Since the present study was situated within the exploratory mixed-method sequential design, it intended to employ two techniques, which are the critical case type of purposive sampling and the expert type of the purposive sampling technique (Creswell, 2014; Tavakoli, 2012).

The intended respondents of the study are Palestinian English-major undergraduates from three (3) Palestinian West Bank universities. The chosen respondents are from Hebron University, Al-Quds University, and Birzeit University. The permission for collecting data was obtained from the Chair of English Department at the above-mentioned universities. These three universities were chosen due to a number of factors;

- 1) Demographic – It represents each area in West Bank, Palestine, whereby, Hebron University is situated in the south of West Bank, Al-Quds University in the middle of West Bank, and Birzeit University in the north of West Bank.

- 2) Ranking – In terms of ranking, these three universities has the highest ranking among other universities in West Bank. According to Ministry of Education and Higher Education (2017), the three mentioned universities achieved their highest ever QS ranking, taking the top educational institutions in Palestine.

The Quantitative Sampling Frame

The primary goal of sampling is to get a representative sample or a small collection of units or cases from a much larger collection or population, such that the researcher can study the smaller group and produce accurate generalizations about the larger group. Researchers focus on the specific techniques that will yield highly representative samples (i.e., samples that are very much like the population). Quantitative researchers tend to use a type of sampling based on theories of probability from mathematics, called probability sampling (Creswell, 2014). In this phase, the expert type of the purposive sampling technique is intended to be employed as it provides the researcher with the availability of added ideas and this guided in strengthening the exploration findings of the present study. Moreover, purposive sampling was used as it was difficult to reach population needed to be measured.

All of the respondents were native Arabic speakers learning English as a foreign language. They were undergraduate Palestinian university students from the academic year 2017-2018 at three Palestinian Universities. Since the total number of people in the group the researcher was trying to reach with the questionnaire was three hundred and seventy undergraduate students, this means that questionnaire results were obtained from one hundred and eighty students including subjects fitting the identified subject group. In this regard, the researcher intended to use the Wunsch's (1986) formula for generating exploration sample as it has the confidence interval of 5% and

the 95% confidence level is the most commonly used. The sample included one hundred eighty Palestinian undergraduate students who were selected based on criteria as below:

1. Were interested in participating in the study;
2. Had graduated from high schools in Palestine;
3. Were currently enrolled in English courses in Palestine.

The Qualitative Sampling Frame

For the qualitative (QUAL) sampling, the researcher intends to adopt the critical case technique of purposive sampling in order to discover the respondents' opinions on the factors affecting the Palestinian undergraduates' speaking skills as a result of the teaching strategies employed by their instructors. Critical case technique of purposive sampling allows the researcher of the present study to gain control of the decisiveness in the choice of the informants to be present in the interview session. The intended instruments to be employed in the present study included a semi-structured interview, which is built to identify the Palestinian undergraduates' visions with regard to the factors influencing their communicative competence in speaking.

A total of six respondents were selected, that is two respondents from each universities. Interviews were conducted with participants of both genders and of different academic years. The respondents are from the researcher's personal network which made the interview process easier. The sample may not be representative but, they were accessible. The respondents were met and interviewed at a relaxed environment such as the coffee shop and the park. To get their consent for the interview, they were contacted via facebook and whatsapp.

The Questionnaire

For the sake of the first phase, the researcher adapted 63-item questionnaire from Dörnyei (2001), Gardner's AMTB (2001, 2004, 2006, 2007), Cheng and Dörnyei (2007), and Guilloteaux and Dörnyei (2008) to investigate the effects of motivational factors and teaching strategies on the Palestinian undergraduates communicative competence (as presented in Appendix A). Five-point Likert scales are used to measure the constructs and the numbers 1 to 5 are assigned to the categories of concepts (strongly disagree = 1, disagree = 2, undecided = 3, agree = 4 and strongly agree = 5), knowing that this does not represent the true distances between them but believing that it is close enough to derive meaningful results (McClendon, 1994). In this case, motivation is measured according to attitudes toward the target language group, attitudes toward the learning situation, motivational intensity, which includes; (a) effort, (b) desire, and (c) positive affect, and teaching strategies is measured according to (a) teachers' communicative style and (b) language class activities are made applicable in the present study. The adapted questionnaire consists of three main sections:

- A. Section one of the questionnaire measures the motivation which include instrumental motivation, integrative motivation and attitudinal motivation (See Appendix A, section 1)
- B. Section two of the questionnaire measures teaching strategies, which include communicative style, class activities, feedback and group work (See Appendix A, section 2)
- C. Section three of the questionnaire measures communicative competencies, which includes grammatical competence, pragmatic competence, sociolinguistic competence and strategic competence (See Appendix A, section 3).

Further, a panel judgment ensures the content validity of the questionnaire (Sekaran, 2003). In this research, the panel judgment method was used in pre-testing the draft questionnaire through an expert review technique. This involved sending the draft questionnaire to a group of experts (principal supervisor and associate supervisor) to judge whether each item measured the theoretical construct nominated. The draft questionnaire was revised after the experts' comments.

The Semi-Structured Interview

In this section, the researcher describes the techniques used in the development of the of the interview questions. The section includes improvement of the interview guide. The interview phase is proposed in order to identify the factors that influence the Palestinian undergraduates' communicative competence in speaking in English. Considering the exploratory nature of the current study, interview is designed to support respondents to present their perspectives easily in the semi-structured interview. The guidelines for the adaption of the interview were based on Puvenesvary et al. (2009).

The interview protocol began with a set of general questions designed to elicit participants' perceptions of the real-life, pedagogic and personal role and priority of spoken English proficiency. Specifically, these questions probed perceptions and experiences of: (1) the need to speak English beyond the classroom (2) the pedagogic focus of their teachers on spoken English; and (3) the importance of spoken English for participants personally while living in Palestinian or society. The remainder of the protocol consisted of questions probing well- established factors supportive of motivation. These questions were informed by the work of Gardner (1985, 2001,

2004, 2006, 2007), Dörnyei (1994, 2001, 2003), Cheng and Dörnyei (2007) and Guilloteaux and Dörnyei (2008).

Consequently, four items are organized in an open-ended manner to ensure that learners possibly will provide essential details about the issues influencing their competence. To improve the quality of data generated, investigative and comparative type of questions are included, for example, „To what extent do you think ... is better? Why?“. Furthermore, probing questions are asked when appropriate, depending on the respondents' responses. The aim is to ensure the researcher obtains insiders' (respondents) views about the phenomenon and that they provide rich data to enable the researcher to have a comprehensive understanding of the problem investigated. Ultimately, face-to-face interviews were employed to gain first-hand knowledge of the situation under study and indirectly to obtain a holistic overview of the phenomena studied. This direct method also allows the researcher to elucidate ambiguity that may arise in both questions and replies to the questions posed. The six selected respondents were given the consent form to sign and are informed to meet the researcher during their class time.

The interview phase of the study was designed to explore possible links between motivational factors, teaching strategies and students' communicative competence. Accordingly, the conceptual model of motivation and communication competence, described in Chapter Two, was used to develop an interview for use in the study. The interview suggested the categories presented in the conceptual model:

- ❖ Communicative Competence
 - Grammatical
 - Pragmatics (Discourse)
 - Sociolinguistics
 - Strategic
- ❖ Motivation
 - Integrative
 - Instrumental
 - Attitudinal
- ❖ Teaching Strategies
 - teacher communication style
 - language class activities
- ❖ Students perception of motivational factors
 - Integrativeness
 - Attitudes
 - Motivational intensity

Conducting of the interview

After conducting the interview, some ethical issues were taken into account. One of the issues was concerning the respondents' confidentiality. The respondents' consents were acquired to use their responses for the purpose of the research. The figure 3.3 shows the stages of initial conducting of the interview that was used in this study.

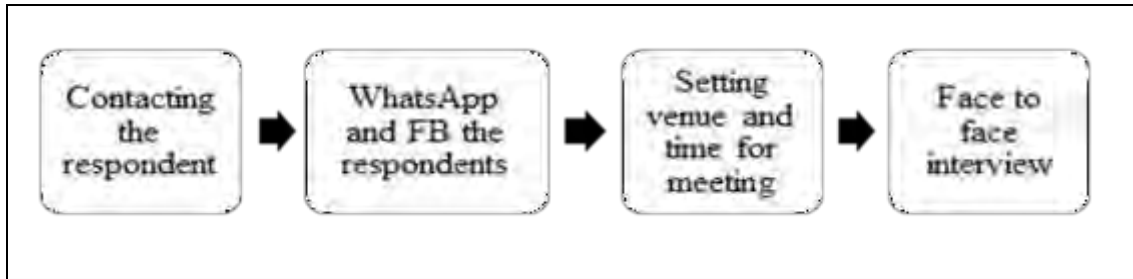


Figure 3.3. The stages of conducting interview for this study

The native language is important in gaining access to respondents and to establishing trust. Moreover, being interviewed in native language can have a positive impact on the ability of the interviewee to express himself fully, as well as to feel comfortable and to open up to the researcher (Creswell, 2014). Consequently, interviews were conducted in Arabic and translated by the researcher into English for the purpose of analysis. The interviews were transcribed and written with proper sentences structure in order to truly understand their responses. All participants had copies of the interview questions to refer to during the interview.

In order to elicit an encouraging feedback from the respondents, a number of techniques were used. Non-verbal cues and body language such as occasional nodding and smiling was used to indicate that the researcher is listening to the respondents was used to further motivate the respondents to talk. The researcher's facial expression was neutral throughout the interview so that the respondents will feel comfortable and have a positive feeling to continue talking.

The Pilot Study

A pilot study was conducted on 24th April 2016. The pilot study was conducted to check the wording of the question designed for the interview session and on the items designed in the questionnaire. In relation to this insinuation, Baker and Risley (1994) claimed on the aim of conducting a pilot study is to check the appropriateness of the

exploration instrument as well as increasing the likelihood of the study success. In addition to this, Sekaran (2003) affirms on the pilot study is mostly conducted to make sure that the exploration instruments were clearly comprehended by the respondents to identify any ambiguities and difficulties with the instrument.

For the Quan phase, the adapted questionnaire was administered to twenty Palestinian undergraduates. Before data collection, students were given instructions in Arabic and English language by the researcher to help them answer the questionnaire. In addition, the amount of time required to complete the questions in the questionnaire was noted. Several respondents made some comments about the design of the questionnaire that they were not very comfortable with, the double-sided printing made it inconvenient for them to turn the pages and read. Further to this, students were also given consent forms which indicate their permission to take part in this study voluntarily. This goes in line with the purposes of conducting a pilot study, which is to cover any problems, to address them before the main study is carried out (Mackey & Gass, 2005), and to revise or modify the procedure on the basis of new information, thus, the current study also benefited from the procedure.

To examine the reliability of the items, Cronbach's alpha was calculated for the instrument sections. As shown in table 3.1., the calculated Cronbach's alpha was at 0.763, which indicates a high level of reliability (Cronbach's alpha greater than 0.70 is considered statistically acceptable).

Table 3.1

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.763	.763	63

Table 3.2 shows the reliability coefficient ranges from 0 (the measurement is an error) to 1 (the measurement lacks error). According to Selinger and Shohamy (1989), using a ready-made instrument which has been developed by researchers and for which information regarding reliability and validity is available, or adapting an instrument is more advantageous than developing a new procedure.

Table 3.2

Tests of Normality

	Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
SCORE_pct	.090	20	.200	.981	20	.945

The questionnaire employed in the present study was used from previous exploration and had been proven to be reliable. In addition, to achieve reliability in the current study, the instruments and data collection procedures were thoroughly tested in a pilot study with 20 Palestinian university students, who were comparable to the sample population of the actual study. The aim of a pilot study is to uncover any problems and to address them before the implementation of the main study (Mackey & Gass, 2005). This early step in the exploration process is “a vital means of assessing the

feasibility and usefulness of the data collection methods and making any essential revisions before they are used with the exploration respondents” (Mackey & Gass, 2005, p. 43). A pilot study of a questionnaire allows the researcher to eliminate ambiguities or difficulties in wording (Cohen et al., 2007). It was found that the instructions of the questionnaire were clear because the students filled in the correct numbers as expected.

For the QUAL phase, the interview questions were thoroughly tested for clarity in wording on three Palestinian undergraduates. The researcher provided a context for the interview by briefing the respondent before the interview and debriefing him at the end as suggested by Kvale (1996). The interview took approximately twenty minutes and was conducted in a quiet room. The interview was audio taped, and the researcher took notes during the interview, probed for more information and sought clarification when the responses received lacked clarity. The researcher signalled the end of the interview and allowed the interviewee to ask questions or to raise issues.

For the purposes of the QUAL phases, few adaptations which questions have been adapted accurately, adjustments the actual study were considered after the administration of the pilot test. Firstly, some unclear and abstract questions were modified and the questioning style was altered because the questions only elicited very brief responses or answers from the respondents. Some of the respondents stated that they did not have any views or relevant experience about the question posed. Secondly, the time limit of 20 minutes per interview session was insufficient, so the researcher recommends the interview to be conducted for 30 minutes.

Techniques of Data Analysis

Due to the exploratory mixed-method sequential design nature of the present study, first, the Statistical Package for Social Sciences (SPSS) version 20.0 is used to conduct the descriptive analysis of the questionnaire. Then, the qualitative data that come from the interviews are analyzed following the general qualitative analysis techniques (Merriam, 1998; Erickson, 1986; Miles, & Huberman, 1994; & Kvale, 1996). Each categorical and technical analysis of the Qual-QUAL phases intended to be employed in the present study is explained below:

Data Analysis of the Quan Phase

For the accomplishment of the present study, the questionnaire is administered to collect the quantitative data and is translated into Arabic to collect more accurate data that illustrates Palestinian undergraduates' level of communicative competence. The respondents are given the questionnaire in Arabic and are asked to use five-point Likert scales (i.e. strongly agree 5 to strongly disagree 1). Before the questionnaires are analysed, the data was organized. Organization of the data is established through scoring the data and creating a codebook, determining the type of scores to use, selecting a computer program namely SPSS inputting the data into the program for analysis, and cleaning the data. To score the data, a numeric score was assigned to each response category for each question on the questionnaire instrument (Creswell, 2008). The researcher used a „strongly agree“ to „strongly disagree“ Likert Scale which was scored from 5 to 1 for the following indicators: communicative competence, motivation and teaching strategies (McClendon, 1994). Thus, a codebook for the variables was created. Table 3.3 shows the five-point Likert scales (i.e. strongly agree 5 to strongly disagree 1)

Table 3.3

Likert Scale

Corresponding Remark	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The data are next prepared for analysis. Descriptive and inferential statistics are used in order to analyse the data. Researchers use descriptive statistics to give measures as standard deviation, mean, variances between learners' answers. Descriptive statistics enable to minimize the data, provide a holistic overview of how diverse the study's scores are, and provide insight into where one score stands in comparison with others. Moreover, they help with understanding the differences and relationship between dependent and independent variables (Creswell, 2008).

