



# Willingness to Communicate in Speaking Achievement

Wildhan Burhanuddin<sup>1</sup>(✉), Andi Indah Yulianti<sup>2</sup>, Musayyedah Husain<sup>2</sup>, Jerniati<sup>2</sup>, Ratnawati<sup>2</sup>, and R. Hasina Fajrin<sup>2</sup>

<sup>1</sup> Muhammadiyah University of Makassar, Makassar, Indonesia  
wildhan@unismuh.ac.id

<sup>2</sup> National Research and Innovation Agency, Bogor, Indonesia

**Abstract.** The aim of this research was to find out the willingness to communicate as a students' personality through students' response in scoring system of designed questionnaire and effectiveness of information gap technique as a teaching method to improve students' speaking achievement. The population of this research was 368 students from 10 classes at the second semester, English Department, at Muhammadiyah University of Makassar. This study was purposive sampling. Total sample was 24 for experimental group and 19 for control group. Data collected from two groups of students, experimental and control group that had been analyzed by three raters and tabulated in Excel 2007 (Windows program and analyzed in IBM statistical package and service solution (SPSS 20). The findings showed that there was significant difference between pretest and posttest of experimental group while insignificant difference was found in control group. It proved that Information gap technique based on WTC improved the students' speaking achievement.

**Keywords:** speaking · achievement · willingness to communicate · Information gap technique

## 1 Introduction

Speaking is an important skill in a foreign language learning. It may be caused by the fact that a speaker mostly communicates ideas by speaking them. In the development of English language learning and teaching, the students are supposed to be able to use the target language in communication. In other words, they do not only learn the language but also learn to use it to convey an effective communication.

English students in English Department at Muhammadiyah University of Makassar are demanded to have good speaking ability because in the future they will be English teachers. As the future English teachers, they need to be trained and taught effectively so that they can develop and improve their speaking skills as excellent as possible.

For English students, they desired goal is that to use the language effectively. The students' want seems to be the same with the idea of communicative language teaching approach where its emphasizes on developing students' communicative competence.

Richard and Rodgers (2001: 172) mentioned two CLT's principles; first, students learn the language by using it in a communication and, second, the objective of the lesson should be to communicate in an authentic and meaningful way. It can mean that the fundamental purpose of pedagogical approaches focusing on communicative competence is quite to provide the students with the knowledge and ability they need effectively to be able to communicate.

It is always found that students are less motivated and interested in following the speaking activities given by the teachers. Tongue-tied or lost for words tend to cause extreme anxiety which encounters discouragement and a general sense of failure (Shumin, 2002: 202). Such problems may be said as the general problem faced by the students who are learning a second or foreign language. There are several factors that make students feel speaking is difficult, for example, they are afraid to make mistakes and to be laughed by their friends, think of their grammar is not good enough, or the teacher's teaching technique is not successful to attract students' participation.

In regard to the commonly found problems in the speaking classrooms as stated above, this currently on students' Willingness To Communicate (WTC) and to offer an initiative in the speaking teaching technique so that the students can be motivated and then develop their speaking skills. The researcher will use information gap technique to help students ease their speaking skills. By using it, the students are expected to engage themselves and practice the skills within speaking activities in the class so that they can gradually improve their speaking skills. By increasing students' WTC, in the end the students would be able to deal with their communication anxiety and build up their self confidence to speak English.

WTC has been described as "a readiness to enter into discourse, at a particular time with a specific person or persons, using L2" (MacIntyre et al., in Ghonsooly, et al. 2013). From this definition, it can be understood that students have their autonomy to choose whether to talk or not in a particular speaking activities. Willingness to communicate (WTC) is viewed as a factor that has important roles in students' learning. WTC is a personal variable which can affect students' learning process and at the last stage affect students' speaking achievement. Yashima (2002) stated that some students who have less WTC may own a rich of language knowledge but prefer to be silent, as the consequence they have less effort to practice which can slacken their speaking development. In this case, students' WTC can interfere how far students will succeed in learning particularly speaking and can result the lack of skills that is achieved.

Based on the problems that is commonly faced by the students in speaking class, such as hesitation to talk and diffident for communication. The researcher will use information gap technique in order to stimulate students' to speak and enhance their WTC. Thornbury (2005: 80) said that technique of information gap is a type of communicative task which demands the students to communicate to fill the gap. It means that students need to interact each other and use the language so that they can fill their gap. Information gap is believed to be an effective task where students can feel comfortable because the students will learn to communicate with the help of information provided in the worksheet. Practicing WTC technique, students can find the task is easy and are stimulated to express their ideas with the lack of hesitation.

