

Pakistani Teachers' Views About Their Undergraduates' Willingness to Communicate in English Inside the Classroom

Ubaid Ullah Ubaid^{1*}, Joseph Ramanair¹, Souba Rethinasamy¹ and Irfan Bashir²

¹*Faculty of Language and Communication, Universiti Malaysia Sarawak, Kota Samarahan, 94300, Sarawak, Malaysia*

²*University of Management and Technology Lahore, 54000, Lahore, Pakistan*

ABSTRACT

The main goal of modern second language (L2) pedagogy is to engender effective communication among its learners. Willingness to Communicate (WTC) has emerged as the most vibrant topic in L2 pedagogy, especially in the last two decades. A plethora of research on students' views about their WTC has been conducted in a variety of contexts. However, research on teachers' views about their students' WTC in English is still in its infancy. Thus, this study investigated ESL teachers' views about their undergraduates' WTC in English inside the classroom. The cluster sampling technique was used to collect data from 80 ESL teachers from eight universities in Khyber Pakhtunkhwa province of Pakistan. The results revealed that the teachers viewed the undergraduates' level of WTC as high in most classroom situations, such as during groups, during activities with the same and opposite gender, when given preparation time, seated in the middle of the class, and in front of the whole class. However, students showed a moderate level of WTC in situations such as sitting in front of the class and at the back of the class. A one-way ANOVA was performed to examine the differences between different classroom situations. The results showed significant differences in the teachers' views about their students' WTC in most classroom situations. Thus, the current study affirms that WTC is a dynamic variable that changes from situation to situation.

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E-mail addresses:

ubaidwahid@gmail.com (Ubaid Ullah Ubaid)

rjoseph@unimas.my (Joseph Ramanair)

rsouba@unimas.my (Souba Rethinasamy)

irfanbashir@umt.edu.pk (Irfan Bashir)

* Corresponding author

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INTRODUCTION

Contemporary second language (L2) pedagogy encourages learners to communicate in the target language. This purpose emphasises the need for

L2 pedagogy to empower learners to have the Willingness to Communicate (WTC). Researchers claim that effective communication in L2 is the main learning objective (de Saint Léger & Storch, 2009; MacIntyre et al., 2011). MacIntyre et al. (1998) asserted that one of the conclusive objectives of L2 education is to create WTC among learners to communicate proficiently. WTC is “readiness to enter into a discourse at a particular time with a specific person or persons, using an L2” (MacIntyre et al., 1998, p. 547). The ability to use L2 could not be determined by linguistic competence because some L2 learners with high linguistic competence may speak less, while some students with minimal linguistic competence may use L2 more frequently (MacIntyre et al., 1998). MacIntyre and Doucette (2010) believe that in the modern era, language teaching strategies focus on engaging learners in effective oral communication inside a classroom. Thus, a plethora of research on WTC from students’ perspectives has been conducted in a variety of contexts, such as in Iran (Riasati, 2012; Riasati & Rahimi, 2018), China (Chang, 2018; M. Liu & Jackson, 2009), Turkey (Asmali, 2016; Cetinkaya, 2005), Korea (Kang, 2005; Kim, 2004), and Pakistan (Ali, 2017; Kalyar et al., 2019; H. A. S. Syed, 2016).

Pakistan is multilingual, with more than 70 languages (Ali, 2017; Shamim, 2011). English is paramount in these languages importance (Ali, 2017). English is official in all private and government organisations (Ali, 2017; Shamim, 2011). English is

compulsory in all government and private institutions from Grade one to undergraduate (Ali, 2017; T. J. Khan et al., 2017; Shamim, 2011; Shoukat & Ghani, 2015). English is also the language of media, education, military, dominance, and corporate sector (Pathan et al., 2010; Shamim, 2008, 2011; H. A. S. Syed, 2016). However, English is often taught through the traditional grammar-translation method (GTM) (Ali, 2017; Bukhari et al., 2015). GTM focuses on teaching vocabulary and grammatical rules rather than enhancing learners’ communicative skills (Omar, 2019). On the other hand, in the modern era, the objective or goal of teaching English is to engender effective communication skills among its learners (Bukhari et al., 2015; MacIntyre et al., 1998). However, Javed (2020) found that Pakistani undergraduates could not speak proper English. Moreover, they lack confidence when communicating in English (Javed, 2020). Despite learning English for almost 14 years, Pakistani students are still weak in English communication skills; they feel hesitant and shy while speaking in English (Ali et al., 2020; Nosheen et al., 2020). Furthermore, the undergraduates of Pakistan lack English speaking skills (Abbasi et al., 2020). Abbasi et al. (2020) asserted that Pakistani university students need to work on their English-speaking skills. Much research has been done on the students’ perspective of WTC inside the class (Ali, 2017; Ali et al., 2020; Bukhari et al., 2015; Cao, 2011; Kang, 2005; MacIntyre et al., 2011; Zarrinabadi, 2014). However, teachers’ views about their students’ WTC should also be considered.

