

Interconnected Influences: A Critical Review of Qualitative Research on Willingness to Communicate in EFL Classrooms

Nur Haziq Fikri Ahmad¹, Fatin Nabila Abd Razak², Vahid Nimehchisalem³, Siti Husniah Husin⁴

^{1,4}Akademi Pengajian Bahasa, Universiti Teknologi MARA, Pusat Asasi Dengkil, Centre of Foundation Studies, Universiti Teknologi MARA, Cawangan Selangor, Kampus Dengkil

^{2,3}Faculty of Modern Languages and Communication, Universiti Putra Malaysia

Email: ¹haziqfikri@uitm.edu.my, ²fatinnabila@upm.edu.my, ⁴husniah@uitm.edu.my

Corresponding Author Email: vahid@upm.edu.my

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Abstract

This review critically examines qualitative studies on Willingness to Communicate (WTC) in English among EFL learners, exploring the dynamic interaction between individual, cultural, and contextual factors. Through an in-depth analysis of classroom environments, teacher behaviours, and cultural norms, the study provides insights into how motivation, anxiety, and self-confidence influence learners' WTC. The review integrates findings from ecological and psychological perspectives, highlighting the importance of contextual support and cultural sensitivity in fostering communication. Key findings suggest that creating supportive, culturally aware educational environments is essential for improving WTC. Recommendations are made for further research to develop effective strategies that educators and policymakers can use to promote better communication outcomes in diverse EFL settings. Additionally, the study emphasises the need for longitudinal research to assess the evolution of WTC over time across various cultural contexts.

Keywords: Willingness to Communicate (WTC), EFL, Classroom Environment, Cultural Factors, Qualitative Research.

Introduction

Willingness to Communicate (WTC) is an important concept in the field of Second Language Acquisition that refers to a speaker's predisposition toward communication, typically but not always when given the opportunity; this attribute has been identified as part of extroversion and social interaction tendency (MacIntyre et al., 1998). Despite extensive research on the topic of WTC, learners from various educational and cultural backgrounds continue to demonstrate limited knowledge about factors impacting their own ability (Ana & Pakirinoska, 2018; Oyewunmi-Smith et al., 2021). Most of the previous research was conducted with a quantitative approach (e.g., Peng, 2012; Lee, 2019), leading to a limited understanding of how various contextual factors shape WTC. This work aims to bridge part of the gap by examining

issues in WTC, specifically focusing on its dynamic and situational nature (Cao & Philp, 2006; Kang, 2005) as a complex phenomenon involving multiple aspects. That paper, which takes a global perspective by drawing on studies from many cultural contexts and educational settings; is distinctive for another reason. A broader insight into how the individual, classroom and cultural components interact with one another (Peng & Woodrow 2010; Trinder 2023). The outcomes will significantly benefit educators, policymakers and researchers interested in improving communication-based L2 places of education (Zarrinabadi 2014; Lee & Lee 2019). The objectives of the present review are to analyze major components determining WTC, illuminate their interrelations with one another and recommend some practical strategies for improving L2WTC among international EFL students (Peng, 2014; Yashima, 2002).

Research Objectives

The study was done to meet the objectives as follows.

- 1) What have previous qualitative studies revealed about the impacts of classroom environment and teacher behaviours on WTC in English among EFL learners?
- 2) How have cultural and contextual factors influencing WTC in English been addressed in existing qualitative research across different EFL settings?
- 3) What patterns and trends emerge from the literature regarding the role of individual differences, such as motivation, anxiety, and self-perceived competence, in influencing WTC in English?
- 4) How has the ecological perspective been applied in qualitative research to understand the interconnected factors influencing WTC in English among EFL learners?
- 5) How can synthesised insights from the literature be utilised by educators and policymakers to enhance Willingness to Communicate (WTC) in English among EFL learners?
- 6)

Research Questions

The study was conducted to answer the following question.

