

Dynamics of variables underlying Willingness to Communicate (WTC) in English (L2): A case study of postgraduate business students at a university classroom in Sukkur, Pakistan.

Hassan Ali Shah, Syed

Doctor of Philosophy

University of York

Education

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Abstract

Modern approaches to second language (L2) pedagogy emphasise authentic L2 use for successful L2 learning. However, it has been a common observation L2 contexts that despite possessing years of experience in L2 learning, sometimes even students with higher L2 proficiency shy away from communication, while others plunge themselves in a conversation involving L2. It has been argued that in order for learners to become successful L2 users they not only have to have competence and motivation but a higher willingness to communicate in the target language as well. The present study was, therefore, designed to explore the situational variables and their interaction determining the willingness to communicate (WTC) in English (L2) of six postgraduate business students in a university classroom in Pakistan. While much research has been undertaken to examine trait-like psychological antecedents, only a few studies have examined the nature of the interaction between situational variables affecting L2 WTC in a classroom context. Adopting the Dynamic Systems Theory (DST) framework, the present study utilised classroom observations, learners' diaries, stimulated recall interviews and biographic questionnaires to collect the data over ten weeks. The study results showed that participants' L2 WTC emerged as a result of the complex, dynamic and non-linear interaction between contextual, psychological, linguistic and physiological factors. Most notably, the study revealed that while learners' L2 use was a manifestation of their willingness to talk, their silence was not always a reflection of their *un-willingness* but involved an active cognitive engagement in L2 communication. The current study, therefore, reinforces the need for teachers to be aware of the multiple factors which affect learners' L2 WTC and silence in L2 classroom. Owing to the complexity and non-linearity of interaction of variables, the current study proposes pre-service and in-service teacher training for English language teachers in Pakistan.

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Declaration

I, Hassan Syed, declare that this thesis is a presentation of original work and I am the sole author. This work has not previously been presented for an award at this, or any other, University. All sources are acknowledged as References.

Dedication

(Poet: Faiz Ahmed Faiz)

Let me write a song for this day!

This day and the anguish of this day

For this wilderness of yellowing leaves-which is my homeland

For this carnival of suffering-which is my homeland!

Let me write of the little lives of the office workers

Of the railwaymen

And the tonga-wallahs

And of the postmen

Let me write of the poor innocents they call-workers

Lord of all the world

Promised heir to all that is to come

Let me write of the farmer

This Lord whose fief was a few animals-stolen

Who knows when

This heir who once had a daughter-carried off

Who knows where

Let me write of the mothers

Whose children sob in the night

And, cradled in tired, toiling arms

Would not tell their woes

.....

Let me write of the students
Those seekers of the truth
Who came seeking the truth at the doorstep
Of the great and mighty
These innocents who, with their flickering lamps
Came seeking light
Where they sell naught but the darkness of long endless nights

Let me write of the prisoners
In whose hearts, all our yesterdays
Dawned like sparkling gems
And burning, burning through the dark winds of prison nights
Are now but distant stars

Let me write of the heralds of the coming Dawn....

(Translator: Shoaib Hashmi)

Chapter one: Introduction

1. Introduction

The current study examines the dynamics of postgraduate business students' willingness to communicate (WTC) in English (L2) in a university classroom in Sukkur, Pakistan. Willingness to communicate in second language (L2 WTC) is defined as a voluntary engagement in L2 communication with a specific person or group at a specific time in a specific context (Kang, 2005; MacIntyre, Dornyei, Clement, & Noels, 1998). Research has shown that L2 WTC is a situation-specific and context-sensitive variable which changes from situation-to-situation and even within the same situation as a result of interaction between varieties of trait- and state-level psychological, linguistic, contextual and other potential variables (Kang, 2005; MacIntyre et al., 1998). The two major concerns of the present study are: i) to explore driving and restraining factors which contribute to learners' L2 WTC in the classroom, and ii) to examine the specific patterns of interaction between variables causing fluctuations in L2 WTC from moment-to-moment and over time. The current chapter aims to set the scene for the thesis by briefly introducing the background of the study, theoretical orientation, research questions, research methodology, significance of the study, and the outline of chapters within the thesis.

1.2 Background of the study

Modern approaches to second language acquisition argue that language is a socio-cultural phenomenon and emphasise social interaction and authentic communication as the most important facilitators of L2 learning (Atkinson, 2002; Firth & Wagner, 1997; Kramsch & Whiteside, 2007; Lantolf & Thorne, 2006; Larsen-Freeman, 2007; Savignon, 2002). However, students' reluctance to engage in activities involving authentic oral communication in L2 has been a major concern in both English as a second language (ESL) and English as a foreign language (EFL) contexts (Liu, 2005; Peng, 2012). Research into Chinese (Cheng, 2000; Liu & Jackson, 2009; Tsui, 1996), Japanese (Furuta, 2011; Hashimoto, 2002; Yashima 2002; Yashima, Nishide, & Shimizu, 2004), Korean (Kang, 2005; Kim, 2004), Iranian (Riasati, 2012) and Pakistani contexts (Khan, 2013; Shamim, 1996; 2008; Tamim, 2014) has rendered a mass of evidence showing that Asian students

demonstrate unwillingness to talk in a L2 classroom due to anxiety, lack of proficiency and culture (Horwitz, Horwitz, & Cope, 1986; Liu, 2005; Wen & Clement, 2003). It has been a perennial issue in ESL and EFL classrooms in Asian, China, Japan, Thailand, Iran and Pakistan.

Pakistan offers a unique scenario for several reasons. English has been the second language of Pakistan and used for official correspondence in the private and public sectors for over six decades. In addition, English has been a compulsory subject within primary and secondary levels of education and has been a medium of instruction within tertiary and higher education for several decades (Mansoor, 2005; Rahman, 2005; Shamim, 2008). Excellent writing and oral communication skills are therefore essential for success and progression through the education system and into the job market (Euromonitor, 2010; NEP, 2009). Nevertheless, it has been observed that despite extended exposure to English language instruction, students demonstrate significant variation in their communicative behaviour within the L2 classroom (Shamim, 2008; Shamim, 2011). With some students demonstrating higher oral communication skills, while others display reticence and avoidance.

As a practitioner of English language teaching (ELT) in a university in Pakistan, I have frequently observed that many students who displayed higher proficiency in reading, listening and especially writing skills, nonetheless, exhibited avoidance for participation in oral communication in English. On the other hand, some of the students with a lack of proficiency in grammar and vocabulary frequently plunged themselves into discussions and tasks where communication in English was required. I was intrigued by these observations and keen to find an explanation for postgraduate learners' approaches to and avoidance of oral communication in L2. In my quest for an explanation, I found that while valuable insights have been rendered by researchers into institutional and motivational aspects of English language teaching in Pakistan (Habib, 2012; Islam, 2013; Khan, 2013; Tamim, 2014), lesser attention has been accorded to factors affecting learners' oral communication in English in the L2 classroom.

A huge body of empirical evidence has shown that motivation, anxiety and language proficiency do not solely and necessarily predict students' decision to speak/not speak L2 in

a classroom (Dornyei, 2009; Dornyei & Ryan, 2015). For instance, research shows that even the motivated, linguistically proficient and competent learners may choose to remain silent, whereas less proficient and competent learners may choose to make frequent use of the L2 (MacIntyre, Baker, Clement, & Conrod, 2001; Matsuka & Evans, 2005, p. 3). Dornyei (2003), therefore, argues that in order to communicate, learners not only need to be competent in the target language but *willing* as well (pp. 12-14). Thus, students' linguistic competence in the L2 is no guarantee of their becoming successful L2 users. This issue ultimately necessitated the (re-) conceptualisation of students' reluctance to speak the target language and engage in oral communication both inside and outside of the classroom. Thus in an attempt to address this issue, MacIntyre et al. (1998) proposed WTC as an immediate predictor of L2 use and as a suitable goal of L2 instruction (p. 558). The present study, therefore, sets out to examine postgraduate learners' L2 WTC in the university classroom setting in Pakistan.

1.2 Theoretical underpinnings

The current study adopts the dynamic systems theory (DST) to examine the complex nature of L2 WTC in a classroom context. From the DST perspective, L2 WTC is a complex and dynamic variable constantly changing as a result of a non-linear interaction of psychological, linguistic, contextual, and physiological variables. Previous research into L2 WTC has suffered from theoretical and empirical limitations (Baker & MacIntyre, 2000; Clement, Baker, & MacIntyre, 2003; MacIntyre et al., 2001; Yashima, 2002). At the theoretical level, there is a marked disjuncture between psychological, linguistic and contextual dimensions. MacIntyre et al.'s (1998) model postulates a linear relation between situational and enduring variables on the one hand, and psychological, linguistic and contextual variables on the other. Wen and Clement's (2003) model offers a revised conceptualisation of L2 WTC in EFL contexts and emphasises the role that context, especially culture, plays in affecting L2 learners' L2 WTC, yet it too falls short of explaining the interaction and interrelations between the different variables underlying L2 WTC.

At an empirical level, research into L2 WTC has been characterised by a predominance of quantitative approaches employing questionnaires and surveys to examine

trait-like L2 WTC. While L2 WTC has been conceptualised as a context-sensitive variable, much of the focus of subsequent research has been expended on examining psychological rather than contextual variables. In addition, context has been examined as a trait rather than a state variable. Much of the focus has been on the macro-level, socio-cultural and socio-economic, rather than micro-level features of context, such as the classroom. Contextual variables, including bilingual milieu, ethnolinguistic vitality, culture and social support, have been identified as having a distal and indirect relation to L2 WTC through psychological variables. Most significantly, quantitative studies have offered snapshots of L2 WTC in various contexts but have missed out on the moment-to-moment process of changes in L2 WTC. The relation between variables underlying L2 WTC has been examined from a linear cause-and-effect perspective. Moreover, given that much of the research in this area has been primarily concerned with examining group averages, the intricacies and idiosyncratic nature of individual learners' L2 WTC has been overlooked.

In recent years, however, L2 WTC has been examined from socio-cognitive, ecological and socio-cultural frameworks (Cao, 2009; Pattapong, 2010; Peng, 2012; 2014; Suksawas, 2011) integrating psychological, linguistic and contextual dimensions of L2 learning. Qualitative studies have employed a combination of observational and introspective methods, including classroom observations, diaries, semi-structured and stimulated recall interviews to tap into the factors facilitating or debilitating L2 WTC. Such studies have successfully begun, to capture the dynamics of changes in L2 WTC. Nevertheless, there is still a need for in-depth understanding of L2 WTC using DST as a theoretical lens to conceptualise L2 WTC. In addition, more qualitative and mixed method studies are required to explore the variables and unravel the complex, dynamic and non-linear relationship between these variables which determine moment-to-moment fluctuations in L2 WTC.

1.3 Research Questions

This study, therefore, aims to contribute to the existing body of literature by addressing two interrelated research questions. The first question (RQ 1) aims to investigate the factors which enhance or reduce postgraduate learners' L2 WTC in a university classroom in Pakistan. The second question (RQ 2) taps into how these factors interact to determine L2 WTC. The precise research questions of the present study are as follows:

RQ 1: What are the factors influencing L2 WTC of postgraduate business students in a university classroom in Pakistan?

RQ 2: What are the dynamics of the interaction between variables underlying L2 WTC of postgraduate business students in a university classroom in Pakistan?

1.4 Research methodology

This study employs a multiple case mixed methods approach to answer the research questions above. Due to the fact that quantitative methods tend to discount the context-sensitive nature of L2 WTC, while qualitative approach foregoes the external validity of their findings, the present study aims to use a mixed method approach to counter-measure the shortcomings of either approach. This study used methodological triangulation using classroom observations, diaries, stimulated recall interviews (StRs) and background questionnaires to obtain the data. The classroom observations enabled an examination of learners' communicational behaviour in real-life, within classroom situations. Since observational data did not allow insights into the learners' mind, the observations were reinforced with diaries and stimulated recall interviews. The diaries allowed the learners to make sense of their own L2 communication in a specific class, while the stimulated recall interviews helped to corroborate the data from the diaries, questionnaires, and observations, and made it possible to track the moment-to-moment fluctuations in the participants' L2 WTC.

1.5 Significance of the study

By answering the two research questions, this study will make a theoretical, methodological, contextual and pedagogical contribution. While previous qualitative and mixed method studies have employed situational and ecological approaches to conceptualise and examine L2 WTC (Cao, 2009; Kang, 2005; Pattapong, 2010, Peng, 2012; 2014; Suksawas, 2011), the current study employs the DST approach as an overarching framework to examine the complex and dynamic nature of L2 WTC. In contrast to previous research, the DST approach allows for the integration of the psychological, linguistic, contextual and other potential dimensions of L2 WTC and examines the non-linear interaction of such variables to determine the moment-to-moment fluctuations in learners' L2 WTC in the classroom.

Moreover, as L2 WTC research has been dominated by quantitative studies, the number of qualitative and mixed-method studies has been conspicuously insufficient. There is a strong need for methodological diversification combining qualitative and mixed-methods approaches to capture the complex, dynamic and non-linear trajectory of L2 WTC. This study will contribute to L2 WTC research by employing a multiple case mixed methods approach using a diverse set of data collection tools, including classroom observations, diaries, stimulated recall interviews (StRs) and background questionnaires to obtain a holistic understanding of L2 WTC.

Contextually, the present study will fill the vacuum in research by exploring L2 WTC in the ESL context of Pakistan. There have been studies on L2 WTC in both western ESL contexts (Clement et al., 2003; MacIntyre & Babin, 1999; MacIntyre et al., 2001), and non-western EFL contexts, for example China (Peng, 2012; Wen & Clement, 2003; Xie, 2011; Yu, 2008), Japan (Hashimoto, 2002; Yashima 2002; Yashima, et al., 2004), Korea (Edwards, 2006; Kang, 2005; Kim, 2004) and Iran (Rashidi & Mahmoudikia, 2012; Riasati, 2012). However, there is still an acute lack of studies on L2 WTC in the non-western ESL context of Pakistan.

Furthermore, the present study will contribute to English language teaching (ELT) in Pakistan and elsewhere. Given the emphasis on authentic communication, it has been argued that teachers need to be aware of the communication orientation the L2 learners bring

to the L2 classroom in order to help L2 learners to achieve communicative competence (Cameron, 2013, p. 191). The findings of the current study will enhance English language teachers' understanding of L2 learners' communicational behaviour within the classroom by identifying debilitating versus facilitating factors influencing learners' L2 WTC; factors which teachers can then control for / promote within their own classrooms to optimise their learners' L2 communication. At a personal level, it will allow me to develop an in-depth understanding of the factors contributing to L2 WTC within the classroom and help me to improve my pedagogical and professional skills.

1.6 Outline of the chapters in the thesis

The current thesis is divided into ten chapters. In addition to the current introductory chapter (**Chapter 1**), **Chapter 2** discusses the complex linguistic and educational profile of Pakistan with a purpose of offering a macro-level representation of the context in which the current study was conducted.

Chapter 3 provides a critical review of the theoretical developments in L2 WTC with a special focus on MacIntyre, et al.'s (1998) heuristic pyramid model, Wen and Clement's (2003) model, and Kang's (2005) model. The chapter introduces DST as an alternative approach to understanding L2 WTC, and describes and explains the key properties of DST.

Chapter 4 presents a critical appraisal of literature on L2 WTC. In line with the research questions, the first part of the chapter explores the psychological, contextual and linguistic variables affecting L2 WTC in the classroom. The second section provides a critical review of quantitative and qualitative studies in this area with a special focus on exploring the complex relations between underlying variables and the dynamic fluctuations in L2 WTC. The chapter also identifies the gaps in previous research, and in the light of these, establishes the research questions the present study aims to answer.

Chapter 5 explains the research design of the current study. It explains why the current study adopted a multiple case mixed method rather than a quantitative approach. It elaborates on the instruments used, and the procedures adopted for data collection. The

chapter includes a detailed discussion on the data analysis processes followed in the current study.

Chapter 6 presents the findings to answer the first research question (RQ 1). The chapter consists of frequencies, description, explanation and illustration of the contextual, psychological, linguistic and physiological factors explored in the data.

Chapter 7 provides a deeper insight into the behaviour of contextual, psychological, linguistic and physiological variables and the nature of L2 WTC. First of all, the chapter illustrates and explains the patterns of interaction between those variables frequently combining to shape participants' L2 WTC in class. Secondly, drawing upon the data, the chapter explores the specific dynamic features of L2 WTC, such as change, complexity, interconnectedness, non-linearity, self-organisation, feedback sensitivity, and attractor and repeller states.

Chapter 8 looks in more detail at six individual cases, namely, Zeeshan, Umair, Hina, Dua, Aliza and Zubair respectively. Based on with-in case analysis, the chapter highlights the idiosyncratic nature of the L2 WTC of the six individual cases.

Chapter 9 comprises a discussion of the findings in relation to previous research. The chapter is divided into two parts. The first part highlights the factors consistent with previous research and the ones specific to the present study. The second part involves a discussion on the dynamics of L2 WTC specifically emphasising the non-linear patterns of interaction between variables.

Chapter 10 highlights the contributions, implications, and limitations of the current study and offers some directions for future research.

Chapter two: Context

2. Introduction

The current chapter provides a brief introduction to the linguistic and educational context of the present study. In recent years, the concept of context has assumed broader dimensions. While previously it was conceived of as an exogenous variable influencing L2 learning, it is now considered as an organic part of the ecology of the dynamic system of second language acquisition along with psychological, physiological and linguistic dimensions (Larsen-Freeman, 2015, p. 16; Mercer, 2016, p. 12; Ushioda, 2015, p. 47). For instance, an ecological approach has further expanded the concept by conceiving context as a system of nested structures, including micro, meso, exo and macro-systems. From an ecological perspective, all the layers of context are involved in a reciprocal interaction whereby changes in a macro-system may cause dramatic changes in the underlying nested systems (Bronfenbrenner, 1994; Peng, 2014).

The purpose of the present study is to investigate the dynamic nature of L2 WTC in a classroom [micro-] setting. However, in order to have a deeper insight into the currents which contribute to students' WTC in L2 classroom, it is of no little importance to understand the wider sociolinguistic and educational features of context in which L2 WTC is investigated. The information rendered in this chapter is also necessary for contextualization of the findings of the current study. This chapter consists of two main sections: The first section consists of a brief introduction to Pakistan with a special focus on the complex linguistic profile of the country, role and status of English vis-à-vis regional languages, and the use of codeswitching. The second section focuses on the state of higher education and the state of English language teaching in higher education in Pakistan.

2.1 Pakistan: Some important facts

Pakistan was established on 14th of August, 1947 as result of a long struggle against British colonialism. Geographically, it is located in the Southeast Asian region bordering China in the north, India in the northeast, Afghanistan in the northwest and Iran in the Southwest (see Figure 1 below). The country comprises of four main federating units/provinces, including Punjab, Sindh, Khyber Pakhtunkhwa, and Baluchistan. According to the census (2001), the

total of population of the country was 185 million. With a GDP growth of 4.7(%) and a per capita income of \$1,400 (World Bank, 2016), it is no wonder that the overall literacy rate in the country is 58%, and the adult literacy rate is still lower, that is around 56.7 % (Pakistan Economic Survey 2014/15; World Bank, 2016).



Figure 2.1 Map of Pakistan

2.2 Language profile of Pakistan

Pakistan offers an immensely complex and complicated linguistic scenario whereby English is an official language, medium of instruction and an international lingua franca; Urdu is a national language and national lingua Franca, and a vast number of regional language(s) are historical, cultural and ethnic identity markers. Given the linguacultural scenario, the majority of the population in Pakistan is either bilingual or multilingual. The following

sections consist of a discussion on the status and role of English in the country, the diversity of regional languages, and code-switching.

2.3 The status of English language in Pakistan

English has enjoyed the most privileged place in the linguistic profile of Pakistan ever since the country's establishment as a sovereign state in 1947. A variety of factors, such as historical, institutional, educational and economic, are responsible for the persistence of the overarching status of English. Historically, English was the language of the colonial masters, feudal and bourgeois elite, emerging upper middle class, military elite and civil bureaucrats. It also used to be the medium of instruction in the elite schools and universities during the British rule in the sub-continent. No qualitative change occurred in the political, administrative or educational system with respect to the status of English after the country's independence (Rahman, 2005, p. 26; see also, Education in Pakistan: A White paper, 2007, p. 53).

Institutionally, English is the language of government, law courts, media and higher education. English as an official language of the country, serves as a code for official and governmental correspondence. It has been used by the powerful social, political and economic classes, for example, military, bureaucracy, politicians, industrialists and technocrats. It has, therefore, assumed a certain class character by serving as a symbolic capital of the elite (Shamim, 2011; Tamim, 2014). For example, Rahman (2003) maintained that the civil and the military services of Pakistan have remained anglicised not only in their approach towards administrative issues but also in their conception and treatment of the ordinary masses (p. 10). Although from 1989 attempts have been made to democratise English with an aim to narrow down the yawning gap of social inequalities resulting from an unequal access to education in the English language (Khushi, 2012, p. 22; Shamim, 2008, p. 239), English still serves as a symbolic capital of the elite.

Nevertheless, the most significant factors contributing to the popularity of English are instrumental, such as i) higher education, and ii) career prospects. English is a compulsory language from primary through secondary to higher education. Studies suggest that due to the fact that it ensures socio-economic development and access to higher

education, English as a medium of instruction (EMI) is accepted by and large (Khan, 2013; Mehboob, 2002).

Moreover, English is regarded as synonymous with successful career prospects. English language proficiency and good communication skills are regarded as the keys to the most coveted and higher-level careers in both public and private sectors. For example, the higher level government jobs include civil superior services (CSS) and the provincial public service commission (PCS). The compulsory subjects of CSS include (English) essay, English composition, every day science, current affairs, Pakistan affairs and Islamiat. Students are bound to attempt all the compulsory subjects in English, except for Islamiat which the students are allowed to attempt either in English or Urdu. Even the optional subjects, except for ones in Urdu or the vernacular languages, are to be attempted in English (Federal Public Service Examination, 2013, pp. 13-40). Similarly, PCS has English essay and English composition as compulsory subjects, meaning that failure in English results in the disqualification of the candidate (Public Service Examination Syllabus, 2013, pp. 4-7).

The private sector is even more demanding in terms of English language proficiency and good communication skills. English is used at every level in the corporate sector, for example, entry tests, interviews, trainings, official correspondence, professional growth, etcetera. The findings of a survey conducted by the British Council (2010) through Euromonitor International (hereafter EI) showed that English language communication skills exert a strong influence on economic growth, foreign direct investment (FDI) and progress of business in Pakistan. There are around a hundred British companies operating in the country in various sectors: IT and telecommunication, banking, finance, manufacturing, energy and oil and pharmaceuticals. The thirty companies interviewed by the EI were unequivocal in their emphasis upon the need for employees with good communication skills. Because of the quality and standard of education in private institutions, recruiting agencies, companies and NGOs as well as most of the public sector organisations prefer to hire the candidates educated in the private rather than the public sector universities. The report informs that 57% of recruitment agencies cited fluent English as one of the most important requirement for the job (p. 125). The discussion above shows that English language learning is a sine qua non for social, economic and educational mobility in the country. However, the overarching status of English has been the source of controversy and contention between

English and regional languages. The following paragraphs present the complex picture of regional languages and their status vis-à-vis English.

2.4 Regional languages

Pakistan is a multi-cultural and multilingual country consisting of an immensely complex linguistic landscape. According to recent estimates, the total number of regional languages is between fifty-nine (Rahman, 2003, pp. 11-13) and seventy-two (Coleman & Capstick, 2012, p. 13). The main languages of the country include: Punjabi, Pushto, Sindhi, Siraiki, Urdu and Balochi. With regard to the number of speakers, Punjabi is the language of around 44% of population; Pushto-speakers constitute around 15.42% population; Sindhi is the language of 14.10%; Siraiki is used by 10.53% of speakers; Balochi is spoken by 3.57 per cent of speakers, and other languages constitute 4.66% speakers. Most surprisingly though Urdu is the mother tongue of merely 7.57% of the population, yet it is bestowed with the status of a national language of the country (Rahman, 2003, p. 1).

Most notably, the ethnolinguistic composition within each province, such as the Punjab, Sindh, Baluchistan and KPK, makes the situation even more complex. Each province bears a distinct ethnic composition inhabited by a number of communities using different languages. For instance, Punjabi is the language of majority in the north and center of the Punjab province, while Siraiki is spoken mainly in the southern parts. Similarly, Sindhi is the language of majority in rural Sindh, while Urdu is used in the urban centers of the province. In Baluchistan, Balochi, Brahvi, Pushto and Hazara languages are used by the respective communities. And in KPK, Pushto happens to be the dominant regional language, while Chitrali, Kohistani and Hindko are ethnic languages (Mansoor, 2004, p. 335). Table 2.4 represents the population with respect to their mother tongue within each province/administrative unit of country.

Table 2.4 Population of Pakistan by mother tongue

Administrative Unit	Urdu	Punjabi	Sindhi	Pushto	Balochi	Saraiki	others
Pakistan	7.57	44.15	14.1	15.42	3.57	10.53	4.66
NWFP*	0.78	0.97	0.04	73.9	0.01	3.86	20.43
FATA**	0.18	0.23	0.01	99.1	0.04	–	0.45
Punjab	4.51	75.23	0.13	1.16	0.66	17.36	0.95
Sindh	21.05	6.99	59.73	4.19	2.11	1.00	4.93
Balochistan	0.97	2.52	5.58	29.64	54.76	2.42	4.11
Islamabad	10.11	71.66	0.56	9.52	0.06	1.11	6.98

Source: Adapted from Government of Pakistan, 1998b.

* North West Frontier Province.

** Federally Administered Tribal Areas.

The table presents a complex picture of linguistic diversity within as well as across each administrative unit of the country. It is a fact that right from its inception, the country has witnessed a number of serious linguistic controversies due to the power, prestige and patronage accorded to some languages at the cost of others. Due to the disparities between languages and the lack of a consistent official language policy, languages have competed against one another for recognition, status and prestige. For instance, Urdu has competed against English; Bengali, the language of former East Pakistan (now Bangladesh), has had to compete against both English and Urdu for status; and regional languages have had to wage a struggle for survival and prestige against both Urdu and English. It is because of disparate value of each language against other languages that language policy and medium of instruction in higher education have been the subject of debates between the proponents of different language (Rahman, 2005).

The competition between languages has given rise to a trend of subtractive bilingualism, whereby, adoption/learning of English and Urdu is gradually resulting in attrition of the learners' mother tongue (L1) (Khan, 2013; Mahboob, 2002; Mansoor, 2004; Rahman, 2006; Tamim, 2014). For instance, Mansoor (2004) conducted a study into perceptions of people of status and the role of regional languages. Results of the study revealed that people's attitude towards their mother tongue were severely deprecating (p. 340). Similarly, Mahboob's (2002) study reported that only 22 of the 255 respondents in his study considered education in their mother tongue to be important, whilst the percentage of respondents who believed English should be the medium of instruction at all levels of education was 77%, 94% and 94% respectively (p. 29). More recently, Tamim's (2014)

study reported that university students with either a government or a private school educational background even expressed intolerance towards their mother tongue (p. 16). Besides subtractive bilingualism, another more significant trend has been the use of codeswitching.

2.5 Codeswitching

Given the linguistic and cultural diversity, it is natural for people to be multilinguals, therefore, making frequent use of codeswitching between languages. It has been argued that in multilingual contexts, code-switching happens to be an ‘unmarked choice and a communicative norm associated with speakers’ multiple linguistic and cultural identities (Myers-Scotton, 1993a; cited in Duemert, 2011, p. 269). Instances of multilingualism and code-switching between English, Urdu and mother tongue can be observed at all levels of society, for instance, home, media (print and electronic), films, dramas, textbooks and classrooms. The intermixing of English with Urdu as well as regional languages, however, depends much on the level of education of interlocutors and the contexts of conversation, both inside and outside of the classroom.

For example, print and electronic media plays a significant role in affecting code-switching in various contexts. For instance, Rasul (2013) conducted a study into codeswitching in children’s magazines in Pakistan. Results of the study revealed that codeswitching between English and Urdu was a normative phenomenon in the magazines. English vocabulary was used in Urdu sentences despite the fact that an easy Urdu equivalent of the same lexical item was available (p. 70). On the other hand, Ehsan and Aziz’s (2014) study into codemixing in Urdu news of a private news channel found codeswitching to be not only a frequent occurrence but a general behaviour in society. The study reported that although Urdu equivalents of English words were available, people used intelligible and easily available words facilitating conversation (p. 165).

Codeswitching is also a common phenomenon in all educational institutes. According to Rahman (2004), codeswitching between mother tongue, Urdu and English is a norm especially in educated population of the country. Norton and Kamal (2003) conducted a study into English language learners as imagined communities at a private school in

Pakistan. The study reported that although English was the medium of instruction in schools, students were observed codeswitching in small group work and on the playground (p. 305). Khan (2013) also reported that students in her study frequently codeswitched in classroom for various purposes, such as to compensate for lack of proficiency in English, to decrease anxiety or to maintain communication in classroom discussions. In addition to that, they expressed preference for using a Pakistani variety of English, such as Pakistani English (PE) (pp. 161-166).

2.6 Summary

The discussion in the preceding paragraphs shows the complex linguistic landscape in Pakistan with English as the superior language because of its historical, institutional, educational, social and socio-economic status. Because of the longstanding hegemonic position of English vis-à-vis regional languages, it has been consensually accepted by a majority for instrumental reasons, including social mobility, educational achievements and economic well-being. On the other hand, regional languages have suffered intolerance and deprecation on the part of their speakers. Another commonly observed phenomenon regarding everyday communication is the use of codeswitching in different conversational contexts, including home and classrooms. Since the current research is about L2 WTC of the postgraduate students of a business institute, it is necessary to understand the higher educational context with a specific focus on English language teaching at university level in Pakistan. The paragraphs below, therefore, consist of an exposition of the higher education (HE) system in the country as well as the state of English language teaching in the country.

2.7 Higher education in Pakistan

Higher education (HE) in Pakistan refers to education above intermediate level (class 12) comprising students between the age of 17 and 23. Higher education in the country is provided by universities and degree awarding institutions (DAIs) offering undergraduate and postgraduate degrees in general, technical, engineering, agriculture and MBBS courses. The Higher Education Commission (HEC) of Pakistan is the apex body of higher education established in 2002. It has been designated a wide range of responsibilities, such as developing and monitoring educational standards, enhancing infrastructure at public

universities/DAIs, attesting degrees, revising curricula for public universities, and awarding foreign and local scholarships (Guerero, 2014, p. 3). According to HEC of Pakistan (2016), there are 177 universities and degree awarding institutions (DAIs) in Pakistan. The number of public universities/DAIs is 103, followed by 74 private universities/DAIs. It is reported that public universities attract around 86% of the total enrolment in universities (ibid., p. 5).

According to a report by the Ministry of Finance (2015), Pakistan's expenditure on education is 2.0 % (of the GDP) which is the lowest compared to its close neighbours, such as the Maldives (8.0%), Iran (4.7%), Bhutan (4.9%), India (3.2%) and Bangladesh (2.1%) respectively. Based on a World Bank report (2010), HE in Pakistan is afforded a meagre 0.29 per cent of the total public expenditure and 15.7 per cent of the total expenditure on education. As a result, it attracts a significantly low enrolment of 4 per cent of the age cohort eligible for HE. Moreover, the HE system is also fraught with grave social and economic inequalities. For instance, only around 3.8 per cent of the eligible age group has access to higher education in the country compared to the neighbouring countries, such as India (11%), Malaysia (32%) and Bangladesh (8.5%) respectively.

Guerero (2014) made significant observations in his case study on HE in Pakistan. He noted that participation in HE in Pakistan has witnessed a significant rise for the past twelve or so years due to a variety of factors, such as growth of the urban middle class, mushrooming of low-cost private sector universities and the rising female enrolment in HE. Despite the fact that size of student population has increased, around 45 per cent of the age cohort for HE is still illiterate. Furthermore, real per-student spending has also plummeted to an all-time low level (ibid. pp. 3-7). While public universities have recorded declining standard of education for decades, the quality of private institutions has also been subjected to criticism by educationists. For instance, Halai (2012) argued that despite the fact that some of the private HE institutions are doing extremely well, the vast majority of them are seriously lacking in quality assurance and research categories (p. 784). It is this scenario in HE wherein English language is taught and learned. The following section discusses the role of English in higher education in Pakistan.

2.7.1 Government policy regarding English in higher education

Governmental policies have always emphasised the importance and the role of English in the development and growth of the national economy (White Paper, 2007; NEP, 2009). Mansoor (2003) draws a historical sketch of the official stand with regard to English in Pakistan. She writes that in almost every report, conference, commission and policy, ‘the official policy with regard to language has been to maintain English as the medium of instruction in Higher Education after the country's independence in 1947’ (p. 17). The National Education Policy (2009) made English a mandatory subject in education from class-1 up to higher education (cited in Coleman, 2010, p. 18).

However, languages in education policies have been fraught with serious inconsistencies. The emphasis of L2 education has been exclusively on the skills of reading and writing with no mention of other equally essential skills, such as listening and speaking. For example, the National Education Policy (NEP) (2009) states, ‘graduates of the higher education system must have the ability to communicate effectively both in *reading* and in *writing*’ [my italics] (p. 57). It is not made clear, however, as to which language the graduates are expected to communicate effectively in. Secondly, while the emphasis on reading and writing skills is justifiably important, equal emphasis on listening and speaking is categorically missing.

2.7.2 English language in higher education

Furthermore, admission to a university/college for tertiary education is conditioned with a number of pre-requisites, such as marks/percentage obtained at higher secondary/intermediate level, score in pre-entry test and performance in interview (Nordic Recognition Information Centres, 2006, p. 18). In order to get admission to a university, students are required to be proficient in English to get through the pre-entry test for admission to undergraduate courses. Moreover, English pervades higher education at all levels from course-materials, to conduct/transmission, to assessment (Karim, & Shaikh, 2012, p. 106). Therefore, students face serious difficulties in navigating university education if they lack proficiency in English (Khan, 2013; Tamim, 2014).

English is taught as a compulsory subject for the first two years at undergraduate level in all public and private universities. Additionally, it is used as the medium of

instruction for teaching core science and arts subjects in various disciplines/departments (Shamim, 2011, p. 296). Furthermore, students are assessed in their respective subjects in English. Examinations in all subjects, except for the ones in the vernacular languages, that is, Urdu or Sindhi literature, are conducted in English.

2.7.3 English language teaching in higher education

English language teaching in Pakistan cannot be understood in isolation from the context in which it takes place. Research shows that a teacher plays a crucial role in L2 classroom in Pakistan; yet the majority of ELT practitioners in higher education have postgraduate degrees in English literature lacking professional qualifications and training in English language teaching (Azam, 2009). Additionally, Warsi (2004) pointed out that teachers hired to teach English are either inexperienced or lack training in the use of modern pedagogical methods. In either case, they do not keep themselves abreast of the up-to-date research in second language teaching and learning (p. 2).

Moreover, it is evident that antiquated pedagogical methods are still in vogue in the majority of L2 classes with an injudicious use of L1 as an unmarked medium of instruction. For example, Amna (2010), who conducted a study into perceptions of ELT practitioners about their methods of teaching English, found that the majority of ELT practitioners admitted to using the Grammar Translation Method (GTM) because they were not aware of other modern language teaching methods, such as communicative language teaching (CLT) and content integrated language learning (CLIL). However, those who happened to be aware of new methods of pedagogy could not practice them because of a variety of reasons, such as over-crowded classrooms, lack of encouragement from administration or lack of resources (pp. 72-73; see also Kasi, 2010, p. 99; Khan, 2013, p. 205).

Research has shown that L2 classrooms are over-crowded and highly teacher-centred wherein the content, topic and interaction are mainly decided and controlled by teachers (Shamim, 2008, p. 241). Given the large class size and teacher-centred interactional context, learners normally lack opportunities to make authentic communication in L2 class. Peer to peer interaction and group discussions happen to be a rare occurrence in public universities (Amna, 2010, pp. 4-5).

It is also interesting to note that most of the teacher training programs in Pakistan happen to be designed to improve trainees' knowledge of grammar, writing and reading skills rather than communicative skills. Mahmood and Ghani (2012) wrote that oral communication is neither taught nor tested in teacher training programs. According to them, though teacher-training programs aim to impart professional and practical knowledge, they should focus more on teaching good communication skills to language teachers (p. 43). Thus, inadequate and inappropriate approach to teacher training programs have implications for teaching practice.

In the recent years, there have been a few significant attempts in the direction of addressing the multifarious issues teachers face by creating awareness amongst English language teaching (ELT) practitioners about modern means and methods of language teaching. Two of the most notable associations involved in teacher training activity are: the Society of Pakistani English Language Teachers (SPELT) and English Language Teaching Reforms (ELTR) (Coleman, 2010, pp. 35-36; Karim & Shaikh, 2012, p. 108).

However, some ELT scholars have been sceptical of the success of these teacher training programs. For example, Kazi (2007) reported that ESL/EFL teacher training programs mainly concentrate on transmitting procedural skills, teaching materials and methods at the expense of enabling the teachers to explore and design procedures, materials and methods based on their own teaching contexts. Resultantly, the programs do little than producing English language teachers who blindly follow the traditional procedures, materials and methods administered to them. He therefore suggested an alternative model of EFL teaching in Pakistan based on practitioners' research addressing particular issues of their own classrooms (p. 10).

Another renowned ELT scholar, Fauzia Shamim, reported on a research conducted on the state of ELT in Pakistan. She said:

There has been a focus on numbers – so many teachers trained, so many courses held. The reports produced haven't indicated how these courses and seminars have made a difference to the teaching and learning of English in universities. I worry about the focus on numbers in the second phase as well (cited in De Lotbinière, 2010).

Others believe that notwithstanding their paucity and slow (but steady) pace, such attempts by both public and private sector institutions to improve teacher training programs are certainly going to contribute towards the English language teaching and learning in Pakistan.

2.7.4 Proficiency levels in English of postgraduate students

Empirical research is replete with evidence regarding the poor proficiency of undergraduate and postgraduate students in higher education. For example, the statistics cited by Hussain and Farid (2013) in their study give a rough idea as to the state of English language proficiency of university students and the dismal performance of the students sitting MA English and BA exams. According to the study, 90% of the total number of students sitting MA English examination failed in 2007; the same year more than one hundred thousand (100,000) students taking BA exams failed their compulsory English subject (p. 59). Since the present study is concerned with the students' readiness to speak English, I will focus more on speaking rather than writing skill.

According to Ahmed's (2011) quantitative study into the perceptions of the teachers and the graduates of law with regard to law graduates' oral communication skills, 67% of respondents believed that learners have either inadequate or extremely inadequate ability in asking questions to their teachers; 76% felt that learners' presentation skills were inadequate; 78.3% respondents mentioned that learners were unable to speak in group/pair work; and finally, 83.5% of participants reported that learners' ability to speak in mock oral situations was also inadequate (p. 466).

In a study by Ahmad and Rao (2013) teacher participants were asked about their students' proficiency in English; nearly 73% of teachers said that their students' proficiency was low; 62% said the students were less confident in using English; but most importantly, when asked whether their students participated in communicative activities, some 66% replied that students resisted active participation in communicative activities (p. 200). In the discussion section of their study, Ahmad and Rao (2013) acknowledge that

Pakistani learners lack in English language communication skills, and the use of old traditional methodology is one, among other, causes for this shortcoming. Students take English as a compulsory subject from grades one through twelve, yet they cannot communicate well in English (p. 202).

Khan's (2013) study into the implications of English as a medium of instruction reported 'hesitation to speak English in classroom, difficulties of understanding teachers' lectures, confusion of interpreting reading texts and stress of academic writing' (pp. 141-148) as factors inhibiting the development of English language communication skills. Similarly,

Tamim (2014) found in her study that postgraduate students with a government school educational background experienced problems in comprehension and production in English and resorted to rote learning and memorizing the texts (p. 17).

2.8 Summary

The current chapter delineates a brief picture of the educational and linguistic complexity outlining the status of English vis-à-vis regional languages. It is acknowledged that English language proficiency and good communication skills are the top priority of public as well as private sector job agencies. However, a number of factors, such as lack of a consistent language policy, inadequate funding/financing of higher education, and inadequate teacher training programs, have contributed to inadequate levels of students' proficiency in English. An in-depth investigation into the complex linguistic, educational and pedagogical system in the country is required to examine and understand the dynamics of learners' L2 communication. The review of ELT literature from Pakistan also suggest that the complex inadequacies of students' oral communication have not been adequately investigated in a classroom context. This study therefore takes the plunge to explore the communicational behaviour of ESL learners in a university classroom in Pakistan. The following chapter provides a discussion on theoretical framework of the current study.

Chapter three: Theoretical background

3. Introduction

L2 WTC is defined as ‘a readiness to enter into discourse at a particular time with a specific person or persons using L2’ (MacIntyre et al., 1998, p. 547). It has been argued that willingness is a necessary pre-condition for a learner-speaker to make use of L2 for authentic communication. A learner with a higher L2 WTC is more likely to utilise communicative opportunities than the one with a lower L2 WTC. Since it is conceived of as the most immediate predictor of L2 use, engendering WTC in L2 learners therefore has been regarded as the ultimate goal of L2 pedagogy (ibid).

L2 WTC displays dual characteristics of a trait and state variable. Trait-level L2 WTC displays enduring characteristics, such as personality, that stay over a long period of time and across situations. However, state level L2 WTC involves such variables as L2 self-confidence and desire to communicate to a person in L2. State L2 WTC demonstrates fluctuations with respect to change in a situation and/or a context. In a classroom context, for example, trait L2 WTC prepares learners-speakers for placing themselves in situations wherein L2 is used. However, whether a learner-speaker would make use of L2 or not depends squarely on his/her state WTC in L2 (MacIntyre, 2007, p. 565).

Empirical studies on L2 WTC have been influenced significantly by a number of theoretical models such as MacIntyre et al.’s (1998) pyramid model, Wen and Clement’s (2003) EFL model, and Kang’s (2005) situated model. The current chapter aims to critically examine the contributions and limitations of these theoretical models and presents a rationale for using the Dynamic Systems Theory (DST). The current chapter is divided into two main sections with a number of subsections. The first section provides a critical appraisal of theoretical origins and developments in L2 WTC research identifying the strengths and limitations of the previous models of L2 WTC. The second section offers a description and explanation of DST as an alternative theoretical outlook for examining the complex and dynamic behaviour of L2 WTC.

3.1 Origins of WTC in L2

The construct of willingness to communicate was first proposed by McCrosky (1987) and his associates with respect to willingness to communicate in the first language (L1 WTC). Defining L1 WTC as ‘the probability of engaging in communication when free to choose to do so’ (cited in MacIntyre et al., 1998, p. 546), they conceived of it as a trait-like ‘personality orientation towards talking’ remaining stable across situations and time (Barracough et al., 1988, p. 188). Extending McCrosky and associates’ model to L2, MacIntyre et al. (1998) argued that WTC in L2 was not the simple reflection and manifestation of L1 WTC because the factors predicting WTC in L2 were quite different from those predicting WTC in L1. For example, political, social and intergroup implications have a huge bearing on L2 communication, while they are not relevant to L1 (ibid.).

Secondly, the purposes which necessitate the acquisition of L1 and L2 are significantly different; that is, L1 is learned for the general purpose of communication and establishing a relationship with the world around, whereas the purpose of learning L2 may vary from learner to learner and context to context. For example, some learn it for exams, some for getting a good job, others learn it for the genuine and authentic communication, and yet others do it for using it in cross cultural settings for immigration, business and studies. Thus, the differences between L1 and L2 speakers necessitated a reconceptualisation of WTC in L2. In their seminal article, MacIntyre et al. (1998) presented a heuristic model of L2 WTC in the form of a pyramid. The construct has undergone further reconceptualisation at the hands of Wen & Clement (2003) and Kang (2005). The following section consist of a critical examination of MacIntyre et al.’s (1998) pyramid model.

3.2 MacIntyre et al.’s (1998) heuristic model

MacIntyre et al. (1998) presented a comprehensive heuristic model of variables affecting L2 WTC. The model is based on the ‘conviction that behaviour is strongly predicted by intention or willingness to act’ (MacIntyre et al., 1998, p. 548). The significance of the pyramid model lies in the fact that it combines psychological, linguistic and communicative approaches to conceptualising situation-specific and context-sensitive nature of L2 WTC and the systematic representation of variables influencing it. The model consists of six layers

representing a one-dimensional proximal and distal relationship of variables underlying and determining L2 communication. The top three layers of the pyramid represent state variables including L2 use, L2 WTC, state self-confidence, and desire to talk to a specific person or group, while the bottom three layers comprise enduring and trait-like variables, including interpersonal motivation, intergroup motivation, self-confidence, intergroup attitudes, social situation, communicative competence, intergroup climate and personality, which tend to be carried over from one situation to other. Figure 3.2 below presents MacIntyre et al.'s (1998) pyramid model.

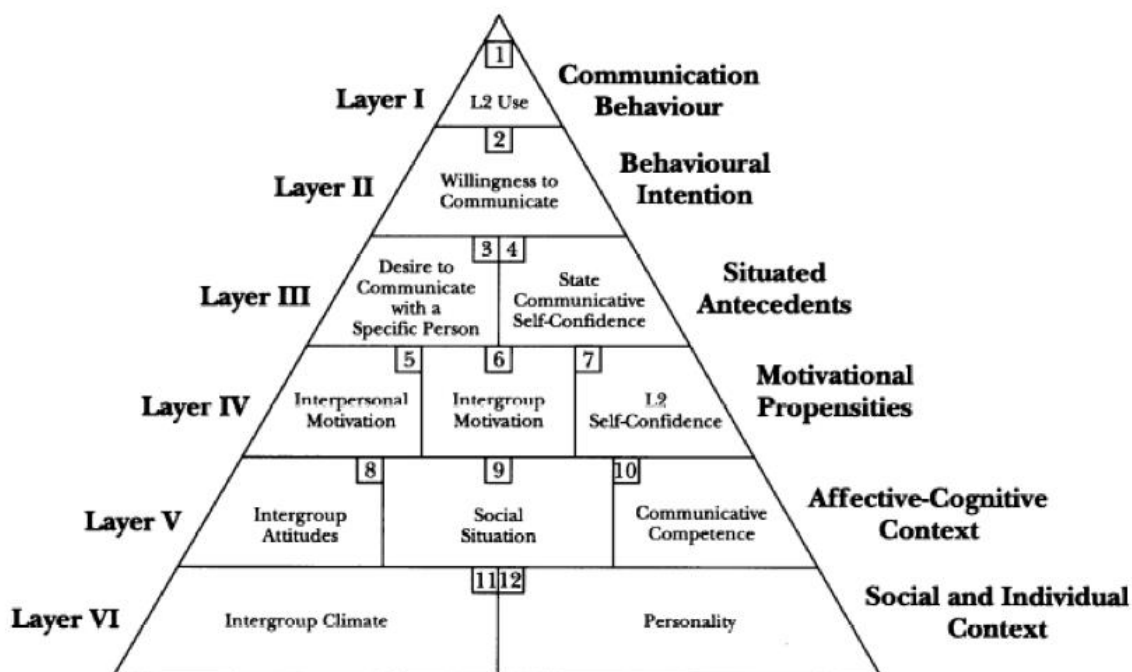


Figure 3.2 MacIntyre et al.'s (1998) Pyramid model

L2 use in the top most layer represents communicational behaviour of L2 learners. L2 WTC is presented in the second layer as the most immediate antecedent of L2 use. The two layers signify that L2 learners' communicational behaviour (L2 use) is immediately predicted by their behavioural intention (L2 WTC). The third layer consists of situational antecedents representing variables, such as desire to communicate with a specific person/group and state self-confidence, as the immediate predictors of L2 WTC. State communicative self-confidence subsumes two other variables, such as perceived communicative competence and anxiety, which have not been presented in the Figure.3.2. While perceived communicative

competence is defined as an individual's perceived (not actual) ability to engage in L2 communication at a particular moment, anxiety refers to a fear of potential or actual evaluation or criticism on the part of interlocutors (MacIntyre et al., 1998, p. 549).

The fourth layer encompasses motivational propensities including interpersonal motivation, intergroup motivation and self-confidence. Interpersonal motivation comprises of control and affiliation motives. While control is an individual's intention to limit their interlocutor's participation in conversation, affiliation motive is an individual's interest to establish personal relationship with the interlocutor. Intergroup motivation involves an individual's attitude towards and motivation to establish relationship and to engage in conversation with members of other social, cultural or linguistic groups. While the state communicative self-confidence (see layer III) is situation-specific, self-confidence (layer IV) is a trait-like variable because it represents a learner's overall belief in his/her mastery of L2 communication and remains stable across situations (MacIntyre et al., 1998, p. 552).

The fifth layer is designated to the affective-cognitive context which incorporates intergroup attitudes, social situation and communicative competence. Intergroup motivation involves a tension between an individual's desire to integrate in the L2 community and fear of losing his/her L2 identity. MacIntyre et al. (1998) argued that the tension between integrativeness and fear of assimilation determines an individual's motivation to learn L2. Moreover, L2 learner's motivation to learn L2 is reinforced by the enjoyment and satisfaction they experience in learning and speaking L2. In addition to that, social situations depend on the age, gender and social class of interlocutors; the level of formality or informality in a conversational context; the purpose of communication; topic of discussion; and channel of communication, for instance, speaking or writing.

Another variable in the fifth layer is communicative competence. It is important to make a distinction between perceived communicative competence and communicative competence. Perceived communicative competence is state-like in nature and depends on the perception of a learner in a specific situation at a specific time. Conversely, communicative competence represents a trait variable referring to an individual's actual rather than perceived ability to engage in L2 conversation (ibid., pp. 551-555). According to MacIntyre et al. (1998), L1 speakers demonstrate a great deal of competence; whereas L2

learners demonstrate different levels of competence ranging ‘from almost no competence (0%) to full competence (100%)’ (ibid. pp. 546-547).

The sixth and last layer represents social and individual context consisting of personality and intergroup climate (MacIntyre et al., 1998, pp. 547-558). Personality traits influencing L2 WTC include extraversion, agreeableness, conscientiousness, emotional stability and openness to new experiences. In the words of Peng (2014), intergroup climate depends on structural as well as affective and perceptual correlates of L1 and L2 communities in a given context. Structural characteristics refer to relative strength and representation of L1 and L2 communities within a context, perceptual and affective characteristics refer to perception and attitudes of L1 and L2 communities towards one another (p. 15).

Notwithstanding its importance, MacIntyre et al.’s (1998) heuristic model suffers from conceptual and methodological shortcomings (MacIntyre & Legatto, 2011; Wen & Clement, 2003; Weaver, 2009). First of all, the model offers a systematic and linear cause-and-effect relationship between psychological and contextual variables. The psychological variables take primary importance as proximal variables, while the contextual variables are designated a secondary place in the model as distal variables indirectly influencing L2 WTC through a series of psychological variables. For instance, while L2 WTC is presented in the second layer, the contextual factors such as social situation and intergroup climate are represented in the fifth and sixth layers of the pyramid model. The third and fourth layers of the pyramid comprise psychological variables, such as state communicative self-confidence, desire to talk, interpersonal motivation and intergroup motivation. The schematic and linear representation of variables in the model has, since, been challenged by subsequent empirical studies. It has been found that psychological and contextual variables function in unity and the relationship between them is complex, dynamic and non-linear (MacIntyre & Legatto, 2011; Peng, 2014; Weaver, 2009; Wen & Clement, 2003). Finally, the model is based exclusively on the research conducted in Western context, and does not account for non-western contexts (Matsuoka & Evans, 2005; Wen & Clement, 2003).

3.3 Wen and Clement's (2003) model

Another model of L2 WTC which has had a significant influence on L2 WTC research in EFL contexts was presented by Wen and Clement (2003). Applying MacIntyre et al.'s (1998) model to EFL contexts, Wen and Clement (2003) argued that Chinese learners' L2 WTC was significantly influenced by their social and cultural orientations. The two factors which appeared to have a strong influence on Chinese students' WTC included other-directed self and submissive way of learning. Other-directed self was found to have roots in the collectivist orientation of Chinese culture. The concerns overwhelming the minds of Chinese students in a given situation involved the following: what others would think; how they would examine our behaviour; and how they would react to our L2 use. The social and psychological distance prevented learners from practicing the L2 with significant others, that is, teachers and peers. Secondly, submission to authority of a teacher was another cultural characteristic severely inhibiting the L2 WTC of Chinese students.

Most importantly, Wen and Clement (2003) indicated that the structural relations between variables presented in MacIntyre et al.'s (1998) pyramid model were not the same in the Chinese context. For example, while desire to communicate was posited as the direct antecedent of L2 WTC in the Pyramid model, Wen and Clement (2003) argued that the path between desire to talk and L2 WTC is intervened by societal context, motivational propensities, personal factors and affective paradigm. Figure 3.3 below illustrates the model in more detail.

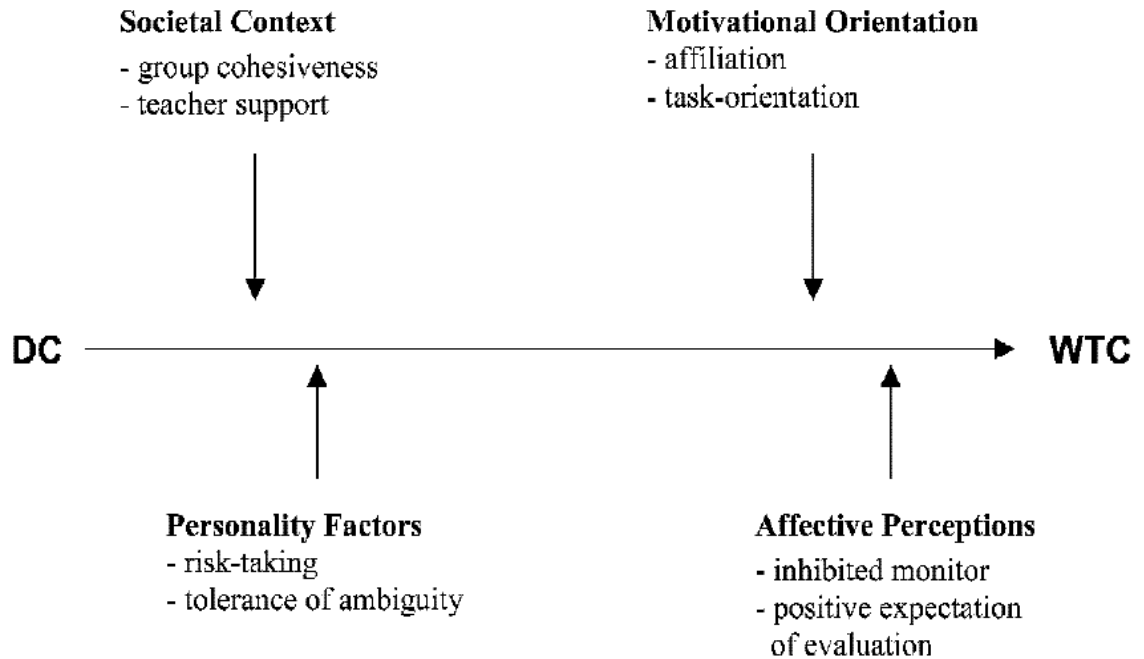


Figure 3.3 Wen & Clement's (2003) model of L2 WTC in EFL contexts

The model shows that learners' transition from desire to communicate (DC) to L2 WTC is interfered with by four categories of variables, namely societal context, motivational orientation, personality factors and affective perceptions. Societal context emphasises the impact of group cohesiveness and teacher support on L2 WTC. Group cohesiveness refers to an individual's motivation for and affiliation with a specific group within a class context. Given the cultural context of learners, teacher support refers to a broad category involving a teacher's attitude, a teacher's involvement; and teacher immediacy; for example, offering support and dedicating time and resources. Teacher's involvement involves the quality of interpersonal relationship and interaction between teacher and learners, while teacher immediacy includes the verbal and non-verbal readiness to attend to learners' demands. Thus, given the hierarchical social relations in the Chinese setting, the role of teacher as interlocutor is considered to be highly influential.

In addition to that, personality factors, such as risk taking also tend to interfere with learners' L2 WTC. Risk-taking refers to learners' decision as to whether to use L2 and is dependent on the potential embarrassment and risk to face in L2 class. Furthermore, learners' L2 WTC can also fluctuate depending on their avoidance and/or acceptance of

conversational situations involving novel linguistic elements, such as lexical, phonological, syntactical, and unfamiliar cultural cues.

Motivational orientation involves affiliation and task orientation. Affiliation is closely related to MacIntyre et al.'s (1998) affiliation motives, including the learners' desire to being part of a group or attraction towards specific interlocutor(s). Task orientation is related to a forum wherein learners engage in meaningful conversation with interlocutors. Since Chinese learners happen to be sensitive to their evaluation by significant others, they tend to engage in tasks which enhance their self-esteem and confidence whilst avoiding tasks which involve a threat to their face.

Then there is affective perceptions which include inhibited monitor and expectation of positive evaluation. Inhibited monitor refers to learners' deliberate attempt at applying L2 rules while speaking L2. According to Wen and Clement (2003), Chinese learners tend to over-use monitor due to fear of losing face which eventually inhibits their L2 production. Learners also expect positive and encouraging reaction/response from their interlocutors.

Wen and Clement's (2003) model represents a giant step towards a new conceptualisation of L2 WTC from a Chinese ESL perspective. Their model implies that societal contexts, personal factors, motivational orientations and affective perceptions jointly facilitate or debilitate learners' L2 WTC. However, the model fails to take account of the state-like contextual variables, for instance, topic, interactional context, and physical location. Most significantly, the model does not explain as to how the different variables, such as personality factors, motivational orientations, affective factors and societal situation, interact with one another to predict L2 WTC in a specific situation. Moreover, while cultural orientation of EFL students is represented as the major variable, it is represented as an enduring characteristic brought along by speakers to communication situations rather than the one arising instantaneously at the initiation of communication. Finally, similar to MacIntyre et al.'s (1998) pyramid model, Wen & Clement's (2003) model focuses on macro-context, such as culture, but does not cover other equally significant micro-, meso-, exo-systemic layers of context. It was not until 2005 when L2 WTC research underwent a major 'social turn' as a result of a pioneering study by Kang (2005).

3.4 Kang's (2005) model of situational L2 WTC

Kang's (2005) model has exerted a significant influence on L2 WTC research. Based on the findings of her empirical research, Kang (2005) proposed a new situated model of L2 WTC and a new definition of WTC as a multi-layered state variable when she stated:

[L2 WTC is] an individual's volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic and conversational context, among other potential situational variables (p. 291).

In contrast to previous models (MacIntyre et al, 1998; Wen & Clement, 2003), Kang's (2005) model combines situational and psychological variables to explain the emergence and moment-to-moment fluctuations in situational L2 WTC. In addition to that, the model illustrates the interdependent nature of underlying variables affecting situational L2 WTC. Figure 3.4 below represents Kang's (2005) conceptualisation of L2 WTC as a situational construct emerging at a specific moment in conversation as a result of mutual interaction of situational and psychological variables.

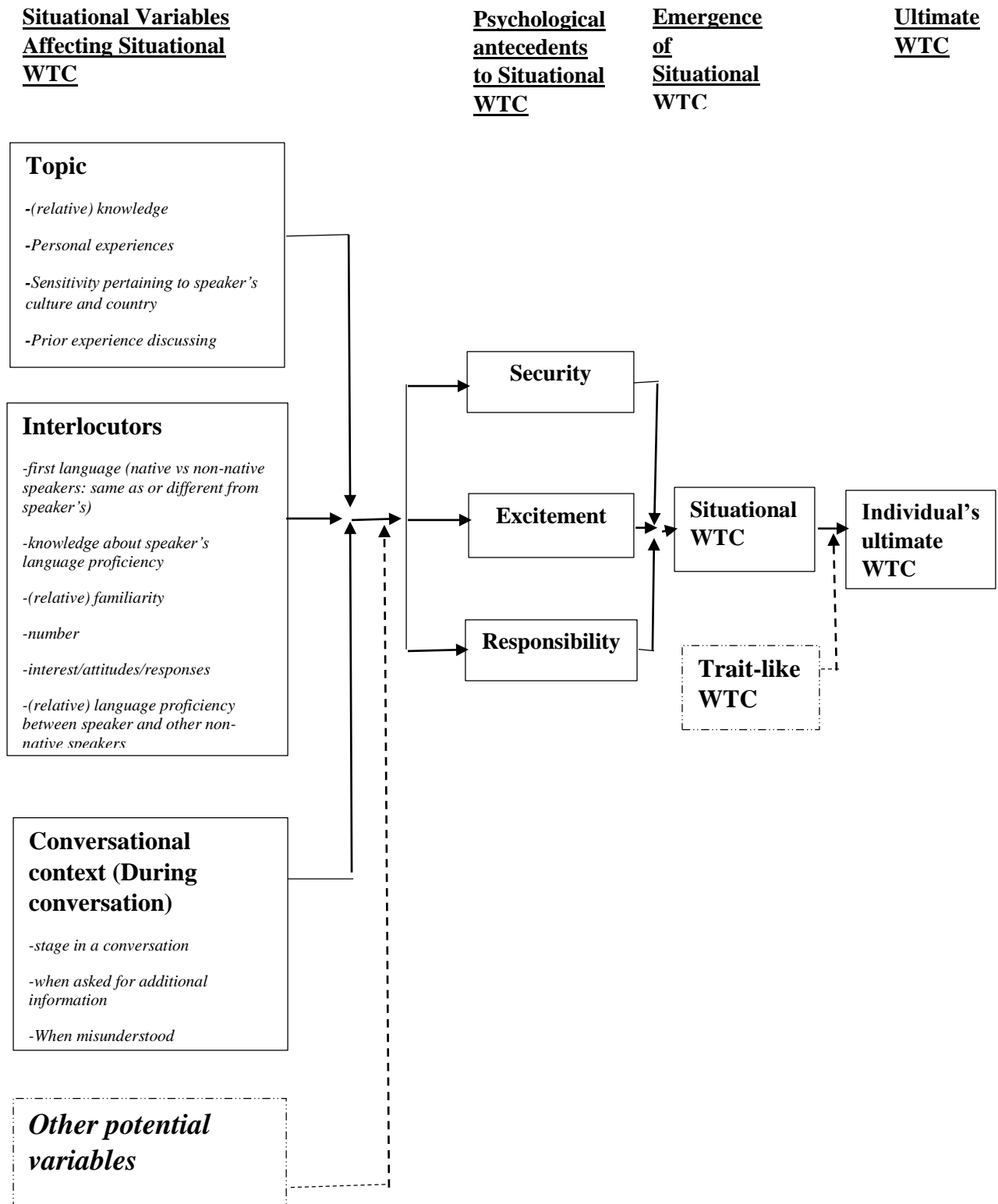


Figure 3.4 Kang's (2005) model of situational willingness to communicate in L2

The first two columns from the left in the figure represent situational and psychological variables respectively. Situational variables include topic, interlocutor and conversational context, while psychological variables include security, excitement and responsibility. The arrows pointing from and towards the boxes represent a reciprocal interaction of variables. In contrast to the previous models, Kang's (2005) model identified the reciprocity and interdependence of variables determining situational WTC. The third and fourth columns represent a transition from situational L2 WTC to ultimate L2 WTC. According to Kang (2005), an individual's ultimate L2 WTC at a specific moment is a combination of situational L2 WTC and trait-like L2 WTC.

3.5 Summary

The discussion in the previous sections shows that the previous models have conceptualised L2 WTC as a complex variable influenced by both state and trait variables. Moreover, the relationship between psychological and contextual variables has been conceived of as linear and straightforward. However, complex and non-linear patterns of interaction of variables and moment-to-moment change in L2 WTC have not been examined in depth. In addition to that, previous models have not examined micro-contextual aspects of L2 WTC.

It must be acknowledged that Kang's (2005) model has proved to be influential in leading L2 WTC research towards a more dynamic understanding of L2 WTC. The model has shown that L2 WTC emerges as a result of a joint influence of socio-cognitive factors. However, as Larsen-Freeman and Cameron (2008a) note,

To say that language is a dynamic system or learning is socio-cognitive process does not tell the whole story for applied linguistics... we need a broader complexity theory framework that includes dynamic systems theory (p. 255).

Therefore, there is still a need for a theoretical framework to examine and explain the sheer complexity and non-linearity of the dynamic nature of L2 WTC and its antecedents operating at a micro-level. A theory is required to answer the questions such as the following: why L2 learning shows non-linearity; how disorder paves way for order; and how the complexity arises in the system (Dornyei et al., 2015, p. 4). In recent years, the Dynamic Systems Theory (DST) has been presented as a potential candidate for an overall theory of L2 learning (De

Bot, Lowie, Verspoor, 2007). The following section provides a detailed discussion on DST describing its key features, and presents the rationale for using DST as an alternative approach to L2 WTC research.