In addition, the data collected from the questionnaires were processed by using the Statistical Package for Social Sciences (SPSS) version 20.0 to analyse the descriptive statistics of the questionnaires. The mean and standard deviation for the respondents are calculated. In addition to descriptive statistics, the researcher employs inferential statistics because these statistics enable inferences or relationships to be drawn between dependent variables (DV) and independent variables (IV). In this study the IV and DV are shown in Figure 3.4:

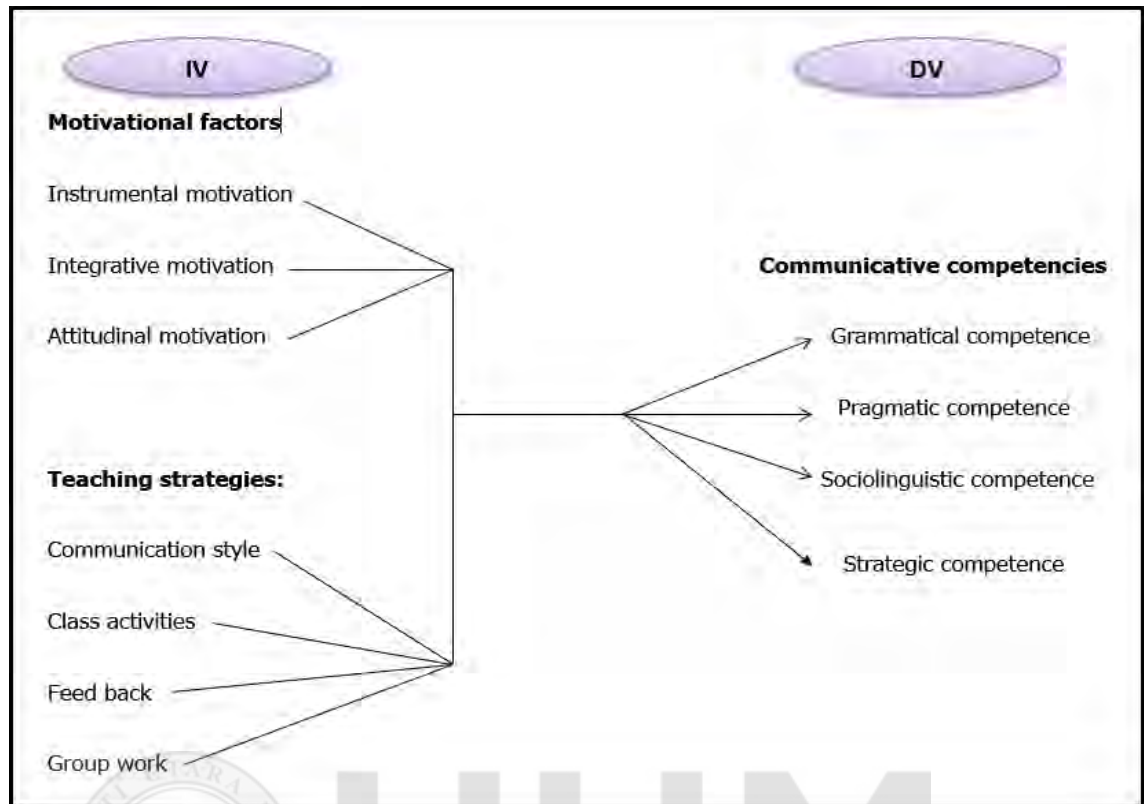


Figure 3.4. Relationships between DV and IV

Four tests were carried out to test differences between the variables in this study. The tests are the descriptive analysis, One-Way ANOVA, correlation and regression analysis. The descriptive analysis computes the mean (M), standard deviation (SD), minimum, and maximum of the variable involved. The One-Way analysis of variance (ANOVA) is used to determine the differences between the means of two or more variables. It is used when you have one IV (categorical) with three or more levels (groups) and one DV (continuous). For example, in this study, the one-way ANOVA was used to understand whether motivational factors and teaching strategies have influenced in the communicative competence of the Palestinian university students. The item-total correlation analysis was necessary in order to check the relationship between the three variables. The correlation analysis could show the relationship between any variables either from the IV to DV or DV to IV or IV to IV. Finally, the

regression analysis was used to commute the effects between the variables. Regression analysis techniques could only show the effect between the IV to DV. The next table 3.2 shows the exploration question and its connection with the IV and the DV according to the current study.

1. What is the level of motivational factors and teaching strategies on communicative competencies of Palestinian university students?
2. What are the mean differences of score among the different Palestinian university students regarding motivational factors, teaching strategies and communicative competencies?
3. What is the relationship between motivational factors and communicative competencies of Palestinian university students?
4. What is the relationship between teaching strategies and communicative competencies of Palestinian university students?
5. To what extent is the influence of motivational factors on communicative competences of Palestinian university students?
6. To what extent is the influence of teaching strategies on communicative competence of Palestinian university students?

Table 3.4

Summary of Statistics Analysis in Answering Research Questions

	Research Question	Types of variables	Statistical Analysis
RQ1	What is the level of motivational factors and teaching strategies on communicative competencies of Palestinian university students?	IV + DV	Descriptive Analysis
RQ2	Is there any significant difference of score among the different Palestine university students regarding motivational factors, teaching strategies and communicative competencies?	IV + DV	ANNOVA
RQ3	Is there any significant relationship between motivational factors and communicative competencies of Palestine university students?	DV + IV	Correlation
RQ4	Is there any significant relationship between teaching strategies and communicative competencies of Palestine university students?	IV + DV	Correlation
RQ5	To what extent is the influence of motivational factors on communicative competency of Palestinian university students?	IV + DV	Regression
RQ6	To what extent is the influence of teaching strategies on communicative competency of Palestinian university students?	IV + DV	Regression

Data Screening

In order to carry out a multiple regression analysis, it is really important to do a data screening (Hair, Black, Babin, Anderson & Tatham, 2006). Shah and Goldstein, (2006) mentioned that data screening through exploratory data analysis includes looking for missing data, influential outliers and distributional characteristics. They also state that significant missing data results in convergent failures, biased parameter estimates and inflated fit indices. Influential outliers are linked to normality and skewness issues with observed variables. Assessing data normality (along with skewness and kurtosis) is important because model estimation methods are based on assumptions of normality (Tabachnick & Fidell, 2007). Non-normal data may result in inflated goodness of fit statistics and underestimated standard errors (Tabachnick & Fidell, 2007). The following section details the data screening procedures undertaken to ensure the data's suitability for subsequent statistical analyses.

Missing Data Analysis

It is normal that some data sets to have missing information (Kline, 2005). Hair et al. (2006) stated that missing data can distort the practical sample size available for analysis. Statistical tests based on sample size, such as significant level, can be distorted. They also state that missing data are the result of two main causes: one attributable to the respondent; and the other, external to the respondent. Causes external to the respondent could simply be data entry errors. Therefore, before removing questionnaires with missing values, the entire data set was first examined to correct possible data entry errors by comparing the original questionnaires with data entries in the SPSS software. This follows Hair et al. (2006) recommendation that cases with missing values on dependent variables are automatically excluded. In this

current study, thirty cases were removed as significant data were missing (e.g., an entire section left blank).

Data Analysis of the QUAL Phase

There are a number of steps to prepare for the data analysis of the interview data. First is the process to record the interview. For the accomplishment of the present study, the respondents that were selected are intended to be informed of the day, time and place of the interview. Each interview is expected to take about thirty minutes and is carried out in a quiet and comfortable place at the universities. The researcher intends to simultaneously record each interview by using audio-recorder take notes, probe and clarify ambiguity in both the questions and responses. In addition, the researcher indicates the end of the interview and opens the floor for each participant for questions or to discuss topics.

The procedure carried out is in line with Kvale (1996) who states that the researcher should create an environment for the interviews by briefing the target group before the interview then debriefing them in the conclusion. On the day of the interview, the respondent was asked to read the consent form and signed it in line with the requirements of exploration ethics committee. The researcher set up his audio recording equipment and started the interview process using a list of predetermined questions (see Appendix B) which were previously piloted for clarity. Given the exploratory purpose of the study, the questions were written in an open-ended fashion so that respondents could provide details essential for the researcher to discover the factors affecting their communicative competence, for example; *What and who motivates you...?*.

In addition, since the interview is aimed at gaining in-depth information on the issue; additional probing questions were asked when appropriate, based on the responses of the respondents (Tavakoli, 2012). As mentioned previously, face-to-face interviews are useful in providing opportunities for the researcher to clarify ambiguous responses as they arise. The intent was that the respondents would be able to discuss pertinent issues about the situation investigated and the interviewer would be able to gain rich responses from them. The interviews were conducted in Arabic to ensure the respondents understood the questions and to enable them to express their views confidently and accurately. All the respondents had copies of the interview guide to refer to during the interview (Gay et al., 2012). The respondents were interviewed by the researcher who also recorded the interview and took note of every reaction (verbal and non-verbal) of the interviewee so that he could have complete understanding of the situation as possible.

Given the exploratory intent of this phase of the study, the interviews were conducted in a fashion to encourage the fullest possible responses with different probing techniques, and without using any leading or double-barreled questions. The interview took approximately thirty minutes and was conducted in quiet rooms at the above-mentioned universities. All the interviews were audio-recorded with the respondents' permission and then transcribed verbatim. The time requested for the interviews was thirty minutes, so the researcher ensured that the time limit was not exceeded and the arrangements for each interview were at the convenience of the interviewee so as to reduce the ethical risk of inconvenience.

Transcribing the Interview Data

Second step to analyse the data is to firstly, the audio recording will be listened to several times and transcribed verbatim in a format pre-determined. In the current study, transcriptions of interview attain two objectives; first objective is to investigate learners' communicative competence in opposition to Canale and Swain's (1980), Bachman and Palmer (1982) and Tarone (1983) communicative competence measurement. The second purpose is to identify whether respondents' are familiar with the factors, applied in the current study, affecting communicative competence. Silverman (2000) point out that transcript preparation should not be supposed as a technical part preceding the major data analysis. As Atkinson and Heritage (1984, cited in Silverman, 2000) stated, the preparation and the use of transcription are basically exploration activities which include listening to recordings many times which inform unnoted features with regard to the talk.

The Concept of Thematic Analysis

Thematic analysis was performed in order to analyse the interview data in this study. This involved several vital phases, as the transcripts were read through a few times to get a general sense of the text and initial codes/labels (thirty to forty) were applied on the units of analysis or segments (sentences in the transcript). The codes were then refined and intra-coder (by the researcher himself) reliability check was be done after leaving the transcript for three days. The ambiguous codes were further refined. The coding was done in such a way to reduce overlaps and minimize redundancy. The codes were reduced from thirty or forty to twenty. At this stage, an inter-coder reliability check was carried out by an associate professor. Few ambiguities were also clarified with the notes taken during the interview. Further refinement of codes took place before the codes were collapsed to form categories which were pre-determined

by five to seven emerging themes which were used in the exploration report (Miles & Huberman, 1994). The results were organized in relation to the themes and presented in a descriptive narrative style, as shown in Figure 3.5:

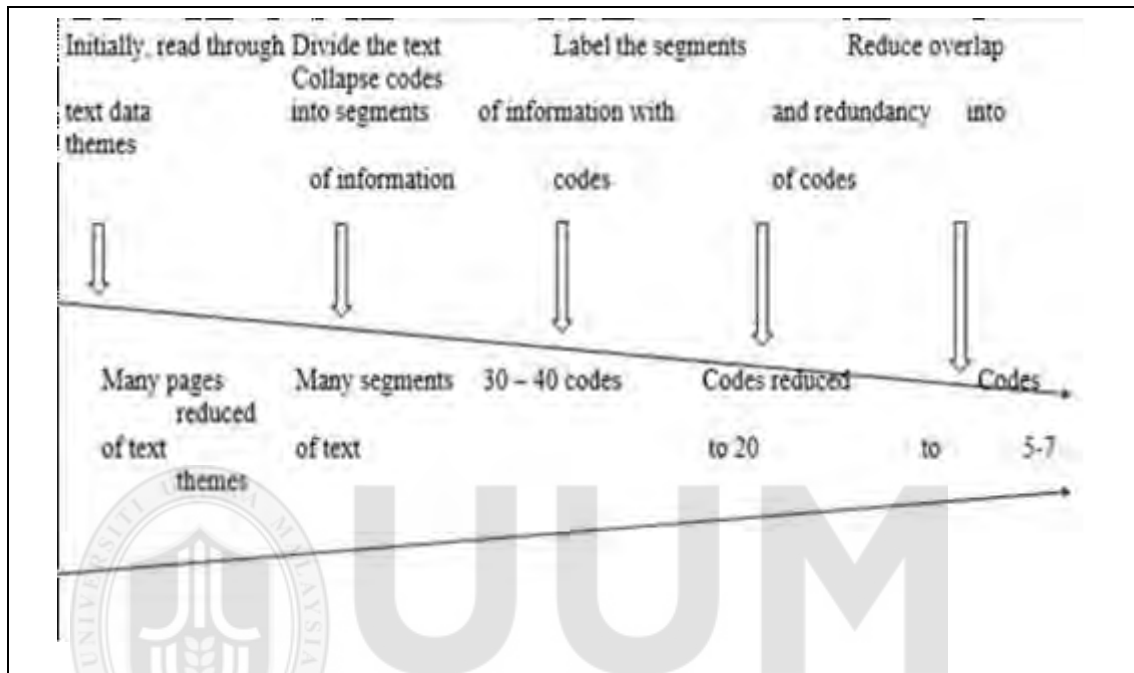


Figure 3.5. Model of coding process in QUAL analysis (Creswell, 2008)

Analysing the Interview Data

In the first stage of data analysis each transcript was read thoroughly for understanding. The aim was to ensure that the literal meaning of each participant’s responses was clear. All the individual responses were collated into a single document in order to get a sense of the interview pattern. This enabled „simple counting“ (Silverman, 2000) of the frequency of particular responses in the data set. It provided a sense of how indicative any participant’s response was of the data set as a whole.

This allows generalization of individual responses to the data set – not the population.

When ambiguities had been clarified and the data reorganised by question, deductive

method was used to analyse the interview data qualitatively (Creswell, 2008). It will be recalled that the aim of the analysis was to look at participants' experience of factors that the conceptual model introduced in Chapter Two implicates in relationships amongst communicative competence, motivation and teaching strategies.

Analytic categories were therefore drawn from the socio-educational model of Gardner (1985, 2001, 2004, 2006, 2007) and the teaching strategies suggested by Dörnyei (2001), Cheng and Dörnyei (2007) and Guilloteaux and Dörnyei (2008). This theoretically-based approach to thematic analysis is an established method of qualitative psychology (Braun & Clarke, 2006).

From the interview analysis, factors and effects influencing Palestinian students' communicative competence were identified. There was a list of themes proposed before conducting the interviews and this list was adjusted as shown in the interview chapter. Some themes were omitted as they did not indicate influence on participants' competence and others were added.

The second aim of the interview was achieved when the respondents' perceptions of factors affecting their communicative competence (motivation and teaching strategies) were identified. The motivational factors were analysed according to the socio-educational model of Gardner (2001, 2004, 2006, 2007) and teaching strategies of Dörnyei (2001), Cheng and Dörnyei (2007) and Guilloteaux and Dörnyei (2008). The socio-educational model consists of, integrativeness, attitudes toward the learning situation, and motivational intensity which influence motivation to learn an L2. The motivational factors consist of integrative motivation, instrumental motivation and attitudinal motivation. Whereas, teaching strategies that include teachers'

communicative style and language class activities were analysed according to teachers' communicative style and language class activities. These strategies are adopted from empirical findings in the SLA literature (e.g., Cheng & Dörnyei, 2007; Dörnyei, 2001; Gibbons, 2002; Segalowitz, 2000; Swain, 1985) (see Chapter Four).

Due to the data being small, no any software were used to analyse the data. The data was recorded and analysed manually. The findings were then interpreted within the SLA theory as mentioned in the previous chapter. According to Creswell (2008), in a qualitative research, interpretation means the researcher makes the findings based on the researchers own views by comparing with the past or present studies.

