



***FACTORS INFLUENCING WILLINGNESS TO COMMUNICATE IN  
ENGLISH AMONG EFL IRANIAN PHD STUDENTS IN A PUBLIC  
UNIVERSITY IN MALAYSIA***

**URANUS SAADAT**

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By

**URANUS SAADAT**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,  
in Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

**April 2018**

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## DEDICATION

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

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By

**URANUS SAADAT**

**April 2018**

**Chairman : Professor Jayakaran Mukundan, PhD**  
**Faculty : Educational Studies**

Willingness to Communicate (WTC) in the second language (L2) has received substantial consideration in modern language research and instruction. L2 learners with higher L2 WTC are more likely to use L2 in authentic communication and facilitate their learning. Previously, studies mostly investigated L2 WTC in the same contexts where L2 learners live. However, there is still a demand to obtain information through qualitative method to know how L2 WTC could be changed among EFL students when they move to a new foreign context where English is an L2.

This study intends to investigate how oral L2 WTC of a group of EFL Iranian PhD students in a public university in Malaysia has changed during their stay in this country and what factors have resulted in their changes. To conduct this study, a qualitative case study method was implemented to obtain information from 8 participants through the semi-structured interview as the main method, followed by focus group discussion and solicited diaries of the participants.

This study was guided by four research questions: 1) what were the EFL Iranian PhD students' perceptions about the factors influencing their trait-like L2 WTC orally when they were living in Iran, before coming to Malaysia? 2) What were the EFL Iranian PhD students' perceptions about the factors influencing their trait-like L2 WTC orally after they moved to Malaysia? 3) What were the EFL Iranian PhD students' perceptions about the factors influencing their situational L2 WTC orally in Malaysian context? 4) How did the participants self-evaluate their L2 WTC and L2 oral communication changes since they moved to Malaysia?

The analyses of the data derived from the first research question yielded five major themes, namely: lack of exposure to L2 oral communication, cultural values, low L2 self-confidence, L2 extrinsic motivation, and enabling behaviours. Analysis of the second research question revealed six major themes, namely: raised awareness, cultural background, personality, exposure to L2 oral communication, extrinsic L2 motivation, and Increased L2 self-confidence. The third research question analysis indicated two major interrelated themes as interactional factors and affective factors. The last research question resulted in three major themes, namely: increased stable L2 WTC; unsolved issues of situational L2 WTC; and inadequate satisfaction with L2 oral communication improvement.

The findings indicated that the rare exposure to the English language in Iran had resulted in its little practice in authentic settings and low L2 WTC among the respondents before coming to Malaysia. Moreover, the respondents suffered from deficiencies in English oral communication when they arrived in Malaysia although they had got an IELTS band score required for the university entrance and participated in English classes in Iran. However, by understanding their problems in L2 oral communication and its importance for their academic success in Malaysia, they gradually changed their attitude toward it, increased their L2 WTC and improved L2 oral communication.

This study also provides theoretical and practical implications for designing teaching methods to maximize language learners' L2 WTC in the classroom which leads to their L2 oral communication improvement.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**FAKTOR-FAKTOR YANG MEMPENGARUHI KEINGINAN UNTUK BERKOMUNIKASI DALAM BAHASA INGGERIS DALAM KALANGAN PELAJAR EFL PHD IRAN DI UNIVERSITI AWAM MALAYSIA**

Oleh

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**April 2018**

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Keinginan untuk berkomunikasi (KUB) dalam bahasa kedua (BK) telah menjadi penerimaan yang besar dalam kajian dan arahan bahasa moden. Pelajar BK yang mempunyai nilai KUB yang tinggi telah menunjukkan penggunaan BK dalam komunikasi yang sebenar dan memahami proses pembelajaran. Pada masa kini, kajian menunjukkan KUB BK ini dijalankan dalam konteks di mana pelajar BK itu tinggal atau menjalani kehidupan mereka. Walau bagaimanapun, masih terdapat permintaan dan keperluan dalam mendapatkan maklumat melalui kaedah kualitatif dalam mengetahui KUB BK ini bagaimana dalam kalangan pelajar bahasa asing (EFL) berubah dalam konteks Bahasa Inggeris sebagai BK.

Kajian ini bertujuan untuk menyiasat sejauh mana oral KUB BK bagi kumpulan pelajar PhD Iran di universiti awam di Malaysia telah berubah semasa mereka tinggal di negara ini dan apakah faktor yang mempengaruhi perubahan tersebut. Dalam melaksanakan kajian ini, kaedah kajian kualitatif telah digunakan untuk mendapatkan maklumat dari 8 peserta kajian melalui soal selidik semi-struktur sebagai kaedah utama, diikuti dengan diskusi kumpulan fokus dan diari jurnal peserta kajian.