3.6 Dynamic Systems Theory

DST has been proposed as a unique alternative approach which synthesises broad strands of situated socio-cultural and socio-cognitive approaches. DST holds that L2 learning is a complex phenomenon comprising of innumerable interconnected components/variables interacting in a non-linear fashion and changing constantly from moment-to-moment (De Bot, Lowie, & Verspoor, 2007; Dornyei, 2009; Larsen-Freeman & Cameron, 2008a; 2008b). Although it owes its origins to natural and mathematical sciences (De Bot et al., 2007; Larsen-Freeman & Cameron, 2008a; 2008b), its application in SLA is credited to Larsen-Freeman (1997) who called into question the static, linear, cause-and-effect approaches and, instead, presented a chaos/complexity theory as an overarching ontological framework for understanding L2 learning as a dynamic, complex and non-linear phenomenon (pp. 151-157).

DST has been drawing an increasing amount of attention for over a decade, resulting in a number of overlapping approaches aiming at studying and explaining the patterns of L2 learning as a dynamic and complex system, for example: chaos/complexity (Larsen-Freeman, 1997), complex systems (Larsen-Freeman & Cameron, 2008a), complex and adaptive systems (Ellis & Larsen-Freeman, 2009), and dynamic systems (De Bot et al., 2007). Much of the focus, however, has been accorded to its theoretical explication rather than empirical applications. Therefore, there have been few attempts to use DST as a framework for empirical research (Dornyei, MacIntyre, & Henry, 2015; King, 2011; 2013; MacIntyre & Legatto, 2011), And the number of empirical studies using DST is acutely scarce (De Bot et al., 2007; De Bot & Larsen-Freeman., 2011; Dornyei, 2009; Dornyei & Ryan, 2015; Larsen-Freeman, 2007; Larsen-Freeman & Cameron, 2008a).

DST defines a dynamic system as a whole or a form constituted by an interaction of a set of variables at a particular time. From the perspective of L2 learning, an L2 classroom, an individual L2 learner, or an individual difference variable such as L2 WTC, constitute

systems in the sense that they comprise of multiple underlying agents on the one hand, and form a part of another larger system on the other (De Bot & Larsen-Freeman, 2011, p. 8; Larsen-Freeman & Cameron, 2008a, p. 26). For example, L2 WTC as an individual difference (ID) variable consists of sub-systems, such as desire to communicate with a specific person, state communicative self-confidence, motivation and others. On the other hand, L2 WTC also constitutes a sub-system of a learner's communicational behaviour in a L2 classroom. However, the point to note is that dynamic systems are interconnected and interaction between them is reciprocal.

The most interesting feature of DST is that it does not merely offer a synthesis but also signifies an ontological and categorical shift from the previous cognitive and sociolinguistic paradigms. Firstly, DST conceives of mental, physical and contextual aspects of L2 learning as forming an organic whole, rather than separate entities. L2 learning involves a reciprocal interaction between mind, body and context. As Larsen-Freeman and Cameron (2008a) put it 'learning involves the brain-body-world continuity' (p. 198).

Secondly, within the DST paradigm, context assumes an entirely new 'complexified' dimension including both spatial and temporal aspects (Mercer, 2016, p. 12). Context does not represent a stable exogenous factor existing independently and outside of an individual learner affecting their performance. Rather, it is considered to be a part and parcel of the ecology of the L2 learning process. It does not only affect performance of learners but is also transformed in the process (Larsen-Freeman & Cameron, 2008a, p. 7; Larsen-Freeman, 2015, p. 16). The spatial components of the context include micro-level contexts (for instance, intrapersonal and interpersonal interaction within a classroom involving topic, teacher, classmates, and tasks), meso-level contexts (such as other classrooms, canteen, home), exo-level contexts (for example, institutional policies, parental financial status) up to the macro-level contexts (including socio-cultural and national contexts) (King, 2016, p. 2). The temporal aspect of context includes the miniscule changes on a timescale which occur across all the spatial levels at any given time (Mercer, 2016, pp. 12-14). While previous models have focused mainly on the macro-systemic aspect, such as socio-economic, cultural and affective conditions (as in MacIntyre et al., 1998 and Wen &

Clement, 2003), DST offers a complex and holistic perspective of context covering micro-meso-, exo-, and macro-systems.

Furthermore, whilst Bronfenbrenner's (1979; 1993) ecological system is mainly concerned about the relationship between various levels of context, such as micro-, meso-, exo-, and macro-level systems, DST expands on the ecological approach to individual difference variables whereby each variable forms part of an ecology of interconnected variables. Each individual difference variable, for instance, motivation, anxiety and L2 WTC, constitutes a whole consisting of a number of underlying components, and functions as a part in a larger system at the same time. For instance, in MacIntyre et al.'s (1998) pyramid model, L2 WTC is interrelated with desire to communicate and state-self-confidence. State self-confidence is in turn formed by perceived communicative competence, and anxiety. Thus, DST offers a broader lens for reframing the search for and examining the underlying variables, on the one hand, and the patterns of behaviour of the variables, on the other. The following paragraphs present an exposition of the key features of DST.

3.6.1 Defining characteristics of dynamic systems

According to DST, dynamic systems display a number of features, such as the following:

- Dynamism
- Complexity
- Interconnectedness
- Non-linearity
- Sensitive dependence on initial conditions
- Attractor and repeller states
- Self-organisation
- Feedback sensitivity

3.6.1.1 Dynamism

Change is one of the key properties of dynamic systems. From a DST perspective, dynamic systems are always in a state of flux, constantly undergoing change as a result of variations in the underlying components/variables of the system (Larsen-Freeman, 2015, p. 12; Van

Djik, Verspoor, & Lowie, 2011, p. 55). Change in dynamic systems occurs at different levels at the same time. For example, on the one hand dynamic systems change due to changes in the constituent parts of the system, such as motivation and anxiety, and, on the other hand, dynamic systems change due to changes in the larger system they are a part of, such as classroom environment. Whereas, change in a learners' performance in a L2 classroom could be due to internal factors such as a lack of motivation or an external factor, such as classroom environment, or a change in syllabus and others.

In addition, change in dynamic systems occurs at different timescales. Sometimes dynamic systems change continuously from moment-to-moment, but at others they change discontinuously from situation-to-situation, and at yet other times the systems enter into relatively stable states changing at a relatively slower pace (De Bot & Larsen-Freeman, 2011, p. 8). For instance, Peng's (2014) study which reported on the continuous and discontinuous fluctuations in learners' L2 WTC, showed that learners' L2 WTC fluctuated continuously in day-to-day classroom situations, and discontinuously over two academic terms (p. 101).

3.6.1.2 Complexity and Interconnectedness

Dynamic systems are referred to as complex because they consist of a multiplicity of heterogeneous interconnected variables. The relation between dynamic systems and their constituent parts also involves complexity in the sense that each variable comprises of a set of specific underlying variables and demonstrates individual behavioural features in the system. For instance, in MacIntyre et al.'s (1998) model, self-confidence is one of the variables underlying L2 WTC and at the same time comprises two underlying variables, such as state perceived communicative competence and anxiety (p. 549).

In addition, the property of *interconnectedness* works as a binding force which holds the set of disparate variables together. From a DST perspective, psychological, linguistic and environmental systems are not independent but interdependent and interconnected entities. In simple terms, variables in a dynamic system/sub-system are so connected that a slight change in a particular variable affects other related variables (Larsen-Freeman & Cameron, 2008a, p. 34). For instance, a change in topic/task can affect learners' motivation, perceived competence and language proficiency.

3.6.1.3 Non-linearity

DST regards non-linearity to be an essential property of dynamic systems. Non-linearity refers to the idea that change in a system's behaviour is not always equal to the cause. Sometimes a slight change in a variable might result in a dramatic change in the behaviour of system, whereas sometimes even bigger changes produce no or a little effect (Dornyei, 2009, p. 105; De Bot & Larsen-Freeman, 2011, p. 12). For instance, sometimes a slight change in the mood/attitude of interlocutor encourages an L2 learner to participate in communication whilst at other times even a convergence of higher motivation and desire to talk to a person might not invoke his/her WTC.

Due to the property of non-linearity, development in language learning is not a process with a somewhat fixed beginning and end points. Instead, language learning is a non-linear process involving both acquisition and attrition (De Bot & Larsen-Freeman, 2011, p. 6). One of the shortcomings of previous approaches, reductionist as well as process-oriented, is that they conceive of change as a linear and straightforward process (Dornyei, 2009, p. 196; Van Dijk et al., 2011, p. 60). For example, re-examining his process-oriented model of motivation, Dornyei (2009) admitted that the model suffered from linear cause-effect relationships and failed to account for complexity of motivation system (pp. 196-197). L2 WTC research has also suffered from similar failings whereby focus has been accorded to a linear cause-effect relationship rather than a non-linear reciprocal interaction between variables.

3.6.1.4 Sensitive dependence on initial conditions

Dynamic systems display *sensitive dependence on initial conditions* (also referred to as the *butterfly effect*). Initial conditions refer to the initial state of a dynamic system when a learner begins an activity, such as L2 proficiency, L2 learning experiences, physiological (health) state, socio-economic status, or motivation to learn L2 (Verspoor, 2015, p. 38). It shows that despite L2 learners' being subject to similar learning experiences inside a class, minute differences in initial conditions can significantly affect the eventual learning outcomes (De Bot et al., 2007, p. 8). According to De Bot & Larsen-Freeman (2011), in order to be able to explain and predict the exact behaviour of learners and learning outcomes in general, it is necessary to obtain detailed information regarding the initial conditions (p. 10).

3.6.1.5 Attractor and repeller states

The states into which a dynamic systems are attracted are referred to as *attractor* and *repeller* states respectively. Attractors are seemingly stable, preferred states which come about as a function of facilitating factors, for instance, higher motivation and teacher support. Conversely, repellers states emerge due to the influence/interference of debilitating variables, for example a higher anxiety, or a lack of perceived communicative competence (De Bot et al., 2007, p. 8; MacIntyre & Legatto, 2011, p. 169). MacIntyre and Legatto (2011) reported that a higher trait-WTC and familiarity with the task facilitated learners' L2 WTC into attractor states, while a lack of familiarity with task, vocabulary, or a threat to self-esteem pushed their L2 WTC into a repeller state (pp. 164-165). Since attractors and repellers involve dynamic stability, it is important to mind the distinction between dynamic stability and stasis. While stasis refers to a lack of or no momentum/movement, dynamic stability entails local variation and openness to future perturbations (Larsen-Freeman & Cameron, 2008a, p 56).

3.6.1.6 Self-organisation

Dynamic systems also possess the property of *self-organisation*. It refers to a process whereby a dynamic system, such as an L2 learner's classroom behaviour, shifts from one state into another as a result of a complex interaction of underlying components rather than any external/exogenous forces (Larsen-Freeman & Cameron, 2008a, pp. 58-59). For example, it is a common observation in L2 classrooms that sometimes learners show frequent participation when they are prepared for the topic of discussion; while at others, they show reticence due to lack of vocabulary. In other words, self-organisation represents the transition from communication to silence and from silence to communication in learners' behaviour across or with-in the same conversational situation. However, it must be noted that self-organisation does not always result in improvement and promotion of L2; sometimes it also occurs in a direction negatively affecting L2 learning (Larsen-Freeman & Cameron, 2008a, p. 203).

3.6.1.7 Feedback sensitivity

Self-organisation is inextricably interrelated with dynamic system's property of *feedback-sensitivity/co-adaptability*. Dynamic systems constantly interact with and adapt to their

immediate environment. In a language learning context, for example, students in L2 classroom constantly adapt their existing language resources to the requirements of the topic/tasks in order to make meaning. A learner's low L2 WTC in a discussion can be directly or indirectly motivated by their peers and teacher. However, the learner might recoil from communication due to a face-threatening atmosphere in class. Thus, self-organisation and feedback-sensitivity of dynamic systems go hand-in-hand.

3.7 Summary

The discussion in this chapter shows that the previous models of L2 WTC have rendered great contributions to exploring the variables affecting L2 WTC. However, the dynamic nature of L2 WTC and the complex and non-linear relations between underlying variables need to be examined from a broader and holistic perspective. In recent years, DST has influenced empirical research on L2 WTC. Some of the studies have adopted DST to investigate properties of L2 WTC and interrelations between variables (MacIntyre & Legatto, 2011; MacIntyre & Serroul, 2015; Yashima, Ikeda, & Nakahira, 2016). Thus, emboldened by these studies (discussed in detail in the literature review chapter), the current study employs a DST approach with an aim to contribute to research by exploring the complex and dynamic nature of L2 WTC to identify its fundamental characteristics as well as significant patterns of interaction of the antecedents of L2 WTC. The next chapter provides a critical examination of the trends and currents in empirical research on L2 WTC.

Chapter four: Literature review

4. Introduction

Since the current study aims to investigate the factors and dynamics of factors underlying L2 WTC in a classroom context, the current chapter reviews and analyses relevant research to identify these factors and the dynamics of the factors. The major factors influencing L2 WTC have been shown to be psychological, contextual and linguistic (Bernales, 2016; Cao, 2009; Cetinkaya, 2005; Kang, 2005; Kim, 2004; Pattapong, 2010; Peng, 2014; Yashima et al., 2016), all interacting in complex, dynamic and non-linear ways (Cao, 2014; MacIntyre & Legatto, 2011; Peng, 2014; Yashima et al., 2016). The current chapter presents a critical review of the relevant research focusing most specifically on variables affecting L2 WTC and the dynamics of the variables. The chapter is divided into three parts. The first part presents a synthesis of previous research with respect to psychological, contextual and linguistic factors influencing L2 WTC; the second part examines literature with a view to identifying the dynamic features of L2 WTC, whereas the third part identifies the gaps in literature and introduces research questions that the present study aims to answer.

4.1 Variables contributing to fluctuations in L2 WTC in classroom

MacIntyre (2012a) argued that understanding ‘second language communication and WTC requires looking at the momentary driving and restraining forces that come into play when a speaker is choosing whether or not to initiate communication’ (p. 18). Research into L2 WTC in a classroom context has shown that L2 WTC is determined by a variety of trait and state-level variables. The variables identified in literature can be classified broadly into three dimensions: psychological, contextual and linguistic. Psychological variables include learner-internal affective attributes, such as self-confidence, motivation, desire to talk, personality and perceived opportunity. Contextual factors refer to occurrences and events influencing or being influenced by a learner, such as topic, interlocutor, teacher, interactional patterns, classroom atmosphere and tasks. Finally, linguistic variables concern a learner’s language proficiency, including vocabulary, grammar and reliance on L1 (Cao, 2014, p. 798). The following sub-sections are devoted to the discussion of trait and state variables

influencing L2 WTC. Table 4.1 below presents categories of variables identified in the review of literature.

Table 4.1 Major factors identified in previous research

Psychological variables	Contextual variables	Linguistic variables
Anxiety	Interactional context	L2 proficiency
Perceived competence	Interlocutor	Reliance on L1
Motivation	Topic	
Personality	Task type	
Perceived opportunity	Classroom atmosphere	
	Cultural orientation	

4.2. Psychological variables influencing L2 WTC

Research into L2 WTC in both Western ESL contexts (Baker & MacIntyre, 2000; Clement, Baker, & MacIntyre, 2003; MacIntyre, Baker, Clement, & Conrod, 2001; MacIntyre, Baker, Clement, & Donovan, 2002; MacIntyre, Burns, & Jessome, 2011) and non-Western EFL contexts (Cetinkaya, 2005; Hashimoto, 2002; Kim, 2004; Yashima, 2002; Yashima, Zenuk-Nishide, & Shimizu, 2004) has been characterised by an overwhelming focus on confirming the relationship between L2 WTC and its proximal and distal antecedents, such as self-confidence, anxiety, perceived communicative competence, motivation and personality (Baker & MacIntyre, 2000; Cetinkaya, 2005; Clement et al., 2003; Kim, 2004; MacIntyre & Charos, 1996; MacIntyre et al., 2001; Yashima, 2002; Yashima et al., 2004). A brief overview of these psychological variables affecting L2 WTC in ESL and EFL contexts is provided in the following paragraphs.

4.2.1 Self-confidence and L2 WTC

State self-confidence has been found to have a direct and proximal relationship with L2 WTC (Clement et al., 2003; MacIntyre et al., 1998). It comprises of state perceived competence and anxiety (MacIntyre et al., 1998).

4.2.2 Perceived communicative competence

Perceived communicative competence involves the perception of one's own ability to speak L2 with other L2 users (MacIntyre et al., 1998, p. 549). It has been suggested that people who perceive themselves to be poor/good communicators tend to be less/more willing to communicate. Baker and MacIntyre (2000) argued that 'it is not the individual's actual skill that counts, rather, it is how they perceive their communication competence that will determine WTC' (p. 316).

A number of studies into L2 WTC have found a proximal as well as a distal relationship between perceived competence and L2 WTC. For instance, Kim's (2004) study made a significant contribution to L2 WTC research by examining the reliability of MacIntyre et al.'s (1998) heuristic model in a Korean context. Using questionnaires, the study investigated relations between students' (n=200) L2 WTC, affective variables, attitudes to L2 learning, personality, motivation and self-confidence. Results of her study showed that L2 WTC of her participants behaved more like a trait than state variable. The study further indicated that students' L2 WTC was predicted directly by a higher perceived communicative competence and a lower anxiety, while indirectly by motivation to learn L2, levels of L2 proficiency and students' expectations. Students' positive expectations and higher motivation to learn L2 promoted their perceived competence and reduced anxiety. The study noted that the low level of L2 proficiency was responsible for learners' lower perceived competence and L2 WTC which in turn corresponded with the limited success of students in L2 learning. Based on the findings, the study suggested a linear path from L2 proficiency and motivation through perceived competence and anxiety to L2 WTC.

However, recent studies have indicated that the relation between L2 WTC and perceived competence is not linear. For instance, MacIntyre et al. (2011) found that higher perceived competence did not always end in a higher L2 WTC. Students with higher perceived competence avoided L2 communication with interlocutors less proficient in L2. On the other hand, students with lower perceived competence also evaded L2 communication with more advanced interlocutors (p. 92). Research has shown a strong but inverse relationship between perceived communicative competence and anxiety (Baker &

MacIntyre, 2000; Ghonsooly, Khajavy, & Asadpour, 2012; MacIntyre et al., 2001; Yashima et al., 2004).

4.2.3 Anxiety

Anxiety refers to individual's level of fear and tension with regard to real or anticipated communication with a person or group (MacIntyre et al., 1998, p. 549). Anxiety is inversely proportional to perceived communicative competence and L2 WTC; that is, an increase in anxiety tends to reduce perceived competence and L2 WTC. Studies into L2 WTC in ESL and EFL contexts have also confirmed the inverse relationship between the two variables (Baker & MacIntyre, 2000; Kim, 2004; MacIntyre et al., 2001; MacIntyre & Donovan, 2004; Yashima, 2002). Anxiety is co-determined by a number of psychological variables, such as perceived communicative competence, hesitation, pre-occupation, and volatility; and contextual variables, such as classroom environment, interlocutors and conversational context (Cao & Philip, 2006; Pattapong, 2010; Peng, 2012).

For instance, MacIntyre and Doucette (2010) investigated the relation of L2 WTC, anxiety and perceived competence, hesitation, pre-occupation and volatility of French L2 learners (n=238) in Canada. Results of the study showed that hesitation, pre-occupation and volatility strongly correlated with learners' L2 WTC through higher anxiety and lower perceived competence. Learners experiencing higher hesitation or volatility were most likely to experience acute anxiety and lower perceived competence.

An even more complex interrelation was found in MacIntyre, Baker, Clement, & Donovan's (2003) study with a different sample of immersion and non-immersion French L2 learners in a university in Canada. This study compared the effects of prior learning experiences, motivation, perceived competence, and communication apprehension on L2 WTC of immersion (n=27) and non-immersion (n=32) French L2 learners in Canada. Findings of the study showed that WTC of immersion students was directly predicted by anxiety, while perceived competence was found to be the immediate predictor of WTC of non-immersion students. Moreover, prior learning experiences and motivation were strongly correlated with L2 WTC of immersion students, while they were not significant with FSL

non-immersion students (pp. 601-602). The study concluded that students with higher motivation demonstrated a higher frequency of L2 communication.

Additionally, current studies have explored dynamic relation between anxiety and L2 WTC (Liu, 2005; Liu & Jackson, 2009). For instance, Liu (2005) conducted a mixed method study into undergraduate learners' (n=647) anxiety in L2 classrooms in China. The study was divided into two phases including surveys and a case study. Results of the case study showed that learners' (n=100) anxiety in oral English lessons was strongly predicted by L2 proficiency and cultural orientation of respect for the elderly and superior (in status). However, their anxiety regarding oral English test was affected by a lack of familiarity with test topics and lack of preparation (pp. 199-251).

On the other hand, Effiong's (2013) mixed-method study into Japanese learners' (n=140) foreign language anxiety (FLA) demonstrated an inalienable relation between learners' anxiety and classroom environment. The study found that students' oral communication in L2 classroom was severely inhibited by anxiety. However, L2 anxiety amongst students was induced by a number of contextual factors, including classroom pedagogical, institutional, social and cultural. The literature also shows that L2 WTC is co-determined by anxiety and motivation (Bernalese, 2016; MacIntyre et al., 2011).

4.2.4 Motivation and L2 WTC

Motivation has been one of the most significant variables of L2 WTC having both an indirect and a direct relation with L2 WTC (Cetinkaya, 2005; Kim, 2005; Lahuerta, 2014; MacIntyre et al., 1998; MacIntyre et al., 2003). Research into Western ESL contexts has found attitudes towards the L2 community to be the strongest predictor of L2 WTC (Clement et al, 2003; MacIntyre & Charos, 1996; MacIntyre et al., 2001; MacIntyre et al., 2003). Conversely, studies in EFL contexts have found integrative motivation and international posture to be the strongest predictors of L2 WTC (Hashimoto, 2002; Peng, 2007; Yashima, 2002; Yashima et al., 2004). For example, Hashimoto (2002) examined WTC of L2 learners (n=59) in a Japanese context demonstrating a significant correlation between integrative motivation and WTC. The study found that students with greater integrative motivation demonstrated higher WTC and higher frequency of L2 use in the classroom (pp. 56-58). Moreover, a

positive correlation was also discovered between perceived competence and motivation. Students with higher perceived competence displayed higher motivation level (ibid.).

Replicating Hashimoto's (2002) study in a Chinese context, Peng (2007) examined the impact of integrative motivation and attitudes to L2 learning situation on L2 WTC of medical college students (n=174). Based on questionnaire data, the study showed that students with higher motivation to integrate with the target language community demonstrated higher L2 WTC. Attitudes to L2 learning situation, however, did not exert significant influence on L2 WTC.

4.2.4.1 International posture

In addition to that, international posture (IP) as a motivational component has a significant impact on learners' L2 WTC in EFL contexts (Yashima, 2002; Yashima et al., 2004). IP is defined as a general attitude towards the L2 community, including a desire to make intercultural friends and interest in foreign affairs (Yashima, 2002; Yashima et al., 2004). One of the significant studies into L2 WTC of Japanese students was conducted by Yashima (2002). Investigating the L2 WTC of L2 learners (n=389), the study found that learners with a desire to make intercultural friendships, engage in international activities and foreign affairs demonstrated a higher WTC in L2 (pp. 62-63). Findings of Yashima's (2002) study were also confirmed in a study by Yashima et al. (2004). Examining the relationship between L2 WTC of Japanese student sojourners in the United States, Yashima et al. (2004) found that students who displayed a higher IP before their sojourn also showed higher L2 WTC for interaction with their host families during their sojourn (pp. 141-142).

However, there has also been conflicting evidence regarding the influence of IP on L2 WTC in a number of studies. For example, Kim's (2004) study in a Korean context revealed that IP was only indirectly related to learners' L2 WTC through motivation to learn and confidence to speak L2. However, Edwards' (2006) mixed method study into WTC of L2 learners (n=3950) in a Korean context showed that students' motivation to interact with non-Korean interlocutors through travel and friendship, contact with L2 community, and the relative status of interlocutors in conversation were the most compulsive determinants of learners' L2 WTC. (See also Cetinkaya, 2005; Clement et al., 2003; Kim, 2005; MacIntyre et al., 1998; MacIntyre, Baker, Clement, & Donovan, 2003; MacIntyre & Doucette, 2010).

4.2.4.2 Intrinsic and extrinsic motivation

In contrast to quantitative correlation-based studies (Hashimoto, 2002; Kim, 2004, MacIntyre & Charos, 1996; Peng, 2007; Yashima, 2002), recent studies using qualitative and mixed method designs have shown that motivation exists on a continuum between intrinsic and extrinsic motivation (MacIntyre et al., 2011; Pattapong, 2010; Peng & Woodrow, 2010; Peng, 2014). For example, Peng and Woodrow (2010) conducted a large scale quantitative study into EFL learners' (n=579) L2 WTC in a university classroom in China. The study showed that learners' L2 WTC was predicted by both intrinsic and extrinsic motivation. While learners' intrinsic motivation was associated with their interest in and satisfaction with learning L2, their extrinsic motivation was related to grades in exams and feelings of obligation to use L2 in class (p. 859).

It is important to note that studies into L2 WTC in different contexts have shown that there is a great deal of similarity in learners with regard to intrinsic motivation, but there are greater discrepancies amongst them with respect to extrinsic motivation. For instance, research has shown that learners' intrinsic motivation is essentially attached to their personal interest and satisfaction in learning L2; however, their extrinsic motivation is regulated by a number of situational factors, such as potential threat to face, fear of a negative reaction from a teacher, teacher's expectations; and trait-like factors, including jobs, exams, and travel (MacIntyre et al., 2011; Pattapong, 2010; Peng & Woodrow, 2010; Peng, 2014).

For instance, MacIntyre et al. (2011) applied mixed method approach to examine the ambivalence-tendency to approach or avoid L2 communication of junior high school French immersion students (n=100) in Canada. The study revealed that intrinsic and extrinsic motivation jointly predicted L2 WTC. While learners' intrinsic motivation was related to feelings of enjoyment and satisfaction regarding the use of L2 inside the class, their extrinsic motivation was regulated by their attempts to avoid potential threat to face and trouble from the teacher (pp. 86-89). Somewhat differently, Peng's (2014) case study into learners' (n=4) WTC in an L2 classroom in China found that learners' extrinsic motivation was significantly examination-driven (pp. 122-125). On the other hand, extrinsic motivation of participants in Bernales' (2016) study was associated with meeting teacher's expectations and gaining the benefits of learning L2 (p. 8).

4.2.5 Perceived opportunity

Perceived opportunity has been found to be a necessary condition for L2 learners' L2 WTC to arise (MacIntyre & Charos, 1996; MacIntyre et al., 1998; MacIntyre, 2007). MacIntyre and Doucette (2010) noted that seeking opportunities enhances the possibilities of L2 use (p. 162). It is referred to as perceived opportunity because, as Cao (2009) argues, whether an opportunity for L2 communication exists out there or not depends on an individual learner-speaker's perception (p.119).

Perceived opportunity has emerged as one of the strongest predictors of L2 WTC in a classroom context. For example, Cao's (2009) study into the dynamic nature of L2 WTC of learners (n=18) in a university classroom in New Zealand, reported that perceived opportunity was the major psychological factor affecting learners' L2 WTC. Most notably, perceived opportunity was interlinked with contextual factors, including cultural orientations, interactional context and lesson format. With regard to cultural orientation, learners avoided to waste teacher's time by asking questions; some of the learners also showed preference to forgo opportunities to communicate in favour of their peers. Yet, other students felt constrained by lesson format: lecture-based, writing and reading-based classes afforded fewer opportunities for L2 communication (pp. 118-120; see also Cao & Philip, 2006, p. 488; Cao, 2011, p. 473; Nazari & Allahyar, 2012; Peng, 2012). More recently, Peng (2016) reporting on a case study into relation between self-concept, L2 WTC, and context, showed that a lack of opportunities inside and outside the class could seriously affect students' L2 WTC and their self-concept (p. 97).

4.2.6 Personality

Personality has been conceptualised as both trait and state variable affecting learners' L2 WTC inside and outside the classroom. The literature shows that students with personality traits, such as extroversion, sociability, flexibility and confidence demonstrate a higher L2 WTC than introvert and shy students of L2 (Cetinkaya, 2005; Elwood, 2011). For example, Elwood's (2011) quantitative study with L2 learners (n=252) in a Japanese context revealed a significant influence of personality factors affecting L2 WTC. Elwood (2011) hypothesised three personality variables, including extroversion, ego permeability and distance (pp. 29-

40). Results of the study showed that of the three personality variables, extroversion (including introversion) variable of personality was the strongest predictor of L2 WTC.

Furthermore, Fu, Wang, & Wang's (2012) quantitative study into Chinese students' (n=100) L2 WTC found that learners' lower L2 WTC in a class was jointly constructed by their personality and cultural orientation. Students with an introvert personality demonstrated lower participation, while extroverted students showed frequent involvement in class activities (p. 115). Most notably, such personality traits as being implicit, reserved and polite were inscribed in the students' collectivist cultural orientation (p. 117).

In recent years, studies have also identified a state-like behaviour of personality. For example, Cao's (2009) mixed method study into WTC of EFL learners (n=18) in a Chinese context revealed that learners' personality exhibited high context-sensitivity depending on their familiarity with interlocutors and conversational context. For instance, some students in the study preferred to remain quiet with unfamiliar interlocutors but were reported to be highly talkative with family members (p. 121).

4.3 Contextual variables

In addition to trait-level psychological factors, research into L2 WTC has examined mainly the trait-like and macro-level contextual factors, such as bilingual milieu, social support, ethnolinguistic vitality and cultural orientations (Clement et al., 2003; MacIntyre et al., 2001; MacIntyre & Charos, 1996; Wen & Clement, 2003). For example, in MacIntyre et al.'s (2001) study in both immersion and non-immersion contexts social support from a close friend or sibling was found to have a higher correlation with WTC outside rather than inside the classroom (pp. 376-382). Similarly, Clement et al.'s (2003) study found ethnolinguistic vitality to have an indirect correlation with L2 WTC through self-confidence. Cultural orientation of learners has also been postulated as a trait-like variable remaining stable across situations (Wen & Clement, 2003). However, an increasing number of current studies using qualitative and mixed method research designs have contributed to L2 WTC research by exploring micro-level context, such as a classroom.

4.3.1 Classroom contextual variables

From an L2 class perspective, context refers to a setting ‘where the teacher and students interact as social members centring on learning tasks in pursuit of fulfilling classroom goals’ (Peng, 2014, p. 134). Research has explored a wide range of contextual variables influencing L2 WTC in a classroom, such as interactional context, interlocutors, topic, task types and classroom atmosphere (Cao, 2009; Kang, 2005; MacIntyre & Legatto, 2011; Pattapong, 2010; Peng, 2014). It has been strongly argued that a change in contextual variables is strongly related to a change in the configuration of psychological and linguistic variables resulting in the restructuring of L2 WTC (Cao, 2009; Kang, 2005; MacIntyre & Legatto, 2011; MacIntyre et al., 2011; Pattapong, 2010; Peng, 2014). The following section is devoted to discussing contextual factors in the light of current empirical studies.

4.3.2 Interlocutor

Interlocutors and conversation partners are one of the most significant factors determining L2 WTC both inside and outside of the classroom. In a classroom context, potential interlocutors could be friends, peers or teacher. Research has showed that the degree of familiarity with an interlocutor, an interlocutor’s attention, interest and participation in the conversation, proficiency in L2, native language, age and sex tends to reduce or increase students’ L2 WTC (Kang 2005; MacIntyre et al., 1998; MacIntyre et al., 2003; MacIntyre et al., 2011; Wen & Clement, 2003; Zarrinabadi, 2014).

In Cao’s (2009) mixed method study with English L2 learners (n=18) in a university classroom in New Zealand, the majority of learners with a higher L2 proficiency and lots of ideas displayed higher L2 WTC with outgoing and friendly peers, while others reported to have a fear of negative feedback from interlocutors more competent than themselves in L2. In addition, some students showed an interest to engage in a conversation with peers from a different rather than a similar cultural background (Cao, 2009, p. 472; see also Cao, 2011, p. 110; Leger & Storch, 2009, pp. 275-277).

In stark contrast to Cao (2009), Toften’s (2010) study investigated effects of learners’ (n=134) speaking abilities, oral participation in L2, attitudes and L2 WTC in a bilingual school in Sweden. Using self-assessment questionnaires, the study reported that while

interactional context and self-confidence were strong predictors, familiarity with interlocutors was found to be less significant to students' L2 WTC (p. 14).

In addition, influence of age and gender, and native and non-native interlocutors have also been reported to influence L2 WTC. For instance, Baghaei & Dourakhshan (2012) conducted study with undergraduate English L2 students (n=148) to examine relationship between L2 WTC and affective factors in the context of Iran. Using a mixed method research design, the study revealed that students demonstrated a higher L2 WTC with native speakers of L2, whereas they showed no motivation and WTC to speak L2 with non-native speakers of English because it did not help them in improving their language proficiency (p. 62).

Most notably, Riasati's (2012) qualitative study reported that students' (n=7) L2 WTC was also influenced by interlocutors' sex/gender and age. The study showed that while some of the students preferred to communicate in L2 with interlocutors of the same sex, others showed willingness to communicate in L2 with the opposite sex. Regarding the age of interlocutors, while the majority of the students preferred to speak with older interlocutors, others showed preference for younger ones; yet others expressed neutrality (ibid., p. 1289-1290; also see Baker & MacIntyre, 2003). Thus, the students showed variation in their preferences with respect to the sex and age of their interlocutors.

4.3.2.1 Teacher

The teacher has emerged as one of the most recurrent themes in research in EFL contexts, such as Chinese, Thai and Iranian (Cao & Philip, 2006; Cao, 2009; Pattapong, 2010; Peng, 2012; 2014; Wen & Clement, 2003; Zarrinabadi, 2014). Teacher factors including teaching styles, classroom procedures, use of humour and verbal and non-verbal behaviour exert a strong impact on learners' anxiety, perceived competence, motivation and WTC in the L2 classroom (Pattapong, 2010; Peng, 2012; 2014).

For example, Yu's (2008) study examined the relationship between communication variables, affective variables and teacher immediacy. Using self-report questionnaires for data collection from L2 learners (n=235) in a public university in China, the study found no direct relationship between teacher immediacy and willingness to communicate in L2. Results of the study highlighted that teacher's immediacy exerted indirect influence on learners' L2 WTC through communication apprehension/anxiety and perceived competence,

and that supportive and approachable teachers helped to reduce learners' anxiety and increase emotional security, while facilitating and friendly teachers enhanced learners' perceived competence in English/L2. The study, therefore, argued that teacher immediacy should be subsumed as a variable under the category of social situation in the fifth layer of MacIntyre et al's (1998) heuristic model (p. 97). It is notable that given the study's quantitative research design, the relationship of L2 WTC with underlying psychological variables and teacher immediacy was found to be stable and linear. Thus, the study failed to examine the dynamic and non-linear interaction between psychological and contextual variables.

However, the results of Pattapong's (2010) mixed method study into undergraduate learners' (n=29) L2 WTC in Thailand showed a significant impact of teacher's characteristics and behaviour in enhancing and reducing L2WTC in a classroom situation. Teachers' characteristics refer to teachers' personal characteristics, including whether a teacher is a native speaker of English or Thai, friendly and relaxed or unfriendly. Whereas, teachers' behaviour involves the teachers' actions in class, for example, teachers' support; giving clear explanations; providing opportunity for students to talk; or rendering feedback and encouragement (pp. 92-95).

A number of studies in Iranian EFL contexts have also shown a significant relationship between teacher immediacy and L2 WTC (Fallah, 2014; Gol, Zand-Moghadam, & Kharrabi, 2014; Rashidi & Kia, 2012). Gol et al.'s (2014) study into factors influencing intermediate learners' (n=90) L2 WTC in Iran showed that amongst the seven factors affecting WTC, teacher immediacy emerged as a strong predictor of L2 WTC. Other factors influencing WTC included the following: perceived competence, class environment, external pressure, self-efficacy, group size and topic of discussion (pp. 144-148). Fallah's (2014) study, examining relationship between L2 WTC and ID variables, such as motivation, shyness and self-confidence in a university classroom in Iran, argued that teacher immediacy was inversely correlated with shyness and directly correlated with motivation. Concluding that a teacher's friendly and facilitating behaviour decreased learners' shyness and increased motivation (p. 144).

Most significantly, Zarinnabadi's (2014) study reporting on a qualitative study examining effect of teacher's attitude, support and teaching style on undergraduate learners' (n=50) L2 WTC in L2 classroom in Iran, showed that a teacher's wait time, topic selection, and verbal and non-verbal behaviour contributed a great deal to learners' L2 WTC. Teacher's motivational strategies, such as nodding, smiling and showing gratitude to the students for their attention not only enhanced but also had a long-term impact on learners' L2 WTC (pp. 293-294). By extension, Riasati's (2011) study found that students were averse to engaging in communication with over-talkative and dictatorial teachers. (p. 1293).

4.3.3 Interactional context

It has been found that the context in which interaction occurs can have a considerable influence on a speaker's WTC in L2. Interactional context can be defined as the setting where conversation or communication in L2 takes place inside a classroom (Kang, 2005). Interactional context has been divided into three class interactional patterns: teacher-fronted/whole-class conversation, small group and dyad/pair-work (Cao, 2009, p. 116).

Previous studies have shown that learners differ in their preferences with regard to interactional settings. Some students find themselves comfortable in a teacher-fronted interaction, while others prefer to work in small groups or in pairs. Evidence from the majority of studies, however, suggests that L2 learners prefer to work in dyads or in cohesive groups consisting of familiar interlocutors (Cao, 2009, p. 116; see also Leger & Storch, 2009; Kang, 2005; Peng, 2014).

For instance, Cao and Phillip (2006), who conducted a mixed method study into Chinese learners' (n=8) L2 WTC in a university classroom in New Zealand, argued that learners' lower level of participation in oral communication was strongly predicted by a lack of group cohesiveness, that is, learners' affiliation with and motivation to engage in conversation with familiar interlocutors (p. 488). According to the study, group cohesiveness was interrelated with learners' feeling of security to talk in L2.

One of the most significant contributions to L2 WTC research was made by Leger and Storch's (2009) study. Leger and Storch (2009) used open-ended self-assessment questionnaires to investigate French L2 learners' (n=32) L2 WTC in three interactional

contexts, namely, whole-class, group and dyad. The study reported that the learners' L2 WTC was influenced by a dynamic interaction between conversational context and self-confidence. Learners experienced higher anxiety and lack of perceived competence in whole-class conversational context. Conversely, learners displayed relatively higher self-confidence and L2 WTC in small groups and dyads. However, the learners' preferences regarding small groups and dyads were not uniform, and therefore inconclusive as some of the students preferred to work in small groups, whilst others found it 'awkward' preferring dyads (p. 280).

4.3.4 Topic

Research in the EFL classroom has shown that L2 learners demonstrate their willingness to participate in conversation if they find the topic interesting, familiar, useful and comprehensible (Cao & Philip, 2006; Cao, 2011; Kang, 2005; Liu, 2005; Riasati, 2012; Yashima et al., 2016). Conversely, learners tend to remain silent if they perceive the topic to be boring and difficult. For example, Kang's (2005) research reported that on the one hand, topics that were perceived to be useful by students increased their WTC, whereas, on the other hand, incomprehensible and unfamiliar topics rendered them unwilling to use their L2.

Adding further insight to this, students in Cao's (2009) study were willing to talk if the topic was of their own choice; but conversely, they avoided topics involving sensitive issues regarding culture or politics, and felt disadvantaged in conversations due to their lack of knowledge about a particular topic (pp. 107-109; see also Cao, 2011, p. 471). More interestingly, in Peng's (2014) seminal study into learners' (n=4) L2 WTC in a L2 classroom in China, students reported strong preference for topics that were related to their daily life, while at the same time they expressed strong aversion and unwillingness to discuss broad or uninteresting and irrelevant topics not related to their life (p. 126).

4.3.5 Task type

Besides topic, task types have been identified as a most influential variable. Tasks are defined as, ‘the learning activities organised in a class targeted at either structural knowledge or communicative ability’ (Peng 2014, p. 136). A huge number of studies in EFL contexts have shown that interesting, meaningful and communication-oriented tasks promote L2 WTC (Cao, 2009; MacIntyre & Legatto, 2011; Pattapong, 2010; Suksawas, 2011). For instance, Cao (2009) reported that tasks involving opportunities to learn new and useful skills had a strong bearing on learners’ L2 WTC (p. 109). Moreover, Pattapong’s (2010) study found that student’s L2 WTC fluctuated depending on the nature of task, level of difficulty and the time allowed for completing the task. Participants in the study avoided difficult tasks and experienced anxiety in time-constrained activities. The study also reported that unstructured and improperly designed tasks failed to evoke students’ L2 WTC (p. 103).

In addition, some studies have found that open-ended tasks, and tasks allowing freedom to use L2 invoke higher WTC of L2 learners. On the contrary, difficult, protracted and long-lasting tasks decrease L2 WTC (Bernales, 2016; Mystkowska-Wiertelak and Pawlak, 2014; Suksawas, 2011). For instance, using a qualitative research design, Suksawas (2011) investigated contextual factors affecting undergraduate students’ (n=5) L2 WTC in a classroom in Thailand. The study showed that learners’ L2 WTC fluctuated depending on the nature of tasks. Students demonstrated higher L2 WTC in open-ended tasks, while they displayed lower WTC in L2 due to level of difficulty of tasks, such as poster design, role-play and subject-specific topic (pp. 193-194).

Moreover, in Bernales’ (2016) study into L2 WTC of undergraduate students’ (n=16) in L2 classroom in Chile revealed that learners’ L2 WTC was higher in tasks allowing students freedom to speak L2 with their partners on a topic of their choice (p. 8). It can be noted that L2 WTC was jointly constructed by task, topic, freedom and motivation. Most interestingly, the length of a task has also been found to have a debilitating effect on L2 WTC. For example, Mystkowska-Wiertelak and Pawlak’s (2014) study into factors causing moment-to-moment fluctuations in learners’ L2 WTC in a university classroom in Poland revealed that lengthy tasks lasting for too long induced anxiety, boredom and weariness in students thereby inhibiting students’ L2 WTC (ibid., p. 12).

4.3.6 Classroom atmosphere

Classroom atmosphere is defined as, ‘the mood, emotions or climate sensed and shared by the class group, which is created by the degree of involvement and participation of all parties involved’ (Peng 2014, p. 134). Research in classroom context has shown that an active, enthusiastic classroom atmosphere promotes L2 WTC, while a dull and silent and boring atmosphere inhibits it (Bernales, 2016; Cao, 2009; 2014; Pattapong, 2010; Peng, 2012; 2014; Suksawas, 2011). For instance, Suksawas’ (2011) study reported that students’ L2 WTC was higher in a cooperative working atmosphere wherein all students in specific groups were allowed to share their opinion and participate in group activities (p. 205).

Examining learners’ L2 WTC (n= 140) in a university classroom in Japan, Effiong’s (2013) study showed that classroom silence was associated with aggravating anxiety and impeding learners’ L2 WTC. However, laughter was found to have a dual, that is, a positive and negative impact on atmosphere. For some students, the laughter on the part of their peers helped reduce their anxiety and encouraged their L2 WTC; while for others it exacerbated anxiety and decreased L2 WTC (pp. 185-186).

Findings of a qualitative case study by Osterman (2014) in a Japanese context showed that students’ (n=12) negative perceptions of L2 class environment exerted strong influence on their classroom behaviour. For instance, students’ classroom behaviour was characterised with low L2 WTC due to sleeping, inattentiveness and reliance on L1. Additionally, peers’ classroom behaviour also bore a strong impression on students’ L2 WTC. The majority of students, for instance, reported that they preferred to remain quiet when their peers were silent (pp. 6-7).

4.3.7 Cultural orientations

Studies into L2 WTC in various EFL contexts, such as China, Thailand, and Japan have confirmed Wen & Clement’s (2003) relationship between L2 WTC and culture. For instance, Peng’s (2012) multiple case mixed method study into WTC of L2 learners in a Chinese context reported that lower L2 WTC of students in class was rooted in their other-directed self. Students avoided communication in L2 if it involved a potential threat of negative evaluation on the part of their peers or teacher (p. 210, also see Peng 2014, p. 153).

More significantly, Pattapong's (2010) study investigated learners (n=29) and teachers (n=5) from two higher education institutes in Thailand. The study adopted a qualitative research design employing L2 WTC questionnaire, interview questionnaire, classroom observations and stimulated recalls. Findings of the study showed that students' L2 WTC was significantly associated with their cultural orientations, including the desire to maintain interrelationships and the hierarchical structure of society. The students avoided asking questions or presenting answers feeling a potential threat to their face due to their lower L2 competence and anxiety. Secondly, the hierarchical structure of society reflected itself in the power relations and social distance between teacher and students. Since a teacher was regarded as the figure of authority in the classroom, students avoided cross-questioning or argument and confrontation with the teacher out of respect (pp. 76-77).

4.4 Linguistic variables

In MacIntyre et al.'s (1998) heuristic model, linguistic variables are placed in the fifth layer under the category of linguistic competence (Clement et al, 2003; MacIntyre & Charos, 1996; MacIntyre et al., 1998). Linguistic competence is relegated to the distal position of enduring variables. In contrast, a number of recent studies have assigned linguistic variables a separate category of variables in alliance with psychological and contextual variables. Most importantly, current research has found linguistic variables to have a proximal relationship with L2 WTC (Cao, 2014; Liu & Littlewood, 1997; Liu, 2005; Liu, 2009; MacIntyre & Legatto, 2011; Osterman, 2014). Research has identified two main linguistic variables, specifically L2 proficiency, and reliance on L1 influencing L2 WTC in a classroom context (Cao, 2009; Peng, 2012).

4.4.1 L2 proficiency

L2 proficiency refers to the L2 learners' level of proficiency in grammar and vocabulary in the target language. Students' level of L2 proficiency has been found to have a significant impact on L2 WTC (Cao, 2009; MacIntyre et al., 2011; Tsui, 1996). For instance, Liu and Jackson (2009) reported on a cross-sectional mixed method study on students' (n=547) reticence in three university classrooms in China. The study used data sources, such as surveys, observations, reflective journals and StRs. Results of the study showed that learners' WTC in L2 was strongly predicted by their level of proficiency in their L2: the higher the level of L2 proficiency, the greater the willingness to communicate in their L2. Besides, a variety of other variables, such as previous experiences of L2 learning and personality, were also found to affect L2 WTC. (p. 74). The findings of Liu and Jackson's (2009) study are in conformity with a number of other studies in EFL contexts, such as Liu & Littlewood, (1997; Liu, 2005; MacIntyre and Legatto, 2011).

4.4.2 Reliance on L1

Students' excessive reliance on L1 has been further shown to obstruct L2 WTC and jeopardises L2 learning. For example, in Friermuth and Jarrell's (2006) study, students' (n=36) reliance on L1 was negatively related to their confidence and L2 WTC (pp. 202-203). A student's reliance on L1 depended on lack of lexical resources in L2 and level of difficulty of task. Similarly, a variety of purposes for L1 use were identified in the data, such as clarification, socialising and on task and off task chatting. Some of the studies have also identified the functions of L1 use in the L2 classroom (e.g. Cao, 2009; Peng, 2014). For example, Cao's (2009) study explored reliance on L1 to be not only an impediment but also an asset for enhancing learners' L2 WTC. The use of L1 allowed the students to stay on task, helped them in comprehension and maintaining L2 conversation (pp. 130-131).

However, studies into L2 WTC have not attempted to contextualise learners' L1 use. Recent studies into multilingual contexts have argued that learners' use of L1 and codeswitching are embedded in their sociolinguistic background and function as a linguistic resource rather than an impediment in L2 learning (Canagarajah, 2011; Ferguson, 2002; 2009; Gumperz, 1982; Levine, 2011; Probyn, 2009; Van der Walt, 2010). Therefore, it is

necessary to take into account the linguistic profile of learners and the country they inhabit in order to understand the facilitative or debilitating role of L1 in an L2 classroom.

4.5 Summary

The brief overview of variables frequently cited in the literature shows that L2 WTC is subject to the influence of a variety of psychological, contextual and linguistic influences. The list of variables presented in the previous sections is by no means exhaustive but representative of the most significant influences on L2 WTC. Since L2 WTC is a context-sensitive and situation-specific variable, more context-specific studies are required to expand the inventory of factors affecting L2 WTC.

Most importantly, this section primarily focused on discussing the variables in isolation from other variables. According to Lowie et al. (2009), although it is important for practical purposes to distinguish between physical, psychological, and contextual variables, one must not lose sight of the interaction between them (p. 134). Therefore, the following section examines the complex relations between variables in the light of evidence from quantitative and qualitative research into L2 WTC.

4.6 Dynamics of variables affecting L2 WTC

This section aims to review the literature with a purpose to understand the complex nature of L2 WTC and interrelationships of variables underlying it. Over a span of two decades, the complex nature of L2 WTC construct has been examined using both quantitative and qualitative approaches. Research into L2 WTC has been marked by a predominating use of quantitative measures including scales and batteries adopted and adapted from research in L1 WTC (McCrosky & Baer, 1985; McCrosky & Richmond, 1991), L2 WTC (MacIntyre et al., 2001), motivation (Gardner, 1985; Gardner & Lambert, 1972), and attitudes (Gardner, 1985) (cited in Baker & MacIntyre, 2000; Peng, 2014; Lahuerta, 2014). In recent years, however, research has witnessed a paradigm shift from exclusively quantitative towards qualitative and mixed method approaches (Cao, 2009; Kang, 2005; MacIntyre & Legatto, 2011; Pattapong, 2010; Peng, 2012; 2014).

Quantitative research has been characterised mainly by studies using self-report surveys and questionnaires designed to investigate L2 WTC as a trait variable. Inspired by MacIntyre et al.'s (1998) heuristic model, quantitative research has examined interrelationship between L2 WTC and underlying variables from a linear cause-and-effect perspective (Baker & MacIntyre, 2000; Clement et al., 2003; Hashimoto, 2002; Kim, 2004; MacIntyre et al., 2001; Yashima, 2002; Yashima et al., 2004). On the other hand, qualitative research has used a variety of methods, such as reflective journals, semi-structured interviews, stimulated recalls, and classroom observations to obtain a holistic and in-depth understanding of L2 WTC (Bernales, 2016; Cao & Philip, 2006; Cao, 2009; 2014; Kang, 2005; MacIntyre & Legatto, 2011; Pattapong, 2010; Peng, 2012; 2014; 2016; Suksawas, 2011; Yashima et al., 2016). Insights from qualitative research show that change in L2 WTC and interaction between underlying variables is dynamic and non-linear (Cao, 2009; 2014; Pattapong, 2010; Peng, 2014; Yashima et al., 2016). The following paragraphs provide a review of literature examining the interaction and interrelationship between variables affecting L2 WTC.

4.6.1 Quantitative research into L2 WTC: Contributions and limitations

Quantitative research into L2 WTC has undergone significant developments in the past two decades. It is important to first explain the methodological developments in quantitative research. Quantitative research on L2 WTC has been characterised by statistical measures, such as questionnaires and surveys involving structural equation modelling and path analysis for examining the dynamics of L2 WTC. A number of batteries have been used to examine L2 WTC, such as McCroskey and Baer's (1985), MacIntyre et al.'s (2001), and Weaver's Rasch model scale, to name a few. For example, McCroskey and Baer's (1985) scale for L1 WTC has since been adopted to measure L2 WTC in immersion and non-immersion ESL contexts (MacIntyre & Charos, 1996; Baker & MacIntyre, 2000; MacIntyre et al., 2002; 2003) and EFL settings (Shahbaz et al., 2016). In addition, scales measuring self-perceived communicative competence and anxiety have also been adopted from McCroskey and Richmond (1987). Although McCroskey and Baer's (1985) scale facilitates the comparison between L1 WTC and L2 WTC, it is not suitable to predict the situational factors which affect L2 WTC in a specific conversation situation (Weaver, 2009, p. 7).

On the other hand, MacIntyre et al. (2001) designed a new scale, measuring learners' L2 WTC in four language skills, including speaking, comprehension, writing and reading for both inside and outside the immersion and non-immersion classrooms. However, the scale was designed to measure learners' WTC in the four skills in Western ESL rather than EFL contexts (Peng, 2014, p. 17). For example, items, such as the following were not relevant to EFL contexts: 'if a stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?' or 'how willing would you be to bake a cake when instructions were not in English', and 'take directions from a French speaker' (MacIntyre et al., 2001, pp. 385-386). These situations occur very rarely in a classroom in EFL contexts.

Similarly, Weaver's (2005) Rasch model consisted of 17 items to examine learners' (n=490) L2 WTC in writing and speaking skills in a Japanese EFL context. The model showed 'reliability, validity, and psychometric usefulness' in EFL contexts (Peng, 2014, p. 17). However, due to the ambiguous wording of some of the items, it was liable to obtain irrelevant data. For instance, the items using the third person singular, i.e. 'someone' for interlocutors was subject to varied interpretations by respondents and tended to yield inauthentic responses (ibid.). Due to these methodological limitations, quantitative research has offered invaluable but limited insights into the complex and dynamic nature of L2 WTC. The following paragraphs further discuss the contribution and limitations of quantitative research.

4.6.2 Nature of context in quantitative research

Quantitative studies on L2 WTC have displayed interesting features of context. On the one hand, context has been examined in isolation from the psychological and linguistic variables, and on the other hand, it has suffered from a dichotomy between macro- and micro-level contexts. That is, quantitative studies have either been concerned with macro-level, social and cultural context (Clement et al., 2003; MacIntyre et al., 2001) or with micro-level, classroom context (Khajavy, Ghonsooly, Fatemi, & Choi, 2016; Peng & Woodrow, 2010). Secondly, the conception of context in quantitative studies has been static rather than dynamic. While the role of social factors, such as bilingual milieu, ethnolinguistic vitality, social support and culture has been acknowledged (Clement et al., 2003; MacIntyre et al.,

2001; Wen & Clement, 2003), social factors have been treated as independent, and exogenous variables affecting L2 WTC from outside through psychological variables, such as self-perceived competence, anxiety and motivation (Clement et al., 2003; MacIntyre & Charos, 1996; MacIntyre et al., 2001; MacIntyre et al., 2002).

For example, Clement et al.'s (2003) study investigated the interrelation between variables affecting L2 WTC of Anglophone (n=130) and Francophone (n=248) L2 learners. The study found that learners' L2 WTC was directly influenced by state self-confidence which in turn was indirectly and distantly associated with their social, that is, ethnolinguistic vitality, and institutional and classroom context. Ethnolinguistic vitality refers to the socio-economic status and institutional representation of a certain ethnic community. Thus, Francophone learners with lower ethnolinguistic vitality displayed more willingness to use L2 than Anglophones learners with higher ethnolinguistic vitality. The study, therefore, concluded that in a bilingual conversational and institutional context wherein the opportunities for exercising volition to use L2 were limited, learners' communicational behaviour was determined by self-confidence rather than L2 WTC (p. 202).

In recent years, however, some of quantitative studies investigating the effect of classroom environment have also found a direct, proximal relationship between L2 WTC and classroom environment (Khajavy et al., 2016; MystKowska-Wiertelak & Pawlak, 2014; Shimoyama, 2013). Khajavy et al.'s (2016) study is relevant in the sense that it examined the joint effect of psychological and contextual factors on students' (n=243) L2 WTC in a university classroom in Iran. Based on self-reported questionnaires, the study showed that psychological factors, including communication confidence, motivation, FL achievement, attitudes, and contextual factors, such as classroom environment, exerted simultaneous impact on WTC. Nevertheless, the model was based on a linear cause-and-effect relationship between variables. According to the model, classroom environment (teacher, students, and tasks) and communication confidence were the immediate and direct predictors of L2 WTC in class, whereas motivation and foreign language achievement exerted an indirect influence on L2 WTC through communication confidence. At the bottom layer of the model were attitudes which also exerted indirect influence on L2 TWC through motivation and communication confidence (p. 174).

Thus, the quantitative studies have conceived of the relation between context and L2 WTC as one-dimensional rather than reciprocal. Most notably, context is conceived of as a relatively static and enduring variable remaining stable across situations. However, change in micro-level contexts, such as classroom environment, topic, interactional patterns, and physical location in class, have not been examined.

4.6.3 Nature of change in quantitative research

Quantitative studies have been focused mainly on examining static relationships between L2 WTC and underlying variables, such as perceived communicative competence, anxiety, motivation, culture and social milieu (MacIntyre & Charos, 1996; MacIntyre et al., 2011; MacIntyre & Doucette, 2010; Yashima, 2002; Yashima et al., 2004). Relying heavily on self-reported questionnaires, most of quantitative studies have examined L2 WTC at a macro-level, both inside and outside classroom, neglecting micro-level fluctuations in L2 WTC within real-life situations, such as tasks and discussions (MacIntyre et al., 2001, p. 377). Furthermore, since quantitative research deals with group averages, change in L2 WTC has been examined at a group level examining how L2 WTC of a cohort of learners changes over a period of time (MystKowska-Wiertelak & Pawlak, 2014). However, moment-to-moment fluctuations at the level of an individual learner have been overlooked so far (Shimoyama, 2013).

For example, MystKowska-Wiertelak and Pawlak (2014) reported on a quantitative examination into fluctuations in L2 WTC of students (n=44) in university classroom in Poland. The study confirmed that students' L2 WTC underwent moment-to-moment change due to types of tasks students performed, perceived competence and positive learning experiences. Students displayed higher L2 WTC in tasks, such as monologues and dialogues, which allowed them more time and opportunity to use L2, and involved no face-threats (pp. 252-253). However, since the study was focused on change in L2 WTC across the participants, it failed to offer insights into how L2 WTC of individual participants fluctuated within a particular task. Secondly, the study was based on statistical batteries (MacIntyre & Charos, 1996; MacIntyre et al., 2001; Yashima, 2002) designed exclusively to examine trait-level L2 WTC. The study, therefore, failed to unravel complex interrelations between

underlying variables, such as L2 WTC, classroom WTC, perceived communicative competence, anxiety, and frequency of communication (ibid.).

4.6.4 Nature of relationships between variables in quantitative research

It is also noteworthy that quantitative research has maintained a strict dichotomy between psychological and contextual variables influencing L2 WTC. For instance, the psychological constituents, such as self-confidence, perceived competence, and anxiety, have been examined independently from the contextual co-constituents, such as culture, bilingual milieu, and social situation (Baker & MacIntyre, 2000; Cetinkaya, 2005; Clement et al., 2003; MacIntyre & Charos, 1996; MacIntyre et al., 2001; 2002; 2003; Yashima, 2002; Yashima et al., 2004). Moreover, the relation of each psychological variable with L2 WTC has been independently examined using a separate scale, such as L2 WTC (McCroskey & Baer, 1985; McCrosky, 1992), self-perceived communicative competence and anxiety (MacIntyre & Clement, 1996; MacIntyre & Charos, 1996; McCroskey et al., 1987), motivation (Gardner, 1985; Gardner & Lambert, 1972), and personality (Goldberg, 1992).

For example, Lahuerta (2014) examined relationship between L2 WTC and underlying affective variables of university students (n=195) in a Spanish context. The data was obtained using seven different scales, including *L2 WTC* (McCrosky, 1992), *anxiety* (MacIntyre & Clement, 1996), *self-perceived communicative competence* (MacIntyre & Charos, 1996), *motivation* (Gardner, 1985; Gardner & Lambert, 1972), *motivational intensity* (Gardner & Lambert, 1972), *attitudes toward learning English* (Gardner, 1985), and *desire to learn English* (Gardner, 1985). Results of the study showed that higher L2 WTC was directly predicted by higher motivation, higher perceived competence, and lower anxiety. Self-perceived communicative competence was directly predicted by L2 competence. It is important to note that the relationship of L2 WTC with each individual difference variable, such as self-perceived communicative competence was examined in isolation from other variables, such as anxiety, motivation, attitudes, and desire to learn English.

Most notably, quantitative studies have worked with simple and linear cause-and-effect model testing correlational and causal relationships between variables using structural

equation modelling (SEM) (Dornyei, 2007, p. 238). As a result, quantitative research has been characterised by a structural dichotomy between direct and indirect, and proximal and distal relationships between variables. For example, studies using quantitative approach have found perceived competence and anxiety to have a *direct* and *proximal* relationship with L2 WTC, while motivation, international posture, personality, teacher immediacy, and contextual variables have been found to have an *indirect* and *distal* influence on WTC (Baker & MacIntyre, 2000; Clement et al., 2003; Kim, 2004; Lahuerta, 2014; MacIntyre et al., 2001; MacIntyre & Donovan 2004; Yu, 2008).

For example, using a quantitative research design, MacIntyre and Charos's (1996) study in immersion and non-immersion ESL context found a direct correlation between L2 WTC and motivation for language learning, opportunity to use L2, and perceived competence, while an indirect and distal correlation was explored between L2 WTC and personality and social context (pp. 20-21). Similarly, Fallah and Mashhaddy (2014) employed SEM and path analysis to examine L2 WTC of non-English major learners (n=372) in a university classroom in Iran. Results of the study showed that L2 WTC of students was directly predicted by perceived communicative competence. However, L2 WTC was indirectly influenced by variables, such as communication apprehension (CA), international posture, and motivation and teacher immediacy through perceived communicative competence. While CA and motivation exerted indirect influence on WTC through perceived competence, effects of teacher immediacy on L2 WTC were mediated by international posture (pp. 72-73). Thus, it can be noticed that the interaction between variables occurs in a linear cause-and-effect manner wherein some variables are presented as having a direct, while others are impinging an indirect influence on L2 WTC.

That said, it must be acknowledged that quantitative studies have yielded significant results, such as confirming the relationship between L2 WTC and L2 use and establishing the fact that L2 WTC is not a function of a single variable but multiple variables (Hashimoto, 2002; Kim, 2004; MacIntyre & Charos, 1996; MacIntyre et al., 2001; MacIntyre et al., 2002; Yashima, 2002). It must also be acknowledged that quantitative research has not been abandoned altogether. However, given its methodological limitations, quantitative research has failed to account for the relative strength of individual variables

affecting L2 WTC at a specific time, and the complex, non-linear interaction and interdependence of variables (Dornyei, 2009, pp. 108-109).

4.7 Qualitative research into L2 WTC

From 2005 onwards research into L2 WTC has witnessed a shift from socio-psychological approaches and quantitative methods (MacIntyre & Charos, 1996; MacIntyre et al., 2001; Yashima, 2002) towards situated, process-oriented and mixed methods paradigms (Cao, 2009; 2011; 2014; Kang, 2005; Peng, 2012; 2014). Using socio-cultural, socio-cognitive and ecological frameworks, and employing a variety of methods, such as classroom observations, reflective journals, semi-structured interviews, stimulated-recalls (StRs), qualitative research in ESL and EFL contexts has offered valuable insights into the multi-faceted, complex and situated nature of L2 WTC in a classroom context (Bernales, 2016; Cao, 2009; 2014; Kang, 2005; Liu, 2005; Liu & Jackson, 2009; Pattapong, 2010; Peng, 2012; 2014; Yashima et al., 2016). The following section presents a brief review of qualitative research with a specific focus on the interplay between contextual, psychological and linguistic variables.

4.7.1 Nature of change in qualitative research

In contrast to quantitative studies (MacIntyre & Charos, 1996; MacIntyre et al., 2003; Yashima, 2002), qualitative studies into L2 WTC have made significant advances with respect to mapping moment-to-moment fluctuations in L2 WTC at an individual level within a particular situation as well as overtime (MacIntyre & Legatto, 2011; Peng, 2014; Shimoyama, 2013). Employing classroom observations and idiodynamic techniques, some of the studies in various EFL contexts have examined fluctuations in L2 WTC on macro-scale, such as years, months, and weeks as well as micro-scale timescales, including per minute or per-second variations (Kang, 2005; MacIntyre & Legatto, 2011; Peng, 2014; Shimoyama, 2013).

For example, MacIntyre & Legatto's (2011) cult study used an idiodynamic method to examine rapid fluctuations in learners' (n=6) L2 WTC across eight L2 tasks in a university in Canada. The study reported that learners' L2 WTC moved across four timescales

simultaneously: while trait-level L2 WTC moved across a timescale stretching over months and years; state-level L2 WTC moved on a per-hour timescale; third, it moved on a per-second timescale; and fourth, the change in L2 WTC occurred on a within-seconds timescale. The study argued that fluctuations in L2 WTC were subject to trait- and state-level characteristics of a person, for example ‘unique demands of the experimental situation, specific communication demands of task itself, and immediate experiences (such as forgetting a word or feeling a surge in anxiety)’ (p. 166).

On the other hand, Peng (2014) reported on a longitudinal study into fluctuations in learners’ (n=4) L2 WTC in a university classroom in China. Based on the data from classroom observations, the study provided a graphical representation of fluctuations in learners’ L2 WTC on two timescales, such as within a classroom and across classroom situations over a period of seven months. The study suggested that participants’ L2 WTC fluctuated within as well as across classroom situations as a result of interaction of psychological variables, such as confidence, motivation, interest in topic, and learner beliefs; and contextual variables, such as tasks, teacher, and interactional context (pp. 98-115). The study, however, did not provide a graphic representation of moment-to-moment fluctuations in individual learners’ L2 WTC within a specific conversational situation.

