

SPEAK UP! HOW ATTITUDES, MOTIVATION, AND BELIEFS SHAPE EFL LEARNERS' WILLINGNESS TO COMMUNICATE

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ABSTRACT

This study investigates the influence of learners' attitudes, motivation, and beliefs on their Willingness to Communicate (WTC) in an English as a Foreign Language (EFL) classroom. The cross-sectional study involved 85 students in a state senior high school in Purbalingga, Indonesia. The analysis indicates that attitudes, motivation, and beliefs collectively account for 34.3% of the variance in WTC ($R^2 = 0.343$). Attitude emerges as the strongest predictor ($\beta = 0.570$, $p < 0.05$), while motivation and beliefs show negligible effects. The significance of the model ($p < 0.05$) confirms the combined influence of these variables on communication behaviours. These findings suggest that fostering positive attitudes toward language learning is essential for enhancing students' willingness to engage in communication. Based on these results, the study highlights the need for pedagogical strategies that promote confidence, reduce communication anxiety, and create a supportive classroom environment.

Keywords: willingness to communicate; attitude; motivation; beliefs; English as a foreign language; language learning

Introduction

Effective communication in a second language is a fundamental objective in language education, particularly within English as a Foreign Language (EFL) context. A pivotal element influencing this objective is learners' Willingness to Communicate (WTC), defined as the readiness to engage in communication when given the opportunity (MacIntyre et al., 1998). In classroom settings, WTC manifests as students' readiness and eagerness to participate in communicative activities such as raising hands, engaging in discussions, or interacting with peers. This disposition is shaped by a dynamic interplay of individual, social, and situational factors (Antoku, 2025; Shaffer, 2021). Such readiness can fluctuate depending on the classroom environment, activity type, and the support provided by teachers, ultimately serving as a predictor of actual participatory behaviour in language learning contexts (Antoku, 2025; Shaffer, 2021). WTC is not merely a product of linguistic competence but is linked to various psychological and contextual factors, including learners' attitudes, motivation, and beliefs. Understanding these interrelations is essential for fostering effective communicative environments in EFL classrooms (Peng & Woodrow, 2010; Yashima et al., 2004).

Attitude involves learners' feelings, beliefs, and predispositions toward the target language, its speakers, and the learning process. Positive attitudes tend to promote engagement and success, while negative attitudes can hinder participation (MacIntyre et al., 2003). Factors shaping attitudes include cultural perceptions, past experiences, and perceived relevance of the language.

Closely connected to attitude is motivation, which refers to the internal drive that sustains effort and persistence in language learning. According to Dörnyei's L2 Motivational Self System (Dörnyei & Kormos, 2000), motivation includes three components: the Ideal L2 Self (aspirations for proficiency), the Ought-to L2 Self (sense of obligation), and the L2 Learning Experience (situational factors). Strong motivation enhances confidence and reduces anxiety, which leads to higher WTC (Alemi et al., 2011; Dörnyei & Kormos, 2000).

Underlying both attitude and motivation are learners' beliefs about language learning. Beliefs encompass learners' perceptions about their abilities, the nature of language learning, and the value of the language. Constructive beliefs encourage active participation, while misconceptions or negative beliefs can cause hesitation and avoidance (Kang, 2005; Öz, 2016). For example, believing in one's competence and the usefulness of English is closely linked to WTC.

These three elements (attitudes, motivation, and beliefs) are interconnected. Positive attitudes can boost motivation, which in turn reinforces positive beliefs about language learning. This synergy suggests that interventions targeting one factor may positively influence the others, collectively enhancing WTC. For instance, creating a supportive classroom environment can improve attitudes, thereby increasing motivation and fostering constructive beliefs, which ultimately lead to greater WTC (Yashima et al., 2004; Zarrinabadi, 2014).

Despite extensive research on individual factors affecting WTC, there is a need for studies examining the combined effect of learners' attitudes, motivation, and beliefs on their WTC in EFL classrooms. Understanding the synergy of attitudes,

motivation, and beliefs enables educators to design targeted interventions that address both psychological and contextual barriers. This is vital for fostering communicative competence in EFL settings, where classroom interactions are often the sole platform for language practice.

This study aims to investigate the combined effect of learners' attitudes, motivation, and beliefs on their willingness to communicate in the EFL classroom. Specifically, this study tests the following hypothesis:

H_a: Learners' attitudes, motivation, and beliefs each significantly predict their WTC in the EFL classroom.

