Faculty of Language and Communication

Willingness to Communicate in English in Relation to Language Use and Motivational Orientations among Pakistani Undergraduates

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Willingness to Communicate in English in Relation to Language Use and Motivational Orientations among Pakistani Undergraduates

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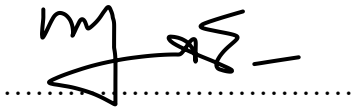
DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Malaysia Sarawak. Except where due acknowledgements have been made, the work is that of the author alone. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.



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ABSTRACT

The current study aimed to investigate Pakistani undergraduates' willingness to communicate (WTC) in English inside the classroom in relation to language use outside the classroom, motivational orientations to learn English, and the teachers' views about their undergraduates' WTC in English inside the classroom. Three theories i.e., sociocultural theory, domains of language use, and socio- psychological were combined to examine the complex construct of situational L2 WTC. Using a quantitative survey research design, this study recruited 450 undergraduates and 80 ESL teachers through the cluster sampling method from eight universities in the Khyber Pakhtunkhwa province of Pakistan. Data were collected through questionnaires constructed from previous studies. The findings revealed that the participants' level of WTC in English was high in most of the classroom situations including grouping mode, activities (role-play, discussion, and presentation), when given preparation time, with the same gender, and while sitting in front of the class. On the other hand, their level of WTC was moderate in some situations i.e., with the opposite gender, while sitting in the middle and at the back of the classroom, and in front of the whole class. The data obtained from the domains of language use outside classroom revealed that the participants used the Pashto language most frequently in the family, neighbourhood and friendship, and religion domains. Urdu was the most frequently used language in educational and transactional domains, while English was predominantly used in mass media and social media domains. The data also revealed that WTC in English inside the classroom was significantly positively correlated with English language use outside the classroom in friendship and neighbourhood, educational, transactional, and social media domains. While there was a significant but negative correlation between WTC in English and English language use in the religious domain. Conversely, English language use in the family and

mass media domains was not significantly correlated. It was found that the participants were highly integratively and instrumentally motivated to learn English. The results also showed that both integrative and instrumental motivational orientations were significantly positively correlated with WTC in English. The findings from teachers' perspectives revealed that the undergraduates' level of WTC in English was high in most of the situations including same and opposite genders when given preparation time while sitting in the middle of the class, and front of the whole class. Conversely, the participants' level of WTC was moderate in the classroom situations i.e., grouping mode, during activities, while sitting in the middle, and at the back of the class. The results on the relationship between the undergraduates' WTC and the teachers' views about their WTC inside the classroom in various situations revealed that there was no significant correlation in all nine situations including grouping mode, activities, and the same and opposite gender, when given preparation time, seating position (in front, in the middle, and at the back of the class), and in front of the whole class. This study revealed that WTC is not only influenced by linguistic, and psychological factors but also physiological and social factors. It can be argued that social interactions among peers inside the classroom can enhance the learners' WTC in English. Also, exposure to the English language outside the classroom and motivation can positively influence the students' WTC in English.

Keywords: English as a second language, willingness to communicate, domains of language use, motivation, socio psychological.

Kesediaan untuk Berkomunikasi dalam Bahasa Inggeris berhubung dengan Penggunaan Bahasa dan Orientasi Motivasi dalam Kalangan Mahasiswa Pakistan

ABSTRAK

Kajian ini bertujuan untuk menyelidik kesediaan untuk berkomunikasi (WTC) di dalam Bahasa Inggeris sebagai bahasa kedua (ESL) di kalangan mahasiswa Pakistan di dalam bilik darjah berhubung dengan penggunaan bahasa di luar bilik darjah, orientasi motivasi dan pandangan guru tentang kesediaan untuk berkomunikasi (WTC) mahasiswa mereka dalam bahasa Inggeris. Tiga teori iaitu teori sosiobudaya, domain penggunaan bahasa dan sosio-psikologi digabungkan untuk mengkaji konstruk kompleks Bahasa kedua (L2) WTC situasional. Dengan menggunakan reka bentuk kajian tinjauan kuantitatif, sampel kajian ini terdiri daripada 450 mahasiswa dan 80 guru (ESL) melalui kaedah persampelan kelompok dari lapan universiti berbeza dari wilayah Khyber Pakhtunkhwa, Pakistan. Data kajian telah dikumpul melalui soal selidik. Dapatan kajian telah menunjukkan bahawa tahap WTC dalam Bahasa Inggeris responden adalah tinggi dalam kebanyakan situasi bilik darjah termasuk mod kumpulan, aktiviti (main peranan, perbincangan, dan pembentangan), apabila diberi masa untuk membuat persediaan dengan jantina yang sama, dan sambil duduk di hadapan kelas. Sebaliknya, tahap WTC mereka sederhana di beberapa situasi iaitu dengan jantina yang bertentangan, semasa duduk di bahagian tengah dan di belakang bilik darjah, dan juga di hadapan seluruh kelas. Data yang diperoleh daripada domain penggunaan bahasa di luar bilik darjah mendedahkan bahawa responden kerap menggunakan Bahasa Pashto dalam domain keluarga, kejiranan dan persahabatan, dan agama. Bahasa Urdu paling kerap digunakan dalam domain pendidikan dan transaksi, manakala bahasa Inggeris kebanyakannya digunakan dalam domain media masa dan media

sosial. Data juga mendedahkan bahawa WTC dalam bahasa Inggeris di dalam bilik darjah berkorelasi positif secara signifikan dengan penggunaan bahasa Inggeris di luar bilik darjah dalam domain persahabatan dan kejiranan, pendidikan, transaksi, media sosial. WTC di antara bahasa Inggeris dan penggunaan bahasa Inggeris dalam domain agama berkolerasi signifikan tetapi negative. Sebaliknya, penggunaan bahasa Inggeris dalam domain keluarga dan media masa tidak berkorelasi signifikan. Responden dilaporkan bermotivasi tinggi secara integratif dan instrumental untuk belajar bahasa Inggeris. Dapatan juga menunjukkan bahawa kedua-dua orientasi motivasi integratif dan instrumental berkorelasi positif secara signifikan dengan WTC dalam Bahasa Inggeris. Dapatan daripada perspektif guru mendedahkan bahawa tahap WTC dalam Bahasa Inggeris mahasiswa adalah tinggi dalam kebanyakan situasi termasuk untuk yang berjantina sama dan berlainan, apabila diberi masa untuk bersedia, semasa duduk di tengah kelas, dan di hadapan seluruh kelas. Sebaliknya, tahap WTC responden adalah sederhana dalam situasi bilik darjah iaitu mod kumpulan, semasa aktiviti, dan semasa duduk di tengah, dan di belakang kelas. Dapatan dari hubungan antara WTC mahasiswa dan pandangan guru tentang WTC mereka di dalam bilik darjah dalam pelbagai situasi menunjukkan bahawa tidak ada korelasi yang signifikan antara semua situasi termasuk mod kumpulan, aktiviti, berlainan dan sama jantina, apabila diberi masa persediaan, kedudukan (di hadapan, di tengah, dan di belakang kelas), dan juga di hadapan seluruh kelas. Kajian ini mendedahkan bahawa WTC dipengaruhi oleh faktor linguistik, dan psikologi serta juga faktor fisiologi dan sosial. Boleh dikatakan bahawa interaksi sosial di kalangan rakan sebaya di dalam bilik darjah boleh meningkatkan WTC mahasiswa dalam bahasa Inggeris. Selain itu, pendedahan kepada bahasa Inggeris di luar bilik darjah dan motivasi boleh mempengaruhi WTC pelajar dalam bahasa Inggeris secara positif.

Kata kunci: *Kesimpulan, Bahasa Inggeris sebagai bahasa kedua, kesediaan untuk berkomunikasi, sosiobudaya, domain penggunaan bahasa, motivasi, sosio-psikologi.*

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LIST OF ABBREVIATIONS

AMTB	Attitude and Motivation Test Battery
BS	Bachelor Studies
CA	Communication Apprehension
CFA	Confirmatory Factor Analysis
DCSP	Desire to Communicate with Specific Person
EFA	Explanatory Factor Analysis
EFL	English as Foreign Language
ESL	English as a Second language
HEC	Higher Education Commission
L1	First Language/Native Language
L2	English as a Second Language or Foreign Language
NUML	National University of Modern Languages
PCC	Perceived Communication Competence
PVB	Predisposition Verbal Behaviour
SPCC	Self-perceived Communication Competence
SCT	Sociocultural Theory
WTC	Willingness to Communicate
AMTB	Attitude and Motivation Test Battery
BS	Bachelor Studies
CA	Communication Apprehension
CFA	Confirmatory Factor Analysis
DCSP	Desire to Communicate with Specific Person

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The widespread of English around the globe has serious pedagogical, sociocultural, ideological, and linguistic implications, influencing the lives of individuals and societies (Sharifian, 2017). The number of English speakers has grown significantly in recent years (Graddol, 2006). Rao (2019) stated that English has gained the status of a commercial language by linking all of the continents of the world. Over eighty percent of communication occurs in English nowadays (Graddol, 2006). English is used and taught all over the world to gain dominance in fields such as scientific research, engineering and technology, education, medicine, trade and commerce, film industry, business, science, banking, advertising, and the internet (Rao, 2019). Thus, modern second language (L2) pedagogy argue that language learning is a sociocultural phenomenon which considers authentic communication and social interaction as the most vital facilitators (Lantolf et al., 2015; Pathan et al., 2018) further, MacIntyre et al. (1998) claims that the "a proper objective for L2 education is to create WTC" among the learners (p. 547). However, learners' reluctance, reticence, and shyness to engage in the activities of authentic L2 communication have been one of the major concerns in English as a foreign language (EFL) and English as a second language (ESL) settings (Liu, 2005; Peng, 2012; Syed, 2016). Research into Japanese (Hashimoto, 2002; Yashima 2002; Yashima et al., 2004), Chinese (Chang, 2018; Liu & Jackson, 2009), Iranian (Riasati, 2012; Riasati & Rahimi, 2018); Korean (Kang, 2005; Kim, 2004), Turkish (Asmali, 2016; Cetinkaya, 2005), and Pakistani contexts (Ali, 2017; 2010; Bukhari, Cheng, & Khan, 2015; Kalyar, Pathan, & Channa, 2019; Syed, 2016; Syed et al.,

2019) has shown a great deal of evidence that learners demonstrate an Unwillingness to Communicate (UWTC) in the classroom in L2 due to cultural differences, lack of proficiency, lack of exposure to English outside classroom, anxiety (Horwitz, Horwitz, & Cope, 1986; Liu, 2005; Wen & Clement, 2003). This has been a constant issue in Asian ESL contexts such as Pakistan (Ali, 2017; Kalyar et al., 2019; Syed, 2016; Syed et al., 2019).

Pakistan is a multilingual and multicultural country (Ali, 2017; Shamim, 2011; Syed et al., 2019). Seventy-four different languages are spoken in all provinces (Khyber Pakhtunkhwa, Punjab, Sindh, and Baluchistan) (Islam et al., 2013, Panhwar et al., 2017; Shamim, 2011). Including this, around 85 percent of the people speak their main regional languages like Balochi, Pashto, Punjabi, Sindhi, and Saraiki (Ali, 2017; Islam et al., 2013). Moreover, English is used as the official language alongside Urdu in all government and private organizations in Pakistan (Ali, 2017; Khan, 2013; Shamim, 2008, 2011; Tamim, 2014). In addition, English is taught as a compulsory subject from grade one to undergraduate and postgraduate levels in Pakistan (Ali, 2016; Khan et al., 2017; Shamim, 2011; Shoukat & Ghani, 2015). English is the passport language for highly-paid jobs (Shamim, 2011). English is known as the language of dominance, elites, power, corporate sector, military, education, and media in Pakistan (Pathan et al., 2010; Shamim 2008, 2011; Syed, 2016). English is also known as the language of modernization and empowerment in Pakistan (Ali, 2017; Shamim, 2011). English is used as a lingua-franca in Pakistan (Panwar et al., 2017). Consequently, students' proficiency in English has paramount importance in Pakistan (Ali, 2017; Kalyar et al., 2019; Shamim, 2008, 2011).

Keeping in mind the importance of English language proficiency of university students, the Higher Education Commission (HEC) took revolutionary steps to bring reforms

in English language teaching at the university level in Pakistan (Pathan et al., 2010; Tamim, 2014). For instance, in 2003 HEC launched English Language Teaching Reforms (ELTR) program to train teachers according to modern pedagogical approaches like communicative language teaching (CLT) (Ali, 2017; Christopher & Shamim, 2005; Pathan et al., 2010; Syed, 2016;). Moreover, according to the national educational policy (NEP) (2009) and (2017) English is the medium of instruction in all universities across the country. Further, universities are bound to implement CLT approaches that aim to provide more opportunities for learners to enhance their English proficiency (NEP, 2009, 2017). Besides the implementation of CLT approaches at university level, Pakistani undergraduates still face difficulties while communicating in English (Ali, 2017; Syed, 2016).

1.2 Problem Statement

Pakistani undergraduates learn English from grade one to university level. However, learning English for more than ten years, Pakistani undergraduates are still hesitant and shy when communicating in English (Ali et al., 2020). Pakistani undergraduates are unable to speak proper English (Nosheen et al., 2020). Similarly, Ali (2017) stated that Pakistani students are weak in English language speaking. Asif et al. (2018) found that Pakistani undergraduates were shy and lack of confidence when communicating in English in class. Moreover, Kalyar et al. (2019) found that Pakistani students have a low level of WTC in English. Research found that anxiety, hesitation, shyness, and lack of confidence lead to low level of willingness to communicate in English (Dewaele & Pavelescu, 2021; Dewaele, 2019; Kalyar et al., 2019). However, there may be some other reasons for university students' less willingness to communicate in English inside the classroom.

First, the opportunities to use English outside the classroom. Although English the official language of Pakistan (Haider, 2019a; Haider & Fang, 2019), students do not have exposure to English outside the classroom (Asif et al., 2018). Kalsoom et al. (2020) found that Pakistani university students did not get much support from their parents to speak English. Besides this, Asif et al. (2018) found that Pakistani undergraduates felt shy to speak English outside the classroom because in their surrounding environment no one speaks English. Further, Ali (2017) argued that Pakistani students get fewer opportunities to use English in different social situations. Moreover, Khan et al. (2020) mentioned that students face problems coping with English subjects at the undergraduate level due to the least exposure to English both inside the classroom and outside the classroom.

Second, Motivation is considered the key predictor for successful L2 learning (Ma et al., 2019). However, researchers found inconsistencies in the integrative and instrumental motivational orientations of Pakistani university students (Ali, 2016; Islam et al., 2013). Further Pathan et al. (2020) found that Pakistani university students are less motivated to learn English.

Third, so far, in the L2 learning research has mainly focused on examining the WTC from students' perspective. Nevertheless, teachers' views about the learners affect their lesson planning and classroom practices (Gilakjani & Sabouri, 2017). Gilakjani and Sabouri (2017) further argued that teachers' views identify their real approach toward their learners and it also plays a vital role in classroom interaction and practices. Likewise, Li (2012) stated that the beliefs and views of the teachers have the main role in language learning. Mystkowska-Wiertelak (2018) also mentioned that in examining the complex construct of in-class WTC teachers' views play a predominant role. However, in the field of WTC

teachers' views about their students have been rarely investigated by researchers (Chang, 2018). Moreover, Syed (2016) pointed out that researchers need to incorporate the teachers' views about their learners' L2 WTC.

Moreover, previous research mainly focused either on the Pakistani students' fluency, punctuation, and grammar related to their speaking skills or the hindrances faced by the learners and the students' WTC in ordinary life situations (Abbasi et al., 2020; Ali et al., 2020; Kalsoom et al., 2020). The current study investigates the undergraduate's WTC inside the classroom during different interactions such as with the same and opposite gender, when given preparation time, during activities, while sitting in front, in the middle and at the back of the classroom. Further, research mainly focused on the university students WTC in relation to social support (Kalsoom et al., 2020), whereas, to get more deeper understanding of the students' problems related to their WTC in English, the present study is examining the learners' language use outside classroom and its' relationship with their WTC in English inside the classroom. It is also identified that in Pakistani context competence in English is considered as the main predictor for learners to get success both at academic and social life (Khan et al. 2020). However, Pathan et al. (2020) found a that Pakistani learners lacking motivation to learn English. Consequently, the current study is looking the students' motivation level in relation to their WTC to communicate in English.

In addition, previously WTC was investigated from trait, state, and dynamic perspectives (Ali, 2017; Asmali, 2016; Cao, 2013; 2014; Mystkowska-Wiertelak, 2018; Syed et al., 2019). However, WTC in English has rarely been investigated from sociocultural perspective (Jamalvandi et al., 2020). Thus, the current study investigates WTC from the lens of sociocultural theory in different social interactions inside the classroom. To prob

more in depth to possible reasons for less WTC among Pakistani ESL learners the present study incorporates domains of language use and socio-psychological perspective.

Thus, to address the aforementioned problems the current study aims investigating the Pakistani undergraduates' WTC in English inside the classroom in relation to their language use outside the classroom, motivation to learn English and the teachers' views about their undergraduates' WTC in English inside the classroom. The aim, objectives, and research questions of this study are as follow:

1.3 Research Aim

To investigate the undergraduates' WTC in English inside the classroom in relation to language use outside the classroom, motivation to learn English and the teachers' views about their undergraduates' WTC in English inside the classroom.

1.4 Research Objectives

i. To investigate the level of undergraduates' WTC in English in various situations inside the classroom.

ii. To analyse undergraduates' language use in different domains outside the classroom.

iii. To examine the level of undergraduates' integrative and instrumental motivational orientations to learn English.

iv. To determine the relationship between undergraduates' WTC in English inside the classroom and their English language use outside the classroom.

v. To determine the relationship between undergraduates' WTC in English inside the classroom and their integrative and instrumental motivational orientations to learn English.

vi. To examine the ESL teachers' views about the level of their undergraduates' WTC in various situations inside the classroom.

vii. To determine the relationship between undergraduates' WTC in various situations inside the classroom and the ESL teachers' views on their undergraduates' WTC in various situations inside the classroom.

1.5 Research Questions

i. What at is the level of undergraduates' WTC in English in various situations inside the classroom?

ii. What languages do undergraduates use outside the classroom in different domains?

iii. What are the levels of undergraduates' integrative and instrumental motivational orientations to learn English?

iv. To what extent the undergraduates' WTC in English inside the classroom and their English language use outside the classroom are correlated?

v. To what extent the undergraduates' WTC in English inside the classroom and their integrative and instrumental motivation orientations to learn English are correlated?

vi. What are the views of ESL Teachers about the level of their undergraduates' WTC in English in various situations inside the classroom?

vii. To What extent the undergraduates' WTC in English in various situations inside the classroom and the ESL teachers' views about their undergraduates' WTC in various situations inside the classroom are correlated?

1.6 Significance of the Study

By answering the seven research questions, this study will make theoretical, contextual, and pedagogical contributions to the L2 WTC literature.

Theoretically, this study will combine three theories i.e., socio-cultural (SCT), socio-psychological, and the domains of language use. (Fishman, 1972; Gardner & Lambert, 1972; Vygotsky, 1978). SCT is based on the principle that every individual must be studied within a specific social and cultural setting (Lantolf et al., 2015; Patsula, 1999; Tharp & Gallimore, 1988). Hence, social interaction is fundamental for L2 learners to develop cognition (Kearsley, 2010; Patsula, 1999; Scherba-de-Valenzuela, 2002, Suksawas, 2011). The current research investigates the undergraduates' WTC inside the classroom in different interactions with peers during different activities and situations inside the classroom, language use outside the classroom in different domain situations, and motivational orientations to learn English in the Pakistani ESL context. Moreover, the current research examines the teachers' perspectives on their students' WTC in English inside the classroom. By combing the four viewpoints the current research will enable the forthcoming researchers to understand the WTC in L2 from different perspectives.

Contextually, the current study will fill the vacuum in L2 WTC research in the Pakistani ESL context. Multiple studies have been carried out in Western ESL (Baker & MacIntyre, 2003; Chang, 2018; MacIntyre & Babin, 1999; MacIntyre et al., 2001; MacIntyre et al., 2003) and Asian ESL/EFL contexts: in Japanese (Hashimoto, 2002; Yashima, 2002; Yashima et al., 2004), Chinese (Chang, 2018; Liu & Jackson, 2009;), Korean (Kang, 2005; Kim, 2004), Turkish (Cetinkaya, 2005) and Iranian (Riasati, 2012; Riasati & Rahimi, 2018) settings. However, research on L2 WTC in the Pakistani ESL context is still in its embryonic stage. A few research studies have been carried out in ESL/EFL contexts in Pakistan (Ali, 2017; Bukhari et al., 2015; Kalyar et al., 2019; Syed, 2016).

Pedagogically, the present study will contribute to English language teaching and learning in Pakistan. Recently HEC (policymakers and stakeholders) in Pakistan implemented CLT approaches which aim to enhance the communicative competence of university students (NEP, 2009, 2017). The findings of the current study will enable teachers, curriculum designers, and stakeholders to understand communicative behaviours and the factors that facilitate or debilitate the students' WTC inside the classroom. Further, it will enable teachers to plan their lessons which cultivate WTC in learners (Cao, 2009; Macintyre et al., 1998). Moreover, it will help the curriculum designers to modify the syllabi according to the modern sociocultural approaches which aim to engender the oral communication of the learners (Alalou, 2001; De-Saint-Léger & Storch, 2009; MacIntyre, et al., 2011).

1.7 Theoretical Rationale

The theoretical rationale for the current study is based on the combination of Sociocultural Theory (SCT) domains of language use, and socio-psychological perspectives (Fishman, 1972; Gardner & Lambert, 1972; Vygotsky, 1978). Vygotsky's research involved,

education, child development, and developmental psychology. The SCT's primary focus is on higher mental activity, including meaning-making, rational thought, logical problem-solving, and voluntary attention (Fahim & Haghani, 2012; Lantolf et al., 2020). Vygotsky (1978) considers learning occurs as a result of mediation; which means a social event that includes the interaction of a learner with peers and the environment. Learners construct learning in a unique way that is meaningful to them; thus, every learner is unique in problem-solving (Fahim & Haghani, 2012).

As a theory of culture, cognition, and language SCT originated in L1 acquisition. The theory was extended in L2 acquisition by later researchers based on two main assumptions (Frawley & Lantolf, 1985; Lantolf, 2000; Lantolf, 2007; Thorne, 2000, 2005). First, L2 acquisition is a refined process that is harmonized through socially and culturally constructed objects. Second, L2 learning requires a network of connections between the person, the topic, and the society. These assumptions also include the view that the language classroom has to be connected to real-world situations (Ajayi, 2008; Lantolf, 2000; Thorne 2000, 2005). In concurrence, Lantolf and Thorne (2005) asserted that L2 acquisition happens in daily life situation. Interaction within the material and social settings offers access to develop a learner's cognition. Thus, the current study brings in the theoretical construct of the domains of language use outside the classroom in relation to L2 WTC inside the classroom. Moreover, this study attempted to investigate the socio- psychological perspective including integrative and instrumental motivational orientations to learn English in relation to WTC in English.

1.8 Operational Definitions of the Terms

1.8.1 WTC inside the Classroom

WTC is defined by MacIntyre et al. (1998) as "readiness to enter into discourse at a particular time with a specific person or persons, using an L2 (p. 547)". Kang (2005) defined WTC "as Willingness to Communicate is an individual's volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to the interlocutor(s), topic, and conversational context, among other potential situational variables" (p. 291).

In the current study, WTC refers to an individual's volition to speak in English with his/her peers in a specific situation inside the classroom.

1.8.2 Domain Language Use

Fishman (1972) defined the domain of language use as "domain is a sociocultural construct abstracted from topics of communication, the relationship between communicators, and locales of communication, in accord with the institution, of a society and the area of activity of speech community in such a way that individual behaviour and social patterns can be distinguished from each other and yet related to each other" (p. 20).

In the current study, the domain of language use refers to the use of appropriate language in a particular situation with specific individuals outside the classroom.

1.8.3 Integrative Motivation

Gardner and Lambert (1959) stated that integrative motivation refers to the "willingness to be like valued members of the language community" (p. 271). Masgoret and Gardner (2003)) defined integrative motivation as "an openness to identify at least in part

with another language community" (P. 126). Chalak and Kassaian (2010) defined integrative motivation "as the desire to learn L2 to communicate with the members of the second language society and find out about its culture".

In the current study, integrative motivation refers to a learner's desire to learn the English language to understand English culture, art, food, movie etc.

1.8.4 Instrumental Motivation

Gardner (1983) defined instrumental motivation as "Learning a language because of someone or less clearly perceived utility it might have for the learner."(p. 203). More specifically Wilkins (1972) stated that instrumental motivation is a learner's desire to learn the target language "to pass an exam, to use it when visiting a foreign country and to get a well-paid job" (p. 184). Moreover, instrumental motivation is "the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary" (Dörnyei & Ushioda, 2011, p. 41).

In the current study, instrumental motivation refers to a learner's desire to learn English for practical purposes such as a job, travelling, study, etc.

1.9 The Organisation of the Thesis

The thesis contains six chapters. Chapter 1 gives a brief description of the background of the study, followed by the problem statement, research aim, objectives and research questions, the significance of the study, theoretical rationale, and operational definitions of the variables used in this study.

Chapter 2 discusses in detail the theoretical framework including sociocultural, domains of language use, and socio-psychological theories followed by the critical review

of the related literature on WTC in the first language (L1) and second language (L2) in both Eastern and Western contexts. This chapter provides a critical summary of the research studies conducted on WTC in both Asian and Western contexts, followed by WTC inside the classroom context including different situations i.e., WTC individually, in pairs, in small groups, in whole class interaction during activities comprised role-play, discussion, and presentation. Further reports critical review of research on the teachers' views in the field of WTC, the domains of language use, and motivational orientations including integrative and instrumental motivational orientations. At the end of this chapter gaps identified in the previous research studies are discussed.

Chapter 3 discusses in detail the quantitative survey research design, followed by the process of the development and validation of the instruments, pilot study, the sampling technique of the main study, the sample size for the actual study, data collection procedure, data analysis, and determining the levels of the constructs.

Chapter 4 begins with the findings of the seven search questions including the undergraduates' WTC in English inside the classroom, the language use outside the classroom, the integrative and instrumental orientations, the relationship between WTC in English inside the classroom and English language use outside the classroom, the relationship between WTC in English and motivational orientations, the views of the ESL teachers on their students' WTC inside the classroom, and the relationship between the undergraduates' WTC and the teachers' views about their undergraduates' WTC in various situations inside the classroom.

Chapter 5 reports a detailed discussion of the findings presented in chapter 4. Chapter 6 concludes the thesis by reporting the theoretical and pedagogical implications, followed

by contributions of the current study, and limitations and recommendations for future research.

CHAPTER 2

LITERATURE REVIEW

2.1 Overview

This chapter presents a detailed discussion of the conceptual framework of the study containing a detailed discussion of the emergence of the WTC construct, its different stages in both in L1 and L2 context, and the related studies both in the western and Asian contexts. It also provides a critical review of the WTC in different situations inside the classroom context i.e., WTC individually, in pairs, in whole-class interaction, and in small groups WTC during activities including role-play, discussion, and presentation. Further, it provides a detailed and critical review of the domains of language use and motivational orientations including integrative and instrumental motivational orientations. It also incorporates a detailed discussion on theoretical framework comprising sociocultural theory, the domain of language use, and socio-psychological perspectives Finally, it reports on the gap identified in the previous research studies related to WTC.

2.2 Willingness to Communicate (WTC) in L1

Research into WTC was largely focused on the LI learning context. McCroskey and Baer (1985) are considered pioneers in the field of WTC. According to McCroskey and Baer, WTC remains the same and stable or it is a trait-like ability in all situations. Davis and Palladino (2004, p. 468) defined "trait" as "summary term that describes the tendency to behave, feel, and think in ways that are consistent across different situatios". McCroskey and Richmond (1987) later viewed WTC was varying from one person to another. In the L1 context the trait-like characteristic of WTC is defined as "the one, overwhelming communication personality construct which permeates every facet of an individual's life and

contributes to the social, educational, and organizational achievements of the individual" (Richmond & Roach, 1992. p. 104). Further in L1 context McCroskey (1997, p. 77) defined WTC as "the willingness to communicate (WTC) trait is an individual's predisposition to initiate communication with others". Since then, the original definition of WTC due to its complex and dynamic nature keeps changing from time to time (Kang, 2005).

The pioneer in the field of WTC McCroskey (1997) pointed out that in the 1930s researchers started to investigate the phenomena of communication empirically. Later, in the 1970s and 1980s McCroskey (1997) stated that the WTC construct was developed from three main sources: Burgoon's (1976) unwillingness to communicate, the verbal behaviour tendency (Mortensen et al., 1977), and shyness (McCroskey et al., 1981). Burgoon (1976) argued the unwillingness to communicate is the concept of avoiding oral communication. Firstly, Burgoon's self-reported questionnaire of unwillingness to communicate comprised two main areas including reward and approach-avoidance. The former determined the satisfaction level of the participants in social interaction, while the latter examined communication apprehension. The findings show that there is a strong correlation between unwillingness to communicate and the approach-avoidance. Thus Burgeon (1976, p.60) defined unwillingness to communicate as "a chronic tendency to avoid and/or devalue oral communication". Secondly, Mortensen et al. (1977) investigated the predisposition concerning verbal behaviour (PVB) on a scale. PVB means the consistency of communication in different situations. Thirdly, McCroskey et al. (1981) designed, a scale for shyness, which can be used to measure the amount of shyness in different settings. Shyness is "the tendency to be timid, reserved, and most specifically, talk less" (McCroskey & Richmond, 1982, p. 460).

With this great evolution in the field of communication, McCroskey and Baer (1985) conceptualised and theorised a new construct known as the Willingness to Communicate (WTC) in the L1 context. The basic idea of WTC could not be the sole entity rather it is the result of the previous research studies reported above. Additionally, the origin of the WTC construct is the adaptation of the previous research in one way or the other way in the field of communication. The first challenge behind the WTC construct was developing a valid and reliable instrument, which could quantify an individual's WTC when he/she has the choice to volunteer or avoid communication (McCroskey and Bear, 1985). The assumption McCroskey and Bear (1985) stated that caused the advancement of the WTC construct was that it is involved an individual's predisposition and personality trait which remains stable in different communication settings e.g. in small groups, in large groups, in pairs, with the different interlocutors/audiences such as strangers, acquaintances, and friends.

In addition, McCroskey (1997, p. 77) believed that the construct of WTC is "in part situationally dependent", in other words, it cannot be taken only as a personality-based orientation. There may be various situations that depend on one preference for communication. For example, McCroskey (1997) looked at WTC as a personality trait such as, how the specific person feels today, what was his/her recent communication about, who were the participants in the communications, how did they look like, and what were the results of that communication. The above-mentioned situations may have a great influence on the person's WTC. Therefore, oral communication is one of the most important and basic components of any language around the globe (McCroskey & Bear, 1985). However, it could be contended, that the level of WTC may be changed drastically from person to person and culture to culture (Ali, 2017). For instance, in some cultures, people tend to show reticence, but it does not mean they are unable to talk (Wen & Clement, 2003). Similarly, Samovar and

Porter (1985) claimed that the amount or frequency of communication a person is engaged in may be greatly influenced by his/her behaviour and culture.

Considering the WTC is based on personality orientation, which ultimately results in regular behavioural tendencies, McCroskey and Richmond (1987, p. 138) introduced six basic variables which are known as antecedents of WTC. These six antecedents are alienation, self-esteem, introversion and anomie, communication skills, cultural divergence, and communication apprehension. According to McCroskey and Richmond (1987), these variables may have the potential to influence the WTC of an individual either directly or indirectly. Further, it may capture the interest of the research scholars in the fields of psychology and linguistics for various reasons such as the relationship of different variables with WTC. In addition, McCroskey and Richmond (1987) asserted that "it is more likely that these variables may be involved in mutual causality with each other and even more likely that both the antecedents and willingness to communicate are produced in common by other causal elements" (p.138). In addition, different researchers defined these six variables, for example, introverts are those individuals who are shy, quiet, introspective, timid, and often avoid oral communication due to certain kinds of anxiety (McCroskey & Richmond, 1990). Anomie is an individual's feeling or wanting to be isolated and alone (McCroskey & Richmond, 1987). While alienation refers to the manifestation of anomie at an extreme level such as the feeling of aloofness (McCroskey & Richmond 1987), McCroskey and Richmond (1990, p.26) defined self-esteem as, "a person's evaluation of his/her own worth".

McCroskey and Richmond (1987) further believe that if a person has low self-esteem, he/she will have less level of WTC because of the inferiority complex. As for

cultural diversity is concerned, McCroskey and Richmond (1987) consider it as a very less effective antecedence, in other words, very little has been discussed about it, explicitly in relation to WTC in the L1 context. In concurrence, McCroskey and Richmond (1987) pointed out that an individual may have the ability to communicate proficiently in his/her own culture, but he/she may become halted when communicating in different cultures due to the fear of being evaluated negatively by others or being laugh at by others. For instance, a person may be unaware of the communication patterns i.e. verbal and non-verbal communicative expressions and may use incorrect ways of expressions (which might be correct in his/her own culture) but considered inappropriate in the present culture. Therefore, McCroskey and Richmond (1987) consider WTC and communication skills as a very complexphenomena. However, communication apprehension McCroskey and Richmond (1987) deliberated as one of the most effective variables which inhibit the WTC of an individual. Furthermore, McCroskey (1997, cited in Burroughs et al., 2003, p. 231) defined self-perceived communication competence as "an individual's view of their own competence as a communicator".

In summary, this section elaborated on the historical background of communication and the emergence of the WTC construct in the L1 context which began with the prelude of research in the field of communication in the 1930s, when researchers started to realize the utter importance of oral communication, which ultimately resulted in various constructs in the L1 context. For example, Burgoon's (1976) unwillingness to communicate construct, the Mortensen et al's. (1977) predisposition towards verbal behaviour, and McCroskey's (1982) Shyness construct laid the foundation for research into WTC. Later, McCroskey and Bear (1985) reconceptualised Burgoon's (1976) unwillingness to communicate construct to its

positive aspect known as WTC. The forthcoming section provides an overview of the empirical studies conducted on WTC in the L1 context.

2.3 Previous Studies on WTC in the L1 Context

After the emergence of the theoretical construct of WTC alongside its antecedents, various researchers began to examine the correlation among different variables of the WTC construct in L1. Therefore, these researchers conducted empirical studies in different parts of the world. For example, in Sweden (McCroskey, Burroughs, Daun, & Richmond, 1990), Australia (Barraclough, Christophel, & McCroskey, 1998), Finland (Burroughs & Marie 1990; Sallinen-Kuparine et al., 1991). Further, McCroskey et al. (1990) conducted a comparative study between Swedish and American college students, the main aim of the study was to investigate the relationship among certain variables, i.e. WTC, self-perceived communication competence (SPCC), and communication apprehension (CA).

In the Australian L1 context, Burraclough et al. (1998) conducted a study on 195 college students to determine the relationship between the main variables, WTC, SPCC, and CA. The results of the study showed that the relationship between CA and SPCC was .64, between WTC and CA, was, .49, and between WTC and SPCC was .75 respectively. Further, the findings show that WTC was associated with lower CA and higher SPCC, which means, that if an individual has a higher SPCC his/her communication apprehension (CA) and anxiety will be lower, as a result, he/she will have higher WTC. Besides that, Barraclough et al. (1998) argued that due to the limited investigation, the study could not be generalised, and more research is required in other L1 contexts.

McCroskey et al. (1990) conducted a study to compare American and Swedish college students. The main aim was to find out the relationship between WTC, CA, and

SPCC. The participant were 239 college students from Stockholm University in Sweden. The findings of the study uncovered a negative correlation between WTC and CA were -.44 WTC and SPCC were .44 and CA, SPCC was -.52. The findings showed that if an individual has more anxiety, he/she will be less willing to communicate. In other words, anxiety inhibits WTC and lowers SPCC. Further, the Swedish college students were found to be more introverted and less willing to communicate, in contrast to the American college students who were more extrovert and willing to communicate. Interestingly, the SPCC of the Swedish participants was higher in dyads and group contexts, moreover, they were found to be more talkative in terms of strangers and acquaintances. It was argued that the findings of this empirical study were cultural-bound and cannot be generalized to other cultures.

Similarly, Sallinen-Kuparinen et al. (1991) carried out an empirical study in Finland the data was collected and compared with the previous studies in Swedish, American, and Australian contexts. The data reported that Finish undergraduate college students were less willing to communicate as compared to their Australian, American, and Swedish counterparts. On the other hand, the communicative competence SPCC of the Finnish students was higher than Australian and American college students. The authors stated that more empirical research is needed to uncover the reason why college students in Finland are more competent in communication.

Later, MacIntyre (1994, p. 136) established a structural model with the main aim to explain and investigate the WTC six determinants i.e. self-esteem, anomie, introversion, alienation, SPCC, and communication anxiety. The data of this structural model was gathered from the previous studies by the pioneer of the WTC model and his associates. Meanwhile, the author propagated that WTC can be taken as “a last step before overt

behaviour" (p.137). After gathering the data from previous studies and using the aforementioned variables, McIntyre (1994) observed that this model "shows an excellent fit to the data" (p. 136).

With this, MacIntyre (1994) argued that the model shows that CA and perceived competence (PC) are the two fundamentals that affect WTC. Further, McIntyre (1994) argued that an individual is more willing to communicative and capable to communicate efficiently when he/she is not apprehensive (p. 137-138). Additionally, McIntyre postulated that PC is affected by both introversion and PC, while CA is affected by low self-esteem and introversion (p. 138). Despite this, this study suggested various implications for a better understanding of the model and WTC, and argued that PC and CA may not be the only two variables that could affect one's WTC, rather changes in CA may vary and potentially WTC too.

While stating the limitations of this proposed model, MacIntyre (1994) questioned the WTC definition given by two pioneers McCroskey and Bear (1985). MacIntyre (1994) argued that "free choice" in the conceptualised WTC construct should be bound to various conditions, for example, "strong convention of replying to another person's question" (p.139) which seems one of the fundamental problems in both L1 and ESL/EFL settings. The author pointed out that basically, the personality-based variable could be one of the main potential variables in the limitation of this study, whereas factors related to different situations should be investigated, which could pave the way for future research. A qualitative (longitudinal) study was conducted by Cameron (2020) in New Zealand. The participants were ten Iranian students and ten classroom teachers. The data was collected through stimulated recall interviews and semi-structured interviews were performed several times.

After this, the classroom observations took place and a questionnaire was completed by the participants. It was found that a number of external and internal factors influenced the participants' WTC. External variables comprised texts and methods used, teacher, and class activities. The internal factors were personality, motivation, anxiety, confidence, and self-perceived English-speaking competence. These variables were found to fluctuate among the participants which shows the dynamism of WTC.

A study was conducted by MacIntyre and Wang (2021) in Canada. The authors used the idiodynamic method to collect data. All participants were recorded while talking about a self-reported meaningful photo. Then, the participants rated their WTC using the software. Finally, the informants were interviewed about their rating of WTC. The findings revealed that WTC changes according to the participant's level of motivation, emotions, and personal relevance to the topic.

To investigate the learner's external and internal predictors of WTC in the foreign language classroom Dewaele and Dewaele (2018) conducted a study among 189 British students. The participants were learning German, Spanish, and French in two-achieving schools in London secondary schools. It was found that the strongest predictors of WTC were positive attitudes towards foreign language, the foreign language used by the teacher, foreign language classroom anxiety, age, and high levels of social foreign language enjoyment. The authors argued that creating a positive climate inside the classroom teachers can boost learners' WTC. Moreover, a genuine interest in the class and the frequent use of foreign languages by teachers can engender pupils' WTC.

Baker and Watson (2019) conducted a qualitative study among 370 informants to investigate WTC of the Canadian and Australian patients with healthcare professionals. The thematic analysis revealed that the use of internet and health information served as a broker between the health provider and patients. The authors argued that the health practitioners mentioned how easily access to the internet can influence the patients' interaction with health professionals.

This section presented a comprehensive description of the studies regarding WTC and its relationship with other various variables such as SPCC, CA, and communication anxiety. These empirical studies were mostly conducted in the western part of the world i.e., Australia, Finland, Sweden, and a comparative empirical study between Swedish and American college students. The focus of these studies was WTC and its relationship with other effective variables i.e. SPCC and CA. MacIntyre (1994) conceptualised a contributory model of WTC in the L1 context with propagation that future research scholars should also consider the situational factors of WTC in the L2 context. The forthcoming section discusses in detail the conceptualisation of WTC in the L2 context.

2.4 WTC in L2 Context and its Conceptualisation

L2 learning is considered a very complex phenomenon because it involves countless different experiences of L2 learners (MacIntyre, 2020; Mitchell & Myles, 2004). Due to its complex nature, it's quite difficult to assess the L2 learners language learning process. MacIntyre et al. (2011) concurred that L2 acquisition is a very complex process. Similarly, Ellis (2015) also stated that L2 learning is a very diverse phenomenon, "different learners in different situations learn an L2 in different ways" (p. 4), this statement sums up that second language acquisition has a complex nature. Yet, an array of language teaching methods and

language learning theories seems to reveal this complex second language learning phenomenon. Even though the individual differences (IDs) variables have been identified to some extent and researched such as motivation, personality, and anxiety, still it seems that a lot more research needs to be discovered to unfold the complex and sundry phenomenon of the L2 learners and their learning process. In this regard, the development of the WTC construct in the L2 context is believed to have a significant value to be investigated and uncovering the problems related especially to the L2 learners' communication process.

As discussed earlier that WTC was originally propagated in the L1 learning context by McCroskey and Bear (1985), about speaking in L1. Similarly, proper communication is the backbone of the L2 learning process (Kang, 2005). Similarly, Yashima (2002) asserted that in L2 learning and teaching, communication is the essential part, which may have possibly resulted in the emergence of the WTC construct in the L2 learning process. MacIntyre et al. (1998) revised and elaborated the WTC construct from the L1 to the L2 learning context, the conceptualised heuristic pyramid-shaped model consists of a variety of psychological, social, and linguistic variables that may influence an individual's WTC in the L2 learning context.