Supporting MacIntyre & Legatto’s (2011) findings, Shimoyama’s (2013) study examined patterns of fluctuations in learners’ (n=6) WTC, fluency, accuracy and complexity on a minute-to-minute timescale across five speaking tasks in a college classroom in Japan. The study obtained data through a WTC questionnaire, speaking tasks, a self-rating questionnaire, and post-task interviews. The results of the study showed that while learners’ willingness showed trait-level patterns across five tasks due to higher L2 confidence, their L2 WTC displayed dramatic variations per minute within specific tasks depending on the influence of a range of variables, such as task difficulty, anxiety, impatience, lack of confidence, or lower fluency level (pp. 28-41).

Evidence from qualitative research shows that the nature of fluctuations in L2 WTC is a highly complex phenomenon. Since the variations occur on different timescales at the same time, it requires methodological triangulation involving structured observations, StRs

and diaries, and sophisticated techniques, such as idiodynamic method, to capture the dynamic nature of L2 WTC on different timescales.

4.7.2 Nature of context in qualitative research

In addition to change, recent qualitative and mixed method studies in L2 WTC have offered useful insights into the complex nature of relationship between context and learner-internal variables (Bernales, 2016; Cao, 2009; 2014; Peng, 2012; 2014; Yashima et al., 2016). From a DST perspective, context makes up an organic and integral part of a dynamic system, such as L2 WTC, rather than exerting influence on it from afar (Larsen-Freeman, 2015; Larsen-Freeman & Cameron, 2008; Ushioda, 2015). The relationship between learner and context has been found to be reciprocal and co-adaptive; that is, though context exerts influence on learner-internal variables, such as anxiety, motivation, emotion, and L2 WTC, it is also affected as a result of complex and dynamic interaction of learner-internal variables (Ushioda, 2015, p. 47). It has also been found that change in context may effect dramatic changes in learners' L2 WTC (Kang, 2005; Pattapong, 2010; Suksawas, 2011).

For instance, Cameron (2013) conducted a qualitatively-driven mixed method study into factors affecting Iranian immigrants' (n=3) L2 WTC in Iran and New Zealand. Drawing upon the data from semi-structured interviews, the study showed that students' L2 WTC moved on a continuum between higher and lower WTC depending on the interaction between contextual factors, including teacher and conversational context; and psychological factors, such as perceived competence, anxiety, motivation, and personality. Comparing students' L2 WTC in the two conversational settings, the study reported that students' lower L2 WTC in their native country (i.e. Iran) was due to a lack of motivation, help from teacher and opportunities to use L2. However, in NZ the students attributed their higher L2 WTC to instrumental and integrative motivation, facilitating behaviour of teacher and a conducive atmosphere in class. What was gleaned from the study was the fact that context was embedded in and changed with change in individual, linguistic and contextual variables.

The most telling example of the complexified nature of context is offered by a study by MacIntyre et al. (2011). Investigating French immersion students' (n=100) ambivalence with respect to L2 communication, MacIntyre et al.'s (2011) study found that the factors

enhancing students' WTC were not different from the ones inhibiting them. Both willingness and un-willingness of students were predicted by a complex interaction of perceived competence, anxiety, motivation, topic, interlocutors, and conversational context. Students in the study demonstrated higher WTC, motivation and perceived competence to talk to peers and teachers *inside the class*, while they preferred to use L2 with family and friends *outside the class*. The study concluded that 'subtle differences in the context.... can significantly alter the affective tone of an experience, moving the speaker from a state of willingness to un-willingness to communicate' (p. 94).

Most importantly, qualitative research has explored context in its complexity by digging deeper into multiple nested structures, such as meso, exo, and micro-contextual systems (Cao, 2009; 2011; Peng, 2012; 2014). Using ecological perspective, Peng (2014) conducted a cross sectional longitudinal study to examine the effects of context, such as micro-, meso, exo- and macro-systems on L2 WTC of students (n=579) in a university classroom in China. The study was divided into two phases. The first phase involved obtaining data from learners (n=579) from eight universities, and the second phase was characterised by a case study of four students (n=4), students from one of the participating universities. Results of the study showed that learners' L2 WTC was nested within micro-meso-, exo-, and macro-systems. Students' L2 WTC at a micro-systemic level (i.e. classroom) was interconnected with and subjected to influences from meso, exo and macro-system. Learners' L2 WTC inside classroom was jointly affected by beliefs, confidence, motivation and L2 proficiency, teacher, classroom atmosphere, topic, task types and cultural orientations. At a meso-systemic level, students' L2 WTC was influenced by past learning experiences and extracurricular activities (p. 151).

Moreover, exo-system exerted direct influence on learners' L2 communicative behaviour in classroom through institutional policies regarding content, schedule and assessment criteria for module. For example, students' L2 WTC, self-confidence and intrinsic motivation (microsystemic variables) were negatively affected by the institutional criteria of course assessment (exosystemic variable). And, learners displaying confidence in and positive beliefs about L2 learning happened to be more motivated. However, macro-system constituted the overarching category encompassing micro-, meso- and exo-systems.

It affected students' L2 WTC through social and cultural influences. For instance, cultural factors such as: 'respect to teacher, face-saving, avoiding negative judgment and conforming to majority' contributed a great deal to students' L2 WTC in classroom (ibid., p. 153, see also Peng, 2016). The study showed the intricate, multi-layered, dynamic and interdependent nature of various levels of context.

4.7.3 Nature of relationships between variables in qualitative research: Dynamic interplay between contextual, psychological and linguistic variables in L2 classroom

In contrast to quantitative studies, qualitative and mixed method studies have argued that psychological and contextual variables work interdependently to facilitate or debilitate L2 WTC at a specific time (Cao, 2009; 2011; 2014; Peng, 2007; 2012; 2014; 2016). For example, psychological factors, such as self-confidence, motivation, and anxiety are interconnected with contextual factors, such as topic, interlocutors, interactional context, classroom environment, culture and ethnolinguistic vitality (Bernales, 2016; MacIntyre & Legatto, 2011; MacIntyre & Serroul, 2015; Pattapong, 2010; Suksawas, 2011; Yashima et al., 2016). In addition, one of the most significant insights into complex nature of L2 WTC has been the identification of non-linear patterns of interaction of variables. It has been argued that some variables exert a strong impact on L2 WTC at a moment but play a less significant role at other times (Bernales, 2016; Cao, 2009; 2011; Pattapong, 2010; Yashima et al., 2016).

For example, one of the formative studies into interplay between psychological, contextual and linguistic variables was conducted by Cao (2009). Combining socio-cognitive and ecological approaches, Cao (2009) conducted a multiple case study with L2 students (n=18) using questionnaires, classroom observations, reflective journals and stimulated recall interviews. Results of her study showed that learners' L2 WTC was a complex and dynamic phenomenon changing from moment-to-moment as a result of complex and random interaction of interdependent psychological, environmental/contextual and linguistic variables. Most significantly, the study also identified that interaction between variables was progressively complex, reciprocal and non-linear in nature. For example, change in topic directly and indirectly produced changes in learners' motivation and self-

confidence (p. 198). In addition, the variables varied in strength of their influence on L2 WTC. Some of the factors exerted strong influence at a specific moment, while played a less influential role at other. The study concluded that given the random interaction of variables, the influence of any particular variable on a particular occasion was unpredictable (ibid.).

More recently, Cao's (2014) study into L2 learners' (n=12) WTC in a university classroom in New Zealand explored the intertwining and overlapping relationship between individual, environmental and linguistic variables. Based on data from classroom observations, reflective journals, StRs and questionnaires, the study concluded that L2 WTC 'entails fluctuation and dynamism due to variations in its individual, environmental, and linguistic antecedents, which interdependently exert facilitative and inhibitive effects on it' (p. 810). The study emphasised that strength of individual variables varied at different times in the sense that effect of a particular variable on a particular individual in a specific situation was 'too complex to be predictable' (p. 807).

Bernales' (2016) study used a mixed method approach consisting of surveys, observations and stimulated recall interviews to investigate the L2 WTC of learners (n=16) of German L2 in Chile. The most significant finding of Bernales' (2016) study was that students not articulating L2 in speech were participating in their minds. In contrast to previous research wherein students' L2 WTC was measured by their articulation of L2 or hand-raising, the study argued that sometimes even willingness, confidence and competence might not bring about use of L2 because of interference of other variables, such as processing time, teacher's expectations, motivation, sense of solidarity towards peers, norms of in-class conversational context and L2 proficiency and bilingualism (p. 10). The study indicates towards interdependence and non-linear interaction of variables determining L2 WTC.

To summarise, qualitative research has made invaluable contributions to our understanding of L2 WTC by unravelling a number of variables not covered previously, for example perceived opportunity, task type, teacher and reliance on L1. Moreover, a review of qualitative research shows that L2 WTC is a highly complex and dynamic construct involving precipitous variations emerging as a result of a non-linear interplay between context and language learner. The studies have also tapped into the interdependent and unpredictable nature of variables contributing to L2 WTC in a classroom context.

4.8 Gaps in literature

The review of literature in the previous sections has helped to identify some of the most significant theoretical, methodological and contextual gaps in research on L2 WTC. Although the gaps have been indicated throughout the previous sections, it is necessary to reiterate them in order to highlight the rationale of the present study. Theoretically, research into L2 WTC has suffered from a disjuncture between psychological, contextual and linguistic dimensions of L2 learning. The scope, therefore, of investigation into L2 WTC has been confined to the investigation of trait-level psychological factors, such as perceived communicative competence, anxiety, motivation and personality, at the cost of contextual, linguistic and other potential factors (MacIntyre, 2012a, p. 14).

A number of influential studies have now employed socio-cognitive, ecological and socio-cultural approaches revealing the dynamic interplay of disparate variables influencing L2 WTC (Cao, 2009; 2011; Peng, 2012; 2014; 2016; Suksawas, 2011). These approaches have lent invaluable insights into state-level nature of L2 WTC exploring complexity, variations and interdependence (Cao & Philip, 2006; Ca, 2011; Kang, 2005; Peng, 2012). However, there is still a significant paucity of studies into other equally essential properties of L2 WTC, such as sensitive dependence on initial conditions, feedback sensitivity, self-organisation, non-linearity and attractor and repeller states.

MacIntyre (2012b), therefore, proposed DST as an alternative microscope, a different angle, for examining L2 WTC (p. 366). DST provides an overarching view allowing an examination of how L2 WTC exists within a wider context, such as a classroom. Secondly, it offers a microscopic view of the complex behaviour of L2 WTC and the non-linear interaction of variables at a micro-level, that is, within an individual L2 learner (Larsen-Freeman, 2007; MacIntyre, 2012a; 2012b). In recent years, some of the studies have employed DST to explore the key properties of L2 WTC, such as non-linear interaction of variables, interconnectedness, self-organisation and attractor/repeller states (MacIntyre & Legatto, 2011; MacIntyre & Serroul, 2015). However, DST's potential has been under-exploited in L2 WTC research so far.

Furthermore, research has identified a broad array of variables influencing L2 WTC in various contexts. Kang (2005), however, argued that there might still be a wide range of 'other potential variables' yet unravelled. According to her, 'this construct of situational WTC is incomplete because situational WTC can be controlled by other potential situational variables' (ibid., pp. 289-290). Similarly, MacIntyre and Legatto (2011) emphasised that future studies need to 'shed light on the many workable compromises language learners make on-the-fly as they engage with the complexities of using someone else's tongue to communicate' (pp. 164-169). Therefore, there is a need for more context-specific studies into L2 WTC to tap into other potential variables and to explore the nature of compromises learners make while using L2 in different contexts.

It has also been noted that L2 WTC has been examined using statistical, correlation-based instruments, such as McCrosky and Baer's (1985), MacIntyre et al.'s (2001) scale and Weaver's (2005) Rasch model questionnaire. The three models have yielded useful results, such as confirming relationships between L2 use and L2 WTC on the one hand, and L2 WTC and its antecedents on the other (Weaver, 2009, p. 4). However, the instruments used are not suitable to examine L2 WTC in a non-western ESL classroom context. For instance, McCrosky and Baer's (1985) scale is designed specifically for measuring trait-level L1 WTC. MacIntyre et al.'s (2001) scale too is designed to examine L2 WTC in immersion and non-immersion ESL contexts; and questionnaire items in Weaver's (2005) Rasch model involve ambiguity (Peng, 2014, p. 17).

Most importantly, statistical measures fail to capture the dynamic and non-linear interaction of variables and moment-to-moment variations in L2 WTC in real life settings. Dornyei (2007) argued, 'quantitative methods are generally not very sensitive in uncovering the reasons for particular observations or the dynamics underlying the examined situation or phenomenon' (p. 35). Given the complex, dynamic and non-linear nature of L2 WTC, studies using a comprehensive set of data collection instruments, including classroom observations, journals and stimulated recall interviews, are required to encompass the moment-to-moment non-linear variations in L2 WTC (Dornyei et al., 2015; MacIntyre, 2007, p. 572).

Contextually, research into L2 WTC has been conducted mainly in Western immersion/non-immersion ESL contexts. A number of studies have also examined L2 WTC

in non-Western EFL settings, such as China, Japan, Korea and the Middle-East. Research suggests that the behaviour of L2 WTC changes with respect to change in context. For instance, cultural orientation has been significantly related to learners' L2 WTC in China, while International Posture (IP) has been a strong predictor of L2 WTC in Japan; integrative motivation was found to have a relatively stronger influence on Korean learners' L2 WTC, while environment has been found to have a strong impact on Iranian learners (Cao, 2009; Edwards, 2006; Kim, 2004; Pattapong, 2010; Peng, 2014; Wen & Clement, 2003). However, none of the studies have explored the nature of L2 WTC of learners in a non-Western ESL context such as Pakistan. English has been the medium of higher education in Pakistan for more than six decades. It also pervades the social life through print and electronic media, internet and mobiles. It will be therefore interesting to explore the variables and the nature of postgraduate learners' L2 WTC at a university in Pakistan.

Moreover, it has been argued that learners' L2 WTC outside the classroom can best be predicted by their L2 WTC inside the classroom (MacIntyre, 2007, p. 573). While mainstream research has been focused on examining trait-level L2 WTC in macro-social contexts (MacIntyre et al., 2002; Clement et al., 2003), there have been very few attempts to examine learners' WTC in a micro-context of the L2 classroom. Given the fact that students in EFL and ESL contexts get most of the opportunities to use L2 inside their classrooms, there is a need for more studies investigating L2 WTC in classroom settings (Cao, 2009; 2014; Pattapong, 2010; Peng, 2012; 2014).

4.9 Research questions

The current study, therefore, uses the DST to investigate the complex, dynamic and non-linear nature of L2 WTC of postgraduate business students in a public sector university in Sukkur region of Pakistan. The current study aims to answer the following two research questions (RQs):

RQ 1: What are the factors influencing L2 WTC of postgraduate business students in a university classroom in Pakistan?

RQ 2: What are the dynamics of interaction of variables underlying L2 WTC of postgraduate business students in a university classroom in Pakistan?

The aforementioned research questions have been formulated on the basis of the review of the previous scholarship on L2 WTC. The first research question explores the situational factors which influence postgraduate students' 'volitional inclination towards actively engaging in the act of communication in a specific situation' (Kang, 2005, p. 291) in a classroom context. The second research question focuses on the dynamic and complex interrelation and interaction of psychological, contextual, linguistic and other potential factors in determining situational L2 WTC in the classroom. These research questions and the overarching categories of psychological and contextual factors guided the choice of the research framework of the present study. The next chapter will delineate the research design the present study employed to answer the research questions.

Chapter five: Methodology

5. Introduction

The aims of the current study are to investigate the variables contributing to L2 WTC of postgraduate business students in a classroom context and to investigate the complex, dynamic and non-linear nature of interaction of variables underlying L2 WTC. It has been argued that research into L2 WTC requires a complex ‘tool kit’ including various concepts and empirical methods that can capture the dynamics of the system (Larsen-Freeman & Cameron, 2008, p. 229). The extensive number of variables and the multi-componential, complex and dynamic nature of L2 WTC cannot be explored with precision using statistical instruments alone (Dornyei, 2009, p. 109; MacIntyre, 2007, p. 572). Quantitative techniques have been useful for examining relations between variables in isolation, and from a linear, cause-and-effect perspective. However, they fail to capture the dynamic, complex, and non-linear nature of L2 WTC (Dornyei, 2014, p. 83).

Proponents of the dynamic system (DST) approach have strongly advocated qualitative and mixed method approaches for examining L2 WTC (Dornyei, 2009, p. 109; Larsen-Freeman & Cameron, 2008, p. 245). For instance, Larsen-Freeman and Cameron (2008) suggested that ethnography, design experiments, action research, and longitudinal case studies can serve the understanding of complex and dynamic systems (pp. 242-245). The research questions (RQs) of the current study, therefore, necessitated a multiple case mixed method research design that is capable enough to encompass the complex and dynamic nature of L2 WTC in a classroom context.

The current chapter provides a rationale for the research design of the current study. The chapter is divided into six main sections. The first section provides an explanation for using a case study approach; the second section delineates the details about the context and the participants; the third section consists of a detailed discussion on data collection methods; the fourth section describe the pilot study and the data collection procedures in the main study; fifth section explains data analysis procedures; and the sixth and final section discusses trustworthiness of the present study.

5.1 Multiple-case study approach

The current study employs a multiple-case study approach to obtain an in-depth and holistic understanding of the factors and dynamics of factors which shape L2 WTC of postgraduate business students in a classroom context. Case study is defined as an empirical study aimed at an in-depth investigation of a bounded entity in real life situations (Yin, 2009, p. 18). Case studies are a preferred method of inquiry for answering how or why questions regarding a contemporary phenomenon of interest, for example fossilization, code-switching, and L2 WTC (Duff, 2012, p. 96). One of the defining features of a case study is that a case has to be a bounded entity; that is, there has to be a limit, ‘actually or theoretically, to the number of people who could be interviewed or the number of observations that could be conducted’ (Merriam, 1998, p. 28).

Review of the literature shows that nomothetic approaches mainly take snapshots of L2 WTC at different instances rather than encompass it through the process of its development and change (Baker & MacIntyre, 2000; Khajavy et al., 2016; MacIntyre et al., 2001; MystKowska-Wiertelak & Pawlak, 2014; Yashima, 2002). On the contrary, a case study ‘penetrates situations in ways that are not always susceptible to numerical analysis’ (Cohen, Manion, & Morrison, 2007, p. 253). It offers ‘an intensive, holistic description and analysis of a single entity, phenomenon, or social unit.... relying heavily on inductive reasoning in handling multiple data sources’ (Merriam, 1998, p. 27). The case study approach conforms to the aims of the current study, since it allows one to gain a comprehensive and thorough understanding of the variables and answering how these variables interact to determine postgraduate students’ communicational behaviour, in a bounded context, such as a Business Communication class over ten weeks.

Case studies can be classified as a single or multiple-case study depending on the number of cases studied. A single case study focuses on a single case, such as a person, a single organisation, a single family, a single school/college/university or a single community (Bryman, 2012, p. 66). It has been argued that a greater number of participants might hamper an in-depth understanding and ‘contextualization of each case, taking fully into account the complexity of interactions, [and] perspectives of participants’ (Duff, 2008, p. 124). Therefore, qualitative case studies have proposed between three and six participants to be an

adequate number for a multiple case study (Duff, 2012, p. 105). The current study studied multiple-cases (n=6) because multiple cases offer deeper insights into ‘the differences within and between the cases’ (Baxter & Jack, 2008, p. 548) and facilitate a compelling and robust interpretation of data (Merriam, 1998, p. 40).

From a nomothetic perspective, the most significant concern put forward against case studies is the supposed lack of generalisability. Critics point out that since case study works with a single or a small number of cases/units of analyses, it lacks the ability to be applied to a broader population in similar or different conditions outside and does not facilitate general inferences and theory generation (Yin, 2009, p. 55). However, the purpose of case studies has never been to use typical, particular cases to represent a certain population (Bryman, 2012, p. 70). Instead, case studies follow the paradigm of transferability rather than generalisability. While generalisability entails ‘applying results to *new* setting, people, or samples’ (Creswell, 2009, p. 190), transferability refers to applying findings to settings, people or sample *similar* to the ones studied in a case study (MacKey and Gass, 2005, p. 180). Secondly, instead of being generalisable to populations or universes, case studies are analytically generalisable to theoretical propositions (Duff, 2008, p. 50).

The current study is concerned with enhancing transferability rather than statistical generalisability of the findings. The goal of the current case study is an intense and holistic examination of multiple cases and to ensure whether the data corroborates the theoretical inferences made on its basis (Bryman, 2012, p. 71). Similarly, the main concern of the present study is to explore the dynamic nature of L2 WTC and the interrelation between underlying variables. In other words, the current study aims to ‘expand and generalise’ the theory/model of situational WTC with the support of data, rather than merely counting the number of factors and students’ use of English in the classroom (Yin, 2009, p. 15).

5.2 Context and Participants

5.2.1 Classroom context

The current study was conducted in a classroom of Business Communication (BC) module in the second semester of the Master of Business Administration (MBA-II) program in a public sector university in Sukkur region of Pakistan. The class consisted of forty-five male and female postgraduate students between the age of 20 and 23. Most notably, the class was characterised by a diverse linguistic profile involving students from different linguistic backgrounds from across the country. While the majority of students spoke Sindhi as their L1, some of the students also spoke Urdu, Punjabi, and Burushaski as their L1. Given the linguistic diversity in class, Urdu was used as a local lingua franca for communication between the students.

The BC module aimed at developing and enhancing students' business communication skills with a special emphasis on writing and speaking skills. The classes mainly involved a whole class interactional context involving teacher-to-student (T-S)/student-to-teacher (S-T) interactions. The discussions in the class took place around textual topics for which the students were required to prepare in advance. Communication occurred mainly between teacher and students with brief interstices of student to student communication. Students were also allowed to do voluntary presentations, although, occasionally.

Thirteen of the fourteen observed classes were taught by a regular teacher assigned by the department. For the reasons of confidentiality, he has been referred to by his pseudonym Ahmed throughout the current study. Ahmed possessed almost nine years' experience of teaching postgraduate students at a university level. He had been teaching BC module for the past four years prior to the current term in 2014. One of the classes was conducted by a substitute teacher, referred to as Faiz (pseudonym), due to absence of the regular teacher for certain reasons. The class took place twice every week on Fridays and Saturdays. The duration of each class was two hours. While each class session consisted of two hours, the timings and venue of each classroom session were different. On Fridays the class took place in the morning between 9 am and 11: 20 am in a regular class (see Appendix

1a), while on Saturdays it was conducted in the afternoon between 12 pm to 2:20 pm in a computer-lab (see Appendix 1b).

5.2.2 Participants

Participants of the current study were six postgraduate students attending BC classes in the MBA-II program. Since the present study adopts a multiple-case mixed-methods approach, it recruited a small number of postgraduate students from the BC class to obtain information for answering the research questions. The selection of participants for the current study was arrived at using purposive and convenience sampling strategies. Patton (1990) argues that purposive sampling is the most powerful tool for ‘selecting *information-rich cases* for the study in-depth. Information-rich cases are those from which one can learn a great deal about the issues of central importance to the purpose of research’ (p. 169). Other scholars have also recommended that the main consideration in research sampling should be to ensure whether the sample is likely to yield information necessary to answering research questions (Bryman, 2012; Cohen et al., 2007; Mackey & Gass, 2008).

Since the current study aimed to get an in-depth understanding of postgraduate students’ L2 WTC, the key sampling criterion was the postgraduate students’ attendance of a module on L2 communication. The participants of the current study fulfilled this criteria: they were postgraduate students, they were studying a module on communication skills, and they used L2 for communication in class.

In addition, convenience sampling was used as a strategy to select the participants from the available cohort. Convenience sampling is used in situations ‘when the population is not known or when the population is very small’ (Newby, 2010, pp. 251-252). Information sheets (see Appendix 2) and consent forms (see Appendix 3) were distributed among students of the BC class in Week one of the study (commencing from 6th January 2014). Students were requested to complete the consent form if they were willing to take part in the study and return it to the researcher within two days. However, there was no response until the end of the week, presumably due to students’ anxiety or lack of familiarity with the researcher. Since there was only one class attending the BC module during that semester, I sought teacher’s permission to interact with the class personally and inform the students

about the aims, procedures, ethics, and outcomes of my study. As a result of this, eight out of forty-five students approached me the next day and voluntarily agreed to participate in the study. However, one of them backed out the next day, while another remained absent for a week. Given these circumstances, the study was eventually completed with six participants.

5.2.2.1 Biographic information of participants

Participants of the current study included Dua, Hina, Aliza, Zubair, Zeeshan, and Umair (all their names are changed). Hina and Zeeshan were 21 years old, Dua and Umair were 22 years old, and Aliza and Zubair were 23 years of age respectively. Moreover, three of them Dua, Hina and Aliza were females, while Zubair, Zeeshan and Umair were males. While all of them spoke Sindhi as their L1, they were also proficient in Urdu and English. Data from the self-reported questionnaires and interviews show that all the participants belonged to lower middle-class families with their family income as low as 30 to 50 thousand rupees (£177-£296) per month. Table 1 below provides participant information including their age, gender, first language (L1), English (L2) learning experience, and family income details.

Table 5.2.2 Participant’ biographic information

Participants	Age	Gender	L1	L2 learning experience	Family income per month
Dua	22	Female	Sindhi	10 years	Rs. 30, 000-50-000 (£177-£296)
Hina	21	Female	Sindhi	15- 16 years	Rs. 30, 000-50-000 (£177-£296)
Aliza	23	Female	Sindhi	15- 16 years	Rs. 30, 000-50-000 (£177-£296)
Zubair	23	Male	Sindhi	15 years	Rs. 30, 000-50-000 (£177-£296)
Zeeshan	21	Male	Sindhi	11-15 years	Rs. 30, 000-50-000 (£177-£296)
Umair	22	Male	Sindhi	10 years	Rs. 30, 000-50-000 (£177-£296)

Given their modest financial background, participants’ studies were funded by various institutional and governmental scholarships and endowments. For instance, Zubair was a recipient of the university’s merit-based scholarship awarded on the basis of distinguished performance in an academic year (2013/14). Dua and Hina received Sindh endowment scholarships based on their respective CGPAs (Cumulative Grade Point Average) in a

previous semester (2013). Aliza, Zeeshan and Umair were sponsored by the Prime Minister (PM) fee reimbursement program: a need-based scholarship awarded to the students who claimed they could not afford to pay for their studies.

5.3 Data collection methods

The present study used methodological triangulation employing multiple methods, such as classroom observation, diary, stimulated-recall interview (StR) and biographic questionnaires. The selection of data collection methods in the current study was guided by two principles. First, the study should be based on the match between research questions and research methods, and they should be organically associated with and complement one another. Second, the selection of methods should also contribute to enhancing trustworthiness of the study (Dornyei, 2007, pp. 72-74). The selection of both quantitative and qualitative methods was in complete accordance with these two principles.

Each data collection method was organically linked with and complemented other methods. For example, non-participant structured observations were used to complement self-reported data from diaries, StRs, and questionnaires. Since observations do not allow insights into psychological dimensions of participants' communicational behaviour, learners' diaries and StRs were used to understand how the participants made sense of their own communication in the BC class. Since the diaries were written by the participants themselves and might have involved a learner-diarist's bias, they were triangulated with StRs. Stimulated-recall interviews were used to complement both observations and diaries as well as questionnaires. Thus, all the four methods used in this study symbiotically complemented each other and facilitated an in-depth understanding of WTC in English. A mixed-methods approach contributed to reducing the researcher bias, thereby enhancing trustworthiness of the present study (Cohen et al., 2007, p. 142; Miles & Huberman, 1994, p. 266). The sections below present a rationale for each instrument used in the current study.

5.3.1 Classroom observations

The present study used non-participant structured classroom observations to obtain real-life data of the communication behaviour of the participants. Observations are typically categorised into participant and non-participant observations. The former entails a full membership of the group and participation in activities on the part of the observer; the latter, however, is characterised by either complete non-participation or nominal involvement on the observer's part. Another typical dichotomy with regard to observations is that of unstructured and structured observations. Unstructured observations require an inductive approach towards the classroom phenomena with the focus mainly on emerging categories (Cohen et al., 2006, pp. 397-399). In structured observations, the researcher-observer uses an observation scheme consisting of predefined categories which can be adopted/adapted from the previous studies or can be devised based on the general behaviour of participants in a similar classroom context.

In the current study, non-participant classroom observations facilitated a direct and unobtrusive study of the participants' actual behaviour and the change in their behaviour in relation to a situation, time and context (Dornyei, 2007, p. 185; MacKay and Gass, 2005, pp. 186-187). Observations also served the purpose of triangulating, confirming and contextualizing data obtained by other methods, such as diaries, stimulated-recall interviews and questionnaires (Merriam, 1998, p. 96). Participants were observed in the BC classroom with the purpose of recording how their WTC/un-WTC manifested itself in the classroom. Observations were video-recorded to serve as a stimulus to elicit participants' responses in stimulated-recall interviews.

One of the major risks involved in observations is the obtrusiveness of the observer and the reactivity of the participants (Cohen et al., 2007, p. 399). A number of researchers have cautioned that presence of an observer in a class may cause a change in research participants' behaviour so much so that the events observed cannot be said to be fully representative of the class in its typical behaviour (Bryman, 2012; Cohen et al., 2007; Dornyei, 2007; Mackey & Gass, 2008). The current study took a number of measures to assuage the effects of observer's presence; for instance, i) frequent visits were made to the observation site prior to the main study in order to familiarise and develop a rapport with the

participants (Mackey & Gass, 2005, p. 187); ii) being a non-participant observer, the researcher assumed a non-judgemental and neutral role in as well as outside the class; and, iii) observations were conducted from a less conspicuous or prominent spot whereby the participants could ignore the presence of the observer (Cao, 2009, p. 72).

5.3.1.1 Structured observation scheme

The current study opted for structured observations because the study was focused on examining changes in the participants' communicational behaviour in a L2 classroom within a class as well as over time (MacKey & Gass, 2005, p. 177). Secondly, structured observations facilitated a rapid analysis by generating numerical data (Cohen et al., 2007, p. 398).

Participants' communicational behaviour was recorded using a structured schedule (see Appendix 4). Observation schedules are very commonly used in classroom-oriented research. The main advantage of a structured observation scheme is that it allows the observer 'to record instances of specified behaviour' (Merriam, 1998, p. 97). Observation schemes can either be selected from the ones already available/used in the specific research area of the observer or they can be devised anew depending on the focus and nature of observation (Dornyei, 2007, p. 179). Participants were observed in a whole-class conversational context using a structured observation scheme previously used by Cao (2009).

The categories in the observation schedule in the current study consisted of both low inference and high inference types. According to Dornyei (2007), the most important criterion in structured observations is to assign categories to observable phenomenon. Categories are of two types: low inference and high inference. A low inference category happens to be clear and straightforward and does not necessarily require a judgement on the part of a researcher. On the contrary, a high inference category, although also clear and straightforward, 'requires some judgement about the function or meaning of the observed behaviour' (ibid., pp. 180-181). Since the aim of classroom observations was to record the frequency of participants' L2 WTC, the observation scheme for this study consisted of both low inference categories, for example, talk to a neighbour or, ask the teacher a question; and a high inference category, such as private speech.

5.3.1.2 L2 WTC categories

Participants' communicational behaviour was observed under six categories, including volunteer an answer/comment, ask a question/clarification, present/respond to an opinion, volunteer to participate in activities, talk to neighbour, and private speech/response. Table 5.3.1 below represents the six categories incorporated in the observation scheme in this study.

Table 5.3.1 WTC Categories (adapted from Cao, 2009, p. 70)

Categories	Descriptions
1) Volunteer an answer/a comment (hand-raising included)	A student answers a question raised by the teacher to the whole class. A student volunteers a comment.
2) Ask the teacher a question/clarification	A student asks the teacher a question or for clarification.
3) Present own opinion in class/respond to an opinion	A student voices his view to the class or his group.
4) Volunteer to participate in class activities	A student takes part in an activity.
5) Talk to neighbour	A student talks to another group member or a student from another group as part of a lesson or as informal socialising.
6) Private response	A student verbalizes/mutters a response to a question addressed to another group or an individual student.

5.3.1.3 Descriptions of categories

The following is the description of the six categories applied in the present study.

1) *Volunteer an answer/comment (Va/Vc)*: this category is divided into two sub-categories: answer a question and volunteer a comment. a) Answer a question refers to a situation when a participant shows willingness to answer a question raised to the whole class;

hand-raising is also counted in this category because it also reflects readiness to engage in communication on the part of the participant; b) *volunteer a comment* refers to a situation when a participant comments on a topic or a situation in general.

2) *Ask question/ask for clarification (Aq/Ac)*: it represents two different situations wherein a participant asks either a teacher or a classmate a question or asks the teacher or a classmate for clarification.

3) *Present/respond to an opinion (Po/Ro)*: it refers to situations where a participant either willingly presents his/her opinion or responds to an opinion in class.

4) *Volunteer to participate in classroom activities (Vpa)*: this category represents a situation when a participant volunteers for an activity involving communication in the class, such as a presentation and/or role-play.

5) *Talk to a neighbour (Tn)*: it refers to a students' talk with a seat-fellow in class; the talk may happen to be about the subject/topic being discussed by the whole class; or it may be an informal conversation.

6) *Private response (Pr)*: it includes instances of vicarious responses where a participant verbalised or muttered an answer to a question addressed to someone else, completed an interlocutor's utterance, repaired an error committed by a peer; repeated a word, phrase, or sentence uttered by interlocutor; or modified morpho-syntactic or phonological patterns used by an interlocutor (Lantolf, 2012, p. 62).

5.3.1.4 Timescale

The observations in the current study were recorded on a timescale using a time-sampling technique. Time sampling refers to 'a distribution of a particular phenomenon throughout the class' (Dornyei, 2007, p. 180). It has been argued that 'there is need to identify appropriate timescales on which data are collected' (Larsen-Freeman & Cameron, 2008, p. 245). Since it was not possible to cover all timescales, it was necessary to decide upon a relevant timescale(s) based on the aims and objectives of the current study (De Bot, 2015, p. 29). The current study adopted a timescale to trace fluctuations in participants' L2 WTC during a conversation, within a class and over time. Each BC class consisted of two sessions,

each lasting 60 minutes. The time of each participant’s response was recorded on a timescale consisting of a 5-minute interval across the two 120-minutes long sessions within a classroom situation. Time sampling helped the current study to track changes in participants’ L2 WTC on three different timescales, moment-to-moment variations, variations at a class-level, and variations across fourteen classes.

In addition, event sampling was used as a method for recording frequency of participants’ communicational behaviour (Bryman, 2012, p. 276). This is usually done with the help of a tally system in which an observer puts down a tally or a tick every time an event occurs. Thus, for example, a tally was marked every time a participant asked a question, presented or responded to an opinion, or performed other observed actions (Hopkins, 2002, p. 89). A tally mark ‘2’ was entered every time a participant used English to communicate. This helped to examine the number of times a participant spoke in a particular class, in what situation and with whom. Instances of L1 and/or code-switching were tally marked as ‘1’ every time a participant used Sindhi/Urdu.

Table 5.3.1.4 Tally marking system

Language	Symbol	Tally mark
English (E)	L2	2
Sindhi/Urdu (S/U)	L1	1

5.3.2 Diary studies/Journal entries

The method of diary studies has a symbiotic relation with the overall research design of the present study. Structured observations exclusively focus on observed patterns of participants’ behaviour regardless of psychological and affective factors underlying the behaviour (Bryman, 2012, p. 284). It was therefore necessary to use diaries as an introspective measure to probe further into factors behind observed behaviour of participants. According to Bailey and Ochsner (1983), diaries provide an opportunity to explore ‘affective factors, language learning strategies, and [diarist’s] perceptions --facets of the language learning experience which are normally hidden or largely inaccessible to an external observer’ (cited in Bailey, 1991, p. 60).

Diaries helped to overcome inherent limitations of classroom observations by offering insights into unobservable psychological, contextual, linguistic, and physiological factors which influenced participants' L2 WTC in the classroom (Bailey & Curtis, 2002, p. 70; Dornyei, 2007, p. 156). Diaries contributed a great deal to minimising observer's paradox by providing participants with opportunities to record their feelings and experiences candidly without being influenced by observer's presence in the class. Moreover, diaries helped to corroborate the data obtained from StRs.

Participants were asked to complete and hand in their diaries the same day as the class. It has been argued that introspective data preserves relative authenticity because it is recorded while the class was on. However, pushing participants to record diaries while doing a class task increases cognitive load thereby affecting the process of learning (Fry, 1988, p. 160). It has, therefore, been suggested that diaries be used in conjunction with other data collection methods, such as observations and interviews. Another way to deal with the issue is to allow participants to write diaries retrospectively. Bailey (1991) cited three categories of introspective data collection: introspection (during the event), immediate retrospection (right after the event) and delayed retrospection (hours after the event) (p. 63). Considering the difficulties in immediate introspection, it was decided to collect the diaries using the option of immediate retrospection. Participants were allowed to write semi-structured diaries after every session of the BC class (i.e. twice every week) and return the diaries the same day.

5.3.2.1 Diary guide

Diary guide (see Appendix 5) consisted of two open-ended questions. The first question asked the participants to write in as much detail as possible about events/situations/activities when a participant was *willing* to communicate using English in a particular class. The second open-ended question required the participant to write about events/situations/activities when he/she was *not willing* to communicate in that class: for example, 'I did not feel willing to talk in class when (event/activity/situation/time?)'. The diary schedule was printed out on an A4 page and handed over to participants before or immediately after every BC class and collected from them on the same day.

5.3.3 Stimulated Recall Interviews (StRs)

Stimulated recall interviews were used as a follow-up method to probe into data obtained through video-recorded observations, questionnaires, and diaries. Mackey and Gass (2005) define StRs as ‘an introspective technique for gathering data that can yield insights into a learner’s thought processes during language learning [or using] experiences’ (p. 366). StRs were used to prompt the participants to recall the thoughts they had while they engaged in an act of communication or participated in a communicative activity in classroom (Gass & Mackey, 2000, p. 17). StRs served three important purposes in this study: i) to explore variables, their relationship, and the nature of their interaction to determine L2 WTC, ii) to map moment-to-moment variations in participants’ L2 WTC in class and iii) to triangulate and counter-check the authenticity of the data from other sources, observations, diaries, questionnaires and field notes.

5.3.3.1 Stimulus for recall: Video-recording

Stimulated recall interviews were based on video-recordings of observed classes and learners’ diaries. Video-recordings were used as a stimulus for participants to refresh their memory of a particular episode. Gass and Mackey (2000) suggest that videos, audios, written material and computer-captured data can work as stimulus in StRs (p. 53). Researchers prefer video-recording to audio-recording, and audio-recording to documentary/written material respectively as a stimulus for recall (Dornyei, 2007, p. 149). It is believed that video-recording provides rich contextual information about the event and may help learners to remember the mental processes he/she was going through right then somewhat vividly (Gass & Mackey, 2000, p. 53). Researchers on L2 WTC have used video- (Kang, 2005) as well as audio-recordings (Cao, 2009) as stimuli for recall. In the present study, therefore, video-recordings were used as a stimulus to jog participants’ memory regarding specific events.

5.3.3.2 The StR interview Protocol

Low structured interview protocol (see Appendix 6) consisting of open-ended questions were used for StRs. StR protocols are classified into high structure and low structure depending on the relative constraints on participants’ responses. While high structure protocols include questionnaires and multiple choice items, low structure protocols comprise of open-ended questions not constrained by the interviewer (Gass & Mackey, 2000, p. 52).

Open-ended questions were sampled by the researcher prior to interview based on the video-recordings and diaries from previous classes. Questions were related to specific activities/situations/events wherein a participant engaged in L2 communication, such as when a participant volunteered an answer/comment, asked a question/clarification, presented or responded to an opinion, volunteered to participate in a task/activity, talked to neighbour, used L1, raised hand, nodded head in agreement, or remained silent in class.

5.3.4 Background questionnaire

Participants' biographic information was obtained using close-ended questionnaires (see Appendix 7). One of the main advantages of a questionnaire is that it obtains a huge amount of data in less time and requires little personal effort on the part of the researcher (Dornyei, 2010, p. 6). The purpose of using a close-ended questionnaire in the current study was to understand how other factors, such as personality, familial, educational, linguistic and trait-level L2 WTC outside the class were related to participants' L2 WTC inside the classroom.

The questionnaire in this study consisted of 13 closed-item questions with a range of possible answers. Questionnaires consisted of three types of questions: factual, behavioural and attitudinal (Dornyei, 2007, p. 102). Factual questions are concerned with obtaining information, such as name, gender, age, mother tongue, socio-economic status, educational, and language learning backgrounds of the participants. Attitudinal questions are concerned with participants' motivation to learn English and perceptions of their linguistic competence in English. Behavioural questions ask participants about their communication behaviour in various settings and with various conversation partners.

The questions were divided into six different categories based on the findings of previous research, including personality, socio-economic status, educational background, English language proficiency, affective factors and L2 WTC. For example, the first category of personality represents a trait-level variable influencing a person's L2 WTC; whether a person is talkative or silent, extrovert or introvert and confident or shy has been said to have an influence on his L1 WTC and L2 WTC (McCrosky & Richmond, 1992; McIntyre et al., 1998; McIntyre & Charos, 1996).

The second category is about the family and socio-economic background of the participant. Pourjafarian's (2012) study found a strong relationship between learners' L2 WTC and their socio-economic background (i.e. access to economic and social resources, parental occupation and education (p. 5).

The third category is about the type of school/college a participant attended and the number of years of his English language learning. It is directly related to his/her socio-economic background; for example, in Pakistan the students belonging to lower or lower middle class usually attend either government or madrassa schools (Rehman, 2003; 2004; 2005).

The fourth category is based on research on the relationship between attitude towards language learning and L2 WTC (Yashima, 2002; Yashima et al., 2004). This category is used to obtain the data regarding the influence of previous English language learning and participants' attitude towards the L2 communication.

The fifth and sixth categories deal with perceived communicative competence of the participants in the English language. Research on L2 WTC has shown that perceived competence of a participant is correlated with L2 WTC through self-confidence (Baker & MacIntyre, 2000; Cetinkaya, 2005; Kim, 2004; MacIntyre et al., 1998). These categories helped in understanding how the respondents' perceived competence in L2 influenced their L2 WTC.

The seventh and last category is about the trait-level willingness to communicate in English. This category aimed to obtain data about the participants' self-reported WTC with a variety of interlocutors, such as teacher, friends, classmates, or family members inside or outside classroom (Cao, 2009; Kang, 2005).

5.3.5 Field notes

Jotted notes were taken during classroom observations and StRs to help the memory of the researcher-observer in writing up a detailed account of the episode and to be able to contextualise participants' communicational behaviour. Bryman (2012) defines field notes as 'fairly detailed summaries of events and behaviour and the researcher's initial reflections

on them' (p. 447). While the observation scheme in the present study helped in focusing on participants' WTC in English, field notes were jotted to take account of the overall context in which communication occurred, such as events, people, topic of discussion, activities, teacher-student and student-student relations, and participants' verbal and non-verbal reactions towards speaking English in general, and any other emergent issues relevant to the study.

5.4 The pilot study

The pilot study was conducted with the purpose to refine the instruments, such as questionnaires, observation schedule, and diaries; to assess their relevance to the given context, and to check the procedures of data collection to be followed in the main study. Prior to the pilot study, interview protocols and learner diaries were translated from English into Sindhi and Urdu and co-checked with a colleague, a lecturer in English, in the university where the present study was conducted. Students willing to participate in the pilot study were sampled using a convenience sampling strategy. The two English communication-related courses offered in the spring semester included Creative Writing (CW) and BC. Pilot classroom observations were conducted in both CW and BC classes in order to examine as to which of the two contexts was suitable for the pilot and main study respectively.

CW was introduced by the Department of Business for the first time at an undergraduate level. It was mainly aimed at improving students' writing and reading skills and consisted of activities, such as watching movies and reading literary texts, thus, involving little verbal communication in L2. Given the fact that it involved little L2 communication, CW was not found to be a suitable context for the purposes of the current study. In contrast to that, the BC module consisted of content-based classes involving lectures and whole class teacher-fronted activities, including discussions, presentations, and role-plays, on text-based topics. Thus, since L2 WTC is the direct predictor of L2 communication, it was pragmatically useful to choose a site where students could be observed using L2 in order for the researcher to conduct observations into their communicational behaviour. It was decided to pilot instruments in the CW class but to conduct the main study in the BC class.

The instruments were piloted with undergraduate students (n=3) attending CW classes from 6th to 11th January 2014. Following research ethics, participants were informed of classroom observations, learner diaries, and questionnaires and their consent forms were obtained. Participants were observed in CW classes during Week-1 and diaries were collected from them after each session. Based on the results of the pilot study, a number of significant modifications were made in the instruments. These modifications are reported in the section that follows.

5.4.1 Modifications in instruments

5.4.1.1 Observation schedule

During the pilot observations it was observed that the interactional context in the current study was highly complex and required significant modifications to the original observation scheme (Cao, 2009). For example, Cao's (2009) schedule for a whole-class teacher-fronted context was classified into two interactional patterns, such as (i) teacher-student (T-S) and student-teacher (S-T) and (ii) student to student (S-S). However, the context of the current study was predominantly whole-class teacher-fronted. The communication between the teacher and the students was predominantly teacher-solicited and involved T-S and S-T interactional patterns. The T-S interactional pattern comprised of the teacher asking questions, checking with students for clarification and picking students for specific activities/tasks, such as role-play and presentations; while S-T interaction consisted of patterns, such as students asking questions, volunteering answers and comments, and asking for clarification.

Most notably, in Cao's (2009) study *presenting an opinion* and *responding to an opinion* were classified under S-S interactional patterns and conceived of as conversational events occurring in an interaction between the students. In the current study, however, S-S did not constitute a separate interactional context; rather it was a part of the whole-class teacher-fronted context. Occasions of S-S interaction in the BC class included talking to a neighbour in L1, and, albeit occasionally, responding to an opinion. It was observed that the two events, such as presenting and responding to an opinion, occurred in an S-T interactional pattern in a whole-class teacher-fronted context. Students presented and responded to opinion in a teacher-fronted, T-S and S-T interactional contexts. Thus, presenting and

responding to opinion were incorporated in the whole-class teacher-fronted observation scheme for the current study.

Another set of categories, such as *try out a difficult (syntactical, morphological, and lexical) form in L2* and *guess the meaning of an unknown word*, were also dropped due to theoretical, practical and contextual reasons. First of all, the aim of the current study was to examine students' L2 use and the factors affecting their L2 use rather than complexity and accuracy of their L2. Secondly, observing these categories involved a subjective decision on my part to figure out whether a participant used a new syntactical, morphological, and lexical form, and whether the form they used was unknown to them before the use in class. It therefore created problems for me in tally marking the respective behaviours of the participants. Moreover, participants (n=18) in Cao's (2009) study were learning English for Academic purposes and belonged to different cultural and linguistic backgrounds, such as French, Arabic, Japanese, Chinese, Thai, and Tagalog (p. 62). It was, therefore, natural and necessary for them to resort to L2 for interaction with peers and try out difficult structures and vocabulary. However, the participants in the current study belonged to the same cultural and L1 (Sindhi/Urdu) background and they preferred to switch to L1 instead of trying new words and forms. In other words, the participants were fluent in both L1 and L2 and were more concerned with a message than a language per se.

The categories, such as *respond to a question addressed to a group* and *respond to a question addressed to another group or individual* were not found to be relevant in the given context. Firstly, in the context of the present study, these categories appeared to be overlapping with the category of *volunteer an answer*. Secondly, the context of Cao's (2009) study was a small classroom consisting of a small number of students (n=11), including participants (n=6) divided into small groups. The context in the current study consisted of a large teacher-fronted class consisting of a large number of students (n=45) and therefore the students were not divided into small groups. Teacher-solicited questions were addressed either to the whole class or specific students nominated by the teacher. However, the category of *private response/speech* was included as a separate category referring to a participant's private response to a teacher-solicited question.

5.4.1.2 Questionnaires

Participants were asked to complete the questionnaires at the very outset of the data collection. Based on the analysis of the questionnaires, it was decided that a number of items, such as education of their parents, number of siblings, participant's number in the order of siblings, were omitted because they did not render any relevant and useful data with respect to the aims of the current study. Secondly, it was realised that a number of items, such as personality, educational background, and especially L2 WTC inside and outside, such as interactional settings and interlocutors, required to be followed up in more detail in StR interviews. Thus, it was decided to follow up questionnaires in StRs in order to elicit more details from the participants.

5.5 Data collection procedure in the main study

The main study was conducted over a period of ten weeks from 6th of January up to 22nd of March 2014. Week-1 consisted of obtaining the university administration's and teacher's approval to conduct research in the BC class. Several visits were made to the BC class prior to observations in order to familiarise with students, seating arrangement, classroom procedures, activities and interactional contexts. Information sheets and consent forms were also distributed in Week-1. Table 5.5 below provides an illustration of data collection procedure.

Table 5.5 Data collection procedure

Week	Consent forms	Background questionnaires	Observations	Diaries	StRs
Week-1		Pilot study			
Week-2	✓	✓	✓	✓	
Week-3			✓	✓	
Week-4			✓	✓	✓
Week-5	Mid-term exams from 8 th till 20 th of February 2014				
Week-6			✓	✓	
Week-7			✓	✓	
Week-8			✓	✓	
Wee-9			✓	✓	✓
Week-10			✓	✓	✓

5.5.1 Procedure of collection of consent forms and questionnaires

Week-2 of the main study involved the following: training participants, conducting the first set of observations, collecting background questionnaires, consent forms and diaries. An orientation session was held with participants well before the class observations informing them about their role as participants and training them in completing background questionnaires and diaries. Due to the small number of participants, questionnaires were administered to them one-to-one by delivering the questionnaire by hand (Dornyei, 2010, p. 67). This allowed the researcher to create a rapport with the participants and offer help if needed. In addition, participants were familiarised with the structure and method of completing the diaries. In order to encourage candid entries, participants were given the choice to use either English, their mother tongue, or Urdu to complete their diaries. They were also informed that the language they used in diaries would not be assessed.

5.5.2 Classroom observations

Fourteen classroom observations were conducted from Week-2 up to Week-9. The patterns of participants' seating were observed and identified prior to observations in order to set up the camera to capture all of the six participants. It was noticed that participants preferred to sit on the left and middle benches of class-A (see Appendix 1a), while their position in Class-

B (see Appendix 2) changed every time. Therefore, a video-camera was placed in the left-hand side corner at the front of classroom-A, while it was placed on the left-hand side of Classroom-B. Also, as a non-participant observer, I preferred to sit on the back-benches of the middle row for two reasons: i) so that the participants could not directly see me and thus forget my presence in class and, ii) so that I could be closer to the participants and have a better view of the participants' behaviour when sitting in the middle row. Video-recordings were transferred from the camera to the observer/researcher's personal laptop and saved on two different hard-disks for backup.

All the classes observed were video-recorded except for the one (on 18th March 2014) due to the technical malfunctioning of the camera. Additionally, one of the video-recordings of a class on 7th February in Week-4 was not used in StRs due to the unauthentic and non-voluntary nature of communication in class. While L2 WTC is defined as a speaker's readiness to use L2 when free to do so (MacIntyre et al., 1998), the participants in that class were not free to do presentations. The class consisted of students', including participants, presentations assigned by the teacher in a previous class. There was less T-S and S-S interaction in the class because each student was nominated by the teacher to do his/her presentation, while other students silently listened. Moreover, the presentations involved unauthentic communication because the presentations were not extemporaneous. It was therefore credible not to use the video in StRs. It is also important to mention that data collection was not conducted between Week-5 and Week-6, from the 8th up to the 20th of February, due to participants' mid-term exams. A total of twenty-eight observation schemes were completed and around twenty-five hours of video-recordings made.

5.5.3 Procedure of diary collection and StRs

Eighty-four diaries were collected from participants between Week-2 and Week-9. The diaries were distributed to participants at the end of class and collected from them on the same day they were distributed. The diaries of each participant were reviewed and analysed highlighting and coding the themes parallel to the data collection.

Three rounds of StRs were conducted in Week-4, Week-9, and Week-10 respectively. Both the first and the second StRs were conducted after three weeks of class

observations, while the third StR was conducted within forty-eight hours of class observations. The reason of delay between the first and second StRs was due to the fact that classes were not run and the participants were busy due to exams in the university.

Video-recordings and diaries were examined and studied several times after each class observation, and included jotting down specific questions to follow up with each participant in the StRs. Originally formulated in English, the questions were verbalised in participants' L1 in interviews in order for them to understand cues properly. According to Gass and Mackey (2000), the method of StRs has no validity unless it is made sure whether the recall taking place is accurate (p. 89). Thus, in order to elicit an accurate recall, participants were encouraged to use L1 or code-switch.

Before starting off an interview, participants were read out instructions in both English and Sindhi. Video-recordings were played on a computer screen for the participants to watch. The procedure of recall-initiation was controlled by both the researcher and the participants (Gass & Mackey, 2000, p. 53). The cursor was placed on the table between the researcher and the participant for both to use it for stopping and playing recordings. While the researcher took the lead in playing the videos following the StR protocol, participants were also given complete freedom to stop and play the video-tapes and share their reflections on a specific event in a particular class. It is interesting to note that almost all participants played a proactive role in StRs by frequently stopping and playing videos to share their reflections. Participants were also candid in admitting their failure to recall their thoughts about a particular event in a specific class.

StR was also used as an occasion to follow-up specific questions identified in the diaries and questionnaires. It helped to contextualise entries and understand what the participant was thinking at the time of completing the diaries. Moreover, it allowed for an in-depth insight into participants' personalities and trait-level L2 WTC. At the end of the interview, each participant was given an opportunity to say/share anything they liked. The average duration of interviews in the first and second rounds of StRs was approximately one-hour respectively. The lengthy duration was due to the fact that each round of StRs was based on six and five sets of classroom observations respectively. On the contrary, the average duration of interviews in the 3rd round was thirty minutes due to the fact that StRs

were based on the data, such as observations, video-tapes and diaries, from the last two classes. The study was formally concluded in Week-10 (23rd March 2014).

5.6 Methodological limitations of StRs in the current study

Gass and Mackey (2000) emphasise that in case of delayed recalls, researchers should take trouble to provide a thick description of the limitations of StRs (p. 50). The current section is devoted to providing limitations encountered in StRs. The first two rounds of StRs were conducted with a lapse of two weeks, while the last round was conducted within forty-eight hours of observations. Researchers have warranted that StRs should be conducted within two days (forty-eight hours) after the event to maintain reliability (95%) of the data (Cao, 2009; Gass & Mackey, 2000).

Participants in the current study, however, showed reluctance to committing StRs every week due to their busy academic schedule. Moreover, the first two rounds of StRs could not be conducted within forty-eight hours of observation due to the fact that the BC classes were conducted on the last working days of each week, that is, Friday and Saturday. Female participants, specifically Dua and Hina, showed reluctance to stay on campus after the classes due to family constraints, while male participants, especially Zubair and Umair, went back to their respective towns/villages on weekends. Finally, StRs required considerable time and preparation; for instance, it was necessary to first obtain and analyse diaries and video-tapes to select specific events to be followed up with each participant in the interviews.

Another issue encountered in StRs was regarding the allocation of time for recall support. It involved decisions such as the following: how many excerpts should be played to each participant for eliciting the data? How much time should be allowed for recalls? In some designs, a video-/audio-tape is replayed in its entirety, while in others, only excerpts/segments from a particular episode are played to facilitate the recall (Gass & Mackey, 2000, p. 85). Since, in the current study, the three StRs were based on twelve, ten, and four hours of video-recordings respectively, it was practically impossible to play complete video-recordings of a classroom to each participant for recall.

5.7 Data Analysis

Data in the current study was analysed and interpreted from the vantage point of research questions and DST. The procedure of data analysis in the current study consisted of two sequentially integrated processes of analysis, such as within-case and cross-case. Within-case analysis refers to the examination and description of individual cases. The process of with-in case analysis, therefore, involves a narrative description of individual cases using evidence from data (Miles & Huberman, 1994, pp. 90-172), whereas cross-case analysis involves a comparative analysis of participants (Duff, 2008, p. 163). Miles and Huberman (1984) note that in a cross-case analysis the researcher seeks to see processes and outcomes that occur across many cases or sites and understands how such processes are bent by specific local contextual variables (cited in Merriam, 1988, p. 154). The approach and processes of data analysis are discussed in detail in the paragraphs below.

5.7.1 Structured observation analysis

Observation sheets were analysed on a regular basis during data collection using frequency measure. Instances of a participant's verbal and non-verbal (i.e. hand-raising) communication in L2 class were counted to measure the level of their L2 WTC in a particular class (MacKey & Gass, 2005, p. 251). For example, frequency of responses of a participant was counted in each category (e.g. volunteer an answer) of a specific conversational context (e.g. whole-class or group), in a specific episode (i.e. observed class), in order to examine their WTC in L2. Similarly, frequency of their responses was examined across all the observed episodes (14 episodes in the present study) in order to understand the change (if any) in their WTC in English over ten weeks. Finally, this analysis also facilitated a constant comparison of the WTCs across all the participants over the study period. The analysis of observations was simultaneously triangulated with qualitative data from diaries, StRs and field notes in order to identify factors which contributed to participants' L2 WTC in that particular episode.

5.7.2 Content analysis and constant comparison

This study adopted a qualitative content analysis approach to reduce and condense the textual data from diaries and StRs by coding, categorizing and interpreting (Cohen et al., 2007, p. 476). There are two types of content analysis: manifest content analysis and latent content analysis. While manifest content analysis deals with ‘descriptive and surface meaning of the data’, latent content analysis involves ‘interpretive analysis of underlying deeper meaning of the data’ (Dornyei, 2007, pp. 245-246). Both manifest and latent approaches were employed in the current study in order to be able to identify the factors and interpret their dynamics affecting participants’ L2WTC. According to Creswell (2009) and Cohen et al. (2007), content analysis involves the following four main processes:

- 1) Coding, that is, organising the material into chunks or segments of text (Creswell, 2009, p. 186).
- 2) Placing the codes in meaningful categories.
- 3) Making a constant comparison between categories.
- 4) ‘Drawing theoretical claims from the text’ (Cohen et al., 2007, p. 476).

An important feature of content analysis is the method of constant comparison. As Cohen et al. (2007) write, ‘in constant comparison data are compared across a range of situations, times, groups of people, and through a range of methods’ (p. 493). A constant comparison involves the comparison of a code or a set of codes with pre-existing codes in the same data set, for instance, diaries. Such a comparison facilitates the placing of codes into respective categories and organising categories into themes.

In the present study, StRs and diaries were compiled in a textual form by transcribing and translating them ad verbatim. Interview transcripts in Sindhi and Urdu were translated into English. The process of transcriptions and translations was accompanied by a process of recursive coding and categorization (Miles & Huberman, 1994, p. 56). Translations were co-checked and part of the data was co-coded with the help of a Sindhi-Urdu speaking PhD colleague from Pakistan at the University of York.

The present study worked on a continuum between deductive and inductive categories (Ellis & Barkhuizen, 2005, pp. 257-259; also Duff, 2008, p. 160). Deductive categories, such as psychological, contextual and linguistic, were adopted from the literature (Cao & Philip, 2006; Kang, 2005; MacIntyre et al., 1998; Peng, 2014). Psychological category consisted of sub-categories, such as anxiety, perceived competence, a desire to speak to a specific person/group, personality and attitude. The category of contextual factors included both micro-level factors, such as conversational context, interlocutor and topic, and macro-social factors, such as culture, socio-economic and educational status. Finally, linguistic category subsumed such categories as reliance on codeswitching and L2 proficiency. The present study explored emerging categories through content analysis and the constant comparison approach.

5.7.3 Coding and categorization

Data from qualitative sources, such as diaries, StRs, and field notes, were examined deductively and inductively to explore variables and their patterns affecting participants' L2 WTC. Duff (2008) suggests that in the process of coding and categorization, a mixed-methods case study researcher should ask him/herself the questions as to 'what general category a specific item in the data is an instance of'; or, 'what is happening here?' (p. 160). Chunks and segments of texts were highlighted and assigned tags and labels explicitly indicating the instances of factors affecting L2 WTC. For example, instances of psychological variables were labelled with codes derived from theoretical constructs, such as anxiety, perceived competence and motivation, and, instances of the contextual factors were tagged as teacher, task type, and topic.

The textual chunks referring explicitly to pre-defined categories were assigned descriptive codes, such as topic, teacher, opportunity, atmosphere, encouragement, mood, vocabulary. For instance, the chunks below explicitly lend themselves to be tagged as 'TOPIC' and 'FRIEND', 'FAVOURITE TEACHER' and 'HUMOUROUS ATTITUDE OF TEACHER' and 'OPPORTUNITY' respectively, because the participants specifically referred to it as factors promoting their L2 WTC.

The *topic* that was being discussed prompted an experience in my mind. At that time I really wanted to share it with my *friend*. [Aliza in StR-1]

He is my *favourite teacher*. He *makes lot of fun* in the class. [Umair in StR-1]

Because there was no *opportunity*; there were so many boys and girls shaking their hands; they were talking [shouting] so in that way I could not talk. [Zeeshan in StR-1]

On the other hand, some of the segments of text, such as fear of *being ridiculed* by the teacher of the classmates, *encouragement* from the teacher, *silence in the classroom* and *thinking about something or someone*, demanded inferential coding because they did not lend themselves directly to deductive categories and required interpretation on the part of the researcher (Miles & Huberman, 1994, p. 57). For example, the following chunks were labelled as ‘RESPECT FOR TEACHER’, ‘PRE-OCCUPATION’ and ‘COGNITIVE BLOCK’ requiring more inferencing about students’ behaviour,

I wanted to tell the teacher...but basically this is somewhat *disrespectful when you talk without getting any permission from teacher* [Zubair in StR-2]

When sir was talking at that moment, I was thinking about the teacher that...there are six types of thinking; which type does his thinking belong to? There are six types of it; I was thinking that when I give presentation on these six types of thinking and if I place teacher in this dark category [mimes]; whether he would get angry? [Umair in StR-3]

It is because at that moment my mind runs short of ideas. [Zeeshan StR-1]

It can be noticed that the chunks do not directly suggest a category but necessitate inferential coding. All the codes for a participant were then constantly compared with that of other participants, with a purpose to ensure the codes were exhaustive and not overlapping. In order to check the reliability of coding, check-coding was performed with another researcher and PhD scholar at the University of York with a similar linguacultural Pakistani background. The co-coder randomly selected three diaries and an interview transcript for check-coding. In order to help her in coding she was provided with a coding template consisting of pre-defined categories (Dornyei, 2007, pp. 251-253). Based on the coding reliability formula: *number of agreements/total number of agreements-disagreements* (Miles & Huberman, 1994, p. 64), an almost 90 per cent agreement in codes was reached.

Based on constant comparison and check-coding, codes were classified into deductive and inductive categories, such as psychological, contextual, linguistic, and physiological. For instance, categories identified as psychological, such as anxiety, motivation, perceived opportunity, were assembled under psychological variables. Variables such as topic, interlocutors, teacher, and classroom atmosphere were assembled under contextual variables. L2 proficiency and reliance on codeswitching were construed as linguistic variables, while sickness, headache, toothache were combined under the category of physiological variables.

5.7.4 Quantifying qualitative data

Qualitative data in the current study also demanded the use of quantification for the purpose of explicating and displaying the data. Ellis and Barkhuizen (2005) argue that approaching qualitative data from a quantitative perspective ‘often produces a different perspective on phenomena and brings about deeper interpretations of meanings in the original qualitative data’ (p. 255). The purpose of using descriptive statistics in the present study was ‘to reduce data, show trends, and establish the strength of measurable differences between observations’ (Duff, 2008, p. 163).

5.7.5 Frequencies of variables in the qualitative data

The present study adopted a frequency measure to check the frequency of variables in the qualitative data set, such as diaries and StRs (MacKey & Gass, 2005, p. 251). It helped in both with-in case and cross-case analysis. The number of occurrences (henceforth frequency) of each factor was calculated across the data source in order to understand how often a particular factor affected the L2WTC of a participant. Subsequently, the frequency of each factor was checked and counted across other cases. The technique of frequency measure also helped to organise and display the data visually in the form of tables, matrices and meta-matrices.

Once the data had been condensed and ordered into codes and categories, attempts were made to explore characteristics of and relationships between variables underlying L2 WTC. The data were read recursively and iteratively to identify patterns of interaction of

psychological, contextual, linguistic, and physiological variables contributing to fluctuations in L2 WTC. The patterns were identified within individual cases and then counter-checked across other cases by counting the frequency of interaction of a variable with other variables. For instance, frequency of interaction between teacher and anxiety, or topic and anxiety, or perceived communicative competence, L2 proficiency, and reliance on codeswitching, was counted and cross-checked within as well as across cases. The DST framework was used as a microscope to explain and interpret complex, dynamic and non-linear relationship between and the nature of interaction of variables.