Literature Review

WTC in EFL Contexts

WTC is a multifaceted construct that encapsulates an individual's propensity to initiate communication when given the opportunity (Adnan & Nadeem, 2023). Learners' attitudes, motivations, and beliefs are critical determinants that exert a substantial influence on their WTC within the EFL classroom, intricately shaping their language learning trajectory and the progressive development of their communicative competence (Basoz & Erten, 2018).

It is imperative to acknowledge that WTC is not solely determined by linguistic proficiency but is also significantly influenced by learners' attitudes toward the target language and culture, their intrinsic and extrinsic motivations for language learning, and their deeply ingrained beliefs about their language learning capabilities (Young, 2013). When educators understand how affective variables shape WTC, they can create learning environments that encourage EFL learners to participate actively and communicate with confidence.

Learners' Attitudes Toward Language Learning

Attitudes play a significant role in shaping language learners' behaviours and engagement in communication. Attitudes toward language learning encompass learners' feelings about the language itself, its speakers, and the learning process. Attitudes often stem from cultural appreciation or perceived utility of the language for academic or career advancement (Liu & Jackson, 2008). Cultural perceptions, past learning experiences, and self-efficacy beliefs shape attitudes (Hashimoto, 2002; Öz, 2016).

Positive attitudes towards English and its speakers have been linked to greater engagement in communicative tasks and increased WTC. Research indicates that learners with favourable attitudes are more likely to seek opportunities to communicate in the target language, even in anxiety-inducing situations (Lee & Lee, 2020). Teachers who foster respect and inclusivity can positively shape students' attitudes by creating a supportive environment that values every contribution (Lombardi et al., 2019).

Negative attitudes may hinder participation (MacIntyre et al., 2003; Yashima et al., 2004). Negative experiences, such as fear of judgment or past failures, can lead to reluctance in communication. Classroom climate plays a critical role in reshaping such attitudes (Zhang et al., 2020).

Motivation as a Driving Force for WTC

Motivation influences language learning success. According to Dörnyei's L2 Motivational Self System, motivation consists of the Ideal L2 Self, the Ought-to L2 Self, and the Learning Experience (Dörnyei & Ushioda, 2009). Learners with a strong Ideal L2 Self as in those who envision themselves as proficient speakers, tend to exhibit higher WTC (Pawlak & Mystkowska-Wiertelak, 2015). Additionally, integrative motivation, or the desire to connect with the target language community, has been found to positively correlate with WTC (Alemi et al., 2011; Khajavy & Ghonsooly, 2017). Classroom-based motivation, including teacher support and peer interactions, also plays a role in fostering WTC (Cao, 2011; MacIntyre & Legatto, 2011).

Motivation includes intrinsic motivation and extrinsic motivation, both of which influence learners' persistence and engagement. Learners driven by intrinsic factors such as enjoyment or curiosity tend to exhibit higher levels of engagement and WTC (Ryan & Deci, 2000; Zarrinabadi, 2014). External rewards like grades or job prospects also enhance motivation but may not sustain long-term engagement unless paired with intrinsic interest (Deci et al., 1999). Recent studies highlight the role of emotioncy—emotional connection to learning materials—in fostering motivation and academic achievement (Fathi et al., 2024).

Learners' Beliefs and Their Impact on WTC

Beliefs about language learning influence learners' confidence and engagement in communication (Horwitz, 2010). Some learners perceive language learning as a linear process requiring perfect grammar and vocabulary before communication, which can lead to communication anxiety and reluctance to speak (Kang, 2005). On the other hand, learners with growth-oriented beliefs, who view errors as a natural part of learning, demonstrate higher WTC (Peng & Woodrow, 2010; Zarrinabadi, 2014). Research also highlights the role of self-perceived competence, with students who believe in their linguistic abilities exhibiting greater willingness to engage in conversations (Dewaele & Pavelescu, 2021).

