On the interrelationships between Iraqi EFL learners' classroom environment, foreign language classroom anxiety and willingness to communicate: A SEM approach

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ABSTRACT

Different factors play their roles in communication especially when the concern is a foreign language such as classroom environment, foreign language classroom anxiety and willingness to communicate. The purpose of the present study is to investigate the relationship among EFL Iraqi learner's classroom environment, foreign language classroom anxiety and willingness to communicate. First, from among the available 260 English university students at Babylon university, 204 EFL intermediate language learners who studied English language were selected. The selection was based on their score in Cambridge Quick Placement Test 2004(QPT). The participants, then filled three questionnaires of anxiety, classroom environment, and willingness to communicate. The three questionnaires were filled out by the participants. To consider the extent of the interrelationships among classroom environment, willingness to communicate and speaking anxiety, a model of associations among them was proposed. To analyze the obtained data, structural equation modelling (SEM) was used and the model was probed using AMOS. Results of SEM indicated a complete fit and significant interrelationship among the variables were found. The findings have several implications for EFL teachers and learners.

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1. Introduction

To learn English, students are taught the English language in schools and institutes. As for school they learn it from the first grade of elementary school up to their diploma. English is considered as a foreign language in many countries and most of the teaching and learning of the language happens in the context of the classroom (Scager, et al., 2017; Soruç, et al., 2021; Curle, et al., 2020). So, factors related to classroom such as its environment and the anxiety which can happen may also influence students' learning as well as their willingness to communicate in English.

There is always one challenging idea why some students are so willing to participate in classroom communication activities, while others try to keep away from such participations. Many language teachers have been thinking about this question and they need to know more about the real factors which affect the willingness of their learners to communicate in communications. However, in most cases, second language students are not willing to communicate in the second language and as a result remain silent (MacIntyre, 2007; Smith, 2003; Soifah, & Pratolo, 2020).

1.1   Importance of Willingness to Communicate

According to MacIntyre and Charos (1996) the most important reason for learning a second/foreign language is using it for communication whether one's reason for language learning is to meet other people, to go to journey, to acquire more information about cultures, or only to utilize it for one's profession. Especially since the development of Communicative Language Teaching (CLT), "authenticity, real world and meaningful tasks" have become the main features of language classrooms (Khajavy, 2016; Chan, 2017). Therefore, willingness to communicate is the key factor to learn a foreign language. Learners have to be willing to communicate in the foreign language in order to learn it, and their participation in oral tasks is very important. Willingness to communicate, developed as a model by MacIntyre, Dörnyei, Clement, and Noels (1998), is defined as "a readiness to enter into discourse at a particular time with an especial individual or people, through the use of a second language" (p.547). The model consists of influential factors such as personality traits and situation-specific influences such as desire to communicate in a specific situation. Therefore, willingness to communicate is a multi-dimensional trait which depends on many other factors. Khajavy (2016) emphasizes that it is generally a basic concept for reaching effective communication and language production.

In countries where English is learned as a foreign language, learning the target language occurs only in the classroom in a formal way, and thus willingness to communicate plays a very important role as learners are bound to have fewer opportunities to use the foreign language outside the classroom (Charos, 2015; Jin, et al., 2021; Khajavy, et al., 2016; Khodarahmi & Nia, 2014; Zarrinabadi et al., 2021). However, foreign language learners sometimes miss this golden opportunity and this is one of the deficiencies learners faces. Using foreign language communication in the class is a great benefit. McCrosky (1990) believed that the first, most obvious and best-established reason for getting language learners communicate is that communication practice in the classroom is pedagogically useful because it represents a necessary and productive stage in the transfer of classroom learning to the outside world (Ito, 2022). Moreover, classroom environment includes a wide variety of learning issues, like the physical atmosphere, the psychological setting made by social setting, and some other educational factors related to teacher characteristics and behaviors (Fraser, 2002; Neff & Rucynski, 2021; Ahmadi-Azad, et.al., 2020).