Researchers found that teachers' views are very important for every study of human behaviour and learning (Ajzen, 1988; Gilakjani & Sabouri, 2017). The views brought by teachers to the classroom are very crucial to the learning process of the students (Breen, 2001). Similarly, Li (2012) asserted that teachers' views play a very important role in L2 learning. Many researchers such as Cao (2011), MacIntyre et al. (2011), and Peng (2007) found that teachers' attitudes, views, teaching style, and involvement exert a significant influence on university students' participation. Moreover, the instructor's social support helps reduce university students' anxiety and enhances L2 WTC (Kang, 2005). Previous studies were useful in bringing the teacher variable into L2 learners' WTC. However, less attention has been given to the teachers' views on university students' WTC (Chang, 2018). Moreover, the teachers' views about their students' WTC in English have yet to be explored in the Pakistani ESL context (Ubaid et al., 2021).

Hence, the present study attempts to investigate the students' WTC from the teachers' perspective in nine situations, i.e., in groups, during activities, with the same and the opposite gender, when given preparation time, when seated in front, in the middle, at the back of the class, and in front of the whole class inside the classroom. Therefore, the main aim of the current study is to investigate the teachers' views about their students' WTC in English inside the classroom.

Research Questions

1. What are the teachers' views about their undergraduates' level of WTC in English in various classroom situations?
2. Are there any differences in the teachers' views about their students' WTC between various classroom situations?

The main focus of modern L2 pedagogy is to enhance the students' communicative competence. Thus, it can be argued that WTC can engender the learners' L2 communication skills. Subsequently, much research has been conducted on the L2 WTC from students' perspectives. As a result, the current study investigates L2 WTC from teachers' perspectives. The following section deals with the related literature on the researched phenomenon.

LITERATURE REVIEW

WTC in L2

MacIntyre et al. (1998) theorised WTC in L2 by conceptualising a pyramid-shaped model (Figure 1). The model contains a wide range of psychological and social variables which may influence the decision to communicate (MacIntyre & Wang, 2021).

Layer 6 of the model reflects the individual and social variables, indicating the extensive influences on L2 communication, including learners' personality and intergroup climate. Both the relationship between language groups and personality traits changes very slowly but are omnipresent across communication

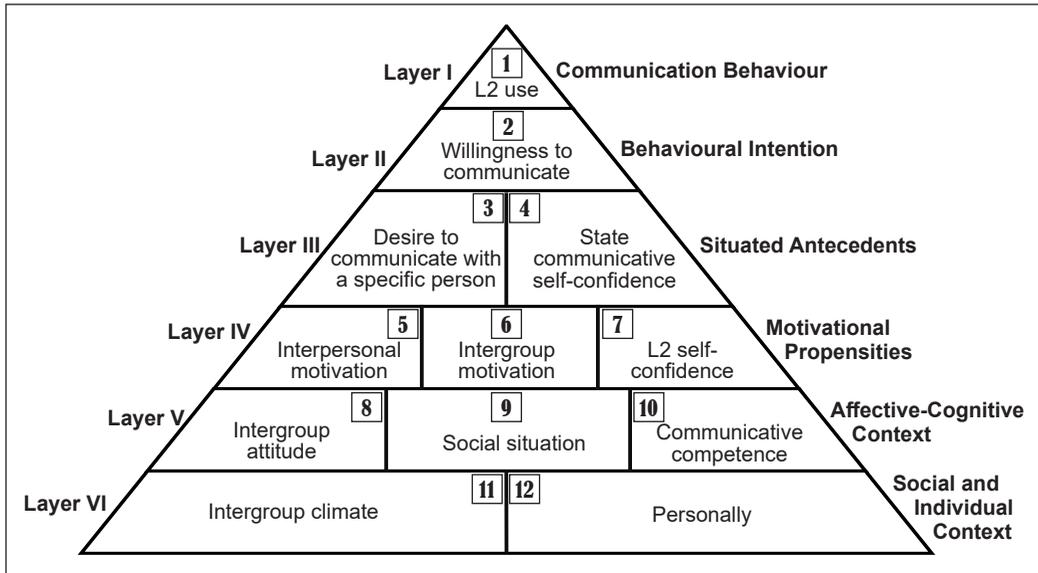


Figure 1. The Pyramid Model of L2 WTC (MacIntyre et al., 1998).

settings, often working in the background (MacIntyre, 2020). For example, studies show that attitudes towards learning English and international posture as the way to speak with foreign people are consistently correlated with higher WTC (Peng & Woodrow, 2010; Yashima, 2009; Yashima et al., 2004). Personality, in particular openness and extroversion, has also been correlated with L2 WTC across several studies (Fatima et al., 2020; Oz, 2014; Piechurska-Kuciel, 2018).

