



UNIVERSITETI I EJL
ЈИЕ УНИВЕРЗИТЕТ
SEE UNIVERSITY

FAKULTETI I GJUHËVE, KULTURAVE DHE KOMUNIKIMIT
ФАКУЛТЕТОТ ЗА ЈАЗИЦИ, КУЛТУРИ И
КОМУНИКАЦИЈА, FACULTY OF LANGUAGES, CULTURES
AND COMMUNICATIONS

PHD STUDIES-THIRD CYCLE

THESIS

The Effect of EFL Learners' Gender and Second Language Proficiency on Willingness to Communicate in the upper secondary schools of Gjilan town

CANDIDATE:

MEJREME YMERI

MENTOR:

BRIKENA XHAFERI

Tetovo, July 2017

LIST OF ABBREVIATIONS

EFL	English as a Foreign language
EI	Emotional Intelligence
ESL	English as a Second Language
L1	First language
L2	Second language
SPSS	Statistical Package for Social Sciences
SLA	Second Language Acquisition
WTC	Willingness to Communicate

LIST OF TABLES AND FIGURES	
Table 4.1.1 : Results from the speaking skills (females).....	36
Table 4.1.2 : Results from the speaking skills (males).....	36
Table 4.1.3: Results from the comprehension (females).....	41
Table 4.1.4: Results from the comprehension (males).....	41
Table 4.1.5: Results from the reading skills (females).....	44
Table 4.1.6: Results from the reading skills (males).....	44
Table 4.1.7: Results from the writing skills (females).....	48
Table 4.1.8: Results from the writing skills (males).....	48
Table 4.2.1 : Results from the speaking skills (proficient).....	52
Table 4.2.2 : Results from the speaking skills (non-proficient).....	52
Table 4.2.3: Results from the comprehension (proficient).....	54
Table 4.2.4: Results from the comprehension (non-proficient)	54
Table 4.2.5: Results from the reading skills (proficient).....	56
Table 4.2.6: Results from the reading skills (non-proficient).....	56
Table 4.2.7: Results from the writing skills (proficient).....	58
Table 4.2.8: Results from the writing skills (non-proficient).....	58
Table number 5.2.1.1. Questionnaire with the results that was distributed to the female students (main study).....	69
Table 5.2.1.2. Results from the speaking skills (females).....	69
Table 5.2.1.3: Results from the comprehension (females).....	72
Table 5.2.1.4: Results from the reading skills (females).....	74
Table 5.2.1.5: Results from the writing skills (females).....	76
Table no. 5.3.1. Questionnaire with the results that was distributed to the male students (main study).....	80

Table 5.3.2. Results from the speaking skills (males).....	80
Table 5.2.1.3: Results from the comprehension (males).....	83
Table 5.2.1.4: Results from the reading skills (males).....	87
Table 5.2.1.5: Results from the writing skills (males).....	87
Table no. 5.4.1.1 Questionnaire with the results that was distributed to the proficient students (main study).....	91
Table 5.4.1.2.: Results from the speaking skills (proficient).....	91
Table 5.4.1.3: Results from the comprehension (proficient).....	94
Table 5.4.1.4: Results from the reading skills (proficient).....	96
Table 5.4.1.5: Results from the writing skills (proficient).....	98
Table no. 5.4.2.1 Questionnaire with the results that was distributed to the non-proficient students(main study).....	102
Table 5.4.2.2 : Results from the speaking skills (non-proficient).....	102
Table 5.4.2.3: Results from the comprehension (non-proficient).....	105
Table 5.4.2.4: Results from the reading skills (non-proficient).....	107
Table 5.4.1.5: Results from the writing skills (non-proficient).....	109
Table 5.6.1 The observational scheme adapted from Cao (2009).....	120
FIGURES	
Fig. 1. The pyramid Model of WTC (MacIntyre et.,al).....	9
Fig. 2.Preliminary construct of situational WTC	12
Fig. 3. Gardner's socio-educational model (Gardner & Lalonde, 1985).....	22
Fig. 4. Reserach design.....	63

TABLE OF CONTENTS

1.	Introduction	3
	1.1. Background to the study	4
	1.2. Significance and Purpose of Study	4
	1.3. Aims and Objectives of the study	4
	1.4. Research questions	5
	1.5. Description of Thesis Organization	6
2.	CHAPTER II. LITERATURE REVIEW	7
	2.1. Willingness To Communicate	7
	2.2 The Pyramid Model of WTC	9
	2.3 Willingness to communicate; a personality trait-like or situational state-like construct?	11
	2.4 WTC predictors	12
	2.5. Communication Apprehension (CA)	14
	2.6 Communication competence	16
	2.7. Second language proficiency	17
	2.8 The effect of Gender on willingness to communicate	18
	2.9 Culture on willingness to communicate	20
	2.10 Motivation and Willingness to communicate	20
	2.11 Attitude of the learners	24
	2.12 L2 WTC in immersion and non-immersion contexts	25
	2.13 Conclusion	26
3.	Chapter III Recent Studies	28
	3.1 Afghari & Sadeghi 2012	28
	3.2 Alemi et al. (2013)	31
	3.3. Tabatabaei & Jamshidifar (2013)	33
	3.4 Conclusion	34
4.	Chapter IV Research Methodology	35
	4.1. Pilot study	35
	4.1.1 Analysis and comparison of the results	35
	4.2. Results from proficient and non-proficient students	51
	4.3 Conclusion from the pilot study	59
	4.4 Main study	59

4.4.1	Research Questions	60
4.4.2	Objectives of the research	60
4.4.3	Participants	61
4.4.4	Materials	61
4.5	Procedures	62
4.5	Detailed Description of the Instruments	63
5.	Chapter 5: Results And Discussions	65
5.1	Student's Questionnaire.....	65
5.1.1	The Results of the Students' questionnaire	65
5.2	RESULTS FROM THE GENDER	66
5.2.1	FEMALE STUDENTS.....	66
5.3	MALE STUDENTS.....	77
5.4	Results from proficient and non-proficient students	88
5.4.1.	Proficient students	88
5.4.2	Non-proficient students	99
5.5	Teachers' interviews.....	109
5.6	Observation of the students	119
6.	Chapter VI. ANALYSIS OF THE RESULTS	122
6.1	Gender	122
6.1.1.	Speaking in class in English	122
6.1.2.	Reading	124
6.1.3.	Writing	126
6.1.4.	Comprehension	127
6.2.1.	Speaking in class in English (Proficient and non-proficient students).....	129
6.2.2	Reading (Proficient and non-proficient students)	131
6.2.3.	Writing (Proficient and non-proficient students)	132
6.2.4.	Comprehension (Proficient and non-proficient students)	134
6.3	Analysis of the teachers' interviews and the observation	136
6.4.	Comparison of the results	139
7.	Chapter VII	140
	CONCLUSIONS AND RECOMMENDATIONS	140
	References	145
	Appendices:	151

ABSTRACT

Recently, second language willingness to communicate (WTC) has become a significant concept in second language learning and communication. Previous research on willingness to communicate (WTC) has shown that except the attitude, support and the teaching style of the teachers that influence WTC of the learners, the gender and language proficiency play a role, too. This study was carried out to investigate the effects of gender and language proficiency on willingness to communicate. Specifically, the objectives of the study were to identify the factors that influence willingness to communicate and to find out if gender and language proficiency have any effect on willingness to communicate. In addition, this study is intended to provide information to teachers in order to help their students feel more confident in expressing themselves. This study included a questionnaire with upper-secondary school students, interviews with the English language teachers and observation of the students during the English language classes. In order to measure students' willingness to communicate there was administered a modified version of the Likert-type questionnaire developed by MacIntyre et al. (2001). A total of three hundred and ten participants, teachers and upper-secondary school students participated in the study. Results from the study show that the gender of the learners plays quite a significant role on their willingness to communicate. Respectively, based on the results female students are a little more willing to communicate compared to male students. In addition, the proficiency of the students has a remarkable effect on the willingness of the students to communicate; respectively, proficient students are much more willing to communicate than the non-proficient students. This study has attempted to find out if EFL Learners' Gender and Second Language Proficiency have any effect on Willingness to Communicate, to provide information to teachers in order to help their students feel more confident in expressing themselves.

Keywords : willingness to communicate, gender , second language proficiency, upper-secondary school students.

ABSTRAKTI

Kohët e fundit, gatishmëria për të komunikuar në gjuhën e dytë (GPK) është bërë një koncept i rëndësishëm në mësimin e gjuhës së dytë dhe në komunikim. Hulumtimet e mëparshme lidhur me gatishmërinë për të komunikuar (GPK) kanë treguar se përveç qëndrimit, mbështetjes dhe stilit të mësimdhënies të cilat ndikojnë në gatishmërinë e nxënësve për të komunikuar, edhe gjinia dhe zotërimi i gjuhës angleze e luajnë rol. Ky studim është kryer për të hetuar efektet e gjinisë dhe zotërimit të gjuhës angleze në gatishmërinë për të komunikuar. Në mënyrë të veçantë, objektivat e studimit ishin për të identifikuar faktorët që ndikojnë në gatishmërinë për të komunikuar dhe për të zbuluar nëse gjinia dhe zotërimi i gjuhës ka ndonjë efekt në gatishmërinë për të komunikuar. Përveç kësaj, ky studim ka për qëllim të jap informacion për mësimdhënësit në mënyrë që t'iu ndihmojë nxënësve të tyre të ndihen më të sigurt për t'u shprehur. Ky studim përfshiu një pyetësor me nxënësit e shkollave të mesme të larta, intervista me mësimdhënësit e gjuhës angleze dhe vëzhgimin e nxënësve gjatë orëve të gjuhës angleze. Në mënyrë që të matet gatishmëria e nxënësve për të komunikuar është administruar një version i modifikuar i pyetësorit të tipit Likert i krijuar nga Macintyre et al. (2001). Një total prej treqind e dhjetë pjesëmarrës, mësues dhe nxënës nga shkollat e mesme të larta kanë marrë pjesë në studim. Rezultatet e studimit tregojnë se gjinia e nxënësve luan një rol mjaft të rëndësishëm në gatishmërinë e tyre për të komunikuar. Përkatësisht, në bazë të rezultateve studentët e gjinisë femërore janë pak më të gatshëm për të komunikuar në krahasim me studentët e gjinisë mashkullore. Përveç kësaj, zotërimi i gjuhës angleze nga nxënësit ka një ndikim mjaft të madh në gatishmërinë e nxënësve për të komunikuar; respektivisht, studentët e zotë janë shumë më të gatshëm për të komunikuar sesa studentët jo të zotë. Ky studim ka tentuar për të gjetur nëse gjinia dhe zotërimi i gjuhës angleze nga nxënësit që e mësojnë gjuhën angleze si gjuhë të huaj ka ndonjë efekt në gatishmërinë për të komunikuar, për të siguruar informacion për mësuesit që t'iu ndihmojnë nxënësve të tyre të ndihen më të sigurt gjatë të shprehurit.

Fjalët kyçe: Gatishmëria për të komunikuar, gjinia, zotërimi i gjuhës së dytë, nxënësit e shkollave të mesme të larta.

CHAPTER I. INTRODUCTION

1. Introduction

Prior to the introduction of communicative language teaching, the major purpose of language learning was to develop linguistic competence and to master the structure of the language. Nevertheless, in recent decades we are experiencing the growing momentum of communication, and it is becoming a very important tool if one wants to be successful in various settings. According to Daly (1986, cited in Civikly, 1986 p.21) 'communication is critical to success in academic, occupational and social settings'. The English language is the most important foreign language in Kosovo and it is extensively used in the education system from primary level up to tertiary level. It is also extensively used in various professions such as the medical, engineering, legal and business sectors. Therefore, it is very important for upper school students to become proficient in English so that they can use the language efficiently for academic purposes and later on in a professional setting. In addition to this many students of this age after finishing upper secondary school plan to study or work abroad where English proficiency and in particular communication skills are very necessary.

Furthermore, these proficient students in English language after they have graduated will have enhanced opportunities to be employed by international business companies. Increasingly these companies will select those applicants who can deliver not only technical skills but also the soft skills and the ability to communicate in English successfully is one of these skills.

1.1. Background to the study

The main reason why I chose to study this topic is related to my experiences first as a university student, then working in various positions in different organizations and recently as a student in MA studies. During these experiences, I have met talented students and colleagues who are very proficient in English language but very often hesitate to express themselves. Therefore, I would like to find out which are the factors that have an effect on willingness to communicate and if gender and second language proficiency have any effect on it.

1.2. Significance and Purpose of Study

By this study attempts will be made to find out if gender and second language proficiency have any effect on willingness of the upper secondary school students on willingness to communicate.

The information from this study is intended to help teachers in designing effective teaching methods that can increase the willingness of the students to communicate which will in turn improve learners' performance and increase learning satisfaction. As a consequence of this, teachers will create a more relaxing environment that will enable more effective language learning.

1.3. Aims and Objectives of the study

The purpose of this research was to explore the effects of EFL learner's gender and second language proficiency on willingness to communicate.

The major objectives of this study are:

- To identify the factors that influence willingness to communicate
- To find out if the gender and language proficiency have any effect on willingness to communicate.
- To provide information to teachers in order to help their students feel more confident in expressing themselves.

1.4. Research questions

1. Does the learner's gender have any effect on Willingness to Communicate (WTC)?
2. Is there any relation between the language proficiency and WTC among the upper secondary school students?
3. Which are the factors that the teachers think influence the learner's willingness to communicate in English in class?
4. How do teachers, in their planning, teaching and use of resources, try to create environments that encourage students in their WTC?
5. Do the teachers think that the gender and language proficiency of the students have any effect on the students' WTC?

1.5. Description of Thesis Organization

Chapter 1 will give an introduction to the topic by providing information regarding the background of this study, significance and purpose of the study, aims and objectives of the study and the research questions.

Chapter 2 will present the revision of literature regarding willingness to communicate, what various authors say regarding the willingness to communicate, what are the WTC predictors; the role of apprehension to communication, the role of second language proficiency, the role of gender, motivation, culture etc.

Chapter 3 will discuss the recent studies on willingness to communicate. In this chapter three recent studies will be summarized whose focus was to investigate the difference in WTC between male and female English major students, Impact of Learner Variables in L2 English and relationship between willingness to communicate (WTC) and emotional intelligence (EI) among EFL learners.

Chapter 4 will cover the methodology of this thesis. It will present the research questions, instruments, participants, materials, procedures, and detailed description of the instruments.

Chapter 5 will provide the details of the results obtained by the three instruments used in this study respectively the questionnaire with the students, teachers' interview and observation of the English language classes.

Chapter 6 will analyse thoroughly the results obtained by the above-described instruments. At the end of the chapter the comparisons of the results, their similarities and the differences will be presented.

Chapter 7 will present the conclusions regarding this study and recommendations.

2. CHAPTER II. LITERATURE REVIEW

Chapter two summarizes the revision of literature regarding willingness to communicate (WTC) by exploring what various authors say regarding the willingness to communicate and what are the WTC predictors. In addition to this, the role of apprehension to communication, the role of second language proficiency, the role of gender, motivation, culture etc. is also reviewed.

2.1. Willingness To Communicate

The latest methods on teaching a second language (e.g. communicative language teaching) regarding the gaining L2 competence break new ground in relation to the role of everyday expressive communication (Richards & Rodgers, 2001). According to Howat (1984, p. 279, cited in Richards and Rodgers, 2001, p. 155), "language is acquired through communication". In addition, he states that if 'he or she [the student] is not fully willing to communicate his attempts at establishing sound communication will be less than desirable. Therefore, the willingness of the learners to communicate is very crucial to their second language acquisition.

In a foreign or second language classroom context WTC has been defined (Oxford, 1997) as "a student's intention to interact with others in the target language, given the chance to do so" (p. 449). Further on, McCroskey, 1984 cited in Oxford, 1997, p. 449) stated that research has shown that willingness to communicate in one's own native language is related to a feeling of comfort, high self-esteem, extroversion, low anxiety and perceived competence, whereas unwillingness to communicate is associated with the opposite feelings.

The research on second language acquisition suggests that, students and in particular novice ones, who are willing to communicate with others in the target language, possess a strong tolerance for ambiguity and low anxiety. Although there exists the possibility of making occasional mistakes, there still exists the desire to make modest but intelligent risks, such as guessing word meanings based on background knowledge and speaking up (MacIntyre et al., 1994; MacIntyre & Charos, 1996 cited in Oxford 1997 p.450). On the other side,

according to MacIntyre & Charos students who do not take any risks are unlikely to have positive experiences and as a result of this they are more disposed to language anxiety. Furthermore, if a L2 student does not feel any connection with the target language or feels that his or her identity of native-language is threatened to be lost, so they can be unwilling to communicate (Oxford 1997).

