

## **Role of ‘Willingness to Communicate’ (WTC) on speaking proficiency among male and female learners at graduate level**

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### **Abstract**

Willingness to communicate (WTC) plays an important role in second language (L2) teaching and learning. Almost any second language learner is likely to respond to a direct question, but many will not continue or initiate communication. The present study investigates undergraduate students' perception of their willingness to initiate communication in English across four types of contexts and three types of receivers. Contexts of communication are speaking in public, speaking at meetings, speaking in small groups and talking in dyads and three types of receivers are Unknown, known and friends. Total 160 undergraduate students participated in this quantitative study. The results revealed that female students had better speaking skills as compared to government female and male from both sectors. Later to private females speaking skills, females from government sector showed their good communication skills. As per male students, private male students have better L2 speaking skills. Male students from government sector performed very poor in Oral proficiency test.

**Keywords:** willingness to communicate, self- perceived communication competence, anxiety, l2 competence, motivation

### **1. Introduction**

Two psychological constructs gaining recognition in the last decade are self-efficacy (SE) and for the purpose of studying languages WTC or Willingness to communicate was firstly proposed by Clement, Dornyei, MacIntyre and Noels. Alemi (2012) <sup>[1]</sup> proclaims that both WTC and self-potency have been limitedly looked up in the Iranian EFL context when correlated with other individual differences factors for example, inspiration, inclination, and learning strategy. In the literature this deficiency is more noticeable when it comes to the potential effect WTC and self-efficacy on oral reproduction in L2 attainment. In other words, the fundamental motivation behind this examination was to analyze the connections between these two mental factors (WTC and self-viability) and oral generation among Iranian English students. A new concept in the psychology of language is termed as Willingness to Communicate (WTC) that emerges from the importance of interaction in language learning (Mackey and Gass, 2005, Swain, 2005) <sup>[9, 29]</sup>. WTC is illustrated in many models, of which the two most important are WTC Model of McCroskey (1997 and Clement, Baker, MacIntyre WTC Model (2003). WTC was used to check a person's extent of aptitude. Despite the fact, as MacIntyre (1994) <sup>[10]</sup> and McCroskey & Baer (1985) explained that Willingness to communicate come to the light in the first language attained field, but after that the implement of it got comeuppance to be brought into second language or L2 & foreign language learning context. Usually, language learners' mindset that come up with the context and racing & skills Along these lines, doesn't make a difference whatever is the motivation behind language learning, Charos and MacIntyre (1996) <sup>[11]</sup> purposed, learning of the language requests to have the capacity to use the objective language in open reason, encounter alternate

societies, voyaging, and utilizing that language on one's activity. Thusly readiness to convey is weighed as a significance of intercultural and relational expectation and a specific region of L2 and outside language learning.

#### **1.1 Background of the Study**

Willingness to communicate comprises also the fluency of language learners to enter into discourse at a particular time as made clear by MacIntyre *et al.* (1998, p. 547) <sup>[12]</sup>. Oz *et al.* (2015) assert pressure it assimilates the social-psychological communicative and linguistic variables and it can explain, describe and it can also predict the learner's behavior towards leaning the language. Concerning with individual differences for the purpose of learning the other languages and foreign language WTC was introduced. Pedagogy initiates the teachers of the language for helping their learners to become quick learners. They ask them to use the language which they are learning, outside the classroom too. Pakistan is a country with multi languages there are six languages mainly but and fifty eight languages are practiced (Rahman, 2005). Urdu national language and is a country spread language and a stage lingua franca, However, English has official language place in courts, directorial offices and university institutions, etc. It helps people to take privilege of success in Europe and in other countries (Shamim, 2008). Research has publicized that L2 WTC is a conditional and is sensitive varying thing that headways from one state of affairs to another and even in the same circumstances because of the interface among the variations of psychological, linguistic, related variables and other prospective variables of issues and situations (Kang, 2005, MacIntyre *et al.*, 1998). Like a lot of post-colonial nations, In Pakistan, English remnants a language of rank and world money, but it lasts to be challenged in the