5.7.6 Ethical considerations

The current study followed ethical considerations at all stages of data collection and data analysis. First of all, consent forms (see Appendix 3) and information sheets (see Appendix 2) were sent out to the university administration and the teacher of the BC class. Their permission was obtained via email a month prior to the data collection. Consent forms and information sheets were distributed to participants in Week-1 whereby they were informed about the aims of the study and the procedures involved. Participants were informed that their participation in the study was entirely voluntary and that they could withdraw from the study at any time. They were also informed that the data collection involved video-recorded classroom observations, filling in questionnaires, completing diaries after the BC classes, and doing an hourly interview every three weeks for about ten weeks from January up to 25th March 2014. They were assured of anonymity and confidentiality, meaning their real names would not be used; and the data obtained from them would be used merely for research purposes and would be kept completely secret. Thus, participation of the respondents in the current study was entirely voluntary and no coercion was used.

For classroom observations, informal consent of other students in class was also sought via the teacher. Furthermore, the researcher observed classes and completed observation sheets sitting on back benches in order to not influence participants' behaviour. During data collection it was made sure that participants' regular academic activities were not disturbed in any way. The schedule for StR was set up with the participants' consent. Finally, the participants were rewarded with Lunch vouchers at KFC for their participation, support and commitment.

5.8 Trustworthiness of the study

The current section describes measures adopted to ensure trustworthiness of the current study. According to Miles and Huberman (1994), a well-carried out research is not sufficient for making good conclusions. It should also inspire trust in readers as well as other researchers (*ibid.*, p. 277). In other words, a researcher must demonstrate and justify the legitimacy and trustworthiness of the study with respect to the research framework. When a case study research involves a single or a very small number of cases and is context-specific, it is considered vulnerable to researcher bias and lacks validity and reliability (Dornyei, 2007, p. 153). Since the primary rationale for case study research is the understanding of a case in its particularity and complexity, ‘the criteria of trusting the study are going to be different’ than the ones in an experimental study (Merriam, 1988, p. 166).

Qualitative researchers have replaced the concepts of validity and reliability with a whole new set of concepts, such as credibility, transferability, confirmability, and dependability. Credibility has been advanced for internal validity, transferability for external validity/generalisability, confirmability for replicability and dependability for reliability (Merriam, 1988, p. 166). The following sections explain how these criteria were observed in the current study.

5.8.1 Credibility

Credibility refers to demonstrating that ‘the findings are credible to the research population’ and the readers (Mackey & Gass, 2005, p. 180). Some of the most important techniques that have been suggested by researchers for enhancing the credibility are long-term observation and triangulation (Mackey & Gass, 2005, p. 180; Merriam, 1988, p. 169; Miles & Huberman 1994, pp. 277-78). Mackey and Gass (2005) note that in order to reduce the researcher bias and enhance the credibility of the research, the researcher needs to make frequent visits to the research site to allow the research population to feel relaxed in the researcher’s presence. Second, it is also necessary to conduct the study over a period of time long enough to make the participants comfortable with the observer and the observations, and behave naturally while being observed (*ibid.*, p. 180).

The present study used multiple cases and employed multiple interrelated techniques, such as observations, diaries, StRs, background questionnaires, and field notes, to obtain the data. In addition, frequent visits were made to the research site prior to data collection to allow participants to be comfortable with the researcher's presence (MacKey & Gass, 2005, 180). Non-participant observations were conducted over a period of ten weeks thereby allowing participants considerable time to get used to the observer, recording instruments and observation.

5.8.2 Transferability

Transferability is one of the most important measures to be accounted for in qualitative and mixed-method case studies (Miles & Huberman, 1994, p. 267). Mackey and Gass (2005) write that, 'although findings in a case study research are rarely directly transferable from one context to another, the extent to which findings may be transferred depends on the similarity of the context' (p. 180). The current study provided a thick description of the participants and their personal, educational, linguistic and L2 WTC background. In addition, a detailed account of the classroom and institutional context was afforded for the readers to understand the context in which the study was situated. Procedures of the data collection and principles of data analysis were also delineated in sufficient detail. At the level of data analysis, negative evidence and rival explanations were constantly sought and accounted for by a comparison of the similarities and differences between the participants. Since the present study is a multiple-case study, a cross-case analysis is presented in the following chapters with the purpose to increase the potential of the study for generalising beyond a particular case' (Merriam, 1988, p. 153).

5.8.3 Confirmability

Confirmability refers to explaining in full detail the procedures of data collection and data analysis so that other researchers can 'examine the data and confirm, modify, or reject' the interpretations of the study (Mackey & Gass, 2005, p. 180). In order to ensure confirmability, Miles and Huberman (1994) suggest that a researcher should strive to explain the 'sequence of how data were collected, processed, condensed/transformed and displayed for specific conclusion drawing', and whether the study is free from any 'unacknowledged biases' (p.

278). For the purpose of ensuring confirmability, the present study offered a detailed account of the procedures of data collection and data analysis (see sections 5.5 & 5.6). Furthermore, records of data sources, such as interview transcripts, diaries, observation schemes, video-/audio-recordings and field notes, can be made available for other researchers to conduct an audit trial.

5.8.4 Dependability

The concept of dependability is similar to the concept of internal reliability in quantitative research (Miles & Huberman, 1994, p. 277). Yin (2009) proposes two tactics to address the issue of dependability: i) use of case study protocols, and ii) case study data base. A case study protocol includes a description of procedures and general rules of data collection and data analysis; the purpose of a protocol is to guide the researcher through data collection from a single case. Case study data base refers to the exact documentation of the changes and decisions made during the data collection process. It also refers to keeping the record of the data sources, that is, transcripts of interviews and translations, video-/audio-recordings, observation schemes, diaries, memos, vignettes and even the protocol (Yin, 2009, pp. 79-82). For the purpose of the present study, case study protocols including the procedures and guidelines for obtaining data from each participant were maintained throughout the study in order to facilitate the replication of the study by other investigators. Changes or amendments made in the method or instruments, such as observations, and questionnaires, during data collection were justified and recorded (Edge & Richards, 1998, cited in Cao, 2009, p. 93).

Chapter six: Factors affecting L2 WTC

6. Introduction

This chapter provides findings to answer the first research question of the current study regarding variables influencing students' L2 WTC in the BC class. Findings presented in the current chapter are based on cross-case analysis, that is, comparisons of the similarities and differences between participants in order to construct a general explanation that fits each of the individual cases (Yin, 1984, cited in Merriam, 1988, p. 154). Although the factors have been classified into separate categories for descriptive and illustrative purposes, it is important to note that all the factors worked interdependently to determine L2 WTC (MacIntyre, 2012a, p. 13). The chapter, therefore, consists of four sections discussing contextual, psychological, linguistic and physiological variables respectively. Figure 6 below illustrates the categories of factors influencing participants L2 WTC.

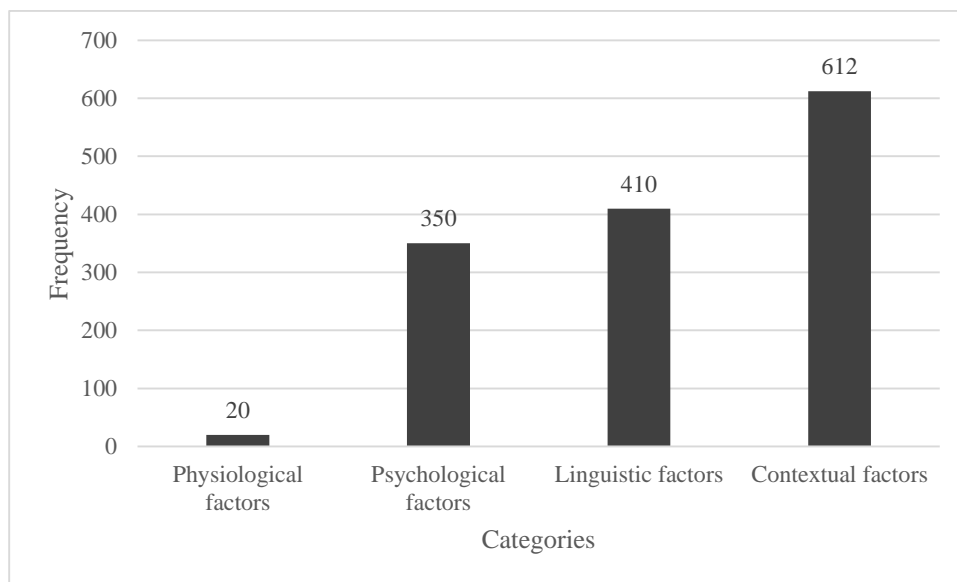


Figure 6 Categories of factors and their frequencies

6.1 Contextual factors

Contextual factors consist of factors ‘embedded in the immediate classroom context’ which exerted influence on participants’ L2WTC (Cao, 2009, p. 106). The contextual factors the present study discovered included the following: topic, interlocutor, task types, class

atmosphere, interactional context, physical location (seating) in class, cultural orientation and grades. Figure 6.1 below provides frequency of factors across qualitative data set, such as diaries and StRs.

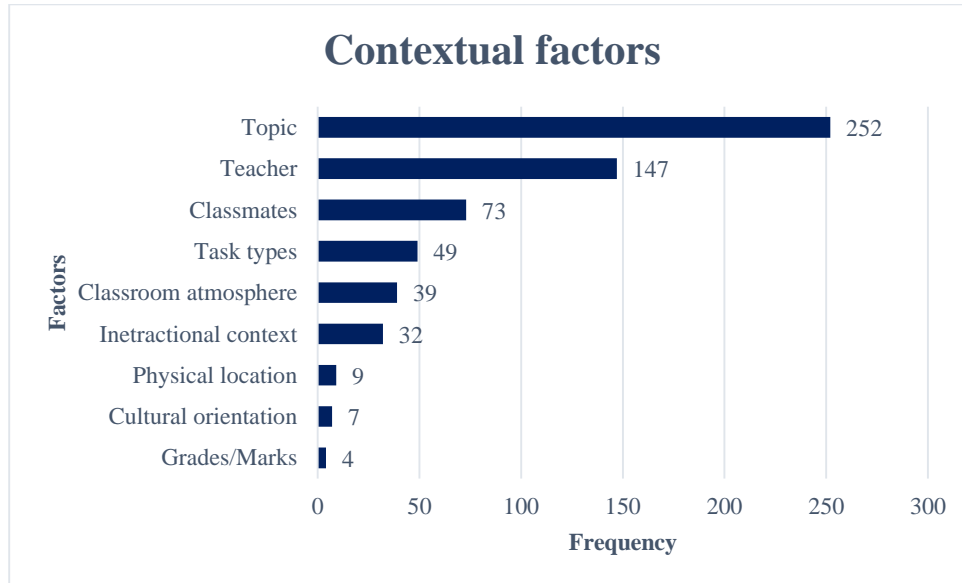


Figure 6.1 Frequency of contextual factors in the data

6.1.1 Topic

Topic was found to be the most frequently cited variable affecting participants' L2 WTC. Participants reported that they felt like talking when the topic was of their interest and/or they were familiar with the topic. Interest refers to curiosity in and engagement with a specific domain and the joy associated with such engagement (Dornyei, 2009, p. 184). In the current study, interest in topic refers to a situation where a participant displayed curiosity in and keen interest in either discussing or learning about a certain topic (see list of topics in Appendix 8). Participants reported that they were most willing to communicate in English when the topic was of their interest. For example, Dua reported that she was willing to talk because the topic being discussed was informative and interesting:

Today's class was bit more informative and interesting because of its topic "Intercultural Communication" That's why I was curious to share my views. **(Diary-9)**

On the other hand, Uninteresting or boring topics were reported to have a negative relation with their L2WTC. Lack of interest in a specific topic was seen to have a debilitating effect on L2WTC. Zubair mentioned his willingness decreased because the topic chosen for discussion in class was not of his interest, while Zeeshan explained his silence to be an effect of an uninteresting and boring topic.

I was feeling like talking and I would have communicated if he would have said go for some political topic. I was intending that there should have been some topic that was of good consequences... **(Zubair in StR- 1)**

Because when a person does not enjoy during topic he does not want to communicate **(Zeeshan in Diary-10)**

On some occasions, interest in a topic worked in quite a different way than represented above. Some of the participants reported to have remained silent because they were interested in understanding rather than discussing the topic. So, in this context, their interest in topic inspired their silence in class.

I thought this topic that is being discussed in the class right now must be understood carefully, maybe it gives me an insight as to how I can best understand people's psychology **(Umair in StR-2)**

I wanted to understand the point that sir was explaining **(Hina in StR-1)**

Participants' L2WTC also depended on their familiarity with the topic. Familiarity with a topic was based on participant's pre-class preparation, knowledge, and/or personal experience. Participants reported they were willing to talk because they had gone through the text or prepared for the class. For example,

I had already gone through the text that's why; I was more interested to share and link topic to the book. **(Dua in Diary-9)**

I am always willing to communicate to speak if I have complete knowledge of the things especially in class. **(Hina in Diary-6)**

Sometimes when the topic was general, participants' L2WTC increased owing to relation between the topic and participants' personal experiences.

At that time many experiences are running in my mind. Because I had gone through many experiences related to this superstition. At that time, suddenly those

experiences crossed my mind. And at that time I was really willing to talk and share my experiences (**Aliza in StR-1**)

Conversely, lack of familiarity caused a decrease in the L2WTC. Participants reported that they were not willing to talk because the topic was not relevant or did not correspond with what they had studied in the text.

I was not willing to talk because I was not sure about my concept that is it right or wrong. (**Umair in Diary-2**)

I felt this discussion is not related to our today's topic and having no information about the unrelated topic I was not willing to talk in English in today's class. (**Zeeshan in Diary-1**)

Furthermore, the data from diaries, observations, field notes, and StRs show that the topic of students' choice increased their L2WTC. Hina's comments illustrate the point:

When sir asked that what we learnt in previous class. The topic BARRIERS OF COMMUNICATION is the interesting one topic to be talked about. (**Hina in Diary-2**)

6.1.2 Interlocutor

In addition to topic, interlocutor emerged to be one of the most influential contextual factors. It refers to a person/group of persons the participants were willing to communicate with. Data shows that participants' L2WTC increased or decreased depending on the attitude, mood, remarks and attention of the interlocutor(s). Interlocutor represents a broad category which includes both teachers and classmates. Since the context of the present study was a whole-class teacher-fronted interactional context, participants' L2 WTC was influenced more by their interaction with the teacher than with classmates. An exposition of the influence of interlocutors on participants' L2WTC is presented in the following sections.

6.1.2.1 Teacher

Participants' responses show that the teacher played an important role in enhancing and diminishing L2WTC. The teacher was predominantly involved in almost every major occurrence in the classroom. From topic selection to assigning activities to initiating discussion as well as dispensing opportunities to talk to interacting with students and facilitating interaction between students, the teacher's omnipresence was inevitable. Thus,

it was natural for the class teacher to deliberately or unwittingly influence participants' L2WTC.

The participants' L2WTC was positively related to their familiarity with the teacher, teacher's attitude, attention, mood, encouragement, humour, and command over topic, and body language. Participants' familiarity with the teacher reduced their anxiety and increased their self-confidence. It is also interesting to note that participants attributed a host of qualities to their favourite teacher, such as politeness, encouragement, intellectual support, respect for students and humour. For instance,

We had been his students before that. And it is his nature that he always listens but never taunts anybody. I don't know why, but I have noticed this habit in Sir Ahmed who always taunts which I don't like. That is why I more willing to talk in this class as compared to in sir Ahmed's class. **(Aliza in StR-1)**

One of the reasons is that he had taught us politely and he also supported us intellectually as well. He never hurt us in any way; neither by insulting us or by his remarks. So you can see that all the students respect him and they are eager to speak their mind. So the reason for our participating in the class is the personality of the teacher, his attitude with us. **(Hina in StR-1)**

Encouragement and humour were characteristics of a teacher which participants cited as helping to release stress and inspire communication. For example, Aliza noted that her willingness increased due to teacher's appreciation of her, while Zubair mentioned that the teacher's humour enhanced his L2 WTC.

When teacher appreciates me I feel good and willing to participate more as I did because my teacher appreciated me today. **(Aliza in StR-2)**

Sometimes the humorous nature of the teacher also encourages people to take active part, you know ...because that somehow...ehhh...yes releases the tension and alleviates the frustration that you have in the previous class. **(Zubair in StR-1)**

The teacher's command over the topic and his delivery also had a dramatic influence on participants' L2WTC. For example, Umair attributed a dynamic change in his L2WTC to the way the teacher discussed/delivered the topic in class. In addition to that, the teacher's body language also inspired and motivated participants to communicate. For instance, Dua noted the following in her diary-1,

I feel comfort when my communication teacher talks in full confidence. The more important and crucial is when teacher does [performs an] act in the class. **(Diary-1)**

Conversely, participants reported a catalogue of negative attributes of a teacher which created anxiety, affected their emotions and motivation. The negative attributes, such as teacher's taunting remarks/criticism, discouragement and unpredictability of his reaction in a particular situation evoked fear and insecurity and reduced participants' L2WTC. The following quote of Aliza summarises the debilitating impact of the teacher's negative remarks on her L2WTC. Her willingness decreased because of the teacher's inadequate remarks in front of the whole class which threatened her face, increased her anxiety and provoked her emotions.

Yeah because after this [points to the scene in the clip] I really, I didn't want to...I was not willing to talk. Because...at that time the comment the teacher made really hurt me... **(Aliza in StR-1)**

The teacher's angry or unfriendly mood also negatively affected participants' L2WTC. The teacher's angry mood instilled fear and prevented participants' participation. At times even a teacher's jolly mood was cited as a factor preventing participation because participants feared to incur teacher's criticism/or flippant comment from him. While appreciation and encouragement from the teacher enhanced L2 WTC, discouragement was found to have reduced participants' L2WTC. Umair noted that though he had prepared himself well for a task, he lost his willingness to talk when the teacher discouraged him to do it.

Today I was not willing to talk because I wasted my whole entire day to record the video clip for assignment and presentation, but the teacher discouraged me. The teacher was right at his place but I was also expecting from teacher that he would motivate me but he didn't. **(Diary-11)**

And finally, a teacher's attention was also a factor which evoked and revoked participants' L2WTC. Participants reported that their L2WTC decreased when the teacher did not pay attention to them. For example, Dua wrote in her diary-1 that she was not willing to talk 'when the teacher does not take attention to me'. Zeeshan, however, reported that his willingness increased when teacher paid attention to him, as the following comment shows.

Here you see teacher is gradually turning his attention to me. I was desperate for the teacher to communicate to me. **(Zeeshan in StR-1)**

6.1.2.2 Classmates

Another variable within the category of interlocutors is classmates. Familiarity, relationship and confrontation/conflict with a classmate in a conversation affected participants' L2 WTC. Intimacy and familiarity with a classmate was a significant stimulant of participants' WTC in L2. Participants' willingness increased to talk to their close friends and classmates. For instance,

Because I already knew him...Yes he is a close friend. **(Zeeshan in StR-2)**

I was giving comments on his presentation because I personally know him; he is a very good person. **(Aliza in StR-2)**

Some of the participants said their willingness to talk increased in order to encourage or appreciate their classmates/friends during activity. Others said their willingness increased in order to settle scores with a class mate by criticizing them. The following excerpts illustrate how familiarity with a specific interlocutor positively influenced participants' L2WTC:

Sir I was thinking to give comments on Paras; because she delivered a good [presentation]. **(Dua in StR-2)**

Because in my previous presentations she had made very negative comments every time. Even at the time when I was giving presentation they were showing discouraging gestures because of which I lost my confidence; that's why I made such comments on her presentation. **(Umair in StR-2)**

Some of the participants avoided offering comments to their peers due to fear of a backlash. On the other hand, some of the participants said they avoided offering negative comments to their friends because they feared it would destroy their friendly relations with their interlocutors. Yet others reported personal conflict with/dislike for an interlocutor as a reason for lack of L2WTC. For example, Aliza said she did not offer any comments on a class mate's presentation because she personally did not like her class mate's vindictive nature. She feared if she offered comments, he would retaliate in a bad manner.

When Saghir completed his presentation I wanted to give my comments but I remained quiet because of one reason, that I personally don't like him; because he is not...my kind of person. He is not the one I would like to make friends with..... I thought if I said something to him and he did not take it as a comment but as criticism, he might say something bad to me in return. **(Aliza in StR-2)**

Similarly, Dua said she avoided confrontation with a class mate who was her group member because she feared he would pick a quarrel with her on that afterwards. On the other hand, she thought she would have retaliated if the argument had been raised by a class mate she was not much familiar with.

I was anxious to talk but at one point...maybe Zafar. Whenever Zafar try to raise a point I usually try to avoid that point because he is a group member; he always, you know, errr... whenever we gather in a group he uses it to discuss that you pointed out my point then he started to quarrelling, you know when Safdar puts an argument I would always be ready to respond to his argument. **(Dua in StR-1)**

6.1.3 Interactional context

Observations were conducted in a whole-class conversational context where communication was predominantly teacher-fronted. The classes mainly consisted of activities (i.e. discussions, debates, performances/role-plays and student presentations) and lectures. Interactional patterns in observed classes can be classified mainly as teacher-student, student-teacher and student-student. In discussion-oriented activities, the interactional pattern happened to be teacher-students and students-teacher. In performance-based tasks/activities, such as role-play, the pattern of interaction was found to be student-student. The pattern in lecture-oriented classes predominantly involved teacher-talk and occasional teacher-student interaction.

The analysis of the data suggests that participants demonstrated higher willingness to talk in activities involving student-teacher and students-student conversation, such as discussions, role-plays and voluntary presentations. Classes wherein participants were free to share their opinion and present or defend their opinion worked as a catalyst for their L2 WTC. For instance, Dua, Hina and Aliza were found to be the most pro-active participants in classroom activities, such as discussions and debates.

I was feeling very good because I am raising my point and I am sharing my views, maybe in not better English but at least I can express my views. **(Dua in StR-1)**

I was willing to communicate in class because today's class is totally based on discussion. **(Hina in Diary-5)**

I was willing to communicate in class when our teacher gave us an article to read and then discuss it. **(Aliza in Diary-4)**

Furthermore, the majority of participants demonstrated lower L2WTC during activities which they were not a part of. They preferred to remain silent during presentation of their class fellows. For example, Dua said she was not willing to talk ‘during presentations of others’. Similarly, Zeeshan reported he was not willing to talk because the class was based on presentations of other students:

Today was presentation day class, start to end with presentation. So many students who were giving presentation in which I was not included; in this sense I was not willing to talk in today’s class. **(Zeeshan in Diary-8)**

In addition, the classes which consisted of teacher-talk and lectures were negatively impacted on participants’ WTC in L2. Participants reported that they were not willing to talk when the teacher was delivering a lecture. For example,

Sir was delivering a lecture and I was getting it. Means, I was thinking nothing at that moment; I was just taking notes. **(Hina in StR-3)**

Whole the time we listen to teacher who was teaching about written communication **(Zeeshan in diary-13)**

6.1.4 Task types

Another arena of communication for participants were the tasks. Willingness to participate in the tasks was found to be generic amongst participants. The list of tasks performed included the following: role-plays, Chinese whisper, call roll, video-presentations, and a quiz. The majority of the participants showed a strong liking for role-playing. For instance, Zubair showed enthusiasm for role-plays. He noted the following:

I always have a desire to communicate but what today ignited me to take part in class was the virtue of the activity that started just after attendance. **[Zubair in StR-1]**

However, Umair was interested in performing specifically in the ‘role of a group leader’. The most revealing example, however, is that of Zeeshan who was mostly found silent in class. He demonstrated a higher willingness to communicate in L2 in role-plays, as the comment indicates.

Here when he said that I was thinking that the activity should have continued, I would have communicated with yet another person in the activity; because in such activities, I enjoy talking. **(Zeeshan in StR-1)**

It figures from the data that performance-based activities exerted a strong influence on participants' L2WTC. Quite strikingly, no counter-evidence exemplifying the negative impact of activities was found in any of the participants' responses.

6.1.5 Classroom atmosphere

Classroom atmosphere refers to 'the mood, emotions or climate sensed and shared by the class group' (Peng, 2012, p. 208). Classroom atmosphere was found to have both an enhancing as well as an inhibiting influence on participants' L2WTC. Fear of humiliation, negative comments or non-seriousness of classmates, and general silence in the class created anxiety and insecurity amongst participants and thereby inhibited their L2WTC. However, appreciation from classmates and a relaxed environment facilitated L2 WTC. Results show that participants' L2WTC increased when there was no fear of humiliation, criticism from teacher or classmates; also when the atmosphere was relaxed and stress-free. For example,

No one humiliates you...means...means there is no such type of fear that you cannot speak in front of anyone; this is the best part. **(Hina in StR-2)**

At that moment in that class, having heard lots of good comments about me from those around, I was feeling good. They all gave very good comments about me. Everybody said well about me. Because of these comments my confidence level increased a little bit. **(Aliza in StR-3)**

It was also found that participants' L2WTC increased depending on the L2WTC of their class fellows. Whether the classmates were conversing on a topic or they were silent at a particular moment also influenced participants' L2WTC. For example, Aliza said she was not willing to talk initially but when she found her classmates to be participating in discussion, she decided to participate and share her views. Umair also said his L2WTC was boosted because of the discursive environment in the class; because his classmates, including girls, were participating in the on-going debate.

When the class started I wanted to remain quiet but after sometime I feel to share my ideas too as my fellows were **(Aliza in Diary-14)**

Due to debate between classmates and the environment of class was very talkative in other words we can say everyone was participating and also girls ask questions from me (**Umair in Diary-2**)

On the other hand, unexpected or non-serious behaviour of classmates and fear of a negative reaction from classmates at a specific moment prevented participants from communicating in English. For instance, Hina reported on several occasions that she prevented herself from participating in an on-going activity because she felt she would incur classmates' criticism. She also said she normally refrains from talking because of classmates' non-serious attitude at a specific moment. Similarly, Zubair also mentioned that he wanted to discuss a serious topic but refrained from doing it because classmates were in a non-serious mood at that time.

Because sometime people [classmates] make jokes and say something very bad which does not sound good, so I just try to avoid. (**Hina in Diary-6**)

Sometimes it happens that when somebody is making fun in the class, it somewhat prevents your participation in a way that you want to put some serious subject across, you want to draw the attention of the class and the teacher towards a serious issue that is not possible when something like that happens. (**Zubair in StR-3**)

Zeeshan reported that his willingness decreased because his definition of a topical term was different from that of other students. On the other hand, Umair reported a unique situation wherein his L2WTC enhanced; realizing that no one was ready to talk at that moment, he felt the responsibility to break silence and motivate others to talk by initiating conversation.

But I didn't because the whole environment of the class was such that everyone was discussing superstition as something related to supernatural forces.....So that is why I could not speak. (**Zeeshan in StR-1**)

Then I thought if nobody else is daring to talk I should dare to speak up. I realised that I should not sit silent and speak up. That's why I was confused and was asking myself why I am silent; why should I feel myself inferior to others. I got inspiration from my friends that they have questions but they don't want to ask, why? Then I think that I have needed to ask the question and inspire them how to ask the question. (**Umair in StR-3**)

6.1.5 Physical location in class

One of the discoveries of the present study was the factor of physical location in class. Physical location refers to the participants' location/seating in the classroom. Goodwin (2003) rightly noted that 'the positioning, actions, and orientation of the body in the

environment are crucial to how participants understand what is happening and build action together' (cited in Atkinson, 2011, p. 151). The majority of participants in the current study reported that they experienced high L2WTC when they were seated in the front rows/chairs. However, they experienced low self-esteem, anxiety and L2WTC when they were seated on the back benches. The following are the students' comments about the impact of seating on their L2WTC:

But what happens that when you are sitting in the first row, you are the most privileged guy in the class to participate. So it also happens that your position in the class decides whether you would participate in class today or not..... So when you are sitting on the back benches, you are *a back bencher*, it prevents you from active participation. Whenever you will try, everybody would look at you and you would get confused whether whatever I am saying is right or wrong. It is the seating arrangement that gives you encouragement to talk or not. We can dub it as a psychological barrier. But that is what I felt today that I if were in the first or the second row, I would participate a lot. **(Zubair in StR-2)**

Whenever I sit on the back benches I feel awkwardness. Because I always sit in front of the teacher; it will be easy for me to talk with the teacher; during that session *I feel awkwardness* because my friends are sitting with me; they make noise and don't want to listen to the teacher. So my concentration goes to them [friends] and I think why they are doing this. But it was a compulsion to sit at the back bench because I had come late, that's why. **(Umair in StR-2)**

One of the main drawbacks of sitting on back benches was that the students felt difficulty in attracting teacher's attention. For example, this is what Aliza noted:

I was willing to communicate in today's class but I didn't because I sat at the back in the class. I tried to communicate many times but sir didn't notice. **(Aliza in Diary-14)**

Another reason was that I was sitting on the back benches so I thought that my voice would not reach out to the teacher; I had said that but in low tones... because I don't like to sit on back benches and that day I got a seat at the back (seating). **(Aliza in StR-3)**

An interesting instance of physical location was cited in data regarding relative physical location/position of seating of participants where they perceived themselves to be in a position of disadvantage with respect to other students. For instance, Umair believed his seating/location placed him in a position of disadvantage with respect to the girls in class. According to him, the teacher paid more attention to the girls than the boys; therefore, he

desired to have a seat on the same side as the girls in order to get the teacher's attention. He stated,

Sir there I was thinking that there is a gender difference between us; I need to sit on that side [points to the side where girls sit]. Because there are so many girls on that side and boys are on that side. But the teacher is not looking towards us and he is totally focused on that side [to girls]. I have need for sit on that side. **(Umair in StR-2)**

Thus, position or location of participants in a class, where they perceived themselves to be in a position of disadvantage with respect to other students in class, influenced participants' L2WTC.

6.1.6 Cultural orientation

Most of the participants seemed culturally oriented regarding respect for/submission to the status/authority of the teacher. Participants avoided interrupting the teacher in the middle of a conversation believing that it would make them look bad in the teacher's eyes. For instance, Zeeshan seemed to be culturally oriented to not interrupt the teacher when the latter was engaged in conversation with another student.

I felt that if I interrupt them half way, they would not like it; and the teacher would also think, 'he is interrupting in between without letting her finish her argument'. **(Zeeshan in StR-3)**

Some of the participants showed reluctance to confront the teacher or offer resistance to a teacher's argument.

I wanted to contradict but due to respect [for teacher] I could not say it. **(Zubair in StR-2)**

He is the teacher; *he is the sole authority* in the classroom...But the teacher's comments were making me lose my confidence. **(Umair in StR-2)**

6.1.7 Grades

Grades were related to participants' L2 WTC through anxiety and extrinsic motivation. Participants showed reluctance to offer wrong answers, not participate in class activities and confront/contradict the teacher due to their fear of losing grades/marks. On the other hand,

sometimes they participated in the conversation with the purpose to impress the teacher to get good marks, as the following comments indicate:

I had made a few more answers too just in order to not lose my marks on class participation. **(Aliza in StR-1)**

I was afraid about my marks because I haven't writing skills and teacher was focusing on writing skills. **(Umair in StR-3)**

It was found that the participants' motivation to obtain marks was related, albeit distantly, to their socio-economic background. Since their studies were dependent on scholarship funded by the university, participants had to obtain good marks in order to maintain the funding. This is what one of the students noted:

If you don't get [good] marks you wouldn't get good GPA; and if you don't get a good GPA, you wouldn't get scholarship anymore; if we don't get scholarship, we wouldn't be able to afford [the fees]. **(Umair in StR-1)**

6.2 Psychological factors

Psychological factors refer to a host of variables such as the following: perceived opportunity, anxiety, motivation, perceived communicative competence, emotions, personality, desire to communicate, pre-occupation, perceived appearance, cognitive block, and personality. Figure 6.2 below presents the frequency of the psychological variables.

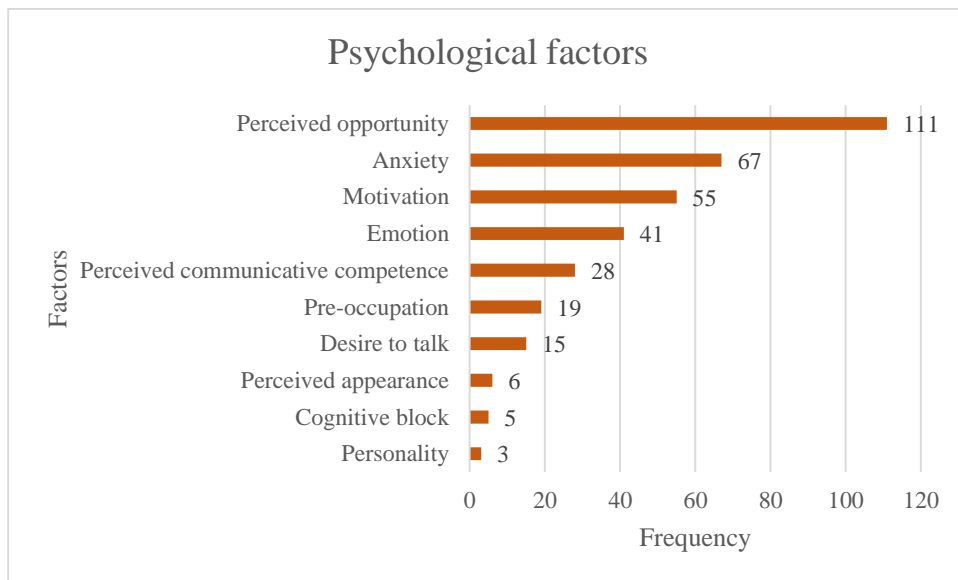


Figure 6.2 Frequency of psychological factors influencing L2 WTC

The detailed description of these variables is presented in the following sections.

6.2.1 Perceived opportunity

Perceived opportunity was found to be the most influential psychological factor influencing participants' L2WTC. It has been designated to the category of psychological factors because the existence or otherwise of an opportunity depends on an individual's perception of it (Cao, 2011, p. 473). L2WTC of the participants increased when they perceived that an opportunity had arisen for them to share their opinion. Depending on their interest in a topic or an activity, some participants looked forward to the teacher for providing opportunity to initiate communication; while others actively created opportunities for them rather than waiting for the teacher to provide them with an opportunity.

I was willing to communicate when I was provided the opportunity to share my views on line management and other structures (**Zubair in Diary-8**)

I was thinking that lest the time goes off and I miss the opportunity, I must grab a chance to read out my letter; (**Hina in StR-3**)

Conversely, lack of opportunity was frequently attributed to a lack of L2 WTC. It was noticed that lack of opportunity was mostly predicated in the interlocutors, interactional

patterns and classroom atmosphere. Participants' responses suggested that the most frequent cause of their loss of opportunity was interruption from other students or atmosphere of the class. In a teacher-fronted conversational context, students would struggle to share their opinion when an opportunity arose. It resulted in a situation where some availed the chance to talk while others failed to do so. Participants reported that their L2WTC decreased when they lost the opportunity due to other students' interruption.

I was still thinking [of a topic] but suddenly everybody, like Mubeena and Amber, started suggesting the topic (**Hina in StR-1**)

But today I did not speak more because whenever I wanted to speak with teacher some other students interrupted. (**Zeeshan in Diary-1**)

A very similar situation to the one described above was when a participant was ready to share an opinion but a similar opinion was shared by another student in class. For instance, Zubair mentioned in his diary the following, 'I was not willing to communicate when I realised my questions were already put up by my fellows'.

6.2.2 Anxiety

Anxiety was found to be the second most frequently cited psychological variable. The participants' anxiety was caused by potential criticism from/reaction of teacher and peers, lack of perceived communicative competence; fear of losing marks, physical location in class, and physical appearance. Fear of negative criticism/reaction refers to real or anticipated criticism from either the teacher or classmates. Participants reported a decrease in their L2WTC when they faced or anticipated criticism from the teacher or their classmates. Criticism could be in the form of remarks, attitude, direct or indirect reaction/response. For example, Hina avoided participation in discussion because she feared to incur the teacher's anger upon her. Similarly, Zeeshan said he avoided communication because the teacher was already in an angry mood. Here are the quotes:

I did not answer it, I would have incurred some kind of penalty by the teacher; like Maria was penalised for not being able to answer her question (**Hina in StR-1**)

But it was not appropriate for me to talk at that time; if I talked ...because he was already angry; even though he was pretending... but if I had interrupted he could have been seriously angry and this time at me. (**Zeeshan in StR-2**)

Aliza, on the other hand, mentioned that her L2 WTC was blocked due to her anticipated fear of criticism from her classmates.

So here what I felt, that if I say something, even though it is positive for them, but people take it negatively and they would start commenting on me. **(Aliza in StR-3)**

Some of the most significant factors inducing anxiety were reported to be marks/grades, physical location (seating) and physical appearance. In his diaries Umair mentioned that he avoided communication because he was not prepared for the class; and, if he talked something irrelevant he would lose marks because the teacher had already warned that anyone who wasted his (the teacher's) time would lose their marks. On another occasion, Umair reported that he did not feel like talking because he was sitting on a back bench which caused lack of self-confidence in him.

My mind was not working like daily routine and also chance was not given by teacher and a big threat of negative marking **(Umair in Diary-6)**

An important reason for not talking due to change of place or seat; today I was back bencher in class and boy was making noise it was very irritating **(Umair in Diary-13)**

6.2.3 Motivation

The present study found both intrinsic as well as extrinsic motivation to be a strong factor influencing participants' L2WTC. Intrinsically, it was directly related to L2WTC in terms of participants' desire to obtain information, perform an activity/task and to improve their English communication skills. Most importantly, participants' motivation displayed both trait as well as state characteristics. Participants' trait-level motivation was related to their desire to improve their communication skills, become good managers, no interest in doing MBA, while their state-level motivation was entrenched in situational factors, such as interest in and familiarity with topic, encouragement or appreciation from the teacher or classmates, lack of anxiety, and nature of task. For example, motivation to perform an activity/task, especially a role-play, was frequently mentioned to have a strong influence on L2WTC. For example, Dua and Zubair reported in their diaries that their L2WTC increased due to their motivation to perform the role of a group leader in the activity.

It was very good to be a leader of your group. It gives inspiration and confidence to your personality **(Dua in Diary-5)**.

Secondly, the foremost factor that brought me to the front and encouraged me to talk was to be chosen to lead my team. I like to talk when I am chosen as representative **(Zubair in Diary-3)**

Extrinsically, participants' L2WTC was influenced by their motivation to get good grades in exams. Since students' sessional marks were the prerogative of the teacher, participants reported that their motivation to get marks increased their willingness to communicate. Umair reported that his L2WTC increased due to his motivation to impress the teacher in order to get good marks. Similarly, Aliza reported that she did not wish to take part in discussion but did so for the sake of increasing her marks.

I was just listening to him and was answering as much as I was able to understand that topic of...efficient...practical and theoretical. I had made a few more answers too just in order to not lose my marks on class participation **(Aliza in StR-1)**

On the other hand, motivation was interrelated with anxiety, and opportunity. Appreciation and encouragement worked to reduce participants' anxiety and motivated them to talk; whereas, criticism and discouragement increased anxiety and reduced their motivation. Similarly, loss or availability of opportunity reduced or enhanced their L2WTC. For example,

When teacher appreciates me I feel good and willing to participate more as I did because my teacher appreciated me today **(Aliza in Diary-8)**

Today I was not willing to talk because I wasted my whole day to record the video clip for assignment and presentation but teacher discouraged me. **(Umair in Diary-11)**

6.2.4 Emotions

Findings of the present study revealed a strong relationship between L2WTC and emotions. Participants reported a mix of positive and negative feelings affecting their L2WTC. Similar to the previous studies (i.e. Cao, 2009) negative feelings outnumbered the positive feelings in terms of their influence on participants' L2WTC. While the positive feelings included empathy and mood, the catalogue of negative feelings included the following: anger, revenge, humiliation, (feeling) hurt, sadness/unhappiness, being upset, boredom, shyness,

frustration and hesitation. It is interesting to note that a positive feeling such as empathy was reported to have not only increased but also decreased L2WTC. On the other hand, such negative feelings as anger and revenge were reported to have increased L2WTC. A detailed discussion of the negative feelings will follow the discussion of positive feelings, that is, empathy and mood.

Empathy refers to the feeling of understanding and sharing another person's emotions. Depending on the specific situation, empathy was involved in increasing and decreasing L2WTC. Participants reported that their L2WTC increased with a purpose to appreciate and encourage their classmates who looked nervous or lacked confidence while doing presentation.

I saw students who were trembling even shivering during their presentation; then I spoke to them; I appreciated their performance as well as I suggested the students to present very well. **(Zeeshan in Diary-8)**

I thought about his presentation a little empathetically; I could not discourage him in any way because he always complains that people discourage him; initially I was aggressive about his presentation but then I controlled my negative emotions/feeling and thought to offer positive comments... **(Hina in StR-1)**

Conversely, empathy was also cited as decreasing L2WTC. Participants noted that they preferred to remain silent than offering negative comments to their interlocutors, such as close friends. For example, Zubair said he was not willing to talk because he believed his participation would discourage others from participating:

They were so willing to talk that I don't want to discourage them, as I knew that if I would interpret the real meaning of these terms, everybody will shut ...they will zip...they will get their mouth zipped. And they will not take an active part; so I wanted to keep quiet **(Zubair in StR-1)**

Mood was another positive emotion reported by the participants. It refers to a temporary state of mind showing happiness or bad temper. Participants reported that they felt like talking because their mood was good. Their mood was related to the nature of the task/activity, previous class and completed assignments. Dua, for example, noted that she was willing to talk because she '...was feeling good while performing that activity'. Similarly, Umair reported that his mood was good because it was his birthday that day and therefore, he was willing to participate.

At that time...that day...it was my birthday sir. And it was a chance for me to to keep myself happy. That was also a reason for me to come to the rostrum to perform the activity (**Umair in StR-1**)

Bad mood was reported by the participants to have a negative effect on L2WTC. Factors affecting participants' mood included memory of a bad experience in a previous class and a lack of opportunity. For example, Zubair reported that he was not feeling good because he felt humiliated by classmates in a previous class. Umair, on the other hand, reported an indirect relation of mood with L2WTC through opportunity. His bad mood was situated in a complex interaction of loss of opportunity and lack of preparation.

I was not willing to communicate in the beginning of the class due to visions of the previous class. I still had vivid memory of the sarcastic comments of audience on my assignment which discouraged and prevented me from participating. (**Zubair in Diary-13**)

Sir here my mood was not good because teacher didn't give me a chance. I am also not prepared of the topic (**Umair in StR-3**)

Negative feelings of revenge and anger were also reported to have increased L2WTC. The feelings of revenge and anger depended on participants' relationship with their interlocutor. Umair reported that his L2WTC was increased by his feeling of revenge with the interlocutor; he wanted to criticise his interlocutor as she had been criticizing him on his presentations.

...because sir in my previous presentations, she had made very negative comments every time. Even at the time when I was giving presentation, they were showing discouraging gestures because of which I lost my confidence; that's why I made such comments on her presentation (**Umair in StR-2**)

Similarly, Hina noted that her L2WTC increased because of her anger at her interlocutor (a classmate) who had referred to her in an apparently disrespectful way. Aliza stated that she felt angry when her teacher changed his behaviour for no reason which caused anxiety in her so much so that she felt like crying.

So I was very angry at sir because there was no reason for him to change his behaviour. I know that many a student who got shocked at the sudden change in his behaviour. I told him that 'sir had you continued it for a little longer I would have started crying' (**Aliza in StR-2**)

Sadness and unhappiness were less frequently reported but they did affect participants' L2WTC. Aliza felt unhappy when she was made the butt of a joke by her teacher. Dua noted that she felt bad when she was penalised by the teacher for yawning during class. A feeling of shock was noted specifically by Dua as affecting her L2WTC. Dua noted that she was not willing to talk because she was surprised at her interlocutor's response at that moment.

I was not willing to talk when sir made a bad joke on my comment which made me so unhappy **(Aliza in Diary-7)**

That time I was feeling very bad I just wanted to keep quite then **(Dua in StR-1)**

6.2.5 Perceived communicative competence

Participants in the present study reported that they felt apprehension because of their inability to express their ideas in English at a specific moment. For instance, Aliza's perceived competence showed trait as well as state features. Her trait-level perceived competence was related to her lack of linguistic proficiency, especially grammar. She specifically mentioned that her anxiety increased when she had to speak grammatically correct English. She believed that if she used wrong grammar her friends would laugh at her. But her willingness was higher when she was allowed to use English regardless of grammar. On the other hand, her state-level perceived communicative competence was interlocked with her lack of vocabulary. She said she felt difficulty with her English vocabulary on the one hand, and her teacher's negative reaction on the other.

Though at times I get confused [while performing in front of large audience] especially when it comes to English... But sir when I speak without grammar and all...my friends laugh at me and say 'please don't talk like an illiterate person'. But now I feel myself very much confident in talking in English. When it is said that grammar is excluded in language; so I can convey my message very clearly and very easily. It is a hurdle. **(Aliza in StR-1)**

Umair, on the other hand, displayed both state as well as trait-like lack of perceived communicative competence. He said he could not talk at that moment because he lacked communicative competence in English and that it always happened with him.

Because I was thinking that I am not good in English... Whenever I wanted to talk to anyone then this problem always occurs with me in English. **(Umair in StR-1)**

Nevertheless, other participants' perceived communicative competence was mainly of a situated nature. Their avoidance of L2 communication was predicated in their inability to comprehend specific topical words as well as their inability to produce words during a conversation. For example, Zubair was willing to talk in his L2 but reported that he lacked communicative competence.

I wanted to explain things properly. I was not willing to explain the same in English
(Zubair in Diary-7)

6.2.6 Desire to talk

Research into WTC has distinguished between desire to talk and willingness to talk in L2 (Wen & Clement, 2003). The fine distinction between desire to talk and L2WTC can be explicitly illustrated using the following example from the data. Zeeshan reported that he was interested in the discussion on topic and was desirous of participating in the discussion but due to his lack of ideas he could not talk.

I did not speak because the idea was not coming in mind which should be related to the topic. Many times I wanted to try to speak but I could not because which ideas are coming in my mind that were not matching to the topic. I thought that it is not good to speak irrelevant things to the topic. **(Zeeshan in Diary-5)**

Due to the fact that the present study was conducted in a whole-class teacher-fronted conversational context, participants' desire to talk was confined to two categories of interlocutors: the teacher and the classmate(s). In a teacher-fronted whole-class conversational context, teacher happens to be not only the main interlocutor but also the mediator/facilitator of conversation/discussion between participants. Thus, the participants reported to have a desire to talk to the teacher.

I was desperate for the teacher to communicate to me. **(Zeeshan in StR-1)**

I wished to say something to the teacher here; because that is what I wanted to say to him at that moment; **(Zubair in StR-2)**

On occasions where the discussion was general or the participants were asked for feedback over a presentation or an activity performed by other students, their desire to talk was directed towards both the teacher and the classmates'. For example,

The topic that was being discussed prompted an experience in my mind. At that time, I really wanted to share it with my friend. (**Aliza in StR-1**)

I had a strong desire to share it in class. and ...people of that city are not cooperative at all; if you ask them to direct you to somewhere, they would never do that (**Zeeshan in StR-3**)

6.2.7 Pre-occupation

Pre-occupation refers to a state of mind wherein one cogitates and plunges into deep reflection. It was a recurrent situation encountered during data analysis. Participants reported they were not ready to engage in the discussion because they were engaged in reflection on their past experiences or something not directly relevant to the topic of discussion at that specific moment. This state of mind may or may not have its antecedents in the on-going discussion. Some participants reported to have relapsed into a stream of consciousness triggered by an on-going discussion. Other participants reported that they were thinking about their assignments and other activities, such as presentations and letter-reading. There were also instances when participants reported that they were engaged in dialogue with their selves in mind. At all events, participants' responses suggested that they were not willing to talk because they were pre-occupied mentally. Some of the examples are discussed below to illustrate preoccupation.

For example, Umair noted that he was not willing to talk because he was plunged into reflection about his own villagers and was constantly trying in his mind to connect the topic with his personal experiences. On another occasion he reported he did not participate because he was pre-occupied with and anxious about the presentation he was going to deliver in that session on the *Types of thinking*. Not that he was unwilling to communicate, but his concentration was directed to his presentation. Similarly, he reported to have been mentally pre-occupied with talking within his mind regarding his presentation and his teacher's reaction.

When the teacher said that we need keep a distance while talking with a person, I was thinking of my villagers that whenever he or she talks with other villagers they don't know what distance we have to keep between us. Even I didn't know what distance should be maintained. (**Umair in StR-2**)

I was talking to myself in my mind that whether I should have written that note or not; whether I should do the presentation or not? Would the teacher get angry at me because of it? **(Umair in StR-3)**

Dua also reported pre-occupation saying that she was not communicating because she was reflecting upon her own experience of a similar kind as was being discussed in class at that moment. On another occasion she had to perform a role-play depicting a supposed conflict between the administration and the students, she mentioned that her L2WTC had reduced at one point during the activity when she was thinking as to who was at fault actually: administration or students? On another occasion, she felt the following:

I was constantly thinking whether the management is at fault or the students, so I was preoccupied. **(Dua in StR-1)**

6.2.8 Cognitive Block

The participants in the current study also experienced cognitive block. It refers to a situation when participants reported to have been not willing to talk because of lack of ideas or an idea slipped from their minds (Peng, 2012, p. 207). The participants experienced cognitive block due to several reasons. Sometimes they were unable to recall content of a topic they had studied a few days before class. For instance, Dua said, ‘here when the teacher was talking I was not participating because I had forgotten most of the points I had studied’.

Sometimes the cognitive block occurred because the participants did not have any idea to share. Finally, sometimes they failed to think up an idea because the discussion was not relevant to the topic they had studied. The examples below illustrate participants’ cognitive block.

I was not willing to communicate in class when I didn’t have any counter-answer for the particular idea which was shared by a class fellow mate. **(Hina in Diary-5)**

Many times I wanted to try to speak but I could not because which ideas are coming in my mind that were not matching to the topic. **(Zeeshan in Diary-5)**

6.2.9 Perceived physical appearance

Perceived physical appearance refers to how participants felt about their attire and personal appearance, such as dress including shirt, shoes and/or shave. The participants’ appearance

affected their willingness both positively as well as negatively. Their L2 WTC was high when they perceived themselves to have been dressed well. However, their willingness plummeted when they were not satisfied with their dress.

My thinking was converted to inferior thinking because of faulty pants and shoes. **(Umair in Diary-14)**

Sometimes when I am not dressed well and that prevents me from going before the class and talk. **(Zubair in Diary-1)**

6.3 Personality

Personality represents a trait-level variable influencing a person's L2 WTC; whether a person is talkative or silent, extrovert or introvert or confident or shy has been said to have influence on his/her L1 WTC and L2 WTC (McCrosky & Richmond, 1992; McIntyre et al., 1998). Personality exerted strong influence on L2 WTC of a few participants in class. For example, Zeeshan attributed his unwillingness to talk in class to his silent personality. Conversely, Aliza ascribed her L2 WTC to her talkative personality.

By nature, I am silent. I usually sit quiet in the class. But I do speak a lot when I feel I am prepared and when I get opportunity to talk. **(Zeeshan in StR-3)**

...my nature...first of all it is very difficult for me to keep quiet. **(Aliza in StR-2)**

6.4 Linguistic Factors

Linguistic factors refer to a speaker's 'actual as well as perceived ability to express oneself in L2 thoroughly and correctly' (Cao, 2009, p. 125). In their heuristic model, MacIntyre et al (1998) conceived of linguistic competence as having a distal rather than a proximal relationship with L2 WTC (p. 554). In the present study, however, linguistic factors emerged as factors having a strong proximal effect on L2 WTC. The linguistic factors found in this study can be divided into two main categories: language proficiency and reliance on codeswitching. The participants preferred to remain silent if they had difficulties in comprehending L2 words, or when they lacked lexical resources to express their ideas and feelings. Alternatively, they used or preferred to use codeswitching to put their message across. Language proficiency and codeswitching have been discussed separately in the

following paragraphs. Figure 6.4 illustrates the frequency of factors identified in the current study.

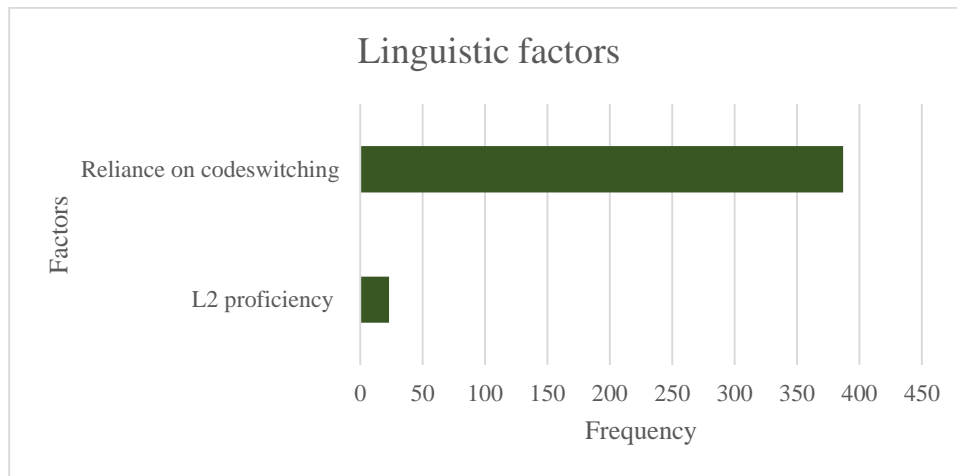


Figure 6.4 Frequency of linguistic factors

6.4.1 Reliance on codeswitching

Data from observations, diaries and StRs suggests that codeswitching was frequently used for both teacher-to-student, and student-to-student conversation. Although English was used frequently for topical and content-based communication in class, the participants frequently switched codes between English, Sindhi and Urdu. Codeswitching also demonstrated dual characteristics. On the one hand, it was based in the macro-level multilingual and multicultural context of the participants; while on the other hand, it was affected by situational factors such as interlocutor's use of L1, nature of task/activity, situation, perceived communicative competence and overall classroom environment. It is also interesting to note that codeswitching performed a number of different functions, for example, creating fun, that is, jokes, on-task or off-task chatting and compensating for lack of vocabulary. The following examples illustrate factors and functions of codeswitching the present study.

6.4.1.1 Interlocutor's use of L1/codeswitching

One of the factors influencing participants to switch between languages was their interlocutor's codeswitching/L1 use. Participants preferred to use L2 or continue conversation in L2 if their interlocutor used L2. Nevertheless, they would switch to L1 if the

interlocutor, teacher or class mate, initiated the conversation in L1. For example, while performing an extempore role-play in class, Dua was observed using English with one of her partners who instead used Urdu to communicate with her. This eventually led Dua to switch to Urdu. In the same activity she was seen initiating the conversation in Sindhi with a different interlocutor. This incident was followed-up with her in the interview. Dua reported that she switched from English to Urdu because the first partner used Urdu. As for Sindhi, she said she used Sindhi because her perceived interlocutor always used Sindhi with her.

Yes because of him. As it is with the use of language, I thought that if a person talks to you in English you must respond in English; if a person talks in Urdu then you must answer him in Urdu; if Sindhi then answer must be in Sindhi. (StR-1)

Evidence from classroom observations also confirms that participants' willingness to use L2 (i.e. L2WTC) was affected by their interlocutor's use of L1. Example 6.4.2.1 presents an excerpt of a conversation from between Hina and the teacher. Hina entered the conversation using English but switched to Urdu because the teacher and classmates were using Urdu. In the first sentence the teacher uses English. Following the teacher, Hina responds to him also in English, but when the teacher switches to Urdu, Hina follows the suit.

Example 6.4.1.1 excerpt from 8th observed class

1. Teacher: Yes, [seeks comments from student 1 on presentation of a student]
2. Student 1: Sir *achi thi* [Sir it was good]. Good presentation!
3. Teacher: *Nahi woh achi tou thi hi. Mein kya keh raha houn?* [of course it was good. Didn't I say that?]
4. Student 1: Sir *Presentation achi thi.* [Sir her presentation was good]
5. Teacher: *Tou mein kya keh raha houn? Ke who khud achi thi?* [Did I say that it was not? Did I appreciate her instead of her presentation?]
6. Hina: **Sir she was less expressive.**
7. Teacher: *Mein ne kya kaha tha?* [What did I say?]
8. Hina: **Sir eye contact!**
9. Teacher: I said that she has improved.
10. Hina: **Yes sir she has improved a lot. But something was missing.**
11. Teacher: [to the presenter] *Abhi bhi dekhien yeh keh rahi hain k 40%kam tha, mein ne 60% bataya na.* [See they are saying that 40% of your expressions were missing whereas my view was that it was 60%].
12. Presenter: *Yes sir lekin ek dum se tou nahi aayega na.* [Yes sir but I can't learn it all at once].
13. Teacher: [nods] *yes ek dum se tou nahi aayega na. Zahir si baat hai.* [You are right it can't happen just like that. She is right].

14. [to Hina] *Jab tum ne bhi chapatti banana seekhi hoogi, tou kya pehli hi baar mein seedhi bana li thi?* [when you were learning to make chappattis, did you get them right in the very first go?]
15. Hina: **No Sir!**
16. Teacher: [jokingly] *Abhi tak terhi pakati hai.* [She still makes crooked chappattis!] [General laughter]
17. Hina: **No sir!**
18. Teacher: *humein kese patta challe ga k tum seedhi roti pakati ho?* [How would we know whether you make round or crooked chappattis?]
19. Hina: **Sir le aaein choolha aur aata...**[Sir give me flour and stove...]

The most important point to notice in the excerpt is the dynamic change in Hina's L2 WTC when she switches from L2 to L1. The entire discussion between the teacher and students (except Hina) involved the use of codeswitching. The teacher constantly maintains his discourse in L1 with students. On the other hand, Hina engages in the conversation using her L2 (see lines: 6, 8, 10, 15 and 17). However, she switches to L1 because the teacher is constantly using L1 (see lines 13, 14, 16, and 18).

6.4.1.2 Nature of task/topic of discussion

The nature of a task/activity, a situation and the overall environment in the class had an overwhelming influence on participants' L2WTC. Sometimes the nature of a task or an activity also determined participants' use of codeswitching. For example, Aliza who played the role of Director (of the institute) in a role-play said she switched to Sindhi because she had always found the Director using Sindhi with his students.

At that time, I was not willing to talk in English because when... when we had seen the Director in his office he talked to us in Sindhi. Mostly when go to him for some purpose, he always uses Sindhi. So I did not talk in English at that time. (**Aliza in StR-1**)

Hina was found to have used L1 because she believed the message could not have been delivered in L2. For example, during an informal conversation the teacher asked the class in English if they could recall the 'famous' dialogue of a famous Bollywood movie. Since the dialogue was in Hindi/Urdu language, Hina narrated the dialogue ad verbatim.

1. **Teacher:** you must be familiar with the wonderful dialogue in *Dabang-1*
2. [a Bollywood movie], of that film....

3. **Hina:** [repeats the dialogue loudly along with other students] “*Thapad se darr*
4. *nahi lagta sahib, payar se darr lagta hai*”.

6.4.1.3 Informal on-task chatting

A classroom task at a particular moment wherein other students switch to L1 resulted in participants’ switching to L1 intuitively. One such occasion wherein participants made use of L1 was the class activity named as ‘Chinese Whisper’ which was conceived of by the teacher to be in L1(Sindhi). When the teacher asked [in English] for the students’ feedback regarding the activity, students switched from English to L1 (Sindhi-Urdu) intuitively. Similarly, while preparing and planning for a group activity, participants were observed switching codes between English, Sindhi and Urdu. Example 3 provides an excerpt from an informal on-task conversation between members of a group including two participants, Hina and Aliza, of the present study.

Example 6.4.1.3: Excerpt of an informal on-task conversation

1. Student 1: Hina uho issue byo issue huyo. (Translation: Hina that was a different
2. issue).
3. **Hina:** haa hey *issue* sirf CDC and Director saaan ee *related* aa. (Translation:
4. Yeah this issue is related only to CDC and the Director).

[Aliza, who was the leader of the group, also used codeswitching in this conversation].

5. Aliza: Sssshhhh...sab se pehle Imran.. [Translation: first of all, Imran...]
6. Student 2: Pinky...Pinky...
7. Aliza: Imran ta *installment* khani aayo huyo....[Translation: Imran had come for the installment]

[Group members interrupt]

8. Aliza: yaaar budho ta *please! Please* pehryaaan budhho![Translation: friends
9. listen please! listen!]

[Teacher talks to group using English]

10. Teacher: Open up the space please. I don’t know what kind of force brings you
11. so close! You people have come too close!

[Aliza switches to English]

12. Aliza: You and Prinka are going...are coming for installment, right! And who
13. is sir Mansoor?

14. Student 3: Bakhtawar!

15. Student 4: *karno cha he budhayo ta.* [Translation: please tell us! what are we

16. supposed to do?]

17. Aliza: *Disso tawhan bae eendao maslo discuss karan hinan*

18. *de.....*[Translation: look you both would come to discuss the issue with them]

The excerpt is the best illustration of how participants switched between L1 and L2 during an informal on-task conversation. It is also interesting to note the use of both inter-sentential and intra-sentential codeswitching in the excerpt. For instance, in line 3 Hina uses two verbs of English in a sentence in Sindhi. Aliza also inducts words such as installment, please, and discuss while using her L1 (see lines 7, 8 and 18).

6.4.1.4 Off-task chatting/Talk to neighbour

Participants were also observed talking to their neighbour or socialising informally with their friends during class. They reported that normally they used L1 for interacting with the neighbour and socialising with their friends. For example, when Hina was asked in interview which language she used when interacting with her neighbour/friend, she replied:

Because Priya is Sindhi-speaking...so definitely I use Sindhi.....Because what happens...you know...many times...means...you start speaking in your mother tongue intuitively. (**Hina in StR-1**)

It is important to note that despite her conscious effort to use English, she admitted to using L1 intuitively with neighbour/friends in informal conversational settings.

6.4.1.5 To create or make fun

Participants also used codeswitching in order to create or make fun with their teacher or classmates. Following is a long excerpt from a classroom conversation. Two of the participants were seen using Urdu in this conversation apparently for the purpose of creating fun in the class. The reason participants used Urdu instead of Sindhi (both being their first languages) is because the teacher's L1 was Urdu.

Example 6.4.1.5 Excerpt of conversation in the 4th observed class

1. Hina: *Sir when it is discussion...Sir aap hamesha boys ki side lete hain* (laughs)

2. [Translation: You always take boys' side]

3. Teacher: [Smiles] see the galaxy-like shining faces of boys. (General laughter)

4. Teacher: innocent...
5. Girls (shout): what about us sir?
6. Umair (laughingly): *words hi khatam ho gaye hain* (Translation: No comments!!)
7. Umair: Sir the reality is that if a...one women is educated...you can educate the
8. nation (applause). Every successful person is just(Inaudible word). (Loud
9. noise in the class).
10. Umair continues: last...last...last (tries to make his voice heard in the
11. noise)...*Sir yeh jo mard hote hain na, in ko unglyoun pe nachaane waali aurtien*
12. *hain* (smiles) (meaning: women make the men dance on their finger-tips [my
13. translation])

Both Hina and Umair reported in their interview their purpose of switching to Urdu was to create fun and make their classmates laugh. For instance, Umair reported,

I always make fun of my friends... Because I like to taunt my friends ...because they are jealous of me.....as they say [in Sindhi] ‘verbal fireworks’ [funny talk].

The example also shows instances of intra-sentential codeswitching, such as in line 3 Hina uses English in the first clause, while switches to Urdu in the second one. The second clause in Sindhi also contains an English word ‘side’. Inter-sentential and intra-sentential codeswitching occurs in lines from 7 to 13 where Umair speaks in Urdu (line 6) with an English word, such as ‘words’, switches to English (lines 7 to 10), and switches back to Urdu (lines 11 and 12).

6.4.1.6 L1 use to compensate for lack of equivalent/vocabulary in L2

It was found that participants made use of L1 as a strategy to compensate for their lack of vocabulary in L2. Participants avoided using English when they felt they could express themselves better in their mother tongue. For instance, both Aliza and Zubair said they preferred to not use L2 when they felt they could better express the same message in L1.

I was not willing to talk in English when I felt I can speak or deliver my views well in Urdu or in Sindhi. **(Aliza in Diary-10)**

I was not willing to talk in English when I was discussing an idiom with my friend **(Aliza in Diary-8)**

Similarly, Dua was observed asking for the teacher’s permission to speak in either Sindhi or Urdu. This incident was followed up with her in interview wherein she recounted that the

reason she preferred to use Urdu or Sindhi was because she wanted to convey her point/story in a clearer manner.

The reason I wanted to share it in either Sindhi or Urdu because that story involved the characters of ghosts and genies, so I thought I may not be able to articulate it properly because of my lack of vocabulary. **(Dua in StR-1)**

It is important to note that in the examples above, participants admitted to their lack of proficiency as a reason for depending on their L1. However, reliance on L1 was not the only factor influencing the participants' L2WTC; instances of codeswitching were more frequently observed in the conversational practices of participants.

