

Factors Influencing Saudi EFL Learners' Willingness to Communicate in the Classroom

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Abstract

The purpose of this study was to explore common linguistic, contextual, and psychological major factors that have influence on male and female Saudi EFL students' Willingness to Communicate (WTC) in English. Additionally, the study investigated differences between males and females of the identified influential WTC factors. The sample of the study consisted of 87 male and 87 female students who enrolled in the preparatory program at Taibah University in the academic year 2019. The instrument used in this study was a 20-item questionnaire and an open-ended question. The data was analyzed through Statistical Package for the Social Sciences (SPSS) by using frequencies, percentages, mean scores, standard deviation, and T-test. The results revealed that there are major factors affecting the students' WTC. In the linguistic dimension, lack of vocabulary was found to be the highest influential element affecting the perceived speaking skills of the speaker factor. On the other hand, interest in the topic, grading, and friendly classroom atmosphere factors were the most influential factors in the contextual dimension. Further, preparedness, embarrassment, and mood were found to be the highest influential factors in the psychological dimension. Moreover, the results showed that there were no significant differences between male and female students' WTC factors. The results of the study will be helpful to curriculum designers to develop effective teaching methods towards WTC and to English teachers to provide students with various learning strategies.

Keywords: *Willingness to Communicate, differences between Saudi male and female students' WTC factors.*

Chapter One

1. Introduction

The methods of teaching English have undergone many shifts across history. Starting from the grammar-translation method to more recent approaches such as the communicative approach, the major emphasis now is on the development of communicative competence (Larsen-Freeman & Anderson, 2016). This great emphasis is meant to improve the second language (L2) learners' communicational skills to eventually use the target language successfully.

Achieving communicative competence while teaching with the communicative approaches, however, does not necessarily guarantee usage of the communicational skills of the second language especially speaking. Studies have shown that even linguistically competent L2 learners would sometimes remain silent, whereas less proficient L2 learners would attempt to use the L2 (MacIntyre, Baker, Clément, and Donovan, 2003).

In the Saudi Arabian public school systems, for instance, English is compulsorily taught for nine years (Ministry of Education, 2012). Students start to learn English from the fourth grade to the last year of high school. Avoiding teaching with the traditional methods, the Ministry of Education has recently started implementing innovative methods of teaching English such as the Communicative Language Teaching method (CLT) and Skill-based methods for more effective learning (Alhajailan, 2006). It can be expected, after such long period of learning and the ministry's efforts of reforming the curriculum, the Saudi students would be able to use language. However, many studies have shown that students leave high school in Saudi Arabia with low proficiency in communication in English (Khan, 2011). To add more, in some cases, research indicated that not only high school Saudi students show low proficiency in communication in English, but also students majoring in English at the university level do (Abu-Ghararah, 1992).

Failure to master communication in English cannot be attributed solely to the time spent on learning or using innovative approaches. Research shows that some learners who have spent a long time learning English and have high levels of language proficiency may still avert communication (MacIntyre, 2007a).

The fact is that, this aversion to communication showed by these learners may indicate that there must be an unclear variable whose mission is to put communicative competence into practice and make learners more responsive, leading to the actual initialization of L2 communication (Dörnyei, 2005). This variable can construct or hinder the ability to use language; that is psychological preparation to communicate at a particular moment (MacIntyre, 2007b). The variable is commonly called now Willingness to Communicate (WTC).

MacIntyre et al., (1998) define WTC as the student's readiness to enter into a conversation at a particular time with a specific person or persons using the second language. Readiness for communication varies in learners based on what factors might influence their WTC. The literature shows that there is a number of factors affecting students' WTC (e.g., Yashima, 2002; MacIntyre, Baker, Clément, and Donovan, 2003; MacIntyre & Doucette, 2010; Peng, 2007). For example, Cao (2011) stated that task type, topic given, interlocutor, and teachers are among most common factors that influence students' WTC in the classroom. Thus, high levels of unwillingness to communicate can lead to communication failure.

It is well established that every classroom has its own circumstances and conditions. Likewise, the case of the Saudi EFL learners may have similar or other WTC factors, therefore, this study aimed to investigate the Saudi university students' WTC and discover the factors that may influence their WTC.

1.2 Statement of the Problem

The problem of the current study can be noticed in almost every EFL classroom in Saudi Arabia. The researcher has experience of teaching English in public schools for more than ten years. As the researcher noticed, the common scenario is that most of the EFL learners, including students of high levels, do not usually communicate in English in the classroom even when they are able to. Many pieces of evidence in the literature support this fact. For instance, Alshumaimeri (2003) conducted a study on high schools in Saudi Arabia and concluded “Saudi teachers have pointed out that students leave the secondary stage without the ability to carry out a short conversation.” (p. 1).

Actually, factors which affect WTC in the case of the Saudi EFL students are not clear. As a response to this problem, this study aimed to investigate the factors that influence the Saudi male and female EFL students' WTC.

1.3 Purpose of the Study

This research study attempted to:

- 1- Explore factors which have influence on male and female Saudi university EFL students' WTC.
- 2- Investigate differences between males and females of the identified factors that influence their WTC.

1.4 Research Questions

This research is guided by the following questions:

- 1- What are the factors which influence the male and female Saudi EFL university students' WTC?
- 2- Are there significant differences between male and female students in the identified factors that influence the willingness to communicate?

1.5 Significance of the Study

The current study is significant for the following reasons:

- 1- It may direct curriculum designers and teachers to focus on areas that influence the EFL learners' WTC for both genders.
- 2- It addresses the gap in the literature as there is a need for further research on WTC in the Saudi context.
- 3- It may encourage further research in the Saudi context for developing strategies or new methods of teaching for WTC.

1.6 Definition of Terms

Willingness to communicate (WTC)- the student's readiness to enter into a conversation at a particular time with a specific person or persons using the second language (MacIntyre et al., 1998).

The state of willingness of communicate is all about the ability to speak freely without hesitation. This hesitation is usually affected by factors that belong to three dimensions, namely psychological, contextual, and linguistic factors. EFL learners are usually affected by some of the factors which will be the focus of this study.

1.7 Delimitations of the Study

- 1- The scope of this study is solely on the factors that affect the EFL learners' willingness to communicate orally. Communication in L2 can also take the form of writing which is beyond the scope of this study.
- 2- Moreover, after identifying the WTC factors, the current study does not suggest teaching methods towards these factors.

2. Literature Review

2.1 Willingness to Communicate (WTC)

The term "unwillingness to communicate" was firstly given by Burgoon (1976), to describe the condition in which an individual obviates oral communication in the L1 due to several factors like alienation, lack of communication competence, introversion, anomie, and communication apprehension. The term "shyness" was used by McCroskey and Richmond (1982) to inspect readiness, they defined it as a tendency to be diffident, reserved and to talk less. McCroskey and Bear (1985), later, offered the term "willingness to communicate" which is more accurate and defined it as the intention to start a conversation when given the opportunity. WTC was defined then by MacIntyre et al. (1998) as the person's readiness to get engaged in a conversation with a specific person or group of people using the L2 at a particular time. MacIntyre et al., (1998) designed conceptual pyramid in their adaptation of WTC to the L2 context to account for individual differences in the decision for establishing communication in L2. The heuristic model shows the range of components potentially influencing WTC in the L2,

Which has served as a starting point for the choice of factors to be investigated by this very research paper (Figure 1 below):