Realizing that improving students' speaking will not be that instant and the importance of WTC in speaking development and the advantages of information gap technique, this study focused on investigating how the information gap affect students' WTC and also to understand students' technique of information gap in speaking achievement.

## 2 Literature Review

Yashima (2002) conducted a study to analyze the relationship among attitudes, motivation, psychology of communication and intercultural postures that affects Japanese learners' WTC in English. The participants were 389 Japanese students majoring in information science. He collected the data through questionnaire including measures of attitudes, motivation, and communication motives. The study concluded that the more willing the students were to speak in English, the more motivated they study English and consequently develop skills and confidence in L2 communication. From the results, confidence in communication had a massive and direct influence on WTC in the L2.

Ghoonsoly, Azar, and Khajavy (2012) who researched on the connection between willingness to communicate in English, communication confidence, and classroom environment aimed to examine the Iranian EFL learners' willingness level to communicate in English, and the relationships between willingness to communicate, the confidences to communicate, and classroom environment. The participants were 243 undergraduate EFL students who were studying English as the academic major. Questionnaires are used to measure WTC in English, communication confidence in English, and classroom environment, the study showed that participants were normally willing to communicate in English inside the language classroom, felt low levels of anxiety, and perceived themselves moderately confident to communicate in English in the classroom. The study also indicated that willingness to communicate is correlated positively with classroom environment and perceived communicative skills, and negatively correlated with communication anxiety. Corresponded with that of aforementioned study done by Ghoonsoly, Azar, and Khajavy (2012) in that examine the relationship the students' WTC and classroom interactions.

Riasati (2012) examined Iranian EFL learners' perception of factors that contribute to willingness to speak English in language classrooms. The subjects were 7 undergraduate students from different study programs. The researcher collected the data through interviews and the study concluded that willingness to speak is influenced by a range of factors including learning anxiety, learning motivation, and perceived speaking skills. The study also identified the classroom environmental factors identified as influencing willingness to speak are classroom-specific, such as task type, topic, teacher, atmosphere of the classroom, grading, and speech correctness.

Ghanim and Khalaf (2012) investigated the effect of cued-dialogue and gap filling exercises to increase Iraqi EFL learners' speaking ability. Ghanim and Khalaf examining the effectiveness of using cued-dialogue and information gap activities on developing speaking skills of the fifth graders in Diyala Governate Schools by experimental technique in which the data were from pretest and posttest scores. The study's conclusion was that Cued-dialogue and informaton gap activities can better develop the students' interaction with the teacher and other students. When students-teachers were practicing

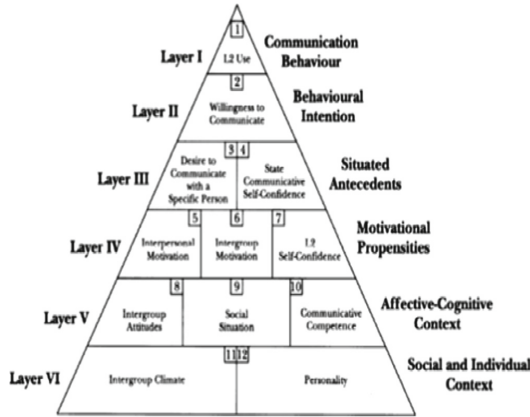
in pairwork and groupwork, all of them participated. This means students' participation in the class also improved. On the other hand, they decreased the amount of teacher talking time.

Furthermore, Cued-dialogue and information gap activities can improve students' opportunities to speak during the English lesson and provide the potential benefits of student-student interaction. In order to obtain information and opinions from the teacher and friends, the students needed to interact among them. They should spend most of the time working in pairs and groups. The students have reasons to communicate and tasks to fulfill. Based on the result of the study, it might be assumed that information gap technique is able to improve students to practice their speaking skills. Students' WTC has been similarly found by Ghanim and Khalaf (2012) Riasati (2012). This finding that the classroom environment such as talking in group discussion and in pair work. The mentioned previous studies have shown that instead of students' communication anxiety and communicative competence, WTC is also influenced by classroom interaction and that selection of teaching technique may contribute to the students WTC.

