

A Comparative Study About WTC Related To Different Majors In The Chinese EFL Context

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Abstract: The major goal of English language learning is to enable the learners to use English effectively and accurately in communication. There is a growing number of Chinese EFL learners who struggle to speak English due to limited opportunities to develop oral English skills in class and out of class situations. A little comparative research has been done in the field of Willingness to Communicate (WTC). The current study compared two different groups of the students to find out how they are different in WTC. Two groups of students at Nanjing Tech University participated in this study. The major purpose of the current study was to explore the relationship between in-class and out-of-class WTC. Data was collected through questionnaires and classroom observation. WTC questionnaire consisted of 18 items. Cronbach's reliability tests were performed at the beginning of data analysis which showed the reliability of the questionnaire. Pearson correlation tests showed that for the English major group the correlation between WTC in class and out of class was very strong, (on the pretest ($r = 0.932$, $p < 0.001$); on the posttest ($r = 0.976$, $p < 0.001$)). For the non-English major group, there was moderate correlation between WTC in class and out of class, (on the pretest ($r = -0.491$, $p < 0.05$); on the posttest ($r = -0.212$, $p < 0.005$)). It was reported that Chinese EFL learners are not provided the proper environment for participation especially out of class. They are greatly influenced by their culture and different areas of interest and motivation. On the basis of obtained regularities, to generalize the current findings and to get the higher reliability of test data, it is suggested that sample size should be increased. Additionally, teachers should encourage the students to practice more by creating opportunities to actively participate in out of class English speaking activities.

Keywords: WTC, in class, out of class, English major group, non-English major group

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I. INTRODUCTION

The English language has become an international language. Among nations, it serves as a lingua franca. It is spoken, learned and understood even in those countries where it is not a native's language. China is a rapidly developing economy leads to a rising demand for talents well-resourced with not only professional skills but also expert language skills. Since early the 21st century reflective and nation-wide alterations have been undertaken in English teaching. In spite of having gained a longer period of language training, yet the Chinese EFL learners' performance is not reasonable, especially in speaking. In job interviews given to foreign companies, applicants are too nervous and not willing to communicate even a brief self-introduction. Learning English in academic and formal classroom settings of China, where it is not common to have the chance to interact with native speakers of English, students have little opportunity to practice speaking outside their language classes. In a foreign language learning process, the ability to use effective oral communication skills are so important mostly that given speech remains the form of communication most often used. To deal with speaking a foreign language, it requires a degree of real-time coverage. The latter can be realized through a set of classroom activities which have to be developed best in energetic interactive learning surroundings where both instructor and learners act as a team. But it cannot be work effectively before using the second or target language outside of the classroom. This study contributes to understanding the difference between the English major group and the non-English major group. The other purpose is to explore the relationship between in-class WTC and out-of-class WTC in the context of Chinese EFL learners.

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II. LITERATURE REVIEW

WTC was initially introduced with reference to L1 communication, and it was considered to be a pre-set personality trait that is firm across situations. But when WTC was extended to L2 communication situations, it was projected that it is not necessary to limit WTC to a trait like variable. Since the use of an L2 introduces the possibility for important situational differences based on broad variations in competence and inter-group relations. In the early 1990s, the development of research on WTC in L1 started to gain researchers' attention in the area of L2 under the umbrella of individual differences study. MacIntyre & Noels (1998) defined WTC in the L2 as "a willingness to enter into discourse at an exacting time with a specific person, using the L2." Research into variables that directly or indirectly contribute to WTC offers support for MacIntyre et al's model from different perceptions (P. D. MacIntyre, Dornyei, Clement, & Noels, 1998). As a result, WTC has more recently been re-conceptualized as a dynamic process, in which situational variables, as well as enduring trait-like nature towards language learning, interact at all times during communication (Cao, 2011; Cao & Philp, 2006; S. J. Kang, 2005; P. D. MacIntyre, 2007; P. D. Macintyre, Burns, & Jessome, 2011; P. D. Macintyre & Legatto, 2010). These studies have contributed further situation-dependent as well as situation-independent variables, which are thought to contribute to the dynamic nature of WTC. Furthermore, learner motivation has also been found to manipulate WTC and result in enlarged L2 communication frequency (Hashimoto, 2002; P. MacIntyre, Baker, Clement, & Donovan, 2003; P. D. MacIntyre, Baker, Clement, & Conrod, 2001a; Peng, 2012).

