

# The Effect of Using Communication Strategies on the Achievement of First-Intermediate Female Students and Developing their Motivation to Learn English

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## **Abstract:**

The present research aims to identify the effect of using communication strategies on the achievement of first –intermediate female students and developing their motivation to learn English. To achieve the objectives of the study , two null hypotheses have been formed. The research depends on the experimental method with two equivalent groups with the pre-test and post-test. The sample included first grade female students from the left side of Mosul city at Sanaa and Hadbaa intermediate schools.

The sample has included (64) female students selected by the researcher intentionally from the study population. The students have been divided into two groups. The first is the (experimental) including (31) female students who are taught by using communication strategies. The second group is the (control group) including (33) female students who are taught according to the traditional method. Equivalence has been made for both study groups in a number of variables that may affect the experimental design of the study, such as(chronological age , intelligence, achievement scores in the first intermediate of English material in the first term ( 2013/2014), the educational attainment of the parents, and the pre-test of the motivation scale). To achieve the aims of the research, the research has required two tools prepared by the researcher: the first tool is represented by the achievement test(oral and written) in English

The oral test reliability was found by using Cronbach's alpha equation. Therefore, the reliability coefficient is(0.82). As for the written test, after verifying the content test validity, The written test reliability was found by using Kuder- Richardson equation (20). Therefore, the reliability coefficient is (0.83). The second tool is represented by the motivation scale (prepared by the researcher) .The scale has finally included (40)items with five alternatives. After verifying the face validity

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of the scale, its discriminatory power was pointed out for each item. The scale reliability is found by using the re-testing method in which the reliability coefficient is (0.82) and by using Cronbach's alpha in which the reliability coefficient is (0.84). The experiment began on (18/2/2014) and ended on (17/4/2014) i.e. it lasted (8) weeks. The English language teacher taught both groups with follow-up on the part of the researcher.

Using the statistical means has shown the following results:

1- "There is a statistically significant difference between the average scores of the experimental group, which is taught by using communication strategies and average scores of the control group that is taught by the traditional method in achievement test and for the benefit of the experimental group".

A- "There is a statistically significant difference between the average scores of the experimental group which is taught by the using communication strategies and average scores of the control group that is taught by the traditional method in the written test and for the benefit of the experimental group".

B- "There is a statistically significant difference between the average scores of the experimental group taught by using of communication strategies and average scores of the control group that taught by the traditional method in the oral test and for the benefit of the experimental group".

2" There is a statistically significant difference between the average scores of the experimental group which is taught by using communication strategies and average scores of the control group that is taught by the traditional method in motivation toward learning English and for the benefit of the experimental group".

The results of research affirm the contribution of communication strategies to the achievement of first –intermediate female students and developing their motivation to learn English. This indicates that learning English by using communication strategies is more favourable to learning than the traditional approaches. In view of the findings obtained , the research ended up with a number of recommendations. Furthermore, some suggestions for further studies are provided as well.

### **Chapter one :Introduction**

#### **1.1 The Problem of the Study:**

There is a problem in teaching English language represented by heavy reliance on the traditional method with feedback from teachers in the field. Added to that ,there is defect in communication between teachers and students. Sometimes the students fail to express their thoughts, and teachers cannot convey what they want to the student. Besides , we can add the lack of motivation in learning English as another

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defect. The main purpose of teaching English as a foreign language for students is to be able to communicate and express their ideas efficiently in that language either in its spoken or written form. Unfortunately, it is noticed that students have weaknesses in expressing themselves in conversation. To verify the effectiveness of the use of what of the strategies as well as its impact on the most important changes ,i.e. motivation to deal with different situations that are faced by the learners, The researcher has identified the following research questions: Does the use of communication strategies enhance the students' achievement of English language and development their motivation to learn?

### **1.2 Value of the Study:**

Frankena(2002,1) points out that education is a form of learning in which the knowledge, skills , and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly divided into stages such as preschool, primary school, secondary school and then college, university . Therefore, within the field of education over the last few decades ,a gradual but significant shift has taken place, resulting in less emphasis on teachers and teaching and greater stress on learner and learning.(Pazhakh,2006:1).

Foley ( 2005:223) shows that in the age of globalization, English has played an increasingly important role as the medium of communication among people from different non-English speaking countries.

English is no longer a mere subject to be learnt in the classroom but also a medium for social and practical use.

In terms of globalization , Holešinská (2006:7) out lines that it is necessary to learn foreign languages and therefore they are on the school curriculum. Generally, FLs are taught at the basic schools although there are some kindergartens where pre-school children are introduced to an FL. When children first acquire the new foreign language their reaction to the encounter is various, mainly, because it is more or less unlike their native language. The FL has very often different structure, rules and system. What happens is that some children easily cope with the language, some need time to do so and some struggle with it from the beginning.

Lightbown & Spada (1999:84) assert that the main goal of English is to develop student communicative competence in both academic and non-academic English. In doing so, language learners are expected to be able to efficiently express themselves in the target language and successfully communicate in real-life situations. Nunan(2001:306) states

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that English foreign language is defined as Learners who learn English in communities where it is not widely used for communication.

Somsai, & Channarong (2011:83) see that nowadays, it is undeniable that the communicative approach plays an important role in language teaching especially in the context where English is a foreign language and the ultimate goal of language teaching is to improve the communicative competence of language learners. Gordon (2002:213) explains that communication involves the exchange that includes behaviors, attitudes, and feelings, between two or more parties. Richards (2006:5) states that it is important to note that the notion of communicative language teaching has changed the understanding of the teacher's and learners roles in a classroom.

Chen (2003: 261) outlines that communication strategies can lead to learning by eliciting unknown or forgotten language items from the conversation and part of actual language use. The use of communication strategies should not be considered an indication of communication failure; but on the contrary, it can be very successful in compensating for the lack of linguistic knowledge and prevent communication breakdowns.

Tucker & Herman (2002 cited in Brannigan, 2004: 477) assert that there are a number of factors that affect performance in school, one of the most influential is motivation. Motivation, also referred to as academic engagement, refers to "cognitive, emotional, and behavioral indicators of student investment in and attachment to education". Lehman (2002:81) shows that motivation is a key to learning. Psychologists also consider motivation as one of the major determinants of academic achievement and work productivity. Motivation is the most frequently used explanation for success or failure in completing any complex task and has been considered a pivotal concept in most theories of learning. Researchers have indicated that it is very important to examine the individual differences in student motivation in order to describe and understand the connection between students' personal characteristics and academic achievement.

Branigan (2004:21) explains that a significant amount of research attention is the transition process that occurs from elementary school to middle school. These transitions often involve significant shifts in both classroom and social environments, which may have different effects on student learning.

From the previous presentation, the importance of the present research can be summarized as follows:

- 1-The importance of communication strategies and activating the role of the learner and makes learning stem from the understanding and perception as it increases the social interaction of the learner.

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- 2-The importance of motivation as it has a significant impact on student success and progress.
- 3- Research results useful for curriculum designers in the Ministry of Education.
- 4- Research results useful for teachers of English for the first intermediate level.

### **1.3 The Aim of the Study:**

The current study aims at identifying the effect of using communication strategies on the achievement of first- intermediate female students and developing their motivation to learn English language.

### **1.4 The Hypotheses:**

- 1-There is no significant statistical difference between the mean scores of achievement test as a whole of the experimental group which was taught by using communication strategies and the mean scores of the control group which was taught by using the traditional method.
  - a-There is no significant statistical difference between the mean scores of the written achievement test of the experimental group which was taught by using communication strategies and the mean scores of the control group which was taught by using the traditional method.
  - b-There is no significant statistical difference between the mean scores of the oral achievement test of the experimental group which was taught by using communication strategies and the mean scores of the control group which was taught by using the traditional method.
- 2-There is no significant statistical difference between the mean scores of motivation scale of the experimental group which was taught by using communication strategies and the mean scores of the control group which was taught by using the traditional method .

