

WILLINGNESS TO COMMUNICATE IN ENGLISH IN RELATION TO MOTIVATION AMONG PAKISTANI UNDERGRADUATES

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Abstract

Motivational orientations and willingness to communicate (WTC) often go hand in hand. Nonetheless, research shows that learners' motivation to learn a second language (L2) is not necessarily related to their ability to speak. As a result, earlier research has shown differences in evaluating motivation in relation to willingness to communicate (WTC). This research determined the willingness to communicate (WTC) of students in English as a second language (ESL) towards integrative and instrumental motivational orientations. A total of 450 undergraduates were recruited from several institutions in the Khyber Pakhtunkhwa area using a cluster sampling strategy, by means of questionnaires assessing willingness to communicate (WTC) in English in the classroom and enthusiasm to learn English. In a variety of classroom circumstances, including group work, same-gender interactions, activities, preparation time, and being positioned at the front of the classroom. In contrast, their willingness to communicate (WTC) was moderate in situations such as encounters with the opposite gender, sitting in the center and back of the classroom, and addressing the entire class. Furthermore, the findings revealed that the pupils had a high degree of integrative and instrumental motivations. Nonetheless, their instrumental drive eclipsed their integrative desire. Furthermore, there was a significant association found between WTC in English and both integrative and instrumental incentives. Finally, the study suggested various pedagogical implications for stakeholders, curriculum designers, and ESL teachers.

Keywords: Willingness to communicate, integrative motivation, instrumental motivation, English as a second language.

Introduction

Investigations into communication in foreign and second languages (L2) have shown that some learners with advanced linguistic skills may choose to remain quiet, while others with lesser abilities may engage in ongoing speech (Baghaei, Dourakhshan, and Salavati, 2012).

The level of communicative competency in learners does not ensure the frequency of interactions and second language performance. Students who are highly inspired might just be afraid to step across the fence and speak. Dörnyei (2005, p. 207) claims that people tend to refrain themselves even under the circumstances when their level of communicative competence is significant and don't want to join the L2 communication. The element of communication is quite essential in the process of acquiring a second language. Irrespective of the different purposes such as employment,

cultural immersion, traveling, and social contact, the significant aim of L2 acquisition is to facilitate effective communication through language (MacIntyre and Charos, 1996). In past studies, the importance of individual differences (IDs) in second language (L2) acquisition has been pointed out (Andreou, Andreou, and Vlachos, 2005, 2006; Andreou and Galantomos, 2009; Andreou, Vlachos, and Andreou, 2006; Dörnyei, 2005). Individual differences (IDs) are features or attributes that make learners different from other learners. Andreou et al. (2006) assert that the differences that occur in individuals influence how individuals learn and achieve language acquisition a lot. The willingness to communicate (WTC) and motivation are the important variables used in L2 research.

The original intention of the WTC construct was to distinguish between trait-like tendencies that people exhibit when speaking their L1 (McCroskey and Baer, 1985). Further research into the topic of second language learners' preparedness for communication using this idea has been conducted in a second language setting (MacIntyre and Charos, 1996; MacIntyre, Clément, Dörnyei, and Noels, 1998). Research on WTC in the last 30 years has mostly concentrated on Western contexts, particularly in North America (Clément, Baker, and MacIntyre, 2003; MacIntyre, Baker, Clément, and Conrod, 2001; MacIntyre, Baker, Clément, and Donovan, 2003). After that, WTC was studied in contexts where the language was not the native one, such as Iran (Baghaei et al., 2012; Ghonsooly, Khajavy, and Asadpour, 2012; Riasati and Rahimi, 2018), Turkey (Cetinkaya, 2009; Asmali, 2016), China (Peng, 2007; Xie, 2011), Japan (Hashimoto, 2002; Yashima, 2002; Yashima, Zenk-Nishide, and Shimizu, 2004), and Pakistan (Ali, 2017; Kalyar et al., 2019).

