Management Students' Intention to Use English in University

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ABSTRACT

Malaysia's goal to achieve the status of 'developed nation' by 2020 greatly depends on an effective and efficient workforce. The country's ability to communicate well in the English language is important to achieve that goal. However, there has been a steady decline in the command of English among school leavers (management students in particular, which is a cause for concern, given their future roles as managers in Malaysia's workforce), putting them at disadvantageous position at the university. This study attempts to address the following problem: Why do students lack the intention to use English as means of communication, in spite of the support available? The study attempts to address the gap in literature by understanding student intention and usage of English, using the Theory of Planned Behaviour (TPB) (Ajzen, 1985) as a theoretical foundation. The study found that several predictors of TPB (attitude, perceived behavioural control) as well as self-concept affected a student's intention to use English in university. Based on this, the study recommends relevant strategies that higher educational providers can adopt to develop and boost student confidence in using English..

Keywords: Theory of Planned Behaviour, Self-Concept, Perceived Usefulness, Behavioural Intention, Higher Education

INTRODUCTION

Vision 2020 is Malaysia's goal to achieve the status of 'developed nation' by 2020. The realisation of this goal greatly depends on an effective and efficient workforce, which in turn is dependent on the workforce's ability to communicate proficiently in the English language. Globalisation has liberalised

economies domestically and internationally (SUNY, 2015). Therefore, national progress is closely connected to a nation's economic success. English is widely used in business and commerce and Malaysia in particular, requires a professional workforce that is competent in English. A vast majority of multinational companies require their managers to be competent in English (Feely & Harzing, 2003). A survey among selected employers in Argentina showed that 79% of them want their managers to be competent in English (British Council Report, 2015).

In Malaysia, English is taught as a second language. Non-native speakers thus, face many language related difficulties such as pronunciation, grammar and vocabulary. Additionally, there has been a steady decline in the command of English among school leavers (Thang, Ting & Jaafar, 2011), evidenced by high unemployment rate among graduates due to 'weak English proficiency' (Sarudin, Mohd Noor, Zubairi, Tunku Ahmad & Nordin, 2013). To address this problem, higher educational institutes conduct special English language courses for students, with a hope that a more formal 'exposure' the language would enable them to perform well in their examinations and boost their confidence in using the language in their workplace. Despite these efforts, many students face the herculean task of learning the English. Students need 'academic language proficiency' to succeed in school (Cummins, 1989, pp.6). It is common knowledge that proficiency in a language is highly dependent on its frequency of usage and therefore, it is

important to determine the factors that influence management students' intention to use English in university. It would also be interesting to examine how this intention to use English can influence the frequency of speaking English in a tertiary education setting.

The Current Study

Most undergraduates have limited proficiency in English, and demonstrate a lack of interest in using the language. Past research on this topic has mostly focused on language teaching (Harmer, 2001); as a second language (ESL) (Rogan & Miguel, 2013) and as a foreign language (Ghaith, 2003; Stæhr, 2009). Thus, the main research question of this study is: Why do students still lack the intention to use English as means of communication, despite the support available? This study attempts to address the gap in literature by attempting to understand management students' intention and usage of English, with the help of the Theory of Planned Behaviour (TPB) (Ajzen, 1985) as a theoretical foundation. The TPB has been extensively used by past researchers to address behavioural intention of consumers (Verbeke & Vackier, 2005; Shih, 2008). However, it has never been used to explain the usage of English in a university. Therefore, the objectives of this research are:

1. To assess whether attitude, subjective norms and perceived behavioural control, as suggested by the theory of

planned behaviour, influence a student's intention to use English in university.