Similarly, Dörnyei (2001) pointed out that as a result of the construction of the heuristic model an array of variables is brought together that may affect the learners' communication process in L2. Additionally, Yashima (2002) argued that defining WTC in the L2 context seems to be very challenging. However, MacIntyre et al. (1998, p. 547) defined it as "a readiness to enter into discourse at a particular time with a specific person or persons, using an L2". Kang (2005) argued that an individual's readiness and intention when engaging in communication "may vary according to the interlocutor (s), topic, and

conversational context, among other potential situational variables". Furthermore, Kang (2005) defined WTC in a new way "Willingness to Communicate (WTC) is an individual's volitional inclination towards actively engaging in the act of communication in a specific situation" (p. 291). Kang (2005) further pointed out that an individual's WTC is a "dynamic situational concept" which may vary from moment to moment (p. 277). In accordance with this, Ellis (2008) also suggested that the variables that affected one's WTC is not stagnant, but it is dependent on the situation.

MacIntyre and Legatto (2011) also argued that WTC can be considered a dynamic variable, which changes from moment to moment, as one may get an opportunity to communicate in L2. Further MacIntyre and Legatto (2011) argued that often individuals communicate in L2 with a great WTC, which reinforces the concept of its dynamic nature, and this variation in one's WTC may be one of the latent causes of its situation-dependent nature in ESL/EFL context. However, MacIntyre and Legatto (2011) further believed that due to sufficient methodology, it may be difficult to study WTC from a dynamic perspective.

Moreover, giving the potential place to their heuristic model in L2 research, MacIntyre et al. (1998) affirmed that it is a "starting point" in L2 research, which will inspire future researchers "toward the ultimate goal of language learning: authentic communication between persons of different language and cultural background" (p. 559). Additionally, MacIntyre et al. (1998) argued that "the ultimate goal of the learning process should be to engender in language students the willingness to seek out communication opportunities and the willingness actually to communicate in them" (p. 547). In accord with this, Dörnyei (2001) mentioned that "generating a willingness to communicate in a foreign language is arguably a central, if not the most central, objective of modern L2 pedagogy" (p. 51).

Furthermore, Ushioda (2001) asserted that the way students in other fields i.e., engineers are learning how to build and design, surgeons learn how to carefully operate patients, and cooking is learned by chefs, in the same way, the ultimate goal of a language learner should be how to use language in an effective way.

Consequently, the main concern in L2 learning is that the students gain proficiency in the target language, but they are reluctant or feel shy to use it. Likewise, MacIntyre and Doucette (2010) very aptly asserted that this concern is the same in the other educational and science technology fields. Imagine if a chef sits in a corner of the kitchen, a surgeon is unwilling to operate on his/her patient, or an engineer is reluctant to design a building or bridge; then to what extent this unwillingness will affect people? By bringing forth this assumption, MacIntyre and Doucette (2010) stressed the importance of a language program that should create and engender students' WTC, if a program is supposed to fail to do so, the whole program will be considered a failure. It may be almost possible to bring each and every program on the aforementioned purpose of engendering WTC in pupils, but empirically it would be impossible to examine all of them. Nevertheless, efforts should be made throughout the L2 world with the help of researchers, educationists, and linguists to introduce educational programs that aims to engender WTC in learners as "a means and an end at the same time" (Dörnyei, 2005, p. 210). Similarly, Cao and Philp (2006) also accentuated that the contemporary pedagogical methods and approaches in L2 should provide more opportunities for learners in the classroom to engage in purposeful communication activities. Congruently, Kang (2005) also pointed out that teachers should develop WTC in learners while teaching L2 which means that they need to produce active learners who can use L2 in authentic communication and assist in the language learning process. Kang (2005) further declared that in this way a student functions autonomously, by

making individual efforts to learn L2 in a communicative way and more significantly use language in an effective way both inside and outside the classroom context.

However, MacIntyre et al. (1998) proclaimed that "it is highly unlikely that WTC in the second language (L2) is a simple manifestation of WTC in the L1" (p. 546). Supporting their own view, the authors elaborated that L1 and L2 differ for L2 inherits more uncertainties and complexities as compared to L1. For instance, if a person shows an unwillingness to communicate in L1 due to an array of reasons such as communication apprehension/anxiety, the audience's exoticness, unfamiliarity with the topic, fear of being evaluated, and so on. Then possibly he/she has the unwillingness to communicate ten times more in L2. Similarly, MacIntyre et al. (1998) contended that if the communication setting is changed, it will result in a potential change in the language. Therefore, L1 and L2 are two different phenomena, and L1 could not be taken as L2, or WTC in L1 could not be generalised as WTC in L2 (MacIntyre et al. 2003). As Burroughs et al. (2003) pointed out that Micronesian learners' WTC in L1 was significantly higher than their L2 WTC. Moreover, MacIntyre et al. (2003) found no or zero significant correlation between immersion and non-immersion (both groups) experience in L1 and L2. Furthermore, the same study indicated "some degree of independence between WTC in L1 and WTC in L2" (p.600). Nevertheless, the L1 and L2 differences can be explained under the political, cultural and social implications, which to a great extent exercise their effect in the L2 context, and these are found to be unconnected in the use of L1 (MacIntyre et al. 1998).

Therefore, L2 WTC is a complex variable. However, the main aim of L2 learners should be to gain proficiency in the target language. A language program should engender the WTC of its learners, if it is failed to do so, the whole program will be considered as a

failure. Language learners need to master the target language like a surgeon and engineers. Thus, language classrooms should provide opportunities for learners to engage in meaningful activities. Consequently, MacIntyre et al. (1998) brought together all of the potential variables in their pyramid-shaped WTC model that may influence a learner's L2 WTC in one or the other. The pyramid-shaped model and associated variables are discussed in detail in the following section.

2.5 The WTC Pyramid-shaped Model in L2

Based on the model of McCroskey and Baer (1985) in the L1 context, MacIntyre et al. (1998) developed a heuristic pyramid-shaped model in the L2 context. The conceptual heuristic model consisted of six layers with twelve communicative, social-psychological, and linguistic variables. These twelve variables are potentially the antecedents that affect one's WTC in one way or another as shown in Figure 2.1.

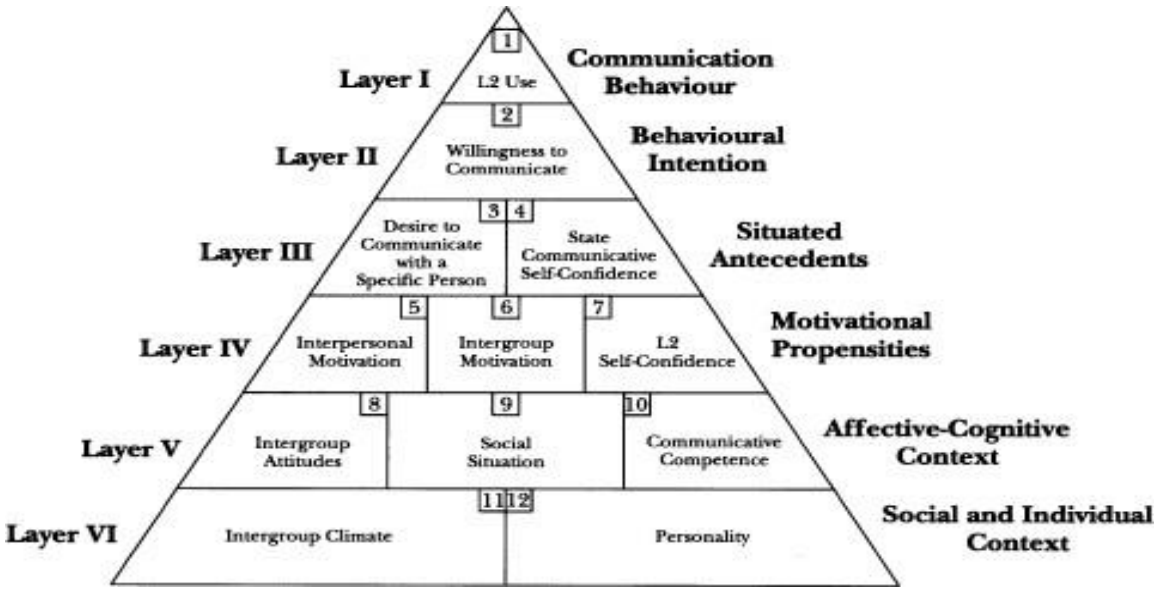

Figure 2.1: MacIntyre et al. (1998) Heuristic Pyramid Model of WTC in L2

Previously independent research has been conducted on the variables presented in the model. The WTC model integrated all the latent variables to make it easy for the upcoming researchers to see the relationship among different variables that may potentially influence one's communication abilities (Clement et al. 2003). Further, MacIntyre et al. (1998) argued that it is a "first attempt at a comprehensive treatment of WTC in the L2" (p. 558). Moreover, the model is based on the previous research, which conceptualise all of the possible variables related to inter-intragroup communication processes (MacIntyre, 2007).

Similarly, MacIntyre et al (1998) argued that the reason behind choosing the pyramid-shaped is because it allows us to start the discussion at the moment of communication. Further, the pyramid uncovers the variables that have immediate and distal effects in a top-down style, variables that directly influence one's WTC are at the top and those who have distal or indirect influence are at the bottom. Layers (I, II, and III) of the model have an immediate effect on one's L2 communication. Therefore, L2 is at the peak of the pyramid, which is the focus of the model. WTC is placed in the second layer, which depends on the behavioural intention of an individual. MacIntyre et al. (1998) defined WTC as "a readiness to enter into discourse at a particular time with a specific person or persons, using an [n] L2" (p. 547). In the third layer, the desire to communicate with a specific person and state self-confidence is the most immediate variable that facilitates or inhibits one's WTC in a specific situation. The last three layers (IV, V, and VI) consist of eight variables, which are considered to have a more indirect, distal, stable, or enduring influence on one's WTC (such as communication competence, self-confidence in L2, interpersonal and intergroup motivation, attitude towards other groups, social situation, intergroup climate, and an individual's personality) are believed to be the basis of the pyramid.

As mentioned earlier MacIntyre et al.'s (1998) model consists of six categories named "layers", which are further divided into eleven (2-12) different factors having a potential influence on one's WTC in L2. The first three layers (I, II and III) entail direct and situation-specific factors, while the last three layers (IV, V, and VI) contain variables that have a possibly more enduring influence on an individual's WTC in L2. All the six layers are discussed in detail below.

2.5.1 Layer-I Communication Behaviour

Communication behaviour can be taken as a very broader and more complex term in the model, which undertakes multiple activities in which authentic communication may occur in L2 (MacIntyre et al., 1998). Beckett and Miller (2006) further explained that the ultimate goal of language pedagogues should be to create and enhance a learning environment that encourages L2 learners to vocalise themselves.

2.5.2 Layer-II Behavioural Intention (WTC)

WTC is the intent to communicate rather than the real act of communication. The WTC within the model depends on the communication behaviour or the attempt to communicate that represents the possible reason behind one's WTC in a certain situation. WTC is defined as "a readiness to enter into discourse at a particular time with a specific person or persons using a[n] L2" (MacIntyre et al., 1998 p. 547). For example, MacIntyre et al. (1998) argued that when a teacher asks a question in class, students might answer due to their motivation and linguistic self-confidence and feel relaxed when doing so (Ellis, 2012), and those who raised their hands but did answer also showed their WTC (MacIntyre et al., 1998). Moreover, MacIntyre et al. (1998) contained that WTC is strongly denoted by a behavioural intention for example "I plan to speak up, given the opportunity" (p. 548).

Therefore, the pioneers argued that behavioural intention seems to be the most abrupt cause that triggers communication behaviour in case, a person can control his/her actions.

2.5.3 Layer (III) Situated Antecedents of Communication

The Third layer (situated antecedents of communication) comprises two main variables that are the most immediate components of WTC (i) Desire to communicate with a specific person and (ii) state of communicative self-confidence (MacIntyre et al., 1998, p. 549).

2.5.3.1 Desire to Communicate with a Specific Person (DCSP)

MacIntyre (2007) argued that "the desire to communicate with a specific person (DCSP)" could stem from two main factors, which are the combination of control and affiliation motives. MacIntyre et al. (1998) further pointed out that affiliation can be constructed with an interlocutor after multiple encounters, with a specific person, while control is dependent on the personality and power of the specific person. Similarly, Lippa (1994) postulated that DCSP is influenced by an array of situations such as a person with whom one is frequently contacting, one nearby physically, and people you are attracted to due to some reasons, and one similar to us in certain ways. It can be argued that an individual will initiate communication if he/she needs some guidance or help for the accomplishment of a goal.

2.5.3.2 State Communicative Self-confidence (SCS)

The two variables related to self-confidence included in the pyramid-shaped model initiated by Clement (1986) are Perceived Communication Competence (PCC) and Communication Anxiety (CA).

Spielberg et al. (1983) pointed out that anxiety may change with the intensity of communicative situations, the self-confidence of an individual will increase if he/she has less state anxiety, and thus will increase WTC. The two variables (PCC and CA) are closely interrelated in the model and are hard to identify easily. SCS may consider transitory feelings that change according to situations or from time to time. Likewise, MacIntyre et al. (1998) in the model explained that “the state communication self-confidence can be distinguished as the trait-like self-confidence and a momentary feeling of confidence" (p. 549).

2.5.4 Layer-IV Motivation Propensities

Motivation propensities in the model are the transition from situational factors to enduring factors, which are considered to be more stable in WTC in L2. The decision to communicate or not with another person is influenced by both enduring and situation-specific variables (MacIntyre et al., 1998). The enduring variable may be looked at in a broader communication context and can be investigated independently. The Boxes (5, 6, and 7) in the model consist of three kinds of motivational tendencies (i) interpersonal motivation, (ii) intergroup motivation, and (iii) L2 self-confidence respectively.

2.5.4.1 Interpersonal Motivation

There are various ways to examine this phenomenon (MacIntyre et al., 1998). First, to find out how different kinds of constituents of motivation may lead to contribute the notion of interpersonal motivation. The two factors (i.e., control and affiliation) stated in layer three are still the main causal factors among the interlocutors (Patterson, 1990). Control and affiliation are sufficiently discussed and explained in terms of the basic communication needs of an individual’s motives (Patterson, 1990; Reeves, 2014). The first aspect of control as an orientation of motivation is related to the people who are in an authoritative position

and may look at the dominant aspect of initiating communication, for example, a doctor giving instruction to a patient to control his/her behaviour and a teacher practice certain behaviour with the students to control any kind of disturbances in the class (MacIntyre et al., 1998). Secondly, MacIntyre et al. (1998) further argued that affiliation in motivation plays a vital role, it is related to the attractiveness, interest, and excitement that one feels when talking to an interlocutor.

2.5.4.2 Intergroup Motivation

Intergroup motivation orientation is related to an individual's belongingness to a particular group in society. In the L2 context, it can be related to a person's motivation to gain proficiency in the target language and become an active member of that particular group (Clement et al., 1994; Clement & Kruidenier, 1983). Moreover, MacIntyre et al. (1998) argued that control is related to showing power within a communicative setting, while affiliation is related to create affinity and rapport with a social group. Furthermore, the motivation of an individual to communicate with the people in the target culture may also influence his/her language proficiency (Ushioda, 2013). Affiliation individual motivation can also be linked to his/her attitudes toward that particular group or society, which further shows the integrative aspect of motivation (Gardner, 1985). However, this motivation can be different at certain levels and certain positions of an individual in society. This may be varied from subject to subject, person to person, and situation to situation for example, within the ethnic group, within the family, church, sports club, and professional working environment (Parekh, 2001).

2.5.4.3 L2 Self-confidence

Both intergroup and interpersonal motivation orientations are related to the social aspect of the communicative setting. On the other hand, L2 self-confidence is an individual's overall self-belief to be able in to communicate in the target language, it is somehow different from a person's state-perceived and situation-specific competence (MacIntyre et al., 1998). Further, MacIntyre et al. argued that L2 self-confidence comprises two main components i.e. (i) perceived communication competence and (ii) communication anxiety.

i. Perceived Communication Competence (PCC)

PCC is cognitive in nature, which deals with the mental process of an individual such as evaluating oneself when communicating with others and assessing one's proficiency in L2 (MacIntyre el al., 1998)

ii. Communication Anxiety (CA)

In the field of communication in L2 CA was the main object of research, especially in the classroom context (Horwitz, Horwitz & Cope, 1986; Horwitz & Young, 1991; MacIntyre & Gardner 1991). The research conducted by (Clement et al., 1994) shows that L2 self-confidence is the sole construct related to PCC and CA.

2.5.5 Layer-V: The Affective and Cognitive Context

Layer five consists of three distal variables in the affective and cognitive framework. These variables are considered to have a more remote but still significant effect on one's WTC in L2. The variable in this layer seems to be more appropriate to a person and his/her attitudes, motives, and past experiences with L2. Three variables are intergroup attitudes (box.8), social situation (box.9), and communicative competence (box.10).

2.5.5.1 Intergroup Attitudes

Intergroup attitudes are divided into three basic factors; (i) integrativeness, (ii) fear of assimilation, and (iii) L2 Motivation (MacIntyre et al., 1998).

i. Integrativeness

Integrativeness was first conceptualized by Gardner and Lambert (1959, 1972). Gardner and Lambert argued that integrativeness is an individual's adaptation or choice of a particular culture, due to the likeliness or close relationship with a certain l2 community. On the other hand, in certain communities, it may not be the wish of an individual to become a part of the target language, but this could be his/her positive attitude towards that language. Similarly, in his social-educational model, Gardner (1985) asserted that integrativeness means an individual's positive attitude and the desire to become closer to the target society

ii. Fear of Assimilation

This notion entails one's fear of losing his/her identity in case of adaptation to the target community (MacIntyre et al., 1998). Integrativeness and fear of assimilation both seem to have opposing influences on an individual. If integrativeness facilitates learning L2, fear of assimilation inhibits it. For example, if an individual adopts a language due to integrativeness and continuously speaks L2 he/she might have the fear of losing his/her native or L1 identity.

iii. Motivation to Learn L2

This concept is related to the motivation of an individual which is enhanced by his/her positive attitude toward the target language (Gardner, 1985). MacIntyre et al. (1998)

declared that an individual positivity towards the target language may encourage him/her to be more excited and enjoy learning and manifest double effort in the learning process. For example, due to the advancement of English native-speaking countries, an individual wants to learn English at a highly proficient level to look more advanced, educated, and fashionable. Dörnyei and Ushioda (2009) the two exponents in the field explained that motivation and language identity are closely related to each other. Dörnyei and Ushioda (2009) introduced the new self-system in L2 motivation consisting of the ideal self and ought-to-self.

2.5.5.2 Social Situation

The WTC model proposes that a learner's L2 confidence is directly associated with his/her communicative experience within that L2 society (Clement, 1980). For example, if an individual has a positive experience with target language speakers, this will increase the learner's confidence, but this level of confidence may vary due to prior social situations and experiences (Bell, 1984; Biber, 1994; Brown and Fraser, 1979; Ushioda, 2013). However, it is important while sweeping generalizations, since learners, may respond differently in certain social situations. Ferguson (1994) argued that language variation in society is

"a communication situation that recurs regularly in a society (in terms of participants, setting, communicative function, and so forth) will tend over time to develop identifying markers of language structure and language use, different from the language of other communication situations" (p. 20).

Several social situational variations are identified by sociolinguists such as the setting, the topic, the participants, the purpose, and the network of communication (Biber, 1994; Brown & Fraser, 1979; Fishman, 1972).

Moreover, setting denotes the particular place and time in which the communication is taking place (MacIntyre et al., 1998). Fishman (1972) introduced five main domains for communication: religion, education, family, employment, and friendship. In concurrence, Biber (1994) identified six main domains: religious, art/entertainment, education/academic, domestic/personal, business/workplace, and government/legal. Similarly, McCroskey and Richmond (1991) also argued that interpersonal communication occurs basically within three kinds of environments: social environment, organizational environment, and school environment. The multidimensional and complex nature of the interaction between interlocutors and social situations "implies that one's communicative experience in one situation may not be transferred automatically to another" (MacIntyre et al., 1998, p. 553), and may create various levels of WTC in different social situations.

2.5.5.3 Communicative Competence

Communication competence in L2 is the last variable in layer five, which will have a great amount of impact on an individual's WTC if achieved properly. Hymes (1972b) the anthropologist has coined the term "communicative competence". Later Celce-Murcia, Dörnyei and Thurrell (1995) pointed out five main components of competencies (i) linguistic competence, (ii) discourse competence, (iii) interactional competence, (iv) social competence, and (v) strategic competence. McCroskey and Richmond (1991) affirmed that the dominant principle is to identify the communicative competence of learners related to their WTC, which is the communicative competence influenced by their WTC rather than their real competence, for example, some individuals may be incompetent communicators, but due to their high self-belief, they have a higher level of WTC. In addition, the self-esteem of an individual may inhibit or facilitate his/her communicative competence, such as low

self-esteem resulting in anxiety and may negatively affect the communicative performance of an individual (Lai, 1994; Oxford & Ehrman, 1993; Tafarodi & Swann, 2001; Wadman, Durkin, & Conti-Ramsden, 2008).

2.5.6 Layer-VI: The Societal and Individual Context

The last layer of this pyramid-shaped model consists of the two broadest factors or variables: (i) the individual (ii) and the society MacIntyre et al. (1998, p. 555) explained that the individual refers to the "stable personality characteristics" which are related to the communication process and may entail by individual differences, while societal context denotes different kinds of social communicative contexts in which an individual is involved with different kinds interlocutors.

2.5.6.1 Intergroup Climate

Gardner and Clement (1990) divided intergroup climate into two corresponding factors or dimensions i.e. (i) structural characteristics and (ii) perceptual and affective correlation.

i. Structural Characteristics

The relationship of intergroup climate is determined by a community's ethnolinguistic vitality and their networks of personal communication, which is more represented by the groups in relation to L2 and L1 communities (MacIntyre et al., 1998). Moreover, MacIntyre et al. (1998) stated that social institutions such as churches, government offices, and legislation, where an individual has more interaction with other people, will affect his/her communication behaviour in the second language context, which further represents the demographic variances in both L1 and L2 communities.

ii. Perceptual and Affective Correlation

The positive attitudes towards an ethnic group in the L2 context will result in more fruitful and positive interaction with that particular group, in contrast, the negative attitude will refrain that individual to interact (MacIntyre et al., 1998). In other words, the motivation level will be lesser in later situations compared to the farmer situation (Gardner, 1985). Similarly, pioneers of the model further proclaimed that individuals such as immigrants, sojourners, and refugees may readily adapt to the novel language environment due to assimilation, perhaps for their own benefit; in terms of psychological adjustment, social acceptance, and economic gains. This may be because of the individual's own survival he/she will make such adjustments (Schumann, 1978). Kim (1988) added that it is compulsory for an individual in a host culture to fulfil his/her day-to-day needs. Therefore, communication in that particular L2 host culture is inevitable for individuals to work and function effectively.

2.5.6.2 Personality

In this model, the last variable is personality placed at the last corner of the pyramid. MacIntyre et al. (1998) mentioned that it does not have a very direct impact on one's WTC, but rather indirectly shapes an individual's communicative potential abilities in a broader sense in a social climate. Arguably, the measurement of personality traits is very complex, which means how a person reacts in certain situations. For example, a situation may be very relaxing for a person, while the same situation may be a source of apprehension, dreadfulness or anxiety. Similarly, Altemeyer (1981, 1998) asserted that a personality with authoritarian nature or superiority complex may be highly aggressive and belligerent towards other people those he/she believes to be inferior. This may be also because of his\her ethnic group is

superior to others. On the other hand, less valued people may be engaged in a communication process positively due to their inferiority complex. MacIntyre and Charos (1996) maintained that the relationship between intergroup attitudes or intergroup climate in box-11 in the model and box-7 the L2 self-confidence must be seen with personality characteristics. Similarly, MacIntyre et al. (1998) noted that the personality profiles (i.e. introversion and extroversion) may need to be measured within a wide range of societal contexts, because some groups may differ in their homogeneity than others in correlation to personality characteristics. As Aida (1994) stated that an American learner is usually social and outgoing as compared to a typical Japanese learner, therefore the American student may be more willing to communicate. The personality-related characteristics thus may vary (i.e., negative or positive) due to the cultural and social background.

To conclude, this subsection comprehensively elaborated on the most important MacIntyre et al. (1998) WTC heuristic model, which shows that multiple factors are influencing a student's communication skills in the ESL/EFL context. It can be argued that the linguists and researchers should comprehend the interconnection of these factors which are clustered in the heuristic model that is jointly affecting L2 students' communication behaviour in many ways while explaining the IDs in the L2 learning process. The variables or factors presented in MacIntyre et al.'s (1998) model appear to be very complex, yet all of the twelve variables are manifested in one way or the other interlinked to each other. However, so far none of the linguists or researchers attempted to measure all the variables in a single study, or this may not be possible to conduct a study which measures all of the variables at once. Yet, it is hard to comprehend that only the psychological, individual, linguistic, and social variables presented in the model influence a learner's L2 learning process. Consequently, the focus of L2 WTC research has shifted from outside the classroom

to inside classroom situations (Mystkowska-Wiertelak, 2018; Riasati & Rahimi, 2018; Syed & Kuzborska, 2019). The forthcoming section will briefly highlight the development of WTC in EFL/ESL contexts inside the classroom in various situations.

2.6 WTC Inside Classroom Context

It is often observed that some learners in L2 classrooms prefer to speak and express their feelings and ideas, whereas other students choose to remain silent inside the classroom (MacIntyre, 2020; Riasati & Rahimi, 2018; Yashima, et al., 2018). Why the same language learners learning the target language for many years do not volunteer to speak up or vary in classrooms? It is a very complex question to answer, predominantly when looking into the various social, situational, individual, linguistic, psychological, and other related factors (MacIntyre, 2007, 2020). Undoubtedly, this important issue should be delved into thoroughly in the field of L2 learning. Therefore, in the last two decades, a host of variables are investigated in the context of WTC pertaining to the learners' willingness to engage in the teaching and learning process (Mystkowska-Wiertelak, 2018; Syed et al., 2019). These variables comprise self-confidence (Baker & MacIntyre, 2003; MacIntyre, 1994) attitude and motivation (MacIntyre et al., 2001, Peng & Woodrow, 2010) gender and age (MacIntyre et al., 2002) and international posture (Yashima, 2002; Yashima et al., 2004). The construct of WTC is proposed to have both trait and state features ((Dörnyei, 2005; Cao, 2014). Most of the past searchers investigated WTC as a trait or static variable (Cao & Philp, 2006; MacIntyre et al., 1999). Conversely, several recent researchers provided evidence that WTC is a situational and dynamic variable inside the classroom (Cao, 2014; MacIntyre, 2020; Mystkowska-Wiertelak, 2018; Riasati & Rahimi, 2018; Syed et al., 2019). The situation and dynamic WTC in a conversational context were shown to be complex constructs that may fluctuate from moment-to-moment joint with psychological effects (Kang, 2005; Syed et al.,

2019). Similarly, the situational nature of WTC in ESL classrooms was found under the impact of contextual factors, including task type, topic, familiarity with interlocutor, and participation (Cao, 2006; Cao & Philp, 2006). In addition, Peng (2007) revealed that the Chinese students' WTC in EFL inside the classroom was not stationary but a situation and dynamic that fluctuated from time to time. Moreover, researchers tried to identify the situational and the dynamic nature of WTC in peers, small groups, and large groups interactions inside the classroom, mainly with the help of classroom observations, diary writing and stimulated recall interviews (Cao & Philp, 2006; Cao, 2011, 2013; De-Saint-Leger & Storch, 2009; Kang, 2005; Syed, 2016; Syed et al., 2019). However, quantitative research lacks on students' WTC inside the classroom in multiple situations i.e., during different types of activities (role-play, presentation, discussion), individually, in pairs, in small groups, with the same and the opposite gender, in whole class interactions, classroom, students are given preparation time, in front, in the middle, and at the back of the class, which is the main focus of the current study.

Dörnyei and Kormos (2000) revealed that social variables, including learners' WTC while engaging in oral tasks. The results show that the learners' WTC in ESL classrooms was affected by their task attitudes. Kang (2005) found that learners' volition to speak depends upon their feelings of responsibility, excitement, and security. In addition, Cao and Philp (2006) through the classroom observation method found that learners' situational WTC fluctuated in three interactional settings: whole class, pair work, and group work. In another study, Cao (2011) investigated the role of individual variables such as personality emotion, self-confidence perceived opportunity to speak, as well as ecological settings including topic, interlocutor, tasks, group size, and teacher in determining students' readiness to interact. Yet in another longitudinal study, Cao (2013) looked at the fluctuations in WTC

over several time scales: from lessons or individual tasks over a time of five months. Changes in WTC could be thus determined by confidence and experience in class. Bernales (2016) investigated what hinders or increases learners' readiness to speak in the classroom. The author found that the ratio between actual and planned speaking behaviour is dynamic and dependent on students' goals, classroom norms, motivation, and teacher expectations.

MacIntyre and Legatto (2011) looked at the reasons behind fluctuations in students' WTC from idiodynamic perspectives which changes the WTC phenomenon to a moment-to-moment or dynamic nature. Similarly, in a longitudinal study de Saint Leger and Storch (2009) also found variations in learners' speaking activities. WTC was influenced by the speaking activities and the students themselves. Looking into the moment-to-moment WTC changes were also investigated in a study carried out by Mystkowska-Wiertelak and Pawlak (2014) where the students reported the reasons behind these changes on a self-reported grid. The respondents pointed out the moments where their WTC changes such as their proficiency level and engagement, the role of the interlocutor, the topic of discussion, the type of grouping, and task type. Peng et al. (2017) investigated the influence of multimodal resources besides language the use of gestures, audio/video materials, teacher's role i.e., gesture and gaze to generate learners' WTC in the classroom. Khajav et al. (2017) examined the classroom environment along with the emotions of the learners. The results show that as compared to traditional methods, communicative language teaching exerts more willingness to interact. It was also found that the classroom's positive environment was enjoyed by students which caused less anxiety. As a result, students were found more WTC. In another study, Mystkowska-Wiertelak (2018) examined WTC fluctuations through detailed lesson plans, interviews, in-class WTC surveys, and self-reported WTC grids in six lessons. The results revealed that group-related and personal factors exert communicative behaviour in

the EFL classroom. Zhang et al. (2019) examined why and how state WTC changes through a high-density repeated test on a group of chinses students. For this purpose, a self-reported questionnaire was used. The data revealed that state WTC changes systematically within the student throughout a semester. This systematic fluctuation in psychological learning settings such as peer support, task importance, task interest, and teacher. It was also found that within-person fluctuations forecast performance in language learning. For example, learners with high-state WTC took more interest in tasks in order to get higher grades by the end of the semester.

Different kinds of data collection methods revealed that it is not possible that in-class the complex nature of WTC easy to investigate through a single factor in isolation (MacIntyre, 2020; Mystkowska-Wiertelak, 2018), rather it is the outcome of an interaction of both group-related and personal factors, among which teachers' views play a major role (Mystkowska-Wiertelak, 2018). To date, the readiness to speak was investigated in Western and Asian ESL/EFL contexts from various viewpoints i.e., at the beginning WTC was treated as a trait predisposition (Baker & MacIntyre, 2002). Then, it was found that L2 WTC was a state or situational variable (Cao, 2006, 2009, 2013, 2014; Cao and Philp, 2006; Kang, 2005). In t recent years it is argued that the WTC variable is dynamic in nature (MacIntyre, 2020; Mystkowska-Wiertelak, 2018; Mystkowska-Wiertelak & Pawlak, 2014). However, it seems that the sociocultural perspectives of L2 WTC are less emphasised on (Cheng, 2018; Jamalvandi, 2020). Therefore, the current study investigated the WTC construct from the sociocultural perspective in different classroom situations and interactions. In order to consider a more holistic picture of the WTC construct, the teachers' views about their students' WTC were also considered.

2.6.1 WTC Individually, in Small Groups, in Pairs, and in Whole-class Interactions inside the Classroom

Several studies have found that group dynamics shape the students' decision to communicate with others in an L2 classroom (Bernales, 2014; Cao, 2006; 2009; 2011; Cao & Philp, 2006; De-Saint-Leger & Storch, 2009; Kang, 2005; Riasati & Rahimi, 2018). Cao and Philp (2006) examined students' actual WTC behaviour and self-reported WTC in three different L2 classroom contexts; pairs, small groups, and whole-class interactions. This study aimed to determine the learners' WTC behaviour in different classroom settings and to find out the factors that influence learners' WTC according to the learners' self-perception. The results failed to reveal a predictive correlation between students' WTC self-reports and actual behaviour inside the classroom. However, it was found that situational WTC varied according to the types of interactions and certain situational variables like cultural background, communication medium, self-confidence, interest in the topic of discussion, and interlocutor's familiarity were increasing and decreasing WTC.

Moreover, Cao and Philp (2006) found a significant correlation between group work and pair work. However, it was found that there was no relationship between whole-class interaction and group work or pair work. The study also revealed a lower ratio of WTC in whole-class interactions as compared to group and pair work. Nevertheless, students' views were not the same, some of the learners were found to prefer whole class discussion over small group work. the authors argued that the weak relationship in WTC between group work and pair work was related to group cohesiveness and the number of participants: "[t]he whole-class context, with a larger group of learners, lacks the sense of cohesiveness that would presumably lend support to learners by making them feel secure enough to speak" (p. 488). Cao and Philp's results support Kang's (2005) study which revealed that (a) as the

number of learners increased in a conversation, their security in WTC decreased, and (b) large class size decreased the sense of responsibility to communicate in learners.

De Saint Leger and Storch (2009) examined students' perception of speaking abilities in oral class activities i.e., small groups and whole class discussions and the learners' attitude towards the two interactional activities. Further, it was explored how these attitudes and perception affect students' WTC in L2 over time. The results show that the learners' perception of themselves and speaking activities influenced L2 WTC. Further, the authors determined that (a) self-confidence in L2 increased WTC over time, (b) WTC with peers was varied, and (c) the affiliation of motives, influenced WTC. It was found that the whole class discussion was the most challenging oral activity, which decreased students' confidence due to the possible risk of being negatively perceived by other peers. Another potential reason for speaking reluctance in the whole class discussion was the high pressure of online questions-asking methods when an immediate response was required. On the other hand, some students reported that the reason for remaining silent during whole class interaction was out of concern of being speaking too much. Cao (2011) obtained similar results in which students' thought that the whole class interactions exert anxiety due to fear of embarrassment and peer pressure. Other reasons for being silent in class were apprehension and the level of difficulty with the questions.

In a study on Iranian EFL learners, Riasati and Rahimi (2018) found that learners were less willing to speak individually in EFL classes as compared to pair and small groups. In comparison to large groups, small groups, and pairs, the respondents were found to be less willing to speak in large groups while more willing to speak in pairs and small groups. In terms of WTC in front of the whole class, the learners were found to be less willing to

speak while giving lectures in front of the whole class as everybody was keenly watching them. Similarly, the interview analyses showed that 5 out of 7 respondents were more WTC in small groups and pairs rather than individually. When the informants were asked about speaking in front of the whole class 6 out of 7 respondents were found to have low WTC while performing this activity. Instead, the learners would like to give lectures to their peers in small groups and pairs rather than in front of the whole class. Mystkowska-Wiertelak (2016) also found that respondents felt convenient in pair work and small groups as compared to the whole class discussion. The informants felt a sense of security while working with one person which was positively influencing their WTC. In contrast, the more threatening and daunting situations for the respondents when they used to talk in front of the whole class.

2.6.2 WTC and Activities inside the Classroom

2.6.2.1 Role-play Activity

Role-play is a well-known activity that helps learners to familiarise themselves with the social environment of the classroom (Rahman & Maroof, 2018). Shankar et al. (2012) asserted that role-play activity exposes learners to different situations that they may face in their real-life situations. Rahman and Maroof (2018) further explained that role-play builds learners' creativity. In role-play, learners need to perform different acts and roles by doing, saying, and sharing (Altum, 2015). Role-play is the projection of real-life activities in a social environment (Qing, 2011). The use of role-play activities enhances the students' communication skills and encourages them to master the language through conversational activities (Afdillah, 2015). Kerbt (2017) stated that participating in role-play activities enables learners to stimulate their social situations by performing different roles that are

directed to real-life situations. Role-play as a training approach has the capacity to change the behaviour of the students and enable them to practice the real-world settings (Qing, 2011, Raja Hazirah Raja Sulaiman et al., 2017; Shangeetha & Rajah Kumaran, 2017).

In the domain of WTC role-play is found to be the most influential activity that enhances the learners' communication skills (Altiner, 2018; Karnchanachari, 2019; Syed, 2016; Syed et al., 2019). Karnchanachari (2019) conducted a study among Thai EFL learners. The findings revealed that the students WTC were highest during role-play with classmates in pairs compared to one-on-one conversations with the teacher, during assessments, and in front of the whole class. In another study conducted by Syed (2016) in the Pakistani EFL context. The participants were university students the data were collected through diaries, observations, biographic questionnaires, and stimulated recall interviews. The findings revealed that besides other factors role-play activity was the most preferred activity of the learners. The majority of the informants' WTC was high during role-play activity compared to presentations and discussions.

2.6.2.2 Discussion Activity

Research indicates that classroom discussion activity is the best way to enhance communication skills in English (Weda et al., 2021). Discussion in pairs and small groups has the ability to engender the WTC of the L2 learners (Cao & Philp, 2006; De-Saint-Leger & Storch, 2009). Research studies revealed that the students showed great interest in the topic during the discussion when they had background knowledge about the topic (Cao & Philp, 2006; Kang, 2005; Liu, 2005). Nazari and Allahyar (2012) stated that learners' WTC can be increased via classroom discussion activities. Barjesteh et al. (2012) also found that the students demonstrate a high level of WTC in activities they are familiar with before, such

as group discussion and communicating with peers. Small group discussion activities in L2 learning have been considered advantageous for learners who are facing problems when communicating in the target language. Weds et al. (2021) found that the learners enjoyed classroom discussion activities for several reasons. First, they felt axed when having conversations during discussions. Second, for the learners, classroom discussions were the best way to practice English. Third, the learners did feel shy while starting classroom discussions by asking a question.

2.6.2.3 Presentation Activity

Research studies show that presentation is the most can facilitate or debilitate the learners' L2 WTC (Kranchanachari, 2019; Mystkowska-Wiertelak, 2018; Weda et al., 2021). In Kranchanachari (2019) the Thai learners' WTC was low during the presentation activities in the Thai programs compared to their WTC in an international program. Knock and Terrel 1991) also reported that presentation activity mostly provoked the students' anxiety. In a case study, Mystkowska-Wiertelak (2018) investigated a participant's WTC for one semester. The results showed that the participant's WTC was low during the presentation individually compared to pairs and small groups. Bukhari et al. (2015) found that Pakistani learners were less willing to communicate while giving presentations in front of strangers in large groups. However, Weda et al. (2021) found that Indonesian learners felt easy during classroom presentations. Risati (2012) also found that some Iranian EFL learners reported that when they are given time to prepare about a topic this dramatically reduced their anxiety during presentations.

2.7 WTC and Teachers' Views

Views or beliefs are very important tools for every study related to learning and human behaviour (Ajzen, 1988; Fishbein & Ajzen, 1975). Views that a learner or teacher brings to a classroom are crucial for the learning process (Breen, 2001; Gvozedenko, 2005). In addition, Zheng (2009) argued that teachers' opinions are significant ideas that comprehend teachers' teaching methods and thought processes. Li (2012) stated that teachers' beliefs play a vital role in language learning. Similarly, Gilakjani (2017) asserted that views play a key role in teachers' professional development and classroom practices. As for WTC in the second language is concerned, teachers' views about their students are rarely taken into account (Chang, 2018). In the qualitative study, Chang (2018) took the professor's perspective on their students' WTC in L2 in the classroom. In the narrative interview, the professor stated that some of the students were shy at the start. As a result, those students did not participate, but later when the professor engaged them in the classroom environment. It was found that they participated. Further, the results revealed that the professor regarded their students' WTC as satisfactory in class. However, several factors from the professor's perspective were identified that influenced students' WTC such as cultural background, lack of goal for language learning, attitude towards the professor's nationality, and interest in the activity.

2.8 WTC and Domains of Language Use

Fishman (1972) initiated the notion domain emphasising that different languages are used in their respective settings. Fishman (1972) claimed that: "domain is a sociocultural construct abstracted from topics of communication, the relationship between communicators, and locales of communication, in accord with the institution, of a society

and the area of activity of speech community in such a way that individual behaviour and social patterns can be distinguished from each other and yet related to each other" (p. 20).

Fishman further explained that a domain is a construct that contains settings of communication, topics, and the relationship among different interlocutors. A domain could be social institutions or concrete settings; it could be ranged from private to public informal to formal (e.g., university, school, workplace, worship place, social networks, transactional settings, and recreational places) and so on (Fishman, 1972; Jeffery & Mesthrie, 2010; Parasher, 1980; Platt, 1977; Platt & Weber, 1989). Each of the above-mentioned domains has its unique linguistic association with its interlocutors (Leo & Abdullah, 2013). Further, Holmes (2001) contended that language use patterns in a specific speech community can be examined through domains. It can be argued that a domain is the main agent which determines the type settings and the selection of particular languages to be used in certain situations (Jeffery & Mesthrie, 2010). Jeffery and Mesthrie (2010) further explained that domain is a technical term that defines the settings wherein the language use is embedded in discourse rather than the type of activity. In addition, in bilingual or multilingual settings language use could be domain-specific where certain domains attract a higher level of L2 than L1 (Grosjean, 2016).

In the modern technological era, cultural change and international mobility cause millions of bilinguals to use the L2 rather than L1 in the majority of formal and informal social interactions of everyday life (Dewaele, 2015; Hoffman, 1990). Hammer (2017) argued that L1 and L2 changes in speaking context result in a drastic swing in language use for communicative purposes in social interaction. From a social perspective, the domain can be defined as "institutionally relevant spheres of social interaction in which certain value

clusters are behaviourally implemented" (Fishman, 1971, p. 17). For example, in the professional spheres specific jargon or codes are used, not to show unity among workers but for authentic communicative purposes (Hammer, 2017; Komisarof, 2016). In addition, Joseph (2004) pointed out that language used to communicate with others shows social and cultural identity. The act of language used for communicative purposes is innately connected with sociocultural settings (Fishman, 1965). According to Grosjean's (1997, 2010, 2016) Complementarity Principle (CP) bilinguals incline to use certain languages in specific domains. CP is defined as "Bilinguals usually acquire and use their languages for different purposes, in different domains of life, with different people. Different aspects of life require different languages" (Grosjean, 1997, p. 165). Moreover, research on the domains of language use shows that some domains may be covered by one language while domains by other languages (Scharauf, 2002) and the question "who speaks what language, to whom, when, how, and why?" still needs further investigations (Spolsky, 2005, p. 254). Similarly, Dewaele (2014) pointed out a dire need for research into language use from a sociocultural perspective. In addition, research on social support in relation to WTC is limited (Cao, 2009; Kang, 2005; MacIntyre et al., 2001). However, the student's language use outside the classroom in different domains in relation to WTC inside the classroom is less emphasised by the researchers. Thus, the current study will look at undergraduates' WTC in English inside the classroom in relation to their language use outside the classroom.