absence of a complete language strategy, unsatisfactory action in the curriculum, the manufacture of textbooks, the training of teachers and particularly classroom performs. Rahman (2005) stated that communication as an energetic interactive procedure that contains the effectual conduction of factors, ideas, thoughts, feelings and values in which, accordingly such type of communication could be done only verbal or written. Luo (2013) attribute lack of willingness to communicate among Chinese learners to complicated alphabetic system of the language. He mentioned that "verbal communication was a collaborative process among the speaker and the listener and includes the creative skills of speech and the approachable skills of understanding." It was the process of verbal conduction of information and ideas from one person or group to the other, but verbal communication competence involved the fusion of oral, between persons and physical schemes needed to interact with confidence and effectiveness with a variety of audiences (Griffith Institute Of Higher Education, 2004), according to Nunan & Carter 2001 (2013), spoken Communicative competencies denote both speaking and listening to spoken language. It merges the listening and speaking skills said as Oral Communication Skills. Both stated that speaking was a linguistic action that contains pronouncing (sound) morphology and terminology (grammar and syntax Semantics, words and their parts, practical discourses (discussion and enigma) (connected rules and use of language); eloquence (confidence, easiness of speech, speed and consistency).MacIntyre *et al.* (2003) <sup>[13]</sup> believes Notwithstanding the accentuation on correspondence in present day language teaching, Language teaching method and the all-around acknowledged view that students require hone in talking keeping in mind the end goal to take in, some language students constantly remain silent (cited in MacIntyre, 2007) <sup>[14]</sup>. Every last one of us can name numerous students who are hesitant despite the fact that they know how to talk in the second language (for our situation English). It isn't of astonishment that language educators wish to have language students who search out EFL correspondence without anyone else's input; those understudies who will convey when the open doors emerge, regardless of whether inside or outside the classroom. In Pakistan, the vast majority of the non-local students embrace a fake measure, they held and bashful to utilize L2 for correspondence. They are apprehensive negative force of the spectators. In everywhere throughout the world English language has obtained its request however in creating nations like Pakistan students feel pressure, modest, and anxiety to convey each other. They have some inabilities to think straight in their psyche against learning English language. A few issues do exist in ESL/EFL students. Still exceptionally complex individuals who are ESL/EFL students don't communicate in English undeniably on the grounds that they feel uneasiness and sorrow to articulate such words in which they need to impart. These individuals feel that they couldn't communicate in English appropriately.

**1.2 Research Questions**

1. What is the role of willingness to communicate on speaking skills in ESL?
2. How much willingness to communicate factors affecting the proficiency in speaking skills of language learners?
3. What is the role of linguistic proficiency in building confidence among language learners?

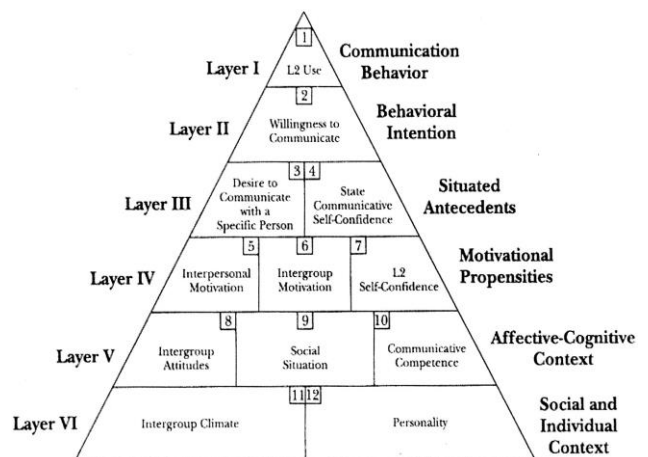
4. What is the level of willingness to communicate among male and female learners?

**2. Literature Review**

While willingness to communicate might incredibly rely upon situational or environmental components, McCroskey could distinguish an identity quality that influences individuals in similar circumstances or conditions to act in an unexpected way (McCroskey and Richmond, 1986). With the end goal for us to underline that manner was like a characteristic, it was essential that the level of a man's readiness to discuss in a solitary correspondence circumstance, (for example, little gathering association) is connected with the will of the individual in different settings (e.g. talking out in the open, talking at gatherings and dialogs in dyad). In including, it was required that the individual's readiness to speak with a sort of receptor, (for instance, learning) was associated with the person's capacity to talk with various types of receptors, (for instance, buddies and Cloud) (Richmond, McCroskey and 1987, p. 189). As per McCroskey (1992), the willingness to communicate could be more created in four correspondence outlines (gatherings, gatherings, dyads and open) crossed with the three sorts of receptors (obscure, known, and companions). In including to his willingness to communicate, McCroskey (1992) included worry of correspondence and taken relational abilities as different factors in deciding somebody's capacity to communicate.

