TASK BASED LANGUAGE TEACHING TO IMPROVE STUDENTS' WILLINGNESS TO COMMUNICATE IN ENGLISH CLASS

Nopita Trihastutie[1]* & Eka Fadilah [2]

[1,2]*Widya Kartika University*

Corresponding Author: Nopita Trihastutie, E-mail: nopita@widyakartika.ac.id

ARTICLE INFO	ABSTRACT
	The changing of English language teaching method from Audio-lingual Method to Communicative Language Teaching (CLT) has given great impact to the pedagogy of teaching English as a Foreign Language (EFL) and/ or English as a Second Language (ESL). Task Based Language Teaching (TBLT) method which emphasizes more on the meaning of a language and targeted tasks, then, dominates the English teaching world as a response to the un-satisfaction towards the previous methods (Long, 2015). This current study aims at seeing to what extent the task variety influences students' willingness to communicate based on three contexts which include trait-like, situation, and linguistic. Three communicative tasks which emphasizes both on focused meaning and focused form were given. The communicative tasks include game, problem solving, and jigsaw. Observation was done during class interaction and continued with in depth interview. The result shows that emotion, class situation, and cognitive simultaneously influence the students' willingness to communicate in English class. Those factors are inseparable, interact and influence interchangeably on the students' willingness to communicate in English class as elucidated in complex dynamic theory.

1.INTRODUCTION

English as a Foreign Language (EFL) and/ or English as a Second Language (ESL) pedagogy has been influenced by the changing of audiolingual method to Communicative Language Teaching (CLT). Audiolingual Method receives many critiques for stressing merely on grammar and understating the function of language as communication tool. In learning EFL, learners are required to pay more attention on class interaction as the input enhancement compared to ESL learners who are exposed to interaction outside classroom context (Fadilah, 2017). However, learners get a chance to improve their English proficiency if they are able to associate the perception between the langague learned with the better life opportunity in the future. (Zarrinabadi, Ketabi, & Tavakoli, 2017). The presence of communicative competence has brought new changing towards the foreign language teaching method. This recent method also receives a lot of supports both from TEFL and TESOL experts and teachers.

In communicative language teaching approach, students are not required only to remembering grammar and sentence building, but also using it in written and spoken communication. Thus, students cannot be said to be proficient in a foreign language, if they do not use the language communicatively (Khajavy, Ghoonsoly, Fatemi, & Choi, 2016). Task Based Language Teaching (TBLT) method which emphasizes more on the meaning of a language and planned targeted tasks then, dominates the English teaching world as a response to the un-satisfaction towards the Structural Approach and Audio-Lingual (Long, 2015).

When teachers struggle to make their students communicate in English in class interactions, some students actively talk but others are silent. Willingness to communicate in English is the central issue in classroom context that becomes a concern for teachers, curriculum developers and learning planners (Yashima, McIntyre, & Ikeda, 2016). The importance of willingness to communicate in English has driven many researchers to develop a model related to the underlying variables of learners to have willingness to communicate in a foreign language, later called WTC in EFL (see Khajavy, Ghoonsoly, Fatemi, & Choi, 2016; Liu & Jackson, 2008; Peng & Woodrow, 2010; Weaver, 2005; Yashima, 2002).

By applying *Structural Equation Modelling (SEM)*, there are variables that underlie willingness to communicate in a foreign or second language. Several variables which include anxiety, self-confidence, motivation, perception and attitude are categorized as trait like. Furthermore, in the context of class interaction, the type of corrective feedback also influences the tendency to communicate in English (Fadilah, 2016; MacIntyreet dkk., 2011; Zarinnabadi, 2014), types of assignments Cao & Philip, 2006), culture (Peng, 2014), and giving pause to speak (Zarinnabadi, 2014). A new research conducted by Piechurska-Kuciel (2018) openness is one of the dimensions of personality which contributes as a more significant predictor in WTC in EFL sompared with anxiety, length of study, final grade, and self-perceived skill.

