05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE MODEL FOR UNDERGRADUATE PROGRAMME STUDENTS IN PAKISTANI UNIVERSITIES

CHOUDHRY SHAHID MAHMOOD

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

SULTAN IDRIS EDUCATION UNIVERSITY

2021

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun

THE DEVELOPMENT OF COMMUNICATIVE COMPETENCEMODEL FOR UNDERGRADUATE PROGRAMME STUDENTS IN PAKISTANI UNIVERSITIES

CHOUDHRY SHAHID MAHMOOD

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

FACULTY OF HUMAN DEVELOPMENT
SULTAN IDRIS EDUCATION UNIVERSITY

2021

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

UPSI/IPS-3/B32
Pind : 00 m/s:1/1

UNIVERSITI PENDIDIKAN SULTAN IDRIS
SULTAN IDRIS EDUCATION UNIVERSITY

Please tick (√)
Project Paper
Masters by Research
Masters by Mix Mode
Ph.D. **(√)**

INSTITUTE OF GRADUATE STUDIES
DECLARATION OF ORIGINAL WORK

This declaration is made on the 7th December 2020.

i. Student's Declaration:

I, **Choudhry Shahid Mahmood Matric No. P20181001711 Faculty of Human Development,**

hereby declare that the thesisforDoctor of Philosophy titled:

THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE MODEL FOR UNDERGRADUATE PROGRAMME STUDENTS IN PAKISTANI UNIVERSITIES

is my original work. I have not plagiarised from any other scholar's work and any source that contains copyright had been cited properly for the permitted meanings. Any quotations, excerpt, referenceorre-publicationfromoranyworksthathascopyrighthadbeenclearlyandwellcited.

Shahid

_____
Signature of the student

ii. Supervisor's Declaration:

I, **Prof. Ong Eng Tek**, herebycertifythattheworkentitled:

THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE MODEL FOR UNDERGRADUATE PROGRAMME STUDENTS IN PAKISTANI UNIVERSITIES

was prepared by the above named student, and was submitted to the Institute of Graduate Studies as a partial / full fulfilment for the conferment of Doctor of Philosophy and the aforementioned work, to the best of my knowledge, is the said student's work.

7th December 2020

_____ _____
Date Signature of the Supervisor

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

UPSI/IPS-3/BO 31
Pind.: 00 m/s: 1/1

UNIVERSITI PENDIDIKAN SULTAN IDRIS
SULTAN IDRIS EDUCATION UNIVERSITY

INSTITUT PENGAJIAN SISWAZAH /
INSTITUTE OF GRADUATE STUDIES

BORANG PENGESAHAN PENYERAHAN TESIS/DISERTASI/LAPORAN KERTAS PROJEK
DECLARATION OF THESIS/DISSERTATION/PROJECT PAPER FORM

Tajuk / *Title*: THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE MODEL FOR UNDERGRADUATE PROGRAMME STUDENTS IN PAKISTANI UNIVERSITIES

No. Matrik /*Matric's No.*: P20181001711

Saya / *I* : Choudhry Shahid Mahmood

(Nama pelajar / *Student's Name*)

mengaku membenarkan Tesis/Disertasi/Laporan Kertas Projek (Doktor Falsafah/Sarjana)* ini disimpan di Universiti Pendidikan Sultan Idris (Perpustakaan Tuanku Bainun) dengan syarat-syarat kegunaan seperti berikut:-
acknowledged that Universiti Pendidikan Sultan Idris (Tuanku Bainun Library) reserves the right as follows:-

1. Tesis/Disertasi/Laporan Kertas Projek ini adalah hak milik UPSI.
   The thesis is the property of Universiti Pendidikan Sultan Idris
2. Perpustakaan Tuanku Bainun dibenarkan membuat salinan untuk tujuan rujukan sahaja.
   Tuanku Bainun Library has the right to make copies for the purpose of research only.
3. Perpustakaan dibenarkan membuat salinan Tesis/Disertasi ini sebagai bahan pertukaran antara Institusi Pengajian Tinggi.
   The Library has the right to make copies of the thesis for academic exchange.
4. Perpustakaan tidak dibenarkan membuat penjualan salinan Tesis/Disertasi ini bagi kategori **TIDAK TERHAD**.
   The Library are not allowed to make any profit for 'Open Access' Thesis/Dissertation.
5. Sila tandakan (√) bagi pilihan kategori di bawah */ Please tick (√) for category below:-*

☐ **SULIT/*CONFIDENTIAL*** — Mengandungi maklumat yang berdarjah keselamatan atau kepentingan Malaysia seperti yang termaktub dalam Akta Rahsia Rasmi 1972. / *Contains confidential information under the Official Secret Act 1972*

☐ **TERHAD/*RESTRICTED*** — Mengandungi maklumat terhad yang telah ditentukan oleh organisasi/badan di mana penyelidikan ini dijalankan. / *Contains restircted information as specified by the organization where research was done.*

☑ **TIDAK TERHAD / *OPEN ACCESS***

Shahid

(Tandatangan Pelajar/ Signature)

Tarikh: 7th December 2020

PROFESOR DR. ONG ENG TEK
Jabatan Pengajian Pendidikan
Fakulti Pendidikan dan Pembangunan Manusia
Universiti Pendidikan Sultan Idris
Tel: 015-48797481 / 012-4555735

(Tandatangan Penyelia / *Signature of Supervisor*)
& (Nama & Cop Rasmi / *Name & Official Stamp*)

Catatan: Jika Tesis/Disertasi ini **SULIT @ TERHAD**, sila lampirkan surat daripada pihak berkuasa/organisasi berkenaan dengan menyatakan sekali sebab dan tempoh laporan ini perlu dikelaskan sebagai **SULIT** dan **TERHAD**.

Notes: If the thesis is CONFIDENTAL or RESTRICTED, please attach with the letter from the organization with period and reasons for confidentiality or restriction.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

ABSTRACT

This study aimed at developing a communicative competence model for undergraduate programmes students in Pakistani universities. This study has used structural equation modelling (SEM) statistical approach to analyse the relationships of the predicting variables in model development. The random cluster sampling method was used to collect the data using a survey questionnaire from a sample of 599 respondents. The SEM two-stage method from the measurement to the structural model was used to develop and test the model. The proposed model has achieved the fit indices (χ^2=1.588; *df*=1; χ^2/df=1.588; *p* =.208; *CFI*=.999; *SRMR*=.002; *RMSEA*=.031, *Pclose*=.492). The results of the regression indicated the predictors explained 62% of the variance and have significantly contributed to competence (R^2= .38, *F*(6, 592) = 61.03, *p*< 0.001). The independent variables motivation (β =.39, *p*<.001), attitude (β=.34, *p*<.001), strategy (β=.17, *p*<.001), style (β=.08, *p*<.009), belief (β=.10, *p*<.001) have a significant contribution to dependent variable competence. Significant correlation was found between motivation (*r*=.49, *p*<.001), attitude (*r*=.44, *p*<.001), strategy (*r*=.17, *p*<.001) and competence. The paths from style and beliefs to competence were significantly mediated by strategy (*b*= 0.02, 95% *CI* [0.01, 0.04], *t*= 2.12, *p*<.05), motivation (*b*= 0.04, 95% *CI* [0.01, 0.02], *t*=2.32, *p*<.05) and attitude (*b*=0.05, 95% *CI* [0.02, 0.07], *t*=2.43, *p*<.05). In conclusion, the observed data were found to fit the model and the results showed that the independent variables -- style, belief, attitude and motivation -- are the main predictors of the dependent variable which is communicative competence. The study also found that strategy is a significant mediator to the relationships between the independent variables and the dependent variable. In implication, the new model developed in this study is found to be robust to predict the undergraduate students' communicative competence.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

PERKEMBANGAN MODELKOMPETENSI KOMUNIKATIF UNTUK PROGRAM SARJANA MUDA DI UNIVERSITI DI PAKISTAN

ABSTRAK

Tujuan kajian ini adalah untuk mengembangkan model kompetensi komunikatif untuk pelajar program sarjana muda di universiti di Pakistan. Kajian ini telah menggunakan pendekatan statistik pemodelan persamaan struktur (SEM) untuk menganalisis hubungan pemboleh ubah ramalan dalam pengembangan model. Kaedah persampelan rawak kelompok digunakan untuk mengumpulkan data menggunakan soal selidik tinjauan dari sampel 599 responden. Kaedah SEM dua peringkat dari pengukuran hingga model struktur digunakan untuk mengembangkan dan menguji model. Model yang dicadangkan telah mencapai indeks yang sesuai (χ^2 = 1.588; df = 1; χ^2 / df = 1.588; p = .208; CFI = .999; SRMR = .002; RMSEA = .031, Pclose = .492). Hasil regresi menunjukkan prediktor menjelaskan 62% varians dan telah memberikan sumbangan yang signifikan terhadap kompetensi (R^2 = .38, F (6, 592) = 61.03, p<0.001). Pemboleh ubah bebas motivasi (β = .39, p< .001), sikap (β = .34, p< .001), strategi (β = .17, p < .001), gaya (β = .08, p <.009), kepercayaan (β = .10, p<.001) mempunyai sumbangan yang signifikan terhadap pemboleh ubah bersandar kompetensi. Terdapat hubungan yang signifikan antara motivasi (r = .49, p<.001), sikap (r = .44, p<.001), strategi (r = .17, p<.001) dan kompetensi. Laluan dari gaya dan kepercayaan ke kecekapan dimediasi secara signifikan oleh strategi (b = 0.02, 95% CI [0.01, 0.04], t = 2.12, p<.05), motivasi (b = 0.04, 95% CI [0.01, 0.02], t = 2.32, p<.05) dan sikap (b = 0.05, 95% CI [0.02, 0.07], t = 2.43, p<.05). Sebagai kesimpulan, data yang diperhatikan didapati sesuai dengan model dan hasilnya menunjukkan bahawa pemboleh ubah bebas -- gaya, kepercayaan, sikap dan motivasi -- adalah peramal utama pemboleh ubah bersandar yang merupakan kompetensi komunikatif. Kajian ini juga mendapati bahawa strategi adalah perantara yang signifikan terhadap hubungan antara pemboleh ubah bebas dan pemboleh ubah bersandar. Secara implikasinya, model baru yang dikembangkan dalam kajian ini didapati kuat untuk meramalkan kecekapan komunikatif pelajar sarjana muda.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

“The limits of my language mean the limits of my world.”

(Ludwig Wittgenstein)

“Those who know nothing of foreign languages know nothing of their own.”

(Johann Wolfgang von Goethe)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The completion of this study would not have been possible with the Grace of Allah (SWT)

In dedication to

My beloved mother, sister, brothers and wife

In honour of

My teachers and mentors for their contributions

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

ACKNOWLEDGEMENT

"In the name of God, the Most Gracious, the Most Merciful and all praise be to Allah, the Creator and Master of the Universe".

The contribution to complete this study is the result of generous assistance offered by the people whom I owe boundless deal of appreciation and thanks.

First, my heartiest gratitude and deepest thanks go to my main supervisor Prof. Dr. Ong Eng Tek for his great patience, wisdom, expert knowledge, constant support and precious guidance at all the stages of this thesis. It was a wonderful experience to work under his auspicious supervision. I am highly obliged and thankful to Prof. Ong to be there at the needed hours.

Equally, I also express my appreciation to my second supervisor Prof. Dr. Wong Kung Tek for his constructive feedback and support throughout the study.

I am also thankful to all the faculty members and staff of FPM, colleagues and friends for their help and guidance. I am indebted to Professor Dr. Ramlee Mustapha, Dr. Saeid Motevalli, Dr. Mohammed Yousef Mai and Prof. Dr. Md Nasir Bin Masran of the Sultan Idris Education University for their continuous guidance and support.

My earnest gratitude and greatest appreciation go to Dr. Asma Perveen who continuously supported me throughout my studies and this dream would have never been fulfilled without her support. I owe her a great deal.

A special thanks to Mr. Umer Malik and Mian M. Waseem Superior University Lahore and Ms Alina Binti Ranee for their efforts to complete this study.

I am thankful to my wife for bearing with me during stressful times. I am highly obliged to Mrs. Nasrin Sadiq, Mr. and Mrs Qasim Saidhi, and Ms Daneen Rabia for their continuous support.

Last but not the least; I am highly indebted to 'My One and Only Sister' for generously funding my PhD and her encouragement throughout the study.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

DECLARATION OF PUBLISHED WORK

The researcher has published the following referred papers during the academic year 2019-2020 at Sultan Idris Education University, Malaysia.

Shahid Choudhry, Ong Eng Tek, Wong Kung Teck & Asma Perveen (2020).Academic Motivation and Self-Efficacy of Teachers and Students in Higher Secondary Level in Pakistan: *International Journal of Academic Research in Business and Sciences*http://hrmars.com/index.php/papers/detail/IJARBSS/6739

Shahid Choudhry, Ong Eng Tek, Wong Kung Teck & Asma Perveen (2019). EFL Learners Communicative Competence in Undergraduate Programmes in Pakistan: A case of two universities in Pakistan: *The International Journal of Advance Science and Technology 28*(20).

Retrieved fromhttp://sersc.org/journals/index.php/IJAST/article/view/2718

Shahid Choudhry, Ong Eng Tek, Wong Kung Teck & Asma Perveen (2019): Students And Teachers Attitude Towards Communicative Language Teaching At Tertiary Level In Pakistan: *The International Organization of Scientific Research (IOSR-JRME 9*(6*).* Retrieved fromhttp://www.iosrjournals.org/iosr-jrme/pages/vol9-issue6.Series-3.html

Shahid Choudhry, Ong Eng Tek, Wong Kung Teck, & Asma Perveen (2020): Expectations and Reality of Learner Autonomy and Communicative Competence in Pakistani Higher Education Institutions - A review: *International Journal of Education, Psychology and Counseling, 5*(34), 91-101. doi:: 10.35631/IJEPC.534007

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

TABLE OF CONTENTS

		Page
DECLARATION OF ORIGINAL WORK		ii
DECLARATION OF THESIS		iii
ABSTRACT		iv
ABSTRAK		v
ACKNOWLEDGEMENT		viii
DECLARATION OF PUBLISHED WORK		ix
TABLE OF CONTENTS		x
LIST OF TABLES		xx
LIST OF FIGURES		xxiii
LIST OF ABBREVIATIONS		xxv
LIST OF APPENDICES		xxvii
CHAPTER 1 INTRODUCTION		
1.1	Introduction	1
1.2	Cognitive and Affective Factors in Language Learning	2
1.2.1	Communicative Competence and Tertiary Education in Pakistan	3
1.3	The Problem Statement	7
1.4	Purpose of the Study	11
1.5	Research Objectives and Questions	12
1.6	Research Hypotheses	13
1.7	Proposed Theoretical Model and Research Framework	15
1.8	The Conceptual Framework	17

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

1.9	An Overview of Research Design and Methodology	18
1.10	Gap in the Research	19
1.11	Scope and Delimitations of the Study	21
1.12	Contribution of the Study	24
1.13	Definitions of the Terms	25
1.14	Organisation of the Study	28
1.15	Chapter Summary	29

CHAPTER 2 LITERATURE REVIEW

2.1	Introduction	30
2.1.1	A Review of Language Learning Approaches	31
2.2	Theoretical Foundation for the Research Variables	39
2.2.1	The Constructive Theory of Language Learning	41
2.2.2	Social Cognitive Perspective of Language Learning	45
2.2.3	Social Constructive Theory Perspective	47
2.2.4	Theory of Human Psychology	49
2.2.5	Theory of Cognitive Psychology	51
2.2.6	Self-determination Theory of Motivation	52
2.2.7	Self-determination and Psychological Needs	54
2.2.8	Summary of Theoretical Foundation for Research Variables	55
2.3	Explication of Communicative Competence Theory	56
2.3.1	Dimensions of Communicative Competence	58
	2.3.1.1 Linguistic Competence	59
	2.3.1.2 Sociolinguistic Competence	60

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

		2.3.1.3 Discourse Competence	62
		2.3.1.4 Strategic Competence	63
2.4	Communicative Competence Models		64
	2.4.1	Dell Hymes Model	65
	2.4.2	Halliday's Model	66
	2.4.3	Munby's Model	68
	2.4.4	Canale and Swain Model	68
	2.4.5	Bachman and Palmer Model	70
	2.4.6	Celce-Murcia Model	71
	2.4.7	Summary of Communicative Competence Models	73
2.5	Factors Affecting Communicative Competence		75
	2.5.1	Learning Styles	77
	2.5.2	Learning Strategies	80
	2.5.3	Learning Efficacy	84
	2.5.4	Learning Motivation	86
	2.5.5	Learning Beliefs	89
	2.5.6	Learning Attitude	90
2.6	Theoretical Model and Hypotheses Relationship Development		93
	2.6.1	Development of Theoretical Model	93
	2.6.2	Relationship between Learning Styles and Endogenous Variables	97
	2.6.3	Relationship between Efficacy and Endogenous Variables	104
	2.6.4	Relationship between Belief and Endogenous Variables	108

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.6.5 Relationship between Motivation and Endogenous Variables 113

2.6.6 Relationship between Strategy and Competence 118

2.6.7 Relationship between Attitude and Competence 119

2.6.8 Mediating Variables 121

2.6.9 Moderating Variables 122

2.6.10 Formation of Proposed Hypotheses in Theoretical Model 123

2.7 Communicative Language Approach– CLT 124

2.7.1 Application of the CLT in Classroom 127

2.7.2 Teacher's Role in Communicative Approach 128

2.7.3 Student's Role in Communicative Approach 129

2.7.4 Classroom Activities and Material use in the CLT 130

2.7.5 Importance of CLT in Language Learning 132

2.7.6 Past studies on the CLT Approach 134

2.8 Misconceptions About Communicative Competence 139

2.9 The Proposed Pedagogical Framework 140

2.9.1 Pedagogical Framework to Develop Communicative Competence 141

2.10 Summary 150

CHAPTER 3 METHODOLOGY

3.1 Introduction 152

3.2 Research design 153

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

	3.2.1	Quantitative Approach	154
	3.2.2	The Conceptual Research Framework of the Study	155
3.3		Instrumentation	159
	3.3.1	Development of Survey Questionnaire	163
	3.3.2	Survey Questionnaire Design	163
	3.3.3	Survey Questionnaire Scaling	164
	3.3.4	Survey Questionnaire Sections	164
		3.3.4.1 Purpose of the Demographic Section on Survey	165
	3.3.5	Survey Questionnaire Structure	165
	3.3.6	Measurement of Variables	166
	3.3.7	Scale Items Contribution to Research Hypotheses	166
3.4		Operationalization of Variables	167
	3.4.1	Learning Beliefs	168
	3.4.2	Learning Attitude	168
	3.4.3	Communicative competence	169
	3.4.4	Learning Style	170
	3.4.5	Learner strategies	171
	3.4.6	Learning Efficacy	172
	3.4.7	Learning Motivation	173
3.5		Instrument Pretesting in the Pilot study	174
3.6		Refinement and Validation of the Instrument	178
	3.6.1	Reliability of the Scale	179
	3.6.2	Validity of the Scale	179

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.6.3 Unidimensionality Analysis 180

3.6.4 Content Validity 180

3.6.5 Convergent Validity 180

3.6.6 Discriminant validity 181

3.6.7 Criterion Validity 181

3.7 Data Screening 182

3.8 Unit of Analysis 182

3.9 Selection of key Informants 183

3.10 Sample size and Selection 184

3.11 Sampling Method 188

3.11.1 Cluster Sample Size 188

3.11.2 Sample as Representative of Population 192

3.11.3 Statistical Power 193

3.12 Methods of Statistical Analysis 193

3.12.1 Structural Equation Modelling 194

3.12.2 Exploratory Factor Analysis 195

3.12.3 Confirmatory Factor Analysis 195

3.13 Overall Goodness-of-fit Measures 196

3.13.1 Absolute Fit Measures 197

3.13.1.1 Likelihood-ratio Chi-square Statistics 197

3.13.1.2 Goodness of Fit Index 197

3.13.1.3 Root Mean Square Residual 198

3.13.2 Incremental fit Measures 198

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

	3.13.2.1	Adjusted Goodness of Fit Index	198
	3.13.2.2	Normed Fit Index	199
	3.13.2.3	Comparative Fit Index	199
	3.13.2.4	Parsimonious Fit Measure	199
3.14	Justification of Using CB-SEM as Statistical Methodology for the Study		200
	3.14.1	Application of SEM in Language Learning Studies	202
3.15	Chapter Summary		203

CHAPTER 4 FINDINGS

4.1	Introduction		205
4.2	Data screening		206
	4.2.1	Missing Value Exclusion data	206
4.3	Demographic Profile and Characteristics		207
	4.3.1	Students Demographic Characteristics	208
	4.3.2	Teachers Demographic Characteristics	211
	4.3.3	Descriptive Analysis of the Constructs	213
	4.3.4	Reliability and Validity Test of Scale	214
	4.3.5	Assumption of Multivariate Analysis and Outliers	217
	4.3.6	Homogeneity of Variance in the Data Set	221
	4.3.7	Multicollinearity	222
	4.3.8	Assumption of Homoscedasticity	223
	4.3.9	Assumption of Equal Variance	224
4.4	Factor Analysis		225
	4.4.1	The Results of Exploratory Factor Analyses	226

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

	4.4.2	The Results of Confirmatory Factor Analyses	229
	4.4.3	Initial Measurement Model fit and Modifications	231
4.5.	The Overall Measurement Model fit		233
	4.5.1	Common Method Variance Test	234
	4.5.2	Bivariate Correlation between Latent Variables	237
	4.5.3	Content Validity	239
	4.5.4	Construct Validity	240
	4.5.5	Convergent Validity	240
	4.5.6	Discriminant Validity	241
	4.5.7	Nomological Validity	242
	4.5.8	Criterion Validity	242
	4.5.9	Unidimensionality	243
	4.5.10	Measurement of Invariance Group Test	244
	4.5.11	Analysis of the Measurement Invariance	246
4.6	The Structural Model and Testing		250
4.7	Structural Model Evaluation Using Composite Scale		254
	4.7.1	Composite Scale Indicator	254
4.8	The Proposed Theoretical Regression Model		258
4.9	Direct and Indirect Effects		261
4.10	Structural Equation Model Results and Fit Indices		262
4.11	Models Comparison		262
4.12	Testing Research Hypotheses		263

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.13 Group Analyses and Moderation Effects of Demographic Variables 268

4.13.1 Comparison of Group Differences 268

4.13.2 Group Comparison of Teacher/Student Model 268

4.13.3 Group Comparison of Public/Private Universities Model 271

4.13.4 Group Comparison of Urban/Rural Background Model 273

4.13.5 Group Comparison of Gender Model 275

4.14 Chapter Summary 278

CHAPTER 5 DISCUSSION, RECOMMENDATIONS, IMPLICATIONS AND CONCLUSIONS

5.1 Introduction 279

5.2 Overview of the Data Analysis and Results 280

5.2.1 Validation of Communicative Competence Model 281

5.2.2 Discussion Research Objective / Question One 287

5.2.3 Discussion Research Objective / Question Two 290

5.2.4 Discussion Research Objective / Question Three 293

5.2.5 Discussion Research Objective / Question Four 299

5.2.5.1 Moderation of Demographic Variables 303

5.2.6 Discussion Research Objective / Question Five 305

5.2.7 Discussion Research Objective / Question Six 312

5.2.7.1 Summary of Research Objectives 317

5.3 Discussion and Findings of Research Hypotheses 318

5.3.1 Hypotheses – related to Style 319

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

	5.3.2	Hypotheses – related to Efficacy	321
	5.3.3	Hypotheses – related to Belief	324
	5.3.4	Hypotheses – related to Motivation	325
	5.3.5	Hypotheses – related to Strategy	330
	5.3.6	Hypotheses – related to Attitude	331
	5.3.7	Hypotheses –related to Mediation of Strategy	332
	5.3.8	Hypotheses – related to mediation of Attitude	333
	5.3.9	Hypotheses–related to Mediation of Motivation	334
5.4		Comparison of Research Finding with Past Studies	335
5.5		Contribution of the study	340
	5.5.1	Theoretical Contribution of the Study	340
	5.5.2	Practical Contribution of the Study	344
	5.5.3	Methodological Contribution of the Study	348
	5.5.4	Limitations of the Study	350
	5.5.5	Future Research Directions	352
	5.5.6	Conclusion	353
	5.5.7	A Personal Reflection	359

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

LIST OF TABLES

Table No.		Page
1.1	Summary of Research Objectives and Questions	12
1.2	Summary of Research Contribution	24
2.1	Summary of Comparison of Language Teaching Approaches	32
2.2	Summary of Language Learning Paradigms	41
2.3	Summary of CLT Objectives and Standards	132
2.4	Summary of Past Studies and Models of Communicative Copetence	134
3.1	Summary of Operationalisation of Belief scale	168
3.2	Summary of Operationalisation of Attitude scale	169
3.3	Summary of Operationalisation of Competence scale	170
3.4	Summary of Operationalisation of Style scale	171
3.5	Summary of Operationalisation of Strategy scale	172
3.6	Summary of Operationalisation of Efficacy scale	173
3.7	Summary of Operationalisation of Motivation scale	174
3.8	Summary of Scale Reliability Pilot Study	176
3.9	Summary of Cluster Stage Sample	190
3.10	Summary of Model Fit Indices in the Past Studies	196
3.11	Summary of Comparison PLS-SEM and CB-SEM	201
4.1	Summary of Students Demographic	210
4.2	Summary of Teachers Demographic	212
4.3	Descriptive Statistics of Factors	213
4.4	Summary of Scale Reliability	215
4.5	Residual Statistics of Constructs	218

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.6	Univariate Normality	220
4.7	Homogeneity of Variance	222
4.8	Multicollinearity Statistics	223
4.9	Equal Variance	225
4.10	Summary of Exploratory Factor Analyses Results	228
4.11	Reference of Goodness-of-fit Indices for CFA	232
4.12	Cut-Off Criteria of Overall Measurement Model	232
4.13	Summary of Measurement Model Fit Indices	234
4.14	Harman's Test Summary of Total Variance explained	235
4.15	Summary of CLF Estimate Differences	237
4.16	Implied Correlation Matrix of Measurement Model	238
4.17	Teachers/Student Model Fit Indices	238
4.18	Implied Correlation Matrix of Teacher/Student Model	239
4.19	Unidimensionality of the Constructs of the Model	244
4.20	Summary of Invariance Test Results Groups	248
4.21	Measurement Invariance of the Scale	252
4.22	Composite Scale Indicator	255
4.23	Fit Indices of Relationship Model Based on Average Mean of Constructs	256
4.24	Summary of Proposed Model Fit Indices	258
4.25	Summary of Direct and Indirect Effects	261
4.26	Summary of SEM Model Comparison	263
4.27	Summary of Hypotheses Results	265
4.28	Summary of Mediating Effects	266
4.29	Summary of Sequential Mediation of Direct and Indirect Effects	267
4.30	Model Fit Indices of Teacher/Students	269

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.31	Group Analysis of Public/Private University Model	271
4.32	Group Analysis of Urban/Rural background Model	273
4.33	Group Analysis of Gender Model	275
5.1	Group Statistics of Teachers and Students	281
5.2	Communicative Competence Model Summary	282
5.3	Summary of Model Fit Indices and Findings	286
5.4	Regression Weights and Hierarchical Regression summary	291
5.5	Summary of the Achievement of Research Objectives	317
5.6	Summary of Hypotheses Related to Style	320
5.7	Summary of Hypotheses Related to Efficacy	321
5.8	Summary of Hypotheses Related to Beliefs	324
5.9	Summary of Hypotheses Related to Motivation	325
5.10	Summary of Hypotheses related to Mediation of Strategy	332
5.11	Summary of Hypotheses Related to Mediation of Attitude	333
5.12	Summary of Hypotheses Related to Mediation of Motivation	335
5.13	Summary of the Past Research Results Comparison	339

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

LIST OF FIGURES

Figure No		Page
1.1	The Proposed Theoretical Model	16
1.2	The Conceptual Framework	17
2.1	The Proposed Theoretical Model in the Study	95
2.2	The Gardner Socio-Educational Model	96
2.3	The Hypotheses Related to Style	98
2.4	The Hypotheses Related to Efficacy	104
2.5	The Hypotheses Related to Belief	108
2.6	The Hypotheses Related to Motivation	113
2.7	The Hypothesis Related to Strategy and Competence	118
2.8	The Hypotheses Related to Attitude and Competence	119
2.9	The Summary ofDirect Hypotheses	124
2.10	The Proposed Pedagogical Framework	146
3.1	The Conceptual Research Design Process	156
4.1	Normal PP and QQ Plots	219
4.2	Assumption of Homoscedasticity	224
4.3	Overall Measurement Model	233
4.4	Measurement Model with Common Latent Factor	236
4.5	The Structural Model with Latent Variables	251
4.6	Competence Relationship Model with Average Mean score	255
4.7	The Hypothetical Paths Directions and Estimations	259
4.8	Direct Paths and Supporting Evidence	264

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

5.1	The scatter plot of Predicting Factors	282
5.2	Graph of Direct Effects	283
5.3	Graph of Indirect Effects	284
5.4	Graph of Path Estimations	284
5.5	Standardised Regression	284
5.6	Scatter Plot and Pie Chart of Influencing Variables	288
5.7	Graph of Positive and Negative Relationships of the Variables	292
5.8	Scatter Plot of key Predicting Variables	292
5.9	Graph of key Predicting Factors	295
5.10	The Model Fit Indices Based on Demographic Characteristics	300
5.11	Graph of Paths Influenced by Demographic Characteristics	301
5.12	Graph Summary of Direct Hypotheses	319
5.13	Graph Summary of Mediation Paths	335

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

LIST OF ABBREVIATIONS

AGFI	Adjusted Goodness-of-Fit Index
AMOS	Analysis of Moment Structures
AMTB	Attitude Motivation Test Battery
AVE	Average Variance Extracted
ASV	Average Shared Squared Variance
CC	Communicative Competence
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CLF	Common Latent Factor
CLT	Communicative Language Teaching
CR	Composite reliability
Df	Degree of Freedom
D^2	Mahalanobis Distance
EFA	Exploratory Factor Analysis
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
GFI	Goodness-of-Fit Index
HEC	Higher Education Commission
IELTS	International English Language Testing System
IFI	Incremental Fit Index
KMO	Kaiser-Mayer-Olkin

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

MI	Modification Index
MSV	Maximum Shared Squared Variance
NNFI	Non-Normed Fit Index
NFI	Normed Fit Index
NQF	National Qualification Framework
PLS	Partial least squares
R^2	Coefficient of Determination
RMSEA	Root Mean Square Error of Approximation
SD	Standard Deviation
SDT	Self -Determination Theory
SE	Self-Efficacy
SEM	Structural Equation Modelling
SRMR	Standard Root Mean Residual
SCT	Social Cognitive Theory
SMC	Squared Multiple Correlations
SPSS	Statistical Package for the Social Sciences
TESOL	Teaching English to Speakers of Other Languages
VIF	Variance Inflation Factor
X^2	Chi-Square
X^2/df	Normed Chi-Square

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

APPENDICES

A Summary of Constructs Conceptual and Operational Definitions

B Student Survey Questionnaire

C Teacher Survey Questionnaire

D Summary of SEM Analyses Results (Model Fit Indices in detail)

E Cover Letter

F Expert Panel Rating Scale

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

CHAPTER 1

INTRODUCTION

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

1.1 Introduction

This chapter provides a general background of the study including the higher education, pedagogy of English in Pakistan, and importance of communicative competence for the university graduates and use of communicative language approach in English language teaching. Additionally, this chapter also highlights the problem statement, the purpose of the study, the significance of the study, conceptual model, research hypotheses, research design, delimitations, a summary of contribution, and definitions of the terms.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

1.2 Cognitive and Affective Factors in Language Learning

The learning aims are to prepare the learners to possess the knowledge, develop understanding, and be able to demonstrate the learned skills and have the right attitude to contribute to society after completing their education. The learning experiences have been explained differently by theories about the teaching and learning contexts. The well-known theories of the last century were cognitivism and behaviourism (Bigge & Shermis, 2004). According to behaviourism, learning brings permanent change "hierarchical, observable, and measurable behaviours" (Ornstein & Hunkins, 1998, p. 133), and cognitivism defines learning "as an internal change in mental associations" (Pritchard, 2008, p. 32). Learning is multifaceted and not simply memorising of rules (Reid & Petocz, 2004). Thus, learning has different meanings for different theorists.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

According to Bloom (1956), the concept of learning relates to three main domains, namely cognitive, affective, and psychomotor. The cognitive abilities are helping in structuring the knowledge whereas the psychomotor abilities help to synchronise the physical movement and coordination of motor skills. Affective domain involves students' beliefs, attitudes, values, and emotions. In the taxonomy of effective learning, learners move in stages to master their learning (Krathwohl, Bloom, & Masia, 1964, as cited in Savickiene, 2010). Effective learning directs the actions of learners (Smith & Ragan, 1999). Cognitive learning is highly focused on language learning. This area mainly focuses on the learners' preferences, strategies, and processing of language. The affective domain has the variables: attitude, motivation, beliefs, and emotions. Motivation is a vital factor in language learning

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

(Sharma, 2015; Sun, 2010), as it decides the level of learner interest (Warden & Lin, 2000). The motivation to learn a language depends on students' attitude, beliefs and efficacy to use various approaches (Gardner, 2005). After motivation, attitude is a vital variable in language learning (Eagly & Chaiken, 2005). As stated by Bohner and Wanke (2002), learners may dislike, love or oppose any learning activity or task "when individual behaviours turn into public opinions then these attitudes determine the social, political, and cultural climate in a society, which in turn affects the individual lives of the people in that society" (Bohner &Wanke, 2002, p. 4).

In the language learning and teaching context, the cognitive and affective domains are not different from other fields of studies. The ultimate objective of English language learning is to acquire communicative competence. Communicative competence is an individual's ability to use the language fluently and appropriately to create meaning (Tarvin, 2014). This study is mainly focusing on the influence of cognitive and affective factors in developing communicative competence in language learning at tertiary level in Pakistan

1.2.1 Communicative Competence and Tertiary Education in Pakistan

A key relationship exists between autonomous learning and communicative competence (Benson, 2011). Autonomous learners are more capable (Littlewood, 1999; Oxford, 2008) and achieve high academic success and have more career opportunities (Boud, 1988). According to the Organization for Economic Cooperation and Development (OECD) report (2013), regular university education does not ensure

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

communication skills, self-directedness, and critical thinking. Ultimately, it becomes the responsibility of the students to find out 'how to learn' (Little, 1996). Communicative competence and learner autonomy are included in the category of lifelong skills, namely technological expertise, numeracy, literacy, planning, self-confidence, leadership, and team building (Knapper, 1988; OECD, 2007, 2016; Selvadurai, 2012).

Little (1991) believes to enhance language learning, students ought to have authority over the objectives and substance of their learning. Students with a high meta-subjective awareness, which is an absolute necessity in encouraging student autonomy, can address their more fragile focus effectively and can likewise avoid potential risk in an increasingly fruitful manner to succeed in their academic careers (Cakici, 2015). Researchers on learner independence in Pakistan such as Rehman (2002), Mahmood (2016) and Yasmin and Sohail (2018b) have concluded that the concept of self-learning and evaluation is new to the teachers and the students in Pakistan, but of high significance to prepare them to become self-reliant and responsible for their learning. More research is required in the Pakistani context to explore and pave the path of self-learning (Yasmin & Shail, 2018c). Innovative teaching strategies can help to overcome the hurdles to develop the students' communicative competence in English language learning context in Pakistan to promote the idea of self-learning.

Motova (2014) highlights the crucial role of university education in developing society and contributing to the economy. Brown and Carasso (2013) also assert that teachers and their good teaching practices play an important part in higher

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

education. Sayed (2010) argues that only professionally trained teachers have the potential to use innovative methods and new techniques to impart lifelong learning at the university level. Student motivation and classroom involvement can be further developed with an innovative teaching strategy (Tomcho & Foels, 2008). The National Framework of Qualifications Pakistan (2015) has set the aims to achieve the following objective for knowledge and skill application for undergraduate students:

> "Communication skill to represent a clear, coherent and independent exposition of knowledge and ideas, and application with responsibility and accountability for own learning and professional practice and in collaboration with others within broad parameters"
>
> (National Framework of Qualifications Pakistan, 2015, p. 16)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Thus, the present study is in line with the educational objectives of the National Framework of Qualifications Pakistan (NFQP, 2015). Communicative competence promotes learner autonomy which helps the learners in their whole life (Knapper, 1988) and after the industrial revolution and globalisation, competence and autonomy are the prime skills sought after in the corporate world by potential employers (Benson, 2011). The ever-growing popularity of English language in the global context has made communication skills a prerequisite for getting higher education, starting a business or working as a professional (Block & Cameron, 2002; Johnson, 2009). The communicative paradigm of language learning has made teachers and the learners revisit the learning practices and focus more on communication skill development. In Pakistani society, English is regarded as a symbol of power and success (Mansoor, 2002) and students in the English as a medium of instruction at

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

higher education level need strong communication skills and self-directedness (Dar & Khan, 2015; Sadia et al., 2018; Yasmin & Sohail, 2018). Higher education and employability success largely depend on the students' communicative competence (Abbasi et al., 2018; Saeed & Rashidi, 2017) and there is a positive correlation between language competence, efficacy and student motivation (Abbas et al., 2018).

The communicative language teaching approach is recommended for developing student competence (Ahmad & Rao, 2013; Panhwar et al., 2017; Savignon, 2007). Hameed and Tahir (2016) assert that teaching beliefs, approaches, and syllabus designing are the key elements in language teaching, and teachers should set high objectives to meet learner demands. Shamim (2017) observes that a systematic evaluation of the teaching methods is needed. The interactive nature of the language is in favour of teachers using the CLT approach to integrate language form and function in the classrooms to develop learner communicative competence (Savignon, 2017). This study has explored the literature related to the CLT approach and one of its objectives is to propose a pedagogical framework to teach the English language at a higher education level with a focus on the selected variables.

Employers mostly seek graduates who are good team players, independent, decision-makers, adaptable, confident and have strong communication skills (Suastra et al., 2017). Yet the majority of candidates have "failed to secure jobs because of their lack of competence in the English language, which becomes evident particularly during interviews" (Chan & Tan, 2006, p. 5). Omar et al. (2012) reflected that the unemployment rate would increase if the higher education institutes fail to redesign

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

their courses and take remedial measures to help graduates in the professional degree programmes to develop their interpersonal and personal communication skills.

1.3 The Problem Statement

In the Pakistani context where the English Language enjoys a very high academic and social status (Mansoor, 2002), little has been done to ensure students achieve the desired competence in English even after studying it for more than 16 years from grade one to graduation level. Students lack communicative competence in English; hence the national qualification framework has set a priority to focus on this area (NFQ, 2015). In the Pakistani education system, English is taught as a subject and there is no specific criterion to decide student success or failure in English language learning. Majority of the students pass examinations each year; they are promoted to next classes, and this does not guarantee their actual ability to use English for communicative purposes for academic and professional success in higher education (Dar & Khan, 2015; Sadia et al., 2018). The following facts are important to consider in the English language teaching and learning context in Pakistan:

- Pakistan ranks 50th out of 86 countries in English skills and proficiency index in the world and 12th out of 21 countries in Asia (EPI, 2018)
- Students' communicative competence is claimed by the teachers but past studies have shown that students lack communicative competence in English language learning (Dar & Khan, 2015)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

- Teachers in Pakistan mainly focus on language contents and traditional teaching styles and assessment (Yasmin & Sohail, 2018a)
- Students in Pakistani universities are struggling to acquire the needed communicative skills for academic and career success (Sadia et al., 2018)
- The cognitive and affective variables are overlooked and teachers want students to be fluent in the target language (Savickiene, 2010)
- Communication skills are the prerequisite for higher education, research and business (OECD, 2016)

These facts show that English language learning and teaching is a problematic area in Pakistani universities and students face difficulties in language learning and their low competence in the English language further:

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

- Results in achieving an average of 2.5 CGPA in their degree programmes and some cases failure
- (Khattak, 2013)
- Causes de-motivation and highest dropout > 40% in institutions

(Alam & Uddin, 2018)

- Increases unemployment to 17% as graduates fail to meet the standard of communication skills required by the potential employers

(Bureau of statistics Pakistan, 2018)

- Increases failure rate to 97% in the competitive examination due to lack of English language competence

(CSS Results Report, 2019)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

- Causes students to face language obstacle in higher education in Pakistan and most of the students fail to secure band 6 score in IELTS and have B1 level proficiency

  (British Council Report, 2015)

- Results in inability in the English language that leads to illiteracy in the globally changing world where English is a lingua franca

  (Coleman, 2010; Shamim, 2008; Zubeida, 2012)

- Affects student achievements in higher education

  (Akbar et al., 2013; Tata & Rabiu, 2014)

- Causes anxiety and stress among students in Pakistan in higher education institutes (Khan et al., 2016; Usman, 2016)

- Restricts the students' academic, career and social success

  (Mahboob, 2017)

All these facts support the proposition that communicative competence is often a prerequisite to getting higher education, starting a business or working as a professional (Block & Cameron, 2002; Johnson, 2009). To address the problem of low communicative competence among Pakistani university students, an analysis of the factors determining the competence development is required to build student competence to make them academically successful, grow professionally and effectively achieve their personal and interpersonal communication goals in multicultural societies.

If higher education institutes fail to design their courses according to industry needs and the students are unmotivated to acquire the skills highly demanded by

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

professional bodies the unemployment rate will increase (Omar et al., 2012). Developing students' communication skills in the English medium of instruction is one of the aims set by the National Qualification Framework of Pakistan (NQFP, 2015). To achieve the NQFP objective and ensure that graduate students can use the English language effectively for academic and professional development, some tool or instrument is needed that could measure communicative ability at the academic level in the nationwide network with reliability and validity. To develop and test the hypothetical model to measure the predictability of communicative competence was one of the main objectives of this study to fill this gap.

The studies by Ahmad and Rao (2013), Akram et al. (2011), Ahsan and Anjum (2012), Panhwar et al. (2017) and Sadia et al. (2018) are among the few which have investigated communicative competence in the Pakistani context but the cognitive and affective factors have rarely been studied. Motivation to learn a language is affected by the integrativeness, ability, attitude, emotional intensity, learning styles and strategies (Gardner, 2005; Sharma, 2015; Sun, 2010). According to Byrnes (2006), 'Communicative competence' as a theoretical construct may also be a primary learning goal, a pedagogical approach, and even a measure for assessment, all in one. Most of the previous studies in the Pakistani context (Abbas, 1998; Ahmad & Rao, 2013; Mansoor, 2003; Nasir et al., 2013; Panhwar et al., 2017) have used hierarchical regression for the analysis. This study has used the SEM to analyse the latent variables to fill this research gap.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

1.4 Purpose of the Study

The primary aim of the study was to develop and test the proposed model of communicative competence and determine the relationships, direct and indirect effects, mediation of main variables and moderation of demographic characteristics in the development of communicative competence at tertiary level in Pakistan. This study is a contribution to the mainstream literature in suggesting a way to develop communicative competence in bringing more understanding of the predicting factors in achieving English language learning success at the tertiary level in Pakistan. Through the model, relationships of cognitive and affective variables were tested in developing communicative competence.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun PustakaTBainun ptbupsi

This study would help researchers in the field to adapt this model for predicting language learning competence. This study has adopted a six-factor model from the social education model of Gardner (1985, 2001, 2004, 2006, 2007) to explore and test the factors using structural equation modelling (SEM) in predicting tertiary level learner communicative competence in Pakistan. The given study aimed at analysing the teachers' and students' self-reported perceptions about the influencing factors in developing communicative competence in the Pakistani university context. Many studies have explored the teachers' views in various contexts on communicative language teaching and competence development (Alqarni, 2017; Asmari, 2015; Bekele, 2014; Jaferi et al., 2015; Liu, 2005; Manzano, 2015; Sherwani, 2017; Sreehari, 2012). This study has included the tertiary level teachers and students to analyse the predicting factors in developing communicative competence model. The proposed model would be helpful to fill the gap to achieve

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

the required competence level in English language learning in undergraduate programmes in Pakistan.

1.5 Research Objectives and Questions

The following Table 1.1 represents the objectives and questions articulated for this study.

Table 1.1

Summary of Research Objectives and Questions

#	Objectives	Questions
1	To analyse the main influencing factors in the development of communicative competence in Pakistani universities	What are the main influencing factors in the development of communicative competence in Pakistani universities?
2	To analyse the self-reported main predicting factors and their influence on the development of communicative competence at tertiary level in Pakistan	Do all the key predicting factors have a significant and positive influence on communicative competence?
3	To analyse the relevant key factors that should be adopted for developing communicative competence at tertiary level in Pakistan	What are the relevant key factors that should be adopted for developing communicative competence at tertiary level in Pakistan?
4	To analyse up to what extent the four demographic characteristics, namely teachers/students, gender, public/private university and urban/rural background influence the relationships between the predicting variables in the proposed communicative competence model	To what extent do the four demographic characteristics, namely teacher/student, gender, public/private university and urban/rural background influence the relationships between the predicting variables in the proposed communicative competence model?
5	To understand the role of the CLT approach in the Pakistani language teaching and learning context	What is the role of the CLT approach in the Pakistani language teaching and learning context?
6	To propose a pedagogical framework and plausible recommendations to Pakistani institutions based on the CLT approach in developing students' communicative competence at tertiary level in Pakistan	What is the practical relevance of the proposed pedagogical framework based on the CLT approach in developing students' communicative competence at tertiary level in Pakistan?

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

1.6 Research Hypotheses

A proposed model based on the hypotheses has its foundation in the past literature. The proposed model in this study presents a graphical picture of the relationships of the predicting variables to the dependent variable. The data analyses will further explain the observed and latent variables relationships. The hypothesised paths are tested by goodness-of-fit indices calculations. Structural equation modelling provides the details of latent variables, which lie under the main observable variables. This study used the SEM analyses and the following is the detail of the proposed hypotheses to determine the direct relationships, mediation, and moderation of the observed variables paths.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Hypotheses Related to Direct Relationships:

H1: The learning style has significant direct relationships with endogenous variables:

H1a	Strategy	<---	Style
H1b	Competence	<---	Style
H1c	Motivation	<---	Style
H1d	Attitude	<---	Style

H2: The learning efficacy has significant direct relationships with endogenous variables:

H2a	Strategy	<---	Efficacy
H2b	Motivation	<---	Efficacy
H2c	Competence	<---	Efficacy
H2d	Attitude	<---	Efficacy

H3: The learning belief has significant direct relationships with endogenous variables:

H3a	Strategy	<---	Belief
H3b	Motivation	<---	Belief
H3c	Competence	<---	Belief
H3d	Attitude	<---	Belief

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

H4: Motivation has a significant direct relationship with strategy, attitude and competence:

H4a	Strategy	<---	Motivation
H4b	Attitude	<---	Motivation
H4c	Competence	<---	Motivation

H5: Strategy has a significant direct relationship with competence:

H5	Competence	<---	Strategy

H6: Attitude has a significant direct relationship with competence:

H6	Competence	<---	Attitude

Hypotheses Related to Mediation

The following hypotheses relate to mediation:

H7: Strategy has a significant mediation in style, efficacy, belief, motivation and competence

H7a	Style	----- >Strategy ----- >Competence
H7b	Efficacy	----- >Strategy ----- > Competence
H7c	Belief	---- >Strategy ---- > Competence
H7d	Motivation	----- >Strategy ----- > Competence

H8: Motivation has a significant mediation in style, efficacy, belief and competence:

H8a	Style ----- >Motivation ----- >Competence
H8b	Efficacy ----- >Motivation ----- >Competence
H8c	Belief----- >Motivation ----- >Competence

H9: Attitude has a significant mediation in style, efficacy, belief and competence:

H9a	Style ----- >Attitude ----- >Competence
H9b	Efficacy ----- >Attitude ----- >Competence
H9c	Belief ----- >Attitude----- >Competence

Hypotheses Related Multi-Group Analyses: Moderation

These hypotheses are associated with moderation:

H10: Demographic variables moderate in IVs* and DV* in multi-group path analyses:

H10a	Demographic Variable Gender moderates the paths from style, efficacy, belief, strategy, motivation and attitude toward communicative competence
H10b	Demographic Variable teachers/students moderates the paths from style, efficacy, belief, strategy, motivation and attitude toward communicative competence
H10c	Demographic Variable Public/Private university moderates the paths from style, efficacy, belief, strategy, motivation and attitude toward communicative competence
H10d	Demographic Variable background Urban/Rural moderates the paths from style, efficacy, belief, strategy, motivation and attitude toward communicative competence

*IVs: style, strategy, efficacy, motivation, belief and attitude. *DV: Competence
(*for further references see *Figure* 1.1 Theoretical framework for the detail of the path)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

1.7 Proposed Theoretical Model and Research Framework

A problem under investigation in a study is known as a "well planned and interrelationship of the variables that fulfil all the requirements to fully comprehend the phenomenon under study" (Jabareen, 2009, p. 51). All components form a good picture of the problem under investigation. The given study aimed at investigating the predicting variables in developing communicative competence model in the Pakistani university context. The study focused on the relationship of the predicting variables in developing the communicative competence model for the tertiary level students. The communicative competence theoretical model is grounded on the Canale and Swain (1983) Murcia et al. (1993), and Bachman and Palmer (1996) models of communicative competence. The theoretical model is reflecting the research objectives and questions articulated for this study. The theoretical model further explains the setting of the variables that highlight the main issues in the context of the study and the contribution to the body of knowledge in the relevant field (Marshall & Rossman, 2011). Chapter 3 has more description of the research framework this study followed from the start until the end. This study has a research framework based on structural equation modelling as suggested by Garson (2012). A proposed model is a predicted model with certain paths supported through the past literature; it can be a tentative model as the exact fit between the data and theorised model is rarely going to be the same and there are always chances that some paths may be insignificant though supported in the past literature (Byrne, 1994). Byrne (1994) presented a model through the equation: "Data= Model + Residual", where residual is the difference between the proposed model and the actual empirical model.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

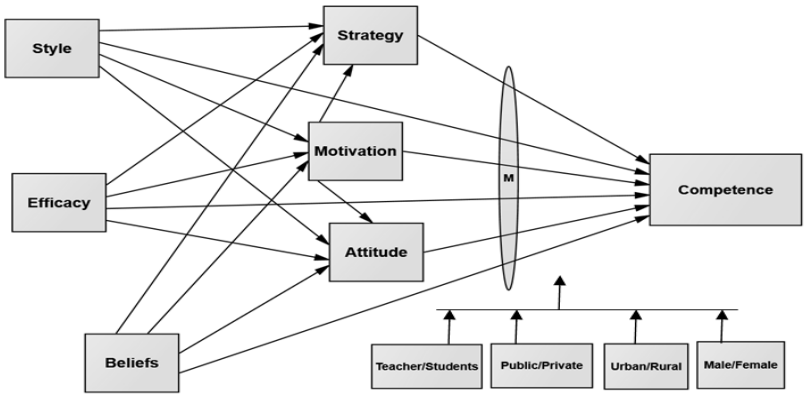


Figure 1.1. The Proposed Theoretical Model.

Figure 1.1 shows the proposed theoretical model in this study and the arrows show direct and indirect relationships (Meyers et al., 2013; Schrieber et al., 2006). The theoretical model of communicative competence in this study has six direct correlations, three exogenous variables, three endogenous variables and one dependent variable. There are seven variances. Four weights are fixed and 17 weights are unlabelled. The model is recursive and overall there are 31 parameters in the model. The proposed model has seven observed and four latent variables. This model is adapted from the six factors model of Gardner (2007). The dependent variable influencing factors in the model are style, strategy, efficacy, motivation, beliefs, and attitude. These are the main predicting variables and the four demographic characteristics are proposed as moderators in developing communicative competence in Pakistani higher education institutions.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

1.8 The Conceptual Framework

A conceptual framework structures and defines the variables, organisation and flow of the study to achieve the research objectives. The following Figure 1.2 illustrates the conceptual framework used in this study.

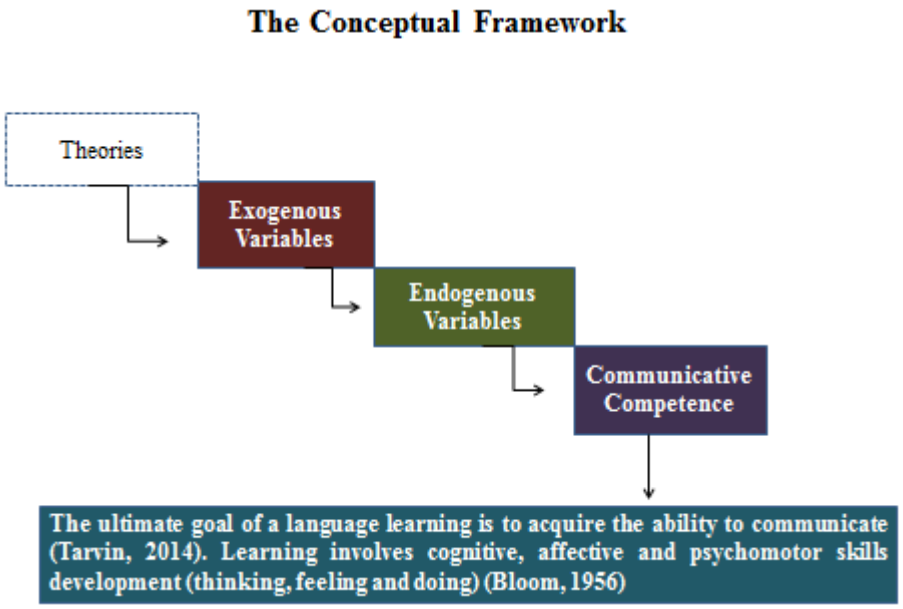


Figure 1.2. The Conceptual Framework for the study.

The proposed conceptual framework of the study shows that the predicted relationships are taken from the past literature and all the constructs are supported through the language learning theories. The predicted variables are exogenous and mediators and the dependent variable are endogenous. The primary aim of the study is to analyse the influencing factors in communicative competence development.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

1.9 An Overview of the Research Design and Methodology

This study has used a non-experimental, correlational, cross-sectional, and ex post facto survey method. The research nature and context of the study made it appropriate to use the positivist approach using quantitative analyses for research hypotheses and questions. The purpose of the study is to predict the main factors contributing to the communicative competence and test the hypotheses, proposed relationships, and mediation/moderation of the factors.

Chapter 2 provides the details of constructs and model structure based on the theories. A survey method was used to collect the data from the population compared with other methods such as interviews and observations suggested by various researchers (Bryman, 2008; Sekaran & Bougie, 2011; Zikmund, 2009). The survey approach is considered suitable from the ontological, epistemological, and methodological aspects for this study.

A self-administrated questionnaire was used in this study for data collection using two-stage cluster sampling; the researcher has tried to ensure the privacy, and confidentiality of the respondents. According to Sekaran and Bougie (2011), a study based on the survey design helps the respondents to ask questions for clarity to better understand the concepts, which reduce the outliers later in the data analyses The questionnaire was pretested in the pilot study and its reliability and validity were determined (see further details in Chapter 3). The structural equation modelling (SEM) was used to analyse the data following the suggestions of Hair's (2010) two-step approach (measurement model to structural model). Moreover, multiple group

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

analysis was applied to evaluate the moderation effects of the demographic factors in the proposed theoretical model.

1.10 Gap in the Research

This study provides new literature on communicative competence and data analysis would help to enhance the scope of the study. The given study has focused on the university context in English pedagogy and has used a cluster stage sample of teachers and students from different undergraduate programmes. This study has filled the gap in the literature for the following reasons:

First, according to Ahmad and Rao (2013), Akram et al. (2011), Ahsan and Anjum (2012), Panhwar et al. (2017) and Sadia et al. (2018), there is limited research on communicative approach in the Pakistani context, especially on an evaluation system and investigation of tertiary-level English language teaching (British Council Report, 2015). Research on self-directedness can help teachers and students to translate theory into practice in the classroom (Yasmin & Sohail, 2018c). The research on learner autonomous skill development is limited to theoretical knowledge (Little et al., 2003). That is why the application of skills-based teaching is not visible and the majority of the students rely solely on their teachers (Yasmin & Sohail, 2018b). More research is needed on the learner skill development in language learning at undergraduate and postgraduate levels (Fotiadou et al., 2017); more research can help to determine the learning development and differences in language

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

learning (Ou, 2017). The in-depth research on communicative competence in Pakistan at tertiary level would help to fill this gap.

Second, language-teaching context always matters. Many studies in other parts of the world have been conducted on the communicative approach. This study is conducted in new settings and with different respondents. Collentine (2009) concludes, "One of the most important variables that affect the nature and extent to which learners acquire a second language (L2) in the context of learning…" (p. 218). The context in language research can be an important aspect that helps the researchers to compare and contrast the variables in different language learning settings. As indicated by Hussain (2017), the communicative approach is familiar in the Pakistani context and further research can help to promote it.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Third, the dynamic nature of language teaching motivates researchers to fathom the predicting factors in developing communicative competence to better prepare learners to take responsibility for their language learning (Panhwar et al., 2017; Yasmin & Sohail, 2018c).

Fourth, teachers and learners use traditional strategies to master the language and develop familiarity with new approaches is needed. Fifth, in the Pakistani context at the tertiary level, there is a significant gap regarding communicative competence development. This study provides a model for exploring the students' and the teachers' beliefs, attitude, strategy, styles, motivation and efficacy in developing communicative competence in English language learning. All these reasons provide

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

justifications for the practical relevance of this study to fill the literature gap in competence development.

1.11 Scope and Delimitations of the Study

The scope of this study is within the aims and objectives of the research and the available resources. The main objective is to determine the predicting factors influencing communicative competence development at tertiary level in Pakistan.

The following are the main areas that cover the scope of this study:

- The focus of the study is communicative competence development in English language learning using the predicting factors, and the results of the study are applicable in English language learning in the Pakistani context.
- The respondents of the study are teachers and the students of higher educational institutions in Pakistan. Teaching methods, learning environment, and demographics of the context of the study are important in teaching language; the proposed model in this study is helpful to the teachers, trainers, and policymakers in language teaching to consider the predicting factors to improve student communicative competence.
- The investigations are limited to the Pakistani context, where the English language is compulsory from grade one to graduate-level programmes in an EFL context. Pakistan as a developing country has similar conditions with other developing countries in English language teaching and learning in the region. The proposed model is more suitable for developing countries.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

- This study is grounded on Gardner's (2005) six-factor model in applying the cognitive and affective factors as predicting variables for communicative competence. The communicative competence models of Hymes (1972), Canale and Swain (1983), Bachman and Palmer (1996) and Celce-Murcia (1993) are widely discussed in the study. This study has also explored the Communicative Language Teaching (CLT) approach as a method of developing student language competence at the higher education level.

This study is significant as English language learning is highly important in the Pakistani context. Teachers work hard to make students acquire the ability to use English effectively for academic success. Even potential employers also demand good skills in English when hiring candidates. The primary aim of this study is to evaluate the proposed model and the factors contributing to developing communicative competence. A better understanding of the factors would likely help the teachers, students, trainers, and managerial personnel in language teaching and learning contexts. In the Pakistani context, despite efforts made, there has been no change in the outcomes of students' competence in English language learning during the last 50 years. Teachers are using various approaches and methods, which have shown no positive results in language learning. How to improve student language skills in developing countries is a problem for many teachers. The proposed model would offer great help in promoting the factors helpful in English language learning.

Language learning is highly affected by attitude, motivation, beliefs and strategy use. From the academic perspective, this study has developed an integrative model, which has an amalgamation of cognitive and affective factors. Few studies

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

have attempted to measure these factors at the undergraduate level in the Pakistani context using a quantitative method. This study would help the teachers and researchers to decide how English language learning is influenced by individual differences based on the cognitive and affective factors in the Pakistani context at the tertiary level.

This study has not investigated the teachers and students' communicative competence based on the four components, namely linguistics, strategic, social and discourse; rather it evaluated only the discourse competence in the academic context in English language teaching at tertiary level in Pakistan. The study also determined only the six factors and demographic characteristics influencing the communicative competence in the Pakistani university context. The discourse factors are relevant to the academic context and the six factors: style, strategy, self-efficacy, motivation, belief and attitude are the important factors influencing language learning (Brown, 1994; Maddux, 2016; Oxford, 2001; Savignon, 2005; Wendon, 1998).

As language teaching and learning is a complex process, every teaching approach or model is a means to achieve the end and not an end in itself. This study investigated students' and teachers' impressions of their commitment when the communicative language teaching (CLT) approach viably coordinated in the language learning procedure to improve communicative competence. The researcher has experience of working in the university context as a lecturer. Thus, teacher-researcher has profitable access and understanding while investigating to help students learn a language (Babkie & Provost, 2004). The sample and the site of this study were selected from one district only. The researcher selected four

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

universities (University of Punjab; University of Sargodha, University of Lahore, and Superior University) in the urban setting of Lahore situated in different locations; students in the selected undergraduate programmes learn at least three English courses at tertiary level.

1.12 Contribution of the Study

The given study is aiming at developing a conceptual and empirical model while predicting the relationships of various factors and analysing the effects of their mediating/moderating paths to develop communicative competence at tertiary level in Pakistan. The following Table 1.2 summarises the contribution of this study.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 1.2

Summary of the Contribution of this Study

Area of contribution	Replication	Extension
Conceptual	Highlighted and clarified the aspects of communicative competence and usefulness of the communicative approach. Hypothesised the relationship between cognitive and affective variables in developing the communicative competence model	Theoretical model
Methodological	Verified the reliability and validity of the scales to measure communicative competence and the predicting variables	Designed research, operationalised variables, tested reliability and validity of the instrument and verified the hypothesised communicative model by achieving SEM assumptions
Empirical	Verified the interconnection between communicative competence and the predicting variables	Achieved model fit, verified the interdependent role of cognitive and affective variables in communicative competence development in the pedagogy of English
Pedagogical	Provided comprehensive guidance on how to develop communicative competence by focusing on the affective and cognitive variables along with the communicative language teaching approach	Provided a tool (validated scale + theoretical model) to evaluate and a pedagogical framework to develop communicative competence of the students in higher education

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

1.13 Definitions of Terms

Communicative Competence (CC): According to Pallotti (2010), competence is "an efficacy – an ability to reach one's communicative goals and fluency – ability to communicate smoothly, quickly and effortlessly" (p. 173). Communicative competence is an individual ability to use the language fluently and appropriately to create meaning (Tarvin, 2014). This study uses discourse competence as communicative competence in the academic context based on the survey responses. Discourse knowledge is receptive and relates to the productive skills of the language. It is an ability to speak and write coherently. According to Trujillo and Ortega (2010), discourse competence is regarded as the language learner's ability to put sentences in a logical order to make coherent and cohesive use of the target language.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Communicative Approach or Communicative Language Teaching (CLT): It is a process-oriented, task-based, and inductive or discovery-oriented teaching approach (Savignon, 2005). This study has reviewed CLT as an approach toward the development of learner communicative competence based on strategies, roles of teachers and students, classroom activities, and dealing with challenges related to its implementation in Pakistan.

English as a Foreign Language (EFL): This term is widely used in the context where learners/speakers do not use English as the first language as a medium for education, business and government, and so forth (Brown, 2007). Students who study English during their study programmes in Pakistani universities are called EFL learners.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Learning Styles: Keefe (1979) has explained, "the characteristic of cognitive, affective and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment" (cited in Brown, 2002, p. 10). According to Dunn et al. (1978) learning style refers to "how each person absorbs and retains information and/or skills; regardless of how that process is described, it is dramatically different for each person" (p. 11).

Learning Strategy: According to Rubin and Wenden (1987), learning strategy is "Any set of operations, plans, or routines, used by learners to facilitate the obtaining, retrieval, storage and use of information" (p. 19). Oxford(2001) defines it as "operations employed by the learner to aid the acquisition, storage, retrieval and use of information; specific actions were taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more efficient, and more transferable to new situations" (p. 166). In this study, the learning practices definition includes strategies and styles of the teachers and the learners in developing communicative competence. These are the main predicting variables of the communicative competence model in the study.

Learning Beliefs: According to Huddleston and Pullum (2002), belief is a stative verb related to cognition and it shows a mental picture or attitude based on emotions and sensations. The concept of belief is a bit complicated and only possible to define in an educational framework with relation to certain tasks and activities in language learning.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Self-efficacy: Self-efficacy is an individually perceived capacity to perform a task (Maddux, 2016). Self-efficacy is the ability to do work (Dornyei, 1994). "Self-confidence--the belief that one can produce results, accomplish goals or perform tasks competently--is an important dimension of self-concept, it appears to be akin to self-efficacy, but used in a more general sense" (p. 277). This study considers self-efficacy as a belief in one's ability to develop communicative competence and put efforts to enhance language learning based on the survey.

Attitude: According to Wenden (1998), attitudes are "learned motivations, valued beliefs, evaluations, what one believes is acceptable, or responses oriented towards approaching or avoiding" (p. 52). Attitudes and beliefs are two main areas of the language learning process toward assessing self-ability in language learning (Wenden, 1998). Attitude and beliefs are two constructs used in the study to enhance learner communicative competence based on the survey questionnaire.

Motivation: Gardner and Lambert (1972) have defined motivation as "the learner's overall goal, orientation or attitude." Motivation is also "the persistence shown by the learner in striving for a goal" (Ellis 1985, p. 117; Lightbown et al., 2000, p. 56). According to Deci (1975), "Intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination" (as cited in Brown, 1994, p. 155). This study has used motivation as an overall goal in learners' competence development based on the survey.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

1.14 Organisation of the Study

The study is organised in the following way:

- **Chapter 1:** Presents the background of the problem, the statement of the problem, the conceptual framework, research question and hypothesis, the purpose, significance of the study, a definition of key terms, and delimitations of the study.
- **Chapter 2:** Provides a review of theoretical and empirical literature related to the independent and dependent variables.
- **Chapter 3:** Presents the methodology used in the study. Sections include a description of the population, sampling procedures, description of the variables, instrumentation, data collection and analysis procedures.
- **Chapter 4:** Reports on the response rate of the survey, presents descriptive statistics of the sample and the variables used in the study, and presents inferential statistics, which address the research hypothesis using structural equation modelling
- **Chapter 5:** Summarises the research findings, research questions, objectives, hypotheses, and interprets them in light of relevant findings and literature, discusses in detail the implications and limitations of the study, makes recommendations for applying research findings, and suggests directions for further research.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

1.15 Chapter Summary

This chapter has given an overview of the tertiary education in Pakistan and the main objectives for the undergraduate students to achieve during their study programme. It explained the challenges facing the higher education commission in Pakistan related to quality assurance, research, and faculty training. The problems with English language learning and teaching are significant to the students' low proficiency and its relationship with career and employability in the globalised world. This study aimed at exploring the university language-teaching context to find out to what extent the cognitive and affective factors influence language learning. This research has a primary objective to test the hypothesised model and determine the relationships of the constructs in predicting communicative competence. English has universal acceptance and students in higher education in Pakistan need strong competency in the English language and the proposed model will contribute to achieving this. This entire chapter has summarised the purpose, research objectives, questions, hypotheses, practical relevance, and contribution of the study. The next chapter will give a review of the literature based on the research objectives.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

This chapter reviews the literature based on the theories and it provides an explication of the main variables in the study. The previous models and frameworks based on communicative competence and the influencing factors in language learning are reviewed in this chapter. The researcher has carried out an extensive literature review to establish relationships of the variables, and formulate the hypothetical model. The review shows how these variables affect and predict language learning ability and make learners capable of making choices related to enhancing their language learning competence.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.1.1 An overview of Language Learning Approaches

Approaches or methods are the blends of strategies utilised and reinforced by teachers in the classroom to train their learners, and methodologies are the rationalities of teachers about language learning that can be connected in the classrooms by utilising a distinctive system of language teaching (Asher & Adames, 1982). For instance, if a teacher has a belief or methodology that language is a communication tool and acquiring a language is to know how to use it for communication purposes, capacities and functions of language, the systems will be founded on the communicative language teaching and task-based strategies.

Second language (L2) learning has truly been overwhelmed by the syntactic strategy (grammar method); this technique was described by the arrangement of vocabulary records and linguistic guidelines to the student and the learner was frequently associated with interpreting the content and there was practically no oral part. In the absence of an oral component not encouraged, it calls for new methodologies from the teacher. In light of this need, the Direct Method was produced that advocated teaching language in a normal and unconstrained way (Richards & Rogers, 2001). Just the targeted language was spoken in the classroom; the students' competence was produced slowly and in a learning domain where oral communication ruled. The main hindrance to implementing this strategy was the absence of native speakers to teach the language. The other technique receiving some level of acknowledgement was the audiolingual method that concentrated on students emulating and remembering oral language (Rivers, 1964). The principal issues with this technique were teacher taking on the job of the drillmaster and the absence of

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

student commitment. The attention on expelling all errors implied the significance of communication (Willis, 2004). The direct and audiolingual procedures foreshadowed the advancement of communicative language teaching (CLT).

Pica (1987) noted the significance of social setting in improving second language learning. After some time, the collaboration theory was widened out to shape CLT. From that point forward, teachers of second and foreign languages have been urged to present communicative techniques in their teaching. The CLT approach came for British schools as a discovery in the education process as suggested by Swarbrick (1994) "the unrest in language training which has occurred as of late under the standard of the "Communicative Approach" (p. 1). The following Table 2.1 compares CLT, grammatical and audio-lingual approaches in language teaching and learning.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 2.1

A Summary Comparing Language Learning Approaches

Components	Grammatical	Audiolingual	CLT
Pedagogical orientation	Focus on student's knowledge of L2	Emphasis on formal accuracy	Balanced attention to the four language skills
	Attention to reading and writing	Predominant attention to aural and oral skills	Focus on students' ability to use the L2
	Emphasis on formal accuracy		
Instructional content and presentation	Explain grammar rules	Explicit and direct correction of learner errors	Use of the L2 in conducting the lesson
	Illustrate grammar rules	Use of L2 in conducting the lesson	Inductive teaching of grammar
	Explain texts sentence by sentence	Inductive teaching of grammar	Teaching of communicative functions
	Parsing of sentences in texts		Cultures of L2-speaking peoples
	Contrastive analysis of L1 and L2		Use of open-ended questions
	Explicit and direct correction of learner		

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

	errors.		
Language practice activities	Grammar activities	Sentence pattern practice	Teacher-student interaction in L2
	Translation exercises	Reading-aloud of dialogues and texts	Games & activities resembling real-world tasks
		Memorisation of dialogues and texts	Constant exposure to new language input
		Prepared language performance	Communication in L2 among students
			Integrated practice in the four language skills
			Reading & writing abut various topics
			Listening and speaking about various topics
Teacher and learner roles	Teacher talks to the class	Teacher-fronted instruction	Pair and small group work
	Teacher-fronted instruction	Teacher controls the class	Peer feedback and evaluation
	Teacher controls the class		
Learner materials	Structure-based textbooks	Structure-based textbooks	Teacher-developed materials
		Adherence to prescribed textbooks	Authentic materials
		Knowledge about grammar & vocabulary	Ability to use the L2
		Inauthentic texts	
Competence/ Assessment	Demonstrate structural competence	Understand rules govern communication	Communicate in target language in variety of situations
	Translation exercises Comprehension tests	Prepared language	Role plays

Source. (Badger & Yan, 2008, pp. 5 – 8)

From Table 2.1 it can be concluded that the basic rationale of the communicative approach is that the students learn through using and experimenting with language inside characterised settings. Errors are acknowledged as being part of the learning procedure and signal that the learner is occupied with taking in the language. The communicative approach was established in the conviction that learning English is to know how to use aptitude, ability and capacity effectively for communication, while the customary grammar methodology centres on the "learning of language structure, vocabulary, and principles." (Penner, 1995, p.5). The change from grammar to communicative learning accordingly is a change that is vying with a conceivably abnormal state of opposition from the language teachers.

05-45068
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

From the comparison of language learning approaches we can conclude that whatever method or approach selected for language teaching it should have the following characteristics:

- Effective language learning requires various capabilities including semantic, communicative, value-based, interactional, and representative and translingual
- Creative projects must consider both students' differences and the social factors that may impact their adopting, for example, the status of the L2 where they live and their chances to utilise it in daily life
- There is no proof that any of the broadly utilised methodologies or techniques for language teaching explored here is better than the others, and the present pattern in language instructing is to consolidate strategies to meet native conditions
- Both Task-based Language Teaching and Content and Language Integrated Learning have solid experimental bases to help their viability
- Task-based Language Teaching specifically has appeared in building up students' value-based capability

Whatever approach or strategy used ought to be incorporated into a very much arranged syllabus and upheld by clear targets and strong evaluation strategies. Progression and accomplishment ought to be cautiously mapped against the students' requirements and clear language descriptors must be utilised at each dimension of capability. Second language instruction must consider not simply the instructive and business values related to language teaching but must also consider the psychological, social and cultural values related to learning. This will direct more research on learner

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

needs related to competence and impart more creative and critical thinking skills. The following few strategies, for example strategic, collaborative, and inquiry-based and self-discovery are helpful for the language teachers to develop students' communicative abilities as supported by the previous studies.

a) Strategic Language Learning

As per Oxford (1989a), learning methodologies are "explicit moves made by the student to make adapting increasingly less demanding, quicker, progressively agreeable, increasingly self-coordinated, increasingly compelling and progressively transferable to new circumstances" (p. 8). As further quoted by Oxford (1990a), learning procedures refer to "attributes we need to invigorate in students to empower them to end up increasingly capable language students" (p. 11). It is essential to enable students to change their attitudes from showdown and rivalry to participation. Students can utilise social systems to create social comprehension and wind up mindful of considerations and sentiments of others (Oxford, 1990a). Sympathy is vital in communication. Compassion means placing oneself in another person's circumstance to comprehend that individual's perspective. Also, socio-emotional systems assist students in interacting with different people or utilising full feeling control to help in learning the target language. O'Malley et al. (1985) have recommended socio-emotional procedures, for example, "Cooperation and Question for Clarification"(pp. 582-584). Teachers can help produce positive inclination in a class by giving students greater duty, expanding the measure of common communication, and teaching emotional systems. Procedures such as self-fortification and positive self-talk enable students to have better authority over their feelings, frames of mind, and motivations identified with language learning

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

(Oxford, 1993). The following learning strategies can be useful in improving students' autonomous behaviour.

b) Utilising Cooperative Learning (CL)

Since cooperative language learning is a methodology intended to cultivate collaboration instead of rivalry, to create basic reasoning aptitudes and to create communicative competence through socially organised connection exercises, these can be viewed as the general targets of Cooperative Language Learning. Students are executives of their learning. As Johnson (1991) defined it, cooperative learning consolidates five components: constructive relationship; face to face and personal connection; singular responsibility and moral obligation; relational and small group aptitudes and group handling. Positive association happens when a group of individuals feel that what helps all and what harms one part harms all. It is made by the structure of CLT tasks and by building a soul of shared help in the group. Students are urged not to think aggressively and independently, yet rather agreeably and connected with the group.

Wang (2014) expressed that the constructivism learning hypothesis disowns instructor-focused teaching mode and underlines the job of students' intellectual themes. Student autonomy is the students' capacity in dealing with their very own investigation. They supplement one another. Under the constructivism learning hypothesis, language instructing ought to develop the students' self-governing capacity to adapt and make individual progress and advance their learning.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Constructivism learning hypothesis holds that students are dynamic constructors of information; it accentuates that "learning" occurs in the middle and students' self-sufficiency ought to be given control. Amid the entire learning process, teachers primarily assume the job of a coordinator, guide and assistant (Kafai & Resnik, 1996). Development of learner autonomy thus depends on the constructive efforts of the learners and the teachers. This two-way process in the classroom reflects the learning hypothesis of constructivism. With constructivism learning hypothesis as hypothetical help, student autonomy advocates student situated centred learning, underlining students' job of the psychological subject. The educator does not only impart information; however, students learn through significant development with the assistance of essential learning materials (Wang, 2014).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

c) Discovery Learning

Discovery learning is one of the uses of constructivism. As indicated by O'Donnell and Dansereau (1997) exposure learning is an instructional strategy whereby students are allowed to work in learning condition with next to zero direction. Ryan and Muray (2009) who accepted that discovery learning is problem-based learning with negligible direction from teachers upheld this presumption from O'Donnell and Dansereau. It implies that through disclosure learning the instructor offers a chance for learners to investigate themselves by learning through nature with little direction from the educator. A few structures are available to focus on applying the self-learning hypothesis. The ability to learn, natural and scientific reasoning, persuades for learning. These structures move from fundamental to innovative step.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

d) Inquiry-Based Learning

Inquiry-based learning is the utilisation of the constructivism approach in the classroom. As indicated by Mayer (1997) especially inquiry-based learning mediates the learning procedure and makes this sort of cognisance an object of classroom guidance. According to Mayer (1997), in inquiry learning the student functions as a researcher or scientist. Besides, there are five areas to focus on under this approach:

- Engaging and developing learner creativity
- Exploring and utilising the learners' experiences to develop critical thinking
- Analysing, synthesising the information for logical reasoning
- Extending learner understanding
- Building capacities to use the learned skills in new situations

05-4506832 ptbupsi

It means to give the situation to the learner as an expert researcher who aces certain science on the bonafide inquiry exercises. The exercises incorporated into this learning are defining questions, structuring educational examinations, breaking down examples, drawing deduction, getting to confirm in reacting to the inquiries, planning clarifications from proof, associating clarifications to information and conveying and supporting cases and clarification.

To sum up, all strategies, approaches and techniques are only the means to achieve an end and not the end itself. The language teachers should carefully design their syllabus to achieve the language teaching objectives to build student communicative competence.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.2 Theoretical Foundation for the Research Variables

Swanson (2013) believes that to understand, explicate, and make a judgment about a problem, theories play an important role in enhancing or challenging the existing literature within the boundaries of the given assumptions. Great significance has been attached to the social interaction in foreign language learning in the past (e.g., Gass & Mackey, 2007). Communicative language teaching asserts that language is taught through activities based on learner social interaction (Lee & Van, 2003). The learners build their reality in the light of their experience, beliefs, and activities (Guba & Lincoln, 1994, 1989). Communicative Language Teaching (CLT) has been supported in the past by the researchers (Canale 1983; Canale & Swain, 1980; O'Malley & Chamot, 1990; Oxford, 1990b; Swain, 1984; Skehan, 1998; Widdowson, 1978)to enhance learner communicative ability in the target language. CLT has emerged as an innovative way of developing learners' ability in the language (Richards & Rodgers, 1986). CLT implementation is mainly based on the teacher's experience and beliefs related to the pedagogy of language (e.g., Liao & Zhao, 2012). Thus, the significance of the theories in the pedagogy of English cannot be underrated.

This study has theoretical support from constructivism, and social constructive, humanist psychology, cognitive psychology, self-determination and communicative competence theories to support the variables under investigation. According to Guba and Lincoln (1985, 1989, 1994), knowledge is socially constructed. The constructivists view that language teaching and learning is a social activity, and learning does not take place in a vacuum; it is influenced by the context and social conditions (Glasersfeld, 2005). According to the constructivists, learners

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

should be given opportunities to develop knowledge instead of being passive listeners (Schunk, 2012), and when learners are actively involved they build their knowledge through taking part, exploring and evaluating the information (Vygotsky, 1986).

No teacher can force the learners to learn, as learning takes place in the minds of the learners and it has a connection with the learner's experience and social settings (Glasersfeld, 2005; Schunk, 2012). For the communicative approach, Fishbein and Ajzen (1975) proposed a framework based on the constructs related to attitudes, namely; perception, will, behaviour and emotions relevant to the social perspective of language learning. People learn from their experiences and observations and their experiences form the base of their attitudes (Fishbein & Ajzen, 1975). Knowledge does not have independent existence since it is socially constructed (Nunan, 2000). Nunan's (1997) framework for language learning has analysed and proposed a teaching and learning continuum to develop awareness, design strategies, set goals and achieve success together with the learners in the classroom context.

Based on past studies the researcher proposed constructivist, social cognitive, socially constructive, humanist psychology and cognitive psychology language learning theories as to the theoretical foundation for this study on communicative competence development. The following paragraphs will highlight the theoretical foundation of the study.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.2.1 The Constructivist Theory of Language Learning

The constructivist hypothesis is a "rationality of knowledge, a theory of workmanship, the reasoning of insight, and as the pragmatism of comprehension" (Bruner, 1986, p. 95). Goodman (1984) contends that what we call the world is a result of "some mind whose representative methodology develops the world" (p. 95). Goodman demands that the making of universes is a multifaceted arrangement of exercises made not with hands, but rather with psyches, or rather with languages or other image frameworks and that these universes have been developed of different universes, made by others, "which we have taken as given" (Bruner, 1986, p. 96). Table 2.2 shows the summary and comparison of constructivism with other language learning paradigms.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 2.2

Summary of Comparison of Language Learning Paradigms

Areas	Behaviourism	Cognitivism	Humanism	Constructivism
• **Name of main Theorists**	B.F. Skinner Ivan Pavlov Edward Thorndike John B. Watson	Jean Piaget Robert Gagne Lev Vygotsky	Abraham Harold Maslow Carl Rogers James F.T Bugental	John Dewey Jerome Bruner. Merrill, Lev Vygotsky Seymour Papert
• **Learners' Role**	Learners are passive, just responding to stimuli.	"Learners process, store & retrieve information for later use - creating associations and creating a knowledge set useful for living".	"Learning is an active process/learners determine the learning materials, method, the quantity of learning & values - making a right or wrong choices is learners responsibility".	"Learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge; social interactions & motivation affect the construction".
• **Teachers' Role**	"Instructor designs the learning environment. ·Instructor shapes a child's behaviour by positive/ negative reinforcement"	"Instructor manages the problem and provides opportunities for students to connect new information to the schema."	"Facilitator and organiser to motivate students to use their learning strategy to achieve self-perfection - - teaching and learning strategy follow individual needs and emotional development"	"Focus on making connections between facts & fostering new and encourage students to analyse, interpret & predict information. it emphasises hands-on problem-solving".

(continue)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 2.2 *(continue)*

Areas	Behaviourism	Cognitivism	Humanism	Constructivism
• **Fundamental Concepts**	"Learning as nothing more than the acquisition of new behaviour. Classic conditioning, behaviour operant Stimulus –response-reward"	"Learning is a cognitive action Schema Ages and Stages Short term and long term memory Sensory register Meaningful effects"	"Human nature is good & noble. Teaching emphasized on individual potentials rather than reading materials - Meaningful & useful learning experiences Fostering of true, sincere &mutual trust between teacher & pupil"	"Multiple perspectives &encourage goals and objectives Teachers as a guide, monitors, coaches, tutors& facilitators. Activities & opportunities provided to encourage metacognition, self-analysis, regulation, reflection & awareness".
• **Language Learning Application of the main paradigms**	"Newly learned skill or technique ought to be given continuous reinforcement".	"Cognitive processes influence learning. People control their learning by associating new learning with old"	"Stresses the importance of developing individual potentials - strategy & method for teaching & learning should be orientated towards student-centred"	"Case-Based Learning · Authentic situations to build cognitive flexibility · Social interactions, collaborations · teachers scaffold, model, coach the learners." ·

Source: Adapted from https://independent.academia.edu/ChAlejandra

Table 2.2 shows a comparison between constructivism with other language teaching paradigms. Constructivism is a learning hypothesis that stresses on the learner's job than the teacher's effort. A teacher who needs to apply constructivism in his or her teaching-learning procedure, the person in question must consider its quality and shortcomings when applied in the classroom. The shortcoming of constructivism is the difference in the context of language teaching, so any activity planned by the novice teachers may cause issues. While the quality of this hypothesis is that it prepares a student and not a teacher to manage genuine circumstances.

Bruner (1966) a psychologist of constructivism advocated learning as a functioning procedure in which students develop new thoughts or ideas depending on their present or past information. The teacher's job is to attempt and urge students to find rules independent from anyone else. The teacher and student should take part in

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

dynamic exercises. It all depends on the teachers, how actively they use learner beliefs to advance learners in learning.

Brosio (2000) recommended that as people consider their conditions and endeavour to change social and physical substances that they find uncalled for, "they change themselves because of their collective battle" (p. 80). In this constructivist perspective of epistemology and human activity, people effectively develop their existence as they take part in the collective activity. This hypothesis better enables the students to solve real-life problems; they may better apply their current knowledge to a novel situation (Mergel, 1998). Application of new knowledge in language learning depends on the student competency level and developing student competence should be the long-term objective of the teachers.

05-4506 bupsi

According to Thanasoulas (2000), constructivist theory mainly focuses on "by reflecting on our experiences, we construct our understanding of the world we live in" (p. 12). Holec's (1981) idea of a capacity to understand new knowledge and ability to interpret the learnt knowledge gives way to a constructivist approach to build knowledge (Benson, 2011, Little, 2007). Learning process becomes effective by transforming the learning and developing it through external help and this process necessitates that learners take responsibility for their learning (Benson, 2013; Little, 2007).

Two main areas of constructivism are 'cognitive and social'. The cognitive part is relevant to learners' understanding, interpretation, and construction of knowledge at different stages of development. Cognitive constructivism refers to how

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

an individual learns, understands, interprets, and constructs things in terms of different developmental levels. There are three stages of learning; 'assimilation, accommodation, and equilibrium' (Piaget, 1972). Assimilation is a process in language learning where the learner adds on the information and starts labelling the objects when he or she sees them. Like seeing a cat and calling it a 'cat'. Accommodation is a process of changing the information according to the context; when a child sees many same animals/things and names them as cats, dogs, sheep, cars, and trucks. Equilibrium is keeping a balance between accommodation and assimilation. Learners label the objects into groups such as wild and domestic animals, sports cars and jeeps.

Constructivist scholars contend that learners ought to be given different experiences so that they can develop information as opposed to being uninvolved beneficiaries (Schunk, 2012), and through connection, investigation, equilibration, and platform of information development inside the social world, students build knowledge significantly (Piaget, 1977; Vygotsky, 1986). At the end of the day, knowledge is not something that instructors force on the learners, yet knowledge frames inside the students' mind in connection to their experiences, earlier learning, and through lived reality (Glasersfeld, 2005; Schunk, 2012).

Hatch (2002) describes that "It is through mutual engagement that the researcher and respondents construct the subjective reality that is under investigation." (p. 15). The researcher only observes the problem as it happens in natural contexts (Creswell, 2007; Hatch, 2002). The researcher does not influence the settings or actions of the respondents. The constructivist paradigm and the theories

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

briefly explained are suitable for this study as the aim of the researcher is to test the proposed model based on the relationship of the predicting variables related to learners' efforts to construct the reality of language acquisition and the influence of these efforts on developing communicative competence at the university level.

2.2.2 Social Cognitive Perspective of Language Learning (SCPLL)

Albert Bandura's theory (1925) has influenced the faculty of psychology known as Social Cognitivism. Like Piaget and Vygotsky, Bandura is a renowned theorist because his hypothesis moves around motivation and self-efficacy components rather than natural variables. Bandura's SCPLL is a learning theory, which hinges on the considerations that individuals learn by watching what others do, and that human perspective is fundamental to understanding character. This hypothesis gives a framework for predicting, understanding, and changing human behaviour (Green & Peil, 2009). Moreover, SCPLL places a staggering focus on scholarly thoughts. It is in like manner fixated on how students and adults function mentally on their social experiences, and how these perceptions then affect motive and progress. Bandura moreover clarifies that four techniques, or conditions, are vital for individuals to properly deal with the goal that forms behaviour with the aid of cooperation. The four techniques are 1). Attentional tactics; 2). Retention procedures; 3). Duplicate strategies; 4). Motivational methods. These techniques, in the end, affect and lead to observational learning.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

As to behaviour, some extraordinary analysts, for instance, Betz (2007) maintained Bandura's basic assumptions of SCPLL, and Betz noted out that behaviour facilitates toward explicit aims where behaviour eventually becomes self-directed and cognition anticipates a task in learning. Finally, a couple of examinations have maintained that help and order have to meander instead of arranging an impact on learning and behaviour (Green & Peil, 2009).

Bandura's (1995, 1998, 2004, 2006) hypothesis of self-efficacy displayed setting of an instructive model of human behaviour in which self-practicality causally impacts foreseen consequences of the motives of the learners in language learning. Self-sufficiency feelings apply their distinctive effects through emotional, helpful, excited, and decisional shapes. Ampleness feelings affect whether individuals think ideally or basically, in self-crippling ways.

Self-directing implies the method by which people control and direct their efforts. It considers the individual as being objectively facilitated and viably drawn in with making common sense instances of thinking and carrying on in light of natural conditions to achieve singular aims in language learning. Incredible self-direction is a methodology in which performers successfully screen the execution condition, make utilitarian task approaches, skilfully realise those plans, and screen the results (Locke & Latham, 1990). Thus, the role of self-efficacy and motivation is crucial in language learning and Bandura's theory of SCPLL is equally helpful in developing students' language competence employing motivation and self-efficacy at tertiary level.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.2.3 Social Constructive Theory (SCT) Perspective

Lev Vygotsky (1896-1934), was a Russian researcher, and his thought of socio-cultural consciousness presumes that every learner in a social setting needs to encompass social collaborations; that means a learner cannot learn the language in isolation. Vygotsky saw the formative technique as a dynamic technique that incorporates well-ordered adjustments, which may additionally shift from way of life to subculture. According to Vygotsky, collaboration with people simply makes us knowledgeable and develop social competencies. These competencies are part of an individual's attitude toward the world. Hence, tradition and language play a pivotal role in developing our reasoning.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Vygotsky's SCT of psychology is a unique theory in developmental psychology; it offers the most solid record of mental enhancement to date (Lantolf, 2008; Vygotsky, 1998). Three unique considerations shape the evolution of Vygotsky's SCT (Wertsch, 1991, p. 25):

1. SCT is an approach to comprehending mental processing
2. SCT reflects the mental working of the individuals that is associated with social settings
3. SCT highlights the mediated thought process of human actions and behaviours

Applications of Vygotsky's SCT for seeing such thoughts as knowledge and learning are critical. As an issue of first significance, Vygotskian thinking exhibits that the beginning stage of data improvement should not be searched for in the mind yet rather in the social collaboration co-working between a more and a less capable

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

individual (Lantolf, 2008). Besides, the advancement of learning is a socio-culturally intervened process impacted by the physical and mental contraptions and antiquated infrequencies (Lantolf, 2004). Walqui (2006, p. 160) records Vygotsky's SCT as:

- Individual advancement is followed by language development
- The language provides a medium to the thoughts
- Mediation process relates to learning
- Social interaction is the base of learning and development
- Learning is a process of training in which social behaviour determines the learner intellectual growth
- ZPD(zone of proximal development) provides space for learning to happen

Learners construct their knowledge in the social setting by interacting with other learners in various capacities; friends, relatives, teachers, strangers or neighbours. Vygotsky (1978) is the main founder of the thought that learners get knowledge in the social setting and later they adopt it. Vygotsky believed social interaction is of great significance in language learning development. According to Vygotsky (1978), adults are most knowledgeable, and the zone of proximal development demands supervision from the adults to fulfil the requirements of assigned tasks to the learners. Piaget and Vygotsky emphasised student-centred teaching, which focuses on well-defined objectives, monitoring, and evaluation of the learning to make effective progress (Little, 2007).

Great significance has been attached to the social interaction in foreign language learning and it is evident in the past studies (Gass & Mackey, 2007; Long, 1983; Long & Porter, 1985). This study has undertaken the two factors, namely

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

cognitive and affective to explore their roles in language learning. Learner independence is learners' ability (Holec, 1981; Hua, 2009), and learners' psychology (Fan, 2004; Little, 1991) is learners' social-political knowledge in the context of learning (Benson, 2005; Morrison, 2011; Nguyen, 2014). Communicative language teaching asserts to teach language through activities based on learner social interaction (Lee & VanPatten, 2003). Since teachers influence language learning, it is important to know their attitudes related to implementing the communicative approach, and to what extent teachers use this approach. This is possible to know through interaction with the teachers. From the research perspective, knowledge comes through interaction between the respondents and the researcher (Lincoln et al., 2011). This way SCT theory contributes significantly to enhancing the language learning through social interaction as communicative competence builds through teacher-learner interaction, which affects the belief and attitude of the learners' directly and indirectly.

2.2.4 Theory of Humanist Psychology

The idea of human psychology originated in the 1950s. The main idea was to give importance to the learners' beliefs, emotions, and actions as part of the learning development (Williams & Burden, 1997). This idea further explores that learning is based on individual behaviour. Besides, it asks in what ways the learning process is affected by individuals' emotions and actions. Roberts (as quoted in Stevick, 1990) believed: "the affective aspects of language learning are as important as the cognitive aspects, and therefore the learner should be treated in some sense as a whole person"

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

(p. 26). Learning is focused on the cognitive or mental process but it also considered as involving the whole person including the feelings, fears, and needs. Maslow (1987) identified a hierarchy of needs: biological, psychological, safety, belonging, and self-efficacy. The self-efficacy has cognitive, aesthetic, and self-actualisation aspects. This theory of needs offers a great deal to learner autonomy (Qi, 2002) as the main goal of learning is to support the learners and the learning to reach a level of self-actualisation. This would only be possible when learners take responsibility and become self-directed. Rogers (1969) believes learners perceive learning based on their personal experiences, the way they grow up. According to Rogers (1969), learning is more important than teaching. Teaching should be learner-centred and relate to learner experiences and feelings. "The only man who is educated is the man who has learned how to adapt and change" (Rogers, 1969, p. 104).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

According to Benson (2005), the main contribution of Rogers is to articulate the role of the teacher as a facilitator in promoting learner control. Learners are at the centre in human psychology and it facilitates the learners to become decision-makers and fulfil their needs independently. Factors such as motivation, self-efficacy, and learning strategies play an important role along with the beliefs for learners to become autonomous and there have been many studies on this in the Asian region (Zhang & Cui, 2010). It is now the teacher's job to consider the emotional factors to develop learner autonomy and communicative competence. The use of human psychology in directing the learners' beliefs and behaviours toward developing language competence largely depends on teaching styles and strategies.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.2.5 Theory of Cognitive Psychology

Cognitive theory is relevant to the mental image and process of learning. The learners can adapt and change according to the situation. When learner knowledge and experience are aligned, the learner feels more confident (Broady, 1996). When learners become responsible for their learning they have a better experience of it (Crabbe, 1993). Ausubel's and Bruner's theories of meaningful learning and cognitive discovery are more related to learner autonomy (Xu, 2007, p. 38).

According to Ausubel (1978), meaningful learning is the result of structuring and restructuring of the cognition process. Past knowledge helps the learners to make their learning experience more meaningful, and in this regard, their experience, basic knowledge, and learning materials play an important role. What makes learning meaningful depends on the learners' engagement, and it is not possible to achieve learning objectives without learner autonomy (Huttunen, 1986). Meaningful learning is related to learner autonomy's definition "a capacity to include an attitude to learning" (Dickinson, 1995, p. 167).

Bruner's 'cognitive discovery' emphasises on learner participation in the learning process to learn. Bruner (1996) said "We teach a subject not to produce little living libraries on that subject, but rather to get a student to think … for himself, to consider matters as a historian does, to take part in the process of knowledge-getting. Knowing is a process, not a product" (p. 72). The basic aim of teaching is to make the learner informed about their learning needs and actively participate in the learning process. Bruner believed in whole-person education. What to learn and how to learn is

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

the domain of the learner to decide on. The cognitive theory supports meaningful learning and learners' awareness of the learning process.

According to Wenden (1998), language learning is a cognitive process and learners are in charge of their learning and response to control the learning. The learner role in language learning is important and learners should be autonomous and use some strategies effectively to learn the language. Cognitive learning theory puts the learners at the centre of learning and teachers should meet the learner psychological needs along with providing the teaching material to develop learner competence in second language acquisition.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun PustakaTBainun ptbupsi

2.2.6 Self-determination Theory of Motivation (SDT)

Self-determination hypothesis is a large-scale hypothesis of human motivation, feeling, and advancement that appreciates factors that either encourage or hinder the assimilation and development processes of learning in individuals (Deci & Ryan, 1991). In that capacity, SDT is of much importance in imparting instructions, in which students' common competence to speak may be the best asset teachers can use. However, in SDT the outer control frequently forces the learners to advance their language learning.

Self-determination theory focuses on intrinsic and extrinsic motivation. Intrinsic motivation is relevant to human behaviour in the absence of external stimulus, and there is natural happiness for the individuals in doing their work without

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

any extra reward (Ryan & Deci, 2000a). This theory has been widely used in education to relate to the student's natural attitude toward learning. Internal motivation is the result of curiosity (Deci & Ryan, 1985), and it is pivotal for the learners to achieve satisfaction. Ultimate satisfaction is possible through fulfilling the psychological needs for competence and autonomy. Extrinsic motivation is relevant to the behaviour related to achievement that brings other benefits such as qualification and job but not real happiness (Ryan & Deci, 2000a).

The standards of the SDT express that people's motivations vary, being resolved and driven by settings that promote psychological needs that show themselves in various ways, making students' motivation for learning "a complex, multi-decided phenomenon, which must be derived by watching conduct, either in genuine execution circumstances or independent from anyone else detailing" (Guimarães & Bzuneck, 2008, p. 111). As research has developed on this subject unique degrees of motivation have been mapped notwithstanding, the various social aspects such as background, wealth, habits and societal norms affect motivation (Lens et al., 2008). Osborne and Jones (2011) propose a hypothetical model that straightforwardly connects the structure of self-motivation to scholarly outcomes. Besides this researchers propose techniques to expand learner motivation by expanding learner autonomy, exhibiting the convenience of scholarly learning, supporting learner achievement, starting and supporting students' interests, and encouraging a feeling of having a place with the group and, thus, achieving their learning outcomes. Those students who are motivated like and welcome the language; they learn and use language for their communication needs in their daily life. They

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

trust themselves to be progressively similar to one individual from the target language society and acknowledged by the target language society.

Thus, the theory of self-determination builds learner confidence and provides strong reasoning to motivate learners to accomplish second language learning objectives. Learner motivation comes from fulfilment of basic psychological needs, which play an important role in shaping the learner beliefs, attitudes and self-efficacy in the language learning process.

2.2.7 Self-Determination and Psychological Needs

Self-Determination Theory is a hypothesis of motivation and identity based on three all-inclusive, inborn, and psychological necessities: competence, autonomy, and psychological relatedness. Self-Determination Theory (SDT) is an essential hypothesis of motivation that tends to the issues of outward and inherent motivation. If these general needs have been fulfilled, the hypothesis contends that individuals will work and develop ideally. To complete their natural potential, the social condition needs to support these requirements.

Competence, autonomy, and relatedness: The requirement for competence development needs naturally motivated action, goads on psychological, evolvement, and social development (Elkind, 1971). According to Benson (2011), Holec (1981) and Little (2007), learners have inborn desire to take control and teachers can utilise this learner aspiration to help learners control their learning. The aptitude toward

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

moderate connectedness with a group requires an expansion of the essential sensibilities of connection and relatedness (Wilson, 1993). Under such conditions, a durable group would have given extensively more security than a less firm social association in the language learning contexts (Stevens & Fiske, 1995).