In second-language acquisition, willingness to communicate (WTC) is the idea that language students who are willing to communicate in the second language actively look for chances to communicate; and furthermore, these learners actually do communicate in the second language. This concept is represented in modern language literature as the key component of second language acquisition (Kang, 2005). The enhancement of WTC is also assumed to be the ultimate goal of foreign and second language pedagogy (MacIntyre et al., 1998). Therefore, "the ultimate goal of the learning process should be to engender in language education students" the willingness to communicate (MacIntyre et.al., 1998).

McCroskey and Baer (1985) points out that the concept of WTC has been developed from three different constructs: "unwillingness to communicate" (Burgoon 1976, cited in McCroskey & Baer, 1985), "predispositions toward verbal behavior" (Mortensen, Arntson, & Lusting, 1977, cited in McCroskey & Baer, 1985), and "shyness" (McCroskey & Richmond, 1982). Although the WTC construct was originally applied in the context of L1 communication, it is now a "necessary part of becoming fluent in a second language, which is the ultimate goal of many L2 learners" (MacIntyre & Doucette, 2010, p. 196).

In order to develop communication skills, strong efforts should be made to interact as much as possible. The origin of the WTC is related to the first language (L1) communication (McCroskey and Baer, 1985). WTC was first used to measure the tendency of the speakers to initiate or avoid communication (McCroskey and Richmond, 1987). McCroskey assumed that factors such as fear and anxiety play a significant role in verbal communication and according to him these issues in the second language context are seen as main elements of WTC (McCroskey et al., 1985). McCroskey & Richmond (1987 cited in Barraclough, Christophel & McCroskey, 1988 p. 188) advanced the concept of "willingness to communicate" to reference an individual's general personality orientation towards talking.

While talking is central to interpersonal communication, people differ in the amount of talk in which they will choose to engage’.

According to these authors despite the fact that willingness is seen as relatively constant across situations, a person's willingness to communicate at a given time in a given context may be impacted by situational variables. “Such things as how the person feels on a given day, previous communication with the other person, what that person looks like, or what might be gained or lost through communicating may have a major temporary impact on willingness”.

2.2 The Pyramid Model of WTC

MacIntyre et al. (1998) developed a pyramid model of L2 WTC integrating linguistic, communicative and social psychological variables. As they already quote in their study (MacIntyre et al., 1998, p. 548) their model is based on Fishbein-Ajzen’s Theory of Reasoned Action (Ajzen & Fishbein, 1980; Fishbein, 1980; both quoted in and Ajzen’s (1988) Theory of Planned Behaviour model which stipulates that the most immediate cause of behaviour is the intention to engage in behaviour.

Consequently, the focus of their model is the individual who ‘has some control over his or her actions and is behaving in a reasoned manner to achieve his or her goals’ (1998, p. 548). The first layer of communication behaviour is interpreted in a broad sense of L2 use. MacIntyre et al. (1998) argued that “the ultimate goal of the learning process should be to engender in language students the willingness to seek out communication opportunities and the willingness actually to communicate in them” (p. 547). Hence, L2 use is set at the top of the pyramid model as the primary and ultimate purpose of the second language learning.

As we notice from multi-level model (figure 1) it consists of six layers that are divided into situational and enduring influences. The top three layers refer to situation-specific influences and they involve L2 use, willingness to communicate, desire to communicate with

a specific person, and state communicative self-confidence. These variables depend on the particular situation in which the individual functions at a certain time and as a consequence of this, their influence on the learner is temporary. While as it concerns the variables in the bottom three layers they are believed to have more stable influences on learners' willingness to communicate, as they are not likely to change from situation to situation or over time. As we notice from the figure 1, these layers entail motivational variables, affective and cognitive context, and social and personality variables. In this pyramid model, L2 WTC is not conceptualized at the trait level, but rather as a state.

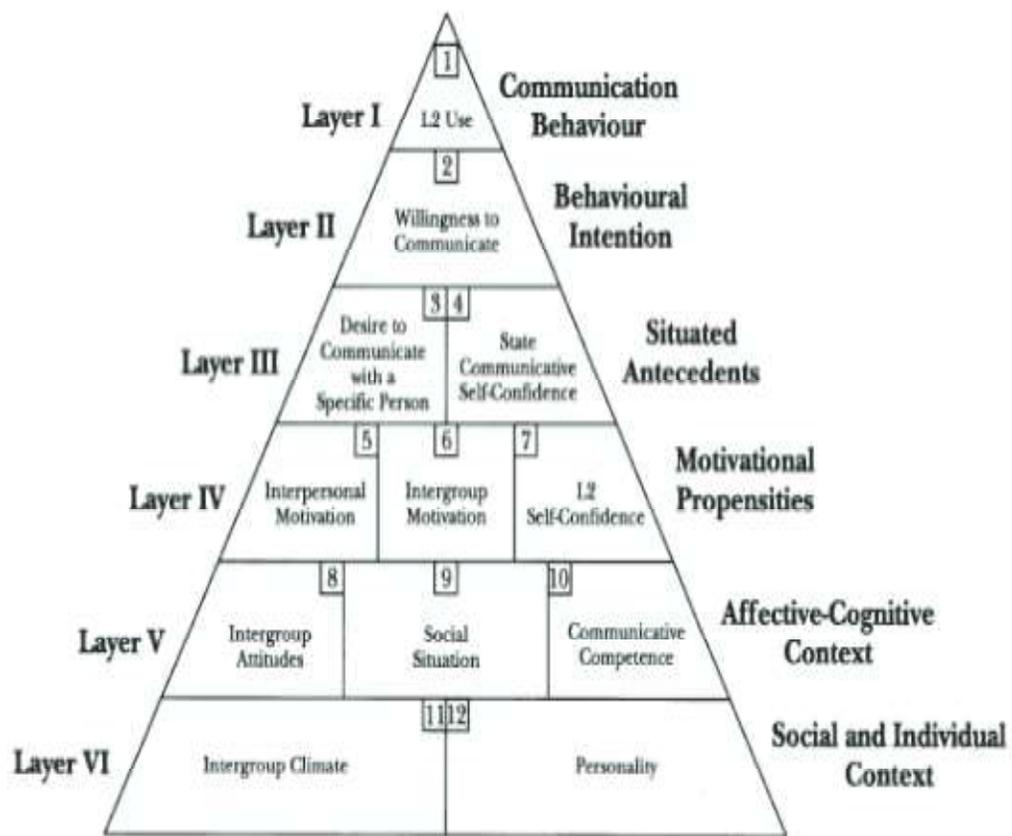


Fig. 1. The pyramid Model of WTC (MacIntyre, Clément, Dörnyei, and Noels 1998)

2.3 Willingness to communicate; a personality trait-like or situational state-like construct?

MacIntyre, Clément, Dörnyei, and Noels (1998) stated that the goal of the L2 learning process should be to encourage a willingness to seek out communication opportunities and to actually communicate in them. MacIntyre et al., (1998) suggests that WTC in a second language is defined by a specific set of linguistic, communicative, and social-psychological variables. According to these authors, these factors are inborn to the individual while other factors are seen as more transitory characteristics of the specific context in which a learner functions at a given time. The first factors are seen as personality trait-like and the last ones as situational state-like construct.

Regarding the importance of these factors, various authors demonstrated that a learner's WTC can be affected by enduring trait-like influences like gender, age, and previous immersion experience (MacIntyre, Baker, Clément, & Donovan, 2002). On the other side, Kang (2005) suggested that situational factors are just as important as trait-like predictors when researching WTC, and proposed the following working definition of WTC that takes this position into account: "WTC is an individual's volitional inclination towards actively engaging in the act of communication in a specific situation which can vary according to interlocutor(s) topic, and conversational context, among other potential situational variables" (p. 291).

McCroskey and associates (McCroskey & Baer, 1985; McCroskey & Richmond, 1987, 1991) assumed that WTC is a personality-based construct that represents predisposition of the individuals toward verbal communication. Similarly, MacIntyre et al. (1998) supports the idea that certain personality types may predict one's reaction to a member of second/foreign language group. In relation to this, MacIntyre et al. (1998) hypothesized that authoritarian personality types would not be willing to communicate with a member of an ethnic group who is believed to be inferior. Likewise, they argue that an ethnocentric person, who believes that her ethnic group is superior to other ethnic groups, would not be willing to communicate in a foreign language.

While talking about personality types it is worth mentioning that in regards to WTC there is a distinction between introverted persons and extroverted ones. Introverted persons are less socially active than extroverted people and most of the introverts are trying to avoid communicating with others. On the other hand, an extravert requires communication to facilitate social interaction; therefore, he places a higher value on communication (MacIntyre, et al., 1999). In brief, the extraverts are more likely to communicate than introverts. That is, the extraverts have stronger willingness to communicate than the introverts. According to MacIntyre (1994), introverts have a tendency to have lower self-esteem. Therefore, they are not willing to communicate with others.

Given that the extraverts often communicate with other peoples in many kinds of social situations they have greatly practiced using a second language, so they perceive that they have the competence to communicate with other people. These persons have high emotional stability and are more self-confident to communicate with others in the second language. So, based on this we can conclude that extroverted people compared to introverted people are more willing to communicate.

Regarding this, it is true that the personality plays a dominant role in engaging voluntarily in the type of communicative situations, however, there are many authors who perceive situational variables as more determining factors.

2.4 WTC predictors

As a result of a number of research studies, MacIntyre et.al (1998) have concluded that two of the strongest predictors of WTC are communication anxiety and perceived communication competence. However, other factors such as motivation, personality and gender have also been found to be linked to WTC (Hashimoto, 2002; MacIntyre, Baker, Clément, Conrod, 2001).

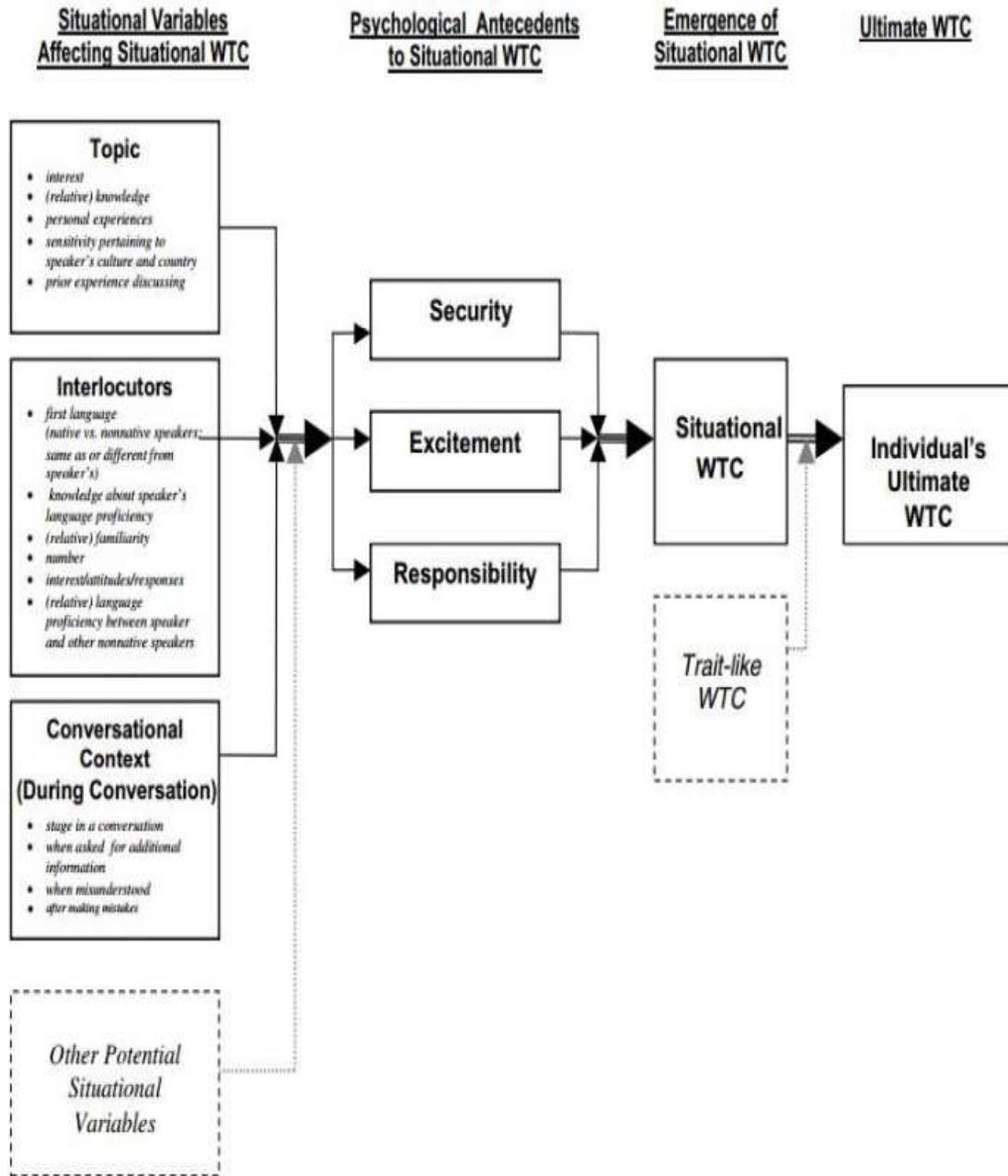


Figure 2. Preliminary construct of situational WTC (Kang 2005 p.288)

In this construct of situation model fig 2. (Kang 2005 p.288) attention should be paid to the layers of the construct as 'Situational Variables Affecting Situational WTC', 'Psychological Antecedents to Situational WTC', 'Emergence of Situational WTC' and 'Ultimate WTC'. Based on this construct, apart from the relevance of the topics, interlocutors and conversational context during conversation, there are also other potential situation variables, which affect situational WTC.

In addition, Kang divides the psychological antecedents to situational WTC into three sub-categories: security, excitement and responsibility. Based on this construct each of these variables interacts with the situational variables as well as each other. As a result of the interaction of these multiple variables there will occur situational WTC and eventually individual ultimate WTC.

2.5. Communication Apprehension (CA)

In regards to -Communication Apprehension there exists a range of definitions and one of the the most cited ones is as follows: Communication apprehension is an "individual level of fear or anxiety associated with either real or anticipated communication with another person or persons". (Mc. Croskey, 1993, cited in Richmond and Mc.Croskey, 1998, p.41). Moreover, Daly (1986, cited in Civikly, 1986,) "communication is critical to success in academic, occupational and social settings. Communication apprehension adversely affects this success" (p.21).

Based on the studies on communication apprehension it is indicated that its effects are diverse. McCroskey and McCroskey (2002 cited in Powell and Powell 2004, p.45) identified the following examples: internal discomfort, communication avoidance, communication withdrawal and over communication. A universal finding is that individuals with high communication apprehension experience internal discomfort and these feelings are frequently connected with fear and may range from a warm flush to terror. As a result of these negative states they try to avoid communication events, for example the oral reporting. If it is not possible to avoid giving oral statements, students may try to physically or psychologically withdraw, by saying, "I didn't do it" or "I don't know" and both these

strategies allows the student to step back from communication involvement. In addition to this, another effect may be over participating in communication. As a result of this, the individual concerns more with the quantity than quality of interactions. Seeing from above we notice that there exists reliable data that show the negative effects of communication apprehension, however its causes are quite controversial. Daly and Friedrich (1981, cited in Powell & Powell 2004, p.46) stated that communication apprehension might be caused by genetics, skill acquisition, modelling and reinforcement.

In regards to genetic theory, innate characteristics such as sociability, physical appearance, body shape and competence in motor skills play a role in WTC to a certain degree. However it is worth emphasizing that existing surrounding conditions dominate over the genetic inheritance. In relation to the next theory of skill acquisition, it should be stated that it involves the way in which there are acquired the social skills. The students who are communication apprehensive may lack skills such as language use, sensitivity to non-verbal communication and interaction management skills. As a result of this, students have difficulties fitting into the social interactions and this leads to non-development of new skills.

Daly and Friedrich (1981) state that in regards to the modelling theory, if a child is surrounded with communicatively apprehensive individuals then they will get as a model their behaviours. The most frequently advanced explanation of communication apprehension, according to Dale and Friedrich, is explained through the theory of reinforcement. According to this theory “an individual who continuously receives positive reinforcement for communication will not develop communication apprehension; conversely if a child is not encouraged to communicate a negative attitude may be developed about communication” (p.47).