Moving up the model, Layers 4 and 5 contain the bulk of L2 WTC research. Research shows that a wide range of contextual, social, interpersonal, and intra-personal variables are associated with L2 WTC (MacIntyre & Wang, 2021). Shirvan et al. (2019), in a meta-analysis study, found that motivation, anxiety, and perceived language competence were significantly correlated with WTC. Studies

indicate that WTC inside the classroom can differ from WTC outside the classroom; sometimes, supportive situations lead to higher L2 WTC, but on the other hand, harsh pedagogical practices may reduce students' WTC in L2 inside the classroom (Başöz & Erten, 2018; Kang, 2005). In the classroom context, positive interaction with peers and teachers can enhance learners' WTC (Cao, 2011; Sheybani, 2019).

The top three layers of the pyramid indicate that WTC is situational, which changes from moment to moment (MacIntyre, 2020). Recent research studies also found that L2 WTC is a dynamic variable which changes from situation to situation (Cao, 2014; MacIntyre, 2020; Mystkowska-Wiertelak, 2018; Riasati & Rahimi, 2018; H. Syed & Kuzborska, 2019). Layer 3 specifies the state of communicative self-confidence and desire to communicate with a specific person. Layer 2 has one

element, i.e., willingness to communicate, defined as “readiness to enter into a discourse at a particular time with a specific person or persons, using an L2” (MacIntyre et al., 1998, p. 547). In situational WTC, recent research has shifted the focus to the L2 classroom context (Mystkowska-Wiertelak, 2018; MacIntyre & Wang, 2021; Riasati & Rahimi, 2018). Teachers' role immediacy and views inside the classroom influence learners' L2 WTC (Sheybani, 2019). Teacher involvement is key in easing the students' pressure and enhancing their WTC (Ballester, 2015). Moreover, studies found that teachers' direct involvement with students increased teacher-student relationships inside the classroom (Harran, 2006; Hsu, 2005; Saechou, 2005).

Teachers' Role in Learners' WTC

Along with other affecting variables, the teacher's role has been a significant variable influencing learners' WTC (Cao, 2011; Kang, 2005; MacIntyre et al., 2011; Zarrinabadi, 2014). MacIntyre et al. (2011) stated that teachers' involvement could lower and raise learners' WTC at any moment. Kang (2005) also asserted that social support from teachers enables learners to lower their anxiety and enhances their WTC. Teachers play a vital role in learners' tendency to talk with peers and teachers (MacIntyre et al., 2011). In concurrence, Cao (2011) pointed out that the immediacy and involvement of teachers influence students' engagement and WTC. The more the learners like their teacher, the more they ask questions and take part in activities inside the classroom

(Cao, 2011). Zarrinabadi (2014) found four factors in relation to teachers that may influence students' WTC: the decision on the topic, teacher's support, wait time, and error correction. As mentioned, the teachers' support, immediacy, error correction, teachers' role, teachers' decision on the choice of the topic, and wait time in facilitating or debilitating learners' WTC have been widely investigated. However, teachers' views about their students' WTC inside the classroom have yet to be explored in the Pakistani ESL context (Ubaid et al., 2021).

WTC Inside Classroom

In an educational context, WTC plays a very important role in encouraging learners to engage in active, communicative behaviour. Therefore, it should be the basic goal of language instruction (MacIntyre et al., 1998). Previous research showed no discrepancy between out-of-class and in-class WTC (Borkowska, 2021). For example, MacIntyre et al. (2001) examined four language skills from outside and inside classroom perspectives in the immersion context. However, the interactions in this study referred to “friends,” “acquaintances,” or “strangers” with no specific professions (Borkowska, 2021). For the first time, Weaver (2005) developed a questionnaire focusing on the activities occurring in a classroom context, such as doing a role-play and writing a paragraph. In the Chinese context, a study by Peng and Woodrow (2010) investigated in-class WTC among three interlocutors types: a group of peers,

a teacher, and a peer. In this study, Chinese students were more willing to communicate in controlled situations rather than in form-focused and meaning-focused exercises. Peng (2014) stated that Asian classrooms are teacher-centred, and silence in class is considered an indicator of respect for the teacher, who is the sole authority in the class (J. Liu, 2002).

