

T. C.
GAZIANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

THE ROLE OF MOTIVATION AND MOTIVATIONAL STRATEGIES ON ORAL COMMUNICATIVE COMPETENCE IN EFL LEARNERS' SUCCESS

Masters of Arts Thesis

RIBWAR LATEEF HUSSEIN

Gaziantep
18 January 2018

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Masters of Arts Thesis

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Supervisor: Assoc. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU

Gaziantep
18 January 2018

APPROVAL OF THE JURY

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Thesis Title: The Role of Motivation and Motivational Strategies on
 Oral Communicative Competence in EFL Learners' Success

Thesis Date: 18 January 2018

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It is approved that this thesis has been written in compliance with the formatting rules laid down by the Graduate School Educational Sciences.

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The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research and acknowledge my obligations and the rights of the participants.

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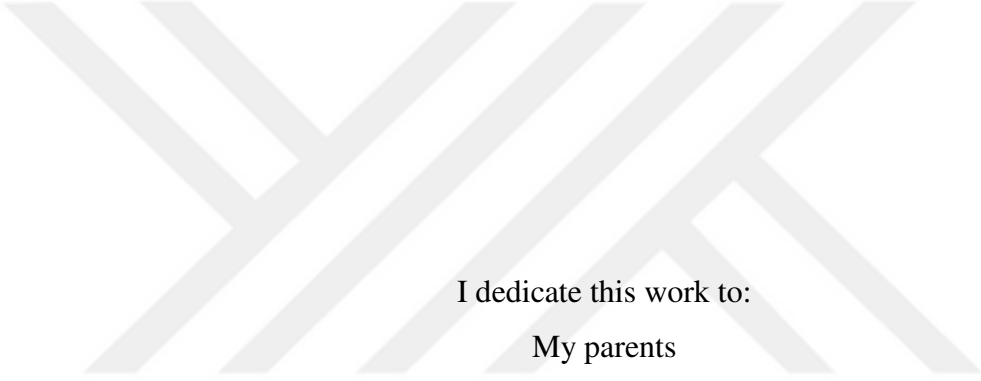
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DEDICATION



I dedicate this work to:

My parents

My beloved wife

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It would not have been possible for me to complete this thesis without the assistance of my supervisor Assoc. Prof. Dr. Filiz Yalçın Tılfarlıoğlu. She has given me her full support and guidance during the entire development of this project by providing me numerous valuable comments, ideas, information, and suggestions. I am deeply grateful to my supervisor for her endless patience in deepening my understanding in this field of study.

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ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN ÖĞRENCİLERİNİN BAŞARILARINDA, MOTİVASYON VE MOTİVASYONEL STRATEJİLERİN, SÖZEL İLETİŞİM BECERİLERİ ÜZERİNDEKİ ÖNEMİ

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Bu çalışmada, motivasyon, öğretim stratejileri ile sözel iletişim becerisi arasındaki ilişkiler incelenmiş olup, motivasyon ve öğretim stratejilerinin, İngilizce eğitimi alan Iraklı öğrencilerin sözel iletişim becerileri üzerindeki etkisi araştırılmıştır. Bu çalışma, 2016-2017 eğitim öğretim yılında Irak, Süleymaniye’de devlete bağlı iki lisede gerçekleştirilmiştir. Bu betimsel çalışmada veri toplamak amacıyla, 30 maddelik bir anket, İngilizceyi yabancı dil olarak öğrenen 406 öğrenciye uygulanmış ve niceliksel araştırma sonuçları hakkında daha detaylı bilgi edinmek amacıyla farklı sınıf seviyelerinden 12 katılımcı ile de yarı yapılandırılmış görüşmeler yapılmıştır. Toplanan verilerin analizinde nitel ve nicel veri analizi yöntemleri kullanılmıştır. Nicel veriler, anket sonuçlarını analiz etmek amacıyla, betimsel ve çıkarımsal istatistiğin kullanıldığı SPSS programı kullanılarak analiz edilmiştir. Nicel veriler, motivasyon, öğretim stratejileri ve sözel iletişim becerileri arasındaki ilişkileri görmek amacıyla Pearson Momentler Çarpımı Korelasyon Katsayısından yararlanarak, SPSS aracılığıyla analiz edilmiş, nitel veriler ise içerik analizine tabi tutulmuştur. Nicel verilerden elde edilen bulgulara göre, motivasyon, öğretim stratejileri ve sözel iletişim becerileri arasında pozitif bir korelasyon vardır.

Sonuçlara göre, sözel iletişim becerisi ile motivasyon arasında ortalanca değere göre pozitif bir ilişki vardır ($r = .233$ $p > .01$). Dahası, ortalanca değere göre bir diğer pozitif ilişki ise sözel iletişim becerileri ile öğretim stratejileri arasında görülmüştür ($r = .204$ $p > .01$). Benzer şekilde, öğretim stratejileri ile motivasyon arasında da ortalanca değere göre belirgin pozitif bir korelasyon vardır ($r = .711$, $P > .05$). Bir diğer ifadeyle,

öğretim stratejilerindeki artış, değişkenler arasındaki pozitif korelasyondan dolayı, motivasyonda artışa sebep olmuştur. da etkilemiştir. Bunlara ek olarak, nitel verilere dair bulgular, birleştiricilik, duruma karşı tutum, motivasyon yoğunluğu nun öğrenenlerin, daha iyi bir sözel performans sergileme de motivasyonlarını etkilediğini ortaya çıkarmıştır. Katılımcıların açıklamaları birleştiriciliğin dil öğrenmede öğrenenlerin motivasyonunu önemli ölçüde etkilediğini ortaya koymuştur. Son olarak, öğretmenlerin iletişim tarzlarının ve dil sınıfı aktivitelerinin de öğrenenlerin motivasyonunu etkilediği görülmüştür. Katılımcılar öğretmen geri bildiriminin motivasyonlarında çok önemli bir faktör olduğunu açıkça belirtmişlerdir. Bu çalışma hangi öğretim stratejilerinin motivasyonu artırdığının yanında öğrenenin motivasyonunu ve iletişimsel performansını hangi unsurların etkilediğini belirlemek amacıyla öğretim stratejileri ve sözel iletişimsel yeterliliğin yanısıra motivasyon ve sözel iletişimsel yeterlilik arasındaki ilişkiyi incelemiştir.

Anahtar Kelimeler: Motivasyon, öğretim stratejileri, iletişim becerisi, yabancı dil olarak İngilizce

ABSTRACT

THE ROLE OF MOTIVATION AND MOTIVATIONAL STRATEGIES ON ORAL COMMUNICATIVE COMPETENCE IN EFL LEARNERS' SUCCESS

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This study examined the role of motivation and teaching strategies on Iraqi EFL learners' oral communicative competence by investigating the relationship among motivation, teaching strategies, and oral communicative competence. The research was conducted in two state high schools in Sulaymaniyah-Iraq during the 2016-17 academic years. As this study was descriptive in nature, the following data collection instruments were employed: a 30-item questionnaire, which was administrated to 406 EFL learners, and a semi-structured interview regarding the results of the quantitative research, which was conducted individually with 12 participants at different educational levels. Quantitative and qualitative methods were used to analyze the collected data. The quantitative data were analyzed using SPSS, which utilized descriptive and inferential statistics to analyze the questionnaire results. A Pearson Product-Moment Correlation Coefficient was also employed to examine the relationship between motivation, teaching strategies, and oral communicative competence. The qualitative data were analyzed by means of content analysis.

The data analysis results indicated a positive relationship between oral communicative competence and motivation according to the medium degree ($r = .233$ $p > .01$). Furthermore, another medium degree was ($r = .204$ $p > .01$), implying a positive relationship between oral communicative competence and teaching strategies. Likewise,

there was a positive significant correlation between teaching strategies and motivation according to the medium degree ($r = 0.711$, $P > .05$). This meant that an increase in teaching strategies affected an increase in motivation. Additionally, the qualitative data indicated that integrativeness, attitude toward the situation, and motivational intensity affected learners to become motivated for better oral performance. The participants' explanations indicated that integrativeness significantly affected learners' motivation for learning the language. Finally, it was discovered that teachers' communicative style and language class activities increased learners' motivation. Participants specified teacher feedback as a vital factor in their motivation. This study examined the relationship between motivation and oral communicative competence as well as teaching strategies and oral communicative competence in an effort to determine which factors influenced learner motivation and communicative performance as well as which teaching strategies increased this motivation.

Keywords: Motivation, teaching strategies, communicative competence, English as a foreign language.

TABLE OF CONTENTS

APPROVAL OF THE JURY	i
RESEARCH ETHICS DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ÖZET	v
ABSTRACT	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
LIST OF ABBREVIATIONS	xiv

CHAPTER I INTRODUCTION

1.1 PRESENTATION	1
1.2 BACKGROUND OF THE STUDY	1
1.3 STATEMENT OF THE PROBLEM	5
1.4 PURPOSE OF THE STUDY	6
1.5 SIGNIFICANCE OF THE STUDY	6
1.6 RESEARCH QUESTIONS	7
1.7 LIMITATIONS OF THE STUDY	8
1.8 ASSUMPTIONS OF THE STUDY	8
1.9 DEFINITIONS AND ABBREVIATIONS	8

CHAPTER II LITERATURE REVIEW

2.1 PRESENTATION	10
2.2 MOTIVATION	10
2.2.1 Definition of Motivation and Related Concepts	10
2.2.2 Basic Types of Motivation	12
2.2.2.1 Intrinsic Motivation	12
2.2.2.2 Extrinsic Motivation	13
2.2.2.3 Integrative Motivation	14
2.2.2.4 Instrumental Motivation	15
2.3 HISTORICAL DEVELOPMENT OF SECOND-LANGUAGE LEARNING MOTIVATION	16
2.4 THE RELATIONSHIP BETWEEN ATTITUDE AND MOTIVATION	17
2.5 THE ATTITUDE MOTIVATION TEST BATTERY (AMTB)	17
2.6 MODELS OF THE STUDY	19
2.6.1 Socio-Educational Model	21
2.6.1.1 Integrativeness	22
2.6.1.2 Attitudes toward the Learning Situation	22
2.6.1.3 Motivational Intensity	26
2.6.2 Teaching Strategies	27
2.6.2.1 Teachers Communicative Style	28

2.6.2.2 Group Work	29
2.6.2.3 Feedback	31
2.6.2.4 Language Class Activities	33
2.7 ORAL COMMUNICATIVE COMPETENCE	34
2.7.1. Definitions of Communicative Competence	34
2.7.2. Oral Communication	35
2.7.3. Dimensions of the Model of Communicative Competence	36

CHAPTER III METHODOLOGY

3.1 PRESENTATION	41
3.2 RESEARCH DESIGN	41
3.3 PARTICIPANTS	42
3.4 INSTRUMENTS	44
3.4.1 AMTB (Attitude Motivation Test Battery) Questionnaire	44
3.4.2. Semi-Structured Interview	45
3.5. PROCEDURES	45
3.5.1. Reliability and the pilot study	45
3.5.2. Data Collection	46
3.6. DATA ANALYSIS	46

CHAPTER IV RESULTS

4.1. PRESENTATION	48
4.2. DATA ANALYSIS	48
4.2.1. Quantitative Data Analysis	48
4.2.2. Qualitative Data Analysis	51
4.3. SUMMARY OF THE QUALITATIVE ANALYSIS	55

CHAPTER V DISCUSSION

5.1. PRESENTATION	56
5.2. DISCUSSION	56
5.2.1. The Relationship Between Motivation and Learners' Self-Reported Oral Communicative Competence	56
5.2.2. The Relationship between Teaching Strategies and Learners' Self-Reported Oral Communicative Competence	57
5.2.3. The Relationship between Teaching Strategies and Motivation	58
5.2.4. Factors Affecting Iraqi Learners' Motivation	58
5.2.5. Teaching Strategies Supporting Learners' Motivation	60

CHAPTER VI CONCLUSIONS AND IMPLICATIONS

6.1. PRESENTATION	62
6.2. SUMMARY OF RESEARCH	62
6.3. CONCLUSION OF THE STUDY	63
6.4. PEDAGOGICAL IMPLICATIONS	66
6.5. SUGGESTIONS FOR THE FURTHER STUDIES	66
REFERENCES	68
VITAE	89

LIST OF TABLES

Table 1.The Demographic Characteristics of the Participants in Terms of Age	43
Table 2.Descriptive Statistics Regarding the Age of Participants	43
Table 3.Descriptive Statistics for the Grades of Education of Participants	44
Table 4.Correlation between Oral Communicative Competence and Motivation.....	49
Table 5.Correlation between Oral Communicative Competence and Teaching Strategies .	50
Table 6.Relationship between Teaching Strategies and Motivation.....	51



LIST OF FIGURES

Figure 1. The study's theoretical model for motivation by Gardner (1985, 2001) and teaching strategies supporting motivation by Dornyei (2001), Cheng and Dornyei (2007), and Guilloteaux and Dornyei (2008).....	20
Figure 2. Gardner's socio-educational model (1985)	21
Figure 3. Foreign language anxiety (Horwitz et al., 1986)	25
Figure 4. Teaching strategies supporting motivation	28
Figure 5. Measuring communicative competence (Canale and Swain, 1980)	36



LIST OF APPENDICES

Appendix I. English and Kurdish Questionnaires.....	84
Appendix II English and Kurdish Interviews.....	87



LIST OF ABBREVIATIONS

AMTB: Attitude Motivation Test Battery

SOPI: Simulated Oral Proficiency Interview

FLCAS: Foreign Language Classroom Anxiety Scale



CHAPTER I

INTRODUCTION

1.1 PRESENTATION

This chapter first presents the background information on the study and summarizes previous research findings regarding the topic of the study. Next, the main problem aims and research questions are presented, followed by a consideration of the significance of this study. Finally, the assumptions and potential limitations are elaborated. A list of abbreviations employed in this study is also given.

1.2 BACKGROUND OF THE STUDY

English spoken is the most common language in the world. The significance of English makes it necessary for speakers of other languages to acquire the English language. Current estimates suggest that one in four of the world's population can speak or at least understand English (Crystal, 2000). In general, according to Dunlop (2015), the Kurdish speakers have a positive attitude toward the English language, and English is more highly appreciated than Arabic, despite that Arabic is the second official language in the north region of Iraq and the primary language in Iraq. This might be because of what Masavisut, Sukwiwat, and Wongmontha (1986) state that the English brand names imply superior standards of production and empower their products with credibility. Furthermore, Friedrich (2002) states that English is a viable choice in many environments and relates this phenomenon of the English language use in most parts of the world instead of other languages for its unique features including "symbolizing modernity, being accessible enough to be intelligible, having [attractive] linguistic properties, having a connection of Westernization, and providing extra linguistic materials, to quench the creative thirst of advertisers and business people" (p.22).

As English plays a significant role in the lives of individuals globally due to internationalization, the number of EFL learners continues to increase. Consequently, numerous researchers have examined English language teaching and learning, specifically the appropriate methods and strategies needed for enhancing English language learning. This section considers the role of English language learning and teaching in an Iraqi context. It also elaborates on the socio-demographic characteristics of the participants in terms of age, gender and education level.