Succinctly, the theory of self-determination and basic psychological needs together help develop learner motivation and self-efficacy to choose the right strategies to achieve success in language learning.

2.2.8 Summary of Theoretical Foundation for Research Variables

To sum up, psychological theories focus on the emotional aspects of learning those include motivation, self-efficacy and beliefs. On the other hand, constructivist theories focus on active learning and cooperation in and outside the class to construct knowledge as a social and cognitive venture. Teacher role becomes crucial in articulating the learners' motivation, developing strategies, promoting self-efficacy to make them autonomous and competent in target language learning through knowledge of human psychology. Meaningful learning occurs when learners know their responsibilities and they use strategies to overcome problems in language learning.

Constructivist and cognitive theories offer valuable schemas for understanding and, in some cases, changing the teacher-student interaction patterns. Teachers can examine their own beliefs about student learning and success or failure at the tasks teachers assigned. Based on these analyses, teachers can make changes, if necessary,

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

in the tasks assigned, the learning environments they create, and their verbal interactions with their students. Teachers can cooperate to develop learning communities that will encourage students to expend efforts on classwork and to value achievement. Teachers can encourage students to develop learning and performance goals and to direct efforts to attain them. All the learning theories by the different researchers proposed improving direct and indirect methodologies for intellectual, social and conduct advancement in the pedagogy of English. In the light of literature review related to constructivist, social and psychological language learning theories, it is concluded that the language teaching at tertiary level in Pakistan is mandatory to be explored to pave the way for the change in language teaching practices and developing students' communicative competence. The next part of this chapter elaborates the communicative competence theory.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.3 Explication of Communicative Competence Theory

The importance of English in the global context has enhanced the significance of communication skills and has made it a prerequisite to getting into higher education, join a profession or become an entrepreneur (Block & Cameron, 2002; Johnson, 2009). Today, the English language is widely used to express feelings, ideas, solve problems, negotiation, critical appreciation, creative writing and media reporting all around the world and the competence of an individual to interact in the English speaking context plays a vital role to get connected and be well informed (Yano, 2003). Noam Chomsky (1965) was the first who used the term competence in his book 'Aspects of the Theory of Syntax'. He drew a distinction between competence

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

(knowledge of the language) and performance (the utilisation of language in genuine situations). Chomsky proposed and characterised the ideas of competence and performance to advocate a communicative view in applied linguistics. Savignon (1972) rejected Chomsky's idea and found it was a pure linguistics notion. Savignon found the option in contrast to Chomsky's idea of ability in Hymes's idea of 'communicative competence', and Savignon accepted the Hymes idea to be a more extensive and progressively reasonable thought of competence.

According to Hymes (1972), communicative competence is, "what a speaker has to know to communicate successfully in social and cultural settings" (p. 15). Hymes (1972) suggested that individuals have distinctive language learning capacities so a linguistic hypothesis should address the real needs of speakers and listeners in different discourse settings. The linguistic hypothesis is coordinated with the communication hypothesis and culture. Communicative competence is a mix of language learning and language use. It enables the learners to develop an overall ability to use language effectively for communication purposes (Canale, 1983; Canale & Swain, 1980). Hymes (1972) inferred that the hypothesis of communicative competence ought to incorporate four dimensions of investigation in language utilisation. These four dimensions clarify to what extent through language the speech acts are possible, feasible, appropriate and doable.

As indicated by Chomsky (1965), "language competence is comprehended to the indirect learning of language structure". (p. 19). Chomsky sees that "an individual who learns a language has gained a specific ability that he puts to use in creating and understanding discourse" (quoted by Munby, 1978, p. 8). Hymes (1967) characterises

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

linguistic competence as "the capacity to create grammar sentences or articulations through the learning of semantic standards" (p. 15). Widdowson (1983) defined communicative competence as an ability to use language rules and social knowledge appropriately to create meanings smoothly and confidently. According to Pallotti (2010), competence is an 'efficacy' (an ability to reach one's communicative goals), and 'fluency' (an ability to do so smoothly, quickly and effortlessly) (p. 173). Communicative competence is an individual's ability to use the language fluently and appropriately to create meaning and achieve communication goals in various social interactions (Tarvin, 2014). This study assesses the communicative competence in terms of discourse competence as an ability of the learner to use language.

05-4506 bupsi

2.3.1 Dimensions of Communicative Competence

In the model of communicative competence, Canale and Swain (1980) show four separate components associating and affecting each other as parts of communicative skill: linguistic, sociolinguistic, discourse, and strategic competence. As indicated by Díaz-Rico and Weed (2010), the communicative ability is a component of a language learner's information of the language that enables one to know "when, where, and how to utilize language suitably" (p. 58). Syntactic/semantic skill is one of four territories of the informative competence hypothesis put forward by Canale and Swain (Gao, 2001).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The four regions work together in language generation (Lyster, 1996). Syntactic/Grammar skill centres on the direction of the language code, including such things as the tenets of the word and sentence development, implications, spelling and elocution (Gao, 2001). The objective is to secure information, and capacity to utilise types of articulation that are syntactically right and precise in language use (Díaz-Rico &Weed, 2010; Gao, 2001). Syntactic/phonetic competence acts to advance precision and familiarity with the second language generation (Gao, 2001) and increases significantly the students' capability (Díaz-Rico & Weed, 2010). Kroeger (2005) examined that great learning on grammatical features is essential along with semantic and discourse capability. There must be great execution along with subject-action word understanding and on the unmistakable elements of alternate grammatical forms. Following is the further description of four dimensions of communicative competence.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.3.1.1 Linguistic competence

According to Canale (1983), competence refers to learners' ability to master the grammar rules, word structure, vocabulary, and pronunciation of the target language. This competence is important as it has been the centre of teaching in the last decades in a second language context, and the number of grammar books based on the grammar-translation method is evident in its significance. There are two broad areas in linguistic competence: declarative (What students have learnt about language) and procedural (to what extent students can use that knowledge).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Language teaching aims at achieving the procedural ability to teach grammar meaningfully incorporated in the classroom activities so the learner can learn all about the communication function of the target language. The teachers should ask themselves why 'do they teach language and what students will do with the language?' The students who learn grammar rules through inductive approach these rules should be taught focusing the different life situations to master the practical language functions. Teachers should let the students explore the grammar rules without cramming those rules for the sake of passing a class test. Cloze passages, speaking tasks; ordering, greetings, answering phone calls and directing locations, summarising and arguing activities, all these can help develop learner competence. Previously this competence was the only goal of language teaching (Rutherford, 1987). Many types of research in the communicative approach overlooked this but recent studies have accepted that learners learn more about linguistic knowledge when these rules are integrated with real-life communication activities (Krashen, 1985).

2.3.1.2 Sociolinguistic competence

Sociolinguistic competence is important for learners to use the learned grammar structures in various social settings. This knowledge is not only about how to speak but also how much to speak. Aspects related to culture are important for the learners and this area largely depends on learner exposure to the target culture.

This competence refers to using the learned language in various social contexts, which are deep in the culture where the language is used. According to

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Nunan (1992), “Only by studying the language in its social and cultural contexts, will we come to appreciate the apparent paradox of language acquisition: that it is at once a deeply personal and yet highly social process”(p. 2). Social patterns exist in the culture and these patterns have been highlighted in every culture, as Wolfson (1989) describes: “language learners and others who are involved in intercultural communication can at least be made sensitive to the fact that these patterns exist, and can be guided in ways to minimize misunderstandings” (pp. 2-3). An analysis is needed and the teachers should emphasise the learner cultural needs (Marsh, 1990). Classroom activities that use the literature including cultural themes can be a useful source (Valdes, 1986).

In second language acquisition (SLA) learners learn about cultural and social knowledge when teachers give them opportunities; meeting people, answering calls, writing applications and complaints, and speaking in meetings is how learners learn about the conventions of verbal and non-verbal communications. Unlike grammar knowledge, teachers can test social learning on papers in multiple choices and it is more about a productive part of the language. Through writing and speaking tasks related to the cultural-specific context, it could be developed and tested. Socio-cultural factors, background knowledge of the community, dialect variation are called “schematic knowledge” (Widdowson, 1990); these complete the overall knowledge of the target language. Non-verbal factors are significant to understand the social codes in language, as highlighted by Pennycook (1985). These factors are important because actions speak louder than words.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.3.1.3 Discourse competence

Discourse knowledge is relevant to the receptive and productive skills of the language. It is an ability to speak and write coherently. The main contributors to this competence are; 'deixis, cohesion, coherence, conversational and generic structure.' Cohesion relates to linguistic competence (Halliday & Hasan, 1976) and deal with the use of pronouns, articles and other markers in oral and written communication

This language competence enables the learners to understand the area under discussion, its order, reasons and effects, and also how people of different professions -- doctors, lawyers, engineers and teachers -- talk differently using their specific styles and vocabulary. It is the teachers' job to engage the students in high-level debates and discussion to improve their skills in discourse. Teachers can use helping clues for the students to identify the topic sentence, find discourse markers and put them into categories, to order or arrange again the difficult sentences, conclude a passage and try to rewrite the main summary of the passage when given a reading language task to the students (Bailey, 2007; Barwell, 2012; Halliday & Hasan, 1976; Moschkovich, 2015).

Students' assessment based on meaningful activities, which are guided by simple to hard tasks, is considered helpful in language learning. Moreover, keeping a record of the learners in the form of portfolios is highly recommended and e-learning platforms can be designed to facilitate language learning.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.3.1.4 Strategic competence

Strategic competence is an ability and knowledge of holding effective communication. There are three main functions of this competence:

- Solve problems in oral communication by making plans to overcome the lack of vocabulary items (cf. Faerch & Kasper, 1984a)
- Sort out misunderstanding and confusion in communication by negotiating the meanings (cf. Gass & Varonis, 1991)
- Keep the conversation going while facing difficulties by using fillers and delaying tactics in communication (Dornyei et al., 1993)

Effective communication is the coding and decoding of messages for creating meaning. This competence is helpful to the learners when they are short of words and use other strategies to carry out communication. This is a combination of linguistic and paralinguistic abilities. Among the main strategies commonly used by the speakers according to Faerch and Kasper (1983) are:

- Avoiding strategies: reduce and replace the target message
- Achieving strategies: overcome the lacking by achieving the communication goals
- Time-gaining strategies*:* take pauses in the flow of conversation and fill the gaps to be in control of their communication

Communicative strategies are a teachable area and this involves enhancing the learner awareness by providing opportunities to use the language through verbalising. Research on classroom activities by Savignon (1983), Tarone (1984), and Dornyei

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

and Thurrell (1991, 1992) are good sources for the teachers to exploit. Purpura and Cushing (1993) provided a system of three main components of strategies, namely, cognitive (summary, repetition, guess and imagine) meta-cognitive (planning, evaluation, identification and monitoring) and communicative strategies (verbal, non-verbal, turn-taking, and repairing). Strategic competence is regarded as the ability of the speaker to adjust to verbal and non-verbal problems in communication by understanding the behavioural, social, and cultural norms. The combination of strategic competence with social, linguistic and discourse forms the base of learners' ability in communicative competence as proposed by Canale and Swain (1980). These four competencies are the core of second language acquisition (Diaz-Rico & Weed, 2006). A speaker uses strategic competence when trying to repair the breakdown of the message, with the use of synonyms, body gestures, asking for clarity, using intonation patterns or avoiding misunderstanding.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.4 Communicative Competency Models

Canale and Swain (1980) and Canale (1983) comprehended communicative competence as an amalgamation of a fundamental arrangement of learning and ability required for communication purposes. As indicated by Canale (1983), expertise requires a further qualification between hidden limit and its appearance in genuine communication. Dissimilar to Hymes, Canale and Swain or even Widdowson and Savignon (1972, 1983) put a lot more noteworthy accentuation on the part of communicative ability. Numerous theoreticians (for example Canale & Swain, 1980; Skehan, 1998) suggest that the nature of communicative ability is not static, yet it is

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

unique, it is more relational than intrapersonal and relative instead of total. It is likewise to a great extent characterised by the settings.

2.4.1 Dell Hymes Model

In Chomsky's view, the competence of the language learners works inside their minds as 'a homogeneous discourse network' while performance is the genuine 'utilization of language in solid circumstances'. Notwithstanding, the limitation of competence to the ideas of a homogeneous network, flawless information, and freedom of socio-cultural variables made Hymes and different sociolinguists rethink Chomsky's origination of competence. They thought of a phonetic hypothesis that could, in Hymes's words, "manage a heterogeneous discourse network, differential competence, the comprising job of socio-social highlights" (Hymes, 1972, p. 275).

Hymes (1972) accepts that Chomsky's thought of competence itself needs such a hypothesis for its establishments to anchor. He expresses that "Such a hypothesis of competence sets perfect articles in deliberation from socio-social highlights that may go into their depiction" (p. 275). The hypothesis of performance is the one area that may have a particular social substance; however, while compared with a hypothesis of language use, it is worried about mental side effects of the examination of language structure, not, state, with social cooperation (Hymes, 1972). The Hymes model of SPEAKING is within the ethnography of language study and it

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

serves as a framework for the speakers to understand the speech acts to communicate effectively.

- **S** – scene and setting – the location
- **P** – participants – people
- **E** – ends – purpose or reason
- **A** – act sequence – speech acts
- **K** – key –manner, delivery and tone
- **I** – instrumentalities – mode or medium of sending the message
- **N** – norms of interaction – the social rules what is appropriate to say
- **G** – genre –conversation, gossip and jokes

Hymes's commitment to the communication hypothesis was of fundamental significance as it has brought about making better approaches for moving toward a language not as far as its syntactic principles but rather through the idea of communication as dependent on genuine examples of social communication.

2.4.2 Halliday's Model

Another significant response against Chomsky's idea of competence originates from Halliday (1970) who rejects the distinction between competence and performance as being of little use in a sociological setting. He calls attention to that such a polarity risk being either pointless or deceiving. Superfluous if it is simply one more name for the modification between what we have possessed as the capacity to depict in the sentence structure and the other what we have not possessed (Halliday, 1979).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

In his socio-semantic way to deal with language and language use, Halliday states that the socio-semantic system is a portrayal of a 'lot of choices or options', insignificance, that are at the transfer of the speaker-audience. This significance potential, as Halliday expressed, contrasts altogether from Chomsky's idea of competence essentially because realising a language does not just mean knowing about the formal properties of the language as a framework (Chomsky's ability); however, it includes learning of how to utilise the framework to interact in suitably specifically social settings. Halliday (1978) developed a set of notions encompassed as:

- Behaviour potential aspect of the speaker-hearer and possibilities for acting in a different context
- Linguistic competence: what to choose to speak and write
- Meaning capacity: able to figure out the meaning of the oral and written communication
- Grammatical Knowledge; an ability of the speaker and the hearer to use language conventionally

In this manner, Halliday's model of communicative competence is one in which language is a 'meaning potential' (arrangements of choices, in importance, that are accessible to the speaker-listener); by augmentation, it is seen as 'information in the head' of the subject.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.4.3 Munby's Model

In response to Chomsky's idea of competence, Munby (1978) turned up with three noteworthy components, which were accepted to be foregrounds for communicative competence. The issue with the conventional schedule lies in that they present students with linguistic structures at the sentence level just, in this way, denying the students the obtaining of hypothetical standards of utilisation at the talk level. Munby (1978) brought up suggestions for his model:

- Ability to select communicative dimensions of the topics
- Rhetoric and logic abilities in communication
- Ability to communicate effectively in various settings

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The primary component in Munby's model is that of socio-cultural introduction. As indicated by Munby (1978), "thinking about the objective language, in the feeling of knowing whether and to what degree something in that language is methodically conceivable, may not be adequate for communicative communication" (p. 23).

2.4.4 Canale and Swain Model

Canale and Swain (1980) and Canale (1983) comprehended communicative ability as a blend of a basic arrangement of learning and aptitude required for communication.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

In their idea of communicative competence, learning refers to the (cognisant or oblivious) learning of a person about language and different parts of language use.

According to Canale and Swain (1980), there are three kinds of information: learning of fundamental linguistic standards, information on how to utilise language in a social setting to satisfy communicative capacities, and information of how to consolidate expressions and communicative capacities for discourse standards. Furthermore, their idea of expertise refers to how an individual can utilise the learning in real communication. Canale and Swain (1980) partitioned communicative competence into three classifications: linguistic ability, sociolinguistic competence, and strategic competence. Subsequently, Canale (1983) rebuilt the model proposed by Canale and Swain (1980), included discourse competence into the model, and built up a four-dimensional model.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Linguistic competence refers to have a decent order of language rules. It is the right utilisation of vocabulary standards, word and sentence arrangement, articulation, spelling and linguistic semantics. Students' competence fully controls these guidelines to develop significant sentences. Sociolinguistic competence is to utilise language suitably in a communication circumstance. Talk competence is the capacity to join thoughts and to comprehend and convey what needs be in a particular language. Strategic competence is the utilisation of verbal and nonverbal communication systems when breakdowns happen in the communication process. Expanding on Canale and Swain's hypothesis of communicative ability, Bachman and Palmer (1996) proposed another thorough model and authored the term 'communicative

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

language ability' and isolated it into two classes: language learning and strategic competence.

2.4.5 Bachman and Palmer Model

Bachman and Palmer (1996) advanced a brand new model referred to as communicative language capacity, which is extra comprehensive. Bachman and Palmer (1996) argue that many characteristics of language customers affect their communicative language potential In Bachman and Palmer's model (1996) grammatical information includes numerous components: vocabulary, morphology, syntax, and phonology.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

These components empower students to create linguistically right sentences. Printed information in their model spotlights on attachment and discourse that enable students to comprehend and produce spoken and composed writings. Logical learning focuses on the connection between language structures and it refers to capacities to make and decipher communication.

For Bachman (1996) there are four segments of Communicative Language Ability:

1. Language Knowledge
2. Communicative Competence: the ability and limit to use language in various context

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3. Psycho-physiological aspect: a combination of mind and body
4. Schema: the knowledge of the world

According to Bachman and Palmer (1996), cognitive abilities, topical information, emotions, schemata, and learning capacity are some of the qualities of good language learners. These attributes affect learner communicative language capacity. The urgent trademark is their language capacity, which is involved in two wide territories – language information and strategic competence. Language information comprises two principal segments -- hierarchical learning and practical information that supplement each other in accomplishing communicatively powerful language use.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.4.6 Celce-Murcia Model

Celce-Murcia (2007) gave a more comprehensive communicative competence model based on the following competencies:

a) **Social-Cultural Competence:** She examines the three most significant socio-cultural factors:
   - Social variables: speakers' age and social status,
   - Competence of expression: feelings and various registers
   - Social competence: group contrasts, and multifaceted socio-cultural ideologies

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

b) **Communicative Competence**:

- Cohesion: connectors linguistic and lexical
- Deixis: individual pronouns and spatial terms (here/there; this/that), fleeting terms (presently/at that point; previously/after), and printed reference (the Figure above or the Table)
- Coherence: connection in the talk
- Generic: storytelling, talking with experience, reporting, addressing and messaging

c) **Linguistic Competence**:(Phonology, lexical, morphology and syntactic knowledge)

d) **Predictable Competence:** "Those settled and pre-created lumps of language that

speakers use vigorously in regular connection" (Celce-Murcia, 2007, p. 48). (Idioms, collocations and routine sentences)

e) **Interactional Competence**:

- Actional Competence: how to perform regular speech acts
- Conversational Competence: communicating and closing conversations
- Non-verbal/paralinguistic Competence includes the kinesics (facial expressions), proxemics (use space to communicate), haptic conduct (touching other people), and non-phonetic expressions with interactional import

f) Strategic competence:

- Cognitive Strategies for coherent and systematic language learning and generation techniques;
- Meta-intellectual Strategies: ability to check language accuracy
- Memory-related Strategies: storing and retaining abilities

The model of Celce-Murcia (2007) added two aspects to the communicative named; predictable and interactional competence to the original model proposed by Canale and Swain (1983). Table 2.4 provides a summary of the definitions and the

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

main characteristics of the models proposed by the various researchers in communicative competence.

Different researchers likewise gave various meanings of language competence and according to their views; communicative competence is an ability or capacity to use language effectively in all social, cultural, and personal settings to create meaning by word of mouth writing, gestures, and signs. The debate additionally underlines the need of a model of Communicative Competence to survey the oral accomplishment of the student because from most recent 40 years or so Communicative Competence has been defined as a definitive objective of language learning and teaching everywhere throughout the world. It is intriguing to take note that these and any other model of Communicative Competence help to instruct foundations world-over to test student capacities. The tests such as TOEFL and IELTS have been based on the standards of the above-mentioned models.

05-4506 bupsi

2.4.7 Summary of Communicative Competence Models

Hymes (1972) was the first to utilise the term ‘communicative competence’. He tested Chomsky’s thought of ‘linguistic competence’ because he found the term deficient. Hymes (1972) proposes that the hypothesis of communicative competence ought to incorporate the social component. The most extensive response to Chomsky's idea of language competence is the one started by Hymes (1971) where he contradicts the possibility that the socio-cultural variables are difficult to investigate in language.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Another significant response from Halliday (1970) related to Chomsky's idea of competence origination; Halliday rejects the distinction between competence and performance as being of little use in a sociological setting. In Halliday's response to the idea of competence, Munby (1978) proposed three noteworthy components, which were accepted to be the foreground for communicative competence. The primary component is that of socio-cultural introduction. As indicated by Munby, "thinking about the objective language, in the feeling of knowing whether and to what degree something in that language is methodically conceivable, may not be adequate for communicative competence" (1978, p. 23). Widdowson (1978) in his endeavour to characterise the expression "communicative competence" recommends that language learning is not just the obtaining of grammar rules but also securing the capacity to utilise language for communication as explained in various dimensions. In the first dimension, whether a thought passes on through accessible phonetic information. In the second dimension, what a learner produces in a restricted time and process. In the third dimension, the point to see if language associates with the setting it utilises. In the last dimension, the reality part of language is exploration.

In a comparable effort, Savignon (1972) directed a notable report on the idea of communicative competence, it offers the accompanying definition: "the capacity to work in a genuinely communicative setting – that is, in a dynamic trade in which semantic ability must adjust to the all-out enlightening information, both linguistic and paralinguistic, of at least one interlocutor" (p. 8). Savignon (1972) condenses the attributes of communicative competence as:

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

- An arrangement of meanings among the individuals using the same coding and decoding functions
- It includes the oral and written type of language
- Competence helps to make progress towards the understanding of contexts
- There should be a clear difference in competence and performance
- Competence largely depends on the learner language learning experiences

2.5 Factors Affecting Communicative Competence

Acquisition of language is "internalization of certain rules to communicate in that language" (Ellis, 1986, p. 292). Richards et al. (1986) stated language acquisition is "the processes by which people develop proficiency in a second or foreign language" (p. 252). Rod Ellis (1986) explained that language learning is "a complex process, involving many interrelated factors, about the learner on the one hand and the learning situation on the other" (p. 4). To sum up, learning a second language needs a combination of skills and abilities. The main factors affecting language learning are attitude, aptitude, learner intelligence, styles, personality traits, and motivation (Ellis, 1985). This study aims at highlighting the predicting factors and their contribution to the successful development of communicative competence in English language learning in the Pakistani context at the tertiary level.

For successful learning, the learners should be risk-takers, can use their experiences, be motivated, and have strategies and competence to deal with insecurity (Brown, 2007; Oxford, 1990a).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

> "Success is thought to be based on such factors as checking one's performance in a language, being willing to guess and to 'take risks' with both comprehension and production, seeking out opportunities to practice, developing efficient memorizing strategies, and many others" (McDonough & Shaw, 2003, p. 56).

Moreover, "Autonomous learners are both cognitively and meta-cognitively aware of their role in the learning process, seek to create their opportunities to learn, monitor their learning, and attempt actively to manage their learning in and out of the classroom" (Holden, 2002, p. 18). Lightbown and Spada (1997) believe good learners are "willing to make mistakes, do practice, and have high IQ and a good self-image" (p. 34).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The researcher after the literature review has opted for cognitive factors; styles and strategies, and affective factors; efficacy, motivation, beliefs and attitude as main predictors of developing students' communicative competence. The next paragraphs of the study review the literature on the learning styles, learning strategies, self-efficacy, motivation, learning beliefs, and attitude in language learning as main factors affecting the communicative competence in English language learning.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.5.1 Learning Styles

Second language acquisition requires learners to try their abilities to be competent users of the target language. Learning style according to Brown (2002, p. 104) is "a term that refers to consistent and rather enduring tendencies or preferences within an individual." These individual preferences may vary according to the learner personal qualities or traits. Keefe (1979) has explained, "the characteristic of cognitive, affective and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment" (cited in Brown, 2002, p. 10). According to Dunn et al. (1978), learning style refers to "how each person absorbs and retains information and/or skills; regardless of how that process is described, it is dramatically different for each person"(p. 11).

05-4506 bupsi

Reid (2004) found that learning styles are peculiarities related to learners; beliefs, feelings and relate to the context of learning. Oxford et al. (1991) describe a style as an approach learners use to overcome learning problems. Claxton and Murrell (1987) have elaborated styles with the 'onion metaphor' that has layers and these layers are symbolic with learning styles. Learner personality form the foundation layer and processing language a second layer, interaction with others form the third layer and fourth layers are formed by learning preferences. Tan (1985) also defined style as "the way that a learner often adopts in the learning process, which includes the learning strategies that have been stabilized within a learner, the preference of some teaching stimuli and learning tendency." (p. 12)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Messick (1984) found that styles are "consistent individual differences in preferred ways of organizing and processing information and experience." Cognitive preferences are "characteristic self-consistent mode of functioning which individual shows in their perceptual and intellectual activities" (Stern, 1983, p. 373). Brown (2002, p. 104) differentiates styles as "the way we learn things in general and the particular attack we make on a problem seems to hinge on a rather amorphous link between personality and cognition; this link is referred to as cognitive style". To Brown (2002) cognitive learning preferences are relevant to the education field where emotions and physiology mix to form the learning styles. In this way, learning styles are the sub-area of cognitive preferences where affective behaviour integrated with the learning environment to facilitate the learning (Keefe, 1986).

05-4506 bupsi

Kolb (1984) presented an experiential model that puts the learning into four types: divergent learners who are innovators; convergent learners who use their common sense to overcome learning problems, assimilators who use a process to analyse and act and accommodators who use a process to act dynamically. Oxford and Burry-Stock(1995) have divided learning styles into the following:

- global/analytic: who believe in the whole picture,
- independent/dependent: who rely on the surroundings and cannot understand the hidden meanings,
- feeling/thinking: who are sensitive to social and emotional factors
- impulsive/reflective: who show quick and uncritical acceptance and are prone to errors, intuitive-random/concrete-sequential: who try to build a picture in their mind to better understand,
- closure-oriented/open: who rely on judging and perceiving the factors, extroverted/introverted: who are social and anti-social, and

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

- visual/auditory/hands-on: who learn better when seeing the images and using the senses

Reid (1987) has divided learners into visual, auditory tactile and kinesthetic. His study clearly shows the learners vary in learning styles and if they stay longer with the native speakers, they prefer kinesthetic and tactile learning styles.

Ellis (1994) suggested a framework with three sets of variables: the first set has learning beliefs, affective and general factors and the second set includes learning styles and strategies and the third set includes the learning outcomes. McCarthy (1980) claims that the learning styles theory affects education in the following three aspects: instruction, curriculum, and assessment.

05-4506 bupsi

- Instruction–design the teaching methods to learning styles, use experiences, reflections and concepts of the learners. Instructors can use; audios, videos visuals and everyday activities in the learners' context
- Curriculum– emphasise feelings, senses, and imaginative and intuitive aspects, to develop analysis, reasoning, and problem-solving skills
- Assessment– use various assessment focusing on a whole-person development

According to Ellis (1994), learners reasonably differ in their learning styles from one another, which style is more effective than the other is difficult to say, and the learners who utilise various combinations of styles are more successful.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.5.2 Learning Strategies

Nowadays, it is broadly stated that learning techniques have emerged as one of the primary factors that assist college students to study a second or foreign language efficaciously (Oxford, 2003). This educational issue has been in particular tackled through researchers together with Kumaravadivelu (2001), Oxford (2003), Herrera and Murry (2011) and Herrera, Kavimandan, and Holmes (2011). Among others, people whose findings constantly remind teachers of the energy of designing, adapting, or applying effective teaching methods if teachers and learners want to promote the use or creation of mastering strategies that pave the way for beginners to take note of their personal development in language acquiring and consequently boost their autonomous learning.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Oxford stated that learning methodologies are "…. explicit moves made by the student to make adapting increasingly less demanding, quicker, progressively agreeable, increasingly self-coordinated, increasingly compelling and progressively transferable to new circumstances" (1989, p. 8). Oxford (1990a) has further described that "learning procedures allude to attributes we need to invigorate in students to empower them to end up increasingly capable language students"(p. 11).

According to Chamot (2004), identification and classification of strategies have a base on the data absorption process. The more we read, the more we understand that there is a wide range of methods for clarifying how learning takes place among the grown-ups (Merriam et al., 2007). None of the individual hypotheses completely clarifies what is going on when a promising learner is occupied with

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

language learning. Vygotsky (1997) proposed that learning is a way of building new information established on what is known. Malcolm Knowles (1988) thought that adults learn differently from youngsters.

No single hypothesis is connected to teaching all adults. In reality, the writings of the previous century have yielded a group of models, sets of suppositions and standards, theories, and clarifications that make up the adult learning information base. Self-coordinated learning proposes that adults can plan, direct, and assess their very own learning. Self-learning is the objective of grown-up training underlining self-sufficiency and individual opportunity in learning. Even though it is proverbial to adult learning, there are questions about the degree to which self-coordinated learning, as opposed to guided self-learning is viable (Hoban et al., 2005; Norman, 1999). A limitation of the idea is the inability to consider the social setting of learning. It has likewise verifiably disregarded the value of different types of other strategies, for example, community-oriented or collaborative learning. Roughly 70% of adult learning is self-coordinated (Cross, 1981), and around 90% of all adults lead something like one self-coordinated learning task a year (Tough, 1971). Self-directed learning (SDL) is a process through which learners learn without the help of others in arranging, doing, and assessing their learning encounters (Knowles, 1975). SDL is a casual procedure that fundamentally happens outside the classroom. Following are the suggestions for encouraging self-directed learning. The teacher can push the students to:

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

- Self-evaluate and decide learning objectives;
- Identify appropriate learning stage for a good learning experience;
- Use appropriate resources for language pedagogy (books, articles, content authorities) and skills (Internet search, lectures, online discussions) toward the learning achievement;
- Sign a contract that includes objectives, methods, and assessment details of learning;
- Develop leadership and self-assessment;
- Elevate thinking and freedom related to the learning, and reflect on what they have learnt in a specific time

Teaching strategies are techniques teachers use to assist students to end up as impartial, strategic and independent learners (Oxford, 1996). These strategies turn out to be learning strategies while college students independently pick the perfect ones and use them efficiently to perform tasks or meet desires. Effective teaching and learning strategies cut across grade levels and subject areas, and provide benefit and can accommodate a range of differences among the students (Chamot & O'Malley, 1993). Learning strategies can also enable students to become more independent, autonomous, lifelong learners (Allwright, 1990; Little, 1991). Teaching strategies that are especially effective in language learning include:

- **Cooperative learning** – helping each other in carrying out class activities
- **Group discussion**- engage learners in positive discussions to enhance their abilities to argue and present their viewpoint
- **Independent study**- make them self-reliant and suggest ways to carry out assigned tasks on their own
- **Portfolio development**- guide how to keep a record of their learning process
- **Problem-solving**- give the learners real-life social, political and economic issues to suggest solutions
- **Role-playing**- it is an idea to put learners in the others' shoes to help them reflect their views
- **Cognitive organisers**.- mapping their ideas is a good strategy before presenting to others

(Cohen, 1998, 2011; O'Malley & Chamot, 1990; Oxford, 1990b)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The principle of student-focused learning is its attention to the individual student (Simon, 1999). Simon (1999) likewise depicts that student-focused learning, in the school framework, can be in threat of concentrating totally on the individual student and does not consider the necessities of the entire class. Another risk that compromises student-focused instruction is the point at which an individual focuses and there is a danger of an individual's physical disconnection from other students (O'Neil & McMahon, 2005).

A further analysis regularly levelled against it is the conviction that students hold in connection with their learning. Students who have encountered more teacher-centred methodologies may dismiss the student-focused methodology as terrifying or beyond their understanding. Since the students under scrutiny are multilingual, it is basic to think about a couple of actualities about the applications of the job of their prior learned language. Opposite to the contrastive analysis hypothesis, L1 of a student is considered a deterrent by some researchers in learning the L2; on the other hand, it may be useful (Sarwade, 2010). So also, the specialist here contends that the L1 of the students helps them utilise their second language, all the more especially, at whatever point the learner discovers his insight into the L2 as lacking to adapt to the circumstance, they will fall back on the L1 for important material bringing about Code-Mixing, Code-Switching, Code-Borrowing and L1 Transfer. These strategies are Communicative Strategies (Fræch & Kasper, 1984).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.5.3 Learning Efficacy

Bandura's (1977) theory of motivation advocates self-efficacy, a trait that helps the individuals to take an interest in the activities that they think they can do and have the competence to perform well. Self-efficacy is the confidence of an individual to do the work up to a satisfactory level and achieve the desired results. Individuals with a high level of self-efficacy find their course of action and seldom rely on others to drive them. According to Bandura (1977), there are four sources of self-efficacy, namely language performance, use of various experiences, persuasion in social interaction and stable mental and bodily control of the learners in language learning.

Self-efficacy is an individually perceived capacity to perform a task (Bandura, 1977, 1997; Muddax, 2016). The term self-confidence also refers as self-efficacy but both are different. Self-efficacy is an ability to do a job, and an individual's confidence is more a perceptional view of self to produce results (Dornyei, 1994). "Self-confidence--the belief that one can produce results, accomplish goals or perform tasks competently--is an important dimension of self-concept, it appears to be akin to self-efficacy, but used in a more general sense" (Dornyei, 1994, p. 277).

Bandura' self-efficacy theory (Bandura, 1977) is central to social cognition that influences the behaviour and level of motivation; it further works as a framework to handle a given responsibility. The level of self-efficacy decides learner involvement in a given activity and when the learners have low self-efficacy, they take less interest in the task (Dörnyei, 1994; Schunk & Pajares, 2009). According to Bandura (1977),

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

"Persistence in activities that are subjectively threatening but relatively safe, produces through experiences of mastery, further enhancement of self-efficacy and corresponding reductions in defensive behaviour" (p. 191). An individual needs to be more persistent to achieve performance. Self-efficacy as a driver of behaviour has a strong influence in language teaching and learning (Mills, 2014; Raoofet al., 2012; Shi, 2016). Research has proven a positive relationship exists between self-efficacy and language learning (Csizér & Magid, 2014; Hsieh & Kang, 2010; Mills, 2014; Shi, 2016).

Ooyoung (2013) researched the Korean context in task-based learning and results show that a positive behaviour enhances self-efficacy. Busse and Walter (2013) discovered that German students show great interest in language learning classes in the United Kingdom when they are efficacious. Sardegna, Lee, and Kusey (2018) did a study in Korea on EFL learners and found self-efficacy results in a high level of cognition. Zabihi (2018) in Iran found the EFL students' performance in writing was affected by self-efficacy level and that self-efficacious learners were "more prone to write more complex, accurate and fluent narratives" (p. 48). Woodrow (2011) also found similar results as self-efficacy helps to reduce the anxiety level of the Chinese students.

Mills et al. (2006) found the French college students showing better performance in reading when they have a high sense of efficacy. Mills, Pajares, and Herron (2006) found that course grades results and self-efficacy level correlate among French college students. Hsieh and Kang (2010) and Hsieh and Schallert (2008) noted that students achievement is directly related to self-efficacy. Self-efficacy is useful in

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

developing the cognitive strategies of the learners (Schunk & Pajares, 2009). Alishah and Dolmaci (2013) did continuous assessments on second language learners and found self-efficacy effective. Zheng, Young, Brewer, and Wagner (2009) found that using virtual games in language teaching helps to boost language learners' self-efficacy. Mills (2014) found most of the past research has focused on developing a relationship of self-efficacy and the learning outcomes and more research using different aspects of learning can be useful in determining self-efficacy role in cognition development (Moreno, 2018).

2.5.4 Learning Motivation

Motivation is a key factor for second language securing. A standout among the most essential explanations behind the high achievement rate of youngsters' acquiring a native language is that the inspiration for children to gain primary language is solid. Acing and applying primary language is the fundamental living requirement for youngsters since the first language is the sole language for children to speak with others. In the Pakistani context, most second-language students are instrumentally motivated to learn the target language. As indicated by Gardner's refinement, most learners have instrumental inspiration toward the target language as an instrument, trusting that objective language can achieve a material advantage for them, for example, improving their social position and monetary salary. For most undergraduates, their fundamental motivation behind learning the unknown language is to get a degree or get a decent line of work.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Most students in the Pakistani context care less for whether they can speak the unknown dialect well. This disposition of learning an unknown dialect is the fundamental wellspring of the terrible impact of their learning language. Students with high inspiration welcome the language they learn and try to identify their ways of life with the target language. They trust themselves to be progressively similar to one individual from the target language society who has been acknowledged by the target language society. In comparison, 'integrated inspiration' is progressively useful to improve students' competence. In this way, in unknown language instructing, we ought to stress on developing students' integrated inspiration, helping them get an unmistakable comprehension of existing conditions and the prospect of socialising with different people around the world and pursue their profession or higher education wherever they want by developing English language competence.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Dornyei (2005) wrote that the idea of self-worth is identified with confidence and both offer a typical accentuation on the person's view of his or her capacities as an individual. Aside from the diverse meanings of confidence, Glenda and Anstey (1990) clarified that numerous terms, for example, self-assessment, vanity, self-examination, and self-assurance could be exchangeable. John and Srivastava (1999) related self-assurance to the Big Five identity measurement of extroversion, which, in addition to other things, reflected a lively concentration toward the social and material world, amiability, and positive emotionality. Glenda and Anstey (1990), Pierce et al. (1989), Brockner (1988) and Bandura (1982) referenced that a few components to build general drive needs some other factors. The most essential highlights are: 1) individual experience; positive attitude to confidence, while the negative encounters have the contrary impact and 2) social feedback from friends, parents and the

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

institution. According to Du (2009), the Krashen affective filter hypothesis works as the prime source in affecting language learner motivation.

The stimulus is an essential part of the teachers and the students in the classroom. What teachers and students think about themselves and how they evaluate their abilities play a role in learning (Brookover, Thomas, & Paterson, 1964; Rosenberg, Schoenbach, & Rosenberg, 1995). Self-drive is identical to self-image and refers to how fairly teachers and students believe in themselves (Bong & Skaalvik, 2003; Brookover et al., 1964). It is the job of the teachers to enhance the self-image of learners worldwide (Yeung, Craven, & Kaur, 2014).

A study by Navita (2016) showed a positive correlation between the students' ability to speak in the English language and their confidence. The results show that students with high motivation use more strategies to learn the language as compared to those with a low level of inspiration. Milivojevic (2014) also found that factors: motivation, self-efficacy, and fear are correlated. The learning outcomes of the students depend on the perceived levels of these factors. Naouel (2015) suggested that self-worth has a link to academic achievement.

Motivation illuminates why people select a particular objective, to what degree they will drive forwards in it and what effort they place, and what resources they will exploit (Dornyei, 2001). These three portions of motivation identify with objectives and the initiation and upkeep of learning effort. In second language acquisition different assorted language learning objectives have been proposed by

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Gardner (1985, 2006), Gardner and Lambert(1959), as well as Masgoret and Gardner (2003). Isolated instrumental objectives have a connection with the utilitarian advantages of speaking another language, from integrative objectives, which express students' longing to take in the language to finish up consolidated into the target language culture.

2.5.5 Learning Beliefs

People learn languages to pick up what is much of the time implied as 'symbolic capital' (Bourdieu, 1991) that relate them with the rest of the world. The major kind of expertise a speaker of a language needs is what Chomsky (1965) called 'language competence', which he described as the calculated mental depiction of the language inside the mind of a celebrated speaker of the language. Goals, regardless, are simply convincing partners if they advance toward getting to be recognised somewhat (Deci et al., 1999) an assumption, which is conveyed in Deci and Ryan's (1985) indispensable capability among characteristic and outward motivation. Noels et al. (2003) moreover recognised trademark language learning beliefs, which are related to conclusions of joy and enhancement experienced amid the strategy of language learning. Yet exceedingly convincing beliefs are insightful and empower students to focus on getting the hang of undertaking (Zimmerman, 2008), and apply their motivational effect through passionate energy.

Self-efficacy beliefs (Bandura, 1986) express one's points of view concerning whether one is capable of carrying out the undertaken tasks (Bong & Skaalvik, 2003).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Motivational System Theory proposed by Dornyei (2005) argues that the major primary driving force of language learning is just the students' future picture. His model of motivation contains two self-related parts: 'Perfect L2 self and ought-to L2 self'. In this model, Ideal L2 Self is one's ideal mental self-picture conveying the longing to finish an apt L2 speaker. The Ought-to L2 Self contains "attributes that one trusts one ought to have (for instance extraordinary commitments, responsibilities, or obligations) to keep up a key separation from possible negative outcomes" (Dörnyei, 2005, p. 106) related with not having the ability to talk in the L2 being targeted.

Cook (1983, 2002) drew a refinement between two sorts of beliefs -- outside and inward. External belief concerns using the second language outside the classroom, paying little heed to local speakers or individual L2 speakers. Internal belief relates to the students' interior life as individuals rather than their social connections. Through getting a second language, they may think differently, approach language in an unforeseen way, or be better occupants: the minds of L2 speakers are not exactly equivalent to monolingual local speakers in various aspects. In the 21st century English has transformed into an overall language filling in as a most generally utilised language in a globalised world (Jenkins, 2007; Seidlhofer, 2005) and learners need to reconsider their beliefs about learning it.

2.5.6 Learning Attitude

Another factor influencing individuals' achievement in second language learning is the appreciation of language by the learning audience. Language frames of mind are

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

not only attitudes toward language; they additionally reflect attitudes toward specific groups or different things related to the language, for example, public policy (Fasold, 1984). Chambers (1999) noticed that language students enter "the learning circumstance with positive or negative dispositions got from the general public in which they live" (p. 44), and Young (1990) took note of a connection between students' confidence and the regard concurred by society to the language they are learning. Attitude to a language can be advanced through different operators, including instructors, friends, family, and the media. Learners' attitude toward the L2 may fluctuate; moulded by the frame of mind they encompass. Along these lines, dispositions change through things such as government arrangements, media crusades, and changes in intergroup relations. Language dispositions are frequently part of more extensive language philosophies, profound situated convictions about the intrinsic estimation of various languages and their utilisation in various settings. At whatever point individuals use the language they are somehow influenced by attitudes, their convictions about language, and these convictions entwine with the political and monetary interests of the social groups to which they belong (Schieffelin et al., 1996).

The impacts of language philosophies depend on the scope of settings. Pomerantz (2006) has noticed how in the US belief systems about Spanish as an outside language circled through strategy reports and the media. This influences the educating and learning of Spanish in schools and colleges; Bolton (2003) has depicted how language strategies and prevalent talks around English in Hong Kong take part in a 'convention of grievance' that depicts learners as lacking and envisions 'decays' in capability where they do not exist. Among the inescapable philosophies about

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

language is what Milroy and Milroy (1985) call the ‘standard language philosophy’, a lot of convictions around the presence and assumed prevalence of the “standard variety” of a language, the craving to regulate the 'immaculateness' of this variety, and the orderly denigration of the individuals who do not speak it. The impact of such a philosophy is regularly to minimise the individuals who talk or learn distinctive varieties, notwithstanding when those varieties are satisfactory for communication. ‘Senti psychological frenzies’ and activities in ‘verbal cleanliness’ (Cameron, 1995) related to this belief system can be a hindrance to fruitful L2 learning. In the Welsh setting, social changes, and revitalisation endeavours have made their settings for language use, where language practices and belief systems are unavoidably developing. Robert (2009, 2011) has noticed that what comprises ‘standard’ Welsh is as yet being argued in scholastic circles, and how these discussions are spoken to infamous and political talk around Welsh is probably going to affect dispositions toward less “standard” varieties and their speakers (see likewise Williams, 1987).

According to Fishbein and Ajzen’s (1975) theory of planned behaviour, the performance of an individual is a collective of intention and perceived behaviour control. People may have a wide range of beliefs but they cannot use all those in any given situation simultaneously (Miller, 1956). The theory of planned behaviour provides a good framework for dealing with the complex nature of the behaviour. This theory has been widely used in the business context and can be effective in the education context to understand and implement the intervention. The main aspects of this framework are; perception, will, behaviour and emotions. Attitude comes out of perceived thought, will, beliefs, and emotion. Teachers can use these beliefs to activate the learning process and achieve the goals in the pedagogy of English.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.6 Theoretical Model and Hypotheses Relationship Development

This part of the study is focused on developing the research framework related to communicative competence (learners' ability to use language) development. The first part elaborates on the theoretical structure of the study. The second part highlights the relationship between exogenous and endogenous variables. The last part focuses on the research hypotheses model formation followed by the chapter summary.

2.6.1 Development of Theoretical Model

According to Robinson (2005), there are two different theories of language learning process; transition and property theories. Transition theory tries to establish a bond between cognitive skills and involves the process of transferring language knowledge from one mind to another. The property theory explains the characteristic of knowledge from one mind to a second. Learners' differences play an important role in second language learning; Snow (cited in Robinson, 2005) proposed an inter-actionist approach toward individual differences; learner, the context of learning, cognition and learning outcomes. Olivares-Cuhat (2010) found cognitive factors (language aptitude, learning strategies); affective factors (attitudes, motivation, and anxiety); meta-cognitive factors and the demographic factors influence second language learning. The variables, which explain the predicting ability in language learning include: attention, persistence, concentration, affect, and learning strategies (Ainley et al., 2002; Krapp et al., 1992; Pekrun, 1992; Stevens & Olivarez, 2005).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

This study has predicting factors of communicative competence development based on the cognitive, affective and demographics. Communicative competence has two main strands; knowledge of the language and ability to use this knowledge. These two areas in Chomsky's views are 'competence and performance' and in the Hymes definition 'knowledge and the ability to use'. Communicative competence was later summed up as 'Knowledge and skills' in the theoretical framework proposed by Canale and Swain (1983). In this study, communicative competence is an ability to use knowledge of the language assessed as a dependent variable. Styles, strategies, efficacy, motivation, beliefs, and attitude are regarded as independent variables.

The literature review has shown that these independent variables influence second language learning and could enhance and hinder the students' communicative competence development. The main aim of the study is to investigate the influence of language learning practices on communicative competence (as the skill or ability) development using Structural Equation Modelling (SEM) approach. The following Figure 2.1 shows the theoretical model proposed in this study. There are seven observed variables namely: learning styles, learning strategies, learning efficacy, learning motivation, learning beliefs, learning attitude and communicative competence. There are three exogenous and four endogenous variables. All of the variables were included following an extensive literature review. Figure 2.1 represents the proposed theoretical model.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

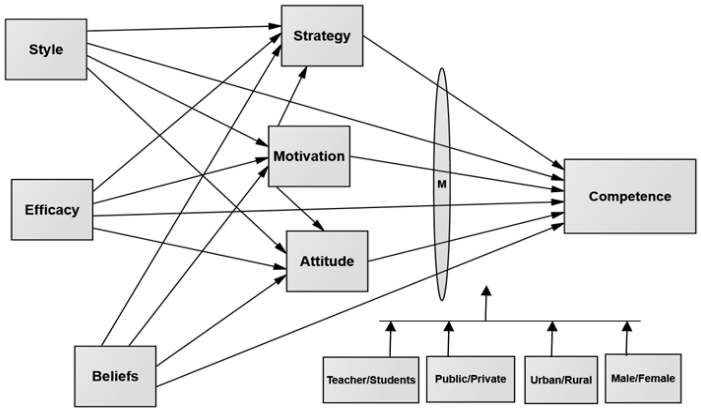


Figure 2.1 The Proposed Theoretical Model in the Study.

Affective variables; attitude, beliefs, efficacy, motivation and anxiety have widely been found in most of the studies in second language learning. Dörnyei (1994) found the affective variables the decisive one. Gardner (1985) proposed a social educational model of second language learning and it is one of the common models used in the research in second language acquisition (Cochran et al., 2010; Robinson, 2005). It has variables based on the attitude and motivation relationship. Motivation and attitude in language learning correlate, and motivation predicts .35 of language learning (Masgoret & Gardner, 2003). Other variables such as strategies and styles also predict language learning.

Motivation concept has many dimensions and no one theory can encompass it completely (Dörnyei, 1994, 1998a, 2001a, 2001b; Oxford & Shearin, 1996; Skehan, 1991). According to Gardner (1985) motivation is “the extent to which [the] individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (p. 10). According to Gardner(1985), the elements that important to learn a foreign language are: ‘motivational intensity, a desire to learn, and attitudes towards learning’.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

a) The Socio-Educational Model of Gardner

Gardner's theory has its base in integrative motive, socio-education model and (AMTB) Attitude /Motivation Test Battery (Dörnyei, 1998a; Gardner, 2005; Gardner & Lambert, 1972). Integrative motives include attitude, interest in second language and intensity.

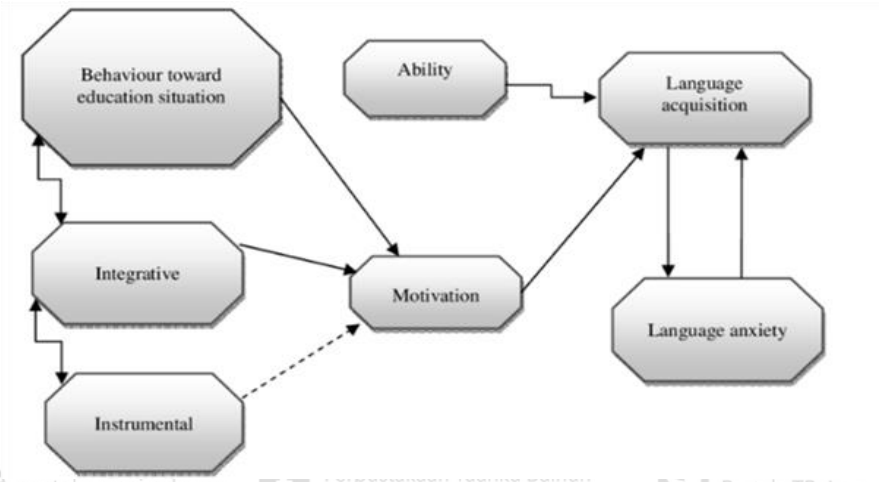


Figure 2.2. Gardner's (2005) Socio-education model

According to Dörnyei (2001a, 2001b), intelligence, aptitude, strategies, attitudes, motivation, and anxiety have effects on second language learning. Figure 2.2 is the original model of Gardner, which is adapted in this study to propose a theoretical model.

Considering the importance of the proposed model of Gardner, the researchers Crookes and Schmidt (1991), Oxford and Shearin (1996), and Skehan (1991) believe there should be other concepts related to learning the second language. Dörnyei (1994) proposed another framework based on three levels; "the language level, the learner level, and the learning situation level". Toward developing a more pragmatic

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

method, Tremblay and Gardner (1995) extended Gardner's social-psychological construct with expectancy-value and goal theories (Dörnyei & Skehan, 2003). Their model has factors such as language attitudes, goal, valence, efficacy, and behaviour (Dörnyei, 2001b). Based on the review of the literature motivation is a multi-faceted concept in language learning and has many aspects. The researcher has proposed a model based on the six factors similar to Gardner's socio-educational model (1985, 2001, 2004, 2006, 2007). Motivation is one of the most important factors in second language acquisition (Sharma, 2015; Sun, 2010). Motivation includes attitude, desire, and effort in language learning (Gardner, 2005). The proposed theoretical model in this study has six factors; styles, strategy, efficacy, beliefs, attitude and motivation as predictors of communicative competence

The next paragraphs in the study present the evidence from the past literature to establish the relationship of the factors under investigation as a predictor of communicative competence development in this study.

2.6.2 Relationship between Learning Styles and Endogenous Variables

This study hypothesised that there is a positive relationship between learning styles with strategies, competence, motivation, and beliefs.

Hypothesis 1:

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

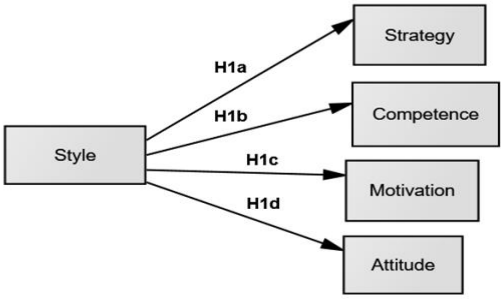


*Figure 2.3.*The hypotheses related to style.

2.6.2.1 H1a Learning Styles and Strategy

Individual factors in second language learning have been regarded significant and most researchers have focused on this area. According to O'Malley and Chamot (1990), "Differences between more effective learners and less effective learners were found in the number and range of strategies used". There is a relationship between learning preferences and language achievement (Green & Oxford, 1995; Oxford & Burry-Stock, 1995). Oxford (1990b) finds that "...specific actions were taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 8). She further emphasised that "...learning strategies are important for language learning because they are tools for active, self-directed involvement" (p. 1). Past research has proven that the active learner has more strategies to be successful as compared to the low achievers in language learning (Bialystok, 1981; Chamot & Küpper, 1989; Oxford & Nyikos, 1989; Park, 1997; Peacock, 2001). Success in second language learning is attributed to learning styles (Oxford, 1993; Oxford &Anderson, 1995; Oxford, Holloway, & Murillo, 1992; Reid, 1987, 1995, 1998) and there is the correlation between styles and

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

strategies in second language learning (Carson & Longhini, 2002; Ehrman, Leaver, &Oxford, 2003; Ehrman & Oxford, 1990; Ely, 1986; Oxford, 1990b, 2001, 2003).

Language learning styles are "an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills" (Kinsella, 1995, p. 171). Willing (1994) put the learning styles into communicative, analytical, authority-oriented, and concrete categories.

- Communicative: These learners were defined by the following learning strategies: they like to learn by watching, listening to native speakers, talking to friends in English, watching television in English, using English out of class, learning new words by hearing them, and learning by conversation
- Analytical: These learners like studying grammar, studying English books and newspapers, studying alone, finding their own mistakes, and working on problems set by the teacher
- Authority-oriented: These learners prefer the teacher to explain everything, having their textbook, writing everything in a notebook, studying grammar, learning by reading, and learning new words by seeing them
- Concrete: These learners tend to like games, pictures, films, videos, using cassettes, talking in pairs, and practising English outside class

Learning strategies are the processes related to psychological and communicative areas used by the learners to master the second language (Chamot, 2005). According to Weinstein and Mayer (1986), the learning strategies "affect the learner's motivational or affective state, or how the learner selects, acquires,

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

organizes, or integrates new knowledge" (p. 315). Strategies play a key role in making the learners responsible for their learning. They are "learners' proactive contribution to enhancing the effectiveness of their learning" (Dörnyei, 2005, p. 166) and this helps the learners to know 'how and what to learn'. Oxford (1990a) has defined strategies as direct and indirect. The direct strategies include the use of memory, analysis, reason, and guessing. Indirect strategies are related to evaluation and cooperation with other speakers of the language.

2.6.2.2 H1b Learning styles and language competence

Styles are ways or approaches the learners use to learn the second language. Language learning styles and strategies are the choices the learners make to overcome the problems and complete the learning objectives (Cohen, 2011; Oxford, 2003). According to Nunan (1999), knowledge of strategies helps create awareness related to the learning process and accomplish learning goals. Li and Qin (2006) conducted a study at the tertiary level in China and results show that styles influence learning strategies and language learning outcomes.

Magogwe and Oliver (2007) also studied students in Botswana and results obtained show that good learners use a variety of strategies and compare well to slow learners. Choice of the preferences is influenced by ethnic background (Oxford, 1989a), and learners choice is influenced by the context and learning setting (Wharton, 2000). Hong-Nam and Leavell (2006) have explained that students prefer metacognitive strategies. Xuan (2005) found the Chinese students were applying

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

average strategies. Peacock and Ho (2003) obtained similar findings in the language-learning context in Hong Kong.

Students' preferences in language learning are based on their differences (Ehrman, Leaver, & Oxford, 2003; Skehan, 1991) and learning contexts (Garcia, 2014). Learning strategies are influenced by the learners' styles in language learning (Oxford, 1996; Oxford & Nyikos, 1989). Learning styles have a positive relationship with learning strategies (Carrell, 1988) and both affect language learning (Skehan, 1991).

2.6.2.3 H1c Style and Motivation

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The last few years have seen a shift from methodology to learners in improving language education. In success or failure of language learning, the learning method is no more given importance (Richard & Rodger, 2001). In second language teaching, more focus is on top-down skills and students need some extra help to overcome this issue (Adams & Bruce, 1980). Learning styles are the most important factors in language learning. To facilitate the learners, the teachers should better know the students (McCarthy, 1991). Learning styles and preferences, past experiences, attitudes, personalities and the way they look at life all are different. Keffe (1979) has defined styles as "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (p. 4).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Self-efficacy, social conditions, attributions, and classroom factors help to assess language learning (Pintrich & Schunk, 1996). Various studies (Clement, Dornyei,& Nocls, 1994; Olshatin et al.,1990; Pintrich et al.,1994; Wigzell &Al-Ansari, 1993) found styles, attitudes; assessment, materials, group work, and context influence the achievement and motivation in language learning.

A correlation exists between motivation and L2 learning. According to Dornyei (1998a), "motivation provides the primary impetus to initiate learning a foreign language and later the driving force to sustain the long and often tedious learning process"(p. 117). Second language success is due to the combination of cognitive, affective, demographic, personal attributes and motivation (Brown, 2000; Carrel et al., 1996), and individual personality is more important than others (Carrell et al., 1996). Reid (1995) has defined learning styles as cognitive, sensory and personality learning styles.

Cognitive styles are further divided into analytic/global, field-independent/dependent, reflective/impulsive. The sensory styles are; visual, tactile, auditory, group, individual, and kinesthetic. Studies by Homayooni and Abdollahi (2003) and Abdollahpour et al. (2005) show a positive correlation between style and language learning motivation; however, the Shams and Emamipour (2003) study in Iran found no relationship.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.6.2.4 H1d Style and Attitude

According to Oxford (2005), styles and strategies are the main factors determining language learning; and learning styles influence the learning strategies (Li & Qin, 2005). Oxford (1989a) asserts, "Less research has been dedicated to the relationship between learning strategy use and learning style" (p. 241). Abu-Shmais (2003) in Palestine showed the Arab students are average strategy users. The Riazi and Rahimi (2005) findings were similar to that of Abu-Shmais. The Nosratinia et al. (2014) study in Iran also showed that learning styles and strategies have a significant positive relationship. Developing an approach to link the styles and helping the learners to sustain interest in the learning process has become an important topic in recent years in language learning.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

According to Peter et al. (2009), three main language learning schools of thought exist; behaviourism, cognitivism and constructivism. To behaviourism, the mind is a black box which responses to stimuli (Skinner, 1974). To cognitivism, this box is utilised to process and understand the learning. In the constructivism approach (Dewey 1966; Piaget 1973) the learners build their knowledge by interacting with their environment. The learning styles should have a match with teaching (Reid, 1987; Too, 2009; Zhenhui, 2001). Teachers need to be aware of the learners' need, ability, capacity, and styles to have effective classroom teaching. However, all people have almost the same biological needs and share similar social characteristics but they may differ in attitude to learning.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.6.3. Relationship between Learning Efficacy and endogenous variables

This study hypothesised that there is a positive relationship between learning efficacy with belief, strategy, motivation, competence, and attitude.

Hypothesis 2:

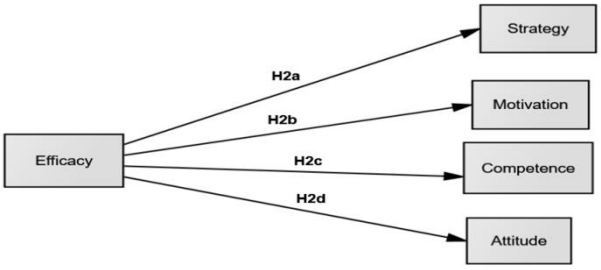


Figure 2.4. The Hypotheses related to Efficacy.

05-4506 bupsi

2.6.3.1 H2a Efficacy and Strategy

According to Bandura (1994), self-efficacy is a belief in one's ability to organise, act, and manage a situation. Self-efficacy focuses on the learners' skills to perform the tasks and does not relate to the process or even outcomes of the tasks (Bandura, 1997, 1982; Pajares, 2007). Previous studies (by Bandura, 1986; Zimmerman, Bandura, & Martinez-Pons, 1992) have shown efficacy as an effective predictor in language learning.

Efficacy is the learners' belief in their ability to learn the language and complete the tasks related to learning. According to Pajares and Valiante (1997, p.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

353) efficacy is "the belief that students develop about their academic capabilities help determine what they do with the knowledge and skills they possess".

Studies show that students while struggling in learning use various strategies to motivate themselves according to the learning context and situation (Bandura, 1986; Garcia, 1995; Pintrich, 2000; Pintrich & Schunk, 1996). Attitude and efficacy are among the main factors of language learning (e.g., Gardner & Lambert, 1972; Gottfried, 2009; Masgoret &Gardner, 2003; Ryan & Deci, 2009). Any course of learning that does not offer interest or enjoyment to the learner would lower the chances of success. Bartley (1970) found a relationship between attitude and failure of the students in language programmes. Gardner and Lambert (1959) emphasised that the attitude factor is more significant than aptitude in second language learning. In recent studies, learners' interest in language learning related to good academic results and had relevance with learning contexts, self-efficacy, and drop out from the courses (Gottfried, 2009; Ryan & Deci, 2009).

2.6.3.2 H2b Efficacy and Motivation

Bandura and Schunk (1981, p. 31) noted that "people's judgment of their capabilities to organize and execute courses of action required attaining designated types of performances". When learners feel they are competent to perform a certain task they put more efforts (Ching, 2002; Jackson, 2002; Margolis & McCabe, 2003; Pajares, 1996). Researchers have a common belief that self-efficacy promotes language

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

learning goals and enhances motivation (Bandura, 1993; Linnenbrink & Pintrich, 2003; Pajares & Vakliante 1997; Yang, 1999).

Cain and Dweck (1995) showed the positive relationship between motivation and self-efficacy. The Zimmerman and Kitsantas (1997) study also support that self-efficacy increases learner motivation (cited in Bong & Clark, 1999, p. 151). Pintrich and De Groot (1990) in their study also proved the correlation between efficacy and motivation.

Self-efficacy is a strong measurement construct to predict learner behaviour as a motivational factor in education and psychology fields (Graham &Weiner, 1996). Many studies proved that self-efficacy is relevant to organising learning and overcoming problems (Bandura, 1986; Gist & Mitchell, 1992; Hysong & Quinones, 1997; Prussia, Anderson, & Manz, 1998; Stajkovic & Luthans, 1998). Self-efficacy promotes the learner motivation to enhance language learning (Bandura, 1997; Pietsch et al., 2003; Schunk, 1991; Schunk & Zimmerman, 1994). Efficacy cannot produce any results if students are not motivated. Any achievement in language learning is accomplished through effort and will (McCombs & Marzano, 1990).

2.6.3.3 H2c Efficacy and Competence

Pajares (2000) emphasised the relationship between self-efficacy and language learning achievement. He finds self-efficacy a positive construct of learner behaviour in language learning. Individual differences such as traits, styles, age, motivation,

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

aptitude, strategies, and beliefs have a considerable contribution to language learning. Many studies have shown these variables play a role in language learning achievement (Dornyei, 2005; Dornyei & Skehan, 2003). Self-efficacy according to Bandura (1977) refers to "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance" (p. 11).

The only aim of learning is not imparting the knowledge; it also affects motivation and develops the learners' attitude. Past studies have shown that learning goals influence learner reactions to learning tasks (Lamb, 2004).

2.6.3.4 H2d Efficacy and Attitude

05-4506832 pustaka.upsi.edu.my Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

"Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behaviour. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the actions will have a positive attitude towards the behaviour" (Soleimani & Hanafi, 2013, p. 38).

Attitude is among the main factors of language learning (e.g., Gardner & Lambert, 1972; Gottfried, 2009; Masgoret & Gardner, 2003; Ryan & Deci, 2009). If any course of learning is not interesting or enjoyable to the learners it reduces their chance of success in that. Bartley (1970) found a relationship between attitude and student failure in language programmes. Gardner and Lambert (1959) emphasised that the attitude factor is more significant than aptitude in second language learning.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

In recent studies, learner interest in language learning related to good academic results and also has relevance with learning contexts, self-esteem and drop out from the courses (Gottfried, 2009; Ryan & Deci, 2009). According to Bandura (1994), self-efficacy is a belief in one's ability to organise, act and manage a situation. As previously mentioned self-efficacy focuses on the learners' skills to perform the tasks and does not relate to the process or even outcomes of the tasks (Bandura, 1997, 1982; Pajares, 2007). Previous studies (by Bandura, 1986; Zimmerman, Bandura, & Martinez-Pons, 1992) have shown efficacy as an effective predictor in language learning.

2.6.4 Relationship between Learning Beliefs and Endogenous Variables

05-4506 bupsi

This study hypothesised that a positive relationship exists between beliefs and learning attitude, competence, motivation and strategy.

Hypothesis 3:

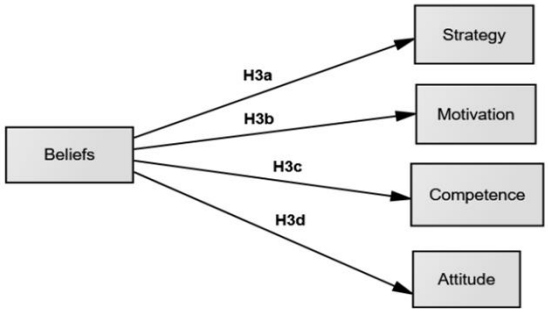


Figure 2.5. The Hypotheses related to Beliefs.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.6.4.1 H3a: Belief Relationship with Strategy

Learning strategies are part of cognitive, affective, and metacognitive elements and these are the important parts of a learner's belief system. Learner strategies provide important knowledge about the learners' behaviour toward the target language and success (Horwitz, 2013, 1988; Oxford, 2013, 1990; Wenden, 1998, 1991). Past studies support correlations between beliefs and strategy (Chang & Shen, 2010; Li, 2010).

According to Huddleston and Pullum (2002), as previously noted, belief is a stative verb related to cognition and it shows a mental picture or attitude based on emotions and sensations. The concept of belief is a bit complicated and it is only possible to define in an educational framework with relation to certain tasks and activities in language learning.

According to Barcelos (2000), "beliefs may present obstacles for reflective inquiry, they may also trigger reflection" (p. 36); the relationship of belief in language learning is reciprocal. Wenden (1998) has put beliefs as part of metacognition; 'beliefs and knowledge about learning' with the term "metacognitive knowledge" (p. 515). Metacognitive knowledge is a 'person knowledge', 'task knowledge' and 'strategic knowledge'. It is concluded that beliefs in students are relevant to learning processes, about themselves as learners, nature of a learned subject and ways of overcoming blocks in the learning process.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

According to Horwitz (1988), "If beliefs about language learning are prevalent in the culture-at-large, then foreign language teachers must consider that students bring these beliefs with them into the classroom" (p. 283). According to Weinstein and Mayer (1983), strategies are "behaviours and thoughts in which a learner engages and which are intended to influence the learner's encoding process" (p. 3). Oxford (1990a) defined strategies as "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information" (p. 8).

The strategies in language learning are "learning skills, learning-to-learn skills, thinking skills, and problem-solving skills" (Oxford, 1990b, p. 2). There is a positive correlation between beliefs and language learning strategies (Li, 2010; Horwitz, 1987, 1988; Wenden, 1987). A study by Saeb and Zamani (2013) found no strong relationship. Several factors are responsible in the language learning process; personal, contextual, reflection on the learning process, learner skill level, knowledge, and attitude toward second language learning. Many scholars in language learning achievement (Cross, 1981; Jarvis, 2003; 1987; McClusky, 1963; Knowles, 1990; Knox, 1986; Mezirow, 1991) have addressed the connection between belief and affecting factors.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.6.4.2 H3b: Belief Relationship with Motivation

Motivation means to move on and not give up (Pintrich, 2003). Motivational theories answer the questions "what gets individuals moving" to accomplish the activities and the tasks assigned (Pintrich & Schunk, 2002). In L2 studies, "motivation provides the

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

primary impetus to initiate learning in the L2 and later the driving force to sustain the long and often tedious learning process" (Dörnyei, 2005, p. 65). Research on goal orientation has shown that two things related to a goal and orientation: a learning goal where the student focuses on mastering and learning the material, and a performance or skills orientation where the student focuses on demonstration. Skills and abilities are compared to other students. These two target orientations are named differently, including task orientation, control or learning, and achievement, skill and self-orientation (Ames, 1992; Anderman & Maehr, 1994; Dweck & Leggett, 1988; Nicholls, 1984; Pintrich &Schunk, 1996; Urdan & Maehr, 1995) with some subtle theoretical differences related to the different names, but the basic construction is similar in these models. In general, these models assume that the objective orientation of learning positively linked to a series of motivational and cognitive adaptive processes, which should lead to positive performance results, while the objective orientation of performance or skills linked to negative motivation and ill-fitting cognitive processes with negative results.

2.6.4.3 H3c: Belief Relationship with Competence

According to Barcelos (2003), a lot of work has focused on learner beliefs in language learning. These beliefs in language learning refer to "beliefs about the nature of language and language learning" (Barcelos, 2003, p. 8). In language learning beliefs "have direct relevance to the understanding of student expectations of, commitment to, success in, and satisfaction with their language classes" (Horwitz, 1988).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Strategies, motivation, and learner attitude could be consistent or inconsistent with their beliefs (Wenden, 1986). There are five main areas of beliefs in language learning (Barcelos, 2003):

- Language learning difficulty
- Natural aptitude for foreign language learning,
- Process of language learning; "what it means to learn a language and how to go about it" (Horwitz, 1999, p. 565)
- Pronunciation
- Learning motivation and goals (Horwitz, 1988, 1999)

Thus, it is evident that beliefs play a significant role in language learning and have a direct and indirect relationship with the language learning process. The belief system affects learners' language competence (Horwitz, 1988).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.6.4.4 H3d: Belief Relationship with Attitude

According to Smith (1971), an attitude is a set of beliefs that revolves around a situation or task and this can predict liking or dislike toward that task or situation. Attitude could change through teaching, and this way learners' disposition towards foreign language learning is driven positively by the teachers through neutralising the pre-perceived beliefs of the learners toward the target language. No one is born with love or enmity toward anything; these attitudes are taught or learnt while living and acting in society. Students who come to the class with more resilience and flexibility perform better by adjusting their attitudes. Student attitudes related to the situation of

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

learning can be generalised to what they feel about the teacher, syllabus, material, and learning activities. Researchers have a common agreement that students with positive attitude perform better in language classes (Bain et al., 2010; Kuhlemeier et al., 1997; Mantle-Bromley, 1995).

2.6.5 Relationship between Motivation and Endogenous Variables

This study hypothesised that motivation has a positive relationship with learning strategies, competence, and attitude.

Hypothesis 4:

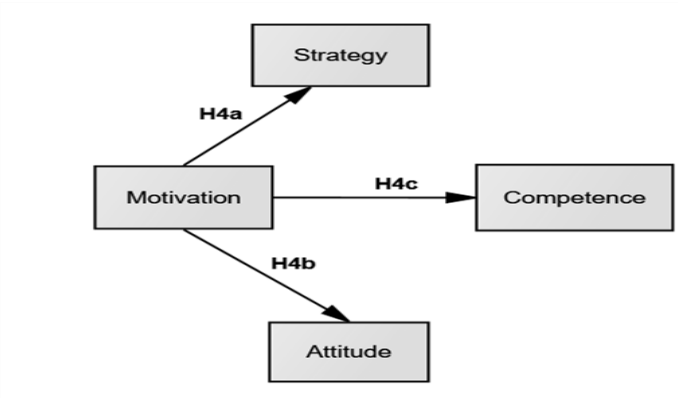


Figure 2.6. The Hypotheses related to Motivation.

2.6.5.1 H4a Motivation and Strategy

According to Oxford (1989a), the learners' "behaviours are actions, which they use to make language learning more successful, self-directed, and enjoyable" (p. 235).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Learning strategies are significant for successful language learning, and make learners responsible for "enhancing learner autonomy, independence, and self-direction" (Oxford & Nyikos, 1989, p. 291). Oxford (1990a) gave "the most comprehensive classification of learning strategies to date" (Ellis 1994, p. 539). She made two classifications; direct (memory, cognitive and compensation) and indirect strategies (metacognitive, affective and social).

Researchers (Naiman et al., 1978; Rubin 1975) focused on investigating what strategies have been used by the good and weak learners. Recent studies have focused on how strategy choice varies based on gender (Aliakbari & Hayatzadeh, 2008; Al-Otaibi, 2004; Khamkhien, 2010; Salem, 2006), language competence (Hong-Nam & Leavell, 2006; Tuncer, 2009; Yilmaz, 2010), learning culture, styles (Rahimi, Riazi, & Saif, 2008), language learning beliefs (Yin 2008), and motivation (Oxford & Nyikos, 1989; Oxford, Park-Oh, Ito,& Sumrall 1993; Rahimi et al., 2008).

Gardner (1985) defined motivation as"the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p. 10). Learner's motivation decides "the extent of active, personal involvement in L2 learning" (Oxford & Shearin, 1994, p. 12). It facilitates "the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process" (Dörnyei, 1998b, p. 117).

Role of learning strategies is important in second language learning as investigated by many researchers (Lai, 2009; Li & Chun, 2012; Macaro, 2001). Learners required a variety of strategies to keep themselves motivated in language

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

learning (Marsh et al., 2006). They cannot improve their language learning through mere strategies; instead, they need to use motivational strategies to accomplish their learning. Motivational power helps the learners to meet their learning needs (Yates, 2004). Azrien and Adnan (2006) study suggested a positive correlation between strategies and motivation.

2.6.5.2 H4b Motivation and Attitude

It is widely accepted by researchers that a positive correlation exists between motivation and attitude toward language learning. Lambert (1974) in his model highlighted that success in the second language depends on attitude, motivation, and ethnic beliefs. Woolfolk (1998) has described motivation as an integral part that guides behaviour. Gardner (1985) believed it is a desire or satisfaction of the learners that they want to acquire in the language learning process and three elements are important in language learning; level of motivation, learning desire, and learning attitude to the target language.

Ditual (2012) believed that most of the learners with a positive attitude are found highly motivated. Ditual suggested that learners with a positive attitude toward the English language have high motivation and external variables do not affect their learning. According to Al-Hazemi (2000), learners with positive attitude achieve high competence in language learning. Their integrative motivation is closely associated with their will and desire (Engin, 2009). Moiinvaziri (2009) on the other hand

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

believes that both intrinsic and extrinsic motivations are important for successful language learning.

Oxford and Shearin (1994) found that motivation directly affects the learners' attitude, their interaction and performance in language learning. When students have a positive attitude toward the language they explore more to learn about the language and become creative. Active learner involvement in the language learning process enhances motivation and success (Krashen, 1976). Learners' consistency in language learning is important to sustain their motivation and attitude (Pintrich & Schunk, 1996). It is the learners' job to be strong and confident to gain success in second language learning (Zhu, 2002). Self-belief is the base of learning once students have enough confidence in themselves that they can achieve high in the second language (Yang et al., 2009). According to Titone (1990), attitude is linked with motivation in L2 learning and learners should remember attitude is not born but it is learned and developed over a period.

2.6.5.3 H4C Motivation and Competence:

Motivation is an important factor in success or failure of language learning as this factor can directly influence the learners' will, beliefs and consistency in learning. Motivation predicts learners' confidence and ability to overcome language-learning difficulties (Qin, 2003). In language learning, motivation plays a pivotal role in setting the direction, selection, and continuation of the learning (Williams & Burden, 2000). According to Gardner and Lambert (1972), motivation shows the interest of

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

the learners when they try to use the language with other speakers of the same language. It helps the learners identify themselves with a group and become active members of that group.

Deci and Ryan (1985) following the ideas of Gardner and Lambert, proposed the theory of motivation based on intrinsic and extrinsic motivation. According to Deci and Ryan learners with intrinsic motivation perform better in language learning as compared to those with extrinsic motivation. Learner success in language learning relies on motivation level (Xie, 2003). Motivation is intervened with language learning outcomes and learners with high motivation find more success in language learning as argued by McNamara (1993). Motivation factor in language learning success has widely been embraced by the teachers and students in second language learning (Dornyei, 1994). The relationship of motivation and language learning competence has been established at all levels of language teaching and learning (Ba-Udhan, 1980; Gardner, 1985, 2000; Gardner, Day, & MacIntyre, 1992; Gardner & Lambert, 1972; Gardner & MacIntyre, 1991, 1993; Gardner, Tremblay, & Masgoret, 1997; Kong, 2009; Mao, 2011; Masgoret & Gardner, 2003). Motivation not only provides energy for language learning but also helps learners to gain courage and will (Mao, 2011). It helps learners to build an environment of learning, set goals, and train attitude to acquire the target language (Pintrich & Schunk, 2002). Learners with high motivation put more efforts and achieve better scores as compared to those less motivated (Dornyei & Schmidt, 2010). Motivation plays a positive role in language learning. All the theorists have acknowledged the role of motivation in language learning and this role cannot be exaggerated.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.6.6 Relationship between Strategies and Communicative Competence

This study hypothesised that there is a positive relationship between learning strategies and Communicative Competence.

Hypothesis 5:

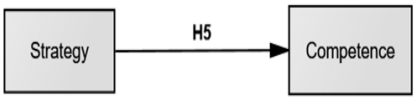


Figure 2.7. The hypothesis related to Strategy.

Strategies play an important role in second language learning. Much research in the past focused on the various strategies learners used (Stern, 1975; Wenden, 1987). There came a shift in the investigations and researchers started to explore the relationship between strategies and language competence (Green & Oxford, 1995; Oxford & Ehrman, 1995). Learners with high second language proficiency tend to use a variety of strategies. A study by Green and Oxford (1995) on university students in Puerto Rico showed that students good in the second language use more strategies. High competence in language relates to more strategy use (Bruen, 2001). Griffiths (2003) also reported similar findings. Various variables, namely age, gender, efficacy, motivation, and teaching methods affect second language learning. According to Oxford (2005), styles and strategies are among the main factors in acquiring the second language.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.6.7 Relationship between Attitude and Communicative Competence

This study hypothesised that there is a positive relationship between learning attitude and communicative competence.

Hypothesis 6:

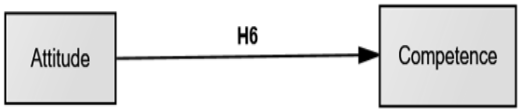


Figure 2.8. The hypothesis related to Attitude.

Learning attitude affects language learning. Learner psychological preparation for English language acquisition is important. Learner motivation comes through attitude and motivation is a set of learner beliefs, which develop over a period in the social and cultural context of language teaching and learning.

05-4506 bupsi

According to Mantle-Bromley (1995), learners' attitude is a central element in second language acquisition. The role of attitude becomes clear given that learners only try to speak in the target language when they like it or have a positive attitude toward it. A strong bond exists between attitude and language learning as interest, beliefs and learners' values all stem from this. Affective factors are more dominant than the cognitive factors in language learning (Sheorey, 2006). This way teacher can make the best progress by changing the learner attitude toward language learning. Attitude development is associated with early upbringing by parents and interaction with peers and people in the surroundings who play an important role in shaping it (Bain et al., 2010). Learners are human beings and have a certain liking and disliking

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

toward learning activities so teachers should consider this factor while planning their lessons in language teaching. When learners welcome the learning tasks and take interest in learning, they learn effectively.

According to Kuhlemeier et al. (1997), attitude functions as an internal, part of learners, and is only visible through actions so teachers should be careful to develop it positively. Teachers' various roles, from knowledge dispenser to facilitator, counsellor, and as a resource, demand flexibility (Bain et al., 2010). Teachers should be tolerant of mistakes and help learners to be positive in the class while learning the second language. Bidin (2009) at University of Technology Mara, Malaysia found a positive correlation between attitude and language learning outcomes. Nissen and Strukelj (2007) found that students have a positive attitude toward English language learning but no correlation was found between attitude and language-learning outcomes; the results of the study further showed that students believed their level of English was good and they did not care about their attitude towards language learning. The new learning tasks and advancement in learning stages can be inimical for the students who have some issues with their attitude toward language learning.

As Smith (cited in Oroujlou & Vahedi, 2011) said, attitudes are learnable and can be taught; they can be generalised and make students act in a certain way. Kormos et al. (2011) suggested measuring the attitude through a Likert scale as supported by earlier studies (Kormos & Csizer, 2008).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.6.8 Mediating Variables

The mediation of the variables has an integral part in explaining the exogenous and endogenous factors in the study. The mediating role of strategy in this study has been based on the students' interest and way of learning to choose relevant strategies (e.g. Entwistle & Ramsden, 1983; Nolen, 1988). The path of learning strategy toward language learning outcomes has been established in past studies (e.g., Crawford et al., 1998; Snelgrove & Salter, 2003). The conceptual model of this study was developed after going through the Biggs (1985) and Schiefele (1991) models. According to Biggs (1985) learners' previous knowledge, abilities, motives affect their choice of learning strategies and the selected strategies are subject to their success in language learning. The Schiefele (1991) model focuses on affective predictors; motivation, efficacy and attitude that help to shape the cognitive and affective learning process. The models (Biggs, 1985; Schiefele, 1991) support that motivation and attitude predict learning preferences and outcomes. This study uses structural equation modelling technique to analyse the statistics (as used by MacKinnon, Lockwood, Hoffman, West, & Sheets, 2002) to evaluate the mediating effects. The model Figure 2.9 shows the paths of the variables in predicting communicative competence. According to Baron and Kenny (1986), SEM is an appropriate technique to analyse the mediation. There are three mediating variables in this study: Learning strategy, motivation and learning attitude.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.6.9 Moderating Variables

Second language learning is a difficult process and many factors contribute to this process. Learners' demographics may have a negative or positive impact on language learning. Living conditions, social, economic, and cultural influence are always there in developing learner language skills (High, Lagasse, Becker, Ahlgren,& Gardner 2000). Social status may provide some students with good opportunities and others may have no access to those (Gunn & Duncan, 1997).

Critical age hypotheses predict that if any individuals are not exposed to learning a second language at an early age they may find it difficult to achieve a desirable level in that language (Mayberry & Lock, 2003). McNealy, Mazziotta, and Dapretto (2011) conducted a study on 156 respondents, from children to grown-ups by employing the functional magnetic resonance imaging (fMRI) to listen to continuous speech and the children showed high responses to various signals as compared to the adults. Wainwright, Wright, Luciano, Geffen, and Martin (2005) suggested heredity accounts for 73% of learning, and environment only 11%. Researchers have other factors, which predict the L2 acquisition. Ehrman and Oxford (1989) suggest that learning strategies are opted based on gender, career, style, and personality traits. Women use more learning strategies compared to men, and professionals use more strategies than other groups.

Contextual factors, self-beliefs and social support influence the strategies opted by the learners. Introvert, intuitive, and perceptive are some traits of language

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

learners (Brown, 2009). Howard (2012) suggested the effects of sociolinguistic factors in second language learning. Another study by Stafford, Bowden, and Sanz (2012) asked respondents to complete input-based-task-essential practice with interpreting roles in Latin sentences and then received feedback. The results show groups vary in explicit feedback in language learning practice; results also suggested that practice and less explicit feedback helps improve learning ability. According to Krashen (1982, 1985), explicit instructions can affect learning but not language acquisition. This study has demographic characteristics: gender, public/private, urban/rural background and respondents teachers/students as moderating variables in determining their role in developing communicative competence of the students in Pakistani universities.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.6.10 Formation of Proposed Hypotheses in Theoretical Model

After the detailed literature review, this study proposed the following hypotheses.

H1: The learning style has significant direct relationships with endogenous variables

(H1a: strategy, H1b: competence, H1c: attitude and H1d: motivation)

H2: The learning efficacy has significant direct relationships with endogenous variables

(H2a: strategy, H2b: competence, H2c: attitude and H2d: motivation)

H3: The learning belief has significant direct relationships with endogenous variables

(H3a: strategy, H3b: competence, H3c: attitude and H3d: motivation)

H4: Motivation has a significant direct relationship with strategy, attitude and competence

(H4a strategy, H4b attitude, H4c competence)

H5: Strategy has a significant direct relationship with competence

H6: Attitude has a significant direct relationship with competence

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

H7: Strategy has a significant mediation in exogenous variables style, efficacy, belief and dependent variable competence (H7a, H7b, H7c)

H8: Motivation has a significant mediation in exogenous variables style, efficacy, and Belief dependent variable competence (H8a, H8b, H8c)

H9: Attitude has a significant mediation in exogenous variables style, efficacy, belief dependent variable competence (H9a, H9b, H9c)

H10: Demographic Variables Gender, public/private Students/teachers and urban/rural background significantly moderate the direct paths of IVs toward the DV (H10a: Teacher/student; H10b: public/private university; H10c: gender, and H10d: urban/rural background)

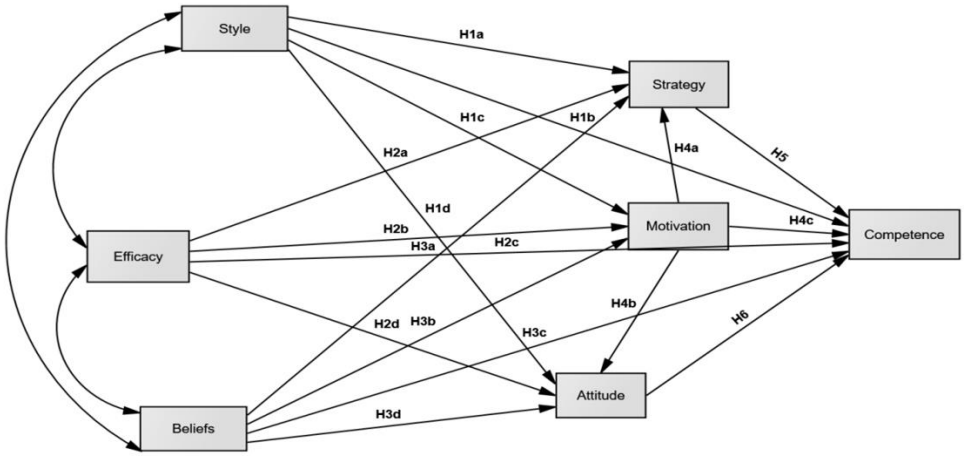


Figure 2.9. Direct Hypotheses

2.7 Communicative Language Teaching (CLT) Approach

Teaching the English language to the speakers of other language has always been on searching the innovative ways and the Communicative approach, which is also known as communicative language teaching (CLT) emerged for this reason (Richards & Rodgers, 1986). When traditional language teaching methods failed to provide results

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

related to the learner communication needs, then a new syllabus was designed to meet these needs (Richards & Rodgers, 1986). Wilkins's (1976) syllabus based on notional teaching has greatly affected CLT development and he added communicative function in the syllabus. This paved the path for the learner-centred syllabus and communicative language teaching approach (Richards & Rodgers, 1986).

The communicative approach or communicative language teaching (CLT) developed as a strategy for teaching the English language in 1970 as a response against the prior set up strategies for language teaching, especially the audio-lingual method, and structural-situational approaches. It is an effective approach to teaching communicative competence (Savignon, 2007). In other words, CLT is essentially worried about the instructing of communicative competence as opposed to just grammatical or linguistic competence. In this way, it could be seen that the idea of communicative competence has a significant effect on ELT and that CLT development arose around a similar period in which focus is laid on "language being used" as opposed to just on sentence structure of the language. Different researchers such as Brumfit, Johnson, Savignon, Littlewood, and so forth have upheld and pushed this technique.

Communicative language teaching (CLT), in English classrooms, has been supported by second language acquisition specialists, and undoubtedly, there have been numerous researchers endeavouring to decide its impacts on L2 students (Canale 1983; Canale & Swain, 1980; O'Malley & Chamot, 1990; Oxford, 1990b; Swain, 1984; Skehan, 1998; Widdowson, 1978).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Bachman (1990) isolates communicative competence into the wide headings of "hierarchical ability" (p. 5), which incorporates both linguistic and talk (or literary) competence, and “organizational competence,” which incorporates both sociolinguistic and "illocutionary" ability. Kiato and Kiato(1996, p. 1) saw that “the fundamental thought of communicative competence remains the capacity to utilize language fittingly, both responsively and productively, in genuine circumstances”. Communicative competence, as indicated by Richards (2006) incorporates the accompanying parts of language learning:

- How to use language for various purposes and abilities
- How to use language as per the social setting and the needs of group members (e.g., realising when to utilise formal and casual discourse or when to utilise language fittingly for composed rather than spoken communication)
- How to compose and understand various writings (e.g., stories, reports, interviews, discussions)
- How to continue communication in restrictive language learning (e.g., through utilising various types of communication systems)

Richards (2006, p. 3)

The basic rationality of the CLT approach is that the students learn through using and experimenting with language inside the characterised settings. Error is acknowledged as being part of the learning procedure and it signals that the learner is occupied with taking in the language. The CLT approach establishes in the conviction that teaching English includes the three components: aptitudes, capability, and capacities, while the customary grammar methodology centres on the “learning of language structure, vocabulary, and principles” (Penner, 1995, p. 5). The change from

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

syntactic to communicative learning accordingly is a change that is facing with a conceivably abnormal state of opposition from the language teachers and researchers.

2.7.1 Application of CLT in Classroom

Vasilopoulos (2008) wrote that many teachers in Korea are still in doubt about using CLT for English language teaching. A study in the Bangladesh context by Chowdhry (2012) showed that teachers are authoritative and students just listened to the instructions, and the majority of university-level students are foreign to the communicative approach. Bangladeshi students do not welcome any new practice. In China, the CLT approach faced problems as written by Hird (1995) that teachers were unable to adjust CLT with the grammar-focused curriculum. Hu (2005) wrote that the Ministry of Education in China is in favour of promoting CLT as it has a universal reputation and can best solve the learner low competence problem. Liao (2000) asserted there is a high chance of CLT success in China if the curriculum is overhauled completely. The state education commission in China has taken the necessary measures to use the CLT approach in English language teaching contexts.

Research studies conducted in Pakistan by Panhwar et al. (2017), Muhammad (2016), Sarfraz et al. (2015), Yaqoob (2015), Ahmad and Rao (2013), Ahsan and Anjum (2012), Akram et al. (2011) found the CLT approach useful in the Pakistani institutions. They further recommended research and teacher training in collaboration with government bodies to comprehend the significance of utilising the CLT approach for helping students to become more knowledgeable in English. According to Stern

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

(1992), the language teachers should focus on three dimensions, namely structural, functional, and socio-cultural of language teaching. These aspects give opportunities for learners to share their personal experiences in language learning.

According to Oxford (1989b), learning methodologies are "explicit moves made by the student to make adapting increasingly less demanding, quicker, progressively agreeable, increasingly self-coordinated, increasingly compelling and progressively transferable to new circumstances" (p. 8). At the end of the day, learning procedures refer to "attributes we need to invigorate in students to empower them to end up increasingly capable language students" (Oxford, 1990b, p. 11). It is essential to enable students to change their attitudes from showdown and rivalry to participation. Students can utilise social systems to create social comprehension and wind up mindful of considerations and sentiments of others (Oxford, 1990b).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.7.2 Teacher's Role in the Communicative Approach

Teachers in CLT are only the facilitators who encourage the learning procedure. Instructors should provide opportunities for the students to communicate in the class. The teachers are additionally dynamic members of the communicative procedure. Richards and Rodgers (1986) express that some different jobs expected for instructors are; expert, guide, and group process director (Richards & Rogers, 1986). CLT methodologists, therefore, prescribe that students figure out how to see that failure in communication is a joint duty and not the blame of speaker or audience. In a similar way success in communicative competence development is also a joint

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

accomplishment of teachers and the students(Richards & Rodgers, 1986). On the jobs of the instructor and students in a communicative classroom, Larsen-Freeman (1986) sees that the instructor encourages communication in the classroom. In this job, one of the teacher's real obligations is to build up circumstances liable to advance communication. Amid the exercises teacher goes about as a counsellor, noting learners' inquiries and checking their performance. Voller (1997) defined the teacher role as facilitator, counsellor, resource and a manager in the classroom to facilitate language learning.

2.7.3 Student's Role in the Communicative Approach

Since the students under scrutiny are multilingual, it is basic to think about a couple of actualities about the applications of the job of their prior learned language. In opposition to the contrastive analysis hypothesis, the communicative approach acknowledges that student L1 may be useful in learning the target language. The learners may have code-mixing issues. To make the use of L1 in L2 learning is another use of the communicative strategy (Fræch & Kasper, 1984).

The role of the learners in language learning class is to carry out the assigned tasks and actively participate in teacher-designed activities. As indicated by Hussain (2017) CLT procedures and exercises are additionally being used in our advanced education establishments to some degree. Statistical data show that English language instructing in Punjab, Pakistan is decently fruitful as for various perspectives such as reading comprehension, test achievement, oral familiarity and so on. Instructors

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

distinguished that discussion with a native speaker is not as fruitful as required. The instructors confront numerous challenges; however, these challenges are sensible as far as the CLT approach is concerned. Incecay and Incecay (2009) researched CLT effectiveness in Turkey and found that aligning the CLT activities with the traditional approach had a positive effect on EFL learners. As such, much research conducted on CLT implementation in EFL settings mostly focused on teacher-related challenges while conducting CLT activities in the classroom. At the same time, it demonstrates a disparity in teachers' beliefs regarding CLT concepts and their classroom practices.

2.7.4 Classroom Activities and Teaching Material Use in the CLT

The communicative approach has based its standards on communication, constructivism, and social cooperation (Kelly, 1976). This student-focused method needs group activities, which empower the students to learn the second language (Herera & Murry, 2011; Patel & Jain, 2008). The exercises commonly used in the communicative classroom mirror the communicative competence of language learning. It is trusted that the traditional exercises related to deal with language instructing are not helpful, because they do not give the chance of genuine communication. Therefore, the helpful classroom exercises will be those that give a chance for veritable communication. Such exercises are combined work exercises such as role-playing, group work exercises, storytelling, class presentations, drama, composition writing, dialogues, videos and audio, reading games and puzzles, asking questions for clarifications and so forth.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The emphasis is as a rule on creating language abilities and capacities in a valid setting. Littlewood (1981) recognised two noteworthy types of actions: practical communication exercises and social communication exercises.

- Functional communication exercises are for building up certain language aptitudes and capacities, including communication
- Social communication exercises incorporate discussion and exchange sessions to utilise discourse

As indicated by Nunan (1989), "A standard guideline for credible material is any material which has not been explicitly delivered for the motivations behind language teaching" (p. 54). The primary thought of using them in the classroom is to acquaint the students with the language required, overall. Bonafide materials such as TV news and projects, TV and radio advertisements, music, motion pictures, announcements at railroad stations, and airport terminals can be used. Moreover, instructions at grocery stores, newspapers headlines, magazine articles, photos, artworks, illustrations, stamps, monetary forms, food menus, road signs, item names, visitor data pamphlets, inventories, phone directories, welcoming cards, letters, reminders, booklets, minutes of meetings, reports, podcasting on the web and electronic projects including interactive media are highly recommended by ESL teachers in developing communicative competence. Instructors should choose genuine materials keeping in view the necessities furthermore, premium, language-learning objectives, social and cultural relevance, and the dimension of the language of the particular student group (Herrera & Murry, 2011).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2.7.5 Importance of CLT in Language Learning

Learning is an assessment of communicative ability and effective use of language in social and academic contexts autonomously. Hence, learning must begin with issues around which students are effectively endeavouring to develop meaning. The way to prevail about learning relies upon enabling every learner to build his or her significance, not influence them to remember and repeat someone else's importance. Ina formal learning condition, students can be empowered to develop their very own learning spaces for their own and learning needs. It appears that if students are given an offer of duty in the basic leadership forms viewing measurements, for example, pace, arrangement, method of guidance, and substance of study, learning could be "progressively engaged and increasingly intentional, and along these lines progressively successful both promptly and in the more drawn out term" (Little, 1991, p. 8). The following Table 2.3 shows the summary of the objectives and the standards of the CLT approach as suggested by Richards (2004)

Table 2.3

Summary of CLT Objectives and Standards by Richards (2004)

Features	Description
Objectives of CLT Approach	"Capacity to utilize language for a scope of various purposes and capacities Realizing how to differ utilization of language as indicated by the setting and the members Realizing how to deliver and comprehend diverse sorts of writings (for example accounts, reports, interviews, discussions, and so on). Realizing how to keep up communication notwithstanding having confinements in a single's language learning At the dimension of language hypothesis, Communicative Language Teaching has a rich, if diverse, hypothetical base (Richards & Rodgers 1986)"

(continue)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 2.3 *(continue)*

Features	Description
Characteristics of CLT	"It expects to influence students to accomplish communicative competence so the students can utilize language precisely and fittingly Student-centered and teacher is only a facilitator The syllabus aims at useful utilization of language. The teaching content is depending on bonafide materials The activities have purposes and implications Communicative exercises empower the students to accomplish communicative targets of the educational programs, connect with students in communication, and require the utilization of such communicative procedures as data sharing, exchange of ideas and social association (Richards & Rodgers 1986)".
Standards of CLT	"As per Canale (1983), communicative competence refers to "the fundamental frameworks of learning and ability required for communication". Canale and Swain (1980, p. 4) characterized communicative ability as far as four segments: Grammatical ability: words and guidelines Sociolinguistic ability: suitability of context Discourse ability: union and intelligibility Strategic ability: suitable utilization of communication procedures"

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The summary of CLT objectives, characteristics and standards show the relevance of this approach in second language learning. In the 21st century English, regardless, has transformed into an overall language filling in as a most generally utilised language in a globalised world (e.g., Jenkins, 2007; Seidlhofer, 2005; Widdowson, 1993). Along these lines, the English language has ended up being disengaged from its local speakers and their social orders (Skutnabb-Kangas, 2000). In this manner, another language-learning objective has risen: worldwide position, which joins "excitement for outside or overall issues, capacity to travel to another country to study or work, accessibility to interface with intercultural associates and a non-ethnocentric bearing towards different social orders" (Yashima, 2002, p. 57). Further language learning objectives can in like manner consolidate association, travel and data presentations (Clément & Kruidenier, 1983). It all lies with the teachers how

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

they streamline the learner goals with teaching instructions and make the learning a positive venture to obtain desired results. In instructional psychology, 'motivation' is conceptualised either as the trademark fulfilment got from learning (Ryan & Deci, 2000b) or as an attitude to the object of learning (Ajzen, 2005).

