

**THE IMPACT OF ENGLISH-ONLY AND CODE-
SWITCHING TASK-BASED ORAL ACTIVITIES
ON ENGLISH LANGUAGE LEARNERS'
WILLINGNESS TO COMMUNICATE**

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UNIVERSITI SAINS MALAYSIA

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WILLINGNESS TO COMMUNICATE**

by

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ESL	English as a Second Language
ELLs	English language learners
L2	The language a person is learning or is acquiring in addition to his/her native language (L1)
L1	Mother Language

**KESAN PENGGUNAAN BAHASA INGGERIS SAHAJA DAN AKTIVITI
BERASASKAN PERTUKARAN KOD LISAN TERHADAP KESEDIAAN
BERKOMUNIKASI PELAJAR BAHASA INGGERIS**

ABSTRAK

Berdasarkan pembangunan pesat bahasa Inggeris di peringkat global, pelajar dari pelbagai negara di dunia ini termasuk Pakistan perlu menguasai bahasa ini. Justeru, peranan Kesanggupan untuk Berkomunikasi (WTC) semakin berpotensi dan diakui dalam penyelidikan pemerolehan bahasa kedua (SLA) dan komunikasi. Sehingga kini, beberapa kajian intervensi telah dilaksanakan untuk membantu pelajar meningkatkan penggunaan WTC dalam bahasa Inggeris. Berdasarkan hakikat ini, iaitu penggunaan prinsip pengajaran bahasa berasaskan tugas; maka kajian kaedah campuran ini bertujuan menyiasat kesan aktiviti lisan berdasarkan tugas terhadap pelajar ijazah pertama Pakistan dari segi WTC dalam bahasa Inggeris. Justeru, dengan pemilihan tiga kumpulan secara rawak iaitu; kumpulan eksperimen aktiviti lisan berasaskan tugas dengan bahasa Inggeris sahaja, kumpulan eksperimen aktiviti lisan berasaskan tugas dengan pertukaran kod, dan kumpulan kawalan. Maka, dengan mengintegrasikan penggunaan bahasa Inggeris sahaja dan pertukaran kod dalam intervensi; kajian ini bertujuan menguji keberkesanan dua pendekatan komunikasi yang nyata dalam rangka pembelajaran berasaskan tugas untuk membangunkan satu rangka pertalian pelajar dengan WTC. Pengumpulan data fasa kuantitatif dalam kajian ini menggunakan soal selidik WTC McCroskey's (1992) ujian pra dan pos, manakala untuk fasa kualitatif temubual separa berstruktur telah digunakan. Analisis data kuantitatif terdiri daripada *Independent Samples t-test*, *paired Samples t-test*, *One-way ANCOVA*, dan *One-way MANCOVA* telah

dilaksanakan menggunakan SPSS (versi, 24). Manakala analisis tematik telah dilaksanakan untuk temuduga pelajar. Dapatan kuantitatif dalam kajian ini menunjukkan skor min WTC untuk kedua-dua kumpulan eksperimen telah meningkat dengan signifikan setelah mengikuti aktiviti lisan berasaskan tugas berbanding dengan skor min WTC kumpulan kawalan. Selain itu, keputusan juga menunjukkan kumpulan berasaskan tugas pertukaran kod menampakkan pencapaian yang lebih baik kepada WTC pelajar berbanding kumpulan berasaskan kumpulan bahasa Inggeris sahaja. Keputusan analisis kualitatif juga menunjukkan pertukaran kod telah membantu pelajar mengekalkan kelancaran komunikasi mereka dalam melaksanakan tugas walaupun mempunyai kekangan dalam aspek perbendaharaan kata bahasa Inggeris. Berdasarkan keputusan kajian ini, guru bahasa Inggeris dari Pakistan dicadangkan untuk mengadaptasikan atau mengintergrasikan pengajaran berasaskan tugas bersama pendekatan sedia ada di Pakistan untuk meningkatkan WTC pelajar.