According to researchers (MacIntyre et al., 1998; Mackey, 1999), conversational involvement is crucial for authentic second language communication. According to Clément et al. (2003), WTC is "the most immediate determinant of L2 use" (p. 191). According to MacIntyre et al. (1998), the primary goal of second language acquisition should be to cultivate learners who are eager to participate in genuine communication using the target language. Anxiety, perceived communicative competence, motivation, and Sparks and Ganschow have all been examined in relation to WTC and other individual differences. Several studies have examined WTC in relation to anxiety, Hashimoto, Kim, and Knell and Chi, while others have examined WTC in relation to Onwuegbuzie et al., Sparks and Ganschow, Yu, and Knell and Chi. However, there has been no investigation into WTC in relation to L2 motivation in the Pakistani ESL setting as of yet (Ubaid et al., 2024).

Pakistan is made up of five provinces: Khyber Pakhtunkhwa, Baluchistan, Sindh, Gilgit Baltistan, and Punjab. Each province has its language, along with various local dialects that are spoken. Due to colonization, English is designated as the official language, while Urdu acts as the national language of Pakistan (Kalyar et al., 2019). In most provinces, English functions as the official language for both governmental and business organizations. Plus, a lot of famous schools use English as their primary language of instruction. Ever since we won our freedom from the subcontinent, English has taken the stage. All Pakistanis, from students to parents to government officials, expect it (Kalyar et al., 2019). To do well on any type of competitive test, you must have a firm grasp of the English language. Also, from kindergarten all the way up to college, English is a mandatory subject in both public and private schools (Khan, Zahid, and Akhtar, 2017; Shamim, 2011). According to Pathan, Shahriar, and Ali (2010) and Shamim (2008) and Shamim (2011), it is the language of media, authority, prestige, education, and the corporate sector. Consequently, fluency in English is essential for all students. Undergraduates from Pakistan still feel awkward

when speaking English, even if they've been learning the language for over a decade. Students from Pakistan exhibit timidity and hesitation when speaking English, according to Ali et al. (2020). Additionally, it was pointed out by Asif et al. (2018) that students from Pakistan do not feel confident when speaking English. The motivations of undergraduates from Pakistan to learn English are the focus of this study, which seeks to determine their willingness to communicate (WTC) in English.

Research Questions

1. In what ways do undergraduates' WTC in English vary across various classroom contexts?
2. How strong are the integrative and instrumental motivations for English language acquisition among undergraduates?
3. How do integrative and instrumental motives relate to undergraduates' WTC in English?

Literature Review

WTC

In 1987, McCroskey and Richmond were the first to offer the World Trade Centre concept in an L1 setting. According to L1, WTC is a concept that is similar to a trait and remains constant in different contexts. Since second language learners span a vast spectrum of linguistic competence, second language work-transfer conversations (L2 WTC) may look different from first language work-transfer conversations (WTC) due to differences in communication abilities and opportunities. Researchers have looked at the consistency and variability of WTC in L2 as well as its conceptualization and progression. The L2 framework defines WTC as "a readiness to engage in discourse at a specific time with particular individuals, utilizing an L2" (MacIntyre et al., 1998, p. 547), highlighting the construct's contextual character. The authors MacIntyre et al. (1998) made it clear that people's contextual and temporal elements greatly affect their willingness to communicate (WTC) in a second language (L2). Several empirical studies across diverse contexts have studied the contextual, communicative, and linguistic aspects described in the WTC model, which in turn cause this variability (Joe et al., 2017; Khajavy et al., 2016; Oz et al., 2015; Peng and Woodrow, 2010; Yashima, 2002). Learners of a second language, according to the WTC model, need to work on more than just their linguistic or communicative competence; they also need to be mentally prepared to jump into conversations when the chance arises. Factors that impact WTC over time include fluency in language and communication, anxiety, attitude, motivation, personality attributes, and relationships between different language groups. However, things like self-assurance and the propensity to engage with a certain person in various settings are examples of direct influences. The core goal of language education is seen as Willingness to Communicate (WTC), which encompasses various aspects that impact second language (L2) communication, including communicative and linguistic abilities, among others (MacIntyre et al., 1998).

