

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



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



**HAZEM HASAN HUSHAYISH**

**UUM**  
Universiti Utara Malaysia

**DOCTOR OF PHILOSOPHY  
UNIVERSITI UTARA MALAYSIA  
2018**

## Permission to Use

In presenting this thesis in fulfilment of the requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the Universiti Library may make it freely available for inspection. I further agree that permission for the copying of this thesis in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor(s) or, in their absence, by the Dean of Awang Had Salleh Graduate School of Arts and Sciences. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for permission to copy or to make other use of materials in this thesis, in whole or in part, should be addressed to:



Dean of Awang Had Salleh Graduate School of Arts and Sciences

UUM College of Arts and Sciences

Universiti Utara Malaysia

06010 UUM Sintok

## Abstrak

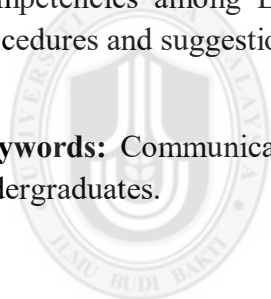
Motivasi dan strategi pengajaran secara amnya dipercayai meningkatkan kecekapan komunikasi pelajar dalam pembelajaran Bahasa Inggeris sebagai bahasa asing. Namun, tiada bukti empirik yang mencukupi untuk menyokong tuntutan ini. Kajian ini bertujuan untuk memberi tumpuan kepada kesan faktor motivasi dan 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.



Universiti Utara Malaysia

## **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.

## Table of Contents

Permission to Use .....	i
Abstrak... ..	ii
Abstract... ..	iii
Acknowledgement. ....	iv
Table of Contents.....	v
List of Tables.....	viii
List of Figures.....	x
List of Appendices. ....	xi
List of Abbreviations. ....	xi
<b>CHAPTER ONE INTRODUCTION .....</b>	<b>1</b>
Introduction .....	1
Background of the Study.....	5
Statement of the Problem .....	10
Research Objectives .....	13
Research Questions .....	14
The Scope of the Study .....	15
Significance of the Study .....	16
The Theoretical Significance .....	16
The Pedagogical Significance .....	17
The Practical Significance .....	18
Operational Definitions of Terms .....	18
Summary .....	21
<b>CHAPTER TWO LITERATURE REVIEW.....</b>	<b>22</b>
Introduction .....	22
Theories of Communicative Competence .....	22
The Concepts of Speaking Skills .....	28
Relevant Theories about L2 Motivation .....	31
Integrativeness .....	34
Attitudes toward the learning situation used in this study.....	36
Motivational Intensity .....	36
Conceptual Framework .....	38
The Concepts of Motivational Factors.....	39

Instrumental Motivation .....	41
The Integrative Motivation .....	43
Attitudinal Motivation .....	46
Attitudes on the Materials.....	46
Attitudes to Anxiety .....	47
Attitudes on the Teachers .....	50
The Concepts of Teaching Strategies.....	52
Teachers“ Communicative Style.....	53
Group Work.....	54
Feedback .....	57
Class Activities .....	60
Summary .....	62
<b>CHAPTER THREE RESEARCH METHODOLOGY.....</b>	<b>63</b>
Introduction .....	63
Research Design .....	63
Research Procedures .....	68
Research Sampling .....	70
The Quantitative Sampling Frame .....	71
The Qualitative Sampling Frame .....	72
The Questionnaire .....	73
The Semi-Structured Interview.....	74
Conducting of the interview .....	76
The Pilot Study .....	77
Techniques of Data Analysis.....	81
Data Analysis of the Quan Phase.....	81
Data Screening.....	86
Missing Data Analysis .....	86
Data Analysis of the QUAL Phase .....	87
Transcribing the Interview Data.....	89
The Concept of Thematic Analysis .....	89
Analysing the Interview Data.....	90
Assessment of standard deviations (SD) and standard errors (SE) of the mean.	92
3.10 The Issues on Validity and Reliability .....	93
Validity and Reliability of the Questionnaire .....	93
Validity and Reliability of the Semi-Structured Interview.....	98



Ethical Considerations .....	98
Summary .....	99
<b>CHAPTER FOUR FINDINGS AND DISCUSSION .....</b>	<b>100</b>
Introduction .....	100
Findings for Quantitative Analysis .....	100
Quantitative Survey Results.....	109
Motivation results for participants .....	109
Teaching strategies factors results for all respondents.....	111
Level of self-reported communicative competence results for all Respondents .....	112
Results for comparing between the university groups .....	114
The relationship between motivational factors and communicative competence.....	118
The relationship between teaching strategies and communicative competence.....	123
Interview Results .....	130
Discussion.....	141
Conclusion.....	146
<b>CHAPTER FIVE CONCLUSION .....</b>	<b>148</b>
Introduction .....	148
Summary of the findings .....	148
Contributions .....	152
Implications .....	153
Limitations.....	156
Recommendations for Future Research .....	158
<b>REFERENCES .....</b>	<b>159</b>

## List of Tables

Table 3.1 Reliability Statistics.....	79
Table 3.2 Tests of Normality.....	79
Table 3.3 Likert Scale .....	82
Table 3.4 Summary of Statistics Analysis in Answering Research Questions .....	85
Table 4.1 Communicative Competence Descriptive Statements.....	101
Table 4.2 Motivation Descriptive Statements .....	103
Table 4.3 Teaching Strategies Descriptive Statements.....	107
Table 4.4 Descriptive Analysis about motivational factors .....	109
Table 4.5 The respondents' responses of motivation factors. ....	110
Table 4.6 Descriptive Analysis about teaching strategies.....	111
Table 4.7 Descriptive Analysis about communicative competence .....	112
Table 4.8 Descriptive Analysis about variables of the study .....	113
Table 4.9 Indicates One-Way ANOVA between the University Groups (Communicative Competence).....	114
Table 4.10 Indicates One-Way ANOVA between University Groups (Motivation) ...	115
Table 4.11 One-Way ANOVA between the three University Groups (Teaching Strategies).....	117
Table 4.12 Pearson correlation to find out the relationship between instrumental motivation and communicative competence .....	118
Table 4.13 Pearson correlation to find out the relationship between integrative motivation and communicative competence .....	119
Table 4.14 Pearson correlation to find out the relationship between attitudinal motivation and communicative competence .....	121
Table 4.15 Pearson correlation to find out the relationship between communicative style and communicative competence.....	122
Table 4.16 Pearson correlation to find out the relationship between class activities and communicative competence .....	123
Table 4.17 Pearson correlation to find out the relationship between feedback and communicative competence .....	124
Table 4.18 Pearson correlation to find out the relationship between group work and communicative competence .....	125
Table 4.19 Pearson correlation to find out the relationship between motivation and communicative competence .....	126