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WILLINGNESS TO COMMUNICATE**

ABSTRACT

Due to the exponential growth of English as a global language, students from different countries of the world including Pakistan are required to command over this language. In this regard, the potentially beneficial role of Willingness to Communicate (WTC) in learning the English language is gradually becoming acknowledged in the second language acquisition research (SLA) and communication. To this end, few interventional studies have attempted on how to help language learners enhance their WTC in the English language. Drawing on the principles of task-based language teaching, this mixed-method research primarily aimed at investigating the impact of task-based oral activities on Pakistani undergraduates’ WTC in the English language by randomly recruiting three intact classes and allocating them in three groups: task-based oral activities With English-only experimental group, task-based oral activities with code-switching experimental group, and the control group. By integrating English-only and code-switching practices in the intervention, this study sought to test the effectiveness of two distinct medium of communication within task-based learning settings for constructing a framework in relation to learners’ WTC. For collecting the data for the quantitative phase of this study, McCroskey’s (1992) WTC questionnaire served as pre- and post-test, whereas the qualitative phase of this study involved semi-structured interviews. To analyse the quantitative data, Independent Samples t-test, paired Samples t-test, One-way ANCOVA, and One-way MANCOVA were performed in the SPSS (version, 24), whereas thematic analysis was performed to analyse students’

interviews. The quantitative findings of the study showed that the mean WTC scores of both the experimental groups significantly improved after participating in task-based oral activities when compared to the mean WTC score of the control group. However, the results also showed that the task group with code-switching exhibited a greater improvement in their WTC than the task group with English-only. Thus, task-based oral activities with code-switching significantly exerted more impact on learners' WTC than those who participated in the task-based oral activities with English-only. The results of the qualitative phase of this study also showed that code-switching facilitated learners to maintain their communication flow in performing tasks despite having a lack of English vocabulary. Based on the results of this study, Pakistani English language teachers are recommended to adapt or integrate task-based language teaching with the existing teaching methods in Pakistan to cultivate learners' WTC.

CHAPTER 1

INTRODUCTION

1.1 Introduction

The potentially beneficial and recognizable role of teaching English as a second language (ESL) is to produce learners with better understanding, communication and performance in the target language (Dörnyei, 2003). Similarly, modern teaching and learning has emphasised the overarching importance to cultivate communicative competence among foreign/second language learners. Therefore, ESL classrooms should encourage teacher-student and student-student interaction by implementing “authenticity, real-world simulation, and meaningful tasks” (Brown, 2001, p.42). Such milieu is likely to promote learners’ willingness to talk to learn which is enormously crucial for learning languages. In the similar vein, Peng (2007) asserts, “Pedagogic goals should be to increase learners’ L2 willingness to communicate (WTC) so as to facilitate language learning” (p.33).

Despite the growing concern about learners’ WTC, what is not yet clear is how to facilitate L2 learners to enhance their WTC to access effective L2 acquisition. In this regard, Kang (2005) asserts, “WTC needs to be an important component of SLA and L2 pedagogy” (p. 291) and it needs to be studied in relation to instructional contexts (Mirsane & Khabiri, 2016). Given to the extensive existing studies on WTC, there are quite a few studies on WTC in relation to the instructional contexts. For instance, the findings of a recent experimental study by Cutrone and Beh (2018) revealed that task-based oral activities had positive significant impact on Japanese university English language learners’ (ELLs) WTC. In another study, Vrikki (2013) concluded that task-based activities with code-switching significantly exerted more impact on English language learners’ WTC than task-based activities with English-

only. These findings support the evidence that language learners improve their communicative abilities participating in meaningful interactions and tasks in English (Wang, 2010) and encourage WTC.

Task-based oral activities in English classrooms provide students the opportunities to practice the target language. Therefore, researchers (Amiryousefi, 2018; Cutrone & Beh, 2018) have emphasized over the importance of task-based instruction (TBI) in English classrooms particularly to help students boost up their WTC. TBI is an approach which includes communicative and meaningful tasks and facilitates learners' communication in the target language rather than requiring them to produce the correct language forms (Richards & Rodgers, 2014). TBI pedagogy is a teacher-student and student-student centered approach in which learners are "language users" whereas learners in traditional teacher-centered approach are treated as "language learners" (Ellis, 2003, p. 252). Although TBI primarily accentuates on learners' communicative abilities, it also includes a parallel importance on learners' accuracy. Therefore, English language instructors are advised to rectify learners' grammatical errors "when need arises, specific forms should be attended to but in context and within communicative tasks" (Amiryousefi, 2018, p.212). Hence, task-based oral activities framework is lucrative for English language learners to achieve both accuracy and fluency in the language (Bygate, Skehan, & Swain, 2013).

Task-based oral activities are often challenging for low proficient English language learners (Fukuta, 2017) and cause their unwillingness to communicate particularly in classroom activities due to result of the contextual (e.g. unfamiliar topics) and the most importantly the linguistic factors (oral anxiety, perceived level

of proficiency). Since task-based oral activities in the English classrooms are mostly carried out using the target language (Richards & Rodgers, 2014), some learners code switch between L1 and L2 and vice versa to meet the deficiencies in their command of L2; whereas some students code-switch regardless of English proficiency (Söderberg & Jørgensen, 2003; Syed & Kuzborska, 2020). In the similar vein Cook (2008) asserts,

If both languages are always linked in the mind, it is impossible for both of them not to be present in the students' minds at all times. It is an illusion that permitting only the second language in the classroom forces the students to avoid the first language; it simply makes it invisible (p. 233).