Kajian ini adalah berpandukan empat persoalan kajian: 1) apakah persepsi pelajar EFL PhD Iran tentang faktor-faktor yang mempengaruhi ciri-ciri-kesukaan KUB BK secara oral sewaktu mereka tinggal di Iran, sebelum datang ke Malaysia? 2) apakah persepsi pelajar EFL PhD Iran tentang faktor-faktor yang mempengaruhi ciri-ciri-kesukaan KUB BK secara oral selepas datang ke Malaysia? 3) apakah persepsi pelajar EFL PhD Iran tentang faktor-faktor yang mempengaruhi situasi mereka dalam KUB BK secara oral dalam konteks Malaysia? 4) Bagaimana penilaian sendiri peserta KUB BK dan perubahan komunikasi oral setelah berpindah ke Malaysia?

Analisis data untuk persoalan kajian pertama menunjukkan lima tema dapatan yang utama: kurang pendedahan dalam oral komunikasi BK, nilai budaya, keyakinan diri BK yang rendah, motivasi ekstrinsik BK dan sikap. Analisis data untuk persoalan kajian kedua mendedahkan enam tema dapatan yang utama: kesedaran, latar belakang budaya, personaliti, pendedahan komunikasi oral BK, motivasi ekstrinsik BK dan motivasi diri BK yang meningkat. Analisis data untuk persoalan kajian ketiga menunjukkan dua tema dapatan yang utama yang berkait: faktor interaksional dan faktor afektif. Analisis data untuk persoalan kajian terakhir menunjukkan tiga tema dapatan yang utama: kestabilan meningkat dalam KUB BK, isu tidak selesai dalam situasi KUB BK; dan kepuasan tidak sesuai dengan penambahbaikan komunikasi oral BK.

Dapatan kajian menunjukkan pendedahan yang jarang berlaku kepada pelajar Iran terhadap Bahasa Inggeris adalah disebabkan oleh kurang latihan dalam konteks semulajadi dan faktor KUB BK yang rendah dalam kalangan peserta kajian sebelum datang ke Malaysia. Tambahan pula, kebanyakan responden mengalami kesukaran dalam komunikasi oral Bahasa Inggeris semasa datang ke Malaysia walaupun mereka telah menduduki tahap skor IELTS yang diperlukan untuk kemasukan universiti dan telah menduduki kelas Bahasa Inggeris di Iran. Walau bagaimanapun, dengan memahami masalah mereka dalam komunikasi oral BK dan kepentingannya dalam kejayaan akademik di Malaysia, mereka telah berubah sikap, dan berusaha untuk meningkatkan KUB BK dan menambahbaik komunikasi oral BK.

Kajian ini juga memberikan implikasi teoritikal dan praktikal untuk merekabentuk kaedah pengajaran dalam memaksimumkan KUB BK pelajar dalam bilik darjah yang akan menambahbaik komunikasi oral BK mereka.



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## TABLE OF CONTENTS

		<b>Page</b>
<b>ABSTRACT</b>		i
<b>ABSTRAK</b>		iii
<b>ACKNOWLEDGEMENTS</b>		v
<b>APPROVAL</b>		vi
<b>DECLARATION</b>		viii
<b>LIST OF TABLES</b>		xv
<b>LIST OF FIGURES</b>		xvi
<b>LIST OF APPENDICES</b>		xvii
<b>LIST OF ABBREVIATIONS</b>		xviii
<b>CHAPTER</b>		
<b>1</b>	<b>INTRODUCTION</b>	1
	1.1 Introduction	1
	1.2 Background of the Study	1
	1.3 Statement of the Problem	3
	1.4 Objectives of the Study	5
	1.5 Research Questions	6
	1.6 Significance of the Study	6
	1.7 Limitation of the Study	7
	1.8 Definition of Key Terms	8
<b>2</b>	<b>REVIEW OF LITERATURE</b>	9
	2.1 Introduction	9
	2.2 Foundation of L2 WTC	9
	2.3 Heuristic Model of L2 WTC	14
	2.4 L2 WTC in 2000s Onwards	22
	2.4.1 Qualitative Studies on L2 WTC	24
	2.5 A Review on Stable L2 WTC Variables	26
	2.5.1 Self-perceived Communicative Competence and Anxiety	26
	2.5.2 International posture	27
	2.5.3 L2 Motivation	27
	2.5.4 L2 Motivational Self System	28
	2.5.5 Personality	30
	2.5.5.1 Tolerance of Ambiguity	30
	2.5.5.2 Risk Taking	30
	2.6 L2 WTC from Sociolinguists View	31
	2.6.1 Social Factors	31
	2.6.1.1 Age and L2 learning	31
	2.6.1.2 Gender and L2 learning	32
	2.6.1.3 Social Class on L2 Learning	33
	2.6.1.4 Ethnic identity on L2 learning	34
	2.6.2 Social and Learning Context	35
	2.6.2.1 Group Cohesiveness	36