6.4.2 L2 Proficiency

L2 proficiency refers to actual or perceived knowledge, skills, and competence of a learner to express their ideas using English (Cao, 2011, p. 474; MacIntyre et al., 1998, p. 554). The inability to express could be related to lack of comprehension or difficulty in production of L2 at a specific moment. Data from observations, diaries and StRs show that L2 proficiency seriously affected participants' L2WTC on several occasions. However, participants' lack of L2 proficiency was primarily related to deficiency in their lexical resources, such as vocabulary. Participants attributed difficulty to comprehension and production of the vocabulary in English as an impediment to their willingness to speak in English. Difficulty in comprehension refers to a participant's inability to understand a word either written on the board or used by a teacher or classmate (Cao, 2009, pp. 126-127). For example, Hina reported that she was not willing to talk because she was not confident about the vocabulary related to the topic being discussed in class at that moment. Similarly, Zeeshan's L2WTC declined, on quite a number of occasions, due to his lack of vocabulary.

Sir was talking about 'mantra', 'global' or 'go' 'mantra' was written on board. So I was not able to understand the topic. Though I had read about it in book but I didn't understand its meaning properly. It was written in book as 'local mantra'. I was not sure whether it's a hindi word or what? **(Zeeshan in StR-2)**

Lack of production of general vocabulary in English was also one of the main sources of lack of L2WTC. It was found that despite a desire to participate in a conversation, participants' L2WTC decreased when they could not retrieve proper words to express their

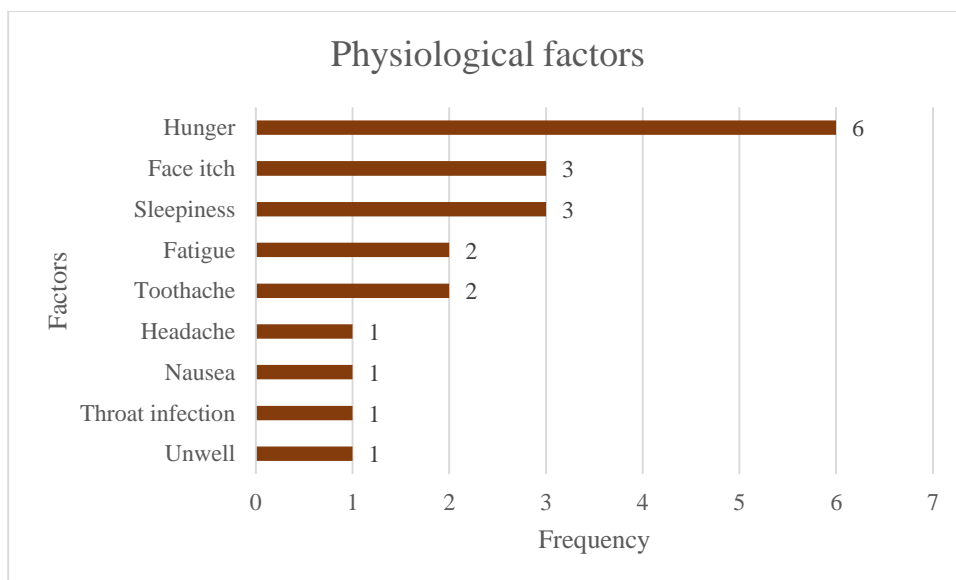
ideas. Some of the participants reported to have experienced this problem more frequently than others. For example, Hina reported in her interview that despite having knowledge about a topic she was not willing to talk because she was having difficulty in organising and articulating her ideas in English. She said, ‘most of the times it happens that I lose control over my language and my ideas even if I have knowledge of the topic’. Similarly, Umair reported that his willingness to engage in communication in English declined when he fell short of words in English; in his own words, ‘mostly I was feeling difficulty with English vocabulary’. The following example illustrates how lack of vocabulary negatively affected Umair’s perceived communicative competence in English and thereupon his L2WTC.

At that time, I was thinking that what type of words should I use in my sentence that really affect [impress] the teacher and the whole class. But there were no words at that time. Because I was thinking that I am not good in English... Whenever I wanted to talk anyone then this problem always occurs with me in English. (**Umair in StR-1**)

These examples are illustrative of, on the one hand, the participants’ L2WTC was affected by their inability to comprehend unfamiliar words and, on the other hand, by their inability to find appropriate words to express their ideas. Despite having the knowledge about the topic of discussion, the participants shied away from engaging in conversation because of lack of vocabulary. Thus, the participants’ lack of lexical resources directly impeded their L2WTC in the class. Findings regarding the influence of code-switching on L2WTC are presented in following paragraphs.

6.5. Physiological factors

Physiological factors refer to participants’ physical state during conversation inside the classroom. Participants’ physical state at a specific moment exerted a strong impact on their communicational behaviour in classroom. It is important to mention that physiological factors were identified in the data from three participants, namely, Aliza, Umair and Zubair. The physiological states found to have affected participants’ L2 WTC included the following: hunger, fatigue, sickness (Nausea), itch, headache, toothache, dizziness, throat problem and feeling unwell (see Figure 6.5 below).



For example, Aliza reported that she was not willing to communicate because she was ‘unwell’ that day. She wrote, ‘during the class I was not feeling well, so I chose to remain silent’. In another class she said she was quiet because she was tired and sleepy, as the following comment in her diary suggests. She wrote in her diary, ‘I was tired and feeling sleepy so I was not that much willing to talk as I normally do’. The evidence is also borne by video-tape and field notes; she was observed to have sought teacher’s permission to go out because she felt like vomiting. This instance was followed up with her in the interview. She recalled her feelings in the following words,

At that time I was feeling like ...ehh...vomiting. Feeling sick. I don’t know but for past few days I have not been feeling well and not energetic as I was.....I was feeling as I was going to collapse. **(Aliza in StR-3)**

Her sensitivities were again disturbed on yet another occasion. Aliza said she did not feel like engaging in conversation in class because she had an itch and pain in her pimples on face during the class. Similarly, face itch was also reported by Umair as a factor disturbing his L2 WTC. He said his face was itching because he had shaved that morning which caused irritation to his face preventing him from participating in class discussion.

There was a problem with me then, I had an itch in my face; my face was completely dry because I had shaved that morning, because of shaving my skin was itchy; and I was feeling hair in my hand. **(Umair in StR-3)**

On the other hand, Zubair reported throat infection as a factor affecting his L2WTC. According to him, there was an ‘unscheduled fumigation spray’ at his hostel which caused him a throat problem which meant he was unable to participate. And finally, feeling hungry was also one of the other factors which caused lack of willingness to talk in class. For example, Umair mentioned that he had not had his breakfast that morning and he had to attend an unscheduled Business Communication (BC) class that afternoon which prevented him from going to the canteen to eat something. He was not even enjoying the funny environment in the class because of feeling hungry. He reported the following,

Sir here I was hungry. I was not feeling good, because they were joking with each other in informal way and I was thinking that if teacher give me a chance for a while I will eat something, I was really hungry at that time (**Umair in StR-3**)

6.6 Summary

The current chapter has provided a detailed account of variables influencing L2 WTC of participants in the BC classroom. While contextual variables exerted a strong impact, participants’ L2 WTC was vulnerable to a combined influence of a variety of contextual, psychological, linguistic, and physiological factors. It has been found that the majority of variables, for example topic, interlocutors, class atmosphere, perceived opportunity, and motivation, exerted both driving and restraining influence on L2 WTC; while some of the variables, such as anxiety, physiological variables, physical location mainly exerted a predominantly restraining influence. However, the behaviour of any one particular variable was interrelated with the behaviour of other variables. Whether a variable would play a driving or a restraining role on a participant depended on a dynamic interplay of learner and context. The patterns and characteristics of interaction of those variables will be discussed in the next chapter.

Chapter seven: Dynamics of variables affecting L2 WTC

7. Introduction

This chapter presents findings to answer the second research question regarding the dynamic interaction of variables to determine L2 WTC. In the previous chapter, the factors influencing WTC in L2 were examined in isolation from their interconnected counterparts. However, using a DST framework the current chapter delves deeper into the complex patterns and interrelations of variables and explains the complex, dynamic and non-linear behaviour of participants' L2 WTC in a classroom context (De Bot et al., 2007; Dornyei, 2009; Larsen-Freeman & Cameron, 2008a). The current chapter is divided into two sections. The first section explicates the patterns of interaction of variables, and the second subsection consists of an exposition of the dynamic features of L2 WTC.

7.1 Patterns of interaction of variables determining L2 WTC

The current study identified specific patterns of interaction of variables influencing L2 WTC. The data was analysed to discover the configuration of variables frequently interacting to construct L2 WTC. In accordance with the content analysis approach, the data was read iteratively to discover how frequently the variables formed the configuration. At first, the analysis was carried out to explore the configurations within individual cases (i.e. within case analysis). Secondly, patterns of interaction of variables were compared and contrasted across the six cases (i.e. cross-case analysis) (Miles & Huberman, 2015, pp. 90-237). It was found that interaction amongst variables occurred at different levels: variables interacted with other variables within the subsystem as well as across the subsystems. Each contextual variable, for example topic, displayed a specific pattern of interaction with psychological, linguistic, and other contextual variables, such as perceived opportunity, motivation, anxiety, L2 proficiency and codeswitching. Based on the qualitative data, that is, diaries and stimulated-recall interviews (StRs), Table 7.1 represents the variables which frequently interacted with one another to form L2 WTC.

Table 7.1 Patterns of interaction of variables determining L2WTC

Patterns of interaction of variables			
Contextual Factors	Psychological factors	Linguistic factors	Physiological factors
Topic	Perceived opportunity Motivation Anxiety PCC Pre-occupation Cognitive block	Vocabulary Reliance on L1	Hunger Itch in face
Interlocutors	Perceived opportunity Feelings/emotions Motivation Desire to talk Anxiety Pre-occupied Self-esteem	Vocabulary Reliance on L1	Toothache Headache Fatigue
Interactional patterns	Motivation Perceived opportunity PCC Anxiety	Vocabulary Reliance on L1	Nausea/sickness Sleepiness
Classroom atmosphere	Perceived opportunity Motivation Anxiety	Reliance on L1	Throat infection
Physical location	Perceived Opportunity Anxiety Self-esteem	-	
Grades/Marks	Motivation Anxiety	-	
Appearance	Anxiety Self-esteem	-	

7.1.1 Interaction of topic with psychological and linguistic variables

The first row in the table above represents the configuration between topic, psychological and linguistic variables. Topic frequently interacted with psychological variables such as, perceived opportunity, motivation, anxiety, perceived communicative competence, pre-occupation, and cognitive block. Correspondingly, topic was interrelated with linguistic variables such as lack of vocabulary and codeswitching.

Interaction between topic, anxiety, and motivation has been underplayed in the previous literature. The current study explored a strong relation between topic and anxiety:

lack of topical knowledge induced anxiety amongst participants. On the other hand, familiarity with topic reduced anxiety and increased participants' motivation to engage in a discussion. For instance, Dua's L2 WTC was frequently constructed by the interaction of interest in a topic and motivation to participate in the discussion, while Hina's L2 WTC was frequently affected by an inverse relation between lack of familiarity with a topic and fear of an interlocutor's negative reaction.

The most striking interrelation, however, was found between anxiety and motivation. Data showed that higher motivation was related to low anxiety and vice versa. When participants were highly motivated to participate in an activity, for example, a discussion or a task, their anxiety regarding the criticism from interlocutors did not affect their L2 WTC. The example below illustrates the inverse relation between motivation and anxiety. Umair's higher motivation and perceived opportunity reduced his anxiety and increased his L2 WTC.

What motivated me was the feeling that my letter was better than the one my friend had written. That's why I was raising my hand to read my letter. But whenever I looked at teacher, I was getting afraid because I was feeling that he would definitely find some mistake in the letter. I too was sure that my letter must have some mistakes in it. But then I thought the opportunity has arisen; and I must at least read out the letter even if it has mistaken (**StR-3**).

The example also demonstrates that fluctuations in L2 WTC were determined by a non-linear interaction of variables, such as motivation, anxiety and perceived opportunity. The interrelation between topic and linguistic variables, especially lack of vocabulary, also jointly affected participants' L2 WTC. Sometimes lack of perceived communicative competence and language proficiency combined to reduce participants' motivation to participate in a discussion. At other times, interaction of topic and linguistic variables affected participants' L2 WTC. A lack of familiarity with a topic and a lack of familiarity with a word in L2 (e.g. intimate, proxemics, kinesics, grapevine, mantra) reduced participants' perceived communicative competence and resulted in either silence or use of L1. For instance, the frequency of interaction between interest in topic, lack of perceived communicative competence and lack of language proficiency was higher in Aliza's and Umair's cases compared to other participants.

Interaction between topic, motivation, and perceived opportunity was also found to be frequent. While interest in/familiarity with a topic raised participants' motivation to participate in discussion, lack of perceived opportunity reduced motivation and affected L2 WTC. Thus, interest in/familiarity with topic had to correspond with perceived opportunity for ultimate L2 WTC to arise. The interaction between topic, interlocutor and perceived opportunity was also generic in the data across participants; however, the interaction was found to have been significantly influential in predicting the L2 WTC of Zeeshan and Zubair. Most of the times their interest in a topic was interrupted with by a lack of perceived opportunity resulting in lower motivation to engage in the discussion. Finally, interrelation between topic, pre-occupation and cognitive block was less frequent and relatively less influential than interrelation between topic, anxiety, motivation and lack of language proficiency.

7.1.2 Interaction of interlocutors with psychological and linguistic variables

The second row in the table represents the configuration between interlocutor, psychological and linguistic variables. Interlocutors (such as teacher and classmates), were interrelated with a similar set of psychological and linguistic factors as the topic. Interlocutors exerted strong influence on participants' L2WTC through affective variables, that is, motivation, anxiety, emotions and desire to talk. For example, interlocutors worked as a source of participants' intrinsic as well as extrinsic motivation. Sometimes participants were intrinsically motivated to talk to their teacher/classmate(s), while at others, interlocutors increased participants' motivation by encouraging them to talk. The combination of interlocutors and motivation was significantly related to the L2 WTC of Umair, and Zubair.

Similarly, interlocutors' (bad) attitude, mood and lack of attention were interrelated with participants' self-esteem and anxiety. Participants avoided communication with a teacher if it involved a potential threat to their face/self-esteem. The combination of interlocutors and anxiety was frequently cited across the participants; however, the interrelation between interlocutors and anxiety was a frequent and significant predictor of Hina's and Umair's L2 WTC.

The interaction between interlocutors and emotions, such as humiliation, anger, revenge, surprise and empathy, was a strong predictor of participants' L2 WTC. Participants' emotional attachment with their interlocutors sometimes increased their WTC, while at other times, it decreased L2 WTC. For instance, sometimes participants were willing to talk to encourage their close friends, whilst other times the fear of hurting them inhibited their WTC in L2. The joint influence of interlocutors and emotions was identified specifically in the case of Dua, Aliza and Umair. These participants were emotionally sensitive towards the behaviour of their interlocutors.

Furthermore, the interaction between interlocutors and reliance on codeswitching was also frequently identified across the data. Participants' choice of L2/L1 or use of codeswitching was significantly interdependent on their interlocutors' use of L2/L1 or codeswitching. Interlocutors and perceived opportunity demonstrated a strong relation combining mainly to interfere with participants' L2 WTC. Most of the participants reported that they lost opportunities to talk due to interruption by their interlocutors. In addition to that, a lack of opportunity was interrelated with a lack of motivation. Participants experienced a loss of motivation in the wake of a loss of opportunity to talk. Finally, some of the less frequent configurations occurred between interlocutors, pre-occupation and desire to talk. Participants sometimes relapsed into reflection upon their interlocutor's personality resulting in absence of willingness to talk at that moment.

7.1.3 Interaction of task types with interactional context, psychological and linguistic variables

Furthermore, task types and interactional context interacted with motivation, perceived opportunity, anxiety and perceived communicative competence. Interaction between task types, interactional context and motivation was frequently cited as co-constructing L2 WTC. Participants displayed motivation to perform certain activities, such as discussions, debates, presentations and tasks. Nevertheless, participants varied with respect to their motivation to engage in different tasks and interactional contexts. For example, Dua's L2 WTC was jointly influenced by motivation to participate in discussions and role-plays; Umair's L2 WTC was jointly predicted by his motivation to do presentations in whole-class interactional contexts, while Hina's L2 WTC was co-constructed by her motivation to participate in discussions.

Depending on the difficulty of/preparation for the task, participants experienced anxiety and lack of perceived communicative competence. Participants reported they felt anxiety due to their partners in a task. Similarly, they felt lack of perceived communicative competence during performing a task. For instance, Aliza reported that she experienced lack of perceived communicative competence while performing a role-play. Classroom interaction based on teacher-talk interfered with participants' motivation to participate in discussion because it offered fewer opportunities to talk. For instance, Hina, Zeeshan and Dua experienced lack of motivation and unwillingness to communicate in teacher-centered/lecture-based class sessions. Thus, task types and interactional context interacted in diverse ways with a variety of psychological variables depending on a specific situation.

7.1.4 Interaction of classroom atmosphere with psychological and linguistic variables

Another configuration of variables which predicted participants' L2 WTC was the interaction between classroom atmosphere, motivation, self-esteem, anxiety, perceived opportunity, and codeswitching. A stress-free classroom atmosphere was infectious in terms of enhancing participants' motivation and constructing of their WTC in L2. During most occurrences though participants were not willing to talk, their WTC dynamically increased due to the stress-free discursive class atmosphere. Contrarily, a stressful and face-threatening atmosphere threatened self-esteem, increased anxiety, reduced motivation and forced participants to opt for silence. Similarly, if the discussion in class involved codeswitching or use of L1, participants also used codeswitching or relied on L1 for communication. For example, whilst the interrelation between a stress-free class environment and motivation was identified as a predictor of Umair's L2 WTC, a stress-full atmosphere, low self-esteem and lack of motivation was discovered to be the predictor of Zubair's L2 WTC.

7.1.5 Pattern of interaction between anxiety, motivation and perceived opportunity with contextual factors, i.e. physical location, grades and appearance

Perceived opportunity and motivation were interrelated with physical location/seating in class, grades and appearance. Participants sitting on the back benches reported lack of motivation and perceived opportunity. The interaction between physical location in class,

lack of perceived opportunity and motivation underpinned the L2 WTC of Umair, Zeeshan and Zubair. Grades/marks in exams provided the participants with an extrinsic source of motivation to engage in class activities. Conversely, fear of losing marks negatively affected their motivation and reduced their L2 WTC. The dynamic combination of grades, motivation, and anxiety was relatively more significant in shaping Umair's L2 WTC than that of other participants. Lastly, participants' dress and personal appearance in class also influenced their WTC through increased anxiety and lack of confidence. Participants preferred to avoid communication when they wore battered boots, pants or shirts.

7.1.6 Interaction of physiological and psychological variables

It is important to note that physiological factors were not directly interrelated with the immediate contextual and linguistic factors. Their immediate interaction occurred with psychological factors, especially motivation and anxiety. For instance, bad health, fatigue and sleepiness reduced participants' motivation to engage in activities, created anxiety and affected their L2 WTC. The joint influence of psychological and physiological variables significantly interfered with the L2 WTC of Umair and Aliza.

The most important point to note is that the interaction between variables was constantly in flux. The variables playing a significant role at times played a less significant role in the final outcome. For instance, sometimes mood played a central part in enhancing participants' willingness, while at other times it was less influential in determining L2 WTC. Aliza's example can be used to illustrate the point. Her L2 WTC was higher in the third observed class despite her bad mood. That is, mood played a less influential role in obstructing her WTC. Conversely, despite her feeling anxiety in the eleventh observed class her L2 WTC was higher due to her good mood.

Similarly, sometimes participants' bad health affected their L2 WTC while at others, it was overshadowed by other [facilitating] factors. For example, Umair's L2 WTC was primarily affected due to his feeling hungry in the sixth observed class. However, despite his feeling hungry in the thirteenth observed class, his L2 WTC was relatively higher than the previous classes due to his good mood, perceived personal appearance and motivation to impress the teacher to win marks.

The discussion in this section shows that the variables displayed specific patterns of interaction in determining participants' L2 WTC. The discussion also exemplifies that the interaction between variables was complex, dynamic, and non-linear. The complex, dynamic, and non-linear patterns of variables underlined the dynamic, complex, and non-linear behaviour of L2 WTC as such. The following paragraphs present the analysis of data from the perspective of DST presenting the specific characteristics of participants' WTC in L2.

7.2 L2 WTC as a complex and dynamic system: Salient features

The analysis of the data revealed that participants' WTC in L2 behaved as a dynamic system displaying such characteristics as complexity, interconnectedness, dynamism, sensitive dependence on initial conditions, non-linearity, feedback sensitivity, self-organisation, and attractor and repeller states. Since L2WTC represents an organic whole, each one of its characteristics formed an organic and inextricable relation with other characteristics. Therefore, none of the characteristics discussed in the paragraphs below can actually be examined in isolation from other characteristics. For instance, the process of self-organisation of L2 WTC cannot be understood without first understanding the features of non-linearity and fluctuations/change over time. However, each characteristic has been exemplified and illustrated separately in this section for heuristic and descriptive purposes. These characteristics are described and presented in the following paragraphs using examples from the data.

7.2.1 Complexity

A system is said to be complex if it is composed of a large number of underlying components connecting and interacting in different ways (Larsen-Freeman & Cameron, 2008a, p. 25). L2 WTC was found to be complex because it was jointly determined by more than one variable, such as contextual, psychological, linguistic and physiological. The quote below illustrates the complexity involved in WTC in L2. For instance, Hina mentioned,

I was not willing to talk in English in today's class because I was *fearing* that may be ...*I was not sure about the question's answer* that was asked by sir; and the second thing is that I was *fearing from the response of sir* as sometimes he makes fun of students which makes me *feel embarrass* [my italics]. **(Diary-1)**

The quote shows that Hina's L2 WTC was, on the one hand, negatively affected by a *lack of familiarity with the topic*, and *anxiety* about potential criticism from the *teacher*, on the other. Thus, the three variables, one psychological (anxiety) and two contextual (topic and teacher), influenced Hina's situational WTC in L2.

7.2.2 Interconnectedness

The data also shows that variables were interdependent and interconnected. As Larsen-Freeman (2015) argues, 'it is not sufficient to view factors one by one...it is also important that learner factors overlap and interact interdependently with factors playing larger role at certain times and not at other' (p. 14). Variables affecting participants' L2 WTC were so connected that change in one variable affected change in other related variables (Larsen-Freeman & Cameron, 2008, p. 233). Some of the examples below will illustrate interconnectedness between variables. For instance, the interaction between Umair's motivation and perceived opportunity jointly increased his L2 WTC.

I want to be a good leader; I want to be a good communicator, a good manager. The teacher asked us that...err...if you...err... that if you are given a chance to be a manager...so I thought that we are being offered me a chance to become a manager [for the moment] so I should avail the chance. Because I was thinking that I can perform better than these two guys. **(StR-1)**

Umair's motivation arose intrinsically and was predicated upon a number of other related variables, such as desire to become a good leader, communicator and manager, and interest in participating in the task, such as role-play; and confidence that he could perform better

than his peers could. Higher motivation was interconnected with his perception of opportunity offered by the teacher. Thus, a change in Umair's motivation corresponded with a change in perceived opportunity and L2 WTC.

Similarly, Zeeshan's L2 WTC arose as a result of his interest in the topic of discussion and his desire to talk to the teacher. However, his perception of opportunity and the anxiety about his teacher's reaction regarding interrupting other students interfered with his situational WTC. He noted the following,

At this point of time in that class what I was feeling I wanted to share it with sir, while Emmy was talking, I wanted to interrupt her and tell the teacher that 'sir woman is weak and man is stronger; he has courage. (StR-1)

The quote above shows how Zeeshan's WTC was constructed by his interest in the topic and his desire to talk to the teacher. However, his WTC eventually declined due to interference of other variables. He explained,

I couldn't speak because the discussion between Emmy and the teacher was going on and I felt that if I interrupt them half-way, they would not like it; and the teacher would also think, 'he is interrupting in between without letting her finish'. (StR-1)

Thus, lack of perceived opportunity and anxiety interfered with Zeeshan's L2 WTC. The quote also demonstrates dynamic fluctuation in Zeeshan's L2 WTC as a result of interaction of these variables. These and many other examples across the data bear evidence to the fact that variables constituting L2 WTC are interlocked in a complex and dynamic relationship whereby change in a variable results in subsequent changes in other related variables.

7.2.3 Change

The essential characteristic of dynamic systems is the instantaneous change that occurs as a result of dynamic interaction of underlying variables. The evidence from the current study shows that participants' L2 WTC underwent fluctuations from moment-to-moment, situation-to-situation, and over time. Since L2 WTC is constituted by the interaction of underlying variables, the change in variables necessarily resulted in the change in L2 WTC. Some of interesting examples are presented to illustrate the nature of change in participants' L2WTC. Figure 7.2.3 below demonstrates fluctuations in participants' L2 WTC across fourteen BC classes.

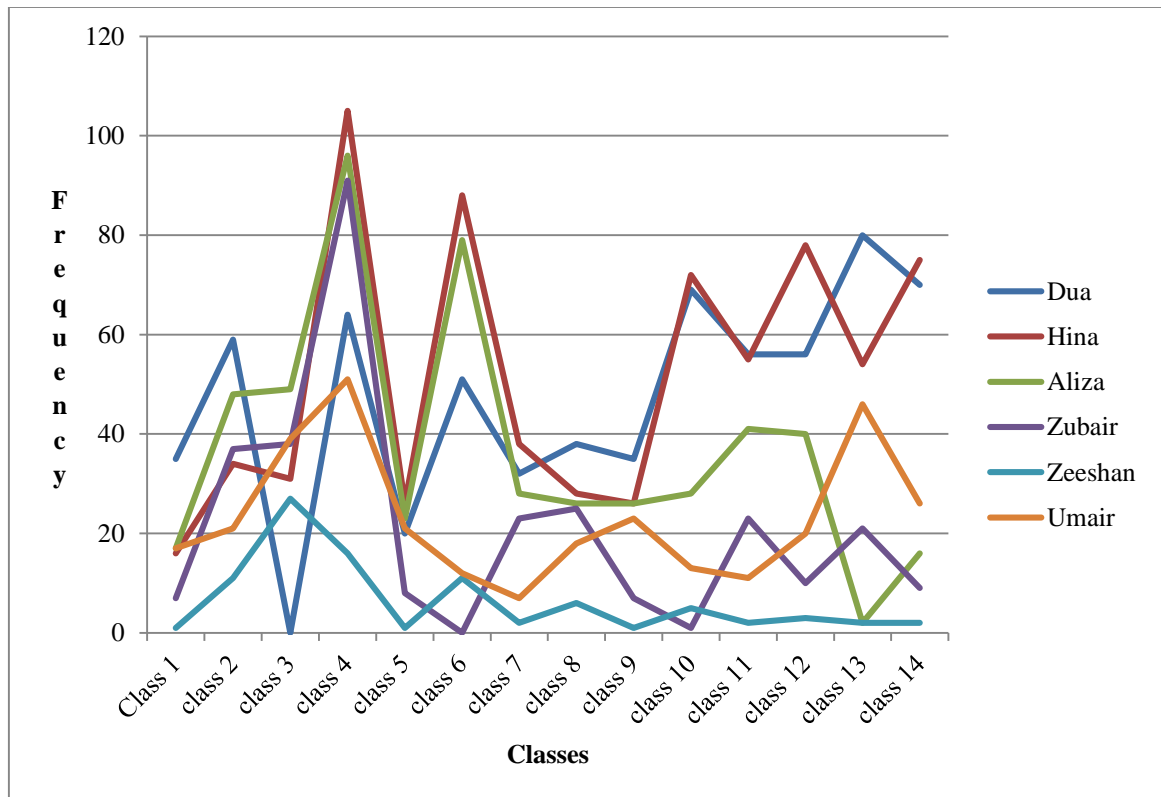


Figure 7.2.3 Fluctuations in participants’ L2 WTC over fourteen BC classes

The figure above shows the complex trajectory of participants’ L2 WTC in the BC classes over ten weeks. It is evident that each participant categorically varied in his/her L2 WTC from other participants. Some of the participants, such as Dua and Hina, showed a relative increase in L2 WTC despite intermittent fluctuations, while others, such as Aliza, Zubair, Zeeshan and Umair, displayed even sharper fluctuations and a constant decline in L2 WTC over time.

However, the nature of moment-to-moment fluctuations was even more complex. Example 7.2.3.1 below presents an excerpt of classroom conversation between the teacher and students on the topic of ‘Structure of Organisational Communication’. In the excerpt, Umair can be noticed raising and dropping his hand twice in short successions.

Example 7.2.3.1 Fluctuations in Umair’s WTC in L2

Teacher: Okay!! Manager can never be..err..a rank above the CEO in hierarchy.

Student 1: Yes sir in the top level management.

Teacher: CEO will be the head of the organisation.

Student 2: yes sir!

Teacher: And this is the structure!

Umair: [raises his hand]

Teacher: [to student 3] Adeel!

Umair: [drops his hand]

Student 3: Sir he is right!

Teacher: He's right!?

Umair: [Umair puts his hand up]

Student 3: Actually I want to say that there are many managers they never read the books. But they are performing the organisational communication.

Teacher: We are not talking about whether you learn or whether you perform.

Umair: [drops his hand]

Teacher: [continues] My question was

[General commotion starts]

Student 4: Sir structural communication...

Student 5: About information within your organisation.

Student 6: yes sir!

Teacher: My God!! You have wasted ten minutes of my class! Mr Adeel!!! And you know, in my class there are negative marks for those whoWho?

Class: Wastes your time!!

Teacher: Right, who wastes my time! And your penalty, instead of negative marks, on you is that you will have to do a presentation in the next class. The presentation will be on 'structured communication'. And it will be seven-minute long presentation with only seven slides included. Clear!?

In his interview, Umair mentioned that he was not prepared for the topic but his interest in the topic developed gradually as the discussion progressed. His willingness to communicate increased during the conversation and he wanted to share his personal experience related to the topic. He said the following,

Sir here I raised my hand so many times because I wanted to share my real experience with my teacher because I had done job in a cellular network company and there was a concept of working...ehh....i wanted to share my ideas and two or three times I raised my hand. **(Umair in StR-1)**

His willingness, however, dropped on account of several factors. He failed to attract teacher's attention, lacked opportunity, felt lack of preparedness for topic, and feared losing negative marks. Here is what he pointed out,

But I think that teacher didn't notice me....that's why he didn't give me opportunity. So I thought, leave it I am not prepared. And also because teacher said that anyone who wastes my time I deduct marks. That was really threatening for me because due to marks we are communicating here, we are doing each and everything here. Because if marks will be deducted, then how can we communicate. (**Umair in StR-1**)

Factors such as interest in the topic increased his willingness, while lack of the teacher's attention, lack of perceived opportunity, lack of preparation for topic, and fear of losing marks inhibited his WTC. Thus, a dynamic interaction between facilitating and inhibiting variables affected change in Umair's L2 WTC.

Example 7.2.3.2 Fluctuations in Hina's L2 WTC

Hina's L2 WTC underwent a series of fluctuations in the sixth observed class. In the first session of the class, the frequency of Hina's L2 WTC was recorded as 59 instances of L2 use. However, by the end of the first session her L2 WTC sharply declined due to class atmosphere. Her L2 WTC reduced because one of her friends was made a subject of pranks by classmates which created fear of a potential threat to her face. Though the event took place in a humorous atmosphere, Hina's perceived threat to her face, nonetheless, impeded her WTC. She mentioned that she wanted to support her friend but because of the fear of other classmates' reaction she didn't dare to. The time this occurred in class is also important to notice here which indicates drop in Hina's L2 WTC. The incident which hampered Hina's L2 WTC occurred between 40 and 45 minutes of the class time. Figure 7.2.3.2(a) below illustrates moment-to-moment fluctuations in Hina's L2 WTC in the first session of the class.

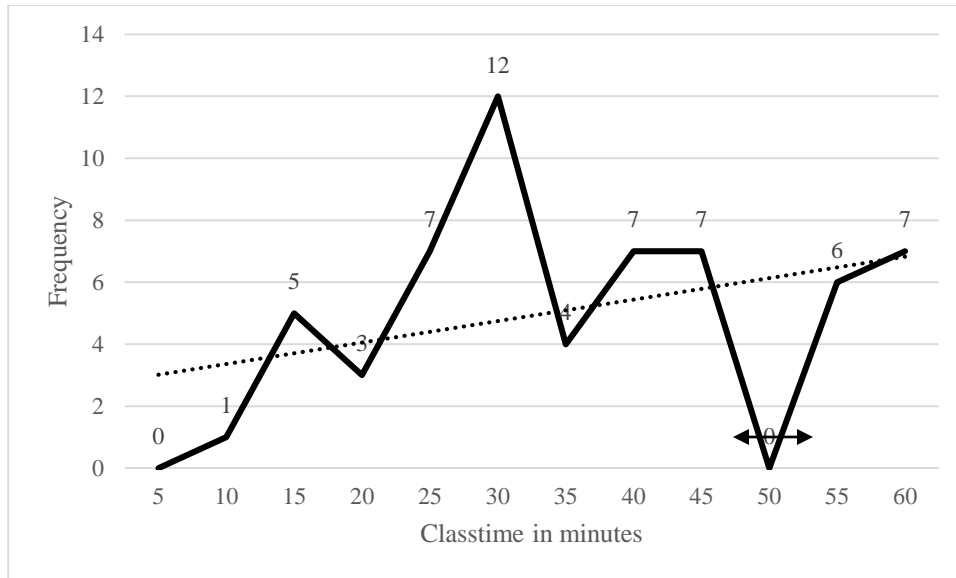


Figure 7.2.3.2(a) Moment-to-moment fluctuations in Hina’s WTC in session-1 of 6th observed class

The figure shows that Hina’s L2 WTC in the first session increased gradually despite fluctuations. The dotted trend line in the figure shows that her L2 WTC was in an attractor state during that session. She was observed to have fallen silent for about five minutes (see the arrow in Figure 7.2.3.2(a)) owing to her empathy with her friend as well as anxiety regarding threat to her face. Despite the brief slump in WTC, she seemed to have recovered from that state of mind soon after and started to participate once again towards the end of the first session.

However, in the second session, her L2 WTC displayed moment-to-moment fluctuations. In the beginning of the session (between 1 and 15 minutes of the class time), she reported to have experienced an emotional shock when another of her friends was targeted in the class by other classmates.

I was just shocked at what happened...so because of that very incident which occurred, the idea slipped from my mind (**StR-1**).

In addition to influencing her emotions, this incident also created anxiety in Hina. Her L2 WTC, nevertheless, organised itself intermittently throughout the session due to instrumental reasons. She reported that after the incident with her friend she was trying to engage in discussion because, ‘he [teacher] had told us explicitly what could happen if we didn’t

participate in class. I may not speak in class but for his rules, and the notion of what I could have to bear if I don't participate'. Figure 7.2.3.2(b) below illustrates instantaneous fluctuations in Hina's L2 WTC throughout the session.

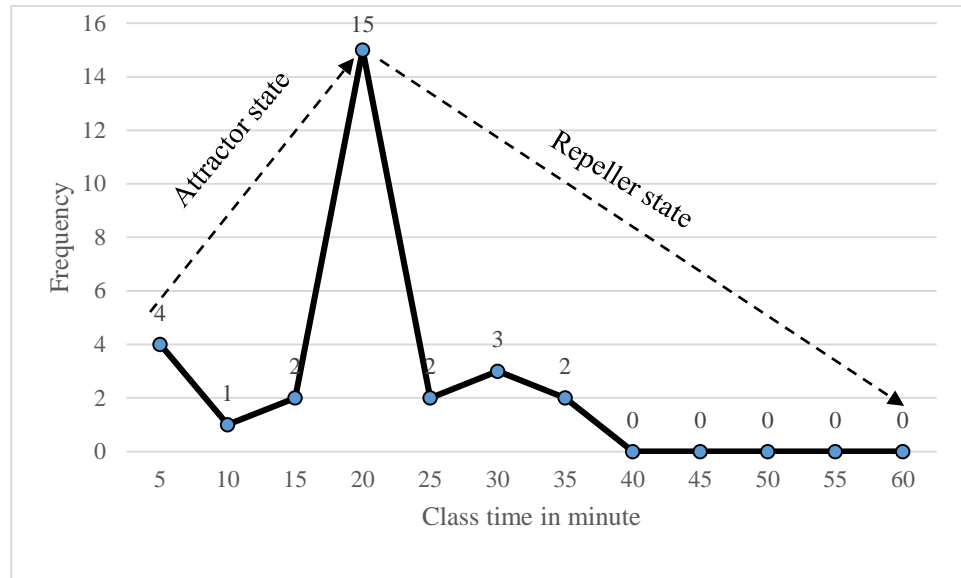


Figure 7.2.3.2(b) Fluctuations in Hina's L2 WTC in session-2 of 6th class

Her L2 WTC was instantaneously inhibited by factors, such as: class atmosphere, pre-occupation and anxiety. For instance, she reported that at one point when she was willing to talk, her WTC was prevented by anxiety regarding the potential reaction of her interlocutors, such as her teacher and classmates. She stated the following, 'so I was saying that Adnan is wrong. But because of the fear of teacher and class fellows I didn't share this thought' (StR-1). Thus, due to the debilitating effect of these factors, Hina's L2 WTC slipped into a repeller state for the rest of the session.

7.2.4 Sensitive dependence on initial conditions

The evidence from the data shows that L2 WTC displayed sensitivity towards the initial conditions. Initial conditions refer to conditions prevailing at the start of a specific class. Initial conditions in the present study ranged from trait-like variables, such as participants' personality and L2 proficiency, to situational variables, such as preparation (or a lack thereof) for a topic, personality or nature of interlocutors, mood, physical appearance, and state of physical health. Initial conditions were found to be the major reason for the unpredictable communicational behaviour (Larsen-Freeman, 1997, p. 144). The present

study identified various variables which functioned as initial conditions. Table 7.2.4 presents the variables which served as initial conditions affecting participants' WTC in L2.

Table .7.2.4 Initial conditions affecting L2 WTC

Factors functioning as initial conditions	
1.	Personality
2.	Personality of interlocutor
3.	Preparation for topic
4.	L2 proficiency
5.	Mood
6.	Health/physiological problems
7.	Appearance

The talkative or silent nature of participants functioned as an initial condition for participants affecting their L2 WTC inside as well as outside the classroom. For instance, talkative nature of Hina and Aliza served as a driving variable for their frequent use of L2 in class, while Zeeshan's silent nature demonstrated itself in a lower number of turns he exploited for L2 use. Participants' repertoire of English vocabulary and grammar also served as an initial condition. For example, Zeehan's limited vocabulary and Aliza's lack of grammatical competence inhibited their participation on several occasions in different classes.

In addition, situational variables, such as preparation for topic, personality of interlocutor, also served as initial conditions. For instance, data from observations suggest that Hina was generally silent in the thirteenth observed class. Reporting the reason for silence, she stated in her interview that she had forgotten to bring the book in class and feared teacher's criticism for it.

I had forgotten to bring along the book and I was afraid that if he watched me then he would punish me. I was fearing that if sir ...means, I wished the teacher didn't notice me in class. You can say because of the fear of punishment I was silent. (StR-3)

The personality of a teacher affected classroom atmosphere as well as alleviated participants' anxiety to construct participants' L2WTC. Participants' avoided communication if they sensed the teacher was in a bad mood. Conversely, the teacher's good/jolly mood sometimes worked to alleviate participants' anxiety and encouraged them to participate in class. The quotes presented below serve as an exemplar of a teacher's personality as an initial condition.

For example, Hina reported that she was always scared of her teacher in class because her seniors had informed her about the teacher's nature long before the module had begun. In her words,

We have some seniors...like when we are assigned a teacher for a particular subject then we ask from...you know....other senior students...who were...you know... taught by the teacher earlier...from that teacher...we used to ask from the students that how is he [as a teacher], and how he gives marks and how his behaviour is in the class. So everybody...you know... they said us...oh my God!!!!..Whom you have got? Sir is very strict. He will not...he will not give you marks... and this and that.
(Hina in StR-1)

The quote is a classic example of the impact of initial conditions on L2 WTC. Hina entered the BC class with this perception of the teacher in her mind which affected her L2 WTC in class. In contrast to this, Umair attributed his higher L2 WTC in the class to his favourite teacher. Zubair ascribed the teacher's humorous nature as an encouragement to him; it released his stress, alleviated his frustration [of not getting an opportunity on a previous occasion] and eventually raised his L2WTC.

Sometimes the humorous nature of the teacher also encourages people to take active part you know ...because that somehow....errr...yes releases the tension and alleviates the frustration that you have in the previous class **(StR-2)**

The quotes above also facilitate an illustration of *attractor states* wherein the participant's L2WTC, despite various fluctuations during the class, seem to have been stable over time. Participants' physical location such as, seating in a class on a particular day/time also served as an initial condition. Where a participant was sitting, whether on the back benches or front benches, had a serious effect on his/her self-esteem and L2 WTC throughout that episode.

Furthermore, physiological factors, such as hunger, sleepiness, fatigue, sickness, headache, also worked as initial conditions. For example, Umair reported that he was not willing to talk because he was having a toothache and headache in class.

I was not willing to talk due to toothache and headache; mean I was not feeling good due to health problem **(Umair in Diary-8)**

Participants' mood, and perceived appearance, are also included amongst factors which functioned as initial conditions. Whether a participants' mood was good or whether he/she was dressed well on a particular day determined their communicational behaviour in class.

Sensitive dependability on initial conditions is closely associated with the idea of non-linearity: the idea that effect is not always proportionate to its cause.

7.2.5 Non-linear nature of L2 WTC

The data also shows that participants' L2 WTC displayed the dual characteristics of linearity and non-linearity. Non-linearity is the idea that 'change in one element does not always produce a proportional change in other elements' (Dornyei, 2009, p. 105). Sometimes a slight change in an element resulted in vast changes in participants' L2 WTC; whereas sometimes even greater changes in variables produced the slightest or no significant change in L2 WTC as a whole. Sometimes presence of a number of facilitating factors did not perceivably budge L2 WTC because of interference of another more dominant variable resulting in an inhibition of L2 WTC. For example, the following excerpt shows that despite presence of even a number of potentially facilitating factors, the participant decided to stay silent because of a lack of perceived opportunity.

Here you see teacher is gradually turning his attention to me. I was desperate for the teacher to communicate to me..... That is what I wanted to tell. That was also on my mind but because there was no opportunity; there were so many boys and girls shaking their hands; they were talking [shouting] so in that way I could not talk.
(Zeeshan in StR-1)

The excerpt above shows that despite presence of a host of facilitating factors, such as the teacher's attention, desire to talk to the teacher and interest in the topic, Zeeshan's situational WTC in L2 remained inactive due to a lack of opportunity. Similarly, sometimes even a number of facilitating variables, including a strong desire to talk, a stress-free class environment, or motivation to participate in a discussion did not translate in L2 WTC because of a lack of perceived communicative competence and L2 proficiency. For instance, Umair, whose L2 WTC went through a moment-to-moment change in class as a result of non-linear interaction of underlying variables, stated the following,

Whenever I raised the hand, I was thinking that when I support the girls all the guys will make the fun [laughs] and taunt at me; and this make a pleasant and funny mood in all over the class environment; that is why I support mostly girl [to create pleasant atmosphere in class]. **(StR-1)**

But despite his interest in the topic, intrinsic motivation to engage in discussion and lower anxiety, Umair failed to communicate due to a lack of perceived competence and L2 proficiency, as the following quote illustrates,

I was thinking that though I am supporting girls in principle but I haven't got words to express my feelings; like the vocabulary other boys were using was heart-touching. Mostly I was feeling difficulty with English vocabulary. **(StR-1)**

The excerpt also illustrates the dynamic nature of L2 WTC fluctuating within a conversation situation. Sometimes despite a strong influence of debilitating factors, participants' L2 WTC emerged as an unlikely outcome of the interference of a facilitating variable. For example, Aliza reported,

Yeah [I was] confused. At that moment I was looking for proper words...that what I should say. Because then I was talking in Sindhi. I was talking in Sindhi. So it occurred to my mind that if I would not use English even then, I would have to bear the brunt of teacher's taunts. **(Aliza in StR-1)**

At first she was confused because of her lack of L2 proficiency, but the fear of the teacher's criticism induced anxiety and activated her L2WTC. Thus, her willingness to talk emerged out of the complex, non-linear and unpredictable interaction of psychological, linguistic and contextual variables.

Notwithstanding the disproportionality between the cause and the effect, L2 WTC also displays, albeit occasionally, linearity wherein 'a cause of a particular strength results in an effect of an equal strength' (Larsen-Freeman, 1997, p. 143). Sometimes the relation between a variable and L2WTC was direct and linear. For example, Zubair mentioned the following:

I was interested in talking about superstitions. Because I myself have experienced superstitions. **(Zubair in StR-1)**

Participant's interest in and familiarity with topic directly influenced his L2 WTC. The examples above showed that L2 WTC displayed dual characteristics of linearity and non-linearity.

7.2.6 Attractor and repeller states

One of the most striking revelations of the study is the identification of attractor and repeller states of L2 WTC. Due to the feedback sensitivity and dynamism of L2 WTC, these states were temporary and volatile rather than permanent and fixed. In some cases, the attractor and repeller states were very brief and instantaneous occurring within a conversational setting; while in other cases, they were enduring and stable over a relatively longer period. It is important to note that the stability of a state, attractor or repeller, depended on the relative strength and force exerted on L2 WTC by facilitating or debilitating variables. Some of the examples below will help to illustrate the nature of attractor and repeller states.

7.2.6.1 Dua's case

Dua's L2 WTC entered into a repeller state for a brief period during a conversation due to her lack of vocabulary and perceived communicative competence. She attempted to ask for teacher's permission to share a story using L1 but the pressure of her classmates forced her to continue in L2. This is how the situation unraveled:

Example 7.2.6.1 Instantaneous attractors/repellers

Dua: Sir! Sir! I have an example!

Sir I have an example!

Teacher: yes please!

Dua: Sir I would like to tell it in Urdu or Sindhi because it's a long story.

Classmates: No sir...no Sir...

Student-1: you have been opposing the use of mother tongue in class for previous 1.5 hours and now you are saying that...

[General laughter.....Dua is also seen laughing]

Dua: [continues in English] One of my uncle's friend went to a *mullah*...the one who studies...he has an art of telling whether a person has a *jinn or bhoot* [genie/evil spirit] in him or not!?

Teacher prompts: a black magician!?!?

Dua: [continues in English]

Recalling this incident in her StR, she reported that she experienced lack of perceived communicative competence and lack of vocabulary at that moment, as in the following quote.

I wanted to share it with my class fellows.....the reason I wanted to share it in either Sindhi or Urdu because that story involved the characters of ghosts and genies, so I thought I may not be able to articulate it properly because of my lack of vocabulary. That is why I asked the teacher's permission for using Sindhi or Urdu. However, the message was properly conveyed. **(Dua in StR-1)**

It is clear from her response that Dua's L2 WTC declined and entered into a repeller state for a moment due to her lack of vocabulary and perceived communicative competence. However, her interest in the topic and motivation to share her story exerted strong push to extract her L2 WTC from the repeller state which jointly alleviated the negative effect of her lack of vocabulary and perceived competence.

7.2.6.2 Zubair's case

Zubair's case can be presented as an example of the enduring effects of attractors and repellers. He did a presentation based on a video-clip he had recorded of his friend's non-verbal communication. He was expecting appreciation on his presentation, whereas the feedback he received from the teacher and the classmates was far below his expectations. A brief excerpt of the conversation just after his presentation is presented below:

Example 7.2.6.3 Enduring repeller state

Teacher: Your comments [about the video]

Zubair: Sir my comment about the video is that I was affectionate, or I have great love for his body gestures. And I wanted to apply them practically. So I have been getting this knowledge from him by being in his surroundings. All the time I follow, or try to follow his body moves. So that's why I recorded this video. There were five more...other videos but they are not suitable.

Teacher: Okay. [to class] what impression did you get from his...I think...twenty to twenty-five seconds video. Yes?

Student 1: Sir may I! There was nothing special in it [presentation].

Teacher: [repeats after student-1] No any special thing in it. There was nothing special!

Student 2: His voice was there, so...

Student 3: Sir his body language was not clear.

Student 4: Sir the message was not complete.

Teacher: The message was not clear. So your idea is that the message was not complete.

Student 4: yes sir!

Student 5: Sir I was there [when he recorded the video] and I know that the message was complete and...

Teacher: you know it because you were there?

Student 5: yes sir ...

Teacher: But this video is not communicating the complete message.....No but that's not the purpose for which it was [supposed to be] recorded?

Zubair reported in his interview that he perceived his interlocutors' comments as criticism and discouraging. He stated the following,

When you know that what others have recorded they have done unfairly and even then you are not criticizing them but they are criticizing you. So it somewhat discouraged one. *I was even discouraged for the next whole day* [my italics]; I kept on thinking that what kind of video sir wanted and what I had recorded and what I should have shown. **(StR-2)**

As the quote above shows, this brief discussion on his video-presentation discouraged him and reduced his motivation to participate in class activities afterwards. This event significantly affected Zubair's L2 WTC rendering it to enter into a repeller state for a relatively longer period of time. As he himself mentioned, his L2 WTC in the class the next day was also low due to the influence of that event. Figure 7.2.6.3 below presents a trajectory of Zubair's L2 WTC in that class. The event took place between the thirtieth and thirty-fifth minutes of the class time (see the Figure 7.2.6.3 below). A sharp decline in Zubair's L2 WTC is noticeable after that time (from 35 to 60 minutes).

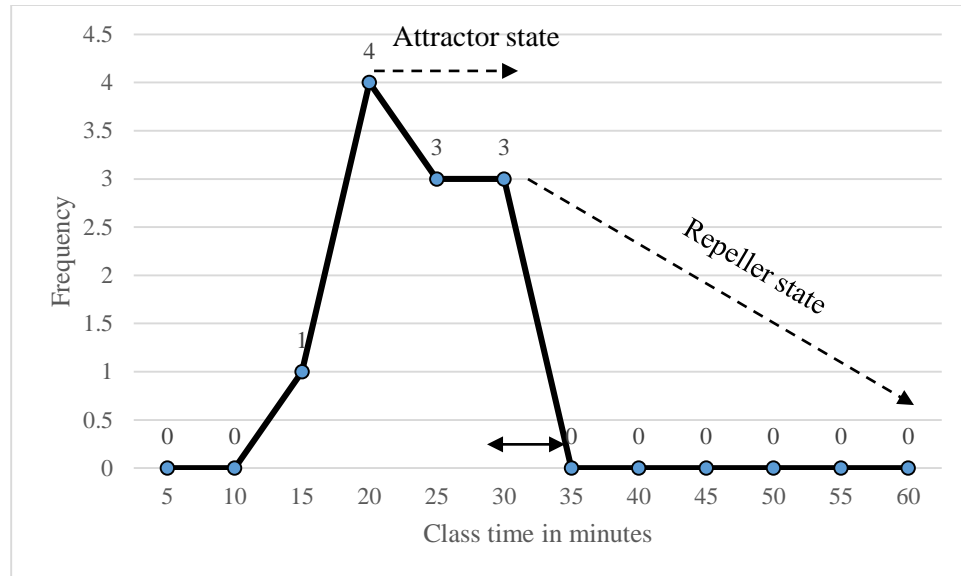


Figure 7.2.6.3 Attractor and repeller states in Zubair's L2 WTC in 11th class

The examples presented above illustrate the occurrence of attractor and repeller states as a result of the complex, dynamic and non-linear interaction of interconnected variables. The examples show that the duration L2 WTC stayed in an attractor or a repeller states varies with respect to the force exerted by facilitating and debilitating variables. In Dua's case the stability of the repeller state lasted for a very brief time due to a relatively higher strength of her interest in and familiarity with the topic, and motivation to share her story. Zuabir's L2 WTC stayed in a repeller state for two consecutive classes due to the impact of negative feedback from the teacher and classmates and his lower self-esteem.

7.2.7 Self-organisation

Evidence from the data shows that participants' L2 WTC demonstrated an inherent capacity to shift from attractor state to repeller states as a result of dynamic and non-linear interaction of underlying variables. In the parlance of DST, this process is referred to as the process of self-organisation (Dornyei 2009, p. 105; Larsen-Freeman 1997, 147). The process of self-organisation, however, was not predictable precisely due to the random and non-linear variability in the interaction of variables. The following quotes from diaries and StRs exemplify the process of self-organisation in participants' L2 WTC. For instance, Umair reported that his WTC in L2 was low due to his lack of interest in and familiarity with the topic and his fear of a potential negative reaction of his teacher about his lack of preparation.

Sir one of the reasons was that the topic, the topic of discussion, the writing skills, was very difficult. I am weak at writing skills; that's why I was afraid what the teacher will do here. I was thinking that what I should do today? Because the topic was not related to oral communication; it was not interesting to me; it did not inspire communication. **(StR-3)**

However, the way his teacher elaborated on the topic increased Umair's interest in the topic, motivating him to participate in the class, resulting in his increased L2 WTC.

But the way teacher explained it was commendable; and gradually I started participating in the discussion. My interest in the topic increased because of the teacher; he created motivation in me. **(Umair in StR-3)**

Similarly, in the sixth observed class Dua's L2 WTC was found to have gone through a series of fluctuations. The class consisted of a teacher-fronted discussion on the text-based topic of 'structural organisation'. Figure 7.2.7 below shows the trajectory of Dua's L2 WTC in the first session of the sixth observed class.

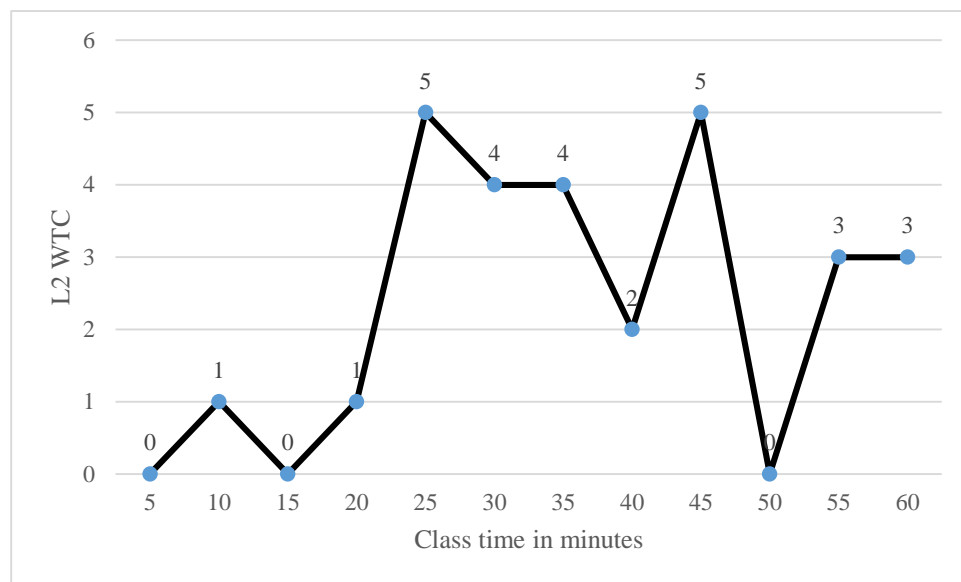


Figure 7.2.7 Self-organisation in Dua's WTC in L2 in sixth observed class

For the first 24 minutes of the class Dua was observed to have not participated in the class discussion. Instead, she was listening to the discussion and wading through the text-book apparently to skim through the topic. In her interview, Dua reported that she was not participating as much as she normally would. She said that though she had read the chapter

a few days before the class, she had forgotten the concept that was being discussed at that moment and was struggling to recall the topic during the discussion.

When our class teacher asked the girl this question [about structured communication] after laughing, the point had completely slipped off my mind. I opened the book to go through that topic; but when I heard about horizontal and vertical communication, it suddenly rung the bell in my mind that I have read it. **(StR-1)**

The quote demonstrates the process of self-organisation and feedback-sensitivity of Dua's WTC in L2. Her WTC was impeded as a result of interaction between lack of knowledge about the topic and cognitive block. Her WTC in L2 was activated by two factors: 1) the ongoing discussion on the topic which helped her recall the concepts and, 2) the motivational attitude of her teacher. She wrote that the encouraging attitude of the teacher made her talk in that class.

Examples presented above show how interaction amongst internal variables brought about changes in the patterns of L2 WTC drifting it towards equilibrium and order. It must be noted that since L2 WTC demonstrated dynamism and non-linearity, the process of self-organisation was not 'a once-and-for-all process' (Larsen-Freeman 2011, p. 51). The system experienced fluctuations between self-organisation and disorganisation due to its feedback sensitive nature.

7.2.8 Feedback sensitive

L2 WTC was found to be feedback sensitive in the sense that it co-adapted with the environment it existed in. It accepted both the positive as well as negative influence; that is, influence which enhanced it as well as the one which deteriorated it. For example, sometimes participants' L2WTC was inspired by the motivational behaviour of their peers/interlocutors. Good, bad or sad moods of interlocutors and conversation partners, especially the teacher, was also influential in affecting L2 WTC of participants, as was the prevailing atmosphere in class and/or the nature of the interactional patterns, such as lectures. A stress-full, face-threatening, silent or serious atmosphere in class exerted strong influence on participants' L2 WTC. Positive or negative perceptions of their peers regarding the teacher, topic, activity or classroom affected their L2 TWC. Some of the quotes from data are presented below to illustrate feedback sensitivity of L2 WTC.

Because teacher gave me one chance and I didn't complete my message and teacher resist me two times in a class. With this reaction of teacher, I was really hurted. And during my speaking teachers' concentration [teacher's attention] was somewhat to wall clock. I am not back biting the teacher but by that way student hurted. I always consume the teacher's time that's why I was thinking that I have need to stop thinking. **(Umair in Diary-10)**

Due to debate between classmates and the environment of class was very talkative in other words we can say everyone was participating and also girls ask questions from me. **(Umair in Diary-4)**

The quotes show that participants' L2WTC demonstrated the characteristic of feedback sensitivity and co-adaptation with the environment. However, similarly to self-organisation, feedback sensitivity was also subject to a permanent change and did not stabilise in its development.

7.2.9 Summary

In the light of the data, L2WTC behaved as a dynamic system displaying complex, dynamic, and non-linear interaction of interconnected variables. The study also identified a number of key properties of participants' L2 WTC, including complexity, interconnectedness, dynamism, sensitive dependence on initial conditions, non-linearity, attractor and repeller states, self-organisations, and feedback sensitivity. Therefore, the nature of interaction of variables can be characterised as: complex, dynamic, interconnected and non-linear. Each sub-system consisted of a set of variables dynamically interacting with variables from other sub-systems. The analysis of the dynamics of L2 WTC revealed that interaction of variables occurred at two levels at the same time, within a sub-system and across sub-systems. Contextual variables interacted with psychological, linguistic and contextual variables. Similarly, psychological and linguistic variables interacted with contextual variables, and psychological variables interacted with linguistic variables respectively.

Moreover, each one of the variables in a subsystem consisted of a set of variables determining it. For instance, on the one hand anxiety, motivation and emotions represented variables determining L2 WTC; nevertheless, these variables also represented individual sub-systems determined by specific configuration of other psychological, contextual and linguistic variables. Most notably, the interaction of variables displayed a dialectic of randomness and predictability at the same time. It was predictable due to the recurrent

interaction of certain variables over time; on the other hand, it was random due to the non-linearity and variation inherent in the system. And though the patterns of interacting variables were predictable, the exact time of their interaction was not.

Chapter eight: Individual Case Descriptions

8. Introduction

This section is devoted to the analysis and description of individual cases. According to Miles and Huberman (2014), ‘the primary goal of with-in case analysis is to describe, understand and explain what has happened in a single, bounded context-case or site’ (p. 100). The process of with-in case analysis, therefore, involves narrative description of individual cases using evidence from the data. Using the data source triangulation, the data was read and examined iteratively to understand the dynamic nature of each participant’s L2WTC. The data suggests that while the influence of contextual, psychological, linguistic, and physiological variables was observed across the participants, participants varied in their proclivity to certain variables and disinclination to others. Figure 8.1 below presents a comparison of participants based on the frequency of variables affecting their L2 WTC.

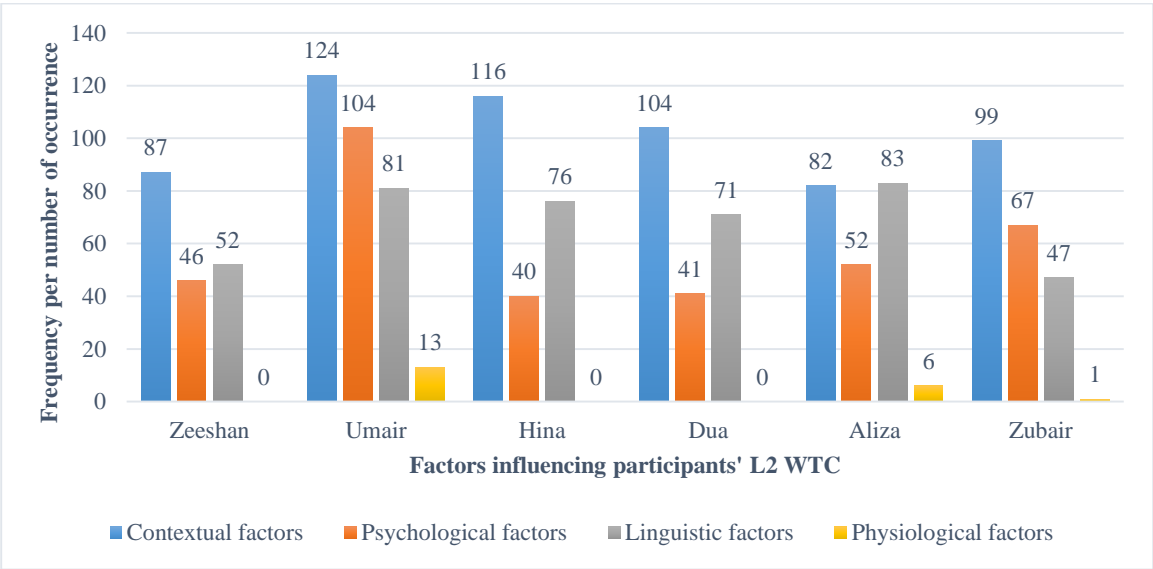


Figure 8.1 Comparative illustration of the frequency of factors influencing participants’ L2WTC

The figure above shows that Zubair and Umair were relatively more sensitive to psychological variables than other participants. While physiological variables and physical appearance influenced Aliza, Zubair and Umair, they were not relevant to Dua, Hina, and Zeeshan.

Most notably, it was observed that despite a number of commonalities, each participant's communicational behaviour was marked by distinctive features separating him/her from other participants. For instance, Zeeshan was a silent but active learner; Hina was a frequent user of L2, Umair was an enthusiastic presenter; Dua was an active and confident speaker; Aliza was sensitive to her interlocutors; and, Zubair was an opportunity seeker. The individual case descriptions are presented in the following sections.

8.2 Case 1. Zeeshan-A silent but active learner

Zeeshan was a confident, motivated and active learner. The most prominent variable which exerted a significant influence on his L2 WTC was his silent nature. His own description of his personality was that of a 'confident' but 'silent learner'. His communicational behaviour was marked by a contradiction between his self-perceived communicational behaviour in class and his actual classroom behaviour. According to him, he was more willing to talk in a whole-class conversational context and large groups. Similarly, he said he was always willing to talk in English in class because it made him feel better. However, evidence from classroom observations shows that he was less communicative in class than other participants. In comparison to the frequency of other participants' L2WTC in class (687 occurrences for Dua; 726 occurrences for Hina; 519 occurrences for Aliza; 300 occurrences for Zubair; and, 325 occurrences for Umair), the total count of the frequency of Zeeshan's L2WTC was one-hundred three (103) over fourteen classes.

His silence notwithstanding, there were occasions when he demonstrated volitional engagement in class activities involving L2, such as volunteering answers, offering comments, presenting opinion and talking to neighbours. In addition, he also enthusiastically volunteered to do class presentations and role-plays. His body language showed that he was physically as well as mentally active during classroom proceedings. For instance, he was seen nodding, shaking head and/or laughing, and taking notes during class. Based on the data, his note-taking served two functions, comprehension and retention, on the one hand, and communicative strategy, on the other. He took notes during class discussions and lectures for comprehension and retention of the important points discussed in the class. But most notably, he used note taking as a strategy to help him in communication by reminding

him of the idea he wanted to share at a specific point in the discussion. In his interview he said the following,

Before she started to talk, lest anybody else takes away this opportunity, I was noting down a point in my diary with a purpose to discuss it with the teacher. (StR-2)

The data from StRs also suggest that although his verbal communication was lower in terms of using L2, he frequently engaged in inner speech during classroom discussions. For instance, in the fourth observed class he struggled with the meaning of a topical word, ‘superstition’. In his interview he reported the following,

When Sir wrote the topic on the board I was thinking, ‘what has he written on the board?’ I had been continuously thinking, ‘what is he talking about? What is the topic?’ (StR-1)

Similarly, in the 10th observed class he was attentive and mentally engaged in the class discussion. He reported, ‘I was thinking that, *‘yes sir you are right; they are like that’*. The quote shows that he was engaged in inner speech talking to his interlocutor in mind. A brief overview of fluctuations in his L2 WTC over fourteen classes is presented in the section below.