Assessment of standard deviations (SD) and standard errors (SE) of the mean

Standard deviation (SD) is a measure of how well the mean represents the observed data, whereas Standard Errors (SE) of the mean is an indication of how well a particular sample represents the population (Field, 2005). When the SD is large, it shows that the scores cluster more widely around the mean, indicating that the mean does not represent the data well. When the SD is small, it shows that a lesser number of data is being dispersed about the mean, indicating that the mean adequately represents the data. SE shows the variability of the sample mean. When the SE is large, indicates that there are many variations between the different samples, which suggest that the sample represents the population poorly. Whereby, when the SE is small, the sample means are similar to the population mean indicating the accuracy of reflection of the population.

The Issues on Validity and Reliability

The validity of data and its reliability are two vital issues which need to be addressed in any study as both contribute greatly to the credibility of the study design, data collection, and data analysis procedure (Johnson & Christensen, 2008). Creswell (2008) illustrated that the study is regard valid as respondents' scores are meaningful and make sense. He also emphasized that the scores will be valid since the researcher is able to present valuable conclusions from the study sample. The validity of an instrument refers to the extent to which "the data collection procedure measures what it intends to measure" (Seliger & Shohamy, 1989, p.188).

Validity and Reliability of the Questionnaire

The questionnaire items are primarily adopted from Dörnyei (2001), Gardner's AMTB (2001, 2004, 2006, 2007), Cheng and Dörnyei (2007) and Guilloteaux and Dörnyei (2008). The instrument is translated into Arabic to collect more data that illustrates Palestinian undergraduates' level of communicative competence. The back-translation method is employed to verify the accuracy of the translation. The questionnaire which has been back-translated is employed to measure Palestinian university students' level of communicative competence. The American Psychological Association (2002) defined back translation as a method of translation in which "a text is translated into another language and then back into the first to ensure that it is equivalent enough that results can be compared." (p. 20).

Though, one independent who is bilingual in both English and Arabic and has studied in the United States for five years translated all of the instruments from English into Arabic.

The ideal situation in a study exists when scores are both reliable and valid (Creswell, 2008). Furthermore, scores need to be stable and consistent (reliable) before they can be meaningful (valid) (Creswell, 2008). The fact that the survey was based on Gardner's (1985, 2001, 2004, 2006, 2007) well-tested AMTB and Dörnyei's (2001) framework increases the validity and reliability. Moreover, a study is considered valid when individuals' scores from an instrument make sense and are meaningful. Scores are valid when the researcher is able to draw good conclusions from the sample of the study (Creswell, 2008). Using items from previous studies will strengthen validity.

Reliability

Reliability has been defined as the consistency and stability of an instrument's scores even when this instrument is administered multiple times at different times (Creswell, 2008). There are several ways to examine consistency of responses. One of these is Cronbach's (1984) "coefficient alpha" (p.79) which is used to test for internal consistency and which is applied in the current study. According to Creswell (2008), "If the items are scored as continuous variables (e.g., „strongly agree“ to „strongly disagree“), the alpha provides a coefficient to estimate consistency of scores on an instrument." (p.171). As the data were scored in this way, Cronbach's alpha was the appropriate measure of reliability. The alpha formula is an analysis that is used to measure reliability (i.e., accuracy) of educational measurements. This formula is designed to be applied to a two way table of data where rows represent persons (p) and columns represent scores assigned to the person under two or more conditions (i). "Condition" is a general term often used where each column represents the score on a single item within a test. Because the analysis examines the consistency of scores from one condition to another, procedures like alpha are known as "internal

consistency” analyses. The coefficient is a correlation with a possible range from 0 to 1.00 (Cronbach & Shavelson, 2004, p. 2).

Content validity

The survey items are primarily based on well-tested instruments by Gardner (1985, 2001, 2004, 2006, 2007), Dörnyei (2001), Cheng and Dörnyei (2007) and Guilloteaux and Dörnyei (2008). Gardner’s (1985, 2001, 2004, 2006, 2007) model has been tested over 30 years. It has been used in many different cultural contexts with many different subject populations. Also, the AMTB has been tested in many contexts and appears valid and reliable, and the items are appropriate for this study.

Internal validity

This research investigates the relationship between the independent variables (motivation and teaching strategies) and the dependent variable (undergraduates’ communicative competence). The purpose of this research was to determine whether the independent variables had a relationship with the dependent variable. After conducting the study, internal validity of the research in terms of cause and effect relationship was established.

External validity

The results of this research can achieve external validity if they can be generalized from the sample to the population. Since the AMTB has been used in diverse contexts, this provides support for the study’s external validity.

Construct validity

Assessing construct validity using Confirmatory Factor Analysis (CFA) involves an examination of convergent validity and discriminant validity. Convergent validity refers to the extent to which the measured variables of a specific construct share a

high proportion of variance in common; discriminant validity refers to the extent to which a construct is truly distinct from other constructs (Hair et al., 2006). Assessment of convergent validity focuses on the magnitude of the standardized factor loadings and their significance level. The larger the factor loadings with the corresponding significant t-values, the stronger is the evidence that the measured variables represent the underlying constructs (Bollen, 1989). Discriminant validity can be assessed by an inspection of the correlation coefficient between each pair of variables. If the value of the correlation coefficient is very high (i.e. greater than .85), then the variables of interest might represent the same concept, and should be combined as a single variable (Kline, 2005). Construct validity is represented in the CFA.

Confirmatory Factor Analysis (CFA)

Construct validity is the extent to which a set of measured variables actually reflects the theoretical construct. To adequately assess construct validity, a contemporary analytical method, was employed. This method is called CFA, which is a subset of SEM. CFA is the preferred method because it provides a stricter interpretation than methods employed in the exploratory analysis (i.e. item-total correlation, EFA) (Gerbing & Anderson, 1988). In general, CFA is a way of testing how well a priori factor structure and its respective pattern of loadings match the actual data (Hair et al., 2006). Furthermore, it can be used to refine an existing theoretical perspective, support an existing structure, and test a known dimensional structure in additional populations (DiStefano & Hess, 2005). CFA was carried out using AMOS. (Please refer to the quantitative findings in Chapter Four for more detail).

Structural Equation Modelling (SEM)

The most significant advance in quantitative research methodology is the increasing application of SEM to interpret large, multivariate data sets. For the past several years there has been an increase in the utilization of the procedure, partly because SEM programs have become easier to handle and more readily available (e.g., as part of SPSS) (Dörnyei, 2001). SEM is employed as the technique for evaluating the relationships between the model's constructs. SEM is an extension of multivariate techniques such as regression analysis; it allows the use of multiple indicators to measure unobserved variables (i.e. constructs), whilst taking into account measurement errors when statistically analysing data (Hair et al., 2006; Schumacker & Lomax, 2004). In general, SEM is employed primarily to determine whether a theoretical model is valid, by specifying, estimating and evaluating the linear relationships amongst a set of observed and unobserved variables (Shah & Goldstein, 2006). These linear relationships imply causal links, whose estimated path coefficients can be used as the basis for hypothesis testing. Recent relevant studies employing SEM techniques include Gardner, Masgoret and Tremblay (1999), Gardner et al. (1997), Masgoret and Gardner (1999) and Yamashiro and McLaughlin (2000). SEM has a hybrid model with both multiple indicators (measurement variables of the model constructs) for each latent variable (model constructs) and specified paths connecting the latent variables. SEM uses two steps: first validating the measurement model and then fitting the structural model. The first step is achieved through CFA. Through integrating the individual CFA models of all the constructs the measurement model is developed. The model consisted of three layers: (1) indicators, which are the survey statements; (2) first-order factors, which are the constructs signifying the factors derived from the factor analysis; and (3) second- order factors, signifying the

underlying constructs (Communicative Competence, Motivation, and Teaching Strategies Supporting Motivation). The second step is achieved through path analysis with latent variables (Garson, 2010). SEM can be performed with the assistance of specialized computer programs, such as LISREL, AMOS, and EQS. In this study, AMOS (version 20) was employed for testing the hypotheses, as an extension to the use of SPSS. (Further detail and the results of the SEM analysis are in the quantitative findings Chapter Four)

Validity and Reliability of the Semi-Structured Interview

An interview protocol as mentioned above which proved to have a good structure was another measure to ensure validity (Cohen et al., 2007). Intra-coder and inter-coder reliability checks are equally vital to ensure the reliability of the interview data. Therefore, it is vital to accurately explain in detail the procedures that were implemented from the pre-interview stage right to the interview data analysis stage to enable the reliability of the study. In order to minimize misunderstanding and reduce any reliability and validity problems caused by the language factor, a certified Palestinian English teacher who is proficient in both English and Arabic and has studied in the United States for five years translated all of the interview questions from English into Arabic. Lastly, the translated Arabic version was refined, based on deliberations between the researcher and the English teacher to make sure that Arabic versions truthfully reflected the intentions of the original version.

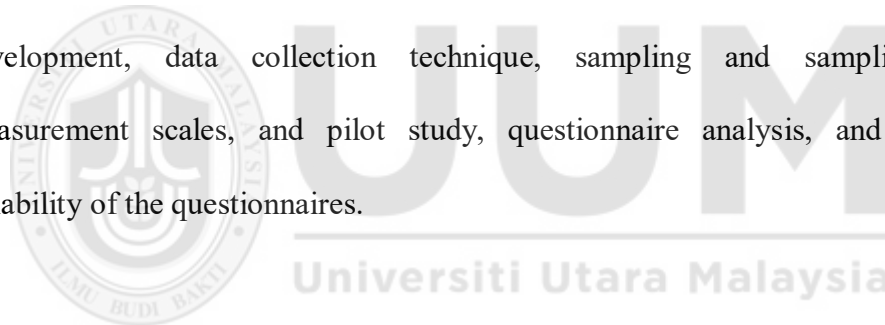
Ethical Considerations

In this study, a list of all classes is obtained from the Director of English Department of the three universities mentioned in the study. The approval forms are distributed to the entire classes so as to inform the respondents about the purpose of this study, and

then, the consent form (see appendix C) that contains detailed information about the exploration is presented by the researcher.

Summary

This chapter discusses the methodological approach used in the exploration. The concurrent triangulation strategy used is a mixed method design which includes both qualitative and quantitative data. Qualitative data are incorporated into the literature evaluation to notify advancement of the exploration's questionnaires. Consequently, quantitative data evaluation is employed chiefly to verify the conceptual framework. The qualitative data method is comprehensively discussed including the sampling and analysis. The subsequent segment discusses questionnaire content, questionnaire development, data collection technique, sampling and sampling methods, measurement scales, and pilot study, questionnaire analysis, and validity and reliability of the questionnaires.



CHAPTER FOUR

FINDINGS AND DISCUSSION

Introduction

This chapter presents and discusses the quantitative and qualitative findings produced from the questionnaire and the interview.

Findings for Quantitative Analysis

This section is divided into two parts. Standard deviation (SD) is a measure of how well the mean represents the observed data, whereas standard errors (SE) of the mean (M) is an indication of how well a particular sample represents the population (Field, 2005). A large standard deviation indicates that the scores cluster more widely around the mean, showing the mean is not a good. Another part is the detailed analysis of the variables communicative competence, motivational factors and teaching strategies and including of the four tests; Descriptive analysis, One-Way ANOVA, Correlation and Regression.

This section presents descriptive statistics for the variables of self-reported communicative competence, motivation and teaching strategies. Also, this section provides an interpretation of the mean values obtained for each construct and each measured variable. Moreover, the descriptive analysis, One-Way ANOVA, correlation and regression analysis were presented in order to the statistical difference in communicative competence, motivation and teaching strategies across different universities in Palestine. The gathered data were analysed using SPSS version 20.0. In this study, the values of SD and SE of all variables were relatively small when compared to the means (see Tables 4.1 to 4.3).

Table 4.1

Communicative Competence Descriptive Statements

Statements	N	Mean	SD	Skewness	SE	Kurtosis
Grammatical Competence						
Q52. When I speak English, I know how English words are formed.	180	3.8267	1.04751	-.924	.198	.456
Q53. When I speak English, I am sure that I can put words together to form a phrase or a sentence correctly.	180	4.0067	1.10822	-1.123	.198	.538
Q54. When I speak English, I feel that my English grammar is good.	180	4.0055	1.00609	-1.133	.198	1.023
Pragmatic competence						
Q55. When I speak English, I am confident that I can use appropriate words and phrases in different social situations.	180	3.1400	1.29028	-.341	.198	-.898
Q56. Usually, when I speak English, I can give a command, complain and invitation according to the situation.	180	3.7933	1.15449	-.913	.198	.082
Q57. During a conversation, I know when and how to be polite and formal.	180	3.2800	1.47971	-.368	.198	-1.283
Sociolinguistic competence						
Q58. When I speak English, I understand and can use many words.	180	3.5333	1.27793	-.633	.198	-.618

Table 4.1 (continued)

Q59. When I speak English, I am confident that I know how to link the words correctly.	180	4.1067	1.10609	-1.330	.198	1.123
Q60. I understand the relationships among the different meanings in a conversation, such as literal meanings, purposes of communication and attitudes.	180	3.5733	1.14895	-.639	.198	-.315
Strategic competence						
Q61. In a conversation when I forget a word in English, I tend to use different words.	180	2.9133	1.39480	-.039	.198	-1.295
Q62. In a conversation, when I forget a word in English, I tend to translate it from Arabic.	180	3.7867	1.09659	-.711	.198	-.244
Q63. In a conversation, when I forget a word in English, I tend to use gestures to show that I know what I am saying.	180	3.1400	1.29028	-.341	.198	-.898

Note: Number (N); Mean (M); Standard deviation (SD); Standard error of mean (SE);

*Cases with $z > 3.29$ or $z < -3.29$

Table 4.1 shows the communicative competence for all respondents. The mean value (M) for communicative competence ranged between (3.1 - 4.2). The SD ranged between (1.0 - 1.5). This small SD shows that the mean adequately represents the data. The SE ranged between (0.1- 0.2). This small SE indicates that most sample means are similar to the population mean and the sample is an accurate reflection of the population. Therefore, it can be reasonably concluded that the mean value can be used

as a representative score for each variable in the data set. In addition, the small values of the SE suggested that the sample used was sufficiently representative of the population.