Furthermore, being talkative in class may contribute to “showing off” (Peng & Woodrow, 2010). Mystkowska-Wiertelak and Pawlak (2017) also developed a tool and conducted a study among university learners in the Polish context. They measured WTC in relation to various factors. The results showed that individual differences variables had a great amount of impact on WTC inside the classroom. They concluded that anxiety, learning strategies, personality, and English learning agendas might contribute to the differences in the results. However, the current study developed and validated a comprehensive questionnaire on teachers’ views about their students’ WTC in English inside the classroom.

Factors Influencing In-Class WTC

It is worth mentioning that most previous research indicated a plethora of different variables affecting WTC inside the classroom (Cao, 2011; Peng & Woodrow, 2010; Riasati, 2012; Riasati & Rahimi, 2018; Zarrinabadi, 2014). For example, Cao (2011) emphasized the importance of task type and topic. Earlier researchers found that learners take more interest in familiar topics because they possess more knowledge and

vocabulary to share with their peers (Cao & Philp, 2006; Kang, 2005; MacIntyre & Legatto, 2011; Mystkowska-Wiertelak, 2016). Moreover, interlocutors play a vital role in maintaining WTC. It is also found that students are more WTC with familiar group members, those who are active, and more cooperative (Kang, 2005, Pawlak & Mystkowska-Wiertelak, 2015). De saint Léger and Storch (2009) pointed out that more talkative students should not dominate classroom interaction as it may affect WTC in L2 and, resultantly, refrain less secure learners from communication.

Research also showed that a positive classroom climate leads to cooperation, lower anxiety, and increases the chances of high WTC (Cao, 2011; Dewaele & Dewaele, 2018). A positive classroom environment created by a teacher promotes communicative behaviour in learners through interaction in different tasks (Riasati & Rahimi, 2018; Sheybani, 2019). Mystkowska-Wiertelak and Pawlak (2017) also found that students appreciate those teachers who encourage students to engage actively in pairs because it motivates them to use their interaction positively. It is evident from previous studies that teachers’ immediacy and support in the form of positive verbal and non-verbal behaviour such as praising, smiling, and encouragement resulted in a positive environment and good rapport inside the classroom (Cao, 2011). Zarrinabadi (2014) found that learners’ L2 WTC was affected by the teacher’s time given to error correction, topic selection, and task preparation. MacIntyre et al. (2011) further explained that errors should

be corrected non-threatening because error correction feedback is considered a factor that influences and exerts learners' WTC. Students were more eager to participate when gentle error correction was given, whereas they were more anxious and discouraged when immediate error correction was given during tasks (Zarrinabadi, 2014). Interestingly, the learners' fear of making mistakes was lower when talking to a different or strange interlocutor inside the classroom (Baran-Łuczars, 2015).

Likewise, classroom interactional methods are believed to affect learners' WTC. Previous research found that students liked dyads or small groups compared to whole-class interaction as it is anxiety-provoking (Cao, 2011; de Saint Leger & Storch, 2009). Turn-taking in pairs was less competitive and discouraging to learners with lesser language competence (Cao, 2013; Cao & Philp, 2006; Mystkowska-Wiertelak, 2016). When it comes to the learners' performance in pairs and individually, Mystkowska-Wiertelak and Pawlak (2014) found that learners preferred monologue to pair work, despite the fact that WTC tends to drop during individual work, whereas it may increase in dialogue during tasks. Riasati and Rahimi (2018) found that preparedness, gender, and seating position influenced the respondents' L2 WTC. Research revealed that topic familiarity escalates learners' WTC inside the classroom (Cao & Philp, 2006; de Saint Leger & Storch, 2009). Moreover, the seating position can also assist or hinder the learners' WTC. H. A. S. Syed (2016) found that the students' WTC

was high when seated in front of the class while they were less WTC when seated at the back of the class. Mystkowska-Wiertelak (2016) found that the learners' WTC was less in the whole class interaction. Likewise, in de Saint Leger and Storch's (2009) study, the whole class interaction was the most challenging activity for the learners. Cao (2009) found that the informants' WTC was low in the whole class interaction due to awkwardness and peer pressure.

As mentioned, WTC was first conceptualised by MacIntyre et al. (1998) in L2. At first, the focus of the researchers was on the L2 learners in ordinary life situations. Later, the researchers started to investigate WTC in classroom situations. It was found that inside the classroom, WTC was influenced by a host of factors, including interlocutor, topic familiarity, grouping, task type, error correction, and teachers' immediacy. The subsequent section will elaborate on the quantitative design, participants, and instruments to give a clear picture of the methods applied in the current study.

