Willingness to Communicate:

the desire to speak in the English classroom

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Dedication

To my loving husband and children for all their generosity and unconditional love. None of this would have been possible without their support and continuous words of encouragement.

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between adolescents

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Abstract

Keywords: willingness to communicate; state communicative self-confidence; desire to speak; foreign language classrooms; adolescents; oral interaction

Willingness to communicate is an individual difference, which defines the probability to engage in communicative acts when the opportunity arises (McCroskey and Richmond, 1992). It has been slowly growing as a fundamental concept to a deeper understanding of second language instruction. While some students easily engage in communicative activities in the classroom, others avoid it as much as they can. Teachers can easily encounter linguistically competent students who are unwilling to speak and, on the other hand, students with low proficiency levels who engage in communicative acts as often as possible. This research work aims to investigate the variables state communicative self-confidence, and the desire to communicate with a specific person related to willingness to communicate situated in the classroom among adolescents. The research work was carried out during five lessons designed to enhance oral communication in different interactional patterns. Data was collected from questionnaires handed to students after the completion of speaking activities and recorded interviews. This study aims to contribute to a deeper understanding of the theoretical construct willingness to communicate and simultaneously reflect on the pedagogical implications for teaching and learning English as a foreign language. Focussing on the variables state communicative self-confidence and the desire to communicate with a specific person, results seem to show that willingness to communicate is affected by contextual and individual factors which lead to increased or diminished levels of willingness to communicate. Preparation time and the possibility to

interact in a classroom where mistakes are understood as learning possibilities were key aspects to enhance state communicative self-confidence. Familiarity with the interlocutor and perceived linguistic competence were crucial in determining their willingness to communicate with a peer. Taking in consideration the situational constraints that might reduce or increase students' willingness to communicate, teachers should adjust their actions in order to develop the communicative abilities of learners and create a classroom environment that stimulates students' will to engage in communicative acts.

Vontade de Comunicar:
O desejo de falar na sala de aula de Inglês
entre adolescentes

Maria Manuela Silva

Resumo

Palavras-chave: vontade de comunicar, autoconfiança comunicativa**,** desejo de falar, aulas de língua estrangeira, adolescentes, interação oral.

A vontade de comunicar é uma diferença individual, que define a probabilidade de se envolver em atos comunicativos quando surge a oportunidade (McCroskey e Richmond, 1992). Este conceito tem crescido lentamente e o seu desenvolvimento é fundamental para uma compreensão mais profunda do ensino de uma segunda língua. Enquanto alguns alunos se envolvem facilmente em atividades comunicativas na sala de aula, outros evitam-nas tanto quanto podem. Os professores podem facilmente encontrar alunos linguisticamente competentes que não estão dispostos a falar e, por outro lado, alunos com baixos níveis de proficiência que se envolvem em atos comunicativos o mais frequentemente possível. Esta dissertação tem como objetivo investigar as variáveis autoconfiança comunicativa e o desejo de comunicar com uma pessoa específica relacionadas com a vontade de comunicar na sala de aula entre adolescentes. Os dados obtidos para esta dissertação foram recolhidos durante cinco aulas destinadas a melhorar a comunicação oral promovendo atividades em diferentes contextos comunicativos. Os dados foram recolhidos através de questionários entregues aos alunos após a conclusão das atividades de comunicação oral e entrevistas gravadas. Este estudo tem como objetivo contribuir para uma compreensão mais aprofundada dos fatores que condicionam a vontade de comunicar na sala de aula e refletir simultaneamente sobre as implicações pedagógicas para o ensino e aprendizagem do inglês como língua estrangeira. Focando-se nas variáveis

autoconfiança comunicativa e desejo de comunicar com uma pessoa específica, os resultados parecem mostrar que a vontade de comunicar na sala de aula é afetada por fatores contextuais e individuais que levam ao aumento ou diminuição dos níveis de vontade de comunicar. O tempo de preparação da atividade e a possibilidade de interagir numa sala de aula onde os erros são entendidos como oportunidades de aprendizagem foram aspetos-chave apontados para melhorar a autoconfiança comunicativa. A familiaridade com o interlocutor e a competência linguística atribuída ao interlocutor foram identificados como aspetos determinantes para decidir com quem comunicar. Levando em consideração as restrições situacionais, que podem reduzir ou aumentar a disposição dos alunos para comunicarem oralmente, os professores devem ajustar suas planificações de modo a desenvolver as competências comunicativas dos alunos e criar um ambiente de sala de aula que estimula a vontade dos alunos se envolverem em atos comunicativos.

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List of Abbreviations

CLT   Communicative language teaching

L1   First language

L2   Second or foreign language

Ss   Students

T   Teacher

WTC   Willingness to communicate

Chapter 1 - Introduction

I believe that every second language teacher acknowledges that oral communication is at the basis of the process of learning a language. Oral interactions between peers and teacher and students are at the centre of the process of acquiring a language. We know that the act of communication is an act of volition but we also know that second language competency develops through consistent use of the language namely by speaking and writing it. Throughout my teaching experience it has become more and more evident that if students don't develop oral communication skills, they aren't fully prepared to become active citizens in this globalised world we live in. Former students always emphasize how important it is to be able to communicate with foreigners when they go on business or leisure trips. The ability to convey thoughts in a second language (L2) facilitates new friendships and is a boost to anyone's career.

The great development of communication technology that we have witnessed in the last few decades has allowed for varied and increasingly attractive types of oral communication possibilities. In fact, information and communication technologies provide the support for the acquisition of new skills, helping us learn by making use of innovative methods, enhancing our participation in public and professional life making use of a lingua franca (usually English) and promoting communication across cultural and linguistic borders. All of us have watched Youtube videos or communicated through Skype with people from diverse origins making use of the English language to convey an oral message. Apart from this factor we also experience much more frequent direct contact with foreign people. Travelling has become easier and cheaper, allowing for a greater number of opportunities to make use of the English language to communicate with others. Being proficient in English is considered essential to fully participate in all aspects of today´s society, given its privileged role as the language for international communication. It allows clear communication across companies located in different parts of the world and even within a single workplace that employs people from differing linguistic backgrounds. For this reason, teachers have to go beyond methodologies that just teach grammar structures or decontextualized vocabulary to promote a more holistic language experience that takes advantage of all the learning possibilities that

meaningful oral communication tasks provide to language learners. It is not enough to know grammar structures or lists of words to be proficient in a language. Communicative language teaching (CLT) (Brown, 2007; Larsen-Freeman, 2000; Richards & Rodgers, 2002) aims at developing communicative competence (Hymes, 1972). A competent language user should possess not only knowledge about language but also the ability and skill to activate that knowledge in a communicative event, making use of his general knowledge about it and the sociocultural aspects of it. CLT highlights the need for teaching methodologies to make use of student-centred learning and task-based activities that use oral interaction to achieve meaningful communication. CLT conveys the idea that language learners need to communicate in the target language in order to learn it. Bergil (2016) sustains that

> the speaking activities or tasks included in the foreign language classes need to be organized considering a variety of features and characteristics to combine inside and outside classroom learning for the practice of learning everywhere and in a lifelong way. (p.186)

Bringing in CLT principles, which revolve around student's involvement in meaningful L2 interaction in simulated communicative situations, modern methodologies make use of a task-based approach (Willis & Willis, 2007) where the primary focus is on meaning. Because in these tasks there is the need to transmit information, the need to communicate orally arises and students make use of the language they have at their disposal to complete the activities. Teachers should create activities which resemble authentic communication situations. By doing this, students have the opportunity to communicate effectively and appropriately in different social frameworks. This methodology entails the need to focus on meaning and not only on accuracy and fluency.

But what if the students choose to remain silent when facing these tasks? This has been one of the major problems I face when trying to carry out speaking tasks. Quite often a significant number of students don't engage in a conversation or have difficulties interacting orally in a second language. The great majority of my students claim that it is difficult to express themselves in English. Although they learn foreign language grammar and develop listening, reading and writing skills satisfactorily, many of them

are reluctant to speak in another language. I have always been intrigued why this happens.

Over several school years I informally observed my students and realised that some of those who were grammatically competent had difficulties engaging or initiating oral interaction while others, who hadn't developed a high proficiency level, had a desire to speak no matter the difficulties they faced. This mismatch between learner's desire to communicate in English and their actual level of proficiency has been an area of interest that has accompanied me for years.

The concept of willingness to communicate (WTC) which is "the readiness to enter discourse at a particular time with a specific person or persons, using a second language" (Clément, Dörnyei, MacIntyre & Noels, 1998, p.547), is an important individual difference and it can be a key factor in the process of learning a language. The importance of WTC construct arises from the role oral interaction has in the process of language learning. Swain's comprehensible output hypothesis claims that "the act of producing language (speaking or writing) constitutes under certain circumstances part of the process of second language learning" (2005, p. 471). We acquire language when we attempt to transmit a message but fail and must try again.

Current English language teaching practice supports the idea that interaction drives students to produce more accurate and appropriate language, which in turn provides language input for other students. Language learning theories have also played a crucial part in the pedagogical approach of CLT, specifically the sociocultural theory (Larsen-Freeman, 1997) which considers that language learning happens as a result of social interactions. Swain (2005) defends that second language learners co-construct linguistic knowledge while engaging in producing language. Therefore, it is of prime importance to understand the variables that decrease or intensify language learners' will to produce language, to use language to communicate having as an ultimate result the acquisition of a language through communication.

It seems rather obvious that a higher level of WTC among students multiplies their opportunity to make use of the second language in meaningful contexts and consequently facilitates the language learning process. WTC is a determinant factor when we analyse students' second language (L2) frequency use. The choice to start

communication in an L2 opens the door to meaningful language use and may be a predictor of learning success (Mystkowska-Wiertelak & Pawlak, 2017).

In the English classroom, students may show different levels of WTC depending on several individual, linguistic and situational factors. This learner variable will affect the way the lesson progresses and the achievement of the learning goals. It is harder to teach classes where students have difficulties communicating in the second language. If students are unwilling to speak in the L2, the teacher will have more difficulties implementing the learning activities because students are reluctant to engage in the oral tasks. These students will fall back on their first language (L1) to complete the tasks which is not a desirable situation. It is therefore important to investigate WTC situated specifically in the second language classroom because it is fundamental to understand the factors behind the communication behaviour of language learners.

In the last few decades WTC has gained a lot of attention in second language acquisition research, which has focussed on identifying individual and situational factors affecting L2 WTC. A significant number of those have been identified, including motivation (Baker, Clément, Donovan & MacIntyre, 2002), perceived communicative competence (Baker & MacIntyre, 2000), communication anxiety (Baker & MacIntyre, 2000; Baker, Clément & MacIntyre, 2003), social support and learning context (Baker & MacIntyre, 2000) and linguistic self-confidence (Asadpour, Ghonsooly & Khajavy, 2012). Research has also shown that a student's WTC determines how frequently the learner actively engages in communication activities in the L2 (Baker, Clément, & MacIntyre, 2003; Shimizu, Yashima & Zenuke-Nishide, 2004). It is my strong conviction that encouraging WTC is a crucial part of modern language instruction and one of the goals of the learning process. Hence this study aims to explore and attain a deeper understanding of two situational factors that underlie students' WTC in the language classroom: communicative self-confidence and the desire to communicate with peers and/or teacher. Communicative self-confidence, the confidence in one's ability to communicate, (Clement, Dörnyei and Noels, 1994) is a factor to consider in the development of oral skills and ultimately of students' WTC. If the learner trusts his language knowledge he may feel more motivated to engage in communicative acts and therefore be more willing to initiate communication. The degree of oral competence

that allows students to accomplish a conversation in English plays a key role in this desire to communicate. The predisposition to communicate (Arnston, Lustig & Mortensen 1977) with the teacher or with a specific peer is another situational antecedent that will be analysed in this study. This openness to engage in verbal interactions is an encouraging element towards communication, which I feel is intertwined with communicative self-confidence, or it might hinder communication if students don't feel prepared to initiate oral interaction with a specific person.

From my observation of the daily communicative events that happen in the classroom and the communication behaviour of language learners these two variables (communicative self-confidence and the desire to communicate with a specific person) have a significant impact on students' WTC in the classroom. It is my purpose to examine the connection between learners' communicative self-confidence and their WTC with teacher and peers in the learning environment that is the classroom and determine how it may affect students desire to take an active role in speaking activities. Simultaneously it is quite clear to me that communication happens when we need to transmit an idea to a specific person. Having this idea in my mind, I want to investigate how the choice of interlocutor in the classroom (be it the teacher or another classmate) can increase or decrease students' WTC. These issues helped me form the research questions that are presented below.

R1: How does the desire to communicate with a specific person influence students' WTC with each other and with the teacher in the L2 classroom?

R2: How does students' state communicative self-confidence influence their WTC with each other and with the teacher in the L2 classroom?

For the purpose of answering the research questions, this dissertation is composed of five chapters. In addition to this chapter which introduces the study, chapter two, the theoretical background, outlines what has been done in terms of research studies focussing on the issues I want to investigate. The first section begins with background information about the origins of L2 WTC which has evolved from L1 WTC. It goes on to focus on the explanation of L2 WTC construct and discusses major issues related to research led in both Asian and Western countries. Then, it examines

the dynamic nature of WTC which has been a relevant development in the investigation of this construct. The next section explores WTC situated in the classroom and finally I go over the most relevant research related to WTC and communicative self-confidence and the desire to communicate with a specific person. Chapter 3 explains the methodological design of this study. The research instruments, context and participants of the study are introduced, and the design of the lesson plans is explained. The final part of the chapter details the analysis undertaken and considers ethical issues. Chapter 4 reports the outcomes of the questionnaires and interviews in an attempt to answer the research questions. Lastly, chapter 5 discusses the findings considering the relevant literature and addresses pedagogical implications. The major goal of this dissertation is to study the variables communicative self-confidence and the desire to communicate with a specific person related to WTC situated in the classroom among adolescents.

Chapter 2 - Theoretical Background

Modern foreign and second language methodologies emphasise the importance of oral interaction with the aim of developing students' oral proficiency. In the 21st century CLT has assumed an inflential role because it supports the idea that by using language in meaningful and communicative activities, learners will be more successful developing their communicative competence and therefore becoming proficient language users. According to Brown (2007) second language instruction has been "increasingly characterised by authenticity, real world simulation and meaningful tasks" (p.42).

Language acquisition theories have complemented and enriched the pedagogical approach of CLT. Long's Interaction Hypothesis (1981) assignes special importance to linguistic input. He defended that second language interaction facilitates language acquisition by providing opportunities to receive comprehensible input. The negotion of meaning, which is a process that speakers use to reach a clear understanding of each other by asking for clarification or by rephrasing, assists language learning as it provides opportunities to receive comprehensible input. This negotiation of meaning involves both encoding and decoding of verbal and non-verbal messages. When a group of students talking together struggle to transmit ideas they have to rephrase and use various communicative strategies in order to make themselves understood and cope with the breakdown in communication. Its aim is to make output more comprehensible which provides input to other students. On the other hand, Swain's (1995) Comprehensible Output Hypothesis claims that learners need the opportunity to produce comprehensible output in order to have a greater awareness of what they know, what they do not know or know only partially.

One of the main purposes of CLT is to present students with opportunities to participate in oral interaction activities where the main goal is to negotiate meaning rather than merely repet pre-learnt language structures. L2 researchers seem to agree that L2 learners who are more active oral language users have more opportunities to develop communicative competence by interacting more often with other language

users. Therefore learners with higher levels of WTC may benefit more from CLT which places importance in learning through communication. (Ellis, 2008).

In the next section, I will turn my attention to the consruct of WTC, beginning with early studies that originated on the initial concept of WTC in the first language, uncovering its development. This section traces the growth of this area of research into an intricate field involving communicative, linguistic and psychological perspectives.

2.1 Foundations of the WTC construct

The origins of WTC are in the field of first language (L1) acquisition. The initial studies focussed on factors that inhibited communication. Burgoon (1976) studied unwillingness to communicate defined as "a chronic tendency to avoid and/or devalue oral communication" (p.60) and devised an Unwillingness to Communication Scale. Predispositions towards verbal behaviour were studied by Mortensen, Arnston, & Lustig (1977). They came to the conclusion that there was consistency in the amount of communication an individual engaged in across different communicative situations. They also created a scale to measure this predisposition for oral communication. McCroskey & Richmond (1982) researched the difference between communication apprehension and shyness and they concluded that they were not parallel constructs but they rather had common characteristics.

These three foundational studies of the WTC construct suggested that there was a certain regularity in people's communication patterns in terms of the amount and frequency of oral interactions. McCroskey and Baer (1985) introduced the concept of WTC in relation to communication in the first language stating that it was situationally dependent and affected by many variables. They developed a scale to measure WTC and concluded that communication apprehension was the best indicator to predict WTC but there were other theoretical constructs that had considerable impact on it.

To deepen their knowledge of WTC McCroskey and Richmond (1987) went on to research the nature, causes and effects of WTC in interpersonal communication. They studied a series of variables (introversion, alienation, self-esteem, cultural divergence,

communication skill level and communication apprehension) that they believed would lead to differences in people's WTC. Their general conclusion was that "a global, personality-type orientation toward willingness to communicate exists which has a major impact on interpersonal communication in a wide variety of environments" (p.153). Nevertheless, these antecedents cannot be seen as the ultimate cause in differences in people's WTC. It is true that it can be comprehended as a personality trait since people demonstrate regularity in WTC in different contexts but it is also a situational variable because of the influence of different contextual and cultural elements (McCroskey& Richmond, 1990).