Therefore, inborn characteristics should not be neglected, but if the surrounding conditions are appropriate and positive, the inherited characteristics will not play a significant role towards the person’s behaviour regarding communication. In addition to this, a lack of social skills is one of the most important causes of communication apprehension and this has been experienced pretty often in our classroom settings by both students and teachers.

2.6 Communication competence

Communicative competence can be defined as the, “adequate ability to pass along or give information; the ability to make known by talking or writing” (McCroskey & McCroskey, 1988 p. 109). Recent research relating to a person's willingness to communicate (McCroskey & McCroskey, 1986; McCroskey & Richmond, 1985 cited in Barraclough et al., 1988 p. 188) has pointed to the importance of a person's perception of her/his communication competence: “If people do not perceive themselves as competent, it is presumed they would be both more likely to be apprehensive about communicating and to be less willing to engage in communicative behaviour”.

In addition, according to these authors it is believed that a person's self-perceived communication competence will greatly have an effect on a person's willingness to initiate and engage in communication. ‘It is what a person thinks he/she can do not what he/she actually could do which impacts the individual's behavioural choices’. Furthermore, McCroskey & Richmond (1991, p.27) states that “the way an individual perceives her/his own communication competence is of primary concern”. They state that taking into account that most people learn from experience, there are many incompetent communicators in the world who think they are competent and proceed to communicate, much more willingly than those around them would prefer.

On the other side, there are also those individuals who have quite adequate communication skills, but who see themselves as less competent Therefore, they tend to be quite unwilling to communicate. So, according to these authors self-perceptions of competence, then, may have a strong influence on individuals' WTC.

Recently, more and more works are focusing on communication skills. Research has shown a significant relationship between self-perceived communication competence and WTC. The research of McCroskey & McCroskey (1986 a,b cited in McCroskey & Richmond 1991, p. 27) with U.S. college students has observed a very closed correlation between these two. Based on their report regarding the results, they put forward the argument that ‘self-perceived communication competence may be more associated with both WTC and volitional

communication behaviour than is actual communication skill'. In addition, they state that 'Since the choice of whether to communicate is a cognitive one, it is likely to be more influenced by one's perceptions of competence (of which one usually is aware) than one's actual competence (of which one may be totally unaware)'

2.7. Second language proficiency

Regarding the relation of second language proficiency with the willingness to communicate, many studies have been conducted and the results are as follows. Alemi, M., Daftarifard, P., & Pashmforoosh (2011) in their study attempted to answer whether language proficiency influenced the Iranian university students' WTC. Language proficiency was used as fixed factor in this analysis; WTC inside and outside the classroom was used as two within-subject variables and skills as four between-subject variables.

The result of the study show that learners' willingness to communicate outside and inside the classroom is different across the spectrum of language proficiency. They found mixed results concerning the location of WTC across language proficiency. In other words, the ones with lower language proficiency have higher willingness to communicate outside the classroom, whereas those with higher language proficiency have higher willingness to communicate in the classroom.

Another interesting fact that this study revealed is that learners with higher language proficiency are more communicative inside the classroom than those with lower language proficiency, whereas they are less communicative than those with lower language proficiency outside the classroom. Regarding the result of their study the authors presume that perhaps those with higher language proficiency get more supports from the teacher inside the classroom and that is why they are more communicative and confident in communication. As a conclusion of their study, the authors recommended having more supportive teachers who would encourage learners to be more communicative in class and in this way increase the willingness to communicate.

Baker and MacIntyre (2000) argue that it is learners' perceptions of competence that will affect learners' willingness to speak rather than their actual ability. There have not yet been a large number of studies that inquire into how learners' willingness to speak, and so ultimately their language production might affect their language skills. Moreover, the role of L2 production and interaction in L2 development is not clear-cut. However, according to some studies it seems that it may facilitate language acquisition (e.g., Gass, Mackey, & Pica, 1998 cited in Nagy 2007, p.59) therefore it is reasonable to suppose a positive relationship between language proficiency and L2 WTC. According to Nagy (2007.p.59) it might be thought that if

Language learners have linguistic means to communicate their ideas or obtain information, there is no reason why they should not do so. In addition, if learners do not have adequate language skills it does not come as a surprise that they will be reluctant to speak up in the target language. On the other hand, on some occasions and under certain circumstances proficient L2 learners may be unwilling to speak in the target language.

In relation to the connection between L2 WTC and the linguistic outcomes of foreign language learning only one study was conducted (Yashima et al., 2004). The research was carried out in Japan, with Japanese adolescent learners of EFL as participants. In the study, L2 proficiency was measured objectively by using a standardized language test (TOEFL 60 ITP); however, no significant correlation was found between the TOEFL scores and the communication or motivational variables.

2.8 The effect of Gender on willingness to communicate

It is evident that gender might have influence on L2 communication. Gardner (1985 cited in Macintyre et.al 2002 p. 542) mentions "few studies that show that girls have more positive attitudes toward language learning and according to him attitudinal differences might be responsible for obtained sex differences in achievement". In addition, (Clark & Trafford, 1995 cited in Macintyre et.al 2002 p. 542) modern languages seem to be perceived as a "traditionally 'female' subject".

In regards to this, Worrall and Tsarna (1987 cited in Macintyre et.al 2002 p. 542), stated that teachers' self-reported practices suggest a pattern that would favour girls over boys in the language classroom and in their study they found that, "regardless of teacher sex, English and French teachers reported having higher expectations of girls than of boys, giving girls more academic advice than boys, and providing girls with more career encouragement than boys". On the other side, in relation to the effect of the gender on Willingness to Communicate, Afghari and Sadeghi (2012) proved the opposite of the Gardner's findings (2008), which indicate that "females are significantly more prone to experiencing anxiety than young men" (p. 61). According to the findings of this study, there was not showed any noteworthy difference between male and female learners in their rate of communication apprehension.

Wright (1999) in his study found that in a sample of Irish adolescents learning French, girls had more positive attitudes than boys toward learning and speaking French. According to him, when sex, school type, perceived in-school influences on attitudes, and perceived out-of-school influences on attitudes were entered into a regression analysis, sex emerged as the strongest predictor of attitudes toward speaking French. Regarding gender, Baker and MacIntyre (2000 cited in Afghari and Sadeghi 2012 p. 52) stated that "boys prefer L2 communication outside of class, whereas girls prefer in-class communication, and effect sizes for sex and for interactions involving sex as an independent variable are small.

Furthermore, previous research has shown that gender has an impact on the level of willingness to communicate. For example, Fulmer (2010) argues that men and women slightly differ in the degree of willingness to communicate in the workplace, with men being more willing to communicate. However, despite the fact that there has been conducted a lot of research which attempted to uncover gender differences in conversational power displays, the findings have been somewhat contradictory (Anderson & Leaper, 1998 cited in Afghari & Sadeghi 2012 p. 52).

2.9 Culture on willingness to communicate

Culture is another variable that impacts willingness to communicate. The supposed impact of culture on willingness to communicate would be expected to operate more at a trait than a situational level. Although communication exists in all human cultures and subcultures, communication norms are highly variable as a function of culture. Thus, according to Booth-Butterfield (1990 p. 31) "one's communication norms and competencies are culture-bound".

Based on some recent studies, it is indicated that United States college students are significantly more willing to communicate than are similar students in Australia (Barraclough, Christophel, & McCroskey, 1988) and Sweden (Daun, Burroughs, & McCroskey, 1988). Some cultures are seen as quiet while others are characteristically talkative. Moreover, Booth-Butterfield (1990 p. 31) state that "Although mean willingness may differ substantially from culture to culture, we would still anticipate major variations among people in any given culture, no matter how homogeneous that culture might be".

Moreover, culturally divergent people have many similarities with people who have deficient communication skills. Given the fact that they do not know how to communicate effectively they tend to be much less willing to communicate at all in order to avoid failure and possible negative consequences. Therefore, according to Booth-Butterfield (1990) cultural divergence is seen as being highly related to WTC if a person regularly resides in a culture different from her/his own.

2.10 Motivation and Willingness to communicate

Another factor that is considered to predict WTC is motivation. 'Psychologists have long been interested in what makes people pursue their goals (e.g., Baróczyk & Séra, 1970; Csikszentmihalyi, 1991; Kozáki, 1980; Nagy, J, 1995; 1998; Pintrich & Schunk, 1996). "Empirical research has shown that besides language learning aptitude, which is a cognitive factor, (e.g., Carroll, 1990; 1993; Gardner & MacIntyre, 1992; Harley & Hart, 1997; Ottó,

1996; Skehan, 1991, 1998) the second best predictor of L2 proficiency is language learning motivation (e.g., Dörnyei, 1998, 2001; Gardner, & MacIntyre, 1993a; McGroarty, 2001; Spolsky, 2000' cited in Nagy, 2007 p.18). Furthermore, according to the view of Gardner (1985, p. 10 cited in Nagy, 2007); language learning motivation is “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”.

The relationship between language learning motivation and willingness to communicate is a complex one. Concerning motivation, Gardner and Lambert (1959) developed an approach that has influenced various studies in L2 motivation to the present day. According to this approach there is a distinction between integrative motivation and instrumental motivation. Integrative motivation is positive attitudes toward the target language group and a willingness to integrate into the target language community, whereas instrumental motivation refers to practical reasons for learning a language, such as to gain social recognition or to get a better job.

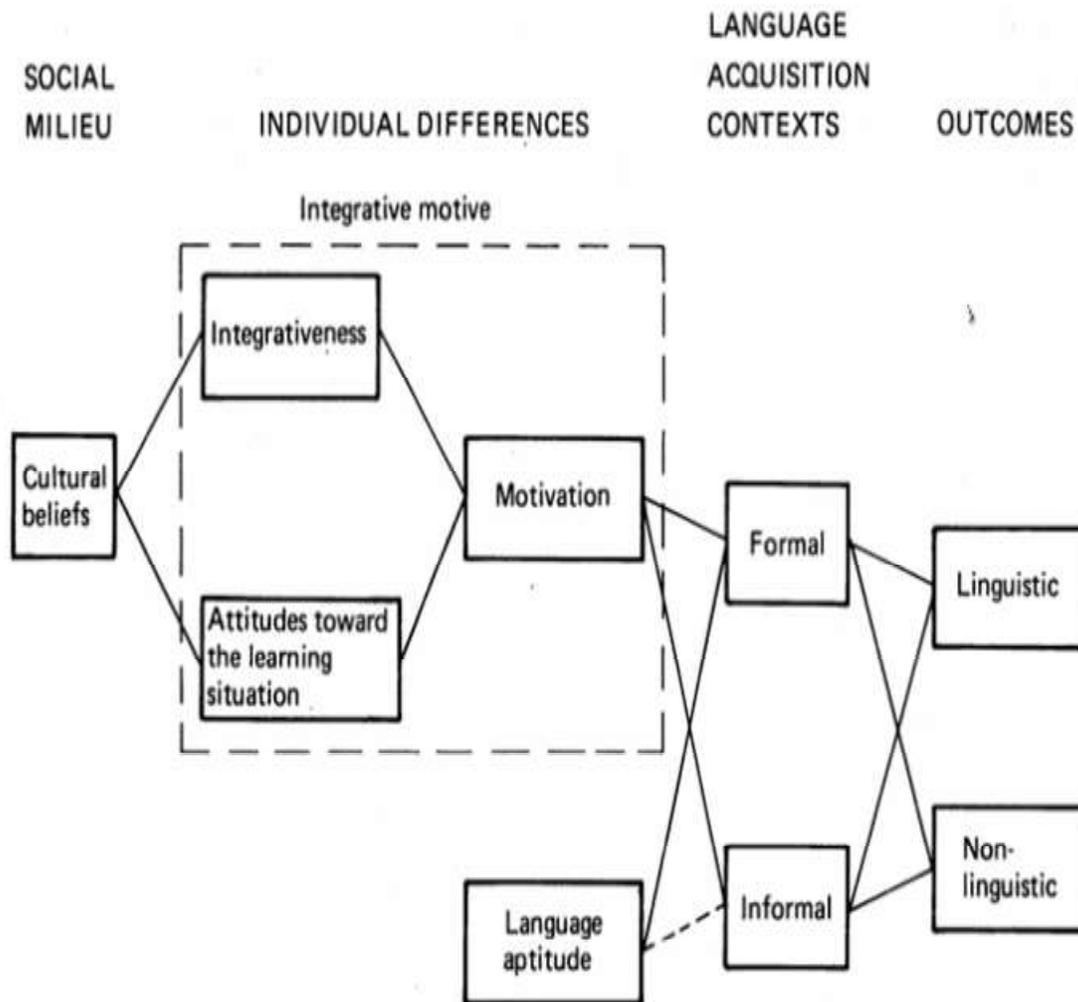


Figure 3. Gardner's socio-educational model (Gardner & Lalonde, 1985)

In Gardner's socio-educational model of SLA, motivation is conceptualized as a complex of variables, specifically "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (Gardner, 1985, p. 10). Based on this model it is proposed that the individual's motivation to learn a second language has a direct effect on L2 achievement and is purportedly influenced by a number of other social psychological variables. Motivation in this model is supported by two affective components; integrativeness and attitudes toward the learning situation, and the complex of such attitudes and motivation reflects an integrative motive that promotes language learning.

Gardner's theory took the position that 'learners' attitudes toward the target language group affect their success in learning the target language' (Baker & Macintyre, 2000, cited in Hashimoto 2002). Others held that integrative motivation is more influential than instrumental motivation. According to Hashimoto (2002 p.33) 'early studies that were done in connection with Gardner's theory supported the importance of the integrative over the instrumental motivation while the results found in other studies were contradictory'. In regards to these contradictory results Clément and Kruidenier (1983 cited in Hashimoto p.33) proposed that they could be traced to two factors. Based on their proposal, "it is difficult to draw a clear line between instrumental and integrative motivation, and second the relationship between orientations and achievement in a second language might vary depending on the context in which the learning takes place".

When speaking about motivation and willingness to communicate there are significant studies that investigated the connection between learners' readiness to speak and their motivation. According to the findings of the studies it is indicated that the two constructs are significantly related. In an EFL setting in Japan, Yashima et al. (2004) found that the more motivated students were to learn English the more willing they were to speak in the target language. Similarly, Hashimoto (2002) found that the motivation of ESL learners in Honolulu was a positive indicator of their WTC.

From the studies it can be concluded that learning context may have an effect on the strength of the relationship between motivation and willingness to communicate. In the cases where learners have more opportunities for interactions with members of the target language community, they will develop stronger instrumental and integrative motivation. As a result of this there will be an even stronger influence on their willingness to speak or vice versa. Nevertheless, according to some studies there are learners who are keen on learning a language and have positive attitudes towards the target culture and its members but they may not be eager to speak in the target language. MacIntyre et al. (1998, p. 553) point out that "motivation for language learning may take the form of WTC, but not necessarily so, as certain learners may opt for silent ways' of studying such as reading books or listening to music".

2.11 Attitude of the learners

Another significant contributing factor to the development of WTC is the learner's attitude. "Attitudes represent language learners' beliefs and feelings towards the target language, its speakers, its culture, the social value of learning the target language, and towards themselves as members of their own culture" (Ellis, 1994, p. 198 cited in Nagy 2007, p.28). McIntyre & Charos, (1996) suggest that if a person has a positive attitude toward learning the second language he or she may be more willing to use it in the future.

Studies that have been conducted in this field illustrated a direct and/or indirect relationship between WTC and attitude. Despite the fact that Yashima (2002) indicates a 'direct relation between students' WTC and their attitude toward international community in the EFL (English as a Foreign language) context, in the ESL (English as a Second Language) context, Clement et al. (2003 cited in Dourakshhan et al., 2011 p. 57) show an indirect relation through linguistic self-confidence between WTC and attitude toward the other language group'.

Furthermore, according to Nagy (2007 p.21) "the general attitudes of the learners towards the target language group will influence their motivation to learn the language and as a result of this it is very likely that their level of proficiency will be affected". On the other side, according to Ellis (1994 cited in Nagy 2007, p.28) under certain circumstances, negative attitudes may also promote the L2 language learning process. For instance, learners may have very strong instrumental motivation for learning the target language and may be successful in doing so, despite their negative perception of its speakers and culture (e.g., Inbar, Donitsa-Schmidt, & Shohamy, 2001 cited in Nagy 2007, p.28).

2.12 L2 WTC in immersion and non-immersion contexts

Taking into account the fact that the nature of L2 WTC is dynamic, it is reasonable to presume that “the shape of WTC may change as learners move from one learning context to another” (Ortega, 2009, p. 204) and that the factors that influence WTC are not fixed but they depend on the context. In regards to this, it is worth reviewing the differences of the major antecedents of L2 WTC between immersion and non-immersion contexts.