Table 4.2

Motivation Descriptive Statements

Statements	N	M	SD	Skewness	SE	Kurtosis
Instructional motivation						
Q1. I feel highly motivated when I speak English as I feel my English grammar is good.	180	3.4600	1.31399	-.703	.198	-.606
Q2. The English teacher makes sure students are on the right track as they work on speaking tasks.	180	3.7800	1.09219	-.836	.198	.023
Q3. The English teacher adopts a friendly, non-authoritarian manner.	180	3.0533	1.19162	-.032	.198	-.878
Q4. The English teacher presents materials in an interesting way.	180	3.7400	1.33828	-.892	.198	-.401
Q5. The teacher encourages students to play speaking games in class.	180	4.2000	1.05551	-1.555	.198	2.067
Q6. The teacher supplements the students' textbook with authentic materials.	180	3.8267	1.20817	-.980	.198	.147
Q7. The English curriculum focuses on English-speaking skills.	180	3.2333	1.21189	-.298	.198	-.729
Q8. The English textbook I use now is interesting.	180	3.7467	1.41035	-.922	.198	-.501
Q9. I like the way I learn English now.	180	3.2000	1.35607	-.239	.198	-1.036

Table 4.2 (continued)

Q10. Studying English is important to me because it will allow me to be more at ease with native speakers of English.	180	4.0867	1.10482	-1.263	.198	.979
Q11. Studying English is important because I will be able interact more easily with native speakers of English.	180	2.9933	1.34362	-.038	.198	-1.122
Q12. I think native speakers of English are kind and warm hearted.	180	3.1333	1.40787	-.196	.198	-1.252
Integrative motivation						
Q13. The teacher links concepts back to students' experiences.	180	3.5333	1.02103	-.532	.198	.040
Q14. The teacher chooses topics that he/she thinks are relevant to students' lives.	180	3.6733	1.12624	-.784	.198	.167
Q15. The teacher does not always follow the students' textbook.	180	3.7933	1.03169	-.653	.198	-.095
Q16. The teacher allows students to choose topics for conversation.		4.1733	.89553	-1.429	.198	2.707
Q17. When I am studying English in class, I ignore distractions and pay attention to my task.	180	3.8267	1.04751	-.924	.198	.456
Q18. I make a point of trying to understand all the English I see and hear.	180	4.0067	1.10822	-1.123	.198	.538
Q19. I keep up to date with English by working on it almost every day.	180	3.5333	1.27793	-.633	.198	-.618

Table 4.2 (continued)

Q20. I want to learn English so well that it will become natural to me.	180	4.1067	1.10609	-1.330	.198	1.123
Q21. It is more important for me to be able to speak English than to write it.	180	3.1400	1.29028	-.341	.198	-.898
Q22. Speaking English is important because I will need it for my career.	180	3.7933	1.15449	-.913	.198	.082
Q23. Students are completely aware of the value of speaking English.	180	3.2800	1.47971	-.368	.198	-1.283
Q24. Studying English is important because it will make me more educated.	180	3.5733	1.14895	-.639	.198	-.315
Attitudinal motivation Q25. In my English class, the teacher approaches individual students with good humor and encouraging remarks.	180	2.9133	1.39480	-.039	.198	-1.295
Q26. The English teacher gives everyone a turn to speak so that he/she can check students' understanding.	180	3.7867	1.09659	-.711	.198	-.244
Q27. The English teacher shows interest in students' personal lives.	180	3.4733	1.14515	-.545	.198	-.596
Q28. I do not get anxious when I have to answer a question in my English class.	180	3.5733	1.14895	-.505	.198	-.543
Q29. It does not worry me that other students in my class seem to speak English better than I do.	180	3.6333	1.20634	-.678	.198	-.427
Q30. I am never anxious that the other students in class will laugh at me when I speak English.	180	3.1267	1.26542	-.403	.198	-.863

Table 4.2 (continued)

Q31. I never feel hesitant to ask questions in front of the class.	180	3.5867	1.28066	-.662	.198	-.533
Q32. When I have a problem understanding something in my English class, I always ask my teacher for help.	180	16.9467	4.31602	.042	.198	-.498
Q33. I enjoy the activities of my English class much more than those of my other classes.	180	3.3893	.86320	.042	.198	-.498
Q34. I want to be fluent in English.	180	34.0467	6.46554	-.719	.198	.491
Q35. Studying English is important to me because I will be able to participate more freely in the cultural activities of native speakers of English.	180	3.7830	.71839	-.719	.198	.491
Q36. I would like to know more native speakers of English.	180	9.7667	2.97059	-.165	.198	-.638
Q37. The more I get to know native speakers of English, the more I want to be fluent in their language.	180	3.2556	.99020	-.165	.198	-.638

Note. Number (N); Mean (M); Standard deviation (SD); Standard error of mean (SE);
*Cases with $z > 3.29$ or $z < -3.29$

The mean value for motivation statements ranged between (3.27- 4.26). The SD ranged between (0.51- 1.01). This small SD shows that the mean adequately represents the data. The SE ranged between (0.03- 0.06). This small SE indicates that most sample means are similar to the population mean and therefore the sample is an accurate reflection of the population.

Table 4.3

Teaching Strategies Descriptive Statements

Elements	N	Mean	SD	Skewness	SE	Kurtosis
Communicative Style						
Q38. The teacher addresses 180 questions to the whole class rather than to selected individuals.	180	3.5733	1.14895	-.639	.198	-.315
Q39. The teacher surprises 180 students with new speaking activities in order to maintain their interest.	180	2.9133	1.39480	-.039	.198	-1.295
Q40. It is better to receive 180 feedback from my classmates and teacher.	180	3.7867	1.09659	-.711	.198	-.244
Class activities						
Q41. The teacher gives 180 students enough time in class to practice their speaking skills.	180	3.4733	1.14515	-.545	.198	-.596
Q42. The teacher tests 180 students speaking skills throughout the year.	180	3.5733	1.14895	-.505	.198	-.543
Q43. Working in small 180 groups increases my self-confidence.	180	3.6333	1.20634	-.678	.198	-.427
Feed back						
Q44. The teacher provides 180 positive feedback.	180	3.0067	1.26117	-.277	.198	-1.042

Table 4.3 (continued)

Q45. The teacher allows students to give feedback to each other.	180	3.4333	1.20634	-.655	.198	-.367
Q46. Feedback helps me develop my speaking competence.	180	2.8200	1.22650	-.004	.198	-1.010
Q47. I always notice the feedback in a conversation.	180	3.8400	1.18197	-.945	.198	.021
Group work						
Q48. The teacher gives opportunities for collaborative work.	180	4.1200	1.08014	-1.278	.198	1.059
Q49. The teacher gives opportunities for negotiation among peers in groups.	180	3.7067	1.19027	-.696	.198	-.320
Q50. I most enjoy speaking English during small group work.	180	3.7933	1.03169	-.653	.198	-.095
Q51. Working in small groups helps me improve my speaking skills.	180	4.1733	.89553	-1.429	.198	2.707

Note: Number (N); Mean (M); Standard deviation (SD); Standard error of mean (SE);
*Cases with $z > 3.29$ or $z < -3.29$

The mean value for teaching strategies statements ranged between (3.42- 3.96). The SD ranged between (0.51-0.92). This small SD shows that the mean adequately represents the data. The SE ranged between (0.03- 0.05). This small SE indicates that most sample means are similar to the population mean and therefore the sample is an accurate reflection of the population.

Quantitative Survey Results

As described in the previous sections, the standard deviations of all 63 statements were not large. As a result, the mean values were determined to adequately represent the overall response for each variable. This section focuses on evaluating and interpreting the mean values of all 63 statements, calculated from the entire sample. The interpretation of the mean values was carried out with reference to the five-point scale response format, for all questionnaire items (variables), the value of five (5) representing the highest score and one (1) representing the lowest score.

Motivation results for participants

This section presents the motivation results for all participants.

Table 4.4
Descriptive Analysis about motivational factors

<i>Factors</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Skewness</i>	<i>SE</i>	<i>Kurtosis</i>
Instrumental motivation	180	3.53	.76	-.351	.19	-.381
Integrative motivation	180	3.70	.70	-.517	.19	.211
Attitudinal motivation	180	4.32	1.46	-.189	.19	.178

Table 4.4 shows the factors involved in the motivational factors that shows the level of communicative competence results for all the respondents. These factors include three constructs: Instrumental motivation, integrative motivation and attitudinal motivation.

Mean of the statements about motivational factors promoted by the Palestinian university students is ranging from M= (3.53 to 4.32), SD= (.70 to 1.46). Majority of

the statements are falling in the scale of agree, it means the level of motivational factors among the students is satisfactory regarding communicative competencies.

The highest motivational factor contributing to communicative competence was attitudinal motivation with an overall score of 4.32. However, the lowest motivational factor was instrumental motivation with an overall score of 3.53. The highest statement score was (Q34) “I want to be fluent in English” with a score of (34.0467). The lowest instrumental motivation statement was (Q5) “The teacher encourages students to play speaking games in class.” with a mean score of (4.2000).

Table 4.5 shows the respondents’ responses of motivation factors. These factors include three major constructs: attitudes, motivational intensity, and integrativeness.

Table 4.5
Motivation results for all participants

Motivation	N	Mean	Std. Error	Std. Deviation
Attitude (teacher)	180	3.42	.06	.83
Attitude (material)	180	3.44	.07	.96
Attitude (class atmosphere)	180	3.39	.05	.67
Attitude (course)	180	3.43	.07	.94
Attitude sum	180	3.42	.06	.85
Motivational intensity (desire)	180	3.60	.06	.85
Motivational intensity (effort)	180	3.98	.06	.79
Motivational intensity (positive affect)	180	3.91	.07	.93
Motivational intensity sum	180	3.83	.06	.85
Integrativeness (integrative orientation)	180	3.59	.07	.90
Integrativeness (attitude towards the target language group)	180	3.54	.07	.97
Integrativeness sum	180	3.56	.07	.93
Motivation sum	180	3.60	.06	.87

Mean of the statements regarding motivational attitude promoted by the Palestinian university students is ranging from M= (3.39 to 3.44), SD= (.67 to .96), SE (.05 to .07) and sum (M= 3.42, SD= .85, SE= .07). On the other hand, the motivational intensity promoted by the Palestinian university students is ranging from M= (3.60 to 3.98), SD= (.79 to .93), SE (.06 to .07) and sum (M= 3.83, SD= .85, SE= .06) and about the integrativeness promoted by the Palestinian university students is ranging from M= (3.54 to 3.59), SD= (.90 to .97), SE (.07) and sum (M= 3.56, SD= .93, SE= .07) whereas total sum of motivation is (M= 3.60, SD= .87, SE= .06). Five-point Likert scale (strongly disagree = 1, disagree = 2, undecided = 3, agree = 4 and strongly agree = 5) was used for data collection and determine the level of teaching strategies of the statements are falling in the scale of agree, which means that the students' level of motivation is satisfactory.



Table 4.6 shows the respondents' responses of teaching strategies factors. These factors include four major constructs: teachers' communicative style, language classroom activities, feedback, and group work.

Table 4.6
Descriptive Analysis about teaching strategies

Factors	N	M	SD	Skewness	SE	Kurtosis
Communicative style	180	3.42	.89	-.176	.19	-.769
Class activities	180	3.56	.84	-.399	.19	-.235
Feed back	180	3.27	.83	-.226	.19	-.634
Group work	180	3.94	.57	-.538	.19	.151

The factors involved in the teaching strategies include four constructs: Communicative style, class activities, feedback and group work. Mean of the statements promoted by the Palestinian university students is ranging from M= (3.27 to 3.94), SD= (.57 to .89). 5 point Likert Scale 1. Strongly disagree to 5. Strongly agree was used for data collection and determine the level of teaching strategies of the statements are falling in the scale of agree. The highest teaching strategy was group work with an overall score of 3.94. However, the lowest teaching strategy was feedback with an overall score of 3.27. The highest statement score was (Q51) “*Working in small groups helps me improve my speaking skills.*” with a score of (4.1733). The lowest statement of feedback was (Q47) “*I always notice the feedback in a conversation.*” with a mean score of (3.8400). This means that there is a positive and significant relationship between teaching strategies and Palestinian undergraduates’ communicative competence.

Level of self-reported communicative competence results for all Respondents

Table 4.7 shows the factors involved in the communicative competence results for all the respondents. These factors include three constructs: grammatical competence, pragmatics competence and sociolinguistics competence.

Table 4.7

Descriptive Analysis about communicative competence

Factors	N	M	SD	Skewness	SE	Kurtosis
Grammatical competence	180	3.86	.84	-.731	.198	.004
Discourse competence	180	3.42	1.12	-.427	.198	-.712
Sociolinguistic competence	180	3.28	.91	-.001	.198	-.730
Strategic competence	180	3.46	.96	-.365	.198	-.433

Mean of the statements about communicative competence promoted by the Palestinian university students is ranging from M= (3.28 to 3.86), SD= (.84 to .91). 5 point Likert Scale 1. Strongly disagree to 5. Strongly agree was used for data collection and determine the level of communicative competence of the statements are falling in the scale of agree, it means the level of the students is satisfactory regarding communicative competencies.

Overall, the Palestinian students displayed moderate scores of self-reported grammatical competence (3.86). The highest statement score was (Q55) “When I speak English, I am confident that I know how to link the words correctly.” with a mean score of (4.11). Additionally, Palestinian students displayed moderate scores of self-reported pragmatics competence (3.44). The highest statement score was (Q57) “Usually, when I speak English, I can give a command, complain and invitation according to the situation” with a mean score of (3.7933). Finally, is the sociolinguistics competence (3.28). The highest statement score was (Q61) “In a conversation, when I forget a word in English, I tend to translate it from Arabic” with a mean score of (3.7867).

Table 4.8

Descriptive Analysis about variables of the study

Variables	N	M	SD	Skewness	SE	Kurtosis
Motivation	180	4.92	.94	-.317	.198	.207
Teaching strategies	180	3.56	.51	-.190	.198	-.057
Communicative competence	180	3.55	.76	-.314	.198	-.222

Table 4.8 shows that mean of the statements about variables of the study promoted by the Palestinian university students is ranging from M= (3.55 to 4.92), SD= (.51 to

.94). Majority of the statements are falling in the scale of agree regarding all the variables of the study. 5 point Likert Scale 1. Strongly disagree to 5. Strongly agree was used for data collection and determine the level of communicative competence of the statements are falling in the scale of agree, it means the level of the students is satisfactory regarding all the factors of the study about motivation, teaching strategies and communicative competence.

Results for comparing between the university groups

This section presents a comparison between the three university groups.

Table 4.9

Indicates One-Way ANOVA between the University Groups (Communicative Competence)

Constructs	F	Sig*	Birzeit Uni	SD	Hebron Uni	SD	Al-Quds Uni	SD
Grammatical Competence	8.34	.00	3.96	0.59	3.36	0.58	3.41	0.60
Discourse Competence	9.84	.01	4.00	0.62	3.28	0.57	3.36	0.61
Sociolinguistic Competence	6.52	.01	3.90	0.61	3.41	0.60	3.52	0.62
Strategic Competence	11.30	.00	4.00	0.43	3.22	0.63	3.67	0.68

* $p < .01$: at .05 level respondents' opinions were different across different groups

As can be seen in table 4.9, Birzeit University students have higher average scores in communicative competence components such as grammatical competence, discourse competence, sociolinguistic competence and strategic competence than Hebron University students and Al-Quds University students. Therefore, there is a statistical difference between communicative competence components between Birzeit University students from one side and Hebron University and Al-Quds University students from the other side.

Birzeit University group had an average score of 3.95 compared to 3.35 for Hebron University group and 3.41 for Al-Quds University group, with an F value of 8.34 and significance at the $< .01$ level. Similarly, self-reported discourse competence was statistically significant between the three groups. Birzeit University group scored an average of 4.0 compared to 3.28 for Hebron University group and 3.36 for Al-Quds University group, with an F value of 9.84 and significance at the $< .01$ level. Self-reported sociolinguistic competence was likewise statistically significant between the two groups. Birzeit University group had an average score of 3.90 compared to 3.41 for Hebron University group and 3.25 for Al-Quds University group, with an F value of 6.51 and significance at the $< .01$ level. Finally, self-reported strategic competence was statistically significant between the two groups. Birzeit group scored an average of 4.00 compared to 3.22 for Hebron University group and 3.67 for Al-Quds University group with an F value of 11.3, and significance at the $< .01$ level.

