

Saudi Students' Willingness to Communicate and Success in Learning English as a Foreign Language

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Abstract—Background: Willingness is an important factor that is instrumental in carrying out an activity successfully. Learning a foreign language is useful for having a meaningful and effective way of communication with different members of a society. This paper examines willingness among Saudi students towards learning English as a second language. It will also explore some of the difficulties that are faced by students learning English. **Method:** The paper used mixed methodological approach i.e. qualitative (literature) and quantitative data (survey). A survey was conducted where questionnaires were used for gathering information related to the research topic. There were 658 participants who belonged to the educational institutions of Saudi Arabia. **Results:** 50 % of the participants showed that they had a willingness to learn English as a second language. It was also examined that students were willing to learn and communicate in English with individuals in their groups that had English as a native language. **Findings:** It was revealed that there are several factors such as motivation level, social and cultural factors that affects students' willingness to learn and communicate in English. **Conclusion:** Therefore, this study concludes that Students in Saudi Arabia are willing to learn and communicate in English as their second language. Moreover, the paper suggests some recommendations for overcoming EFL students' willingness to communicate in English.

Index Terms—Saudi students, EFL, willing to communicate and communication strategy

I. INTRODUCTION

Learning a foreign language provides additional characteristics within the personality of an individual. There is a lot of variability within human behaviors that are distinguishes from social sciences towards natural sciences. Differences among individuals play important role in their learning behaviors. The research study of Baghaei (2011) has explained that Individual differences are the characteristic or trait among individuals that differ from one and other. Further, it has been identified that Individual Differences has become a nuisances which prevents in formulating general principles that are taken into account for describing a human behavior. Recently, individual difference variables have been introduced within the research conducted related to Second Language Acquisition (SLA) and this is also termed as willingness to communicate (WTC). According to the research study of Baker & MacIntyre (2000a) it has been explained that WTC is a predisposition towards or away from communicating in accordance with the choice given to the students. Further, the research work of Baker & MacIntyre (2000b) has examined that there are several factors that have an impact on the willingness of individuals to communicate. Some of the factors discussed in this study include fear associated with speaking, lack of self-esteem, issue of extroversion or introversion nature of individuals and etc. Hence, it is clear that evaluation of WTC effect in success of SLA is important.

As stated in the research study of Clement et al., (2003) main purpose of learning a foreign language is to utilize it for meaningful and effective communication. It has been identified that Willingness to Communicate (WTC) is a model that provides integration within the psychological, linguistic and communicative variables for describing, explaining and predicting second language communication i.e. L2. At the same time the research study of Dörnyei (2005) has examined that WTC is a state of readiness at which an individual can enter in a discourse at specific time duration with a specific person that is using second language (L2). There are many factors that influence EFL learners in Saudi Arabia.

Research Aim and Objectives

Therefore, the aim of the study is to explore EFL student's willingness towards communication and learning English. In addition, the research also explores some of the personality traits that impact on the willingness of Saudi students for communicating and learning English as a second language. Thus, the following section provides a brief review related to the literature which is relevant in illustrating willingness towards communicating and learning English as a second language.

II. LITERATURE

English language has been termed as international language since it is more recognized in current society culture and the economy. It has established its position as the language of business communication. The research study of Dörnyei

& Skehan (2003) has stated that English is one of the complete languages in the present global economic environment. Saudi Arabia is one of the top destinations where international labor and foreign investment in the world. Therefore, there is a lot of need for using English as a tool for international and intercultural communication for interacting with different authorities in a country. For examining the motivation level of the students, WTC model of communication is a new trend within the research studies conducted related to the second language acquisition by individuals. WTC plays an important role in second language acquisition by individuals especially in countries like Saudi Arabia.

There are several factors that affect willingness of learners towards English Language. The research study of Hashimoto (2002) has stated that one of the primary factors that have an impact on the readiness towards learning and communicating in English is learner's motivation level. The research was able to identify that motivation has a direct impact on the ability of students to learn English as a second Language. It was also identified that there is a direct relationship between motivation and willingness to communicate.