2. To examine the relationship between student's self-concept and intention to use English in university.

3. To examine the relationship between perceived usefulness and student's intention to use English in university.

4. To understand the relationship between students' intention to use English and their frequency of its usage.

Theory of Planned Behaviour (TPB)

The theory of planned behaviour (TPB) proposed by Ajzen (1985, 1991) has been successfully applied to explain goal-directed human behaviour (Taylor and Todd, 1995). The TPB has been used to examine a wide range of fields, such as health behaviour (Conner & Sparks, 2005), drinking and driving (Marcil, Bergeron & Audet, 2001) and choice of travel mode (Bamberg & Schmidt, 2003). It offers a coherent, parsimonious and widely applicable framework for understanding and predicting behavioural intentions of different kinds, which makes it a good choice when studying the antecedents of behavioural intentions. The TPB hypothesises that the immediate determinant of behaviour is an individual's intention to perform or not perform that behaviour. Meanwhile, intention can be explained as the immediate determinant of behaviour. When an appropriate measure of intention is obtained, it can provide

the most accurate prediction of behaviour (Ajzen & Fishbein, 1980). The TPB posits that individual behaviour is driven by behavioural intentions, where behavioural intentions are a function of three predictors: individual's attitude towards behaviour, subjective norms and perceived behavioural control (Ajzen, 1991).

The Relationship Between Attitude and Intention

Attitude refers to 'the degree of a person's favourable or unfavourable evaluation or appraisal of the behaviour in question' (Fishbein & Ajzen, 1975). Previous studies of TPB (Chau & Hu, 2001; Taylor & Todd, 1995) have identified attitude as a determinant of behavioural intention in technological acceptance. Therefore, the current study hypothesises that when individuals form a positive attitude towards the usage of English, they will have a stronger intention to adopt it.

H1: There is a positive relationship between students' attitude and intention to use English in university

The Relationship between Subjective Norm and Intention

Subjective norm, the second predictor of intention in TPB, refers to perceived normative pressure from a specific reference group towards engaging or not engaging in a particular behaviour (Ajzen, 1991). It pertains to an individual's perception of the social environment surrounding

the behaviour. In other words, opinions of those deemed important are significant in shaping a student's intention to use the English language (Shah, 1998). Previous studies have indicated that researchers are more likely to commercialise their work if they are looked upon favourably by their colleagues (Rahm, 1994). This is how subjective norm is related to behavioural intention.

H2: There is a positive relationship between a students' subjective norm and intention to use English in university

The Relationship between Perceived Behavioural Control and Intention

Perceived behavioural control refers to people's perceptions of ease or difficulty in performing the behaviour of interest (Ajzen, 1991). It is associated with beliefs about the presence of control factors that may facilitate or hinder the performance of the behaviour in question (Liao, Yen & Chin, 2007). According to TPB (Ajzen, 1985), perceived behavioural control refers to perceptions of internal (personal skills and knowledge) and external (resources and opportunities available) behavioural constraints.

This study assumes perceived behavioural control as individual perceptions of control over usage of English (e.g. internal behavioural constraints). As perceived behavioural control determines intention (Chau & Hu, 2001), it is posited that students' perception of behavioural

control is directly related to their intention to use English.

H3: There is a positive relationship between a students' perceived behavioural control and intention to use English in university

Self-Concept

Broadly, self-concept can be defined as an individual's perception of himself which influences the ways in which he acts, and his acts in turn influence the ways in which he perceives himself (Shavelson, Hubner & Stanton, 1976). Bandura (1986, p. 391) defined self-concept as 'People's judgments of their capabilities to organise and execute courses of action required to attain designated types of performance. It is concerned not with the skills one has, but with judgments of what one can do with whatever skills one possesses'.

