Facilitating L2 WTC: A review of past studies

Noraini Zulkepli ᵃ ¹ , Supyan Hussinᵇ

ᵃ Universiti Pendidikan Sultan Idris, Malaysia
ᵇUniversiti Kebangsaan Malaysia, Malaysia

Abstract

Due to the pivotal role that interaction plays in SLA, the issue of willingness to communicate has drawn considerable attention among researchers in the field. Nonetheless, literature on WTC has been primarily theoretical; little has been done to find practical solutions to the problem that could actually help ESL practitioners in their daily classroom practice. In light of this, the current article is a review of past studies on how to foster WTC. It begins with providing some insights on how to facilitate L2 WTC gained from the identified studies. Next, based on the review, it is highlighted that the current research trend tends to focus on facilitating in-class WTC, with less attention given on out-of-class WTC. This might lead to a separation between in-class and out-of-class learning. To address this issue, the article ends with a series of suggested activities which employs a multi-systematic approach to learning (Akkerman & Eijck, 2011) and a critical conception of in-class learning resources (Wright, 2006). The series of activities allow learners to engage in rich interactional resources, both in and out-of-class, as well as an opportunity to reflect on their experiences in relation to their WTC.

1. Introduction

When learning a second language, willingness to engage in the spoken discourse is the biggest challenge for many learners regardless of their level of proficiency. Sometimes those who are less proficient would speak the language without much hesitation, while the proficient ones choose not to (Zulkepli, Madzlan, Kesevan, & Ahmad Tajuddin, 2020). MacIntyre, Dörnyei, Clement, and Noels (1998) hypothesize that the most important factor that predicts one's frequency of using L2 is willingness to communicate (WTC): "the probability of engaging in communication (i.e., speaking) when free to choose to do so" (p. 546). Learners with high WTC will search for and take the opportunities to engage in a spoken discourse both in and out-of-class contexts (Kang 2005; MacIntyre et al. 1998, 2003 as cited in Tavakoli & Zarrinabadi, 2018). This positive attitude will enable them to acquire the target language more successfully as empirical studies in the field of second language acquisition (SLA) have long proven the strong link between oral communication and successful learning (Goh, 2014; Long, 2015; Swain, 2000).

---

¹ Corresponding author.
E-mail address: noraini@fbk.upsi.edu.my

WTC was first introduced in the communication field where the concern was on one's WTC in the first language (L1) (Burgoon, 1975; Baer, 1985 as cited in Zarrinabadi & Tanbakooei, 2016). Due to the complexity in L2 learning that involves multiple factors that can affect one's WTC; MacIntyre et al. (1998) propose a heuristic model that they believe will be helpful "in describing, explaining, and predicting" (p. 545) reasons why a L2 learner chooses to (or not to) engage in a spoken discourse at a particular time and situation, with a specific interlocutor or interlocutors. The 6-layer pyramid-shaped model combines linguistic, communicative and social psychological perspectives of L2 learning in understanding the factors behind one's L2 WTC. Each layer has its own cluster of variables. The first 3 layers are said to be transient variables, while the last 3 layers are more enduring factors that influence L2 WTC.

The L2 WTC model has attracted considerable attention among SLA researchers resulting in numerous empirical studies that set to provide data to test the relationships among the variables (Pawlak, Mystkowska-Wiertelak, & Bielak, 2016; Shirvan, Khajavy, MacIntyre, & Taherian, 2019; Zhang, Beckman, & Beckman, 2018). This has contributed fruitful insights into how the various antecedents influence L2 WTC. Nevertheless, despite a plethora of such studies, those which investigate ways to facilitate WTC remained rather scanty (Zarrinabadi & Tanbakooei, 2016). This somehow reflects a scenario where SLA researchers are more interested to contribute to the theoretical knowledge; not so much on investigating how to foster WTC that could actually help ESL practitioners in their daily classroom practice. This is not a recent issue in the field. For the past two decades, some SLA scholars have begun to voice their concern over the gap between SLA theory and classroom practice (Block, 2000; Kerekes, 2001; Markham, Rice, Darban, & Weng, 2017; Rahman & Pandian, 2016; Walenta, 2016). Block, for example, states that "…much of what is done under the rubric of SLA is not particularly relevant to language teachers and is not really applicable to the day-to-day language teaching and learning which goes on in classrooms" (2000, p. 130). Similarly, Zarrinabadi and Tanbakooei (2016) call for a move from "…purely theoretical studies toward studies that produce implications for generating L2 WTC" (41). This underscores the importance of empirical studies that could further enrich the field with more practically-oriented endeavours to help ESL practitioners to foster L2 WTC.

In relation to the above, the current article reviews the trend in WTC research that investigates practical ways to facilitate WTC. It provides the insights that have already been gained on the effectiveness of the interventions employed in the selected studies. This article ends with some reflections on the current trend and some suggestions for classroom practice.