Schrauf (2009) investigated 60 Spanish-English young bilinguals who migrated from Puerto Rico to the US mainland. Schrauf examined language use in the private and social domains in relation to L2 proficiency biculturality. Domains included in-laws, family, spouse, neighbours, children, family, workmates, and friends. The results uncovered that the informants tend to use L2 in their social domains as compared to their private domains. The

participants were using the L2 extensively with their workmates and lower level of L2 use were found with acquaintances and friends for communicative purposes.

Hlavac (2013) conducted a study on the language use of 8 multilingual who migrated to Australia from 1950 to 2005. This study aimed to examine the domain-specific L1 and L2 use among the informants. Further to find out potential discrepancies among three migrants' language use patterns. Domains consisted of workmates, neighbours, close and distant friends, school and schoolmates, religion-based contacts and leisure activities. In this study, the L2 proficiency level of participants was not included. However, their general use of L2 in specific situations was accepted. Results showed that languages used with family members are the manifestations of the ethnicity of the family members. Also, the socio-political circumstances influenced the language used within the family. It was also revealed that none of the participants was switching to L2 when talking to their children. The domains where L2 was dominant were, school, work and neighbourhood.

Crezee (2012) carried out a study on 30 Dutch-English bilinguals language use, who arrived in Australia at the ages were between 18 and 35. The subjects were interviewed after their 30 years of migration to Australia. This study aimed to examine the motivation of the participants to shift to L2 or maintain L1 at home. Results revealed that 70% of the informants would use L1 (Dutch) either most or all-time at home.

Hammer (2017) examined the extent of L2 use by 149 Polish-English who were UK residents in 4 communicative domains. The domains included; interest group, household, peer group, and work. Peer groups and households are counted as private domains while interest groups work as public domains. The data was collected through semi-structured interviews and online questionnaires and the variables consisted of social network profile,

acculturation level, length of residence, and predicted future domicile. The findings of the study show that acculturate bilinguals use L2 more frequently in the private domain. The results also revealed that participants used L2 more frequently in social networks in informal conversations even with other L1 speakers at work.

By applying domain theory Rydenvald (2019) conducted a sociolinguistics study of secondary students' language choice and language use. The data was collected from 56 informants through interviews, self-recordings, and questionnaires for three and half years in Belgium. The results show that the language choice of the participants chose language based on the preferences of their conversers. The home domain was found to be more multilingual than interaction with peers.

2.9 WTC and Motivation

The concept of L2 motivation was initialised with the fundamental social-psychological approach introduced by Gardner and Lambert (1972). According to this pivotal approach, the socio-psychological propensities of a learner can assist as a powerful motivational source for his/her successful L2 learning. Harmer (1991, p.3) explains the meaning of motivation as the "internal drive" that pushes somebody to do something. Gardner (1985), in his socio-educational model, notes that motivation is perceived to be composed of three elements. These are effort, desire, and affect. Based on this approach, Gardner (1985) developed a socio-educational model of L2 learning. Motivation is the central concept of this model (Tremblay & Gardner, 1995). Whereas the main premise is the openness of an individual (i.e., one's ability to gain certain features of the target community) plays a vital role in second language learning (Gardner, 2010).

2.9.1 Integrative and Instrumental Motivational Orientations

In language learning, Gardner and Lambert (1972) divided motivation into two types, integrative and instrumental motivation. If a person learns a language for an academic requirement or gets a job he/she is instrumentally motivated (Chalak & Kassaian, 2010). Chalak and Kassaian (2010) further explained that integrative motivation is one's desire to be accepted by the target community or integrate within the target culture. Gardner and MacIntyre (1991) stated that these two types of motivations are motivation orientations. Integrative and instrumental motivation suggested by Gardner and Lambert is an effective and useful factor for L2 teaching (Cook, 2000). Integrative motivation is considered the main component of the socio-educational model along with motivation and other affective variables. The other important facet of this model is instrumental motivation which according to Dörnyei and Ushioda (2011) refers to "the potential pragmatic gains of L2 proficiency such as getting a better job or a higher salary" (p. 41). Dörnyei (2009) considered L2 instrumental motivation as the desire for learning the language for practical or utilitarian purposes (i.e., completing education, getting a job, passing an exam, and travelling abroad). Masgoret and Gardner (2003) asserted that learners who are integratively motivated are open towards other language communities, having favourable and positive attitudes in their L2 learning process. In addition, Wang (2008) stated that in second language acquisition, integratively motivated learners put more effort into learning to achieve great goals. On the other hand, instrumentally motivated learners learn L2 to get pragmatic gains, instead of social interaction with the L2 community (Gardner, 2010). However, Dörnyei (2001) consider instrumental and integrative as two side of a coin rather than two opposite aspects. When both integrative motivation and instrumental motivation are used together, it generates more positive results for students (Wan-Er, 2008).

To date, motivation has been mostly explored as individual differences variable in L2 research (Shirvan et al., 2019). It has been consistently found that motivation is positively correlated with L2 proficiency (Gardner, 1985; Peng and Woodrow, 2010; Yashima, 2002). Motivation is found to be the internal possession of a student that can be affected by outside variables (Shirvan et al., 2019). It triggers more efficient and effort L2 learning, which increases the success rate and level of L2 proficiency (Dörnyei, 1998). Motivation refers to the combination of a learner's attitudes, efforts, and desires which encourage him/her to gain proficiency in the target language (Gardner, 1985). Studies began on motivation from the work initiated by Lambert and Gardner in the early 1960s. Gardner and Lambert (1972) believed that language acquisition was affected by sociocultural factors.

Several research studies recognised that learners' motivation is positively correlated to WTC in English (Baker & MacIntyre, 2000; Hashimoto, 2002; Peng & Woodrow, 2010; Ma et al., 2019; Yashima, 2002; Yu, 2009). MacIntyre et al. (2001) and Hashimoto (2002) pointed out that students' motivation positively influenced their WTC in L2. Thus, highly motivated students have a higher level of WTC (Cetinkaya, 2005; Knell & Chi 2012; MacIntyre et al., 2001; Peng and Woodrow 2010). Further, Peng (2012) highlighted that motivation to learn L2 was linked to WTC. MacIntyre and Choras (1996) using path analysis found a significant correlation between motivation to learn L2 and WTC. Hashimoto (2002) used the WTC model proposed by (MacIntyre et al., 1998) to investigate the effectiveness of affective variables i.e. motivation and L2 anxiety to forecast the WTC of ESL students in Japan in classroom settings. The results showed a significant correlation between motivation and WTC, it was concluded that WTC perhaps had the features of motivation.

Research studies indicated that motivation could predict WTC indirectly, employing its effects to influence communication confidence (Cetinkaya 2005; Ghonsooly et al., 2012; Khajavy et al., 2016; Peng and Woodrow 2010; Yashima 2002). These results suggested that regardless of the close relationship of WTC with motivation, learners going through a higher level of motivation to learn L2 may not essentially experience a higher level of WTC (Peng & Woodrow, 2010). In immersion settings, studies have suggested that motivational variables a crucial role in affecting an individual's WTC, as studies carried out in ESL and EFL contexts (Shirvan et al., 2019). Baker and MacIntyre (2000) investigated differences in non-immersion versus immersion learners' communication variables in relation to motivation by using AMTB. The findings revealed that there is a positive relation between WTC and learners' motivation to learn L2 in both groups.

To investigate the integrative and instrumental motivation Vaezi (2008) conducted a study in the Iranian context. The Participants were 79 non-English major learners. The data were collected through questionnaires containing items on the student's motivation to learn English. The results revealed that the learners were highly integratively and instrumentally motivated to learn English. However, the level of their instrumental motivation was higher than integrative motivation. Moreover, the learners had positive attitudes towards learning English. The author contended that it is observed that in the EFL context, the students are often instrumentally oriented.

A study was carried out by Peng and Woodrow (2010) in the Chinese EFL context. The participants were 330 university students. Six scales were used comprising WTC, anxiety, perceived communication competence in English, learner beliefs, motivation to learn English, and classroom environment. The findings showed that WTC was influenced

indirectly by motivation through confidence, classroom environment predicted motivation, learner beliefs, communication confidence, and WTC while the learner beliefs were directly affected by motivation and confidence.

Shirvan et al. (2019) carried out a meta-analysis of the three most investigated variables in relation to L2 WTC including motivation, perceived communication competence, and anxiety. The authors analysed the studies conducted between 2000 and 2015 in various EFL and ESL contexts. The findings revealed that perceived communicative competence was highly correlated with L2 WTC compared to motivation and anxiety. The authors argued that moderators may play a pivotal role in the correlation between L2 WTC and these variables.

In the Thai EFL context, a study was conducted by Ma et al. (2019). The recruited participants were 126 university EFL learners including 7 males and 79 females. The data were collected through a mixed-method approach. The data revealed that both male and female students were highly motivated to learn English. However, the level of their instrumental motivation was higher than their integrative motivation. Moreover, the participants' level of WTC was moderate inside the EFL classroom. More than fifty percent of learners were more willing to communicate with their friends rather than teachers because they thought that friends are easier to understand and communicate. In addition, both integrative and instrumental motivations were significantly correlated with L2 WTC. Yet, the relationship of instrumental motivation was stronger than integrative motivation. Thus, instrumental motivation was a better predictor of the learners' L2 WTC.

Al-Ta'ani (2018) carried out a study to investigate the integrative and instrumental motivations of the students of Al-Jazeera University Dubai. The participants were 50

learners studying English communication skills including 14 female and 36 male students. The data were collected through open-ended and motivational questionnaires. It was found that the participants' levels of both instrumental and integrative motivations were high. However, the level of instrumental motivation was higher than integrative motivation. Moreover, the data from the open-ended questionnaire revealed that writing skills and grammar were the most problematic parts for the learners to be mastered compared to listening, speaking, and reading skills. In addition, the author suggested some ways for improving writing, reading, listening, and speaking skills. Sukri et al. (2021) conducted a study among 80 EFL learners from four different schools in Indonesia. This study aimed to investigate the integrative and instrumental motivational orientations of EFL learners. The data was collected through a questionnaire applying a survey method. The results revealed the differences between the male and female students' motivational orientations. Female students wanted to learn English to understand the English culture and literature. This means that they were more integratively motivated. On the other hand, male students tend to learn English to gain good status in society, have broad insight, and get privileges which means that they were more instrumentally motivated. The authors concluded that Indonesian female and male students have different motivations to learn English.

Nisar et al. (2022) conducted a study among 1015 university students in Pakistan. This study aimed to investigate the students' level of motivation to learn English during the Pandemic (Covid-19). The findings revealed that E-learning during the pandemic did not affect the level of both integrative and instrumental motivations to learn English. The data revealed that the participants wanted to read books on the Internet. 71.4% of the responded that online learning is best for them because it enables them to take good care of their families. Moreover, apart from learning at home their level of motivation was very high. The

authors argued that the pandemic did not the level of motivation to learn English and achievement.

It is identified that a plethora of research have been done to investigate the correlation between WTC and motivation. However, those studies are mostly conducted either in L1 WTC contexts or EFL contexts. Research rarely focused on the correlation of WTC and motivation in ESL context. Moreover, less research has been done to examine the relationship between WTC and integrative and instrumental motivational orientations in the current Pakistani ESL context. Furthermore, the reliability of the most of the previous research instruments was not reported. Thus, the current study developed and validated a more rigorous questionnaire in Pakistani ESL context.

2.10 WTC in Western ESL/EFL Context

As mentioned earlier that WTC was a unique phenomenon in the ESL/EFL context before the conceptualisation of MacIntyre et al.'s (1998) heuristic model. With the publication of the heuristic model new perspective of the WTC in the L2 context was opened. The WTC heuristic model appears to be very promising in the L2 context because it covers numerous social strands (Ellis, 2008). The MacIntyre et al.'s (1998) construct revolutionised the L2 WTC perspective in various ways i.e., social-psychological, linguistic, and communicative to provide a comprehensive picture of the complex L2 factors that may influence one's WTC. Since then, this model draws the attention of researchers in the Western context to investigate the various relationship between various variables that seems to affect the learners' WTC in a different context. However, research on L2 WTC from the sociocultural perspective inside the classroom context is still in its early stage (Cheng, 2018).

Dörnyei and Kormos (2000) conducted an empirical study in the Hungarian L2 context to examine the affective and socio-dynamic factors i.e. (group cohesiveness, L2 proficiency, and WTC), and the relationship of these variables with involvement in the speaking tasks of the L2 learners with other interlocutors. The participants' age ranged from (16-17) years. They were studying English at an intermediate level in two Budapest Secondary schools. The data were collected via oral proficiency tasks and questionnaires to explore the informants' WTC inside the classroom. Their attitudes towards tasks were the factor that was influencing their WTC. It was revealed that the lower the attitude towards the task the lower the WTC. The researchers of the study suggested that WTC as the need for social status and achievement emerged as a positive and very important determent of the learners to change their behaviour and attitude towards different L2 tasks.

In the Canadian L2 immersion context, numerous empirical studies are conducted by MacIntyre and his associates. The main purpose is to investigate the relationship between various factors given in the model. Baker and MacIntyre (2000) reported a study in which the L2 immersion and gender differences were investigated. The participants of the study were studying French as their L2 in a Canadian School, they were 124 non-immersions and 71 immersions who were native English speakers. The study aimed to the immersion and non-immersion, male and female learners WTC orientations in French in terms of perceived communication competence (PCC), communication anxiety, and both English and French self-reported frequency of communication. The data were collected through questionnaires and interviews, which after analysis revealed that PCC and communication anxiety were the significant predictors of WTC in terms of frequency of communication. It was also discovered that non-immersion learners were more WTC with lower anxiety and great PCC as compared to their immersion counterparts. The results further revealed that the WTC in

French of the immersion students had a strong relationship with their anxiety related to French frequency of communication and WTC in their native language (English).

MacIntyre et al. (2001) conducted an empirical study on monolingual 9th-grade students. The respondents were 79 9th-grade, French-speaking students, in a junior high school in eastern Canada. MacIntyre et al. (2001) investigated the students' WTC of four major skills, comprehension, reading, speaking, and writing both in and outside the classroom with the social support received by the informants from their teachers, parents and friends. The potential rationale behind both inside and outside the classroom was to investigate both of the important situations where learners use language generally. If the students' WTC were found to be the same in both areas, the notion of personality traits conceptualised by McCroskey and Bear (1985) would be grounded. On the other hand, MacIntyre et al. (1998) viewed WTC as a situational variable, which is "more closely tied to the type of a situation in which one might communicate" (MacIntyre et al., 2001, p. 376).

Orientation is the key constituent of motivation in L2 learning (Gardner, 1985). Therefore, MacIntyre et al. (2001) conducted a study in which five kinds of motivational orientations of the learners (friendship, travel, Job-related, school achievement, and increase knowledge about the target group). MacIntyre et al. (2001) advanced the previous study done by Clement and Kruidenier (1983). The findings of the study revealed a consistent and positive correlation between students' five orientation and their WTC in French as L2. Interestingly, when WTC was measured in different contexts such as, in and outside of the classroom it showed a strong and consistent correlation which supports the trait-like WTC. Other unexpected findings were that the students were more willing to communicate outside the classroom than inside the classroom. Overall, 18 significant correlations of orientations

with WTC were found outside the classroom and 14 significant correlations inside the classroom. Additionally, it was suggested that the more a learner will have social support i.e., from teachers and parents, it will engender their WTC. Moreover, the friends and audience context were found by the respondents to be more attractive as a result their anxiety was found low, and their self-confidence was high in French L2.

Another study was conducted by Baker and MacIntyre (2003) in the Canadian context to investigate the WTC, perceived competence, communication apprehension, frequency of communication in L2, orientations and attitudes, and motivation of immersion and non-immersion students. The participants of the study were immersion and non-immersion 71 and 124 respectively, having native/L1 English speakers and were studying French as L2 in different grades (i.e., 10th, 11th, and 12th). The findings revealed that for both groups WTC was correlated with communication anxiety in French. On the other hand, PCC in French was strongly correlated ($r = .72$) with WTC for non-immersion, while for immersion there was no significant correlation between WTC and PCC in French.

Similarly, MacIntyre et al. (2003) reported another study among French non-immersion and immersion 59 university-level students to measure the differences in their communication anxiety, perceived competence, level of WTC, frequency of communication, and integrative motivation. After the analysis of the collected data via questionnaire, it was found that there is a strong correlation between WTC and motivation in the immersion university students, while in the case of non-immersion there no correlation was found. Further, in the case of non-immersion university students, the WTC was foreseen by perceived competence rather than anxiety, whereas, as for as immersion university students are concerned, their WTC was predicted by their communication anxiety. As a result, the

authors argued that the findings of the study are strongly supporting the heuristic pyramid-shaped model that represents that perceived competence, motivation, and communication anxiety have a direct and strong relationship with WTC. Moreover, the findings revealed that there was not a significant relationship between WTC in L1 and L2. The authors further stated that there was "some degree of the independence between WTC in L1 and WTC in L2 WTC does not simply transfer from one language to another" (pp. 600-602).

Despite the individual factors and affective factors, WTC was investigated in the social context factor. MacIntyre et al. (2001) conducted a study with the notion that social factors could also influence WTC as reported above. Besides this Clement, Baker and MacIntyre (2003) reported a study once again in the Canadian context which showed that learners' opportunity for contact in L2 in terms of quality and frequency affected L2 WTC. The informants of the study consisted of 248 francophone and 130 Anglophone tertiary students the study aimed to combine the WTC heuristic model with the social context model into one model. Further, the purpose of the study was to examine the differences in normative pressure, WTC, L2 confidence, L2 contact, frequency, and identity in L2 of the two groups. Based on the results it was determined that social, contextual, and individual factors are very much pivotal determinants in using L2. The analysis of the study also revealed that WTC may not be relevant if the learners are not provided with such opportunities that are covered in L2. This suggests that social context plays an important role to engender the WTC of learners in L2.

As stated above that the ultimate goal of a language program or language instruction is to produce WTC in the target language (MacIntyre et al., 1998). Therefore, a host of research has been conducted in different contexts and aspects of the classroom context. Kang

(2005) endeavoured to investigate situational WTC and how it could dynamically fluctuate while conversing with others in the Korean context. The data were collected via videotaped conversations and stimulated recall interviews with four L2 male students. The findings showed that three (psychological) conditions of WTC (responsibility, security, and excitement) change according to conversation context, topic, and interlocutor. As a result, Kang proposed a new definition, where WTC dynamically varies from moment to moment "Willingness to Communicate (WTC) is an individual's volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to the interlocutor(s), topic, and conversational context, among other potential situational variables" (p. 291).

Dörnyei (2005) supporting the findings of Kang (2005) stated that the temporal or the variance of WTC from time to time may not be ignored while investigating the WTC construct in a situated way. This perception of the situational variables appears to be previously seen by other researchers. When the WTC was explored as a situational variable. For example, in their study, MacIntyre et al (2002) suggested that from the teaching point of view it was encouraging that perceived competence, frequency of communication, and WTC in L2 greatly increased from 7 and 8 grades onwards. In addition, Baker and MacIntyre (2000) after investigating the WTC and its causal variables in French non-immersion and immersion learners concluded that the effect of causal variables on WTC could change with the passage of time and students might enhance their L2. Therefore, it looks like the situational aspect of WTC may fluctuate from time to time as the students are getting more experience in the L2 learning process.

MacIntyre and Doucette (2010) conducted a study applying Julius Kuhl's (1990) action control theory (ACT) to investigate the association of three action control variables i.e. (volatility, hesitation, and preoccupation) with language anxiety, WTC and perceived competence both inside and outside the classroom. The informants of the study were 238 grades 10, 11, and 12 (high school students). The findings revealed through the path analysis technique three non-significant paths outside the classroom (anxiety to WTC, volatility to WTC, and preoccupation to anxiety). While there was a consistent correlation between perceived competence and WTC with volatility and hesitation. On the other hand, only hesitation and anxiety were correlated with each other. The results also revealed all of the communication variables were not significantly correlated with preoccupation. Further, the findings suggested that perceived competence in L2 (French) was highly predicted by preoccupation. This shows that past experiences of a learner could motivate or demotivate his/her. Similarly, Baker and MacIntyre (2000) concurred that past negative encounters may facilitate or inhibit one's learning.

MacIntyre and Legatto (2011) carried out a study considering WTC as a dynamic variable which varies with the passage of time or changes from time to time by using the system dynamic theory. The data were collected in various ways using idiodynamic methodology such as administering the self-rating questionnaires, recording, and presenting tasks in the second language, and the researcher assistant was asked to rate and record the subjects' (six female students at Canadian university) responses to different tasks. The results revealed that WTC has a dynamic tendency to which changes over time, where one state was somewhat the result of the earlier state. The findings also showed that the combination of cognitive, emotional, linguistic, and social systems may produce WTC. The authors further elaborated that when these systems work together in a communal context, it

will ease the pressure and engender WTC, but the system obstructed one another as, when there is a problem with one's vocabulary and self-esteem, communication may be abandoned. The authors suggested that this set of information brings forth the difference between "initiating and continuing" communication in the second language (p. 21). However, the findings of this study cannot be generalised due to the novelty of the method used in this study qualitatively only.

One more empirical study was undertaken by MacIntyre et al. (2011) with a focus on essay writing techniques. The participants were 100 French immersion students of junior (12-14 years) school with language learning features related to immersion exerting great influence on their L2 communication. The informants were to be asked to write the situations when they are most and least WTC. As a result, the informants were found to be more WTC in 241 entries, whereas 179 entries showed situations where the subjects were less or unwilling to communicate. the first attempt was to organise the variables and theme used in the heuristic pyramid-shaped model (MacIntyre et al., 1998), but due to the richness of the data Ryan and Deci's (2000) theory of self-determination was used to understand the psychological side of diary entries. The results revealed that participants were both unwilling. and willing to communicate with certain people such as (teachers, other learners, family members, and friends). In addition, the participants reported that they were both willing and unwilling to communicate with other learners who have advanced level or beginner level of French language skills. The authors argued that data uncover the potential indication of ambivalence as a group. The findings further showed that the areas where the learners were WTC in French were their immersion classrooms due to some reason. As one of the learners described "I was most willing to talk in French to my friends and teachers in class…" (p. 87). As for unwilling to communicate is concerned, one of the subjects reported

that “I hate very unwilling to use French when I am doing a presentation in front of the class…I felt embarrassed too because I do not like talking in front of lots of people” (p. 90). The implications drawn by MacIntyre et al. (2011) from this study were that the encounters in which learners either seemed willing or unwilling to communicate were the same. Therefore, the L2 learners could be approached from an ambivalent perspective. In concurrence, MacIntyre et al. (2009a, p. 17) argued that “ambivalence of the learner’s psychological experience stems from several processes running simultaneously, often without learners’ explicit awareness” (cited in MacIntyre et al., 2011, p. 93).

To investigate the dynamic situated nature of WTC, Cao (2014) carried out a case study. This study looked at six Chinese university students enrolled for five months learning English as L2 for academic purposes in New Zealand. The data was collected through stimulated recall interviews, classroom observations, and journal writing. The results revealed that WTC is not a trait like disposition rather it’s a dynamic and situated factor. This study further suggested that WTC can be increased due to one’s interdependence, linguistics factors and classroom environment. Cao (2014) further elaborated that the aforementioned three factors could either inhibit or facilitate an individual’s WTC inside the classroom. The ecological proportions were indicating the external factors such as interlocutor, teacher, topic, classroom interaction, and task type, and the individual or internal affective variables were emotion, self-confidence, perceived opportunity to communicate, and personality. The dimension related to an individual’s perspective is dependence on L1 and language proficiency. The results suggest that the change in the learners’ behaviour is due to the three dimensions (interdependence, linguistics factors, and classroom environment). The findings further indicate that the integrative effect of all the

aforementioned factors varies from individual to individual which seems to be a very complex phenomenon to be foretold.

Mystkowska-Wiertelak and Pawlak (2014) carried out a study to investigate the WTC factors that evolve constantly consuming influences on learners' situational EFL. The informants were Polish university students (second and third year) who are majoring in English. The results of the study revealed that monologue was the preferred task of the participants, the reason that they are not dependent on other learners' moves and decisions while conversing. The authors argued that the participants tried to avoid the questions that embarrassed them when asked by their class fellows. Additionally, it could be argued that monologue possibly gives the learners more chance to control the task, which will further lower their anxiety and increase their level of WTC.

Bernales (2016) stated that oral interaction is essential and desired in the classroom for learning a foreign language. Bernales further argued that one's decision to volunteer or initiate speaking or remain quiet in L2 (English) was because of his/her social, contextual, and individual factor. The author applied a mix-method research paradigm. The participants were 16 students of Midwestern University in the USA, who were in their third semester of learning German. The results of the study revealed that insufficient exposure and perceived knowledge of L2 hindered their expression of thoughts in L2, which further made them feel frustrated. As a result, they would prefer to stop their conversation. Additionally, their silence was not understood properly, which means they were not given such an environment where they communicate their thoughts, as most of the participants reported their quietness is not due to their unwillingness to communicate in the second language.

In the United States of America, Chang (2018) conducted a study on Chinses ESL learners. This study aimed to explore the factors that influence the chinses learners' L2 WTC from the perspectives of both university students and one of their professors. The participants were 13 ESL learners and their oral communication professors. The data was collected through narrative interviews and focused group interviews. Six factors were identified by students including English proficiency, physical and psychological factors, student-professor rapport, vocabulary and pronunciation, interest in the topic, and affability of the conversation patterns. Four factors were identified by the professor comprising lack of specific learning goal, attitudes towards the professor's accent and nationality, cultural background, and interest in the activity. The findings were centred on the social constructivism and sociocultural theory of Vygotsky (1978).

A study was carried out by Baran-Lucarz (2021) in the Polish and Italian EFL contexts. The participants were 35 Italian and 35 Polish high school EFL learners. The participants' proficiency level was B1+/B2 according to the Common European Framework of Reference (CEFR). The data were collected using three questionnaires including an FL self-assessment measure, a scale of WTC outside the FL classroom, and a measure of FL WTC inside the FL classroom. The data revealed that the Italian students were not only more willing to communicate both inside and outside the classroom contexts than the Polish students, but they also assessed their level of English subskills significantly higher. The data also showed that the Polish students were more worried about their level of English when speaking in the target language than their Italian counterparts. Moreover, the relationship between the Polish students' English skills and WTC both outside and inside the classroom was moderate whereas the relationship of the Italian counterparts was weak and not significant.

A qualitative study was carried out by Dewaele and Pavelescu (2021) to investigate the link between foreign languages WTC, Anxiety, and enjoyment of the two EFL learners Anda and Denisa in Romania. The data were collected through semi-structured interviews, lesson observations, and a written task. Dynamic system theory was applied to see the in-depth fluctuations in the learners' WTC, anxiety, and enjoyment. The results revealed that WTC is related to anxiety and enjoyment in dynamic and idiosyncratic ways. The learners' experiences and personality both outside and inside the classroom shaped their emotions which had direct and indirect effects on the students' WTC. The study further highlighted that the relationship between WTC and emotions fluctuated sharply over the short term of time depending on the range of learners' interactions and contexts.

Tarp (2020) conducted a study in the Danish context. The participants were 10 emigrants including 3 females and 7 males studying in the Danish language in a school in Denmark. This case study aimed to clarify the participants' experience of living and their WTC in Danish. The data revealed that the participants' WTC in Danish was highly influenced by their knowledge of English, socialisation with the locals, and their position in society. The author argued that part-time and low-paid jobs may influence the expats' L2 WTC because it might lead to less socialisation and less communication with the local Danish speakers at work.

The aforesaid discussion on the previous empirical research in various contexts indicates that WTC is renowned to be a very well-established and increasingly expanding construct in the West. The variables that were most commonly investigated are gender, age, perceived communication competence, attitude, communication anxiety, enjoyment, and motivation that directly or indirectly influence WTC. These research studies were carried

out in modern and developed countries where learners have more exposure to advanced AV-aids and interactive teaching methods are used. Most of the teachers are well-trained and equipped with modern facilitative methods and classroom environment.

Moreover, a handful of empirical research studies are conducted in the Asian L2 context, the results of those studies will be underpinned in the next section.

2.11 WTC in Asian ESL/EFL Context

To gain a clearer picture of WTC in the Asian context, it is inevitable to provide a comprehensive review of the existing empirical research where English is used as ESL/EFL. After revising MacIntyre et al.'s (1998) heuristic pyramid-shaped model by Wen and Clement (2003) in the Asian (Chinese) ESL/EFL context, it triggered researchers to test and investigate the influence of numerous variables in the Eastern context. Yet, before the Wen and Clement adaptation of the original model a handful of studies were carried out especially in the Japanese context focusing on WTC and the related predictive variables.

Combining WTC and motivation in L2 of the Japanese ESL learners in the classroom Hashimoto (2002) carried out a research study on 56 learners. Hashimoto combined WTC and socio-educational models as the theoretical framework for this study to examine different communication factors or variables. The results demonstrated that motivation and WTC could foresee the frequency of speaking or communication inside the classroom. Similar to previous studies in the Western context (reported above) the author found that perceived competence and language anxiety were possibly related to WTC. The findings also showed that the properties of motivation and WTC were significantly linked to each other, which showed that if the learners are more motivated their perceived competence

could be increased which could facilitate their frequency of the second language use inside the classroom.

Similarly, in the Japanese context, Yashima (2002) conducted a study. To examine the relationship between communication in L2 and L2 learning the data were collected from 297 Japanese EFL learners. Yashima applied the socio-educational model and WTC heuristic model as a theoretical framework to investigate the relationship between achievement, attitudes, and motivation of the students. It was hypothesised by Yashima that international posture, L2 proficiency, motivation, and L2 communication confidence could affect L2 WTC. The results of the self-report questionnaire showed that the variables such as (international posture and communication in L2) were directly influencing L2 WTC. Yashima argued that L2 confidence and international posture could be possibly key elements to promoting and understanding ESL/EFL learning in the Japanese communication context. It was concluded that lessons should be designed according to the interest of the learners such as (international affairs and different cultures) and to give more chances to learners to express themselves rather than decreasing their anxiety. Yashima et al. (2004) carried out a comparative study to investigate the relationship among the same factors used by Yashima (2002) in his study. The only addition in this study was the frequency of communication. Two cohorts of (60 in the American ESL context and 160 Japanese high school adolescents) English language learners. The authors hypothesised that international posture and communication frequency are expected to be influenced by WTC. The authors used the structural equation model (SEM) and it was found that WTC was affected by L2 frequent communication. Further, it was uncovered that L2 communication behaviour and WTC were predicted by international posture.

Another comparative study was carried out by Yashima and Zenuk-Nishide (2008) to examine contextual effects on the frequency of communication, L2 WTC, international posture changes, and proficiency development. The authors recruited two cohorts consisting of 165 students (study-at-home and study-abroad cohorts). Additionally, two EFL programmes (emphasis on education and different class hours were compared). After the statistical analysis, the results showed that those students that study at home their proficiency levels were less as compared to those who study abroad. The findings revealed that more obviously the international posture of the students who studied abroad was higher than those who studied at home. Similarly, the communication initiation ability was also strong and more frequent in the study abroad group than study at home participants. The authors stated that future studies should look at a more holistic understanding by applying mixed methods.

Cetinkaya (2005) conducted a study by examining MacIntyre et al.'s (1998) model of communicative, social-psychological and linguistic variables in the Turkish EFL context. Centinkaya selected 356 tertiary-level informants by applying mixed (quantitative and qualitative) methods for data collection. The author inspected the interrelation among the (motivation, communication anxiety, attitudes towards foreign communities, personality, and perceived communication competence) of Turkish students. The results of the study showed a consistent correlation between the informants' L2 WTC with their perceived self-confidence along with their attitudes. The findings of the study further specified the English learning motivation of the respondents, and their personalities (introversion and extroversion) were indirectly correlated to their linguistic self-confidence and their WTC.

Liu (2005) carried out a study among Chinese 27 tertiary students by administering classroom observations, questionnaires, and reflective journals. The purpose of the study

was to investigate the WTC and reticence of the students in the English language-speaking classroom. The dearth of L2 practice, low English language speaking ability, lack of confidence, cultural beliefs, personality, fear of losing face, and fear of making mistakes were found to be the main predictors of unwillingness to communicate or reticence. Further poor pronunciation, vocabulary, previous experiences related to the English language, and lack of exposure to L2 were revealed to be the main potential threats to learners' WTC inside the classroom. Henceforth, various students recommended some strategies of how one can cope with his/her reticence such as creating a supportive, non-threatening, and friendly learning environment, providing topics according to the interests of the learners, encouraging learners to listen and writing with more focus and more inquisitiveness and giving more time and changes to learners to express their ideas. These activities may eradicate the reticence of the students and can engender their WTC suggested by most of the subjects.

Kim (2004) conducted a study in the Korean context by applying MacIntyre et al.'s (1998) heuristic model to see its reliability and application. The informants of the study were 191 university students in Korea. Kim used structural equation modelling (SEM) and found that WTC is a trait than a situational variable, MacIntyre et al.'s model was also found to be reliable in the Korean context.

A comparative study was carried out by Lu and Fang (2008) between Chinese and American college learners in China and America. In both countries, the groups consisted of 47 American and 54 Chinese in China. In America 51 American and 42 Chinese college students. The data were collected through a questionnaire to see the differences between the two groups. It was found that the WTC of American students was higher Chinese. It was maintained that cultural differences play a vital role because Americans are known as more

sociable and prefer direct oral interaction as compared to the Chinese who prefer silence due to their reticence. Interestingly, it was also found that Americans were more willing to communicate with Chinese in China than Americans in America, which may be because of the difference in culture. On the other hand, Chinese people had a higher WTC with Americans in America than Chinese in China. SPCC of both of the groups was found to be a more effective variable among other variables. Moreover, it was found that the fear of speaking with others in different cultures results in less WTC.

Berjesteh et al. (2012) examined the Iranian EFL learners' perceptions when communicating with three types (friends, small group discussions, and large meetings) audience. It was found that in two types of contexts, meetings and group discussion the participants had a higher WTC in English. On the other hand, the learners were found to be unwilling to communicate in the rest of the contexts. The reason was the unfamiliarity with the audience and situations. It was concluded that the participants want to speak in a situation with which they were familiar.

Peng (2013) carried out a study in EFL Chinese context. The participants consisted of a total of 1013 (641 males) and (341 female) undergraduate students from six different universities. The informants were studying a range of subjects from history to business. Most of the learners showed that WTC when presenting to the classroom. It was also found that in the outside classroom context, (when talking and expressing their ideas outside the classroom) the informants were more willing to communicate in English. Besides this, the author maintained that the priority of the students was passing their examination, which is restricted to the inside classroom oral communication context and their students was motivated to get good grades in their speaking skills. In contrast, there were no restrictions

on the learners outside the classroom to communicate in English. Outside the classroom communication in English was depended on the individual's internal or intrinsic motivation.

In the Iranian EFL context, Zarrinabadi (2014) carried out a qualitative study to explore the teachers' attitudes, teaching styles, and support for the learners' WTC in English. The participants were 55 university undergraduate EFL learners. The main factors found to be affecting the WTC of learners were; teachers' support, wait time, decision-making, and error correction. In addition, the learners were found more willing to communicate, when they were given a choice to choose a topic for their discussion, when the focus was given to the student's knowledge, given time to students when answering a question, given time students to correct themselves, and creating a friendly and supportive environment through both non-verbal and verbal communication by teachers.

Zoghi et al. (2014) carried out a research study aiming to investigate the relationship between learning styles and WTC. The participants of the study were n=78 Iranian EFL learners. The findings of the study revealed a significant relationship between learning styles and the WTC of the learners. Moreover, it was found that English users who were aware of their learning styles were more willing to communicate.

Taheryan and Ghonsooly (2014) carried out a study by using two-way ANOVA to examine the effects of gender and context on the learners' WTC in English. The participants consisted of n=300 learners of a private institution. The results revealed that the male subjects were more WTC in English as compared to their female counterparts. It was also found that those students who were studying with the same sex were more WTC both outside and inside the classroom. Both male and female participants were under deep pressure when learning with mix-gender because of being negatively evaluated by their opposite-sex peers.

In other words, that resulted in low WTC in both genders. Female subjects showed a higher level of WTC outside the classroom when they would talk to the interlocutor of their choice. Whereas in the inside classroom context, the converser was most of the time chosen by the teacher.

In the Chinese context, Eddy-U (2015) carried out a study in Macau tertiary institutions. The informants' ages ranged from (18-20 years) with 7 female and 18 male (total, n=25) students learning English as a compulsory subject in their first-year course. The main aim of the study was to examine the factors that motivate or demotivate the learners while talking during group tasks. It was found that the easiness and attractiveness of the topic in group discussions and role-plays motivated learners to speak in English. Further, Eddy-U a found that friendly classroom environment had a positive effect on the learners' WTC in classroom tasks, which decreased their self-confidence and promoted their desire to communicate in English. Moreover, another important factor in students' motivation to speak in English was the influence of being marked by the teacher. Additionally, short-term aims were found to be also one of the important factors in nurturing WTC.

In the Japanese context, Yashima et al. (2018) carried out research on 21 learners who were recruited in this study. The purpose of this was to examine the WTC of learners inside the classroom from both trait-like and state perspectives to have a complete picture that why learners of L2 initiate or avoid communicating at given instants. The findings demonstrated that due to contextual factors, the participants reported numerous emotions and thoughts. The informants showed a low level of trait WTC and a high level of trait anxiety which seemed to be due to their contextual factors. In contrast, most of the classmates were found remarkably active and fluent in L2. The findings also revealed that

in group discussion the participants showed temporary psychological reactions to the contextual factors that facilitate or inhibit their discussion.

In the Thai EFL context, Karnchanachari (2019) conducted a study among 315 second-year Engineering Thai students. The data were collected through questionnaires and semi-structured interviews. The study aimed to examine the learners' WTC in the EFL classroom. It was revealed that there was a statistically significant difference in the learners' WTC in both international and Thai programs. The data obtained from the interviews of the students in Thai programs revealed that WTC was influenced by certain factors including anxiety, familiarity with the topic, interest in the topic, experience in English communication, the interlocutor, teacher's feedback, self-perceived English competence, and the language used by mentor inside the classroom. The Thai students studying in the international program reported that factors such as motivation to learn English, the experience of English communication, interest in the topic, familiarity with the topic, personality, the language used by the mentor inside the classroom, and the interlocutor were the factors that influenced the learners' WTC in English.

A qualitative study was carried out by Jamalvandi et al. (2020) in the Iranian EFL context. The data were collected from 11 EFL learners over 9 weeks by applying socio-cultural theory. The data was collected through students' reflective journals, stimulated recall interviews, and observations. Six types of tasks, i.e., problem-solving, film reproduction, discussion, picture description, story-telling, and role-play were applied to examine the WTC in English of the learners. The data revealed that socio-culturally the students' WTC fluctuated among the six tasks. Some tasks such as role-play, discussion, and story-telling enhanced the learners' WTC, whereas problem-solving and picture description

hindered the learners' WTC. This study affirmed that WTC is a dynamic construct that fluctuates according to situations.

In the Iranian EFL context, a study was conducted by Riasati and Rahimi (2018) by applying a mixed-method approach. The quantitative data were collected through a self-reported questionnaire from 150 EFL students and qualitative data were collected from 7 EFL students. The quantitative data revealed that the percipients' WTC was high when they were given time to prepare, when talking in pairs, when talking about an interesting topic, topic familiarity, and when the answer was correct. The findings from qualitative data revealed that WTC was influenced by certain factors such as seating location (sitting in the front of the class and at the back of the class), perceived speaking opportunity, classroom atmosphere, teacher's role, perceived speaking ability, self-confidence, personality (shyness), fear of speech corrections, fear of negative evaluation, interlocutor participation, familiarity with interlocutor, age of interlocutor, same and opposite gender, topic comfort, challenging topic, topic preparation, topic interest, topic familiarity, and task type. The authors argued that WTC is the most important construct that deserves more consideration and attention.

To investigate the Turkish EFL learners' WTC in English, Altiner (2018) conducted a quantitative study among 711 school students at a state university. To collect data a questionnaire developed by Peng and Woodrow (2010) was adapted. The results revealed that the students were moderately willing to communicate in English inside the classroom. The majority of the participants were more willing to communicate during role-play while sitting at their desks while they were less willing to communicate during role-play in front of the class. The participants' WTC was slightly higher than role-play when giving short

presentations about their hometown. Moreover, it was found that female students were more willing to communicate than male students. In terms of the comparison between the learners' proficiency levels, those who have high proficiency levels were highly WTC compared to low proficiency learners.

Ali (2017) carried out a study in the Pakistani EFL context among 350 university students. This study aimed to investigate the levels of WTC in Pakistani learners. The data were collected through questionnaires and semi-structured interviews. From the findings, it was discovered that the level of Pakistani university students was low. The data obtained from semi-structured interviews revealed that a host of factors such as lack of self-confidence, gender, desire to get good grades, interactional context, interlocutors, task type, communication anxiety, topic, and some of the background variables affected the learners' WTC in English

It shows that after the emergence of the WTC construct in L1Westeren context, researchers took interest to investigate WTC in the Asian ESL/EFL context. Initially, most of the research examined the relationship between WTC and other predictors such as motivation, international posture, communication anxiety, personality, and perceived communication competence. Later, researcher focused on the situational and dynamic modes of WTC. It was found that WTC is affected by task type, teacher immediacy, teacher's support, perceived speaking ability, self-confidence, gender, topic familiarity, the desire to get good grades, interactional contexts, communication anxiety. Role-play activities, and, age. It can be seen that in L2 WTC is a complex construct that can be negatively of positively influenced by multiple variables. Thus, the forthcoming section elaborates on the gaps highlighted in the existing literature in both Western and Asian ESL/EFL contexts.

2.12 Theoretical Framework

The current study combined three theoretical perspectives to investigate the complex construct of WTC inside the L2 classroom. These theories are sociocultural theory, domains of language use and socio-psychological perspective. As presented in Figure 2.2.

