

CHAPTER II

REVIEW OF THE LITERATURE

This chapter deals with the theoretical framework and previous studies related to the present study. Theoretical framework discuss related theorist to this present study, while the previous study discusses the implementation of that related theorist to prior studies.

2.1 Theoretical Framework

MacIntyre et al. (1998) conceptualized WTC in L2 in a theoretical model in which social and individual context, affective cognitive context, motivational propensities, situated antecedents, and behavioral intention are interrelated in influencing WTC in second language acquisition. Some researchers have argued that a fundamental goal of second language education should be the creation of WTC in the language learning process. It is also suggested that higher WTC among learners leads to increased opportunity for practice in L2 and authentic L2 usage (MacIntyre et al., 2003). In the communicative classroom, conscientious language teachers want motivated students who demonstrate a willingness to communicate in the L2.

A lack of willingness inhibits effective interaction and language production. Recent technological advances have changed the classroom so that interaction has come to mean not only spoken interaction but electronic interaction as well. Focusing on the classroom context, MacIntyre et al. (2001) measured L2 WTC in the four skill areas of speaking, reading,

writing, and listening both inside and outside the classroom. Social context model does not deal with L2 usage, but describes the interrelations among interethnic contact, L2 confidence, L2 competence, and L2 identity, as Within the pyramid model of WTC (MacIntyre et al., 1998), social situation refers not only to the physical location of interaction but also other elements of the interaction, including the participants in the social exchange, A situation in which social acceptance is one of the most salient motives for adolescents. It seems that the students' ability to feel secure in the relationship with the other person is a major concern and a key influence on WTC (MacIntyre et al., 1998).

One of the ID variables which has recently been introduced in Second Language Acquisition (SLA) research is willingness to communicate (WTC). MacIntyre, Baker, Clement and Donovan (2003) defined WTC as "...the predisposition toward or away from communicating, given the choice" (p.538). Supposing that many factors influence a person's willingness to communicate, such as fear of speaking, lack of self-esteem and the issue of introversion and extroversion, the importance of evaluating the degree of the effect of WTC in success in SLA becomes clear. In order to estimate the level of WTC in communicating in second language (L2), it is necessary to identify the people's reactions to speaking situations. When presented with an opportunity to use their L2, some people choose to speak up and others choose to remain silent. WTC represents the psychological preparedness to use the L2 when the opportunity arises (MacIntyre, 2007). It is assumed that the degree of WTC

is a factor in learning a second language and the ability to communicate in that language. The higher WTC a speaker has the more likely he is to succeed in second language (L2) acquisition. High WTC is associated with increased frequency and amount of communication. The choice to speak or to remain silent seems to be a factor in the success of a second language learner. When the opportunity to use the L2 arises, it is not unusual to be 'of two minds'; one mind wishes to approach the opportunity and the other wishes to withdraw from it (MacIntyre & MacKinnon, 2007). So if one can determine the contributing factors in the learners' choice of the first alternative: i.e. to approach the use of the L2, one has in fact created a successful learning situation. According to MacIntyre (2007), both individual factors (anxiety, motivation, attitudes, interpersonal attraction, etc.) and social contextual factors (ethno linguistic vitality, language contact, etc.) can enhance or reduce WTC.

These factors interact at the moment a person chooses to speak in L2. WTC model of communication as a new trend of the study of second language acquisition (SLA) has brought about a lot of controversy in the field (MacIntyre, Baker, Clement, Conrod, 2001; Hashimoto, 2002; MacIntyre, 1994; MacIntyre, Baker, Clement, & Donovan, 2002; Yashima, 2002). If one takes it for granted that WTC plays an important role in L2 acquisition, we have to go a step further and determine the factors that contribute to the enhancement of it. One of these factors is the learner's motivation. It has been recognized that students' motivation is directly (Hashimoto, 2002; MacIntyre, Baker, Clement, Donovan, 2002; Yashima,

2002; Baker, MacIntyre, 2000) or indirectly related to their WTC. However, Dörnyei and Skehan (2003) viewed L2 WTC as an extension of the motivation construct. Therefore the relationship between the two concepts becomes an important issue to the extent that a path has been perceived between L2 WTC and motivation. MacIntyre and Charos (1996) inferred a path leading from L2 WTC to motivation.