**2.1 The Concept of Willingness to Communicate**

McCroskey and Richmond (1987) argued the measurements of the essentials personality of people towards discourse. Individuals move from the measure of exchange in which they will lock in. Restrictive factors could influence the individual's willingness to communicate in a given setting. For instance, the individual for a given day feels, the foundation of communication with someone else, what this individual resembles, what could be gotten or lost in communication may have a fundamental brief effect on the determination. MacIntyre *et al.* (1998) <sup>[15]</sup> kept up a pyramidal model to report for individual contrasts in the choice to begin remote language communication (L2). At the summit of the pyramid, it was proposed to communicate with settled destinations at a predetermined time. This includes the last advance before starting to communicate with an impact related to a particular condition.



**Fig 1:** Heuristic model of variables influencing WTC (MacIntyre, *et al* 1998)

The model reflected to circumstances where there was a particular individual with whom to communicate, and the two wants and self-certainty to converse with him. This want to communicate originates from the purposes behind alliance or control, or both. The purposes behind connection were coordinated to alluring or as often as possible met individuals, for example, companions. The explanations behind control by and large allude to any circumstance in which individuals try to impact the conduct of the other. The other major quick impact, self-confidence, was comprised of seen abilities and an absence of uneasiness (MacIntyre *et al* 1998). In this conceptualization of WTC the influence of self-confidence was composed to competence and lack of anxiety (Clement, 1986). There were six variations that McCroskey and Richmond (1987) revealed as attainable purposes behind the one's readiness to impart. These comprise of modesty, inconsistency and estrangement, confidence, social disparity, level of aptitudes of correspondence. The people who were thoughtful less anticipated that would convey in light of the fact that they look less critical in the need to impart (Richmond and Insect, 1992). The apprehension of communication and the factors of confidence are not just their own structure; they escort the will to convey. Communication Apprehension (CA) was helpful when you disclose one's willingness to communicate (or absence of it). Communication Apprehension (CA) was a mannerism of apprehension that was said as "the level of fear or anxiety of an individual connected with actual or anticipated communication with another person or persons" (McCroskey, 1977, P.78). McCroskey likewise recorded that apprehension of communication was regularly observed as an individual quality that was firmly identified with developments of timidity and hesitance. Numerous investigations have finished that the individuals who rehearse a fear of correspondence or low confidence will extricate from communication, consequently influencing their eagerness to convey. The worry of correspondence caused by dread, uneasiness and thinking about the negative outcomes to talking are considered by McCroskey and Richmond (1987) to be the best expert of his ability to convey. While examining the dread of correspondence, different individuals promise it around open talking. A state of variance happened when a man has less regularizing rules; individuals did not regard the principles and estimations of society, feeling socially isolated (McCroskey and Richmond, 1987). People who alienate themselves feel deficient and have antagonistic attitudes toward talking with others. Certainty moreover fundamentally influenced the person's capacity to give. A man with low certainty might be required to be less prepared to pass on because of a slant that it had little a motivating force to offer. So likewise, a man with low certainty might be less anxious to confer in light of the way that she believed others will respond conversely to what might be said (Richmond and McCroskey, 1987: 189). This may incorporate a subculture in a more extensive culture. People are culturally divergent when they are likely to communicate because their social norms are different (Richmond & McCroskey, 1990). They tend to be silent for fear of saying something that could be misinterpreted or have negative consequences. There is a difference between culturally deviating factors and lack of skills was that the culturally divergent one may have admirable communication skills for one culture but not for