Beliefs about language learning are deeply rooted in learners' past experiences, cultural norms, and educational contexts. These beliefs influence how learners perceive their capabilities and the value of communication in language acquisition. Learners with strong self-efficacy or confidence in their ability to perform specific tasks are more likely to engage in communication tasks because they believe they can succeed (Bandura et al., 1999; MacIntyre & Doucette, 2010). Learners with a growth mindset are more willing to take risks in communication, viewing mistakes as opportunities for improvement. Conversely, those with a fixed mindset may avoid communication due to fear of failure (Dweck, 2015). Unrealistic expectations about fluency such as the belief that one must speak perfectly before attempting

communication, can hinder WTC by creating anxiety and self-doubt (Liu & Jackson, 2008).

Positive beliefs about language learning foster motivation, reduce anxiety, and encourage risk-taking behaviours necessary for effective communication. Learners who view communication as integral to language acquisition are more likely to seek opportunities for interaction (MacIntyre et al., 1998). Positive beliefs about the joy of learning English or its utility in achieving personal goals enhance intrinsic motivation and WTC (Khajavy & Ghonsooly, 2017; Ryan & Deci, 2000). Studies have shown that informal digital learning environments, such as social media platforms used in flipped classrooms, can positively shape learners' beliefs about their ability to communicate effectively (Zarrinabadi et al., 2021).

Negative beliefs often stem from past failures or cultural norms that discourage risk-taking in communication. Learners who believe they lack the necessary skills often experience heightened anxiety, which negatively impacts their WTC both online and offline (MacIntyre et al., 2003). Negative experiences with teachers or peers can lead to demotivation and a reduced belief in the value of communication tasks (Fathi & Mohammaddokht, 2021; Khajavy & Ghonsooly, 2017). In collectivist cultures where group harmony is prioritised over individual expression, learners may believe that speaking up disrupts social norms or risks embarrassment (Brewer & Chen, 2007).

Teachers play a pivotal role in influencing learners' beliefs through their instructional strategies and interpersonal behaviours. Teachers who exhibit immediacy behaviours, such as showing empathy or using humour, help reduce anxiety and foster positive beliefs about communication (Frymier, 1993). Constructive feedback that focuses on effort rather than outcomes can reshape negative beliefs into positive ones by reinforcing a growth mindset. Teachers can encourage perseverance by integrating long-term goals into classroom activities and helping students view challenges as opportunities for growth (Duckworth et al., 2007).

Learners' emotional states often mediate the relationship between their beliefs about language learning and their WTC. Constructs such as foreign language enjoyment enhance learners' belief in their ability to succeed at communication tasks while reducing anxiety (Khajavy et al., 2018). Anxiety and boredom arising from unengaging classroom environments can reinforce negative beliefs about communication abilities (Fathi & Mohammaddokht, 2021).

The Interplay of Attitudes, Motivation, and Beliefs in EFL Classrooms

The relationship between attitudes, motivation, and beliefs is complex, as these factors influence and reinforce each other. A positive attitude can enhance motivation, while strong motivation can cultivate positive beliefs about language learning (Thohir, 2017; Yashima et al., 2004). For instance, students with high motivation are more likely to develop favourable beliefs about their language abilities, which in turn increases their WTC (Lee & Lee, 2020; MacIntyre & Legatto, 2011). Classroom environments that support autonomy and confidence-building activities have been shown to foster these positive interrelations, leading to greater participation in

communication tasks (Cao & Philp, 2006; Dewaele & MacIntyre, 2016). Students feel safe to express themselves without fear of judgment (Dorman, 2002).

Achievement goal orientations mediate the relationship between classroom climate and student engagement by encouraging mastery-focused approaches that align with growth mindsets (Tao et al., 2024). Educators create environments where all learners thrive both linguistically and emotionally when they address these interconnected elements holistically, whether through teacher training programmes that emphasise empathy-building strategies or curriculum designs that prioritise mastery goals. Based on prior research indicating the importance of attitudes, motivation, and beliefs in language learning (Dörnyei & Ushioda, 2009; Gardner, 1985), the present study hypothesises that each of these factors will serve as significant predictors of WTC in EFL settings.

Method

The cross-sectional survey involved the selection of 85 students from a population of 566 students in a state senior high school in Purbalingga city, Indonesia. Using Slovin's formula, a sample size of 85 students was determined. Participants were selected through purposive sampling to ensure a diverse representation of students with varying levels of motivation, attitudes, and beliefs toward language learning. This approach was chosen to capture a broad spectrum of learner characteristics relevant to the study's objectives.

