

“Say What?” Influence of Perceived Self-Confidence in English of Senior High School Students on their Willingness to Communicate in English

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Abstract

English Proficiency is one key factor that enables the development of individuals' confidence to communicate in English with other people. Although, it should be noted that proficiency or confidence in English is not a predictor to willingness to communicate in the said language. Thus, this study is conducted to further explore the connection between the self-perceived confidence in English of Senior High School students and their willingness to engage in English communication inside the classroom. Additionally, the study aims to determine the factors that the participants deem instrumental to their willingness to communicate. Results reveal that while the participants consider themselves confident in English and are usually willing to communicate inside the classroom, there is only a moderate positive relationship between the two variables. This may be attributed to hesitation due to fear of committing mistakes when speaking in class. Additional data reveal that the factors that participants consider instrumental to their willingness to communicate include the strategy and skills of the teacher, their motivation to learn and use English for purposes of self-improvement. Recommendations include the conduct of further studies involving English language competency and willingness to communicate and implementation of programs for teacher development.

1 Introduction

For the past three years (2020 – 2023), the Philippines has been recognized as one of the Asian countries with high levels of English proficiency, second only to Singapore. In the global context, the Philippines continues to place high in proficiency levels, even seeing a drastic jump from rank 27 in 2020 to 18 in 2021. Since then, the rank has seen a slight drop to 22 in 2022 and a mild rise to rank 20 in 2023.¹

This information is indicative that Filipinos are considered proficient in the English language. However, while this may be true, it should be noted that individuals proficient in a target language (in this case, English) do not necessarily use the language to communicate despite having the opportunity to do so (Haidara, 2016; Katsaris, 2019). It is important to recognize that the communicative competence of individuals is not only based on their knowledge of the language and its technical components but also on how effectively they use this said language in communication (Celce-Murcia, 2007).

In the school setting, oral communication is a key factor that helps determine how actively engaged the students are in discussions. This reflects their abilities to share their ideas, opinions and insights, and experiences related to a particular topic or lesson being discussed. Thus, it is vital to determine up to what extent the students are willing to communicate in English with people inside and outside the classroom and determine the factors

¹English Proficiency Index:
<https://www.ef.com/wen/epi/>

contributing to their willingness to use English when communicating.

2 Literature Review

2.1 Willingness to Communicate

Willingness to communicate (WTC) is a person's ability to initiate and engage in communication with other people (McCroskey, 1997 in Zarrinabadi & Tanbakooei, 2016). In line with the discussion of Zarrinabadi and Tanbakooei (2016) which states that willingness to communicate (WTC) in L2 is considered as a character trait and various situational constructs, Katsaris (2019) explains that a learner's WTC using the target language (English) is dependent on the individual's personality, the environment he is part of, and the communicative context of the situation the individual is in.

It is important to take note that WTC is influenced by various factors (Hashimoto, 2022; Lemana, Casamorin, Aguilar, Paladin, Laureano, & Frediles, 2023; MacIntyre Baker, Clément, & Conrod, 2001; Muqorrobin, Bindarti, & Sundari, 2022; Zarrinabadi & Tanbakooei, 2016). This is further emphasized in MacIntyre, Dörnyei, Clément, and Noels' (1998) model where different variables influencing WTC are identified. This model shows various variables and potential influences on an individual's WTC in L2.

The model consists of six layers, each representing various structures. The first three layers (I, II, & III) focus on different situation-specific influences. These are flexible in nature and are dependent on the specific context in which an individual acts. The lower three layers (IV, V, & VI) are assumed as stable, consistent, and enduring influences on the development of an individual's willingness to communicate. It is worth noting that each layer in the model is interrelated, with the lower layers serving as the platform which serves as the basis for the upper three layers.

2.2 The Role of Environment and Communicative Situations

The lowest layer in MacIntyre's model highlights how different variables associated with social and individual context influence an individual's willingness to communicate. These social contexts may be related to the environment or the communicative situation that individuals are part of (MacIntyre, 2020). It is important to note that

exposure to various communicative situations where English is used helps to reinforce in the learners the development of their ability to use English in speaking (Briones, Lleve, Maroto, Sevillano, Villegas, 2023; Zapanta, 2024). Additionally, Menggo, Suparwa, and Astawa (2019), highlighted how lack of support from parents, friends, and immediate circles causes inhibition in the achievement of communicative competence, thus, affecting how willing they are to communicate. This emphasizes the importance of meaningful interaction and support coming from the members of the family, members, friends, and other members of the environment that the learner is a part of (MacIntyre et al, 2001).