Recent studies conducted by WTC have investigated what factors impact student engagement in second language classes (Riasati and Rahimi, 2018; Pawlak, Mystkowska-Wiertelak and Bielak, 2016; Mystkowska-Wiertelak and Pawlak, 2014). The second language classroom setting has recently attracted the attention of researchers. Within the framework of second language (L2) classrooms in China, Peng and Woodrow (2010) presented a WTC paradigm. According to the results, WTC was influenced by factors such as students' views, classroom environment, motivation, and self-confidence. Both the second language classroom setting and second language self-confidence were found to impact WTC. A study conducted by Khajavy et al. (2016) indicated that the likelihood of L2 willingness to communicate (WTC) was directly affected by both the L2

classroom atmosphere and self-confidence. The main characteristics that affected learners' willingness to communicate (WTC), according to Lee and Hsieh (2019), were L2 self-confidence and familiarity with interlocutors. The researchers De Saint Leger and Storch (2009) found that the participants' L2 WTC was affected by the speaking activities in which the learners participated. In their study, Mystkowska-Wiertelak and Pawlak (2014) found that informants highlighted a number of factors—task type, grouping arrangement, discussion topic, skill level, interlocutor, and level of engagement—that impact the disparities in in-class willingness to communicate (WTC). Some Chinese people were the subjects of an investigation by Zhang et al. (2019). Throughout the semester, they investigated how students' WTC changed. Task interest, task importance, and peer support were among the learning environments that showed changes. This study aims to fill a gap in the literature by quantitatively examining undergraduates' WTC in a variety of classroom settings, including but not limited to: individual, small group, pair, and whole class interactions; different types of classroom activities such as discussions, role-plays, and presentations; interactions with peers of the same and opposite genders; physical classroom conditions (seating arrangements: back, middle, and front of the class); and students' readiness.

Motivation in relation to WTC

There is a positive correlation between learners' motivation and their second language acquisition capacity, making it the most explored individual difference variable in second language acquisition (Shirvan et al., 2019). The degree to which a learner's intrinsic motivation is impacted by their external environment is debatable. Both the rate and quality of learning are impacted by its catalytic role in enhancing learning (Dörnyei, 1998). According to Gardner (1985), a learner's motivation to acquire a second language (L2) stems from their attitudes, goals, and level of effort. According to Gardner and Lambert (1972), there are two types of motivation when it comes to learning a second language: instrumental motivation and integrative motivation. According to Chalak and Kassaian (2010), an individual is integratively motivated if they desire for acceptance from the target community, but instrumentally motivated if they study a second language (L2) for educational or job-related reasons. Those who learn with an integrative motive, according to Masgoret and Gardner (2003), are more receptive to L2 groups and have a more optimistic outlook on the learning process overall. Furthermore, according to Wang (2008), students who are intrinsically motivated to succeed make greater investments in their language acquisition when they have concrete, attainable objectives to achieve. Practical or utilitarian motivations are the driving forces behind instrumentally motivated students' pursuit of second language acquisition (Gardner, 2010). Two parts of the same idea, integrative and instrumental motives, were defined by Dörnyei (2001). According to Wan-Er (2008), the combination application yields better and more substantial outcomes.

Baker and MacIntyre (2000), Hashimoto (2002), Yashima (2002), Peng and Woodrow (2010), Ma, Wannaruk, and Lei (2019) and other studies have found that second language learners are more likely to speak in L2 when they are motivated to do so. According to Hashimoto (2002), students' desire to communicate in their second language was positively affected by their level of motivation for the language. Consequently, WTC increases as motivation does (Cetinkaya, 2005; Knell and Chi, 2012; Peng and Woodrow, 2010). Not only that, but Peng (2012) established a connection between students' L2 motivation and their WTC in the target language. MacIntyre and Choras (1996) discovered that motivation is significantly related to willingness to communicate (WTC). Willingness to communicate (WTC) appears to possess motivating properties, since Hashimoto (2002) discovered a substantial correlation between L2 motivation and WTC. There was a

favourable correlation between immersion and non-immersion students' motivation and willingness to communicate (WTC), according to research by Baker and MacIntyre (2000).