Data were collected using a structured questionnaire designed to measure four constructs: attitude, motivation, learners' beliefs, and WTC (Appendix). The instrument was grounded in established theoretical frameworks, including Gardner's (2005) Attitude/Motivation Test Battery (AMTB) for attitude, Dörnyei and Ushioda's (2009) Second Language Motivational Self System for motivation, and validated scales for beliefs and WTC (Peng & Woodrow, 2010). The questionnaire consisted of 40 items with 34 positively worded and six negatively worded to minimise response bias. All items were rated on a four-point Likert scale, with scoring reversed for negative statements.

A pilot study was conducted to assess validity and reliability. All items were found valid, and reliability coefficients for each construct were satisfactory: attitude (0.879), motivation (0.799), beliefs (0.715), and WTC (0.758).

Data collection involved administering the questionnaire to the selected participants. Responses were coded and entered into SPSS version 26.0 for analysis. The following steps were undertaken:

- (1) Screening and cleaning data for completeness and accuracy.
- (2) Testing regression assumptions (normality, linearity, and multicollinearity) to ensure the appropriateness of the analysis.
- (3) Conducting multiple linear regression to examine the predictive relationships between attitudes, motivation, beliefs, and WTC.
- (4) Hypothesis testing included:
 - a. t-tests for the significance of individual predictors,
 - b. F-test for overall model fit,

- c. R^2 to determine the proportion of variance in WTC explained by the predictors.

Ethical approval was obtained from the relevant institutional review board. Participants were informed about the study's purpose, assured of confidentiality, and provided informed consent prior to participation. Data were anonymised and securely stored to protect participants' privacy.

Results

This study seeks to examine how learners' attitudes, motivation, and beliefs collectively influence their WTC in an EFL classroom setting.

To determine whether attitude, motivation, and beliefs collectively influence WTC, an F-test was performed, and Table 1 shows the results.

Table 1

The Results of F-test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	460.931	3	153.644	14.098	0.000
Residual	882.764	81	10.898		
Total	1343.694	84			

The F-test results indicate that the independent variables (attitude, motivation, and beliefs) collectively have a significant effect on WTC ($F = 14.098$, $p < 0.05$), confirming the overall model's significance. This suggests that although motivation and beliefs individually may not be statistically significant, their combined impact with attitude contributes significantly to WTC.

To determine the extent to which the independent variables explain the variance in WTC, the coefficient of determination (R^2) was examined. Table 2 shows the results of coefficient of determination.

Table 2

The Results of Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.586	0.343	0.319	3.301

The R^2 value of 0.343 indicates that 34.3% of the variance in WTC is explained by the independent variables, while the remaining 65.7% is influenced by factors not included in this study. This suggests that learners' attitudes, motivation, and beliefs play an important role in WTC, but additional variables, such as self-confidence, cultural background, peer influence, and speaking anxiety, may also contribute significantly to students' WTC in an EFL classroom.

To determine the individual impact of each independent variable on WTC, multiple linear regression was conducted, and the results are shown in Table 3.

Table 3*The Results of Multilinear Regression*

Variable	Unstandardized Coefficient (B)	Standard Error	Standardized Coefficient (Beta)	t-value	Sig.
(Constant)	5.968	3.015	-	1.979	0.051
Attitude	0.375	0.087	0.570	4.333	0.000
Motivation	0.006	0.094	0.009	0.065	0.948
Learners' Beliefs	0.186	0.104	0.162	1.780	0.079

The multiple linear regression analysis tested the combined and individual effects of learners' attitudes, motivation, and beliefs on their WTC in the EFL classroom. The overall model was significant ($F = 14.098$, $p < 0.05$), explaining 34.3% of the variance in WTC ($R^2 = 0.343$), confirming that these factors collectively influence WTC. Individually, attitude was the strongest and only significant predictor ($\beta = 0.570$, $p < 0.001$), indicating that more positive attitudes lead to greater willingness to communicate. Motivation ($\beta = 0.009$, $p = 0.948$) and learners' beliefs ($\beta = 0.162$, $p = 0.079$) showed positive but non-significant effects, suggesting their influence may be indirect or context-dependent.