Although, originally, research concentrated on L1 WTC, soon researchers shifted their attention towards L2 learner's willingness to engage in oral interaction. As MacIntyre states "it is clear that changing the language of communication introduces a major change in the communication setting because it has the potential to affect many of the variables that contribute to WTC" (1998, p. 546). The first studies involved analysing the interplay between a learner's tendency to engage in communicative acts and the numerous variables thought to affect language learning (Charos & MacIntyre, 1996). The findings of such research led Clement, Dörnyei, MacIntyre and Noels (1998, p.546) to the awareness that L2 WTC is a complex phenomenon that could not be explained as "a simple manifestation of WTC in the L1".

2.2 Conceptualization of L2 WTC

Clement, Dörnyei, MacIntyre and Noels (1998, p.546) studied the differences between L1 and L2 WTC and proposed a pyramid-shaped model (figure 1) which presents the factors influencing L2 WTC. The shape of the pyramid represents the most direct and the broadest foundational factors which could influence the willingness to initiate communication. We can identify both individual factors (personality) and social-contextual factors (intergroup attitudes). This heuristic model expanded the conceptualization of WTC from a personality trait to a construct that is influenced by situational constraints. The interplay between intention, willingness and actual behaviour is the center MacIntyre et al.'s model (Galajda, 2017). It is a complex model

that highlights the several factors conditioning WTC and proposes a linear relationship between situational, psychological and linguistic variable.

The review of the pyramid shaped figure shows a wide variety of factors that may affect readiness or not to speak. It is organized in six layers which represent contextual, specific influences (layers I to III) and stable, more persistent influences applied in broad communication situations (layers IV to VI). For the purposes of this study, only the three first layers will be explored.
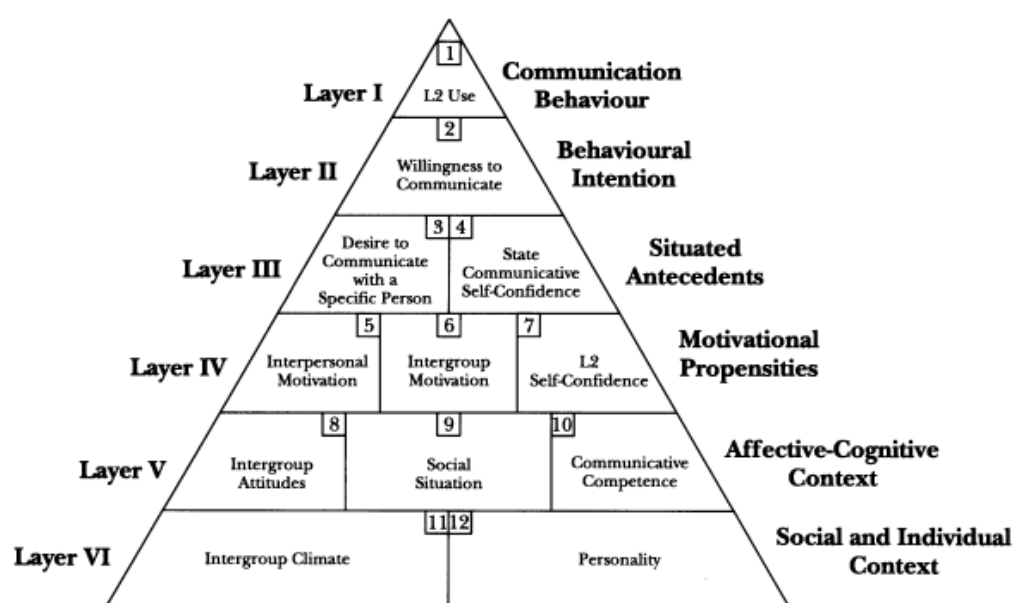
Figure 1 - MacIntyre et al. *(1998) Heuristic Model of Variables Influencing WTC*

Layer I is centred on communicative behaviour in the L2 context. Students unveil their communicative behaviour when they interact or not in the classroom. Thus, one of the purposes of L2 instruction is to create conditions for communication opportunities in L2 and develop learners' WTC. L2 use is at the peak of the model as the pivotal purpose of second language learning.

Layer II portrays a conscious choice students make: they communicate because they want to. As MacIntyre et al. defend "behaviour is strongly predicted by intention or willingness to act" (1998, p.548). In other words, WTC strongly entails a behavioural intention and the intention is the most immediate cause of communication behaviour.

They decide to talk because they feel confident about their communicative competence and motivated for language learning both in integrative and instrumental terms. According to Gardner (1985) integrative orientation towards learning a language allows students to show positive attitudes towards the L2 speakers and an openness to the characteristics of a different language. These learners also exhibit desire and pleasure in the process of learning. Integrative motivation is a requisite for successful language learning and integratively motivated students want to learn so they can be more proficient and communicate effectively with those who speak that language. Instrumental motivation refers to practical reasons for learning such as getting a good mark or succeed in an exam (Gardner, 1985).

The focal points of my study are desire to interact with a specific person and state communicative self-confidence which are the two factors that most immediately determine WTC. According to MacIntyre et al. (1998) psychological research proves that people prefer talking with people they know, who are nearby or physically attractive. The desire to communicate with a specific person originates from a combination of affiliation (interest in establishing a relationship) and control motives (influence other communicators). The interest to interact with someone is also conditioned by L2 state communicative self-confidence of interlocutors, which is a situation-specific momentary feeling of confidence. Students need to be familiarized with communicative activities in order to feel confident to meet the communicative demands of the speaking activity. The one who is more self-assured about the communicative situation will be more active and willing to communicate. This situation can be easily observed in the L2 classroom when learners need to cooperate to engage in a common oral task.

In conclusion, MacIntyre et al.'s WTC model (1998) has been conceptualized as a state of readiness that occurs in a particular moment, being its immediate antecedents the state of communicative self-confidence (defined by low anxiety and a perception of L2 competence) and a desire to communicate with a specific person. This model of conceptualization of WTC is the starting point of many empirical studies that have also put forward definitions and made the construct develop. For the purposes of this study I will use Kang's WTC definition which will be developed in the next subsection.

2.3 The dynamic Nature of WTC

Research into the variables that, directly or indirectly, affect WTC underpinned MacIntyre et al.'s model from different perspectives but it has also enabled a re-conceptualization of the construct as a dynamic process in which context bound variables as well as enduring trait like propensities towards language learning interact at all time during communication.

Kang (2005) conducted a qualitative study that emphasised the dynamic nature of WTC as it can change from moment to moment according to situational variables. It was small-scale research among Korean university students, studying in the USA. The data was collected from various sources (semi-structured interviews, observation and stimulated recalls). The results seemed to be consistent with the idea that L2 WTC can dynamically surface and fluctuate during a conversation. Based on these findings, he presented a multi-layered construction of situational L2 WTC (figure 2), which reveals the dynamic emergence of a situational L2 WTC.
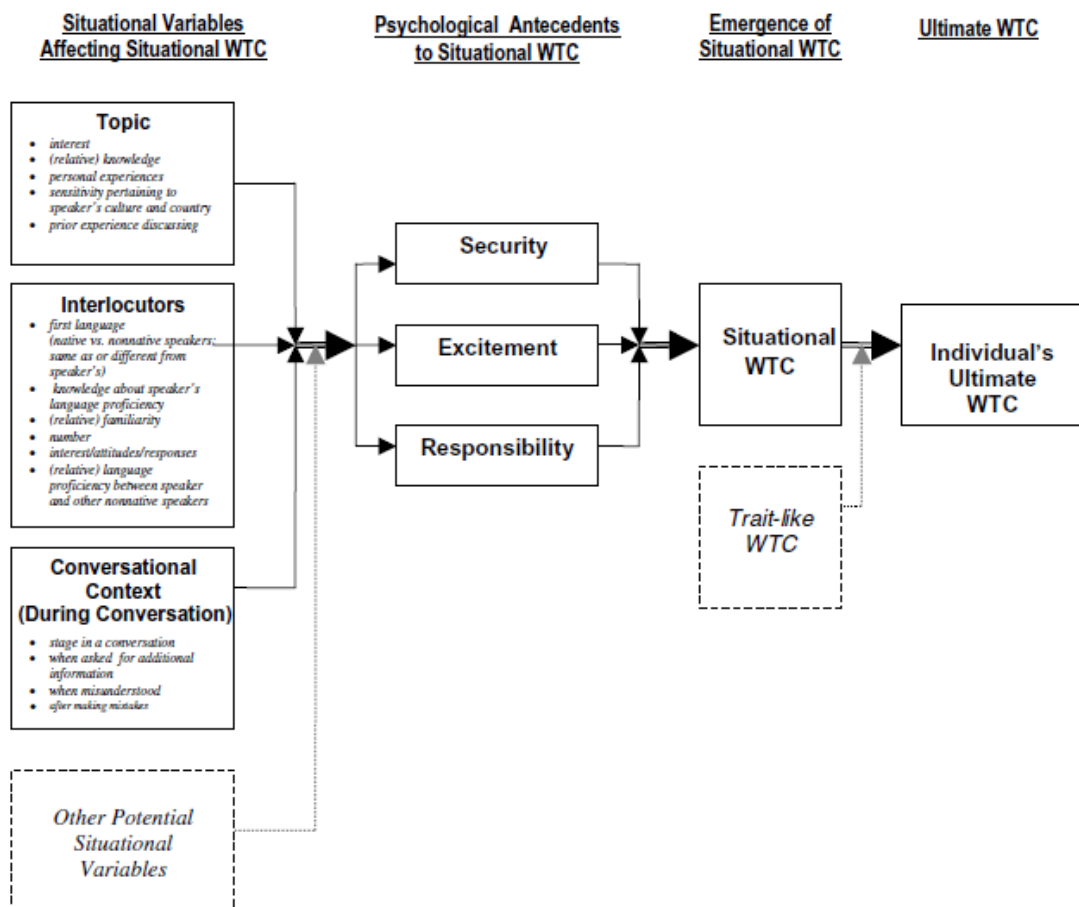
Figure 2- Kang's preliminary construct of situational WTC

Kang's model (figure 2) reinforces the numerous situational variables (topic, interlocutors, conversational context and other potential situational variables) that modify WTC and postulates that the emergence of WTC is context specific and conditioned by situational specific psychological antecedents. The arrows represent the reciprocal interaction of variables. Kang concluded that psychological and contextual variables function in unity and the relationship between them is complex, dynamic and non-linear. To emphasize the emergence of situational WTC, Kang (2005) proposed a new definition of WTC:

> an individual's volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic and conversational context, among other potential situational variables (p.291).

Kang's model (2005) exerted a major influence on L2 WTC research and meant a step forward in the conceptualization of this construct. It led researchers to a more dynamic understanding of L2 WTC. In his 2007 article MacIntyre reinforces the "moment to moment dynamics underlying WTC […] At any moment a learner might feel both motivated to learn and inhibited by anxiety because of the culmination of converging, conflicting processes" (p.572). This articles highlights the non-linear and complex patterns of interaction of variables and puts forward the need examine in depth the moment-to-moment change in L2 WTC.

MacIntyre & Legatto (2011) carried out an investigation into the dynamic changes in WTC in order to deepen their knowledge of the processes leading to moment-to-moment changes using a new methodology. The idiodynamic method, as it was labelled, asked six young adults to indicate their levels of WTC while watching a recorded performance of oral tasks and later discussing with the researcher the reasons for the ups and downs in their WTC. They concluded that "WTC shows the properties of a dynamic system. We see that there are changes over time wherein each state is partially dependent on the previous state". According to their interpretation, a student's L2 WTC is not determined by a single variable or contextual factor but they could observe " the interconnectedness of the linguistic, social, cognitive and emotional systems that produce WTC" (p.169); more importantly the interaction between these

factors is dynamic and the fluctuations in WTC "combine influences from long-term characteristics of the person, unique demands of the experimental situation, specific communication demands of the task itself, and immediate experiences (such as forgetting a word or feeling a surge in anxiety)" (p.166).

The dynamic study of WTC seems to identify a variety of factors influencing L2 WTC. We need to understand their complex connections because change in a single variable may occur as the result of changes in interrelated variables. This field of research seems to be particularly promising for clarifying the mosaic nature of learner's L2 learning processes and specifically learner's WTC in the classroom. It is to the classroom environment that I turn my attention now.

2.4 WTC In the Classroom

The first research studies concerning WTC in the second language did not differentiate in-class and out-of-class WTC (MacIntyre & Charos, 1996). The scale aimed at determining L2 WTC consisted of hypothetical items concerning various situations in which the respondents might need to use the second language (for example talking to a stranger on the bus). Rapidly it became evident, that L2 students in foreign language contexts may not be able to accurately indicate the level of readiness to engage in communication in response to situations that do not reflect their reality of L2 use.

In the next few years, researchers' developed data gathering tools and procedures, still following a quantitative model of research, that would be able to identify factors and conditions relevant to increase or decrease L2 learner's WTC situated in the classroom. In their early research, Cao and Philp (2006) investigated a small group of learners' own perceptions of factors contributing to WTC in classroom contexts. They were successful in determining that changes in WTC levels were highly dependent on group size, the level of self-confidence, degree of familiarity with other participants in interaction, and the extent of the interlocutors' participation. Their study supports "the practice of including different interactional contexts, particularly small groups and dyadic interaction in addition to whole class interaction in instructional contexts" (p. 489). Cao's research work (2011) suggested that it was inappropriate for

teachers to attribute a learner's WTC to a single factor. "Teachers should recognise that there is much more involved in the learner's WTC behaviour at a particular point of time in class, given the range of individual, environmental, and linguistic factors that might actually impact on WTC" and she goes on to defend the idea that "in the L2 classrooms, it is important for teachers to promote facilitating factors of WTC as much as possible […] and they should be mindful of the interactions between the factors when planning learning activities" (p.477).

When we think of WTC situated in the classroom, individual and situational factors need to be explored in order to fully understand this "multi-layered situational construct" (Cao, 2014).

From a context-sensitive perspective, we can expect that learners' situational WTC in the L2 classroom will dynamically change as their situational WTC interacts with factors in the classroom environment (including the teacher, their peers, topics and tasks) that mediate their psychological conditions (p.792)

Using a sociocognitive perspective Cao (2014) carried out research that included classroom observations, stimulated-recall interviews and journal entries of a twelve students class of English for Academic Purposes. The study concluded that L2 WTC in the classroom is not an unchangeable element but rather "entailed fluctuation and dynamism due to variations in the individual, environmental and linguistic antecedents" (807). This led Cao to put forward a new description of L2 WTC:

"willingness to communicate as situated in a L2 classroom is a student's observable intention to engage in class communication with other interlocutors. This intention entails fluctuation and dynamism due to variations in its individual, environmental and linguistic antecedents, which interdependently exert facilitative and inhibitive effects on it" (p.810)

Researchers progressively reinforced the need to collect data that captured the dynamic nature of WTC. Trying to meet the demand for new methods Pawlak and Mystkowska-Wiertelak (2015) used a different data collection method that asked students to indicate the level of readiness to engage in tasks planned for classes the students usually attended. They investigated the communicative task performance and

concluded that students' WTC "is affected by a multitude of influences which, in line with the claims of dynamic system theories, are intricately interwoven, interact in unpredictable ways and are often themselves in a state of flux" (p.8). They go on to present the idea that the personal characteristics of the group members should be taken in consideration. More outgoing, talkative and self-confident students may control the entire interaction causing an immediate decrease in their interlocutor's WTC. In addition, creating interest in the discussion topic or in the communicative task may likewise result in higher WTC levels. This could be accomplished by giving students the possibility to share their areas of interest and allowing enough planning time before the conversation is initiated.

One year later, Mystkowska-Wiertelak (2016) conducted a study that followed seven ESL lessons over the course of a semester and provided insight into WTC factors. The study argued that

> the intensity of communicative behaviour depends on an intricate interplay of personal and group related factors with a special role ascribed to the instructor whose knowledge of the group characteristics and needs coupled with didactic skills can greatly contribute to increasing WTC in the classroom. (p.651-652).

The role of the teacher has emerged as fundamental in increasing students' WTC. Giving clear explanations and directions, providing opportunities for the students to talk, rendering positive feedback and encouragement seem to exert a positive effect in students' WTC and may be a facilitating factor in speaking activities.

2.5 State Communicative Self –Confidence and WTC

The original conceptualization of WTC advanced by MacIntyre et al. (1998) claimed that state communicative self-confidence significantly contributed to students' L2 WTC. As teachers we know that being a confident speaker is very important in order to communicate effectively. The more confident you feel, the more successful you will convey your messages. State communicative self-confidence incorporates low levels of anxiety and state perceived L2 competence. State perceived communicative

competence involves the perception of one's ability to speak L2 with other L2 speakers (MacIntyre et al., 1998). Studies have shown that learners who have high perception of their communicative competence and decreased levels of communication anxiety seem to be more willing to initiate and maintain communication (Baker and MacIntyre, 2000). Dörnyei's and Kormos (2004) investigation showed that "a linguistically confident partner could induce the participants to produce more counter-arguments, that is, to disagree more frequently" (p.10).