Over the past century, English has become a prominent aspect of education in Iraq. The four basic language skills (reading, writing, listening, and speaking) are essential for EFL learners even outside of an educational context, e.g. in daily routines and sectors including health, business, and technology (Elyas & Picard, 2010). Recognizing the necessity of English, the Ministry of Higher Education and Scientific Research in northern Iraq implemented a new curriculum utilizing Sunrise Textbooks, a material which employs a communicative approach for teaching the four language skills during the 2007-08 academic years. The Ministry has also emphasized the importance of English grammar among Kurdish learners (Sofi-Karim, 2015). Bruner (1960) indicates that “a curriculum ought to be built around the great issues, principles, and values that society deems worthy of the continual concern of its members” (p. 31-32). Prior to attending the university, Iraqi learners study English for a total of twelve years: six in primary school and six in high school. Previously in Iraq, English instructors utilized only one-course book containing English instruction for all levels of primary- and secondary-school study (Elyas & Picard, 2010).

Until now, the most common teaching methods employed in the English education system in Iraq have been the grammar-translation method, the direct method, and the audio-lingual method (Abdullah, 2015). A common view is that language-learning resembles a course of power-driven habit development, meaning that students who are able to make well-formed sentences are also likely to develop good habits. It is also a common view among educators that language production decreases learners' likelihood of making language mistakes, memorizing dialogues, and conforming to other methods of rote memorization; thus, they are able to become more agential as language

users. Therefore, the previously mentioned Sunrise curriculum, with its communicative approach toward language-teaching, has been useful in this regard.

To elaborate more on the Sunrise curriculum, its primary aim is to increase Kurdish EFL learners' communicative competence by means of real-world tasks. Under the new English language program, the textbooks and syllabuses were designed and cultivated based on CLT to improve Kurdish English language learners' communicative competence through using real-life and communicative tasks. This program has recently been under some very limited investigations due to the fact that most of the Kurdish students are not able to communicate appropriately in the real situation of English world despite exposure to this program (Sofi-Karim, 2015). Generally, it is agreed that the Sunrise program has been insufficient owing to various reasons, including the sociocultural influence of "collecdualism" (a combination of the two extremes of collectivism and individualism), a deficiency of knowledge on behalf of English educators themselves, inadequate English teacher courses, and insufficient communicative activities (Sofi-Karim, 2015). Hassan and Ghafor (2014) have asserted that although Sunrise itself is a thorough and applicable program for EFL learners more broadly; it is not entirely applicable in a northern Iraqi context. They have further explained that specific training courses for Iraqi English teachers should be implemented so as to introduce this new program and its methods.

Aside from Macmillan's publication on the implementation of the communicative language teaching (CLT) approach via the Sunrise program in northern Iraq, no has been studying addressed the presence of CLT principles in this program's language materials. Therefore, the current study attempts to categorize the types of tasks involved particularly in the Sunrise 12 course book and assumes that the task-based approach is originated from CLT (Rozati, 2014). Liao(2000) points out that "Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication" (p.121).

Numerous studies have explored the distinction between second-language learning motivation and second language learning context (Oxford, & Shearin, 1994; Warden & Lin, 2000). It has been proposed that learners are more capable of acquiring a second language (L2) in an environment in which the language is necessary for everyday communication. In this case, learners possess visual and auditory motivations (Oxford & Shearin, 1994). It has also been inferred that the target language is seldom used by learners because of the effectiveness of their native language. These learners are motivated and participatory only in their language courses (Oxford & Shearin, 1994). On the other hand, when studying the target language in its context, learners meeting more opportunities to practice the language outside the classroom, and they are often exposed to the L2 through the local media rather than they would be at home (Segalowitz & Freed, 2004). This situation generally applies to Iraqi EFL learners but in recent years the status of English as an international language has meant that the language has been used to varying degrees throughout society and that the situation is not uniform throughout the country. Moreover, the present study is concerned with social factors such as age, gender, and levels of education, all of which play a crucial role in learners' communicative competence and motivation.

Firstly, the current study examines age. It is worth noting that age greatly affects motivation in L2 learning (Gardner, 2000). According to Crookes and Schmidt (1991), the relationship between integrative motivation and L2 achievement depends upon factors such as age. Moreover, Tragant (2006) investigated the relationship between motivation and age in order to determine whether eight-year-old learners displayed higher levels of motivation compared to those who are eleven years or above and to decide whether the link between motivation and L2 achievement was affected by age or learning involvement. The result of motivation and hours of instruction between both primary and secondary school showed that they least admire to learn English while the student's motivation to learn English language from secondary school promote and their motivations remain stable till the end of their duration.

Secondly, the present study considers gender as a social factor of affecting the relationship between motivation and L2 achievement. Several scholars have proven a relationship to exist between motivation and gender (Bacon & Finnemann, 1992; Clark,

1995; Gardner & Lambert, 1972; Mori & Gobel, 2006; Ludwig, 1983). For example, Mori and Gobel (2006) found that female L2 learners were more motivated than male learners in language classrooms. Moreover, Gardner and Lambert (1972) discovered that females held more positive attitudes towards L2 speakers. They also emphasized instrumental and integrative types of motivation in terms of L2 learning.

Finally, the present study examines education level as a factor potentially affecting motivation and L2 achievement. Dewaele (2007) examined the variance in self-perceived oral communicative competence among 474 German English-language learners. He observed that learners who had begun their English study earlier in their education were able to achieve more oral competence than those who began their English study later.

1.3 STATEMENT OF THE PROBLEM

As mentioned previously, Iraqi learners dedicate many hours to English language study, and they are expected to be able to communicate verbally in English with their peers and native speakers. While grammar, pronunciation, vocabulary, and morphology are mainly taught to these learners alongside concentrated activities for developing their writing, speaking, listening, and reading skills, still numerous learners are incapable of effectively engaging in daily English conversation (Lamy & Goodfellow, 1999). Few of them may be considered successful English learners, especially in the skill of oral communication despite the fact that they have studied English throughout the primary and secondary school. This is partially due to the fact that they focus their efforts solely on achieving specific course tasks and passing their exams.

Furthermore, despite the communicative approach employed by the Sunrise curriculum, which integrates listening, speaking, reading, and writing and emphasizes grammatical structures, (Sofi-Karim, 2015) most English educators in Iraq do not adopt a communicative teaching style. Moreover, Textbooks play an essential role in ELT classrooms all over the world (Dendrinos, 1992). In addition, Hutchinson & Torres (1994) state “the textbook is an almost universal element of ELT teaching” (p.315). According to Cunningsworth (1995) “Coursebook analysis and evaluation is useful in

teacher development and help teachers to gain good and useful insights into the nature of the material” (p.14). Most of these educators also adopt a lecture style of instruction and, consequently, neglect to provide opportunities for their learners to practice their English communication skills. This situation decreases learners’ motivation for developing their communicative competence, and a lack of communicative ability in English is often reflected in the oral performance of students on exams (Travis & Joseph, 2009). Still, speaking is rarely examined in the first place both in class and on formal exams, and feedback is rarely provided. Aside from altering their teaching styles, Iraqi English teachers should realize that their learners experience varying levels of motivation and that it is their job not only to address the needs of their attentive and “hard-working” students but also to motivate the students who demonstrate a lack of interest. All of the above factors are addressed in this study in terms of their reduction of students’ motivation.

1.4 PURPOSE OF THE STUDY

This study aims to

1. Determine the relationship between variables such as motivation and oral communicative competence as well as teaching strategies and oral communicative competence,
2. Classify factors that influence motivation and communicative performance, and
3. Determine teaching strategies that increase learners’ motivation.

To achieve these aims, a survey was administered which evaluates the relationship between motivation and oral communicative competence, teaching strategies and oral communicative competence, and teaching strategies and motivation. The survey was preceded by an interview component geared toward determining the participants’ actual communicative competence and factors influencing this competence.

1.5 SIGNIFICANCE OF THE STUDY

This study addresses students’ actual and self-reported oral communicative competence and considers how they are affected by motivation and teaching strategies.

As Iraq is gradually becoming a multicultural environment, it is crucial for EFL learners to master spoken English so as to socialize with these cultures. This is why oral communicative competence is an important goal of English language education. Additionally, CLT has been widely studied by ELT researchers (Ellis, 1996; Inceçay & Inceçay, 2009; Rao, 2002; Sun & Cheng, 2002) in a variety of contexts, yet it has not been considered in the context of English language learning in Iraq and is not of great concern among educators. Accordingly, it is a commonly held view that current teaching methods are not effective in enhancing the oral communication skills of learners.

Last but not least, in addressing the challenges of English language education in Iraq, this study considers the actual and self-reported oral communicative competence of EFL learners and distinguishes factors affecting learners' oral communicative competence such as integrativeness, attitudes toward learning situations, and motivational intensity. Furthermore, this study advances the idea that teaching strategies involving oral communication style and class activities support learner motivation.

1.6 RESEARCH QUESTIONS

- **Research Question 1:** Does a correlation exist between learners' motivation and self-reported oral communicative competence?
- **Research Question 2:** Does a correlation exist between teaching strategies and learners' self-reported oral communicative competence?
- **Research Question 3:** Does a correlation exist between teaching strategies and learners' motivation?
- **Research Question 4:** What are the factors affecting learners' motivation?
- **Research Question 5:** Which teaching strategies support learners' motivation?

1.7 LIMITATIONS OF THE STUDY

The current study has potential limitations.

1. The researcher observed only a state high schools and not a private one. The teaching approaches of state schools may be different from those of private schools.
2. Teaching approaches depend on schools and teachers. They are not the same in all settings or situations.
3. Only two schools have been included for studying learners, which may not be sufficient for obtaining information applicable to all schools in the region.

1.8 ASSUMPTIONS OF THE STUDY

1. The strong relationship between motivation and communicative competence.
2. A significant relationship between teaching strategies supporting motivation and communicative competence.
3. The positive relationship between teaching strategies and motivation.
4. The participants answered the questions sincerely and seriously.

1.9 DEFINITIONS AND ABBREVIATIONS

Motivation: Harmer (1991) clarifies the meaning of motivation as "the internal drive that pushes somebody to do something" (p. 3).

Intrinsic Motivation: Brown (2007) indicates that "The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants or desires within oneself, the behavior itself is self-rewarding; therefore no externally administered reward is necessary" (p.68). It means that other outside factors would be not so effective when the internal enthusiasm is revealed.

Extrinsic Motivation: According to Deci and Ryan (1985) extrinsic motivation refers to “actions carried out to achieve some instrumental end such as earning a reward or avoiding a punishment” (p.39).

Communicative: Beebe (1983) indicates that “the good language learner is the one who is willing to take risks Learning to speak a second or foreign language involves taking the risk of being wrong, with all its ramifications” (p.126).

Communicative competence: Brown (2000) illustrates the condition communicative competence as “aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within a specific context” (p. 246).

Performance: Kane (1996) explains that “performance is something that the person leaves behind and that exists apart from the 36 people” (p.124). Furthermore, Brumback (1988) indicates that “performance means both behaviors and results. Behaviors emanate from the performer and transform performance from abstraction to action. Not just the instruments for results, behaviors and also outcomes in their own right – the product of mental and physical effort applied to tasks – and can be judged apart from results” (p.387).

Academic Achievement: Ashton (1990) indicates that “academic attainment as measured by the examinations of the traditional kind involves most of the capacity to express oneself in a written form. It requires the capacity to retain propositional knowledge, to select from such knowledge appropriately in response to a specified request and to do so without reference to possible sources of information. The capacities to memorize and organize materials are particularly important” (p.569). Furthermore, Kpolovie (2014) explains that learners’ academic achievement is determined by testing which “has and will continue to play a significant role in any educational system world-over. In fact, it would be irrational to think of teaching without test, measurement, and evaluation, evaluation of educational achievement is indispensable for effective formal and even non formal education” (p.30).

CHAPTER II

LITERATURE REVIEW

2.1 PRESENTATION

This chapter introduces definitions of the variables of the present study, including learner motivation. Therefore, motivation, its types, and influencing factors including teachers' communicative methods, feedback, group-work, and language classroom tasks are explained. Finally, oral communicative competence is defined.

2.2 MOTIVATION

2.2.1 Definition of Motivation and Related Concepts

The term “motivation” is derived from Latin (Steers, Mowday, & Shapiro, 2004) but with the passage of time, new concepts have been developed regarding its meaning. L2 learning involves many factors including motivation (Sun, 2010). Contrarily, students with insufficient motivation have less participation and development in their L2 learning process. When learners are motivated, they are willing to work harder to enhance their target language skills in areas such as reading, writing, speaking, and listening (Sun, 2010). The fact that, in Iraq, the main language is Arabic several EFL learners think that English is essential for their academic lives and important for their daily activities. Their motivation stems from this view of English as a necessity for contemporary life.

A common finding among scholars examining learner motivation is its close association with learner behavior. Crookes and Schmidt (1991) defined motivation as “the choices people make as to what experiences or goals they will approach or avoid

and the degree of effort they will exert in that respect" (p. 389). Moreover, Steers, Mowday, and Shapiro (2004) indicated that "motivation has to do with a set of independent/dependent variable relationships that explain the direction, amplitude and persistence of an individual's behavior, holding constant the effects of aptitude, skill, and understanding of the task, and the constraints operating in the environment" (p. 379). Motivation has also been understood to increase learners' desire. For example, Brown (1994) declared that "motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action" (p. 152). Thus, he prioritized intrinsic rather than extrinsic motivation. Furthermore, Brown (1980) also explained that motivation stems from six basic needs: the need for exploration, the need for manipulation, the need for activity, the need for stimulation, the need for knowledge, and the need for ego enhancement. Similarly, Dornyei and Otto (1998) identified motivation as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out" (p. 65). Moreover, McDonough (2007) clarified motivation as "what moves us to act, in this context to learn English, to learn to teach English or to teach it" (p. 369). It may be self-derived, as in the case of the learner or it may be influenced by a teacher figure. Especially in a language-learning context, the teacher plays a primary role in the student's learning process. He/she shares information which students may utilize throughout their language learning. Thus, the teacher is a vital figure in either motivating or de-motivating student.

Considering motivation within a language-learning context, Gail and Jean (1991) explained it as referring to an individual's principles, ideas, and feelings which are applied in their daily actions. The continuous that motivation plays an important role in student achievement in L2 learning, as it enables the L2 learner to enjoy and challenge themselves to be successful throughout the language-learning process. Consequently, learners who are highly motivated are more likely to acquire the target language than those who are not.

Other scholars have observed that studying motivation is not simple in a foreign language-learning context; nevertheless, motivation may be categorized in terms of learners' communicative necessities and their perceptions toward an L2 environment (Lightbown & Spada, 1999). Gardner (2012) stated that motivation is a very complex concept to explain; on the other hand, he mentioned the factors which stimulate the learners. In addition, he also asserted that learners with motivation exert tremendously more effort than do unmotivated ones. Thus, they are often able to gain self-sufficiency in the learning process.

2.2.2 Basic Types of Motivation

Deci and Ryan (1995) considered Self-Determination Theory and classified two kinds of motivation: intrinsic and extrinsic. Whereas intrinsic motivation refers to the inner push to perform an action because of something inside the learner, extrinsic motivation stems from external factors which motivate the learner to perform an action. The principal difference between these types of motivation is displayed through the source of stimulation.

2.2.2.1 Intrinsic Motivation

Intrinsic motivation is one of the most significant types of motivation that involves the desire for internal gratification. When learners are intrinsically motivated, they can develop themselves independently and achieve their aims. In terms of the learning process, it has been found that learners with intrinsic motivation experience more pleasure during the learning process and are more successful due to their internal drive (Ehrman, Leaver, & Oxford, 2003). Moreover, Harmer (1983) expresses this highly important term as "some kind of internal drive which pushes someone to do things in order to achieve something". In this regard, Brown (2007) mentioned that "the most powerful rewards are those that are intrinsically motivated within the learner, because the behavior stems from needs, wants or desires within oneself, the behavior itself is self-rewarding; therefore, no externally administered reward is necessary" (p. 68). Similar to Brown, Alderman (2004) stated that "intrinsic motivation is based on three psychological needs: competence, autonomy, and relatedness" (p. 257). These

necessities are associated with the challenge, inquisitiveness, and self-governing mastery, and a close relationship exists between the learner and the action. Moreover, to roughly introduce the intrinsic motivation has been agreed by many researchers simply as motivation to engage in an activity for its own sake (Lepper, 1981; Pintrich & Schunk, 2002; Ryan, 1992; Lai, Chan & Wong, 2006). Accordingly and more deeply, Ryan and Deci (2000) lie it out as “the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards” (p. 54).