These results highlight the critical role of attitude in fostering communication readiness, while motivation and beliefs may interact with other psychological or environmental factors such as anxiety or self-confidence. On the other hand, the negligible effect of motivation on WTC is an unexpected finding. While motivation is often regarded as a fundamental factor in second language acquisition, its weak influence in this study may be attributed to contextual factors such as the type of motivation students have. For instance, students may be extrinsically motivated by grades or external rewards rather than intrinsically motivated by a personal desire to learn the language. This could explain why motivation alone does not significantly enhance WTC in the given context.

Similarly, while learners' beliefs about language learning show a positive effect on WTC, the lack of statistical significance suggests that beliefs alone may not be strong enough to directly influence students' willingness to communicate. However, beliefs could interact with other psychological and environmental factors, such as self-efficacy, language anxiety, and peer encouragement, to shape students' WTC more holistically.

The overall significance of the regression model ($F = 14.098$, $p < 0.05$) supports the idea that attitude, motivation, and beliefs collectively influence WTC. The relatively modest R^2 value (0.343) indicates that while these three variables are important, there are many other factors affecting students' willingness to communicate in English.

Discussion

The present study investigated the impact of learners' attitudes, motivation, and beliefs on their WTC in the English as a Foreign Language (EFL) classroom. The findings revealed that these three variables collectively explain 34.3% of the variance in WTC,

with attitude emerging as the most significant predictor. In contrast, motivation and beliefs, while positively correlated with WTC, did not show statistically significant individual effects. This discussion contextualizes these findings within existing literature and explores potential reasons for these outcomes.

The Predominant Role of Attitude in WTC

The study's results on the critical influence of learners' attitudes on their WTC concurs with previous research indicating that positive attitudes towards language learning enhance communication willingness. For instance, MacIntyre et al. (1998) proposed that a favourable attitude reduces anxiety and increases self-confidence, thereby promoting WTC. Similarly, Dewaele and Pavelescu (2021) found that learners with positive emotions towards language learning are more inclined to communicate. These findings suggest that attitude functions as a catalyst, enabling learners to engage more readily in communicative practices.

The significance of attitude can be further understood through the lens of the socio-educational model, which posits that attitudes towards the learning situation and the language community influence motivation and, subsequently, WTC (Gardner, 2005). Positive attitudes likely lead to increased engagement, reduced apprehension, and a higher propensity to participate in communicative activities.

The Unexpected Insignificance of Motivation

Contrary to widely held assumptions in second language acquisition research, motivation did not emerge as a significant individual predictor of WTC in this study. This finding challenges the traditional view that motivation is a primary driver of language learning behaviours (Dörnyei & Ushioda, 2009). It is plausible that the type of motivation prevalent among the participants influenced the outcome. The insignificant role of motivation in this study suggests that the effect of motivation on WTC may be indirect, mediated by factors like anxiety and self-confidence (MacIntyre et al., 1998). Hence, without considering these mediators, its direct impact can appear weak.

Learners' Beliefs and Their Limited Direct Impact

The study found that learners' beliefs about language learning had a positive but statistically insignificant effect on WTC. This finding suggests that while beliefs are important, they may not directly translate into a WTC. Previous research has shown that learners' beliefs about language learning can influence their strategy use, anxiety levels, and overall engagement (Horwitz, 2010). However, these beliefs might exert their influence on WTC indirectly.

For example, learners who believe that making mistakes is a natural part of language learning may experience lower anxiety, leading to higher WTC (Yan & Horwitz, 2008). Conversely, learners with perfectionist beliefs may fear negative evaluation, resulting in reduced WTC (Gregersen & Horwitz, 2002). Therefore, the

direct effect of beliefs on WTC may be overshadowed by their interaction with other affective factors.

Moreover, the cultural context of the learners could play a role in shaping their beliefs and, consequently, their WTC. In collectivist cultures, where group harmony and face-saving are emphasised, learners may be more apprehensive about speaking up, regardless of their personal beliefs about language learning (Peng & Woodrow, 2010). This cultural dimension might mitigate the direct impact of individual beliefs on WTC.

The Collective Influence of Attitude, Motivation, and Beliefs

Despite the individual insignificance of motivation and beliefs, the collective influence of attitude, motivation, and beliefs on WTC was statistically significant, explaining 34.3% of the variance. This finding aligns with the heuristic model proposed by (MacIntyre et al., 1998), which posits that multiple interrelated factors contribute to WTC. The model suggests that while individual variables may have limited effects, their combined influence can substantially impact WTC.