Regarding the differences between immersion students and non-immersion students, Baker and MacIntyre (2000) and MacIntyre et al. (2003) found clear distinctions. Based on the study of Baker and MacIntyre (2000), the Anglophone students from a French immersion program in Canadian high schools had a higher degree of L2 WTC, which correlated with lower communication anxiety, higher perceived communicative competence, and higher frequency of communication in the L2, compared with the non-immersion students. In their study they mention that “Among the non-immersion students, perceived competence was strongly correlated with willingness to communicate, but among the immersion students, communication anxiety correlated most strongly with willingness to communicate” (Baker & MacIntyre, 2000, p. 311).

When explaining this difference, Baker and MacIntyre (2000 cited in Furuta 2011, p. 4) attributed this to the learning contexts: the non-immersion students, who had fewer speaking opportunities and therefore less communicative competence than the immersion students, perceived communicative competence as a key predictor of their L2 WTC. In contrast, in the immersion context (i.e., a high-use L2 environment) the students are likely to have developed a higher level of communicative competence, which leads to anxiety correlating more strongly with L2 communicative confidence.

Moreover, MacIntyre et al. (2003) paid attention to the effects of prior immersion experience on L2 WTC. In their study they reported that the two key variables identified as underlying WTC by the previous studies, communication apprehension and perceived competence, played different roles, depending on the learning contexts: among the

Anglophone college students learning French in Canada who had prior French immersion or intensive learning experience, “WTC is predicted by communication apprehension but not by perceived competence” (MacIntyre et al. 2003 cited in Furuta 2011, p.4), whereas the reverse was the case with the students who had traditional French-as-a-second-language experience.

Therefore, it can be claimed that L2 WTC and L2 use is not affected only by the individual difference factors L2 communication but is influenced also by the social and contextual factors.

2.13 Conclusion

As was noticed above, the purpose of most language programs is to equip learners to communicate in the target language. The origin of the WTC is related to the first language (L1) communication and it was first used to measure the speaker's tendency to approach or avoid starting communication. Although the WTC construct was originally applied in a L1 communication context, it is now a “necessary part of becoming fluent in a second language, which is the ultimate goal of many L2 learners”. Concerning if the willingness to communicate is a personality trait-like or situational state-like construct, it was indicated that it is true that the personality plays a dominant role in engaging voluntarily in the type of communicative situations, however, there are many authors who perceive situational variables as more determining factors.

Another fact that was mentioned is that according to studies conducted two of the strongest predictors of WTC are communication anxiety and perceived communication competence. Communication apprehension refers to the predisposition to avoid communication if possible, or suffer from a variety of anxiety-type feelings when forced to communicate. It is believed that a person's self-perceived communication competence will greatly affect a person's willingness to initiate and engage in communication. Another conclusion that was mentioned is that if learners do not have adequate language skills it does not come as a surprise that they will be reluctant to speak up in the target language. Concerning the role of the gender on willingness to communicate, a lot of research

attempted to uncover gender differences. Nevertheless the findings have been rather contradictory. Furthermore, it was noticed that the role of the culture on willingness to communicate is not insignificant.

In addition, motivation and attitude play a significant role on WTC. When discussing WTC in immersion and non-immersion contexts, we noticed that L2 WTC and L2 use is not affected only by the individual difference factors L2 communication is influenced also by the social and contextual factors. Finally, the only study that was conducted on the topic of this literature review indicated there was no significant correlation between English WTC and English communication apprehension. In addition, the results of this study showed no significant correlation between communication apprehension and self-perceived competence in both male and female learners and in their rate of communication apprehension.

3. Chapter III Recent Studies

Chapter three gives an overview of three recent studies whose focus was to investigate the difference in WTC between male and female English major students, Impact of Learner Variables in L2 English and relationship between willingness to communicate (WTC) and emotional intelligence (EI) among EFL learners.

In the field of second language acquisition there are multiple studies, however in regards to the effect of gender and language proficiency there are not very many significant studies to which we could refer. At least, this can be stated only for the published studies because there always exist the possibility of studies that have been conducted in this field but have not been published. In addition, it should be mentioned that none of these published studies were conducted in Balkans, let alone in my home country, Kosovo.

One of the specific studies which have been conducted in this field, respectively a study which looked into the effect and gender and the second language proficiency on WTC, is the one conducted by Afghari & Sadeghi in 2012.

3.1 Afghari & Sadeghi 2012

In this study, the authors aimed to investigate the difference in WTC between male and female English major students at Khorasgan University, Iran.

The participants of this study were made up of one hundred English major junior students of the two universities of Islamic Azad University of Khorasgan and Isfahan University. Taking into account the fact that the study focused on the gender differences in WTC, perceived competence and communication apprehension, according to the authors it was necessary to select at least 20 male and 20 female students. All the below-mentioned questionnaires used in this research study were adopted from McCroskey (1992) and according to authors they were translated into Persian and validated (Afghari & Sadeghi 2012, p.53).

Based on the study conducted by these two authors (Afghari & Sadeghi 2012), the first questionnaire that was administered to the students was the one called “the willingness to communicate (WTC) questionnaire” which consisted of 20 items on a Likert scale. Based on this questionnaire students were asked to state how willing they are to initiate and continue a conversation in each situation (from 0 to 100%). The other questionnaire is “the communication apprehension questionnaire” consisted of 24 items concerning feelings about communicating with others. The students were asked to indicate the degree to which each statement applies to them by using Likert scale. The last questionnaire is “the self-perceived communication competence scale” which was developed to obtain information concerning how competent people feel they are in a variety of communication contexts and with a variety of types of receivers (p.53).

The data from the questionnaire were analyzed by using SPSS software. The scores on OPT were categorized so that the three groups of low, intermediate, and highly proficient students were selected. The data obtained from the questionnaires were scored on the basis of guidelines available on Gardner's website. Firstly, the alpha Cronbach for the questionnaires was computed and then a comparison was made and the relations between the variables were identified using t-test and ANOVA. In relation to the research questions, the authors formulated three null hypotheses, and based on the data gained from the questionnaire the authors notably rejected all three null hypotheses.

In regards to the first null hypothesis; namely, there is no difference between male and female English major learners in WTC, no significant difference was found between male and female learners in their WTC. The results of the t-test showed that there was no significant difference between male and female learners in their rate of communication apprehension. Regarding the third null hypothesis proposing that there is no difference between males and females in their perceived competence, the results showed no significant difference between male and female students in their English and Persian perceived competence.

Based on the discussion of the authors concerning this study, while previous studies by McCroskey and Charos (1996) showed high correlation between L2 WTC on the one hand and communication apprehension and perceived competence on the other, the results of this study indicated high correlation between English WTC and perceived competence. The correlation was statistically significant. Nevertheless, there was no substantial correlation between English WTC and English communication apprehension (p.60).

In addition, the current study showed no significant correlation between willingness to communicate and the rate of communication apprehension and according to the authors this is contrary to the findings of the study by Aida (1994), Kitano (2001), and Horwitz et al. (1986). These studies had revealed that the students with high anxiety were afraid of speaking in the target language and became nervous when speaking it.

Moreover, the results of this study showed no significant correlation between communication apprehension and self-perceived competence in both male and female learners in contrary to the study conducted by Kitano (2001), which showed correlation between anxiety and self-perception in male students. Finally, the findings of this study showed no significant difference between male and female learners in their rate of communication apprehension regardless of findings, which indicate that females are significantly more disposed to experiencing anxiety than young men.

In a conclusion of their study, the authors assert that taking into account the fact that some of the obtained results are inconsistent with what has been achieved in other situations it can be concluded that there are many psychological, social, and cultural factors affecting willingness to communicate, communication apprehension, and perceived competence. In addition, the findings of this study do not support the results obtained in other studies in this field and it is obvious that there are many variances are at work in the issue of language learning. Based on the conclusion of the authors, the combination of these variances and the magnitude of their effects are of prime importance in research in the area of EFL (p.61).

3.2 Alemi et al. (2013)

Alemi et. al (2013) conducted a study related to willingness to communicate in L2 English: Impact of Learner Variables. The participants of the study were 431 (201 male and 230 female) students who were studying English as a foreign language in private language institutes. The participants included students at two levels, namely intermediate and advanced based on the levels specified by the institutes. The participants were divided into three groups in terms of their majors such as art, science, and mathematics/engineering language centres.

In order to measure students' willingness to communicate the authors utilized McCroskey's (1992) questionnaire. This questionnaire assessed language learners' willingness to communicate in English through 12 items in terms of three types of receivers, namely friends, acquaintances, and strangers in four situations including public speaking, talking in group, group discussion, and interpersonal conversation. (p. 46). The percentage of the time that the participants of the current study would be willing to communicate in each case ranged from 0% to 100%. At the end of the questionnaire, some demographic questions were proposed. The participants indicated their age, gender, major, proficiency level, whether they had been abroad and communicated with English speaking people, their length of studying English, and their personality type.

The data collected from the questionnaires were processed using the Statistical Package for Social Sciences (SPSS) version 16.0 to analyse the descriptive statistics of the questionnaires. In addition to descriptive statistics, a One-Way ANOVA and an independent samples *t*- test were also run to determine the effects of each learner variable such as gender, major, age, proficiency level, length of studying, being abroad and communicating with foreigners, and personality types on the L2 WTC among EFL learners.

Taking into account the fact that in this present study we are concentrating on the effect of the variable of gender and second language proficiency on willingness to communicate we

are going to present here only the findings of Alemi et al. study related to these two variables.

According to the authors, unlike the previous studies (MacIntyre et.al 2002, Donovan & MacIntyre 2004 and Livingston 2007 cited in Alemi et al. 2013 p. 48), which indicated that gender had an effect on the learners' communication behaviour, in relation to the participants of this study gender did not play any significant role in the WTC. Furthermore, the authors also state that the results of the current study are not consistent with the studies conducted by Briton and Hall (1995) and Livingston (2007), who suggested that female language learners are expected to be more expressive, that is, they talk more about themselves, their problems, their life experience and even about their future plans. In other words, based on the results of this study there are no significant difference among the males and the females.

As it concerns that other variable, language proficiency, it is worth mentioning that according to the study of these authors, advanced students were more willing to initiate communication in second language than the intermediated ones. The authors make a comparison between the results of this study with the ones of Alemi, Daftarifard, and Pashmforoosh (2011). According to them while Alemi et al. found lower proficient learners had higher level of WTC, the findings of the present study “revealed that more proficient learners, that is, advanced students, due to the higher perceived communication competence and lower level of anxiety, were more willing to communicate and initiate conversation than intermediate ones with lower proficiency” (p.52).

In addition, authors state that the results obtained from this study agree with those of Liu and Jackson (2009), whose study with Chinese EFL learners and their results may be due to the fact that the less proficient learners value their interpersonal interaction and speech communication less than the more proficient learners do. Furthermore, the authors also mention the results of Matsuka's (2004) study, which are also related to the abovementioned investigation in terms of determining the relationship between WTC and proficiency level. According to the findings of Matsuka's study, it is indicated that perceived competence and L2 WTC were significant predictors of language proficiency in general.

3.3.Tabatabaei & Jamshidifar (2013)

The primary goal of this investigation was to explore the existence of any possible relationship between willingness to communicate (WTC) and emotional intelligence (EI) among EFL learners. In this study the questions posed and investigated were concerned with if there is any significant relationship between EFL learners' emotional intelligence and their sense of Willingness to Communicate and if gender has any effect on the relationship between emotional intelligence and WTC. The participants of this research consisted of 60 (30 males; 30 females) Iranian EFL learners aged between 19 and 34 years old attending two separate branches of Sadr English centre at intermediate level. The data for the research were gathered using the modified version of Likert-type WTC questionnaire developed by MacIntyre, Baker, Clement, and Conrod (2001) and ninety item Emotional Intelligence Inventory from Bar-On (1980) assessing EI.

The findings of the study revealed that the EI profile of learners had a significant correlation with their willingness to participate in L2 communication and that the link between EI and WTC was affected by gender. In general, according to the results of the study, as learners' EI increased, so did their willingness to use the L2 in class. To determine the role of learners' EI in their WTC, the authors applied Pearson product-moment correlation to the data. Based on this analysis the emotional intelligence had significant relationship with WTC and one with higher emotional intelligence is more successful in his or her communication.

As it concerns the other questions, if the gender has any effect on the relationship between emotional intelligence and WTC it was found that the females with higher emotional intelligence are more successful in their communication. In other words, female students' EI tends to show a higher relationship with WTC.

3.4 Conclusion

From the above-mentioned recent studies it can be concluded as follows. On the first mentioned study, Afghari & Sadeghi 2012, according to the authors it can be concluded that there are many psychological, social, and cultural factors affecting willingness to communicate, communication apprehension, and perceived competence. Furthermore, they state that the findings of this study do not support the results obtained in other studies in this field and it is obvious that many variances are at work in the issue of language learning. Based on the conclusion of the authors, the combination of these variances and the magnitude of their effects are of prime importance in research in the area of EFL (p.61).

In regards to the next study presented, Alemi et al., the authors state that the obtained results from this study go along with those of Liu and Jackson (2009) with Chinese EFL learners and their results may be due to the fact that the less proficient learners value their interpersonal interaction and speech communication less than the more proficient learners do. According to the findings of this study there is indicated that perceived competence and L2 WTC were significant predictors of language proficiency in general.

The above-mentioned last recent study Tabatabaei & Jamshidifar (2013) found that as learners' EI increased, so did their willingness to use the L2 in class. To determine the role of learners' EI in their WTC, the authors applied Pearson product-moment correlation to the data. Based on this analysis, the emotional intelligence of the learner had a significant relationship with WTC, and that someone with higher emotional intelligence is more successful in his or her communication. Regarding the other questions, if gender has any effect on the relationship between emotional intelligence and WTC, it is that the females with higher emotional intelligence are more successful in their communication. In other words, female students' EI tends to show a higher relationship with WTC.

4. Chapter IV Research Methodology

This chapter covers the methodology of this thesis. In this chapter, the pilot study (questionnaire) and the main study with all the instruments are described in detail. In the part of main study, the research questions, instruments, participants, materials, procedures and detailed description of the instruments are presented.

4.1. Pilot study

According to Polit et al. (2001 p.467) a pilot study can be used as a “small scale version of trial run in preparation for a major study”. In addition, Baker (1994) noted that “a pilot study is often used to pre-test or try out a research instrument (pp.182-183). Furthermore, according to Baker a sample size of 10-20% is a reasonable number of participants to consider enrolling in a pilot. Therefore, taking into consideration that the number of participants who will participate in the main study respectively for the questionnaire will be 300 hundred students (150 males and 150 females) 64 students were selected (32 males and sixteen females) for the pilot study which is around 20% of the total number of participants.

4.1.1 Analysis and comparison of the results

Results from the gender

The questionnaires used for the pilot study were distributed to the students of upper secondary schools of Gjilan town and they were analysed. The questionnaire used to measure the scale of willingness to communicate was adapted from Macintyre et al., 2001.

The questionnaires with the results from the pilot study are attached as the annex.