Many linguistic and non-linguistic factors play major roles in communication. It was signified in the research study of Hopp (2006) that psycholinguistic and socio-cultural factors are related with the willingness among Saudi students for communicating and learning English as a second language. In addition, a research study was conducted by Hughes (2003) which illustrated that some of the personality traits have a strong impact on the interest level of students for learning English as a second language especially in Arab context. On the other hand, research study conducted by Lee-Ellis (2009) has stated that willingness towards learning and communication in English depends upon the personality of an individual. Willingness to learn and communicating in English depends upon overcoming the fear. Therefore, personality traits indicate whether individuals choose to speak or avoid having a conversation in English.

The research work of Hamouda (2013) examined Saudi students and found that they were reluctant in learning as a second language. The study has mentioned different communication barriers due to which Saudi students are reluctant in opting English as a foreign Language.

The research study of Jaidev (n.d) for investigating EFL among three Saudi students that they find difficulty in using English language due to which they are not interested in choosing English as a foreign language.

Another research study of Mahdi (2014) has identified that Saudi students have willingness to learn English as a Foreign Language. However, it is important that there should be made several rectifications in English language course so that it increases interest of the Saudi Students towards learning English as a Foreign Language.

Moreover, a research study was conducted by MacIntyre et al. (2002) that took into consideration Saudi Students for investigating the reasons that affects EFL students that are not motivated towards learning English. Some of the reasons identified included poor proficiency of English, having fear of speaking in front of other class members, shyness, lack of confidence and fear associated with making mistakes. Therefore, these reasons were gathered as a result of conducting survey among students that were non-English students and were enrolled in EFL course as their majors in different universities.

Recently, the research study of (Schmid & Dusseldorp (2010) investigated that many individual factors affect willingness to learn or communicate by using English language. In addition, it was found that differences in the individual backgrounds also influences on the willingness towards acquisition of second language like English. Apart from these, there are several cultural factors that have an impact on the motivation level among students for learning English as a second language (Wang, 2004).

On the contrary, it has been identified that students having English as a second language face difficulties in communication. According to the literature mentioned in the research of Yashima (2002) it was discovered that there is a relation existing between the willingness and personality traits that lead towards an impact on the oral communication in English. It has been observed that some students like to speak actively and freely without having fear of mistakes and some individuals speak only when it is necessary. Therefore, individuals that speak freely are willing to learn and communicate in English so that they can interact or socialize with the people belonging to different countries. As English today is a global language. Thus, this study provides certain solutions that are required for boosting willingness among students for learning and communicating in English as a second language. Following section will explain the methodological approach that is adopted for collecting first hand information related to the topic chosen.

III. METHODOLOGY

The methodology used for this research is mixed approach which includes use of both qualitative and quantitative data. In order to collect qualitative researchers will use different secondary sources of data is done where information is gathered from journals, articles, business magazines and through many internet sources. At the same time, previous literature is also considered that was available on different internet sources and published in journals that will help in developing a better analysis related to the willingness among students in learning and communicating in English as their second language.

On the other hand, researchers also use primary technique i.e. survey for including updated information and views of students related to their willingness for learning and communicating in English. Researchers need to be vigilant when collecting primary data because it should be recent, unbiased, relevant and accurate according to the research topic of the study.

Participants and Instruments

For purpose of this study a sample of 800 secondary school students was selected. The Willingness to Communicate in a Foreign Language Scale (WTC-FLS) developed by Baghaei (2011) was modified and given to the participants. The questionnaire with 19 statements about respondents readiness to initiate communication under different circumstances, different contexts and with different people is attached in the Appendix. The questionnaire was conducted in Arabic language to make it easier for the participants and translated into English.

Thus, use of both qualitative and quantitative data enhanced the reliability of the research. Mixed methodological approach facilitated in providing a combination of past and present data related to the willingness among Saudi students for learning or communicating in second language that is English. However, certain limitations were faced while collecting data but these hurdles do not have an impact on the conclusions drawn. Many of the ethical issues are involved while conducting a research. Research ethics demands certain consideration that is often referred to as norms, and are adhered to so as to make the process, the findings and the recommendations credible.

While reporting, data, results, methods and procedures, and publication status, this should be mentioned appropriately. It should not be fabricated, falsified, or misinterpreted (Creswell, 2013). Following section discusses results that are gathered from questionnaires distributed among the participants selected for the research.