The modest R^2 value indicates that a considerable portion of the variance in WTC remains unexplained by the three variables studied. This underscores the complexity of WTC as a construct influenced by a myriad of factors, including but not limited to communication apprehension, perceived competence, personality traits, and situational variables (MacIntyre et al., 1998). For instance, Yashima (2009) introduced the concept of international posture, referring to one's interest in foreign affairs and openness to different cultures, as a significant predictor of WTC in the Japanese EFL context. Similarly, Cao and Philp (2006) highlighted the role of situational factors, such as topic familiarity and group size, in influencing learners' WTC.

Pedagogical Implications for Enhancing WTC in EFL Classrooms

The findings of this study provide important insights for EFL educators seeking to enhance learners' WTC. Given the significant role of attitude, the limited direct effect of motivation and beliefs, and the collective influence of these variables on WTC, several pedagogical strategies can be implemented to foster a more communicative learning environment.

Creating a Positive Attitudinal Environment

Since attitude is the most significant predictor of WTC, teachers should prioritise fostering positive attitudes toward English learning. This can be achieved through several strategies. First, incorporating meaningful and enjoyable language activities can help students associate English learning with positive experiences, ultimately improving their attitude toward using the language in class (Dewaele & Pavelescu, 2021). Second, reducing anxiety and promoting a supportive classroom environment can boost students' confidence and willingness to communicate in English (MacIntyre et al., 1998). Lastly, connecting language learning with students' personal interests

such as using authentic materials like music, movies, and real-world texts, can make English more relevant and engaging. By implementing these strategies, teachers can create a more conducive learning environment that encourages students to actively use English.

Rethinking Motivation-Based Approaches

Although motivation has a negligible direct impact on WTC, its indirect influence via other affective elements emphasises the need of a careful strategy for encouraging motivation. First, teachers should focus on the personal and cultural advantages of English learning instead of concentrating just on grades or test performance; this will help them to change from extrinsic to intrinsic motivation. Second, including self-determination techniques, that is giving students options in classroom activities and supporting autonomy in learning, can boost intrinsic drive and inspire more participation in communication (Dörnyei & Ushioda, 2013). By means of task-based and communicative language teaching approaches such as debates, role-plays, and problem-solving assignments, final motivation for learners can come from participatory, goal-oriented communication activities, therefore promoting both engagement and real language use. Teachers can build a more inspiring classroom by using these techniques, so indirectly supporting students' inclination to express themselves.

Addressing Learners' Beliefs About Language Learning

Although learners' beliefs did not have a substantial direct effect on WTC, they may still influence it indirectly through self-perception and fear. To remedy this, teachers might adopt many techniques. First, confronting negative or unrealistic ideas is vital, as many learners wrongly believe they must speak English properly before engaging, which raises anxiety (Horwitz, 2010). Teachers should emphasise that making mistakes is a natural and vital component of language development. Second, promoting a growth mindset can enable children to consider language competency as a skill that grows over time rather than an innate talent, letting them take greater chances in communication (Gregersen & Horwitz, 2002). Lastly, including reflective methods, such as self-assessment and personal reflection on language learning experiences, can help students alter their perceptions about their capacity to communicate effectively. By applying these tactics, teachers can support learners in building more positive and realistic ideas about their language ability, thus generating increased willingness to speak.

Promoting WTC Through Classroom Activities

Since WTC is influenced by several connected elements, teachers should establish interactive and contextually meaningful chances for communication. One useful technique is including pair and group talks, which provide a low-risk environment where students can practise using the language without fear of judgment. Additionally, individualised speaking assignments that allow students to discuss

familiar and personally relevant themes might boost interest and minimise fear (Cao & Philp, 2006). Furthermore, combining technology and digital platforms such as online discussions, video presentations, and interactive simulations can extend communication opportunities outside the classroom and generate more realistic language experiences (Yashima, 2009). Through these strategies, teachers can build a supportive and dynamic learning atmosphere that enables students to communicate more confidently in English.

Recognising the Cultural and Contextual Influences on WTC

In collectivist countries such as Indonesia and the Philippines, learners may be reluctant to speak up due to worries about maintaining community cohesion and saving face (Peng & Woodrow, 2010). To address this, teachers should advocate a change from teacher-centred to learner-centred approaches, allowing students to take a more active part in expressing their views in a supportive setting. Additionally, using peer support practices, such as collaborative learning, can assist lessen communication fear and develop a stronger readiness to communicate. By developing a classroom culture that emphasises participation and mutual support, teachers can help students feel more confident and comfortable engaging in spoken communication.