Sociocultural Theory and Mediation

In Vygotsky's Sociocultural Theory (SCT) language learning is viewed not as an independent cognitive act but rather, as a process rooted in social, interactional and cultural mediation. In this perspective, higher mental functions develop through participation in historically and culturally arranged activities. At the core of SCT is mediation, the process by which social tools, including language, signs, and cultural objects, are used as psychological tools that facilitate the internalization of learning and cognitive development (Presseisen & Kozulin, 2020; Vygotsky, 1978). Mediation starts off in the interpsychological plane, where pupils jointly carry out the task with experts or teachers. Through scaffolding and guided participation, such shared experiences are internalized by learners, and over time added to an individual cognitive toolkit (Johnson & Golombek, 2016; Presseisen & Kozulin, 2020). In L2 learning, mediation activities are both material (e.g., textbook, computer) and symbolic (e.g., peer interaction, teacher feedback). Together, these contribute to the development of metacognitive awareness, communicative abilities and motivational enhancement (Li & Chen, 2021). The ZPD in turn represents what the learner can accomplish with this mediation (Chaiklin, 2003). Recent studies focus on the agentic and affective elements in relation to this practice, recognising that collaboration, when learner-initiated and culturally significant learning can enhance learner motivation and willingness to communicate (Truong, 2024; Li & Chen, 2021; MacIntyre & Mercer, 2014). Thus, SCT provides a strong theoretical base for investigating English language learning of Pakistani university students.

Methods

The purpose of this study was to examine the integrative and instrumental motives of undergraduates by measuring their English willingness to communicate (WTC). In order to assess the students' motivation and openness to communicating in their target language, the researcher used a quantitative survey approach. According to Kalsoom et al. (2020), quantitative design is useful for data collection. The results of quantitative data, such those from surveys, provide thorough, precise, and in-depth understanding of the topic under study (Kalsoom et al., 2020).

Participants

The participants in this research were undergraduates attending various universities in the Khyber Pakhtunkhwa region of Pakistan. The cluster sampling technique was used for data collection. In the province, there are 31 public universities, from which eight (Gomal University, Agriculture University, National University of Modern Languages, Hazarah University, University of Peshawar, Swabi University, Abdul Wali Khan University, and Islamia University) were randomly selected. Fifty-five undergraduates were recruited from each university. A total of 440 participants were selected, consisting of 32.7% (144) females and 67.3% (296) males.

Instruments

We built an eighty-item inventory ($\alpha = 0.97$) that measures students' openness to communication. The items were derived from and improved upon prompts previously published by Ali (2017), de Saint Léger & Storch (2009), Menzel and Carrell (1999), Pattapong (2010), Peng and Woodrow (2010), Riasati and Rahimi (2018), and Yashima et al. (2018). In order to gauge the openness to speaking displayed by ESL students in nine distinct classroom contexts, each sentence was crafted to shimmer with genuine classroom authenticity.

Just like before, we used a 31-item Likert scale ranging from "Strongly disagree" to "Strongly agree" to plot motivational constellations ($\alpha = 0.92$). The following sources were consulted for this information: Chalak and Kassaian (2010), Clement and Kruidenier (1983), Clement and Dörnyei (1990), Gardner (1985), Islam et al. (2013), Muftah and Rafik-Galea (2013), Vaezi (2008), Yaqoob (2014), and Yashima (2002). The questionnaire separates precise integrative motivation from its instrumental counterpart, revealing the true motivators of the learners (fifteen questions with $\alpha = 0.85$ and $\alpha = 0.91$, respectively).