Table: 4.20 Pearson correlation to find out the relationship between teaching strategies and communicative competence.....	127
Table: 4.21 Regression analysis for motivation as predictor of communicative competence.....	128
Table 4.22 Regression analysis for teaching strategies as predictor of communicative competence.....	129
Table 4.23 Construct of the semi-structured interview questions .....	131



## List of Figures

Figure 2.1. Adapted communicative competence elements (Canale & Swain, 1980)....	24
Figure 2.2. Bachman and Palmer's (1982) communicative competence framework.....	26
Figure 2.3. The adopted models of the present study .....	32
Figure 2.4. Gardner's socio-educational model (2001, 2004, 2006, 2007) .....	33
Figure 2.5. Conceptual Framework of the present study .....	39
Figure 2.6. Foreign language anxiety (Horwitz et al., 1986) .....	48
Figure 2.7. Teaching strategies proposed by Dörnyei (2001) .....	52
Figure 3.1. The research design structure .....	67
Figure 3.2. The structure of the exploration procedures of the present study.....	69
Figure 3.3. Initial stages of conducting interview for this study .....	77
Figure 3.4. Relationships between DV and IV .....	83
Figure 3.5. Model of coding process in QUAL analysis (Creswell, 2007).....	90



**UUM**  
Universiti Utara Malaysia

## List of Appendices

Appendix A Descriptive Statements Details Table .....	186
Appendix B Interview Questions .....	191
Appendix C Consent Letter A .....	192



## 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)

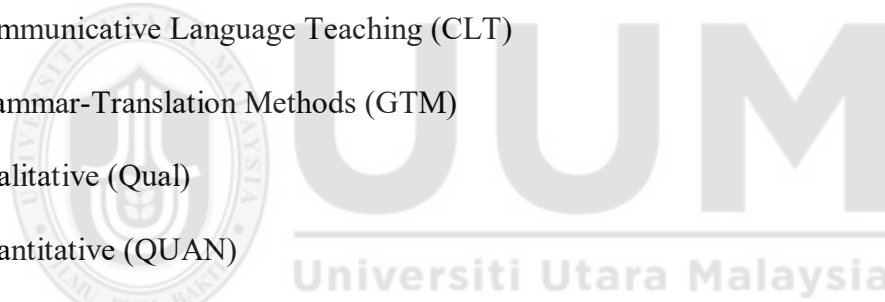
Qualitative (Qual)

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



## REFERENCES

- Abdullah, I., (2015). Difficulties Encountering UNRWA Ninth-Grade Teachers in Performing their Roles in Light of the Communicative Approach to Teaching Speaking in Gaza Strip. Faculty of education, Islamic university, Gaza: Palestine.
- Abu-Ghararah, A. (1990). EFL speaking inability: Its causes and remedies. *The Journal of National Association for Bilingual Education*, 14, 63-75.
- Abu-Ghararah, A. H. (1998). Teaching English as a foreign language: procedures, techniques, and activities. Riyadh, KSA: Ali H. Abu-Ghararah.
- Abu-Lughod, Ibrahim. (1997). Plenary lecture, Third Annual Symposium of PATEFL, Bethlehem university, 17 April 1997
- Abu-Mulhim, A. (2009). Re-evaluating the effectiveness of the audio-lingual method in teaching English to speakers of other languages. *International Forum of Teaching and Studies*, 5, 39-45.
- Abu-Ras, A. S. (2002). Investigating the applicability of the communicative approach in the Palestinian context (Makkah Region). Unpublished Master Thesis, Umm Al-Qura University, KSA.
- Afshar, H.S., & Asakereh, A. (2016). Speaking skills problems encountered by Iranian EFL freshmen and seniors from their own and their English instructors' perspectives. *Electronic Journal of Foreign Language Teaching*, 13(1), 112-130.
- Ahmed, N.F. (2016). An exploration of speaking anxiety with Kurdish University EFL learners. *Journal of Education and Practice*, 7(27), 99-106.
- Ahmed, S.H.A. (2016). Teaching speaking skills at Sudanese schools: Teachers' perceptions. *International Journal of Exploration Studies in Language Learning*, 5(5), 45-54.

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese, *Modern Language Journal*, 78, 155-168.
- Alam, M.M. (2016). Problems in teaching English speaking skills in large classes of rural colleges in Bangladesh: A case study. *International Journal of Social Sciences*, 44(1), 26-38.
- Albalawi, S. (2016). Analytical study of the most common spelling errors among Palestinian female learners of English: Causes and remedies. *Asian Journal of Educational Exploration*, 4(3), 48-62.
- Al-Eiadeh, A. R., Sobh, M. A. A., Al-Zoubi, S. M., & Al-Khasawneh, F. (2016). Improving English language speaking skills of Ajloun National University students. *International Journal of English and Education*, 5(3), 181-195.
- Al-Hajailan, T. A. (2003). *Teaching English in Palestine*. Riyadh: AldarAlsawlatiah for Publication and Distribution.
- Al-Masri, N. (2016). Evaluating English for Palestine grade 9: Reading texts & exercises, 20(1), 679-707.
- Alptekin, C. (2002). Toward intercultural communicative competence in ELT. *ELT Journal*, 56, 57-64.
- Al-Saadat, A. I. & Afifi, E. A. (1997). Role-playing for inhibited students in paternal communities. *Forum*, 35, 43-47.
- Al-Twajjri, A. O. (1983). The adequacy of students' preparation in English as a foreign language in the Palestinian schools. Unpublished Doctoral Dissertation, University of Oregon, USA.
- Al-Twairish, B. N. (2009). The effect of communicative approach on the listening and speaking skills of Palestinian secondary school students: An experimental study.