Code-switching takes place between speaker and interlocutor who share similar linguistic background. Interestingly, students' code-switching does not always implicate their lack of proficiency in language learning, but sometimes it is reflective of situational factors (e.g. use of code-switching by interlocutors) and bi/multilingual social context. For example, Syed and Kuzborska's (2018) study on dynamic factors underlying WTC of Pakistani ELLs, found that students' made use of code-switching regardless of their L2 proficiency. Hence, code-switching facilitated learners' WTC and served as a strategy to maintain conversation in L2 (Syed & Kuzborska, 2018).

To-date there is a lack of empirical evidence about if the use of English-only, and code-switching in task-based oral activities influence students' WTC. Particularly, there is an existing gap in the comparison of the effectiveness of the use of English exclusive and use of code-switching in task-based oral activities in enhancing learners' WTC. Therefore, the proposed study would solely rely on experimental research design to investigate the impact of English-only task-based

oral activities vs. the use of code-switching in task-based oral activities in boosting ELLs WTC in the context of Pakistan. Such a study is likely to build a link between research and practice where a role of use of only English or code-switching in task-based oral activities in building learners' WTC has not been investigated. This study is likely to be beneficial for both educators and learners and a contribution to second language acquisition (SLA) research.

1.2 Background of the Study

In Pakistan, English is formally taught from grade one. The White paper on education released in 2007 also recommended that, "For all college education in sciences and technology and for all university education, English should be the medium of instruction, in addition to its similar use for teaching of science and mathematics in secondary and middle schools" (Aly, 2007, p. 54). According to Shamim (2008), English language in Pakistan is considered as "the vehicle for achieving modernization, scientific and technological development, and economic advancement for self and the country in Pakistan"(p.236). Similarly, English education is considered as a gateway to get better job opportunities, social and economic mobility and social prestige (Rahman 2007, Manan, David, Dumanig & Channa, 2016). It is also postulated that English language learners with a good proficiency are considered as indicators of social class and having high standard education (Shamim, 2011). Due to widespread of English in Pakistan, Kachru's (2005) concentric model places Pakistan in 'outer circle' of countries where English is predominantly used in institutions.

In Pakistan, the existing uncommunicative teaching methods in English classrooms primarily focus on the syllabus, which covers grammatical aspects of the

English language with less emphasis on communicative abilities (Ali, Khizar, Yaqub, Afzaal & Shahid, 2020). Teachers' sole reliance on the grammatical structure of English in classrooms requires students to memorise the hard and fast rules of English grammar, and deprives them to practice the English communicatively (Zeeshan, 2016). As a result, Pakistani students cannot communicate in English with relative ease (Warsi, 2004, Manan, Dumanig & David, 2017). On the contrary, the existing research (Peng, 2007) asserts that the prime objective of teaching English should be to foster students' WTC in order to enhance their language learning outcomes. Therefore, the present study investigates if task-based oral activities-based intervention can be effective to increase students' WTC in the English language.

It is essential to study language learners' WTC as it is one of the key factors for ensuring positive English learning outcomes (Lin, 2018), and it refers to learner's "readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (MacIntyre, Dörnyei, Clément, & Noels, 1998, p. 547). Due to the pivotal importance of WTC in a second language learning (L2), it has been researched in different contexts of the world. For instance, there are studies on WTC in Iran (Amiryousefi, 2018; Fallah, 2014), China (Cao, 2011; Peng, 2012), Japan (Yashima, MacIntyre & Ikeda, 2018), Turkey (Basöz, & Erten, 2018; Öz, Demirezen, & Pourfeiz, 2015), Malaysia (Kho-Yar, Rafik-Galea, & Kho, 2018), Korea (Lee, 2019), and Pakistan (Ali, 2017; Syed & Kuzborska, 2018). These researches conceptualized WTC with dynamic contextual and environmental factors, enduring factors (e.g. attitudes, intergroup climate, motivation, and personality), transient factors (e.g. state of self-confidence, and desire to communicate with specific person), and other sub-factors (e.g. communication apprehension, anxiety, and perceived communicative competence). There are also some studies on learners'

unwillingness to communicate (UWTC) (Al-Murtadha & Feryok, 2017; Liu & Jackson, 2008). Students' UWTC has been associated to contextual variables (e.g. unfamiliarity with interlocutors, and unfamiliarity with topics), linguistics factors, such as perceived level of proficiency in the target language, and psychological factors (e.g. fear of being negatively evaluated). Despite of plethora of studies on WTC, what is yet under researched is if Task-based oral activities impact students' WTC in the English language (Cutrone & Beh, 2018) particularly in the context of Pakistan.

