

***Willingness to Communicate:***  
A comparison between Austrian and Serbian students

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## 1. Introduction

Inspired by the changes brought by the Communicative Approach and the *Common European Framework of Reference's* (CEFR) emphasis on *communicative* or *communication competence*, this study aims to gain a deeper understanding of the factors affecting learners' Willingness to Communicate (WTC) during speaking activities in class. The main reason behind the focus on speaking activities lies, therefore, in the observation that the results of the aforementioned activities are seen as the most salient indicator of the ability to use a language for communication, which is identified as the overall outcome in the recent approaches to language teaching. Although the focus language remains English, this study offers a valuable insight into learner attitudes towards speaking and using a second language which can, in turn, be applied to any other consecutive language a person speaks.

The empirical study focuses on two groups of participants from different school environments, namely from grammar<sup>1</sup> and vocational schools. The main reason for choosing these two types is the presupposed difference in focus and purpose of foreign language teaching, which could affect the learners' views and attitudes towards speaking and communication in general. Moreover, the study is envisioned as a comparative study between the aforementioned school contexts in Šabac, Serbia and Graz, Austria. The two countries were chosen in the light of their close cultural and historical relationship, which has proven to affect both of them over the years. It will be investigated whether there are any considerable differences between grammar schools and vocational schools when it comes to factors students feel affect their WTC in English. At the same time, the study will examine the existence of possible similarities and/or differences in answers across the two countries in question, hoping to determine whether there is an overlap in the results from corresponding schools.

This thesis is divided into two main sections, namely the theoretical overview, where the most important terms and concepts are explained; and the empirical part, where the

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<sup>1</sup> In this paper, I will use the term 'grammar school' to refer to grammar schools with a special focus on modern languages, as this type of school will prove crucial for the present study.

results are presented and discussed. Chapter 2, therefore, starts with basic information on the approach that served as one of the motives for this study – Communicative Language Teaching (CLT), or rather the Communicative Approach. Here, I will summarize the tendencies and shifts in views from the very beginning of CLT to this day. In the subsection following this, an explanation of the term *communication competence* will be provided and discussed. We will also focus on the distinction between *competence* and *performance*, as this, too, is of essential importance when considering Willingness to Communicate. In connection to this, subsection 2.3 deals with speaking and the assessment of speaking. As the study is taking place within a European context, this subsection will view assessment from the perspective of one of the most extensive documents related to language education, the *Common European Framework of Reference* (CEFR).

The following subsection will provide the definition of the very term *Willingness to Communicate* (WTC), identified by McCroskey and Baer (1985). We will briefly consider the different types of WTC, namely those in first language (L1) and second language (L2). The major part of this subsection, will, however, be dealing with WTC in a second language and exploring in detail the well-known Heuristic Model of Variables proposed by MacIntyre et al. in 1998. Considering the complex connection between language and the identity of the learner, as well as the impact of this relationship on WTC, I will also dedicate some attention to exploring these in more detail in subsection 2.5.

The last subsection of the theoretical part will deal with *communication apprehension* (CA), and in particular *oral communication apprehension*, as one of the most evident problems in language learning. Here I will focus on several different types of communication apprehension and their effect on general performance during speaking in class.

The empirical part of this thesis begins with Chapter 3, where the complete methodological design is explained. An overview of the research questions behind this

study is given, together with a rationale for choosing these particular questions. Following this, a brief discussion of possible ethical issues is presented. Lastly, the chosen methodology, the questionnaire and the participants are introduced. The following Chapter 4 will briefly introduce the organization of the data and the reasoning behind it.

Chapters 5 and 6 present the central part of the thesis, as this is where the data are presented and analyzed. Due to the complexity of the study and the two parallel comparisons, the results are structured in the following way: Chapters 5 and 6 are identical in structure and their subsections present the data from Austria and Serbia, respectively. Within them, a comparison between a grammar and a vocational school is made in order to determine whether there are any notable differences in the results.

Chapter 7 contains a brief discussion of possible shortcomings to the study, while the conclusion offers key observations and their pedagogical implications. Thesis summaries in English and in German are included in Chapters 9 and 10, respectively.



## **2. Theoretical background**

This thesis aims to determine whether there are any considerable differences in the perception of factors affecting students' Willingness to Communicate between two different school types and two different countries. Given the fact that students' WTC ties in tightly with language learning and may affect its outcomes considerably, the following subsections will offer a brief overview of related terms and notions.

### **2.1 Communicative Language Teaching (CLT)**

Considering that Communicative Language Teaching (CLT) is the predominant approach used in language classrooms today; one that has definitely strongly influenced and molded the mindsets of both language teachers and learners, this chapter will provide a more extensive and comprehensive overview of the very approach and related issues. CLT appeared in the 1970s as an approach which would foster the development of communicative skills in second and foreign language classrooms. What made this approach special in comparison to its predecessors was the shift in the view of language itself. Namely, as Newby (2012:18) explains, CLT appeared as a response “to communication-based and functional theories of language”. In other words, CLT views language as both a product and a process of communicating – expressing ideas, thoughts and attitudes (ibid. 5). This change was brought about by Austin's (1962) and Searle's (1969) *speech act theory* and the idea that every utterance has its own communicative function. Halliday (1978:30) build upon this idea, by asserting that the distinction between the ‘what’ and the ‘how’ is blurred and that, in fact, ‘all language is language in use’. In his view, language is not perceived as a discrete unit, but is always experienced “in relation to a scenario” (ibid. 28), a context from which we gather meaning about everything others say.

Richards and Rodgers, however, explain that there is “no single text or authority on [the communicative approach], any single model that is universally accepted as authoritative” (2001:155). Nonetheless, they list four basic principles of the communicative view. According to them, language is used to express meaning, which is why its primary function is fostering interaction and communication. Furthermore, the structure of

language is dual, allowing for both functional and communicative use. This is further supported in the fourth principle, namely that the primary language units are its categories of functional and communicative meaning (ibid. 2001:161).

On the other hand, Dörnyei (2009:34) sees ‘learning through doing’ as the only constant guideline in the process of the development of CLT learning materials. Defining the approach itself has therefore proved a challenging task over the past decades. While the Communicative Approach is, in practice, principally defined as a “meaning-based, learner-centered approach, where fluency is given priority to accuracy” (Spada 2007:272), the experts in the field see it as a combination of both grammatical and functional teaching:

One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view. (Littlewood 1981:1)

In relation to this, Howatt (1984) distinguishes between a ‘weak’ and a ‘strong’ definition of Communicative Language Teaching. For him, the established practice of providing students with opportunities to use English for communicative purposes while integrating structural elements of language at the same time can be considered a somewhat “weak” version of Communicative Approach. The “strong” version of the approach, however, is based on the belief that the development of language system should be stimulated through the actual use of the language in question. He further explains his views by saying that “the former could be described as ‘learning to use’ English” while the latter “entails ‘using English to learn it’ ” (ibid. 279).

## **2.2 Communicative Competence**

Regardless of which version of CLT is given preference, communicative competence is seen as the main objective. The term, first coined by Hymes in 1966, was further explained by Canale and Swain (1980, as cited in Newby 2012:21), who listed grammatical, sociolinguistic, strategic and discourse competence as the four components of communicative competence. According to Newby, “[...] similar but broader categories came with the publication of CEFR in 2001.” (ibid. 21) These are linguistic,

sociolinguistic and pragmatic. *Linguistic competence* is closely related to the range and the quality of knowledge (CEFR 2001:13) then further divided into:

- lexical competence, i.e. knowing and being able to use the vocabulary of a language;
- grammatical competence, i.e. knowing and being able to use the grammar of a language;
- semantic competence, i.e. awareness and control of the ways meaning is organized in a language
- phonological competence, i.e. being able to recognize and produce sounds and phonetic features of a language
- orthographic competence, i.e. being able to recognize and produce symbols from a writing system of a language (ibid. 109ff.)

*Sociolinguistic competence*, on the other hand, refers to the knowledge about the use of language in social situations. This includes the knowledge of linguistic markers of social relations (greetings, address forms, turntaking, etc.), politeness conventions, register differences, dialect and accent (ibid. 118ff.). The third part of communicative competence, *pragmatic competence*, is again further divided into:

- discourse competence, dealing with ways of organizing, composing and arranging messages
- functional competence, dealing with ways of performing communicative functions
- design competence, dealing with sequences and schemata (ibid. 123ff.)

Barracough and associates (1988:188) take a look at communicative competence from a different angle, pointing out the importance of a person's perception of their own communicative competence by presuming that, if a person perceives themselves as less competent, they would avoid engaging in communication:

It is believed that a person's self-perceived communication competence, as opposed to their actual behavioral competence, will greatly [a]ffect a person's willingness to initiate and engage in communication. It is what a person thinks he/she can do not what he/she could do which impacts the individual's behavioral choices. (ibid. 188)

Following this statement, it can be argued that the assessment of one's knowledge may be impaired and/or influenced by this very perception, influencing their behavioral choices during speaking. This is why the distinction between competence and performance will be made in the following subsection.

### **2.2.1 Competence vs. Performance**

The initial distinction between these two notions can be traced back to Chomsky, who holds a position that there is a “fundamental difference” between *competence*, i.e. what one knows about their own language, and *performance*, i.e. how language is actually used on specific occasions (Chomsky 1965:4). Hymes (1966/1972:283) further expands the scope of *performance*, saying it calls for the interplay of several factors: one's own competence, the competence of others and the changeability of the situations themselves. In relation to this, Widdowson (1978) proposes and further defines distinction between *usage* and *use*:

Usage [...] is one aspect of performance, that aspect of performance which makes evident the extent to which the language user demonstrates his knowledge of linguistic rules. Use is another aspect of performance: that which makes evident the extent to which the language user demonstrates his ability to use his knowledge of linguistic rules for effective communication. (Widdowson 1978:3)

Following Widdowson's distinction, a change in the overall aims of language teaching took place - the need for people to use the knowledge they have about a language in order to fulfill a certain communicative purpose became a paramount. What this means is that, in addition to having knowledge about specific structures, students are supposed to be able to use them comprehensively in real-life situations. It is exactly this use that is broadly regarded as evidence of individual's linguistic competence during assessment.

### **2.3 Assessment and Speaking**

When talking about assessment of linguistic competences in the European context, it is necessary to mention *The Common European Framework of Reference for Languages* (CEFR). This document, published in 2001 by the Council of Europe, was intended to provide a foundation and guidelines for the development of curricula, examinations and books in language education throughout Europe. According to its authors, the CEFR

“describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively” (CEFR 2001:1). What adds to the importance of this document is the fact that it takes the ‘communicative’ view of language. As Newby explains, this ‘action-oriented approach’ (CEFR 2001:10) emphasizes primarily social aspect of language use, seeing language “not in terms of a static system but in terms of how it is actually used by human beings” (Newby 2012:3). It also provides a list of proficiency levels, allowing the learners and examiners to monitor and assess the progress at different learning stages.

Without a doubt, some form of assessment is an integral part of language learning. According to the CEFR, the term *assessment* refers to the “implementation of language competence, thereby focusing on learner performance and its analysis” (Piccardo et al., 2011:42). However, despite the complexity of the term *communicative competence*, and everything it entails (cf. previous section), it is mostly *speaking* (or rather the result of it) that seems to be treated as a general indicator of overall linguistic competence of an individual. Moreover, Piccardo and associates agree that oral interaction allows for a direct assessment due to “the immediate feedback provided by an interlocutor during an exchange” (2011:48). Even so, it is of extreme importance to remember that this performance during speaking activities, both productive and interactive, depends on many different factors in addition to the actual competence of the learner. Factors essential for this study will be discussed in the sections below.

#### **2.4 Willingness to Communicate (WTC)**

As already mentioned, this thesis will be dealing solely with willingness to communicate orally, and in English. Nevertheless, a broader definition of the term WTC will be given in this subsection, as this term is the driving force behind the very research. McCroskey and Baer (1985) and McCroskey and Richmond (1987, cited in Barraclough et al. 1988: 188) refer to Willingness to Communicate in relation to “an individual’s general personality orientation towards talking” (ibid. 188). For them, WTC is a stable predisposition to talk and they limit it to being a personality trait exclusively.

McCroskey and associates, however, fail to acknowledge WTC as anything other than a personality trait. Barraclough et al. (1988) explain that different people engage in talk to different extents, and elaborate that this willingness to communicate is subject to changes “at any given time in a given context”(ibid. 188). Similarly, MacIntyre and associates (1998) define WTC as a “situational variable” with both changeable and permanent influences (ibid. 546).

In addition to this, MacIntyre and associates (1998) also make the distinction between WTC in one’s first language (L1) and second language (L2), dismissing the claims that the latter is preordained by the former: “It is highly unlikely that WTC in the second language (L2) is a simple manifestation of WTC in the L1” (ibid. 546). They emphasize the difference in levels of competence between the two, as L1 competence is in most cases higher. This claim is further supported by the introduction of the affective element – students’ feelings about their own proficiency in the target language, and the level of anxiety experienced while speaking.

They also propose a *pyramid model* which shows the range of components potentially influencing WTC in the L2, which has served as a starting point for the choice of factors to be investigated by this very research paper (Figure 1 below):

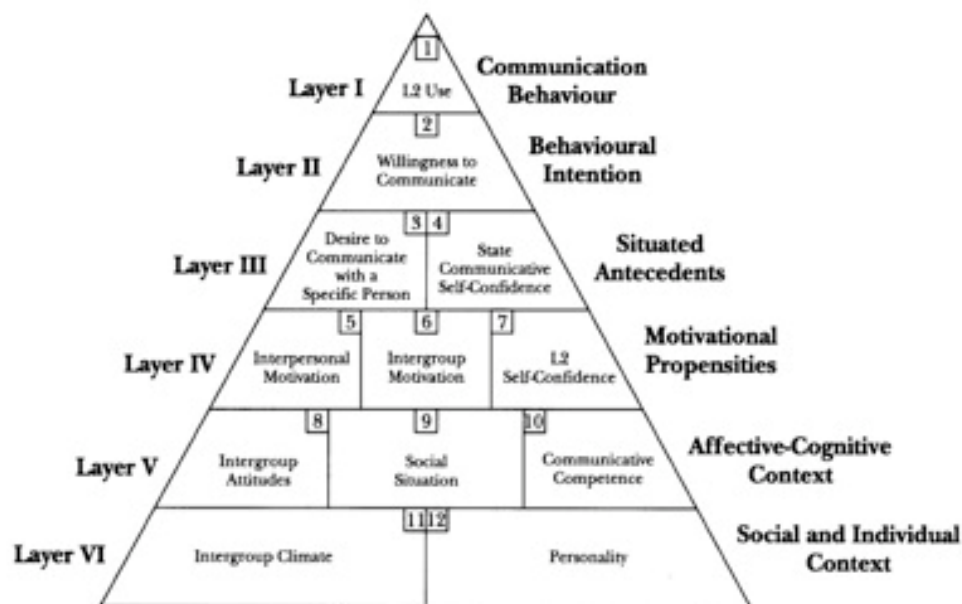


Figure 1. The Pyramid Model of Variables Influencing WTC (MacIntyre et al. 1998: 547)

According to MacIntyre et al.(1998), the model itself consists of six layers, which then fall into two groups: stable, lasting factors (layers IV, V and VI), and situational, contextualized, and therefore changeable factors (layers I, II and III) (ibid. 546). They build upon McCroskey and associates' views by positioning *personality* as the foundation on which the pyramid is based. In order to bring these factors closer to the readership, the layers will be thoroughly examined below.

Starting at the top of the model, layer I, *communication behavior*, includes the actual use of the second language, which is seen as the main goal of language teaching. This communication is directly dependent on WTC found in layer II, which is defined as a “readiness to enter into a discourse at a particular time with a specific person or persons, using a L2” (ibid. 547). For MacIntyre et al., therefore, WTC implies a “behavioural intention to speak up” (ibid. 548), which may not necessarily be predetermined by the opportunity to communicate.

Layer III holds two factors with immediate impact on WTC: the *desire to communicate with a specific person* and *state self-confidence*. In connection to the first factor, MacIntyre et al. presuppose that people are quite often involved into communication with others around them for a specific purpose, whether it be their assistance, cooperation or service they need. In their view, the process of achieving this “higher goal” will almost always involve certain levels of flexibility and code switching. The other factor, *state self-confidence*, includes two key constructs: *perceived competence* and *a lack of anxiety*. According to MacIntyre et al., these two “most immediate determiners of WTC” (ibid. 549) are never constant and are highly dependent on the situation and characteristics of the previous L2 experience. Moreover, they are inversely proportional – anything that increases the state of anxiety will reduce a person’s self-confidence and, with that, their WTC (ibid. 548ff.).

With Layer IV, MacIntyre et al. start focusing on more constant, lasting, and therefore complex factors. This layer consists of three components: *interpersonal motivation*, *intergroup motivation* and *L2 self-confidence*. According to the authors, there are two main motivators, or communicative purposes which are accountable for most communication instances and are valid for both interpersonal and intergroup motivation–

control and affiliation. When talking about *control* as a motivator in interpersonal communication, they are talking about hierarchical, task-related situations, including, for example, teachers and students, or doctors and patients. Here, the aim of communication is to limit or influence the interlocutor's behavior. This directly translates to intergroup relations, with the only difference being that the power relationship is formed between the participating groups (such as Clément's and Kruidenier's (1983) case of a dominant group learning a minority language). *Affiliation*, on the other hand, relates to the level of interest in establishing a relationship with interlocutor, be it an individual, or a group. As decisive aspects here are seen personality type, attitudes towards the interlocutor(s) and a wish for integration. On the other hand, third component of Layer IV, *L2 self-confidence*, is more reflective of the relationship between the individual and the L2. MacIntyre and associates describe it as a general confidence in the ability to efficiently use L2 in communication. This confidence, however, is a result of the interplay of self-evaluation of L2 skills on one side and discomposure or agitation experienced when using L2 (ibid. 550ff.)

Layer V consists of three components as well, and deals with affective and cognitive context. However, the factors and variables explained in this layer are related to the individuals themselves, stemming from their overall experience, attitudes and motives, rather than from specific situations. These are *intergroup attitudes*, *social situation* and *communicative competence*.

The first component, *intergroup attitudes*, relates to three aspects: intergrativeness, fear of assimilation and motivation to learn L2 (ibid. 552). Under *integrativeness* the authors presume the readiness to adapt to different cultural groups. Gardner and Lambert (1972) have also explored the idea that identification and affiliation with members of the L2 community is an important reason behind learning L2. In addition to that, MacIntyre et al. talk about work done by Clément and Kruidenier (1985) which indicates that integrativeness goes hand in hand with the increased exposure to and contact with the L2 community. However, increased exposure to L2 community may potentially bring with it the loss of native linguistic competence, and with it the loss of L1 membership, especially for the members of minority groups. This leads us to the causes of what MacIntyre et al.



define as *fear of assimilation*. The phenomenon of loss has been identified by Lambert (1975) as “subtractive bilingualism”, suggesting that acquiring of a new language can bring about the loss of one’s native language and/or culture. Nevertheless, integrativeness and fear of assimilation are constructs present in every individual and the communication in L2 is dependent on the relationship between them – if integrativeness is more prominent, L2 communication will be fostered, and vice versa. Also, when a majority group learns the language of a minority group, the risk to one’s native identity and culture is far smaller, and there is less resistance. The *motivation to learn an L2* builds upon everything discussed above and depends on the attitudes towards L2 and its community. This is why learners with positive a attitude and experience are more likely to immerse themselves more in the learning process. However, MacIntyre and associates noted that an individual’s WTC may not necessarily mirror their motivation, as they may be interested in things other than strictly communicating (i.e. reading) (ibid. 553).

Another complex factor discussed by MacIntyre and associates is *social situation*, a multifaceted category dealing with social encounters in particular environments. Ferguson (1994:20) explained that, through regular repetition in a specific context of society, communication situations start being associated with language use and structures that are specific to these situations. In other words, people have a certain way of communicating depending on where they are, who they are talking to and so on. MacIntyre and associates went on and pointed out five central determiners of a social situation: *participants, setting, purpose, topic* and *the channel of communication*. When talking about *participants* i.e. interlocutors, the authors identify the age, gender and the relationship between the participants as most important. The level of intimacy between the participants (whether they are strangers, colleagues, family etc.), the amount of knowledge they share and their L2 proficiency levels (e.g. native or non-native) can also influence their WTC. Following this presupposition, two colleagues working in the same area, with similar levels of L2 are more likely to successfully engage in a conversation. *Setting* refers to the local and temporal context of communication (e.g. workplace, school, home etc). As already discussed, these environments call for specific linguistic behavior and speech acts. *Purpose* refers to the aims of or intentions behind communication and these can be: to persuade, to transfer information, to entertain and to

reveal self (Biber 1994, MacIntyre et al. 1998:553). Naturally, the *topic* of the communication will play a significant role in L2 use – having good knowledge of the topic can foster one’s L2 self-confidence despite possible limitations in overall proficiency, while the lack of it can create a formidable obstacle even for a confident speaker. Lastly, *communication channel* is concerned with the medium chosen for communication. Two main channels are speaking and writing, but these can be further divided (e.g. telephone calls, emails etc.). According to MacIntyre and associates, they all rely on special sets of schemata and vocabulary which may influence the levels of one’s WTC.

The last factor from Layer V is *communicative competence*. This concept, originally coined by Dell Hymes in 1966, broadly covers an individual’s L2 proficiency. The perception one has of their own competence can either foster or hinder WTC. A more detailed exploration of this notion was already provided in section 2.2, I will now move on to Layer VI.

Layer VI encompasses the attitudes towards and the relationship between L1 and L2, and the influence of the speaker’s personality on communication. *Intergroup climate* can be explained in terms of *structural characteristics* and *perceptual and affective correlates*. Under structural characteristics, MacIntyre and associates understand “relative demographic representation of the L1 and L2 communities” (ibid. 555), i.e. how economically influential they are and to what extent they are represented in social institutions like government, church and so on; how close or distant these communities are socially. Readiness to adapt and reduce the distance, in addition to the attitudes and values associated with L2 community fall under perceptual and affective correlates. General assumption is that positive attitude towards the L2 group fosters L2 learning and vice versa. On the other hand, it has also been observed that intergroup relations are sometimes burdened by prejudice and discriminatory behavior. Just like other attitudes, the stems of prejudice may lie in previous experience or the influence of L1 community members (e.g. parents, peers, media, etc); nonetheless, parents are thought to be the most important influence on prejudice development in children (Gardner 1985, Aboud 1988, Phinney 1990, MacIntyre et al. 1998). Moreover, Gardner (1985) notes that it is parents’

attitude towards the L2 community that is more likely to be taken on by their children, thus affecting their L2 language learning (as in MacIntyre et al., 1998: 556ff.).

The foregoing discussion implies that the most enduring influences on WTC in L2 are bound to individuals themselves. This is why MacIntyre and colleagues felt the need to put *personality* in the very base of their model. When talking about personality, one should also consider Goldberg's (1993) taxonomy of five basic personality traits. According to him, *extraversion, agreeableness, conscientiousness, emotional stability and openness to new experiences* are traits that foster L2 learning and WTC (as in MacIntyre et al. 1998:557). An important observation made here is that personality per se does not directly influence WTC. It does, however, set the stage for L2 communication through its interplay with interpersonal and intergroup relations and other factors building upon it in the *pyramid model* (ibid. 558).

## **2.5 Motivation, L2 identity and the Self**

We have already mentioned the role of affiliation, and the wish for integration in particular, when talking about Layer V of the *pyramid model* (MacIntyre et al., 1998:547). Earlier definitions of motivation saw this wish for affiliation or integration with L2 community as one of the underlying postulates for successful language learning. In particular, Gardner and Lambert claim that L2 learners “must be willing to identify with members of another ethnolinguistic group and take on very subtle aspects of their behaviour” (1972:135). Although this view has been criticized by researchers as a rather strong interpretation of the integrative concept, it may tell us more about the nature of language learning than we might initially think. As Williams and Burden (1997:115) explain, language is not a discrete phenomenon, but is rather strongly connected to individual's identity and is one way of expressing it. It is because of this relation that the self is more exposed in language learning than in learning of any other kind – Cohen and Norst (1989:61) confirm this presupposition by saying that “language and self are so closely bound, if not identical, that an attack on one is an attack on the other”.

Although once considered a stable personality trait, the self is a rather complex system that is never completely stagnant. In order to enable the analysis of this dynamism,

Mercer (2011a) narrows its span to one comprehensible aspect of it, the self-concept, under which she includes “everything a person believes and feels about themselves” (ibid. 65). This interpretation concords with Nowak, Vallacher and Zochowski’s (2005) supposition that the self may evolve under the influence of external factors and experiences. In connection to this, it is important to mention Marsh’s *internal/external reference model* (1986), where the author also discusses his views of the self-concept formation process. Namely, Marsh suggests that learners base their self-concept not only on internal, but also on external frames of reference, such as their grades, exam results or feedback from others (Marsh 1986).