Willingness to Communicate (WTC) in L2 occupies a learner's desire to communicate in a second language conversation when given opportunities (McCroskey, 1992). It was proposed that the preference to speak as replicated by WTC leads to an enlarged frequency of language use. The topic of WTC has thus fascinated the concentration of researchers in second language learning. Clement (2003) commented that Chinese cultural traits underlie Chinese students' general unwillingness to communicate in public and is not limited to English language learning only. (Wen & Clement, 2003) proposed a conceptualization of the WTC model for Chinese ESL students that are fixed in two related cultural aspects: other-directed self and submissive way of learning. MacIntyre and Charos (1996) tested a cross of Gardner's socio-educational model (1985) and MacIntyre's (1994) WTC model to predict the frequency of using the second language in the daily interactions. The results confirmed that students who have greater motivation for language learning and with high WTC found to use the language more frequently. Kormos (2000) observed that WTC can be more evaluated; whether someone will originate talk rather than how much the person actually speaks (Dornyei & Kormos, 2000). Wen & Clement (2003) tried to expand MacIntyre et al's model in two ways: by changing some structural relationships between constructs included in the model and by reinterpreting some variables from a Chinese perspective. Wenger (2010) proposed the idea to imagine you are communicating in English in the actual world. The study by Mass (2011) indicated that those students who are given more opportunity to communicate in class at a young age will be motivated to use the target language and develop a greater level of active vocal communication. De Costa (2014) introduced the concept of a secondary school in Singapore where English is used as a Lingua Franca in dealing with WTC concept. By focusing on classroom interactions, he observed about an immigrant student from China and examined how her WTC changes over during school year and the sociolinguistic notion of English as a Lingua Franca can boost earlier conceptualizations of WTC (Peter De Costa, 2014). Yijing (2012) proposed four issues about Chinese EFL teaching as a far snivel from the four circumstances for language learning. Chinese cultural notion of "avoiding showing off", "face saving" and students rarely practice English through reading aloud, speaking English both inside and outside the classroom. Learners need objective language environment. Students were learning in a foreign language context where the target language is not the language of communication in their society.

Kang (2014) examined the effects of study-abroad experiences on English as a foreign language learners' (WTC), learners speaking abilities, and their participation in interaction during the classes when the native English-speaking teachers taught them in their home country. Korean university students participated in this research. The students' participation modes in this research were a questionnaire, language contact profile, classroom observation and post-observation interviews. Descriptive and inferential statistics were performed for data analysis. A paired samples t-test, a two-tailed Pearson's correlation, a regression analysis, a one-way analysis of variance (ANOVA), and an analysis of covariance (ANCOVA) were conducted in this study. The results indicated that the EFL learners' WTC, speaking abilities, and participation in interaction in classes were related to the native English teacher and their method of teaching (D. M. Kang, 2014). Philip (2006) investigated the four most frequently mentioned factors on WTC of participants included their self-confidence and group size. He collected the data through questionnaires (self-reports on trait level variables), classroom observations and interviews. The researchers provided clear correlations between the learners reported individual and situational factors and observed classroom behavioral nature of the study. This study supported the findings reported by another scholar Kang (2005). They explored the fact that the second language's learners