Ryan and Deci (2000) explained that individuals with full intrinsic motivation feel gratification and are in need of self-autonomy. Furthermore, intrinsic motivation can be facilitated by optimal challenges, promoting feedback, and freedom from demeaning evaluations. Intrinsic motivation occurs when an action is to be performed and the doer is willing to complete it due to his/her inner keenness rather than other factors. All learners possess their own factors and influences of motivation which drive them to achieve their aims. Moreover, all learners feel proud of themselves when they achieve such aims. Feeling happy and internally rewarded are crucial components of intrinsic motivation (Brooks, 2009). Similarly, EFL students who are intrinsically motivated are generally more successful in the L2 acquisition. However, sometimes students may not understand the importance of their language tasks; thus, they lack intrinsic motivation (Alderman, 2004). To remedy this situation, educators should explain thoroughly the purpose of language tasks and give frequent as well as constructive feedback.

2.2.2.2 Extrinsic Motivation

Extrinsic motivation stems from external factors such as material rewards and fear of punishment or ridicule. Social and cultural factors impact students' levels of extrinsic motivation (Noels, Pelletier, Clément, & Vallerand, 2000; Ryan & Deci, 2000). Moreover, Ascencio (2010) states the concept as “motivation that comes from outside an individual. The motivating factors are external or outside rewards such as money or grades.” In contrast with research concerning intrinsic motivation, researchers

examining extrinsic motivation are in less agreement regarding its nature. Ryan and Deci (2000) explained that “intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. However, extrinsic motivation is argued to vary considerably in its relative autonomy and thus can either reflect external control or true self-regulation” (p. 54). Furthermore, it has been defined as one of the motivation types influenced by environmental factors including the necessity of completing education, improving financial status, and so on (Harmer, 1991). According to Brown (2007), extrinsically motivated behaviors involve “the anticipation of a reward from outside or beyond the self” (p. 85). The reward changes with respect to context: location and time. Learners become extrinsically motivated in order to gain a prize or avoid punishment, and they often focus solely on completing tasks rather than expanding their understanding of concepts (Marsh, 1996). Enhanced learning achievement occurs via positive reinforcement. Chow and Yong (2013) further explained that extrinsic motivation is entirely unrelated to self-motivation and that a variety of external factors contribute to it. Alderman (2004) mentioned some examples of external rewards such as “praise, grades, special privileges, and certificates or material rewards” (247). The two other types of motivation, integrative and instrumental motivation, are also considered as forms of extrinsic motivation (Harmer, 1991).

2.2.2.3 Integrative Motivation

Gardner (2006) defined integratively motivated language learners as being concerned with socializing with native speakers or integrating into the target language culture. On the other hand, instrumentally motivated learners are concerned with obtaining certain life aspects such as employment (Allwright and Bailey, 1991). Also, by Nunan (1992) it was pointed out that “second language learners who identify with the target culture will master the language more quickly than those who do not” (p. 11). Integrative motivation is considered as an important condition of L2 learning and, over time, it has become more widely researched by language scholars (Brown, 1980). The phrase “integrative motivation” was invented and developed by Gardner and Lambert (1972) to describe language acquisition and social development; on the other hand, instrumental motivation was used to describe the achievement of real-world aims.

Masgoret and Gardner (2003) referred to the integratively motivated student as “one who is motivated to learn the second language, has an openness to identification with the other language community and has a favorable attitude toward the language situation” (p. 127). In addition, Finegan (1999) expressed that “integrative motivation typically underlies successful acquisition of a wide range of registers and a native-like pronunciation” (p. 568). It was declared that learners were able to learn a foreign language fluently while they admired the natives of the target language, favored their culture and tried to integrate with their culture (Falk, 1978). Integrative motivation is concerned with language acquisition in order for individual development and cultural enhancement (Lightbown & Spada, 2000). Foreign language acquisition motivates learners to become absorbed in the target language, have new native friends of the target language, and travel to the country in which the target language is spoken.

Gardner (2012) indicated that “in the socio-educational model of second language acquisition it is proposed that integrative motivation is multi-dimensional, involving affective, cognitive, and behavioral components comprise four broad categories of variables, motivation, integrativeness, attitudes toward the learning situation, and language anxiety” (p. 216). By contrast, learners who are instrumentally motivated usually desire to learn the foreign language in order to obtain a satisfactory career.

2.2.2.4 Instrumental Motivation

Brown (1980) considered instrumental motivation as “motivation to acquire a language as means for attaining instrumental goals; furthering a career, reading technical material, translation and so forth.” (p. 114). It means to find a better job, learning a foreign language is essential. Furthermore, Keller (1993) defined instrumental motivation as “the wish to learn the language for the purpose of study or career promotion” (p. 276). Likewise, Dornyei (1994) explained instrumentality as “related to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary” (p. 274). According to Lightbown and Spada (2000), instrumental motivation involves more practical objectives which are fast to obtain. Instrumental and extrinsic

motivation have some parallels, as both stem from the desire for practical and material achievements like completing education, finding employment, and attaining a higher status in the community (Hudson, 2000).

Ellis (1999), as well as Crookes and Schmidt (1991), considered instrumental and integrative motivation as two significant factors of success in L2 learning. Cook (2001) stated that integratively motivated learners are able to enhance their knowledge of the target language by regarding its culture. Integrative motivation is generally regarded as being more significant than instrumental motivation in regular learning settings (Ellis, 1997). Dörnyei (1996) also indicated that instrumental motivation is alone insufficient for developing L2 knowledge and achievement; rather, integrative motivation must simultaneously play a part. Moreover, Instrumental motivation focuses on pragmatic gains, that is, potential utilitarian gains of L2 proficiency, such as achieving the requirements for school or university graduation, and reaching a higher social status or getting a better job (Dörnyei, 1994a; Norris, 2001).

2.3 HISTORICAL DEVELOPMENT OF SECOND-LANGUAGE LEARNING MOTIVATION

During the three decades leading to the 1980s, a vast amount of research concerning motivation in L2 learning commenced, and the social-mental framework of Gardner and Lambert (1972) emerged. Gardner and Lambert's themselves derived much of their influence from Mowrer (1950), who demonstrated that a child's achievement in adopting a first language (L1) stems from the motivation of expecting to first to resemble family members and later to resemble peers in a social context. Adopting Mowrer's idea (1950) of L1 acquisition, Gardner and Lambert (1959) asserted that L2 achievement fundamentally relies upon a similar kind of motivation. In line with Mowrer (1950), Gardner and Lambert (1972) interpreted L2 as a means of mediating different ethnic-phonetic engagements in multicultural settings. They considered motivation as responsible for enhancing or blocking intercultural correspondence and affiliation.

Dörnyei and Ushioda (2011) described three stages of development in research concerning learner motivation: the social-mental period, the mental-orchestrated period, and the strategy-arranged period. The social-mental period focused on the attitudes and assumptions of learners toward the L2 society as well as mental strategies employed by L2 learners.

2.4 THE RELATIONSHIP BETWEEN ATTITUDE AND MOTIVATION

As indicated by Oxford and Shearin (1994), mindset (or perspective) significantly affects motivation in L2 learning. They describe mindset as “suppositions toward the learning gathering and the goal vernacular” (p.12-28). Moreover, mindset determines a course of action of feelings. For example, a learner may be more or less motivated to acquire English depending on his/her mindset regarding English culture or his/her language teacher. While it is plausible for a student’s lack of motivation to derive solely from his/her attitude toward the language teacher, nevertheless this attitude does play a crucial role. Learner attitude toward the L2 culture also affects L2 acquisition. For example, students with positive attitudes toward the L2 culture are more motivated to acquire the L2 and vice versa. Gardner (1985) explains that if students’ mentalities are good, it is sensible to anticipate, different things being equivalent, that the involvement with the dialect is wonderful, and the students will be urged to proceed. Good states of mind tend to make the experience be seen decidedly. On the off chance that, then again, dispositions are negative, the encounters will have a tendency to be seen horribly.

2.5 THE ATTITUDE MOTIVATION TEST BATTERY (AMTB)

Gardner (1985) introduced the Attitude/Motivation Test Battery (AMTB) initially as a method of surveying the major emotional variables involved in French language acquisition in Canada. The AMTB has been utilized extensively worldwide to examine the inspiration for acquiring an L2 (Mondada & Doehler, 2004). Gardner began his examinations in 1959, and his motivational hypothesis was later termed the “socio-instructive model.” This model is comprised of five states of mind and motivational components: integrativeness, mentality toward the learning circumstance, inspiration, integrative introduction, and instrumental introduction (Masgoret & Gardner 2003).

Introductions allude to how an L2 learner is motivated, whether instrumentally or integratively. States of mind toward the learning circumstance concern how L2 students assess their English courses and instructors (Masgoret & Gardner, 2003). Integrativeness and dispositions toward the learning circumstance are identified with each other, and both specifically affect inspiration (Gardner, 2001), which alludes to a drive in accomplishing one's objective.

The AMTB, which was utilized as a part of this examination to gauge students' inspiration, is intended to quantify three essential ideas in the socio-instructive model: integrativeness, states of mind towards the learning circumstance, and motivational force (Masgoret & Gardner, 2003). The following AMTB components are included in the current study:

1. Integrativeness (integrative introduction, attitudes toward the language group and enthusiasm for the language).
2. The disposition toward the learning circumstance (evaluation of the language educator and evaluation of the course).
3. Motivational force (evaluation of exertion and industriousness, desire to acquire the language, positive emotional responses to acquiring the language).

In language research, the AMTB has been utilized as part of a range of structures and has been employed in a variety of experimental studies. For instance, Gardner and Macintyre (1991) researched the impact of integrative inspiration on the learning of French/English vocabulary utilizing the AMTB. Moreover, Bernaus and Gardner (2008) examined language-learning strategies among Spanish educators and students as well as the impact of these strategies on students' inspiration and accomplishment. In their examination, students' mindsets, inspiration, and language anxiety were measured via the AMTB.

All-in-all, the AMTB has functioned as a tool for measuring learner and/or educator mentalities, and it is comprised of various proclamations to which participants are asked to react ("strongly agree," "agree," "undecided," "disagree," and "strongly disagree") on a five-point Likert scale.

2.6 MODELS OF THE STUDY

The models of this study consist of two main parts: the primary component measures motivation in the L2 according to Gardner's socio-instructive model (1985, 2001). "Integrativeness," a critical variable in Gardner's model, identifies with the current investigation and "disposition toward the learning circumstance" is also important in this study for examining students' demeanors toward the educator and course. Moreover, this variable enables the distinction between factors influencing students' oral correspondence fitness or self-announced capability. Finally, "motivational force" is adapted from Gardner's socio-instructive model in order to investigate student's exertion and ingenuity, the desire to acquire the language, and their attitudes toward acquiring the language.

The second component of this study's models investigates the effects of teaching methodologies which inspire students' oral open fitness as per (Dörnyei, 2001), Cheng and Dörnyei (2007), and Guilloteaux and Dörnyei (2008). Gardner's socio-instructive model incorporates most issues concerned in this study, yet there are other issues (for example, instructors' oral informative styles and language exercises) that are not found in Gardner's model. Exercises such as group work and feedback are viewed as a major aspect of an educator's informative style.

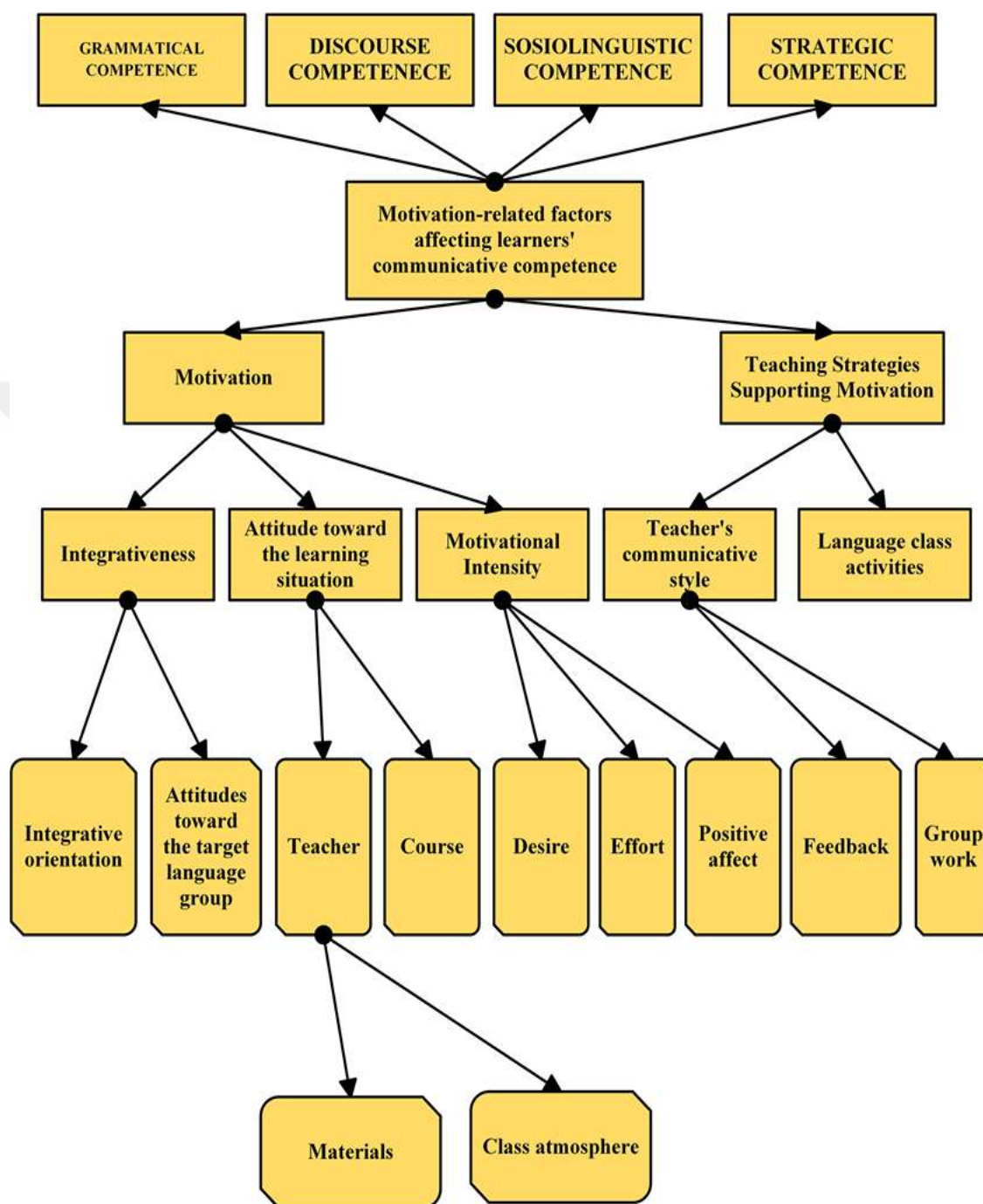


Figure 1. The study's theoretical model for motivation by Gardner (1985, 2001) and teaching strategies supporting motivation by Dornyei (2001), Cheng and Dornyei (2007), and Guilloteaux and Dornyei (2008).