IV. RESULTS

After administering the questionnaires, results obtained were analyzed and interpreted for finding out the Willingness among Saudi students for learning and communicating in English as their second language. Following table shows the gender distribution of the students among which the questionnaire was distributed. There were more of female students as compared to male who were inquired related to the willingness behind communicating in English as a second language.

In addition, following tables shows results related to the willingness among students that were at different levels of education within Saudi Arabia. However, there were 4 individuals who did not responded to the questions. According to the results it was clear that students at Third Secondary Stage were more willing towards communicating in English language as compared to the students at different stages of education.

The table illustrated in Appendix summarizes responses of the students related to the motivation or efforts made by students for either learning or communicating by using their second language i.e. English. Moreover, it was also agreed by the respondents that they are accompanying some of the native speakers for learning and communicating in English as they have become a tour guide. Table 13 shows that there were 211 students who agreed they have interacted with non-native speakers who face difficulty in speaking Arabic language. Thus, these people are used for speaking English language and bringing improvement in their English vocabulary and communicating ability. Table 17 shows that it was agreed by 221 students that they are willing to bring improvement in their English communication by asking questions in English within the class. At the same time there were 213 students (table 21 in Appendix) who had agreed that they were confident and willing to give presentation in English in front of their class. As shown in the table 22 attached in the Appendix that individuals are willing to speak English among the students within a group or friends in a group. Therefore, it was found that many students were willing to adopt different methods in order to learn or communicate in English within their schools and community.

V. DISCUSSION

This section will provide discussion on the basis of which conclusions will be drawn related to the willingness among students of Saudi Arabia for learning and communicating in English Language. It is mentioned in the above responses provided that there are several factors that have an impact on the willingness among Students in Saudi Arabia for learning and communicating in English. It was evident from the results above that EFL students had preferred communicating more through interpersonal conversations and group discussions like in meetings and public speaking. The findings mentioned above have stated that there is a significant positive correlation between different personality traits and the willingness among students for learning English as a second language.

Literature gathered from various sources was able to identify different factors that have a direct impact on the motivation level among students towards learning and communicating in English language. It was examined that students personality characteristics based upon the cultural, social and psychological factors have an impact on the willingness towards learning English as a second language.

In terms of personality traits it was also examined that students have extrovert nature were more confident in learning English and like to communicate by using English with other people in a community.

Furthermore, it is also found that students especially in the third stage of their education are more motivated towards learning and communicating in English language within a classroom or with people living in a society.

It was also discussed in the information mentioned that many students are hesitant in learning or speaking English language due to fear of speaking in a group, public or in their class. Other than that there are several other factors due to which Students in Saudi Arabia do not communicate or they are not interested in learning English because of shyness, lack of self confidence and fear of mistakes.

VI. CONCLUSION

In conclusion, it is clear that there is direct association between the willingness and ability towards learning English as a second language. There are various personalities, social and cultural factors that have an impact on communicating in English as a second language. Students especially in the third stage of education are willing towards learning and communicating in English as a second language. Based on the information mentioned in the above research that teaching can bring improvement in student’s willingness towards communicating in English language. It is recommended that schools and universities should conduct advance speaking course i.e. Speech Workshop Course. The theoretical component help students in building confidence by responding to the questions and participating in conversations conducted in English as a second language. It is essential for students that they should seek help of their teachers and colleagues for overcoming their mistakes and errors. Another way through which students can bring enhancement in their English language is through adopting a sympathetic behavior where listeners have to develop a positive response and guidance for learning English as a second language. Hence, students especially in Saudi Arabia should adopt various ways through which they can enhance their willingness in learning or communicating in English Language.

In a broader context, research that was conducted on Willingness among students for learning EFL should take into consideration Saudi Culture, social background of the study and proficiency in English. It is also recommended that future research studies must explore relationship between the personality characteristics and willingness among students mother tongue. Therefore, further investigations are recommended that can be examined in greater detail by considering communication abilities especially among Saudi Students.