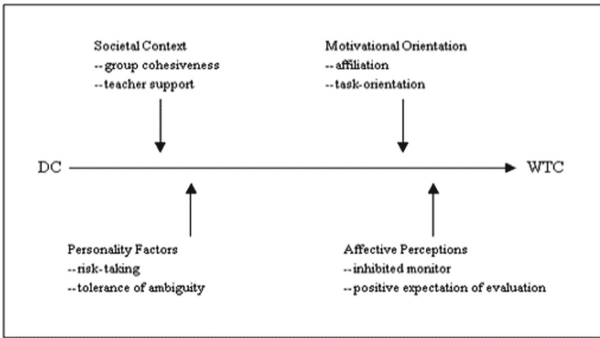
With regard with the previous studies that have been done, the present study would undertake to mix the researched variables; willingness to communicate and information gap technique. Factors such as communicative competence, communication anxiety, self confidence, task type, topic of the lesson, and classroom interaction have been considered to affect students' WTC. Research dealing with WTC seems to be less in a mix of WTC and teaching technique as the treatment. Also, research concerning Information gap effectiveness tended to see the skills improvement as its the main focus. Therefore, this study will try to combine these two research topics by exploring information gap technique to raise students' WTC. The researcher assumes that the information gap is helpful to increase students' willingness to communicate/speak and as a result could improve students' speaking skills. Information gap may bring a friendly classroom interaction either between teacher-students and student-student interaction, thus invite students to talk using English in speaking activities.

## 2.1 Willingness to Communicate

Willingness to communicate may be understood as a new framework in theories of language acquisition. The most influential work in this field is MacIntyre, Baker, Clement, & Conrod, 2001; MacIntyre, Clement, Dörnyei & Noels, 1998, Yashima, 2002. Brown (2007: 73) explained that WTC affiliates ideas of self-confidence and risk-taking. MacIntyre, Dörnyei, Clément, and Noels (1998) stated that, maintain the L2 context, the situation is more complex because the level of one's proficiency, and in particular that of the individual's L2 communicative ability, is an additional powerful modifying variable. WTC is a vital variable in the development of communicative competence. Its presence and absence can potentially fasten or even slow students' speaking achievement. Accordingly, L2 WTC was defined by MacIntyre Clément, Dörnyei and Noels. (1998) as "a readiness to enter into discourse at a particular time with a specific person or persons, using L2" (p. 547). They (1998) proposed a pyramid-figure model of L2 WTC, which fused a range of potential linguistic, communicative, and social psychological variables that might affect one's WTC in L2 (Fig. 1).



**Fig. 1.** Heuristic model of variables influencing WTC (Source: MacIntyre, Clément, Dörnyei & Noels, 1998, p. 547)



**Fig. 2.** Chinese EFL context of WTC (Wen and Clément’s (2003)

MacIntyre et al.’s model illustrates the concept of L2 use and shows that WTC as an affective-cognitive variable which interact with social factors. They explained that the variables of cognitive-affective which are included in the model are personality, attitudes, motivation, L2 competence, and self-confidence. According to the model, affective variables such as personality, L2 competence, and attitude have only an indirect influence on WTC, while motivation and self-confidence have direct effects on WTC.

In addition to WTC model, other researchers tried to propose WTC model in the context of foreign language learning, Wen and Clément (2003) argue that the factors that MacIntyre et al. (1998) identified in their model may not explain EFL learners’ WTC. They claim that the development of the heuristic model is based on research studies mainly conducted in the western context, which is quite different from that of Asian particularly where English is as a foreign language.

Wen and Clement (2003) attempted to adapt MacIntyre et al.’s (1998) WTC model to the chinese ESL context. They assumed that chinese students’ WTC was more complicated that described in MacIntyre et al.’s model.

As shown in Fig. 2, Wen and Clément's (2003) model consists of societal context, personality factors, motivational orientations, and affective perceptions. They argued that there is difference between desire to communicate and willingness to communicate. Desire to communicate deals with intended choice and willingness to communicate is about readiness to take action. Moreover, they explain that the societal context is made up of group cohesiveness and support of the teacher. Group cohesiveness stems from motivational orientation among in-group members and generates a sense of belongingness. It is assumed that high group cohesiveness leads to more engagement and lower anxiety, and thus higher L2 WTC. Teacher support, including teacher involvement and teacher immediacy, is regarded in this model as a significant and determining socio-cultural influence on students.