Research led by Clement, Dörnyei and Noels (1994) among secondary-school students suggested that "it is possible that anxiety and by extension self-confidence in the L2 classroom are intimately linked to classroom processes" (p.423). The study states that "good classroom atmosphere promotes student involvement and activity while moderating anxiety and promoting self-confidence." (p.442). A high level of anxiety is associated with low classroom participation and low motivation which quite clearly would not generate WTC. Park and Lee (2005) studied the relationship between L2 learners' anxiety, L2 self-confidence and oral performance. The participants of the study were one hundred and thirty-two Korean students who participated in English conversation classes. They answered questionnaires about anxiety and situational self-confidence. Park and Lee's research outcome stated that "communication confidence and self-image of language potential were closely correlated with oral performance" (p.206).

Léger and Storch (2009) investigated students' understanding of their oral abilities and participation in oral tasks in the class and how it influenced the learner's WTC in the L2. By gathering data from questionnaires administered along a period of twelve weeks, researchers stated anxiety, lack of lexical knowledge and fluency were perceived as the most difficult aspects of oral interaction. They also stated that "confidence was further eroded in whole class discussions where the learners felt exposed and perceived the classroom environment as competitive or threatening" (p.280). The study corroborates the complex and dynamic interplay between self-confidence, anxiety and perception of the learning environment.

A large-scale investigation was conducted by Peng and Woodrow (2010) in EFL classrooms in China. "As expected, classroom environment directly influenced WTC,

communication confidence, and learner beliefs. The data also suggested a significant effect of environment on motivation" (p.856). A cooperative working atmosphere, where all students have the opportunity to interact, share their opinions and participate in group activities promotes L2 WTC and increases students' state communicative confidence because those who have a high self-evaluation of their communicative competence and less anxiety show a tendency to engage in communicative acts supported by a classroom environment that allows the involvement of teacher and students.

Yashima (2002) led a study among three hundred and eighty-nine college students who chose English as their primary language to study. These students answered questionnaires and through the study he intended to test the communication model in figure 3. The model hypothesizes that international posture influences L2 learning motivation which, in turn, affects L2 proficiency levels. These have an impact in confidence in L2 communication which led to WTC in L2.
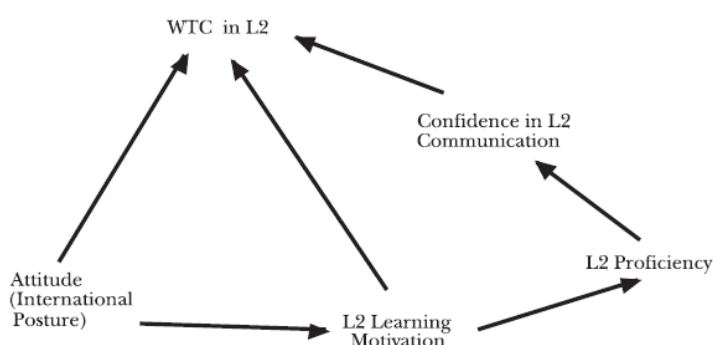
Figure 3 Yashima communication model to be tested

Although the study was limited to the Japanese context, he was able to determine that attitudes had an impact on motivation, which, predicted proficiency and L2 communication confidence. He concluded that the design of L2 classes should have as a major goal the development of interest in different cultures and international affairs as well as the reduction of anxiety and an increase in state communicative self-confidence. Developing state communicative self-confidence is an achievable goal of a language classroom and an important factor to consider if our ultimate purpose is to increase WTC

in the students. The more students feel increased levels of self-confidence in their speaking skills, the more they will competently communicate.

MacIntyre, Clement, Baker and Donovan (2002) led a study to investigate L2 communication among junior high students in a French immersion programme in Canada. They focussed their attention on the effects of sex and age on WTC, anxiety and perceived communicative competence. WTC was found to be higher in the L1 than L2, higher among girls than among boys and higher in grades 8 and 9 than in grade 7. The latter students showed lower L2 WTC which may be explained by the fact that they had less contact with the language than students at grade 8 or 9. They also showed a significantly lower level of perceived competence when compared with students at higher levels which led them to being less willing to initiate a converstaion. This study seems to confirm that younger students need time and experience with the language to improve their language skills and feel confident enough in their communicative competence to take the step to iniate a conversation.

Tavakoli and Zarrinabadi (2018) examined the effects of teacher's implicit and explicit feedback on L2 WTC. The participants were low intermediate Iranian adolescents (12-16 years old) who had been learning English for 1 to 4 years. The study concluded that "explicit corrective feedback seemed to positively influence learners' L2 WTC by lowering their anxiety and increasing their perceived competence, which are the main elements influencing L2 self-confidence"(p.256). These students felt encouraged to learn more through the rules and explanations and tried to apply them in future oral interventions. The students felt more self-confident and willing to communicate because explicit corrective feedback added to their language knowledge.

2.6 The Desire to Communicate with a Specific Person

Communication is an imminently social process. It takes at least two people to communicate. Up to this point WTC has been described as an individual disposition but the fact is that WTC can only be enhanced and developed through social interaction. WTC may arise from collaborative work but how much an individual is willing to

participate critically affects the task outcome. That is why reticent speakers pose great challenges to teachers. If the students are unwilling to communicate with the teacher or other peers, the whole natural unfolding of the classroom tasks may be endangered.

As a situational influence, the desire to speak with a specific person must be analysed bearing in mind the context of the oral interaction. Prior studies have revealed that L2 learner's WTC is conditioned by some characteristics of their interlocutors. Factors such as familiarity with the interlocutor or the interlocutors' motivation, participation and cooperation (Kang, 2005; Pawlak & Mystkowska-Wiertelak, 2015; Riasati, 2012; Tavakoli, & Davoudi, 2017) play a crucial role in terms of WTC.

Studies have demonstrated that students choose talking with friends over strangers or acquaintances (Kang, 2005) and appreciate talking with those who are cooperative and actively engage in oral interactions. Cao and Philp (2006) were able to confirm through their study that students reported higher WTC in groups among friends than with unfamiliar classmates. "This suggests that the more distant the relationship of the individual to the receiver, the less willing the individual is to communicate" (p.488). The participants in this study also demonstrated more WTC in small groups because they could cooperate and learn from each other.

Kormos and Dörnyei (2004) conducted research to determine how motivational factors affected the quality and quantity of student performance in an L2 communicative task performed in dyads. The participants were forty-four Hungarian secondary school students. The results showed that "participants with a motivated partner engaged in the task more actively and came forward with more arguments than students with a less motivated partner" (p.10).

Well known and cooperative interlocutors reduce learner's speaking apprehension. Participatory interlocutors enhance the quality of the interactions by making other learners feel that their contributions are indispensable to sustain communication thus making learners feel responsible for delivering information. Mystkowska-Wiertelak (2016) observed that "highest WTC levels were generated if all / both group members were equally engaged and willing to complete a task. It appeared that the interlocutor's involvement and general positive disposition exerted a positive

impact on all of the participants working in a particular organization mode" (p. 671). The research data indicate that learners' WTC is not only shaped by the students' relationship with the interlocutor and his/her communication behaviour but also by the students' own perception of the interlocutor's collaboration and contribution.

Zarrinabadi (2014) studied teacher-related factors that influence students' WTC in the classroom. He concluded that teachers increase students' WTC in classrooms by "creating a supportive learning environment through verbal and non-verbal communication strategies" (p. 294). Students' WTC benefited from allowing more preparation time in order to reflect on their answer before answering. This is an important factor to consider if we want to increase learners' WTC with the teacher.

2.7 Chapter Summary

This brief glance through the literature helped uncover the history of research on L2 WTC and conclude that it encompasses a good amount of depth and breath. From early conceptualization as a trait-like disposition, to the investigation of its dynamic characteristics, WTC has been gaining importance as an individual difference, perceived to facilitate L2 acquisition. Framed by second language acquisition theories, language learning classroom activities have become more communicative reinforcing WTC's importance. The introduction of WTC as a fundamental factor of L2 language instruction, reinforces autonomous learning, engaging in communication inside and outside the classroom, and using the target language authentically and communicatively.

Taking as a starting point MacIntyre et al.'s (1998) idea that the ultimate goal of language instruction is to increase students' readiness to engage in conversations, several studies emphasized the importance of WTC for modern second language pedagogy. This study adopts Kang's (2005) definition of WTC which emphasises the personal choice of initiating communication in a particular context. Kang's definition also highlights the most notable variables, namely interlocutor, conversational context and topic and the dynamic nature of its variables. The chapter explores these factors

affecting students' WTC by giving special attention to state communicative self-confidence and the desire to communicate with a specific person. Research work focussing on anxiety and perceived L2 competence were studied in order to better understand the variable state communicative self-confidence. Context, level of familiarity, participation and cooperation were considered when thinking of the second variable this study researches.

Chapter 3 – Context and Methodology

As a language teacher I want to provide the best learning opportunities for my students. Researching WTC in the L2 classroom has supplied valuable information which has broadened my teaching skills and helped me understand better who I am as a teacher, who my students are and how my classrooms work. The objective of this study is to get a deeper understanding of two factors (state communicative self-confidence and the desire to communicate with a specific person) that determine students' WTC. This chapter goes over the methodology used in this study. Section 3.1 describes the research context and the students involved in it and Section 3.2 describes the research instruments.

3.1 The Research Context

3.1.1 The School

Escola Básica e Secundária da Calheta is located in Calheta which is on the west coast of Madeira. In the last decade there has been a progressive reduction of the number of inhabitants in this municipality due to decreasing birth rates and a migratory flow because of the economic crisis the country has undergone. The economy is based on the tourism industry and the majority of the population has a low middle-class income.

In Escola Básica e Secundária da Calheta during the school year 2017 / 2018 there were about eight hundred and fifty-six students studying between the 5th and the 12th grade. The school has got around forty classes; of those ten are professional and vocational courses. The students have a timetable organized following the ministry of education curricular guidelines. Most of the students (more than fifty per cent) come from families with low schooling levels. This school year we have also experienced an increase in the number of students as the school year advanced due to Venezuelan families that decided to return to the island because of the socioeconomic turmoil Venezuelans were facing.

The school staff (teachers and caretakers) is very stable and there have not been noteworthy changes in terms of the number of teachers which allows educational and

pedagogical continuity as the school structures are long established. There is also a set culture of partnerships with local entities that cooperate with the school in the training of our students by giving talks on subjects that the students are interested in or by providing internships for our vocational course's students.

3.1.2 Classroom Context and Learners

The learners involved in this research were teenagers aged between thirteen and sixteen years old who attended the 8th grade for the first time. They were a class of twenty-one students (thirteen female students and eight male students). All the students were of Portuguese origin except for three students who were Venezuelan. Their mother tongue was Spanish and the rest of the class had Portuguese as their first language.

They were studying English because it is a mandatory subject which is part of the Portuguese curriculum for the 8th grade (Decreto-lei nº139, 2012). They had been studying English as part of their curriculum since the fifth grade even though all of them had English as a curricular enrichment activity at primary level. The Venezuelans had the lowest proficiency level. Before coming to Portugal, they only had English for two years at school, so their linguistic knowledge was very different from the rest of the class and they struggled to cope with all the activities. They needed more support from the teacher and whenever necessary I adapted the activities for them. The rest of the class worked at A2+ proficiency level. Some of the students (about seven) had extra classes at a language institute because they considered, as well as their parents, that foreign language knowledge was a fundamental skill to succeed in their adult life. The students' language knowledge was mainly acquired in state schools through formal classroom instruction.

This dissertation followed the speaking activities of 8th grade students who had been together in the same class for 4 years. The class was heterogeneous but medium-high achievers outnumbered the students with learning difficulties. Generally, they were interested and autonomous students, who were willing to engage in the learning

activities and to convey their opinions using the second language they were learning. There were no significant behavioural problems although at times they were a bit talkative. There was a positive classroom dynamic which had a beneficial effect on the quantity and quality of the oral interactions because they were united and supportive of each other. The students worked well together because they were accustomed to the teacher style and methodology and they responded positively. The pedagogical approach was student-centred and made use of co-operative learning to develop their speaking skills.

The students sat in the traditional rows and the teacher decided who sat where. The criterion for the seating arrangements was to form heterogeneous pairs of students in terms of proficiency level.

Research was carried out during five classes between the months of April and May 2018. The classes occurred two times a week, every Monday and Thursday. Monday classes were ninety minutes long while Thursday classes lasted for forty-five minutes. The textbook adopted was Swoosh 8 (Abreu, Sousa, & Esteves, 2014) and the teacher decided to teach the last two units during the third term (unit 4 "The Environment" and unit 5 "Places to Visit"). The activities included in the book were complemented by activities the teacher produced using authentic visual / listening material related to the theme of the unit.

The classes throughout the school year were planned using a CLT approach that emphasized oral interaction as a means and a goal of language learning. I assumed that my students will mainly use the English language to communicate orally in the future. The main thing I wanted my students to do was to use the language themselves. Group and cooperative learning activities were a priority. By designing oral activities that demanded from students' collaboration by working in small groups (preferably pair work), they had the opportunity to expand their language resources, negotiate meaning and take part in meaningful interpersonal exchange. This was the basis for the design of lesson plans whose main goal was to develop communicative competence. As they had been with me for two school years, the students already knew that talking in L2 was an important means of improving their language abilities and they were willing to express themselves in their L2. I chose this group of students, who I previously knew from my

observation of the classroom activities, had a high level of WTC because one of the purposes of this study was knowing more about the factors that made them willing to communicate and understand how these influenced students' behaviour in speaking activities in the language classroom. Students were willing to communicate and having as focus state communicative self-confidence and the desire to communicate with a specific person, I wanted to uncover how these variables increased or decreased their WTC.

3.2 Methodology

Examining L2 WTC in more depth and finding the answers to my research questions required adopting an appropriate research methodology. Therefore, the choice of the best research methods was fundamental to be successful in this study. Turner and Meyer (2000) describe and discuss the advantages and disadvantages of commonly used methods to research the classroom environment. They defend that the best approach is to use both qualitative and quantitative methods for obtaining a thorough understanding of classroom contexts. Given the nature of this research – the study of 8th grade students' WTC in the complex environment of the classroom where a variety of perspectives and factors are intertwined – I applied qualitative and quantitative research methods since it allowed an approach that combined different sources and enabled the collection of data to work on an interpretive understanding of this individual difference that is WTC.

Bearing in mind that the students involved in the process of gathering data were underage permission was requested from parents or legal caregivers before any actions were taken. Seeking informed consent involved two stages. First students were orally informed of the purposes, contents and procedures of the research and all of them agreed to participate. Then, written permission was asked from the school headmaster and their parents (Appendix A). Anonimaty, confidentiality and the possibility to reverse consent at any time were guaranteed to all participants. This process complies with the ethical research that Cohen, Manion and Morrison (2007) recommend when working with teenagers in order to avoid ethical issues or legal processes.

The main collection tools used in this study were questionnaires and interviews. The data was collected during five speaking oriented classes taught in English during the months of April and May. All the data collection was conducted during class time inside the classroom.

3.2.1 The Design of the Lesson Plans

"Lesson planning is the art of combining a number of different elements into a coherent whole so that the lesson has an identity" (Harmer, 2001, p.308). Having this thought in mind, the lesson plans (Appendices B to F) were designed to focus specifically on the development of oral skills. They were planned by the teacher and their main outcome were speaking activities that intended to engage students in oral interactional tasks with the teacher and other peers. Table number 1 summarizes the learning activities, the interaction patterns and pedagogical aims of the five lessons.

	Learning Activity	Main interaction pattern	Pedagogical Aim
Lesson 1	Comment on quotations and pictures (appendix B)	Ss → T	- Activate and improve lexical knowledge related to the environment; - Interact orally to transmit ideas.
Lesson 2	Presenting their partner's environmental views (appendix C)	Ss → Ss Ss → T	- Present ideas clearly on environmental problems and defend a point of view; - Use oral information effectively to achieve a specific purpose.
Lesson 3	Game "Holiday Photos" (appendix D)	Ss → Ss	- Obtain specific information by asking questions; - Interact orally by using holiday lexis.
Lesson 4	Bingo Game True/False Guess (appendix E)	Ss → Ss	- Interact orally to obtain and give information.
Lesson 5	Roleplay at a travel agency (appendix F)	Ss → Ss	- Choose a partner to initiate a conversation for a specific purpose.

Table 1 – Learning activities, interaction patterns and pedagogical aims of the lesson plans

The design of the lesson plans took in consideration the annual plan established at the beginning of the school year. The group of English teachers had decided that the last two units would be the ones on environmental protection and holidays. The

activities made use of the students' lexical knowledge and intended to motivate students to speak within a supportive environment.

The first lesson (appendix B) intended to promote oral interaction with the teacher and other students. The activities were designed so that the students transmitted ideas by speaking with different partners (the teacher and other classmates that they had the freedom to choose). Lesson number two (appendix C) was a prepared talk. The students presented their classmates' views on environmental protection. They were given some guidelines and only took notes so that their oral performance was not read from a previously prepared text. The process of interacting with the partner to prepare the final oral presentation was of vital importance to the success of the activity.

