Assessing EFL College Students' Willingness to Communicate in English

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Abstract

The pivotal goal of learning the language is to utilize it effectively. According to this purpose the given language will be influenced by the psychological and the social aspects. This makes people well-regarded and considerate, increasing their willingness to communicate with others appropriately. Therefore, this study aims to assess the willingness of EFL students to speak in the English language. Furthermore, (77) subjects in the third year at Mosul University/ College of Education for Humanities in the academic year 2023-2024 are chosen randomly. The sample contains males and females from different cultural qualifications. The Arabs, Kurds, and Turkmen students are the sample. A research instrument is used to gather the data using the SPSS program. The results showed a moderate and satisfactory willingness to interact and communicate in English. Finlay, recommendations and pedagogical implications are suggested based on the conclusions drawn.

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تقييم الرغبة في التواصل لدى طلبة الجامعة الدارسين للغة الإنكليزية كلغة اجنبية

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الـمستخلـص

تهدف هذه الدراسـة الى تقييم رغبة الطلبة الدارسـين اللغة الانكليزية كلغة اجنبية للتواصـل باللغة الانكليزية. تم اختيار 77 طالب وطالبة من طلبة الصف الثالث في قسم اللغة الانكليزية/ كلية التربية للعلوم الانسـانية/ جامعة الموصـل للسـنة الدراسية 2024/2023 وبشـكل عشـوائي. ضمـت العينة طلبة من الذكور والاناث وبمختلف الثقافات. كما ضـــمت العينة الطلبة العرب والكرد والتركمان. اسـتخدمت اداة لجمع البيانات ومعالجتها احصـائيا باسـتخدام برنامج احصـائي. اظهرت النتائج وجود مستوى متوسط من الرغبة في التواصل والتفاعل باللغة الانكليزية. واخيرا تم تقديم عدد من التوصيات والتطبيقات التربوية في ضوء ما خلصت اليه الدراسة.

الكلمات المفتاحية: طلبة الجامعة، اللغة الانكليزية كلغة اجنبية، الرغبة في التواصل.

1. Introduction

Learning L2 generally involves frequent and sufficient communication for learners to make use authentic materials of the target language in various circumstances. Researchers and scholars have tackled the notion (WTC). It is seen as a useful concept used in explaining the individuals' first as well as second language. Generally (WTC) in the L2 is seen as the person's ability to use and initiate the discourse in target language. In the arena of Second Language Acquisition (SLA), (WTC) has approved to be as a prominent area of inquiry due to its important effect on language learning results.

1.1 The Problem of the Study

Willingness to Communicate (WTC) in L2 makes students' different communication choices possible. It is what MacIntyre, Clément, Dörnyei, and Noels (1998, p. 547) call "being ready to engage in an exchange with an individual or individuals using a second language at a certain time." According to Vongsila & Rainders (2016), WTC makes learning a second language easier because "without WTC, students are less probably to take part in social interactions (p. 2)." So, it can facilitate L2 acquisition by providing opportunities for exposure to abundant input (Lockley, 2013). According to Mehrgan

(2013), incorporating the development of students' WTC into programs for learning languages is essential. Asian L2 students are considered to be uncommunicative despite the significance attributed to WTC in promoting L2 acquisition. Students do not utilize the opportunity to use L2 equally, even if presented with it; this disparity is primarily attributable to varying degrees of WTC (Alrabai, 2014; Cheng, 2000) ...

It seems clear that WTC and social intelligence have much to do in improving students' learning process since, for example, having a high level of WTC increases the students to communicate in the language in question regardless of the communication mode, that is, spoken or written. Consequently, the current study tries to assess the level of WTC and relate it to the linguistic aspects.

The following questions are raised:

1. What is the level of Iraqi EFL university students' willingness to communicate in English?

2. Does the gender variable influence the degree of association of the students about the willingness to communicate?

1.2 Aims of the current study

The aims of this study are:

1. Explain the theoretical foundations of willingness to communicate.
2. Investigate the level of the students in terms of their desire to communicate.
3. Investigate if personal variables, especially gender, have any role or effect.