WTC in EFL is defined as a readiness to speak foreign languages at certain times with certain people (MacIntyre & Doucette, 2010, p.162). In its development, the personality

category underlying WTC in EFL received a lot of criticism because it ignored the context of the actual situational classroom context where several variables became determinants in encouraging students to speak such as preferred topic factors, teaching methods, pleasant instructors, structuring tables for discussion, giving time lag for talking, and feedback given by the teacher (see Cao, 2014; Kang, 2005;Mystkowska-Wiertelak&Pawlak, 2015; Zarrinabadi, 2014;Zarinnabadi&Tanbakooei, 2016). Cao (2014) states that the WTC in EFL is very well described as a situational and dynamic personality category especially in the conversations in the class context.

In fact, researches related to WTC in EFL only focus on trait like and situational context separately. The combination of these two contexts which becomes a more comprehensive factor that influence students' tendency to communicate in English is rarely carried out in-depth study (Yashima, dkk., 2016). Dornyei (2005) states that it is very important to combine these two contexts (Dual Trait) which emphasize the psychological variables (trait likes) of students to speak (self- confidence, openness, anxiety, etc.) and situational context (types of assignments, types of feedback, task group setting, etc) which stimulate students to speak. Other basic things that are forgotten are students' linguistic abilities (grammar, vocabulary, syntax, etc.), so that these factors become a system that is mutually tied to each other in which if one system does not work properly, it will affect the other system.

This research is aimed at answering the unresolved problems related to the combination of factors that affect WTC in EFL which include one of the personality dimensions (opennessto experience) (Piechurska-Kuciel, 2018), situation (task types) (Mystkowska-Wiertelak & Pawlak, 2015), and students' linguistic abilities (Cao, 2014) as the background variable for WTC in EFL. From the various lenses that will be used as variables in this study, it is expected that it can contribute to the dynamics of learning to communicate in English using a more comprehensive lens. Students are given three communicative assignments that emphasize teaching that are focused on meaning by not understating the function of grammar (focused form) (see Ellis, 2009; Long, 2015 & 2016) but different from traditional teaching approaches that only emphasize memorizing grammar, drilling formulas, and exercises.

2. LITERATURE REVIEW

2.1 WTC in EFL and Self Confidence

In general concept, the concept of WTC in EFL was initially divided into two characteristics, which include the level of personality and mentality (Mc.Intyre, et.all, 1998). Personality levels reflect a tendency of a stable communication, while the mental level adjusts to a more specific context that changes according to the context. Mac Intyre et al. (1998) defines WTC in EFL as 'readiness to enter into discourse at certain times with certain certain people' (p. 547). In the heuristic model developed by Mac Intyre et al., there are several levels of variables underlying WTC in EFL such as personality, communicative competence, social situation, inter-group climate, motivation, interpersonal motivation, self-confidence, and willingness to communicate in a foreign or second language.

In various WTC in EFL related research reports, self-confidence is expressed as the most directly influencing variable on WTC in EFL (Clement, Baker, & MacIntyre, 2003; Khajavy, Ghoonsoly, Fatemi, & Choi, 2016; MacIntyre & Charos, 1996; Peng & Woodrow, 2010; Yashima, 2002). McIntyre et al. (1998) define self-confidence as a comprehensive belief about a person's ability to be involved in a communication. Self-confidence is built from a combination of competent perceptions and lack of anxiety, in other words, someone who has a high perception of communication competence and has a low level of anxiety tends to initiate communication (Peng & Woodrow, 2010).

Meanwhile other variable that underlies WTC in EFL is motivation. In the heuristic model developed by McIntyre et al. (1998), motivation is described as an indirect variable (mediated by self-confidence) which comes the factor of WTC in EFL.