2.7.6 Past Studies on the CLT approach

Since pedagogical practices play an important role in language learning and traditional approaches focus more on rule mastery, this results in student failure to develop the communicative aspect of the language. A communicative approach is highly feasible for developing learner competence; the summary of the research in the past year highlights it. The following Table 2.4 shows the detail of the past studies in Pakistan and other countries in the CLT context.

Table 2.4

Summary of Past Studies on Communicative Competence and Models

Theorist	Characteristics
Noam Chomsky (1965)	Theory of Syntax Competence vs. Performance knowledge of the language and use of language
Halliday (1972)	Focus on functions of language: Instrumental function, regulatory function, intercultural function, personal function, heuristic function, imaginative function and representative function
Dell Hymes, (1972)	Coined the term of communicative competence and gave a model of ethnography of communication: S-P-E-A-K-I-N-G Language is more than grammar knowledge.

(continue)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 2.4 *(continue)*

Theorist	Characteristics
Savignon (1972	Competence and Underlying Ability and Performance Open Manifestation
Widdowson (1983)	Grammar and capacity to create meaning
Canale and Swain (1980)	Grammatical competence, social competence, discourse competence and pragmatic competence
Munby (1978)	Linguistics encoding, the socio-semantic basis of linguistics knowledge, socio-cultural orientation, discourse level of operation
Bachman and Palmer (1996)	Language competence, organisational competence, textual competence, grammatical competence, pragmatic competence, lexical competence, functional competence, sociocultural competence and metacognitive competence
CEF (2001)	Common European Framework: Three basic components – language competence, sociolinguistic competence and pragmatic competence
Celce-Murcia (2007)	Social-cultural competence, communicative competence, linguistics competence, predictable competence, interactional competence, strategic competence
Díaz-Rico and Weed (2010)	Competence an ability to use language when, where and how: focus; Grammar, semantic and phonetics

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 2.4.1

Summary of CLT Research in Pakistan

Author Name	Country	Context
Panhwar et al. (2017)	Pakistan	Making Communicative Language Teaching Work in Pakistan
Muhammad (2016)	Pakistan	Pakistani Government Secondary Schools Students' Attitudes towards Communicative Language Teaching and Grammar Translation in Quetta, Baluchistan English Language Teaching;
Sarfraz et al. (2015)	Pakistan	Pakistan Teachers' and students' perceptions of the communicative language teaching methodology in the CALL environment –
Yaqoob (2015)	Pakistan	Constraints Faced by Teachers in Conducting CLT Based Activities at Secondary School Certificate (SSC) Level in Rural Area of Pakistan.
Ahmad and Rao (2013)	Pakistan	Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan Institute of International & Comparative Education, Northeast Normal University, China Congman Rao Faculty of Education, Northeast Normal University, China
Ahmad and Rao, (2012)	Pakistan	Inconsistencies in English Language Teaching In Pakistan: A Comparison between Public and Private Institutions
Ahsan and Anjum. (2012)	Pakistan	A study of Pakistani teachers' beliefs and perceptions about teaching and learning.
Akram et al. (2011)	Pakistan	The Need of Communicative Approach (in ELT) in Teacher Training Programmes in Pakistan
Shamim (2009)	Pakistan	English as the language for development in Pakistan: Issues, challenges and possible solutions

(continue)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 2.4.1 *(continue)*

Author Name	Country	Context
Akram and Mahmood (2007).	Pakistan	The status and teaching of English in Pakistan
Rahman (2004).	Pakistan	Language policy and nativization in Pakistan: proposal for a paradigmatic shift
Rahman (2001)	Pakistan	English-teaching institutions in Pakistan Journal of Multilingual and Multicultural Development
Rahman(1996)	Pakistan	The Role of English in Pakistan
Sheikh (1995).-	Pakistan	A study of the implementation of the communicative approach to English language teaching in lower secondary classes (Unpublished master's dissertation). Aga Khan University, Karachi, Pakistan

CLT Studies in Other Countries

Author Name	Country	Context
Kalanzadeh, et al. (2013)	Iran	Perceived problems in using Communicative language teaching (CLT) by EFL Iranian teachers.
Vongxay, H. (2013)	Laos	The implementation of communicative language teaching (CLT) in an English Department in LAO High educational institution" A thesis submitted in partial fulfilment of the requirement for the degree of Master of Education. Unitec Institution of Technology. New Zealand
Ansarey (2012)	Bangladesh	Communicative Language Teaching in EFL contexts: Teachers attitude and perception in Bangladesh Questionnaire, interview
Chowdhury (2012)	Bangladesh	Communicative Language Teaching Approach at higher secondary level in Bangladesh: Teachers' perceptions and classroom practice
Alzaidi, Ahmed (2003)	Saudi Arabia	A qualitative study of job satisfaction among secondary school headteachers in the city of Jeddah, Saudi Arabia.
Coskun (2011)	Turkey	Investigation of the Application of Communicative Language Teaching in the English Language Classroom: A Case Study on Teachers' Attitudes in Turkey
Shihiba (2011)	Libya	An investigation of Libyan EFL teachers conceptions of the Communicative Learner-Centred Approach to their implementation of an English Language curriculum innovation in secondary schools.
Alkhayyat (2009)	Jordon	Measuring EFL teachers' knowledge of Communicative Language Teaching approach and their practices in the Jordanian public schools.
Batak, and Andersson (2009)	Sweden	Communicative Language Teaching at two schools in Sweden and France: Some English teachers' thoughts on their teaching
Incecay and Incecay (2009)	Turkey	Conducted research on the effectiveness of CLT in Turkey and found that aligning the CLT activities with the traditional approach had a positive effect on the learning of EFL learners.
Al-Nouh (2008)	Kuwait	"Are Kuwaiti Primary EFL Teachers Implementing a CLT-Based Learner-centred Method in their Classrooms?" Unpublished PhD thesis, Newcastle: Newcastle University

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Ghani and Akram, (2008)	Pakistan	Measuring the achievements of English language learners – A study of the learners of Punjab in Pakistan at the secondary level
Liu (2005)	Taiwan	He researched the issue of CLT in Taiwan and concluded that the teachers face problems in practising CLT in their classroom due to grammar-based examination.
Yang and Cheung (2003)	Hong Kong	Study on secondary school English language teachers in Hong Kong and found that the teachers face challenges in using CLT due to the constraints like large classroom size, lack of training in communicative techniques, and mistaking any group work for communicative teaching.
Hu, G., (2002)	China	He suggests that CLT project student-centeredness and create a more interactive environment in the classroom in this regard
Gorsuch (2000)	Japan	EFL educational policies and educational cultures: Influences on teachers' approval of communicative activities.
Choi (1999)	Korea	He mentioned discrepancies in the Korean context between teachers' perception of CLT and their teachers' practices. Teaching English as a foreign language in Korean middle schools: Exploration of communicative language teaching through teachers' beliefs and self-reported classroom teaching practices
Li (1998)	South Korea	Li found similar student-related difficulties such as (a) low English proficiency (b) little motivation for communicative competence, and (c) resistance to class participation. State secondary school, -large classes, Centralized curriculum -Non-native in-service EFL teachers
Karavas-Doukas (1996)		He opined that either the teachers didn't understand the basic principles of the CLT or they didn't want to implement CLT in their classrooms.
Anderson (1993)	China	An insufficient number of teachers practising CLT, the mismatch between CLT's goals and the students' expectations, and difficulties in evaluating students' performance
Valdes and Jhones (1991)	Cuba	They pointed out teachers' low proficiency in English and difficulties in designing courses to meet the students' real needs as major challenges in implementing CLT in Cuba. In the Greek context
Bumaby and Sun (1989).	China	Chinese teachers' views of western language teaching

Table 2.4.2

Studies on Communicative Language Teaching Approach

Researcher	Context and sample	Method and findings
Asmari 2015	Taif University Teachers	Quantitative The results revealed that the teachers confronted with various challenges relating to teachers, students, education system, and CLT. The important findings included lack of CLT training, problems in accessing CLT resources, low-proficiency of students, and lack of motivation among students, examination system and instruments to assess communicative competence of the students.

(continue)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 2.4.2 *(continue)*

Researcher	Context and sample	Method and findings
Jaferi et al. 2015	Iran High School Teachers	Mixed method The results of the second questionnaire showed that teachers considered the problems created by the educational system as the major hindrance in applying CLT in classes. Pearson Product-Moment Correlation analyses revealed a significant and positive correlation between teachers' CLT scores and their professional training but no significant relationship was found between teachers' CLT scores and their teaching experience. The qualitative results indicated that selected teachers yielded a better understanding of teachers' beliefs towards CLT.
Alqarni 2017	Teachers	Mixed method The results of this investigation revealed clear superiority of CLT but negative attitudes towards it on the part of both teachers and students. These negative attitudes may be due to a mismatch between mandated CLT and centrally produced external tests of student English language proficiency.
Chang 2011	Teachers Minghsin University of Science and Technology in Taiwan	Mixed-Method The results of this study indicated that the teachers held favourable attitudes towards the principles of CLT and displayed characteristics of CLT in their beliefs. Also, the results demonstrated that Taiwanese college English teachers believe CLT can make English teaching effective and meaningful.
Manzano 2015	Teachers Tarlac State University the Philippines	Quantitative Instructional materials, assessment tools, learners' roles, teacher roles, and institutional/departmental policy significantly found problems encountered by teachers in using CLT. As such, university teachers must be abreast of how CLT evolved and applied innovatively without deviating from its basic features or characteristics.
Sreehari 2012	India Undergraduate students degree colleges in Andhra Pradesh, India.	Mixed Methods The results indicate that teachers should follow more learner-centred ways in their teaching of English and activities should be designed to further facilitate the learning
Bekele 2014	The Case of Wollega and Ambo Universities Ethiopia	Mixed-Method The researcher concluded that University teachers do not have perception problems, but a short of realizing their perception to their respective classes. Hence, it was recommended that policies and regulations which promote learners English proficiency from grass root levels should be put in place; the government, the public and stakeholders should equip schools with required educational facilities; the faculty and the departments should keep the balance between student allocation per class as per the existing resources, and should follow up the practices at closer range with thrift utilization of the available educational resources and facilities
Sherwani 2017	Northern Iraq High School Teachers	Mixed Methods The results of the quantitative analysis revealed that the teachers held overall positive attitudes towards the use of CLT. The findings of the interview phase concluded that the main factors that cause the failure and success of the implementation of CLT in Iraq can be categorized under four headings: educational factors, teacher factors, student factors, and CLT factors. The results of the study suggest that the educational system and the teachers' communicative competence are essential to promote the employment of CLT in Iraqi EFL classrooms

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 2.4.2 *(continue)*

Researcher	Context and sample	Method and findings
Radzi et al. 2007	Malaysia University teachers Utara Malaysia	Qualitative CLT approach helps to enhance oral competency among students as this teaching approach encourages communication in the target language. They also believe that the CLT approach is effective to use in the language classroom, as it is student-centred. As CLT does not focus entirely on ungrammatical accuracy, it encourages participation from low proficiency students. Malaysian teachers should adopt the CLT approach in their teaching practice as it has proven an effective teaching method.

Table 2.4 shows that communicative competence is of great significance in language learning. Studies in Pakistan and abroad have shown that the communicative approach is relevant in the pedagogy of English in Pakistan and other countries.

2.8 Misconceptions about Communicative Competence

It is intriguing to take note of what is called, ‘native speaker deception' in English language learning. Second language students ought to acquire the target language as well as the target culture (Thompson, 1996). Additionally, it is evident that if a student commits a syntactic error, he or she would be called less capable; however, in the event, that they submit error because of the absence of the learning of the target culture, their very use of the target language can be addressed through learning more about target language culture.

It can be concluded that English language learning should not aim at developing a native-like competence but rather should focus on effective language use in various personal and social settings appropriately. The deception of native-like

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

fluency has negative effects on learners (Thompson, 1996). In light of the debate of the hypothetical and methodological contemplations of the models of Communicative Competence and their evaluation, it appears to be smarter to break down the model of Communicative Competence as far as pragmatic viewpoints such as the units of examination of and handy rules for the examination of communicative competence. There are four dimensions of communicative competence, namely linguistic, social, discourse, and strategic competencies. The language teaching practice dependent on the idea of Communicative Competence should fundamentally focus on developing the element of speaking competence among the students.

2.9 The Proposed Pedagogical Framework

05-4506 bupsi

This part of the study focuses on developing a pedagogical framework by highlighting the process of communicative competence development. According to communicative theory, as discussed before, competence is an ability of the learners and comprises of four basic competencies according to the Canale and Swain framework (1983) that forms the framework for the dependent variable: Communicative Competence/an ability to use the knowledge of the language. This study uses the discourse competence to assess student communicative competence at the tertiary level in Pakistan. Communicative competence (Canale & Swain, 1983) has sub-components:

- Linguistic competence
- Strategic Competence
- Social Competence
- Discourse Competence

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The communicative approach has been widely used in language teaching and learning context to develop competence. Predicting cognitive and affective factors have a significant role in language learning. To achieve teacher and student satisfaction and success, this part of the study will focus on the framework's main aspects. The pedagogy of English in the Pakistani context reviewed in the following paragraphs.

2.9.1 Pedagogical Framework to develop Communicative Competence

Mehmood et al. (2012) led an examination concerning communication problems in second language learning in Islamabad, Pakistan. The examination moves around the variables because of which students in the urban territory of Islamabad are not capable of speaking in the English language. The findings of their study illustrated that customary grammar teaching strategy and only perusing English so no one might hear, no verbal English communication in the classrooms, troublesome English syllabus, and ill-advised administration are the components, which generate problems in English language communication. Correspondingly, Panezai and Channa (2017) researched the circumstance of elementary teachers and English coursebooks in Pakistan. They investigated the disappointment of the essential educators for English educational programs of evaluation explicitly the trouble dimension of vocabulary and the sentence structure. Likewise, less time apportioned for encouraging speaking in English and the absence of legitimate preparation of teaching materials for teaching the English language were serious issues in government state-funded institutions of Pakistan.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Concerning the poor competency dimension of students and their failure in English, the reason is feeble English foundation of students due to their socio-economic backgrounds and lack of parental support (Abbas et al., 2018). Researchers also found that the students' learning goals of English were not aligned with the conceivable competence dimension and there was a lack in instructing procedure, for example, teaching philosophy, instructors' methodology knowledge and subject knowledge itself as referenced in other research studies (Al-Issa, Al-Bulushi, & Al-Zadjali, 2017; Kirchner & Mostert, 2017).

At the university level in Pakistan medium of instruction is English (Rahman, 2004), and students are taught all subjects in English related to their respective degree programmes. The teachers avoid using new approaches and prefer to teach students using traditional methods. English for specific purposes, English for academic purposes, communication skills, and technical/creative writing courses are part of the non-major English students' syllabus and major English students have degrees in literature, linguistics, and English Language Teaching (ELT). Despite all these courses, in the Pakistani context of language teaching and learning, there are no results in terms of students' proficiency in English Language (Raja, 2012).

At the university level, the Higher Education Commission Pakistan has provided a curriculum guideline to universities and affiliated colleges departments and the faculty. Teachers designed the syllabus according to curriculum guidelines and later assess their students according to the taught contents. Most of the exams are structured on content-based information that leads the students to cram the contents

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

(Shamim, 2011). Students' strength in the classes also affects the teaching approach. In Pakistani higher education, there is no clear policy for enrolment in the degree programmes and a large number of students in the classes affect the teaching strategies (Shamim, 1993). Students come from different cultural and social backgrounds, and it becomes very challenging for teachers to cater to their academic and psychological needs; teachers and lecturers rely on lecturing style and this approach helps them to control the large classes and instead of being facilitators they play the dictator role or use authority (Raja, 2012). Change is needed and teachers must find ways to generally adjust the content into communicative areas and provide training to the students through different logically adjusted communicative techniques as suggested by the researchers to meet contextual needs and necessities (Khan, 2007; Richards, 1990; Savignon, 1991).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Pakistani teachers must consider the social and relevant perspectives and adjust CLT in like manner, since college students are adults and they could conclude self-sufficiently using diverse CLT strategies, for example, collaborative teaching (Panhwar et al., 2017). Alzaidi's (2003) findings demonstrated that teachers had a great hypothetical foundation of CLT and its standards, and they appeared to have a somewhat good attitude toward CLT. In any case, in genuine classroom practice, teachers mostly do not use CLT or they essentially use new materials combined with customary teaching strategies. The absence of appropriate training, educational programmes, crowded classes, and students' inadequacy in English influence teacher usage of CLT. To be sure, Larsen-Freeman (2000) contends that in the discussion against imported techniques, we may neglect to comprehend the reason for the issue and risk exaggerating and losing something significant all the while. These difficulties

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

may emerge from instructors, the instructive framework, or students themselves, for example:

1. Students' low English competence, the low motivation to enhance their competence
2. Challenging methodologies and frameworks: large classes and grammar-focused lessons
3. There is no authentic assessment instrument available in the communicative approach

Researchers hold different views regarding using the Communicative approach in classrooms. Wei (2011) wrote that there is a gap between theories and tasks confronting in ESL teaching so countries should wisely adapt CLT to meet learner needs and interests. In Korea, a study on English teachers' beliefs in adapting CLT approach suggested a change in traditional approaches as Li (1998) quoted that grammar and text-focused practices are the main hurdles and CLT needs problem-solving, student-related and fluency focused activities. Wei (2018) asserts that teacher should be dynamic and designer rather than a receiver of the curriculum, and to make the CLT approach successful teachers should take their responsibility and restructure the classroom teaching approaches. An effective teacher is not only a speaker but also an effective demonstrator (Nabaho et al., 2017).

Two main aspects of language teaching and learning are form and function. In the Pakistani education system, more focus is on form and teachers mainly rely on textbooks to teach the language. CLT approach enhances learner proficiency; it not only provides the base for four skills but also plays a role in learner socio-cognitive

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

development. Knowledge of the target language is insufficient; a learner should have an ability to use it in various social and personal contexts (Hymes, 1972). Pakistan is a developing country and the CLT approach is very uncommon (Sakui, 2004). The universal significance of the English language has made it the language of higher studies and there is a need to implement CLT effectively. English is a compulsory subject from school onwards in colleges and university undergraduate programmes in Pakistan. The English Language teaching conditions are unsatisfactory in Pakistan and English is not taught in an ideal way (Warsi, 2004). Despite the teacher efforts, the curriculum objectives have not been achieved (Ahmed & Malik, 2011). The main attributed reasons for this failure are the absence of CLT instructional strategies, assessment techniques, teaching material, and teacher training.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Past researches on CLT show the superiority of this approach and most teachers held favourable response to this approach. This approach clearly defines the roles of the teachers, students, material, and activities to focus on the classrooms to develop the students' communicative competence, since this approach is student-centred and emphasises more on student oral competence. Students are encouraged to participate in the activities to develop their language proficiency. This study has explored the literature to determine the university teachers and students' self-perceived perceptions toward the communicative language teaching approach, its implementation in the classrooms and constraints related to effective CLT use in the Pakistani context. The analyses show that both teachers and students recognise the importance of CLT in communicative competence development. The following Figure 2.10 shows the proposed pedagogical framework.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

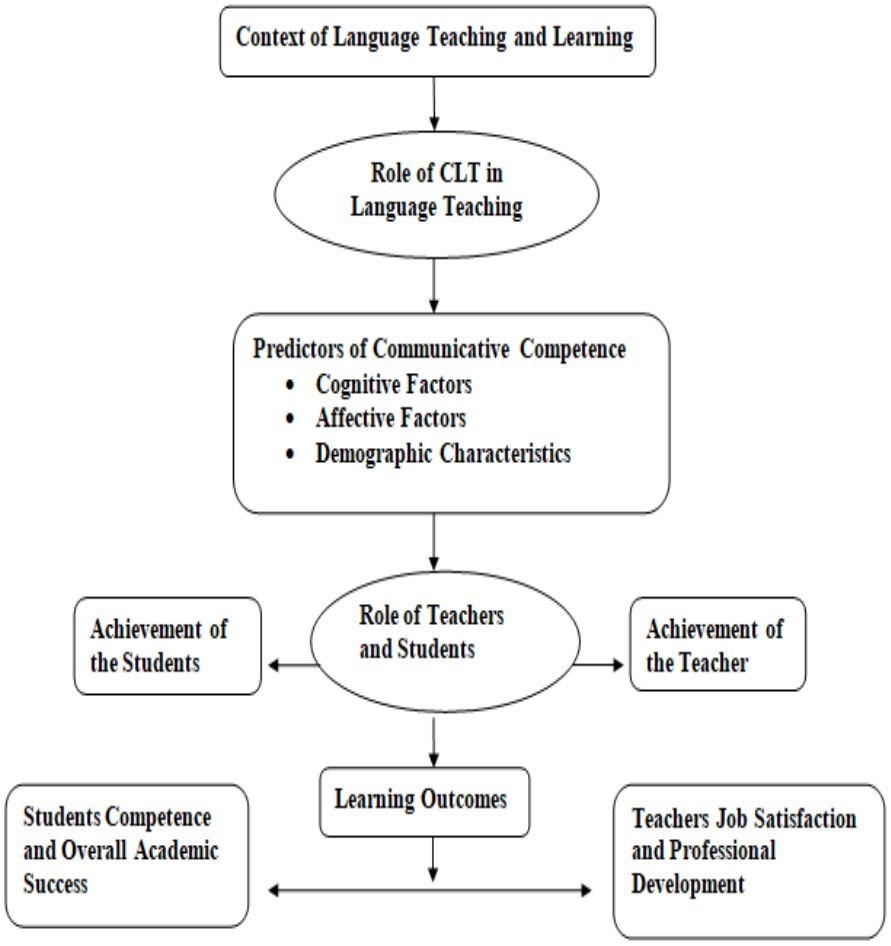


Figure 2.10. The Proposed Pedagogical Framework

The pedagogical framework is based on the past literature review of CLT approach and the cognitive and affective factors that highlight the need for a framework that could provide a structure to the philosophy of language teaching and learning in the Pakistani context. As the past studies have shown:

- According to Rasheed et al. (2017) and Khan (2016), the CLT approach is students centred.
- The communicative approach is ideal for teaching language (Savignon, 2017)
- Student competence is essential for higher studies (Sadia et al., 2018)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

- CLT approach is helpful in the Pakistani context (Ahmed & Rao, 2103)
- Hameed and Tahir (2016) assert a new approach to language teaching in Pakistan.
- According to Shamim (2017), the systematic approach in language teaching is required in the Pakistani context.
- Panhwar et al. (2017) believe that Pakistani teachers are professionals and capable of choosing an effective approach.
- CLT is highly effective in the Pakistani context (Sarfraz et al., 2015; Yaqoob, 2015)
- Teachers need careful planning in language teaching (Farid,2018)
- There is a need to explore the language policy and enhance professionalism in Pakistani universities to enhance language teaching (Mansoor, 2003)
- Students need strong communication skills for higher education (Nasir et al., 2013)

Past studies reflected that students have low competence in undergraduate programmes in Pakistani universities. This study has suggested a pedagogical framework based on the effectiveness of CLT approach in the Pakistani context by defining the roles of the teachers, students, suitable material, and strategies to develop student competence and ensure the practical relevance of the pedagogical framework. The effectiveness of communicative competence and developing student ability in English language learning has been highlighted and focused by all the renowned researchers in the past along the fulfilment of the cognitive and affective needs. As suggested by Savignon (2017), the objective of language teaching is to enable learners

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

to speak in the target language. According to Bruner (1996), teaching should be student centred and students' role than teacher role is emphasised to build the skills.

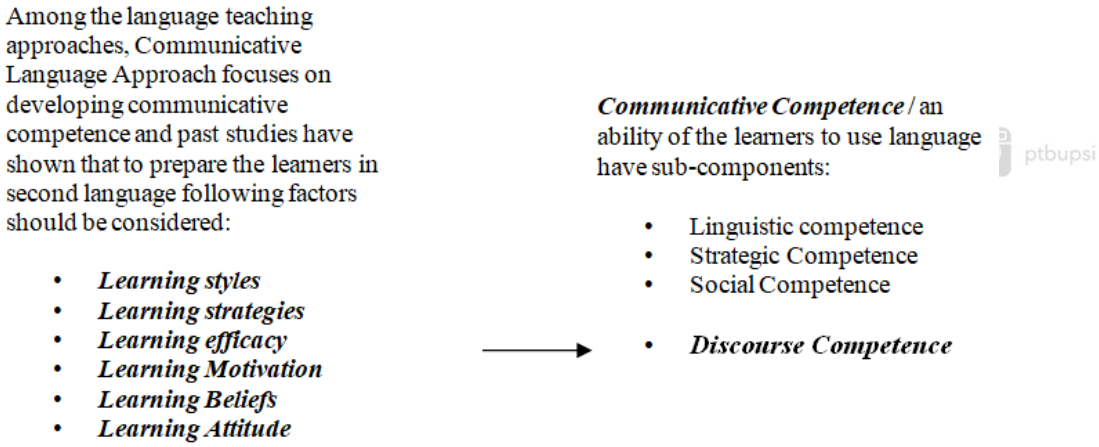
As suggested by Vygotsky (1986), cognitive factors are important in language learning and better promoted through social interactions. It is the right of every learner to achieve his or her language learning goals (Roger, 1969). Cognitive development occurs due to biological maturation and interaction with the environment (Piaget, 1977). The learners' motivation is equally important in language learning according to Deci and Ryan (1985); the choices people make in language learning are without external influence and interference. Psychological needs once met will enhance teacher and learner satisfaction and motivation (Maslow, 1987)

The literature review reveals that the ultimate objective of the CLT approach is to develop learner communicative competence. Researchers (Ellis, 1985; Brown, 1987; Ortega, 2009; Richards & Lockhart, 1994; Torreblanca, 2007) have invested a great deal of time on exploring in what ways second language learners prefer to learn, and what variables influence their language learning. Ellis (1985), Brown (1987), and Ortega (2009) have recommended teaching and learning methods for teachers to enhance language learning. A good teacher of language should understand that no learner could learn a new language by attending the lessons in the classroom since multiple factors affect the learning process. Learning styles, learning strategies, age, self-esteem, efficacy, motivation, learning beliefs and attitude, and all these must be considered in the process of language teaching and learning (Brown, 1987; Ellis, 1985; Ortega, 2009). Schumann and Schumann (1978, in Schumann 1980) found factors that affect the language learning (e.g., nesting patterns, transition anxiety,

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

reaction to pedagogical techniques and so on) and Bailey (1980) found factors; anxiety, motivation, self-confidence and attitude. Hilleson (1996) in Singapore and Krishnan (2002) researched three factors: anxiety, learners' agenda (in other words, learners' language learning goals and their learning strategies), and the learning environment. Tani-Fukuchi and Sakamoto (2005) focused on learner demographics and personal learning experiences. The next paragraphs review the literature to investigate how the theoretically proposed factors in this study are contributing to communicative competence development in the language teaching and learning context. In this way, the researcher in this study has the following layout of variables analysis.



From the literature review related to the CLT approach in the Pakistani context, it is evident that this approach is viable and effective to develop learner communicative competence at tertiary level. The cognitive and affective factors in the past studies have significantly predicted these factors' contribution to English language learning. The results of this study also corroborated the past findings and data analyses showed that the attitude, motivation and strategy are the main predictors of the competence and efficacy; styles and beliefs are indirectly predicting the

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

communicative competence development. Any pedagogical framework is a guideline for the teachers as it provides a structure to the philosophy of teaching and learning and sets a direction and provides an organisation for language pedagogy. It largely depends on the teachers how effectively they use this framework in the Pakistani language learning context.

2.10 Summary

This chapter has broadly discussed the theories related to communicative competence development. The researcher has additionally discussed the idea of communicative competence and it is the main element of the structure of instructional models and their application to language teaching. In any case, helping students accomplish such ability in the classroom is not at all simple as it puts levels of responsibility on both the instructors and the students alike. Any language teacher should expect to enable students to obtain an organisational dominance of the objective language to be utilised communicatively in social settings in a few weeks is an impossible task. Constant investigation and research are fundamental if we want to master language-instructing approaches that accept communicative competence as the learners' beginning stage for any language learning. In any case, while it is generally easy to characterise, watch, and assess the essential learning that makes the idea of communicative competence, it is not that easy to comprehend, portray, and assess the capacity for use. The capacity for use refers to the utilisation of various psychological procedures and affective factors in language use (Skehan, 1998). Since the communicative language usage and effects on fruitful communication are hard to look into, there is yet an

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

inadequate measure of learning about them. Subsequently, the appropriate responses about the substance of competence for use, its relationship to the segments of information and factors in genuine language utilisation have still been searched for in both hypothetical and experimental fields of research. CLT approach has worked wonders in many countries and its implementation in Pakistan can help produce desired results. The role of teachers is vital as they are the main characters in this effort. No one can deny the status of English in the modern world and it is becoming more popular with time. The pedagogical framework is discussed widely to assess its practicality in achieving the communicative objective of language learning.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun

CHAPTER 3

METHODOLOGY

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.1 Introduction

This chapter explains the research method used in the study to answer the research questions and to provide a base for the theoretical framework for the study. This chapter further highlights the research design, development of survey questionnaire, operationalisation of the research constructs, refinement and validation of the instrument, description of the statistical procedure, the overall measurement of fit indices and justification of the use of SEM as a statistical methodology in this study.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.2 Research Design

This study has used a non-experimental, correlational, cross-sectional, and ex post facto survey research design. There is no experiment involved in this study; it relies on the measurements, and the researcher has used no interventions. The non-experimental research design examines the variations related to the sample population and allows determining relationships among the variables in the study.

McMillan and Schumacher (2010) stated that relationships of the variables in educational research are significant as these relationships help the researchers to "make a preliminary identification of possible causes of important educational outcomes… identify variables that need further investigation…predict one variable from another" (p. 222). Creswell (2012) found that a correlational study is useful when the researcher aims at relating and examining the influence of two or more variables on each other. Creswell has divided the correlational designs into two types: the first one is predicting design, which is used to predict the outcomes, and second is explanatory design, which is used to explain the relationships among variables. This study uses explanatory research design. As explained by Creswell (2012), this design is practical to "explain the association between or among variables" (p. 341).

According to Creswell (2012), there are two types of survey designs "cross-sectional and longitudinal" (p. 377). This study has used a cross-sectional design as it allows the researcher to collect the data at one point in time. As quoted by Creswell (2012), a cross-sectional survey is useful to collect data related to

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

"current attitudes, opinions, or beliefs" (p. 377).

McMillan and Schumacher (2010) found ex post facto design useful for examining whether one or more preceding situations have probably caused ensuing variations in the sample of a population. Kerlinger (1964) has defined the ex post facto research where an independent variable has already occurred and the researcher begins to observe with dependent variable/s. According to Tuckman (1972), ex post facto is a kind of examination of the effects of naturally occurred treatment instead of having any intervention or treatment creating itself. This study has used this design to examine the influence of cognitive and affective factors on the development of students' communicative competence in undergraduate programmes in public and private universities in Pakistan.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.2.1 Quantitative Approach

This study has used a quantitative approach and according to Kraska (2010), the quantitative design relies on the philosophical worldview of positivism. The positivistic approach makes use of scientific methods to acquire an understanding of the phenomenon. The scientific approach uses an empirical base, hypotheses, data (observable & quantifiable), and mathematical and statistical procedures related to researching a population by selecting the truly representative sample.

According to Creswell (2009), the quantitative approach is used to address a research problem that needs "(a) identification of factors that influence an outcome,

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

(b) the utility of an intervention, or (c) understanding the best predictors of outcomes" or testing a theory (p. 18). This study aimed at determining the factors influencing students' communicative competence and the contribution of these factors in predicting students competence in English language learning; this study has tested the theoretical model that justified the use of the quantitative approach.

3.2.2 The Conceptual Research Framework of Study

This study has used the quantitative approach and Structural Equation Modelling (SEM) as a data analysis technique to show the causal relationship in the proposed theoretical model. The proposed model in this study aimed at investigating the theoretical paths taken from the past literature and have tested these paths through hypotheses and research questions. The frameworks inquired about quantifying data (Malhotra, 2002)to explain the predicted relationships. Sekaran and Bougie (2011) have provided a guideline for this type of research design; this study aimed at testing the hypotheses based on the conceptual model and answering the research questions. The relationship among variables is examined through hypothesis testing; the study has explained the nature of relationships among the predicted variables. The study has explained the variables connected with the research objectives, questions, and hypotheses. Demographic characteristics among the respondents and their moderating effects on communicative competence development are also investigated in this study. This study was carried out in a natural setting, using a survey method without any interference to determine the correlation of the predicted variables and their

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

predictable influence in developing English language competence at the tertiary level in Pakistan. This study has used SEM that is known as 'causal modelling' because it investigates the proposed causal relationships. The following Figure 3.1 explains the progress steps adopted in this study for SEM as suggested by Garson (2012).

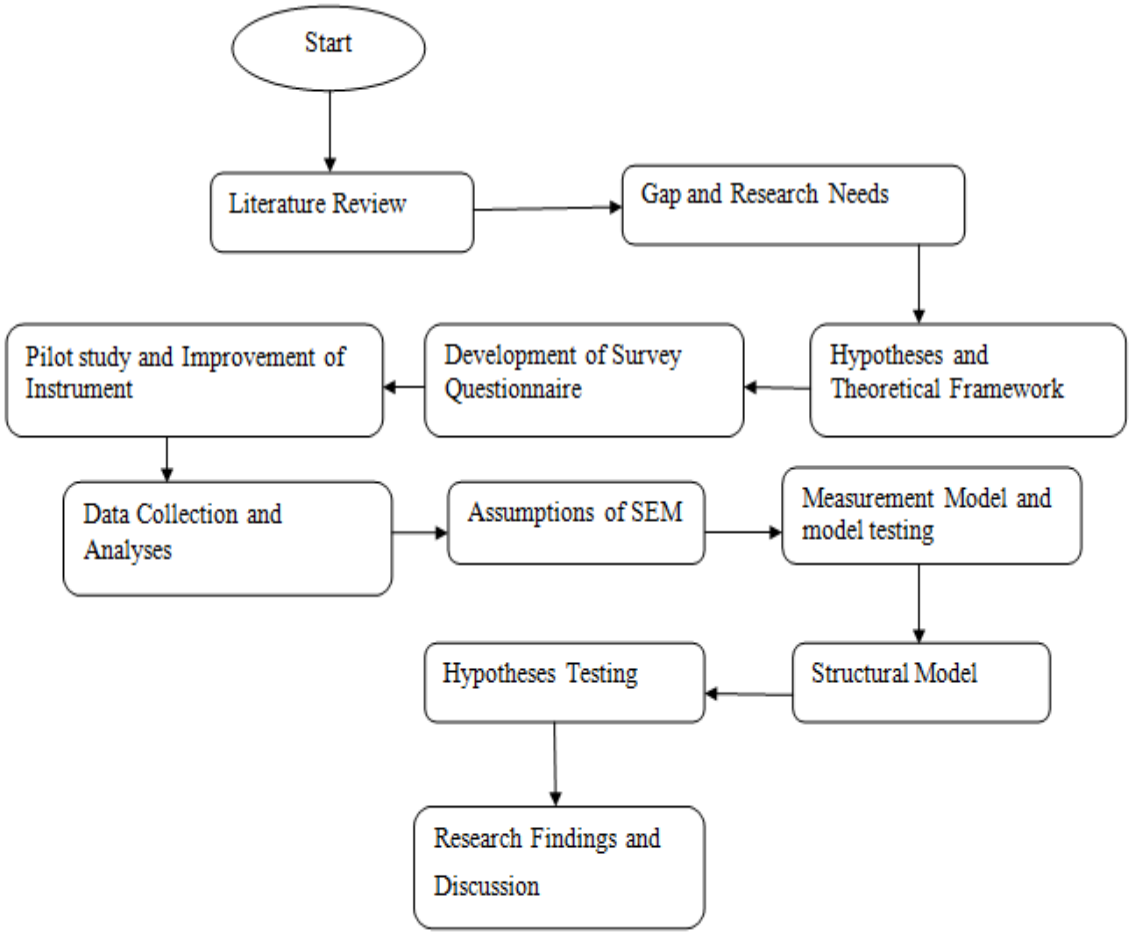


Figure 3.1 The Conceptual Research Design Process.

The quantitative approach is traditional and based on the "Positivism" philosophy that inquires a phenomenon scientifically. The underlying model in this approach is 'deductive' that aims at hypothesising the relationships of various constructs. The hypothesised relationships are observable (Aaker et al., 2001; Davis, 2000) and aim at presenting the results in a quantifying way to support or reject the

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

relationships (Aakeret et al., 2001). As quoted by Cooper and Schindler (2001) to interpret the cause, "the direction is obvious from the nature of the variables" (p. 49). The causal hypothetical approach determines the scientific assumption of observing the phenomenon by not challenging to discover 'unknown' but to verify only the 'known' (Kuhn, 1970). The quantitative approach helps to achieve the objectives and answer the research questions by using statistical tools (Rosner, 1990).

The quantitative approach has some limitations. It is not fit for subjective issues where phenomenon requires discussions (Beedles, 2002), and not useful for chronological procedure connecting modifications (Morgan & Smircich, 1980). The quantitative approach measures the collected data from a large sample to generalise the results to the entire population (Davis, 2000). The main purpose of this approach is to answer the question through the survey data information collected and analysed (Beedles, 2002).

According to Punch (2000), a research design shows the plan of presenting the sample, measuring techniques and study approach to collect and evaluate the data. Zhang (2000) proposed that research design relates and demonstrates the association of the questions in the study with the instrument and statistical measures to answer these questions. Perry (1994) has mentioned in his PhD thesis, "there will usually be only one major methodology which suits the research problem and associated research gaps ….." (p. 15). To sum up, the design is taken out from the questions of the study that fits in the data collected (Zhang, 2000). This study has taken its foundation from the communicative competence framework proposed by Canale and

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Swain (1983) and the Celcia-Murcia (1993, 2007) studies that presented many paths to investigate communicative competence.

This study has proposed a model based on the Gardner (2006) six-factor model in language learning. This study uses the path approach related to interrelationship of various abilities in second language learning to develop communicative competence, and analyse how the cognitive and affective factors influence the pedagogy of English. To achieve the study objectives a questionnaire survey method as a major methodology was used to obtain quantifiable data from the learning practices as predicting variables contributing to building student communicative competence. The learning styles, strategies, efficacy, motivation, beliefs, and attitude are independent variables and communicative competence is a dependent variable in this study. Communicative competence is "the ability of the learners to use language effectively'' and this study has focused on discourse skills dimension as an integral part of overall language competence. This study has used the similar theoretical frameworks, adopted in the studies by Asiri and Shukri (2018), Agustina and Cahyono (2017), Anderson (2015), Barclay (2012), Dogan (2015), Jaferi et al. (2015) and Yufrizal (2017)for investigating the communicative approach. The following sections provide information related to the research instrument, the unit of analysis, the population, sample and informant selection, measurements, data collection, and data analysis procedures adopted in this study.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.3 Instrumentation

The survey used in this study was based on the main research questions articulated from the problem statement and is aimed at validating the theories on practices and developing communicative competence. As mentioned by Punch (2000) a study that aims at confirming a theory or investigating the hypotheses largely relies on contemporary theories. In this way, questions of the study are justified using a questionnaire survey and it minimises the cost and helps to collect data from a large sample (Zhang, 2000). A survey questionnaire is suitable for the study when the objectives of the study are manifested and clearly articulated (Bourque & Fielder, 1995). Many studies have used survey method to collect data to investigate communicative approach in the English language teaching and learning area (Alkhayyat, 2009; Coskun, 2011; Gorsuch, 2000; Jafari, 2015; Kalanzadeh et al., 2013; Karavas-Doukas, 1996; Yufrizal, 2017).

In this study, a survey questionnaire was used to collect data from the teachers and students related to their practices in developing communicative competence. The main aim of the study was to investigate the predicting variables based on English language teaching and learning practices of teachers and students to develop competence in the target language, and quantitative approach is a desirable strategy for realising this study. The communicative competence models and frameworks discussed in detail in Chapter 2 and the relationships of the predicting variables taken from the past literature.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

While developing a scale according to Podsakoff et al. (2012), the difficult items on the scale can mislead the respondents and cause common bias. The scale items with ambiguity can leave the respondent distracted (Doty & Glick, 1998). To avoid this situation the researcher before developing the questionnaire has consulted the teachers teaching English language at the university level. The researcher to reach consensus on the scale items consulted three university English teachers. The following questions discussed in detail with the teachers and students to know their viewpoints:

- What language skills are important at tertiary level focusing to develop communicative competence?
- How much English language do the students like?
- To what extent are the students clear about language learning or how purposeful are they in their learning?
- What are the preferred ways and strategies students use in language learning?
- How do teachers involve, evaluate, and monitor the learning?
- What do students do with the knowledge they already have about English language learning?
- How much importance do the students give to communicative competence in the English language for academic, social, and career purposes?

The discussion regarding these questions with the teachers was quite fruitful to meet the research objectives. The teachers considered communicative competence highly important for students' academic and professional success in the English as a medium of instruction context. Teachers also supported that the individual differences, beliefs about learning and students' motivation and attitude vary according to their demographic characteristics and programmes of their studies. All

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

the teachers agreed that cognitive and affective factors are of high significance in developing students' communicative competence. Most of the teachers and students considered it important and shared their experiences of teaching and learning. Teachers regarded the communicative approach as a key to improve students' competence. Teachers were asked about their preferred teaching methods and to what extent they consider cognitive and affective factors important in language learning. They suggested students' learning habits, language practices at home and in the class, motivation, self-effort and right attitude are the main factors in their views.

The researcher discussed the above question with the undergraduate programme students to elicit their views on language learning and interests in improving communicative competence. Students suggested more interactive activities, teachers' language skills, and communicative based language teaching to motivate them and improve their communicative competence. Students believed that examination driven approach and focus on the syllabus are the main priorities of the teachers. According to the students, teachers were mostly busy in their routine work and hardly cared about the students' interests related to class activities. Teachers merely focused on what they had already planned. To sum up, both teachers and students considered the competence important and considered cognitive and affective variables important in developing communicative competence.

A questionnaire was developed in the light of discussion with the teachers and the students, and later on, the designed survey was sent to the three university English teachers (called Professors in universities) selected for the study. The teachers were selected based on their teaching experience and research supervision at the

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

postgraduate level (See survey validation rubric and expert validation form in appendix F). Detailed discussion followed with these teachers to improve the questionnaire, its contents and items. Teachers' expert suggestion was taken into account to determine the predicting factors for communicative competence development. The questionnaire language was kept simple and much care had been taken to keep the scale short to minimise non-response bias. The survey questionnaire originally had 60 items, 8 to 10 items for each construct. The selected experts who validated the questionnaire found it lengthy and suggested reducing the number of items. Items based on the styles and strategies suggested by the experts to be focused on the communicative aspect of the classroom. Similarly, motivation and efficacy items were suggested to direct toward acquiring competence and using this competence in academic, social, and career aspects. The final version of the questionnaire modified according to the suggestions and later consulted with the supervisors and simplified to fit into the culture of the study.

The items in the construct of belief about language learning were kept simple and straightforward as "I learn English to use it for communication purposes" and in attitude construct, "I am active and take initiatives in learning English in class" and the same way, "I can apply the English knowledge to describe and explain the topics in class". The emphasis was on allowing the students to reveal the truth about their language learning experiences. "It is easy for me to stick to my aims and accomplish my goals in language learning". All items on the scale specifically articulated to determine the predictors of communicative competence development in the language learning process. The questionnaire designed for this study was the same for the teachers and the students, only the statements were different, for example, "My

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

students are active and take initiatives in learning English in the class". This way all items from "I am" to "My students" were changed for the teachers. The questionnaire items mainly focused on interests, activities, learning preferences, learning assessment, sharing problems, and discussing the material in developing communicative competence.

3.3.1 Development of Survey Questionnaire

This part of the study explains the construction and operationalisation of the scale items to investigate the research questions and test the research hypotheses. The next paragraphs highlight the design of the survey, structure, and measurement of the variables.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.3.2 Survey Questionnaire Design

The researcher has made the best possible efforts to keep the survey questionnaire simple and clear with no negative statements. Negative statements are mostly part of the questionnaires where liking and disliking are favoured (Marsh, Barnes, Cairnes, & Tidman, 1984). All the statements in the instrument were self-explanatory and the student could have easily understood them. The questionnaire designed with conciseness and simplicity in mind with double negative statements avoided. The questionnaire was accompanied by a cover letter to further highlight the area of study and enhance its comprehension for the respondents. (See appendix E)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.3.3 Survey Questionnaire Scaling

The constructs and items based on the questionnaire were selected after extensive literature review to minimise ambiguity. The questions were designed to be self-explanatory, and respondents could complete them by themselves and based on a five-point Likert scale from strongly disagree to strongly agree. The researcher consulted survey questionnaires based on past studies related to communicative competence by Alqarni(2017), Asmari(2015), Chang(2011), Jaferi et al.(2015), Manzano(2015) and Sreehari(2012) to enhance the construct validity. Pre-validity of the contents and constructs from the field experts helped to improve the content reliability and validity. All items were set as statements using a Likert scale (Churchill & Peter, 1984; Wong, 2002). Liker scales are easy ways to obtain information from the respondents.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.3.4 Survey Questionnaire Sections

The survey was designed to obtain teachers' and the students' self-reported perceptions toward the influencing factors of communicative competence in English language learning. The survey has two main sections. The first section is about the demographic information of the respondents (teachers and students). The second section has statements based on Likert scale regarding the seven variables; learning styles, learning strategies, learning efficacy, learning motivation, learning beliefs, learning attitude and communicative competence. All the instructions related to responses were clear and precise to avoid misunderstanding by respondents (Wong,

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

2002). Both the sections of the questionnaire are in a logical sequence and comprehensible for the teachers and the students.

3.3.4.1 Purpose of the Demographic Section on Survey

Demographic characteristics help the researcher to understand the participants in the study. Demographic characteristics play an important role in language learning as suggested by Oliver et al. (2004), Wainwright, Wright, Luciano, Geffen, and Martin (2005), Ehrman and Oxford (1989a), Howard (2012) and Brown (2009). These researchers have validated that demographic characteristics; genes, heredity, background and social variation affect the second language learning strategies, beliefs and motivation. The researcher's objective was to understand the predicting factors in the developing communicative competence at a tertiary level among the undergraduate students and analyse the moderating role of the demographics, namely gender, urban/rural background, public/private university and participants teachers/students in communicative competence development.

3.3.5 Survey Questionnaire Structure

The survey questionnaire was accompanied with a cover letter and possible measures were assured to keep the respondents' identity secret. The first section is about personal information of respondents. The second section has 35 items based on a five-point Likert scale from 'strongly disagree' to 'strongly agree'. The structure of the

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

questionnaire items was divided into various sub-constructs. The independent variables include; learning beliefs (five items), learning attitude (five items), learning efficacy (five items), learning motivation (five items), learning styles (five items), learning strategies (five items), and the dependent variable communicative competence has five items. (See appendix B for further reference).

3.3.6 Measurement of Variables

All variables under study were measured through quantitative data. The items on the questionnaire were based on close-ended statements and have a five-point Likert scale. The constructs of the scale related to variables would be measured through the mean score based on the respective item sub-scale. Level of the practices would be determined through the mean score of each construct. If a participant marks (4+3+5+2+5/5) on a given five items construct, the average score 3.80 will be considered.

3.3.7 Scale Items Contribution to Research Hypotheses

Since this study has ten hypotheses to test the relationships of the exogenous variables toward the endogenous variables, the items on both the teachers and the student's scales are the same and measuring the same constructs. There are seven constructs on the scales measuring the factors influencing role in predicting communicative competence at tertiary level in Pakistani universities. The items on the scales were

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

selected from the previous studies by Yufrizal (2017), Canale and Swain (1983), Alqarni, (2017), Asmari (2015), Jaferi et al. (2015), Manzano (2015), Gardner (1985), Green and Oxford (1995), Malley and Chamot (1990), Oxford (1990a) and Oxford and Burry-Stock (1995). All items have Cronbach's alpha values higher than .75 and all items have squared multiple values ranging from .38 to .71. Thus, all the items on the scales contributing to the measurement of the constructs and validating the hypotheses proposed in the study related to direct relationships, mediation, and moderation.

3.4 Operationalisation of Variables

Most researchers have studied the multi-faceted aspects of communicative competence related to communicative language teaching approach in the classroom, teachers' and students' perceptions about communicative competence and teachers' role in developing the competence (Alqarni, 2017; Asmari, 2015; Chang, 2011; Jaferi et al., 2015; Manzano, 2015; Sreehari, 2001). This study has taken six factors related to styles, strategy, efficacy, motivation, beliefs and attitude as independent variables and communicative competence as a dependent variable. Altogether, there are seven variables in the study. The following paragraphs highlight the operationalisation of these variables.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.4.1 Learning Beliefs

Student learning beliefs are important in language learning. The belief in this study is a predicting variable and represents the purpose or goal of the learners to achieve communicative ability. It reflects what extent they have clarity about language learning. The learning has an objective dimension to accomplish the language-learning goal. Five items are part of this construct, which reflect the learners' beliefs about language learning. The items were taken from the questionnaire used by Yufrizal (2017) based on the Canale and Swain (1983) framework of communicative competence.

Table 3.1

Summary of Operationalisation of Language Learning Belief

The scale of Language Learning Beliefs (Cronbach's alpha .83)	
Belief 1	I learn English to use it for communication purposes
Belief 2	I learn English to use it for my writing purposes
Belief 3	The goal of my English learning is to communicate appropriately within special social contexts
Belief 4	The purpose of my English learning is to communicate by learning to think in English
Belief 5	The desired outcome of English learning is to achieve the ability to read and understand texts written in English

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.4.2 Learning Attitude

This is also a predicting variable in the study. This construct has five items to determine how much learners like their language class, teachers, and the environment in the class and their role in the language-learning classroom. Active learning demands that learners should be actively involved in the language learning process,

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

also, not to be idle or passive listeners only in the classrooms. The items were taken from the AMTB of Gardner (1985) and measured learner attitudes toward language learning. This construct is important to know how much learners like the second language learning that ultimately leads toward the development of their communicative ability in the second language.

Table 3.2

Summary of Operationalisation of Language Learning Attitude

The scale of Language Learning Attitude (Cronbach's alpha .77)	
Attitude 1	1 look forward to having an English class every day
Attitude 2	1 am happy with the way that my English teacher teaches us
Attitude 3	1 am active and take initiatives in learning English in class.
Attitude 4	English class at university is generally lively and Interesting
Attitude 5	Our teacher uses teaching contents and activities based on real-life English usage

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.4.3 Communicative Competence

Communicative competence is a dependent variable in this study. According to the definition, the learner can use the target language (Hymes, 1972). There are four areas of communicative competence as the Canale and Swain (1983) framework has proposed: linguistic, social, discourse and strategic. In this study, the communicative competence was operationalised as an ability of the learners, which has been assessed mainly focusing on the discourse part as shown in the items selected for assessment. These five items adapted from Yufrizal (2017) focus on the reading and speaking as discourse ability in the academic context.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 3.3

Summary of Operationalisation of Communicative Competence

The scale of Communicative Competence (CC) (Cronbach's alpha .87)	
CC 1	I can speak in English confidently inside the class
CC 2	I can read and comprehend long articles and essays
CC 3	I can give oral presentations in English in my class
CC 4	I can combine grammatical forms and meanings to write reports and summaries in the class
CC 5	I can apply the English knowledge to describe and explain the topics in the class

3.4.4 Learning Styles

Individuals are born with unique abilities and they have different dispositions (Oxford, 1990a). In a class of 30 or 40 students, it is hard to find a unanimous approach to learn the second language. This study also considered this aspect as many past researchers have proven the individual differences in second language learning (Green & Oxford, 1995; Malley & Chamot, 1990; Oxford, 1990a; Oxford & Burry-Stock, 1995). The five items on this scale were selected after consulting the Kolb (1984) questionnaire. The five items mainly focus on students' interest and inclination toward extra-curricular activities, studying alone, using personal assessment, sharing problems, and discussing the course material to assess their interest in developing communicative competence.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 3.4

Summary of Operationalisation of Language Learning Styles

The scale of Language Learning Styles (Cronbach's alpha .82)	
Style 1	I participate in extra-curricular activities to enhance my English language communication skills
Style 2	I study in the library to improve my English language skills
Style 3	I assess my weaknesses in language learning and try to overcome them
Style 4	I discuss my problems related to English learning with teachers to find solutions
Style 5	I enjoy discussing my ideas about course content with other students

3.4.5 Learning Strategies

Strategies have an important role in making the learners responsible for their learning. "Learners' proactive strategies contribute to enhancing the effectiveness of their learning" (Dörnyei, 2005, p. 166). By knowing the learner preferences it is helpful to reveal 'how and what to learn'. Oxford (1990a) has classified learning strategies as direct and indirect. This construct has taken five strategies as quoted by Oxford in her questionnaire as an indirect one. Indirect strategies related to evaluation and cooperation with other speakers of the language. The following list of the items shows this construct as a predictor of learners' ability in communicative competence to assess their strategies. Self-evaluation, looking out for opportunities, setting clear goals, self-motivation and finding resources are the main items on this scale.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table: 3.5

Summary of Operationalisation of Language Learning Strategy

The scale of Language Learning Strategies (Cronbach's alpha .88)	
Strategy 1	I notice my English mistakes and use that information to help me do better
Strategy 2	I look for opportunities to read as much as possible in English
Strategy 3	I have clear goals for improving my English skills
Strategy 4	I encourage myself to speak in English even when I am afraid of making a mistake
Strategy 5	I select and evaluate resources according to my needs and levels

3.4.6 Learning Efficacy

Efficacy is learners' belief in their ability to learn the language and complete the tasks related to learning. According to Pajares and Valiante (1997), efficacy refers to "the beliefs that students develop about their academic capabilities help determine what they do with the knowledge and skills they possess" (p. 353). According to Bandura and Schunk (1981) "people's judgment of their capabilities to organize and execute courses of action required to attain the designated types of performances" (p. 31). When learners feel competent to perform a certain task, they put in more effort (Ching, 2002; Jackson, 2002; Margolis & McCabe, 2003; Pajares, 1996). This construct has five items based on the general self-efficacy scale by Schwarzer and Jerusalem (1995). The items mainly focus on problem solving, self-determination, self-reliance, finding solutions while learning a language. The scale was designed to assess learner efficacy in the language-learning context.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 3.6

Summary of Operationalisation of Self- Efficacy

The scale of Learning Self-Efficacy (Cronbach's alpha .87)	
Efficacy 1	I can always manage to solve difficult problems of language learning if I try hard enough
Efficacy 2	It is easy for me to stick to my aims and accomplish my goals in language learning
Efficacy 3	Thanks to my resourcefulness, I know how to handle unforeseen situations in class and outside the class
Efficacy 4	If I am in trouble in English class, I can usually think of a solution
Efficacy 5	I am confident that I could deal efficiently with unexpected events in English language learning

3.4.7 Learning Motivation

Oxford (1989b) defines motivation as, "behaviours or actions which learners use to make language learning more successful, self-directed, and enjoyable" (p. 235). Gardner (1985) regarded motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p. 10). Learner's motivation helps to define "the extent of active, personal involvement in L2 learning" (Oxford & Shearin 1994, p. 12). It promotes "the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process" (Dörnyei, 1998, p. 117). The construct of motivation is adapted from the Gardner (1985) AMTB and five items have been selected to determine student motivation in developing the communicative competence ability. The items related to intrinsic motivation to prove that learners learning the language to prove themselves they are capable of facing challenges and have a feeling of self-satisfaction once the goal is accomplished.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 3.7

Summary of Operationalisation of Motivation

The scale of Language Learning Motivation (Cronbach's alpha .88)	
Motivation 1	I learn the English language to prove to myself that I am capable of learning at this level
Motivation 2	Because when I succeed in language learning I feel important
Motivation 3	Because I believe that my university education will improve my competence as a worker
Motivation 4	Because I want to have "the good social life" later on
Motivation 5	For the satisfaction, I feel when I am in the process of accomplishing difficult academic activities

3.5 Instrument Pretesting in the Pilot Study

It is important to ensure that the survey questionnaire designed to collect the data is easy and understandable to the respondents. According to Wong (2002), pretesting of the instrument helps to improve the language structure if required. This way the researchers can make their questionnaires relevant to their study (Bradburn, Sudman, & Wansink, 2004). Pretesting helps to overcome the problems related to ambiguity, length and time duration for questionnaire completion by respondents (Xie, 2011). Focus during the pretest is on instrument content and constructs. The devised survey distributed to get feedback related to language, clarity, and relevance. This process enables change and modification of the items. According to Ya'acob (2008), confusing items on a scale lower the interest of the respondents. In the current study, all items were simplified to avoid confusion. There were no negative or double meaning items on the scale and this made it easy for the students to complete it confidently. A pilot study was carried out in a selected University of Central Punjab Lahore undergraduate programme of BS Economics, which was not part of the actual

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

study to test the psychometric appropriateness of the questionnaire. The students of BS Economics take English courses in the first to fourth semesters. Some 130 survey questionnaires were distributed to the students and teachers. The procedure adopted was similar as carried out later in the main study. The researcher administrated a survey with a sample of 100 students and 30 teachers considered the true representative of the population in the pilot study. Teachers and students of undergraduate programmes in the pilot study were considered a unit of analysis. Teachers have experience of language learning and they know more about the practices required for developing communicative competence in English language teaching.

According to Sekaran (2003), an average response is acceptable and a common method variance test is recommended when collecting the dependent and independent variables from the same respondents (Martinez-Costa & Jimenez-Jimenez, 2009; Podsakoff et al., 2003). The common method as a third variable influences the relationship between the variables; it either increases or decreases the influence (Jakobsen & Jensen, 2015). Common method bias becomes more eminent when respondents respond to the survey in one sitting (Burton-Jones, 2009). Finally, a total of 90 respondents including 70 students and 20 teachers became part of the analyses in piloting the survey questionnaire. Keeping all the issues in view, the collected data were analysed using the statistical package for the social sciences (SPSS) version 24. Following are the results of the statistical analysis of the instrument's reliability test.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 3.8

Summary of Pilot Study Scale Reliability Test of the Scale

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	No of Items
.814	.809	35

Mean	Variance	Std. Deviation	N of Items
137.14	122.260	11.057	35

Table 3.8.1

Item Statistics

Items	Mean	Std. Deviation	N
Belief1	3.91	.90	90
Belief2	3.80	.92	90
Belief3	3.69	.96	90
Belief4	3.88	.91	90
Belief5	3.87	.91	90
Mot1	3.98	.70	90
Mot2	3.98	.79	90
Mot3	3.96	.71	90
Mot4	4.14	.75	90
Mot5	4.12	.71	90
Comp1	4.00	.82	90
Comp2	4.13	.78	90
Comp3	4.02	.73	90
Comp4	3.91	.75	90
Comp5	3.84	.88	90
Att1	3.71	.98	90
Att2	3.88	.92	90
Att3	3.77	.91	90
Att4	3.73	.93	90
Att5	3.82	.90	90
Style1	3.64	1.05	90
Style2	3.77	.99	90
Style3	3.86	.90	90
Style4	3.91	.90	90
Style5	3.81	.98	90
Strategy1	4.13	.69	90

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Strategy2	4.00	.82	90
Strategy3	4.13	.78	90
Strategy4	4.02	.73	90
Strategy5	3.91	.75	90
Eff1	3.83	.85	90
Eff2	4.07	.80	90
Eff3	3.76	.90	90
Eff4	4.13	.78	90
Eff5	4.02	.84	90

Table 3.8.2

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Belief1	133.23	115.32	.31	.80
Belief2	133.34	113.06	.42	.80
Belief3	133.46	112.92	.40	.80
Belief4	133.27	113.65	.40	.80
Belief5	133.28	112.36	.46	.80
Mot1	133.17	123.26	-.09	.82
Mot2	133.17	120.83	.04	.81
Mot3	133.19	116.13	.36	.80
Mot4	133.00	118.09	.21	.81
Mot5	133.02	118.17	.22	.81
Comp1	133.14	114.21	.42	.80
Comp2	133.01	115.96	.33	.80
Comp3	133.12	118.40	.20	.81
Comp4	133.23	115.17	.40	.80
Comp5	133.30	117.04	.23	.81
Att1	133.43	114.38	.32	.80
Att2	133.27	115.68	.28	.81
Att3	133.38	116.82	.23	.81
Att4	133.41	116.94	.22	.81
Att5	133.32	116.64	.24	.81
Style1	133.50	110.27	.49	.80
Style2	133.38	114.64	.31	.80
Style3	133.29	116.05	.27	.81
Style4	133.23	114.15	.37	.80
Style5	133.33	111.61	.46	.80

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Strategy1	133.01	117.85	.26	.81
Strategy2	133.14	114.21	.42	.80
Strategy3	133.01	115.96	.33	.80
Strategy4	133.12	118.40	.20	.81
Strategy5	133.23	115.17	.40	.80
Eff1	133.31	115.11	.35	.80
Eff2	133.08	117.06	.26	.81
Eff3	133.39	116.24	.26	.81
Eff4	133.01	121.80	-.00	.81
Eff5	133.12	116.53	.27	.81

The results in Table 3.8 show that the instrument Cronbach alpha value is .81 for the questionnaire. Thus, the results of the reliability test showed that there were no problems with items on the scale.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.6 Refinement and Validation of the Instrument

Analysis of the measurement of the instrument is important for various reasons. If the scale developed in one context and the same used in another context, it can give different results. A refined scale gives “confidence that the empirical findings accurately reflect the proposed constructs” (Flynn et al., 1994, as cited in Wong, 2002, p. 129). Researchers use various measures to check the psychometric properties of a scale. These include Cronbach’s alpha, content, constructs composite reliability, and criterion validity measures (Malhotra, Hall, Shaw, & Crisp, 1996). This study has checked the scale validity and reliability to ensure accuracy as suggested by Malhotra et al. (1996) and Wong (2002).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.6.1 Reliability of the Scale

Reliability is the consistency of the results by using the same instrument more than once (Bernard, 2000). Unidimensionality test ensures the reliability of a scale as it minimises the correlation error of the constructs. Reliability and unidimensionality tests are recommended before adopting a scale (Wong, 2002). Unidimensionality statistics further showed the scale reliability. This study has followed this rule. To determine the reliability and consistency of the scale, Cronbach's alpha was used in this study. According to Hair et al. (1998), a cutoff point .60 is acceptable and .70 is a desirable degree for a scale. All the sub-constructs of the instrument were analysed using SPSS for scale validity and reliability. The Cronbach's alpha of the survey scale for teachers and students was above the threshold of > .70.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.6.2 Validity of the Scale

Validity is known as "the degree to which any instrument measures what it is intended to measure" (Zhang et al., 2000, p. 742). Construct validity, criterion-related validity, content validity, convergent validity, and discriminant validity are the main methods of measuring validity (Carmines & Zeller, 1979; Zhang et al., 2000). This study has followed all these measurements to ensure instrument reliability.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.6.3 Unidimensionality Analysis

Anderson and Gerbing (1991) described unidimensionality as an important aspect of reliability and validity. A single construct estimates in unidimensionality (Wong, 2002). Exploratory and confirmatory factor analyses were conducted to find the unidimensionality of the instrument in this study.

3.6.4 Content Validity

Content validity provides methodologically with a solid and extensive assessment of the survey questionnaire (Zhang et al., 2000). Content validity requires a moderate correlation and loading (> = 0.70) and moderate inter-item correlation (> = 0.80) shows minimum contribution by the scale items (Choi, 2010). Content validity shows the extent to which the specific content represents by the empirical measurements (Zhang et al., 2000). Correlation analysis was used in this study as a means of evaluation to ensure content validity.

3.6.5 Convergent Validity

Convergent validity is a kind of construct validity. Convergent validity is the extent to which scale items are considered to represent a construct relied on various facts based on a similar construct (Parasuraman, Zeithaml, & Berry, 1991). Convergent validity of the scale completed determining the factor loadings of the observed items on the

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

latent constructs as suggested by Wong (2002). Confirmatory factor analysis was used in this study to assess the convergent validity of the constructs as proposed by Churchill (1979).

3.6.6 Discriminant Validity

Discriminant validity is a "theoretically based way of thinking about the ability of a measure to estimate the underlying truth in a given area" (Litwin, 1995, cited in Wong, 2002, p. 133). According to Wong (2002), there should not be a strong correlation among the measures of the constructs and all constructs should have different concepts to achieve discriminant validity. Correlation analysis was completed to evaluate the discriminant validity in this study.

3.6.7 Criterion Validity

Criterion validity is to what extent the results of a scale predict concerning other variables in the study (Malhotra et al., 1996; Wong, 2002). There are two types of criterion validity; concurrent and predictive validity. The concurrent validity analyses the criterion validity of the measures by comparing scores. The predictive validity relates to how well a measure predicts an outcome for another measure. The direction and enormity of the correlation coefficient among the factors must be constant to the expected results (Wong, 2002). This study has made sure of the criterion validity of the constructs.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.7 Data Screening

Data screening helps to ensure all the responses from the respondents entered removed outliers and checked the normality assumption of the data, which is one of the conditions for multivariate analysis in SEM (Wong, 2002). According to Hair, Anderson, Tatham, and Black (1998) outliers are highlighted through univariate, bivariate and multivariate analyses. Univariate analysis is helpful to improve and screen the data results and quality (Xie, 2011). Mahalanobis Distance, Cooks Distance, and scatter plots are commonly used as statistical methods to determine outliers and normality (Xie, 2011). Skewness and kurtosis statistics are thresholds to check the data normality as suggested by Hair et al. (1998). This study has used Mahalanobis distance and scatter plot to determine the outliers, and more details on this are given in Chapter 4.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.8 Unit of Analysis

According to Zikmund (2000), the unit of analysis is the extent to which a study focuses on exploring and investigating the subjects in the study. It is of great significance to highlight that the unit of analysis influences the model of the study, sample size, and data collecting method (Wong, 2002; Zikmund, 2000). The prime subjects of this study are English language teachers and undergraduate programme students learning English Language at the university level. They were the main respondents of the study and selected as the unit for analysis to obtain the relevant

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

information related to the influence of the predicting factors in communicative competence development in Pakistani universities in undergraduate programmes.

3.9 Selection of Key Informants

It is one of the researcher jobs to find the appropriate and knowledgeable respondents, who have the right information relevant to the phenomenon under investigation. It can be achieved by going through the verification process related to the people who hold those details related to the problem under investigation (Skarmeas et al., 2002). As suggested by Mitchell (1994), the survey should target qualified people who possess skill and qualification. Keeping this in mind the researcher believed the phenomenon of communicative competence development and its predicting factors could best be responded by the teachers and the students in the higher education institutions.

In undergraduate programmes, students come after learning the English language for 12 to 15 years. Besides, their teachers have vast experience of learning and teaching more than five to ten years. The teachers hold significant knowledge of language learning and teaching and, at the same time, university graduates in their third years of degree programmes have sufficient knowledge to provide standard and reliable information (Mitchell, 1994). Keeping these important considerations, the researcher has selected key informants; teachers and students at the university level (Miller, 1956). Choosing multiple higher education institutions would have been a better idea to minimise the common method variance (Podsakoff et al., 2003) but due to the research context Lahore district in Pakistan as education hub restricted this idea.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Thirty universities have main and sub-campuses in this city. Only 20 universities are having English language courses in their undergraduate programmes. The medical and engineering universities mainly focus on their content teaching. The researchers had limited choice as to select the universities where most of the students study at least three to four courses in their respective programmes.

The researcher has worked as a lecturer at the university level and very well knows the courses and programmes at the tertiary level in English as a medium of instruction. The four universities selected were two public, namely the University of Punjab, University of Sargodha Lahore campus, and two private, namely The Superior University, the University of Lahore. Teachers and students were chosen from six different programmes, namely Bachelor of Business Administration (BBA), Bachelor of Electrical Engineering and Technology (BS Electrical), Bachelor of Computer Science Info & Tech (BS ICT), Bachelor of Mass Communication (BS Mass Com), Bachelor of Commerce (B.Com) and Bachelor of Computer Software Engineering (BS Comp Software). The details of the sample are provided in the next paragraphs.

3.10 Sample Size and Selection

The quantitative method mainly measures the specific attributes of a data set taken from a large population as a representative sample to relate the results to the entire population (Davis, 2000). This approach mainly relies on providing concise answers to the research questions through data analyses (Beedles, 2002). This study has used

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

structural equation modelling for data analysis. For SEM a large sample size of 400 and above to maintain statistical power is considered ideal; however, a sample size between 100-200 respondents is recommended (Hair, Black, Babin,& Anderson, 2009; Kline, 2011, 2013; Schumacker & Lomax, 2004, 2010). This study has a sample size (N=599) that is considered good for statistical analyses.

This study used a probability sampling technique and employed cluster stage sampling strategy. Higher educational institutions are in all the major cities of Pakistan. Lahore is as a city of education and learning. The proportion of the institutions is not approximate as universities offer various programmes and have been ranked according to the main area of specialisation such as engineering, medicine, fashion, veterinary science, agriculture, business and economics, computer science, civil, and electrical engineering. There are certain degree programmes offered by most of the universities regardless of their specialisation. Keeping this in view, the researcher opted for cluster sampling approach. This approach was used to enhance the precision and reduce the expenses and variation in the sample. This approach offers a reduction of sample error by increasing the confidence level (Churchill, 1991). It was further ensured to include the publicly and privately run universities bringing more accuracy and reflecting the true representation of the population (Davis, 2000; Zikmund, 2000). Every stratum selected has the same characteristics such as the same degree programme and English courses and this helped the systematic procedure for sampling (Churchill, 1991; Malhotra, 2002). By selecting two private and two public universities within the vicinity the researcher approached their English language departments. The number of teachers in the faculty

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

and students in various programmes learning English language was selected based on the criteria mentioned on the next page.

The data collection procedure was carried out over one semester (August 2019 to January 2020) and the researcher employed the different approaches to reach the respondents as suggested by Dillman, Smyth, and Christian(2009). First, the researcher wrote the official letters to the registrars of the selected universities to seek their consent and later arranged meetings with department heads, English faculty, and six-degree programme students. Equal probability of selection method was used in clustering the sample in stages. The following criteria were used for sample selection:

Selection of the students:

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

- Have studied at least three English courses* during their degree programmes *(Courses: EAP/Functional English/ ESP/Technical/Academic Writing/Communication Skills)
- Able to complete the survey
- From different selected degree programmes
- Willing to participate

Selection of the Teachers:

- English teachers with experience at least two years at the university level
- Qualification minimum Master degree
- Teaching at the same university/affiliated college in undergraduate programmes
- Willing to participate

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The sample size is determined to validate the results of the study. In structural equation modelling, there are many recommendations. According to Williams and Holahan (1994), a minimum of 100 is adequate for SEM analysis. On the other hand, Kelloway (1998) and Marsh, Balla, and McDonald (1988) suggest 200 participants for goodness-of-fit measures. For SEM analysis "an optimal sample is between 100 and 200" is found reasonable and justified (Hair, Anderson, Tatham, & Black, 1992, p. 10 as cited by Forza & Filippini, 1998). Comrey and Lee (1992) offered a rough scale for factor investigation and gave rating scale for test estimate in factor examination as 100=poor; 200=fair; 300=good; 500=Very Good; and at least 1000 incredible. The past studies (Hair, Anderson, Tatham, & Black, 1992, p. 10 as cited by Forza & Filippini, 1998) encourage the researchers to acquire tests of at least 500 perceptions at whatever point factor investigation. A total of 600 students from four selected universities and 200 teachers teaching in the same universities from the selected programmes were approached to be part of the study. The respondents were informed for their consent; as suggested by Diener and Crandall (1978) that when the respondents are informed about the facts of the study that could affect their decisions and willingness to participate. The selected universities are situated in the urban setting and have a great variety of EFL non-major English students in various programmes. The students taking part in this study were from Bachelor of Business Administration (BBA), Bachelor of Electrical Engineering and Technology (BS Electrical), Bachelor of Computer Science Info & Tech (BS ICT), Bachelor of Mass Communication (BS Mass Com), Bachelor of Commerce (B. Com) and Bachelor of Computer Software Engineering (BS Comp Software). The researcher formally approached these universities and sought official permission from the administration related to the subject of the research to collect the data.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.11 Sampling Method

This study has used cluster-sampling approach. Population divides into various clusters in this approach to collect the data in units from the clusters, which could be classes, programmes, universities, or teachers. According to Van (2007), this approach is useful when it is impossible to reach the entire units in a given population. Cluster sampling has various phases (Bluman, 2007; Krathwohl, 2009):

- Create a cluster list of the sample population
- Select a random sample of clusters
- From the selected clusters include all the units
- Collect data from selected clusters and units

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Cluster sampling makes sure of the random, unbiased and equal probability (Bluman, 2007), and at the same time, it reduces the chances of over or under-representation of the clusters (Dunstan et al., 2002). Over or under-representation means that some clusters in the sample have unusually more units than the others (Alatawi, 2013).

3.11.1 Cluster Sample Size

When determining a sample size a researcher should include, "(1) the heterogeneity of the populations; (2) the desired precision in determining magnitudes of effects; (3) the type of sampling design; (4) and the availability of resources" (Van, 2007, p. 183). A cluster sampling (30 x 7) design is very popular as developed by the World Health

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Organization (Henderson & Sundaresan, 1982; North Carolina Center for Public Health Preparedness [NCCPHP], 2012). To better understand (30 x 7) design, it represents 30 clusters and seven units. Seven is the minimum number for units in a cluster (Alatawi, 2013). Based on this design, the sample size in this study is 600 students and an approximate cluster is (100×6). Six means degree programmes as clusters, and 100 as units from each university. A teachers' sample of 200 (50×4) was approached from 4 universities with 50 units from each university. This design varies according to units and clusters and to have 30 clusters as suggested in the design seems impractical in many cases so the ideal is to keep the range within (30 x 7) to achieve accuracy and precision (NCCPHP, 2012). The design (30 x 7) is like a two-stage cluster sampling. In the first stage, clusters were selected and in the second stage, units were decided. To attain the accuracy and precision using two-stage cluster design the response rate of the survey is important as it validates the results (Baruch, 1999). The past literature shows a rate of 56% (Baruch, 1999) and 20% in the survey research (Biner & Kidd, 1994; Gendall, Hoek, & Esslemont, 1995; Hagget & Mitchell, 1994). This study has a response rate of students 68% and teachers 97%. Table 3.9 shows the sample details.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 3.9

Summary of the cluster-stage sample population and sample size of students and teachers

Degree Programmes	Respondents Numbers
Selected Degree Programmes 1. Bachelor of Business Administration (BBA) 2. Bachelor of Electrical Engineering and Technology (BS Electrical) 3. Bachelor of Computer Science Info & Tech (BS ICT) 4. Bachelor of Mass Communication (BS Mass Com) 5. Bachelor of Commerce (B.Com) 6. Bachelor of Computer Software Engineering (BS Comp Software)	600 surveys were distributed and total respondents surveys finalised for analyses-405 from four universities Teachers- 200 surveys were distributed in four universities and 194 surveys finalized for analysis All the respondents were selected using an equal probability of selection method (EPSEM) from final semesters equal representing male and female

Six Degree Programmes Students								
Clusters	**BBA**	**BS Electrical**	**BS Comp ICT**	**BS Mass Com**	**B. Com**	**BS Comp Software**	**Total**	**%**
Surveys (Units distributed)	100	100	100	100	100	100	600	100
Responses (Received)	75	80	74	80	82	78	469	78
Units received and that met the criteria (First step)	66	65	67	67	71	69	405	68
Clusters that had 65 units or more ($N_i \geq 65$) (Second step)	✓	✓	✓	✓	✓	✓		
Selected responses (Final step)	66	65	67	67	71	69	405	68

Four selected Universities Teachers						
Clusters	**Superior University**	**University of Lahore**	**University of Punjab**	**University of Sargodha**	**Total**	**%**
Surveys (Units distributed)	50	50	50	50	200	100
Responses (Received)	50	50	49	45	194	97
Units received and that met the criteria (First step)	50	50	49	45	194	97
Clusters that had 45 units or more ($N_i \geq 45$) (Second step)	✓	✓	✓	✓		
Selected responses (Final step)	50	50	49	45	194	97

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The whole quantity of university students enrolled changed into about 265000 in undergraduate programmes in the 2014-2015 periods. The fundamental criterion for selecting the respondents for this study is the undergraduate students of the university academic year 2019-2020 in fourth and above semesters. The principal purpose for deciding on semesters four and above undergraduate students is because studies have proven that students face more challenges in early years of their degree programmes than the others when they are struggling to manage (Astin, 1993; Johnson, 1994; Tinto, 1993, 1996; Yorke, 1999; Yorke & Longden, 2008). The students in undergraduate programmes by the fourth semester onwards have usually studied three courses of English and can easily respond to the questionnaire.

The main object of the study is to explore the English language communicative competence among the students in undergraduate programmes. The researcher has worked as a lecturer and had the language-learning situation in mind at the university level. The researcher has used a probability cluster stage sampling strategy as “information-rich cases that manifest the phenomenon of interest” (Patton, 1990, p. 169) to find purposeful data. Thus, a sample chosen by probability sampling assures that the sample is a true representative of the population from where the sample was taken for analyses.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.11.2 Sample as Representative of Population

A true sample is the representative of the population to match with the main characteristics of the entire population under examination to generalise the results (Davis, 2000; Zikmund, 2000). A representative sample has transparency, consistency and diversity. Since the scope of the study is to determine the competence predicting factors at tertiary level in Pakistan and the population of interest in this are the graduation programme students and teachers, the researcher has chosen the six programmes, which offer the same courses in all the universities in the country recommended by the higher education commission of Pakistan. Equal representation was ensured by taking students from the same age group, male/female, public/private universities and urban/rural backgrounds to minimise the sample bias and error (Churchill, 1991). Teachers and students were randomly approached using probability sampling technique to be part of the study in the selected programmes and cluster stage sampling technique was used as students/teachers are already in six programmes in public and private universities. The entire population was drawn into parts to be treated as units from which a random sample was drawn finally. The results of the study can be generalised related to undergraduate programmes taught in public and private universities situated in the educational hub Lahore city of Pakistan only from where the sample was taken. Thus, the drawn sample is truly representative of the population of four universities situated in Lahore city and has limitations related to transferability of the results in other contexts.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.11.3 Statistical Power

Statistical power means "the probability of finding statistical relationships among variables" (Malhotra & Grover, 1998, as cited in Wong, 2002, p. 111). To adequately meet the statistical power a sample size of 100 to 200 is required in SEM (Hairet et al., 1992, p. 10) as cited by Forza & Filippini, 1998; Kline, 2010). This study distributed 600 survey questionnaires to students and 200 to teachers. Some 405 surveys from the students and 194 from the teachers were part of the final analysis. The response rate from the students was 68% and from the teachers, it was 97%. Thus, the sample acquired together was 599. A sample above 500 considered has sufficient statistical power (Kline, 2010).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.12 Methods of Statistical Analysis

This study has used structural equation modelling (SEM) as the data analysis approach. The collected data were analysed to answer the research questions and achieve the research objectives using simple correlation to advance statistics analyses. SPSS version 24 was used to check the research scale reliability and validity. AMOS version 24 was used to analyse the research questions and hypotheses. Chapter 4 provides a detailed description of the data analyses. The following sections explain the justification of the SEM as a statistical approach in this study.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.12.1 Structural Equation Modelling

This study has used structural equation modelling analysis (SEM) using IMB SPSS AMOS 24 (Arbuckle, 2015) to test the hypotheses. SEM is a statistical technique applied to analyse a structural model, which contains latent variables (Meyers, Gamst, & Guarino, 2013). According to Byrne (2001), "primary interest in SEM is the extent to which a hypothesized model, fits or adequately describes the sample data" (p. 81). SEM is useful to analyse the hypothesised model based on the data. The measurement model analyses the predicting relationships among the observed variables. The structural model measures the relationship between the latent constructs and the measured variables. The structural equation model explains the hypothetical model when data from the proposed model and the observed model matches. The rationale to use structural equation model for data analysis derived from the hypotheses and objectives of the study. This study has focused on testing and validating the hypothesised structural model with comparison to the observed model. According to Myers et al. (2013), chi-square (χ^2) likelihood ratio statistic, goodness-of-fit index (GFI), normed fit index (NFI), comparative fit index (CFI), and the root mean square error of estimation (RMSEA) are the main indices that show the model fit with the data. Schumacker and Lomax (2004) stated, "The initial (full) model represents the null hypothesis (H_O)" (p. 113). This study has used the Hu and Bentler (1999) suggested cut-off criteria for model fit indices. Exploratory factor analysis (EFA), Confirmatory factor analysis (CFA) and SEM assumptions, and indices are elaborated in the following paragraphs.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.12.2 Exploratory Factor Analysis (EFA)

The main contribution of EFA analyses is a determination of dispersion of factor loading, item correlation, the dimensionality of the constructs and Eigenvalues that would be useful to validate the survey and helpful at later analyses in the study (Wong, 2002). This study used EFA before the SEM analysis. Maximum likelihood with Varimax was selected for rotation for simplifying factors rather than variables (Wells & Sheth, 1971; Wong, 2002).

This study has adapted the survey and according to Brown (2006) and Buhner (2010) EFA is highly recommended when the researcher has no prior knowledge that the items measure the intended constructor when the adapted scale was developed in different context and culture (Brown, 2006; Buhner, 2010)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.12.3 Confirmatory Factor Analysis (CFA)

CFA analysis is to decide which variables covariate or can explain the constructs (Schumacker & Lomax, 1996). This technique is like EFA with only difference hypotheses constraints were used as a base in this analysis. The constraints could be several factors hypothesised, type of connections among factors and weight of the loaded factors for all variables (Schumacker & Lomax, 1996). This study carried out CFA to determine the latent variables unidimensionality, discriminant, and convergent validity as described by Hair et al. (1998). Following is the detail of the goodness of fit indices mostly acceptable in SEM analyses.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.13 Overall Goodness-of-Fit Measures

No one test can best predict the power of the structural model (Hair et al., 1998). Byrne (2009) described "particular indices" (p. 83), (These particular indices are absolute, incremental, and parsimonious fit) have been shown to operate somewhat differently given the sample size, estimation procedure, model complexity, and/or violation of the underlying assumptions of multivariate normality and variable independence" (as cited in Ulrich, 2009, p. 87). Table 3.10 shows the model fit indices suggested in the past literature to test the model fit in structural equation modelling.

Table 3.10

Summary of Model Fit Indices Suggested in the Past Literature

Measures	**Terrible**	**Acceptable**	**Excellent**
CMIN/DF	>5	< 3	>1.00
CFI	<0.90	> 0.90	> 0.950
SRMR	<0.10	>0.08	< 0.080
RMSEA	>0.08	>0.06	<0.060
PCLSOE	<0.01	<0.05	>0.050
IFI	<0.90	>0.90	>0.950
TLI	<0.90	>0.90	>0.950

Source: Adopted from Byrne (2001), Holmes-Smith et al.(2004), Hulland et al.(1996), and Kline (2005)

Assessment of goodness-of-fit is subjective to many researchers and they use their ways to explain the degree of fitness adapted to be good (Ulrich, 2009). This study has used various measures; absolute fit, the incremental and parsimonious fit measures as mentioned by Jöreskog and Sörbom (1998).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.13.1 Absolute Fit Measures

The absolute fit measure is to find the overall model fit to predict the covariance observed in the model (Hair et al., 1998). Likelihood-ratio chi-square statistics, the goodness-of-fit index and the root mean square residual are the main indicators used to determine the absolute fit (Wong, 2002).

3.13.1.1 Likelihood-ratio Chi-square Statistics

Chi-square measure is important in overall fit and provides a base for the goodness of fit to the model in SEM (Hair et al., 1998). Chi-square low value indicates less difference in the hypothesised and estimated model. The use of Chi-square is also a problematic area due to the tendency to reject the hypothesis (Schumacker & Lomax, 1996; Ulrich, 2009). Such error is the result of non-normality in the data and subject to sample size (Byrne, 2009; Ulrich, 2009). The chi-square measure is critical to large sample size and the observed variables multivariate normality deviation (Wong, 2002). This study has used the chi-square statistics in the model fit indices.

3.13.1.2 Goodness-of-Fit Index (GFI)

This estimates against non-fit of the data (Ho, 2006; Ulrich, 2009). This index ranges from zero (poor fit) to one (perfect fit). A minimum value of .90 is required to achieve the goodness of fit of the model (Hair et al., 1998).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.13.1.3 Root Mean Square Residual (RMSR)

Root Mean Square Residual (RMSR) is the mean of the residuals among the observed and the estimated input matrices (Hair et al., 1998). It ranges from zero (perfect fit) to one (poor fit) and the less the value, the better the model fit. A value <.08 is acceptable to fit (Hair et al., 1998).

3.13.2 Incremental Fit Measures (IFM)

Incremental fit measurement is a null model and compares the estimate with baseline model (Wong, 2002); this is a practical model, and other models are predictable to exceed (Hair et al., 1998). Normed fit index (NFI), adjusted goodness-of-fit index (AGFI) and comparative fit index (CFI) are the main measurements used to determine the model fit.

3.13.2.1 Adjusted Goodness-of-Fit Index (AGFI)

AGFI is an extension of GFI to adjust the "degrees of freedom for the null model" (Wong, 2002, p. 143). The values range from zero (poor fit) to one (perfect fit) and the higher the index, the better the goodness-of-fit. A minimum value of .90 is accepted as a good fit (Hair et al., 1998).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.13.2.2 Normed Fit Index (NFI)

The normed fit index shows the percentage of increment in fitness compared with baseline independent model (Bentler & Bonett, 1980). Even though NFI is widely used and in a small sample, it underestimates the goodness-of-fit. The NFI index ranges from zero (poor fit) to one (perfect fit), a higher index shows a better fit. The minimum value of .90 regarded as a good fit (Byrne, 2009; Hair et al., 1998).

3.13.2.3 Comparative Fit Index (CFI)

The comparative fit index is "comparisons between the estimated model and a null or independence model" (Wong, 2002, p. 143). It ranges from zero (poor fit) to one (perfect fit) and a higher index shows a better goodness-of-fit. The minimum value of 0.90 is accepted as a good fit (Byrne, 2009; Hair et al., 1998).

3.13.2.4 Parsimonious Fit Measures

Parsimonious fit measure refers to the fitness of model concerning estimation needed to achieve maximum fit of the model (Hair et al., 1998). A smaller value of root mean square error of approximation (RMSEA), regarded as parsimonious indices, imply a better fit. According to Ho (2006), a value "from .05 to .08 indicate acceptable fit, .08 to .10 average fit, and greater than .10 poor fit" (as cited in Ulrich, 2009, p. 89).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.14 Justification of Using CB-SEM as Statistical Methodology

This study used structural equation modelling (SEM) statistical methodology to accomplish the objectives and assess the hypothetical relationships among the constructs.

Structural equation modelling is a second-generation multivariate data analysis methodology that has several edges over the traditional multivariate approaches. SEM statistical methodology provides:

- Assessment of measurement error
- Assessment of latent and observed variables
- Model testing and structure can be imposed as to fit the data
- Obtains estimates of the parameters, the factor loading, variance, covariance, factors residual error, and path analyses
- Factor analyses and multiple regression

Structural Equation Modelling is a popular way of analysis in quantitative social science research since it gives freedom to modify and assess the models based on theories (Bentler, 1983; Xie, 2011). To determine the direct and indirect relationship among the variables it is a useful analysis (Hair et al., 1998). The main idea is to test how a proposed model closely fits the collected data and it helps to verify the relationships in the given structure among the latent variables (Byrne, 2001). The modelling process is achieved by the covariance matrix through maximum likelihood estimation (MLE). MLE is a widely accepted way when the normality assumption of multivariate is satisfied (Choi, 2010; Hair et al., 1998). SEM has two

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

variations namely partial least square (PLS-SEM) and covariance-based (CB-SEM). Both are different in many aspects. The following Table 3.10 shows the difference in both:

Table 3.11

Summary of Comparison of PLS-SEM and CB-SEM

PLS-SEM	**CB -SEM**
Interactive effects	Difficult with small models and impossible with large ones
Formative	Reflective
40-50 variables	Fewer variables
Non-normal data	Not used
Non-homogeneity	Not used
Small sample	Need a large sample
Predicting theory	Testing theory
Use latent score	Model Fit indices

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

This study used SEM to examine the proposed hypotheses on the relationship between learning practices and communicative competence. SEM has a two-stage process; at the first stage, a good measure model achieved of the constructs, and at the second stage, the relationship of the constructs is evaluated. This study has used SPSS version 24 and AMOS version 24 to develop measurement and structural models

Hair et al., (2012, 2014), Jöreskog and Wold (1982) have suggested when to use one of these. Hair et al. (2011, p. 144) has recommended the use of SEM:

- “If the goal is predicting key target constructs or identifying key 'driver' constructs, selects PLS-SEM.
- If the goal is theory testing, theory confirmation, or comparison of alternative theories, select CB-SEM.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

- If the research is exploratory or an extension of an existing structural theory, select PLS-SEM."

3.14.1 Application of SEM in Language Studies

Kunnan (1998) has listed some objectives of using SEM for language assessment as follows:

- Research on the exploration of the conceptualisation of constructs
- Research on the exploration of the factor structures
- Research on the hypothesised relationship of the constructs

Past SEM studies in Language

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

- Bachman and Palmer (1981, 1982, 1989) on communicative proficiency
- Swinton and Powers (1980) on TOEFL performance
- Purcell (1983) on pronunciation accuracy
- Fouly (1985)on learning variables and proficiency
- Wang (1988) on cognitive achievement and psychological orientation
- Hale et al. (1989) on structure of TOEFL
- Gardner (1983), Gardner et al. (1987) and Gardner (1988) on motivation factors;
- Clement and Kruidenier (1985), and Ely (1986) investigated motivation, aptitude and attitude factors
- Phakiti (2006) on cognitive and metacognitive strategies direct and indirect effects on reading
- Papi (2010) on the theoretical model ideal L2 self and ought to L2 self
- Pae and Shin (2011)on the effects of differential instructional methods in a relationship of intrinsic and extrinsic motivation self-confidence
- Nasser (2004) on cognitive and affective factors on the achievement of Arabic speakers
- Badri et al. (2017) on the perceived impact of teachers' professional development

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

- Kim and Crossley (2018) on modelling second language writing quality
- Law and Fong (2020) on learning transfer of academic English

From the review of published studies, it is evident that SEM has been widely used in past studies for analysing the models based on the predicting factors. This study aimed at analysing the influencing factors based on a theoretical model and determining the structural relationships of the factors in developing communicative competence. The primary purpose was to test the relationships and direct and indirect effects of the influencing variables, and structure among the latent and observed variables (Hair, 1998). CB-SEM was the most appropriate for this study. This study has opted for CB-SEM because it has reflective variables and is aimed at testing the a priori hypothesis. The objective is to test the proposed model and underlying theory to achieve model fit indices.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

3.15 Chapter Summary

This chapter has highlighted the issues related to the methodology used in the study and the data analyses procedures in this study. There were three sections in the chapter. The first section explained a research design that includes a unit of analysis, sample size, pilot study, and data collection procedures. The second section was about the survey instrument development and operationalisation of the variables; this explained the structure, scaling, sections, and items of the constructs. The third section explained the statistical procedures for data analysis. This part mainly focused on the data screening process, scale refinement and validation procedures, and

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

techniques such as EFA, CFA, SEM and goodness of fit measures used in the study. The previous chapter and this chapter explained the background of the study and the theoretical base of the study, research questions, hypotheses, research methodology, and CB-SEM as a statistical methodology for this study.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

CHAPTER 4

FINDINGS

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.1 Introduction

The theoretical framework, the literature review, survey design, and process of data analysis were elaborated in the previous chapter. This study has collected data through questionnaire via self-administrated survey. This chapter covers data screening, respondent demographics details, their responses toward communicative competence predicting factors and it has the detail of tests for reliability and validity analyses using Cronbach's alpha, scale overall reliability, EFA and CFA. This chapter focuses on validity and reliability analysis of the data derived from the main survey questionnaire in developing the overall measurement model and the structural model. The last section of the chapter highlights hypotheses detail and multi-group analyses.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.2 Data Screening

The researcher began by using the screening analysis to determine the results of the survey items using a statistical tool SPSS version 24. According to Creswell (2005), Ulrich (2009) and Xie (2011) data cleaning is achieved through frequency distributions, histograms, box plots, missing data or any keyed in error during the entries of the data items. This study collected data through questionnaire and error in the response is likely (Highman, 1955) as the researcher has no control over the respondents' way of completing the survey.

4.2.1 Missing Value Exclusion

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

When any respondent has not answered some items on the scale, it is a missing value. This happens when the respondents are unwilling to answer the items on the scale, data missing occurred or it may be the result of input error (Xie, 2011). According to Enders (2006), many studies in the past, which used SEM had reported missing data for various reasons**.** Approach to missing data can be carried out using elimination; 'pairwise or listwise' as mentioned by Enders (2006), Olinsky, Chen, and Harlow (2003) and Xie (2011). Another way is 'mean or regression' imputing. Deletion technique is unsuitable as it leads to loss of data and results in bias in the Chi-square (Xie, 2011). Imputation is preferred as convenient by placing the estimate values in the missing data. According to Kline (1998), there are three types of imputations. Mean imputation is simply accomplished by entering the average mean score for each missing variable. Regression imputation is achieved by predicting a score for each

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

missing variable through multiple regressions. The third one is pattern matching in which the score is filled from a similar profile variable. AMOS uses Maximum Likelihood (ML) imputing and many researchers agreed that it leads to minimum biases (Byrne, 2006). Another one is expectation-maximisation (EM) to forecast missing data in the model (Dempster, Laird, & Rubin, 1977). According to Xie (2011), EM works with an algorithm by computing the maximum likelihood for missing data sets. Dempster et al. (1977) and Xie (2011) have verified EM works well in their studies for SEM and multivariate analysis. Schafer and Olsen (1998) have introduced data augmentation (DA) that interchangeably fills the missing values by making inferences related to unidentified parameters. Allison (1987) suggested maximum likelihood for incomplete data set. The model Allison used has multivariate normality that showed the means, variance, and covariance as important statistics. According to Allison, multivariate non-normality would not have compromising effects on the estimates. This study has used SEM techniques to deal with the missing data. Only five missing cases were detected using listwise deletion suggested by Brown (1983) and incomplete surveys were removed. The cluster stage sampling approach further helped to keep appropriate units for each cluster. The study has a large sample size (n=599) thus, there are fewer chances of biasness.

4.3 Demographic Profile and Characteristics

The data were collected from the university undergraduate programme students and their teachers. The demographic characteristics of the respondents are varied (Morgan & Hunt, 1994) and this part of the study focuses on the gender, background, type of

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

university, degree programme, teachers' experience, and educational background. The purpose of these characteristics is to understand the respondents in the context of language learning in undergraduate programmes in Pakistani universities.

4.3.1 Students Demographic Characteristics

The researcher has selected four universities for this study based on the programmes offered in these universities at the undergraduate level. The higher education commission of Pakistan recommends courses and universities design the courses syllabus accordingly to develop student English language skills. Two public and two private universities were selected for the study. The University of Lahore, the Superior University, the University of Punjab Lahore, and the University of Sargodha Lahore campus took part in this study. There are 199 students from public universities and 206 from private universities. The surveys were administered to 600 students, and after initial screening and analysis, 405 respondents were included in the study with complete data set. The researcher has utmost tried to have an equal representation of the male and female students. There are 207 male students and 198 female students. The respondents of the study have different backgrounds; 200 students have urban and 205 students have a rural background.

Respondents were selected from six undergraduate programmes offered in all the four universities. There are 67 students from Computer Science, 66 from Business Administration, 69 from Computer Software Engineering, 67 from Mass Communication, 65 students from Electrical Engineering and Technology and 71

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

from Bachelor of Commerce are part of the sample. Students in these programmes are studying different courses in the English language. They learn generally three to four courses in their entire degree programme. Teachers of these programmes teach those courses according to the syllabus designed by the faculty. Functional English, English for Academic Purposes, English for Specific Purposes, Communication Skills, and Technical Writing are among the main courses taught to the students selected in this study. Students were asked about their interest in language learning and if they have attended any extra courses. Only 20 students responded to this statement; two students have taken IELTS and nine students got an opportunity to study some courses abroad. Most of the students have only one class of three hours in English per week and 137 students have one and a half hour class twice a week. Students stated that they mostly use mother tongue in the classes. The following Table 4.1 shows the detailed characteristics of the students.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.1

Summary of Students Demographic Characteristics

Demographic Details		Frequency	Percent	Valid Percent	Cumulative Percent
Type of university	Public	199	49.3	49.3	49.5
	Private	206	50.7	50.7	100.0
Name of the university	Superior University Lahore	105	25.7	25.7	25.7
	The University of Lahore	98	24.3	24.3	50.0
	The University of Punjab Lahore	98	24.3	24.3	74.3
	The University of Sargodha campus Lahore	104	25.7	25.7	100.0
Background	Urban Background	200	49.5	49.5	49.5
	Rural Background	205	50.5	50.5	100.0
Gender	Male	207	51.0	51.0	51.0
	Female	198	49.	49.	100.0
Degree programme	BSc Computer Science	67	16.6	16.6	16.7
	BBA	66	16.3	16.3	32.9
	BS Software Engineering	69	17.1	17.1	50.0
	BS Mass com	67	16.6	16.6	66.9
	BS Eng & Tech	65	15.8	15.8	82.4
	B. Com	71	17.6	17.6	100.0
Study abroad	Yes	9	2.2	2.2	2.1
	No	396	97.8	97.8	100.0
Taken IELTS	Yes	02	00.5	00.5	24.1
	No	403	99.5	99.5	100.0
Extra Eng. courses	Yes	20	5.0	5.0	4.6
	No	385	95.	95.	100.0
English Classes in a week	One Class In Week 3 hour	218	54.0	54.0	54.6
	Two Classes In Week 1.5 Hour	137	33.9	33.9	88.8
	Three Classes In A Week 1hour	50	12.1	12.1	100.0
English course studying in the class	Functional English	25	6.2	6.2	6.2
	English For Specific Purpose	50	12.4	12.4	18.6
	Communication Skills	125	30.7	30.7	49.3
	Technical Report Writing	100	24.8	24.8	74.
	Communication And Presentation Skills	105	26	26	100.0
The language mostly used in the class	English	76	18.6	18.6	12.6
	Mother Tongue	329	81.4	81.4	100.0
	Total Students	405	100.0	100.0	

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.3.2 Teachers Demographic Characteristics

The other main respondents of the study are the same universities teachers teaching the same programmes to the students. There are 100 teachers from the private and 100 from the public universities in the sample who were approached to participate in the survey. Altogether 194 teachers responded to the survey. Some 120 teachers have come from a rural background and 74 teachers are from an urban background. There are 106 male teachers and 88 female teachers who teach different courses to undergraduate students. 52 teachers have TESOL certification; five teachers have CELTA, 15 PGC, 24 B.Ed., and nine teachers with M.Ed certification; while 90 teachers have not obtained any teaching certification. Around 154 teachers teaching in the public and private universities are below the age of 35 years. Only 38 teachers received education abroad and 43 took IELTS / TOEFL tests. Besides, 145 teachers obtained MPhil, 35 teachers have master degrees in English language teaching, and 14 teachers have mastered in English literature degrees.