another. Cultural divergence was seen as narrowly related to a willingness similar to that of communicative behavior if a person regularly resides in a culture different from that on his / her own. On the other hand, if the person communicates primarily in a culture and sometimes has to do so in another culture, the impact will be solely on the will of the situation (Richmond & McCroskey, 1987, p. 190). This may fuse a subculture in a more broad culture. Individuals are socially disparate when they are probably going to communicate on the grounds that their social standards are unique (Richmond & McCroskey, 1990). They have a tendency to be quiet inspired by a paranoid fear of saying something that could be misconstrued or have negative results. There is a contrast between socially going amiss factors and absence of abilities was that the socially different one may have commendable relational abilities for one culture however not for another. Social dissimilarity was viewed as barely identified with willingness like that of informative conduct if a man frequently dwells in a culture not the same as that on his/her own. Then again, if the individual communicates essentially in a culture and some of the time needs to do as such in another culture, the effect will be exclusively on the will of the circumstance (McCroskey and Richmond, 1987, p. 190). Relational abilities could be a focal factor in the preparation to pass on. Phillips (1984) reported out the refinement between strong strain, low certainty and poor social capacities. The relationship goes in both ways. Low aptitudes could incite high pressure and low certainty or the different way. As noted past, high uneasiness or low certainty may cause an individual not to will to pass on (McCroskey and Richmond, 1987). The perspective of their own social capacities might be more fundamental than the aptitudes themselves, as McCroskey has found an imperative association between the WTC and saw social capacities (McCroskey, 1992). Studies have presumed that the individuals who encounter fear of communication (or low confidence) because an individual not to be willing to communicate, hence influencing their eagerness to impart. The misgiving of correspondence contemplated by dread, uneasiness and thought of discouraging outcomes to discourse was thought to be the "best indicator of his eagerness to impart" (McCroskey and Richmond 1987: 191). Research shows that WTC models in various groups might be diverse in male and female (Ledet and Henley, 2000). Disregarding the generalizations of ladies as chatters, develops males talk more in social occasions or in blended gathering courses of action than grown-up women (Tannen, 1990).

### 3. Research Methodology

The given study has a quantitative design which was concerned statistical analysis of the results of the explain learners' perceptions of their willingness towards speaking skills in following contexts of communication (Motivation, Personality, Behavior, Confidence and Self-Esteem) and three types of receivers (Unknown, known and friends). The study is descriptive in nature there are two types of variables which include in this study that are field dependent and field independent variable. In this study willingness to communicate is independent and speaking skills are field dependent variables. A survey was intended and carried out in numerous ways. The most extensive method, a self-realization Questionnaire, was adopted by the researcher.

**3.1 Population of the Study**

Participators were 160 bachelor’s students from a local district of Punjab province in Pakistan. Punjab is measured the most preferential region in Pakistan. There were 40 male students and 40 female students of each era like as government or private sector at graduate level in Bahawalpur. The era of the learners was assorted from 24 years to 28 years and the mean age was 26 years. They learned English for twelve years as a second language. Students of graduate level were elected to conduct our research in Bahawalpur district.

**3.2 Sampling Technique**

To conduct quantitative research, it is much important to select appropriate sample technique. The selected samples should be true representative of the population. We surveyed to select large sample size to measure the accuracy of our research work. More will the sample size less will be chances of error in our data collection. At random base we chosen 160 students. Out of 160 students 80 were male and 80 were female learners. We divided 80 male and 80 female learners in two sub division groups like 40 male private students and 40 from government sector and same with the case of female learners.

**3.3 Data Collection Tools**

The data collection tools are used to explain the instruments which take part in this research work. There were two types of instruments which performed in this research work. Questionnaire is very important method to measure data. It is tremendously vital for a research seeker to recognize the status of a suitable questionnaire and how it measures what it is proposed to check. Making of a questionnaire is very complex from expected and countless attention is needed to its stream, design and length. Creating an individual question is a tiresome task and authenticating this questionnaire is one more challenge which at times is regarded.

**3.4 Data Analysis**

The accumulated information was coded by means of SPSS 20.00 package program for social sciences. In the information investigation process, a progression of autonomous examples t-tests is connected to give the responses to the related research questions. The information gathered from the preparatory class male and female students were combined keeping in mind the end goal to influence correlation between the appropriate responses of the members and they too were coded in a similar request to watch whether uncommon contrasts happen in the appropriate responses or not. The unwavering quality of the WTC factors was estimated by utilizing equation of Cronbach alpha which fulfill the profoundly satisfactory dependability level of information gathering instruments in social and behavioral sciences.

**4. Data Analysis**

Willingness to communicate is a co-relation study in which role of factors affecting speaking skills of learner even though having the knowledge of second language discussed. In this research we studied the willingness of students of graduation level to communicate with each other via using second language. We elected students from both government and private sector. We elected total 160

students. In this population 40 were male students and 40 students were female from each private and government sector. To check the Motivation, Personality, Behavior, Confidence and Self-Esteem of ESL learners via L2 we used a technique called questioner method. Questionnaire had all type of questions about the constraints that male and female feel while speaking English during their communication with other. Finally we have analyzed our collected data by using SPSS 20.00 program. Results against Motivation, Personality, Behavior, Confidence and Self-Esteem of ESL learners are presented here below. Motivation of ESL learners was estimated by using five questions in the questionnaire. Mean values of responses shown by ESL learners are given in the table given below. We can see the trend of behavior for responses that either student was frequent or non-frequent for their better motivational skills. These are the responses as

Always= A Often= O Sometime= ST Rare=R Never = N against. We gave numbering to these responses as A = 5, O = 4, ST = 3, R = 2, N = 1.