Conclusion

The research highlights that positive attitudes, strong motivation, and constructive beliefs foster greater WTC in EFL classrooms, which directly impacts language development and classroom engagement. This study underscores the importance of fostering positive attitudes toward language learning to enhance students' WTC. While motivation and beliefs contribute to some extent, they may not be sufficient on their own to significantly impact WTC. For educators, understanding these factors offers practical pathways to improve outcomes: by cultivating a supportive and interactive environment, employing engaging instructional strategies, and addressing learners' emotional and psychological needs, teachers can significantly boost students' confidence and participation. Implementing activities that promote positive attitudes, reinforce motivation, and challenge negative beliefs can lead to more dynamic and communicative classrooms. Ultimately, a deeper understanding of WTC enables educators to design targeted interventions that not only enhance communicative competence but also create more inclusive, culturally responsive learning spaces.

Future research exploring additional factors like self-confidence and classroom climate will further equip teachers to foster sustained learner engagement across diverse contexts. Future research should also explore additional psychological and contextual variables, such as self-perceived competence, anxiety levels, classroom interaction, and the role of instructors in fostering a communicative environment.

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Appendix

The Framework of Questionnaire

Variable	Aspects	Items	No. items
EFL Students' Attitude (adapted from Gardner, 2005)	Cognitive	Studying English helps me communicate in English effectively.	1,2,3,4
		I wish I could speak English fluently.	
	Affective	In my opinion, English language is easy to learn.	5,6,7,8,9,10,11
		I am confident when with my performance in the English subject.	
		I enjoy to speak English at class.	
		I like pleasure in doing assignments for English speaking subject.	
		I like to give opinions during English lessons.	
		I enjoy the activities of our spoken using English in the class more than those of my other classes.	
		I have a strong desire to speak English.	
		I feel confident when to deliver my opinion in using English.	
Behavior	I feel enthusiastic to come to class when the English is being thought.	12,13	
	I pay much attention when my English teacher is explaining the lesson.		
Students' Motivation (adapted from Dörnyei & Ushioda, 2009)	Ideal L2 Self	I active speak English in English subject.	14,15,16,17
		I can imagine myself speaking English as if I were a native speaker of English.	
	Ought-to L2 Self	I can imagine myself speaking English with international friends.	18,19,20,21
		Whenever I think of my future career, I imagine myself using English.	
		I can imagine myself participating in a debate in English	
		Speaking English is important to me in order to gain the approval of my peers/teachers/family.	
		I study English because close friends of mine think it is important.	
		I would like to feel easy in speaking	

Learners' Beliefs (adapted from Peng & Woodrow, 2010)	Learners' beliefs about classroom communication	English. Speaking English is important to me because other people will respect me more if I have the knowledge of English.	
		Learning Experience I really enjoy speaking English. I like the atmosphere of my English classes. I nervous when my teacher asked me a 22,23,24,25 question. My Classmates in my English class help me speak English better.	
		The student who always speaks up in class will be loathed by other classmates. The student who always speaks up in class is showing off his/her English proficiency. Students should speak up without being invited by the teacher. I learn by participating in communication activities in class.	26,27,28,29
		Learner beliefs about English Learning To understand English, it must be translated into Indonesian. Learning English is mostly a matter of learning grammar rules. In English classes, I prefer to have my teacher provide explanations in Indonesian.	30,31,32
WTC (adapted from Peng & Woodrow, 2010)	In Meaning-focused activities	I am willing to do a role-play standing in front of the class in English (e.g., ordering food in a restaurant). I am willing to give a short self-introduction without notes in English to the class. I am willing to translate a spoken utterance from Indonesian into English in my group.	33,34,35,36, 37
		I am willing to ask the teacher in English to repeat what he/she just said in English because I didn't understand. I am willing to do a role-play in English at my desk, with my peer (e.g., ordering food in a restaurant).	
		In form-focused I am willing to ask my peer sitting next to me in English the meaning of an	38,39,40

activities	English word.
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I am willing to ask my group mates in English how to pronounce a word in English.

I am willing to ask my peer sitting next to me in English how to say an English phrase to express the thoughts in my mind.