2.6.1 Socio-Educational Model

Learning inspiration in an L2 context was led by researchers in Canada during the 1950s (Robert Gardner, Wallace Lambert, Richard Clement, and their associates Dörnyei, 2003). The emphasis was on the distinguishing factors of English-French bilingualism. Around then, Gardner and Lambert (1959) were the pioneers of the socio-instructive model of second-language learning in school settings, and their most imperative commitment to the field was the finding that acquiring an L2 distinctly differs from acquiring knowledge of some other subjects (Gardner & Lambert, 1959). The name of the model is derived from social and instructive issues. The socio-instructive model was derived from Ganders' Theory (1985) expected that "dialects are not at all like some other subject educated in a classroom in that they include the obtaining of abilities or conduct designs which are normal for another social group"(p. 146). It means that dialects are not learned in the classroom but it is a part of the nature of those social groups live in the same area.

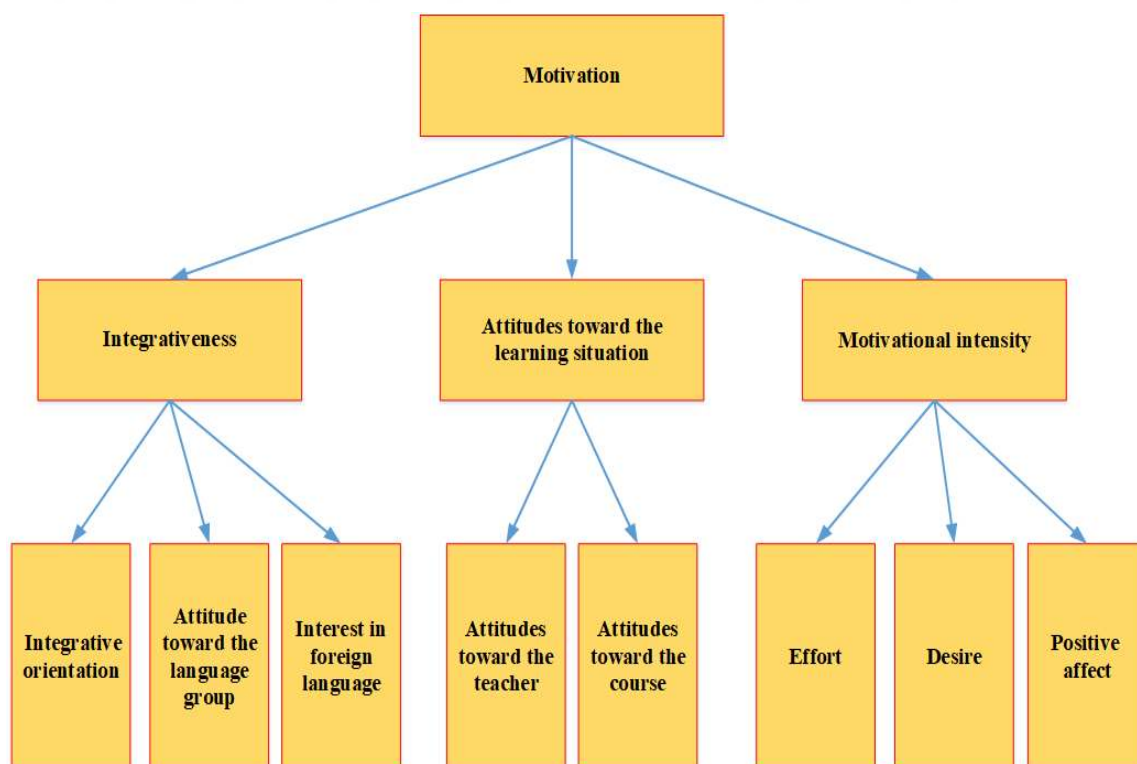


Figure 2. Gardner's socio-educational model (1985)

2.6.1.1 Integrativeness

Gardner and Lambert (1972) found that success in language achievement depends on the learner's affective predisposition toward the target group (Warden & Lin, 2000). This led them to form the concept of “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). According to Dörnyei (1994) “integrativeness is associated with a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community” (p. 274). Furthermore, as Gardner and Lambert (1972) revealed that the learner's affective predisposition toward the target language paves the way to obtain a successful achievement in language learning. They also mentioned it as an important drive which led individual learners to realize the importance of learning the second language and to show the vital role of second language community to promote communication with the target group.

Many researchers have found integrative motivation to be an important factor in Predicting student success in the L2 classroom across many different learning situations (Dörnyei & Clement, 2000; Dörnyei & Schmitt, 2001; Ely, 1986; Gardner, 1985, 2000, 2001, 2004, 2006, 2007; Gardner & Lambert, 1972; Hernandez, 2006; Masgoret & Gardner, 2003).

2.6.1.2 Attitudes toward the Learning Situation

The second element adapted from Gardner's socio-instructive model is states of mind toward the learning circumstance. This variable includes dispositions toward any part of the circumstance in which the language is discovered. These mentalities influence students' inspiration and are directed toward the instructor and the course, in general. For instance, classroom-learning inspiration refers to inspiration in the classroom circumstance or in a particular circumstance that is impacted by various related factors, for example, the educator, the class environment, the course substance,

and materials (Gardner, 2007). States of mind toward the learning circumstance, which allude to a learner's responses to anything related to the immediate setting in which learning occurs, are measured by two scales: mentalities toward the instructor and dispositions toward the course. Elements of the course such as content and related learning materials as well as teaching environment and colleagues may also be assessed, as well. Nevertheless, a significant part of the essential variety in states of mind toward the learning circumstance may be observed if an individual's assessment of the course and instructor are of primary focus.

It is also important to consider that if a student enters a language classroom with genuinely unbiased demeanors about the language or even constructive ones and has an identical structure allowing him/her to be receptive and eager, this student's state of mind about language and language learning will be emphatically impacted by the circumstance itself. States of mind are situational and impacted by factors such as the language itself, the educator, the classroom environment, the course material, and learning assignments. Good states of mind and sentiments increase the effectiveness of students in language-learning classes. States of mind towards the language circumstance include demeanors towards the school environment, responses to the reading material, assessment of the language instructor, and the language course. The nature of the learning circumstance affects the student's inspiration. An intriguing and gifted educator with a decent understanding of the language, an energizing educational program, thoroughly developed lesson designs, and significant assessment methodology will advance larger amounts of inspiration than an instructor ailing in some of these qualities will.

Two scales in Gardner's (1985) AMTB evaluate states of mind toward the learning circumstance. The first scale concerns attitude toward the course (materials and atmosphere) and the second scale concerns attitude toward the teacher. Students' states of mind toward materials utilized as part of a language course impact their inspiration to acquire the language (Gardner, 2007). Course materials that enhance students' ability are those which are identified with students' lives or current circumstances; offer decisions about what, where, how, or with whom work is done; incorporate issues for students to

consider that are practical and testing; and include making an item or giving some solid type of achievement (Lepper, 1998; Sun, 2010).

There are four judgments that influence students' assessment of language undertakings and the level of exertion they will apply in their learning. These are intrigue, pertinence, certainty, and fulfillment (Julkunen, 2001). "Premium" implies that students' interest is stimulated and maintained throughout the undertaking. "Pertinence" implies that students need to see that vital individual needs are being met by the learning assignment. "Certainty" implies that students need to see that they have an opportunity to succeed, to believe that they control their own particular learning, and to credit achievement and inability to exertion. Finally, "fulfillment" implies that students should feel happy with the results of learning (Julkunen, 2001).

Attitudes toward the classroom climate (e.g. anxiety) concern mentalities toward the course and learning circumstance (Gardner, 1985). As indicated by Horwitz, Horwitz, and Cope (1986), "the term uneasiness denotes the subjective sentiment pressure, anxiety, apprehension, and stress related with an excitement of the autonomic sensory system" (p. 125). Horwitz, et al. (1986) distinguishes three parts of language uneasiness (See Figure 3). The first is correspondence anxiety. This is the point at which the student has developed considerations and thoughts yet restricted L2 vocabulary to express them. Inability to express one or to comprehend someone else prompts fear. The second segment is dread of negative social assessment. In this type of tension, students are indeterminate of themselves, so they may feel that they are unequipped for making a decent social impression. The third segment is tested nervousness, particularly anxiety, in connection to scholastic assessment. The scholarly necessities of the school and educator imply that the student is constantly assessed on capability viewpoints while that capability is being procured.

The above theoretical structure influenced the development of the Foreign Language Classroom Anxiety Scale (FLCAS) to gauge students' anxiety. MacIntyre and Gardner (1989) discovered critical negative connections between a particular measure of language uneasiness and execution on a vocabulary-learning undertaking. Accordingly, Gardner (1985, 2001, 2004, 2006, 2007) in his AMTB proposed the French class uneasiness scale. This scale measures how much students report feeling

humiliated or restless in a language class. Gardner (1985) proposed that scales are straightforwardly concerned with remote language uneasiness. For example, the AMTB is more suitable for examining language tension than general nervousness scales.

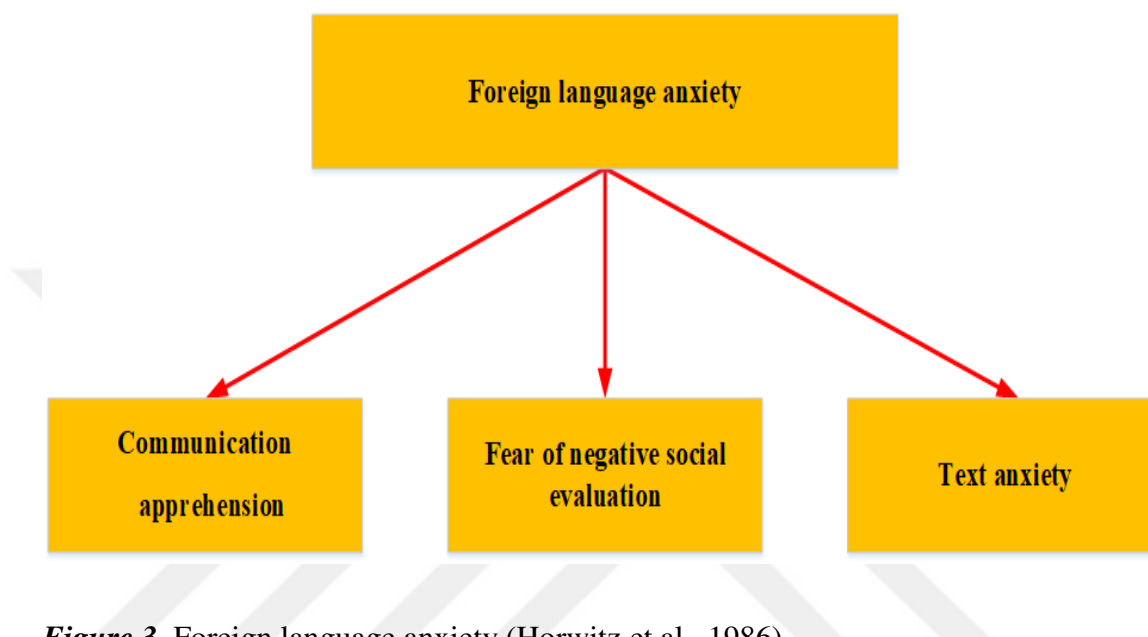


Figure 3. Foreign language anxiety (Horwitz et al., 1986)

The second scale of dispositions toward the learning circumstance in Gardner's socio-instructive model is "states of mind toward the educator." Instructors assume a fundamental part in the instructive accomplishment of students. The demeanors and practices of educators toward their students can be depicted in a positive or a negative way. Such states of mind can affect the scholarly accomplishment or disappointment of the student (Khan & Weiss, 1973). Thus, if instructors do not have an inspirational state of mind toward a subject, it is likely that this will influence the achievement of their students, who will tune into the educator's non-uplifting demeanor. The states of mind and disposition of the educator are instrumental in shaping those of their students. If educators are energetic, positive, and enthusiastic during the learning process, then students will be more motivated to acquire the language. Additionally, if they regularly converse with students in the L2, then students will be more likely to utilize the language, as well (Hadden & Johnstone, 1983). Learners are more inspired to talk when they have good relationships with their educators (Stipek, 2002). According to Dörnyei (1994), students' classroom inspiration is affected by relations with educators which

may be affected by educators' obligation toward students, the offering of alternatives to learners, and including learners in basic leadership. Students' inspiration to acquire a dialect is improved when educators clarify purposes behind activities as opposed to focusing on grades (Lepper, 1998). In addition, giving criticism to enhance capability in a positive and non-controlling way increases students' inspiration (Noels, 2001).

Students' impression of language educators as controlling or instructive can influence their inspiration to acquire the language. In classes, instructors usually make decisions about which exercises to do and when to fulfill them. Controlling educators tend to utilize dangers or prizes, due dates, or forced objectives (Deci & Ryan, 1985; Ryan & Deci, 2000). On the other hand, the situation of the educator as a facilitator and guide can urge students to develop independence in the learning process (Brown, 2007).

2.6.1.3 Motivational Intensity

The third variable in Gardner's socio-instructive model is a motivational force. Motivational force includes three components: exertion, want, and positive effect (Gardner, 2001). To start with, the persuaded individual exerts effort to acquire a language. That is, they perform tasks such as completing homework, seeking opportunities to further their learning, and performing additional learning tasks. Second, the student seeks to achieve set objectives. This individual will express a great desire to adopt the language and will endeavor to make progress in doing so. Third, the student will appreciate the errand of acquiring the language. Noels (2001) stated that inspiration to acquire a language depends on various factors, for example, exertion (the desire to achieve objectives). Furthermore, Falk (1978) claimed that the vast majority of language learners are individuals who favor the general population who speak the language, welcome the way of life of the target language culture, and desire to incorporate into this culture. In addition, Gardner (2001) emphasized that each of these components of motivational power is significant for language learners.

Gardner's (1985) findings suggest that integrativeness and states of mind toward the learning circumstance are two related factors that influence students' motivational force and consequent achievement in acquiring an L2. This speculation was tested by

Gardner (1968) himself, who explored the relationship among integrativeness, demeanors toward the learning circumstance, and motivational force. He found that the relationship between motivational force and each of the measures of accomplishment was stronger than those measures of integrativeness and dispositions toward the learning circumstance. Additionally, critical relationships of integrativeness and states of mind toward the learning circumstance became non-noteworthy when inspiration was ignored. Interestingly, when both integrativeness and demeanors toward the learning circumstance were disregarded, the relationship between inspiration and accomplishment was strong.

2.6.2 Teaching Strategies

The second component of this study's model concerns strategies supporting inspiration or, as Dörnyei and Otto (1998) call them, "motivational impacts". These methodologies have been assessed by various researchers such as Dörnyei (2001), Cheng and Dörnyei (2007) and Guilloteaux and Dörnyei (2008). Dörnyei (2001) classified methodologies supporting inspiration into four categories. The principal classification concerns conditions in the classroom, i.e. essential motivational conditions created by means of efficient educator practices, having a decent relationship with students, maintaining an enthusiastic and steady environment in the classroom, etc. The second category focuses on producing student inspiration by improving language-related esteem and demeanors, expanding objective introduction, making the educational modules important, and making reasonable student convictions. The third and fourth of Dörnyei's classifications are identified with expanding student self-assurance and empowering positive self-assessment. These last two classifications were not utilized as part of the current study since they surpass the extent of my investigation.