8.2.1 Trajectory of Zeeshan’s L2 WTC over 14 classes

Zeeshan’s L2 WTC underwent fluctuations within as well as across 14 observed classes. The frequencies were recorded through the observation scheme and checked against the video-recordings of the observed classes. Figure 8.2 below represents the trajectory of Zeeshan’s L2WTC over fourteen classes/ ten weeks. The vertical line represents the frequency of Zeeshan’s L2 WTC, while the horizontal line represents the observed classes.

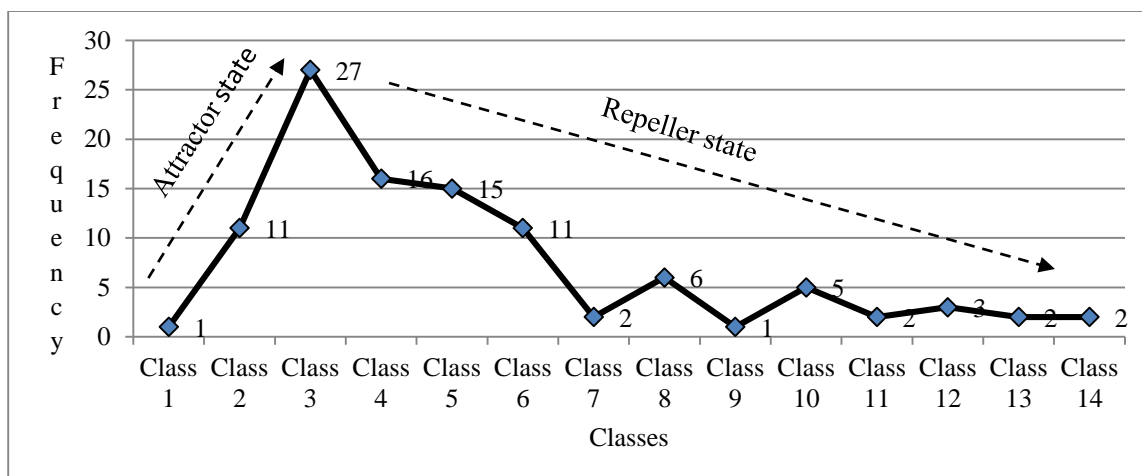


Figure 8.2 Trajectory of Zeeshan’s L2WTC over 14 classes

The figure shows that Zeeshan’s L2WTC was the lowest in the first class with only one instance of L2 use throughout a two-hourly session. According to him, he was motivated to talk but his L2 WTC plummeted due to irrelevant topics and a lack of perceived opportunity. In the second and the third classes, his L2 WTC gradually increased and seemed to have entered into an *attractor state* due to the following facilitating factors/attractors: interest in and familiarity with the topic, interlocutors and perceived opportunity. For instance, the frequency of his L2 WTC was relatively higher during the second class due to his interest in the topic and perceived opportunity. The greatest impediment to his L2 WTC, according to him, was the lack of opportunity due to his physical location, since he was sitting too far from the teacher.

Most notably, in the third class Zeeshan’s L2 WTC was significantly higher with twenty-seven instances of L2. He attributed his higher L2 WTC to his interest in and familiarity with the topic, and opportunity to use his L2. He stated the following,

The topic was very interesting I was influenced by topic which was very good. I thought, ‘this is opportunity for me to speak English in front of the whole class’
(Diary-2)

The debilitating factors inhibiting his willingness, included the lack of opportunity and noisy classroom atmosphere. In the fourth class, while the L2WTC of other participants saw unprecedented rise, Zeeshan’s L2WTC was considerably lower with sixteen instances of L2 use, due to the lack of opportunity. Though it was higher than his L2 WTC in the first and the second classes, it was lower than his L2 WTC in the third observed class.

From the fourth class onwards his L2WTC declined sharply, relapsing permanently into a repeller state as a result of interference of debilitating factors. For example, the frequency of his L2WTC in the fourth class was 16, in the fifth class it was 15, and finally in the sixth class it fell to 11. From the seventh class onwards, Zeeshan’s L2WTC stayed consistently in the single-digit zone ranging between one and six. It is, therefore, intriguing to examine the dynamics of factors underlying Zeeshan’s L2 WTC in class.

8.2.2 Dynamics of variables underlying Zeeshan’s L2WTC

Table 8.2.2 below shows that although a variety of contextual, psychological, and linguistic variables were involved in shaping Zeeshan’s L2 WTC, the most frequently cited variables included topic, perceived opportunity, interlocutors and codeswitching.

Table 8.2.2 Frequency of variables influencing Zeeshan’s L2WTC

Frequency of factors influencing Zeeshan’s WTC				
Contextual variables		Psychological variables		Linguistic variables
Topic	44	Perceived opportunity	26	Codeswitching 47
Teacher	15	Anxiety	04	Language Proficiency 05
Classmates	12	Desire to talk	04	
Interactional context	09	Motivation	03	
Classroom atmosphere	03	Feelings/emotion	02	
Physical location	02	Pre-occupied	02	
Cultural orientation	02	Cognitive block	02	
		Personality	03	
Total	87		46	52

The variables worked interdependently and influenced Zeeshan’s L2 WTC in interaction with other variables. For instance, each contextual variable was interrelated to a number of psychological and linguistic variables. A variety of configurations of variables underlying Zeeshan’s L2 WTC were identified in the data. Table 8.2.3 below presents the patterns of interaction of variables which frequently combined to affect Zeeshan’s WTC. Columns in the table illustrate the categories of factors, whereas rows represent the interactions between individual factors from different categories.

Table 8.2.3 Pattern of interaction of variables affecting Zeeshan’s WTC

Contextual factors	Psychological factors	Linguistic factors
Topic	Perceived opportunity Pre-occupation Cognitive block Anxiety Motivation	Vocabulary
Interlocutor	Anxiety Feelings/emotion Desire to talk Opportunity	Codeswitching
Interactional context	Perceived opportunity Motivation Perceived communicative competence	Vocabulary Codeswitching

Although any combination of contextual, psychological, and linguistic variables could possibly affect L2 WTC, the most frequently cited configuration of variables affecting Zeeshan’s L2 WTC consisted of topic, teacher, perceived opportunity, vocabulary, and codeswitching. While topic and interlocutors were mainly, but not exclusively, responsible for facilitating his L2 WTC, lack of perceived opportunity and vocabulary, and codeswitching were predominantly responsible for inhibiting it. Some of the examples of the most frequent configurations of variables are presented in the paragraphs below.

The most frequent configuration determining Zeeshan’s L2 WTC occurred between interest in or familiarity with the topic and perceived opportunity. It was found that sometimes Zeeshan was interested in the topic but was not willing to talk due to the lack of perceived opportunity. For instance, in the sixth observed class, though interested in topic, Zeeshan’s WTC was low because he did not get the opportunity to talk. Example 8.2.1 below presents an excerpt of a class discussion on the topic entitled ‘Structure of organisational communication’. During the conversation between the teacher and a student, Zeeshan was noticed to have been actively listening to the conversation and taking notes.

Example 8.2.1 excerpt from sixth observed class

Teacher: Organisational communication. Mr. Adnan just gave an example.

Student-1: that Memons, Deewans and Shaikhs are running business without reading these books. But again they know how to run business.

Teacher: and my question was?

Student-1: that they are against the theoretical position?

Teacher: Are they against theoretical position?

Student-1: they are not against them.

Teacher: they are not.

Student-1: they are following these instructions which are in the books.

Teacher: they are following them without reading them?

Student-1: they know it!?

Teacher: How come?

Student-1: Sir they know how to influence the customers; how to convince them to purchase our product.

Teacher: [points to another student-2] there she says: no, no, no, no!

In his interview, Zeeshan said that he was interested in the topic and had also jotted down ideas to discuss.

When I heard her (Student-1) argument, I thought I must note down my points in the meanwhile until the teacher notices me and I get opportunity; whenever an idea comes to my mind, that idea tends to slip out of mind as the time goes by; then I don't remember the point I wanted to talk about; that is why I note down the points because it reminds me to discuss it in the class. (StR-1)

However, Zeeshan felt he could not talk because the lack of perceived opportunity impeded his L2 WTC. The example also shows that the relation between interest in a topic and willingness to talk is not linear. Though the interest in the topic was responsible for constructing his WTC, interference by the lack of perceived opportunity inhibited L2 WTC eventually.

Sometimes interaction between interest in a topic and motivation to learn invoked Zeeshan's desire to talk to the teacher which promoted his L2 WTC. At other times, he was interested in the topic but was unable to talk because he was pre-occupied with thoughts

induced by the topic of discussion. For instance, one of the situations he recalled in StR-2 exemplifies the interaction between topic and pre-occupation. He maintained the following,

Around that time, the guy was saying that boys and girls of his city are open-minded. It reminded me of an incident which is a bit funny. (StR-1)

It appears that though he was interested in the topic, his willingness was not active because he was reflecting on an incident which had occurred to him in the past.

An even more complex configuration of lack of preparation, cognitive block, and anxiety was identified wherein a lack of preparation created a cognitive block and induced anxiety in him due to a potential humiliation because of his inability to answer the questions the teacher might ask. In his own words,

When we are *not prepared* for the class, we get *confused* as to what should we talk; we understand nothing; and the teacher keeps on asking questions; we are *scared of the situation whether the teacher asks us questions* and if we would not offer an accurate/precise answer to his questions, *it would be a shame, a humiliation for us in the class.....* If we talk nonsense and meaningless things, the *teacher would not like it* and *our reputation in the class* would also be affected. So, that is why if we *haven't got an idea*, we keep silence. If we say something nonsense and it makes me the *object of others' ridicule*, it would be *unpleasant* for me. (StR-1)

The example categorically exemplifies the features of complexity, interconnectedness, sensitive dependence on initial conditions, and non-linearity. Zeeshan's lack of preparation for the topic served as an initial condition and induced cognitive block and anxiety resulting in the lack of L2 WTC.

In addition to that, Zeeshan's L2 WTC was also affected by an interaction of a topic and lack of vocabulary. For instance, in the sixth observed class, his L2 WTC increased due to his interest in the topic, motivation to learn and participate in the discussion. The topic of discussion at that moment was 'The difference between chat and grapevine'. Zeeshan said he was not willing to talk initially because he was not familiar with the meaning of grapevine. However, sometime later he did ask the teacher to define grapevine. Example 8.2.3 below is an excerpt from the class wherein Zeeshan is asking the teacher for meaning. The excerpt shows Zeeshan's interest in the topic and motivation to learn and willingness to participate in the discussion.

Example 8.2.3 Excerpt from sixth observed class

Teacher: Mr Safdar [Student-1] is raising his hand to illustrate [grapevine] and Ms Mastoora [Student-2] is very much willing to elaborate it too.

Zeeshan: Sir it would be better if you could clarify the meaning of....

Teacher: I never ever clarify things...

Zeeshan: Sir we have read but we cannot understand what it is.

Teacher: but they are going to help you. Student-1 is an expert in explaining things. You can trust him.

Zeeshan: Yes sir!

Teacher: Okay. [To Student-1] yes please!

Student-1: Grapevine is an informal communication. When people are doing grapevine they discuss both formal and informal things. For example, when employees discuss things at their break-time or lunch-time. Sometimes they discuss formal things and at other times they discuss informal things....in an informal way. This is grapevine.

Zeeshan: Sir we know about informal and formal but what is the exact meaning? I ...

Teacher: [attends to another student]

Zeeshan: [asks his classmate] Safdar [Student-1] what is the meaning of grapevine. Please?

Student-1: [shakes his head]

Zeeshan: No? Okay!

His interest in topic and motivation to participate in the discussion can be noticed in Example 8.2.3. He asks the teacher twice to explain the meaning. Afterwards, he asks one of the classmates and a neighbour for the meaning of the word. It was observed from his demeanour that he was eager to learn the meaning of the word from his classmates in order to be able to participate in the discussion. But the main hurdle was not understanding the meaning of the word 'grapevine', and the teacher's behaviour. Recalling his thoughts, Zeeshan reported,

Right here [stops the video], I was asking teacher the meaning of grapevine. My concept of it was not clear; I have read it though. When it comes to grapevine, its meaning is not available in the dictionary [I have], but it is in our book and its definition is given underneath; so if the topic is unintelligible, how would its explanation be intelligible. So I wanted to ask the teacher 'sir please first tell us about it [grapevine], and then we would be able to discuss it, because we have studied it,

but the concept is somewhat unclear. So we asked him to define it but the teacher said 'no'. (StR-1)

Thus, a complex interaction between topic, motivation, teacher and L2 vocabulary affected his L2 WTC. The example also reveals a non-linear relation between variables. Zeeshan's L2 WTC underwent a moment-to-moment change during the discussion on 'grapevine'. While initially not willing to talk because of his lack of vocabulary, his L2 WTC self-organised as a result of interaction between his interest in the topic and motivation to participate in discussion. Sometime later he again raised his hand to answer a question but his L2 WTC dropped due to a lack of opportunity to speak.

Another frequent pattern of interaction was identified between interlocutors, perceived opportunity, and reliance on codeswitching. Example 8.2.4 below best illustrates the interrelation between the three variables. It has been excerpted from the second session of the eighth observed class which consisted of students' presentations. After one of the presentations when the teacher asked the students for their feedback, Zeeshan raised his hand three times to volunteer feedback but failed to get the teacher's attention.

Example 8.2.4 Excerpt from 8th observed class

Teacher: I wonder why we always think that fluency is necessary to communicate in English. Come on!

Student-1: Sir we [students] are all at the same level [of English]. One should not be afraid of speaking.

Zeeshan: **[raises his hand]**

Teacher: Even I am not that fluent! I may be a little bit more fluent than you but...

Zeeshan: [raises his hand again]

Student-2 : But Sir you have experience.

Zeeshan: **[raises his hand]**

Teacher: but you should realise that even after fifteen years of English language learning I have earned only that much fluency. You are just beginners.

Zeeshan: **[raises his hand again]**

Teacher: [to Zeeshan this time] yes please!

Zeeshan: Sir I want to congratulate him that he has done a fabulous presentation in the history of his studentship at IBA.

While at the beginning of this conversation he was silent, his L2 WTC increased in order to appreciate his interlocutor on his presentation. It can be noticed that during the conversation Zeeshan's L2 WTC went through ups and downs three times due to the lack of the teacher's attention and lack of perceived opportunity. Despite these fluctuations, a strong desire to talk to his interlocutor enabled his L2 WTC to self-organise into an attractor state.

Perceived opportunity and motivation were interconnected with interactional context. Interactional context involving student-teacher and student-student increased Zeeshan's L2 WTC. For example, Zeeshan demonstrated keen interest in discussions, debates and tasks. The highest point of Zeeshan's L2WTC was observed in the third observed class with 27 instances of L2 and zero instances of L1. The topic of discussion was 'Seven Cs of communication'. Though there were many factors responsible for Zeeshan's WTC, such as topic, mood, desire to talk to interlocutors, the most important factor encouraging Zeeshan to communicate was the whole-class discussion involving student-teacher and teacher-student interaction.

Most notably, Zeeshan showed a keen interest in performing role-plays. In the fifth observed class, he participated in a task consisting of a role-play which involved student-student interaction in a whole-class context. His role in the activity was that of a student who goes to the career development section of administration to get an application form. Though he had a small role to play, he was motivated to perform it. In his own words,

When we were given this activity to perform, I was thinking that it's going to be fun. In a routine class when teacher discusses a topic, the students make noise in order to speak up; because of that some students don't get opportunity to talk. But when there is an activity [role-play], no one is missed out; everyone is given the task to perform. So I was feeling good about that activity (**StR-1**).

It is interesting to note that he improvised the dialogues while performing the activity rather than following a written script. Secondly, he tried to stretch his role a bit too far because he was enjoying the task. Example-7 presents an excerpt from the task.

Example 8.2.5 Excerpt from 5th observed class

1. Zeeshan: Sir I want the form.
2. Employee-1: The form! Here it is.
3. Student-2: Can I have one too, Sir!

4. Zeeshan: How much Sir?
5. Employee-1: 100 rupees.
6. Zeeshan: hundred rupees, sir!
7. Employee-1: Yes!
8. Zeeshan: [improvises] Waqas I have fifty rupees only! Do you have fifty-rupees?
9. Employee-1: you need to put your signature here!
10. Zeeshan: [nods]
11. Employee-1: Name?
12. Zeeshan: Sir, Zeeshan! [Bends over to sign].
13. Employee-1: Thanks you!
14. Zeeshan: [improvises] *Sir what is the last date?*
15. Employee-1: Ask from Mr Masroor!
16. Zeeshan: [going over to Masroor] *Sir, What is the last date, Sir?*
17. Employee-2: 27th of February!
18. Zeeshan: *and sir documents?*
19. Employee-2: they are mentioned at the back side of the form. So you have to
20. submit these documents.
21. Zeeshan: [improvises] *Sir I haven't got the documents of my residence.*
22. Employee-2: So you have....are you living in a rented house?
23. Zeeshan: *no sir, I have my own house.*
24. Employee-2: So you have to complete these requirements. That's your problem
25. not ours. Without it your application will not be accepted.
26. Zeeshan: *okay sir. Thank you!*

He was so enthusiastic that he deliberately improvised the lines (see lines 14-26) to prolong his part in the activity. He reported in his interview, 'I was keen to communicate with someone else, if only I had more time! It would really have been fun'. Thus, the task type involving student-teacher and student-student interactional context increased Zeeshan's L2 WTC and elicited more L2 use from him. Conversely, activities which predominantly consisted of teacher-talk/lectures or teacher-student decreased Zeeshan's L2 WTC. For

instance, in the thirteenth observed class he held the teacher as squarely responsible for his low L2WTC. He stated,

Whole the time we listen to the teacher who was teaching about written communication....I had many things to ask the teacher but he was busy to teach; so in that way I could not interrupt the teacher. **(Diary-13)**

It is important to note that while the main factor which affected Zeshan's L2 WTC was the interactional context, other factors, such as the topic, the teacher and lack of perceived opportunity, also contributed to inhibiting Zeeshan's L2 WTC. For example, the topic of discussion entitled 'Written communication' invoked less oral communication on the part of the students. Since the teacher was busy lecturing, Zeeshan did not consider it opportune to distract him. Due to a complex interaction of variables, Zeeshan plunged into a long silence and his L2 WTC entered into a repeller state.

To summarise, the most significant feature of Zeeshan's communicational behaviour was his dynamic silence (King, 2011; 2013). He was an enthusiastic, motivated and active learner and note-taker. While his participation in verbal communication was relatively lower than other participants, he was mentally active, and engaged in inner speech quite frequently (Lantolf & Thorne, 2006). Due to the fact that he was silent by nature, lack of opportunity forced him to relapse into silence. Zeeshan's silent nature, along with a lack of perceived opportunity, pushed his L2 WTC into a repeller state. Similarly, his L2 WTC entered into attractor state due to such facilitating factors as topic, interest, familiarity/preparedness, motivation, familiarity with interlocutor, and tasks. It can be concluded that Zeeshan's participation in class discussions could be enhanced by providing him attention, opportunity and proper wait time.

8.3 Case 2. Umair-An enthusiastic presenter

Umair was a confident, enthusiastic, and sensitive learner. His communicational behaviour in classroom was driven by his trait- as well as state-level motivation. Sources of his trait-level motivation included the following: becoming a good communicator and a successful professional, and obtaining good marks in exams in order to maintain funding for his studies. He candidly stated in his interview, 'I want to be a good leader; I want to be a good

communicator; a good manager'. His state-level motivation was affected by interest in topic, behaviour of teacher, anxiety and classroom atmosphere. He actively participated in discussions and debates as well as volunteered to perform tasks.

One of the characteristics which distinguished him from other participants and the rest of the class was his remarkable motivation to do voluntary presentations in a whole-class conversational context. He did six voluntary presentations of different time-length on various text-based topics. Sometimes he prepared for a presentation in advance, while at others he did impromptu presentations. Table 8.3 below presents a list of Umair's presentations.

Table 8.3 List of Umair's voluntary presentations

Class	Topic of presentation	Total duration of talk (in minutes)
1	Barriers to communication	10
2	Seven Cs of Communication	04
5	Maslow's theory of needs	05
9	Intercultural communication	09
11	Non-verbal communication	11
14	Types of thinking	14

8.3.1 Trajectory of Umair's L2 WTC over 14 classes

Umair's L2 WTC experienced fluctuations depending on the contextual, psychological, linguistic and physiological variables. Umair's L2 WTC entered an attractor state increasing consistently over the first three classes. The frequency of his L2 WTC in first three classes was 17, 21 and 39 respectively. In the first observed class his L2 WTC was constrained by a combination of factors, such as pre-occupation, lack of perceived communicative competence, and a fear of negative reaction from interlocutors. He was constantly pre-occupied with content of the presentation he was to do at the end of the second session of the class. He feared to lose his value in the eyes of the teacher due to his lack of proficiency in English. Also, he was concerned about being ridiculed by his classmates whom he considered to be jealous of his presentation skills. However, despite the negative influence

of these debilitating factors his motivation for doing the presentation was not slackened. Figure 8.3.1 below represents the trajectory of Umair’s L2WTC over fourteen observed classes.

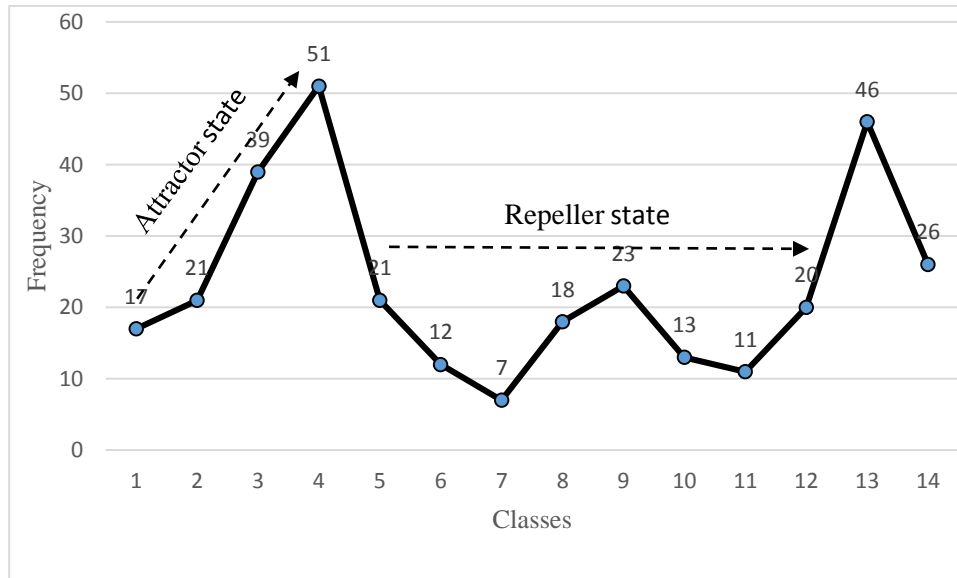


Figure 8.3.1 Trajectory of Umair’s L2 WTC over 14 classes

In the second and the third classes, his L2 WTC increased due to his interest in and familiarity with topics, opportunity, and support and encouragement from the teacher. But the highest frequency of his L2 WTC was observed in the fourth observed class which was conducted by a substitute teacher and based on miscellaneous topics. Umair attributed his L2 WTC to his favourite teacher, interest in topics, interactional context, perceived opportunity and atmosphere of class.

Nevertheless, Umair’s L2 WTC entered a repeller state and started declining from the fifth up to 12th class. His L2 WTC in the fifth class was higher in the first session of the class due to a variety of reasons, including, in his words, ‘favourite subject, favourite topic, debate, practical examples, teacher’s attention and opportunities [to talk]’. In addition to that, he was in a happy mood because it was his birthday that day. However, in the second session his L2 WTC plummeted due to the fact that the session consisted of a role-play which was performed by two groups not including Umair. Since the task was performed by other students, there were not any opportunities for him to communicate. Most notably, he said

his L2 WTC declined because he was feeling disappointed at being missed out/not included in the task.

In the sixth class, his L2 WTC lowered further due to his feeling hungry. Since the class was unscheduled and Umair had not had a chance to have his lunch, he was feeling hungry and wanted to go out to eat something. He attributed feeling hungry to be the main factor impeding his L2 WTC in that class. But the lowest point in Umair's L2 WTC was observed in the seventh class with only seven instances of L2 use. Umair said that he did not get the opportunity to talk because the class was based on one-minute student presentations. Secondly, the topic he had prepared for was not even discussed in the class.

From the eighth up to the 12th class, Umair's L2 WTC ranged between 21 and 23 instances of L2 use. In the eighth class, he suffered from headache and toothache; in the ninth class, he spoke less because he was pre-occupied with the content of his presentation. Since he had stayed up the night before for preparing the presentation, he was feeling tired. In the 10th class, his L2 WTC was lower again because the class consisted of presentations by other students not including Umair. In the 11th class, his L2 WTC declined because his presentation in that class was snubbed by his peers and the teacher. He reported, 'I was not willing to talk because I wasted my whole day to record the video clip for assignment and presentation but teacher discouraged me'.

His L2 WTC rose again in the 13th observed class with forty-six instances of L2 use. Figure 8.3.2 below illustrates the trajectory of Umair's L2 WTC in the 13th observed class.

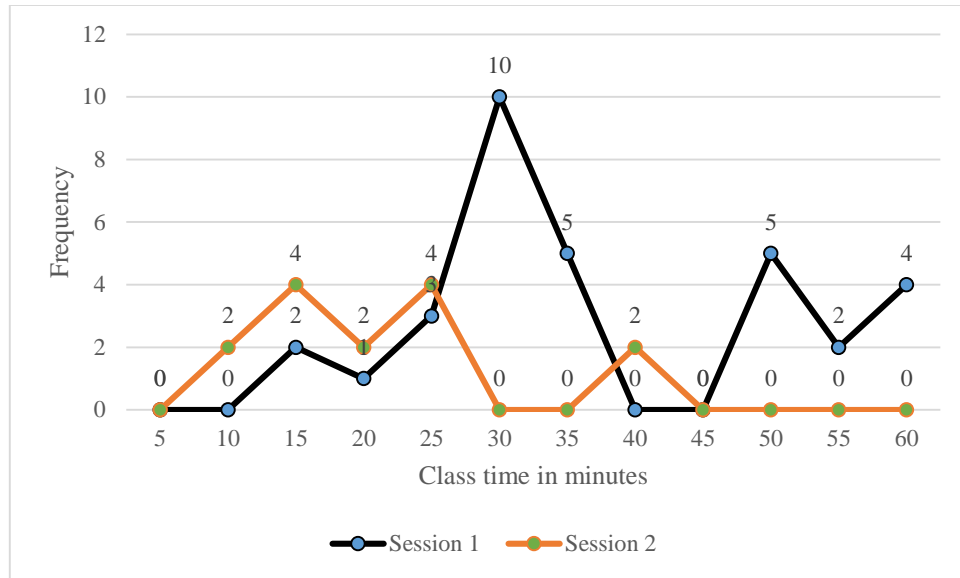


Figure 8.3.2 Fluctuations in Umair’s L2 WTC in 13th class

The black line in Figure 8.3.2 represents fluctuations in the first session, while the orange one represents fluctuations in the second session. It can be noticed that his L2 WTC was relatively higher in the first session, while it was lower in the second session. The fluctuations within as well as across the two sessions were caused by a complex, dynamic and non-linear interaction of contextual, psychological, and physiological factors. His L2 WTC was jointly promoted by a variety of factors including good mood, interest in the topic, dressing well, motivation to impress the teacher, and an understanding of the concepts. He reported the following,

I was willing to talk because my *mood was good* and I was ready for discussion because I was *fully prepared for the topic*; my *dressing* was also good that’s why I wanted to *show my teacher* because teacher ignored me on so many occasions in class. **(StR-3)**

However, there were also a number of debilitating factors, such as feeling hungry, difficult topic, sitting on a back bench, and fear of losing marks due to poor writing skills, which inhibited his L2 WTC to a greater extent. He wrote,

Because I was hungry and other reasons for not talking I was thinking that first teacher clear topic then I should have to talk. An important reason for not talking due to change of place or seat; today I was back bencher in class and boy was making noise it was very irritating. There was difficult topic of writing skills. I was afraid about my marks because I haven’t writing skills and teacher was focusing on writing skills. **(Diary-13)**

In the 14th observed class, the frequency of his L2 WTC was a bit low on account of a combination of factors, including anxiety about the potential reaction of the teacher, teacher’s attitude, itch in the face and dissatisfaction with his dress (pants and shoes). The frequency of variables and their patterns underlying Umair’s L2 WTC over 14 classes are discussed in the following paragraphs.

8.3.2 Dynamics of variables influencing Umair’s WTC

Umair’s L2 WTC was sensitive to contextual, psychological and linguistic variables. Factors frequently identified in the data included topic, interlocutors, perceived opportunity, anxiety, and motivation, reliance on codeswitching, emotions, classroom atmosphere, L2 proficiency, task type and hunger. A classification of the factors determining Umair’s L2 WTC is also presented in the Table 8.3.2 below.

Table 8.3.2 Frequency of factors influencing Umair’s WTC

Frequency of factors influencing Umairs’ L2 WTC		
Categories	Factors	
Contextual factors	Topic	49
	Teacher	41
	Classmates	15
	Classroom atmosphere	07
	Task type	07
	Physical location in class	03
	Grades/Marks	02
	Total	124
Psychological factors	Opportunity	26
	Anxiety	25
	Motivation	23
	Feelings/emotion	11
	Perceived communicative competence	06
	Pre-occupied	05
	Perceived physical appearance	05
	Desire to talk to a specific person/group	03
Total	104	
Linguistic factors	Codeswitching	74
	Language Proficiency	07
	Total	81
Physiological factors	Hunger	06
	Itch	02
	Toothache	02
	Headache	01
	Fatigue	01
	Sleepiness	01
	Total	13

Umair’s L2 WTC was jointly determined by a complex, dynamic, and non-linear interaction of the underlying variables. Sometimes interest in a topic or familiarity with the topic was enough to stimulate Umair’s L2 WTC, while sometimes a host of variables, such as perceived opportunity, anxiety, and reliance on L1, interfered with familiarity with and motivation to discuss the topic resulting in an eventual blockade of Umair’s L2 WTC. Table 8.3.3 illustrates configuration of variables frequently combining to form Umair’s L2 WTC. The columns represent the interaction between contextual, psychological and linguistic factors which determined Umair’s L2 WTC while the rows represent the respective categories of the factors.

Table 8.3.3 Pattern of interaction of variables affecting Umair’s WTC

Cat.	Factors				
Contextual factors	Topic	Interlocutors	Classroom atmosphere	Task type	Physical Location/Appearance
Psychological factors	Per. opportunity Motivation Anxiety Pre-occupied PCC	Per. opportunity Feelings/emotions Motivation Desire to talk Anxiety Self-esteem Pre-occupied	Motivation Anxiety Self-esteem	Motivation Per. opportunity	Per. Opportunity anxiety Self-esteem
Linguistic factors	Vocabulary Reliance on L1	Vocabulary Reliance on L1	Reliance on L1	-	-
Physiological factors	Hunger Itch Toothache Headache Fatigue Sleepiness				

Abbreviations: Cat. = Categories; Per. opportunity= perceived opportunity; PCC = perceived communicative competence

The configurations which mostly affected Umair’s L2 WTC occurred between topic, interlocutors, perceived opportunity, anxiety, motivation, and reliance on codeswitching. Interest in a topic interacted with motivation, anxiety, and perceived opportunity, L2 proficiency and reliance on codeswitching. One of the examples that best illustrates the

complex, dynamic, and non-linear interaction of variables affecting Umair's L2 WTC is presented below. The excerpt is from the last session of the fourth observed class wherein the topic of discussion was superstitions. Evidence from class observations and field notes shows that Umair's L2 WTC was lower at the beginning of the discussion on superstitions. A couple of times he requested his teacher in L1 to first define the topic on board. Brief excerpt from the class is presented below.

Example 8.3.1 Excerpt from 4th observed class (Session 2)

Umair: Sir is ko pehle thora urdu mein *describe* karien. [Sir, can you please first describe superstitions in Urdu?]

Teacher: Superstitions as I said before that when a black cat crosses your path...

Student-1: Sir *wahem!* [Hallucination!]

Student-2: Sir *apshagun!* [Ill-omen!]

Teacher: Yes, *apshagun!*

Student-3: Lack of confidence?

Student-4: Sir it's a psychological factor.

During this discussion between the teacher and the student, Umair looked anxious and constantly communicated with his neighbours around. Finally, he asked his teacher:

Umair: Sir, can I communicate?

Teacher: No matter!

Umair: Sir [can I speak in] Urdu, Sir!

Teacher: [smiles] English or Urdu, doesn't matter!

Umair: [continues in L1] Sir mein jab kisi puraane ghar mein jata houn tou mujhe *feel* hota hai, aesa lagta hai jese yahan jinn wagherah hain.... kuch hota nahi, lekin mujhe aesa nazar aata hai, aesa *feel* hota hai ke yahan jin hain [Sir when I enter an old empty house, I get a feeling as if the house is haunted; I don't see them but it feels as if there are evil spirits around]

It is clear from the conversation above that Umair did not know the meaning of the topic-word *superstitions*, which hampered his WTC in L2. Umair stated that he was unfamiliar with the word. The following quote illustrates the point.

Sir when the teacher told us that this is the topic for discussion, I was confused that what the meaning of superstition is. That ...err...I listened first time. Then more than

one minute I was confused; I was asking from Zahid and my friends that what is meaning of superstition. Someone told me the meaning in Sindhi and others said other meanings. Then I asked them... I asked my teacher what is the meaning of this.... **(Umair in StR-1)**

His motivation to engage in communication is explicit in his attempts to ask the teacher to define the topical-word and his efforts to elicit the meaning of the word from his neighbours. Having failed to learn the meaning of the word, he fell silent for a while until he understood the meaning of the topic/word. However, his lack of L2 proficiency and perceived communicative competence interfered with his L2 WTC urging him to rely on codeswitching. It can be noticed in the example that Umair asked his teacher's permission to use L1 in order to narrate his story. When asked why he decided to use L1, his reply was this,

I had a story to share...but I didn't have words to express that story in English that is why. And I was thinking that it is a big opportunity for me because teacher asked who is ready for this communication; I was thinking I haven't words but this is opportunity **(StR-1)**

The example illustrates moment-to-moment fluctuations in Umair's L2 WTC as a result of a non-linear interaction of interest in topic, motivation to share his story, lack of L2 proficiency, perceived communicative competence and reliance on codeswitching. Moreover, despite fluctuations his L2 WTC showed the capacity to organise itself as a result of interest in the topic and motivation to participate in discussion. Figure 8.3.4 illustrates Umair's L2 WTC during the second session of the fourth class.

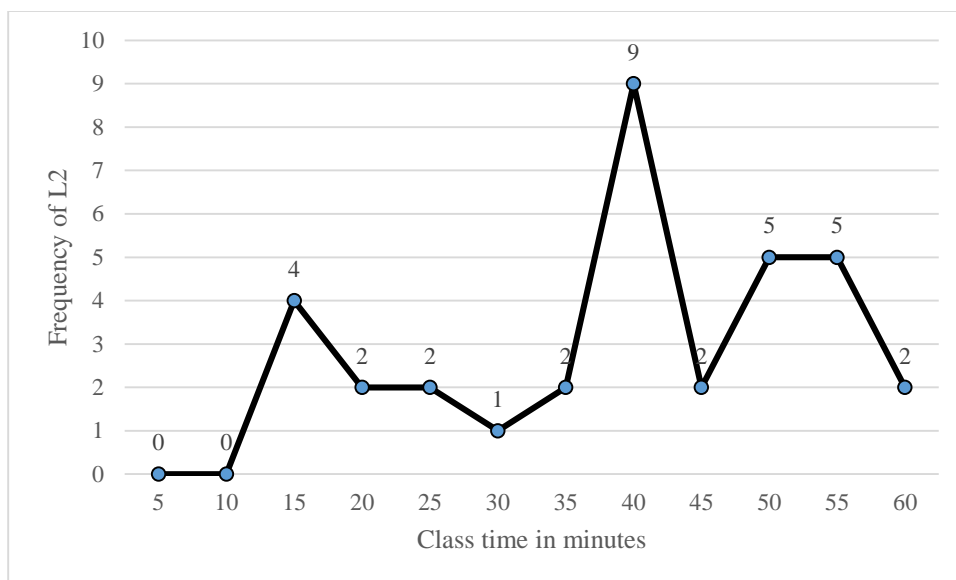


Figure 8.3.4 Umair’s L2 WTC in second session of 4th class

Umair’s L2 WTC showed overwhelming sensitivity towards the attitude of students. Sometimes his L2 WTC declined because his teacher did not give him chance to talk. Sometimes he blamed his classmates for interfering with his L2 WTC. For instance, in the fifth observed class he was not included in the two groups which performed the role-play. He said,

Yes sir...and it always happens to me that my colleagues are always jealous with me; they didn’t give me a chance for participation; at that time the leader... I was really angry with her. **(StR-1)**

Interlocutors as a variable interacted with a number of psychological and linguistic variables, including perceived opportunity, anxiety, emotion, motivation, desire to talk and pre-occupation, and language proficiency, such as vocabulary and reliance on codeswitching. For example, interlocutors were the main source of Umair’s anxiety. His L2 WTC decreased due to perceived fear of the teacher’s criticism, taunting, anger, and deduction of marks. The data suggests that sometimes his fear of losing marks due to wasting his teacher’s time prevented his L2 WTC. For example, in the sixth observed class, he was less communicative. In his interview he confessed the following,

Teacher had said [in a previous class] that anyone who wastes my time I deduct marks. That was really threatening for me because due to marks we are communicating here, we are doing each and everything here. Because if marks will

be deducted, then how can we communicate. So this was threatening for me... (StR-1)

Similarly, classmate's taunts and criticism also caused anxiety and debilitated his L2 WTC. He stated that his classmates' attitude discouraged him from doing presentations. As his following words reveal,

Many of my colleagues say that you are not good at explaining things then why you are going to the rostrum; you are not important; what are you going at the rostrum for?' that thing always discourages me, always discourages me. (StR-1)

The following quote best illustrates the complex interaction between interlocutor, topic, extrinsic motivation and L2 WTC. In the 13th observed class Umair was silent for the first 45 minutes of the two-hourly class. In the interview, he said that he was not willing to talk at the beginning of the class because he found the topic of writing skills difficult for him. He believed himself to be weak at writing skills, therefore, he avoided communication. Topic difficulty served as an initial condition which increased his anxiety and inhibited L2 WTC. The joint influence of lack of familiarity with the topic and anxiety worked as repellers for his L2 WTC.

Sir one of the reasons was that the topic, the *topic* of discussion, the writing skills, was very difficult. I am weak at writing skills; that's why I was *afraid* what the teacher will do here. I was thinking that what I should do today? Because the topic was not related to oral communication; it was not interesting to me; it did not inspire communication. (StR-3)

But surprisingly, as the discussion went on and the teacher elaborated on the topic well, Umair's interest in the topic increased and enhanced his WTC increased. The first time he raised his hand was to volunteer to read out a passage from the book.

Example 8.3.2 Excerpt from 13th observed class

Teacher: So if you could please read the first version. Who is going to read?

Student-1: May I, sir!

Teacher: Someone from back seats? Please, why don't you cooperate today?

Umair: [raises both his hands]

Teacher: Yes Umair!

It can be noticed in the passage above that the teacher invited a volunteer from the back benches and although there were many other students in the class, none of them, except Umair, volunteered. Thus, the activity inspired his intrinsic motivation while the teacher served as a source of extrinsic motivation for Umair, as reflected below.

But the way teacher explained it was really inspiring. My interest in the topic increased because of the teacher; he created motivation in me. **(StR-3)**

The example above shows how Umair's L2 WTC emerged out of a repeller state, that is silence, and entered an attractor state of communication due to facilitating variables, such as the reading task, the teacher and his intrinsic motivation.

The most important factor influencing Umair's WTC in L2 was his intrinsic motivation to do whole-class teacher-fronted presentations. Evidence from diaries and StRs suggest that Umair's L2 WTC emerged as a result of a conflict between intrinsic motivation to do presentations and fear of criticism from the teacher and his peers. Although Umair experienced anxiety during several of his presentations, his higher motivation helped him overcome anxiety which promoted his L2 WTC. For instance, in his diary he wrote the following,

Today I was ready to deliver my presentation but some psychological barriers or hindrances disturbed me. But I delivered my presentation because teacher gave me time **(Diary-1)**.

A configuration of motivation and opportunity to do presentations constructed his L2 WTC despite interference from/by anxiety. However, he preferred to remain silent during teacher-talk and lectures. His decision to remain silent during lecture/teacher-talk was due to two reasons. First, his intrinsic motivation to learn from the teacher; and second, he believed that lectures afforded fewer opportunities for students to talk.

8.3.3 Influence of physiological variables on Umair's L2 WTC

Sometimes physiological factors, such as feelings of hunger and pain (i.e. toothache and headache), directly affected Umair's L2 WTC. For instance, he recalled in interview, 'at that time I was hungry; my mind was not working on daily basis. I was sitting in class but my mind was not 100% in class because I was hungry'. Sometimes physiological factors

interacted with contextual variables to affect WTC. For instance, he wrote, ‘because I was hungry and another reason for not talking was that I was thinking that first teacher clear topic then I should have to talk’. In addition, sometimes interaction between physiological variables and psychological variables affected his WTC. For example, he said, ‘there was a problem with me then, I had an itch in my face; my face was completely dry because I had shaved that morning, because of shaving my skin was itchy; and I was feeling hair in my hand’. In short, the interaction between physiological and psychological factors had a debilitating effect on Umair’s WTC.

Umair’s case is unique from the other cases in that his case offered important insights into the complex and dynamic nature of L2 WTC. A number of variables, such as topic, interlocutors, perceived opportunity, and anxiety contributed to his L2 WTC. However, the most distinguishing feature of his communicational behaviour was his motivation to do whole-class presentations. It could be concluded that his situational L2 WTC could develop into ultimate L2 WTC by providing him with more opportunities to do class presentations. Another important insight offered by Umair’s case is the impact of physiological factors, such as hunger, toothache, headache, and itch in the face on L2 WTC. Physiological variables served as the initial conditions and interacted with psychological variables to affect L2 WTC.

8.4 Case 3. Hina-A frequent L2 user

Hina’s case offers a stark contrast from Zeeshan’s case. While Zeeshan’s communicational behaviour was driven by dynamic silence, the most striking feature of Hina’s personality was her talkative, lively and sociable nature. The feature that distinguishes Hina from the rest of the participants is that she proactively exploited opportunities to make use of her L2 rather than passively awaiting the chances for communication in class. She actively engaged in classroom activities, such as discussions, debates and role-plays. Based on the data from classroom observations, the frequency of her L2 use was the highest of all the participants with 726 instances over 14 observed classes. The following paragraphs discuss the trajectory of Hina’s L2 WTC over 14 classes.

8.4.1 Trajectory of Hina's L2 WTC over 14 classes

Figure 8.4.1 below presents the trajectory of Hina's L2 WTC across 14 classes.

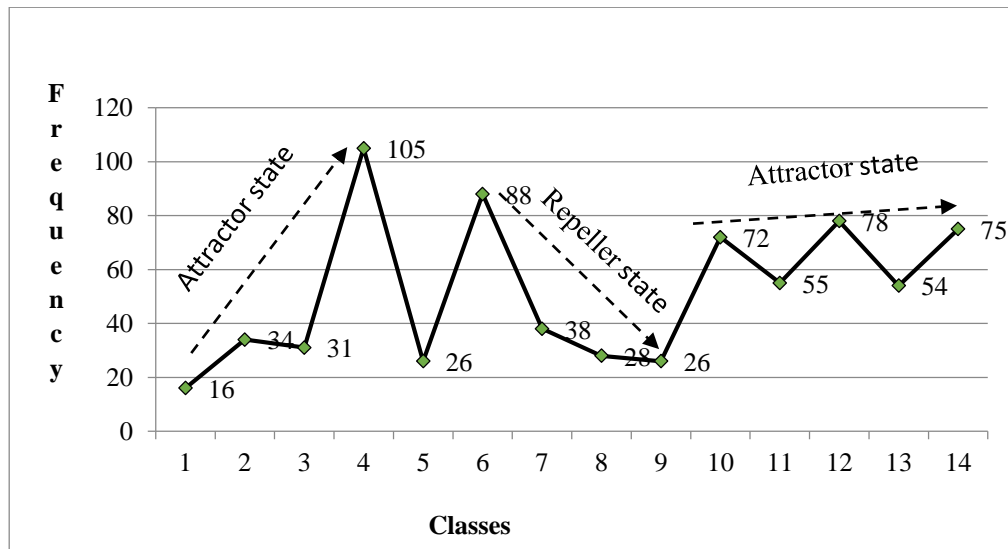


Figure 8.4.1 Fluctuations in Hina's L2 WTC over 14 classes

Figure 8.4.1 shows that Hina was less communicative in the first two classes but her L2 WTC increased during the course of the study. In the first observed class, her L2 WTC was the lowest due to a lack of opportunity, anxiety, teacher's attitude, a lack of perceived competence and familiarity with the topic. In the second class, her L2 WTC was higher than it was in the previous class. She attributed her L2 WTC to the discussion on the topic of 'Seven Cs' and the activities performed by her classmates wherein students were free to share their opinion and comments. In the third observed class, her L2 WTC was nearly at the same level as in the previous one as she was completely involved in the discussion due to motivational lecture of her teacher.

It is noteworthy that Hina's L2 WTC increased dramatically in the fourth observed class wherein the substitute teacher conducted the class. The discussion in that class was based on the topics suggested by the students. The frequency of her L2 WTC was 105 instances of L2 use. Amongst the many factors which she attributed to her L2 WTC, the most significant factors were familiarity with the teacher, favourite topics, self-confidence and a stress-free classroom atmosphere. The data shows that she was not happy with the first

of the three topics discussed in that class. However, her interest in the topic increased and she gained her self-confidence as the discussion progressed. She wrote,

The topics were quite interesting that made me to talk about them. It seems that when you are much confident about any topic, and you don't have the fear of audience too, you can better express your opinions, feelings and ideas. **(Diary-4)**

Conversely, in the fifth class her L2 WTC was constrained due to the nature of the class activities. The first session of the class consisted of teacher-talk whereby the students were engaged in listening to the lecture. The second session was based on a role-play performed by two groups, A and B. Hina displayed higher motivation to perform the task. Since Hina was a member of Group-A, she had a chance to use her L2 while she was doing her part in the role-play. However, she had to remain silent and watch the performance of Group B afterwards. It is also interesting to mention that her L2 WTC went through instantaneous fluctuations during the role-play due to a combination of the lack of perceived communicative competence and anxiety. She said in StR-1 that she was going through anxiety while performing, 'because in a group work if someone goes wrong, everybody says: why you? ...I mean so many mates criticise you after the activity reminding you that the activity did not go well because of you'.

In the sixth observed class Hina's L2 WTC was again higher with eighty-eight instances of L2 use. According to her, she was willing to communicate because she was completely prepared for the topic of discussion. There were factors which exerted a debilitating affect but the strength of higher confidence in topical knowledge maintained her L2 WTC. From the perspective of DST, her familiarity with and knowledge of the topic served as an attractor for her WTC.

Her L2 WTC experienced a consistent drop over the next three classes, that is, the seventh, the eighth and the ninth classes respectively. Her L2 WTC in the seventh and eighth classes was low because the classes were *not discussion-based* and interactive. The seventh class consisted of student's 1-minute presentations whereby specific students were nominated by the teacher to do presentation while other students listened to the presentations. The eighth class was also based on presentations assigned to a specific group of students by the teacher. She wrote, 'today's class...it is more of presentations' class, and

I have nothing to talk more than just giving my comments on presentations'. Her L2 WTC was even lower in the ninth class due to the fact that the discussion was based on the topic of 'Intercultural communication, and involved specific students who were not the residents of Sukkur region or possessed a different cultural background than the students from Sukkur. Since Hina belonged to the Sukkur region, she could not exploit more opportunities to communicate.

Over the last five observed classes Hina's L2 WTC witnessed a significant increase ranging from 72, 55, 78, 54, and 75 instances of L2 use in tenth, eleventh, twelfth, thirteenth, and fourteenth classes respectively. Although the classes consisted of students' video-presentations and teacher-talk, Hina's L2 WTC entered into an attractor state due to her interest in and familiarity with the topics. There was a striking discrepancy between her self-reported data and her actual communicational behaviour in the 10th, 11th, 13th, and 14th classes. For instance, evidence from the classroom observation of the 14th observed class shows that her L2 WTC was higher with 72 instances of L2 use. However, data from both diaries and interview shows that initially she was not willing to talk in that class because she believed the topic was not interesting to her.

8.4.2 Dynamics of variables influencing Hina's L2 WTC

Topics and interlocutors were the two most frequently cited contextual variables, while anxiety and opportunity were the most influential of the psychological variables. Reliance on codeswitching was also frequently identified in the data, while the occurrence of L2 proficiency in the data was considerably lesser. Table 8.4.2 below presents the frequency of factors affecting Hina's L2 WTC over fourteen classes.

Table 8.4.2 Frequency of factors influencing Hina’s L2 WTC

Frequency of factors influencing Hina’s WTC		
Categories	Factors	
Contextual factors	Topic	46
	Teacher	32
	Classmates	13
	Interactional context	15
	Task type	05
	Classroom atmosphere	05
	Total	116
Psychological factors	Anxiety	20
	Perceived opportunity	10
	Feelings/emotion	04
	Perceived communicative competence	03
	Motivation	02
	Pre-occupied	01
	Total	40
Linguistic factors	Reliance on codeswitching	74
	Language Proficiency	02
	Total	76

Hina’s WTC was jointly constructed by a combination of interconnected variables from contextual, psychological, and linguistic. Table 8.4.3 represents the dynamics of variables underlying Hina’s WTC in L2.

Table 8.4.3 Pattern of interaction of variables affecting Hina’s L2 WTC

Contextual factors	Psychological factors	Linguistic factors
Topic	Perceived opportunity Anxiety	Reliance on codeswitching
Interlocutor	Anxiety Opportunity	- Reliance on codeswitching
Teacher Classmate(s)		

The most frequent combination of variables which affected Hina’s L2 WTC occurred between interlocutors, anxiety and reliance on codeswitching on the one hand, and topic, perceived opportunity and anxiety, on the other. Some of the examples from the data are

presented in the paragraphs below in order to illustrate the complex and dynamic nature of Hina's L2 WTC.

Interest in/familiarity with a topic was one of the necessary conditions for Hina's willingness to increase, but it also had to correspond with her perception of opportunity. Most of the times despite being familiar with the topic, Hina backed off from communication because of a lack of opportunity. For instance, she noted in her diary that in the eighth observed class, she could not avail many opportunities to talk because the topic was intercultural communication and specific students were invited to participate in the discussion. On the other hand, sometimes her interest in topic was so strong that she proactively exploited the opportunity for L2 communication. For instance, in the 14th observed class, Hina was excited to share her ideas she had jotted down. Having waited for an opportunity for a long time, she raised her hand to catch the teacher's attention for permission to talk. In her interview she reported,

I was thinking that lest the time goes out and I miss opportunity, I must grab a chance to read out my letter. That's why I asked teacher to allow me to read my letter. (StR-3)

The factors which forced her to break her silence at that time included: her preparation for the topic and perceived opportunity. Evidence from the self-reported data also shows that interest in and/or familiarity with the topic also increased anxiety and reduced Hina's confidence to communicate in L2. For instance, in the fourth observed class she was not interested in the topic of discussion. In her interview, she noted the following,

I was not in favour of that topic.... I don't think it is a topic to have a debate on. But then they [classmates] all said 'no'. means they are very much eager to discuss that so I just...u know...keep my mouth...shut. (StR-1)

Here is an excerpt from that class:

Example 8.4.1 Excerpt from 4th observed class

Teacher: Ok then let's have a debate! The boys will justify their superiority and the girls will justify their superiority over boys.

Hina: Sir but it is already...(?)

Teacher: It is already decided that male are superior! I know.

Hina: But sir there is nothing to debate in that topic!

[Students' commotion]

Hina: Sir it has already been discussed.

Teacher: Ok so you can give arguments and counter-arguments. I don't want to emphasise it but I am neutral.

Hina: But Sir you always support boys.

Since Hina was not interested in the topic, she did not engage in the discussion for almost thirty-minutes of the class time. She noted in her diary that she used her silence as a strategy to gain time in order to formulate her ideas. She consciously gave up opportunities for communication and waited for others to present their arguments first, in order for her to form her opinion. She said, 'I waited for others to make their arguments first; and I developed my arguments from their arguments' (**StR-1**).

It is interesting to note that her silence was intentional and active involving a dynamic interaction of a number of interconnected variables. Secondly, the example also demonstrates the dynamic features of Hina's L2 WTC, such as feedback sensitivity, self-organisation, moment-to-moment change, and attractor and repeller states. The joint force of familiarity with topic, atmosphere and self-confidence pushed her L2 WTC from a repeller into an attractor state.

In addition, interaction of interlocutors, anxiety, and perceived opportunity strongly affected Hina's L2 WTC. Her decision to engage or withdraw from a discussion at a given moment was marked by a strong fear of criticism and face-threatening by her classmates. Hina's anxiety displayed both trait as well as state characteristics. For instance, before starting the course in Business Communication, she was informed by her senior colleagues about the teacher, that he cracks jokes at students and is strict in assessments. Furthermore, she was scared of the potential consequences of offering a wrong answer to the teacher. She said the teacher had already informed them as to 'what could happen if we didn't participate in classes'. She further said, 'I may not speak in class but for his rules, and the idea of what I could have to face, if I don't participate'. However, her anxiety also showed features of state anxiety as it changed with respect to the context of the discussion. For instance, in the

13th observed class she had forgotten to bring along the text book with her. She was silent due to the fear of the teacher's admonition. She said,

Sir at this specific moment, I had forgotten to bring along the book and I was afraid that if he noticed that, he will punish me. So that's why I was pretty quiet in the second part of the class too. *I wished the teacher didn't notice me.* You can say *because of the fear of punishment I was silent* [my italics]. (StR-3)

It can be noticed that Hina was feeling scared to the extent that she did not even want herself to be noticed by the teacher in class. Not having the book and the subsequent anxiety of the teacher's potential reaction served as the initial conditions which impeded her L2 WTC throughout that class.

Another instance is also worth quoting wherein Hina's L2 WTC was affected by a complex interaction of fear (anxiety) of criticism by her classmates (interlocutors). In the 13th observed class, there was an activity whereby the students had to volunteer to read out the first email they had written to the teacher at the beginning of the semester. While the class atmosphere was stress-free and friendly, Hina perceived it to be face-threatening and stress-full. She reported,

At that time, I didn't want my email to be read out because I thought it was not appropriate to be read in front of the whole class.; *there may be some mistakes in it.* But I did *feel shy*. I held myself back too, that no I wouldn't volunteer my name in order for my email to be read out; maybe it was because of the *fear of criticism from the class fellows*; and I was *not confident* too[my italics]. (StR-3)

The quote shows that Hina's WTC was constrained not by a single variable but a complex interaction of variables, including lack of confidence, shyness and anxiety. First of all, she was feeling anxious about her being nominated for reading out her email. Secondly, she was feeling shy because she believed there might be some mistakes in her email. Thirdly, she was apprehensive of being ridiculed by her classmates for mistakes in her email. Thus, her feelings of anxiety were predicated in her lack of confidence in her writing skills which also evoked feeling of shyness in her. Most specifically, it was the fear of potential criticism from her classmates on her email that held her L2 WTC hostage for about 30 odd minutes of first session of the class.

Moreover, activities involving discussions, debates, tasks and role-plays inspired Hina's L2 WTC more frequently than lectures/teacher-talk. Task type interacted with other variables, such as motivation, anxiety and perceived communicative competence. She actively engaged in discussions and performed tasks. Sometimes she experienced anxiety during an activity due to peer-pressure because she believed if she did or said something wrong, the group members would blame her for the mess. And sometimes her anxiety was due to a lack of perceived communicative competence. For example, in the fifth observed class, Hina participated in a role-play along with a number of other group members. According to her, she was not satisfied with her performance for two reasons, higher anxiety and lack of perceived communicative competence. She was feeling nervous during the activity because the activity was performed impromptu and not planned well.

What I was thinking was the lack of...because we had not discussed anything about what and how to perform the activity. We had started the activity without having decided what to do. **(StR-1)**

Secondly, she was nervous because of the peer pressure. She thought if she got something wrong, everyone would blame her for the failure of their performance. On the other hand, she was nervous due to her lack of perceived communicative competence. She said she was not happy with the activity because she could not communicate properly because of the lack of preparation. She reflected in her diary about her performance,

But what I noticed is that our group activity didn't go well as I wanted it to be, one of the barriers was my improper communication [in English]. **(Diary-5)**

Hina's lack of perceived communicative competence was interrelated with her high anxiety and lack of preparation for the activity. The three factors were interrelated and jointly constructed and decreased Hina's L2 WTC. The quote also serves as an exemplar of the self-organising capacity of Hina's L2 WTC. Despite fluctuations, her L2 WTC managed to re-organise and maintained momentum. The factor which served as an attractor for Hina's L2 WTC was her high motivation for performing the task; otherwise, she would have broken off communication during the activity. Thus, higher motivation was the initial condition which overcame the effect of debilitating factors, such as lack of preparation for activity, anxiety and lack of perceived communicative competence.

To sum up, Hina was a proactive and frequent user of L2 in class. She proactively utilised the opportunities of using L2, offered comments, volunteered answers, asked questions, presented opinion, and readily participated in activities. Variables including interest in topic, familiarity with/knowledge of the topic, familiarity with interlocutors, motivation to learn and task type served as attractors for Hina's L2 WTC. Conversely, fear of potential criticism from interlocutors, lack of preparation/knowledge of a topic, reliance on L1 and perceived communicative competence forced her L2 WTC to slide into repeller states. Given a stress-free environment, friendly behaviour of teacher and face-saving, Hina's L2 WTC can be enhanced a great deal.

8.5 Case-4. Dua-An active speaker

Dua was a confident, sociable and interactive learner. She demonstrated enthusiasm and readiness to engage in classroom discussions and debates. She also displayed a keen interest in participating in tasks, such as role-plays, and doing whole-class presentations, whereas she preferred to be silent in lecture-based or presentation-based classes. Of the six participants, Dua was the second highest user of L2 in class with a total of 659 instances of L2 use. One of the interesting facts to know about Dua is that she always preferred to sit on the front benches which allowed her to exploit opportunities to engage in discussions and volunteer for tasks. A noticeable effect of her front-seating was the lower frequency of perceived opportunity as a negative factor. While Zubair, Zeeshan, and Umair struggled for and relied on opportunities to use L2, Dua took full advantage of her physical location to get opportunities to make use of L2. The following paragraphs discuss the trajectory of Dua's L2 WTC.

8.5.1 Trajectory of Dua's L2 WTC over 14 classes

Figure 8.5.1 below shows ebbs and flows in Dua's L2WTC in fourteen BC classes.



Figure 8.5.1 Fluctuations in Dua's L2WTC over 14 classes

The high and low points in her L2 WTC can be seen in the Figure-8.5.1. Dua's L2 WTC showed considerable situation-to-situation and moment-to-moment fluctuations within and across individual classroom settings. Dua's L2 WTC was in an attractor state in the 10th, 13th and 14th classes wherein the frequency of her L2 WTC was the highest, ranging from 69 to 70 to 80 instances of L2 use respectively. It is interesting to mention that these classes were based on students' presentations and writing skills consisting mainly of teacher-talk with brief interstices of student-talk. For instance, the tenth class was based on class presentations of specific students (not including Dua) nominated by the teacher. Opportunities for L2 communication in the class involved offering comments and remarks on those presentations. Although the instances of Dua's L2 WTC were higher, her L2 use consisted of short comments and remarks on her interlocutor's presentations. Similarly, the 14th class involved students reading out their letters and getting feedback from the teacher. Dua's communication in L2 comprised of offering brief comments on classmates' letters. But the important point to note is that despite limited opportunities for L2 use, Dua managed to exploit relatively more opportunities to use L2 than other participants.

The 13th class consisted of teacher-talk on the topic of writing skills. Dua reported that she did not participate much in the class because the ‘session was about writing; we were almost quiet; the teacher was giving lecture’. However, the frequency of Dua’s L2 WTC in the class was the highest of all the observed classes. The major factor which invoked her L2 WTC was the topic of discussion and the activities involving students reading out one of their earliest emails to the teacher. Dua reported in the StR that the topic of discussion was relevant to her personal experiences which she wanted to share with the class. Moreover, she wanted to explain a situation wherein she was suddenly delivered a secret message by a classmate.

In the fourth and the second classes, the frequency of Dua’s L2 WTC was still higher with 64 and 59 instances respectively. In the second class, she reported that the main factors inspiring her L2 WTC included her interest in the topic ‘Seven Cs of communication’, and the related activities, including a debate, and a task whereby students were supposed to mock a quiz based on the topic. In the fourth class, her L2 WTC was higher due to several facilitating factors, such as interest in and familiarity with the topics, activity and teacher. However, a lower level of her L2 WTC was observed in classes seventh, first, ninth and eighth wherein the frequency of her L2 WTC was 32, 35, 35, and 38 respectively. Figure 8.5.2 illustrates Dua’s L2 WTC on a continuum from the highest to the lowest frequency over time.

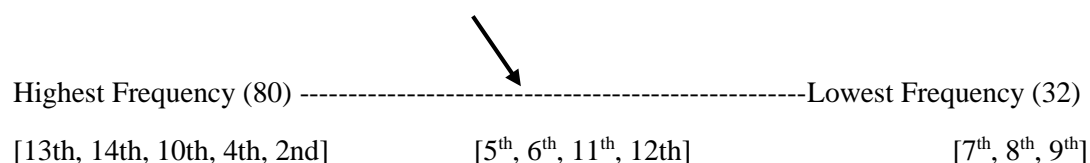


Figure 8.5.2. Dua’s L2 WTC continuum

Her L2 WTC in 11th, 12th, 5th, and 6th classes was somewhere on the middle of the continuum between the highest and the lowest points. For example, the number of occurrences of Dua’s L2 WTC in these classes was: 50, 51, 56 and 56 respectively.

Dua’s L2 WTC was in a repeller state from the seventh to the ninth class. It is interesting to mention that the self-reported data suggest that Dua was interested in the topic and discussion, while the data from observations suggest that her L2 WTC was the lowest

of all the classes she was observed before and after. The data show that the two main factors which pushed her L2 WTC into a repeller state included the teacher and a lack of opportunities. First of all, the classes comprised of students' presentations (seventh and eighth classes) and discussion around specific students (ninth class). Secondly, the discussion was controlled by the teacher who invited views from specific students in the class. In her diary of the eighth class, for instance, she reported that the 'class was all about presentations of those students who were nominated [by the teacher] in the last class'. Therefore, she was 'not willing to talk during presentations of others'. The trajectory of Dua's L2 WTC shows that despite moment-to-moment fluctuations, her L2 WTC displayed a progression from a lower to a relatively higher level (see the trend line in Figure 8.5.1 above). A detailed analysis of the dynamics of factors is presented in the following section.

8.5.2 Dynamics of factors determining Dua's WTC

Dua's L2 WTC was influenced by contextual, psychological and linguistic factors. The number of occurrence of contextual factors (104) affecting her willingness in classroom was relatively higher than psychological (41) and linguistic (71) factors. Table 8.5.2 below presents the frequency of self-reported factors responsible for inhibiting and promoting her WTC.

Table 8.5.2 Frequency of factors influencing Dua's WTC

Frequency of variables influencing Dua's WTC				
Contextual variables		Psychological variables		Linguistic variables
Topic	42	Feelings/emotion	09	Reliance on codeswitching 66
Teacher	21	Motivation	09	Language Proficiency 05
Classmates	07	Opportunity	08	
Task type	28	Pre-occupied	06	
Classroom atmosphere	06	Anxiety	03	
		Perceived competence	02	
		Desire to talk	02	
		Cognitive block	02	
Total	104		41	71

From the Table 8.5.2, it is explicit that Dua’s L2 WTC was more sensitive to three contextual variables, such as topic, teacher, classmates and task type than psychological, and linguistic factors. While the task type was also identified in other participants’ self-reported data, it appeared to have a strong impact on Dua’s L2 WTC. In addition to discussions and debates, Dua frequently volunteered to participate in tasks, such as Chinese whispers, Call roll, and role-play, in a whole-class teacher-fronted. Sometimes Dua was willing to participate in a task but was not afforded the chance. She reported, ‘I was willing to come for activity but sir didn’t call me’. However, her L2 WTC did not emerge solely as an impact of the task type, rather it was co-constructed by a complex interaction of topic, interlocutors, motivation, emotions and reliance on codeswitching. Table 8.5.3 illustrates the complex dynamics of contextual, psychological and linguistic variables which co-constructed Dua’s L2 WTC.