2. Selection criteria

The review was done by locating studies in four main databases: EBSCOhost, Elsevier, ScienceDirect and Google Scholar. It is based on the following criteria:

i. Publications were from 2000 to 2020 as this is the period where WTC was investigated in L2 context following the introduction of the L2 WTC model by MacIntrye and his associates in 1998.

ii. The studies were on English as a second or foreign language focusing on ways to facilitate WTC.

iii. The studies were published in peer-reviewed journals and proceedings published in Scopus and World of Science.

It needs to be highlighted that studies employing the ex post facto research design were excluded from the review as this type of study does not employ any intervention. Although effort has been made to ensure the full breath of relevant studies, the list is not meant to be exhaustive. The final sample included 26 studies, covering both in-class and out-of-class learning. The full articles were read and were thematically categorised; altogether three major themes were identified.

3. Major Research Areas

Past studies on facilitating L2 WTC mainly centre around the following themes: (1) Employing selected teaching techniques or approaches to foster WTC in classroom instructions, (2) Creating activities for engagement in computer aided language learning (CALL) environment, and (3) Providing opportunities for authentic use of the target language in out-of-class environment.

3.1. Theme 1: Employing selected teaching techniques/approaches to foster in-class WTC

Out of the 26 studies identified, 14 focus on fostering WTC via in-class learning. The studies cover areas such as employing certain teaching techniques to lessen learners' anxiety or communication apprehension (Farahani & Abdollahi, 2018; Jamalifar & Salehi, 2017; Kamdideh & Barjesteh, 2019; Mesgarshahr & Abdollahzadeh, 2014; Montazeri & Salimi, 2019; Tavakoli & Zarrinabadi, 2018), encouraging use of the target language (Lin, 2017; Marzban & Mahmoudvand, 2013; Shamsudin, Othman, Jahedi, & Aralas, 2017), promoting autonomy among learners (Matsuoka, Matsumoto, Poole, & Matsuoka, 2014; Uztosun, Skinner, & Cadorath 2018) and rising learners' awareness about their future goals (Al-Murtadha 2019; Munezane, 2015; Zarrinabadi, Ketabi, & Tavakoli, 2017).

Some studies suggest that anxiety negatively affects learners' WTC (Peng & Woodrow, 2010; Zarrinabadi, 2014) and it is one of the strongest predictors of WTC (Zarrinabadi, 2014). Thus, helping L2 learners to reduce their anxiety could be fruitful in helping them to be more willing to speak in the target language. Mesgarshahr and Abdollahzadeh (2014) investigated the impacts of teaching communication strategies (CS) on a group of 120 EFL learners aged between 15 to 40 years old in a language institute in Iran. Employing the quantitative research method, participants in the experimental group took part in a series of tasks that required them to solve communication problems by using CS such as circumlocution, formulaic sequence, and appealing for help. The statistical results show that learners who received the CS training improved their WTC. They concluded that the CS training improved the learners' communicative self-confidence as the learners were better prepared to face future communicative pitfalls. It also decreased their communication apprehension: a feeling of uneasy as one encounters a problem during an interaction such as not having the appropriate vocabulary.

Other than CS training, helping learners to improve their linguistic competence can also help to lessen their anxiety and heighten their WTC (Zhong, 2013; Zarrinabadi & Tanbakooei, 2016). An empirical study on WTC among a group of Chinese university students in New Zealand conducted by Zhong (2013) reveals that accuracy is one of the main factors that affects speaking in class. Tavakoli and Zarrinabadi (2018) carried out an intervention on the use of corrective feedback in the teaching of two grammar items (the simple present third person singular *–s* and the regular past tense *–ed*). The teacher in the experimental group used metalinguistic feedback and explicit correction every time the learners committed errors when using these two grammar items. The findings indicate that explicit feedback positively affected the learners' WTC. The researchers concluded that the development of the learners' linguistic competence lowered their anxiety and increased their perceived linguistic competence. Other interventions which have been empirically proven to lessen anxiety and consequently increased WTC among L2 learners are using extended wait-time (Kamdideh & Barjesteh, 2019) and humour (Farahani & Abdollahi, 2018).

Some recent teaching approaches that promote active learning such as problem-based learning (PBL) (Alikhani & Bagheridoust, 2017; Lin, 2017), debate instruction (DI) (Shamsudin et al., 2017) and group dynamics-oriented instruction (GDOI) (Marzban & Mahmoudvand, 2013) have also been used as treatments to increase L2 WTC. The participants in these studies worked on tasks that require them to engage in spoken discourse in the target language. Lin (2017) employed PBL in her study using a teaching scheme that consisted of 5 stages: presentation of the problem/issue, reviewing the problem, examining the problem, re-examining the problem, and presentation of the solutions. In each stage, the

participants were placed in small groups where they interacted with each other while working on the assigned tasks. In-class, whenever required, phrases and vocabulary were given to enable them to do the tasks successfully. To ease communication and efficiency, at times they were allowed to use their mother tongue i.e., Mandarin. Findings indicate that their WTC increased significantly. The researcher suggests this possibly contributed to the fact that after working together for five weeks, the participants became close to each other. The bond that they developed over time made them feel comfortable with each. This created a supportive environment that helped them to be more willing to communicate in English.

