

## Willingness to Communicate and Its Implications for English Language Teaching in EFL Contexts

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**Abstract:** This study is a contribution to a continued exploration of some of the factors responsible for second or foreign language learning. It is an examination of the true state of Japanese English learners' Willingness to Communicate (WTC) in classrooms and attempts to investigate effective approaches to enhance learners' WTC. The study hypothesizes that WTC within classrooms is influenced by whether students are extroverted or introverted and examines the correlation between learners' WTC and extroversion-introversion theory. In addition, previous studies have suggested that affective factors, such as *international posture* and *confidence* are mostly responsible for WTC in second language learning, and these factors are also examined.

Epistemologically, I employed a quantitative research methodology with two groups of university students in Japan: the freshmen and the fourth grade (seniors) students with the aid of questionnaires. The data suggests that students' WTC is not influenced by whether students are extroverts or introverts. It strongly indicates a correlation between WTC and students' other personality traits. Moreover, I discovered that the degree by which WTC is influenced by these other personality traits depends on the contexts of learning in the EFL classrooms. The data also confirms the veracity of *international posture* and *confidence*.

Therefore, the study suggests that the most effective approaches to enhance students' WTC are to provide a variety of stimulating learning experiences for the students; to reduce students' anxiety; to boost their confidence through positive feedback that places less emphasis on students' errors and to conduct classes through an invigorating eclectic mixture of methods and approaches that include task-based learning activities in small groups.

**Keywords:** Motivation, International Posture, Confidence, Anxiety, Willingness to Communicate (WTC), Japanese students

### 1. Introduction and Rationale for the Study

The role of English language in the social spheres in Japan is one that is mutating. Its incomplete metamorphosis can definitely be observed in the six perspectives on English in Japan, namely "historical", "functional", "formal", "attitudinal", "pragmatic", and "acquisitional" (Kachru, 2005, p. 74). This study touches on all these perspectives.

Ancient and contemporary educational policy makers, in their drive to improve the nation's English skills, herald and cherish a belief in English language skills as possessing invaluable qualities. The consequence of this belief is the requirement of the language in various occupational areas. Since 2020, English classes, through "English activities" have become a requirement for elementary school students in their fifth and sixth grades.

The Japanese Ministry of Education, Culture, Sports, Science and Technology's (MEXT, 2017) *Course of Study* sets the goals of foreign language education in more specific terms,

ranging from “mastering the skills that use the knowledge such as sound, vocabulary, expression, grammar, function of language, ... in real communication according to purposes, scenes, and situations of communication, to understand easy information and thoughts by foreign languages and to develop the abilities to express and convey”, to “fostering attitudes to try to communicate independently by using foreign languages”, and so on and so forth.

By 2019, MEXT has moved the goalpost by deciding that Japanese students should start to learn English from third grade in elementary school from 2020. Meanwhile, the 2019 *Course of Study* has similar aims and objectives to those in the 2017 documents.

Students’ willingness to communicate (WTC) is important in order to actively communicate effectively in English classes. In other words, “fostering attitudes to try to communicate independently by using foreign languages” (MEXT, *ibid.*) is an explicit goal to enhance students’ WTC.

It is thought that the differences in motivation to communicate is determined by whether students are extroverted or introverted (Ellis, 1994; Suparman, 2010; Farsides & Woodfield, 2003; Lestari, 2013). However, there are other views such as those of Busch (1982) and Yashima (1997) that refute this. Therefore, it becomes imperative to examine the veracity of the hypotheses that WTC in English classrooms is influenced by whether students are extroverted or introverted. Moreover, it tends to be thought that higher WTC is attributed to students’ English skills, but WTC is greatly influenced by affective factors rather than English skills. According to a study by Yashima (2002), the affective factors that most affect Japanese English learners’ WTC are “International Posture” and “Confidence” in second language communication. Confidence in second language includes the extent of anxiety and recognition of language ability.

Therefore, part of the purpose of this study is to test the hypothesis that WTC within classrooms is influenced by whether students are extroverted or introverted, and to investigate the WTC of university students currently majoring in English Language and Literature from the perspective of “International Posture” and “Confidence” in second language communication. Then, based on our findings, we will explore effective approaches that English instructors can employ to enhance students’ affective aspects and put these approaches to good use to motivate students to be willing to communicate in English classes.

It is already known that students’ affective factors greatly affect WTC. Specifically, a number of studies are concerned with those affective factors that may be associated with students’ WTC in the classroom, outside the classroom, or in a digital learning context. Findings from Lee and Lee (2019) revealed that the self-confidence factor was a strong predictor of all WTC contexts, particularly in the digital context; while in another study, Lee and Hsieh (2019) found that of the four factors, only self-confidence, grit, and L2 speaking anxiety played a significant role in WTC. The variables of “grit” and “self-confidence” were identified as strong predictors of WTC in the classroom, outside the classroom, and in digital settings, whereas a lack of anxiety was reported to occur particularly in conventional contexts (in-class, and out-of-class).

However, more studies are still needed, and this makes this study imperative. By investigating the affective aspects of university students currently majoring in English, new insights can be contributed to teaching and learning. Moreover, by focusing on two perspectives such as “International Posture” and “Confidence” in second language communication, their efficacy can be revealed more specifically. Furthermore, studies involving freshmen and final year students will give us adequate materials by which reliable comparisons can be made. This is important for motivating more students to communicate in English. The more positive and motivated students are towards communication in English in

classrooms, the more people will communicate effectively in English in their social lives. These are this study's hallmark contributions to knowledge.

## 2. Beyond the Pragmatic: The Theoretical

A lot of studies have been done on motivation in second language learning (Gardner & Smyth 1975, Gardner 1985, 1988, 2001, Dörnyei 1990, 1998, 2001a, 2001b, 2003, 2005, Gardner & Tremblay, 1994; Crookes & Schmidt, 1991).