The other way around was proposed by Yashima (2002). He hypothesized a direct path from motivation to L2 WTC, based on MacIntyre et al.'s (1998) WTC model. The other important contributing factor to the enhancement of WTC is the learner's attitude. It has been suggested that, if a person has a positive attitude toward learning the second language, they may be more willing to use it in the future (MacIntyre & Charos, 1996). Studies have illustrated a direct and/or indirect relationship between WTC and attitude. While Yashima (2002) indicated a direct relation between students' WTC and their attitude toward international community in the EFL (English as a Foreign language) context, in the ESL (English as a Second Language) context, Clement et al. (2003) showed an indirect relation through linguistic self-confidence between WTC and attitude toward the other language group. Some studies have focused on the role of personality traits on the degree of WTC. MacIntyre et al. (1999) have illustrated that personality traits of introversion/extraversion and emotional stability are related to WTC through communication apprehension and perceived language competence. Similarly, MacIntyre and Charos (1996) have demonstrated that while personality traits of intellect, extraversion,

emotional stability, and conscientiousness are related to WTC through perceived language competence, communication apprehension, and motivation, the personality trait of agreeableness is directly related to WTC. However, McCroskey and Richmond (1990) treated WTC as a personality trait and defined it as variability in talking behavior. They argued that even though situational variables might affect one's willingness to communicate, individuals display similar WTC tendencies in various situations. Moreover, they identified introversion, self-esteem, communication competence, communication apprehension and cultural diversity as antecedents that lead to differences in WTC. Therefore, the study of the contributing factors in WTC leads to a sort of integrative motivation which includes all of the factors in a unified whole. MacIntyre, Clement, Dornyei, and Noels (1998) developed a comprehensive model of willingness to communicate in L2. They integrated linguistic, communicative and social psychological variables to explain one's WTC in her second language. WTC as "the probability of engaging in communication when free to choose to do so" (p. 546).

However, MacIntyre et al. (1998) did not treat WTC in L2 as a personality trait but as a situational variable that has both transient and enduring influences. Moreover, they theorized that WTC influence not only speaking JIEB-4-2016 196 mode but also listening, writing and reading modes. Consequently, the study of the role of WTC in L2 learning necessitates a close examination of it in the real language use environment. Hashimoto (2002) conducted a study with Japanese ESL students to

investigate the effects of WTC and motivation on actual L2 use. Another controversy is the investigation of the components which are more important in WTC in L2 learning. In their WTC in L2 model, MacIntyre, Clement, Dörnyei, and Noels (1998) proposed that personality has an influence on one's willingness to communicate in second/foreign language. Similarly, MacIntyre et al. (1998) maintained that certain personality types may predict one's reaction to a member of second/foreign language group. MacIntyre et al. (1998) hypothesized that authoritarian personality types would not be willing to communicate with a member of an ethnic group who is believed to be inferior. Similarly, they argue that an ethnocentric person, who believes that her ethnic group is superior to other ethnic groups, would not be willing to communicate in a foreign language. These factors help explain why some learners who achieve high levels of L2 linguistic competence remain reticent L2 speakers, as well as those with limited competence who speak incessantly. Theoretically, levels of anxiety and perceived competence coalesce to create a state of L2 self-confidence that, when combined with the desire to speak to a particular person result in WTC in a given situation (MacIntyre et al., 1998). Clement (1986) considers L2 self-confidence to be a motivational process, one that links WTC to a broad literature on motivation. Therefore, WTC is a composite ID variable that draws together a host of learner variables that have been well established as influences on second language acquisition and use, resulting in a construct in which psychological and linguistic factors are integrated in an organic manner (Dörnyei, 2005).

Arnold (1999) and many other researchers refer to the importance of affect in the language classroom. Language learning is an anxiety-provoking experience for many students (Muchnick & Wolfe 1982; Horwitz et al. 1986; MacIntyre and Gardner 1991; Rubio 2004). As Horwitz et al. (1991, 31) note, “The importance of the disparity between the "true" self as known to the language learner and the more limited self as can be presented at any given moment in the foreign language would seem to distinguish foreign language anxiety from other academic anxieties such as those associated with mathematics or science. Probably no other field of study implicates self-concept and self-expression to the degree that language study does.”

Generally speaking, self-esteem is one of the central drives in human beings. When the level of self-esteem is low, the psychological homeostasis is unbalanced, creating insecurity, fear, social distance and other negative situations. Self-esteem can exercise a determining influence on a person's life, for good or bad; when there is very low self-esteem, this may even bring about a need for clinical treatment. However, though in the context of language learning low self-esteem is a non-clinical phenomenon, it can have serious consequences. Students may avoid taking the necessary risks to acquire communicative competence in the target language; they may feel deeply insecure and even drop out of the class.

Taking these effects into consideration, in the language classroom it is important to be concerned about learners' self-esteem. However, this implies more than doing occasional activities to make students reflect about

their worthiness and competence. As a first step, teachers themselves need to be aware of their own self-esteem, to understand what self-esteem is, what are the sources and components, and how applications can be implemented in the language classroom. This implementation should be based on a valid framework. In this book, many authors have adopted Reasoner's model (1982), which comprises security, identity, belonging, purpose and competence as the main components of self-esteem. Applications of a self-esteem model should be pre-planned in the teaching units and integrated within the foreign language curriculum.

In language classrooms all over the world teachers struggle to get learners to talk in the target language. Learners who avoid communication are a concern for teachers, curriculum designers, and language planners. This issue has been central to research on willingness to communicate (WTC) in a second language (L2), which is defined as 'a readiness to enter into discourse at a specific time with a specific person or persons, using an L2' when free to do so (MacIntyre, Clément, Dörnyei, & Noels, 1998, p. 547). Indeed, MacIntyre et al. (1998) suggest that language programs be evaluated according to the degree to which they generate WTC among learners.