- Anaya, G. (1999). The accuracy of self-reported test scores. *College and University*, 75, 13- 19.
- Ancheta, J.R., & Perez, C.A. (2016). Language learning difficulties of selected foreign students in National University, Philippines. *International Journal of Exploration Studies in Language Learning*, 6(4), 65-76.
- Au, S. Y. (1988). A critical appraisal of Gardner's Social-Psychological Theory of second-language (L2) learning. *Language Learning*, 38, 75-100.
- Bachman, L. F. & Palmer, A. S. (1982). The construct validation of some components of communicative proficiency. *TESOL Quarterly*, 16, 449-465.
- Bacon, S. M. & Finnemann, M. D. (1992). Sex differences in self-reported beliefs about foreign language learning and authentic oral and written input. *Language Learning*, 42, 471-495.
- Bailey, J. (2008). First steps in qualitative data analysis: transcribing. *Family Practice*, 25, 127-131.
- Bakarman, H. O. (2004). *Teachers' lack of awareness as a factor preventing the implementation of the communicative approach in female intermediate EFL classrooms*. Unpublished master thesis, Umm Al-Qura University, KSA.
- Baker, S. C. & MacIntyre, P. D. (2000). The effects of sex and immersion on communication and second language orientations. *Language Learning*, 50, 311-347.
- Bakir, „Aida. (1996). *The Relationship between Motivation and Performance of the Second Secondary Students at Governmental Schools in Nablus*. Unpublished M.A. Thesis. Nablus: An-Najah National University.
- Basha, S., Drane, D., & Light, G. (2016). Adapting the critical thinking assessment test for Palestinian universities. *Journal of Education and Learning*, 5(2), 60-72.

- Batiha, J. M., Noor, N. M., & Mustaffa, R. (2016). Speaking anxiety among English as a foreign language learner in Jordan: Quantitative exploration. *International Journal of Education and Exploration*, 4(10), 63-82.
- Bernaus, M. & Gardner, R. C. (2008). Teachers motivation strategies, students perceptions, students motivation, and English achievement. *The Modern Language Journal*, 92, 387-401.
- Bollen, K. A. (1989). *Structural Equations with Latent Variables*. New York: Wiley.
- Bombaci, B.M. (2016). Arabic-speaking US college students' comprehension of English emotional tone: A psychological anthropological approach. Unpublished master thesis. Fort Collins, USA: Colorado State University.
- Borg, S. (1998). Teachers' pedagogical systems and grammar teaching: A qualitative study. *TESOL Quarterly*, 32, 9-38.
- Borg, S. (2003). Teacher cognition in language teaching: A review of exploration on what language teachers think, know, believe, and do. *Language Teaching*, 36, 81-109.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Exploration in Psychology*, 3, 77-101.
- Brecht, R. D. & Robinson, J. L. (1993). On the value of formal instruction in study abroad: Student reactions in context. In B. F. Freed (Ed.), *Second language acquisition in study abroad context*. Philadelphia: John Benjamins B. V.
- Brown, H. (2002). English language teaching in the "post-method" era: Toward better diagnosis, treatment, and assessment. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press, 2002.
- Brown, H. D. (2000). *Principles of language learning and teaching*. White Plains, N. Y.: Pearson Education.

- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, N.Y.: Pearson Education.
- Brunschwig, K. (1994). Making a connection with whole class interaction activities. *Hispania*, 77, 138-140.
- Bruton, D. H. & Samuda, V. (1980). Learner and teacher roles in the treatment of oral error in group work. *RELC Journal*, 11, 49-63.
- Burgess, J. & S. Etherington (2002). Focus on grammatical form: explicit or implicit? *System*, 30, 433-58.
- Burnard, P. (1994). The telephone interview as a data collection method. *Nurse Education Today*, 14, 67-72.
- Byrne, B. M. (2001). *Structural Equation Modeling with AMOS*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Byrnes, H. (2006). Perspectives. *The Modern Language Journal*, 90, 244-266.
- Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47.
- Canale, M. (1983). From communicative competence to language pedagogy. In J. Richards & J. Schmidt (Eds.), *Language and communication*. London: Longman.
- Cardona, B., Milian, M., Birnbaum, M. & Blount, I. (2013). In-Class and Out-of-Class Experiences of International Graduate Students in the United States. *Higher Education of Social Science*, 4, 1-9.
- Cassady, J. C. (2001). Self-reported GPA and SAT: A methodological note. *Practical Assessment, Exploration & Evaluation*. Retrieved from <http://PAREonline.net/getvn.asp?v=7&n=12>
- Cazden, C. B. (2011). Dell Hymes's Construct of "Communicative Competence". *Anthropology & Education Quarterly*, 42, 364-369.

- Cenoz, J. (2003). The influence of age on the acquisition of English: General proficiency, attitudes, and code-mixing. In M. P. García Mayo & M. L. GarcíaLecumberri (Eds.), *Age and the acquisition of English as a foreign language*. Clevedon: Multilingual Matters.
- Chamot, A. U. & O'Malley, J. M. (1996). The cognitive academic language learning approach: A model for linguistically diverse classrooms. *The Elementary School Journal*, 96, 259-273.
- Cheng, H.F. & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: the case of EFL teaching in Taiwan. *Innovation in Language Learning and Teaching*, 1, 153-73.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Boston: MIT Press.
- Churchill, G. (1979). A paradigm for developing better measures of marketing constructs. *Marketing Exploration*, 16, 64-73.
- Clark, A. (2010). Boys into modern languages: an investigation of the discrepancy in attitudes and performance between boys and girls in modern languages. *Gender and Education* 7, 315-325.
- Clement, R. & Kruidenier, B. G. (1983). Orientations in second language acquisition: The effect of ethnicity, milieu, and target language on their emergence. *Language Learning*, 33, 273-291.
- Clement, R. & Kruidenier, B. G. (1985). Aptitude, attitude, and motivation in second language performance: A test of Clement's model. *Journal of Language and Social Psychology*, 4, 21-37.
- Clement, R., Gardner, R. C. & Smythe, P. C. (1980). Social and individual factors in second language acquisition. *Canadian Journal of Behavioural Science*, 12, 293-302.

- Cole, J. S. & Gonyea, R. (2010). The accuracy of Self-reported SAT and ACT Test Scores: Inferences for Exploration. *Exploration in Higher Education*, 51, 305-319.
- Creswell, J. W. (2008). *Educational exploration: Planning, conducting and evaluating quantitative and qualitative exploration*. New Jersey: Pearson Education.
- Creswell, J.W. (2014). *Educational exploration: Planning, conducting and evaluating quantitative and qualitative exploration*, 4<sup>th</sup> edition. Boston: Pearson Publishing.
- Cronbach, L. J. (1984). Essentials of psychological testing. New York: Harper & Row.
- Cronbach, L.J. & Shavelson, R.J. (2004). My current thoughts on coefficient alpha and successor procedures. *Educational and Psychological Measurement*, 64, 391- 418.
- Crookes, G. & Schmidt, R. W. (1991). Motivation: Reopening the exploration agenda. *Language Learning*, 41, 469-512.
- Csizer, K. & Dörnyei, Z. (2005). Language learners' motivation profiles and their motivated learning behavior. *Language Learning*, 55, 613-159.
- Deci, E. L. & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Den, P., Levy, J., Brekelmans, M. & Wubbels, T. (2005). The effect of teacher interpersonal behavior on students subject specific motivation. *Journal of Classroom Interaction*, 40, 20-33.
- Dewaele, J. M. (2007). Interindividual variation in the self-perceived oral communicative competence of English L2 users. In E. Alcón Soler & M. P. Safont Jordà (Eds.), *Intercultural language uses and language learning*. Berlin: Springer-Verlag.
- Dillman, Don A. (2000). *Mail and internet surveys, the tailored design method*. New York: Wiley.