Boo, Dornyei, and Ryan (2015) criticize motivational research in mastering foreign/ second languages which only emphasizes psychological studies of students. From the analysis related to the development of motivational studies from 2004-2014 conducted by Boo et al., they revealed that the development of studies related to motivation has developed rapidly starting from the psychological aspect which states that motivation is stable to a more contextual direction where motivation is considered changing depending on the context. Of the 416 publications analyzed, they describe the development of

motivation theoretical including socio-educational theory with the concepts of integrative and instrumental motivation developed by Gardner, Bandura's self-efficacy theory, self-determination theory by Deci and Ryan, self-motivation system theory (L2 motivational self-system) by Dornyei, attribution theory by Weiner, dynamic and complex system theory by Dornyei (see Boo, Dornyei, and Ryan, 2015 as main review). Several empirical studies have reported that motivation has a direct effect and indirect influence through self-confidence on WTC in EFL (Clement, Baker, & MacIntyre, 2003; Khajavy, Ghoonsoly, Fatemi, & Choi, 2016; MacIntyre et al. 1998; Peng & Woodrow, 2010; Yashima, 2002). Khajavy et al. (2014) reported that motivation had a significant effect on WTC in EFL and was mediated by self-confidence in the context of class in Iran.

MacIntyre and his colleagues argue that WTC in EFL is the last step before a person takes a verbal action (Peng & Woodrow, 2010). Their argument is based on empirical studies using a structural equation model (SEM) to measure any variables that directly or indirectly affect WTC in EFL.

2.2 Traits and Openness to Experience

Larsen and Buss (2009, p. 4) define personality as the set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to, the intrapshycic, physical, and social environments. In other words, personality is a psychological structure that is formed by the interaction and development of subsystems that affect individual behavior (Piechurska-Kuciel, 2018).

At first, personality is regarded as eternal and permanent. Along with the development of the latest knowledge and research findings that are intensively carried out, eternal and permanent traits undergo a cycle of changes in which personality can change along with openness based on experiences that tend to change during adolescence (Branje, van Lieshout & Gerris 2007). Opennes to experience can also be interpreted as individual intellectual development which is described as originality and open mindedness because it contains limits, depth, uniqueness, and complexity of mental and individual life experiences (Piechurska-Kuciel , 2018 as the main review). Openness contains six aspects: active imagination (fantasy), aesthetic sensitivity, full attention to deepest feelings, diversity, high intellectual curiosity (McCrae & John, 1992 quoted in Piechurska-Kuciel, 2018).

There is a two-way relationship between personality and language learning in which both influence each other (Ellis, 1985). Although in reality there is no single personality trait found to predict the increase in language learning skills (Dewaele, 2007), in general sense, personality is believed to influence various aspects of foreign language learning. Among the aspects, the significant factors in language learning is openness based on learner experience (Ozanska-Ponikwia & Dewaele, 2012).

3. METHODOLOGY

This research is based on communicative tasks where students are focused on producing an output (Swain, 2005). The language output (speaking) is based on the input (Krashen, 1981) which is derived from interaction (Long, 2015). In addition, this research also applies three communicative tasks to WTC in EFL. Figure 1 describes the analysis path of the variables tested on WTC in EFL

Figure 1 Model of WTC in EFL proposed in the context of a foreign language class

Participants were 12 students in the 6th semester of the English department. The participants were given 3 task-based communication learning activities (game, problem solving, and jigsaw) for three consecutive weeks. Of all the participants, 3 participants were selected for interviews related to their willingness to communicate in each task-based communication teaching. The interviewees were divided based on their English language skills seen from the values of speaking, reading, and listening. In addition, those three participants were also categorized related to intercultural communication anxiety (ICA) and self-confidence. Each interviewee had different levels (low, moderate, and high) of English language skills, anxiety, and self-confidence (see table 1).