Speaking activities based on games (appendices D and E) are a means of L2 using opportunities for meaningful communication. Game- based activities can include the practice of oral strategies such as describing, predicting, asking for feedback. Despite the fact that these activities are called games, which suggest some level of fun, they also rely on communication and ask from students a collaborative approach using the data they obtained to complete a particular task. (MacDonough, Shaw and Masuhara, 2013, p.171)

Lessons five (F) was a roleplay activity that got students to speak in a different social context and assume a different social role. This activity made use of different interactional partners and asked students to assume a role related to the area of tourism.

3.2.2 The Questionnaires

Eleven questionnaires (appendices G to P) were administered to students over the five-lesson period. As I had known the students for some time, this method of data collection had the great advantage of keeping researcher bias at very low levels (Oppenheim, 1992, p.103). According to Dörnyei (2003) questionnaires also have the advantage of collecting considerable amount of information using little researcher time and effort. These questionnaires were the main source of data (appendices G to P).

The questionnaires were written in Portuguese to eliminate possible misunderstandings and ensure the validity of the answers. They safeguarded learners' anonymity and confidentiality. They were handed out personally by the teacher-researcher in class time at particular moments of the classes. These questionnaires were given to the students at the beginning of the classes to determine their WTC in the oral activities designed for the lesson but also at specific times, as the class was in progress, after speaking activities which aimed to prompt the desire to communicate with a specific person or to generate reflections on state communicative self-confidence. They were given to students in order to obtain deeper insights on how the learners felt as the communicative tasks happened.

Table number 2 describes each step of the research, the interaction pattern, the research procedure and the aim of the questionnaires.

	Stage of the lesson/research	Interaction pattern	Research Procedure / Aim
Lesson 1 (2 questionnaires)	-Fill in a questionnaire (appendix G)	------------	-Establish willingness to communicate with teacher and other students in the oral activities planned for the lesson
	-Brainstorm environmental problems and solutions	Ss → T	- Initiate dialogue with the teacher
	-Comment on quotations and picture	Ss → T	- Students prepared their oral interventions working in pairs (students chose their pair freely) but the final task was a conversation with the teacher
	-Fill in a questionnaire (appendix H)	------------	- Gather information about communicative self-confidence when orally interacting with the teacher and friends.

	Stage of the lesson/research	Interaction pattern	Research Procedure / Aim
	-Comment on a picture	Ss → T	- Evaluate / observe the students' will to communicate with the teacher by initiating the dialogue

	Stage of the lesson/research	Interaction pattern	Research Procedure / Aim
Lesson 2 **(2 questionnaires)**	-Answer questions about a video	Ss → T	- Evaluate / observe the students' will to answer questions the teacher asks
	- Fill in a questionnaire - Complete a sentence (appendix I)	------------	- Having performed the speaking activities, gather data about the willingness to communicate with the teacher. - Complete a sentence about reasons for answering or not the questions the teacher asked
	-Prepared talk about environmental beliefs	Ss → Ss	- Speak to the whole class to gather information about factors affecting state communicative self-confidence
	-Fill in a questionnaire (appendix J)	------------	- Gather information about state communicative self-confidence and how the interactional context influences it.

	Stage of the lesson/research	Interaction pattern	Research Procedure / Aim
Lesson 3 **(2 questionnaires)**	-Fill in a questionnaire (appendix K)	------------	-Determine willingness to communicate with the teacher and other students in the oral activities planned for the lesson
	-Describe and speculate about a picture	Ss → T	- Evaluate / observe the students' will to communicate with the teacher
	-Play a game (guessing a picture)	Ss → Ss	- Students choose their pair and speak to each other with a specific goal
	-Play the same game with the whole class	Ss → Ss	- Students have to choose a pair for the oral activity. This will lead to reflections on choice of interlocutor
	-Fill in a questionnaire - Complete a sentence (appendix L)	------------	- Gather data about the desire to communicate with that specific person (reasons for the choice of a specific interlocutor) and reasons for choosing to communicate

	Stage of the lesson/research	Interaction pattern	Research Procedure / Aim
Lesson 4 **(2 questionnaires)**	-Fill in a questionnaire (appendix M)	------------	-Determine willingness to communicate with the teacher and other students in the oral activities planned for the lesson

	Stage of the lesson/research	Interaction pattern	Research Procedure / Aim
	-Play games (Bingo and True/False)	Ss → Ss	- Enhance oral interaction to lead to reflections on the choice of interlocutor
	-Fill in a questionnaire (appendix N)	------------	-Gather data about the interlocutor's choice, beliefs about oral interaction and state communicative self-confidence
Lesson 5 **(2 questionnaires)**	-Fill in a questionnaire (appendix O)	------------	- Determine willingness to communicate with the teacher and other students in the oral activities planned for the lesson
	-Roleplay a situation at the travel agent's	Ss → Ss	- The students had to interact with several classmates in order to reflect on choice of interlocutor.
	-Fill in a questionnaire - Complete a sentence (appendix P)	------------	- -Gather data about the interlocutor's choice, beliefs about oral interaction and communicative self-confidence - Complete a sentence about the reasons for choosing the interlocutor in the speaking activity

Table 2 – Research procedure, interaction pattern and aims of the questionnaires.

The questionnaire statements concerned the variables that contributed to WTC increase or decrease including the students' level of state communicative self-confidence, the interlocutor, or the desire to interact with a specific person. This happened at a pre-established moment at the beginning (appendices G, K, M and O), while the class was in progress (appendices H and I) and at the end of each class (appendices J, L, N and P). The questionnaires were completed immediately after the necessary explanations given by the teacher- researcher.

The first questionnaire handed out in each class (appendices G, K, M and O) intended to measure the students' WTC with the teacher and other students in the oral activities planned for that particular lesson. The questionnaires given to students after the speaking activities (appendices H and I) collected information on state communicative self-confidence and willingness to communicate with the teacher. The last questionnaires (appendices J, L, N and P) distributed at the end of each class also aimed to get insights on the factors that affected students' WTC in that class taking a

situational perspective of the WTC construct. Three questionnaires (appendices I, L, and P) also contained an open question so that the students could complement the questionnaires information with the reason why they were willing / unwilling to answer teacher questions (appendix I) and reasons for choosing a certain interlocutor (appendices L and P). Through these open questions it was possible to develop a comprehensive understanding of students' WTC concerning those two aspects.

Students were given two questionnaires in each lesson. Regarding the structure, each questionnaire had no more than 10 statements to rate. Following Oppenheim's guidelines (1992, p.153) on the properties of a scale a 5-point Likert scale was used to rate students' WTC in which 1 corresponded to definitely unwilling to communicate and 5 to definitely willing to communicate. In questionnaires focussing in state communicative self-confidence, 1 corresponded to completely disagree and 5 to completely agree. The results obtained for each statement were calculated based on a 100 points scale and the results obtained are expressed in percentage. The number of statements and the amount of time students would spend grading them was considered, in order not to break the natural course of the classroom activities and to encourage participants to rate all statements without spending too much time in each one. Students were asked to rate their readiness to contribute to the tasks after they had completed the oral interaction tasks.

3.2.3 The Interviews

To complement the questionnaires, seven semi-structured students' interviews were conducted in Portuguese to give them the opportunity to enumerate other factors that they believed were important when reflecting about the oral activities that happened throughout the lessons. We also addressed issues related to when they felt most and least willing to speak and why they felt that way. The students were chosen according to the teacher's class observation of their high / low WTC. In order to establish a framework around the interviews and encourage meaningful responses, these interviews were structured with open-ended questions prepared beforehand. The list of questions was carefully planned and written (appendix Q). There was a group of

attitudinal questions that concerned learners' motivation to learn English, a second group of questions on their perceived linguistic competence and a third group of questions on the students' communicative behaviour in various settings and with different interlocutors. As the researcher was open to unexpected answers, some unscripted questions were used in the course of the interviews to obtain a deeper understanding of what was mentioned.

As it was impossible to interview learners immediately after the lessons due to time limitations (they had other classes), these interviews were conducted a few days after the five lessons were taught to give the students the possibility to think back about the whole process. The interviews happened in the school's library. Students and teacher-researcher agreed that this would be the ideal place to lead the interview because it was a quiet, familiar space for the students. The interviews were recorded in mp3 format using the teacher's phone. They lasted around 8 minutes each and provided valuable insights into those specific students' WTC. The results of the interviews cannot be understood as representative of the whole group but rather they allowed a more detailed account of those particular students' WTC.

3.2.4 Qualitative and Quantitative Analysis

I used a mixed-method approach as the study was comprised of both quantitative and qualitative methods. The data obtained from all the questionnaires was entered into the Excel database file. A statistical quantitative analysis followed. The results obtained for each statement were calculated based on a 100 points scale and the results obtained are expressed in percentage.

Qualitatively analysed data was used to complement and/or explain initial findings obtained via quantitative methods. The mp3 interview transcripts were carefully transcribed, the information was analysed and the parts of the text about the same concept were coded according to themes (Saldaña, 2013). These codes developed from the answers of the semi-structured interview and were grouped in two major concepts which are developed in section 4.2 of this dissertation.

3.3 Chapter Summary

This chapter has outlined in detail the design of this research study and has described the methodology undertaken. A mixed methods research design was adopted in order to yield rich answers to the research questions. A questionnaire survey was used to capture WTC in a particular context after activities designed to stimulate communication. A semi-structured interview was also devised to reveal factors influencing the students' WTC. Data reliability was achieved through the adoption of a triangulated approach. Ethical issues were also taken in consideration when designing and administering the research tools.

Chapter 4 – Results

Having as a guideline the research questions *How does the desire to communicate with a specific person influence students' WTC with each other and with the teacher in the L2 classroom?* and *How does students' communicative self-confidence influence their WTC with each other and with the teacher in the L2 classroom?* throughout this chapter, results of the research material handed to the students are analysed. This chapter presents the results of the questionnaires and the interviews and is divided into two main parts. 4.1 presents and discusses the results of the questionnaires answered by the learners and part 4.2 describes and discusses the results of the students' interviews.

4.1 The questionnaires

As previously mentioned, four questionnaires (appendices G, K, M and O) were handed out to the learners at the beginning of the classes, two questionnaires were given to students while the lesson was in progress (appendices H and I) and four questionnaires were distributed after the students had completed all the speaking activities designed for that lesson (appendices J, L, N and P). An analysis of the significant data collected to answer the research questions in each of the five lessons follows.

4.1.1 The desire to communicate with the teacher

Communication with the teacher is a fundamental aspect of every language lesson. The teacher has an important role in facilitating or inhibiting students' participation (Cao, 2011) and therefore it is essential to fully understand the factors influencing students' WTC with the teacher. Two questionnaires (appendices G and J) focussed on obtaining information to achieve a deeper understanding of the factors underlying the desire to communicate with the teacher. An analysis of the results obtained with these questionnaires follows.

4.1.1.1 Lesson 1, questionnaire 1

The first questionnaire (appendix G) was handed out to the students at the beginning of the first lesson (appendix B) planned to develop speaking activities making use of different interactional patterns. The learners had no knowledge of the activities designed for that lesson and the questionnaire intended to gather information on how willing the students were to communicate with the teacher in the activities presented. The following results were obtained.

	Definitely NOT willing to communicate	Probably NOT willing to communicate	Neutral	Probably willing to communicate	Definitely willing to communicate
Answer a question the teacher asked	5%	15%	15%	50%	15%
Intervene spontaneously in the classroom	0%	15%	35%	35%	15%
Ask the teacher a question	0%	14%	34%	38%	14%
Ask the teacher to clarify a doubt	10%	5%	20%	45%	20%
Present to the class his / her opinions	10%	30%	25%	25%	10%
Initiate a dialogue with the teacher about the environment and personal experiences	15%	20%	20%	30%	15%

Table 3– Results of questionnaire 1, lesson1 related to communication with the teacher expressed in percentage

It is interesting to verify the high levels of willingness to communicate with the teacher. More than 50% of the students were probably or definitely willing to communicate with the teacher by answering questions which indicates a good number of participants willing to take an active part in the development of classroom activities. Students were more willing to answer questions the teacher asked (65% were probably or definitely willing to communicate with the teacher) than to ask her questions (the percentage drops to 52%). But if there was a clear pupose for the question, the percentage raised again (65% of students were probably willing or definitely willing to communicate in order to ask a question to clarify a doubt). The desire to communicate with the teacher was higher if it was to reply to oral solicitations than to initiate a conversation with the teacher by asking questions. It is thus relatively easy to conclude that WTC fluctuates according to the pattern of interaction (students were more inclined

to answer than to initiate a dialogue by asking the teacher questions without a specific purpose). Topic familiarity was also a factor to consider because when asked about their willingness to initiate a dialogue with the teacher about the environment and personal experiences more than half the students were neutral or probably / definitely not willing to communicate with the teacher. Background knowledge about the topic in discussion was also a factor that conditioned their WTC with the teacher. Lack of topic knowledge about what was being discussed, added one more difficulty to non-native students trying to express themselves in a language they were not proficient in and it would naturally decrease WTC (Kang, 2005).

4.1.1.2 Lesson 2, questionnaire 1

The first two activities of the second lesson (appendix C) were planned to research factors that conditioned students' WTC with the teacher. In the first two activities students commented on a picture and answered questions the teacher asked about a video. After these activities were concluded, the following results were obtained from the questionnaire (appendix I) centred in WTC with the teacher:

	Completely disagree	Disagree	Neutral	Agree	Completely Agree
I feel confident talking to the teacher.	5%	24%	9%	33%	29%
I prefer that the teacher chooses the students to answer a question	24%	19%	29%	19%	9%
I like to take the initiative to answer the questions the teacher asks.	14%	5%	33%	24%	24%
I think it is important to orally interact with the teacher to learn more	9%	0%	14%	27%	50%
I like more to orally interact with the teacher than with my colleagues	10%	10%	33%	33%	14%
I think it is important that all students have the opportunity to orally interact with the teacher	5%	5%	10%	55%	25%
I take the initiative to talk to the teacher because I want to improve my speaking skills.	9%	5%	33%	24%	24%
I take the initiative to communicate with the teacher because I know it is important for my mark	14%	0%	38%	34%	14%

Table 4– Results of questionnaire 1, lesson2 related to communication with the teacher expressed in percentage

50% of the students completely agreed that it was important to orally interact with the teacher to learn more and 80% thought that it was important that all the students had the opportunity to orally interact with the teacher. These numbers reinforced the idea that learners recognised that oral production was fundamental to learn more and that speaking with the teacher helped to improve their oral abilities. 48% of the students agreed or completely agreed that they took the initiative to talk to the teacher because they wanted to improve their speaking abilities. 48% of the students agreed or completely agreed that they liked to take the initiative to answer the questions the teacher asked. These numbers were meaningful because they showed a high percentage of students who understood that communicating with the teacher could be important to enhance their knowledge of the language.

To achieve a deeper understanding of this issue the questionnaire respondents were asked to complete a sentence on the reasons why they decided to answer or not the questions the teacher asked (appendix I). A significant number of students (38%) mentioned the desire to obtain a good mark as a reason for interacting with the teacher. The following are examples of the given answers:

Eu quero ter uma boa nota e o Ingês pode ser importante para o meu futuro (I want to have a good mark and English might be useful in the future)

Eu acho importante que a professora saiba o que eu acho e não tenho vergonha de responder (I think it is important that the teacher knows what I think, and I am not shy to answer the questions)

É bom que a professora saiba o que eu sei (It is good that the teacher knows what I know)

It seems that their WTC with the teacher is related to assessment concerns and not so much to improving speaking skills. The five students who decided not to answer the questions the teacher asked (appendix C) mentioned that they didn't know how to answer in English. Lack of linguistic competence in a second language may be at the basis of their unwillingness to communicate. Interestingly one student answered "Eu não sei falar Inglês apesar de querer participar" (I don't know how to speak in English even if I want to participate). This particular student showed that the lack of oral skills limited his

oral participation because he lacked a degree of L2 language proficiency to speak up in the English classroom.

4.1.2 The Desire to Communicate with other students

The following lessons (appendices D, E and F) and oral activities aimed to create a context that allowed students to collaborate in speaking activities. The desire to communicate with a specific person is a situational influence and can only be analysed bearing in mind the context of the oral interaction.

4.1.2.1 Lesson 3, Questionnaire 1 and 2

The third lesson (appendix D) intended to focus on pair work and how the interlocutor affected the students' WTC. The interlocutor could be the teacher or a classmate. All the activities happened in pairs and the students asked and answered questions about pictures of families on holidays. An initial questionnaire (appendix K) was given to the students at the beginning of the lesson to establish their willingness to communicate in the given situations and the following results were gathered:

	Definitely NOT willing to communicate	Probably NOT willing to communicate	Neutral	Probably willing to communicate	Definitely willing to communicate
Answer a question the teacher asked	6%	0%	23%	47%	24%
Intervene spontaneously in the classroom	6%	18%	23%	35%	18%
Ask the teacher a question	0%	6%	12%	53%	29%
Ask the teacher to clarify a doubt	0%	0%	6%	59%	35%
Help a friend understand	0%	6%	12%	47%	35%
Speculate about a family holidays picture	6%	12%	23%	59%	0%
Ask questions about a family holidays picture.	0%	12%	23%	53%	12%
Answer questions about a family holidays picture	0%	12%	23%	59%	6%

Start a conversation about holidays with a classmate	17%	22%	22%	28%	11%
Initiate a dialogue with the teacher about past holidays, speaking of personal experiences	23%	12%	12%	35%	18%

Table 5 – Results of questionnaire 1, lesson 3 related to WTC in oral activities designed for that lesson expressed in percentage

These results were consistent with the high percentages obtained in other questionnaires (appendices G and I) when students were asked about communicating with the teacher: 82% of the students were probably or definitely willing to communicate with the teacher by asking questions and 94% were probably or definitely willing to ask the teacher to clarify doubts. 71% were also probably or definitely willing to answer questions asked by the teacher. When the statement referred to intervening spontaneously the percentage dropped to 53%. All the statements related to asking and answering about holidays pictures obtained high percentages of WTC. Students showed intention to communicate if given the opportunity to do so which showed a favourable disposition to use oral interactions to learn.