**Table 1: Role of Motivation in WTC scale**

Statement	M.G	M.P	F.G	F.P
Confident in speaking English than fellows	3.30	3.58	3.07	3.40
Feel joy while speaking English	3.32	3.65	3.51	3.80
Feel easy to communicate	3.40	2.98	3.05	3.15
Essential to learn to communicate	4.18	4.30	4.73	4.95
Necessity of learning English	3.85	3.77	3.84	4.15
Mean	3.61	3.65	3.64	3.89

M.G = Male Government; M.P = Male Private; F.G = Female Government; F.P = Female Private

Above shown results revealed the mean values of responses expressed by ESL learners against their motivational skills for willingness to communicate. Results showed that F.P (Private Females) is more motivated with highest mean value that is 3.89 for their willingness to communicate by using English as L2. Later on M.P (Private Males) with 3.65 mean value are well motivated to use English as L2 for willingness to communicate. M.G (Govt. Male) with 3.61 mean values are least willing to communicate with each other by using English as L2.

**Table 2: Role of Personality in WTC scale**

Statement	M.G	M.P	F.G	F.P
Avoid to participate in group discussion	3.15	3.27	2.60	2.30
Like to participate in group discussion	3.42	3.50	3.59	3.75
Feel anxiously while in group discussion	2.87	3.25	3.49	3.75
Like to concern in conference	3.28	3.07	3.51	3.65
Like to speak English everywhere	2.98	2.83	3.50	3.60
Mean	3.14	3.18	3.34	3.41

M.G = Male Government; M.P = Male Private; F.G = Female Government; F.P = Female Private

Table 2 revealed the mean values of responses expressed by ESL learners against their personality for willingness to communicate. Results showed that F.P (Private Females) are with better personality with highest mean value that is 3.41 for their willingness to communicate by using English as L2. Later on F.G (Govt. Female) with 3.34 mean value are with well personality to use English as L2 for willingness to communicate. M.G (Govt. Male) with 3.14 mean value feel least comfortable for their willingness to communicate with each other by using English as L2.

**Table 3:** Role of Behavior in WTC scale

Statement	M.G	M.P	F.G	F.P
Informative topic is more interesting to speak	4.32	4.05	4.13	4.30
Feel freely while talking with peers	3.85	3.75	4.19	4.60
Enjoy speaking English with friends	3.55	3.80	3.59	3.75
Communicate with each other in English	3.48	3.60	3.74	3.70
Feeling scared when I can't understand English	3.30	3.65	3.40	3.30
Mean	3.70	3.77	3.81	3.93

M.G = Male Government; M.P = Male Private;  
 F.G = Female Government; F.P = Female Private

Table shown above describes the mean values of responses expressed by ESL learners against their behavior for willingness to communicate. Results showed that F.P (Private Females) are with best behavior with highest mean value that is 3.93 for their willingness to communicate by using English as L2. Later on F.G (Govt. Female) with 3.81 mean value are with well behavioral values to use English as L2 for willingness to communicate. M.G (Govt. Male) with 3.14 mean value feel them behavior wise least comfortable for their willingness to communicate with each other by using English as L2.

**Table 4:** Role of Confidence in WTC scale

Statement	M.G	M.P	F.G	F.P
Easy to explain topic in presentation	3.83	3.63	4.11	4.50
Being prepared is the key for flourished speaking	3.52	3.55	4.25	4.20
Errors are the signals of gaining education	3.65	3.85	4.10	4.40
Feeling comfortable in class	3.98	3.85	3.79	3.75
Institute is more compatible to learn speaking	3.87	3.63	3.74	4.50
Mean	3.77	3.70	3.99	4.27

M.G = Male Government; M.P = Male Private;  
 F.G = Female Government; F.P = Female Private

Table 4 shows the mean values of responses expressed by ESL learners against their confidence for willingness to communicate. Results showed that F.P (Private Females) are with best confidence with highest mean value that is 4.27 for their willingness to communicate by using English as L2. Later on F.G (Govt. Female) with 3.99 mean value are with well confidence to use English as L2 for willingness to communicate. M.G (Private Male) with 3.70 mean value feel themselves with least confidence for their willingness to communicate with each other while using English as L2.