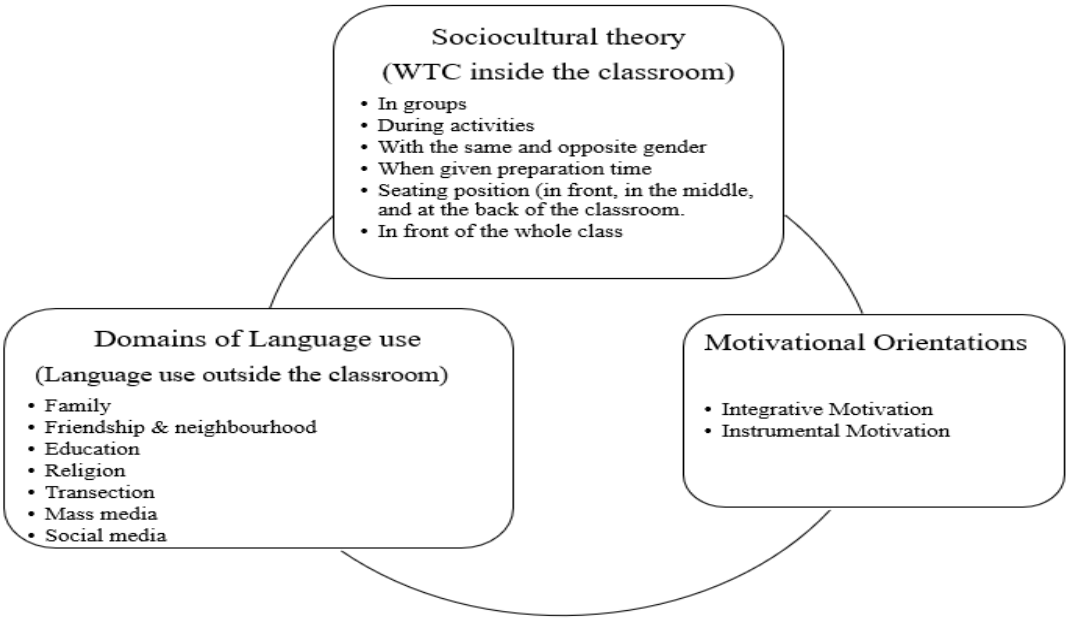

Figure 2.2: Theoratical Framework

Several language learning theories have been introduced. These theories consist of Behaviourism (Skinner, 1990), Constructivism (Piaget, 1970), Universal Grammar (UG) (Chomsky, 1982), the five-input hypothesis of SLA (Krashen, 1992), and the sociocultural theory (SCT) (Vygotsky, 1978). The above-mentioned theories brought a change in the role of the learner from passive (behaviouristic approach) (Ertmer & Newby, 2013) to active participation in L2 learning class (socio-constructivist approach) (Lantolf, 2000; Lantolf, Thorne, & Poehner 2015). Moreover, keen observations and research on a child's language learning development led linguists and teachers to consider language learning as involving the learners' social interaction and their exposure to the target language (Lantolf, 2000;

Pathan, Memon, Memon, Khoso, & Bux, 2018). In addition, modern pedagogical approaches to L2 acquisition claim that language learning is a socio-cultural phenomenon (; Chang, 2018; Lantolf & Thorne, 2006, 2015; Pathan et al., 2018; Syed, 2016) and social interaction leads to authentic communication in L2 (Firth & Wagner, 1997; Kramsch & Whiteside, 2007; Suksawas, 2011; Syed et al., 2019). Learning L2 through social interaction is the main objective of SCT (Lantolf, 2004; Lantolf et al., 2020; Vygotsky, 1978)

Vygotsky's (1978) SCT concerns a vigorous involvement of learners in the language learning process by interacting with peers, teachers, and the available materials to add to their existing knowledge in class (Lantolf, 2004; Lantolf et al., 2015). The SCT is further based on a standard that the study of every individual within a specific cultural and social perspective should be conducted (Pathan et al., 2018). It is necessary to follow the social interaction rule to acquire proficiency in L2 (Lantolf et al., 2020). Therefore, the L2 classroom must be related to real-life situations i.e., outside the classroom (Ajayi, 2008; Chang, 2018; Lantolf, 2000; Lantolf et al., 2015; Thorne, 2005) because learners bring their real-life experiences to the classroom and share it with peers and teachers (Chang, 2018; MacIntyre et al., 1998; Suksawas, 2011). Further, Riddle and Dabbagh (1999) stated that according to Vygotsky's theory language learning is an ongoing process rather than a product. What is reverent to the current study is the conviction of SCT that learners develop knowledge and higher mental process as a result of social interaction that influences inside-classroom communicative competence in English (Brooks & Donato, 1994; ; Chang, 2018; Vygotsky, 2004). In fact, many studies over the last four decades on L2 learning viewed the use of social interaction as supportive of L2 learning in the classroom (Chang, 2018; Pathan et al., 2018; Suksawas, 2011). The main concept of the SCT is mediation (Lantolf et al., 2015, Pathan et al., 2018).

2.12.1 Mediation

Mediation is the main construct of SCT (Lantolf, 2000; Lantolf et al., 2015, Pathan et al., 2018; Thorne, 2005). According to Vygotsky (1978), mediation refers to the use of tools by a child or a learner (such as language, categorization, and logic) to solve a problem. An example of psychological mediation is the use of a backhoe or a shovel to dig a hole instead of using bare hands (Lantolf, 2007). The use of culturally constructed tools such as backhoes or shovels will make the process of digging easier and more effective (Fahim & Haghani, 2012). Thus, Language is considered the most vital tool for mediation (Lantolf et al., 2015). Similarly, learners use symbolic artefacts to mediate or establish a relation to their surrounding environment (Fahim & Haghani, 2012; Lantolf, 2000). In addition, John-Steiner and Mahn (1996) pointed out that psychological tools are not constructed as a result of isolation, rather they are the outcome of sociocultural evolution to which an individual has proper access to actively involved in practices with their societies. Mercer (1995) and Wertsch, (1979) contended that the theory shows a relationship between cognitive functions and discourse within social settings and deals with language as a central part of all social artefacts that facilitate human activity in the form of signs and tools. L2 learners were found to establish knowledge by working collaboratively and by assisting each other during classroom discussion in groups, the co-construction of information, and the formation of intersubjectivity are known as group agreement (Donato, 1994). Nieto (2007) argued that peer interaction is a valuable tool to enhance L2 learners' communication skills. In concurrence, Vygotsky (1978) contended that the secret of efficient learning lies in social interaction between two, three, or more people having different levels of communicative skills and knowledge. This kind of involvement of learners enables them to move to the next stage or layer of language learning (Turuh, 2008).

A good deal of L2 research places emphasis on the sociocultural aspect of learning to understand the learner's cognitive development during the process of learning (Cervania, 2003; Lantolf et al., 2015; Wu, 2009). The current study places emphasis on the social interaction of L2 learners with their peers in pairs and small groups during classroom tasks i.e., role-play, presentations and discussion, what is significant to this study is how learners interact and are willing to communicate in L2 (by using the target language as mediating tool) with their peers when in groups with the same and the opposite gender, when the learners are given preparation time for a task, during the physiological settings of the classroom including sitting in front, in the middle, and at the back of the classroom.

2.13 Domains of Language Use

Domain as the theoretical construct initiated by Fishman (1972) is widely used in sociolinguistic research. Fishman (1972) asserted that domains are institutional settings that are the collection of factors such as location, participants, and topic. Fishman (1968) stated in a multilingual setting or in any other specific language use domain, one language may be more suitable than others. Fishman (1972, p. 20) defined domain as "A socio-cultural construct abstracted from topics of communication, relationships, and interactions between communicators and locales of communication in accord with the institutions of a society".

Fishman (1972) stated that a community may be sensitive to a specific domain in which the conversation takes place. Research on the domains shows that the use of language in a domain largely depends on the participants' role relationship, the setting, and the topic (Lim, 2008). Lim (2008) further explained that domain as a theoretical construct is used to particularise a larger institutional role-context in a multilingual setting. For example, a student and a teacher (participants) discussing a class task (topic) at the university canteen

(setting) would constitute a university or educational domain. Fishman (1965, 1972) introduced five basic domains of religion, education, family, friendship, and work. These domains are commonly “associated with a particular variety of language” (Fishman, 1972a, p. 44). Further, Holmes (2001, p.21) asserted that “a domain involves typical interactions between typical participants in typical settings”.

A domain can be either formal, such as work and religion, or informal, such as friendship and family (Rydenvald, 2018). Previous researchers analysed certain domains of daily life interactions. For example, Dweik and Qawar's (2015) family and home domains, religion by Leo and Abdullah (2013), Granhamet et al., (2015) transactional domains, and Nofal and Dweik (2011) analysed university and religion domains. The current study has attempted to combine the seven most important domains of daily life interaction including education, religion, transactional, family, neighbourhood and friendship, social media, and mass media in relation to WTC in English.

2.14 The Theory of Motivation

Many theories have been developed regarding motivation such as the achievement motivation theory, the expectancy-value theory, and the attribution theory (Hong & Ganapathy, 2017). Weiner (1994) suggested the social motivation theory. Social motivation theory believed that human motivation mostly comes from the social and cultural context, instead of an individual (Weiner, 1994). Covington (1988) proposed the self-worth theory which believed that secure and protecting personal worth and values people are highly motivated to act in different ways. Atkinson and Rayor (1974) claimed that the theory of achievement motivation is based on anticipation of success and fear of failure in the

achievement. Deci and Ryan ((1985) described the self-determination theory which claimed that an individual's motivations can be initiated by extrinsic and intrinsic factors.

The concept of L2 motivation was initialised with the fundamental social-psychological approach, introduced by Gardner and Lambert (1972). According to this pivotal approach, the socio-psychological propensities of a learner can assist as a powerful motivational source for his/her successful L2 learning. The L2 motivation theory of Gardner and Lambert (1972) focused on two motivational constructs; instrumental motivation and integrative motivation. The idea of Gardner and lambert (1972) of integrative and instrumental motivation has been widely accepted and researched in ESL/EFL studies (Hong & Ganapathy, 2017). In concurrence, Yu and Downing (2012) argue that Gardner and Lambert's motives seem to fall under two main headings, integrative and instrumental motivational orientations.

Integrative motivation comprises complex goal-directional, attitudinal and motivational characteristics (Yu and Dawning, 2012). Yu and Dawning (2012) further explained that integrative motivation is a positive disposition towards the L2 community and the urge to achieve proficiency in L2 by participating and developing a sense of belonging to the target community. Instrumental motivation emerges from the desire or the target language for utilitarian goals such as improving economic status (Gardner & Lambert 1972; Lightbown & Spada 1999). Hudson (2000) further pointed out that instrumental motivation is to get practical benefits from the study of L2. It also may be the purpose of learning when the L2 learner is not interested to interact socially with L2 community members. "Instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for many language learners, it is the usefulness of L2 proficiency

that provides the greatest driving force to learn the language. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2" (Dornyeiet al., 2006, p.12).

The instrumental motivation worked as a stimulus for learning L2 for utilitarian purposes (Gardner, 1985). Instrumental motivation stresses the importance of the functional reasons for learning the target language such as a good salary and a high-ranked job (Gardner & Lambert, 1972).

On the other hand, a learner can be integratively motivated if she/he is stimulated to learn because of willingness to join the target language group, or he/she holds a positive attitude toward learning the target language (Masgoret and Gardner, 2003). Gardner (1985) stated that integratively motivated learners have an internal urge for learning the language. Moreover, Dörnyei (2006) argued that integrativeness demonstrates a favourable view of L2 and its culture because the learner would like to join the target language culture and become associated with the speakers of L2.

2.15 Gaps in the WTC Literature

After the comprehensive literature review, it could be argued that WTC has become the most interesting and concentrated construct in language learning research in recent years. It is found that the WTC perspective needs to investigate from different social, and cultural backgrounds and contexts. So far, the main focus of WTC research was on its investigation of perceived communication competence (Kim 2004; MacIntyre et al., 1999; MacIntyre & Charos 1996;), Anxiety (Cetinkaya 2005; Kim 2004; Knell & Chi 2012; MacIntyre et al., 2002; Wu & Lin 2014), motivation (Cetinkaya, 2005; Hashimoto, 2002; Knell & Chi 2012; Peng & Woodrow 2010; Yashima, 2000), self-confidence (Baker & MacIntyre 2000;

Ghonsooly et al., 2012; MacIntyre et al., 2001). However, WTC in English inside the classroom has been overlooked by researchers in relation to the use of the English language in various domains outside the classroom. Second, the teachers' perspectives on their students' WTC in English in different classroom situations are rarely taken into account (Cheng, 2018; Jamalvandi, 2020). Third, WTC in English in relation to integrative and instrumental motivation has been rarely investigated in the Pakistani ESL context. Fourth, the combined investigation of the three theoretical constructs (language use, motivation, and teachers' views about their students' WTC) in relation to WTC was overlooked by researchers. Thus, to fill these gaps the current research aims to investigate WTC in relation to language use, motivation to learn English, and teachers' views about their students' WTC.

Second, there is a dearth of a comprehensive questionnaire that measures WTC inside the classroom context. Various questionnaires have been devised to investigate L2 WTC, with the majority of the study based on the scale produced by McCroskey and Baer (1985) on the WTC in the first language L1 settings (Ali, 2017; Asmali, 2016; Backer & MacIntyre, 2003; Bamfiels 2014; Hashimoto, 2002; MacIntyre et al., 2003; MacIntyre & Doucette, 2010; Zeng, 2010). The WTC in L1 scale devised by McCroskey and Baer (1985) comprised twenty items including conversing in small groups, in large meetings, with strangers, with acquaintances, and with friends. However, Syed (2016) claimed that this scale is inapplicable in the Asian L2 learning environment for certain reasons. First, this instrument is intended to assess L1 WTC. Second, the conditions described in the survey are unusual in ESL nations such as Pakistan. For instance, the situations presented in the items like "talking with an acquaintance in an elevator, speaking in public to a group of strangers, talking with a garbage collector" etc. are rarely found in Asian countries like Pakistan. Third, the focus of the items is on everyday life situations rather than inside the classroom settings (Peng, 2013). Another

scale was devised by MacIntyre et al., (2001) to examine outside and in-class WTC in L2. The scale contained items on WTC in writing, comprehension, speaking, and reading. However, Weaver (2005) claimed the WTC in the L1 scale has a significant influence on the items of this questionnaire, which focus on settings that are less likely to occur in a classroom. Weaver (2005) developed a 34-item WTC scale for speaking and writing in a Japanese EFL classroom using the Rasch model. The results of the scale indicate psychometric usefulness. However, several items in this questionnaire are vague, for instance, interviewing “someone” in English (Weaver 2005, p. 415). Peng (2103) pointed out that the term "someone" may confuse informants; it could be interpreted as the tutor or classmates, influencing the scale's measurement. In the EFL context, Khatib and Nourzadeh (2015) devised and validated an instructional WTC questionnaire. Six factors for instructional WTC were discovered using confirmatory factor analysis and explanatory factor analysis. The authors overlooked WTC in multiple classroom situations such as when given preparation time, during activities, with the opposite and the same gender, in groups, and during different seating positions. In the Iranian EFL context, Riasati and Rahimi (2018) constructed to investigate L2 WTC. However, the questionnaire’s reliability and validity were not provided. It can be concluded that the questionnaires/scales constructed on WTC are mainly in EFL or L1 settings. Thus, the researcher could not identify a detailed questionnaire that covers multiple WTC situations inside the ESL classroom. Consequently, the researcher adapted and validated a questionnaire that comprised nine WTC situations in the ESL classroom. These situations are included WTC in grouping mode, activities, same and opposite gender, in physiological settings (while sitting in the middle, at the back, and in front of the class), when given preparation time, and in front of the whole class.

Third, WTC has rarely been investigated from a sociocultural perspective (Chang, 2018; Jamalvandi, 2020). The sociocultural perspective of WTC also needs to be examined, because language learning occurs as a result of social interaction (Lantolf, 2000, 2004, Vygotsky, 1978). Vygotskian social-cultural theory (SCT) believes in the energetic participation of learners with teachers, peers, and the available environment in the language learning process (Lantolf, 2004; Lantolf & Thorne, 2015). Also, modern language teaching and learning methods of L2 acquisition believe that language learning is a sociocultural phenomenon (Chang, 2018; Lantolf & Thorne, 2015; Pathan et al., 2018; Syed, 2016). Thus, the current study is examining WTC from the sociocultural perspective to see how much learners are willing to communicate in different social interactions inside the classroom.

This chapter discussed in detail the emergence of WTC in both L1 and L2 contexts. In the beginning, WTC was treated as a trait variable which remains constant in every situation. Later, WTC was reconceptualised in the L2 context, where it was found that WTC is a dynamic variable that fluctuates according to situations. In the end, the gaps in the literature were discussed in detail. The following chapter deals with the methods applied in the current research.

CHAPTER 3

METHODOLOGY

3.1 Overview

This chapter highlights a detailed portrayal of the research paradigm and methodology that is applied in the current research study, which aims to investigate the undergraduates' WTC in English in relation to language use in different domains outside the classroom, instrumental and integrative motivational orientations, and the ESL teachers' views on the WTC of their undergraduates inside the class. This study is designed as a quantitative survey method in which the main source of the data collection is questionnaires. This chapter begins with the research aim, objectives, and questions, and then the detailed description of the research design, the process of instruments' development and validation, the pilot study, the sampling technique for the main study, the sample size for the main study, ethical considerations, data collection procedure, data analysis, and measuring the levels of constructs.

3.2 Research Objectives

The current study aimed to investigate the public university undergraduates' WTC in English in relation to the English language use in different domains outside the classroom, instrumental and integrative motivational orientations, and the views of the ESL on the WTC of their undergraduates inside the class. The objectives are as follows:

i. To investigate the level of undergraduates' WTC in English in various situations inside the classroom.

ii. To analyse undergraduates' language use in different domains outside the classroom.

iii. To examine the level of undergraduates' integrative and instrumental motivational orientations to learn English.

iv. To determine the relationship between undergraduates' WTC inside the classroom and their English language use outside the classroom.

v. To determine the relationship between undergraduates' WTC inside the classroom and their integrative and instrumental motivational orientations to learn English.

vi. To examine the ESL teachers' views about the level of their undergraduates' WTC in various situations inside the classroom.

vii. To determine the relationship between undergraduates' WTC in various situations inside the classroom and the ESL teachers' views on their undergraduates' WTC in situations inside the classroom.

3.3 Research Questions

i. What is the level of undergraduates' WTC in English in various situations inside the classroom?

ii. What languages do the undergraduates outside the classroom in different domains?

iii. What are the levels of undergraduates' integrative and instrumental motivational orientations to learn English?

iv. To what the undergraduates' WTC in English inside the classroom and their English language use outside the classroom are correlated?

v. To what extent the undergraduates' WTC in English inside the classroom and their integrative and instrumental motivation orientations to learn English are correlated?

vi. What are the views of ESL Teachers about the level of their undergraduates' WTC in English in various situations inside the classroom?

vii. To What extent the undergraduates' WTC in English in various situations inside the classroom and the ESL teachers' views about their undergraduates' WTC in various situations inside the classroom are correlated?

3.4 Research Design

This study employs quantitative research design. Quantitative research design lies under the positivist research paradigm (Cohen et al., 2007, 2013, 2018; Creswell & Creswell 2018). Positivists believe that the social world contains unchangeable and concrete reality which can be enumerated objectively (Cohen et al., 2018; Creswell & Creswell 2018; Rahman, 2017). This type of research design investigates and answers the questions like to what extent, how much, and how many (Rasinger, 2013). Further Rahman (2017) argued that quantitative research methods stress measuring variables that exist in the social world. Payne and Payne (2004, p. 180) pointed out that "Quantitative methods (normally using deductive logic) seek regularities in human lives, by separating the social world into empirical components called variables which can be represented numerically as frequencies

or rate, whose associations with each other can be explored by statistical techniques and accessed through researcher- introduced stimuli and systematic measurement."

This means that the foci of quantitative research are the aspects of social behaviour which can be patterned and quantified rather than just interpreting their meanings and themes. The positivist paradigm contains statistical methods such as the validity and reliability of the data, and results could be reproduced (Weber, 2004). The advantages of the quantitative research design are that the findings can be generalised to the whole or a subpart of the population (Rahman, 2017). It is less time-consuming because the analysis is done by statistical software like SPSS (Connolly, 2007).

Quantitative research focuses on "the systematic and objective transposition of data into numbers to extract information about the variables and their interrelationships" (Gentugao et al., 2014, p. 139). The quantitative method gives factual information about the data (Kalsoom et al., 2020). Kalsoom et al. (2020) further asserted that findings achieved through the quantitative method, for example, questionnaires, give complete, deeper, and accurate insight regarding the investigated phenomenon. In quantitative research, the researcher should have clearly defined research objectives and questions to seek answers (Curry, 1983). Thus, based on the research questions and objectives, the current study used a survey design in which the questionnaires are used as the source of data collection.

Under the quantitative research approach, a survey design was implied in the current study. In quantitative method, survey design the is the most recurrently used method (Taherdoost, 2016). This design focuses on a particular target population, known as sample, which is examined through a questionnaire by applying statistical techniques (Taherdoost, 2017). Taherdoost (2022) further explained that the selected sample represents the opinions,

views, attitudes, and beliefs of the whole population. Similarly, Creswell and Creswell (2018) asserted that quantitative survey design helps the researcher to answer question such as what, to what extent, and it questions the relationship between variables. Thus, the current study aims to measures the levels of WTC in different situations inside the classroom, levels integrative and instrumental motivations, and the language in use in different domains. Further it questions about the relationship between the WTC, motivation and language use in different domains.

The most important features of a survey are following the appropriate procedure including, sampling process, developing, and validating questionnaire, administering the questionnaire(s), and data analysis process. As presented in the Figure 3.1.

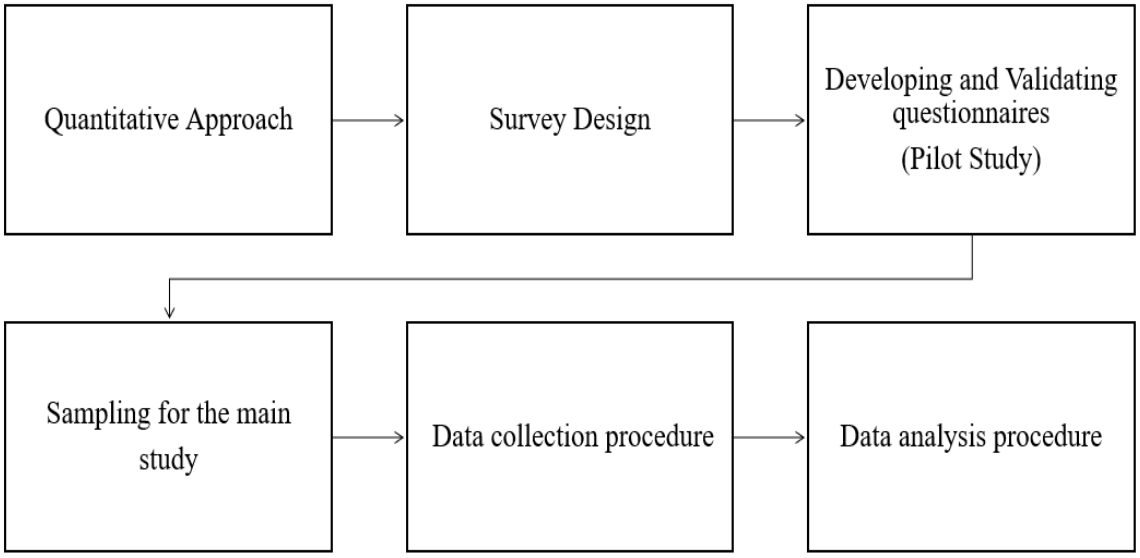

Figure 3.1: Research Design and Procedure

3.5 Developing and Validating Questionnaires

A quantitative survey design was applied. This study used adapted questionnaires that were developed and validated from the previous research studies. First, the WTC in English inside the classroom questionnaire both for students and teachers was adapted and developed from previous studies such as Menzel and Carrell (1999), Peng and Woodrow (2010), Riasati and Rahimi (2018), Yashima et al. (2018). Second, the language use in different domains was adapted from Ahmed (2016), Anderson et al. (2018), Granhemat et al. (2015), Leo and Abdullah (2013), Nofal and Dweik (2011), Qawar (2014), Widad (2017). Finally, the integrative and instrumental motivation to learn English questionnaire was devised from Ali (2016), Al-Tamimi and Shuib (2009), Bradford (2007), Chalak and Kassaian (2010) Clement and Kruidenier (1983), Clement, Dörnyei, and Noels (1994), Delgado (2016), Dörnyei (1990), Gardner AMTB (1985), Islam et al. (2013), Muftah and Rafik-Galea (2013), Vaezi (2008), Xei (2011) Yaqoob (2014) Yashima (2002). Dörnyei and Taguchi (2009) stated that using a questionnaire is an efficient way of collecting data from large samples, which consumes less time and effort compared to other sources of data collection. Similarly, Rasinger (2010) asserted that a questionnaire can be a source of collecting data on a large scale with minimal time and a simple process. Further, Creswell (2014) explained that the "survey method serves the purpose of providing the quantitative or numeric description of the trends, attitudes, and opinions of a population by studying a sample of that population" (p. 155). Many other researchers such as Dörnyei and Taguchi (2009), and Creswell and Creswell (2017) also argued that a questionnaire deals with diverse strengths like efficiency, flexibility, time-saving, when carrying out research. It should be designed according to the research objectives with clarity of how the results of the study will be used (Phellas, Bloch, & Seale, 2011).

A model developed by Meerah et al. (2012) was utilised to construct and validate questionnaires on language use, WTC in English, teachers' perspectives on their students' WTC in English, and motivational orientations (see Figure 3.2).

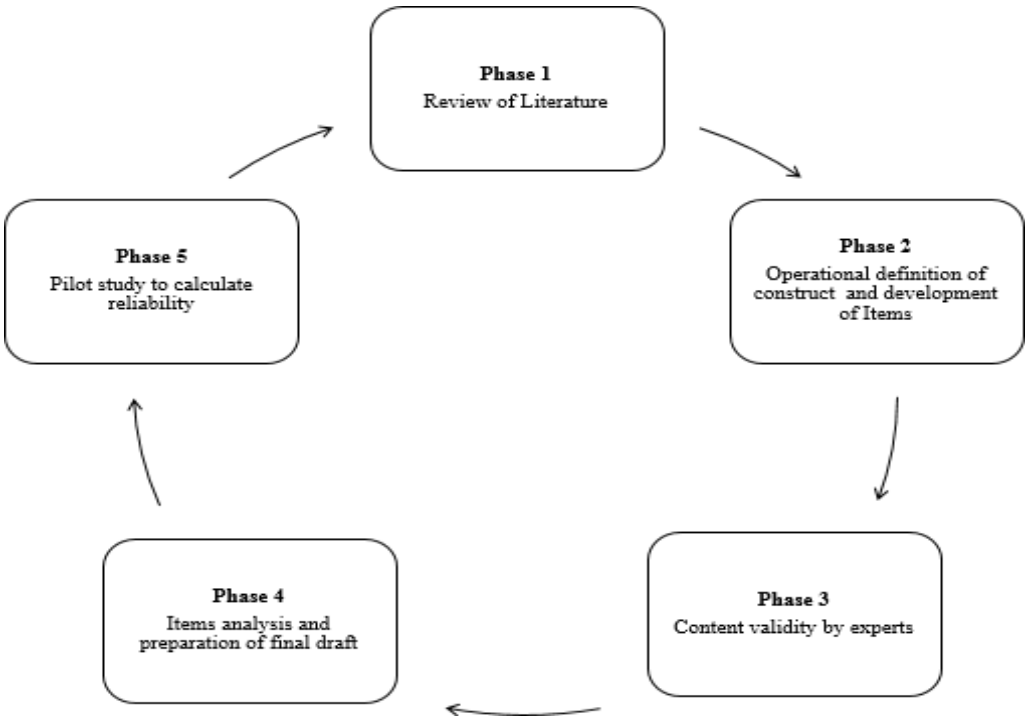

Figure 3.2: The Model for Developing and Validating Instruments (Meerah et al., 2012)

3.5.1 Phase 1: Review of Literature for the Instruments

In step one, a detailed review of the literature was carried out for the four questionnaires (WTC in English, motivational orientations language use, and the views of the teachers on their students' WTC in English) one by one. First, an extensive literature review on the undergraduates' WTC questionnaires was undertaken both in Western and Asian contexts. The WTC scale/questionnaire constructed by McCroskey and Baer (1985) in the L1 context was used extensively by earlier researchers (Ali, 2017; Asmali, 2016; Backer & MacIntyre, 2003; Bamfield, 2014; Barjesteh, 2012; Cao & Philip, 2006; Ghonsooly et al., 2012; Hashimoto, 2002; Kalyar et al., 2019; MacIntyre et al., 2003;

MacIntyre & Doucette, 2010; Mahdi, 2014; Mohammadian, 2013; Peng, 2007, 2013). The McCroskey and Baer (1985) WTC scale included 20 items that cover the area such as "talking with friends, acquaintances, strangers in public, large meetings, and small groups" (p. 10). However, Syed (2016) claimed that this scale is inapplicable in the Asian L2 learning environment for certain reasons. First, this instrument is intended to assess L1 WTC. Second, the conditions described in the scale are unusual in ESL nations such as Pakistan. For instance, the situations presented in the items like "talking with an acquaintance in an elevator, speaking in public to a group of strangers, talking with a garbage collector" etc. are rarely found in Asian countries like Pakistan. Third, the focus of the items is on everyday life situations rather than inside the classroom settings (Peng, 2013).

Further, MacIntyre et al. (2001) developed another questionnaire intending to investigate WTC in four main language learning skills (comprehension, reading, speaking, and writing) in L2. However, Weaver (2005) claimed the items were influenced by the L1 WTC questionnaire and focused on situations that rarely occur in the L2 classroom. Weaver (2005) developed a 34-item WCT scale for speaking and writing in a Japanese EFL classroom using the Rasch model. The results of the scale indicate psychometric usefulness. However, several items in this questionnaire are vague, for instance, interviewing "someone" in English (Weaver 2005, p. 415). Peng (2103) pointed out that the term "someone" may confuse informants; it could be interpreted as the tutor or classmates, influencing the scale's measurement. In the EFL context, Khatib and Nourzadeh (2015) devised and validated an instructional WTC questionnaire. Six factors for instructional WTC were discovered using confirmatory factor analysis and explanatory factor analysis. In the Iranian EFL context, Riasati and Rahimi (2018) constructed to investigate L2 WTC. However, the questionnaire's reliability and validity were not provided. It is can be

concluded, that the questionnaires/scales constructed on WTC are mainly in EFL or L1 settings. The gaps and weaknesses in previous questionnaires led the researcher to construct and validate a comprehensive questionnaire on WTC in the ESL classroom.

Similarly, various instruments were constructed on the language used in different domains. A questionnaire was constructed by Nofal and Dweik (2011) on different domains including media, workplace, religion, home, family, neighbourhood, school, and emotional self-expression. The questionnaires pertained to words such as using the language with "grandfathers" or "grandmothers" which could misguide the participants. It is possible that the participants will not be able to tell whether the researcher is asking about the maternal or paternal grandfather. Furthermore, the researchers have overlooked the domain of social media. Leo and Abdullah (2013) constructed another questionnaire with dimensions of friendship, family, and religion, but the authors did not report on the questionnaire's reliability and validity. Qawar (2014) also constructed a seven-domain tool including workplace, media, places of worship, emotional self-expression, government offices, relatives, and home. Yet, the researcher did not add the domains of education, social media, and transaction which are added in the current study. Thus, keeping in view the above weaknesses the researcher combined all the important domains of daily life interactions. The current study encompasses the domains of mass media, family, neighbourhood and friendship, social media, religion, education, and transaction.

Furthermore, several scales were adapted, developed, and validated on instrumental and integrative motivational orientations. Among them, the most widely used scale/questionnaire is Gardner's (1985) Attitude and Motivational Test Battery (AMTB). The battery comprises different subscales containing learning situations, motivation,

integrativeness, instrumental orientation, language anxiety, and attitudes towards learning situations. Nonetheless, only 4 items are included related to both instrumental and integrative motivations. As for language learning motivation, Nikintina et al. (2016) devised a questionnaire. After doing the Explanatory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA), four constructs of L2 motivation were formed, namely, commitment, effort, instrumental motivation, and integrative motivation. The questionnaire had 16 items, 5 of which were related to instrumental motivation and 5 to integrative motivation. Moreover, Muftah and Raik-Galea (2013) and Vaezi (2008) also constructed questionnaires on motivational orientations, but these researchers did not present reliability and validity. On the other hand, the current questionnaire on instrumental and integrative motivational orientations contains 16 items for instrumental motivation and 15 items for integrative motivational orientations a total of 31 items. In the first draft the number of items for both of the motivational orientations were 25 each 50 in total. However, during the content validity process the two experts reduced the number of items to 31 i.e., 15 items for integrative motivation and 16 for instrumental motivation, because some of the items were redundant and some did meet the objectives of the study.

3.5.2 Phase 2: Operational Definition of the Constructs and Development of the Items

In phase two, the researcher formed the operational definition and adapted/developed the items from previous research. First, the operational definition of the three questionnaires according to the objectives of the current research was formed. The following are definitions of the questionnaires:

i. WTC: An individual's volition to speak English with his/her peers in different situations inside the classroom.

ii. Domain Language Use: The ability to speak an appropriate language in a specific communicative setting outside the classroom.

iii. Integrative motivational orientation: An individual's desire to learn the English language to understand English culture, art, food, movie, etc.

iv. Instrumental motivational orientation: An individual's desire to learn English for practical purposes such as a job, travelling, study, etc.

Several researchers mentioned that items in a questionnaire must be specific, to the point, clear, and not confusing or double-barrel (Dörnyei, 2009; Krosnik & Presser, 2010). The items adapted from previous research were arranged in a table according to the construct. The table below shows the previous research from which the items of the three constructs were adapted.

Table 3.1: Questionnaires Adapted Sources

Construct	Items Source
WTC	Menzel and Carrell (1999), Peng and Woodrow (2010), Riasati and Rahimi (2018), , Yashima et al. (2018).
Language Use	Ahmed (2016), Anderson, Mak, Chahi, Bialystok (2018), Granhemat, Abdullah, Heng, and Tan (2015), Leo and Abdullah (2013), Nofal and Dweik (2011), Qawar (2014), Widad (2017).
Integrative and instrumental Motivational Orientations	Ali (2016), Al-Tamimi and Shuib (2009), Bradford (2007), Chalak and Kassaian (2010) Clement and Kruidenier (1983), Clement, Dörnyei, and Noels (1994), Delgado (2016), Dörnyei (1990), Gardner AMTB (1985), Islam et al. (2013), Muftah and Rafik-Galea (2013), Vaezi (2008), Xei (2011) Yaqoob (2014) Yashima (2002).

After the extensive literature review related to each construct, the items those were matching to the objectives of the study were listed in a table along with its resources. Then, the items were filtered again to remove or change the ambiguous items. For example,

"talking in pairs in class" changed to "I am willing to speak in English in pairs in class", and items like, "when speaking to your grandparents" were change to 4 items "when speaking with paternal grandfather, maternal grandfather, paternal grandmother, and maternal grandmother" respectively. This change was made due to the contextual reasons. In Pakistani multilingual context, the participants may use Urdu with one grandparent and Pashto or English with another grandparent. Thus, the word "grandparents" could cause confusion in the mind of the participants. All of the modified parts were written in bold fonts in adapted version of the questionnaires. The modification of the items of each of the constructs was done one by one. First, the undergraduates' WTC in English inside the classroom was modified. Next, the language used in different domain items was modified, after that, the instrumental and integrative motivations items were revised teachers' views about their undergraduates' WTC in English inside the classroom were modified from undergraduates' WTC in English questionnaire due to the unavailability of the teachers' perspective about their students' WTC questionnaire. Examples of the items' modification process according to the objectives of the study are given in the table below.

Table 3.2: The Items' Modification Process

Construct		Original Item	Adapted Item
Undergraduates' WTC.	1	Talking in pairs in class.	**I am willing to speak in English** in pairs in class
	2	Talking in small groups in class.	**I am willing to speak in English** in small groups in class.
	3	I am willing to do a role-play in English at my desk, with my peer	I am willing to **speak** in English **in pairs when doing** role-play **in class.**

Table 3.2 continued

Language Use	1	What language do you use? when speaking to your grandparents	**How often do you use these languages? (**The languages were given in options). With paternal grandfather. With maternal grandfather. With paternal grandmother. With paternal grandmother.
	2	What language do you use? When talking to siblings	**How often do you use these languages?** With elder brother/s. With younger brother/s. With elder sisters/s. With younger sister/s.
	3	What language do you use? At the bank	**How often do you use these languages?** At the bank
Integrative motivational orientation	1	Studying English can be important to me because it will enable me to better understand and appreciate English art and literature.	**I learn English** to understand English art and literature.
	2	Studying English is important because I will be able to interact more easily with speakers of English.	**I learn English** to communicate with English speaking people.
	3	I am interested in English movies or songs.	**I learn English because** I like English songs.

Table 3.2 continued

Instrumental motivation orientation.	1	I study English because I need it for my future career.	**I learn English because it is needed** for my future career.
	2	I study English to travel abroad as a tourist	**I learn English** to travel abroad as a tourist **in the future.**
	3	It is one of the compulsory subjects in this institute.	**I learn English** because it is a compulsory subject in my **BS** program.
Teachers' view about students' WTC in English	1	I am willing to speak in English in pairs in class	**My students are** willing to speak in English in pairs in class.
	2	I am willing to speak in English in small groups in class.	**My students are** willing to speak in English in small groups in class.
	3	I am willing to speak in English in pairs when doing role-play in class.	**My students are** willing to speak in English in pairs when doing role-play in class.

3.5.3 Phase 3: Content Validity of the Instruments

In phase three, the content validity of the items in the instruments (language use, WTC, and motivational orientations) was determined by experts. The most extensively used method is the experts' opinion on content validity (Brown, 1983, cited in Pamuk et al., 2015). The judgment of the experts is the proper way to determine a questionnaire's content validity (Gay et al., 2011). Similarly, Brown (1983) stated the review of the experts is sufficient to determine a questionnaire's content validity. The opinion of two experts is the least requirement for the content validity of a questionnaire (Gable & Wolf, 2012). Davis (1992) argued that experts in the related field should select the appropriate items for the questionnaire. In the validation process of the questionnaires, two experts (professors) from applied linguistics were involved. The selection of the expert was done by looking at the qualification, experience, research publications in the related field, and expertise in the academia. A formal request was written to the experts by stating the research aim, objectives,

research questions, and operational definitions of the constructs. First, the experts studied the items of the questionnaires thoroughly. Then, they omitted the items which were ambiguous and not related to the objectives of the study. The number of items was reduced from 96 to 80 by the experts for both the teachers' perspectives on the undergraduates' WTC in English and undergraduates' WTC in English questionnaires. The language use and the instrumental and integrative motivation items were reduced to 50 and 31 respectively. The appropriateness of the words and structure of the sentences were also validated by the experts.

3.5.4 Phase 4: Items Analysis and Preparation of the Final Draft

In phase four, the experts again examined all of the items of the instruments. A five-point Likert scale was suggested by the experts for motivational orientation and WTC construct (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree). Moreover, for the language use questionnaire, a frequency scale (Not applicable, never, rarely, sometimes, frequently) was suggested. Hence, the final draft of the instruments was formed. Finally, the pilot study was conducted.

3.5.5 Phase 5: Pilot Study to Calculate Reliability

In Phase Five, to calculate the reliability of the instruments, the pilot study was conducted among 10 ESL teachers and 50 undergraduates. The next section details the procedure for this pilot study which is shown in Figure 3.3.

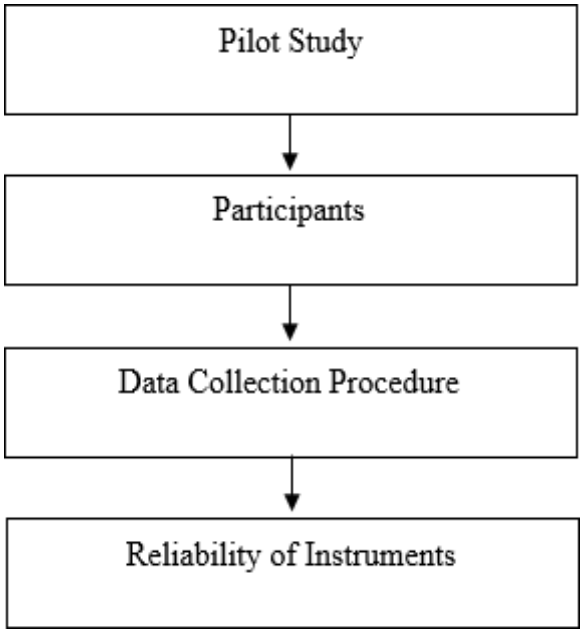

Figure 3.3: Flow-chart of the Pilot Study

3.5.5.1 Pilot Study

The pilot study aimed to adapt and validate questionnaires for the Pakistani undergraduates and ESL teachers' views about their students' WTC inside the classroom, language use outside the classroom, and motivation to learn English. According to Teijlingen and Hundley (2001), the pilot study is a mini version of the main study and it is also known as the feasibility study. Polit, Beck, and Hungler (2001) defined a pilot study as a "small scale version[s], or trial run[s], done in preparation for the major study" (p. 467). A pilot study is the preliminary stage of the entire research and is usually administered at a smaller size helping in the planning and modification of the actual research or research instruments (Arnold et al., 2009; In, 2017; Thabane et al., 2010).

3.5.5.2 Participants for the Pilot Study

For the pilot project, 10 ESL teachers and 50 undergraduates were recruited from the NUML University. In a pilot study, 10 to 30 respondents should be recruited as a

representative sample for the actual survey (Hill, 1998; Johanson & Brooks, 2010; Machin et al., 2018). The pilot study was conducted on separate set of participants, those who were not involved in main study. The main study sample size was 450 undergraduates, and 80 ESL teachers selected from eight different universities of Khyber Pakhtunkhwa province via cluster sampling technique. Alvi (2016) explained that in cluster sampling the population is divided into clusters and selection is done through random sampling techniques.