2.6.3	Socio-cultural Aspects of L2 WTC	37
2.6.3.1	Other-directed Self	37
2.6.3.2	Face-protected Orientation	37
2.6.3.3	Gaining Cultural Capital	38
2.7	L2 WTC among Iranian EFL Learners	38
2.8	Demands on Doctoral Level Studies	42
2.9	Theoretical Basis	43
2.10	Summary	44
<b>3</b>	<b>METHODOLOGY</b>	<b>46</b>
3.1	Introduction	46
3.2	Research Design	46
3.2.1	Qualitative Research Methodology	46
3.2.2	Case Study Research Approach	47
3.3	Researcher as the Main Instrument in Qualitative Research	48
3.4	Selection of the Respondents	49
3.4.1	Sampling Design	49
3.4.2	Sampling Strategy	50
3.4.3	Criteria for Recruiting the Sample	53
3.4.4	Sample Size	53
3.4.5	Evidence of Saturation	54
3.4.6	Sample Selection	55
3.5	Data Collection	55
3.5.1	Individual Semi-structured Interview	56
3.5.1.1	Interview Guide	56
3.5.1.2	Conducting the Interviews	57
3.5.2	Focus Group Discussion	58
3.5.3	Solicited Diaries of Participants	61
3.5.4	Writing Memos	62
3.6	Pilot Study	62
3.7	Data Analysis	63
3.7.1	Data Organization	63
3.7.2	Analysing the Data	64
3.7.3	Coding Process	65
3.7.4	Theme Constructions	66
3.8	Validity and Reliability (Trustworthiness)	66
3.8.1	Internal Validity (Credibility)	66
3.8.2	Triangulation	67
3.8.3	Member Check	67
3.8.4	Sufficient Engagement in Data Collection	67
3.8.5	Reflexivity of Researcher's Position	68
3.8.6	Peer Examination	68
3.8.7	Reliability or Consistency (Dependability)	68
3.8.8	External Validity (Transferability)	69
3.9	Ethical Issues	69
<b>4</b>	<b>FINDINGS AND DISCUSSION</b>	<b>71</b>
4.1	Introduction	71
4.2	Background Information of the Respondents	71

4.3	Findings of the First Research Question	74
4.3.1	Lack of Exposure to L2 Oral Communication	74
4.3.1.1	Lack of Exposure to L2 Oral Communication in Public	74
4.3.1.2	Lack of Exposure to L2 Oral Communication at School	76
4.3.1.3	Lack of Exposure to L2 Oral Communication at Home	77
4.3.2	Low L2 Self-Confidence	79
4.3.2.1	Low Self-perceived Communicative Competence	79
4.3.2.2	High L2 Anxiety	81
4.3.3	Cultural Values on L2 Oral Communication Use	82
4.3.3.1	Using L2 Oral Communication as a Contradiction with Social Norms	82
4.3.3.2	Gaining symbolic cultural capital	84
4.3.4	L2 Motivation on Improving L2 Oral Communication	85
4.3.4.1	L2 Ought-to Self	85
4.3.4.2	Study Aboard	87
4.3.5	Enabling Behaviour	89
4.3.5.1	Attending Private Language Centres	89
4.3.5.2	Extra-supporting Activities	91
4.4	Findings of the Second Research Question	92
4.4.1	Raised Awareness	92
4.4.1.1	Raised awareness on lack of L2 oral communication skill	93
4.4.1.2	Raised Awareness on the Importance of L2 Oral Communication	97
4.4.2	Cultural Background	98
4.4.2.1	Face-protected Orientation	99
4.4.2.2	In-group consistency	101
4.4.3	Personality	102
4.4.3.1	Low Tolerance of Ambiguity	102
4.4.4	Exposure to the L2 Oral Communication	104
4.4.4.1	Enforced Exposure to L2 Oral Communication	104
4.4.4.2	Voluntary Exposure to L2 Oral Communication	105
4.4.5	Extrinsic L2 Motivation	107
4.4.5.1	L2 Ought-to Self	107
4.4.5.2	International Posture	108
4.4.6	Increased L2 Self-confidence	109
4.4.6.1	Increased Self-perceived Communicative Competence	109
4.4.6.2	Decreased L2 Anxiety	111
4.5	Findings of the third Research Question	113
4.5.1	Interactional Factors	113
4.5.1.1	Topic of the discussion	113
4.5.1.2	Type of Interlocutors	115

