The Interplay Among L2 Willingness to Communicate, Speaking Test Anxiety and Speaking Proficiency

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A. Introduction
B. Research Background
C. Methodology
D. Findings & Discussion
E. Conclusion
A. INTRODUCTION

L2 Willingness to communicate (L2 WTC)
- the ultimate goal for language training
- impacts language learning process

CLT Approach
- Focusing on communication competence
- Students’ real life situations

EFL learners
- Reluctant to speak foreign language
- Shy and dominated by teachers

Factors

Peng (2007)

Research gaps
- Relationships: WTC, anxiety & proficiency
- How WTC impacts L2 speaking proficiency

Peng (2007)
B. LITERATURE REVIEW

1. WTC & Foreign Language Use Anxiety

- Language use anxiety is a major factor influencing learners’ L2 WTC
- Anxious feelings of using language in real life or imaginary situations

(McCroskey, 1997)

Language use anxiety could adversely affect learners’ L2 linguistic performance & linguistic achievements (Horwitz, 1986).

Less willing to communicate and use L2

High level of anxiety

(Baker & MacIntyre, 2000; Yashima, Zenuk-Nishide, & Shimizu, 2004)

(Horwitz, Horwitz and Cope, 1986)
B. LITERATURE REVIEW

2. WTC & L2 Proficiency

Higher linguistic proficiency
→ more communicative confidence
→ positively affect learner's WTC (Gardner et al, 1997).

Language proficiency
\[\text{WTC}\]

Frequently practice
Linguistic performance

(Alemi & Pahmforoosh, 2012; Biria & Jouybar, 2016)

Communicative confidence
WTC
Linguistic performance

(MacIntyre, 1994)

(Yashima, 2002)
Lack of studies examined the impact of WTC on EFL learners’ test taking anxiety and speaking performance.

1. Lack of studies examined the impact of WTC on EFL learners’ test taking anxiety and speaking performance.

2. EFL learners’ WTC may not influence their L2 proficiency.

Research questions:
Participants

40 tenth-graders, aged around 16 years old, studying at a high school in the south of Vietnam.

Instruments

- L2 Willingness to communicate questionnaire (L2 WTC): 6 point Likert-scale, probing L2 WTC inside and outside classroom (e.g., Alemi & Pahmforoosh, 2012), Cronbach’s alpha (α) = .83
- Speaking Test Anxiety Scale (STAS): items adapted from Spielberger’s (1983), Cronbach’s alpha (α) = .85
- Speaking test: A1 CEFR Level Speaking test, graded by a native speaker trained in speaking assessment.

Data Analysis

SPSS version 22.0, descriptive statistics, correlation and t-test. SPSS version 22.
(1) Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>WTC</td>
<td>3.99</td>
<td>1.06</td>
<td>1.80</td>
<td>6.00</td>
</tr>
<tr>
<td>STA</td>
<td>2.36</td>
<td>0.70</td>
<td>1.00</td>
<td>3.80</td>
</tr>
<tr>
<td>Speaking Ability</td>
<td>6.69</td>
<td>1.40</td>
<td>3.00</td>
<td>9.00</td>
</tr>
</tbody>
</table>

*Notes. WTC: Willingness to communicate; STA: speaking test anxiety*
D. RESULTS

(2) Interplay among L2 WTC, STA & Speaking Achievement

Table 2. Summary of Correlations Among L2 WTC, STA and Speaking Ability

<table>
<thead>
<tr>
<th></th>
<th>WTC</th>
<th>STA</th>
<th>Speaking Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>WTC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STA</td>
<td>-.49**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking Ability</td>
<td>.40*</td>
<td>-.42**</td>
<td></td>
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</tbody>
</table>

Notes. *WTC = L2 willingness to communicate; STA = speaking test anxiety; *p<.05; **p<.01
(3) Comparing Male and Female EFL Learners in L2 WTC & STA

Table 3. Independent Sample T-test Comparing Male and Female High School Students’ L2 Willingness to Communicate and Speaking Test Anxiety

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>WTC</td>
<td>4.28</td>
<td>1.06</td>
</tr>
<tr>
<td>STA</td>
<td>2.34</td>
<td>.84</td>
</tr>
</tbody>
</table>

Notes. WTC = willingness to speak English; STA = speaking test anxiety
D. RESULTS

(4) Comparing L2 WTC Inside and Outside Classroom

Table 4. Result for Paired Sample T-test Comparing Inside and Outside Classroom L2 WTC

<table>
<thead>
<tr>
<th></th>
<th>L2 WTC inside</th>
<th>L2 WTC outside</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Participants’ L2 WTC</td>
<td>8.30</td>
<td>2.17</td>
</tr>
</tbody>
</table>

Notes. L2 WTC = willingness to communicate; L2 WTC = willingness to speak English in class; L2 WTC outside = willingness to speak English outside classrooms.

**p<.01
E. CONCLUSION

More willing to speak English outside classrooms
REFERENCES


THANK YOU