Due to the indispensable role in cultivating language learners' communicative abilities, TBLT has lately received a considerable attention in the research (Cutrone & Beh, 2018, Ellis, 2017). The reason why it has got this attention is that TBLT primarily focuses on learners' communicative abilities in the target language rather than form (Ellis, 2018). According to Brown (2007) and Willis (2012), TBLT is defined as the method that includes inquiry-based, meaningful and real world activities. Although some researchers argue that TBLT is the extension of communicative language teaching (Ellis, 2003), while others define it as a new method of teaching the English language (Kumaravadivelu, 2006). The tenets of TBLT require language teachers to design meaningful and real world language learning tasks to encourage students' communication. In a similar vein, Richards and Rodgers (2004) assert that "engaging learners in task work provides a better context for the activation of learning processes (p. 223).

In the TBLT-based oral activities, students are required to complete the assigned language learning tasks using the English language (Richards & Rodgers, 2004). However, some students in the English classrooms employ code-switching

between the English language and their first language due to their limited proficiency in the English language (Macaro, Nakatani, Hayashi & Khabbazzbashi, 2012; Vrikki, 2013). Code-switching is defined as a phenomenon of switching from one language to another in the same discourse (Numan & Carter, 2001). In most of the cases, code-switching takes place between a mother language and a second or foreign language (Coulmas, 2005). In the present study, code-switching refers to students' code-switching between the English and the Urdu language. The code-switching of students take place at a sentence level, phrase level, or a complete switching in a long narrative (Macaro et al., 2012). The code-switching is also differentiated from code-mixing. Code-switching occurs when a speaker completely switches from one to another language on sentence level with an accurate grammatical structure (Brice, & Rosemary-McKibbin, 2001); whereas code-mixing refers borrowing a single word or phrase from another language with similar semantic and grammatical usage. In other words, in the code-mixing speaker borrows a word or phrase from another language to convey message (Sert, 2005); simply alternating within a sentence (Hughes, Shaunessy, Brice, Ratliff & McHatton, 2006). However, code-switching is largely employed by English language learners when they experience difficulties in expressing themselves in the target language (Liebscher & Dailey-O'Cain, 2005)

In the context of Pakistan, English language learners make use of code-switching regardless of their proficiency level (Syed & Kuzborska, 2018). As code-switching is the common phenomenon in the English classrooms (Macaro et al., 2012), whether code-switching facilitates or debilitates students' WTC in task-based oral activities in the English language is yet to be studied in the context of Pakistan. The findings of such a study may provide awareness to English language teachers

whether allowing students' code-switching in task-based oral activities is beneficial in fostering their WTC in the English language.

1.3 Problem Statement

Despite learning the English language, which is the medium of instruction in colleges and universities (Islam, 2018), for 6 to 8 years, Pakistani students cannot communicate in English with relative ease (Warsi, 2004, Manan, Dumanig, & David, 2017). Due to prevailing defective and uncommunicative teaching methods (i.e., grammar-translation method (GTM)), Pakistani English language learners memorise the stuff to pass the examination, whereas their communicative abilities are rarely focused and are not part of their final grades (Bukhari, Cheng & Khan, 2015). This situation produces language learners with profound lexico-grammatical knowledge, but low or no competence in using the target language communicatively (Richards & Rodgers, 2014). As communicative competence is significantly and positively related to English language learners' WTC (Buckingham & Alpaslan, 2017), lack of communicative competence (henceforth lack of WTC) is likely to emanate learners' low language learning outcomes (Osterman, 2014). Hence, language learners should be exposed to the effective pedagogical methods that may equip students with communicative abilities to gain positive English language learning outcomes and possibly WTC (Rafiee & Abbasian-Naghneh, 2018, Zhang, Beckmann, & Beckmann, 2018). It is because ESL learners with low WTC experience difficulties to attain proficiency in English language (Chang, 2018).