3.5.5.3 Data Collection Procedure for Pilot Study

Prior to the data collection the permission of the Head of the Department (HoD) was granted (see Appendix A). The data collection for the pilot study was done in two stages. First, data were collected from 50 undergraduates over a two-day period, 25 students on the first day and another 25 students on the second day. First, the researcher explained the aim and procedure to complete the questionnaires. Then, a consent form was signed by the participants (see Appendix B) as an indication of their agreement to participate in the study. After that, the researcher administered the three questionnaires to the undergraduates including language use, WTC, and motivational orientations. The same procedure was used on the second day with a new set of 25 students. The data was collected in the students' English class in front of their ESL teacher.

Some of the respondents did not comprehend the meaning of the word "praying" in the language use questionnaire during data collection. The reason is that the word "NAMAZ" which is the Urdu word for "praying", was not written in the parenthesis. In the Pakistani context praying may either be taken for supplication or worship, which confused the participants. Consequently, the participants were briefed about this issue. Later, the word

“NAMAZ” was added in the parenthesis in the modified version of the questionnaire for the main study. The students took 40-45 minutes to complete the responses.

After that, the data was collected from 10 ESL teachers through the same method. A consent form was signed by the teachers (see Appendix C). The questionnaire on the teachers’ view about their undergraduates’ WTC in English was given to the teachers. The questionnaire took 10-15 minutes to be completed. To conclude, all phases of the data collection of this pilot study were completed in a relaxed and friendly.

3.5.5.4 The Instruments’ Reliability

The term "reliability" refers to the consistency of a research tool's outcomes. (Carmines & Zeller, 1979). When a research tool is tested many times under the same conditions and gives similar results, it is a reliable instrument (Moser & Kalton, 1985). To analyse the internal consistency of an instrument, Cronbach’s alpha is the most commonly used measure (Taherdoost, 2016). The following rule of thumb was devised by George and Mallery (2003) to estimate the reliability of an instrument based on Cronbach's alpha.

Table 3.3: Reliability Range on Cronbach’s Alpha

Range	**Reliability**
Less than 0.50	Unacceptable
More than 0.50	Poor
More than 0.60	Questionable
More than 0.70	Acceptable
More than 0.80	Good
More than 0.90	Excellent

3.5.5.5 Results of the Pilot Study

This pilot study aimed to adapt and validate questionnaires for the main doctoral project. To establish the reliability of questionnaires, Cronbach's alpha was used on SPSS version 25.

3.5.5.6 Questionnaire on the WTC of the Undergraduates

Table 3.4: Reliability of the Students' WTC Questionnaire

S/N	The subscales of WTC	Items	Reliability	Interpretation
1	WTC during groups	03	.82	Good
2	WTC during Activity	06	.80	Good
3	WTC with the same gender	08	.88	Good
4	WTC with the Opposite Gender	08	.89	Good
5	WTC when prepared	11	.87	Good
6	WTC in front of the class	11	.81	Good
7	WTC in the middle of class	11	.86	Good
8	WTC at the back of the class	11	.90	Excellent
9	WTC in front of the whole class	11	.92	Excellent
10	All items	80	.97	Excellent

Table 3.4 demonstrate the results of WTC in English inside the classroom questionnaire. The WTC questionnaire contains nine subscales such as grouping mode, activity, preparedness, seating location (at the back, in the middle, in front, and of the class), and in front of the whole class. The total number of items is 80. Most of the subscales demonstrate good reliability, for example, grouping mode 3 items, WTC during activity 6 items, WTC with same and opposite gender 8 items each, WTC when prepared 11 items, WTC in the front, and in the middle of the class all contain good reliability having

Cronbach's alpha values .88, .80, .88, .89, .87, .81, and .86 respectively. On the other hand, subscales sitting at the back of the class and in front of the whole class 11 items each show excellent reliability having alpha values of .90 and .92 respectively. Overall, the WTC scale of 80 items contains excellent reliability the value of .97 on Cronbach's Alpha. To sum up, the undergraduates' WTC questionnaire is highly reliable.

3.5.5.7 Language Use Questionnaire

Table 3.5: Reliability of the Domain-wise Language Use Questionnaire

S/N	Domain	Items	Reliability	Interpretation
1	Social media	12	.76	Acceptable
2	Mass media	32	.74	Acceptable
3	Transaction	28	.83	Good
4	Religion	16	.82	Good
5	Education	16	.72	Acceptable
6	Neighbourhood and Friendship	16	.78	Acceptable
7	Family	80	.89	Good
8	All items	200	.91	Excellent

Table 3.5 indicate the reliability results of the language use questionnaire. The family domain consisting of 80 items (α = .898) demonstrates good reliability. Cronbach alpha for neighbourhood and family domain, educational domain, and religious domain 16 items each, demonstrate .78, 72, and .82, respectively. Based on the information reported above reliability .7 and above is acceptable and .8 and above is good reliability. Moreover, the transactional domain has 28 items, the mass media domain 32 items and the social media domain 2 items show alpha values of .83, .74, and .76, respectively. In the end, all 200 items'

reliability is more than .9, which is excellent reliability. The questionnaire contained four languages including English, Pashto, Urdu, and other languages for each item. A five-point frequency scale was used for each language.

3.5.5.8 Questionnaire on Motivational Orientations

Table 3.6: Reliability of Undergraduates' Motivational Orientation to Learn English Questionnaire

S/N	Motivational Orientation	Items	Reliability	Interpretation
1	Instrumental motivation	16	.91	Excellent
2	Integrative motivation	15	.85	Good
3	Overall	31	.92	Excellent

Table 3.6 demonstrate the results of the students' questionnaire on motivation to learn English. The instrumental motivation comprises 16 items indicating an alpha value of .91 whereas, the integrative motivation contains 15 items, the alpha values is .85 shows good reliability. Overall, the questionnaire's 31 items reliability is more than .9 representing excellent reliability.

3.5.5.9 Questionnaire on the Views of the Teachers about their Students' WTC

Table 3.7: Reliability of the Questionnaire on the Views of the Teachers about their Students' WTC

S/N	Subscales of WTC	Items	Reliability	Interpreta-tion
1	WTC during groups	3	.85	Good
2	WTC during activities	06	.87	Good
3	WTC with the same gender	08	.72	Acceptable
4	WTC with the opposite gender	08	.77	Acceptable

Table 3.7 continued

5	WTC when prepared	11	.90	Excellent
6	WTC in front of the class	11	.92	Excellent
7	WTC in the middle of class	11	.94	Excellent
8	WTC at the back of the class	11	.88	Good
9	WTC in front of the Whole class	11	.84	Good
10	Overall	80	.96	Excellent

Table 3.7 indicate the results of the reliability of the views of the teachers about their students' WTC questionnaires. The questionnaire comprises subscales such as grouping mode, activities, WTC with the same and opposite gender, preparedness, and WTC While in front of the class, in the middle of the class, at the back of the class, and in front of the whole class. As illustrated, subscales such as same gender and opposite gender demonstrate acceptable reliability having Cronbach's alpha values of .72 and .72 respectively. Whereas, grouping mode, and activities, at the back of the class, and in front of the whole class subscales show good reliability the alpha values are .85, .87, .88, and .84 respectively. However, some of the subscales have excellent reliability like WTC when prepared, WTC in front, and WTC in the middle of the class, having alpha values of .90, .92, and .94 respectively. The WTC scale 80 items have the value (α= .967) which is excellent reliability. Overall, the questionnaire is highly reliable.

3.6 Sampling Technique for the Main Study

For the current study cluster sampling technique was employed. Cluster sampling is a kind of random sampling (Alvi, 2016, Cohen, Manion, & Morrison, 2017). Alvi (2016) defined a cluster as "the group of elements residing in one geographical region is called a

cluster" (p. 22), and the sampling of clusters is known as cluster sampling. Johnson and Christensen (2008) defined cluster sampling as "a form of sampling in which clusters (a collective type of unit that includes multiple elements, such as schools, churches, classrooms, universities, households, and city blocks are randomly selected" (p. 235).

This type of sampling technique is utilized when the elements of the population are dispersed in a wide geographical area (Alvi, 2016, Rahi, 2017). Alvi (2016) further explained that in cluster sampling the population is divided into clusters and the selection is done through random sampling techniques. Moreover, Alvi (2016, p. 23) described some of the advantages of cluster sampling.

- In cases where the population is spread over a wide geographical region, cluster sampling is used to reduce cost as compared to simple random or systematic random sampling.
- It consumes less time and effort than other techniques.
- Moreover, instead of going from place to place over a widely spread area for randomly selecting elements, you get a group of elements in one geographical region.

3.7 Sample Size of the Main Study

In the present study target population is Bachelor Studies (BS) undergraduates of public universities in Khyber Pakhtunkhwa (KP) province. The total number of universities is 31 out of which eight universities are randomly selected through a lottery system. Radom sampling through lottery system remove subjectivity and bias judgment (Taherdoost, 2016). First, the researcher wrote the name of each university on a piece of paper and folded it.

After putting all the folded papers in a jar, the researcher called a child to picked eight papers randomly. The names of the selected universities were recorded. After that, for the selection of one department, the names of all departments for each university were written and same method was applied. The data was collected from one class of that randomly selected department. Thus, the number of the participants in each class were varied. Consequently, the sample size of the current study was n = 450. The details of the universities, departments and the number of the participants from each department are shown in the following table.

Table 3.8: Number of Undergraduates Selected from each Randomly Selected University (Cluster)

S/N	Name of University (Cluster)	Department	Number of Undergraduates
1	University of Peshawar	Political science	58
2	National University of Modern Languages (NUML)	English	54
3	Islamia University College	Sociology	57
4	Agriculture University	Chemistry	55
5	Gomal University	Physical education	56
6	Hazara University	Telecommunication	57
7	Abdul Wali Khan University	Islamic studies	56
8	University of Swabi	Management Science	57
9	Total Participants		450

In the same manner, 10 ESL teachers were selected from each cluster (university). Thus, the sample size of the participating teachers was n=80.

3.8 Ethical Considerations

In social and educational research ethical considerations play a vital role, mainly when the researcher collected data (Dörnyei, 2007). It clarifies the right and wrong, good

and bad of a study (Cohen et al., 2011). Before the data collection, the researcher should seek permission from the concerned institute (Creswell & Creswell, 2017; Cohen et al., 2011). In the case of the current study, the researcher sought permission from the Head of the Departments (HoDs) through a consent letter. Cohen et al. (2013) argued that the researcher should consider certain ethical issues in educational research such as the informed consent form, anonymity and confidentiality, voluntary participation, and the right to withdraw from the data collection process. In the present study before the data collection, the participants signed a consent form (see Appendix B) in which the participants were assured about their anonymity and confidentiality of the data. Further, the participants were told that their participation was voluntary and that they could withdraw at any time during the data collection process. In the consent form, the researcher provided his personal contact number and email address in case the informants had any queries regarding this research.

3.9 Data Collection for the Main Study

At the outset of the main data collection procedure, first, the researcher formally requested the head of the department in each university to officially allow the researcher to collect data (see Appendix A). After getting the permission the researcher personally went to each university's department to initiate data collection. Before data collection, a consent form comprising s ethical consideration and volunteer participation of the informants was signed by every participant (see Appendix B). All participants were assured of the privacy, anonymity, and confidentiality of the data. It was further emphasised that the data will be used only for research purposes. The researcher then explained the aim of the research and briefed about the nature and context of the study. The questionnaires on undergraduates' demographics, WTC, language use, and motivational orientations were made available as a printed set to all volunteering participants of this study. The researcher was present during

the data collection to make sure the informants understood all of the items in the questionnaires. The survey took the participants 40-45 minutes to complete.

As for the ESL teachers' data collection, the researcher approached the teachers and explained the aim of the research. The teachers who agreed to participate were given a consent form to complete and sign (see Appendix C). The researcher requested the teacher to complete the questionnaire in his/her free time. From each randomly selected university 10 ESL teachers respond to the questionnaire. In total 80 teachers responded to the questionnaire. The survey took the ESL teachers 10-15 minutes to complete.

3.10 Data Analysis of the Main Study

Data obtained from this study were processed using Statistical Package for Social Science (SPSS) version 25 and analysed descriptively. First, to describe the data, the mean and standard deviation were presented. Second, the Pearson correlation coefficient was conducted to examine the association between different variables. A detailed description of the correlation is given in the subsequent section.

3.10.1 Correlation

In social science, correlation explains the association and relationship between variables (Samuel & Okey, 2015). Terms like "relationship" and "association" "are often used interchangeably; and they refer to the extent to which one variable changes (in quantity or quality) in response to change in another variable" (Ibanga, 1992, p. 137). Correlation between variables ranges from +1 to -1 (Samuel & Okey, 2015; Schober et al., 2018). Samuel and Okey (2015) stated that a zero association shows no relationship between variables, an association of -1 notifies a perfect negative correlation, and as a result, one variable goes

upand the other goes down. Further, an association of +1 shows a perfect positive correlation which means both variables move in the same direction (Samuel & Okey, 2015).

The linear relationship between two continuous random variables is called Pearson product-moment correlation, which is commonly denoted by (r) (Lee Rodgers & Nicewander, 1988, cited in Schober et al., 2018). The correlation coefficient can be interpreted as a weak, moderate, and strong relationship between variables (Schober et al., 2018). Moreover, researchers presented some cut-off points to measure the level of correlation between variables (Mukaka, 2012; Overholser & Sowinski, 2008). A correlation coefficient <0.1 specifies a negligible correlation and >0.9 shows a very strong correlation. These cut-off points are listed in the following table:

Table 3.9: Correlation Coefficient and Its Interpretation

Correlation Coefficient	Interpretation
0.00 to 0.10	Negligible correlation
0.10 to 0.39	Weak correlation
0.40 to 0.69	Moderate correlation
0.70 to 0.89	Strong correlation
0.90 to 1.00	Very strong correlation

3.11 Determining the Levels for the Constructs

This section discusses the process of data cleaning which includes determining the levels of WTC and motivation to avoid any confusion in the interoperation of the major data results.

3.11.1 Measuring the Level of WTC

To measure the level of WTC McCroskey and Baer (1985) developed a scale in the L1 WTC context which was used by many searchers. (Refer to section 3.5.1 for details) The scale contained 20 situations on a frequency scale from 0= never to 100=always. Scores more than 82 were high WTC, between 81 and 53 was considered medium WTC and less than 52 was low WTC. On the other hand, the current study has used a Likert scale (from "strongly disagree" to strongly agree) (refer to Appendix E). Consequently, to determine the level of WTC Basoz and Erten (2018) used a formula to divide WTC into low, moderate, and high categories on a five-point Likert scale. In Basoz and Erten's (2018) study, mean scores of 1.00 to 2.33 was interpreted as low WTC and the scores between 2.34 and 3.67 were indicators of moderate WTC. The mean scores of 3.68 to 5.00 were considered as high WTC, on a five-point Likert scale. The current study followed the same interpretation to determine the level of low, moderate, and high WTC of undergraduates' and the teachers' views about their students' WTC inside the class, as shown in Table 3.10.

Table 3.10: Level of WTC in English

Level	Mean Range
Low WTC	1.00 to 2.33
Moderate WTC	2.34 to 3.67
High WTC	3.68 to 5.00

3.11.2 Measuring the Frequency of Language Use

The questionnaire regarding language use in different domains of daily interactions was adapted from previous questionnaires. The questionnaire was adapted from previous research studies by Ahmed (2016), Anderson, Mak, Chahi, Bialystok (2018), Granhemat,

Abdullah, Heng, and Tan (2015), Leo and Abdullah (2013), Nofal and Dweik (2011), Qawar (2014), Widad (2017). The questionnaire consisted of 50 items on seven domains including family, friends and neighbourhood, education, religion, transactional, mass media, and social media on a frequency scale from “not applicable” to “frequently”. The languages as options were English, Urdu, Pashto, and other languages (see Appendix-F). The languages are analysed through ranks such as most frequently used, second-most, third most, and least used language.

3.11.3 Measuring the Level of Motivation

In the present study, the questionnaire on motivational orientations including integrative motivation and instrumental motivation was adapted from previous research studies (Ali, 2016; Al-Tamimi & Shuib, 2009; Bradford, 2007; Chalak & Kassaian, 2010; Clement & Kruidenier,1983; Delgado, 2016; Dörnyei, 1990; Gardner,1985; Islam et al., 2013; Muftah & Rafik-Galea, 2013; Vaezi, 2008; Xei, 2011; Yaqoob, 2014; Yashima, 2002). The questionnaire contained 31 items a total of which 15 items measured learners’ integrative motivation and 16 items measured learners’ instrumental motivation on a five-point Likert scale (refer to Appendix F). To determine the levels of integrative and instrumental motivation researchers used a formula on a five-point Likert scale. Those items whose mean score is between 1.00 and 2.49 are interpreted as low motivation, the mean score between 2.50 to 3.49 indicates moderate motivation, and the mean score of 3.50 to

5.00 is considered high motivation (Abu-Snoubar, 2017; Al-khasawneh & Al-Omari, 2015; Ma et al., 2019). Thus, in the current study, the same interpretation for low, moderate, and high motivation was used, as shown in Table 3.11.

Table 3.11: Level of Motivational Orientations

Level	Mean Range
Low Motivation	1.00 to 2.49
Moderate Motivation	2.50 to 3.49
High Motivation	3.50 to 5.00

3.12 Summary

This chapter presented an overview of the methodology applied in the current study. It began with the aim of the present study which is to investigate undergraduates' WTC in English in relation to motivation to learn English, language use outside the classroom and the views of the teachers about their students' WTC in English inside the classroom. After this, the research objectives and questions were reported. Followed by research design i.e. quantitative method survey design. Then, a detailed description of the development and validation of research instruments and the pilot study was conducted. The results of the pilot study found that all research instruments are highly reliable. Then, the sampling technique employed for the main study was discussed followed by the sample size, ethical consideration, data collection procedure for the main study, data analysis, and measuring the level of the construct.

CHAPTER 4

RESULTS

4.1 Overview

It first presents the findings on undergraduates' demographics followed by WTC in English in various classroom situations, language use in different domains outside the classroom, integrative and instrumental motivations, and the views of the teachers' views about their students' WTC in English in various classroom situations. Moreover, this chapter discusses the correlation between the undergraduates' WTC in English and English language use in different domains, WTC in English and motivational orientations, and the undergraduates' WTC in English and the teachers' views about their undergraduates' WTC in various classroom situations.

4.2 Research Objectives and Research Questions

This study aimed to investigate the undergraduates' WTC in English inside the classroom in relation to the views of the teachers of their students' WTC in English inside the classroom, motivation to learn English, and language use outside the classroom, motivation to learn English, and the teachers' views about their undergraduates' WTC inside the classroom. Concerning the aim of the study, the following are the objectives:

i. To investigate the level of undergraduates' WTC in English in various situations inside the classroom.

ii. To analyse undergraduates' language use in different domains outside the classroom.

iii. To examine the level of undergraduates' integrative and instrumental motivational orientations to learn English.

iv. To determine the relationship between undergraduates' WTC inside the classroom and their English language use outside the classroom.

v. To determine the relationship between undergraduates' WTC inside the classroom and their integrative and instrumental motivational orientations to learn English.

vi. To examine the ESL teachers' views about the level of their undergraduates' WTC in various situations inside the classroom.

vii. To determine the relationship between undergraduates' WTC in English inside the classroom and the ESL teachers' views on their undergraduates' WTC in various situations inside the classroom.

The research questions are as follows:

i. What is the level of undergraduates' WTC in English in various situations inside the classroom?

ii. What languages do the undergraduates use outside the classroom in different domains?

iii. What are the levels of undergraduates' integrative and instrumental motivational orientations to learn English?

iv. To what extent the undergraduates' WTC in English inside the classroom and their English language use outside the classroom are correlated?

v. To what extent the undergraduates' WTC in English inside the classroom and their integrative and instrumental motivation orientations to learn English are correlated?

vi. What are the views of ESL Teachers about the level of their undergraduates' WTC in English in various classroom situations?

vii. To what extent the undergraduates' WTC in English in various situations inside the classroom and the ESL teachers' views about their undergraduates' WTC in English in various situations inside the classroom are correlated?

4.3 Undergraduates' Demographic/Background Information

A total of 450 undergraduates voluntarily participated in this study. However, 10 questionnaires were discarded due to incomplete responses. Thus, the findings of the data taken from 440 participants are presented below.

Table 4.1 shows the participants' personal information on age, gender, degree, hometown, and university.

Table 4.1: The Participants' Personal Information

Demographic Variables	Interpretation	N	%
Age	18-20 Years	202	45.9
	21-23 Years	160	36.4
	24-26 Years	72	16.4
	27 Years and above	6	1.4
	Total	440	100.0

Table 4.1 continued

Gender	Male	296	67.3
	Female	144	32.7
	Total	440	100.0
Faculties	English	51	11.6
	Geography	58	13.2
	Economics	57	13.0
	Agriculture	54	12.3
	Health and Physical Education	53	12.0
	Biotechnology	56	12.7
	Sociology	54	12.3
	Management Sciences	57	13.0
	Total	440	100.0
Area	Urban Area	227	51.6
	Rural Area	213	48.4
	Total	440	100.0

The age of the undergraduates ranged from 18 years to 27 years with 45.9% aged between 18 to 20 years old. 67.3% of the participants are males while 32.7% are females. A higher percentage of male students is a common phenomenon in Pakistani universities (Mehmood et al., 2018). In Pakistan, females are deprived of accessing higher education opportunities (Mehmood et al., 2018). Pakistan has a male dominant society and mainly shows hostility towards female education (Shaukat & Pell, 2017). The number of females accessing higher education is low due to the lack of higher institutions for females, conservative and outdated local cultural norms, feudalism, poverty, and coeducation (Mehmood et al., 2018; Shaukat & Pell, 2017). These are the biggest threats to female education in Pakistan (Shaukat & Pell, 2017).

The respondents were selected from various degree programs. From Bachelor Studies (BS) in English 51 (11.6%), BS in geography 58 (13.2%), BS in economics (57 (13%), BS Agriculture 54 (12.3%), BS Health and Physical Education 53 (12%), BS

Biotechnology 56 (12.7%), BS Sociology 54 (12.3%), and BS management sciences 57 (13%) respectively. Thus, the data shows a similar representation of students from the various degree programs. Out of 440 participants, 227 (51.6%) were from urban areas while 213 (48.4%) were from rural areas.

4.4 Language Background Information

Table 4.2 shows the demographic data about the participants' language background information.

Table 4.2: Participants' Language Background Information

Demographic Variable	Interpretation	N	%
Father's mother tongue	Pashto	308	70.0
	Urdu	33	7.5
	Hindko	45	10.2
	Punjabi	25	5.7
	Others	29	6.6
	Total	440	100.0
Mothers' mother tongue	Pashto	348	79.1
	Urdu	28	6.4
	Hindko	38	8.6
	Punjabi	6	1.4
	Others	20	4.5
	Total	440	100.0
Medium of instruction in previous education (higher secondary/college.	English	176	40.0
	Urdu	134	30.5
	Pashto	94	21.4
	Other Languages	36	8.2
	Total	440	100.0

Table 4.2 continued

Score for English subject at intermediate level (2nd year) board exam	33-39%	2	.5
	50-59%	6	1.4
	60-69%	42	9.5
	70-79%	152	34.5
	80-89%	160	36.4
	90-100%	78	17.7
	Total	440	100.0

The data revealed that 308 (70%) participants' father's mother tongue and 348 (79.1%) mother's mother tongue was Pashto. This is because the provincial language of Khyber Pakhtunkhwa province is Pashto (Ali & Ilyas, 2020; Zahoor et al., 2020). Minor languages such as Hinko, Urdu (the national language), Punjabi, and other languages were found to be spoken less by some of the parents. The medium of instruction in most of the institutions was English, followed by Urdu (30.5%), and Pashto (21.4%). Other languages (8.2%) were the least languages used as the medium of instruction. The scores of the informants in their intermediate level board exams in English subjects ranged from 33% to 100%. Out of which 160 (36.4%) of the respondents obtained between 80 to 89%, followed

by 152 (34.5%) obtained between 70 to 79% marks while 78 (17.7%) respondents scored between 90% to 100% marks. However, a small number of students got 33 to 69% of marks in the English subject at their intermediate level board examination. The participants' university entrance exam marks in the English subject ranged from 40% to 100%. The majority of the respondents obtained 60 to 89% marks followed by 4.1 % who scored 90 to 100% marks. Nevertheless, a small number of undergraduates secured 40 to 59% marks in the English subject in their university entrance examination. As for responses to the self-

perceived English language proficiency level, 36.4% of participants reported good proficiency, 33.2% fair proficiency, 16.8% poor proficiency, and 13.2% very good proficiency while 0.5%had excellent speaking proficiency.

4.5 Parents' Education and Financial Background

Table 4.3 shows the parents' level of education and participants' financial background.

Table 4.3: Parents' Education and Financial Background

Demographic Variable	Interpretation	N	%
Fathers' Education Level	Did not go to school	28	6.4
	Primary	60	13.6
	Middle	80	18.2
	Matric	74	16.8
	Intermediate	80	18.2
	Bachelor	60	13.6
	Master	44	10.0
	MS/M.Phil.	12	2.7
	PhD	2	.5
	Total	440	100.0
Mothers' Education Level	Did not go to school	76	17.3
	Primary	128	29.1
	Middle	92	20.9

In response to demographic data regarding the father's education, the majority of the participants responded that their father's education level was middle (Grade-8) and intermediate (grade-12) level which is 18.2%. 13.6% of respondents reported that their father has primary (Grade 1 to 5) and bachelor's education respectively. On the other hand, a small number of the informants' fathers' education level was Masters, M.Phil., and Ph.D.

Conversely, the majority of the mothers of the respondents have education up to primary 29.1%, followed by middle level 29.9%, while 17.3% of the mothers were uneducated. A small number of mothers have bachelors and Ph.D. levels of education. As for the participants' financial level, 40% belong to middle-class families while 28.2% are from the upper middle class. A small number of informants belong to poor, lower-middle-class, and rich families.

4.6 What is the Level of Undergraduates' WTC in English in Various Situations inside the Classroom?

This section describes the results obtained from the questionnaires on undergraduates' WTC inside the classroom. This section of the questionnaire contains eighty items (refer to Appendix E) which were further divided into six categories which consist of grouping (individually, pairs, small groups), activity (role-play, discussion, presentation), gender (opposite and same gender), preparedness, seating position (in front of the class, in the middle of the class, and at the back of the class), and in front of the whole class.

In reporting the data, the Başöz and Erten (2018) guidelines were used for the high, moderate, and low levels of WTC. To determine the levels of undergraduates' WTC in English, the mean score is divided into three categories as shown in the table below (refer to section 3.11.1 for details).

Table 4.4: The Levels of WTC in English

Level	Mean range
Low WTC	1.00 to 2.33
Moderate WTC	2.34 to 3.67
High WTC	3.68 to 5.00

4.6.1 Grouping Mode

Table 4.5 indicates the results of Pakistani undergraduates' WTC in grouping mode i.e., individually, in pairs, and small groups inside the classroom.

Table 4.5: The Undergraduates' Level of WTC in Grouping Mode Inside the Classroom

S/N	Items	Mean	Std. Deviation
1	I am willing to speak in English individually in class.	3.6591	0.92111
2	I am willing to speak in English in pairs in class	4.3545	0.48834
3	I am willing to speak in English in small groups in class.	4.0500	0.79420
	Overall	4.0545	0.44778

The mean of the participants' WTC when in pairs and small groups was more than 3.68 which showed that the informants reported high levels of WTC in pairs and small groups. However, when speaking individually in class, their WTC was moderate (M=3.6591). Although the overall mean was 4.0545, the respondents' WTC was lowest when speaking individually. Their WTC was the highest when in pairs (M=4.3545).

4.6.2 Activity

Table 4.6 shows the undergraduates' WTC during activities including role-play, discussion, and presentation.

Table 4.6: The Undergraduates' Level of WTC During Activities Inside the Classroom

S/N	Items	Mean	Std. Deviation
4	I am willing to speak in English in pairs when doing role-play in class.	4.2682	0.64450
5	I am willing to speak in English in small groups when doing role-play in class.	4.1545	0.85042
6	I am willing to speak in English in pairs when discussing in class.	3.6727	0.92408
7	I am willing to speak in English in small groups when discussing in class.	3.9045	0.86173
8	I am willing to speak in English in pairs when giving oral presentations in class.	3.8614	0.95281
9	I am willing to speak in English in small groups when giving oral presentations in class.	4.2318	0.81885
	Overall	4.0155	0.40178

It is evident from items (4, 5, 7, 8, and 9) that the participants' WTC was high when doing role-play in pairs and small groups, discussing in small groups, giving presentations in pairs, and giving presentations in small groups. However, item 6, when discussing in pairs (M=3.6727) shows that their WTC was moderate. Overall, the WTC is high (M= 4.0155). The respondents' WTC was highest when doing role-play in pairs (M = 4.2682) while their WTC was lowest when discussing in pairs in class (M = 3. 6727).

4.6.3 Gender (Same and Opposite Gender)

Table 4.7 demonstrates the undergraduates' level of WTC with the same gender inside the classroom.

Table 4.7: The Undergraduates' Level of WTC with the Same Gender in the Classroom

S/N	Items	Mean	Std. Deviation
10	I am willing to speak in English with my pair of the same gender in class.	4.1182	0.73608
11	I am willing to speak in English in small groups with the same gender in class.	4.2545	0.73241
14	I am willing to speak in English with my pair when doing role-play with the same gender in class.	3.8773	0.75671
15	I am willing to speak in English in small groups when doing role-play with the same gender in class.	3.6636	0.92327
18	I am willing to speak in English with my pair when discussing with the same gender in class.	3.9636	0.81475
19	I am willing to speak in English in small groups when discussing with the same gender in class.	4.0182	0.85890
22	I am willing to speak in English with my pair when presenting with the same gender in class.	4.1864	0.76172
23	I am willing to speak in English in small groups when presenting with the same gender in class.	4.1136	0.79336
	Overall	4.0244	0.39272

It is worth noting that the participants' WTC was high with the same gender in most of the situations inside the class., the mean score of items (10, 11, 14, 18, 19, 22, and 23) shows a high level of WTC. These items are related to WTC with the same gender in pairs, small groups when doing role play in pairs, when discussing with pair, when discussing in small groups, when presenting in pairs, and presenting in small groups. However, item 15, when doing role-play in small groups with the same gender (M=3.6634) indicates a moderate level of WTC of the participants. The participants' WTC was highest when they were in small groups with the same gender (M= 4.2545), whereas their WTC was the lowest when doing role-play with the same gender in small groups (M= 3.6636) in class.

Table 4.8 indicates the undergraduates' WTC with the opposite gender inside the classroom.

Table 4.8: The Undergraduates' WTC with the Opposite Gender inside the Classroom

S/N	Items	Mean	Std. Deviation
12	I am willing to speak in English with my pair of the opposite gender in class.	3.0455	1.13255
13	I am willing to speak in English in small groups with the opposite gender in class.	2.9864	1.18448
16	I am willing to speak in English with my pair when doing role-play with the opposite gender in class.	2.8636	1.14129
17	I am willing to speak in English in small groups when doing role-play with the opposite gender in class.	3.1091	1.11601
20	I am willing to speak in English with my pair when discussing with the opposite gender in class.	2.5045	1.09876
21	I am willing to speak in English in small groups when discussing with the opposite gender in class.	2.5318	1.09831
24	I am willing to speak in English with my pair when presenting with the opposite gender in class	2.6136	1.15370
25	I am willing to speak in English in small groups when presenting with the opposite gender in class.	2.9773	1.01220
	Overall	2.8290	0.69912

As illustrated, the mean score of all items demonstrates a moderate level of WTC. The items contain WTC in pairs, and small groups when doing role-play in pairs and small groups, discussion within pairs and small groups, and when doing a presentation in pairs and small groups. The respondents' WTC was highest when doing role-play in small groups with the opposite gender (M=3.1091) while lowest when discussing in pairs with the opposite gender (M= 2.5045).

4.6.4 Preparedness

Table 4.9 shows the undergraduates' WTC when they were given time to prepare inside the classroom.

Table 4.9: The Undergraduates' Level of WTC when Prepared

S/N	Items	Mean	Std. Deviation
26	When given time to prepare, I am willing to speak in English individually in class.	4.0636	0.57712
27	When given time to prepare, I am willing to speak in English in pairs in class.	4.1864	0.45458
28	When given time to prepare, I am willing to speak in English in small groups in class.	4.2636	0.44111
29	When given time to prepare, I am willing to speak in English individually during a role-play in class.	4.1364	0.41558
30	When given time to prepare, I am willing to speak in English with my pair during a role-play in class.	4.0000	0.83216
31	When given time to prepare, I am willing to speak in English in small groups during a role-play in class.	4.2409	0.74623
32	When given time to prepare, I am willing to speak in English with my pair during discussions in class.	4.2091	0.71553
33	When given time to prepare, I am willing to speak in English in small groups during discussions in class.	4.1773	0.79888
34	When given time to prepare, I am willing to speak in English individually during presentations in class.	3.6705	1.02943
35	When given time to prepare, I am willing to speak in English with my pair during presentations in class.	3.7045	0.96828
36	When given time to prepare, I am willing to speak in English in small groups during presentations in class.	4.0955	0.73629
	Overall	4.0680	0.33098

The participants' WTC was high in most of the situations when they were given time to prepare. The mean score of items (26, 27, 28, 29, 30, 31, 32, 33, and 35) is more than

3.68. In contrast, when presenting individually (item 34) they show a moderate level of WTC (M= 3.6705). Although overall the students' WTC, when given preparation time is high (M= 4.0680), their WTC is highest during small group (M= 4.2636) and lowest for individual presentation (M= 3.6705).

4.6.5 Seating Position (WTC while Sitting in Front of the Class)

Table 4.10 demonstrates the findings on undergraduates' WTC when sitting in front of the class.

Table 4.10: The Undergraduates' Level of WTC when Sitting in Front of the Class

S/N	Items	Mean	Std. Deviation
37	When seated in front of the classroom, I am willing to speak in English individually.	2.5773	1.20305
38	When seated in front of the classroom, I am willing to speak in English in pairs.	3.8273	0.84151
39	When seated in front of the classroom, I am willing to speak in English in small groups.	3.7636	0.94907
40	When seated in front of the classroom, I am willing to speak in English individually during role-play.	3.9682	0.71679
41	When seated in front of the classroom, I am willing to speak in English with my pair during role-play.	4.1227	0.52146
42	When seated in front of the classroom, I am willing to speak in English in small groups during role-play.	4.2773	0.44816
43	When seated in front of the classroom, I am willing to speak in English with my pair during discussions.	4.2955	0.80713
44	When seated in front of the classroom, I am willing to speak in English in small groups during discussions.	4.3318	0.52620
45	When seated in front of the classroom, I am willing to speak in English individually during presentations.	4.1818	0.38613
46	When seated in front of the classroom, I am willing to speak in English with my pair during presentations.	3.6818	0.92971

Table 4.10 continued

47	When seated in front of the classroom, I am willing to speak in English in small groups during presentations.	3.8636	0.94474
	Overall	3.8719	0.34933

It is evident from items (38, 39, 40, 41, 42, 43, 44, 45, 46, and 47) that the participants' level of WTC was high. The items are related to WTC while sitting in front of the class in pairs, in small groups, doing role-play individually, in pairs and small groups, during the discussion, and presented individually in pairs and small groups. However, item 37 shows that the participants' WTC was moderate (M= 2.5773) when they were seated individually in front of the class. Although, overall while sitting in front of the class the informants' WTC was high (M =3.8719), their WTC is highest for small groups during discussion (M =4.3318) and lowest for sitting individually in front of the class (M =2.5753).

4.6.6 Seating Position (WTC while Sitting in the Middle of the Class)

Table 4.11 demonstrates the findings on undergraduates' WTC while sitting in the middle of the class.

Table 4.11: The Undergraduates' Level of WTC while Sitting in the Middle of the Class

	Items	Mean	Std. Deviation
48	When seated in the middle of the classroom, I am willing to speak in English individually.	3.5875	0.93448
49	When seated in the middle of the classroom, I am willing to speak in English in pairs.	3.5750	0.65555
50	When seated in the middle of the classroom, I am willing to speak in English in small groups.	3.5136	1.00631
51	When seated in the middle of the classroom, I am willing to speak in English individually during role-play.	3.3636	0.50300

Table 4.11 continued

52	When seated in the middle of the classroom, I am willing to speak in English in pairs during role-play.	4.0409	0.47998
53	When seated in the middle of the classroom, I am willing to speak in English in small groups during role play.	3.7636	1.14627
54	When seated in the middle of the classroom, I am willing to speak in English in pairs during discussions.	3.6909	1.22416
55	When seated in the middle of the classroom, I am willing to speak in English in small groups during discussions.	3.4318	1.17973
56	When seated in the middle of the classroom, I am willing to speak in English individually during presentations.	3.4045	1.43151
57	When seated in the middle of the classroom, I am willing to speak in English in pairs during presentations.	3.1636	0.82830
58	When seated in the middle of the classroom, I am willing to speak in English in small groups during presentations.	3.4773	0.97752
	Overall	3.5343	0.49886

It is obvious that from items 52, 53, and 54 the participants' WTC was high. The items are related to WTC in pairs and groups during role-play, and a discussion in pairs, while items 48, 49, 50, 51, 55, 56, 75, and 58 show a moderate level of WTC of the informants. These items are associated with WTC individually, in pairs and small groups, and during a discussion in small groups, during presentations, in pairs, and in small groups. However, the overall results show that the undergraduates' WTC was moderate (M=3.5343) while sitting in the middle of the class. Their WTC was highest when doing role-play in pairs (M =4.0409) and lowest when doing presentations in pairs in the middle of the class (M = 3.1636).

4.6.7 Seating Position (Sitting at the Back of the Class)

Table 4.12 shows the finding on the undergraduates' WTC while sitting at the back of the class.

Table 4.12: The Undergraduates' Level of WTC while Sitting at the Back of the Class

S/N	Items	Mean	Std. Deviation
59	When seated at the back of the classroom, I am willing to speak in English individually.	3.1614	1.00062
60	When seated at the back of the classroom, I am willing to speak in English with my pair.	3.3682	0.96446
61	When seated at the back of the classroom, I am willing to speak in English in small groups.	3.3318	0.98918
62	When seated at the back of the classroom, I am willing to speak in English individually during role-play.	3.4205	1.02499
63	When seated at the back of the classroom, I am willing to speak in English with my pair during role-play.	3.2682	0.96918
64	When seated at the back of the classroom, I am willing to speak in English in small groups during role-play.	3.7455	0.87939
65	When seated at the back of the classroom, I am willing to speak in English with my pair during discussions.	3.3477	0.95431
66	When seated at the back of the classroom, I am willing to speak in English in small groups during discussions.	3.7432	1.02139
67	When seated at the back of the classroom, I am willing to speak in English individually during presentations.	3.3455	1.05594
68	When seated at the back of the classroom, I am willing to speak in English with my pair during the presentation.	3.3568	1.09771
69	When seated at the back of the classroom, I am willing to speak in English in small groups during presentations.	3.2727	1.03611
	Overall	3.3965	0.47247

It is evident from the table that in most of the situations, the informants' level of WTC was moderate. Items 59, 60, 61, 62,63,65,67, 68, and 69 indicate moderate levels of WTC. The items are related to sitting individually at the back of the class, in pairs, in small

groups, doing role-play individually, doing role-play in pairs, doing discussion in pairs, during presentations individually, and in small groups. Only in two items, (64) doing role-play in small groups (M =3.7455) and (66) during discussion in small groups (M =7432) show a high level of WTC. Although the overall level of WTC of the participants was moderate (M = 3.3965), when seated at the back of the classroom their WTC was highest when doing role-play in small groups (M =3.7455) and lowest while seated individually at the back of the class (M =1614).

4.6.8 In Front of the Whole Class

Table 4.13 shows the findings on undergraduates' WTC in front of the whole class.

Table 4.13: The Undergraduates' Level of WTC in Front of the Whole Class

S/N	Items	Mean	Std. Deviation
70.	In front of the whole class, I am willing to speak in English individually.	3.5045	1.07359
71	In front of the whole class, I am willing to speak in English in pairs.	3.3500	1.16918
72	In front of the whole class, I am willing to speak in English in small groups.	3.3273	1.12223
73	In front of the whole class, I am willing to speak in English individually during role-play.	2.9364	1.14766
74	In front of the whole class, I am willing to speak in English with my pair during role-play.	3.4955	1.03909
75	In front of the whole class, I am willing to speak in English in small groups during role-play.	3.6727	1.00667
76	In front of the whole class, I am willing to speak in English with my pair during discussions.	3.6682	1.06460
77	In front of the whole class, I am willing to speak in English in small groups during discussions.	3.7091	1.05300
78	In front of the whole class, I am willing to speak in English individually during presentations.	3.6477	.96215

Table 4.13 continued

79	In front of the whole class, I am willing to speak in English with my pair during the presentations.	3.6409	1.00257
80	In front of the whole class, I am willing to speak in English in small groups during presentations.	3.7864	1.03462
	Overall	3.5217	.49404

It is obvious from items (70, 71, 72, 73, 74, 75, 76, 78, and 79) that the participants' level of WTC was moderate in front of the whole class. The items are related to WTC individually, in pairs, in small groups, during role-play, during the discussion, and when presenting individually and in pairs. However, items 77, and 80 show a high level of WTC when discussing small groups (M =3.7091) and when presenting in small groups (M =3.6477). Although, overall, the participants' WTC was moderate (M = 3.5217) in front of the whole class their WTC was highest during presentation in small groups (M =3.7864) and lowest during role-play individually in front of the whole class (M = 2.9364).

4.6.9 Summary of Results for the Undergraduates' Level of WTC in English Inside Classroom

Table 4.14 shows the summary of the results of the undergraduates' level of WTC in nine situations the inside classroom and the overall level of WTC.