- DiStefano, C. & Hess, B. (2005). Using confirmatory factor analysis for construct validation: An empirical review. *Journal of Psychoeducational Assessment*, 23, 225-241.
- Donato, R. (1994) Collective scaffolding in second language learning. In J. Lantolf and G. Appel (eds) *Vygotskian Approaches to Second Language Exploration* (pp. 33-56). Norwood, NJ: Ablex.
- Dörnyei, Z. & Clement, R. (2000). Motivational characteristics of learning different target languages: Results of a nationwide survey. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition*. Honolulu, HI: University of Hawai'i.
- Dörnyei, Z. & Otto, I. (1998). "Motivation in action: A process model of L2 motivation". *Working Papers in Applied Linguistics*, 4, 43-69.
- Dörnyei, Z. & Schmidt, R. (Eds.). (2001). *Motivation and second language acquisition*. Honolulu: University of Hawai'i Press.
- Dörnyei, Z. & Csizer, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Exploration*, 2, 203-229.
- Dörnyei, Z. & Ushioda, E. (2011). *Teaching and explorationing motivation*. Harlow: Pearson Education.
- Dörnyei, Z. (1990). Conceptualizing motivation in foreign-language learning. *Language Learning*, 40, 45-78.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern Language Journal*, 78, 273-284.
- Dörnyei, Z. (2001). New themes and approaches in second language motivation exploration. *Annual Review of Applied Linguistics*, 21, 43-59.
- Dörnyei, Z. (2003). *Attitudes, orientations, and motivation in language learning: Advances in theory, exploration, and applications*. UK: Blackwell Publishing.



- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.
- Dörnyei, Z. (2011). *Exploration methods in applied linguistics: Quantitative, qualitative and mixed methodologies*, New York: Oxford University Press.
- Doughty, C. & Pica, T. (1986). "Information gap" tasks: Do they facilitate second language acquisition? *TESOL Quarterly*, 20, 305-325.
- Ellis, R. (1994). *The study of second language acquisition learner uptake in communicative ESL lessons*. United Kingdom: Oxford University Press.
- Ellis, R., Basturkmen, H. & Loewen, S. (2001). Learner uptake in communicative ESL lessons. *Language Learning*, 51, 281-318.
- Ely, C. M. (1986). Language learning motivation: A descriptive causal analysis. *Modern Language Journal*, 70, 28-35.
- Elyas, T. & Picard, M. (2010). Palestinian educational history: Impacts on English language teaching. *Education, Business, and Society: Contemporary Middle Eastern Issues*, 3, 136-145.
- Elyas, T. (2008). The Attitude and the Impact of the American English as a Global Language within the Palestinian Education System. *Novitas Royal*, 2, 28-48.
- Engin, A. O. (2009). The second language learning success and motivation. *Social Behavior and Personality*, 37, 1035-1042.
- Ewald, J. D. (2007). Foreign language learning anxiety in upper-level classes: Involving students as researchers. *Foreign Language Annals*, 40, 122-142.
- Exploring task effects. In M. Bygate, P. Skehan & M. Swain (Eds.), *Exploring pedagogic tasks: Second language learning, teaching, and testing*. London: Longman.

- Fallout, J., & Maruyama, F. (2004). The Other Side of Motivation: Learner Demotivation, in K. BradfordWatts, C. Ikeguchi, & M. Swanson (Eds.) JALT2004 Conference Proceedings. Tokyo: JALT.
- Fashion, K. (2010). Communication confidence, beliefs about group work, and willingness to communicate in foreign language group work. *TESOL Quarterly*, 44, 700-724.
- Fassinger, P. A. (2000). How classes influence students' participation in college classrooms. *Journal of Classroom Interaction*, 35, 38-47.
- Felder, R. M. & Henriques, E. R. (1995). Learning and teaching styles in foreign language education. *Foreign Language Annals*, 28, 21-31.
- Field, A. (2005). *Discovering statistics using SPSS*. London: SAGE Publications.
- Folse, K. S. (2009). *The art of teaching speaking: Exploration and pedagogy for the ESL/EFL classroom*. Ann Arbor: University of Michigan Press.
- Fushino, K. (2010). Communication confidence, beliefs about group work, and willingness to communicate in foreign language group work. *TESOL Quarterly*, 44, 700-724.
- Gardner, R. C., Smythe, P. C., Clement, R. & Glikzman, L. (1976). Second language learning: A social psychological perspective. *Canadian Modern Language Review*, 32, 198-213.
- Gardner, R. C. & Lambert, W. E. (1972). *Attitude and motivation in the second language learning*. Rowley, MA: Newbury House.
- Gardner, R. C. & MacIntyre, P. D. (1991). An instrumental motivation in language study: who says it isn't effective? *Studies in Second Language Acquisition*, 13, 57-72.
- Gardner, R. C. & Smythe, P. C. (1975). Motivation and second language acquisition. *Canadian Modern Language Review*, 37, 218-230.

- Gardner, R. C. (1979). Attitudes and motivation: Their role in second language acquisition. In H. Giles & R. St. Clair (Eds.), *Language and social psychology*. Oxford: Basil Blackwell.
- Gardner, R. C. (1980). On the validity of affective variables in second language acquisition: Conceptual, contextual, and statistical considerations. *Language Learning*, 38, 101-126.
- Gardner, R. C. (1985). Social psychology and second language learning: The role of attitudes and motivation. London: Edward Arnold.
- Gardner, R. C. (1988). Attitude and motivation. *Annual Review of Applied Linguistics*, 9, 135-148.
- Gardner, R. C. (2000). Correlation, causation, motivation, and second language acquisition. *Canadian Psychology*, 41, 10-24.
- Gardner, R. C. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition*. Honolulu: University of Hawai'i.
- Gardner, R. C. (2004). Attitude/Motivation Test Battery: International AMBT exploration project. Canada: the University of Western Ontario.
- Gardner, R. C. (2006). The socio-educational model of second language acquisition: A exploration paradigm. In S. H. Foster-Cohen, M. M. Krajnovic & J. M. Djigunovic (Eds.), *Annual conference of the European second language association*. Amsterdam: Benjamins.
- Gardner, R. C. (2007). Motivation and second language acquisition. *PortaLinguarum*, 8, 9-20.
- Gardner, R. C., Clement, R., Smythe, P. C. & Smythe, C. L. (1979). *Attitudes and motivation test battery- Revised manual*. London: University of Western Ontario.