In the light of these developments, researchers and theorists started looking at integrativeness from a different angle. Dörnyei and Csizér (2002), for example, see integrativeness as a process of identification that is internal to individual’s self-concept, and therefore not exclusively related to an external group (ibid. 453). Dörnyei (2005, 2009) went on further, developing this idea according to Higgins’ *self-discrepancy theory* (1987). The theory in question sees motivation as a direct product of individual’s representations of their “possible selves”: “actual self”, with attributes the person already possesses, “ideal self”, with attributes the person would like to possess, “ought-to self”, with attributes the person thinks they should possess. They then constantly compare their actual selves to their ideal/ought-to self, trying to reduce the perceived gap between them. A general assumption is that, if L2 proficiency is one of the aspired attributes, it will serve as a strong motive for language learning (cf. Markus & Nurius 1987; Dörnyei 2005; Dörnyei & Ushioda 2009; Mercer, 2011a, 2011b).

On the other hand, in one of his earlier works, Marsh talked about a phenomenon known as the “Big Fish, Little Pond Effect” (BFLPE) (1984, as cited in Mercer 2011b:93). He described it in relation to external frames of reference, by stating that students always compare themselves to their peers. This means that, if students choose to compare their self-perceived performances to the performances of someone who they regard as more proficient, their confidence is bound to decrease due to the impression of being less competent than the peers from the group (c.f. Marsh, 1984, Mercer, 2011b:30). Mercer further explains this presupposition:

It suggests that when an averagely able student attends a high-ability school, comparing themselves to more able students may lead to a lower self-concept than if they had attended an average school in which comparisons with less able students would have been possible (Mercer, 2011b:93).

Most, if not all of the issues discussed in the subsection above will be essential in the discussion of the results of the current study.

## **2.6 Communication Apprehension**

A phenomenon that can be considered a counterpart of willingness to communicate is communication apprehension (CA). McCroskey and Beatty (1986:279) defined the term as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” (McCroskey & Beatty, 1986:279). According to the authors, this oral communication anxiety has been found to be significantly related to a person’s perception of their communicative competence, therefore also affecting their willingness to communicate (ibid. 286). This communication apprehension is seen as both lasting, trait-like predisposition related to communication and as a response to a particular situation of communication. Therefore, the authors make a distinction between four types of communication apprehension: *trait-like communication apprehension*, *generalized-context communication apprehension*, *person-group communication apprehension* and *situational apprehension* (ibid. 281 ff.).

In the article, *trait-like communication apprehension* is defined as a “relatively enduring, personality-type orientation toward oral communication across a wide variety of contexts” (ibid. 281). *Generalized-context communication apprehension* is also seen as somewhat lasting and related to personality type. However, it is limited to a given type of communication context such as public speaking, interviewing or dating. The third type, *person-group communication apprehension*, is again defined as a relatively enduring orientation, but this time toward communicating with a specific person or group of people. Unlike the first two, it is not seen as a personality trait, but merely as a reaction to situational constraints connected to the interlocutor(s) – their age, relationship an individual has with them and so on. *Situational communication apprehension*, the fourth type, is the only one defined as a temporary or changeable attitude. It refers to the

expectations related to communication with a given person or group of people, which are, in turn, derived from previous communication experience (ibid. 283).

Although the impact of communication apprehension is almost exclusively experienced as an internal discomfort by an individual, they will still show certain patterns of behavior typical for high CA situations. For example, when an individual knows that they will be faced with something that will make them feel uncomfortable, they have two options— either confront the situation or person, or avoid them. The latter case leads us to a mechanism known as *communication avoidance*. This is known to be a safe choice for people with high CA (Beatty et al. 1976, McCroskey & Beatty 1986). However, as McCroskey & Beatty (1986:288) explain, avoiding communication is not always possible, especially when the thing that makes an individual feel uncomfortable comes about without a warning. In the context of language classrooms, students with high CA may decide not to participate in activities at all or speak only when called upon, providing short responses. The former would be considered complete *communication withdrawal*, the latter *partial*. The third pattern McCroskey & Beatty identify is *communication disruption*, which is manifested with unnatural, inappropriate choice of words and communicative strategies or seemingly poor fluency during speaking. Adversely, *overcommunicating* is another pattern of behavior caused by high CA. Although unusual, this technique is used as a defense mechanism – in order to fight or hide discomfort they feel, people may start speaking really fast, at the same time making poor communication choices (McCroskey & Beatty 1986:288). It is presumable that issues like communication disruption may also be connected to the lack of knowledge. However, research has shown that these issues are not always actual indicators of individual's language skills. For this reason, communication apprehension should be taken into consideration when assessing speaking skills in a language classroom.

### 3. Methodological Design

#### 3.1 Research Questions and Rationale

This research study hopes to investigate and gain a deeper understanding of the factors perceived as being most influential on students' Willingness to Communicate during speaking activities. One of my main aims is to determine the factors that are perceived as most influential. I will then compare the results across respective schools and countries. This could provide an insight into whether or not the same factors could possibly be valid for more than one environment, both school and county-wise. Therefore, the research questions guiding this study were:

1. Are there any differences in the (identified) factors affecting *willingness to communicate* orally in a language between the two types of schools, grammar and vocational schools respectively?
2. Are there findings that suggest any particular advantage of one type of school over another in respect to *willingness to communicate* orally in a foreign language?

Given the fact that this study is conducted not only in two different school environments, but additionally in two different countries and, essentially, schooling systems, I will also discuss the following question:

1. Are there any conspicuous differences in the identified factors across the corresponding types of schools in Serbia and in Austria?

In connection to these research questions, the readership must bear in mind the borders of this study. Although the scope of the term WTC is a rather wide one and includes both spoken and written production in both L1 and L2 (MacIntyre et al. 1998), this study will be examining factors influencing WTC when it comes to speaking, that is, oral production. The main reason for this is that speaking is often identified as the most prominent instance of foreign language usage. Moreover, speaking can appear more intimidating than any other activity during language classes due to its immediateness. This can, in turn, directly affect overall production. In this view, the current study may prove valuable for both language instructors and teacher trainers from similar educational

contexts who may wish to consider its results in order to gain further insight into the current situation.

### **3.2 Ethics**

The questionnaire used was completely anonymous and the participation in the research was on a voluntary basis. Considering that the participants were approached in their respective school environments, the questionnaire was first approved by the schools' Principals and English language teachers. Although the participants' identities were not recorded by nor disclosed to the researcher, the participants were provided with a short cover letter and a consent form (Appendices A, B and C), briefly explaining the purpose of the study and confirming the anonymity of the data collected. The section about the anonymity and voluntariness was also included in the questionnaire. The data were used solely for the purposes of writing a Master Thesis titled "Willingness to Communicate: A Comparison between Austrian and Serbian Students" with Ao.Univ.-Prof. Mag. Dr.phil. Hermine Penz, at the Department for English Studies, Karl-Franzens University in Graz, Austria.

### **3.3 Method**

Previous research investigating Willingness to Communicate has been done from both a quantitative and a qualitative perspective. Due to the considerable number of participants and the fact that this is a cross-cultural research study in itself, the data used in it is collected by a quantitative method, which is further explained in the following subsection.

#### **3.3.1 Quantitative Method**

As mentioned in the section above, a general distinction is made between two main methods to data collection, a *qualitative* and a *quantitative one*. The main difference between the two is most prominent when considering the means used for data collection. While instruments for qualitative data collection most often include interviews, diaries and observations (Dörnyei 2007: 19) and provide researchers with "open-ended data in form of words, pictures or icons in need of further interpretation and analysis" (O'Leary



2004:99), quantitative data collection, where data are presented through numbers and statistics, remains the most employed and straight-forward technique in scientific research (Dörnyei 2003:3). The choice between the two methods also depends on the scale of the research and the population itself: in relation to this, the quantitative method is seen as more suitable for collecting data from larger populations (Cavana et al. 2000; Creswell 1994; Dörnyei 2003; Neuman 1997; O’Leary, 2003). In practice, however, these boundaries are somewhat blurred, and the data collection is, to an extent, always a combination of the two.

### **3.3.2 Questionnaire**

Before actually administering the questionnaire, a pilot-version was tested on 4 students, aged 16 to 17, attending a grammar school in Šabac, Serbia. The main aim of this test was to determine the legibility and comprehensibility of the questionnaire and its language. Additionally, the test was meant to determine the average amount of time needed for the completion of the questionnaire. Upon considering feedback, I have decided to make the questionnaire available in English, German and Serbian (see Appendices D, E and F). This was meant to eliminate possible misunderstandings and ensure the validity of the answers.

The questionnaire consisted of three sections covering two A4 pages. In the first section of the questionnaire, the participants were asked general questions about themselves - including their age, gender and the type of school they go to (grammar or vocational school). They were also asked about their language learning background – the number of years spent studying English, their grade from the last school report, and the knowledge of any further foreign language(s). Two sections following this introductory part are related to factors that may affect students’ Willingness to Communicate. In the second section (adapted from Gutmann, 2012), the participants were offered factors that can influence one’s Willingness to Communicate in class. They were then asked to choose 5 factors, rating the strength of their influence from 1 to 5, with 1 being “influences the most”. Additional space for further comments was provided at the very end of this section, leaving students with the opportunity to highlight anything relevant which was not already included. In the third part of the questionnaire, participants were asked to

express the level of agreement with 20 statements on a five-point Likert scale. All of the statements are related to the most commonly identified factors influencing WTC in foreign language learners. The factors in question are *preparedness, topic, speaking self-confidence, speaker's personality, relationship with the interlocutor, perceived speaking skills of the interlocutor, task type, correction and grading, class atmosphere and embarrassment factor* (Barraclough et al. 1988, MacIntyre et al. 1998, Gutmann 2012).

Two additional notes should be made: firstly, the questionnaires conducted in all of the schools were identical in regard to the questions, with the exception of the language they were conducted in. Secondly, all of the questionnaires were filled out in class, in the presence of the respective teachers and the researcher. Further information on the profiles of the research participants will be provided in the following subsection.

### **3.3.3 Research Participants**

Given the fact that this is a comparative research study in essence, the research was conducted in two different school contexts in Graz, Austria and Šabac, Serbia. The main idea behind school choice was to determine whether any considerable differences can be found between grammar schools and vocational schools. The first pair consists of classes from Graz International Bilingual School (GIBS) and Šabac Grammar school, where, apart from a special entrance exam in English, attention is given to the teaching of and the instruction in English. BHAK Grazbachgasse from Graz and Ekonomsko-trgovinska škola from Šabac represent vocational business schools where English is taught as a foreign language. The overall number of participants from all four schools was 254. As 9 out of these are native speakers of English, their answers could not be considered within this current research. The remaining 245 participants have all studied English as a foreign language. Their age ranged from 15 to 18, with a mean of 16.28. The number of male participants was 72 (29.39%), while the number of female participants was significantly higher, 173 (70.61%). The average number of years spent studying English is 7.82. Given that grading scales in Austria and Serbia are completely reversed, the average English grades are given in the Table 1 below:

	Austria		Serbia	
	GIBS	BHAK	Grammar school	Vocational School
Highest/ lowest grade	1/5	1/5	5/1	5/1
Average grade	1.55	2.39	4.06	4.20

**Table 1: Grading scales and participants' grades**

As can be seen in the Table 1, there is an obvious discrepancy in the grade averages between Austrian schools, with students from grammar school having a better average (1.55) than their peers from a vocational school (2.39). It may be argued that this difference is due to the fact that in GIBS, a special focus is given to instruction in English, hence the students' proficiency is likely to be higher than that in regular grammar or vocational schools like BHAK. However, the results from Serbia deviate from this presupposition; rather than students from grammar school (4.06), it is their counterparts from vocational school who have a better average (4.20). In this light, the phenomenon could possibly be accounted for by the perceived difference in grading criteria between teachers and schools, respectively. Additional information on schools that is relevant for the analysis will be offered at the beginnings of Chapters 5 and 6.

#### **4. Introduction to the Empirical Study**

Chapters 5 and 6 are devoted to the presentation and the analysis of the data collected in this research study, which makes them the most essential parts of this thesis. Some background information of the participants was already presented in the previous chapter (cf. section 3.3.3), thus, the subsections of the two chapters to come will be covering the two remaining parts of the questionnaire dealing specifically with the factors influencing students' WTC. As commented at the very beginning, chapters 5 and 6 are identical in the layout and will be devoted to presenting findings from Austria and Serbia, respectively. The data are obtained through statistical analysis and presented in the form of charts.

What needs to be noted before starting the analysis, however, are the limitations of this research study. The readership should bear in mind that, although the data were collected on a considerable population, there is a limit to which the findings can be generalized. They are closely related to and dependent on the participants and the environment these participants come from. Further discussion on related issues will be provided in Chapter 7.

#### **5. Austrian Results**

The data collected in two Austrian schools, BHAK Grazbachgasse (in the further text *BHAK*) and Graz International Bilingual School (in the further text *GIBS*), will be presented in this section and its subsections. Altogether, the study included 55 participants from BHAK and 66 participants from GIBS, divided into working groups of around 20 students. As far as school background information is concerned, it is worth noting that a special entrance interview in English is needed for the enrolment into GIBS. In this school, the students are exposed to Content and Language Integrated Learning (CLIL), where special attention is given to English as a language of instruction. This means that, in addition to 2 regular English periods per week, students are using English in the majority of their other subjects. In BHAK Grazbachgasse, a vocational business school, no pre-selection according to English is made and students have 3 English periods per week. Apart from more general topics, they focus on topics and vocabulary related to

business and economics, preparing them for the beginning of their professional career upon graduation. In addition to the pre-selection process in GIBS, it could be interesting to keep this in mind when considering the results. Let us start with the analysis of major factors affecting WTC.

### 5.1 Major Factors Affecting Students' WTC

In this section, the participants were asked to choose and grade 5 factors which make them willing to speak during their English classes (1 was considered the most important, 5 the least important). In BHAK (Figure 2), *wish to practice speaking* was chosen by altogether 80% of the participants from this school. In GIBS (Figure 3), however, *interest in the topic* is the factor with most of the votes altogether (total of 72.73%). The graphs in Figures 2 and 3 present the exact distribution of votes on the scale from 1 to 5, showing the data in more detail. Individual factors will then be presented in the following subsections, with a special focus on the extreme values. Lastly, I will present the additional factors included under “Other” at the end of this section.

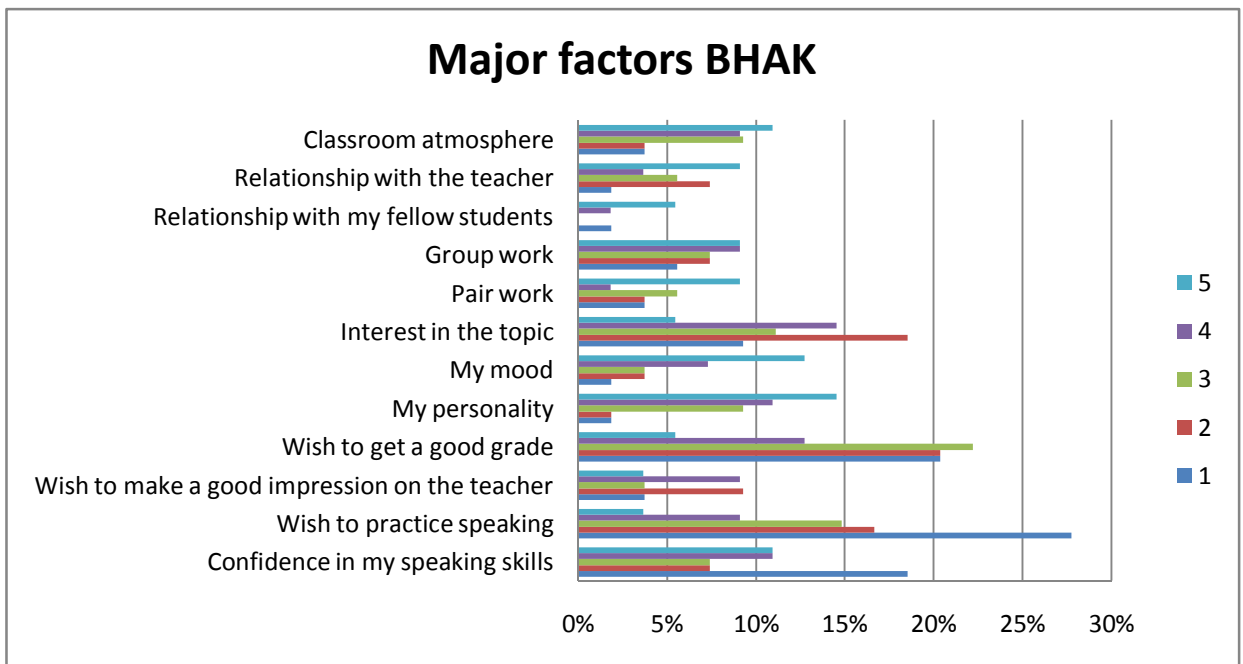


Figure 2: Major factors affecting WTC, BHAK

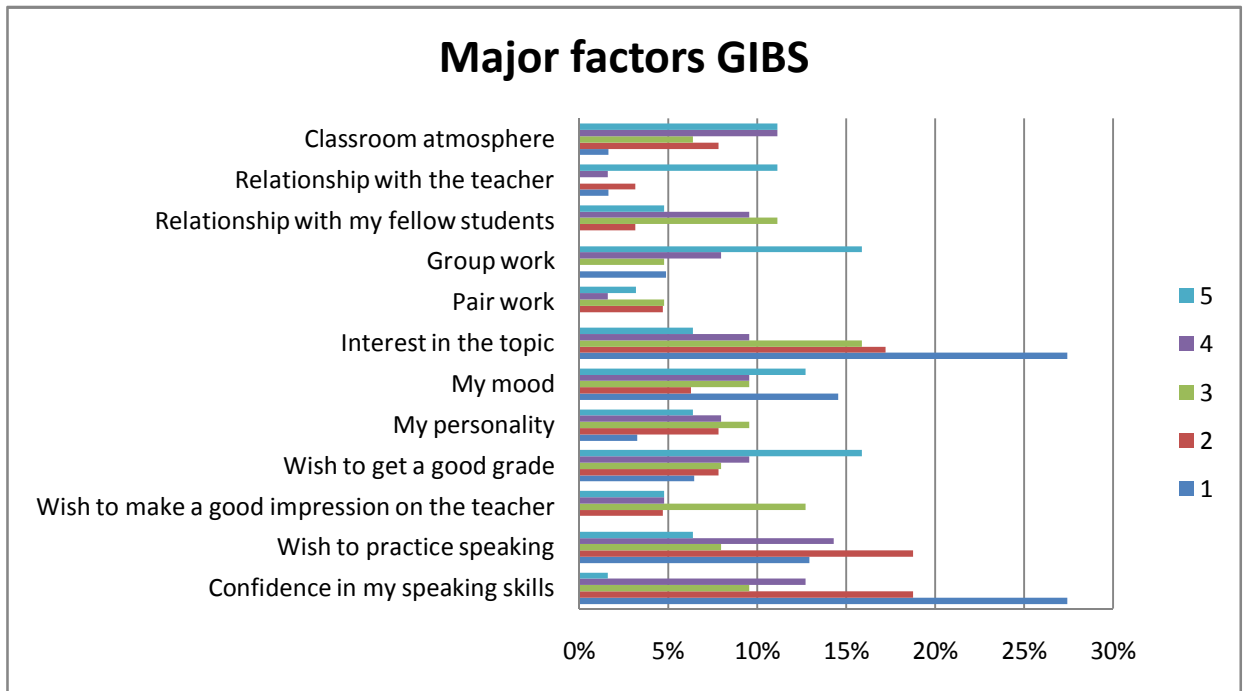


Figure 3: Major factors affecting WTC, GIBS

### 5.1.1. Speaking Confidence

Overall, 30 participants (54.55%) from BHAK and 44 participants (66.67%) from GIBS rated speaking confidence. It proved to be undoubtedly the most important factor for 26.15% of the participants from GIBS who rated it with 1. There is a considerable difference to the situation in BHAK, where only 18.18% see confidence in their speaking abilities as the most important motivator in the language classroom (cf. Barraclough et al. 1988). Continuing with the data from GIBS, 18.46% of the participants rated the impact of their speaking confidence with 2, which is followed by 9.23% who rated it with 3, 12.3% with 4 and 1.54% with 5. In BHAK, the opinions are more equally divided: the percentage of students who rated this factor with 2 and 3 is equal (7.27%), and so is the percentage of students who chose 4 and 5 (10.91%).

### 5.1.2 Practice

As already mentioned, students from BHAK perceive their *wish to practice speaking* as the most decisive factor when it comes to their WTC, which is why this was rated with 1 by 27.27% of the participants from this school. Following this, 16.36% of the participants rated it with 2, 14.55% of the participants rated it with 3, 9.09% of the participants rated

it with 4 and 3.64% of the participants rated it with 5. In GIBS, 12.30% of the participants rated this factor with 1. 18.46% of the participants found it almost as important, rating it with 2; 7.69% of the participants rated it with 3, 13.85% of the participants rated it with 4 and 6.15% of the participants rated it with 5. Overall, 39 participants (70.91%) from BHAK and 38 participants (57.58%) from GIBS chose this factor.

### **5.1.3 Grades and the Teacher**

The perceived influence of grading on WTC is another indicator of the difference between the two schools. Altogether 44 participants (80%) from BHAK and 30 participants (45.45%) from GIBS rated this factor. The data showed that participants from BHAK see their wish to get a better grade as another important motive to participate in speaking activities during class, with values 1 and 2 chosen by same number of participants: 20% for each. This makes the wish to get a better grade the second most important motive in BHAK. Surprisingly, only 6.15% of the participants from GIBS consider the grade they get as an extremely important factor. Moreover, it is interesting to note that a considerable 15.38% of the participants from this school actually expressed that getting a better grade was not so much an important factor by marking it with 5. The middle values are divided as follows: in BHAK, 3 was chosen by 21.82%, 4 was chosen by 12.73% and 5 was chosen by 5.45% of the participants. In GIBS, both 2 and 3 were chosen by 7.69% of the participants each and 4 was chosen by 9.23% of the participants. One go as far as to claim that this revelation is due to the very dynamics of GIBS – as participants are using English in most of their classes, there is a chance that they might have stopped viewing it as a school subject per se, and therefore overcame the grades as potentially important motives for speaking.

When it comes to *making a good impression on the teacher*, which is sometimes implicitly associated with the wish to get a better grade, the trend slightly changes. Only 20 participants from GIBS and 18 participants from BHAK chose this factor. Surprisingly, no one from GIBS marked this factor as very important. 12.30% of the participants from this school marked it with 3. The rest is equally divided, as 4.62% of the participants each marked wish to make a good impression on the teacher with 2, 4 and

5. The results from BHAK are also somewhat divided: the percentage of participants who rated this factor with 2 and 4 is the same, 9.09%. The rest is, just like in GIBS, equally distributed: each of the values 1, 3 and 5 were chosen by 3.64% of the participants.

#### **5.1.4 Personality**

When it comes to the impact of *their personality*, out of all participants from GIBS, the largest percent, 9.23%, rated it with 3. Following this, only 3.08% rated it with 1, 7.69% with 2, 7.94% chose 4 and 6.15% chose 5. In BHAK, 1.82% each marked it with 1 and 2, 9.09% marked it with 3, 10.91% with 4 and 14.55% with 5. Overall, 22 participants (33.33%) from GIBS and 21 participants (38.18%) from BHAK felt their personality has an impact on their WTC in a class.

#### **5.1.5 Mood**

In BHAK, 1.82% of participants marked their mood with 1, 3.64% of the participants each marked it with 2 and 3. 7.27% of the participants marked it with 4 and 12.73% of the participants marked it with 5. In GIBS, the results are as follows: 13.85% of the participants marked their mood with 1, 6.15% of participants with 2; 9.23% of the participants each marked it with 3 and 4 and 12.30% of the participants marked it with 5. Altogether, 16 participants (29.09%) from BHAK and 33 participants (50.00%) from GIBS marked this factor.

#### **5.1.6 Topic**

Altogether, there were 48 participants (72.73%) from GIBS and 32 participants (58.18%) from BHAK who chose this factor. For participants from GIBS, interest in the topic received even more votes than speaking confidence. In particular, 26.15% of the participants who marked it with 1, 16.92% of the participants marked it with 2, 15.38% of the participants marked it with 3, 9.23% of the participants marked it with 4 and 6.15% of the participants marked it with 5. This trend is mirrored in the situation in BHAK only to a certain extent. Although the percentage is lower, the students do acknowledge the importance of the topic in their decision to engage in speaking activities in class. 9.09%



of the participants marked it with 1, 18.18% of the participants marked it with 2, 10.91% of the participants marked it with 3, 14.55% of the participants marked it with 4 and 5.45% of the participants marked it with 5.

### **5.1.7 Pair and Group Work**

The way of organizing classroom activities, in the sense of pair or group work, also plays an important role in fostering or hindering students' WTC. The data collected showed, however, that participants did not consider pair work as important as the rest of the factors offered. Only 13 participants (23.64%) from BHAK and 9 participants (13.64%) from GIBS chose this factor. Overall, in BHAK, 3.64% of participants each marked *pair work* with 1 and 2, 5.45% of the participants marked it with 3, 1.82% of the participants marked it with 4 and 9.09% of the participants marked it with 5. In GIBS, nobody opted for 1 on the rating scale. 4.62% of the participants each marked pair work with 2 and 3, 1.54% of the participants marked it with 4 and 3.08% of the participants marked it with 5.