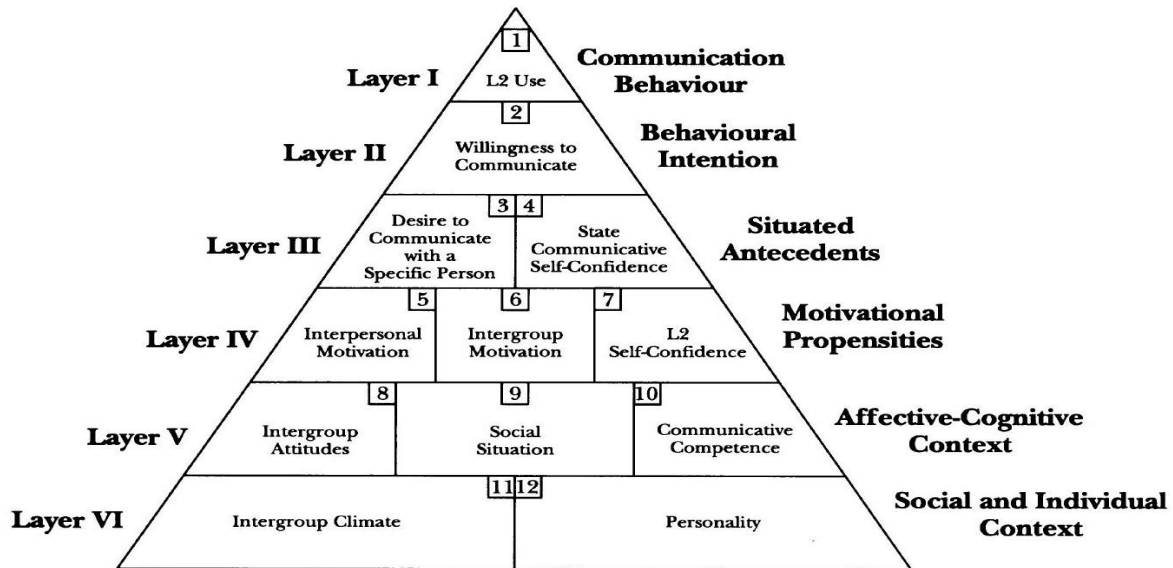


Figure 1: The heuristic model of variables influencing WTC (MacIntyre et al., 1998, p. 547)

The heuristic model represents the range of potential influences on WTC in a second language. The shape of pyramid stands for the proximal and distal, or the most immediate and the broadest foundational factors influencing WTC. The work of MacIntyre et al. (1998) put WTC in Layer II with the argument that WTC is associated with a behavioral intention which instantly results in a communication behavior of a person who can manage his communication language properly.

The two main factors affecting WTC are the willingness to interact with a particular individual and state self-confidence. The former is comprised of association and control motives. The association or affiliation is related to building a relationship with a speaker whereas control motives entail practicing authority of a person's language usage over other speakers (MacIntyre et al., 1998). Affiliation can push a person to start a conversation with a speaker of L2 with whom he wants to communicate. The other factor of self-confidence has been explained by Clément (1980). According to him, self-confidence is a relative concept of personality and involves two main features: apparent proficiency and lack of anxiety.

The state communication self-confidence in Layer III of the model is not analogous to the idea of Clément as he considers personality as a determinant of self-confidence while the model describes the state communication self-confidence as instantaneous confidence which may pass after a given circumstance.

In the model, Layers IV to Layer VI are related with the factors that result in variations in a person's response in various communication circumstances. In Layer IV, motivation is determined by the three factors of interpersonal motivation, intergroup motivation, and L2 confidence. As explained earlier in the discussion of Layer III, the desire to interact with a specific person is the result of affiliation and control. Likewise, the need of developing a relation with an individual or a team of individuals of a different language than yours or the need to show influence over others may affect communication behaviors in circumstances involving many individuals. L2 self-confidence is not the same as the state communication self-confidence as the former entails "a general idea of being proficient to communicate in the L2 in an adaptive and competent way" (MacIntyre et al. 1998, p. 551).

The Layer V of the model presents the affective and cognitive factors which are not only related to a certain communication instance. The factors in the layer are affected by the past situations which determine an individual's behavior and aims. The factor of intergroup attitudes is comprised of integrativeness, fear of assimilation and motivation to learn the L2. The first two components (intergroup attitudes and social situations) signify two different attitudes with respect to L2 language and culture. If a person is showing inclination toward adjustment with L2 team as reflected in improved engagement with that team, the person will have integrativeness. On the other hand, the fear of assimilation is related to an individual's feeling of risking his identity while acquiring L2 which results in limited interaction with the speakers of L2. Hence, the person's willingness to integrate or limit assimilation affects his L2 communication. Motivation to learn the L2, an affective factor, reflects a person's approach with respect to the L2. The attempts to learn language and improve communication may be effective if the person has a high motivation and a constructive approach.

Social situation, a factor in Layer V, is associated with a social interaction in a certain environment. If that environment is common in a community, with reference to the participants, setting, purpose, topic and channel of communication, it will influence and generalize the language application by a person. Moreover, in Layer V,

Another factor is the communication competence. It is commonly believed that if an individual has expertise in L2, he/she will likely use L2 frequently.

The last layer of factors manages the vast cooperation of social and individual setting, particularly: intergroup atmosphere and identity. In spite of the fact that identity isn't believed to have an immediate impact on person's eagerness to correspondence in the MacIntyre et al's (1998) demonstration, it indirectly affects framing the individual's correspondence design inside a more extensive social atmosphere.

2.2 Empirical Research on WTC Construct

For recent decades, WTC construct has been an interesting issue of research among the specialists from various fields including the Linguistics, Psychology, and Sociology among other fields. Diverse specialists have utilized distinctive approaches to investigate the WTC model. Utilizing surveys, interviews, and other such activities, scientists have figured out why some students look for, while others stay away from L2 interaction.

In the EFL setting, there have been exact investigations, which tried MacIntyre et al's. (1998) WTC model. For instance, in the Korean EFL setting, Kang (2005) pointed out that students felt comfortable when conversing with someone whom they knew about. Kim (2004) completed an investigation to look at the unwavering quality of MacIntyre et al's. (1998) demonstrate in clarifying WTC among Korean learners and its implementation in the Korean EFL setting. As indicated by Kim (2004), Korean learners' WTC in L2 was immediately influenced by their apparent self- confidence and in an indirect way affected by inspiration through self-assurance. Further, in the Turkish EFL setting, Cetinkaya (2005) explored the interrelations among learners' WTC in L2, inspiration, correspondence uneasiness, apparent correspondence capability, outlook toward the universal network, and personality. Like Kim's (2004) research, Turkish learners' WTC was observed to be immediately influenced by their apparent fearlessness and in an indirect way affected by their inspiration through self-assurance.

In the Saudi setting, not very many investigations have been directed with respect to WTC. Alqahtani (2015) inspected factors affecting WTC among Saudi male learners towards learning English. His investigation uncovered a few factors, for example, inspiration level,

social and cultural factors that influence learners' ability to learn and speak in English. In the university level, Mahdi (2014) conducted a study on university students and found that personality traits and interlocutor types have a great effect on WTC.

It very well may be found in the broad research done on ability to convey that there is a scope of various variables that impact EFL students. Recent reports that have been led in the EFL setting are Simić (2014) and (Syed and Kuzborska, 2018). In their study on postgraduate students' WTC, Syed and Kuzborska (2018) classified factors influencing learners' WTC in the classroom into three main dimensions: psychological, contextual, and linguistic. Simić (2014) researched the students' WTC factors utilizing the most widely recognized and legitimate instruments in the field of WTC proposed by Barraclough et al. (1988), MacIntyre et al. (1998), and Gutmann (2012). Simić (2014) discovered that the most widely recognized factors that have impact on the EFL learners are "preparedness, topic, speaking self-confidence, speaker's personality, relationship with the interlocutor, perceived speaking skills of the speaker, task type, correction and grading, class atmosphere and embarrassment" (p.21). The current study will draw on the factors found in (Simić, 2014) and the three classifications in (Syed and Kuzborska, 2018), as it will be shown in table 2 in the next chapter, in an organized manner to draw more understanding on the influencing factors.

Chapter Two

3. Methodology

This chapter discusses the methodology used in collecting data. It consists of the following points: research design, participants, the instrument, data collection and data analysis.

3.1 Research Design

The present study hopes to shed light and gain deeper understanding on the factors that influence the Saudi students' WTC in the EFL settings. To reach that goal, the study takes the descriptive methods research approach. The descriptive research, or survey research, is essential to get accurate to get close information about the phenomenon under the study. In descriptive research, things are investigated through assessing "attitudes, opinions, preferences, demographics, practices, and procedures"(Gay and Airasian, 2006, p.159).

Therefore, the study employs the quantitative method to investigate the factors that may have influence on the male and female EFL students' WTC. To provide more insight, the study took gender as a variable to determine whether or not gender affects the WTC factors. Thus, the study is guided by the following questions:

- 1- What are the factors that influence the male and female Saudi EFL university students' WTC?
- 2- Are there differences between male and female students in the identified factors that influence the willingness to communicate?

Upon identifying the WTC factors based on the recipients' response to the questionnaire, comparisons between the males and females students were made using the SPSS application. The comparisons as well as percentages of the influencing factors will be shown in graphs in the following chapter.