The learning environment (Başöz & Erten, 2019; Hashimoto, 2002) is also considered a factor in an individual's WTC. This is further proven by Osboe and Hirschel (2007) who found that being in small groups tends to be more effective in motivating students to speak as compared to having them speak in front of a bigger class. Başöz & Erten (2019) and Matuzas (2021) support this in stating that having smaller class sizes enables teachers to give more opportunities to students for them to speak more when engaging in authentic speaking activities. This allows for positive reinforcement of the students' WTC.

Apart from the class size, having a relaxed classroom atmosphere where the participants feel secure and free from experiencing the fear of being compared with other members of the class helps in the reinforcement of a positive attitude, promoting an environment conducive in strengthening the WTC of students. This is based on the premise that being in a stress-free environment enables students to communicate freely using the target language (Başöz & Erten, 2019; Katsarsis, 2019; Kayaoğlu & Sağlamel, 2013; Matuzas, 2021; Riasati, 2012; Yashima, 2019).

Equally important to take into consideration is the role of teachers in the success or failure of an individual to effectively use English in communicating (Başöz & Erten, 2019; Genelza, Lapined, Suarez, Alvez, Cabrera, & Sabandal, 2022; Kayaoğlu & Sağlamel, 2013; Salayo & Amarles, 2020; Tridinanti, 2018; Zarinabadi, 2014). Juhana (2012) underscored the importance of teachers becoming aware of the factors that may either hinder or motivate them to speak English in class. Matuzas (2021), on the other hand, emphasized the need for teachers to become aware

of the competency levels and skills of the students to help them provide appropriate tasks suitable to the students' abilities.

Furthermore, the teacher's strategy (Juhana, 2012; Kayaoğlu & Sağlamel, 2013; Osboe & Hirschel, 2007; Zarrinabadi, 2014) and the various speaking activities provided to the students are also recognized as variables influencing the students' WTC. It should be noted that giving relevant activities to students which allow them to speak English contributes to their WTC (Alieto & Torres, 2019; Başöz & Erten, 2019; MacIntyre et al, 2001). In addition, the type of tasks given to the students influences their WTC (Matuzas, 2021; Riasati, 2012), with pair and group tasks being preferred more than individual tasks as these types of tasks allow for more interaction amongst the members of the class.

Zarrinabadi and Tanbakooei (2016) explain that the WTC of a person in certain situations depends on the individual's trait and the variables relevant to that situational context. This is highlighted in the model's fifth layer, focusing on the Affective-cognitive context that includes social situation (MacIntyre et al, 2001) and communicative competence (Celce-Murcia, 2007). Several variables associated with social situations such as the purpose of the communication, the attitude and the traits of the participants, the communicative setting (MacIntyre et al, 2001; Zarrinabadi & Tanbakooei, 2016), as well as the topic being discussed (Alangsab & Lambencio, 2022; Başöz & Erten, 2019; Genelza et al, 2022), and the speaker's proficiency level (Kayaoğlu & Sağlamel, 2013; Muqorrobin et al, 2022; Zarrinabadi & Tanbakooei, 2016) affect the degree of self-confidence and WTC of an individual. It is important to note that self-confidence, deemed as the interplay between a person's perceived competence in communication and low levels of anxiety, is considered instrumental to a person's WTC (Yashima et al, 2004).

2.3 Motivation, Self-Confidence, and Anxiety as Influential Factors to WTC

Also included in the model are various motivational propensities. Motivation has been recognized as a variable that influences individuals to use a target language to engage in communication (Aoyama, & Takahashi, 2020; Briones et al, 2023; Hashimoto, 2002; Zapanta, 2024; Zarrinabadi & Tanbakooei, 2016). Alieto and

Torres (2019) further discuss that students are more motivated to learn English if they see it as a means to help in their future undertakings. An individual's motivation to learn English may be attributed to the desire to improve his/her skills in English through acquisition of words and expressions that help in the improvement of their ability to use English to communicate (MacIntyre, 2007; Salayo & Amarles, 2020), or a result of positive interpersonal communication experiences which lead to more interest in intercultural communication (Yashima, Zenuk-Nishide, & Shimizu, 2004).