Majority of the teachers stated they have in-house training and their classes are observed by their seniors. Only 54% of teachers have five years of teaching experience at the tertiary level and the majority of the teachers claimed they could teach all the courses in English in undergraduate programmes. Most of the teachers responded that they were satisfied with their current job and role in their department. The following Table 4.2 shows the detail of the teachers' demographic characteristics.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.2

Summary of Teachers' Demographic Characteristics

Demographic Details		Frequency	Percent	Valid Percent	Cumulative Percent
Type of university	Public	94	48.2	48.5	48.5
	Private	100	51.3	51.5	100.0
Name of the universities	Superior University	50	25.6	25.6	25.6
	The University of Lahore	50	25.6	25.6	51.2
	The University of Punjab	49	25.1	25.2	76.4
	The University of Sargodha	45	23.1	23.6	100.0
Background	Urban Background	74	37.9	37.9	37.9
	Rural Background	120	62.1	45.1	100.0
Gender	Male	88	45.1	45.1	45.1
	Female	106	54.9	54.9	100.0
Age	27 -35 Years	154	79.	79.	79.
	36 -45 years	40	21.	21.	100.0
Teaching certification	TESOL	51	26.7	26.7	26.7
	CELTA	5	2.6	2.6	29.2
	PGC	15	7.7	7.7	36.9
	B.Ed	24	12.3	12.3	49.2
	M.Ed	9	4.6	4.6	53.8
	No Teaching Certification	90	46.2	46.2	100.0
Study abroad	Yes	38	19.5	21.2	21.2
	No	156	80.5	78.8	100.0
Taken IELTS	Yes	43	22.1	24.1	24.1
	No	151	73.8	73.9	100.0
Class observations	Yes	143	73.8	74.1	74.1
	No	51	26.2	25.9	100.0
Academic qualification	M.A Literature	14	7.2	6.7	6.7
	M.A ELT	35	17.9	18.3	25.0
	MPhil	145	74.9	75.0	100.0
	PhD	No	-	-	-
Teaching experience	Less Than Five Years	103	53.3	53.3	53.3
	Less Than Ten Years	83	42.6	42.6	95.9
	More Than Ten Years	8	4.1	4.1	100.0
The language mostly used in the class	English	63	21.2	21.2	21.2
	Mother Tongue	131	78.8	78.8	100.0
In-house training	Yes	108	55.9	55.9	55.9
	No	86	44.1	44.1	100.0
Other training	Yes	88	45.1	45.1	45.1
	No	106	54.9	54.1	100.0
Satisfied with the current role	Yes	140	71.8	72.4	72.4
	No	54	28.2	27.6	100.0
Area of specialization in teaching	ESP	47	24.6	24.7	24.7
	Communication Skills	26	13.3	13.5	41.2
	EAP	33	16.9	15.9	57.1
	Functional English	21	10.8	11.8	68.9
	Can Teach All Courses	67	34.4	34.1	100.0
	Total Teachers	194	100.0	100.0	

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.3.3 Descriptive Analysis of the Constructs

To have an overview of the factors as predictors of communicative competence descriptive analyses were run in SPSS to examine the standard deviation, mean, minimum and maximum scores of the constructs. The beliefs and strategy have the lowest mean ranging from (*M*=2.473 to *M*=2.611) that shows the problem with the language learning beliefs and strategy use at tertiary level in the study context. The motivation factor has the highest mean (*M*=4.11) value that shows students and teachers are deeply interested in developing communicative competence. Attitude, style and efficacy have a mean score of (*M*= 3.156 to *M*= 3.544), and there is no statistically significant difference in the self-perceived level of the teachers and the students. However, the dependent variable competence has the second highest mean score (*M*=3.857) that shows students and teachers have a keen desire to develop their communicative ability. The following Table 4.3 shows the detailed statistics of the respondents.

Table 4.3

Descriptive Statistics of the Factors (Constructs)

Factors	N	Minimum	Maximum	Mean	Std. Deviation
Beliefs	599	0.77	4.34	2.61	.64
Strategy	599	0.78	3.93	2.47	.59
Style	599	1.14	5.51	3.35	.99
Efficacy	599	1.67	4.58	3.15	.67
Motivation	599	2.11	5.04	4.11	.64
Attitude	599	2.12	4.53	3.54	.53
Competence	599	2.47	4.72	3.85	.52
Valid N (list-wise)	599				

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.3.4 Reliability and Validity Test of the Scale

Reliability and validity both have significance in the instrument analysis (Choi, 2010). Reliability shows no random error in the constructs. According to Litwin (1995), reliability is to check the instruments can reproduce reliable data. Sekaran (2003) suggested four methods to analyse the reliability; test-retest, split half, parallel or alternate, and Cronbach's alpha coefficient. The first three methods have their limitations and criticism (Davis, 2000). The alternative form method suggests an equivalent form of scales and thus seems impractical to many researchers. As pointed out by Ya'acob (2008, p. 208), "the test-retest reliability may generate lower reliability over time because of the changes in the subject form periodically." Besides, the split-half method of reliability results in different coefficients of reliability based on the division of the constructs. In social science, to test a questionnaire's reliability and validity the researchers suggest Cronbach's alpha coefficient (Davis, 2000; Ya'acob, 2008). According to Hair et al. (1998), a coefficient alpha value of above .60 is least accepted, above .70 good and above .80 is very good. This study has used Cronbach's alpha reference for the scale reliability and the following Table 4.4 shows the results summary of the reliability test of survey questionnaire used to collect data from the selected sample from public and private undergraduate programme students and teachers as main respondents.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.4

Summary of Scale Reliability Test

Cronbach's alpha	Cronbach's alpha based on Standardised Items	No of Items
.77	.79	26

Scale Statistics

Mean	Variance	Std. Deviation	No of Items
92.96	75.34	8.68	26

Item Statistics

#	Items	Mean	Std. Deviation	N
1	Belief1	3.15	1.03	599
2	Belife2	3.15	.95	599
3	Belief3	2.81	.85	599
4	Belief4	3.01	.84	599
5	Mot1	4.07	.78	599
6	Mot2	4.07	.80	599
7	Mot3	4.14	.75	599
8	Strat1	3.22	.91	599
9	Strat2	3.43	.95	599
10	Strat3	3.08	.91	599
11	Strat4	3.36	.93	599
12	Style1	3.03	1.08	599
13	Style2	3.23	.82	599
14	Style3	3.28	.96	599
15	Style4	3.33	.94	599
16	Attitude1	4.06	.76	599
17	Attitude2	4.05	.76	599
18	Attitude3	3.72	.84	599
19	Efficacy1	3.54	.88	599
20	Efficacy2	3.63	.81	599
21	Efficacy3	3.48	.89	599
22	Efficacy4	3.54	.82	599
23	CComp1	4.18	.65	599
24	CComp2	4.21	.63	599
25	CComp3	4.12	.64	599
26	CComp4	4.09	.71	599

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.4.1

Item-Total Statistics

#	Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1	Belief1	89.81	71.02	.18	.48	.77
2	Belife2	89.81	71.48	.18	.38	.77
3	Belief3	90.15	71.23	.23	.56	.77
4	Belief4	89.94	70.70	.27	.48	.77
5	Mot1	88.89	70.17	.34	.61	.77
6	Mot2	88.89	69.27	.40	.65	.76
7	Mot3	88.82	69.46	.42	.66	.76
8	Strat1	89.74	70.12	.28	.64	.77
9	Strat2	89.53	69.81	.29	.61	.77
10	Strat3	89.88	69.65	.32	.62	.77
11	Strat4	89.60	69.49	.32	.61	.77
12	Style1	89.93	67.84	.35	.60	.76
13	Style2	89.73	70.96	.26	.47	.77
14	Style3	89.68	69.34	.31	.59	.77
15	Style4	89.63	71.67	.17	.53	.77
16	Attitude1	88.90	72.33	.18	.38	.77
17	Attitude2	88.91	71.36	.26	.47	.77
18	Attitude3	89.24	71.16	.24	.40	.77
19	Efficacy1	89.42	69.71	.32	.68	.77
20	Efficacy2	89.33	69.73	.36	.73	.76
21	Efficacy3	89.48	68.92	.37	.67	.76
22	Efficacy4	89.41	69.53	.37	.71	.76
23	CComp1	88.78	70.67	.38	.69	.76
24	CComp2	88.75	70.65	.40	.70	.76
25	CComp3	88.84	70.82	.38	.67	.76
26	CComp4	88.87	70.07	.39	.59	.76

Table 4.4 summary shows that all items are contributing on the scale and no item has a value less than .70, and overall scale Cronbach's alpha is .77 that is above .70 and thus the scale has met the reliability assumption. This study has further used

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

EFA to determine the latent variables construct validity of the scale. An item that has loading less than .50 is recommended for deletion (Choi, 2010; Morgan, Gliner, & Robert, 2005). Out of 35 items, only 26 items had loading >.50 and only those items were kept for further analysis that has > .50 and by removing those items < .50 there was no effect on the results.

4.3.5 Assumptions of Multivariate Analysis and Outliers

Data normality is important in statistical analysis and estimation (Bai & Ng, 2005). Highly skewed and kurtotic data shows non-normality, which will affect the estimates (Hall &Wang, 2005). The non-normality could be because of the outliers in the data. According to Tabachnick and Fidell (2001), "an outlier is a case with such an extreme value on one variable (a univariate outlier) or such a strange combination of scores on two or more variables (multivariate outlier) that they distort statistics" (p. 66).

Statistical and SEM sample assumptions testing are suggested to be carried out before the actual data analysis (Fotopoulos & Psomas, 2009; Hair et al., 2006; Lee et al., 2010; Lu et al., 2005). The sample size for this study is (N=599); for the students (n=405) and the teachers (n=194). Hair et al. (1992) as cited by Forza and Filippini (1998) suggested 100 to 200 sample size for SEM analysis. The sample is within the acceptable range for this study. According to Zhang (2000, p. 102), SEM is "more sensitive to the distributional characteristics of the data, particularly the departure from multivariate normality or a strong kurtosis or skewness in the data". Hair et al. (1992) as cited by Zhang (2000) proposed that non-normality could cause high chi-square and biasness in critical values to determine the coefficient significance.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The standard Z score of ± 3.29, Mahalanobis distance χ^2 (7) = 23.0 (p< .001) and Cook's distance <± 2 are the acceptable distances as suggested by Tabachnick and Fidell (2001); both values are within the acceptable range in the following Table 4.5. The Kolmogorov-Smirnov and Shapiro-Wilk values are also non-significant; thus there is no issue of non-normality.

Table 4.5

Summary of Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.1356	1.4608	1.2738	.06369	599
Std. Predicted Value	-2.169	2.936	.000	1.000	599
Standard Error of Predicted Value	.021	.085	.050	.012	599
Adjusted Predicted Value	1.1233	1.4496	1.2733	.06406	599
Residual	-.43623	.86332	.00000	.44171	599
Std. Residual	-.982	1.943	.000	.994	599
Stud. Residual	-.995	1.958	.001	1.002	599
Deleted Residual	-.44767	.87673	.00051	.44830	599
Stud. Deleted Residual	-.995	1.963	.001	1.002	599
Mahal. Distance	.358	20.682	6.988	3.817	599
Cook's Distance	.000	.014	.002	.002	599
Centred Leverage Value	.001	.035	.012	.006	599

a. Dependent Variable: Respondents

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

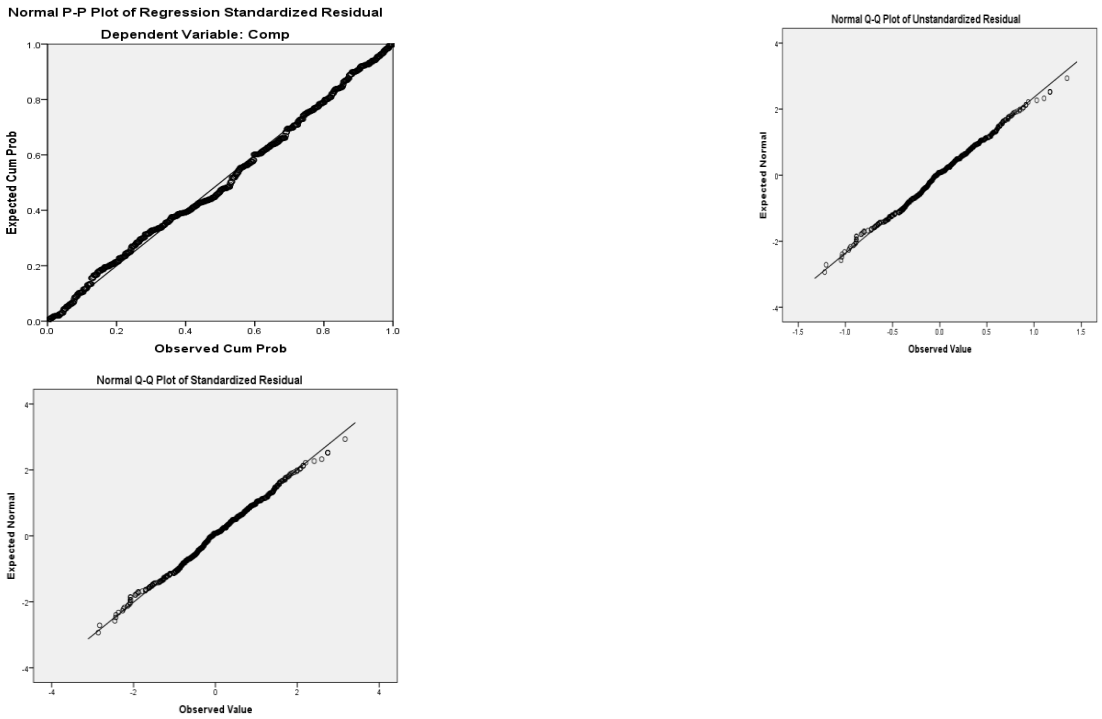


Figure: 4.1 Normal P.P and QQ Plots of Regression standardized/Un-standardised Residuals.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardised Residual	.843	599	.110	.996	599	.130
Standardised Residual	.843	599	.110	.996	599	.130

a. Lilliefors Significance Correction

Three methods recommended for normality are; univariate skewness, kurtosis, and multivariate kurtosis (Xie, 2011). According to Kline (2005), a cut-off value of skewness more than three and kurtosis higher value than eight could cause problems in analyses (Xie, 2011). In the SEM the multivariate assumption should be carried out at first (Lee et al., 2010), before further analyses. A study carried out by Janoo et al. (2014) supports that the SEM requires a sample size of more than 50 to perform better regardless of normality. Janoo and his associates confirmed the SEM does not work well with a small sample but with a large sample, even if the data is not normal the

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

SEM is accurate regardless of the assumption of normality (Janoo et al., 2014). Choice of using the SEM depends on the research objectives and it is more appropriate when a researcher wants to test the theory. Besides, a large sample SEM gives accurate results regardless of normality or non-normality (Jannoo et al., 2014). Therefore, the researcher in this study has taken possible measures to determine the assumption of normality. All the steps of analyses are explained in the following paragraphs.

The values of skewness (± 1) and kurtosis (± 3) are suggested acceptable by Burdenski (2000) but it is desirable if these values are close to ± 0.5. The following Table 4.6 shows values are close to 0.5, which is desirable.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.6

Summary of Univariate Normality - Skewness and Kurtosis of Constructs

Constructs	N	Minimum	Maximum	Mean		Std. Deviation	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistics	Statistic
Beliefs	599	20	100	60.58	.600	14.673	.357	.076
Strategy	599	40	100	81.86	.572	14.009	-.493	-.316
Attitude	599	20	100	66.41	.656	16.057	-.031	-.270
Motivation	599	20	100	64.32	.644	15.754	-.341	.044
Competence	599	47	100	79.04	.539	13.181	-.270	-.594
Style	599	40	100	71.44	.623	15.250	-.408	-.384
Efficacy	599	50	100	83.11	.475	11.615	-.225	-.423
Valid N (list-wise)	599							

According to Kline (2005), skewness value more than three and kurtosis more than eight denote non-normality. The Mahalanobis has recommended distance,

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

according to the number of variables in the study, it should be [df=k (7=**24.32**)] for seven variables. The standard *Z* score of ± 3.29 and Cook's distance <± **2** is acceptable as suggested by Tabachnick and Fidell (2001). Table 4.5 showed a Mahalanobis distance of **20.62** which is less than 24.32 and Cook's distance **.014** that is far less than ± 2, both the values are within the range according to df=k when critical alpha *p*>.001. The Kolmogorov-Smirnov and Shapiro-Wilk values are also non-significant, thus there is no issue of non-normality. The assumption of multivariate is not violated and within an acceptable range as suggested by Xie (2011). Many prior studies could not meet this assumption (Xie, 2011). Table 4.5 and Table 4.6 show the results of residual statistics of Mahalanobis and skewness and kurtosis. Figure 4.1 of P.P. and Q. Q. plots suggest that the data have normal distribution as suggested by Byrne (2001). Based on these results there are no statistically significant violations of the assumptions of normality in the data.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.3.6 Homogeneity of Variance in the Data Set

According to Tabachnick and Fidell (2007), homogeneity is 'the assumption of normality related with the supposition that dependent variable(s) display an equal variance across the number of the independent variables(s)'. Hair et al. (2010) suggested that to determine variance is homogeneous, it is important to avoid the correction of estimation error. Levene's test was performed to identify the existence of homogeneity of variance (based on the participants as a non-metric variable in the *t*-test); the results were non-significant thus showing homogeneity of variance in the data and variances are equally explained. Table 4.7 shows the results of the homogeneity of variance.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.7

Test of Homogeneity of Variance

	Levene's Statistic	df1	df2	Sig.
Efficacy	1.636	1	597	.201
Attitude	.086	1	597	.770
Style	.002	1	597	.960
Strategy	.371	1	597	.543
Motivation	2.321	1	597	.128
Belief	.410	1	597	.522
Competence	.258	1	597	.612

4.3.7 Multicollinearity

Multicollinearity is when two or more variables are highly correlated (Pallant, 2010). This study has used tolerance and variance inflation factor to determine the multicollinearity. Tolerance and VIF (Variance Inflation Factor) are the two indicators to identify multicollinearity (Pallant, 2010). Allison (1999) suggests the tolerance values>0.40 and according to Pallant (2010), the VIF values< 3.0, show no multicollinearity. Table 4.8 shows the multicollinearity statistics of the independent and dependent variables. The tolerance values are > .40 and VIF values < 3.0; hence both are within the acceptable ranges and there is no issue of multicollinearity in the data.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.8

Multicollinearity Statistics

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Beliefs	.945	1.059
Motivation	.797	1.254
Strategy	.942	1.062
Style	.958	1.044
Attitude	.741	1.349
Efficacy	.953	1.049
Competence	.680	1.471

4.3.8 Assumption of Homoscedasticity

This is one of the assumptions of the SEM to have the same scatter of the data on the x and y plots. The followingFigure 4.2 shows the line on the scatter plot is almost straight and there is no sharp bend, and it runs in the middle of the data near to zero on the Y-axis and no value is beyond ± 3 as suggested by Tabachnick and Fidell (2007). The histogram also shows the normal distribution to prove the assumption of homoscedasticity.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

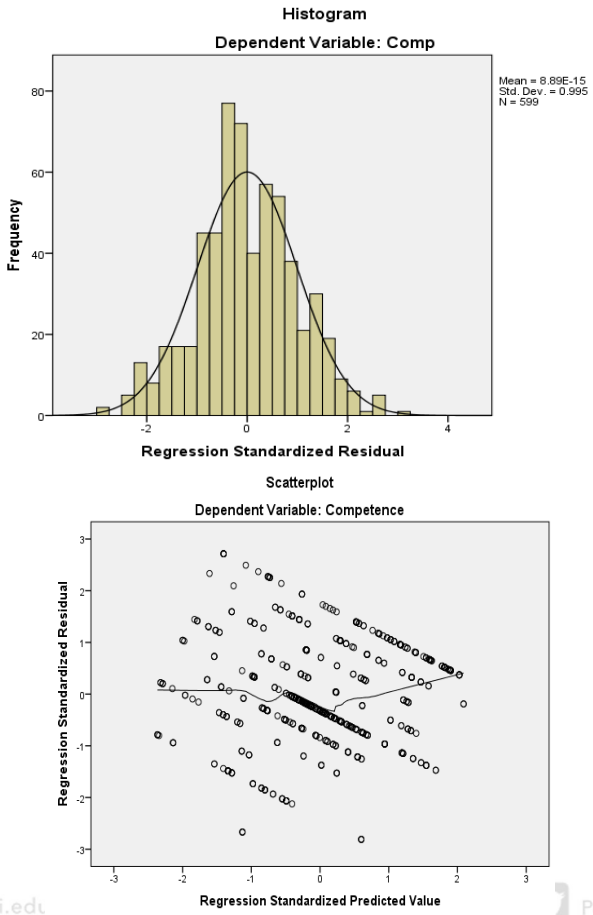


Figure 4.1 Assumption of Homoscedasticity test.

4.3.9 Assumption of Equal Variance

According to this assumption, the variance should be almost equal and no variable variance should be greater than ten times (> 10:1) any other variable (Tabachnick & Fidell, 2007). Table 4.9 shows the variables have values ranging from .82 to .20 and no value is ten times greater than any other value; thus, the assumption of equal variance has met.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.9

Equal Variance

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Competence	599	2.29	2.52	4.81	3.97	.53	.29
Efficacy	599	3.04	2.01	5.04	3.52	.76	.58
Attitude	599	2.03	1.80	3.83	3.02	.45	.20
Style	599	4.19	1.15	5.33	3.38	.90	.82
Strategy	599	2.44	.66	3.11	2.00	.52	.27
Motivation	599	2.52	1.98	4.50	3.68	.58	.34
Belief	599	3.65	.96	4.61	2.71	.67	.45
Valid N (list-wise)	599						

4.4 Factor Analysis

Two main forms for factor analysis namely EFA and CFA are used in model development (Schumacker & Lomax, 1996). Hurley et al. (1997) have opined that one approach is suitable for a dataset or research questions. Besides that, Nunnally and Bernstein (1994) found EFA "in the absence of strong theoretical construct is a 'shotgun empiricism' serious blunder" (Wong, 2002, p. 191). Hurley et al. (1997) support this argument as theoretically EFA has fewer challenges as compared to CFA. A priori theory is required for CFA (Wong, 2002). Chong (2008) mentioned most researchers consider EFA suitable for analysing the structure and factorial dimensionality of the variables on the scale when a researcher has developed a survey questionnaire.

The survey questionnaire used in this study has its sources in past literature; the structure of the survey integrated with theoretical support from the past studies. This study has used first the exploratory factor analysis instead of confirmatory to

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

determine the unidimensionality, dispersion of items and structure of the items of the constructs on the scale. As suggested by Wong (2002) CFA was performed to ensure the reliability and validity of the constructs and indicators on the scale. CFA and PCA (Principal Component Analysis) are the two main ways to carry out EFA. Chong (2008) and Zhang et al. (2000) both agreed that CFA is suitable when the aim is to verify constructs in the set of items to determine the observed and latent variables. On the other hand, Chong (2008), Hair et al. (2006), and Zhang et al. (2000) quoted PCA is suitable when the researcher is concerned with least number of constructs to explain the large proportion of variance and dimensionality shown by the set of items. According to Zhang et al. (2000), the PCA method is useful to determine the dispersion of items on one or more factors. Chong (2008) and Zhang et al. (2000) supported and considered it important when the researcher chooses three or more items to assess as one factor. This study opted for PCA to verify the items' correlation with the factors as recommended by Byrne (1998) and Chong (2008).

4.4.1 The Results of Exploratory Factor Analyses (EFA)

At first, a factor reduction was performed to analyse the structure of the variables used to predict the influence on communicative competence development. There were all-together seven constructs of learning and teaching practices on the scale as affecting and affected variables. Among the affecting variables: styles, strategies, efficacy, motivation, beliefs, attitude included, and the affected variable communicative competence. The indicators of the items of each construct were taken from the literature review and were used in the past studies of Gardner's AMTB,

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Oxford learning strategies, Bandura's self-efficacy, and Canale and Swain communicative competence. There were 35 items on the scale with seven constructs. According to Xie (2011), "to reduce redundant information, extract the most meaningful information, establish the factorial dimensionality, and confirm the validity of the factorial dimensionality" (p. 198), The EFA was conducted to ensure the structure of the constructs and latent factors, which were later verified through CFA.

When the sample size is from 100 to 200, the commonalities are suggested .5 for each factor. If the communalities are low even with the large sample size the estimations of the factors in loading would not be accurate (MacCallum, Widaman, Zhang, & Hong, 1999; Mundfrom, Shaw, & Ke, 2005). Keeping this in view, EFA on the 35 items with minimum factor loading cut-off .50 was carried out. Nine items found with low factor loading less than the .50 and were excluded from the analysis as recommended by Hoang et al. (2006) and Sit et al. (2009). EFA confirmed the seven factors with Eigen-values above one and with factor loading above 0.50. The Kaiser-Meyer-Olkin (KMO) value was found above .772 and Bartlett's test of sphericity was significant for all of the factors; therefore, it suggests the proportionate variance in the variables. There were factors beliefs, strategy, style, attitude, motivation, efficacy, competence, and the items, which had low loading less than 0.50 dropped. By dropping those items there were no significant changes in the loadings. The original scale was of 35 items, nine items dropped, and data from 26 items were used for the EFA analysis. This concluded the factor loading was vigorous to determine the construct validity (Churchill, 1979; Xie, 2011). Cronbach's alpha was used to analyse the scale reliability of each sub-construct on the scale. The results of the EFA are

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

illustrated in the following Table 4.10 for students' and teachers' data along with factor loading and Cronbach's alpha of each of the constructs.

Table 4.10

Summary of EFA Results

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.769
Bartlett's Test of Sphericity	Approx. Chi-Square	8573.941
	Df	325
	Sig.	.000

Table 4.10.1

Communalities and Factor Loading

Indicators of Items	Initial	Extraction	Factor Loading	Scale Cronbach's Alpha of construct
Belief1	.487	.520	.841	.88
Belife2	.383	.373	.717	
Belief3	.566	.716	.712	
Belief4	.482	.534	.602	
Mot1	.611	.656	.827	.87
Mot2	.653	.747	.818	
Mot3	.668	.763	.769	
Strat1	.646	.694	.818	.89
Strat2	.610	.589	.799	
Strat3	.628	.658	.759	
Strat4	.612	.598	.756	
Style1	.609	.681	.787	.83
Style2	.474	.476	.785	
Style3	.590	.648	.759	
Style4	.532	.586	.675	
Attitude1	.382	.425	.851	.77
Attitude2	.474	.750	.631	
Attitude3	.407	.459	.610	
Efficacy1	.684	.693	.856	.89
Efficacy2	.734	.755	.849	
Efficacy3	.673	.668	.829	
Efficacy4	.717	.741	.807	

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

CComp1	.692	.751	.842	.87
CComp2	.700	.769	.841	
CComp3	.674	.733	.818	
CComp4	.598	.629	.743	

a. Rotation converged in 6 iterations.

Extraction Method: Maximum Likelihood
Rotation Method: Varimax with Kaiser Normalization
Determinant = 4.407E – 7 (since the value of the determinant is greater than zero so there is no violation of Positive definite

Table 4.10.2

Goodness-of-fit Test

Chi-Square	df	Sig.
724.075	164	.000

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Factors	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Beliefs	4.701	18.081	18.081	4.383	16.859	16.859	2.900	11.152	11.152
Motivation	3.339	12.843	30.924	2.876	11.060	27.919	2.875	11.059	22.211
Strategy	3.052	11.738	42.662	2.765	10.634	38.552	2.572	9.891	32.102
Style	2.648	10.184	52.846	2.235	8.597	47.149	2.317	8.911	41.013
Attitude	2.255	8.675	61.521	1.757	6.759	53.908	2.150	8.268	49.280
Efficacy	1.652	6.352	67.873	1.487	5.718	59.626	2.149	8.264	57.544
Competence	1.438	5.532	73.405	1.109	4.265	63.891	1.650	6.347	63.891

Extraction Method: Maximum Likelihood There are 11 (3.0 %) non-redundant residuals with an absolute value greater than 0.05

Model Specification: It refers to which variables to include in the analyses. As a rule of thumb, specification is based on the theoretical considerations. This study has three exogenous variables and four endogenous variables. The total observed variables in the study are seven. There are three covariances and seven variances. Four weights are fixed and 17 are unlabeled. There are 31 parameters in the model.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Model Identification: A model becomes identified if there is a unique solution for all parameters in the given model. The number of known values must equal or exceed the number of free parameters in the model (known as *t*-rule) and all models must meet this rule (Kenny, 2011). The proposed theoretical model was over-identified and recursive.

The data were transferred into AMOS 24 for initial measurement analysis once the SEM assumptions have been met as suggested by Ulrich (2009) to test the measurement model. The measurement model represents the theory that specifies how measured variables come together to represent it. The next paragraph explains the CFA used to test the measurement model.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.4.2 The Results of Confirmatory Factor Analyses (CFA)

CFA model helps to analyse the relationship among the observed variables, and inter-correlation of the factors (Anderson & Gerbing, 1988; Wong, 2002). This study used this measurement to evaluate the construct reliability, convergent validity, and unidimensionality. The measurement model was analysed with dependent and independent variables (Wong, 2002) to find out relations of observed and latent variables (Choi, 2002). Measurement models have a base on theoretical and empirical pieces of evidence (Choi, 2010). The goodness-of-fit determines the goodness of the items in the constructs (Choi, 2010). The goodness-of-fit indices include normed chi-square test (χ^2/df), standardised root mean square residual (SRMR), normed fit index (NFI), comparative fit index (CFI), the goodness of fit index (GFI), adjusted goodness

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

of fit index (AGFI) and root mean square error approximate (RMSEA). The indices acceptable values explained in Table 4.11.

4.4.3 Initial Measurement Model Fit and Modification (CFA)

This part of the study mainly focuses on the systematic process of model development. According to Holmes-Smith et al. (2004), the model fit indices are divided into absolute, incremental, and parsimonious fit. Each of these indices has its own rule of thumb to meet the minimum value in the model fit (Arbuckle, 1999; Byrne, 2001). Researchers have various views on the indices and this poses some issues (Kline, 2005), as many researchers prefer their way of assessing the model (Maruyama, 1998; Ping Jr., 2004). According to Kenny and McCoach (2003), it is difficult to reach a consensus for acceptable values in the model fit; CFI, TLI, and RMSEA are the main indices to determine the model fit and Steenkamp et al. (2003) has referred χ^2, CFI and TLIas indices for the model fit. CFI, NFI, TLI, DELTA IFI, RNI, and RMSEA were suggested by Knight and Cavusgil (2004). TLI argued by Marsh et al. (1988), IFI, TLI, CFI by Bentler (1990), and RMSEA, CFI and TLI by Fan et al. (1999). Holmes-Smith et al. (2004) and Hulland et al. (1996) have argued it is not possible to find all these indices fit in one study. Keeping in view the complexity of model fit the χ^2/df (CMIN/DF), SRMR, CFI, RMSEA and Pclose were used as fit indices to determine the model fit. These model fit indices in Table 4.11were referred to in the past studies by the researchers (Hulland et al., 1996).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.11

Reference of SEM Fit Indices in the past studies for CFA

Measures	Terrible	Acceptable	Excellent
CMIN/DF	<5	< 3	>1.00
CFI	<0.90	>0.90	>0.950
SRMR	<0.10	>0.08	<0.08
RMSEA	>0.08	>0.06	<0.06
PCLSOE	<0.01	<0.05	<0.05
IFI	<0.90	>0.90	>0.950
TLI	<0.90	>0.90	>0.950

Source: Adopted from Byrne (2001), Holmes-Smith et al. (2004), Hulland et al. (1996), and Kline (2005)

All the constructs and their CFA analysis were carried out to move forward to the overall measurement model. All initial model results were found satisfactory. All the sub-models would support the overall model fit for the study and later validate the convergent, unidimensionality of the model (Voss & Parasuraman, 2003). Indices related to IFI, TLI, CFI are between .90 and 1.00. CMIN/DF for all the constructs is near to fit (Prahinski, 2001) and RMSEA is within range (Browne & Cudeck, 1993b). Next paragraphs explain the overall model fit by putting together all the CFA of the independent and dependent variables. Table 4.12 shows the cutoff criteria to measure model fit in this study.

Table 4.12

*Cut Off Criteria For Overall Measurement Model Fit**

Measures	Terrible	Acceptable	Excellent
CMIN/DF	>5	< 3	>1.00
CFI	<0.90	>0.90	>0.950
SRMR	<0.10	>0.08	<0.08
RMSEA	>0.08	>0.06	<0.06
PCLOSE	<0.01	<0.05	>0.05

*Note: Hu and Bentler (1999, "Cut off Criteria for Fit Indexes in Covariance Structure Analysis

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.5 The Overall Measurement Model Fit

As suggested by Byrne (1998), Hair et al. (1992), and Jöreskog and Sörbom (1996) there are some indicators to establish the model fit. These are chi-square, GFI, AGFI, RMSEA and RMR. The likelihood ratio of chi-square is central in SEM. Bagozzi and Yi (1988), quoted a *p*-value more than .05 and normed chi-square value (χ^2 /df) less than three are acceptable. The indices such as; GFI, AGFI, CFI and NFI should have value more than .90 to be acceptable. RMSEA value below .05 as mentioned by Byrne (1998) and De Jong (1999) reflects a good fit, from .05 to .08 a fair fit. A value <.08 is a good fit for SRMR (Browne & Cudeck, 1993). Model fit is also determined with the dataset, theory, and sample population under study (De, 1999; Zhang, 2000).

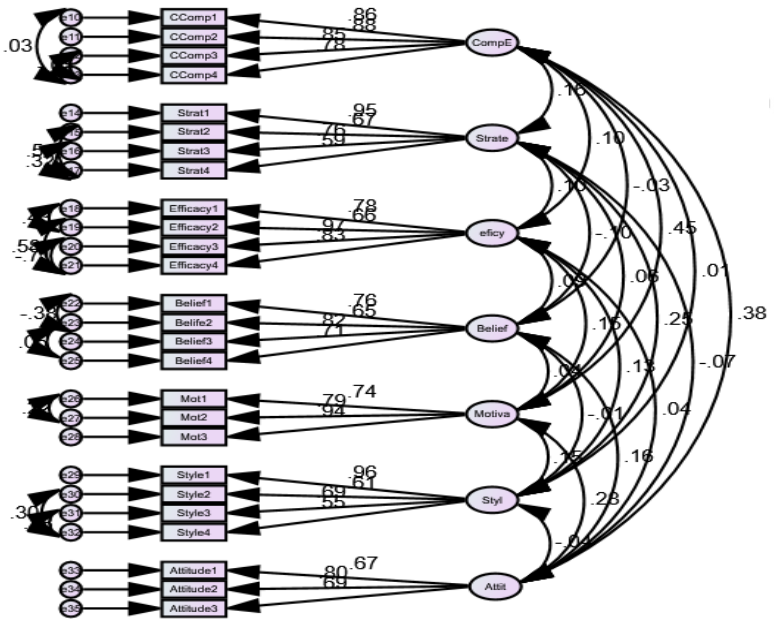


Figure 4.3. Overall Measurement Model.

The indices of the measurement model fit show that the model fits with the data set. Modification index improves the model fit and there is no cross-loading. The standardised residual and the fit indices detail is in appendix D. Table 4.13 shows the summary of fit indices of the measurement model.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.13

Summary of Overall Measurement Model Indices

Measures	Estimates	Threshold	Interpretation
CMIN	672.135	--	--
DF	266	--	--
CMIN/DF	2.527	Between 1 and 3	Excellent
CFI	0.952	>0.95	Excellent
SRMR	0.047	<0.08	Excellent
RMSEA	0.051	<0.06	Excellent
PClose	0.420	>0.05	Excellent

4.5.1 Common Method Variance (CMV) Test

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Bagozzi and Yi (1991) define CMV as "variance that is attributable to the measurement method rather than to the construct of interest" (p. 426). According to Richardson et al. (2009), CMV is "systematic error variance shared among variables measured with and introduced as a function of the same method and/or source" (p. 763). Among the researchers, there is less agreement on the effects of CMV on the model. As said by Spector (2006) effects of CMV on the model is an "urban legend" that is "an exaggeration and oversimplification of the true state of affairs" (p. 230).

Common method variance (CMV) results when variables in the study; dependent and independent are measured through the same respondents (Delerue & Lejeune, 2010; Teh & Yong, 2011). To overcome this problem one-factor test of Harman is highly recommended. There are three well-known techniques of CMV, which are Harman's test of a single factor, Common Latent Factor and Common

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Marker Variable. This study used the first two techniques to verify this assumption. Harman (1960) recommends in EFA to load all variables as a single factor without rotation (Podsakoff et al., 2003). This study ran single factor test, and results show the contribution of a single factor was only 18.08% and that is far less than 50%, which shows CMV was not significant (Delerue& Lejeune, 2010).

Table 4.14

Total Variance Explained by single Factor

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.701	18.081	18.081	3.879	14.919	14.919
2	3.339	12.843	30.924			
3	3.052	11.738	42.662			
4	2.648	10.184	52.846			
5	2.255	8.675	61.521			
6	1.652	6.352	67.873			
7	1.438	5.532	73.405			

Extraction Method: Maximum Likelihood

A second technique is common method bias test, where all paths are set equal, which minimise the chance of variation in loading (Kline, 2005) it defines the structured equations as being identified "if it is theoretically possible to derive a unique estimate of each parameter" (p. 105). The following Figure 4.4 shows the test results of the CLF test. The Chi-square test of difference shows non-significant results.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

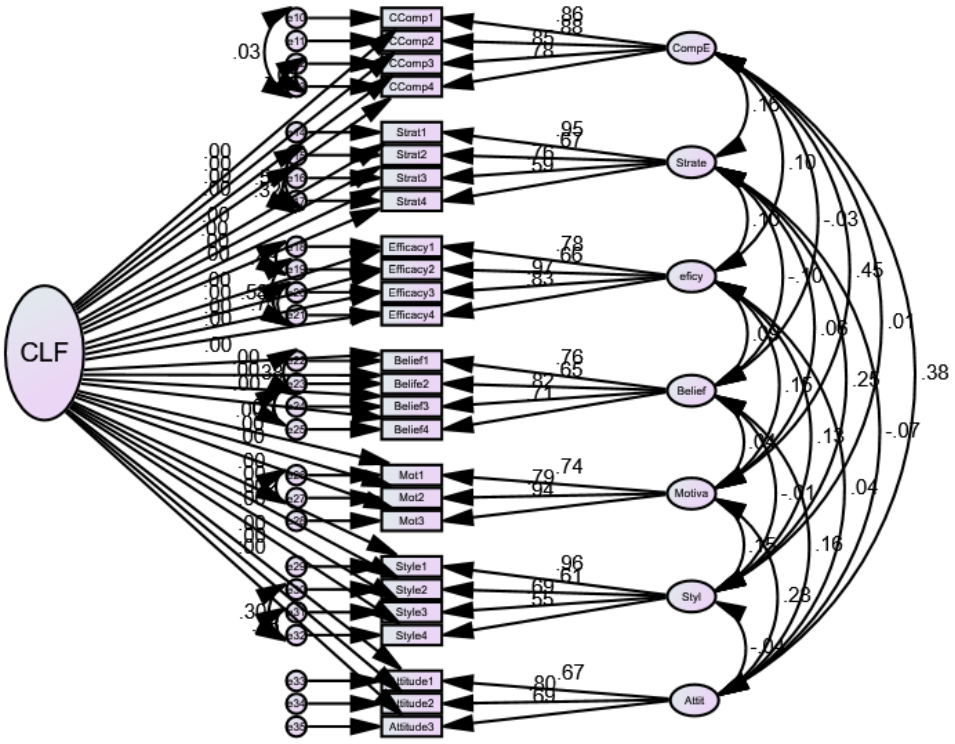


Figure 4.4. Measurement Model with Common Latent Factor.

The following Table 4.15 shows the estimate differences based on constrained and unconstrained models' comparison. There were no main differences in the estimates in both the models and thus it shows there is no common latent factor that would influence the results. The imputation used by keeping the common latent factor for CFA. The further test for correlation and composite reliability was run to test the convergent and discriminant validity.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.15

Summary of CLF estimates differences

Constructs and Paths			Estimate Constrained model	Estimate Unconstrained model	Differences
CComp1	<---	Compt	.85	.85	0.00
CComp2	<---	Compt	.88	.88	0.00
CComp3	<---	Compt	.85	.85	0.00
CComp4	<---	Compt	.78	.78	0.00
Strat1	<---	Stra	.94	.94	0.00
Strat2	<---	Stra	.67	.67	0.00
Strat3	<---	Stra	.76	.76	0.00
Strat4	<---	Stra	.58	.58	0.00
Efficacy1	<---	Efic	.78	.78	0.00
Efficacy2	<---	Efic	.66	.66	0.00
Efficacy3	<---	Efic	.96	.96	0.00
Efficacy4	<---	Efic	.82	.82	0.00
Belief1	<---	Beli	.76	.76	0.00
Belife2	<---	Beli	.65	.65	0.00
Belief3	<---	Beli	.82	.82	0.00
Belief4	<---	Beli	.71	.71	0.00
Mot1	<---	Moti	.73	.73	0.00
Mot2	<---	Moti	.79	.79	0.00
Mot3	<---	Moti	.94	.94	0.00
Style1	<---	Styl	.96	.96	0.00
Style2	<---	Styl	.60	.60	0.00
Style3	<---	Styl	.68	.68	0.00
Style4	<---	Styl	.55	.55	0.00
Attitude1	<---	Atti	.67	.67	0.00
Attitude2	<---	Atti	.80	.80	0.00
Attitude3	<---	Atti	.69	.69	0.00

4.5.2 Bivariate Correlations between Latent Variables

The following Table 4.16 of correlation matrix shows the convergent and discriminant validity of the constructs having a composite reliability value and correlation among the constructs.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.16

Implied Correlation Matrix of Overall Measurement Base Model

	CR	AVE	MSV	Max R(H)	Competence	Strategy	Efficacy	Style	Belief	Motivation	Attitude
Competence	0.908	0.713	0.210	0.912	**0.844**						
Strategy	0.832	0.558	0.075	0.865	0.135**	**0.747**					
Efficacy	0.886	0.664	0.040	0.926	0.099*	0.046	**0.815**				
Style	0.806	0.519	0.075	0.904	0.009	0.273***	0.094*	**0.721**			
Belief	0.829	0.549	0.024	0.837	-0.015	-0.043	0.072	0.012	**0.741**		
Motivation	0.878	0.706	0.210	0.884	0.459***	0.080†	0.200***	0.154***	0.046	**0.840**	
Attitude	0.768	0.526	0.154	0.780	0.393***	-0.073	-0.002	-0.029	0.155**	0.272***	**0.725**

(Note: The boldface scores on the diagonal are Average Variance Extracted= Significant at different levels: *** 0.001, ** 0.01 and *0.05 levels, γ non-significant, N=599)

The overall measurement of the model indices was found acceptable and for further analysis, the two segments of the sample population were divided into student and teacher models to test if the same model has acceptable indices when used for different groups. Table 4.17 shows the details of the overall measurement model and their fit indices for teacher and student model.

Table 4.17

Teachers/Students Model fit Indices

Measures	Students Estimates	Threshold	Interpretation
CMIN	1029.320	--	--
DF	524	--	--
CMIN/DF	1.964	Between 1 and 3	Excellent
CFI	0.942	>0.95	Acceptable
SRMR	0.052	<0.08	Excellent
RMSEA	0.040	<0.06	Excellent
PCLOSE	1.000	>0.05	Excellent

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.18
Implied Correlation Matrix of Teacher/Student Model

	CR	AVE	MSV	Max R(H)	Competence	Strategy	Efficacy	Style	Belief	Motivation	Attitude
Competence	0.897	0.685	0.237	0.901	**0.828**						
Strategy	0.841	0.575	0.084	0.885	0.154**	**0.758**					
Efficacy	0.913	0.724	0.052	0.940	0.158**	0.011	**0.851**				
Style	0.799	0.515	0.084	0.989	0.006	0.289***	0.068	**0.718**			
Belief	0.812	0.522	0.029	0.823	0.012	-0.069	0.043	0.022	**0.722**		
Motivation	0.879	0.707	0.237	0.882	0.487***	0.095†	0.229***	0.172**	0.044	**0.841**	
Attitude	0.773	0.532	0.133	0.776	0.364***	-0.051	-0.018	-0.001	0.170**	0.226***	**0.729**

(Note: The boldface scores on the diagonal are Average Variance Extracted= Significant at different levels: *** 0.001, ** 0.01 and *0.05 levels, γ non-significant, N=599)

As shown in the covariance matrix in the Tables (4.16 & 4.18) the communicative competence as a dependent variable has a significant correlation with strategy, motivation, and attitude. All independent variables correlate with a different level above .50 among one another that explains discriminant validity (Campbell & Fiske, 1959). The paths shown in the predicting model correlated significantly to test the theory.

4.5.3 Content Validity

Content validity shows the range of measurement has revealed the relevant area of content (Carmines & Zeller, 1991). To achieve this objective inter-item correlation should be moderate. A High loading >.90 and inter-item correlation > .80 shows the minimum contribution of each item to explain the factor (Choi, 2010). Table 4.16 and 4.18 show the results of correlation coefficient values, which are < .80.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.5.4 Construct Validity (CV)

Construct validity is defined as "the degree to which a set of measure- items assess the identical construct" (Hair et al., 2006; as cited in Chong, 2008, p. 144). This study carried out a factor analysis of the predicting factors toward communicative competence development to determine the construct dimensions and validity as suggested by Hair et al. (2006). Factor loading .50 was the cut-off value that supported construct validity (Hair et al., 1998). Composite reliability of the latent variable is another dimension of construct validity. Chau and Hu (2001) agreed that composite reliability is calculated using a formula "(Square of the summation of the factor loadings) / (Square of the summation of the factor loadings) + (Summation of error variances)"(p. 709). No factor loading value is greater than the summation of error variance + factor loading. Molina et al. (2007) considered a minimum value of .70 is acceptable. Table 4.16 and 4.18 show all the values of construct validity > .70. The results have concurred with Nunnally (1978) and the measurement is acceptable.

4.5.5 Convergent Validity

According to Byrne (1994), as cited in Xie (2011)"convergent validity assesses the degree to which dimensional measures of the same concept are correlated" (p. 194). Byrne (1994) and Xie (2011) emphasised the high loading of the items. In this study CFA was performed based on the conditions proposed by Fornell and Larcker (1981):

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

- The indicating factors should have high loadings (λ);
- CR is referred to as ρ, and composite reliability shows internal consistency of the measuring indicators and should have a value > .60 (Bagozzi & Yi, 1988); and
- Average Variance Extracted (AVE) values of the constructs >.50 (Kline, 1998)

AVE "evaluates the total of variance that is gained by the construct about the total of variance due to the measurement error" (Xie, 2011, p. 195) can be calculated by using the formula: "(Summation of squared factor loadings)/(Summation of squared factor loadings) + (Summation of error variances)" (Fornell & Larcker, 1981). Table 4.16 and 4.18 show in both the models all constructs have CR values above .70 and AVE values above .50 and both are acceptable according to Molina et al. (2007) and Kline (1998).

4.5.6 Discriminant Validity

Discriminant validity is "the extent to which a construct is truly distinct from other constructs" (Hair, Black, Babin & Anderson, 2010, p. 710). The estimated correlation should not be too high or too low (> .90) or (< .10) (Hair et al., 1998; Lu, Yao, & Yu, 2005; Ooi et al., 2011). Tables 4.16 and 4.18 showed the correlation coefficient less than .90, which is acceptable for discriminant validity (Jun, Cai,& Shin, 2006; Lin & Lee, 2004; Ooi et al., 2011). This study has compared the square root mean correlation coefficient among the constructs, which is acceptable according to the

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

results presented in the Tables 4.16 and 4.18 as suggested by Fornell and Larcker (1981), Kuo, Wu, and Deng (2009), and Schaupp, Carter, and McBride (2010).

4.5.7 Nomological Validity

The objective of nomological validity is to determine the relationship between constructs (Malhotra et al., 1996; Wong, 2002). This study has applied a correlation matrix as shown in Table 4.16 to verify the results. Constructs correlated at the *p*-value <.01 and this also helped to investigate the multicollinearity issue. No correlation was found >.90 and this shows no problem of multicollinearity (Hair et al., 1998).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.5.8 Criterion Validity

Criterion validity shows the degree to which the scale performed regarding variables (Malhotra et al., 1996; Wong, 2002). This validity is determined by concurrent and predictive ways. As the data were collected concurrently the predictive validity cannot be determined. The concurrent validity results are in Table 4.16 for independent and dependent variables. The paths would comply with the proposed model (Wong, 2002). The correlation coefficients were found significant at the p <.01 level that shows an agreement with the projected results shown in Table 4.16.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.5.9 Unidimensionality

Unidimensionality shows one factor in a set of items (Dunn, Seaker, & Waller, 1994). According to Lopez et al. (2006, there are two ways to evaluate unidimensionality:"(1) the significance of the factor loading; that is the estimated correlation between specific items and the latent construct it signifies and (2) the acceptance of the overall measurement model based on the models fit the data"(p. 226). The loading of the items is also high that supports the unidimensionality of the scale (Lopez et al., 2006). Path directions, enormity and the numerical importance of the constraint estimates between latent and indicator variables are the other ways to evaluate a model (Steenkamp & Van-Trijp, 1991). According to Ya'acob (2008, p. 235), "There are three major conditions that are applied to study the unidimensionality of construct", namely:

1) The minimum magnitude of the parameter estimates be .70
2) The parameters sign [i.e. positive (+), negative (-)] be consistent with the theory.
3) All parameters estimate values significant (*p*-value <.05) and a critical ratio (≥ 2.00).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.19

Measures and Test for Unidimensionality of Overall Measurement Model

Factors			Estimate	S.E.	C.R.	*p*
CComp3	<---	CComp	.960	.042	23.118	***
CComp1	<---	CComp	.988	.042	23.422	***
CComp2	<---	CComp	.985	.041	24.175	***
CComp4	<---	CComp	1.000			
Strat1	<---	Stra	.790	.045	17.571	***
Strat2	<---	Stra	1.000			
Strat3	<---	Stra	.641	.047	13.724	***
Strat4	<---	Stra	.893	.047	19.063	***
Efficacy4	<---	Effic	.900	.034	26.341	***
Efficacy2	<---	Effic	1.000			
Efficacy1	<---	Effic	.877	.038	22.859	***
Efficacy3	<---	Effic	.962	.044	21.859	***
Style1	<---	Sty	1.000			
Style2	<---	Sty	.505	.037	13.702	***
Style3	<---	Sty	.660	.044	14.966	***
Style4	<---	Sty	.520	.042	12.372	***
Belief3	<---	Belif	.887	.053	16.815	***
Belief4	<---	Belif	.760	.049	15.593	***
Belief1	<---	Belif	1.000			
Belife2	<---	Belif	.819	.064	12.849	***
Mot2	<---	Moti	1.000			
Mot3	<---	Moti	.962	.039	24.646	***
Mot1	<---	Moti	.899	.041	22.192	***
Attitude2	<---	Attid	1.000			
Attitude1	<---	Attid	.842	.062	13.588	***
Attitude3	<---	Attid	.975	.070	13.851	***

Paths are significant at: *** 0.001, ** 0.01 and *0.05 levels

The results in Table 4.19 show the directions of the factors and parameters magnitude >.70, all estimates are positive and consistent with the theory and have a critical ratio exceeding 2.00, which shows the unidimensionality (Ya'acob, 2008).

4.5.10 Measurement of Invariance Group Test

In structural equation modelling, measurement of invariance is statistically and culturally important before embarking on composite imputation for the structural

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

model (Cheung & Rensvold, 2002; Kline, 2015). Invariance group test ensures the reliability of the scale when the same survey is applied to different groups of a sample. There is the main question on which the measurement of invariance is rest (Kline, 2015; Vandenberg & Lance, 2000). The question is to what extent the various populations support the same psychological meanings, levels and measurement pattern for the latent constructs.

A study based on hypotheses may have different objectives and implication but there is a systematic way in CFA to determine the multi-group invariance. The primary aim of measurement invariance is to ensure that all the latent constructs in various groups vary on the bases of configural, metric and scalar invariance conditions. The classic theory truly serves the purpose to ensure that all the latent constructs X computed through a true score of the construct T and random error E. The formula shows as x= t +e (Lord, Novick, & Birnbaum, 1968; Vandenberg & Lance, 2000). There are three aspects of the classic theory: (1). observations show latent constructs, (2), all constructs show systematically, (3). based on the sample data. Three levels were used in this study to determine the measurement invariance; configural, metric and scalar as suggested by Kline (2015), and Vandenberg and Lance (2000).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.5.11 Analysis of the Measurement Invariance

a) Configural Invariance

This study has used the configural invariance by following the benchmark set by Hu and Bentler (1999): CMIN/DF < 3, CFI > .90, SRMR< .08 RMSEA < .06 and Pclose >.05. When the measurement models have the fit indices across groups, then it has met the configural invariance condition. Table 4.20 shows the fit indices of all the models based on the invariance test of the groups. Configural invariance is a condition that all constructs truly represent the model across the various groups (Abrams et al., 2013; Vandenberg & Lance, 2000). To support configural invariance the same latent construct should show the observation to the assigned groups (Vandenberg & Lance, 2000). There is no condition that latent construct observation is the same in all the groups. The overall measurement model fit indices of an unconstrained model and fit indices of a constrained model when divided them into groups based on their demographic characteristics: participants (teacher/students), university (public/private), gender (male/female) and background (urban/rural). The results of the comparison of the constrained and unconstrained models and their fit indices show the two groups of the sample population have fit model measurements. This showed the configural invariance. (see Table 4.17 for teachers and students model fit indices)

05-4506 bupsi

b) Metric Invariance

This condition implies that latent constructs with observed indicators be the same in all groups (Abrams et al., 2013; Vandenberg & Lance, 2000). To support this test the same latent construct should have the same observation in various groups that means both the groups have a similar understanding of the construct (Vandenberg & Lance, 2000). The confirmation of this test proves the latter analyses based on the invariant

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

construct in all the groups (Abrams et al., 2013; Vandenberg & Lance, 2000). If this test fails then the group comparison is meaningless because the respondents assess the same items on the scale differently. The metric invariance was conducted comparing the two models by constraining the invariance model and allowing the base model to load the factors. The difference between the two models was analysed through the Chi-square difference test to determine metric invariance (Muthén & Muthén, 2012) and the ΔCFI (Cheung & Rensvold, 2002; Meade, Johnson, & Braddy, 2008). The result value was non-significant. Thus, the model met the second invariance condition of metric invariance. Since many researchers believe the chi-square test is sensitive (Cheung & Rensvold, 2002; Meade et al., 2008). Goodness-of-fit indices (e.g., chi-square, AIC, RMSEA, and CFI) are only recommended (Cheung & Rensvold, 2002; Meade et al., 2008). With a large sample, more than 200 differences in the group are considered minor and further analysis followed if the Goodness of fit indices are met. The results of the analyses are shown in the following Table 4.20, which indicates that the survey questionnaire has no issue at the group level.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.20

Summary of the Invariance Tests of Groups

Chi-square (χ^2) Test for Invariance Model Teacher/Student

	Main Steps	χ^2	df	CFI	ΔCFI	PValue
	Base Model	1029	524	.942		
1	Configural Invariance	1056	543	.941	**.001**	0.660
2	Metric Invariance	1061	558	.941	**.000**	0.990
3	Scalar Invariance	1087	576	.940	**.001**	0.463
4	Factor Covariance Invariance	1126	613	.937	**.003**	0.380
5	Factor Variance Invariance	Variance constrained in step 2				
6	Error Variance Invariance	1150	639	.928	**.009**	0.576

Chi-square (χ^2) Test for Invariance Model Public/Private

	Main Steps	χ^2	Df	CFI	ΔCFI	PValue
	Base Model	1197	534	.926		
1	Configural Invariance	1249	553	.923	**.003**	.000
2	Metric Invariance	1399	567	.918	**.005**	.000
3	Scalar Invariance	1452	593	.910	**.008**	.001
4	Factor Covariance Invariance	1533	625	.907	**.003**	.000
5	Factor Variance Invariance	Variance constrained in step 2				
6	Error Variance Invariance	1816	651	.899	**.008**	.000

Chi-square (χ^2) Test for Invariance Model Urban/rural background

	Main Steps	**χ^2**	**Df**	**CFI**	**ΔCFI**	**PValue**
	Base Model	1179	540	.927		
1	Configural Invariance	1204	559	.926	**.001**	0.161
2	Metric Invariance	1373	573	.919	**.007**	0.000
3	Scalar Invariance	1432	599	.913	**.006**	0.000
4	Factor Covariance Invariance	1472	628	.909	**.004**	0.008
5	Factor Variance Invariance	Variance constrained in step 2				
6	Error Variance Invariance	1626	654	.904	**.005**	0.000

Chi-square (χ^2) Test for Invariance Model Gender

	Main Steps	**χ^2**	**df**	**CFI**	**ΔCFI**	**PValue**
	Base Model	1196	540	.925		
1	Configural Invariance	1217	559	.924	**.001**	.337
2	Metric Invariance	1362	573	.919	**.005**	.000
3	Scalar Invariance	1417	599	.916	**.003**	.001
4	Factor Covariance Invariance	1460	628	.914	**.002**	.046
5	Factor Variance Invariance	Variance constrained in step 2				
6	Error Variance Invariance	1548	654	.907	**.007**	.000

(ΔCFI 0.01 by Hair et al., 1998; Cheung & Rensvold, 2002)

c) Scalar Invariance

Scalar invariance shows the comparison of the level of the latent construct in all groups (Abrams et al., 2013; Vandenberg & Lance, 2000). This test holds that various groups respond to this construct in a similar way (Vandenberg & Lance, 2000) if not

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

then the difference in the means of the same latent construct applied to all the groups. The scalar invariance was tested through Chi-square value and it should be insignificant. As chi-square is a sensitive issue (Hair et al., 1998) and to overcome this issue Cheung and Rensvold (2002) gave a practical solution, the CFI increment (ΔCFI), to decide if the models are equivalent. The details of the test are in Table 4.20.

Chi-square test is preferred to evaluate the model's invariance. If the chi-square values are non-significant the models are acceptable. The chi-square (χ^2) values are sensitive to sample as previously said, and there may be issues of non-normality (Hair et al., 1998), Cheung and Rensvold (2002) suggested a practical criterion, the CFI increment (ΔCFI), to decide if the models are equivalent. If there is a change of more than 0.01 in the CFI in the two models, the least constrained model is considered. When the CFI is equal or less than 0.01, models are considered tenable for further analyses. It was found ΔCFI values increase was less than the criteria suggested (ΔCFI.01) by Hair et al. (1998), and Cheung and Rensvold (2002). Thus, all the models based on the demographic characteristics met the invariance test. The detail of the invariance analyses is in Table 4.20 showing that there is no ΔCFI value has an increase of more than .01.

Thus, all three invariance conditions have been met. Testing the measurement invariance, then the estimated parameters compared across the groups. It has several steps analysing the group models with a base or nested model. The results in Table

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.20 show that the scale used for this study is fit to measure all the constructs across various groups. The groups are not different at the model level.

This part of the study explained the results of reliability, validity, CFA, measurement model fit and group invariance analyses. The results of reliability, factor, and validity analyses show the instruments used to collect the data from teachers and students were reliable. Thus, the data collected through the instrument were used for further analyses of the proposed model, hypotheses and research questions in this study.

Researchers (Hoang et al., 2006; Kaynak, 2003; Kline, 1998; Segars & Grover, 1998) agreed that apart from the chi-square (χ^2 /df), other indicators such as CFI, AGFI, GFI, NFI, RMSEA and SRMR used in CFA assessment in Table 4.10 show that all variables have high factor loadings on their constructs (Hoang et al., 2006). The paths shown in Table 4.19 indicate positive relationships of the variables. Now the next part of the study focuses on the structural model. The factors imputed from the measurement model were used for further analyses.

4.6 The Structural Model and Testing

After the evaluation of the measurement model, the next step was to analyse the structural path model with the latent variables. The structural model tested as per the proposed model paths. When the model was run indices show the chi-square ratio (df)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

= 2.471; is below 3.0 as suggested by Bagozzi and Yi (1988). GFI = .924; AGFI = .903; CFI = .952; NFI = .922; TLI = .943 greater than cut-off values .90 (Anderson & Gerbing, 1988; Byrne, 2001; Holmes-Smith et al., 2004; Hulland et al., 1996; Kline, 2005). Moreover, the RMSEA = .050 is less than .08 and SRMR = .036 less than .1 Pclose = .547 is greater than .05 as proposed by Kline (2005), Byrne (2001) and Browne and Cudeck (1993). These all indices show a structural model has achieved fit indices and fit the data collected and thus, the null hypothesis retained. The following Figure 4.4 shows the structural model for reference and Table 4.21 shows the results of the analyses.

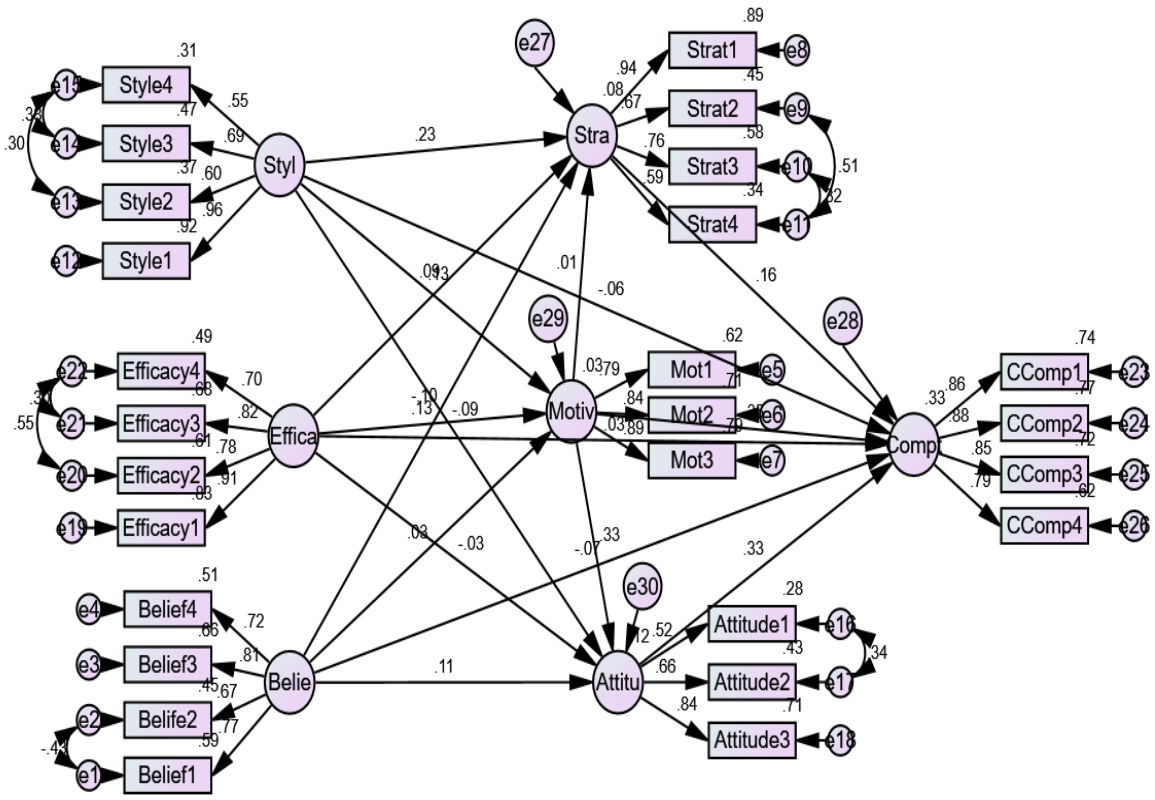


*Figure 4.5.*Structural Model with all the Latent Path Variables

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.21

*Summary of Measurement Indices/Regression Weight of Base Structural Model**

Measures	Estimates	Estimates	Threshold
CMIN	677.173	--	--
DF	274	--	--
CMIN/DF	2.471	Between 1 and 3	Excellent
CFI	0.952	>0.95	Excellent
SRMR	0.049	<0.08	Excellent
RMSEA	0.050	<0.06	Excellent
PClose	0.547	>0.05	Excellent

Correlations

Paths			Estimate
e20	<-->	e22	.553
e21	<-->	e22	.301
e9	<-->	e11	.505
e10	<-->	e11	.320
e14	<-->	e15	.382
e1	<-->	e2	-.426
e13	<-->	e15	.298
e16	<-->	e17	.337

*(see appendix D for direct and indirect effects/standardised residuals)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.21.1

Standardized Regression Weights

Constructs paths			Estimate	S.E.	C.R.	*p*
Motiv	<---	Effica	.134	.035	2.933	.003
Motiv	<---	Belie	.031	.036	.682	.495
Motiv	<---	Styl	.127	.027	2.817	.005
Attitu	<---	Belie	.112	.037	3.077	.002
Stra	<---	Styl	.234	.025	4.938	***
Attitu	<---	Motiv	.327	.049	5.606	***
Stra	<---	Motiv	.012	.040	.269	.788
Stra	<---	Belie	-.104	.031	-2.340	.019
Attitu	<---	Styl	-.094	.027	-1.596	.110
Attitu	<---	Effica	-.034	.036	-.602	.547
Stra	<---	Effica	.092	.030	2.054	.040
Compt	<---	Motiv	.346	.041	8.203	***
Compt	<---	Effica	.030	.028	.679	.497
Compt	<---	Belie	-.070	.029	-1.892	.059
Compt	<---	Attitu	.330	.044	6.320	***
Compt	<---	Styl	-.065	.022	-1.822	.068
Compt	<---	Stra	.161	.043	3.894	***
Belief1	<---	Belie	.767			

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Constructs paths			Estimate	S.E.	C.R.	*p*
Belife2	<---	Belie	.670	.063	12.827	***
Belief3	<---	Belie	.811	.052	16.953	***
Belief4	<---	Belie	.716	.049	15.766	***
Mot1	<---	Motiv	.788			
Mot2	<---	Motiv	.844	.050	21.702	***
Mot3	<---	Motiv	.888	.048	22.395	***
Strat1	<---	Stra	.944	.111	14.174	***
Strat2	<---	Stra	.671	.064	18.327	***
Strat3	<---	Stra	.761	.075	16.831	***
Strat4	<---	Stra	.586			
Style1	<---	Styl	.961			
Style2	<---	Styl	.604	.037	13.021	***
Style3	<---	Styl	.687	.045	14.264	***
Style4	<---	Styl	.554	.041	11.988	***
Attitude1	<---	Attitu	.525	.062	13.544	***
Attitude2	<---	Attitu	.656			
Attitude3	<---	Attitu	.842	.070	13.778	***
Efficacy1	<---	Effica	.913			
Efficacy2	<---	Effica	.782	.036	22.128	***
Efficacy3	<---	Effica	.824	.039	23.417	***
Efficacy4	<---	Effica	.702	.038	18.845	***
CComp1	<---	Compt	.859			
CComp2	<---	Compt	.880	.036	27.632	***
CComp3	<---	Compt	.851	.037	26.237	***
CComp4	<---	Compt	.787	.043	23.154	***

Paths are significant at: *** 0.001, ** 0.01 and *0.05 levels

The goodness-of-fit indices and the regression weight and significant values of the paths show a fit model. Table 4.21 shows the detail of the goodness-of-fit indices of the structural model. All the paths are statistically significant except the paths from strategy to motivation, efficacy to competence, beliefs to motivation and efficacy to attitude. Appendix D shows the details of the structural model analyses and direct and indirect effects of the factors predicting communicative competence.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.7 Structural Model Evaluation Using Composite Scale

According to the theory, it is ideal to test the model validity using the composite indicators for causal relationships of the constructs. As recommended by Bollen (2011) "Causal indicators relate to testing the validity of the overall fit and stability of estimates are adequate, then a researcher can assess validity using the unstandardized and standardized validity coefficients and the unique validity variance estimate" (p .15). The researcher in this study further tested the generalisability of the model for a larger sample in different context using the composite scale indicators. Only one observed and latent variable was kept in each of the constructs and the mean score was derived using the formula (1-CR= standard error) and CR square value as the estimate of each of the representing constructs in the model. Section 4.7.1 explains the composite scale indicator used to derive the estimates average mean value.

05-4506 bupsi

4.7.1 Composite Scale Indicator

To further test the structural model, the relationship model was drawn to a composite scale indicator to determine the causal effects between the constructs in the model. The results in Table 4.22shows that this model is statistically significant and can predict and estimate the causal effects between the constructs, and applies to the general population and a much larger sample size

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.22

The Composite Scale Indicator

Convergent Validity	Competence	Strategy	Efficacy	Belief	Motivation	Style	Attitude
CR	0.844	0.747	0.815	0.721	0.741	0.840	0.725
Factor Loading Sq. Root of CR	0.918	0.864	0.902	0.849	0.860	0.916	0.851
Error Variance 1 - CR	0.156	0.253	0.185	0.279	0.259	0.160	0.275

Factors

Belif= Belief
Attide= Attitude
Efficy= Efficacy
Motiv= Motivation
Comp= Competence
Styl= Style
Strat=Strategy
Avg = Average

AvgBelief= Average Mean of Beliefs
AvgAttitude= Average Mean of Attitude
AvgEfficacy= Average Mean of Efficacy
AvgMotivation = Average Mean of Motivation
AvgCompetence = Average Mean of Competence
AvgStyle = Average Mean of Style
AvgStrategy = Average Mean of Strategy

05-45068

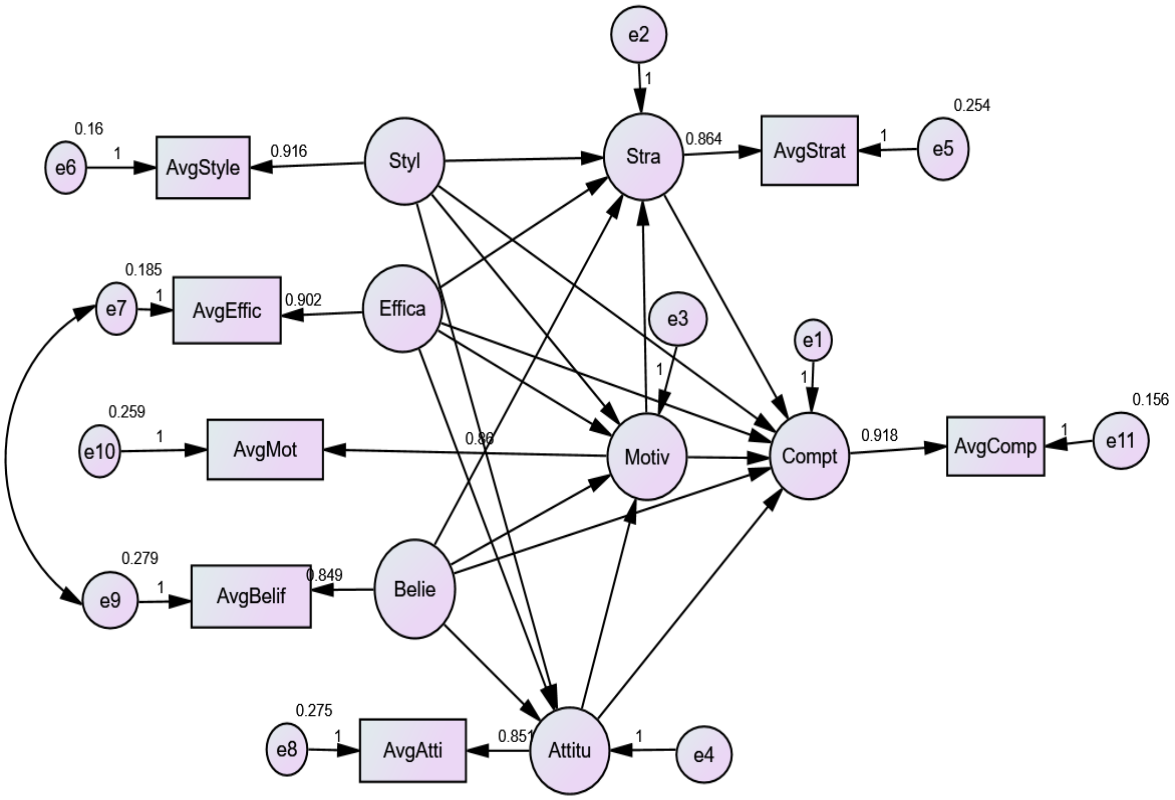


Figure 4.6. Relationships of Communicative Competence Constructs. (With Average Mean Value drawn using Composite scale indicator)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.23

Summary of Fit Indices of Relationship Model

Measures	Estimates	Threshold	Interpretation
CMIN	5.349	--	--
DF	3	--	--
CMIN/DF	1.783	Between 1 and 3	Excellent
CFI	0.991	>0.95	Excellent
SRMR	0.021	<0.08	Excellent
RMSEA	0.036	<0.06	Excellent
PCLOSE	0.608	>0.05	Excellent

Regression Weights: Relationship Communicative Competence Model

Constructs and Paths			Estimate	S.E.	C.R.	P*
Motiv	<---	Efficy	.261	.061	4.244	***
Motiv	<---	Styl	.064	.055	1.168	.243
Motiv	<---	Belif	.068	.079	.856	.392
Attide	<---	Belifs	.202	.077	2.629	.009
Attide	<---	Efficy	-.102	.067	-1.537	.124
Strat	<---	Efficy	.097	.065	1.505	.132
Strat	<---	Styl	.200	.053	3.783	***
Attide	<---	Styl	-.082	.053	-1.542	.123
Strat	<---	Belif	-.114	.075	-1.507	.132
Attide	<---	Motiv	.480	.095	5.040	***
Strat	<---	Motiv	.045	.088	.509	.611
Compet	<---	Styl	-.052	.043	-1.232	.218
Compet	<---	Strat	.162	.051	3.169	.002
Compet	<---	Motiv	.370	.109	3.410	***
Compet	<---	Efficy	-.029	.052	-.555	.579
Compet	<---	Belifs	-.151	.068	-2.241	.025
Compet	<---	Attide	.505	.154	3.278	.001
AvgStrat	<---	Strat	.864			
AvgEffic	<---	Efficy	.815			
AvgStyl	<---	Styl	.840			
AvgBelief	<---	Belif	.721			
AvgMot	<---	Motiv	.741			
AvgAttit	<---	Attide	.725			
AvgComp	<---	Compet	.918			

Paths are significant at: *** 0.001, ** 0.01 and *0.05 level

Squared Multiple Correlations

Constructs	Estimate
Motivation	.105
Attitude	.414
Strategy	.084
Competence	.819
AvgComp	.545
AvgAttit	.349
AvgMot	.471
AvgBelief	.480
AvgStyl	.742
AvgEffic	.674
AvgStrat	.587

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Tables 4.23.1

Standardised Residual Covariance

	AvgComp	AvgAttit	AvgMot	AvgBelief	AvgStyl	AvgEffic	AvgStrat
AvgComp	-.036						
AvgAttit	-.131	-.008					
AvgMot	.040	.021	.010				
AvgBelief	-.017	-.104	.076	.016			
AvgStyl	.139	.208	.295	1.122	.002		
AvgEffic	-.040	-.040	.074	.041	1.702	.006	
AvgStrat	-.149	-.975	.363	.307	.036	.245	.013

Standardised Total Effects - Two-Tailed Significance

	Beliefs	Style	Efficacy	Motivation	Attitude	Strategy
Motivation	.377	.283	.001***	...	...	...
Attitude	.003***	.347	.648	.003***	...	...
Strategy	.186	.001***	.039**	.604	...	...
Competence	.627	.502	.026**	.003***	.031**	.002***
AvgComp	.636	.507	.024**	.003***	.030**	.002***
AvgAttit	.002***	.348	.652	.002***	.001***	...
AvgMot	.372	.276	.001***	.001***	...	...
AvgBelief	.001***	...	...	...	...	...
AvgStyl	...	.001***	...	...	...	...
AvgEffic	...	...	.001***	...	...	...
AvgStrat	.188	.001***	.041**	.597	...	.001***

Standardised Direct Effects - Two-Tailed Significance

	Beliefs	Style	Efficacy	Motivation	Attitude	Strategy
Motivation	.377	.283	.001***	...	...	...
Attitude	.010**	.165	.142	.003***	...	...
Strategy	.183	.001***	.136	.604	...	...
Competence	.025**	.265	.569	.065	.031**	.002***
AvgComp	...	...	...	...	...	...
AvgAttit	...	...	...	...	.001***	...
AvgMot	...	...	...	.001***	...	...
AvgBelief	.001***	...	...	...	...	...
AvgStyl	...	.001***	...	...	...	...
AvgEffic	...	...	.001***	...	...	...
AvgStrat	...	...	...	...	...	.001***

Standardised Indirect Effects - Two-Tailed Significance

	Beliefs	Style	Efficacy	Motivation	Attitude	Strategy
Motivation	...	...	...	...	...	...
Attitude	.356	.252	.001**	...	...	...
Strategy	.425	.374	.546	...	...	...
Competence	.061	.522	.055	.016**	...	...
AvgComp	.636	.507	.024**	.003***	.030**	.002***
AvgAttit	.002***	.348	.652	.002***	...	...
AvgMot	.372	.276	.001***	...	...	...
AvgBelief	...	...	...	...	...	...
AvgStyl	...	...	...	...	...	...
AvgEffic	...	...	...	...	...	...
AvgStrat	.188	.001***	.041**	.597	...	...

Paths are significant at: *** 0.001, ** 0.01 and *0.05 level

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The statistics displayed in Table 4.23 show that the relationship-cause-effect model has no issues with goodness-of-fit indices. For path relationship analyses, a regression was run and it found all the paths significant except motivation to strategy. The regression and squared multiple correlations of the constructs show statistically significant values. The mean extracted is from .082 to .837 and the standardised residual covariance shows no factor is greater than the value of two. The direct and indirect effects of the constructs in the model show that strategy, motivation, and efficacy have no significant effects and all other constructs have significant direct and indirect effects in the cause and effect model of relationship. (See appendix D for analyses of model fit indices)

4.8 The Proposed Theoretical Regression Model

Once the structural model met the fit indices, the next was testing of the proposed regression model. The imputed factors were loaded on the conceptually proposed model. The proposed model was tested with the path directions set in the model. All the exogenous variables have covariances to achieve the measurement fit in the proposed model (as suggested by Holmes-Smith et al., 2004; Kline, 2005).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

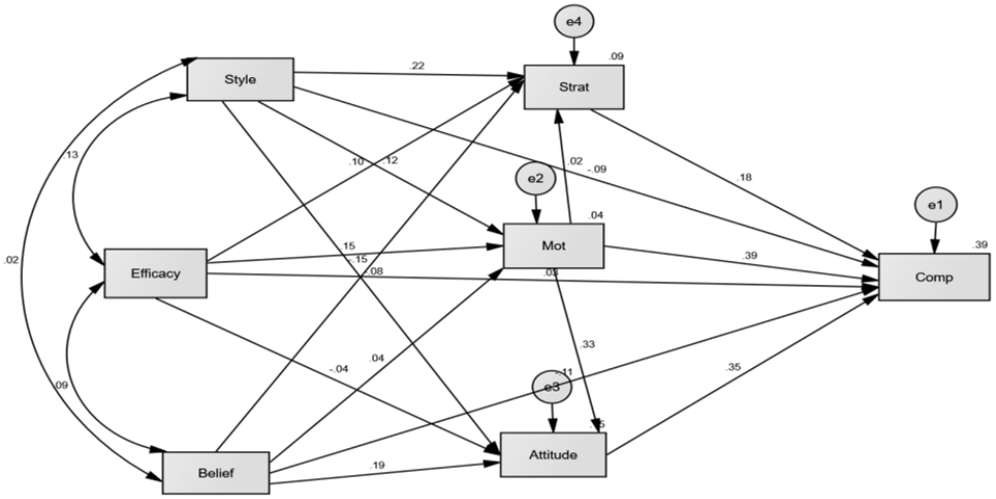


Figure 4.7. The Hypothetical Path Directions and Standardized Estimates.

Table 4.24

Summary of Proposed Model Fit Indices Results

Measures	Estimates	Threshold	Interpretation
CMIN	1.588	--	--
DF	1	--	--
CMIN/DF	1.588	Between 1 and 3	Excellent
CFI	0.999	>0.95	Excellent
SRMR	0.011	<0.08	Excellent
RMSEA	0.031	<0.06	Excellent
PCLOSE	0.492	>0.05	Excellent

The Theoretical Model Standardised Regression

Paths			Estimate	S.E.	C.R.	P
Motivation	<---	Style	.076	.026	2.915	.004
Motivation	<---	Belief	.038	.035	1.079	.280
Motivation	<---	Efficacy	.112	.031	3.611	***
Strategy	<---	Style	.128	.023	5.607	***
Attitude	<---	Belief	.130	.026	5.020	***
Attitude	<---	Motivation	.254	.030	8.445	***
Strategy	<---	Efficacy	.070	.027	2.577	.010
Attitude	<---	Efficacy	-.025	.023	-1.073	.283
Attitude	<---	Style	-.042	.019	-2.189	.029
Strategy	<---	Belief	-.113	.031	-3.709	***
Strategy	<---	Motivation	.020	.036	.557	.578
Competence	<---	Attitude	.411	.041	9.986	***
Competence	<---	Motivation	.357	.032	11.126	***
Competence	<---	Belief	-.086	.027	-3.216	.001
Competence	<---	Style	-.052	.020	-2.621	.009
Competence	<---	Strategy	.184	.035	5.295	***
Competence	<---	Efficacy	.021	.023	.911	.362

Paths are significant at: *** 0.001, ** 0.01 and *0.05 levels

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Standardised Residual Covariance

	Efficacy	Belief	Style	Motivation	Strategy	Attitude	Competence
Efficacy	.000						
Belief	.000	.000					
Style	.000	.000	.000				
Motivation	.000	.000	.000	.000			
Strategy	.000	.000	.000	.000	.000		
Attitude	.000	.000	.000	.000	-1.113	.000	
Competence	.000	.000	.000	.000	-.379	-.180	-.097

Most of the indicators in Table 4.24 show a positive relationship and the fit Indices explaining the model are acceptable. The path between styles and strategy is significant to**β .12** and strategy and competence to**β .18.** The other exogenous variable efficacy also has significant path direction toward motivation to **β .11.** The path between motivation and competence is also significant to**β .35.** The path from motivation to strategy is not significant but shows a positive direction to**β .02.** Another path from motivation towards attitude is significant to**β .25.** The exogenous variable belief has a significant path toward attitude to **β .13.** The path from the attitude toward competence is also significant to**β .41.** Paths from style to motivation, efficacy to attitude, belief to strategy, motivation to strategy, efficacy to competence and style to competence are not significant. In summary, out of 17 proposed paths, 13 paths are statistically significant except the paths from motivation to strategy **.02**, attitude to efficacy **-.02**, motivation to belief **.03** and efficacy to competence **.02,** which are not significant but have critical ratio ranging from .557 to 1.07, hence, contributing toward predicting the communicative competence.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.9 Direct and Indirect Effects

In the proposed model, this study predicted that learning styles have positive relationship toward learning strategies. Through the SEM analysis, this path has shown a significant relationship between style as exogenous and strategy as an endogenous variable. An indirect relationship also exists between style and dependent variable communicative competence. The other exogenous variable efficacy has a significant relationship with motivation and a non-significant relationship with communicative competence. The third exogenous variable belief has a positive and significant relationship with attitude. The belief also has a significant relationship with dependent variable communicative competence. The three endogenous variables strategy, motivation and attitude have a significant path toward communicative competence as dependent variables and also these variables significantly correlate with the exogenous variables; styles, efficacy, and beliefs. Communicative competence as a dependent variable has significant indirect effects on the exogenous variables; beliefs, styles, and efficacy. The direct and indirect effects of the model are shown in Table 4.25 using the two-tailed biased correlated percentile method.

Table 4.25
Summary of Direct and Indirect Effects of Proposed Model

Standardised Direct Effects

	Efficacy	Belief	Style	Motivation	Strategy	Attitude
Motivation	.222 (.001)***	.120 (.171)	.202 (.007)**	...	...	...
Strategy	.179 (.011)**	-.057 (.004)***	.303 (.001)	.104 (.591)	...	...
Attitude	0.031 (.257)	.257 (.001)***	-.003 (.043)*	.401 (.002)***	...	...
Competence	.101 (.378)	-.045 (.001)***	-.023 (.005)***	.450 (.001)***	.239 (.001)***	.422 (.001)***

(continue)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.25 (continue)

Standardised Indirect Effects Model

	Efficacy	Belief	Style	Motivation	Strategy	Attitude
Motivation						
Strategy	.017 (.535)	.010 (.378)	.015 (.449)			
Attitude	.079 (.001)***	.039 (.179)	.073 (.004) ***			
Competence	.127 (.004)***	.112 (.009) ***	.129 (.016) **	.158 (.001) ***		

Paths are significant at: *** 0.001, ** 0.01 and *0.05 level

4.10 Structural Equation Modelling Results and Fit Indices

The structural equation modelling statistical indices set as the base for the determination of fit in this study are CMIN/DF, CFI, SRMR, RMSEA and PCLOSE. These indices as shown in Table 4.24 and indicate the proposed model is fit and has the acceptable values. All the values are above the threshold suggested by Hu and Bentler (1999). (See appendix D for more details)

4.11 Models Comparison (Measurement, structural, relational, and Proposed models)

The three models(measurement, structural and proposed) were analysed by the researcher based on the collected data from the students and the teachers. The results show significant changes in the values from the measurement toward the structural and the proposed model. The proposed model indices are highly significant. CFI, SRMR, RMSEA, and PCLOSE values are above the threshold levels proposed by Hu

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

and Bentler (1999). The overall measurement, the structural, the relationship and the theoretically proposed models have the acceptable fit indices; Table 4.26 shows the comparison of these models.

Table 4.26

Summary of (SEM) Model Comparison

(Indices of Measurement, Structural, Relational and Proposed Model)

Measures	Acceptable Threshold	Measurement Model Estimates	Structural Model Estimates	Relational Model Based on Average Mean	Proposed Model Estimates
CMIN/DF	Between 1 and 3	2.527	2.282	1.689	1.588
CFI	> 0.95	0.952	0.963	0.975	0.999
SRMR	< 0.08	0.047	0.046	0.036	0.011
RMSEA	< 0.06	0.051	0.046	0.034	0.031
PCLSOE	> 0.05	0.420	0.861	0.798	0.492

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The results show that all the models were found acceptable according to the goodness-of-fit indices threshold proposed by Hu and Bentler (1999) also supported by Byrne (2001), Holmes-Smith et al.(2004), Hulland et al. (1996), and Kline (2005)as a cutoff criterion to measure the model fit indices in covariance structure analysis. The next paragraphs have analyses of the proposed hypotheses.

4.12 Testing Research Hypotheses

The overarching question in the study was to determine the main predicting variables of communicative competence. There are three direct predictors in the model and three are indirect predictors. The results of the direct and indirect effects discussed on the previous pages and this part focus on testing hypotheses. The significant and non-

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

significant paths are explained in the following paragraphs. The explanatory power of the proposed model is (R^2= .38). The findings of the assessment are based on path coefficient **(β)** and critical ratio (C.R. equivalent to *t*-value), and the *p*-value. The accepted values to decide the significant path between IVs and DV according to Byrne (2001) is *t*-values greater > or = to 1.96 and *p*-value ≤ .05). Researchers in the past studies have also reported .10 as significant at marginal level (Anderson & Weitz, 1992; Kim & Frazier, 1997; Kim & Oh, 2002; Kwon & Suh, 2004). Figure 4.6.1 shows direct hypotheses.

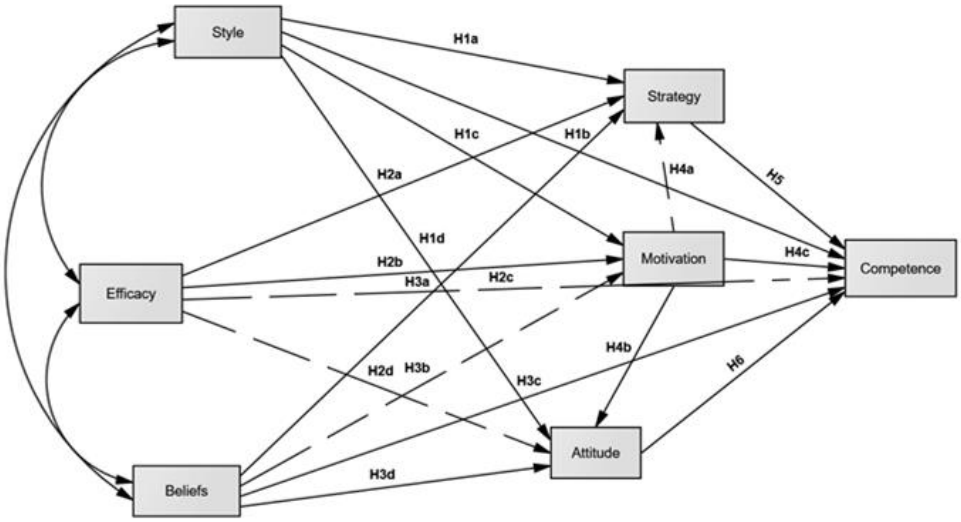


Figure: 4..8. Hypothetical direct paths and supporting evidence.

Table 4.27 further shows a detailed analysis of the paths, which are significant as proposed in the theoretical model. The overall model regression is *R*=.618 and the model has the main regression weight in the motivation, strategy, and attitude paths. The number of hypotheses, which supported or not supported, is given in the following Table 4.27 with the estimates, critical and *p*-values.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.27
Summary of Hypotheses Results

H#	Paths			Estimate	S.E.	C.R.	*p*-value	Remarks
H1a	Strategy	<---	Style	.128	.023	5.607	***	Supported
H1b	Comp	<---	Style	-.052	.020	-2.621	.009**	Supported
H1c	Mot	<---	Style	.076	.026	2.915	.004**	Supported
H1d	Attitude	<---	Style	-.042	.019	-2.189	.029*	Supported
H2a	Strategy	<---	Efficacy	.070	.027	2.577	.010*	Supported
H2b	Mot	<---	Efficacy	.112	.031	3.611	***	Supported
H2c	Comp	<---	Efficacy	.021	.023	.911	.362	Not-supported
H2d	Attitude	<---	Efficacy	-.025	.023	-1.073	.283	Not-supported
H3a	Strategy	<---	Belief	-.113	.031	-3.709	***	Supported
H3b	Mot	<---	Belief	.038	.035	1.079	.280	Not-supported
H3c	Comp	<---	Belief	-.086	.027	-3.216	.001**	Supported
H3d	Attitude	<---	Belief	.130	.026	5.020	***	Supported
H4a	Strategy	<---	Motivation	.020	.036	.557	.578	Not-supported
H4b	Attitude	<---	Motivation	.254	.030	8.445	***	Supported
H4c	Comp	<---	Motivation	.357	.032	11.126	***	Supported
H5	Comp	<---	Strategy	.184	.035	5.295	***	Supported
H6	Comp	<---	Attitude	.411	.041	9.986	***	Supported
H7a	Style ----- >Strategy----- >Competence*							Supported
H7b	Efficacy ----- >Strategy----- > Competence*							Supported
H7c	Belief ----- >Strategy---- > Competence*							Supported
H7d	Motivation----- >Strategy----- > Competence*							Not Supported
H8a	Style ----- >Attitude----- > Competence*							Supported*
H8b	Efficacy ----- > Attitude ----- > Competence*							Not Supported
H8c	Belief ----- > Attitude ----- > Competence*							Supported
H8d	Motivation ----- > Attitude ----- > Competence*							Supported
H9a	Style----- > Motivation ----- > Competence*							Supported
H9b	Efficacy ----- > Motivation ----- > Competence*							Not Supported
H9c	Belief ----- > Motivation ----- > Competence*							Not Supported
H10a	Demographic Variables Gender moderate in IVs and DV*							Partially supported
H10b	Demographic Variables Public/private moderate in IVs and DV*							Partially supported
H10c	Demographic Variables teacher/student moderate in IVs and DV*							Partially supported
H10d	Demographic Variables Urban/rural moderate in IVs and DV*							Partially supported

Note: *see Table 4.28 for details of H7a,b,c d: H8a,b,c,d: H9a, b,c :H10a,b,c,d Paths are significant at: *** 0.001, ** 0.01 and *0.05 levels*Detail of Hypotheses on next page

Table 4.27 shows the hypotheses results, 13 out of 17 hypotheses supported, four are not supported, and three partially supported. The detailed discussion on the results of the hypotheses is given in Chapter 5. The next paragraphs now focus on the mediating effects of strategy, motivation, and attitude on competence as DV.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.28

Summary of Mediating Effects of IVs on DV

H7a to H7d Strategy significantly mediates in IVs and DV					
Paths	Effects	BootSE	BootsLLCI	BootsULCI	Results
Style ----- >Strat----- >Comp	.0273	.0063	.0160	.0408	Supported
Effic ----- >Strat----- >Comp	.0150	.0056	.0055	.0272	Supported
Belief ----- >Strat----- >Comp	-.0169	.0066	-.0308	-.0049	Supported
Motiv----- >Strat----- >Comp	.0099	.0068	-.0022	.0245	Not Supported
H9a to H9c Motivation significantly mediates in IVs and DV					
Paths	Effects	BootSE	Boots LLCI	BootsULCI	Results
Style----- >Motiv----- >Comp	.0305	.0107	.0100	.0526	Supported
Effic ----- >Motiv----- >Comp	.0425	.0114	.0213	.0658	Supported
Belief ----- >Motiv----- >Comp	.0208	.0114	-.002	.0433	Not Supported
H8a H8d Attitude significantly mediates in IVs and DV					
Paths	Effects	BootSE	BootsLLCI	BootsULCI	Results
Style ----- >Attit----- >Comp	-.0130	.0087	-.0306	-.0036	Supported
Effic ----- >Attit----- >Comp	-.0057	.0088	-.0240	.0114	Not Supported
Belief ----- >Attit----- >Comp	.0501	.0115	.0287	.0735	Supported
Motiv----- >Attit ----- >Comp	.0994	.0178	.0643	.1371	Supported

*Results Supported at Significance Level: $p \leq .001$, $p \leq .01$, $p \leq .05$
Note: Hayes, Andrew (2018) Process Mediation Bootstrap Upper and lower value lies outside zero Hypothesis supported

The analyses in the Table 4.28 shows that the paths from style and beliefs to competence were significantly mediated by strategy (*b*= 0.02, 95% *CI* [0.01, 0.04], *t*= 2.12, *p*<.05), motivation (*b*= 0.04, 95% *CI* [0.01, 0.02], *t*=2.32, *p*<.05) and attitude (*b*=0.05, 95% *CI* [0.02, 0.07], *t*=2.43, *p*<.05).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.29
Summary of Sequential Mediating Indirect Effects of IVs on DV

Paths	Effects	Boot SE	Boots LLCI	Boots ULCI	Paths
Motiv----- >Strat----- > Attit ------ > Comp	-.0018	.0015	-.0052	.0004	NS
Belief ----- >Strat----- >Motiv --- > Comp	-.0032	.0018	-.0072	-.0308	***
Belief ----- >Strat----- >Attit ---- >Comp	.0026	.0018	-.0002	.0066	NS
Effic ----- >Strat----- >Motiv ---- >Comp	.0014	.0014	-.0012	.0044	NS
Style ----- >Strat----- >Motiv ---- >Comp	.0017	.0063	-.0029	.0064	NS
Effic ----- >Strat----- >Attit---- >Comp	-.0027	.0015	-.0062	-.0004	***
Style ----- >Strat----- >Attit---- >Comp	-.0036	.0021	-.0082	-.0001	***
Belief ----- >Strat----- >Motiv---- >Attit ---- > Comp	-.0008	.0006	-.0021	.0001	NS
Style ----- >Strat----- >Motiv---- >Attit ---- > Comp	-.0005	.0007	-.0008	.0018	NS
Effic----- >Strat----- >Motiv---- >Attit ---- > Comp	.0004	.0004	-.0004	.0013	NS
Belief ----- >Motiv----- >Attit ----- > Comp	.0202	.0049	.0019	.0308	***
Style ----- >Motiv----- >Attit ----- > Comp	.0084	.0034	.0026	.0160	***
Effic----- >Motiv----- >Attit ----- > Comp	.0123	.0041	.0053	.0210	***

*Results Supported at Significance Level: $p \leq .001$, $p \leq .01$, $p \leq .05$
Note: Hayes, Andrew (2018) Process Mediation Bootstrap Upper and lower value lies outside zero Hypotheses supported

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.29.1
Standardised Direct Effects - Two-Tailed Significance (BC)

	Efficacy	Belief	Style	Motivation	Strategy	Attitude
Motivation	.001**	.171	.004**	...	...	...
Strategy	.006**	.003**	.001**	...	...	...
Attitude	.257	.001**	.043*	.002**	...	...
Competence	.376	.001**	.005**	.001**	.001**	.001**

Paths are significant at: *** 0.001, ** 0.01 and *0.05 levels

Table 4.29.2
Standardised Indirect Effects - Two-Tailed Significance (BC)

	Efficacy	Belief	Style	Motivation	Strategy	Attitude
Motivation	...	...	...	...	...	...
Strategy	...	...	...	...	...	...
Attitude	.001**	.179	.004**	...	...	...
Competence	.004**	.009**	.016*	.001**	...	...

Paths are significant at: *** 0.001, ** 0.01 and *0.05 levels.

The results of hypotheses analyses show that the proposed paths are statistically significant and exogenous variables have direct relationships and endogenous variables significantly mediate the paths. The two-tailed standardised

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

direct and indirect effects show the predicting variables significantly contribute to the dependent variable.

4.13 Group Analysis and Moderating Effects of Demographic Variables

Multi-group analysis (MGA) was carried out to examine the moderation and differences between the teachers and the students based on their demographic characteristics.

4.13.1 Comparison of Group differences

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

To determine the group differences of the sample population, teachers and students, group analysis was done using the chi-square difference test for the four groups based on the research question. Further analyses were run to determine the differences based on the respondents, gender, public/private and urban/rural background.

4.13.2 Group Comparison of Teacher/Student Model

The main respondents of this study are the teachers and their students in various degree programmes in the four selected universities. In the teacher/student model, when the non-significant paths; efficacy to motivation, beliefs to attitude and strategy to motivation were constrained and the common constructs were taken together in

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

both the groups where teachers and students model achieve the fit indices as shown in the Table 4.30.