Past research has identified various antecedents of WTC and helps to form a general picture of how psychological variables interrelate and affect the learners' stable tendency to communicate in an L2, or trait-like WTC. Recently, an increasing number of studies have spotlighted the situated nature of WTC as it emerges in the classroom (e.g. Cao, 2011, 2014;

Pawlak, Mystkowska-Wiertelak, & Bielak, 2015; Peng, 2012). However, research has yet to integrate situated WTC with trait WTC as individual characteristics in order to come to a fuller understanding of WTC as originally conceptualized by MacIntyre et al. (1998). To reach this goal, we need to investigate why learners choose (or avoid) communication in L2 classrooms at specific moments. To use Dörnyei's (2001) metaphor, we ask what makes learners 'cross the Rubicon' (p. 88) from silence to speech, and how do we integrate these findings with enduring trait-like WTC patterns. In other words, we need to capture 'the interplay of learner characteristics and the learning environment' (Dörnyei, 2009, p. 179) by approaching WTC as a complex dynamic system. This study therefore focuses on situated WTC as it emerges in the classroom and examines how the interplay of enduring learner characteristics and emergent contextual factors gives rise to learners' communication behaviors. Our approach is interventional in nature with a major goal of encouraging learners to initiate communication in a traditionally quiet classroom; to do so we avoid using the familiar and conventional Initiation–Response–Feedback (IRF) instructional pattern.

Since we use the WTC model as a central framework for this study, we first review the development of WTC research, focusing on how the WTC model proposed by MacIntyre et al. (1998) is addressed. Second, as our study is also informed by CDST (Complex Dynamics Systems Theory), we touch upon the influence of this theory on WTC research.

The concept of WTC, originally developed to address communication behavior in a first language (L1), was applied to and tested

in Canadian L2 contexts by MacIntyre and associates (MacIntyre & Charos, 1996; MacIntyre & Clément, 1996). MacIntyre et al. (1998) developed the idea into a heuristic pyramid-shaped model that presents a systemic view of how various enduring (or trait) and situated (or state) individual variables interact and converge as WTC in the L2.

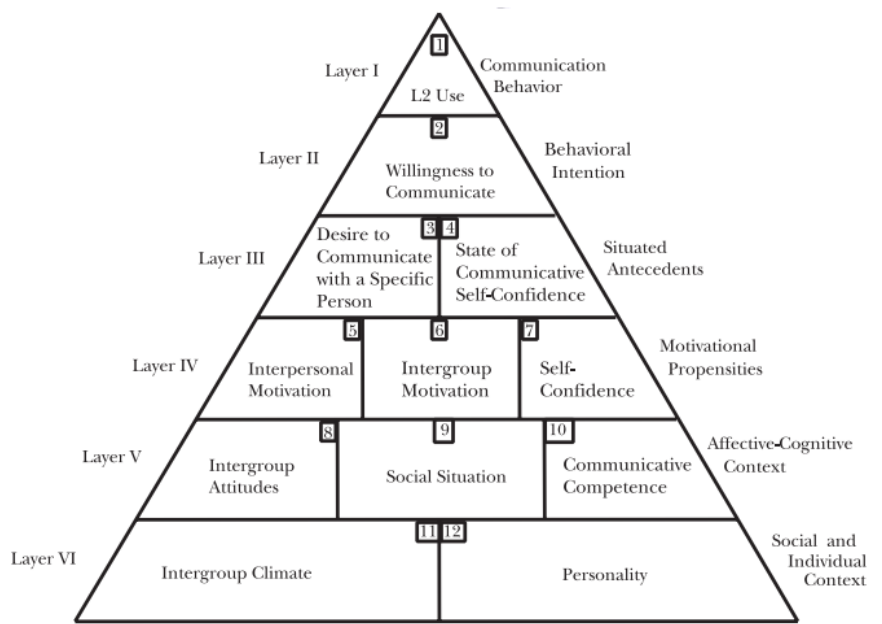


Figure 1. Pyramid willingness to communicate (WTC) model.

Source. MacIntyre, Clément, Dörnyei, & Noels, 1998, p. 547.

Note: Aff-Cog Context = Affective-Cognitive Context; Soc-Ind Context = Social-Individual Context.