Table 1 Participants' Data

Enrollment in local colleges, 2005

College	New students	Graduating students	Change
	Undergraduate		
Cedar University	110	103	+7
Elm College	223	214	+9
Maple Academy	197	120	+77
Pine College	134	121	+13
Oak Institute	202	210	-8
	Graduate		
Cedar University	24	20	+4
Elm College	43	53	-10
Maple Academy	3	11	-8
Pine College	9	4	+5
Oak Institute	53	52	+1
Total	998	908	90

Source: Fictitious data, for illustration purposes only

To determine the level of confidence, WTC in EFL, and openness of students (low, medium and high), a set of instruments in the form of a questionnaire were disseminated to be filled. After the data were collected, 3 students with those levels were given communicative assignments together with the rest of the participants and were interviewed after each assignment finished. All the participants were told to fill in a quesionnaireof WTC in EFL containing items that asked their responses to the communicative assignments given (see table 2). The various instruments are as follows:

WTC in EFL in classroom: 10 questions were adopted and adapted from Peng and Woodrow (2010). The respondents answered the question using a Likert scale with the range of 1 (very unwilling) to 7 (very willing). The question items measured the level of the participants' willingness to communicate in English in class.

Self Confidence: the questionnaire contains 10 questions divided into 5 questions about perceptions of English proficiency and 5 questions abou anxiety faced when the participants want to start a communication in English in class. All items were adapted from Peng and Woodrow (2010) by adjusting the cultural context in the class. The Likert scale with the range of 1 (strongly disagree) to 7 (strongly agree) was used to measure the level of participants' confidence of to start a communication in English.

Openness based on experience: This variable contains 10 items with a scale that contains an item of openness developed by Goldberg (1992) and continued by Piechurska-Kuciel (2018). From these 10 items, 5 positive and 5 negative questions were given, such as*: I am nervous when initiating to speak in English* and *I am not anxious when initiating to speak in English*. The Likert scale with the range of 1 (strongly disagree) to 7 (strongly agree) is used to measure the level of openness of students to start communicating using English.

Table 2 Activity Schedule

Enrollment in local colleges, 2005

College	New students	Graduating students	Change
Undergraduate			
Cedar University	110	103	+7
Elm College	223	214	+9
Maple Academy	197	120	+77
Pine College	134	121	+13
Oak Institute	202	210	-8
Graduate			
Cedar University	24	20	+4
Elm College	43	53	-10
Maple Academy	3	11	-8
Pine College	9	4	+5
Oak Institute	53	52	+1
Total	998	908	90

Source: Fictitious data, for illustration purposes only

Three types of communicative performance tasks given during the interaction can be explained as follows:

Game – Three sentence up (Past-Passive Sentence)

This communicative task was adapted from studies conducted by Quin (2014). There are various revisions made related to the cultural context in Indonesia. In this activity participants were given a paper containing the names of places and discoveries in Indonesia. For example, one participant was asked to guess the hidden thing (temple) while the other participants would give a clue e.g. *"It was used for praying"*. If the participant who was told to guess could not answer, then the next clue would be given e.g. *"It is made of stone"*, and so on until 3 sentences (six clues). Participants were divided into small groups to discuss the sentences that would be arranged, then continued by presenting the sentences in large groups (class).

Problem Solving – Stranded in Sahara Desert (Simple Past and Present)

In this communicative assignment, participants were given a case that needed to be solved. The case was 'lost in a dry and hot desert'. Participants were given a list of of items they could bring e.g. knife, gun, stove, etc. and asked to choose 3 objects they needed to carry. In small discussion groups, participants were asked to discuss 3 objects they needed to carry along with the reasons. Furthermore, in a large group (class), participants were asked to present the results of the discussion along with the reasons. Other groups were asked to respond if they agree or disagree with the 3 objects chosen and the reasons presented.

Jigsaw (Simple Past and Present)

Participants were divided into two groups. Each participant got a paper which contains a fragment of incomplete information. The first group' members discussed the incomplete information with the second group which acted as 'the expert group'. After the discussion finised, the first group returned to discuss the information they received from the expert group. Then they presented their findings in front of the class.