Table 4.30

Model Fit indices and validity measures based on Respondents (Teachers and Students)

Measure	Estimate	Threshold	Interpretation
CMIN/DF	1.964	Between 1 and 3	Excellent
CFI	0.942	>0.95	Acceptable
SRMR	0.052	<0.08	Excellent
RMSEA	0.040	<0.06	Excellent
PCLOSE	1.000	>0.05	Excellent

The following Table 4.30.1 shows the implied correlation matrix. The results show no issues with the convergent and discriminant validity of the model constructs.

Table 4.30.1
Implied Correlation Matrix of Respondents Model (Teachers/Students)

	CR	AVE	MSV	Max R(H)	Competence	Strategy	Efficacy	Style	Belief	Motivation	Attitude
CComp	0.897	0.685	0.237	0.901	**0.828**						
Strategy	0.841	0.575	0.084	0.885	0.154**	**0.758**					
Efficacy	0.913	0.724	0.052	0.940	0.158**	0.011	**0.851**				
Style	0.799	0.515	0.084	0.989	0.006	0.289***	0.068	**0.718**			
Belief	0.812	0.522	0.029	0.823	0.012	-0.069	0.043	0.022	**0.722**		
Motivation	0.879	0.707	0.237	0.882	0.487***	0.095†	0.229***	0.172**	0.044	**0.841**	
Attitude	0.773	0.532	0.133	0.776	0.364***	-0.051	-0.018	-0.001	0.170**	0.226***	**0.729**

(Note: The boldface scores on the diagonal are Average Variance Extracted= Significant at different levels: *** 0.001, ** 0.01 and *0.05 levels, γ non-significant, N=599)

The results show that the model based on the respondents has fit indices and there are no issues with the model validity, once the unsupported paths were

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

constrained in the regression model and only the supported paths were kept for further analysis. To further see the moderating paths in both the models a chi-square test was run by comparing the values of the base model and the constrained model. The significant *p*-value results showed that groups were not different at the model level. The threshold to determine 95% confidence level to predict that the paths are different to the teachers and students was a chi-square value of 192 and above.

Table 4.30.2
Chi-Square Test Results

Unconstrained Model		Constrained Model		Difference between unconstrained and constrained models		P-value	Invariant	**The groups are not different at the model level check the path differences**
$\sum\chi^2$	$\sum df$	χ^2	df	$\Delta\chi^2$	Δdf			
189	24	197	30	19	11	0.238	Yes	
Chi-Square Threshold								
95% confidence		192		25		Any value more than the threshold will be variant in a path by path analysis		

According to the theory, each path in the model was examined by applying the constraints. The results showed that the path from style to competence, belief to competence, attitude to competence and motivation to competence were significantly moderated by the respondents' factor. The teachers and students perceived these paths differently based on the chi-square results; there is 95% confidence that both teachers and students are different in perceiving the relationships of style, belief, motivation, attitude toward competence. The following Table 4.30.3 summarises the moderating paths in the teacher/student model.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.30.3
Summary of the Moderating Paths of Teacher/Student Model

Teachers Model (R^2 .36)							Students Model (R^2.33)				
Paths		Estimate	S.E.	C.R.	*p*	Results	Estimate	S.E.	C.R.	*p*	Results
Comp <---	Attitude	.411	.038	10.850	***	**Supported**	.369	.046	8.024	***	**Supported**
Comp <---	Mot	.382	.035	10.769	***	**Supported**	.392	.035	11.072	***	**Supported**
Comp <---	Belief	-.066	.031	-2.099	.036	**Supported**	-.083	.026	-3.205	.001	**Supported**
Comp <---	Style	-.077	.023	-3.300	***	**Supported**	-.077	.023	-3.304	***	**Supported**
Comp <---	Strat	.197	.039	5.006	***	Not Supported	.189	.039	4.816	***	Not Supported
Comp <---	Efficacy	.026	.027	.982	.326	Not Supported	.027	.027	.995	.320	Not Supported

Notes: *** *p*-value < 0.01; ** *p*-value < 0.05; * *p*-value < 0.10

4.13.3 Group Comparison of Public and Private University Model

The model based on the public, private university group was tested, and the results of the indices showed there was no issue with the model validity. The path analyses show that one hypothesis in the public model and two hypotheses in the private are supported and the chi-square test values were found not significant, showing that the groups are not different. The teacher and students have responded to the constructs similarly.

Table 4.31

Summary of Fit Indices and Validity Measures Based on Public-Private Universities

Measure	Estimate	Threshold	Interpretation
CMIN/DF	2.436	Between 1 and 3	Excellent
CFI	0.926	>0.95	Acceptable
SRMR	0.062	<0.08	Excellent
RMSEA	0.049	<0.06	Excellent
PCLOSE	0.675	>0.05	Excellent

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.31.1
Implied Correlation Matrix of Public/Private Model

	CR	AVE	MSV	Max R(H)	Competence	Strategy	Efficacy	Style	Beliefs	Motivation	Attitude
CComp	0.920	0.743	0.291	0.924	**0.862**						
Strategy	0.807	0.520	0.044	0.879	0.012	**0.721**					
Efficacy	0.931	0.771	0.058	0.953	0.098†	0.158*	**0.878**				
Style	0.775	0.583	0.044	0.999	0.020	0.210**	0.208***	**0.725**			
Belief	0.846	0.581	0.018	0.859	0.009	0.017	0.105†	0.028	**0.762**		
Motivation	0.902	0.755	0.291	0.917	0.539***	-0.061	0.242***	0.168**	0.066	**0.869**	
Attitude	0.704	0.545	0.228	0.720	0.478***	-0.149*	-0.013	-0.060	0.134†	0.381***	**0.767**

(Note: The boldface scores on the diagonal are Average Variance Extracted= Significant at different levels: *** 0.001, ** 0.01 and *0.05 levels, γ non-significant, N=599)

To ascertain to what extent the group based on the public and private universities had differences in their self-perceived beliefs to predict communicative competence, a chi-square test was performed with unconstrained and constrained regression models. The non-significant chi-square predicted both the models are the same and there is no difference in the predicting factors of the teachers and the students in the public and private universities. Motivation and belief to competence paths are shown in the hypotheses moderate significantly, and the teachers and the students perceived these constructs in the public and private university model differently.

Table 4.31.2
Chi-Square Results of Public and Private Universities Model

Un-Constrained Model		Constrained Model		Difference between unconstrained and constrained models		*p*-value	Invariant	**The groups are not different at the model level check the path differences**
$\Sigma\chi^2$	Σdf	χ^2	df	$\Delta\chi^2$	Δdf			
194	24	204	30	9	6	0.174	Yes	
Chi-Square Threshold								
95% confidence		198	25	Any value more than the threshold will be variant in a path by path analysis				

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.31.3
Summary of Moderating Paths in Public/Private University Model

Public university Model (R^2 .43)							Private University Model (R^2 .27)				
Paths		Estimate	S.E.	C.R.	*p*	Results	Estimate	S.E.	C.R.	*p*	Results
Comp <---	Attitude	.417	.051	8.184	***	Not supported	.384	.056	6.890	***	Not supported
Comp <---	Mot	.435	.040	10.911	***	**Supported**	.288	.043	6.667	***	**Supported**
Comp <---	Belief	-.058	.034	-1.696	.090	Not supported	-.082	.026	-3.198	.001	**Supported**
Comp <---	Style	-.062	.028	-2.176	.030	Not supported	-.050	.026	-1.909	.056	Not supported
Comp <---	Strat	.211	.047	4.497	***	Not supported	.190	.047	4.082	***	Not supported
Comp <---	Efficacy	-.019	.030	-.627	.531	Not supported	.051	.034	1.492	.136	Not supported

Notes: *** *p*-value < 0.01; ** *p*-value < 0.05; * *p*-value < 0.10

4.13.4 Group Comparison of Urban and Rural background Model

The demographic variable urban and rural background was tested. The summary of the fit indices shows that the model met the threshold of fitness, and the implied correlation shows that there are no issues with the model validity.

Table 4.32

Summary of Fit Indices and Validity Measures Based on Background

Measure	Estimate	Threshold	Interpretation
CMIN/DF	2.184	Between 1 and 3	Excellent
CFI	0.927	>0.95	Acceptable
SRMR	0.062	<0.08	Excellent
RMSEA	0.045	<0.06	Excellent
PCLOSE	0.996	>0.05	Excellent

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.32.1
Implied Correlation Matrix

	CR	AVE	MSV	Max R(H)	Competence	Strategy	Efficacy	Style	Beliefs	Motivation	Attitude
CComp	0.920	0.742	0.222	0.924	**0.861**						
Strategy	0.879	0.647	0.033	0.901	0.177**	**0.805**					
Efficacy	0.931	0.773	0.030	0.943	0.123†	0.093	**0.879**				
Style	0.808	0.524	0.033	0.918	0.044	0.182**	0.060	**0.724**			
Belief	0.833	0.557	0.033	0.846	0.051	-0.134*	0.095	0.049	**0.746**		
Motivation	0.906	0.762	0.202	0.919	0.450***	0.104	0.173**	0.139*	0.067	**0.873**	
Attitude	0.815	0.596	0.222	0.829	0.471***	-0.023	0.050	0.017	0.183*	0.297***	**0.772**

(Note: The boldface scores on the diagonal are Average Variance Extracted= Significant at different levels: *** 0.001, ** 0.01 and *0.05 levels, γ non-significant, N=599

Table 4.32.2

Chi-Square Results of Urban/Rural Background Model

Unconstrained Model		Constrained Model		Difference between unconstrained and constrained models		*p*-value	Invariant	
$\sum\chi^2$	$\sum df$	χ^2	df	$\Delta\chi^2$	Δdf			**The groups are not different at the model level check the path differences**
190	25	200	30	10	5	0.075	Yes	

Chi-Square Threshold

95% confidence	193	26	Any value more than the threshold will be variant in a path by path analysis

The results in Table 4.32.2 show that the model based on the urban and rural background of the respondents' group has fit indices and there are no issues with the model validity. The chi-square test shows the groups are not different and have responded to the questionnaire in the same way. Then the further model analyses were carried out to determine the moderating paths. The results are shown in Table 4.32.3 for moderating paths. In the urban/rural model two paths attitude to competence and beliefs to competence significantly moderate the paths.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.32.3
Summary of Moderating Paths of Urban/Rural Model

Urban background Model (R^2 .38)							**Rural background Model (R^2 .31)**				
Paths		**Estimate**	**S.E.**	**C.R.**	***p***	**Results**	**Estimate**	**S.E.**	**C.R.**	***p***	**Results**
Comp	<--- Attitude	.399	.038	10.449	***	**Supported**	.399	.038	10.449	***	**Supported**
Comp	<--- Mot	.362	.030	12.091	***	Not supported	.362	.030	12.091	***	Not supported
Comp	<--- Belief	-.093	.026	-3.585	***	**Supported**	-.093	.026	-3.585	***	**Supported**
Comp	<--- Style	-.054	.019	-2.797	.005	Not supported	-.054	.019	-2.797	.005	Not supported
Comp	<--- Strat	.183	.033	5.494	***	Not supported	.183	.033	5.494	***	Not supported
Comp	<--- Efficacy	.024	.023	1.066	.286	Not supported	.024	.023	1.066	.286	Not supported

Notes: *** *p*-value < 0.01; ** *p*-value < 0.05; * *p*-value < 0.10

4.13.5 Group Comparison of Gender Model

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The main respondents of the study were evaluated based on gender in terms of their practices towards predicting the communicative competence. The common path from motivation to the strategy was found non-significant. The fit indices confirm the model is acceptable. The implied correlation matrix also showed the model has achieved the threshold of validity and the values of CR and AVE were observed within the acceptable range.

Table 4.33
Gender-Based Model Fit Indices and Validity Measures

Measure	Estimate	Threshold	Interpretation
CMIN/DF	2.216	Between 1 and 3	Excellent
CFI	0.925	>0.95	Acceptable
SRMR	0.062	<0.08	Excellent
RMSEA	0.045	<0.06	Excellent
PCLOSE	0.990	>0.05	Excellent

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 4.33.1
Implied Correlation Matrix

	CR	AVE	MSV	Max R(H)	Competence	Strategy	Efficacy	Style	Beliefs	Motivation	Attitude
CComp	0.901	0.694	0.277	0.901	**0.833**						
Strategy	0.823	0.544	0.038	0.866	0.125†	**0.738**					
Efficacy	0.904	0.702	0.035	0.914	0.141*	-0.041	**0.838**				
Style	0.828	0.551	0.038	0.860	0.007	0.195**	0.104	**0.742**			
Belief	0.835	0.560	0.016	0.846	0.023	0.003	0.126*	0.111†	**0.748**		
Motivation	0.898	0.745	0.277	0.901	0.527***	0.020	0.187**	0.036	0.028	**0.863**	
Attitude	0.801	0.573	0.204	0.809	0.451***	-0.045	-0.002	-0.080	0.106	0.330***	**0.757**

(Note: The boldface scores on the diagonal are Average Variance Extracted= Significant at different levels: *** 0.001, ** 0.01 and *0.05 levels, γ non-significant, N=599)

Table 4.33.2
Summary of the Chi-Square test of Gender-Based Model

Un-Constrained Model		Constrained Model		Difference between unconstrained and constrained models		*p*-value	Invariant	
$\sum\chi^2$	$\sum df$	χ^2	df	$\Delta\chi^2$	Δdf			**The groups are not different at the model level check the path differences**
196	25	198	30	2	5	0.849	Yes	
Chi-Square Threshold								
95% confidence		199		26		Any value more than the threshold will be variant in a path by path analysis		

Table 4.33.3

Summary of Moderating Paths in Gender Model

Male Model (R^2.38)							Female Model (R^2 .32)				
Paths		Estimate	S.E.	C.R.	*p*	Results	Estimate	S.E.	C.R.	*p*	Results
Comp	<--- Attitude	.413	.037	11.023	***	**Supported**	.413	.037	11.023	***	Supported
Comp	<--- Mot	.353	.037	9.578	***	Not supported	.370	.047	7.838	***	Not supported
Comp	<--- Belief	-.023	.025	-.925	.355	Not supported	-.078	.029	-2.652	.008	Supported
Comp	<--- Style	.205	.042	4.822	***	Not supported	.152	.051	2.967	.003	Not supported
Comp	<--- Strat	.006	.032	.188	.851	Not supported	.030	.033	.920	.358	Not supported
Comp	<--- Efficacy	-.045	.035	-1.268	.205	Not supported	-.132	.038	-3.488	***	Not supported

Notes: *** *p*-value < 0.01; ** *p*-value < 0.05; * *p*-value < 0.10

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The validity test was run to analyse the convergent and discriminate validity of the model based on variable gender. The average variance extracted, convergent validity and MSV values are within an acceptable range. The results in Table 4.33 show that the model based on the gender of the respondents' group has achieved the fit indices.

To check further if the model of teachers and students based on gender has any similarity or the respondents differently perceive the constructs of the model, a chi-square test was performed by comparing the unconstrained and constrained paths. The male and female responded in the same way to all the constructs on the survey and there are no differences in their perceptions related to constructs based on gender. The paths from attitude and belief to competence in the gender model significantly moderated.

To sum up, the analyses of demographic characteristics models show that the paths from attitude, motivation, beliefs, and styles to competence were significantly moderated.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

4.14 Chapter Summary

This chapter has summarised the results from the data analyses based on structural equation modelling. The process of EFA and then CFA explained in detail how systematically constructs are analysed in CFA to achieve overall measurement model. The goodness of fit indices was successfully met. The measurement, structural, and relational cause/effect and proposed regression models analysed based on the data set and their indices were found within the acceptable range of model fit indices. Later the group invariance was also conducted to test the validity and applicability of the questionnaire used in the study. Then group analysis was used based on the demographic variables and the moderating paths were highlighted.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun

CHAPTER 5

DISCUSSION, RECOMMENDATIONS, IMPLICATIONS AND CONCLUSIONS

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

5.1 Introduction

This chapter concludes the investigations of the study mainly focused on the role of predicting variables in developing the communicative competence model at tertiary level in Pakistan. This chapter provides details of the findings based on the research objectives, questions and hypotheses. The theoretical and methodological implications have been highlighted related to English language teaching and learning about the practices and need for communicative competence at the university level. The main contribution of this study has been explicated in detail as a practical source of knowledge concerning the theory. The statistically significant results of the study are relevant to the teachers, learners, academicians, trainers and experts in curriculum designing in English as foreign language learning in Pakistan particularly and other

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

similar contexts. The limitations of the study are elucidated and further areas of research in competence development in English language learning context suggested. In the first part of this chapter, the research objectives and questions explained and summarised in the light of the analyses derived from the collected data. The second part has hypotheses analyses, and the last part describes the research contribution and conclusion.

5.2 Overview of the Data Analysis and Results

A theoretical model was proposed in this study to test the hypothesised relationships of the predicting factors and evaluate their direct and indirect effects. The SEM two-step approach (measurement model to structural model) was adapted for the data analyses for this study. The EFA was carried out for variance explanation, dispersion of items, factor loading, and confirm the contribution of the items on the scale. The CFA was used for validity and model fitness. Then structural equation modelling was used to verify the relationships between the dependent and independent variables, their mediating and moderating effects and the group differences were further explored based on the demographic characteristics of the respondents. This chapter provides the details of the results and discussions related to the research objectives, questions, and hypotheses. This section highlights the direct and indirect effects, relationships of the factors and predicting power of the factors in developing communicative competence.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

5.2.1 Validation of Communicative Competence Model

To have a detailed analysis of the two groups namely teachers and students a *t*-test was performed in SPSS. The group statistics showed that there were statistically significant differences existed among the teachers and students' self-perceived beliefs about cognitive and affective variables in the study to predict the communicative competence at tertiary level in Pakistani universities. There were 599 respondents in the study (teachers (n=194) and students (n=405)from four different universities. The mean score of the teachers and the students respectively is less in learning style, strategy, and beliefs in predicting competence. The high mean score is in the constructs of motivation, competence, and attitude. The following Table 5.1 shows the descriptive statistics of the teachers and students' responses.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 5.1

Summary of Group Statistics for Teachers and Students

	Teachers or Students	N	Mean	Std. Deviation	Mean Difference
Motivation	Students	405	82.59	13.40	
	Teachers	194	79.92	15.36	2.67
Attitude	Students	405	79.39	13.28	
	Teachers	194	78.13	12.90	1.25
Competence	Students	405	83.34	11.34	
	Teachers	194	82.47	12.31	.87
Beliefs	Students	405	60.05	13.91	
	Teachers	194	62.01	16.48	-1.96
Strategy	Students	405	66.48	15.27	
	Teachers	194	66.22	18.02	.26
Style	Students	405	64.67	15.18	
	Teachers	194	63.38	17.19	1.28
Efficacy	Students	405	70.80	15.21	
	Teachers	194	73.14	15.25	-2.33

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 5.1 shows the differences in the mean score of the participants. The results show there is no significant difference in the teachers and students self-perceived level of competence and strategy but have a difference in efficacy, style, attitude, and motivation.

Table 5.2

Communicative Competence Model Summary[b]

Model	*R*	*R* Square	Adjusted *R* Square	Std. Error of the Estimate
1	.618[a]	.382	.376	.42596

a. **Predictors: (Constant), Belief, Style, Motivation, Efficacy, Strategy and Attitude**

b. **Dependent Variable: Competence**

ANOVA[a]

Model		Sum of Squares	df	Mean Square	*F*	Sig.
1	Regression	66.445	6	11.074	61.034	.000[b]
	Residual	107.413	592	.181		
	Total	173.858	598			

a. Dependent Variable: Competence

b. Predictors: (Constant), Belief, Style, Mot, Efficacy, Strategy, Attitude

Coefficients[a]

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	*t*	Sig.
1	(Constant)	1.390	.178		7.799	.000*
	Efficacy	.021	.023	.030	.907	.365
	Attitude	.411	.041	.347	9.922	.000*
	Style	-.052	.020	-.088	-2.610	.009*
	Strat	.184	.035	.178	5.261	.000*
	Mot	.357	.032	.387	11.064	.000*
	Belief	-.086	.027	-.107	-3.204	.001*

a.Dependent Variable: Competence

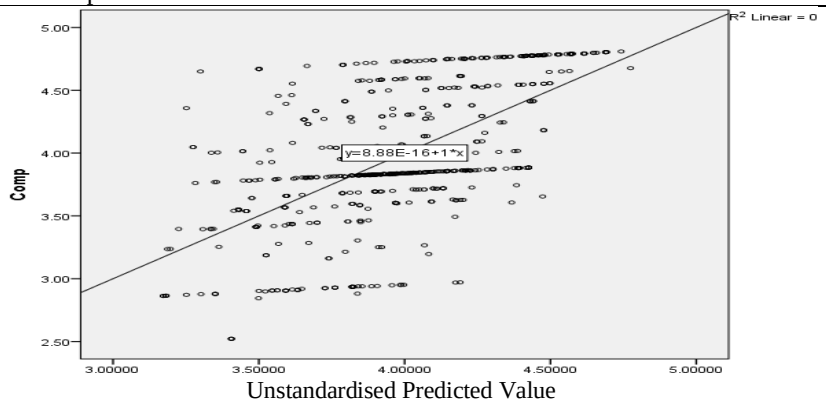


Figure 5.1: Scatter Plot Regression line and coefficient of determination

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 5.2.1
Standardised Direct Effects

	Efficacy	*Belief*	*Style*	*Motivation*	*Strategy*	*Attitude*
Motivation	.222 (.001*)	.120 (.171)	.202 (.007*)	...	...	...
Strategy	.179 (.011*)	-.057 (.004*)	.303 (.001*)	.104 (.591)	...	...
Attitude	0.031 (.257)	.257 (.001*)	-.003 (.043*)	.401 (.002*)	...	...
Competence	.101 (.378)	-.045 (.001*)	-.023 (.005*)	.450 (.001*)	.239 (.001*)	.422 (.001*)

Paths are significant at: *** 0.001, ** 0.01 and *0.05 levels

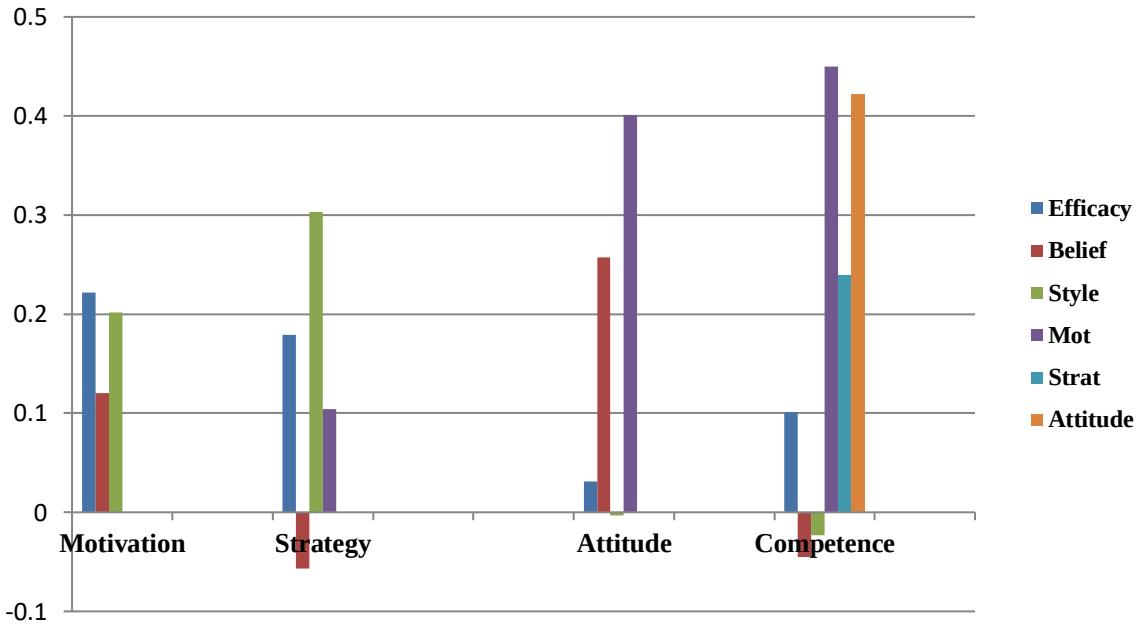


Figure 5.2. Graph of direct effects.

Table 5.2.2

Standardised Indirect Effects

	Efficacy	Belief	Style	Motivation	Strategy	Attitude
Motivation						
Strategy	.017 (.535)	.010 (.378)	.015 (.449)			
Attitude	.079 (.001*)	.039 (.179)	.073 (.004*)			
Competence	.127 (.004*)	.112 (.009*)	.129 (.016*)	.158 (.001*)		

Paths are significant at: *** 0.001, ** 0.01 and *0.05 levels

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

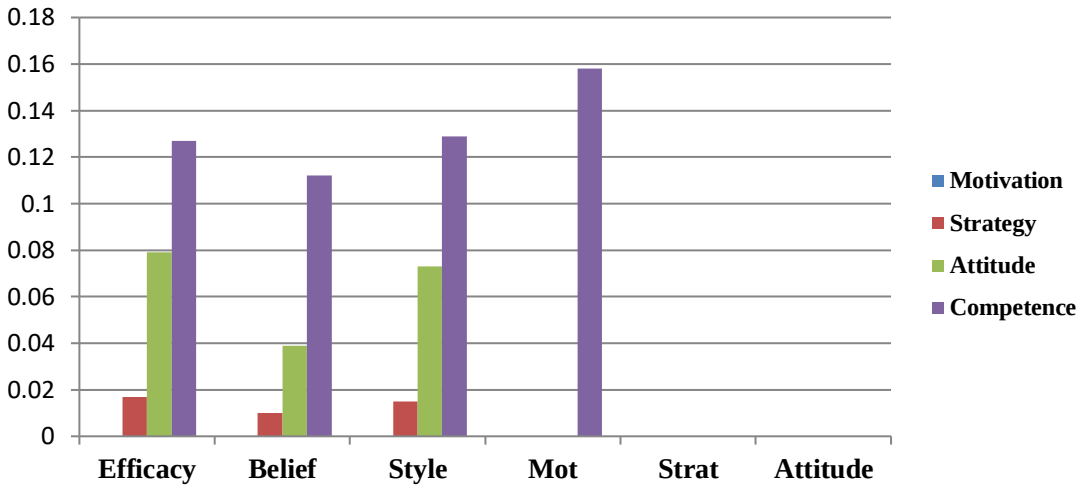


Figure 5.3. Graph of Theoretical Model Indirect Effects analyses.

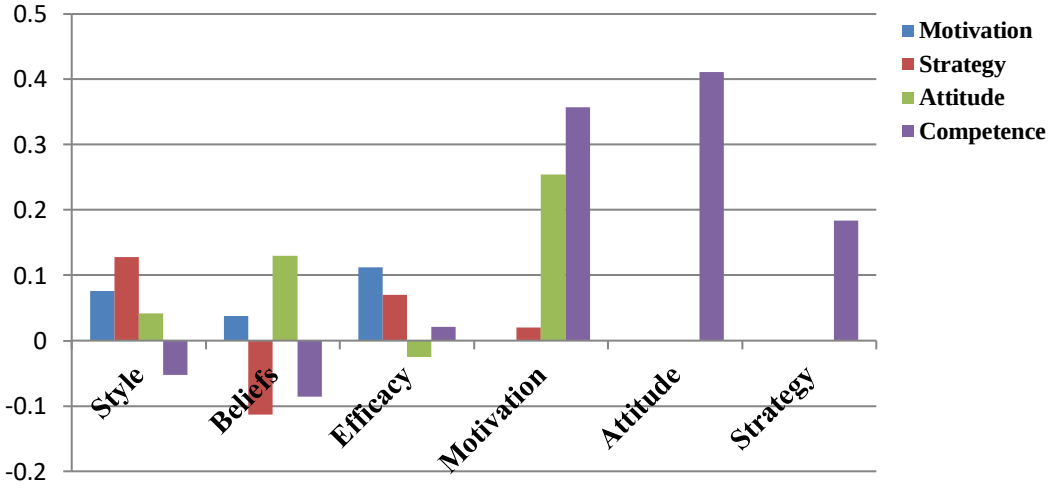


Figure 5.4. Graph of Path Estimations.

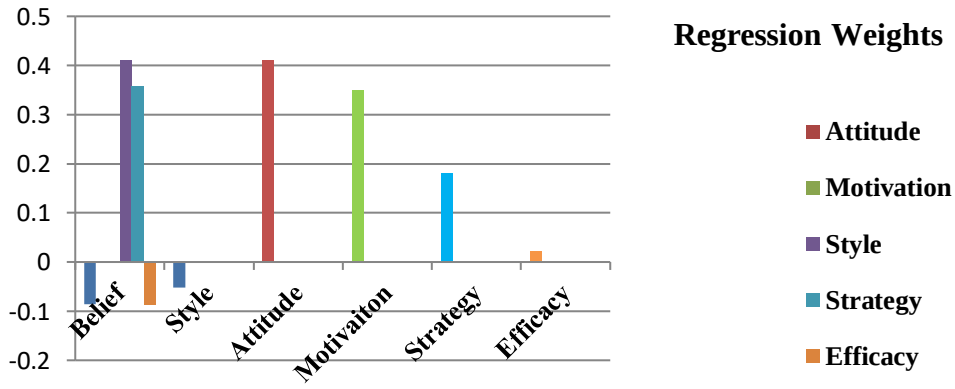


Figure 5.5. Graph of Regression Weights.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Data analyses show that learners' beliefs, strategy, motivation, and attitude are among the main predictors and considered as unique variables, which have significant direct and indirect effects and contribute to communicative competence. On the other hand, efficacy is not a significant predictor of communicative competence in the model. Table 5.2 shows the details of the regression and direct and indirect contribution of the variables in predicting communicative competence. The regression line in Figure 5.1 of the coefficient of determination shows the linear relationships of the predictors.

From the data, models were constructed and tested based on the hypothesised variables using the SEM. The goodness-of-fit indices of the measurement, structural and relational models were found acceptable. The theoretical model has fit indices (χ^2 =1.588; df=1; χ^2/df=1.588; p=.208; GFI=.999; AGFI=.979; CFI=.999; SRMR=.002; RMSEA=.031, NFI=.997; TLI= .973; PCLOSE=.492). Then regression was run in the SPSS to crosscheck the proposed model. The overall regression model is significant $F(6,592)$ =61.03, p< 0.001, R^2= .38. The direct and indirect paths in the model are also significant.

Table 5.3 shows the summary of the findings related to the model fit and the contribution of the main predicting factors in developing communicative competence.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 5.3

Summary of the Model Findings

➢ Overall variance explained by the predicting factors 64%
➢ The overall regression model is significant: F (6,592) = 61.03, p< 0.001, R^2 = .38.
➢ The model has achieved the fit indices (χ^2 =1.588; df =1; χ^2/df =1.588; p = .208; GFI =.999; AGFI =.979; CFI =.999; SRMR =.002; RMSEA =.031, NFI =.997; TLI = 973; PCLOSE= .492).
➢ The predicting variables have significant direct effects: (efficacy = .12**; motivation = .32**; belief = .10**; attitude = .29**; styles = .20; strategy = .10**).
➢ There are indirect effects of efficacy toward attitude .10**, style on competence .07**, beliefs .08**, efficacy .14** and motivation .16** to communicative competence.
➢ Motivation has the highest effect size on competence that is .25, the attitude has .19, which is regarded medium-size effect, and strategy has .07, regarded as a small effect (Aiken &West, 1991). There was no effect size of beliefs, styles, and efficacy.
➢ A significant correlation*was found between motivation (r=.49, p<.001), attitude (r=.44, p<.001), strategy (r=.17, p<.001) and competence.
➢ The paths from style and beliefs to competence were significantly mediated by strategy (b= 0.02, 95% *CI* [0.01, 0.04], t= 2.12, p<.05), motivation (b= 0.04, 95% *CI* [0.01, 0.02], t=2.32, p<.05) and attitude (b=0.05, 95% *CI* [0.02, 0.07], t=2.43, p<.05).
➢ The results show the proposed theoretical factors are important and relevant to be adopted in developing communicative competence among students.

*(See appendix D for correlation results)

All the facts establish the proposition that communicative competence model is robust and can predict the communicative competence affecting factors. English language in the global context has made communication skill a prerequisite to getting a higher education, start a business or to work as a professional (Block &Cameron, 2002; Johnson, 2009). Most employers seek confident graduates having strong communication skills (Suastra et al., 2017). To sum up, the fit indices and the path estimations show that the exogenous variables style, efficacy and belief significantly predict the endogenous variables attitude, motivation and strategy. All the predicting

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

factors, directly and indirectly, influence the dependent variable communicative competence.

5.2.2 Discussion on Research Objective/Question One

This section discusses the findings for research question 1.

#	Objective	Question
1	To analyse the main influencing factors in the development of communicative competence in Pakistani universities	What are the main influencing factors in the development of communicative competence in Pakistani universities?

The main objective of the study was to test the hypothetical model, achieve an overall fit, verify relationships and test the hypotheses along with the mediation and moderation effects of the predicting factors. This study has successfully achieved this objective and the proposed model has achieved acceptable fit indices, the relationships are statistically significant and most of the hypotheses supported. The variables strategy, motivation style, belief and attitude significantly predicted communicative competence**.** The demographic characteristics also moderated the paths of attitude, motivation, strategy and beliefs significantly in predicting communicative competence.

The hypothesised model has six predicting variables, namely style, strategy, efficacy, motivation, belief, and attitude. The dependent variable is communicative competence. The results of the study show that all the predicting paths significantly contribute to the development of communicative competence. The overall model has R^2 .38 value. The variable efficacy has overall .12** direct effects on motivation,

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

which in results has effects of .32** on the development of competence. Belief has .10** direct effect on attitude, which has overall effects of .29** on communicative competence. Styles directly contribute .20 toward strategy, and strategy has an indirect effect on competence of .10**. These results show all the variables predicting significantly their paths. Strategy, motivation and attitude are the main variables directly affecting communicative competence. There are indirect effects of efficacy toward the attitude of .10**, style on competence .07**, beliefs .08**, efficacy .14** and motivation .16** to communicative competence.

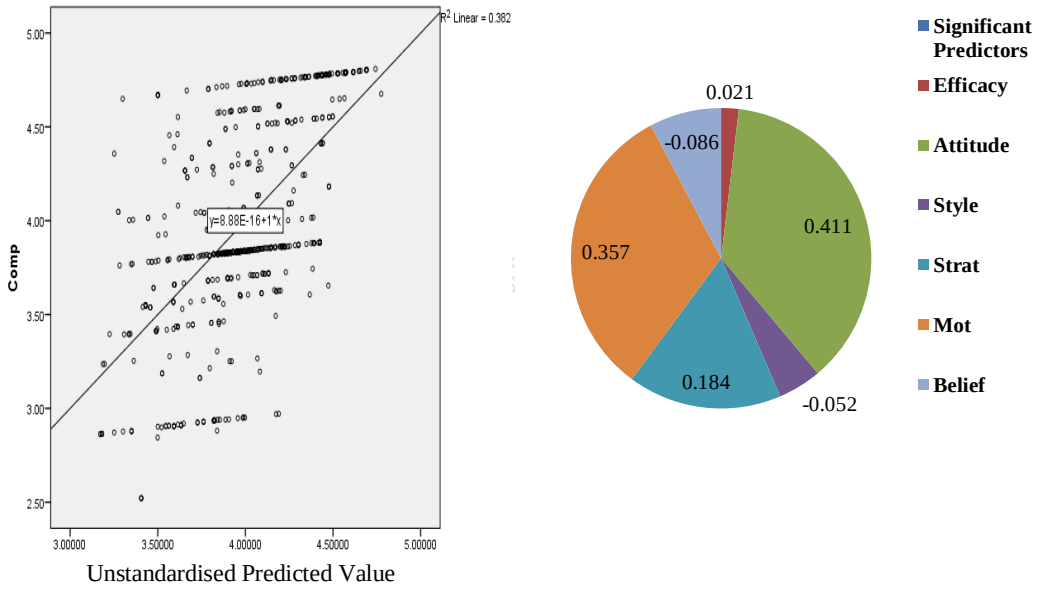


Figure 5.6. Scatter Plot and Pie chart of main influencing factors.

The mediating role of strategy and attitude in the model is statistically significant. Both of the variables have squared multiple correlations of more than .30% and the results showed that out of ten hypotheses nine hypotheses were supported in the teacher and students models. The group differences were analysed to determine the moderating role of the demographic characteristics. The paths from attitude, motivation, styles and beliefs were significantly found moderated.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Squared multiple correlation to predict communicative competence in the teacher/students model is from .34% to .40%, between the public/private is from .43% to .31%, between urban/rural is from .42% to .30% and in the gender-based model it is from .43% to .31%. From these results, it can be concluded that the proposed model based on the hypothetical paths have statistically significant predicting power across the respondents and the models based on demographic characteristics that meet the goodness-of-fit indices; CMIN/DF, CFI, SRMR, RMSEA and PCLOSE. The following facts of the proposed theoretical model analyses support the findings related to the main predicting variables in the model.

- The model has achieved the fit indices
- The path relationships results are significant
- Standardised regression is significant
- Direct and indirect effects are significant
- Mediation/sequential mediation effects are significant
- Moderation effects are significant

All these findings of the theoretical model show that: style, strategy, motivation, attitude, and beliefs are the main factors influencing communicative competence. Efficacy, however, is partially contributing. Thus, the results of the study support the proposed theoretical framework tested and verified by the data, and the model has small to moderate power and the five out of six factors are significantly predicting communicative competence. The only path of efficacy to competence is non-significant but it is significant indirectly and predicting the communicative competence.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

5.2.3 Discussion Research Objective/Question Two

This section discusses the findings for research question 2.

#	Objective	Question
2	To analyse the self-reported main predicting factors and their influence on the development of communicative competence at tertiary level in Pakistan	Do all the key predicting factors have a significant and positive influence on communicative competence?

The data analyses showed the contribution of the six predicting variables; style, strategy, efficacy, motivation, belief and attitude. These are predictors and they have statistically significant direct and indirect effects on developing communicative competence. The demographic characteristics; gender, public/private, teacher/students, urban/rural backgrounds also have significant moderating effects. The factors motivation, attitude and strategy also significantly mediated in predicting the self-perceived competence of the teachers and the students in the Pakistani higher educational institutions. Data analyses have shown there is a statistically significant relationship of all the variables directly and indirectly except for motivation and strategy. The path between efficacy and competence is positive but not significant. All other paths in the proposed model predict significantly the development of communicative competence at tertiary level in the four universities in Pakistan.

The overall variance explained by the model is 64%. The *R*-Squared value is 38%, and most of the predictors are statistically significant. Table 5.3 shows the paths and their significant relationships.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 5.4

Regression Weights/Paths

Predicting Factors			Estimate	S.E.	C.R.	*p*	R^2
Comp	<---	Attitude	.411	.041	9.986	***	**.386**
Comp	<---	Motivation	.357	.032	11.126	***	
Comp	<---	Belief	-.086	.027	-3.216	.001	
Comp	<---	Style	-.052	.020	-2.621	.009	
Comp	<---	Strategy	.184	.035	5.295	***	
Comp	<---	Efficacy	.021	.023	.911	.362	

Hierarchical Regression Model Summary

					Change Statistics				
Model	***R***	***R* Square**	**Adjusted *R* Square**	**Std. Error of the Estimate**	***R* Square Change**	***F* Change**	**df1**	**df2**	**Sig. F Change**
1	.085[a]	.007	.001	.53905	.007	1.083	4	594	.364
2	.133[b]	.018	.009	.53669	.010	6.235	1	593	.013
3	.134[c]	.018	.008	.53701	.000	.290	1	592	.590
4	.141[d]	.020	.008	.53698	.002	1.055	1	591	.305
5	.212[e]	.045	.032	.53046	.025	15.633	1	590	.000
6	.530[f]	.281	.270	.46058	.236	193.587	1	589	.000
7	.620[g]	.385	.374	.42649	.104	98.941	1	588	.000

a. Predictors: (Constant), Male/Female, Public/Private, Urban/Rural, Teacher/Student
b. Predictors: (Constant), Male/Female, Public/Private, Urban/Rural, Teacher/Student, Efficacy
c. Predictors: (Constant), Male/Female, Public/Private, Urban/Rural, Teacher/Student, Efficacy, Style
d. Predictors: (Constant), Male/Female, Public/Private, Urban/Rural, Teacher/Student, Efficacy, Style, Belief
e. Predictors: (Constant), Male/Female, Public/Private, Urban/Rural, Teacher/Student, Efficacy, Style, Belief, Strategy
f. Predictors: (Constant), Male/Female, Public/Private, Urban/Rural, Teacher/Student, Efficacy, Style, Belief, Strategy, Motivation
g. Predictors: (Constant), Male/Female, Public/Private, Urban/Rural, Teacher/Student, Efficacy, Style, Belief, Strategy, Motivation, Attitude

Overall, there are six predicting variables in the model. Three variables, namely belief, style and efficacy are exogenous; three variables strategy, motivation and attitude are endogenous. According to path analyses, the relationship between belief, style and competence is estimated negative but it is significantly predicting competence, whereas efficacy has a positive relationship but has no significant effects on competence.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

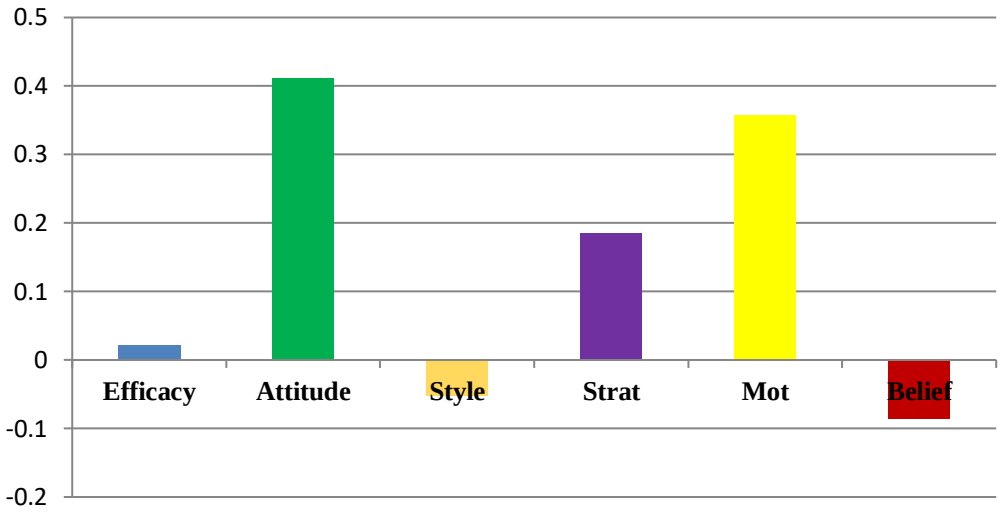


Figure 5.7. Graph of Positive and Negative Relations

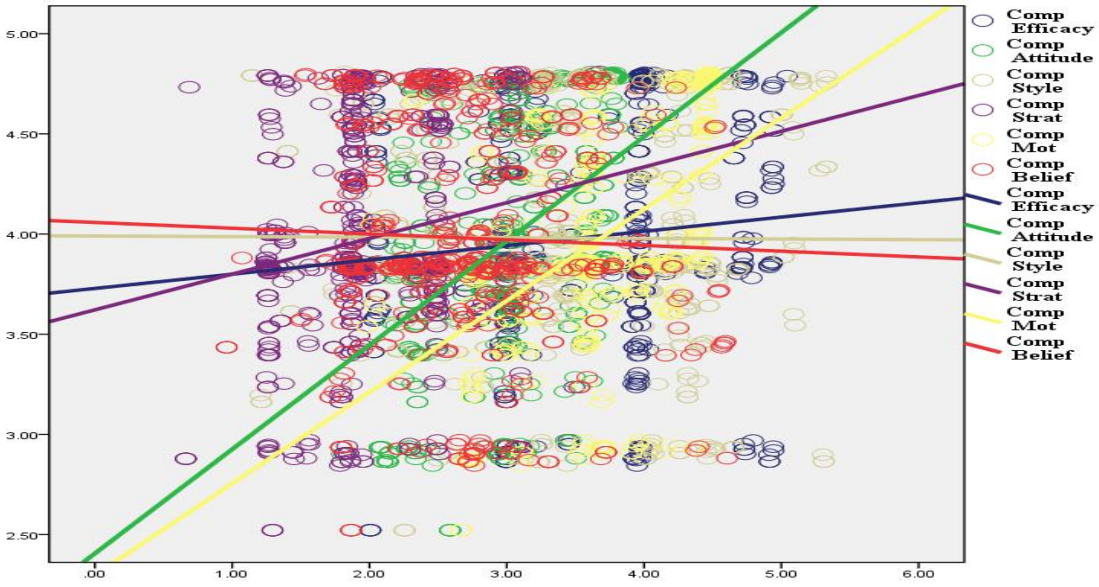


Figure 5.8. Scatter Plot Shows Relationships Direction of the Predicting Variables in the Communicative Competence Model

Table 5.4 shows the hierarchical regression and all the variables demographic, affective, and cognitive have a significant contribution to the overall R^2. The path coefficient of communicative competence R^2 = .39 indicated a large effect size (>.25, Kieth, 2006). There was no effect size of belief, style, and efficacy. Motivation has the highest effect size on competence that is .25, the attitude has .19 effect size, which is regarded medium-size effect, and strategy has .07 effect size (regarded as small-size

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

effect) (Aiken &West, 1991). It could be concluded that five predicting variables are statistically significant and predicting communicative competence. Efficacy is the only variable, which is not statistically significant but has positive estimation in predicting competence. The scatter plot linear regression lines of the predicting variables show a significant contribution of the constructs. The path relationship results of style, strategy, efficacy, motivation, belief, attitude, and communicative competence support previous studies (Abbas, 1998; Ainley et al., 2002; Krapp et al., 1992; Magogwe & Oliver, 2007; Mansoor, 2003; Nasir et al., 2013; Olivares-Cuhat, 2010; Pekrun, 1992; Stevens & Olivarez, 2005). The data analyses show that motivation, attitude and strategy have significant and positive influence whereas style and beliefs are significant but have a negative influence on competence. Moreover, self-efficacy is positive but not significant.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

5.2.4 Discussion on Research Objective/Question Three

This section will discuss the findings for research question 3.

#	Objective	Question
3	To analyse the relevant key factors that should be adopted for developing communicative competence at tertiary level in Pakistan	What are the relevant key factors that should be adopted for developing communicative competence at tertiary level in Pakistan?

The previous studies have established that no second language learning is possible without having an effective interaction and use of cognitive and affective abilities (Ainley et al., 2002; Krapp et al., 1992; Olivares-Cuhat, 2010; Pekrun, 1992; Robinson, 2005; Stevens & Olivarez, 2005). Robinson (2005) proposed two theories

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

of language learning; transition and property. The first focuses on the cognitive abilities and second aims at explaining the knowledge, which is to learn.

According to Snow (cited in Robinson, 2005), an inter-actionist approach is helpful to overcome the challenges of the individual differences in the language teaching and learning context. As quoted by Olivares-Cuhat (2010), factors such as cognitive (language aptitude, learning strategies); affective factors (attitudes, motivation, and anxiety), meta-cognitive factors, and the demographic factors highly influence language learning. The predicting factors have been supported in past studies:

- Cognitive and affective factors (Ainley et al., 2002; Krapp et al., 1992; Olivares-Cuhat, 2010; Pekrun, 1992; Robinson, 2005; Stevens & Olivarez, 2005).
- Many researchers have focused on the variables; attitude, efficacy, motivation, and learning styles and strategies (Bandura, 1982; Gardner, 2005; Ryan & Deci, 2000b; Oxford, 2000).
- English communication skill is a prerequisite to getting a higher education, start a business or to work as a professional (Block & Cameron, 2002; Johnson, 2009; Savignon, 2017). Most employers seek graduates who are confident and have strong communication skills (Suastra et al., 2017). The following Figure 5.9 shows the analyses of the key factors.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

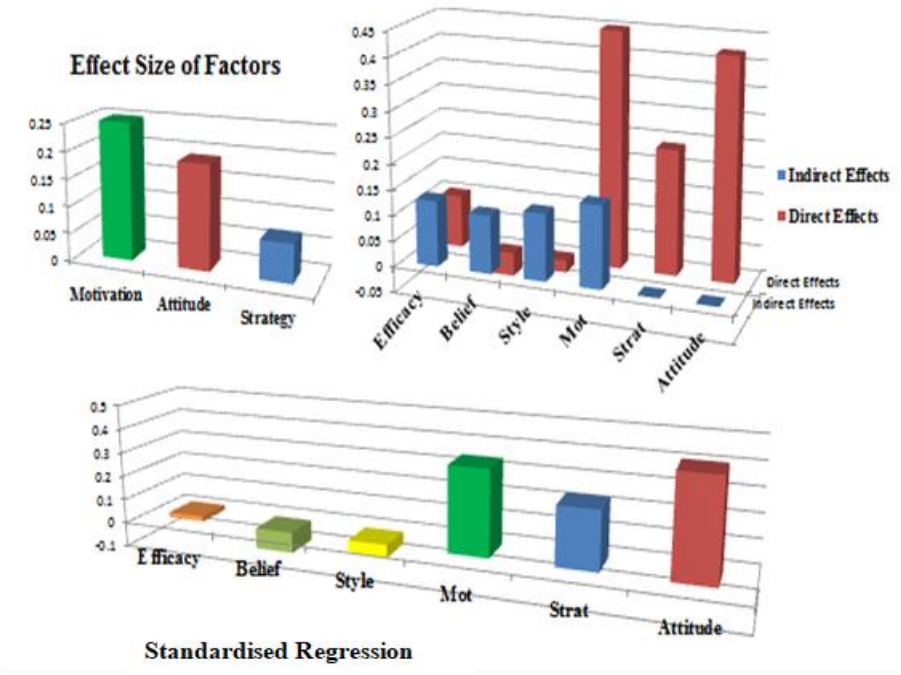


Figure 5.9. Graph of key factors influence.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The analyses show that attitude, motivation, and strategy are the key factors significantly predicting competence development and should be adopted. The research hypotheses result also show that exogenous variables efficacy, style, and belief have significant relationships and influence on the endogenous variables.

Six predicting variables in this study have their base on the past literature; the cognitive factors are styles and strategies and the affective factors are efficacy, motivation, belief and attitude. The proposed factors significantly predict the communicative competence except for self-efficacy (though it is not statistically significant it has a positive relationship with competence). Mills, Pajares, and Herron (2006), Hsieh and Kang (2010) and Hsieh and Schallert (2008) found that learner self-efficacy depends on achievement in language learning.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The findings of this study support style, strategy, motivation, belief and attitude including the self-efficacy as important factors in second language teaching and learning. The results of this study corroborate the past findings by Abrahamson and Hyltenstam (2008), Dewaele(2015), Dewaele and MacIntyre (2014), Dornyei (2001, 2006), Dornyei and Chan(2013), Dörnyei and Ushioda(2009, 2011), Ellis (2005), Gardner and Lambert (1972), Guilloteaux and Dornyei (2008), Krashen(1985), Nasir et al. (2013), Ortega(2009), Oxford (1990, 2011a), Saito et al. (2017), Li (2010), Schmidt (2001), Skehan(1998, 2009, 2001), and Yalçın and Spada (2016).

The data collected in this study through the survey based on the affective and cognitive variables and the reliability and the validity of the survey were tested using Cronbach's alpha and the Composite scale. To further test the generalisability of the scale cause and effect relationship the model was analysed based on the mean score of the constructs. The relationship model based on the average mean score of the constructs has fit indices (χ^2 = 5.295; df =3; χ^2/df =1.765; p = .151; GFI =.997; AGFI=.976; CFI =.991; SRMR =.0184; RMSEA =.036, NFI = .980). This shows that the scale is reliable and the constructs of the scale significantly predict communicative competence. The communicative competence model is viable to predict or estimate the relational effects between/among the constructs and applies to a large population or sample size. Many researchers have focused on the variables; attitude, efficacy, motivation, and learning styles and strategies (Ainley et al., 2002; Krapp et al., 1992; Pekrun, 1992; Stevens & Olivarez, 2005). This study also included these variables as predictors of communicative competence at the university level in Pakistan.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The findings of this study have shown that styles, strategy, efficacy, motivation, belief, and attitude predict communicative competence significantly. These factors are considered more important besides the teaching method when the aim is to develop communicative competence among the students in higher educational institutions in Pakistan. Before discussing the key factors to be adapted, it is of high significance to have a background view of English language learning in the Pakistani context of education.

Crystal (2011) viewed that "despite the fact the English language is widely used in the Asian context it does not guarantee that people will use the language effectively for communication" (p. 352). Abbas(1998), McArthur (1998), Rahman (2002) and Talaat (2002) described English as an important language in Pakistan, and it is widely used in bureaucracy, the armed forces, business organisations, radio, TV, newspapers, and federal as well as provincial government offices.

Higher education and professional success largely depend on the students' communicative competence and autonomy (Abbasi et al., 2018; Saeed & Rashidi, 2017) and there is a positive correlation between language competence, autonomy, and student motivation (Abbas, 1998; Mansoor, 2003; Nasir et al., 2013; Yasmin& Sohail, 2018b). In Pakistani society, English is regarded as a symbol of power and success (Mansoor, 2002) and students in the English as a medium of instruction at higher education level need strong communication skills and self-directedness (Dar & Khan, 2015; Sadia et al., 2018; Yasmin & Sohail, 2018).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

This study began intending to empower the teachers and learners by suggesting ways to achieve communicative competence objectives by exploring what is claimed and what is achieved in the classrooms. Traditional methods have produced no significant results in the past years in developing communicative competence rather these approaches focused on mastering grammar rules (Johnson & Morrow, 1981). An extensive review of the literature and the results of the study have shown the English language teaching and learning outcomes are below the par level in Pakistan and there is an urgent need to address this issue by incorporating the needed strategies in language teaching at higher education level (Sadia et al., 2018).

To sum up, motivation, attitude and strategy are the key variables which have significant direct, indirect effects and from small to large effect size. These factors should be adopted in developing communicative competence. This research is an endeavour to help the students who need proficiency to advance their studies and career, and help the teachers who are exploring methods to master communicative language teaching skills in the best possible manner. The investigation of the teachers and students' practices on communicative competence based on the proposed model strongly recommend the changes in cognitive and affective approach that would help students to develop the communicative competence besides making them responsible to enhance their academic efficiency and future employability.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

5.2.5 Discussion Research Objective/Question Four

This section will discuss findings related to research question 4.

#	Objective	Question
4	To analyse up to what extent the four demographic characteristics, namely teachers/students, gender, public/private university and urban/rural background influence the relationships between the predicting variables in the proposed communicative competence model	To what extent do the four demographic characteristics, namely teacher/student, gender, public/private university and urban/rural background influence the relationships between the predicting variables in the proposed communicative competence model?

The demographic variables gender, public/private, teacher/student and urban/rural backgrounds were the moderating variables in the study. The moderation effects were determined on the direct paths of IVs on the DV. There are six paths where moderation effects were analysed in four various models based on the demographic variables; gender, teacher/student, public/private and urban/rural. The four paths, attitude, motivation, style to competence in the teacher and student model were moderated. In the public/private university model, two paths of motivation and belief to competence moderated. In the urban/rural model, two paths of attitude and belief moderated. In the gender-based model, two paths of attitude and belief moderate competence. Overall, the moderation was partial in all the models based on demographic characteristics in attitude, strategy, motivation and belief paths.

Individual differences are natural in the language learning process. Data from main respondents were analysed on the bases of their gender, university, urban/rural background, degree programmes, and the type of public/private universities. The results showed that among the main respondents of the study teachers and students there are differences in their motivation, styles, belief, and attitude factors. The

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

results of the past studies have shown that the demographic characteristics play an important role in language acquisition. According to Rehmani (2006), teachers' personal and demographic characteristics shape their teaching. Howard (2012) and Brown (2009) validated the role of demographics in language learning. Oliver et al. (2004) considered demographics important in language acquisition. Demographic characteristics play an important role in language learning (High et al., 2000). Social status also plays a role in language learning (Gunn & Duncan, 1997). Individual differences to play a vital role in language learning (Ehrman & Oxford, 1989a: Wainwright et al., 2005). Howard (2012) has suggested the effects of sociolinguistic factors in language learning.

The results of this study corroborated the findings of past studies. Attitude, motivation, strategy, and style paths significantly moderated based on the demographic variables in teacher/student, public/private, urban/rural, gender models. The model based on the demographic characteristics was analysed based on the cut off criteria set by Hu and Bentler (1999) and all the four models achieved the fit indices. Figure 5.10 shows the results of the models and the fit indices.

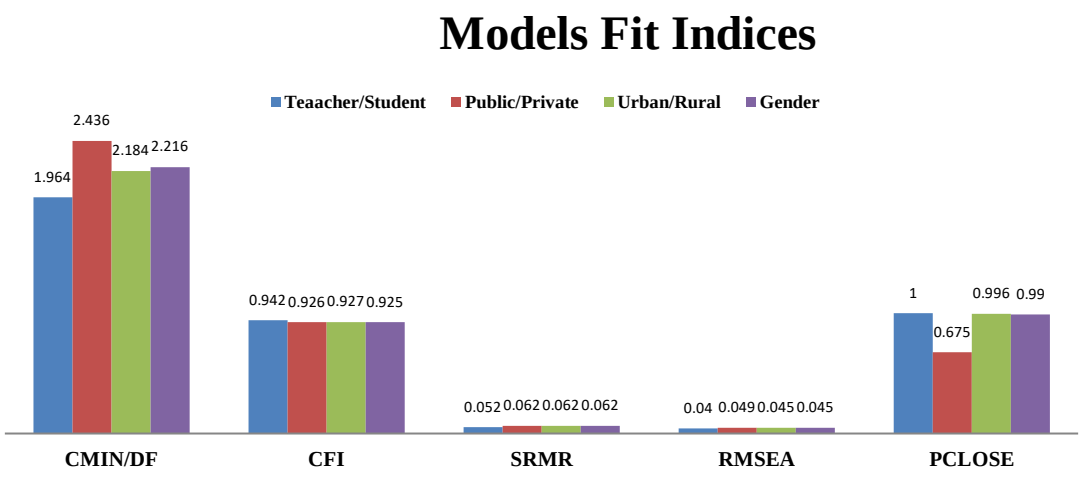


Figure 5.10: Graph of model fit Indices based on demographic characteristics

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

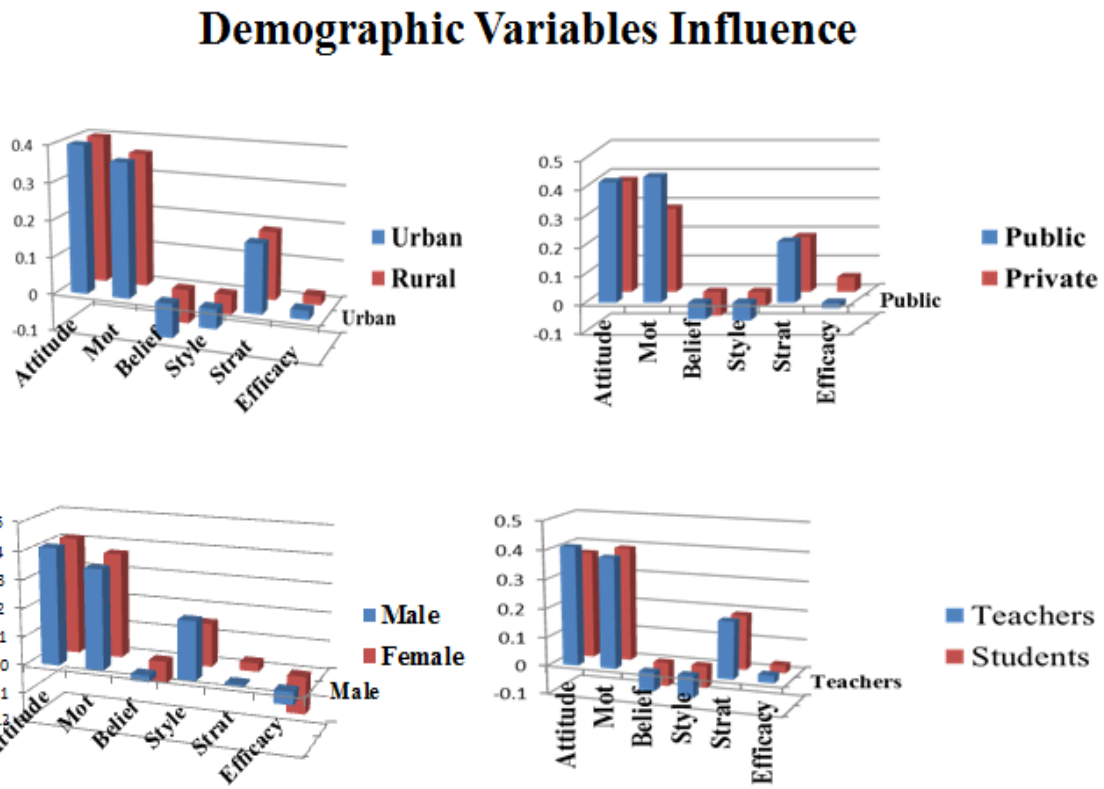


Figure 5.11. Graph of path influenced by the demographic characteristics.

The results of the model analyses show that paths from strategy, style, motivation and attitude were significantly moderated based on the demographic characteristics in the four models. The details of each model and path significance are discussed in the next paragraphs.

a) Respondents (Teachers and Students)

This study has developed a model based on the respondents to analyse the moderating effects of demographic characteristics in communicative competence development at tertiary level in Pakistan. The teachers and students model was analysed and it was found that most of the paths in both the models were statistically significant and

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

supporting the main hypotheses. The teachers model has an $R^2 = .35$ and the students model has an $R^2 = .40$. The chi-square test showed that responses were different at the model level and further paths were analysed. The paths from attitude, motivation, belief and style are moderating significantly. It is inferred from the model analyses that demographic characteristic 'participants' as teachers and students have differences in predicting the influencing factors of communicative competence development.

b) Public and Private University

In the public/private university model, most significant moderating paths were from style to strategy, efficacy to motivation, motivation to attitude and belief to attitude. This model has an $R^2 = .44$ value for a public university and an $R^2 = .31$ private to predict the communicative competence and the results show the estimates and *p*-values. The paths from motivation and belief to competence were significantly moderating.

c) Urban and Rural Background

The model of the urban and rural background shows the significant moderating paths from efficacy to motivation, style to strategy, motivation to attitude, belief to attitude and the model of the urban background has $R^2 = .43$ and rural has $R^2 = .30$. The path analyses show the paths from attitude and belief to competence are significantly moderating.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

d) Gender

The gender-based model has statistically significant moderating paths in efficacy to motivation, motivation to attitude and style to strategy. The model of male respondents has an R^2 = .43 and female mode has an R^2 = .32. The paths of attitude and belief to competence are significantly moderating.

The results show that the four demographic factors moderated the paths of attitude, motivation, style, and strategy significantly in predicting communicative competence development. Thus, the results corroborate the past studies by Ehrman and Oxford (1989), Brown (2009), Howard (2012) and Stafford, Bowden, and Sanz (2012), which show the significant role of demographic characteristics in second language learning.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

5.2.5.1 Moderation of Demographic Variables

The demographic variables gender, public/private, teacher/student, and urban/rural backgrounds were the main affecting variables in the study. The moderation effects were determined on the direct paths of IVs on the DV. There are six independent variables in the study, which have effects on the dependent variable. Together there are six paths where moderation effects were analysed in four various models based on the demographic variables; gender, teacher/student, public/private and urban/rural. Attitude, motivation and style paths to competence in the teacher and student model have moderating effects. In the public/private university model, two paths of motivation and belief to competence moderated. In the urban/rural model, two paths

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

of attitude and belief moderated. In the model gender also two paths have moderation; attitude, belief to competence. The overall attitude, strategy, motivation and styles paths significantly moderated in the demographic characteristics based models. The role of demographic characteristics highlighted in the previous studies:

- Teachers' personal and demographic characteristics influence language learning (Rehmani, 2006)
- Demographics are natural to the language learning process (Howard, 2012; Brown, 2009)
- in language acquisition demographics are important (Oliver et al., 2004)
- According to High et al. (2000), demographics are key characteristics in the language learning process.
- Learner social status plays a significant role in language learning (Gunn & Duncan, 1997)
- According to Ehrman and Oxford (1989) and Wainwright et al. (2005), the individual difference is recognised elements in language learning
- The effects of sociolinguistic factors are evident in language learning (Howard, 2012).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The results of this study corroborated the findings of past studies. Attitude, motivation, strategy, and style paths significantly moderated based on the demographic variables in teacher/student, public/private, urban/rural, gender models. The findings of the study corroborated findings of the past studies related to the significant moderating role of the demographic characteristics (Brown, 2009; Howard, 2012; Mayberry & Lock, 2003; McNealy, Mazziotta,& Dapretto, 2011; Stafford et al., 2012).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

5.2.6 Discussion Research Objective/Question Five

This section discusses the findings for research question 5.

#	Objective	Question
5	To understand the role of the CLT approach in the Pakistani language teaching and learning context	What is the role of the CLT approach in the Pakistani language teaching and learning context?

The communicative language teaching (CLT) approach is recommended for developing student competence (Ahmad & Rao, 2013; Panhwar et al., 2017; Savignon, 2007). Hameed and Tahir (2016) assert that teaching beliefs, new approaches, and innovative syllabus are the key elements in language teaching and teachers should set high objectives to meet the learner demands.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun PustakaTBainun ptbupsi

Shamim (2017) observes that there is a need for systematic evaluation of the teaching methods. The interactive nature of the language is in favour of teachers using the CLT approach to integrate the language form and function in the classrooms to develop learners communicative competence (Savignon, 2017).

According to Panhwar et al. (2017), the teachers in Pakistani universities are professionals and can adapt the CLT approach objectives to become autonomous. Ahmad and Rao (2013), Ahsan and Anjum (2012), Akram and Ansar (2011), Muhammad (2016), Sarfraz, Mansoor, and Tariq (2015) and Yaqoob (2015) argue that in the Pakistani language teaching and learning context the CLT approach is highly effective in developing student communicative competence; further success in language teaching largely depends on teachers' attitudes and language teaching

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

objectives. The traditional approaches have failed to produce any results and there is a need for exploring the push and pull factors related to the CLT approach.

A vast majority of university students in Pakistan come from public colleges (Yaqoob & Zubair, 2012). Students come with an experience of lecture-based teaching approach and thus have a poor foundation in English language and face problems in learning at university (Muhammad, 2011). Akbar et al. (2014) assert that university students from Urdu medium cannot keep pace with the English medium and face difficulties in carrying on their education.

The students' communicative competence is essential to study at the university level (Sadia et al., 2018). Unfortunately, teachers are not planning their activities to cater to the needs of mixed ability classes (Akbar et al., 2014; Yasmin & Sohail, 2018b). Teachers need careful planning as their attitude has an impact on student learning (Farid, 2018). Policy in language learning and teaching serves as a guideline (Wen et al., 2014). Institutional policies related to promoting English language culture need to be examined (Mansoor, 2003). The absence of clear policy creates a gap in the teaching approach (Chen & Tsai, 2012). Teachers' communication competence level and teaching styles influence students' interest and attitude to learn the target language (Jurik et al., 2014). Thus, the university language teaching policies and professionalism of the teachers need to be explored to fill the gap in quality assurance in higher education (Mansoor, 2003).

According to the Global Competitive Index (2018), Pakistan is in 125th position among the 140 economies of the world based on skill training and higher

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

education success. Tertiary education and skills training face serious challenges in Pakistan. According to the World Bank (2013) survey, universities face a significant mismatch with job-related skills. The National Education Policy Framework of Pakistan (NEPFP, 2018) has highlighted the following factors contributing to low-quality education in Pakistan:

- Higher education institutions have a lack of clarity regarding their roles and functions
- A lack of competency-based mechanisms, no qualified faculty, fewer incentives and more accountability issues; old syllabus, no teaching materials and resources; fewer chances of training and professional development
- No coordination among industry-educational institutions to develop learner skill-based competency

(NEPFP, 2018, p. 4)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Education aims at better preparing the students to assume their roles in society by taking their future roles actively and confidently. A student may have the knowledge to do everyday life functions but to learn 'how to learn' is a different issue (Sarwar, Bashir, Khan, & Khan, 2009). To develop the undergraduate communicative skills in English as a medium of instruction context in Pakistan, it is mandatory to explore the ongoing situation at the university level, specifically, in English pedagogy where students' and teachers' linguistics, individual and psychological beliefs and attitudes affect the quality of language learning (Sadia, Bashir, & Shabana, 2018).

The government of Pakistan's slogan 2025 "One nation – One vision" aims at the knowledge economy to boost the Gross Domestic Product (GDP) by promoting

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

tertiary education. English is a medium of instruction in higher education and students need good language skills to make academic progress (Nasir et al., 2013). Students with weak skills are failing in English and they are failing in other subjects too (Abbas, 1998; Mansoor, 2003). This situation has made language competence an important milestone for the students to make progress in studies (Dar & Khan, 2015). Low academic success is causing dissatisfaction and failure to achieve higher education objectives.

a) Need for Competencies at Tertiary Level in Pakistan

The social and economic development of a country largely depends on the quality of its human resources, and higher education is regarded as a key factor in shaping and developing the human resources based on an effective learning system(Schultz, 1961). For higher education English is important. It is a medium of instruction, a guarantee to a successful career, and a passport to travel and mix with people around the world (Balan, 2011). Nowadays, language competence decides the way a person lives and moves around the world. Since English is a lingua franca connecting the people in the culturally and linguistically divided world and proficiency in English also help people to socially engage and share their thoughts and feelings beyond geographical boundaries. Competency in English required to be developed in Pakistan at tertiary level. English is a medium of instruction at higher education level and students need strong skills to achieve academic success in their respective disciplines. Higher education plays an important role in procuring the human capital needed for national social and economic growth (Becker, 1962) since Pakistan is a developing country and needs skilled graduates. The following paragraphs highlight the tertiary education

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

system and the skills expected from the undergraduate students in Pakistan to play their roles in national development.

Higher education reforms in Europe were the result of the Bologna Process (1999-2010) and the Higher Education Commission (HEC) of Pakistan, by following these reforms, has developed the National Qualifications Framework of Pakistan (NQFP) for Higher Education in the country to implement policies for public and private institutions. The higher education system in Pakistan is based on the British tradition of higher education. NQFP (2015) has developed a classification of qualifications based on the learning outcomes, knowledge, skills, and competencies. Following are the key competencies proposed by the national qualification framework of Pakistan (NQFP, 2015) to develop among the undergraduates at tertiary level:

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

b) Competence to Work Independently and Take Responsibility

- Be a responsible team member to solve unpredictable problems in the professional fields

c) Learning Competence

- Use critical approach to determine and respond by using the learned skills and acquired knowledge related to the field
- Be able to show and apply the professional skills for job success

d) Communication and Social Competence

- Be able to use knowledge and skills for effective communication purposes in Urdu and English within the field by applying the oral and written abilities

e) Field Specific Competence

- Have ethical, social, scientific and cultural values to implement the results in the relevant field

(NQFP, 2015, p. 8)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Keeping in view the above-mentioned competencies, the given study is an investigation to analyse the influence of the cognitive and affective factors in communicative competence development in English as a medium of instruction context at tertiary level in Pakistan. The competencies proposed by higher education at the undergraduate level are significant given the increasing impact of globalisation. The students with a high level of competencies have more chances to excel at home and abroad equally in their professional careers. For this reason, to achieve high academic results in the English medium context, students need strong communicative abilities and capacities to learn on their own (Dar & Khan, 2015; Sadia et al., 2018; Yasmin & Sohail, 2018a). The given study is within the context of the national education framework (2015) of Pakistan to predict the affecting factors in communicative competence development at tertiary level.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

There are national resolutions to promote education in Pakistan. According to the constitution of Pakistan, "The State shall make technical and professional education generally available and higher education equally accessible to all based on merit" (Article 37 (c), Constitution of Pakistan, Chapter II; Principles of Policy)

Vision 2025 states:

> "To achieve the objective of developing a knowledge economy, we target a sizeable increase in expenditure on higher education, currently from 0.2% of GDP to 1.4% of GDP, and significant expansion in higher education enrolment from currently 1.5 million to 5 million".

(Government of Pakistan, 2016, 'Pakistan 2025: One Nation-One Vision', p. 34)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

> "By 2030, ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university".
>
> (United Nations General Assembly, 2015, 'Transforming our world: the 2030 Agenda for Sustainable Development" p 17, SDG 4, Target No 4.3)

The HEC started English language teaching reforms (ELTR, 2004) to ensure quality and improve English language teaching at the university level. These reforms were designed to help build the capacity of English teachers for sustainable development as part of the 2010 human development mission in higher education in Pakistan. There are 303,446 public and private institutions in Pakistan from primary to university level (Public 191,065: Private 112,381). Pakistan has 163 universities with 91 in the public and 72 in the private sector (Pakistan Education Statistics, 2015-2016). Despite the efforts, universities are unable to fill the gap between industry and academia in terms of developing graduate cognitive skills (NQFP, 2015).

Research studies by Farid (2018), Rasheed et al. (2017), Panhwar et al. (2017), Khan (2016), Sarfraz et al. (2015), Yaqoob (2015), Nasir et al. (2013) and Mansoor (2003) have shown that the failure rate is high in schools, colleges, and universities where students are unable to achieve their academic objectives as they lack proficiency in English (Khattak, 2012). In the given analyses of the literature, the need for communicative competence is mandatory. The teachers should use the CLT approach to develop the students' competence at the tertiary level in Pakistan. In light of all the previous findings, it is highly desirable to use the CLT approach in the Pakistani context to develop the communicative competence of the tertiary level students.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

5.2.7 Discussion Research Objective/Question Six

This section discusses the findings for research question 6.

#	Objective	Question
6	To propose a pedagogical framework and plausible recommendations to Pakistani institutions based on the CLT approach in developing students' communicative competence at tertiary level in Pakistan	What is the practical relevance of the proposed pedagogical framework based on the CLT approach in developing students' communicative competence at tertiary level in Pakistan?

This study after the detailed review of the literature and data analyses has proposed a pedagogical framework. This framework is based on the evaluation of the results in the study and the past studies reviewed to identify the main methodological issues in the Pakistani context of language teaching and learning. Learners' English language competence is very low and there is a great demand for English language skills in academic, professional, social and business contexts (Shahid et al., 2020). Students need good English competence in higher education. The proposed pedagogical framework adopted the communicative language teaching approach and empirical data from the study has supported the role of affective and cognitive factors to achieve the desired results in developing communicative competence. Teachers and students should work together in student-centred language teaching. The implication of this model and pedagogical framework can help solve the English competence problems at graduation level in Pakistan. The next paragraph discusses the practical aspects of the framework.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

a) Proposed Pedagogical Framework

Increasing impact of globalisation has made English a lingua franca and thus English has become a language for higher education, employability, and social status. It becomes critical to ensure university students achieve the desired level of competence and autonomy in English language learning. Figure 2.10 in chapter 2 shows the proposed pedagogical framework to develop student communicative competence in higher education institutions.

University students need to become self-driven and independent to deal with personal and interpersonal communication needs of the students that they need later to carry out their roles abroad and at home in future as leaders, managers, teachers and entrepreneurs (Dar & Khan, 2015; Sadia et al., 2018; Yasmin & Sohail, 2018).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

This study has proposed the pedagogical framework that is based on the CLT approach and suggested the constructive role of the teachers and the students in language learning based on interactive activities. The cognitive and affective factors should be focused on by the teachers to achieve the language learning goals. The proposed framework aims at developing the communicative competence of the students.

MacIntyre (1995) noted that affective variables also affect second language acquisition. Affective variables, namely attitude, beliefs, efficacy, motivation, and anxiety have widely been found in most of the studies in second language learning. Dornyei (1994) found the affective variables the decisive one. Gardner (1985) proposed a social educational model of second language learning and it is one of the

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

common models used in second language acquisition research (Cochran et al., 2010; Robinson, 2005). It has five variables based on the attitude and motivation relationship. Motivation and attitude in language learning are correlated and according to Masgoret and Gardner (2003), motivation predicts a variance of .35 in language learning. The results of this study also have shown motivation as a strong predictor, which shares a variance of .32 in communicative competence development.

b) Pakistani Context of Language Learning and Need for Improvement

Teachers and students perceive language learning differently according to their interests and beliefs about learning in the Pakistani context (Sadia et al., 2018; Yasmin & Sohail, 2018c). Communicative competence is an ability to use language effectively in various social contexts based on grammar, social, discourse and strategic competence (Canale & Swain, 1983; Hymes, 1971; Savignon, 2017) but it is associated with native likeability of language use that is impractical in the Pakistani context and achievement of this level affects students' confidence (Khan, 2016). The general problem in Pakistani language teaching and learning context is students' poor skills in language, which causes low success in research-based higher education. Most of the students in Pakistan find difficulties to succeed in academic and professional careers with lower grades and weak communication skills in English (Abbasi et al., 2018; Saeed & Rashidi, 2017).

The students' low proficiency in English leads to low self-efficacy (Khan, 2016), which affects their motivation. According to Chan and Tan (2006), students face problems during job interviews because they lack communication skill. Students' dissatisfaction with language learning affects their intrinsic motivation (Jurik, 2014),

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

which results in their failure in English language learning that affects their performance in other subjects too (Abbas, 1998; Mansoor, 2003). Because of the English medium of instruction, students achieve overall low grades in all other subjects of their degree programme in final examinations (Dar & Khan, 2015). For students' satisfaction, it is important that teachers emotionally support and help them achieve better academic outcomes (Domenech & Gomez, 2014; Jurik, 2014; Najeeb, 2013).

The language teachers are expected to demonstrate a high level of proficiency in the language (Rawan, 2016). Most of the Pakistani teachers lack in this skill and are not proficient in the English language and they have strategic planning problems too (Manan, David, & Dumanig 2015). Teachers use an examination driven assessment system (Sarwar et al., 2014). The content-based teaching is hindering the students' skill development (Khan, 2016; Mansoor, 2003), and students' desire to communicate in English is curtailed by the lecture approach used by the teachers in the classrooms (Chen & Tsai, 2012). The British Council report (2015) on English in higher education in Pakistan shows that teachers have no systematic approach to teach English at the university level, which obstructs the academic progress of the students. To address this issue, teachers need to adopt innovative and effective language teaching practices to engage the students and build their confidence at the university level (Sadia et al., 2018). Pakistani students' language proficiency level is below that of the regional countries in Asia. According to the English Proficiency Index (2018), Pakistan ranks 50th out of 86 countries in the region and 12th out of 21countries in Asia. Traditional language teaching methods still dominate with text-based activities in tertiary level teaching. The British Council report (2015) recommends further study

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

to fill the gap and verify the statistics to determine progress in developing communicative competence among university students in Pakistan.

In Pakistani society, English language learning symbolises status and power (Ashraf, 2007) and it is a means to move in the elite class, a skill for employability, and an important part of a graduate's personality (Mansoor, 2002). Despite the academic, social, and historical significance of English in Pakistan, the students have problems with language learning and this affects their academic capabilities (Dreyfus et al., 2016). Language is perceived as a cognitive action of individuals but it is also a social venture, jointly constructed by practice and participation in classroom activities (Hall &Verplaeste, 2002). According to Rasheed et al. (2017), to involve the students in this learning enterprise, teachers should play their role more effectively by adopting new strategies and skills (Khan, 2016). The way the English language teachers materialise their theory of teaching is an area that needs exploration to measure the learning outcomes and find what support they offer to students to improve the situation of language learning in Pakistan (Anbreen, 2014; Raza, 2015; Yasmin & Sohail, 2018).

To sum up, as students have low English language competence and this study has suggested the effectiveness of the CLT approach in Pakistan and the roles of the teachers, students, suitable material, and strategies in developing student competence and making the practical relevance of the pedagogical framework. The proposed pedagogical framework has highlighted the need of CLT as the language teaching approach by defining the role of teachers, students, material/activities needed for teaching and assessment and need of cognitive and

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

affective factors to achieve success and satisfaction in language learning at tertiary level in Pakistan.

5.2.7.1 Summary of Research Objectives

The summary of the achievement of the research objectives shows the logical, empirical and analytical aspects of the study. The primary purpose of the study was to test the proposed model for structural relationships and factor analyses. Then to further analyse the direct and indirect relationships of the factors in the structural model.

Table 5.5

Summary of the Achievement of Research Objectives

What	Why	How
R. O / R.Q 1 Theoretical Model	To contribute the body of knowledge	➢ Literature review to support the theoretical model ➢ Instrumentation ➢ Structural Equation Modelling Analyses
R.O / R.Q 2 Predicting Factors and their influence	To analyse the contribution of the factors	➢ Factor analyses ➢ Standardised Regression ➢ Hypotheses analyses
R.O / R.Q 3 Key factors to be adopted	To enhance the competence of the students in the undergraduate programmers	➢ Path analyses ➢ Direct and indirect effects ➢ Effect size
R.O / R.Q 4 Influence of demographic characteristics	Determine the differences based on demographic characteristics of the respondents	➢ Group Analyses
R.O / R.Q 5 Review of CLT approach in Pakistani Context	To analyse the existing teaching and learning	➢ A demographic section on the survey ➢ Past literature review
R.O/ R.Q 6 Proposed Pedagogical Framework	To develop the competence to address the problematic area of competence development	➢ Proposed a pedagogical framework and suggested approaches to make it practically relevant

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The results of the study show the predicting factors are highly relevant and influence communicative competence. Attitude, strategy and motivation are the key factors and should be adopted in developing student communicative competence.

5.3 Discussion and Findings of Hypotheses

The following paragraphs explain the proposed hypotheses and their explanation in light of the results. There were altogether 10 hypotheses in the study: direct relationships paths, related to mediation and moderation. These hypotheses were taken from the literature review and these are antecedents of language learning and developing the communicative competence in English language learning. The hypotheses directions are shown in the hypothetical model Chapter 2. Figure 5.12 shows the direct hypotheses supported in the study. Further detail is discussed in the next paragraphs related to each path.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

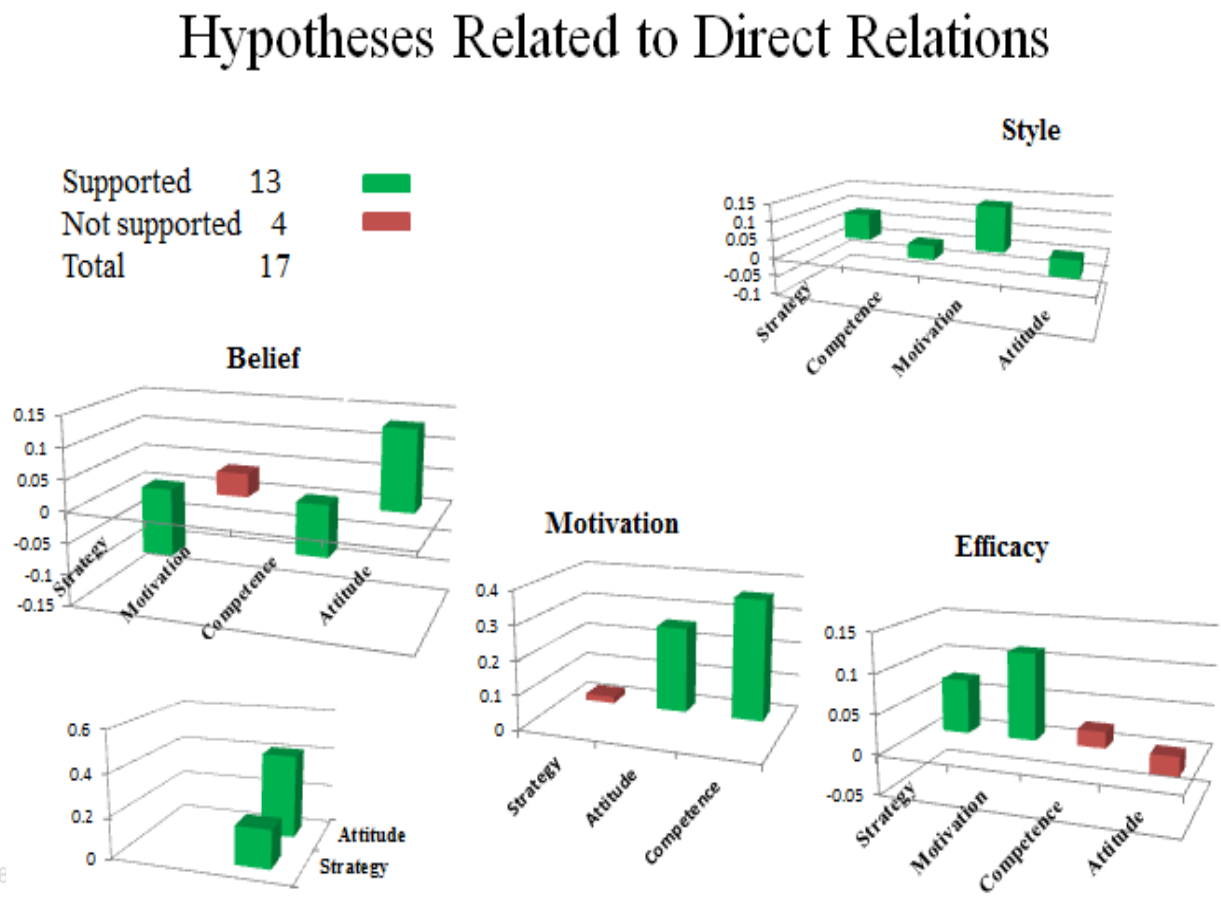


Figure 5.12. Graph summary of Direct Hypotheses.

5.3.1 Hypotheses related to Styles

The hypothesis analysis shows the path between style and strategy in the proposed model has estimated path value .17 and is statistically significant. The findings convincingly supported the hypothesised path of style in the model that has a positive relationship with strategy and motivation. The style has a negative relationship with competence and attitude but is a statistically significant predictor of communicative competence.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 5.6

Hypotheses Related to Style

	Constructs			Estimate	S.E.	C.R.	*p*	Results
H1a	Strategy	<---	Style	.128	.023	5.607	***	**supported**
H1b	Comp	<---	Style	-.052	.020	-2.621	.009	**Supported**
H1c	Motivation	<---	Style	.076	.026	2.915	.004	**supported**
H1d	Attitude	<---	Style	-.042	.019	-2.189	.029	**supported**

The results corroborate the previous findings of studies conducted by Carson and Longhini (2002), Ehrman, Leaver, and Oxford (2003), Ehrman and Oxford (1990), Ely and Pease-Alvarez (1996), Oxford(1990b, 2001, 2003, 2005), Rossi-Le (1995), Abu-Shmais (2003) and Riazi and Rahimi (2005). In language teaching and learning, differences play a vital role. Rigney (1978) defines learning style as a process used by learners to facilitate learning. Stern (1992) puts it as, "The concept of learning style is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques" (p. 261). Cohen (2007) believes that style classifies as a conscious mental activity. It must contain not only an action but also a goal (or an intention) and a learning situation. Language learning practices according to Chamot (2004), "The conscious thoughts and actions that learners take to achieve a learning goal" (p. 14). Oxford (1990a) defines it as the:

> "Operations employed by the learner to aid the acquisition, storage, retrieval and use of information; specific actions were taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more efficient, and more transferable to new situations" (p. 166).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The paths of the proposed hypotheses show the significance of styles in developing competence.

5.3.2 Hypotheses Related to Efficacy

According to Cain and Dweck (1995), efficacy has a positive relationship with motivation; the path in the model is estimated at .19 and has significant *p*-values. This finding is supported by the other studies conducted by Bong and Clark (1999), Bandura (1986), Gist and Mitchell (1992), Hysong and Quinones (1997), Pintrich and Groot (1990), and Zimmerman and Kitsantas (1997).

05-4506 bupsi

Table 5.7

Hypotheses Related to Efficacy

Constructs				Estimate	S.E.	C.R.	*p*	Results
H2a	Strategy	<---	Efficacy	.070	.027	2.577	.010	**Supported**
H2b	Motivation	<---	Efficacy	.112	.031	3.611	***	**Supported**
H2c	Comp	<---	Efficacy	.021	.023	.911	.362	Not-supported
H2d	Attitude	<---	Efficacy	-.025	.023	-1.073	.283	Not-supported

For successful learning, learners should be risk-takers, can use their experiences, be motivated, have strategies and be competent enough to deal with insecurity (Brown, 2006; Oxford, 1990a). According to McDonough and Shaw(2003) success is "based on such factors as checking one's performance in a language, being willing to guess and to 'take risks' with both comprehension and production, seeking out opportunities to practice, developing efficient memorizing strategies, and many others" (p. 56).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Moreover, "Autonomous learners are both cognitively and meta-cognitively aware of their role in the learning process, seek to create their opportunities to learn, monitor their learning, and attempt actively to manage their learning in and out of the classroom" (Holden, 2002, p. 18).

Hedge (2000) suggested autonomous learners, "know their needs, effectively use resources in and outside the classroom, active thinker and manage their time wisely" (p. 76). Lightbown and Spada (1997) believe, "good learners are; willing to make mistakes, do practice, and have high IQ and a good self-image" (p. 34).

Self-efficacy is an individually perceived capacity to perform a task (Bandura, 1977, 1997; Maddux, 2016). Bandura's (1977) theory of motivation supports self-efficacy as a trait that helps the learners to take an interest in the activities they can do and are competent to perform well. Self-efficacy is the confidence of an individual to do the work up to a satisfactory level and achieve the desired results. Individuals with high self-efficacy find their course of action and seldom rely on others to drive them. According to Bandura (1977), there are four sources of self-efficacy: performance accomplishments, vicarious experience, social persuasion, and physiological and emotional states.

Bandura's (1977) self-efficacy theory is central to social cognition that influences behaviour and motivation level; it further works as a framework to handle a given responsibility. The level of self-efficacy decides learner involvement in a given activity and when the learners have low self-efficacy, they take less interest in the task (Dörnyei, 1994; Schunk & Pajares, 2009). According to Bandura (1977),

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

"Persistence in activities that are subjectively threatening but relatively safe, produces through experiences of mastery, further enhancement of self-efficacy and corresponding reductions in defensive behaviour" (p. 191). An individual needs to be more persistent to achieve performance. Self-efficacy as a driver of behaviour has a strong influence in language teaching and learning (Mills, 2014; Raoof et al., 2012). The findings in this study corroborate the positive relationship between self-efficacy and language learning (Csizér & Magid, 2014; Hsieh & Kang, 2010; Mills, 2014).

Ooyoung (2013) researched the Korean context in task-based learning and the results show that a positive behaviour enhances self-efficacy. Busse and Walter (2013) discovered that German students show great interest in language learning classes in the United Kingdom when they are efficacious. Sardegna, Lee, and Kusey (2018) did a study in Korea on EFL learners and found self-efficacy results in a high level of cognition while Zahibi (2018) in Iran found that the EFL students' performance in writing was affected by self-efficacy level and learners were "more prone to write more complex, accurate and fluent narratives" (p. 48). Woodrow (2011) also found similar results as self-efficacy helps to reduce the anxiety level of the Chinese students.

Mills et al. (2006) found the French college students showing better performance in reading when they have a high sense of efficacy. Mills, Pajares, and Herron (2006) noted that course grades results correlated with self-efficacy level among French college students. Hsieh and Kang (2010) found that students' achievement relates to their self-efficacy. Self-efficacy is useful in developing learner cognitive strategies (Hsieh & Schallert 2008; Schunk & Pajares, 2009). Zheng,

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Young, Brewer, and Wagner (2009) found that using virtual games related strategies help to boost the language learners' self-efficacy. Mills (2014) found most of the research in the past focused on developing a relationship of self-efficacy and the learning outcomes and more research using different aspects of learning can be useful in determining the self-efficacy role in cognition development (Moreno, 2018). Thus, the hypothesis related efficacy has partial support as it supports the motivation and strategy paths but competence and attitude paths are not statistically significant.

5.3.3 Hypotheses Related to Beliefs

Learners believe in themselves and clear objectives in language learning are important. This study focused on belief as one of the contributors to language learning. The path from belief to attitude is positive, and it has supported the proposed hypothesis. The estimated path value is .13 and it has statistical significance. The resulting path is supported by other studies that have proven a positive relationship between beliefs, strategy and attitude in second language learning by Mantle-Bromley(1995), Kuhlemeier et al. (1997) and Bain et al.(2010).

Table 5.8

Hypotheses Related to Beliefs

	Constructs			Estimate	S.E.	C.R.	*p*	Results
H3a	Strategy	<---	Belief	-.113	.031	-3.709	***	**supported**
H3b	Mot	<---	Belief	.038	.035	1.079	.280	Not-supported
H3c	Comp	<---	Belief	-.086	.027	-3.216	.001	**supported**
H3d	Attitude	<---	Belief	.130	.026	5.020	***	**supported**

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

According to Fishbein and Ajzen's (1975) theory of planned behaviour, individual performance is a collective result of intention and perceived behaviour control. People may have a wide range of beliefs but they cannot use all those in any given situation simultaneously (Miller, 1956). All behaviours come out from the perceived thoughts, and emotions. Teachers can use these beliefs to activate the learning process and achieve their goals. The results of the belief hypothetical paths show that it is statistically significant in contributing to competence in language learning.

5.3.4 Hypotheses Related to Motivation

Motivation plays an important role in second language learning and the results of this study have shown that the path toward motivation to strategy is not significant. However, it is positive but *p*-value is non-significant. The past studies findings by Oxford and Nyikos (1989), Lai (2009), Li and Chun (2012), Macaro (2001) and Azrien and Shukeri (2011) have shown the positive relationship of motivation and strategy.

Table 5.9

Hypotheses Related to Motivation

	Constructs			Estimate	S.E.	C.R.	*p*	Results
H4a	Strategy	<---	Motivation	.020	.036	.557	.578	Not-supported
H4b	Attitude	<---	Motivation	.254	.030	8.445	***	**supported**
H4c	Comp	<---	Motivation	.357	.032	11.126	***	**Supported**

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Some studies have suggested inconsistent relationship of strategies and students who have strong motivation have more success in language learning (e.g., Newstead, 1992; Svensson, 1977) and students with low motivation achieve low in language learning and strategy use(Diseth & Kobbeltvedt, 2010; Diseth & Martinsen, 2003; Newble & Hejka, 1991). Studies (Crawford et al., 1998; Hazel, Prosser, & Trigwell, 1996; Snelgrove & Salter, 2003; Trigwell & Prosser, 1991) show positive correlation and studies by Gijbels, Watering, Dochy, and Bossche (2005) and a study by Minbashian, Huon, and Bird (2004) have opposite results.

Naiman, Frohlich, Stern, and Todesco (1978) and Rubin (1975) focused on investigating what strategies were used by good and weak learners. Recent studies by Aliakbari and Hayatzadeh (2008), Al-Otaibi (2004), Khamkhien (2010), Salem (2006) have focused on how strategy choice differs based on individual differences, gender and language competence. Hong-Nam and Leavell (2006), Tuncer (2009), Yilmaz (2010) have focused on the learning culture. In second language acquisition, El-Dib (2004) emphasised on styles. Rahimi, Riazi, and Saif (2008) and Yin (2008) gave importance to language learning beliefs and motivation was focused by Oxford and Nyikos (1989), Oxford, Park-Oh, Ito, and Sumrall (1993) and Rahimi et al. (2008).

Gardner (1985) defined motivation as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (p. 10). Learner’s motivation decides “the extent of active, personal involvement in L2 learning” (Oxford & Shearin, 1994, p. 12). It

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

facilitates "the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process" (Dörnyei, 1998b, p. 117).

Role of learning strategies in second language learning was investigated by many researchers (Lai, 2009; Li & Chun, 2012; Macaro, 2001; Mohamad Azrien & Shukeri, 2011; Qiufang & Lifei, 2004). Learners required a variety of strategies to keep them motivated in language learning (Marsh, Hau, Artelt, Baumert, & Peschar, 2006; Zimmerman & MartinezPons, 1990). Learners cannot improve their language learning through mere strategies; they need to use motivational strategies to accomplish their learning (Paris, Lipson, & Wixson, 1983). Motivational power helps the learners to meet their learning needs (Yates, 2004). Mohamad Azrien (2006) suggested a positive correlation between strategies and motivation. Nissen and Strukelj (2007) found that students were positively motivated towards English language learning but there was no correlation between motivation and language learning outcomes.

Students who have a positive attitude are regarded as motivated and the path in this study is positive from motivation to attitude. The path has an estimated value of .26 and the *p*-value is statistically significant. The results of the study corroborate past studies by Pintrich and Schunk (1996), Zhu (2002), and Yang et al. (2009). Ditual (2012) believes that most learners who have a positive attitude were found highly motivated in teaching their students in the class. Ditual thought that learner positive attitude towards English language and learner motivation is not influenced by the external variables. According to Al-Hazemi (2000), learners with positive attitude achieve high competence in language learning. Learners' integrative motivation is

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

closely associated with their will and desire (Engin, 2009). Moiinvaziri (2009) on other hand believes that both types of motivation are important for successful language learning.

Oxford and Shearin (1994) found that motivation directly affects learners' attitude, their interaction, and performance in language learning. When students have a positive attitude toward the language they explore more to learn about the language and become creative (Grittner, 1974). Active learner involvement in the language learning process enhances motivation and success (Krashen, 1976). Learners' consistency in language learning is important to sustain their motivation and attitude (Pintrich & Schunk, 1996). It is the learners' job to be strong and confident to gain success in L2 learning (Zhu, 2002). Self-belief is the base of learning; once students have enough confidence in themselves they can achieve high in the second language (Yang et al., 2009). According to Titone (1990), attitude is linked with motivation in second language learning and learners should remember attitude is not born; it is learnt and developed over a period.

Second language learning ability depends on learner interest and motivation level. The path from motivation to communicative competence in this study is positive and statistically significant and the estimated value is .310. This result is supported by other studies in second language learning contexts (Ba-Udhan, 2011; Clément, 1980; Ely 1986; Dornyei, 1994; Gardner, 1985, 2000; Gardner, Day, & MacIntyre, 1992;Gardner & Lambert, 1972; Gardner & MacIntyre, 1991, 1993; Gardner, Tremblay, & Masgoret, 1997; Kong, 2009; Mao, 2011; Masgoret & Gardner, 2003; Williams & Burden, 1997).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Motivation is an important factor in the success or failure of language learning as this factor directly influences will and consistency in second language learning (Qin, 2003). Motivation helps learners boost confidence and enhance the ability to overcome language-learning difficulties. In language learning, motivation plays a pivotal role in setting the direction, selection, and continuation of the learning (Williams & Burden, 2000). According to Gardner and Lambert (1972), the motivation level reflects learners' interest when they try to use the language.

Motivation factor in language learning success has widely been embraced by the teachers and students in second language learning (Dornyei, 1994; Williams & Burden 1997). Motivation not only provides energy for language learning but also helps learners to gain courage and will (Mao, 2011). Motivation helps the learner to build an environment of learning, set goals, train attitude to acquire the target language (Pintrich & Schunk, 2002). The results of this study have shown a positive relationship between motivation and language competence.