1.2   Classroom Environment and Anxiety impacts on WTC

Speaking is the most significant skill for foreign language learners who are keen on becoming real speakers of a second or foreign language. With this regard, investigating willingness to communicate (WTC) in EFL contexts, seems to be an important concern for ELT practitioners, and is of great importance for a number of reasons. First, a great amount of tendency to communicate probably develops higher amount of motivation among learners to start finding new chances to use English in the classroom (Peng, 2012; Zhang, et al., 2020). Second, it is important for language teachers to understand the social interaction and interdependence among individual, environmental and linguistic factors underlying WTC since it is a direct indicator of amount of communication in the foreign or second language in the classroom (Cao, 2011; Fielden-Burns & Piquer-Píriz, 2022; Cao, & Wei, 2019). Furthermore, recognizing the role of WTC in language learning as an important learner factor will help ELT practitioners attend to their students' WTC behavior more appropriately. MacIntyre (2007) believes that success in language learning is measured in terms of the ability to carry out a conversation in the target language. Charos (2001) believes that FL learners usually have little chance to use their communicative abilities to speak English outside the classroom setting. Perhaps this situation for foreign language learners causes them to feel anxious and to remain silent in the classroom.

So, anxiety has a negative effect on students' capability to reach academic goals (Chowdhury, 2014; Rajitha, & Alamelu, 2020; Walker, 2004). According to Dörnyei (2005), the fear of having communication with other individuals in foreign/second language causes anxiety; so, removing this anxiety should be regarded as a very important concern. An individual may not be willing to communicate because of the anxiety he/she has in regard with communication (McCrosky, 1990).

Since 1990, many studies have been done on the role of willingness to communicate and the success of the EFL learners. In addition to the wide variety of investigation in relationship to classroom environment, this area of study has also been of interest to language teachers and researchers (Zhang, et al., 2018; 2019). Many different methodologies, research methods including

surveys, observations, and interviews have been used to study different aspects of the classroom environment from students', teachers', and observers' views.

The importance of such an obstacle, classroom anxiety, in the way for the Iraqi EFL learners calls for more research in this area to shed lighter on the potential problems that students face in learning a foreign language in Iraq. The researcher made an attempt to study the role of classroom environment and foreign language classroom anxiety towards the willingness to communicate among Iraqi Intermediate EFL learners (Dryden, 2021; Liu, et al., 2021; Pratolo, & Solikhati, 2020). Therefore, this study aimed at proposing and fitting a model based on the existing interrelationship among classroom environment, foreign language classroom anxiety and willingness to communicate.

The present study findings contribute to add to the available body of knowledge on the interrelationships among willingness to communicate, classroom environment and anxiety in the context of Iraq in particular and for language teaching in general. Secondly, the findings will be of use to language teaching stakeholders including researchers in the field of language teaching, language teachers, and teacher trainers.

1.3   Purpose of the Present Study

As communication is one of the most important skills that most programs in language teaching focus on, willingness to communicate can be a determining factor in one's success in learning a language. Thus, it is and has been the focus of research in language teaching. Findings of the present study can enlighten the researchers in this field to gain more knowledge of its relationship with two of the important factors of anxiety as well as classroom environment. Thus, based on the findings, researchers can set future research on the probable results of the present study. Moreover, language teachers will benefit the findings of the present study. Classroom environment is known as a key aspect in a teacher's success. On the other hand, teachers always aim to lower the students' anxiety especially if the focus is on language communication. Knowing the probable relationships among these variables can be a contributing element for teachers to promote communication among their learners. Having a broader knowledge of these relationships can help teachers in caring for the variables than can either lower or raise willingness to communicate among the language learners.

2. Review of the Related Literature

In a scholarly study, Prihartanti (2017) focused on Indonesian university student's readiness to communicate and participate in English language learning and how they reported their anxiety in such interactions. The goals of this study were to find the exact definition of the willingness to communicate among Indonesian language learners of English, and to find the relationship between classroom anxiety and willingness to communicate in English language classes. Those who participated in this study were 426 students of Bachelor's Degree in Muhammadiyah University of Surakarta (UMS). In that study, about half of the students (51%) showed low readiness to communicate in English. More than half (68%) of students showed that their language anxiety affected their willingness to communicate in English, it was while 12% of them does not show that their anxiety had any impact on their willingness to participate in classroom interactions. In that research, the searcher found a significant relationship between language anxiety and willingness to communicate.