Data Collection

In order to gather data, the department chairs of the participating universities were asked to sign a written consent form. Following this, they were requested to formally agree by signing a document that assures them of being free from any potential conflicts of interest. There was no pressure to participate, as they were informed that doing so would have no bearing on their English class results and that there would be no correct or incorrect responses. The informants were asked to fill out questionnaires while the researcher and their English teacher were present. Two to five minutes was the time required to finish the tasks.

Data Analysis

This study employed a statistical approach to analyse data. The research questions were based on a WTC in English scale and a drive to learn English scale Questionnaire. We used descriptive statistics, such as averages and standard deviations, to find out how much WTC and motivation there was. Using Pearson's correlation, we determined the associations between WTC and the instrumental and integrative motivational orientations. In addition, the methods that had been successful in prior research for determining levels of WTC and motivation were carried out again. The scores between 3.68 and 5.00 indicate a high WTC level; 2.34 to 3.67 indicate a moderate WTC level; and 1.00 to 2.33 indicate a low WTC level (Başöz & Erten, 2018; Kalra, 2017; Lian & Budin, 2014). According to Abu-Snoubar (2017), Al-khasawneh and Al-Omari (2015), Ma, Wannaruk and Lie (2019), and others, a mean value between 3.5 and 5.00 indicates high motivation, a mean score between 2.5 and 3.49 indicates moderate drive, and a mean score between 1.0 and 2.49 indicates low motivation.

Results

Table 1. The undergraduates' L2 WTC in different classroom situations

The table shows that the WTC in English inside the classroom by the undergraduates was rated higher than (3.68) in the majority of the situations, such as when the respondents work in groups, when they stay with the same gender, when they are in a particular task, when the learners receive time to prepare, and when they sit in the front of the class. However, the participants were also moderately willing to communicate in English with members of the opposite sex, in front of the class as a whole, and while sitting in the middle as well as in the back of the classroom.

	Classroom situations	Mean	Std. Deviation	Interpretation
1	WTC during grouping mode	4.05	.44	High
2	WTC during activities.	4.01	.40	High
3	WTC with the same gender.	4.02	.39	High
4	WTC with the opposite gender.	2.82	.69	Moderate
5	WTC when given preparation time	4.06	.33	High
6	WTC while seated in front of the class	3.87	.34	High

7	WTC while seated in the Middle of the class	3.53	.49	Moderate
8	WTC while seated at the back of the class	3.39	.47	Moderate
9	WTC in front of the whole class	3.52	.40	Moderate
10	Overall	3.7675	.29882	High WTC

Table 2. The undergraduates' integrative motivational orientation

Results indicate that learners' integrative motivation was higher than ($M = 3.5$) in most of the situations. On the other hand, the participants' integrative motivation was moderate in some situations. Their motivation was highest when communicating with English people ($M=4.04$) and lowest while listening to English songs. Overall, the informants' integrative motivation was high.

	Item	Mean	Std. Deviation	Interpretation
1	I learn English.... understand English culture.	3.41	1.20	Moderate
2	understand English art and literature.	3.77	1.15	High
3	Communicate with English-speaking people.	4.04	1.03	High
4	I like English food (e.g., fish and chips, roast beef, roast lamb, etc.).	3.33	1.35	Moderate
5	I like English songs.	3.24	1.24	Moderate
6	I like English movies.	3.48	1.30	Moderate
7	I like English TV programs.	3.34	1.29	Moderate
8	I like English artists (e.g., actors, musicians).	3.36	1.18	Moderate
9	I like to read magazines in English.	3.90	.99	High
10	I like to read newspapers in English.	3.90	1.02	High
11	I like to read books in English.	3.70	1.23	High
12	I like to read stories in English.	4.02	1.08	High
13	I enjoy learning it.	3.89	1.19	High
14	It is my favourite subject.	3.75	1.12	High
15	It is easy.	3.56	1.24	High
	Overall	3.6500	.57413	

Table 3: The undergraduates' instrumental motivational orientation

Results demonstrate that the undergraduates' instrumental motivation was higher than 3.5 in all situations. However, their motivation was highest for searching information on the internet, getting better better-paying job, and a future career, while their motivation was lowest for living in a foreign country, traveling as a tourist, and studying abroad, respectively. The respondents' overall instrumental motivation was high.