05-4506 bupsi

5.3.5 Hypothesis Related to Strategy

The path in the proposed model suggested a significant relationship between learning strategy and competence. An estimated path value of .14 and significant *p*-value shows that strategy and competence have a positive relationship and the results in these study mirror findings from other studies by Bruen (2001), Green and Oxford (1995), Oxford and Ehrman (1995), Stern(1975) and Wenden (1987).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

	Constructs			Estimate	S.E.	C.R.	*p*	Results
H5	Competence	<---	Strategy	.184	.035	5.295	***	**supported**

According to Oxford (1989a), learning methodologies are "explicit moves made by the student to make adapting increasingly less demanding, quicker, progressively agreeable, increasingly self-coordinated, increasingly compelling and progressively transferable to new circumstances" (p. 8). At the end of the day, learning procedures refer to "attributes we need to invigorate in students to empower them to end up increasingly capable language students" (Oxford, 1990a, p. 11). It is essential to enable students to change their attitudes from showdown and rivalry to participation. Students can utilise social systems to create social comprehension and wind up mindful of considerations and sentiments of others (Oxford, 1990a). Sympathy is vital in communication. Compassion intends to place oneself in another person's circumstance to comprehend that individual's perspective. Also, socio-emotional systems assist students in interacting with different people or utilise feeling control to help in learning. O'Malley, Chamot, Stewner-Manzanares et al. (1985, pp. 582-584) have recommended socio-emotional procedures, for example, "Cooperation and Question for Clarification". Teachers can help produce positive inclination in a class by giving students greater duty, expanding the measure of common communication, and teaching emotional systems. Procedures such as self-fortification and positive self-talk enable students to increase authority over their feelings, frames of mind, and motivations identified with language learning (Oxford, 1993).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

5.3.6 Hypothesis related to Attitude

According to Al-Hazemi (2000), learners with positive attitude achieve higher to develop competence in language learning. Learners' motivation is closely associated with their will and desire (Engin, 2009; Moiinvaziri, 2009).

	Constructs			Estimate	S.E.	C.R.	*p*	Results
H6	Competence	<---	Attitude	.411	.041	9.986	***	**supported**

Alzadehy (2016) explained that motivation and interest are important for successful language learning. The path results show a positive relationship between attitude and competence in this study; the path has an estimated value of .34, and this result is similar with the findings of Bidin (200), Bain et al.(2010), Pintrich and Schunk (1996), Mantle-Bromley (1995) and Zhu (2002).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

In language learning, attitude plays a vital role (Mantle-Bromley, 1995). The role of attitude is evident from the fact that learners only try to speak in the target language when they like it or have a positive attitude to it. There is a strong association between attitude and language learning. Learning interest, beliefs, and values spring out from the learners' attitude. Affective factors are dominant over cognitive factors in language learning (Sheorey, 2006). Teachers, peers, and parents all play an important role in second language learning (Bain et al., 2010). Kuhlemeier et al. (1997) considered attitude an internal part of learners and only visible through actions so teachers should be careful to develop it positively. New roles of the teacher from knowledge dispenser to facilitator and teacher to counsellor and as a resource, all demand teachers flexibility (Bain et al., 2010). Teachers should tolerate mistakes and help students to be positive in the class while learning the second language, so the

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

learners may not develop any hatred for second language learning. The results of the study have shown a positive relationship of attitude with communicative competence. These results are similar to those by Bidin (2009), at the University of Technology Mara, Malaysia, who found a positive correlation between attitude and language learning outcomes.

5.3.7 Hypotheses Related to Mediation of Strategy

Highly motivated learners use a variety of strategies in language learning (Oxford, 1989a). According to Scarcella and Oxford (1992), students can get help from strategies to overcome learning problems. Students' interest in language affects their learning (Ainley, Hidi, & Berndorff, 2002; Krapp, 1999; Krapp et al., 1992). One of the hypotheses in this study is that strategy mediates between motivation and competence. Past research has shown that language learning success depends on learner interest and strategy selection (e.g. Nolen, 1988; Pintrich, Ryan, & Patrick, 1998), the selected strategies predict success in language learning (e.g. Trigwell & Prosser, 1991; Zeegers, 2001).

Table 5.10

Hypotheses Related to Mediation of Strategy

H7a	Style	- ---- >Strategy ----- >Competence	**Supported**
H7b	Efficacy	----- >Strategy ----- >Competence	**Supported**
H7c	Belief	----- >Strategy ---- >Competence	**Supported**
H7d	Motivation	----- >Strategy ----- >Competence	Not Supported

According to Krapp (1999), only a few studies have examined the mediating role of strategies. The results show that there is partial mediation of strategy between

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

motivation and competence. This result partially supports the finding by Ainley et al. (2002), Krapp (1999) and Krapp et al. (1992).

5.3.8 Hypotheses Related to Mediation of Attitude

The positive role of attitude in language learning has been supported by many studies (e.g. Corbiere, Fraccaroli, Mbekou, & Perron, 2006; Krapp et al., 1992; Schiefele, 1991, 1992; Wigfield& Cambria, 2010). According to Krapp et al. (1992), the effects of attitude on leaning achievement are measured in various ways: learning achievement; cognitive structures; a situation of learning and mediating role and mostly correlational method has been adapted for predicting its role in language learning (e.g., Corbiere et al., 2006).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 5.11

Hypotheses Related to the mediation of Attitude

H8a	Style ----- >Attitude----- >Competence	**Supported***
H8b	Efficacy ----- >Attitude----- >Competence	Not Supported
H8c	Belief ----- >Attitude----- >Competence	**Supported**
H8d	Motivation----- >Attitude ----- >Competence	**Supported**

The studies by Ainley et al. (2002) and Schiefele (1998) supported the positive role of attitude, interest, and motivation in language learning. The research by Entwistle and Ramsden (1983), Nolen's study (1988) Schiefele, Wild, and Krapp (as cited in Krapp, 1999), Pintrich et al. (1998) have shown the positive relationship of attitude and language learning. According to Ellis (1985), an attitude refers to "beliefs related to language culture, learners culture, pedagogy, teachers, and tasks in language learning" (p. 292). Richards (1985) has defined as beliefs being "related to positive or

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

negative feelings towards the learning language that in results make the learning easy or difficult" (p. 155) while Stern (1983) has divided attitude into three types:

- Learners attitude to L2 speakers and the community
- Learners attitude to language and learning process
- Learners attitude to native language and L2 in general

(Stern, 1983, pp. 376 - 377)

The results of the proposed hypothesis in this study have supported the positive correlation of attitude with language motivation and toward language learning outcomes. The findings are similar as quoted by the past researchers (Corbiere et al., 2006; Gardner, 1985; Krapp et al., 1992; Schiefele, 1991, 1992; Stern, 1983; Wigfield & Cambria, 2010).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

5.3.9 Hypotheses Related to Mediation of Motivation

Motivation in a mediating role in this study has only one supporting hypothesis. The path between style and competence is significant and mediates. The other path between efficacy and competence has no mediation. The third path between belief and competence is also not significant. The results are partially corroborating the past studies (Aliakbari & Hayatzadeh 2008; Al-Otaibi, 2004; Crawford et al., 1998; Gijbels, Van de Watering, Dochy,& Van den Bossche, 2005; Hazel, Prosser, & Trigwell, 1996; Khamkhien, 2010; Minbashian, Huon, & Bird, 2004; Naiman et al., 1978; Snelgrove& Salter, 2003; Trigwell & Prosser, 1991; Salem, 2006).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Table 5.12

Hypotheses related Mediation of Motivation

H9a	Style----- >Motivation----- >Competence	**Supported**
H9b	Efficacy ----- >Motivation----- >Competence	Not Supported
H9c	Belief ----- >Motivation----- >Competence	Not Supported

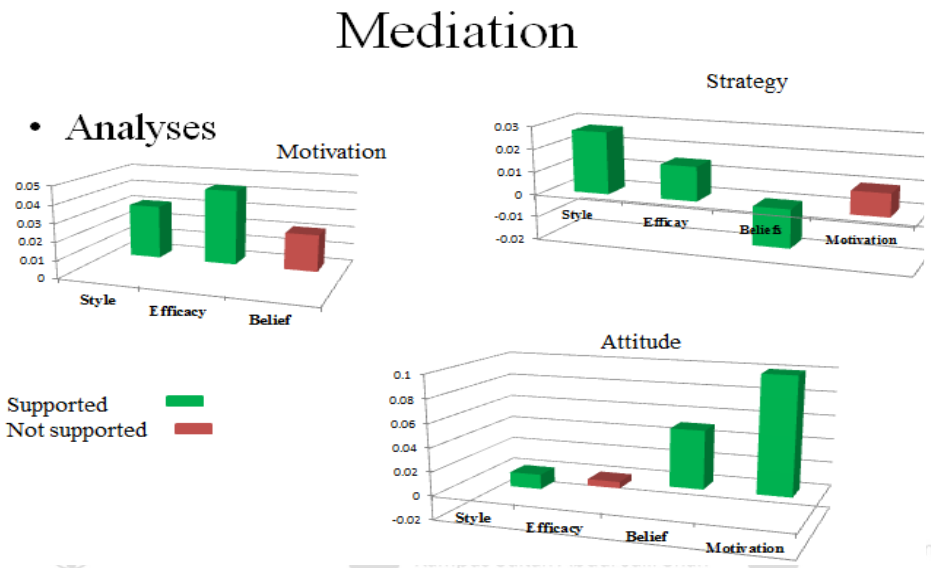


Figure 5.13. Graph summary of Mediation Paths.

The analyses of the variables show that motivation, strategy and attitude have significant mediation in most of the paths toward communicative competence development. The exogenous variables style, efficacy and belief significantly predict the endogenous variables strategy, motivation and attitude. The paths from belief to motivation and motivation to strategy and efficacy to attitude show no mediation.

5.4 Comparison of Research Findings with Past Studies

The findings of this study corroborate that of previous studies. This study shows a positive relationship between affective and cognitive factors in second language

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

acquisition. A study by Abrahamson and Hyltenstam (2008) in Sweden showed a positive relationship between attitude and language learning ability. Dewaele and MacIntyre (2014) study on language learning beliefs, the Dewaele (2009) study on attitude and motivation, Dornyei and Chan (2013) study on motivation and self-image in language learning, Dornyei and Ushioda (2009, 2011) study on motivation in L2 learning, Dornyei (2001, 2006) study on individual differences in L2, Ehrman and Oxford (1990) study on styles and strategies, all these studies have shown positive relationships of the affective and cognitive variables in English language learning.

The Ellis (2005) study on language knowledge, Gardner and Lambert (1972) study on attitude and motivation, Guilloteaux and Dörnyei (2008) study on motivational strategies, Hsieh and Kang (2010) study on self-efficacy. Krashen (1985) on natural approach in language learning showed relationships of learner beliefs and experiences in second language learning. The Nasir et al. (2013) study showed a positive relationship between styles and strategies for creativity in language learning. Ortega (2009) showed that second language acquisition and learners beliefs are related. Oxford (1990a, 2011a) found a relationship between individual differences and language learning. Li and Qin (2006) in China who studied students' styles found inconsistent results and according to Wharton (2000), students' styles are affected by the context of language learning.

Saito et al. (2017) in their study showed a relationship between motivation and language learning. Li (2010) showed how beliefs related to language acquisition. Schmidt (1983) study showed a positive association between communication and language learning. The Skehan (1991, 2009, 2001) studies showed a relationship between individual differences in language learning, while the Tuan et al. (2004)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

study showed a relationship between competence, autonomy, and relatedness in language learning. Williams and Burden (1997) study on the psychology of language learning showed cognitive factors had relationships with language learning. Yasmin and Sohail (2018a) study showed a relationship existed between independence and language learning, while Wang (2015) showed self-efficacy and self-regulation relationships in second language learning. Yalçın and Spada (2016) found a connection between attitude and language learning. Findings of this study corroborate all studies that show a strong influence of the predicting variables strategy, motivation, and attitude in predicting competence in English language learning while styles and beliefs have negative relationships with competence. According to Wenden (1986) and Wharton (2000), the learners' beliefs and styles could be inconsistent in language learning. Horwitz (1988) had similar findings forL2 acquisition.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

According to Arnold (2011), learner efficacy is subjective with learners' language learning experience and if learners are successful in achieving competence then they show positive beliefs, and motivation toward learning. The results of this study correspond with Arnold's (2011) findings. The self-efficacy in this study has a positive relationship with language competence but it was not statistically significant; as suggested by Arnold (2011) the efficacy relationship varies according to the learners' experience and success in second language learning. Low efficacy results from the low competence level of the learners in second language learning (Mills et al., 2007). According to Mills et al. (2007), efficacy is a predictor of motivation and ultimately helps in language achievement. This study has similar findings as efficacy significantly predicts motivation and motivation predicts communicative competence. Huei and Chang (2018) in Taiwan found that self-efficacy is a predictor of language

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

achievement, while Tuan (2017) in Vietnam showed students' communicative competence was influenced by their family background and discourse competence is supported when they are involved in deep learning using various resources and strategies to improve their learning experience.

This study also proved that learning of English is relevant not only to classroom teaching but also to cognitive and affective factors, which are important for achievement in developing communicative competence. Tuan (2005) researched university students and showed they had poor competence. The Tuan (2008) study in Vietnam explained that the teaching of English at university level had no match with student learning needs of communicative competence; students cannot speak in the target language and have difficulties in reading and writing for their academic and professional needs, yet despite the fact, they are highly motivated though they have low achievement. This study also found the high level of students' motivation and attitude toward developing communicative competence and a study by Shahid et al. (2020) shows the students' communicative level in English is below par in Pakistan and students have strong desires to develop it. Thus, findings of this study support the Tuan (2008, 2017) findings in Vietnam showing the low-level competence of learners is due to less exposure and less focus of teachers on motivation. Low competence results from poor policy and low priority of English language teaching and treating English as only a foreign language (Tuan, 2017).

According to Zimmerman's (1989, 2000) social cognitive model that is based on the Bandura (1986) social cognitive theory, individual, behaviour and environment factors influence language learning. After the literature review, the theoretical model

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

in this study has a learning style, strategy, efficacy, motivation, belief, attitude and motivation as influencing factors in communicative competence development in English language learning. Table 5.13 shows a summary of the comparison of the research findings with past studies.

Table 5.13

Summary of the Past Research Results Comparison

Authors/Researchers	**Predicting Variables in L2**	**Results**	**Constructs in this study**	**Beta Value**	**C.R**	***p*-value**
Dewaele and MacIntyre (2014) Ortega (2009) Li (2010) Krashen (1985) Wenden (1986)	Language Learning Beliefs Learners Beliefs/Experiences Beliefs Beliefs and Experiences	-	Beliefs	-.086	-3.216	.001*
Dewaele (2009) Gardner and Lambert (1972) Yalçın and Spada (2016)	Attitude and Motivation, Attitude and Motivation Attitude	+	Attitude	.411	9.986	.000*
Dörnyei and Chan (2013) Dörnyei and Ushioda (2009, 2011) Saito et al. (2017) Guilloteaux and Dörnyei (2008)	Motivation and Self Image Motivation, Motivation Motivational Strategies	+	Motivation	.357	11.126	.000*
Dörnyei (2001, 2006) Skehan (1991, 2009, 2001) Ehrman and Oxford (1990) Nasir, Naqvi and Bhamani (2013) Oxford (1990a, 2011a) Ellis (2005)	Individual Differences Individual Differences Styles and Strategies Styles and Strategies Individual Differences Language Knowledge	-	Style	-.052	-2.621	.009*
		+	Strategy	.184	5.295	.000*
Arnold (2011) Wang (2015) Hsieh and Kang (2010) Mills et al. (2007) Huei and Chang (2018)	Self-Efficacy Self-Efficacy Self-Efficacy Self-Efficacy and Motivation	+	Self-efficacy	.021	.911	.365
Schmidt (1983) Van et al. (2004) Yufrizal (2017) Jaferi et al. (2015) Graham (2015) Barclay (2012) Tuan (2017,2008, 2005)	CLT Approach Competence, Autonomy, and Relatedness Communicative Competence CLT Approach Willingness to Communicate CLT Approach		**Past studies have R^2 = 0.20 to 0.70** **Competence Regression Model in this study** **F (6,592) = 61.03, p< 0.001, R^2 = 0.38.**			

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

This study has proposed a hypothetical model and analysed the complex relationships of the predicting variables in developing the communicative competence of tertiary level students in four Pakistani universities. The results of the study have shown a significant contribution made by these predictors. Table 5.13 shows a summary of the variables used in past studies to predict the relationship in second language acquisition. Summary of the past research comparison on the variables used in the theoretical model in the study shows the similar findings of the past studies as achieved through data analyses in this study.

5.5 Contribution of the Study

Every study has certain objectives to achieve and has contributions to the field theoretically, practically, and methodologically. This part of the study highlights the contributions made by this study to theory, practice, and methodology.

5.5.1 Theoretical Contribution of the Study

The overarching objective of this study was to test the proposed theoretical model, which provides an understanding of the cognitive, affective, and demographic factors, and to what extent these factors predict the development of communicative competence at tertiary level in Pakistan. This study has mediators and moderators to reflect the relationships of the factors in language teaching and learning. The literature review has shown there is less research in this area in the Pakistani context.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

This study provided a critical analysis of the development of a communicative competence model in English language teaching and learning context in developing countries such as Pakistan. This study has answered the main research questions, achieved the research objectives, and provided a detailed review of each construct proposed in the model. Comparative analyses were run to test and validate the strengths, weaknesses and explaining the power of the models.

It also explored the communicative language teaching approach to developing communicative competence. This study grounded the theoretical model on Canale and Swain (1983) and the six-factor socio-educational models of Gardner (2007) as these two are widely accepted in the language teaching and learning field. There is some criticism regarding the six-factor model by Gardner (2007). According to this model factors, namely attitude, motivation, anxiety, and ability are the main predictors of second language learning.

The extensive literature review and development of competence model in language teaching and learning by grouping cognitive, affective, and demographic variables in one study is also an addition to the literature. This study empirically confirms the competence model is applicable and the factors have significant predictive power in developing communicative competence. Since the English language has a special place in the Pakistani education system, the ultimate goal of learning English is to acquire the ability to use it effectively in various academic, social, and professional contexts. The proposed model is relevant to the academic contexts and learning English for specific purposes.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The study was conducted in the Pakistani culture-specific context and has relevance with the English language teaching and learning contexts in urban and semi-urban settings. This model can be applied to developing countries in the Asian regions and other similar contexts where English is a second or foreign language in the teaching institutions.

Three-dimensional factors used in the study as a predictor of communicative competence is a valuable contribution in the second language context where language methods or strategies are focused. Affective and demographic factors were overlooked in past studies. The demographic factors are important in language learning and motivating the learners to achieve classroom objectives. Results of the study show that demographic and affective variables significantly predict communicative competence at tertiary level. A further study on the role of the demographic characteristics in language learning in the Pakistani context can be helpful to verify the findings of this study.

Most of the studies focus on psychological factors, motivation, and efficacy in language learning. This study has also explored learner beliefs and attitude in English language learning. It has explored how these beliefs and attitudes determine the use of strategy and style in developing communicative competence in L2 learning. There are few studies in the Pakistani contexts, which have focused on six predictors in English language learning at the tertiary level. Learners are deeply influenced by their motivation, degree programmes, background and learning in public and private universities and there was no communicative competence measurement model available in the context. Most of the language tests merely focus on language-related

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

elements. This model has generalisability to predict competence without mainly focusing on the linguistic part.

Therefore, the findings of this study are useful to better comprehend the role of cognitive, affective and demographic factors in language learning. The mediating and moderating effects of these factors are of great significance; multiple variables are there in the study to validate the direct and indirect effects of these variables in language learning, and supporting evidence in this study highlights their contribution.

This study is among the few studies that have integrated various factors in one model to test and predict communicative competence. The study has proven that all the contributing factors are the key determinants in language learning. This study concludes that independent variables significantly predict the dependent variable which is competence and that demographic factors such as gender, background, public/private university and degree programmes moderate significantly in language learning.

Another theoretical contribution of the study is the development of the survey questionnaire. The survey was designed and improved according to the study needs and thus has validity and reliability to measure the constructs in the research context. This study adopts construct items from other studies used in various contexts in language teaching and learning. This study has modified and validated the measures of communicative competence, attitude, belief, efficacy, style, strategy, and motivation as a contribution to the theory.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

5.5.2 Practical Contribution of the Study

The main research question of the study was to determine the factors affecting communicative competence development at tertiary level in Pakistan and investigate their relationships, mediation and moderation effects.

Main factors identified as antecedents are cognitive and affective. The empirical evidence from the study has shown that all these factors significantly predict students' communicative competence. The respondents of the study are the university teachers and their students. The findings are very practical to the teachers in the higher educational institutions teaching the English language. The empirical results are equally relevant to the policymakers, language instructors, trainers, syllabus designers, and the students struggling to improve their communicative competence. In terms of style and strategy as cognitive factors, there is a significant contribution. The greater contribution has been made by the motivation, strategy, and attitude toward the development of competence.

Another contribution of this study is the pedagogical framework that was proposed to teach and develop the communicative competence development and the model tested in the study would be of great help to the language teachers to assess the competence level.

In the language teaching context, students who have a positive attitude and right motivation find language learning an easy task for them. Their liking for the second language indicates they would appreciate the teaching methods and styles used by the teachers. Once they do not like the language, no matter how they are taught and

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

whatever strategy or method used, they would not learn. However, teachers, trainers, and language instructors should focus more on developing learner interest in the second language. They need to change the learners' beliefs about language learning and set different goals to motivate and enhance learner efficacy.

Communicative strategy and communicative style are the key factors in promoting the students' interest in language learning as they make the class student-centred and the target language is extensively used to give the student a sense of learning. Teachers should opt for the activities and material, which focus on involving learners in the classroom to make them fluent by practising the target language. Teachers should ignore minor errors for the sake of fluency and correct the students by giving hints and suggestions to improve their articulation in second language learning. It is the teachers' job to highlight the significance of language learning and improve communicative competence.

Pakistan needs young professionals who can make this possible to improve the soft image of the country by speaking the language the world understands. The findings of this study are equally important for government organisations to develop students' skills in the English language in higher education institutions to achieve this objective in English language learning. Students come from various backgrounds in the universities, therefore some of them likely have a good foundation in language learning and others may have poor foundations. Equal opportunities provide the students with chances to exploit their natural abilities and streamline their hidden talent to make them love the language they learn and use it.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Teachers and instructors may need to consider the moderating effects of demographics to create a balanced approach. Students of various programmes may not consider language learning important and they focus more on content learning. The results of the study have shown that students in computer and technology fields pay less attention to their L2 learning and place more focus on mastering the technology. Moreover, the students who know their future abroad largely depend on their language skills in a multicultural society tend to pay more attention to the English language. The mass communication students among the study programmes have the highest predicting score of communicative competence and second are the electrical engineering students. This also becomes challenging for the teachers to bring back student motivation and change student attitude toward second language learning.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Therefore, by categorising the learning needs of various degree programmes the university teachers and management can better save time and money by providing students with state of the art facilities, which primarily focus on the skills they need or aspire to learn. Higher educational institution administrators can make strategic decisions about learner future needs in degree programmes and later in their professions.

The role of self-efficacy in language learning is of great importance and learners with high efficacy learn actively and participate enthusiastically. The teachers' efforts in language teaching inspire the learners. Teachers' self-efficacy and motivation set good examples for the learners. To make the teachers more influential

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

their professional training is of great significance. Teachers should keep abreast of the latest teaching methods and research in language learning.

The results of the study show that most teachers of English in Pakistani universities have not taken IELTS or any other language test. Few teachers have certifications and diplomas in language teaching. This shows a gap in imparting excellent education to the students. The university administration should check the teachers' language skills, especially in English considering its local and international demands. Teachers' confidence in their management and fulfilment of their professional training is important in the language teaching and learning context. By developing a common objective of focusing on communicative competence, teachers may change the overall learners' perceptions about language learning and learners will then start thinking about learning English to use it rather than learning it for passing certain grammar tests.

The students may not take an interest in the language teaching strategies used by most of the teachers in the Pakistani context. Students have no live example of speaking in English by their teachers. It is high time to change this belief. Learning a language is to learn it for communication purposes, not for the sake of memorising a set of rules. The literature review has shown that student failure in learning English is due to the old method of teaching from the course books and not providing students with substantial exposure in the target language in the classrooms.

Most of the English language teachers in Pakistan are not fluent speakers of the English language; in this case, it is impossible to develop student communication

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

skills. This study has more implications for university teachers and students. Teaching adults is considered easy because they need new skills and want to learn new things, as they understand the importance of learning. Regardless of this fact, Pakistani students are lacking in their motivation in second language learning and their attitude toward English language learning needs to be set on different levels where they can be self-driven and self-directed to better develop their communicative competence in English language learning (Shahid et al., 2020).

5.5.3 Methodological Contribution of the Study

This study has used a quantitative approach to validate the theoretical model by achieving the research objectives with the following methodological contributions: First, this study has a contribution to the method of English language teaching and learning research by using the SEM technique to test the measurement and the structural models. By using the two-stage approach this study is among the few studies which have used structural equation modelling in measuring the predictors in communicative competence development. Completing this study in a developing country such as Pakistan is a significant contribution at the tertiary level. Only a few studies in the Pakistani context of language learning used the SEM approach. This study encourages many aspiring researchers to use AMOS SEM as a powerful data analysis technique.

MGA (Multi-Group Analysis) approach is used in the study to investigate the moderating effects of the demographic characteristics on the hypothesised

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

relationships between the dependent and independent variables in the theoretical model that is limited in the past research; this way the study is among the few examining the moderating and mediating factors. The significant results of the study show the influence of mediators and moderators in predicting communicative competence. The MGA approach used to answer the questions related to group differences may be useful for future research using AMOS SEM in the Pakistani context. All the constructs used in the proposed model are from the previous literature and the advanced countries use these constructs in language teaching (Gardner, 2007). This shows the reliability and validity of these factors as antecedents of language learning achievement.

Gardner (2007) tested his socio-educational model in North America and European countries. Communicative competence by Canale and Swain (1983) also came from the West. The ideal language teaching approach "Communicative Language Teaching" (CLT) is considered as a western ideal approach not applicable to Asian contexts. Thus, using the western approaches in an eastern country to analyse the data set is another achievement of this study to further test and verify them in the English as a Foreign and Second Language context. The results of the study also verified that students' motivation has a mismatch with their learning strategy in developing communicative competence. Some items have a high factor loading on the teachers' scale and low in students' and vice versa. This study has used the constructs, which tested across cultures in language learning in Pakistan and other countries. Nonetheless, this study is constrained by some limitations.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

5.5.4 Limitations of the Study

From the research perspective, knowledge comes through interaction between the respondents and the researcher (Lincoln, Lynham,& Guba, 2011). Hatch (2002) asserts, "It is through mutual engagement that the researcher and the respondents construct the subjective reality, which is under investigation" (p. 15). The researcher only observed the problems as they happen in their natural contexts (Creswell, 2007; Guba & Lincoln, 1994; Hatch, 2002). The researcher does not manipulate the settings or actions of the respondents. The results of the study are promising and valuable for the higher education institutions as they are derived from a wide array of theoretical viewpoints and have a large sample size of 599. Nevertheless, this study has the following limitations:

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

- Choosing a sample from only four universities out of 27 universities is one of the limitations of the study
- Probability cluster stages sampling is also a limitation considered in this study
- Using quantitative data to gather via self-reporting techniques and this type of information group can lead to errors. Respondents' reaction may have been affected by experiences or other outside components for example classmates, colleagues, teacher-student relationship, type of assignments and classroom interaction (Creswell, 2005; Harris & Brown, 2010).
- A probability for bias exists when information is not simultaneously gathered. To keep away from this potential inclination, the data were collected simultaneously at one specific time unlike collecting in intervals or a specific time of the academic year (Greene, Caracelli,& Graham, 1989). The data collection was carried out simultaneously from the teachers and the students and using only the survey scale is a limitation of the study.
- The chosen context and sample are regarded as another limitation of the study

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

because Pakistan has more than 185 universities in the four provinces. Accordingly, the lack of qualitative outcomes in this investigation constrained the results, while the results of the quantitative part may be insufficient to "optimize production of generalizations" (Stake, 1995, p. 9).

- Pakistan is a developing country so the generalisability of the study can only be used with caution in other countries or contexts
- This study has used demographic characteristics related to the university context of the study in language learning and teaching; they may not generalise in other contexts too.
- This study has investigated only the discourse competence as "communicative competence" and this limits the study.

This study may also have limitations related to internal and external threats in data collection. The study is limited from the internal validity threat, which provides an alternative explanation to the research findings. According to Gravetter and Forzano (2011), for research that has internal validity threat can have one explanation for the results. According to Fraenkel and Wallen (2003), locations, where data were collected, may give more explanation for the findings. In this study, data were collected from six different programmes from four universities that might have an internal threat to validity. External validity related to the generalisation of the results to different contexts, populations, and so forth (Gravetter & Forzano, 2011). In the current study, the respondents are from private and public universities. They might have differences in attitude toward English language learning and their competence may vary according to the language learning opportunities.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

5.5.5 Future Research Directions

This study has investigated the main influencing factors proposed in the theoretical model in developing communicative competence. Cognitive, affective and demographics are part of the study and model based on gender, teacher/students and urban/rural backgrounds have different explanatory powers. This shows that learning, teaching English in various universities has some differences, and these differences play a role in the various degree programmes as they affect student motivation and attitude to some extent as the results have shown in this study. Future research is possible in the various public/private universities in other degree programmes at tertiary level to determine the differences among the learners based on their affective and demographic characteristics.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

The findings relate to the four selected universities and students and teachers beliefs may vary depending on their demographics, situation, cognitive and affective levels in different contexts. A further study by using the developed and tested model in this study for further investigation in a different context would assess the model strength and validity. Future research could replicate this study in other language learning contexts with a sample from college, school, or technical institution. This study has tested the effects of moderating factors in one context and future research could explore a chosen environment as students' demographics play a vital role in influencing their motivation and attitude to second language learning. The current study only explored the communicative competence limited to discourse competence; future research could opt for more than two competencies as dependent variables to validate the findings of this research. Different learning contexts such as IELTS,

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

TOEFL and students and teachers' competence could be tested using the theoretical model hypothesised in this study. How demographic, cognitive and affective factors integrate into English language learning at various levels of teaching in Pakistani institutions is another area for exploration using the competence model.

Further research is possible including constructs related to learning satisfaction, anxiety, perceived relatedness, learner autonomy, learning responsibility and self-directedness. A blend of technology constructs is possible to enhance the model to examine the direct effects within or in the improvised competing model. A future study to investigate the direct effects of these constructs on the social, strategic, or cultural competence in second language learning is also possible. This study focused on students and teachers' demographics and one characteristic prevails over the other characteristic. Future research singularly based on one of the characteristics; Public/ private or gender or urban/rural or degree programmes or only one university could be a combination of only two characteristics may produce interesting and different findings using the competence model tested in this study.

5.5.6 Conclusion

The primary objective of the study was to test the hypothesised model to analyse the complex relationships of observed and latent variables, direct and indirect effects by investigating the influence of various factors on the teachers and students' self-perceived level of communicative competence in four Pakistani universities. This study has used SEM as a data analysis technique to measure the complex relationships

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

between the observed and the latent variables. As suggested by Schumaker and Lomax (2004), a measurement model analyses to what extent the observed variables measure the latent variables and referred to as the CFA model. Through CFA the validity of the theoretical model is confirmed and measurement model tested to see if the latent variables (style, strategy, efficacy, motivation, beliefs, attitude and competence) are truly represented by the items on the scale used for data collection as suggested (Byrne, 2009; Schumaker &Lomax, 2004). The measurement model correlation coefficient values verified the true representation of the latent variables and the constructs. The statistical results of the study show that the theoretical model's constructs have a considerable positive influence on developing communicative competence. The theoretical model has overall six predicting variables of communicative competence including three exogenous variables (style, efficacy, and belief), three endogenous variables (strategy, motivation, and attitude) and communicative competence as a dependent endogenous variable. The overall variance of all the constructs is 64% in predicting communicative competence.

The predicting variables have significant direct effects and indirect effects. The model has achieved the fit indices to fit the data. Thus, the null hypothesis was retained for further analyses. The mediating role of strategy and attitude in the model is statistically significant. The path coefficient of communicative competence indicated a large effect size (Kieth, 2006). There was no significant effect size of belief, style, and efficacy. Motivation has the highest effect size on competence, the attitude has a medium-size effect, and strategy has small effects (Aiken &West, 1991).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

To test the generalisability of the scale a model based on the cause and effect relationship of the constructs was tested by taking the average mean score of the constructs analysed using the composite scale indicator. The relationship composite model has achieved the fit indices. This shows that the scale is reliable and the constructs of the scale significantly predict communicative competence. The communicative competence model is viable to predict or estimate the relationships between/among the constructs and applies to a large population or sample size.

This study empirically confirms the competence model is applicable and the factors have significant predicting power in developing communicative competence. The proposed model is relevant to the academic contexts as well as learning English for specific purposes. This study provides a critical analysis of the development of a hypothesised communicative competence model based on a systematic literature review in the English language teaching and learning context in developing countries such as Pakistan. The study has confirmed the reliability and validity of the survey questionnaire and analysed data empirically to achieve the model fit indices that test and verify the model.

The findings are very practical for teachers of the English language in higher educational institutions. The empirical results are equally relevant to the policymakers, language instructors, trainers, syllabus designers, and the students struggling to improve their communicative competence. In terms of style and strategy as cognitive factors, there is a significant contribution. The greater contribution in the model has been made by the motivation, strategy, and attitude toward the development of competence. This study has also proposed a pedagogical framework

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

to teach and develop communicative competence development; the model tested in the study would be of great help to the language teachers to assess the student communicative competence level.

This study used a quantitative approach to validate the theoretical model by achieving the research objectives. It is among the few studies that have used structural equation modelling in measuring the predictors in communicative competence development. Completing this study in a developing country such as Pakistan is a significant contribution at the tertiary level. Only a few studies in the Pakistani context of language learning used the SEM approach. This study encourages many aspiring researchers to use AMOS SEM as a powerful data analysis technique. MGA (multi-group analysis) approach is used in the study to investigate the moderating effects of the demographic characteristics on the hypothesised relationships among the dependent and independent variables in the theoretical model that is limited in the past research; hence this study is among the few examining the moderating and mediating factors in this area of research.

The significant results of the study show the influence of mediators and moderators in predicting communicative competence. The MGA approach used to answer the questions related to group differences may be useful for future research using AMOS SEM in the Pakistani context. In the current study, the respondents are from private and public universities, and they might differ in attitude toward English language learning. A probability cluster-stage sampling technique, quantitative approach to gathering data via self-reporting techniques are some of the limitations considered in this study. Future research could be helpful by replicating this study in

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

other language learning contexts with a sample from colleges, schools, or technical institutions. The findings of this study corroborated the results of previous studies by Abrahamson and Hyltenstam (2008), Dornyei (2001, 2006), Dörnyei and Ushioda (2009, 2011), Ehrman and Oxford (1990), Ellis (2005), Gardner and Lambert (1972), Hsieh and Kang (2010), Kim et al. (2015), Krashen (1985), Li (2010), Nasir et al. (2013), Ortega (2009), Oxford (1990, 2011), Saito et al. (2017), Schmidt (1983), Skehan (1991, 2009, 2001), Tuan et al. (2004, 2005, 2008, 2017), Williams and Burden (1997), Yalçın and Spada (2016), Zimmerman and Schunk (2008), and Zimmerman and Martinez-Pons (1990, 1992). Thus, it can be concluded that the findings of the predicting factors significantly contribute to the development of communicative competence as results support the past studies in other language learning contexts.

The increasing influence of the English language around the world has witnessed substantial demands in developing students' skills in second language acquisition. University education is important in the knowledge-based economy these days; English language has a high academic and social status in Pakistan and is considered important for educational, professional, and business success. However, successful language learning largely depends on the understanding of affecting factors in the process of language learning. The success of everything is measured through its results.

A study by Shahid, Ong, Wong, and Perveen (2020) conducted in Pakistan showed that there is a significant gap in developing students' skills, proficiency and assessment in English language teaching. The results of students in English language competence in Pakistani universities are below the satisfactory level as the majority of

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

students and teachers in undergraduate programmes prefer to speak in their mother tongue (Shahid et al., 2020). This shows a gap for further studies in future in English language learning at various levels in Pakistan. This study is an effort to bridge this gap.

The role of the teachers and students is important; hence, more focus should be on changing the learner styles and their beliefs toward language learning. According to constructivism, social constructivist theory, human psychology and self-determination theories of motivation in the literature review (Chapter Two), the second language learning is a joint venture between teachers and students and the cognitive and affective factors are important in accomplishing the learning goals. The primary objective of learning a second language is to develop an ability to use it. When students learning the language for 16 years or more could not speak in that language then people in charge of teaching should revisit their strategies. The present model is useful to predict the learner competence level as it has a combination of cognitive and affective factors, which are indispensable for language learning.

Past studies have supported the teachers' intervention in boosting motivation and modifying learner behaviours to achieve the language learning objectives to make learners competent users of the target language. Overall, this study has achieved its main purpose and objectives by testing and verifying the model empirically, and the theoretical model has the power to explain the outcomes in terms of determining the influencing factors in students' and teachers communicative competence development. Since teachers and students are human beings, the role of affective and cognitive factors cannot be underrated in language learning.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

5.5.7 A Personal Reflection

Learning has no end or boundary, and there is no age limit to restrict learning. I started my PhD very late but found this journey a bumpy ride full of stress and anxiety. However, once you have the right people around you this becomes an enjoyable and life long experience. The journey of mine has taught me advanced management, research, and critical skills. I hope to carry these abilities as great assets in my personal and professional life to see things from a researcher's perspective.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

REFERENCES

Aaker, D.A., Kumar, V., & Day, G.S. (2001). *Multivariate analysis: Theory and application* (pp. 212-227). Belmont, CA: Wadsworth.

Abbas, N., Ashiq, U., & Abrarulhaq, M. (2018). Gap between acquired and required English learning objectives for the primary school students: Empirical evidence from Sargodha (Pakistan). *Cogent Social Sciences, 4,* 1457421. doi: 10.1080/23311886.2018.1457421

Abbas, S. (1998). Sociopolitical dimensions in language: English in context in Pakistan. *Journal of Applied Language Studies, 23,* 42.

Abbasi, F. K., Ali, A., & Bibi, N. (2018). Analysis of skill gap for business graduates: Managerial perspective from banking industry. *Education &Training,* 60, 354–367. doi: 10.1108/ET-08-2017-0120

Abdollahpour, M., Kadivar, P.,& Abdollahi, M. (2005). Study of relationship between cognitive and metacognitive strategies and academic achievement. *Psychological Researches, 8*(3, 4), 30-44.

Abidin, D. M. J. Z., Pour-Mohammadi, M.,&Alzwari, H. (2012). EFL students' attitudes towards learning English Language: The case of Libyiansecondary school students. *Asian Social Science, 8,* 119-134.

Abrahamsson, N.,& Hyltenstam, K., (2008). The Robustness of Aptitude Effects In Near-Native Second Language Acquisition. *The Cambridge University PressSSLA, 30,* 481–509. . doi:10+10170S027226310808073X

Abrams, M. D., Ómarsdóttir, A. O., Björnsdóttir, M. D., Einarsdóttir, S., Martin, C., Carr, A., Rector, C. (2013). Measurement invariance of the Career Indecision Profile: United States &Iceland. *Journal of Career Assessment, 21,* 469-482. doi:10.1177/1069072712475181

Abu Shmais, W. (2003). Language learning strategy use in Palestine. *TESL-EJ,7*(2), 20 – 33.

Academic Motivation Scale (AMS-Hs 28). High School Version Adapted From AMS - College Version Robert J. Vallerand, Luc G. Pelletier, Marc R. Blais, Nathalie M. Brière, Caroline B. Senécal, Évelyne F. Vallières, 1992-1993. *Educational & Psychological Measurement, 52 &53,* 51-57.

Adams, M., & Bruce, B.(1980, January). Background knowledge and reading comprehension (*Reading Education Report No. 13*). Urbana, IL: University of Illinois, Center for the Study of Reading.

Agustina, Eliasanti, & Cahyono, Bambang. (2017). Perceptions of Indonesian Teachers and Students on the Use of Quipper School as an Online Platform for Extended

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

EFL Learning. *Journal of Language Teaching and Research*. 8.794. doi: 10.17507/jltr.0804.20

Ahmad, N., Ahmad, S., Bukhar, M. A., & Bukhari, T. A. (2011). The nature of difficulties in learning English by the students at secondary school level in Pakistan. *Journal of Education &Practice, 2*(10), 18-24.

Ahmad, S., & Rao, C. (2012)- Pakistan Inconsistencies In English Language Teaching In Pakistan: A Comparison between Public and Private Institutions. *European Journal of Business Management.* Retrieved fromhttps://www.academia.edu/4025942/Inconsistencies_in_English_Language_Teaching_in_Pakistan_A_Comparison_between_Public_and_Private_Institutions

Ahmad, S., & Rao, C. (2013, June). Applying communicative approach in Teaching English as a Foreign Language: A case study of Pakistan Institute of International and Comparative Education, Northeast Normal University, China Congman Rao Faculty of Education, Northeast Normal University, China. *Porta Linguarum 20,* pp. 187-203.

Ahmad, S., & Malik, S. (2011). Examination scheme at secondary school level in Pakistan: Composite vs. split.*Canadian Social Science, 7*(1), 130–139.

Ahsan, N. M., & Anjum, T. (2012). A study of Pakistani teachers' beliefs and perceptions about teaching and learning. *Interdisciplinary Journal of Contemporary Research in Business, 4*(5), 128-143.

Aiken, L. R. (2002). *Attitudes and related psychological constructs: Theories, assessment and research*. Thousand Oaks, CA: SAGE.

.

Aiken, L. S., & West, S. G. (1991). *Multiple regression: Testing and interpreting interactions.* Newbury Park, CA: SAGE.

Ainley, M., Hidi, S., & Berndorff, D. (2002). Interest, learning, and the psychological processes that mediate their relationship. *Journal of Educational Psychology, 94,* 545–561.

.Ajzen, I. (2005). *Attitudes, personality and behaviour.* New York, NY: Communicative University Press.

Akbar, W., Anwer, I.B. Asma, A.,& Muhammad, M.(2014). Urdu medium intermediaries issues getting Higher Education in English Medium Institutions: Evidence from Pakistan.*Journal of Education &Practice 5,* 23.

Akram,& Ansar. (2011).The need of Communicative Approach (in ELT) in teacher training programmes in Pakistan. *Language in India, 11*(5), 172-178.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Akram, M.,& Mahmood, A. (2007). The status and teaching of English in Pakistan. *Language in India, 7.* Retrieved from http://www.language in india.com/ dec2007/englishinpakistan.pdf

Alam, Q.,& Uddin, A. B. (2013). Improving English oral communication skills of Pakistani public school's students. *International Journal of English Language Teaching, 1*(2), 17-36.

Alatawi, M. A. (2013). *The relationship between transformational leadership style and managerial-caused turnover intention: PIHRA members and their subordinates* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No.3570991).

Al-Hazemi, H. (2000). Lexical Attrition of Some Arabic Speakers of English as a Foreign Language: A Study of Word Loss. *Internet TESL Journal.*http://iteslj.org/Articles/Al-Hazemi-Attrition/

Aliakbari, M.,& Hayatzadeh, A. (2008). Variation of language strategies among Iranian English students: The effect of gender. *International Journal of Pedagogies &Learning, 4*(3), 72-87.

Alishah, A. R., & Dolmaci, M. (2013). The interface between self-efficacy concerning the self-assessment on students studying English as a foreign language. *Procedia-Social and behavioral Sciences,70,*873-881.

Al-Issa, A. S. M., Al-Bulushi, A. H., & Al-Zadjali, R. M. (2017). A critical discourse analysis of the reasons underlying Arab student-teachers' inadequate English language proficiency. *Cogent Education, 4.* doi:10.1080/233118 6x.2017.1340821

Alizadeh, Mitra. (2016). The impact of motivation on English Language learning.*International Journal of Research in English Education,1*(1), 11-15.

Alkhayyat, A. (2009). Measuring EFL teachers' knowledge of Communicative Language Teaching approach and their practices in the Jordanian public schools. *Jordan Journal of Educational Sciences, 5*(4), 399-415.

Al-Khwaiter, J. (2001).*Communicative language teaching and curriculum innovation in the teaching of English as a Foreign Language in Qatar: A study of the classroom and its socio-cultural context*. (Unpublished PhD thesis, De Mont Fort University, Leicester).

Allison, P. (1999). *Multiple regression: A primer.*Thousand Oaks, CA: Pine Forge Press.

Allison, P. D. (1987). Estimation of linear models with incomplete data. In C. C. Clogg (Ed.), *Sociological methodology* (pp. 71-103). San Francisco, CA: Jossey-Bass.

Allwright, D.,& Bailey, K.M. (1991). *Focus on the language classroom*. Cambridge: Cambridge University Press.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Al-Mohanna, A. (2010). English Language Teaching in Saudi Arabian context: How communicatively oriented is it? *Journal of King Saud University - Languages &Translation, 22,* 69-88.

Almubark, A. A. (2016). Exploring the problems faced by the teachers in developing English writing skills for the students in Saudi Arabia. *InternationalJournal of English Language Teaching, 4*(10), 10-23.

Al-Nouh, A. (2008). *Are Kuwaiti primary EFL teachers implementing a CLT-based learner-centred method in their classrooms?* (Unpublished PhD thesis, Newcastle University).

Al-Otaibi, G. N. (2004). *Language learning strategy use among Saudi EFL students and its relationship to language proficiency level, gender and motivation.* (PhD thesis, Indiana University of Pennsylvania, Indiana, PA).

Alqarni, S. M. (2017). *The application of Communicative Language Teaching approach within English as Foreign Language context: Saudi Arabia Private Education Case Study*(PhD thesis, University, of Newcastle, Australia).

Asiri, J.,& Shukri, N. (2018). Female teachers' perspectives of learner autonomy in the Saudi context. *Theory and Practice in Language Studies, 8*(6), 570-579.

Alzaidi, Ahmed. (2003). A qualitative study of job satisfaction among secondary school headteachers in the city of Jeddah, Saudi Arabia.

Anbreen, T. (2014). The Influence of English Second Language Learning on Pakistani University Students' Identity. *Procedia - Social and Behavioral Sciences, 192* (2015), 379 – 387.doi: 10.1016/j.sbspro.2015.06.054.

Anderson, L. W. (2015).Language Learner Autonomy: Both Sides of the Coin A study of EFL teachers' and students' perceptions of autonomy in Spain. Retrieved from http://www.diva-portal.org/smash/record.jsf?pid=diva2:866849

Anderson, E.,&Weitz, B. (1989). Determinants of continuity in conventional industrial channel dyads. *Marketing Science,8*(Fall), 310-323.

Anderson, E.,&Weitz, B. (1992). The use of pledges to build and sustain commitment in distribution channels.*Journal of Marketing Research, 24*(1), 18-34.

Anderson, J. (1993). Is a communicative approach practical for teaching English in China? Pros and cons. *System, 21,*471-480.

Anderson, J.C.,&Gerbing, D.W. (1988). Structural Equation Modelling in practice: A review and recommended two-step approach.*Psychological Bulletin, 103*(3), 411-423.

Anderson, J., & Gerbing, D. (1991). Predicting the performance of measures in confirmatory factor analysis with a pretest assessment of their substantive validities. *Journal of Applied Psychology, 76*(5), 732-740.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Anderson, J.C.,&Narus, J.A. (1990). A model of distributor firm and manufacturer firm working partnerships, *Journal of Marketing, 54*(1), 42-58.

Anderson, N. J. (1991). Individual differences in strategy use in second language reading and testing. *Modern Language Journal, 75,* 460-72. doi: 10.1111/j.1540-4781.1991.tb05384.x

Anderson, O. (1993). On the internationalization process of firms: A criticalanalysis.*Journal ofInternational Business Studies, 24*(2), 209-231.

Ansarey, D. (2012). Communicative Language Teaching in EFL contexts: Teachers attitude and perception in Bangladesh. *ASA University Review,6*(1), 61-78.

Anstey, Glenda L. H. (1990). *The relationship of student self-esteem and classroom communicative potential in early French immersion.* (Masters thesis, Memorial University of Newfoundland).

Arbuckle, J. L. (2015). *IBM AMOS User Guide (Version 23.0)* [Computer software &manual]. New York, NY: IBM SPSS.

Arbuckle, J.L. (1999).*AMOS 4.0 [Computer Software]*. Chicago, IL: Smallwaters:

Arnett, J. J. (2008). The neglected 95%: Why American psychology needs to become less American. *The American Psychologist, 63,* 602-614. doi:10.1037/0003-066X.63.7.602

Arnold, J. (2011). Attention to affect in language learning. *Anglistik. International Journal of English Studies, 22*(1), 11-22.

Asher, J. J., & Adamski, C. (1982). *Learning another language through actions: The complete teacher's guidebook*. Los Gatos, Calif: Sky Oaks Productions

Ashraf, H. (2007). *A study of English Language learning as an element affecting the social capital of the people of Pakistan*. (Doctoral thesis, National University of Modern Languages, Islamabad). Retrieved from http://eprints.hec.gov.pk/2616/1/2423.htm

Asmari, A. R. A. A. (2015). Communicative Language Teaching in EFL University Context: Challenges for Teachers.*Journal of Language Teaching &Research, 6*(5), 976-984.doi: 10.17507/jltr.0605.09

Astin, A.W. (1993). What matters in college? : Four critical years revisited. *The Journal of Higher Education, 65,* 615-623.

Atkinson, J. W. (1957). Motivational determinants of risk-taking behavior *Psychological Review, 64*(6), 359-372.

Ausubel, D., Novak, J., & Hanesian, H. (1978). *Educational psychology: A cognitive view* (2nd ed.). New York: Holt, Rinehart & Winston.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Azrien, A.,& Mohamed Adnan. (2006). *Motivasi, pembelajaran pengaturan kendiri danpencapaian akademik dalam Pengajian Bahasa Arab di kalangan pelajar universiti di Malaysia.* (Master ofEducation project paper, Universiti Kebangsaan Malaysia, Bangi).

Ba- Udhan, H.S. (2011). Impact of students attitudes on their achievement in English: Astudy in the Yemeni context. *Language in India, 11.*

Babkie, & Provost(2004). Teachers are researchers.Retrieved from https://www.researchgate.net/publication/258142500_Teachers_as_Researchers

Bachman, L. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.

Bachman, L., & Palmer, A. (1981). A multitrait-multimethod investigation into the construct validity of six tests of speaking and reading. In A. Palmer (Ed.), *The construct validation of tests of communicative competence*(pp. 149-165).Alexandria, Virginia: TESOL.

Bachman, L.F.,& Palmer, A. (1981). The construct validation of the FSI oral interview.*LanguageLearning,31,* 67–86.

Bachman, L.F.,& Palmer, A. (1982). The construct validation of some components of communicative proficiency. *TESOL Quarterly, 16,* 449–65.

Bachman, L., & Palmer, A. (1996). *Language testing in practice*. Oxford: OUP.

Bachman, L.F. & Palmer, A. (1989). The construct validation of self-ratings of communicative language ability. *Language Testing, 6,* 14–29.

Badri, Masood Alnuaimi, Ali Yang, Guang,Al Rashidi, Asma, & Al Sumaiti Rabaa. (2017) A Structural Equation Model of Determinants of the Perceived Impact of Teachers' Professional Development: The Abu Dhabi Application.doi: 10.1177/2158244017702198

Bagozzi, R. P., & Yi, Y. (1988). On the evaluation of structural equation models. *Journal of the Academy of Marketing Science, 16*(1), 74-94.

Bagozzi, R. P., & Yi, Y. (1991) Multitrait-multimethod matrices in consumer research. *Journal of consumer research,17,*426-439.

Bai, J.,&Ng, S. (2005). Tests for skewness, kurtosis, and normality for Time Series Data. *Journal of Business & Economic Statistics, 23*(1), 49-60.

Bailey, A. (2007). *The language demands of school. Putting academic English to the test*. New Haven: Yale University Press.

Bailey, K.M. (1980). An introspective analysis of an individual's language learning Experience. In C. R. Scarcella &D. S. Krashen (Eds.), *Research in Second*

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Language Acquisition: Selected papers of the Los Angeles Second Language Acquisition Forum(pp. 58-65). Rowley, MA: Newbury House.

Bailey, K. M. (1983). Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies. In H. W. Seliger & M. H. Long (Eds.), *Classroom oriented research in second language acquisition* (pp. 67-102). Rowley, MA: Newbury House.

Bain, S., McCallum, R. S., Bell, S. M., Cochran, J. L., &Sawyer, S. C. (2010). Learning Aptitudes, Attitudes, Attributions, and Achievement of PostsecondaryStudents Identified as Gifted. *Journal of Advanced Academia, 22,* 130-156. doi: 10.1177/1932202X1002200106

Balan, J.(2011).*English global dominance and the other languages of higher education and research.* Columbia University. Columbia Global Centre.

Balçıkanlı, C. (2010). Learner autonomy in language learning: Student teachers beliefs.*Australian Journal of Teacher Education. 35*(1), 89-103.

Bandura, A. (1977). Self-efficacy: Towards a unifying theory of behavioral change. *Psychological review, 84*(2), 191.

Bandura, A. (1986). *Social foundations of thought and action.* Englewood Cliffs, NJ: Prentice Hall.
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi
Bandura, A. (1988). Self-regulation of motivation and action through goal systems. In V. Hamilton, G. H. Bower & N. H. Frijda (Eds.), *Cognitive perspectives on emotion and motivation*(pp. 37–61). Dordrecht, the Netherlands: Kluwer.

Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational behavior&human decision processes*, *50*(2), 248-287.

Bandura, A. (1994). Social cognitive theory and exercise of control over HIV infection. In R. J. DiClemente & J. L. Peterson (Eds.), *AIDS prevention and mental health. Preventing AIDS: Theories and methods of behavioural interventions* (pp. 25–59). doi: 10.1007/978-1-4899-1193-3_3

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.

Barcelos, A. M. F. (2000). *Understanding teachers' and students' language learning beliefs in experience: A Deweyan approach* (Unpublished doctoral dissertation. The University of Alabama).

Barclay, A. C. (2012). Measuring teacher immediacy and communication competence on student achievement in calculus: *A sequential explanatory mixed-method design*. (Doctoral dissertation, Colorado State University). *ProQuest Dissertations and Theses*. Retrieved from http://search.proquest.com/docview/1288382540?accountid=10223. (1288382540)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Barfield, A.,& Brown, S.H. (2007). *Reconstructing autonomy in language education: Inquiry and innovation.* Basingstoke: Palgrave Macmillan.

Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality &Social Psychology, 51*(6), 1173-1182.

Barr, L., Kamil, P. B., Mosenthal, P. B., & P. D. Pearson (Eds.). (2000).*Handbook of reading research* (Vol. II, pp. 911–950). White Plains, NY: Longman.

Barwell, R. (2012). Discursive demands and equity in second language mathematics classrooms. In B. Herbel-Eisenmann, J. Choppin, D. Wagner & D. Pimm (Eds.), *Equity in discourse for mathematics education* (pp. 147–163). Dordrecht, The Netherlands: Springer.

Batak, C.,& Andersson, J. (2009).*Communicative Language Teaching at two schools in Sweden and France: Some English teachers' thoughts on their teaching*. Malmö högskola Lärarutbildningen, Kultur-språk-medier.

Beatty, R. M. (2000). *Rural nurses' attitudes towards participation in continuing professional education*. (Unpublished doctoral dissertation, Pennsylvania State University, University Park).

Becker, G. S. (1962, October). Investment in Human Capital: A theoretical analysis. *The Journal of Political Economy 70*, 9-49.

Beedles, M.T.F. (2002).*The uncertain role of alliances in the strategic armoury of the dominant firms in the global pharmaceutical industry*. (Unpublished doctoral thesis, Queensland University of Technology, Brisbane).

Bekele, Abate.(2014).An Inquiry on University Level Teachers' Perceptions and Practices of Communicative Language Teaching in EFL Classes: The Case of Wollega and Ambo Universities Research on Humanities and Social Sciences.www.iiste.org, *4*, 25.

Bell, J. (1991). *Doing your research project* (2nd ed.). Milton Keynes, UK: Open University Press.

Bennett, S. N., Desforges, C.,&Wilkinson, E. (1984).*The quality of pupil learning experience*. London: Erlbaum.

Benson, P. (2011). Language Learner Autonomy: Exploring Teachers' Perspectives on Theory and Practice https://www.academia.edu/2249379/Autonomy_in_language_learning

Benson, P. (2013a). Learner autonomy. *TESOL Quarterly, 47*(4), 839-843.

Benson, P., &Gao, X. (2008). Individual variation and language learning strategies. In S. Hurd & T. Lewis (Eds.), *Language learning strategies in independent settings*(pp. 25–40). Clevedon, England: Multilingual Matters.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Benson, P.,& Nunan, D. (2005). *Learners' stories: Difference and diversity in language learning*. Cambridge: Cambridge University Press.

Benson, P.,&Voller, P. (1997). *Autonomy and independence in language learning*. New York: Longman.

Bentler, P. M. (1983). Some contributions to efficient statistics in structural models: Specification and estimation of moment structures. *Psychometrika, 48*(1), 493-517.

Bernard, H. R. (2000). *Social research methods: Qualitative and quantitative approaches*. Thousand Oaks, CA: SAGE.

Bernat, E., & Gvozdenko, I. (2005, June). Beliefs about Language Learning: Current Knowledge, Pedagogical Implications, and New Research Directions. *TESL-EJ*. http://tesl-ej.org/ej33/a1.pdf

Betz, Nancy E. (2007). Career Self-Efficacy: Exemplary Recent Research and Emerging Directions First Published November 1.Retrieved from https://doi.org/10.1177/1069072707305759

Bhattacherjee, A.(2012). Social Science Research: Principles, Methods, and Practices. *Textbooks Collection,*
3. https://scholarcommons.usf.edu/oa_textbooks/3

Bialystok, E. (1978). A theoretical model of second language learning.*Language Learning, 28*, 69–83.

Bidin, Samsiah & Jusoff, Kamaruzaman & ABDUL AZIZ, NURAZILA & Salleh, Musdiana & Taniza, Tajudin. (2009). Motivation and Attitude in Learning English among UiTM Students in the Northern Region of Malaysia. *English Language Teaching*. 2. 10.5539/elt.v2n2p16.

Bigge, M. L., & Shermis, S. S. (2004). *Learning theories for teachers*. Boston, MA:Pearson.

Biggs, J. B. (1985). The role of meta learning in study processes. *British Journal of educational psychology, 55,* 185–212.

Biggs, J. B. (1987). *Student approaches learning and studying*. Melbourne: AustralianCouncil for Educational Research.

Biggs, J.B. (2003). *Teaching for quality learning at university*(2nd ed.). Buckingham: Open University Press/Society for Research into Higher Education.

Biggs, J. B., & Collis, K. F. (1982). *Evaluating the quality of learning*. New York, NY: Academic Press.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Biggs, J. B., Kember, D., & Leung, D. Y. P. (2001). The revised two-factor study process questionnaire: R-SPQ-2F. *British Journal of Educational Psychology, 71,* 133–149.

Biner, P. M., & Kidd, H. J. (1994). The interactive effects of monetary incentive justification and questionnaire length on mail survey response rates. *Psychology and Marketing, 11*(5),483-492.

Blazar, D.,& Kraft, M. (2017). Teacher and teaching effects on students' attitudes and behaviours. *Educational Evaluation and Policy Analysis, 39*(1), 146-170.

Block, D., & Cameron, D. (2002). *Globalization and language teaching*. London: Routledge.

Bloom, B. S. (1956). *Taxonomy of educational objectives. The classification of educational goals. Handbook I: The cognitive domain.* New York, NY: Longman.

Bloom, B. S. (Ed.), Englehard, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956).*Taxonomy of educational objectives: The classification of educational goals. HandbookI: Cognitive domain*. New York, NY: David McKay.

Bluman, A. G. (2007). *Elementary statistics: A step by step approach* (6th ed.). New York, NY: McGraw Hill.

Bohner, G., & Wanke, M. (2002). *Attitudes and attitude change.* New York, NY: Psychology Press.

Bollen, K. A. (2011). Evaluating effect, composite, and causal indicators in Structural Equation Models. *MIS Quarterly, 35*(2), 359-72.

Bollen, Kenneth. A. (1989) *Structural equations with latent variables*. Rowley, MA: Wiley.

Bolton, K. (2002). Chinese Englishes: From Canton jargon to global English. *World Englishes, 21,* 181–199.

Bong, M., & Clark, R. E. (1999). Comparison between self-concept and self-efficacy in academic motivation research. *Educational Psychologist, 34*(3), 139-153.

Bong, M., & Skaalvik, E. M. (2003). Academic self-concept & self-efficacy: How different are they really? *Educational Psychology Review, 15,* 1–40.

Borg, W. R.,&Gall, M. D. (1979) *Educational research: An introduction* (3rd ed.). London:Longman.

Boud, D. (1988). Moving Towards Autonomy. In D. Boud (Ed.), *Developing student autonomy in learning*(pp. 17-39). London: Kogan Page.

Bourdieu, P. (1991). *Language and symbolic power.* Cambridge: Polity Press.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Bourque, L. B., & Fielder, E. P. (1995). *How to conduct self-administered and mail surveys*. Thousand Oaks, CA: SAGE.

Branden, N. (1994). *The six pillars of self-esteem.* New York, NY: Bantam Books.

British Council Report.(2015). English Language in Pakistan Higher education report 2015.https://www.britishcouncil.pk/sites/default/files/english_language_in_pakistan_higher_education_-_2015.pdf

Broady, E. (1996). Learner attitudes towards self-direction. In E. Broady & M.M. Kenning (Eds.),*Promoting learning autonomy in university language teaching* (pp. 215-235). London: CILT.

Brockner, J. (1988). *Self-esteem at work:Theory, research, and practice.* Lexington, MA: Lexington Books.

Brookover, W. B., Thomas, S., & Paterson, A. (1964). Self-Concept of Ability & School Achievement. *Sociology of Education, 37*(3), 271278. doi: 10.2307/2111958

Brosio, R. A. (2000). *Philosophical scaffolding for the construction of crucial democratic education.*New York, NY: Peter Lang.

Brown, B. W.,& Liedholm, C. E. (2002). Can web courses replace the classroom in principles of microeconomics? *American Economic Review, 92*(2),1–12.

Brown, C. H. (1983). Asymptotic comparison of missing data procedures for estimating factor loadings. *Psychometrika, 48*(2), 269-292.

Brown, H. D. (1987).*Principles of language learning and teaching*(2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Brown, H. D. (2000). *Principles of language learning and teaching*(4th ed.). White Plains, NY: Longman.

Brown, H. D. (2006). *Principles of language learning and teaching* (5th ed.). Boston: Pearson.

Brown, H. D. (2007). *Principles of language learning and teaching.* New York: Pearson Education.

Brown, H.D. (2007). *Teaching by principles: An interactive approach to language pedagogy.* New York: Addison-Wesley.

Brown, J. (2009). Self-regulatory strategies and agency in self-instructed language learning: A situated view. *Modern Language Journal, 93*, 570-583. doi:10.1111/j.1540-4781.2009.00965.x

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Brown, S. D., Lent, R. W., & Larkin, K. C. (1989). Self-efficacy as a moderator of scholastic aptitude-academic performance relationships. *Journal of Vocational Behavior, 35*(1), 64-75.doi: 10.1016/0001-8791(89)90048-1

Browne, M. W., & Cudeck, R. (1993). *Alternative ways of assessing model fit*. Newbury Park, CA: SAGE.

.

Bruen, J. (2001). Strategies for success: Profiling the effective learner of German. *Foreign language annals, 34*, 216-225. doi: 10.1111/j.1944-9720.2001.tb02403.x

Bruner, J. (1966). *Towards a theory of instruction.* Cambridge, MA: Harvard University Press.

Bruner, J. (1986). *Actual minds, possible worlds.* Cambridge, MA: Harvard UniversityPress.

Bruner, J. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.

Bruner, J., & Ratner, N. (1978). Games, social exchange and the acquisition of language. *Journal of Child Language, 5*(1), 391-401.

Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? *Qualitative Research*, 6, 97-113. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2009155155&site=ehostlive
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi
Bumaby, B., & Sun, Y. (1989). Chinese teachers' views of western language teaching. *TESOL Quarterly, 23*, 219-238.

Bandura.A. (1982).Self-efficacy mechanism in human agency.*American Psychologist*, 37, 122-147.

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioural change. *Psychological review, 84*(2), 191.

Bandura, A. (1986). Social foundations of thought &action. Englewood Cliffs, New Jersey: Prentice-Hall.

Bandura, A. (1988). Self-regulation of motivation &action through goal systems. In Hamilton, V., Bower, G. H., &Frijda, N. H. (eds.), *Cognitive Perspectives on Emotion &Motivation, Kluwer, Dordrecht, the Netherlands, pp. 37–61*.

Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational behavior&human decision processes, 50*(2), 248-287.

Bandura, A. (1994). *Self-efficacy*. John Wiley & Sons, Inc.

Bandura, A. (1997). Self-efficacy: *the exercise of control*. New York: W.H. Freeman & Company

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Burdenski, T. (2000). Evaluating Univariate, Bivariate, and Multivariate Normality Using Graphical and Statistical Procedures, *Multiple Linear Regression Viewpoints,* 26(2).

Bureau of Statistics, Punjab, Lahore. (2017). Retrieved from http://bos.gop.pk/system/files/pb%202017.pdf

Burkert, A.,& Schwienhorst, K. (2008). Focus on the student-teacher: The European Portfolio for Student Teachers of Languages (EPOSTL) as a tool to develop teacher autonomy. *Innovation in Language Learning &Teaching, 2*(3), 238- 252.

Burton-Jones, A.,& Hubona, G. S. (2006). The mediation of external variables in the technology acceptance model. *Information & Management, 43,706*-717.

Busse, V., & Walter, C. (2013). Foreign language learning motivation in higher education: A longitudinal study of motivational changes and their causes. *The Modern Language Journal, 97*(2), 435-456. doi: 10.1111/j.1540-4781.2013.12004.x

Butler, Y. G. (2011). The Implementation of Communicative and Task-Based Language Teaching in the Asia-Pacific Region. *Annual Review of Applied Linguistics, 31,* 36–57.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Byrne, B. M. (1994). *Structural equation modelling with EQS &EQS/Windows.* Thousand Oaks, CA: SAGE.

Byrne, B. M. (1998). *Structural equation modelling with LISREL, PRELIS, &SIMPLIS: Basic concepts, applications, and programming.* Mahwah, NJ: Erlbaum.

Byrne, B. M. (2001). *Structural equations modelling with AMOS: Basic concepts, applications, &programming*. Mahwah, NJ: Erlbaum.

Byrne, B. M. (2006).*Structural Equation Modelling With AMOS: Basic concepts, applications, and programming*. Taylor & Francis Group.

Byrne, B. M. (2009). *Structural equation modelling with AMOS: Basic concepts, applications, and programming (Multivariate Applications Series)*. London: Psychology Press.

Byrnes, H. (2006). Perspectives. *The Modern Language Journal, 90*, 244-266.

Cain, K.M., & Dweck, C.S. (1995). Relation between motivational patterns and achievement cognitions through the elementary school years. *Merrill Palmer Quarterly*, *41,* 25-52.

Çakici, D. (2015). Autonomy in language teaching andlearning process. *İnönü University Journal of the Faculty of Education, 16*(1), 31-42.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Cameron, D. (1995). *Verbal hygiene.* New York: Routledge.

Campbell, D. T.,&Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychopragmatismal Bulletin, 56*(2), 81.

Canale, M. (1983). From Communicative Competence to Communicative Language Pedagogy. In J.Richards& R. Schmidt (Eds.),*Language & communication*(pp.2-27). London: Longman. doi: 10.1093/elt/37.2.111

Canale M, Swain M (1983). From Communicative competence to communicative language pedagogy.In Richards and Schmid (eds.) *Language and Communication*. London: Longinat pp. 2-27.

Canale, M. (1984). A communicative approach to language proficiency assessment in a minority setting. In C. Rivera (Ed.), *Communicative competence approaches to language proficiency assessment: Research and application* (pp.107-122). Clevedon, England: Multilingual Matters.

Canale, M.,& Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*, 1–47.

Canale, M. & Swain, M. (1981). A Theoretical framework for communicative competence. In A. Palmer, P. Groot & G. Trosper (Eds.), *The construct validation of tests of communicative competence*(pp.31-36). Washington DC: TESOL.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Carmines, E. G.,& McIver, J. P. (1981). Analyzing models with unobserved variables: Analysis of covariance structures. *Social measurement: Current issues,* 65-115.

Carmines, E. G., & Zeller, R. A. (1979). *Reliability and validity assessment*. Beverly Hills, CA: SAGE.

Carmines, E. G., & Zeller, R. A. (1991). *Reliability and validity assessment*. Newbury park, CA: SAGE.

Carrel, P. L., Prince, M. S., & Astica, G. G. (1996). Personality type and language learning in an EFL context. *Language Learning Journal*, *46*, 75-99.

Carrell, P.L, (1988). *Interactive approaches to second language reading*(5th ed.). New York: Cambridge University Press.

Carson, J. G., &Longhini, A. (2002). Focusing on learning styles and strategies: A diary study in an immersion setting. *Language Learning, 52*(2), 401-438.

Carson, K. D., Carson, P. P., Lanford, H., & Roe, C. W. (1997). The effects of organization-based self-esteem on workplace outcomes: An examination of emergency medical technicians. *Pub. Pers. Manage., 26*(1), 139-155.

CEF. (2001). Common European Framework of Reference for Languages. (2001). Strasbourg: Council of Europe. http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Celce-Murcia, M. (1993). A non-hierarchical relationship between grammar and communication, Part II: Insights from discourse analysis. In J. E. Alatis (Ed.). *Georgetown University Round Table on Language and Linguistics 1992*. Washington, DC: Georgetown University Press.

Celce-Murcia, M. (2001). *Teaching English as a Secondor Foreign Language* (3rd ed.). Boston, MA: Heinle &Heinle.

Celce-Murcia, M.(2007). Towards more context and discourse in grammar instruction.*TESL-EJ, 11*(2).

Celce-Murcia, M. (2008). Rethinking the role of communicative competence in language teaching. In E. A. Soler & M. P. S. Jorda (Eds.),*Intercultural language use and language learning* (pp. 41-58).Springer Science+Business Media.

Celce-Murcia, M., Dörnyei, Z.,&Thurrell, Sarah. (1993). A Pedagogical Framework for Communicative Competence: Content Specifications &Guidelines for Communicative Language Teaching.*Deseret Language &Linguistic Society Symposium, 19*(1), Article 3.

Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). A pedagogical framework for communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied Linguistics, 6*(2), 5–35.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Chambers, G. N. (1999). *Motivating language learners.* Clevedon, England: Multilingual Matters.

Chamot, A. (2005). Language learning strategy teaching: Current issues and research. *Annual Review of Applied Linguistics, 25,*112-130.

Chamot, A. U. (2007). Accelerating academic achievement of English language learners: A synthesis of five evaluations of the CALL a model. In J. Cummins & C. Davison (Eds.),*The international handbook of English language learning, part I*(pp.317-331). Norwell, MA: Springer.

Chamot, A.U. (2004). Issues in Language Learning Strategy Research & Teaching. *Electronic Journal of Foreign Language Teaching, 1*(1), 14-26.

Chamot, A.U. (2005). The Cognitive Academic Language Learning Approach (CALLA): An update. In P.A. Richard-Amato & M.A. Snow (Eds.), A*cademic success for English language learners: Strategies for K-12 mainstream teachers*(pp. 87-101). White Plains, NY: Longman.

Chamot, A.U.,& EI-Dniary, P.B. (1999). Children's learning strategies in immersion classrooms. *The Modern Language Journal, 83*(3), 319-341.

Chamot, A. U., & Küpper, K. (1989). Learning strategies in foreign language instruction. *Foreign Language Annals,22*, 13-24.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Chamot, A.U., & O'Malley, J.M. (1993). Teaching for strategic learning: Theory and practice. In J.E. Alatis (Ed.), *Georgetown University Round Table on Languages and Linguistics 1993* (pp. 36-51). Washington, DC: Georgetown University Press.

Chan, S. H., &Tan, H. (2006). English for Mathematics and Science: Current MalaysianLanguage-in-education policies and practices.*Language & Education, 20*(4), 306-322.

Chan, V. (2001). Readiness for learner autonomy: What do our learners tell us? *Teaching in Higher Education, 6*(4),505-519.

Chang, (2011). EFL Teachers' attitudes towards Communicative Language Teaching in Taiwanese College. *Asian EFL Journal Professional Teaching Articles, 53.*

Chang, C., & Shen, M. (2010). The effects of beliefs about language learning and learning strategy use of junior high school EFL learners in remote districts. *Research in Higher Education Journal,* 8, 1-8. Retrieved from http://www. aabri.com/manuscripts/10462.pdf

Chang, T.Z., Mehta, R., Chen, S.J., Polsa, P., &Mazur, J. (1999). The Effects of Market Orientation on Effectiveness & Efficiency: The Case of Automotive Distribution Channels in Finland and Poland', *The Journal of Services Marketing,13*(4/5), 407-418.

Channa, A. (2017). English in Pakistani public education. *Language Problems & Language Planning, 41*(1), 1-25.

Chau, P. Y. K., & Hu, P. J. H. (2001). Information technology acceptance by individual professionals: A model comparison approach. *Decision Science, 32*(4), 609-719.

Chen, S. A. (2010). *Using mixed methods to explore L2 motivation: A study of senior high school English learners in Taiwan.* (Unpublished doctoral dissertation, Warwick University, Coventry).

Chen, S., & Tsai, Y. (2012). Research on English teaching and learning: Taiwan (2004-2009). *Language Teaching, 45*(2), 180-201.doi: 10.1017/S0261444811000577

Chern, C. L. (2002). English Language Teaching in Taiwan Today. *Asia-Pacific Journal of Education, 22*(2), 97-105. doi: 10.1080/0218879020220209

Cheung, G. W., & Lau, R. S. (2008). Testing mediation and suppression effects of latent variables: Bootstrapping with structural equation models. *Organizational Research Methods, 11*(2), 296-325.

Cheung, G. W., & Rensvold, R. B. (2002). Evaluating goodness-of-fit indexes for testing measurement invariance. *Structural Equation Modelling, 9*, 233-255. doi:10.1207/S15328007SEM0902_5

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Chiangmai, S. N. (2016).*Autonomy in Thai universities: English teachers' beliefs and practices.* Retrieved from https://unsworks.unsw.edu.au/fapi/datastream/unsworks:41060/SOURCE02?view=true

Child, D. (2006). *The essentials of factor analysis* (3rd ed.). New York, NY: Continuum.

Ching, L.C. (2002). Strategy and self-regulation instructions contributors to improving students' cognitive model in an ESL programme. *English for Specific Purposes, 13*, 261-289.

Choi, K. (2002). *Latent variable regression in a three-level hierarchical modelling framework: A fully Bayesian approach* (Doctoral Dissertation, University of California, Los Angeles).

Choi, S. (1999). Teaching English as a foreign language in Korean middle schools: Exploration of communicative language teaching through teachers' beliefs and self-reported classroom teaching practices. Retrieved fromwww.web7.epnet.com/

Choi, S. (2010). *Exploring the intention to adopt mobile TV Service in the United States: Towards a new model with cognitive-based and emotional-based constructs*. (Unpublished PhD thesis. School of Journalism &Mass Communications, University of South Carolina).

Choi, T. Y., & Eboch, K. (1998). The TQM paradox: Relations among TQM practices,plant performance, and customer satisfaction. *Journal of operations management, 17*(1), 59-75.

Chomsky N. (1975). *Reflections on language*. New York, NY: Pantheon Books.

Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, MA: The MIT Press.

Chong, A. Y. L. (2008). *An empirical examination of collaborative commerce adoption for supply chain management among Malaysian electrical and electronic organizations*. (Unpublished PhD thesis. Multimedia University, Malaysia).

Chong, A. Y. L., Darmawan, N., Ooi, K. B., & Lin, B. (2010). Adoption of 3G services among Malaysian consumers: An empirical analysis. *International Journal of Mobile Communications, 8*(2), 129-149.

Chong, C. W., Chong, S. C., & Yeow, P. H. P. (2006). KM implementation in the Malaysian telecommunication industry. *Industrial Management & Data Systems,106*(8), 1112-1132.

Chowdhury, M. K. (2012) Communicative Language Teaching Approach at higher secondary level in Bangladesh:Teachers' perceptions and classroom practice. *Language in India: Strength for Today & Bright Hope for Tomorrow, 12*(2).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Chuan, T. K., & Soon, L. C. (2000). A detailed trend analysis of national quality awards worldwide. *Total Quality Management, 11*(8), 1065-1080.

Churchill, G. A., Jr. (1979). A paradigm for developing better measures of marketing construct. *Journal of Marketing Research, 16*(1), 64-73.

Churchill, G. A. (1991).*Marketing research: Methodological foundation*(5th ed.).New York, NY: Dryden Press.

Churchill, A., Jr.,& Peter, J. (1984). Research design effects on the reliability of rating scales: A meta-analysis. *Journal of Marketing Research, 21*(4), 360-375.

Claxton, C. S., & Murrell, Patricia H. (1987). Learning styles: Implications for improving educational practices. *ASHE-ERIC Higher Education Report No. 4.*

Clément, R. (1980). Ethnicity, contact, and communicative competence in a second language. In H. Giles, P. Robinson, & P. M. Smith (Eds.), *Language: Social psychological perspectives* (pp. 147-154). Oxford: Pergamon.

Clément, R., Dörnyei, Z.,& Noels, K.A. (1994). Motivation, Self-confidence, and Group Cohesion in the Foreign Language Classroom. *Language Learning Journal, 44*(3), 417-448.

Clément, R., & Kruidenier, B. G. (1983). Orientations in second language acquisition: I. The effects of ethnicity, milieu, and target language on their emergence. *Language Learning, 33*, 273- 291.

Cochran, J. L., McCallum, R.S., &Bell, S. M. (2010). Three A's: How do attributions, attitudes, and aptitude contribute to foreign language learning? *Foreign Language Annals, 43*(4), 566–582.

Coetzee-Van Rooy, S. (2006). Integrativeness: Untenable for world Englishes learners. *World Englishes, 25*, 3/4,437-450. doi: 10.1111/j.1467-971X.2006.00479.x

Cohen, A.D. (1998).*Strategies in learning and using a second language*. Essex, England: Longman.

Cohen, A. D. (2011). *Strategies in learning and using a second language*. London, England: Longman.

Cohen, A. D., & Macaro, E. (2007). *Language learner strategies: Thirty years of research and practice*. Oxford: Oxford University Press.

Cohen, J. (1988). *Statistical power analysis for the behavioural sciences* (2nd ed.). Hillsdale, NJ: Erlbaum.

Comrey, A. L., & Lee, H. B. (1992). *A first course in factor analysis* (2nd ed.). Hillsdale, NJ: Erlbaum.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Cook, V.J. (1983). Some assumptions in the design of courses. University of Trier Papers, Series B, no 94. http://homepage.ntlworld.com/vivian.c/Writings/Papers/AssumptionsCourses.htm

Cook, V.J. (2002). Language teaching methodology and the L2 user perspective. In V.J. Cook (Ed.), *Portraits of the L2 user* (pp. 1-28). Clevedon, England: Multilingual Matters.

Cooker, L. (2012, March 20). Assessment as autonomous learning. Assessment for learner autonomy symposium, IATEFL 46th Annual Conference &Exhibition. Glasgow SECC, U.K.

Cooper, D.R.,&Schindler, P.S. (2001).*Business research methods.*London, England: McGraw-Hill Higher Education.

Cooper, R. L., & Fishman, J. A. (1977). A study of language attitudes. In J. A. Fishman, R. L. Cooper, & A. W. Conrad (Eds.), *The spread of English* (pp.239-276). Rowley, MA: Newbury House.

Corbiere, M., Fraccaroli, F., Mbekou, V., & Perron, J. (2006). Academic self-concept and academic interest measurement: A multi-sample Europe study. *European Journal of Psychology of Education, 21,* 3–15.

Coskun, A. (2011). Investigation of the Application of Communicative Language Teaching in the English Language Classroom: A Case Study on Teachers' Attitudes in Turkey. *Journal of Linguistics & Language Teaching, 2*(1). Retrieved from http://eric.ed.gov/?id=ED513910

Cotterall, S. (1995a). Developing a course strategy for learner autonomy. *ELT Journal, 49*(3), 219-227.

Cotterall, S., & Reinders, H. (2001). Fortress or bridge? Learners' perceptions and practice in self-access language learning. *TESOLANZ, 8,* 23-38.

Crabbe, D. (1993). Fostering autonomy within the classroom: The teachers' responsibility. *A system, 21*(4), 443-52.

Crano, W. D., & Prislin, R. (2006). Attitudes and persuasion. *Annual Review of Psychology, 57,* 345 – 374.

Crawford, K., Gordon, S., Nicholas, J., & Prosser, M. (1998). Qualitatively different experiences of learning mathematics at university. *Learning & Instruction, 8,* 455–568.

Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (Vol. 2). Upper Saddle River, NJ: Pearson education.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five*

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

approaches (2nd ed.). Thousand Oaks, CA: SAGE.

Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approach.* Los Angeles, CA: SAGE.

Creswell, J. (2012). *Educational research: Planning, conducting, evaluating quantitative and qualitative research.* Boston, MA: Pearson.

Crookes, G., & Schmidt R.W. (1991). Motivation: Reopening the research agenda. *Language Learning, 41*(4), 469-512.

Cross, K. P. (1981). *Adults as learners: Increasing participation and facilitating learning*. San Francisco: Jossey-Bass.

Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge: Cambridge University Press.

Crystal, D. (2011).*The Cambridge encyclopaedia of language* (3rd ed.). Cambridge: Cambridge University Press.

Csizer, K., & Dornyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal, 89*(1), 19-33.

Csizér, K., &Kormos, J., (2008). Age-related differences in the motivation of learning English as a foreign language: Attitudes, selves and motivated learning behaviour. *Language Learning, 58,* 327-355.

Csizér, K., & Magid, M. (Eds.). (2014). *The impact of self-concept on language learning* (Vol. 79). New York: Multilingual Matters.

Cui, Y. P. (2011). *On the sustainable development of students' learning autonomy from the perspective of multiple-learning theories,* (Unpublished PhD thesis,Shanghai International Studies University,China).

Dam, L. (1995). *Learner Autonomy 3: From theory to classroom practice*. Dublin, Ireland: Authentik.

Dang, T. T. (2010). Learner autonomy in EFL studies in Vietnam: A discussion from a socio-cultural perspective. *English Language Teaching, 3*(2), 3-9.

Dar, M. F., & Khan, I. (2015). Writing anxiety among public and private sectors Pakistani undergraduate university students. *Pakistan Journal of Gender Studies, 10*(1), 157-172.

Davies, A.,&Elder, C. (2006). *The handbook of Applied Linguistics*. Malden, MA: Blackwell.

Davis, D. (2000).*Business research for decision making*(5th ed.). Belmont, CA: Duxbury Press.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Dawson, K. P. (1992). Attitude and assessment in nursing education. *Journal of Advanced Nursing, 17,* 473–479.

Day, C. (1999). *Developing teachers: The challenge of lifelong learning.* London: Falmer Press.

De Jong, G. (1999). *Causal loops in long-term supply relationships: Theory and evidence from the United States, Japan, & Europe*. (Unpublished PhD thesis.System, Organisation and Management Research Institute, University of Groningen, The Netherlands).

Dean, J. W., & Bowen, D. E. (1994). Management theory and total quality: Improving research and practise through theory development. *Academy of management review, 19*(3), 392-418.

Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Child Development, 72,* 1135-1150.

Deci, E. L,& Ryan, M. R. (1985). *Intrinsic motivation and self-determination in human behaviour*. NY: Plenum Press.

Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and education: The self-determination perspective. *Educational Psychologist, 26*, 325-346.

Delerue, H., & Lejeune, A. (2010). Job mobility restriction mechanisms and appropriability in organizations: The mediating role of secrecy and lead time. *Technovation, 30*(5/6), 359-366.

Dempster, A. P., Laird, N. M., & Rubin, D. B. (1977). Maximum likelihood from incomplete data via the EM algorithm. *Journal of the Royal Statistical Society, 39*(1), 1-38.

Dewaele, J.-M. (2009). Perception, attitude and motivation. In V. Cook & Li Wei (Eds.), *Language teaching and learning* (pp. 163-192). London: Continuum.

Dewaele. J.-M., & MacIntyre, P.D. (2014). *Foreign Language Enjoyment and Foreign Language Classroom Anxiety. The right and left feet of FL learning?* Unpublished manuscript.

Dewey, J. (1966). *Democracy and education*. NY: The Free Press.

Diaz-Rico, L., & Weed, K. (2006). *The crosscultural, language, and academic development handbook* (3rd ed.). Boston, MA: Pearson.

Diaz-Rico, L. T., & Weed, K. Z. (2010). *The crosscultural, language, and academic handbook.* Boston, MA: Allyn& Bacon.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Dickinson, L. (1995). Autonomy and motivation. A literature review. *System, 23*(2), 165-174.

Diener, E.,& Crandall, R. (1978).*Ethics in social and behavioural research*. Chicago, IL: University of Chicago Press.

Dillman, D. A. (2000). *Mail and internet surveys: The, the tailored design method*. NewYork, NY: Wiley.

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2009). *Internet, mail, and mixed-mode surveys: The tailored design method* (3rd ed.). Hoboken, NJ: Wiley.

Ditual, R.C. (2012). The motivation for and attitude towards learning English. *Asian EFL Journal, 63.*

Dixon, D. (2011). *Measuring language learner autonomy in tertiary-level learners of English*. University of Warwick.

Dogan, G. (2015).EFL instructors' perception and practices on learner autonomy in some Turkish universities. *Journal of Language &Linguistic Studies, 13*(1), 166-193.

Domenech, F.,& Gomez, A (2014). The relationship among students' and teachers' thinking styles, psychological needs and motivation. *Learning & Individual Differences, 29,* 89-97.

Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal, 78*(3), 273-284.

Dörnyei, Z. (1994). Understanding L2 Motivation: On with the Challenge!*Modern Language Journal, 78*(4), 515-523.

Dörnyei. Z. (1998). Motivation in second and foreign language learning. *Language Teaching &Linguistics Abstracts, 31*, 117-135.

.Dornyei, Z. (2001). New themes and approaches in second language motivation research. *Annual Review of Applied Linguistics, 21,* 43-59.

Dörnyei, Z. (2001a). *Motivational strategies in the language classroom.* Cambridge Cambridge University Press.

Dörnyei, Z. (2001b). *Teaching and researching motivation*. Essex, England: Pearson Education Limited.

Dornyei, Z. (2003). *Attitudes, orientations, and motivations in language learning*. Malden, MA: Blackwell.

Dörnyei, Z. (2005). *The psychology of the language learner*. Mahwah, NJ: Erlbaum.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Dörnyei, Z. (2006). Individual differences in second language acquisition. *AILA Review, 19*(1), 42-68.

Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.

Dörnyei, Z. (2009). The L2 Motivational Self System. In Z. Dörnyei, & E. Ushioda (Eds.), *Motivation, language identity and the L2 Self (*pp. 9-42). Bristol: Multilingual Matters.

Dörnyei, Z., & Chan, L. (2013). Motivation and vision: An analysis of future L2 self-images, sensory styles, and imagery capacity across two target languages. *Language Learning, 63*(3), 437-462.

Dörnyei, Z., Csizér, K., & Németh, N. (2006). *Motivation, Language Attitudes and Globalisation: A Hungarian Perspective*. Clevedon, England: Multilingual Matters.*International Education Studies, 6*(10), 201399.

Dornyei, Z., & Otto, I. (1998) Motivation in action: A process model of L2 motivation. In. *Working Papers in Applied Linguistics, 4*, 43-69.

Dörnyei, Z.,& Skehan, P. (2003). Individual differences in Second Language Learning. In M. H. Long &C. Doughty (Eds.),*The handbook of Second Language Acquisition (pp. 589-623).*Oxford: Blackwell.
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi
Dörnyei, Z., & Ushioda, E. (Eds.) (2009). *Motivation, language identity and the L2 self* . Clevedon, UK: Multilingual Matters.

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow, England: Pearson Education.

Doty, D. H., & Glick, W. H. (1998). Common methods bias: Does common methods variance really bias results? *Organizational Research Methods, 1*(4), 374–406. doi: 10.1177/109442819814002

Dreyer, C., & Oxford, R. L. (1996). Learning strategies and other predictors of ESL proficiency among Afrikaans speakers in South Africa. In R. L. Oxford (Ed.), *Language learning strategies around the world: Cross-cultural perspectives* (Technical Report No 13, pp. 61-74). Honolulu, HI: University of Hawai'i Press.

Dreyfus, S., Humphrey, S., Mahboob, A.,& Martin, J. R. (2016). *Genre pedagogy in higher education: The SLATE Project*. Basingstoke, England: Palgrave Macmillan.

Du, X. (2009). The affective filter in second language teaching. *Asian Social Science, 5*(8), 162.

Dunn, R., & Dunn, K. (1978). *Teaching students through their individual learning styles.* Reston, VA: Reston Publishing.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Dunn, S. C., Seaker, R. F., & Waller, M. A. (1994). Latent variables in business logistics research: Scale development and validation. *Journal of business logistics, 15*(2), 145-172.

Dunstan, D. W., Zimmet, P. Z., Welborn, T. A., Cameron, A. J., Shaw, J., Courten, M. D., . . . McCarty, D. J. (2002). The Australian diabetes, obesity and lifestyle study (AusDiab)—Methods and response rates. *Diabetes Research and Clinical Practice, 57*(2), 119-129.

Dyer, C. (1995). *Beginning research in psychology: A practical guide to research methods & statistics.* Malden, MA: Blackwell.

Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Orlando, FL: Harcourt Brace Jovanovich.

Eagly, A. H., & Chaiken, S. (2005). Attitude research in the 21st century: The current state of knowledge. In D. Albarracin, B. T. Johnson & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 743-767). Mahwah, NJ: Erlbaum.

Eaton, S. E. (2010). *Global trends in language learning in the twenty-first century*. Calgary, Canada: Ornate Press.

EF English Proficiency Index. (2018). Retrieved fromhttps://www.ef.com/wwen/epi/

Ehrman, M. E., Leaver, B., & Oxford, R. L. (2003). A brief overview of individual differences in second language learning. *System, 31*(3), 313-330.

Ehrman, M., & Oxford, R. (1989). Effects of sex differences, career choice, and psychological type on adult language learning strategies. *Modern Language Journal, 73*, 1-13. doi:10.2307/32726

Ehrman, M.E. (1996). *Understanding second language difficulties*. Thousand Oaks, CA: SAGE.

Ehrman, M.E., &Oxford, R.L. (1995). Adult language learning strategies in an intensive foreign language program in the United States. *System, 23*(3), 359-386.

El-Dib, M. A. B. (2004). Language learning strategies in Kuwait: Links to gender, language level, and culture in a hybrid context. *Foreign Language Annals, 37*, 85-95.

Elkind, D. (1971). Cognitive growth cycles in psychological development. In J. K. Cole (Ed.), *Nebraska symposium on motivation*, 19,1–31. Lincoln, NE: University of Nebraska Press.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Ellis, N. C. (2005). At the interface: Dynamic interactions of explicit and implicit language knowledge. *Studies in Second Language Acquisition, 27*(2), 305-352.

Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.

Ellis, R. (1986). *Understanding Second Language Acquisition.* Oxford: Oxford University Press.

Ellis, R. (1990). *Instructed Second Language Acquisition*. Oxford: Oxford University Press.

Ellis, R. (1991). *The interaction hypothesis: A critical evaluation*. Singapore: Regional Language Seminar.

Ellis, R. (1993). Talking shop. Second Language Acquisition research: How does it help teachers?' An interview with Rod Ellis. *ELT Journal, 47*, 3-11.

Ellis, R. (1994). *The Study of Second Language Acquisition.*Oxford, England: Oxford University Press.

Ellis, R. (1997). *The study of Second Language Acquisition*. Oxford, England: Oxford University Press.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford, England: Oxford University Press.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Ellis, R. (2004). Individual differences in second language learning. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 525-551). Oxford: Blackwell.

Ellis, R. (2009). Implicit and explicit learning, knowledge and instruction. In R. Ellis, S. Loewen, C. Elder, R.Erlam, J. Philp & H. Reinders (Eds.), *Implicit and explicit knowledge in second language learning, testing and teaching,* 42, 3-25. Bristol, England: Multilingual Matters.

Ellis, R., & Shintani, N. (2014). *Exploring language pedagogy through Second Language Acquisition research*. Abingdon, UK: Routledge.

Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.

Ely, C. M. (1986). Language learning motivation: A descriptive causal analysis. *Modern Language Journal, 70,* 28-35.

Employer Skill Survey.(2013). Retrieved from:https://www.gov.uk/government/publications/ukces-employer-skills-survey-2013

Enders, C. K. (2006). Analyzing structural equation models with missing data. In G. R.Hancock & R. O. Mueller (Eds.), *Structural equation modelling: A second course* (pp. 313-342). Greenwich, CT: IAP.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Engin-Demir, C. (2009). Factors influencing the academic achievement of the Turkish urban poor. *International Journal of Educational Development, 29,* 17-29. doi:10.1016/j.ijedudev.2008.03.003

Entwistle, N. J., & Ramsden, P. (1983). *Understanding student learning*. London: Routledge.

Entwistle, N., & McCune, V. (2004). The conceptual bases of study strategy inventories. *Educational Psychology Review, 16,* 315–345.

Esch, E. (1996). *Self-access and the adult language learner*. London: CILT.

Essays, UK. (November 2018). Learning styles in language learning. Retrieved from https://www.ukessays.com/essays/linguistics/about-learning-style.php?vref=1

Fan, L. (2004). How have Chinese students performed in Mathematics? A prespective from large-scale International mathematics comparisons. In L.Fan,N.Y-Wong, J.Cai & S.Li(Eds.), *How Chinese learn mathematics:Perspectives from insiders* (pp.3-26). River Edge,NJ: World Scientific.

Fan, X., Thompson, B., &Wang, L. (1999). Effects of sample size, estimation methods, and model specification on Structural Equation Modelling fit indexes. *Structural Equation Modelling: Multidisciplinary Journal,6,*56-83.

Farahani, M. (2014). From spoon feeding to self-feeding: Are Iranian EFL learners ready to take charge of their own learning? *Journal of Foreign Language Teaching, 11*(1), 98–115.

Farber, M. (1943). *The foundation of phenomenology*. Albany, NY: State University of New York Press.

Farid, M. (2018).Teaching English Language at SSC Level in Private Non-Elite Schools in Pakistan: Practices & Problems. *Journal of Education & Educational Development, 5,* 1.

Fasold, R. (1984). The Sociolinguistics of Society: Introduction to Sociolinguistics (Volume 1)

Feilzer, M. Y. (2009). Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm. *Journal of Mixed Methods Research, 4*(1), 6-16.

Fener, A. B.,&Newby, D. (2000). Approaches to materials design in European textbooks: Implementing principles of authenticity, learner autonomy, cultural awareness. European Centre for Modern Languages of the Council of Europe publishing.

Finch, A. E. (2000). *A formative evaluation of a task-based EFL program for Korean university students*. (Unpublished doctoral dissertation, Manchester University).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Fischer, G., & Sugimoto, M. (2006). Supporting self-directed learners &learning communities with sociotechnical environments. *Research &Practice in Technology Enhanced Learning, 1,* 31–64.doi:1142/S1793206806000020

Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, intention and behavior:An introduction to theory and research.* Reading, MA: Addison- Wesley.

Flynn, B. B., Schroeder, R. G., & Sakakibara, S. (1994). A framework for quality management research and an associated measurement instrument. *Journal of Operations Management, 11*(4), 339-366.

Flynn, B. B., Schroeder, R. G., & Sakakibara, S. (1995). The impact of quality management practices on performance and competitive advantage. *DecisionSciences, 26*(5), 659-691.

Fontana, A., & Frey, J. H.. (2005). The interview: From neutral stance to political involvement. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (pp. 695–727). Thousand Oaks, CA: SAGE.

Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research, 18*(1), 39-50.

Forza, C., & Filippini, R. (1998). TQM impact on quality conformance & customer satisfaction: A causal model. *International Journal of Production Economics, 55*(1), 1-20.

Fotiadou, Aggeliki. (2017). Learner Autonomy as a Factor of the Learning Process in Distance Education. *E uropean Journal Of Open, Distance & E-Learning,20*(1), 95.

Fouly, K. (1985). *A confirmatory multivariate study of the nature of second language proficiency and its relationships to learner variables*. (Unpublished PhD dissertation, University of Illinois, Urbana).

FPSC. (2015, December 6). Federal Public Service Commission of Pakistan FPSC report published in The Daily Dawn. Retrieved from https://www.dawn.com/news/1300724

Faerch, C., & Kasper, G. (1983b). Plans and strategies in foreign language communication. In C. Faerch, & G. Kasper (Eds.), *Strategies in interlanguage communication* (pp. 20- 60). New York, NY: Longman.

Faerch, C.,& Kasper, G.(1984). Two ways of defining communication strategies.*Language Learning, 34*, 45-63.

Fraenkel, J. R., & Wallen, N. E. (2003). *How to design and evaluate research in education* (5th ed.). New York, NY: McGraw-Hill.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Frankfotr-Nachmias,&Nachmias. (1996).Research-methods-in-the-social sciences.https://www.worldcat.org/title/research-methods-in-the-social-sciences/oclc/25219844

Frazier, P. A., Tix, A. P., & Barron, K. E. (2004). Testing moderator and mediator effects in counselling psychology research.*Journal of Counseling Psychology, 51*, 115-134. doi:10.1037/0022-0167.51.1.115

Gagné, M., & Deci, E. L. (2005, January). Self-determination theory and work motivation. *Journal of Organizational Behavior, 26,* 331-362.

Galton, M.,&Simon, B. (1980).*Inside the primary classroom*. London, England: Routledge.

Gao, C. Z. (2001). Second language learning and the teaching of grammar. *Education, 2*, 326- 336.

Garcia, O. (2014). Becoming bilingual and biliterate: Sociolinguistic and sociopolitical considerations. Retrieved from https://ofeliagarciadotorg.files.wordpress.com/2013/11/handbooklanguageliteracy.pdf

Gardner, R. (1996). Motivation and second language acquisition: Perspectives. *Journal of CAAL, 18,* 19-42.