Some studies have empirically shown that L2 WTC can also increase when learners are given the opportunity to become more autonomous (Matsuoka et al., 2014; Uztosun et al., 2018). Autonomy refers to a concept where learners are seen as active beings in making decisions about their own learning, and that the capacity to become autonomous lies on a continuum: from total dependence on the teacher to becoming autonomous (Nunan, 2003). Adopting the action research methodology, Uztosun, Skinner, and Cadorath (2018) conducted a study on fostering L2 WTC by providing the learners, a group of pre-service ESL teachers, with the opportunities to negotiate the activities for their speaking skills course. Throughout the action research cycle that took five weeks, the learners were asked to choose the types of activities that they preferred to have in the subsequent lessons. Findings reveal that the learners became more willing to engage in spoken discourse using English after the treatments. Several learners reported that they became more active verbally due to the interesting activities that they had in class. Even the more reticent students reported they felt compelled to participate upon seeing the active participation of their peers. This proves that learners can become active in speaking activities, which is the result of increased WTC, given that the topics and the types of tasks are relevant and interesting to them. Giving them the voice to negotiate has resulted in creating an environment where they felt motivated to engage in the classroom tasks which could enhance their learning.

Not all learners have access to advanced language learning resources and opportunities to speak the target language. For example, Al-Murthada (2019) carried out a study on facilitating L2 among a group of Yemeni school children. This group of children, according to him, is underprivileged due to the on-going war and is deprived of modern resources to learn English that are available in other developed countries. Thus, in situation like this visualisation of an imagined community (Norton, 2001): the community that learners wished to be members of such as the community or professionals (like lawyers and academics) could help motivate them to learn the language more effectively despite the hardship. Several studies have looked into how visualisation of future life with regard to good mastery of English (Zarrinabadi et al., 2017) and visualisation and goal setting (Al-Murtadha, 2019; Munezane, 2015) could help increase L2 WTC. Al-Murthada (2019) carried out a study on facilitating L2 employing visualisation and goal setting techniques. For six weeks the participants went through a series of activities that was structured progressively around four components: general imagination, possible selves, visualisation, and goal setting. Results obtained from the quantitative data show the participants' L2 WTC improved significantly. They reported feeling more motivated, committed, and positive about their language learning journey. The goal-setting activities made them motivated to put in more efforts in their learning and taught them to self-regulate their learning by having proper planning strategies to achieve their goals.

3.2. Theme 2: Creating activities for engagement in computer aided language learning (CALL) environment

Advances of the internet, online media and communication technologies have extended language learning opportunities beyond those available in the classroom (Richards, 2015; Reinders & Benson, 2017). These language learning opportunities, according to Richards (2015), are more meaningful and authentic compared to those available in the classroom and are multimodal (Hafner, 2011 as cited in

Richards, 2015). The Input-Interaction-Output (IIO) model (Gass, 1987; 1988),which is a predominant model of second language acquisition (Block, 2003), places great importance on interaction. Based on this interactionist perspective of learning, studies that investigate ways to foster WTC have looked into the possibilities of using CALL environment to create authentic communicative opportunities using various platforms such as online games (Reinders & Wattana, 2012; 2014; 2015); computer-mediated communication (CMC) (Freiermuth & Jarrel, 2006); dialogue-based CALL (Ayedoun, Hayashi, & Seta, 2015; 2019) and the virtual worlds (VWs) (Kartal & Balçikanli, 2018; Kruk, 2019). These studies have shown that interaction that happens in a non-threatening context with the opportunity for authentic use of the language can positively affect L2 WTC.

Reinders and Wattana (2012) investigated the effects of playing digital games on L2 WTC. In their study, the participants: a group of Thai university students played a modified massively multiplayer online role-playing game called Ragnarok. Findings reveal that gradually their level of WTC positively changed from session one to session three of the intervention period. Other than that, the participants also reported having low anxiety when communicating in English, increased self-perceived communicative competence, and a higher frequency of using the target language. The researchers found the changes in the participants' WTC surprising as Thai students were known to be reticent. They concluded: "…not only did the game provide an attractive environment to participants, but communicating in that environment led them to become more willing to communicate in that environment, with the proportion of L1 use diminishing over time" (p. 183).

In their studies, Ayedoun, Hayashi and Seta (2015; 2019) employed human-computer interaction as an alternative to real interactions. These studies were conducted in Japan where opportunities to engage in real communication using English were rather limited. Ayedoun et al. (2015) built a system environment that provided learners with the opportunity to immerse in conversation with conversational agents. The agent was built with the ability to adopt conversational functions i.e., turn taking and non-verbal communication such as facial expressions. Findings indicate that interaction with the conversational agents gradually improved the learners' WTC. In 2019, Ayedoun et al. improved the system by adding communication strategies (CS) and affective backchannels (AB). These two aspects were selected because both were related to communicative pitfalls and learners' anxiety when engaging in the target language that could adversely influence their WTC. During the intervention, the participants were exposed to three versions of the system: a conversational agent that only provided CS, a conversational agent that provided AB, and a conversational agent that provided both CS and AB. Findings show that interaction with a conversational agent that provided both CS and AB such as reassuring, encouraging, and congratulating resulted in increased L2 WTC among the participants.