- 1) To synthesise findings from qualitative studies on the impact of classroom environment and teacher behaviours on WTC in English among EFL learners.
- 2) To critically evaluate how cultural and contextual factors have been explored in qualitative research in relation to WTC across different EFL settings.
- 3) To identify common themes and trends in the literature regarding the influence of individual differences, such as motivation, anxiety, and self-perceived competence, on WTC in English among EFL learners.
- 4) To assess how the ecological perspective has been applied in existing qualitative research to understand the interconnected factors influencing WTC in English among EFL learners.
- 5) To provide synthesised practical insights for educators and policymakers based on the literature aimed at enhancing WTC in English among EFL learners.

Theoretical Background

The concept of Willingness to communicate (WTC) was proposed by McCroskey and Baer (1985), which attempts to explain why people are willing or unwillingly engage in communication in their first language. Its idea puts great importance on communication as a childhood trait, suggesting that innate traits push people to either talk about their thoughts or keep silent in various contexts. However, as helpful as this prototype was, it naturally only

covered a static snapshot of communication and obviously did not consider the inevitable variability that must play out in any real-time 2nd language acquisition-based setting.

Furthermore, MacIntyre et al (1998), broadened the concept of WTC to SLA. They argued that second-language writing (WTC) is a dynamic and complex construct influenced by multiple psychological, linguistic, and socio-cultural factors. Their approach toward a heuristic included trait and state components, emphasising the interrelationship between a learner's continuing characteristics (personality traits motivation) and the immediate schoolroom atmosphere (teacher behaviour and peer interaction). He turned the traditional communication view from etic and static to emic and dynamic. This model has remained a cornerstone of the field in general and that of Willingness to Communicate (WTC), more specifically for its explanatory role on what is going on inside learners themselves, contributing significantly towards their communicativeness at any point.

While MacIntyre's heuristic is appealing, it also tends to place too much emphasis on presumably universal internal psychological processes and linguistic capacities at the expense of considering how environmental factors shape communication behaviours more generally. To account for this inconsistency, researchers have developed complementary theoretical models considering the impact of contextual-culture-situation on WTC.

A notable model is the Ecological Systems Model by Peng (2014), which has been developed from Bronfenbrenner's ecological systems theory. In fact, Peng's approach deviates from MacIntyre's model by emphasising how contextual factors at the microsystem (e.g., classroom dynamics) and macrosystem levels (e.g., cultural norms and social expectations) contribute to fostering learners' WTC. Learners' proficiency in the language may mean that they are unlikely to exhibit a high willingness to communicate if they come from cultures that prioritise modesty or deference toward authority. Hence, Peng's approach complements the literature on the Willingness to Communicate (WTC) and broadens research horizons to capture external socio-cultural forces contributing mainly to its collapse. The ecological model is invaluable in our understanding of communication since behaviour among learners often remains so deeply rooted in their cultural and social occasions.

Furthermore, the International Posture Model Yashima (2002), substantively helps us to understand WTC by identifying two separate aspects. Yashima's international posture (openness to the world) contrasts with Peng's ecological model, indicating that learners' disposition in intercultural sensitivity and participation in international communication is broader than their immediate surroundings. Yashima argues that people with a strong global identity or affinity for the 'global society' will employ their second language in more active communication and even slightly under-differentiated levels. This perspective offers a crucial cultural and identity-oriented dimension to work done in WE (World Englishes, World English, or World Englishes in the Classroom) when learners work towards the desire to communicate globally. However, while the Yashima's model provides valuable insights into the impact of learner's self-concept and global orientation on their communicative behaviour, it does not take sufficient account of situational variability in the classroom.

Furthermore, The Dynamic Systems Model of Willingness to Communicate by Cao & Philp (2006) pays attention to interaction changes to adapt better to situational variations and

describes those changes because of willingness-to-communicate fluctuations. Furthermore, in contrast to views that WTC at home as relatively static, the model also shows mastery of but tends not to be willing enough) This paper illustrates this association between context-dependent heterogeneity and WTC with examples from one classroom lesson. One student might feel comfortable speaking in a small group but get nervous when called upon to present in class with 20 people. This more fluid aspect of WTC shows how spoken classroom interaction can be either facilitative or inhibiting when it comes to encouraging learner engagement with speaking tasks.