METHOD

The current study used a quantitative research design. First, a questionnaire was used to collect data from the ESL teachers. Quantitative data enable the researcher to get information based on the facts (Kalsoom et al., 2020). Kalsoom et al. (2020) further explained that results obtained from numerical data such as questionnaires provide deeper and complete insight into the researched phenomenon.

Participants

Data were collected from 80 ESL teachers (male N=50, 62.5%, female N=30, 37.5%) teaching undergraduates at universities in the Khyber Pakhtunkhwa province in Pakistan. The participants were selected through the cluster sampling method. Johnson and Christensen 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) rather than single-unit elements (such as individual students, teachers, counsellors, administrators, and parents) are randomly selected” (2008, p. 235).

First, eight universities (clusters) were randomly selected out of thirty-one universities in the province. Then, ten ESL teachers were selected from each university. Prior to data collection, each participant signed a consent form.

Instrument

Due to the unavailability of an instrument to investigate teachers' views about their students' WTC, the research first took items from previous questionnaires developed for students' WTC. Then, the items were modified from students to teachers' views. The items of this questionnaire were adapted from Peng and Woodrow (2010), Riasati and Rahimi (2018), and Yashima et al. (2018). The questionnaire consisted of eighty items containing nine different situations inside the classroom, such as WTC during groups, activities, same gender, opposite gender, when prepared,

in front of the class, in the middle of the class, at the back of the class, and in front of the whole class. After modifying the items, the validity of the questionnaire was established. The opinion of experts plays a vital role in the validity of the questionnaire (Brown, 1983, cited in Pamuk et al., 2015). Therefore, experts' judgment is the most appropriate way to determine the validity of an instrument (Gay et al., 2011). Gable and Wolf (2012) stated that a minimum of two experts' views are required to determine the validity of a questionnaire. Thus, two experts' views were taken to determine the validity of the questionnaire. The experts removed some irrelevant items, and the number of items was reduced to 80, containing nine subscales—subscale “grouping mode” comprised of three items. However, researchers recommended that a scale have a minimum 3 of three items (Robinson, 2018). Later, the reliability of the items was determined using Cronbach's alpha. The questionnaire's reliability was ($\alpha = .96$) on Cronbach's alpha. The reliability details of the WTC subscales are given in Table 1.

The questionnaire comprises students' WTC from teachers' perspectives in nine situations inside the classroom. There are several reasons for developing a comprehensive questionnaire. First, McCroskey and Baer (1985) developed a WTC scale. However, this scale was limited to only three types of interlocutors, i.e., WTC small groups, peers and large groups with three types of people: friends, strangers, and acquaintances. Moreover, the authors did not specify the questionnaires

Table 1
The reliability of the WTC questionnaire

	WTC Subscales	Items	Reliability
1	In different grouping mode	3	0.85
2	In different activities	6	0.87
3	With the same gender	8	0.72
4	With opposite gender	8	0.77
5	When given preparation time	11	0.90
6	When seated in front of the class	11	0.92
7	When seated in the middle of class	11	0.94
8	When seated at the back of the class	11	0.88
9	When seated in front of a whole class	11	0.84
10	Overall WTC	80	0.96

with inside classroom situations but items that included ordinary life situations (Peng, 2013). Second, Weaver developed a questionnaire on WTC in EFL contexts. Nevertheless, the questionnaire items were ambiguous such as “[i]nterview someone in English asking questions from the textbook” (Weaver, 2005, p. 415). The interlocutors were not specified. The word “someone” is ambiguous, the respondents may infer it as teachers or classmates. Third, researchers have highlighted a dire need for a comprehensive questionnaire on WTC inside the classroom (Cao & Philp, 2006; Riasati & Rahimi, 2018; Ubaid et al., 2021). Fourth, previous questionnaires included WTC from students’ perspectives. Thus, the current questionnaire comprised 80 items covering all important situations inside the classroom on students’ WTC from teachers’ perspectives.

Data Analysis

The data were analysed using descriptive statistics (mean and standard deviation) and one-way ANOVA to see the differences in

WTC in different classroom situations. To determine the level of WTC, the researchers divided the mean score into three levels. High mean score is 3.68 to 5.00, moderate 2.34 to 3.67, and low 1.00 to 2.33 (Başöz & Erten, 2018; Kalra, 2017; Lian & Budin, 2014). Thus, this study used the same interpretation of the mean score for low, moderate, and high WTC.

This study employed a quantitative research design. The participants were ESL teachers. Previously, several questionnaires were developed to measure the learners’ WTC in L1 and L2 contexts. This study has attempted for the first time to develop and validate a comprehensive questionnaire that measures the learners’ L2 WTC from teachers’ perspectives in nine different situations inside the classroom. The results of these nine situations are presented in detail in Table 2.