Table 4.14: Summary of the Results of the Undergraduates' Level of WTC Inside the Classroom

S/N	Summary of the results	Mean	Std. Deviation	Interpretation
1	The undergraduates'' WTC in various grouping mode	4.0545	0.44778	High WTC
2	The undergraduates' WTC during various activities inside a class.	4.0155	0.40178	High WTC

Table 4.14 continued

3	The undergraduates' WTC with the same gender in class.	4.0244	0.39272	High WTC
4	The undergraduates' WTC with opposite gender inside a class.	2.8290	0.69912	Moderate WTC
5	The undergraduates' WTC when given preparation time	4.0680	0.33098	High WTC
6	The undergraduates' WTC when seated in front of the class	3.8719	0.34933	High WTC
7	The undergraduates' WTC when seated in the Middle of the class	3.5343	0.49886	Moderate WTC
8	The undergraduates' WTC when seated at the back of the class	3.3965	0.47247	Moderate WTC
9	The undergraduates' WTC in front of the whole class	3.5217	0.40281	Moderate WTC
	Overall	3.7675	0.29882	High WTC

It is evident from the table that the undergraduates' WTC was high in most of the situations including grouping, during various activities, with the same gender, when given preparation time, and when sitting in front of the class. However, the undergraduates' level of WTC was moderate with the opposite gender, while sitting in the middle and at the back of the class, and in front of the whole class. Overall, the level of the undergraduates' WTC inside class falls within the high range (M= 3.68). Their highest WTC was when they were given time to prepare (M =4.0680) and the lowest was with the opposite gender (M = 2.8290).

4.7 What Languages do Undergraduates use Outside the Classroom in Different Domains?

The questionnaire regarding language use in different domains of daily interactions was adapted from previous questionnaires (for details see section 3.11.2). The questionnaire

consisted of 50 items on seven domains including family, friends and neighbourhood, education, religion, transactional, mass media, and social media on a frequency scale from "not applicable" to "frequently". The languages as options were English, Urdu, Pashto, and other languages (see Appendix-F). The languages are analysed through ranks such as most frequently used, second most, third most, and the least used language. Table 4.15 shows the undergraduates' language use outside the classroom in different domains.

Table 4.15: Undergraduates' Domain-wise Language Use Outside the Classroom

Domain	Languages	Mean	Std. Deviation
Family	English	2.5174	0.72871
	Urdu	2.9489	0.67174
	Pashto	3.5641	1.32223
	Other	1.4259	1.16614
Friendship and Neighborhood	English	2.6688	0.74213
	Urdu	3.0937	0.82383
	Pashto	3.5080	1.33282
	Other	1.3710	1.04292
Education	English	3.7307	0.60364
	Urdu	3.8585	0.63026
	Pashto	3.4165	1.21681
	Other	1.3205	0.91004
Religion	English	2.0614	0.42946
	Urdu	2.6426	0.57071
	Pashto	3.0710	1.05942
	Other	1.3006	0.84058
Transactional	English	3.0701	0.76686
	Urdu	3.9812	0.58040
	Pashto	3.4276	1.19163
	Other	1.3149	0.89252
Mass Media	English	4.0969	0.69479
	Urdu	3.8199	0.69154
	Pashto	2.5801	0.99377
	Other	1.1872	0.54770
Social Media	English	4.3076	0.69225
	Urdu	3.7326	0.77316
	Pashto	3.0121	1.15923
	Other	1.2720	0.78490

In the family domain, Pashto was the most frequently used language (M = 3.5641) followed by Urdu language (M =2.9489). English was the third most used language (M = 2.5174) while other minor languages (i.e., Hindko, Punjabi, Saraiki, etc.) were the least used languages in the family domain.

In the friendship and neighbourhood domain again, Pashto was the most frequently used language (M =3.5080) followed by Urdu (M =3.0937). English was the third most used language (M =2.6688) while other languages were rarely used in the friendship and neighbourhood domain.

In the educational domain, Urdu was the most frequently used language (M= 3.8585) followed by English (M = 3.7307). Pashto was the third most-used language with a mean score of 3.4165 followed by other languages (M= 1.3205).

In the religious domain, Pashto was the most frequently used language (M =3.0710). Urdu was the second most language used in the religion domain (M= 2.6426) while English was the third most used (M =2.0614). However, other languages were rarely used (M=1.3006).

In the transactional domain (banks, restaurants, shopping malls, etc.) Urdu was the most frequently used language with a mean score of 3.9812. The second most used language was Pashto (M=3.4276), whereas English was the third most used language with a mean score of 3.0701. Other languages were seldom used (M= 1.3149).

In contrast, English was the most frequently used language in the mass media domain with a mean score of 4.0969. Urdu was in second place (M=3.8199). However, the use of

the Pashto language was in third place (M = 2.5801). Other languages were occasionally used (M= 1.1872).

Interestingly, in the social media domain, English was the most frequently used language with a mean score of 4.3 076. Urdu was the second most-used language with a mean score of 3.7326 while Pashto was the third most used (M =3.0121). Other languages were rarely used.

4.7.1 Summary of the Undergraduates' Language Use Outside the Classroom Results

The language use outside classroom questionnaire comprised seven domains i.e., family, Friendship and neighbourhood, educational, religion, transactional, mass media, and social media were analysed. It was found that the Pashto language was the most frequently used language by the participants in the family, friendship and neighbourhood, and religion domains. In the educational domain, Urdu was the most frequently used language, closely followed by English, while in the transactional domain, Urdu was the most used language. Conversely, English was dominantly used in mass media and social media domains. Other languages (minor languages) repeatedly appeared as the least used languages in all seven domains.

4.8 What is the Level of the Undergraduates' Integrative and Instrumental Motivational Orientations to Learn English?

The questionnaire on undergraduates' integrative and instrumental motivational orientations was adapted from previous research studies (see section 3.5.3 for details). The questionnaire contains 31 items (15 items integrative motivation and 16 instrumental motivation) on a Likert scale (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree) (refer to Appendix G).

To determine the levels of integrative and instrumental motivation researchers have used a formula on a five-point Likert scale (Abu-Snoubar, 2017; Al-khasawneh & Al-Omari, 2015; Ma et al., 2019) (refer to section 3.11.3) for details. The interpretation for low, moderate, and high motivation levels is shown in Table 4.16.

Table 4.16: Level of Motivational Orientations

Level	Mean Range
Low Motivation	1.00 to 2.49
Moderate Motivation	2.50 to 3.49
High Motivation	3.50 to 5.00

4.8.1 Integrative Motivation

Table 4.17 indicates the findings on undergraduates' integrative motivational orientation to learn English.

Table 4.17: The Undergraduates' Level of Integrative Motivational Orientation to Learn English

S/N	Item	Mean	Std. Deviation
1	I learn English to understand English culture.	3.4159	1.20637
2	I learn English to understand English art and literature.	3.7705	1.15320
3	I learn English to communicate with English speaking people.	4.0455	1.03150
4	I learn English because I like English food (e.g., fish and chips, roast beef, roast lamb etc.).	3.3341	1.35153
5	I learn English because I like English songs.	3.2455	1.24594
6	I learn English because I like English movies.	3.4841	1.30173
7	I learn English because I like English TV programs.	3.3409	1.29381
8	I learn English because I like English artists (e.g., actors, and musicians).	3.3659	1.18080

Table 4.17 continued

9	I learn English because I like to read magazines in English.	3.9068	0.99564
10	I learn English because I like to read newspapers in English.	3.9000	1.02096
11	I learn English because I like to read books in English.	3.7023	1.23355
12	I learn English because I like to read stories in English.	4.0295	1.08900
13	I learn English because I enjoy learning it.	3.8909	1.19677
14	I learn English because it my favourite subject.	3.7545	1.12082
15	I learn English because it is easy.	3.5636	1.24661
	Overall	3.6500	0.57413

It is evident from items (2, 3, 9, 10, 11, 12, 13, 14, and 15) that the participants' level of integrative motivation was higher than 3.50. The items are related to understanding English literature, communicating with English-speaking people, reading magazines, newspapers, books, and stories in English, English as a favourite subject, and English is easy. On the other hand, the informants' level of integrative motivation was moderate in items (1, 4, 5, 6, 7, and 8). The items comprised learning about English culture, English food, English songs, English movies, English TV programs, and English artists. Although, overall, the undergraduates' level of integrative motivation was high (M =3.65. Their integrative motivation was highest for communicating with English people (M =4.0455 and lowest for listening to English songs (M=3.2455).

4.8.2 Instrumental Motivation

Table 4.18 shows the findings on undergraduates' instrumental motivational orientation to learn English.

Table 4.18: The Undergraduates' Level of Instrumental Motivation to Learn English

S/N	Item	Mean	Std. Deviation
1	I learn English because it is needed for my future career.	4.1318	0.98780
2	I learn English to get a better-paying job in the future.	4.1136	1.74862
3	I learn English because it will help me to get a promotion in my job in the future.	3.6750	1.11780
4	I learn English to work in a foreign country in the future.	3.7864	1.08827
5	I learn English to travel abroad as a tourist in the future.	3.6364	1.06489
6	I learn English to live in a foreign country in the future.	3.5545	1.14216
7	I learn English to study abroad in the future.	3.6386	1.12493
8	I learn English because it will help me to get a scholarship in future	3.7568	0.97460
9	I learn English because it is a compulsory subject in my BS program.	4.0795	0.99454
10	I learn English because my assignments require English proficiency.	3.7455	1.17247
11	I learn English because without passing it I cannot get my degree.	3.9409	1.09510
12	I learn English because it is the medium of instruction in my university.	3.8477	1.08500
13	I learn English to become an influential person in my society.	3.7977	1.13446
14	I learn English because it keeps me up to date about current issues.	3.9205	0.94038
15	I learn English because it enables me to use modern technology.	4.0841	1.01682
16	I learn English because it enables me to search for information on the Internet.	4.3000	0.79348
	Overall	3.8756	0.60389

It is obvious that the participants' level of instrumental motivation was higher than 3.50 for all 16 items, which means that the participant's level of instrumental motivation was high in all 16 situations. The mean score ranges from the highest 4.3000 to the lowest 3.5545. Thus, their level of instrumental motivation was highest for searching for information on the internet (M= 4.3000) and lowest for living in a foreign country (M =3.5545).

4.8.3 Summary of the Results of the Undergraduates' Level of Motivational Orientations

Table 4.19 shows the summary of the results of undergraduates' motivational orientations. It is evident that the participants' level of both instrumental motivation and integrative motivation was high, but their level of instrumental motivation was higher with a mean score of 3.8756 than integrative motivation with a mean score of 3.65. Overall, the informants were highly motivated to learn English.

Table 4.19: Summary of the Integrative and Instrumental Motivational Orientations

S/N	Motivational Orientations	Mean	Std. Deviation
1	Integrative motivation	3.6500	.57413
2	Instrumental motivation	3.8756	.60389
	Overall	3.7364	.52953

4.9 To Extent do the Undergraduates' English Language Use Outside the Classroom in Various Domains and WTC inside the Classroom are Correlated?

The relationship between the undergraduates' English language use outside the classroom in various domains and WTC inside the classroom were also investigated in this study. Researchers presented some cut-off points to measure the level of correlation between variables (Mukaka, 2012; Overholser & Sowinski, 2008) (refer to section 3.10.1). A

correlation coefficient of <0.1 specifies a negligible correlation and >0.9 shows a very strong correlation. The cut-off points based on Mukaka (2012) are listed in the table below:

Table 4.20: Correlation Coefficient and its Interpretation

Correlation Coefficient	Interpretation
0.00 to 0.30	Negligible correlation
0.30 to 0.50	Low/Weak correlation
0.50 to 0.70	Moderate correlation
0.70 to 0.90	High/Strong correlation
0.90 to 1.00	Very high/very strong correlation

Table 4.20 indicates the relationship between undergraduates' English language use outside the classroom in various domains and WTC inside the classroom.

Table 4.21: The Relationship between the Undergraduates' English Language Use Outside the Classroom in the Various Domains and WTC in English Inside the Classroom

		1	2	3	4	5	6	7	8
Students' WTC in English inside the classroom	Pearson Correlation	1							
	Sig. (2-tailed)								
English language in the Family domain	Pearson Correlation	-.003	1						
	Sig. (2-tailed)	.946							
English language use in friendship and neighbourhood domain	Pearson Correlation	.052	.417**	1					
	Sig. (2-tailed)	.275	.000						
English language use in the educational domain	Pearson Correlation	-.034	.040	.231**	1				
	Sig. (2-tailed)	.472	.402	.000					
English language use in religious domain	Pearson Correlation	.029	.393**	.045	-.204**	1			
	Sig. (2-tailed)	.542	.000	.349	.000				
English language use in transactional domain	Pearson Correlation	.001	.380**	.530**	.249**	.304**	1		
	Sig. (2-tailed)	.982	.000	.000	.000	.000			
English language in mass-media domain	Pearson Correlation	.022	-.279**	.008	.387**	-.415**	.035**	1	
	Sig. (2-tailed)	.647	.000	.874	.000	.000	.464		

Table 4.21 continued

English language use in the social media domain	Pearson Correlation	.039	.204**	.260**	.283**	-.022	.465**	.420**	1
	Sig. (2-tailed)	.411	.000	.000	.000	.643	.000	.000	
**. Correlation is significant at the 0.01 level (2-tailed).									

It can be seen that there is a negative not significant relationship between the undergraduates' use of the English language in the family domain outside the classroom and their WTC in English inside the classroom (r= -.003, P>0.05). This correlation shows that the undergraduates use a smaller amount of English with their family members, which can be confirmed from the descriptive analysis of the mean score of the Pashto language (M= 3.5641) whereas the use of English is the third most used language (M= 2.5174). Also, the demographic data shows that the majority of participants' fathers' mother tongue and mothers' mother tongue is Pashto. It can be argued that undergraduates get fewer opportunities to use English with their family members. As a result, it may influence their WTC inside the classroom. The results show that there was a significant positive moderate correlation between English language use in friendship and neighbourhood domain outside the classroom and WTC in English inside the classroom (r= .417, P<0.05). It can be seen that the mean of English language use was 2.6688. It shows that undergraduates use the English language to some extent with their friends and neighbours outside the classroom, which may positively influence their WTC inside the classroom.

Similarly, the relationship between English language use in the educational domain (outside classroom) and WTC inside the classroom was weak but positive and significant (r= .231, P<0.05). The demographic data also shows that most of the universities follow the English as a medium of instruction. Consequently, it seems that students use a considerable amount of English outside the class in their universities.

The relationship between the English language use outside classroom in the religious domain and WTC in English inside the classroom was weak negative but significant (r= -.204, P<0.05). It is also obvious from the descriptive statistics that the informants use very a smaller amount of English in the religious domain compared to Pashto.

The English language use in the transactional domain had a weak positive significant relationship with WTC in English inside classroom (r= .304, P<0.05). This mean that undergraduates use a considerable amount of English at markets, restaurants, and banks which is also evident from their descriptive statistics the mean score of English language use was 3.0701.

The English language use in the mass-media domain had a negligible insignificant relationship with WTC in English inside the classroom (r=.035, P>0.05). On the other hand, the social media domain had a moderate positive significant correlation with WTC inside the classroom (r= .420, P<0.05). This also indicates that undergraduates use a considerable amount of English when posting, commenting, and chatting on social media.

4.9.1 Summary of the Correlation between Undergraduates' WTC in English inside the Classroom and English Language Use in Different Domains Outside the Classroom

The relationship between undergraduates' WTC in English inside the classroom and English language use outside the classroom in different domains was determined. The results show that the relationship between undergraduates' WTC in English inside the classroom and English language use outside classroom was positive and significant in the friendship and neighbourhood domain, educational domain, transactional domain, and social media domain. However, family and mass media domains had a negligible insignificant correlation

with WTC in English, while the religious domain had a negative significant correlation with WTC.

4.10 To What Extent the Undergraduates' WTC in English inside the Classroom and their Motivational Orientations to Learn English are Correlated?

Table 4.22 Indicates the Relationship between Motivational Orientations to Learn English and Undergraduates' WTC in English Inside the Classroom

Table 4.22: Indicates the Relationship between Motivational Orientations to Learn English and Undergraduates' WTC in English Inside the Classroom

		WTC in English	Integrative Motivation	Instrumental Motivation
WTC in English	Pearson Correlation			
	Sig. (2-tailed)			
Integrative Motivation	Pearson Correlation	.113**	1	
	Sig. (2-tailed)	.003		
Instrumental Motivation	Pearson Correlation	.146**	.613**	1
	Sig. (2-tailed)	.002	.000	
**. Correlation is significant at the 0.01 level (2-tailed)				

It can be seen that there was a weak but positive significant correlation between undergraduates' integrative motivation and WTC in English ((r=.113, P<0.05). However, the relationship between instrumental motivation and WTC was moderately positive and significant (r=.613, P<0.05) which means the relationship of instrumental motivation is stronger than integrative motivation. It can be concluded that the higher the instrumental motivation the more undergraduates will be WTC in English.

4.11 Teachers' Demographics

Data were also collected from the ESL teachers of these undergraduates' WTC. To know about the teachers' views about their undergraduates' WTC 10 ESL teachers were

selected from the 8 randomly selected universities. Thus, the sample size of teachers was 8x10 =80. The teachers' demographics are shown in Table 4.23 as follows:

Table 4.23: Teachers' Demographics

Demographic Characteristics	Classification	N	%
Age	28-32	14	17.5
	33-36	29	36.3
	37-40	23	28.7
	41-44	8	10.0
	45-49	6	7.5
	Total	80	100.0
Gender	Male	50	62.5
	Female	30	37.5
	Total	80	100.0
Qualification	Master	23	28.7
	MS/M.Phil	48	60.0
	PhD	9	11.3
	Total	80	100.0
Experience	Less than five years	7	8.8
	5-10 Years	24	30.0
	11-15 Years	24	30.0
	16-20 Years	19	23.8
	More Than 20 Years	6	7.5
	Total	80	100.0

Table 4.23 shows that 50 (62.5%) male and 30 (37.5%) female ESL teachers voluntarily participated in this study. The number of male teachers is higher than the number of female teachers. This is because Pakistan is a male dominant society, and mainly shows hostility towards female education (Shaukat & Pell, 2017). Their ages ranged from 28 years to 49 years. The teachers' qualifications were Masters, MS/M.phil, and PhD. 60% of these teachers have MS/M. Phil, 28.7% are master's degree holders, while 11.3% have PhDs. The participants' experience ranged from less than 5 years to more than 20 years. 30% of the

participants had 5 to 15 years of experience, 23% had 16 to 20 years of experience, 8.8% had less than 5 years of experience, and 6% had more than 20 years of experience.

4.12 What are the Views of the Teachers on their Students' WTC inside the Classroom?

The questionnaire regarding teachers' views about their undergraduates' WTC inside the classroom was modified from the undergraduates' WTC questionnaire (refer to Appendix I). To determine the teachers' views about their undergraduates' level of WTC, the Başöz and Erten (2018) guidelines were used. According to Başöz and Erten (2018) high, moderate, and low levels of mean scores for WTC are divided into three categories as shown in Table 4.24

Table 4.24: Levels and Range of WTC

Level	Mean range
Low WTC	1.00 to 2.33
Moderate WTC	2.34 to 3.67
High WTC	3.68 to 5.00

4.12.1 Grouping Mode

Table 4.25 shows the teachers' views about their undergraduates' WTC in grouping mode i.e., individually, in pairs, and small groups inside the class.

Table 4.25: The Teachers' Views about their Undergraduates' Level of WTC in Grouping Mode

S/N	Item	Mean	Std. Deviation
1	My students are willing to speak in English individually in class.	3.2375	0.90349
2	My students are willing to speak in English in pairs in class.	3.2375	0.94459
3	My students are willing to speak in English in small groups in class.	3.6875	0.88007
	Overall	3.3875	0.66125

According to these teachers, the undergraduates' level of WTC was moderate individually, in pairs, and in small groups. Also, overall, in grouping the level of WTC in English was moderate (M= 3.3875) in class. However, the participants' WTC was highest during the small groups (M= 3.6875) and lowest when working individually and in pairs (M=3.2375).

4.12.2 Activity

Table 4.26 indicates the findings of the teachers' views about their undergraduates' level of WTC during activities.

Table 4.26: The Teachers' Views about their Undergraduates' Level of WTC During Activities

S/N	Item	Mean	Std. Deviation
4	My students are willing to speak in English in pairs when doing role-play in class.	3.5250	1.03085
5	My students are willing to speak in English in small groups when doing role-play in class.	4.1000	0.73948
6	My students are willing to speak in English in pairs when discussing in class.	3.6875	0.68610

Table 4.26 continued

7	My students are willing to speak in English in small groups when discussing in class	3.4500	0.95334
8	My students are willing to speak in English in pairs when giving oral presentations in class.	3.5625	0.70878
9	My students are willing to speak in English in small groups when giving oral presentations in class.	3.3750	0.98566
	Overall	3.6167	0.56529

Items (4, 7, 8, and 9) show that the participants' WTC was moderate during a role-play in pairs, during a discussion in small groups, and the presentation in pairs and small groups. However, items (5 and 6) show that the participants' WTC was high during a role-play in small groups and during a discussion in pairs. Although overall, the participants' level of WTC was moderate (M= 3.6167) during activities, their level of WTC was highest during role-play in small groups (M= 4.1000) and lowest during presentation in small groups (M= 3.3750).

4.12.3 Gender (Same and Opposite Gender)

Table 4.27 demonstrate the teachers' views about their undergraduates of the same gender in class.

Table 4.27: The Teachers' Views about their Undergraduates' Level of WTC with the Same Gender

S/N	Item	Mean	Std. Deviation
10	My students are willing to speak in English with their pairs of the same gender in class in class.	3.4625	0.89928
11	My students are willing to speak in English with group members in small groups of the same gender in class.	3.0875	1.08142

Table 4.27 continued

14	My students are willing to speak in English in pairs when doing role-play with the same gender in class.	4.1625	0.37124
15	My students are willing to speak in English in small groups when doing role-play with the same gender in class.	4.0875	0.28435
18	My students are willing to speak in English in pairs when discussing with the same gender in class.	4.0500	0.70979
19	My students are willing to speak in English in small groups when discussing with the same gender in class	4.5500	0.50063
22	My students are willing to speak in English in pairs when presenting with the same gender in class.	3.8000	1.04821
23	My students are willing to speak in English in small groups when presenting with the same gender in class	3.4375	1.30086
	Overall	3.8297	0.41778

As illustrated, items 14, 15, 18, 19, and 22 show that the informants' level of WTC was high. The items are related to WTC during role-play in pairs, in small groups, during the discussion in pairs, and small groups and the presentation in pairs. On the other hand, items 10, 11, and 23 indicate that they were moderately WTC with the same gender in pairs, small groups, and during presentations in small groups. Overall, according to teachers, the participants' WTC was high with same gender (M= 3.8297) in class. Their WTC was highest during the discussion in small groups (M= 4.5500) and lowest during small groups (M= 3.0875).

Table 4.28 demonstrates the teachers' views about their undergraduates' level of WTC with the opposite gender in class.

Table 4.28: The Teachers' Views of their Undergraduates' Level of WTC with the Opposite Gender

S/N	Item	Mean	Std. Deviation
12	My students are willing to speak in English in pairs of the opposite gender in class in class.	3.3500	0.84344
13	My students are willing to speak in English with groups members in small groups of the opposite gender in class.	3.4250	0.88267
16	My students are willing to speak in English in pairs when doing role-play with the opposite gender in class.	4.0875	0.28435
17	My students are willing to speak in English in small groups when doing role-play with the opposite gender in class.	4.0875	0.28435
20	My students are willing to speak in English in pairs when discussing with the opposite gender in class.	4.6500	0.47998
21	My students are willing to speak in English in small groups when discussing with the opposite gender in class.	3.6750	1.00347
24	My students are willing to speak in English in pairs when presenting with the opposite gender in class.	3.8000	1.01133
25	My students are willing to speak in English in small groups when presenting with the opposite gender in class.	3.7500	1.17463
	Overall	3.8531	0.36553

It is evident from items 16, 17, 20, 21, 24, and 25 that the informants' WTC was high. The items are related to WTC with opposite gender during role-play in pairs and small groups, during discussion in pairs and small groups, and during presentation in pairs and small groups. However, items 12, and 13 indicate that they were moderately WTC with the opposite in pairs and small groups. According to teachers, overall, the undergraduates were high (M= 3.8531) with the opposite gender in class. Their level of WTC was highest during discussion in pairs (M= 4.6500 and lowest while they were in pairs with the opposite gender (M= 3.3500).

4.12.4 Preparedness

Table 4.29 shows the teachers' views about their undergraduates' when they were given time to prepare.

Table 4.29: The Teachers' Views about their Undergraduates' Level of WTC when they were Given Time to Prepare

S/N	Item	Mean	Std. Deviation
26	When my students are given time to prepare, they are willing to speak in English individually in class.	3.5750	0.85351
27	When my students are given time to prepare, they are willing to speak in English in pairs in class.	3.5750	0.89690
28	When my students are given time to prepare, they are willing to speak in English in small groups in class.	3.2000	1.04821
29	When my students are given time to prepare, they are willing to speak in English individually during role-play in class.	4.5375	0.50174
30	When my students are given time to prepare, they are willing to speak in English in pairs during role-play in class.	4.0250	1.35922
31	When my students are given time to prepare, they are willing to speak in English in small groups during role-play in class.	4.3875	0.49025
32	When my students are given time to prepare, they are willing to speak in English in pairs during discussions in class.	4.6625	0.47584
33	When my students are given time to prepare, they are willing to speak in English in small groups during discussions in class.	4.6500	0.47998
34	When my students are given time to prepare, they are willing to speak in English individually during presentations in class.	4.6375	0.48376

Table 4.29 continued

35	When my students are given time to prepare, they are willing to speak in English in pairs during presentations in class.	3.4000	1.18642
36	When my students are given time to prepare, they are willing to speak in English in small groups during presentation in class.	3.5500	1.27190
	Overall	4.0182	0.34727

As illustrated, items (29, 30, 31, 32, 33, and 34) demonstrate that the informants' level of WTC was high when they were given time to prepare. The items are comprised of WTC in English during role-play individually, in pairs and small groups, during discussion in pairs and small groups, and during presentation individually. Conversely, their WTC was moderate individually, in pairs, in small groups, and during presentation in pairs and small groups. Overall, according to these teachers, the undergraduates' WTC was high (M= 4.0182) when they were given time to prepare. Their WTC was highest during discussion in pairs (M= 4.6625 and lowest in small groups (M= 3.2000).

4.12.5 Seating Position (In Front of the Class).

Table 4.30 shows the teachers' views about their undergraduates' level of WTC while sitting in front of the class.

Table 4.30: The Teachers' Views about their Undergraduates' Level of WTC while Sitting in Front of the Class

S/N	Item	Mean	Std. Deviation
37	When seated in front of the classroom, my students are willing to speak in English individually.	3.4250	1.24041
38	When seated in front of the classroom, my students are willing to speak in English in pairs.	3.5375	1.09016

Table 4.30 continued

39	When seated in front of the classroom, my students are willing to speak in English in small groups.	3.2375	0.94459
40	When seated in front of the classroom, my students are willing to speak in English individually during role-play.	3.2250	0.69309
41	When seated in front of the classroom, my students are willing to speak in English in pairs during role-play.	3.6250	0.97273
42	When seated in front of the classroom, my students are willing to speak in English in small groups during role-play.	3.5875	1.00245
43	When seated in front of the classroom, my students are willing to speak in English in pairs during discussion.	3.7000	1.10694
44	When seated in front of the classroom, my students are willing to speak in English in small groups during discussion.	3.2625	1.25025
45	When seated in front of the classroom, my students are willing to speak in English individually during presentation.	3.5375	1.27233
46	When seated in front of the classroom, my students are willing to speak in English in pairs during presentation.	3.3125	0.98846
47	When seated in front of the classroom, my students are willing to speak in English in small groups during presentation.	3.7250	0.59481
	Overall	3.4705	0.56371

It is obvious that in most of the situations the participants' level of WTC was moderate while sitting in front of the class. Items (37, 38, 39, 40, 41, 42, 44, 45, and 46) indicate that their level of WTC was moderate. The items are related to WTC individually, in pairs, in small groups, during role-play individually, in pairs and small groups, during discussion in small groups, and during presentations individually and in pairs. However, two items (43 and 47) during discussion in pairs and during presentation in small groups show high level of WTC. Overall, according to teachers, the undergraduates' WTC was moderate

(M=3.4705) while seated in front of the class. Their level of WTC was highest when doing presentation in small groups (M= 3.7250) and lowest when doing role play individually (M= 3.2250).

4.12.6 Seating Position (In the Middle of the Class)

Table 4.31 demonstrates the findings of the teachers' views about their undergraduates' level of WTC while sitting in the middle of the class.

Table 4.31: The Teachers' Views about their Undergraduates' Level of WTC while Sitting in the Middle of the Class

S/N	Item	Mean	Std. Deviation
48	When seated in the middle of the classroom, my students are willing to speak in English individually.	3.3875	0.93448
49	When seated in the middle of the classroom, my students are willing to speak in English in pairs.	3.9750	0.65555
50	When seated in the middle of the classroom, my students are willing to speak in English in small groups.	3.0000	1.00631
51	When seated in the middle of the classroom, my students are willing to speak in English individually during role-play.	4.5125	0.50300
52	When seated in the middle of the classroom, my students are willing to speak in English in pairs during role-play.	4.3500	0.47998
53	When seated in the middle of the classroom, my students are willing to speak in English in small groups during role play.	3.9500	1.14627
54	When seated in the middle of the classroom, my students are willing to speak in English in pairs during discussion.	3.9125	1.22416
55	When seated in the middle of the classroom, my students are willing to speak in English in small groups during discussion.	4.0250	1.17973
56	When seated in the middle of the classroom, my students are willing to speak in English individually during presentation.	3.5375	1.43151

Table 4.31 continued

57	When seated in the middle of the classroom, my students are willing to speak in English in pairs during presentation	4.3500	0.82830
58	When seated in the middle of the classroom, my students are willing to speak in English in small groups during presentation.	3.7375	0.97752
	Overall	3.8852	0.38590

As illustrated, items (49, 51, 52, 53, 54, 55, 57, and 58) show that the participants' level of WTC was high. The items comprised WTC in pairs, during role-play individually, in pairs and in small groups, during discussion in pairs and small groups, and during presentation in pairs and small groups. However, items (48, 50, and 56) show a moderate level of WTC individually, in small groups, and during presentation in small groups. Overall, according to these teachers, the undergraduates level of WTC was high (M= 3.8852) while sitting in the middle of the class. Their WTC was highest during role-play individually (M= 4. 5125) and the lowest WTC was in small groups (M=3.0000).

4.12.7 Seating Position (at the Back of the Class)

Table 4.32 indicates the findings on the teachers' views about their undergraduates' level of WTC while sitting in at the back of the class.

Table 4.32: The Teachers' Views about their Undergraduates' Level of WTC while Sitting at the Back of the Class

S/N	Item	Mean	Std. Deviation
59	When seated at the back of the classroom, my students are willing to speak in English individually.	3.2625	0.92427
60	When seated at the back of the classroom, my students are willing to speak in English in pairs.	3.4125	0.70610

Table 4.32 continued

61	When seated at the back of the classroom, my students are willing to speak in English in small groups.	3.4125	0.93719
62	When seated at the back of the classroom, my students are willing to speak in English individually during role-play.	3.3375	1.31152
63	When seated at the back of the classroom, my students are willing to speak in English in pairs during role-play.	3.3375	0.95392
64	When seated at the back of the classroom, my students are willing to speak in English in small groups during role-play.	3.1250	1.01102
65	When seated at the back of the classroom, my students are willing to speak in English in pairs during discussion.	3.8375	1.20593
66	When seated at the back of the classroom, my students are willing to speak in English in small groups during discussion.	3.5250	0.81092
67	When seated at the back of the classroom, my students are willing to speak in English individually during presentation.	4.0000	1.16923
68	When seated at the back of the classroom, my students are willing to speak in English in pairs during presentation	3.5250	1.20100
69	When seated at the back of the classroom, my students are willing to speak in English in small groups during presentation.	3.1500	1.29361
	Overall	3.4477	0.54175

It is evident that items (59, 60, 61, 62, 63, 64, 66, 68, and 69) show a moderate level of WTC in the participants. The items contain WTC individually, in pairs, in small groups, during role-play individually, in pairs and small groups, during discussion in small groups, and during presentation in pairs and small groups. Conversely, items (65 and 67) show that their WTC was high during discussion in pairs and during presentation individually. Overall, according to teachers the participants' level of WTC was moderate (M= 3.4477) while sitting

at the back of the class. Their level of WTC was highest when doing presentation individually (M= 4.0000) and lowest was when doing role-play in small groups (M= 3.1250).

4.13 In Front of the Whole Class

Table 4.33 indicates findings of the teachers' views about their undergraduates' WTC in front of the whole class.

Table 4.33: The Teachers' Views about their Undergraduates' Level of WTC in Front of the Whole Class

S/N	Item	Mean	Std. Deviation
70	In front of the whole class, my students are willing to speak English in individually.	3.1000	1.25889
71	In front of the whole class, my students are willing to speak English in in pairs.	3.1625	1.06073
72	In front of the whole class, my students are willing to speak English in in small groups.	3.6000	1.13182
73	In front of the whole class, my students are willing to speak in English individually during role-play.	4.0125	1.32640
74	In front of the whole class, my students are willing to speak in English in pairs during role-play.	4.1250	0.71821
75	In front of the whole class, my students are willing to speak in English in small groups during role-play.	4.2000	0.71865
76	In front of the whole class, my students are willing to speak in English in pairs during discussion.	4.4250	0.79197
77	In front of the whole class, my students are willing to speak in English in small groups in during discussion.	4.2250	0.71112
78	In front of the whole class, my students are willing to speak in English individually during presentation.	4.2500	0.77132
79	In front of the whole class, my students are willing to speak in English in pairs during presentation.	4.1375	0.70699
80	In front of the whole class, my students are willing to speak in English in small groups during presentation.	3.7500	0.81908
	Overall	3.9080	0.40281

As illustrated, items (73, 74, 75, 76, 77, 78, 79, and 80) show that informants' level of WTC was high during role-play individually, in pairs, and in small groups, during discussion in pairs and small groups, and during presentation individually, in pairs and small groups. On the other hand, items (70, 71, and 72) show that their WTC was moderate individually, in pairs, and in small groups. Overall, according to these teachers' views undergraduates' level of WTC was high in front of the whole class (M= 3.9080. The participants' level of WTC was highest when doing discussion in pairs (M= 4.4250) and lowest WTC when they were individually in front of the class (M=3.1000).

4.14 Summary of the Results of the Teachers' Views about their Undergraduates' WTC inside Class

Table 4.34 indicates the summary of the results of the teachers' views about their undergraduates' WTC inside class.

Table 4.34: Summary of the Results of the Teachers' Views about their Undergraduate's Level of WTC inside Class

S/N	Subscales	Mean	Std. Deviation	Interpretation
1	The undergraduates'' WTC in grouping mode	3.3875	0.66125	Moderate WTC
2	The undergraduates' WTC during activities inside class.	3.6167	0.56529	Moderate WTC
3	The undergraduates' WTC with the same gender in class	3.8297	0.41778	High WTC
4	The undergraduates' WTC with opposite gender inside class.	3.8531	0.36553	High WTC
5	The undergraduates' WTC when prepared	4.0182	0.34727	High WTC
6	The undergraduates' WTC when sitting in front of the class	3.4705	0.56371	Moderate WTC
7	The undergraduates' WTC while sitting in the Middle of the class	3.8852	0.38590	High WTC

Table 4.34 continued

8	The undergraduates' WTC while sitting at the back of the class	3.4477	0.54175	Moderate WTC
9	The undergraduates' WTC in front of the whole class	3.9080	0.40281	High WTC
	Overall	3.7419	0.31533	High WTC

According to the teachers' views, the undergraduates' WTC was high with the same and opposite gender, when given preparation time, while sitting in the middle of the class, and in front of the whole class. However, their WTC was moderate in grouping mode, during activities, while sitting in front of the class, and while sitting at the back of the class. Overall, according to teachers the undergraduates' WTC was high inside the class (M= 3.7419). The participants' WTC was highest when they were given preparation time (M= 4.0182) and lowest in grouping mode (M= 3.3875).

4.15 To What Extent the Undergraduates' WTC inside the Classroom and the Teachers' Views about their Undergraduates' WTC in Various Situations inside the Classroom are Correlated?

In this section, the relationship between the undergraduates' WTC and the teachers' views about their under undergraduates' WTC inside the classroom in various situations including grouping, activity, same gender, opposite gender, when given preparation time, sitting in front of the class, in the middle of the class, at the back of the class, and in front of the whole class was determined.

4.15.1 Grouping Mode

Table 4.35 shows the relationship between undergraduates' WTC and the teachers' views about their undergraduates' WTC in grouping mode (individually, in pairs, and small groups).

Table 4.35: The Relationship between Undergraduates' WTC and Teachers' Views about their Undergraduates' WTC in Grouping Mode

S/N			1	2
1	Undergraduates'' WTC in Groups	Pearson Correlation	1	.016
		Sig. (2-tailed)		.890
2	Teachers' views about their students WTC in Groups	Pearson Correlation	.016	1
		Sig. (2-tailed)	.890	

4.15.2 Activity

Table 4.35 indicates the results regarding the relationship between undergraduates' WTC and the teachers' views about their undergraduates' WTC during activities (role-play, discussion, presentation).

Table 4.36: The Relationship between Undergraduates' WTC and the Teachers' Views about their Undergraduates' WTC During Activities

S/N			1	2
1	undergraduates'WTC during activities	Pearson Correlation	1	.014
		Sig. (2-tailed)		.904
2	Teachers' views about their undergraduates'' WTC during activities	Pearson Correlation	.014	1
		Sig. (2-tailed)	.904	

It is obvious that there is a positive but negligible correlation that is not significant (r=.014, P>0.05).

4.15.3 Same Gender

Table 4.37 shows the relationship between undergraduates' WTC and the teachers' views about their undergraduates' WTC with the same gender.

Table 4.37: The Relationship between Undergraduates' WTC and the Teachers' Views about their Undergraduates' WTC with the Same Gender

S/N			1	2
1	undergraduates'' WTC with same gender	Pearson Correlation	1	.151
		Sig. (2-tailed)		.182
2	Teachers' views about their undergraduates'' WTC with same gender	Pearson Correlation	.151	1
		Sig. (2-tailed)	.182	

The results show a weak positive correlation which is not significant (r=.151, P>0.05).

4.15.4 Opposite Gender

Table 4.38 shows the relationship between undergraduates' WTC and the teachers' views about their undergraduates' WTC with the opposite gender.

Table 4.38: The Relationship between Undergraduates' WTC and the Teachers' Views about their Undergraduates' WTC with the Opposite Gender

S/N			1	2
1	undergraduates'' WTC with opposite gender	Pearson Correlation	1	-.057
		Sig. (2-tailed)		.615
2	Teachers' views about their undergraduates' WTC with opposite gender	Pearson Correlation	-.057	1
		Sig. (2-tailed)	.615	

The results show a negative negligible correlation which is not significant (r=-.057, P>0.05).

4.15.5 When Given Time to Prepare

Table 4.39 shows the relationship between undergraduates' WTC and the teachers' views about their undergraduates' when given time to prepare.

Table 4.39: The Relationship between Undergraduates' WTC and the Teachers' Views about their Undergraduates' WTC when Given Time to Preparer

S/N			1	2
1	Undergraduates' WTC when prepared	Pearson Correlation	1	.126
		Sig. (2-tailed)		.264
2	Teachers' views about undergraduates' when prepared	Pearson Correlation	.126	1
		Sig. (2-tailed)	.264	

The results show positive weak correlation which is not significant (r=.126, P>0.05). Hence, it can be said that the teachers' views and the undergraduates view are going in same direction to some extent regarding WTC when given time to prepare.

4.15.6 Seating Position (Sitting in Front of the Class)

Table 4.40 shows the relationship between undergraduates' WTC and the teachers' views about their undergraduates' WTC when sitting in front of the class.

Table 4.40: The Relationship between Undergraduates' WTC and the Teachers' Views about their Undergraduates' WTC while Sitting in Front of the Class

S/N			1	2
1	undergraduates' WTC when sitting in front of the class	Pearson Correlation	1	-.021
		Sig. (2-tailed)		.852

Table 4.40 continued

2	Teachers' views about undergraduates' WTC when sitting in front of the class	Pearson Correlation	-.021	1
		Sig. (2-tailed)	.852	

The results show a negative negligible correlation which is not significant (r=-.021, P>0.05).

4.15.7 Seating Position (Sitting in the Middle of the Class)

Table 4.41 shows the relationship between undergraduates' WTC and the teachers' views about their undergraduates' WTC when sitting in the middle of the class.

Table 4.41: The Relationship between Undergraduates' WTC and the Teachers' Views about their Undergraduates' WTC while Sitting in the Middle of the Class

S/N			1	2
1	Undergraduates' WTC when sitting in the middle of the class	Pearson Correlation	1	-.144
		Sig. (2-tailed)		.203
2	Teachers' views about undergraduates' WTC when sitting in the middle of the class	Pearson Correlation	-.144	1
		Sig. (2-tailed)	.203	

The results show a negligible negative correlation which is not significant (r=-.144, P>0.05).

4.15.8 Seating Position (Sitting at the Back of the Class)

Table 4.42 shows the relationship between undergraduates' WTC and the teachers' views about their undergraduates' WTC when sitting at the back of the class.

Table 4.42: The Relationship between Undergraduates' WTC and the Teachers' Views about their Undergraduates' WTC while Sitting at the Back of the Class

S/N			1	2
1	undergraduates' WTC When sitting at the back of the class	Pearson Correlation	1	-.028
		Sig. (2-tailed)		.802
2	Teachers' views about undergraduates' when sitting at the back of the class	Pearson Correlation	-.028	1
		Sig. (2-tailed)	.802	

The results show a negative negligible correlation which is not significant (r= -.028, P>0.05).

4.15.9 In Front of the Whole Class

Table 4.43 shows the relationship between undergraduates' WTC and the teachers' views about their undergraduates' WTC while in front of the whole class,

Table 4.43: The Relationship between Undergraduates' WTC and the Teachers' Views about their Undergraduates' WTC while in Front of the Whole Class

S/N			1	2
1	Undergraduates' WTC in front of the whole class	Pearson Correlation	1	.042
		Sig. (2-tailed)		.709
2	Teachers' views about undergraduates' WTC in front of the whole class	Pearson Correlation	.042	1
		Sig. (2-tailed)	.709	

The results show positive negligible correlation which is not significant (r= .042 p>0.05).

4.15.10 The Overall Relationship between Undergraduates' WTC and the Teachers' Views about their Undergraduates' WTC

Table 4.44 shows the overall relationship between undergraduates' WTC and the teachers' views about their undergraduates' WTC inside the classroom.