3.2 Participants

The research aimed to study factors that influence WTC in the classroom of students who have spent sufficient time learning EFL. Thus, the sampling process focused on male and female university students in the second semester of the academic year 2018-2019 at Taibah University in Medinah, Saudi Arabia. The sample was 174; 87 males and 87 females. All of the students were in the second semester of the preparatory year at Taibah University who take intensive English as a foreign language classes as a prerequisite. Their age mostly ranged from 18 to 22 years old. This indicates that they must have spent no less than 9 years learning English.

3.3 Instrument

For the purpose of the proposed study, one research instrument was utilized for data collection. The instrument was an online questionnaire of twenty items designed in Google Forms and sent to the participants after approval by the university's relevant authorities. As mentioned earlier, the statements of the questionnaire were an adapted version of the questionnaire from Simić (2014). Some important changes to the statements were made in order to suite the Saudi students' circumstances and culture.

Moreover, during the adaptation of the instrument, statements of the questionnaire were carefully written to correspond the three dimensions in (Syed and Kuzborska, 2018) namely, psychological, contextual, and linguistic. Besides the 20 items in the questionnaire, one open-ended question was added to investigate the students' perceptions of the identified factors in Simić (2014) and (Syed and Kuzborska, 2018) One or two statements of the twenty statements correspond to one factor of the mentioned factors which fall in the three classifications: psychological, contextual, and linguistic (see table 2).

The participants were asked to choose from 1 to 4 Likert scale, with 1 being "strongly disagree", 2 is "disagree", 3 is "agree", and 4 is "strongly agree". Additional space for their opinions was added to the questionnaire in the form of an open-end question. The open-end question was meant to give the students the chance to mention other factors or to add comments.

To avoid possible misunderstanding, the questionnaire was translated into Arabic and was given to the participants in English and Arabic translation.

Table 2: Dimensions, factors, and statements

Dimension	Factor	Statement
Linguistic variables	perceived speaking skills of the speaker	<ol style="list-style-type: none"> 1. I would like to speak to my classmates whose English levels are similar to mine 2. I avoid speaking to classmates whose English levels are higher than mine. 3. I do not like to speak if my English grammar is not good. 4. I avoid conversation if I do not master the pronunciation skill in English. 5. The more vocabulary I have, the more I feel willing to speak.

Contextual variables	relationship with the interlocutor	6. I prefer speaking in English to my close friends in the classroom. 7. I like to speak English with the teacher.
	task type	8. I prefer speaking in English in groups. 9. I prefer speaking in English in pairs.
	correction and grading	10. like to speak English even if I make mistakes that affect my grades. 11. I like to speak English to get the teacher's recognition. 12. I like to speak English to get the students' admiration.
	topic	13. I think an interesting topic is important for speaking.
	class atmosphere	14. An organized and equipped classroom motivates me to speak English. 15. A classroom with a friendly atmosphere encourages me to speak English.
	Psychological variables	preparedness
speaking self-confidence		17. I am confident when I speak English.
speaker's personality		18. I like the speaking skill to other skills because I am talkative in general.
embarrassment		19. I am more willing to speak English when I know nobody will ridicule me. 20. A good mood affects my willingness to speak in English.
mood		

3.4 Validity and Reliability

In terms of validity and reliability, firstly, the questionnaire was sent to two professors at Taibah University to approve that the questionnaire's items correspond to the factors and they measure them precisely. Secondly, statistical processes were done including Pearson correlation and Cronbach's alpha. Pearson correlation coefficients between each statement and the total score of the axis to which they belong is shown in table 3.

Table 3: Pearson Correlation Coefficient

Axis		Statistical significance level	Coefficient of correlation		Statistical significance level	Coefficient of correlation
Axis	1	0.000	0.430**	12	0.000	0.539**
	2	0.061	0.142	13	0.000	0.446**
	3	0.080	0.133	14	0.000	0.500**
	4	0.014	0.187*	15	0.000	0.446**
	5	0.000	0.455**	16	0.000	0.342**
	6	0.000	0.543**	17	0.000	0.491**
	7	0.000	0.496 **	18	0.000	0.437**
	8	0.000	0.477 **	19	0.000	**0.430
	9	0.000	0.421**	20	0.000	0.413 **
	10	0.000	0.581 **	-	-	-
	11	0.000	0.287 **	-	-	-

Note: **Statistical significance at the level of 0.01 * Statistical significance at the level of 0.05

Table 4 shows Cronbach's alpha which resulted (Cronbach's alpha = 0.728) which means that there is high stability. This validates the authenticity of the safety of the study tool in the collection of data and the reliability of the results that come out of the statistical analysis of data.

Table 4: Cronbach's alpha

Axis	Coefficient of correlation
Axis 20	0.728

3.5 Data Collection

To conduct the current study, data was collected by distributing the online questionnaire to the participants after approval by the related authority (Taibah University) . 174 responses, 87 males and 87 females, were collected and were analyzed using the SPSS program.

3.6 Data Analysis

As mentioned previously, the participants were asked to choose from 1 to 4 Likert's scale, with 1 being "strongly disagree", 2 is "disagree", 3 is "agree", and 4 is "strongly agree". The purpose of choosing a four-point scale is to reduce time in responding to the questionnaire. Moreover, using a four-point scale has more reliability and higher internal consistency compared to Likert's scales of more points (Chang,1993). To achieve the objectives of the study and analysis of the data collected, descriptive statistics analysis process has been utilized using the program Statistical Package for the Social Sciences (SPSS). The data was coded and input to the computer to get frequencies, percentages, mean scores, and Independent-samples T-test. The Likert's scale was given numerical value to facilitate computation.

In order to answer the first question of the study " *What are the factors that influence the male and female Saudi EFL university students' WTC?*" the data analysis process used frequencies, percentage, and mean as illustrated below.

The statistics were used to produce descriptive central tendency statistics to present an overall view of the students' attitudes to WTC factors. Ratings for positive (favorable) statements were: 4-3-2-1. Ratings for negative (unfavorable) statements were 1-2-3-4.

Additionally, the levels of mean scores were divided into two ranges. These levels were used for the purpose of getting a definite interpretation of the means (See Table 5).

Table: 5 Interpretation of Mean Score

Mean Score	Interpretation of Mean Score
2.60-3.99	favorable
1.00-2.59	unfavorable

After getting the results of analysis that answer the first question of the study which was identifying the major factors influencing WTC, other data analysis processes were done. To identify significant differences between male and female participants, Independent-samples T-test was used in the SPSS program.

Chapter Three

4. Results and Discussion

This chapter reports the findings obtained from the survey and the answers of the participants to the open-ended question in order to respond to the research questions. The following section is dedicated to answering the first question " *What are the factors that influence the male and female Saudi EFL university students' WTC?*".

4.1 Major Factors Influencing the Students' WTC

The participants were asked to respond to the 20 statements that are related to the factors. The statements correspond to the factors which are grouped in the three classifications linguistic, contextual, and psychological. In the following sections, I will discuss the major factors in light of the three dimensions.

4.1.1 The Linguistic Dimension

Figure 2: Linguistic Dimension and Factors

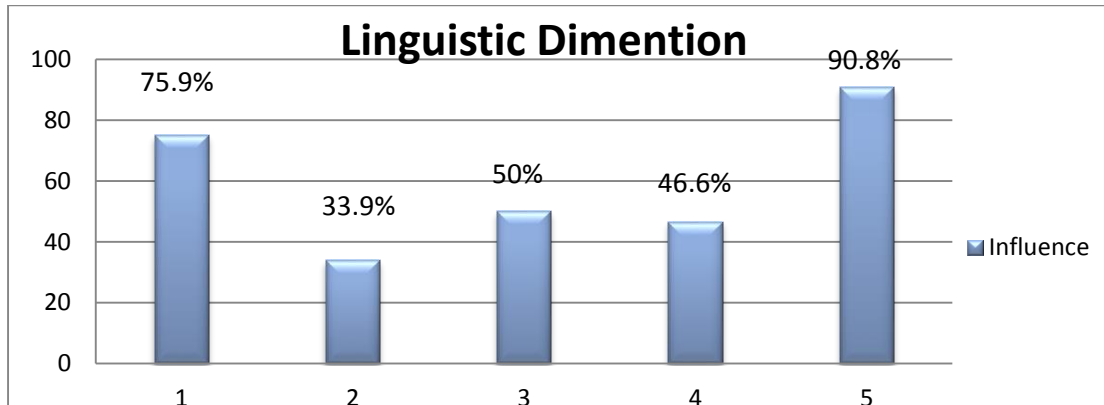


Table 6: Linguistic Dimension and Factors

N o	Statement	Frequencies-Percentage				Mean	Std. D	Influenc e %	Interpretatio n
		Strongl y disagree	disagre e	agree	Strongl y agree				
1	I would like to speak to my classmates whose English levels are similar to mine.	13 7.5%	29 16.7%	60 34.5%	72 41.4%	3.0977	.93530	75.9%	favorable
2	I avoid speaking to classmates	60 34.5%	55 31.6%	31 17.8%	28 16.1%	2.1552	1.0720	33.9%	unfavorable