usually do not get enough opportunities to use the L2 outside the classroom. Therefore, for the language learners, the classroom is the best place to practice and communicate. Khajavy (2012) proposed willingness to communicate in the context of the second language construct among the non-English major students in Iran. He examined socio-educational models and WTC for examining learning process of L2 and communication during the learning period of Second Language (SL). He collected the data by questionnaire during 3 weeks in four classes of undergraduate students of the university. These questionnaires measured WTC, self-confidence, personality, and motivation of students in English as a foreign language. The results were analyzed by using descriptive statistics, Pearson correlation formula, and T-test. The results shed the light that self-confidence of SL and attitudes toward international community were two predictors of second language WTC in the Iranian context. Clement & Conrod (2001) shed the light on orientations toward SL learning by dealing social support to determine its influence on students WTC in a second language. French immersion participants participated in this research and at that time they were studying in grade nine. Data was collected via questionnaires and some tests (written and oral). Their WTC was measured by different tests; speaking, writing, reading, and comprehension. Their results showed that orientations for language learning were positively related with WTC both inside and outside the classroom and social support (P. D. MacIntyre, Baker, Clement, & Conrod, 2001c).

Although considerable research has been done in the field of WTC it still needs to continue with different variables and in a different environment. For example, we have selected the context of China. A limited comparative research has been done in the field of WTC related to the relationship between WTC in class and out of the class situation. This study is an attempt to fill this gap by exploring Chinese EFL learners' WTC behavior in class and out of the class situation. Whether WTC level of Chinese EFL learners is different on the behalf of English major group and non-English major group. The findings presented below addressed the following research question.

Research Question: What is the difference in the relationship between in-class and out-of-class WTC for the English major group and the non-English major group students?

III. METHODOLOGY

3.1 Subjects

We have selected two classes for the study to develop a comparative behavior. One class students belonged to the English major group while the other class students from the non-English group. The total numbers of the students were 50. The participants for this study were the third year undergraduate students in a University of China (Nanjing Tech University). They were learning English as for their academic purposes and were getting credits for these courses in the College of Foreign Languages and Literature. The majority of students belonged to different parts of China and are native Chinese language speakers. Most of the students were under the age of 21 to 23 years. Home-room teachers were teaching them English as a foreign language.

3.2 Instrumentation

There are a number of different ways to inquire about the EFL WTC and speaking ability in the EFL in class and out of class context. This study was implicated two sources of data; questionnaires and classroom observation.

3.3 Data collection

All the subjects from the English major group and the non-English major group students finished the questionnaire task and classroom observation. The questionnaire task conducted twice in the survey during the period of one semester. One pretest was conducted at the beginning of the semester and the posttest conducted at the end of the semester. The questionnaire contained 18 questions for WTC pretest and WTC posttest (see Appendix) from different scholars including (Macintyre 1985 & Hashimoto 2002). We gave the questionnaire forms to the students and asked them to fill these forms at home and should submit it to their class teacher in their next class.

We have attended five classes of English major group and five classes of the non-English major group for classroom observation. In the classroom observation, it has recorded the participation of the students, the attitude of the students, the role of the teachers and the role of students. We have recorded the participation of the students by audio tape and recorded their names in the written form.

3.4 Data analysis

The data collected from the questionnaire were processed by applying the Statistical Package for Social Sciences (SPSS) version 24.0 to analyze the descriptive statistics of the questionnaire. The mean and standard deviation for the participants was obtained. Before Pearson correlation and Regression analysis, the reliability

test was made to check the reliability of the questionnaires. The Cronbach's Alpha coefficient shows that these questionnaires are desirably reliable for research due to their internal consistency.

3.5 Reliability tests

In order to make a reliable and strong study, Cronbach's Alpha reliability test was conducted to evaluate WTC based on the CFA model. This method is considered superior to the traditional Alpha (α) coefficient since error variance is accounted for. For the English major reliability of WTC pretest found that, (in class ($p < .971$) and out of class ($p < .939$)). While for the non-English major reliability of WTC pretest showed, (in-class ($p < .973$) and out of class ($p < .948$)). For the English major reliability of WTC posttest found that, (in class ($p < .979$) and out of class ($p < .977$)) while for the non-English major reliability of WTC posttest showed that, (in-class ($p < .967$) and out of class ($p < .939$)). These indices indicate that questionnaire (WTC) was quite reasonable and reliable instruments.