Earlier studies on motivation and second language learning focusing on emotional factors were approached from social psychology perspectives (Gardner & Smyth 1975; Weiner, 1986; Ames & Archer 1988; Gardner, 1988). However, from the 1990s onwards, social psychology approaches in motivation study on second language learning came under intense scrutiny (Dörnyei 1990, 1998, 2001a, 2001b, 2003, 2005, Gardner & Tremblay, 1994). The necessity of research useful for educational practices was advocated; the theory of educational psychology was introduced in addition to the approach by social psychology, and the whole motivation study on second language learning was expanded (McClelland, 2000; Oxford & Shearin 1994; Noels, Clement & Pelletier, 1999; Noels, 2001a, 2001b). Thus, studies on WTC appeared as one of the new approaches of motivation studies. In addition, Dörnyei (2001) states that fostering the positive attitude towards communication in recent second language education is the central goal of education, and research on WTC gives important educational suggestions. Research on WTC was originally a field of communication research in first language acquisition. WTC in the first language is defined as “the intention to initiate communication in a situation that it is free whether to initiate or not” (McCroskey, 1992). According to the study by MacIntyre (1994), factors influencing WTC in the first language are communication apprehension and perceived communication competence. In the first language learning environments, higher WTC promotes active participation in class. Thus, in the first language education, it is suggested that teachers should reduce students' communication apprehension and should encourage students to have confidence in their communication competence to enhance their WTC.

WTC research that began in the field of communication studies in the first language has since been applied to second language education. WTC in second language is defined as “a readiness to enter into discourse at a particular time with a specific person or persons, using second language” (MacIntyre, Richard, Dörnyei, & Noels, 1998). MacIntyre *et al.* (*ibid.*) demonstrate a conceptual model on factors related to WTC in the second language (see “Figure 1: Heuristic Model of Variables Influencing WTC”).

Layer I is “(1) L2 Use”. MacIntyre *et al.* (*ibid.*) set up promoting communication in the second language as the ultimate goal of second language learning. For that reason, in the second language education, it is said that it is needed to develop learners who can find their own communication opportunities and use those opportunities. Layer II is “(2) WTC”. MacIntyre *et al.* (*ibid.*) assert that there is a willingness to communicate in the second language before the actual action of using the second language and set WTC in Layer II.

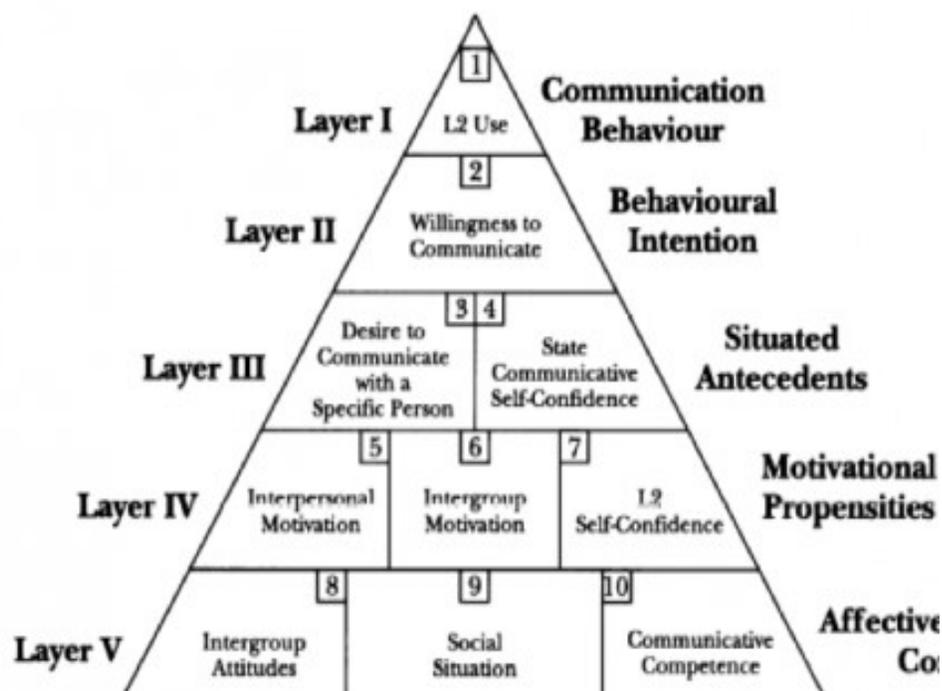


Figure 1. Heuristic Model of Variables Influencing WTC (MacIntyre et al., 1998)

In Layer III, there are “(3) Desire to Communicate with a Specific Person” and “(4) State Communicative Self-Confidence” as factors directly affecting WTC. This means that WTC is also influenced by the immediate situations; and that at that time, it depends on whether learners can talk with confidence with their interlocutors. In Layer IV and subsequent layers, relatively stable factors are mentioned. “(5) Interpersonal Motivation” is a personal motive of who and for what purpose to communicate with. And “(6) Intergroup Motivation” refers to the motivation to communicate with people in different groups with different social backgrounds. Unlike “(4) State Communicative Self-Confidence”, “(7) L2 Self-Confidence” refers to a more stable self-confidence in using the second language, which is not dependent on the situation. Layer V is the Affective-Cognitive Context, and it includes “(8) Intergroup Attitudes”, “(9) Social Situation”, and “(10) Communicative Competence”. “(9) Social Situation” refers to the communication situation and “(10) Communicative Competence” refers to knowledge and practical use of the second language. Layer VI is Social and Individual Context. “(11) Intergroup Climate” is the history and political relations between different groups that affect communication. Lastly, learners’ “(12) Personality” also affects communication (McIntyre, et al., 1998).

As discussed above, second language ability as well as social and affective factors are related to WTC in second language environments, which create individual differences in actual communication. Therefore, in order for teachers to motivate learners in the second language classrooms, it is necessary to pay attention not only to the social factors but also to the inner aspects of learners.

As for personality, many studies have been conducted to investigate the relationship between personality and foreign language learning (Ellis, 1994; Suparman, 2010; Farsides & Woodfield, 2003; Lestari, 2013). Among those studies, many researchers have stated that

extroverted learners have greater advantage than introverted learners in second language acquisition. For example, according to Rubin and Thompson (1982), extroversion is a plus feature because it creates many opportunities to talk with people. Chastain (1975) studied whether learners' affective factors such as anxiety, creativity, introversion, extroversion are correlated with college students' French, German and Spanish grades. He concludes that students who are extroverts got higher grades than students who are introverts. However, Rossier (1975) studied Spanish high school students who were studying English as a second language in the United States, using the Eysenck's Personality Inventory to find a correlation between personality such as introversion and extroversion, and the Iowa test<sup>1</sup> and oral communication ability. He maintained that there is no correlation between personality such as introversion and extroversion and Iowa test and oral communication ability. However, he was able to demonstrate that the length of stay in the US and the extent of extroversion and level of oral communication have a positive impact on the results of written tests in English.