Table 4.10

Indicates One-Way ANOVA between University Groups (Motivation)

Constructs	F	Sig*	Birzeit Uni	SD	Hebron Uni	SD	Al-Quds Uni	SD
Attitude	3.79	.02	3.67	0.47	3.47	0.41	3.33	0.38
Motivational Intensity	7.38	.00	3.97	0.40	3.60	0.38	3.71	0.37
Integrativeness	5.47	.00	4.10	0.67	3.80	0.31	3.72	0.41
Motivation sum	8.19	.00	3.91	0.35	3.58	0.31	3.75	0.32

* $p < 0.01$: at 0.05 level respondents' opinions were different across different groups

As can be seen in table 4.10, Birzeit University students have higher average scores in motivation and motivation components such as attitudes toward the learning situation, motivational intensity, and integrativeness than Hebron University students and Al-

Quds University students. Therefore, there is a statistically significant difference between motivation and motivation competence among the three University groups.

The average score of Birzeit University group was 3.91 compared to 3.58 for Hebron university group and 3.75 for Al-Quds University group with an F value of 8.19 and significance at the $< .01$ level. Attitudes toward the learning situation were statistically significant between the two groups. Birzeit University group had an average attitude toward the learning situation of 3.67 compared to 3.47 for Hebron University group and 3.33 for Al-Quds University group with an F value of 3.79 and significance at the $< .01$ level. Also, motivational intensity was statistically significant between the three groups. Birzeit University group had an average score of 3.97 compared to 3.60 for Hebron University group and 3.71 for Al-Quds University group with an F value of 7.37 and significance at the $< .01$ level. Finally, integrativeness was statistically significant between the three groups. Birzeit university group had an average score of 4.10 compared to 3.80 for Hebron University group and 3.72 for Al-Quds University group with an F value of 5.47 and significance at the $< .01$ level.

Table 4.11

One-Way ANOVA between the three University Groups (Teaching Strategies)

Constructs	F	Sig*	Birzeit Uni	SD	Hebron Uni	SD	Al-Quds Uni	SD
Teachers'' Communicative Style (Feedback)	5.78	.03	4.06	0.45	3.79	0.32	3.86	0.35
Teachers'' Communicative Style (Group Work)	6.61	.01	4.14	0.56	3.75	0.41	3.46	0.37
Teachers'' Communicative Style Sum	7.40	.01	4.10	0.42	3.77	0.31	3.42	0.31
Language Class Activities	3.15	.00	3.78	0.70	3.54	0.55	3.75	0.34

* $p < 0.01$: at 0.05 level respondents'' opinions were different across different groups

As can be seen in table 4.11, Birzeit University group have higher average scores in teaching strategies components such as teachers'' communicative style, and language classroom activities than Hebron University and Al-Quds university groups.

The average teaching strategies of Birzeit University group was 4.01 compared to 3.70 for Hebron University group with an F value of 6.46 and Al-Quds University group and significance at the $< .01$ level. This result also provides support for the sub-hypotheses. Teachers'' communicative style was statistically significant between the three groups. Birzeit University group scored an average of 4.10 compared to 3.77 for Hebron university group and 3.42 for Al-Quds University group with an F value of 7.40 and significance at the $< .01$ level. Also, language class activities were statistically significant between the two groups. Birzeit University group had an average score of 3.78 compared to 3.54 for Hebron University group and 3.75 for Al-Quds University group with an F value of 3.15 and significance at the $< .01$ level.

The relationship between motivational factors and communicative competence

Table 4.12

Pearson correlation to find out the relationship between instrumental motivation and communicative competence

Variables		GC	SC	DC	SOC	INSM
Grammatical competence	Pearson Correlation	1	.557(**)	.535(**)	.564(**)	.683(*)
	Sig. (2-tailed)		.000	.000	.000	.000
	N	180	180	180	180	180
Strategic competence	Pearson Correlation	.557(**)	1	.450(**)	.712(**)	.539(*)
	Sig. (2-tailed)	.000		.000	.000	.000
	N	180	180	180	180	180
Discourse competence	Pearson Correlation	.535(**)	.450(**)	1	.383(**)	.481(*)
	Sig. (2-tailed)	.000	.000		.000	.000
	N	180	180	180	180	180
Sociolinguistic competence	Pearson Correlation	.564(**)	.712(**)	.383(**)	1	.619(*)
	Sig. (2-tailed)	.000	.000	.000		.000
	N	180	180	180	180	180
Instrumental motivation	Pearson Correlation	.683(**)	.539(**)	.481(**)	.619(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	180	180	180	180	180

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.12 shows that Pearson correlation was conducted between independent variable (Motivational factors) and dependent variable (communicative competencies). The statistical result found that instrumental motivation and grammatical competence have strong positive relationship with ($r=.683$ sig $=.00$), instrumental motivation and strategic competence have moderate positive relationship with ($r=.539$ sig $=.00$), instrumental motivation and discourse competence have

moderate positive relationship with ($r=.481$ sig=.00), whereas instrumental motivation and sociolinguistic competence have strong positive relationship with ($r=.619$ sig=.00). It was concluded that instrumental motivation and all the factors of communicative competence have positively associated with each other which means they have significant relationship.

Table 4.13

Pearson correlation to find out the relationship between integrative motivation and communicative competence

Variables		GC	SC	DC	SOC	INTM
Grammatical competence	Pearson Correlation	1	.557(**)	.535(**)	.564(**)	.882(**)
	Sig. (2-tailed)		.000	.000	.000	.000
	N	180	180	180	180	180
Strategic competence	Pearson Correlation	.557(**)	1	.450(**)	.712(**)	.732(**)
	Sig. (2-tailed)	.000		.000	.000	.000
	N	180	180	180	180	180
Discourse competence	Pearson Correlation	.535(**)	.450(**)	1	.383(**)	.759(**)
	Sig. (2-tailed)	.000	.000		.000	.000
	N	180	180	180	180	180
Sociolinguistic competence	Pearson Correlation	.564(**)	.712(**)	.383(**)	1	.659(**)
	Sig. (2-tailed)	.000	.000	.000		.000
	N	180	180	180	180	180
Integrative motivation	Pearson Correlation	.882(**)	.732(**)	.759(**)	.659(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	180	180	180	180	180

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.13 shows that Pearson correlation was conducted between independent variable (Motivational factors) and dependent variable (communicative competencies). The statistical result found that integrative motivation and grammatical competence have strong positive relationship with ($r=.882$ sig $=.00$), integrative motivation and strategic competence have strong positive relationship with ($r=.732$ sig $=.00$), integrative motivation and discourse competence have strong positive relationship with ($r=.759$ sig $=.00$), whereas integrative motivation and sociolinguistic competence have strong positive relationship with ($r=.659$ sig $=.00$). It was concluded that integrative motivation and all the factors of communicative competence have positively associated with each other, meaning that they have significant relationship.



Table 4.14

Pearson correlation to find out the relationship between attitudinal motivation and communicative competence

Variables		GC	SC	DC	SOC	AM
Grammatical competence	Pearson Correlation	1	.557(**)	.535(**)	.564(**)	.835(**)
	Sig. (2-tailed)		.000	.000	.000	.000
	N	180	180	180	180	180
Strategic competence	Pearson Correlation	.557(**)	1	.450(**)	.712(**)	.696(**)
	Sig. (2-tailed)	.000		.000	.000	.000
	N	180	180	180	180	180
Discourse competence	Pearson Correlation	.535(**)	.450(**)	1	.383(**)	.697(**)
	Sig. (2-tailed)	.000	.000		.000	.000
	N	180	180	180	180	180
Sociolinguistic competence	Pearson Correlation	.564(**)	.712(**)	.383(**)	1	.754(**)
	Sig. (2-tailed)	.000	.000	.000		.000
	N	180	180	180	180	180
Attitudinal motivation	Pearson Correlation	.835(**)	.696(**)	.697(**)	.754(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	180	180	180	180	180

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.14 shows that Pearson correlation was conducted between independent variable (Motivational factors) and dependent variable (communicative competencies). The statistical result found that attitudinal motivation and grammatical competence have strong positive relationship with ($r=.835$ sig=.00), attitudinal motivation and strategic competence have strong positive relationship with ($r=.696$ sig=.00), attitudinal motivation and discourse competence have strong positive relationship with ($r=.697$ sig=.00), whereas attitudinal motivation and sociolinguistic

competence have strong positive relationship with ($r=.754$ sig=.00). It was concluded that attitudinal motivation and all the factors of communicative competence have positively associated with each other which means they have significant relationship.

Table 4.15

Pearson correlation to find out the relationship between communicative style and communicative competence

Variables		GC	SC	DC	SOC	CS
Grammatical competence	Pearson Correlation	1	.557(**)	.535(**)	.564(**)	.615(**)
	Sig. (2-tailed)		.000	.000	.000	.000
	N	180	180	180	180	180
Strategic competence	Pearson Correlation	.557(**)	1	.450(**)	.712(**)	.529(**)
	Sig. (2-tailed)	.000		.000	.000	.000
	N	180	180	180	180	180
Discourse competence	Pearson Correlation	.535(**)	.450(**)	1	.383(**)	.599(**)
	Sig. (2-tailed)	.000	.000		.000	.000
	N	180	180	180	180	180
Sociolinguistic competence	Pearson Correlation	.564(**)	.712(**)	.383(**)	1	.861(**)
	Sig. (2-tailed)	.000	.000	.000		.000
	N	180	180	180	180	180
Communicative style	Pearson Correlation	.615(**)	.529(**)	.599(**)	.861(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	180	180	180	180	180

**Correlation is significant at the 0.01 level (2-tailed).

Table 4.15 shows that Pearson correlation was conducted between independent variable (communicative style) and dependent variable (communicative competencies). The statistical result found that communicative style and grammatical competence have strong positive relationship with ($r=.615$ sig=.00), communicative style and strategic competence have moderate positive relationship with ($r=.529$ sig=.00), communicative style and discourse competence have moderate positive relationship with ($r=.599$ sig=.00) whereas, communicative style and sociolinguistic

competence have strong positive relationship with ($r=.861$ sig $=.00$). It was concluded that communicative style and all the factors of communicative competence have positively associated with each other which means they have significant relationship.

The relationship between teaching strategies and communicative competence

This section presents the relationship between teaching strategies and communicative competence.

Table 4.16

Pearson correlation to find out the relationship between class activities and communicative competence

Variables		GC	SC	DC	SOC	CA
Grammatical competence	Pearson Correlation	1	.557(**)	.535(**)	.564(**)	.479(**)
	Sig. (2-tailed)		.000	.000	.000	.000
	N	180	180	180	180	180
Strategic competence	Pearson Correlation	.557(**)	1	.450(**)	.712(**)	.528(**)
	Sig. (2-tailed)	.000		.000	.000	.000
	N	180	180	180	180	180
Discourse competence	Pearson Correlation	.535(**)	.450(**)	1	.383(**)	.424(**)
	Sig. (2-tailed)	.000	.000		.000	.000
	N	180	180	180	180	180
Sociolinguistic competence	Pearson Correlation	.564(**)	.712(**)	.383(**)	1	.505(**)
	Sig. (2-tailed)	.000	.000	.000		.000
	N	180	180	180	180	180
Class activities	Pearson Correlation	.479(**)	.528(**)	.424(**)	.505(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	180	180	180	180	180

** Correlation is significant at the 0.01 level (2-tailed).

As Table 4.16 shows, Pearson correlation was conducted between independent variable (teaching strategies) and dependent variable (communicative competencies). The statistical result found that class activities and grammatical competence have moderate positive relationship with ($r=.479$ sig $=.00$), class activities and strategic

competence have moderate positive relationship with ($r=.528$ sig=.00), class activities and discourse competence have moderate positive relationship with ($r=.424$ sig=.00) whereas, class activities and sociolinguistic competence have moderate positive relationship with ($r=.505$ sig=.00). It was concluded that class activities and all the factors of communicative competence have positively associated with each other which means they have significant relationship.

Table 4.17

Pearson correlation to find out the relationship between feedback and communicative competence

Variables		GC	SC	DC	SOC	FB
Grammatical competence	Pearson Correlation	1	.557(**)	.535(**)	.564(**)	.683(**)
	Sig. (2-tailed)		.000	.000	.000	.000
	N	180	180	180	180	180
Strategic competence	Pearson Correlation	.557(**)	1	.450(**)	.712(**)	.539(**)
	Sig. (2-tailed)	.000		.000	.000	.000
	N	180	180	180	180	180
Discourse competence	Pearson Correlation	.535(**)	.450(**)	1	.383(**)	.481(**)
	Sig. (2-tailed)	.000	.000		.000	.000
	N	180	180	180	180	180
Sociolinguistic competence	Pearson Correlation	.564(**)	.712(**)	.383(**)	1	.619(**)
	Sig. (2-tailed)	.000	.000	.000		.000
	N	180	180	180	180	180
Feedback	Pearson Correlation	.683(**)	.539(**)	.481(**)	.619(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	180	180	180	180	180

**Correlation is significant at the 0.01 level (2-tailed).

With regard to Table 4.17, Pearson correlation was conducted between independent variable (teaching strategies) and dependent variable (communicative competencies). The statistical result found that feedback and grammatical competence have strong positive relationship with ($r=.683$ sig=.00), feedback and strategic competence have

moderate positive relationship with ($r=.539$ sig=.00), feedback and discourse competence have moderate positive relationship with ($r=.481$ sig=.00) whereas, feedback and sociolinguistic competence have strong positive relationship with ($r=.619$ sig=.00). It was concluded that feedback and all the factors of communicative competence have positively associated with each other and this means they have significant relationship.

Table 4.18

Pearson correlation to find out the relationship between group work and communicative competence

Variables		GC	SC	DC	SOC	GW
Grammatical competence	Pearson Correlation	1	.557(**)	.535(**)	.564(**)	.615(**)
	Sig. (2-tailed)		.000	.000	.000	.000
	N	180	180	180	180	180
Strategic competence	Pearson Correlation	.557(**)	1	.450(**)	.712(**)	.529(**)
	Sig. (2-tailed)	.000		.000	.000	.000
	N	180	180	180	180	180
Discourse competence	Pearson Correlation	.535(**)	.450(**)	1	.383(**)	.599(**)
	Sig. (2-tailed)	.000	.000		.000	.000
	N	180	180	180	180	180
Sociolinguistic competence	Pearson Correlation	.564(**)	.712(**)	.383(**)	1	.861(**)
	Sig. (2-tailed)	.000	.000	.000		.000
	N	180	180	180	180	180
Group work	Pearson Correlation	.615(**)	.529(**)	.599(**)	.861(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	180	180	180	180	180

**Correlation is significant at the 0.01 level (2-tailed).

As Table 4.18 shows, Pearson correlation was conducted between independent variable (teaching strategies) and dependent variable (communicative competencies). The statistical result found that group work and grammatical competence have strong positive relationship with ($r=.615$ sig=.00), group work and strategic competence have

moderate positive relationship with ($r=.529$ sig=.00), group work and discourse competence have moderate positive relationship with ($r=.599$ sig=.00) whereas, group work and sociolinguistic competence have strong positive relationship with ($r=.861$ sig=.00). It was concluded that group work and all the factors of communicative competence have positively associated with each other which means they have significant relationship.