According to Coleman (2010) and McNicoll (2013), Pakistani students' lack of communicative abilities can be attributed to the existing teacher-centered teaching methods. The wide practice of GTM in the Pakistani English classrooms is not

effective enough to produce language learners with sound English oral proficiency (Bukhari et al., 2015). In such a learning milieu, teachers are the sole authority and act like a one man show to dictate students the hard and fast rules of grammar while ignoring their active role in the English language learning (Zeeshan, 2016). One strand of researches also implicates teachers' role in promoting or debilitating learners' WTC in the English language. For instance, the researches (Cao, 2011; MacIntyre, Baker, Clement & Conrod, 2001; Zarrinabadi, 2014) showed that teachers' teaching style exerts a significant impact on language learners' WTC.

Therefore, the present research attempts to examine the impact of task-based oral activities on Pakistani English language learners' WTC as compared to the existing GTM at the tertiary level. It is because TBLT has been found effective in promoting language learners' communicative abilities and their volitional behaviour in participating in the English communication (i.e., WTC) in the context of Japan and Cyprus (Cutrone & Beh, 2018; Vrikki, 2013) and there is paucity of research in the context of Pakistan. Based on the previous findings of the research (Cutrone & Beh, 2018; Vrikki, 2013), it is hoped that task-based oral activities may also cultivate and foster Pakistani ESL students' WTC in the English language. As Chang (2018) recommends that the prime goal of language teaching should be to help language learners enhance their communicative competence and WTC, and the program is deemed unsuccessful if it fails to attain this objective, the present interventional study involving task-based oral activities may be effective in enhancing language learners' WTC.

Given to sparse instructional studies on WTC in general and in Pakistan in particular, the proposed study primarily aims to extend a pedagogical framework of task-based oral activities in relation to improving Pakistani undergraduates' WTC for

an effective SLA. Additionally, given to the fact that some learners use code-switching in English classrooms regardless of their proficiency level (Macaro, 2001, Syed & Kuzborska, 2018; Vrikki, 2013), but whether code-switching facilitates learners' WTC is under researched. However, Cook (2001) argues that "the first language can be a useful element in creating authentic L2 users rather than something to be shunned at all costs" (p. 402). Therefore, the current study would constitute a control group and two experimental groups (i.e., learners using code-switching in task-based oral activities, and the learners using English-only in task-based activities). The comparison of the findings of these two groups would not only generate the relatedness of task-based oral activities to learners' WTC, but it would also put light on the on-going debate in Pakistan whether learners' use of code-switching has a facilitative role in learners' second language acquisition (Channa, Gilhooly, Lynn, Manan, & Soomro, 2017) particularly in improving learners' WTC.

The lack of experimental studies on WTC posits a challenge for how to help learners boost up their WTC in English classrooms (Zhang et al., 2018). Therefore, the experimental research design deems suitable for the current study because English language learners' WTC can be enhanced through classroom interventions (Munezane, 2015), and such studies would be beneficial to understand the casual relationship between situational antecedents and learners' WTC (Zhang et al., 2018).

1.4 Research Objectives

1. To find out if there is any statistically significant difference between the WTC post-test mean scores of the experimental group taught by task-based oral activities with English-only and the control group.

- a). To find out if there is any statistically significant difference between the experimental group taught by task-based oral activities with English-only and the control group in terms of post-test mean scores on the types of WTC contexts (i.e., group discussion and public speaking).
- b). To find out if there is any statistically significant increase in the WTC post-test mean scores of the experimental group after participating in task-based oral activities with English-only.
2. To find out if there is any statistically significant difference between the WTC post-test mean scores of the experimental group taught by task-based oral activities with code-switching and the control group.
 - a). To find out if there is any statistically significant difference between the experimental group taught by task-based oral activities with code-switching and the control group in terms of post-test mean scores on the types of WTC contexts (i.e., group discussion and public speaking).
 - b). To find out if there is any statistically significant increase in the WTC post-test mean scores of the experimental group after participating in task-based oral activities with code-switching.
3. To find out if there is any statistically significant difference between the WTC post-test mean scores of the experimental group taught by task-based oral activities with English-only and the experimental group taught by task-based oral activities with code-switching.
4. To explore the experimental group students' experiences after participating in the task-based oral activities.

5. To investigate the experimental group students' views regarding the use of English-only and code-switching in the task-based oral activities.

1.5 Research Questions

1. Is there any statistically significant difference between the WTC post-test mean scores of the experimental group taught by task-based oral activities with English-only and the control group?
 - a). Is there any statistically significant difference between the experimental group taught by task-based oral activities with English-only and the control group in terms of post-test mean scores on the types of WTC contexts (i.e., group discussion and public speaking)?
 - b). Is there any statistically significant increase in the WTC post-test mean scores of the experimental group after participating in task-based oral activities with English-only?
2. Is there any statistically significant difference between the WTC post-test mean scores of the experimental group taught by task-based oral activities with code-switching and the control group?
 - a). Is there any statistically significant difference between the experimental group taught by task-based oral activities with code-switching and the control group in terms of post-test mean scores on the types of WTC contexts (i.e., group discussion and public speaking)?
 - b). Is there any statistically significant increase in the WTC post-test mean scores of the experimental group after participating in task-based oral activities with code-switching?