IV. RESULTS AND DISCUSSION

4.1 Descriptive statistics for WTC

An overall description of the WTC in class and out of class results presented in the following tables. It compares the statistics for means of in-class and out-of-class WTC for the English major group and the non-English major group.

Table 1. Pretest of in-class WTC for the Chinese EFL learners

English major			Non-English major		
<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>
2.59	.79	22	3.64	.86	28
3.04	.95	22	3.78	.83	28
2.63	.78	22	3.46	.88	28
2.36	.78	22	3.10	.68	28
2.45	.59	22	3.35	.99	28
3.09	.81	22	3.67	.94	28
2.72	.88	22	3.28	.85	28
2.50	.67	22	3.28	.60	28
2.45	.91	22	2.57	.92	28

4.1.1 Pretest of in-class WTC

The results of in-class WTC pretest for the students of the English major group and the non-English major group according to the different properties of WTC questionnaire are presented in table 1. Question (Q) 1 is related to the interest of the students of EFL speaking. It is reported that English major group is strongly unwilling while the non-English major group is willing. Q2 concerns to the feelings of the students of EFL speaking, here the results exhibited that both groups are willing to communicate. The Q3 and Q4 are related to the attitude of EFL speaking, it is observed that the English major group is strongly unwilling but the non-English major group is willing to communicate. The Q5 is concerning to the feelings of the students for EFL speaking, here it is found that English major group is unwilling to communicate while the non-English major group is willing to communicate in English. The Q6 and Q7 concerns to the confidence of the students to speak EFL in-class, here regarding the question 6, both groups are found to be willing to communicate of EFL in class situation but with the respect of question 7, the English major group is strongly unwilling and the non-English major group is willing to communicate. The Q8 concerns to the attitude to speak EFL in-class; in this case, it is found that English major group is strongly unwilling while the non-English major group is willing to communicate of EFL. The Q9 is concerning to the interest of speaking EFL in-class, here both groups are found to be strongly unwilling to communicate.

Table 1. Pretest of out-of-class WTC for the Chinese EFL learners

English major			Non-English major		
<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>
3.60	.95	22	3.00	1.12	28
3.64	.98	22	3.21	.91	28
3.28	.76	22	2.89	.83	28
3.03	.74	22	2.46	1.10	28
2.89	.73	22	2.71	1.01	28
3.89	.99	22	3.42	.87	28
3.50	.83	22	2.57	1.03	28
3.89	1.10	22	3.14	1.11	28

3.85	.70	22	2.71	.97	28
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4.1.2 Pretest of out-of-class WTC

The results for out-of-class WTC pretest for students of the English major group and the non-English major group according to different properties of each test item are presented in table 2. Q1 concerns to the attitude of speaking EFL out of class, here the results indicated that both groups are willing to communicate. The Q2 is about the feeling to speak EFL out of class and here in the light of the results, it can be said that both groups are willing to use the English language. The Q3 is concerning to the attitude to speak EFL out of class, here according to the results English major group is found to be willing while the non-English major group is strongly unwilling to communicate. The Q4 is also about the feeling to speak EFL out of class and results showed that the English major group is willing while the non-English major group is strongly unwilling to communicate. The Q5 deals with the desire to speak EFL out of class and the results indicated that both groups are strongly unwilling to communicate. The Q6 is about the attitude to speak EFL out of class; here the results exhibited that both groups are willing to communicate. The Q7 concerns the desire to speak EFL out of class, here the results described that the English major group is willing while the non-English major group is strongly unwilling. The Q8 is related to the interest to speak EFL out of class; in this case both groups are found willing to communicate. The Q9 is about the attitude to speak EFL out of class, here it is reported that English major group is willing while the non-English group is strongly unwilling to communicate.

