



Motivation Towards Learning English Influencing Willingness to Communicate in English

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Abstract

Willingness to communicate (WTC) and motivation are important factors and plays a major role in learning English as second language (ESL). This paper aimed to investigate the relationship between Willingness to Communicate (WTC) and second language. One hundred eighty learners from different Arab countries were surveyed in International Islamic University Malaysia (IIUM) in Kuala Lumpur campus to conduct this research. Correlation and predictive relationship were tested. Findings revealed there were significant correlation and predictive relationship between WTC and motivation ($r=.211$, $p<.01$) and ($F(1, 179) = 8.274$, $R^2=.044$, $B = .242$, $P=005<.01$) respectively. Willingness and motivation are significant factors that facilitate communication in language learning and teaching.

Keywords: willingness to communicate, motivation, Arab learners. ESL

Introduction

Speaking only one language might not be enough for full communication, but it is a prerequisite for good communication. Students need to grasp a well-qualified speaking skill besides reading and writing skills in order to express themselves meaningfully. A language has a power that may facilitate actual communication or create a barrier that inhibits the process of communication (Ieva & Riamonda, 2002; . Depending on how much they are willing to speak English, students can explore different communication strategies with the use of the English language. Therefore, a second language is considered an effective path for enhancing and improving communication in a multicultural society (Clement et al., 2003). The main goal of learning a foreign language could be explained as facilitating communication and perception between interlocutors who come from various cultural backgrounds and speak different languages (Dewaele 2019; Yashima, et al. 2004). Consequently, learning the English language enables learners to understand how individuals from different countries and cultures act, communicate and perceive their world. Students

should be prepared to cope with global issues and communicate with people from different backgrounds (Clarke III, et al. 2009; Maharaja 2018).

Factors such as Willingness to communicate and motivation play an essential role in facilitating English communication among learners. Motivation and WTC are closely related to each other. (Dörnyei 2003; Ushioda and Dörnyei 2017) reported that L2 WTC was an extension of the motivation theme. MacIntyre et al. (2003) further expressed that such extension is a complicated relationship that requires a strong connection between integrative motivation and Willingness. (MacIntyre et al. (2003) stresses that second language willingness to communicate is a variable that "...approaches the topic of motivation from different directions". Therefore, "Willingness to communicate and motivation are two salient affective factors, which can significantly explain success or failure in learning a language" (Pourhasan and Zoghi, 2017, p .61)

(Peng 2007) conducted a study that examines the relationship between L2 WTC and integrative motivation among Chinese students who were attending an intensive English program in China. The correlation analysis results revealed a significant positive relationship between L2 WTC and integrative motivation, and motivation was a significant predictor of L2 WTC. Also, other studies concluded to the same findings of (Peng 2007) study that there is a positive relationship between L2 WTC and motivation such as (Wang, et al. 2021; Wang, et al. 2022). Motivation is an essential impetus in stimulating learners to persevere in L2 learning and possibly to communication in an EFL context (Peng, 2007). This study intends to address to correlation and predictive power relationship among these two salient affective variables.

Methodology

Sample

The sample involved one hundred and eight Arab learners in the International Islamic University Malaysia (IIUM) (see table 1). They were presented based on their language proficiency for the university's English language requirements. Seven students did not state their level of language proficiency.

Table 1: participants

	TOFEL	IELTS	EPT	Total
Total	13	38	122	173
Percentage	7.2	21.1	67.8	96.1

Instrument

The quantitative research design was employed for collecting data from Arab learners using questionnaire during their study in the academic year in the IIUM. A close-ended questionnaire was used to assess students' perceptions of language motivation and

Willingness to communicate. It was adapted from Gardner (1985). Motivation rated on a five-point Likert scale. Seventeen items represented learners' motivation intensity, desire for learning English, and attitude towards learning English. Willingness to Communicate Scale was adapted from McCroskey (1992). Twelve items represented four communication contexts (public speaking, talking in a meeting, group discussion, and interpersonal communication) and three types of receivers (strangers, acquaintances, and friends). The instruments' reliability with Cronbach alpha coefficients was 0.85 and 0.74.