In this study, self-concept is a cognitive factor referring to an individual's attitude and beliefs about their competence and ability to use the English language. Self-concept plays a major role in motivation research: it is among Pintrich's (2003) five central constructs that motivate students; it is represented in Boekaert's (2010) eight key motivation principles; it is empirically inseparable from Wigfield and Eccles's (2000) expectancy-value model of achievement motivation. Expectancy-value theory (Eccles, 1983; Eccles, 1994; Wigfield & Eccles, 2000) explains that human behaviour is predicted by an

individual's behavioural intention. The intention to perform certain behaviour is based on a person's expectancies (beliefs) and evaluations of the behaviour. Thus, in the context of students making use of the opportunity to learn , it can be posited that their self-concept i.e. their perceptions of themselves being capable of using English, will positively affect their intention to use English. Hence

H4: There is a positive relationship between students' self-concept and intention to use English in university

Perceived Usefulness

Perceived usefulness is 'the degree to which a person believes that using a particular language would enhance their job performance' (Davis, 1989). The Expectation-Confirmation model (ECM) posits that an individual's intention to use English is dependent upon: the user's level of satisfaction with the English language; the extent of user's confirmation of expectations; post-adoption expectations, in the form of perceived usefulness. The ECM indicates that usefulness of the English language, as perceived by users, has a positive effect on a student's intention to use English. Thus,

H5: There is a positive relationship between a student's perceived usefulness and intention to use English in university

The Relationship between Intention and Behaviour

Intention is an indication of a person's readiness to perform given behaviour, and it is considered to be the immediate antecedent of behaviour. As discussed earlier, intention is based on attitude towards the behaviour, subjective norm, perceived behavioural control, self-concept and perceived usefulness, with each predictor weighted for its importance in relation to the behaviour and population of interest. These factors indicate how much effort a student will put in using the English language (Ajzen, 1991). In this study, behavioural intention refers to a student's intention to use English in university. Some research also shows that intention positively influences acceptance of using the language (e.g. Liao & Lu, 2008; Padilla-Meléndez, Garrido-Moreno, & Del Aguila-Obra, 2008). Therefore, it can be hypothesised that:

H6: There is a positive relationship between students' intention to use English and their frequency of speaking English in university

English is used in various disciplines and associated social practices. Given that it is the language of academia, science and technology, and social sciences, English is an important area for study and critical reflection (Allison, 2002; p. 9). Thus, this study proposed a theoretical framework to investigate students' intention to use English

and their frequency of speaking English at the university. Independent Variables, (IV) namely self-concept, attitude, subjective norms, perceived behavioural control and perceived usefulness, are expected to influence the intention of using English at the university. This intention is further linked to frequency of usage, expecting a positive relationship between the two. Following is a graphic illustration of the proposed framework (Figure 1):
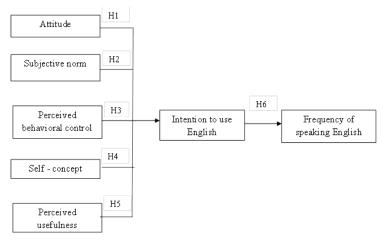

Figure 1. Theoretical Framework

A review of the literature helped identify factors that may influence a student's intention to use English in university, and a total of six hypotheses were developed and tested using the methodology discussed below.

The Sample

The research sample consisted of students studying in Business Management programme at Universiti Putra Malaysia (UPM), since the medium of instruction was English. Moreover, English is particularly important for management students as they may be required to have proficiency in the language at their workplace (i.e. sales and marketing, public relations) . A total of 200 questionnaires were distributed using the convenience sampling. Although this technique may limit the ability to generalise the study, the effect was minimised by implementing a quota sampling procedure, which distributed the questionnaires equally to 1st year, 2nd year, 3rd year and 4th year students. This would also allow for an examination of sub-groups among the student population.

RESEARCH DESIGN

The current study used a quantitative research design whereby data was collected from respondents and analysed using statistics in an unbiased, objective manner (Creswell, 2008). A self-administered

questionnaire was used to provide structured, often numerical data. This questionnaire was often comparatively straightforward to analyse (Wilson & McLean, 1994).