There are other studies which maintain that there is no correlation between introversion-extroversion tendencies and foreign language learning. Busch (1982) explored the correlation between the introversion-extroversion tendencies of Japanese students and their proficiency in English. It was hypothesized that in an English as a foreign language (EFL) situation, extroverted students would attain a higher proficiency in English. Contrary to expectations, there was no correlation between extroversion and their proficiency in English. Moreover, according to Yashima (1997), in a research study in an actual classroom situation for Japanese English learners, there was no difference in proficiency in English due to extroversion and introversion.

Studies on WTC have also been done by some researchers. MacIntyre and Charos (1996) studied factors related to WTC by using the WTC and Social Education model for French learners in Canada. Their research shows that factors related to WTC are Language Anxiety in second language and Perceived Competence in second language. Then, Yashima (2002) researched factors related to WTC for Japanese university students who study English as a foreign language. By contrast, he demonstrates that International Posture has an effect on WTC directly. In addition, Yashima (ibid.) stated that WTC is influenced by Confidence in second language communication which includes Communication Anxiety in second language and Perceived Communication Competence in second language.

### 3. Research Questions

This study aims to address three research questions. The questions address the factors responsible for WTC, whether it is related to the established principles, and the approaches an EFL professor might employ to enhance it. These questions will be examined through analysis and interpretation of data and answered in the study's conclusion. They are therefore stated thus:

RQ1. To what extent is the hypothesis that students' WTC is influenced by whether they are extroverts or introverts accurate?

RQ2. To what degree are *International Posture* and *Confidence* in second language communication relevant to the students' level of English studies?

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<sup>1</sup> For information on the Iowa test and its history, see <https://www.testingmom.com/tests/itbs-test/> and

<https://edstruments.com/instruments/iowa-assessments-ela>, retrieved June 22<sup>nd</sup>, 2023.

RQ3. What effective approaches might a university professor employ in English language classes to enhance students' WTC?

#### 4. Research Method – Data Generating and Gathering

My research lends itself to a quantitative epistemology because digitized data is effective for examining the correlation between personality and WTC. An added advantage of a quantitative model in investigating the actual circumstances of students' International Posture and Confidence is that it is easier to grasp the degree of students' thoughts by scores of answers, and affective factors can be visualized. Furthermore, by obtaining a lot of digitized data by quantitative research, I can make my research more reliable.

Participants of this survey are 145 undergraduate students at a university where the researcher currently works. 73 out of 145 students were freshmen. The rest of the students (72) were final year (4<sup>th</sup> grade) students.

This study employs questionnaire as the research instrument. The items on the questionnaire are divided into 4 parts, such as extroversion-introversion test, Willingness to Communicate (WTC), International Posture, and Confidence in second language communication.

First, as for the extroversion-introversion test, I used the Awaji and Okabe style of extroversion-introversion test (1932) based on Jung's psychological model. It has 50 questions and expresses extroversion and introversion numerically. In our survey, I modified the questions for my students but at the same time keeping close to the Awaji and Okabe's (ibid.) original ideas. The number of questions was reduced to 30, and the answer format has 3 types, "Yes", "No", and "Can't say either." Each answer was scored from 3 points to 1 point.

Second, in terms of Willingness to Communicate, I employed the WTC methodology by McCroskey (1992). Although there are 20 questions on the original, I modified and selected only seven questions on the assumption of communication in English lessons. The participants were again required to choose one of three answers: "Yes, I do.", "No, I don't.", or "Can't say either". Each answer was again scored from 3 points to 1 point.

Third, as for International Posture, I used the International Posture measure by Yashima (2002). The contents of the questions divided International Posture into four viewpoints, such as "Intercultural approach tendency", "Interest in international vocation", "Ethnocentrism", and "Interest in foreign affairs". Participants were asked to choose one from "Strongly agree", "Agree", "Can't say either", "Disagree", or "Strongly disagree".

In measuring Confidence in second language communication, I deferred to the measure of anxiety and recognition of language ability by Isoda (2008). As previously mentioned, confidence in second language communication is composed of the factors of anxiety and recognition of language ability. The questions I generated required that the participants responded to each item about anxiety and ability by choosing one from "Strongly agree", "Agree", "Can't say either", "Disagree", or "Strongly disagree".

In addition to the above four parts, 5 original questions were added to investigate ways of enhancing students' WTC. Again, participants were asked to choose one from "Strongly agree", "Agree", "Can't say either", "Disagree", or "Strongly disagree".

In applying the questionnaires to each group, a maximum response time of 10 minutes was allotted. And, in scoring the questionnaires on the extroversion-introversion test, I referred to the Awaji and Okabe (1932) method. I added the scores of 15 questions about extroversion and scores of 15 questions about introversion and divided them by 15. Then, the number was

multiplied by 100. If the result was 200 or more, the student was considered to be extroverted. If it was 200 or less, the student was considered to be introverted. The maximum score was 400 points, the minimum point was 0.

In terms of the other 3 parts, I calculated the scores for each part such as WTC, International Posture, and Confidence in second language communication, and had a total score for each part. The score of each answer on the WTC part is from 3 points to 1 point. So, the maximum point of this part was 21, the minimum point was 7. The score of each answer of International Posture part and Confidence in second language learning part was from 5 points to 1 point. The maximum point of International Posture part was 75, the minimum point was 15. The maximum points on Confidence in second language communication part was 50, the minimum point was 10.

As for the other 5 questions, they were used for examining the effective ways to enhance students' WTC and to find the correlation with each part without necessarily totaling the responses. For data analyses, I examined the ratio of the number of people who chose each of the five alternatives in the freshmen's and final year students' groups.

Concerning Research Question 1, "To what extent is the hypothesis that students' WTC is influenced by whether they are extroverts or introverts accurate?", I analyzed the correlation statistically between personality and WTC. I found a correlation coefficient between score of extroversion-introversion test and the score of the WTC part. From the correlation coefficient, I analyzed whether there is a correlation or not.

As for the Research Question 2, "To what degree are *International Posture* and *Confidence* in second language communication relevant to the students' level of English studies?", I analyzed the actual conditions of students' WTC based on the scores of *International Posture* part and *Confidence* in second language communication. For example, I was able to demonstrate the efficacy of the previous research by Yashima (2002) which states that WTC is influenced by "International Posture" and "Confidence" in second language communication. Moreover, I tried to find any tendency or any difference by comparing the results of the freshmen and the final year students.