Figure 4. Teaching strategies supporting motivation

2.6.2.1 Teachers Communicative Style

Instructors' communicative style is a factor involved in techniques supporting inspiration which is explored in this investigation. Instructors' informative style implies the way in which educators sort out oral correspondence in classes (Dörnyei, 2001). English instructors may utilize an assortment of teaching procedures to orally communicate with students during their lessons. For instance, they may separate the class into groups to empower students to speak together likewise; they may give feedback as a method of oral correspondence with students (Dörnyei, 2001).

Effective educators influence students to expand their scholarly self-perceptions, their enthusiasm for the subject, and the desire to acquire more knowledge, in essence, to achieve an abnormal state of accomplishment (Powell & Powell, 2015). It has additionally been expressed that students view compelling educators as motivational and a pioneer when the instructor urges them to take charge of their own learning. Likewise, when elevated expectations, assignments, and feedback are given, learning quality improves accordingly (Fisher & Kent, 1998). Moreover, compelling educators should not be jokesters, yet it is useful to have the great comical inclination and be willing to impart jokes to students to eradicate negative obstructions.

In addition to the above qualities exhibited in the classroom, effective educators exhibit enthusiasm for students' lives outside the classroom, utilizing a wide assortment of techniques to connect with them outside the class. This situation urges students to perform to the best of their ability in the classroom (Kohn, 1996). Students value educators who socialize with them outside the classroom, e.g. via informal visits to local attractions, museums, and even restaurants. Moreover, Poonam C. Dev (1997) reported that teachers should concentrate on strategies to substitute threatening or frightening situations and tasks.

Dörnyei (2001) further explained that educators can influence their students by employing a wide range of strategies. For example, it is critical to making the classroom environment casual and well-disposed. Numerous students have the potential to perform well, yet they cannot do so because of a lack of confidence. Educators can remedy this situation. An educator is a guide, coach, and facilitator. Thus, they should determine the best means of creating an agreeable and fascinating atmosphere for students. They can utilize sight and sound or new visual aids in classrooms. Educators should expose students to the way of life of the target language culture, as well. This can make students more intrigued to discover more about the language itself. Similarly, group work and participation are parts of educators' oral communication style that are of interest for this investigation. Each of these components is discussed in detail in the following sections.

2.6.2.2 Group Work

According to Cheng and Dörnyei (2007), group work has been considered as an important part of an educator's communication style in L2 classrooms. Fushino (2010) affirmed that group work has become a widely used method of teaching English as a foreign language while improving learners' oral ability. It has been used for improving different aspects of the target language such as vocabulary and grammar. Accordingly, communicative competence can be achieved by group work because it provides learners with more opportunities to speak and makes an interactional atmosphere among language learners. In a speaking course, the class should be organized into pairs or groups, and a suitable topic to be discussed among learners as the class action should be

chosen by the teacher. Choosing the topic and organizing the learners into pairs and groups are the teachers' responsibility. What's important in group work is that learners can express their ideas freely about topics that are presented to them, and it enables the learner to further their knowledge of the language. At the end of the discussion, the representatives of each group should present what they have learned about the given topic. This kind of discussion may affect the classroom atmosphere positively. The type of topic has its particular kind of effectiveness; however, teachers and learners need to enjoy the topic whatever it may be.

Burdett (2003) asserted that a learning approach which facilitates learners' discussion of their personal ideas may be defined as group work. According to Sugino (1994), group work helps learners to practice the language more easily and to improve their performance. According to Long and Porter (1985), group work includes the following four pedagogical implications: more practice opportunities, improved oral performance, a positive classroom atmosphere, and increased learner motivation. Felder and Henriques (1995) stated that group work activities enable all learners to participate in class activities rather than a small number of learners. Group work can be considered as a great source of collecting learners' responses, and it is better than classical lectures because it is interactive and enjoyable. Accordingly, a short time allotted to group work is enough for learners to pay attention during the entire class time. However, there are some researchers who still believe that group work cannot produce better learning outcomes (Brown, 2002; Hancock, 1997; Rivera, 2002).

Learners gain several benefits from group work. According to Ellis (2003), group activities have the following advantages: learners have more opportunities to talk in comparison with a teacher-centered classroom in which the instructor speaks most of the time; it helps learners to become involved in a wider range of negotiation in which the focus is on meaning rather than the answers to questions addressed by the teacher; it enables teachers to recognize learners' needs; it enables positive attitudes on behalf of learners while reducing their speaking anxiety; it produces beneficial competition as students encourage each other to express their ideas about a given topic; and it motivates learners, who enjoy group activities because they are able to interact with each other as

independent learners. Group work enables social interaction, which further enables learners to learn from each other by sharing their knowledge and ability in the target language. Generally, group work inspires further learning on behalf of learners as they take risks and support each other.

Typically, learners do not want their teachers to control their ideas, as they want to be independent in communicating with each other in groups. Learners want to cooperate with their peers to accomplish given tasks. Moreover, they enjoy communicating freely with each other, sharing their knowledge, and providing more input as opposed to one-answer question and answer activities (Wong, 1985).

2.6.2.3 Feedback

Feedback can be considered as the second part of teachers' communicative style. Generally, feedback can be divided into types written and spoken, and it has been defined by researchers in different ways. For example, the term "feedback" was defined by Ellis (1994) as a response from a teacher to a learner as a matter of correction, which may have several functions such as encouragement, improvement, or criticism. In addition, Keh (1990) also defined feedback as an input which is provided by a reader to a writer to review something within the writing. According to Scott and Dinham (2005), feedback is any kind of response to a learners' performance by a teacher who indicates the erroneous utterance, and it can be considered as a vital part of the learning process not only as an outcome of learners' production.

Learners usually make oral errors while they are speaking. They recognize their erroneous utterances when teachers ask questions and offer clarifications. When learners recognize their erroneous utterances and unacceptable statements, they have more opportunities to perform in better ways and are less likely to utter the same errors again (Gass, 1997). According to Noels (2001), teachers are responsible for the classroom environment and the way of guiding learners through a successful learning process. Hence, the teachers should provide constant feedback to learners regarding how they perform the language, how they progress, and where they need to improve. Furthermore, Noels (2001) asserted that feedback should be given positively as "providing praise for

achievements, making constructive suggestions for improvement, and not negatively criticizing shortcomings” (p.55). Moreover, according to Lennon (2000), low proficiency learners need to be given more opportunities to interact with other learners, they need more time and they should be involved with high proficiency learners or advanced learners concerning phonology, lexicology, syntax, and morphology. Interactional feedback, which is the feedback given while negotiation strategies are applied either implicitly or explicitly (Gass, 1997), is beneficial for the development of speaking an L2 because it provides opportunities for learners to modify their speaking output and make it more accurate (Swain, 1993). Thus, it is possible that English teachers in Saudi Arabia could help increase students’ speaking competence by making interactional feedback one of the main speaking practices in their classes. Therefore, this study investigated the effect of feedback on Saudi students’ motivation.

The teachers’ role in the process of language learning can be considered as a facilitative role rather than one of correcting learners’ errors. That is, their responsibility does not involve judging or evaluating learners’ production; rather, they should facilitate the learning process by providing feedback. In an interactional classroom, feedback may affect learners’ oral utterances positively (Mackey, Gass, & McDonough, 2000). According to Ellis (1994), learning a language through interaction is important for language learners to notice the features of the language. Feedback helps learners to enhance their recognition of the form. The teacher provides feedback when learners make errors in the target language, and the learners’ responsibility is to determine what is missing from their oral production in order to improve their performance. Research suggests that there are advantages to learners’ interaction with each other. According to Long and Porter (1985), learners’ interactions with each other or with native speakers motivate them and make them less anxious. Accordingly, learners get more benefits from each other in producing the language and providing feedback compared to teachers. When students are involved in an interactional speaking course, they provide feedback and correct each other in order to obtain a clear message (Bruton & Samuda, 1980; Porter, 1986).

2.6.2.4 Language Class Activities

Language class activities are a major variable in terms of “teaching strategies”. Dornyei (2001) affirmed that class activities increase students’ motivation in learning a foreign language and the most interesting thing is the design of the activities in the classroom which help learners to achieve what is intended to be achieved. In the mid-1950s, class activities became a matter of research (Gass, 1997). In addition, according to Mackey, et al. (2000), when research began to investigate the learning and teaching of a foreign language, they did not pay close attention to the outcomes of the learning process and they did not consider it as a matter of obtaining information concerning the language. They meant to see that the use of language is a good way to practice the language itself.

There are several English language researchers who believe that there are activities which need to be taken into consideration in order to promote a learner-centered classroom environment. These activities are important because they help low-proficiency learners to improve their knowledge. They include songs, drama, poetry, stories, group discussions, tongue-twisters, and speeches (Johnson, 2006; Gathumbi and Masembe, 2005; Okech, 2005). These activities motivate learners to become active participants and to use the language positively.

Traditionally, when the instruction is teacher-centered, learners are merely listeners and only generally comprehend the language. According to Swain and Lapkin (1986), learners should become involved in an interactional manner in order to achieve the language in a more thorough way and to improve their oral performance. They observed French immersion programs and found that many of the students involved in these programs did not increase their communicative competence. They believed that the learners did not have many opportunities to produce the language independently and thus, lacked communicative competence. Accordingly, learners should be motivated to produce the language and to express their knowledge in a comprehensible way in the process of learning a foreign language. Moreover, according to Gass (1997), interactional negotiation, in which the focus is on the meaning or form of the target

language, benefits learners. Furthermore, Gass (1997) defined negotiation as “communication in which participants’ attention is focused on resolving a communication problem” (p. 107). Negotiation can be considered a facilitator in the learning process as it leads the input to be comprehensible and meaningful. When learners practice their speaking skills, they may experience confusion or even a communication breakdown. Negotiation enables them to identify and subsequently solve the problem (Folse, 2009). In addition, according to Mackey (1999), there is a kind of relationship between foreign language development and interactional discussion in a foreign language-learning classroom. He found that language development is achieved through interactional tasks. Moreover, language development cannot be achieved if there is no meaningful interaction. Learners should actively participate in classroom activities in order to produce the language and comprehensible output (Swain, 1985).

2.7 ORAL COMMUNICATIVE COMPETENCE

2.7.1. Definitions of Communicative Competence

Communicative competence denotes oral communication in which speakers socially interact. According to Shumin (1997), language use includes verbal communication and paralinguistic elements such as intonation and stress in interactional activities. There are strategies that learners use while they are communicating with their teacher or with each other; however, the techniques are used to break down the flow of communication. These techniques are circumlocution, gesturing, paraphrasing, and asking for repetition or explanation (Hismanoglu, 2000).

Chomsky (1965) made a classical distinction between competence and performance in his book *Aspects of the Theory of Syntax*. He explained that competence refers to learners’ knowledge of the language and performance refers to the use of the language in an actual setting. Furthermore, Hymes (1972) suggested communicative competence as a concept based on Chomsky’s theory of linguistic competence. He asserted that linguistic competence can be considered as students’ ability to comprehend the language and to make statements by themselves (Chomsky, 1965). Linguistic skills or linguistic knowledge can be considered as a term which demonstrates learners’ ability

to use the target language. Learners' ability of the use L2 grammar, phonology, and lexicology refers to linguistic knowledge. Linguistic competence can be seen as the accuracy of the language use. Hence, researchers have made effort to give more details to the term of communicative competence and to improve it for a wider range of use. For this reason, Widdowson (1983) determined that "the notion of competence has to do with a language user's knowledge of abstract linguistic rules, and this knowledge has to be put into effect as behavior; it has to be revealed through performance" (p. 3). Moreover, communicative competence can be considered as learners' ability to express them in a successful way in a practical context. In other words, communicative competence refers to the use of the language in a meaningful context, so that the primary focus is on meaning (Chen, 2005; Park & Fitzgerald, 2006). In addition, according to Taguchi (2002), communicative competence can be defined as the way of understanding from one's message and exchange information in an interactional atmosphere. It relates to socio-cultural knowledge in order to experience a polite interaction. Furthermore, Brown (2000) defined communicative competence as an "aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within a specific context" (p. 246). This definition is derived from Chomsky's definition. According to Chomsky, each language has its own rules, and what is important is not to know the rules but rather to know how to use the rules.

2.7.2. Oral Communication

Communication can be considered as an exchange of ideas, information, meaning, and understanding among individuals. The most important thing in communication is meaning. Moreover, Byrne (1986) affirmed that productive skills and receptive skills are two factors of oral communication in which speakers and listeners are involved. Oral communication facilitates motivation among learners to continue their learning. For example, Staab (1992) stated, "I believe that oral language is important not only as a vital communication tool that empowers us in our daily lives but also as a valuable way to learn" (p. 7). Other researchers also support oral communication but in different ways. For example, Brown (1994) considered the integration of listening and speaking as oral communication (Brown, 1994). Furthermore, Rahman (2010) added

symbols and gestures to communicate and explained, “It involves not only words but also symbols and gestures that accompany the spoken words because the symbolic action is not limited to verbal communication” (p. 3).

2.7.3. Dimensions of the Model of Communicative Competence

According to Canale and Swain (1980, 1983), the concept of communicative competence involves the combination of obvious meaning and the skills required to communicate in an actual setting. They believed that the concept of communicative competence includes conscious and unconscious knowledge of a language learner and refers to the knowledge which the learner uses in learning a foreign language. Accordingly, knowledge can be divided into three types: grammatical knowledge, which deals with the obvious principles of grammatical rules; socio-cultural knowledge, which concerns the use of language to accomplish communicative purposes; and combining knowledge, which refers to combining utterances. In addition to these three types of knowledge, the concept of skill refers to the use of knowledge in a real context. Furthermore, Canale (1983) affirmed that underlying capacity and its manifestation are different skills required in oral performance.

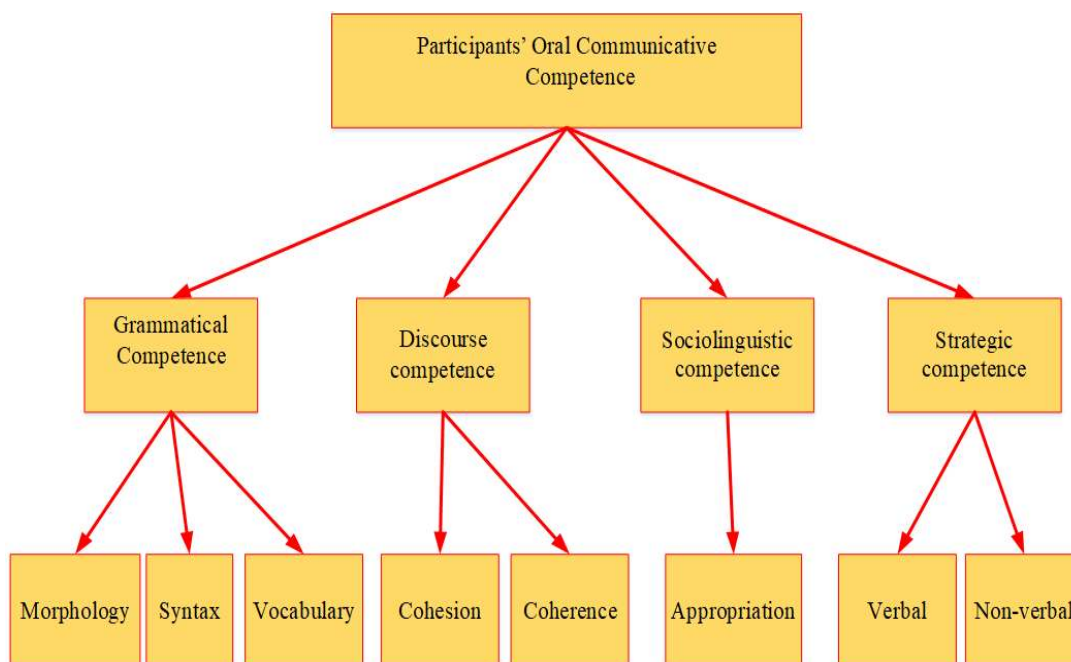


Figure 5. Measuring communicative competence (Canale and Swain, 1980)

According to Hymes (1972), knowledge of grammatical principles is useless without the knowledge of how to apply them in language use. Similarly, Canale and Swain (1980) explained that the rules of grammar and the rules of language use are connected and cannot be separated from each other. Accordingly, grammatical competence can be considered as essential for both communicative competence and sociolinguistic competence. There are four-dimensional models of communicative competence: grammatical competence, discourse competence, sociolinguistic competence and strategic competence (Canale and Swain, 1980; Savignon 2007).