The model emphasizes the moment of volition that, when the readiness to communicate reaches a certain threshold, language use is triggered at a particular time with specific interlocutors (see Figure 1). The situated nature of the model, which represents various factors interacting in a complex manner to give rise to communication behavior, foreshadowed recent trends in motivation and language anxiety research, including approaches informed by CDST (Dörnyei, MacIntyre, & Henry, 2015; Gregersen, MacIntyre & Meza, 2014). While empirical research inspired by

the model has been conducted in various parts of the world, most of the earlier studies mainly addressed the lower three layers of the model, using psychometric scales. Those studies identified interrelations among multiple variables that affect L2 WTC defined as ‘a stable predisposition toward [L2] communication’ (MacIntyre & Charos, 1996, p. 7), which has been called trait-like WTC (e.g. Clément, Baker, & MacIntyre, 2003; Denies, Yashima, & Janssen, 2015; MacIntyre & Clément, 1996; Peng & Woodrow, 2010; Yashima, 2002; Yashima, Zenuk-Nishide, & Shimizu, 2004). These studies confirmed many of the enduring factors shown in the model, including intergroup attitudes, communicative competence, anxiety, and L2 self-confidence influence trait-like L2 WTC.

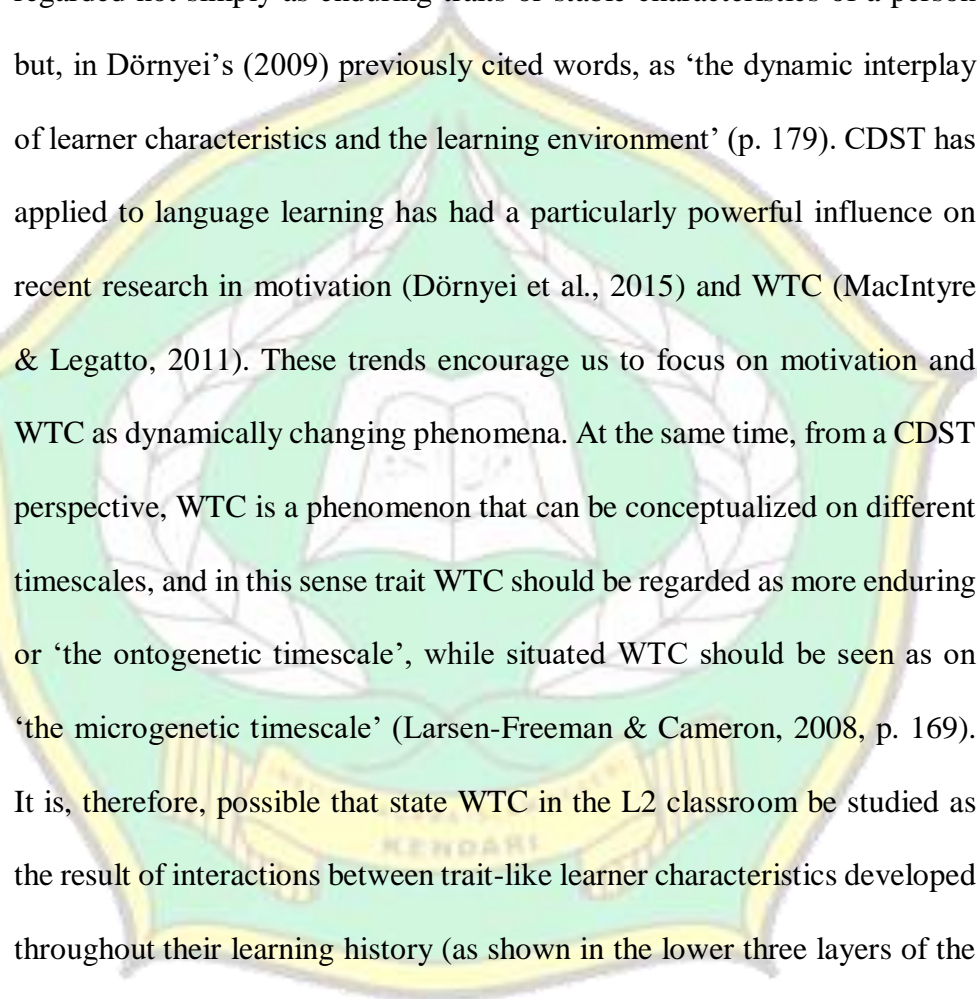
In contrast, recent studies have captured the situated nature of WTC. Taking WTC as an emerging state of readiness to speak, qualitative and mixed-method research have revealed a number of factors influencing participants’ state WTC (for a review, see, for example, Pawlak, Mystkowska-Wiertelak, & Bielak, 2015). In many of these studies situated WTC was operationalized as either observed frequency of communication or self-reported readiness to speak often indicated on a scale. Based on classroom observations using both interviews and a behavior categorization scheme they developed, Cao and Philp (2006) identified group size, self-confidence, familiarity with interlocutors, and interlocutor participation in the conversation as factors that had the greatest impact on frequency of self-initiated communication. Kang’s (2005) interview-based study revealed that L2 learners’ WTC in context emerges dynamically, mediated by three

psychological factors: perception of security, excitement, and responsibility. In response to MacIntyre's (2007) call for more studies on situated WTC, many researchers have revealed a number of psychological and contextual influences on WTC emergent in classrooms (e.g. Cao, 2011, 2014; de Saint Légar & Storch, 2009; MacIntyre, Burns, & Jessome, 2011; Peng, 2012). Among them, Cao (2014) revealed through observations and stimulated recall interviews that situational WTC in the classroom results from a combination of individual, contextual, and linguistic factors. MacIntyre, Burns, and Jessome (2011) asked participants to write situations in which they (immersion students) were either most or least willing to communicate in French as an L2. Through the qualitative analyses of these self-reports, researchers demonstrated that subtle differences in the communication contexts quickly can change a learner's affective state from willing to unwilling to communicate.