### **1.5 Limits of the Study:**

The current study is limited to:

- 1- Female students of the first grade intermediate schools in Mosul Governorate .
- 2- The sample of material is selected from Iraq Opportunities, Book (5) ,Units (8-13) ,as follows:

1-Free time	Unit (8)	2-
Around Iraq	Unit (9)	3-
Wildlife	Unit (10)	4-
Memories	Unit (11)	5-At
night	Unit (12)	6-
Accidents	Unit (13)	
- 3-The second semester of the year 2013-2014.

## **1.6 Definition of Basic Terms:**

### **1-Communication strategies:**

"Mental plans implemented by non-native speakers, as problem-solving or selfhelp strategies in order to achieve greater linguistic clarity"  
(Nakatani, 2006:151)

### **2-Achievement:**

"something important that you succeed in doing by your own efforts"  
(Longman Dictionary, 2003: 11).

**3-Motivation** "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2007:98)

### **4- First Intermediate Students:**

They are those students who study EFL in Iraq by means of a textbook entitled "Iraq Opportunities" in the first intermediate grade.

## **Chapter two: Theoretical Background and Previous Studies**

### **2.1 Communication Strategies:**

#### **2.1.1 The Concept of Communication:**

Robbins (1995:352) refers to communication as the transference and understanding of meaning. If no information or ideas have been conveyed, communication has not taken place. Perfect communication would exist when a transmitted thought or idea is perceived by the receiver exactly the same as it was envisioned by the sender.

Likewise, Wrench (2008:53) asserts that for any communication to occur there must be at least two people involved. Traditionally, however, the problem with this way of seeing a relationship is that it presents communication as a one way process, i.e. one person sends the message and the other receives it; which is a lateral or linear processes. Today, it is recognized that communications are almost always complex two –way processes, with people sending and receiving messages to and from each other, in any interaction, i.e. an interaction process.

Also, Lynch (1996:3) points out that "communication involves enabling

someone else to understand what we want to tell them, what is often referred to as our message." That means, in a communication situation, three factors are involved: namely a speaker or a message sender, a message, and a listener or a message receiver.

On their part, Rubin and Thompson (1994: 30) show that it is the responsibility of a message sender to make the message clear and comprehensible for the receiver so that both the message sender and the receiver can reach the communicative goal. However, it is not easy to achieve the communicative goal especially in a situation where the message sender and the message receiver have different native languages.

Therefore, the main goal of learning an FL is to be able to communicate. It is through communication that people send and receive messages effectively and negotiate meaning.

According to Bialystok (1990: 1), "the familiar ease and fluency with which we sail from one idea to the next in our first language is constantly shattered by some gap in our knowledge of a second language". The forms of these gaps can be a word, a structure, a phrase, a tense marker or an idiom. The attempts to overcome these gaps are described as CSs.

Also, Nylund (2005:11) asserts that the importance of being able to communicate in a FL increased. Most linguists agree that the goal of learning a FL is to become as fluent as native speakers. However, this is not a goal that everyone reaches. While some learners go on learning and come very close to the new language, others seem to stop making any visible progress, no matter how many language classes they attend or how often they practice communication in the new language.

### **2.1.2 The Importance of Communication Strategies:**

Communication Strategies take their importance from the following points:

1- Faerch and Kasper (1983:40) state that CSs not only serve to overcome problems learners face during communication but are also used to create the conditions for intake.

2- CSs are considered essential techniques for FL learners because when learners face difficulties in their communication or when breakdowns in communication occur, they can call on their strategies in order to gain access to further relevant and comprehensible information and learn from errors and try again. Moreover, learners can call on these strategies in order to practice and use various communication skills and learn how to compensate for shortcoming in communication so that they can become confident and successful in the FL use (Savignon, 1983: 22).

3- Tarone (1984:129) points out that the components of CSs ought to have a place in the FL classroom because "a student who has failed to develop competence in any of these components cannot truly be said to be proficient in the FL."

4- Oxford (1990:1) shows that FL learners can significantly improve their communicative competence by developing their ability to use CSs.

5- Rababah (2002:13) states that for FL teachers and learners, the main concern is to help students achieve fluency and accuracy. Once students concentrate on form or accuracy, they will encounter problems, because a non-native speaker does not master all the language forms and rules. Therefore, when EFL students find out a sort of mismatch between their linguistic resources and their communicative intentions, they try to solve these problems by using CSs, such as appeal for help, literal translation,

circumlocution, approximation, word coinage, etc., to make their ideas comprehensible and then achieve communication effectively.

6- Chanawong(2007:11) states that communication strategies are used as devices to deal with difficulties and breakdowns in communication

### **2.1.3 Taxonomies of Communication Strategies:**

Chanawong(2007:16)points out that there have been two perspectives in the classification of CSs, namely the traditional approach and the modern one (i.e. the process-oriented approach). The taxonomies of CSs proposed by Tarone (1977) and by Faerch and Kasper (1983) are based on the traditional approach, while the taxonomies of CSs proposed by the Nijmegen group (1980) and Bialystok (1990) represent the process-oriented one. Apart from these two perspectives of CSs classification, Dörnyei and Scott (1997) and Aljubori( 2012) also add some new types of CSs to their classification. The differences in theoretical viewpoints among these researchers are based on their

specification of language devices they consider to be CSs.

The following taxonomies are examples of the most famous ones:

- 1-Varadi's Taxonomy(1973).
- 2- Tarone's Taxonomy(1977).
- 3- Nijmegen Group's Taxonomy(1980.)
- 4-Faerch and Kasper Taxonomy(1983).
- 5-Bialystok's Taxonomy(1983).
- 6-Corder's Taxonomy(1983).
- 7-Dörnyei and Scott's Taxonomy(1997).
- 8-Al- jubori Taxonomy (2012).

### **2.1.4 Summary of Taxonomies of Communication Strategies:**

The taxonomies offered by various researchers seem to vary. Some comments should be mentioned to enhance our understanding of the CSs. Tarone (1977) classifies CSs into three types: avoidance, paraphrase, conscious transfer. It can be seen that avoidance is a subtype of reduction strategies of Faerch and Kasper (1983) and Al-jubori (2012). The Nijmegen Group (1980) taxonomy is based on conceptual strategies and linguistic strategies. Faerch and Kasper (1983) and Dörnyei and Scott (1997) use the same system to classify CSs. They classify CSs into reduction strategies and achievement strategies. Bialystok's(1983) classifies CSs differently from other researchers distinguishing between □ analysis □ and □ control □ strategies. Besides the mentioned taxonomies, Corder's taxonomy (1983) is different from the taxonomy of CSs.

The present research adopts Tarone's taxonomy(1977) as the main classification for CSs. The factors that have motivated the researcher to choose Tarone's taxonomy, as Chaing(2011:30) points out, are that, it is



considered the most important taxonomy in the field because most of other taxonomies have been developed from it. It is considered a product-oriented taxonomy which focuses on the productive utterance.

Tarone's taxonomy (1983:62), covers most of CSs investigated in later studies. The definitions and examples of the CSs provided by Tarone are clear and illustrative

## **2.2 Motivation:**

### **2.2.1 The Concept of Motivation:**

Salmi (1993:80) states that the first recorded use of the word "motivation" in English is from 1873 and in psychology from 1904. In psychology, motivation is "the conscious or unconscious stimulus for action towards a desired goal provided by psychological or social factors; that which gives purpose or direction to behaviour".

Kissau (2006: 76) points out that there is no collective agreement on the concept of motivation even though the majority of motivation investigators would see that motivation has to do with the trend and extent of human conduct that is, the choice of a certain action, the perseverance with it and the effort extended upon it. Motivation is also related to the drive to do something. It is the force that pushes us to do things. It is also an interior power that triggers, leads, and preserves actions consistently.