MacIntyre (2007) placed emphasis on motivation and language anxiety as factors affecting the WTC of a person. Moreover Khoiriyah (2014), found a significant relationship between the speaking achievement of the students and their attitude and motivation. Additionally, having high levels of motivation towards learning a specific target language is connected to having low levels of anxiety (Yashima, 2019), leading to its frequent use in communication. Lao (2020) further confirmed this in her study when she found that learners motivated to learn and improve their skills in the English language tend to use English more frequently. Multiple studies have also confirmed that motivation to learn English is a key factor in affecting the person's WTC (Alangsab & Lambencio, 2022; Hashimoto, 2002; Lao, 2020; Lemana et al, 2023). It is based on this premise that teachers also need to help build in their students the motivation necessary for them to improve their oral English proficiency (Lemana et al, 2023).

Self-confidence is a crucial aspect to spoken communication (Briones et al, 2023). This is further supported by Ghafar (2023) who found a significant relationship between the self-confidence of an individual and his ability to engage in English communication. Thus, it should be noted that a lack of self-confidence is a factor hindering an individual's motivation to express ideas in front of people using a target language (Briones et al, 2023; Muqorrobin et al, 2022; Riasati, 2012). Furthermore, Naidah (2019) states that learners who struggle with speaking English lack the self-confidence needed. Therefore, it can be stated that learners who have higher perception in their English competence are seen to have more willingness to communicate using the target language (Yashima et al, 2004; Yashima, 2019).

It is vital to develop the motivation necessary for individuals to gain confidence needed to speak

since self-confidence is seen as a factor that influences the willingness of a person to communicate (Aoyama & Takahashi, 2020; Dadulla, 2023). Individuals who have higher motivation levels tend to exhibit higher levels of perceived competence, influencing their self-confidence, and eventually, their WTC (Hashimoto, 2002; Lemana et al (2023); MacIntyre, 2020). In the same vein, Tridinanti (2018) discovered a moderate correlation between a person's self-confidence and his speaking performance, further emphasizing that individuals who exhibit higher levels of self-confidence have the tendency to show higher levels of speaking performance. Moreover, Zhou, Xi, and Lochman (2020) discovered that the WTC of a person correlates with his/her overall competence in L2, further stating that higher levels of competence in English leads to more engagement in English communications.

Apart from motivation, there are other variables affecting the self-confidence of a person, hindering them from speaking English (Muqorrobin et al, 2022). It is important to understand the complex process involved when learning a second or foreign language due to the influence from multiple factors. One of these factors is anxiety toward learning and using English (Kruk, 2021). Language anxiety is seen as a prominent psychological factor that affects an individual's self-confidence, which also affects their WTC (Dewi & Wilany, 2022; Kruk, 2021; Lemana et al, 2023; Zhou et al, 2020).

Language anxiety develops due to negative experience encountered by an individual in relation to using a target language (Genelza et al, 2022). This is supported by findings stating that individuals who possess high English proficiency levels do not necessarily use the language to communicate due to anxiety and lack of self-confidence (Haidara, 2016; Osboe and Hirschel; 2007). Other causes of anxiety include having a feeling of inferiority when speaking with other people who are better speakers of English (Haidara, 2016), fear of making possible mistakes when speaking (Alangsab & Lambenicio, 2022; Dewi & Wilany, 2022; Haidara, 2016; Juhana, 2012; Kayaoğlu & Sağlamel, 2013), fear of how others would see them when they speak English (Haidara, 2016; Kayaoğlu & Sağlamel, 2013; Listyaningrum, 2017), and hesitation to speak using the target language due to shyness or

nervousness (Başöz & Erten, 2019; Juhana, 2012; Nadiah, 2019).

3 Research Problem Statement and Questions

The model presented by MacIntyre et al (1998) clearly discusses a variety of variables that are influential to a person's WTC which are subdivided into multiple layers, each focusing on specific areas and how the variables in each layer contribute to the development and improvement of a person's WTC. However, this study focuses on determining the extent of influence of the students' perceived confidence in English to their willingness to communicate in English. This study aims to assess Senior High School students' confidence levels regarding their ability to use English and determine the extent of influence or connection it has on their willingness to Communicate in English.