APPENDIX A. TABLES

TABLE 1
GENDER:

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid Male | 302 | 45.9 | 45.9 | 45.9 |
| Female | 356 | 54.1 | 54.1 | 100.0 |
| Total | 658 | 100.0 | 100.0 | |

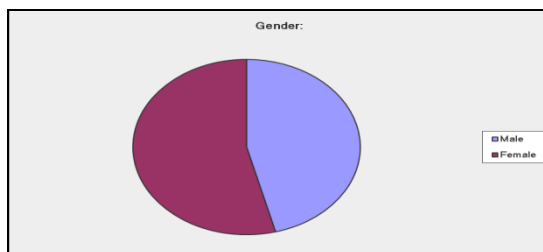


TABLE 2
STAGE OF STUDY?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------|-----------|---------|---------------|--------------------|
| Valid First Secondary Stage | 249 | 37.8 | 100.0 | 100.0 |
| Missing System | 409 | 62.2 | | |
| Total | 658 | 100.0 | | |

TABLE 3
STAGE OF STUDY?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------------|-----------|---------|---------------|--------------------|
| Valid Second Secondary Stage | 155 | 23.6 | 100.0 | 100.0 |
| Missing System | 503 | 76.4 | | |
| Total | 658 | 100.0 | | |

TABLE 4
STAGE OF STUDY?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Third Secondary Stage | 251 | 38.1 | 100.0 | 100.0 |
| Missing | System | 407 | 61.9 | | |
| Total | | 658 | 100.0 | | |

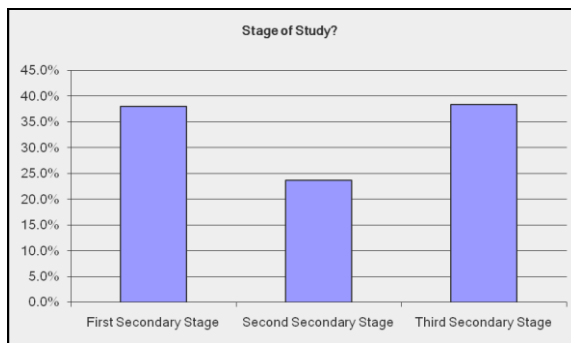


TABLE 5

1. If I encountered some native speakers of English (British, American, Canadian, and Australian) in the street, restaurant, hotel etc., I hope an opportunity would arise and they would talk to me.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 397 | 60.3 | 60.5 | 60.5 |
| | Strongly Agree | 112 | 17.0 | 17.1 | 77.6 |
| | Neutral | 99 | 15.0 | 15.1 | 92.7 |
| | Strongly Disagree | 14 | 2.1 | 2.1 | 94.8 |
| | Disagree | 34 | 5.2 | 5.2 | 100.0 |
| | Total | 656 | 99.7 | 100.0 | |
| Missing | System | 2 | .3 | | |
| Total | | 658 | 100.0 | | |

TABLE 6

2. If I encountered some native speakers of English (British, American, Canadian, and Australian) in the street, restaurant, hotel etc., I would find an excuse and would talk to them.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 192 | 29.2 | 29.4 | 29.4 |
| | Strongly Agree | 83 | 12.6 | 12.7 | 42.0 |
| | Neutral | 166 | 25.2 | 25.4 | 67.4 |
| | Strongly Disagree | 62 | 9.4 | 9.5 | 76.9 |
| | Disagree | 151 | 22.9 | 23.1 | 100.0 |
| | Total | 654 | 99.4 | 100.0 | |
| Missing | System | 4 | .6 | | |
| Total | | 658 | 100.0 | | |

TABLE 7

3. If I encountered some native speakers of English (British, American, Canadian, and Australian) who are facing problems in my country because of not knowing our language I take advantage of this opportunity and would talk to them.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 273 | 41.5 | 42.3 | 42.3 |
| | Strongly Agree | 185 | 28.1 | 28.6 | 70.9 |
| | Neutral | 106 | 16.1 | 16.4 | 87.3 |
| | Strongly Disagree | 26 | 4.0 | 4.0 | 91.3 |
| | Disagree | 56 | 8.5 | 8.7 | 100.0 |
| | Total | 646 | 98.2 | 100.0 | |
| Missing | System | 12 | 1.8 | | |
| Total | | 658 | 100.0 | | |