Collectively, these models provide a richer understanding of WTC as each model offers different views on the factors influencing an individual's readiness to speak in L2. MacIntyre's heuristic model provides a holistic view of this relationship between inner psychological conditions and conversation. However, the ecological model by Peng shifts our gaze to outside environment-the socio-cultural context. In addition, Yashima's model of international posture introduces a cultural component at the global level which can deepen our understanding how learners perform in communication based on their attitudes towards world cultures as well. The dynamic system model introduced by Cao and Philp provides a micro view of the phenomena showing how WTC is not only situational but can also change within one interaction over short timescales.

In essence, these theoretical models underscore the multifaceted and multidimensional nature of willingness to communicate (WTC) and suggest that other studies need to look at WTC in or through internal-intraindividual as well as external-interindividual factors. This interpretation of factors influencing WTC in English as a Foreign Language (EFL) classes can enable educators and researchers to develop more effective ways of promoting the use WTC, based on their coordination. This review seeks to explore the interconnected roles of WTC described in wide-ranging educational contexts employing insights from these models. The goal is to offer a comprehensive understanding of WTC.

Methodology

This study focuses on qualitative WTC research in English as a Foreign Language (EFL) settings. This study has selected the studies from prominent scientific databases including Scopus, Web of Science (WoS), and Google Scholar. It ensures that only the best research is included and then evaluated there in a scholarly sense. A multi-stage selection process was employed to identify relevant research that specifically adopted qualitative approaches, facilitating a comprehensive exploration of the complex factors affecting WTC in EFL settings. This method focused on published index publications to ensure that the studied papers were sourced from reliable and established sources.

The search used the following keywords: "Willingness to Communicate" or "WTC," and ("English as a foreign language" or "EFL") in which each article addressed qualitative investigation of classroom communication indulged with second language acquisition. The search was also limited to publications between 2013 and 2024 in order to have a more narrowed focus on the latest achievements and views of this issue. However, mean effects were included in the many necessary earlier studies that led to our current knowledge of WTC processes. The search process revealed that the plays of WTC were likely to be quantitative or mixed-methods investigations in relation

A second implication of this approach is that it pertains only to research using qualitative data, meaning that this review includes exclusively papers which have employed qualitative methodologies. From an initial set of 150 articles, the number of research studies that met these qualitative criteria was substantially reduced. This effort culminated in administering a full review of 15 qualitative studies that met the criteria for having been rigorously appraised by subject matter experts. Papers were selected by satisfying the study purpose, employing qualitative research methods and giving more profound insights into the complexities of WTC in EFL contexts. However, some papers were taken in the quantitative and mixed methods due to the usefulness of the information. This detailed selection process ensures that the study continues to focus on the setting and draws upon rich of the qualitative data.