Finally, Zanghar (2012:3) states that "motivation is usually understood to refer to the desire to initiate L2 learning and the effort employed to sustain it. In lay terms, we all understand it to be a matter of quantity, as in the everyday observation that some learners are highly motivated and others have little or no motivation".

### **2.2.2 Theories of Motivation:**

According to Brown (2007:168), the following are the historical schools

of thought that envisage three different perspectives about motivation:

- 1- From *a behavioural perspective*, motivation is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behaviour, we act accordingly to achieve further reinforcement. Skinner, Pavlov, and Thorndike put motivation at the center of their theories of human behaviour. In a behavioural view, performance in tasks and motivation to do so is likely to be at the mercy of external forces; namely parents, teacher, peers, educational requirements, job specifications and so forth.
- 2- In *cognitive terms*, motivation places much more emphasis on the individual's decisions, "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". Some cognitive psychologists see underlying needs or drives as the compelling force behind our decisions.

3-A *constructivist view* of motivation places even further emphasis on social context as well as individual personal choice. Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from the context.

### **2.2.3 Major Types of Motivation:**

In FL learning, motivation can be classified into two major types:

#### **(1) Integrative and Instrumental Motivation:**

Brown(2007:170) points out that studies of motivation in second language acquisition often refer to the distinction between integrative and instrumental orientations of the learner, which we now consider (Instrumental and Integrative Orientations).

Brown(2001:75) states that integrative motivation simply means that the learner is pursuing a language for social and culture purposes and within that purpose, a learner could be driven by a high level of motivation or a low level. Similarly, in instrumental motivation, learners are studying a language in order to further a career or academic goal.

#### **(2) Intrinsic and Extrinsic Motivation:**

Vansteenkiste et al (2006:19) state that intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. Intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge are assimilated or mixed with new knowledge. Extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons which do not link to the activity.

These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark .

### **2.2.4 Review of Related Previous Studies:**

#### **Part One:**

#### **Studies on CSs:**

##### **1-Kongsom(2009):**

It investigated the effects of teaching CSs on Thai learners of English in Thailand. Both qualitative and quantitative data were collected in the current study. Sixty-two fourth year students majoring in Engineering at King Mongkut's University of Technology North Bangkok participated in this study. All the students received a 12-week communication strategy-based instruction. Data were collected via (1) self-

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report strategy questionnaire, (2) attitudinal questionnaire (3) transcription data of four different speaking tasks, and (4) retrospective protocols. The results from the self-report strategy questionnaire and the speaking tasks showed that the explicit teaching of CSs raised students' awareness of strategy use and promoted greater use of taught CSs of the students. The students considered the taught strategies in CS instruction useful, especially pause fillers and hesitation devices, approximation, self-repair and circumlocution. With respect to the retrospective verbal reports, the findings showed that the students tended to be more aware of the taught CSs. The outcome also showed positive feelings and attitudes towards the CS instruction.

### **2- AL-Jubori(2012):**

This study was conducted in Iraq .It aimed at Finding out the effect of CSs instruction on Iraqi EFL students' speaking performance. To achieve the aims of the study ,an experiment was constructed and applied to second year college students. Eight hypotheses had been proposed. To fulfill the aims of the study, three research instruments were devised by the researcher , after employing a typology of CSs based on the well-known typologies of Css. Two groups of second year college students, department of English were randomly chosen to be the experimental and control groups . Subjects of both groups were matched in their age, gender, and their scores in the pre-test. The validity of the learning programme, the test, the questionnaire, the checklist, and the scoring scheme had been obtained by exposing all these devices to a group of experts in the field of ELT and linguistics. Then, after piloting the test and the questionnaire, the reliability of each dimension of the test and that of the questionnaire were secured by using Pearson Correlation Formula. After that, the strategy instructional programme was implemented which lasted for four months during the first semester of the academic year 2011-2012. The two groups of students were taught by the researcher. Only the experimental group received direct instruction about CSs while the control group was taught according to the conventional ways without any direct reference to CSs. The results of the first and final administration of the questionnaire showed that there was a statistically significant difference between students' use of CSs in favour of the experimental group. That means the subjects of the experimental group improved their FL speaking performance more than subjects of the control group after implementing the CSs instructional programme.

## **Part Two:**

### **Studies on Motivation:**

#### **1-Ford (2008)**

This study was conducted in Texas, National League of Nursing (NLN), The purpose of the study was to utilize quantitative and qualitative approaches to investigate effects of innovative instructional strategies on nursing students' intrinsic motivation and meaningful learning. With the quasi-experimental design, senior nursing students enrolled in different semesters of the same course were assigned to an experimental group where the innovative instructional strategies emphasized small, cooperative learning groups, case studies, and faculty guided group discussion and a control group where the course was taught in a traditional way. Instructional materials and assignments were equalized as much as possible between the two groups of students.

The quantitative data analysis revealed that innovative instructional strategies positively affected student learning outcomes, both cognitively and affectively. The qualitative data analysis revealed themes supporting that instructional strategies enhanced intrinsic motivation, meaningful learning, and improved content retention.

#### **2. Al-Totonjie(2013):**

This study was conducted in Iraq. It attempted to investigate empirically the effect of teaching grammar in context on the fifth scientific grade- female student's acquisition of English language structures and examined the extent to which it can arouse their motivation towards foreign language learning. The design of this study was an experimental one with a pre-test and post-test procedure. The total sample was 63 female students from Al-Assmayee secondary school for girls during the academic year 2011-2012. The sample was divided into two groups: the experimental group (Section B) consisted of 31 female students , and the control group (Section A) consisted of 32 female students. The control group was taught grammar by using the traditional method. The experimental was the group taught grammatical structures through the text and submitted it in life situations close to the reality of the students outside the classroom. Two instruments (a grammar achievement test and a motivation scale) ,were constructed and used by the researcher to measure the participants' progress in the two dependent variables of the study. Both instruments constructed formula were verifiable and standard based. T-test formula for independent samples was conducted. The results indicated that there were statistically significant differences between the two groups in their achievement on grammar and on the motivation scale in favour of the experimental group .

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It was drawn that teaching grammar in context to fifth-scientific-grade female students was effective.

A number of recommendations and suggestions was given in terms of the obtained results.

### **2.2.5 Indications from the Previous Studies:**

#### **1-The aim of the study:**

All the studies surveyed in part one had one major aim in common, which was to identify the effect of CSs according to different approaches and methods. **Kongsom's** study(2009)investigated the effects of teaching CSs on feelings and attitudes. **Al Jubori's** study(2012)aimed at finding out the effect of CSs instruction on Iraqi EFL students' speaking performance. **Ford's** study (2008) was investigated effects of innovative instructional strategies on nursing students' intrinsic motivation and meaningful learning. **Al-Totonjie**(2013) attempted to investigate empirically the effect of teaching grammar in context on the fifth scientific grade female student's motivation towards foreign language learning.

-The current research aims to identify:

(The effect of using CSs on the achievement of first- intermediate female students and developing their motivation to learn English).

#### **2- The Experimental Design:**

The Previous studies of parts one and two differ in design. Some of them use two groups: experimental and control like **Al-Jubori**(2012), **Ford** (2008) and **Al-Totonjie**(2013), while the study of **Kongsom**(2009) use one experimental group .

-The current research will use the (experimental group and control group).

#### **3- Level of Study:**

The previous studies in part one and two were conducted the studies at different level: **Ford** (2008) and **Al-Totonjie** (2013) studies used secondary level, while **Kongsom** (2009) and **Al-Jubori** (2012) studies used university level .

-The current research has been conducted at the intermediate level.