3. Is there any statistically significant difference between the WTC post-test mean scores of the experimental group taught by task-based oral activities with English-only and the experimental group taught by task-based oral activities with code-switching?
4. What are the experimental group students' experiences after participating in the task-based oral activities?
5. What are the experimental group students' views regarding the use of English-only and code-switching in the task-based oral activities?

1.6 Research Hypotheses

Based on the research questions of the study, the following research hypotheses are proposed:

- H₀1. There is no statistically significant difference between the WTC post-test mean scores of the experimental group taught by task-based oral activities with English-only and the control group.
- H₀1a. There is no statistically significant difference between the experimental group taught by task-based oral activities with English-only and the control group in terms of post-test mean scores on the types of WTC contexts (i.e., group discussion and public speaking).
- H₀1b. There is no statistically significant increase in the WTC post-test mean scores of the experimental group after participating in task-based oral activities with English-only.

- H₀2. There is no statistically significant difference between the WTC post-test mean scores of the experimental group taught by task-based oral activities with code-switching and the control group.
- H₀2a. There is no statistically significant difference between the experimental group taught by task-based oral activities with code-switching and the control group in terms of post-test mean scores on the types of WTC contexts (i.e., group discussion and public speaking).
- H₀2b. There is no statistically significant increase in the WTC post-test mean scores of the experimental group after participating in task-based oral activities with code-switching.
- H₀3. There is no statistically significant difference between the WTC post-test mean scores of the experimental group taught by task-based oral activities with English-only and the experimental group taught by task-based oral activities with code-switching.

1.7 Significance of the Study

The proposed study would address the paucity of research on the role of task-based oral activities in boosting English language learners' WTC. Thus, the findings of the current study would be significant in many ways.

First, the findings of the current study would emanate pedagogical implications lucrative for English language teachers to know the importance of oral tasks in classroom for increasing English language learners' WTC related tendencies. Additionally, the findings would also benefit course designers to design English oral courses including practical and daily life oral activities. The employed task-based

oral activities in the current study can also serve English language instructors as a guideline to design oral activities to facilitate learners' L2 communication.

Second, as Pakistani learners do not have any opportunity to avail daily life communication in English outside the classroom, implementation of oral task-based activities inside classrooms can provide an opportunity for them to communicate in the target language. Thus, learners can interact confidently with their peers through interactive tasks and gain communicative confidence that ultimately leads to learners' WTC (Cao, 2011; Yashima et al., 2018)

Third, the current study would also draw the attention of Pakistani English language teachers, instructors and tutors to emphasize on students' communicative abilities rather than grammatical competence. The second language acquisition may be more effective emphasising on meaning of the target language rather than its form (Ellis, 2008). It is because the frequency and the amount of the use of the target language are one of the determinants of learners' readiness to participate in L2 communication (e.g. WTC) (Yashima, Zenuk-Nishide, & Shimizu, 2004).

Fourth, the findings on the comparison of the effectiveness of the use of code-switching and English only in task-based oral would also reveal whether the code-switching facilitates or debilitates learners' WTC. These findings may also implicate English language teachers' awareness about the importance of code-switching and incorporate it in teaching and learning classroom activities to overcome students' hurdles in participating in talk to learn in classroom.

Fifth, the findings on learners' attitudes towards task-based oral activities would shed light on learners' views of how they would like to learn the target language. Such findings may also influence Pakistani English language teachers to

revisit their existing teaching strategies and shift to student-centred teaching approach.

Sixth and the last, the findings of the current study not only will contribute to the existing scanty knowledge on the role of task-based activities in initiating learners' WTC, but it may also benefit the researchers who are currently working on this area in different contexts of the world in general and in Pakistan in particular.

1.8 Delimitations of the Study

Delimitations of the study refer to the demarcation lines that researcher draw to delimit his/her study. Similarly, the proposed study also identifies its delimitations. The present quasi-experimental study is site and content specific. The student participants in the current study would be relatively homogeneous, university undergraduates enrolled in one of the public universities in Balochistan province of Pakistan. Therefore, readers will have to interpret the findings of the current study with some cautions particularly when generalizing the results with other parts of the world.