The VWs is another platform that has been used in studies to enhance L2 WTC (Kartal & Balicikanli, 2018; Kruk, 2019). It is defined as "immersive, three-dimensional (3D), multimedia, multi-person simulation environments, where each participant adopts an alter ego and interacts with the world in real time" Wagner and Ip, 2009 (as cited in Kartal, 2018: 8). Some examples of VWs are Second Life (SL), Quest Atlantis, and World of Warcraft. SL is one of the most popular VW and provides the residents (users) with the opportunity for full immersion in a target language reality by engaging in real life tasks such as attending social gatherings, eating at restaurants, etc. Through the use of avatars, the residents can create virtual identities to represent themselves during their engagement in the SL. It provides synchronous interaction with other avatars through text or voice chat. Adopting the mixed-methods research design, Kartal & Balicikanli (2018) employed SL as an intervention to foster WTC among a group of pre-service EFL teachers in Turkey. 10 themes for the real-life tasks were chosen among others: orientation and greetings, adventure and travelling, and foods. Results show that engagement in the SL increased the participants' WTC. Participants reported that the natural and realistic environment available in SL gave them a sense of purpose similar to real life events which encouraged them to communicate in English. They also felt more comfortable to speak as the anxiety-free environment

found in SL enabled them to practise the target language without being judged as compared to face-to-face interaction in the classroom. Furthermore, the fact that they were able to work on the tasks at their own convenience, with no time restrictions made them less anxious as opposed to working on in-class tasks. All these contribute to lowering their communication apprehension and subsequently enhancing their L2 WTC.

3.3. Theme 3: Providing opportunities for authentic use of the target language in out-of-class environment

Based on the premise that contextual variables such as where the interaction takes place has a significant influence on one's WTC, research has been done on the effect of engagement in study abroad and high immersion programmes on L2 WTC (Grant, 2018; Kang, 2014; Yashima, Zenuk-Nishide, Shimuzu, 2004). Grant (2018) carried out a quantitative study involving 150 EFL learners at a university in Macau. The study focused on three WTC antecedents: perceived competence, language anxiety, motivation, and international posture. The participants took part in a three-week high immersion programme what was divided into three sessions: a three-hour morning session with experienced university lecturers that focused on task-based activities, a 45-minute afternoon session handled by language assistants to enrich the language aspects learned earlier in a more communicative manner, and an evening session that was less structured where they were given out-of-class opportunities to engage in activities that enabled them to practise the target language. Other than these sessions, the participants were also encouraged to engage in autonomous learning using online resources. Findings show that this high immersion programme was effective in enhancing the learners' WTC. It is suggested that the nature of the programme that encouraged learners to engage in authentic meaningful communication; which they did not have in their previous learning experiences, is beneficial in increasing their perceived competence and lowering their anxiety when using English.

While Grant's study (2018) includes both in-class and out-of-class learning experiences as the treatment to foster L2 WTC, Reid and Trofimovich (2018) employed the out-of-class context as an intervention to increase WTC among adult ESL learners. They chose engagement in a kindergarten classroom as the treatment because they viewed it "to be more comfortable for adult learners to communicate using the target language as it is rich with images; learning is reinforced through songs, stories, and poetry; repetition of material is standard; and interlocutors are both patient and nonjudgmental" (Reid & Trofimovich, 2018: 74). Two participants joined a kindergarten class (children were all native speakers) as the classroom assistants for seven weeks. They participated in the class activities and interacted with the children. Findings show that their WTC increased after the intervention. An interesting insight from this study is that it is found the participants' WTC extended into other social milieu: social and recreational, and academic. This study provides some evidences that WTC can be fostered through a new socialisation environment that is totally different from the everyday context that learners encounter.

4. Discussion

The review shows that almost half of the identified studies done on increasing WTC focuses on in-class environment. Similar observation has been made by Richards who points out that in SLA research, much of the focus has been on in-class learning (2015). This somehow reflects the idea that in-class learning is more superior to out-of-class learning. This research trend on facilitating L2 WTC echoes the cognitive view of language learning (Kubanyiova, 2019) where according to Lafford (2007) learning a second language takes place primarily in the classroom. However, there are limitations of emphasizing one context over another (Hodkinson & Macleod, 2010), as discussed below.