Gardner, R. (2011). *Integrative Motivation: Past, Present and Future.* Retrieved from http://publish.uwo.ca/~gardner/docs/GardnerPublicLecture1.pdf

Gardner, R.C. (1979). Social psychological aspects of Second Language Acquisition. In H. Giles &R. St Clair (Eds.), *Language and Social Psychology* (pp. 193-220). Oxford: Blackwell.

Gardner, R.C. (1985). *Social psychology and second language learning: The role of attitudes and motivation.* London: Edward Arnold.

Gardner, R.C. (1988) The socio-educational model of second language learning: assumptions, findings and issues. *Language Learning, 38,* 101–26.

Gardner, R. C. (2000). Correlation, causation, motivation & second language acquisition. *Canadian Psychology*, 41, 1-24. doi: 10.1037/h0086854

Gardner, R. C. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and Second Language Acquisition* (pp. 1-19). Honolulu, HI: University of Hawaii Press.

Gardner, R. C. (2005). Integrative Motivation andSecond Language Acquisition. Canadian Association of Applied Linguistics /Canadian Linguistics Association Joint Plenary Talk, London, Ontario. Retrieved from http://publish.uwo.ca/~gardner/docs/caaltalk5final.pdf

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Gardner, R. C. (2006). The socio-educational model of second language acquisition: Aresearch paradigm. In S. H. Foster-Cohen, M. M. Krajnovic & J, M. Djigunovic (Eds.), *Annual conference of the European second language association*.Amsterdam, The Netherlands: John Benjamins.

Gardner, R. C. (2007). Motivation and second language acquisition. *Porta Linguarum,8*, 9-20.

Gardner, R.C.,& Clément, R. (1990). Social Psychological Perspective on Second Language Acquisition. In H. Giles &W. P. Robinson (Eds.), *Handbook of language and social psychology*(pp.495-511). New York, NY: Wiley.

Gardner, R. C., Day, J. B., & MacIntyre, P. D. (1992). Integrative motivation, induced anxiety, and language learning in a controlled environment. *Studies in Second Language Acquisition, 14,* 197-214.

Gardner, R.C., Lalonde, R.N., Moorcraft, R.,& Evers, F.T. (1987) Second language attrition: The role of motivation and use. *Journal of Language and Social Psychology* 6, 1–47.

Gardner, R.C., Lalonde, R.N.,& Pierson, R. (1983) The socio-educational model of SLA: An investigation using LISREL causal modelling. *Journal of Language and Social Psychology* 2, 1–15.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Gardner, R. C., & Lambert, W.E. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology, 13*, 266-272.

Gardner, R. C.,&Lambert, W. E. (1959).*Fifty years and counting*. Paper presented at the Canadian Association of Applied Linguistics. Retrieved from http://publish.uwo.ca/~gardner/

Gardner, R.,& Lambert, W. (1972). *Attitudes and motivation in Second Language Learning*. Rowley, MA: Newbury House.

Gardner, R. C., & MacIntyre, P. D. (1991). An instrumental motivation in language study: Who says it isn't effective? *Studies in Second Language Acquisition, 13*, 57-72.

Gardner, R. C., & MacIntyre, P. D.(1993). On the measurement of affective variables in second language learning. *Language Learning, 43,* 157-194.

Gardner, R.C., Masgoret, A-M.,Tennant, J.,& Mihic, L. (2004). Integrative motivation: Changes during a year-long intermediate-level language course. *A Journal of Research in Language Studies, 54* (1), 1-34.

Gardner, R. C., Masgoret, A-M., & Tremblay, P. F. (1999). Home background characteristics and second language learning. *Journal of Language & Social Psychology 18,* 419- 437.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Gardner, R. C., & Smythe, P. C. (1975). Motivation &second-language acquisition. *The Canadian ModernLanguage Review, 31*, 218-230.

Gardner, R. C., Tremblay, P. F., & Masgoret, A. M. (1997). Towards a full model of second language learning: An empirical investigation. *Modern Language Journal, 81,* 344-362.

Gardner, R.C., Tremblay, P.F., & Castillo, E.S. (1997). A study of the role of aptitude, attitude, and motivation in second language acquisition: Revisited. In E.S. Castillo (Ed.), *Alay sa Wika: Essays in honor of Fe T. Otanes on her 67th birthday* (pp. 101- 110).

Garner, R., Brown, R., & Sanders, S. (1992). 'Seductive details' and learning from text. InK. A. Renninger, S. Hidi, & A. Krapp (Eds.), *The role of interest in learning and development* (pp. 239–254). Hillsdale, NJ: Erlbaum..

Gass, S. M., & Mackey, A. (2000). *Second language acquisition research. Stimulated recall methodology in second language research.* Mahwah, NJ:Erlbaum.

Gass, S. M., & Mackey, A. (2007). Input, interaction, and output in second language acquisition. In B. Vanpatten & J. Williams (Eds.), *Theories in second language acquisition* (pp. 175-200). London: LEA.

Gass, S.,& Selinker, L. (2001). *Second language acquisition* (2nded.). Mahwah, NJ: Erlbaum.

Gass, S. M.,& Varonis, E. M. (1991). Miscommunication in normative discourse. In N. Coupland, H. Giles, & J. M. Wiemann (Eds.), *"Miscommunication" and problematic talk*. Newbury Park, CA: SAGE.

Gefen, D.,Straub, D.,&Boudreau, M.-C. (2000). Structural Equation Modelling and Regression: Guidelines for research practice.*Communications of the Association for Information Systems,4*(7), 1–78.

Gendall, P., Hoek, J., & Esslemont, D. (1995). The effect of appeal, complexity and tone in a mail survey covering letter. *Journal of Marketing Society, 37*(3), 251-258.

Ghani, M., Mahmmod, A.,& Akram, M. (2008). Measuring the achievements of English language learners: A study of the learners of Punjab in Pakistan at the secondary level. Retrieved from http://www.languageinindia.com/may2008/ measuringpunjabienglish.pdf

Giles, H., Bourhis, R.Y., & Taylor, D.M. (1977). Towards a theory of language in ethnic group relations. In H. Giles (Ed.), *Language, ethnicity and intergroup relations* (pp. 307-348). New York: Academic Press.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Gillies, V.,&Edwards, R. (2005). Secondary Analysis in Exploring Family and Social Change: Addressing the Issue of Context.,Forum*Qualitative Social Research,6*(1). http://www.qualitative-research.net/fqs-texte/1– 05/05–1-44-e.htm

Gist, M. E., & Mitchell, T. R. (1992). Self-efficacy: A theoretical analysis of its determinants and malleability.*Academy of Management Review, 17*, 183-211.

Glasersfeld, E. (2005). Introduction: Aspects of constructivism. In C.T. Fosnot (Ed.),*Constructivism: Theory, perspectives, and practice* (pp. 2-19). New York, NY: TeachersCollege Press.

Glass, G. V., & Hopkins, K. D. (1984). *Statistical methods in education and psychology*. Upper Saddle River, NJ: Prentice-Hall.

Goodman, Y. (1984). The development of initial literacy. In H. Goelman, A. Oberg & F. Smith(Eds.), *Awakening to literacy*(pp. 316-324). London: Heinemann.

Gorsuch, G.(2000). EFL educational policies and educational cultures: Influences on teachers' approval of communicative activities. *TESOL Quarterly, 34*, 675-710.

Gottfried, A. E. (2009). Commentary: The role of environment in contextual and social influences on motivation. *Handbook of motivation at school*, 463.

Gracetter, F. J., & Forzano, L.B. (2011). *Research methods for the behavioural sciences* (4th ed.). Belmont, CA: Wadsworth Cengage Learning.

Graddol, D. (2006). *English next*. London: The British Council.

Graham Robson. (2015). Model of situational willingness to communicate (WTC) in the Study Abroad context. *International Education Studies, 8*(10).

Graham, S., & Weiner, B. (1996). Theories and principles of motivation. In D. C. Berliner &R. Calfee (Eds.), *Handbook of educational psychology* (pp. 63-84). New York: Macmillan.

Gredler, M., & Shields, C. (2007). *Vygotsky's legacy: A foundation for research and practice*. New York, NY: Guilford Press.

Gredler, M., & Shields, C. (2008). *Vygotsky's legacy: A foundation for research and practice*.New York, NY: Guilford Press.

Green, B.A., Collier, K. J., & Evans, N. (2001). Teaching tomorrow's class today: English by telephone and computer from Hawaii to Tonga. In L.E. Henrichsen (Ed.), *Distance-learning programs* (pp. 71-82). Alexandria, VA: Teachers of English to Speakers of Other Languages.

Green, J.M.,& Oxford, R. (1995). A closer look at learning strategies, L2 proficiency, and gender. *TESOL Quarterly, 29*(2),261-297.

Green,M., & Piel, J. A. (2009). *Theories of human development: A comparative*

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

approach (2nd ed.).Englewood Cliffs, NJ: PrenticeHall.

Greene, J. C. (2007).*Mixed methods in social inquiry.* San Francisco: Jossey-Bass

Greene, J, Caracelli, V.,&Graham, W. (1989). Towards a conceptual framework for mixed-method evaluation designs. *Educational Evaluation &Policy Analysis, 11,* 255-274.

Greene, J. C., & Hall, J. N. (2010). Languages and pragmatism: Being of consequence. In A. Tashakkori & C. Teddlie (Eds.), *SAGE handbook of mixed methods and social and behavioural research*(2nd ed., pp. 119–143). Los Angeles, CA: SAGE.

Greenough, W. T., Black, J. E., & Wallace, C. S. (1987). Experience and brain development. *Child Development, 58,* 539–559.

Grice, H. P. (1975). Logic and conversation. In Cole &Morgan (Eds.), *Syntax and semantics, Vol. 3Speech acts*. New York, NY: Academic Press.

Griffiths, C. (2003). Patterns of language learning strategy use. *System 31,* 367-383.

Gritner, F.M. (Ed).(1974). *Student motivation and language teacher*.Skokie, III: National Textbook.

Gu, Yongqi. (2002). Gender, academic major, and vocabulary learning strategies of Chinese EFL learners. *RELC Journal,33*(1), 35-54.

Guba, E. G., &Lincoln, Y. S. (1985). *Naturalistic inquiry*. Newbury Park, CA: SAGE.

Guba, E.G., & Lincoln, Y.S. (1994). Competing paradigms in qualitative research. In N. K. Denzin& Y. S. Lincoln (Eds.), *Handbook of qualitative research*(pp. 105-117)., Thousand Oaks, CA: SAGE.

Guest, C., & Bunce, A., & Johnson, L. (2006). How many Interviews are enough? Retrieved from

https://www.researchgate.net/publication/249629660_How_Many_Interviews_Are_Enough

Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly, 42,* 55–77.

Guimarães, S. E. R., & Bzuneck, J. A. (2008). Psychometric properties of an instrument for the evaluation of motivation of university students.*Science & Cognition, 13,* 101-113. Retrieved from http://www.cienciasecognicao.org

Gulten, Genc.& Ahmet Kaya. (2010). An investigation on the motivation level of EFL students.*International Journal on New Trends in Education & Their Implications, 1*(3).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Gunn, B. J.,& Duncan, G. J. (1997). The effects of poverty on children. *Future Child, 7*(2), 55-71. doi: 10.2307/1602387

Gutek, L. G. (2004). *Philosophical and ideopragmatismal voices in education*. Boston, MA: Allyn & Bacon.

Hagget, S., & Mitchell, V. W. (1994). Effect of industrial prenotification on response rate, speed, quality, bias, and cost. *Industrial Marketing Management, 23*(2), 101-110.

Hair, J. F., Jr., Anderson, R. E., Tatham, R. L., & Black, W. C. (1992). *Multivariate data analysis* (3rd ed.). New York, NY: Macmillan.

Hair, J.F., Anderson, R.E., Tatham, R.L., & Black, W.C. (1995).*Multivariate data analysis with readings*. Upper Saddle River,, NJ: Prentice-Hall.

Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998).*Multivariate data analysis* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.

Hair, J. F., Jr., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (6th ed.). Upper Saddle River, NJ: Prentice-Hall.

Hair,J.F., Black, W. C., Babin, B. J., & Anderson, R. E.(2009).*Multivariate data analysis*(7th ed.).Upper Saddle River, NJ: Prentice-Hall.

Hair, J. F. J., Black, W. C., Babin, B. J., Anderson, R. E.,& Tatham, R. L. (2010).*Multivariate data analysis*(7th ed.).Upper Saddle River, NJ: Prentice-Hall.

Hale, G.A., Rock, D.A. & Jirele, T. (1989). Confirmatory factor analysis of the TOEFL.*TOEFL Research Report 32*. Princeton: Educational Testing Service.

Hall, D.B.,&Wang, L. (2005). Two-Component Mixtures of Generalized Linear Mixed Effects Models for Cluster Correlated Data.*Statistical Modelling, 5*(1), 21-37.

Hall, J. K., & Verplaeste, L. S. (2000). Second and foreign language learning through classroom interaction. In J. K. Hall & L. S. Verplaeste (Eds.), *Second and foreign language learning through classroom interaction*(pp. 1-20). Mahwah, NJ: Erlbaum.

Halliday, M. A. K. (1970). Language structure and language function. In J. Lyons (Ed.), *New horizons in linguistics*(pp. 140–165). Harmondsworth, England: Penguin.

Halliday, M. (1973). *Explorations in the functions of language*. London, England: Edward Arnold.

Halliday, M. A. K. (1975). *Learning how to mean: Exploring in the development of language.* London, England: Edward Arnold.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Halliday, M.A.K. (1978).*Language as social semiotic. The social interpretation of language and meaning.*London: Edward Arnold.

Halliday, M.A.K. (1979). Towards a Sociological Semantics. In C. J. Brumfit &K. Johnson (Eds.),*The communicative approach to language teaching*(pp. 27-45).Oxford: Oxford University Press

Halliday, M. (1985). *An introduction to functional grammar*. London: Edward Arnold.

Halliday, M.,& Hasan, R. (1976). *Cohesion in English*. London: Longman.

Halliday, M.,& Hasan, R. (1989). *Language, context, and text: Aspects of language in a socialsemiotic perspective.* Oxford: Oxford University Press.

Hameed,&Tahir. (2016).Comparative Study of Teaching Strategies In The Higher Education System of Punjab and Khyber Pakhtunkhwa Pakistan. *Gomal University Journal of Research, 32*(2).

Hanson, W. E., Creswell, J. W., Clark, V. L. P., Petska, K. S., &Creswell, J. D. (2005). Mixed methods research designs in counseling psychology. *Journal of Counseling Psychology, 52*(2), 224.

Harley, B., Alien, P., Cummins, J., & Swam, M. (Eds.). (1990). *The development of second language proficiency*. New York, NY: Cambridge University Press.

Harmer, J. (2007). *The practice of English Language teaching*. Harlow, England: Pearson Education.

Harris, L. R., & Brown, G. T. L. (2010). *Mixing interview and questionnaire methods: Practical problems in aligning data*. Practical Assessment Research.

Hashemi, R.,& Babaii, E.(2103). *Mixed Methods Research: Towards New Research Designs in Applied Linguistics*. https://www.researchgate.net/publication/259551083_Mixed_Methods_Research_Towards_New_Research_Designs_in_Applied_Linguistics

Hatch, E. (1992). *Discourse and language education*. Cambridge: Cambridge University Press.

Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany, NY: State University of New York Press.

Hayes, E. R., & Darkenwald, G. G. (1990). Attitudes towards adult education: An empirical-based conceptualization. *Adult Education Quarterly, 40,* 158–168.

Healy, D. (2007). Theory and research: Autonomy and language learning. In J. Egbert & E. HansonSmith (Eds.), *CALL environments: Research, practice, and critical issues* (2nd ed., pp. 377- 388). Alexandria, VA: Teachers of English to Speakers of Other Languages.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

Henderson, R. H., & Sundaresan, T. (1982). Cluster sampling to assess immunization coverage: A review of experience with a simplified sampling method. *Bulletin of the World Health Organization, 60*(2), 253-260.

Heng-Tsung Danny Huang, &Shao-Ting Alan Hung.(2010).Implementing electronic speaking portfolios: Perceptions of EFL students. Computer Science. BJET 2010. doi:10.1111/j.1467 8535.2009.00996.x

Henseler, J., Ringle, C. M., & Sinkovics, R. R. (2009). Advances in International Marketing (J. Henseler, C. M. Ringle, & R. R. Sinkovics, eds.) (Vol. 20). Bingley: Emerald Group Publishing. doi: 10.1108/S1474-7979(2009)0000020014.

Herrera, S. (2010). *Biography-driven teaching for culturally responsive teaching*. New York: Teachers College Press.

Herrera, S., & Murry, K. (2011). *Mastering ESL and bilingual methods: Differentiated teaching for culturally and linguistically diverse (CLD) students*(2nd ed.). Boston, MA: Allyn & Bacon.

High, C. P., LaGasse, L., Becker, S., Ahlgren, I.,& Gardner, A. (2000). Literacy promotion in primary care paediatrics: Can we make a difference? *Pediatrics, 105*(4), 927-934.

Higher Education Commission. (n.d.). Retrieved from www.hec.gov.pk

Highman, A. (1955). The Audited Self-Administered Questionnaire.*Journal of Marketing, 20*, 155-159.

Hilleson, M. (1996). Reticence and anxiety in second language learning. In K. M. Bailey & D. Nunan (Eds.), *Voices from the language classroom* (pp. 248-277). New York, NY: Cambridge University Press.

Howatt, A. (1984). *A history of English language teaching*. Oxford: Oxford University Press.

Hiromori, T. (2009). A process model of L2 learners' motivation: From the perspectives of general tendency and individual differences. *System,37*, 313-321.

Hitchcock, G.,&Hughes, D. (1995) *Research and the teacher* (2nd ed.). London: Routledge.

Ho, R. (2006). *Handbook of univariate and multivariate data analysis and interpretation with SPSS.* Boca Raton, FL: Chapman & Hall/CRC.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Ho, S. K. M., & Fung, C. K. H. (1994). Developing a TQM excellence model. *TQMMagazine*, *6*(6), 24-30.

Hoang, D. T., Igel, B., & Laosirihongthong, T. (2006). The impact of total quality management on innovation: Findings from a developing country. *InternationalJournal of Quality & Reliability Management*, *23*(9), 1092-1117.

Hoban, J. D., Lawson, S. R., Mazmanian, P. E., Best A. M.,& Seibel, H. R.(2005). The Self directed Learning Readiness Scale: A factor analysis study. *Medical Education, 39,*370–379.
http://www.ul.ie/~philos/vol1/dewey.html

Hobert, R. L., & Stephenson, M. T. (2003). The importance of indirect effects in media effects research: Testing for mediation in structure equation modelling. *Journal of Broadcasting& Electronic Media, 47*, 556–572.

Holden, B. (2002, April). Listen and learn, *English Teaching Professional, 23,* 18-20.

Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon Press.

Holec, H. (1991). *Autonomy and foreign language learning*. Oxford: Pergamon Press.

Holliday, A. (1994). The house of TESEP and the communicative approach: The special needs of state English language education. *ELT Journal, 48*(1), 3–11.

Holmes-Smith, P. (2011). *Structural Equation Modelling (Using AMOS): From the fundamentals to advanced topics.* Melbourne, Australia: SREAMS.

Holmes-Smith, P., Coote, L., &Cunningham, E. (2004).*Structural Equation Modelling: From the fundamentals to advanced topics*. .Melbourne, Australia: SREAMS.

Homayooni, A.,& Abdollahi, M. (2003). Study of the relationship between learning styles and cognitive styles and their effect on the academic achievement of students. *Psychology Journal, 7*(2), 179-196.

Hong-Nam, K.,& Leavell, A. (2006). Language learning strategy use of ESL students in an intensive English learning context. *System, 34*, 399-415.

Horwitz, E. K. (1987). Surveying student beliefs about language learning. In A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 119-129). Englewood Cliffs, NJ: Prentice-Hall International.

Horwitz, E. K. (1988). The beliefs about language learning of beginning university foreign language students. *The Modern Language Journal*, *72*(3), 283-294.doi: 10.1111/j.1540-4781.1988.tb04190.x

Horwitz, K. (1989). The Beliefs about Language Learning of Beginning University Foreign Language Students.doi: 10.1111/j.1540-4781.1988.tb04190.x

Horwitz, E. K. (2013). *Becoming a language teacher.* Upper Saddle River, NJ: Pearson.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Hosseini, S. M. H. (2007). ELT in higher education in Iran and India: Critical view. *Language in India. 7,* 1-11.

Howard, M. (2012). The advanced learner's sociolinguistic profile: On issues of individual differences, second language exposure conditions, and type of sociolinguistic variable. *Modern Language Journal, 96,* 20-33. doi:10.1111/j.1540-4781.2012.01293.x

Hsieh, P. H. P., & Schallert, D. L. (2008). Implications from self-efficacy and attribution theories for an understanding of undergraduates' motivation in a foreign language course. *Contemporary Educational Psychology, 33*(4), 513-532.

Hsieh, P. P. H., & Kang, H. S. (2010). Attribution and self-efficacy and their interrelationship in the Korean EFL context. *Language Learning, 60*(3), 606-627.

Hu, G. (2002). The case of communicative language teaching in China. *Language, Culture, &Curriculum, 15*(2), 93-105.

Hu.G. (2005).*Potential Cultural Resistance to Pedagogical Imports: The Case of Communicative Language Teaching in China*. Retrieved fromwww.freewebs.com

Hu, L.,& Bentler, P. (1999). Cutoff Criteria for Fit Indexes in Covariance Structure Analysis: Conventional Criteria Versus New Alternatives. *Structural Equation Modelling: A Multidisciplinary Journal, 6*(1), 1-55. doi: 10.1080/10705519909540118

Hua, T. K., Mohd Nor, N. F., & Jaradat, M. N. (2012). Communication strategies among EFL students: An examination of frequency of use and types of strategies used. *GEMA Online™ Journal of Language Studies,12*(3), 831-848.

Hua, X.(2009). 'Hanguo liuxesheng xie gei de lianwu fenxiyi jiaoxueduice' ('The Error Analysis of Korean Students') Acquisition of the preposition Gei and the Corresponding Teaching Strategies.

Huddleston, R., &Pullum, G.K. (2002). *The Cambridge grammar of the English language.* New York, NY: Cambridge University Press.

Huei-Ju Shih,& Shan-mao Chang. (2018). Relations among L2 learning motivation, language learning anxiety, self-efficacy and family influence: A Structural Equation Model. *English Language Teaching,11*(11), 148-160.

Hulland, J., Chow, Y.H., & Lam, S. (1996). Use of causal models in marketing research: A review', *International Journal of Research in Marketing, 13*(2), 181-197.

Hurd, S., Beaven, T.,& Ortega, A. (2001). Developing autonomy in a distance language learning context: Issues and dilemmas for course writers. *System, 29*(3), 341–355.

Hurley, A. E., Scandura, T. A., Schriesheim, C. A., Brarmick, T., Seers, A., &Vandenberg, R. J.,. (1997). Exploratory and confirmatory factor analysis:

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Guidelines, issues and alternatives. *Journal of Organizational Behavior, 18*(6), 667-683.

Hussain, G. (2017). An evaluation of ELT situation in higher education institutions in Punjab, Pakistan *European Journal of English Language Teaching.* Retrieved fromwww.oapub.org/edu

Husserl, E. (1970). *The crisis of European sciences and transcendental phenomenology: An introduction to phenomenopragmatismal philosophy*. North Western University Press.

Huttunen, I. (1986). *Towards learner autonomy in foreign language learning in senior secondary schools*. Oulu, Finland: Acta Universitatis Ouluensis.

Hymes, D. (1971a). Competence and performance in linguistic theory. In R. Huxley & E. Ingram (Eds.),*Language acquisition: Models and methods*. London: Academic Press.

Hymes, D.H. (1971b). *On communicative competence*. Philadelphia, PA: University of Pennsylvania Press.

Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics*(pp. 269–293). Cambridge, MA: Harvard Business School.

Hysong, S. J., & Quinones, M. A. (1997). *The relationship between self-efficacy and performance: A meta-analysis*. Paper presented at the Twelfth Annual Conference of the Society for Industrial & Organizational Psychology, St. Louis, MO.

Incecay, G., & Incecay, V. (2009). Turkish university students' perceptions of communicative and non-communicative activities in EFL classroom. *Procedia - Social &Behavioral Sciences, 1,* 618-622.

Isaac, S., & Michael, W. B. (1997). *Handbook in research and evaluation* (3rd ed.). San Diego, CA: Educational &Industrial Testing Services.

Jackson, T.W. (2002). Enhancing self-efficacy and learning performance. *The Journal of Experimental Education,70*(3), 243-254.

Jacob, F. (1973). *The logic of life: A history of heredity*. New York: Pantheon.

Jacobs, G., & Farrell, T. (2003). Understanding and implementing the communicative language teaching (CLT) paradigm. *RELC Journal, 34*(1), 5–30. doi:10.1177/003368820303400102

Jaferi, S., M., Shokrpour, N., Gutterman, T. (2015). A Mixed Methods Study of Teachers' Perceptions of Communicative Language Teaching in Iranian High Schools.*Theory & Practice in Language Studies, 5*(4), 707-718, doi: 10.17507/tpls.0504.06

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Jakobsen, M.,& Jensen, R. (2015) Common Method Bias in Public Management Studies, *International Public Management Journal*, *18*(1). 3-30. doi: 10.1080/10967494.2014.997906

Jannoo, Z., Yap, B., Auchoybur, N., & Lazim, M. (2014). The effect of nonnormality on CB-SEM and PLS-SEM path estimates. *International Journal of Mathematical, Computational, Physical and Quantum Engineering*, *8*(2), 285–291.

Jarvis, P. (1987). *Adult learning in the social context.* London, England: Croom Helm.

Jarvis, P. (2003). Adult learning processes. In P. Jarvis &C. Griffin(Eds.),*Adult and continuing education, 4*, 180-198.

Jarvis, R. (1992). *Paradoxes of learning.* San Francisco, CA: Jossey-Bass.

Jenkins, J. (2003). *World Englishes: A resource book for students*. London, England: Routledge.

Jenkins, J. (2007).*English as a Lingua Franca: Attitude andidentity*. Cambridge: Cambridge University Press.

Jenkins, J. (2011). Accommodating (to) EFL in the international university. *Journal of Pragmatics, 43*, 926-936.doi: 10.1016/j.pragma.2010.05.011

Jimenez-Jimenez, D., & Martinez-Costa, M. (2009). The performance effect of HRM &TQM: A study in Spanish organizations. *International Journal of Operations &Production Management, 29*(12), 1266-1289.

Jinks, J., & Morgan, V. (1999). Children's perceived academic self-efficacy: An inventory scale. *The Clearing House: A Journal of EducationalStrategies, Issues &Ideas,72*(4), 224-230.

John, O. P., &Srivastava, S (1999). *The Big-Five Trait Taxonomy: History, measurement, & theoretical perspective* (2nd ed.). New York, NY: Guilford Press.

Johnson, (2009). An Educational Psychology Success Story: Social Interdependence Theory and
Cooperative Learning https://doi.org/10.3102%2F0013189X09339057

Johnson, D. W. (1991). *Human relations and your career* (3rded.). Englewood Cliffs, NJ: Prentice-Hall.

Johnson, G. (1994). Undergraduate student attrition: A comparison of the characteristics of student who persist. *The Alberta Journal of Educational Research, 11*, 337-353.

Johnson, K. and Morrow, K.(1981). *Communication in the classroom.* Essex:Longman

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Johnson, R. B. (Ed.). (2006). New directions in mixed methods research [Special issue]. *Research in the Schools, 13*(1). Retrieved from http://www.msera.org/rits_131.htm

Johnson, R. B., & Christensen, L. B. (2014). *Educational research: Quantitative, qualitative, and mixed approaches*(5th ed.). Thousand Oaks, CA: SAGE.

Johnson, R. B.,&Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher,33*(7), 14-26.

Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Towards a definition of mixed methods research. *Journal of Mixed Methods Research, 1*(2), 112–133.doi: 10.1177/1558689806298224

Jöreskog, K. G., & Sörbom, D. (1993). *Structural equation modelling with the SIMPLIS Command Language*. Hillsdale, NJ: Erlbaum.

Jöreskog, K. G., & Sörbom, D. (1996). *LISREL 8: User's reference guide*. Chicago, IL: Scientific Software International.

Jöreskog, K., & Sörbom, D. (1998). *LISREL 8.20 &PRELIS 2.20 for Windows*. Chicago, IL: Scientific Software International.

Jurik, V. (2014). Predicting students' cognitive learning activity and intrinsic learning motivation: How powerful are teacher statements, student profiles, and gender? *Learning &Individual Differences, 32*, 132–139.

Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: The English language in the outer circle. In R. Quirk & H. G. Widdowson (Eds.), *English in the world: Teaching &learning the language and literatures* (pp. 11-30). Cambridge: Cambridge University Press.

Kachru, Y., & Nelson, C. L. (2006). *World Englishes in Asian contexts*. Hong Kong: Hong Kong UniversityPress.

Kafai, & Resnik, M. (1996).*Constructivism in practice: Designing, thinking and learning in a digital world*. Mahwah, NJ: Erlbaum.

Kalanzadeh, G., Mirchenari, N., & Bakhtiarvand, M. (2013). *Perceived problems in using Communicative language teaching (CLT) by EFL Iranian teachers*. Retrieved from https:// www.researchgate.net/publication/216650377_Perceived_Problems_in_Using_Co mmuni cative_Language_Teaching_CLT

Karavas-Doukas, E. (1 996). Using attitude scales to investigate teachers' attitudes to the communicative approach. *ELT Journal*, *50*(3), 187-196.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Kaynak, E.,&Kuan, W.K. (1993). Environment, Strategy, Structure, and Performance in the Context of Export Activity: An Empirical Study of Taiwanese Manufacturing Firms.*Journal of Business Research,27*(1), 33-49.

Keefe, J. W. (1979). Learning style: An Overview. In J. W. Keefe. (Ed.),*Student learning styles: Diagnosing and prescribing programs*(pp. 1-17). Reston, VA: National Association of Secondary School Principals.

Kelley, H. (1967). Attribution theory in social psychology. In D. Levine (Ed.), *Nebraska Symposium on Motivation, University of Nebraska, Lincoln.*

Kelloway, K. E. (1998). *Using LISREL for structural equation modelling: A researcher's guide.* Thousand Oaks, CA: Sage.

Kelly, L. (1976). *25 centuries of language teaching*. Rowley, MA: Newbury House.

Kenny, D.A.,&McCoach, D.B. (2003). Effect of the Number of Variables on Measures of Fit in Structural Equation Modelling.*Structural Equation Modelling, 10,* 333-351.

Kerlinger, F. N. (1964). Foundations of behavioral research. Retrieved from https://files.eric.ed.gov/fulltext/ED090962.pdf

Khamkhien, A. (2010). Factors affecting language learning strategy reported usage by Thai and Vietnamese EFL learners. *Electronic Journal of Foreign Language Teaching, 7*, 66-85.

Khan Hamidullah. (2017). A case study of an English language learner in the perspective of learning theories; Behaviourism and Mentalism.https://www.Academia.Edu/35547498/A_Case_Study_Of_An_English_Language_Learner_In_The_Perspective_Of_Behaviourism_And_Mentalism

Khan, H. (2007). *A needs analysis of Pakistani state boarding schools secondary level students for adoption of communicative language teaching*. (PhD, Middlesex University, London).

Khan, (2016). Obstacles in Learning English as a Second Language among Intermediate Students of districts Mianwali and Bhakkar, Pakistan. *Open Journal of Social Sciences, 4,* 154-162. doi: 10.4236/jss.2016.42021

Khattak, S. G. (2012). Assessment in schools in Pakistan.*SA-e DUC Journal, 9*(2).

Kiato, S. K., & Kiato, K. (1996). Testing Communicative Competence. *The TESOL Internet Journal,* 2(5).

Kieth, T. (2006). *Multiple regression and beyond: An introduction to multiple regression and structural equation modelling*(2nd ed.). New York: Taylor and Francis.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Kim, D.-H., Wang, C., Ahn, H. S., & Bong, M. (2015). English language learners' self-efficacy profiles and relationship with self-regulated learning strategies. *Learning and Individual Differences, 38,* 136–142. doi: 10.1016/j.lindif.2015.01.016

Kim, K.,&Frazier, G.L. (1997). On Distributor Commitment in Industrial Channels of Distribution: A Multicomponent Approach.*Psychology & Marketing 14*(8), 847-877.

Kim, K.,& Oh, C. (2002). On Distributor Commitment in Marketing Channels for Industrial Products: Contrast between the United States and Japan.*Journal of International Marketing 10*(1), 72-97.

Kim, M., & Crossley, S. A. (2018). Modeling second language writing quality: A structural equation investigation of lexical, syntactic, and cohesive features in source-based and independent writing. *Assessing Writing, 37,* 39–56.

Kinsella, K. (1995). Understanding and empowering diverse learners in ESL classrooms. In J. M. Reid (Ed.), *Learning styles in the ESL/EFL classroom*(pp.170-194). Boston: Heinle & Heinle.

Kirchner, E., & Mostert, M. L. (2017). Aspects of the reading motivation and reading activity of Namibian primary school readers. *Cogent Education, 4*(1). doi:10.1080/23311 86x.2017.1411036

Kline, R. B. (1998). *Principles and practice of structural equation modelling*.New York: Guilford Press.

Kline, R. B. (2001). *Principles and practice of structural equation modelling* (2nded.). New York: Guilford Press.

Kline, R. B. (2005). *Principles and practice of structural equation modelling*(2nded.). New York: Guilford Press.

Kline, R. B. (2010).*Principles and practice of structural equation modelling.*New York: Guilford Press.

Kline, R. (2011). *Principles and practice of structural equation modelling*(3rd ed.). New York, NY: Guilford Press.

Kline, R. B. (2015). *Principles and practice of structural equation modelling*. New York, NY: Guilford Press.

Knapper, C. (1988). Technology and lifelong learning. In D. Boud (Ed.), *Developing student autonomy in learning* (pp. 91-106).. London: Kogan Page.

Knight, G.A.,&Cavusgil, S.T. (2004). Innovation, organizational capabilities, and the Born-GlobalFirm., *Journal of International Business Studies, 35*(2), 124-141.

Knowles, M. (1975). *Self-directed learning: A guide for learners and teachers.* Chicago, IL: Follett.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Knowles, M. (1980). *The modern practice of adult education: Andragogy versus pedagogy*(Rev. &updated ed.).Englewood Cliffs, NJ: Cambridge Adult Education.

Knowles M. (1988). *The adult learner: A neglected species.* Houston, TX: Gulf.

Knowles, M. S. (1990). *The adult learner: A neglected species.* Houston, TX: Gulf.

Knowles, M.,&Associates. (1984). *Andragogy in action: Applying modern principles of adult learning*. San Francisco: Jossey-Bass.

Knowles, M., Holton, E.I., &Swanson, R. (2005). *The adult learner: The definitive classic in adult education and human resource development*. Burlington, MA: Elsevier.

Knox, A. B. (1986). *Helping adults learn.* San Francisco, CA: Jossey-Bass.

Kolb, D. A. (1984). *Experiential learning*. Englewood Cliffs, NJ: Prentice Hall.

Kong, Y. (2009). A Brief Discussion on Motivation and Ways to Motivate Students in English Language Learning. *International Education Studies, 2,* 145-149. doi: 10.5539/ies.v2n2p145

Kormos, J., &Csizér, K. (2008). Age-Related Differences in the Motivation of Learning English as a Foreign Language: Attitudes, Selves, and Motivated Learning Behavior.*Language Learning, 58*(2), 327-355.doi: 10.1111/j.1467-9922.2008.00443.x

Kraemer, K. L., Dutton, W.H.(1991). Survey rearch in the study of management information systems. In K.L. Kraemer (Ed.), *The Information Systems Research Challenge: Survey Research Methods, Vol. 3* (pp. 3-58). Cambridge, MA: Harvard Business School Press.

Krapp, A. (1999). Interest, motivation &learning: An educational-psychological perspective.*European Journal of Psychology of Education, 14,* 23–40.

Krapp, A., Hidi, S., & Renninger, A. (1992). Interest, learning and development. In K. A. Renninger, S. Hidi, & A. Krapp (Eds.), *The role of interest in learning and development* (pp. 3–25). Hillsdale, NJ: Erlbaum.

Krashen, S.D. (1976). Formal and informal linguistic environments in language learning & language acquisition. *TESOL Quarterly, 10,* 157-168.

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. New York, NY: Pergamon Institute of English.

Krashen, S. D. (1985). *The input hypothesis: Issues and implications.* London: Longman.

Krashen, S. D., & Terrell, T. D. (1983). *The natural approach*. Oxford: Pergamon.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Kraska, M. (2010). Quantitative research. In Neil J. Salkind (Ed.), *Encyclopedia of research design* (pp. 1167-1172). doi: 10.4135/978141288.n352

Krathwohl, D. R. (1993).*Methods of educational and social science research: An integrated approach*. New York: Longman.

Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory into Practice, 41,* 212–218.

Krathwohl, D. R. (2009). *Methods of educational and social science research: The logic of methods* (3rd ed.). Long Grove, IL: WavelandPress.

Krejcie, R.V., & Morgan, D.W. (1970). Determining sample size for research activities. *Educational & Psychological Measurement, 30,* 607-610.

Krishnan, Lakshami, A. (2002): Diaries: Listening to voices from the multicultural classroom*. ELT Journal, 56*(3),227- 239..

Kroeger, P. (2005). *Analyzing grammar*. New York: Cambridge University Press. doi: 10.1017/CBO9780511801679

Kuhlemeier, H., Van Den Bergh, H., & Melse, L. (1997). Attitudes and Achievements in the First Year of German LanguageInstruction in Dutch Secondary Education. *Modern Language Journal, 80,* 494-508.http://dx.doi.org/10.1111/j.1540-4781.1996.tb05471.x

Kuhn, T. (1970). Postscript 1969. In T. Kuhn, *The structure of scientific revolutions* (2nd ed., pp. 174-210). Chicago, IL: University of Chicago Press.

Kumaravadivelu, B. (2001). Towards post method pedagogy. *TESOL Quarterly, 35*(4), 537-560.

Kuo, Y. F., Wu, C. M., & Deng, W. J. (2009). The relationships among service quality, perceived value, customer satisfaction, and post-purchase intention in mobile value added services. *Computers in Human Behavior, 25*(4), 887-896.

Kvale, S. (1996).*Interviews*. London: SAGE.

Kwon, I.G. &Suh, T. (2004). Factors Affecting the Level of Trust & Commitment in Supply Chain Relationships, *Journal of Supply Chain Management, 40*(2), 4-14.

Lai, Ying Chun. (2009). Language learning strategy use and English proficiency of university freshmenin Taiwan. *TESOL Quarterly, 43*(2), 255-280.

Lamb, M. (2004). Integrative motivation in a globalizing world. *System, 32,* 3-19.

Lambert,W.E. (1974). Culture and language as factors in learning and education.In F. E. Aboud& R. D.Meade (Eds.), *Cultural factors in learning and education* (pp.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

91–122). Bellingham, WA: Fifth WesternWashington Symposium on Learning.

Lantolf, J. P. (2001). Sociocultural theory and SLA. In R. B.Kaplan (Ed.), *Handbook of applied linguistics* (pp. 109–119). Oxford: Oxford University Press.

Lantolf, J. P. (2004). Overview of sociocultural theory. In O. S.John, K. van Esch, & E. Schalkwijk (Eds.), *New insights in second language learning and teaching*(pp. 13–34).Frankfurt, Germany: Peter Lang.

Lantolf, J. P. (2008). *Sociocultural theory and the teaching of second languages*. London: Equinox.

Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University Press.

Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. Oxford: Oxford University Press.

Larsen-Freeman, D. (2000). Techniques & principles in language teaching (2nd ed.). New York: Oxford University Press.

Lee, I. (1998). Supporting greater autonomy in language learning. *ELT Journal,* 52(4), 3-10.

Lee, J. F., & VanPatten, B. (2003). *Making communicative language teaching happen*. Boston: McGraw-Hill.

Lee, K. R.,& Oxford, R. L. (2008). Understanding EFL Learners' strategy use and strategy awareness. *Asian EFL Journal, 10,* 1-19.

Lee, V. H., Ooi, K. B., Tan, B. I., & Chong, A. Y. L. (2010). A structural analysis of the relationship between TQM practices and product innovation. *Asian Journal of Technology Innovation, 18*(1), 73-96.

Lengkanawati, N. (2014). Teachers' Beliefs About Learner Autonomy and Its Implementation in Indonesian EFL Settings https://www.researchgate.net/publication/320133548_Project-based_learning_in_promoting_learner_autonomy_in_an_EFL_classroom

Lens, W., Matos, L., & Vansteenkiste, M. (2008). Teachers as sources of student motivation: What and why of student learning.Retrieved from http://www.publicationethics.org

Li, D. (1998). It's Always More Difficult than You Plan and Imagine: Teachers' Perceived Difficulties in Introducing the Communicative Approach in South Korea. *TESOL Quarterly*, pp. 677-703. doi: 10.2307/3588000

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Li, F. (2010). Relationship between EFL learners' belief and learning strategy use by English majors in vocational colleges. *Journal of Language Teaching &Research, 1*(6), 858-866.

Li, J. (2003). US and Chinese cultural beliefs about learning. *Journal of Educational Psychology, 95*, 258–267.

Li, J., &Qin, X. Q. (2006). Language learning styles and strategies of tertiary-level English learners in China. *RELC Journal, 37*(1), 67-89.

Li, Jie, & Chun, Cecilia Ka-wai. (2012). Effects of learning strategies on student reading literacy performance. *Reading, 12*(1), 30-38.

Liang Chen. (2006). Affective Factors and English Achievements of College Students.*College English, 1*.

Liao, Jiadong.,& Zhao, Dacheng. (2012). Grounded Theory Approach to Beginning Teachers' Perspectives of Communicative Language Teaching Practice . *Electronic Journal of Foreign Language Teaching*, *9*(1), 76–90.

Liao, W.-C., Zhao, D. & Sing, T.F. (2012). Risk Attitude & Housing Wealth Effect. *IRES Working Paper Series*. https://doi.org/10.2139/ssrn.1954508

Liao, X. Q. (2000). How CLT Became Acceptable in Secondary Schools in China, *The Internet TESOL Journal*,*4*(10).Retrieved fromhttp://iteslj.org/Articles/Liao-CLTinChina.html

Liao, Y.F. (2000). *A study of Taiwanese Junior highschool students' EFL learning motivation and learning strategies.* Retrieved from National Digital Database of Theses & Dissertations in Taiwan.

Li, S. (2010). The effectiveness of corrective feedback in SLA: A meta-analysis. *Language Learning*, 60(2), 309–365.

Lightbown, P. M., & Spada, N. (1990). Focus-on-form and corrective feedback in communicative language teaching. *Studies in Second Language Acquisition*, *12*(4), 429-448.

Lightbown, Patsy M.,&Spada, Nina. (1997). *How languages are learned*(7th Impression), Oxford, Oxford University Press. (p. 34).

Lin, H. F., & Lee, G. G. (2004). Perceptions of senior managers towards knowledge sharing behaviour. *Management Decision, 42*(1), 108-125.

Lin, H. F., & Lee, G. G. (2005). Impact of organizational learning and knowledge management factors on e-business adoption. *Management Decision, 43*(2), 171-188.

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N. K. Denzin & Y. S.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Lincoln (Eds.), *The SAGE handbook of qualitative research* (4th ed.). Thousand Oaks, CA: SAGE.

Linnenbrink, E. A., & Pintrich, P. R. (2003). The role of self-efficacy beliefs in student engagement and learning in the classroom. *Reading &Writing Quarterly, 19,* 119-137.

Little, D. (1991). *Learner autonomy: Definitions, issues and problems*. Dublin: Authentik.

Little, D. (1995). Learning as a dialogue: The dependence of learner autonomy on teacher autonomy. *System, 23*(2), 175-181.

Little, D. (1996). Autonomy in language learning: Some theoretical and practical considerations. InA. Swarbrick (Ed.), *Teaching modern languages*(pp. 81-87).London: Routledge.

Little D. (2003). Learner autonomy and second/foreign language learning. Subject Centre for Languages, Linguistics &Area Studies Guide to Good Practice. Web. Retrieved from https://www.llas.ac.uk/resources/gpg/1409

Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. *Innovation in Language Learning &Teaching, 1*(1), 14–29.

Little, D. (2009). Language learner autonomy and the European Language Portfolio: Two L2 English examples. *Language Teaching, 42*, 222-233.

Littlewood, W. (1981).*Communicative language teaching: An introduction*. Cambridge: Cambridge UniversityPress.

Littlewood, W. (1997). Self-access work and curriculum ideologies. In P. Benson &P. Voller (Eds.), *Autonomy and independence in language learning* (pp. 181-191). London: Longman.

Littlewood, W. (1999). Defining and developing autonomy in East Asian contexts. *Applied Linguistics, 20*(1), 71-94.

Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching, 40*(3), 243-249. doi: 10.1017/S0261444807004363

Litwin, M. S. (1995). *How to measure survey reliability and validity*. Thousand Oaks, CA:SAGE.

Liu, G. (2005). The trend &challenge for teaching EFL at Taiwanese universities. *Regional Language Centre Journal, 36*(2), 211-221.

Liu, M. (2007). Chinese students' motivation to learn English at the tertiary level. *Asian EFL Journal, 9*, 126-146.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice Hall.

Long, Donna Reseigh, Lee, James F,&Vanpatten, B. (2003). Making Communicative Language Teaching Happen. *Modern Language Journal, 80*(2), 236.doi: 10.2307/328644

Lopez, S. P., Peon, J. M. M., & Ordas, C. J. V. (2006). Human resource management as a determining factor in organizational learning. *Management Learning, 37*(2), 215-239.

Lord, F. M., Novick, M. R., & Birnbaum, A. (1968). *Statistical theories of mental test scores*. Reading, MA: Addison-Wesley.

Lu, J., Yao, J. E., & Yu, C. S. (2005). Personal innovativeness, social influences and adoption of wireless Internet services via mobile technology. *Journal of Strategic Information Systems, 14*(3), 245-268.

Lukenchuk, A. (Ed.). (2013). *Paradigms of research for the 21st century: Perspectives and Examples from Practice* (Counterpoints).

Lyster, R. (1996). Question forms, conditionals, and second-person pronouns used by adolescent native speakers across two levels of formality in written and spoken French. *The Modern Language Journal, 80*, 165-182. doi:.10.1111/j.1540-4781.1996.tb01157.x

Macaro, E. (1997). *Target language, collaborative learning and autonomy*. Clevedon: Multilingual Matters.

Macaro, E. (2001). *Learning strategies in foreign and second language classrooms.* London, UK: Continuum.

Macaro, E. (2008). The shifting dimensions of language learner autonomy. In T. Lamb & H. Reinders (Eds.), *Learner and teacher autonomy: Concepts, realities, and responses*(pp. 47-62).

MacCallum, R.C., Widaman, K.F., Zhang, S., & Hong, S. (1999). Sample size in factor analysis. *Psychological Methods, 4*, 84-99.

MacIntyre, P. D.,& Noels, K. A. (1996). Using social-psychological variables to predict the use of language learning strategies. *Foreign Language Annals, 29*(3),373-386.

MacKinnon, D. P., Lockwood, C. M., Hoffman, J. M., West, S. G., & Sheets, V. (2002). Acomparison of methods to test mediation and other intervening variable effects. *psychological methods, 7*, 83–104.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Maddux, J. E. (2016). Self-efficacy. In S. Trusz & P. Babel (Eds.), *Interpersonal and intrapersonal expectancies*(pp. 55-60). New York: Routledge.

Magogwe, J.,& Oliver, Rhonda. (2007). The relationship between language learning strategies, proficiency, age and self-efficacy beliefs: A study of language learners in Botswana. *System,35,* 338-352. doi: 10.1016/j.system.2007.01.003

Maio, G. R., & Haddock, G. (2004). Theories of attitude: Creating a witchesbrew. In G. Haddock & G. R. Maio (Eds.), *Contemporary perspectiveson the psychology of attitudes* (pp. 425-453). New York, NY: Psychology Press.

Malhotra, N.K. (1993) *Marketing research: An applied orientation*. Englewood Cliffs, NJ: Prentice Hall International.

Malhotra, N.K. (2002). *Basic marketing research: Applications to contemporary issues*. Englewood Cliffs: NJ: .Prentice Hall International.

Malhotra, N.K., Agarwal, J., & Peterson, M. (1996). Methodological Issues in Cross-Cultural Marketing Research: A State-of-the-Art Review.*International Marketing Review, 13*(5), 7-43.

Malhotra, N. K., Hall, J., Shaw, M., & Crisp, M. (1996). *Marketing research: An applied orientation.* Sydney, Australia: Prentice Hall.

Manan, S. A., David, M. K., & Dumanig, F. P. (2016). English language teaching in Pakistan: Language policies, delusions and solutions. In R. Kirkpatrick (Ed.), *English language education policy in Asia* (Vol. 11, pp. 219–244): New York, NY: Springer International.

Mansoor, S. (2002). *The role of English in Higher Education in Pakistan* (Doctoral thesis). Retrieved from http://ethos.bl.uk/DownloadOrder.do?orderNumber=THESIS00584748

Mansoor, Sabiha. (2003). Language Planning in Higher Education Issues of Access and Equity. *The Lahore Journal of Economics, 8,* 17-42. doi: 10.35536/lje.2003.v8.i2.a2.

Mantle-Bromley, C. (1995). Positive attitudes and realistic beliefs: Linksto proficiency. *Modern Language Journal, 79*(3), 372-386.

Manzano, (2015). English Teachers' Beliefs, Practices, and Problems Encountered in Using Communicative Language Teaching (CLT). *International Journal of Education & Research, 3*(3), 549-560.

Mao, Z. (2011). A study on L2 Motivation and Applications in Reading Class in Senior High School. *Theory & Practice in Language Studies, 1,* 1731-1739.

Margolis, H., & McCabe, P. P. (2004). Self-efficacy, a key to improving the motivation of struggling learners. *The Clearing House, 77*(6), 241–249.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Marsh, H. W. (1990). The structure of academic self-concept: The Marsh/Shavelson model. *Journal of Educational Psychology, 82*(4), 623–636. doi: 10.1037/0022-0663.82.4.623

Marsh, H. W., Balla, J. R., & McDonald, R. P. (1988). Goodness-of-fit indexes in confirmatory factor analysis: The effect of sample size. *Psychological Bulletin, 103*(3), 391-410.

Marsh, H. W., Barnes, J., Cairns, L., & Tidman, M. (1984). Self-Description Questionnaire: Age and sex effects in the structure and level of self-concept for preadolescent children. *Journal of Educational Psychology, 76*(5), 940–956.

Marsh, H. W., Hau, Kit-Tai, Artelt, Cordula, Baumert, J., & Peschar, J. L. (2006). OECD's brief self-report measure of educational psychology's most useful affective constructs: Cross-cultural, psychometric comparisons across 25 countries. *International Journal of Testing, 6*(4), 311-360.

Marsh, H. W., Hau, K.-T., & Wen, Z. (2004). In search of golden rules:Comment on hypothesis-testing approaches to setting cutoff values for fit indexes and dangers in overgeneralizing Hu &Bentler's (1999)findings. *Structural Equation Modelling, 11*(3), 320-341.

Martin, J. (2006). Social-cultural perspectives in educational psychology. In P. A. Alexander& P. H. Winne (Eds.), *Handbook of educational psychology* (pp. 595–614). Mahwah, NJ: Erlbaum.

Martínez-Costa, M., & Jimenez-Jimenez, D. (2008). Are companies that implement TQM better learning organizations? An empirical study. *Total quality management & Business Excellence, 19*(11), 1101-1115.

Martinez-Costa, M., & Jimenez-Jimenez, D. (2009). The effectiveness of TQM: Thekey role of organizational learning in small businesses. *International SmallBusiness Journal, 27*(1), 98-125.

Maruyama, G.M. (1998).*Basics of Structural Equation Modelling*. Thousand Oaks, CA: SAGE..

Masgoret, A. M., & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner &associates. *Language Learning, 53*, 123-163.

Maslow, A.H. (1987). *Motivation and personality* (3rd ed.). New York, NY: Harper & Row.

Mason, M. (2010). Sample Size and Saturation in PhD Studies Using Qualitative Interviews.. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 11*(3), Art. 8, http://nbn-resolving.de/urn:nbn:de:0114-fqs100387

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Mayberry, R., & Lock, E. (2003). Age constraints on first versus second language acquisition: Evidence for linguistic plasticity and epigenesis. *Brain & Language, 87,* 369–384.

Mayer, R. E. (1992). Cognition and teaching: Their historic meeting within educational psychology. *Journal of Educational Psychology, 84,* 405-412.

Mayer, R. E. (2007). *Learning and instruction*. Englewood Cliffs, NJ: Prentice Hall.

McArthur, T. (1998).*The English languages*. Cambridge: Cambridge UniversityPress.

McCarthy, M. (1991). *Vocabulary.* Oxford: Oxford University Press.

McCarthy, B. (1980). *The 4MAT system: Teaching to learning styles with right-left mode techniques*. Barrington, IL: Excel.

McClusky, H. Y. (1963). Course of the adult life span. In W. C. Hallenbeck (Ed.), *Psychology of adults* (pp. 10-20).Chicago, IL: Adult Education Association of U.S.A.

McCombs, B.L., & Marzano, R.J. (1990). Putting the self in self-regulated learning: The self as agent in integrating will and skill. *Educational Psychologist, 25,* 51-69.

McCroskey, J. C., & McCroskey, L. L. . (2013).Self-Perceived Communication Competence Scale(SPCC). Measurement Instrument Database for the Social Science. Retrieved from www.midss.ie

McDonough, Jo,& Shaw, C. (2003).*Materials and methods in ELT* (2nd ed.). Oxford: Blackwell.

McDonough, S. H. (1999). Learner strategies: State of the art article. *Language Teaching, 32,* 1–18.

McGroarty, M. (l984). Some meanings of communicative competence for second language students. *TESOL Quarterly, 18,* 257–272.

McIntyre, R. P., Capen, M. M., & Minton, A. P. (1995). Exploring the psychological foundations of ethical positions in marketing. *Psychology & Marketing*, 12(6), 569–582.

McKay, S. L. (2002). *Teaching English as an international language: Rethinking goals and approaches*.Oxford: Oxford University Press.

McKay, S. L. (2003). Towards an appropriate EIL pedagogy: Re-examining common ELT assumptions. *International Journal of Applied Linguistics, 13*(1), 1-22. doi: 10.1111/1473-4192.00035

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

McMillan, J.,& Schumacher, S. (2010). *Research in education: Evidence-based inquiry*. Boston, MA: Pearson.

McNamara, T. (2006). Validity in language testing: The challenge of Sam Messick's legacy. *Language Assessment Quarterly: An International Journal, 3*(1), 31-51.

McNamara, T. F. (1995, June). Modelling performance: Opening Pandora's box. *Applied Linguistics*, *16*(2),159–179.

Morgan, J. L & Sellner, M. B. (1980). Discourse and linguistic theory. In R. J. Spiro, B. C Bertram, & W. F. Brewer (Eds.), *Theoretical issues in reading comprehension.* Hillsdale, NJ: Erlbaum.

McNealy, K., Mazziotta, J. C., & Dapretto, M. (2011). Age and experience shape developmental changes in the neural basis of language-related learning. *Developmental Science, 14*(6), 1261-1282. doi:10.1111/j.1467- 7687.2011.01075.x

Meade, A. W., Johnson, E. C., & Braddy, P. W. (2008). Power and sensitivity of alternative fit indices in tests of measurement invariance. *The Journal of Applied Psychology, 93*, 568-592. doi:10.1037/0021-9010.93.3.568

Mehmood, T., Uzma Perveen, Aroona Hashmi, Shakoor, T., Hussain, T., & Ali, S. (2012). Analysis of grade three students performance in the subject of English in Pakistan. *American International Journal of Contemporary Research, 2*(11). Retrieved from http://www.aijcrnet.com/ journal/index/355

Mergel, B. (1998). *Instructional design &learning theory*. Retrieved from 15www.a3net.net/elearning/Instructional_design-comparison-mergel.pdf

Merriam, S. B., Caffarella, R. S., &Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide*. San Fransisco, CA: Jossey-Bass.

Merriam, S. B., & Simpson, E. L. (2000). *A guide to research for educators and trainers*.Merrill. Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Wiley.

Messick, S.(1984). The nature of cognitive styles, Problems and promises in educational practice. *Educational Psychologist, 19*(2), 59-74. doi: 10.1080/00461528409529283

Messick, S.(2014). Response To Changing Assessment Needs: Redesign Of The National Assessment Of Educational Progress, *ETS Research Report Series*, 1984, 2, (i-24), (2014). Wiley Online Library.

Meyers, L., Gamst, G., & Guarino, A. (2013). *Applied multivariate research: Design and interpretation.* Los Angeles, CA: SAGE.

Mezirow, J. (1991). *Transformative dimensions of adult learning.* San Francisco, CA: Jossey-Bass.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

MFEPTP. (2018). Ministry of Federal Education and Professional Training of Pakistan.http://mofept.gov.pk/SiteImage/Policy/National%20Eductaion%20Policy%20Framework%202018%20Final.pdf (sic)

Milivojevic, Vucas. (2014). *Examining the Relationship Between: English as Second Language on self-esteem, self-efficacy, confidence, stress and anxiety*. (BA thesis, Dublin Business School, Dublin).

Miller, G. A (1956). The Magical number seven plus or minus two: Some limits on our capacity for processing information. *Psychological Review, 63,* 81-87.

Mills, N. (2014). Self-efficacy in second language acquisition. In S. Mercer & M. Williams (Eds.), *Multiple perspectives on the self in SLA* (pp. 6-22). Bristol: Multilingual Matters.

Mills, N., Pajares, F., & Herron, C. (2006). A Reevaluation of the Role of Anxiety: Self-Efficacy, Anxiety, and Their Relation to Reading and Listening Proficiency. *Foreign Language Annals*, *39*(2), 276-294. doi: 10.1111/j.1944-9720.2006.tb02266.x

Mills, Nicole, Pajares, F., & Herron, C. (2007). Self-efficacy of college intermediate French students: Relation to achievement and motivation. *Language Learning, 57*(3), 417–442. https://doi.org/10.1111/j.1467-9922.2007.00421.x

Milroy, J., &Milroy, L. (1985). Linguistic change, social network and speaker innovation.*Journal of Linguistics, 21*, 339–84.

Ming, T. S., Ling, T. S., & Jafaar, N. M. (2011). Attitudes and motivation of Malaysian secondary students towards learning English as a second language: A case study. *3L: The Southeast Asian Journal of English Language Studies, 17*(1), 40-54.

Mitchell Jr, J. V. (1992). Interrelationships and predictive efficacy for indices of intrinsic and extrinsic, and self-assessed motivation for learning. *Journal of Research & Development in Education, Germantown, 25*(3), 149-155.

Mitchell, T. (1982). Motivation: New directions for theory research and practice. *Academy of Management Review, 7*(1), 80-88.

Mitchell, V.W. (1994). Using industrial key informants: Some guidelines.*Journal of the Market Research Society*, *36*(4), 139-145.

Mohamad Azrien, Mohamed Adnan, & Shukeri Mohamad. (2011). Language learning strategies and self efficacy belief in Arabic language learning: A Malaysian context. *ASEAN Journal of Teaching & Learning in Higher Education, 3*(2), 48-59.

Moiinvaziri, M. (2009). Motivational Orientation in English Language Learning: A Study of Iranian Undergraduate Students. Retrieved from http://www.usingenglish.com/articles/moal-orientation-in-english-learning.html

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Molina, L. M., Montes, J. L., & Fuentes, M. (2004). TQM and ISO 9000 effects on knowledge transferability and knowledge transfers. *Total Quality Management,15*(7), 1001-1015.

Molina, L. M., Montes, J. L., & Ruiz-Moreno, A. (2007). Relationship between quality management practices and knowledge transfer. *Journal of operations management, 25*(3), 682-701.

Moore, K. D. (2000). *Classroom teaching skills* (5th ed.). New York: McGraw- Hill.

Morek, M. (2015). Show that you know. Explanations, interactional identities and epistemic stance-taking in family talk and peer talk. *Linguistics and Education, 18*(31), 238–259.

Moreno, R. (2018). Student cognition of self-efficacy in the foreign language classroom: A design-based research study. Retrieved fromhttps://www.researchgate.net/publication/324781204_Student_perceptions_of_self-efficacy_in_the_foreign_language_classroom_A_design-based_research_study

Morgan, G.,&Smircich, L. (1980). The case for qualitative research. *The Academy of Management Review, 5*(4), 491-500.

Morgan, G. A., Gliner, J. A., & Robert, J. (2005). *Understanding and evaluatingresearch in applied and clinical settings*. Mahwah, NJ: Erlbaum.

Morgan, R.M. &Hunt, S. (1999). Relationship-based competitive advantage: The role of relationship marketing in marketing strategy.*Journal of Business Research, 46*(3), 281-290.

Morgan, R.M.,&Hunt, S.D. (1994). The Commitment-Trust Theory of Relationship Marketing., *Journal of Marketing 58*(3), 20-38.

Morrison, K. R. B. (1993). *Planning and accomplishing school-centred evaluation.* Dereham, UK: Peter Francis.

Morse, J. M. (2005). Evolving trends in qualitative research: Advances in mixed-method design. *Qualitative Health Research, 15*(5), 583-585.

Muhammad Z. (2016). Pakistani government secondary schools students' attitudes towards Communicative Language Teaching and Grammar Translation in Quetta, Balochistan. *English Language Teaching, 9*(3).

Muhammad, S. (2011). *L2 reading instruction and reading beliefs of English teachers in public sector universities in Pakistan* (Unpublished M.A. thesis,.Northern Arizona University, Flagstaff).

Munby, J. (1978). *Communicative syllabus design*. Cambridge: Cambridge University Press.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Mundfrom, D.J., Shaw, D.G., & Ke, T.L. (2005). Minimum sample size recommendations for conducting factor analyses. *International Journal of Testing, 5*(2), 159-168.

Murase, F. (2007). *Operationalising the construct of learner autonomy: A preliminary study for developing a new measure of language learner autonomy*. Paper presented at the Independent Learning Association 2007 Japan Conference: Exploring Theory, Enhancing Practice, held in Kanda University of International Studies, Chiba, Japan.

Muthén, L. K., & Muthén, B. O. (1998-2010). *Mplus User's Guide: Statistical analysis with latent variables* (6th ed.). Los Angeles,CA: Muthén & Muthén.

Muthén, L. K., & Muthén, B. O. (2012). Chi-square difference testing using the Satorra-Bentler Scaled Chi-Square. Retrieved from http://www.statmodel.com/chidiff.shtml

Nabaho, L., Oonyu, J., & Aguti, J. N. (2017). Good teaching: Aligning student and administrator perceptions and expectations. *Higher Learning Research Communications*, 7(1). doi: 10.18870/hlrc.v7i1.321

Naiman, N., Frohlich, M., Stern, H., & Todesco, A. (1978). *The good language learner.* Toronto, Canada: Ontario Institute for Studies in Education.

Najeeb, S. S. (2013). Learner autonomy in language learning. *Procedia-Social &Behavioral Sciences, 70,* 1238-1242. doi: 10.1016/j.sbspro.2013.01.183

Naouel, Miss B. (2015). The Role of Foreign language Learners' Self-esteem in Enhancing Their Oral Performance. Express. An *International Journal of Multi-Disciplinary Research, 2.2.*

Nasir, L., Naqvi, S. M., & Bhamani, S. (2013). Enhancing students' creative writing skills: An action research project. *Acta Didactica Napocensia, 6*(2), 27–32.

Nasser-Abu Alhija, Fadia. (2004). Structural Model of the Effects of Cognitive and Affective Factors on the Achievement of Arabic-Speaking Pre-service Teachers in Introductory Statistics. *Journal of Statistics Education,12*(1). www.amstat.org/publications/ jse/v12n1/nasser.html

National Education Policy. (2017). The Ministry of Federal Education and Professional Training Government of Pakistan http://www.moent.gov.pk/userfiles1/file/National%20Educaiton%20Policy%202017.pdf

National Education Policy Framework NEPF.(2018). Ministry of Federal Education and professional training Islamabad. Retrieved fromhttp://aserpakistan.org/document/2018/National_Eductaion_Policy_Framework_2018_Final.pdf

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Navita. (2016). Role of Self-esteem in English Speaking Skill in Adolescent Learners. *Research Journal of English Language & Literature (RJELAl), 4*(4), 216-220.

Nelson, C. L. (1995). Intelligibility and world Englishes in the classroom. *World Englishes, 14*(2), 273-279.doi: 10.1111/j.1467-971X.1995.tb00356

Nguyen, T. N. (2014). *Learner autonomy in language learning: Teachers' beliefs* (Doctoral dissertation, Queensland University of Technology, Australia.

Noels, K. A. (2001). New orientations in language learning motivation: Towards a Model of Intrinsic, Extrinsic, and Integrative Orientations and Motivation. In Z. Dörnyei, & R. Schmidt (Eds.), *Motivation and Second Language Acquisition* (pp. 43-68). Honolulu, HI: University of Hawaii Press.

Noels, K., Pelletier, L. G., Clement, R., & Vallerand, R. (2003). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning*, 53, 33– 64.

Nolen, S. B. (1988). Reasons for studying: Motivational orientations and study strategies. *Cognition &Instruction*, 5, 269–287.

Norman, G. R. (1999). The adult learner: A mythical species. *Acad Medicine,74*(1), 886–889.

North Carolina Center for Public Health Preparedness. (2012). *Two-stage cluster sampling: General guidance for use in public health assessments*. Retrieved from http://cphp.sph.unc.edu/PHRST5/TwoStageSampling.pdf

Norton, B. P. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Singapore: Longman.

Nosratinia, Mania, Zahra Mojri, &Elnaz Sarabchian. (2014). Exploring The Relationship Between EFL Learners' Language Learning Styles and Strategies. *International Journal of Language Learning & Applied Linguistics World (IJLLALW)*, 5(2). www.ijllalw.org

NQF 2015 (National Qualification Framework 2015 Pakistan) http://hec.gov.pk/english/services/universities/pqf/Pages/default.aspx

Nunan, D. (1987). Communicative language teaching: Making it work. *ELT Journal*, 41(2), 136-145. doi: 10.1093/elt/41.2.136

Nunan, D. (1988). *The learner-centred curriculum*. Cambridge: Cambridge University Press.

Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.

Nunan, D. (1991a). Communicative Tasks and the Language Curriculum. *TESOL Quarterly, 25*(2), 279-295. doi:.10.2307/3587464

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Nunan, D. (1991b). *Language teaching methodology: A textbook for teachers*. New York, NY: Prentice Hall.

Nunan, D. (1995). Closing the gap between learning and instruction, *TESOL Quarterly*, 29(1).

Nunan, D. (1997). Designing and Adapting Materials to Encourage Learner Autonomy. In P. Benson, & P. Voller (Eds.),*Autonomy and independence in language learning*(pp. 192-203). London: Longman.

Nunan, D. (2000). *Autonomy in language learning*. Paper presented at the ASOCOPI 2000 Conference, Cartengena, Columbia. Retrieved from http://www.nunan.info/presentations/autonomy_lang_learn.pdf

Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory*. New York: McGraw-Hill.

Nyinondi, Onesmo & Mhandeni, Abdulkarim Shaban,& Mohamed, Hashim. (2017). The use of communicative language teaching approach in the teaching of communication skills courses in Tanzanian universities. *International Journal of Research Studies in Language Learning,6*, 89-99. doi: 10.5861/ijrsll.2016.1528.

O'Donnell, A. M., & Dansereau, D. F. (1992). Scripted cooperation in student dyads: A method for analyzing and enhancing academic learning and performance. In R. Hertz-Lazarowitz& N. Miller(Eds.), *Interaction in cooperative groups: The theoretical anatomy of group learning* (pp. 121–140).New York: Cambridge University Press.

OECD Organisation for Economic Co-Operation &Development. (2007-2016). Qualifications Systems: Bridges to Lifelong Learning. *Education & Training Policy*. Paris, France: Author.

Olinsky, A., Chen, S., & Harlow, L. (2003). The comparative efficacy of imputation methods for missing data in structural equation modelling. *European Journal of Operational Research, 151*(1), 53-79.

Olivares-Cuhat, G. (2002). Learning strategies, writing textbooks &achievement in the Spanish classroom: A case study. *Foreign Language Annals35*(5), 561-57

Oliver, B., Harlaar, N., Hayiou, T., Marianna, E., Kovas, Y., & Walker, S. O. (2004). A twin study of teacher-reported mathematics performance and low performance in 7-year-olds. *Journal of Educational Psychology*, *96*, 504–517.

O'Malley, J.,& Chamot, A. U.(1990). *Learning strategies in second language acquisition*. Cambridge University Press.

O'Malley, Chamot, Stewner-Manzanares, Russo, & Küpper (1985a). Learning Strategies Used by Beginning & Intermediate ESL Students. *Online Library Wiley, 35*(1), 21-46 doi: 10.1111/j.1467-1770.1985.tb01013.x

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Russo, P., & Küpper, L. (1985). Learning strategy applications with students of English as a Second Language. *TESOL Quarterly, 19(*3), 557-584.

Omar, N. H., Manaf, A. A., Mohd, R. H., Kassim, A. C., & Aziz, K. A. (2012). Graduates' employability skills based on current job demand through electronic advertisement. *Asian Social Science, 8*(9), p. 103.

O'Neil, G., & McMahon, T. (2005).Student-centered learning: What does it mean for students and lecturers? Retrieved from http://www. aishe.org /readings /2005-1/index.html

O'Neill, P., Adler-Kassner, L., Fleischer, C., & Hall, A. (2012). Creating the framework for success in postsecondary writing. *College English, 74*(6), 520-524.

Onwuegbuzie, A. J. (2003). Modelling statistics achievement among graduate students. *Educational & Psychological Measurement, 63*(6), 1020- 1038.

Ooyoung Pyun (2013). Attitudes Towards Task-Based Language Learning: A Study of College Korean Language Learners. doi: 10.1111/flan.12015

Oppenheim, A. (1992). *Questionnaire design, interviewing and attitude measurement.* New York: Basic Books.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Ornstein, A. C., & Hunkins, F. P. (1998). *Curriculum: Foundations, principles, and issues*. Needham Heights, MA: Allyn & Bacon.

Oroujlou, N., &Vahedi, M. (2011). Motivation, attitude, and language learning, *Procedia - Social & Behavioral Sciences, 29*, 994-1000.

Ortega, L. (1999). Planning and focus on form in L2 oral performance. *Studies in Second Language Acquisition, 21,* 109-148.

Ortega, L. (2007). Meaningful L2 practice in foreign language classrooms: A cognitive-interactionist SLA perspective. In R. DeKeyser (Ed.), *Practice in a second language: Perspectives from applied linguistics and cognitive psychology*(pp. 180-207). Cambridge, UK: Cambridge University Press.

Ortega, L. (2009).*Understanding Second Language Acquisition, Understanding Language Series*, London: Hodder Education..

Osborne, J. W. & Jones, B.D.(2011). Identification with Academics & Motivation to Achieve in School. *Educational Psychology Review, 23*(1), 131-158. doi:10.1007/s10648-011-9151-1

Othman, N. A. (2016). Perceptions of Learner Autonomy in English Language Education in Brunei Darussalam. Retrieved fromhttps://www.researchgate.net/profile/Noor_Azam_Haji-Othman

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Oxford, Crabbe, D. (1993). Fostering autonomy within the classroom: The teachers' responsibility. *System, 21*(4), 443-52.

Oxford, R. L. & Shearin, J. Language learning motivation: Expanding the theoretical framework. Modern Language Journal, 78, 12-28. 1994.

Oxford, GALA (2003). Retrieved fromhttp://web.ntpu.edu.tw/%7elanguage/workshop/read2.pdf

Oxford, R. (1989a). The Role of Styles and Strategies in Second Language Learning. *ERIC Digest*, ERIC Clearinghouse on Languages & Linguistics (pp. 1-9).

Oxford, R.(1989b)**.** The use of language learning strategies: A synthesis of studies with implications for strategy training. *System, 12*(2), 235-247.

Oxford, R. (1990a). Language learning strategies: What every teacher should know(pp.284-297).Boston: Heinle & Heinle.

Oxford, R. L. (1990b). Styles, strategies, and aptitude: Connections for langue learning. In T. *S.* Parry & C. W. Stansfield (Eds.),*Language aptitude reconsidered* (pp. 67-125). Englewood Cliffs, NJ: Prentice Hall.

Oxford, R. (1993). Research on second language strategies. *Annual Review of Applied Linguistics, 13*, 175- 187.

Oxford, R. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal, 78*(1), 12-28.

Oxford, R. L. (1996). Language learning strategies around the world: Cross-cultural perspectives. Honolulu, HI: University of Hawai'i at Mānoa, Second Language Teaching & Curriculum Center, .

Oxford, R. (2003). Towards a more systematic model of L2 learner autonomy. In D. Palfreyman & R. Smith (Eds.), *Learner autonomy across cultures: Language education perspectives* (pp. 75- 91). New York: Palgrave Macmillan.

Oxford, R. L. (2003). Language learning styles &strategies: Concepts and relationships. *International Review of Applied Linguistics in Language Teaching, 41*(4), 271–278.

Oxford, R.L., (2005). *Language learning strategies: What every teacher should know.* Boston, MA: Heinle & Heinle.

Oxford, R. L. (2011a). Strategies for learning a second or foreign language. Language Teaching, 44(2), 167–180. doi: 10.1017/S0261444810000492

Oxford, R. L. (2011b). *Teaching and researching language learning strategies.* Harlow, Essex, UK: Pearson Longman.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Oxford, R. (2013). *Teaching and researching language learning strategies.* New York: Routledge.

Oxford, R. L. (2013). Individual differences. In P. Robinson (Ed.), *Routledge encyclopedia of second language acquisition* (2nd ed.). London: Routledge.

Oxford, R.L., & Anderson, N. (1995). State of the art: *A cross-cultural view of language learning styles. Language Teaching,28*(1), 201-215.

Oxford, R. L., & Burry-Stock, J. A. (1995). Assessing the use of language learning strategies worldwide with the ESL/EFL version of the Strategy Inventory for Language Learning (SILL). *System, 23*(1), 1–23.

Oxford, R. L., & Ehrman, M. E. (1993). Second language research on individual differences. In W. Grabe (Ed.), *Annual review of applied linguistics* (pp.188–205). Cambridge, England: Cambridge University Press.

Oxford, R. L., & Ehrman, M. E. (1995). Adults' language learning strategies in an intensive foreign language program in the United States. *System,23*(3), 359–386.

Oxford, R. L., Lavine, R. Z., Felkins, G., Hollaway, M. E., &Saleh, A. (1996). Telling their stories: Language students use diaries and recollection. In R. L. Oxford (Ed.), *Language learning strategies around the world: Cross-cultural perspectives* (pp. 19-34). Manoa, HI: University of Hawaii Press.

Oxford, R.,& Nyikos,M. (1989). Variables affecting choice of language learning strategies by university students. *Modern Language Journal, 73*, 291-300. doi:10.1111/j.1540-4781.1989.tb06367.x

Oxford, R., & Shearin, J., (1994). Language learning motivation: Expanding the theoretical framework.*The Modern Language Journal,78*(1), 12-28.

Oxford, R.L., & Shearin, J. (1996). Language learning motivation in a new key. In R.L. Oxford (Ed.), *Language motivation: Pathways to the new century* (pp. 121-144). Manoa, HI: University of Hawai'i Second Language Teaching & Curriculum Center.

Ozmon, H. A., & Craver, S. M. (2008). *Philosophical foundations of education*(8th ed).

Pae, T.,& Shin, S. (2011). Examining the effects of differential instructional methods on the model of foreign language achievement. *Learning and Individual Differences, 21*(1), 215 – 222.

Pajares, F. (1996). Self-Efficacy beliefs in academic settings. *Review of Educational Research, 66*(4), 543-578.

Pajares, F. (2002). Self-efficacy beliefs in academic contexts.. http://des.emory.edu/mfp/efftalk.html

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Pajares, F. (2008). Motivational role of self-efficacy beliefs in self-regulated learning. In D. Schunk & B. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications* (pp.111-140). Hillsdale, NJ: Erlbaum.

Pajares, F., Britner, S. L., & Valiante, G. (2000). Relation between achievement goals and self-beliefs of middle school students in writing &science. *Contemporary Educational Psychology*, *25*(4), 406-422.

Pajares, F., Hartley, J., & Valiente, G. (2001). Response format in writing self-efficacy assessment: Greater discrimination increases prediction. *Measurement &Evaluation in Counseling & Development, 33*(4), 214-221. Retrieved from http://www.uky.edu/~eushe2/Pajares/PHV2001MECD.html

Pajares, F.,& Johnson, M. (1994). Confidence and competence in writing: The role of self-efficacy, outcome expectation, and apprehension. *Research in the Teaching of English, 28*(3), 313-331.

Pajares, F., & Johnson, M. J. (1996). Self-efficacy beliefs and the writing performance of entering high school students. *Psychology in the Schools, 33*(2), 163-175.

Pajares, F., & Urdan, T. (Eds.). (2006). *Self-efficacy beliefs of adolescents*. Greenwich, CT: Information Age.

Pajares, F., & Valiante, G. (1997). Influence of self-efficacy on elementary students' writing. *The Journal of Educational Research,90*(6), 353- 360.

Pajares, F.,& Valiante, G. (2006). Self-efficacy beliefs and motivation in writing development. In C. MacArthur, S. Graham& J. Fitzgerald (Eds.), *Handbook of writing research* (pp.158-170). New York, NY: The Guilford Press.

Pakistan Education Statisitcs(2015-2016) http://library.aepam.edu.pk/Books/Pakistan%20Education%20Statistics%202015-16.pdf

Palfreyman, D. (2003). Introduction: Culture and learner autonomy. In D. Palfreyman & R. C. Smith (Eds.), *Learner autonomy across cultures* (pp.1–19). New York NY: Palgrave Macmillan.

Pallant, J. (2010). *SPSS survival manual: A step by step guide to data analysis using SPSS.* Open University Press.

Pallotti, G. (2010). Doing interlanguage analysis in school contexts. In I. Bartning, M. Martin, & I. Vedder (Eds.), *Communicative proficiency and linguistic development: intersections between SLA and language testing research* (Vol. 1, pp. 159-190). Eurosla. Retrieved from http://eurosla.org/monographs/EMhome.html

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Panezai, S. G. & Channa, L. A. (2017). Pakistani government primary school teachers and the English textbooks of Grades 1–5: A mixed-methods teachers'-led evaluation. *Cogent Education,* 4(1). doi:10.1080/233118 6x.2016.1269712.

Panhwar, A.H., Baloch, S., & Khan, S. (2017). Making Communicative Language Teaching Work in Pakistan. *International Journal of English Linguistics, 7*, 226.

Papi, Mostafa. (2010). The L2 motivational self system, L2 anxiety, and motivated behavior: A structural equation modelling approach. *System. 38,* 467-479. doi: 10.1016/j.system.2010.06.011

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1991). Refinement and reassessmentof the SERVQUAL scale. *Journal of Retailing, 67*(4), 420-450.

Park, G. P. (1997). Language learning strategies and English proficiency in Korean University students. *Foreign Language Annals,30*(2), 211-221.

Parks, S., & Raymond, P. (2005). Strategy use by nonnative-English-speaking students in an MBA program: Not business as usual! *Modern Language Journal,88*(3), 374-389.

Patel, M. F., & Jain, P. M. (2008). *English language teaching:Methods, tools and techniques.*https://www.worldcat.org/title/english-language-teaching-methods-tools-techniques/oclc/656364220
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi
Patton, M. (1990). *Qualitative evaluation and research methods*. Beverly Hills, CA: Sage.

Peacock, M. (2001). Pre-Service ESL Teachers' Beliefs about Second Language Learning: A Longitudinal Study. *System, 29.* 177-195. doi: 10.1016/S0346-251X(01)00010-0

Peacock, M., & Ho, B. (2003). Student language learning strategies across eight disciplines. *International Journal of Applied Linguistics,13*(2), 179-200.

Pekrun, R. (1992). The impact of emotions on learning and achievement: Towards a theory of cognitive/motivational mediators. *Applied Psychology: An International Review, 41*(4), 359–376.

Pelly, C., Tan, M. Y., & Zhang, D. (2009). *Communication skills for teachers*. Singapore: McGraw- Hill.

Penner, J. (1995). Change and conflict: Introduction of the communicative approach in China. *TESL Canada Journal,12*(2), 1–17.

Pennycook, A. (1985). Actions speak louder than words: Paralanguage, communication and education. *TESOL Quarterly, 19,* 259-282.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Pennycook, A. (1994). *The cultural politics of English as an international language.*London: Longman.

Perry, C. (1994). *A structured approach to presenting PhD thesis: Notes for candidates and their supervisors*. Paper presented to the ANZ Doctoral Consortium, University of Sydney (pp.1-32).

Perry, C. (1998). Processes of a Case Study Methodology for postgraduate research in Marketing.*European Journal of Marketing,32*(9/10), 785-802.

Perry, N., VandeKamp, K., Mercer, L., &Nordby, C. (2002). Investigating teacher-student interactions that foster self-regulated learning. *Educational Psychologist, 37*(1), 5-15.

Peter, S.E., Bacon, E., & Dastbaz, M. (2009). Learning styles, personalization and adaptable e-learning. In J. Uhomoibhi,, Margaret Ross& G. Staples(Eds.), *Fourteenth International Conference on Software Process Improvement Research, Education &Training, INSPIRE 2009. The British Computer Society, Swindon, UK*(pp. 77-87).

Phakiti, A. (2006). Modelling cognitive and metacognitive strategies and their relationships to EFL reading test performance. *Melbourne Papers in Language Testing, 1*(1), 53 – 95.

Phakiti, A. (2008). Strategic competence as a fourth-order factor model: A structural equation modelling approach. *Language Assessment Quarterly, 5*(1), 20 – 42.

Pham, T. T. H., & Renshaw, P. (2013). How to enable Asian teachers to empower students to adopt student-centred learning. *Australian Journal of Teacher Education, 38*(11), 65–85. doi:10.14221/ ajte.2013v38n11.4

Phillips, V. (1991). A look at learner strategy use & ESL proficiency. *CATESOL Journal, 4,* 57-67.

Piaget**,** J. (1972). *To understand is to invent.* New York, NY: Viking Press.

Piaget, J. (1973). *To understand is to invent.* New York, NY: Grossman.

Piaget, J. (1977). *Equilibration of cognitive structures.*New York, NY: Viking Press.

Pica, T. (1987). Interlanguage adjustment as out come of NS-NNS negotiated interaction. *Language Learning, 38*(1), 45–73.

Pierce, J. L., Gardner, D. G., Cummings, L. L., & Dunham, R. B. (1989). Organization-based self-esteem: Construct definition, measurement, and validation. *Academy of Management Journal, 32*(3), 622-648.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Pietsch, J., Walker, R.,& Chapman, E. (2003). The relationship among self-concept, self-efficacy, & Performance in mathematics during secondary school. *Journal of Educational Psychology, 95*(3), 589-603.

Ping Jr., R.A. (2004). On assuring valid measures for theoretical models using survey data., *Journal of Business Research 57,* 125-141.

Pintrich, R.R. (2000). Multiple goals, multiple pathways: The role of goal orientations in learning and achievement. *Journal of Educational Psychology,92,* 544-555

Pintrich, P.R. (2003). A motivational science perspective on student motivation in teaching & learning contexts. *Journal of Educational Psychology*, *95*(4), 667-686.

Pintrich, P. R., &DeGroot, E. (1990). Motivational &self-regulated learning components of classroom academic performance. *Journal of Educational Psychology, 82*(1), 33-40.

Pintrich, P. R., Roeser, R., & De Groot, E. (1994). Classroom and individual differences in early adolescents' motivation and self-regulated learning. *Journal of Early Adolescence*, *14*(2), 139-161.

Pintrich, P., Ryan, A. M., & Patrick, H. (1998). The differential impact of task value &masteryorientation on males &females' self-regulated learning. In L. Hoffmann, A. Krapp,K. A. Renninger, & J. Baumert (Eds.), *Interest and learning: Proceedings of the Seeon Conference on Interest & Gender* (pp.337–353). Kiel, Germany: IPN.

Pintrich, P. R., & Schunk, D. H. (1996). *Motivation in education: theory, research and applications*. Englewood Cliffs: NJ: PrenticeHall.

Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education*. Englewood Cliffs, NJ: Prentice Hall.

Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method variance in behavioral research: A critical review of the literature &recommended remedies. *Journal of Applied Psychology, 88*(5), 879-903.

Politzer, R. (1983). An exploratory study of self-reported language learning behaviors and their relation to achievement. *Studies in Second Language Acquisition,6,* 54-65.

Pomerantz, A. (2006). Language ideologies and the production of identities: Spanish as a resource for participation in a multilingual marketplace. *Multilingual Journal of Cross-Cultural &Interlanguage Communication, 21*(2-3), 275-302.

Powell, R. (1998). *Considering a framework in which to examine the role of language laws and policies in former British colonies*. Tokyo, Japan: Nihon University.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Prajogo, D. I., & Cooper, B. K. (2010). The effect of people-related TQM practices on job satisfaction: A hierarchical model. *Production Planning & Control: TheManagement of Operations, 21*(1), 26-35.

Pritchard, A. (2008). *Ways of learning: Learning theories and learning styles in the classroom* (2nd ed.). Abingdon, England: Routledge.

Prussia, G. E., Anderson, J. S., & Manz, C. C. (1998). Self-leadership and performance outcomes: The mediating influence of self-efficacy. *Journal of Organizational Behavior, 19*(1), 523-538. doi: 10.1002/(SICI)1099-1379(199809)19:5<523::AID-JOB860>3.0.CO;2-I

Punch, K. F. (2000). *Developing effective research proposals*. London, England: SAGE.

Punch, K. F.,& Punch, K. (2005). *Introduction to social research: Quantitative and qualitative approaches*. London:Sage.

Purcell, E.T. (1983). Models of pronunciation accuracy. In J. W. Oller(Ed.), *Issues in language testing research, 1,* 133–53. Rowley, MA: Newbury House.

Purpura, J. E.,& Cushing, S. T. (1993). *Learner strategy use and performance on language tests: A structural equation modelling approach.*Cambridge, England: Cambridge University Press.

Qi, H. B. (2002). A probe into the theoretical support for learner autonomy. *Shandong Foreign Languages Journal,5,* 83-86.

Qin, Xiaoqing. (2003).Individual factors influencing competence in L2 academic writing. *Journal of Quantitative Linguistics,24*(2-3), 213-240.

Qutoshi, S. B., & Poudel, T. (2014, March). Student-centred approach to teaching: What does it mean for the stakeholders of a community school in Karachi, Pakistan*? Journal of Education &Research, 4*(1), 24–38. doi:10.3126/jer.v4i1.9620

Radzi, A. (2007). Adopting Communicative Language Teaching (CLT) Approach to Enhance Oral Competencies Among Students: Teachers' Attitudes & Beliefs. Retrieved fromhttp://repo.uum.edu.my/3251/1/Ai.pdf

Rahimi, M. (2005). Iranian EFL learners' pattern of language learning strategy use. *The Journal of ASIA TEFL, 2*(1), 103-129.

Rahimi, M., Riazi, A., & Saif, S. (2008). An investigation into the factors affecting the use of language learning strategies by Persian EFL learners. *Canadian Journal of Applied Linguistics, 11(*2), 31-54.

Rahman, T. (1991)*A history of Pakistani literature in English*. Lahore, Pakistan: Vanguard.

Rahman, T. (1996).*Language and politics in Pakistan*. Karachi, Oxford UniversityPress.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Rahman, T. (1999). The language of employment: The case of Pakistan. *Research Report Series # 23.* Islamabad: The Sustainable Development Policy Institute.

Rahman, T. (2002a).*Language, ideology and power: Language learning among the Muslims of Pakistan and North India.* Karachi, Pakistan: Oxford University Press.

Rahman, T. (2004a). *Pakistan Language policy and nativization in Pakistan: Proposal for a paradigmatic shift.* Retrieved from http://www.tariqrahman.net/lanmain.htm

Raja, N. (2012). The effectiveness of group work and pair work for students of English at the undergraduate level in public and private sector colleges. *Interdisciplinary Journal of Contemporary Research in Business, 4*(5), 155-163.

Raoof, S., Tan, B. H., & Chan, S. H. (2012). Self-efficacy in second/foreign language learning contexts: *English Language Teaching,5*(11), 60-73.

Rasheed, A. (2017). Challenges of teaching English Language in a multilingual setting: An investigation at Government Girls Secondary Schools of Quetta, Baluchistan, Pakistan. *International Journal of English Linguistics Canadian Center of Science & Education, 7*(4), 149-157.

Rasheed, S., Saleem, A., Bukhsh, Q., & Rasul, S. (2011). Identification of reading difficulties in the subject of English at secondary level. *International Journal of Social Sciences & Education, 1*(4), 688-693.

Rashid, R. A. (2016a). *Responding to 'nurturing global collaboration & networked learning in higher education*. .doi: 10.3402/rlt.v24.31485

Rashid, R. A. (2016b). Topic continuation strategies employed by teachers in managing supportive conversations on Facebook Timeline. *Discourse Studies,18*(2), 188-203.

Rawan, H. H. (2016). Developing Learner Autonomy in Vocabulary Learning in the classroom: How and Why can it be Fostered? *Procedia - Social & Behavioral Sciences*, 232, 784-791. doi: 10.1016/j.sbspro.2016.10.106

Raza, M., (2015). Language Attitude and English Language Learning in Pakistan. *Communication Study and Language Pedagogy,1*, 95-110. https://www.researchgate.net/publication/322445848

Reeves, R. (1984).*The second English empire*. New York, NY: Simon &Schuster.

Rehman, T. (2002). *Language ideology and power: Language- learning among the Muslims of Pakistan and North India.* New York, NY: Oxford University Press.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Rehmani, A. (2006). Teacher education in Pakistan with particular reference to teachers' conceptions of teaching. *Quality in education. Teaching and leadership in challenging times, 20,* 495-524.

Reid, A., & Petocz, P. (2004). Learning domains and the process of creativity. *Australian Educational Researcher, 31*(2), 45-62.

Reid, J. M. (1987). The learning style preferences of ESL Students.*TESOL Quarterly,21*(1), 87-111.

Reid, J. M. (1995).*Learning styles in the ESL/EFL classroom*. Boston, MA: Heinle & Heinle.

Reinders, H. (2007). Big brother is helping you: *S*upporting self-access language learning with a student monitoring system. *System, 35*, 93-111. Retrieved from https://unitec.researchbank.ac.nz/bitstream/handle/10652/2482/article%20-%202007%20-%20System.pdf?sequence=1&isAllowed=y

Reinders, H. (2008). The what, why, and how of language advising. *Mex TESOL, 32*(2).

Reinders, H.,& Cotterall, S. (2000). Language learners learning independently: How autonomous are they? *Toegepaste Taalwetenschappen in Artikelen, 65*(1), 85-97.

Reinders, H., & Lazaro, N. (2011). Beliefs, identity and motivation in implementing autonomy: The teachers' perspective. In G. Murray, X. Gao & T. Lamb (Eds.),*Identity, motivation, and autonomy in language learning* (pp. 125-142). Bristol: Multilingual Matters.

Reinders, H.,& Lewis, M. (2005). How well do self-access call materials support self-directed learning? *JALTCALL Journal,1*(2), 41-49.

Reynolds, N.L., Simintiras, A.C., & Diamantopoulos, A. (2003). Theoretical justification of sampling choices in international marketing research: Key issues and guidelines for researchers.*Journal of International Business Studies, 34*(1), 80-89.

Riazi, A., & Rahimi, M. (2005). Iranian EFL learners' pattern of language learning strategy use. *The Journal of ASIA TEFL,2*(1), 103-129.

Riazi, A., & Reinders, H.(2010).Towards a classroom pedagogy for learner autonomy: A framework of independent language learning skills. *Australian Journal of Teacher Education, 35*(5), 40-55.

Richards, J. C. (1990). *The language teaching matrix*. Cambridge, England: Cambridge University Press.

Richards, J. C. (2006). *Communicative language teaching today*. Cambridge, England: Cambridge University Press.

.Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms.*Cambridge: Cambridge University Press.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Richards, J., & Rodgers, T. (1986). *Approaches and methods in language teaching.* Cambridge, England: Cambridge University Press.

Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching* (2nd ed.): Cambridge, England:Cambridge University Press.

Richards, J., Platt, J., & Weber, H. (1985). *Longman dictionary of Applied Linguistics*. London, : Longman.

Richardson, H. A., Simmering, M. J., & Sturman, M. C. (2009). A tale of three perspectives examining post how statistical techniques for detection and correction of common method variance. *Organizational Research Methods,12*(4), 762-800.

Richmond Stroup.(2016).*Developing Autonomous Learners in Japan:Working with Teachers Through ProfessionalDevelopment.*https://www.researchgate.net/scientificcontributions/2128200861_Richmond_Stroupe

Rigney, J. W. (1978). Learning strategies: A theoretical perspective. In H. F. O'Neil, Jr. (Ed.), *Learning strategies*(pp. 165–205). New York: Academic Press.

Rivers, W. (1964). *The psychologist and the foreign language teacher*. Chicago, IL: University of Chicago Press.

Robert, E. (2009). Accommodating "new" speakers? An attitudinal investigation of L2 speakers of Welsh in south-east Wales. *International Journal of the Sociology of Language, 195*, 93-115.

Robert, E. (2011). Standardness and the Welsh language. In T. Kristiansen &N. Coupland (Eds.), *Standard languages and language standards in a changing Europe* (pp. 135-143). Oslo, Norway: Novus Press.

Robinson, G. L. (1991). Second culture acquisition. In J. E. Alatis (Ed.), *Georgetown University Round Table on Language & Linguistics 1991*. Washington, DC: Georgetown University Press

.

Robinson, P. (2005). Aptitude and second language acquisition. *Annual Review of Applied Linguistics, 25*, 46–73. doi:10.1017/S0267190505000036

Robson, C. (1993). *Real world research* (2nd ed.). Oxford: Blackwell.

Robson, C. (2002) *Real world research* (2nd ed.). Oxford: Blackwell.

Robson, G., & Midorikawa, H. (2001). How reliable and valid is the Japanese version of the Strategy Inventory for Language Learning (SILL)? *JALT Journal,23*, 202-226.

Rogers, C. R. (1969). *Freedom to learn:A view of what education might become.* Columbus, OH: Merrill.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Rosenberg, M., Schooler, C., Schoenbach, C., & Rosenberg, F. (1995). Global self-esteem and specific self-esteem: Different concepts, different outcomes. *American Sociological Review, 60*(1), 141-156.

Rosner, B. (1990).*Fundamentals of Biostatistics*. Boston, MA: PWS-Kent.

Rotter, J.B., Chance, J.E., & Phares, E.J (19992). *Application of social learning theory of personality.*New York: Holt, Rinehart,& Winston.

Rubin, J. (1987). Learner strategies: Theoretical assumptions, research history and typology. In A. L. Wenden & J. Rubin (Eds.), *Learner strategies in language learning*(pp.15-30). Englewood Cliffs, NJ: Prentice-Hall.

Rubin, J. (1975). What the good language learner can teach us. *TESOL Quarterly,9,*41 - 51.

Rubin, J. (1981). Study of cognitive processes in Second Language Learning. *Applied Linguistics, 2,* 117-131.

Rubin, J. (2001). Language learner self-management. *Journal of Asian Pacific Communications, 11*, 25–37.

Ruddell,& Unrau, N. B.(Eds.). (2004).*Theoretical models &processes of reading* (pp. 116–145). Newark, DE: International Reading Association.
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi
Rutherford, W.E. (1987). *Second language grammar: Learning and teaching*. London: Longman.

Rutherford, W.,& Sharwood Smith, M. (1985). Consciousness-raising and universal grammar.*Applied Linguistics, 6*, 274-282.

Ryan, R. M. (1993). Agency and organization: Intrinsic motivation, autonomy and the self in psychological development. In J. Jacobs (Ed.), *Nebraska symposium on motivation:Develop psychological perspectives on motivation, 40,* 1–56.

Ryan, R. M., & Deci, E. L. (2000a). Intrinsic and Extrinsic Motivations: Classic Definition and New Directions.*Contemporary Educational Psychology,25*, 54-67. doi: 10.1006/ceps.1999.1020

Ryan, R. M., & Deci, E. L. (2000b). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55,* 68–78.

Ryan, R. M., & Deci, E. L. (2009). Promoting self-determined school engagement: Motivation, learning, and well-being. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook on motivation at school* (pp. 171-196). New York, NY: Routledge.

Ryan, S. (2009). Self and identity in L2 motivation in Japan. The ideal L2 self and Japanese learners of English. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 120–143). Bristol: Multilingual Matters.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Rysavy, D. M., & Sales, G. C. (1991). Cooperative learning in computer-based instruction.*Educational Technology Research & Development, 39*(2), 70–79.

Sadia Asif, Rahat Bashir,& Shabana Zafar. (2018). What are the factors affecting the use of English Language English-only classrooms: Student's perspectives in Pakistan. *English Language Teaching,11*(6), 67-79.

Saeb, F., & Zamani, E. (2013). Language learning strategies and beliefs about language learning in high-school students and students attending English institutes: Are they different*? English Language Teaching, 6*(12), 79-86.

Saeed, K., & Rashidi, Z (2017). Essential employability skills for marketing careers: Gap analysis of education and profession. Retrieved fromhttp://journals.iobmresearch.com/index.php/PBR/article/viewFile/1448/258

Saito, K., Dewaele, J., &Hanzawa, K. (2017). A Longitudinal Investigation of the Relationship between Motivation and Late Second Language Speech Learning in Classroom Settings.doi: 10.1177/0023830916687793

Sakui, K. (2004). Wearing two pairs of shoes: Language teaching in Japan. *ELT Journal, 58*(2),155-163.doi: 10.1093/elt/58.2.155

Salant, P., & Dillman, D. A. (1994). *How to conduct your own survey.* New York, NY: Wiley.

Salem, N. M. (2006). *The role of motivation, gender, and language learning strategies in EFL proficiency*. (Unpublished MA thesis, American University of Beirut).

Salmon, P. (1995). *Psychology in the classroom. Reconstructing teachers and learners.* New York, NY: Cassell.

Sarantakos, S. (1998). *Social research* (2nd ed.). Basingstoke: Macmillan.

Sardegna, Lee, & Kusey. (2018). Self-Efficacy, Attitudes, and Choice of Strategies for English Pronunciation Learning. Retrieved from https://www.researchgate.net/publication/320003681_Self-Efficacy_Attitudes_and_Choice_of_Strategies_for_English_Pronunciation_Learning

Sarfraz, Mansoor,& Tariq, (2015). Pakistan teachers' and students' perceptions of the communicative language teaching methodology in the CALL environment: A case study. *Procedia - Social &Behavioral Sciences 199,* 730 – 736.