**Table 5:** Role of Self-esteem in WTC scale

Statement	M.G	M.P	F.G	F.P
Feeling shy with native speakers	3.78	3.45	3.28	3.90
Willing to communicate when I assure nobody will make fun of me	3.55	5.85	3.94	3.55
Feel anxiety when I can't express what I want to share	3.37	3.32	3.39	3.10
Feel nervous when I have to face audience	3.23	3.32	3.29	3.45
Without good vocabulary it is much harder to speak English	3.30	3.60	3.70	4.25
Mean	3.45	3.91	3.52	3.65

M.G = Male Government; M.P = Male Private; F.G = Female Government; F.P = Female Private

Table 5 revealed the mean values of responses expressed by ESL learners against their self-esteem for willingness to communicate. Results showed that M.P (Private males) are

most self-praised with highest mean value that is 3.91 for their willingness to communicate by using English as L2. Later on F.G (Private Female) with 3.65 mean value are with well self-esteemed to use English as L2 for willingness to communicate. M.G (Private Male) with 3.70 mean value feel themselves with least self-esteem for their willingness to communicate with each other while using English as L2.

**5. Discussion**

The findings revealed that the original dimensions present in the literature referring to willingness to communicate, self-perceived communication competence provide somewhat different results when compared with the results of this study. These differences show that participants felt more capable and more comfortable when interconnecting in dyads and group situations and with friend and associate receivers, than when talking with strangers or in public and meetings. This conclusion is obviously only tentative and will have to be tested in future research studies.

Significant associations are found between the factors that are responsible for willingness to communicate and with motivation. Motivation is the key for learning. Motivation guides how much you want to use the language. Motivation is primary, proficiency is secondary. If these two go together, it will be very efficient. The present study can shed light on the factors that might affect the number of learners talk in foreign language speaking classes. The present study benefits both researchers and language practitioners. The results of this study can highlight the relationship between a state variable (WTC), and another trait-like variable (self-esteem). As the mean value that is 3.89 of Private Females for motivation is highest so higher is their willingness to communicate and speaking skills with friends and mates. Similarly Govt. Males with lowest mean value of motivational facts have less willingness to communicate by using English as L2. This study has also shown the difference of willingness to communicate among genders. Females are more motivated for WTC and other communication skills than males.

For personality significant relations are found between the factors that are responsible for willingness to communicate and with personality traits. As the mean value that is 3.41 of Private females for responses that express personality. This means that higher is the value of willingness to communicate and speaking skills with friends and mates higher will their personality. Similarly Govt. Males with lowest mean value of willingness to communicate by using English as L2 that why lower is their personality. This study also shown the difference of willingness to communicate among genders. Similar interactions for confidence, behavior and self-esteem are observed for willingness to communicate by EFL learners to use English as L2. When we see ESL learners who have good English proficiency, they mostly have batter confidence level in their class rooms, in their play grounds and even at public places. A good proficiency skill of an ESL learner determines not only his confidence but his bold personality also. Linguistic proficiency also affects some other things related to confidence like motivation and positive body language. Again private females with highest mean values were better in confidence, behavior and self-praising so that why they were better in their speaking skills and willingness to communicate by EFL learners who are at graduate level.

## 6. Conclusion

The goal of this research was to investigate how individuals differ in their willingness to communicate, communication apprehension, and self-esteem, confidence and proficiency. This research presented a clear literature review about willingness to communicate, communication apprehension, and self-esteem. Results indicate that sex does have a significant impact on communication apprehension, confidence and personality and other communication skills. It is already stated that communicative proficiency and willingness to communicate in the second language (L2) is the final objective of language learning. MacIntyre *et al.* (1998) [8] discussed that the eventual goal of the second or foreign language learning must be to “provoke in language students the willingness to strive for out communication opportunities and the willingness actually to communicate in them”. Studies like the present one may help ESL learners to improve their communicative language, methods and curriculum design, to find a better way to develop language learners’ communication willingness in the target language, and increase their engagement in communication. This study has also some implications for further research in the field of second language learning. Since this study addresses only a small number of participants, the study can be replicated with larger groups in different settings. Whether the relationship is different with learners from different age group, whether it shows any gender differences, or whether type of instruction causes any distinctions can be examined. Furthermore, this study was a preliminary attempt to explain the relationship between LLS use and WTC. Some other studies can be conducted to examine the relationship of LLS use and WTC with other social, affective, and cognitive factors affecting successful L2 learning.

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