Rundown (100 minutes)

Enrollment in local colleges, 2005

College	New students	Graduating students	Change
Undergraduate			
Cedar University	110	103	+7
Elm College	223	214	+9
Maple Academy	197	120	+77
Pine College	134	121	+13
Oak Institute	202	210	-8
Graduate			
Cedar University	24	20	+4
Elm College	43	53	-10
Maple Academy	3	11	-8
Pine College	9	4	+5
Oak Institute	53	52	+1
Total	998	908	90

Source: Fictitious data, for illustration purposes only

To answer the first research questions: *Is there any increase in the students' willingness to communicate in English during a variety of communicative tasks?,* a set of analyzes using descriptive statistics were used to find out the increase in the students' willingness to communicate in English before and after communicative assignments were given. Time series design was used to measure the increase in the students' WTC in EFL s students English before and after communicative assignments were given.

Next, to answer the second research question: *To what extent do the communicative tasks influence students' willingness to communicate in English based on the level (low, medium, and high) of students' three contexts (trait-like, situation, and linguistic)?*, datatriangulation were analyzed in depth based on questionnaire contents and the three students' (low, medium, and high) results of in-depth interviews. In addition, negative analysis was applied when differences in what participants filled in the questionnaire and interview were found out. For example, when participants filled their WTC in EFL high, but during the interview they said the vise versa, in-depth interviews would be conducted to find out the difference until saturated data was found.

4. RESULTS AND DISCUSSION

Based on the results of self-assessment using the time measurement design, the fluctuations level of the three participants based on the level of linguistic ability, openness and self confidence showed fluctuation in every five minutes (total 60 minutes) during the completion of three communicative based tasks (Figure 1). Their WTC in EFL showed an upward trend in the first 5 minutes of all communicative task-based activities, then fluctuated (up and down, up and down) in the next five minutes.
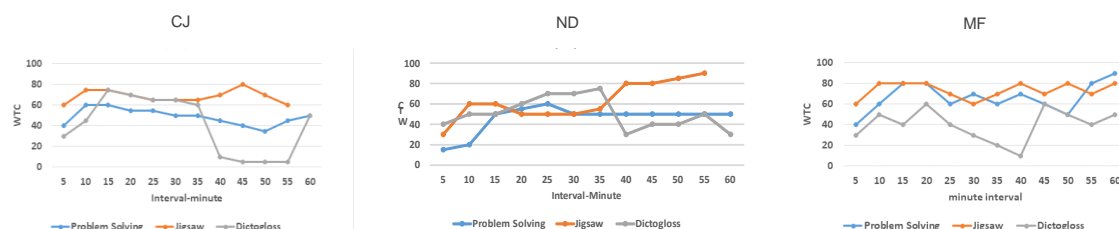

Figure 1: Fluctuations of WTC in EFL in Three Types of Communicative Tasks

CJ showed a decreasing trend of his WTC in EFL at the 15th (75/100) to 55th (5/100) minute during the type of dictogloss activity. The 15th to 35th minute showed a subtle decline and a drastic decline in the 35th to 40th minute. The other two tasks showed subtle fluctuation. Meanwhile, ND showed that her WTC in EFL tended to increase during jigsaw communicative tasks and problem-solving tasks tended to be stable in the range of 40/100 from the time measurement design. The other participant, MF showed that during jigsaw

and problem-solving task activities, her fluctuation tended to be stable from every 5 minutes of task activities. Dictogloss task activities tended to decrease from the 20th (60/100) to 40th (5/100) minute.

Based on the results of in-depth interviews with the three participants, it was found that the participants had their own reasons regarding their willingness to communicate in English during three types of communicative tasks. Variables such as motivation, innitiative, self-confidence, and perception of ability were mentioned in the interviews with the three participants. Several other situational factors were also mentioned by the participants as their reasons for their WTC in EFL.

CJ

This participant had a strong motivation in learning English in connection with the demands of the market place which requires English proficiency. The tendency to start communicating in English will increase if the environment in which the participant is involved supports it. Related to the communicative assignments given in the class, jigsaw encouraged him to speak more. His WTC in EFL showed the increase in minutes since the communicative task asked him to ask, discuss, and deliver his opinion within his group.