Specifically, this seeks to answer the following:

1. How do the participants evaluate their confidence levels in English?
2. How willing are the participants to communicate in English inside the classroom?
3. What factors do the participants consider most influential to their willingness to communicate in English?
4. Is there a significant relationship between the participants' confidence levels in English and their willingness to communicate in English?

4 Methodology

4.1 Research Design

The study is descriptive quantitative research. More specifically, this research follows a correlational research design which aims to determine the degree of association between two distinct variables (Creswell, 2012). In this study, the variables being measured are the Self-confidence of the participants towards using the English language and their Willingness to communicate in English.

4.2 Research Locale and Participants

The study involved Senior High School students at Pateros Catholic School, a private non-sectarian parochial school located in Pateros, Metro Manila.

A total of 380 participants were selected from Grades 11 and 12 levels. Through stratified random sampling, the sections per level to be part of the study were determined. Once the sections have been identified, the students in each section are asked to answer the online evaluation form.

4.3 Research Instrument

To gain objective data from the participants, the participants were asked to answer an online evaluation form. The evaluation form is divided into three categories aligned with the identified targets and objectives of the study: determining their willingness to communicate using English, the participants' self-evaluation of their confidence in using English, and the factors that they deem instrumental towards their confidence in the English language. Each category uses a 4-point Likert scale with indicators reflecting various situations that the participants will evaluate based on what is applicable to them.

To identify the various situations for each category, various instruments from multiple sources were adopted: In determining the willingness to communicate using English, the instrument designed by [MacIntyre et al \(2001\)](#) was used. In determining the self-confidence of the participants towards the use of the English language, the instrument designed by [Alieto and Torres \(2019\)](#) was adopted, albeit with minor changes to contextualize the instrument in line with the objectives of the study, and the instrument used by [Lemana et al \(2023\)](#) served as the basis for determining the factors that the participants deemed influential or instrumental in their confidence to use English.

To validate the instrument, the online questionnaire was initially administered to 44 senior high school students from the same school who were not included in the research sample. Using Cronbach's alpha, the scales yielded the following scores:

- Confidence in using English = 0.883 (acceptable)
- Willingness to speak = 0.837 (acceptable)
- Influential Factors: Environment = 0.821 (acceptable)
- Influential Factors: Anxiety = 0.898 (acceptable)
- Influential Factors: Motivation = 0.888 (acceptable)

4.4 Data Gathering and Analysis

Data gathering was done during English classes at the school's ICT lab to help monitor and facilitate the proper answering of the evaluation forms.

After the students answered the online evaluation forms, the responses were downloaded for proper tallying and interpretation of data. To determine the participants' overall self-perceived confidence levels towards the use of English and their willingness to communicate in English, as well as the factors that the participants deem influential on their confidence to use the English language, weighted mean rating and interpretation was used.

Spearman Rho was used to determine the correlation between the participants' self-perceived confidence in their English language ability and their willingness to communicate inside the classroom. Spearman Rho is the statistical treatment used in determining the correlation coefficient of ordinal variables ([Jackson, 2008](#)). This was used since both the confidence levels of the participants and their level of willingness to communicate are considered ordinal variables

5 Results and Discussions

5.1 Participants' Confidence in English

The confidence levels of the participants in terms of the use of English is shown in Table 1. Indicated in the table are various situations reflecting use of the English language.

Based on the data presented, the participants see themselves to be very confident when it comes to comprehending English conversations as evidenced by a mean rating of **3.42** (very confident); additionally, results show that in terms of using English when engaging in casual conversations and academic discussions, the participants consider themselves to be confident in both aspects as reflected by a mean rating of **3.12** and **2.82** respectively. Overall, it can be stated that the participants consider themselves to be

Indicators	Mean	Rank	Interpretation
Engage in formal conversations using English.	2.68	5	confident
Engage in informal/casual conversations using English.	3.12	2	confident
Engage in academic discussion using English.	2.82	3	confident
Communicate and share ideas in English clearly and correctly.	2.67	6	confident
Fluently recite in class using English.	2.55	7	confident
Deliver and discuss reports using English.	2.74	4	confident
Deliver solo performances in front of a large audience like declamation, public speaking, etc.	2.08	8	moderately confident
Understand the details of English conversations.	3.42	1	very confident
Weighted Mean Rating	2.76		Confident
<i>Interpretation scale:</i>			
<ul style="list-style-type: none"> • <i>1.00-1.74: not confident</i> • <i>1.75-2.49: moderately confident</i> • <i>2.50-3.24: confident</i> • <i>3:25-4.00: very confident</i> 			

Table 1: Self-Perceived Confidence in English

confident in their English language skills as reflected by a weighted mean rating of **2.76**

5.2 Willingness of the Participants to Communicate in English

Table 2 reflects the willingness of the participants to communicate in various situations inside the class.