For *group work*, the results are mixed to some extent. Overall, 21 participants (38.18%) from BHAK and 21 participants (31.82%) from GIBS chose this factor. In GIBS, 4.62% of the participants each rated group work with 1 and 3, while nobody marked it with 2 on the scale of importance. 7.69% of the participants marked it with 4 and 15.38% of participants marked it with 5. In BHAK, the situation is slightly different: 5.45% of participants marked group work with 1. 7.27% of the participants each marked it with 2 and 3, 9.09% of the participants marked it with 4, and an equal percent (9.09%) marked it with 5.

### **5.1.8 Classroom Relationships and Atmosphere**

As far as classroom relationships are concerned, I considered it important to include both relationships with fellow students and the relationship students have with their teacher as two of the potential factors. When talking about the impact of *relationships with fellow students*, participants from GIBS found it to be moderately important, as nobody marked it with 1. 3.08% of the participants marked it with 2, 10.77% of participants marked it with 3, 9.23% of the participants marked it with 4 and 4.62% of the participants marked it with 5. This amounts to 18 participants (27.27%) altogether. In BHAK, a drastically

lower percent of participants rated *relationship with their fellow students*: 1 and 4 were each chosen by 1 participant (1.82%), while 5 was chosen by 5.45% of the participants. Nobody opted for 2 or 3. Altogether, this factor appears to have been chosen by the lowest number of participants from BHAK– only 5 (9.09%).

*Relationship with the teacher* seems to be a slightly stronger motive when considering the number of participants from both schools who rated it – 12 participants (21.82%) from BHAK and 11 participants (16.67%) from GIBS. To be exact, 1.82% of participants from BHAK rated relationship with the teacher with 1, 7.27% of the participants rated it with 2, 5.45% of the participants rated it with 3, 3.64% of the participants rated it with 4 and 9.09% of the participants rated it with 5. In GIBS, 1.54% of the participants each rated it opted for 1 and 4, 3.08% of the participants rated it with 2, while 10.77% of the participants rated it with 5.

*Classroom atmosphere* is another important factor when WTC is concerned (cf. MacIntyre et al., 1998), as it was chosen by 24 participants (36.36%) from GIBS and 20 participants (36.36%) from BHAK. In particular, 1.54% participants from GIBS marked it 1, 7.69% of participants marked it 2, 6.15% marked it with 3, while 4 and 5 were chosen by 10.77% of the participants each. In BHAK, 3.64% of participants each marked classroom atmosphere with 1 and 2; 3 and 4 also have identical percent, 9.09%, while 10.91% of participants from this school marked it with 5.

### **5.1.9 Other**

At the end of the second part of the questionnaire, participants were provided with extra space. Here, they had the chance to insert anything that may also act as a motivator or demotivator when communicating in class is concerned. Altogether, only 3 (5.45%) participants from BHAK and 6 participants (9.09%) from GIBS used this space. Interestingly, the data acquired in this way did not show considerable differences between the two schools. Namely, as additional motives, three participants from BHAK listed *interest in the language* and “*I like speaking English*”. On the other hand, participants from GIBS stated that “having something to say”, along with *being obliged to say something* because “it’s English class” also determines whether or not they will

communicate in a class. Additionally, one participant from this school noted that “it’s a confidence boost being able to say a good sentence correctly”.

## 5.2 Students’ Willingness to Communicate

In the following subsections, I will present the data collected from the statements in the third part of the questionnaire. The statements are connected to each of the following factors: *preparedness, interest in the topic, speaking confidence, personality, relationship with the interlocutor, perceived speaking skills of the interlocutor, task type, correction and grading, class atmosphere and embarrassment factor*. These will be grouped in sets of two according to the factors. They are either two versions of the same statement (marked as *probe* and *validation*), or they cover two contrasting facets of the factor that is being discussed. The first set discussed below is *preparedness*.

### 5.2.1 Preparedness

It has been confirmed that background knowledge of the topic being discussed is decisive when it comes to the level of individual’s willingness to communicate (MacIntyre et al. 1998). Following this discovery, we could conclude that students’ WTC would automatically increase if they were provided with a chance to prepare themselves before speaking. Two statements below explore this relation – although a tendency towards the positive end of the scale was expected, the charts show that there is a considerable difference in the responses from the two schools.

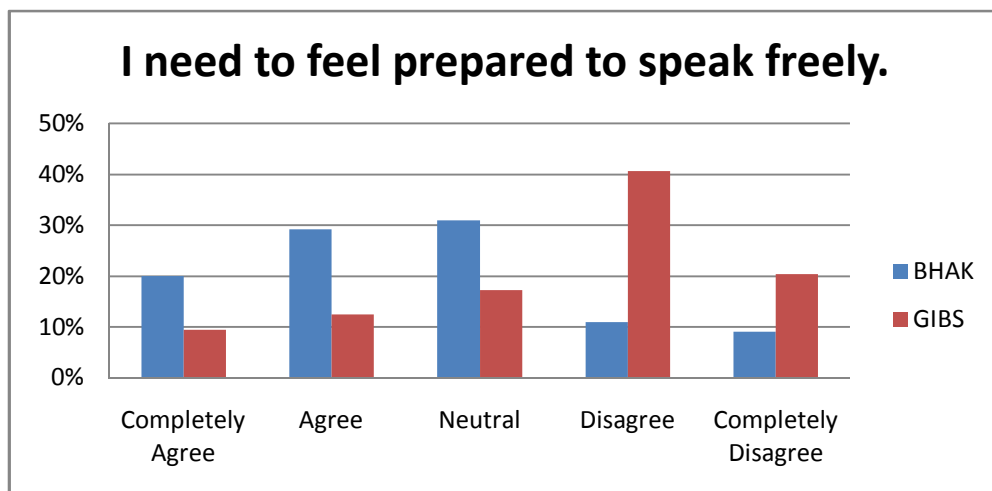


Figure 4: Importance of preparedness – probe

This is especially seen in the Figure 4 above, where the two schools show a tendency towards different ends of the axis. In particular, the majority of the participants from BHAK expressed they do, in fact, need to feel prepared in order to speak freely in class - 20.00% of the participants said they completely agree and 29.09% of the participants said they agree with this statement. The responses from this school do not show a tendency towards the negative end of the axis, with only 10.91% saying they disagree and 9.09% of participants saying they completely disagree with the statement. However, a considerable percentage of participants, 30.91%, opted for the neutral option.

The majority of participants from GIBS, on the other hand, opted for the negative end of the axis, with 40.63% of the participants saying they disagree and 20.31% of the participants saying they completely disagree. Only 9.38% of participants stated they completely agree; 12.50% of the participants stated they agree, while 17.19% remained neutral. It could be argued that this discrepancy in the responses and the tendency towards the negative end of the scale in particular may be due to the very environment the students are in. Namely, GIBS is a bilingual school, where a certain level of English has already been ensured through the selection process. This, together with the fact that English is the main language of instruction may be the reason why 40.63% of students said they do not necessarily need to feel prepared in order to speak freely. Let us now consider the validation statement below:

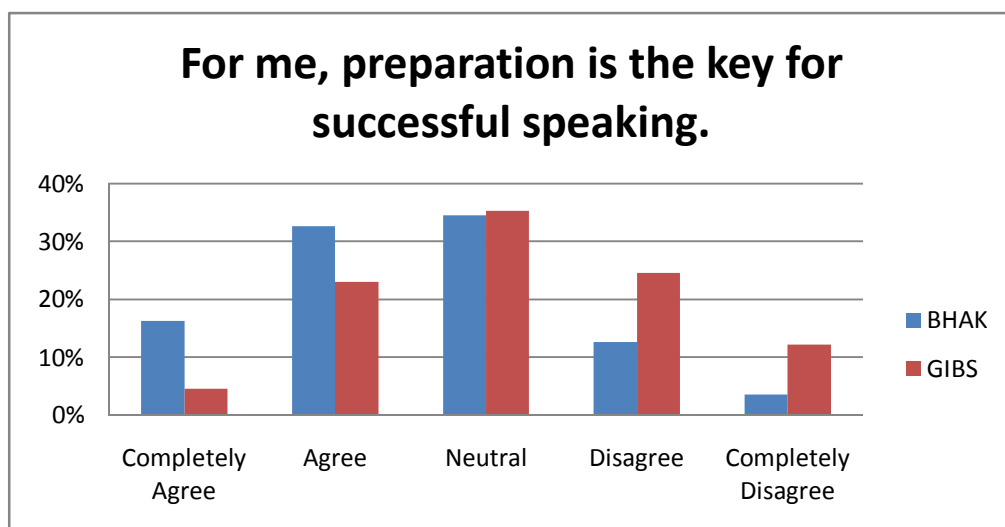


Figure 5: Importance of preparedness – validation

As can be seen in Figure 5 above, the second statement, intended as a validation of the first one, showed a mild discrepancy. The distinction in the answers across schools is still visible to some extent. Moreover, participants from BHAK have responded in the same manner, with only minor differences, as expected: 16.36% of the participants completely agree, 32.73% agree, 34.55% remained neutral, 12.73% disagree and 3.64% of the participants completely disagree. Although the divide between the schools is still somewhat visible on the axis, a general shift in the distribution of responses from GIBS towards the positive end of the scale can be observed. While there is still 24.62% of the participants who disagree and 12.31% who completely disagree, this represents a considerable reduction of 39.40% in comparison to Figure 4 (reduction index of 61.) Moreover, 35.38% of the participants remained neutral, which is more than twice as many as in Figure 4 (index 206). There has been a shift on the positive end of the scale, as well, with 23.08% of participants agreeing with this statement and 4.62% completely agreeing. In comparison to the previous statement, it could be concluded that, even though participants from GIBS may not necessarily feel preparation is crucial for speaking freely, they do acknowledge its importance in successful speaking to some extent (cf. MacIntyre et al. 1998).

### 5.2.2 Interest in the Topic

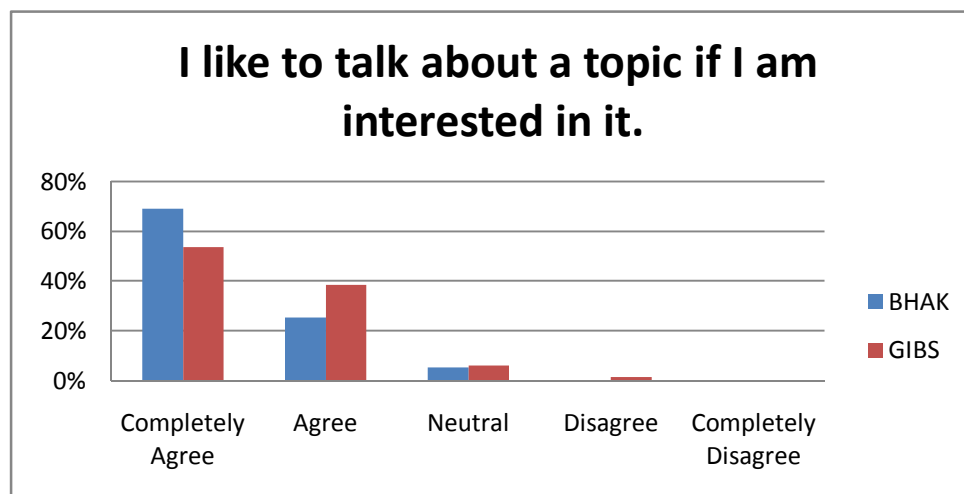


Figure 6: Interest in the topic – probe

The data presented in Figure 6 above follow the expectations, as topic has been identified as one of the direct influences on individual’s willingness to communicate. The answers are almost unanimous and all of them slant to the positive end of the axis. In BHAK, 69.09% of the participants completely agree with this statement, 25.45% of the participants agree and only 5.45% remained neutral. In GIBS, the situation is similar – 53.85% of the participants completely agree, 38.46% agree, 6.15% is neutral and only 1.54% of the participants disagrees with the statement above.

Figure 7 below is an additional illustration of the importance of topic for speaking. If we compare the two charts in question (in Figures 6 and 7), we can notice a similarity in the patterns. Just like in the previous chart, the data is shifted towards the positive end of the scale. In BHAK in particular, 47.27% of the students completely agree and 38.18% of the students agree that an interesting topic is important for speaking. Only 12.73% felt unsure about the impact of the topic, while 1.82% felt that interesting topic is not essential for speaking. In GIBS as well, the majority of participants either agrees (47.69%) or completely agrees (35.38%). The percent of the participants who are undecided or disagree is the same (7.69%), while only one participant (1.54%) disagrees. With the exception of a few deviations, it can be concluded that the majority of the participants do, in fact, feel that having interest in what is discussed motivates them to speak in a given situation.

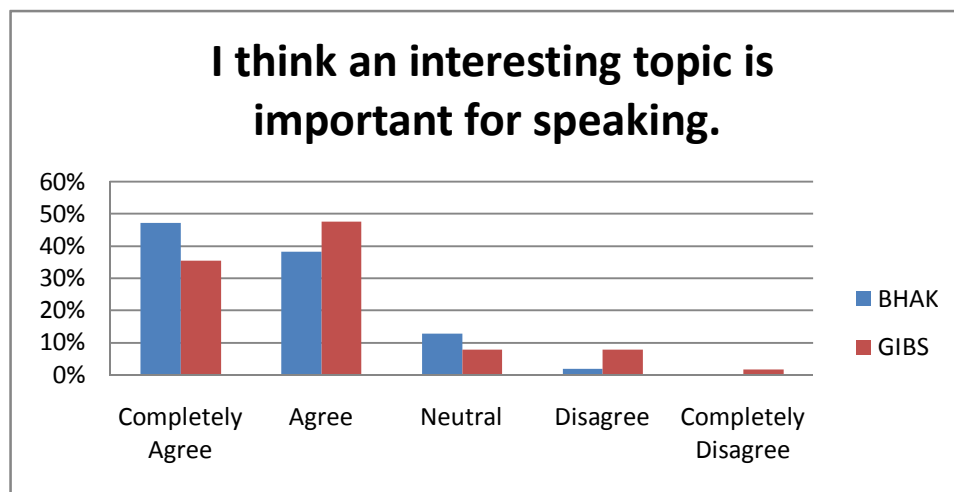


Figure 7: Interest in the topic - validation

### 5.2.3 Speaking Confidence

The two statements shown in Figure 8 and Figure 9 deal with speaking confidence of the participants and personal satisfaction with their own speaking skills. What can be seen in the first figure is that there is a noticeable difference between the schools when it comes to their perceived speaking confidence. It can also be noted that the participants from GIBS tended to opt for the positive end of the scale, with 40% saying they feel completely confident and 38.46% of the participants saying they feel confident. Only 6.15% of the participants from this school said that they do not feel confident with their speaking skills, while the remaining 15.38% felt unsure about this statement.

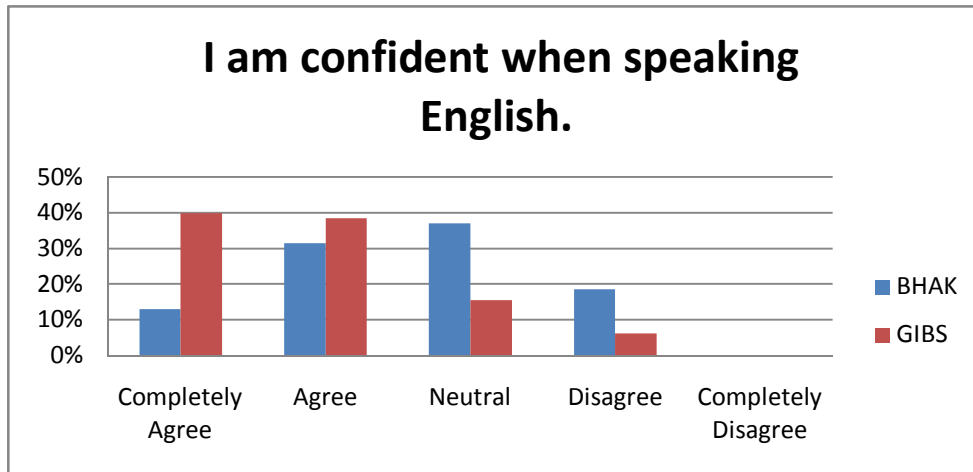


Figure 8: Speaking confidence – probe

In BHAK, however, the situation appears to be slightly different. There is a fairly considerable number of participants who expressed feeling either confident (31.48%) or completely confident (12.96%) when speaking English. However, the number of participants who expressed feeling completely confident is more than three times smaller in BHAK than in GIBS (index 32,4). What is also noticeable is that the number of participants who felt unsure was more than double than in GIBS - 37.04% (index 240.83). Moreover, the number of participants who do not feel confident (18.52%) is more than three times higher compared to the results from GIBS (index 301.14).

Possible reasons for the observed discrepancies could be found in the combination of schooling environments and the personal background of the participants. To be precise, it could be argued that participants from GIBS have had more chances to reflect on and

asses their speaking skills, due to the very process of preselection they have gone through and the fact that they receive most of their instruction in English. An additional constituent which could directly influence participants' confidence is the feedback they receive both in school and at home: it has been observed that, even in work settings, people's levels of self-confidence is likely to rise after receiving positive feedback, while the lack thereof could even have the opposite effect, regardless of one's actual achievement in a given moment. Let us now take a look at the statement in Figure 9.

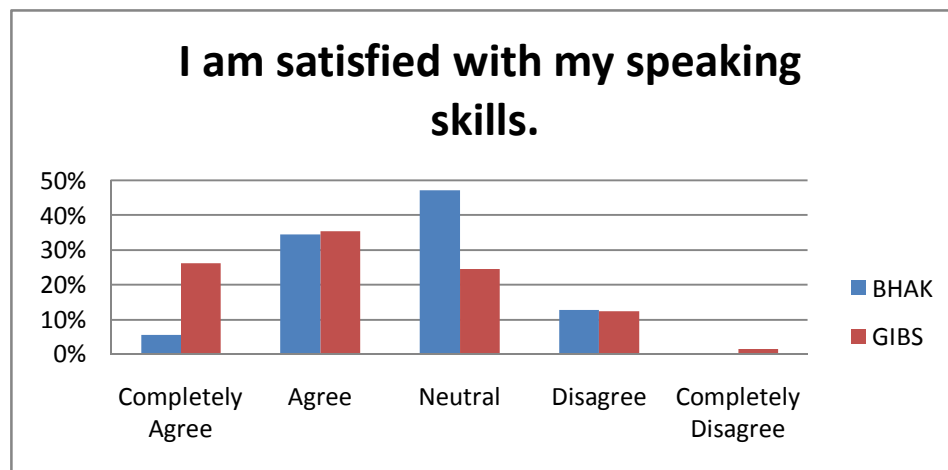


Figure 9: Speaking confidence - validation

If we consider the data presented in Figure 9 above, we can notice a somewhat similar pattern in the responses from BHAK to that in the Figure 8. Only 5.45% of participants said they feel completely satisfied with their speaking abilities. A considerably higher 34.55% of participants said they feel satisfied, while 12.73% do not feel satisfied with their speaking skills. A majority of 47.27% remained undecided when it comes to the degree of satisfaction with their own speaking skills. Participants from GIBS also showed a similar pattern to their responses in the previous figure. 26.15% of these participants said that they are completely satisfied with their speaking skills, which is almost five times the percentage of participants from BHAK who feel the same (index 479). This is followed by 35.38% of participants from GIBS who expressed feeling satisfied with their speaking skills and 24.62% who were undecided about their speaking skills. 12.31% of the participants did not feel satisfied, while only 1.54% did not at all feel satisfied with this aspect.



It could be noted that the gap between the participants from the two schools who expressed feeling undecided remained as obvious as in the previous figure. However, even though this majority of 47.27% of the participants from BHAK represents the tallest bar in the chart, it may not necessarily be a sign that these participants are any less competent than their counterparts from the other school. It could only be a reflection of the difference in classroom processes and students' needs between the schools. It may very well be the case that it is writing skills that are given priority over speaking ones, as this is what students will need more in their work. If so, it is only natural that the majority of participants from BHAK remained undecided or has not yet had the chance to reflect upon their speaking skills.

#### 5.2.4 Personality

The interplay of personality and intergroup context has already been said to play an important role when WTC is concerned (cf. MacIntyre et al. 1998). In the section below, two aspects connected to these factors will be discussed: the attitude of the participants towards speaking English itself (Figure 10), and speaking in the context of English class (Figure 11).

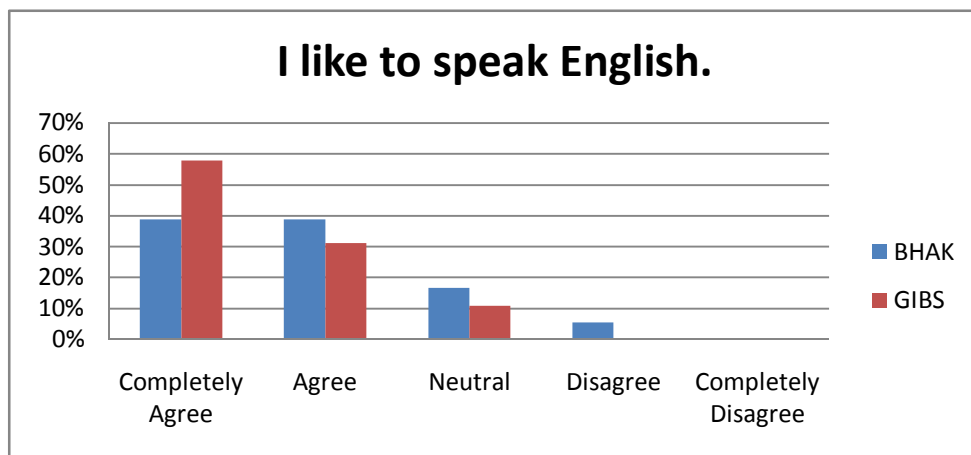


Figure 10: Attitude towards speaking English

According to the data presented in Figure 10, it can be concluded that there is a widespread positive attitude towards English across the participants. This is particularly visible in the responses from GIBS, where the majority of the students (57.81%) are in complete agreement with this statement, while an additional 31.25% of the participants

agree with it. 10.94% of the participants remained undecided. In BHAK, an equal percentage (38.89%) of the participants said they either agree or completely agree. 16.67% of the participants remained neutral, while 5.56% said they do not like speaking English.

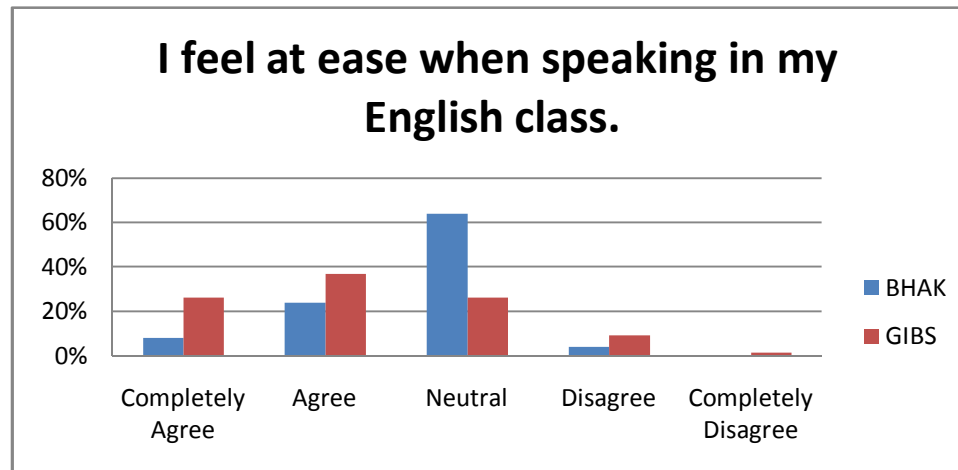


Figure 11: Speaking in context of English class

Following the points presented in Section 2.1 above, the context in which the speaking occurs will be analyzed as another factor determining one's WTC. In BHAK, 5 participants did not provide an answer when asked whether they feel at ease when speaking in their English class (Figure 11). Moreover, a clear majority of the participants who did answer (64.00%) remained undecided. 8.00% of the participants said they completely agree and 24% of the participants said they agree, while only 4% of the participants said they disagree. In GIBS, 26.15% of the participants said they feel completely at ease when speaking in their English class. 39.62% of the participants said they feel at ease and 26.15% of the participants remained undecided. 9.23% of the participants said they do not feel at ease, while only 1.54% of the participants said they do not feel at ease at all.

It could be noted that the data presented in Figure 11 depend heavily on the very personality of participants, that is, their exhibited level of extroversion or introversion. In other words, more extroverted participants could be more likely to feel at ease during speaking in their class, while more introverted students would prefer writing in this case. Additionally, these findings are also dependent on the intergroup dynamics and

relationships, as well as on the general classroom atmosphere, all of which will be discussed in the subsections to come.

### 5.2.5 Relationship with the Interlocutor

Picking up on the impact of the relationship with the interlocutor on individual's WTC, this subsection will cover it from two angles, thus expanding the discussion to talking to foreigners on one hand and talking to close friends on the other. As MacIntyre and associates (1998:553) have pointed out, these factors, along with the perceived speaking abilities of the interlocutor discussed in section 5.2.6 below, are some of the key components of an individual's social situation mentioned in the pyramid model.