RESULTS

Table 2 demonstrates the teachers’ views about their undergraduates’ WTC in English in different classroom situations. The results

show that according to the teachers, the undergraduates' WTC was high in situations such as in grouping mode (individually, in pairs, and in small groups), during different activities (role-play, presentation, discussion), with the same gender, with the opposite gender, when prepared, in the middle of the class, and front of the whole class. On the other hand, their WTC was moderate in certain situations, like in front and at the back of the class.

Table 3 shows the results of the one-way ANOVA. Again, there was a statistically significant difference ($F= 567.973$ and the $P<.05$) between groups and within the group of teachers' views about their students' WTC inside the classroom.

Table 4 demonstrates the comparison between various situations based on the

teachers' views about their undergraduates' WTC inside the classroom. For multiple comparisons, Tukey's HSD test was performed. The results revealed that there was a statistically significant difference between the teachers' views about their students' WTC inside the classroom in most situations ($P<.05$). However, in a few situations (with the same gender with the opposite gender, when prepared in front of the whole class and the middle of class, at the back of the class in front of the class), there was no significant difference between the teachers' views about their students' WTC ($P>.05$).

The results obtained through mean and standard deviation revealed that from the teachers' perspectives, the level of the students' WTC was high in most situations

Table 2
The teachers' views about their undergraduates' WTC in English in different situations inside the classroom

	WTC in different situations	Mean	Std. deviation
1	WTC in grouping mode.	3.875	.661
2	WTC during activities inside a class.	3.766	.565
3	WTC with the same gender in a class.	3.829	.417
4	WTC with opposite gender inside a class.	3.853	.365
5	WTC when prepared.	4.018	.347
6	WTC when sitting in front of the class.	3.470	.563
7	WTC while sitting in the middle of the class.	3.885	.385
8	WTC while sitting at the back of the class.	3.447	.541
9	WTC in front of the whole class.	3.908	.402
	Overall	3.741	.315

Table 3
One way ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	82551.461	8	10318.933	567.973	.000
Within groups	12917.450	711	18.168		
Total	95468.911	719			

Table 4
 Comparison between various situations based on the teachers' views about their undergraduates' WTC inside the classroom

(I) WTC subscale	(J) WTC subscale	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval	
					Lower bound	Upper bound
During grouping mode	During activities	-11.53750*	.67394	0.000	-13.6344	-9.4406
	With the same gender	-19.58750*	.67394	0.000	-21.6844	-17.4906
	With opposite gender	-21.55000*	.67394	0.000	-23.6469	-19.4531
	When prepared	-34.03750*	.67394	0.000	-36.1344	-31.9406
	In front of the class	-28.01250*	.67394	0.000	-30.1094	-25.9156
	In the middle of class	-32.57500*	.67394	0.000	-34.6719	-30.4781
	At the back of the class	-27.76250*	.67394	0.000	-29.8594	-25.6656
	In front of the whole class	-32.82500*	.67394	0.000	-34.9219	-30.7281
During activities	During grouping mode	11.53750*	.67394	0.000	9.4406	13.6344
	With the same gender	-8.05000*	.67394	0.000	-10.1469	-5.9531
	With opposite gender	-10.01250*	.67394	0.000	-12.1094	-7.9156
	When prepared	-22.50000*	.67394	0.000	-24.5969	-20.4031
	In front of the class	-16.47500*	.67394	0.000	-18.5719	-14.3781
	In the middle of class	-21.03750*	.67394	0.000	-23.1344	-18.9406
	At the back of the class	-16.22500*	.67394	0.000	-18.3219	-14.1281
	In front of the whole class	-21.28750*	.67394	0.000	-23.3844	-19.1906
With same gender	During grouping mode	19.58750*	.67394	0.000	17.4906	21.6844
	During activities	8.05000*	.67394	0.000	5.9531	10.1469
	With opposite gender	-1.96250	.67394	0.088	-4.0594	0.1344
	When prepared	-14.45000*	.67394	0.000	-16.5469	-12.3531
	In front of the class	-8.42500*	.67394	0.000	-10.5219	-6.3281
	In the middle of class	-12.98750*	.67394	0.000	-15.0844	-10.8906
	At the back of the class	-8.17500*	.67394	0.000	-10.2719	-6.0781
	In front of the whole class	-13.23750*	.67394	0.000	-15.3344	-11.1406

Table 4 (continue)