No	Statement	Frequencies-Percentage				Mean	Std. D	Influence %	Interpretation
		Strongly disagree	disagree	agree	Strongly agree				
	whose English levels are higher than mine.								
3	I do not like to speak if my English grammar is not good.	43 24.7%	44 25.3%	52 29.9%	35 20.1%	2.4540	1.07287	50 %	unfavorable
4	I avoid conversation if I do not master the pronunciation skill in English.	46 26.4%	47 27%	56 32.2%	25 14.4%	2.3448	1.02374	46.6%	unfavorable
5	The more vocabulary I have, the more I feel willing to speak.	2 1.1%	14 8.0%	26 14.9%	132 75.9%	3.6552	.67708	90.8%	favorable

4.1.2 Perceived Speaking Skills of the Speaker

The first dimension includes one factor which is *perceived speaking skills of the speaker*, falling under the individuals' proficiency of English and their willingness to speak with others who have the same English proficiency or higher, in grammar, pronunciation, and vocabulary. The Linguistic dimension offers deep insight into the grasping power of the student and their ability to speak good English. According to Rahman & Deviyanti (2018), there is a strong positive correlation between student motivation and their ability to speak well in English especially because proficiency in a foreign language is considered prestigious in the non-English speaking societies. The graph points out the levels of the English Speaking capabilities of the students. It must be noted that these students have been learning the English language for the past 9 years. Yet after putting in much effort, it can be seen that around 33.9% of the students do not have the courage to speak to their classmates whose English-speaking capabilities are greater than theirs, whereas 75.9% of the students prefer to speak with others whose English levels are similar. This means that there is tendency to speaking to others who have the same levels of English. Based on this, students tend to avoid speakers of higher levels and prefer to practice with others in the same level. This proves findings of (MacIntyre et al., 1998) which claim the fact that the interlocutor's L2 level when it is higher may hinder or foster WTC. In the case of the Saudi students, interlocutors who have higher levels, or perhaps native speakers, can be a hinder to their WTC.

From the survey, it can be stated that the students would not want to speak in English if they do not have a rich vocabulary. About 90.8 % of students have replied that the more vocabulary they have, the greater their willingness is to speak in English. According to Davis (2018), the willingness to speak in the language highly depends on the richness of the grammar and the vocabulary that the students have acquired in their learning process. This is further identified from the graph because around 50% of the students have stated that they avoid speaking in English if their grammar is not good. An almost similar percentage is found when the students were asked about their pronunciation skills. About 46.6% of the students would avoid speaking in English if their pronunciation is not proper. This most probably stems from the fear of being ridiculed in front of the other students. The fear of being ridiculed in public, however, will be discussed thoroughly in the psychological dimension.

Regarding the participants' comments on this factor, some students asserted that the levels of the others in the classroom can affect their willingness to speak. For example:

"In general, I'm not afraid to speak English knowing that I'm not very good, but I think when the class is similar to my proficiency, it makes me talk more, while when they are more fluent in language, it might push me to embarrassment and not talk"

"Perhaps mistakes in my language would affect my focus while speaking"

"I don't have the ability to make sentences in English"

Most of the students reported that their proficiency in English is the biggest barrier, while the rest asserted that vocabulary plays the most vital role. This, in fact, comes in harmony with the results of the students' responses to the questionnaire. Looking at the five sub-factors and their mean scores, lack of vocabulary is the most effective factor, with a mean score of 3.6552, that affects the individual's WTC in terms of perceived speaking skills. Based on the findings, Saudi EFL students are moderately concerned about their grammar and pronunciation to initiate or to enter a conversation. In comparison, vocabulary would be a concern in initiating or entering a conversation.

4.1.3 The Contextual Dimension

Figure 3: Contextual Dimension and Factors

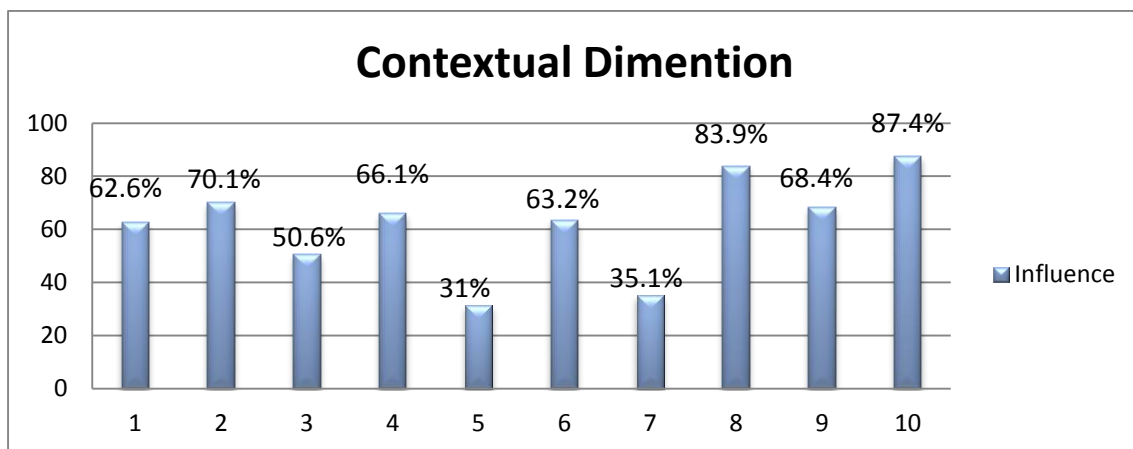


Table 6: Contextual Dimension and Factors

No	Statement	Frequencies- Percentage				Mean	Std. D	Influence %	Interpretation
		Strongly disagree	disagree	agree	Strongly agree				
1	I prefer speaking in English to my close friends in the classroom	26 14.9%	39 22.4	52 29.9	57 32.8	2.8046	1.0572	62.6%	favorable
2	I like to speak English with the teacher.	18 10.3	34 19.5	55 31.6	67 38.5%	2.9828	.99985	70.1%	favorable
3	I prefer speaking in English in groups.	35 20.1%	51 29.3%	42 24.1%	46 26.4%	2.5690	1.0876	50.6%	unfavorable
4	I prefer speaking in English in pairs.	17 9.8%	42 24.1%	53 30.5%	62 35.6%	2.9195	.99384	66.1%	favorable
5	I like to speak English even if I make mistakes that affect my grades.	65 37.4%	55 31.6%	35 20.1%	19 10.9%	2.0460	1.007	31%	unfavorable
6	I like to speak English to get the teacher's recognition.	26 14.9%	38 21.8%	61 35.1%	49 28.2%	2.7644	1.0238	63.2%	favorable
7	I like to speak English	58	55	39	22	2.143	1.024	35.1%	unfavorable

No	Statement	Frequencies- Percentage				Mean	Std. D	Influence %	Interpretation
		Strongly disagree	disagree	agree	Strongly agree				
	to get the students' admiration.	33.3%	31.6%	22.4%	12.6%	7	0		ble
8	I think an interesting topic is important for speaking.	6 3.4%	22 12.6%	57 32.8%	89 51.1%	3.316 1	.8245 3	83.9%	favorable
9	An organized and equipped classroom motivates me to speak English.	13 7.5%	42 24.1%	53 30.5%	66 37.9%	2.988 5	.9616 2	68.4%	favorable
10	A classroom with a friendly atmosphere encourages me to speak English	4 2.3%	18 10.3%	46 26.4%	106 60.9%	3.459 8	.7724 2	87.4%	favorable

The contextual dimension has been used here in a manner to depict the relationship that the speaker has developed with the others with whom they are interacting with as well as other elements related to the context including task type, correction and grading, topic, and class atmosphere.