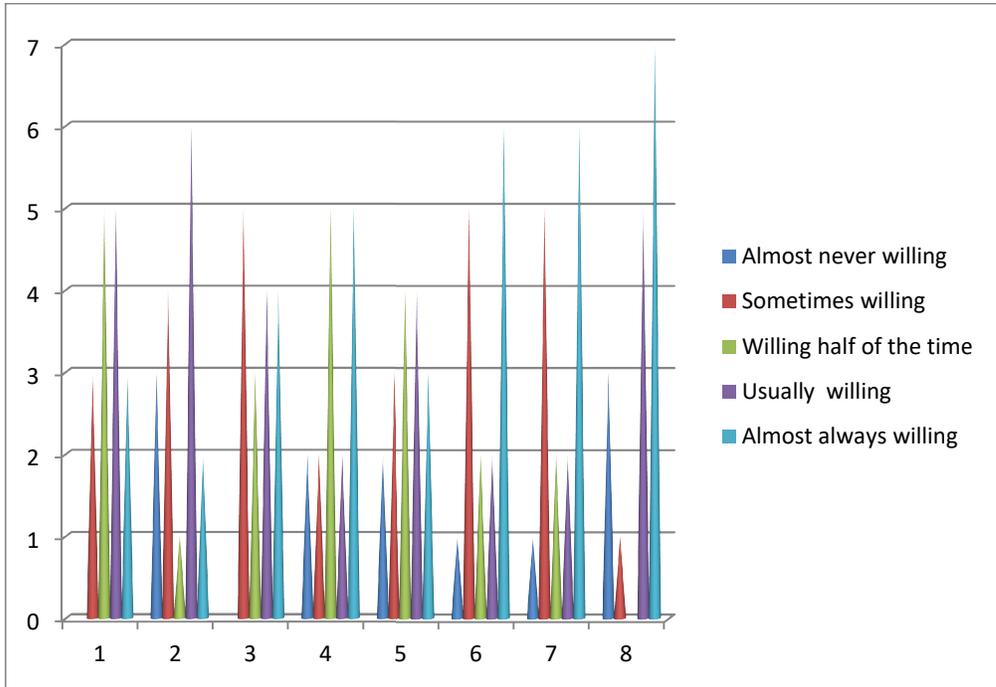


Table 4.1.1 : Results from the speaking skills (females)

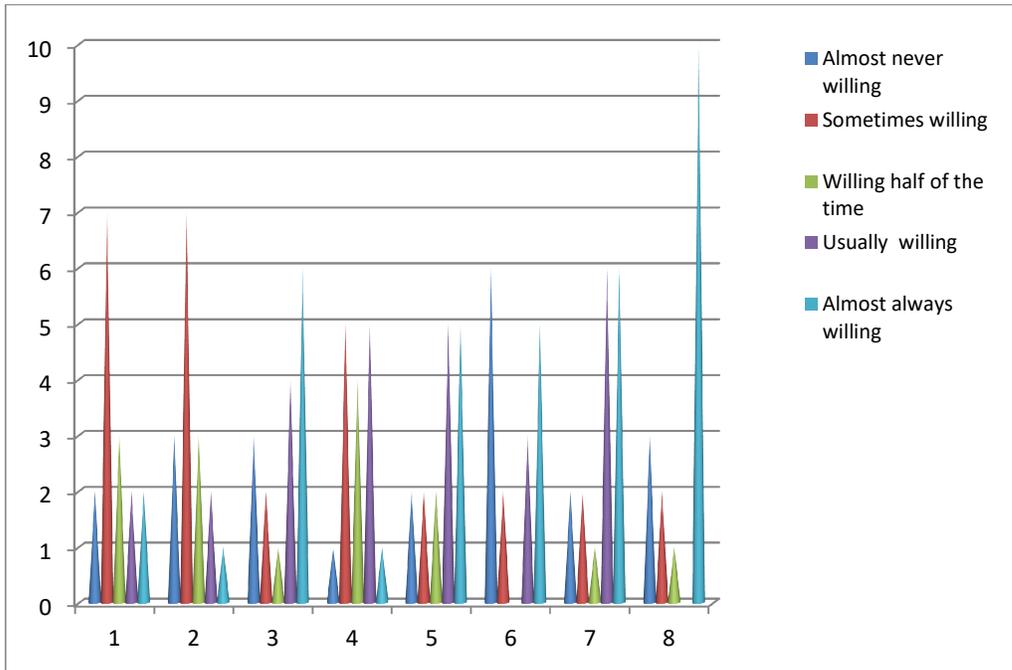


Table 4.1.2 : Results from the speaking skills (males)

From the tables above 4.2.1 and 4.2.2 it can be noted that regarding the first statement on willingness to “*speaking in a group about your summer vacation*” 3 female students out of 16 (or 18%) responded that they are sometimes willing to speak; 5 female students (or 32%)

responded that they are willing half of the time; 5 female students (or 32%) responded that they are usually willing to communicate and 3 students (or 18%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 2 out of 16 male students (or 12%) responded that they are almost never willing to speak; 7 out of 16 male students (or 43%) sometimes willing to speak; 3 out of 16 male students (or 18%) responded they are willing half of the time; 2 student (or 13%) responded that they are usually willing to communicate and two students (or 12%) responded that they are almost always willing to communicate.

On the second statement "*Speaking to your teacher about your homework assignment*" 3 out of 16 female students (or 18%) responded that they are almost never willing to speak; 4 female students (or 25%) responded that they are sometimes willing to speak; 1 student responded that she is willing half of the time; 6 out of 16 female students (or 37%) responded that they are usually willing to communicate and 2 students (or 12%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 3 out of 16 male students (or 18%) responded that they are almost never willing to speak; 7 out of 16 male students (or 43%) sometimes willing to speak; 3 out of 16 male students (or 18%) responded they are willing half of the time; 2 out of 16 male students (or 13%) responded that they are usually willing to communicate and 1 male students (or 6 %) responded that he is almost always willing to communicate.

On the third statement "*A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first* " 5 out of 16 female students (around 31%) responded that they are sometimes willing to speak; 3 out of 16 female students (around 19%) responded they are willing half of the time; 4 out of 16 female students (around 24%) responded that they are usually willing to communicate and 4 students (24%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 3 out of 16 male students (around 19%) responded that they are almost never willing to speak; 2 out of 16 male students (or 12%) sometimes willing to speak; 1 student (or 6%) responded he is willing half of the time; 4 out of 16 male students (or 25%) responded that they are usually willing to communicate and 6 male students (37%) responded that they are almost always willing to communicate.

On the fourth statement "*You are confused about a task you must complete, how willing are you to ask for instructions/clarification*" 2 out of 16 female students (around 12%) responded that they are almost never willing to speak; 2 students (or 12%) responded that they are sometimes willing to speak; 5 students (around 32%) responded they are willing half of the time; 2 students (or 12%) responded that they are usually willing to communicate and 5 students (or 32%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 1 student (or 6%) responded that he is almost never willing to communicate; 5 students (or 32%) sometimes willing to speak; 4 students (or 24%) responded they are willing half of the time; 5 out of 16 male students (or 32%) responded that they are usually willing to communicate and 1 student (or 6%) responded that he is almost always willing to communicate.

On the fifth statement "*Talking to a friend while waiting in line*" 2 out of 16 female students (or 12 %) responded that they are almost never willing to speak; 3 students (or 18%) responded that they are sometimes willing to speak; 4 out of 16 female students (or 25 %) responded they are willing half of the time; 4 students (or 25%) responded that they are usually willing to communicate and three students (or 18%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 2 out of 16 male students (or 13%) responded that they are almost never willing to speak; 2 students responded that they are sometimes willing to speak; 2 students responded they are willing half of the time; 5 out of 16 male students (or 32 %) responded that they are usually willing to communicate and 5 male students (or 32%) responded that they are almost always willing to communicate.

On the sixth statement "*How willing would you be to be an actor in a play*" 1 student responded that she is almost never willing to speak; 5 out of 16 female students (or 32%) responded that they are sometimes willing to speak; 2 students (or 12%) responded they are willing half of the time; 2 students (or 12%) responded that they are usually willing to communicate and 6 students (or 37%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 6 out of 16 male students (or 37%) responded that they are almost never willing to speak; 2

students (or 12 %) sometimes willing to speak; no student responded that they are willing half of the time; 3 out of 16 male students (or 18%) responded that they are usually willing to communicate and 5 male students (or 37%) responded that they are almost always willing to communicate.

On the seventh statement "*Describe the rules of your favourite game*", 1 student responded that she is almost never willing to speak; 5 out of 16 female students (or 32%) responded that they are sometimes willing to speak; 2 students (or 12%) responded they are willing half of the time; 2 students (or 12%) responded that they are usually willing to communicate and 6 students (or 37%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 2 out of 16 male students (or 13%) responded that they are almost never willing to speak; 2 students (or 13%) sometimes willing to speak; 1 student responded they he is willing half of the time; 6 male students (or 37%) responded that they are usually willing to communicate and 6 male students (or 37%) responded that they are almost always willing to communicate.

On the eighth statement "*Play a game in English*" 3 out of 16 female students (around 18%) responded that they are sometimes willing to speak; 1 female student (or 6%) responded that she is willing half of the time; 5 out of 16 female students (around 32%) responded that they are usually willing to communicate and three students (18%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 3 out of 16 male students (or 18%) responded that they are almost never willing to speak; 1 male students responded that he is sometimes willing to speak; no student responded that he is willing half of the time; 5 student (or 32%) responded that that they are usually willing to communicate and seven male students (or 44%) responded that they are almost always willing to communicate.

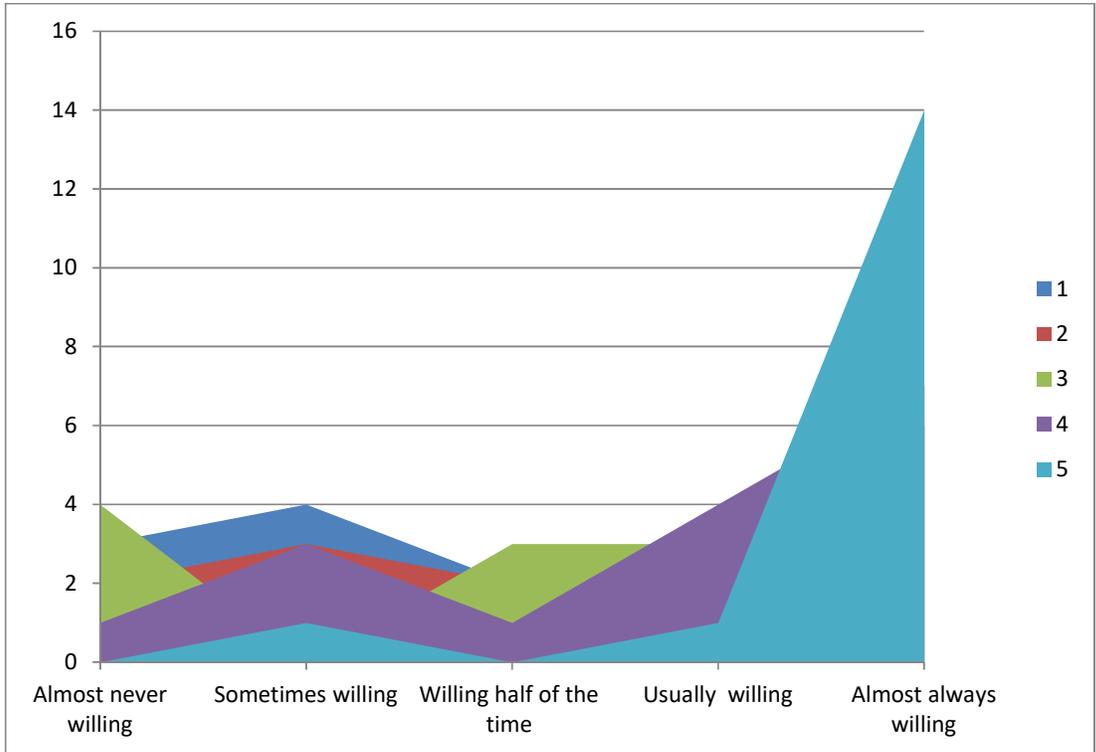


Table 4.1.3: Results from the comprehension (females)

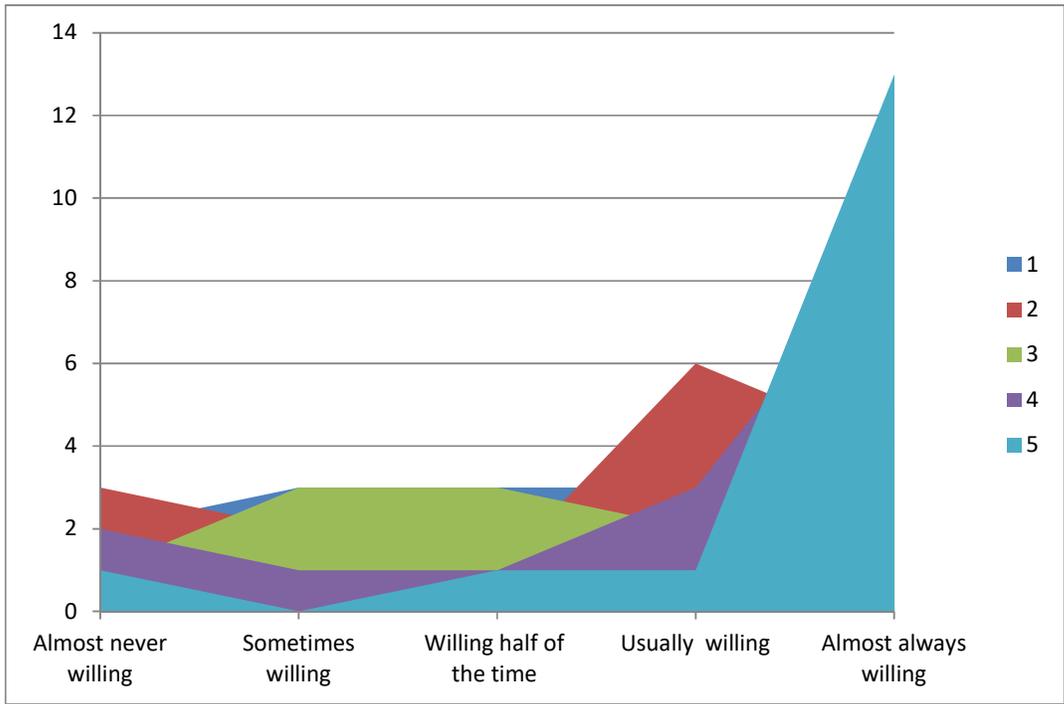


Table 4.1.4: Results from the comprehension (male)

From the tables 4.2.3 and 4.2.4 above it can be noted that regarding the first statement on willingness to *“Listen to instructions and complete a task ”* 3 out of 16 female students (or 18%) responded that they are almost never willing to speak; 4 (or 25%) students responded that they are sometimes willing to speak; 2 students (or 12%) responded they are willing half of the time; 1 student responded that they are usually willing to communicate and 6 female students (or 37%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 2 out of 16 male students (or 13%) responded that they are almost never willing to speak; 3 male students (a or 18%) sometimes willing to speak; 3 students (or 18%) responded they are willing half of the time; 3 male students (or 13%) responded that they are usually willing to communicate and 5 male students (or 37%) responded that they are almost always willing to communicate.

On the second statement *“Bake a cake if instructions were not in Albanian”* 2 out of 16 female students (or 12 %) responded that they are almost never willing to speak; 3 students(or 18%) responded that they are sometimes willing to speak; 2 female students (or 12 %) responded they are willing half of the time; 2 students (or 12%) responded that they are usually willing to communicate and 7 students (46%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 3 out of 16 male students (or 18%) responded that they are almost never willing to speak; 2 male students (or 12%) sometimes willing to speak; 1 student responded that he is willing half of the time; 6 male students (or 37%) responded that they are usually willing to communicate and 4 male students (or 25 %) responded that they are almost always willing to communicate.

On the third statement *“Fill out an application form”* 4 out of 16 female students (or 25%) responded that they are almost never willing to speak; no student responded that they are sometimes willing to speak; 3 students (or 18 32%) responded they are willing half of the time; 3 students (or 18%) responded that they are usually willing to communicate and 6 female students (or 37%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 1 male student (or 6 %) responded that they are almost never willing to speak; 3 out of 16 male students (or

18%) sometimes willing to speak; 3 out of 16 male students (or 18%) responded they are willing half of the time; 2 students (or 13%) responded that they are usually willing to communicate and 7 male students (37%) responded that they are almost always willing to communicate.

On the fourth statement" *Take directions from an English speaker*" 1 female student responded that she is almost never willing to speak; 3 female students (or 19%) responded that they are sometimes willing to speak; 1 female students responded that she is willing half of the time; 4 female students (or 25 %) responded that they are usually willing to communicate and 7 students (or 37%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 2 out of 16 male students (or 13%) responded that they are almost never willing to speak; 1 student responded that he is sometimes willing to speak; 1 student responded that he is willing half of the time; 3 out of 16 male students (or 19%) responded that they are usually willing to communicate and 9 male students (or 56 %) responded that they are almost always willing to communicate.

On the fifth statement" *Understand an English movie*" no female student responded that they are almost never willing to speak; 1 female student (or 6%) responded that she is sometimes willing to speak; no female students responded they are willing half of the time; 1 student responded that she is usually willing to communicate and 14 students (88%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 1 male student (or 6%) responded that he is almost never willing to speak; no male students responded that they are sometimes willing to speak; 1 male student responded he is willing half of the time; 1 male student that he is usually willing to communicate and 13 male students (or 82%) responded that they are almost always willing to communicate.