## 2.2 Principles of Communicative Language Teaching

Communicative Language Teaching (CLT) considers the focus on both performance and competence. It means that it requires how teachers use the language itself in real communication, understandable and receptiveness to the perfect grammatical structures, native speaker-like pronunciation and a wide range of vocabularies. Canale and Swain (1980) as cited in Richard and Rodgers (2001: 160) mentioned four pillars of communicative competence are constructed from grammatical competence, social competence, discourse competence, and strategic competence. Among the four pillars, discourse competence seems to be most crucial part. Since it is "concerned with the interconnectedness of as series of utterance, written words, and phrases from a text, a meaningful whole, Savignon (2001: 17)".

According to Harmer (2007: 50), Communicative Language Teaching (CLT) has two main guiding standards: the first point is that language is not just a string of grammar with vocabulary items fitted in, but also involves language functions which students should learn how to communicate using a variety of language forms. The second point, CLT is that if students get enough exposure to language and opportunities to use language and if they are motivated then language learning will be useful. Moreover, CLT is not just about the language, moreover, it is about how it is used in a particular context. In other words, CLT has description about learning sequences which supposed to improve the students' ability to communicate. Dealing with this case, Brown (2007) states that there are four interconnected characteristics as a definition of CLT:

- A. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
- B. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purpose. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purpose.
- C. Fluency and accuracy are seen as complementary principle underlying communicative technique. At times fluency may have to take a more importance that accuracy in order to keep learners meaningfully engaged in language use.
- D. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed context.

In addition, Brown (2007) stated that a massive deal of use of authentic language is implied in CLT, as an attempt to develop fluency. However, it is important to note that fluency should never be encouraged at the expense of clear, ambiguous, and direct communication. Students are encouraged to deal with unrehearsed situation under the guidance, but not under control of the teacher. Harmer (1998: 85) activities in CLT typically involve students in real communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing. Students should have a will to communicate ideas using the language to deliver meaningful tasks, not just learn the language, so that the activities should undertake to present real communication. Yet that fluency should never be encouraged at the expense of clear, ambiguous, and direct communication. Students are encouraged to deal with unrehearsed situation under the guidance such as giving directions to visitors, expressing agreement and disagreement in a meeting, but not control of the teacher.

### 3 Methodology

This research used quantitative method, quasi-experimental, to find out whether information gap technique based on willingness to communicate was effective to encourage speaking achievement of students at English learning context as a foreign language in university level. There were two variables in this research, independent variable (information gap technique based on WTC) and dependent variable (Speaking achievement). Students' WTC could be found based on their responses on questionnaires adopted from Chao & Philip (2006) & Weaver (2005) that consisted of 22 questions, (see appendix 1, page 58). For the second variable, speaking achievement was determined by students' individual performance in speaking related to discussed topic. It was analyzed based on scoring system designed by Heaton (1988) that divides speaking into three categories; accuracy, fluency, and comprehensibility. Data obtained from pretest of speaking and posttest of speaking were analyzed in appropriate test of IBM statistical package and service solution (SPSS 20) to find out how far information gap technique as treatment in this research significantly improved students' English-speaking achievement.

The population of this research was 368 students from 10 classes at the second semester, English Department, at Muhammadiyah University of Makassar. The sample consisted of 35 students from experimental group from which 11 students were excluded due to high score of willingness to communicate and 24 students from control group from which 5 students were excluded due to high score of willingness to communicate. Total sample was 24 for experimental group and 19 for control group.

Kerlinger (1965), stated that an instrument play significant role in terms of study that ensures reliability and validity of instruments. There were three instruments in this research. They were questionnaires of willingness to communicate, speaking test form, and recorder. The data was collected through Distributing WTC questionnaires, pretest, treatment, and posttest.

To analyze students' performance in English speaking, scoring system of speaking test was adopted based on criteria of speaking standard introduced by Heaton (1988:100) that divided criteria into three aspects: accuracy, fluency, and comprehensibility.