As for Research Question 3, "What effective approaches might a university professor employ in English language classes to enhance students' WTC?", while considering the relationship with other parts, I determined the effective approaches to various types of students to enhance their WTC based on the result of the last 5 questions of the questionnaire.

## 5. Data Analysis and Discussion

In examining the responses of all the students, I was able to determine that all the 145 respondents had valid responses, and none of the questionnaires was invalid and therefore discarded.

First, as for the results of extroversion-introversion test, out of 73 freshmen, 40 students were determined to be extroverted and 33 introverted. On the other hand, out of 72 final year students, 47 students were determined to be extroverted and 25 students introverted. As a result, there are more extroverts in both groups than introverts but the percentage of extroverts amongst the final year students is higher than that of the freshmen. This was not particularly surprising because the freshmen were just "fresh" out of high school where they were not used to communicating regularly in English.

Second, as for the results of questions on WTC, the average of WTC points of students in the freshmen group was about 11.5, and the average of WTC points of students in their final year was about 14.7. This affirms the fact that the final year students are more accustomed to communication in English in the classrooms.

From the above results, addressing Research Question 1, I analyzed the correlation between personality and WTC for each group. As for the freshmen, the correlation coefficient between points of extroversion-introversion test and WTC points was about 0.05 (see Figure 2: The RQ1 result of freshmen). This means that there is almost no correlation between being extrovert or introvert and WTC.

In contrast, as for the final year students, the correlation coefficient between points of extroversion-introversion test and WTC points was about 0.39 (see Figure 3: The RQ1 result of the final year students). This means there is a little positive correlation between being extrovert or introvert and WTC.

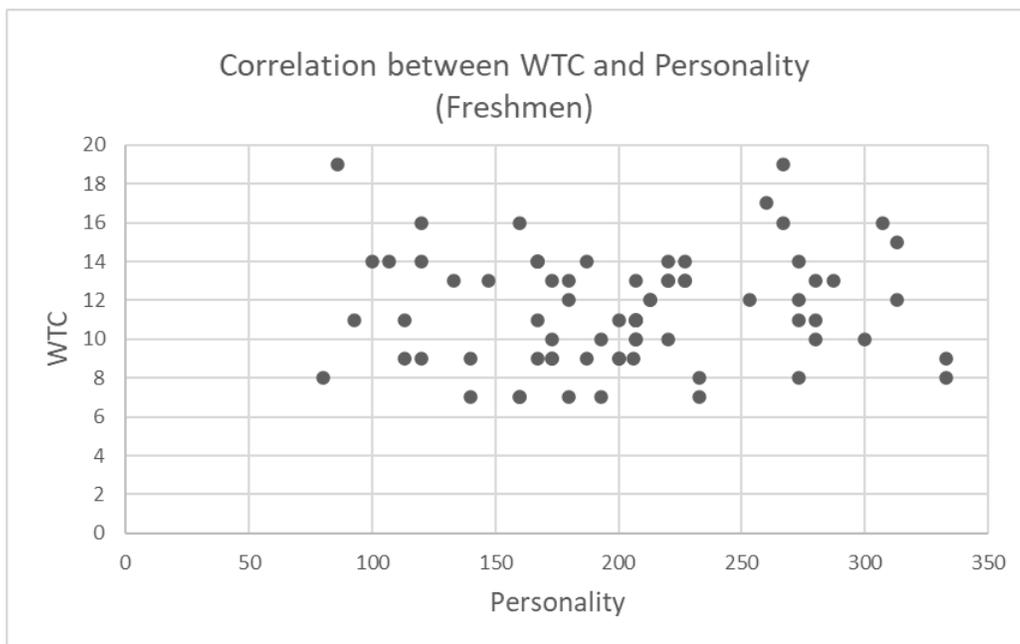


Figure 2. The RQ1 result of freshmen.

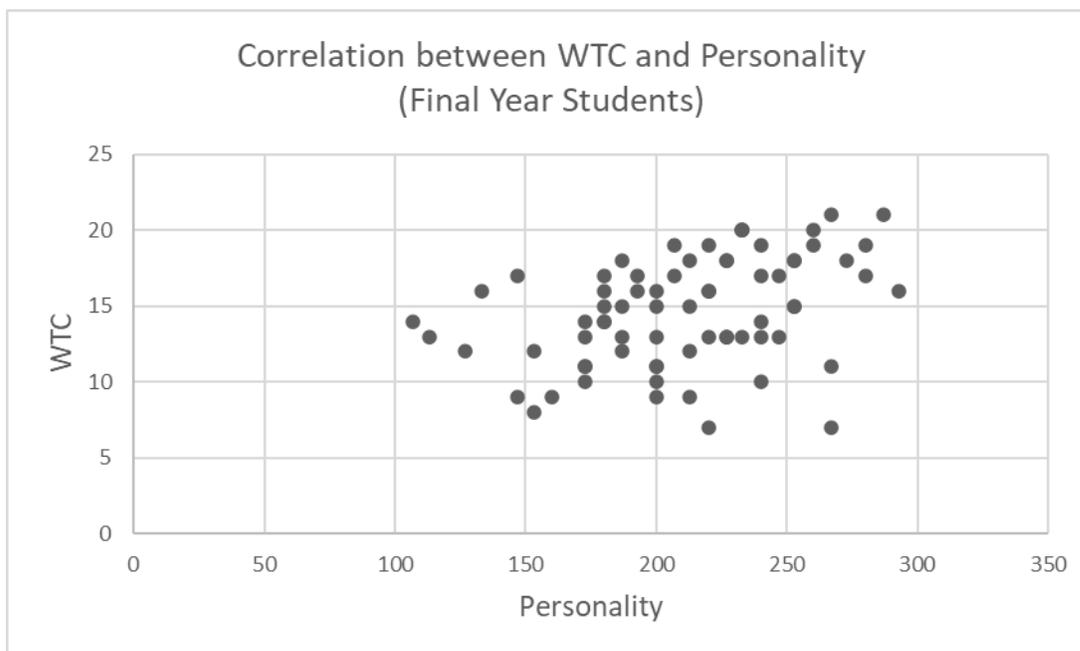


Figure 3. The RQ1 result of the final year students.