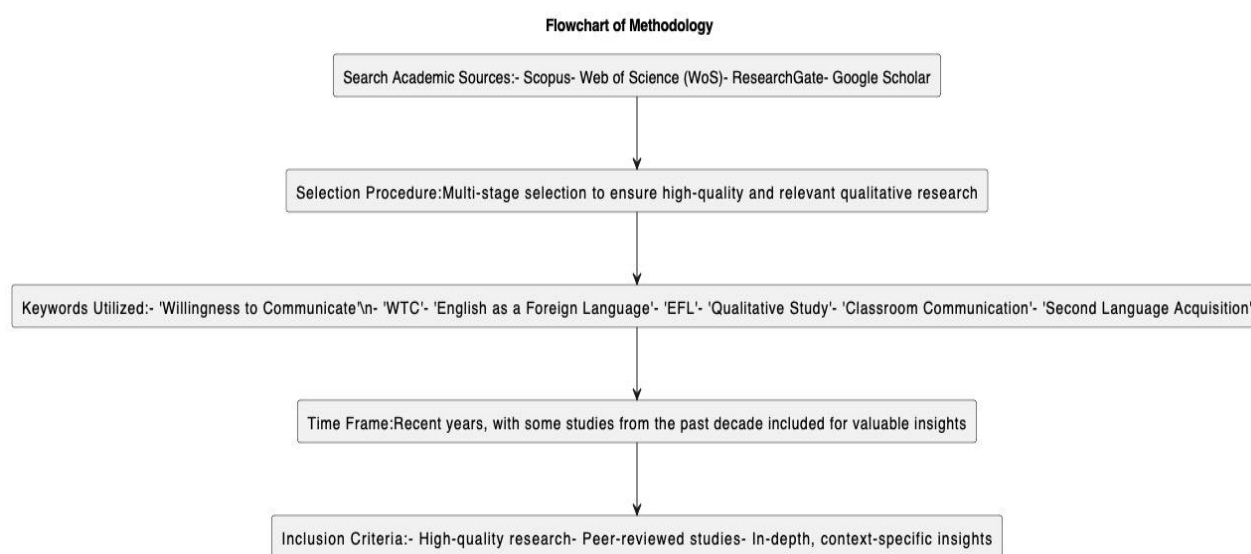


Figure 1: Flowchart of Methodology

Findings and Discussion

Impacts of Classroom Environment and Teacher Behaviours on WTC

Various types of research highlight the significant impact of the classroom environment and teacher behaviours on WTC. The third study was conducted by Zarrinabadi (2014) to explore English as a Foreign Language (EFL) classrooms through a qualitative case study. Observational data was collected from the ambient classroom activity and semi-structured interviews. It was a thematic analysis that analysed the data from high school students' samples and studies. Zarrinabadi found that supportive behaviours demonstrated by the teachers, as well as giving a chance and feedback to respond, had a positive effect on the willingness of students to communicate (WTC). On the other hand, enforcing harsh disciplinary measures and withholding positive reinforcement had a detrimental effect on WTC efficiency. The study provides a full view of the classroom dynamics; by blending observational data with insights gleaned from interviews, these researchers demonstrate methodological rigour in their research design.

Lee & Lee (2019), however, used a mixed-method approach of quantitative surveys and qualitative interviews. The participants were 150 university students in Korea. The authors utilized regression analysis for the quantitative data and theme coding to analyze qualitative

information. The research showed a very strong relationship between teacher immediacy behaviours (both verbal and nonverbal) and enhanced student WTC levels. The use of cross-method triangulation in the present study helped to establish confidence regarding methodological rigour and, hence, reliability between teacher behaviour and WTC outcomes. Moreover, qualitative research was done by Endah, Munir and Anam (2022) among students in junior high school Surabaya. The researchers identified that self-confidence, communication competence or trait anxiety of learning and motivation were ranked as four significant factors affecting WTC by utilising classroom observations alongside interviews. Furthermore, the study demonstrated that a favourable school environment and teacher support are an essential factor in improving Written and Oral Communication (WTC) competencies. The study used a solid method, making use of multiple available data sources to increase the validity of its results.

Study	Design	Sample	Data Collection Methods	Data Analysis	Key Findings
Zarrinabadi (2014)	Qualitative Case Study	High school students	Classroom observations, interviews	Thematic analysis	Teacher assistance and participatory methodologies increase WTC, whereas severe disciplinary measures diminish it.
Lee and Lee (2019)	Mixed methods	150 university students	Surveys, interviews	Regression, thematic coding	The level of teacher immediacy, which includes both verbal and non-verbal communication, has a considerable impact on the willingness to communicate (WTC).
Endah, Munir, and Anam (2022)	Qualitative	Junior high students	Classroom observations, interviews	Thematic analysis	Self-assurance, apprehension about learning, and support from instructors are essential for successful performance in classroom environments.

Figure 2: Data on Impacts of Classroom Environment and Teacher Behaviours on WTC

Influence of Cultural and Contextual Factors on WTC

The influence of cultural norms and educational practices is crucial in shaping the willingness to communicate (WTC). In mixed-methods research of Chinese EFL students, Peng (2014) utilised Bronfenbrenner's ecological systems theory. Peng conducted an analysis of the connection between the classroom environment (microsystem) and broader cultural expectations (macrosystem) using focus groups and classroom observations. The study found that cultural values of modesty and the aspiration to uphold social reputation hindered active

engagement in the classroom. Peng's study maintained rigour by combining ecological theory with a strong qualitative-quantitative framework, providing valuable insights into the cultural aspects of WTC.