1.3 Hypotheses

The researcher hypothesizes the following:

1. There is no statistically noteworthy difference between the Iraqi EFL students' mean scores in WTC and that of the hypothetical mean scores.

2. There is no statistical difference between students' willingness to communicate in English concerning gender variables.

1.4 Limits of the study

The limitations of the study are restricted to:

EFL students studying in the third academic year at the University of Mosul/ Colleges of Education for Humanities/ Department of English / morning study in 2023/2024.

1.5 Value of the study

Firstly, it has implications for the design and delivery of educational curricula as educators and institutions strive to foster the holistic development of students. Secondly, it relates to the evolving demands of the job market, where communication and productive skills are highly sought-after attributes. Finally, it can offer insights into the broader realm of human development and social psychology, shedding light on the factors contributing to successful interpersonal interactions and the acquisition of crucial skills. Moreover, it fills a research gap and adds to the growing literature on the variables under study.

2. Literature Review
Factors Comprising Willingness to Communicate

Willingness to communicate dramatically affects the students in utilizing language in question to communicate in real life situations. Many factors can determine the level of desire to communicate.

2.1. Psychological Factors
A. Motivation, L2 Identity and the Self

Earlier conceptions of motivation included this desire for L2 group identification or integration as a postulate for successful language learning. Gardner and Lambert (1972) discuss that students of the second language should be willing to be identified with another ethno-linguistic group.

B. Communication Apprehension

Apprehension is a contrast to willingness to communicate. The authors have observed that oral communication anxiety is highly linked to communicative competence, reducing their desire to communicate (Gardner & Lambert, 1972). In language classes, high communication apprehension students may not participate or speak only when asked, giving limited comments.

C. Self-Confidence

Self-confidence is a mixture of observed social capabilities recognized in earlier research (Baker & MacIntyre, 2003; Clément et al., 2003). So, the individual difference directly affects WTC (Cao,2009).

D. Emotion

Negative feelings, including worry, boredom, annoyance, embarrassment, and wrath, and good emotions like enjoyment and satisfaction, are also identified as factors which affect the WTC inside classrooms (Cao, 2009).

E. Shyness

McCroskey and Richmond (1982) explain that community anxiety and lack of self-esteem cause shyness. Shyness is a long-term trait linked to tension, inhibition, discomfort in social situations, and a desire to avoid social anxiety (Tong et al., 2011).

2.2 Contextual Factors
A. Topic

MacIntyre et al. (1998) argue that interacting and dealing with others as a subject dramatically affects the ease of language. Lack of content, knowledge information, and register awareness can hinder communication, while knowledge and familiarity can increase linguistic self-confidence. Cao (2009) students have felt disadvantaged in discussing issues they did not know. Some could not communicate such matters in their native language. Students talked more about fascinating topics. Culturally sensitive themes can also negatively impact students at WTC

B. The Type of the Task

According to earlier studies, task type is an essential factor influencing students' willingness to communicate in pairs or within groups (Weaver, 2004). In these studies, most participants preferred team-based project work over teacher-led activities. Participants reveal that they have many chances to interact with team members, share their thoughts, and learn new skills that could help them (Cao, 2009).

C. Interlocutor

Other research (House, 2004; Kang, 2005) found that the interlocutor greatly affected students' WTC. Participants seemed willing to talk to more proficient peers. Students have enjoyed talking to experienced, talkative, extroverted people with many ideas to spark more thoughts.

D. **Teacher**

Language teachers unavoidably influence students' WTC. Wen and Clément (2003) suggest that instructor participation, views, opinions, closeness, and teaching techniques significantly affect student engagement inside the classroom. Many factors may strongly affect WTC. These factors include teachers' interpersonal relationships and the willingness to invest in the students' inner feelings to participate and communicate when the teacher becomes the guide of the students. Pleasure and satisfaction of real engagement among students and paying attention to their desires and feelings are essential.

E. Class Interactional Pattern

In discourse, group size or interlocutors appeared to affect WTC (Kang, 2005). Classroom interactional patterns include the class and a small number of members. So, students tend to interact with small groups rather than the whole class. De Saint Leger and Storch (2009) reveal that students' judgments of entire class discussions as the most complex interactive method are modified over time. Their willingness to participate increased as they gained self-confidence, fluency, and vocabulary.