TABLE 8

4. I am willing to accompany some native speakers of English (British, American, Canadian, and Australian) and be their tour guide for a day free of charge.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 214 | 32.5 | 32.9 | 32.9 |
| | Strongly Agree | 112 | 17.0 | 17.2 | 50.2 |
| | Neutral | 112 | 17.0 | 17.2 | 67.4 |
| | Strongly Disagree | 62 | 9.4 | 9.5 | 76.9 |
| | Disagree | 150 | 22.8 | 23.1 | 100.0 |
| | Total | 650 | 98.8 | 100.0 | |
| Missing | System | 8 | 1.2 | | |
| Total | | 658 | 100.0 | | |

TABLE 9

5. I am willing to talk with native speakers of English (British, American, Canadian, and Australian).

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 278 | 42.2 | 42.7 | 42.7 |
| | Strongly Agree | 121 | 18.4 | 18.6 | 61.3 |
| | Neutral | 131 | 19.9 | 20.1 | 81.4 |
| | Strongly Disagree | 39 | 5.9 | 6.0 | 87.4 |
| | Disagree | 82 | 12.5 | 12.6 | 100.0 |
| | Total | 651 | 98.9 | 100.0 | |
| Missing | System | 7 | 1.1 | | |
| Total | | 658 | 100.0 | | |

TABLE 10

6. If someone introduced me to a native-speaker of English (British, American, Canadian, Australian) I would like to try my abilities in communicating with him/her in English.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 316 | 48.0 | 48.9 | 48.9 |
| | Strongly Agree | 211 | 32.1 | 32.7 | 81.6 |
| | Neutral | 76 | 11.6 | 11.8 | 93.3 |
| | Strongly Disagree | 26 | 4.0 | 4.0 | 97.4 |
| | Disagree | 17 | 2.6 | 2.6 | 100.0 |
| | Total | 646 | 98.2 | 100.0 | |
| Missing | System | 12 | 1.8 | | |
| Total | | 658 | 100.0 | | |

TABLE 11

7. If I encountered some nonnative speakers of English (Japanese, Pakistani, French, etc.) in the street, restaurant, hotel etc., I hope an opportunity would arise and they would talk to me.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 202 | 30.7 | 31.3 | 31.3 |
| | Strongly Agree | 69 | 10.5 | 10.7 | 42.0 |
| | Neutral | 174 | 26.4 | 27.0 | 69.0 |
| | Strongly Disagree | 75 | 11.4 | 11.6 | 80.6 |
| | Disagree | 125 | 19.0 | 19.4 | 100.0 |
| | Total | 645 | 98.0 | 100.0 | |
| Missing | System | 13 | 2.0 | | |
| Total | | 658 | 100.0 | | |

TABLE 12

8. If I encountered some nonnative speakers of English (Japanese, Pakistani, French, etc.) in the street, restaurant, hotel etc.. I would find an excuse and would talk to them.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 162 | 24.6 | 24.9 | 24.9 |
| | Strongly Agree | 60 | 9.1 | 9.2 | 34.1 |
| | Neutral | 152 | 23.1 | 23.3 | 57.5 |
| | Strongly Disagree | 105 | 16.0 | 16.1 | 73.6 |
| | Disagree | 172 | 26.1 | 26.4 | 100.0 |
| | Total | 651 | 98.9 | 100.0 | |
| Missing | System | 7 | 1.1 | | |
| Total | | 658 | 100.0 | | |

TABLE 13

9. If I encountered some nonnative speakers of English (Japanese, Pakistani, French, etc.) who are facing problems in my country because of not knowing our language I take advantage of this opportunity and would talk to them.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 211 | 32.1 | 32.5 | 32.5 |
| | Strongly Agree | 61 | 9.3 | 9.4 | 41.9 |
| | Neutral | 174 | 26.4 | 26.8 | 68.7 |
| | Strongly Disagree | 61 | 9.3 | 9.4 | 78.1 |
| | Disagree | 142 | 21.6 | 21.9 | 100.0 |
| | Total | 649 | 98.6 | 100.0 | |
| Missing | System | 9 | 1.4 | | |
| Total | | 658 | 100.0 | | |