(I) WTC subscale	(J) WTC subscale	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval	
					Lower bound	Upper bound
With opposite gender	During grouping mode	21.55000*	.67394	0.000	19.4531	23.6469
	During activities	10.01250*	.67394	0.000	7.9156	12.1094
	With the same gender	1.96250	.67394	0.088	-0.1344	4.0594
	When prepared	-12.48750*	.67394	0.000	-14.5844	-10.3906
	In front of the class	-6.46250*	.67394	0.000	-8.5594	-4.3656
	In the middle of class	-11.02500*	.67394	0.000	-13.1219	-8.9281
	At the back of the class	-6.21250*	.67394	0.000	-8.3094	-4.1156
	In front of the whole class	-11.27500*	.67394	0.000	-13.3719	-9.1781
	When prepared	34.03750*	.67394	0.000	31.9406	36.1344
	During activities	22.50000*	.67394	0.000	20.4031	24.5969
In front of the class	With the same gender	14.45000*	.67394	0.000	12.3531	16.5469
	With opposite gender	12.48750*	.67394	0.000	10.3906	14.5844
	In front of the class	6.02500*	.67394	0.000	3.9281	8.1219
	In the middle of class	1.46250	.67394	0.427	-0.6344	3.5594
	At the back of the class	6.27500*	.67394	0.000	4.1781	8.3719
	In front of the whole class	1.21250	.67394	0.683	-0.8844	3.3094
	During grouping mode	28.01250*	.67394	0.000	25.9156	30.1094
	During activities	16.47500*	.67394	0.000	14.3781	18.5719
	With the same gender	8.42500*	.67394	0.000	6.3281	10.5219
	With opposite gender	6.46250*	.67394	0.000	4.3656	8.5594
In front of the class	When prepared	-6.02500*	.67394	0.000	-8.1219	-3.9281
	In the middle of class	-4.56250*	.67394	0.000	-6.6594	-2.4656
	At the back of the class	0.25000	.67394	1.000	-1.8469	2.3469
	In front of the whole class	-4.81250*	.67394	0.000	-6.9094	-2.7156

Table 4 (continue)

(I) WTC subscale	(J) WTC subscale	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval	
					Lower bound	Upper bound
In the middle of class	During grouping mode	32.57500*	.67394	0.000	30.4781	34.6719
	During activities	21.03750*	.67394	0.000	18.9406	23.1344
	With the same gender	12.98750*	.67394	0.000	10.8906	15.0844
	With opposite gender	11.02500*	.67394	0.000	8.9281	13.1219
	When prepared	-1.46250	.67394	0.427	-3.5594	0.6344
	In front of the class	4.56250*	.67394	0.000	2.4656	6.6594
	At the back of the class	4.81250*	.67394	0.000	2.7156	6.9094
	In front of the whole class	-0.25000	.67394	1.000	-2.3469	1.8469
	During grouping mode	27.76250*	.67394	0.000	25.6656	29.8594
	During activities	16.22500*	.67394	0.000	14.1281	18.3219
At the back of class	With the same gender	8.17500*	.67394	0.000	6.0781	10.2719
	With opposite gender	6.21250*	.67394	0.000	4.1156	8.3094
	When prepared	-6.27500*	.67394	0.000	-8.3719	-4.1781
	In front of the class	-0.25000	.67394	1.000	-2.3469	1.8469
	In the middle of class	-4.81250*	.67394	0.000	-6.9094	-2.7156
	In front of the whole class	-5.06250*	.67394	0.000	-7.1594	-2.9656
	During grouping mode	32.82500*	.67394	0.000	30.7281	34.9219
	During activities	21.28750*	.67394	0.000	19.1906	23.3844
	With the same gender	13.23750*	.67394	0.000	11.1406	15.3344
	With opposite gender	11.27500*	.67394	0.000	9.1781	13.3719
In front of Whole class	When prepared	-1.21250	.67394	0.683	-3.3094	0.8844
	In front of the class	4.81250*	.67394	0.000	2.7156	6.9094
	In the middle of class	0.25000	.67394	1.000	-1.8469	2.3469
	At the back of the class	5.06250*	.67394	0.000	2.9656	7.1594

* The mean difference is significant at the 0.05 level

and moderated in some situations. The findings from the ANOVA test showed that there were significant differences in the students' WTC in most situations. It shows that WTC is a dynamic variable that changes from situation to situation. The discussion on the results is presented in the subsequent section.