#### **4- The Sample Size and Gender:**

The sample size in the previous studies( part one and two) revised from (7)students in **Inio's**study (2006) as smaller sample to (106) students regarded bigger than the sample in **Chatzisarantis's**study (2004) . All the previous studies mentioned gender, i.e. male and female students , except **Al-Totonjie's** study(2013)which was applied on female students.

The current research sample has been( 64 )students and gender has been limited to female students only.

## 5- Research Tools:

Most of the previous studies used the questionnaire as a tool of collecting data, like **Al-Jubori** (2012) While **Kongsom** study (2009) tools were speaking task, a self-report, strategy questionnaire, an attitudinal questionnaire and retrospective verbal protocols, **Al-Totonjie**(2013) used achievement test and motivation measurement.

-The current research will use two tools, namely achievement test and motivation scale.

## 6- Statistical Methods:

Some previous studies used ANOVA test , namely **Ford** (2008) study. Other studies used T-test,namely **Al-Totonjie**(2013). **Al-Jubori** (2012)used Pearson's Correlation and **Kongsom** (2009)used Cronbach's .

-The current research will use a (t-test) for two samples .

## Chapter Three: Methodology and Procedures

### 3.1 Experimental Design:

Best & Khan(2006:17) see that the experimental design is a blueprint of the procedures that enable the researcher to test his hypotheses by arriving at valid conclusions concerning the relationship between dependent and independent variables. Best (1981: 68) point that the selection of a particular design is based upon “the purpose of the experiment, the type of variables to be manipulated, and the condition or limiting factors under which it is conducted”.This research adopts the (pre test- post test control group design)

Adams and Schvaneveldt ( 1985:139)

This design takes the form illustrated in table(1):

**Table (1): Experimental Design**

Groups	Pre-test	Independent	Post-test	
EG	Motivation	CSs	Achievement	
			Oral	Written
CG		The traditional method	Motivation	

It is obvious from table (1) that

-The two non equivalent groups design with post test in one variable and pre-post test in another variable.

-The EG is the group that is taught according to CSs, whereas the CG is the group that is taught according to the traditional method .

-Both groups were subjected to a post test to measure the influence of the

independent variable on achievement , while both groups were subjected to pre- post test to show the influence of the same independent variable on motivation.

### **3.2 Research Population and Sample:**

The population of the present research included the 1st grade female intermediate school students in the centre of the city of Mosul/ Nineveh Governorate for the academic year 2013-2014. There were 5769 female students in the 1st grade intermediate distributed in (60) intermediate schools for girls. The researcher chose two schools intentionally (Sanaa' intermediate for girls) in the Arabi quarter and (Hadbaa' intermediate for girls) in the Muhandiseen quarter on the left side of the city of Mosul for the following reasons:

-Students from the schools live in almost the same geographical area; thus ensuring convergence of the social and cultural level of the members of the sample.

-The researcher noticed that during her visits to the two schools there was cooperation by the administration and teachers of English.

-There was distant spacing between the two schools, which did not allow the possibility of sample pollution.

The students were into two groups: experimental and control. The class(C) refers to the experimental group in Sanaa' intermediate, and the class(A) represents the control group in Hadbaa' intermediate. Accordingly, 36 female students was the total number of the experimental group and 35 female students was the total number of the control group. After excluding five students from class (C) and two from class (A) who were repeaters had ages colleagues and in order to ensure the experiment, the total number of the sample of students was 64.

**Table (2): The number of the research sample**

Groups	Class	Before exclusion	Repeaters	Total number
EG	C	36	5	31
CG	A	35	2	33

### **3.3 Equivalence of the Sample Subjects:**

The subjects were equated on the following variables:

1-The students level of achievement in English in the first semester of academic year 2013-2014.

2-The students general average for the academic year 2013-2014.

3-The age of the students counted in months.

4- Intelligence , quotient test scores.

5- The parents educational attainment

6- The pre-test scores of motivation.

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**Table (3): Equivalence of the Sample Subjects**

Variables	Experimental group		Control group		Degree of freedom	T-value Computed
	X Mean	standard deviation	X Mean	standard deviation		
the Students level of achievement in English	76.0323	9.73476	71.3333	13.55467	62	1.584
the Students General Average for the Academic Year	76.0323	11.26198	77.4848	6.31527	62	0.642
the Students Age	146.0968	8.37200	144.1212	6.31841	62	1.070
Intelligence Quotient	47.5161	3.52014	49.3333	4.60072	62	1.766
Pre-test Scores of Motivation	62.2581	7.02362	63.6364	6.72597	62	0.802

**Table (4): Frequencies and Chi-square Value of Fathers Educational Attainment:**

Level of Education	Group		Degree of freedom	Chi-square value	
	EG	CG		Computed	Tabulated
Illiterate, ,Primary And Intermediate	8	5	2	2.946	5.99
Secondary and Diploma	13	8			
B.A.,M.A. and Ph.D.	10	17			

**Table (5): Frequencies and Chi-square Value of the Mothers Education Attainment**

Level of Education	Group		Degree of freedom	Chi-square value	
	EG	CG		Computed	Tabulated
Illiterate, Primary and Intermediate	10	8	2	4.291	5.99
Secondary and Diploma	16	12			
B.A.,M.A. and Ph.D.	5	13			

### **3.4 Factors Jeopardizing Internal and External Validity:**

The extraneous variables jeopardizing internal and external validity have been controlled in order to avoid confounding the results of the research study. An effort was made to manipulate and control the influence of these variables. The most prominent variables that might have direct influence on the experiment are as follows:

#### **3.4.1 Experimental Procedures:**

All the experimental procedures and steps were taken into consideration to eliminate their negative effect during the experiment. These procedures are presented below:



### **3.4.2 Instructional Material:**

In order to eliminate the effect of this factor, the instructional materials are the same for both groups (experimental and control). The sample of material is selected from Iraq opportunities, Book (5) , Units (8-13) for the first class intermediate school of the year 2013-2014 in the second semester.

### **3.4.3 The Teacher:**

This factor was totally restrained, since well –qualified and cooperative teachers taught both groups. They were nominated for the following reasons:

- 1-They have Bachelor of English Literature.
- 2-They have experience for years in teaching English .
- 3-The teacher of the experimental group, was familiar with implementing CSs since she had implemented some major principles of the approach in her teaching.

### **3.4.4 The Distribution of Lessons:**

In cooperation with the administration of the schools, the timetable was fixed according to the requirements of the experiment, where five lessons per week were allotted to each group.

### **3.4.5 The Duration of the Experiment:**

The time duration was the same for the two groups. The experiment started on Tuesday the 18<sup>th</sup> of February and ended on Thursday the 17<sup>th</sup> of April of the academic year 2013-2014 The experiment lasted for approximately (8) weeks.

## **3.5 The Requirements of the Research:**

To achieve the aim of the present research and verify its hypotheses, the following tools have been utilized:

### **3.5.1 Instructional Material:**

The material was extracted from units (8-13) . These units were chosen from Iraq Opportunities, Book (5) for the first class intermediate school in the second semester of the academic year 2013-2014.

### **3.5.2 Behavioural Objectives:**

According to Bloom's classification of educational objectives (1982), behavioural objectives have been from units (8-13). The researcher constructed (60) behavioural objectives regarding to the first three levels (knowledge , comprehension , application ). The objectives were submitted to a number of experts specialized in education , methodology and English language to see if they are correct and suitable for the students of the first intermediate grade.