Another study from Murtiningsih (2016) revealed students' anxiety and willingness to communicate in Vocational Program Universitas Brawijaya. She studied 67 participants and used Foreign Language Classroom Anxiety Scale (FLCAS) and Willingness to Communicate (WTC) scale. The research findings showed that English students of vocational program Universitas Brawijaya have high level of anxiety and low level of willingness to communicate. In addition, this study showed that there was a meaningful negative correlation between students' anxiety and their willingness to communicate. Cao (2011) studied the willingness to communicate (WTC) in second language and studied the features that remain stable in different contexts and its nature. This multi-dimensional study focused on the dynamic and stable nature of WTC in second language classrooms was structured with an ecological dimension in second language learning. Data were collected through classroom observations, interviews, and reflective diaries, it was found that willingness to communicate which is situation related second and foreign language classrooms appeared from the

common attempts of personal features like self-image, personality, emotion and simulated opportunity to interact, classroom environmental situations such as discussion topic, communicative task, discussion group, teacher and the number of the participants, along with some linguistic factors. The outcomes showed that language teachers should be careful of the interrelationship of all these factors that create students' WTC in class.

According to Worde (2003) the primary goal of his study was to identify those factors that may cause anxiety, and those factors that may decrease anxiety in the process of research to understand the role that anxiety may play in learning a foreign or second language. This study used the qualitative research method, an interview, along with a quantitative part of the study. The participants' ideas, personal experiences, and feelings were under focus in order to create a clear explanation of the participants' views of foreign language anxiety. The participants also filled the "Foreign Language Classroom Anxiety Scale" questionnaire (FLCAS) made by Horwitz, Horwitz, and Cope (1986). The FLCAS is a 33-item, self-report questionnaire, scored on a five-point Likert Scale, expressing from strongly agree to strongly disagree, and was created to get the specific nature of foreign language anxiety in a classroom environment and to provide the researchers with a standard measure. The interviews presented highly negative experiences with the language class. Several participants expressed their feelings and gave examples of how anxiety can lead to embarrassment and even disappointment. Both the interviews and the answers to the FLCAS questions revealed that 73% (11) of the sample of 15 participants would be regarded anxious learners with 34% (5) of these regarded very anxious. This was a small group of 15 participants and only limited generalization may be made on that base, but several conceptions for removing anxiety in the classroom were concluded from the ideas of the participants and other outcomes of the study. These suggestions encompassed enlarging awareness of foreign language anxiety and some recommendations regarding educations practices.

Léger, and Storch (2009) studied the learners' conceptions of their speaking abilities and their participations in oral class activities (whole class and small group discussions) and their ideas about these activities, and how classroom environment and such conceptions and ideas affected the learners' willingness to communicate in the L2. The study used a variety of data gathering means, but the main source of data came from prepared questionnaires. In this study, thirty-two students of French language took part in this study. The questionnaires which were filled by the students showed their learning environment at different points in the semester and self-assess their speaking skills. This study showed that the students' conception of the speaking activities and their conceptions of themselves as learners in the foreign language classroom influenced their willingness to communicate in different ways. In summary, as learners' self-image increased in the course of time, their willingness to use the second language in class increased. Although, the learners' willingness to communicate with fellow students in small groups was not stable and was affected by friendliness reasons.

3. Method

3.1 Sample

The participants or the target population of this reported study were students who were studying English as a foreign language in the Babylon university in the city of Hillah; because there was no access to the target population of all university students of Iraq, only accessible population were selected including students in Hillah city of Iraq. Therefore, the researcher used sampling for selecting the sample of the study. The target population for the present study consisted of 204 EFL intermediate language learners (102 female students and 102 male students) who studied English in Babylon University and were selected from among the available 2000 English university students at Babylon university. The selection was based on their score in Cambridge Quick placement test 2004 (QPT). According to the QPT manual those participants who score 39- 47 were categorized as intermediate language learners and were selected to participate in this study.