In lesson number 3, a final questionnaire (appendix L) was given out to the students in order to gather information about their choice of interlocutor. They could freely choose another student to work in the speaking activities and the statements aimed to focus on the reasons they chose that specific partner. The results in table 6 were collected:

	Completely disagree	Disagree	Neutral	Agree	Completely Agree
I am more willing to speak when I choose the person I'm working with	0%	0%	18%	35%	47%
I am more willing to speak when the teacher chooses the person I'm working with	12%	29%	41%	12%	6%
I like to talk with the teacher	6%	12%	23%	47%	12%
I think it is important to orally interact with the teacher	0%	0%	24%	47%	29%
I like to interact with my classmates in English	6%	12%	24%	29%	29%

I feel more comfortable speaking in English when I choose to initiate a dialogue with a specific person	0%	18%	29%	24%	29%
I prefer to do speaking exercises always with the same classmate	6%	18%	35%	18%	23%
I think it is important to orally interact in English with my classmates	0%	0%	35%	30%	35%

Table 6 – Results of questionnaire 2, lesson 3 related to choice of interlocutor expressed in percentage

The first important thing to notice is the unquestionable high percentage of students (82%) who agreed or completely agreed that they were more willing to speak when they chose the interlocutor opposed to the percentage of students (18%) who were willing to speak when the teacher choses their interlocutor. It is a relatively straightforward conclusion that the desire to communicate with another classmate is higher when the learners choose their partner.

Associated to the choice of interlocutors is the issue of confidence when speaking in a second language. 53% of students agreed or completely agreed that they felt more comfortable speaking in English when they chose to initiate a conversation with a specific person. This seems to be the ideal communicative situation in the classroom: the desire to transmit an idea to someone makes learners' WTC increase and allows them to feel more comfortable to speak in a second language because they are not compelled to do so.

59% of the students stated they agreed or completely agreed that they liked to talk with the teacher and 58% agreed or completely agreed that they liked to interact with the classmates in English. Interestingly there were no noteworthy discrepancies between these figures which indicated that this class was very open to oral communication in a second language and they did not attribute the teacher an inhibiting role. In fact, 76% considered it was important to orally interact with the teacher (which was in accordance with results obtained in the questionnaires in the previous class). Regarding the importance of orally interacting in English with classmates 65% agreed or completely agreed with the statement while 35% remained neutral about it. There seems to be a recognition that there are learning opportunities when you interact with other students.

The students who won the game (appendix D) had the opportunity to choose their interlocutor among all the members of the class. To fully understand the reasons why they chose a specific person to communicate with, they completed the following statements (appendix L):

I decided to choose _____ to orally interact because _____

I think the ideal partner to orally interact in English is _____ because _____

Their answers were divided between level of friendship and perceived linguistic competence. In the first statements some students referred that their choice was based on their relationship with that student (as they were friends, they felt more at ease with that interlocutor), but the great majority of learners identified perceived linguistic competence as the main factor. When they had to name the ideal partner, the students mentioned proficiency level as the fundamental aspect to choose a partner. "She understands and can speak in English" , "She knows how to ask and answer questions" or "She is very hardworking and she helps me speak" were reasons the students gave to choose a certain interlocutor. Learners believed that being able to express themselves in their L2 has a stimulating effect on the quantity and quality of the interaction. If you choose a partner who is more linguistically competent than you, you will be able to enrich your speaking skills by interacting with someone who will be able to keep the conversation going. As Cao and Philp (2006) noted students' WTC increases if the interlocutor's involvement in the discussion is active and contributes with ideas to keep the conversation going.

4.1.2.2 Lesson 4, questionnaire 1 and 2

The next class made use of games to enhance oral interaction between learners. The lesson (appendix E) made use of two games where the students had to ask and answer questions to be able to obtain and give information in order to be the winner. Table 7 summarizes the results obtained from the questionnaire (appendix M) given at the beginning of the lesson which indicates students' WTC in these specific situations that were going to happen during class time.

	Definitely NOT willing to communicate	Probably NOT willing to communicate	Neutral	Probably willing to communicate	Definitely willing to communicate
Answer a question the teacher asked	0%	5%	24%	57%	14%
Intervene spontaneously in the classroom	0%	14%	48%	29%	9%
Ask the teacher a question	0%	14%	0%	72%	14%
Ask the teacher to clarify a doubt	0%	0%	19%	52%	29%
Help a friend understand	0%	14%	14%	43%	29%
Orally interact with several classmates	5%	5%	9%	62%	19%
Participate in a game that uses oral interaction	0%	5%	28%	43%	24%

Table 7 – Results of questionnaire 1, lesson 4 related to communicative intentions expressed in percentage

It's worth noting that 43% of the students were probably willing to communicate while participating in games that made use of oral interaction and 24% were definitely willing to participate. These results show that games seem to be very motivating for students and increase their will to communicate as only 5% of the students refered that they were probably not willing to communicate. There is a favourable disposition to this kind of classroom activity and there is also an openness to communicating with several people. 81% of the students were probably or definitely willing to communicate with several classmates which indicated a high involvement in the activity. The rest of the results were in agreement with previously analysed data.

A final questionnaire (appendix N) was given to the students at the end of the class and the results in table 8 were collected.

	Completely disagree	Disagree	Neutral	Agree	Completely Agree
I am more willing to speak when I choose the person I'm working with	0%	9%	5%	48%	38%
I am more willing to speak when the activity occurs in small groups	0%	0%	14%	67%	19%

I like to interact with my classmates in English	0%	5%	33%	57%	5%
I think I learn when I orally interact with my classmates	0%	5%	9%	62%	24%
I think it is important to orally interact with different classmates	0%	19%	19%	52%	10%
I feel more comfortable speaking in English when I choose to initiate a dialogue with a specific person	0%	5%	19%	43%	33%
I prefer to do speaking exercises always with the same classmate	0%	0%	19%	52%	29%
I feel more at ease communicating when the teacher is not watching / listening	0%	5%	33%	43%	19%

Table 8 – Results of questionnaire 2, lesson 4 related to interlocutor's choice expressed in percentage

Consistent with previous results is the high percentage of students (86%) who stated that they were more willing to speak when they chose the person they were working with. I would like to highlight students' awareness that oral interactions lead to learning opportunities. 62% agreed and 24% completely agreed with the statement "*I think I learn when I orally interact with my classmates*". Following that line of thought 62% agreed or completely agreed that it was important to orally interact with different classmates. Nevertheless, the great majority, 52% agreed and 29% completely agreed with the statement "*I prefer to do speaking exercises with the same classmate*" which showed some regularity in the choice of interlocutors. These results underpin the need to understand what factors influence their choices of interlocutor. I will return to these questions in the following subsection when the qualitative analysis of the interviews is carried out.

4.1.2.3 Lesson 5, questionnaire 1 and 2

As in previous classes students started by filling in a questionnaire (appendix O) that covered communicative situations that they were familiar with and that were part of what was planned for that lesson (appendix F). Table 9 results were collected from the referred questionnaire.

	Definitely NOT willing to communicate	Probably NOT willing to communicate	Neutral	Probably willing to communicate	Definitely willing to communicate
Answer a question the teacher asked	11%	0%	34%	33%	22%
Intervene spontaneously in the classroom	17%	0%	44%	28%	11%
Ask the teacher a question	11%	6%	11%	44%	28%
Ask the teacher to clarify a doubt	11%	0%	11%	50%	28%
Help a friend understand	16%	0%	28%	28%	28%
Comment on a sentence about the importance of travelling	16%	11%	28%	28%	17%
Contribute with words for a brainstorming activity	11%	5%	28%	28%	28%
Participate in a roleplay activity	11%	5%	26%	37%	21%

Table 9 – Results of questionnaire 1, lesson 5 related to communicative intentions expressed in percentage

From the analysis of the figures, we can understand that students consistently showed willingness to be involved in classroom tasks that implied oral communication. In this specific class the last activity asked students to engage in a roleplay activity where they took the role of travel agent and tourist to choose a holiday destination. It was very interesting to observe how the activity unfolded but the researcher's attention was focussed on the students' choice of interlocutor because students were free to choose whoever they wished to orally interact. At the end of the activity the questionnaire (appendix P) was handed out and results in table 10 were obtained:

	Completely disagree	Disagree	Neutral	Agree	Completely Agree
I am more willing to speak when I choose the person I'm working with	0%	0%	28%	22%	50%
I like to interact with my classmates in English	16%	0%	28%	39%	17%
I feel more comfortable speaking in English when I choose to initiate a dialogue with a specific person	0%	0%	39%	28%	33%

I prefer to do speaking exercises always with the same classmate	6%	22%	44%	22%	6%
I think it is important to orally interact with different classmates	6%	6%	0%	44%	44%

Table 10 – Results of questionnaire 2, lesson 5 related to interlocutor's choice expressed in percentage

84% of the students acknowledged that it was important to orally interact with different classmates and in this class the percentage of students who agreed or completely agreed that they felt more comfortable speaking in a L2 when they chose to initiate a dialogue with a specific person rises to 61%.

In order to understand the reasons that led "tourist-students" to select that specific "travel agent-student" they were asked to complete the following sentence (appendix P)

I decided to choose _____ to orally interact because _____

In agreement with the previous questionnaire (appendix L), their answers identified perceived linguistic competency as the main reason for choosing a partner. It seems that a higher level of language knowledge is a factor when you choose someone to speak to in the classroom context. In fact, when faced with the possibility to select an interlocutor from a group of people, qualitive analysis of responses allowed the researcher to understand that students favoured L2 proficient speakers probably because they provide feedback and feed a dialogue with ideas. Learners identify those factors as important when you think of turn-taking during a conversation which was a fundamental in the roleplay activity.

4.1.3 State Communicative Self-Confidence

This section details the results of the questionnaires on state communicative self-confidence and analyses how it contributes to students' WTC.

4.1.3.1 Lesson 1, Questionnaire 2

After the first two activities of the first lesson (appendix B) students had to orally interact in front of the whole class with the teacher therefore the questionnaire

(appendix H) given, when the activities were concluded, focussed on aspects related to state communicative self-confidence. The following results were obtained:

	Completely disagree	Disagree	Neutral	Agree	Completely Agree
I need to feel ready to talk.	5%	0%	10%	50%	35%
In English class, I need to feel relaxed to speak confidently.	10%	5%	15%	40%	30%
I'm more willing to speak English when I know no one's going to laugh at me.	15%	5%	20%	35%	25%
I think class activities help improve my confidence in my English language skills.	5%	0%	25%	45%	25%
I feel nervous when I speak English in front of the class.	5%	0%	35%	35%	25%
I feel confident when I speak English to the teacher.	20%	20%	25%	20%	15%
I feel confident when I speak English to my friends.	15%	20%	35%	20%	10%
I feel confident of my English knowledge.	10%	20%	20%	45%	5%

Table 11 – Results of questionnaire 2, lesson 1 related to communicative self-confidence expressed in percentage

It is always rewarding to acknowledge that students feel that classroom activities help improve their confidence in their English language skills. In fact, 45% agreed with this statement while 25% completely agreed with it. These high numbers reinforce the importance of classroom activities as a medium that allows students to develop their knowledge of the language and consequently feel more secure when they need to use the English language to communicate. 45% agreed with the statement "I feel confident of my English knowledge" while 5% completely agreed. These students clearly trust in their linguistic abilities.

These high levels of confidence in their linguistic knowledge are not revealed when they rate the statement "I feel confident when I speak English to the teacher". We can observe very similar results between the choices given: 20% completely disagreed; 20% disagreed; 25% were neutral; 20% agreed and 15% completely agreed. These students still understand the teacher as the source of knowledge and they do not want

to make mistakes. Through this study we have already acknowledged that having good marks was a factor to consider when students decided to speak with the teacher therefore it is natural that their levels of confidence decreased because they did not want to make mistakes. Similar numbers are disclosed when they rated the statement "I feel confident when I speak to my friends". 20% disagreed, 35% were neutral, 20% agreed and only 10% completely agreed. With peers their self-confidence was also at lower levels because they did not want to be laughed at if they made mistakes. Affective reasons explain these lower responses to feeling confident when communicating both with teacher and peers. Another important number refers to the statement "I feel nervous when I speak in front of the class". 60% of the students agreed or completely agreed. It is natural that during adolescence students feel tense when exposed before the class in a language they do not speak fluently. Cao and Philp (2006) reported that learners preferred interactional contexts where they feel more support and secure to communicate.

Being prepared to talk is another important issue. 50% agreed and 35% completely agreed that "I need to feel ready to talk". Preparation time is fundamental to increase learners' WTC otherwise they will not be ready to initiate oral interaction because they do not feel confident about what they are going to say. Zarrinabadi (2014) refers to this preparation time as "teacher's wait time" and he concluded that giving students extended time to prepare was a decisive aspect which led them to be more active and communicative.After a thorough evaluation of these numbers, it is important to remember that multiple factors influence learners' communicative self-confidence and we need to be aware of this to plan classes that allow learners to feel prepared and confident to initiate communication and to understand that it is by using the language that they can develop their own knowledge of it (Cao and Philp, 2006; Kang, 2005; Zarrinabadi, 2014)

4.1.3.2 Lesson 2, questionnaire 2

The second questionnaire (appendix J) of the second lesson (appendix C) happened after a pair work activity where students were free to choose their partner and present their views on environmental protection. The questionnaire was centred on state communicative self-confidence. The following results were obtained:

	Completely disagree	Disagree	Neutral	Agree	Completely Agree
I am more willing to speak in English when I have time to prepare the activity	9%	5%	10%	43%	33%
In the English class, I need to feel relaxed to speak confidently.	5%	5%	14%	43%	33%
I feel more confident to speak in English when I take the initiative to speak in English.	5%	0%	19%	38%	38%
I think working in pairs helps me feel more confident and more willing to speak in English	9%	0%	14%	29%	48%
I feel more comfortable orally interacting in class when I know everyone is going to participate	5%	0%	43%	28%	24%
I feel more confident when I speak in English with my classmates	14%	14%	43%	24%	5%
I feel secure of my English knowledge	5%	14%	33%	38%	10%
I feel more confident orally interacting in pairs than speaking to the whole class	14%	0%	19%	38%	29%

Table 12 – Results of questionnaire 2, lesson 2 related to communicative self-confidence expressed in percentage

Time to prepare was considered very important because 76% of the students agreed or completely agreed that they were more willing to communicate when they had preparation time. The same percentage also asserted that they felt more confident to speak in English when they took the initiative to speak in English and when they felt calm and relaxed. These high numbers indicate that teachers need to provide the conditions for WTC emerge because learners tend to speak more in an environment where they feel prepared to speak and that facilitates communication which can lead to a better speaking performance. 48% of students completely agreed that working in pairs helped them feel more confident and more willing to speak in English. This indicated that students were more willing to speak when they were in pairs because they felt more secure. 29% completely agreed and 38% agreed that they felt more confident orally interacting in pairs. It seems that the participants of this study felt that smaller groups interacting had a positive effect on the students' communicative confidence. Such

finding is consistent with Cao & Philp (2006) who hold that pair or group work activities give students greater opportunity to speak. 43% students were neutral about the number of people participating in the activity, in other words, their confidence levels do not rise or decrease because they knew everyone was going to take an active role in the activity.

4.2 The Interviews

From the observation of the classes, it was possible to determine which students exhibited high levels of WTC and, on the contrary, students who were less willing to make an oral contribution to the ongoing activities. The teacher selected seven students (three who regularly showed WTC and four who were less willing to communicate in the classroom). These interviews constitute an effort to thoroughly understand the factors that cause a positive and negative influence in their state communicative self-confidence and in students' desire to initiate communication with the teacher and classmates. These interviews allowed the researcher to obtain a deeper understanding of the feelings of the interviewed students. There is no intention to generalize although the regularity of some answers may indicate some consistency in the views held by this group of students.