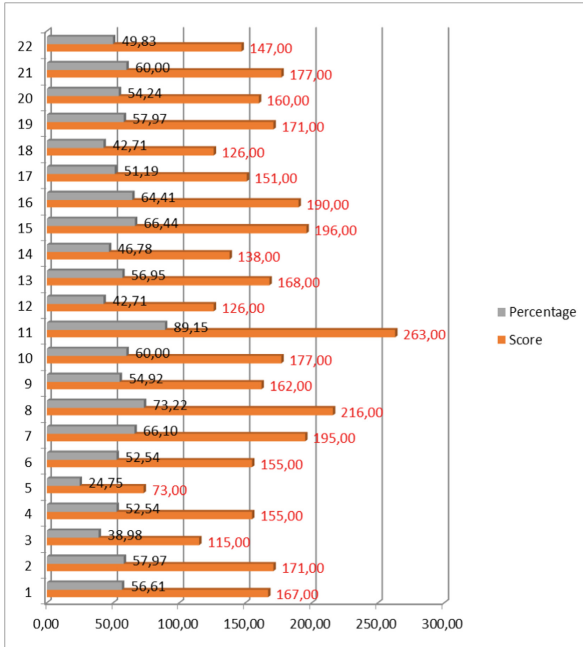
## 4 Findings and Discussion

Data collected from two classes, 59 students; showed that total score for question 1 (I volunteer answer in English when the teacher asks a question in class) consisting of 167 (56,6%), question 2 (I answer a question in English when I am called upon by the teacher) consisting of 171 (58%), question 3 (I talk to my teacher in English before or after class) consisting of 113 (39%), question 4 (I ask the teacher a question in English in class) consisting of 155 (53%), question 5 (I ask the teacher a question in English in private) consisting of 73 (25%), question 6 (I present my own opinions in English in class) consisting of 155 (53%), question 7 (I participate in discussions in English in class) consisting of 195 (66%), question 8 (I say sorry in English when I am wrong) consisting of 216 (73%), question 9 (I help others answer a question in English) consisting of 162 (55%), question 10 (I read out the conversation in English from the textbook) consisting of 177 (60%), question 11 (I say “thank you” in English when my classmates help me) consisting of 263 (89%), question 12 (I share my ideas to the class in English without looking at notes) consisting of 126 (43%), question 13 (I greet my classmates in English) consisting of 168 (57%), question 14 (I give a speech with notes in class) consisting of 138 (47%), question 15 (I speak in a group or communicate with my classmates) consisting of 196 (66%), question 16 (I talk with classmate in two-person group) consisting of 190 (64%), question 17 (I involve to the discussion in teacher-central class) consisting of 151 (51%), question 18 (I am willing to discuss homework assignment with my teacher) consisting of 126 (43%), question 19 (I am willing to clarify task instruction when I feel confused) consisting of 171 (58%), question 20 (I would like to speak if I get a chance to talk in front of a group of English-speaking people in English) consisting of 160 (54%), question 21 (I am willing to have conversation with my teacher if he/she talks to me first) consisting of 177 (60%), and question 22 (when my English teacher ask the class whether they have questions or not, I happen to have one) consisting of 147 (50%). Based on the description above it can be concluded that question 11 (I say “thank you” in English when my classmates help me) is the mostly used willingness to communicate (89%). It indicates that expressing gratitude after responding other students’ help is simple and basic use of English speaking to respond what the other people have done. Students have lowest frequency to ask something private in English based on students’ response on question 5 (I ask the teacher a question in English in private) that shows only 25%. The description of the willingness to communicate is shown in Fig. 3.

Analyses of data and findings have been presented in the previous passage. Quantitative outputs show that in comparison of effectiveness between information gap technique and conventional way to improve students’ speaking competence in EFL context, at second semester in university level; to students whose willingness to communicate was low, experimental group performs better score than conventional group. In pretest, mean score of experimental groups is 2.90 and posttest is 3.22. Experimental group improves 0.32 at probability value of Wilcoxon Test is  $0.000 < 0.05$  (see appendix 14, page 129). This finding supports previous study that information gap technique is an effective technique to improve students’ speaking competence that consists of three aspects; accuracy, fluency, and comprehensibility.

Watamni and Gholami (2012), in their study entitled “the effect of implementing information-gap tasks on EFL learners’ speaking ability”, found that implementation of





**Fig. 3.** Bar of Students' Willingness to Communicate

information gap technique in EFL context significantly influenced on speaking achievement of speaking. Communicative approach is relevant to facilitate students' activeness and improve self-confidence. Low WTC is one of inner troubles possessed by the students that potentially hampers improvement of speaking skill due to lack of participation in speaking interaction. Yashima (2002), in his study to examine the relationship among attitudes, motivation, psychology of communication and intercultural postures that affects Japanese learners' WTC in English, found that the more willing the students were to communicate in English, the more motivated they studied English and developed proficiency and confidence in L2 communication. From the results, confidence in communication has a big and direct influence on WTC in the L2.