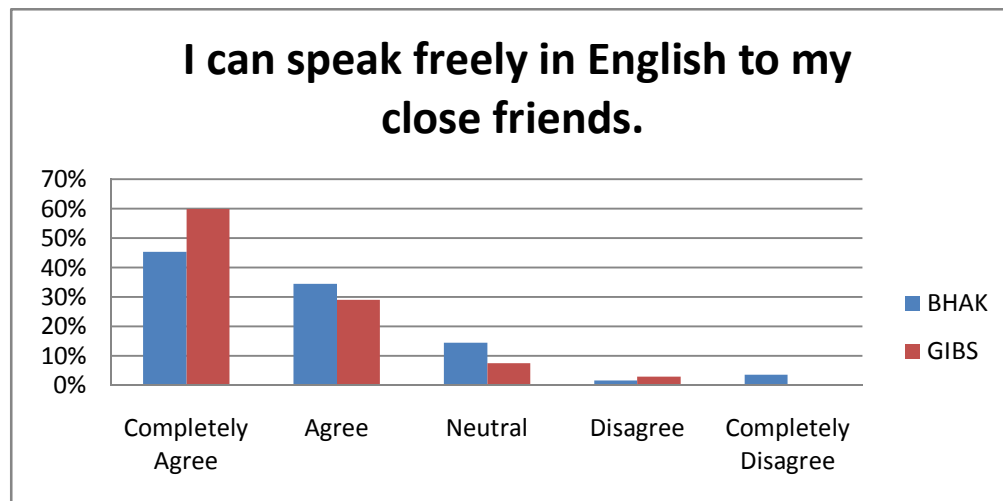


Figure 12: Speaking English to close friends

When asked to what degree they are able to speak freely in English to their close friends (Figure 12), a clear majority of participants from both schools (45.45% from BHAK and 60% from GIBS) opted for the positive end of the scale, as anticipated (cf. MacIntyre et al., 1998). This is followed by 34.55% of the participants from BHAK and 29.23% of the participants from GIBS who said they agree with the statement. 14.55% of the participants from BHAK and 7.69% from GIBS remained undecided, 1.82% of the participants from BHAK and 3.08% of the participants from GIBS said they do not feel able to speak freely in English to their close friends. The remaining 3.64% of the participants from BHAK said that they do not at all feel able to speak freely in English to their close friends.

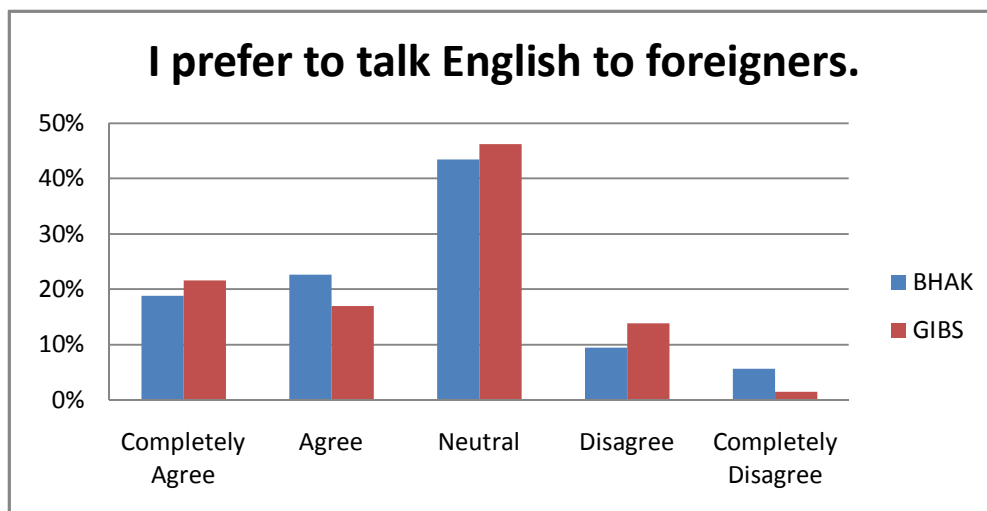


Figure 13: Speaking English to foreigners

Changing the focus from talking to close friends to talking to foreigners (Figure 13), a clear peak in the neutral bar can be noted, with 43.40% of the participants from BHAK and 46.15% of the participants from GIBS remaining undecided. The fact that the majority of participants from both schools felt unsure about this statement may be assigned to the lack of opportunities to communicate with a foreigner, and therefore, the lack of chances to reflect on the process itself. As for the rest of the answers, in BHAK, 18.87% of the participants said they completely agree with the statement in Figure 13, 22.64% said they agree, 9.43% of the participants disagree, while 5.66% of the participants completely disagree with this statement. In GIBS, 21.54% of the participants said they completely agree, 16.92% of the participants said they agree, 13.85% of the participants disagree and 1.54% completely disagree with this statement.

### 5.2.6 Perceived Speaking Skills of the Interlocutor

As already discussed by MacIntyre and associates (1998) and Hatch (1992), interlocutor's L2 proficiency level and its relation to that of the speaker is another important aspect for communicating in L2. In other words, L2 WTC and communication may be either fostered or hindered by the fact that one of the participants has a higher L2 proficiency, or is a native speaker. The two statements in this subsection will be dealing with speaking to a native speaker (Figure 14) and speaking to peers (Figure 15).

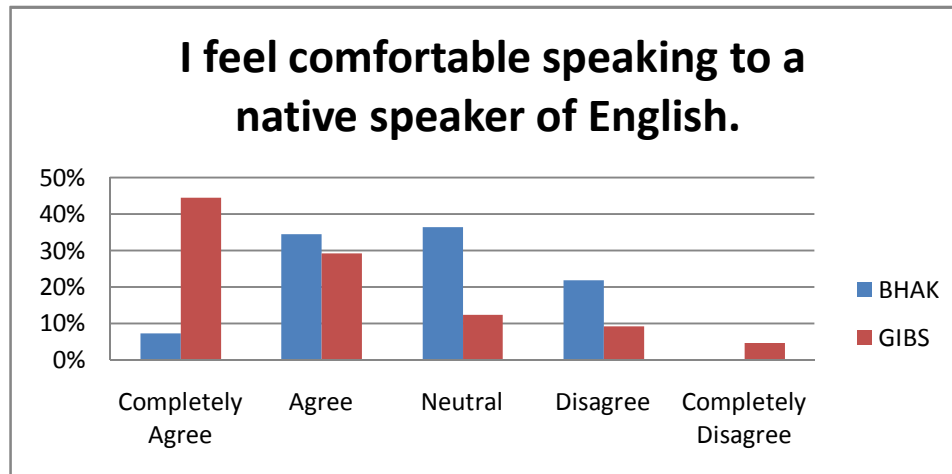


Figure 14: Speaking English to a native speaker

When it comes to speaking to a native speaker (Figure 14), a majority of participants from GIBS (44.62%) said they feel completely comfortable speaking with a native speaker. 29.23% of the participants said they feel comfortable, 12.31% remained undecided, 9.23% of the participants said they do not feel comfortable, while 4.62% of the participants do not feel comfortable at all when speaking to a native speaker. In BHAK, only 7.27% of the participants said they feel completely comfortable, while 34.55% of the participants said they feel comfortable. The majority of the participants, 36.36%, were neutral, while the remaining 21.82% said they do not feel comfortable.

Here, we can see the difference between the results from the two schools. Due to the very nature of GIBS, participants from this school have already had plenty of opportunities to be in contact with native speakers of English – be it their teachers or their peers. Following these data, it is also possible to conclude that these instances of communication have had a positive impact on the participants themselves and on their WTC in this context. Along these lines, one could interpret that one of the possible reasons behind 36.36% of the participants from BHAK who decided to remain neutral was the lack of opportunities to communicate with a native speaker in the first place.

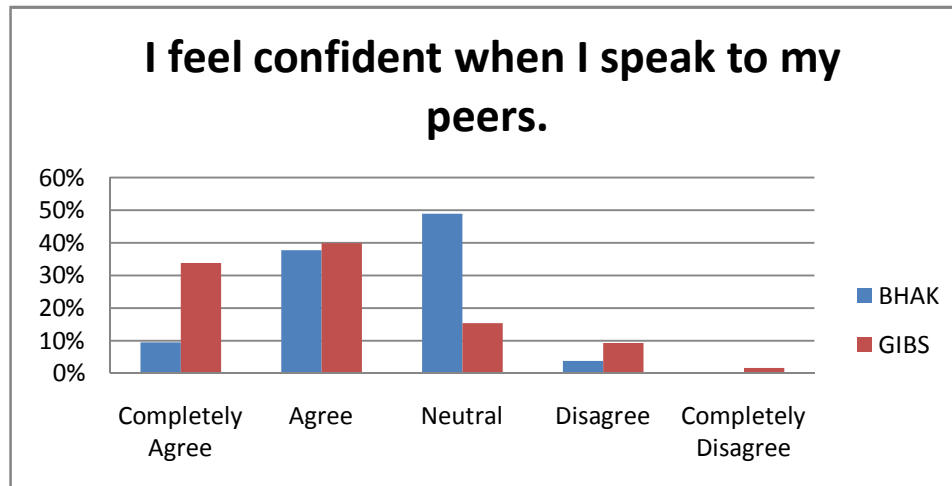


Figure 15: Speaking English to peers

Figure 15, on the other hand, shows what the situation is like when the participants speak English to their peers. In GIBS, a majority of the participants feels either completely confident (33.85%) or confident (40%) in this context. 15.38% chose the neutral option, while the rest expressed either not feeling confident (9.23%) or not feeling confident at all (1.54%). In BHAK, only 9.43% of the participants feel completely confident, which is more than three times less than in GIBS. 37.74% of the participants feel confident, while only 3.64% of the participants expressed not feeling confident. Surprisingly, a majority of the participants from BAHK (49.06%) chose the neutral option, leaving the possibility for different interpretations of the data. One of the most probable reasons for this situation could again be the lack of focus on speaking itself. This indecisiveness is also mirrored in the chart presented in the Figure 16 below.

### 5.2.7 Task Type

When considering task type as one of the factors which influence one's WTC, I have decided to focus on two particular instances – speaking in the form of individual presentations and speaking in groups. Starting with individual presentations (Figure 16), 10.91% of the participants from BHAK said they like doing individual presentations very much, 27.27% of the participants said they like it, 18.18% of the participants do not like it, while 7.27% do not like doing individual presentations at all. In GIBS, an equal number of participants (18.46%) chose the two options on the positive end of the scale. 26.15% of the participants said they do not like doing presentations on their own, while

9.23% said they do not like it at all. As mentioned in the previous subsection, the indecisiveness identified in Figure 15 can also be seen in the results concerning individual presentations (Figure 16). In particular, 36.36% of the participants from BHAK and 27.69% of the participants from GIBS chose the neutral option. With regard to this, it is important to note that this task type is a very specific and not too often used one, which is why some students may not be able to pinpoint how they feel about it.

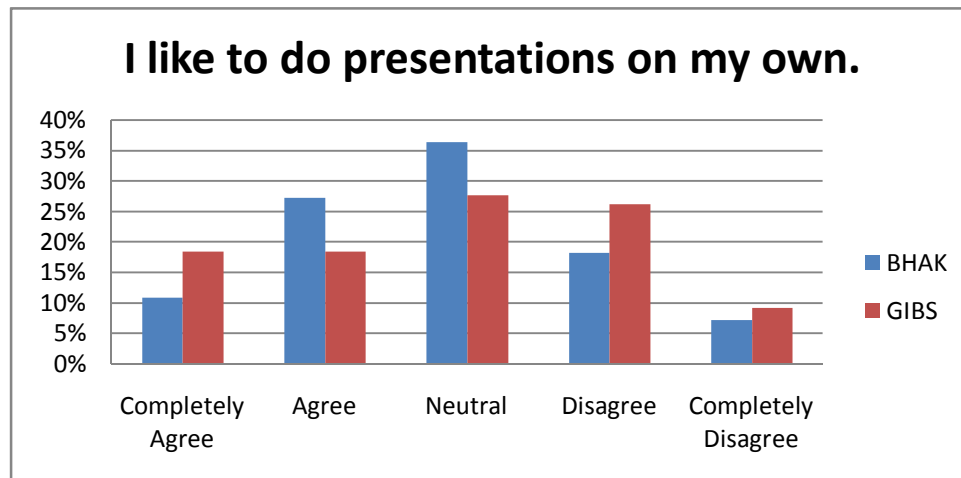


Figure 16: Individual presentations

With speaking in groups (Figure 17), however, we can notice a general shift in responses towards the positive end of the scale. 22.22% of the participants from BHAK and 32.31% of the participants from GIBS said they enjoy speaking in groups very much.

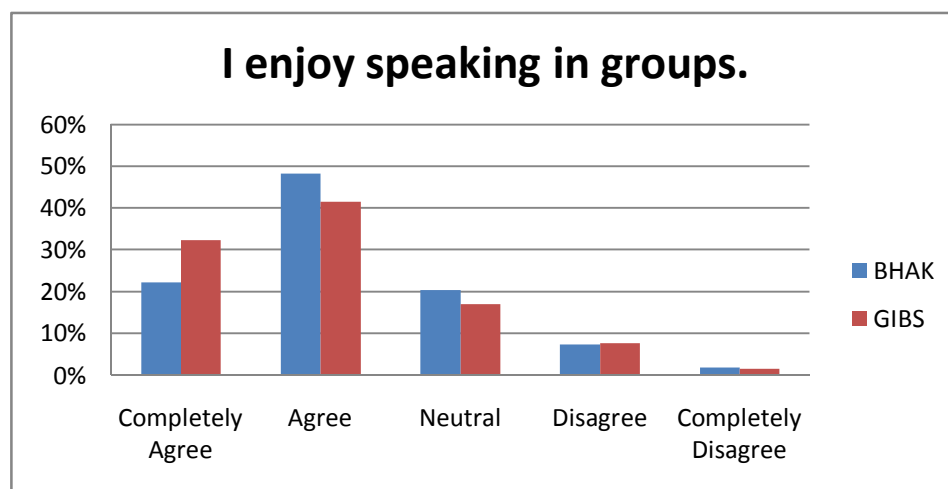


Figure 17: Speaking in groups

This is followed by the majority of the participants from both schools (48.15% from BHAK and 41.54% from GIBS) who said they enjoy speaking in groups. The neutral option was chosen by 20.37% of the participants from BHAK and 16.92% of the participants from GIBS, which is considerably less than the percentage of students who chose the neutral option in Figure 15. Only 7.41% of the participants from BHAK and 7.69% of the participants from GIBS said that they do not enjoy speaking in groups, while as few as 1.82% from BHAK and 1.54% from GIBS said they do not like it at all. With this said, it is safe to assume that, for a majority of participants, speaking in a group could only foster their willingness to communicate in that given moment.

### 5.2.8 Correction and Grading

The treatment of mistakes started undergoing a general shift with the introduction of Communicative Approach. This is why I considered it important to investigate whether students' attitudes towards mistakes and their role in learning have indeed changed. Let us now consider the first statement below.

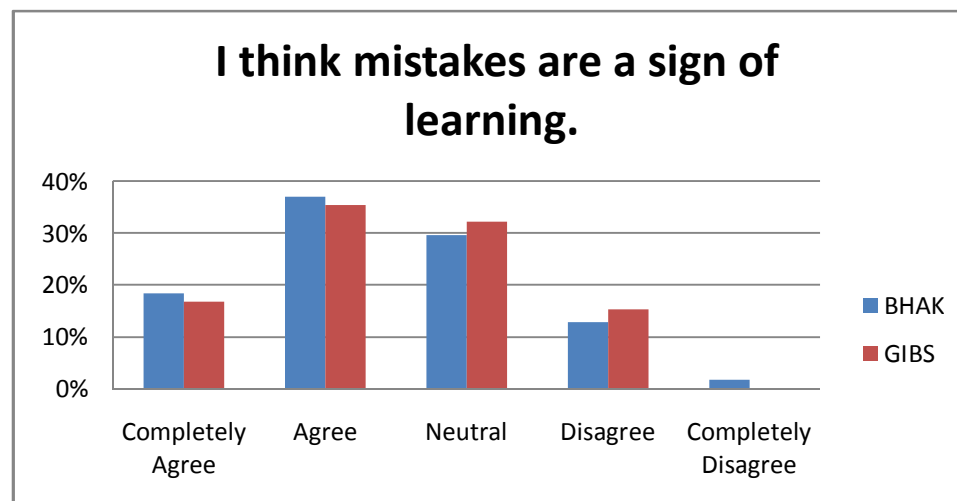


Figure 18: Role of mistakes – probe

Already at a first glance, a similar pattern in answers from the two schools can be observed. 18.52% of the participants from BHAK and 16.92% of the participants from GIBS completely agree with the view that mistakes are a sign of learning (Figure 18). Additional 37.04% of the participants from BHAK and 35.38% of the participants from GIBS agree with this view. On the other hand, 12.96% of the participants from BHAK



and 15.38% of the participants from GIBS disagree with it and only 1.82% from BHAK does not at all see mistakes as a sign of learning. The remaining 29.63% of the participants from BHAK and 32.31% of the participants from GIBS chose the neutral option.

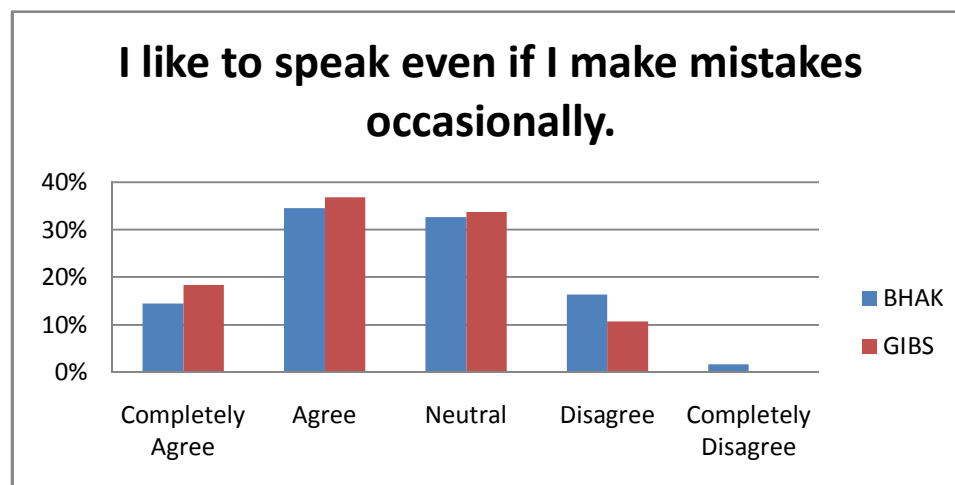


Figure 19: Role of mistakes - validation

When asked whether they like to speak in English despite mistakes that may occur occasionally (Figure 19), a majority of students from both schools said they still do like it. In particular, 14.55% of the participants from BHAK and 18.46% of the participants from GIBS completely agreed with this statement, with an additional 34.55% from BHAK and 36.92% from GIBS expressing their agreement. On the other hand, 16.36% from BHAK and 10.77% from GIBS said they do not agree with this, while an additional 1.82% from BHAK said they completely disagree. The remaining 32.73% of the participants from BHAK and 33.85% of the participants from GIBS were undecided.

As with several statements discussed above, there is a considerable group of participants from both schools who chose the neutral option in these two statements, which raises a reasonable doubt about the general status of mistakes in language classrooms. One could argue that the transition from the negative connotation mistakes used to carry is undermined by students' previous experience and the impact different approaches to language teaching had on error correction.

### 5.2.9 Classroom Atmosphere

A supportive, stress-free and positive atmosphere has already been identified as a prerequisite for successful language learning (cf. Krashen 1982; Young 1998). We can identify classroom atmosphere as a combination of several components from MacIntyre and associates' (1998) pyramid model – intergroup attitudes, social situation and intergroup climate, which make it a complex factor. We have already discussed classroom relationships in section 5.1.8. The two statements below will be taking a closer look at the role of a relaxing, i.e. stress-free environment.

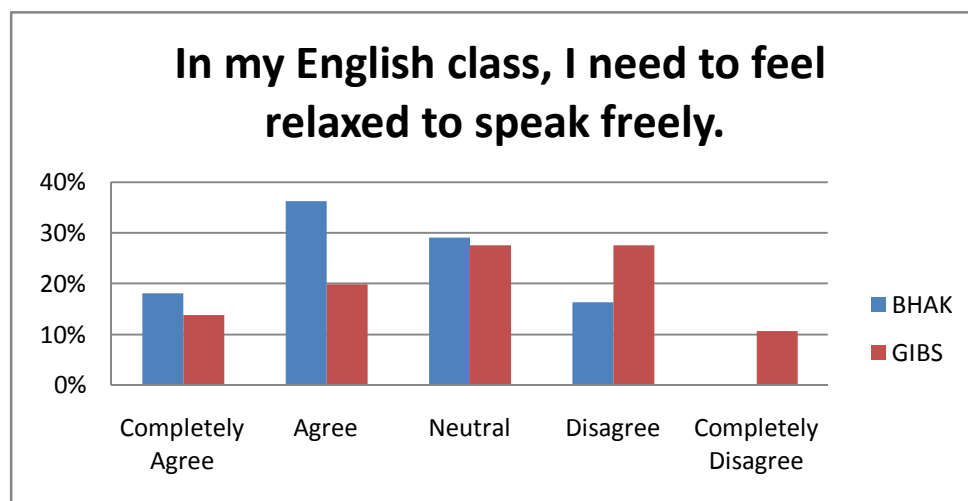


Figure 20: Classroom atmosphere – probe

18.18% of the participants from BHAK completely agree with the statement in Figure 20. An additional 36.36% of the participants said they agree with it, 29.09% remained undecided while 16.36% of the participants said they do not need to feel relaxed to speak freely. In GIBS, 13.85% of the participants said they completely agree and 20.00% of the participants said they agree with the statement. An equal number of participants (27.69%) either remained neutral or expressed their disagreement, while 10.77% of the participants said they do not at all agree with this statement.

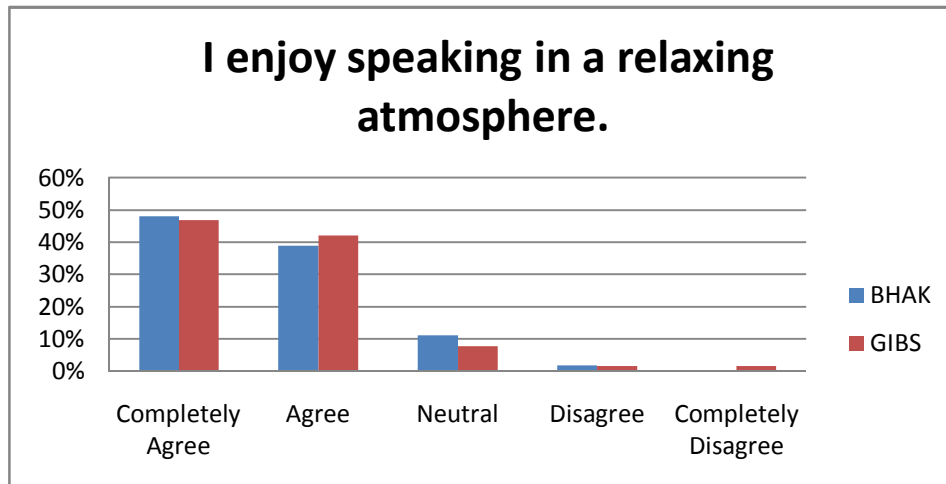


Figure 21: Classroom atmosphere - validation

The responses to the statement found in Figure 21 are almost unanimous and show a rather different pattern to that previously discussed. 48.51% of the participants from BHAK and 46.88% of the participants from GIBS said they enjoy speaking in the relaxing atmosphere very much, which was to be expected. An additional 38.89% of the participants from BHAK and 42.19% of the participants from GIBS said they enjoy it. The number of participants who said they did not enjoy it was very low (1.82% from BHAK and 1.54% from GIBS), while additional 1.54% from GIBS said they did not enjoy it at all. 11.11% from BHAK and 7.81% from GIBS remained undecided. Although there are participants who do not feel it necessary to be in a relaxing atmosphere in order to speak freely (cf. Figure 20), the majority of the participants still acknowledges the effect the atmosphere has on the overall speaking experience.

### 5.2.10 Embarrassment Factor

Due to its very nature and immediateness, speaking always presents a potential threat to one's face (cf. Cohen & Norst 1989). It is for this reason that the current subsection will explore whether potential embarrassment could hinder individuals' willingness to communicate and whether classrooms are indeed seen as a place where speaking is practiced. We will proceed with the embarrassment factor in Figure 22, where a clear majority of the participants (41.82% from BHAK and 42.19% from GIBS) completely agrees that the absence of the possibility to be laughed at in class would make them more willing to speak. In addition, 30.91% of the participants from BHAK and 20.31% of the

participants from GIBS agree with this statement. On the other hand, there is a certain number of participants who do not think that the possibility of being laughed at plays a decisive role as far as their willingness to communicate is concerned – with 3.64% of the participants from BHAK and 12.50% of the participants from GIBS who chose “disagree” and 7.27% from BHAK and 6.25% from GIBS who chose “completely disagree”. The neutral option was chosen by 16.36% of the participants from BHAK and 18.75% of the participants from GIBS.