Osterman (2014), employed a methodology involving many case studies to investigate the impact of cultural norms on the willingness to communicate (WTC) of Japanese university students. The data were gathered via comprehensive interviews and observations in the classroom, and the analysis was carried out utilising cross-case synthesis. The study revealed a correlation between Japanese students' reticence to communicate and cultural norms that prioritise humility and social harmony. The research exhibited rigour by employing several examples to investigate diverse student experiences, thereby offering complete insights regarding the interplay between culture and WTC.

Cameron (2023), conducted a qualitative investigation on Turkish English as a Foreign Language (EFL) learners, gathering data via interviews and focus group discussions. The study found that cultural norms around modesty and group cohesion significantly impacted students' willingness to participate in classroom communication. Cameron's study-maintained rigour by employing member verification, a process of testing the findings with participants to assure accuracy.

Study	Design	Sample	Data Collection Methods	Data Analysis	Key Findings
Peng (2014)	Mixed methods	Chinese EFL students	Focus groups, classroom observations	Thematic analysis, ecological model	Cultural values of modesty and reputation significantly reduce WTC.
Osterman (2014)	Multiple case study	Japanese university students	Interviews, classroom observations	Cross-case synthesis	Cultural norms of humility and social harmony limit active participation in English communication.
Cameron (2023)	Qualitative	Turkish EFL learners	Interviews, focus groups	Thematic coding	Cultural standards around group cohesion and modesty influence students' WTC in EFL settings.

Figure 3: Influence of Cultural and Contextual Factors on WTC

Impact of Individual Differences on WTC

In a quantitative study, Peng (2012) investigated the impact of individual variables, such as intrinsic drive, self-confidence, and anxiety, on WTC (willingness to communicate). Peng utilised a self-reported questionnaire to collect data from a group of 200 Chinese students. The collected data was then analysed using structural equation modelling (SEM). The study revealed that intrinsic drive and self-confidence were strong indicators of willingness to communicate (WTC), whereas anxiety acted as a barrier to effective communication. The

study's methodological rigour was guaranteed by employing Structural Equation Modelling (SEM), which yielded strong and reliable insights into the correlations between variables.

In a longitudinal study of Japanese EFL learners, Yashima (2002) investigated self-perceived competence and anxiety. The data were gathered by questionnaires and interviews, and the study employed longitudinal analysis to monitor the evolution of WTC over a period of time. The study emphasised the need of diminishing worry and cultivating self-assurance to enhance WTC. The study employed a rigorous methodology by using repeated assessments, which enabled the capturing of changes in WTC.

Study	Design	Sample	Data Collection Methods	Data Analysis	Key Findings
Peng (2012)	Quantitative	200 Chinese students	Self-reported questionnaire	Structural equation modeling (SEM)	Internal drive and self-assurance improve willingness to communicate, whereas worry has a detrimental effect on communication.
Yashima (2002)	Longitudinal	Japanese EFL learners	Questionnaires, interviews	Longitudinal analysis	Self-perceived competence and decreased anxiety over time are important factors that greatly influence WTC.

Figure 4: Impact of Individual Differences on WTC

Ecological Perspective on WTC

Current research highlights the interconnectedness of several elements that impact WTC from an ecological viewpoint. Peng's (2014) study is noteworthy for its thorough ecological approach, investigating the combined influence of classroom interactions, extracurricular activities, and broader educational policies on students' WTC. Peng employed a qualitative methodology, gathering data through the means of observations, interviews, and document analysis. The study's sample consisted of university students in China, and the data were analysed using theme coding within the context of Bronfenbrenner's ecological systems theory. Peng's work demonstrates a high level of scientific rigour by effectively combining several data sources to offer a comprehensive understanding of the willingness to communicate (WTC) across numerous ecological levels, ranging from the smallest to the largest systems.

Lee (2019), utilised a mixed-methods methodology to investigate the well-being of Korean university students from an ecological standpoint. The study employed surveys, focus groups, and classroom observations as data collection methods from a sample of 200 students. The data were analysed using a combination of quantitative statistical methods and qualitative thematic analysis. Lee's research revealed that various elements, including the classroom's physical surroundings, interactions with peers, and participation in extracurricular activities, combined impacted students' willingness to communicate (WTC). The study's methodological

rigour is evidenced by employing triangulation and cross-method validation, which guarantees a comprehensive comprehension of the interrelated elements that influence WTC.