1.9 Limitations of the Study

Although the present research aims to present a thorough account of task-based oral activities vis-à-vis Pakistani students' WTC in the English language by implementing classroom-based intervention with two distinct medium of instruction: task-based oral activities with English-only and task-based oral activities with code-switching, there would be few limitations that would not under the control of the researcher. Therefore, the results of the present study should be interpreted according to the following limitations of the study.

The first limitation of the study would be associated with the procedure of sample selection. Following the principles of the quasi-experimental research method, the present study would not recruit study participants randomly as it is not practiced in the quasi-experimental research. The random selection of study participants is done in the true experimental research (Creswell, 2014). However, the sample selection bias effects would be minimized by randomly selecting three intact classes (two experimental groups, and one control group).

Another limitation of the study would be related to study participants' proficiency level. The study participants' varying levels of English proficiency may influence the outcomes of task-based oral activities on WTC. However, attempts would be made to control for pre-existing differences across the groups on the pre-test by treating them as covariates in the equation of one-way ANCOVA and one-way MANCOVA. Controlling for covariates or confounding variables are useful in research (Pallant, 2020).

1.10 Operational Definitions

The following terms are operationally defined which are used in this study. The following terms are operationally defined which are used in the current study:

Code-Switching: In the current study, it is deemed as an independent variable and it refers students' use of two languages alternatively in discourse (Macaro, 2005). In the proposed study, two languages refer to Urdu (native language) and English (target language).

Oral Task: In the current study, it is deemed as an independent variable and it refers to oral activities in classroom which learners complete emphasizing on the meaning of a target language rather than its form (Nunan, 2004).

Task: It refers to an activity assigned to students to perform, produce or interact in the target language (Nunan, 2004). In the current study, it refers to the meaningful and authentic tasks essential for language communication (Samuda & Bygate, 2008).

Task-Based Language Teaching (TBLT): Task-based language teaching (TBLT) is defined as a teaching method that primarily focuses on the meaning and the form of a language (Ellis, 2018). In the present research, this method is used as a pedagogical tool in the experimental groups by involving them in meaningful and real world tasks.

WTC: It is defined as “readiness to enter into discourse at a particular time with a specific person or persons using a L2” (McIntyre et al., 1998, p. 547). In the current study, WTC is a dependent variable and it refers to the student participants’ intentions or desires to communicate in English language with their peers and classroom teachers. The levels of the participants’ WTC in the current study will be measured by the WTC scale with 12 items developed by McCroskey (1992).

1.11 Summary

This chapter discussed that English language learners’ WTC is a driving force for learners to seek out opportunities to communicate in the target language (Dörnyei, 2014). This chapter also discussed the background of the study and research problem statement. Additionally, this chapter also highlighted the proposed research questions, objectives and hypotheses. These hypotheses would be tested to find out whether or not task-based oral activities with English-only and task-based oral activities with code-switching would exert impact on learners’ WTC. The significance of the study was also discussed according to the research questions. This

chapter also identified delimitations and limitations of the study as well as the operational definitions of the key terms used in the present study. The next chapter presents the relevant literature review as well as theoretical and conceptual framework of the present study.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

The current chapter of the study has four major parts. In the first part brief outline of socio-linguistics profile of Pakistan is discussed. The second part reviews the existing literature on TBLT. Third part of the chapter examines the conception of codes-switching in EFL context. The last part explains WTC in the English Language. The chapter also describes the theoretical and conceptual frameworks of the study.

2.2 Demography and Sociolinguistics Profile of Pakistan

According to Pakistan Bureau of Statistics (2017) Pakistan is the sixth largest country of the world with approximately 207.8 million population. Pakistan's strategic location reveals that it shares borders with many countries, with Afghanistan to the west, India to the east, Iran to the southeast and China to the northeast. Pakistan has five provinces: Khyber Pakhtunkhwa Province (KPK), Punjab, Sindh, and Balochistan. The present study has been carried out in the Balochistan province, which has the largest area (347,190 sq km) and the smallest population (12.34 million).



Figure 2.1. Map of Pakistan Retrieved from
<https://www.pinterest.com/pin/676032594040459039>

Pakistan is a multilingual country, having six major languages (Pashto, Sindhi, Siraiki, Urdu, Balochi and Punjabi) and fifty-nine minor languages (Rahman, 2002).