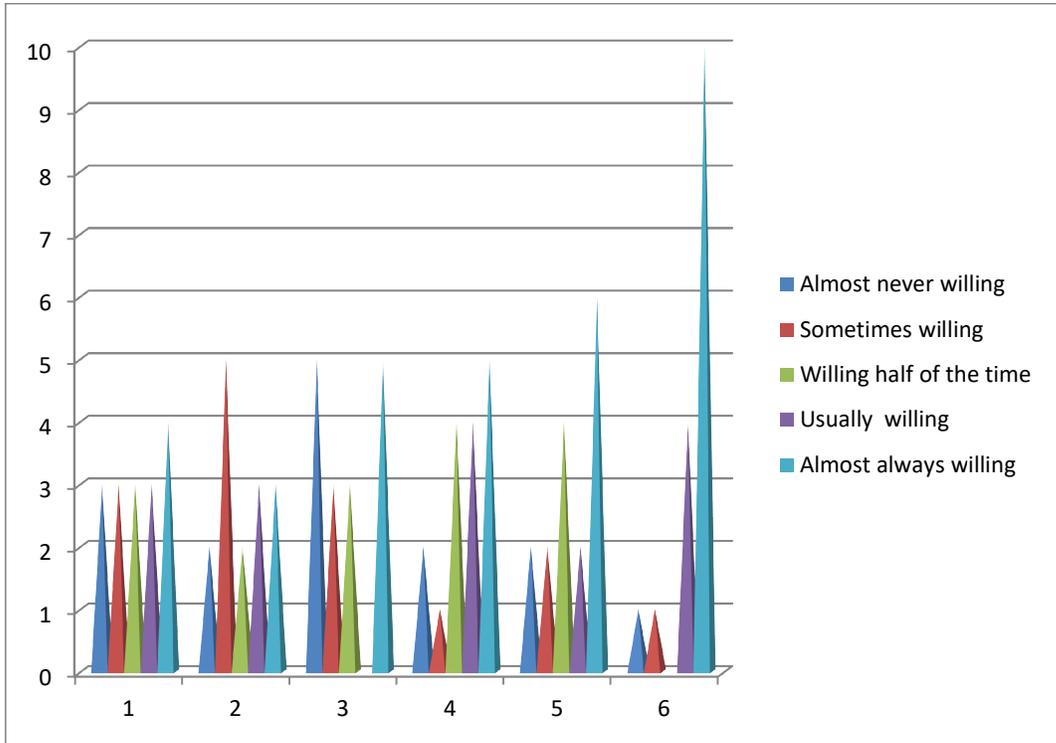


Table 4.1.5: Results from the reading skills (females)

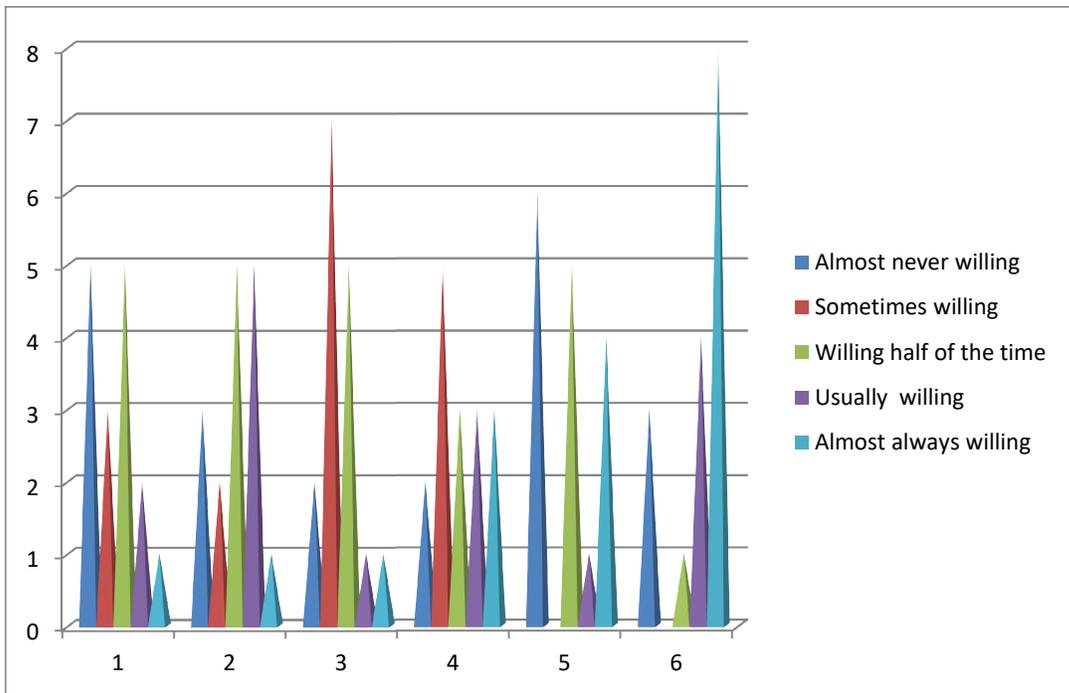


Table 4.1.6: Results from the reading skills (males)

From the tables 4.2.5 and 4.2.6 it can be noted that regarding the first statement on willingness to "*Read a novel*" 3 female students responded(or 18%) that they are almost never willing to speak; 3 female students (or 18%) responded that they are sometimes willing to speak; 3 female students (or 18%) responded that they are willing half of the time; 3 female students (or 18%) responded that they are usually willing to communicate and 4 students (or 24%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 4 out of 16 male students (or 24%) responded that they are almost never willing to speak; 3 students responded that they are sometimes willing to speak; 3 students responded that they are willing half of the time; 2 out of 16 male students (or 12%) responded that they are usually willing to communicate and 3 male students (or 18 %) responded that they are almost always willing to communicate.

On the second statement "*Read an article in a paper*" 2 female student responded that they are almost never willing to speak; 5 female students (or 30%) responded that they are sometimes willing to speak; 2 female students responded that they are willing half of the time; 3 female students (or 18 %) responded that they are usually willing to communicate and 3 students (or 18%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 3 out of 16 male students (or 18%) responded that they are almost never willing to speak; 3 students responded that they are sometimes willing to speak; 4 students (or 24%) responded that they are willing half of the time; 3 out of 16 male students (or 18%) responded that they are usually willing to communicate and 3 male students (or 18 %) responded that they are almost always willing to communicate.

On the third statement "*Read letters from a pen pal written in native English*" 5 female students (or 30%) responded that they are almost never willing to speak; 3 female students (or 19%) responded that they are sometimes willing to speak; 3 female students responded that they are willing half of the time; no female students responded that they are usually willing to communicate and 5 students (or 30%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 5 out of 16 male students (or 30%) responded that they are almost never

willing to speak; 5 students responded that they are sometimes willing to speak; 1 student responded that he is willing half of the time; 1 male student (or 6%) responded that he is usually willing to communicate and 4 male students (or 24 %) responded that they are almost always willing to communicate.

On the fourth statement "*Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions*" 2 female students responded that they are almost never willing to speak; 1 female student responded that she is sometimes willing to speak; 4 female students (or 25%) responded that they are willing half of the time; 4 female students (or 25 %) responded that they are usually willing to communicate and 5 students (or 30%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 2 out of 16 male students (or 13%) responded that they are almost never willing to speak; 2 students responded that they are sometimes willing to speak; 3 students responded that they are willing half of the time; 3 out of 16 male students (or 19%) responded that they are usually willing to communicate and 6 male students (or 36 %) responded that they are almost always willing to communicate.

On the fifth statement "*Read an advertisement in the paper to find a good bicycle you can buy*" 2 female students (or 13%) responded that they are almost never willing to speak; 2 female students (or 13%) responded that they are sometimes willing to speak; 4 female students (or 25%) responded that they are willing half of the time; 2 female students (or 13 %) responded that they are usually willing to communicate and 6 students (or 37%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 5 out of 16 male students (or 30%) responded that they are almost never willing to speak; 2 students (or 13%) responded that they are sometimes willing to speak; 1 student responded that he is willing half of the time; 1 student responded that they are usually willing to communicate and 7 male students (or 43 %) responded that they are almost always willing to communicate.

On the sixth statement "*Read reviews for popular movies*" 1 female student responded that she is almost never willing to speak; 1 female student responded that they are sometimes

willing to speak; no student responded that they are willing half of the time; 4 female students (or 25 %) responded that they are usually willing to communicate and 10 students (or 63%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 2 out of 16 male students (or 13%) responded that they are almost never willing to speak; 1 student responded that he is sometimes willing to speak; no student responded that he is willing half of the time; 4 out of 16 male students (or 25%) responded that they are usually willing to communicate and 9 male students (or 56 %) responded that they are almost always willing to communicate.

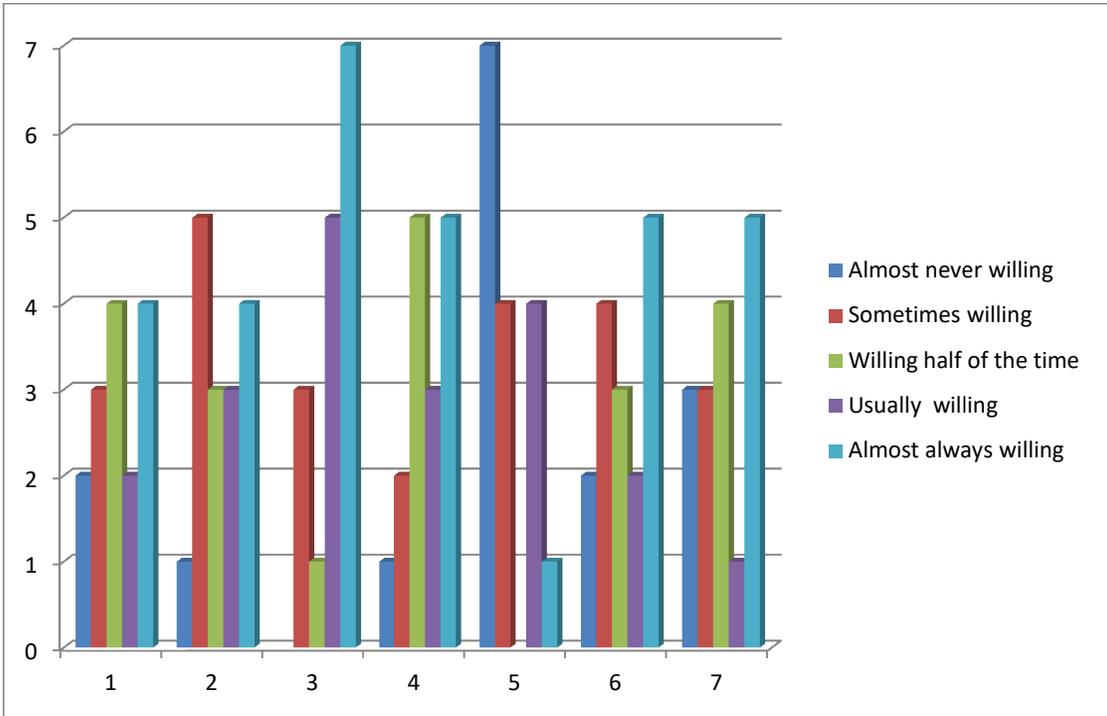


Table 4.1.7: Results from the writing skills (females)

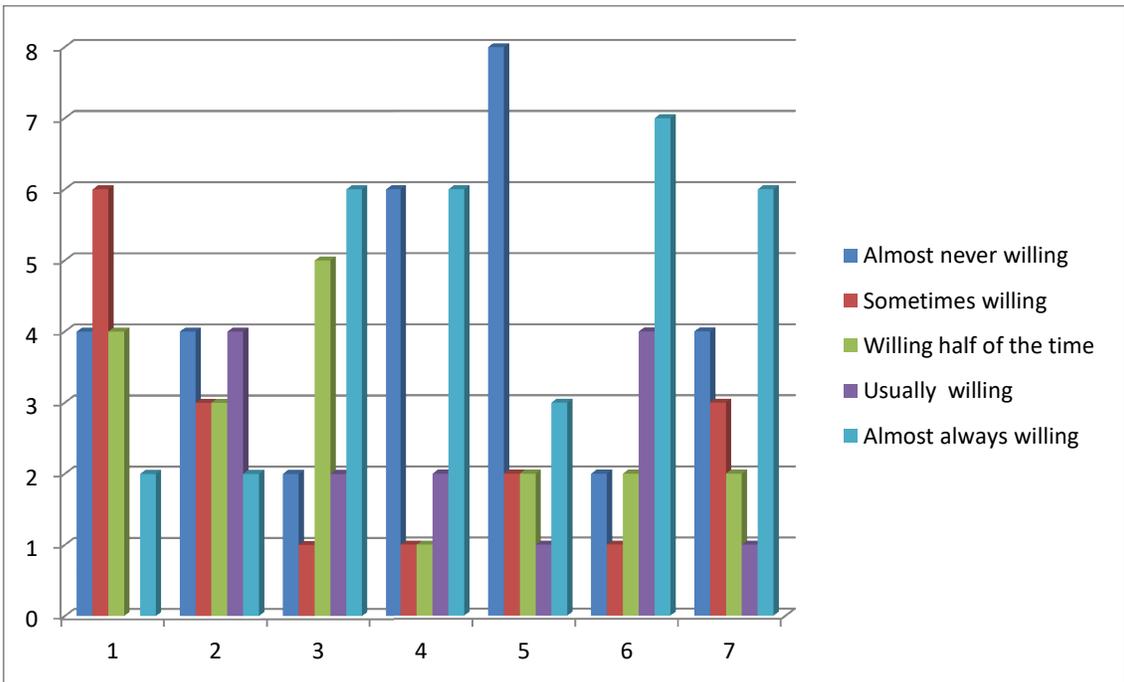


Table 4.1.8: Results from the writing skills (males)

From the tables 4.2.7 and 4.2.8 it can be noted that regarding the first statement on willingness to *“Write an advertisement to sell an old bike “* 2 out of 16 female students (or 12%) responded that they are almost never willing to speak; 3 students responded that they are sometimes willing to speak; 4 out of 16 female students (or 24%) responded they are willing half of the time; 2 female students (or 12%) responded that they are usually willing to communicate and 4 students (24%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 4 out of 16 male students (or 24%) responded that they are almost never willing to speak; 6 out of 16 male students (37%) sometimes willing to speak; 4 male students (or 24%) responded they are willing half of the time; no student responded that they are usually willing to communicate and 2 male students (or 13%) responded that they are almost always willing to communicate.

On the second statement *“Write a report on your favorite animal and its habits “* 1 out of 16 female students (or 6%) responded that they are almost never willing to speak; 5 students responded that they are sometimes willing to speak; 3 out of 16 female students (or 18%) responded they are willing half of the time; 3 female students (or 18%) responded that they are usually willing to communicate and 4 students (24%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 4 out of 16 male students (or 24%) responded that they are almost never willing to speak; 3 out of 16 male students (or 18%) sometimes willing to speak; 3 male students (or 18%) responded they are willing half of the time; 4 students responded that they are usually willing to communicate and 2 male students (or 13%) responded that they are almost always willing to communicate.

On the third statement *“Write a story”* no female students responded that they are almost never willing to speak; 3 students responded that they are sometimes willing to speak; 1 student responded they she is willing half of the time; 5 female students (or 30%) responded that they are usually willing to communicate and 7 students (42%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 2 male students (or 12%) responded that they are almost

never willing to speak; 1 student responded that he is sometimes willing to speak; 5 male students (or 30%) responded they are willing half of the time; 2 students (or 12%) responded that they are usually willing to communicate and 6 male students (or 36%) responded that they are almost always willing to communicate.

On the fourth statement" *Write a letter to a friend*" 1 out of 16 female students (or 6%) responded that they are almost never willing to speak; 2 students responded that they are sometimes willing to speak; 5 out of 16 female students (or 30%) responded they are willing half of the time; 3 female students (or 18%) responded that they are usually willing to communicate and 5 students (or 30%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 6 out of 16 male students (or 36%) responded that they are almost never willing to speak; 1 student responded that he is sometimes willing to speak; 1 male student responded that he is willing half of the time; 2 students (or 12%) responded that they are usually willing to communicate and 6 male students (or 36%) responded that they are almost always willing to communicate.

On the fifth statement" *Write a newspaper article*" 7 out of 16 female students (or 43%) responded that they are almost never willing to speak; 4 students responded that they are sometimes willing to speak; no female students responded they are willing half of the time; 4 female students (or 24%) responded that they are usually willing to communicate and 1 student responded that he is almost always willing to communicate. Concerning the responses of the male students the results are as follows: 8 out of 16 male students (or 50%) responded that they are almost never willing to speak; 2 out of 16 male students (or 12%) sometimes willing to speak; 2 male students (or 12%) responded they are willing half of the time; 1 student responded that he is usually willing to communicate and 3 male students (or 18%) responded that they are almost always willing to communicate.