- Gardner, R. C., Masgoret, A. M. & Tremblay, P. F. (1999). Home background characteristics and second language learning. *Journal of Language and Social Psychology, 18*, 419-437.
- Gardner, R. C., Tremblay, P. A. & Masgoret, A. (1997). Towards a full model of second language learning: An empirical investigation. *Modern Language Journal, 81*, 344-262.
- Garson, D. (2010). Structural Equation Modeling. Retrieved from <http://www2.chass.ncsu.edu/garson/pa765/structur.htm>
- Gass, S. M. (1997). *Input, interaction, and the second language learner*. Mahwah, NJ: Lawrence Erlbaum.
- Gass, S. M. (2003). Input and interaction. In C. Doughty & Long, M. (Eds.), *The handbook of second language acquisition*. Oxford: Blackwell.
- Gay, L.R., Mills, G.E., & Airasian, P.W. (2012). *Educational exploration: Competencies for analysis and application*, 10<sup>th</sup> edition. Boston, U.S.A: Addison-Wesley Publishing.
- Gerbing, D. W. & Anderson, J. C. (1988). An updated paradigm for scale development incorporating unidimensionality and its assessment, *Journal of Marketing Exploration, 25*, 186-192.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.
- Gillham, B. (2005). *Exploration interviewing: The range of techniques*. Berkshire: Open University Press.
- Guilloteaux, M. J. & Z. Dörnyei (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly 42*, 55-77.

- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E. & Tatham, R. L. (2006). *Multivariate Data Analysis*. N.J.: Pearson Prentice Hall.
- Harris, R., Holmes, H. M., & Mertens, D. M. (2009). Research ethics in sign language communities. *Sign Language Studies*, 9, 104-131
- Hammad, E.A.R. (2014). Palestinian EFL teachers' attitudes towards English textbooks used in the first three grades of elementary school. *Teaching English as a Second or a Foreign Language, ESL-EJ*, 18(1), 1-18.
- Hamed, Ahmed. (1995). The Teaching Plans of the Faculties of Arts at the West Bank Universities between Theory and Practice. *Al-Quds (Arabic daily)*. 16 October: 16.
- Hancock, M. (1997). Behind classroom code switching: Layering and language choice in L2 learner interaction. *TESOL Quarterly* 31, 217-235.
- Hermanowicz, J. (2002). The great interview: 25 strategies for studying people in bed. *Qualitative Sociology*, 25, 479-499.
- Hernandez, T. A. (2006). Integrative motivation as a predictor of success in the intermediate foreign language classroom. *Foreign Language Annals*, 39, 605- 617.
- Hernandez, T. A. (2010). The relationship among motivation, interaction, and the development of second language oral proficiency in a study-abroad context. *The Modern Language Journal*, 1, 1-18.
- Horwitz, E. K. (2001). Language anxiety and achieve- meant. *Annual Review of Applied Linguistics*, 21, 112–126.
- Horwitz, E. K., Horwitz, M. B. & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70, 725-732.
- Howard, J. R. & Henney, A. L. (1998). Student participation and instructor gender in the mixed-age college classroom. *Journal of Higher Education*, 69, 384-405.
- Howard, J. R., James, G. H. & Taylor, D. R. (2002). The consolidation of responsibility in the mixed-age college classroom. *Teaching Sociology*, 30, 214–234.

- Howard, J. R., Short, L. B. & Clark, S. M. (1996). Students' participation in the mixed age college classroom. *Teaching Sociology*, 24, 8-24.
- Hox, J. J. & Bechger, T. M. (1998). An introduction to structural equation modeling. *Family Science Review*, 11, 354-373.
- Hussain, I., & Sultan, S. (2010). The significance of Instrumental and Integrative Motivation in Second Language Acquisition. *Journal of Educational Exploration*, 13.
- Hussin, S., Maarof, N., & D'Cruz, J. (2001). Sustaining an interest in learning English and increasing the motivation to learn English: an enrichment program. The Internet TESL Journal, 7(5). Retrived from <http://iteslj.org/Techniques/HussinMotivation/>
- Hymes, D. (1972). *On communicative competence*. Harmondsworth: Penguin.
- Ibarraran, A., Lasagabaster, D. & Sierra, J. M. (2008). Multilingualism and language attitudes: Local versus immigrant students' perceptions. *Language Awareness*, 17, 326-341.
- Irvine, A., Drew, P. & Sainsbury, R. (2011). 'Am I not answering your questions properly?' Clarification, adequacy and responsiveness in semi-structured telephone and face-to-face interviews. *Qualitative Exploration*, 13, 87-106.
- Jalambo, M. O., Shuib, M., & Shakfa, M. D. (2016). Investigating English language listening and speaking target necessities of social work students at the University College of Applied Sciences, Palestine. *International Journal of Academic Exploration in Progressive Education and Development*, 5(2), 1-13.
- Javid, C. Z., Farooq, M. U. & Gulzar, M. A. (2010). Palestinian English-major undergraduates and English teachers' perceptions regarding effective ELT in the KSA: A comparative study. *European Journal of Scientific Exploration*, 85, 55-70.

- Jin, G. (2008). Application of communicative approach in college English teaching. *Asian Social Science*, 4, 81-85.
- Joma, M.A.R., Al-Abed, S.F.M., & Nafi, J.S.I. (2016). The effect of “role-playing” on students’ achievement and motivation in the governmental schools of Bethlehem district in Palestine. *British Journal of Education, Society & Behavioural Science*, 18(3), 1-25.
- Julkunen, K. (2001). Situation-and task- specific motivation in foreign language learning. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition*. Honolulu: University of Hawai'i.
- Khader, T., Khader Mohammad Shaat (2011). Reasons Behind Non-English Major University Students’ Achievement Gap in English Language in Gaza Strip from Students' Perspectives: [www.qou.edu/english/.../pdfFiles/khaderKhader.pdf](http://www.qou.edu/english/.../pdfFiles/khaderKhader.pdf)
- Kaplan, B. & Duchon, D. (1988). Combining qualitative and quantitative methods in information systems exploration: A case study. *MIS Quarterly*, 12, 571-586.
- Kimura, Y., Nakata, Y. & Okumura, T. (2001). Language learning motivation of EFL learners in Japan – a cross-sectional analysis of various learning milieus. *JALT Journal* 23, 47–68.
- Kline, R. B. (2005). *Principles and Practice of Structural Equation Modeling*. New York: Guilford Press.
- Koufteros, X. (1999). Testing a model of pull production: a paradigm for manufacturing exploration using structural equation modeling'. *Operations Management*, 17, 467-488.
- Kramsch, C. (2006). From communicative competence to symbolic competence. *The Modern Language Journal*, 90, 249-252.