4.1.4 Relationship with the Interlocutor and Correction and Grading

The relationship with the interlocutor in the classroom is limited to classmates, and close friends in the classroom, and other students, and the teachers as well. Two statements correspond to this factor namely *I "prefer speaking in English to my close friends in the classroom and I like to speak English with the teacher"*.

Around 62.6% students would speak in English with their close friends in the class. However, 70.1% prefer to speak with the teacher. The reason for this gap is obvious that Saudi EFL students rarely speak in English with each other. This was reported in the open-ended. For example:

"If speaking in English is a requirement to perform an important task, otherwise it is best to speak in Arabic either between us or for a project"

What can motivate students to communicate in the classroom can be related to either earning grades or others' admiration. According to the graph, 70.1% of the students have claimed that they would speak in English with the teachers and 63.2% said that they speak only to get teacher's recognition. Getting the teacher's recognition is apparently a higher motive than getting other's admiration that only 35.1% of the students stated that they would speak to get the admiration of their peers. The fact is that, students know that their teacher will correct them or at least will not ridicule them. Interestingly, Barjesteh, Vaseghi and Neissi (2012) found that the participants in their research tend to communicate with the teacher and in front of the class rather than with their peers or in groups. The students believe that their teachers will not ridicule them if their pronunciation is weak or they speak with improper grammar.

Both males and females, however, expressed high fear when their grades are in jeopardy. A small percentage of only 31% of the students said that they would speak even if it can affect their grades. 69% is the remaining who found this factor to be effective. It can be concluded that when grades is in danger, students' WTC is low.

4.1.5 Task Type

Task type was found to be an important topic to the students because the classroom is a learning process per se and students realize that they are there to learn. In the classroom, tasks can be individual, in pairs, or in groups. The focus here is on tasks in either pairs or groups as individual tasks are beyond the scope of this study. Further, around 50.6% of the students have reported that they like to speak in groups and 66.1% of the students reported that they like to speak in pairs. Similarly, Mahdi (2014) conducted a study on 105 Saudi EFL

students at King Khalid University and reported that 60% of the students preferred interpersonal conversation above public speaking, group discussions, and meetings.

4.1.6 Topic

The topic of the conversation attracted the most feedback from the students based on their responses to the open-ended question. Around 83.9% of the students said an interesting topic motivates them to speak. Another point to highlight is that a topic they are familiar with motivates them to speak as well. Simić (2014) reported approximately close percentage that 81.54% of the participants found topic one of the major factors influencing WTC.

4.1.7 Class Atmosphere

According to Peng (2012), classroom atmosphere includes moods, emotions, and the climate sensed by the classroom group. Two statements targeted the participants' opinions were whether an organized and equipped classroom can affect their WTC or a classroom with a friendly atmosphere. 68.4% of the students found an equipped and organized class preferable, while a greater percentage of 87.4% of the participants found a classroom with a friendly atmosphere more preferable. Wen and Clement (2003) pointed out that a positive environment that involves confidence, encouragement, and comfort fosters L2 WTC. Likewise, Peng (2012) found that a stress-free, motivational and active class atmosphere impacted the participants' WTC.

Interestingly, "the classroom atmosphere factor" as well as "the topic" are two factors that affect the most. It can be noticed that they reached the peak in the graph when compared to the other factors. When comparing with other factors, the topic factor resulted 83.9% and mean 3.3161 and the classroom atmosphere factor 87.4% with mean 3.4598. Obviously, these two factors are the most influential ones above the others.

In this regards, some students commented with interesting comments for instance:

"The teacher should motivate everyone to take part in the speaking classes and not leave the participation to those who just want it but to diversify among all the students"

"There are many factors which affect my tendency to speak in front of the other students and the teacher. The most important two factors are: 1. how much time the professor is willing to give me, if the professor says things like “make it short” I usually try not to talk at all in his class. 2. The second factor is the topic. If we are talking about something that I find interesting, then you would be wrong if you expect me to close my mouth anytime soon. However, if the topic is boring, or something I cannot relate to, then usually I don’t talk at all"

Other students gave short answers to the open-ended question in this regards, asserting that the teacher as well as a friendly classroom atmosphere are what they need to be motivated to speak.

4.1.8 The Psychological Dimension

Figure 4: Psychological Dimension and Factors

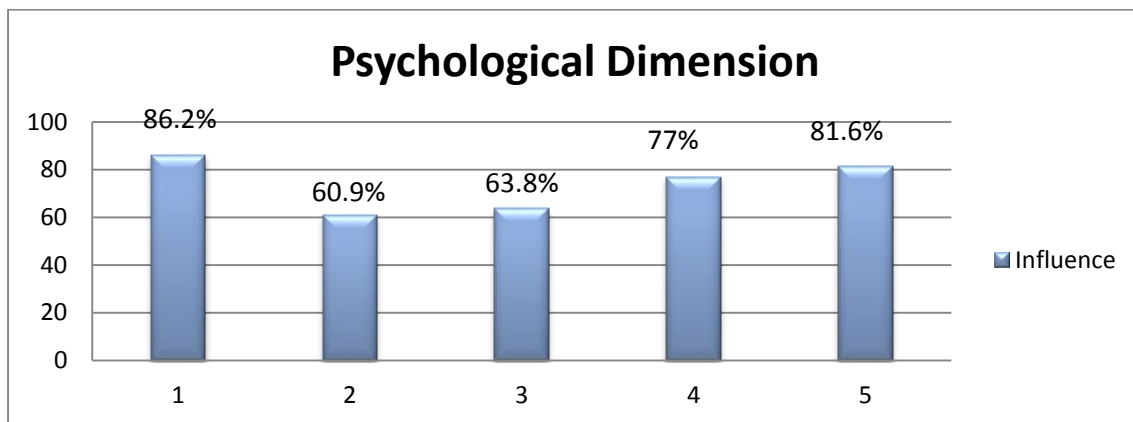


Table 7: Psychological Dimension and Factors

No	Statement	Frequencies- Percentage				Mean	Std. D	Influen ce %	Interpret ation
		Strong ly disagr ee	disag ree	agree	Stron gly agree				
1	I need to feel prepared to speak freely.	10 5.7%	14 8.0%	58 33.3 %	92 52.9 %	3.3333	.8556 7	86.2 %	favorabl e
2	I am confident when I speak English.	10 5.7%	58 33.3 %	59 33.9 %	47 27.0 %	2.8218	.8979 0	60.9%	favorabl e
3	I like the speaking skill to other skills because I am talkative in general.	21 12.1%	42 24.1 %	56 32.2 %	55 31.6 %	2.8333	1.009 1	63.8%	favorabl e
4	I am more willing to speak English when I know nobody will ridicule me.	13 7.5%	27 15.5 %	41 23.6 %	93 53.4 %	3.2299	.9700 9	77%	favorabl e
5	A good mood affects my willingness to speak in English.	9 5.2%	23 13.2 %	43 24.7 %	99 56.9 %	3.3333	.8952 9	81.6%	favorabl e

There has been an overwhelming concentration on the psychological factors and WTC in most previous studies in the west and the east as well (Wen and Clement, 2003; Cetinkaya, 2005; Kim, 2004; Yashima, 2002; Syed and Kuzborska, 2018).

Likewise, the current study has reported that the psychological dimension has been found to be the most important dimension because it has the maximum influence on the English speaking capabilities of the students. Furthermore, the mean and tendency of each factor within the psychological dimension are greater when compared to the other factors. As a result, it can be said that the psychological dimension is more influential than the others. The dimension here includes factors that have to do with the individual's psychology including preparedness, speaking self-confidence, speaker's personality, embarrassment, and mood. The psychological factors are very overlapping, thus they will be discussed in details in the following sections.

4.1.9 Preparedness

Mental preparedness is one of the most important aspects of speaking in English. According to the graph, around 86.2 % of the students have said that they need to be completely prepared about a topic to be willing to speak in English. This fact is in line with MacIntyre et al. (1998) and Simić (2014) who emphasized the correlation between preparedness and WTC. The fact is that, preparedness comes from the development of self-confidence among the students. According to Su et al. (2018), there is a relationship between self-confidence and self-efficacy with the English speaking capabilities of the students. In the answers of the open-ended question, some students pointed out to the importance of preparedness. For example:

" I'm confident to speak if I feel prepared and have much learning".

This discussion leads to the next factor: speaking self-confidence.

4.1.10 Speaking Self-confidence

Self-confidence is related to the degree of the individual's proficiency in English that allows him/her to communicate with others. The common belief is that the higher the degree of an individual's proficiency in English, the more is he/she will be willing to speak. This may be true in some cases, however, high proficiency alone is not sufficient for learners to speak any time.