Accordingly, it can be seen that extrovert students in the final year are more willing to communicate in English in the classrooms than introverted students. My data from the freshmen confirms the efficacy of Busch (1982) and Yashima's (1997) studies. Within English classrooms in Japan (an EFL environment), I found out that being extroverted or introverted is not related to WTC from the data of my freshmen's group. However, it can be analyzed that in the final year students' group, where the frequency of use of English in classes is higher than that of the freshmen, and the degree of 'English contact' is higher, personality and WTC are correlated slightly because of the differences of the environment and the number of years of studying at the university level.

Next, I calculated the points on "International Posture" and "Confidence" in second language learning parts to determine the result of Research Question 2. The average of "International Posture" points of the freshmen students was about 48.3, and the average of the final year students was about 56.6. It is natural that students in their final year of studies have higher "International Posture" than students in the general course. As for Confidence in second language learning part, it contains anxiety points and recognition of language ability points. The average of the freshmen students was about 38.9, and the average of the final year students was about 34.3. Since this part uses reversal items in the question, the lower the score they have, the more confident in second language learning they were. So, students in their final year are more confident in second language learning than students in their freshman year.

From the above results, we were able to analyze the veracity of Yashima's (2002) study which states that WTC is influenced by "International Posture" and "Confidence" in second language communication. As for the freshmen, the correlation coefficient between WTC points

and International Posture points was about 0.27 (see Figure 4: The RQ2 result of the freshmen I). This indicates that there is a little positive correlation between WTC and International Posture.

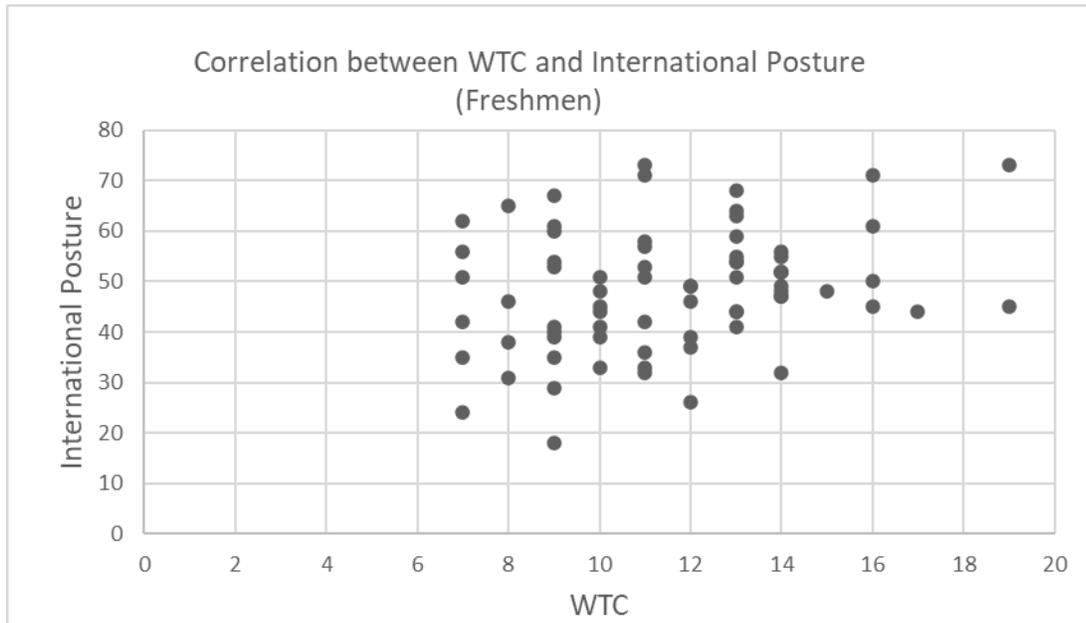


Figure 4. The RQ2 result of the freshmen I

Moreover, the correlation coefficient between WTC points and Confidence in second language learning points was about -0.43 (see Figure 5: The RQ2 result of the freshmen II). There is negative correlation between WTC and Confidence in second language learning. This means that the lower recognition of language ability and larger anxiety students have, the lower WTC becomes.

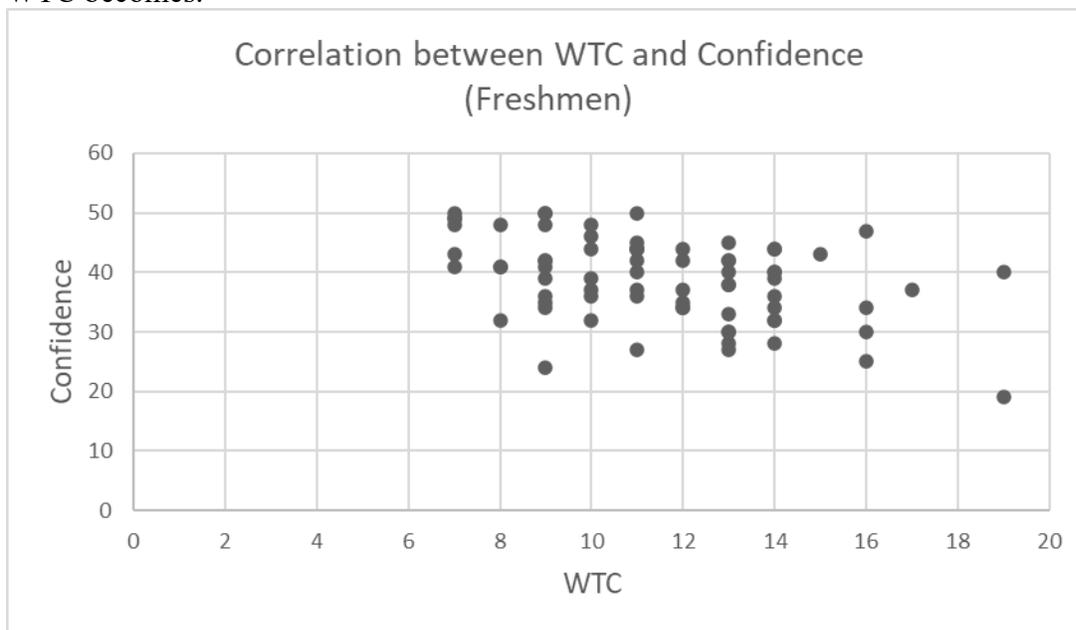


Figure 5. The RQ2 result of the freshmen II

As for the final year students, the correlation coefficient between WTC points and International Posture points was about 0.48 (see Figure 6: The RQ2 result of the final year students I). This indicates that there is positive correlation between WTC and International Posture.