Based on a mean rating of **3.51**, data shows that participants are almost always willing to communicate in English when interacting with teachers and other people. This suggests that the students can engage in basic English communication. Similarly, the participants

Indicators	Mean	Rank	Interpretation
Reciting/ Answering in class discussions	2.83	5	usually willing
Asking questions for clarifications from the teacher	2.81	6.5	usually willing
Reporting/ Discussing a topic in front of a class	2.63	8	usually willing
Giving instructions to groupmates during group tasks	2.81	6.5	usually willing
Greeting the teachers/ people you meet	3.51	1	almost always willing
Share an idea/ opinion/ suggestion about a topic to your classmates	2.98	3	usually willing
Share an experience or personal story to a friend	2.94	4	usually willing
Discuss answers with your seatmate during pair work	3.08	2	usually willing
Weighted Mean Rating	2.95		Usually willing
<i>Interpretation scale:</i>			
<ul style="list-style-type: none"> • <i>1.00-1.74: almost never willing</i> • <i>1.75-2.49: sometimes willing</i> • <i>2.50-3.24: usually willing</i> • <i>3:25-4.00: almost always willing</i> 			

Table 2: Willingness to Communicate in English

consider themselves usually willing to communicate in English when discussing answers with their seatmates during pair work activities conducted inside the classroom. This is reflected by the mean rating of **3.08**, which is further supported by the participants' willingness to communicate when sharing ideas or opinions with classmates, which garnered a mean rating of **2.98**, indicating that during the given situation, the participants are usually willing to communicate.

Overall, when it comes to willingness to communicate in English inside the classroom, the

participants consider themselves usually willing to communicate in English as reflected by the weighted mean rating of **2.95**.

Indicators	Mean	Rank	Interpretation
The remarks/comments I receive from my teachers when I speak English.	3.02	4.5	moderate extent
The comments that my classmates give me when I speak English.	2.87	7	moderate extent
The strategies that my teacher uses in English class discussions.	3.27	1	to a great extent
The number of students in the class affects my confidence to speak.	3.02	4.5	moderate extent
The speaking activities provided by the teacher to the students.	3.04	3	moderate extent
Having more opportunities to use English to speak in class.	2.93	6	moderate extent
My teacher's English communication skills influence me to speak English.	3.26	2	to a great extent
Weighted Mean Rating	3.06		Moderate extent
<i>Interpretation scale:</i>			
<ul style="list-style-type: none"> • <i>1.00-1.74: not at all</i> • <i>1.75-2.49: limited extent</i> • <i>2.50-3.24: moderate extent</i> • <i>3.25-4.00: to a great extent</i> 			

Table 3: The Role of the Teacher and the Learning Environment

5.3 Factors Considered Influential to the Participants' Willingness to Communicate in English

In determining different factors that participants deemed influential to their WTC in English, three major factors were considered: The Role of the Teacher and the Learning Environment, Anxiety and other Psychological Factors, and Motivation to

Learn/ Use the Language. The following results are presented based on the data gathered.

5.3.1 The Role of the Teacher and the Learning Environment

Table 3 contains data that shows how the roles of the teacher and the learning environment are deemed influential to the willingness of the participants to communicate.

Based on the data presented, the factor the students consider most influential to their WTC is the strategies used by the teacher inside the classroom as indicated by a mean rating of **3.27** (to a great extent); this is followed by the English communication skills of the teacher with a rating of **3.26** (to a great extent), supporting the findings of Juhana (2012), Kayaoglu and Sağlamel (2013), Osboe and Hirschel (2007), and Zarrinabadi (2014) which highlights how the strategy of the teacher is an important influence to the students' participation and communication in class.

Much like in the findings of Alieto & Torres (2019), Başöz and Erten (2019), and MacIntyre et al (2001), the speaking activities provided by the teacher is also seen as a factor that influences the participants to communicate in class, with a mean rating of **3.04** (moderate extent). Overall, the results reveal that the participants consider the teacher's role and the learning environment to have moderate influence on their willingness to communicate, as evidenced by the weighted mean rating of **3.06**.