3.2 Instrument

In order to study the interrelationships among classroom environment, foreign language classroom anxiety and willingness to communicate researcher used different questionnaires as follows:

1) The Quick Placement Test

The Quick Placement Test (QPT) (Syndicate, 2001) is a test of English proficiency made by Cambridge universities to measure EFL level of proficiency (Syndicate, 2001). In this study the researcher used the paper and pencil version. According to the manual accompanying the test, those test takers who score between 39 – 47 out of 60 were called intermediate EFL learner and chosen as the intermediate participants.

2) Anxiety Questionnaire

The Anxiety questionnaire of Zarei, & Aghamohamadi (2018) measures the anxiety level of the learners in the classroom. It had 25 items based on Likert scale. It was developed by Zarei, & Aghamohamadi (2018). The questionnaire includes 25 items based on Likert scale from entirely agree to entirely disagree. The reliability index was reported as 0.85 by Zarei, & Aghamohamadi (2018). The needed time for the participants to fill the questionnaire was 10 minutes. They reported the validity of Anxiety questionnaire of classroom Anxiety of Zarei, & Aghamohamadi (2018). In this study the reliability was calculated as .74.

3) Classroom Environment questionnaire

The classroom environment questionnaire used in this study was a modified version of the What Is Happening in this Class (WIHIC) which was developed by Hill, & Epps (2010). It includes 20 items in Likert scale from almost never to almost always. Hill, & Epps (2010) reported a reliability of 0.88 and the validity was measured by the researchers (Hill, & Epps, 2010). In this study the classroom environment questionnaire consisted of 20 items based on the Likert scale which took 10 minutes for the participants to fill it. The reliability was calculated as 8.7.

4) Willingness to Communicate Questionnaire

This questionnaire which measures the willingness to communicate of English learners as a foreign language has 20 items based on Likert scale. It was developed by Ivana Simic (2014). The questionnaire includes 20 items based on Likert scale from completely agree to completely disagree. The reliability index was reported as 0.85 and the needed time for the participants to fill the questionnaire was 5 minutes. Simic (2014) reported the validity of willingness to communicate questionnaire (2014). In this study the reliability was calculated as .91.

4. Design

First, from among the available 204 English university students at Babylon University, 120 EFL intermediate language learners who studied English in Babylon University were selected. The selection was based on their score in Cambridge Quick placement test 2004 (QPT). The researcher explained about the procedure in order to avoid any anxiety on the part of the participants. The participants, then filled three questionnaires of anxiety, classroom environment, and willingness to communicate. The researcher collected the three questionnaires filled out by the participants to consider the extent of the interrelationship among classroom environment, willingness to communicate and speaking anxiety. The proposed study of the relationships among classroom anxiety and classroom environment and willingness to communicate was a quantitative correlational survey study. The researcher calculated the Pearson correlation among the three variables in order to reach a conclusion about the relationship between classroom anxiety, classroom environment and willingness to communicate.

1.1 The Researcher's Model

The interrelationship among the variables of WTC and classroom environment and classroom anxiety could be easily observed based on what has been discovered already in this study and also studies of different scholarly works of research. Rastegar and Karami (2015) presented the results of their study on the interrelationships among foreign language classroom anxiety, willingness to communicate, and the learning environment and achievement of Iranian EFL learners.

Worde (2003) focused primarily on his goal of his study to identify those factors that may cause anxiety, and those factors that may decrease anxiety in the process of research to understand the role that anxiety may play in learning a foreign or second language and WTC in a foreign language.
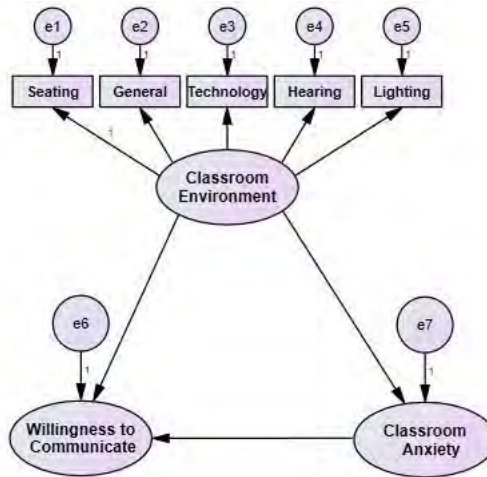
Fig. 1. The proposed model

5. Result

1.2 Data Analysis

To check the normality of data distribution, the Kolmogorov-Smirnov test was used to decide if a sample comes from a population with a specific distribution. Table 1 presents the results of the Normality Test.