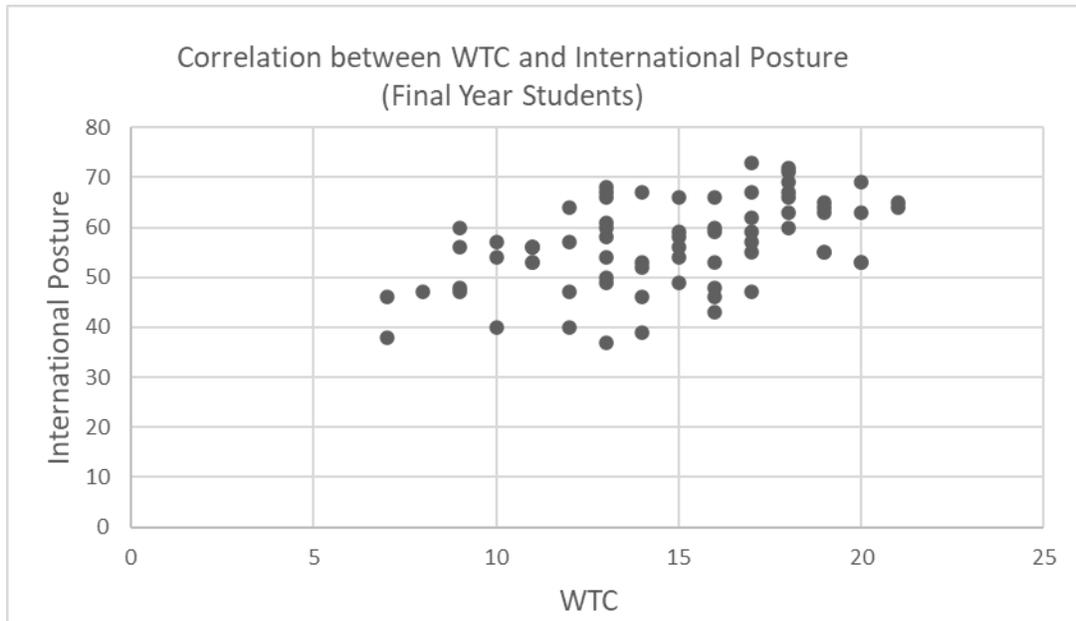


Figure 6. The RQ2 result of the final year students I

Furthermore, the correlation coefficient between WTC points and Confidence in second language learning points was about -0.53 (see Figure 7: The RQ2 result of the final year students II).

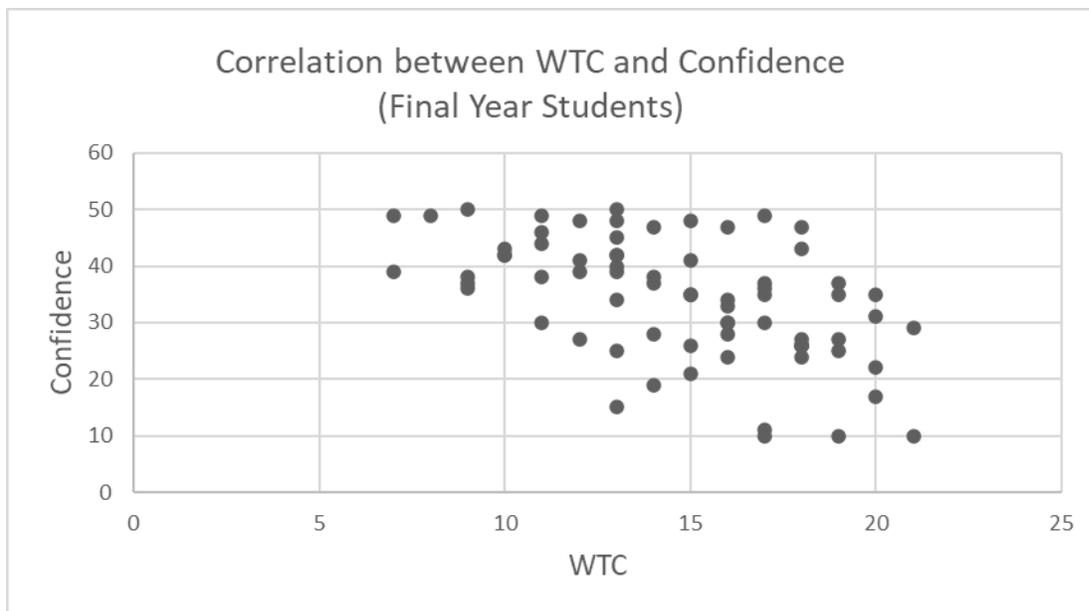


Figure 7. The RQ2 result of the final year students II

There is a conspicuously negative correlation here compared to the result of the freshmen. From these data of the freshmen and the final year students, it can be definitively asserted that the previous research by Yashima (2002), which states that WTC is influenced by International Posture and Confidence in second language communication, is partially true. Therefore, it can be analyzed that the affective factors which influence WTC in English classrooms directly are students' International Posture and Confidence in second language learning. Moreover, this fact is more conspicuous in the final year students' data because they are studying in not 100% EFL environment because some of their courses are taught by professors (like this researcher) who do not use Japanese in class, and the fact that the students have been learning English language for a longer period of time.

In terms of Research Question 3, I conducted 5 original questions to investigate the effective methods to enhance students' WTC in English classrooms. The first question is "getting confident by instructors' praises". 75% of the respondents in each group responded with "Strongly Agree" or "Agree" (see Figure 8: Getting confident by instructors' praises). It can be considered that to praise students is effective to enhance students' WTC irrespective of course and personality.

