



University of Zabol

Graduate school

Faculty of Humanities

Department of English Language

Thesis Submitted for the Degree of Master of Arts in the Field of Teaching English  
as a Foreign Language (TEFL)

**Subject:**

Exploring Dynamic Facet of WTC in EFL Context: A qualitative study

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## **Abstract**

The purpose of teaching English has shifted from the proficiency in structure to the ability to use the language for communication purposes. Thus, the issues of whether learners would communicate in English when they had the chance and what would affect their willingness to communicate gain importance. This study examined WTC in English among Iranian EFL learners in the classroom context. Participants were twelve EFL learners (male = 5 and female = 7). The data was collected through WTC questionnaire (MacIntyre, Clement, Deorneyi, & Noels, 1998), video recording, journals, and stimulated recall interviews. The data were gathered in university and non-university classrooms during five months. The results revealed that late start of English learning at school has caused difficulty in oral production of learners and negatively affected their willingness to communicate. A comparison of university and non-university context showed that in university classrooms, teacher, topic, and other students greatly influenced learners' WTC, but in non-university classrooms, self-confidence and linguistic knowledge had a greater effect on their WTC. The data revealed that the influence of males on WTC was stronger in the university classrooms. Furthermore, this study has recommendations for promoting WTC in EFL classrooms. The study has pedagogical implications for English teaching and learning as well. A better understanding of learners' willingness to communicate can help teachers to promote communicative language teaching to provide more communication chances for language learners and consequently more engagement of learners.

**Keywords:** willingness to communicate, English as foreign Language, University classroom, CLT, self-confidence, linguistic knowledge