### **3.5.3 The Lesson Plan:**

Ellis (1971: 21) defines planning as not an objective by itself , but as a means for the achievement of desired objectives. It is a guide for

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the teacher in his everyday activities with his students. Richards(1998:103) points out that "lesson plans help English language teachers think about the lesson in advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a map for the teacher to follow , and to provide a record of what has been taught". In this study, lesson plans for each unit were prepared depending on the general objectives of teaching EFL and the behavioural objectives previously stated. The researcher depended on the methodology in designing a lesson for teaching each unit with emphasis on using CSs with the experimental group, and traditional method with the control group. The plans were submitted to a number of experts to decide whether they were acceptable or not . The experts accepted the plan and put forward some instructions that may be of benefit to the present research. Communication strategies have been implemented by the following steps:

	Name of strategy	description
1-	Paraphrase	The speaker exploits her resources in the target language to develop an alternative means to convey the original message. This can be achieved in at least three different ways:
a.	Approximation	Use of single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker (e.g, pipe for water pipe)
b.	Word coinage	The learner makes up a new word in order to communicate a desired concept (e.g. airball for balloon)
c.	Circumlocution.	The learner describes the characteristics or elements of the object or action instead of using the appropriate target language item or structure
2-	Conscious transfer	The speakers can also communicate their intended meaning transferring items from their first language or any other language they know, and this can be done in the different ways:
a.	Literal Translation	The learner translate word by word from the native language
b.	Language Switch	The learner uses the native language term without bothering to translate (e.g. balon for balloon,)
c.	Appeal for Assistance	The learner asks for the correct term (e.g. What is this ? what is it called ?)
d.	Mime	The learner uses non-verbal strategies in place of lexical item or action (e.g. clapping one's hands to illustrate applause)
3-	Avoidance	Avoidance strategies refer to all those techniques by which the speaker, lacking the necessary target language item to convey the originally intended message, does not make reference to it. Within this group two types of strategies can be distinguished:
a.	Topic Avoidance	The learner simply tries not to talk about concepts for which the items or structures are not known.
b.	Message Abandonment	The learner begins to talk about concept but is unable to continue and stops in mid-utterance.

Table (6) :Tarone's Taxonomy of Communication Strategies 1983: 62)

## **3.6 The Instruments of the Research**

### **3.6.1 Achievement Tests**

In order to have a measure for the assessment of the students' achievement , the researcher constructed an achievement test (oral and written test).

#### **3.6.1.1 Oral Test:**

In the present research, an oral test is developed. The test is split into three parts. The first part includes (listening comprehension) for a paragraph on the subject (accident) and after students listen to the paragraph , the researcher distributed papers among them to answer (5) questions of short answers and (5) questions to mark (T) for true and (F) for false. The second part of the test is (speaking/communication). In this question, the researcher chose three topics from ' Iraq Opportunities' book, that include (animals, family and the state of the weather) . Then she prepared five questions for each subject and asked each student to choose (one) topic. The third part of the test is (Reading aloud /pronunciation). In this question, students read the paragraph with clear voice, then the teacher focuses on the students pronunciation of words that are under lined. These words are taken from the key words of Iraq Opportunities book.

##### **3.6.1.1.1 Validity of the Oral Test**

The researcher chose the content validity because the content-related evidence of validity can be claimed if a test actually samples the subject matter about which conclusions are to be drawn (Brown,2004:22) In the construction of the oral test, the materials of the test items are based on the materials of the second part of (Iraq Opportunities ) for the first class intermediate of the school year 2013-2014. To check whether the test items were suitable for intermediate students and practical or not , the test and the material were presented to a panel of juries for evaluation . The juries agreed that the test items were appropriate to measure the purpose they are designed for , except for some minor recommendations and modifications , which were taken into consideration .

##### **3.6.1.1.2 Pilot Administration of the Oral Test**

A pilot test was administered on the (7<sup>th</sup> of / April /2014). The test was given to (15) students at Zobaida intermediate school for girls. The pilot administration of the test was carried out so as to help the researcher to: check the clarity of the items and instructions of the test and the average time needed for answering the questions. It was found that the items and instructions were clear for the students and the test took (10) minutes for question (one ) which was answered by all students on the paper by putting short answer of section(A) and true or false of section (B) after their

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listening to a recorded paragraph. Then (15) minutes were allotted for each student to test their ability in question ( two) and( three).

**Reliability of the Oral Test:**

The researcher applied the oral test on a sample of (10) students at Zobaida intermediate school for girls on (8 April 2014) to make sure of the reliability of the test using the equation Cronbach's alpha. The reason for selecting it was to estimate the reliability of the test t, which is the degree to answer an item. The correct answer takes one mark and a wrong answer takes a zero. The coefficient of reliability was (0.82). This indicated that the test scores were acceptable , and the test as a whole was reliable.

**Table (7):Criterion Form of the Distribution (Oral Test Scores) :**

Name				
Q1:A	A listening comprehension (10 M)			
1-				
2-				
3-				
4-				
5-				
<b>B-</b>				
1-				
2-				
3-				
4-				
5-				
Q2:	Speaking (communication) (20 M)			
	Pronunciation	Grammar	Vocabulary	Fluency & Accuracy
1-				
2-				
3-				
4-				
5-				
Q3:	Reading aloud (pronunciation) (10 M)			
1-		6-		
2-		7-		
3-		8-		
4-		9-		
5-		10-		

### **3.6.1.2 Written Test**

The researcher constructed the achievement test by selecting diverse items from several authentic subjects (taken from the same sources used in the instructional experience). The subjects of units are:(Free time, Around Iraq, Wildlife, Memories, At night, Accidents).

The achievement test consists of 60 items distributed as follows:

10 items of (Reading comprehension), 15 items of (Grammar), 5 items of (Vocabulary), 10 items of (Match the words), 10 items of (Function) and 10 items of (Writing).

#### **Validity of Written Test**

Best & Kahn (2006:295) mention that validity is the degree to which evidence and theory support the interpretation of test scores entailed by proposed use of test. In test validity, the researcher explains the value of writing test depending on the reliability. Validity is crucial to fair and meaningful writing test. In the present research, the written test measures the written achievement of intermediate students. However, there are many types of validity, two of which are :

##### **1- Face Validity:**

Davies (1997:221) refers to face validity as the degree to which a test appears to measure the knowledge or ability it claims to measure.

##### **2-Content Validity:**

Content validity can be defined as essentially "the systematic examination of the test content to determine whether it covers a representative sample of the behavior domain to be measured"(Weir,1990: 25). This type of validity was established after the researcher had introduced the items of the test which was based on the materials of the second part of "Iraq Opportunities" for the first class intermediate in harmony with the behavioural objectives that were identified and derived previously by the researcher herself and approved by the juries.

### **3.6.1.2.2 Pilot Administration of the Witten Test**

On 9<sup>th</sup> April, 2014, a pilot administration of the written test was carried out. The test was experimentally tried out on a sample of (100) students at Zobaida Intermediate School for girls . The purposes of conducting the pilot study were to:

1. estimate the time that the students would need to complete the test,
2. check the clarity of instructions,
3. provide information about the ease of administering the test, and
4. analyze the test items in the light of students' responses to determine their effectiveness in terms of difficulty level and discriminatory power .

It was found that the time needed to complete the whole test was (50) minutes, and that the instructions were clear and stated in an adequate way.

### **3.6.1.2.3 Item Difficulty:**

Bachman (2004:122) defines item difficulty as the proportion of test takers who answer the item correctly. Item Difficulty is also referred to as "item facility" Al-Daher et al (2002:129) show that a good test of a research must include items with difficulty ranging between (0,20-0,80). The results of the present research indicate that the difficulty of the items ranges between (0.37-0.67) which is considered as a suitable difficulty level.

### **3.6.1.2.4 Item Discriminability:**

Gronlund (1976:268) states that the important procedure in item analysis is calculating the item discriminatory power which can be defined as "the degree to which an item discriminates between students with high and low achievement". The results indicate that the discrimin level of the items ranges between (0.33-0.78) which is considered as a suitable discrimin level.