DISCUSSION

The main aim of the current study was to investigate the teachers' views about their undergraduates' WTC in English inside the classroom. It was found that the undergraduates' WTC was high in most situations. Research showed that activities such as discussion and role-play could enhance the learners' tendency to communicate in English (Cao & Philp, 2006; Eddy-U, 2015; MacIntyre & Legatto, 2011; Riasati & Rahimi, 2018). Furthermore, studies revealed that group dynamics exert students' L2 WTC inside the classroom (Bernales, 2016; Cao, 2009, 2011, 2014; Cao & Philp, 2006; de Saint Leger & Storch, 2009; Kang, 2005). The participants' WTC was high in situations such as activities (presentation, role-play, discussion) and during groups (individually, in pairs, and small groups). The findings are in line with Riasati and Rahimi (2018), who found that informants' WTC was high in pairs and small groups. Moreover, the present study found that the informants reported being highly willing to communicate with the same and opposite gender. On the other hand, Riasati and Rahimi (2018) found that the Iranian participants were more

willing to communicate with the same gender compared to the opposite gender. This difference could be because of the contextual and cultural changes. Riasati and Rahimi (2018) conducted their study in the Iranian EFL context, while the current study was conducted in the Pakistani ESL context. In Pakistan, English is used as a lingua-franca (Panhwar et al., 2017) and also enjoys the status as an official language (Ali, 2017; H. I. Khan, 2013; Shamim, 2008, 2011).

From the teachers' perspective, the students' WTC was high in English when they were given time to prepare for tasks. Preparedness and topic familiarity enhance learners' WTC (Cao & Philp, 2006; de Saint Leger & Storch, 2009; Riasati & Rahimi, 2018). Riasati and Rahimi (2018) also found that their informants were highly willing to communicate when they were prepared for tasks. In addition, learners take more interest in the topic of discussion when they are already familiar with the topic (Cao & Philp, 2006; de Saint Leger & Storch, 2009).

Regarding the physiological factor, the learners were highly willing to communicate in the middle of the class while less willing to communicate in front and at the back of the class. However, Riasati and Rahimi (2018) found that the participants were highly willing to communicate in front of the class. It may be because Pakistani students feel more secure when positioned in the middle of the class as compared to being in front of the class. Learners' feeling of security inside the classroom can enhance their WTC (Kang, 2005). Moreover, in the current study, the participants were highly willing to communicate in front

of the whole class. The results contradict previous findings of de Saint Leger and Storch (2009), who found that the whole class interaction was the most challenging task for the students. Similarly, Cao (2011) found that the whole class interaction exerted embarrassment and anxiety because of the pressure of the classmates. The inconsistency in the results may be because of the difference in the teaching methods and classroom environment. It could also be because of the students' motivation toward learning English. In Pakistan, English is the gateway to high-paid jobs (Shamim, 2008, 2011). Therefore, the students are highly motivated to learn English (Islam et al., 2013).

The second objective of this study was to investigate the differences between the teachers' views about their students' WTC in different classroom situations. It was found that there were significant differences among most of the situations when the nine classroom situations were compared with each other. The results revealed that WTC was fluctuating in all situations. It was recently found that WTC is a state and dynamic variable that changes according to situations (Cao, 2014; MacIntyre, 2020; Mystkowska-Wiertelak, 2018; Riasati & Rahimi, 2018; H. Syed & Kuzborska, 2019). Thus, the current study confirmed the notion of dynamism of WTC, i.e., it changes from situation to situation.

It is clear from the discussion that from teachers' perspectives, situations including activities, groupings, same and opposite gender, when given preparation time, physiological situations, i.e., sitting in the

middle of the class, enhanced the learners' WTC. On the other hand, physiological situations sitting in front of the class and at the back of the class and whole-class interactions are the situations that debilitated the learners' WTC. Moreover, it was found that WTC is a dynamic variable that changes from situation to situation. The following section concludes this study.

CONCLUSION

The current study aimed to investigate the teachers' views about their undergraduates' WTC in English inside the classroom. It was found that the participants' WTC was high in most of the classroom situations while moderate in a few situations. To examine the differences in classroom situations, a one-way ANOVA was performed. The results show that according to the teachers' the students' WTC fluctuated in the nine classroom situations. Thus, this study revealed that WTC is a dynamic construct that changes from situation to situation. The findings of this study are important as it informs ESL teachers' practice to consider that social interaction in the shape of group work and activities is an essential part of L2 learning inside the classroom. It will also inform ESL teachers of the importance of mixed-gender activities and grouping, which could promote learners' L2 WTC. Moreover, learners would be more willing to communicate if given time to prepare for tasks.

Like other research studies, the present study also has some limitations. First, this study was limited to the teachers'

views about their undergraduates' oral WTC. Future researchers may replicate the current study into the students' WTC in other communication skills such as reading, writing, and listening. Second, the focus of the current study was on teachers' views about their students' WTC in English inside the classroom. Future studies may consider investigating students' views about their WTC in English as well as in other languages. Third, the data were collected through the cluster sampling technique. Future researchers could use other sampling techniques such as purposive sampling to get more interesting results. Finally, this study focus on the undergraduate students' WTC from the teachers' perspectives. Future studies could focus on the teachers' views about other levels such as school, college, and post-graduate WTC.

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