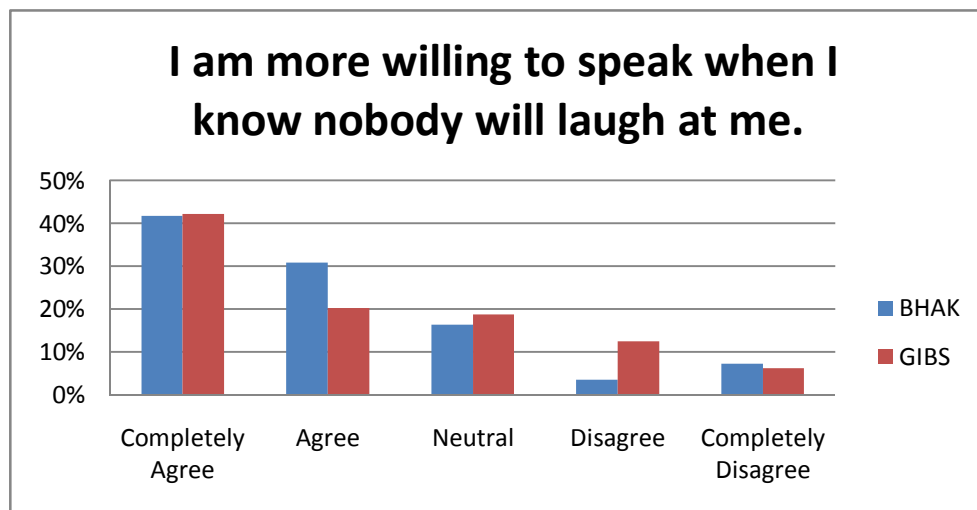
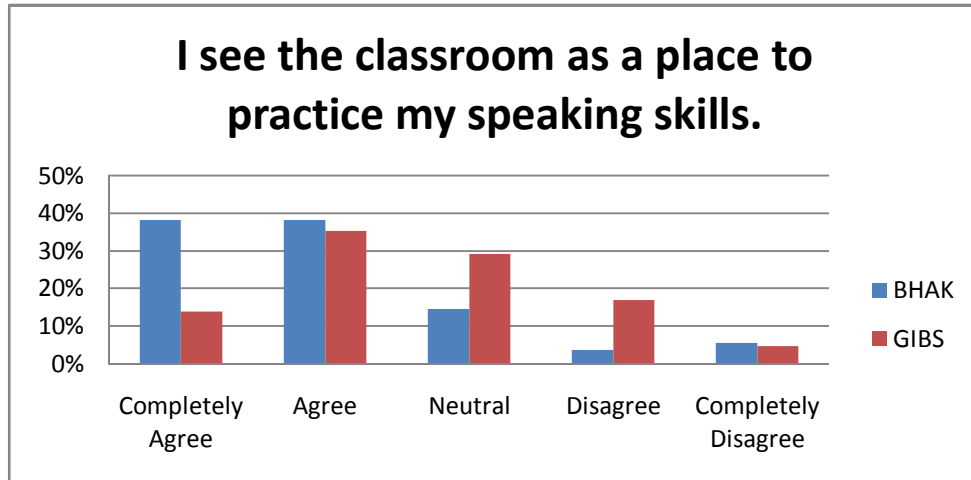


Figure 22: Influence of potential embarrassment

If we are discussing the classroom as a place to practice speaking skills (Figure 23), we can see that this is the case for the majority of participants from BHAK, with 38.18% each opting either for “completely agree” or “agree”. This is followed by 14.55% of the participants who remained undecided, 3.64% who disagree and 5.45% of the participants who completely disagree.



**Figure 23: Classroom as a place for practice**

Although there is still a considerable number of participants from GIBS who either completely agree (13.85%) or just agree (35.38%) with this statement, it is evident that more participants than in BHAK are undecided (29.23%), disagree (16.92%) or completely disagree (4.62%). The source of this difference may directly or indirectly lie in the socio-economic background of the participants and the pre-selection procedure in GIBS. In other words, considering that students from GIBS had to have a good level of English prior to their enrollment, it is only expected that they have had the chance to practice and improve their skills through some form of additional classes or stays abroad. It is for this reason that they do not necessarily consider the English classroom as an (exclusive) place to practice their speaking skills.

## 6. Serbian Results

Following the same pattern as that of Chapter 5, this chapter will present the findings from two participating schools in Šabac, Serbia. The research itself included 59 participants from Ekonomsko-trgovinska škola Šabac (in the further text *vocational school*) and 65 participants from Šabačka gimnazija (in the further text *grammar school*), again in groups of approximately 20 students. For enrolment into either of the schools, a standard state entrance exam including a test in two subjects, mathematics and Serbian, is required. An additional entrance Exam in English was required for the enrolment into classes with special focus on modern languages in the grammar school. As far as the English period distribution is concerned, participants from the vocational school have 2 English periods per week, covering both general and more subject-related topics like business and economics. The participants from the grammar school have more intensive schedule, with 5 English periods per week focusing on general topics and literature in English, and additional 2 periods of English-Serbian-English translation per week. Just like with Austrian results, these facts should be kept in mind during discussion of the results.

### 6.1 Major Factors Affecting Students' WTC

Similarly to subsection 5.1, this subsection will be devoted to the findings from the second part of the questionnaire. The most frequently chosen factor in vocational school is participants' *mood*, with altogether 74.57% of the participants who chose it. In the grammar school this is *interest in the topic* with altogether 81.54% of the votes. Additionally, a total of 71.19% of the participants from the vocational school and 53.85% of the participants from the grammar school find that *confidence in their speaking skills* plays the a very important role when deciding whether or not to engage in speaking. The subsections 6.1.1 to 6.1.9 below will provide a detailed presentation of the data, factor by factor.

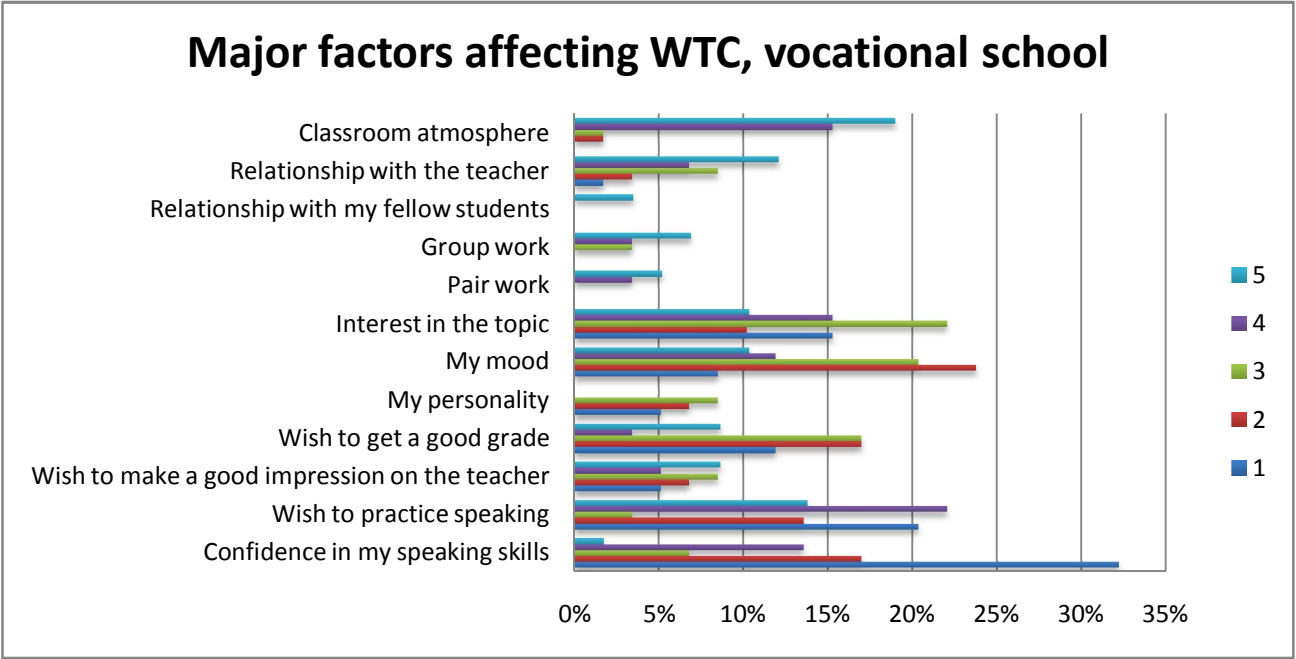


Figure 24: Major factors affecting WTC, vocational school

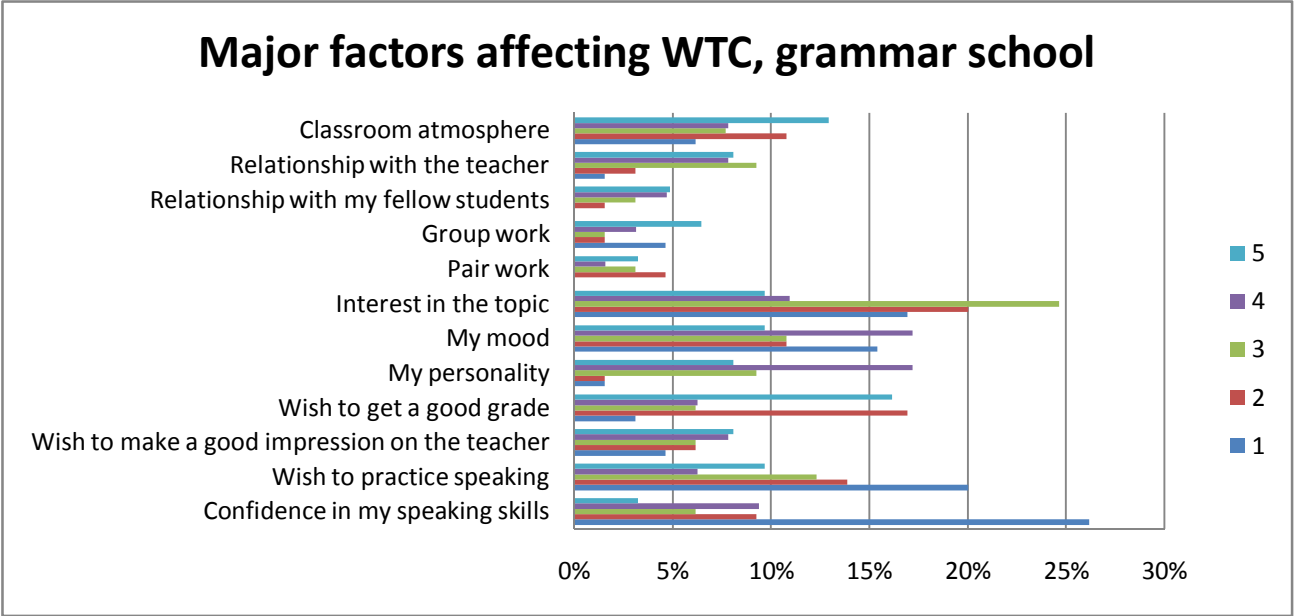


Figure 25: Major factors affecting WTC, grammar school

### **6.1.1. Speaking Confidence**

Somewhat not surprisingly, speaking confidence found itself as the number 1 factor in both the grammar and the vocational school. 32.20% participants from the vocational school and 26.15% from the grammar school find that how they feel about their speaking skills plays a very important role in the way they engage in speaking activities (cf. Barraclough et al. 1988). Following this, 16.95% of the participants from the vocational school marked confidence in their speaking skills with 2; 6.78% marked it with 3; 13.56% marked it with 4 and 1.69% marked it with 5. In the grammar school, 9.23% of the participants marked it with 2, 6.15% of the participants marked it with 3, 9.23% of the participants marked it with 4 and 3.08% marked it with 5. Altogether, 42 participants (71.19%) from the vocational school and 35 participants (53.85%) from the grammar school chose this factor.

### **6.1.2 Practice**

*Wish to practice speaking* proved to be equally important for participants from both school environments, with altogether 40 participants (61.54%) from the grammar school and 43 (72.89%) participants from the vocational school who chose it. In the grammar school, 20.00% of the participants marked it with 1, 13.85% of the participants marked their wish to practice English with 2, 12.30% of the participants marked it with 3, 6.15% of the participants marked it with 4 and 9.23% of the participants marked it with 5. In the vocational school, 20.34% of the participants marked it with 1. 13.56% of the participants marked this factor with 2, 3.39% of the participants marked it with 3, 22.03% of the participants marked it with 4 and 13.56% of the participants marked it with 5.

### **6.1.3 Grades and the Teacher**

When considering the possibility of getting a good grade as one of the factors, there is no uniformity in students' answers. Although 31 participants (47.69%) from the grammar school and 33 participants (55.93%) from the vocational school chose this factor, there were no prominent peaks in the ratings of its impact. In the grammar school, only 3.08%



of the participants rated this factor with 1, 16.92% of the participants rated it with 2, an equal number of participants rated it with 3 and 4 (6.15%), while 15.38% of the participants rated it with 5, In the vocational school, 11.86% of the participants rated it with 1, 2 and 3 were chosen by an equal number of participants (16.95%), 3.39% of the participants rated it with 4 and 8.47% of the participants rated it with 5.

*Wish to make a good impression on the teacher* is also discussed in this part, as it could be considered a factor closely connected to students' *wish to get a better grade*. However, this presupposed connection is not reflected when results for both factors are compared. Surprisingly, the number of participants who chose this factor is almost halved in comparison to the previous one - 20 participants (33.90%) from the vocational school and 21 participants (32.31%) from the grammar school. In the vocational school, only 5.08% of the participants see *wish to make a good impression on the teacher* as a very important factor. 6.78% of the participants marked it with 2, 8.47% of the participants marked it with 3, additional 5.08% marked it with 4 and 8.47% marked it with 5. In the grammar school, only 4.62% said that making a good impression on the teacher is a very important factor concerning their willingness to communicate. Following this, the same number of participants (6.15%) rated this factor with 2 and 3, which is also the case with 4 and 5 (7.69%).

#### **6.1.4 Personality**

Surprisingly enough, not that many participants chose and rated this factor - 24 (36.92%) from the grammar school and 11 (20.33%) from the vocational school. In the grammar school, only 1.54% each rated it with 1 and 2, 9.23% of the participants rated it with 3, 16.92% rated it with 4 and 7.69% rated it with 5. In the vocational school, only 5.08% of the participants think that their personality plays a very important role on their willingness to communicate. 6.78% of the participants rated it with 2, and 8.47% of the participants rated it with 3, while nobody rated it with 4 or 5. I will take a closer look at some aspects of personality in subsection 6.2.4.

### **6.1.5 Mood**

Alltogether, 44 participants (74.57%) from the vocational school and 41 participants (63.07%) from the grammar school chose this factor. In particular, 8.47% of the participants from the vocational school thought *their mood* is a very important factor. Following this, 23.73% of the participants marked it with 2, 20.34% of the participants marked it with 3, 11.86% of the participants marked it with 4 and 10.17% of the participants marked it with 5. In the grammar school, 15.38% of the participants marked this factor as very important, 10.77% each marked it with 2 and 3, 16.92% of the participants marked it with 4 and 7.69% of the participants marked it with 5.

### **6.1.6 Topic**

*Interest in the topic* is yet another factor where a prominent peak can be noticed, as it was chosen by the majority of the participants, namely 53 participants (81.54%) from the grammar and 43 participants (72.88%) from the vocational school. In the grammar school, 16.92% of the participants said that topic is a very important factor for them. Additionally, 20.00% of the participants from this school marked topic with 2, 24.62% of the participants marked it with 3, 10.77% of the participants marked it with 4 and 9.23% of the participants marked it with 5. In the vocational school, 15.25% of the participants agreed that this is a very important factor for them. 10.17% of the participants marked it with 2, 22.03% of the participants marked it with 3. Additionally, 15.25% of the participants marked it with 4 and the remaining 10.17% of the participants marked it with 5.

### **6.1.7 Pair and Group Work**

One of the first things to be noticed when talking about pair work as one of the factors is that only 8 participants (12.32%) from the grammar school and 5 participants (8.47%) from the vocational school actually chose and rated it. In particular, while nobody from the grammar school rated it with 1, 4.62% of the participants rated it with 2, 3.08% of the participants rated it with 3, 1.54% of the participants rated it with 4 and additional 3.08% of the participants rated it with 5. In the vocational school, 3.39% of the participants rated

it with 4 and 5.08% of the participants rated it with 5, while nobody chose the remaining options.

The answers regarding group work seem to show a similar pattern, with only 11 participants (16.93%) from the grammar school and 8 participants (13.56%) from the vocational school opting to rate it. To be precise, an equal number of participants from the vocational school (3.39%) rated group work with 3 and 4, and 6.78% of the participants rated it with 5, while nobody rated it with 1 or 2. In the grammar school, the situation is slightly different, with 4.62% of the participants saying group work is very important, 1.54% each marking it with 2 and 3, 3.08% marking it with 4 and 6.15% of the participants marking it with 5.

Although the impact of the task type on individual's willingness to communicate has already been discussed in the sections dealing with the Austrian results (cf. 5.1.7 and 5.2.7 above), I will pay more attention to specific aspects of this factor in section 6.2.7.

### **6.1.8 Classroom Relationships and Atmosphere**

For participants from the vocational school, *relationship they have with their fellow students* does not seem to affect their willingness to communicate in class to a great extent, as only 2 participants (3.39%) chose it and rated it with 5. In the grammar school, the situation is slightly different, as 9 participants (13.85%) rated it. In particular, 1.54% of the participants marked this factor with 2, 3.08% of the participants marked it with 3, while the same number of participants (4.62%) each marked it with 4 and 5 each.

In comparison to this, *relationship with the teacher* appears to be a more important factor in both schools, with 19 participants (32.20%) from the vocational school and 19 participants (29.23%) from the grammar school who chose it. In particular, 1.69% of the participants from the vocational school marked it with 1, 3.39% of the participants marked it with 2, 8.47% of the participants marked it with 3, 6.78% of the participants marked it with 4 and 11.86% of the participants marked it with 5. In the grammar school, 1.54% of the participants marked this factor with 1, 3.08% of the participants marked it with 2, 9.23% of the participants marked it with 3, while the same number of participants (7.69% each) marked it with 4 and 5.

*Classroom atmosphere* was chosen by 29 participants (44.62%) from the grammar school and 22 participants (37.29%) from the vocational school, which confirms it as yet another influential factor. In particular, 6.15% of the participants from the grammar school marked it with 1, 10.77% of the participants marked it with 2, the same number of the participants (7.69% each) marked it with 3 and 4, while 12.30% of the participants marked it with 5. Although none of the participants from the vocational school marked classroom atmosphere with 1 and only 1.69% of the participants each marked it with 2 and 3, a considerable number of the participants marked it with 4 (15.25%) and 5 (18.64%).

### **6.1.9 Other**

Similarly to the situation in section 5.1.9 above, here, too, it is evident that the majority of the participants from both schools did not use the opportunity to expand the list to the extent they could. Across both schools, only 3 participants used this space – 2 (3.39%) from the vocational school and 1 (1.54%) from the grammar school. Two factors that were mentioned are tightly connected to the role of the teacher in classroom and, maybe more importantly, teacher-centeredness that is still predominant in the minds of the students – these are “*teacher’s ability to catch and maintain the interest of the students*”, along with “*teacher’s mood*”. A participant from a vocational school also said that “*being able to get around abroad*” is a motive on its own. Here, we can, see a certain level of awareness of the overall goal of language learning – enabling communication in real-life situations.

### **6.2 Students’ Willingness to Communicate**

Continuing with the pattern of section 5.2 above, the data collected from the statements from the third part of the questionnaire will be presented. The organization and the order of factors remain the same, with two statements corresponding to each of the factors: *preparedness, interest in the topic, speaking confidence, personality, relationship with the interlocutor, perceived speaking skills of the interlocutor, task type, correction and grading, class atmosphere and embarrassment factor.*

### 6.2.1 Preparedness

Similarly to the data presented in subsection 5.2.1 above, Figure 26 shows a noticeable distinction in the responses from the two schools. Although the majority of the responses from the two schools overlap to a certain extent, there are two peaks at the different ends of the scale. Namely, a considerable 33.90% of the participants from the vocational school said that they need to feel prepared in order to speak freely, while 34.38% of their counterparts from the grammar school chose exactly the opposite option.

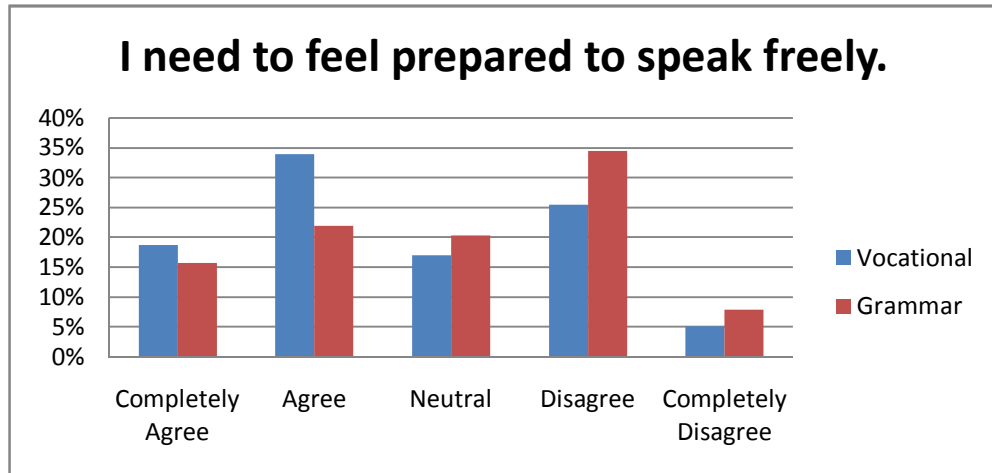


Figure 26: Preparedness – probe

In the vocational school, 18.64% of the participants said they completely agree with this statement, 16.95% of the participants remained neutral, 25.42% of the participants said they disagree and 5.08% of the participants said they completely disagree with the statement in Figure 26. In the grammar school, 15.63% of the participants agree completely, 21.88% of the participants agree with the statement. 20.31% of the participants remained neutral, and 7.81% of them said they completely disagree with the statement above.

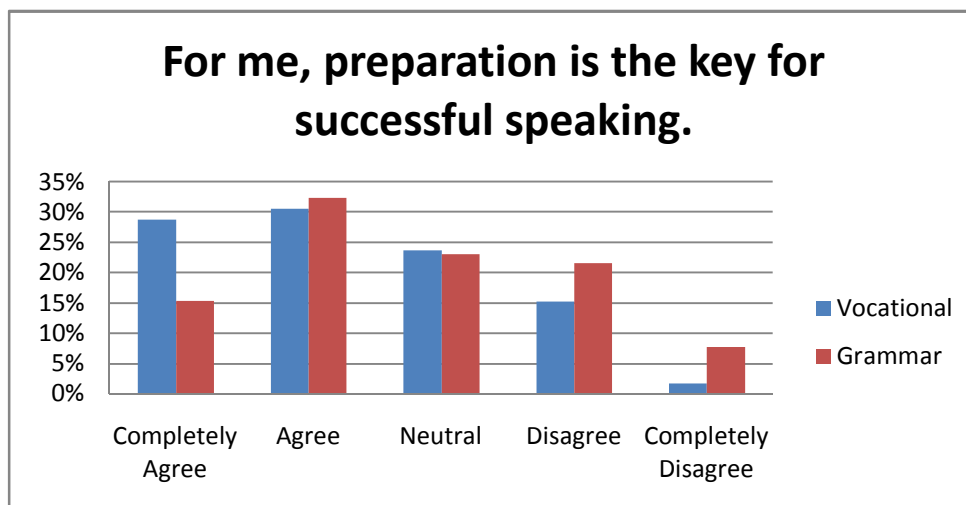


Figure 27: Preparedness – validation

In Figure 27 we can again notice a slight shift in the answers towards the positive end of the scale (similar to the movements in Figures 4 and 5 in the corresponding Austrian results). In this case, the peaks are located in the *agree* bars, with 30.51% of the participants from vocational school and 32.31% of the participants from grammar school who opted for it. In addition to this, we can see that 28.81% of the participants from the vocational school and 15.38% of the participants from the grammar school completely agree with this statement. The neutral option was chosen by 23.73% of the participants from the vocational and 23.08% of the participants from the grammar school. 15.25% of the participants from the vocational school and 21.54% of the participants from the grammar school said they disagree, while 1.69% of the participants from the vocational and 7.69% from the grammar school disagree completely.

### 6.2.2 Interest in the Topic

*Interest in the topic* that is being discussed in a particular moment has yet again proven to be a significant motivator for the majority of the participants from both schools, which confirms the findings from the second part of the questionnaire (subsection 6.1.6). In Figure 28, we can see that 61.02% of the participants from the vocational school and 43.08% of the participants from the grammar school completely agree with the statement. Additionally, 33.90% of the participants from the vocational school and 36.92% of the participants from the grammar school said they agree. 3.39% of the participants from the vocational school and 15.38% of the participants from the grammar school remained

neutral, while only 1.69% of the participants from the vocational and 4.62% of the participants from the grammar school said they disagree.