In relationships between willingness to communicate in English, communication confidence, and classroom environment that aims to develop the EFL learners' level of willingness to communicate in English, it indicates that willingness to communicate is positively correlated with classroom environment and perceived communicative competence, and negatively correlated with communication anxiety (Ghoonsoly, et al. 2012). EFL learners' perception related to the factors that contribute to willingness to speak English in language classrooms shows that willingness to speak is affected by a range of factors including learning anxiety, learning motivation and perceived speaking ability in which the classroom environmental factors; such as task type, topic, teacher, classroom atmosphere and grading and correctness of speech, plays significant role to influence willingness to speak (Riasati, 2012).

The consistency of previous study that examine effectiveness of information gap technique to facilitate students in improving speaking achievement, indicates that in EFL context students whose willingness to communicate are low can be stimulated to actively perform speaking competence through designing teaching technique that provide supportive environment and distribution of information in speaking classroom activity. Asrobi, et al. (2013) state that in applying Information gap technique, students can be cooperative to share ideas among students in discussion, transformation of meaning, and feeling comfortable to express their ideas in oral presentation. One of purposes of teaching speaking skill by using information gap technique is to stimulate students' independence in organizing ideas through providing supportive condition in information gap activities. In this technique, students can focus on communication due to establishing mental situation to maximize speaking performance and high intensity of participation (Asrobi, et al. 2013). In expressing point of view, learning process occurs through participation of students in asking and answering question on groups. This activity involves identification and articulation of preference, expressing feeling, and showing attitude to the given situation (Fallahi, et al. 2015).

In speaking performance, language production involves capacity of the speakers to perceive meanings and organizing ideas to response particular information from other speakers. Bryne (1998) states that oral communication is a two-way process between speaker and listener and involves the productive ability of speaking and the receptive skill of understanding. According to the context, language acquisition is different to L1 and L2 in which structure of mother tongue significantly influence grammatical pattern of utterance. Thornbury (2005), states that to communicate, speakers have almost the same way starting from conceptualizing followed by formulating and articulating. All stages involve self-monitoring. According to Harmer (2007), Communicative Language Teaching (CLT) has two main guiding standards: in the first point is that language is not just a string of grammar with vocabulary items fitted in, but also involves language functions which students should learn how to perform using a variety of language forms. The second point, CLT is that if students get enough exposure to language and opportunities to use language and if they are motivated then language learning will be meaningful. Moreover, CLT is not just about the language, bottom line, it is about how it is used in a particular context. In other words, CLT has description about learning sequences which aim to improve the students' ability to communicate. To fluency aspect, oral production of language is determined by the capacity of the speakers spontaneously express their ideas. The more speaker practice to talk, the more fluently they speak on specific items discussed. Capacity to respond and produce ideas is also called "automaticity" that can be trained through high intensity of practicing listening and delivering information as much as possible. In aspect of accuracy, standard of accurate language is based on structure and grammatical rules of target language. Adult learners in context of learning English as a foreign language are influenced by existing L1 structure that possibly interrupt pattern of language uttered (Thornbury, 2005). To comprehensibility, articulation of the utterance plays significant role to understand the meaning and context of issued spoken. High level of comprehensibility can be improved through high intensity of words pronunciation in the basis of appropriate sounds. The more speakers practice to express appropriate sounds, the more comprehensible oral language they utter.

## 5 Conclusions

This current study to examine the use of information gap technique to the students who are considered as low willingness to communicate has found that there is significant difference between pretest and posttest of students' speaking score due to utilization of information gap technique to improve speaking competence. Students' speaking score was improved in posttest. This finding supports some previous related studies in context of learning English as a foreign language.

**Acknowledgments.** We would like to thanks Abdul Hakim Yassi and Ria Rosdiana Jubari for their comments and suggestions regarding the analysis of WTC. We also would like to thanks all the participants in this research.

**Authors' Contributions.** -WB participated in the design of the study, manuscript preparation, pre and post-test preparation, and statistical analysis.