2.3Linguistic Factors

Knowledge of language in the heuristic pyramid model, L2 proficiency affects WTC as a remote factor (MacIntyre et al., 1998). Inadequate L2 proficiency may inhibit students from speaking the target language (Liu & Jackson, 2008). In Cao's study, language incompetence hindered comprehension and production (Cao, 2009). Oral language difficulties would diminish their desire to talk. Lack of lexical resources might hinder students' productivity and communication.

4.The Model of Willingness to Communicate

Willingness to communicate is seen as a recent notion. Macintyre et al. (1998) have investigated this notion in the second language, which is considered the milestone for coning and investigating the term. While reviewing the relevant available literature, it has been noticed that no sophisticated ideal and model comprehensively characterizes the construct. Most of the theoretical literature presents theoretical and procedural definitions of the construct. However, Macintyre et al (1998) have discussed a relatively comprehensive typical model which includes WTC construct personality and state-related traits. The following section explains this model.

Figure 1

Exploratory Model of WTC in the Second Language by (MacIntyre et al.,1998)
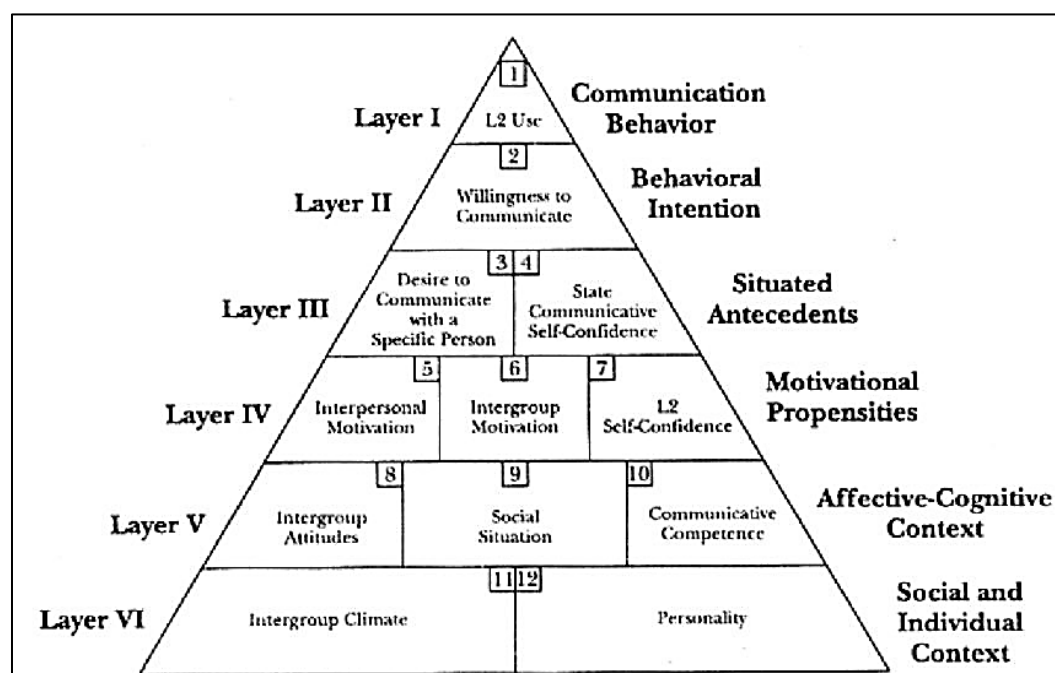
This multifaceted model is viewed as inclusive and extensively employed theoretical frames of variables affecting WTC. It is viewed that situational and personal factors affected L2 WTC. This pyramid model (1998) shows how L2 speakers' WTC can be affected. They found situational factors that affected L2 WTC and more permanent factors that affected it.