At the initial minutes, CJ's WTC in EFL increased and tended to fall in the last minutes. He confirmed that his interest in communicating was influenced by several factors including classmates, lecturers, interesting topics, and discussion groups. He stated that when his friends eagerly spoke in English, he would also be excited. But on the contrary, when his friends were less active in speaking, he would also tend to be quiet. He said that if his friends were lacking in enthusiasm, he was also silent because he was afraid of being considered as arrogant person. His motivation to speak in English was also influenced by the lecturer. He would lose his concentration when the lecturer was too quick to speak and explain the material. He needed times long enough to digest the purpose of the lecturer. When he lost his concentration, he would lose his motivation. Regarding the topic, he said that the topic which he understood very well motivated him to start speaking and discussing in a group of 4-5 made him concerned to speak because he could give his opinions to his group.

ND

ND had motivation to master English since she won the story telling competition when she was in high school. In line with the other two participants, CJ and MF, ND stated that environmental factors (friends, lecturers, assignments) influenced her desire to communicate in English in the class. She chose problem-solving as the type of task she like most. She thought that problem solving was challenging because she liked to tell story and problem solving gave her opportunity to delive her opinions by telling story to solve the problem.

She added that lecturer who was interactive in teaching and who encouraged her not give up quickly motivated her to speak in English. A direct appointment from the lecturer to answer a question made her felt embarrassed, nervous in front of his friends. She commented that the direct appointment which did not give her anough time to think made her difficult to answer. She needed enough time to arrange the words and sentences and start talking. Her WTC in EFL fluctuations was also influenced in discussion groups. She felt it was more fun to discuss with their peers (in-pairs) than in large groups.

MF

She stated that at the beginning of the task she has interest in starting to communicate in English. The types of communicative task also stimulated her curiosity. When asked about the decrease in he WTC in EFL in the minutes of 20 to 40, she said that in fact she did not intend not to start communicating in English but rather to give opportunities to the others to speak. She chose to learn from others who were talking. She said that during discussions with her classmates, her silence did not mean she did not want to speak in English, but she chose to listen when her friends talked and expressed their opinions.

The fluctuations of her communicative tasks were relatively stable. She stated that the jigsaw and dictogloss were also very interesting. She said she liked jigsaw because it required to dig up a lot of information, asked for answers, and demanded her to speak in English. She said that feedback was not a problem if it was done in front of her own friends, but if it was not in front of her own friends she would feel embarrassed and lose her self-esteem. She said that the topic which she understood and was interesting made her eager to speak in English. The lecturer who was easy going and humorous made her feel comfortable to express her opinions in English.

Factors and Participants' WTC Fluctuation

This research showed that students' WTC in EFL during three communicative-based tasks in class had fluctuation. In all three tasks, it was found that there were fluctuations from every 5 minutes of a total of 60 minutes of communicative task activities. The tendency of the participants to speak in English in the class was influenced by various dimensions such as psychology (motivation, self-confidence), linguistics (grammar, vocabulary), and situational (types of assignments, classmates, lecturers, discussion groups, feedback). These dimensions interact and are related to one another (Dornyei, deBot, & Waninge, 2014). In other words, when in a communicative task, the participants' WTC in EFL fluctuations were influenced by motivation, self-confidence was also influenced by the type of assignment, lecturers, classmates, and their grammar and vocabulary abilities. Everything is interconnected and influences participants' WTC in EFL. This shows that learning and the environment cannot stand alone, but affect and change each other (Vespoor, Lowie, & Van Dick, 2008).