Table 1. The Results of Normality Test

	df	Sig.
Willingness to Communicate	204	.07
Classroom Environment	204	.06
Classroom Anxiety	204	.09

As it can be seen, the obtained sig value for all variables is higher than .05. Therefore, it can safely be concluded that the data is normally distributed across all the variables. The present section reports the descriptive statistics of the sample. Table 2 presents descriptive statistics of Willingness to Communicate. Descriptive statistics shows the number of students, mean, standard deviation, maximum and minimum scores. The possible range of score for the Willingness to Communicate with 20 items with five-point Likert scale (1-5) answers is between 20 and 100.

Table 2. Descriptive Statistics of Willingness to Communicate

	N	Minimum	Maximum	Mean	Std. Deviation
Willingness to Communicate	204	35.00	84.00	60.60	9.38

The first column of the table shows that 204 students participated in the present study. As Table 2 indicates, minimum and maximum scores for Willingness to Communicate Scale are 35 and 84 and the mean score is 60.60. Table 3 presents descriptive statistics of Classroom Environment. The possible range of score for the Classroom Environment with 20 items with five-point Likert scale (1-5) answers is between 20 and 100.

Table 3. Descriptive Statistics of Classroom Environment

	N	Minimum	Maximum	Mean	Std. Deviation
Classroom Environment	204	40.00	78.00	62.15	6.58

The first column of the table shows that 204 students participated in the present study. As Table 3 indicates, minimum and maximum scores for Classroom Environment Scale are 40 and 78 and the mean score is 62.15. Table 4 presents descriptive statistics of Classroom Anxiety. The possible range of score for the Classroom Anxiety with 25 items with five-point Likert scale (1-5) answers is between 25 and 125.

Table 4. Descriptive Statistics of Classroom Anxiety

	N	Minimum	Maximum	Mean	Std. Deviation
Classroom Anxiety	204	25.00	122.00	57.46	12.12

The first column of the table shows that 204 students participated in the present study. As Table 4 indicates, minimum and maximum scores for Classroom Anxiety Scale are 25 and 122 and the mean score is 57.46. Table 5 summarizes the information obtained from Cronbach alpha analyses for the main variables of the study.

Table 5. Results of Cronbach Alpha Indexes after Reliability Analysis

Scale	Number of items	Cronbach alpha
Willingness to Communicate	20	.91
Classroom Environment	20	.87
Classroom Anxiety	25	.74

As can be seen, the utilized questionnaires gained acceptable indexes of Cronbach alpha for all the variables. The reliability of the Willingness to Communicate scale with 20 items is .91, for Classroom Environment with 20 items is .87, and for Classroom Anxiety scale with 25 items is .74. To find relationship between foreign language classroom cnvironment and their willingness to communicate, Pearson correlation was used. Table 6. Shows the results of Pearson correlation between foreign language classroom environment and their willingness to communicate. Table 6 shows that the correlation is significant. R mean the correlation amount which should be between -1 and +1 and if p is lower than .05, it means that the correlation is significant. In statistics, the Pearson product-moment correlation coefficient is a measure of the linear correlation between two variables X and Y, giving a value between +1 and −1 inclusive, where 1 is total positive correlation, 0 is no correlation, and −1 is total negative correlation (Galton, 1885).