MacIntyre and Legatto's (2011) study used a CDST framework that brought about a new turn in research with its focus on the dynamic moment-to-moment state of WTC, in particular through the use of the idiodynamic method developed by these researchers. Their laboratory study demonstrated that WTC fluctuated dramatically over the few minutes during which the participants were interviewed about eight pre-selected topics. While each participant exhibited unique reactions to the task, consistent patterns were also observed, including a decline in WTC while discussing (supposedly less familiar) topics compared to others. That study stimulated a number of recent studies on the dynamic nature of WTC conducted in

language classrooms (e.g. Bernales, 2016; Pawlak & Mystkowska-Wiertelak, 2015, Pawlak et al., 2015). In particular, Pawlak & Mystkowska-Wiertelak (2015) recorded fluctuations in WTC in pairs every 30 seconds, while Bernales (2016) focused on learners' thoughts planned to be articulated as compared to actual articulation in the classroom.

Although research has revealed the situated and dynamic nature of WTC, very few studies have combined both enduring and situated influences to describe why a person decides to initiate communication at a particular time and place. MacIntyre, Babin, and Clément's (1999) quantitative study investigated how trait and state WTC (in an L1) influence participants' behavior differently. Whereas trait WTC predicted the tendency to volunteer for laboratory sessions, state WTC related to initiating a difficult communication task. Later, Cao (2014) qualitatively identified both individual and contextual factors that result in students' communication behavior in the classroom. Clearly, further research is needed that will focus on the top three layers of the pyramid model of L2 WTC. In particular, research is required to describe the process whereby participants decide to initiate (or avoid) communication at a particular moment while taking into account the influence of more enduring learner characteristics. Given the emphasis on communication in modern language pedagogy, it is important to know more about whether or not a person 'crosses the Rubicon', as represented by the line dividing L2 WTC and L2 use in the pyramid model.



Socially- and dynamically-oriented approaches to second language acquisition (SLA), including those informed by CDST (e.g. de Bot, Lowie, & Verspoor, 2007; Larsen-Freeman & Cameron, 2008), have contributed to a new and different perspective on individual differences (ID) (e.g. Dörnyei & Ryan, 2015), in which motivation, WTC, and other ID variables are regarded not simply as enduring traits or stable characteristics of a person but, in Dörnyei's (2009) previously cited words, as 'the dynamic interplay of learner characteristics and the learning environment' (p. 179). CDST as applied to language learning has had a particularly powerful influence on recent research in motivation (Dörnyei et al., 2015) and WTC (MacIntyre & Legatto, 2011). These trends encourage us to focus on motivation and WTC as dynamically changing phenomena. At the same time, from a CDST perspective, WTC is a phenomenon that can be conceptualized on different timescales, and in this sense trait WTC should be regarded as more enduring or 'the ontogenetic timescale', while situated WTC should be seen as on 'the microgenetic timescale' (Larsen-Freeman & Cameron, 2008, p. 169). It is, therefore, possible that state WTC in the L2 classroom be studied as the result of interactions between trait-like learner characteristics developed throughout their learning history (as shown in the lower three layers of the pyramid model) and contextual contingent factors emerging in the classroom.

Also in CDST terms, individual and group level phenomena can be seen as nested systems that co-adapt to each other (Larsen-Freeman & Cameron, 2008). A specific individual's decision to communicate (or not)

at a specific time affects the group-level talk– silence pattern, which becomes the context of ongoing communication during a lesson. That lesson is part of a longer term language course set in a school with a particular history of teaching and learning.

2.1.1 Willingness to Communicate

The willingness to communicate WTC has gained importance and momentum through the emphasis that is usually placed on the conversation approach to language pedagogy and through the belief that one must communicate to learn languages. However, students show different responses to communication opportunities around them; some look for opportunities to communicate, while others choose to remain silent. Researchers in the mainstream second language acquisition (SLA) literature have tried to find out why some students are reluctant to communicate. The answer sought for this question has given rise to the concept of the WTC, which is defined as the intention to start communication when there is a choice not to do so (Ghonsooly, Khajavy, & Asadpour, 2012; Khatib & Nourzadeh, 2014; Macintyre, 2007; and C. MacIntyre & Baker, 2001).

WTC was first proposed by (Chan & Mccroskey, 1985) as personality traits in L1 based on the principle that WTC shows the same tendency in both L1 and L2. Macintyre, Dornyei, & Clement, 1998, however, doubt the idea that WTC is a stable and long-lasting trait when it comes to L2 contexts because L2 competencies vary from person to person and from no L2 competencies to full L2 competencies. Therefore, they

presented a model for L2 WTC in which two types of variables that underlie WTC, namely transient situational variables and moment-to-moment such as the desire to communicate with certain people, and more durable variables such as motivation and communication concerns are noted.