MacIntyre et al. (1998) model is seen as a comprehensive and commonly explored hypothetical framework on L2 WTC aspects. Their model shows how psychological, linguistic, and communicative factors affect L2 WTC. The model explains distal and proximal WTC variables with six layers. The components of the first three levels concerning the paradigm are communicative behaviour, purpose, and situated qualifications, with current contextual elements which affect WTC.

Three more layers—stimulus tendencies, affective-cognitive setting, and societal environment—involved lasting context features contained long-term environment or individual features that had a steady and permanent influence and may be utilized in communication. It is argued that L2 use is the main target and the use of language instruction besides learning. Therefore, the first layer in communicative behaviour is at the

top of the above model. MacIntyre et al. (1998) define communicative behaviour as accurate L2 communication, such as writing or working in L2. The third level of the model has two communication antecedents that lead to usage and WTC. One of these is the tendency to interact with a specified person. Interlocutor relationships are so significant. The second component is stating communicative and having confidence in the self, a transient sensation of confidence within the selected setting.

The fourth layer of the L2 WTC heuristic model incorporates stable and persistent motivational propensities. The foundation for language students is class context and class affinity. Elements of this layer include within-group motivation, personal motivation, and self-confidence of L2. They influence an individual's desire to interact with certain persons at the third layer and are directly related to interpersonal and intergroup motivation. The fifth layer contains members' attitudes in intergroup, social circumstances, and communicative capabilities. These elements differ from some communication scenarios. Intergroup attitudes indicate self-satisfaction and self-fulfilment while learning L2. They also demonstrate students' eagerness to interact with L2 speakers. Furthermore, the social situation includes the individuals, objective, issue, setting, form and channel of communication, and speaker language proficiency.

MacIntyre et al. (1998) state that these variables affect self-confidence and WTC. The L2 WTC model defines communicative competence as a person's competency level that affects WTC. Communication competency and personality characteristics determine L2 self-confidence based on proficiency, worry, and apprehension (MacIntyre et al., 1998). The fifth layer elements indirectly affect students' WTC by altering the higher layers factors. The last stratum includes intergroup climate and personality. At this level, the intergroup environment is one's view of the L2 community, its users' value, and their desire to converge and reduce the community distance between the first language and the L2 communities. Personality influences WTC indirectly through emotional aspects such as attitude, confidence, and motivation. MacIntyre et al. (1998) emphasize that their WTC model holistically evaluates a collection of effects on L2 learning.

5.Current Willingness to Communicate Scales

Additional WTC scales have been proposed recently. Ryan (2009) altered existing items to create an eight-item scale that repeated each item twice, one in Japanese and one in English. A new 27-item Instructional WTC scale is tested among Iranian English students by Khatib and Nourzadeh (2015). It is suggested that items indicate six scopes: communicative self-confidence, integrative orientation, situational context of L2 use, thematic enticement, learning accountability, and off-instruction interaction, but more validation is needed. Finally, Mystowska Wiertelak and Pawlak (2016) created a Polish scale to measure WTC in advanced English students. Eight pre-existing scales are integrated and adapted for Polish L2 schooling. Eight scales are integrated and modified to focus on WTC in and outside the class for Polish L2 education plus six variables (communication confidence, learner beliefs, classroom environment, international posture, ultimate L2 self, ought-to L2 self). The authors state that factor analysis and refinement are needed.

6.Methodology
6.1Population and Sample

In this section, three terms must be explained: population, sample, and sampling. Population is defined by Podesva and Sharma (2013, p. 24) as "all members of the community". Denscombe (2010, pp. 23-24) defines the term population "as all the items in the category of things being researched. It means a research population.". On the other hand, Best (1981) says that the sample is a small number of pupils selected for research and analysis.

According to Arikunte (2006), the sample represents the subdivision of the whole population that accurately reflects the population's primary features. In line with these definitions of sample, Mills and Gay (2019) state that a sample is a group of individuals, items, or events representing the larger group's characteristics from which the sample is drowned. Denscombe (2010) states that there are two types of samples: representative and exploratory. The first is used in quantitative research since it targets large populations, while the second is used in small-scale qualitative research. As for sampling, Kothari (2004) defines it as selecting some part of an aggregate or totality based on which a judgment or inference about the aggregate or totality is made. Sampling is made because factors such as time, accessibility, and expense frequently prevent researchers from gaining information from the whole population (Cohen, Manion and Morrison, 2007).