Table 3. Posttest of in-class WTC for the Chinese EFL learners

English major			Non -English major		
<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>
3.72	.70	22	3.00	1.07	28
3.36	.95	22	3.22	1.06	28
3.09	1.02	22	2.81	1.05	28
3.00	1.07	22	2.72	1.24	28
3.09	1.06	22	4.00	.97	28
3.00	1.07	22	3.40	1.00	28
3.09	1.30	22	3.31	1.21	28
3.68	.89	22	3.13	.99	28
3.59	.79	22	3.13	.99	28

4.1.3 Posttest of in-class WTC

The results of in-class WTC posttest for the English major group and the non-English major group according to different characteristics of each test item are presented in table 3. The Q1 is concerning the interest to speak EFL in-class, here the results indicated that the English major group and the non-English major group are willing to communicate in EFL. The Q2 concerns the feeling to speak EFL in-class, here it is found that again both groups are willing to communicate. The Q3 and Q4 reflect the attitude to speak EFL in-class, the results illustrated that the English major group is willing but the non-English major group is strongly unwilling to communicate. The Q5 concerns the feeling to speak EFL in-class situation, here it is observed that the English major group is willing while the non-English major group is obviously willing. The Q6 and Q7 reflect the confidence to speak EFL in-class, in this case, the results indicated that both groups are willing to communicate. The Q8 is about the attitude to speak EFL in-class, here the results showed that both groups are again willing to communicate. The Q9 concerns the interest to speak EFL in-class, here the results illustrated that both groups are willing to communicate.

Table 4. Posttest of out-of-class WTC for the English major group and the non-English major group

English major			Non -English major		
<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>
3.43	.94	22	3.60	.95	28
3.17	1.15	22	3.64	.98	28
2.86	.86	22	3.28	.76	28
2.73	1.13	22	3.03	.74	28
3.26	1.17	22	2.89	.73	28
3.86	.69	22	3.89	.99	28
2.52	1.03	22	3.50	.83	28
3.43	1.12	22	3.89	1.10	28

3.26	1.17	22	3.85	.70	28
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4.1.4 Posttest of out-of-class WTC

The results for out-of-class WTC posttest related to the English major group and the non-English major group according to the different characteristics of each test item are reported in table 4. The Q1 concerns the attitude to speak EFL out of class, here the results showed that both groups are willing to communicate. The Q2 is about the feeling to speak EFL out of class, here again, it has found that both groups are willing to communicate. Q3 is about the attitude to speak EFL out of class, here the results illustrated that the English major group is strongly unwilling while the non-English major group is willing to communicate. Q4 reflects the feeling to speak EFL out of class, here results showed again both groups are strongly unwilling. Q5 concerns the desire to speak EFL out of class, here the results illustrated that the English major group is willing while the non-English major group is strongly unwilling to communicate. Q6 deals with the attitude to speak EFL out of class, in this case, the results showed that both groups are willing to communicate. Q7 deals the desire to speak EFL out of class; here the results showed that the English major group is strongly unwilling while the non-English major group is willing to communicate. Q8 is about the interest to speak EFL out of class, here both groups are found to be willing to communicate. Q9 deals the attitude to speak EFL out of class, here it is observed that both groups are willing to communicate.

To assess the relationship between second languages WTC with respect to in class and out of class situations, correlations computed by using the Pearson correlation coefficient based on the results of pretest and posttest. The obtained results are presented briefly.

4.2 The relationship between in-class and out-of-class WTC

A Pearson Coefficient Correlation was computed to assess the relationship between pretest and posttest within the groups and two different groups, and to determine the rate of WTC that one consumed and the rate in class and out of class Chinese EFL learners' speaking ability.

For the English major group, WTC pretest showed the Coefficient Correlation has very strong and positive correlation between in-class and out-of-class WTC ($r = 0.932, p < 0.001$). A comparison of the results of the English major group with the non-English major group indicated a different situation. For the non-English major group, coefficient correlation showed the negative correlation between in-class and out-of-class WTC ($r = -0.491, p = 0.020 < 0.05$).