In general, two strands of research can be identified in the literature on L2 WTC. The first strand includes research studies that have investigated the effects of cognitive, situational, and affective variables on the WTC (Eddy-u, 2015; Fallah, 2014; Ghonsooly et al., 2012; Khatib & Nourzadeh, 2014; Mystkowska-wiertelak, 2015; Yu, 2011; and Zarrinabadi, 2014). For example, Zarrinabadi (2014) investigates teacher factors that have the potential to influence WTC language learners. He argues that teacher waiting times, error correction, decisions on topics, and support can affect WTC English learners. Furthermore, Pawlak and Mystkowska-wiertelak (2015) investigate changes in students' willingness to speak in conversation courses. They concluded that the WTC was in a state of flux, and factors such as topic, planning time, collaboration, and familiarity with the speaker, the opportunity to express one's ideas, the required lexical mastery, and individual variables could influence it. Eddy-u (2015), on the other hand, studies the tasks of the WTC. He argues that social factors such as grouping students and creating a positive atmosphere in the classroom and factors related to assignments such as students' perceptions of assignments and students' perceptions of their roles significantly influence the tasks placed by the WTC beside themselves. Confidence and motivation to learn L2.

On the other hand, the second strand includes studies that aim to examine the effect of demographic variables such as age and sex on WTC. C. and D. MacIntyre & Baker, 2002; and Donovan & MacIntyre, 2004. For example, in their cross-sectional study, D. MacIntyre & Baker (2002) examined the effect of gender on WTC. Their results revealed that although boys' WTCs could remain constant, girls showed an increase in their WTC from grade 8 to 9. Donovan & MacIntyre (2004) also studied age and gender differences among the three age groups of participants, including junior high school, high school, and students. The results showed that female students showed a higher WTC level than male students. However, a small number of studies have focused on the effect of mediating age and sex on WTC.

Overall, the results of this study indicate that WTC is an important concept in the process of second language acquisition and a number of variables that underlie it; recognition of these variables and the way they are related to WTC can enable teachers to provide equal opportunities for all language learners and to make them more active and willing to communicate. However, little research has sought to explore the relationship between interests and WTC W2 and to examine the mediating effects of age and gender on them.

2.1.1.1 Student Interest

The concept of interest is believed to play a dominant role in learning and educational achievement. Schraw & Lehman (2001) define interest as like and deliberate engaging in cognitive activity 'and argue that interest manifests itself in a number of ways,' including active involvement, focusing on one's attention resources, and learning more than should be learned '. In addition, Hidi (2001) argues that interest plays an important role in the motivation and learning of students and students who have a higher level of interest enjoy their learning, last longer, and tend to have higher levels of concentration. Mazer (2013), on the other hand, asserts that lack of interest is one of the most important causes of students' release from assignments, with drawals, and failures. Thus, interest can be considered as a force that can ignite students' stories harder, to be more involved with assignments and learning activities, and to be more motivated and successful.

There have been efforts that have been revealed by researchers in the field of education Mazer, 2013; Schraw & Lehman, 2001; and Weber, 2005 to study the nature of interest and to develop appropriate measures for it. For example, in his study to develop and validate measures of interest and student involvement, Mazer (2013) speculates that interests are complex constructs and must be considered in terms of emotional interests and cognitive interests. Students who have a high level of emotional interest are emotionally aroused because they are energized, energized, and emotionally involved by assignments, activities, and materials. Factors such as teacher closeness can cause emotional interest. Students can, on the other

hand, experience cognitive interest when they can understand content clearly. Factors such as teacher clarity behavior can cause this type of interest. Mazer (2013) research results show a positive relationship between emotional and cognitive interest in students and student involvement.

Likewise, based on the results of their research, Weber (2005) concluded that interest is a multidimensional construct consisting of three dimensions of meaningfulness, impact, and competence. Meaning refers to the perceived value of an assignment; the more meaningful the assignment is for students, the more difficult they will complete it. Impact, on the other hand, is related to the role felt by students in class procedures and participation. If students feel that they have an important role in classroom procedures, they will be more motivated and involved. Finally, competencies signify students' evaluations of their knowledge and competencies; the more competent students feel, the more they will be interested and involved.

On the other hand, Tin (2013) states that interest is specific, and may show different patterns across different fields. He further argues that motivational ideas are no longer sufficient to explain the complex nature of language learning, and new conceptual lenses such as interests must make their way into the fields of language teaching and learning. Based on the results of his studies, he concluded that past English learning experiences and perceived value of English were a source of interest in learning English, and factors such as surprise, encouragement, and understanding can trigger interest among English learners.