5.3.2 The Role of Anxiety and other Social Factors

Regarding the psychological factors that serve as hindrances to the willingness of the participants to communicate, Table 4 shows that while most of the indicators are considered by the participants to affect their willingness to communicate in English to a moderate extent, a mean rating of **3.25** (to a great extent) suggests that the students consider reported feeling nervous when committing a mistake when speaking a major factor that affects their willingness to communicate.

Following this is the hesitation to speak English due to fear of committing mistakes (**3.17**; moderate extent) and feeling conscious of the facial expressions or reactions of other people whenever they speak English represented by a mean rating of **3.14** (moderate extent). These results confirm the findings of Alangsab and Lambencio (2022),

Indicators	Mean	Rank	Interpretation
I am afraid of making mistakes when speaking English.	3.17	2	moderate extent
I am afraid of being looked down upon by other students who speak English better than I do.	3.00	4	moderate extent
I become nervous when I realize I made a mistake when speaking.	3.25	1	to a great extent
I am conscious about the facial expressions or reactions of other people whenever I speak English.	3.14	3	moderate extent
I am afraid of being called by my teacher to recite in class.	2.89	7	moderate extent
I always think that other students speak better English than I do.	2.94	6	moderate extent
I want to speak English, but I feel shy to do so because I feel that I am not that good in English.	2.81	8	moderate extent
I always care about other people's opinions about me when I speak English.	2.98	5	moderate extent
I am afraid of making mistakes when speaking English.	3.17	2	moderate extent
Weighted Mean Rating	3.02		Moderate extent
<i>Interpretation scale:</i>			
<ul style="list-style-type: none"> • 1.00-1.74: not at all • 1.75-2.49: limited extent • 2.50-3.24: moderate extent • 3.25-4.00: to a great extent 			

Table 4: Role of Anxiety and other Psychological Factors

Dewi and Wilany (2022), Haidara (2016), Juhana (2012) and Kayaoğlu and Sağlamel (2013), who indicated that hesitation as a result of fear of committing possible mistakes or errors is seen as a factor that causes anxiety in the learners, which hides them from communicating in English.

Overall, a weighted mean rating of **3.02** indicates that the participants evaluated the various instances to be moderately influential to their willingness to use English in communication.

5.3.3 The Role of Motivation

Table 5 shows how the students evaluate the various instances that motivate them to use English in communication.

The data presented shows that seeing English as a means to promote self-improvement and preparation for their future careers influences them to be more willing to use English when communicating. This is proven by a mean rating of **3.63** (to a great extent); this coincides with the findings of Alieto and Torres (2019) who also determined that their participants see learning English as a way to prepare them for the future. mean rating of **3.63** (to a great extent)

The data also reflects that participants are motivated to speak English with other people as they consider it a way to improve their knowledge of English (**3.46**; to a great extent), and that they are motivated to speak English because they see it as means to improve their skills in oral communication (**3.39**; to a great extent). These findings further support Salayo and Amarles (2020) who stated that the motivation to learn English may be because of the desire to improve one's English skills.

Overall, the participants consider the various instances that motivate them to communicate in English to impact their willingness to communicate. This is indicated in the weighted mean **3.25**, which means that the said instances influence their willingness to communicate up to a great extent. This further confirms the premise the positive influence that motivation has on an individuals' WTC (Alangsab & Lambencio, 2022; Hashimoto, 2002; Lao, 2020; Lemana et al, 2023).

Indicators	Mean	Rank	Interpretation
Speaking English makes me feel confident about myself.	2.91	6	moderate extent
Speaking English helps me express myself more effectively.	2.84	7	moderate extent
Speaking English helps me communicate with people who speak English.	3.27	4	to a great extent
I want to learn to speak English to improve myself for my future career.	3.63	1	to a great extent
Speaking English helps me become a more effective student.	3.23	5	moderate extent
Speaking English helps me to improve my oral communication skills.	3.39	3	to a great extent
Speaking English with other people helps improve my English language knowledge.	3.46	2	to a great extent
Speaking English makes me feel confident about myself.	2.91	6	moderate extent

Table 5: Role of Motivation

Interpretation scale.
<ul style="list-style-type: none"> • 1.00-1.74: not at all • 1.75-2.49: limited extent • 2.50-3.24: moderate extent • 3.25-4.00: to a great extent

5.4 The Significant Relationship between the Student's Confidence Levels in English and their Willingness to Communicate

The data in Table 6 shows a moderate positive correlation between the confidence levels of the participants regarding their English skills and their willingness to communicate in English. This is indicated by a correlation coefficient value of **0.600**. This suggests that the participants' confidence in English is not a strong indicator of their willingness to communicate in English, thus supporting the premise discussed by [Haidara \(2016\)](#) and [Katsaris \(2019\)](#) stating that individuals

who consider themselves proficient in English do not necessarily communicate using the language even when given the chance or opportunity.