This is the very scope of this study. Willingness to communicate is about the variables that affect those who are ready to speak but they do not. Speaking about self-confidence as an influential factor to WTC, the fact is that, it can be affected by the environment around the speaker (Su et al. ,2018). The environment can hinder this willingness if the environment is not welcoming or motivating. According to Su et al. (2018), the environment in which the student learns how to speak in English has a strong impact on the learning and the speaking capabilities. This in turn influences the students' self-confidence largely. Based on results, around 60.9% of the students say that they are confident to speak in English. This percentage can enter the range of favorability; therefore most of the students reported that the environment in Saudi Arabia is not a motivating environment. For instance:

"People believe that I am showing off when I speak English + the inability of non-English speakers to understand me. Honestly, I am a good English speaker and even I have the American accent. I prefer to speak English with foreigners more precisely if they are teachers. The rest of the students who are trying to develop their English and can frustrate me to speak".

" The environment in which we live does not help to promote English"

These facts are in agreement with many previous studies which reported that the environment has a great impact on students' WTC (Kim, 2004; Peng, 2014; Cao, 2009; Wen & Clement, 2003). To conclude, it can be said that self-confidence and a friendly learning environment in the classroom can positively affects the Saudi EFL students' WTC.

4.1.11 Speaker's Personality

Studies have shown that students with personality traits such as extroversion, self-confidence, sociability would have higher WTC levels than shy and introverted students (Cetinkaya, 2005). The very focus of this study is to precisely identify the factors that are influential to WTC. In fact, personality is very complicated factor because students have different attitudes and personalities. Therefore, the focus of personality in the study was on whether talkativeness in the mother tongue affects WTC in English. WTC is still affected whether a person's personality is characterized as talkative or silent,

Or introverted or extroverted, and socialized or shy (McIntyre et al., 1998; McCrosky & Richmond, 1992). The results showed that 63.8% of the students said that they like the speaking skill to other skills because they are talkative in general. This percentage indicates that these students agree that talkativeness in the mother tongue affects WTC in L2. This fact is in line with (Syed and Kuzborska, 2018) who observed students' WTC and reported in their findings that a silent personality affects L2 WTC. However, Cao (2009) in his mixed method study on EFL students in China (n=18) reported that, WTC depends on students' familiarity with the interlocutor, that is some students were reported to be very talkative with family members but they would remain silent with others.

The fact is that, personality is very a complicated factor; hence in the Saudi case, it cannot be concluded that a student who has a talkative and extroverted personality will have high WTC and vice versa. There are mixed findings about personality as a factor influencing WTC and research showed that personality appeared to be influenced by other psychological factors.

4.1.12 Embarrassment

A large number of participants of the study emphasized the influence of embarrassment. In his description of the *Affective Filter*, Krashen (1982) argued that non-linguistic emotional variables such as anxiety, fear, or embarrassment can hinder L2 production. Furthermore, as mentioned previously, Su et al. (2018) emphasized that the environment in which the student learns how to speak in English has a deep impact on the learning and the speaking capabilities. This in turn influences their self-confidence largely. Thus, around 63.8% students say that they will speak in English if they are confident and a whopping 77% of the students say that they will speak if others do not ridicule them. According to the participants, lack of vocabulary, wrong pronunciation, and tardiness when they speak English, can be very embarrassing and therefore they are afraid to be ridiculed. These findings are similar to many previous studies which found embarrassment to be very influencing factor (Syed and Kuzborska, 2018; Kim, 2004; Peng, 2014; Cao, 2009; Wen & Clement, 2003).

4.1.13 Mood

Previous research showed that there are correlation between mood and willingness to communicate (Alavinia & Alikhani, 2014; Simić, 2014). Similarly, the study has resulted 81.6% of the students indicated that their willingness to speak is influenced by mood.

It can be seen that preparedness 86.2 % and mood 81.6% were the most frequently chosen factors. Right after these two came embarrassment by 77% and all scored above 3.00 in the mean score. This indicates that these three are the most influential factors within the psychological dimension.

4.2 Male and Female Students' WTC

This section will attempt to answer the second question of the study: "*Are there differences between male and female students in the identified factors that influence the willingness to communicate?*". To answer this question, it is worthwhile to observe both gender's scores for each factor as displayed in the tables in the following sections. Beginning with table 8 below, it presents the responses of the research participants regarding the factors within the linguistic dimension. In this table, and the remaining tables, the blue color represents data of the male participants whereas the red color illustrates the data of the female research participants. As previously demonstrated, the scenarios that were given to the research participants should provide their opinions about the related factors. In regard to the differences between male and female students' WTC, the T-test results showed that there are no significant differences in all factors. Yet, analysis of the percentages shows slight differences between the two. Therefore, the next sections will be allocated for more precise discussion depending on the participants' percentages and mean scores.

4.2.1 The Linguistic Dimension

It has been identified from the survey that there is a slight difference between the male and the female respondents concerning their attitudes towards WTC factors in the linguistic dimension. For instance, 73.6% and mean score 3.05 of the males and 78.2% and mean score 3.13 of the females have responded that they would like to talk to their classmates whose English language skills are similar to theirs.

Moreover, both male and female would avoid speaking to classmates whose English proficiency is better than theirs. The percentage stands at 34.5% for the males and 33.3% for the females. The difference in both responses between the males and females students is less than 1%. The same scenario is repeated in the last response regarding the effect of vocabulary on WTC.

Table 8: Linguistic Dimension and Factors for Genders

No	Statement	Frequencies-Percentage					influence %	Mean	Std. D	t	df	Sig. (2tailed)
		Gender N	Strongly disagree	disagree	agree	Strongly agree						
1	I would like to speak to my classmates whose English levels are similar to mine.	M 87	6 6.9 %	17 19.5 %	30 34.5 %	34 39.1 %	73.6%	3.05	.93207	-.566	172	.572
		F 87	7 8%	12 13.8 %	30 34.5 %	38 43.7 %	78.2%	3.13	.94219	-.566	1780	.572
2	I avoid speaking to classmates whose English levels are higher than mine.	M 87	30 34.5 %	27 31.0 %	12 13.8 %	18 20.7 %	34.5 %	2.20	1.13238	.635	172	.526
		F 87	30 34.5 %	28 32.2 %	19 21.8 %	10 11.5 %	33.3 %	2.10	1.01196	.635	169871	.526
3	I do not like to speak if my English grammar is not good.	M 87	23 26.4 %	23 26.4 %	22 25.3 %	19 21.8 %	25.3%	2.42	1.10635	-.352	172	.725
		F 87	20 23 %	21 24.1 %	30 34.5 %	16 18.4 %	52.9%	2.48	1.04394	-.352	1723	.725

No	Statement	Frequencies-Percentage					influence %	Mean	Std. D	t	df	Sig. (2tailed)
		Gender N	Strongly disagree	disagree	agree	Strongly agree						
4	I avoid conversation if I do not master the pronunciation skill in English.	M 87	27 31.0%	18 20.7%	27 31.0%	15 60.0%	48.3%	2.34	1.09786	0.00	172	1.000
		F 87	19 21.8%	29 33.3%	29 33.3%	10 11.5%	44.8%	2.34	.95025	0.00	168.5	1.000
5	The more vocabulary I have, the more I feel willing to speak.	M 87	2 2.3%	9 10.3%	10 11.5%	66 75.9%	87.4%	3.60	.76791	-.895	172	.372
		F 87	0 0.0%	5 5.7%	16 18.4%	66 75.9%	94.3%	3.70	.57293	-.895	159.0	.372

However, it can be seen that male respondents are more particular about their pronunciation and grammar as compared to females. For instance about 25.3% and 48.3% of the males stated that they will speak only if their grammar and pronunciation skills are proper and meet the quality standards of the classroom. This idea forms the very basis of the research as this will give an insight into the reasons for the students not communicating in English on a regular basis. Around 52.9% and 44.8% of the female students consider grammar and vocabulary skills as important criteria to speak in English with over 26% more compared to male students regarding grammar. Besides the fact that these two statements can be considerably different than the other three, this reveals that the males are more concerned with pronunciation and grammar as compared to the females.