This study also supports previous research students' WTC in EFL are influenced by situational factors including feeback (Fadilah, 2017; Zarrinabadi, 2014), interlocutors, types of assignments, discussion groups (Cao & Philip, 2006; Cao, 2014; Kang, 2005). Many factors that influence WTC in EFL provide a more comprehensive picture than just one factor (Kang, 2005). WTC in EFL fluctuations in task-based classes were also reported by other researchers (McIntyre & Legatto, 2011; Mystkowska-Wiertelak & Pawlak, 2015). McIntyre et al. asserted that it is very important to see WTC in EFL in the context of a class where students are required to devote all their attention to the tasks given by relating them to their linguistic competencies, psychology, and classroom environment. Mystkowska-Wiertelak and Pawlak (2015) argue that the natural complexity of WTC in EFL is a manifestation of various concept which derives from various variables ranging from nature, psychology, culture, linguistics, and environment. Therefore, it is important to combine these variables by adjusting to the individual individual differences.

In this case, differences in the level of individual ability in terms of linguistics and motivation provide a picture related to the different factors that motivate them to WTC in EFL. For example, students with low linguistic skills and low motivation, need more time to think in answering questions or expressing opinions (Zarrinabadi, 2014). In contrast,

students who have high linguistic skills and high motivation show that the lecturer and classroom environment are their main factors in starting to communicate in English. In other words, the lecturer must provide different treatment related to the different levels of students' ability in the class.

Class situations also affect the level of student's WTC in EFL fluctuations. The present study supports previous research which emphasizes on interaction among the students in the class compared to lecturer-students interation to increase students' WTC in EFL (Aubrey, 2011; Zarrinabadi, 2014). Lecturers have central roles in class interaction where they are required to have high professionalism, good class management, and good personal and interpersonal skills (Peng, 2012).

5. CONCLUSION

The findings of this study are expected to provide additional contributions to research related to WTC in EFL which is always looking for and finding supporting and new variables to discuss. The present study supports the previous studies related to WTC in FEEL in a fluctuating situational context with the influence of class factors such as topics, lecturers, classmates, discussion groups, self-confidence, motivation etc. All these factors interact and relate to and influence each other. The difference from the previous researches, this recent study divided the participants into three levels of linguistic ability, openness, and self-confidence, so it was hoped that they could contribute to further research related to WTC in EFL. Due to the small number of participants, further research is likely to involve many participants with varying levels of their abilities.

ABOUT THE AUTHOR(S)

The authors are interested in the fields of culture, language, and education research.

REFERENCES

Boo, Z., Dörnyei. Z., & Ryan, S. (2015). *L2 Motivation Research 2005–2014: Understanding A Publication Surge and A Changing Landscap*e. *System*, 55, 147-157.

Branje, S., J., T. van Lieshout, C.,F.,M.& Gerris. J.,R.,M. (2007). Big Five Personality Development in Adolelescence and Adulthood. *European Journal of Personality, 21(1)*, 45-62.

Cao, Y. (2014). A Sociocognitive Perspective on Second Language Classroom Willingness to Communicate. *TESOL Quarterly*, 48, 789–814.

Cao, Y., Philp, J., (2006). *Interactional Context and Willingness to Communicate: A Comparison of Behavior in Whole Class, Group and Dyadic Interaction*. *System*, 34, 480-493.

Clement, R., Baker, S., MacIntyre, P., 2003. Willingness to Communicate in A Second Language: The Effects of Context, Norm, and Vitality. *Journal of Language and Social Psychology* 22 (2), 190-209.

Dewale, J-M. (2007). Predicting Language Learners's Grade in the L1, L2, L3, and L4. The Effect of Some Psychological and Sociocognitive Variables. *International Journal of Multilingualism, 4(3),* 169-197.

Dornyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Mahwah, NJ: Lawrence Erlbaum.

Ellis,R.(2009).Task Based Language Teaching: Sorting out he Misunderstandings. *International Journal of Applied Linguistics, 19(3)*, 221–246.

Fadilah, E. (2016). Oral Corrective Feedback on Students' Grammatical Accuracy and Willingness to Communicate in EFL Classroom: The Effects of Focused and Unfocused Prompts. *The Asian EFL Journal (Language Teaching Issue),* 2, 57-85.
_____. (2017). Rethinking the Maintenance of CLT in Indonesia: A Response to: Ariatna's (Vol. 7, No. 2, 2016) "The Need for Maintaining CLT in Indonesia". *TESOL Journal, (electronic version).*

Kang, S. (2005). Dynamic Emergence of Situational Willingness to Communicate in A Second Language. *System*, 33, 227–292.