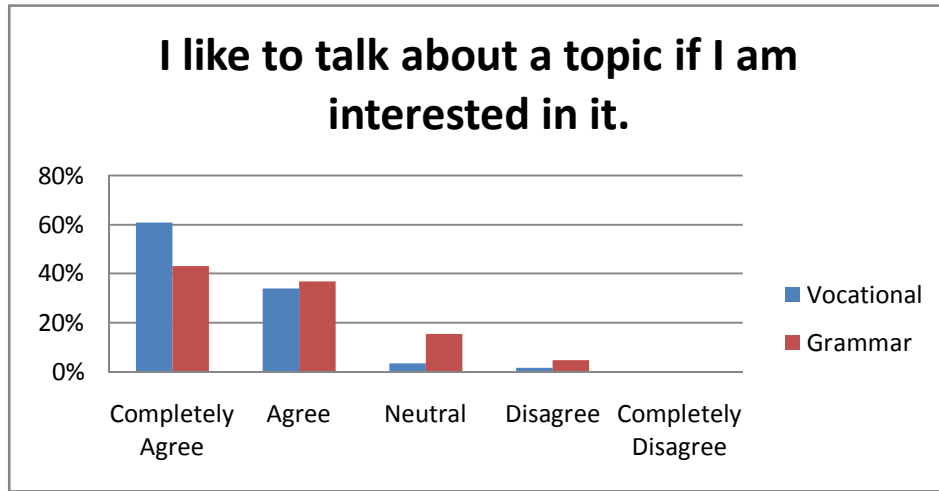


Figure 28: Interest in the topic – probe

The validation statement in Figure 29 shows only slight differences. 40.68% of the participants from the vocational school said they completely agree, 30.51% of the participants agree, 22.03% remained neutral, while the remaining participants either disagree (5.08%) or completely disagree (1.69%). In the grammar school, 38.46% of the participants said they completely agree and 53.85% of the participants said they agree. The neutral option was chosen by 3.08% of the participants, which is also the same percentage of participants who expressed their disagreement. Only 1.54% of the participants said they completely disagree.

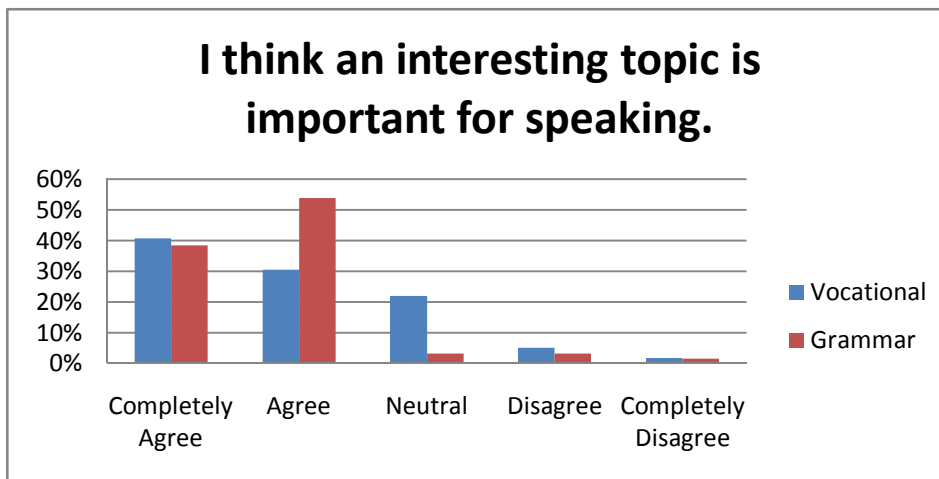


Figure 29: Interest in the topic - validation

### 6.2.3 Speaking Confidence

Just like their Austrian counterparts, the majority of the participants from the Serbian schools have remained undecided when asked about their level of confidence when speaking English (Figure 30). In particular, 51.72% of the participants from the vocational school and 33.85% of the participants from the grammar school chose the *neutral* option. In the vocational school, the data shows that 13.79% felt completely confident and an additional 32.76% of the participants felt confident when speaking English. Only 1.69% of the participants from this school said they do not feel confident in this situation.

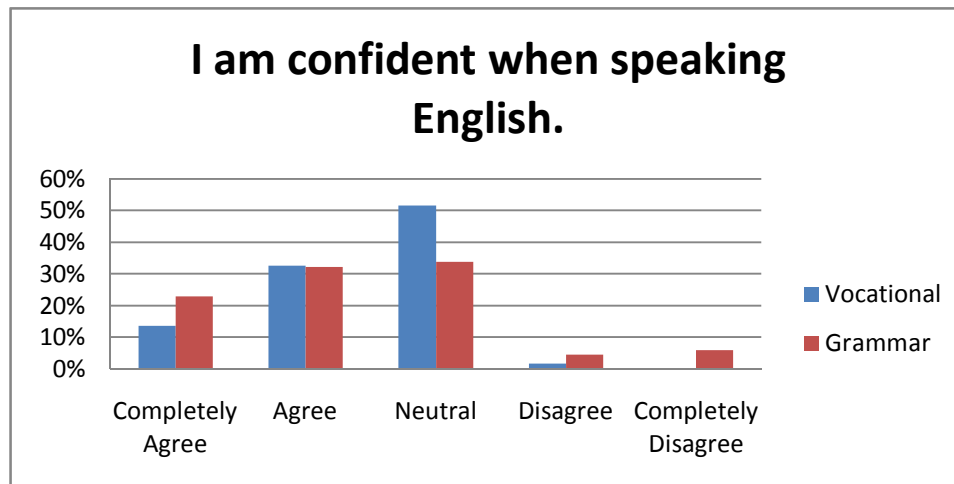


Figure 30: Speaking confidence – probe

In the grammar school, 23.08% of the participants felt completely confident when speaking English. This is followed by 32.31% of the participants who expressed feeling confident; 4.62% of the participants said they do not feel confident and 6.15% of the participants expressed not feeling confident at all when speaking English.



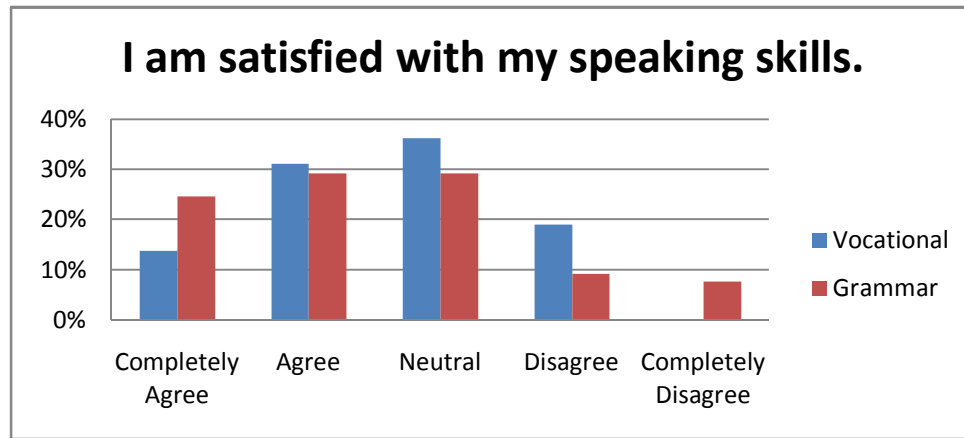


Figure 31: Speaking confidence – validation

When asked about how satisfied they are with their speaking skills (Figure 31), most of the students were still undecided – this makes 36.21% of the participants from the vocational and 29.23% of the participants from the grammar school. In the vocational school, the percentage of students who expressed feeling completely confident when speaking English matches the percentage of those who said they are completely satisfied with their speaking skills – 13.79%; an additional 31.03% of the participants feel satisfied. However, with a slight shift in the formulation of the statement and moving the focus to students’ speaking skills, we can notice a considerable increase in the percentage of students who expressed dissatisfaction with the current state – 18.97%. Comparably, the situation in the grammar school remained similar to that in Figure 30 - 24.62% of the participants feel completely satisfied with their speaking skills, 29.23% of the participants feel satisfied, while remaining participants expressed either dissatisfaction (9.23%) or complete dissatisfaction (7.69%) with their speaking skills.

When considering the data from Figures 30 and 31, several observations could be made. Generally speaking, the two statements call for a reasonable level of self-reflection. Apart from not always being easy, self-reflection can prove to be a somewhat grey, unknown area for high-school students, which may be one of the reasons for a high percentage of participants who opted for the *neutral* option in both cases. It could also be argued that this option was a way of avoiding the negative end of the scale for some of the participants.

## 6.2.4 Personality

Just like in subsection 5.2.3, special attention will be given to investigating how participants feel about speaking English itself (Figure 32), and speaking English in classroom contexts (Figure 33), as these are very much dependent on individuals' personality traits and their level of extroversion or introversion.

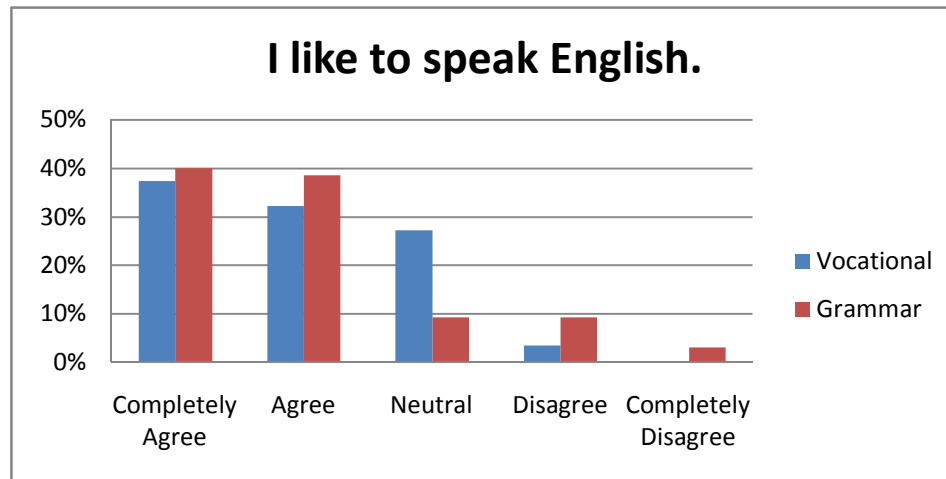


Figure 32: Attitude towards speaking English

The data in Figure 32 shows that there is a general positive attitude towards speaking English. It can be seen that 37.29% of the participants from the vocational school like speaking English very much, and additional 32.20% of the participants say they like it. A notably high percentage of the participants remained undecided (27.12%), while 3.39% of the participants say they do not like speaking English. In grammar school, 40.00% of the participants said they like speaking English very much and 38.46% of the participants said they like it. 9.23% of the participants each either chose the *neutral* option or said they dislike speaking English, while 3.08% of the participants from this school said they do not at all like to speak English.

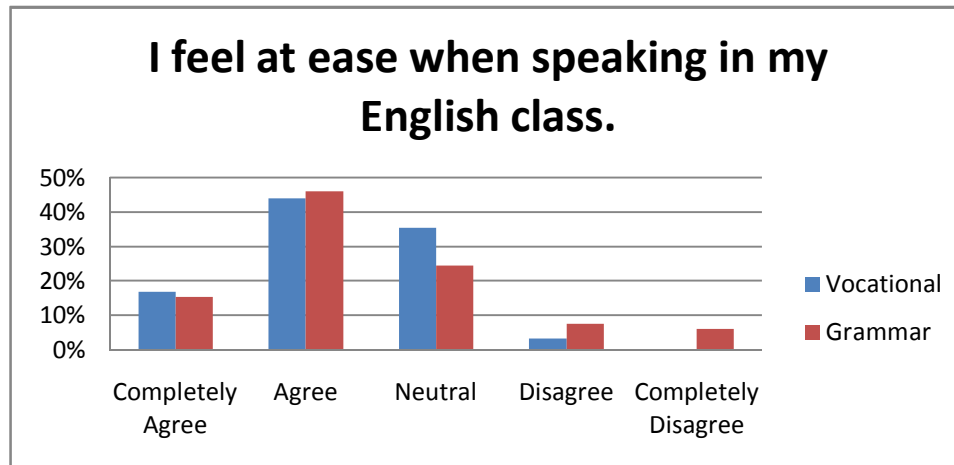


Figure 33: Speaking English in the context of English class

When considering how they feel when speaking in their English classes (Figure 33 above), the majority of the participants from both schools said they feel at ease. In particular, 16.95% of the participants from the vocational school said they feel completely at ease, 44.07% of the participants said they feel at ease and 35.59% of the participants remained undecided. Only 3.39% of the participants said they do not feel at ease when speaking in the context of their English class. In the grammar school, 15.38% of the participants said they feel completely at ease, 46.15% of the participants said they feel at ease and 24.62% of the participants chose the *neutral* option. 7.69% of the participants do not feel at ease and 6.15% do not feel at ease at all when they are speaking in their English class.

It is worth mentioning that the instances when participants expressed not feeling at ease when speaking or disliking speaking English could be caused by their previous contacts with the language and general classroom atmosphere, the latter of which will be further discussed in the subsection 6.2.9 below.

### 6.2.5 Relationship with the Interlocutor

Individuals' willingness to communicate in any given moment also depends on their relationship with the interlocutor – whether it is someone they have known for a longer period of time or someone they have just met and are not likely to see again and so on. Let us consider the situation in Figure 34: speaking English to close friends. It is evident that participants from both schools have a rather positive reaction to this statement, as

expected – 42.37% of the participants from the vocational school and 38.46% of the participants from the grammar school completely agree with the statement. 37.29% of the participants from the vocational school and 36.92% from the grammar school said they can speak freely to their close friends. The neutral option was chosen by 18.64% of the participants from the vocational school and 12.31% of the participants from the grammar school. On the negative end of the scale, there are 1.69% of the participants from the vocational school and 6.15% of the participants from the grammar school who cannot speak English freely and an additional 6.15% of the participants from the grammar school who said they are not able to speak English freely to their close friends at all.

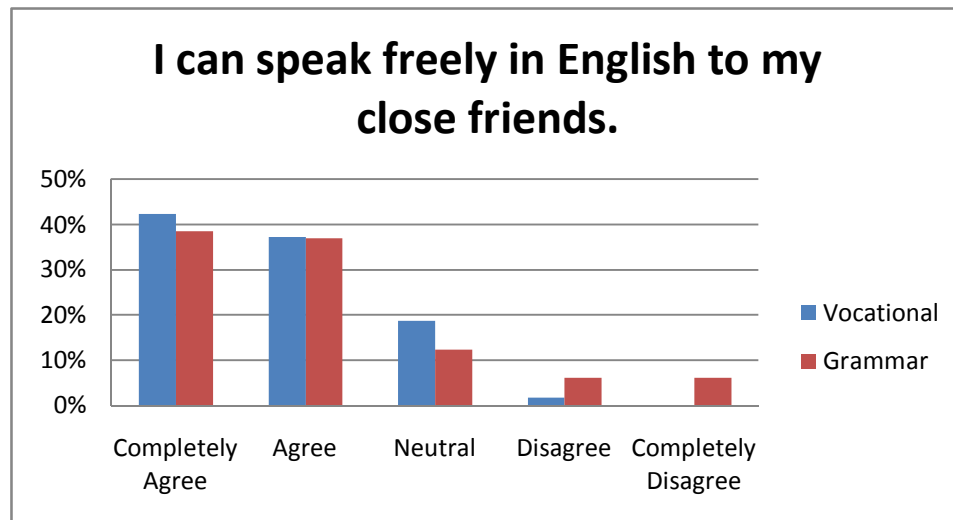


Figure 34: Speaking English to close friends

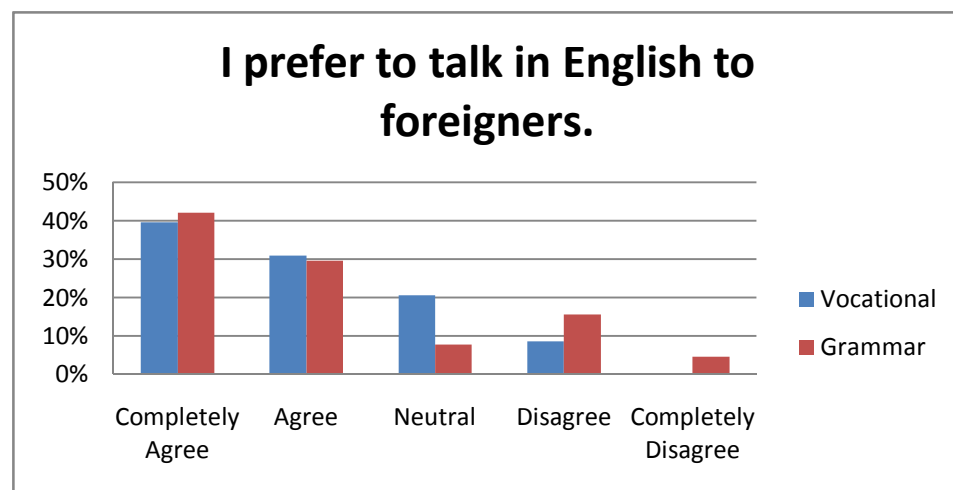


Figure 35: Speaking English to foreigners

Switching to speaking English to foreigners (Figure 35), the majority of Serbian students remained on the positive end of the scale - 39.66% of the participants from the vocational school and 42.19% of the participants from the grammar school chose *completely agree*. Additionally, 31.03% of the participants from the vocational school and 21.69% of the participants from the grammar school chose *agree*. 20.69% of the participants from the vocational school and 7.81% of the participants from the grammar school remained undecided. 8.62% of the participants from the vocational school and 15.63% of the participants from the grammar school chose *disagree* and a remaining 4.69% of the participants from the grammar school chose *completely disagree*. Surprisingly, the difference between statements in Figures 34 and 35 is only a slight one. Let us now explore what kind of impact the speaking skills of the interlocutor play.

### 6.2.6 Perceived Speaking Skills of the Interlocutor

A prevailing view is that individuals may be discouraged to communicate if the L2 level of the interlocutor is higher than their own. Conversely, if individuals' L2 level is higher than, or at least close to that of their interlocutor, they will feel free to communicate (cf. Barraclough et al., 1988; MacIntyre et al., 1998, etc.). Hence, the following statements cover two situations – when the interlocutor has a higher level of L2 (*native speaker* in Figure 36) and approximately the same level of L2 (*peers* in Figure 37).

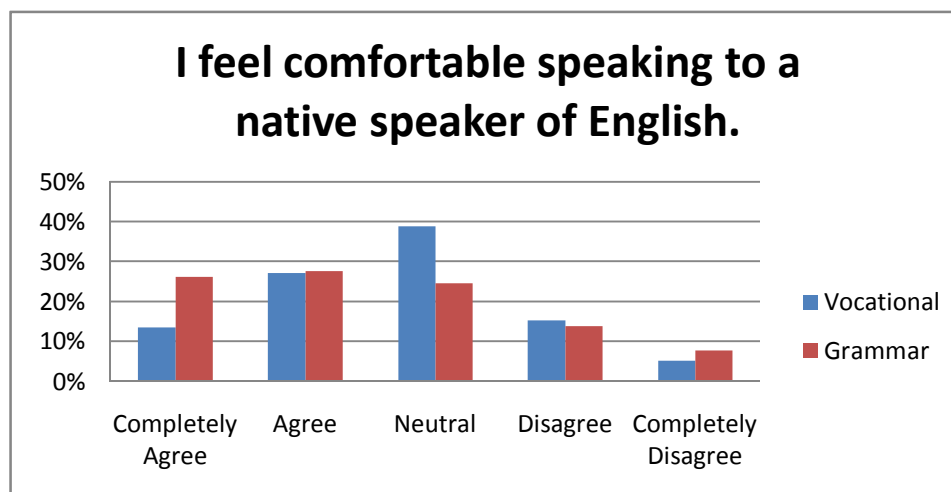


Figure 36: Speaking English to a native speaker

When talking to a native speaker, 13.56% of the participants from the vocational school and 26.15% of the participants from the grammar school expressed feeling completely comfortable. 27.12% of the participants from the vocational school and 27.69% of the participants from the grammar school feel comfortable when speaking to a native speaker of English. As expected, 15.25% of the participants from the vocational school and 13.85% of the participants from the grammar school said they do not feel comfortable talking to a native speaker, while 5.08% of the participants from the vocational school and 7.69% of the participants from the grammar school claim they do not feel comfortable at all. A considerable percentage of the participants who remained undecided, 38.98% of the participants from the vocational school and 24.62% of the participants from the grammar school, may be partially due to the fact that these students have not had the chance to communicate with native speakers and are therefore uncertain about how they would react in this situation.

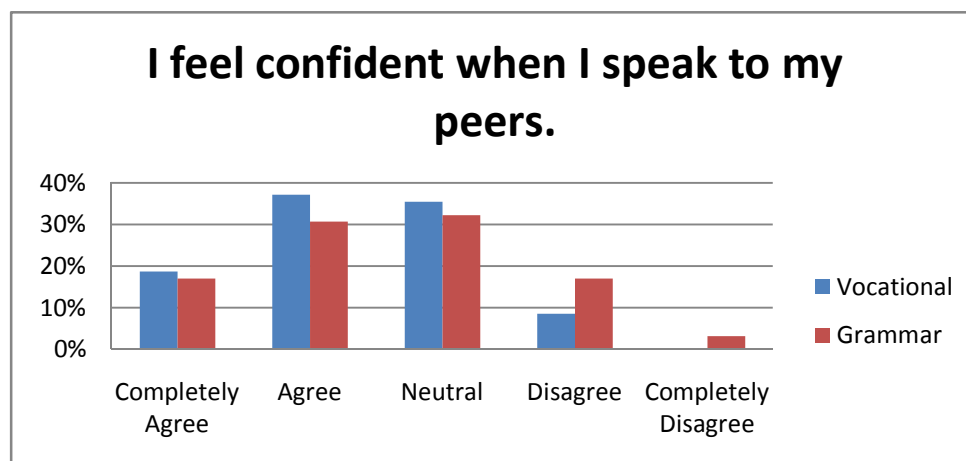


Figure 37: Speaking English to peers

When asked about their level of confidence when speaking to their peers, most of the students from both schools opted either for the positive or the neutral part of the scale. In the vocational school, 18.64% of the participants said they feel completely confident, 37.29% of the participants said they feel confident, while 8.47% of the participants said they do not feel confident when speaking English to their peers. In the grammar school, 16.92% of the participants said they feel completely confident, 30.77% of the participants feel confident and an additional 16.92% of the participants do not feel confident. 3.08%

of the participants from this school said they do not feel confident at all when speaking English to their peers.

We can also note that there is a considerable fraction from both schools which chose the *neutral* option in Figure 37 – 35.59% of the participants from the vocational school and 32.31% of the participants from the grammar school. One could go on to say that this revelation, just like that in Figure 15, could be due to the lack of opportunities for peer-to-peer speaking activities. Following this presupposition, the subsection to come will be dealing with the influence of task types on willingness to communicate.

### 6.2.7 Task Type

When asking participants how they feel about individual presentations (Figure 38) or speaking in groups (Figure 39), it needs to be noted that the data gathered will be a representation of the interplay of several different factors (personality, previous experience, group climate and so on).

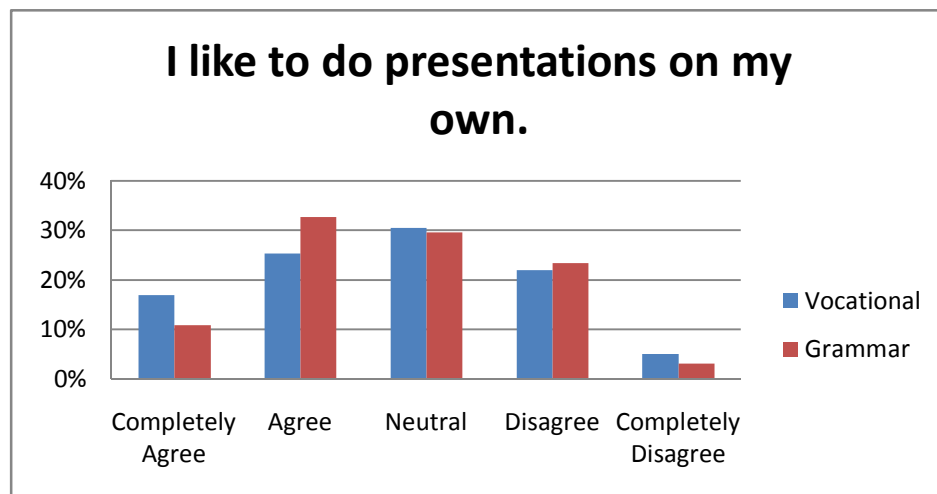


Figure 38: Individual presentations

In Figure 38, we can see that 16.95% of the participants from the vocational school said they like doing individual presentations very much, 25.42% of the participants said they like it, 30.51% of the participants remained undecided, 22.03% of the participants said they do not like individual presentations, while 5.08% of the participants do not like them at all. In the grammar school, 10.94% of the participants said they like doing presentations on their own very much, 32.81% of the participants likes them, 29.69% of

the participants were undecided, 23.44% of the participants said they dislike doing presentations on their own, while 3.08% of the participants said they completely dislike them.