4.5.1.3	Size of the group discussion	115
4.5.1.4	Formality of the Setting	116
4.5.2	Affective Factors	117
4.5.2.1	State L2 Self-confidence	117
4.5.2.2	State L2 Anxiety	118
4.5.2.3	Mood	119
4.6	Findings of the Fourth Research Question	119
4.6.1	Increased Trait-like L2 WTC	120
4.6.2	Unsolved Issues of Situational L2 WTC	121
4.6.3	Inadequate Satisfaction with Their L2 Oral Communication Improvement	123
4.7	Summary of the Findings	125
4.8	Discussion	126
4.8.1	Perceptions of EFL Iranian PhD students about the factors influencing their trait-like L2 oral WTC when they were in Iran	126
4.8.1.1	Lack of Exposure to L2 Oral Communication	127
4.8.1.2	Cultural Values on L2 Oral Communication Use	129
4.8.1.3	Low L2 Self-confidence	130
4.8.1.4	L2 Extrinsic Motivation	131
4.8.1.5	Enabling Behaviour	131
4.8.2	Perceptions of EFL Iranian PhD students about the factors influencing their trait-like L2 oral WTC after moving to Malaysia	132
4.8.2.1	Raised Awareness	133
4.8.2.2	Exposure to L2 Oral Communication	134
4.8.2.3	Personality	135
4.8.2.4	Cultural Background	137
4.8.2.5	L2 Motivation	138
4.8.2.6	Increased L2 Self-confidence	140
4.8.3	Factors influencing on EFL Iranian PhD students' situational L2 WTC in Malaysian context based on their perception	141
4.8.4	Self-Evaluation of EFL Iranian PhD Student on their L2 WTC and Oral Communication	143
4.8.4.1	Increased Trait-like L2 WTC	143
4.8.4.2	Unsolved issues of situational L2 WTC	144
4.8.4.3	Inadequate Satisfaction with L2 Oral Communication	144

<b>5</b>	<b>SUMMARY, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS</b>	146
5.1	Introduction	146
5.2	Summary	146
5.3	Conclusions	148
5.3.1	Conclusions Derived the First Research Question	148

5.3.2	Conclusions Derived from the Second Research Question	149
5.3.3	Conclusions Derived from the Third Research Question	150
5.3.4	Conclusions Derived from the Fourth Research Question	151
5.4	Implications for Theory	151
5.5	Implications for Practice	153
5.6	Limitations and Strength of the Study	156
5.7	Recommendations for Further Research	157

<b>REFERENCES</b>	158
<b>APPENDICES</b>	181
<b>BIODATA OF STUDENT</b>	220
<b>PUBLICATION</b>	221





## LIST OF TABLES

<b>Table</b>		<b>Page</b>
2.1	Presumed gaps exist in literature of L2 WTC	45
3.1	Special Features of a Qualitative Case Study-Merriam (2009)	48
3.2	Criteria for choosing the sampling	54
3.3	Indicates the Points Found In Pilot Study	63
3.4	Shows Data Organization	64
3.5	Checklist on Ethical Issues	70
4.1	Background Information of the Respondent	72

## LIST OF FIGURES

<b>Figure</b>	<b>Page</b>
2.1 Literature Map on L2 WTC Shifts	10
2.2 L1 WTC Causal Model	13
2.3 Macintyre and Charos' (1996) model of l2 wtc	16
2.4 MacIntyre et al.'s (1998) heuristic WTC MODEL	18
2.5 Theory of planned behaviour by Ajzen (1991)	20
3.1 Procedures in sampling selection	52
4.1 All findings of this study, including each research question with its themes and sub-themes	73

## LIST OF APPENDICES

<b>Appendix</b>		<b>Page</b>
A	Definition of Key Terms	181
B	Possible debriefing topics and questions relating directly to bias	185
C	Letter of Permission for Carrying Out the Research	186
D	Informed Consent	187
E	Saturating Data for the Theme of “Raised awareness”	189
F	The Process of Sample Selection	190
G	Interview Guide	191
H	Focus group discussion Guide	196
I	Journal Guidelines	197
J	Audit Trail	199
K	Subject Bill of Right	202
L	Respondents Background Information	203
M	Most Repeated Responses in the first research question	210
N	A Sample of Individual Interview Transcript	211

## LIST OF ABBREVIATIONS

CA	Communication Apprehension
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
L1	First Language
L2	Second Language
OC	Oral Communication
PhD	Doctor of Philosophy
SPCC	Self-perceived communicative competence
TESL	Teaching English as a Second Language
WTC	Willingness to Communicate

# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

This chapter focuses on the background of the study, statement of the problem, objectives of the study, and research questions. Furthermore, it continues with the significance of the study, scope, and limitations of the study, and ends with the operational definition of the key terms.