First, this type of language learning is typically more restricted in terms of its range of discourse and literacy practices (Richards 2015). Thus, with regard to L2 WTC, it is about facilitating this

psychological property so that learners will take part in the spoken discourse to acquire some aspects of the target language. This raises the question on the effectiveness of this kind of learning to facilitate WTC that will enable them to use the target language in meaningful communication, which has been well documented as the main purpose of L2 learning (Kubanyiova, 2019). Next, the approach to learning that emphasizes on in-class context bears the assumption that "learning is bounded in a single time and place" (Bronkhorst & Akkerman, 2016: 3). It is well known that learning does not only happen in the classroom; instead, it happens as learners participate in the various activities that take place daily in their social practices. A case in point, in Malaysia where English is the official second language, the opportunity to speak the language is aplenty (Zulkepli, 2012) with the country being ranked second highest English proficiency in Asia (Lim, 2018). Though out-of-class opportunity to communicate in the language might be minimal in English as a foreign language context (Mesgarshahr & Abdollahzadeh, 2014; Richards, 2015), participation in the virtual world via various Internet platforms such as social media and online games has made it possible for learners to engage in authentic and meaningful communication that has been proven to be beneficial for their learning. Thus, focusing only on in-class learning will mean a disregard of the rich out-of-class language learning experiences that learners have. A repercussion of this is a discontinuity in learning where learners are "unable to relate their experiences in school to those out of school" (Bronkhorst & Akkerman, 2016: 19).

To address the above shortcomings, Akkerman and Eijck's (2011) multi-systematic approach to learning and Wright's (2006) critical conception of in-class learning resources will be referred to. Firstly, Akkerman and Eijck suggest a view of learning as a "horizontal process between multiple social systems" (2011: 10); where learning is seen as boundary crossing. The basic premise of this perspective is that a learner is a whole person who takes part in various social practices. They argue that problem arises when learners are considered as "students" in an educational system, this they contend is a common practice in educational research. When learners are viewed as such, there is a tendency to disregard their participation in the various social activities that they encounter in their everyday life and the learning that takes place in such rich contexts. Secondly, Wright's (2006) critical definition of in-class resources will be referred to. He views it as "what teachers and learners bring to classroom life, materially and cognitively" (p.74) and "anything that creates a learning opportunity" (p.78). The examples of in-class resources that he provides include the teaching materials that the teacher brings to class, the learners' life experiences, the social relationships and the emotional dimension that present in the classroom. As can be seen, this critical view of resources has included the learners' varied life experiences that they gain outside the classroom context as one of the important resources for in-class learning to take place more effectively.

The following is a three-phase suggested learning activity that embraces Akkerman and Eijck's (2011) multi-systematic approach to learning, Wright's critical conception of learning resources, and some insights gained from the reviewed past studies. It involves getting learners to use the techniques that help foster their in-class WTC in out-of-class situations: the various multiple communities that they belong to. This might sound quite challenging due to the multifaceted nature of L2 WTC and that it is highly dependent on the setting and the interlocutor (the state-dimension). However Kasper and Wagner argue that "the two arenas for L2 learning: the classroom and the lifeworld of learners… are widely different from each …but the interactional problems that participants confront inside and outside of the classroom partially overlap" (2018: 82). One example of such problem is lack of appropriate vocabulary (the kind of interactional problem that learners might face both inside and outside class).

Phase I: Selection of technique and assigning of guided questions

This in-class phase involves choosing the technique to increase WTC and giving the learners some guided questions to help them reflect on the out-of-class experience. Past studies have shown giving learners some degree of autonomy to make some decisions on their learning can help foster their L2 WTC (Uztosun et al., 2018; Matsuoka et al., 2014). To illustrate, if the learners have been taught about

communication strategies (Mesgarshahr & Abdollahzadeh, 2014) such as circumlocution, formulaic sequence, and appealing for help, the teacher can discuss with them which technique(s) they would like to use outside the class. Giving the learners the opportunity to choose might help them to be more motivated to actually use the techniques. In addition, the teacher can also talk to the learners about the environment in which they would use the technique (either the real or the virtual world). Next, is to provide them with several guided questions that address their feelings and experiences using the technique; which they will talk about later in class. The teacher can encourage the learners to prepare for this in-class session, as a study done by Jamalifar and Salehi (2017) has shown that learners who were given the chance to practise the target language were less anxious (with higher WTC) as it gave them a sense of competence in grammar, vocabulary, and pronunciation.

Phase II: Using the technique in out-of-class environment

This is an out-of-class phase where learners use the technique in authentic communication. After which they will reflect on the experience based on the guided questions given earlier.

Phase III: Sharing of experience

The final phase is to make use of the real life experience as an in-class learning resource. Conducted as a whole class discussion, get the learners to share their answers to the questions. At this point, the teacher can act as a facilitator by asking further questions or highlighting some interesting "stories" shared by the learners that could be either on how the experience has facilitated or hindered their WTC. In this manner, the learners will be using their real life experience as a learning resource.

It is worth mentioning that the suggested activity is only an attempt to illustrate how what is learned in class can be extended outside. This possibly helps reduce the separation between in-class and out-of-class learning.

5. Conclusions

This article concludes by highlighting two important aspects. First, in order for L2 WTC research to make significant impacts on classroom practice, researchers in the field need to adopt a wider epistemological stance by not only be concerned with what happens in-class, but to also include the out-of-class environment. This is in line with Firth's and Wagner's call more than two decades ago for a reconceptualization of SLA that involves several transformations; one of them is "…broadening of the traditional SLA data base" (1997: 268). Second, researchers need to be cognizant of the lack of studies on facilitating L2 WTC and the urgent need for it, as reminded by Poon (2009: 26): "Research is meant for knowledge advancement in the field. Unlike research in science and humanities, educational research emphasizes not only theories, but also practices."