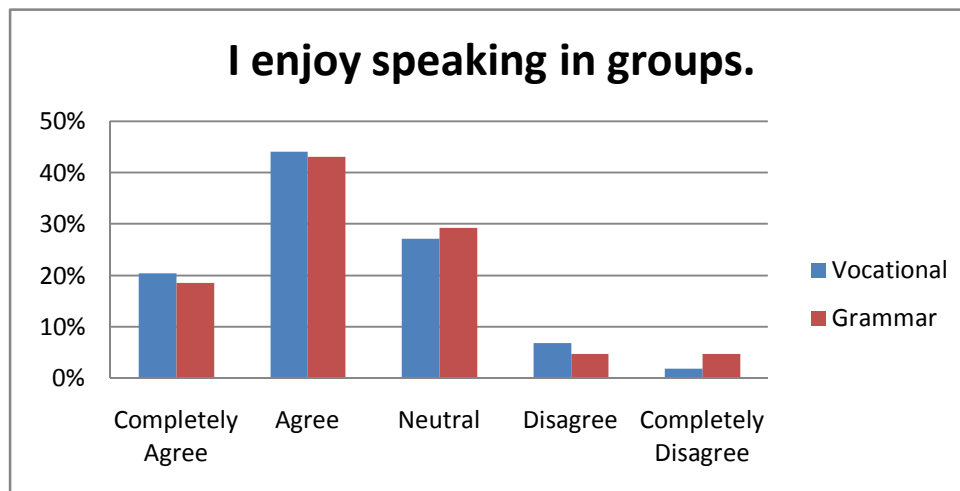


Figure 39: Speaking in groups

Switching to Figure 39, we see that the majority of the participants generally enjoys speaking in groups - 44.07% of the participants from the vocational school and 43.08% of the participants from the grammar school said they agree with this statement. The remaining percents are as follows: in the vocational school, 20.34% of the participants said they agree with this statement completely, 27.12% of the participants were undecided, 6.78% of the participants said they disagree, while 1.69% of the participants disagree completely. In the grammar school, 18.46% of the participants said they completely agree, 29.23% of the participants were undecided and 4.62% of the participants each said they either disagree or completely disagree.

### 6.2.8 Correction and Grading

Another reason why some students prefer speaking in groups to doing presentations on their own could also be the shift of focus to the group as a whole rather than to individual students. It is easy to understand that this shift would decrease the threat to students' faces, as it enables the students to get over possible mistakes faster and without any overly explicit correction by the teacher. This subsection will therefore deal with attitudes towards mistakes and their role in language learning.



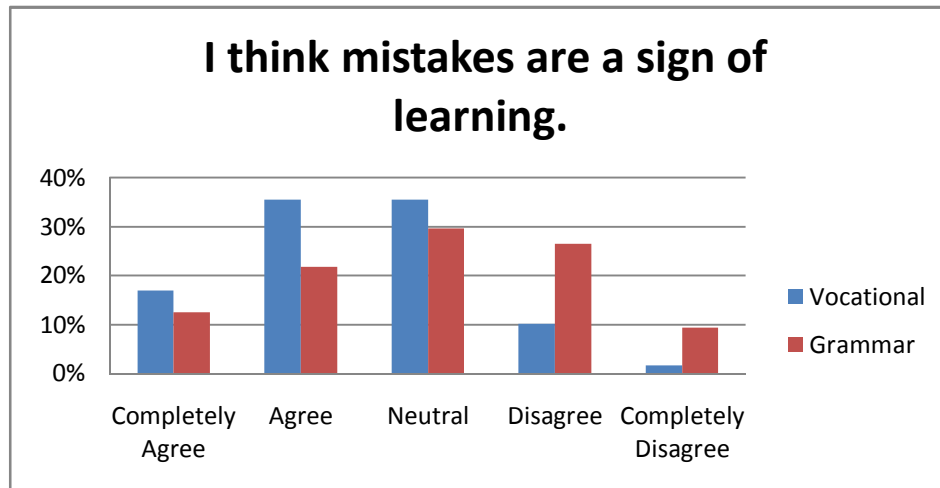


Figure 40: Role of mistakes – probe

In Figure 40, 16.95% of the participants from the vocational school completely agree that mistakes are a sign of learning, 10.17% of the participants disagree with this view, and an additional 1.69% of the participants completely disagree. The majority, however, is torn between two options – an equal percent of the participants (35.59%) either agree or are undecided. We can also note a rather high percentage of “undecided” between participants from the grammar school - 29.69% of them to be exact. Despite this, 12.50% of the participants said they completely agree and 21.88% of the participants agree that mistakes are a sign of learning. A considerable 26.56% of the participants from this school expressed their disagreement, while 9.38% of the participants completely disagree with this view.

Just like in the Austrian schools, the findings above show that the complete shift in the treatment of learners’ mistakes in language classrooms is yet to take place - while participants from the vocational school show a tendency towards the positive end of the scale, most of their counterparts from the grammar school opt for the negative one. Even though the number of participants who see mistakes as something positive cannot be ignored, it is the remainder of the answers that makes it possible to exactly pinpoint the current state in schools. The fact that there is such a high percentage of participants who chose the *neutral* option in both schools only reaffirms the above mentioned presumption.

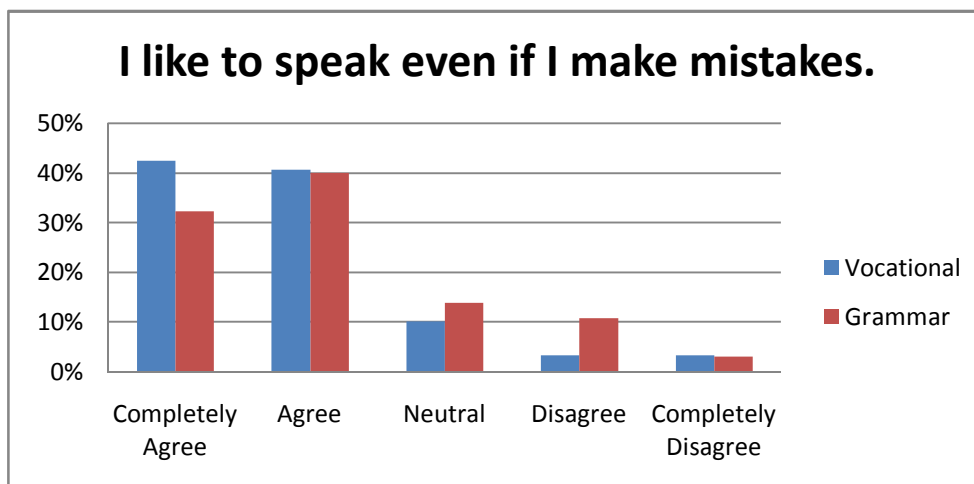


Figure 41: Role of mistakes – validation

Fortunately, the data from Figure 41 shows that this uncertainty about the role of mistakes does not directly translate into a hindrance for students who make them. With only a few exceptions, most of the participants like to speak English even with occasional mistakes. In particular, 42.37% of the participants from the vocational school said they completely agree and 40.68% of the participants said they agree with this statement. A few were undecided (10.17%), followed by the ones who disagreed (3.39%) or completely disagreed (3.39%). The situation in the grammar school is somewhat similar, with 32.31% of the participants who said they completely agree and additional 40.00% of the participants who agree. 13.85% of the participants were undecided, while the remaining participants said they either disagree (10.77%) or completely disagree (3.08%) with this statement.

### 6.2.9 Classroom Atmosphere

The data from Austrian schools have already confirmed that a relaxing atmosphere enables the students to speak more freely. From the data in Figures 42 and 43 below we can see that the majority of the participants from Serbian schools feel the same way.

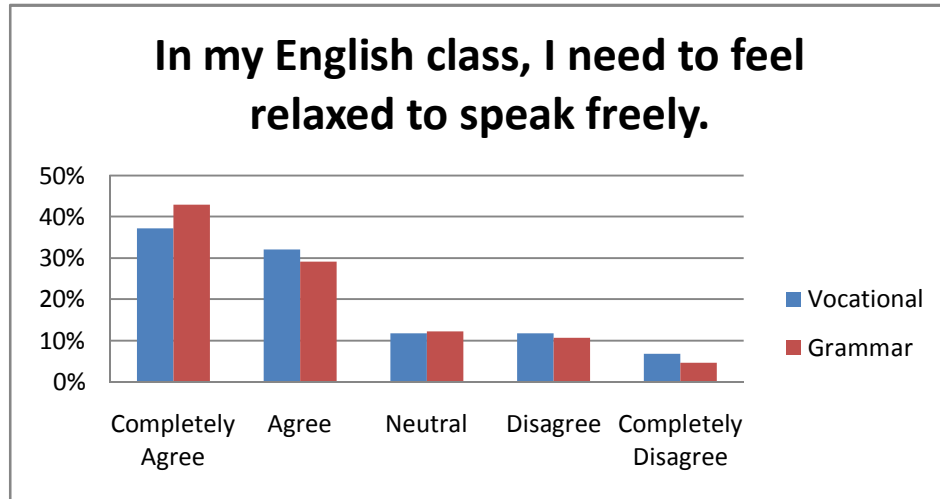


Figure 42: Classroom atmosphere – probe

In particular, 37.29% of the participants from the vocational school said they completely agree and 32.20% of the participants said they agree with the statement in Figure 42. 11.86% of the participants were undecided, an additional 11.86% of the participants said they disagree and 6.78% of the participants said they completely disagree with this statement. In the grammar school, 43.08% of the participants said they completely agree, and an additional 29.23% of the participants said they agree with the statement. 12.31% of the participants from this school were undecided, while the remainder either disagreed (10.77%) or completely disagreed (4.62%).

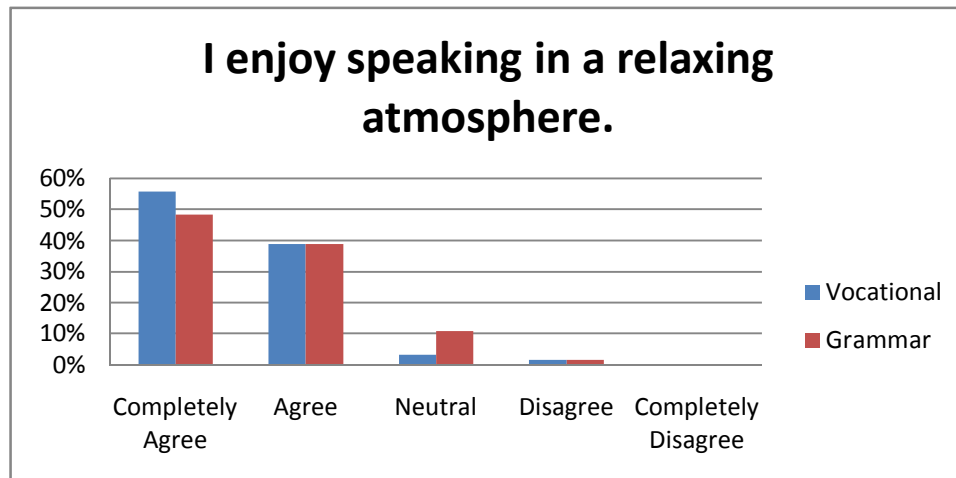


Figure 43: Classroom atmosphere – validation

Although some of the participants had their doubts about whether they need to feel relaxed to speak freely in their English class, they almost exclusively agree that they

enjoy speaking in a relaxing atmosphere. In Figure 43 above, 55.93% of the participants from the vocational school and 48.44% of the participants from the grammar school said they completely agree with this statement. Additional 38.98% of the participants from the vocational school and 39.06% of the participants from the grammar school said they agree. 3.39% of the participants from the vocational school and 10.94% of the participants from the grammar school were undecided and only 1.69% of the participants from the vocational school and 1.54% of the participants from the grammar school said they do not enjoy speaking in a relaxing atmosphere.

### 6.2.10 Embarrassment Factor

It has already been mentioned that speaking carries the most eminent of threats to individuals' face, as there is almost exclusively little to no time for preparation or correction. This is why it would be expected that creating a supportive atmosphere in language classrooms would encourage students to partake in speaking activities, thus increasing their willingness to communicate. Apart from investigating whether this presupposition holds in the schools investigated, this subsection will also explore whether classrooms are indeed seen as a place where students can practice their speaking freely.

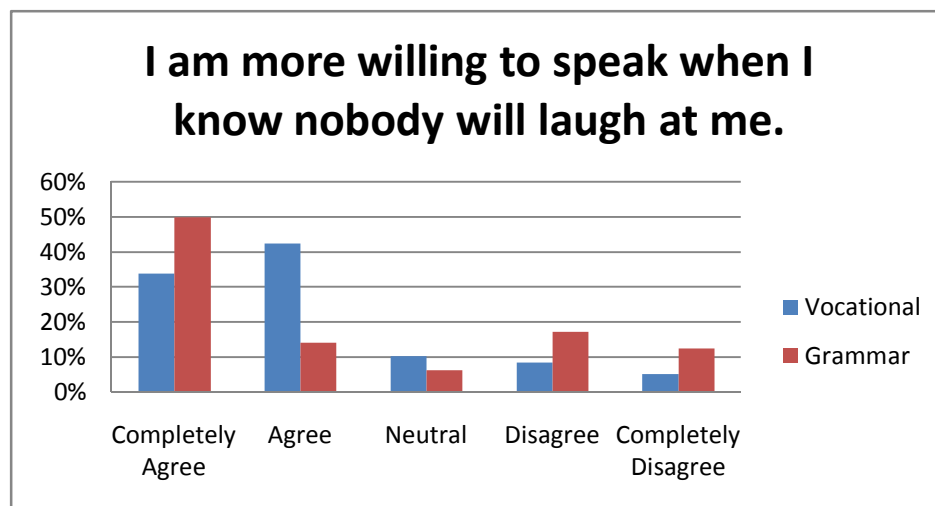


Figure 44: Influence of potential embarrassment

When asked whether they are more willing to speak when they know nobody will laugh at them (Figure 44), 33.90% of the participants from the vocational school said they completely agree and 42.37% of the participants said they agree. Only 10.17% of the

participants were undecided, 8.47% of the participants said they disagree and 5.08% said they completely disagree. In the grammar school, 50.00% of the participants said they completely agree and 14.06% of the participants said they agree. The neutral option was chosen by 6.25% of the participants, 17.19% of the participants disagree and 12.50% of the participants completely disagree with this statement.

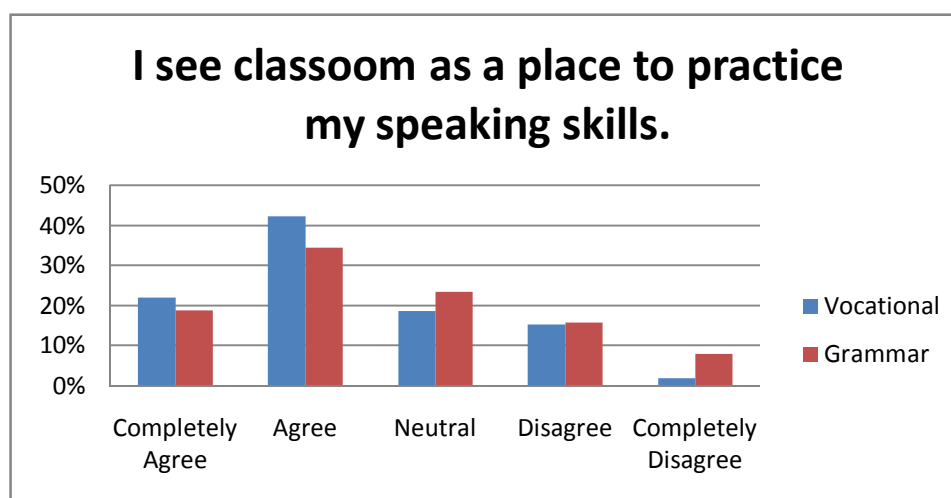


Figure 45: Classroom as a place for practice

We can also see that participants generally share the opinion that the classroom is a place to practice their speaking skills (Figure 45) – 22.03% of the participants from the vocational school and 18.75% of the participants from the grammar school said they completely agree, which is followed by 42.37% of the participants from the vocational school and 34.38% of the participants from the grammar school who said they agree. However, there is a considerable percentage of participants who were undecided – 18.64% of the participants from the vocational school and 23.44% of the participants from the grammar school. Moreover, there were 15.25% of the participants from the vocational school and 15.63% of the participants from the grammar school who said they do not agree, along with 1.69% from the vocational school and 7.81% from the grammar school did not agree at all with the view above. These answers could be interpreted as a sign that the traditional role of the classroom is slowly being reshaped and is not seen as an exclusive place for learning and practice anymore. Although the classroom remains the main place of instruction for most of the students, we also have to acknowledge that

more and more students are turning to alternative ways of developing and practicing their language skills, either through tutoring, internet or stays abroad.

## **7. Limitations of the Study**

Although the study provides a valuable insight into the factors affecting students' WTC through a comparison across two school types and two countries, I consider it important to briefly mention possible limitations of the present study. Namely, the readership must remember that these results are to be viewed as a "snapshot" (Benson & Lor 1999, as cited in Mercer 2011b:25) in the process of language learning, as the situation is never stagnant. Moreover, due to the specific scope of this study, the results and findings presented here are dependent on a very specific population and context. Although certain findings are valid for a larger population, it could be said that the findings of this study can be generalized only to a certain extent.

Another issue that appeared during the analysis of the questionnaire is related to the way the participants approached it. In particular, it could be argued that the 5-point Likert scale allowed the participants to remain "neutral", instead of being more explicit in their answers. However, rather than undermine the validity of the findings, this neutral point opened the doors for additional analysis. Apart from this, one could also ponder upon the fact that not many participants listed additional factors in the "Other" (section II of the Questionnaire). As the questionnaires were conducted during a language class, with both teacher and researcher present, it is rather unlikely that the participants did this in order to finish as quickly as possible. Although this option is not completely excluded, it is also possible that the questionnaire already covered the most important factors.

## 8. Conclusion

Notwithstanding the complexity of the Communicative Approach to language teaching, this paper deals with speaking as one of its expected outcomes. Rather than trying to identify new factors which influence learner's willingness to communicate, in this study I have focused on determining whether and to what extent the currently discussed factors are relevant for the participants in question. Moreover, due to the fact that this study included participants from different settings, both school- and country-wise, we can also view it through the perspective of a comparative study.

Within the first part of this study, it became apparent that certain factors are, generally speaking, seen as most influential by the majority of the participants from all four schools. As this study is dealing with speaking, it only seems natural that *topic of the speaking activity* was chosen by overall 176 participants. With 151 votes, the *self-perceived speaking confidence of the participants* ranked second– if it is considered to be higher, it can have a stimulating affect, and vice versa. However, regardless of how confident the participants are during speaking, their *wish to practice their speaking skills* could help them override their potential inhibition. This is why it was ranked third, with 160 participants who chose it. Two additional factors that were ranked fourth and fifth were a *wish to get a better grade* (with 138 votes), and the way they felt at the moment, i.e. *their mood* (with 134 votes).

Generally speaking, we can note that, for the majority of the participants, *topic* is very important when speaking. Hence, having interest in it will naturally have a stimulating effect on their WTC. In addition to this, many of the participants have openly expressed a preference for *speaking in groups* over holding individual presentations, which is also understandable, as it reduces the risk to their face (cf. Mercer 2011a, 2011b). Nonetheless, a rather clear distinction between the two school types can be observed in several instances. In the Austrian context in particular, the most conspicuous differences are to be seen when talking about reported speaking confidence of the participants. Here, we can see that the students from GIBS showed a tendency toward the positive end of the scale, reporting higher levels of speaking confidence. On the other hand, their counterparts from the vocational school, BHAK, expressed doubts about their level of

confidence during speaking. Moreover, 40.63% of the participants from GIBS said they did not explicitly need to feel prepared to speak freely, unlike most of the participants from BHAK, who held an opposite opinion. This divide can also be seen between the Serbian schools, where a somewhat similar tendency can be observed. In particular, it can be observed that there were considerably more participants from the vocational school who felt unsure about their speaking confidence than those from the grammar school. However, this divide between Serbian schools becomes more evident when considering preparedness. Here, the answers from grammar school seem to match up to the pattern of the answers from GIBS; this observation is also valid for the two vocational schools.

When considering results from a cross-cultural perspective, it should be mentioned that no complete matches, but rather similar patterns between the two countries were expected. The reason for this lies in the subjectivity of the factors discussed, as they are highly dependent not only on the context, but also on the learners themselves. By taking the most prominent of factors into consideration, we can see that the answers from corresponding schools in Austria and Serbia, although not always equal, exhibit similar or very similar tendencies.

The results from Serbia, in combination with the fact that they show a very similar pattern exemplified in Austrian schools, may therefore be viewed as a supporting evidence for the presumed differences in the strength of the factors across two different school types. On the other hand, this observation per se potentially confirms the presupposition that there are no substantial differences or deviations in the corresponding answers from Austria and Serbia, despite the presumable socio-economic differences. Nonetheless, in the Austrian context we can observe some additional points of distinction between the schools. Although the students generally agree that a relaxing atmosphere makes for more enjoyable speaking environment (Figure 21), in Figure 20 we can see that 27.69% of the participants from GIBS said they do not necessarily need to feel relaxed to speak freely, unlike the majority of their counterparts from BHAK.

One could go as far as to claim that these differences are a sign of a certain advantage of one school type over another. However, when discussing and analyzing them in a more general view, it becomes apparent that these observed differences in the answers are not a



matter of advantage or disadvantage, but rather that of approach to and focus in language teaching. It is impossible to ignore the fact that students from grammar schools, or rather schools with a special focus on modern languages have possibly had more opportunities for speaking and time to reflect on them than their counterparts from vocational schools. Additionally, we also need to acknowledge the changeability of these discoveries – what is presented in this paper is just one ‘frame’, the situation at the moment when the questionnaire was conducted. This situation is likely to change many times during language learning, and for many different reasons.

As mentioned above, all of the factors discussed in this paper are highly subjective, and vary from learner to learner. Rather than encouraging teachers to set off on a daunting task of identifying factors that affect each individual student, this paper proposes a more pragmatic approach. The debate of whether the teachers should focus on the group or on the individuals has surely opened our eyes to the complexity of teaching per se. This is why finding a balance between the two is crucial for every teacher. Within the frame of this study, I would say that this balance can be achieved by raising awareness of the existence and the complexity of both WTC and the factors that have an influence on it. In this way, teachers may wish to consider these potential factors when planning their lessons and classroom activities – providing students with useful vocabulary or reading assignments to help them prepare for a speaking activity and creating a supportive, safe environment for students to express themselves are just some of the necessities. Considering the findings of the current study, I would suggest that teachers should also strive to create a *positive association* to speaking, in addition to providing the students with ample opportunities for speaking in any form. Under this term I understand the shift of focus from something potentially unpleasant or threatening to a student’s face (*speaking in front of the whole class*) to something that is perceived as more pleasant (*conveying a personal message or sharing an experience with the class*). In other words, if speaking confidence or so called “stage fright” is lowering students’ WTC, the main focus should be put on a pleasant or interesting topic and the whole communicative aspect of the activity.

As a final point, I would like to bring the attention to two related issues raised by the answers collected. Although these were not a part of my initial focus, I considered it important to discuss them. The data in Figures 18 and 40 show that there is still work to be done on the treatment of mistakes and errors in language learning, in particular, on two specific aspects of it – how we view them and how we react to them. That is, teachers may wish to consider using careful, constructive feedback to restrain the potentially negative view of mistakes and acknowledge them as a positive sign of learning and experimenting with the language. This idea connects to the second issue I would like to address. Namely, it has been made apparent that the classroom is slowly losing its dominant position as a place for language learning and practicing (Figure 23). This is not to say that students are not learning languages – in the era of “digital natives” (Bennett et al., 2008), many of them may just currently prefer different methods (language learning websites, applications or programs). Nonetheless, teachers are warmly advised to view these as an advantage, rather than a threat and try to incorporate them into their lessons. In this way, they are more likely to keep the interest of the students, while widening their personal teaching repertoire at the same time.

## 9. Thesis Summary

In the last couple of decades, language educators have been faced with the Communicative Approach to language teaching. The ability of learners to use language in real-life situations became paramount for both learners and teachers. During this period, due to its inevitable immediateness, speaking has occupied the position of an indicator of overall language competence. However, the idea of performance being a one-to-one representation of one's competence has been questioned considerably by the research done on the complexity of speaking. This can particularly be seen in the extensive research done on Willingness to Communicate, which has shown that a range of different factors apart from language competence affect how much people engage in communication, and speaking in particular (cf. Barraclough et al., 1988, MacIntyre et al., 1998; McCroskey & Baer 1985; McCroskey & Richmond, 1991, etc.).