Alam et al (2022), conducted an ecological study on students from Bangladesh, specifically examining the impact of early learning experiences and various teaching techniques on WTC (willingness to communicate). The study utilised qualitative methodologies, including in-depth interviews and focus group discussions, to gather data from students and teachers. The data were examined using framework analysis within the ecological model. The study suggested integrating additional communicative and real-life-oriented activities into schools to enhance students' Willingness to Communicate (WTC). The validity of the findings was ensured by maintaining methodological rigour through member checking and peer debriefing. Fitriana, Nur'Aini, and Suwarti (2022), conducted a qualitative case study to investigate the impact of chatbot usage on students' WTC (Willingness to Communicate) in an Indonesian high school. The data were gathered via student interviews, chatbot interaction logs, and classroom observations. The study revealed that chatbots derived from platforms such as Memrise greatly augmented students' WTC by providing interactive and personalised learning encounters. The study was performed utilising thematic coding, ensuring methodological rigour through data triangulation and extended participation in the classroom context.

Study	Design	Sample	Data Collection Methods	Data Analysis	Key Findings
Peng (2014)	Qualitative	Chinese university students	Observations, interviews, document analysis	Thematic coding, ecological model	Classroom interactions, extracurricular activities, and educational regulations combine to impact WTC (willingness to communicate) across various ecological levels.

Study	Design	Sample	Data Collection Methods	Data Analysis	Key Findings
Lee (2019)	Mixed methods	200 Korean university students	Surveys, focus groups, observations	Statistical analysis, thematic coding	The classroom environment, social interactions, and extracurricular activities collectively impact individuals' well-being, thinking, and character (WTC).
Alam et al. (2022)	Qualitative	Bangladeshi university students	Interviews, focus group discussions	Framework analysis	Early educational experiences and instructional strategies that focus on communication greatly improve WTC.
Fitriana, Nur'Aini, and Suwarti (2022)	Qualitative Case Study	Indonesian high school students	Interviews, chatbot logs, observations	Thematic coding	Chatbots significantly improve WTC by providing interactive, personalised learning experiences.

Figure 5: Ecological Perspective on WTC

Synthesis

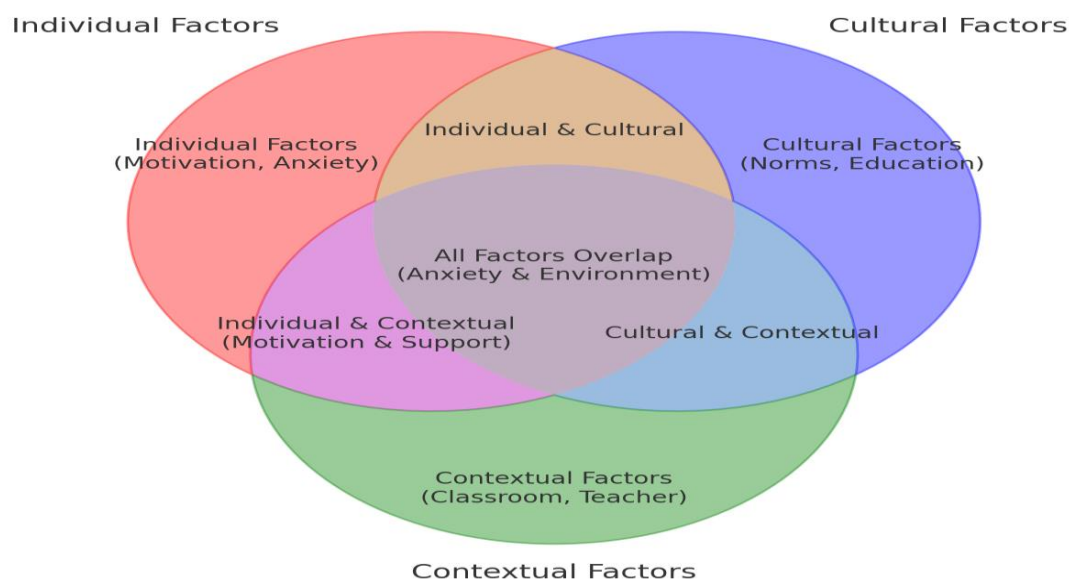
The ecological approach on WTC offers a comprehensive framework for comprehending how several levels of impact, ranging from classroom interactions to broader societal and educational settings, interact to form students' inclination to communicate. These studies demonstrate methodological rigour through ecological models, mixed methods design, and triangulation, offering a robust understanding of how these factors work together.