6. Ethics Committee Approval

The author(s) confirm(s) that the study does not need ethics committee approval according to the research integrity rules in their country (Date of Confirmation: 22/08/2020).

References

Akkerman, S.F. and Eijck, M.V. (2011). Re-theorising the student dialogically across and between boundaries of multiple communities. *British Educational Research Journal*, *39*(1), 60-72.

Alikhani, M., & Bagheridoust, E. (2017). The Effect of Group Dynamics-Oriented Instruction   on Developing Iranian EFL Learners' Speaking Ability and Willingness to Communicate. *English Language Teaching, 10*(11), 44–59.

Al-Murtadha, M. (2019). Enhancing EFL Learners' Willingness to Communicate with Visualization and Goal-Setting Activities. *TESOL Quarterly: A Journal for Teachers of   English to Speakers of Other Languages and of Standard English as a Second Dialect, 53*(1), 133–157.

Ayedoun, E., Hayashi, Y., & Seta, K. (2015). A conversational agent to encourage willingness to communicate in the context of English as a foreign language. *Procedia Computer Science*, *60*, 1433-1442.

Ayedoun, E., Hayashi, Y., & Seta, K. (2019). Adding communicative and affective strategies to an embodied conversational agent to enhance second language learners' willingness to communicate. *International Journal of Artificial Intelligence in Education*, *29*(1), 29-57.

Block, D. (2000). Revisiting the gap between SLA researchers and language teachers. *Links & Letters*,*7*, 129-143.

Bronkhorst, L. H., & Akkerman, S. F. (2016). At the boundary of school: Continuity and discontinuity in learning across contexts. *Educational Research Review*, *19*, 18-35.

Buckingham, L., & Alpaslan, R. S. (2017). Promoting speaking proficiency and willingness to communicate in Turkish young learners of English through asynchronous computer-   mediated practice. *System*, *65*, 25-37.

Farahani, A. A. K., & Abdollahi, Z. (2018). Incorporating Humor to Develop EFL Learner's Speaking Ability and Willingness to Communicate. *Journal of Language Teaching &Research, 9*(1), 205–211.

Freiermuth, M., & Jarrell, D. (2006). Willingness to communicate: can online chat help? *International Journal of Applied Linguistics, 16*(2), 189–212.

Gass, S. (1987). The resolution of conflicts among competing systems: a bidirectional   perspective. *Applied Psycholinguistics*, *8*, 329-350.

Gass, S. (1988). Integrating research areas: a framework for second language studies. *Applied Linguistics*, *9*, 198-217.

Grant, S. (2018). Effects of intensive EFL immersion programmes on willingness to communicate. *The language learning journal*, *48*(4), 442-453.

Goh, C. C. (2014). Reconceptualising second language oracy instruction: Metacognitive engagement and direct teaching in listening and speaking. *AJELP: The Asian Journal of English Language and Pedagogy*, *2*, 1-20.

Hodkinson, P., & Macleod, F. (2010). Contrasting concepts of learning and contrasting research methodologies: affinities and bias. *British Educational Research Journal*, *36*(2), 173-189.

Jamalifar, G., & Salehi, H. (2017). The effects of rehearsal and strategic task planning on L2 Willingness to Communicate. *The language learning journal*, *48*(2), 162-169.

Kamdideh, Z., & Barjesteh, H. (2019). The Effect of Extended Wait-Time on Promoting Iranian EFL Learners' Willingness to Communicate. *International Journal of Instruction*, *12*(3),183–200.

Kang, D.-M. (2014). The effects of study-abroad experiences on EFL learners' willingness to communicate, speaking abilities, and participation in classroom interaction. *System, 42*, 319–332.

Kartal, G., & Balçikanli, C. (2018). Willingness to Communicate and Communication Anxiety   of EFL Learners in a Virtual World. *Journal of Educational Technology, 15*(3), 7–25.

Kasper, G., & Wagner, J. (2018). Epistemological reorientations and L2 interactional settings: A postscript to the special issue. *The Modern Language Journal*, *102*, 82-90.

Kerekes, J. (2001, May). How can SLA theories and SLA researchers contribute to teachers' practices. In *Research and practice in THE FORUM* (Vol. 127).

Khodarahmi, E., & Nia, Z. M. (2014). EFL teachers' classroom discipline strategies and learners' willingness to communicate in English inside the classroom. *Procedia-Social and Behavioral Sciences*, *98*, 976-981.

Kubanyiova, M., & Yue, Z. (2019). Willingness to Communicate in L2: Persons' Emerging Capacity to Participate in Acts of Meaning Making with One Another. *Journal for the Psychology of Language Learning*, *1*, 42-66.