		English	WTC	
Spearman's rho	English	Correlation coefficient	1.000	.600**
		Sig. (2-tailed)		.000
		N	380	380
	WTC	Correlation coefficient	.600**	1.000
		Sig. (2-tailed)	.000	
		N	380	380
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 6: Correlation Between Confidence in English and Willingness to Communicate

6 Conclusions

The results presented showed the participants' evaluation of their confidence in English, their willingness to communicate, and the factors that they deem instrumental or influential to their willingness to communicate. The study also aimed at determining the significant relationship between the confidence levels of the participants towards the English language and their willingness to communicate.

Results reveal that the participants consider themselves to be confident in their ability to use English. In terms of their willingness to communicate, the participants are usually willing to communicate in English in different situations that entail them to communicate in English, suggesting the presence of hesitation to communicate in English as further proven by Spearman Rho results which revealed a moderate positive correlation between the two given variables.

As mentioned, the results indicated that while the participants consider themselves confident in their English language ability, they are hesitant to use English when communicating inside the classroom. This hesitation may be due to various psychological factors that the participants deem influential in their willingness to communicate. Some of these factors include feeling nervous when they have committed a mistake while speaking English, feeling afraid to speak English for fear of making potential mistakes, and feeling anxious of the would-be reactions of other members of the class when they speak English.

Additionally, other factors that the participants deem instrumental to their willingness to communicate include having the necessary motivation in learning and speaking the language for self-improvement and preparation for their future careers. Inside the classroom, they also consider the teaching strategies and activities provided by the teacher, as well as the teacher's communication skills instrumental in their willingness to communicate.

7 Recommendations

The research focused on determining the connection between the participants' perceived confidence towards the English language and their willingness to communicate in English. However, the study is limited to the willingness of the participants to communicate through spoken discourse. Therefore, it is recommended that a study that aims to determine the confidence towards the English language and willingness to communicate via written discourse be conducted to determine possible similarities or differences.

Since the study involves data based on the perceived confidence of the students toward the English language, it is important to take note of the possibility of bias as the responses rely heavily on the personal interpretation and evaluation of the participants leading to either overestimation or underestimation of their English proficiency skills. It is, therefore, recommended that a study focusing on the English Competency Levels conducted through standardized tests and its influence on willingness to communicate be conducted to further confirm the findings of this study or determine possible alternative findings aligned with the research conducted.

Results show that teachers play a vital role in influencing the willingness of the students to communicate, particularly the teacher's communication skills as well as the teaching strategies used, and the learning activities provided for the students. It also emphasizes the importance of ensuring students are in a learning environment that is conducive to learning and free from factors that cause anxiety.

These findings place emphasis on the importance of providing relevant teacher training workshops and seminars that focus on the following:

1. The improvement of the English communication skills of the teachers across different subject areas.
2. For English teachers, mastery of CLT (Communicative Language Teaching) Approach to help students further improve their English skills which they use to communicate in different interactive activities (Richards & Rodgers, 2001).
3. Familiarization with different teaching strategies such as Problem-based learning (Aslan, 2021), which provides an inclusive learning environment promoting collaboration and communication amongst students through interactive and meaningful learning activities. This enables students to apply critical and analytical thinking skills while also having the opportunity to communicate with other members of the class.
4. Effective integration of technological tools to help further motivate the students to actively participate in class discussions.

As mentioned, the study also shows how the strategies and skills of the teacher and learning environment are deemed influential by the students to their overall willingness to communicate, however, the study itself is limited to only including the teaching strategies and skills in general and excludes a more detailed analysis of the various strategies used.

Thus, it is recommended that a study that explores the relationship between certain teaching strategies of the teacher as well as the different classroom learning environments and the willingness of the students to communicate be conducted to have a clearer understanding of how these variables are connected.

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