Nevertheless, additional empirical investigation is required to implement this strategy in various educational contexts and examine the dynamic interplay among these ecological layers over time.

Diagram of Overlapping Findings

The Venn diagram in this study visually illustrates the interrelated effects of Individual Factors (Red), Cultural Factors (Blue), and Contextual Factors (Green) on the Willingness to Communicate (WTC) in EFL learners.

Overlapping Influences on WTC in EFL Classrooms



• Red: Individual Factors
(Motivation, Anxiety)

• Blue: Cultural Factors
(Cultural Norms, Education)

• Green: Contextual Factors
(Classroom, Teacher)

Figure 6: Diagram of Overlapping Findings

Overlapping Influences on WTC

- **Individual Factors:** Motivation, Anxiety, Self-Perceived Competence
- **Cultural Factors:** Cultural Norms, Educational Methods, Cultural Capital
- **Contextual Factors:** Classroom Environment, Teacher Behaviours, Digital Tools

Overlapping Influences on WTC

Personal factors, such as motivation, anxiety, self-confidence, and self-perceived competence, significantly influence a student's inclination to participate in classroom communication. Peng (2012) highlights that learners with strong intrinsic motivation and self-confidence are more inclined to communicate, whereas increased anxiety can impede their progress. Yashima (2002) discovered that self-perceived competence and decreased anxiety substantially influenced WTC (Willingness to Communicate). This highlights the need to address these personal traits to promote communication in EFL (English as a Foreign Language) environments. The Red Circle symbolises Individual Factors, which include personal characteristics such as motivation, anxiety, self-perceived competence, and self-confidence.

These variables are crucial for evaluating the likelihood of a student engaging actively in communication. For instance, a student with high motivation and a strong sense of confidence is more likely to participate in class discussions actively.

Cultural factors, such as cultural norms, educational techniques, and cultural capital, significantly impact communication practices. Peng (2014), has shown that cultural norms, such as humility and the promotion of social harmony, can diminish students' willingness to communicate (WTC), especially in classroom environments where questioning authority or expressing oneself is discouraged. Osterman (2014), showed that the Japanese students' hesitancy to communicate is strongly connected to cultural values emphasising humility and social harmony.

Contextual factors, such as the school environment, instructor behaviours, and peer relationships, significantly impact forming WTC. Zarrinabadi (2014), found that teacher behaviours that provide support and create a pleasant classroom environment significantly impacted students' willingness to communicate (WTC). Conversely, disciplinary tactics tend to decrease students' WTC. In their study, Lee and Lee (2019), emphasised the beneficial impact of instructor immediacy, including verbal and non-verbal cues, on increasing students' motivation to participate in English as a Foreign Language (EFL) classes.

The intersecting areas in the diagram highlight the interaction between these components. The convergence of Individual and Cultural Factors demonstrates how cultural norms can influence individual characteristics such as anxiety and motivation. For example, learners may feel increased fear in cultures that prioritise modesty, impacting their willingness to communicate (Peng, 2014). The intersection of Cultural and Contextual Factors demonstrates how classroom dynamics and cultural expectations can impact peer and teacher relationships (Osterman, 2014; Cameron, 2023).

The central overlap symbolises the intricate interaction of all three components. Peng (2014) and Yashima (2002), propose that cultural expectations and classroom support can influence individual motivation. This emphasises the significance of taking a comprehensive approach to comprehend and enhance willingness to communicate (WTC) in English as a foreign language (EFL) learner. It is crucial to address these factors together to establish more favourable learning environments.