Therefore, rather than trying to identify additional factors that may possibly prove influential on individuals' willingness to communicate, the main goal of this study was to determine whether and to what extent already recognized factors affect students from two different school types. Another aim of this study was to compare the findings from two countries, either to confirm or dismiss the universality of these findings across countries. With this in mind, the guiding questions behind this study were:

1. Are there any differences in the (identified) factors affecting *willingness to communicate* orally in a language between the two types of schools, grammar and vocational schools respectively?
2. Are there findings that suggest any particular advantage of one type of school over another in respect to *willingness to communicate* orally in a foreign language?
3. Are there any conspicuous differences in the identified factors across the corresponding types of schools in Serbia and in Austria?

The empirical part of the study relies on a series of quantitative data. This approach was given advantage due to the relatively large number of participants and the fact that this is a cross-cultural research study in itself. In this respect, the study was conducted in two

different school contexts in Graz, Austria and Šabac, Serbia. The first pair of schools consists of classes from Graz International Bilingual School (GIBS) and Šabac Grammar school, where special attention is given to the teaching of and the instruction in English. The second pair includes BHAK Grazbachgasse from Graz and Ekonomsko-trgovinska škola from Šabac, which are vocational schools where English is taught as a foreign language. The overall number of participants from all four schools was 245, out of which 72 were male and 173 female. Therefore, the findings of this research study may prove valuable for both language instructors and teacher trainers from similar educational contexts who wish to gain further insight into the current situation.

Within the first part of this study, it became apparent that certain factors are, generally speaking, seen as most influential by the majority of the participants from all four schools. As this study is dealing with speaking, it seems only natural that *topic* of the speaking activity was identified as a strong influence on speakers' willingness to communicate. This was also confirmed by the fact that the majority of the participants said that they are more willing to talk about something if they are personally interested in it. In addition, *self-perceived speaking confidence* of the participants was said to play a very important factor – if it is rated higher, it has a stimulating effect, and vice versa. However, regardless of how confident the participants are during speaking, their wish to practice their speaking skills could help them override their potential inhibition. Two additional factors that were ranked fourth and fifth were *a wish to get a better grade*, and the way they felt at the moment (i.e. *their mood*).

The second part of the study provides a more detailed analysis of the possible similarities and differences between the aforementioned schools. In particular, it confirmed the importance of topic for speaking activities in class. It also revealed that there is a general preference for speaking in groups rather than doing individual presentations, which was consistent across all of the schools. At the same time, it revealed several instances where a pronounced difference between grammar and vocational schools could be observed. Although in essence confirming the importance of perceived speaking confidence, it can be noted that the students from grammar schools expressed generally feeling more confident during speaking. Their counterparts from vocational schools, on the other hand,

seemed more reserved, or rather undecided about this. Additionally, students from vocational schools said preparation was essential, if they were to speak freely in class, which was not the case with students from grammar schools. The current study acknowledges the differences, but it does not take them as a sign of advantage of one school type over another. Rather, it relates them to the difference in the focus of language teaching in the schools in question.

As a final point, the study explores two related issues raised by the results. The data showed the need for a change in the treatment of mistakes and errors in language learning, in particular, how mistakes are viewed and what kind of response they evoke in both learners and teachers. It is also suggested here that teachers may help bring about this change by using careful, constructive feedback to restrain the potentially negative view of mistakes and acknowledge them as a positive sign of learning. Lastly, the study briefly addresses the observed declining status of classrooms in language learning. In the era of “digital natives” (Bennett et al., 2008), many of the students may express preference for different methods such as language learning websites, applications or programs. Nonetheless, teachers are warmly advised to view these as an advantage, rather than a threat and try to incorporate them into their lessons. By including this real-life aspect, they are more likely to keep the interest of the students, while widening their personal teaching repertoire at the same time.

## 10. Zusammenfassung

In den vergangenen Jahrzehnten haben sich SprachpädagogInnen mit dem kommunikativen Ansatz viel beschäftigt. Die Fähigkeit, Fremdsprachen in lebensnahen Situationen kompetent einzusetzen, wurde zur Priorität für Lehrende und Lernende gleicher. Aufgrund der Unmittelbarkeit des mündlichen Sprachgebrauchs hat das Sprechen eine Indikatorfunktion über die allgemeine Sprachkompetenz eingenommen. Jedoch ist diese Gleichsetzung einer eins-zu-eins Repräsentation zwischen Performanz und Kompetenz von der Sprachforschung angezweifelt worden. Dies wird besonders offensichtlich durch die umfangreiche Forschung, die über das Thema Gesprächsbereitschaft (eng. Willingness to Communicate) durchgeführt wurde. Diese Forschungen haben belegt, dass die Bereitschaft zur Kommunikation und insbesondere zum freien Sprechen im Fremdsprachengebrauch variiert und stark von anderen Faktoren als der Sprachkompetenz allein beeinflusst wird (cf. Barraclough et al., 1988, MacIntyre et al. 1998; McCroskey & Baer 1985; McCroskey & Richmond, 1991, etc.).

Aufgrund dessen erscheint es sinnvoll, von der Identifikation zusätzlicher Faktoren, welche die individuelle Gesprächsbereitschaft beeinflussen, Abstand zu nehmen. Stattdessen zielt diese Arbeit darauf ab, zu untersuchen, ob und in welchem Ausmaß bereits anerkannte Faktoren SchülerInnen von zwei verschiedenen Schultypen in ihrer Bereitschaft zur Kommunikation beeinflussen. Ein weiteres Ziel dieser Arbeit ist es, die Ergebnisse von zwei unterschiedlichen Ländern zu vergleichen, um damit die Universalität der gewonnenen Erkenntnisse entweder bestätigen oder verwerfen zu können. Die Leitfragen dieser Arbeit sind:

1. Gibt es Unterschiede in den die Bereitschaft zur mündlichen Kommunikation in einer Fremdsprache beeinflussenden Faktoren zwischen den Schultypen AHS und berufsbildende Schule?
2. Gibt es Erkenntnisse, welche auf einen spezifischen Vorteil eines Schultyps über den anderen in Bezugnahme auf die Bereitschaft zur mündlichen Kommunikation in einer Fremdsprache hindeuten?

3. Gibt es Unterschiede in den die Bereitschaft zur mündlichen Kommunikation in einer Fremdsprache beeinflussenden Faktoren in den entsprechenden Schultypen in Serbien und Österreich?

Der empirische Teil dieser Arbeit basiert auf quantitativen Daten. Dieser Zugang wurde aufgrund der relativ großen Zahl von TeilnehmerInnen sowie der Tatsache, dass es sich um eine „interkulturelle“ Vergleich handelt, gewählt. Diese Forschung wurde an zwei verschiedenen Schultypen in Graz, Österreich und Šabac, Serbien durchgeführt. Bei den ersten beiden gewählten Schulen handelt es sich um die Graz International Bilingual School (GIBS) sowie das Šabac Gymnasium, bei welchem ein besonderes Augenmerk auf den Unterricht der englischen Sprache gelegt wird. Das zweite Paar Schulen besteht aus der BHAK Grazbachgasse in Graz und der Ekonomsko-trgovinska škola in Šabac, zwei berufsbildende Schulen an denen Englisch als Fremdsprache unterrichtet wird. Die Zahl der Teilnehmerinnen von allen vier Schulen beträgt 245, von denen 72 männlich und 173 weiblich sind. Die Erkenntnisse, welche aus dieser Studie gewonnen wurden, werden sich als hilfreich für Unterrichtende sowohl an Schulen und Universitäten erweisen, welche einen tieferen Einblick in die Thematik gewinnen wollen.

Im ersten Teil der Arbeit zeigt sich, dass gewisse Faktoren an allen vier Schulen als besonders einflussreich im Zusammenhang mit der Bereitschaft zur Kommunikation im Fremdsprachlernen angesehen wurden. Da diese Arbeit sich mit der mündlichen Kommunikation in einer Fremdsprache beschäftigt, scheint es offensichtlich, dass das *Thema*, über das gesprochen werden soll, einen starken Einfluss auf die Bereitschaft zur Kommunikation seitens des Sprechers ausübt. Dies wurde bestätigt durch die von einer Mehrheit an TeilnehmerInnen getätigten Aussage, dass die Bereitschaft zur mündlichen Kommunikation steigt wenn sie persönlich an dem Thema interessiert sind. Ein weiterer wichtiger Faktor ist das *wahrgenommene Selbstbewusstsein beim Sprechen*. Wenn es hoch eingestuft wurde, hat es einen stimulierenden Effekt, und umgekehrt. Unabhängig davon jedoch, wie selbstbewusst die TeilnehmerInnen während des Sprechens sind, kann der Wunsch nach zusätzlicher Übung der Sprachfertigkeiten zur Überwindung ursprünglichen Hemmungen beitragen. Zwei weitere Faktoren, welche respektive viert-

und fünftgereiht wurden, sind *der Wunsch eine bessere Note zu erhalten* sowie *die Stimmung der Lernenden*.

Der zweite Teil der Arbeit bietet einen detaillierteren Einblick in die möglichen Gemeinsamkeiten und Unterschiede zwischen den zuvor genannten Schulen. Es bestätigte sich, dass das Thema über das in der Schulklasse gesprochen werden kann von besonderer Wichtigkeit ist. Zusätzlich konnte gezeigt werden, dass es eine generelle Präferenz zum Sprechen in Gruppen im Gegensatz zum individuellen Sprechen, zum Beispiel in Präsentationen, gibt. Dies konnte schulübergreifend festgestellt werden. Jedoch zeigte sich auch ein augenfälliger Unterschied zwischen AHS und berufsbildenden Schulen. SchülerInnen an AHS Schulen zeigten sich tendenziell selbstbewusster bei der mündlichen Kommunikation in einer Fremdsprache als ihre Kollegen in den berufsbildenden Schulen. Letztere zeigten sich als reservierter oder unentschlossener in Bezug auf ihr Selbstbewusstsein bei der mündlichen Kommunikation in der Fremdsprache. Zusätzlich stellten SchülerInnen von berufsbildenden Schulen fest, dass eine grundlegende Vorbereitung vor dem freien Sprechen im Klassenzimmer von entscheidender Bedeutung ist. Dies war nicht der Fall bei den SchülerInnen der AHS Schulen. Diese Arbeit zeigt Unterschiede zwischen den Schultypen auf, bewertet diese jedoch nicht hinsichtlich ihrer Vor- oder Nachteile. Anstelle dessen werden diese Unterschiede in Zusammenhang mit dem ungleichen Stellenwert, den Fremdsprachunterricht in diesen Schulen innehat, gebracht.

Zu guter Letzt erforscht die Arbeit zwei zusammenhängende Thematiken, welche durch die zuvor gesammelten Daten aufgeworfen wurden. Die Daten zeigten, dass ein Umdenken in der Behandlung von Fehlern im Sprachlernen notwendig ist. Insbesondere die Art, wie Fehler bewertet werden und welche Reaktionen sie sowohl bei Lehrenden als auch Lernenden hervorrufen, bedarf eines Paradigmenwechsels. Besonders Lehrenden fällt die Rolle zu, durch eine vorsichtige Verwendung von konstruktivem Feedback die Entstehung einer potenziell negativen Einstellung gegenüber Fehlern auf Seiten der Lernenden zu vermeiden. Abschließend behandelt die Arbeit den beobachteten abnehmenden Status von Lernen im Klassenzimmer. Im Zeitalter der “digital natives” (Bennett et al., 2008) bevorzugt eine Vielzahl von Lernenden alternative



Sprachlernmethoden wie etwa Sprachlernwebsites, Applikationen oder Computer-Programme. Nichtsdestotrotz wird Lehrenden wärmstens empfohlen, diese Vielzahl an Lernmethoden als Bereicherung, nicht als Bedrohung, anzusehen und sie in ihre Unterrichtsplanung miteinzubeziehen. Durch die Einsetzung dieses lebensnahen Aspekts des Sprachlernens können Lehrende das Interesse ihrer Schüler nachhaltig steigern und gleichzeitig ihr eigenes Lehrrepertoire erweitern.

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### 13. Appendices

#### Appendix A

## INFORMED CONSENT FORM

### *QUESTIONNAIRE on Language Learning Experience*

I am conducting a survey to learn more about what motivates students to speak in English. You will need approximately 10 minutes to complete the questionnaire. Your name will not be recorded on the questionnaire and all the data gathered will remain anonymous and will be used for the purposes of writing a Master research paper. Participation in this survey is voluntary and you may choose not to answer the questions on the questionnaire even after signing this consent form. If you are willing to participate, please sign this form.

If you have any questions about this study, please contact:

Ivana Simić,

E-mail: [iva.simic@hotmail.com](mailto:iva.simic@hotmail.com)

Thank you for your help!

Participant's Signature

---

Date

---

Adapted from: <https://www.morehouse.edu/facstaff/lblumer/IRB/consent.htm>



## Appendix B

### Einwilligungserklärung Fragebogen zur Sprachlernerfahrung

Diese Umfrage zielt zu erfahren, welche Faktoren die SchülerInnen motivieren, Englisch zu sprechen. Man braucht etwa 10 Minuten Zeit, um diesen Fragebogen auszufüllen. Die Namen der TeilnehmerInnen werden nicht auf dem Fragebogen erfasst - alle gesammelten Daten werden anonym bleiben und nur für die Erstellung einer Master-Forschungsarbeit verwendet. Die Teilnahme an dieser Umfrage ist freiwillig und du musst nicht auf die Fragen antworten, auch wenn du diese Einverständniserklärung untergeschrieben hast. Wenn du teilnehmen möchtest, unterschreibe bitte dieses Formular.

Wenn du Fragen zu dieser Umfrage hast, bitte kontaktiere:

Ivana Simić,

E-mail: [iva.simic@hotmail.com](mailto:iva.simic@hotmail.com)

Thank you for your help!

Unterschrift

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Datum

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Adaptiert von: <https://www.morehouse.edu/facstaff/lblumer/IRB/consent.htm>

## Appendix C

### SAGLASNOST

#### Za učestvovanje u istraživanju

Ovo istraživanje se bavi faktorima koji utiču na učenje stranog jezika. Za popunjavanje upitnika biće Vam potrebno otprilike 10 minuta. Upitnik je u potpunosti anoniman, i svi prikupljeni podaci biće korišćeni isključivo za pisanje istraživačkog rada. Učešće u istraživanju je na dobrovoljnoj bazi – ukoliko ne želite, ne morate odgovoriti na pitanja, čak i nakon potpisivanja saglasnosti. Ukoliko želite da učestvujete u istraživanju, molim Vas da potpišete saglasnost.

Ukoliko imate dodatnih pitanja, molim Vas da me kontaktirate:

Ivana Simić,

E-mail: [iva.simic@hotmail.com](mailto:iva.simic@hotmail.com)

Hvala Vam na pomoći!

Potpis učesnika

---

Datum

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Prilagođeno sa: <https://www.morehouse.edu/facstaff/lblumer/IRB/consent.htm>

## Appendix D

## Questionnaire

This questionnaire is completely anonymous and all the data collected will be used for the purposes of writing a Master research paper about language learning experience.

Thank you for your time and effort!

Age: \_\_\_\_

Gender: F M

School type: Grammar school Vocational/Career school

How long have you been studying English? \_\_\_\_ Grade in the last school report: \_\_\_\_

Do you speak any other foreign language, apart from English? Yes No

If your answer is yes, please state which language(s) you speak, and what level you are at:

\_\_\_\_\_ beginner lower intermediate upper intermediate advanced

\_\_\_\_\_ beginner lower intermediate upper intermediate advanced

\_\_\_\_\_ beginner lower intermediate upper intermediate advanced

In your opinion, which of the following factors make you willing to speak during your English classes? Choose 5 factors and grade them (1= most important).

Confidence in my speaking abilities

Wish to practice speaking

Wish to make a good impression on the teacher

Wish to get a good grade

My personality

Mood

Interest in the topic

Pair work

Group work

Relationship with my fellow students

Relationship with my teacher

Classroom atmosphere

Other: \_\_\_\_\_

Please circle the number which best describes how you feel about the statements:

Nr.	Statements	Completely Agree	Agree	Neutral	Disagree	Completely Disagree
1.	I need to feel prepared to speak freely.	1	2	3	4	5
2.	I like to talk about a topic if I am interested in it.	1	2	3	4	5
3.	I am confident when speaking English.	1	2	3	4	5
4.	I like to speak English.	1	2	3	4	5
5.	I like to speak English with foreigners.	1	2	3	4	5
6.	I feel comfortable speaking to native speakers of English.	1	2	3	4	5
7.	I like to do presentations on my own.	1	2	3	4	5
8.	In my English class, I need to feel relaxed to speak freely.	1	2	3	4	5
9.	I am more willing to speak when I know nobody will laugh at me.	1	2	3	4	5
10.	I think mistakes are a sign of learning.	1	2	3	4	5
11.	For me, preparation is the key for successful speaking.	1	2	3	4	5
12.	I think an interesting topic is important for speaking.	1	2	3	4	5
13.	I am satisfied with my speaking skills.	1	2	3	4	5
14.	I feel at ease when speaking in my English class.	1	2	3	4	5
15.	I feel confident when I speak to my peers.	1	2	3	4	5
16.	I enjoy speaking in groups.	1	2	3	4	5
17.	I enjoy speaking in a relaxing atmosphere.	1	2	3	4	5
18.	I see the classroom as a place to practice my speaking skills.	1	2	3	4	5
19.	I like to speak even if I make mistakes occasionally.	1	2	3	4	5
20.	I feel comfortable speaking in English to my close friends.	1	2	3	4	5

**Thank you!**

## Appendix E

## Fragebogen

Dieser Fragebogen ist völlig anonym und alle gesammelten Daten werden nur im Rahmen einer Masterarbeit über Lernerfahrung bei Sprachen verwendet .

Vielen Dank für deine Hilfe!

Alter: \_\_\_\_

Geschlecht: M W

Schulart: Gymnasium Berufsschule

Wie lange hast du Englisch studiert? \_\_\_\_\_ Note im letzten Schulzeugnis: \_\_\_\_

Hast du noch einige Fremdsprachen gelernt, abgesehen von Englisch? Ja Nein

Falls ja, bitte angeben, welche Sprache(n) du sprichst, und wie gut:

\_\_\_\_\_ Anfängerstufe untere Mittelstufe höhere Mittelstufe fortgeschritten

\_\_\_\_\_ Anfängerstufe untere Mittelstufe höhere Mittelstufe fortgeschritten

\_\_\_\_\_ Anfängerstufe untere Mittelstufe höhere Mittelstufe fortgeschritten

Deiner Meinung nach, welche der folgenden Faktoren machen dich bereit zu sprechen während deinem Englischunterricht? Wähle 5 Faktoren und werte sie aus (1= der wichtigste).

Das Vertrauen in meine Sprachfähigkeiten

Wunsch nach Sprachübung

Wunsch, die LehrerIn zu beeindrucken

Wunsch, um eine gute Note zu bekommen

Meine Persönlichkeit

Meine Stimmung

Interesse am Thema

Arbeiten zu zweit

Gruppenarbeit

Verhältnis mit meinem Mitschülern

Verhältnis mit meinem/r Lehrer/in

Klassenzimmer Stimmung

Sonstiges: \_\_\_\_\_

Bitte kreist die Zahl, die am besten beschreibt, wie du dich über die Aussagen fühlst:

Nr.	Aussagen	völlig einverstanden	einverstanden	neutral	nicht einverstanden	überhaupt nicht einverstanden
1.	Ich muss mich vorbereitet fühlen, um frei zu sprechen .	1	2	3	4	5
2.	Ich mag über ein Thema zu sprechen, wenn ich an ihm interessiert bin .	1	2	3	4	5
3.	Ich bin zuversichtlich, wenn ich Englisch spreche.	1	2	3	4	5
4.	Ich mag Englisch zu sprechen.	1	2	3	4	5
5.	Ich mag Englisch mit Ausländern zu sprechen.	1	2	3	4	5
6.	Ich fühle mich wohl im Gespräch mit Englisch Muttersprachlern.	1	2	3	4	5
7.	Ich mag, die Präsentationen selbst zu machen.	1	2	3	4	5
8.	In meinem Englischunterricht , muss ich mich entspannt fühlen, um frei zu sprechen.	1	2	3	4	5
9.	Ich bin eher bereit zu sprechen, wenn ich weiß, dass mich niemand auslachen wird.	1	2	3	4	5
10.	Ich finde, dass man aus Fehlern lernt.	1	2	3	4	5
11.	Ich finde, dass die Vorbereitung eine Voraussetzung für erfolgreiches Sprechen ist.	1	2	3	4	5
12.	Ich finde, dass ein interessantes Thema für das Sprechen wichtig ist.	1	2	3	4	5
13.	Ich bin mit meiner Sprechfähigkeiten zufrieden .	1	2	3	4	5
14.	Ich fühle mich wohl beim Sprechen in meinem Englischunterricht.	1	2	3	4	5
15.	Ich bin zuversichtlich, wenn ich mit meinen Kollegen spreche .	1	2	3	4	5
16.	Es macht mir Freude, in Gruppe zu sprechen.	1	2	3	4	5
17.	Es macht mir Freude, in einer entspannten Atmosphäre zu sprechen.	1	2	3	4	5
18.	Ich sehe das Klassenzimmer als Ort, wo ich meine Sprechfähigkeiten üben kann .	1	2	3	4	5
19.	Ich mag Englisch zu sprechen, auch wenn ich Fehler mache .	1	2	3	4	5
20.	Ich fühle mich wohl wenn ich mit meinen Freunden Englisch spreche.	1	2	3	4	5

**Vielen Dank!**

## Appendix F

## Upitnik

Ovaj upitnik je u potpunosti anoniman, i svi prikupljeni podaci biće korišćeni za pisanje istraživačkog rada o iskustvu u učenju stranog jezika.

Hvala Vam unapred na uloženom trudu i vremenu!

Starost: \_\_\_\_ Pol: M Ž

Tip škole: Gimnazija Srednja stručna škola

Koliko dugo učite engleski? \_\_\_\_ Ocena na polugodištu: \_\_\_\_

Da li govorite još neki strani jezik, pored engleskog? Da Ne

Ukoliko je odgovor potvrđan, molim Vas da navedete koji, i na kom ste nivou:

\_\_\_\_\_ početni niži srednji viši srednji napredni

\_\_\_\_\_ početni niži srednji viši srednji napredni

\_\_\_\_\_ početni niži srednji viši srednji napredni

Po Vašem mišljenju, koji od sledećih faktora utiču na Vašu želju za komunikacijom na času engleskog jezika? Izaberite 5 faktora i rangirajte ih po važnosti (1= najvažniji).

Sigurnost u moje govorne sposobnosti

Želja da vežbam engleski

Želja da ostavim dobar utisak na nastavnika/nastavnicu

Želja da dobijem dobru ocenu

Moje lične osobine

Moje raspoloženje

Interesovanje za temu o kojoj se govori

Rad u parovima

Rad u grupama

Odnos sa vršnjacima iz razreda

Odnos sa nastavnikom/nastavnicom

Atmosfera u učionici

Drugo: \_\_\_\_\_

Molim Vas, obeležite broj koji najbolje opisuje Vaše mišljenje o sledećim izjavama:

Br.	Izjave	U potpunosti se slažem	Slažem se	Nisam siguran/na	Ne slažem se	Nikako se ne slažem
1.	Moram da se osećam pripremljeno da bih mogao/la da pričam slobodno.	1	2	3	4	5
2.	Ukoliko sam zainteresovan/a za temu, rado učestvujem u razgovoru.	1	2	3	4	5
3.	Siguran/sigurna sam u svoje govorne sposobnosti na engleskom.	1	2	3	4	5
4.	Volim da pričam na engleskom.	1	2	3	4	5
5.	Volim da pričam na engleskom sa strancima.	1	2	3	4	5
6.	Osećam se prijatno kad pičam na engleskom sa izvornim govornicima.	1	2	3	4	5
7.	Na času engleskog volim da pričam samostalno.	1	2	3	4	5
8.	Da bih na času pričao/la slobodno, moram da se osećam opušteno.	1	2	3	4	5
9.	Imam veću želju da pričam ako znam da mi se niko neće смејати.	1	2	3	4	5
10.	Smatram da se na greškama uči.	1	2	3	4	5
11.	Mislim da je priprema ključna stvar za uspeh u govornim aktivnostima na času.	1	2	3	4	5
12.	Mislim da je za pričanje na času engleskog važna zanimljiva tema.	1	2	3	4	5
13.	Zadovoljan/na sam kako pričam engleski.	1	2	3	4	5
14.	Osećam se prijatno kad pričam engleski na času.	1	2	3	4	5
15.	Samouveren/a sam kad pričam engleski sa vršnjacima.	1	2	3	4	5
16.	Na času engleskog volim da pričam u grupi.	1	2	3	4	5
17.	Imam veću želju da pričam kada je na času opuštena atmosfera.	1	2	3	4	5
18.	Vidim učionicu kao mesto za vežbanje jezika.	1	2	3	4	5
19.	Volim da pričam na casu engleskog čak i kada pravim greške.	1	2	3	4	5
20.	Osećam se prijatno dok pričam na engleskom sa bliskim prijateljima.	1	2	3	4	5

**HVALA!**