Questionnaire Design

The questionnaire consisted of close-ended questions. Respondents were asked to select an answer from the options provided. The measurement method for all variables excluding behavioural measures, was a 5-point Likert scale, whereby the respondents were presented with a statement and a response scale: (5) strongly agree, (4) agree, (3) neutral, (2) disagree or (1) strongly disagree for each item. Meanwhile, behavioural measures utilised a 10 point Likert scale, indicating the student's percentage of English usage in university. The questionnaire was divided into eight sections: the first section assessed the student's attitude towards using English in university; the second and third sections investigated the respondent's subjective norms and their perceived behavioural control towards using English in university; fourth and fifth sections assessed the student's current self-concept and their perceived usefulness of using English in university, while the sixth section investigated the student's intention to use English in university. The questionnaire was concluded with measurements of respondent's behaviour and demographic profile.

DATA ANALYSIS PROCEDURE

SPSS was used to perform all the statistical analysis in this research. The reliability of the constructs was tested using Cronbach's Alpha test. Respondents' profile was then analysed using descriptive statistics. A combination of analytical techniques was employed to test the hypotheses whereby H1, H2, H3, H4 and H5 were tested using Multiple Regression analysis while H6 was tested using Spearman Correlation analysis.

Profile of Respondents

Table 1 summarises the demographic profile of the respondents. Descriptive analysis was used to assess the profile. There were more females (75%) than males (25%) in the sample, which can be explained by the fact that there are more females enrolled in tertiary-type education compared with males (OECD Report, 2013). About 57% of the respondents were in age group of 21-23 years followed by 27% of the respondents who were in the age group of 24-26 years; 15% and 1% of the respondents were in age groups 18-20 years and 27-29 years respectively. In terms of ethnicity, 46% of the respondents were Malays, 39% Chinese, 12% Indians and 3% others. This represents well the ethnic composition of UPM students and therefore, can be considered unbiased.

Table 1
Respondent Demographic Profile

Demographic Characteristics	Percentage (%)	Demographic Characteristics	Percentage (%)
Gender		Ethnic Group	
Male	25	Malay	46
Female	75	Chinese	39
		Indian	12
		Others	3
Age		Year of Study	
18-20 years	15	First	25
21-23 years	57	Second	25
24-26 years	27	Third	25
27-29 years	1	Fourth	25

Reliability Testing

Cronbach's Alpha was used to measure reliability i.e. extents to which measurements of a test remain consistent over repeated tests of the same subject under identical conditions (Rudner & Shafer, 2001). An alpha value above 0.70 can be considered reliable (Nunnally, 1978). The result of the reliability analysis (Table 2) showed the Alpha (α) value to be more than the range of 0.82 to 0.89, indicating that the

Table 2
Reliability Analysis Results

Description	Cronbach's Alpha	N of Items
Current self-concept towards English	0.89	9
Attitude towards English	0.86	
Subjective norm towards English	0.83	4
Perceived control towards English	0.82	3
Perceived usefulness towards English	0.85	3
Intention to use English	0.83	4
Behavioural measure towards English	0.86	3

constructs were reliable and presented internal consistency.

Hypothesis Testing

Descriptive analysis was performed on the variables. Table 3 shows the mean scores for these variables. The mean score for 'attitude' was 4.18, indicating that students had good feelings towards English as a language. For 'subjective norms', the achieved mean score of 3.99 indicated that important people in students' lives exerted some pressure on them to use English. For 'perceived behavioural control', students had an above average mean score of 3.66, which suggested that they had sufficient confidence, resources, knowledge and ability to use English in a university. Meanwhile, 'self-concept' reported a mean score of 3.74, which indicated that the students perceived their English proficiency to be better than average, and were able to adequately read, speak, understand and present using English at university. 'Perceived usefulness' had a mean score of 4.21, which implied that

students believe that English is useful for communication purposes. 'Intention to use English' and 'behavioural measures' scored 3.65 and 5.35 respectively, which indicates the students' general favourable behaviour towards English language usage.