Grammatical competence can be considered as the first dimension of communicative competence. According to Ohno (2011), grammatical competence refers to learners' ability to recognize grammatical structures and produce them in an effective way. It also refers to the ability to utilize the language forms regarding sounds, words, and sentence structure. Furthermore, lexicon, syntax, and semantics are related to grammatical competence. The goal of grammatical competence is to provide knowledge for learners in order to perform accurately and meaningfully. This is why it is an important dimension of communicative competence (Ohno, 2011). Canale and Swain (1980) defined grammatical competence based on Chomsky's theory of linguistic competence (1965). Furthermore, Savignon (1985) studied communicative competence theoretically and empirically based on the theory of Canale and Swain (1980), which relates to linguistic codes, either verbal or non-verbal. Non-verbal linguistic codes include morphology, phonology, syntax, semantics, and orthography. Grammatical competence includes the following aspects:

- Lexicography refers to word formation.
- Syntax refers to the process of organizing words into sentences.
- Semantics refers to the meaning of a word, phrase, or text.
- Phonology refers to speech sounds.

Word knowledge and sentence knowledge are the two knowledge types that language learners should possess in the process of learning a foreign language in order to understand language use. They need to understand the sounds and stresses of words

and sentences. Moreover, the grammatical competence has not only to do with the recognition and mastery of the grammatical rules but also with the ability to use them correctly (Savignon, 2001).

Another aspect of communicative competence is discourse competence. Discourse competence means that words and meaning must be combined to produce a meaningful sentence, whether spoken or written (Canale, 1983). In other words, learners should use both cohesion and coherence rules in order to experience meaningful communication (Alptekin, 2002). In addition, Ma (2009) argued that students should learn different structures and discourse markers to communicate effectively and to express their ideas correctly. Furthermore, Shumin (1997) and Taguchi, (2002) considered cohesion and coherence as discourse competence which supports learners in expressing their ideas effectively and meaningfully.

Sociolinguistic competence is the third aspect of communicative competence, which means that learners cannot learn a new language effectively simply through knowing some words of the language. Rather, learners should learn the rules and regulation of the target language as well as the appropriate times and manners to ask questions in the target language culture (Shumin, 1997). Some researchers have asserted that what is important for L2 learners is to understand the differences between their culture and the culture of the target language as a way to improve their awareness and to gain sociolinguistic competence (Alptekin, 2002; Chen, 2005). According to Taguchi (2002), sociolinguistic competence means that learners should have the ability to use the language correctly in various aspects of life. When learners are introduced to a new language, they should try to understand the cross-cultural as well as socio-cultural uses of that language so that they may gain sociolinguistic competence. In this regard, Yu (2005) conducted a study comparing Chinese and American learners' behaviors and found out that "cultural norms played a crucial role in compliment behavior" (p. 115). He implies that in order to acquire sociolinguistic competence foreign language learners want to understand board language sociocultural rules and improve cross-cultural understanding

Peacock (1997) determined that when learners are motivated, they learn more quickly. In his study, he also demonstrated that learning about the culture of the second language has a great impact language acquisition. He believed that using authentic materials would increase learners' motivation and involve them in the culture of the target language. According to him, authentic materials include poetry, songs, newspapers, and speeches, and he defined them as "materials produced specifically for language learners, e.g. exercises found in the course books and supplementary material" (p. 144).

Strategic competence is the fourth aspect of communicative competence. This denotes effective communication and the ability to have an on-going conversation without making mistakes or stopping (Shumin, 1997). According to Gilfert and Croker (1999), strategic competence can be considered as fluency when learners socially interact and use the language appropriately, at the same time having the ability to start up a conversation and being able to end it whenever needed. Strategic competence is also defined as knowledge of verbal and non-verbal communication elements including repetition, themes, different types of messages, and paraphrase (Canale & Swain, 1981). Strategic competence is also used to enhance the effectiveness of communication; it refers to how to start and end a conversation as well as how to solve problems (Canale, 1983). Moreover, Dörnyei and Thurrell (1991) have pointed out that "strategic competence is activated when learners wish to convey messages which their linguistic resources do not allow them to express successfully" (p. 18). Furthermore, it can say that students need to learn and recognize grammatical competence in order to communicate effectively (Hymes, 1972). Learners also need to possess socio-linguistic competence so that they are able to know how the communication occurs (Alptekin, 2002). Discourse competence refers knowing what elements of the message mean and how these meanings are represented in the text, while strategic competence means helping learners to understand, begin, and terminate the conversation or break it down as well as redirect the communication process (Ma, 2009).

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, 2014). In watershed research, Gardner and Lambert (1972) found that L2 achievement was related not only to language aptitude but also to motivation. This challenged long-established assumptions about the factors involved in L2 learning. Since then, researchers have used different ways of assessing motivational variables in various contexts and languages to investigate the role of motivation in learning an L2 (e.g., Clement, Gardner & Smythe, 1980; Clement & Kruidenier, 1983, 1985; Dörnyei, 1994; Ely, 1986; Gardner, 1985, 2001, 2004, 2006, 2007; Gardner & MacIntyre, 1991; Julkunen, 2001; Ramage, 1990).

CHAPTER III

METHODOLOGY

3.1 PRESENTATION

This chapter elaborates on the methodology of the current study as well as the research design, participant demographics, and data collection instruments. It also explains the data analysis methods utilized.

3.2 RESEARCH DESIGN

A mixed method of quantitative and qualitative data collection was employed in this study. Regarding mixed-methods, Creswell, Fetters, and Ivankova (2004) affirmed that “the underlying logic of mixing is that neither quantitative nor qualitative methods are sufficient in themselves to capture the trends and details of the situation. When it used in combination, both quantitative and qualitative data used a complete analysis, and they complement each other” (p. 7). Moreover, Johnson and Onwuegbuzie (2004) demonstrated that “mixed methods research is a natural complement to using either of the traditional qualitative or quantitative research methods in isolation” (p.1). Furthermore, Johnson and Onwuegbuzie (2004) explained that “mixed methods research includes the use of induction which refers to the discovery of patterns, a deduction which involves testing theories and hypotheses, and abduction which refers to uncovering and relying on the best set of explanations for understanding one’s results” (p. 17). Guba and Lincoln (1994) also noted that “both qualitative and quantitative methods may be used appropriately with any research paradigm” (p. 105). On the other hand, Creswell, and Clark (2007) explained mixed-methods research in the following way:

A research design with philosophical assumptions is as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (p. 5).

In addition, this research is basically a descriptive research which is composed of quantitative and qualitative components. Questionnaire data were collected in the quantitative phase and are displayed numerically (Appendix A). Therefore, the quantitative from data were analyzed by SPSS 19 (Statistical Package for Social Sciences). Koh and Owen (2000) described descriptive research as being “based on the premise that problems can be solved and practices improved through observation analysis and description and the most common method is the survey which includes questionnaires, personal interviews, phone survey and normative surveys” (p. 219). Furthermore, De Vaus (2002) asserted that “descriptive research deals with questions of what things are like, not why they are that way” (p. 18). Burns and Grove (2003) defined a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings” (p. 195).

Furthermore, as subjective knowledge about a research topic cannot be achieved solely via a questionnaire. Therefore, the researcher supplemented the questionnaire with semi-structured interviews consisting of subjective views and experiences of the randomly-selected twelve participants, as indicated in Appendix B (the participants also had completed the questionnaire). This study investigates the relationship between motivation and teaching strategies as well as the actual and self-reported communicative competence of Iraqi EFL learners.

3.3 PARTICIPANTS

The study was carried out with 406 participants from two state high schools in Sulaymaniyah, Iraq, during the 2016-17 academic years. To determine the sample of the study, a random sampling method was used. Cluster random sampling offers each

participant the opportunity to be nominated. Participants were taught five hours of English lessons per week. The four skills—reading, writing, listening, and speaking—were taught during their weekly English lessons. Participants were arranged according to their proficiency levels and were assessed by specialist teachers. The demographic variables of participants were age, gender, and level of education.

Table 1. The Demographic Characteristics of the Participants in Terms of Age

Age	Frequency	Percent	Valid Percent	Cumulative Percent
16-17	252	62.1	62.1	62.1
18-19	141	34.7	34.7	96.8
Over than 20	13	3.2	3.2	100.0
Total	406	100.0	100.0	

The age of the participants was mostly between 16 and 21 years. There were only thirteen (3.2%) participants who were over 20 years. 252 (62.1%) of the participants were between 16 –17 years old and 141 (34.7%) participants were between 18-19 years old.

Table 2. Descriptive Statistics Regarding the Age of Participants

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	145	35.7	35.7	35.7
Female	261	64.3	64.3	100.0
Total	406	100.0	100.0	

Regarding the gender of the participants, the number of female participants was 261 (64.3%) and the number of male participants was 145 (35.7%).

Participants in the present study were from three separate proficiency levels attending English classes, which were determined by a placement test conducted by Rizgary and Roshenber schools in Sulaymaniyah-Iraq.

Table 3. Descriptive Statistics for the Grades of Education of Participants

Grades	Frequency	Percent	Valid Percent	Cumulative Percent
10	162	39.9	39.9	39.9
11	135	33.3	33.3	73.2
12	109	26.8	26.8	100.0
Total	406	100.0	100.0	

162 (39.9%) participants were in the tenth grade (they are studied English ten years), while 135 (33.3%) were in the eleventh grade (they are studied English eleven years) and 109 (26.8%) were in the twelfth grade.

3.4 INSTRUMENTS

The instruments used in the current study were a questionnaire and a semi-structured interview.

3.4.1 AMTB (Attitude Motivation Test Battery) Questionnaire

As mentioned previously, the AMTB questionnaire was first developed and validated by Gardner (1985, 2001, 2004, 2006, and 2007). It was originally developed in English, so for the purposes of this study, it was translated into Kurdish then retranslated into English by experts to compare the English and Kurdish copies. The Kurdish copy was distributed to the participants to ease the process. The questionnaire used in the current study consisted of two main parts. In the first part of the questionnaire, learners were required to supply demographic information such age, gender, and level of education. The second part of the questionnaire measured students' oral communicative competence via descriptive statements, motivation statements, and teaching strategies supporting motivation statements. It consisted of thirty items with three-dimensional scales. All items were answered on a 5-point Likert scale (5= strongly agree, 4=agree, 3=undecided, 2=disagree, and 1=strongly disagree).

3.4.2. Semi-Structured Interview

The instrument used in the current study for collecting data in the qualitative section was a semi-structured interview. In this way, the results can be more trusted and generalizable (Kalifa & Schmitt, 2010). Like the questionnaire, the interview form was also translated first into Kurdish and then into English to ensure the validity of the interview. During the interview, 12 randomly-selected participants whose ages ranged from 16 to 20 years participated and divided into three levels based on three levels of high school (10th, 11th, and 12th). Each level involved four students: level ten applicants (P3, P6, P8, P10), level eleven applicants (P5, P7, P9 P12) and level twelve applicants (P1, P2, P4, P11). All participants were Iraqi and possessed at least six years of experience in studying English but none of them had ever visited an English-speaking country. The researcher thoroughly explained the motivation and protocols of the study before each interview. Throughout the interview process, the language spoken was decided by the interviewees themselves, and their choices included English (the target language) and Kurdish (the mother language). For later analysis, the researcher took notes during the interview in order to collect as many details as possible (Patton, 1990). Participants were relaxed and comfortable during the interviews, which were face-to-face and audio recorded. Each interview lasted twenty-five minutes, and the total time for completion of the interview was approximately six hours. The interview form consisted of six categories including six open-ended questions. The deductive content analysis was used to analyze the interview results.

3.5. PROCEDURES

3.5.1. Reliability and the pilot study

A pilot study is necessary for any research study. For the current study, the pilot study was conducted in order to verify the cultural relevance, suitability, acceptance, and authenticity of the questionnaire items. Additionally, it was used to identify any potential difficulties the researcher might face during the study (Goodman, Meltzer, & Bailey, 1998). Before conducting the pilot study, the researcher obtained oral permission from the heads of two state high schools. The researcher also ensured the participants for

the confidentiality of the information obtained and that it would only be used for the purpose of the present research. Sixty participants participated in the pilot study. After collecting the data from the participants, the data then were entered into SPSS 19.0 for analysis. The results of Cronbach's Alpha analysis showed that the questionnaire was reliable with a Cronbach's Alpha of .882.

3.5.2. Data Collection

The researcher got oral permission from the heads of two state high schools in Sulaymaniyah, Iraq, to collect the data. Additionally, the researcher visited the classes and explained the aims of the study. The students were asked to participate in the study, and the researcher randomly selected the participants from the classes. The participants agreed to participate, and the researcher asked them to complete the questionnaires to the best of their ability.

Subsequently, semi-structured interviews were conducted with a number of participants one month after administering the questionnaires. Twelve participants were interviewed with open-ended questions. The participants were the same participants who had completed the questionnaires. Participants chose the language of their interviews (either Kurdish, their mother language, or English, their target language) in order to decrease their anxiety and hesitation. The total time was about six hours for the entire interview process.

3.6. DATA ANALYSIS

For data collection, a mixed method was employed. The questionnaire generated the quantitative data, while interviews were used to generate the qualitative data. Mackey and Gass (2011) stated that "in quantitative research, there is an attempt to determine relationships between and within variables" (p. 137). After the collection of the quantitative data, the participants' feedback was analyzed by means of SPSS 19. For all demographic variables of the questionnaire, descriptive statistics were used. These descriptive statistics included the means, standard deviations, percentages, and ranges of the dependent and independent variables as well as the socio-demographic

features of the participants. Additionally, the relationship between variables was discovered by using the Pearson Product-Moment Correlation.

Furthermore, the interview included open-ended questions. Mackey and Gass (2011) stated that “qualitative research does not rely only on the use of statistical procedures using numbers, but also tries to gather information that is not directly noticeable” (p. 137). The data collected from the interviews were analyzed by means of deductive content analysis to elicit more information about the participants.



CHAPTER IV

RESULTS

4.1. PRESENTATION

This chapter presents the results of the data obtained by the questionnaire. The results of the Pearson Product-Moment Correlation concerning the correlation among motivation, teaching strategies, and self-reported oral communicative competence are also presented. Moreover, tables containing the frequencies, percentages of students, and findings of each research question are discussed in detail. Finally, the interview outcomes are explained and the results qualitative content analysis results are displayed.

4.2. DATA ANALYSIS

The data were analyzed in two stages. In the first stage, the quantitative data were analyzed via SPSS Version 19. The deductive content analysis was also employed.