Khajavy, G. H., Ghonsooly, B., Hosseini Fatemi, A., & Choi, C. W. (2016). Willingness to Communicate in English: A Microsystem Model in the Iranian EFL Classroom Context. *TESOL Quarterly*, 50, 154–180.

Krashen, S. (1981). *Principles and practice in Second Language Acquisition*. Oxford: Pergamon.

Larsen, R.,J. &Buss, D.,M, (2003). *Personality Psychology: Domain of Knowledge about Human Nature (4th revisied edition).* New York:McGraw-Hill Higher Education.

Liu, M., & Jackson, J. (2008). An Exploration of Chinese EFL Learners' Unwillingness to Communicate and Foreign Language Anxiety*. Modern Language Journal,* 92(1), 71–86.

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

_____. (2016). In Defense of Tasks and TBLT: Nonissues and Real Issues. *Annual Review of Applied Linguistic, 36,* 5-33.

MacIntyre, P., Dornyei, Z., Clement, R., Noels, K., (1998). Conceptionalizing Willingness to Communicate in A L2: A Situational Model of L2 Confidence and Affiliation. *Modern Language Journal 82* (3), 545-562.

MacIntyre, P.D., Burns, C., Jessome, A. (2011). Ambivalance about Communicating in ASecond Language: AQualitative Study of French Immersion Students' Willingness to Communicate. *The Modern Language Journal, 95 (1),* 81-96.

MacIntyre, P. D. & Doucette, J. (2010). Willingness to Communicate and Action Control. *System, 38,* 161-171*.*

Mystkowska-Wiertelak & Pawlak. (2015). Investigating the Dynamic Nature of L2 Willingness to Communicate. *System*, 50, 1-9.

Ozonska-Ponikwia, K. & Dewale, J-M. (2012). Personality and L2 Use: The Advantage of Being Open-Minded and Self-Confident in An Immigration Context. *EUROSLA Yearbook, 12(1)*, 112-134.

Peng, J., & Woodrow, L. (2010). Willingness to Communicate in English: A model in the Chinese EFL Classroom Context. *Language Learning*, 60, 834–876.

Peng J-E (2014) Willingness to Communicate in the Chinese EFL University Classroom: An Ecological Perspective. Bristol: Multilingual Matters.

Pierchurska-Kuciel, E. (2018). Opennes to Experience as A Predictor of L2 WTC. *System*, 72, 190-200.

Swan, M. (2005). Legislation by Hypothesis: The Case of Task-Based Instruction. *Applied Linguistics, 26(3)*, 376–401.

Weaver, C. (2005). Using the Rasch Model to Develop A Measure of Second Language Learners' Willingness to Communicate within A Language Classroom. *Journal of Applied Measurement*, 6, 396–415.

Yashima, T., (2002). Willingness to Communicate in A Second Language: the Japanese EFL Context. *Modern Language Journal* 86, 54-66.

Yashima, T. MacIntyre, P.D. & Ikeda, M. (2016) Situated Willingness to Communicate in An L2: Interplay of Individual Characteristics and Context. *Language Teaching Research,* 1-23.

Zarrinabadi, Z. (2014). Communicating in A Second Language: Investigating the Effect of Teacher on Learners' Willingness to Communicate. *System* 42: 288–95.

Zarrinabadi, N., & Tanbakooei, N., (2016). Willingness to Communicate: Rise, Development, and Some Future Directions. *Language and Linguistic Compass,*10 (1), 30-45.

Zarrinabadi, N., Ketabi S.,& Tavakoli, M.(2017). Using A Person-Centered Future Time Perspective Intervention to Enhance EFL Learners' Willingness to Communicate. *RELC, 1-9*