Table 4.19

Pearson correlation to find out the relationship between motivation and communicative competence

Variables		GC	PC	SC	CC	MF
Grammatical competence	Pearson Correlation	1	.639(**)	.564(**)	.863(**)	.848(**)
	Sig. (2-tailed)		.000	.000	.000	.000
	N	180	180	180	180	180
Pragmatic competence	Pearson Correlation	.639(**)	1	.627(**)	.891(**)	.814(**)
	Sig. (2-tailed)	.000		.000	.000	.000
	N	180	180	180	180	180
Sociolinguistic competence	Pearson Correlation	.564(**)	.627(**)	1	.825(**)	.733(**)
	Sig. (2-tailed)	.000	.000		.000	.000
	N	180	180	180	180	180
Communicative competence	Pearson Correlation	.863(**)	.891(**)	.825(**)	1	.931(**)
	Sig. (2-tailed)	.000	.000	.000		.000
	N	180	180	180	180	180
Motivation	Pearson Correlation	.848(**)	.814(**)	.733(**)	.931(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	180	180	180	180	180

Level of significance * $<.05$, ** $<.02$

As Table 4.19 shows, Pearson correlation was conducted between independent variable (motivational factors) and dependent variable (communicative competence). The statistical result found that motivational factors and grammatical competence have strong positive relationship with ($r=.848$, sig=.00), motivational factors and

pragmatic competence have strong positive relationship with ($r=.814$, $\text{sig}=.00$), motivational factors and sociological competence have strong positive relationship with ($r=.733$, $\text{sig}=.00$). It was concluded that motivational factors and communicative competence have strong positive relationship with ($r=.931$, $\text{sig}=.00$). It was concluded that the group work, the factor of teaching strategies and communicative competence were positively associated between each other and had a significant relationship.

Table: 4.20

Pearson correlation to find out the relationship between teaching strategies and communicative competence

Variables		GC	PC	SC	CC	TS
Grammatical competence	Pearson Correlation	1	.639(**)	.564(**)	.863(**)	.577(**)
	Sig. (2-tailed)		.000	.000	.000	.000
	N	180	180	180	180	180
Pragmatic competence	Pearson Correlation	.639(**)	1	.627(**)	.891(**)	.595(**)
	Sig. (2-tailed)	.000		.000	.000	.000
	N	180	180	180	180	180
Sociolinguistic competence	Pearson Correlation	.564(**)	.627(**)	1	.825(**)	.667(**)
	Sig. (2-tailed)	.000	.000		.000	.000
	N	180	180	180	180	180
Teaching strategies	Pearson Correlation	.863(**)	.891(**)	.825(**)	1	.706(**)
	Sig. (2-tailed)	.000	.000	.000		.000
	N	180	180	180	180	180
Teaching strategies	Pearson Correlation	.577(**)	.595(**)	.667(**)	.706(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	180	180	180	180	180

Level of significance * $<.05$, ** $<.02$

As Table 4.20 shows, Pearson correlation was conducted between independent variable (teaching strategies) and dependent variable (communicative competence). The statistical result found that teaching strategies and grammatical competence have moderate positive relationship with ($r=.577$, $sig=.00$), teaching strategies and pragmatic competence have moderate positive relationship with ($r=.595$, $sig=.00$), teaching strategies and sociological competence have strong positive relationship with ($r=.667$, $sig=.00$). It was concluded that teaching strategies and communicative competence have strong positive relationship with ($r=.706$, $sig=.00$). It was concluded that teaching strategies and communicative competence were positively associated between each other and had a significant relationship.

Table: 4.21

Regression analysis for motivation as predictor of communicative competence

Model		B	SE	β	t	Sig.
Communicative competence	(Constant)	-.219	.103		-2.131	.035
	Instrumental motivation	-.017	.044	-.017	-.381	.704
	Integrative motivation	.630	.081	.586	7.773	.000
	Attitudinal motivation	.205	.046	.395	4.414	.000

Note: R2= .91; F= 504.05

As Table 4.21 shows, it is indicated variance, $F = 504.05$, $P < .00$ explained in dependent variable (communicative competence) is due to independent variable (motivational factors). It found that instructional motivation had not statistically significant with recoded beta value ($\beta = .017$, $P > .05$), while the attitudinal motivation having the higher beta value ($\beta = .586$, $< .05$), than integrative motivation ($\beta = .395$, $p < .05$) and having significant difference. Here, the regression constant .21 and $R^2 = .91$ show that both the regression constant and regression coefficient are highly

significant as $p < .05$. It is concluded that motivation has a strong positive effect on communicative competence.

Table 4.22

Regression analysis for teaching strategies as predictor of communicative competence

<i>Model</i>		<i>B</i>	<i>SE</i>	β	<i>T</i>	<i>Sig.</i>
Communicative competence	(Constant)	.303	.257		1.179	.240
	Communication style	.547	.047	.646	11.679	.000
	Class activities	.212	.047	.238	4.526	.000
	Feedback	.015	.045	.016	.324	.747
	Group work	.146	.069	.111	2.099	.038

Note: R² = .717; F = 91.92

As Table 4.22 shows, it is indicated variance, $F = 91.92$, $P < .00$ explained in dependent variable (communicative competence) is due to independent variable (teaching strategies). It is found that communication style are not statistically significant with communication competencies with recoded beta value ($\beta = .646$, $P < .05$), while class activities had statistically significant effect on communication competencies with recoded beta value ($\beta = -.238$, $P < .05$), feedback is not statistically significant with communication competencies with recoded beta value ($\beta = .016$, $P > .05$), group work had statistically significant effect on communication competencies with recorded beta value ($\beta = .111$, $P < .05$). Here, the regression is constant .30 and $R^2 = .71$ shows that both the regression is constant and regression coefficient is highly significant as $p < .05$. It is concluded that teaching strategies have a strong positive effect on communicative competence.

To conclude, the presented data analysis provides an understanding of the characteristics of the data collected from the questionnaire of one hundred and eighty (180) Palestinian undergraduates enrolled in Palestinian universities and the data

showed an acceptable normal distribution. In addition, the standard deviation and standard error of the mean indicated that a mean value could be used as a representative score for each variable and that the sample used in the study sufficiently represented the population. The One-way ANOVA comparison has shown clearly significant differences between the three university groups and indicates that there is a significant difference in self-reported communicative competence, motivation and teaching strategies between the groups. Consequently, the results showed that students' level of motivational factors and teaching strategies was satisfactory regarding their communicative competence. Finally, there is a strong and positive relationship between motivational factors teaching strategies constructs with regard to communicative competence constructs.

Interview Results

This section reports the findings of the qualitative analyses. As mentioned in Chapter Two and the problem statement, there are many studies regarding students' motivation in English learning among Middle East students. Even though, there are many studies on motivation being carried out, there has been a lack of studies concerning motivation and teaching strategies among Palestinian students regarding communicative competencies aspect. By understanding the motivational factors and the teaching strategies and the implication of the classroom factors could guide English teachers to teach their students to succeed in English well. Based on that, the aim of this qualitative analysis was to produce a set of findings about the motivational factors and teaching strategies among university students in Palestine which would guide them to be communicatively competent. The questions were derived from work of Gardner (2001, 2004, 2006, 2007), Dörnyei (1994, 2001, 2003), Cheng and Dörnyei (2007) and Guilloteaux and Dörnyei (2008).

Table 4.23

Construct of the semi-structured interview questions

Contracts	Semi-structured interview questions
<i>(1) Students reason to speak English outside the classroom</i>	To what extent do you use English outside of the classroom? Why do you speak English outside the classroom?
<i>(2) Teacher's focus on the pedagogical aspect regarding spoken English</i>	What teaching strategies will motivate you to learn English? Do you think the teacher put in much effort to teach English in the college? Do you think English is paid enough attention by teachers in the college? To what extent does your teacher guide you to learn English?
<i>(3) The benefits of speaking English language</i>	To what extent do you think English language is important in speaking?
<i>(4) Factors supporting motivations</i>	What and who motivates you to speak English outside the classroom?

Table 4.23 shows the construct of the semi-structured interview questions. The results of the interview indicate some similarities and differences among the Palestinian University students on learning English, motivational factors and teachers support to improve their communicative skills. Altogether there were six students involved in this interview.

The following excerpts show the reasons given by the students when asked about **the need to use English language outside the classroom**. The interview questions asked were;

To what extent do you speak English outside of the classroom?

From the six students, four students said that they don't speak English language outside the classroom. Two students said they speak English outside the classroom. Further probing questions were asked for the reasons, such as „when do you speak English?“ and „why do you speak English outside the classroom“?

When do you speak English?

The four students which answered „No, they don't speak English outside the classroom“ further elaborated reasons. The excerpts below show some of their reason;

“No. I do not have much chance to use English outside. Only use it in English classroom. In classroom, I only homework. I memorizing words. That's it.” [R1]

“Not much. Except for in the college and when I meet some international friends online.” [R2]

“No. I only use English when essential. Sometimes to my professors outside.” [R5]

“No it takes time but not effort.” [R6]

Why do you speak English outside the classroom?

The two students which answered “Yes” further elaborated their reasons. The excerpts below show their replies;

“Yes. I speak English with my parents and some relatives. Sometimes I speak it with tourists...foreigners.” [R3]

“Yes. I speak when I try to sell things online. Mostly through Skype. Especially when I have to explain about the things and negotiate price with the customers, I speak English.” [R4]

These are the responses given by the respondents from three universities in Palestine. From this interview, it shows that there are different needs to learn English the researcher could see the differences in the needs.

Next, when asked regarding „**Teacher’s focus on the pedagogical aspect regarding spoken English**“, three questions were addressed;

What teaching strategies will motivate you to learn English?

Collaboratively, the students replied that, the current learning style was to learn English through memorizing. However, all six students prefer varieties of teaching methods being used in teaching and learning English. These are excerpts from their answers;

„*Working in small groups*“ [R1]

„*If I can learn English by watching movies, it will be good*“ [R2]

„*Small groups, movies, grammar games, ...no text books anymore.*“ [R3]

„*Listen to native people and...talk with them*“ [R4]

„*...use real life materials in the classroom*“. [R5]

„*...more, communicative learning activities*“. [R6]

Do you think the teacher put in much effort to teach English in the college?

When asked about putting in effort during learning English, overall, the respondents think that learning English language doesn’t need much effort. This is because, the students are not asked to do any extra exercises and they only depend on the textbooks to do their homework.

“Now, we only use textbooks. Nothing else.” [R2]

“...teacher only focuses on exam. He wants us to get high grades in exam, but our spoken English he never care. Just pass exam enough.” [R3]

“Not much. Teacher always, talk, talk, talk, give instructions and we do the work.” [R4]

However, three respondents said that, learning English language needs effort from teachers.

“Now, we only use textbooks. Nothing else. Mm... boring. Need to have extra effort from teacher and work because it is a foreign language to us.”[R2].

“Although the teacher is helpful, but teacher should put more effort in guiding us to use English in classroom and outside.” [R1]

“Teacher should try to understand our likes and dislikes when carrying out the lessons. My teacher comes in and talks about many irrelevant topics such as football. We are 70% girls in the classroom. It's so boring. Will be nice if can learn something that we like in English. I will feel less self-conscious when I talk about something I like and know.” [R4]

Besides, their focus which is more on memorizing does not need much effort to acquire English language.

“Now, just memorise, memorise... I do not understand what I am reading when I memorise.” [R5]

“I do homework. Yes. But, only memorise and do. It will be nice if I know the word like my mother tongue.” [R6]

The findings of this study are almost similar to the study of Warden and Lin (2000), who suggest that motivation determines the level of active personal involvement in second language learning. When students are motivated, they will be interested in their learning and to acquire information in order to increase their ability to understand, speak and write the SL (Engin, 2009).

Do you think English is paid enough attention by teachers in the college? To what extent does your teacher guide you to learn English?

Overall, the respondents say that their teachers don't emphasize much on speaking skills in the classroom. Four of the respondents said that, the teacher did not focus on the importance of English language. Thus, they were not aware about the essentiality of mastering the language especially the spoken skills. They felt that the teachers were more focused on passing the exams than applying English language to real life. With some probing, very lengthy responses were given by the respondents to these questions. The following excerpts show the teacher's emphasise on teaching English. Out of the six respondents, only two respondents said that the teachers showed some concern to their communicative competence.

“I feel that not much attention is being given in the in the college on English language....but, my teacher is good. Teacher tries her best to teach us English. Now, I can speak a little bit of English because of her. Uhhhh... I remember when I joined the English class, the lesson was about relative pronouns so the teacher called me to come in front and spell the word 'which' I confidently answered 'wich'. Twice three

times she repeated the question, I answered the same thing. I could see the sadness in her eyes.”[R1]

“The teaching method is not interesting. I wish teachers will use more materials when teaching English. They just use the text book. If can use movies, or comics will be good... however, my teacher listens to us when we try to speak English. Patiently, he will correct us.” [R2]

The other four respondents had an opposite answer. These excerpts show their answers;

“Teacher doesn’t use much English in speaking lesson. He translate into Arabic and does explanation in Arabic so that we can understand. Maybe he feels, that is his way of guiding us to use English a language, but, communication, speaking and listening skills doesn’t improve if the lesson is carried out mostly in Arabic.” [R3]

“My teacher is always speaking. He speaks too much and we students most of the time do not have the chance to talk. If he is not talking, he will ask us to just open the book and read. Then, answer the questions in the book. I want chance to just try to talk and practice. But, end up just listening most of the time.”[R4]

“My teacher teaches English to pass exam. It’s all textbook, repetition and rules. I learn grammar, I do not learn to use it. A lot of memorizing technique. It’s boring. How to be motivated when the lesson flat? What can I speak when all we do is follow the textbook and repeat and memorize? I do not find the lesson interesting.” [R5]

“Teachers don’t pay attention to teaching English language to students. Their action never motivate us to want to learn the language. Teachers don’t realize it takes a lot of effort from us students by ourselves because it is a new language and we have to not just only do your homework, we have to communicate to other people, have to attend seminars.....have to seek different approach how to improve your English and skills.” [R6]

Based on the responses above, it clearly appears that here is difference between studying for exam and studying to improve spoken proficiency. This finding supports Gardner (2006) from the literature, whereby teacher’s influence plays a big role in building students motivation to improve their communicative competence.

Even though, English examinations in Palestine do not include spoken test, it should be paid attention by the teachers to help the students to survive in the outer world. Lepper (1998) stresses that, when teachers explain the reason students need to learn a language, indirectly it enhanced student’s interest to learn the language.

This is further supported by Wyatt (2009) in the study whereby, frustrated students show do not see the point of learning a language when they are unable to actually use them for speaking purposes. The Omani teachers in Wyatt’s (2009) study also said that, they emphasized more on memorizing the language rather than on student’s competency because that was how they were taught to learn English during their time. They were not in the trend to use the language to make daily conversations during their school days which is still being applied to the current generation. The Omani teachers, even though they know that they need to change their teaching styles to suit the students at this era, however, they feel like their way of learning the language,

“negatively influenced their motivation to be a competent speaker in English” (Wyatt, 2009).

The fourth finding of the qualitative data was that, even though, the instrumental motivation is shown by most of the students, however, the attitudinal motivation was most evident among the students. Thus, to find out about this, the next question that was asked is: **To what extent do you think English language is important in speaking?**

Five respondents were interested and were motivated to learn English language, except for one student. The following excerpts show the students’ responses in depth towards their interest in learning English language in speaking.

“I feel English is vital. English is the language of communication in the world mmm... known as the global language. Perhaps everyone in the world is more comfortable using English as a language of speech to each other. 1.5 billion people in the world speak English. While 1 billion are studying it. 75% of the letters and postcards in the world are written in English. I am a big fan of football. I feel it’s vital to know English language. All formal events and world sports are conducted in English. For example, the Olympic and World Cup.” [R1]

“To what extent...hmmm.....it’s very vital. All the politics in the world uses English language. Politicians and international ambassadors from different countries are using English to communicate with each other. English is the main language used by world organizations such as the United Nations, NATO and the Free Trade Association. I we need to learn English, how are we going to stand up and safe ourselves when we are at war? So I feel it’s vital.” [R2]

“I can connect with many people around the world if I know English oh sorry if I don’t know English well. Sharing ideas and knowledge in internet forums. Send emails to individuals from other countries. Learn about their life culture. Travel easily. Get in touch with anyone at where ever I go. It is because English is used more than 100 countries in the world. Can ask for directions, talk or ask for help. Who knows, proficient English also can help to save our life someday!” [R4]

“I love to do business. Once I graduate I want to go out and explore the international market. The world of economy and trade now more emphasizes the use of English as a medium of commerce. Interactions between investors from around the world are using English. For example, meetings conducted in an international company use English. As a developing country, international trading activities are essential to ensure the country's progress to continue to develop and be known throughout the ages.” [R6]

This excerpt is the response of the one respondent who didn’t think speaking English language is important.