- AIY contributed in data acquisition and data interpretation.
- MH contributed in data acquisition and data interpretation, pre and post-test preparation.
- J contributed in manuscript preparation and data acquisition.
- R contributed in statistical analysis and data interpretation.
- HFR contributed in manuscript preparation, data acquisition, and proofread the manuscript.
- All authors read and approved the final manuscript.

## References

- Asrobi, M, Seken K, & Suarnajaya, W. (2013). The Effect of Information Gap Technique and Achievement Motivation Toward Students' Speaking Ability. E-journal program pascasarjana Universitas Pendidikan Ganesha. Vol. 1 1-12.
- Bradley, N. (2010). Promoting a Willingness to Communicate in Japanese Students. *Language and Cultures of Aichi University* No. 23-38.
- Brown, H.D. (2007). *Teaching by principles. An interactive approach to language pedagogy.* USA: Pearson Longman.
- Byrne, D. (1998), *Teaching Oral English.* New York: Longman.
- Cao, Y. Q., & Philp, J. (2006). Interactional context and willingness to communicate: A Comparison of Behavior in whole Class, Group and Dyadic Interaction. *System*, 34, 480-493.
- Chaney, A. L. and T. L. Burk. (1998). *Teaching Oral Communication in Grades K-8.* Boston: Allyn & Bacon.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education (5th ed.).* London and New York: Routledge Falmer.
- Fallahi S., Malayeri. F.A., and Bayat. A. (2015). The Effect of Information-gap vs. Opinion -gap Tasks on Iranian EFL Learners' Reading Comprehension. *International Journal of Educational Investigations.* English Teaching Department, Malayer Branch, Islamic Azad University, Malayer, Iran.
- Freeman L.D. (2001). *Techniques and Principles in Language Teaching.* Oxford University Press, USA.
- Ghanim, R.I & Khalaf, N.O.A.M. 2012. Using cued-dialogue and gap filling exercises to develop Iraqi EFL learners' ability of speaking. *Al-fatih journal* 50 (1).
- Ghonsooly, B, Azar, F.H & Hassan G.K. 2013. Examining the Relationships between Willingness to Communicate in English, Communication Confidence, and Classroom Environment. *International Journal of Research Studies in Educational Technology.* Vol 1 (1) 1-10.

- Harmer, J. (1998). *How to Teach English: An introduction to the Practice of English Language Teaching*. England (3rd edition): Longman.
- Harmer, J. (2007). *How to Teach English*. England: Longman.
- Liu Y & Park H. (2013). A study of Korean EFL learners WTC and Motivation. *Journal of Pan-Pacific Association of Applied Linguistics*, 16(2), 35-58.
- Mackey, A., & Gass, S. M. (2005). *Second Language Research: Methodology and Design*. Mahwah, NJ: LEA Publishers.
- MacIntyre, P. D., Dörnyei, Z., Clément, R., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545-562
- Nation, I.S.P. and Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*, Routledge, New York.
- Nazari A and Allahyar, N. 2012. Increasing willingness to communicate among English as a foreign language student: effective teaching strategies. *Investigation in University Teaching and Learning* (8) 18-29.
- Nunan, D. 1992. *Research Methods in language learning*. Cambridge: Cambridge University Press, United States of America.
- Riasati, J.M. 2012. EFL learners' perception of factors influencing willingness to speaking English in language classrooms: A qualitative study. *World Applied Sciences Journal* 17 (10), 1287-1297.
- Richards, J.C. & and Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Savignon, J.S. (2001) *Communicative Language Teaching for the Twenty-First Century*. United States: Heinle & Heinle.
- Shumin, K (2002). *Factors to consider: Developing adult EFL students' speaking abilities*. In J.C. Richards and W.A. Renandya (eds.), *Methodology in language teaching*. Cambridge: Cambridge University press.
- Spratt, M, et al. (2006). *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press.
- Thornbury, S. (2005). *How to Teach Speaking*. Harlow, England: Longman.
- Ur, P. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- Watamni, K and Gholami J. 2012. The Effect of Implementing Information Gap Tasks on Learners' Speaking Ability. *MJAL* 4 (4) 267-283.
- Wen, W. P., & Clément, R. (2003). A Chinese Conceptualization of Willingness to Communicate in ESL. *Language, Culture and Curriculum*, 16(1), 18-38.
- Yashima, T. 2002. Willingness to communicate in second language. The Japanese EFL context. *The Modern Language Journal*, Vol. 86, (1) 54-66.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