Concerning the sample size, Borg and Gull (1979) suggest that correlational research requires no fewer than thirty cases. Nonetheless, Cohen, Manion and Morrison (2007) and David and Sutton (2004) argue that there is no clear-cut answer on how large or small the sample should be because the correct sample size depends on the purpose of the study and the nature of the population under search. However, the larger the size, the more representative the sample is.

The current study's population includes all the EFL third-year students at the Department of English, Colleges of Education, University of Mosul, during the morning study of the academic year 2023-2024. The total number of the population is (270) undergraduate students. The reason behind choosing this specific stage can be first attributed to the ease of accessibility given that fourth-year students are engaged in their internship period. Second, they represent a relatively advanced level than the other available levels because they supposedly have achieved good academic proficiency in the English language. Additionally, they are more socially mature. These attributes are all needed since the variables under study are focused on social and linguistic features. Demographically, the EFL students are all about the same age (21-23), in the same academic year 2023-24, and have the same nationality, which is Iraqi. However, the population consists of male and female students, different ethnicities (Arab, Kurd, and Turkmen), different religions (Islam, Christianity, Yazidy), and different mother tongues.

6.2 Sample

The study uses more than two data collection tools. This means that it is difficult, for reasons of time and effort, to cover all the targeted population. Therefore, a sample of (77) third –year students studying in the University of Mosul / Department of English is randomly chosen to represent the population. According to Dawson (2009), there are various ways to select the samples, classified into two major types: probability and non-probability or purposive. It is necessary to mention that the probability sample is used in this study. Moreover, probability samples involve many sampling procedures, such as random samples, stratified random samples, systematic or quasi-random samples, and cluster samples. This study uses a stratified random sample because the population consists

of males and females, according to the information gathered by the information form. The number of females is larger than the number of males. So, depending on the stratified sample, the population is divided into males and females to choose the suitable proportion for each gender randomly.

Additionally, (5) students are also taken as a safety margin. Dornyei (2007) defines it as a precautionary measure to account for unanticipated or unexpected events when determining the final sample size. It is recommended to allocate a sufficient "margin" to ensure the study's validity. For instance, participants will probably withdraw at certain stages of the study, specific questionnaires will always need to be eliminated for various reasons, and we may also identify unforeseen subgroups that require distinct treatment.

Sample homogeneity is also taken into account. To control the effect of other variables on the study results, a researcher needs to maintain the study sample's attributes or characteristics. Therefore, in this study, some students are excluded based on the results of the information form. Only two variables are focused on they are gender and ethnicity. Other variables such as multilingualism and religion, previous contact with native speakers, repeaters, and those who have travelled to a foreign country are all excluded. The decision is made to harmonize and unify the attributes of the sample as much as possible.

7. Data Collection

The questions and hypotheses set earlier in the study need the collection of data that helps answer the questions and test the hypotheses. According to Hornby (2010, p. 295), "data is any information or facts used in deciding and discussing something". Therefore, designing or adopting tools to collect the necessary data is essential to any study. In this regard, the researcher has adopted the Willingness to Communicate Self-reported Questionnaire. This instrument is selected after thoroughly reviewing the available literature on the targeted variables. It is found in the literature that only questionnaires are used in testing WTC. So, a WTC questionnaire is adopted from Al-Ahmed (2023).

7.1 Foreign Language Willingness to Communicate Questionnaire

The FLWTC questionnaire is adopted from Al-Ahmed (2023). It is designed to gather information about three variables affecting students' willingness to communicate. This questionnaire is theoretically based on WTC theories such as MacIntyre's (1998). It consists of three main categories with many subsections under each category. The three major categories are psychological, linguistic, and contextual factors. The first investigates the effect of perceived competence, anxiety, shyness, and motivation. The second section involves linguistic factors such as pronunciation, grammar, and vocabulary—the last deals with contextual aspects such as theme, teacher, task type, and classroom atmosphere. The questionnaire consists of 45 items. This questionnaire was adopted because it has already been applied to university students. Moreover, most available ones are designed to test either L1 or L2 willingness to communicate. In contrast, this questionnaire is designed to fit the foreign language context.

7.2 Rating Procedure of Foreign Language Willingness to Communicate Questionnaire

Transforming subjects' responses to the questionnaire items into numerical values that can be statistically treated is essential in quantitative research. Therefore, the researcher follows a five-point Likert scale in scoring the questionnaire. This scale is widely used in the literature. The terms used in the scale are 'strongly disagree', 'disagree',

'not decided', 'agree', and 'strongly agree'. Each response to each term is awarded a particular mark as follows:

Scale					
Terms	strongly disagree	Disagree	not decided	agree	strongly agree
Marks	1	2	3	4	5
Total	5				

8. Results and Discussion

Having determined the data distribution, statistical tests are used to verify the hypotheses. In this section, the data analysis is carried out. The analysis presentation is based on testing the hypotheses set in the introduction; each hypothesis is tested alone.

The first hypothesis claims that "**there is a statistically significant difference between the EFL Iraqi students' calculated mean score in WTC and the hypothetical mean score**." Therefore, to determine the students' level in terms of WTC, the mean score and its standard deviation are computed and then tested for their statistical significance using the one-sample t-test. The results are shown in Table 1:

Table 1

Results of a One-Sample T-Test to Measure the Subjects' Level of WTC

N.	Mean	Test Value	Std. Deviation	T _ test		Sig.
				Cal.	Tab.	
77	143.4675	135	22.43270	3.312	1.994 df. : 76	0.05

The statistical results show that the subjects have a satisfied level of WTC. Accordingly, the mean score is 143.4675, with 22.43270 as the degree of the standard deviation. Compared with the hypothetical mean or the test value, which is 135, the

calculated mean is greater than the hypothetical one. The spread from the central tendency, the standard deviation, is not far from the test value.

One-sample T-test is applied to determine whether this result is statistically significant. The tabulated t-value is 1.994 under the degree of freedom 76 at 0.05 as the significance level. Given these values, the calculated T-value is computed and found to be 3.312, more significant than the tabulated one1.994. Consequently, it suggests that the mean score is statistically significant. This, in turn, marks the first minor hypothesis as accepted. Iraqi students proved to score a statistically substantial mean score concerning WTC.

The Second Hypothesis

It hypothesizes that "**there is no statistical difference between students' willingness to communicate in English concerning gender variable**."

Concerning the subjects' level in WTC, the results in Table 2 present a statistical account of the subjects' performance on the questionnaire.

Table 2

Results of the T-test for Two Independent Samples Testing the Subjects' Level of WTC Concerning Gender Variable

Gender	No	Mean	Sd.	T _ test		Sig.
				Calcu lated.	Tabulated.	
Male	36	141.0833	15.42794	0.873	1.995	0.05
Female	41	145.5610	27.17080		df. : 75	

As shown in the table, the male subjects scored a mean score of (141.0833), while the female subjects scored (145.5610) with degrees of the standard deviation of (15.42794) and (27.17080), respectively, on the face; it appears that the female subjects' mean score is greater than that of the males. Nonetheless, this difference needs to be tested to determine its statistical significance. For this purpose, a two-sample T-test is applied. The results of this test show that the calculated value is (0.873), while the tabulated is (1.995) under the degree of freedom (75) at a 0.05 significance level. This indicates that the difference in the mean scores of both genders is statistically insignificant. This is because the calculated T-value is less than the tabulated one at 0.05 the level of significance. Consequently, this

leads to rejecting the second hypothesis since the gender difference has not resulted in a statistically significant difference in the subjects' calculated mean score about WTC.

8. Conclusions

After presenting the theoretical features of the variables under study, the study has ended up with the following conclusions:

1. Willingness to communicate is better assessed by tests designed following holistic models since they cover personality-trait and situation-trait aspects. Therefore, if only personality-related constructs or attributes are targeted, such an assessment would fail to cover situation-related characteristics.
2. The statistical treatment of this study concluded that EFL college university students in Iraq reveal a somewhat level of willingness to communicate.
3. It is concluded that gender differences affect the students' level of social intelligence. In this context, females scored a more excellent score than males. This contributed to social and cultural expectations regarding the orientation of the society.
4. Gender distinction did not have a significant effect on the students' levels of WTC.