Table 6. Results of Pearson Correlation between foreign language Classroom Environment and their willingness to communicate

		Classroom Environment
WTC	Pearson Correlation	.271**
	Sig. (2-tailed)	.000
	N	204

**. Correlation is significant at the 0.01 level (2-tailed).

As it can be seen in Table 6, there is a positive significant relationship between overall Classroom Environment and their willingness to communicate ($r=.27$, $p<.05$). Therefore, the first null hypothesis was rejected. Figure 2 shows the scatter plot of the relationship between Classroom Environment and willingness to communicate.
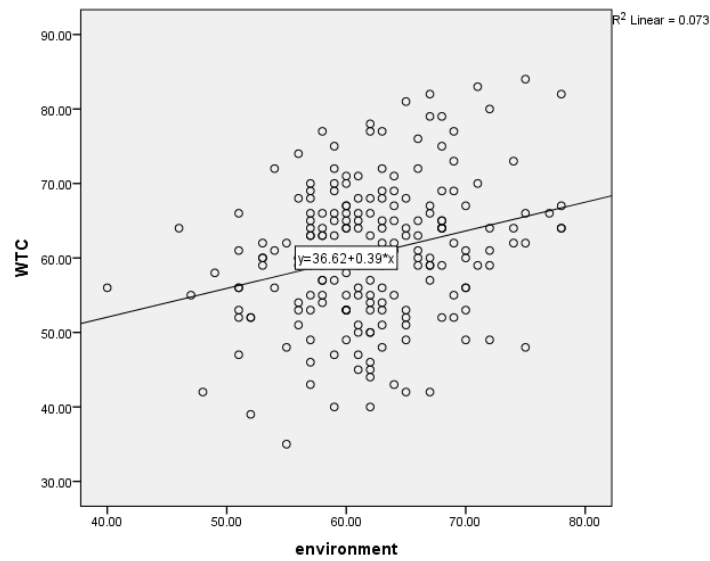

Fig. 2. The scatter plot of the relationship between classroom environment and willingness to communicate

As shown in Figure 2 the relationship between classroom environment and willingness to communicate in this study is presented. In order to find relationship between classroom anxiety and their willingness to communicate, Pearson correlation was used. Table 7 shows the results of Pearson correlation between classroom anxiety and their willingness to communicate.

Table 7. Results of Pearson Correlation between Classroom Anxiety and their Willingness to Communicate

		Classroom Anxiety
WTC	Pearson Correlation	-.20**
	Sig. (2-tailed)	.003
	N	204

**. Correlation is significant at the 0.01 level (2-tailed).

As it can be seen in Table 7, there is a negative significant relationship between overall Classroom Anxiety and their willingness to communicate ($r=-.20$, $p<.05$). Therefore, the second null hypothesis was rejected. Figure 3 shows the scatter plot of the relationship between anxiety and willingness to communicate.
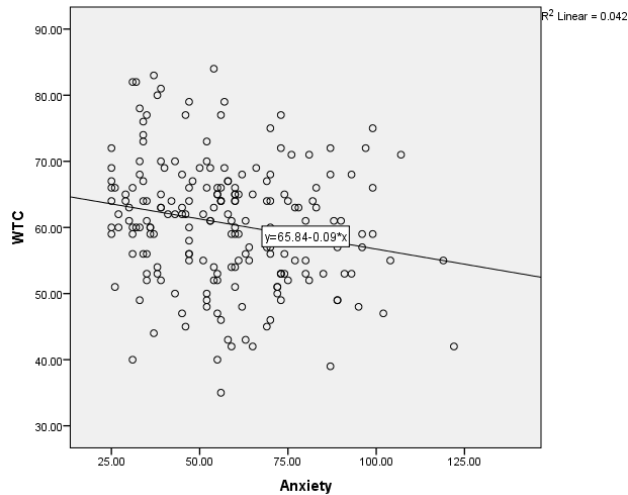
Fig. 3. The scatter plot of the relationship between anxiety and willingness to communicate