TABLE 14

10. I am willing to accompany some nonnative speakers of English (Japanese, Pakistani, French, etc.) and be their tour guide for a day free of charge.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 198 | 30.1 | 31.5 | 31.5 |
| | Strongly Agree | 66 | 10.0 | 10.5 | 42.0 |
| | Neutral | 109 | 16.6 | 17.4 | 59.4 |
| | Strongly Disagree | 98 | 14.9 | 15.6 | 75.0 |
| | Disagree | 157 | 23.9 | 25.0 | 100.0 |
| | Total | 628 | 95.4 | 100.0 | |
| Missing | System | 30 | 4.6 | | |
| Total | | 658 | 100.0 | | |

TABLE 15

11. I am willing to talk with nonnative speakers of English (Japanese, Pakistani, French, etc.).

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 227 | 34.5 | 36.0 | 36.0 |
| | Strongly Agree | 97 | 14.7 | 15.4 | 51.4 |
| | Neutral | 125 | 19.0 | 19.8 | 71.3 |
| | Strongly Disagree | 73 | 11.1 | 11.6 | 82.9 |
| | Disagree | 108 | 16.4 | 17.1 | 100.0 |
| | Total | 630 | 95.7 | 100.0 | |
| Missing | System | 28 | 4.3 | | |
| Total | | 658 | 100.0 | | |

TABLE 16

12. In order to practice my English I am willing to talk in English with my classmates outside the class.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 270 | 41.0 | 42.6 | 42.6 |
| | Strongly Agree | 153 | 23.3 | 24.1 | 66.7 |
| | Neutral | 114 | 17.3 | 18.0 | 84.7 |
| | Strongly Disagree | 32 | 4.9 | 5.0 | 89.7 |
| | Disagree | 65 | 9.9 | 10.3 | 100.0 |
| | Total | 634 | 96.4 | 100.0 | |
| Missing | System | 24 | 3.6 | | |
| Total | | 658 | 100.0 | | |

TABLE 17

13. I am willing to ask questions in English in the classes at the class.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 221 | 33.6 | 35.2 | 35.2 |
| | Strongly Agree | 102 | 15.5 | 16.3 | 51.5 |
| | Neutral | 146 | 22.2 | 23.3 | 74.8 |
| | Strongly Disagree | 61 | 9.3 | 9.7 | 84.5 |
| | Disagree | 97 | 14.7 | 15.5 | 100.0 |
| | Total | 627 | 95.3 | 100.0 | |
| Missing | System | 31 | 4.7 | | |
| Total | | 658 | 100.0 | | |

TABLE 18

14. I am willing to talk and express my opinions in English in the class when all my classmates are listening to me.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 240 | 36.5 | 37.6 | 37.6 |
| | Strongly Agree | 106 | 16.1 | 16.6 | 54.2 |
| | Neutral | 138 | 21.0 | 21.6 | 75.9 |
| | Strongly Disagree | 62 | 9.4 | 9.7 | 85.6 |
| | Disagree | 92 | 14.0 | 14.4 | 100.0 |
| | Total | 638 | 97.0 | 100.0 | |
| Missing | System | 20 | 3.0 | | |
| Total | | 658 | 100.0 | | |

TABLE 19

15. I am willing to have pair and group activities in the class so that I can talk in English with my classmates.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 298 | 45.3 | 46.9 | 46.9 |
| | Strongly Agree | 149 | 22.6 | 23.4 | 70.3 |
| | Neutral | 95 | 14.4 | 14.9 | 85.2 |
| | Strongly Disagree | 35 | 5.3 | 5.5 | 90.7 |
| | Disagree | 59 | 9.0 | 9.3 | 100.0 |
| | Total | 636 | 96.7 | 100.0 | |
| Missing | System | 22 | 3.3 | | |
| Total | | 658 | 100.0 | | |

TABLE 20

16. In order to practice my English I am willing to talk in English with my teachers outside the class.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 243 | 36.9 | 38.5 | 38.5 |
| | Strongly Agree | 129 | 19.6 | 20.4 | 59.0 |
| | Neutral | 127 | 19.3 | 20.1 | 79.1 |
| | Strongly Disagree | 46 | 7.0 | 7.3 | 86.4 |
| | Disagree | 86 | 13.1 | 13.6 | 100.0 |
| | Total | 631 | 95.9 | 100.0 | |
| Missing | System | 27 | 4.1 | | |
| Total | | 658 | 100.0 | | |