- Kuncel, N. R., Credé, M. & Thomas, L. L. (2005). The validity of self-reported Grade Point Averages, class ranks, and test scores: A meta-analysis and review of the literature. *Review of Educational Exploration*, 75(1), 63-82.
- Larson, P. (2006). The Return of the Text: A Welcome Challenge for Less Commonly Taught Languages. *The Modern Language Journal*, 90, 255-258.
- Leblanc, R. & Painchaud, G. (1985). Self-assessment as a second-language placement instrument. *TESOL Quarterly*, 19, 673-686.
- Lee, A. S. (1991). „Integrating positivist and inter-pretive approaches to organizational exploration“. *Organization Science*, 2, 342–365.
- Leeman, J. (2003). Recast and second language development: Beyond negative evidence. *Studies in Second Language Acquisition*, 25, 37-63.
- Lennon, P. (2000). The lexical element in spoken second language fluency. In H. Riggensbach (Ed.), *Perspective on fluency*. Ann Arbor: University of Michigan Press.
- Lepper, M. R. (1998). A whole much less than the sum of its parts. *American Psychology*, 53, 675-676.
- Leung, C. (2005). Convivial communication: Recontextualizing communicative competence. *International Journal of Applied Linguistics*, 15, 119-144.
- Lin, Y. H., Chen C.Y. & Chiu, P.K. (2005). Cross-cultural exploration and back-translation. *The Sports Journal*, 8, 1-10.
- Liu, E. Z., Lin, C. H., Jian, P. H., & Liou, P. Y. (2012). The dynamics of motivation and learning strategy in a creativity-supporting learning environment in higher education. *The Turkish Online Journal of Educational Technology*, 11, 172-180.
- Long, M. & Porter, P. (1985). Group work, interlanguage talk, and second language acquisition. *TESOL Quarterly*, 19, 207-225.



- Long, M. (1983). Linguistic and conversational adjustments to non-native speakers. *Studies in Second Language Acquisition*, 5, 177-193.
- Long, M. (1996). The role of linguistic environment in second language acquisition. In W. Ritchie & Bhatia, T. (Eds.), *Handbook of second language acquisition*. San Diego: Academic Press.
- Lu, C., Lai, K. & Cheng, T. (2007). 'Application of structural equation modeling to evaluate the intention of shippers to use Internet services in liner shipping'. *Operational Exploration*, 180, 845-867.
- Ludwig, J. (1983). Attitudes and expectations: a profile of female and male students of college French, German and Spanish. *Modern Language Journal* 67, 216-227.
- Lyster, R. & Mori, H. (2006). Interactional feedback and instructional counterbalance. *Studies in Second Language Acquisition*, 28, 269-300.
- Ma, T. (2009). On communicative language teaching- Theoretical foundations and principles. *Asian Social Science*, 5, 40-45.
- MacIntyre, P. D. & Gardner, R. C. (1989). Anxiety and second language learning: toward a theoretical clarification. *Language Learning*, 39, 251-275.
- MacIntyre, P. D., Baker, S. C., Clement, R. & Donovan, L. A. (2002). Sex and age effects on willingness to communicate, anxiety, perceived competence, and L2 motivation among junior high school French immersion students. *Language Learning* 52, 537-564.
- MacIntyre, P. D., Noels, K. A. & Clement, R. (1997). Biases in self-ratings of second language proficiency: The role of language anxiety. *Language Learning*, 47, 265-287.
- Mackey, A. (1999). Input, interaction, and second language development: An empirical study of question formation in ESL. *Studies in Second Language Acquisition*, 21, 557-587.

- Mackey, A. (2006). Feedback, noticing and instructed second language learning. *Applied Linguistics*, 27, 405-430.
- Mackey, A., Gass, S. & McDuough, K. (2000). How do learners perceive interactional feedback? *Studies in second language acquisition*, 22, 471-497.
- MacIntyre, P. D. & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44, 283-305.
- Mahmoud, A. A. (2016). Analysing “English for Palestine IV” in terms of the characteristics of a good English textbook.
- Masgoret, A. M. & Gardner, R. C. (1999). A causal model of Spanish immigrant adaptation in Canada. *Journal of Multilingual and Multicultural Development*, 20, 216-236.
- Masgoret, A. M. & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates, *Language Learning*, 53, 167-210.
- McClendon, M. J. (1994). *Multiple regression and causal analysis*. Itasca, Illinois: F. E. Peacock Publishers Inc.
- McGroarty, M. (2001). Situating second language motivation. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition*. Honolulu: University of Hawai'i.
- Ministry of Education and Higher Education (2010). Retrieved September 20, 2010, from [www.moehe.gov.ps](http://www.moehe.gov.ps)
- Ministry of Education and Higher Education (2017). Retrieved July, 2017, from [www.moehe.gov.ps](http://www.moehe.gov.ps)
- Mkahal, I.A.H. (2016). Code switching as a linguistic phenomenon among Palestinian English Arabic bilinguals with reference to translation. Unpublished master thesis. Nablus, Palestine: An-Najah National University.

- Mohammed, Z.A.A. (2016). Using short stories to enhance speaking skills at Sudanese secondary schools. Unpublished doctoral thesis. Sudan: Sudan University of Science and Technology.
- Mori, S. & Gobel, P. (2006). Motivation and gender in the Japanese EFL classroom. *System*, 34, 194-210.
- Morrow, K. (1991). Evaluating communicative tests. In S. Anivan (Ed.), *Current developments in language testing*. Singapore: SEAMEO Regional Language Centre.
- Musa, M. I. (2016). Factors negatively affect speaking skills of EFL learners. Unpublished doctoral thesis. Sudan: Sudan University of Science & Technology.
- Nafi, J.S.I., Qabaja, Z.M.M., & Al-Kar, H.J.I. (2016). Attitudes of Palestinian undergraduate students towards native and non-native English language teachers and their relation to students' listening ability. *Journal of Education and Practice*, 7(26), 27-42.
- Nakatani, Y. (2005). The effect of awareness-raising training on oral communication strategy use. *Modern Language Journal*, 89, 76-91.
- Nassaji, H. (2007). Elicitation and reformulation and their relationship with learner repair in dyadic interaction. *Language Learning*, 57, 511-548.
- Nazari, A. (2007). EFL teachers' perception of the concept of communicative competence. *ELT Journal*, 61, 202-210.
- Nikolov, M. (1999). "Why do you learn English?" "Because the teacher is short." A study of Hungarian children's foreign language learning motivation. *Language Teaching Exploration*, 3, 33-65.
- Nikolov, M. (2001). A study of unsuccessful language learners. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition*. Honolulu: University of Hawai'i.