The interviews revealed the paramount importance situational and individual factors have in students' WTC in the classroom. After carefully reading and analysing the seven transcribed interviews, they were coded into two major coding concepts which emerged from the answers given by the students. These were:
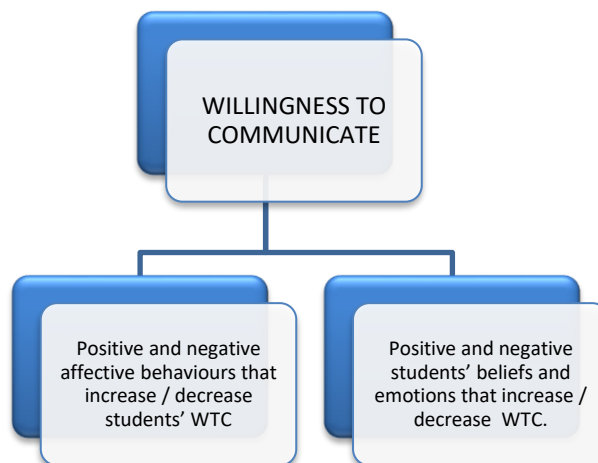

Figure 4 Codes developed from the interviews

4.2.1 Positive and negative affective behaviours that increase / decrease students' WTC

All the students, except one, considered themselves motivated English learners and recognised that being proficient in a second language is very important for their future life. Several learners stated that they enjoyed learning English in the classroom and revealed that games and oral interaction activities were their favourite. Interestingly, students who answered that they didn´t like to express themselves orally in English mentioned grammar, watching videos or PowerPoint presentations as most-liked activities.

When asked about the interactional situation (pairs, small groups, with the whole class or with the teacher) in which they felt more willing to communicate, the great majority answered small groups, in pairs or with the teacher. A student is more willing to speak in a small group because she feels more comfortable doing so rather than speaking individually while all the other students are listening

> Em pequenos grupos. Tem mais gente e não sou só eu a falar e a dar a resposta. As atenções não estão só concentradas em mim, também estão nos outros. (In small groups. There's more people and it's not just me talking and giving the answer. The attention is not only focussed in me, it is also in others)

This willingness to orally work in small groups, led the researcher to ask about the students' preference in terms of group formation (would they prefer to choose or have the teacher assign a classmate). Four in seven students answered they preferred to choose pointing out friendship and perceived speaking ability as main aspects to consider when they had to make a decision on who to work with. Students expressed more willingness to communicate with a classmate they were friends with because they would feel more comfortable working with him. But this wasn't enough because all of them also mentioned linguistic knowledge as another determinant factor. It would be perfect to work with someone you are familiar with and who can express himself easily in the second language. The combination of both factors is ideal for these students.

To shed some light in the factors that influence students' WTC in the classroom, the interviewer asked what influenced students to put forward an answer and communicate either with teacher or with other classmates. Three out of seven students answered that knowing the content was fundamental for them to be able to respond or initiate a dialogue. If they felt well-informed and secure about what was being discussed their desire to enter oral communication was significantly higher than if they did not.

4.2.2 Positive and negative beliefs and emotions that increase / decrease students' WTC

When questioned about speaking with the teacher, the students showed a positive tendency, reporting that asking and answering questions is part of every lesson. They also emphasized the feedback the teacher gives for them to improve their speaking knowledge as something positive that allowed them to progress. One student recognised and highlighted the uniqueness of every student

> O professor já teve vários alunos, várias experiências com os alunos e já sabe que cada um tem as suas dificuldades. (the teacher has had several students, several experiences with the students and he already knows that each one has different difficulties)

The two students who were more hesitant about their answer mentioned "making mistakes" and "not knowing what to say" as reasons for their lower readiness to communicate with the teacher. These students believed that the teacher was the language expert that she would help them improve and showed positive attitude to the activities the teacher assigned.

When asked about communicating with other classmates in front of the whole class the responses were significantly different. Embarrassment and being afraid to make mistakes were the main aspects brought up. One student explains that

> Posso dizer alguma coisa muito má e querer dizer outra palavra e eles gozarem. (I can say something really wrong and want to say another thing and they make fun of me)

These students did not feel confident speaking for the whole classroom and they were concerned about the possibility of other students laughing at what they say. Students' answers also showed their beliefs that some of the other learners spoke better English than they did which could explain some reluctance to speak for the whole classroom.

4.3 Chapter summary

This chapter has discussed the results of the research instruments applied in this study. Taking as focal points the situated antecedents of communication, desire to communicate with a specific person and state communicative self-confidence, it was possible to determine some factors that influence the desire to be an active participant in oral interaction in the classroom. To sum up there appear to be a number of issues that play a major role when WTC is analysed in the classroom. Considering that state communicative self-confidence is essential to promote WTC, classroom activities need to help improve linguistic knowledge by providing opportunities to use the language. Speaking is understood as a moment where learning happens, and the successful accomplishment of oral activities increases communicative self-confidence. Both teacher and students should fight feelings of nervousness and embarrassment and provide a welcoming and safe classroom environment where learners feel will to speak.

Regarding the desire to communicate with a specific person, these students still view the teacher as the source of knowledge and the desire to communicate emerges from the will to show that they have enough linguistic proficiency to communicate ideas and engage in a conversation. When the need to speak with classmates arises, familiarity is an encouraging factor. They choose to communicate with other students they feel comfortable with and that can help them produce more and better utterances.

Chapter 5 - Conclusions and Pedagogical Implications

As a teacher my main concern is to provide the best learning opportunities for all my students. The most recent approaches to language teaching assume that students need to be willing to communicate in a second language in order to learn it and as a consequence students' oral interventions in the classroom are desired, expected and students feel they are a required behaviour. From my observation of the classroom, it was easy to conclude that speaking in their L2 greatly increases the possibility to meaningfully use language to transmit ideas and to put into practice students' knowledge. It was therefore important for me to investigate these two factors (the desire to communicate with a specific person and state communicative self-confidence) associated to WTC as I agree with MacIntyre et al. (1998) that WTC should be the goal of L2 language instruction. If students are not willing to engage in oral interactions a significant part of what learning a language means is not completely achieved. Finding ways to enhance the will to speak may be one of the most critical instruments to ensure language learning success. The conclusions reported here represent a small attempt to investigate the factors to consider when the teacher's final purpose is to increase students' WTC.

5.1 Conclusions – Research question 1

The first research question *How does the desire to communicate with a specific person influence students' WTC with each other and with the teacher in the L2 classroom?* led to some stimulating reflections on factors that influence the will to communicate with the teacher or a classmate in the classroom. Familiarity with the interlocutor (Kang, 2005; Pawlak and Mystkowska- Wiertelak, 2015; Riasati, 2012) was an important aspect identified by the students as having an impact on students' WTC. Given the possibility to choose another student to work with, they mentioned friendship as a reason to choose that specific person to communicate with. It seems that feeling at ease with that person and hence more comfortable if mistakes should happen, increases WTC. This is a factor to consider when deciding who works with whom during group

activities that imply oral interaction. Students should be free to choose who they are willing to work with because otherwise factors like shyness or not knowing the interlocutor well enough could interfere with the students' WTC and consequently with the normal unfolding of the oral interaction. However, this has consequences in terms of classroom management, because giving students freedom to choose who they wish to work with may lead to unwanted situations. Misbehaved students have a tendency to group together and not engage in lesson activities. These less committed learners need extra support from the teacher and explicit corrective feedback in order to keep them motivated and increase their perceived linguistic competence (Tavakoli and Zarrinabadi, 2018).

The students also highlighted perceived linguistic competence as an aspect they considered (Mystkowska- Wiertelak, 2016). When deciding who you want to be your partner in oral activities, proficiency level is a factor the students gave attention to. If you choose a person who is linguistically more proficient than you, you will be able to improve your speaking skills by interacting with someone who is able to maintain a conversation by giving you useful language feedback to keep a fruitful oral interaction (Dörnyei, 2002). This process of keeping the conversation going and arriving at a mutual understanding is fundamental to the development of students' linguistic proficiency. A competent speaker may have an encouraging influence in a less competent speaker by feeding the conversation with elements to keep it going. The speaker-listener can offer extra support by showing interest, nodding, asking for clarification or by giving a word or a phrase the speaker is looking for. This helps the speaker form his utterances and the aim of the speaker-listener is to help the speaker word his own ideas so that the conversation can keep going. Collaboration between students is fundamental, and WTC in pair work, is co-constructed with the interlocutor (Cao and Philp, 2006). Feeling supported during communicative interactions seems to be fundamental for less competent speakers and it is an encouraging factor to keep the conversation going.

The present research also led to some insightful conclusions about the desire to communicate with the teacher inside the classroom. The teacher plays a fundamental role in creating situational WTC. By creating a supportive classroom, where learners feel secure, teachers can contribute to learners' progress and interest in language learning

by providing opportunities for students to engage in speaking activities (Zarrinabadi, 2014).

Students expressed high levels of WTC with the teacher. They were more willing to answer questions than to ask them which seems to indicate that their main motivation was to show the teacher they knew something. I could conclude from the research, mainly through the interviews, that assessment issues play a crucial part in students' WTC with the teacher. Students recognise that communicating with the teacher constitutes a learning opportunity but that isn't their main motivation. Students believe that if they engage in oral interactions with the teacher their final grade at the end of the term will be better and that's their main motivation not the learning opportunities that may arise from such interactions. These findings are in accordance with Bernales (2016) who identified a combination of factors such as teachers' expectations, following classroom norms or students' learning goals as reasons for deciding to speak or to remain silent.

5.2 Conclusions - Research Question 2

The first research question *How does students' communicative self-confidence influence their WTC with each other and with the teacher in the L2 classroom?* poses a lot of challenges to middle school teachers. Adolescence is a difficult period of life and feeling confident expressing oneself in a foreign language is very complex for a teenager (Taylor,2013). From my research I could understand that they need extra support and to be familiarised with other students and activities (Clement, Dörnyei and Noels, 1994; Peng and Woodrow, 2010). The teacher needs to develop a classroom environment where learners feel confident enough to make mistakes and learn from them. During adolescence, it is natural students feel nervous when they have to speak in a foreign language to the whole class because they sense they are exposed to laughter if they mispronounce something. This factor can function as an inhibiting aspect and may lead to a diminishing will to intervene in classroom interaction (Park and Lee, 2005). It is of utmost importance to adopt methodologies that are student-centred but at the same time give them the support to strengthen their state communicative self-confidence. A

determining factor to lower anxiety levels and increase state communicative self-confidence may be preparation time of the activity. The great majority of students acknowledged that they have to feel prepared to talk. To increase students' WTC, preparation time is an indispensable element when teachers design classroom activities (Zarrinabadi, 2014). In order to feel confident and to be an active participant in an oral interaction, students need time to organise thoughts and discourse. Teachers need to give students, specially those who are not advanced language learners, the adequate time to prepare so that they can reflect and produce more linguistically appropriate utterances. It is a straightforward conclusion that state communicative self-confidence has a direct impact in their WTC with the teacher and with other classmates. It is, therefore, of vital importance to work on enhancing the students' state communicative confidence. As my learners asserted, through their questionnaires and interviews, making mistakes is part of the process of learning, and accordingly being able to take part in a communicative task even if you know mistakes will occur is a significant step forward in developing students' communicative self-confidence and hopefully their WTC. Their sense of communicative self-confidence is built through the success or not of their oral interactions with the world around them. Either in the classroom or in their daily life, through the accumulation of communicate experiences in their L2, students slowly build their communicative self-confidence according to the success of their oral performances. It is then natural that they feel that the classroom is the privileged space to increase their communicative self-confidence because classroom activities provide the opportunity to develop their knowledge of the language in a safe environment (Tavakoli and Zarrinabadi, 2018). It is by negotiating meaning that learning opportunities arise and their linguistic ability is strengthened. Working in pairs or in small groups can be an excellent choice to organise speaking activities to give learners the opportunity to become more fluent and confident by interacting in a more restricted group than the whole class would be (Cao and Philp, 2006). There is no doubt that mastering a L2 requires the development of communicative competences and oral interaction activities are one of the top teaching strategies to improve them by enabling as many students as possible to speak as much as possible.

Adolescents need time and opportunities to use the language in situations that portray real life to improve their language skills and feel confident about their communicative competence (Baker, Clement, Donovan and MacIntyre, 2002). This dissertation followed the speaking activities of 8th grade students who had been together in the same class for 4 years. This fact gave them the opportunity to grow side by side and build strong friendships. This could explain why they were so willing to communicate with each other and the teacher. It is therefore strongly recommended that teachers be informed of their students' personality traits, sociocultural background and school history to enable them to achieve a high level of WTC. Learning takes place in a determined social setting and teacher's lesson planning can't be dissociated from the context where the lesson happens (Cao, 2014). The formal environment of the classroom allows learning to occur between a group of students who might share similar backgrounds and have common learning objectives. Learning activities in the social context of the classroom should be cooperative, collaborative and they should lead to learning opportunities that emerge from the interaction between students. Therefore it is very important to carefully design oral activities that make use of students personal experiences to enhance their WTC and explore the language produced by giving feedback and promoting a positive learning environment. Teachers should be mindful of all the aspects (individual, environmental or linguistic) that favour and hinder WTC in order to integrate communicative tasks into their classroom teaching that effectively promote WTC.

5.3 Pedagogical Implications

Fostering a learning environment that facilitates WTC is a valid goal of L2 instruction because the decision to speak or not to speak has a significant impact in each learner's success at language learning. WTC is a key element in preparing the learner for communication because it determines if the learner will use the language in authentic interaction with another speaker when given the opportunity. Teachers must be mindful of all the situational variables that can influence the learners' WTC and the classroom needs to be regarded as the ideal place to take the step forward and speak even if the

student has limited communicative competence. Given that WTC increases the number of times students engage in communicative acts, it is natural to defend that promoting WTC will have a positive effect on the development of the students' language knowledge because it will generate more learning opportunities through oral interaction.

It is important to encourage students to take risks and engage in oral interactions. Emotional support, encouragement and positive feedback are fundamental factors to foster a positive classroom environment where mistakes are understood as learning possibilities. Students need to acknowledge that mistakes are natural when you are learning a language and not fear them. As part of the learning process, the teacher should take advantage of them to reinforce the message that people learn from mistakes and frame them as learning experiences. This will turn the language classroom in a safe environment where language students won't fear making mistakes and are more willing to engage in oral communication. It is fundamental to adopt a methodology that puts the learner at the centre of the learning process, where they are the main characters in the classroom, that promotes their autonomy and encourages them to take responsibility for their own learning. Students need to have plenty of opportunities to use the language to communicate without being afraid to make mistakes. In a language classroom no one learns in isolation. Students need to collaborate and have a common goal to be achieved through communicative tasks.

In the L2 classrooms teachers need to promote activities that generate situational WTC. Students need to have background knowledge about the discussion topic in order to be familiarised with it. Teachers need to know their students and choose topics that appeal to them arranging discussion groups according to their interests. If students feel interest in the topic and have knowledge about what is being discussed they will be more willing to intervene and add ideas.

Another important factor to consider is group size. A reduced number of interlocutors seems to be a WTC facilitating factor. Learners are more willing to communicate and have more opportunities to use the language if the number of intervenients is smaller. Pair work or in small groups with familiar classmates seem to be the ideal context to assist WTC.

5.4 Final Considerations

The research reported here was insightful, thought-provoking and represents a small attempt to investigate the factors behind WTC. It was very useful to observe the oral interactions between students during their preparation time. These oral interactions allow students to collaborate, to rehearse and improve their oral performance. Nevertheless, at times students needed feedback from the teacher to clarify doubts. Feedback is a useful element of foreign language learning and it should be perceived by students as a continuous process of integrating new knowledge. I believe it would be useful for future research to focus on how feedback given by the teacher affects WTC – is it perceived as a learning opportunity or, on the contrary, it has a restraining effect on students' WTC. The quality and the quantity of oral interactions may increase if teachers adopt strategies to provide feedback without interfering too much in the flow of the conversation. New technologies may help us in this field, as nowadays, we can easily record oral interactions.

I am vey thankful to this group of students for pushing me forward and I hope to keep researching this fascinating area of language learning. Carrying out this research made me aware of how important it is to develop classroom activities that provide learners with the opportunity to effectively use the language to communicate ideas. Learners need the language to establish relationships in this globalised world we live in and we, as second language teachers, have a fundamental role to play in facilitating that process.

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Appendix A – Informed Consent Request

Mestrado em Didática do Inglês

Pedido de Autorização

Eu, Maria Manuela Silva, professora de Inglês do 8º1, venho por este meio solicitar que autorize o seu educando a participar no projeto de investigação que estou a conduzir.

No âmbito do mestrado em Didática do Inglês que me encontro a realizar, irei desenvolver uma série de atividades com o intuito de investigar os fatores que influenciam a vontade de comunicar em Inglês na sala de aula.

Este projeto envolve o preenchimento de questionário e a realização de entrevistas aos alunos.

Todos estes elementos são completamente anónimos e não interferem com o normal decorrer da aula. A participação dos alunos é confidencial e o seu nome não será usado para nenhum fim.

A informação recolhida será única e exclusivamente utilizada para escrever uma dissertação que aborda os condicionalismos relacionados com a comunicação oral na sala de aula entre os alunos e entre o aluno e o professor.

A resposta aos questionários é voluntária e os alunos podem optar por não responder mesmo depois de ter assinado esta autorização.

Se tiver alguma dúvida, por favor, contacte-me para o seguinte endereço de correio electrónico: mmsilva46@gmail.com.

Muito obrigado pela colaboração.

Calheta, 13 de abril de 2018

_____   _____   _____

(O Presidente do CE)   (A professora de Inglês)   (O Encarregado de Educação)

English Didactics MA

Informed Consent Request

Me, Maria Manuela Silva, English teacher of the class 8º1, would like to ask you to authorise your son / daughter to participate in the research project I am conducting.