Table 8.5.3 Pattern of interaction of variables affecting Dua’s L2 WTC

Contextual factors	Psychological factors	Linguistic factors
Topic	Interest in/Familiarity with [topic] Perceived opportunity Pre-occupation Perceived communicative competence Cognitive block	Vocabulary Reliance on codeswitching
Interlocutor	Anxiety Motivation Feelings/emotion Desire to talk Perceived opportunity	- Reliance on codeswitching
Teacher Classmate(s)		
Task type	Perceived opportunity Anxiety Motivation Perceived communicative competence	Vocabulary codeswitching

Dua’s L2 WTC was always active in task-based classes wherein, according to her, ‘...both students and teacher are involved in discussion in the class’. Conversely, she avoided to communicate in lecture-based classes. For instance, in the fifth observed class, Dua participated in a task assigned to students by the teacher. The task was to construct a role-play around the topic of structure of organisational communication using the university’s

administration as a model. Dua volunteered to become the leader of her group and worked with her partners to plan and perform the play. Example 8.5.1 below presents an excerpt of Dua's performance in the role-play. [Note: The translation of Urdu and Sindhi conversation is presented in the square [] brackets.

Example 8.5.1 Excerpt from 5th observed class

1. CDC Director (henceforth CDC): Yes please! *Kya haal hain beta?* [How are you my child?]

3. Dua: Assalam-o-alaikum! Sir I am fine. What about you?

4. CDC: *Theek houn bilkul beta! Yeh chai aapki hai meri hai?* [I am fine my child! Is this cup of tea for you or for me?]

6. Dua: *Sir appke liye hai* [Sir it's for you] Sir I have a problem to discuss with you; Sir mene installment karwai thi who abhi tak hui nahi hai. Sir kindly check out whether it is done.

9. CDC: *Mene khud check ki hai inshallah ho jayegi. Ho jaani thi mene unko*

10. forward kiya tha lekin...J. gym gaya hua tha exercise karne. So aaj ho jayegi

11. inshallah! [I have checked it already; I am sure it will be done, God willing!!

12. It was supposed to have been done by today but Mr. J. was not available; he 13. had gone to gym for exercise. So it will be done today once J. comes back]

14. Dua; Sir please do let me know. I am waiting for that.

15. CDC: Aap aesa karien 5 baje aa kar check kar lien [you can come after 5 pm].

16. Dua: Oh so sweet of you sir! [Moves on to talk to another group member who plays P.S to director]

18. Dua: I want to meet the Director.

19. P.S: I am P.S to Director, Mr. Sufi Ahmed 'mauseeqi' ['musical'] [Students laugh]; And what type of work you have with the director?

21. Dua: I have to meet him regarding my installments.

22. P.S: I think this is the work [job] of the CDC department.

23. Dua: I have already met with them but I want to meet the Director.

24. P.S: Have you an application for that purpose?

25. Dua: No need for application. I have already put an application. Mr. Mairaj has already given it [Forwarded it to the Director].

27. P.S: I think there is a procedure. You have to write an application.

28. Dua: Sir I have already written an application. Check out! You are here but Sir Mairaj is not here; but please check it out!

30. P.S: I couldn't find it please write another application.

[She goes to her desk to bring along a piece of paper and presents it as an application to the P.S]

31. Dua: Sir [hands over the paper to P.S] Now, may I go?

32. P.S: One minute! I think there is an error. You should correct it. Because I am
33. a P.S to Director; I think he is literate and..

34. Dua: Sir my exams are around the corner, Sir please let me meet with Director
35. sahb!

36. P.S: How can you forward an incorrect application?

37. Dua: Sir I will correct it later.

38. P.S: In which class are you studying?

39. Dua: Sir MBA-II!

40. P.S: MBA-II. Means you are here from Six months!

41. Dua: yes sir!

42. P.S: And you don't know the exact way of writing an application.

43. Dua: Sir I have written it here, Sir!

44. P.S: Please correct it!

[Dua grabs the paper back from him and mimes to be correcting it. Having done that she extends the paper to the P.S]

45. Dua: Sir!

46. P.S: Let me confirm from the Director!

[Speaks to the student who plays the role of Director. Comes back to Dua and tells her to go to Director.]

47. Dua: [to the Director] May I come in Sir?

48. Director: Yes please!

49. Dua: *Sir hee munhji scholarship aahe installments ji exams thiyan wara han
50. duyani aa. Tawhan kindly kare dyo sir. CDC wara karan natha; roz chawan
51. Tha subhane. Tawhan please in khe disa dyo ta jiyein maan exams mein
52. wehaaan.*

[tr. Sir that's my scholarship/application for installments; exams are around the corner so I have to submit it at the earliest; Sir kindly approve it. The CDC officials are not doing it for me; they tell me to come the next day. Please look into the matter so that I may be able to sit in the exams]

53. Director: *Acha! Tawhanjo program kehro aa?* [Tr: Which program are you a 54. student of?]

The long excerpt of the performance offers an insight into the complex and dynamic nature of Dua's L2 WTC. The data shows that Dua was happy to have become the leader of the group and enjoyed doing this activity. She said in interview, 'my confidence was increasing while performing; it was increasing even more. It was encouraging me that yes I can do it'. However, she also experienced anxiety in this activity while performing. She reported that since she was an employee of the institute, it was difficult for her to participate in a role-play involving characters that included her officers and colleagues, such as the CDC Director and the P.S to Director, and the Director, respectively. She feared that her interlocutors might use some inauspicious language about the worthy staff members which could cause her a serious embarrassment. Thus, her identity as an employee and the uncertainty of her interlocutors' behaviour caused her anxiety. She reported,

My group members were students that is why they were fearless in doing it; whereas I am a part time employ, I was taking my position as an employee into account as well. **(StR-1)**

She said she was feeling angry about her interlocutor's [student who played the P.S] lose/rough language [see line 19]. 'I was feeling angry at him. He was dragging the activity for no reason; we had not planned any such thing'. But she maintained a smile on her face in order to conceal her anger. It is also important to note that Dua changed her language depending on the language of her interlocutors in the activity. For example, when she went over to the CDC director she started conversing in English but the interlocutor communicated in Urdu. Though she uttered a sentence in Urdu, she switched to English and maintained the conversation with the CDC director in English. Her conversation with the P.S to the Director happened in English, while the conversation with the Director took place in Sindhi. When she was asked to explain the reason for codeswitching, she explained in the following way,

I thought that if a person talks to you in English you must respond in English; if a person talks in Urdu then you must answer him in Urdu; if Sindhi then answer must be in Sindhi. **(StR-1)**

Example 8.5.1 also illustrates the complex and dynamic nature of Dua's L2 WTC. It can be noticed that moment-to-moment fluctuations in her L2 WTC occurred as a complex and dynamic interaction of the contextual and psychological variables, such as task, interlocutors, motivation, and anxiety. While anxiety and interlocutor's L1 use interfered with her L2 WTC, an interest in the task and a strong intrinsic motivation to participate in it helped her maintain communication in her L2.

Conversely, she found lack of opportunities in classes based on lecture. This format of class interaction predominantly consisted of teacher-talk whereby the teacher was describing, elaborating and explaining the topic/textual concepts. Although it was interspersed with comments or questions from students, it accorded fewer opportunities for participants to talk. The two quotes below reveal that her L2 WTC decreased because the format of a lecture-based class required students to not communicate but to listen to the lecture and note down the points.

In today's class I communicated less because it was a lecture-based class. We listened the lecture activity. **(Diary-10)**

I was not that talkative that day. Because the class was all about technical things and we were required to understand not to communicate; and we are focused on understanding and noting down the points; when it comes to writing down you need to be focused. **(StR-3)**

As a result, Dua's L2 WTC was affected by interactional context and lack of opportunity. In addition to that, interlocutors' behaviour also exerted strong impact on Dua's motivation and anxiety, and feelings/emotions. It also affected perceived opportunities to talk and reliance on codeswitching. For instance, in the sixth observed class, Dua attributed her higher L2 WTC to her teacher's encouraging attitude, while in the 11th class she was not willing to talk due to her teacher's seemingly rude attitude. Similarly, classmates were also found to have influenced on Dua's L2 WTC mainly through her desire to talk, feelings/emotion, and opportunity. Example 8.5.2 below best illustrates how interlocutors interacted with her emotions and affected L2 WTC. The instance occurred in the sixth classroom observation in which the topic of discussion was 'Cultural communication'. Dua was highly communicative in the first session of the class. Figure 8.5.2(a) shows Dua's L2 WTC in the first session.

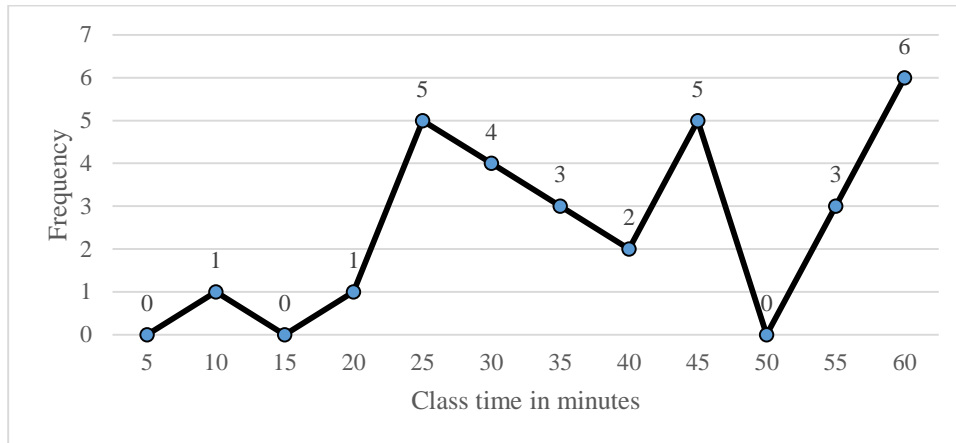


Figure 8.5.2(a) Dua's L2 WTC during first session of 6th observed class

However, in the second session of the class Dua experienced a drop in her L2 WTC. She reported that her L2 WTC declined due to an incident wherein the teacher accused her of being inattentive in the class. Classmates also picked sides with the teacher against her. She was forced to pay a penalty by treating the entire class to tea. She agreed to that laughingly in class but that event did not leave a positive influence on her L2 WTC.

Example 8.5.2 Excerpt from 6th observed class

Teacher: You are yawning in my class! Now the penalty is: repeat my previous three minute's communication to you all.

Dua: but sir I was here.

Teacher: [jokingly] No you were not here! Was she here? [asks the class]

Students: No sir!!!!

Teacher: okay how many of you are believe that she was here?

[Three student raise their hands]

Teacher: and how many of you are claiming that she was not here?

[No one raises their hand]

Dua: Sir no one. They are neutral [laughs]

Teacher: [points to a student] wonderful! Your relation is showing its true colors!

Student-2: but I said that she was not here mentally.

Teacher: [repeats] she was not there! Wonderful! Yes! Anyone else? Was she was she or was she not here mentally?

Student-3: No Sir!

Student-4: Sir but she explained the things in her own way!

Student-5: she did say some irrelevant things. What does it mean?

Teacher: she did say some irrelevant things. What does it mean?

Student-5: that she was not mentally here.

Teacher: mentally?

Student-5: physically she is here but mentally she is not.

Teacher: [to Dua] your very close friend is also saying that!

Although the incident took place in an apparently humourous and stress-free atmosphere, the teacher was making fun and everyone, including Dua, was laughing and enjoying, but it left a negative impact on Dua's L2 WTC. She reported that the attitude of her teacher and the classmates hurt her feelings, as the following quote indicates,

I was feeling bad when all the class fellows said I was not paying attention to the lecture which is not true because I was paying full attention. I don't know how they turned against me. At that time, I was *feeling very bad*. I am attached to my class fellows; I always like to help out every one. I was not expecting this from them but all of them were united against me saying that she was not mentally present in the class. Personally I was *feeling very bad*...and that is why ***I did not talk in that class after that***. You can observe that I am not communicating there' [my italics]. (StR-1)

The data from observations and field notes confirm that after the event Dua's communication consisted of short answers and comments for the sake of participation in the discussion. She was not, however, willing to engage in the discussion. Figure 8.5.2(b) illustrates the drop in Dua's L2 WTC in the second session of the class.

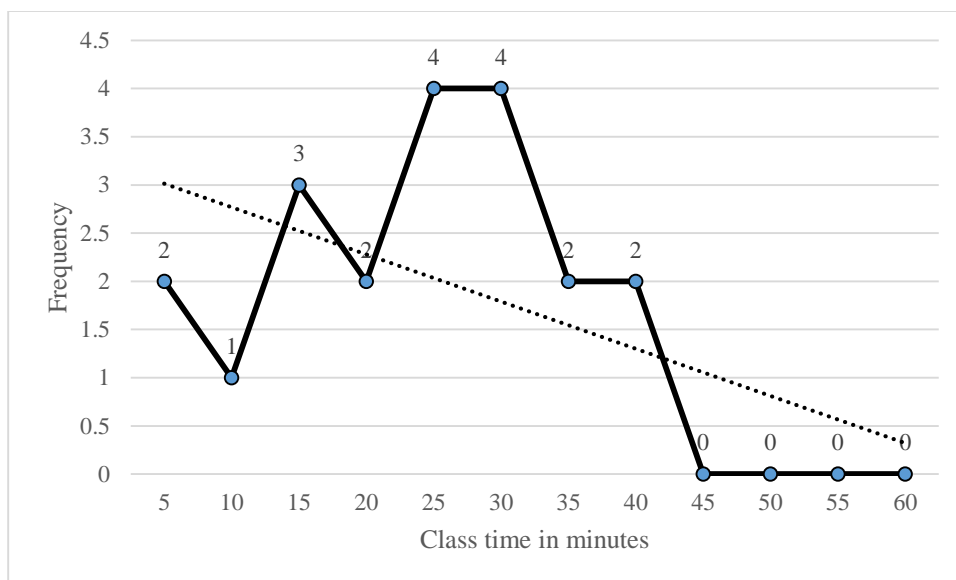


Figure 8.5.2(b) Dua's L2 WTC in second session of 6th observed class

Figure 8.5.2(b) is important for several reasons. First, it exemplifies the interdependence of contextual and psychological variables affecting L2 WTC. Though the entire situation was triggered by the teacher, the responsibility of inhibiting Dua's L2WTC did not lie with him alone; rather, a complex and non-linear interaction of variables including classmates, classroom atmosphere, feelings/emotions, and anxiety, combined to affect Dua's L2 WTC. Secondly, the figure also illustrates the moment-to-moment change in her L2 WTC. Her L2 WTC was higher before that incident but declined sharply during the conversation. And finally, she decided to stay silent after that.

The analysis of the data reveals that Dua was a frequent and confident user of L2 in class. Her L2 WTC was higher in discussion and task-based classes and lower in lecture-based and presentations-based classes. Though her L2 WTC reacted actively to the contextual cues, especially the topic, interlocutors and tasks, it was co-determined by a dynamic configuration of contextual, psychological and linguistic factors. Her WTC was not influenced by physiological factors and physical appearance.

8.6 Case 5. Aliza-A sensitive learner of L2

Aliza was the third high-WTC participant in the current study with a total of 519 instances of L2 use over time. Aliza's communicational behaviour was extremely sensitive to her interlocutors' behaviour and her lack of state-level perceived communicative competence. Aliza's data showed a higher frequency (see Table 8.6.3.1 below) of lack of perceived communicative competence compared to all other participants. The data show a contrast between Aliza's lack of state perceived communicative competence and trait-level perceived communicative competence, on the one hand, and her trait-level and state-level L2 WTC, on the other. For example, the data from questionnaires suggest that her trait-level communicative competence in English/L2 was excellent in both speaking and listening skills. She regarded her proficiency in L2 grammar and vocabulary as good and average respectively. Contrarily, the data from classroom observations indicate that her L2 WTC was obstructed frequently by a lack of state perceived communicative competence and a lack of vocabulary. Her lack of perceived communicative competence and L2 proficiency was interrelated with a whole-class teacher-fronted interactional context.

Furthermore, Aliza regarded her trait-level L2 WTC to be higher with friends and teachers. Evidence from classroom observations shows that the behaviour of classmates and teacher was the main source of blocking her L2 WTC. Furthermore, she reported that the number of audience or the class size did not matter to her. She stated, 'I have performed in activities in the auditorium hall; so I have no problem with class size'. However, data from classroom observations suggested that she was not comfortable in large groups due to her sensitivities regarding her interlocutors' behaviour and the environment. In her interview she stated, 'sometimes I get confused, while performing in front of a large audience, especially when it comes to English'. Aliza's L2 WTC entered into attractor state in the first six classes, while from the sixth class onwards it rolled down to and stayed in a repeller state. The following section discusses the trajectory of Aliza's L2 WTC over 14 classes and the factors which influenced it.

8.6.1 Trajectory of Aliza's L2 WTC over 14 classes

Aliza showed a constant increase in her WTC in L2 up to first five observed classes. She frequently exploited opportunities to communicate, participate in discussions and perform in tasks. Figure 8.6.1 presents a trajectory of Aliza's L2 WTC over 14 classes.

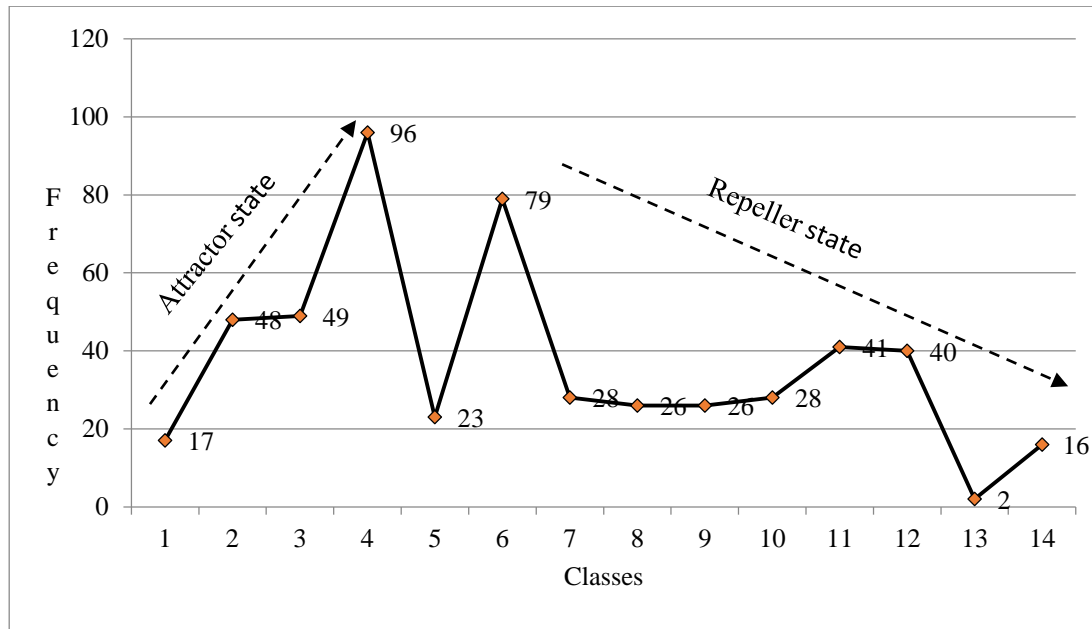


Figure 8.6.1 Fluctuations in Aliza's L2 WTC over 14 classes

In the first class, Aliza was willing to talk due to her interest in the topic of discussion and the activities, such as discussion and tasks. However, despite her willingness to talk, the biggest barrier in her communication in that class was her lack of perceived communicative competence and L2 proficiency. She reported that she was having difficulty in expressing herself, especially 'when some pranks come in my mind and I want to utter those jokes'. In the second and the third classes, Aliza's L2 WTC witnessed a significant increase compared to the previous class. The main factors responsible for enhancing her L2 WTC included: the topics of discussion, such as 'Seven Cs' and 'Organisational communication', and discussions related to the topics. The main hindrance to her L2 WTC in these classes was the lack of perceived opportunity. For instance, in the third observed class she reported, 'I didn't get many chances to share my points which somehow discouraged me'.

The highest point in her L2 WTC, however, arrived in the fourth observed class with ninety-six instances of L2 use. One of the factors which contributed to her L2 WTC in the

fourth class was the teacher. She noted that she was familiar with the [substitute] teacher's nature and personally liked his way of teaching. In addition to the teacher, the other main driving force was the topics of discussion which happened to be relevant to Aliza's real-life experiences. It is interesting to mention that when she was shown the video (in StR-1) of the fourth observed class, most of her recalls started with following words,

I wanted to share an experience...

The topic that was being discussed prompted an experience...

At that time many experiences are running in my mind....

Thus, topics relevant to her real life experiences were the strongest predictors of her L2 WTC. There was a temporary downturn in her L2 WTC in the fifth class due to the fact that the class consisted of teacher-talk in the first session. The second session of the class, nonetheless, consisted of a role-play which Aliza not only participated in but was also leader of her group. Thus, Aliza's L2 WTC was affected by a lack of opportunity, interactional context and task type.

The sixth class constitutes the most significant event after which Aliza's L2 WTC declined and stayed in a repeller state in the subsequent eight classes. Since the class consisted of two sessions, it is necessary to show the contrast between Aliza's L2 WTC before and after the event. Despite intermittent fluctuations, Aliza displayed a higher L2 WTC in the first session of the class. Figure 8.6.2(a) below displays trajectory of Aliza's L2 WTC in the first session.

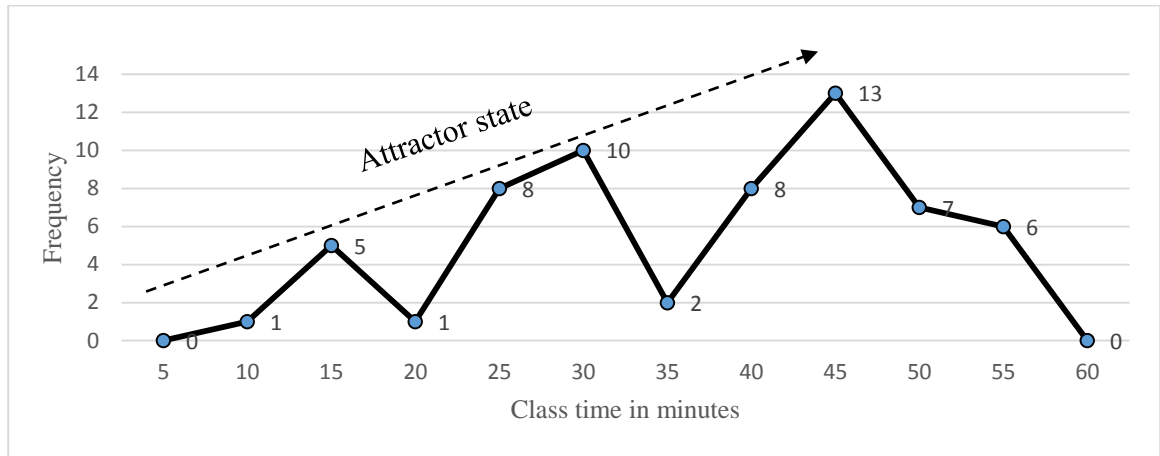


Figure 8.6.2(a) Fluctuations in Aliza's L2 WTC in session-1 of 6th class

From a DST perspective, her L2 WTC was in an attractor state as a result of her interest in the topics. Nevertheless, her L2 WTC plummeted in the second session due to a situation which unfolded as presented in Example 8.6.2 below.

Example 8.6.2 Excerpt from 6th observed class

Teacher: [marking attendance] Syed?

Student 1: Yes sir!

Teacher: How are you? Alright?

Student 1: Fine sir!

Teacher: Despite having lost your laptop?

Student 1: [smiles] yes sir!

Teacher: [to students] His missing laptop has made a big row at hostels! Ever since his laptop went missing, everybody comes up to me asking for providing them with lockers.

Aliza: What!!!! Gone missing? Lost?

Teacher: [laughs] yes lost! *Why are you so worried about it? Did you have anything secret saved in his laptop??/Was there something secret concerning you on his laptop?*

[General laughter for some time]

Aliza: *No sir, I am talking about myself.*

[General laughter]

Teacher: *Don't worry child; it will be safe!*

[General laughter]

Aliza: [looks downcast] Sir I am not worrying! There is nothing to worry about!

[General laughter]

Teacher: There is nothing to worry! That should be the spirit.

Student 3: *Zohaib! Why are you feeling embarrassed?*

[General laughter]

Student 4 (Zohaib): Why would I feel so?

Teacher: [to student 3] who are you asking from?

Zohaib: [points to another student] him sir!

It can be noticed that the conversation took place in an apparently humorous atmosphere. However, Aliza said she felt humiliated at the teacher's and her classmate's remarks. She wrote in her diary that the teacher's remarks made her feel so unhappy that she was not willing to talk afterwards. In her interview she stated,

After this, I really, I didn't want to...I was not willing to talk. Because at that time the comment the teacher made really hurt me. ...I mean he should realise what he is saying to a girl. *I was thinking...probably it would have been bad manners [to retort or retaliate] that's why I kept silence*, but at that time I wanted to say to the teacher that 'sir had there been your own daughter, you wouldn't have uttered such a remark to her'. But *he said it in front of the whole class and they all were laughing; I was feeling very much shattered. And it hurt me very much; and after this class I was seriously thinking that I should withdraw this subject Business Communication* [my italics]. (StR-1)

The quote explicates the complexity of interaction between contextual and psychological variables. Due to her interlocutors' behaviour and class atmosphere, Aliza experienced a complex of different emotions during and after the event. She was feeling hurt, angry, helpless, and shattered. In addition to that, the classmate's remarks, though not directed towards her, made her realise that her friendly relationship with one of the classmates was perceived negatively by other classmates. Thus, the classmate's remark also made her feel 'disgraced' and humiliated. Recalling her feelings about classmate's remarks she said,

It hurt me because it is...it is not my nature to make a personal attack at someone; and even if someone says something about me I take it lightly. But when it comes to someone's character or someone's dignity, I can't take it then. I am very frank with everyone [in the class] but it does not mean that they have got the right to say something rubbish about me. So after that incident I was not willing to talk. (StR-1)

This quote also refers to the influence of interlocutors' behaviour on Aliza's emotions and subsequent unwillingness to communicate. As a result of the situation presented above Aliza's L2 WTC significantly relapsed into a repeller state. Figure 8.6.2(b) below represents the frequency of Aliza's L2 WTC in session-2. The conversation in Example 3 took place between 11 and 15 minutes of the class time.

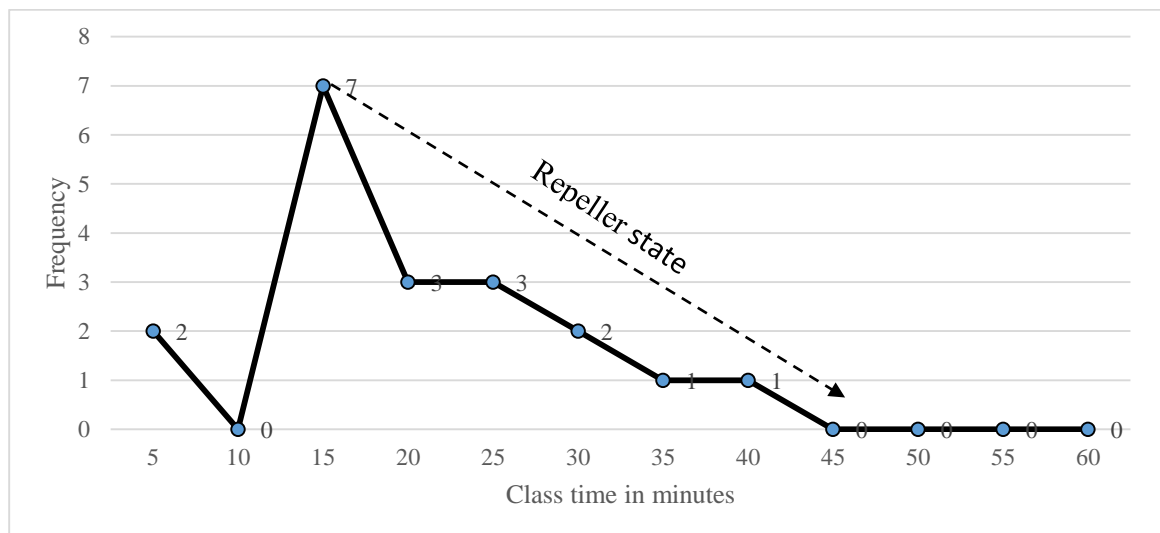


Figure 8.6.2(b) Fluctuations in of Aliza's WTC in L2 in session-2 of 6th class

Aliza's L2 WTC stayed in a repeller state for a number of subsequent classes, including seventh, eighth, ninth and 10th classes, respectively. Sometimes her L2 WTC did increase instantaneously due to her interest in a topic, but it never recovered to the same level as in the second, third, and fourth classes. In the 11th and 12th classes, the frequency of Aliza's L2 WTC was slightly higher than the previous four class sessions. In the 11th class she was willing to talk because her mood was good which reduced her anxiety and increased her L2 WTC. She noted in her diary,

My mood was good and I communicated. Whether I received some rubbish things about me in front of all class, but it did not prevent me to participate in class (Diary-12).

It shows sensitive dependence of Aliza's L2 WTC on initial conditions, that is, her mood.

In the 12th observed class, Aliza was not communicative for the first 40 minutes of the first session of class. She wrote in her diary, 'somehow I feel change in my behaviour; I feel very low nowadays that prevent me and not allowing me to talk'. In the interview, she mentioned a couple of reasons for her lowliness. First of all, she did not feel like talking because of the 'environment' and the attitude of classmates. However, the most important reason seemed to be the feeling of disappointment at getting low grades in the previous exams. The results had been announced a couple of days before the class. Aliza had obtained low scores than her close friends which caused her feeling of lowliness, lack of motivation and forced a change in her behaviour. She reported the following,

Our result [of the previous term] has been announced and all my friends have secured good GPA [grade point average] in the exams; my GPA was not that good; so I thought that now I would also have to be theory-based; and that...I am not a crammer but here you need to be a crammer in order to get good marks. Also, *to do an MBA was my parent's choice; it had never been my field of interest*. I am here because of my Ammi and Baba [mother and father]; I am doing it but I am not getting what I am looking for actually. So that thought always discourages and disturbs me. (StR-2)

First of all, her feeling of disappointment and lowliness at getting low grades was responsible for blocking her WTC. Secondly, the trait character of her motivation served as an initial condition and underlined the lack of L2 WTC. Aliza revealed that her motivation to do MBA-II was extrinsic rather than intrinsic which aggravated her frustration even further. Various other factors contributed to her low L2 WTC in that class, such as: lack of perceived opportunity and teacher-talk. Despite all these repellers, she started participating when the teacher presented a case for students to discuss. Her confidence level increased during the course of discussion due to her interest in the topic of discussion. She stated, 'I was willing to communicate in English in the class when sir asked comments about the videos on non-verbal communication'. These quotes also reveal moment-to-moment fluctuations in L2 WTC as a result of interdependence and interaction of interest in topic and task type.

The frequency of Aliza's L2 WTC in the last two classes, 13th and 14th, was even lower than in all the previous 12 classes. In the 13th class, her L2 WTC was lower due to her physical location and a lack of perceived opportunity. In the 14th class, Aliza was not willing

to talk due to her ill health: she was going through a feeling of sickness in the class. The overview presented above suggests that Aliza was willing to communicate in L2; however, her WTC was vulnerable to the behaviour of her interlocutors, emotions, and classroom environment.

8.6.2 Dynamics of variables influencing Aliza's L2 WTC

Like other participants, Aliza's L2 WTC also demonstrated a higher sensitivity towards contextual, psychological, and linguistic variables. The contextual variables frequently affecting her L2 WTC included topic, interlocutors, and task type. Amongst the psychological variables, Aliza's L2 WTC displayed a relatively higher sensitivity to state-level perceived communicative competence, perceived opportunity and emotion. Another distinct feature of her communicational behaviour included her sensitivity towards physiological factors, including itch to her face, sickness, sleeplessness, and fatigue. The following paragraphs will show how the complex interaction of these variables determined Aliza's L2 WTC. The two tables 8.6.3.1 and 8.6.3.2 below illustrate the variables and the patterns of interaction of variables determining Aliza's L2 WTC. Table 8.6.3.1 below presents the list of variables identified in Aliza's data, and Table 8.6.3.2 illustrates the most frequent patterns of interaction of variables.

Table 8.6.3.1 Frequency of factors influencing Aliza's WTC in L2

Frequency of factors influencing Aliza's WTC		
Categories	Factors	
Contextual factors	Topic	31
	Teacher	23
	Classmates	08
	Task type	09
	Classroom atmosphere	07
	Physical location in class	02
	Grades/Marks	02
	Total	82
Psychological factors	Perceived communicative competence	13
	Opportunity	12
	Feelings/emotion	10
	Anxiety	08
	Motivation	06
	Desire to talk to a specific person/group	03
	Total	52
Linguistic factors	Codeswitching	79
	Language Proficiency	04
	Total	83
Physiological factors	Sleepiness	02
	Itch in face (because of pimples)	01
	Nausea/feeling sick	01
	Fatigue	01
	Unwell	01
	Total	06

Table 8.6.3.2 Patterns of interaction of variables underlying Aliza’s WTC in L2

Cat.	Factors				
Contextual factors	Topic	Interlocutors	Interactional context	Classroom atmosphere	Physical Location
Psychological factors	Per. opportunity Motivation PCC Anxiety	Feelings/emotions Per. opportunity Motivation Desire to talk Anxiety	Feelings/emotions Per. opportunity Motivation Anxiety	Motivation Per. opportunity Anxiety	Per. Opportunity Anxiety
Linguistic factors	Vocabulary Reliance on codeswitching	Vocabulary Reliance on codeswitching	Vocabulary Reliance on codeswitching	Reliance on codeswitching	-
Physiological factors	Hunger Itch Toothache Headache Fatigue Sleepiness				

Note: PCC- perceived communicative competence; Per. Opportunity- perceived opportunity]

The relation between the topic on the one hand, and perceived communicative competence, L2 proficiency and reliance on codeswitching, on the other, was found to be very complex. Sometimes Aliza was willing to talk but her willingness was negatively affected by her lack of perceived communicative competence and lack of comprehension of a word in L2 which impeded her communication. She was quite honest in reporting,

Though at times I get confused [while performing in front of large audience] especially when it comes to English... But sir *when I speak without grammar and all...my friends laugh at me and say ‘please don’t talk like an illiterate person’*. But now I feel myself very much confident in talking in English. When it is said that grammar is excluded in language; so I can convey my message very clearly and very easily. It is a hurdle; it is a factor but not that much important. (StR-1)

The quote exemplifies the interconnectedness of her lack of perceived communicative competence and L2 proficiency and anxiety. Aliza’s anxiety was interlinked with lack of perceived communicative competence on the one hand, and a fear of potential criticism/taunting by the interlocutors on the other.

In addition to the lack of proficiency in grammar, Aliza also reported lack of proficiency in vocabulary as a major hurdle in her L2 use. Sometimes she was not willing to talk because she was not familiar with the meaning of an idiom: ‘I was not willing to talk in English when I was discussing an idiom with my friend’ (**Diary-8**). Sometimes she felt difficulty in comprehending the meaning of a word, for example, ‘intimacy’. She stated, ‘I did not know the meaning of the word ‘intimate’’ (**StR-2**).

Similarly, topic, perceived communicative competence, lack of language proficiency and reliance on codeswitching also jointly affected Aliza’s WTC in L2. Reliance in codeswitching was directly related to Aliza’s lack of perceived competence and proficiency in L2. She preferred to codeswitch when she was doing pranks/jokes with friends, felt difficulty in expressing her views in L2 and lacked vocabulary. Aliza avoided to use L2 when she experienced difficulty in expressing her ideas in L2 or when she was struggling to find appropriate words; as a result, she switched to Sindhi/Urdu. For example, she wrote in her diary that she was not willing to talk in class,

I was not willing to talk in English when I felt I can speak or deliver my views well in Urdu or in Sindhi. (**Diary-10**)

Example 8.6.3 below best illustrates the complex interaction of topic, lack of state-like perceived communicative competence, L2 proficiency resulted in her reliance on codeswitching. The excerpt below is from the fourth observed class which was conducted by a substitute teacher and the topics discussed were not related to the course but general topics. In the last part of the second session the topic discussed in class was ‘superstitions’. Aliza was willing to participate in this discussion because she was eager to share some of her experiences. She said, ‘at that time I was really willing to talk and share my experiences’.

Example 8.6.3 Excerpt from 4th observed class

Aliza: Sir, Sir, I have got something to tell. Sir I have got something to tell!

Teacher: yes please!

Aliza: err...err...When I was in Karachi,...err...my friends’...err...my friends’ aunty...err...she had some kind of a *jinn* [Genie]; and sir...err...I went...err..I went to their home, my friends’ home. And she was there and she didn’t see me. I was in another room and she [aunty] was in another room but...err...some...kind of...errr...*matlab who jinn us ke ooper aaya aur* [Translation: *I mean an evil spirit haunted her*] ...and then she said: ‘call this, call this girl. She is very distressed

and...'. When I went there, when my friend called me there, I was very much afraid. I denied him that no I am not coming. Then she [aunty] said that 'if she will come, then she will face a problem'. And at night I had very bad pain in my jaw.

Teacher: [nods]

Aliza: I related it [jaw-pain] to her; may be, may be that is why! Because I was not coming there and she was calling me and I was denying her. So may be, that's why!

Aliza's hesitation is explicit from the pauses she took during the conversation. Secondly, she used only a sentence in L1 (i.e. Urdu) but maintained the entire conversation in L2 (i.e. English). She reflected on that event in her diary noting, 'when I wanted to share my experience and those feelings; at that time, I wanted to talk in my mother tongue'. Aliza was willing to communicate due to her interest in topic and motivation to share her experience. However, a lack of perceived communicative competence and L2 vocabulary forced her to switch to L1. When the video was played to her in the StR interview, Aliza revealed that she was willing to share yet another experience but again her lack of perceived communicative competence in English prevented her from communicating. For instance, she said, 'there was another experience that she wanted to share but due to lack of.....my English is not that good'.

The excerpt exemplifies the dynamic nature of Aliza's WTC. Her WTC in L2 fluctuated during a conversation situation due to lack of perceived competence, language proficiency and reliance on codeswitching. However, it spontaneously re-organised itself as a result of her interest in the topic and intrinsic motivation to share her experiences with the class.

8.6.3 Impact of physiological factors on Aliza's L2 WTC

Aliza's physical state served as an initial condition and contributed to blocking her L2 WTC, especially, in the 13th and 14th classes. Aliza experienced lower L2 WTC due to various physiological issues, especially in in the seventh, 13th and 14th classes. She was not willing to communicate in the seventh class because she was feeling tired and sleepy. In the 13th observed class she was observed to have spoken only twice in a two-hour session. In addition to physical location in class, her WTC was impeded due to sleepiness during the class. She

said she was feeling sleepy because she had not slept well the night before. Besides sleepiness, she was uncomfortable because her face was itching due to pimples. She stated,

I am having pimples on my face and before the pimples propped up, there was immense itching and it turns my face red. So I was feeling uncomfortable at that time. Because of the trouble in face and a sleepless night before. (StR-3)

The frequency of Aliza's L2 WTC was lower in the 14th observed class as well. She had been generally silent throughout that class. The class consisted of reading activities and the interaction mainly occurred between teacher and individual students. Aliza noted in her diary, 'today's class was not based on discussion so it was not necessary to talk'. However, the primary reason for her unwillingness to talk was related to her health condition. Aliza reported that she felt sick during the class. The data from classroom observation and field notes also show that Aliza went out of the class for some time informing the teacher that she was feeling sick. Following excerpt from fourteenth class shows

Aliza: Sir may I go out. I am feeling like vomiting.

Teacher: You are feeling like vomiting! You may go out please!

The quotes above show the interconnectedness of contextual, physiological and psychological variables determining Aliza's WTC in L2. Physiological variables served as initial conditions which affected psychological variables and thwarted Aliza's L2 WTC in 13th and 14th classes. The evidence, thus, suggests that Aliza's WTC was sensitively dependent on initial conditions.

The overview of Aliza's communicational behaviour shows that her L2 WTC behaved as a complex and dynamic system. Her communicative behaviour was affected by lack of perceived competence and a sensitive dependence on her mood, health, and interlocutors' behaviour. Factors positively related to her WTC included her interest in and familiarity with the topic, intrinsic motivation to participate in activities and perceived opportunity. The list of negatively related variables included anxiety, a lack of state-level perceived communicative competence, perceived opportunity, L2 proficiency, and physiological variables. However, the variables predicting Aliza's L2 WTC happened to be interconnected and changed over time.

8.7 Case 6. Zubair-A proficient user of English

Zubair possessed a higher competency and proficiency in L2 than the rest of the participants. He had been educated at private English medium schools and colleges and had also obtained a diploma in English from a notable language institute in the country. According to him, he had between 11 and 15 years of English language learning experience. His trait-level perceived communicative was also higher. The data from questionnaires show that he regarded himself to be excellent at all the four skills, speaking, writing, listening, and reading, in English. Evidence from StRs also confirms his higher level of competence and L2 proficiency. Additionally, unlike other participants he preferred to do all his interviews in English. But surprisingly, his higher trait-level L2 competence did not exert a significant influence on his situational L2 WTC. Rather, his communicational behaviour was predominantly driven by generic variables, including topic, interlocutors, and perceived opportunity. The trajectory of his L2 WTC over time is discussed in the section below.

8.7.1 Trajectory of Zubair's L2 WTC in 14 classes

Data from observations show that Zubair experienced an increase in L2 WTC during the first four classes, while suffered a steep drop from the fifth to the 14th class. Zubair's L2 WTC in the first class was lower due to a lack of opportunity. He wrote, 'I was discouraged to talk when on my raising hand the instructor did not let me talk and chose the student sitting next instead'. His L2 WTC was somewhat higher in the second and third classes. The most important factors responsible for promoting his L2 WTC included task type and familiarity with the topic respectively. He stated, 'what today inspired me to take part in discussion was the activity that started just after attendance'. In the third class, he wrote, 'I was very willing to talk when the teacher discussed the chapter I had read with mental keenness'. However, the debilitating factors reducing his L2 WTC in the two classes included a lack of opportunity, cognitive block and the atmosphere of the class. He said, most of the times while talking I lose coherence in my words due to noise which in result discourages me'. Figure 8.7.1 below displays trajectory of his L2 WTC over 14 classes.

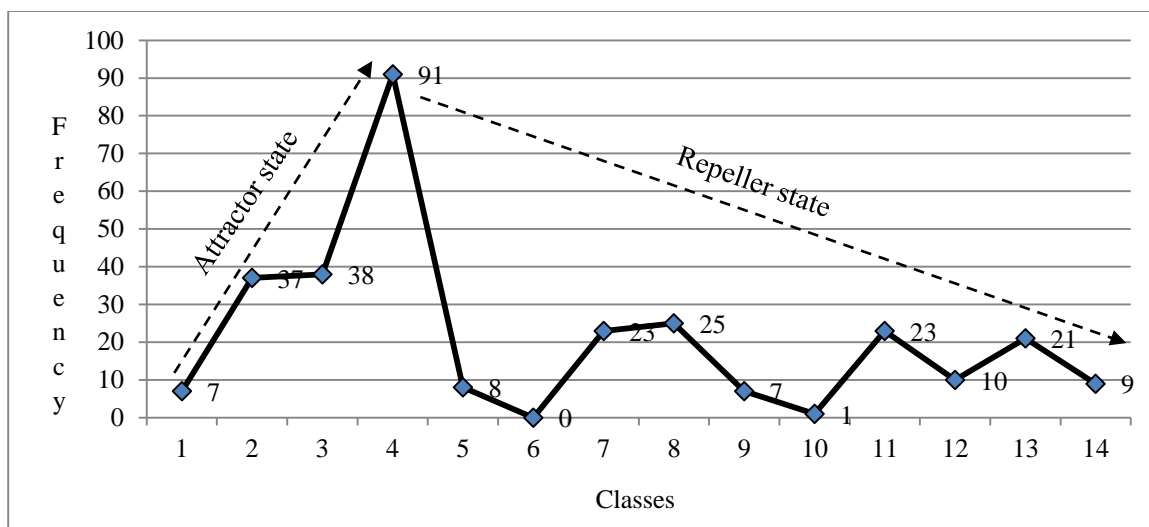


Figure 8.7.1 Trajectory of Zubair’s L2 WTC over 14 classes

In the fourth class, Zubair’s L2 WTC was significantly higher with 91 instances of L2 use. It is interesting to note that a number of facilitating and debilitating variables converged to shape Zubair’s L2 WTC. He said he was not interested in the first two topics, such as ‘Equality between men and women’ and ‘English as medium of instruction’, discussed in the first session of the class. He reported in the StR, ‘I was feeling like talking and I would have communicated if he [the teacher] would have said: go for some political topic’. In the second session, however, he was interested in the topic of superstitions due to its relevance to his personal experience. However, the two debilitating variables when Zubair’s L2 WTC underwent fluctuations included: a lack of perceived opportunity and classroom atmosphere. His L2 WTC decreased when he was cut off by an interlocutor or when not afforded a chance to speak up by the teacher. He mentioned, ‘it discourages me when I raise my hand and I want to talk, [but] others get the opportunity’. Despite his disinterest, his participation in that particular class was the highest of all the rest of the classes he was observed in.

It is important to note that despite a hike in L2 WTC in the fourth class, Zubair’s L2 WTC demonstrated a significant drop over the next ten observed classes. Whereas in the fifth class he was interested in the topic and also voluntarily participated in a role-play, the frequency (i.e. 8) of his L2 use was significantly lower than in the previous three classes. In the sixth class, he demonstrated no L2 WTC except for the occasions when he was called upon by the teacher to answer a question. Although in his interview he said that he was familiar with the terms, he intentionally refused to speak.

I knew this topic well...but if I would interpret the real meaning of these terms everybody will shut up...and they will not take an active part in discussion; so I wanted to keep quiet. **(StR-1)**

However, it was revealed that he was not properly prepared for the topic and lacked confidence in topic terms which prevented him from participation in discussion. He said,

I had only gone through management terms. I had read it on perspectives of management ... basically I had a mixture, amalgam of management and business communication in my mind at that time, so I don't want to misquote anything. **(StR-1)**

If I had interpreted terms, somehow I would have missed some essence of the terms and that would have caused a great disappointment for others. That's why I wanted to keep quiet. **(StR-1)**

The two quotes from the data show that a lack of preparation and confidence in the knowledge about topic as well as higher anxiety were the main factors for his reticence in that class.

The seventh and eighth classes consisted of students' presentations, and offered only limited chance for participants to engage in a free discussion. Zubair's L2 WTC, however, in these classes was higher than in the previous class. He attributed his relatively higher L2 WTC to availability of opportunities to communicate, and his interlocutors. He readily offered comments on the presentations of his intimate friends rather than the ones not very close to him. According to him, 'if I am familiar with them and know them personally, then it gives me the feeling that I should be participating at this point of time' (StR-2).

In the 9th and 10th classes, Zubair reported that he was willing to talk because of his interest in and familiarity with the topic of 'intercultural communication'. He wrote,

I was willing to communicate when intercultural communication topic was introduced as I had already had a lot of information on it and I was willing to communicate. **(Diary-9)**

I had already gone through the text so I was more willing to communicate. **(Diary-10)**

However, it was observed that the frequency of his L2 use in both the classes was significantly lower consisting of merely seven and one instances, respectively. The data from the StRs suggest that his L2 WTC was mainly affected by interlocutor(s), anxiety, and

cultural orientation. On many occasions when he wanted to speak, his ideas were in conflict with that of his teacher's or interlocutors'. He did not want to contradict his teacher out of respect, while he deliberately avoided a confrontation with his classmates fearing retaliation from them at some point ahead. He said the following,

I wanted to contradict but it is out of respect [for teacher] that I could not say it. **(StR-2)**

It happens that sometimes teacher has a different opinion and you have another. **(StR-2)**

If you criticise somebody in a meeting and in such, he would try to justify his point but in return he would criticise you back. **(StR-2)**

It is evident from his responses that his respect for his teacher [cultural orientation], and anxiety of being criticised by his mates blocked his L2 WTC. In the 11th class, his L2 WTC was relatively higher with 23 instances of L2 use. In the first session of the class, Zubair was making comments on his classmates' presentations. However, in the second session, he did a presentation which was not duly appreciated by his classmates. He said,

The comments... you know... were below my expectations; everybody was criticizing rather than encouraging ... it was somewhat discouraging for me. Yes, I was feeling discouraged. **(StR-2)**

I was not willing to communicate when my video was not appreciated. **(Diary-11)**

According to him, it seriously affected his motivation to be active and participate in the class thereafter. Figure 8.7.2 below shows fluctuations in Zubair's L2 WTC in the two sessions of the class. The blue line represents Zubair's L2 WTC in the first session, while the orange line represents the L2 WTC in the second session.

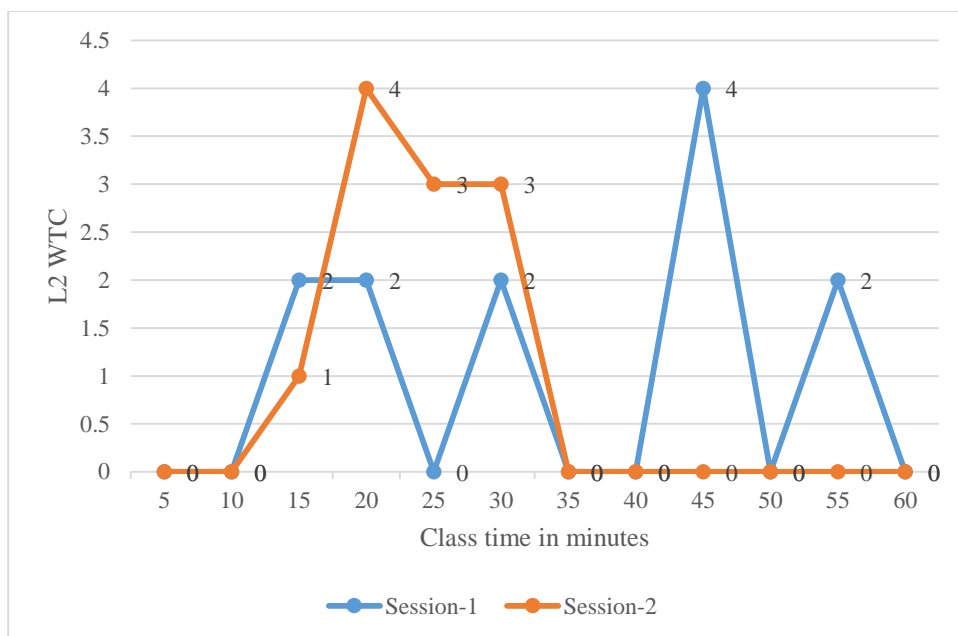


Figure 8.7.2 Fluctuations in Zubair’s L2 WTC in the two session of 11th lass

The event which dented Zubair’s L2 WTC occurred between 25 and 30 minutes of the class time. It can be noticed in the figure that from 30 minutes onwards his L2 WTC was zero. This event also affected Zubair’s L2 WTC in the subsequent classes. For instance, in the 12th class he attributed his lower motivation and L2 WTC to the discouraging feedback he received in the previous class. He noted,

I was not willing to communicate in the beginning of the class due to visions of the previous class. I still had vivid memory of the sarcastic comments of audience on my assignment which discouraged and prevented me from participating. **(Diary-12)**

The data from classroom observations confirms that he was silent during almost the whole of the first session. His L2 WTC slightly increased in the second session due to his interest in the topic of discussion. However, it underwent fluctuations due to his physical location and a lack of perceived opportunity. He was sitting on a back bench which, according to him, affected his self-esteem and prevented him from exploiting opportunities to talk.

In the 13th class, his willingness was higher compared to his L2 WTC in the previous class. Since the class consisted of specific students reading out their emails, Zubair accrued fewer opportunities for L2 use. However, the classroom atmosphere was the main factor Zubair repeatedly mentioned for inhibiting his L2 WTC. He said in his interview:

When somebody is making fun in the class, it somewhat prevents your participation in a way that you want to put some serious subject across. (StR-3)

At that time, I wanted to say something but it was because of funny [non-serious] atmosphere that I didn't say it. (StR-3)

Thus, the non-serious classroom atmosphere did not correspond well with his seriousness. In the 14th class, his L2 WTC was lower again due to the nature of the class activity, lack of perceived opportunity and a physiological problem. The class was based on the topic of writing skills and students were nominated by the teacher to read out their assignments, that is complaint letters. He had the opportunity to speak when he volunteered to read out his letter. Additionally, he also mentioned a throat condition which kept him from exploiting more opportunities to talk. Tables 8.7.1 and 8.7.2 illustrate the frequency of variables and the patterns of interaction of variables contributing to Zubair's L2 WTC. Tables 8.7.1 and 8.7.2 present an illustration of the variables which affected Zubair's L2 WTC, and the patterns of interaction of variables.

Table 8.7.1 Frequencies of factors influencing Zubair's L2 WTC

Frequency of factors influencing Zubair's WTC					
Contextual factors		Psychological factors		Linguistic factors	
Topic	40	Opportunity	29	Reliance on codeswitching	47
Teacher	15	Motivation	12	Physiological factor	01
Classmates	18	Anxiety	07		
Classroom atmosphere	11	Feelings/emotion	05		
Interactional pattern	08	Pre-occupied	05		
Cultural orientation	05	Perceived competence	04		
Physical location	02	DTP/g	03		
		Cognitive block	01		
		Physical appearance	01		
Total	99		67		47/1

Table 8.7.2 Patterns of interaction of variables affecting Zubair's L2 WTC

Contextual factors	Psychological factors	Linguistic factors
Topic	Perceived opportunity Pre-occupation Cognitive block Anxiety Motivation	Reliance on codeswitching
Interlocutor	Anxiety Motivation Feelings/emotion Desire to talk Perceived opportunity	- Reliance on codeswitching

To summarise, Zubair's case marks a contrast from the other cases due to his higher proficiency level and a higher dependency on opportunities to talk. Despite the fact that he was the more fluent and proficient in English, his L2 WTC inside classroom was lower than the majority of the other participants. This revelation confirms MacIntyre et al.'s (1998) hypothesis that in order to make use of L2, one does not only have to be competent but willing to use L2 (p. 546). Zubair was highly competent in L2, but his competence needed to be combined with a number of other situational variables, such as interest in the topic, interlocutors and perceived opportunity.

Chapter nine: Discussion and conclusion

9. Introduction

The present study aimed to investigate the variables and dynamics of the variables influencing L2 WTC in the classroom. The current study operationalised Dynamic Systems Theory (DST) conceptualising L2 WTC as a complex, dynamic and a non-linear phenomenon. From a DST perspective, language learning is a complex, dynamic and non-linear process situated in a broad context comprising mind, body and world (Larsen-Freeman & Cameron, 2008a, p. 198). In other words, the psychology, physiology and environment of the learner do not constitute independent but interdependent sub-systems jointly contributing to L2 WTC. Since the underlying components of a dynamic system are all interconnected, change in the system takes place as a result of non-linear interaction of the variables constantly in flux (De Bot et al., 2007; Dornyei, 2009; Dornyei & MacIntyre, 2015; Larsen-Freeman, 1997).

Given the intricate nature of L2 WTC, the study used a multiple-case mixed method approach for data collection. One of the shortcomings of previous research into L2 WTC was the overuse of quantitative measures originally designed to measure WTC in L1 (Peng, 2014; Weaver, 2009). While these quantitative studies contributed to confirmation of relation between L2 WTC and L2 use, they failed to encompass the complex interaction of the underlying variables and moment-to-moment change (Weaver, 2009, pp. 2-7). MacIntyre (2007) argued for a combination of quantitative and qualitative methods for investigating ‘dynamic changes in the processes that underlie communication at a particular moment’ (p. 573). The current study, therefore, used methodological and data source triangulation employing structured classroom observations, learners’ diaries and StRs to investigate the complex and dynamic phenomenon of L2 WTC.

Based on the results, the present study makes a number of significant contributions to the existing literature on L2 WTC. The study shows that L2 WTC displays trait and state characteristics that emerged as a result of the interaction of not a single but multiple underlying contextual, psychological, linguistic and physiological variables. Although a number of variables influencing L2 WTC have been indicated in the previous research, the

present study contributed to the existing list of variables, including physical location in class, perceived physical appearance, pre-occupation, cognitive block and codeswitching. Moreover, apart from the influence of psychological, linguistic and contextual variables, the present study also unravelled the role of physiological variables influencing L2 WTC. It explored the potential influence of a learner's state of health on their L2 WTC. Thus, by finding the missing 'node' in the network of mind, body and environment (Larsen-Freeman & Cameron, 2008a, p. 198), this study has covered one of the significant gaps in L2 WTC research.

The current study also noticed that the majority of variables influencing L2 WTC in the advanced level ESL class were not only L2-specific but generic; generic in the sense that they were related to participants' L2 and L1 WTC. L2-specific variables, however, were specifically related to participants' L2 WTC. Whereas most of the contextual, psychological and physiological variables belonged to the class of generic variables (e.g. topic; interlocutors; perceived opportunity; motivation; anxiety and physiological factors), perceived communicative competence, language proficiency, reliance on codeswitching constituted the class of L2-specific variables.

Although complexity, interdependence and situation-specific change have also been identified in previous research (e.g. Cao, 2009; Cao & Philip, 2006; Kang, 2005; Pattapong, 2010; Peng, 2014), the most significant contribution of this current study is the identification of the patterns and features of L2 WTC. Using DST as a tool for interpreting the data, the study identifies significant characteristics of L2 WTC which have not been encompassed before; for instance moment-to-moment change, sensitivity to initial conditions, feedback sensitivity, self-organisation and attractor and repeller states. The study emphasises that L2 WTC is subject to a complex, non-linear change as a result of interaction of its multifarious antecedents. Since the variables are interconnected and constantly interacting, the change within L2 WTC happens to be random and predictable.

The following paragraphs consist of a critical discussion on the findings of the present study in comparison with findings of the previous research. The discussion is organised under the rubric of the research questions. The first section of the chapter discusses the conformity and contrast between the findings of the current study and previous literature.

It includes the following sub-sections: i) variables in conformity with the previous research; ii) variables specific to the current study; iii) generic and L2-specific variables. 2) The second section of the chapter discusses the characteristics of L2 WTC from a DST perspective. It consists of the following sub-section: i) properties of L2 WTC in conformity with previous research; ii) properties of L2 WTC specifically explored in the present study; iii) the dialectic of randomness and predictability; and iv) the relative variability and strength of variables. The chapter concludes by highlighting the idiosyncratic nature of participants' L2 WTC.

9.2 Variables in consonance with previous literature

9.2.1 Trait variables influencing L2 WTC

L2 WTC has been conceptualised as having both trait and state characteristics. The trait characteristics are described as the enduring variables which remain stable across different communicational situations and contexts. Situational variables are referred to as variables which change with respect to change in situation and context. Trait-level variables include personality, family background, educational background, language learning background, self-perceived proficiency in L2, socio-economic status, culture and grades.

Previous studies have revealed a significant influence of the trait variables, such as family background, educational and language learning background, and self-perceived L2 competence. Cameron's (2013) study, for instance, found the influence of self-perceived competence in L2 and personality as the trait influences on learners' L2 WTC (p. 192). Liu's (2009) study explored culture, self-perceived proficiency in L2 and the influence of past educational experiences as the main trait-level factors. However, in the present study, language learning experiences and educational background did not exert a strong influence on participants' classroom L2 WTC.

Some of the trait variables which contributed to participants' L2 WTC in class included personality, grades and cultural orientation. For example, personality as a trait variable was relegated to the bottom layer of MacIntyre et al.'s (1998) pyramid model suggesting its distal relation with L2 WTC (p. 547). Subsequent empirical studies have also shown that personality exerts indirect influence on L2 WTC through language-related

attitudes towards L2 learning and L2 community, on the one hand, and L2 learning anxiety and language competence on the other (Cetinkaya, 2005; Elwood, 2011; MacIntyre & Charos, 1996). The results of the present study show that personality displayed both trait and state features and exerted a strong influence on L2 WTC. Some of the participants explicitly attributed L2 WTC to their respective personality traits, that is, a silent or talkative nature. For instance, Hina reported her higher L2 WTC to be an effect of her talkative and sociable personality. However, Zeeshan attributed his lower L2 WTC to his silent and introvert personality which was evident from the lowest number of occasions he used L2 in comparison to other participants.

Similarly, the present study found a strong and proximal relationship between grades and instrumental motivation, on the one hand, and distal relationship between grades and socio-economic status, on the other. Grades were immediately related to participants' trait-level motivation to pass exams. The finding agrees partly with Asker's (1998) study that grades directly influence learners' [trait-level] educational expectations (p. 165). Nevertheless, the current study also noted that grades were indirectly related to the institutional and socio-economic background of the participants of the current study. Since all the participants were on scholarship from the university, they had to obtain certain grades in exams to be able to maintain their study scholarship/funding. The relation between socio-economic status and educational performance has also been reported in previous research. Socio-economic status refers to family income, parental qualifications and educational background and language learning experiences. For instance, Hartas' study (2011) suggested that socio-economic status, that is, family income, parental qualifications, exerted a significant influence on language learning (pp. 910-911). Similarly, Pourjafarian (2012) found a strong correlation between L2 WTC and learners' socio-economic status (SES) including their family and educational backgrounds (p. 4).

Finally, the cultural orientation of participants with respect to the authority and status of teachers also affected some of the participants' L2 WTC. The participants in the current study displaying cultural orientation towards their teachers preferred to not argue with the teacher out of respect. Cultural orientation has featured in previous research as well. For instance, studies in English in foreign/second language (EFL/ESL) contexts, especially in

the Asian contexts, have highlighted teacher's status and authority to be significantly related to L2WTC (Liu, 2009; Pattapong, 2010, p. 77; Wen & Clement, 2003, p. 29). However, cultural orientation has been underplayed in the research in Pakistan.

9.2.2 State variables influencing L2 WTC

The most significant influence on L2 WTC was demonstrated by the state variables. The state variables influencing L2 WTC can be divided into four categories: contextual, psychological, linguistic and physiological variables.

9.2.2.1 Contextual factors in conformity with previous research

The results of the study suggest that the contextual factors, including topic, interlocutors, task types, classroom atmosphere of L2 use, played a predominant role in constructing and inhibiting L2 WTC. Interest in and familiarity with the topic contributed a great deal to increasing or decreasing of L2 WTC. Uninteresting, boring and unfamiliar topics excited less/no communication. This finding is in conformity with previous studies in L2 WTC. For instance, MacIntyre et al. (1998) emphasised that topical knowledge and familiarity with certain register is an imperative for L2 WTC to increase (p. 554; see also Cao & Philip, 2006; Kang's, 2005; Liu, 2005; Peng, 2014).

Evidence from the field notes also shows that participants' length of engagement in discussion at a given moment depended heavily on topic affordances. For example, participants uttered long sentences when the topics required them to use elaboration, while at other times, the participants used monosyllabic responses saying 'yes' or 'no', or nodding and shaking head. The finding shows conformity with a recent study by Yashima et al. (2016). Yashima et al.'s (2016) study argued that learners' longer or shorter responses in discussion in the classroom were determined by topic affordances (p. 120).

However, unlike previous research, the present study discovered that the topic not only increased or decreased motivation but affected L2 WTC through other psychological variables, including anxiety, pre-occupation and cognitive block, as well as linguistic variables, such as language proficiency and reliance on L1. For instance, sometimes the participants reflected on the given topic resulting in not wanting to talk at that specific moment; sometimes, they experienced cognitive block not finding suitable ideas to share,

whilst at other times lack of topic familiarity induced anxiety and a lack of language proficiency forcing participants to rely on their L1.

Besides the topic, interlocutors were cited as having a positive or negative influence on participants' L2 WTC. MacIntyre (2012a) argued that interlocutors, that is, teachers and peers, can impinge a great deal of influence on students' L2 WTC in classroom (p. 13). Previous research has found that friendly behaviour and support as well as the L2 proficiency of interlocutors exerted significant influence on participants' L2 WTC. For instance, MacIntyre et al (2001) showed that social support from best friends and other interlocutors correlated with a higher L2 WTC (p. 381). Conversely, participants of Kang's (2012) study showed a lower L2 WTC when they were confronted with non-native speakers with higher levels of proficiency in L2 (also see Cao, 2009; 2011; Peng, 2012; 2014; Riasati, 2012). The current study agrees with the previous research to the extent that familiarity with and conviviality of interlocutors strongly affect L2 WTC. Participants reported lower L2 WTC in the face of potential threat to face when their peers were in a jocular mood. However, in contrast to the findings of previous studies, participants of the current study did not mention L2 proficiency or the competency of their interlocutors as factors influencing their own L2 WTC. Lastly, previous research has shown age and gender as variables exerting influence on learners' WTC in L2 (Riasati, 2012). In the present study, however, the interlocutor's age and gender did not contribute to the participants' L2 WTC in the classroom.

Of the two interlocutors (i.e. teacher and classmates) in the present study, the teacher had a monumental impact on participants' L2 WTC. The teacher's role in influencing L2 WTC has been frequently emphasised in L2 WTC research, especially in the EFL contexts (Cao, 2009; Peng, 2012; Riasati, 2012; Wen & Clement, 2003). For instance, Wen and Clement (2003) emphasised the role of teacher support and teacher immediacy in fostering L2 WTC in a Chinese setting (pp. 27-28). Similarly, Cao and Philip (2006) noted that a teacher's involvement, immediacy, attitude and teaching style contribute to determining learners' L2 WTC (See also Cao, 2009; 2011; MacIntyre et al., 2011; Liu, 2005; Xie, 2010). Of late, Zarrinabadi's (2014) study has shown that teacher's wait-time, decision on topic selection, error correction, and support affect learner's L2 WTC (pp. 288-295). Affirming the findings of the previous research, the present study found that a teacher's friendly verbal

and non-verbal behaviour increased participants' motivation and perceived communicative competence.

