



Willingness to Communicate in English among ESL Undergraduates in Malaysia

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ABSTRACT

Students' unwillingness in communicating (WTC) English has many factors especially in second language acquisition. This study investigates the willingness to communicate (WTC) in English among ESL undergraduates in Malaysia. A hypothesised model that integrates WTC in English, motivation, self-efficacy, mindset, and performance was tested using structural equation modelling (SEM). The results show that the personality of learners are directly affecting motivation and WTC in English. Further, the results also demonstrate that both motivation and academic achievement influences WTC in English indirectly through self-efficacy. The final model correlates well with the data, thereby indicating the potential of academic achievement can contribute to ESL communication.

Keywords: Willingness to communicate; low proficiency; second language acquisition; speaking

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INTRODUCTION

Communication has become increasingly important among L2 learners. In the past, the L2 communicative competence was developed via performance and exchange of information (Ellis, 2008) and it is said that second language interaction can facilitate

language development by providing learners with opportunities in receiving comprehensible input, to produce and to modify their output, to test out hypotheses, and to notice gaps existing in their interlanguage (Ellis, 2008). MacIntyre and Charos (1996) believe that communication is a goal in itself, rather than a means of facilitating language learning. This recognition on the actual use of the L2 as an important part of L2 learning has led to a growing frame of research into the willingness to communicate, a vital construct within the discipline of L2 practice.

However, in the recent years, Willingness to communicate (WTC) has given the oppor-

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