Sarwar, Bashir, Khan, & Khan. (2009). Study orientation of high and low academic achievers at secondary level in Pakistan. *Educational Research & Review, 4*(4), 204-207. Retrieved from http://www.academicjournals.org/ERR

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Sarwar, M. (2014). Assessing English speaking skills of prospective teachers at entry and graduation level in teacher education program. *Language Testing in Asia,4*(5), 1-9.

Sato, Kazuyoshi, & Kleinsasser, R. (1999). Communicative language teaching (CLT): Practical understandings. *Modern Language Journal, 83,* 494-517.

Savickiene, I. (2010). Conception of learning outcomes in the Bloom'staxonomy affective domain. *The Quality of Higher Education, 7,* 37-57.

Savignon, S. J. (1972). *Communicative competence: An experiment in foreign language teaching.* Philadelphia: The Center for Curriculum Development.

Savignon, S. J. (1983). Communicative Competence*: Theory and Classroom Practice. Texts and Contexts in Second Language Learning*. Reading, MA: Addison-Wesley.

Savignon, S. J. (1990). Communicative language teaching: Definitions & directions. In J. E. Alatis (Ed.), *Georgetown University Round Table on Languages and Linguistics*(pp. 207-217). Washington, DC: Georgetown University Press.

Savignon, S. J. (1991). Communicative language teaching: State of the art. *TESOL Quarterly, 25*(2), 261-278. doi: 10.2307/3587463/full

Savignon, S. (2001). Communicative language teaching for the twenty-first century. In M. Celce-Murcia (Ed..), *Teaching English as a second or foreign language*(pp. 13–28). Boston, MA: Heinle & Heinle.

Savignon, S. J. (2002). *Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education*. New Haven, CT: Yale University Press.

Savignon, S. J. (2007). Communicative Language Teaching: Linguistic Theory and Classroom Practice, The McGraw Hill Second Language Professional Series.

Savignon, S. J. (2017). Communicative Competence. t*he TESOL Encyclopedia of English Language Teaching*(pp. 1-7). doi:10.1002/9781118784235.eelt0047

Saville-Troike, M. (2006). *Introducing Second Language Acquisition.* Cambridge: Cambridge University Press.

Schafer, J. L., & Olsen, M. K. (1998). Multiple imputations for multivariate missing-data problems: A data analyst'sperspective. *Multivariate Behavioral Research,33*(4), 545-571.

Schaupp, L. C., Carter, L., & McBride, M. E. (2010). E-file adoption: A study of US taxpayers intentions. *Computers in Human Behavior, 26*(4), 636-644. doi: 10.1109/ HICSS.2009.171

Schiefele, U. (2009). Situational and individual interest. In K. R. Wentzel & A. Wigfield(Eds.), *Handbook of motivation in school* (pp. 197–223). New York, NY: Taylor and Francis.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Schiefele, U., & Krapp, A. (1996). Topic interest and free recall of expository text: *Learning & Individual Differences,8,* 141–160.

Schiefele, U., Krapp, A., & Winteler, A. (1992). Interest as a predictor of academic achievement: A meta-analysis of research. In K. A. Renninger, S. Hidi, & A. Krapp (Eds.), *The role of interest in learning & development* (pp. 3–25). Hillsdale, NJ: Erlbaum.

Schmidt, R. W. (Ed.). (1983). *Language and communication*. London: Longman.

Schmidt, R. A. (1991). *Motor learning & performance: From principles to practice.* Human Kinetics Books.

Schmıdt, R. (2010). Attention, awareness, and individual differences in language learning. In W. M. Chan, S. Chi, K. N. Cin, J. Istanto, M. Nagami, J. W. Sew, T.Suthiwan, & I. Walker, Proceedings of CLaSIC 2010, Singapore, December 2-4(721-737). Singapore: National University of Singapore, Centre for Language Studies.

Schreiber, J. B., Nora, A., Stage, F. K., Barlow, E. A., & King, J. (2006). Reporting Structural Equation Modeling and Confirmatory Factor Analysis Results: A Review. *Journal of Educational Research, 99,* 323-338.doi: 10.3200/JOER.99.6.323-338

Schultz, T. W. (1961). Investment in human capital.*The American Economic Review, 1,* 1-17.

Schumacker, R. E., & Lomax, R. G. (1996). *A beginner's guide to structural equation modelling.* Mahwah, NJ: Erlbaum.

Schumacker, R.E., & Lomax, R.G. (2004) *A beginner's guide to structural equation modelling* (2nd ed.).Mahwah, NJ: Erlbaum.

Schumacker, R., &Lomax, R. (2010). *A beginner's guide to structural equation modelling* (3rd ed.). New York, NY: Taylor and Francis.

Schuman, J. H. (1978) Social and psychological factors in second language acquisition. In J. C. Richards (Ed.), *Understanding second and foreign language learning*. Rowley, MA: Newbury House.

Schumann, J. H. (1983). Art and science in second language acquisition research. *Language Learning, 33,* 49– 76.

Schumann, M.F. (1980). Diary of a languagelearner: A further analysis. In Scarcella, C.R. & Krashen, D.S. (Eds.), *Research in Second Language Acquisition: Selected Papers of the Los Angeles Second Language Acquisition Forum*(pp.51-57). Rowley, MA: Newbury House.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Schunk, D.H. (1981). Modelling and attribution effects on children's achievement: A self-efficacy analysis. *Journal of Educational Psychology,73*(1), 93-105.

Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational Psychologist, 26*(3&4), 207-231.

Schunk, D. H. (2008). *Learning theories: An educational perspective* (5th ed.). Upper Saddle River, NJ: Pearson Education.

Schunk, D. H. (2012). Social cognitive theory. In K. R. Harris, S. Graham & T. Urdan (Eds.), *APA educational psychology handbook: Theories, constructs, & critical issues* (pp. 101–123). Washington, DC: American Psychological Association.

Schunk, D. H., & Ertmer, P. A. (2000). Self-regulation and academic learning: Self-efficacy enhancing interventions. In M. Boeakerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 631–650). San Diego, CA: Academic Press.

Schunk, D.,& Miller, S. (2002). Self-efficacy and adolescents' motivation. In F. Pajares & T. Urdan (Eds.), *Academic motivation of adolescents* (pp. 29-52). Greenwich, CT: Information Age.

Schunk, D. H., & Pajares, F. (2009). *Self-efficacy theory.* In K. R. Wenzel & A. Wigfield (Eds.), *Educational psychology handbook series. Handbook of motivation at school* (pp. 35–53). Routledge..

Schunk, D.H.,& Zimmerman, B.J. (Eds). (1994). *Self-regulation of learning and performance: Issues and educational application*. Hillsdale, NJ: Erlbaum.

Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston (Eds.), *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, UK: NFER-Nelson.

Segars, A. H., & Grover, V. (1998). Strategic information systems planning success: An investigation of theconstruct and its measurement. *MIS Quarterly, 22*(2), 139-163.

Seidlhofer, B. (2005). English as a Lingua Franca. *ELT Journal, 59,* 339-341. doi: 10.1093/elt/cci064

Sekaran, U. (2000).*Research methods for business*. New York, NY: Lehigh Press.

Sekaran, U. (2003). *Research methods for business: A skill-building approach*(4th ed.).New York: Wiley.

Sekaran, U., & Bougie, R. (2010). *Research methods for business: A skill-building approach* (5th ed.). Haddington: Wiley.

Sekaran, U.,& Bougie, R. (2011). *Research methods for business: A skill building approach*(5th ed.). New Delhi: Wiley India.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Selinker, L. (1972). Interlanguage.*International Review of Applied Linguistics,10*(2), 209-231.

Selinker, L., & Douglas, D. (1985). Wrestling with "context" in interlanguage theory. *Applied Linguistics, 6*(2), 190-204.

Shah, S.R.,& Al-Bargi. A. (2014). The use of lingua franca core: A classroom-based study on Saudi EFL learners' pronunciation. *Language, Individual & Society,8,* 476-498.

Shahid,C., Ong, E. T., Wong, K. T., & Perveen, A. (2020). Expectations and Reality of Learner Autonomy and Communicative Competence in Pakistani Higher Education Institutions: A review.*International Journal of Education, Psychology and Counseling, 5*(34),91-101.

Shahsavari, S. (2014). Efficiency, feasibility and desirability of learner autonomy based on teachers' and learners point of views. *Theory & Practice in Language Studies,4(*2), 271-280.

Shamim, F. (1993). *Teacher-learner behaviour and classroom processes in large ESL classes in Pakistan*. (Ph.D thesis, University of Leeds).

Shamim, F. (2008). Trends, Issues and Challenges In English Language Education Pakistan.*Asia Pacific Journal Of Education.* Retrieved fromhttp://www.Informaworld.Com/Smpp/Title~Content=T713724324

Shamim, Fauzia. (2011). English as the Language for Development in Pakistan: Issues, Challenges and Possible Solutions. In H. Coleman (Ed.), *Dreams and realities: Developing countries and the English Language*(pp. 291-309).London, England: British Council.

Shamim, Fauzia. (2017). English as the language of development in Pakistan: Issues, challenges and possible solutions. In H. Coleman (Ed.), *Dreams and realities: Developing countries in the English language* (pp.1-21). London, England: British Council.

Shams Esfandabadi, H.,& Emamipour, S. (2003). Study of learning styles in monolingual and bilingual guidance schools and their relations with academic achievement and gender. *Educational Innovations Journal, 2*(3), 11-28.

Shamsuddin, S. N., Rashid, R. A., Mohamed, S. B., &Rahman, M. F. (2017). Developing speaking skills using virtual speaking buddy. *International Journal of Emerging Technologies in Learning, 12*(5), 195e201.

Sharma, Vipin. (2015). How do productive skills affect Saudi students' EFL learning and teaching? *Asian Journal of Humanities & Social Sciences, 3*(2), 91-99.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Sheikh, N. (1995). *A study of the implementation of the communicative approach to English language teaching in lower secondary classes* (Unpublished master's dissertation, Aga Khan University, Karachi)

Sheorey, R. (2006). *Learning and Teaching English in India*. Delhi, India: SAGE..

Sherwani, Serwan & Kilic, Mehmet. (2017). Teachers' Perspectives of the use of CLT in ELT Classrooms: A Case of Soran District of Northern Iraq. *Arab World English Journal*. 8. 191-206. 10.24093/awej/vol8no3.13.

Shi, L. (2017). Empirical study on learners' self-efficacy in ESL/ EFL context. *College Student Journal,50*(3), 454-465.

Shihiba, S.Embark. (2011). *An investigation of Libyan EFL teachers conceptions of the Communicative Learner-Centred Approach in relation to their implementation of an English Language curriculum innovation in secondary schools*. (Doctoral thesis, University of Durham).

Simon, B. (1999). Why no pedagogy in England? In J. Leach & B. Moon (Eds.), *Learners and Pedagogy*. London: SAGE.

Simon,S. D. (1990). *The Principles of Constructivism*. Retrieved fromfaculty.yu.edu.jo/khataybeh/DownloadHandler.ashx?pg=9325d5d3-64dc-4369-8f70-6f96ee7db4a2§ion=d7b9ac61- 82df-49f4-9e1f-

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Şimşek, A. (2011). *Ogretim tasarımı*. [Instructional design]. Ankara: Nobel Akademik Yayıncılık.

Sinclair, B. (2000). Learner autonomy: The next phase. In I. Mcgrath, B. Sinclair & T. Lamb (Eds.), *Learner autonomy, teacher autonomy: Future directions* (pp. 15-23). London, England: Longman.

Sit, W. Y., Ooi, K. B., Lin, B., & Chong, A. Y. L. (2009). TQM and customer satisfaction in Malaysia's service sector. *Industrial Management & DataSystems, 109*(7), 957-975.

Skarmeas, D., Katsikeas, C.S., &Schlegelmilch, B.B. (2002). Drivers of Commitment &Its Impact on Performance in Cross-Cultural Buyers-Seller Relationships: The Importer's Perspective', *Journal of International Business Studies*, *33*(4), 757-783.

Skehan, P. (1991). Individual Differences in Second Language Learning. *Studies in Second Language Acquisition. 1,*. 275 - 298. doi: 10.1017/S0272263100009979

Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.

Skehan, P. 1989. *Individual Differences in Second Language Learning*. London: Edward Arnold.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Skehan, P. (2003). Task-Based Instruction.Language Teaching. 36. 1 - 14. 10.1017/S026144480200188X

Skehan, P. (2009). Modelling second language performance: Integrating complexity, accuracy, fluency, and lexis. *Applied Linguistics*, 30(4), 510–532.

Skehan, P. 2001. 'Tasks and language performance' in Bygate M., P. Skehan and M. Swain
(eds.): Research Pedagogic Tasks: *Second Language Learning, Teaching, and Testing*. London:
Longman.

Skinner, B. F. (1974). *About behaviorism*. New York, NY: Knopf.

Skutnabb-Kangas, T. (2000). *Linguistic genocide in education or worldwide diversity and human rights?* Mahwah, NJ: Erlbaum

Smith, A. N. (1971). The importance of attitude in foreign language learning. *Modern Language Journal,55*(2), 83-88.

Smith, P., & Ragan, T. J. (1999). *Instructional design*. New York: Wiley.

Smith, R. (2008). Learner autonomy (key concepts in ELT). *ELT Journal, 62*(4), 395-397. Retrieved from http://eltj.oxfordjournals.org/content/62/4/395.full

Smith, T. W., & Colby, S. A. (2007). Teaching for deep learning. *The Clearing House: A Journal of Educational Strategies, Issues &Ideas, 80,* 205–210.

Snelgrove, S., & Salter, J. (2003). Approaches to learning: Psychometric testing of a study process questionnaire. *Journal of Advanced Nursing, 43*, 496–505.

Soleimani, H. (2010). Introducing applied ELT as a new approach in second/foreign language studies. *Iranian EFL Journal, 7* (2), 8-14.

Soleimani, H., & Hanafi, S. (2013). Iranian medical students' attitudes towards English language learning. *International Research Journal of Applied &Basic Sciences, 4*(12), 3816-3823.

Spector, P. E. (2006). Method variance in organizational research: Truth or urban legend? *OrganizationalResearch Methods, 9*(2), 221-232.

Spiegelberg, H. (1960). *The phenomenopragmatismal movement: A historical introduction*. The Hague, Netherlands: Martinus Nijhoff.

Sreehari, P. (2012). Communicative Language Teaching: Possibilities and problems *English Language Teaching, 5*(12), 87-93.

Stafford, C. A., Bowden, H., & Sanz, C. (2012). Optimizing language instruction: Matters of explicitness, practice, and cue learning. *Language Learning, 62,* 741-768. doi:10.1111/j.1467-9922.2011.00648.x

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Stajkovic, A. D. (2006). Development of a core confidence higher-order construct. *Journal of Applied Psychology, 91*, 1208-1224. doi: 10.1037/0021-9010.91.6.1208

Stajkovic, A. D., & Luthans, F. (1998). Self-efficacy and work-related performance: A meta-analysis.*Psychological Bulletin, 124*, 240-261. doi: 10.1037/0033-2909.124.2.240

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: SAGE.

Steenkamp, J. B. E. M., & van Trijp, H. C. M. (1991). The use of LISREL in validating marketing constructs. *International Journal of Research in Marketing, 8*(4), 283-299.

Steenkamp, J-B.E.M., Batra, R., &Alden, D.L. (2003). How perceived brand globalness creates brand value., *Journal of International Business Studies, 34*, 53- 65.

Stern, H.H. (1975). What can we learn from the good language learner? *Canadian Modern Language Review,31*(2), 304-318.

Stern, H.H. (1981). Communicative Language Teaching and Learning:Towards a Synthesis. In The Second Language Classroom: Directions for the 1980's,

Stern, H. H. (1983). *Fundamental concepts of language teaching*. Oxford: Oxford University Press.
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi
Stern, H. H. (1986). *Fundamental concepts of language teaching*. Oxford: OUP.

Stern, H.H. (1992). *Issues and options in language teaching*(edited posthumously by Patrick Allen & Birgit Harley). Oxford: Oxford University Press.

Sternberg, R. J. (1983). Components of human intelligence. *Cognition, 15*(1), 1-48.

Stevens, L. E., & Fiske, S. T. (1995). Motivation and cognition in social life: A social survival perspective. *Social Cognition, 13,* 189–214.

Stevens, T., & Olivarez, A., Jr. (2005). Development and evaluation of the mathematics interest inventory. *Measurement &Evaluation in Counseling & Development, 38,* 141–152.

Stevick, E. (1990). *Humanism in language teaching*. Oxford: Oxford University Press.

Suarta, A. (2017).*Employability skills required by the 21stcentury workplace: A literature review of labour market*. Presentation at the 1st International Conference on Technology &Vocational Teachers (ICTVT 2017).

Suastra, I. W., B. Jatmiko, N. P. Ristiati, & Yasmini,L. P. B.(2017). Balinese local wisdoms and their implications in Science education at school. *International Research Journal of Management, IT & Social Sciences (IRJMIS), 4*(2), 42-45.
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Sun, Z. (2010). Language teaching materials and learner motivation. *Journal of language Teaching &Research, 1*, 889-892.

Swanson, K.M. (2013). Empirical Development of a Middle Range Theory of Nursing. In M. C. Smith, M.C. Turkel & Z. R. Wolf (Eds.), *Caring in nursing classics. An essential resource* (pp. 211-221). New York, NY:Springer.

Swinton, S.S.,& Powers, D.E. (1980). Factor analysis of the TOEFL. *TOEFL Research Report 6*. Princeton, NJ: Educational Testing Service.

Syed, Z. (2003). The sociocultural context of English Language teaching in the Gulf. *TESOL Quarterly, 37*, 337-341.

Tabachnick, B.G.,&Fidell, L.S. (1996).*Using multivariate statistics*. New York, NY: HarperCollins.

Tabachnick, B.G. & Fidell, L.S. (2001).*Using multivariate statistics.* Boston,MA:Allyn & Bacon.

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics.* Boston, MA: Pearson/Allyn & Bacon.

Talaat, M. (2002) The Form and Functions of English in Pakistan. Retrieved from http://www.hec.gov.pk

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Tan Dingliang (1985).Essays, UK. (November 2018). Definitions of Styles and Learning Styles. Retrieved from https://www.ukessays.com/essays/linguistics/definitions-of-styles-and-learning-styles.php?vref=1

Tani-Fukuchi, N.,& Sakamoto, R. (2005). Affective dimensions of the Japanese foreign language learner: Implications for psychological learner development in Japan. *Journal of Multilingual &Multicultural Development, 26*(4), 333-350.

Tarone, E. (1984). Teaching strategic competence in the foreign language classroom. In S. Savignon & M. Berns (Eds.), *Initiatives in communicative language teaching* (pp. 127-136). Reading, MA: Addison Wesley.

Tarvin, L. (2015). *Communicative Competence: Its Definition, Connection to Teaching, and Relationship with Interactional Competence*. Unpublished. doi: 10.13140/RG.2.1.3214.2807

Teddlie, C., & Tashakkori, A. (2006). A general typology of research designs featuring mixed methods. *Research in the Schools, 13*(1), 12-28. Retrievedfrom http://0-proquest.umi.com.bianca.penlib.du.edu/pqdweb?did=1386255701&sid=1&Fmt=1&clientId=48347&RQT=309&VName=PQD

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Teh, P. L., & Yong, C. C. (2011). Knowledge sharing in IS personnel: Organizationalbehavior's perspective. *Journal of Computer Information Systems, 51*(4), 11-21.

Thanasoulas, D. (2000). What is learner autonomy and how can it be fostered? *The Internet TESL Journal,4*, 11.

The Quotable Franklin. (n.d.). Retrieved from http://www.ushistory.org/franklin/quoTable/singlehtml.htm

The Statistics Division of Pakistan. (n.d.). Retrieved fromhttps://www.Dawn.Com/News/1383666

Thompson, G. (1996). Some misconception about communicative language teaching. *English Language Teaching Journal*. Retrieved from http://eltj.oxfordjournals.org

Thurstone, L. L. (1928). Attitudes can be measured. *American Journal of Sociology, 33*(4), 529-554.

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago, IL: University of Chicago Press.

Tinto, V. (2012). *Completing college: Rethinking institutional action*. Chicago, IL: University of Chicago Press.

Titone, R. (1990). *A psycho-sociolinguistic perspective in EFL Learning: The role of attitude a dynamic factor*. Paper presented at the World Congress of Applied Linguistics, 9th, Thessaloniki, Greece, April 15-21,1990. ERIC Document Service Number, ED 326-073.

Tomcho, T. J., &Foels, R. (2008). *Power of teaching activities: Statistical and methodological recommendations*. Manuscript submitted for publication.

Too, S. W. (2009). Students' learning styles and their academic achievement for taxation course: A comparison study. In *Proceedings of 2nd International Conference of Teaching &Learning (ICTL), Malaysia*.

Torreblanca, M. M. (2007). The impact of affective variables in L2: Teaching and learning, *Serie Lingüística,* Sevilla: Secretariado de publicaciones.

Torreblanca, M. M. (2010). The impact of affective variables in L2: teaching and learning.*Serie Lingüística.* Sevilla: Secretariado de publicaciones.

Tough, A (1971).*The Adults learning project: A fresh approach to theory and practice in adult learning* (2nd ed.). Toronto, Canada: Ontario Institute First Studies in Education.

Tremblay, P. F., & Gardner, R. C. (1995). Expanding the motivation construct in language learning. *Modern Language Journal, 79*(4), 505–520. doi: 10.2307/330002

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Trigwell, K., & Prosser, M. (1991). Relating approaches to study and the quality of learning outcomes at the course level. *British Journal of Educational Psychology, 61,* 265–275.

Trujillo Sáez, F.,& Ortega Martín J.L.(2010). Discourse competence. Dealing with texts in the EFL classroom. Retrieved from http://fernandotrujillo.es/wpcontent/uploads/2010/05/discourse.pdf

Tuan,Vu Van. (2017). Communicative competence of the Fourth Year students: Basis for proposed English Language Program.*English Language, 10*(7).

Tuckman, B.W. (1972). Conducting educational research. Retrieved from http://ww2.odu.edu/~jritz/attachments/coedre.pdf

Tuncer, U. (2009). How do monolingual and bilingual language learners differ in use of learning strategies while learning a foreign language? Evidences from Mersin University. *Procedia Social &Behavioral Sciences, 1,* 852-856.

Ulrich, J. W. (2009). *Test of a structural model to investigate the impact of instructor knowledge, attitudes, and contextual constraints on intent to use Web 2.0 in online courses*. (Doctor of Education dissertation, Graduate School of WesternCarolina University).

Valdes, J.M. (1986). *Culture bound: Bridging the cultural gap in language teaching.* Cambridge: CambridgeUniversity Press.

.

Valdes, A. I., & Jhones, A. C. (1991). Introduction of communicative language teaching in tourism in Cuba. *TESL Canada Journal, 8,* 57-63.

Vallerand, R. J. (2000). Deci &Ryan's self-determination theory: A view from the hierarchical model of intrinsic and extrinsic motivation. *Psychological Inquiry, 11*(4), 312-318.

Van de Ven, A. H. (2007). *Engaged scholarship: A guide for organizational and social research.* New York, NY: Oxford UniversityPress.

Van den Broeck, A., Vansteenkiste, M., De Witte, H., Soenens, B., & Lens, W. (2010). Capturing autonomy, competence, and relatedness at work: Construction and initial validation of the Work-related Basic Need Satisfaction. *Journal of Occupational and Organizational Psychology, 83,* 981-1002.

Van Manen, M. (1990/1997). *Researching lived experience: Human Science for an action sensitive pedagogy*. London: Routledge.

Vandenberg, R. J., & Lance, C. E. (2000). A review and synthesis of the measurement invariance literature: Suggestions, practices, and recommendations for organizational research. *Organizational Research Methods*, 3, 4-70. doi:10.1177/109442810031002

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Vasilopoulos, G. (2008) Adapting Communicative Language Instruction in Korean universities. *The Internet TESOL Journal, 15*(8), 28-35.

Voller, P. (1997). Does the teacher have a role in autonomous learning? In P. Benson & P. Voller (Eds.), *Autonomy and independence in language learning* (pp. 98–113). London: Longman.

Vongxay, H. (2013).The implementation of communicative language Teaching (CLT) in an English Department in LAO High educational institution.(A thesis submitted in partial fulfillment of requirement for degree of Master of Education. Unitec Institution of Technology. New Zealand).

Voss, G.B.,&Parasuraman, A. (2003).. Conducting measurement validation with experimental data: Cautions and recommendations.*Marketing Letters, 14*, 59-73.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Vygotsky, L. S. (1986). *Thought and language.* Cambridge, MA: MIT Press.

Vygotsky, L. S. 1997. Interaction between learning &development (1978). In M. Gauvin& M. Cole (Eds.),*From mind and society. Readings on the development of children*(pp. 79–91). New York, NY: W.H.Freeman.

Vygotsky, L. S. (1998). Infancy. In R. W. Reiber (Ed.), *The collected works of L. S. Vygotsky*, (5), 207–241. New York, NY: Plenum Press.

Wainwright, M. A., Wright, M., Luciano, M., Geffen, G., & Martin, N. (2005). Multivariate genetic analysis of academic skills of the Queensland Core Skills Test and IQ highlights the importance of genetics. *Twin Research & Human Genetics, 8*, 602–608.

Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education &Bilingualism, 9*, 159-180 doi: 10.1080/13670050608668639

Wang Haiyan. (2014). Learner Autonomy Based On Constructivism Learning Theory World Academy of Science, Engineering and Technology. *International Journal of Cognitive &Language Sciences, 8*(5), 1552- 1554.

.

Wang, J. C.K, Ng, B.L.L., Liu, W.C., & Ryan, R.M. (2015). Can being autonomy-supportive in teaching improve students' self-regulation and performance? In *Building Autonomous Learners. Perspectives from Research and Practice using SelfDetermination Theory* (pp. 227-243). ……..: Springer.

Wang, L. S. (1988). *A comparative analysis of cognitive achievement and psychological orientation among language minority groups: A LISREL approach.*(Ph.D.dissertation, University of Illinois, Urbana).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Wang, Ping Liu. (2000). Effects of motivation, strategy and intelligence on students' achievements, *Journal of Psychology,. 1.*

Warsi, J. (2004). Conditions under which English is taught in Pakistan: An applied linguistic perspective. *Sarid Journal, 1*(1), 1-9. Retrieved from http://www.saridweb.org/sarid-journal/2004_Warsi.pdf

Webb, N. M. (1982). Peer interaction and learning in small cooperative groups. *Journal of Educational Psychology, 74*, 642–655.

Wei L, (2018). Communicative Language Teaching (CLT) in EFL Context in Asia.*Asian Culture & History, 10*(2), 16-9663.

Wei, L. (2011) CLT in EFL Context: Not a Universal Medicine. *IDIOM, 41*(2).

Weinstein, C. E., & Mayer, R. E. (1983). The teaching of learning strategies. *Innovation Abstracts, 5*(32), 3-4.

Weinstein, C., & Mayer, R. (1986). The teaching of learning strategies. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed.), (pp. 315-327).

Wells, W. D., Sheth, J. N., University of Illinois at Urbana-Champaign. College of Commerce and Business Administration. (301971). *Factor analysis in marketing research.* Urbana, IL: College of Commerce and Business Administration, University of Illinois at Urbana-Champaign.

Wen, J. P. Elizabeth, M. N., Sally, T., Xiang, R. W., Chong, Z., Jian, Z. L., & Hui, S. T. (2014). Emerging perceptions of teacher quality and teacher development in China. *International Journal of EducationalDevelopment, 34,* 77-89. doi:.10.1016/j.ijedudev.2013.04.005

Wen, Qiufang. (1996). *Studies on English learning strategies*.Shanghai: Shanghai Foreign Language Education Publishing House.

Wenden, A. (1991). *Learner strategies for learner autonomy.* Hemel Hempstead, England: Prentice Hall Europe.

Wenden, A. L. (1986). What do second-language learners know about their language learning? A second look at retrospective accounts. *Applied Linguistics, 7,* 186-205.

Wenden, A., (1987). *Learner strategies in language learning*. Englewood Cliffs, NJ: Prentice Hall.

Wenden, A. (1991). *Learner strategies for learner autonomy*: Planning and implementing learner training for language learners.

Wenden, A.(1998a).*Learner strategies for learner autonomy*. Hertfordshire:Prentice Hall.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Wenden, A. L. (1998b). Metacognitive knowledge and language learning. *Applied Linguistics, 19*(4), 515-537.

Wenden, A.(1999). An Introduction to Metacognitive Knowledge and Beliefs in Language Learning: Beyond the Basics. [Special Issue]*System, 27,* 435-441.

Wertsch, J. V. (1991). A sociocultural approach to socially shared cognition. In L. B. Resnick, J. M. Levine, & S. D. Teasley (Eds.), *Perspectives on socially shared cognition* (pp. 85–100). American Psychological Association. doi: 10.1037/10096-004

West, R. (1994). Needs analysis in language teaching. *Language Teaching, 27*, 1-19. doi: 10.1017/S0261444800007527

Wharton, G. (2000). Language learning strategy use of bilingual foreign language learners in Singapore. *Language Learning, 50*(2), 203-243.

Wickramasekera, R. (1998).A Measurement of the Stage of Internationalisation of Firm.*Working Paper No. 4/98*. School of Management: Charles Sturt University, Australia.

Widdowson, H. G. (1972). The teaching of English as communication. *ELT Journal, 27,* 15- 19.
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi
Widdowson, H.G. (1975). EST in theory and practice. *An ETIC Occasional Paper.* London: The EnglishTeaching Information Centre.

Widdowson, H.G. (1978). *Teaching language as communication.* London: Oxford University Press.

Widdowson, H.G. 1979. *Explorations in Applied Linguistics.* Oxford: Oxford University Press.

Widdowson, H. G. (1983). *Learning purpose and language use.* Oxford: Oxford University Press.

Widdowson, H. G. (1990). *Aspects of language teaching*. Oxford: Oxford University Press.

Widdowson H.G. (1993). The ownership of English. IATEFL Annual Conference Report, Plenaries 1993. Whitstable: IATEFL.

Wigfield, A., & Cambria, J. (2010). Students' achievement values, goal orientations and interest: Definitions, development, & relations to achievement outcomes. *Developmental Review,* (pp. 30, 1–35).

Wigfield, A., & Eccles, J. S. (1992). The development of achievement tasks values: A theoretical analysis. *Development Review, 12,* 265–310.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Wigzell, R., & Al-Ansari, S. (1993). The pedagogical needs of low achievers. *Canadian Modern Language Review, 49*(2), 302-315.

Wilkins, D. A. (1976). *Notional syllabuses: A taxonomy and its relevance to foreign language curriculum development*. Oxford: Oxford University Press.

Williams, L., Hartman, N., &Cavazotte, F. (2010). Method Variance and Marker Variables: A review and comprehensive CFA marker technique. *Organizational Research Methods, 13*(3), 477-514.

Williams, Larry & Holahan, Patricia. (1994). Parsimony-Based Fit Indices for Multiple-Indicator Models: Do They Work?. *Structural Equation Modeling-a Multidisciplinary Journal,1*,161-189. doi: 10.1080/10705519409539970.

Williams, M.,& Burden, B. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge University Press.

Willing, K., (1994). *Learning Strategies in Adult Migrant Education*. Sydney National Centre for English Language Teaching &Research.

Willis, J. R. (2004). Perspectives on task-based instruction: Understanding our practices, acknowledging different practitioners. In B. L. Leaver & J. R. Willis (Eds.), *Task-based instruction in foreign language education: Practices and programs* (pp. 3-44). Washington, DC: Georgetown University Press.

Wilson, A. (1993). The Promise of Situated Cognition." In S. B. Merriam (Ed.), An update on adult learning theory (pp. 71-79). San Francisco: Jossey-Bass.

Winne, P. H., Hadwin, A. F., Hacker, D., Dunlosky, J.,& Graesser, A. C. (1998). Studying as self-regulated learning. In *Metacognition in educational theory and practice*. Mahwah, NJ: Erlbaum.

Wintergerst, A. C., DeCapua, A., & Itzen, R. C. (2001). The construct validity of one learning styles instrument. *System, 29*(3), 385-403.

Wintergerst, A. C., DeCapua, A., & Verna, M. A. (2003). Conceptualizing learning style modalities for ESL/EFL students. *System, 31*(1), 85-106.

Wolfson, N. (1989). *Perspectives: Sociolinguistics and TESOL*. New York: Newbury House.

Wong, A. (2002). *The management of customer relationships in the retail industry*. (Unpublished PhD thesis. Faculty of Business & Economics, Monash University).

Wong Fillmore, L. (1985). Second language learning in children: A proposed model. In *Proceedings of a Conference on Issues in English Language Development for Minority Language Education.* Arlington, VA: (ERIC Document Reproduction Service No. ED 273 149)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Wong, C. C. Y., & Barrea-Marlys, M. (2012). The role of grammar in communicative language teaching: An exploration of second language teachers' perceptions &classroom practices. *Electronic Journal of Foreign Language Teaching, 9*(1), 61–75.

Wong, C. Y. (2012). A case study of college-level second language teachers' perceptions and implementations of communicative language teaching. *The Professional Teacher*,*36*(2), 1–17.

Wong, K. (2003). *What does quality higher education mean to Asian international students?* Paper presented at The Annual Postgraduate Research Forum. Adelaide: University of South Australia.

Wong, K. Y. (2005). Critical success factors for implementing knowledge management in small and medium enterprises. *Industrial Management & Data Systems, 105*(3), 261-279.

Wong, K. Y., & Aspinwall, E. (2003). Is knowledge management equivalent to information technology? *Proceedings of the 4th European Conference on Knowledge Management*(pp. 989-997). Oxford: Oxford University Press.

Wong Fillmore, L. (2011). *English learners and the Common Core Standards*.Presentation to the Council of the Great City Schools Bilingual, Immigrant, and Refugee Education Directors' Meeting, Las Vegas, NV.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Wong Fillmore, L., & Snow, C. E, (2002). What teachers need to know about language.In C. T. Adger, C. E. Snow, & D. Christian (Eds.), *What teachers need to know about language* (pp. 7–53). McHenry, IL: Delta Systems &Center for Applied Linguistics.

Woodrow, L. (2006). Anxiety and speaking English as a Second Language. *RELC Journal, 37*, 308-328.doi: 10.1177/033688206071315

Woodrow, L. (2011). College English writing cognitive: Self-efficacy and anxiety. *System, 39*, 510-522.

Woolfolk, A. E. (1998). *Educational psychology*. Boston: Allyn & Bacon.

World Bank Enterprise Survey, (2013). https://www.enterprisesurveys.org/content/dam/enterprisesurveys/documents/country-profiles/Pakistan-2013.pdf

Wragg, E. C. (1994). *An introduction to classroom observation*. London: Routledge.

Xie, K. L. (2011). *Examining structural relationships among cognitive destination,image, destination personality and behavioural intentions: The case of Beijing*. (Unpublished M.Phil thesis. The Hong Kong Polytechnic University).

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Xie. Xijun (2003). Objects Management and English Achievements: Teacher's Role in Inspiring Students' Motivation & Objects Managements.*Exploration of Medical Education, 1*.

Xiong, X. (2010). A comparative study of boys' and girls' English study differences. *Journal of Language Teaching &Research, 1*(3), 309-312.

Xu, J. F. (2007). *Autonomy in college foreign language learning: From theoryto practice*. Beijing, China: China Social Sciences Publishing House.

Ya'acob, Z. (2008). *A structural relationship between total quality management,strategic control systems and performance of Malaysian local governments.* (Unpublished doctoral thesis. Universiti Utara Malaysia).

Yalçin, S., & Spada, N. (2016). Language aptitude and grammatical difficulty: An EFL classroom-based study. *Studies in Second Language Acquisition, 38*(2), 239-263.

Yang, A., & Cheung, C. (2003). Adapting textbook activities for communicative teaching and cooperative learning. *English Teaching Forum, 41*(3). Retrieved from http://exchanges.state.gov/forum/vols/vol41/no3/p16.htm

Yang, Yunbao., Zhang, Huayin,& Wang Jianghui. (2009). The relationship between motivational intensity and achievement: Implications for the learning of English by Chinese students.*Asian Social Science, 5*(10),. Retrieved from www.ccsenet.org/jornal.html

Yang, N. (1999). The relationship between EFL learners' beliefs and learning strategy use. *System,27,* 515-535.

Yano, (2003). Communicative Competence & English as an International Language Intercultural Communication Studies XII-3 2003 Yano - Communicative Competence https://web.uri.edu/iaics/files/07-Yasukata-Yano.pdf

Yaqoob, H. M. A. (2015). Constraints Faced by Teachers in Conducting CLT Based Activities at Secondary School Certificate (SSC) Level in Rural Area of Pakistan. *Educational Research International Volume 4*(2), 109-118.

Yashima, T. (2000). Orientations and motivations in foreign language learning: A study of Japanese college students. *JACET Bulletin, 31*, 121-133.

Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *Modern Language Journal, 86*, 54-66.

Yashima, T. (2009). International Posture and the Ideal L2 Self in the Japanese EFL Context. In Z. Dörnyei, & E. Ushioda (Eds.), *Motivation, language identity and the L2 Self* (pp. 144-163). Bristol: Multilingual Matters.

Yashima, T., Zenuk-Nishide, L., & Shimizu, K. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning*, *54*,119-152. doi: 10.1111/j.1467-9922.2004.00250.x

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Yasmin, M.,& Sohail, A. (2018). Learner Autonomy: Pakistani English Teachers' Beliefs. *Bulletin of Education & Research, 40*(2), 179-194. http://pu.edu.pk/images/journal/ier/PDF-FILES/13_40_2_18.pdf

Yasmin, M. & Sohail, A. (2018a). Socio-cultural barriers in promoting learner autonomy in Pakistani universities: *English teachers' beliefs. Cogent Education,* 5, 1-12. https://doi.org/10.1080/2331186X.2018.1501888.

Yasmin, M., & Sohail, A. (2018b). A creative alliance between learner autonomy &English language learning: *Pakistani university teachers' beliefs. Creativity Studies,* 11, 1-9. https://doi.org/10.3846/23450479.2017.1406874.

Yasmin, M., & Sohail, A. (2018c). Realizing learner autonomy in Pakistan: EFL teachers' beliefs about their practices. *International Journal of English Linguistics, 8*(2), 153-162.

Yates, Lyn. (2004). *What does good education research look like?* Paper presented at the WhyLearning? Seminar, Australian Museum/University of Technology Sydney.

Yeung, A. S., Craven, R. G., & Kaur, G. (2014). Teachers' self-concept and valuing of learning: Relations with teaching approaches and beliefs about students. *Asia-Pacific Journal of Teacher Education, 42*(3), 305–320.

Yigit &Yeldirim.(2018). Perceptions of ELT Students Related to Learner Autonomy in Language Learning *International Journal of Higher Education*, *7*(4), 76-89. http://ijhe.sciedupress.com

Yilmaz, C. (2010). The relationship between language learning strategies, gender, proficiency and self-efficacy beliefs: A study of ELT learners in Turkey. *Procedia - Social &Behavioral Sciences,* 2, 682-87.

Yin, C. (2008). *Language learning strategies in relation to attitudes, motivations, and learner beliefs: Investigating learner variables in the context of English as a Foreign Language in China*. (Unpublished Ph.D thesis, University of Maryland).

Yin, R.K. (2003). *Case study research: Design and methods.* Thousand Oaks, CA: Sage.

Yin, R. K. (2009).. *Case study research: Design and methods* (4th ed.). and Oaks, CA: Sage.

Yorke, M. (1999). *Leaving early undergraduate ae non-completion in higher education*. London: Falmer Press.

Yorke, M., & Longden, B. (2008). *The first-year experience in higher education in the UK: final report.* York, England: The Higher Education Academy.

Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals, 23*(6), 539-553. doi: 10.1111/j.1944-9720.1990.tb00424.x

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Yufrizal, Hery. (2014, March). Teachers and Student's Perceptions of Communicative Competence in English as a Foreign Language in Indonesia. *2nd ICEL Journal, 1*(2).

Zabihi, R. (2018). The role of cognitive and affective factors in measures of L2 writing. *Written Communication, 35*(1), 32-57.

Zeegers, P. (2001). Students learning in science: A longitudinal study. *British Journal of educational Psychology, 71,* 115–132.

Zhang, L. J. (2010a). A dynamic metacognitive systems account of Chinese university students' knowledge about EFL reading. *TESOL Quarterly, 44*(2), 320-353. doi: 10.5054/tq.2010.223352

Zhang, S., Zhao, J.,& Tan, W. (2008). Extending TAM for online learning systems: An intrinsic motivation perspective. *Tsinghua Science & Technology, 13*,312-317.

Zhang, Xiuyuan & Cui, Gang. (2010). Learning beliefs of distance foreign language learners in China: A survey study. System. 38. 30-40. doi: 10.1016/j.system.2009.12.003

Zhang, Z. H. (1999). *Developing an instrument for measuring TQM implementation in Chinese context.* SOM Research Report, 99A48, University of Groningen,Netherlands.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Zhang, Z. H. (2000). *Implementation of total quality management: An empirical study of Chinese manufacturing firms.* Unpublished PhD thesis. University of Groningen, Netherlands.

Zhang, Z. H., Waszink, A. B., & Wijngaard, J. (2000). An instrument for measuring TQM implementation for Chinese manufacturing companies. *InternationalJournal of Quality & Reliability Management, 17*(7), 730-755.

Zhang, Caihong (2003). Different Study Motivations and Different Achievements, *Northern China Industrial Transactions, 2*.

Zheng, D., Young, M., Brewer, R., & Wagner, M. (2009). Attitude and self-efficacy change: English language learning in virtual worlds. *CALICO Journal, 27*(1), 205-231.

Zhenhui, R. (2001). Matching teaching styles with learning styles in East Asian Context. Retrieved from http://iteslj.org

Zhu, C., (2002).*Psychology in foreign language teaching and learning.* Shanghai; Shanghai ForeignLanguage Education Press.

Zhu, W. (2000). Which should it be called: Convergent validity or discriminant validity? *Research Quarterly for Exercise & Sport, 71*(2), 190.

Zikmund, W. G. (2000). *Business research methods* (6th ed.). Orlando, FL: The Dryden Press.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Zikmund, W. (2009).*Business research methods*. New York: Texere.

Zikmund, W. G.,& Babin, B J. (2006).*Exploring marketing research*. Mason OH: Thomson South-Western.

Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology, 81*(3), 329-339.

Zimmerman, B., Bandura, A., & Martinez-Pons, M. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal-setting. *American Educational Research Journal, 29*(3), 663-676. doi: 10.3102/00028312029003663

Zimmerman, B. J., & Kitsantas, A. (1997). Developmental phases in self-regulation: Shifting from process goals to outcome goals. *Journal of Educational Psychology, 89*(1), 29–36.

Zimmerman, B. J.,& Kitsantas, A. (2007). A writer's discipline: The development of self-regulatory skill. In G. Rijlaarsdam (Series Ed.) P. Boscolo & S. Hidi (Volume Eds.), *Studies in Writing, 19, Writing &Motivation* (pp. 51–69). Oxford: Elsevier.

Zimmerman, B. J., & Martinez-Pons, M. (1990). Student differences in self-regulated learning: Relating grade, sex, and giftedness to self-efficacy and strategy use. *Journal of Educational Psychology, 82*(1), 51-59.
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi
Zimmerman, B.,& Schunk, D. (2008). Motivation: An essential dimension of self-regulated learning. In D. Schunk & B. J. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications* (pp. 1-30). Hillsdale, NJ: Erlbaum.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Appendix A

Brief Conceptual, Definitions, and Measurement of the Constructs in the study

Construct	Conceptual definition	Operational definition	The summarised expected relationship between the variables		The domain of the measurement
DV: Competence	An ability to use English Language, the extent to which a student can use the English language in the academic context as a Discourse Competence	There are four items on the scale to measure the reading wiring and speaking ability of the students in the academic context	**Competence< ----- Style** **Competence< ----- Efficacy** **Competence< ------- Strategy** **Competence< ----- Motivation** **Competence< ----- Belief** **Competence < ----- Attitude**	+ 	Competence as an ability to measure the use of English in the classroom for reading, writing and speaking purposes. Students can write summaries, read and comprehend long articles and give oral presentations in the class using English language as discourse competence part of the communicative competence →
IV: Styles (Sty)	The ways individual students prefer to learn the language a plan that shows how to do a learner approaches to acquire language	There are four items on this scale which focus on the preferred ways to learn language by way of communicative interaction	**(Competence< ----- Style)** **Strategy < ------ Style** **Motivation < ------ Style** **Attitude < ----- Style**	+ + + +	This scale measures the students learning styles in terms of independence, participation in extra activities related to language development, self-awareness and clarity of objectives in language learning, interest in social cooperation to enhance language skills
IV: Strategy Strat	A set of conscious activities to accomplish language learning goals, techniques to make learning enjoyable experience	Four items are part of this scale which mainly focus on self-evaluation of the learning activities	**(Competence< ------- Strategy)**	+	Measurement focus on how a learner notices the weak areas, set goals, find resources and encourages him/herself to develop communicative ability in the target language in the class
IV: Efficacy (Effi)	It refers to students level of effort, their ability related to language learning on their own, a confidence of the learner in his capacity to achieve learning goals	There are four items in this scale related to, consistency, problem-solving ability, being resourceful and confident in language learning to develop communicative competence	**(Competence < ----- Efficacy)** **Strategy< ---- Efficacy** **Motivation < ---- Efficacy** **Attitude < ---- Efficacy**	+ + + +	This measure covers the students' efforts in language learning, problem-solving ability, their confidence in themselves and having solution of their problems in language learning
IV: Motivation (Mot)	An inner derive that helps the learners to keep going and putting more efforts. A reward they want to achieve by learning the language	There are three items on the scale that explore the students' views about language learning, which helps them to keep moving in learning language	**Strategy < ----- Motivation** **(Competence< ----- Motivation)** **Attitude < ----- Motivation**	+ + +	The intrinsic motivation is measured and how they aim in language learning help them to put more efforts. The achievement learners want to have by developing their skills in second language learning for personal happiness or prove their ability as a learner
IV: Beliefs (Belif)	Perceived ideas and learning concepts, these are the assumptions of the learners related to language learning	There are four items on the scale to define the what are learners beliefs in language learning, their objective to achieve communicative ability in reading, writing and speaking	**(Competence < ----- Belief)** **Style< ---- Belief** **Motivation < ---- Belief** **Attitude < ---- Belief**	+ + + +	This construct measures the learners' purposes of language learning; gain the oral ability, writing skills, reading skills which mainly focus on the discourse competence development
IV: Attitude (Attit)	Generally, it is a dispositional phenomenon related to liking or disliking, a degree of favour or disfavour	Three items related to how much the learners like language learning, their happiness and free will to learn it	**(Competence< ----- Attitude)**	+	It measures the attitude of the learner towards, class, teacher, and his fellow students to actively learn and participate in the language learning activities.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Appendix B 1
Survey Questionnaire

Section 1. Student Demographic information

Instruction: This section asks for your personal and professional information for an academic research project. The research results will be used to bring quality changes in English language teaching and learning. Please respond to each question.

Name of college/University---------- Branch----------

From Urban background ☐ Rural background ☐

1. I am: male ☐ female ☐

2. Age _____years

3. My education: Current Degree Programme

B. Sc computer science BBA/BCom D. Pharmacy D.Physiotherapy

BS Aviation Management BS Mass Communication B.Sc Electrical Others

5. What is your last semester score in English (circle)

50% 60% 70% 80% 90%

6. How long have you been learning English?
Less than 10 years ---------- More than 10 years----------

7. Have you ever studied or travelled in an English-speaking country?

Yes No

8. Have you ever taken an IELTS or TOEFL certificate? ---------- Yes ----------No

9. Have you taken any extra courses in English? Yes------- No --------

10.At present how many classes you take in English each week? (Please Tick mark):

One class of ____hours two classes of ___hours three classes of ___hours

11. Which English Course you are learning this semester:

Functional English ☐ English for Academic Purpose ☐

English for Special Purpose ☐ Communication skills ☐

Creative Writing ☐ Other ☐

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Appendix B 2

Section 2 (Students Survey Questionnaire)

Answer Key:

1. Strongly Disagree 2. Disagree 3. Unsure 4. Agree 5. Strongly Agree

Language Learning Beliefs						
Question Items	Statement	SD	D	U	A	SA
1.	I learn English in order to use it for communication purposes	1	2	3	4	5
2.	I learn English in order to use it for my writing purposes	1	2	3	4	5
3.	The goal of my English learning is to communicate appropriately within special social contexts	1	2	3	4	5
4.	The purpose of my English learning is to communicate by learning to think in English	1	2	3	4	5
5.	The desired outcome of English learning is to achieve the ability to read and understand texts written in English	1	2	3	4	5
Language learning attitude						
6.	1 look forward to having English class every day.	1	2	3	4	5
7.	1 am happy with the way that my English teacher teaches us.	1	2	3	4	5
8.	1 am active and take initiatives in learning English in class.	1	2	3	4	5
9.	English class at university is generally lively and interesting.	1	2	3	4	5
10.	Our teacher uses teaching contents and activities based on real-life English usage.	1	2	3	4	5
Communicative Competence						
11.	I can speak in English confidently inside the class.	1	2	3	4	5
12.	I can read and comprehend long articles and essays	1	2	3	4	5
13.	I can give oral presentations in English in my class	1	2	3	4	5
14.	I can combine grammatical forms and meanings to write reports and summaries.	1	2	3	4	5
15.	I can apply the English knowledge to describe and explain the topics in class.	1	2	3	4	5
Learning Styles						
16.	I participate in extra-curricular activities to enhance my English language communication skills	1	2	3	4	5
17.	I have clear goals for improving my English language skills	1	2	3	4	5
18.	I have abilities to assess my weaknesses and the ways to overcome them	1	2	3	4	5
19.	I have solutions for my language learning problems	1	2	3	4	5
20.	I enjoy discussing my ideas about course content with other students.	1	2	3	4	5
Self-Efficacy						
21.	I can always manage to solve difficult problems of language learning if I try hard enough	1	2	3	4	5
22.	It is easy for me to stick to my aims and accomplish my goals in language learning	1	2	3	4	5
23.	Thanks to my resourcefulness, I know how to handle unforeseen situations in class and outside the class	1	2	3	4	5
24.	If I am in trouble in English class, I can usually think of a solution.	1	2	3	4	5

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

25.	I am confident that I could deal efficiently with unexpected events in English language learning	1	2	3	4	5
Learning Strategies						
26.	I notice my English mistakes and use that information to help me do better.	1	2	3	4	5
27.	I look for opportunities to read as much as possible in English.	1	2	3	4	5
28.	I have clear goals for improving my English skills	1	2	3	4	5
29.	I encourage myself to speak in English even when I am afraid of making a mistake.	1	2	3	4	5
30.	I select and evaluate resources according to my needs and levels	1	2	3	4	5
Learning Motivation						
31.	I learn English language to prove to myself that I am capable of learning at this level.	1	2	3	4	5
32.	Because when I succeed in language learning, I feel important.	1	2	3	4	5
33.	Because I believe that my university education will improve my competence as a worker.	1	2	3	4	5
34.	Because I want to have "the good social life" later on	1	2	3	4	5
35.	For the satisfaction, I feel when I am in the process of accomplishing difficult academic activities	1	2	3	4	5

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Appendix C 1
Teachers Survey Questionnaire

Section 1: Teacher's Demographic Information

1. Name of your college/university: _____

2. Branch campus_____

3. From Urban background ☐ Rural background ☐

4. I am: male ☐ female ☐

5. Age- _____years

6. My academic background: Please Mark the relevant boxes √

M.A Lite/Ling ☐ M.A ELTM.Phil ☐ PhD ☐ Others ☐

7. Area of specialization in teaching: ESP ☐ communication skills ☐ EAP ☐

Functional English ☐ Can teach all courses ☐

8. How long have you been teaching English? _____ years

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

9. Have you ever studied in an English-speaking country? _____Yes _____ No

10. Have you ever taken an IELTS or TOEFL certificate? ---------- Yes ----------No

11. Have you taken any of these qualifications in English teaching or in education?

TESOL ☐ CELTA ☐ PGC ☐
B.Ed ☐ M.Ed ☐

12. Are you satisfied with your current role? Yes ☐ No ☐

13. Have you attended any training in the last year? Yes ☐ No ☐

If Yes please write the title of the training:_____

14. Have you become a teacher with your own will? Yes ☐ No ☐

15. Have you got any in-house training from your department head or seniors?

Yes ☐ No ☐

16. Did your department head or seniors monitor/observe your classes?

Yes __ No ___

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Appendix C 2

Section2:(Teachers'SurveyQuestionnaire)

Answer Key:

1. Strongly Disagree 2.Disagree 3.Unsure 4. Agree 5. Strongly Agree

Language Learning Beliefs						
Question Items	Statement	SD	D	U	A	SA
1	My students learn English in order to use it for communication purposes	1	2	3	4	5
2	My students learn English in order to use it for writing purposes	1	2	3	4	5
3	The goal of students English learning is to communicate appropriately within special social contexts	1	2	3	4	5
4	The purpose of my students' English learning is to communicate by learning to think in English	1	2	3	4	5
5	The desired outcome of my students English learning is to achieve the ability in four skills: read, write, listen and speak in English	1	2	3	4	5
Language learning attitude						
6	I always look forward to having English class every day.	1	2	3	4	5
7	Most of my students are happy with the way I teach them English in the class	1	2	3	4	5
8	Most of my students are active and take initiatives in learning English in class.	1	2	3	4	5
9	My English class at university is generally lively and interesting.	1	2	3	4	5
10	I use teaching contents and activities in the class based on real-life English usage.	1	2	3	4	5
Communicative Competence						
11	My students can speak in English confidently inside the class.	1	2	3	4	5
12	My students can read and comprehend long articles and essays	1	2	3	4	5
13	My students can give oral presentations in English in my class	1	2	3	4	5
14	My students can combine grammatical forms and meanings to write reports and summaries.	1	2	3	4	5
15	My students can apply the English knowledge to describe and explain the topics in class.	1	2	3	4	5
Learning Styles						
16	My students participate in extra-curricular activities to enhance their English language communication skills	1	2	3	4	5
17	My students have clear goals for improving their English language skills	1	2	3	4	5
18	My students have abilities to assess their weaknesses and the ways to overcome them	1	2	3	4	5
19	My students have solutions for their language learning problems	1	2	3	4	5
20	My students enjoy discussing ideas about course content with other students.	1	2	3	4	5
Self-Efficacy						
21	My students can always manage to solve difficult problems of language learning if they try hard enough	1	2	3	4	5
22	It is easy for my students to stick to aims and accomplish goals in language learning	1	2	3	4	5
23	Thanks to my students' resourcefulness, they know how to handle unforeseen situations in class and outside the class	1	2	3	4	5
24	If my students are in trouble in English class, they can usually think of a solution.	1	2	3	4	5

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

25	My students are confident that they can deal efficiently with unexpected events in English language learning	1	2	3	4	5
Learning Strategies						
26	My students notice their English mistakes and use that information to help themselves do better	1	2	3	4	5
27	My students look for opportunities to read as much as possible in English	1	2	3	4	5
28	My students have clear goals for improving their English skills	1	2	3	4	5
29	My students encourage themselves to speak in English even when they are afraid of making a mistake	1	2	3	4	5
30	My students select and evaluate resources according to their needs and levels	1	2	3	4	5
Learning Motivation						
31	My students learn English language to prove to that they are capable of learning at this level	1	2	3	4	5
32	Because when my students succeed in language learning, they feel important	1	2	3	4	5
33	Because my students believe that their university education will improve their competence as a worker	1	2	3	4	5
34	Because my students want to have "the good social life" later on	1	2	3	4	5
35	For the satisfaction, my students feel when they are in the process of accomplishing difficult academic activities	1	2	3	4	5

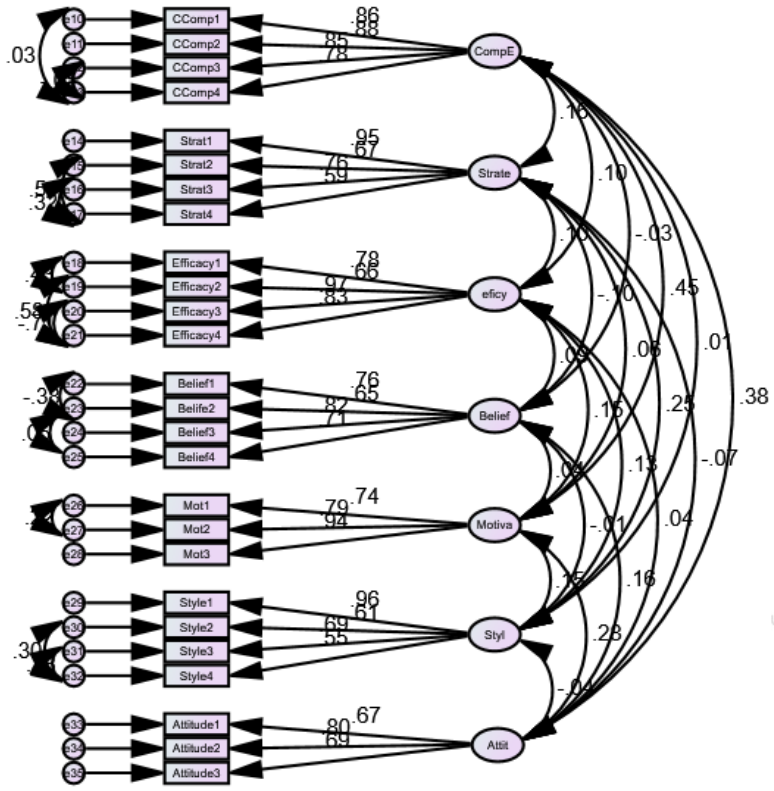
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Appendix D

Models Indices

Overall Measurement Model



Model Fit Summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	85	672.135	266	.000	2.527
Saturated model	351	.000	0		
Independence model	26	8712.348	325	.000	26.807

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.033	.924	.900	.700
Saturated model	.000	1.000		
Independence model	.162	.416	.370	.385

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.923	.906	.952	.941	.952
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.818	.755	.779
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	406.135	333.553	486.394
Saturated model	.000	.000	.000
Independence model	8387.348	8086.353	8694.702

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	1.124	.679	.558	.813
Saturated model	.000	.000	.000	.000
Independence model	14.569	14.026	13.522	14.540

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.051	.046	.055	.420
Independence model	.208	.204	.212	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	842.135	850.174	1215.732	1300.732
Saturated model	702.000	735.194	2244.737	2595.737
Independence model	8764.348	8766.807	8878.625	8904.625

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	1.408	1.287	1.542	1.422
Saturated model	1.174	1.174	1.174	1.229
Independence model	14.656	14.153	15.170	14.660

HOELTER

Model	HOELTER .05	HOELTER .01
Default model	272	287
Independence model	26	27

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Standardized Residual Covariances (Measurement Model)

	Attitude3	Attitude1	Attitude2	Mot1	Mot3	Mot2	Belife2	Belief1	Belief4	Belief3	Style4	Style3	Style2	Style1	Efficacy3	Efficacy1	Efficacy2	Efficacy4	Strat4	Strat3	Strat2	Strat1	CComp4	CComp2	CComp1	CComp3
Attitude3	0.0																									
Attitude1	-0.7	0.0																								
Attitude2	-0.1	0.5	0.0																							
Mot1	0.5	-2.1	-2.8	0.2																						
Mot3	2.0	-0.1	-0.3	0.1	0.0																					
Mot2	2.2	0.5	-0.2	0.2	0.0	0.0																				
Belife2	-1.8	-1.1	-0.9	-1.3	-0.4	1.9	0.0																			
Belief1	0.1	-0.3	0.7	-2.4	-0.9	-0.7	-0.1	0.2																		
Belief4	0.1	1.0	2.0	0.1	2.0	2.5	0.3	0.2	0.2																	
Belief3	-0.8	0.2	0.9	-1.5	-0.4	1.3	-0.1	0.3	0.1	0.0																
Style4	-0.3	-1.5	0.8	-3.1	-2.2	-2.6	1.0	1.1	0.5	0.4	0.1															
Style3	-0.8	-0.1	1.9	-1.1	-1.0	-1.7	-0.2	0.6	0.7	0.8	0.3	0.2														
Style2	-0.6	0.0	0.0	-0.3	0.3	-1.2	0.8	1.5	1.5	2.6	0.3	0.4	0.0													
Style1	-0.7	-0.5	0.1	0.6	0.5	-1.1	0.1	-0.8	0.1	-0.2	0.1	0.0	-0.1	-0.1												
Efficacy3	1.0	0.0	0.6	0.6	-0.3	0.2	1.7	-0.5	1.7	0.5	-1.6	1.5	1.3	1.5	0.0											
Efficacy1	0.0	-0.1	0.8	0.0	-1.5	-0.7	1.0	-1.4	1.4	-0.1	-1.6	0.4	1.6	1.1	0.0	0.0										
Efficacy2	-0.4	0.2	-0.5	0.4	-0.5	0.2	1.0	-1.3	0.9	0.3	-2.2	-1.4	1.0	-0.9	-0.3	-0.1	-0.2									
Efficacy4	0.9	0.4	0.2	1.5	0.5	0.8	2.0	-0.9	1.6	0.5	-1.7	-0.8	1.4	0.1	-0.1	-0.1	-0.2	-0.1								
Strat4	-0.8	0.2	1.1	-0.3	-0.6	-0.3	0.0	0.4	0.8	0.0	-1.0	1.9	-1.1	0.7	0.0	-1.1	0.1	-0.1	0.0							
Strat3	0.6	0.3	1.1	-0.3	-0.4	-0.3	-0.7	1.2	-0.8	-0.7	-3.6	0.4	-2.9	1.4	2.5	2.2	2.7	3.0	-0.3	-0.2						
Strat2	-0.5	-0.3	0.3	1.1	-0.1	0.1	0.4	1.0	0.6	0.2	-2.8	-0.3	-2.3	-0.9	-0.4	-0.9	-0.3	-0.6	0.2	0.2	0.2					
Strat1	0.2	-1.0	-0.2	0.1	0.0	-0.6	-1.5	-0.6	-1.6	-2.5	-3.4	0.3	-3.2	1.1	2.1	1.1	1.7	2.0	-0.4	-0.3	0.3	-0.1				
CComp4	2.0	-1.6	-1.1	0.6	1.4	0.9	0.3	-0.3	0.2	-0.5	0.2	-0.6	0.2	1.1	1.3	0.3	0.6	-0.1	0.1	0.3	-0.5	0.4	-0.1			
CComp2	1.8	0.2	-1.6	-0.3	0.8	-0.3	0.0	-0.7	0.9	-0.8	-0.6	-1.0	-1.4	-0.3	1.3	-0.6	0.4	-0.2	0.7	0.9	-0.6	0.8	-0.2	0.0		
CComp1	1.5	-0.2	-1.3	0.5	0.1	-0.3	-0.6	0.0	0.7	-0.8	-1.2	-0.4	-1.7	0.6	1.7	-0.5	0.0	0.0	0.6	1.2	-1.0	0.8	0.1	0.1		
CComp3	2.1	-1.1	-0.4	-1.4	-0.2	-1.4	-0.5	0.0	1.2	-1.1	-0.7	-1.0	-1.5	-0.3	-0.2	-0.9	-0.6	-1.1	1.2	2.0	0.2	2.5	-0.1	0.1		

Overall Measurement Model Validity Measures (Correlation Matrix)

	CR	AVE	MSV	Max R(H)	Competence	Strategy	Efficacy	Style	Belief	Motivation	Attitude
Competence	0.908	0.713	0.210	0.912	**0.844**						
Strategy	0.832	0.558	0.075	0.865	0.135**	**0.747**					
Efficacy	0.886	0.664	0.040	0.926	0.099*	0.046	**0.815**				
Style	0.806	0.519	0.075	0.904	0.009	0.273***	0.094*	**0.721**			
Belief	0.829	0.549	0.024	0.837	-0.015	-0.043	0.072	0.012	**0.741**		
Motivation	0.878	0.706	0.210	0.884	0.459***	0.080†	0.200***	0.154***	0.046	**0.840**	
Attitude	0.768	0.526	0.154	0.780	0.393***	-0.073	-0.002	-0.029	0.155**	0.272***	**0.725**

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Standardised Regression Weights

			Estimate
CComp3	<---	CComp	.849
CComp1	<---	CComp	.857
CComp2	<---	CComp	.879
CComp4	<---	CComp	.789
Strat1	<---	Stra	.716
Strat2	<---	Stra	.872
Strat3	<---	Stra	.578
Strat4	<---	Stra	.791
Efficacy4	<---	Effic	.845
Efficacy2	<---	Effic	.941
Efficacy1	<---	Effic	.763
Efficacy3	<---	Effic	.689
Style1	<---	Sty	.938
Style2	<---	Sty	.622
Style3	<---	Sty	.703
Style4	<---	Sty	.561
Belief3	<---	Belif	.808
Belief4	<---	Belif	.711
Belief1	<---	Belif	.763
Belife2	<---	Belif	.674
Mot2	<---	Moti	.848
Mot3	<---	Moti	.880
Mot1	<---	Moti	.789
Attitude2	<---	Attid	.799
Attitude1	<---	Attid	.672
Attitude3	<---	Attid	.699

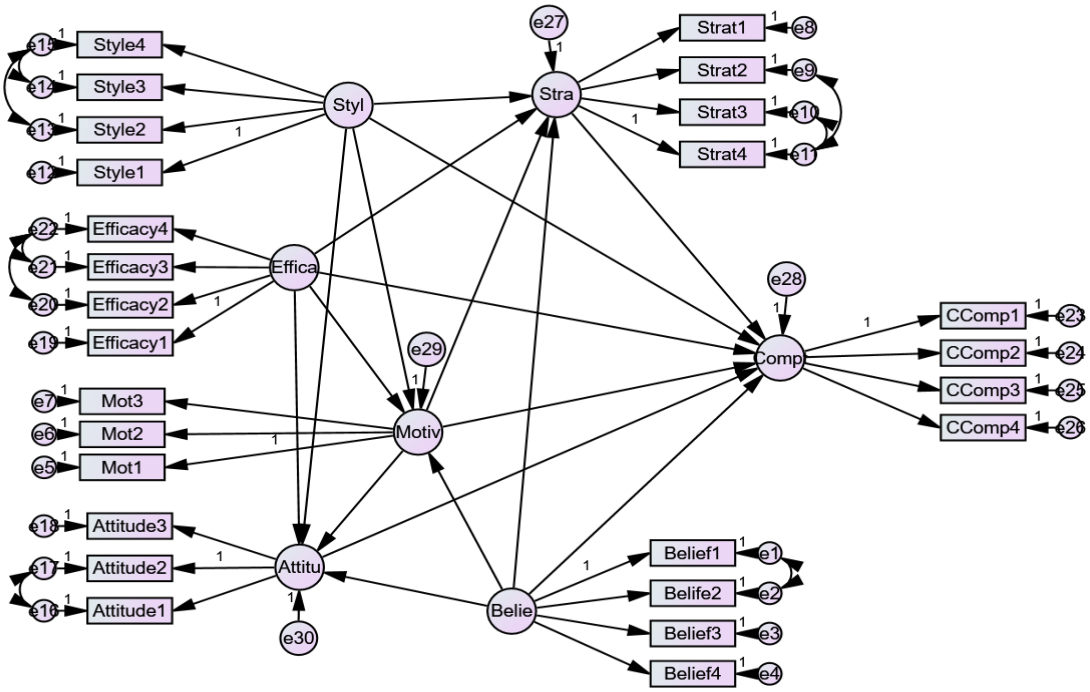
Squared Multiple Correlations

	Estimate
Attitude3	.488
Attitude1	.451
Attitude2	.638
Mot1	.623
Mot3	.774
Mot2	.720
Belife2	.455
Belief1	.582
Belief4	.506
Belief3	.652
Style4	.315
Style3	.494
Style2	.387
Style1	.880
Efficacy3	.474
Efficacy1	.582
Efficacy2	.885
Efficacy4	.714
Strat4	.626
Strat3	.334
Strat2	.760
Strat1	.512
CComp4	.623
CComp2	.773
CComp1	.735
CComp3	.721

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Structural Model



Structural Model Fit Summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	77	677.173	274	.000	2.471
Saturated model	351	.000	0		
Independence model	26	8712.348	325	.000	26.807

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.036	.924	.903	.721
Saturated model	.000	1.000		
Independence model	.162	.416	.370	.385

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.922	.908	.952	.943	.952
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.843	.778	.803
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	403.173	330.524	483.510
Saturated model	.000	.000	.000
Independence model	8387.348	8086.353	8694.702

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	1.132	.674	.553	.809
Saturated model	.000	.000	.000	.000
Independence model	14.569	14.026	13.522	14.540

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.050	.045	.054	.547
Independence model	.208	.204	.212	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	831.173	838.455	1169.608	1246.608
Saturated model	702.000	735.194	2244.737	2595.737
Independence model	8764.348	8766.807	8878.625	8904.625

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	1.390	1.268	1.524	1.402
Saturated model	1.174	1.174	1.174	1.229
Independence model	14.656	14.153	15.170	14.660

HOELTER

Model	HOELTER .05	HOELTER .01
Default model	277	293
Independence model	26	27

Minimization: .014
Miscellaneous: 1.480
Bootstrap: .000
Total: 1.494

Standardized Residual Covariances (Structural Model)

	CComp4	CComp3	CComp2	CComp1	Efficacy4	Efficacy3	Efficacy2	Efficacy1	Attitude3	Attitude2	Attitude1	Style4	Style3	Style2	Style1	Strat4	Strat3	Strat2	Strat1	Mot3	Mot2	Mot1	Belief4	Belief3	Belief2	Belief1
CComp4	-0.04																									
CComp3	-0.13	-0.04																								
CComp2	-0.20	-0.02	-0.05																							
CComp1	0.05	-0.03	-0.01	-0.04																						
Efficacy4	0.29	-0.77	0.18	0.40	-0.06																					
Efficacy3	1.13	-0.43	1.12	1.50	-0.10	0.00																				
Efficacy2	1.02	-0.16	0.84	0.45	-0.05	-0.16	0.00																			
Efficacy1	0.15	-1.11	-0.79	-0.71	0.03	0.04	0.02	0.00																		
Attitude3	2.16	2.23	1.86	1.51	0.77	0.89	-0.51	-0.16	0.00																	
Attitude2	-1.00	-0.32	-1.51	-1.31	0.09	0.41	-0.63	0.60	-0.08	0.00																
Attitude1	-1.48	-1.06	0.28	-0.19	0.29	-0.16	0.08	-0.24	-0.67	0.48	0.00															
Style4	0.26	-0.58	-0.46	-1.11	-0.60	-0.69	-1.03	-0.62	-0.20	0.88	-1.39	0.17														
Style3	-0.47	-0.85	-0.83	-0.27	0.52	2.57	-1.16	1.64	-0.71	2.05	0.01	0.24	0.00													
Style2	0.34	-1.40	-1.23	-1.54	2.61	2.24	2.35	2.71	-0.49	0.08	0.14	0.34	0.82	0.00												
Style1	1.29	-0.06	-0.09	0.80	1.97	3.00	1.18	2.72	-0.51	0.35	-0.32	0.04	-0.05	-0.02	0.00											
Strat4	0.23	1.39	0.84	0.75	-0.24	-0.50	-0.15	-1.62	-1.58	0.19	-0.51	0.10	3.33	0.19	2.45	0.04										
Strat3	-0.66	1.00	-0.18	0.15	2.38	1.49	2.00	1.16	0.11	0.60	-0.12	-3.90	0.11	-3.19	0.88	0.07	0.04									
Strat2	-0.45	0.26	-0.51	-0.94	-0.86	-0.96	1.21	-1.58	-1.31	-0.70	-1.12	-1.72	1.07	-1.05	0.80	0.05	0.10	0.03								
Strat1	-0.78	1.20	-0.56	-0.56	-0.27	0.91	0.83	-0.25	-0.39	-0.82	-1.53	-3.68	-0.10	-3.47	0.43	-0.03	0.03	0.05	0.06							
Mot3	1.53	-0.17	0.84	0.12	2.06	0.32	1.31	-0.89	2.05	-0.31	-0.16	-1.89	-0.55	0.72	0.93	0.09	-0.26	0.70	0.17	0.05						
Mot2	1.08	-1.21	-0.16	-2.36	2.43	0.77	1.95	-0.05	2.25	-0.16	0.53	-2.27	-1.21	-0.82	-0.66	0.41	-0.14	0.87	-0.38	0.04	0.05					
Mot1	2.80	-1.33	-0.22	0.48	2.92	1.11	2.01	0.53	0.49	-2.80	-2.09	-2.76	-0.68	-1.61	0.98	0.40	-0.12	1.83	0.29	-0.07	0.27	0.04				
Belief4	0.51	1.51	1.18	1.02	2.68	2.55	2.07	2.32	0.08	1.87	0.96	0.64	0.89	1.58	-1.96	1.30	0.21	1.21	-0.42	2.20	2.73	0.26	0.00			
Belief3	-0.16	-0.77	-0.40	-0.44	1.71	1.49	1.66	1.00	-0.86	0.85	0.18	0.57	1.01	2.73	0.06	0.57	0.37	0.84	-1.15	-0.14	1.55	-1.24	0.18	0.00		
Belief2	0.58	-0.21	0.31	-0.34	3.05	2.51	2.10	1.90	-1.83	-0.97	-1.12	1.07	-0.01	0.90	0.29	0.41	0.15	0.90	-0.39	-0.24	2.15	-1.06	0.22	-0.06	0.00	
Belief1	0.03	0.34	-0.30	0.33	0.20	0.40	-0.08	-0.41	0.07	0.62	-0.33	1.19	2.68	1.64	-0.57	0.97	2.20	1.65	0.73	-0.70	-0.52	-2.14	-0.07	0.08	0.00	0.00

Activate Windows Go to Settings to activate Windows.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Structural Model Correlation

Correlations: (Group number 1 - Default model)

			Estimate
e20	<-->	e22	.553
e21	<-->	e22	.301
e9	<-->	e11	.505
e10	<-->	e11	.320
e14	<-->	e15	.382
e1	<-->	e2	-.426
e13	<-->	e15	.298
e16	<-->	e17	.337

Squared Multiple Correlations: (Group number 1 - Default model)

	Estimate
Motiv	.035
Attitu	.121
Stra	.075
Compt	.330
CComp4	.620
CComp3	.725
CComp2	.774
CComp1	.738
Efficacy4	.493
Efficacy3	.679
Efficacy2	.612
Efficacy1	.834
Attitude3	.708
Attitude2	.430
Attitude1	.275
Style4	.307
Style3	.472
Style2	.365
Style1	.923
Strat4	.344
Strat3	.579
Strat2	.450
Strat1	.891
Mot3	.788
Mot2	.712
Mot1	.621
Belief4	.512
Belief3	.657
Belife2	.449
Belief1	.589

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Standardised Direct Effects - Two Tailed Significance

	Effica	**Styl**	**Belie**	**Motiv**	**Attitu**	**Stra**	**Compt**
Motiv	.005	.008	.407	...	...	...	...
Attitu	.494	.077	.031	.001	...	...	...
Stra	.037	.001	.051	.818	...	...	...
Compt	.460	.102	.082	.001	.001	.001	...
CComp4	...	...	...	...	...	...	.001
CComp3	...	...	...	...	...	...	.001
CComp2	...	...	...	...	...	...	.002
CComp1	...	...	...	...	...	...	.001
Efficacy4	.002	...	...	...	...	...	...
Efficacy3	.002	...	...	...	...	...	...
Efficacy2	.001	...	...	...	...	...	...
Efficacy1	.001	...	...	...	...	...	...
Attitude3	...	...	...	...	.001	...	...
Attitude2	...	...	...	...	.001	...	...
Attitude1	...	...	...	...	.001	...	...
Style4	...	.001	...	...	...	...	...
Style3	...	.001	...	...	...	...	...
Style2	...	.001	...	...	...	...	...
Style1	...	.001	...	...	...	...	...
Strat4	...	...	...	...	...	.001	...
Strat3	...	...	...	...	...	.001	...
Strat2	...	...	...	...	...	.001	...
Strat1	...	...	...	...	...	.001	...
Mot3	...	...	...	.001	...	...	...
Mot2	...	...	...	.001	...	...	...
Mot1	...	...	...	.001	...	...	...
Belief4	...	...	.001	...	...	...	...
Belief3	...	...	.002	...	...	...	...
Belife2	...	...	.001	...	...	...	...
Belief1	...	...	.001	...	...	...	...

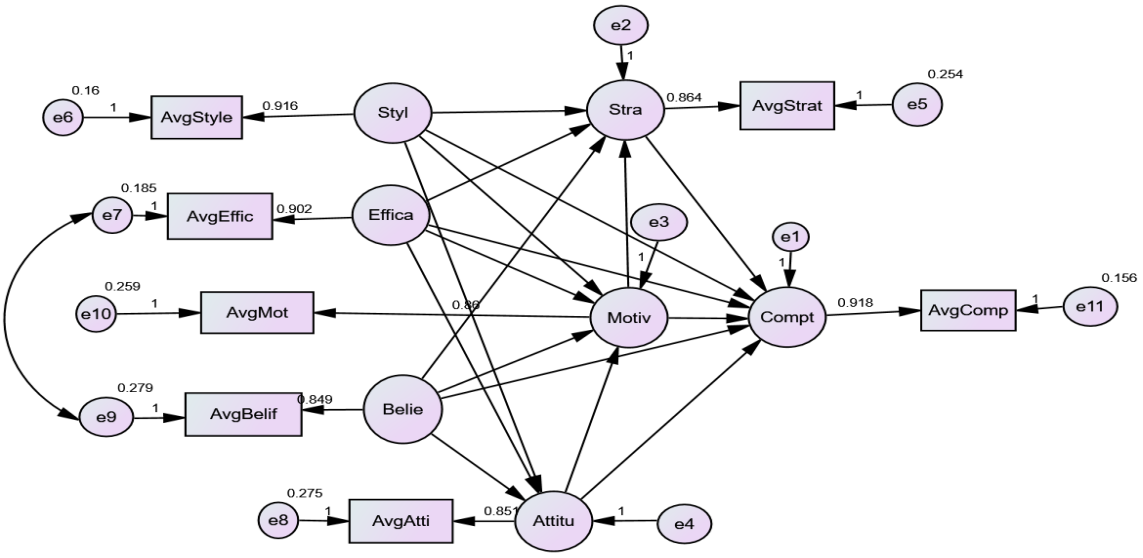
Standardised Indirect Effects - Two Tailed Significance

	Effica	Styl	Belie	Motiv	Attitu	Stra	Compt
Motiv	...	...	...	...	...	...	...
Attitu	.004	.007	.402	...	...	...	...
Stra	.736	.693	.629	...	...	...	...
Compt	.009	.046	.231	.001	...	...	...
CComp4	.030	.999	.456	.001	.001	.001	...
CComp3	.031	.999	.454	.001	.001	.001	...
CComp2	.033	.999	.457	.001	.001	.001	...
CComp1	.030	.999	.451	.001	.001	.001	...
Efficacy4	...	...	...	...	...	...	...
Efficacy3	...	...	...	...	...	...	...
Efficacy2	...	...	...	...	...	...	...
Efficacy1	...	...	...	...	...	...	...
Attitude3	.865	.343	.025	.002	...	...	...
Attitude2	.857	.337	.023	.001	...	...	...
Attitude1	.850	.339	.022	.001	...	...	...
Style4	...	...	...	...	...	...	...
Style3	...	...	...	...	...	...	...
Style2	...	...	...	...	...	...	...
Style1	...	...	...	...	...	...	...
Strat4	.025	.001	.055	.804	...	...	...
Strat3	.025	.001	.055	.806	...	...	...
Strat2	.025	.001	.057	.818	...	...	...
Strat1	.025	.001	.057	.816	...	...	...
Mot3	.005	.008	.400	...	...	...	...
Mot2	.004	.008	.413	...	...	...	...
Mot1	.004	.007	.406	...	...	...	...
Belief4	...	...	...	...	...	...	...
Belief3	...	...	...	...	...	...	...
Belife2	...	...	...	...	...	...	...
Belief1	...	...	...	...	...	...	...

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Relational Cause/effect Model (with average mean score)



Relationship Model Fit Summary

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	25	5.349	3	.148	1.783
Saturated model	28	.000	0		
Independence model	7	269.551	21	.000	12.836

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.010	.997	.976	.107
Saturated model	.000	1.000		
Independence model	.058	.882	.843	.662

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.980	.861	.991	.934	.991
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.143	.140	.142
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	2.349	.000	13.005
Saturated model	.000	.000	.000
Independence model	248.551	199.275	305.276

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	.009	.004	.000	.022
Saturated model	.000	.000	.000	.000
Independence model	.451	.416	.333	.510

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.036	.000	.085	.608
Independence model	.141	.126	.156	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	55.349	56.027	165.231	190.231
Saturated model	56.000	56.759	179.067	207.067
Independence model	283.551	283.741	314.318	321.318

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	.093	.089	.110	.094
Saturated model	.094	.094	.094	.095
Independence model	.474	.392	.569	.474

HOELTER

Model	HOELTER .05	HOELTER .01
Default model	874	1269
Independence model	73	87

Minimization:	.001
Miscellaneous:	.563
Bootstrap:	1.731
Total:	2.295

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi
05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Standardised Residual Covariances (Relational model)

	Avg Comp	Avg Attit	Avg Mot	Avg Belief	Avg Styl	Avg Effic	Avg Strat
AvgComp	-.036						
AvgAttit	-.131	-.008					
AvgMot	.040	.021	.010				
AvgBelief	-.017	-.104	.076	.016			
AvgStyl	.139	.208	.295	1.122	.002		
AvgEffic	-.040	-.040	.074	.041	1.702	.006	
AvgStrat	-.149	-.975	.363	.307	.036	.245	.013

Squared Multiple Correlations

	Estimate
Motiv	.105
Attide	.414
Strat	.084
Compet	.919
AvgComp	.545
AvgAttit	.349
AvgMot	.471
AvgBelief	.480
AvgStyl	.742
AvgEffic	.674
AvgStrat	.587

Standardised Direct Effects - Two Tailed Significance

	Belifs	Styl	Efficy	Motiv	Attide	Strat
Motiv	.378	.283	.001	...	...	...
Attide	.010	.165	.143	.003	...	...
Strat	.183	.001	.135	.604	...	...
Compet	.026	.265	.568	.066	.031	.002
AvgComp	...	...	...	...	...	...
AvgAttit	...	...	...	...	.001	...
AvgMot	...	...	...	.001	...	...
AvgBelief	.001	...	...	...	...	...
AvgStyl	...	.001	...	...	...	...
AvgEffic	...	...	.001	...	...	...
AvgStrat	...	...	...	...	...	.001

Standardised Regression Weights

			Estimate
Motiv	<---	Efficy	.305
Motiv	<---	Styl	.080
Motiv	<---	Belifs	.074
Attide	<---	Belifs	.269
Attide	<---	Efficy	-.147
Strat	<---	Efficy	.107
Strat	<---	Styl	.233
Attide	<---	Styl	-.125
Strat	<---	Belifs	-.115
Attide	<---	Motiv	.587
Strat	<---	Motiv	.042
Compet	<---	Strat	.238
Compet	<---	Attide	.568
Compet	<---	Belifs	-.227
Compet	<---	Efficy	-.046
Compet	<---	Styl	-.090
Compet	<---	Motiv	.509
AvgStrat	<---	Strat	.766
AvgEffic	<---	Efficy	.821
AvgStyl	<---	Styl	.861
AvgBelief	<---	Belifs	.693
AvgMot	<---	Motiv	.686
AvgAttit	<---	Attide	.591
AvgComp	<---	Compet	.738

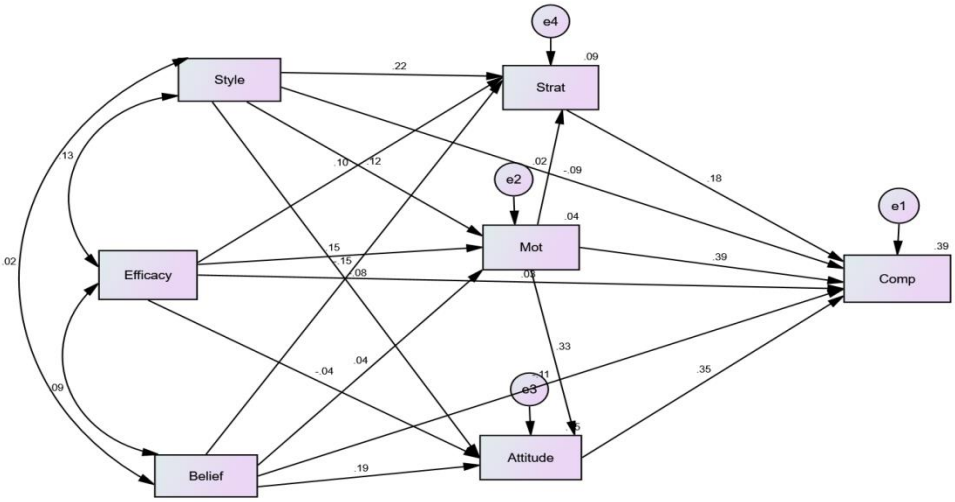
Standardised Indirect Effects - Two Tailed Significance

	Belifs	Styl	Efficy	Motiv	Attide	Strat
Motiv	...	...	...	...	...	...
Attide	.357	.252	.001	...	...	...
Strat	.425	.376	.546	...	...	...
Compet	.061	.523	.056	.016	...	...
AvgComp	.636	.506	.024	.003	.030	.002
AvgAttit	.002	.350	.651	.002	...	...
AvgMot	.373	.276	.001	...	...	...
AvgBelief	...	...	...	...	...	...
AvgStyl	...	...	...	...	...	...
AvgEffic	...	...	...	...	...	...
AvgStrat	.187	.001	.041	.597	...	...

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Proposed Hypothetical Model



Proposed Model Fit Summary (with observed variables)

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Model Number 8	27	1.588	1	.208	1.588
Saturated model	28	.000	0		
Independence model	7	479.239	21	.000	22.821

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Model Number 8	.002	.999	.979	.036
Saturated model	.000	1.000		
Independence model	.057	.814	.752	.611

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Model Number 8	.997	.930	.999	.973	.999
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Model Number 8	.048	.047	.048
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Model Number 8	.588	.000	8.438
Saturated model	.000	.000	.000
Independence model	458.239	390.684	533.217

FMIN

Model	FMIN	F0	LO 90	HI 90
Model Number 8	.003	.001	.000	.014
Saturated model	.000	.000	.000	.000
Independence model	.801	.766	.653	.892

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Model Number 8	.031	.000	.119	.492
Independence model	.191	.176	.206	.000

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

AIC

Model	AIC	BCC	BIC	CAIC
Model Number 8	55.588	56.320	174.260	201.260
Saturated model	56.000	56.759	179.067	207.067
Independence model	493.239	493.429	524.006	531.006

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Model Number 8	.093	.092	.106	.094
Saturated model	.094	.094	.094	.095
Independence model	.825	.712	.950	.825

HOELTER

Model	HOELTER .05	HOELTER .01
Model Number 8	1447	2499
Independence model	41	49

Minimization: .047
Miscellaneous: .469
Bootstrap: .874
Total: 1.390

Standardised Residual Covariances (Proposed Hypothetical Model)

	Efficacy	Belief	Style	Mot	Strat	Attitude	Comp
Efficacy	.000						
Belief	.000	.000					
Style	.000	.000	.000				
Mot	.000	.000	.000	.000			
Strat	.000	.000	.000	.000	.000		
Attitude	.000	.000	.000	.000	-1.113	.000	
Comp	.000	.000	.000	.000	-.379	-.180	-.097

Standardised Regression Weights

Parameter			Estimate	Lower	Upper	P
Mot	<---	Style	.118	.040	.202	.004**
Mot	<---	Belief	.043	-.020	.120	.171
Mot	<---	Efficacy	.146	.067	.222	.001***
Strat	<---	Style	.223	.142	.303	.001***
Attitude	<---	Belief	.191	.115	.257	.001***
Attitude	<---	Mot	.326	.238	.401	.002**
Strat	<---	Efficacy	.103	.027	.179	.010**
Attitude	<---	Efficacy	-.042	-.112	.031	.257
Attitude	<---	Style	-.084	-.166	-.003	.043*
Strat	<---	Belief	-.146	-.228	-.057	.004**
Strat	<---	Mot	.022	-.057	.104	.591
Comp	<---	Attitude	.346	.274	.422	.001***
Comp	<---	Mot	.386	.309	.450	.001***
Comp	<---	Belief	-.107	-.169	-.045	.001***
Comp	<---	Style	-.088	-.153	-.023	.005**
Comp	<---	Strat	.177	.116	.239	.001***
Comp	<---	Efficacy	.030	-.038	.101	.378

Squared Multiple Correlations

	Estimate
Mot	.043
Strat	.086
Attitude	.146
Comp	.386

Standardised Direct Effects - Two Tailed Significance

	Efficacy	Belief	Style	Mot	Strat	Attitude
Mot	.001	.171	.004	...	...	...
Strat	.010	.004	.001	.591	...	...
Attitude	.257	.001	.043	.002	...	...
Comp	.378	.001	.005	.001	.001	.001

Standardised Indirect Effects - Two Tailed Significance

	Efficacy	Belief	Style	Mot	Strat	Attitude
Mot	...	...	...	...	...	...
Strat	.535	.378	.449	...	...	...
Attitude	.001	.179	.004	...	...	...
Comp	.004	.009	.016	.001	...	...

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Pattern Matrix

	Factor						
	1	2	3	4	5	6	7
Belief1						.720	
Belife2						.610	
Belief3						.844	
Belief4						.715	
Mot1					.803		
Mot2					.871		
Mot3					.843		
Strat1			.821				
Strat2			.771				
Strat3			.810				
Strat4			.758				
Style1				.776			
Style2				.681			
Style3				.785			
Style4				.780			
Attitude1							.651
Attitude2							.891
Attitude3							.602
Efficacy1		.844					
Efficacy2		.857					
Efficacy3		.815					
Efficacy4		.849					
CComp1	.888						
CComp2	.869						
CComp3	.849						
CComp4	.753						

Extraction Method: Maximum Likelihood.
Rotation Method: Promax with Kaiser Normalization.
a. Rotation converged in 6 iterations.

Factor Correlation Matrix

Factor	1	2	3	4	5	6	7
1	1.000	.095	.155	-.028	.435	-.038	.362
2	.095	1.000	.100	.062	.204	.091	.007
3	.155	.100	1.000	.176	.071	-.071	-.050
4	-.028	.062	.176	1.000	.063	.054	-.025
5	.435	.204	.071	.063	1.000	.045	.235
6	-.038	.091	-.071	.054	.045	1.000	.179
7	.362	.007	-.050	-.025	.235	.179	1.000

Extraction Method: Maximum Likelihood.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Correlations Results

		Comp	Efficacy	Attitude	Style	Strat	Mot	Belief
Comp	Pearson Correlation	1	.101*	.440**	-.005	.172**	.495**	-.036
	Sig. (2-tailed)		.013	.000	.901	.000	.000	.383
	N	599	599	599	599	599	599	599
Efficacy	Pearson Correlation	.101*	1	.019	.132**	.123**	.166**	.091*
	Sig. (2-tailed)	.013		.646	.001	.003	.000	.026
	N	599	599	599	599	599	599	599
Attitude	Pearson Correlation	.440**	.019	1	-.040	-.075	.319**	.204**
	Sig. (2-tailed)	.000	.646		.325	.066	.000	.000
	N	599	599	599	599	599	599	599
Style	Pearson Correlation	-.005	.132**	-.040	1	.236**	.138**	.022
	Sig. (2-tailed)	.901	.001	.325		.000	.001	.587
	N	599	599	599	599	599	599	599
Strat	Pearson Correlation	.172**	.123**	-.075	.236**	1	.061	-.130**
	Sig. (2-tailed)	.000	.003	.066	.000		.133	.001
	N	599	599	599	599	599	599	599
Mot	Pearson Correlation	.495**	.166**	.319**	.138**	.061	1	.059
	Sig. (2-tailed)	.000	.000	.000	.001	.133		.147
	N	599	599	599	599	599	599	599
Belief	Pearson Correlation	-.036	.091*	.204**	.022	-.130**	.059	1
	Sig. (2-tailed)	.383	.026	.000	.587	.001	.147	
	N	599	599	599	599	599	599	599

*. Correlation is significant at the 0.05 level (2-tailed).

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

Group Statistics

	Teacher/Student	N	Mean	Std. Deviation	Std. Error Mean
Comp	Students	404	3.9791	.53094	.02642
	Teachers	195	3.9815	.55730	.03991
Efficacy	Students	404	3.5331	.77971	.03879
	Teachers	195	3.5193	.74270	.05319
Attitude	Students	404	3.0289	.45094	.02244
	Teachers	195	3.0234	.46676	.03343
Style	Students	404	3.4034	.89667	.04461
	Teachers	195	3.3484	.92859	.06650
Strat	Students	404	1.9914	.52718	.02623
	Teachers	195	2.0432	.50928	.03647
Mot	Students	404	3.7078	.58471	.02909
	Teachers	195	3.6376	.58411	.04183
Belief	Students	404	2.7017	.66027	.03285
	Teachers	195	2.7509	.69250	.04959

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Comp	Equal variances assumed	.258	.612	-.050	597	.960	-.00237	.04706	-.09479	.09004
	Equal variances not assumed			-.050	367.277	.960	-.00237	.04786	-.09649	.09174
Efficacy	Equal variances assumed	1.636	.201	.207	597	.836	.01384	.06696	-.11766	.14534
	Equal variances not assumed			.210	400.718	.834	.01384	.06583	-.11558	.14326
Attitude	Equal variances assumed	.086	.770	.139	597	.889	.00553	.03977	-.07258	.08365
	Equal variances not assumed			.137	371.839	.891	.00553	.04026	-.07363	.08469
Style	Equal variances assumed	.002	.960	.696	597	.487	.05502	.07910	-.10033	.21038
	Equal variances not assumed			.687	371.678	.492	.05502	.08008	-.10244	.21248
Strat	Equal variances assumed	.371	.543	-1.139	597	.255	-.05179	.04547	-.14108	.03751
	Equal variances not assumed			-1.153	395.627	.250	-.05179	.04492	-.14010	.03653
Mot	Equal variances assumed	2.321	.128	1.378	597	.169	.07025	.05097	-.02985	.17035
	Equal variances not assumed			1.379	383.823	.169	.07025	.05095	-.02992	.17043
Belief	Equal variances assumed	.410	.522	-.841	597	.401	-.04919	.05850	-.16408	.06571
	Equal variances not assumed			-.827	367.539	.409	-.04919	.05948	-.16616	.06779

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Appendix E

Cover Letter

KEMENTERIAN PENDIDIKAN MALAYSIA

UNIVERSITI PENDIDIKAN SULTAN IDRIS
SULTAN IDRIS EDUCATION UNIVERSITY

1st July 2019.

Greetings,

Respected Sir/Madam,

I, Choudhry Shahid Mahmood, am a PhD. research scholar at Sultan Idris Education University Malaysia and conducting a study entitled,

"DEVELOPMENT OF COMMUNICATIVE COMPETENCE MODEL FOR UNDERGRADUATE PROGRAMME STUDENTS IN PAKISTANI UNIVERSITIES"

In connection with this, I would like to invite your university to be part of this research endeavour and help to complete the necessary data for this project. The questionnaire for the study is attached. This study is about the cognitive and affective factors influence on the development of English language competence at the tertiary level. Since competence in English is important for the students to achieve academic excellence in English medium of instruction context and later work as professionals in a cross-culture environment. I hope you will allow me to collect the data from teachers and students learning the English language of various undergraduate programmes.

I would highly appreciate your cooperation and support in this regard. Thanks in anticipation.

Regards,

Shahid

Choudhry Shahid Mahmood
Research Scholar UPSI, Malaysia
ID Number: (P20181001711)

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Appendix F 1

Expert Panel
Validity Rating Scale Information
Types of Validity

This scale is designed to measure face validity, construct validity, and content validity. To establish criterion validity would require further research.

Face validity is concerned with how a measure or procedure appears. Does it seem like a reasonable way to gain the information the researchers are attempting to obtain? Does it seem well designed? Does it seem as though it will work reliably? Face validity is independent of established theories for support (Fink, 1995).

Construct validity seeks agreement between a theoretical concept and a specific measuring device or procedure. This requires operational definitions of all constructs, which are measured.

Content Validity is based on the extent to which a measurement reflects the specific intended domain of content (Carmines & Zeller, 1991, p.20). Experts in the field can determine if an instrument satisfies this requirement. Content validity requires the researcher to define the domains they are attempting to study. Construct and content validity demonstrated from a variety of perspectives.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Criterion related validity, also referred to as instrumental validity, is used to demonstrate the accuracy of a measure or procedure by comparing it with another measure or procedure which has been demonstrated to be valid. If, after an extensive search of the literature, such an instrument is not found, then the instrument that meets the other measures of validity are used to provide criterion related validity for future instruments.

Operationalisation is the process of defining a concept or construct that could have a variety of meanings to make the term measurable and distinguishable from similar concepts. Operationalising enables the concept or construct to be expressed in terms of empirical observations. Operationalising includes describing what is, and what is not, part of that concept or construct.

References

Carmines, E. G. & Zeller, R.A. (1991). *Reliability and validity assessment*. Newbury Park, CA: Sage.

Fink, A. (Ed.) (1995). *How to measure survey reliability and validity v. 7*. Thousand Oaks, CA: Sage

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi

Appendix F 2
Survey Validation Rubric for Expert Panel Form (specimen)

Score key:

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

Criteria	Operational Definitions	Score			
Clarity	• The questions are direct and specific. • The participants can understand what is being asked. • There are no *double-barreled* questions (two questions in one).	1	2	3	4
Wordiness	• There are no unnecessary words	1	2	3	4
Negative Wording	• Questions are asked using the affirmative	1	2	3	4
Overlapping Responses	• There are no ambiguous questions.	1	2	3	4
Balance	• The questions are unbiased and are asked using a neutral tone.	1	2	3	4
Use of Jargon	• There are no clichés or hyperbole in the wording of the questions.	1	2	3	4
Appropriateness of Responses Listed	• The choices listed allow participants to respond appropriately. •	1	2	3	4
Use of Technical Language	• The use of technical language is minimal and appropriate.	1	2	3	4
Application to Participants	• The questions asked relate to the daily practices of the participants.	1	2	3	4
Relationship to Problem	• The questions are sufficient to obtain the purpose of the study.	1	2	3	4
Measure of Constructs	• The constructs are clear, elaborated and distinguished from one another • Constructs are related to the aim of the study.	1	2	3	4

05-450 ptbupsi

Comments and Suggestions:

_____
_____
_____
_____

Expert Panel information Form

Instructions**: Please fill in the information and tick (/) in the appropriate box.**

Name	
Recent Post	
Institution / Place of Work	
Expertise	
Working Experience (Year)	
Email	

_____ _____

Signature and Stamp Date

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi