



ISSN: 2957-3874 (Print)

Journal of Al-Farabi for Humanity Sciences (JFHS)

<https://iasj.rdd.edu.iq/journals/journal/view/95>

مجلة الفارابي للعلوم الإنسانية تصدرها جامعة الفارابي



College Level Students' Willingness to Communicate in English

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مستوى الرغبة في التواصل باللغة الانكليزية لدى طلبة الجامعة الدارسين للغة الانكليزية كلفة اجنبية

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مديرية تربية نينوى ماجستير لغة انكليزية

Abstract

The learnability of language is for its use in authentic communication. Consistent with this goal, language is informed by both psychosocial and sociolinguistic forces that help to raise respectful, open-minded individuals who are more likely to communicate effectively in other ways. Thus, this study attempts to investigate the willingness of tertiary EFL students for English use. The study sample is represented by 77 fourth-year students, who were selected randomly from the faculty of Education for Humanities in University of Mosul in academic year (2024–2025). The sample comprises male and female students of Arab, Kurd and Turkmen ethnic backgrounds. The data was collected with a research tool and processed through the SPSS program. The results suggest a moderate and fair readiness to communicate and exchange in English. Finally, in relation to the study's findings a series of recommendations and pedagogical implications are suggested.

Keywords: English language, university students, foreign language

المخلص

تهدف هذه الدراسة الى تقييم رغبة الطلبة الدارسين اللغة الانكليزية كلفة اجنبية للتواصل باللغة الانكليزية. تم اختيار ٧٧ طالب و طالبة من طلبة الصف الرابع في قسم اللغة الانكليزية/ كلية التربية للعلوم الانسانية/ جامعة الموصل للسنة الدراسية ٢٠٢٤/٢٠٢٥ وبشكل عشوائي. ضمت العينة طلبة من الذكور و الاناث وبمختلف الثقافات. كما ضمت العينة الطلبة العرب والكرد والتركمان. استخدمت اداة لجمع البيانات ومعالجتها احصائيا باستخدام برنامج احصائي. 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, لغة اجنبية

Chapter One

Introduction

Statement of the Problem

The second language allows learners to choose a different set of communicative behaviors in various situations. MacIntyre, Clément, Dörnyei, and Noels (1998: 547) define WTC as "the extent to which one is willing to engage in the world of L2 communication at a given time or with specific persons. While according to Vongsila and Rainders (2016), for example, WTC are one of the most important variables for supporting L2 learning - low levels of WTC among learners may limit social interaction and hence language development (p. 2). Likewise, more opportunities for meaningful exposure and input can take place as a result of higher levels of WTC (Lockley, 2013). Also, Mehrgan (2013) insists on including the development of WTC among language learners as a part of language learning programs. "Despite the acknowledged status of conversing as an L2 learning helper, a lot of learners of Asian background seem to come off as quiet individuals." Moreover, even if the learners have chances to practice and use the L2 on certain occasions they do not exploit these opportunities in similar ways; such differences can be mainly attributed to different WTC levels of individuals (Alrabai, 2014; Cheng, 2000). It is clear that WTC, along with social intelligence, can influence the L2 language learning process. For example, the higher degree their WTC is, the more likely learners are to use the target

language through various modalities such as speaking and writing. Therefore, the purpose of this study is to investigate students' WTC and its relationship with linguistic factors..

Research Questions

We want to answer the following questions in this paper:

- 1.To what extent are Iraqi university EFL learners willing to communicate in English?
- 2.Are there any deep gender differences in the willingness of students to use English?

Aims of the Study

This research aims to:

- 1.Explain the theoretical basis for willingness to communicate.
- 2.Analyze students' readiness for using English to communicate.
- 3.Investigate the effects of specific variables, gender in particular, on students' WTC.

Research Hypotheses

The following null hypotheses formed the basis for this study:

- 1.The mean scores of Iraqi EFL learners on willingness to speak don't show statistically significant difference from the hypothesized hypothetical mean.
- 2.Gender has no significant effect on students' willingness to communicate in English.

Scope of the Study

The sample of the study is limited to EFL learners who are registered in the fourth preparatory stage at Department of English, College of Education for Humanities/ University of Mosul within morning shift in academic year (2024-2019).

Significance of the Study

There are several significant implications of this study. (1) on the one hand, promote,, so that teachers and schools promote students to get comprehensively developed. Second, it meets the growing needs of the labour market where communication skills and creativity are considered to be core competences. In the end, the research will also offer significant implications for human development and social psychology since it seeks to clarify what conditions are conducive toward effective interpersonal communication and the learning of new skills. It also fills a void in the literature and adds to knowledge advanced in the study of the variables investigated.

Chapter Two

Literature Review

Factors Influencing Willingness to Communicate

Motivation to communicate is an essential factor that influences the ability of students to use a language in real-world settings. A variety of individual's psychological and situational aspects can affect language learners' willingness to communicate.

Psychological Factors

1.Desire, L2 Identity and the Self

The role of motivation in L2 learning, especially along the lines for engaging with or being recognized in an L2 speaking community has long been confirmed. As Gardner and Lambert (1972) note successful L2 learners are willing to "associate themselves with an ethno-linguistic community.

2.Communication Apprehension

Fear is a stumbling block for WTC. A high level of oral communication anxiety is linked to low communicative competence on the part of students, thus a limited propensity towards participation (Gardner & Lambert, 1972). In classrooms, students with HCA may be silent unless called upon and would offer tepid contributions.

3.Self-Confidence

Self-esteem includes the interpersonal and intrapersonal dispositional factors which affect a person's communication orientation. Self-confidence was found to have some effect on WTC (Baker & MacIntyre, 2003; Clément et al., 2003; Cao, 2009).

4.Emotion

Feelings, including negative ones (e.g., anxiety, boredom, annoyance, embarrassment) and positive ones (e.g. enjoyment and satisfaction), may affect learners' willingness to speak in a classroom setting (Cao 2009).

5.Shyness

CA Shyness is related to social anxiety and low self-esteem, and is characterized by feeling tense and inhibited in social situations. It is a stable trait, which implies that it hampers students' motivation to communicate (McCroskey & Richmond, 1982; Tong et al., 2011).

Contextual Factors

1.Topic

The subject matter at hand has a high implication for learners' WTC. According to MacIntyre et al. (1998) confidence and willingness to communicate can be influenced by the familiarity with a subject as well as the lack of knowledge or awareness of registers can disrupt interaction. Cao (2009) found that students tended to have difficulties expressing themselves discussing an unfamiliar topic, or even a familiar one in their L1 but participants were more oriented and motivated if they discussed interesting material whose topics related to the culture.

2.Task Type

Studies suggest that the nature of learning task factors prominently in students' willingness to interact in pairs or group work (Weaver, 2004). Research suggests that a majority of students enjoy cooperative, project-oriented work more than teacher-centered work. These tasks offer more chance for learners to interact, share ideas, and develop skills that can help students be prepared for communication (Cao, 2009).

3.Interlocutor

The WTC is also largely dependent on the characteristics of the interlocutor. House (2004) and Kang (2005) found evidence that students were more willing to communicate with friends who are perceived as having a high level of language aptitude. Learners prefer to interact with confident, outgoing, and knowledgeable partners because such interactions generate new ideas and discussion.

4.Teacher Influence

Teachers have very important responsibilities towards the development of students' WTC. Wen, & Clément (2003) also point out that teachers' perception toward classroom teaching, their proximity to students and involvement in classroom activities has reasonable effects on students' participation. The teacher's personality, his readiness to meet students' needs and to establish an open communicative environment based on mutual respect for learners can lead to pupils' desire to take part in the communicative activities.

5.Classroom Interaction Patterns

Interactional classroom conditions, such as group size of discussion and types of activities, bear on WTC (Kang, 2005). 3.1 Engaging small groups vs the whole class? De Saint Leger and Storch (2009) found that full class discussions were initially perceived as more difficult, but that students' enthusiasm to participate increased over time with the growth of their confidence, fluency and vocabulary.

Linguistic Factors

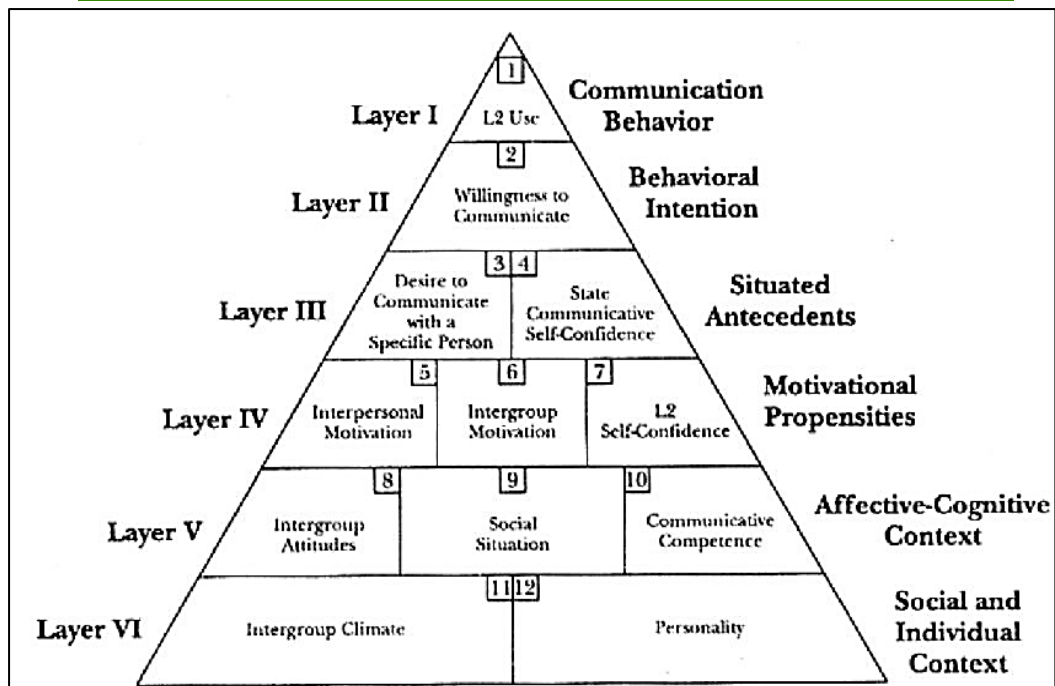
Another important predictor of WTC is language proficiency. In the heuristic pyramid model, L2 proficiency was considered to be a distal factor of communication (MacIntyre et al., 1998). Fluency deficiency Constraining comprehension as well as expression, limits in proficiency obstruct students' willingness to speak (Liu & Jackson, 2008; Cao, 2009). Lack of lexicon and problematic oral production can also limit the extent to which learners can and will communicate.

The Willingness to Communicate Model

The notion of WTC in an L2 is relatively new, and MacIntyre et al. (1998) present one of the most prominent approaches towards it. Although theoretical and operational definitions of WTC can be found in the literature, few comprehensive models are available. MacIntyre et al.'s model is unique in that it combines personality traits with state-dependent determinants of WTC. This model will be closely examined in the next section..

Figure 1

Exploratory Model of WTC in the Second Language by (MacIntyre et al.,1998)



Heuristic Model of L2 WTC

MacIntyre et al. A multidimensional, highly cited model is that of MacIntyre et al.'s (1998), which aimed at elucidating the sources of willingness to communicate (WTC) in a second language. This model includes situational and trait-like personal variables that influence L2 WTC. The structure of the model is that of a six-level pyramid, showing how various psychological, linguistic and social factors combine to make learners ready for communication. The three higher levels of the model represent more immediate, context-sensitive factors: communicative behavior, communicative intention, and situational variables. These layers are responsible for modelling the immediate surrounding in which WTC takes place, such as: a) The communicative context or communicative task; b) Current context of situation. At the higher stratum, communicative behavior, real use of language (for example, speaking or writing in L2). The third level includes two important precursors of communication: the learner's willingness to communicate with a specific interlocutor, and situational self-confidence for temporarily feeling comfortable in the given situation. The fourth layer covers the more stable motivational dimensions: intrinsic, instrumental, and integrative motivation, personal and group-related motivation and L2 self-confidence. These components underlie why learners are disposed to engage with certain people when specific conditions obtain. The fifth layer includes social and intergroup attitudes, and macro-context variables such as the task, the interlocutor, context of interaction and participants' language proficiency. Intergroup attitudes represent learners' self-view, pleasure and willingness in communicating with L2 interlocutors, while the social context determines opportunities to encounter them. These indirectly affect WTC by varying the higher, more-attendant layers variables. The sixth and final level involves personality and intergroup climate. Another complement to this view should be added: Certain personality traits have been found to affect WTC in terms of emotional and motivational pathways (e.g., attitudes [17], confidence [3], and intrinsic motivation) [1]. The intergroup climate, in other words, is an index of the way that students perceive the nature of L2 speakers' society and culture and will operate to the extent that these perceptions cause them to be motivated or not motivated to move toward closure with an L2 community. Combined, these six layers offer a full explanation of L2 WTC that emphasizes the interaction between immediate situational factors and long-term personal traits (MacIntyre et al., 1998).

Contemporary WTC Scales

A number of new instruments were developed to investigate WTC in second language learners. Ryan (2009) developed an eight-item scale for use with previously proven measures, and produced each item in Japanese as well as English. Khatib and Nourzadeh (2015) constructed an instructional WTC scale with 27 items for Iranian learners of English that consists of six dimensions: communicative self-confidence, integrative orientation, situational context of L2 use, topic interest, learning responsibility and interactions outside formal instruction. Although encouraging, this scale needs to be validated. In Poland, for example, Mystowska Wiertelak and Pawlak (2016) developed a scale for advanced learners of English by combining and modifying eight existing scales. Eight such scales that measure WTC in and out of class are identified, including communication

confidence, learner beliefs, classroom environment, international posture, ideal L2 self and ought-to L2 self. The authors also stress the need for further factor analysis and revisions to establish reliability and validity..

Chapter Three

Procedures

Population and Sample

The definition of population, sample and sampling must be precise in research. Population It is the whole of the elements, persons, items that are relevant to a particular study. Podesva and Sharma (2013, p. 24) refer to it as “all members of the community”, while Denscombe (2010, pp. 23–24) as the pool of data representing each item in a category under investigation. A sample is a fraction of the population chosen to be researched and analysed. A sample, as defined by Best (1981), refers to the subset of all possible participants selected for investigation. Arikunte (2006) also asserts that a sample is said to be a good representative when it truly represents the major attributes of the population. A sample is also seen as a subset of individuals, events, or items selected in order to estimate characteristics that have been gathered through examining an entire population (Mills and Gay 2019). There are two categories of samples: representative and exploratory. Using representative samples has been utilised to extend the generalisation of findings to broader populations more important in quantitative research, while exploratory sample selection is often used within small-scale qualitative inquiry (Denscombe, 2010). Sampling is the process of choosing a subset of the people to whom generalizations can be made (Kothari, 2004). Issues in practice, such as time, availability and resources frequently limit the ability to gather data from all possible population (Cohen et al., 2007). In terms of the sample size, a minimum of 30 participants for correlational studies is recommended by Borg and Gall (1979). Nevertheless, Cohen et al. (2007) and David and Sutton (2004) do state that what is the “optimal sample size” depends largely upon on the study’s goal(s), as well as ones targeted populations for generalizable findings which generally tells us a larger group is favored to be more representative results. The study population included all fourth year EFL (student) at the Department of English, College of Education for Humanities, University of Mosul who were studying in the morning program for 2024-2025 academic year with a total number of (270) student. This level category was selected, as the certain cuatrimestre student is often more available during the traineeship phase and has greater communicative competence (albeit not an advanced one) in English and a richer social maturity than students studying other courses. These characteristics are important for considering the social and linguistic correlates being investigated. Demographically, the sample is homogeneous in age group (21–23 years) and nationality (Iraqi); however, it is diverse with regard to gender, ethnicity (Arab/Kurd/Turkmen), religion (Muslim/Christian/Yazidi), and mother tongue.

Sample

Due to the diversity of instruments employed for data collection, it not feasible to include the whole population. Hence, a stratified random sample of 77 students was chosen to represent the population. Stratification was based on sex because the number of female students was greater than that of male participants, so sex structure would be appropriately reflected in each individual sample. Five participants had been added to safeguard against potential dropouts as well as unusable questionnaires, or unanticipated subcategories which need special attention (Dörnyei, 2007). In probability sampling, everyone in the target population has a known chance of being included in the sample. The typical probability methods are simple random, stratified random, systematic, quasi-random and cluster sampling. The stratified random sampling method employed in this study guaranteed that the sample used was a true reflection of the population.

Sample Homogeneity

Minimising sample heterogeneity is essential in order to minimise extraneous variables impacting on research findings. For this study the researcher ensured a close profile for the sample in order to control variability and enable more accurate outcomes. Participants who were ineligible based on demographic form data were excluded. The variables for the study were only two: Sex and ethnicity. Other possible variables that could have an influence, such as multilingualism, religion, prior exposure to native speakers, repeating academic years and overseas experience, were eliminated in order for the characteristics of the sample to be as homogeneous as possible.

Data Collection

In order to answer the research questions and test the proposed hypotheses, sufficient data had to be collected. Hornby (2010, p. 295) describes data as “information or facts collected in order to decide or discuss something”. Developing or choosing adequate instruments are thus crucial stages in the research process. The

Willingness to Communicate (WTC) self-report questionnaire was selected after a careful examination of literature for this research. It was reported in previous research that questionnaires are the most frequently used method of assessing WTC. Therefore, the WTC instrument established by Al-Ahmed (2023) was employed.

The FLWTC (Foreign Language Willingness to Communicate Questionnaire)

According to (Appendix D) the FLWTC questionnaire Al-Ahmed (2023) is adapted by gestures to measure elements influencing students' willingness to communicate in a foreign language. The instrument is theoretically rooted in models such as MacIntyre's (1998) WTC model. TLS is separated into three main categories, with each category comprising of several subcategories:

Psychosocial Factors – Takes into account perceived adequacy, anxiety, stenosis and motivation.

Language Factors – Evaluates pronunciation, grammar and vocabulary.

Context – To investigate the role of task type, teacher, topic and classroom atmosphere.

The instrument consists of 45 items, and it was chosen since it has been used in university contexts before, and is specifically designed to measure WTC in a foreign language (as opposed to first or second language).

Scoring Procedure

To facilitate statistical comparison, responses of participants are coded with numeric values using a five-point Likert scale, frequently used in WTC studies. The score on the instrument can vary between “strongly disagree” and “strongly agree”, where numerical values are associated to each answer. This method allows for the data to be measurable and analyzed according to the design of the study.:

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

Chapter Four

Results and Discussion

Data Analysis After testing the normal distribution of data, the adequacy statistical tests were conducted to test study hypothesis. The analysis is segmented into testing each hypothesis separately, according to the research objectives. The first null hypothesis states that there is no significant difference between the actual mean score of WTC for Iraqi EFL students and theoretical mean in WTC. In order to test this, the mean score and standard deviation were measured for students and tested through a one-sample t-test with respect to whether the difference was statistically significant. The results of this analysis 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

Results of Data Analysis

The statistical analysis suggests that the participants have a Positive WTC. The arithmetic mean for WTC is 143.47, SD = 22.43. Indeed, if we compare the test value to the hypothetical mean of 135, we find that observed average is above the test value and standard deviation shows only a moderate spread around it. Statistical significance of this difference was tested using a one-sample t-test. The t-value in the table for 0.05 level of significance and 76 df is significant, or 1.994 compared to the calculated t value of -3.312 which is greater than critical this means that the data does significantly differ from zero. This means the difference of observed and expected mean is statistically significant. Therefore, the first sub-hypothesis is supported, indicating that Iraqi EFL speakers exhibit a statistically significant level of WTC.

The Second Hypothesis

The second hypothesis states that there is no significant difference between willingness to communicate in English of male students and female students. One possible explanation relates to statistical comparison of WTC scores for male and female workers, as shown in Table 2 (using an independent-sample t-test).

Table 2 Independent-Samples T-Test WTC Scores by Gender

Gender	No	Mean	Sd.	T test		Sig.
				Calculated.	Tabulated.	

Male	36	141.0833	15.42794	0.873	1.995 df. : 75	0.05
Female	41	145.5610	27.17080			

Results: Gender Differences in WTC

As reported in Table 2, male participants obtained a mean WTC score of 141.08 (SD = 15.43) and females scored slightly higher with a mean score of 145.56 (SD = 27.17). It looks like ladies are a bit chattier than the lads at first sight. However, to know if this difference is significant statistically, an independent-sample t-test was performed.

Calculated t-value from the analysis was 0.873 as against a tabulated t-value of 1.995 at df-75 and significance level ($p < 0.05$). Because the estimated t-value is lower than the critical value, the difference of male and female WTC scores is not significant. Thus, the second hypothesis – that there is no effect of gender on WTC – cannot be rejected. It is not evident that gender causes any impact on students WTC in English.

Conclusions

Conclusions According theoretical base and statistical evidence acquired in this study we formulate the following conclusions:

1. In-depth Evaluation of WTC: Measures that consider not only the personality-trait, but also the situation-trait lead to a deeper evaluation of willingness to communicate. Measures including only personality constructs lack important situation-specific attitudes concerning communicative behaviour.
2. Level of WTC in Iraqi EFL Students: The results reveal that Iraqi EFL university students have average level of willingness to communicate in English.
3. Evidence of Gender Differences in Social Intelligence: Female students scored slightly higher than their male counterparts concerning components of social intelligence, which may be associated with cultural and societal expectations on communication behaviours.
4. Gender and WTC: Although social intelligence had a different impact, gender did not affect students' willingness to communicate. WTC did not differ between male and female in terms of both sex groups..

Pedagogical Implications

Emotional intelligence has been observed in the literature to be considered an intrapersonal construct. Improving students' social intelligence would help to make them effective future teachers and qualify them with the needed traits. For example, it helps them be supportive and skilful communicators who understand their students or workplace colleagues and adapt their behaviour to suit the current relevant situations. Teachers with high social intelligence levels can create a more collaborative classroom atmosphere where students are more engaged and interested, leading to better learning outcomes. More importantly, although not absolutely, students with higher social intelligence will likely communicate using the target language. The findings may benefit teachers and curricula designers to incorporate activities that help increase students' speaking and participation time such as role play, discussion, debate, teamwork, presentation, and many other activities. Although these activities may not be entirely authentic, they increase the students' willingness to communicate. Consequently, it helps to prepare the students to cope with the requirements of life. Incorporating activities and materials to enrich social intelligence would develop the student's linguistic skills especially speaking and writing. Therefore, it is necessary if better teaching and learning outcomes are sought. To sum up, the findings of the study, in addition to other relevant studies, could be considered indicators or mirrors of the effectiveness of the students' performance in willingness to communicate. Therefore, remedial measures can be taken in light of such results.

Recommendations

Drawing on the conclusions inferred, the following recommendations are presented:

1. Willingness to communicate can be influenced by factors other than those related to one's personality. So it is recommended to adopt or design tests that follow a holistic model such as MacIntyre's (2001), which combines situation and personality-related factors.
2. Curricula designers are recommended to include activities rich with social aspects since the early stages of learning. When learners elaborate, read factious situations in novels or plays and step themselves into the characters' shoes, this would help them to relate to real life situations. As such, teaching materials must consider psychologically and socially oriented activities since such aspects deeply influence human behaviour.
3. Teaching materials such as conversation curricula should focus on activities boosting interpersonal awareness. This would increase learners' willingness to communicate.

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Appendix

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.					
	Q16 I never feel entirely confident when I speak English in front of my foreign language class.					
Motivation	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					