As shown in Figure 3 the relationship between classroom anxiety and willingness to communicate is presented. To examine the structural relations, the proposed model (Figure 4) was tested using Amos 24 statistical package**.**
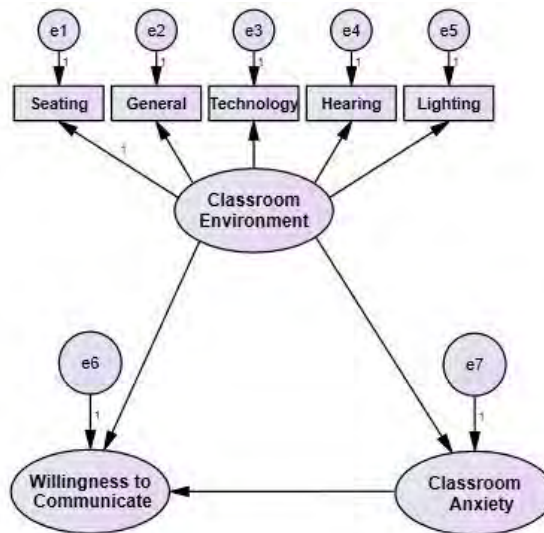

Fig. 4. The proposed model

To check the strengths of the causal relationships among the components, the standardized estimates were examined. Figure 5 shows the model of associations among classroom environment and foreign language classroom anxiety and willingness to communicate fit the context of Iraq.

Fig. 5. The model of associations among classroom environment and foreign language classroom anxiety and willingness to communicate fit the context of Iraq

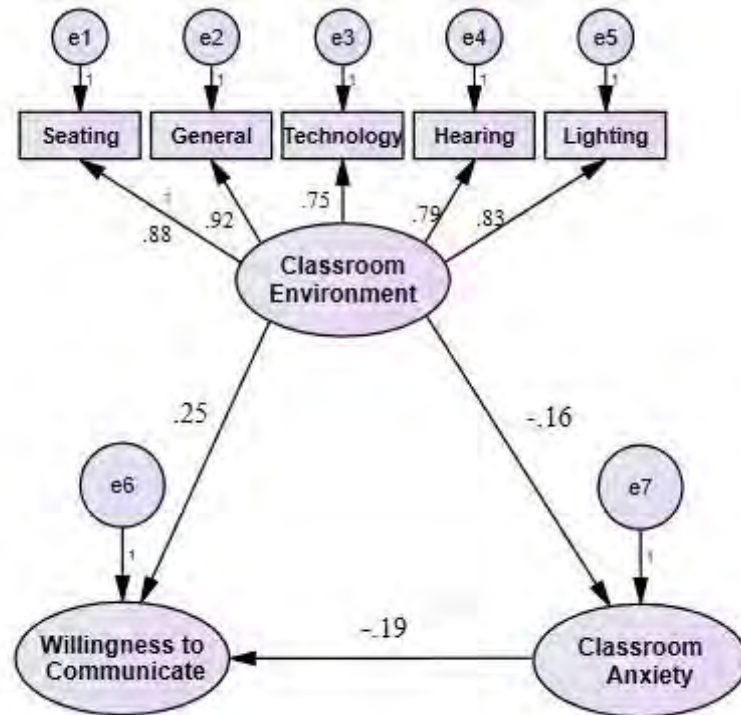As indicated in Figure 5, an estimate is displayed on each path. This standardized estimate is the standardized coefficient or beta coefficients (*β)* resulting from an analysis carried out on independent variables that have been standardized. It explains the predictive power of the independent variable and the effect size. The closer the magnitude to 1.0, the higher the correlation and the greater the predictive power of the variable is (Barrio, 2021).

As indicated in Figure 5, classroom environment positively and significantly predicts willingness to communicate positively and significantly (β= .25, p<.05) and negatively and significantly predicts classroom anxiety (β= -.16, p<.05). In addition, classroom anxiety is a negative significant predictor of willingness to communicate (β= -.19, p<.05).

A number of fit indices were examined to evaluate the model fit: the chi-square magnitude which shouldn't be significant, Chi-square/df ratio which should be lower than 2 or 3, the normed fit index (NFI), the good fit index (GFI), and the comparative fit index (CFI) with the cut value greater than .90, and the Root Mean Square Error of Approximation (RMSEA) of about .06 or .07 (Schreiber, et al., 2006). Table 8 shows the goodness of fit indices.

