

Uncovering the Relationship between EFL Students' Self-Concept and Their Willingness to Communicate in Language Classes

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Abstract : The current study aims at examining the relationship between English as a foreign language (EFL) students' self-concept and their willingness to communicate (WTC) in EFL classes. To this effect, two questionnaires, namely 'Willingness to Communicate' (MacIntyre et al., 2001) and 'Self-Concept Scale' (Liu and Wang, 2005), were distributed among 174 (45 males and 129 females) Iranian EFL university students. Correlation and regression analyses were conducted to examine the relationship between the two variables. The results indicated that there was a significantly positive correlation between EFL students' self-concept and their WTC in EFL classes ($p < .05$). Moreover, regression analyses indicated that self-concept has a significantly positive influence on students' WTC in language classes ($B = .302$, $p < .05$) and explains .302 percent of the variance in the dependent variable (WTC). The results are discussed with regards to the individual differences in educational contexts, and implications are offered.

Keywords : EFL students, language classes, willingness to communicate, self-concept

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