Overall, the results of this study indicate that interest is a power that can influence student behavior, involvement, and learning. However, interest has not been considered as a construct of its own and has not been adequately studied in the field of teaching and learning English.

2.1.1.2 Motives to Communicate with the Instructor

The literature in the field of education is full of studies on the importance of instructional communication (Morreale et al., 2014). Instructional communication relates to the communication that exists between the teacher and students in any educational setting regardless of field and topic. Research (Martin et al., 1999; and Powell & Powell, 2015) has revealed that the nature of communication built between teachers and students can influence learning, motivation, interest, empowerment, and student involvement. An equally important domain in the area of instructional communication is to learn the motives students have for communicating with their teachers. Researchers Goodboy & Bolkan, 2011; Goodboy, 2009; Goodboy & Myers, 2010; Martin, Myers, & Mottet 2002; and Williams & Frymier, 2007 argue that students communicate with their teachers for five main reasons, namely relational motives (to know about the teacher's character and to start a friendly and personal relationship with him); functional motives (to get information about the course and its requirements); participatory motives (to participate in class activities and assignments); motives for making excuses (to explain why the task was late); and sycophantic motives (leaving a good impression on the teacher).

There is clear evidence in the literature that each of these reasons or motives can have their own consequences on student learning and behavior. For example, Martin & Mottet (2000) study the relationship between MCI students and their cognitive and affective learning. Their results showed that students who communicated with their teachers for relational, functional, and participatory motives reported higher learning outcomes. Students' motives for communicating with their instructors were also found to be related to their interests. Weber (2005) argue that students with impact perceptions find meaningful classroom activities and believe that they have the competencies needed to be successful; these students differed in the way they communicated with their instructors compared to those who did not have a perception of impact and competence (two components of student interest). Their results show that students who have feelings of impact and meaningfulness (interesting components) communicate with their teachers for relational and participatory motives, and students who have feelings of competence and meaningfulness communicate with their teachers for functional motives.

Based on the results of their study, Goodboy, Myers, and Bolkan (2010) concluded that instructors' misperceptions (inability, inaction, and tardiness) affect student MCI. Their results revealed that if teachers were deemed incompetent, students would not be motivated to communicate with their teachers for relational, participatory, and sycophantic motives. Furthermore, Myers et al., (2002) found that if students understood their classmates and the class climate was supportive and found their teacher to

be accessible, flexible, and competent, they would communicate with their teacher for relational, functional, participatory, and flatter motives. However, Myers, Martin, and Mottet (2002), the only studies in the literature that examined the effect of gender on MCI, stated that gender could influence students' motives for communicating with their teachers. Their results showed that female students tended to communicate more with their instructors for functional motives, while male students tended to communicate more for relational and licker motives.

Overall, the results of this study indicate that students' forming motives for communicating with their teachers influence their performance and behavior in the classroom, involvement with learning assignments, and educational achievement. Thus, MCI can influence the involvement of language learners with communicative tasks and hence their L2 WTC and speaking. However, no research has been conducted on MCI in the field of language teaching and learning.

2.1.2 Ways to Increase Student Interaction

Classroom implications from past WTC research and in particular are important for teachers who are looking for ways to manage larger classrooms. Coleman (1989) argues that barriers owned by the larger class on participation can be overcome with a class approach that encourages interaction. Aubrey (2010) found empirical evidence that shows that interactions in larger classes can be substantially improved by focusing on ways to facilitate students as opposed to teacher-student interactions. Group cohesiveness, communication anxiety, topic relevance, Communicative

Language Teaching (CLT) acceptance, and international posture are all factors that can be easily manipulated by the teacher to improve student WTC and student interaction.

2.1.2.1 Group Cohesiveness

Peer group cohesiveness may be a special situation-specific factor that affects WTC East Asian students in the class (Aubrey, 2010; Nowlan, 2010; Wen & Clément, 2003). To foster cohesiveness, a strong sense of trust between students must be built, as far as possible in the family. Some key aspects of achieving this trust are described below.

2.1.2.2 Using Positive Qualities of Students

Like family members, a student in a cohesive class must learn to value working with their group members more than working individually. Students must understand the positive nature of their classmates, what they can contribute, and how their individual characteristics can benefit collective efforts. The teacher can promote this process by using a few simple techniques:

1. Ask students to explicitly interview each other: "What are your strengths and weaknesses?" "What makes you unique?" "How are you different from the others?" etc.
2. Hold elections where students can vote in leadership positions before group assignments are carried out.
3. After completing class language assignments, such as presentations or group projects, give students a little time to ponder how each student

contributes and in what aspects each student excels. This reflection time can take the form of small group discussions or written peer evaluations.

4. Keep a note of feedback on each student. If students feel comfortable with each other, ask permission from students to display their positive feedback on a wall chart so that all students can see it. Use this to inform your class seat choices, pair students, or group project membership.