Table 3
Mean for Main Variables

Variable	Mean	Std. Deviation
Current self-concept towards English	3.74	0.53
Attitude towards English	4.18	0.61
Subjective norm towards English	3.99	0.63
Perceived control towards English	3.66	0.59
Perceived usefulness towards English	4.21	0.55
Intention to use English	3.65	0.61
Behavioural measure towards English	5.35	1.99

Hypothesis Testing

Multiple Regression was used to understand if attitude, subjective norm, perceived control, self-concept and perceived usefulness can affect a student's intention to use the English language in university (H1 to H5).

As observed in Tables 4 and 5, regression models were significant: $p=0.03$ ($p< 0.05$), F=3.17 and $p=0.00$ ($p< 0.01$), F=17.45. The adjusted R^2 was 0.03 and 0.40 respectively. This means the 3% variance in students' intention levels could be explained by respondents' profile variables while 37% (0.40 - 0.03) of variance in students' intention levels could be explained by the combination of five variables. In other words, another 60% of variance was not predicted by a combination of the eight independent variables, suggesting there were other variables (not included in the questionnaire) that were likely to influence a student's level of intention to use English in university.

Table 4
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	0.22[a]	0.05	0.03	0.60	0.05	3.17	3	196	0.03
2	0.65[b]	0.42	0.40	0.47	0.38	24.86	5	191	0.00

a. Predictors: (Constant), Respondent Year of Study, Respondent Sex, Respondent Age Group
b. Predictors: (Constant), Respondent Year of Study, Respondent Sex, Respondent Age Group, Perceived Control, Attitude, Subjective norm, Perceived usefulness, Self-Concept

Table 5
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.41	3	1.14	3.17	0.03[b]
	Residual	70.23	196	0.36		
	Total	73.64	199			
2	Regression	31.10	8	3.89	17.45	0.00[c]
	Residual	42.54	191	0.22		
	Total	73.64	199			

a. Dependent Variable: Intention
b. Predictors: (Constant), Respondent Year of Study, Respondent Sex, Respondent Age Group
c. Predictors: (Constant), Respondent Year of Study, Respondent Sex, Respondent Age
Group, Perceived Control, Attitude, Subjective norm, Perceived usefulness, Self-Concept

Standardised regression coefficients were used to determine the relative impact that each of the independent variables had on the intention level, and which allowed a comparison between variables of differing magnitudes and dispersions. As shown in Table 6, there were four significant and four insignificant variables.

The only demographic variable that remains significant after variables of interest were added was 'year of study. This variable had a negative regression coefficient of - 0.17 and significance level of 0.02 ($p < 0.05$), suggesting a negative relationship between a respondent's year of study and intention level i.e. the higher the year of study, the lower the student's intention to use English.

Table 6
Coefficients[a]

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.67	0.20		18.32	0.00
	Respondent Sex	-0.05	0.10	-0.04	-0.53	0.30
	Respondent Age Group	0.19	0.08	0.21	2.30	0.01
	Respondent Year of Study	-0.15	0.05	-0.27	-2.98	0.00
	(Constant)	0.43	0.35		1.22	0.22
	Respondent Sex	0.05	0.08	0.04	0.61	0.27
	Respondent Age Group	0.11	0.07	0.12	1.70	0.05
2	Respondent Year of Study	-0.09	0.04	-0.17	-2.43	0.01
	Attitude	0.17	0.08	0.17	2.18	0.02
	Subjective_norm	0.01	0.07	0.01	0.19	0.42
	Perceived_Control	0.23	0.08	0.23	2.80	0.00
	Self_Concept	0.31	0.09	0.27	3.42	0.00
	Perceived_usefulness	0.10	0.09	0.09	1.15	0.12