### 1.2 Background of the Study

Nowadays due to globalization, having English language communication skills has become a ticket to success in different aspects of life. For instance, English is the medium of instruction and assessment in the majority of worldwide universities that could influence the academic success of students (Zhiping & Paramasivam, 2013). In line with the globalization, statistics (OECD, 2011) demonstrate that the number of international students undertaking their higher education overseas has risen from 0.8 million in 1975 to 3.7 million in 2009, and it has been anticipated that this growth increases to 4.5 million by the year 2020 (UNESCO, 2009). Among the countries recruiting international students, Malaysia has become one of the new academic hubs. The number of international students increased substantially in this country from 32 students in 1970 to 24,200 in public universities in 2010, originating from 167 countries (Ministry of Higher Education, 2011b). Most of the international students in Malaysia are from Middle East countries (Ministry of Higher Education, 2011b). However, one of the biggest challenges that most of the international students face is the inability to communicate in English effectively in the host country, and this issue has an impact on their academic success (Kuo, 2011; Urbanovič, Wilkins, & Huisman., 2016; Sherry, Thomas & Chui, 2010).

Besides, among international students, barriers in spoken language are more common than problems in written language (Alavi & Mansor, 2011). This problem could be similar for EFL Iranians who undertake their study in Malaysia where English is the medium of instruction in the majority of public and private universities. According to Shahban (2010), although Iranian students have already obtained IELTS or TOEFL degree or participated in the compulsory English courses provided by public and private universities in Malaysia; however, most of them still face problems in communicating effectively and delivering their intended message across to the listener (Shahban, 2010). Shahban (2010) also stated that in Malaysia, few Iranian students have proficiency because of using English in their conversations daily for different reasons (e.g. at the workplace, or lived in an ESL country or graduated from schools and universities with English medium of instruction).

Besides, according to the findings of a study conducted among Iranian students in Malaysia by Zhiping and Paramasivam (2013), Iranian students suffer from anxiety mainly related to fear of negative evaluation and communication apprehension which made them have shyness, fear of being in public, and inaccuracy in speaking, so they try to keep themselves silent. Therefore, in order to understand the reason behind this important problem, it is meaningful to investigate the social and educational background of these EFL Iranian students who study overseas.

According to Nakatani, Makki, and Bradley (2012), several researchers argued that students who graduated from schools or universities in Iran are still deprived of the English oral communication skills and cannot adjust themselves effectively within the second language (L2) environment. This problem is due to the application of grammar-translation teaching method in schools and universities in Iran (Rahimi, 2009), and neglecting oral communication skills in the curriculum (Rahimi, Riazi & Seif, 2008). Besides, these students have very little exposure to English outside the classroom, so their English use is often confined to class time (Taki, 2008). However, those who are eager to learn English for communicative purposes are often required to participate in private language centres.

Those Iranians who participate in private English classes are better in L2 communication skills (Tabatabaei & Pourakbari, 2012), however, they tend to communicate in contexts where they are already familiar with, and not willing to communicate in unfamiliar contexts (Barjesteh, Vaseghi, & Neissi, 2012). Therefore, for EFL Iranian students who graduated from universities in Iran and decided to continue their postgraduate studies overseas, communicating orally in English across different authentic settings and with different types of interlocutors could be a challenge due to the lack of L2 oral communication skills as mentioned before. These skills are vital for both social adjustment and academic achievement of EFL international students (Andrade, 2006). In addition, a great deal of literature emphasizes on the importance of communicative skills for the international students' academic success (Sherry et al., 2010). Likewise, lack of these skills among EFL Iranian postgraduates in Malaysia could affect the performance of their study. Therefore, it is important to understand the predicament and the nature of the problem that these students faced and factors hinder or improve their L2 oral communication skills.

In line with the increasing demand of learning the English language for communicative purposes for international students, looking for opportunities to establish communication would extensively enhance the chances for L2 communication practice (Larsen-Freeman, 2007) as well as comprehensible input (Krashen, 2003). In fact, the final aim of second language learning should be to create willingness in language learners to search for opportunities to communicate as well as the willingness to engage in communication tasks (MacIntyre, Dörnyei, Clément, & Noels, 1998). Therefore, it is essential to identify the aspects that improve or constrain language learners' willingness to communicate inside/outside the classroom in authentic settings.