Analysing the frequency distribution as illustrated in the above table, it can be concluded that there is a visible difference between the responses of the male and female research respondents. With only a nominal difference between the number of male and female research respondents in each category of the response, most of the research participants, regardless of their gender, have responded approximately very close to each other. There was only obvious difference concerning pronunciation and grammar between the two. However, as illustrated in the T-test results, this difference is not significant since it is greater than .05. Thus, it can be concluded that even though a small percentage of the males have been found to be more concerned with pronunciation and grammar as compared to the females in regard to the perceived speaking skills of the speaker factor, yet it cannot be considered as a significant difference.

4.2.2 The Contextual Dimension

Similar to interpretation of the linguistic dimension previously, interpretation in the contextual dimension will focus on the factors within the contextual dimension including *relationship with the interlocutor, task type, correction and grading, topic, and class atmosphere*. One statement or more correspond to each factor as it is shown in table 9.

Table 9: Contextual Dimension and Factors for Genders

No	Statement	Frequencies-Percentage					influence %	Mean	Std. D	t	df	Sig. (2tailed)
		Gender N	Strongly disagree	disagree	agree	Strongly agree						
1	I prefer speaking in English to my close friends in the classroom	M 87	15 17.2%	22 25.3	26 29.9	24 27.6	57.5%	2.67	1.061 97	- 1.58 4	172	.115
		F 87	11 12.6%	17 19.5%	26 29.9%	33 37.9%	67.8%	2.93	1.043 17	- 1.58 4	171.9 45	.115
2	I like to speak English	M 87	9 10.3%	18 20.7%	24 27.6%	36 41.4%	69.0%	3.00	1.022 99	.227	172	.821

No	Statement						influen ce %	Mea n	Std. D	t	df	Sig. (2taile d)
	Frequencies-Percentage											
	Gen der N	Strong ly disagr ee	disagr ee	agre e	Strong ly agree							
		F 87	9 10.3%	16 18.4%	31 35.6%	31 35.6%	71.3%	2.9 6	.9817 9	.227	171.7 10	.821
3	I prefer speaking in English in groups.	M 87	23 26.4%	23 26.4%	18 20.7%	23 26.4%	47.1%	2.47	1.149 71	- 1.18 6	172	.237
		F 87	12 13.8%	28 32.2%	18 20.7%	23 26.4%	54.0%	2.66	1.019 20	- 1.18 6	169.5 62	.237
4	I prefer speaking in English in pairs.	M 87	13 14.9%	17 19.5%	25 28.7%	32 36.8%	65.5%	2.87	1.076 22	- .609	172	.543
		F 87	4 4.6%	25 28.7%	28 32.2%	30 34.5%	66.7%	2.96	.9079 5	- .609	167.2 57	.543
5	I like to speak English even if I make mistakes that affect my grades.	M 87	4 4.6%	10 11.5%	30 34.5%	43 49.4%	33.3%	3.28	.8478 2	- .459	172	.647
		F 87	2 2.3%	12 13.8%	27 31%	46 52.9%	28.7%	3.34	.8044 6	- .459	171.5 28	.647
6	I like to speak English to get the teacher's recognition.	M 87	12 13.8%	22 25.8%	29 33.3%	24 27.6%	60.9%	2.11	1.050 20	.902	172	.368
		F 87	14 16.1%	16 18.4%	32 36.8%	25 28.7%	65.5%	1.97	.9642 1	.902	170.7 60	.368
7	I like to speak English to get the students' admiration.	M 87	31 35.6%	25 28.7%	20 23.0%	11 12.6%	23.0%	2.74	1.014 07	- .222	172	.825
		F 87	27 31%	30 34.5%	19 21.8%	11 12.6%	34.5%	2.78	1.039 07	- .222	171.8 98	.825
8	I think an interesting topic is important for speaking.	M 87	4 4.6%	10 11.5%	30 34.5%	43 49.4%	83.9%	2.12	1.043 30	- .221	172	.825
		F 87	2 2.3%	12 13.8%	27 31%	46 52.9%	83.9%	2.16	1.010 11	- .221	171.8 20	.825

No	Statement						influen ce %	Mea n	Std. D	t	df	Sig. (2taile d)
	Frequencies-Percentage											
		Gen der N	Strong ly disagr ee	disagr ee	agre e	Strong ly agree						
9	An organize d and equipped classroom motivate s me to speak English.	M 87	8 9.2%	20 23.0%	28 32.2 %	31 35.6%	67.8%	2.94	.9807 0	- .630	172	.530
		F 87	5 5.7%	22 25.1%	25 28.7 %	35 40.2%	69%	3.03	.9455 9	- .630	171.7 72	.530
10	A classroom with a friendly atmosphe re encourag es me to speak English	M 87	2 2.3%	14 16.1%	24 27.6 %	47 54.0%	81.6%	3.33	.8306 2	- 2.18 3	172	.030
		F 87	2 2.3%	4 4.6%	22 25.3 %	59 67.85	93.1%	3.58	.6913 4	- 2.18 3	166.5 14	.030

The males and females have approximately shown identical favorability for almost all scenarios in the contextual dimension which includes *relationship with the interlocutor, task type, correction and grading, topic, and class atmosphere*. For instance, in the relationship with the interlocutor factor, both males and females have been found to be willing to speak to either teachers or close friends in the classroom. Further, around 67.8% of the females and 57.5% of the males prefer speaking in English to the close friends in the classroom. The difference between the males and females is very slight, around 9%. Similarly, in the speaking to the teacher scenario, the males scored 69.0% less than the females who scored 71.3%. In this manner, both males and females have found the relationship with the interlocutor factor to be not very influential factor to their WTC.

The female are more in favor of speaking in groups and pairs as compared to the males and thus a notion of cooperation and coordination can be witnessed more among the female as compared to the males. In fact, the term Communicative language teaching has been used in the research to identify the ways in which the students have been taught about the English Language. The ways in which the students have been taught also has an impact on the willingness of the students to speak. As a matter of fact, the males have been found less socialized, with no more than 6%, than the females when it comes to communicating in English with groups.

In terms of correction and grades, to both males and females, the notion of grades has been found influential as compared to other factors. Thus, only 33.3% of the males and 28.7% % of the female agreed that they will speak English even if it affects their grades. This means that most students are demotivated to speak in English when it would affect their grades. The difference between males and females is around 4.6% which means that the males are more unwilling to communicate when their grades are jeopardized.

Other major important criteria are that both males and females believe that an interesting topic is a very important criterion for encouraging students to speak in English. The females scored 83.9% similar to the males who scored 83.9% as well. Notably, an interesting topic has been considered one of the major factors to both genders.

Regarding the influence of the classroom itself, the male and the female students believe in an organized classroom to learn English; 69% of the females and 67.8% of the males have identified the importance of an organized classroom. In the second scenario "*a classroom with a friendly atmosphere encourages me to speak English*", the females have shown more interest than the males by approximately 10%. Thus, it can be concluded that female favor a friendly classroom atmosphere more than male students.

It is worthwhile to note that according to the T-test results, these differences are not significant due to the fact that the differences in the percentages represent very small numbers of the population which includes 87 participants. That means when the difference is around 5% or 10%, it equals to no more than 4 or 8 participants which does not affect the overall population's attitude.

Despite the fact that the T-test results show that there are no significant differences between males and females, analysis of the frequencies and the percentages still indicate minimal differences. The previous discussion shed light on these differences which revealed that there were communalities in mostly all the factors within the contextual dimension. Yet, the largest gap between males and females can be in the classroom atmosphere factor.