This Venn diagram provides a thorough visual representation of how individual, cultural, and contextual elements combine to influence the formation of WTC. The figure illuminates the interdependencies between many elements, offering useful insights to educators, policymakers, and researchers who seek to enhance communication results in EFL courses. It highlights the significance of using a comprehensive strategy that acknowledges the complex nature of WTC, ensuring that each aspect promotes a more effective and supportive learning environment for all students.

Implications for Practice

The findings of this study have substantial ramifications for educators and policymakers in the realm of English as a Foreign Language (EFL). To increase Willingness to Communicate (WTC), educators should utilise supportive and engaging teaching methods that promote a positive

atmosphere in the classroom. Teachers are crucial in enhancing learners' confidence and diminishing fear by providing constructive comments and promoting open communication. These tactics align with the Contextual Factors emphasised in the Venn diagram, where favourable teacher behaviours and a conducive learning environment are crucial for enhancing students' willingness to communicate (WTC).

Utilising culturally sensitive teaching strategies is crucial for effectively addressing learners' different backgrounds. The cultural factors in the Venn diagram highlight the impact of cultural norms and educational techniques on communication. Educators can reduce fear and promote increased engagement in communication activities by customising strategies to accommodate learners' cultural contexts. Moreover, intentional communication exercises are crucial for fostering learners' innate drive and belief in themselves. The graphic illustrates that these specific factors have a direct influence on pupils' preparedness to participate in communication. Hence, using tactics that promote drive, and self-confidence might greatly increase students' willingness to engage in classroom discussions.

The practical conclusions derived from this study emphasise the necessity of adopting a complete approach to English as a Foreign Language (EFL) instruction. This approach should consider the interconnected effects of Individual, Cultural, and Contextual Factors. This work effectively combines various characteristics into a unified model, highlighting the significance of simultaneously addressing multiple dimensions. Subsequent investigations should prioritise the development of precise directives and remedies for educators and policymakers based on this comprehensive framework. Moreover, it is imperative to conduct empirical assessments to ascertain the efficacy of these tactics in diverse educational environments, thereby guaranteeing their wide-ranging applicability and influence.

Conclusion

This research thoroughly analyses qualitative studies on the Willingness to Communicate (WTC) in English among learners of English as a Foreign Language (EFL). It examines the intricate relationship between individual, cultural, and contextual factors. The review emphasises how classroom dynamics, teacher practices, and broader cultural influences contribute to the shaping of WTC. The results emphasise the significance of addressing motivation, anxiety, self-confidence, and self-perceived competence to enhance learners' involvement in communication.

An ecological viewpoint was crucial for comprehending the interplay of these influences across various levels, ranging from immediate classroom environments to broader cultural norms. Research has revealed that deeply rooted cultural norms, such as the values of modesty and respect for authority, can hinder effective communication, particularly if educators fail to address these barriers. This viewpoint corresponds to the requirement for teaching approaches that assist, pedagogies that are sensitive to different cultures, and improved interactions between teachers and students to create a more favourable learning environment.

This study addresses a void in the existing literature and offers practical insights for educators and policymakers by presenting a comprehensive model that considers individual, cultural, and contextual aspects. Future research should prioritise the development of precise

techniques to effectively apply these findings in various educational environments, considering both the dynamic and situational aspects of WTC. Longitudinal research will be valuable for examining the evolution of these characteristics over time, providing a deeper comprehension of the changes in WTC in different EFL situations.

Theoretical and Contextual Contribution

The present study stands up in the literature offering an updated theoretical understanding of Willingness to Communicate (WTC) in a language as foreign context namely English as Foreign Language (EFL) classroom through ecological and psychological perspectives. It also highlights the important role of contextual support and cultural sensitivity on influencing WTC as opposed to previous research mostly framed in terms of internal psychological processes. Their research, based on the analysis of classroom dynamics, teacher behaviors and cultural norms, allows for an integrated view of communication factors at both the individual and contextual level. Thus, the results of this study are of crucial importance for educators and policymakers committed to providing culturally relevant, supportive educational environments. This review calls for longitudinal research to support follow up investigations of how WTC develops across multiple cultures, thus allowing the dynamic and contextualized understandings of language development.

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