a. Dependent Variable: Intention

Meanwhile, attitude had a positive regression coefficient of 0.17 and significance level of 0.02 (p<0.05). Thus, H1 was supported suggesting a positive relationship between attitude and intention i.e. the higher the attitude towards English, the higher was the intention to use English. Subjective norm had a positive regression coefficient of 0.01 and significance level of 0.42 (p>0.05). Thus, H2 was not supported. This meant subjective norm did not interfere with the intention to use English. The standardised coefficient of perceived control was 0.23 and significant (p = 0.00). Thus, H3 was supported which means the higher the perceived control, the higher would be the intention level. Self-concept had a positive regression coefficient of 0.27 and significant (p = 0.00). Thus, H4 was supported implying that higher the self-concept, higher would be the intention level. Finally, perceived usefulness value had a positive regression coefficient of 0.09 but at significant level of 0.12 (p > 0.05). Thus, H5

was not supported. In other words, perceived usefulness did not influence the intention to use English. Among the variables significant in predicting intention, self-concept was found to contain the highest weight, having the highest t-value of 4.42 and the highest standard coefficient value of 0.27.

Behavioral Measure of Intention to Use English

Spearman correlation analysis was performed to test whether there is a positive relationship between students' intention to use English and their frequency of speaking English in university. Spearman correlation coefficient was positive (r = 0.63) and significant (p = 0.00), thus supporting the hypothesis that students who have higher intentions to use English will use it more to communicate in university. Overall, out of the six hypotheses proposed for this study, four were supported (Table 7).

Table 7
Summary of Hypotheses Findings

Hypotheses	Description	Results
H1	There is a positive relationship between students' attitude and intention to use English in university	Supported
H2	There is a positive relationship between students' subjective norm and intention to use English in university	Not Supported
H3	There are positive relationships between students' perceived behavioural control and intention to use English in university	Supported
H4	There is a positive relationship between students' self-concept and intention to use English in university	Supported
H5	There is a positive relationship between students' perceived usefulness and intention to use English in university	Not Supported
H6	There is a positive relationship between students' intention to use English in university and frequency of speaking English in university	Supported

DISCUSSION

This first section of this discussion examines the relationship between predictors that affect a student's intention to use English, as suggested by literature; the second section discusses the relationship between intention to use English and frequency of speaking it.

Fishbein and Ajzen (1975) argued that behavioural attitude affects behavioural intention, which in turn affects actual behaviour. Previous studies have also found that attitude was a strong predictor of intention in the context of information technology usage (Taylor & Todd, 1995). This study proposed that management students' attitude towards the English language would affect their intention to use English in university. This study confirmed the effect of attitude on students' intention of using English, and thus provided support to TPB. When students form positive attitudes towards English, they have a stronger intention to adopt it.

According to Venkatesh and Davis (2000), the opinions of others are significant in shaping an individual's intention, because individuals are dependent on context (Shah, 1998). However, the result of this study showed that the subjective norm was not linked to students' intention towards using English. This finding implies that people that the students surround themselves with may not significantly influence their intention to use English. There is less influence from the Internal environment (family) and external environment (lecturers and friends) in management students' decisions to use English. However, it should be mentioned that subjective norm was not always a predictor to intention as TPB measures. In Tonglet, Phillips and Read (2003) and Davis, Phillips and Read (2005), the subjective norm variable was the weakest predictor of all the TPB variables. Hence, the result of this research was in-line with those previous studies. The finding showed that students do not comply with referent of the social norm; this could be due to it being overshadowed by other predictors such as perceived behavioural control and self-concept. In other words, students are more driven by their internal ability and not by pressure from significant others to use English.

Studies have suggested that perceived behavioural control determines behavioural intention (Chau & Hu, 2001; Mathieson, 1991; Taylor & Todd, 1995). This study found that perceived behaviour positively affected management students' intention to use English. This implies that empowering students with confidence could lead to a greater likelihood of them using English. This result is consistent with the findings of Fishbein and Ajzen (1975), that the positive effect of perceived behavioural control indicates that students who perceive themselves as having a better command over the English language are more likely to use it in their management studies.

Among the variables significant in predicting intention, self-concept was found to have the highest impact on students' intention to use English. Self-concept enables individuals to have confidence in their abilities to successfully execute a requisite behaviour to produce desired

outcomes (Bandura, 1977). Self-concept produces a stronger influence on students' intention to use English in the university. Thus, students who perceive themselves proficient in English tend to have greater intention to speak English. Perceived proficiency implies that students generally have a higher self-concept towards using English.