The conceptualization of willingness to communicate (WTC) initially referred to as the first language (L1) verbal communication and was proposed in the field of communication by McCroskey and Richmond (1987). McCroskey and Richmond (1987) primarily referred to WTC as a stable predisposition toward talking that is constant within different communication settings and interlocutors; in other words, they conceptualized L1 WTC as a trait-like construct. On the other hand, MacIntyre and colleagues (1998) claimed that WTC in L2 could not be the same as L1 WTC. MacIntyre et al. (1998) postulated a heuristic model of L2 WTC construct embracing communicative, linguistic, psychological, social variables that could have influences on an individual's L2 WTC. MacIntyre and colleagues (1998) defined L2 WTC as a readiness to enter into discourse at a particular time with a specific person or persons, using a second language. Consequently, the conceptualization of WTC from a trait-like construct in L1 evolved into a situational variable in L2, which contains both enduring and transit impact.

In educational contexts, scrutinizing L2 WTC is becoming of special significance in decoding L2 learners' communication psychology as well as increasing communication engagement (Peng & Woodrow, 2010). Even though the construct of L2 WTC is somewhat of a new concept, several studies have been implemented to investigate its influential components and its empirical results in L2 communication areas. Different variables such as communication, personality, affective, and social psychology were explored in order to understand their relationship with WTC (e.g., Kang, 2005; MacIntyre, 2007; MacIntyre et al., 1998; MacIntyre and Legatto, 2011; Yashima, 2002).

In summary, L2 WTC that was proposed as one of the ways to establish communication received substantial value in the research of second/foreign language teaching and learning. It is hoped that it could foster ESL/EFL oral communication by increasing international university students' interactions in academic areas. Therefore, the present study is important as it aims at implementing a qualitative case study among particular EFL Iranian PhD students in a public university in Malaysia to investigate their perceptions, experiences, and challenges regarding L2 oral WTC both in Iran and Malaysia, as well as strategies they applied to overcome these barriers during their stay in Malaysia.

### **1.3 Statement of the Problem**

The decision to pursue a doctoral degree is considerable, given the time, resources, and commitment required. Despite the gravity of such a decision, research reveals that many students do not understand what doctoral training involves, and consequently, students may be unprepared or poorly equipped to cope with the various challenges of their programs (Hunter & Devine, 2016). At the undergraduate level, there are established structures with much support of tutors in learning of what others think; however, PhD students need to become more independent with their learning and it is expected to come up with their own original idea (Garcia-Pereza & Ayres, 2012).



A qualified international PhD student must have the ability to clearly and forcefully articulate their ideas in person by using the English language. Once they made a discovery, they have to convince experts that they have made a legitimate, meaningful contribution. They may have to go to international conferences and engage in presentations to get people known about their research. Thus they have to learn how to balance clarity and precision so that their ideas come across without any ambiguity. A greater social interaction may contribute to higher completion rates which doctoral students benefit from the team atmosphere and interaction with their advisors (Hunter & Devine, 2016).

Therefore, there is a need for international PhD students from EFL countries to improve their willingness to communicate in English which could eventually facilitate their L2 oral communication skills. Accordingly, this study targeted EFL Iranian PhD students to investigate their L2 WTC as an important element of their L2 oral communication improvement and academic success.

Several researchers found that L2 WTC is a factor that influences the development of L2 oral communication (e.g., MacIntyre et al., 1998; Yashima, 2002; Kang, 2005; MacIntyre, 2007; MacIntyre and Legatto, 2011). A higher level of L2 WTC among learners provides more opportunities for meaningful L2 use and facilitating L2 communication skills (MacIntyre & Legatto, 2011). A number of variables have been distinguished which could directly or indirectly influence WTC, including perceived communicative competence (Baker & MacIntyre, 2000), communication anxiety (Baker & MacIntyre, 2000; Clément, Baker, & MacIntyre, 2003), motivation (MacIntyre, 2002), learning context and social support (Baker & MacIntyre, 2000; Clément et al., 2003), international posture (Yashima, 2002; Yashima, Zenuk-Nishide & Shimizu, 2004) as well as gender and age (MacIntyre, Baker, Clément & Donovan, 2002). However, the majority of these studies on WTC are quantitative in nature and applied Structural Equation Modelling (SEM) to analyse the possible correlations of WTC with other variables (e.g., MacIntyre, 1994; MacIntyre & Charos, 1996; MacIntyre et al., 1998; Hashimoto, 2002; Yashima, 2002, Wen & Clément, 2010 & Peng & Woodrow, 2010).