As part of the master's degree in English didactics that I am undertaking , I will develop a series of activities in order to investigate the factors that influence willingness to communicate in English in the classroom.

This project involves completing questionnaires and conducting interviews with students.

The information collected will be unique and exclusively used to write a dissertation that addresses the constraints related to oral communication in the classroom between students and between student and teacher.

All these elements are completely anonymous and do not interfere with the normal course of the class. Students ' participation is confidential and their name will not be used for any purpose.

The answer to the questionnaires is voluntary and students may opt out even after signing this authorization.

If you have any questions, please contact me at the following email address: mmsilva46@gmail.com.

Thank you very much for your cooperation.

Calheta, 13th April 2018

_____   _____   _____

(The Headmaster)   (English teacher)   (Parent / Legal Caretaker)

Lesson Plan 1

Stage and time	Aim	Procedure	Interaction
Lead – In (10 minutes)	- Introduce the topic; - Elicit essential vocabulary.	- On the whiteboard the teacher (T) draws the planet Earth. The T asks the Ss to think of environmental problems and solutions and writes the words in the whiteboard using 2 different colours. They should contextualise the word they choose by saying why it is significant.	T → Ss Ss → T
Speaking (10 minutes)	- Develop speaking skills;	- The T shows the Ss a picture and some inspiring quotes about the environment . Ss have to choose one quote and explain why they agree / disagree with the statement and comment on the picture. Ss choose the pair freely.	T → Ss Ss → T
Speaking (25 minutes)	- Think creatively to prepare an interview; - Work collaboratively with others.	- Imagine that you are going to interview the character (a politician) in the picture for the school's radio. - The teacher chooses the pairs and gives the students 15 minutes to prepare. (Ss should only make notes of their interview). There will be two situations portrayed. - Students roleplay the interview. (10 minutes)	T → Ss Ss → Ss

Environmental Problems

- destruction of the rainforests (deforestation)

- melting of the icecaps

- extinction of many species (loss of biodiversity)

- destruction of the ozone layer

- global warming / the "greenhouse effect"

- rising sea levels

- pollution of land, sea and air

- increase of natural disasters eg, earthquakes, landslides, floods
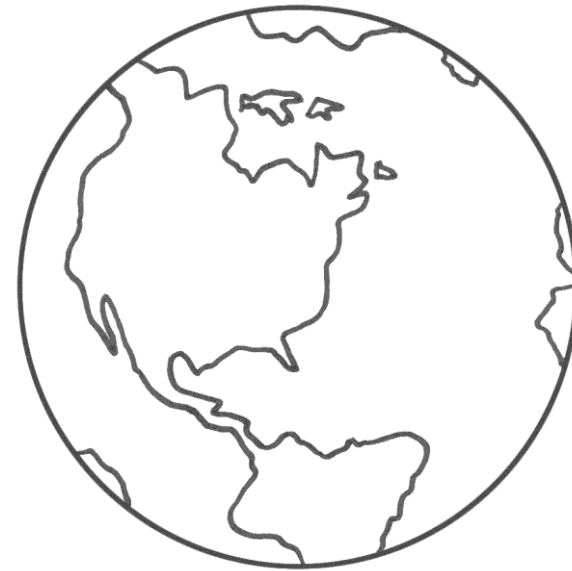
Solutions to Environmental Problems

- recycling

- using renewable sources of energy, eg solar heating, wind-farms

- replanting trees

- cutting carbon emissions

- cleaner waste disposal

- sustainable consumption and development

- buying products with less packaging

- buying organic products

- buying products made from recycled material / renewable sources

- using natural remedies as alternative medicine

1. Earth provides enough to satisfy every man's needs, but not every man's greed. (Mahatma Gandhi)

2. The only way forward, if we are going to improve the quality of the environment, is to get everybody involved. (Richard Rogers)

3. The environment is where we all meet; where all have a mutual interest; it is the one thing all of us share. (Lady Bird Johnson)

4. Only when the last tree has died and the last river been poisoned and the last fish been caught will we realize we cannot eat money. (Indian Proverb)

5. He that plants trees loves others beside himself. (Thomas Fuller)

6. Water and air, the two essential fluids on which all life depends, have become global garbage cans. (Jacques-Yves Cousteau)

7. We simply must balance our demand for energy with our rapidly shrinking resources. By acting now we can control our future instead of letting the future control us. (Jimmy Carter)

8. We can help educate our families and communities about the importance of recycling for our environment, and how each of us can make a difference for a better world by recycling. (Robert Alan Silverstein)

Source: https://www.conserve-energy-future.com/inspiring-environmental-quotes.php

Speaking roleplay cards

Situation 1

Imagine you are interviewing a member of the city council for the school's radio. The interview is about what he thinks of the state of the planet and what could be done locally to protect it.

Student A You are the politician. You feel very worried about the future of the planet and want to take action to change things. You feel concerned but have a few ideas you would like to implement.	Student B You are the interviewer. You want to ask questions about the politician opinion about the state of the planet and what can authorities do to help protect the planet.

Situation 2

Imagine you are with other students waiting to ask questions about the environment to a member of the county council. You start talking with a friend about what you are going to ask. You have different opinions about what to ask. Roleplay your dialogue.

Student A You think the questions should be about encouraging students to recycle. Defend your position and try to convince him.	Student B You disagree with student A. You think the questions should be about replanting trees because of the forest fires that happened last year. Defend your position and try to convince him.

Appendix C – Lesson Plan 2

Lesson Plan 2 - Are you an Environmentalist?

Stage and time	Aim	Procedure	Interaction
Lead – In (15 minutes)	- Elicit essential vocabulary - Develop oral communication skills. - Answer questions about specific information contained in the video.	The T shows the SS a picture of the earth hour and asks them to briefly comment on it. (1) The T shows the Ss a short video on Earth Hour and asks them questions about it. (2)	T → Ss Ss → T
Speaking (15 minutes)	- Apply communication skills; - Obtain specific information by asking questions; - Use oral information effectively to achieve a specific purpose; - Interact orally with another classmate (pair work).	The T asks the Ss to join in pairs. The students are going to talk about their partners' environmental beliefs - Are you an environmentalist? The teacher gives the students a set of questions (3) to help them guide their presentation of their classmate's beliefs. They choose some and may add other questions and they prepare an oral presentation (4) by taking notes. The T models the oral presentation by presenting her views on the subject (5) and tells the students to use the coursebook for support with language issues. (6)	T → Ss Ss → Ss
Speaking (15 minutes)	- Interact orally with the class; -Develop speaking skills; - Present ideas clearly and defend your point of view; - Stimulate oral spontaneous interaction	The Ss present their work (each student talks about a classmate's environmental beliefs). While the Ss listen to the presentation they take notes on what points of view they agree with and the opinions they don't agree with. - The final task is a class discussion contrasting points of view between the students.	Ss → Ss

1.

2. Youtube video: https://www.youtube.com/watch?v=XxIMib4e8f8&index=9&list=PL5dyFk40wb65atTYfrZtdUGVkQWW2KUvM

Questions about the video:

- Name 3 famous people that are part of the video.

- Refer three actions shown in the video to help protect the planet.

- Do you agree with Barack Obama's sentence "We are the first generation to feel the impact of climate change and the last generation that can do something about it"?

- Do you as an individual have "the power" to make a difference?

- Are you using your "power"?

3. LET'S TALK: ARE YOU AN ENVIRONMENTALIST?

1. Do you care about how much electricity you use?

2. Do you always turn off the light when you leave a room?

3. Did your parents teach you to conserve (save) electricity?

4. Do you think it is important to save water?

5. Do you make an effort to reuse objects?

6. Do you recycle your rubbish?

7. Have you ever been somewhere and been disappointed that it was dirty or polluted?

8. What sort of job could you get that would help the environment?

9. Do you think the world will ever solve its pollution problems?

10. Do you think it is up to the government or individual people to be responsible for solving pollution problem?

(adapted from https://busyteacher.org/10042-are-you-an-environmentalist.html

4. Use the scheme below to help you organise your ideas and plan your presentation.

1. Problems the planet faces:

3. What we can do:

Am I an environmentalist?

2. Examples of the consequences of environmental problems:

4. My experience:
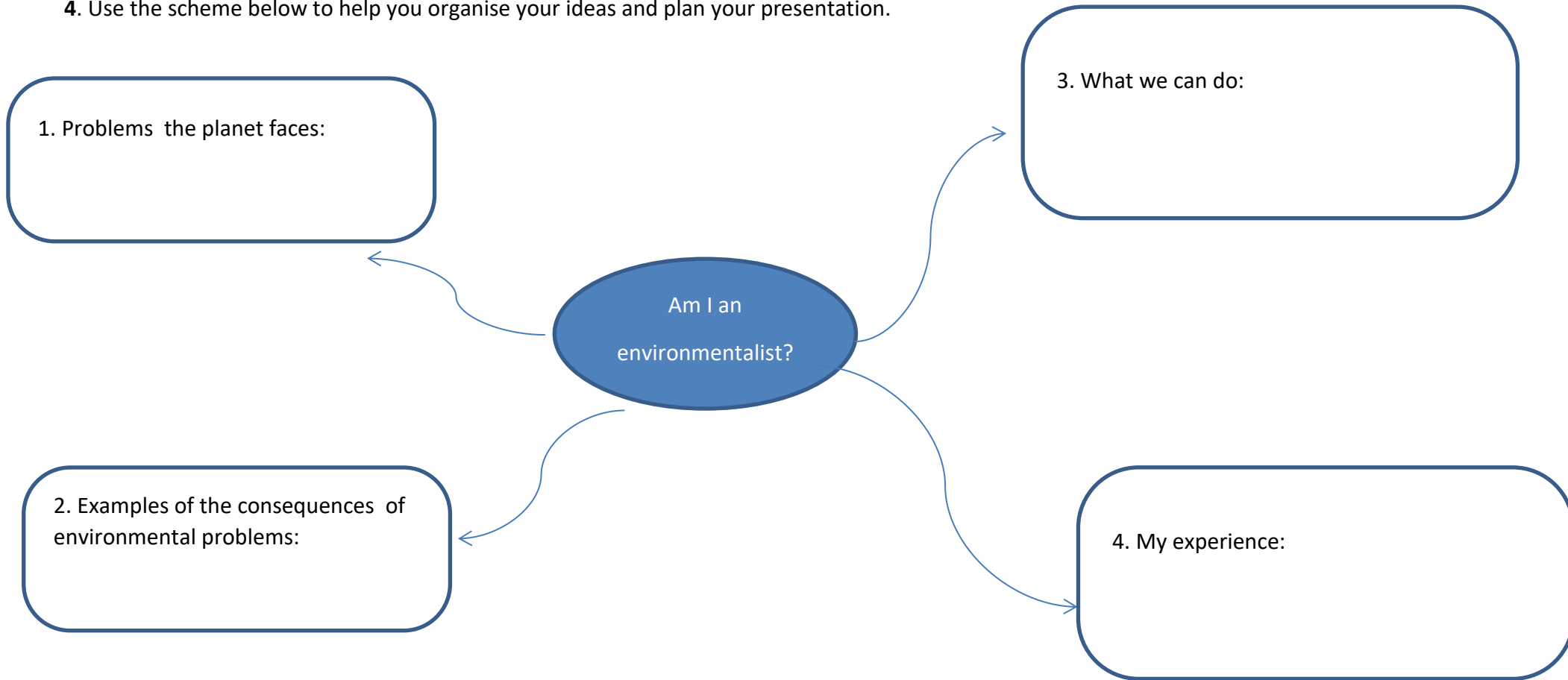
(adapted from *Swoosh 8*)

5. We all know that the planet faces serious environmental threats. One of the examples is global warming that has caused climate to change. Here in Madeira we've had serious problems with forest fires due to high temperatures or floods in the winter because of great quantities of rain in short periods of time. Personally speaking, I think everyone can be active protecting our planet. There are many simple things that we all can do. Here are a few simple suggestions: unplug your electrical appliances when you are not using them or whenever possible use public transports or walk instead of driving. I try to do it. My experience tells me that not everyone worries about the environment enough to be active in its protection. There is still a long way to go.

6.

Student's File Swoosh 8 **(page 72 and 73)**

Appendix D – Lesson Plan 3

Lesson Plan 3 - Holiday Photos

Stage and time	Aim	Procedure	Interaction
Lead – In (15 minutes)	- Elicit essential vocabulary - Practice talking about holiday places; - Develop oral communication skills.	The T shows the SS holiday photos of families in famous places. (1) The T asks the Ss in pairs to choose one and guess / speculate on the relationship between the family members, where they are, beginning or ending holidays and if they enjoyed or not the holidays. Ss present their conclusions to class.	T → Ss Ss → T
Speaking (15 minutes)	- Apply communication skills; - Obtain specific information by asking questions; - Use oral information effectively to achieve a specific purpose.	- The T gives each group a set of cards face down and a table with all the pictures (2). Each card is a holiday photo taken by a family. Student A takes one card and answers the questions Student B asks. They can ask yes / no questions about the card for two minutes. When the two minutes finish they have to guess the picture. If Student B gets it right, he keeps the card and it's his turn to answer. If not, Student A puts the card back at the bottom of the pile. The winner is the person with the most cards at the end. The teacher models the activity with a volunteer student and gives them some guidelines (3)	T → Ss Ss → Ss
Speaking (15 minutes)	- Interact orally with the class; - Choose a person to initiate a conversation for a specific purpose.	The winners come to the front of the class. Each one of the other students picks a card. The winners can choose someone and ask that person 3 question about the picture. The first one to obtain 3 pictures is the champion.	Ss → Ss

1.

3.

In order to discover the picture your classmate chose you can ask about:

- number of people in the picture

- the weather

- colours of the clothes

- location (city / countryside /beach)

- season

- monuments

- actions in the picture

(remember you can only ask yes / no questions)

Appendix E – Lesson Plan 4

Lesson Plan 4 - Speaking Games

Stage and time	Aim	Procedure	Interaction
Speaking (15 minutes)	- Ask and respond to questions to clarify information or gather further information; - Interact orally to obtain and give information;	Students arrange themselves in circles of 4 people. T instructs Ss to think about 3 statements about themselves related to travelling experiences. Two must be true statements, one must be false. The goal of the activity is to determine which one is the false statement by asking questions to find out. After everyone has asked at least one question they vote on which one they feel is a lie and at the end of each round, the S reveals which one was the lie.	T → Ss Ss → T
Speaking (20 minutes)	- Choose a person to initiate a conversation for a specific purpose; - Respond to simple questions with a yes/no answer. - Use vocabulary and grammatical structures appropriately. -Apply the skills and strategies of a successful speaker. - Develop oral communication skills.	The T gives each student a bingo card. The Ss are going to play a game of bingo by asking "Have you ever . . ." questions to find classmates who have had the experiences shown on their bingo card. Ss walk around the classroom asking the questions from the prompts on their card. When a classmate answers "Yes, I have" the student writes down their name under the prompt in the space provided. The first student to get three names in a row either horizontally, vertically or diagonally shouts "Bingo". This student wins the first round. Ss play several rounds.	T → Ss Ss → Ss
10 minutes	- Provide feedback	T asks the Ss to choose an experience they find more interesting and asks the students in question to explain what happened.	T → Ss Ss → T

1.

|					
lose some money	ride a horse	go on a date	break a bone	sleep in a tent	have an operation
make someone cry	have a bad holiday	stay out late	stay up all night	find some money	keep a diary
play the piano	dream you could fly	visit a factory	go to Disneyland	ride an elephant	win a race
have a fight	swim in the ocean	climb a mountain	fall in love	go surfing	bake a cake
fall down some stairs	go to a theatre	see a whale	build a snowman	get very angry	catch a fish
score a goal	make a sandcastle	be late for class	play tennis	go to China	give a presentation
win a prize	see a wolf	go hiking	meet a celebrity	have toothache	go skiing

Lesson Plan 5 - Why and Where to Travel?

Stage and time	Aim	Procedure	Interaction
Lead – In (10 minutes)	- Elicit essential vocabulary - Discuss and respond to a quotation;	The T asks the students to comment on the quotation (1). A brief discussion of the ideas follows.	T → Ss Ss → T
Speaking (10 minutes)	- Listen / View a video for a specific purpose; - Interact orally with the teacher; - Collaborate to achieve a common goal	The T shows the students a video and asks them to pick 2 meaningful words/phrases related to travelling. A class discussion follows and the T writes on the blackboard the most meaningful answers. (2)	T → Ss Ss → Ss
Speaking (25 minutes)	- Choose a person to initiate a conversation for a specific purpose; - Interact orally to obtain and give information; - Develop oral communication skills by participating in a roleplay activity; - Use vocabulary and grammatical structures appropriately. -Apply the skills and strategies of a successful speaker. - Develop oral communication skills.	- T divides the class into tourists and travel agents. A role play activity follows where students work to exchange and collect information to find a touristic location that would be appropriate as a tourist destination. - The travel agents must use some of the vocabulary from the previous exercise to persuade tourists to choose their destination. They have 10 minutes to research information about the city using their mobile phones. If they don't have them they can make up a perfect destination. The tourists think about where they want to go and questions to ask. (3) - The tourist must visit three travel agencies to choose the destination that is right for him. - In the final task tourists reveal which location they chose by answering teacher's questions.	Ss → Ss

1.

2.