	Item	Mean	Std. Deviation	Interpretation
1	I learn English.... for my future career.	4.13	.98	High
2	Get a better-paying job in the future.	4.11	1.74	High
3	it will help me to get a promotion in my job in the future.	3.67	1.11	High

4	work in a foreign country in the future.	3.78	1.08	High
5	Travel abroad as a tourist in the future.	3.63	1.06	High
6	live in a foreign country in the future.	3.55	1.14	High
7	Study abroad in the future.	3.63	1.12	High
8	Get a scholarship in the future	3.75	.97	High
9	compulsory subject in my BS program.	4.07	.99	High
10	My assignments require English proficiency.	3.74	1.17	High
11	Without passing it I cannot get my degree.	3.94	1.09	High
12	medium of instruction in my university.	3.84	1.08	High
13	An influential person in my society.	3.79	1.13	High
14	it keeps me up to date about the current issues.	3.92	.94	High
15	it enables me to use modern technology.	4.08	1.0	High
16	because it enables me to search for information on the internet.	4.30	.79	High
	Overall	3.8756	.60389	

Table 4. The Relationship between undergraduates' L2 WTC and motivational Orientations

The results demonstrate a connection between motivational orientations and WTC in English. The link between WTC and integrative motivation is small but statistically significant ($r=.113$, $P<0.05$). However, when looking at instrumental motivation and WTC, there is a moderate but significant positive association ($r=.613$, $P<0.05$).

		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).				

Discussion

According to the results, when participants were involved in group activities, their WTC was higher. Learning occurred in small groups, pairs, and on an individual basis throughout the classification process. Bernales (2014), Cao (2009), Kang (2005), Cao & Philp (2006), de Saint Leger & Storch (2009), Riasati & Rahimi (2018), and other studies found that students' WTC (willingness to communicate) increased while they worked in groups. The findings corroborate those of Riasati and Rahimi (2018), who found that Iranian EFL students were more open to interacting in pairs and small groups. The informants also favoured working in pairs or small

groups, according to Mystkowska-Wiertelak (2016). Nevertheless, their level of personal comfort was diminished. Participants' WTC was higher in couples and small groups, according to Cetinkaya (2005). Plus, Riasati (2012). Compared to when they were working alone, Iranian EFL students were more comfortable using their L2 in smaller groups and couples. The results are consistent, suggesting that students' WTC is most improved through group projects. Collaboration amongst students allows for the exchange of ideas and the acquisition of new knowledge (Riasati, 2012).

The participants were very cooperative when it came to completing the exercises. Lectures, group work, and simulated scenarios constituted the exercises. Research by Cao (2013), Eddy-U (2015), MacIntyre & Legatto (2011), and Riasati & Rahimi (2018) suggests that students' desire to speak in English can be enhanced by the use of instructional activities like debate and role-play. Karnchanachari (2019) also discovered that Thai participants were more open to communicating in role-play, therefore our results are in line with theirs. Also, according to Syed (2016), students' WTC (or their ability to speak clearly) was most enhanced through role-playing in the classroom. In the current investigation between the same and opposite genders, WTC was higher with the same gender. Pakistani students favour communicating with same gender mates compared to the opposite one. There are any number of possible reasons for that. The boys' schools and girls schools are separate at the primary and secondary levels in Pakistan (Ali, 2017), but in the university, both boys and girls go to school together. Therefore, students are unfamiliar with the opposite sex or other gender at the college or university level. Second, in most rural areas of Pakistan, co-education is not acceptable. Thirdly, in many tribal areas, where religious extremism is firmly established, co-education is considered inconsistent to religious dogma. Riasati and Rahimi (2018) also reported similar results that Iranian EFL participants were more willing to communicate with same-sex interlocutors than with those of the opposite sex. The findings are consistent with the results of the study by Nadafian and Mehrdad (2015) who found that Iranian EFL students were more WTC with their same-sex counterparts than with opposite-sex interlocutors. These findings could be due to similar religions of Iranian and Pakistani populations.