Table 8. Goodness of Fit Indices

	X2/df	GFI	NFI	CFI	RMSEA
Acceptable fit	<3	>.90	>.90	>.90	<.08
Model	2.89	.93	.93	.90	.06

As demonstrated by Table 8, all the fit indices lie within the acceptable fit thresholds: the chi-square/df ratio (2.89), RMSEA (.06), GFI (.93), NFI (.93) and CFI (.90). Therefore, it can be concluded that the proposed model had perfect fit with the empirical data.

6. Discussion

The present research attempted to study the interrelationships among classroom environment, foreign language classroom anxiety and willingness to communicate among Iraqi EFL learners. Results of SEM indicated a perfect fit of the model of associations among the three variables of classroom environment, foreign language classroom anxiety and willingness to communicate among Iraqi EFL learners.

One of the main subfactors of willingness to communicate is communication anxiety which is a level of fear or anxiety with either real or anticipated communication with another person or persons (McCrosky, 1990). As the analysis of data show clearly, language learners with higher communication anxiety tend to avoid communication because of their anxiety to communicate that influences their performance. The results of the data analysis are quite in line with McCrosky (1990) who believes that communication and classroom anxiety is one of the destructors of a person's willingness to communication. In other words, higher levels of communication anxiety lower a learner's willingness to communicate. The findings are also in line with Von Worde's (2003) findings who found the negative effect of classroom anxiety on the willingness to communicate among Iraqi EFL learners.

Besides, the significant relationship among the variables of the study is also confirmed by Rastegar and Karami's (2015) study which was conducted in the context of Iran. They also proved the significant interrelationships among foreign language classroom anxiety, willingness to communicate, and achievement of Iranian EFL learners.

7. Conclusion

The researchers came to the conclusion that there was negative significant relationship between overall classroom anxiety and their willingness to communicate. Therefore, the second null hypothesis which had stated that there was no significant relationship between overall classroom anxiety and their willingness to communicate among Iraqi EFL learners was rejected.

The researchers came to the conclusion that the proposed model of association among classroom environment and foreign language classroom anxiety and willingness to communicate fit the context of Iraq had perfect fit with the empirical data.

Communication is one of the most important human skills which plays important roles not only in fulfilling social functions but also in the process of learning a language. In the last decades, many different researchers have tried to study the basic factors related to the classroom communication which in itself influences learning and practice of language skills in the classroom environment. Many researches have studied all aspects of classroom communication which are related to the learning and practice of different language skills. Different methods have been made to increase the efficacy of classroom communication.

One of the important factors affecting classroom communication are classroom anxiety and classroom environment. Different performance levels in classroom communication lies on such factors as language learners are always under their influences.

Teachers can focus on such factors affecting classroom communication such as classroom anxiety and classroom environment. What they have to focus in class should be those negative factors like anxiety which should be eliminated and enhance those positive classroom environments. All teachers can play important roles in making appropriate learning environment in teaching classrooms. A language teacher is expected to know his or her students in order to establish better communicative environment in order to take his or her students to better levels of understanding. Effective teaching methods and strategies can be applied in classrooms in order to eliminate anxiety factors which lead to negative classroom participation and increase stress among learners. Focusing on positive classroom environment, a teacher can increase learners' enthusiasm which leads to willingness to participate in class activities.

Teachers can manage happy and enthusiastic classes to increase willingness to communicate among learners. All psychological features which are considered as deterrent to learning and participation in classroom activities should be born in mind. Teachers should decrease learners'

anxiety as a basic cause of learning problems in class. Instead, teachers should create happy learning environments for learners.

Syllabus designers should keep the negative effect of classroom anxiety in mind. The syllabus they design should focus more on the individual preferences and the impact such as negative factors on the decrees of learning excitement. In designing materials to be studied as lessons, syllabus designers should bear these negative factors of anxiety and under specific attention.

Also, classroom designers and school managers should pay especial attention to the negative and positive effect of classroom environment on the efficacy of learning a second or foreign language.

Finally, other researchers in the field of language teaching and testing should pay more attention to other factors which are effective on the communication process and willingness to communicate in order to reach the answers to many questions in the field of language use and willingness to communicate among EFL learners.

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