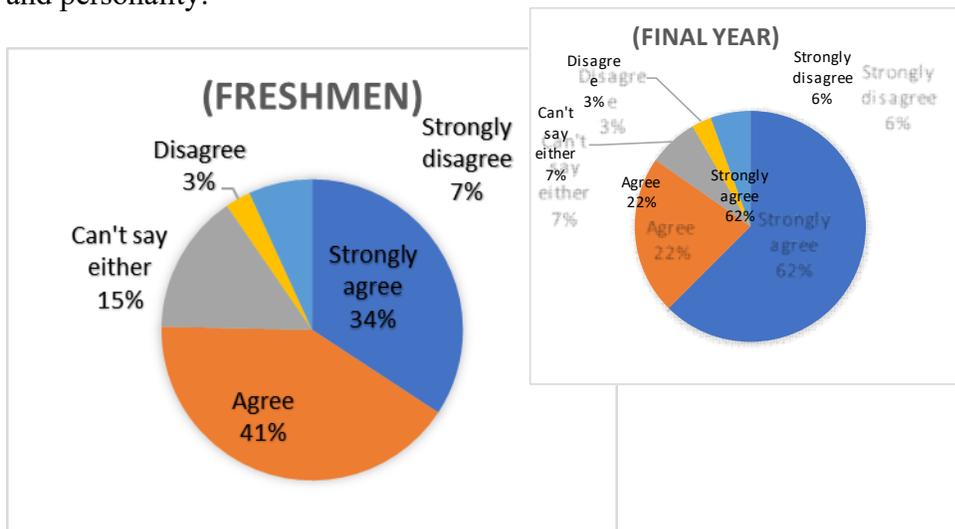


Figure 8. Getting confident by instructors' praises

The second question is "anxiety of speaking English will decrease if the class has good atmosphere and accepts mistakes". More than 80% of both the freshmen and the final year students agree with this question (see Figure 9: Good atmosphere and accept mistakes). Instructors should make efforts to build good atmosphere in classrooms to reduce students' anxiety of speaking in English. There is a strong connection between this and students' WTC.

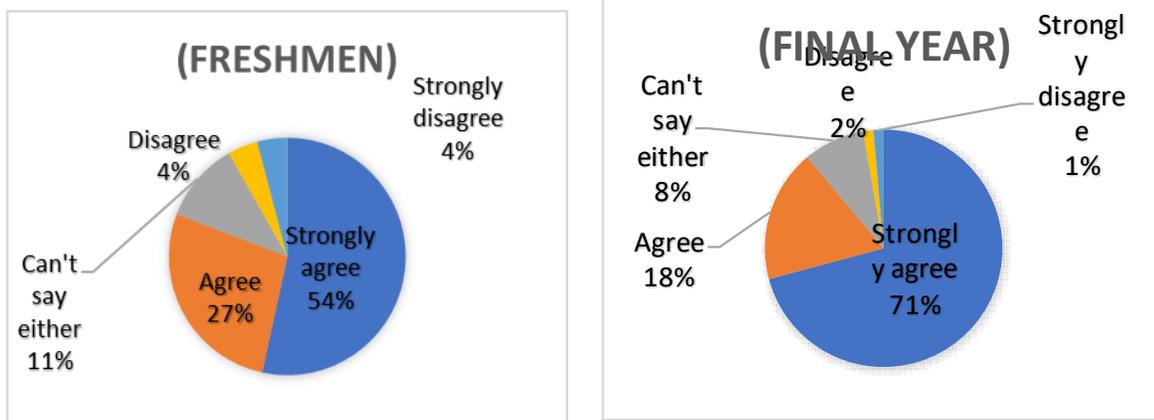


Figure 9. Good atmosphere and accept mistakes

The third question is “getting confidence if you speak with classmates”. Surprisingly, nearly 90% in both groups agree with this idea (see Figure 10: You speak English with classmates). Also, there was almost no student who disagreed with this question.

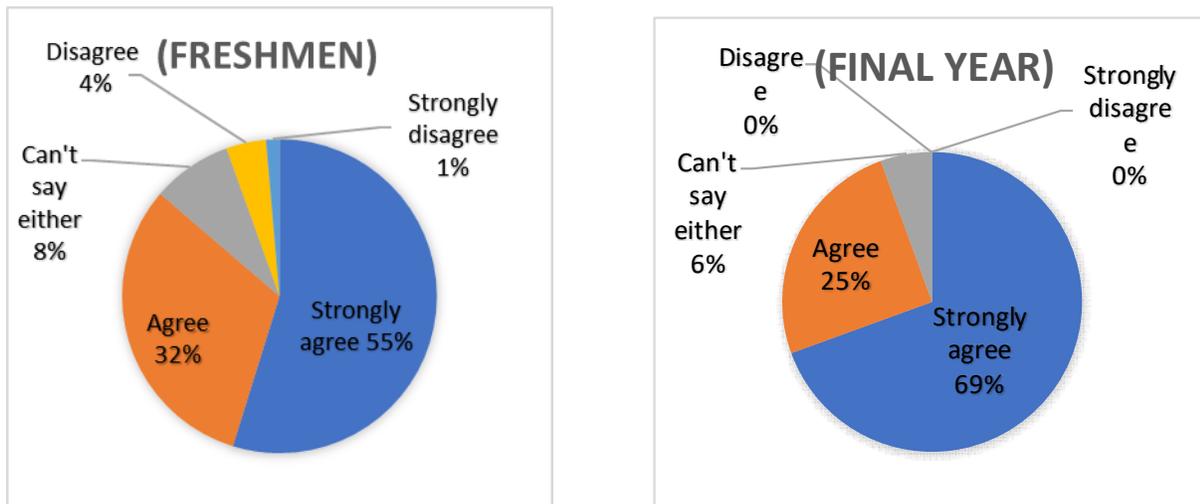


Figure 10. You speak English with classmates

Therefore, instructors need to be conversant with and employ various teaching methods and techniques in using English with students in order to enhance their WTC.

The fourth question is on whether “anxiety of speaking English will decrease if you speak on the themes you are interested in”. The ratio of “Can’t say either”, “Disagree”, and “Strongly disagree” became a little bit higher than in other questions (see Figure 11: Themes you are interested in).