Table 4.44: The Overall Relationship between Undergraduates' WTC and the Teachers' Views about their Undergraduates' WTC

S/N			1	2
1	Undergraduates' WTC Overall	Pearson Correlation	1	-.062
		Sig. (2-tailed)		.585
2	Teachers' views about their undergraduates' WTC Overall	Pearson Correlation	-.062	1
		Sig. (2-tailed)	.585	

The results show negative negligible correlation which is not significant (r= -.062, P>0.05).

4.16 Summary of the Relationship between Teachers' Views about their Undergraduates' WTC in English and Undergraduates' WTC in English in Various Situations inside Classroom

The relationship between the undergraduates' WTC in English and the teachers' views about their undergraduates' WTC in English in various classroom situations was conducted. It was found that the relationship between most of the classroom situations was insignificant. However, a weak positive correlation was found between the same genders and when given time to prepare. On the other hand, a negative correlation was found between sitting in the middle of the class situations. Overall, a negligible negative correlation was found between undergraduates' WTC in English and the teachers' views of their undergraduates' WTC in English.

4.17 Overall Summary

In this chapter, the results obtained from both descriptive statistics (mean, standard deviation) and inferential statistics (correlation) were reported separately for all seven research questions. At beginning of the chapter research objectives and research questions were stated. The background information of all the participants was provided in detail so that the readers could properly comprehend the demographics of all the informants who voluntarily consented to participate in this study. After the demographic questionnaire analysis, the rest of the questionnaires were analysed.

First, the results of the undergraduates' level of WTC in English in nine situations inside the classroom were obtained. It is evident that the undergraduates' WTC was high in most of the situations including grouping mode, during various activities, with same gender, when given preparation time, and when sitting in front of the class. However, the undergraduates' WTC was moderate with the opposite gender, while sitting at the back and in the middle of the class, and in front of the whole class. Overall, the level of the undergraduates' WTC inside the class was high. Their highest WTC was when they were given time to prepare and lowest was with the opposite gender.

Second, the questionnaire on the language use outside the classroom comprised seven domains i.e. family, friendship and neighbourhood, educational, religion, transactional, social media, and mass media were analysed. It was found that the Pashto language was the most frequently used language by the participants in family, friendship and neighbourhood, and religion domains. However, in educational and transactional domains Urdu was the most frequently used language followed by English. Conversely, English was

dominantly used in mass media and social media domains. Other languages (minor languages) repeatedly appeared as the least used languages in all seven domains.

Third, the undergraduates' integrative and instrumental motivational orientations were analysed. It is evident that the participants' level of both instrumental motivation and integrative motivation was high. However, their level of instrumental motivation was higher than integrative motivation. Overall, the informants were highly motivated to learn English.

Fourth, the relationship between undergraduates' WTC in English inside the classroom and English language use outside the classroom in different domains was analysed. The results show that the relationship between undergraduates' WTC in English inside the classroom and English language use outside the classroom was positive and significant in the friendship and neighbourhood domain, educational domain, transactional domain, and social media domain. However, family and mass media domains had a negligible insignificant correlation with WTC in English while the religious domain had a negative significant correlation with WTC.

Fifth, the results of the teachers' views about their undergraduates' WTC in English inside class were analysed. According to the teachers' views, the undergraduates' WTC was high with the same and the opposite gender when prepared, while sitting in the middle of the class, and in front of the whole class. However, their WTC was moderate in grouping mode, during activities, while sitting in front of the class, and while sitting at the back of the class. Overall, according to teachers, the undergraduates' WTC was high inside the class. Their WTC was highest when they were given preparation time and lowest in grouping mode..

CHAPTER 5

FINDINGS AND DISCUSSIONS

5.1 Overview

This Chapter covers the subsequent areas. First, both the undergraduates' WTC in English in different classroom situations and the teachers' views about their undergraduates' WTC in English inside the classroom in various situations including grouping mode, activities, with the same gender, with the opposite gender, when given time to prepare, seating location (at the back, in the middle, and in front of the class) and in front of the whole class are discussed in detail. Second, the undergraduates' language use in different domains i.e. mass media, family, friendship and neighbourhood, religious, educational, transactional, social media, and the relationship between undergraduates' English language use in different domains outside the classroom and WTC in English inside the classroom are discussed. Third, the undergraduates' integrative and instrumental motivational orientations are discussed. Finally, the relationship between undergraduates, integrative and instrumental motivational orientations, and WTC in English are discussed. In the following section the detailed discussion on the findings of the subsequent research questions is presented.

i. What is the level of undergraduates' WTC in English in various situations inside the classroom?

ii. What languages do the undergraduates use outside the classroom in different domains?

iii. What are the levels of undergraduates' integrative and instrumental motivational orientations to learn English?

iv. To what extent the undergraduates' WTC in English inside the classroom and their English language use outside the classroom are correlated?

v. To what extent the undergraduates' WTC in English inside the classroom and their integrative and instrumental motivation orientations to learn English are correlated?

vi. What are the views of ESL Teachers about the level of their undergraduates' WTC in English in various situations inside the classroom?

vii. To what extent the undergraduates' WTC in English in various situations inside the classroom and the ESL teachers' views about their undergraduates' WTC in various situations inside the classroom are correlated?

5.2 The undergraduates' WTC and the teachers' view about their students' WTC in English in various classroom situations.

5.2.1 During Grouping and Activities

The results showed that Pakistani undergraduates' WTC was high in pairs and small groups whereas individually their WTC was moderate. The teachers were also of the same view regarding the students' small group interaction. This means that the students were more willing to communicate when they worked on tasks in pairs and small groups. The teachers are also aware that students preferred to work in small groups. Riasati and Rahimi (2018) also found that Iranian EFL learners were keener to communicate when they were working on tasks in pairs and small groups. However, individually the respondents' WTC in English is low. In Mystkowska-Wiertelak (2018) study the respondents were more willing to communicate in pairs and small groups. Likewise, Cetinkaya (2005) found that the subjects preferred to speak in pairs and groups rather than individually. Moreover, Riasati (2012)

found that most of the participants were more willing to communicate in pairs and small groups compared to working individually. The similarity in the results over various contexts shows that group work is very important to exert the learners' WTC because this gives opportunity to the students to learn from others (Riasati, 2012). Moreover, the pairs and small groups' interactional contexts have received particular attention in the field of WTC research and have contributed greatly to enhancing the level of learners' L2 WTC by discussing different topics with their peers (Ali, 2017).

Participants' overall WTC was high during activities that consisted of role-playing, discussion, and presentation. It was found that the students' WTC was highest during role-play in pairs. Similarly, from the teachers' perspective, the students' WTC was highest during role-play in small groups. This means that role-play was the most preferred activity of the undergraduates. Similar findings were obtained by Karnchanachari (2019) who found that Thai respondents reported being most comfortable when performing role-play. In Syed's (2016) study also the Pakistani EFL informants' WTC was high during role-play. Similarly, Altiner (2018) found that the majority of the Turkish EFL participants were more willing to communicate while doing role-play with their peers. The similarity in the findings of different contexts seems that role-play activity plays a vital role in enhancing the learners' WTC because in role-play activity learners need to perform different acts and roles by doing, saying, and sharing (Altum, 2015). Qing (2012) stated that the use of role-play exposes students to real-life situations. Similarly, role-play activity develops learners' communication skills (Afdillah, 2015). However, in the current study of the teachers' perspective, the overall WTC of the students was moderate during activities. There may be certain reasons for the mismatch in the students' and teachers' perspectives regarding the overall level of WTC during activities. From the teachers' perspective, it seems that the

students do not give much value to these activities because these activities are relatively new to the students at the university level. In Pakistan, the grammar-translation method is commonly practised at the school level in which the students translate grammatical rules from English into their mother tongue (Irfan et al., 2020; Mesti, 2020). Mesti (2020) further explained that at the school level students merely memorise the grammatical rules through rote learning and then translate a set of English sentences into Urdu. The reason is that at the school level, the English books are designed with many deficiencies including limited linguistic research content, lack of context-based content, misleading instructions, no activities, and lack of opportunities for the L2 learners to engage in language learning process (Idoshalieva, 2009; Mesti, 2020).

Overall, it can be seen that social interaction and negotiation in groups and different during activities the learners' level of WTC was high. The findings support the SCT, which claims that social interaction and mediation among learners increase their language learning skills (Jamalvandi et al., 2020). Further, Lantolf et al. (2020) explained that mediation and social interaction enhances the learners' communicative skills. The findings suggest that providing more opportunities to learners in shape of different activities can amplify the leaners' WTC. In accordance to this, Pathan et al. (2018) stated that SCT focuses on language learning through social interaction by using the target language as a tool of communication.

Moreover, it was found that leaners' less willing to communicate individually while their WTC was high when communicating with peers and in groups. This affirms that language learning is a sociocultural phenomenon (Pathan et al., 2018). Moreover, according to SCT language learning occurs when students interact with each other in small groups (Lantolf, 2020). This may be due to certain reasons; first, the presence of peers may provide

less intimidating and more supportive environment to learners that reduces their anxiety and foster WTC. Second, small groups can provide social support in terms of scaffolding, clarification of ideas, and feedback, which enhances the learners' level of confidence and engender their WTC. Third, SCT states that negotiation of meaning and collaboration play a vital role in language learning process. In pair and small groups interactions learners get the opportunities to negotiate meaning by asking questions and clarify doubts. This kind of active engagement help in deeper understanding and stimulate learners' proactive participation in language learning. Furthermore, the variation in the level of the undergraduates' WTC may be because of the difference in cultural and linguistic background. As it is found in the demographic findings that learners belonged to various urban or rural areas and their linguistics background are also varied. In some cultures, silence may be given more value and learners may not get social support to communicate in English; as revealed in the family domain results the participants got less opportunities to speak in English. As a results, they may feel shy. anxious, or hesitant to speak individually, which hamper their communication skills.

5.2.2 Same and Opposite Gender

Gender is another factor that was investigated in this study. It was found that the undergraduates' overall WTC was high with the same gender. The undergraduates' WTC was highest when they were in small groups of the same gender. Likewise, from the teachers' perspective, the participants' WTC was highest when discussing in small groups with the same gender. It means that the participants preferred to sit in small groups with the same gender. Riasati and Rahimi (2018) also found that the Iranian learners' WTC was high when speaking with the same gender. Moreover, Nadafian and Mehrdad (2015) also found that the Iranian EFL learners were more WTC with the same gender. This could be because of the

similarity in religion. Iran and Pakistan follow the same religion (Islam). On the other hand, in the current study according to teachers, the student's overall WTC was moderate with the same gender. The respondents' overall WTC shows that they were not comfortable with the same gender. The mismatch in the teachers' and students' views is because the teachers may not be satisfied with the students' interaction of the same gender in various classroom situations. In other words, the teachers expected more active participation from their students of the same gender, because Pakistani students learn with the same gender from grade one (Ali, 2017).

The findings also show that Pakistani students' overall WTC was moderate with the opposite gender. However, their WTC was highest when they were doing role-play in small groups while lowest when discussing in pairs with the opposite gender. This means that Pakistani undergraduates like role-playing in small groups with the opposite gender. The reason behind the students' moderate level of WTC with the opposite gender in various classroom situations is because in Pakistan male students are not used to talking with female students at the university level due to certain reasons. First, in Pakistan, and particularly in the context of the study at the school level boys and girls acquire education at segregated institutions (Ahmad et al., 2014; Ali, 2017). Second, Ahmad et al. (2014) explained that co-education is considered as being opposed to religious and social norms in most of the areas of Pakistan. In the Iranian EFL context, Riasati and Rahimi (2018) obtained similar results, the participants' WTC was low with the opposite gender. On the other hand, according to teachers, the student's overall WTC was high with the opposite gender. The mismatch in the findings of the students' and teachers' perspectives may be because teachers felt their students should communicate more with the opposite gender because it would train them for their practice life. For example, these students will go to different professional fields in the

future such as teaching and working as a translator etc. where they have to communicate with colleagues of the opposite gender. One reason for high WTC with the opposite gender may be that sometimes the presence of the opposite gender in conversation motivates the learners to maintain a high level of accuracy probably for showing their superiority or high proficiency level (Riasati & Rahimi, 2018). Moreover, other reasons for high WTC from the teachers' perspective maybe, first, it could be due to the increasingly emerging intent to communicate in English in Pakistan. Second, it could be because they were university-level learners so it mattered less for them to speak in English with the opposite gender. Third, another reason for high WTC with the opposite gender may be because of the extensive use of social media where students get more opportunities to communicate with the opposite gender. Riasati (2012) also revealed mixed responses while examining the role of gender in L2 communication. Some of the Iranian respondents preferred to speak with the same gender while others opt to talk with the opposite gender. The inconsistencies in the results may because of the contexts. This may be because students with high levels of WTC like to talk more with both the same and opposite gender (Riasati & Rahimi, 2018). Conversely, students with a low level of WTC may avoid talking with the opposite gender due to shyness, anxiety, and being negatively evaluated by their peers (Ali, 2017).

In shaping the learner's behavioral and cognitive skills, social and cultural contexts are the main tenants of the SCT (Lantolf et al., 2020). Cultural and societal norms are considered as the essence of Pakistani society. In the current study, one of the main findings is the less willingness to communicate with opposite gender. Yasmeen and Sohail (2019) found that religion and cultural values have a significant impact on the learners at university level. Due to religion and cultural constrains Pakistani female students are not encouraged to speak with their male counterparts (Yasmeen & Sohail, 2019). Ultimately, university

students get less opportunities to interact in mixed-gender activities. Moreover, in Pakistani cultural majority of the elders/guardian advice their female children to observe PARDA (veiling body/face) due to cultural and religious obligations. Thus, university female students are found feel shy, anxious and less willing to interact with the male students (Yasmeen & Sohail, 2019). The current study provides empirical evidence that how social-cultural and interpersonal factors contribute to the learner's willingness or unwillingness to communicate with different interlocutors.

5.2.3 When given Preparation Time

Another factor was the undergraduates' WTC when they were given preparation time. It was found that the students' overall WTC was high when they were given time to prepare. The participants' WTC was highest when they were given time in small groups and lowest when they were given time to prepare during the presentation individually. Likewise, according to teachers, the students' overall WTC was high when they were given time to prepare. From the teachers' perspective the respondents' WTC was highest during discussion with pairs and lowest when they were given preparation time in small groups. This means that from the students' perspective, the most favourable situation was small groups and the least favourable situation was the presentation individually. On the other hand, from the teachers' perspective, small groups were the least favourable situation while discussions in pairs were the most preferred situation. The findings are consistent with Riasati and Rahimi (2018) who found that the participants' WTC was high when they were given preparation time. Likewise, the majority of the respondents in the Riasati (2012) study responded that their WTC was high when they were given time to prepare because it enabled them to gather more information and get familiar with the given topic. When the students were given preparation time it encouraged them to perform well, which lessen their anxiety

and engendered their WTC (Riasati, 2012). Research across various contexts has indicated that learners feel more comfortable and willing to communicate if they get time to prepare for a specific topic because it enables them to get familiar with that topic (Cao & Philp, 2006; Kang, 2005). Kang (2005) claimed that a lack of information about the topic leads to a lack of ideas and causes unwillingness to communicate.

Moreover, scaffolding and zone of proximal development are the two vital elements of SCT (Lantolf et al., 2020). In the current study giving preparation time to the students serves as scaffolding. This means to give support to the learners to get prepare for the assigned tasks. It allows learners to brainstorm ideas and discuss it with peers to get further clarifications which enhances their language learning skills. Scaffolding is also known as temporary support (Pathan et al., 2018), which enable learners to get familiar with the given topic/task to decrease learners stress and anxiety that lead them to higher WTC. Similarly, ZPD is known as the distance between the actual and the potential level of learning which a learner gets with help of more knowledgeable peers in the form of discussion and activities (Nusrat et al., 2019). It was found that when the learners got preparation time, they were more willing to communicate during different activities. Preparation time allowed learners to reach their potential level of WTC. In other words, it testifies that Vygotskian scaffolding and ZPD assures that a learner's development is possible when he/she is guided by a peer or a more knowledgeable. Consequently, it can engender learner's WTC.

Additionally, preparation time allows learners to think and understand the contextual value of English language. SCT believes that language is a vital cultural tool (Lantolf et al., 2020). In Pakistani culture English is known as the most prestigious language. English is used in the domains of army, education, judicial system, elites, government offices, and

media (Ahmad & Guijun, 2022). In Pakistan, English is the language for high paid jobs and empowerment (Ali, 2017; Shamim, 2011). It seems that when learners get preparation time they comprehend on the significance and value of English in the Pakistani cultural context, which motivates them to actively participate in the different classroom activities to enhance their WTC in English.

5.2.4 Sitting in Front of the Classroom

The seating position is another important factor that was investigated in the current study. It was found that the participants' overall WTC was high when they were seated in front of the class. The undergraduates' WTC was highest during a discussion in small groups and lowest when seated individually in front of the class. The findings corroborated with Riasati and Rahimi (2018) who found that the Iranian EFL learners' WTC were high when they were seated in front of the class. Similarly, Syed (2016) found that the participants' WTC was high when they were seated on the front benches. This may be because students feel more privileged when they were seated in front of the class (Syed, 2016). Moreover, students think that sitting in front is beneficial for several reasons (Riasati and Rahimi, 2018). First, you are observed by everyone. Second, you get more opportunities to speak. Third, you get teachers' attention most of the time. On the other hand, in the current study, according to teachers, the overall WTC of the students was moderate while seated in front of the class. The contrast in the views between the students and teachers could be due to teachers perceive that their learners may feel anxious while seated in front of the class because they were expected to talk more in English. Another reason for the low WTC could be due to the teacher's proximity because the teacher's nearness also influences learners' WTC (Syed, 2016; Zarrinabadi, 2014).

5.2.5 Sitting in the Middle of the Classroom

Sitting in the middle of the class is another factor. The results showed that the students' overall WTC was moderate while seated in the middle of the class. However, the respondents' WTC was highest during role-play in pairs and lowest during the presentation in pairs. This means that the undergraduates preferred to perform role-play in pairs while they did not much like presentation in pairs. On the other hand, from the teachers' point of view, the students' overall WTC was high when seated in the middle of class. The respondents' level of WTC was highest when doing role-play individually and lowest when they were in small groups. From the teachers' perspective, role-play was the most preferred activity for the students and sitting in small groups was the least preferred activity. The contrast in the findings may be because, from the teachers' perspective, students may feel more secure while seated in the middle of the class which is why their WTC was high. Kang (2005) also found that when the students feel secure in the class, it increases their WTC.

5.2.6 Sitting at the Back of the Class

Sitting at the back of the class was investigated. It was found that the overall WTC of the participants was moderate while seated at the back of the class. However, the undergraduates' WTC was highest during role-play in small groups and lowest when sitting individually at the back of the class. It shows that the students mostly preferred role-play in small groups and they did not like sitting individually at the back of the class. Likewise, from the teachers' perspective, the undergraduates' overall WTC was moderate while sitting at the back of the class. It means that from both teachers' and students' perspectives the participants were less willing to communicate while seated at the back of the class. The findings corroborate with Syed (2016) that Pakistani students were less willing to communicate when seated at the back of the class. The participants reported that they felt

awkward while seated at the back. Moreover, they were unable to get teachers' attention while seated at the back of the class. Similar findings were obtained by Riasati and Rahimi (2018) the Iranian EFL informants' WTC was low while seated at the back of the class. Similarly, the findings from the different contexts show that Asian students generally do not prefer to sit at the back of the class.

Drawing on SCT, it gives great importance to the social interaction among learners. Learning occurs through social interaction among students. The findings show that learners' WTC was high while they were discussing in small groups in front of the class. Although SCT does not directly discuss the learners' physiological position in an educational setting. However, it shows that the students' physiological situation during different interaction can influence their WTC (Syed, 2016; Riasati & Rahimi, 2018). The current study affirms that different physiological positions inside classroom may facilitate or hamper learners WTC. For example, in the current study the students and teachers had different views about the learners' WTC while sitting in different positions inside the classroom. From students' perspective their WTC was high in front of the class while moderate in the middle and at the back of the classroom. On the other hand, teachers perceived the leaners WTC as high in the while sitting in middle of the class and moderate while sitting in front and at the back of the classroom. Looking that these findings from the lens of SCT, it is can be assumed that several factors such as, cultural norms and expectations, power dynamics, and classroom environment play a vital role fostering in students' WTC.

First, Pakistani culture places a strong emphasis on the respect of the authoritative figures such as, parents/ elders and teachers (Yasmeen & Sohail, 2019). Due to the cultural expectations, those who are sitting in front of the class may show more respect to their

teacher in terms of active participation and additional attention from the teacher. Other reasons for high WTC may be their visibility to both the peers and their teacher, more expectations of accountability compared to those sitting at the back. Also, while sitting in front students feel more privileged, it increases their self-esteem and confidence (Raisati & Rahimi, 2018). Thus, they perceived their WTC to be high. Conversely, teachers expect more active participation from the students who are sitting in front of the class. Therefore, teachers perceived their WTC as moderate.

Second, students may feel that teachers possess more knowledge and expertise in the language teaching. They hold the power to set rules, assign tasks, and evaluate learners' performance. Being the only authority inside the classroom, sitting in front may intimidate the learners. research found that teacher's immediacy influences the learners' WTC (Syed, 2016; Zarrinabadi, 2014). Teachers perceived that the students were WTC was high while sitting in the middle of the class. students may feel less observed due to the distance from the teacher which may cultivate WTC in the students.

Third, research show that relaxed and friendly classroom environment engender the learners' WTC, whereas stressful environment debilitates the it (Alimorada & Farahmandb, 2021; Caro, 2014). In the classroom environment scaffolding or teacher's support is considered as the key element that may lead to improvement of WTC (Amor, 2020). In the current study fluctuation in the learners WTC from both the students and teacher perspective can be related to the classroom environment. For example, students' high level of WTC may be referred as their relationship with the teacher and task orientation. Teacher support and task orientation are found to be positively correlated with WTC (Khajavy et al., 2016, 2017). The reason for less willingness to communicate while sitting at the back of the class from

both teachers' and students' perspective can be relate to the low self-esteem, lacking confidence and perceived disconnection. Students' may get limited interaction opportunities that may cause less willingness to interaction with the peers and teachers. Moreover, teachers most often tend to pay attention more towards the front of the class. learners sitting at the back may feel being ignored by the teacher leading to a sense of low level of motivation and disengagement in the classroom activities.

This shows that physiological position of the students can facilitate or inhibit their WTC in different social interactions such as, small groups, in peers. Moreover, learners sitting at the back should get equal attention and scaffolding from the teachers. Seating rotation and periodical change of the seating position can offer students social dynamics and different perspective.

5.2.7 In front of the Whole Class

The undergraduates' overall WTC was found to be moderate when they were in front of the whole class. However, the students' WTC was highest during presentations in small groups and the lowest WTC was during role-play individually in front of the whole class. This means that while students preferred to give presentations in small groups, they did not like to perform role-play activities alone in front of the whole class. Similarly, according to the teachers, the undergraduates were less willing to communicate individually in front of the class. This may be because the students feel anxious while performing individually in front of the whole class. After all, the whole class infraction is the most challenging activity for the students (de Saint Leger & Storch, 2009). Mystkowska-Wiertelak (2018) also found that the Polish subjects were less willing to communicate during the whole class interaction. Cao (2009) also found that the whole class interaction increased the students' anxiety

because of fear of awkwardness and peer pressure. On the other hand, in the current study, from the teachers' point of view, the undergraduates' overall WTC was high in front of the whole class. This may be because the teachers took more interest in the students' whole class interaction. Cao (2011, 2014) also found that New Zealand ESL learners were more willing to communicate in the whole class interaction. In the Japanese context, Yashima et al. (2018) found mixed responses to the whole class discussion, some of the participants were more willing to communicate while others were less willing to communicate. Similarly, mixed responses were found by Cao and Philp (2006) from ESL learners in the context of New Zealand. The majority of the participants' WTC was low while some of the active participants reported high WTC in the whole class interaction. This shows that whole class interaction can facilitate or debilitate the WTC of the L2 learners.

Although, SCT encourage learning through discussion, mediation, and social interaction among learners in different kind of activities. However, in the present study Pakistani undergraduates were less willing to communicate standing in front of the whole class in different activities. It seems that Pakistani students cannot cope with large audience or public speaking. Teachers need to provide public speaking opportunities to the students such as speeches, debates, and other stage performances. The low level of WTC while standing in front of the whole class could be due to peer and teacher pressure. Research shows that teacher nearness influences learners WTC. Peer pressure also contribute to the students low or high level of WTC (Riasati and Rahimi, 2018; Syed, 2016).

To Sum up, it was found that from the undergraduates' perspective role-play was the most preferred activity in most of the classroom situations. For example, their WTC was highest when doing role-play in pairs, when doing role-play in small groups with the

opposite gender, when doing role-play in pairs while seated in the middle of the class, and when doing role-play in small groups at the back of the classroom. Likewise, from the teachers' perspective, role-play and discussion were the most preferred activities of the learners. According to teachers the students' WTC was highest when doing role-play in small groups, when doing role-play in pairs with the opposite gender, and when doing role-play while seated in the middle of the class. The discussion was also the students' preferred activity in some situations. Their WTC was highest when discussing with the same gender in small groups, when discussing in pairs after getting time from preparation, when discussing while seated in front of the class, and when discussing in front of the whole class. Research studies show that role-play and discussion activities can exert the learners' WTC (Cao, 2013; Eddy-U, 2015; MacIntyre & Legatto, 2011). Role-play activity helps learners to familiarise themselves with the social environment that they are likely to face in real life in their future careers (Rahman & Maroof, 2018; Shankar et al., 2012). Likewise, Altun (2015) stated that role-play is a kind of activity in which the learners perform particular roles through doing, sharing, and saying that train them for real-life situations. Moreover, Rahman and Maroof (2018) found that the students never got bored of speaking during the role-play activities. This may be the reason that in the current study also the learners' WTC was high during a role-play in most of the situations both from the students' and teachers' perspectives.

5.3 The Undergraduates Language Use Outside the Classroom and its' Relationship with WTC English inside the Classroom

As for the undergraduates' language use outside of the class is concerned, it was investigated in different domains including religion, family, education, transaction, mass media, and neighbourhood and friendship, social media. In the current study, it was found

that English was less used by the participants in family and religion domains compared to Pashto and Urdu languages. It can be argued that the less use of the English language in the family and religious domains influenced the WTC of the Pakistani students inside the classroom. Asif et al. (2018) also asserted that Pakistani students get fewer opportunities to use English outside the classroom because in their surrounding environment, English is used less. Moreover, in social situations outside the classroom Pakistani students do not use much English (Ali, 2017). The findings are consistent with Dweik and Qawar (2015) who found that the majority of the Arab participants in Quebec-Canada used the Arabic language in the home and family domains. Similar findings were obtained by Granhemet and Abdullah (2017) who found that most of the Malaysian informants used the Malay language in the family domain. Conversely, Leo and Abdullah (2013) found that the majority of Malaysian respondents used English in the religious domain. This is because of the religious and contextual differences. The participants in the Leo and Abdullah study were mostly Christians who lived in Malaysia. In contrast, the current study was conducted in the Pakistani context where all of the participants were Muslims.

In the neighbourhood and friendship domain, the use of English was again less compared to Pashto and Urdu languages. However, English was used predominantly compared to family and religious domains. A positive correlation was found between WTC in English and the use of English in the neighbourhood and friendship domain. It shows that the informants used a considerable amount of English with their neighbours and friends. Previous research showed that friends play a vital role in escalating learners' L2 WTC (Ali, 2017; Jung, 2011; Kalsoom et al., 2020; MacIntyre et al., 2001; Mari, Pathan, & Shahriar, 2011). Ali (2017) found that Pakistani learners were more willing to communicate in English with friends. Similar findings were obtained by Jung (2011) who found that Korean EFL

learners showed a higher willingness to communicate with close friends in small groups than with strangers. Mari et al. (2011) also found that the Pakistani subjects' WTC was high with friends than with strangers. This shows that the use of English with friends and neighbours outside the classroom positively the influence the students' WTC inside the classroom.

On the other hand, in the education domain, English and Urdu was the most frequently used languages compared to Pashto. As shown in the demographic results, 40% of the participants reported that English was the medium of instruction at their college level while 30% of the respondents reported that Urdu was the medium of instruction at the college level. Mahboob (2017) also pointed out that the majority of colleges and universities use English as the medium of instruction in Pakistan. In the current study, the use of English outside the classroom in the educational domain was positively correlated with WTC in English inside the classroom. This means that due to the medium of instruction, the students use a considerable amount of English outside the classroom. Moreover, Pakistani people are also demanding the use of English in education, because English is considered the most influential and vital language in Pakistan (Asif et al., 2020; Shamim, 2011). It can be argued that the more the learners practice English at university with friends, teachers, and administrative staff outside the classroom, the more they will be willing to communicate in English inside the classroom. The findings are in line with Mei, Heng, and Kasim (2016) who also found that English and Malay languages were used by all Chinese, Indian and Malaysian subjects at university. This is because English is used as ESL both in Malaysia and Pakistan.

In the transactional domain, the use of English was less as compared to Urdu and Pashto. However, the mean score of English was high compared to family, friendship and

neighbourhood, and religion domains. Moreover, the use of the English language in the transactional domain was positively correlated with WTC in English inside the classroom. It is also evident from descriptive results that the informants used a considerable amount of English when making transactions at banks, restaurants, and in markets. The reason is that English is the language of the corporate sector, modernisation, and empowerment in Pakistan (Ali, 2017; Pathan et al., 2010; Shamim, 2011; Syed, 2016). It seems that the use of a considerable amount of the English language in the transactional domain positively influenced the students' WTC in English inside the classroom.

In the mass media domain, English was the most frequently used language. This is because English is the language of media in Pakistan (Ali, 2017). Most of the news and sports channels are in English in Pakistan. Thus, students mostly use English for watching the news, sports, talk shows, reading newspapers, and browsing the internet. It is also evident from the motivation to learn English data that the majority of the respondents liked to use English when searching for information. The reason is that English is the language of dominance and the gateway to high paid jobs in Pakistan (Shamim, 2011). It is also used as a lingua-franca in Pakistan (Panwar et al., 2017). Consequently, the students are searching for opportunities to use more English to improve their language proficiency skills, because proficiency in English is considered a progressive part of the Pakistani community (Asif et al., 2020).

In the social media domain also English was the most frequently used language. It means that the students used English mostly when chatting, commenting, and posting on social media. It is also evident that English language use was significantly correlated with WTC in English. It shows that the most frequent use of English on social media positively

influences the undergraduates' WTC in English. The reason behind this is that English is a widely used language on mass media and social media due to multilingualism and globalisation (Rassool, 2013). Moreover, English is predominantly used in all types of electronic media in Pakistan (Dilshad et al., 2019).

Drawing on the Fishman's (1972) domains of language use theory, the current study affirms that the language use in a specific domain largely depends on the participants' role relationship, the setting, and the topic (Lim, 2008). The participants were found to use a mixture of Pashto, Udru and English in all seven domains i.e., family, education, friendship and neighbourhood, religion, transection, social media and mass media. Research shows that use of the language is depend upon a person's role, relationship, the context, and the topic (Razak et al., 2022). Consequently, it was found that majority of the participants used Pashto (mother tongue) in the family, religion and friendship domains. On the other hand, they used Urdu and English languages in a more formal situations such as education, transection and media domains. in concurrence, Holmes (2001, p.21) asserted that "a domain involves typical interactions between typical participants in typical settings". Further, Razak et al. (2022) claimed that a conversation between the participants in a particular domain is determined by the aim and outcome of that conversation. For example, a conversation between a student and teacher about a topic of study for exam could be more formal, and between a mother and father discussing about the future or behaviour of their child may be more informal and it might be in their local language. In a multilingual country/situation the use of a specific language is determined by the several factors such as political, religious, cultural, economic, and administrative (Afazal et al., 2022). Similarly, Azfal et al. (2022) asserted that in a multilingual country like Pakistan a person's use or choice of language may change as result of an array of factors such as the interlocutor's identity or group affiliation,

situation, language competency, social status, interpersonal distance, and role. Thus, in the participants were found to use Pashto, Urdu and English languages according to their settings, role, and relationship.

Moreover, the correlation between the use of English outside classroom in different domains and the students' WTC in English in different social interaction inside classroom affirms that learners' level of WTC is determined by their social interactions in the target language both in and outside classroom. By combining the two theoretical construct it can be argued that learner's level WTC is influenced by different sociocultural settings both in and outside the classroom the more the students get opportunities use English the more they are willing to communicate in English.

5.4 The Undergraduates' Integrative and Instrumental Motivational Orientations and its Relationship with WTC in English

As for the undergraduates' integrative and instrumental motivation is concerned, it was found that the participants' overall level of both integrative motivation and instrumental motivation was high. However, the mean score of instrumental motivation was higher than integrative motivation. The participants' integrative motivation was highest while speaking with the English-speaking people, reading English stories, and reading English newspapers and lowest while listening to English songs and liking English food. This shows that the undergraduates were highly motivated to talk to English-speaking people, reading stories in English and reading newspapers in English and they did not much like to listen to English songs. The findings match with the students' language use outside the classroom in the media domain where the most frequently used was English while reading English magazines and newspapers in English. Moreover, the students' instrumental motivation was highest when searching for information on the internet, learning English for their future career, and getting

a better-paid job and lowest to living in a foreign country in future, traveling as a tourist in future and studying abroad. It means that students are highly motivated because learning English helps them to search for information on the internet because it is needed for their future career and it enables them to get a better-paid job. Conversely, they do not much intend to live in a foreign country in the future, to travel as a tourist, and study abroad.

The findings affirm the results of Vaezi (2008) who revealed that Iranian EFL undergraduates had a high level of instrumental motivation compared to integrative motivation because they were motivated to learn English for pragmatic reasons such as getting a better paid jobs. The results also corroborate the findings obtained by Al-Ta'ani (2018) who found that the students at Al-Jazeera University Dubai were highly motivated to learn English. Nevertheless, the level of their instrumental motivation was higher than their integrative motivation. The findings are also reflective of the results of Basaran and Hayta (2013) study. They revealed that the Turkish learners' level of instrumental motivation was higher than their integrative motivation. Similar findings were obtained by Pathan et al. (2010). They investigated both the instrumental and integrative motivation of the Pakistani students. It was found that the level of instrumental motivation of learners was higher than their integrative motivation. The participants wanted to learn English for a better job and bright career. There are several reasons for the higher instrumental motivation of the participants. First, generally Asian learners often learn English for utilitarian purposes such as getting a better-paid job (Basaran & Hayat, 2013; Jin, 2014; Zhang, 2013). Second, English is considered the passport to success, upward social mobility, and high paid job in Pakistan (Khan et al., 2020, Shamim, 2011). Third, English is considered a prestigious language and the language of the elites in Pakistan (Shamim, 2011). Fourth, it is considered the language of professional and personal development (Mahboob, 2002; Shamim, 2011).

Finally, Dilshad et al. (2019) stated that in Pakistan English is used in all important domains of life such as electronic and print broadcasting, formal official communication, and court proceedings.

The correlation between motivational orientations to learn English and WTC in English was also investigated in the current study. It was found that both integrative and instrumental motivation to learn English were significantly positively correlated with WTC in English. However, the relationship between instrumental motivations was stronger than integrative motivation. The descriptive statistics also show that the overall mean score of instrumental motivation was higher than integrative motivation. The results corroborate with Ma et al. (2019) who found that both integrative and instrumental motivation of Thai learners were positively correlated with WTC. However, the relationship of instrumental motivation was stronger than integrative motivation. Peng (2007) also found that instrumental motivation was strongly correlated with L2 WTC compared to the integrative motivation of Chinses learners. Hashimoto (2002) also found a significant correlation between motivation and WTC; it was concluded that WTC perhaps had the features of motivation. It can be seen that instrumental motivation has a higher relationship with WTC compared to integrative motivation in various contexts. It means that generally, students' WTC in L2 will be higher if they are instrumentally motivated to learn English. In other words, higher instrumental motivation to learn English leads to higher WTC in English inside the classroom.

5.5 Summary

In summary, this chapter presented a discussion of the findings obtained from the results in chapter four. It was found that in undergraduates' WTC was high in most of the classroom situations while their WTC was moderate in some situations. The same results

were obtained from the teachers' views about their undergraduates' WTC. The participants' most preferred activities were role-play and discussion. Most of the previous research also shows that role-play and discussion activities help to engender the learners' L2 WTC. The data obtained from the language use questionnaire shows a smaller amount off English was used language in family, neighbourhood, and religious domains compared to Pashto while in the education domain, the dominant language was Urdu. English was predominantly used in the mass media and social media domains. The correlation results revealed that the English language use in the neighbourhood, education, transaction, and social media domains was positively and significantly correlated with WTC in English whereas the relationship between English language use in the family and mass-media domains were not significant. On the other hand, the religious domain was negatively significantly correlated with WTC. It was also found that the undergraduates were both integratively and instrumentally highly motivated to learn English. Both integrative and instrumental motivations were significantly positively correlated with WTC. However, the relationship of instrumental motivation was stronger with WTC in English than integrative motivation. The following chapter will conclude this study.

CHAPTER 6

IMPLICATIONS, LIMITATIONS, CONTRIBUTIONS AND CONCLUSION

This study reports the theoretical and pedagogical implications, contributions of the study, limitations, and recommendations for future research in detail.

6.1 Implications of the Study

The current study has both theoretical and pedagogical implications.

6.1.1 Theoretical Implications

Concerning theoretical implications, this study is the first attempt to investigate the WTC construct by combining sociocultural perspective with domains of language use construct and socio-psychological perspective. According to Vygotsky (1978) sociocultural theory (SCT) believes that learning occurs as a result of the learner's collaboration with others and the environment. Jamalvandi et al. (2020) asserted that SCT gives special attention to collaboration, negotiation, and interaction among learners to enhance their L2 performance. SCT believes that our mental functioning is primarily a mediated process, operated using cultural artefacts, activities, and concepts (Ratner, 2002). Based on the above discussion, the current study affirms that interactions and collaboration during activities such as role-play and discussion in pairs and small groups engender learners' WTC in L2 the classroom.

In addition, Nieto (2007) argued that peer interaction is a valuable tool to enhance L2 learners' communication skills. Thus, it was found that the participants' interaction with peers of the same gender during activities helped to increase their WTC as compared to the opposite gender. It means that students prefer to be grouped with the same gender in activities

such as role-play, discussion, and presentation than with the opposite gender. Another important factor was found that if the students are given time to prepare for different social interactions in class, it will enhance their WTC in L2 (Riasati & Rahimi, 2018). The results showed that when the respondents were given time to prepare for different interactions their WTC in English was high. It was also found that classroom physical conditions can also improve their WTC. The students' WTC was high when they interacted during activities with their peers while seated in front of the class.

Moreover, it is necessary to follow the social interaction rule to acquire proficiency in L2 (Blanton, 1998; Shambaugh & Magliaro, 2001). Therefore, the L2 classroom must be related to real-life situations i.e. outside the classroom (Ajayi, 2008; Chang, 2018; Lantolf, 2000; Lantolf et al., 2015; Thorne, 2005) because learners bring their real-life experiences to the classroom and share it with peers and teachers (Chang, 2018; MacIntyre et al., 1998; Suksawas, 2011). Thus, the theoretical construct domains of language use including transactional, family, mass media, neighbourhood and friendship, education, social media, and religion were investigated. It is obvious from the results that the domains in which learners used a considerable amount of English outside the classroom such as Educational, friendship and neighbourhood, transactional and social media were positively correlated to their WTC in English inside the classroom. As mentioned, the learners bring real-life experiences to their classroom. Therefore, the current study affirms that the more opportunities the L2 learners get to use English outside the classroom the more they will be WTC in English inside the classroom.

Furthermore, the two main constructs of the socio-psychological perspective i.e., integrative, and instrumental motivation initialised by Gardner and Lambert (1972) and

Gardner (1985), were investigated. It is obvious from the results that the informants' levels of both integrative and instrumental motivational orientations were high. However, the students' level of instrumental motivation was higher than their integrative motivation. Moreover, the relationship between WTC in English inside the classroom and motivational orientations was determined. The findings of the study highlighted that both integrative and instrumental motivational orientations had a positive correlation with WTC in English. However, the relationship of instrumental motivation was stronger than integrative motivation. It can be concluded, that when the learners' level of instrumental motivation to learn English is high, they will be more willing to communicate in English inside the classroom.

6.1.2 Pedagogical Implications

The present study revealed that learners' L2 WTC inside the classroom is not related to a single variable. WTC in L2 is related to a host of psychological, linguistic, and environmental, social, and physiological variables. Hence, WTC in L2 is a complex construct. It provides valuable information and insight for teachers and practitioners in L2 classroom practices. This study further adds that language teachers should bring the sociocultural element to the classroom to engender the learners' L2 WTC. Thus, based on the findings of the present study, this section offers some implications for teachers, curriculum designers, and stakeholders.

First, the current study found that the participants' level of WTC was high in pairs and small groups and during activities such as, role-play and discussion. Therefore, teachers should promote communicative language teaching techniques by providing learners opportunities to work collaboratively in dyads and small groups. This will enable students

to learn from their peers. Resultantly, it will make them independent learners and will encourage them to choose and discuss topics according to their ability and interest. Teachers should also take into account different activities like role-play and discussion to promote a friendly environment in the class because polite language can lead to lessening the learners' anxiety and enhance their WTC in L2 (Dörnyei & Murphy, 2003; Syed, 2016; Wen & Clement, 2003). In addition, the curriculum designer and book writer specifically in the Pakistani context should also keep in mind the social interaction phenomenon when designing and writing English language books.

Second, this study also revealed that gender plays a very important in increasing or decreasing students' WTC in L2. It was found the learners' WTC was high with the same gender than with the opposite gender. Teachers should provide more opportunities for both boys and girls to mix up with each other. The decrease in the students' WTC with the opposite gender may be due to psychological reasons because Pakistan is a male dominant country where males get more opportunities to work and speak as compared to females (Murtaza, 2013; Shamim, 2011). Thus, stakeholders and teachers should plan mixed-gender extra-curricular activities such as debates competitions, sports activities, and outdoor trips. This will create a friendly environment among learners of both genders, which will decrease their anxiety. Resultantly, they will be more willing to communicate in English with the opposite gender inside the classroom.

Third, the current study identified that when respondents were given time to prepare their WTC in English was high. This indicates that teachers should give preparation time to students when they work on a given task. It will allow learners to gather more information, be better equipped, and be confident to express their thoughts. It will also enable learners to

control their nervousness and manage to take more opportunities from their L2 class (Cao, 2009; Kang, 2005). In this way, they will be more confident and will enjoy learning English.