### **3.6.1.2.5 Reliability of the Written Test**

The researcher applied the written test on a sample of (30) students at Zobaida Intermediate School for girls on 10<sup>th</sup> April, 2014 in Nineveh Governorate to make sure of the reliability of the test using Kuder-Richardson Formula 20 ;(K-R 20). This formula is a simplified version of Coefficient alpha. It is used only when scoring is dichotomous (1 degree for correct answer and zero for wrong answer), as is usually done with objective tests. The computed reliability coefficient of the written test has been (0.83). This means that the reliability is high and it indicates that the test as a whole was reliable and ready to adopt, then to apply.

### **3.6.1.2.6 Preparation of the Achievement Test Table (Test Map):**

The researcher prepared the table of specification for units taught by the experiment . The table passed through the following stages :

- 1- Defining both the educational objectives of the syllabus , and the elements or units that need to be measured.
- 2- Defining the rate of concentration for each unit by using the following equation:

$$\text{Rate of concentration} = \frac{\text{number of lessons period for one unit}}{\text{Total lessons number of the whole material}} \times 100$$

3-Defining the percentage of objectives at different levels.

4-The items of the total achievement test were set on the basis of behavioural objectives which were (60) in number. (See table 8)

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**Table (8): :Specification of the Achievement test**

Educational units		Number of lesson periods	Rate of Concentration	Cognitive Level			Total
				Knowledge 32%	Understanding 41%	Application 27%	100%
1-	Unit eight	6	13%	4	5	4	13%
2-	Unit nine	8	17%	5	7	5	17%
3-	Unit ten	9	19%	6	8	5	19%
4-	Unit eleven	7	15%	5	6	4	15%
5-	Unit twelve	9	19%	6	8	5	19%
6-	Unit thirteen	8	17%	5	7	5	17%
Total		47	100%	31%	41%	28%	100%

5-Defining the questions for each unit from this equation.

6- using the following equation:

Number of questions subject = The total number of questions X the relative weight of the importance of the subject X the relative weight of the objectives of the subject.

(AL-Omari, H. et al , 2012:317)

**Table (9): The Total Number Of Questions**

Educational units	Cognitive Level			Total
	Knowledge	Understanding	Application	
Unit eight	2	3	2	7
Unit nine	3	4	3	10
Unit ten	4	5	3	12
Unit eleven	3	4	2	9
Unit twelve	4	5	3	12
Unit thirteen	3	4	3	10
Total	16	25	19	60

### 3.6.2 The motivation Scale

In this research, the researcher attempted to investigate whether the first intermediate female students are instrumentally or integratively motivated towards English language learning. First, integrative motivation focuses on how much students learn English with the genuine interest to imitate or assimilate with the target language ,native English speakers culture community, their mentality and way of life. Instrumental motivation, on the other hand , focuses on how much the students learn English with an instrument reason targeting a suitable or immediate success

like degree, future jobs, further studies, achievement . So, in order to determine students' tendency towards the two kinds of motivation , the researcher prepared a measure of motivation scale consisting of 32 items and administered it to the first grade female students .

It contained five alternatives (strongly agree=5, agree= 4, neutral = 3, disagree = 2, strongly disagree= 1). This scale includes (7) items (items 26 - 32), that would show students integrativeness towards the English language. Also (25) items (items 1-25) would show students instrumental motivation to learn English.

### **3.6.2.1 Validity of the Motivation Scale**

Each item of the scale should be judged valid by (80%) of the total number of juries in the scale, otherwise it should be omitted. They were also asked to add, delete or modify any item , which may contribute to the development of the scale. They all agreed that the scale was within the acceptable standards as it covered the majority of the students motivation, it was suitable for the first intermediate students, and measured this quality. However, with respect to the recommendations and suggestions given by the jurors, the changes were made on some items on literature grammar and only item (12) was omitted.

### **3.6.2.2 Pilot Administration of the Motivation Scale**

A pilot scale was administered on the 19<sup>th</sup> December, 2013. The scale was given to (30) female students from Zobaida Intermediate School in Nineveh Governorate. The scale was designed to reflect students motivation towards learning English. This scale was written and administered in both Arabic and English. The instructions on how to answer the scale items were explained by the researcher to avoid any possible misunderstanding and ambiguity. Moreover, an answer sheet was attached to the scale. On the basis of the results obtained from the pilot study, no serious ambiguity was found concerning the scale items. The scale pitched the students motivation, and the average time allotted to answering the scale was (35) minutes.

### **3.6.2.3 The Discrimination of Motivation Scale**

The ratio of the number of members of the sample to the number of items must be at least five members of each item (1:5). The researcher applied the scale of a sample consisting of (160) female students from Zobaida Intermediate School on the 19<sup>th</sup> December, 2013. After scoring the students' responses and calculating their total score of them, the researcher arranged the scores in descending order from the highest degree to lowest degree to determine the ratio (27%) of the highest and the lowest grades. The two groups were determined and calculated to the discriminatory power of each item by using the t- test for independent



samples. It is clear that all the computed values of T, ranged between (2.223) and (8.668) and were greater than the tabulated t-value (1.992) at (0.05), under (84) degrees of freedom except item (16), which was removed. So the number of motivation scale items became (31) items.

#### **3.6.2.4 Reliability of the Motivation Scale**

To verify the reliability, the researcher applied the scale on a sample consisting of 30 first grade female students from Zobaida Intermediate School on 22<sup>nd</sup> December, 2013 and after two weeks, the researcher applied the scale again to the same sample in the same conditions on 8<sup>th</sup> January 2014). This can be calculated by using the Pearson Correlation coefficient formula. The computed reliability coefficient of the scale was (0.82). The reliability coefficient of any test would be acceptable if it is not less than (0.50) Therefore, the reliability coefficient (0.82) is considered a high stable coefficient and indicates that the scale as a whole was reliable. By that time, the motivation scale was ready for application.

#### **3.6.2.5 Pre-test for Motivation Scale**

The researcher applied the Motivation scale of the EG and the CG on 17<sup>th</sup> February, 2014. Then, the researcher scored the scale in order to compare it with the post-test of the scale at the end of the experiment.

### **3.7 The Experiment:**

The Experiment started on 19<sup>th</sup> February, 2014 and ended on 17<sup>th</sup> April, 2014. It lasted for precisely 8 weeks.

#### **3.7.1 The Control Group:**

The CG has been taught the material depending on the traditional method and according to the instructions in the teacher's guide to Iraq opportunities book.

#### **3.7.2 The Experimental Group:**

As the EG, it has been taught the material according to the CSs by providing learners with authentic situations illustrating the CSs.

### **3.8 Final Administration of the Instruments:**

At the end of the instructional period, the students of the EC were orally post tested on 13<sup>th</sup> April 2014 and CG on 14<sup>th</sup> April, 2014. Then, the students of the EC and CG were post test written test on 15<sup>th</sup> April 2014. The motivation scale was administered to the EC and CG on 16<sup>th</sup> April 2014. In addition, the answer sheets were scored and recorded by the researcher herself.