Students' preparedness is another consideration. After receiving instruction time, the kids' WTC improved. These findings are consistent with those of Riasati and Rahimi (2018), who discovered that students were more comfortable speaking up when they had time to practise. In addition, Riasati (2012) discovered that when given the chance to prepare, participants were more willing to communicate. According to Riasati (2012), students' willingness to communicate (WTC) with their teachers increased, their anxiety levels decreased, and they learnt more about the topic at hand when they had time to prepare.

The learners' physical condition was also investigated. Learners' willingness to communicate (WTC) was found to be higher when they were seated closer to the front, in comparison to the middle or the back. The results are consistent with Syed (2016) who found students had higher WTC to the front of class as students felt they were in an advantageous position. Riasati and Rahimi (2018) found that in the class, learners had more fluency inclination to talk in the front seat than the back side. The reasons for sitting in front of the class, investigated by Riasati and Rahimi (2018), 1) They felt they were being watched by everybody, 2) they attracted teachers' attention, and 3) they experienced enhanced chances for interacting. Thus, their WTC was increased while sitting in the front compared to when they sat in the back of the classroom.

The WTC of the students was moderate in the whole class. De Saint Leger and Storch (2009) found that speaking to the whole class was the hardest task for their participants. Mystkowska-Wiertelak (2016) noticed that informants did not feel very comfortable in front of the whole class. Class-wide association increased students' nervousness because of discomfort, and peer and/or teacher pressure (Cao, 2009). The symmetry in the data tells us that the students are not a big fan of standing in front of the class. This can be explained by the fact that the expression of concern motivates toward talk when challenged by anxiety in a sense, but it also exacerbates their anxiety and ultimately reduces their willingness to communicate.

The learners demonstrated a strong desire to study English for both practical and integrative purposes. On the other hand, their integrative motivation was weaker than their instrumental motivation. The current study's findings are consistent with those of Kitjaroonchai and Kitjaroonchai (2012), who investigated the relationship between intrinsic motivation and ESL acquisition in Thailand. The informants' motive was more utilitarian than integrative. Integrative motivation among Chinese learners is slightly lower than instrumental motivation, according to Liu (2007). The goals and perspectives of Shanghai students were the focus of a further investigation by Kyriacou and Zhu (2008). The majority of participants stated that they were studying English in order to succeed academically and professionally, indicating a strong level of instrumental motivation. Yamani students' attitudes and motivations towards English language study were investigated by Al-Tamimi and Shuib (2009). Learners' instrumental motivation was determined to be more powerful than their integrative motivation. On the other hand, research by Degang (2010) indicated that among Thai students, integrative motivation was marginally stronger than instrumental drive. The fact that the participants in Degang's study had a Business English concentration might explain the discrepancy in their findings. The participants' strongly integrative orientation may have been influenced by their pragmatic aims of learning English, such as pursuing careers in business, and their desire to integrate into the English-speaking world. It is highly probable that Asian learners play a significant role in learning English, especially when it comes to passing English exams, getting higher-paying jobs, and advancing in their careers.