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Appendix (0)

Foreign Language Willingness to Communicate Questionnaire

1. Psychological factors

Factors	Items	Strongly disagree	Disagree	Not decided	Agree	Strongly agree
Perceived competence	Q1 People do not understand me due to my poor command of English.					
	Q2 The mistakes I make when I speak English cause a sense of inadequacy.					
	Q3 I frequently believe I do not speak English like the other students.					
	Q4 I believe that other students speak more excellent English than I do.					
Anxiety	Q5 I feel anxious when I have to communicate in English					
	Q6 I feel my heart beating fast when I have to respond to a question in the English class.					
	Q7 I feel nervous when I talk in English without any preparation.					
	Q8 I experience heightened anxiety that makes it difficult for me to ask the teacher a question in class.					
Shyness	Q9 I'm worried that people will think I'm an idiot if I make too many English-language mistakes.					
	Q10 I feel embarrassed about making mistakes when I speak English with another person.					
	Q11 I feel that other students will make fun of me when I speak up in class in English.					
	Q12 I experience a sense of shyness when speaking English in front of my classmates.					
LSC	Q13 My English speaking skill is hindered by a deficiency in self-confidence.					
	Q14 I experience a lack of confidence in my English speaking abilities.					
	Q15 I believe that my limited English proficiency is what keeps me quiet.					

		Strongly disagree	Disagree	Not decided	Agree	Strongly agree
Motivation	Q16 I never feel entirely confident when I speak English in front of my foreign language class.					
	Q17 I lack motivation despite my English teacher's encouragement to speak English.					
	Q18 I lack motivation despite my peers' encouragement to speak English.					
	Q19 I am demotivated to speak English due to my dearth of speaking ability.					

2. Linguistics factors

Factors	Items	Strongly disagree	Disagree	Not decided	Agree	Strongly agree
Pronunciation	Q20 I experience embarrassment when I mispronounce phrases.					
	Q21 I am concerned about the quality of my English pronunciation					
	Q22 My idea will not be understood if I mispronounce words and phrases.					
Grammar	Q23 I'm uncertain about the proper tense to use when I start to speak in English.					
	Q24 I avoid communication in English because I'm afraid I'll commit a grammar mistake that people will notice.					
	Q25 I encounter challenges in formulating sentences when communicating in the English language.					
Vocabulary	Q26 I am experiencing difficulty in articulating my thoughts using precise vocabulary.					
	Q27 I experience difficulty in selecting precise vocabulary to articulate my thoughts.					
	Q28 I do not have enough vocabulary to express my thoughts.					

3. Contextual factors

Factors	Items	Strongly disagree	Disagree	Not decided	Agree	Strongly agree

Topic	Q29 The subject matter is not within my area of familiarity.					
	Q30. The subject matter is comparatively unengaging.					
	Q31 I did not engage in prior preparation of the subject matter.					
Teacher	Q32 My English language teacher lacks a commitment to democratic ideals					
	Q33 My English language teacher critiques my linguistic mistakes.					
	Q34 How my instructor provides feedback on my errors is characterized by a negative tone.					
Task Type	Q35 I do not prefer to perform the speaking task in isolation.					
	Q36 I prefer to collaborate with a partner instead of working independently on a task.					
	Q37 I prefer to engage in collaborative work in small groups rather than independently.					
Interlocutor	Q38 My mistakes receive criticism from my classmates.					
	Q39 My friends usually correct me badly when I speak English, which makes me feel more anxious about doing so.					
	Q40 My classmate exhibits a lack of cooperation.					
	Q41 My classmate is of the opposite gender.					
Classroom atmosphere	Q42 Large classes discourage me from using English for practice.					
	Q43 The class time allocated for using English is insufficient.					
	Q44 when I'm in the last row in the classroom					
	Q45 when I'm seated in front of the class					