Previous studies have examined the effect of perceived usefulness towards intention and hypothesised that students' perceived usefulness has implications on their intention towards English. Interestingly, despite the significance of English in managerial positions, the result of this research indicated that there was no significant relationship between a student's perceived usefulness and his/her intention to use English. One reason could be that the students do not believe English would be helpful to them as future managers. Previous researchers concluded that behavioural intention encompasses students' motivation that in turn influences English usage. Some studies have shown that intention positively influences desire to use English (e.g. Liao & Lu, 2008; Padilla-Meléndez et al., 2008). There is a significant relationship between intention and frequency of speaking English. Students who had high intentions towards English usage would tend to use it more in university.

CONTRIBUTIONS AND IMPLICATIONS

In terms of theoretical contributions, this study supported the hypothesis that several predictors of TPB (attitude, perceived behavioural control) as well as self-concept did affect a student's intention to use English in university. Thus, this study validated the applicability of TPB in explaining intention. In terms of managerial contributions, this research may provide insights to higher education providers to help them better understand factors that may influence a student's intention to use English. Improving student's attitude, perceived behavioural control and self-concept may lead to higher intention to use English, and higher actual use of English in a tertiary educational setting.

There are several strategies that higher education providers may use, including: 1) provide more opportunities for classroom discussions, debates, forums or seminars to increase student confidence and perceived competency in the language, as self-concept has the most impact on a student's intention to use English; 2) Make learning English as fun as possible for students to improve their attitude towards it. This could be done by improvising on-going learning programmes to appeal to students' interests, such as English music, movies or comic books to deliver course material; 3) In terms of perceived behavioural control, improve students' perceived ease of speaking English, while at the same time reduce their perceptions of difficulty in speaking English. Internal constraints can be overcome by participating in public speaking clubs such as Toastmaster Club. External constraints such as limited opportunities to speak in English can be

overcome by having an English Speaking day in campus where everyone is expected to communicate in English. When internal and external constraints are removed, perceived behavioural control improves along with intention.

LIMITATIONS, RECOMMENDATIONS AND CONCLUSIONS

First, limitations in terms of a sample size of 200 may prevent generalisability of findings . Second, the study utilised a self-administered questionnaire design, which is commonly criticised for causing a social desirability bias. The anonymity of respondents may help. Finally, in order to minimise respondent fatigue in answering the questionnaire, only a limited number of variables to test students' intention to use English were included in this study. Other important variables may have been inadvertently omitted.

Recommendations for future research include recruiting a larger sample size, extending the context of study to students in other developing, non-English speaking countries such as India and China. Next, future research should aim to collect objective behavioural data to confirm the link between intentions and actual behaviour. Using the present questionnaire, research could determine the extent to which the interventions resulted in significant changes in the TPB constructs as measured. Also, other variables that may be important in affecting intentions, as suggested by literature (i.e. personal theories, social cognitive theories, etc.) should be tested. Lastly, studies are needed to confirm the newly discovered direct relationship between students' intention and frequency of speaking English.

In a nut shell, this research has filled the gaps in current literature on student intention to use English in the Malaysian context. The relationship between predictors of TPB (attitude and perceived behavioural control) and the intention to use English was tested and found to be significant, consistent with previous researches. However, subjective norm - one of the TPB predictors - was tested and found to be insignificant with the intention to use English. It was indicated that other measures should be adopted to test the relationship between subjective norms and students' intention towards using English. The role of self-concept was further confirmed in this study to be vital in determining student intention. Perceived usefulness is another variable which had an insignificant relationship with intention. The newly found direct relationship between intention towards using English and frequency of speaking English should be examined further to serve as the basis for future research on this topic. In conclusion, higher education providers should focus on these elements to effectively cultivate English communication skills among students.

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