4.2.1. Quantitative Data Analysis

Findings of Research Question 1: Does a correlation exist between motivation and learners' self-reported oral communicative competence?

In order to address the above question, a Pearson Product-Moment Correlation was used to determine the relationship between oral communicative competence and motivation as displayed in the following table.

Table 4. Correlation between Oral Communicative Competence and Motivation

		Oral Communicative competence	Motivation
Oral Communicative Competence	Pearson	1	.233**
	Correlation		
	Sig. (2-tailed)		.000
Motivation	N	406	406
	Pearson	.233**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	406	406

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

According to Table 4, the medium degree was $\{r = .233, p > .01\}$, meaning that there was a positive relationship between oral communicative competence and motivation. Furthermore, an increase in oral communicative competence affected an increase in motivation due to the positive correlation between them.

Findings of Research Question 2: Does a correlation exist between teaching strategies and learners' self-reported oral communicative competence?

A Pearson Product-Moment Correlation was conducted to explain whether there existed a relationship between teaching strategies and learners' self-reported oral communicative competence. Table 5 below displays the results:

Table 5. Correlation between Oral Communicative Competence and Teaching Strategies

		Oral Communicative Competence	Teaching Strategies
Oral Communicative Competence	Pearson Correlation	1	.204 ^{**}
	Sig. (2-tailed)		.000
	N	406	406
Teaching Strategies	Pearson Correlation	.204 ^{**}	1
	Sig. (2-tailed)	.000	
	N	406	406

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

According to the tables, the medium degree was $\{r = .204, p > .01\}$, meaning that there was a positive relationship between oral communicative competence and teaching strategies. Furthermore, an increase in oral communicative competence affected an increase in teaching strategies due to the positive correlation between them.

Findings of Research Question 3: Does a correlation exist between teaching strategies and motivation?

The third research question aimed to clarify the association between teaching strategies and motivation. Table 6 below displays the results:

Table 6. Relationship between Teaching Strategies and Motivation

		Teaching Strategies	Motivation
Teaching Strategies	Pearson Correlation	1	.711**
	Sig. (2-tailed)		.000
	N	406	406
Motivation	Pearson Correlation	.711**	1
	Sig. (2-tailed)	.000	
	N	406	406

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

Table 6 indicates a positive significant correlation between teaching strategies and motivation, $\{r = .711, P < .05\}$. This means that an increase in teaching strategies affected an increase in motivation because of the positive correlation between variables.

4.2.2. Qualitative Data Analysis

Findings of Research Question 4: What are the factors affecting learners' motivation?

Motivation

Participants P1, P2, P3, P4, P5, P6, P11, and P12 all stated that they were motivated because they felt it was better to speak English outside the classroom in order to enhance their language skills. P6 indicated a positive relation between motivation and oral communication by wording that “yes, you can improve your English, especially your speaking skill”. On the other hand, P9 explained the need for English outside the school negatively. In addition, a negative association was obtained between motivation and oral communication by considering P9's statement, “We do not need English

outside because we are a non-English community. It is better to improve our native language ability.”

Concerning motivation, P12 considered English as an essential part of the social contact. She strongly agreed that she should improve her English knowledge acquired in school by utilizing oral communication competence outside the classroom. She expressed that “when you speak outside, you can exchange ideas with classmates and improve your pronunciation and vocabulary.”

The deductive content analysis was used to analyze the data obtained by the interview section.

Integrativeness

It is worth noting that English is also used for social integrativeness. All participants positively referred to their interest in using English. For example, P1 explained her interest in using English in order to integrate with native speakers and new cultures by stating, “You know more about people from other various cultures.” She displayed a positive relation between motivation and oral communication by integrativeness with others. P4 was motivated to use English in order to have more outer relations. P6 wanted to use English because “English is an international language.” It can be seen that motivation was present inside P8 due to her declaration that “the English language is very important, particularly while you travel.” She demonstrated a close relationship between motivation and oral communicative competence. English was also viewed as playing a significant role in technology use. For instance, P11 explained, “I have interest in English because I can use more technology.” P12 described her motivation in English and connected it to listening skill improvement. She said that “when you have interest in English, you can easily understand English movies.”

Attitudes toward the learning situation

P1, P3, P5, P6, P7, P8, P10, and P11 expressed their positive idea about their teacher and materials. They demonstrated instrumental motivation in participating and communicating with their teachers. Examples of some comments of the participants are

as follows: P1 related motivation to teaching strategy by saying, “While I participate and ask questions, my teacher listens to me and gives the exact answer”; and P3 clarified a positive relation between instrumental motivation and the teacher’s instrumental support by explaining, “I believe my teacher listens to me and I ask questions, she will help me.”

Contrarily, some participants (P2, P4, P9, and P12) concentrated negatively on teachers’ help in answering questions. They all stated that their teacher did not listen to their questions and comments all the time. For example, P4 stated, “Our teacher does not listen to us all the time although her answers are very short.” Moreover, P12 stated that her teacher did not listen all the time because she has not sufficient time.

Motivational intensity

The participants displayed their desire to learn English and belief in the importance of English for many reasons. For example, P4 stated, “Yes, I have the desire to learn English language because it is a global language. If you know English, you feel your existence in that culture.” Additionally, he made a strong connection between motivation and the importance of oral communication. P11 also stated, “Yes, I want to learn English because you have the same culture when you speak English.” Moreover, P6 and P8 mentioned their desire to learn English by referring to the role of English in communicating with natives. P6 asserted, “Yes, I have the desire to learn English because when you travel, you do not face any problems.” P12 had an appropriate reason to learn English by describing that “if you know English, you have the chance to find a good job and travel the world easily.”

To summarize the statements of all participants, English plays a great role in participants’ lives both inside and outside of the school and there is a strong positive link between motivation and speaking skill.

Findings of Research Question 5: Which teaching strategies support Iraqi learners' motivation?

Teacher's communicative style

The deductive content analysis was used to analyze data obtained by the interview. Regarding the teacher's feedback, all participants reported that their teacher's feedback in terms of communicative style was interesting and beneficial. P1 connected teachers' communicative feedback to her motivation to learn English by expressing that "feedback makes you like English." P2 created a link between teaching style and oral communication by stating that "Yes, you can get benefit from teacher's feedback. Teachers can know my level in speaking." There was a strong positive relationship between teaching strategy and motivation exemplified by participants' notifications and opinions. Some of them were as follows: P6 and P7 uttered that "Yes, feedback is useful because it increases your motivation," while P8 stated that "Yes, feedback makes you desire to learn more about the English language."

In contrast, P4 negatively described teachers' feedback. His attitude indicated a negative relation between motivation and teaching strategy as he reported that "No, teacher's feedback is not for motivation, it is only for marks."

Language class activities

All participants held negative viewpoints regarding their teacher in terms of speaking in the class. They explained that their teacher spoke more and did not provide students with the opportunity to participate and speak in class activities. P1 demonstrated a relationship between teaching strategy and oral communication by affirming that "Yes, the teacher speaks about 30 minutes out of 45 minutes. She speaks a lot. We can't speak in the classroom". In addition, P8 emphasized that "the teacher speaks most of the time, while students speak only by questions."

4.3. SUMMARY OF THE QUALITATIVE ANALYSIS

In conclusion, the outcomes of the interview displayed that participants positively referred to the teachers' emotional and instrumental support because teachers were friendly and respected their students, particularly when students made mistakes in English. Moreover, teachers were friendly and ready to assist students inside and outside the class. They explained English in the easiest way in order to increase students' knowledge of English. Concerning students' anxiety about English, several students expressed their feelings of anger and shyness while speaking in English. On the other hand, most of them accepted their feelings of anxiety and nervousness. They presumed the situation as an ordinary phenomenon because they were certain about their teachers' reaction and their teachers comforted and relaxed them in an effort to decrease their anxiety. Students displayed their intrinsic motivation due to the effectiveness of teachers' emotional and instrumental support. They liked English and tried not to skip lessons mostly because of the existing respect and friendliness between themselves and their teachers. Learning a new language, especially English, was also enjoyable and pleasant according to them, which is why they worked harder and exerted more effort to acquire it.

English is a *lingua franca*. As such, it influences students to seek ways to advance their language knowledge. Motivation involves exerting continuous effort. Thus, students exerted different types of effort during their L2 learning process.

CHAPTER V

DISCUSSION

5.1. PRESENTATION

The outcomes of the current study regarding the main research questions are discussed in this chapter and compared with the results of other studies.

5.2. DISCUSSION

The present study investigated the relationship between motivation and self-reported oral communicative competence, teaching strategies and oral communicative competence, and teaching strategies and motivation. The results demonstrated positive relations between motivation and self-reported oral communicative competence, teaching strategies and oral communicative competence, and teaching strategies and motivation. The study also determined factors supporting Iraqi learners' motivation.

5.2.1. The Relationship Between Motivation and Learners' Self-Reported Oral Communicative Competence

According to the findings presented in the previous chapter, a positive correlation existed between motivation and oral communicative competence. This means that an increase in motivation affected an increase in oral communicative competence due to the positive correlation between them.

The findings of the present study are, in this regard, consistent with those of a study conducted by Chelebi (2010) which investigated communicative language teaching as a method for motivating learners' oral performance. The findings revealed

that communicative language teaching was helpful for motivating learners to prove their oral performance. This meant that there existed a positive relationship between Motivation and oral performance. Furthermore, an increase in motivation was found to affect an increase in oral performance.

The findings of the current study are also supported by Gardner's (2000) study, which found that motivation was an effective predictor of promoting L2 learning. Also, Engin (2009) demonstrated in his study that learners were unable to participate sufficiently in language activities because they had insufficient motivation in oral communication.

The outcomes existed in the previous chapter are also in line with a study conducted by Toni and Rostami (2012) who determined a positive and significant correlation between Iranian EFL speaking abilities and motivation.

5.2.2. The Relationship between Teaching Strategies and Learners' Self-Reported Oral Communicative Competence

The findings of the above research question, as mentioned in Chapter Four, clarified that a positive relationship existed between teaching strategies and learners' self-reported oral communicative competence.

The above findings are parallel with those of Sakhria's (2013) study, which detected that EFL learners had some problems in speaking due to several reasons including motivation. This finding indicates that teachers can assist learners in obtaining fluent oral communication skills by using better motivational strategies in teaching.

The findings of the current study are also consistent with those of a previous study conducted by Sakharia (2013) investigating the effectiveness of motivation for improving learners' oral performance. The study revealed that the use of motivational strategies by teachers can improve learners' communicative abilities.

5.2.3. The Relationship between Teaching Strategies and Motivation

The students' responses concerning teaching strategies and motivation demonstrated that a positive relationship existed between teaching strategies and motivation. This means that an increase in teaching strategies affected an increase in motivation due to the positive correlation between them. The findings of the current study also are similar to those of Guilloteaux and Dörnyei (2008), who discovered that motivational strategies improved learners' motivation in general.

5.2.4. Factors Affecting Iraqi Learners' Motivation

The results from the previous chapter indicated that integrativeness, attitude toward the situation, and motivational intensity were the main factors in learners' motivation. The comments and justifications of the participants illustrated that integrativeness played an important role in learners' motivation and extending their desire to learn the language. They indicated that the English language played a significant role in developing their knowledge regarding technology, traveling, and watching movies. Furthermore, the participants revealed a positive relationship between integrativeness and motivation. These outcomes are supported by those of a study conducted by Elyas and Picard (2010), who found that English in contemporary society was needed almost everywhere for health services, traveling, business, and managing technology, among other things.

The findings of the present study are also in line with Dörnyei's (1990) study, which pointed out the positive associations of integrative orientation and language communicative competence as well as the role of language while integrating with natives. Similarly, according to Hernández (2010), students studying abroad were willing to speak the L2 more often than their native language because they had more integration with natives and were thus encouraged to speak the L2.

The participants' explanations demonstrated that there was a strong relationship between attitude toward the situation and learners' motivation. They experienced instrumental motivation in contributing and connecting with their teachers. The findings

of the existing study are consistent with a study conducted by Ramage (1990), who examined the foretelling capability of motivational and attitudinal factors in L2 learning. Ramage (1990) observed that learners with positive attitudes toward the teacher were more encouraged to acquire the language than those who negatively viewed their teachers.

Some studies found that language materials also played an important role in language learning because of motivation to learn could be created from these materials (Gardner, 2007; Sun, 2010). Gardner (2001) stated that individuals had further motivation to learn an L2 because of interaction, integrativeness, socialization, friendship, etc. Dörnyei (1994) indicated that teachers could increase students' motivation in the class by giving them accountability and options as well as by involving them in decision-making and maintain a close relationship with them. A strong relation between the English language and learners' motivation was explained by the participants' statements. Moreover, they indicated a positive relationship between language and learners' motivation.

These outcomes have a parallel with those of a study conducted by Elyas and Picard (2010) who found that people had to advance their English language knowledge because it is an international language. English can be used in every situation including traveling, trading, and technology use (Elyas & Picard, 2010). Lepper (1998) also mentioned in his study that when teachers focused on the learning process rather than marks learners became absorbed in learning and improved their learning process.

By the same token, Wyatt (2009) stated that teachers ought to concentrate on the prominence of the language and on students' competence in the language rather than on students' memorization of language rules. Teachers emphasized grammar rules and marks, but students should be motivated to learn the language to express their emotions, desires, and necessities.

5.2.5. Teaching Strategies Supporting Learners' Motivation

Participants mentioned that the teacher feedback and communicative style were interesting and beneficial for them. They showed that teacher feedback is a vital factor in their motivation. All participants had positive views toward feedback. On the other hand, one participant negatively regarded feedback. Similar to these findings, Noel (2001) stated that students were able to improve their language performance via teacher feedback. Similarly, peer feedback was also beneficial for improving their L2 knowledge.

Wesely (2009) indicated that French learners were asked questions about their language experiences and motivations. He described that participants applauded their teachers because their teachers were supportive and attractive scientifically. Moreover, Noels, Clément, and Pelletier (1999) found that teachers' communicative style and its potential were effective in L2 learning and motivation.

Language class activities were another part of teaching strategies which increased motivation. Around the end of the twentieth century, many researchers suggested that a variety of stimulating and challenging activities would be apt to be a magnet for catching and holding the student's interest in a task (e.g., Adelman, 1978; Adelman & Taylor, 1986; Gottfried, 1983; Hatter, 1978, 1974). As we know, people would like to spend an amount of time and energy on the activities in which they are interested. Because of this, there are still many researchers who have been investigating how to motivate learners through arousing their interests in learning since the end of the twentieth century (Maclellan, 2008; Jang, 2008; Palmer, 2009). Participants believed that teachers spoke a lot and did not provide sufficient opportunities for them to speak. Doughty and Pica (1986) claimed that when learners were not provided with sufficient opportunities to speak, they could not succeed in language achievement, especially in speaking. L2 learners chose oral communicative and active performance using realistic provisions in language classrooms.

Swain and Lapkin (1986) similarly stated that becoming a listener provided the ability to understand an L2 language. Contrarily, it negatively influenced students' speaking

ability, which was the central problem among Iraqi students. They preferred a communicative setting in which students would be able to enhance their oral communicative ability. Swain and Lapkin (1986) also described that French language learners referred to this lack of opportunity to enhance their L2 competence. In addition, the learner-centered classroom activities also encourage shy learners to speak by communicating face to face, work independently, minimal involvement of the teacher hence improve their speaking skills through practice (Achmad and Yusuf, 2014).



CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

6.1. PRESENTATION

This chapter summarizes current research, draws conclusions regarding its findings, and offers some suggestions for future study.