On the sixth statement " *Write the answers to a "fun" quiz from a magazine*" 2 out of 16 female students (or 12%) responded that they are almost never willing to speak; 4 students responded that they are sometimes willing to speak; 3 out of 16 female students (or 18%) responded they are willing half of the time; 2 female students (or 12%) responded that they

are usually willing to communicate and 5 students or (30%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 2 out of 16 male students (or 12%) responded that they are almost never willing to speak; 1 male student responded that he is sometimes willing to speak; 2 male students (or 12%) responded they are willing half of the time; 4 students responded that they are usually willing to communicate and 7 male students (or 43%) responded that they are almost always willing to communicate.

On the seventh statement " *Write down a list of things you must do tomorrow*" 3 out of 16 female students (or 18%) responded that they are almost never willing to speak; 3 students responded that they are sometimes willing to speak; 4 out of 16 female students (or 24%) responded they are willing half of the time; 1 student responded that she is usually willing to communicate and 5 students (or 30%) responded that they are almost always willing to communicate. Concerning the responses of the male students the results are as follows: 4 out of 16 male students (or 24%) responded that they are almost never willing to speak; 3 out of 16 male students (or 18%) sometimes willing to speak; 2 male students (or 12%) responded they are willing half of the time; one student responded that he is usually willing to communicate and 6 male students (or 37%) responded that they are almost always willing to communicate.

4.2. Results from proficient and non-proficient students

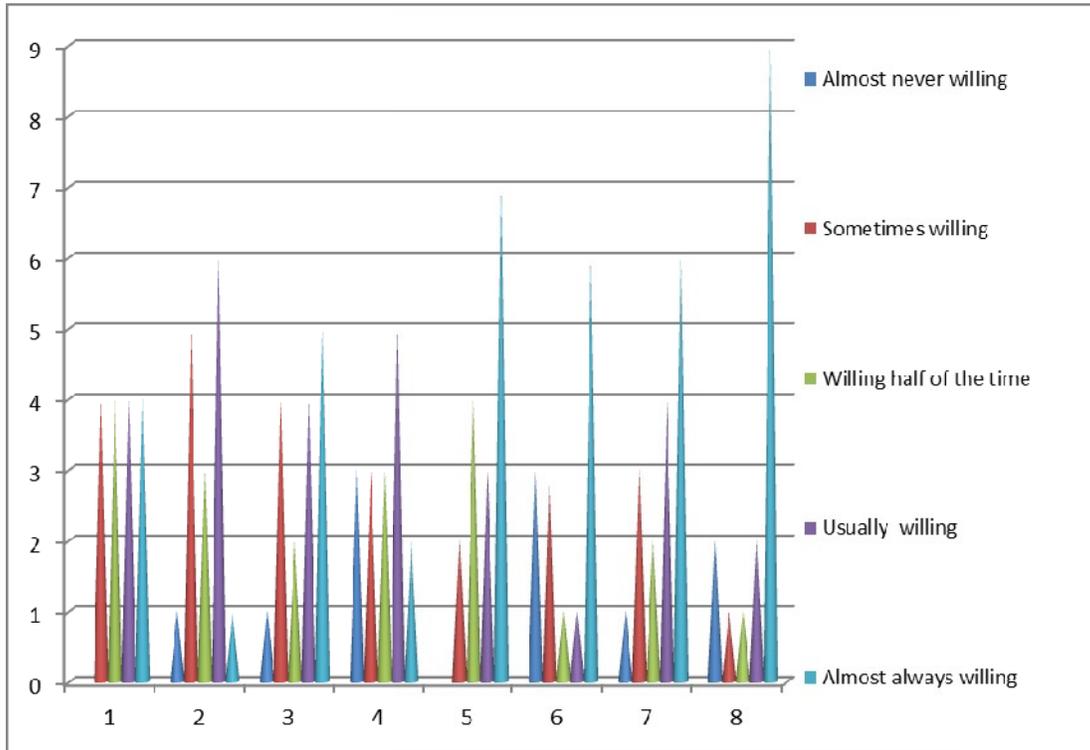


Table 4.2.1. Results from the speaking skills (proficient)

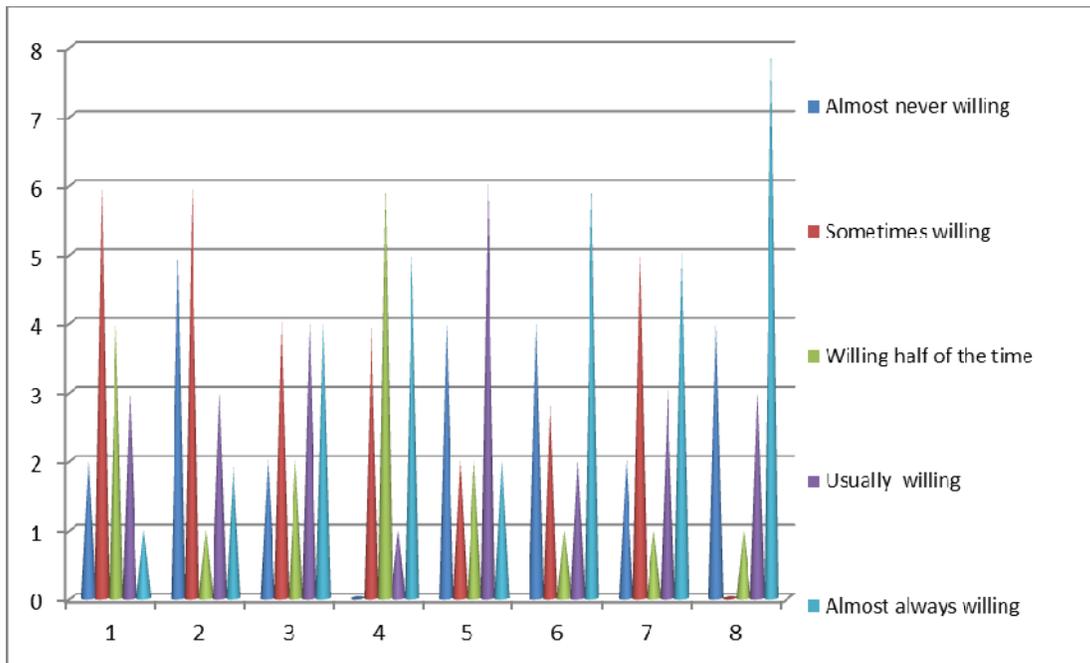


Table 4.2.2. Results from the speaking skills (non-proficient)

From the tables 4.3.1. and 4.3.2. it can be noted that regarding the first question on willingness to “speak in a group about your summer vacation” 12 out of 16 proficient students in English (or 70%) responded positively that they are willing to communicate while the number of non-proficient students who responded positively is 8 (or 50%).

On the second question “*Speaking to your teacher about your homework assignment*” 10 proficient students (or 60 %) responded positively while the number of non-proficient student who responded positively is 6 (less than 40%).

On the third question “ *A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first*” there is only a very slight difference between proficient and non-proficient students respectively 11 proficient and 10 non-proficient students responded positively etc.

On the fourth statement” *You are confused about a task you must complete, how willing are you to ask for instructions/clarification*” there is only a very slight difference between the proficient and non-proficient students, respectively 12 (or 75%) non-proficient and 10 (or 63%) proficient students responded positively.

On the fifth statement” *Talking to a friend while waiting in line*” there is little bit larger difference respectively 10 (over 60%) non-proficient students responded positively while 14 males (a little bit over 80%) responded positively.

On the sixth statement ” *How willing would you be to be an actor in a play*” 8 proficient students respectively nine non-proficient students responded positively.

On the seventh statement” *Describe the rules of your favourite game*” the difference among the proficient and non-proficient students is a little bit larger. The number of proficient students who responded positively is twelve while the number of non-proficient students is nine.

On the eighth statement "Play a game in English" the difference of proficient and non-proficient students is very slight , in other words twelve students compared to eleven.

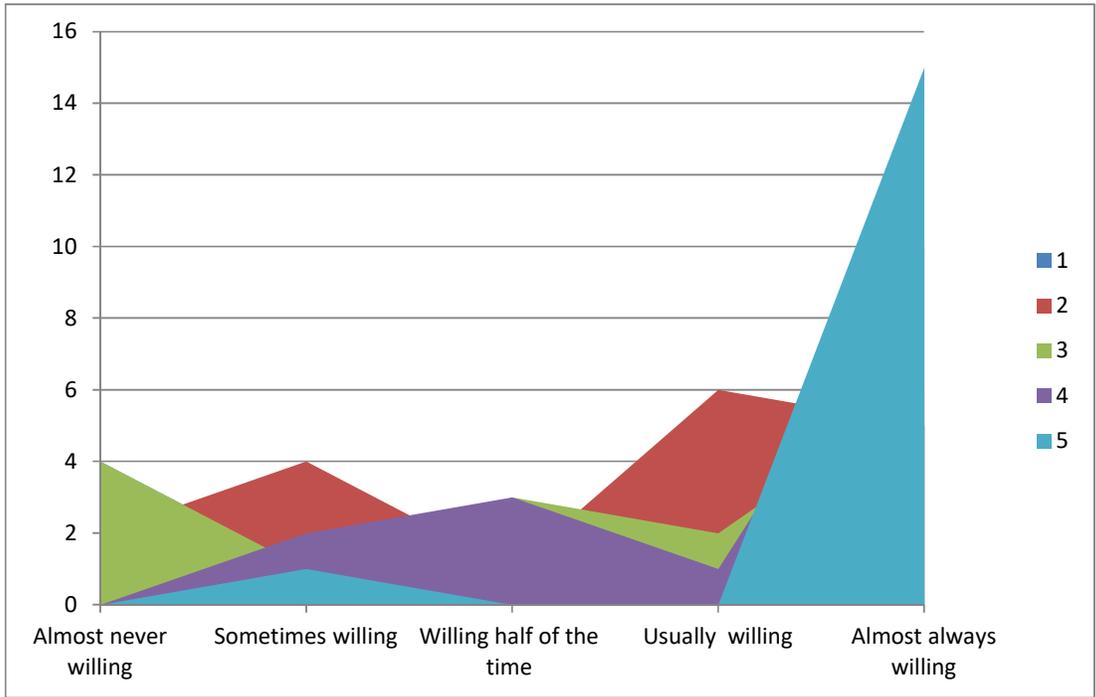


Table 4.2.3: Results from comprehension (proficient)

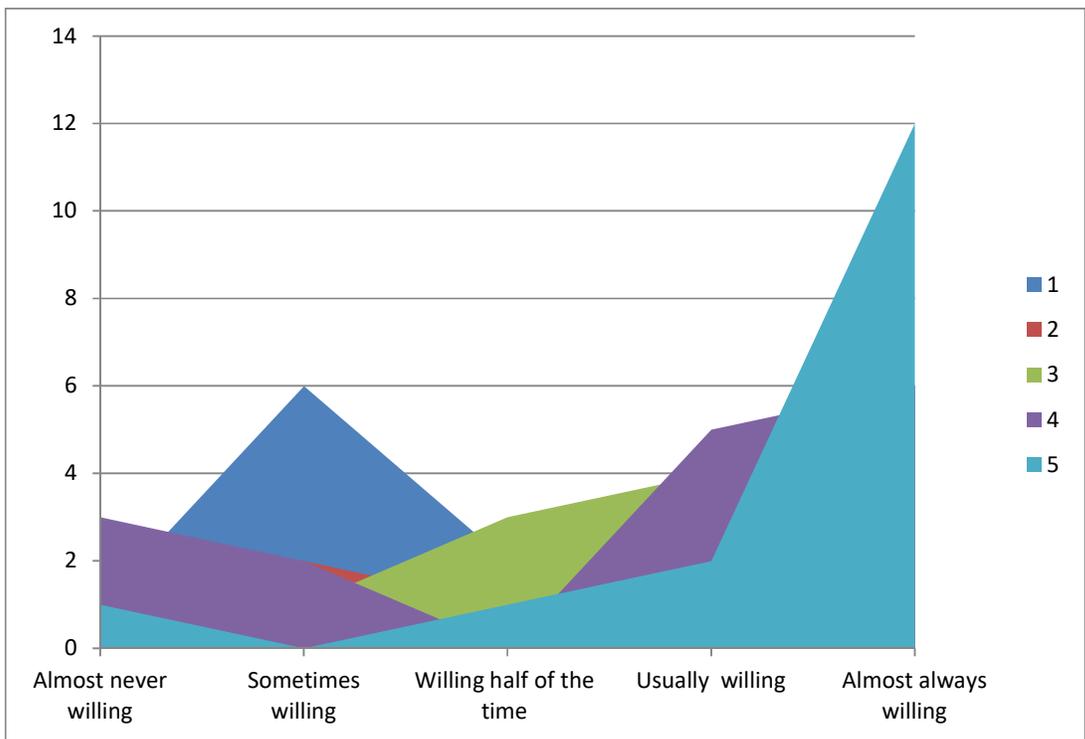


Table 4.2.4: Results from comprehension (non-proficient)

From the tables 4.3.3. and 4.3.4. it can be noted that regarding the first statement on willingness to *"Listen to instructions and complete a task "* there is no difference between proficient and non-proficient students respectively the number of students who responded positively is the same.

On the second statement *"Bake a cake if instructions were not in Albanian"* the difference is very slight respectively 12 proficient students and 11 non-proficient students responded positively.

On the third statement *"Fill out an application form"* the difference is very slight respectively eleven proficient students and twelve non-proficient students responded positively. On the fourth statement *"Take directions from an English speaker"* there is a slight difference between the non-proficient and proficient students respectively 14 proficient and 11 non-proficient students responded positively. Where it concerns the fifth statement *" Understand an English movie"* there is no difference between proficient and non-proficient students who responded positively.

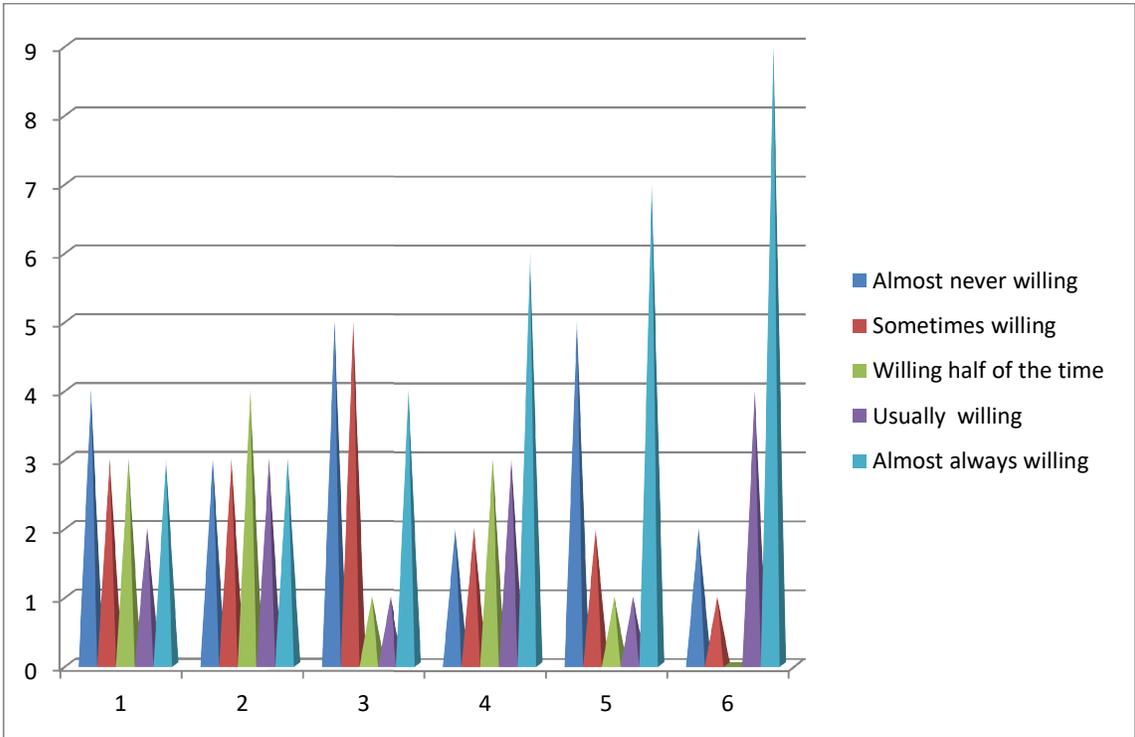


Table 4.2.5: Results from reading skills (proficient)

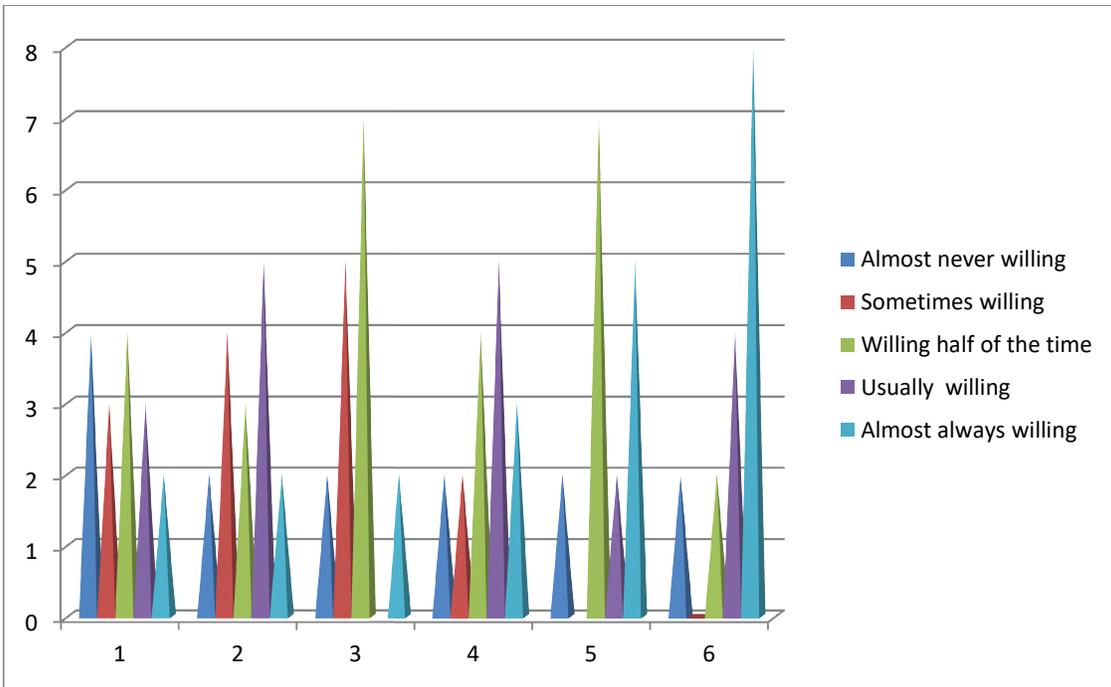


Table 4.2.6: Results from reading skills (proficient)

From the tables 4.3.5 and 4.3.6 it can be noted that regarding the first statement on willingness to *“Read a novel”* 9 out of 16 non-proficient students (a little bit over 50%) responded positively and also the number of proficient students who responded positively is pretty much the same, respectively eight students.