Fourth, it was found that seating position in the class plays vital in enhancing the learners' L2 WTC. The current study also indicated that when the learners were seated in front of the class in pairs or small groups and during activities their level of WTC was high. In contrast, their level of WTC was moderate while sitting at the back and in the middle of the class. To provide equal opportunities to the learners, teachers should change the seating plan/position weekly. This will offer opportunities to all learners to sit in front of the class because learners feel that while sitting in front of the class everyone observes them and they are expected to talk more (Riasati and Rahimi, 2018). Moreover, the teacher should reach every student in the class this will also encourage students to speak more.

Fifth, the students' WTC in front of the whole class seems to be a less favourable activity. The whole class interaction is considered to be the most challenging task for the students due to anxiety and peer pressure (Cao, 2009; De-Saint-Leger & Storch, 2009; Mystkowska-Wiertelak, 2018). Therefore, teachers need to encourage students to participate in the activities such as presentations, discussions, and role-play in front of the whole class. It will enable students to face large groups of people in real-life situations. Students can be motivated by giving incentives in the shape of extra marks and other prizes.

Sixth, family members play an important role in enhancing the learners' L2 speaking skills (Ali, 2017). It is evident from the data that in the family domain the use of English is less compared to Urdu and Pashto. Research shows that social support from parents engenders the learners' WTC in L2 (Ali, 2017; Jung, 2011; Kalsoom et al., 2020; MacIntyre et al., 2001; Mari et al., 2011). Thus, parents should encourage learners to speak English

inside the home and with their family members. Also, the stakeholders should arrange frequent parent-teacher meetings in which teachers could advise parents to speak English with their children and provide them opportunities to use English with other family members and relatives. In this way, students will get more opportunities to speak in English outside the classroom. Ultimately, it will increase their WTC inside the classroom.

Based on the findings of the current study, the contributions and limitations for future researchers will be discussed in the following sections.

6.2 Contributions of the Current Study

The present study made significant contributions particularly in the Pakistani context and generally for the rest of the world. First, the current study expanded the sociocultural theory in the field of WTC with the combination of domains of language use and socio-psychological perspective in the ESL context. Previous research studies have examined WTC in the L2 classroom from dynamic and ecological perspectives (Cao, 2009; Cao, 2011; Cao, 2014; MacIntyre & Legatto, 2011; Mystkowska-Wiertelak, 2018; Peng, 2012; Syed, 2016; Syed and Kuzbosrka, 2019). Ecological and dynamic approaches have made noteworthy contributions considering L2 WTC as a phenomenon affected by linguistic, environmental, and individual variables.

Modern language teaching and learning methods of L2 acquisition believe that language learning is a sociocultural phenomenon (Chang, 2018; Lantolf et al., 2015; Pathan et al., 2018; Syed, 2016). However, very few attempts have been made to apply the sociocultural perspective to WTC in L2 (Chang, 2018; Suksawas, 2011). The present study makes a significant contribution by attempting to investigate WTC in the ESL context. This study combined socio-cultural perspective with socio-psychological and language use

domains perspectives. The combination of these three constructs enabled the current study to examine several variables such as grouping mode, activities, gender, preparedness, physical location/seating position in class, whole class interaction, language outside the classroom, psychological factors like integrative and instrumental motivations, and teachers' views. These factors revealed that L2 WTC is a very complex phenomenon, while some factors facilitate WTC and others debilitate it.

In addition, the current study has contributed to the WTC in L2 by examining the factors influencing WTC in L2 in the non-western ESL classroom. Whereas, previous research included linguistic, psychological, and contextual variables (Cao, 2014; Cao & Philip, 2006; Ma et al., 2019; Peng, 2014). This study provided empirical evidence that WTC in L2 may change as a result of not only linguistic, contextual and psychological factors but also social, environmental, and physiological factors.

Previous research indicated that there is a dearth of a comprehensive questionnaire to measure WTC inside the classroom context (Cao and Philp, 2006; MacIntyre et al., 2001; Riasati & Rahimi, 2018). The majority of the quantitative research used the McCroskey and Baer (1985) scale which was developed to measure WTC in the L1 context. The scale was used in many studies (Ali, 2017; Asmali, 2016; Backer & MacIntyre, 2003; Bamfiels 2014; Hashimoto, 2002; MacIntyre et al., 2003; MacIntyre & Doucette, 2010; Yashima et al., 2004; Zeng, 2010). However, Syed (2016) mentioned that the scale is not applicable in the Asian ESL context. Also, instead of inside the classroom, the items represent everyday life situations (Peng, 2013). (Peng, 2013). Resultantly, the present study developed and validated a comprehensive questionnaire that measures various situations inside the classroom such as WTC in grouping mode, during activities, gender (same and opposite), when given

preparation time, during seating location (at the back, in the middle, and in front) of the classroom, and in front of the whole class. Furthermore, another novice contribution of this study is to modify and validate the students' WTC questionnaires to the teachers' views about their undergraduates' WTC inside the classroom.

Moreover, few studies investigated WTC in relation to social support (Kalsoom et al., 2020; MacItyre et al., 2001). However, this study contributed by investigating WTC in English inside the classroom in relation to the different domains of language use outside the classroom.

Another contribution of this study is to investigate WTC from the teachers' perspective. It seems that research has rarely taken teachers views into account in the field of L2 WTC (Chang, 2018). Thus, this study not only developed and validated a questionnaire on the teachers' perspectives on their students' WTC inside the classroom but investigated the relationship between the views of the teachers about their students' WTC inside the classroom and the undergraduates' WTC inside the classroom.

Previous studies identified that the higher the learners' level of motivation the more they tend to be willing to communicate (Cetinkaya, 2005; Knell & Chi 2012; Liu & Park 2012; Ma et al., 2019; Peng & Woodrow 2010; Wu & Lin, 2014). However, research on motivation in relation to WTC in L2 in Pakistani ESL is still in its early stages. The current study contributed to the Pakistani context specifically and the rest of the world generally by investigating WTC in English in relation to integrative and instrumental motivational orientations. This study also affirms that the more the learners are instrumentally motivated the more they will be willing to communicate.

6.3 Limitations and Recommendations for Future Research

This section of the study discusses the limitations and recommendations for future research. First, MacIntyre et al. (1998) WTC construct addresses all modes of communication. However, this study focused on oral communication. Thus, future studies could focus on willingness in other communicative skills such as writing, listening, and reading in the L2 context.

Second, this study revealed that social factors i.e. grouping mode and activities, physiological factors (seating position: in front, in the middle, and at the back of the class), psychological factors, i.e. preparation time, and gender (same and opposite gender) can facilitate or debilitate undergraduates' WTC. Future studies could investigate these social factors in more detail. More research needs to be done taking into consideration these associated WTC factors on other proficiency-level L2 learners.

Third, this research used correlation analysis to investigate the relationship between WTC and motivational orientations, language use, and teachers' perspectives in the Pakistani ESL context. Future research could investigate the relationship of these variables in other ESL/EFL contexts such as more developed countries i.e. Malaysia, United Arab Emirates, China, Japan, and so on.

Fourth, the current study was limited to public sector universities because the data was collected from eight public sector universities through the cluster sampling method. Future studies may collect data from both public and private sector universities through other sampling techniques and comparing the data of both types of universities to see whether there are any discrepancies in L2 WTC of both types of university learners. The reason behind this is that Pakistan's schooling system is divided into three categories i.e., religious

schools/ universities (Madaris), government schools/universities, and private schools/universities (Shamim & Rashid, 2019). Haider (2019) further explained that students from elite families get an education in private schools because they can afford the high fees of these schools. Ultimately, they get admission to advanced and expensive private universities and those students who belong to poor, lower-middle, or middle class, go to public sector universities. Thus, usually, the students of these private universities are more proficient in English compared to the public sector universities (Haider, 2019). Hence, it could be interesting to compare the level WTC of these two types of university students, because sometimes learners with a high level of communicative competence in L2 may remain quiet, while students with less competence may speak constantly in L2 (Baghaei et al., 2012; MacIntyre et al., 1998).

Fifth, the data was collected from Khyber Pakhtunkhwa province of Pakistan where the major language is Pashto and most of the areas of this province are unprivileged. Future researchers could replicate this study in more developed areas such as federal cities and other more developed provinces like Punjab.

Sixth, the focus of the current study was on undergraduate-level learners, future studies could focus on school students because in Pakistan students get fewer opportunities to practice English at the school level (Haider et al., 2020). Moreover, in Pakistani schools, the focus is only to enhance students' English writing and reading while speaking skill is totally neglected (Alam & Bashir Uddin, 2013; Haider, 2019). Thus, an investigation of the school learners' WTC in English would benefit students, teachers, and stakeholders. Eventually, teachers will encourage students to communicate in English, which will prepare them for their future studies both in Pakistan and abroad.

Seventh, the current study was conducted in the Pakistani ESL context where students use a considerable amount of English outside the classroom which is evident from the data. Some areas are the most unprivileged areas of Pakistan where English is considered an EFL and it is limited only to classrooms (Ali, 2017; Syed, 2016). Future research should investigate the level of WTC of the Pakistani EFL learners to see whether their WTC in L2 is high like the ESL learners or low.

Finally, since, this study has revealed students' WTC was high in grouping mode, during activities, with the same gender, when given preparation time, and while seated in front of the class. Future studies could be experimental investigating L2 students' WTC in the grouping, with the same and the opposite gender, during activities, when given preparation time, and during physiological situations i.e. at the back, in the middle and in front of the class and front of the class.

6.4 Conclusion

The current study aimed to investigate Pakistani undergraduates' WTC in relation to motivational orientations, language use, and the teachers' perspectives on their students' WTC. This study was the first attempt to combine three theoretical constructs i.e. sociocultural, domains of language use, and socio-educational. It was found that the students' level of WTC was high during grouping mode, activities, with the same gender, when prepared, and when seated in front of the class while their level of WTC was moderate with the opposite gender, in the middle, at the back of the class and in front of the whole class. The findings affirm that WTC in L2 is a sociocultural phenomenon that can be increased as a result of social interactions inside the class. Moreover, from the teachers' perspective the undergraduates' WTC was high with the same and opposite gender, when given time to

prepare and, sitting in the middle of the class, and in front of the whole class. In addition, it was found that students got little support from their family members to use language at home because the most frequently used language was Pashto in the family domain. The domains such as neighbourhood and friendship, education, transactional, and social media domains were positively and significantly correlated, which showed that learners got a considerable number of opportunities to use English outside the classroom in these domains. It can be argued that the more the learners get opportunities to use English outside the classroom the more it will ignite their L2 WTC inside the classroom. Furthermore, it was found that learners' level of instrumental and integrative motivational orientations was high. Furthermore, both instrumental and integrative motivational orientations were positively and significantly correlated with WTC. However, the relationship of instrumental motivation was stronger than integrative motivation. It can be argued that the more learners are instrumentally motivated to learn English the more they will WTC in English. However, there were no significant correlations between undergraduates' WTC and the teachers' views about their undergraduates' WTC in English in various classroom situations. Furthermore, this study has some theoretical and pedagogical implications (see section 6.1). Next, this study has some contributions to the existing literature in the field of L2 WTC (see Section 6.2). Finally, this study has some limitations and recommendations for future researchers (see Section 6.3).

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APPENDICES

Appendix A: Letter to the head of the department requesting permission to collect data.

To whom it may concern

Dear Sir/Madam, Warmest Greetings!
I am currently doing Ph.D. in Applied Linguistic student at the Faculty of Language and Communication (FLC), University Malaysia Sarawak (UNIMAS). My Ph.D. research focuses on "Willingness to Communicate in English in relation to Language Use and Motivation among Pakistani Undergraduates".

I would like to ask your permission to allow me to conduct a survey of undergraduates and teachers in your department. The aim of this study is to investigate the undergraduates' WTC in English inside the classroom in relation to language use, motivation to learn English, and the teachers' views about their undergraduates' WTC in English inside the classroom.

The questionnaire would last 45-50 minutes. The questionnaires would be arranged at a time convenient to the undergraduates' and teachers' schedules. Participation in this survey is entirely voluntary and there are no anticipated risks.

All information provided will be kept in utmost confidentiality and will be used only for academic purposes. If you request an electronic copy (e.g., PDF). The entire thesis can be made available to you.

It is requested to sign below the letter to collect data through questionnaires from undergraduates and ESL teachers at your university. Your approval to conduct this study will be greatly appreciated. Thank you in advance for your interest and assistance with this research.

Sincerely,

Ubaidullah PhD Student
Faculty of language and communication
University of Malaysia Sarawak
Email: 18010016@siswa.unimas.my
Contact No: +92-301-8353053, +60-18-9785901

Signature: _____

Dr. Joseph Ramanair
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Supervisor Faculty of
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Appendix B: Consent Form for Undergraduates

Dear Participant,

I am currently doing Ph.D. in Applied Linguistics at the Faculty of Language and Communication (FLC), University Malaysia Sarawak (UNIMAS). My Ph.D. research focuses on to investigate the undergraduates' WTC in English inside the classroom in relation to language use outside the classroom, motivation to learn English, and the teachers' views about their undergraduates' WTC in English inside the classroom.

I would like to invite you to kindly participate in this study by completing the enclosed questionnaires. There are four questionnaires stapled together including background information, willingness to communicate inside the classroom, language use in different domains outside the classroom, and motivation to learn English.

The questionnaires should take approximately 45 minutes to complete. Please note that this is not a test, there are **no** "right" or "wrong" answers. Your participation in this study is voluntary and you are free to withdraw your participation from this study at any time. There is no risk associated with participating in this study. Therefore, you are requested to answer frankly and honestly. Please, attempt all items and do not leave any items blank. Only your honest information can guarantee the success of this research study. It is assured that all information provided by you will remain **anonymous**, **confidential,** and be used for research purposes only.

If you have any questions regarding the survey or the research in general, please feel free to contact me at 18010016@siswa.unimas.my

Thank you very much for your help and support. Sincerely,

Ubaid Ullah

Faculty of Language and Communication

University Malaysia Sarawak

Email: 1801006@siswa.unimas.my

Pakistani contact No. +92-301-8353053

I agree with the above statement.

Signature:

Date :

Appendix C: Consent form for Teachers

Dear Participant,
I am currently doing Ph.D. in Applied Linguistics at the Faculty of Language and Communication (FLC), University Malaysia Sarawak (UNIMAS). My research focuses on to investigate undergraduates' Willingness to Communicate (WTC) in English inside the classroom in relation to language use outside classroom, motivation to learn English, and the teachers' views about their undergraduates' WTC in English inside the classroom.

I would like to invite you to kindly participate in this study by completing the enclosed questionnaires. The questionnaires two questionnaires including your background information and your views about your undergraduates' willingness to communicate in English inside the classroom.

This survey would take about 15-20 minutes to complete. Please note that this is not a test, there are **no** "right" or "wrong" answers. Your participation in this study is voluntary and you are free to withdraw your participation at any time. There is no risk associated with participating in this study. Therefore, it is requested to answer frankly and honestly. Please attempt all items and do not leave any items blank. Only your honest information can guarantee the success of this study. It is assured that all information provided by you will remain **anonymous**, **confidential,** and be used for research purposes only.

If you have any questions regarding the survey or the research in general, please feel free to contact Mr. Ubaid Ullah at 18010016@siswa.unimas.my
Thank you very much for your help and support.

Sincerely,

I agree with the above statement.

Signature:

Date :

Ubaid Ullah

Faculty of Language and Communication

University Malaysia Sarawak

Email: ubaidwahid@gmail.com

Pakistani contact No. +92-301-8353053

Malaysian contact No. +60-18-9785901

Appendix D: Questionnaire on Background Information.

Personal information

Please tick (√) the appropriate box.

1. University Name: ☐ University of Peshawar ☐ University of Agriculture
☐ University of Engineering and Technology ☐ Islamia College University
☐ Institute of Management Sciences ☐ NUML University
☐ Virtual University

2. Gender: ☐ Male ☐ Female

3. Your age in 2020: ☐ 18 years ☐ 19 years ☐ 20 years ☐ 21 years ☐ 22 years
☐ 23 years ☐ 24 years ☐ 25 years ☐ 26 years ☐ 27 years

4. Name of Degree: _____

5. Where is your hometown located?
☐ Urban Area ☐ Rural Area

Language Background Information

Please tick (√) the appropriate box. You can tick more than one box if necessary.

6. What is your father's mother tongue?
☐ Pashto ☐ Urdu ☐ Hindko ☐ Punjabi ☐ Others (please specify) _____

7. What is your mother's mother tongue?
☐ Pashto ☐ Urdu ☐ Hindko ☐ Punjabi ☐ Others (please specify) _____

8. What was the medium of instructions in your previous education (Higher Secondary School/College)?
☐ English ☐ Urdu ☐ Pashto ☐ Others (please specify) _____

9. What was your score for English subject in your intermediate level (2nd year) board exam?
☐ 0-32% ☐ 33-39% ☐ 40-49% ☐ 50-59% ☐ 60-69% ☐ 70-79%
☐ 80-89% ☐ 90-100%

10. What was your score for English subject in your university entrance exam?
☐ 0-9% ☐ 10-19% ☐ 20-29% ☐ 30-39% ☐ 40-49% ☐ 50-59%
☐ 60-69% ☐ 70-79% ☐ 80-89% ☐ 90-100%

11. How would you rate your English language **speaking** proficiency?

☐ Poor ☐ Fair ☐ Good ☐ Very Good ☐ Excellent

Parents' education and financial background information

Please tick (√) the appropriate box.

13. What is your father's highest academic qualification?

☐ Uneducated ☐ Primary ☐ Middle ☐ Matric ☐ Intermediate ☐ Bachelor ☐ Master

☐ MS/M.Phil. ☐ PhD

14. What is your mother's highest academic qualification?

☐ Uneducated ☐ Primary ☐ Middle ☐ Matric ☐ Intermediate ☐ Bachelor ☐ Master

☐ MS/M.Phil. ☐ PhD

15. What is your family's financial level?

☐ Poor ☐ Lower Middle-class ☐ Middle class ☐ Upper Middle-class ☐ Rich

Appendix E: Questionnaire on undergraduates' willingness to communicate in English inside the classroom.

Please circle a number from 1 to 5 that best expresses how much you agree or disagree with the following statements. Please do not leave any item empty.

SD= Strongly Disagree	**A= Agree**
D= Disagree	**SA= Strongly agree**
N= Neutral	

For Example:

I am willing to speak in small groups in class.	SD	D	N	A	SA

1.	I am willing to speak in English individually in class	SD	D	N	A	SA
2.	I am willing to speak in English in pairs in class	SD	D	N	A	SA
3.	I am willing to speak in English in small group in class.	SD	D	N	A	SA
4.	I am willing to speak in English in pairs when doing role-play in class.	SD	D	N	A	SA
5.	I am willing to speak in English in small group when doing role-play in class.	SD	D	N	A	SA
6.	I am willing to speak in English in pairs when discussing in class.	SD	D	N	A	SA
7.	I am willing to speak in English in small group when discussing in class.	SD	D	N	A	SA
8.	I am willing to speak in English in pairs when giving oral presentation in class	SD	D	N	A	SA
9.	I am willing to speak in English in small group when giving oral presentation in class	SD	D	N	A	SA
10.	I am willing to speak in English with my pair of the same gender in class.	SD	D	N	A	SA
11.	I am willing to speak in English in small groups with the same gender in class.	SD	D	N	A	SA

12.	I am willing to speak in English with my pair of the opposite gender in class.	SD	D	N	A	SA
13.	I am willing to speak in English in small group with the opposite gender in class.	SD	D	N	A	SA
14.	I am willing to speak in English with my pair when doing role-play with the same gender in class.	SD	D	N	A	SA
15.	I am willing to speak in English in small group when doing role-play with the same gender in class.	SD	D	N	A	SA
16.	I am willing to speak in English with my pair when doing role-play with the opposite gender in class.	SD	D	N	A	SA
17.	I am willing to speak in English in small group when doing role-play with the opposite gender in class.	SD	D	N	A	SA
18.	I am willing to speak in English with my pair when discussing with the same gender in class.	SD	D	N	A	SA
19.	I am willing to speak in English in small group when discussing with the same gender in class.	SD	D	N	A	SA
20.	I am willing to speak in English with my pair when discussing with the opposite gender in class.	SD	D	N	A	SA
21.	I am willing to speak in English in small group when discussing with the opposite gender in class.	SD	D	N	A	SA
22.	I am willing to speak in English with my pair when presenting with the same gender in class.	SD	D	N	A	SA
23.	I am willing to speak in English in small group when presenting with the same gender in class.	SD	D	N	A	SA
24.	I am willing to speak in English with my pair when presenting with the opposite gender in class.	SD	D	N	A	SA
25.	I am willing to speak in English in small group when presenting with the opposite gender in class.	SD	D	N	A	SA
26.	When given time to prepare, I am willing to speak in English individually in class.	SD	D	N	A	SA
27.	When given time to prepare, I am willing to speak in English in pairs in class.	SD	D	N	A	SA
28.	When given time to prepare, I am willing to speak in English in small group in class.	SD	D	N	A	SA
29.	When given time to prepare, I am willing to speak in English individually during role-play in class.	SD	D	N	A	SA
30.	When given time to prepare, I am willing to speak in English with my pair during role-play in class.	SD	D	N	A	SA
31.	When given time to prepare, I am willing to speak in English in small group during role-play in class.	SD	D	N	A	SA
32.	When given time to prepare, I am willing to speak in English with my pair during discussion in class.	SD	D	N	A	SA
33.	When given time to prepare, I am willing to speak in English in small group during discussion in class.	SD	D	N	A	SA

34.	When given time to prepare, I am willing to speak in English individually during presentation in class.	SD	D	N	A	SA
35.	When given time to prepare, I am willing to speak in English with my pair during presentation in class.	SD	D	N	A	SA
36.	When given time to prepare, I am willing to speak in English in small group during presentation in class.	SD	D	N	A	SA
37.	When seated in front of the classroom, I am willing to speak in English individually.	SD	D	N	A	SA
38.	When seated in front of the classroom, I am willing to speak in English in pairs.	SD	D	N	A	SA
39.	When seated in front of the classroom, I am willing to speak in English in small group.	SD	D	N	A	SA
40.	When seated in front of the classroom, I am willing to speak in English individually during role-play.	SD	D	N	A	SA
41.	When seated in front of the classroom, I am willing to speak in English with my pair during role-play.	SD	D	N	A	SA
42.	When seated in front of the classroom, I am willing to speak in English in small group during role-play.	SD	D	N	A	SA
43.	When seated in front of the classroom, I am willing to speak in English with my pair during discussion.	SD	D	N	A	SA
44.	When seated in front of the classroom, I am willing to speak in English in small group during discussion.	SD	D	N	A	SA
45.	When seated in front of the classroom, I am willing to speak in English individually during presentation.	SD	D	N	A	SA
46.	When seated in front of the classroom, I am willing to speak in English with my pair during presentation.	SD	D	N	A	SA
47.	When seated in front of the classroom, I am willing to speak in English in small group during presentation.	SD	D	N	A	SA
48.	When seated in the middle of the classroom, I am willing to speak in English individually.	SD	D	N	A	SA
49.	When seated in the middle of the classroom, I am willing to speak in English with my pair.	SD	D	N	A	SA
50.	When seated in the middle of the classroom, I am willing to speak in English in small group.	SD	D	N	A	SA
51.	When seated in the middle of the classroom, I am willing to speak in English individually during role-play.	SD	D	N	A	SA
52.	When seated in the middle of the classroom, I am willing to speak in English with my pair during role-play.	SD	D	N	A	SA
53.	When seated in the middle of the classroom, I am willing to speak in English in small group during role play.	SD	D	N	A	SA
54.	When seated in the middle of the classroom, I am willing to speak in English with my pair during discussion.	SD	D	N	A	SA
55.	When seated in the middle of the classroom, I am willing to speak in English in small group during discussion.	SD	D	N	A	SA

56.	When seated in the middle of the classroom, I am willing to speak in English individually during presentation.	SD	D	N	A	SA
57.	When seated in the middle of the classroom, I am willing to speak in English with my pair during presentation.	SD	D	N	A	SA
58.	When seated in the middle of the classroom, I am willing to speak in English in small group during presentation.	SD	D	N	A	SA
59.	When seated at the back of the classroom, I am willing to speak in English individually.	SD	D	N	A	SA
60.	When seated at the back of the classroom, I am willing to speak in English with my pair.	SD	D	N	A	SA
61.	When seated at the back of the classroom, I am willing to speak in English in small group.	SD	D	N	A	SA
62.	When seated at the back of the classroom, I am willing to speak in English individually during role-play.	SD	D	N	A	SA
63.	When seated at the back of the classroom, I am willing to speak in English with my pair during role-play.	SD	D	N	A	SA
64.	When seated at the back of the classroom, I am willing to speak in English in small group during role-play.	SD	D	N	A	SA
65.	When seated at the back of the classroom, I am willing to speak in English with my pair during discussion.	SD	D	N	A	SA
66.	When seated at the back of the classroom, I am willing to speak in English in small group during discussion.	SD	D	N	A	SA
67.	When seated at the back of the classroom, I am willing to speak in English individually during presentation.	SD	D	N	A	SA
68.	When seated at the back of the classroom, I am willing to speak in English with my pair during presentation.	SD	D	N	A	SA
69.	When seated at the back of the classroom, I am willing to speak in English in small group during presentation.	SD	D	N	A	SA
70.	In front of the whole class, I am willing to speak English in individually.	SD	D	N	A	SA
71.	In front of the whole class, I am willing to speak English in in pairs.	SD	D	N	A	SA
72.	In front of the whole class, I am willing to speak English in in small groups.	SD	D	N	A	SA
73.	In front of the whole class, I am willing to speak in English individually during role-play.	SD	D	N	A	SA
74.	In front of the whole class, I am willing to speak in English with my pair during role-play.	SD	D	N	A	SA
75.	In front of the whole class, I am willing to speak in English in small group during role-play.	SD	D	N	A	SA
76.	In front of the whole class, I am willing to speak in English with my pair during discussion.	SD	D	N	A	SA
77.	In front of the whole class, I am willing to speak in English in small group in during discussion.	SD	D	N	A	SA

78.	In front of the whole class, I am willing to speak in English individually during presentation.	SD	D	N	A	SA
79.	In front of the whole class, I am willing to speak in English with my pair during presentation.	SD	D	N	A	SA
80.	In front of the whole class, I am willing to speak in English in small group during presentation.	SD	D	N	A	SA

Appendix F: Questionnaire on undergraduates' language use outside the classroom

Please circle the appropriate number (1-5) in the boxes to show the frequency of your language use in different situations with different people. Kindly write the language(s) in the column(s) titled as "other languages" if you use language(s) other than English, Urdu and Pashto. An example is given below for your better understanding.

5=	**Frequently**
4=	**Sometimes**
3=	**Rarely**
2=	**Never**

For Example:

How often do you use these languages		**English**	**Urdu**	**Pashto**	**Other languages (Please specify)**	
					Other language (1)	**Other language (2)**
1	with your father?	1 (2) 3 4 5	1 2 3 4	1 2 3 (4) 5	*Punjabi* 1 2 3 4 5	*Saraiki* 1 2 3 4 (5)
2	At restaurants?	1 2 3 (4) 5	1 2 3 (4) 5	1 2 3 4 (5)	1 2 3 4 5	1 2 3 4 5
3	with your classmates? (outside classroom)	1 2 3 (4) 5	1 2 3 4 (5)	1 2 (3) 4 5	*Hindko* 1 2 (3) 4 5	*Punjabi* 1 2 3 (4) 5

1= Not applicable **2= Never** **3= Rarely** **4= Sometimes**

5= Frequently (died/don't have)

Family Domain					
How often do you use these languages	**English**	**Urdu**	**Pashto**	**Other languages (Please specify)**	
				Other language-1	**Other language-2**

1	with your father?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2	with your mother?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3	with your elder brother/s?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4	with your elder sister/s?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5	with your younger brother/s?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6	with your younger sister/s?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7	with your paternal grandfather?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8	with your paternal grandmother?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9	with your maternal grandfather?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
10	with your maternal grandmother?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11	with your nephew/s?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
12	with your niece/s?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
13	with your brother in law/s?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
14	with your sister in law/s?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
15	with your paternal uncle/s?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										

16	with your paternal aunt/s?																1	2	3	4	5	1	2	3	4	5
17	with your maternal uncles/s?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
18	with your paternal aunt/s?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
19	with your male cousin/s?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
20	with your female cousin/s?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Friendship and neighbourhood Domain																										
How often do you use these languages		**English**					**Urdu**					**Pashto**					**Other languages (Please specify)**										
																	Other language-1					**Other language-2**				
21	with your neighbourhood male friends?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
22	with your neighbourhood female friends?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
23	with your male neighbours?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
24	with your male neighbours?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										

Educational Domain (outside classroom)																										
How often do you use these languages (outside classroom)		**English**					**Urdu**					**Pashto**					**Other languages (Please specify)**										
																	Other language-1					**Other language-2**				
25	with your course mates?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
26	with your friends from different courses?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
27	with your lecturers?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
28	Wit your university administrative staff (clerks, technicians, librarian etc.)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										

Religious Domain																										
How often do you use these languages		English					Urdu					Pashto					Other Languages (Please Specify)									
																	Other language-1					Other language-2				
29	when praying (Namaz)?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
30	when reciting supplication (Dua)?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
31	with the Imam inside mosque (masjid)?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
32	with other worshipers inside mosque (masjid)?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Transactional Domain																										
How often do you use these languages		English					Urdu					Pashto					Other Languages (Please Specify)									
																	Other language-1					Other language-2				
33	at restaurants?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
34	at banks?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
35	at post offices?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
36	at shopping complexes?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
37	at markets?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
38	at government offices?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
39	at private organizations?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Mass Media Domain																																			
How often do you choose these languages		English					Urdu					Pashto					Other Languages (Please Specify)																		
																	Other language-1										Other language-2								
40	when reading a newspaper?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5						1	2	3	4	5				
41	when reading magazines?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5						1	2	3	4	5				
42	when watching dramas?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5						1	2	3	4	5				
43	when watching movies?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5						1	2	3	4	5				
44	when watching sports?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5						1	2	3	4	5				
45	when watching talk shows?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5						1	2	3	4	5				
46	when listening to songs?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5						1	2	3	4	5				
47	when browsing the internet?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5						1	2	3	4	5				

Social Media Domain (Facebook, WhatsApp, Twitter etc.)																																			
How often do you use these languages		English					Urdu					Pashto					Other Languages (Please Specify)																		
																	Other language-1										Other language-2								
48	when posting?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5						1	2	3	4	5				
49	When commenting?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5						1	2	3	4	5				
50	when chatting?	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5						1	2	3	4	5				

Appendix G: Questionnaire on undergraduates' motivational Orientations to learn English

Please circle a number from 1 to 5 that best expresses how much you agree or disagree with the following statements. Please do not leave any item empty.

SD= Strongly Disagree	**A= Agree**
D= Disagree	**SA= Strongly agree**
N= Neutral	

For example:

I like cricket.	SD	D	N	A	SA

1.	I learn English to understand English culture.	SD	D	N	A	SA
2.	I learn English to understand English art and literature.	SD	D	N	A	SA
3.	I learn English to communicate with English speaking people.	SD	D	N	A	SA
4.	I learn English because I like English food (e.g. fish and chips, roast beef, roast lamb etc.).	SD	D	N	A	SA
5.	I learn English because I like English songs.	SD	D	N	A	SA
6.	I learn English because I like English movies.	SD	D	N	A	SA
7.	I learn English because I like English TV programs.	SD	D	N	A	SA
8.	I learn English because I like English artists (e.g. actors, musicians).	SD	D	N	A	SA
9.	I learn English because I like to read magazines in English.	SD	D	N	A	SA
10	I learn English because I like to read newspapers in English.	SD	D	N	A	SA
11	I learn English because I like to read books in English.	SD	D	N	A	SA
12	I learn English because I like to read stories in English.	SD	D	N	A	SA
13	I learn English because I enjoy learning it.	SD	D	N	A	SA
14	I learn English because it my favourite subject.	SD	D	N	A	SA
15	I learn English because it is easy.	SD	D	N	A	SA
16	I learn English because it is needed for my future career	SD	D	N	A	SA
17	I learn English to get a better paying job in the future.	SD	D	N	A	SA
18	I learn English because it will help me to get promotion in my job in the future.	SD	D	N	A	SA

19	I learn English to work in a foreign country in the future.	SD	D	N	A	SA
20	I learn English to travel abroad as a tourist in the future.	SD	D	N	A	SA
21	I learn English to live in a foreign country in the future.	SD	D	N	A	SA
22	I learn English to study abroad in the future.	SD	D	N	A	SA
23	I learn English because it will help me to get scholarship in future.	SD	D	N	A	SA
24	I learn English because it is a compulsory subject in my BS program.	SD	D	N	A	SA
25	I learn English because my assignments require English proficiency.	SD	D	N	A	SA
26	I learn English because without passing it I cannot get my degree.	SD	D	N	A	SA
27	I learn English because it is the medium of instruction in my university.	SD	D	N	A	SA
28	I learn English to become an influential person in my society.	SD	D	N	A	SA
29	I learn English because it keeps me up to date about the current issues.	SD	D	N	A	SA
30	I learn English because it enables me to use modern technology.	SD	D	N	A	SA
31	I learn English because it enables me to search for information on the internet.	SD	D	N	A	SA

Appendix H: Teachers' Background Questionnaire.

1. University Name: _____

3. Gender:

☐ ☐ Female

4. Qualification:

☐ ☐ M.Phil. ☐ PhD

5. Years of experience:

☐

☐ Less than five years

☐ 5- 10 years

☐ 11-15 years

☐

Appendix I: Questionnaire on Teachers' views about their undergraduates WTC inside the classroom

Please circle a number from 1 to 5 that best expresses how much you agree or disagree with the following statements. Please do not leave any item empty.

SD= Strongly Disagree	**A= Agree**
D= Disagree	**SA= Strongly agree**
N= Neutral	

For Example:

My students are willing to speak in small groups in class.	SD	D	N	A	SA

1.	My students are willing to speak in English individually in class.	SD	D	N	A	SA
2.	My students are willing to speak in English in pairs in class.	SD	D	N	A	SA
3.	My students are willing to speak in English in small groups in class	SD	D	N	A	SA
4.	My students are willing to speak in English in pairs when doing role-play in class.	SD	D	N	A	SA
5.	My students are willing to speak in English in small groups when doing role-play in class.	SD	D	N	A	SA
6.	My students are willing to speak in English in pairs when discussing in class.	SD	D	N	A	SA
7.	My students are willing to speak in English in small groups when discussing in class.	SD	D	N	A	SA
8.	My students are willing to speak in English in pairs when giving oral presentation in class.	SD	D	N	A	SA
9.	My students are willing to speak in English in small groups when giving oral presentation in class.	SD	D	N	A	SA
10.	My students are willing to speak in English with their pairs of the same gender in class in class.	SD	D	N	A	SA
11.	My students are willing to speak in English with group members in small groups of the same gender in class.	SD	D	N	A	SA
12.	My students are willing to speak in English in pairs of the opposite gender in class in class.	SD	D	N	A	SA
13.	My students are willing to speak in English with groups members in small groups of the opposite gender in class.	SD	D	N	A	SA

14.	My students are willing to speak in English in pairs when doing role-play with the same gender in class.	SD	D	N	A	SA
15.	My students are willing to speak in English in small groups when doing role-play with the same gender in class.	SD	D	N	A	SA
16.	My students are willing to speak in English in pairs when doing role-play with the opposite gender in class.	SD	D	N	A	SA
17.	My students are willing to speak in English in small groups when doing role-play with the opposite gender in class.	SD	D	N	A	SA
18.	My students are willing to speak in English in pairs when discussing with the same gender in class.	SD	D	N	A	SA
19.	My students are willing to speak in English in small groups when discussing with the same gender in class.	SD	D	N	A	SA
20.	My students are willing to speak in English in pairs when discussing with the opposite gender in class.	SD	D	N	A	SA
21.	My students are willing to speak in English in small groups when discussing with the opposite gender in class.	SD	D	N	A	SA
22.	My students are willing to speak in English in pairs when presenting with the same gender in class.	SD	D	N	A	SA
23.	My students are willing to speak in English in small groups when presenting with the same gender in class.	SD	D	N	A	SA
24.	My students are willing to speak in English in pairs when presenting with the opposite gender in class.	SD	D	N	A	SA
25.	My students are willing to speak in English in small groups when presenting with the opposite gender in class.	SD	D	N	A	SA
26.	When my students are given time to prepare, they are willing to speak in English individually in class.	SD	D	N	A	SA
27.	When my students are given time to prepare, they are willing to speak in English in pairs in class.	SD	D	N	A	SA
28.	When my students are given time to prepare, they are willing to speak in English in small groups in class.	SD	D	N	A	SA
29.	When my students are given time to prepare, they are willing to speak in English individually during role-play in class.	SD	D	N	A	SA
30.	When my students are given time to prepare, they are willing to speak in English in pairs during role-play in class.	SD	D	N	A	SA
31.	When my students are given time to prepare, they are willing to speak in English in small groups during role-play in class.	SD	D	N	A	SA
32.	When my students are given time to prepare, they are willing to speak in English in pairs during discussion in class.	SD	D	N	A	SA
33.	When my students are given time to prepare, they are willing to speak in English in small groups during discussion in class.	SD	D	N	A	SA
34.	When my students are given time to prepare, they are willing to speak in English individually during presentation in class.	SD	D	N	A	SA
35.	When my students are given time to prepare, they are willing to speak in English in pairs during presentation in class.	SD	D	N	A	SA

36.	When my students are given time to prepare, they are willing to speak in English in small groups during presentation in class.	SD	D	N	A	SA
37.	When seated in front of the classroom, my students are willing to speak in English individually.	SD	D	N	A	SA
38.	When seated in front of the classroom, my students are willing to speak in English in pairs.	SD	D	N	A	SA
39.	When seated in front of the classroom, my students are willing to speak in English in small groups.	SD	D	N	A	SA
40.	When seated in front of the classroom, my students are willing to speak in English individually during role-play.	SD	D	N	A	SA
41.	When seated in front of the classroom, my students are willing to speak in English in pairs during role-play.	SD	D	N	A	SA
42.	When seated in front of the classroom, my students are willing to speak in English in small groups during role-play.	SD	D	N	A	SA
43.	When seated in front of the classroom, my students are willing to speak in English in pairs during discussion.	SD	D	N	A	SA
44.	When seated in front of the classroom, my students are willing to speak in English in small groups during discussion.	SD	D	N	A	SA
45.	When seated in front of the classroom, my students are willing to speak in English individually during presentation.	SD	D	N	A	SA
46.	When seated in front of the classroom, my students are willing to speak in English in pairs during presentation.	SD	D	N	A	SA
47.	When seated in front of the classroom, my students are willing to speak in English in small groups during presentation.	SD	D	N	A	SA
48.	When seated in the middle of the classroom, I am willing to speak in English individually.	SD	D	N	A	SA
49.	When seated in the middle of the classroom, my students are willing to speak in English in pairs.	SD	D	N	A	SA
50.	When seated in the middle of the classroom, my students are willing to speak in English in small groups.	SD	D	N	A	SA
51.	When seated in the middle of the classroom, my students are willing to speak in English individually during role-play.	SD	D	N	A	SA
52.	When seated in the middle of the classroom, my students are willing to speak in English in pairs during role-play.	SD	D	N	A	SA
53.	When seated in the middle of the classroom, my students are willing to speak in English in small groups during role play.	SD	D	N	A	SA
54.	When seated in the middle of the classroom, my students are willing to speak in English in pairs during discussion.	SD	D	N	A	SA
55.	When seated in the middle of the classroom, my students are willing to speak in English in small groups during discussion.	SD	D	N	A	SA
56.	When seated in the middle of the classroom, my students are willing to speak in English individually during presentation.	SD	D	N	A	SA
57.	When seated in the middle of the classroom, my students are willing to speak in English in pairs during presentation.	SD	D	N	A	SA

58.	When seated in the middle of the classroom, my students are willing to speak in English in small groups during presentation.	SD	D	N	A	SA
59.	When seated at the back of the classroom, my students are willing to speak in English individually.	SD	D	N	A	SA
60.	When seated at the back of the classroom, my students are willing to speak in English in pairs.	SD	D	N	A	SA
61.	When seated at the back of the classroom, my students are willing to speak in English in small groups.	SD	D	N	A	SA
62.	When seated at the back of the classroom, my students are willing to speak in English individually during role-play.	SD	D	N	A	SA
63.	When seated at the back of the classroom, my students are willing to speak in English in pairs during role-play.	SD	D	N	A	SA
64.	When seated at the back of the classroom, my students are willing to speak in English in small groups during role-play.	SD	D	N	A	SA
65.	When seated at the back of the classroom, my students are willing to speak in English in pairs during discussion.	SD	D	N	A	SA
66.	When seated at the back of the classroom, my students are willing to speak in English in small groups during discussion.	SD	D	N	A	SA
67.	When seated at the back of the classroom, my students are willing to speak in English individually during presentation.	SD	D	N	A	SA
68.	When seated at the back of the classroom, my students are willing to speak in English in pairs during presentation.	SD	D	N	A	SA
69.	When seated at the back of the classroom, my students are willing to speak in English in small groups during presentation.	SD	D	N	A	SA
70.	In front of the whole class, my students are willing to speak English in individually.	SD	D	N	A	SA
71.	In front of the whole class, my students are willing to speak English in in pairs.	SD	D	N	A	SA
72.	In front of the whole class, my students are willing to speak English in in small groups.	SD	D	N	A	SA
73.	In front of the whole class, my students are willing to speak in English individually during role-play.	SD	D	N	A	SA
74.	In front of the whole class, my students are willing to speak in English in pairs during role-play.	SD	D	N	A	SA
75.	In front of the whole class, my students are willing to speak in English in small groups during role-play.	SD	D	N	A	SA
76.	In front of the whole class, my students are willing to speak in English in pairs during discussion.	SD	D	N	A	SA
77.	In front of the whole class, my students are willing to speak in English in small groups in during discussion.	SD	D	N	A	SA
78.	In front of the whole class, my students are willing to speak in English individually during presentation.	SD	D	N	A	SA
79.	In front of the whole class, my students are willing to speak in English in pairs during presentation.	SD	D	N	A	SA

80.	In front of the whole class, my students are willing to speak in English in small groups during presentation.	SD	D	N	A	SA