Few studies are conducted using the qualitative paradigm (e.g., Cao, 2011; Léger & Storch, 2009; MacIntyre, Burns & Jessome, 2011; MacIntyre & Legatto, 2011). This is an important issue because applying the qualitative methodology in L2 WTC studies could support in finding extra factors contributing to L2 WTC and calls for novel insights into the nature of WTC (Dörnyei, 2007). For instance, by adopting a qualitative approach and employing in-depth interview and observation, Kang (2005) proposed a multi-layered construct of situational L2 WTC that could change moment-to-moment in the conversational context, under the joint effect of the psychological conditions of excitement, responsibility, and security. Besides, Dörnyei, (2007) recommended that obtaining information through the interview is a more proper way to unveil the complex interaction of cultural, social and psychological variables inside a learner. In this vein, this study conducted a case study in qualitative paradigm by using in-depth interviews as the main method in order to investigate and unveil new



findings regarding L2 WTC. Additionally, in spite of emphasizing on the essential role of WTC as a key concept in L2 pedagogy, related literature review demonstrates that L2 WTC has not been investigated on EFL learners adequately (Çetinkaya, 2009; Fallah, 2014; Nagy, 2007; Jung 2011; Yashima, 2002). Majority of these studies are conducted in contexts where the target language was a second language (Xie, 2011; Yu, 2009).

According to Oxford and Shearin (1994), there is a distinction between EFL and ESL contexts since EFL learners obtain the target language in the classroom exclusively and they have rare opportunities to use the language on their daily basis; however, in ESL contexts, learners have more exposure to the target language to practice outside the classroom in daily communication. According to MacIntyre, Baker, Clément, and Donovan (2003), it is essential to examine the learner's engagement and experience with the target language, so WTC researches on EFL learners are required to enrich the theoretical foundation of WTC research. In regards to the insufficient L2 WTC studies among EFL learners and contexts, this study has targeted Iranian students who first learned the English language in an EFL context (Iran).

Besides, L2 WTC has not investigated into Iranian context sufficiently (Barjesteh et al., 2012; Ghonsooly, Khajavy & Asadpour, 2012; Zarrinabadi & Abdi, 2011). According to Aliakbari, & Kamangar (2016), EFL studies on L2 WTC in countries such as Korea (e.g. Kim, 2004; Yu, 2016), China (e.g. Hsu, Liang, & Tien, 2005; Wen & Clément, 2010) and Japan (e.g. Matsuoka, 2005; Yashima, 2002) have been conducted to some extent, but studies on L2 WTC conducted in Iran (e.g. Barjesteh et al., 2012; Ghonsooly et al., 2012; Zarrinabadi & Abdi, 2011;) are not sufficient. In addition, most of these studies concentrated on EFL Iranians inside Iran and few of them have been carried out for the EFL Iranian students studying overseas (e.g., Cameron, 2015). Particularly, to the knowledge of the researcher, insufficient study conducted on EFL Iranian students who study in a country where English is not the first language like Malaysia. This is an important issue because according to Ortega (2014), WTC construct could be changed when language learners change their learning context from one place to another or they obtain considerable competence due to many purposefully or unwanted change in their life situations.

To the knowledge of the researcher, no qualitative case study to date has been conducted on L2 WTC among EFL Iranian PhD students studying at a public university in Malaysia. Through investigating L2 WTC among these participants, the mentioned gaps in the existing literature can be addressed and contribute to the scholarship of research in L2 learning and teaching.

#### **1.4 Objectives of the Study**

The main purpose of this case study that is to investigate the factors influencing L2 WTC among the EFL Iranian PhD students undertaking their PhD programmes at a public university in Malaysia. The objectives of the studies are as follows:

1. To investigate the perceptions of EFL Iranian PhD students studying in a public university in Malaysia about the factors influencing their English WTC orally when they had lived in Iran before coming to Malaysia.
2. To investigate the perceptions of EFL Iranian PhD students regarding the factors influencing their trait-like English WTC orally after they moved to Malaysia to study in a Malaysia public university.
3. To investigate the perceptions of the EFL Iranian PhD students regarding the factors influencing their situational L2 WTC in Malaysia.
4. To understand how respondents self-evaluated their overall L2 WTC and L2 oral communication changes after they moved to Malaysia.