Conversely, a teacher's harsh, unfriendly and inconsiderate behaviour, that is, criticising and ridiculing students in a whole-class context, happened to be the main source of causing anxiety and affecting emotions. Furthermore, the teacher exercised control over affording the opportunities for communication to the students in class. On most of these occasions the teacher determined turn allocations and talk-time for each student in class. Frustration to get opportunities to talk negatively affected participants' L2 WTC. These findings also find their counterparts in the current literature.

In addition to that, the interactional context contributed a great deal to participants' L2 WTC. Previous research has shown that L2 WTC is higher in interactional contexts involving student-student interaction in dyads and small groups, rather than in teacher-student interactions in whole-class teacher-fronted classrooms (Cao & Philip, 2006; Cao, 2014; Liu, 2005; Peng, 2012; Pica, 1987). The data from observations in the present study showed that the interactional context in the majority of classes adhered to a whole-class teacher-fronted context, predominantly involving teacher-students and student-teacher patterns of interaction. Conversational patterns significantly comprised of excessive teacher-talk and lectures with fewer opportunities for student-student interaction in dyads or small groups.

Another factor, classroom atmosphere, affected participants' motivation, anxiety, emotion and desire to talk. Sometimes a serious or face threatening atmosphere in class forced the participants to relapse into silence. On the other hand, an active, stress-free and motivational atmosphere inspired the participants' L2 WTC. These findings unequivocally confirm findings of previous research (Effiong, 2013; Pattapong, 2010; Peng, 2012). For instance, Wen and Clement (2003) argued that positive environment involving comfort, courage, confidence and co-operation enhances L2 WTC (p. 33). The results of Peng and Woodrow's (2010) study suggested that classroom environment directly and indirectly affect class L2 WTC (p. 858). Similarly, Ostermann's (2014) study reported that classroom environment play a major role in influencing L2 WTC (p. 6). Thus, the evidence from the

present study as well as from the previous research suggests the significance of stress-free atmosphere for enhancing L2 WTC.

9.2.2.2 Psychological variables in conformity with existing literature

Psychological variables explored in the study included the following: perceived opportunity, anxiety, emotion, motivation, perceived communicative competence, desire to talk to a specific person/group, pre-occupation, perceived appearance, cognitive block and personality. Perceived opportunity emerged to be one of the strongest predictors of situational L2 WTC. Previous research into L2 WTC has demonstrated that intention to use L2 must correspond to and combine with opportunity to communicate (Cao, 2009, p. 119; MacIntyre et al., 1998, p. 548; MacIntyre, 2007, p. 567). Evidence from the present study further shows that despite having an interest in the topic, motivation to learn, familiarity with interlocutors, and a stress-free atmosphere, the participants might not end up using their L2 due to a lack of perceived opportunity. Additionally, the present study revealed that a lack of opportunity increased anxiety and reduced motivation thereby significantly affecting participants' L2 WTC.

Most importantly, participants' perceived opportunity and L2 WTC were found to have a reciprocal interaction with one another. According to MacIntyre et al. (2001), higher L2 WTC enhances learners' desire to seek more opportunities to make use of their L2 (p. 382). Based on the data, the current study also found that higher perceived opportunity increased participants' L2 WTC, and higher L2 WTC in turn encouraged participants to seek more opportunities to use L2. However, it is important to mention that the reciprocal relationship between perceived opportunity and L2 WTC was not always linear and did not always translate into L2 WTC. Sometimes participants' desire to seek further opportunities to talk was interrupted by deterrents, such as the behaviour of the teacher and/or classmates, cognitive block and pre-occupation.

According to MacIntyre (2007), the arousal of anxiety is a chief factor affecting participants' L2 performance in class (p. 565). In previous research, the inverse correlation between anxiety and perceived communicative competence was regarded as the immediate predictor of L2 WTC and demonstrated that lower communication anxiety was positively related with higher perceived competence (Cetinkaya, 2005; MacIntyre et al., 1998; Kim,

2005). In the present study, however, the participants' anxiety possessed a generic rather than L2-specific nature; that is, anxiety was mainly related to contextual factors, including interlocutors' verbal or non-verbal behaviour, class environment and participants' lack of preparation. In reality, perceived communicative competence was strongly interrelated to contextual factors, such as topic, and linguistic variables, rather than anxiety. Most notably, the present study found an inverse relation between anxiety and motivation. An increase in anxiety was found to cause a decline in motivation. Conversely, higher motivation worked to reduce the level of anxiety and emotions amongst participants.

Moreover, the present study found that motivation exerted a strong influence on learners' L2 WTC. In contrast to previous research (MacIntyre & Charos 1996; Hashimoto, 2002; Yashima, 2002; Yashima et al., 2004), the present study found that learners' motivation was not directly related to their integrative motives; rather it was related to situational motives, such as to discuss a topic, desire talk to teacher, familiarity with interlocutors, and to improve L2 proficiency. The findings of the current study are in resonance with MacIntyre & Serroul's (2015) study into moment-to-moment fluctuations in learners' motivation to use L2 in class. Their study argued that fluctuations in learners' motivation for L2 communication were related to their immediate learning experiences including the level of easiness or difficulty of task and availability, or lack thereof, of vocabulary (*ibid.*, pp. 126-127).

In addition, the findings of the present study indicate that emotions exert a significant influence on L2 WTC. The role of emotions has long been neglected in most of previous research on individual difference variables (Dornyei & Ryan, 2015, p. 10; Dornyei, 2009, p. 219). Some recent studies, however, have indicated the influence of emotions, such as boredom, frustration, embarrassment and anger on the one hand, and enjoyment and satisfaction, on the other, in L2WTC (Cao, 2009; Pattapong, 2010). The current study also contributes to the list of emotions by identifying a variety of additional positive and negative emotions influencing L2 WTC in class, including boredom, frustration, anger, revenge, humiliation, (feeling) hurt, sadness/unhappiness, being upset, shyness and hesitation.

9.2.2.3 Linguistic variables in conformity with existing research

In their heuristic model, MacIntyre et al. (1998) conceptualised linguistic competence to be an enduring factor. They conceived of linguistic competence as having a distal rather than a proximal relationship with L2 WTC (p. 554). In the present study, however, linguistic factors emerged as situational variables influencing participants' L2 WTC. Previous studies identified two categories of linguistic factors, such as language proficiency and reliance on L1 (Cao & Philip, 2006; Liu, 2005; Liu & Jackson, 2010). However, participants in the present study experienced lack of language proficiency due to the lack of comprehension and production of L2 resources, especially vocabulary. With regard to reliance on their L1, the current study explored codeswitching as a significant feature of participants' communicational behaviour inside as well as outside the class. Codeswitching is discussed in the following section (9.3.3) on variables specific to the current study.

9.3 Variables specific to the current study

The present study has made a significant contribution to the understanding of L2 WTC by adding a variety of variables not covered by previous research. Some of the variables which emerged through the inductive analysis of the data include the following: physical location in the class, pre-occupation and cognitive block, physical appearance, codeswitching, and a catalogue of physiological factors. The discussion on these variables is presented in the following paragraphs.

9.3.1 Physical location in class

In the field of SLA (second language acquisition), there have been some passing references to the potential influence of the physical location of students in class and their performance. For instance, Dornyei and Murphy (2003) noted that spatial arrangement, which is 'where students are located', directly affects language learning and speaking in a classroom (p. 88). Shamim's (1996) study in a Pakistani secondary school also concluded that 'physical location-where students actually sit in a classroom-exerts a powerful influence on their educational experience' (pp. 140-145).

In the current study, participants' sitting on back benches exerted a practical as well as emotional influence. Practically, sitting on a back seat in the class rendered them unable to make their voice heard or get the attention of the teacher. Emotionally, physical location affected participants' willingness, indirectly, through a lack of self-esteem. Self-esteem is defined as an 'individual's overall evaluation and appraisal of themselves, whether they approve or disapprove of themselves' (Carver et al., 1994, cited in Dornyei & Ryan, 2015, p. 183). The participants expressed that they experienced lower self-esteem when they had to sit on a back bench. Thus, participants' physical location in class had the potential to govern their L2 WTC in class.

9.3.2 Pre-occupation and cognitive block

Another factor which emerged in the current research is pre-occupation. While the willingness to communicate was implicitly associated and equated with active verbal participation, silence was regarded as inactivity and unwillingness on the part of the L2 speakers (Baker & MacIntyre, 2001; MacIntyre et al., 1998; Wen & Clement, 2003). MacIntyre and Doucette (2010) defined pre-occupation as 'the tendency for intrusive and enduring thoughts to flood a person's mind after failure' (p. 164). Pre-occupation occurred as a result of learners' failure to make use of L2 at a specific moment resulting in feelings of lack of perceived competence and anxiety. In the current study, however, pre-occupation was not a post hoc but a concurrent event wherein the participants reported that they had been engaged in reflecting about something related to the topic, interlocutor(s) or past experiences.

Pre-occupation also shares similarities with explorations in recent research on silence in the L2 classroom. For example, King's (2011) study found that participants in his study were not participating in discussion because they were '*thinking about something else*' (p. 228). King (2011) reported that participants in his study decisively and *intentionally* diverted their attention to *something else* because of a disinterest in the topic of discussion or class proceedings (see also King, 2013, pp. 142-145).

The situation in the present study, however, was slightly different. Silence on the part of these participants revealed greater complexity as they displayed both interestedness and

disinterestedness in topic and activities. For instance, sometimes the participants were pondering about the topic of discussion (interestedness), while at other times, they were thinking about issues not pertaining to the discussion (distraction). For example, Hina said that she was reflecting upon the potential answer to the question the teacher might ask her (interestedness), whereas Zeeshan said the topic deflected his mind to a past experience. Umair reported that he was thinking about the presentation he had to give by the end of the class (distraction). Dua, on the other hand, was pre-occupied with a domestic/personal matter (distraction). In each case, however, the silence of the participants was both active and dynamic rather than static.

Similarly, cognitive block encompasses a situation wherein the participants experienced lower L2 WTC due to a dearth of ideas to be able to participate in the discussion. For instance, a common situation was when the participants reported that they were short of ideas due to lack of preparation. In addition, participants experienced cognitive block when the ideas participants desired to share were presented by other classmates. Except for one study (i.e. Peng, 2012), cognitive block has been conspicuously absent in the previous studies on L2 WTC.

9.3.3 Codeswitching

The current study stands out in L2 WTC research for exploring codeswitching as a major factor influencing L2 learners' willingness in an advanced-level ESL classroom context. It is necessary to mention that the majority of previous studies in L2 WTC have been conducted in EFL contexts wherein L2 learners from monolingual backgrounds resorted to L1 facing a lack of L2 proficiency (Liu, 2005; Liu & Jackson, 2009; Pattapong, 2010; Peng, 2014). The phenomenon has been referred to as reliance on L1 and regarded as a weakness and an impediment to L2 WTC (Freiermuth & Jarrell, 2006; Liu & Littlewood, 1997; Peng, 2012).

In contrast to that, research in multilingual classroom settings have found codeswitching to be a conversational norm, a language universal embedded in the history and culture of multilingual communities (Canagarajah, 2011; Ferguson, 2002; 2009; Franceschini, 1998; Levine, 2011; Probyn, 2009; Van der Walt, 2010). A number of studies in Pakistani context have also identified unmarked use of codeswitching to be a normative

phenomenon embedded in socio-linguistic practices of speakers of English (Khan, 2013; Mansoor, 2005; Mariam, 2012; Rahman, 2006). Moreover, from a dynamic systems perspective, code-switching and reliance on L1 are regarded as part of second language development (De Bot & Larsen-Freeman, 2011, p. 6).

The context of the current study was a multilingual classroom comprising of students speaking Sindhi, Urdu, Punjabi and Burushaski, respectively. Participants in the current study displayed multilingual identities by switching between English, Sindhi, and Urdu in classroom interaction. Thus, participants' reliance on codeswitching is not a simple phenomenon of lack of L2 proficiency but a conversational norm. In accordance with Gumperz (1982), the participants' codeswitching in the present study did not necessarily reflect an 'imperfect knowledge of grammatical systems'; rather most of the times the codeswitched information could equally well be expressed in either language' (pp. 64-65).

The present study explored that participants' use of codeswitching depends on such factors as interlocutors' use of codeswitching, nature/requirement of a task, on-task/off-task chatting, and, talking to neighbour. The finding is supported by the studies into the use of codeswitching in various ESL and EFL contexts (Anton & DiCamila, 1999; Gumperz, 1982; Levine, 2011). Investigating the socio-cognitive functions of L1, Anton and DiCamila (1999) argued that L1 did not merely serve as a mark of deficiency in L2 in the participants. Rather, it works as a critical tool performing significant socio-cognitive functions, including scaffolding, inter-subjectivity, and externalisation of private speech. In the current study, it was observed that codeswitching performed the function of creating inter-subjectivity enabling participants to maintain conversations and plan [for] the tasks on the one hand, and share jokes on the other. With respect to scaffolding, the use of L1 served as the mediating tool for learners to maintain their interest in tasks, construct strategies to make the task manageable and complete the task. And, externalisation of private speech refers to a process in which learners used L1 as an intra-psychological 'tool to direct their own thinking in the face of a cognitively difficult task' (pp. 237-245).

9.3.4 Perceived physical appearance

One of the variables which does not have its counterpart in previous research is perceived physical appearance. That a learner's perception of and relative satisfaction with his dress, shoes, shirts and other accessories can exert a positive or negative influence has not been explored prior to the current study. The frequency of perceived physical appearance in the data was considerably lower but the finding is significant because it lends further insight into the intricate nature of relationship between a learners' psychology and communicational behaviour in class. The finding also contributes to the awareness of researchers and language teachers with regard to the impact of perceived appearance on learners' classroom performance.

9.3.5 Physiological states

The most unique feature of the current study is the exploration of the category of physiological factors, such as hunger, pain, sleeplessness, fatigue, and other factors mainly related to participants' health which in turn hampered L2 WTC in class. Modern approaches to applied linguistics have argued for re-conceptualising second language acquisition as a process affected by psychological, linguistic, environmental and physiological variables (Atkinson, 2011, pp. 143-145; Bandura, 2005, p. 307; De Bot & Larsen-Freeman, 2011, p. 17). Physiological factors have also been identified in research on self-efficacy as a variable, along with mastery experiences, vicarious learning and social persuasion, strongly affecting an individual's belief in one's actions (Bandura, 2005, p. 307).

However, the physiological states of L2 users have not been accounted for in the research on L2 WTC. For instance, MacIntyre et al.'s (1998) heuristic model does not include physiological/bodily states as influencing L2 WTC. Similarly, subsequent empirical research, which focused primarily on psychological, contextual and linguistic factors, completely missed out on considering the physiological factors related to the body of the learners/users. Thus, using a DST perspective, the current study explored the influence of physiological variables on L2 WTC. Exploring the category of physiological factors, therefore, can be regarded as a theoretical contribution of the current study.

9.4 Generic and L2-specific antecedents of L2 WTC

One of the significant observations of the study is that the factors appearing in the current study include both L2-specific and generic variables. The L2-specific factors refer to the factors directly and specifically related to participants' competence and proficiency, or lack thereof, in L2, perhaps due to a lack of perceived communicative competence, lack of vocabulary and reliance on L1. Generic variables refer to those contextual, psychological and physiological variables affecting participants' willingness to communicate in both their L2 as well as L1. For instance, a lack of perceived opportunity was generic because failing to avail themselves of the opportunity to speak a couple of times destroyed participants' WTC in both their L2 and their L1. Likewise, lack of ideas (i.e. cognitive block) or perceived physical appearance reduced their willingness in either language (i.e. L2 and L1). And finally, variables related to the physiological category were also generic in nature. For instance, feeling hungry, sleepy or sick, as well as suffering from a throat problem or fatigue, was relevant to participants' WTC in both their L1 and L2.

Some of the previous studies also discovered a number of variables which can be distinguished as generic and L2-specific (Cao & Philip, 2006; Cao, 2009; Peng, 2012). For instance, the factors reported by House (2004) included perceived opportunity, perceived politeness of the interlocutor, physical location in the classroom and topic of discussion as affecting learners' L2 WTC in class (cited in Cao, 2009, p. 28). Liu's (2005) study, however, found a combination of both generic and L2-specific variables affecting learners' language learning in class. The generic factors included culture, personality, past educational experiences, fear of losing face and interest in the topic; whereas the L2-specific factors included low language proficiency, low self-confidence, lack of practice, poor pronunciation, lack of vocabulary and differences between the Chinese and English languages.

Based on the analysis of field notes and classroom observations, the prevalence of generic variables in the present study appears to be grounded in the advanced level of education of L2 learners and the content-driven classroom context. Previous research has shown that perceived communicative competence in L2 affects elementary and lower intermediate level learners' L2 use, while it does not significantly influence advanced level

learners' L2 WTC (Hashimoto, 2002; MacIntyre et al., 2002). Since the current study was conducted with advanced level postgraduate students, perceived communicative competence and linguistic factors were not frequently reported by the participants of the current study. Moreover, participants in previous studies were attending classes explicitly and exclusively for the purpose of mastering L2 (Cao & Philip, 2006; Cao, 2009; Kang, 2005; Kim, 2004; Peng, 2014). The current study was conducted in Business Communication (BC) classes wherein the primary objective of the participants was to learn and discuss business communication where English/L2 was used as the medium of instruction and interaction in class.

The context of the present study was similar [but not the same] to the Content Language Integrated Learning (CLIL) approach. In a CLIL context, classes are characterised by the dual aim of learning the content and foreign language simultaneously (Coyle, 2007, p. 545; Marsh, 2012, p. ii). CLIL has been classified into content-driven and language-driven models depending on the varying focus of the respective models. For instance, CLIL is said to be content-driven if the focus is relatively more on the content of the subject. On the other hand, CLIL is language-driven when the main focus of learning is the second or foreign language while the subject serves as a tool for language learning (Banegas, 2014, p. 347). The model of CLIL observed in the current study conformed to the content-driven model of CLIL where the participants were attending the module in order to understand the concepts of business communication for two explicit objectives: i) in order to be able to pass the exams, and ii) to practice effective business communication at their work place in the future.

Another important reason for the prevalence of generic variables can be found in the lack of clarity of institutional and governmental policy regarding the objectives of L2 pedagogy. The National Education Policy (2009) emphasises the importance of English language learning but focuses exclusively on promoting communication in reading and writing with no mention whatsoever of oral L2 communication (p. 56). Therefore, enhancing proficiency in spoken L2 have long been out of the purview of pedagogical practices. Thus, for the participants of the present study, proficiency and perceived competence in L2 were not a direct objective of learning.

9.5 Dynamics of variables underlying L2 WTC

One of the aims of the current study was to investigate the systematic trends and patterns of interaction of variables determining L2 WTC in the classroom. Using DST as a theoretical framework, the current study tapped into a number of significant characteristics of L2 WTC, such as complexity, dynamism, and interconnectedness, sensitivity to initial conditions, feedback sensitivity, self-organisation and attractor/repeller states. Some of the properties of L2 WTC in this study support the findings of previous research, such as complexity, interconnectedness of variables and situation-to-situation change. However, the present study contributed to literature a great deal by virtue of exploring other potentially significant characteristics of L2 WTC, such as: non-linearity, sensitive dependence on initial conditions, self-organisation and feedback sensitivity. This section is thus divided into two sub-sections. The first sub-section discusses the similarities, while the second sub-section highlights the discrepancies between previous research and the current study.

9.5.1 Properties of L2 WTC in agreement with previous research

Earlier research focused mainly on investigating the relation between L2 WTC and its immediate antecedents (Cetinkaya, 2005; Elwood, 2011; Liu, 2005; 2009; MacIntyre et al., 1998; Yu, 2008). Thus, the dynamics of variables influencing L2 WTC did not attract much attention in L2 WTC research for a long time (Weaver, 2009, pp. 3-5). Some of the recent studies, however, have indicated that L2 WTC is a complex multilayered system jointly constructed by individual, environmental and linguistic variables (Kang, 2005; Pattapong, 2010; Peng, 2014). Supporting the findings of these studies, the current study reports that L2 WTC is a complex phenomenon; that is, it is not determined by a single antecedent but co-constructed by a complex network of the underlying contextual, psychological, linguistic and physiological variables.

Likewise, the current study also supports the claims of previous studies that variables influencing L2 WTC are interdependent; that is, change in one variable brings about change in other related variables (Cao, 2009; Pattapong, 2010; Peng, 2014). For example, change in the participants' interest in topic was observed to have consequences on their motivation to learn and L2 proficiency. Similarly, the level of difficulty of topical vocabulary increased

participants' anxiety and affected their perceived communicative competence. Thus, all the variables from across different categories, such as contextual, psychological, linguistic and physiological, were interrelated and interdependent.

In addition to that, the present study also agrees to the claims of recent studies regarding the situation-to-situation changes in L2 WTC. Most of the previous studies focused on situation-specific changes in L2 WTC acknowledging that L2 WTC changed from situation-to-situation (Cetinkaya, 2006; Kim, 2005; MacIntyre & Charos, 1996; MacIntyre et al., 1998; MacIntyre, 2007). Nevertheless, some of the recent studies have shown that L2 WTC changes not only from situation-to-situation but also from moment-to-moment during a conversation situation (Kang, 2005; MacIntyre & Legatto, 2011). The current study supports the findings that variations in L2 WTC occur not only with respect to a change in situation, for example, topics or tasks, but within the same conversation situation. That is, the participants' L2 WTC changes not only during different classes or topics/tasks (situation-to-situation change) but even within the same topic/task or conversation.

9.5.2 Properties of L2 WTC specific to the current study

Besides similarities, the present study explored a host of specific characteristics essential to understanding the dynamics of L2 WTC. The characteristics included non-linearity, sensitive dependence on initial conditions, feedback sensitivity, self-organisation and attractors/repellers. Previous research conceived of change in L2 WTC as a linear cause-and-effect phenomenon. For example, earlier quantitative research suggested that change occurred in a linear direction as a result of a desire to talk to a person or state self-confidence (MacIntyre et al., 1998; MacIntyre et al., 2001; Yashima, 2002; Yashima et al., 2004).

On the other hand, while the qualitative and mixed-method studies acknowledge the role of a combination of different variables in determining L2 WTC, they too argue that change occurs in a linear direction with equal and proportionate effect (Kang, 2005; Peng, 2012). For example, they argue that change in L2 WTC depend on the extent of the facilitating and debilitating factors: a combination of facilitating forces/variables will automatically and eventually lead to a higher L2 WTC, while a conglomeration of debilitating factors would result in a lower L2 WTC (Cao, 2009, pp. 200-203). However,

from a DST perspective, change in dynamic systems is very rarely proportionate to their cause(s); and, most of the times, it is disproportionate and unpredictable (Larsen-Freeman, 1997, p. 143; MacIntyre et al., 2015, p. 96). The current study shows that the interaction between variables underlying L2 WTC is non-linear; that is, it does not always produce an effect proportionate to its cause. For example, sometimes a slight change in mood increases a participant's willingness, while at others, even a combination of a good mood, motivation and interest in the topic does not increase their L2 WTC. Thus, the change in L2 WTC of participants is non-linear and does not depend merely on the number of facilitating or debilitating factors.

Similarly, the current study also explored sensitive dependence on initial conditions as an important characteristic of L2 WTC. Research into dynamic systems has shown that dynamic systems are sensitive to initial conditions; that is, minor differences between learners can have dramatic influence on the learning outcomes even if they were exposed to the same learning materials (De Bot & Larsen-Freeman, 2011, p. 10). The current study indicates that initial conditions, such as participants' personality, mood, and knowledge of and preparation for a topic, physical location in class, physiological problems, and perceived appearance may have a significant influence on the learning outcomes. The participants displayed higher L2 WTC when, for example, they were prepared for the topic. Conversely, their L2 WTC was lower when they were not prepared, or had a headache, and so on.

Moreover, it is also noted in the present study that L2 WTC displays feedback sensitivity because the underlying variables constantly act and react to the actions of other related variables. For example, the participants' willingness dropped if their conversation partners were not attentive towards them. Sometimes the participants' L2 WTC increased from lower to higher due to their peers' participation in class discussion. Sometimes participants were interested in the topic and the environment was not face-threatening, but the lack of vocabulary affected their L2 WTC.

The feedback sensitivity was intertwined with the property of self-organisation of the L2 WTC. L2 WTC displayed remarkable adaptability to new situations due to the feedback sensitivity and the non-linear interaction of internal variables (De Bot, 2008, p. 172). For example, sometimes the participants' L2 WTC was lower due to fear of losing face

but their L2 WTC gradually increased as a result of a changing classroom atmosphere. Conversely, participants' preparedness for the topic enhanced their L2 WTC, whereas the negative behaviour of their interlocutors impeded it.

And finally, one of the most significant features of L2 WTC in the current study appears to be the emergence of the attractor and the repeller states. In the parlance of DST, attractor and repeller states are used as metaphors for seemingly stable, preferred states a dynamic system enters in its development (De Bot & Larsen-Freeman, 2011, p. 15; Larsen-Freeman & Cameron, 2008, p. 57). In the present study, L2 WTC was said to be in an attractor state if the participant showed active class participation in discussion, tasks and debates, over a certain period of time. On the other hand, their L2 WTC was said to be in a repeller state if the participants showed relatively less communication and class participation for a certain time. It must be noted that stability, that is, attractor/repeller state, in L2 WTC is not the same as inactivity of the system (Larsen-Freeman & Cameron, 2008a, p. 56). The results show that participants displayed signs of mental engagement and pre-occupation even when they were not participating in the discussion. Thus, their L2 WTC was constantly in flux while they were apparently inactive.

9.5.3 Randomness and predictability of L2 WTC

Finally, owing to the characteristics of complexity, interconnectedness, dynamism, non-linearity and self-organisation, the behaviour of L2 WTC as a dynamic system is 'neither completely random nor completely predictable' (Larsen-Freeman & Cameron, 2008, p. 75). Based on the patterns of behaviour of L2 WTC in the present study, it is possible to predict how participants' L2 WTC might behave in a Business Communication (BC) classroom in general. However, the behaviour of participants' L2 WTC at a particular moment on a particular day cannot be predicted completely given the non-linearity of interaction and change in the variables. This can be illustrated using the data from one of the participants of the current study.

The pattern of Dua's L2 WTC suggests that her L2 WTC is context-sensitive. Interest in the topic, activity/task-based interactional context and friendly behaviour of teacher served as attractors for her L2 WTC, while a fear of criticism from the teacher and

classmates, lack of motivation and reliance on codeswitching served as repellers. Based on these patterns, it can be predicted that Dua's L2 WTC will increase if she finds the topic interesting. However, whether her interest in a topic will also correspond with other variables, such as perceived opportunity, cannot be predicted precisely. A brief excerpt of a classroom conversation between Dua and her teacher is presented to illustrate randomness and unpredictability. The discussion took place in the first session of a two-hour class. The topic of discussion in the excerpt was 'Equality between men and women'. It was noticed that Dua raised her hand trying to attract the teacher's attention towards her. However, she put her hand down upon failing to get the opportunity to talk.

Example 9.5.3 Excerpt from class observation#4

Student-1: sir most of the leaders, Nelson Mandela, Abdul Qadeer Khan, He was a great leader, a great leader. But there is no woman, there is no woman to compete ...ehhh...with men.

[Students' noise]

Dua: [raises her hand] Sir,

Dua: Sir!

[Students' interruption. Teacher gives another student a chance to speak]

Dua: Sir Sir! My point!!!

Dua: Sir, Sir!!! [Dua drops her hand down]

Student-2: Sir Islam gives more rights to women than [to a] man. Women have more rights than man.

Teacher. Okay they have rights.

Dua: [raises her hand but drops it down failing to get opportunity]

Student-4: Sir he mentioned Nelson Mandela and other leaders. Okay I agree. But Shaitan [Satan] is a man too. [General' applause and laugh]

Dua: [laughs] most men [private speech]!

Student-5: But sir witches are women!

Dua: [raises her hand again]

Recalling this incident, she said in the interview that her willingness to communicate rose owing to her interest and familiarity with topic. But her L2 WTC declined because of her classmates' interruption which deprived her of the opportunity to communicate.

Yes, because the teacher was listening to that guy and he asked me to wait for two minutes. *So I thought I should wait for my turn.* I always want that others should pay attention to me when I am presenting my opinion. I don't want to disturb or interrupt others when they are doing so. **(StR-1)**

This example illustrates that owing to the dynamic nature of L2 WTC and the non-linear interaction of variables, the behaviour of L2 WTC at a precise moment cannot be completely predicted. Having said that, it is necessary to highlight here that making generalisable predictions have never been the aim of the Dynamic Systems Theory (Dornyei, 2009; De Bot et al., 2015; Larsen-Freeman, 2011; Larsen-Freeman & Cameron, 2008a). De Bot & Larsen-Freeman (2011) emphasised that DST is focused on particular generalisations rather than universal ones. Therefore, 'we can point to tendencies and patterns we have found, but resist implying that they are applicable beyond our own research site and data' (ibid., p. 19).

9.5.4 Variability in strength of the factors influencing L2 WTC

It has been noted in previous studies that variables exert varying influence on L2 WTC at different times (Cao, 2014, p. 807-809; Pattapong, 2010, p. 218). Cao (2009), for instance, reported that the factors influencing L2 WTC vary in strength suggesting 'their influence is differently weighted on different occasions. Some factors might override others at particular times' (p. 208). The current study also supports this notion that owing to the constant variability and non-linearity, the force each variable exerts on L2 WTC changes with respect to context and time. Sometimes a variable, for example, interest in the topic, plays a significant role amongst a cohort of other variables; while at other times, it plays a relatively smaller role. For example, Zubair wrote in his diary that he was interested in the topic and was also willing to ask a question regarding the topic of discussion. His willingness, however, decreased because the same question he wanted to ask was put forward by someone else. His comment was as follows,

I was willing to communicate when the teacher started discussing about the types of 'spaces' and their variations. [However] I was not willing to communicate when I realised my questions were already put up by my fellows. **(Zubair in Diary#10)**

It can be noted that while interest in the topic increased his willingness, lack of perceived opportunity decreased it. Thus, eventually, perceived opportunity played a larger role in determining his L2 WTC, while interest in the topic had a relatively smaller effect. Similarly,

sometimes a participant's personality (extrovert/introvert) or cultural orientation plays a larger role in their L2 WTC, while at other times it is overpowered by other variables. For example, though Zeeshan's silent personality induced reticence within him, sometimes it receded into the background to give way to his interest in the topic.

9.6 Idiosyncratic nature of participants' L2 WTC

Based on a within-case analysis, the participants' communicative behaviour possessed normative as well as idiosyncratic features. Their L2 WTC was normative in the sense that it was affected by certain common conglomerates, such as topic, teacher, tasks, anxiety reliance on codeswitching and perceived opportunity. However, there were subtle differences with regard to the relative influence of specific variables on each participant's L2 WTC. While all participants preferred to communicate in activities and tasks, Dua's L2 WTC was somewhat more prone to discussions and tasks rather than lecture-based classes. Compared to other participants, Hina's L2 WTC showed a relatively higher vulnerability towards anxiety. Her fear of her interlocutors' verbal or non-verbal behaviour was a constant source of negative influence on her L2 WTC. Zeehan's L2 WTC, however, was marked by a dynamic silence, and displayed the influence of both trait and state variables, such as personality, perceived opportunity and perceived communicative competence.

Furthermore, compared to other participants, Umair exhibited significantly higher motivation and proclivity towards whole-class topical presentations. It was noticed that he was always proactively seeking opportunities to do whole-class presentations. Zubair, in contrast, preferred to wait for suitable opportunities to talk rather than actively seeking them. It is clearly borne out by the data that one of the most significant deterrents of Zubair's L2 WTC was the lack of perceived opportunity. Finally, it is to be noted that the influence of lack of perceived communicative competence was higher on Aliza's L2 WTC than that of any other participant. Thus, the individualistic character of participants' L2 WTC offers significant insights into the psychology of language learners.

9.7 Summary

This chapter provided a comparative analysis of the findings of the current study to the previous research on L2 WTC. The findings of the present study complement previous research by showing that L2 WTC is co-determined by dynamic and non-linear configurations of underlying variables, such as contextual, psychological, linguistic and physiological variables. The study, however, claims to make invaluable additions to the literature by exploring a host of variables previously underplayed, such as physical location in class and cognitive block; and overlooked, such as pre-occupation, perceived physical appearance, code-switching and physiological factors.

One of the significant findings of the study is that due to the advanced level of postgraduate students and the content-based business communication module, learners' L2 WTC was exposed to generic situational variables, such as topic, interlocutors, perceived opportunity, anxiety, and reliance on codeswitching, rather than L2-specific variables, such as perceived competence, lack of grammatical competence and vocabulary. The generic variables applied to WTC of students in both L2 and L1.

Most notably, the study shows that the behaviour of L2 WTC is characterised by properties, such as dynamism, interconnectedness, non-linearity, sensitive dependence on initial conditions, feedback sensitivity, self-organisation, and attractor and repeller states. L2 WTC is determined by a complex, dynamic and non-linear interaction of interdependent variables. L2 WTC is sensitive to initial conditions, such as personality, learners' level of education, knowledge or familiarity with a topic, a content-based module and learners' perception of the behaviour of the teacher. While the fluctuations in L2 WTC at a particular moment in a conversation are not predictable due to the non-linear interaction of underlying variables, the general behaviour of L2 WTC can be predicted by identifying the variables and the patterns of their interaction pushing L2 WTC to and from the attractor or repeller state. Implications of the dynamic nature of L2 WTC are discussed in detail in the following chapter which also includes the contributions and limitations of the present study.

Chapter ten: Contributions, implications and limitations and directions for future research

10. Introduction

This chapter is devoted to highlighting the contribution of the present study, the pedagogical implications, limitations, and suggestions for future research. The first section discusses the contributions the present study has made in L2 WTC research. The second section highlights the implications of the findings of the current study in the form of suggestions for the ELT practitioners. The third section discusses some of the limitations of the study and recommendations for future research.

10.1 Contributions of the current study

The present study claims to have made a number of theoretical, methodological and pedagogical contributions to the research on L2 WTC. The present study applied a DST approach to the understanding of L2 WTC. Previous research into L2 WTC can be divided with respect to the theoretical approaches, both quantitative and qualitative, employed to investigating and understanding L2 WTC. While earlier studies were characterised by a static presentation of L2 WTC and an overuse of quantitative measures (MacIntyre, 2007, pp. 207-208; Weaver, 2009, pp. 2-7), some of the subsequent studies have presented L2 WTC from sociocultural and ecological frameworks (Cao, 2009; Cao, 2011; Cao, 2014; Peng, 2012; Suksawas, 2011). Sociocultural and ecological approaches have made significant contributions conceiving of L2 WTC as a phenomenon influenced by individual, environmental and linguistic variables within and across the nested systems (i.e. micro-meso-, exo- and macro-systems) (Peng, 2014, p. 149).

While, in recent years, DST has been used to research on motivation (Dornyei et al, 2015), very few attempts have been made to apply a DST perspective to L2 WTC research (MacIntyre & Legatto, 2011; MacIntyre & Serroul, 2015; Yashima, 2016). The present study, thus, makes a contribution by attempting to conceptualise L2 WTC from a DST perspective. DST enabled the study to explore a number of variables, such as physical location, pre-occupation, cognitive block, perceived physical appearance, code-switching

and physiological factors. Furthermore, the interpretation of data from the DST approach allowed the study to tap into the complex nature of L2 WTC unravelling some of the key characteristics, such as moment-to-moment change, non-linearity, sensitive dependence on initial conditions, feedback sensitivity, self-organisation and emergence of attractor and repeller states. Thus, the present study has demonstrated the potential of DST as a framework for exploring the underlying variables and explaining the dynamics of change in L2 WTC in different contexts.

In addition to that, the present study has contributed to the research on L2 WTC by exploring the factors influencing L2 WTC in the non-western ESL classroom. While previous research encompassed psychological, contextual and linguistic variables (Cao & Philip, 2006; Cao, 2014; Peng, 2014), the current study provided empirical evidence to the fact that variations in L2 WTC occur as a result of the joint influence of not only contextual, psychological and linguistic factors but also physiological variables.

Most notably, the present study also demonstrated that a multiple case mixed-method approach has great promise for future research attempting to explore the complexities and dynamism of L2 WTC. In contrast to a majority of studies, the present study used methodological triangulation employing background questionnaires, structured classroom observations, learners' diaries and StRs to investigate the complex and dynamic phenomenon of L2 WTC. The present study used a modified version of Cao's (2009) observation scheme. Cao's (2009) study covered three conversational contexts, whole-class, teacher-present group work and teacher-absent group work, and dyad. During the pilot observations of the present study, it was observed that learners in a whole-class interactional context were sometimes allowed to present or respond to the opinion in discussion-based sessions. Moreover, some of the students were also observed using private speech, albeit occasionally. Therefore, based on these observations, some of the categories were adopted from the original group-work observation schedule and merged into the observation scheme for the whole-class teacher-fronted interaction, to suit the context of the present study. For instance, the categories, including present an opinion, respond to opinion and private speech were not included in the original scheme for whole-class.

Another significant contribution of the present study is the investigation of L2 WTC in a non-western post-colonial ESL context. It has been mentioned earlier that previous studies emerged mainly from western ESL contexts (MacIntyre & Charos, 1996; MacIntyre et al., 1999; MacIntyre, 2007a; MacIntyre et al., 2001) and EFL contexts (Cao and Philip, 2006; Cao, 2009; Hashimoto, 2002; Kang, 2005; Kim, 2004; Peng, 2007; 2012; Yashima, 2002). Moreover, while most of the previous studies were conducted at school and undergraduate level, the present study was conducted with postgraduate business students in a university classroom in the Sukkur region of Pakistan.

Finally, the study has also made a contribution to the pedagogy of English as a second language in a Pakistani context. By demonstrating the complex nature of L2 WTC, the present study can enhance the ESL's teachers' understanding of the idiosyncratic behaviour of L2 learners and the complex nature of communication in L2 class. Teachers, in the specific context of the current study, can use the study to understand, 'the many workable compromises that language learners make on-the-fly as they engage with the complexities of using someone else's tongue to communicate' (MacIntyre & Legatto, 2011, p. 169). The pedagogical implications of the study are discussed in detail in the following section.

10.2 Pedagogical implications

This section will attempt to put the findings of the study in a pedagogical framework and present some recommendations. The study revealed that learners' L2 WTC cannot be attributed to a single variable. L2 WTC is, rather, predicted by a number of multifarious variables and their complex, non-linear and dynamic interaction. According to De Bot et al. (2007a), the information about various underlying sub-systems predicting L2 WTC can help us identify the precursors of other sub-systems, thereby helping us to 'improve our teaching techniques and help avoid early entrenchment of non-target patterns' (p. 19).

It is therefore argued that understanding and the investigation of the dynamics of L2 WTC is imperative for both teachers and learners of L2. Owing to the non-linearity of interaction and constant change in the variables, it is beyond the control of teachers to manipulate learners' L2 WTC at any specific moment. Rather, Larsen-Freeman and Cameron (2008a) emphasised the role of teachers as managers of the dynamics of language

learning in L2 classrooms. According to them, by identifying the dynamics of L2 WTC in class, teachers can intervene in the learning process, ensuring the emergence of facilitating variables, and the elimination of debilitating factors (ibid., pp. 198-226). Similarly, Dornyei (2014) also emphasised the identification of strong attractors (and repellers) in order for teachers to be able to enhance learners' participation in class (p. 84). Thus, based on the results of the current study, this section offers some suggestions with an aim to address particular issues of particular teachers and learners, at a particular time, in a particular classroom context, that is, in the BC class for postgraduate students (Kumaravadivelu, 2001, p. 541).

The current study found that participants attributed an increase or decrease in L2 WTC to an interest in and/or familiarity with the topic of discussion. Based on the data, the participants' L2 WTC was higher in the topics closely associated with real life experiences. A learner's interest and familiarity with the topic can be manipulated by offering real-life examples, i.e. relating the text with real life situations, in order for them to elaborate on the topic. One of the ways this could be achieved is by using case-method teaching, presenting learners with real life situations to discuss and analyse. This would not only create and maintain their interest in a given topic but also allow them to use their critical faculties and communication skills (Jackson, 1997, pp. 1-13).

Students, especially postgraduate students already have much diversified experience and can contribute to the depth of knowledge and understanding on a topic, facilitating growth and greater insight. Therefore, it is suggested that students should be encouraged to share their life experiences related to the topic; or conceive of and perform role-plays, or prepare group/individual presentations, relevant to the topic. As for the linguistic resources related to the topic of discussion, teachers should provide glossary of the text in the form of of handouts or power point slides for the students to refer to during classroom discussion. Additionally, learners should be encouraged to use electronic/hardback dictionaries or codeswitching in order for them to maintain conversation in their L2 at a particular time without feelings of inadequacy or foolishness imputed towards them.

A teacher's attitude, attention, remarks and mood played the most crucial role in affecting the participants' L2 WTC. The teacher's behaviour was found to have the strongest

influence on participants' anxiety, emotion and motivation to participate in class activities. According to the participants of the current study, a teacher having attributes such as friendliness, respect, motivation and empathy promoted their L2 WTC in class. Based on these findings, it can be argued that even a slight change in a teacher's behaviour can contribute a great deal to learners' L2 WTC in the class. A teacher's friendly behaviour, empathy towards learners, enthusiasm for the topic of discussion and polite language can work a great deal towards reducing anxiety, increasing motivation and enhancing learners' L2 WTC (Dornyei & Murphy, 2003, p. 105; Wen & Clement, 2003, p. 27).

Furthermore, in the context of Pakistan and other Asian cultures, it is apparent that, whereas teachers should be respected, more respect and dignity should be accredited to all students. The current study suggests that postgraduate students happen to be sensitive with regard to their dignity, and expected respect from their teachers and classmates. It is, therefore, strongly recommended that teachers should be provided pre-service and/or in-service training in order for them to increase their awareness and improve their teaching skills. Teacher training programs should include a module based on situational role-playing to sensitise teachers to the idiosyncratic nature of learning, i.e. how every student reacts to the contextual cues they face in different ways, highlighting the impact teachers can have, whether it be positive or negative.

Another issue identified in the current study was the lack of perceived opportunities to use L2. This issue is primarily related to the whole-class conversational context and classroom management on the part of the teacher. The participants were observed in the whole-class teacher-fronted classes consisting of about forty-five students. It has been argued in previous research that teacher-fronted interaction affords fewer opportunities and accrues low participation on the part of L2 learners, eventually hindering the L2 development in learners (Pica, 1987, pp. 14-18; Xie, 2010, p. 18). The present study, therefore, suggests that to address this issue, teachers should make use of different interactional contexts, such as group work and dyad. Pairing up learners into small groups or dyads will allow the learners relative autonomy and self-regulation with respect to choosing and discussing the topics. Also, it will allow them to control their anxiety and afford more opportunities to make use of their L2 (see Cao, 2009; Kang, 2005; Pattapong,

2010; Suksawas, 2011). It is also recommended that teachers and learners negotiate the rules of conduct, such as turn taking and respecting diversity of opinion, within their respective groups during class (Dornyei & Murphy, 2003, pp. 34-47).

The study also indicated the impact of classroom environment on participants' L2 WTC. According to Wen and Clement (2003), a positive environment is one in which students feel secure in taking risks, initiating speech and working harmoniously with peers in their group (p. 34). It is, therefore, recommended that teachers should strive to ensure a risk-free environment so that learners can make the most of opportunities for communication in their L2.

In the BC classroom, reliance on codeswitching emerged as a distinctive characteristic of the participants' communicational behaviour. There is an increasing amount of evidence which strongly proposes the occasional and judicious use of L1/codeswitching as opposed to the exclusive use of the L2/target language (e.g. Canagarajah, 1995; Canagarajah, 2011; Ferguson, 2002; 2009; Macaro, 2001, p. 545; Macaro & Lee, 2013, p. 738; Probyn, 2009). It can, therefore, be suggested that the use of codeswitching should be permitted occasionally for the purposes of informality, classroom management and off-task chatting, as this will help to reduce students' anxiety and increase their motivation to proactively participate in classroom activities making use of both L2 and L1.

Since codeswitching is deeply ingrained in the linguistic and cultural practices of [multilingual] participants, it is necessary that teachers should also be sensitive and responsive towards the linguistic and cultural needs of their students in multilingual communicational settings (Flores, 2000, p. 213). It is also imperative that teachers be informed about the extent and functions of codeswitching. Teachers can check their learners' codeswitching patterns retrospectively in order to understand the functions it serves, and control its antecedents. Though the exact moment of a learners' transition from L2 to L1 (or vice versa) cannot be predicted precisely, 'we may learn more about the phenomenon by looking at it retrodictively' (De Bot, 2015, p. 96). Retrodiction refers to tracing the change when it has already taken place (Larsen-Freeman, 2011, p. 61).

In addition to contextual, psychological and linguistic factors, teachers should endeavour to manage the impact of physiological factors. In order to assuage the

unpredictable impact of physiological factors, teachers must show some empathy as well as flexibility towards learners (Cameron, 2013, p. 192). For instance, the teacher can ask learners at the beginning of the class if they are feeling well or not or, whether they are feeling hungry or thirsty. In the former case, learners can be afforded sometime to take medicine or relax for an appropriate time; in the latter case, however, learners can be given a short break to satisfy their hunger/thirst. The participants in the current study complained of hunger, especially during the afternoon classes, due to the fact that they did not get their lunch break. Therefore, the timings of the classes should be such that the students get lunch breaks in-between the morning (9 am -12 pm) and the afternoon (12 pm and on) sessions.

10.2.1 Recommendations for pre-service and in-service teacher training programs

The current study reinforces the need for pre-service and/or in-service teacher training for English language teachers. Since 2004, HEC has initiated ELTR (English Language Teaching Reforms) program for English faculty in the higher education institutions in Pakistan. The program is aimed at enhancing ESL teachers' professional development by imparting research skills, technological expertise and pedagogical skills. In its Phase-I, around 1398 English language teachers (ELTs) from across the country's universities were trained. The programs Phase-II started in 2010 and claims to have trained around 1400 ELT practitioners.

However, very few such programs have been offered to the teachers so far. In addition, the number of teachers who have benefited from the in-service training is still considerably lower. Secondly, it has been observed that due to lack of incentives and a heavy work load, the teachers feel constrained and lack motivation to apply for teacher training and devote time for the training. Thus, it is necessary for the federal and provincial governments on the one hand and institution/universities on the other, to incentivise, organise and fund or subsidise teacher training focusing on informing and sensitizing teachers to the complex and sensitive nature of L2 WTC within specific contexts.

Given the peculiarity of context, the current study proposes a dialogic model of teaching for pre-service and in-service teacher training programs (Alexander, 2006; Mercer

& Howe, 2012). Dialogic teaching emphasizes collective, reciprocal and supportive engagement of the participants, both teachers and students, in the task. It requires them to develop their ideas based on the previous knowledge each participant (including the teacher) brings to the conversation table. Furthermore, dialogic teaching requires that arguments, challenges, disagreements on the part of each discussant be treated with respect. And finally, it requires the classroom talk to be purposeful with particular learning outcomes in view (Alexander, 2006; Mercer & Howe, 2012). While the first three principles, such as collectivity, reciprocity and supportiveness are essential for teachers to create, maintain and monitor a constructive and communicative classroom atmosphere, the last two principles, that is cumulative and purposefulness, are essential for learners' content knowledge.

Thus, using the dialogic model of teaching, the pre-service/in-service programs need to be designed and planned with a view to training teachers:

- i) To demonstrate awareness of the way their 'expression, gesture, body language, physical stance and location in the classroom affect the type and quality of classroom talk' (Alexander, 2006, p. 41);
- ii) To appreciate and understand the individualistic nature of learners' L2 WTC.
- iii) To show respect for learners and their ideas;
- iv) To make use of variety of interactional contexts (in addition to whole-class teacher-fronted context), such as collective group work (teacher led), collective group work (student led), one-to-one (teacher-student) and one-to-one (student-student);
- v) To provide diagnostic feedback to enhance students' L2 WTC rather than passing remarks or judgements;
- vi) Most importantly, to strike a balance between authoritative talk involving checking students' understanding, giving instructions, correcting errors, and dialogue involving constructive arguments, disagreements and conflict of ideas (Mercer & Howe, 2012, p. 14);

Dialogic teaching can certainly help a great deal to promote a number of facilitating factors including a stress-free communicative atmosphere, friendly and supportive interaction between teacher and students, and address a number of debilitating factors, such as perceived

opportunities, anxiety, emotion and pre-occupation. The current study, however, by no means advocates dialogic teaching to be a panacea for all the situation-specific issues. This study acknowledges that each teaching and learning has a specific and transient character. Therefore, teacher training ought to enable the classroom teachers to deal with specific issues they encounter in their classrooms on a daily basis.

10.3 Limitations and directions for future research

The following paragraphs discuss the limitations of the current study followed by recommendations for future research.

The current study was a qualitatively driven multiple case study involving a small number of participants. Qualitative case studies normally involve a small sample because they aim at in-depth and thorough understanding of specific cases rather than statistical generalisability (Duff, 2012; 2014). According to De Bot and Larsen-Freeman (2011), research into complex dynamic systems aims at particular rather than universal generalisations (p. 19). Thus, using a small sampling allowed the present study to gain an in-depth understanding of the variables and dynamics of L2 WTC of postgraduate business students in BC classes. It remains for future research to conduct cross-sectional and longitudinal studies to confirm the generalisability of the findings of this study.

Another limitation of the study is that the participants were observed in fourteen two-hourly Business Communication (BC) classes only. The decision to observe the participants in the BC classes was based on the observations made during the piloting phase of the present study. Since the aim of the study was to observe participants' communicative behaviour, the BC class offered the best scenario for such observations. The level of oral communication in the BC class was relatively higher than in other modules, that is, Marketing, Statistics and Economics. Owing to this contextual constraint, the present study cannot shed light as to the extent of the typicality of participants' L2 WTC. It is, therefore, up to any future research to observe students in other related modules to get further insight into the typical and generic nature of postgraduate students' L2 WTC in a classroom setting. In addition, since the participants' WTC displayed vulnerability towards generic variables, it would be interesting

for any future research to investigate learners' WTC in both L2 and L1 in order to make a comparison between the trait and state nature of their WTC.

It is also noteworthy that due to the specific nature of the classroom interactional context, in a whole-class teacher-fronted context, the participants' communicational behaviour was not observed in other conversational contexts, such as teacher-absent group activities and pair work. In order to obtain a holistic understanding of the learners' situational L2 WTC, it is necessary that participants/learners must also be observed in other conversational contexts including teacher-absent group work and pair/dyad work.

Based on the data obtained through structured observations, the current study found that the female participants, Hina, Dua and Aliza, demonstrated higher L2 WTC in class than their male counterparts Umair, Zubair and Zeeshan. For instance, the frequencies of the L2 WTC of Hina, Dua and Aliza were 726, 687 and 519 respectively, while the frequencies of Umair, Zubair and Zeeshan were significantly less, that is, 325, 300 and 104 respectively. Since the study used a qualitatively driven mixed-methods approach with the specific aim to explore the factors influencing L2 WTC of postgraduate business students, it was out of its purview to investigate the role of gender in influencing L2 WTC. Therefore, it is for any future research to investigate the underlying factors behind the discrepancies between the L2 WTC of males and females.

Moreover, since the teachers played a significant role in the construction or destruction, so to speak, of the participants' L2 WTC, it would be worthwhile for any future research to investigate and incorporate the points of view of teachers on learners' L2 WTC. In the words of Peng (2014),

Through eliciting teachers' etic perspective and students' emic perspectives regarding unfolding classroom teaching and learning episodes, more insights can be gained on how the teacher and students attach meaning to classroom affordances for the creation of WTC (p. 166).

In addition, the current study highlights the use and functions of code-switching by participants as a factor influencing participants' L2 WTC. However, the current study also indicates towards a problematic conceptual and pedagogical relation between L2 WTC and reliance on codeswitching. Conceptually, L2 WTC is not only a predictor of L2 use but is

also regarded as the goal of L2 learning (MacIntyre et al., 1998, p. 559). On the other hand, despite increasing empirical evidence in favour of its use, code-switching is stigmatised and is still regarded as an impediment/repeller to L2 use in the research on L2 WTC (Liu, 2005; Liu & Littlewood, 1997; Liu & Jackson, 2009).

The present study, therefore, suggests that future research into L2 WTC in an ESL context must revisit the interrelation between the two variables in order to explore whether reliance on codeswitching contributes to the ultimate construction of L2 WTC or obstructs it. Pedagogically, it will improve ESL teachers' understanding of L2 WTC as well as help them in making informed decisions about using methods to enhance learners' participation in L2 classroom. It is appropriate to quote Levine (2011) who advocated the use of code-switching in multilingual class, arguing, 'for us to deny in our pedagogy, a role for the cognitively and socially dominant language, is to ignore a large part of the L2 learning process and the individual learners' personal experience' (p. 5).

Another possible limitation is that the current study looked at fairly advanced L2 learners. It might be possible that past a certain level of L2 competence, generic WTC issues are more important than L2-specific ones. In other words, L2 classes are not much different to L1 classes for postgraduate students. Future research should also investigate less experienced L2 students in order to examine the relation between learners' academic level and their L2 WTC.

Appendices

Appendix 1a. Picture of a regular BC classroom



Appendix 1b. Picture of a computer-lab class



Appendix 2. Research Information Sheet

Dear student,

My Name is **Hassan Syed**. I am a PhD student in the Department of Education at the University of York, United Kingdom. I am doing a study on the *willingness to communicate* of the postgraduate students at this university. The aim of the study is to understand the behaviour and views of the business students about factors which they think affect their communication in classroom. I would like to invite you to participate in the study. **You will be rewarded for your participation as a token of gratitude at the completion of the study.**

Procedure of the study

This study does not demand any extra-curricular commitments on part of the participants. It will by no means disturb or affect your curricular routine in any way. The details of the study are as follows. You will be asked to fill out a **short questionnaire consisting of some 13 items** (requiring about 10 minutes). You will then be provided with **daily diaries** at the beginning of the study to keep the record of your feelings and experiences with regard to your English communication in Business Communication classes for the period of ten weeks. The researcher will conduct non-participant video-recorded observations of the participants in Business Communication classes using an observation scheme for four weeks. You will be required to attend three **50 minutes' interviews** in the **fourth, ninth, and tenth weeks** of the study respectively. The interviews will be audio-recorded and the researcher will take notes during the interview. The interviews will be based on the questions from classroom observations.

Outcome of the study

The findings of this study will serve to develop an understanding of students' willingness to communicate in English inside as well as outside classroom and to help students in their endeavours to become efficient and effective communicators in English. The study will inform the second language learning and teaching and contribute to improving instructional methods and approaches in second language teaching in SIBA and other universities in Sindh and Pakistan.

Ethical considerations

The study is bound to follow the following ethical considerations:

- Participation in the study is entirely voluntary.

- Participant will be completely free to withdraw his/her consent, leave or dissociate him/her from the study at any time during or even after the study.
- I solemnly assure you that the study will not use participants' real name(s); instead, pseudonyms will be used.
- All the personal details of the participants will be kept confidential and secret.
- The data obtained from participants will be kept confidential and anonymous during and after the study.
- No unauthorised person will have access to the data.
- Participant will have every right at any time during and after the study to peruse the material collected from him/her.
- The data may be used for public purposes (e.g. research conferences and online); however, the identity of the participant will be kept unidentifiable in every such use.

I will be happy to answer any queries and address any concerns with regard to the study. My contact details are as under:

Email: has526@york.ac.uk

Cell number: 0333-3484019 (Pakistan)

0741-7556414 (United Kingdom)

If you agree to participate in this study, kindly sign the consent form attached herewith and send it to me at: has526@york.ac.uk

Thanks very much for your participation

Best regards,

Hassan Syed

Appendix 3. Consent form

UNIVERSITY OF YORK – DEPARTMENT OF EDUCATION

RESEARCHER: HASSAN SYED

DISSERTATION TITLE:

Understanding dynamics of postgraduate business students' Willingness to Communicate (WTC) in English (L2) in a university classroom in Pakistan

RESEARCH CONSENT FORM

I understand that this research study will investigate the factors which influence students' willingness to communicate in English in Business communication classes.

I understand that the study involves

- a) Short participant-background questionnaire
- b) Non-participant video-recording and classroom observations of participants in the Business Communication (BC) classes for ten weeks.
- c) Completing diaries to record my feelings and experiences of communication in English in Business Communication (BC) classes.
- d) Three 40 (to 1 hour) minute interviews in Weeks 4, 9, and 10.

I have been informed that the classroom observations will be video-recorded and the interviews will be audio-recorded for the purpose of data analysis.

I understand that participants' involvement in the study is voluntary and therefore can be withdrawn at any time.

I understand that the data, including video- and audio-recordings gathered from the activities will be kept confidentially and anonymously and that no unauthorised persons will have access to the data. I understand that no names of participants or the University/Institution will be included in the dissertation.

DECLARATION OF CONSENT

I have been informed about the aims and procedures involved in this research project and consent to the terms of research, detailed above.

Name

Signature

Date

Appendix 6. Stimulated-Recall Interviews

Instructions:

What we are going to do now is to listen to the recordings from the class. I am interested in what you were thinking at the time you were talking. What I would like you to do is tell me what you were thinking, what was on your mind at the time. I will play the excerpts and ask you to talk about that part of the recording.

I. Stimulated-recall questions:

1. What were you thinking/feeling right then/at this point?
2. Can you tell me what you were feeling when that happened?
3. I saw you were laughing/looking confused/saying something there, what were you thinking then?
4. Can you remember what you were thinking when she said that/those words?
5. I noticed you were nodding when he said that. Can you tell me what on your mind was at that time?
6. What made you make that comment?
7. You asked the question in Sindhi/Urdu, can you recall why?
8. I noticed you were mostly silent in that class. Can you recall why?
9. I noticed you didn't participate in the activity (e.g. discussion, role-play). Do you remember why?
10. What were you feeling when you were interrupted by other students?

Probing questions

11. Then why didn't you say this to the teacher?
12. Any other vivid memory of this class?

II. Follow up questions from questionnaires and diaries

12. You have described yourself as talkative/silent/confident/sociable. Can you please elaborate little bit further on that?

13. You have mentioned that you would like to improve writing and speaking skills in English. Why?

14. You have mentioned you are most willing to talk to a foreigner. Why?

15. I have noticed that in your diaries you have mentioned quite a few times. Is this the most important factor which influences your willingness to talk in English in class?

16. Which other factors encourage or discourage you to speak English in class?

Appendix 7. Background Questionnaire

The following questionnaire contains 19 questions which are aimed at finding out about your personality and linguistic and educational background. This is not a test or exam therefore there are no right or wrong answers. Please **describe yourself as you see yourself at the present time**, not as you wish to be. Read each question and the instructions carefully and answer as candidly as possible.

Name: _____

Gender: _____

Age: _____

Mother Tongue: _____

I. Personality

1. Which of the adjectives best define your personality? Please circle more than one option.

- a) silent b) talkative c) confident d) shy e) unsociable f) sociable

II. Family Background

2. What is the monthly income of your family? Please circle one option only.

- a) Rs. 50,000/=
- b) Rs. 100,000/= to 150,000/=
- c) Rs. 150,000/= to 200,000/=
- d) Rs. 200,000 or above

III. Educational Background

3. What type of school/college did you attend till intermediate? Please circle one option only.

- a) government b) private c) madrasa d) any other

4. Which type of school/college did you attend till intermediate? Please circle one option only.

- a) English medium b) Sindhi medium c) Urdu medium d) any other

IV. English language learning background

5. How many years of English language learning experience you have? Please circle one option only.

- a) 1-5 b) 6-10 c) 11-15 d) 16-20

6. What are the important reasons for you to learn English?

Circle a number for each option in the order of its importance for you.

		10 = the most important reason; 8 = second important reason; and 1 = least important reason.
a	to get good job	1 2 3 4 5 6 7 8 9 10
b	to obtain good marks in exams	1 2 3 4 5 6 7 8 9 10
c	to be able to watch English programs on TV	1 2 3 4 5 6 7 8 9 10
d	to make international friends on internet	1 2 3 4 5 6 7 8 9 10
e	to be able to communicate in friends' circle	1 2 3 4 5 6 7 8 9 10
f	to be able to communicate at workplace	1 2 3 4 5 6 7 8 9 10
g	to live in a foreign country	1 2 3 4 5 6 7 8 9 10
h	to write books in English	1 2 3 4 5 6 7 8 9 10
i	to do business with foreigners	1 2 3 4 5 6 7 8 9 10
j	to be able to write books	1 2 3 4 5 6 7 8 9 10

V. Perceived competence in English language

7. On a scale of 1 to 5, rank the following skills in the order of your current proficiency in English? Place a relevant number in front of each category, where:

4=Excellent 3=good 2= average 1= weak

- a) ___ reading
- b) ___ writing
- c) ___ speaking
- d) ___ listening

8. Which of the skills you feel you would like to improve? Please circle more than one option.

- a) reading b) listening c) speaking d) writing

9. What is your proficiency in English grammar like? Please circle one option only.

- a) very poor b) weak c) average d) good e) excellent

10. What is your proficiency in vocabulary in English like? Please circle one option only.

- a) very poor b) weak c) average d) good e) excellent

VI. Perceived Willingness to Communicate in English

11. Who do you speak/feel like speaking English with most of the times? Please circle more than one option.

- a) friends
b) teachers
c) strangers
d) foreigners
e) acquaintances
f) family members (i.e. parents, siblings)

12. In what situation do you often speak/feel like speaking English? Please circle more than one option.

- a) very large group (more than 30 people)
b) large group (less than 30 people)
c) small groups (5-10 people)
d) very small group (3-5 people)
e) pair

13. Where do you speak/feel like speaking English the most? Please circle one option only.

- a) inside the class b) outside the class

Thank you for your cooperation!

Appendix 8. Topics/Contents of discussion in observed classes

Topics/Contents of discussion in observed classes				
Class Observation	Date (d/m/y)	Topics in Session-1	Topics in Seession-2	Teacher
1	17-01-14	Barriers to communication	Barriers to communication	Ahmed
2	18-01-14	Seven Cs of Communication	Seven Cs of Communication	Ahmed
3	25-01-14	Seven Cs of Communication (contd.)	Seven Cs of Communication (contd.)	Ahmed
4	31-01-14	i) Gender equality ii) Medium of communication: English or Urdu	iii) Superstitions	Faiz
5	01-02-14	Organisational communication (Intro.)	Organisational communication (Intro.)	Ahmed
6	03-02-14	Structure of Organisational communication	Structure of Organisational communication	Ahmed
7	07-02-14	7-minute presentations on the topic 'Staff managers and Line managers'	7-minute presentations the topic 'Staff managers and Line managers'	Ahmed
8	21-02-14	Class consisted of presentations of eleven students (not including participants)	Class consisted of presentations of eleven students (not including participants)	Ahmed
9	22-02-14	Intercultural communication	Intercultural communication	Ahmed
10	28-02-14	Intercultural communication (cont.) [personal space as a global mantra]	Intercultural communication (cont.) [personal space as a global mantra]	Ahmed
11	07-03-14	Students' presentations on non-verbal communication	Students' presentations on non-verbal communication	Ahmed
12	8-03-14	Students' presentations on non-verbal communication	Students' presentations on non-verbal communication	Ahmed
13	21-03-14	Business writing (individual students read their email and teacher gives feedback on it)	Business writing (individual students read their email and teacher gives feedback on it)	Ahmed
14	22-03-14	Business writing (individual students read their complaint letters and applications and teacher gives feedback on them)	Business writing (individual students read their complaint letters and applications and teacher gives feedback on them)	Ahmed

Diary sample 3:

Section B

3. I was not willing to talk in English in today's class when: (describe in detail an event/situation/activity/time in today's class when you were free to not talk in English):

I felt, "this discussion is not related to our today's topic". and having no information about the unrelated topic I was not willing to talk in English today's class. I always avoid to speak about unrelated topic because we always prepare for speaking about that topic which was is given to us. but some times for enjoying we speak.

List of abbreviations and acronyms

CDST: Complex Dynamic Systems Theory

CLT: Communicative Language Teaching

CLIL: Content and Language Integrated Learning

CSS: Civil Superior Services

DST: Dynamic Systems Theory

EAL: English as an Additional Language

EAP: English for Academic Purposes

EFL: English as a Foreign Language

ESL: English as a Second Language

FPSC: Federal Public Service Commission

GTM: Grammar Translation Method

HEC: Higher Education Commission of Pakistan

ID: Individual Difference

IDs: Individual Differences

IELTS: International English Language Testing System

L1: First Language

L2: Second or Foreign Language

L2 WTC: Willingness to communicate in a second language

PCC: Perceived Communicative Competence

RQ: Research question

SLA: Second Language Acquisition

WTC: Willingness to Communicate

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