Both instrumental and integrative motivational orientations were found to have a substantial association with WTC. In contrast to integrative motivation, instrumental motivation showed a stronger association. This is shown in the research of Peng (2007) concerning the degrees of integrative and instrumental motivation for WTC in a second language among Chinese students. L2 WTC was discovered to have strong relationships with both instrumental and integrative motivation. In contrast to integrative motivation, the correlation for instrumental motivation was greater. L2 WTC and L2 motivation were revealed to have a substantial favourable association by Liu and Hsu (2008). L2 motivation has a beneficial effect on L2 readiness to speak (Hashimoto, 2002). In addition, students in an intensive immersion context showed a favourable correlation between motivation and WTC, according to MacIntyre et al. (2003). In addition, Peng (2012) discovered a high correlation between L2 WTC and the motivation to acquire English as a foreign language. As an added bonus, Ma et al. (2019) discovered a strong correlation between WTC in an L2 and integrative and instrumental motivation. In contrast to integrative motivation, however, the link between instrumental motivation was substantially stronger. There is a strong positive correlation between WTC and both instrumental and integrative motivation in any scenario. On the other hand, instrumental motivation is more prevalent than integrative. So, it's reasonable to assume that students who are more intrinsically motivated to acquire a second language are more likely to express themselves in that language.

Implications

The present research demonstrates that within-class L2 WTC is affected by a mix of linguistic, contextual, psychological, and physiological elements, instead of being determined by just one. Consequently, it may be contended that WTC is a multifaceted ID variable that fluctuates depending on the context. Consequently, there are specific implications for ESL educators, curriculum developers, and stakeholders. The students' WTC in groups and when they participated in role-plays, presentation and discussion was found to be high at the first tendency. Consequently, educators ought to advocate for group and activity-based learning, as it will facilitate learners in exchanging diverse views with their peers. It will then increase their speaking English motivation. To create a positive environment that is conducive to learning, teachers may wish to include activities that may relax learners (e.g. presentations, role play and discussion) and increase their second language communicative confidence. Furthermore, the curriculum designer, particularly within the Pakistani ESL setting, should consider collaborative and cooperative learning methodologies when developing English language courses. Secondly, it was determined that sex has a crucial role in both enhancing and hindering L2 WTC. The findings indicated that learners' willingness to communicate in a second language was greater with individuals of the same gender than with those of the opposing gender. Educators and stakeholders must to collaboratively organize extracurricular activities for both boys and girls, including educational excursions and debates. This will facilitate interaction between learners and their peers of the opposite gender. Consequently, it will alleviate their fear and enhance their willingness to communicate with the opposite gender. Furthermore, it was discovered that learners exhibited elevated willingness to communicate (WTC) when afforded adequate preparation time. Therefore, while designing classes, educators should include additional time for students to prepare for activities, as this will boost their willingness to communicate (WTC) and enable learners to manage anxiety, thereby facilitating more effective acquisition of the second language (L2) (Cao, 2009; Kang, 2005).

The physical context has a powerful effect on EFL learners' WTC. For example, students' reported WTC was high when they sat close to the front; however, it was low when they sat in the middle and back of the class. Educators must periodically alter the seating arrangement to ensure equitable possibilities for students to occupy front seats, as those seated in front perceive increased scrutiny from peers, which encourages greater participation (Riasati & Rahimi, 2018). Moreover, the respondents shown a moderate willingness to communicate in front of the entire class. Consequently, educators ought to promote student engagement in activities such as discussions, role-playing, and presentations before the entire class. It will enhance their WTC before the entire class.

Conclusion

The study sought to investigate the in-class L2 WTC by focusing on integrative and instrumental motivation. Students' level of WTC was high in general, medium in the specific classroom contexts, when talking to the opposite sex, when sitting in the center or back of the class, and when talking to the whole class. The students demonstrated high motivation towards acquiring English fluency. The instrument-oriented motivation was over their relationship-oriented motivation. Besides, there was a high relationship between L2 WTC and L2 motivation. This research, like others, limited and recommendations. This study is focused on undergraduates. Next, future studies should repeat a similar design at college and high school levels. The current study focus was on verbal communication. In the future, research should be directed towards the development

of other communication skills (listening, writing, and reading). The data was collected using a cluster sampling method. Other methods of data collection could be used by future scientists. The current study demonstrated the relationship between WTC and both instrumental and integrative motivations. In subsequent studies, other motivational orientations such as extrinsic and intrinsic motivation should be included. The current study focused on undergraduates' WTC. Consideration might also be given in future research to teachers' ascriptions of WTC to students.

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