2.2.1 Place of English and ELT Scenario in Pakistan

This section provides the succinct overview of the place of English and English language teaching (ELT) in Pakistan. Of all the major language of Pakistan (Pashto, Balochi, Brahvi, Sindhi and Punjabi), English enjoys its glory as the most powerful language in Pakistan and widely used in media, administration, trade and commerce, law, medicine and higher education (Channa, 2017). Due to the exponential growth and recognition of English language in Pakistan, English language is considered as an ESL language having a significant influence over the

regional languages (Mahboob, 2012). It is also considered as a key source to avail white colour jobs (Rahman, 2003) and plays a major role in individual's and nation's development (Norton & Kamal, 2003). Therefore, the previous language policies have promoted English language learning, such as 'democratization of English' (Shamim, 2008, p.238). Furthermore, English language is expanding in socio-cultural life and is gaining a fundamental position among the literate class and it is being identified as Pakistani English (PE) (Mahboob, 2009). Thus, it may be asserted that English language is growing as an indispensable instrument of communication in academic settings in Pakistan.

English language is being used as a medium of instruction across Pakistani Universities besides few humanity subjects that are taught in vernacular languages: “For all college education in sciences and technology and for all university education, English should be the medium of instruction, in addition to its similar use for teaching of science and mathematics in secondary and middle schools” (Aly, 2007, p. 54). Ministry of Education of Pakistan has also revised its language policy in 2009 in which it was recommended to teach English as a compulsory subject from Grade 1.

Although English language is used as a medium of instruction at college and tertiary level, Education Ministry has paid a little attention to uplift the ELT conditions in Pakistan, such as teaching methodologies and language learning is less prioritised and ELT teachers are not provided formal trainings to teach the English language effectively (Ammar, Fawad, & Qasim, 2015). Therefore, ESL students' communicative competence remains low (Shamim, 2008).

In the prior research, it has been highlighted that out-dated and obsolete teaching methodologies can be attributed to students' low English proficiency. In the similar vein, Awan (2016) reported that teachers' over-reliance on GTM does not benefit learners' English proficiency. Additionally, it has also been pointed out that language learning activities, such as spelling drills, over-emphasis on the grammatical components of the English language only promotes students' competence in the language structure, whereas their communicative abilities remain low (Zeeshan, 2016). However, despite of these problems, students are enthusiastic about English language learning and their parents also spend a considerable amount of money to facilitate their children to gain proficiency in the language, because it promises for bright future and good job opportunities (Hassan, 2010). Keeping in view the deteriorating condition of ELT, it is recommended that more effective teaching methodologies should be introduced in the English classrooms to facilitate students' English language learning (Shamim, 2008).

2.3 Task-based language Teaching (TBLT)

TBLT is explained as a pedagogical approach that uses interactive, collaborative, and communicative tasks as dominant feature of its delivery of instruction (Bygate, 2016; Nunan, 2004; Long, 2015). In TBLT, the learners are involved in purposeful tasks in-order to make their communication meaningful and usage of their language to be real-world, non-linguistic purposes. General notion regarding TBLT is that it enhances language learning during task participation as it involves exposure and negotiation of meanings (Ur, 2013). It is also considered that learners acquire better if they are focused towards task outcome rather than on language forms. Therefore, instead of focusing on language forms and functions, learners are provided with communicative tasks aiming at meaningful and problem-

solving activities (Ellis, 2003). Therefore, communicative tasks are thought to be essential components in TBLT syllabus design (Long, 2015). Task is explained as “an activity in which meaning is considered important and real world activities are introduced, task completion is necessary and task outcome reveals the efficiency in task performance” (Skehan, 1998, p. 95).

The aim of using of tasks in TBLT is to, firstly, engage and motivate students in actual language use (Robinson & Gilabert, 2007). Secondly, tasks are helpful in postulating, focusing, and addressing students’ language needs (Long, 2015). Thirdly, tasks allow learners to understand and comprehend how language is used within a given situation and how to incorporate new language meaningfully and communicatively (Bygate, 2016). Finally, but most importantly, communicative tasks are compatible with processes thought to be involved in SLA (e.g. those relating to incidental and implicit learning) (Andon & Eckerth, 2009; Ellis, 2003; Long, 2015).

According to Ellis and Shintani (2014), TBLT is a sophisticated extension of the communicative language teaching (CLT) approach. CLT approaches are considered to be the substituted traditional teaching approaches, like the audio-lingual and grammar translation approaches (Ellis & Shintani, 2014, p. 149). The actual aim of task-based language teaching is to enhance learners’ communicative competence by involving them in meaningful communication during the task performance and task completion. Ellis and Shintani (2014) highlighted that enforcing communicative competence growth relates to students linguistic (i.e. acquiring new language) and interactional competence (i.e. using the target language to participate in discourse). Although TBLT focuses on constructing and