2.1.2.3 Personalize Student Connections

Some students may be embarrassed and may not put themselves in a position to get to know each student in the class; therefore, the teacher may want to facilitate connectivity between classes members in the ways listed below:

1. Activate the student network by compiling a list of student email addresses and sharing them with all students in the class. Students can voluntarily send their emails to the class list if the teacher sees a student privacy problem.
2. Ask students to arrange birthdays, off-campus meetings, or holiday celebrations.
3. Ask students to rely on each other for assignments and course information. For example, the teacher can send homework emails to only half the class; the other half must contact their colleagues to get the required homework instructions.

Making student networks a key component of each class will increase group cohesiveness and increase student WTC.

2.1.2.4 Communication Anxiety

L2 anxiety often stems from fear of exposure or risk assessed by peers who might see imperfections (Aubrey, 2010; Leger & Storch, 2009; Donato & MacCormick, 1994; and Young, 1990). To reduce anxiety and increase student WTC, the teacher might want to limit the amount of forced exposure given to students. Reducing imperfections in students' perceptions of language production will most likely improve their WTC. To increase student confidence in this way, it is important for teachers to adjust their approach to gaining student participation, as the following suggestions suggest:

1. Give plenty of time for students to prepare answers. It is tempting to choose students by name and get a spontaneous response to questions, but this can be a stressful experience for students.
2. Write questions on the board and divide students into groups to discuss possible answers among themselves. Without forcing students to express their answers throughout the class, the teacher can walk around, listen to discussions, provide positive feedback, and encourage group members to share good answers with the class.

By following these techniques, teachers are both encouraging students to voluntarily participate and eliciting valuable student-student interaction. This results in richer, more accurate student responses.

Kang (2005) points out that teachers should “provide the factors facilitating WTC as much as possible, instead of focusing on one factor at the expense of other facilitating factors.” In response to this, this paper has

made some suggestions on how to capitalize on some of the most pertinent factors leading to classroom interaction. To conclude, the traits of a high-WTC student will be summarized.

According to past research and in line with the teaching suggestions above, to be a meaningful participant in a large EFL classroom, a student must: (1) be ready to interact with other students, because it is believed that individual linguistic knowledge can be shared and collectivistic knowledge will be increased by doing so; (2) have low anxiety when interacting with peers, either because there is a high level of trust between all students or because the teacher rarely puts the student in a vulnerable position where mistakes are being exposed; (3) find the lesson topic personally relevant and tasks engaging; (4) understand the teacher's classroom philosophy and believe that the ensuing methodology is ultimately beneficial for language learning; and (5) have an interest in international people, travel, and issues, along with a desire to be an active member of the global community. By being mindful of the teaching practices outlined in this paper, teachers can realistically and practically cultivate the above attributes in their students.

2.2 Review of the Studies

Many researchers have conducted research to analyze students willing to communicate. The first research was done by (Pawlak, Mystkowska-Wiertelak, and Bielak, 2015) to investigate changes in students' willingness to speak in conversation courses. They concluded that the WTC was in a state of flux, and factors such as topic, planning time, collaboration, and familiarity with the speaker, the opportunity to express

one's ideas, the required lexical mastery, and individual variables could influence it. Eddy-u (2015), on the other hand, studies the tasks of the WTC. He argues that social factors such as grouping students and creating a positive atmosphere in the classroom and factors related to assignments such as students' perceptions of assignments and students' perceptions of their roles significantly influence tasks placed by the WTC next to themselves.

Tin (2013) states that interests are specific, and can show different patterns in various fields. He further argues that motivational ideas are no longer sufficient to explain the complex nature of language learning, and new conceptual lenses such as interests must make their way into the fields of teaching and language learning. Based on the results of his studies, he concluded that past English learning experiences and the perceived value of English were sources of interest in learning English, and factors such as surprises, encouragement, and understanding can trigger interest among English learners. The results of this study indicate that interest is a power that can influence student behavior, involvement, and learning. However, interest has not been considered as a construct of its own and has not been adequately studied in the field of teaching and learning English. Overall, the results of this study indicate that WTC is an important concept in the process of second language acquisition and a number of variables that underlie it; recognition of these variables and the way they are related to WTC can enable teachers to provide equal opportunities for all language learners and to make them more active and willing to communicate. However, little

research has sought to explore the relationship between interests and WTC and to examine the mediating effects of age and gender on them.

The last research was done by Myers, Martin, and Mottet (2002), the only study in the literature that examined the effects of gender on MCI, stated that gender could influence students' motives for communicating with their teachers. Their results showed that female students tended to communicate more with their instructors for functional motives, while male students tended to communicate more for relational and fawning motives. The results of this study indicate that the formation motives of students to communicate with their teachers influence their performance and behavior in the classroom, involvement with learning assignments, and educational achievement.

The similarity of this research with other studies in this study shows that WTC is an important concept in the process of acquiring a second language and WTC can enable teachers to provide equal opportunities for all language learners and to make them more active and willing to communicate. While the difference between this research and other studies is that some researchers only focus on students' interest in speaking in the classroom, while in this study the researcher focus on what factors are able to make students' willingness to communicate.