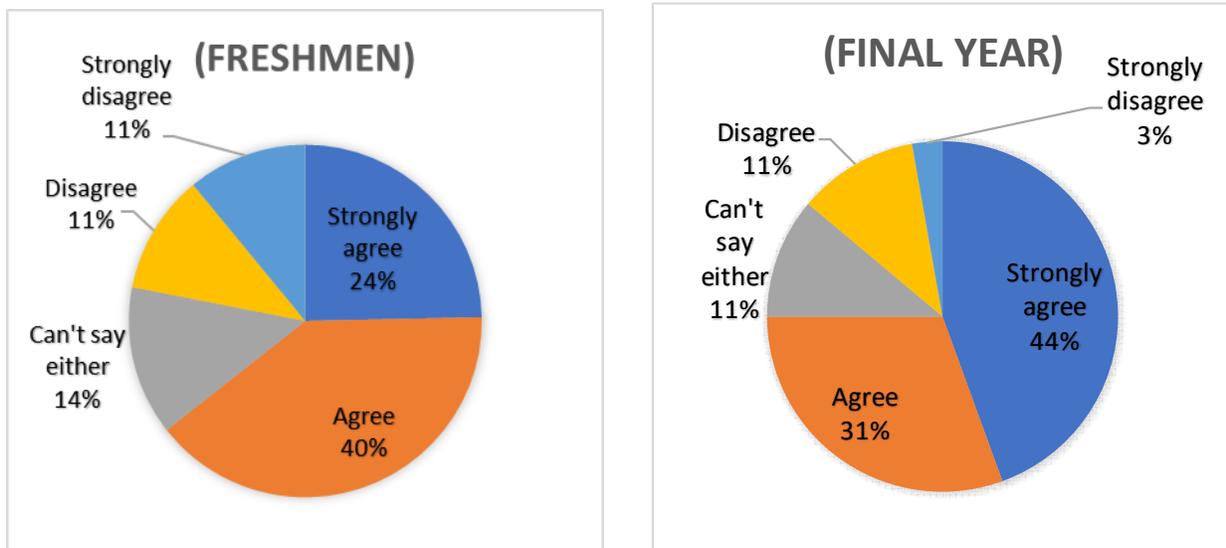


Figure 11. Themes you are interested in

The last question is “easier to speak English in small groups” (see Figure 12: Easier to speak English in small groups). As for the freshmen, more than 80% of the respondents agree with this idea. In terms of the final year students, about 70% agree. From this result, small group activities are more effective for the freshmen. Moreover, only 4% in the final year group disagrees with group activities.

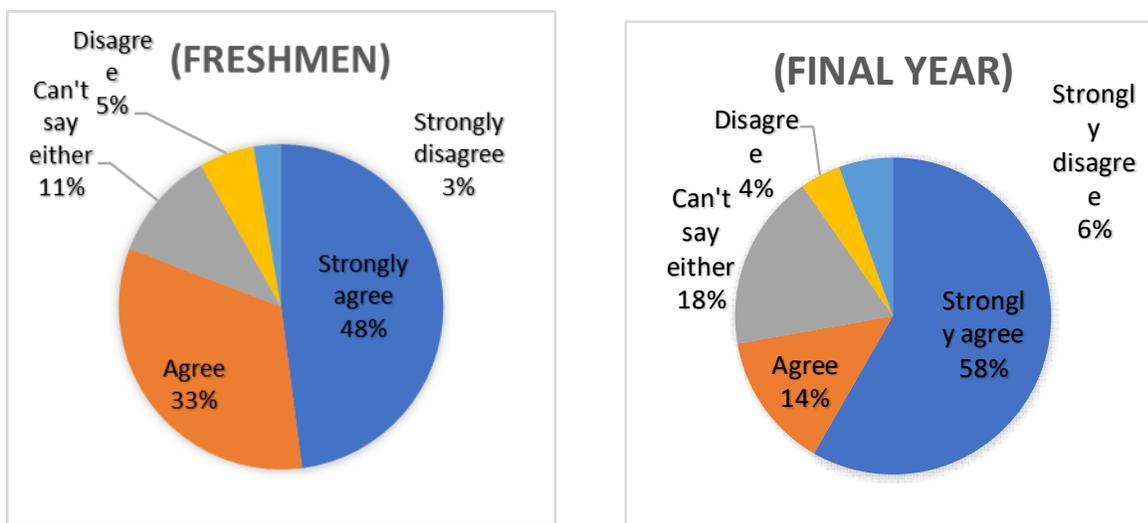


Figure 12. Easier to speak English in small groups

## 6. Professional Pragmatism and Conclusion

This research aims to test the veracity of the hypothesis that WTC within classrooms is influenced by whether students are extroverted or introverted, and to investigate the extent of WTC of university undergraduate students currently specializing in English Language and

Literature from the perspectives of “International Posture” and “Confidence” in EFL contexts. Based on my empirical data, I have explored and suggested effective approaches which university English language instructors can employ to stimulate students’ affective factors and learning styles and I hope that these approaches will be put to good use to enhance students’ WTC in English classes. Therefore, my choice of a quantitative research methodology was fully valid, fair and reliable.

I discovered that there is no correlation between students’ WTC and the extroversion/introversion dichotomy in EFL classrooms for first year students. However, as for the final year students, there is a little positive correlation between students’ WTC and being extroverts. I noted however, that for final year students, they have advantage of using English for a longer period of time. My data seems to validate Busch’s (1982) and Yashima’s (1997) studies in which they assert that in EFL situations like English classes in Japan, WTC and extroversion are not correlated.

Secondly, I am able to confirm the efficacy of “International Posture” and “Confidence” in second language communication as the most influential affective factors for WTC. For both groups of participants, the higher the “International Posture” students have, the higher their WTC; and the greater their “Confidence” in second language learning, the higher their WTC becomes. This fact was more prominent, especially in the English of the final year students. Consequently, I am able to support Yashima’s (2002) studies as efficacious.

I have also been able to suggest some effective teaching methods and approaches for teaching EFL students. First, instructors should praise students’ English communication irrespective of how incorrect it is because students think that such praises give them the confidence to continue to use English. The second point is related to the first. Instructors should endeavor to build good learning atmosphere in classes and reduce the number of times mistakes are corrected in order to reduce students’ anxiety of using English. After all, this is one of the goals of Communicative Language Teaching (Olagboyega, 2012). Third, instructors should give students a lot of successful experiences by employing an eclectic mixture of methods and approaches which include using task-based activities to aid their English classes. This is the most effective way to enhance students’ WTC in classes. We should devise course contents and guidance so that students can obtain more successful experiences. These successful experiences will make students become more confident. Fourth, even though it is discovered that setting interesting themes and topics is not directly related to the decrease of anxiety of speaking in English, instructors should endeavor to use interesting themes and topics in English classes to motivate communication activities. Last, instructors should use pair and group activities as much as possible in English classes. It is easier for students to speak in English in pairs or in groups than in front of the entire class. Pair and group activities make students more relaxed, and can reduce students’ anxiety of speaking in English. Therefore, pair and group activities are effective to enhance students’ WTC in English classes.

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