From the comparison of pretest and posttest of the English major group and the non-English major group, the situation seemed somehow different. For the English major group WTC posttest, coefficient correlation results ($r = 0.976, p < 0.001$) exhibited a stronger relationship between in-class and out-of-class WTC as compared to pretest. While the non-English major group WTC posttest coefficient correlation again showed a negative relationship ($r = -0.212, p = 0.030 < 0.005$) between in-class and out-of-class WTC, but it was less than from pretest. Within a group, no major difference between in-class and out-of-class WTC is reported. On the other side, a comparison between the English major group and the non-English major group revealed a great difference and opposite reaction.

4.3 A comparison to previous studies

The results of English major group support the findings of (P. D. MacIntyre, Baker, Clement, & Conrod, 2001b), who showed that orientations for language learning were positively related with WTC for both inside and outside the classroom and social support. The results of the English major group also supports the (Zarrinabadi & Abdi, 2011) findings, in their study, they adopted Pearson product moment correlations to support WTC and found a strong correlation between language learning orientations and WTC inside and outside the classroom. Results of the English major group completely support the findings of (P. D. MacIntyre, Baker, Clement, & Conrod, 2001c). Their results positively correlated with WTC for both inside and outside the classroom. Their results also showed that social support particularly from friends was associated with higher level of WTC outside the classroom but played a relatively less role inside the classroom. The non-English major group supports the findings of (D. M. Kang, 2014). Philip (2006) et al explored that learners of the second language usually do not get enough opportunities to use the L2 outside the classroom.

The present study does not completely support the previous findings because of many reasons. In our knowledge, a little comparative research has been done in the past and both groups are totally opposite from each other. The non-English major group completely rejects the previous findings. It was noticed in the classroom observation that, the non-English major group got more opportunities to participate in class but their WTC level was still weak and negative towards speaking English. It represents the lack of their confidence in the speaking abilities with limited willingness to communicate towards the English language speaking. The non-English major might have a fear of producing a false sentence, or doubt about themselves and negative thoughts appeared in their mind about their EFL speaking the language. They might be worried about that they are not

good enough of EFL speaking, that's why their WTC level was weak and it did not change with the passage of time. One possible reason for this behavior might be that non-English major students are having less opportunity to encounter with the English language in their daily life activities, most of their academic courses taught in their native language. On the other side, the English major group students have most of their academic courses in English and they also have relatively more opportunities to practice it in their routine. The above-mentioned difference may be considered as a major cause of totally opposite behavior in both groups. The non-English group students do not want to carry this subject (English) in near future due to less functionality in the professional life. So the non-English major group students do not have any link between WTC in class and out of class. Change of time had not a significant effect on WTC of Chinese EFL learners. The reason might be that the duration of the research was very less and only one semester period was not enough to change the WTC of speakers.

V. CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

In the presented work, It was attempted to explore the Chinese EFL learner's WTC behavior in class and out of the class situation. Whether WTC level of Chinese EFL learners is different on the behalf of English major group and non-English major group. The results represented that the English major group EFL speaking was positively correlated to WTC both in class and out of the class situation in pretest and posttest. While the non-English major EFL speaking was negatively correlated to WTC in class and out of the class situation in pretest and posttest. It is reported that Chinese EFL learner's WTC may be influenced by some main factors like Chinese culture, different intentions and lack of motivation towards EFL speaking, face protecting mechanism and Chinese education system.

The current research findings provide valuable implications for EFL learners. The results of the current study can theoretically assist deepen the literature on the construct of WTC in an EFL context. Moreover, the present study can practically help teachers expand their awareness of the factors that influence learners' WTC. Through such knowledge, teachers can take measures to develop those factors that contribute and promote communication, while eliminating those factors which obstruct students' willingness to commence communication. For the study to yield more comprehensive results, it is necessary to perform more qualitative investigations on the main factors (Chinese culture, Chinese education system etc.) influencing Chinese EFL willingness to communicate.