“Even I study English and I feel speaking in English is good, but, it’s not the most important in my life. We can use Arabic and be successful in our own country. Why do everybody need to put English language so high up until they start to forget their own mother tongue? [R5]

The next probing question that was asked is, **‘what and who motivates you to speak English outside the classroom?’**

Two respondents replied that they didn’t have much motivation to speak in English from outside and inside the classroom.

“Nothing much, I forget about it once I leave classroom.” [R1]

“I am not motivated. But, I am passionate about IT. Most words are in English. So my passion for IT motivates me to use English.” [R5]

The rest of the respondents were quiet excited to respond to this question;

“My friend. Actually, I go online mostly to chat with my friend in Europe. In the beginning, it was difficult to talk to her. She can’t understand me and I can’t understand her. So, I realized I need to study English to talk to her, her family and foreigners in general.” [R2]

“My parents and Instructors motivate me to speak English. They always tell me learning other languages are important to pursue your higher study. We can survive anywhere we are in the world if can speak English language.” [R3]

“Of course....money. To get a job in tourism. The tourist that come to Palestine, make me want to learn and speak in English so better to have authentic materials inside classroom that introduce new ideas” [R4]

Based on the interview findings, some of the students occasionally use English outside of the classroom. They have very minimal needs to use the English language. However, 3 students tend to use English language for business purpose, education, and for social interaction. The first respondent said that, he is motivated to use it outside the college to do some sales. He stated that he uses English *“to communicate with the tourists in Palestine and also to communicate with online friends and customers...um... also to finish my study. Besides that, English has also become a language to do business.” [P6]*

This finding supports Gardner (2001) as discussed in chapter two, whereby a person who is interested in acquiring a language in order to use it to interact with users of the target language would be more open compared to learners who think otherwise.

Discussion

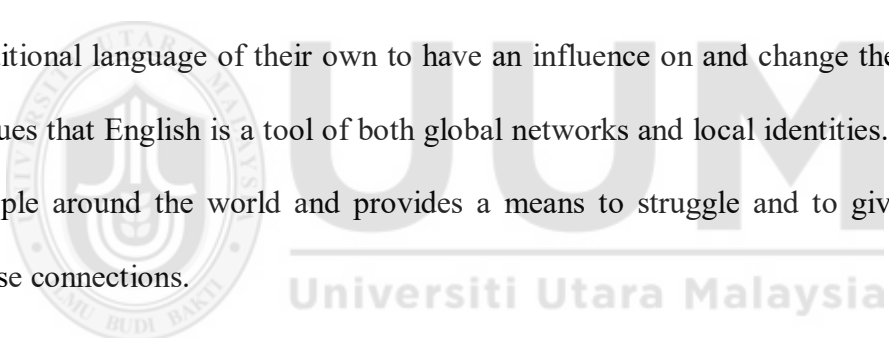
This section shows the overall discussion on the factors supporting the motivation by relating it to communicative competence and teaching strategies based on the questionnaire and interview conducted on the respondents. Different forms of motivation were found in this study. However, the attitudinal motivation was most shown by the respondents of the questionnaire and the interview sessions.

With respect to interest in foreign languages, all but one of the participants was interested in learning English only. To put it another way, most of the participants were not interested in learning any foreign language other than English. This is not surprising given the significant attitudinal role of English globally and the pressure on Palestinians to learn English. As was discussed in Chapter Two, it has been argued that the status of English as a global lingua franca owned by no one group might mean that integrativeness is no longer as useful as it was for thinking about language learning motivation.

Consequently, it seems that Palestinian students like many other learners of English became interested in learning the language as a consequence of rewards associated with mastering what has become the global lingua franca. More than two decades ago, Strevens (1992) described English as a “window on the world of science and technology” (p.300). He stated a number of activities, movements and subjects carried out in English such as the international agreement to adopt English for air-traffic

control; the dominance of the language in international media, radio, and television; and its use for space science and computing technology.

At the turn of the century, Warschauer (2000) claimed that economic, employment, and technology trends will change the way English is used. Some non-native speakers will need to use English on a regular basis for presenting complex ideas, collaborating and negotiating internationally, locating and interpreting rapidly changing information. Also learners of English will need critical skills for making on-line navigation and research, and use of software. Warschauer (2000) states that as a result of changes in globalization, employment, and technology, L2 speakers of English will not deal with the English language as an object of foreign study but rather as an additional language of their own to have an influence on and change the world.” “He argues that English is a tool of both global networks and local identities.” “It connects people around the world and provides a means to struggle and to give meaning to those connections.



Given the rhetoric around globalization, the participants’ motivation for learning English is of interest. In general terms, it was found that most of the students appeared to show instrumental motivation. However, there were many student appeared to show integrative motivation. In one case, this motivation was expressed in the emphatic terms that the participants seemed to use.

Few of these students currently had reason to use English in Palestine; nonetheless, they imagined themselves using the language both within the country and beyond. For example, one of these students believed it was important to be competent in speaking English when travelling: *“Because anywhere I will go to people talk English”*. [R2]. This participant wanted to be a competent speaker in English so she could enjoy her

travelling without difficulties. Another participant believed she needed to be a competent speaker in English in order to go shopping. Another participant needed to speak English to play videogames. Many people are starting to go out more and travel; as a result they need to be competent speakers of English to manage their everyday lives without difficulties. Another student believed she needed to be competent speaker in English because it is necessary for her to score at the university. Another student thought it was important to be competent because English is a global lingua franca. This student believed that English is spoken worldwide; therefore, one should master spoken English. In short, the participants in Palestine imagined themselves speaking English for attitudinal and instrumental reasons even if they currently did not have reason to do so.

Next, when asked about being competent speakers, the respondents wanted to be competent speakers of English for both reasons, for example, participants believed that being a competent speaker would help them communicate and socialize with foreigners for many purposes such as business purposes. This is an example of integrative motivation. These are the excerpts:

“I will be engaged with the society” [R6]

“...it is very good so you can communicate what you are trying to say to others with no problems and it helps others understand what you are trying to say” [R3]

Respondents believe that it is important to be competent speakers to be able to communicate with lecturers and friends especially when there is a need to do so.

“...Yes in class you should talk to others in English which is good and they understand what you are trying to say that why it is important to be competent in English.” [R4]

Finally, one respondent said if she is competent in speaking English, it will help her in her sister’s studies. Because her younger sister is studying in an international school and she needs to guide her.

„I need it to teach my sister because she is studying in an international school. We don’t have mum and dad. I must teach her.” [R3]

Given the difference of forms of motivation amongst the participants, it is interesting to look at their attitudes toward English speakers and their willingness to communicate in English. Overall, the respondents showed positive attitudes towards speakers of English and in some cases were quite emphatic or provided relatively elaborate statements about their integrative motivation. For example the respondents said,

“Most of the tourists here in Palestine are friendly and I feel comfortable to talk with them.” [R1]

“uh... easy to be involved with the native language society” [R3]

“Actually, it is good to interact with foreigners and deliver them a message (especially about Palestinian cause) with no problems” [R4]

However, one students as mentioned in the analysis above didn’t care much about English speaking competencies.

“I don’t care, just need to finish my study anyway” [R5]

From the data it is not possible to ascertain why this respondent had negative attitudes to speakers of English. One possibility is that the participant had no opportunities to interact with English speakers. The findings show that a respondent said that, he did not have the reason to speak English outside of the classroom.

“...actually there is nothing necessary to speak English outside classroom... just in classroom” [R2]

Some of these respondents also reported speaking English outside the classroom:

“Shopping online need speaking English...Talking with tourists... foreigners.” [R3]

“I think English speaking in internet calls, playing game...um...travelling” [R4]

“To develop my accent once I think of doing my higher studies since English as a passport nowadays.” [R6]

Unlike their peers, these respondents seemed to have both integrative motivation and instrumental motivation beyond the classroom.

These findings are worth considering in light of Gass' (1997) views on motivation. Gass states that if students have little interest in communicating with members of the target language community, they may pay no attention to the input, focusing only on what is necessary to get through the day. In contrast, Gardner (1988) claims that those who are integratively motivated will probably be more successful in language learning than those who are not so motivated. This may offer some insight into the findings of the communicative competence component of this study which showed whether classroom experiences and teaching strategies may be of particular salience for students in the Palestinian context.

Conclusion

From the study's findings, it might be concluded that most participants showed low levels of both motivation and teaching strategies that have been linked to their communicative competence. Nassaji (2007) agrees with Long (1996), suggesting that that learners' interaction assists language acquisition in important ways, for example, "by making input comprehensible, by providing learners with negative feedback, and by promoting noticing." (p. 513). The importance of understandable input in the form of conversational adjustments means that when learners are interacting they are trying to be understood and also to negotiate meanings that might create understandable input (Long, 1996).

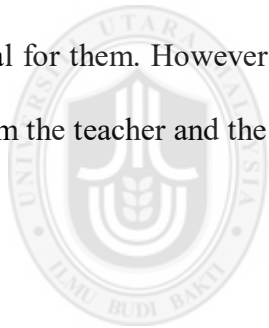
In conclusion, the need to use the language has shown to motivate students. Teacher emphasis on the importance of mastering spoken English seems to motivate students into learning the language. Students in Palestine lacked this support; rather, their teachers were stressing grades and exams. In addition, a number of classroom factors were found to affect students' communicative competence. Factors such as working in groups, feedback and time allocated for practising speaking, participants seemed to agree that their English teachers made little use of group-work.

Consequently, participants said that their teachers did not pay attention to them when they spoke which made them frustrated. Also, activities during speaking lessons were shown to affect students' motivation. All participants in this study believed that they were introduced to artificial materials and the participants preferred authentic materials that meet their interests for practising English. Overall some common reasons were extracted from the interview regarding their motivation in the classroom.

The reasons are:-

1. Teacher's focusing only on textbooks
2. Learning English is only for examination purpose
3. No emphasize on speaking in classrooms.
4. Only focusing on grammar rules in writing.
5. No varieties in activities.
6. Using mostly memorizing technique.
7. No extra effort from teacher to help students to succeed in English.
8. Teachers do not explain to the students the importance of learning and using English.

On the whole, Palestinian students feel that teaching and learning of English is very vital for them. However, they do not receive enough motivation to learn the language from the teacher and the schools that they are in.



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CHAPTER FIVE

CONCLUSION

Introduction

This chapter discusses the summary of the findings, contribution, implication, limitations and future recommendation for this study.

Summary of the findings

Based on the findings from Chapter Four, this study managed to provide support for the hypotheses. It determines the relationships among variables namely the independent variables (motivation and teaching strategies) and the dependent variable (communicative competence). The four hypotheses are:

1. There is a positive and significant relationship between motivational factors and communicative competencies of Palestinian university students.
2. There is a positive and significant relationship between teaching strategies and communicative competencies of Palestinian university students.
3. There is a significant effect of motivational factors on communicative competencies of Palestinian university students.
4. There is a significant effect of teaching strategies on communicative competencies of Palestinian university students.

Based on the analysis of the quantitative findings in Chapter Four, the first hypothesis that is:

“There is a positive and significant relationship between motivational factors and communicative competencies of Palestinian university students”.

Motivation has a strong and positive influence on communicative competence. Students who are capable of achieving greatness in their life cannot go far without having enough motivation (Guilloteaux & Dörnyei, 2008). This finding is similar to Gardner (1985, 2000) and others (Gardner & Lambert, 1972; Gardner & MacIntyre, 1991; Gardner & Smythe, 1981; Gardner et al.; Sun, 2010).

These researchers argue that motivation has been found to promote successful L2 accomplishment as has been suggested and shown in many studies. The current finding supports these scholars' findings. In this study as the participants' motivational level becomes high, their achievement (communicative competence) was also high. However, according to Elgin (2009), the unmotivated students become less involved thus unable to expand their L2 skills. This finding is similar to this study. Respondents who scored low in motivation also scored low in communicative competence.

As for the second hypothesis which is:

“There is a positive and significant relationship between teaching strategies and communicative competence.”

The study's results did not show significant relationship between teaching strategies and communicative competence. This may indicate that teaching strategies do not affect students' communicative competence directly but rather affect their motivation, which affects communicative competence. These results are anticipated by the qualitative finding that the most of participants found teaching strategies exciting and spoke of them with enthusiasm. „Teacher works as a guide and allows us to talk and if

possible she try her best to correct us my teacher was good. She tried his best to teach us English. Now, I can speak a little bit of English because of him. [R1].

The results are similar to those of other researchers. According to Guilloteaux and Dörnyei (2008), the teacher's use of teaching strategies is generally believed to enhance learners' motivation. Several educators have proposed ways in which motivation can be developed and supported (Bernaus & Gardner, 2008; Dörnyei & Csizer, 1998; Williams & Burden, 1997). In this study, two teaching strategies were examined. These strategies, proposed by Dörnyei (2001), Cheng and Dörnyei (2007) and Guilloteaux and Dörnyei (2008), are teachers' communicative style (group work and feedback) and language class activities. Results regarding teaching strategies indicated that the participants who indicated that their teachers used these strategies had higher motivation than those who did not.

As for the third and fourth hypotheses which are:

There is a significant effect of motivational factors on communicative competencies of Palestinian university students and there is a significant effect of teaching strategies on communicative competencies of Palestinian university students.

This finding was also supported, that is, it was found that teaching strategies had a positive and significant influence on motivation constructs. These results are anticipated by the qualitative finding that the Palestinian university respondents find teaching strategies exciting and spoke of them with eagerness. They even came up with their own suggestions. The results are similar to those of other researchers. According to Guilloteaux and Dörnyei (2008), the teacher's use of motivational strategies is generally believed to enhance learners' motivation. Several educators

have proposed ways in which motivation can be developed and supported (Bernaus & Gardner, 2008; Dörnyei & Csizer, 1998; Williams & Burden, 1997). In this study, two motivational strategies were examined. These motivational strategies, proposed by Dörnyei (2001), Cheng and Dörnyei (2007) and Guilloteaux and Dörnyei (2008), are teachers' communicative style (group work and feedback) and language class activities.

In the interviews, the participants from the three Palestinian universities showed low levels of both motivation and teaching strategies. Consequently, students indicate that they do not speak English beyond the classroom in Palestine except within the classroom. Specifically, four students said they do not use English outside the classroom, while two did have a reason to use the language.

From the findings, other factors beside the need to use the language have shown to motivate students. Teacher's emphasis on the importance of mastering spoken English seems to motivate students into learning the language. Palestinian undergraduates lacked this support; rather, they said that their teachers were not emphasizing much on speaking skills in the classroom, yet they were only stressing grades and exams. These results are similar to Lepper's (1998) views that learners' interest in learning is enhanced when teachers explain reasons for learning rather than stressing grades.