TABLE 21

17. I am willing to give a presentation in English in front of my classmates.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 213 | 32.4 | 34.2 | 34.2 |
| | Strongly Agree | 97 | 14.7 | 15.6 | 49.8 |
| | Neutral | 142 | 21.6 | 22.8 | 72.6 |
| | Strongly Disagree | 75 | 11.4 | 12.0 | 84.6 |
| | Disagree | 96 | 14.6 | 15.4 | 100.0 |
| | Total | 623 | 94.7 | 100.0 | |
| Missing | System | 35 | 5.3 | | |
| Total | | 658 | 100.0 | | |

TABLE 22

18. In group work activities in the class when the group is composed of my friends I am willing to speak in English.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 284 | 43.2 | 44.4 | 44.4 |
| | Strongly Agree | 148 | 22.5 | 23.2 | 67.6 |
| | Neutral | 115 | 17.5 | 18.0 | 85.6 |
| | Strongly Disagree | 28 | 4.3 | 4.4 | 90.0 |
| | Disagree | 64 | 9.7 | 10.0 | 100.0 |
| | Total | 639 | 97.1 | 100.0 | |
| Missing | System | 19 | 2.9 | | |
| Total | | 658 | 100.0 | | |

TABLE 23

19. In group work activities in the class when the group is NOT composed of my friends I am willing to speak in English.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 219 | 33.3 | 34.4 | 34.4 |
| | Strongly Agree | 92 | 14.0 | 14.5 | 48.9 |
| | Neutral | 181 | 27.5 | 28.5 | 77.4 |
| | Strongly Disagree | 45 | 6.8 | 7.1 | 84.4 |
| | Disagree | 99 | 15.0 | 15.6 | 100.0 |
| | Total | 636 | 96.7 | 100.0 | |
| Missing | System | 22 | 3.3 | | |
| Total | | 658 | 100.0 | | |

APPENDIX B

Willingness to Communicate in a Foreign Language Scale (WTC-FLS)

1. If I encountered some native speakers of English (British, American, Canadian, and Australian) in the street, restaurant, hotel etc., I hope an opportunity would arise and they would talk to me.
2. If I encountered some native speakers of English (British, American, Canadian, and Australian) in the street, restaurant, hotel etc., I would find an excuse and would talk to them.
3. If I encountered some native speakers of English (British, American, Canadian, and Australian) who are facing problems in my country because of not knowing our language I take advantage of this opportunity and would talk to them.
4. I am willing to accompany some native speakers of English (British, American, Canadian, and Australian) and be their tour guide for a day free of charge.
5. I am willing to talk with native speakers of English (British, American, Canadian, and Australian).
6. If someone introduced me to a native-speaker of English (British, American, Canadian, Australian) I would like to try my abilities in communicating with him/her in English.
7. If I encountered some nonnative speakers of English (Japanese, Pakistani, French, etc.) in the street, restaurant, hotel etc., I hope an opportunity would arise and they would talk to me.
8. If I encountered some nonnative speakers of English (Japanese, Pakistani, French, etc.) in the street, restaurant, hotel etc.. I would find an excuse and would talk to them.
9. If I encountered some nonnative speakers of English (Japanese, Pakistani, French, etc.) who are facing problems in my country because of not knowing our language I take advantage of this opportunity and would talk to them.
10. I am willing to accompany some nonnative speakers of English (Japanese, Pakistani, French, etc.) and be their tour guide for a day free of charge.
11. I am willing to talk with nonnative speakers of English (Japanese, Pakistani, French, etc.).
12. Nonnative speakers of English (Japanese, Pakistani, French, etc.) have interesting experiences that I would like to share* .
13. In order to practice my English I am willing to talk in English with my classmates outside the class.
14. I am willing to ask questions in English in the classes at the university.
15. I am willing to talk and express my opinions in English in the class when all my classmates are listening to me.
16. I am willing to have pair and group activities in the class so that I can talk in English with my classmates.
17. In order to practice my English I am willing to talk in English with my professors outside the class.
18. I am willing to give a presentation in English in front of my classmates.
19. In group work activities in the class when the group is composed of my friends I am willing to speak in English.
20. In group work activities in the class when the group is NOT composed of my friends I am willing to speak in English.

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