CONFLICT OF INTEREST

On behalf of all authors, the corresponding author states that there is no conflict of interest.

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Appendix: Willingness to Communicate (WTC) Questionnaires

Personal Information

Name..... Gender..... Age.....

Are you a _____ student? First-year (), second year (), third year () or fourth year ()

Did you pass any English language exam like; TOEFL, IELTS, CET 4, CET 6, TEM 8, TEM 4 or not? –Your answer:

When did you start English language learning?

Kindergarten (), primary school (), high school (), senior high School (), university ()

Instructions

In the columns below, (1), (2), (3), (4), and (5) indicate Willingness to Communicate levels in ascending order. For example, (1) indicates you are unwilling, while (5) extremely willing. Choose any option according to how willing or Unwilling you feel when you speak English in each of the following situations by writing a √ beside it.

(1)	(2)	(3)	(4)	(5)
Unwilling	Strongly unwilling	Willing	Obviously Willing	Extremely Willing

For example; when my teacher asks me to give an English speech in a crowd I would like to say about my attitude, I am..... (Willing to Communicate WTC (1) (2) (3) (4√) (5))

WTC Outside the Classroom

If I was to rate my attitude towards the member of native English speaker I would like to say I am (Willing to Communicate WTC (1) (2) (3) (4) (5))

If I were to rate my feelings about learning English in order to interact with members of the English language community, I would like to say I am..... (Willing to Communicate WTC (1) (2) (3) (4) (5))

When I have a discussion in a small group of friends I would like to say that I am..... (Willing to Communicate WTC (1) (2) (3) (4) (5))

If I were to rate my feelings to talk in a large meeting (about 15 people) of friends including English speakers, I would like to say that I am..... (Willing to Communicate WTC (1) (2) (3) (4) (5))

If I rated my desire to speak English in public to a group (about 7 to 10 people) of strangers I would like to say that I am..... (Willing to Communicate WTC (1) (2) (3) (4) (5))

If I rate my attitude to help native English speaker having trouble communicating in a restaurant or at a station, I would like to say that I am..... (Willing to Communicate WTC (1) (2) (3) (4) (5))

If I were rating my desire to share an apartment with a native speaker of English, I would like to say I am (Willing to Communicate WTC (1) (2) (3) (4) (5))

If I rate my interest for a volunteer activity to help English speakers living in the surrounding community, I would like to say I am..... (Willing to Communicate WTC (1) (2) (3) (4) (5))

If I rate my attitude to make a friend and talk with international students studying in Nanjing Tech University, I would like to say that I am..... (Willing to Communicate WTC (1) (2) (3) (4) (5))

WTC Inside the Classroom

If I was to rate my interest to speak English languages in my class, I would like to say about my response will be.....: (Willing to Communicate WTC (1) (2) (3) (4) (5))

If I were to rate my desire to learn English in-class, I would like to say I am, (Willing to Communicate WTC (1) (2) (3) (4) (5))

If I were to rate my attitude toward my English language course I would like to say I am..... (Willing to Communicate WTC (1) (2) (3) (4) (5))

If I were to rate how hard I work at learning English, I would like to say about my attitude I am..... (Willing to Communicate WTC (1) (2) (3) (4) (5))

If I rate my feelings to ask the teacher in English to repeat what he/she just said in English because I didn't understand it, I would like to say I am..... (Willing to Communicate WTC (1) (2) (3) (4) (5))

If I were to rate my attitude toward my English language teacher, I would like to say that I am(Willing to Communicate WTC (1) (2) (3) (4) (5))

When I have a chance to talk freely in an English class I would like to say about my attitude I am..... (Willing to Communicate WTC (1) (2) (3) (4) (5))

When I have a group discussion in an English class I would like to say about my attitude that I am..... (Willing to Communicate WTC (1) (2) (3) (4) (5))

If I rate my interest to read English newspapers or magazines outside my English coursework I would like to say that I am..... (Willing to Communicate WTC (1) (2) (3) (4) (5)).

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