### **3.9 The Statistical Treatments**

#### **1-T-test :**

The t-test for two independent samples is used to equalize the students of the two groups on the variable of age, achievement, IQ, and pretest of Motivation. Also it is used to verify the hypothesis of the research.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2} \left\{ \frac{1}{N_1} + \frac{1}{N_2} \right\}}}$$

(Bluman, 2007: 486)

## 2-Chi-square:.

This is used to equalize the students of the two groups on the variable of parents' educational attainment.

$$X^2 = \left( \frac{O - E}{E} \right)^2$$

(Vernoy & Kyle, 2002: 389)

## 3-Item Discrimination Formula:

This is used to measure the discrimination level of the achievement test and motivation scale items.

$$DI = \frac{RU - RL}{N} \times 100$$

(Bachman, 2004: 127)

**4-Item Difficulty Level Formula:** This is used to measure the difficulty level of the achievement test items.

$$IF = \frac{RU + RL}{2N}$$

(ibid: 125)

## 5-Kuder Richardson-20:

Is used for estimating the written test reliability.

$$KR_{20} = \frac{n}{n-1} \left[ 1 - \frac{\sum Pq}{S_x^2} \right]$$

(Rosco, 1975 : 105)

## 6-Pearson Correlation Coefficient Formula:

It is used to estimate the reliability of the Motivation scale.

$$r = \frac{N \sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

(Al-Heety, 2004: 398)

## 7-Alpha CronbachFormula:

This formula is used to estimate the reliability of the oral test.

$$\alpha = \frac{n}{n-1} \left\{ 1 - \frac{\sum S_i^2}{S_x^2} \right\}$$

(Mehrens & Lehmann ,1991:113)

## Chapter Four :Data Analysis and Discussion of Results

### 4.1 Testing the First Main Hypothesis :

"There is no statistically significant difference between the mean scores of the experimental group which was taught by using CSs and the mean scores of the control group which was taught by using the traditional method in the achievement test as a whole". In order to verify this hypothesis, the t-test is used. The tabulated data shows that the mean score of the experimental group which is (75,5484)is higher than the mean scores of the control group which is (51,7576) in achievement. Also the calculated t-value is (12,811) which is higher than the tabulated t-value, which is (1,999). So, there is a statistically significant difference between the two groups at (0,05)level of significance and under (62) degree of freedom for the benefit of experimental group. Therefore, the first null hypothesis is rejected and the alternative hypothesis is accepted. See table (10)

**Table (10): Statistics of T- test for Two Groups in Achievement**

Variables Groups	NO. of subjects	X Mean	SD standard deviation	Degree of freedom	T-value	
					Calculated	Tabulated
EG (C)	31	75,5484	5,82431	62	12,811	1,999
CG (A)	33	51,7576	8,66036			

### 4.2 Testing the first sub- hypothesis:

"There is no statistically significant difference between the mean scores of the experimental group which was taught by using CSs and the mean scores of the control group which was taught by using the traditional method in written achievement test". To test this hypothesis, the t-test is used. The tabulated results show that the mean score of the experimental group which is (45,3871)is higher than the mean score of the control group which is (30,0303) in written achievement test. Additionally, The calculated t-value is (9,094), which is higher than the tabulated t-value, which is (1,999). So , there is a statistically significant difference between the two groups at (0,05)level of significance and under (62) degree of freedom for the benefit of experimental group.

(See Table 11). Accordingly, the first sub- null hypothesis is rejected and the alternative hypothesis is accepted.

**Table (11): Statistics of T- test for Two Groups in Written Achievement Test**

Variables Groups	NO. of subjects	X Mean	SD standard deviation	Degree of freedom	T-value	
					Calculated	Tabulated
EG (C)	31	45,3871	4,61647	62	9,094	1,999
CG (A)	33	30,0303	8,26697			

### 4.3 The Second Sub-hypothesis:

"There is no statistically significant difference between the mean scores of the experimental group which was taught by using CSs and the mean score of the control group which was taught by using the traditional method in the oral achievement test". To verify this hypothesis , t-test is used. The tabulated results showed that the mean score of the experimental group which is (30,1613) higher than the mean score of the control group which is (21,7273) in oral test.. The calculated t-value is (9,716), which is higher than the tabulated tvalue, which is (1,999). So, there is a statistically significant difference between the two groups at (0,05) level of significance and under (62) degree of freedom for the benefit of experimental group. Accordingly, the second sub- null hypothesis is rejected and the alternative hypothesis is accepted. See table (12)

**Table (12): Statistics of T- test Value for Two Groups in Oral Achievement Test**

Variables Groups	NO. of subjects	X Mean	SD standard deviation	Degree of freedom	T-value	
					Calculated	Tabulated
EG (C)	31	30,1613	2,68448	62	9,716	1,999
CG (A)	33	21,7273	4,07180			

### 4.4 The Second Main Hypothesis:

"There is no statistically significant difference between the development mean scores of the experimental group which was taught by using CSs and the development mean scores of the control group which was taught by using the traditional method in motivation scale".

To test this hypothesis , t-test is used. The tabulated results show that the development mean score of the experimental group which is (24,9355) higher than the development mean score of the control group which is (4,8182) on motivation scale. The calculated t-value is (8,086), which is higher than the tabulated t-value, which is (1,999). So, there is a statistically significant difference between the two groups at (0,05) level of

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significance and under (62) degree of freedom for the benefit of experimental group. Accordingly, the second main null hypothesis is rejected and the alternative hypothesis is accepted. See table (13)

**Table (13): Statistics T- test for Two Groups in Motivation Scale**

Variables Groups	NO. of subjects	X Mean	SD standard deviation	Degree of freedom	T-value	
					Calculated	Tabulated
EG (C)	31	24,9355	12,08287	62	8,086	1,999
CG (A)	33	4,8182	7,40546			

### 4.5 Discussion of the Results:

In the light of the findings of the present research, It can be stated that CSs were the highly effective concerning the students' levels in achievement either oral or written and motivation compared with the control group. From the results of the first hypothesis , it can be claimed that students of the experimental group performed better than those of the control group on total scores in achievement. The results of the research affirm the contribution of CSs in terms of increasing the achievement of the first intermediate female students. This indicates that CSs are more favourable to be used in learning than the traditional approaches. From results of first sub-hypothesis, It can be claimed that students of the experimental group performed better than those of the control group on total scores in written test , This means that CSs led the students of the Experimental Group to be more active in the class and increased their achievement in oral test and written test in particular . As for the results of the second sub-hypothesis, It can be claimed that students of the experimental group performed better than those of the control group on total scores in oral test. This contribution is undoubtedly due to the fact that CSs permit students to discuss their views freely in comfortable and cooperative atmosphere that even the least confident students may strive to express what they want to say or write. As for as the results of the second main null-hypothesis, It can be pointed out that students of the experimental group performed better than those of the control group on total scores in motivation. This means that CSs gave the students in the experimental group opportunities and chances to enhance and develop their motivation toward learning English more than those in the control group. The results of the present research agreed with those of Kongsom(2009), and ALJubori(2012) concerning CSs influencing achievement and other variables. The results of the present study are in harmony with the results of other studies by Ford (2008) and Al- Totonjie(2013), which improved learners motivation towards English language learning.

## **Chapter Five: Conclusions, Recommendations and Suggestions for Further Studies**

### **5.1 Conclusions:**

In the light of the findings of the current research, it can be concluded that:

- 1- CSs are highly effective as far as the achievement of the first grade female students is concerned within the limits of the current research.
- 2- CSs highly influence the oral achievement of the first grade female students within the limits of the current research.
- 3- CSs noticeably affect the written achievement of the first grade female students within the limits of the current research.
- 4- The students in the experimental group seemed to be engaged in the lesson more than their counterparts in the control group. They negotiate and help each other. Therefore, they have more motivation to learn EFL compared with their counterparts in control group.
- 5- CSs have led to the development of motivation of the first grade students within the limits of the current research.

### **5.2 Recommendations:**

Based on the results and conclusions arrived at in this research, the following recommendations are put forward:

1. Iraqi EFL teachers can have training courses on CSs and how to teach these strategies to their students.
2. Iraqi EFL teachers can indirectly teach their students how to use CSs, practice the use of such strategies inside and outside classrooms, and provide more training for their students in CSs.
3. EFL teachers should equip students with particular CSs since these strategies can enhance students confidence while speaking the FL.
4. Teachers and textbooks designers should allow students to communicate with real world, which is seen through students' daily life.
5. There should be curricula provided with psychological aspects related to psychological characteristics such as motivation for learners because of their importance in the individual's personality and achievement.
- 6- CSs should be included in the subject of teaching methods for Departments of English/ Colleges of Education and Basic Education.