Kruk, M. (2019). Changes in self-perceived willingness to communicate during visits to Second Life: a case study. *The Language Learning Journal*, 1-11.

Lim, S. (2018). Singapore and Malaysia among top 3 Asian countries with highest English proficiency. Retrieved from https://www.businessinsider.my/singapore-and- malaysia- among-top-3-asian-countries-with-highest-english-proficiency

Lin, L. (2017). The Application of the Problem-Based Learning Approach to English Class: Chinese-speaking Learners" Willingness to Communicate. *International Journal of Education*, *9*(3), 1-20.

Long, M. (2015). *Second Language Acquisition and Task-based Language Teaching*. Malden, MA: Wiley Blackwell.

MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, *82*(4), 545-562.

Mady, C., & Arnott, S. (2010). Exploring the "Situation" of Situational Willingness to Communicate: A Volunteer Youth Exchange Perspective. *Canadian Journal of Applied Linguistics, 13*(2), 1–26.

Markham, P., Rice, M., Darban, B., & Weng, T. H. (2017). Teachers' declared intentions to shift practice to incorporate second language acquisition (SLA) theories. *Journal of Language Teaching and Research*, *8*(6), 1023-1031.

Marzban, A. A., & Mahmoudvand, M. (2013). The Impact of Doing Problem-Solving Tasks on Willingness to Communicate, Self-perceived Communication Competence, and Communication Apprehension among Iranian EFL Learners. *Journal of English Language Pedagogy and Practice*, *6*(13), 125-145.

Matsuoka, R., Matsumoto, K., Poole, G., & Matsuoka, M. (2014). Japanese University Students' Willingness to Communicate in English: The Serendipitous Effect of Oral Presentations. *Journal of Pan-Pacific Association of Applied Linguistics*, *18*(1), 193–218.

Mesgarshahr, A., & Abdollahzadeh, E. (2014). The Impact of Teaching Communication Strategies on EFL Learners' Willingness to Communicate. *Studies in Second Language Learning and Teaching, 4*(1), 51–76.

Montazeri, M., & Salimi, E. A. (2019). Assessing motivation to speak (MTS) and willingness to communicate through metalinguistic corrective feedback. *Learning and Motivation*, *68*, 101594.

Munezane, Y. (2015). Enhancing Willingness to Communicate: Relative Effects of Visualization and Goal Setting. *Modern Language Journal, 99*(1), 175–191.

Norton, B. (2001). Non-participation, imagined communities and the language classroom in Breen, M.P. *Learner contributions to language learning*. (pp. 159-74). Harlow: Pearson Education Limited.

Nunan, D. (2003). Nine steps to learner autonomy. In *Symposium* (Vol. 2003, pp. 193-204)

Pawlak, M., Mystkowska-Wiertelak, A., & Bielak, J. (2016). Investigating the nature of classroom willingness to communicate (WTC): A micro-perspective. *Language Teaching   Research*, *20*(5), 654-671.

Peng, J. E., & Woodrow, L. (2010). Willingness to communicate in English: A model in the Chinese EFL classroom context. *Language learning*, *60*(4), 834-876.

Peng, J. E. (2019). The roles of multimodal pedagogic effects and classroom environment in willingness to communicate in English. *System*, *82*, 161-173.

Poon, A. Y. (2009). A review of research in English language education in Hong Kong in the past 25 years: Reflections and the way forward. *Educational Research Journal*, *24*(1), 7-40.

Rahman, M. M., & Pandian, A. (2016). The gap between research and practice in the field of SLA: The rationale behind it and bridging the gap. *Journal of Applied Linguistics and   Language Research*, *3*(3), 162-172.

Reid, K. T., & Trofimovich, P. (2018). Exploring the influence of community volunteerism on adult L2 learners' willingness to communicate. System, 74,73–86.

Reinders, H., & Wattana, S. (2012). Talk to me! Games and students' willingness to communicate. In *Digital games in language learning and teaching* (pp. 156-188).   Palgrave   Macmillan, London.

Reinders, H., & Wattana, S. (2014). Can I Say Something? The Effects of Digital Game Play on Willingness to Communicate. *Language Learning & Technology, 18*(2), 101–123.

Reinders, H., & Wattana, S. (2015). Affect and willingness to communicate in digital game-based learning. *ReCALL*, *27*(1), 38-57.

Reinders, H., & Benson, P. (2017). Research agenda: Language learning beyond the classroom. *Language Teaching*, *50*(4), 561-578.

Richards, J. C. (2015). The changing face of language learning: Learning beyond the classroom. *RELC Journal*, *46*(1), 5-22.

Shamsudin, M., Othman, M., Jahedi, M., & Aralas, D. (2017). Enhancing English Learners' Willingness to Communicate through Debate and Philosophy Inquiry Discussion. *English Language Teaching, 10(*8), 145–152.

Shirvan, M. E., Khajavy, G. H., MacIntyre, P. D., & Taherian, T. (2019). A meta-analysis of L2 willingness to communicate and its three high-evidence correlates. *Journal of psycholinguistic research*, *48*(6), 1241-1267.

Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In *Sociocultural theory and second language learning*, Lantolf J. P. (Ed.) 97–114. Oxford: Oxford University Press.

Tavakoli, M., & Zarrinabadi, N. (2018). Differential effects of explicit and implicit corrective feedback on EFL learners' willingness to communicate. *Innovation in Language Learning & Teaching, 12*(3), 247–259.

Uztosun, M. S., Skinner, N., & Cadorath, J. (2018). An action research study into the role of student negotiation in enhancing perceived student engagement during English speaking classes at university level in Turkey. *Educational Action Research, 26*(1), 106–126.

Walenta, M. (2016). Reconciling SLA Theories with Classroom Practice: Designing a Principled Eclectic Bridge. In *Classroom-Oriented Research* (pp. 243-259). Springer, Cham.

Wright, T. (2006). Managing classroom life. In Gieve, S. and Miller, I.K. (Eds.). *Understanding the language classroom* (pp. 64-88). Basingstoke: Palgrave MacMillan.

Yashima, T., Zenuk-Nishide, L., & Shimizu, K. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning, 54*, 119–152.

Zarrinabadi, N. (2014). Communicating in a second language: Investigating the effect of teacher on learners' willingness to communicate. *System, 42*, 288-295.

Zarrinabadi, N., & Tanbakooei, N. (2016). Willingness to communicate: Rise, development, and some future directions. *Language and Linguistics Compass*, *10*(1), 30-45.

Zarrinabadi, N., Ketabi, S., & Tavakoli, M. (2019). Using a Person-Centred Future Time Perspective Intervention to Enhance EFL Learners' Willingness to Communicate. *RELC Journal: A Journal of Language Teaching and Research, 50*(2), 341–349.

Zhang, J., Beckmann, N., & Beckmann, J. F. (2018). To talk or not to talk: A review of situational antecedents of willingness to communicate in the second language classroom. *System*, *72*, 226-239.

Zhong, Q. M. (2013). Understanding Chinese learners' willingness to communicate in a New Zealand ESL classroom: A multiple case study drawing on the theory of planned behavior. *System*, *41*(3), 740-751.

Zulkepli, N. (2012). An Investigation into English as a Second Language (ESL) Learner Participation in Language Learning Opportunities: A Social View (Unpublished doctoral dissertation). Retrieved from https://ore.exeter.ac.uk/repository/

Zulkepli, N., Madzlan, N. A., Kesevan, H. V., Tajuddin, S. N. A. A. L2 motivational self system as predictors of in-class and out-of-class willingness to communicate in a multicultural context. *The Asian EFL Journal Quarterly*, *24*(4)79-100.

Kolaylaştırıcı ikinci dil iletişim kurma istekliliği: Geçmiş çalışmaların gözden geçirilmesi

Öz

İkinci dil ediniminde etkileşimin oynadığı önemli rol nedeniyle, iletişim kurma istekliliği (İKİ) konusu alandaki araştırmacılar arasında önemli bir dikkat çekmiştir. Bununla birlikte, İKİ ile ilgili literatür öncelikle teoriktir; İngilizcenin ikinic dil olarak öğrenimi uygulayıcılarına günlük sınıf uygulamalarında gerçekten yardımcı olabilecek probleme pratik çözümler bulmak için çok az şey yapıldı. Bunun ışığında, bu makale İKİ'nin nasıl teşvik edileceğine dair geçmiş çalışmaların bir incelemesidir. Tanımlanan çalışmalardan elde edilen L2 İKİ'nin nasıl kolaylaştırılacağına dair bazı bilgiler sağlamakla başlar. Daha sonra, incelemeye dayalı olarak, mevcut araştırma eğiliminin, sınıf dışı İKİ'ye daha az dikkat edilerek sınıf içi İKİ'yi kolaylaştırmaya odaklanma eğiliminde olduğu vurgulanmaktadır. Bu, sınıf içi ve sınıf dışı öğrenme arasında bir ayrıma yol açabilir. Bu konuyu ele almak için makale, öğrenmeye yönelik çok sistematik bir yaklaşım (Akkerman ve Eijck, 2011) ve sınıf içi öğrenme kaynaklarına ilişkin eleştirel bir kavrayış (Wright, 2006) kullanan bir dizi önerilen etkinlik ile sona ermektedir. Aktiviteler dizisi, öğrencilerin hem sınıf içinde hem de sınıf dışında zengin etkileşim kaynaklarından yararlanmalarına ve İKİ'leriyle ilgili deneyimleri üzerine düşünme fırsatı sunmasına olanak tanır.

Anahtar sözcükler: D2 İKİ; kolaylaştırıcı; İngilizcenin ikinci dil olarak öğretimi; sınıf içi İKİ; sınıf dışı İKİ

AUTHOR BIODATA

Noraini Zulkepli works as a Senior Lecturer at Department of English Language & Literature, Universiti Pendidikan Sultan Idris

Supyan Hussin is a Professor at Faculty of Sciences & Humanities, Universiti Kebangsaan Malaysia