6.2. SUMMARY OF RESEARCH

The main concern of the present research was to clarify the relationship between motivation and self-reported oral communicative competence, teaching strategies, and self-reported oral communicative competence as well as motivation and teaching strategies. It was conducted at two high schools (Rizgary and Roshenber) in Sulaymaniyah, Iraq, during the 2016-17 academic years. The total sample population consisted of 406 students (261 females and 145 males) for the quantitative section and twelve learners (8 males and 4 females) for the qualitative section. Before conducting this study, a pilot study was carried at with sixty students the pilot study was conducted in order to verify the cultural relevance, suitability, acceptance, and authenticity of the questionnaire items. Additionally, it was used to identify any potential difficulties the researcher might face during the study (Goodman, Meltzer, & Bailey, 1998). The reliability of the questionnaire was .882.

In the quantitative section, the data were gathered using an AMTB questionnaire consisting of 30 items regarding oral communicative competence, motivation, and teaching strategies. Moreover, the demographic information regards to age, gender, and education level. For all demographic variables of the questionnaire, descriptive statistics

were used. The data were analyzed using SPSS 19. The relationships among the variables were found using a Pearson Product-Moment Correlation. Following the analyses, positive relationships were determined between motivation and oral communicative competence as well as between teaching and oral communicative competence, motivation and teaching strategies. To support the results of the study, quantitative section and semi-structured interviews were conducted. A deductive content analysis of the qualitative data indicated that, according to the participants' comments and explanations, there were positive relations among communicative competence, motivation and teaching strategies.

6.3. CONCLUSION OF THE STUDY

This section summarizes the research project, restates the research problem and lists the research questions. Contributions of the current study to existing knowledge are examined. Implications for research and practice are provided, followed by limitations of the study and recommendations for future research. Students in Iraq often struggle to master spoken English and eventually graduate from high school with low levels of communicative competence. In order to investigate this issue, analyses were conducted on the interview data to identify factors that might have affected these students' communicative competence. Furthermore, in order to measure the relationships between the factors identified and participants' self-reported communicative competence a survey study was conducted. The factors that have been identified in this study as factors affecting Iraqi students' communicative competence are teaching strategies and motivation. From studying the literature concerned with students' achievement in an L2, a number of factors affecting achievement were identified. The factors investigated in this study, motivation and teaching strategies are not the only factors affecting students' achievement, but they are the least investigated in the Iraqi context. It was for this reason that my study was focused on these factors.

In this study, motivation is measured according to Gardner's (1985, 2001, 2004, 2006, 2007) socio-educational model using measures from his AMTB. Teaching strategies were measured according to Dörnyei (2001), Cheng and Dörnyei (2007) and Guilloteaux and Dörnyei (2008).

The role of motivation and teaching strategies on Iraqi students' actual and self-reported communicative competence has not been examined. In an attempt to fill the gap and to contribute to the existing body of knowledge, this research developed a model that provides an initial understanding of the relationship between actual and self-reported communicative competence and factors influencing it (motivation and teaching strategies). The current study measured the relationships between actual and self-reported communicative competence and factors affecting it (motivation and motivational 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 positive correlation exists between Iraqi EFL learners' motivation and oral performance. This means that an increase in students' motivation affected an increase in oral communicative competence. Furthermore, Motivation makes students try to learn and students look for help in order to get more information about the language learning process. Learning a foreign language is a process which cannot be done without help and students should seek help to enhance their language. Moreover, Engin (2009) demonstrated in his study that learners were unable to participate sufficiently in language activities because they had insufficient motivation in oral communication.

According to the results of the second research question, there was a positive relationship between teaching strategies and oral communicative competence. The findings of the current study are consistent with Sakharia study (2013) investigating the effectiveness of motivation for improving learners' oral performance. The study revealed that the use of motivational strategies by teachers can improve learners' communicative abilities.

Regarding the third research question, a positive relationship was found to have existed between teaching strategies and motivation. Motivation researchers found that teaching strategies that teachers use can effectively influence learners' motivation toward learning a foreign language (e.g., Banya & Cheng, 1997; Dörnyei, 1994a; Fives & Manning, 2005; Stipek, 1996). In addition Dörnyei (2001) in his text, *Motivational Strategies in the Language Classroom* presented more than 100 teaching strategies. Furthermore, Brown (2001) proposes that instructors can create positive relationships by showing interest in students, inspiring learners to voice their ideas and feelings, valuing

what learners think and say, having a sense of humor, providing feedback on progress, and praising good work.

Concerning the fourth research question, analyze was conducted on the interview data to classify factors that might have affected these students' oral performance. Moreover, It was determined that integrativeness, attitude toward the situation, and motivational intensity affected learners to become motivated for better oral performance. To develop learners motivation toward learning a target language, teacher should gain a better understanding of the learner's perspective because "students' belief about foreign language learning is found to play an important role in influencing their motivation, attitude, motivational intensity, strategy use, anxiety and language achievement" (Banya & Cheng, 1997, p. 26). The participants' explanations demonstrated that integrativeness played a significant role in their motivation for learning the L2. In addition, they indicated that the English language played an important role in developing their knowledge of using technology, traveling and watching movies. Furthermore, the participants revealed a positive relationship between integrativeness and motivation.

Finally, regarding the fifth research question, the findings revealed that teachers' communicative style especially (group work and feedback) and language class activities affected learners' motivation. These all strategies are based on the idea that teacher behavior and beliefs meaningfully affect students' motivation for learning a target language. Therefore, strategies in motivating language students should be seen as a significant aspect of motivation toward learning a target language. Moreover, several research studies constructed and summarized motivational techniques for teachers in classroom application (e.g., Alison & Halliwell, 2002; Chambers, 1999; Williams & Burden, 1997). Participants in the current study indicated that teacher feedback was a vital factor in their motivation.

6.4. PEDAGOGICAL IMPLICATIONS

The findings of the present study reveal that teachers should focus more on motivation and teaching strategies. Additionally, students are able to solve their difficulties regarding language learning through teachers' friendliness, help, and simplification of learning. It is necessary to recognize significant factors impacting Iraqi learners' oral performance so as to support their oral development in a better way. The current study displayed methods of detecting these factors influencing Iraqi learners' oral performance. Gardner (1985; 2001) stated that the socio-educational model suggested that motivation could be impacted by other factors including perceptions toward the learning environment, integrativeness, and motivational intensity. These are especially effective in speaking skill achievement. Teaching strategy is another factor in students' motivation. In internationally educational settings, learners' motivation has a major impact on L2 achievement; thus, it is necessary to find ways of increasing teachers' awareness of their motivating practices and to train them in using skills that can help them to motivate learners. These training might involve lessons on motivational strategies and identify the particular motivations of their learners. This study indicates that motivational issues should be considered within Iraqi EFL teachers' education program. It is necessary for these teachers to improve their teaching methods in order to increase student motivation. Moreover, teachers should enable students to understand that they are responsible for their own language learning and utilize constructively and peer feedback methods to assist in this process.

6.5. SUGGESTIONS FOR THE FURTHER STUDIES

The kinds of practices and interpersonal relationships that support students' language achievement is obviously needed into the mechanisms by which motivation and teaching strategies influence Iraqi students' language achievement for the further study. In particular, the researcher can identify some research directions for future investigations into the full potential of relationships between language achievement, motivation, and teaching strategies:

1. future research is needed to assess how factors both within and outside the classroom affect Iraqi students' motivation and teaching strategies and as a result affect their language achievement. This might include research into the motivational implications of learners' responses to feedback inauthentic and artificial speaking activities.
2. 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 teaching strategies, further research is necessary for other defined motivational strategy domains.
3. The main concern of the present research was to clarify the relationship between motivation and self-reported oral communicative competence, teaching strategies, and self-reported oral communicative competence as well as motivation and teaching strategies among Iraqi EFL learners, further study may consider these variables among Iraqi EFL teachers, as well.
4. As the study demonstrated the impact of motivation and teaching strategies on the skill of learners' oral performance, future studies may also be conducted on the effect of teaching strategies and motivation on Iraqi EFL learners' performance in the other language skills such as (reading, writing, and listening).
5. As the present study was conducted a limit amount of students as well as only in-state high schools, future studies may consider a larger and more varied population in both state and private high schools in order to make the results more generalizable.
6. The current study evaluated how factors inside the classroom affected students' motivation and consequently their language achievement. Thus, future research is required to evaluate how external factors (like authentic material) in the classroom may affect learner motivation.
7. In the present study, a mixed method of quantitative and qualitative data collection was employed. The further study may employ the data collection only as a quantitative data with a large number of students.

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APPENDICES



	لهکاتی ناخاوتن بهزمانی ئینگلیزی، دهانم چون و چ کاتیک بهریزهوه قسه بکهم و زمانی رسمی بهکار بهینم.					
4.	When I speak English, I understand and can use many words. کاتیک به ئینگلیزی قسه دهکهم، تیدهگهم و دهانم وشه ی زور بهکار بهینم.					
5.	When I speak English, I know how to link words correctly. کاتیک به ئینگلیزی قسه دهکهم، دهانم چون وشهکان پیکهوه گریدهم.					
6.	In a conversation when I forget a word in English, I tend to translate it to Kurdish. لهکاتی ناخاوتندا، که وشهیکم بیرئهمچینهوه به ئینگلیزی، دهیکم به کوردی					
7.	The English teacher gives everyone a turn to speak so that he/she can check students' understanding. ماموستای وانهی ئینگلیزی دهرفت دهرات به ههریکهیک که قسه بکات بۆ نهوهی بزانیته ناستی تیگهیشتنی قوتابیهکان چهنده.					
8.	The English teacher adopts a friendly, non-authoritarian manner. ماموستای ئینگلیزی خوی ناسهپینیت و مامهلهیهکی هاوڕینه پیاوه دهکات.					
9.	The English teacher presents materials in an interesting way. ماموستای ئینگلیزی بابتهکان به شیوازیکی خوش پشکمهش دهکات.					
10.	The teacher does not always follow the students' textbook. ماموستا ههمیشه لهسهر مهنهج ناروات.					
11.	The teacher supplements the students' textbook with authentic materials. ماموستا جگه له مهنهجهکه بابتهی تری سروشتی و راستهقینه دههینیت.					
12.	The teacher allows students to choose topics for conversation. ماموستا ریگه به خویندکاران دهرات که خویان بابته ههلبژیرن بۆ نهجامدانی ناخاوتن.					
13.	I am never anxious that the other students in the class will laugh at me when I speak English. من ههرگیز نیگهران نیم لهوهی که خویندکارهکانی تر لهکاتی قسهکردندا به ئینگلیزی پیم پشیکهن؟					
14.	I never feel hesitant to ask questions in front of the class. ههرگیز ههست به دودلی ناکهم کاتیک بههویت پرسیاریک بکهم لهناو پۆلدا.					
15.	When I have a problem understanding something in my English class, I always ask my teacher for help. کاتیک تیناکهم لهشتیک لهوانهی ئینگلیزیدا، ههمیشه داوی یارمهتی دهکهم له ماموستا.					
16.	I want to learn English so well that it will become natural to me. دهمهویت ئینگلیزی بهشیویهیک فیربیم که ببینه زمانیکی ئاسایی.					

17.	I enjoy the activities of my English class much more than those of my other classes. چالاکیه‌کانی ناو وانهی ئینگلیزی خوشتره له‌لام تا‌کو وانه‌کانی تر.					
18.	It is more important for me to be able to speak English than to write it. قسه‌کردن به ننگلیزی گرنگتره له‌لام تا نویسن به نینگلیزی.					
19.	I want to be fluent in English. دهمه‌وێت به ره‌وانی (ناطق) قسه‌بکه‌م به نینگلیزی					
20.	The English textbook I use now is interesting. کتیپی مه‌نه‌جه‌که که ئیستا به‌کاری ده‌هێنین خوشه له‌لام					
21.	I like the way I learn English now. ئه‌و رینگه‌یه‌ی ئیستا فیری ئینگلیزی پێده‌بم له‌لام په‌سه‌نده					
22.	Studying English is important because it will make me more educated. خوێندنی زمانی ئینگلیزی گرنگه‌، چونکه وام لێده‌مکات خوێندموار تر به‌.					
23.	I would like to know more about native speakers of English. حه‌زده‌که‌م زانیاری زیاتر بزانه‌م ده‌رباره‌ی ئه‌وانه‌ی ئینگلیزی زمانی په‌که‌میانه					
24.	The teacher provides positive feedback. مامۆستا هه‌میشه‌ فیدبایکی ئه‌رینی ده‌دات(واته هه‌له‌سه‌نگاندنی پۆز هه‌تیف)					
25.	The teacher gives opportunities for collaborative work. مامۆستا فرسه‌تی کاری پێکه‌وه‌یی (به‌که‌مه‌ل) مان ده‌دات.					
26.	I most enjoy speaking English during small group work. من پێم خوشه به له گروپی بچوکدا به نینگلیزی قسه‌بکه‌م.					
27.	Working in small groups helps me improve my speaking skills. کارکردن له گروپی بچوکدا یارمه‌تیم ده‌دات ئاستی قسه‌کردنم به‌ره‌و پێش بچیت					
28.	The teacher gives students enough time in class to practice their speaking skills. مامۆستا کاتی پێویست ده‌دات به قوتابیان تا‌کو به نینگلیزی راهینانی قسه‌کردن نه‌ج‌ام بدن.					
29.	The teacher addresses questions to the whole class rather than to selected individuals. مامۆستا پرسیاره‌کانی روه‌به‌روی هه‌مو پۆله‌که ده‌کات نه‌وه‌کو قوتابییه‌کی دیاریکراو.					
30.	The teacher tests students speaking skills throughout the year. مامۆستا تاقیکردنه‌وه‌ی ئاستی قسه‌کردنی قوتابیان ده‌کات به درێژایی ساڵه‌که.					

Appendix II interviews

Appendix II English and Kurdish Interviews

Dear learner,

This interview is a part of the thesis titled as: “The Role of Motivation and Motivational Strategies in Oral Communicative Competence in EFL learners Success”. Interviews were conducted public high schools in Sulaimani-Iraq. The data analyzed from this interview will be used for the stated aim above.

PART 1

Please choose the best option.

Age: 16-17 () 18-19 () Above 20 ()

Gender: Male () Female ()

Your Proficiency Level: grade 10 () grade 11 () grade 12 ()

PART 2

Interview questions regarding motivation according to Dörnyei (2001b), Cheng and Dörnyei (2007), Guilloteaux, and Dörnyei (2008):

Motivation:

Q1: Do you feel the need to speak English outside the classroom?

پێت وایه پێویستییهک ههیه بۆ ئهوهی لهدرهوهی پۆلیدا به ئینگلیزی قسهبکهیت؟

Integrativeness:

Q2: Do you have an interest in learning foreign languages?

ئایا ههزی فێربونی زمانه بیانییهکانته ههیه؟

Attitudes toward the learning situation:

Q3: When participating in your English class do you feel that your teacher is listening to you?

کاتیک بهشداری دهکهیت له وانهی ئینگلیزیدا، پێت وایه مامۆستا گویت لێ دهگریت؟

Motivational intensity:

Q4: Do you have a strong desire to learn the language? Why?

ئایا ههزیکی بههیزته ههیه فێری زمانهکه بیهیت؟

Interview questions regarding teaching strategies supporting motivation.

Teacher's communicative style:

Q5: What is the benefit of feedback from your point of view?

فەسۇدى فېدبەك چىيە بە لاي تۆرە؟

Language class activities

Q6: Does your English teacher talk most of the time?

ئايە مامۇستاي ئىنپىلىزى زۆرترىنكات قسە دەكات



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