4.2.3 the Psychological Dimension

Interpretation in this section will focus on the factors within the psychological dimension including *preparedness, speaking self-confidence, speaker's personality, embarrassment, and mood.*

Table 10: Psychological Dimension and Factors for Genders

No	Statement	Gender	Frequencies-Percentage				influence %	Mean	Std. D	t	df	Sig. (2tailed)
			Strongly disagree	disagree	agree	Strongly agree						
1	I need to feel prepared to speak freely.	M 87	5 5.7 %	7 8.0 %	31 35.6 %	31 50.6 %	86.2%	3.31	.853 32	17 2	- .35 3	.724
		F 87	5 5.7 %	7 8.0 %	27 31%	48 55.2%	86.2%	3.35	.862 35	17 1.9 81	- .35 3	.724
2	I am confident when I speak English.	M 87	7 8.0 %	28 32.2 %	32 36.8 %	20 23.0%	59.8%	2.74	.905 00	17 2	- 1.0 9	.274
		F 87	3 3.4 %	30 34.5 %	27 31%	27 31%	62%	2.89	.889 66	17 1.9 50	- 1.0 9	.274
3	I like the speaking skill to other skills because I am talkative in general.	M 87	12 13.8 %	21 24.1 %	30 27.6 %	24 27.6%	55.2%	2.75	1.01 116	17 2	- .97 6	.330
		F 87	9 10.3 %	21 24.1 %	26 29.9 %	31 35.6%	65.5%	2.90	1.00 732	17 1.9	- .97	.330

No	Statement						influence %	Mean	Std. D	t	df	Sig. (2tailed)
	Frequencies-Percentage											
		Gender N	Strongly disagree	disagree	agree	Strongly agree						
										98	6	
4	I am more willing to speak English when I know nobody will ridicule me.	M 87	7 8.0 %	18 20.7 %	17 19.5 %	45 51.7 %	71.3%	3.14	1.01762	172	-1.09	.275
		F 87	6 6.9 %	9 10.3 %	24 27.6 %	48 55.2 %	82.8%	3.31	.91893	1740	-0.2109	.275
5	A good mood affects my willingness to speak in English.	M 87	5 5.7 %	13 14.9 %	21 24.1 %	48 55.2 %	79.2%	3.28	.92646	172	-.676	.500
		F 87	4 4.6 %	10 11.5 %	22 25.3 %	51 58.6 %	83.9%	3.37	.86591	1720	-1.266	.500

As it is obvious in the table, the psychological factors have a great impact on the English speaking frequency of the students. Beginning with preparedness, the idea of the need to feel prepared to speak are given equal importance by both males and women. 86.2% of both the males and the female have stated that they will have to be prepared in order to speak in English. This mostly comes from the concept of self-preparedness and self-confidence among the males and the females. To the females, self-confidence is a more influential factor to their WTC than the males by around 2%. Approximately 62% have stated that they are confident to speak in English, whereas 59.8% of the males have seen themselves as confident. This can be attributed to mixed variables such as linguistic proficiency, speaking practice, and personality. The fact is that, the psychological factors are very complicated subject. Speaking about personality per se, it is a very complex factor which can have many variables.

The scope of the current study, however, was on the effect of talkativeness to WTC. In this regard, 55.2% of the males and 65.5% of the females have found talkativeness in the mother tongue have influence on WTC. It can be stated that males believe that the personality of the speaker affects the speaking capabilities more than females.

When observing the males' attitudes in the speaking self-confidence and the embarrassment factors, it can be very obvious that they are more concerned than the females are. Around 71.3% of the male students have stated that they are more willing to speak English when they know that nobody will ridicule them in the classroom. In comparison, the females replied by 82.8% which indicates that they have been found more concerned about embarrassment by 11% than the males.

Finally, to the females having a good mood is a very important attribute to speaking in English. Around 83.9% of the female have said that they will speak in English when they are in a good mood. In comparison, around 79.2% of male have stated that they will speak in English if their mood is good. Hence, the females have found mood to be an effective factor more than the males by 4.7%.

It can be said that the psychological factors are very overlapping. It can be obvious that both males and females believed that preparedness is an effective factor influencing WTC. However, the male students have stated that they are more willing to speak English when they know that they will not be embarrassed. The fact is that, the males have been found to be less concerned about being embarrassed than females. in turn, the females have been found to be more confident to speak in English than males by 2%. The readership, however, need to remember that all the differences here are minimal which is reflected in the T-test results.

5. Conclusion

5.1 Summary

The research has been a detailed analysis of the factors that influence the willingness to communicate among the EFL students. English language nowadays plays a big role in all walks of life. Thus, proficiency in English has become a necessity. The major problem is that most students are not able to master the art of communication. Communication can be informative, entertaining, innovative, persuasive and convincing. However, students lack the ability to master these skills. One of the major reasons for that is the lack of personality development of the students. The students have not been encouraged to move out of their comfort zone and accept the challenge even when they are almost sure that they are going to fail in their endeavor. Failure is inevitable. However, the important part is to accept those failures and use them to achieve success.

The survey questions have been designed to meet the requirements research and search for answers to the research questions. Thus, from the survey it can be identified that proper grammar, the fear of being ridiculed among peers, proper pronunciation skills, relationship that the students have with each other, the nature of the students and the mood of the students play a major role in the willingness to communicate in English. The psychological impacts that peer pressure or ragging have on the students have a direct impact on their communication skills. Both males and females students have agreed that they are likely to speak more in English to their close friends rather than the other classmates. This is because they lack confidence among other classmates outside their groups and they are aware that their close friends might not make fun of them if they have poor grammar or they do not have a proper pronunciation of the English words. Thus, the environment plays a major role in the willingness to communication among the students. It must be noted that the lack of conversation in English is likely to reduce the ability of the students to speak proper and correct English. The students are likely to forget what they have been taught and may never learn to speak English well.

When observing the participants' attitudes in all of the scenarios, the results have shown that the factors that influence the students' willingness to communicate in English interplay with one another to generate a psychological wall.

For example, lack of vocabulary and improper pronunciation of English would be embarrassing to some speakers. The fear of being ridiculed and peer pressure among the students can result in a lack of personality development and self-confidence. The survey questions have been developed in a manner to identify the perceptual barriers that impact the ability of an individual to speak. The perceptual barriers are imaginary walls or images that a person develops in the mind. Eventually, these barriers hinder the WTC even though students have the ability to communicate.

It can be concluded that factors in the first question have been found to be dissimilar regarding their effect to the students. In the linguistic dimension, lack of vocabulary seemed to be the most influential sub-factor that affects the speaker's perceived speaking skills. On the other hand, interest in the topic in addition to friendly classroom atmosphere factors were the highest influential ones in the contextual dimension. In the psychological dimension, preparedness and mood have scored more than 80% and mean score more than 3.00 which is considered high as well compared to the other factors.

The second research question is to identify the difference that is there among the male and the female respondents. Very broadly, in most of the cases, the male and the female respondents are likely to agree with one another because there have been only a difference of one or two percent among the students in their response. This is in line with the results of the T-test which indicated that the hypothesis of the second question of the research is Null which means that there are no significant differences between male and female students' WTC. However, when seen minutely, the readership can identify the differences in some factors between the two genders. In certain responses, it can be identified that males have more ego and barriers to communicating in English as compared to the female respondents. For example, under the theme where the statements focused on identifying the skills of the speaker, about 25.3% of the males have agreed that they avoid speaking in English if their grammar is not proper. Comparatively, 52.9% of the female have agreed that they will not speak if their grammar is poor. Thus, there is a gap of 27.6 % overall among the males and the female when it comes to proper grammar being used.

When it comes to speaking with classmates whose English speaking skills are similar to the respondents, the males and the females have agreed to the fact that they would converse only with those who speak as good and average English as them compared to others who have better levels. This helps the readership to identify the role ego plays in communication practices among the males and the females.

The females can be identified as more shy or scared to speak outside their friend circle or peer groups. About 67.8% female respondents have agreed that they will speak in English only with their close friends. On the other hand, 57.5% of the male respondents have agreed on the same statement. Thus, again there is a gap among the males and the female respondents by 10.3%. Other instances of differences in the contextual dimension have been found. For example, the females favored a friendly classroom atmosphere more than male students by 12.5%, whereas the males have been found more concerned about grading than the females by 4.6%. Furthermore, in the psychological dimension, results showed that the males are less confident when they speak English than the females by 2%. Also, mood has been found to be more influential to the females by 4.7%.

5.2 Recommendations

A major reason for unwillingness to communicate in English is the fact that students fear that their grades might be affected if they speak improper English. This is more important to the students because the grades will directly affect their capability to pass. Thus, further research may focus on developing the ways to increase communication skills of the students. If the students have the fear of losing their grades then they would want to work harder in speaking good English in order to improve their grades. Thus, schools and universities must develop their grading criteria based on the English speaking capabilities. It will be very helpful for the students if they practice grammar and speaking in English on a regular basis.

5.3 Suggestions for Future Research

The research has a number of future scopes. It has surveyed the students of a university that is situated in Medinah, Saudi Arabia. Thus, future studies can be conducted to capture the essence of the other students' types such as younger students or students with special needs.

Apart from that, it must be noted that the sample size has been only 87. The larger the sample size, the higher the authenticity of the research is. Thus, a future research can collect more data with a higher sample size.

Moreover, future studies can also be conducted to identify the reasons behind learning English and its effects on the WTC. It can be another field of research that will enrich the subject of WTC.

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