- Noels, K. A. (2001). A new orientation in language learning motivation: Towards a model of intrinsic, extrinsic, and integrative orientations and motivation. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and Second language acquisition*. Honolulu: University of Hawai'i.
- Noels, K. A., Clement, R. & Pelletire, L.G. (1999). Perceptions of teacher communicative style and students' intrinsic and extrinsic motivation. *Modern Language Journal*, 83, 23-34.
- Noreen, S., Ahmad, S., & Esmail, M., (2016). The Study of Language Acquisition. In Lyons, J. (Ed.), *New Horizons in Linguistics*, 242-260. Harodsworth: Pinguin Books Ltd.
- Novick, G. (2008). Is there a bias against telephone interviews in qualitative exploration? *Exploration in Nursing and Health*, 31, 391-398.
- Okuniewska, E., Okuniewska, H. & Okuniewski, J. (2010). Motivation and attitudes of Polish students learning Hebrew. *Psychology of Language and Communication*, 14, 71-79.
- Oxford, R & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *Modern Language Journal*, 78, 12-28.
- Palestinian Culture Mission in Australia (2009). Retrieved May 15, 2009, from [www.sacm.org.au](http://www.sacm.org.au)
- Pallant, J. (2005). *SPSS survival manual: A step by step guide to data analysis using SPSS for windows (Version 12)*. Berkshire: Open University Press.
- Palestinian Curriculum Development Center. (1996). *The First Palestinian Curriculum for General Education (in Arabic)*. Ramallah: PCDC.
- Pennycook, A. (2012). *Language and mobility: Unexpected places*. Multilingual Matters.

- Philip, J. (1999). *Interaction, noticing, and second language acquisition: An examination of learners' noticing of recasts in task-based interaction.*
- Pica, T., Lincoln-Porter, F., Paninos, D. & Linnell, J. (1996). Language learners interaction: How does it address the input, output, and feedback needs of L2 learners? *TESOL Quarterly*, 30, 59-84.
- Pintrich, P. R. & Schunk, D. H. (1996). *Motivation in education: Theory, exploration, and applications.* Englewood Cliffs, NJ: Merrill Prentice-Hall.
- Porter, P. (1986). How learners talk to each other: Input and interaction in task centered discussions. In R. Day (Ed.), *Talking to learn: Conversation in second language acquisition.* Rowley, Ma: Newbery House.
- Qabaja, Z.M.M., Nafi, J.S.I., & Abu-Nimah, M.I.K. (2016). The effect of using the "SQP2RS via WTL" strategy through science context to 10th graders' reading comprehension in English in Palestinian. *Journal of Education and Practice*, 7(26), 137-151.
- Qamar, M.B. (2016). The impact of learner's autonomy on teaching oral skills (speaking skills) in an EFL classroom. *Journal of Language Teaching and Exploration*, 7(2), 293-298.
- Rajendran, M., Kannan, T.R., Sathish, V., & Durgadevi, M. (2016). The relevance of communication skills to the technical students in the Colleges of Engineering and Technology: A Study. *Indian Journal of Science and Technology*, 9(19), 1-3.
- Ramage, K. (1990). Motivational factors and persistence in foreign language study. *Language Learning*, 40, 189-219.
- Richards, J. C. & Schmidt, R. W. (1983). *Language and communication.* New York: Longman.
- Rivera, J. D. (2002). Group work in EFL: constructing zones of learning. *Zonapróxima: Revista del Instituto de Estudios Superiores en Educación*, 3, 58-73.

- Ryan, R. M. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
- Saeed, K.M., Khaksari, M., Eng, L.S., & Ghani, A.M.A. (2016). The role of learner-learner interaction in the development of speaking skills. *Theory and Practice in Language Studies*, 6(2), 235.
- Sarıçoban, A., & Karakurt, L. (2016). The use of task-based activities to improve listening and speaking skills in EFL context. *Sino-US English Teaching*, 13(6), 445-459.
- Savignon, S. J. (1985). Evaluation of communicative competence: The ACTFL provisional proficiency guidelines. *The Modern Language Journal*, 69, 129-134.
- Schulz, R. A. (2001). Cultural differences in student and teacher perceptions concerning the role of grammar teaching and corrective feedback: USA-Colombia. *Modern Language Journal*, 85, 244-58.
- Schumacker, R. E. & Lomax, R. G. (2004). *A beginner's guide to structural equation modeling*. Mahwah, NJ: Lawrence Erlbaum.
- Segalowitz, N. & Freed, B. (2004). Context, contact, and cognition in oral fluency acquisition: Learning Spanish in at home and study abroad contexts. *Studies in Second Language Acquisition*, 26, 173-200.
- Segalowitz, N. (2000). Automaticity and attentional skill in fluent performance. In H. Riggensbach (Ed.), *Perspectives on fluency*. Ann Arbor: University of Michigan Press.
- Sekaran, U. (2003). *Exploration Methods for Business: A skill-Building Approach*. New York: Wiley.

- Shah, R. & Goldstein, S. M. (2006). Use of structural equation modeling in operations management exploration: Looking back and forward. *Journal of Operations Management*, 24, 148-169.
- Shu, H., & Renandya, W.A. (2016). A balanced approach to teaching L2 speaking in China. *The English Teacher*, 45(1), 45-63.
- Shuy, R. (2003). In-person versus telephone interviewing. In J. Holstein & J. Gubrium (Eds.), *Inside Interviewing. New Lenses, New Concerns*. Thousand Oaks, CA: Sage, 175-193.
- Silverman, D. (2000). *Doing qualitative exploration: A practical handbook*. London: Sage Ltd.
- Steinberg, F. S. & Horwitz, E. K. (1986). The effect of induced anxiety on the denotative and interpretive content of second language speech. *TESOL Quarterly*, 20, 131-136.
- Stevens, J. P. (2001). *Applied Multivariate Statistics for the Social Sciences*. Lawrence Erlbaum Associates: Hillsdale, New Jersey.
- Stipek, D.J. (2002). *Motivation to learn: From theory to practice*. Boston: Allyn & Bacon.
- Stevens, P. (1992). English as an international language: Directions in the 1990s. In B. B. Kachru (Ed.), *The other tongue: English across cultures*. Urbana: University of Illinois Press.
- Sturges, J. & Hanrahan, K. (2004). Comparing telephone and face-to-face qualitative interviewing: a exploration note. *Qualitative Exploration*, 4, 107-118.
- Sun, Z. (2010). Language Teaching Materials and Learner Motivation. *Journal of Language Teaching and Exploration*, 1, 889-892.
- Sun, Z. (2010). Language Teaching Materials and Learner Motivation. *Journal of Language Teaching and Research*, 1, 889-892.

