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

HAZEM HASAN HUSHAYISH

DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
2018
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Abstrak


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.
Acknowledgement

I would like to express my appreciation and gratitude to everyone contributed in completing this thesis. It was my pleasure to study under Dr. Manvender Kaur A/P Sarjit Singh’s supervision. It is not enough to say her that thank you very much for her guidance to help me to achieve my goal. Without her valuable support, my thesis would not have been possible. I would like to express my thanks to my co-supervisor Dr. Rafizah binti Mohd Rawian for her comments which help improving my work.

I would like also to give my thanks to my parents, my daughters, my wife, my brothers, my sister and all of my relatives for their continual support and prayers. My goal would not have been achieved without them. I dedicate this work to my parents and my family.

I am very grateful to Assoc. Prof. Dr. Raja Nor Safinas Binti Raja Harun and Dr. Mohd Hilmi Hamzah. They were very kind during the viva and during period of the correction. Additionally their comments have helped to improve this work.

I had a very fortune to study at Universiti Utara Malaysia (UUM). Not only, it has a beautiful nature but the university also has a helpful staff.

Finally, I would like to thank all of my friends for their encouragement during my study.
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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
The contents of the thesis is for internal user only
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Appendix A

DESCRIPTIVE STATEMENTS DETAILS TABLE

Section 1: Motivation Statements

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

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

Data

______________

______________