### **5.3 Suggestions for Further Studies :**

Depending on the conclusions and findings of the present research, the following topics are suggested to be investigated:

- 1- The same research can be conducted at the preparatory and university levels in order to see whether the findings support the conclusions of the present research or not.

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2-Researches can be conducted to investigate the effect of using CSs on other aspects or skills like : listening, reading comprehension, pronunciation, and grammar.

3- A further study might be conducted by using other taxonomies of CSs.

4-A study to investigate the impact of CSs on other dependent variables like : retention interest, self-concept and habits of mind.

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## أثر استخدام استراتيجيات التواصل في تحصيل طالبات الصف الاول المتوسط وتنمية دافعيتهن نحو تعلم اللغة الانكليزية

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كلية التربية الاساسية / جامعة الموصل

### الملخص

يهدف هذا البحث الى التعرف على اثر استخدام استراتيجيات التواصل في تحصيل طالبات الصف الاول المتوسط وتنمية دافعيتهن نحو تعلم اللغة الانكليزية.

وتعرف استراتيجيات التواصل بأنها: تقنيات يستخدمها متعلمو اللغة الأجنبية، للتغلب على صعوبات تواجههم في التواصل سواء أكانت تلك التقنيات كلامية، أم غير كلامية، مستندة إلى قابلية المتعلم نفسه، أم إلى طلب معونة محدثيه؛ ليجعل عملية التواصل تستمر. ولتحقيق هدف البحث صيغت فرضيتان صفريتان الفرضية الاولى تتضمن فرضيات فرعية:

"لايوجد فرق ذو دلالة احصائية بين متوسط درجات المجموعة التجريبية التي تدرس استراتيجيات التواصل ومتوسط درجات المجموعة الضابطة التي تدرس الطريقة التقليدية في الاختبار التحصيلي".

أ- " لايوجد فرق ذو دلالة احصائية بين متوسط درجات المجموعة التجريبية التي تدرس استراتيجيات التواصل ومتوسط درجات المجموعة الضابطة التي تدرس الطريقة التقليدية في الاختبار التحريري".

ب- "لايوجد فرق ذو دلالة احصائية بين متوسط درجات المجموعة التجريبية التي تدرس استراتيجيات التواصل ومتوسط درجات المجموعة الضابطة التي تدرس الطريقة التقليدية في الاختبار الشفوي".

اما الفرضية الثانية" لايوجد فرق ذو دلالة احصائية بين متوسط درجات المجموعة التجريبية التي تدرس استراتيجيات التواصل ومتوسط درجات المجموعة الضابطة التي تدرس الطريقة التقليدية في الدافعية نحو تعلم اللغة الانكليزية".

اعتمد البحث المنهج التجريبي ذي المجموعتين المتكافئتين ذواتي الاختبار القبلي والاختبار البعدي، وشملت عينة البحث (64) طالبة اختارتهن الباحثة قصديا من بين طالبات الصف الاول المتوسط في متوسطتي صنعاء والحدياء في الساحل الايسر في مدينة الموصل، تم تقسيمهم على مجموعتين، الاولى (تجريبية): ضمت (31) طالبة درس افرادها وفق استراتيجيات التواصل ، والثانية (ضابطة): ضمت (33) طالبة درس افرادها وفق الطريقة الاعتيادية. كوفئت مجموعتا

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البحث في عدد من المتغيرات التي تؤثر في سلامة التصميم التجريبي للبحث مثل (العمر الزمني ، مستوى الذكاء، ودرجات التحصيل في مادة اللغة الانكليزية للصف الاول المتوسط في الفصل الدراسي الاول من العام (2013/2014) ، والمعدل العام لدرجات الطالبات للصف الاول المتوسط في الفصل الدراسي الاول لجميع المواد الدراسية من العام (2013/2014)، والمستوى التعليمي للوالدين ، والاختبار القبلي لمقياس الدافعية ) .

تم جمع البيانات عن طريق اداتين اعدتا من قبل الباحثة :تمثلت الاداة الاولى بالاختبار التحصيلي (الشفوي والتحريري) . فبعد التحقق من صدق الاختبار الشفوي ،تم ايجاد ثبات الاختبار باستعمال معادلة الفاكرونباخ اذ بلغ معامل الثبات (0,82). اما فيما يتعلق بالاختبار التحريري، فبعد التحقق من صدق الاختبار الظاهري والمحتوى ،تم ايجاد ثبات الاختبار باستعمال معادلة كيودر- ريشاردسون(20)، اذ بلغ معامل الثبات (0,83) .

وفيما يتعلق بالاداة الثانية التي تمثلت بمقياس الدافعية (اعداد الباحثة) وتكون المقياس في صورته النهائية من (30) فقرة بخمسة بدائل . وبعد التحقق من صدق المقياس الظاهري استخرج له معامل التمييز لكل فقرة من فقراته باستعمال معادلة التمييز، وتم ايجاد ثبات المقياس باستعمال كل من طريقة اعادة الاختبار (معامل ارتباط بيرسون) فبلغ معامل الثبات فيها(0,82) ومعادلة ألفا كرونباخ بلغ معامل الثبات (0,84).

بدأت التجربة في 2014/2/18 وانتهت في 2014/4/17، اي ان التجربة استغرقت (8) اسابيع. وقامت مدرسة المادة بتدريس مجموعتي البحث وبمتابعة الباحثة.

وبعد الانتهاء من تدريس الموضوعات على وفق الخطط التدريسية التي اعدتها الباحثة لكلتا المجموعتين، والتي استغرقت فصلا دراسيا كاملا، طبقت الباحثة اداتي البحث على افراد مجموعتي البحث ، وبعد جمع البيانات وتحليلها احصائيا باستعمال الاختبار التائي لعينتين مستقلتين ولعينتين مترابطتين اظهرت الوسائل الاحصائية النتائج الاتية:

1- يوجد فرق ذو دلالة احصائية بين متوسط درجات المجموعة التجريبية التي تدرس باستخدام استراتيجيات التواصل ومتوسط درجات المجموعة الضابطة التي تدرس بالطريقة التقليدية في الاختبار التحصيلي ولمصلحة المجموعة التجريبية".

أ- يوجد فرق ذو دلالة احصائية بين متوسط درجات المجموعة التجريبية التي تدرس استراتيجيات التواصل ومتوسط درجات المجموعة الضابطة التي تدرس الطريقة التقليدية في الاختبار التحريري ولمصلحة المجموعة التجريبية".

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ب- "يوجد فرق ذو دلالة احصائية بين متوسط درجات المجموعة التجريبية التي تدرس باستخدام استراتيجيات التواصل ومتوسط درجات المجموعة الضابطة التي تدرس بالطريقة التقليدية في الاختبار الشفوي ولمصلحة المجموعة التجريبية".

2- "يوجد فرق ذو دلالة احصائية بين متوسط درجات المجموعة التجريبية التي تدرس باستخدام استراتيجيات التواصل ومتوسط درجات المجموعة الضابطة التي تدرس بالطريقة التقليدية في الدافعية نحو تعلم اللغة الانكليزية ولمصلحة المجموعة التجريبية".

وتؤكد نتائج البحث اسهام استراتيجيات التواصل في تحصيل طالبات الصف الاول المتوسط وتنمية دافعتين نحو تعلم اللغة الانكليزية, وهذا يدل ان تدريس مادة اللغة الانكليزية باستخدام استراتيجيات التواصل هي اكثر ملائمة وفاعلية من الطرق التقليدية. في ضوء النتائج المستحصلة, اختتم البحث بعدد من التوصيات والمقترحات المتعلقة بالبحوث المستقبلية.