Furthermore, Palestinian undergraduates seemed to be less motivated and anxious. To add, some participants reported that their teachers listening to them which encouraged them to speak. In contrast, the other participants said that their teachers did not pay attention to them when they spoke which made them frustrated. Also, authenticity of materials and activities during speaking lessons were shown to affect students'

motivation. Participants preferred authentic materials that meet their interest for practising speaking. Similar findings were found in Bernaus and Gardner's (2008) study. Results showed a clear preference for classroom activities that involved interaction and active participation using authentic materials in the language classes instead of following the textbook

Besides, a number of classroom factors were found to affect students' oral proficiency. Participants seemed to agree that their English teachers made little use of group-work and reported not having enough time to practise their speaking during the class time. The finding is similar to Fushino's (2010) finding which indicates that during group work, learners have sufficient opportunities to interact with each other in their L2 in natural ways, thereby, developing their communicative competence.

Lastly, Even though, the instrumental motivation is shown clearly by most the students however, the attitudinal motivation was most evident among the students. The result is similar to those of other researchers. According to Gardner (2004) and Sun (2010) the attitudes toward the learning situation is an interconnected variable which proves learners' motivational intensity in the direction of an L2 achievement.

Contributions

The study's contributions include:

1. It is essential to assess and understand the existence of important factors that influence Palestinian students' communicative competence in order to create an educational environment that assists the development of students' communicative competence. To achieve this goal, the current study modified a model in order to understand factors affecting Palestinian students' communicative competence. The

unique feature of Gardner's (1985, 2001, 2004, 2006, 2007) socio-educational model is that it suggests that motivation can be influenced by other variables. These variables such as attitudes toward the learning situation, integrativeness, and motivational intensity consequently have an effect on achievement. Also, teaching strategies supporting motivation proposed by Dörnyei (2001), Cheng and Dörnyei (2007) and Guilloteaux and Dörnyei (2008), which is the second part of the study's model, had a positive effect on motivation.

2. The current study measured the relationships between communicative competence and factors affecting it (motivation and teaching strategies). This was accomplished by using a questionnaire that included three sections measuring the three main variables in this study. The results indicated that there is a significant relation between motivation and teaching strategies with regard to communicative competence. Consequently, the study results are possible to be replicated in other Middle Eastern contexts.

3. The current study added substantively to the literature concerning the factors influencing communicative competence in the Palestinian context. A better understanding of such results can provide a better picture of how to more successfully develop the educational system in Palestine. This understanding will improve the level of Palestinian students' English language achievement.

Implications

The following headings summarize the implications for the current study:

1. One implication of this exploration is that since learners' motivation is a major influence in educational settings worldwide, finding ways to raise teachers' awareness

of their motivating practices and to train them in using skills that can help them to motivate learners should be a primary concern. To provide teachers with training to teach in a motivating way would involve not simply giving them lessons on motivational strategies, but also introducing these in a more generally motivating L2 teaching approach to take into consideration the learners' desire for more interesting lessons. By establishing a link between motivation constructs and learners' achievement, this study provides a step toward putting motivational issues on the teacher education agenda.

2. Many studies have shown that learners achieve higher proficiency levels than those who do not feel the integrative urge. Apart from raising Palestinian students' levels of integrative motivation, teachers can improve content, teaching methods, and classroom activities to raise learners' interests and motivation in language learning.

3. Encouraging positive classroom behaviour may be another option for teachers to enhance students' positive attitudes, which in turn raises motivation. Further, learning English should become related to students' lives by making goals of learning explicit and by enriching the content of the lesson with features that help students take an active part in their own learning. At the end of each lesson, students need to be able to feel that they have learned something useful that they can use.

4. Class activities can influence learners' level of motivation. Therefore, it is beneficial to relate activities to students' lives or to current events and offer choices about what, where, how, or with whom work is done. Students' communicative competence is enhanced when teachers assign tasks that include problems for students to solve that are realistic and challenging and involve creating a product or provide

some concrete form of accomplishment. Also, language teachers should promote an ability to handle language use in the spoken and written modes as whole texts, above the sentence level in real time with real language in real life situations.

5. Many English learners develop a love and hate attitude toward English, and this is evident in the data of the present study. Teachers should adopt attitudes in order to reduce learners' anxiety. Also, they should explain reasons for learning the language so that students will be more motivated to develop their language skills.

6. Group work was found to motivate learners. Therefore, language teachers should promote the use of group work in their classes. However, Doughty and Pica (1986) believe that group activities do not automatically result in the modification of interaction among learners. Rather the classroom teacher must carefully plan group interaction so that it includes a requirement for exchange of information. Thus, the teacher's role is crucial creating the conditions for successful L2 acquisition in the classroom.

7. Interactional feedback enhances the salience of the target form. Thus, language teachers are advised to include interactional feedback as one of the main speaking practices in their classes. However, teachers should make sure learners benefit from the feedback given to them. This may be done by ensuring learners perceive it as feedback and not only a part of a conversation.

8. There is a complex relationship between teachers' perceptions and practices in the sense that not only do they inform and affect each other, but they are also influenced by factors including institutional ones (Borg, 2003). Although the impact of institutional constraints (for example, limited class time, big class size, prescribed

syllabus) might cause the teachers to feel more comfortable with applying a view to their teaching activities, another reason for implementing the concepts of communicative competence in the classes could also be explained by suggesting that the teachers seem to have an unclear view of the notion of communicative competence and do not distinguish between its two meanings. Teachers should be made aware of the distinction between the two concepts, in order to see that they are not tending towards a broader concept in their classes; as a consequence, they would be better prepared to implement the notion of communicative competence more fully in their EFL classes (Nazari, 2007).

9. As was argued earlier, sticking to the narrower views of communicative competence (basic skills, vocabulary, forms, functions) establishes EFL classes which are void of sociocultural practices of the L2. It goes without saying that real communication entails linguistic and socio-cultural practices of language. In other words, operationalizing the broader concept of communicative competence (such as repertoire, not memorizing, and creative use of language) in the EFL classes is essential. A contribution to meeting this end is to raise EFL teachers' awareness of the distinction between the narrower and broader views of communicative competence.

Limitations

Any theory focuses on one view of reality and highlights vital relationships within this view. Therefore, it brings only some aspects into focus while overlooks others. To believe that the theoretical model that emerged from the present exploration is any different would be presumptuous and arrogant. Also, like any other exploration, this thesis could be improved and overall be better.

In discussing the limitations of the present study, from its background presentation it can be clearly perceived that the respondents in the study are limited to the Palestinian undergraduates. In other words, the respondents of the present study are only limited to those Palestinian EFL learners studying in three universities in West Bank, Palestine. In sampling the respondents, the researcher intends to only utilize the non-random type of purposive sampling, as the respondents are anticipated to contribute willingly. Therefore, the results of this exploration do not rule out generalizability, but the potential effects of bias and confounding should not be ignored.

Moreover, the exploration instruments utilized for the accomplishment of the present study are only within interview questions and a questionnaire. Even though it is mixed method oriented within the exploratory exploration design, yet, the instrument intended to be utilized in the present study may not cover all the needed information that would stand the chances of the present researcher's total control. This may have an effective constrained in extending some of the problems associated with the Palestinian EFL learners within their prospective of motivation on ELT strategies.

Further, exploration using a self-report instrument has limitations. One may question whether learners responded in the way they really believed, or in what they perceived to be a socially appropriate way. Although the large sample size dispels some of that concern, additional observational and experimental exploration will help clarify and test the relationships reported here. Moreover, one may also question whether respondents are able to accurately report their communicative competence.

Recommendations for Future Research

Further research is clearly needed into the mechanisms by which motivation and teaching strategies influence Palestinian undergraduates' language communicative competence. In particular, some research directions for future investigations are as follows:

1. First, it would be useful to confirm that the increase in learners' motivated behaviour resulting from teaching strategies, in turn, translates into improved learning. There has been sufficient evidence in the literature that learner motivation and learning achievement are correlated, but it would be vital to specify the best conditions for the awareness of this link.
2. Second, future exploration is needed to assess how factors both within and outside the classroom affect Palestinian students' motivation and teaching strategies and as a result affect their language achievement. This might include exploration into the motivational inferences of learners' responses to feedback in authentic activities.
3. Finally, because the results of this study concerning the relationship between communicative competence and learners' motivation and teaching strategies were informative, and because this study only examined two motivational strategies, further exploration is essential in other defined motivational strategy domains.

In conclusion, the study findings indicate the need for a renewed approach to the teaching of English in Palestine. Most vitally, the study recommends the incorporation of teaching strategies as a way of improving learners' communicative competence. The study makes a vital contribution to current thinking and practice in EFL communicative competence and provides a basis for further exploration.

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Appendix A

DESCRIPTIVE STATEMENTS DETAILS TABLE

Section 1: Motivation Statements

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Instructional motivation					
Q1. I feel highly motivated when I speak English as I feel my English grammar is good.					
Q2. The English teacher makes sure students are on the right track as they work on speaking tasks.					
Q3. The English teacher adopts a friendly, non-authoritarian manner.					
Q4. The English teacher presents materials in an interesting way.					
Q5. The teacher encourages students to play speaking games in class.					
Q6. The teacher supplements the students' textbook with authentic materials.					
Q7. The English curriculum focuses on English-speaking skills.					
Q8. The English textbook I use now is interesting.					
Q9. I like the way I learn English now.					
Q10. Studying English is important to me because it will allow me to be more at ease with native speakers of English.					
Q11. Studying English is important because I will be able to interact more easily with native speakers of English.					
Q12. I think native speakers of English are kind and warm hearted.					
Integrative motivation					
Q13. The teacher links concepts back to students' experiences.					
Q14. The teacher chooses topics that he/she thinks are relevant to students' lives.					
Q15. The teacher does not always follow the students' textbook.					

Q16. The teacher allows students to choose topics for conversation.

Q17. When I am studying English in class, I ignore distractions and pay attention to my task.

Q18. I make a point of trying to understand all the English I see and hear.

Q19. I keep up to date with English by working on it almost every day.

Q20. I want to learn English so well that it will become natural to me.

Q21. It is more important for me to be able to speak English than to write it.

Q22. Speaking English is important because I will need it for my career.

Q23. Students are completely aware of the value of speaking English.

Q24. Studying English is important because it will make me more educated.

Q25. In my English class, the teacher approaches individual students with good humor and encouraging remarks.

Q26. The English teacher gives everyone a turn to speak so that he/she can check students' understanding.

Q27. The English teacher shows interest in students' personal lives.

Q28. I do not get anxious when I have to answer a question in my English class.

Q29. It does not worry me that other students in my class seem to speak English better than I do.

Q30. I am never anxious that the other students in class will laugh at me when I speak English.

Q31. I never feel hesitant to ask questions in front of the class.

Q32. When I have a problem understanding something in my English class, I always ask my teacher for help.

Q33. I enjoy the activities of my English class much more than those of my other classes.

Q34. I want to be fluent in English.

Q35. Studying English is important to me because I will be able to participate more freely in the cultural activities of native speakers of English.

Q36. I would like to know more native speakers of English.

Q37. The more I get to know native speakers of English, the more I want to be fluent in their language.



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Section 2: Teaching Strategies Statements

Communicative style

Q38. The teacher addresses questions to the whole class rather than to selected individuals.

Q39. The teacher surprises students with new speaking activities in order to maintain their interest.

Q40. It is better to receive feedback from my classmates and teacher.

Class activities

Q41. The teacher gives students enough time in class to practice their speaking skills.

Q42. The teacher tests students speaking skills throughout the year.

Q43. Working in small groups increases my self-confidence.

Feed back

Q44. The teacher provides positive feedback.

Q45. The teacher allows students to give feedback to each other.

Q46. Feedback helps me develop my speaking competence.

Q47. I always notice the feedback in a conversation.

Group work

Q48. The teacher gives opportunities for collaborative work.

Q49. The teacher gives opportunities for negotiation among peers in groups.

Q50. I most enjoy speaking English during small group work.

Q51. Working in small groups helps me improve my speaking skills.

Section 3: Communicative Competence Statements

Grammatical competence

Q52. When I speak English, I know how English words are formed.

Q53. When I speak English, I am sure that I can put words together to form a phrase or a sentence correctly.

Q54. When I speak English, I feel that my English grammar is good.

Pragmatic competence

Q55. When I speak English, I am confident that I can use appropriate words and phrases in different social situations.

Q56. Usually, when I speak English, I can give a command, complain and invitation according to the situation.

Q57. During a conversation, I know when and how to be polite and formal.

Sociolinguistic competence

Q58. When I speak English, I am confident that I know how to link the words correctly.

Q59. I understand the relationships among the different meanings in a conversation, such as literal meanings, purposes of communication and attitudes.

Q60. When I speak English, I understand and can use many words.

Strategic competence

Q61. In a conversation when I forget a word in English, I tend to use different words.

Q62. In a conversation, when I forget a word in English, I tend to translate it from Arabic.

Q63. In a conversation, when I forget a word in English, I tend to use gestures to show that I know what I am saying.

Appendix B

INTERVIEW QUESTIONS

Constructs

Semi-structured interview questions

(1) *Students reason to speak English outside the classroom*

Do you speak English outside of the classroom?

Why do you speak English outside the classroom?

(2) *Teacher's focus on the pedagogical aspect regarding spoken English*

What teaching strategies will motivate you to learn English?

Do you think the teacher put in much effort to teach English in the college?

Do you think English is paid enough attention by teachers in the college? To what extent does your teacher guide you to learn English?

(3) *The benefits of speaking English language*

To what extent do you think English language is important in speaking?

(4) *Factors supporting motivations*

What and who motivates you to speak English outside the classroom?

Appendix C

CONSENT LETTER A



Dear Sir/ Madam,

This is to certify that Mr. Hazem Hasan Ahmad Hushayish is a PhD student in Applied Linguistics Program, University Utara Malaysia. He is writing to request permission to collect research data with a questionnaire and interview from your organization in order to obtain data needed, and participant responses will be collected anonymously, He is currently studying **“EFFECT OF MOTIVATION AND TEACHING STRATEGIES ON COMMUNICATIVE COMPETENCIES AMONG PALESTINIAN UNIVERSITY STUDENTS”** under the supervision of Dr. Manvender Kaur and Dr. Rafizah Rawian. Your cooperation will be highly appreciated. I would be pleased to share the results of this study with you if you are interested.

If you have any questions concerning this study, you can contact the researcher at +966533018470 or hushayishh@ksau-hs.edu.sa

Sincerely,
Hazem Hushayish

CONSENT LETTER B



Dear participant,

I am a PhD student in the English Department at Universiti Utara Malaysia. I am conducting a study about **EFFECT OF MOTIVATION AND TEACHING STRATEGIES ON COMMUNICATIVE COMPETENCIES AMONG PALESTINIAN UNIVERSITY STUDENTS** and I would like you to take part in this study.

The study will be conducted in your classroom during the class time. You will be asked to fill out one package of questionnaires for this study. The expected duration of your participation is thirty minutes. There are no foreseeable risks or discomforts if you agree to participate in this study. You will participate only if you want to. You have the right to withdraw from the study at any time without penalty.

By participating in this study, you will be giving researchers and educators valuable information regarding **POTENTIAL ROLES OF MOTIVATION AND TEACHING STRATEGIES IN COMMUNICATIVE COMPETENCIES AMONG PALESTINIAN UNIVERSITY STUDENTS**. In addition, this study can serve to improve instructional methods and approaches in the teaching of foreign languages in Palestine.

The records of this study will be kept private and confidential to the extent permitted by law. In any sort of report, the researcher might publish, he will not include any information that will make it possible to identify a participant. Research records will be stored securely and only the researcher will have access to the records.

Thank you for your participation.

Sincerely,

Hazem Hushayish

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.
3. I agree to take part in the above study.

Signature

Date