### **1.5 Research Questions**

The current study attempts to provide answers to the following questions:

1. What were the EFL Iranian PhD students' perceptions about the factors influencing their WTC orally in English when they were living in Iran, before coming to Malaysia?
2. What were the EFL Iranian PhD students' perceptions about the factors influencing their trait-like WTC orally in English after they moved to Malaysia?
3. What were the EFL Iranian PhD students' perceptions about the factors influencing their situational WTC orally in English in Malaysian context?
4. How did the participants self-evaluate their overall WTC and oral communication in English changes after they moved to Malaysia?

### **1.6 Significance of the Study**

Today, by growing emphasis on communicating in authentic settings as a significant requirement in L2 teaching and learning, WTC has been postulated as a key concept in this area. Data gathered from this study may provide EFL international Iranian students, ESL/EFL teachers and practitioners in Iran and Malaysia with information regarding how L2 WTC and its related antecedents could influence L2 oral communication improvement. Therefore, this study is significant because it tries to shed light on the changes that a new learning context would make on EFL learners' L2 WTC by living in a foreign country, as well as investigating trait-like and situational aspects that could inhibit or enhance their L2 WTC.

As the demand for pursuing higher education overseas increased in recent years (UNESCO, 2009), understanding the factors influencing L2 WTC is significant; particularly, for EFL international PhD students. As mentioned before, L2 WTC facilitates L2 oral communication skills and having this qualification is necessary for PhD students' academic success and future related careers.

Moreover, the significance of the current study exists in its theoretical contribution to the WTC field. Besides, it has pedagogical implication in ESL/EFL language teaching and learning through enlightening L2 teachers, practitioners, and researchers who can benefit from it. As it was mentioned before, WTC was proposed as the final intention to establish a communication, so a profound understanding of learners' L2 WTC can support teachers to enhance their teaching methods and designing more fruitful curriculum. Understanding L2 WTC and its influential causes is significant because it aids EFL international students overseas to learn how to enhance their English WTC, which, in turn, is important in supporting them to improve the possibility of obtaining better English oral communication as a necessary and vital factor in their academic achievement, as well as adjusting and socializing themselves with the new context.

### **1.7 Limitation of the Study**

While undertaking the current case study, the researcher may face some limitations. The limitations of the study are confined to the methods, participants, and location or setting of the study. This study is qualitative in nature and mainly investigated the experiences of a small number of participants regarding their L2 WTC during their study in Malaysia through an in-depth interview, focus group discussion and solicited diaries. Although these data collection procedures provide an enriched data resource for the researcher as the instrument; however, it cannot permit generalization to the larger population.

In addition, this study is confined to certain qualitative data collection procedures that are based on the research questions of the study. An additional limitation pertains to the researcher's bias in any qualitative studies which always is a risk because the more bias exists in the research, the less structured data collection would occur. Although it is impossible to remove all biases, the researcher attempts to be aware of the bias and be confident enough to obtain accurate valid findings. Another limitation could be related to the capacity for recall of what participants possess because, in this study, the researcher asked the participants to recall their experiences that they would have regarding their L2 WTC experiences and issues influencing on it in Iran as well as from the time they moved to Malaysia to study. Therefore, it would be complicated for the participants to remember all details that they have experienced up to now because of the limited amount that an individual could recall across time and the accuracy of their memories. Moreover, people occasionally change their perceptions about the past happenings to explain them or to help in adjusting the present with their idealized type of the past (William, 2008).

To summarize, perceptions and recall of happenings might be skewed after a period. Participants are likely to project themselves in specific ways to the interviewers or they might feel to protect themselves. Therefore, there is a possibility that some participants exist who wish to project themselves different from what truly they are. Moreover, the scope of this study is limited to only a public University in Malaysia. Significant discrepancies, such as diversities in knowledge, belief, social expectations

of educational pedagogy and language teaching exist in different academic settings, thus the results from this study should not be generalized for another academic context.

### **1.8 Definition of Key Terms**

Operational and conventional definition of key terms in this study provided in a table in Appendix A. These terms are Trait-like L2 WTC, Situational L2 WTC, EFL Contexts, ESL contexts, EFL Iranian PhD Students, Lack of Exposure to L2, L2 Self-confidence, L2 Self-perceived Communicative Competence, L2 Anxiety, Cultural Values on L2 Communication, L2 Oral Communication Use as Contradiction with Social Norms, Symbolic Cultural Capital, L2 Extrinsic Motivation, L2 ought-to self, Enabling Behaviours, Raised awareness, Face-protected orientation, In-group consistency, Personality, Cautious and defensive of position, Tolerance of Ambiguity, International posture, Interactional factors and Affective factors.

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