Youtube video: https://www.youtube.com/watch?v=6KNacz4dGmA
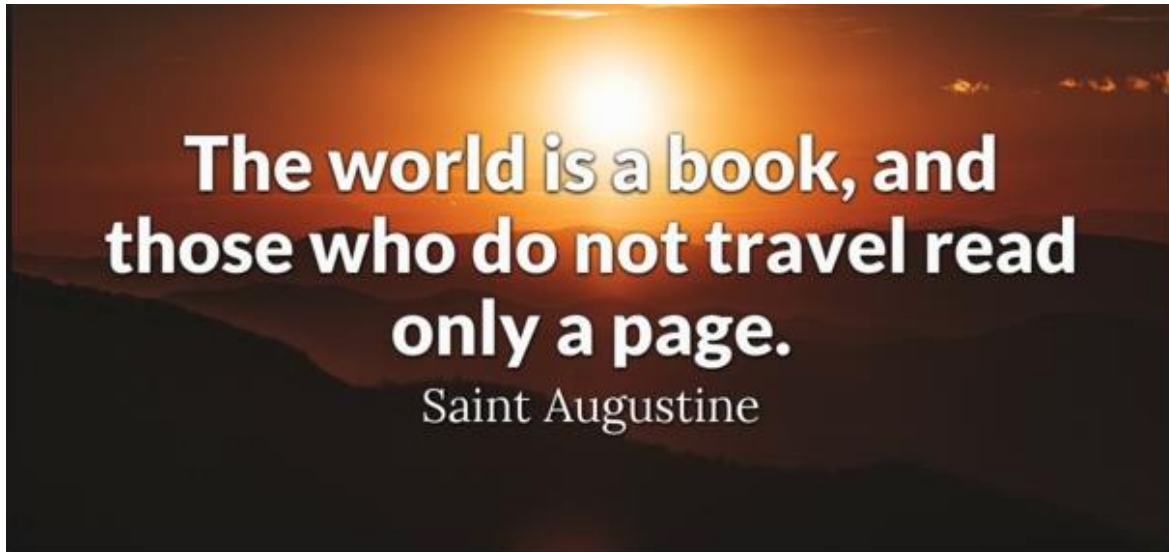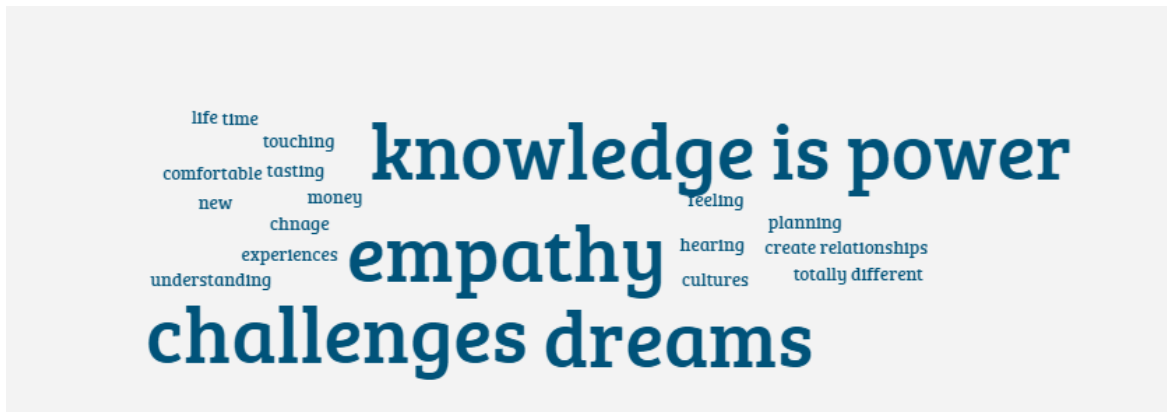
3.

You are a **travel agent**. Persuade your customer that this city is the best for him.

Location:

Population:

History:

Attractions:

Food:

Costs of the trip:

You are a **tourist**. Visit different travel agencies. Talk to the travel agents. Find the city/ destination that is right for you.

City	
Pros	Cons

City	
Pros	Cons

City	
Pros	Cons

You can ask about:

attractions / food / tourist locations / cost of the trip / history of the location /accommodation

Appendix G – Lesson 1, Questionnaire 1

<u>Questionário no início da aula</u>

Abaixo estão definidas 6 situações em sala de aula em que podes decidir comunicar ou não em inglês.   Classifica o teu nível de vontade de comunicar em Inglês nas seguintes situações no início da aula:

Nº.	Situação	Definitivamente não disposto a comunicar	Provavelmente não disposto a comunicar	Neutro	Provavelmente disposto a comunicar	Definitivamente disposto a comunicar
1.	Responder a uma pergunta formulada pela professora.	1	2	3	4	5
2.	Intervir espontaneamente na aula.	1	2	3	4	5
3.	Fazer uma pergunta à professora durante a aula.	1	2	3	4	5
4.	Pedir à professora para esclarecer uma dúvida.	1	2	3	4	5
5.	Apresentar suas próprias opiniões à turma.	1	2	3	4	5
6.	Iniciar um diálogo com o professor sobre o ambiente, falando de experiências pessoais.	1	2	3	4	5

Appendix H – Lesson 1 , Questionnaire 2

Depois de finalizadas as 2 primeiras atividades, responde ao questionário escolhendo apenas uma opção para cada situação.

Nr.		Discordo completamente	Discordo	Neutro	Concordo	Concordo completamente
1.	Preciso de me sentir preparado para falar.	1	2	3	4	5
2.	Na aula de inglês, preciso sentir-me descontraído para falar confiantemente.	1	2	3	4	5
3.	Estou mais disposto a falar em Inglês quando sei que ninguém se vai rir de mim.	1	2	3	4	5
4.	Acho que as atividades na aula ajudam a melhorar a minha confiança nas minhas capacidades linguísticas em Inglês.	1	2	3	4	5
5.	Sinto-me nervoso quando falo em Inglês à frente da turma.	1	2	3	4	5
6.	Sinto-me confiante quando falo em inglês com o professor.	1	2	3	4	5
7.	Sinto-me confiante quando falo em inglês com meus amigos.	1	2	3	4	5
8.	Sinto-me seguro dos meus conhecimentos de Inglês.	1	2	3	4	5

Appendix I – Lesson 2, Questionnaire 1

Questionário - após as perguntas sobre o vídeo

Assinala a opção que mais eficazmente caracteriza a tua vontade de comunicar com o professor.

Nr.		Discordo completamente	Discordo	Neutro	Concordo	Concordo completamente
1.	Eu sinto-me confiante a falar com o professor.	1	2	3	4	5
2.	Eu prefiro que o professor escolha um aluno para responder à pergunta	1	2	3	4	5
3.	Eu gosto de tomar a iniciativa de responder às perguntas feitas pelo professor.	1	2	3	4	5
4.	Acho que é importante interagir oralmente com o professor para aprender mais.	1	2	3	4	5
5.	Eu gosto mais de interagir oralmente com o professor do que com os meus colegas	1	2	3	4	5
6.	Eu acho importante que todos os alunos tenham a oportunidade de interagir com o professor.	1	2	3	4	5
7.	Eu tomo a iniciativa de comunicar com o professor porque quero desenvolver as minhas capacidades orais.	1	2	3	4	5
8.	Eu tomo a iniciativa de comunicar com o professor porque sei que é importante para a avaliação	1	2	3	4	5

Eu decidi responder / não responder (riscar o que não interessa) às perguntas que o professor fez porque _____

Appendix J – Lesson 2, Questionnaire 2

Questionário final

Depois de finalizada a aula, responde ao questionário escolhendo apenas uma opção para cada situação.

Nr.	Situação	Discordo completamente	Discordo	Neutro	Concordo	Concordo completamente
1.	Estou mais disposto a falar em Inglês quando tenho tempo de preparar a atividade.	1	2	3	4	5
2.	Na aula de inglês, preciso sentir-me descontraído para falar confiantemente.	1	2	3	4	5
3.	Sinto-me mais confiante a falar em inglês quando tomo eu a iniciativa de falar em Inglês.	1	2	3	4	5
4.	Acho que trabalhar a pares ajuda a sentir-me mais confiante e a ter mais vontade de comunicar em Inglês.	1	2	3	4	5
5.	Sinto mais vontade de participar oralmente quando sei que todos vão participar na aula.	1	2	3	4	5
6.	Sinto-me confiante quando falo em inglês com os meus colegas de turma.	1	2	3	4	5
7.	Sinto-me seguro dos meus conhecimentos de Inglês.	1	2	3	4	5
8.	Sinto-me mais confiante a interagir oralmente a pares do que a falar para toda a turma.	1	2	3	4	5

Appendix K – Lesson 3, Questionnaire 1

<u>Questionário no início da aula</u>

Abaixo estão definidas 10 situações em sala de aula em que podes decidir comunicar ou não em inglês. Classifica o teu nível de vontade de comunicar em Inglês nas seguintes situações no início da aula:

Nº.	Situação	Definitivamente não disposto a comunicar	Provavelmente não disposto a comunicar	Neutro	Provavelmente disposto a comunicar	Definitivamente disposto a comunicar
1.	Responder a uma pergunta formulada pela professora.	1	2	3	4	5
2.	Intervir espontaneamente na aula.	1	2	3	4	5
3.	Fazer uma pergunta à professora durante a aula.	1	2	3	4	5
4.	Pedir à professora para esclarecer uma dúvida.	1	2	3	4	5
5.	Ajudar um amigo a compreender.	1	2	3	4	5
6.	Especular sobre uma imagem de férias em família	1	2	3	4	5
7.	Fazer perguntas sobre uma imagem de férias em família	1	2	3	4	5
8.	Responder a perguntas sobre imagens de férias em família	1	2	3	4	5
9.	Iniciar uma conversa sobre as férias com um colega em inglês.	1	2	3	4	5
10.	Iniciar um diálogo com o professor sobre férias passadas, falando de experiências pessoais.	1	2	3	4	5

Appendix L – Lesson 3, Questionnaire 2

Questionário - no final da aula

Para terminar assinala a opção que mais eficazmente caracteriza a tua vontade de comunicar.

Nr.	Situação	Discordo completamente	Discordo	Neutro	Concordo	Concordo completamente
1.	Eu tenho mais vontade de falar quando escolho a pessoa com quem estou a trabalhar.	1	2	3	4	5
2.	Eu tenho mais vontade de falar quando o professor decide a pessoa com quem vou trabalhar.	1	2	3	4	5
3.	Eu gosto de conversar com o professor.	1	2	3	4	5
4.	Acho que é importante interagir oralmente com o professor.	1	2	3	4	5
5.	Eu gosto de interagir com meus colegas em inglês.	1	2	3	4	5
6.	Eu sinto-me mais confortável a falar em inglês quando eu escolho iniciar um diálogo com uma pessoa específica.	1	2	3	4	5
7.	Eu prefiro fazer atividades orais sempre com o mesmo colega.	1	2	3	4	5
8.	Acho que é importante interagir oralmente em inglês com os meus colegas da turma.	1	2	3	4	5

Afirmação para completar pelos alunos que venceram a fase de grupos e participam na última atividade:

Eu decidi escolher o _____ para interagir oralmente porque _____

Eu acho que o companheiro ideal para praticar a oralidade em Inglês é o _____ porque _____

Appendix M – Lesson 4, Questionnaire 1

Questionário no início da aula

Abaixo estão definidas 7 situações em sala de aula em que podes decidir comunicar ou não em inglês. Classifica o teu nível de vontade de comunicar em Inglês nas seguintes situações no início da aula:

Nº.	Situação	Definitivamente não disposto a comunicar	Provavelmente não disposto a comunicar	Neutro	Provavelmente disposto a comunicar	Definitivamente disposto a comunicar
1.	Responder a uma pergunta formulada pela professora.	1	2	3	4	5
2.	Intervir espontaneamente na aula.	1	2	3	4	5
3.	Fazer uma pergunta à professora durante a aula.	1	2	3	4	5
4.	Pedir à professora para esclarecer uma dúvida.	1	2	3	4	5
5.	Ajudar um amigo a compreender.	1	2	3	4	5
6.	Interagir oralmente com vários colegas da turma.	1	2	3	4	5
7.	Participar num jogo que faz uso da interação oral	1	2	3	4	5

Appendix N – Lesson 4, Questionnaire 2

Questionário - no final da aula

Para terminar assinala a opção que mais eficazmente caracteriza a tua vontade de comunicar.

Nº	Situação	Discordo completamente	Discordo	Neutro	Concordo	Concordo completamente
1.	Eu tenho mais vontade de falar quando escolho a pessoa com quem estou a trabalhar.	1	2	3	4	5
2.	Eu tenho mais vontade de falar quando a actividade ocorre em pequenos grupos.	1	2	3	4	5
3.	Eu gosto de interagir com os meus colegas em inglês.	1	2	3	4	5
4.	Acho que aprendo a interagir oralmente com os meus colegas.	1	2	3	4	5
5.	Acho que é importante interagir oralmente em inglês com diferentes colegas da turma.	1	2	3	4	5
6.	Eu sinto-me mais confortável a falar em inglês quando eu escolho iniciar um diálogo com uma pessoa específica.	1	2	3	4	5
7.	Eu prefiro fazer atividades orais sempre com o mesmo colega.	1	2	3	4	5
8.	Sinto-me mais à vontade a comunicar quando o professor não está a ver/ouvir	1	2	3	4	5

Appendix O – Lesson 5, Questionnaire 1

Questionário no início da aula

Abaixo estão definidas 8 situações em sala de aula em que podes decidir comunicar ou não em inglês.   Classifica o teu nível de vontade de comunicar em Inglês nas seguintes situações no início da aula:

Nº.	Situação	Definitivamente não disposto a comunicar	Provavelmente não disposto a comunicar	Neutro	Provavelmente disposto a comunicar	Definitivamente disposto a comunicar
1.	Responder a uma pergunta formulada pela professora.	1	2	3	4	5
2.	Intervir espontaneamente na aula.	1	2	3	4	5
3.	Fazer uma pergunta à professora durante a aula.	1	2	3	4	5
4.	Pedir à professora para esclarecer uma dúvida.	1	2	3	4	5
5.	Ajudar um amigo a compreender.	1	2	3	4	5
6.	Comentar uma afirmação sobre a importância das viagens.	1	2	3	4	5
7.	Contribuir com palavras para uma atividade de *brainstorming*	1	2	3	4	5
8.	Participar numa atividade de *roleplay.*	1	2	3	4	5

Appendix P – Lesson 5, Questionnaire 2

Questionário - no final da aula

Para terminar assinala a opção que mais eficazmente caracteriza a tua vontade de comunicar.

Nº	Situação	Discordo completamente	Discordo	Neutro	Concordo	Concordo completamente
1.	Eu tenho mais vontade de falar quando escolho a pessoa com quem estou a trabalhar.	1	2	3	4	5
2.	Eu tenho mais vontade de falar quando o professor decide a pessoa com quem vou trabalhar.	1	2	3	4	5
3.	Eu gosto de conversar com o professor.	1	2	3	4	5
4.	Acho que é importante interagir oralmente com o professor.	1	2	3	4	5
5.	Eu gosto de interagir com meus colegas em inglês.	1	2	3	4	5
6.	Eu sinto-me mais confortável a falar em inglês quando eu escolho iniciar um diálogo com uma pessoa específica.	1	2	3	4	5
7.	Eu prefiro fazer atividades orais sempre com o mesmo colega.	1	2	3	4	5
8.	Acho que é importante interagir oralmente em inglês com diferentes colegas da turma.	1	2	3	4	5

Eu decidi escolher o/a _____ para fazer interagir oralmente porque_____

Appendix Q – Questions for the students' interview

1. Qual é a importância que tem para ti aprender Inglês?

2. Achas que vais precisar de usar a língua Inglesa no futuro?

3. Achas que aprendes inglês facilmente?

4. Consideras-te um aluno motivado para a aprendizagem do Inglês?

5. Gostas de aprender Inglês na sala de aula?

6. Que atividades mais gostas de fazer na sala de aula?

7. Gostas de te expressar oralmente em Inglês?

8. Sentes-te seguro e relaxado a falar em Inglês com o professor?

9. Sentes-te confiante quando falas em Inglês na sala de aula para toda a turma?

10. Sentes-te envergonhado quando alguma coisa falha na tua performance oral?

11. Sentes que os outros alunos falam melhor Inglês do que tu?

12. Sentes medo que os outros se riam de ti quando falas em Inglês?

13. Como te sentes quando o professor te dirige uma pergunta?

14. Ficas com receio que o professor corrija todos os teus erros quando te expressas em Inglês?

15. Em que situação sentes mais vontade de comunicar: a pares, em pequenos grupos, com toda a turma ou apenas com o professor? Porquê?

16. Que fatores influenciam a tua vontade de comunicar na sala de aula?

17. Falas muitas vezes com os teus amigos em Inglês fora da sala de aula?

18. Gostarias que o professor falasse mais em Inglês na sala de aula?

19. Gostarias de ter mais oportunidades de falar em Inglês com o professor na sala de aula?

20. Gostarias de ter mais oportunidades de falar com os teus colegas em Inglês na sala de aula?

21. Preferes que o professor te atribuia um colega para trabalhar a oralidade ou preferes ser tu a escolher? Porquê?