Data Analysis

This research's objective is based on the sample's data, and two statistical techniques were used. To determine whether Willingness to communicate (WTC) and motivation remain significantly related to each other, Pearson correlations between them were obtained. However, to address the predictive power of language learning motivation on Willingness to Communicate (WTC) in English, linear regression analysis was used.

Findings and Discussion

Pearson correlations between motivation and anxiety were calculated, and the finding was reported in Table 2. Results of the analysis demonstrated low significant relationship among the two variables. Learner motivation associated with Willingness to communicate ($r=0.211$, $P<.01$). The degree of association between motivation and Willingness to communicate in the present study was similar to previous studies (Peng 2007; Wang, et al. 2022; Yashima, et al. 2004).

Table 2: Pearson correlation between WTC and motivation

	WTC	Motivation
WTC	1	
Motivation	.211**	1

Note: ** $p<.01$, * $P<.05$

Linear regression analysis was used to test if motivation trait significantly predicted participants' Willingness to communicate. The table below presents the results of the regression analysis. It was found that motivation to learn a second language is significantly related to participants' Willingness to communicate. This finding is in consistent with (Wang, et al. 2022) . The finding of the regression indicated that the motivation factor explained 4.4% of the variance ($F(1,179) = 8.274$, $P=.005 <.01$).

Table 0-1: the Relationship between Motivation and WTC

Dependent = WTC	
Variable	Standardized Beta
Motivation	.211*
R ²	.044
Adjusted R ²	.039
F Value	8.274*

Note: **p<.01 , *P<.05

These results have indicated that participants' motivation has a positive and significant relationship with the dependent variable (Willingness to communicate). More motivation to learn English leads to more Willingness to communicate in English. Nonetheless, these results were inconsistent with the results from previous studies. The previous studies (Baker & MacIntyre, 2000; MacIntyre et al., 2003; Peng, 2007; Yashima, 2002) have found only a correlational relationship instead of a predictive relationship. The motivation was the other predictor factor of WTC in this study. The Arabic-speaking learners who perceived themselves as making a strong effort to learn English, having a positive attitude toward learning English, and having a strong desire to learn English, had higher Willingness to communicate which supported by (Al Amrani 2019).

CONCLUSION

The results have indicated that participants' motivation has a positive and significant relationship with the dependent variable (Willingness to communicate). More motivation to learn English leads to more Willingness to communicate in English. Therefore, Learners are more likely to be motivated to learn and to communicate using a second language.

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تأثير الدافع لتعلم اللغة الإنجليزية على الرغبة في التواصل بها

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ملخص البحث

تعتبر رغبة الطالب في التحدث والدافع وراء ذلك من العوامل المهمة التي ترتبط ارتباطاً وثيقاً بتعلم اللغة الإنجليزية كلفة ثانية تهدف هذه الورقة البحثية الى فحص العلاقة بين الرغبة في التواصل وتعلم اللغة الثانية. تم اجراء مسح ضم عدد 180 متعلم من مختلف الدول العربية الدارسين في الجامعة العالمية الإسلامية بكونا لمبور بماليزيا. كما تم اجراء اختبار الارتباط والتنبا لايجاد العلاقة بين الرغبة في التواصل باللغة الإنجليزية لدى طلاب العينة والدافع للقيام بهذا التواصل. أظهرت النتائج ان هنالك علاقة ارتباط وتنبا بين الرغبة في التحدث والدافع من وراء هذه الرغبة حيث كان معامل الارتباط ($r=0.211$, $p<0.01$) و ($B=0.242$, $R^2=0.044$, $F(1, 179)=8.274$, $p<0.01$) علي التوالي. تعتبر الرغبة في التواصل والدافع من العوامل الرئيسية التي تسهل عملية التواصل عند تعليم وتعلم اللغة.

الكلمات المفتاحية: الرغبة في التواصل، الدافع، المتعلمون العرب، اللغة الإنجليزية كلفة ثانية