



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 diperolehi daripada domain penggunaan bahasa di luar bilik darjah mendedahkan bahawa responden kerap menggunakan Bahasa Pashto dalam domain keluarga, kejiwaan 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 kejiwaan, pendidikan, transaksi, media sosial. WTC di antara bahasa Inggeris dan penggunaan bahasa Inggeris dalam domain agama berkorelasi 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 |