- Sung, H. & Padila, A. M. (1998). Student motivation, parental attitudes, and involvement in the learning of Asian languages in elementary and secondary schools. *The Modern Language Journal*, 82, 205-216.
- Swain, M. & Lapkin, S. (1986). Immersion French in secondary school: "The goods" and "the bads". *Contact*, 5, 2-9.
- Swain, M. & Miccoli, L. (1994). Learning in a context-based, collaboratively structured course: the experience of an adult ESL learner, *TESL Canada Journal*, 1, 15-28.
- Swain, M. & Lapkin, S. (2001). Focus on form through collaborative dialogue:
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition*. Rowley, Ma: Newbury House.
- Swain, M. (1993). The output hypothesis: Just speaking and writing are not enough. *Canadian Modern Language Review*, 50, 158-164.
- Swarbrick, A. (1994). *Teaching modern languages*. New York: Routledge.
- Syed, Z. (2001). Notions of self in foreign language learning: A qualitative analysis. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition*. Honolulu: University of Hawai'i.
- Syed, Z. (2003). The Sociocultural Context of English Language Teaching in the Gulf. *TESOL Quarterly*, 37, 337-341.
- Tabachnick, B. & Fidell, L. S. (2007). *An experimental design using ANOVA*. Belmont: Duxbury.
- Tarone, E. & Yule, G. (1989). *Focus on the language learner*. Oxford: Oxford University.
- Tarone, E. (1983). Teaching strategic competence in the foreign language classroom. *Studies in Language Learning*, 4, 121-130.



- Tashakkori, A. T. & Teddlie, C. (1998). *Mixed methodology: Combining the qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Tavakoli, H. (2012). *A dictionary of exploration methodology and statistics in applied linguistics*. Iran: Rahnama Publishers.
- Tittle, C. K. (1986). Gender exploration and education. *American Psychologist*, 11, 1161- 1168.
- Tragant, E. (2006). Language learning motivation and age. In C. Muñoz (Ed.), *Age and the rate of foreign language learning*. Clevedon: Multilingual Matters.
- Tremblay, P. F. & Gardner, R. C. (1995). Expanding the motivation construct in language learning. *The Modern Language Journal*, 79, 505-518.
- Trochim, W.M.K. (2006) Types of Reliability. Research Methods Knowledge Base. Retrieved Feb, 2017, from <http://www.socialresearchmethods.net/kb/reotypes.php>
- Troudi, S. (2007). Negotiation with multiple repeaters. In C. Coombe & L. Barlow (Eds.), *Language teacher exploration in the Middle East*. C. Maryland: Capitol Communication Systems.
- Ushioda, E. (1998) 'Effective motivational thinking: a cognitive theoretical approach to the study of language learning motivation'. In E.A. Soler & V.C. Espurz (Eds.), *Current issues in English language methodology*. Castellode al Plana, Spain: Universitat Jaume I, pp.77-89.
- Ushioda, E. (2001). Language learning at university: Exploring the role of motivational thinking. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition*. Honolulu, HI: University of Hawai'i Press.
- Ward, J, M. (2007). Modeling in the Middle East. In C. Coombe & L. Barlow (Eds.), *Language teacher exploration in the Middle East*. C. Maryland: Capitol Communication Systems.

- Warden, C. A. & Lin, H. J. (2000). The existence of integrative motivation in an Asian EFL setting. *Foreign Language Annals*, 33, 535-545.
- Warschauer, M. (2000). The changing global economic and the future of English teaching. *TESOL Quarterly*, 34, 511-535.
- Wen, M. (1997). Learners' Beliefs and the Use of Meta cognitive Language-learning Strategies of Chinese-speaking ESL Learners.
- Wesely, P. (2009). The language learning motivation of early adolescent French immersion graduates. *Foreign Language Annals*, 42, 270-286.
- Wheless, V. E. & Duran, R. L. (1982). Gender orientation as a correlate of communicative competence. *Southern Speech Communication Journal*, 48, 51- 64.
- Williams, M. & Burden, B. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge University Press.
- Williams, M. & Burden, R. (1999). Students' developing conceptions of themselves as language learners. *Modern Language Journal*, 83, 193-201.
- Wong Fillmore, L. (1985). *When does teacher talk work as input? In input in the second language acquisition*. Rowley, MA: Newbury.
- Woodrow, L. (2016). Motivation in language learning. In R. Breeze, & C.S. Guinda (Eds.), *Essential Competencies for English-medium University Teaching* (235-248). New York: Springer International Publishing.
- Wu, K. (2010). The relationship between language learners' anxiety and learning strategy in the CLT classrooms. *International Education Studies*, 3, 174-191.
- Wyatt, M. (2009). Practical knowledge growth in communicative language teaching. *The Electronic Journal of English as a Second Language*, 13, 1-23.
- Yamashiro, A. D. & McLaughlin, J. (2000). Relationships among attitudes, motivation, anxiety, and English language proficiency in Japanese college students. In S. Cornwell & P. Robinson (Eds.), *Individual differences in foreign language*

*learning: Effects of aptitude, intelligence, and motivation.* Tokyo: Aoyama Gakuin University.

Yo, C., Lens, K., Nuttin, W., & Lin, H. (1987). Affective attitude toward the personal future: Impact on motivation in high school boys. *American Journal of Psychology*, 100(1), 1–13.

Yule, G. (2006). *The Study of Language*. 4<sup>th</sup> Edition. Cambridge University Press. New York: United States of America.

You, C. J., Dörnyei, Z., & Csizér, K. (2016). Motivation, vision, and gender: A survey of learners of English in China. *Language Learning*, 66(1), 94-123.

Yurt, S. U., & Aktas, E. (2016). The effects of peer tutoring on university students success, speaking skills and speech self-efficacy in the effective and good speech course. *Educational Exploration and Reviews*, 11(11), 1035-1042.



UUM  
Universiti Utara Malaysia

## Appendix A

### DESCRIPTIVE STATEMENTS DETAILS TABLE

#### Section 1: Motivation Statements

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Instructional motivation</b>					
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.					
<b>Integrative motivation</b>					
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.

---



UUM  
Universiti Utara Malaysia

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

## 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](mailto: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

---

---