On the second statement *“Read an article in a paper”* there is no difference between the proficient and non-proficient students who responded positively. On the third statement *“Read letters from a pen pal written in native English”* there is a slight difference between the students. In other words, nine non-proficient and six proficient students responded positively. On the fourth statement *“Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions”* there is no difference between proficient and non-proficient students.

On the fifth statement *“ Read an advertisement in the paper to find a good bicycle you can buy”* the number of non-proficient students who responded positively is 14 while the number of proficient students is 9. On the sixth statement *“ Read reviews for popular movies”* the difference is a little bit higher, respectively 14 out of 16 non-proficient students responded positively and 9 out of 16 proficient students responded positively.

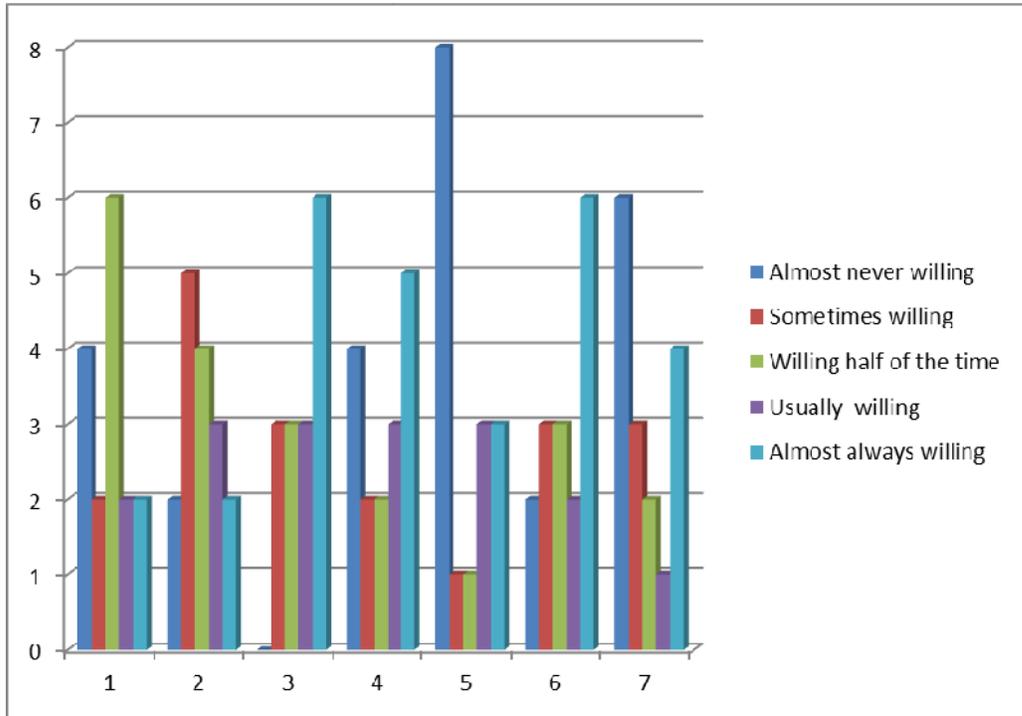


Table 4.2.7: Results from writing skills (proficient)

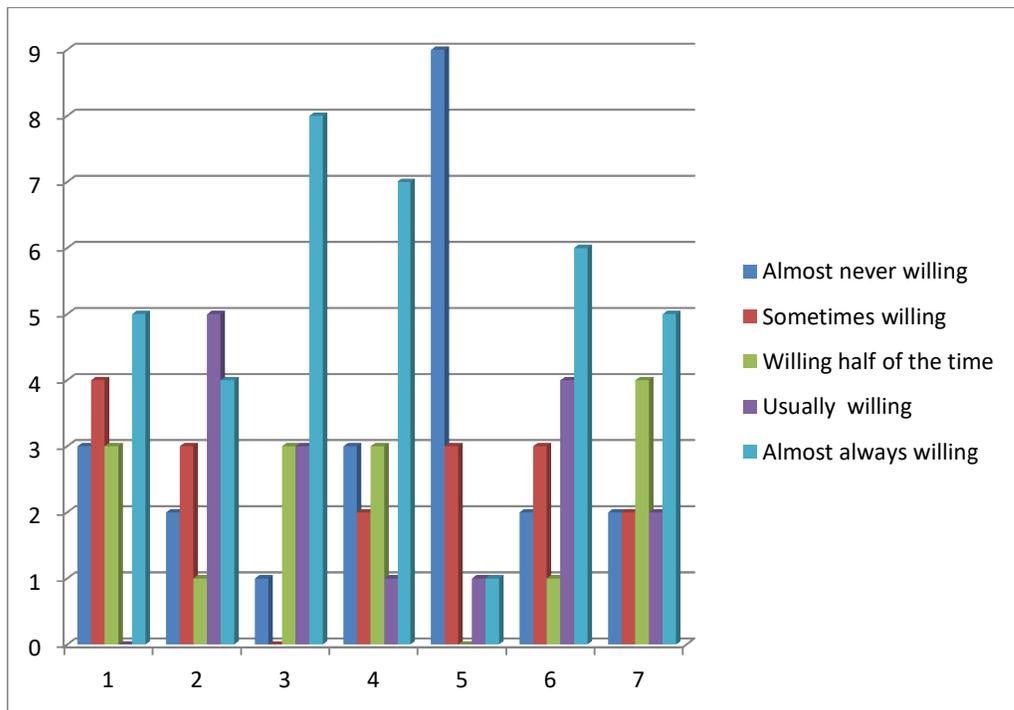


Table 4.2.8: Results from writing skills (non-proficient)

From the tables 4.3.7 and 4.3.8. it can be noted that regarding the first statement on willingness to *“Write an advertisement to sell an old bike”* the number of proficient students who responded positively is a little bit higher than the non-proficient ones. In other words, the number of proficient students who responded positively is 10 while the number of non-proficient students is eight.

On the second statement *“Write a report on your favorite animal and its habits”* the difference between proficient and non-proficient students who responded positively is really slight, 10 non-proficient and 9 proficient ones respectively. Also on the third statement *“Write a story”* there is a very slight difference on the students who responded positively. In other words 12 proficient and 15 non-proficient students responded positively.

Concerning the fourth statement *“Write a letter to a friend”* the number of proficient students who responded positively is 10 while the non-proficient 11. On the fifth statement *“Write a newspaper article”* there is a significant difference between the proficient and non-proficient students, respectively 7 out of 16 proficient students responded positively while the number of non-proficient students who responded positively is very low only 2 out of 16.

On the sixth statement *“Write the answers to a “fun” quiz from a magazine”* there is no difference between the proficient and non-proficient students who responded positively. On the seventh statement *“Write down a list of things you must do tomorrow”* there is a slight difference between the students who responded positively. In other words 7 proficient and 11 non-proficient students responded positively.

4.3 Conclusion from the pilot study

From the results of the questionnaire regarding the speaking skills in general we can conclude that as it concerns the gender, female students (at least for 10-30%) are more willing to initiate a conversation in various situations compared to male students. In regards to reading, the difference between male and female students is not so significant. This difference rises up to 10% respectively the female students are more willing to read in class. Also, regarding the writing skills and the comprehension this difference is almost the same. Concerning the difference between proficient and non-proficient students, based on the results of the questionnaire it can be noted that proficient students are more willing to initiate a conversation in various situations compared to the non-proficient students. Therefore, based on the results of the pilot study it can be stated that while the gender does not play a significant role on the willingness of the students to communicate, the same cannot be said for the proficiency of the students. In other words, the students who are more proficient in English language are more willing to communicate in various situations.

4.4 Main study

The second part of this chapter gives a detailed description of the research design and methodology. This chapter also explains the study in detail including the study participants, instruments and procedures. In the end of this chapter the study will show in detail the methods of data collection and data analysis.

The first instrument used in this study is a student questionnaire. This instrument is intended to discover if the gender and language proficiency of the students have any effect on Willingness to Communicate (Appendix 1). The second instrument is a semi-structured teacher interview (Appendix 2). By interviewing the teachers, attempts will be made to find out if the teachers think that gender and language proficiency have any effect on Willingness to Communicate, and if yes, what can be done in order to overcome this.

The third instrument is the observation of the students during English language classes. By observing the students during English language classes, attempts will be made to find out if male students are more willing to communicate or vice-versa. Furthermore, it will be also observed if the students who are more proficient in English language are more willing to communicate or not.

4.4.1 Research Questions

This research intends to answer the following questions:

1. Does learner's gender have any effect on Willingness to Communicate (WTC)?
2. Is there any relation between the language proficiency and WTC among the upper secondary school students?
3. Which are the factors the teachers think that influence the learner's willingness to communicate in English in class?
4. How do teachers, in their planning, teaching and use of resources, try to create environments that encourage students in their WTC?
5. Do the teachers think that the gender and language proficiency of the students have any effect on the students' WTC?

4.4.2 Objectives of the research

The purpose of this research was to explore the effects of EFL learner's gender and second language proficiency on willingness to communicate.

The major objectives of this study are:

- To identify the factors that influence willingness to communicate
- To find out if the gender and language proficiency have any effect on willingness to communicate.

- To provide information to teachers in order to help their students feel more confident in expressing themselves.

This present study was carried out at high secondary schools during the autumn semester 2015/16. Three hundred (300) students and 10 English language teachers were involved in the present study. Moreover, the research project used two instruments: a student's questionnaire, a semi-structured interview with the teachers of the English language and observation of the students during the English language classes

4.4.3 Participants

The participants of this study were high school students and their English teachers. The number of students who participated in the questionnaire was 300 students (150 males and 150 females). The age of the students was between 15-18 years. Both male and female students were included. These are high school students of different profiles (natural sciences, economy and architecture). In addition to these students who participated in the questionnaire, ten English teachers were interviewed.

4.4.4 Materials

In order to measure students' willingness to communicate a modified version of the Likert-type questionnaire developed by MacIntyre et al. (2001) there was administered to the participants. The questionnaire is comprised of 24 items entailing speaking, reading, writing and listening comprehension. Students rated each item in a range from 1 to 5 (1 = almost never willing, 2 = sometimes willing, 3 = willing half of the time, 4 = usually willing, and 5 = almost always willing) according to their WTC in each situation.

The second instrument used in this research project was the interview with ten English language teachers. The selected teachers are the ones who teach English in the high schools. The purpose of this interview was to find out the opinions of the teachers regarding their opinion if the gender and language proficiency have any effect on the

students' willingness to communicate in the English language. The interview consisted of ten structured questions.

The third instrument used in this research is the observation of the students during their English language classes. By observing the students during their English language classes, this study aims to discover if male students are more willing to communicate or vice-versa. Furthermore, it will be also observed if the students who are more proficient in English language are more willing to communicate or not. The observation was done during the classes that involved communication activities.

4.5 *Procedures*

The procedure started with the student's questionnaire filled out by the participants. The questionnaires were distributed to the participants and instructions were explained in detail. This part of the research was done in the classroom, where 300 students (150 females and 150 males) of different high school year participated and it lasted 10-15 minutes. Then, ten English language teachers were interviewed to ascertain if the gender and the language proficiency played any role on the students' willingness to communicate. In addition, the willingness of the above-mentioned students was observed during the communication activities in the English language classes.

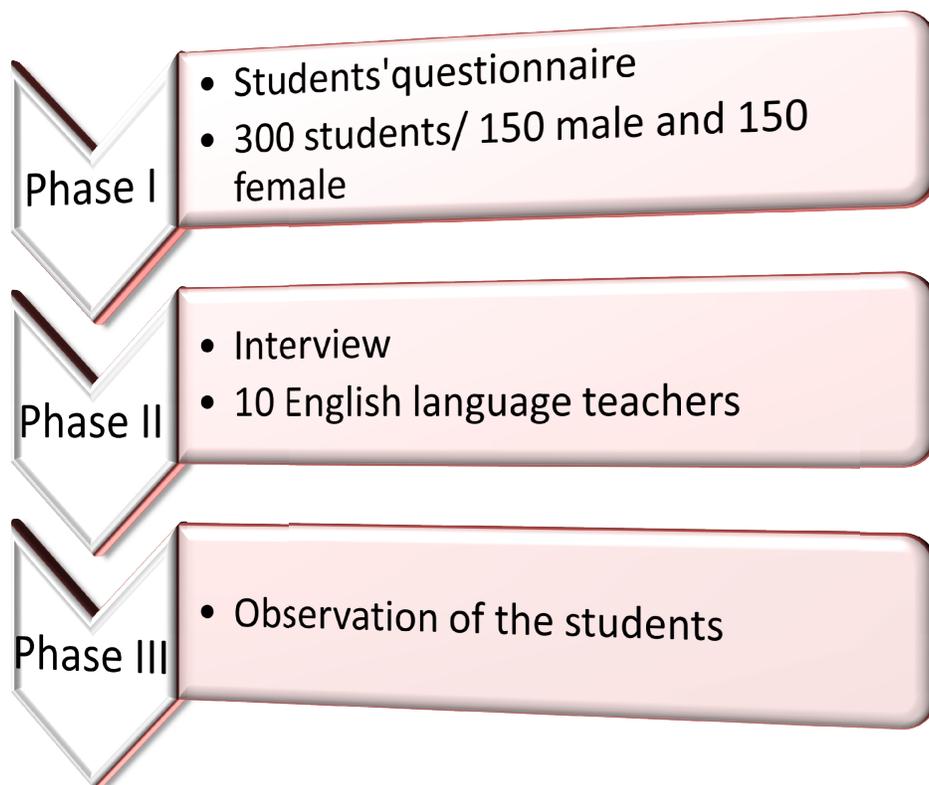


Figure 4. Research Design

Figure 4. shows the research design and the number of participants who participated in each phase of this research.

4.5 Detailed Description of the Instruments

The first instrument used in this research project was the student's questionnaire (Appendix 1). The questionnaire included 24 items composed of statements and questions concerning student's feelings about communication with other people, in English. The questionnaire was distributed to high school students of different school profiles (I to III grade). They filled out the questionnaire during their regular classes that lasted 10-15 minutes. Together with the questionnaire they were provided details how to fill it out.

The second instrument is a semi-structured teacher's interview (Appendix 2). This interview contained 10 semi-structured questions and these interviews were conducted with the

teachers of the English language who teach the subject of English language in the upper secondary schools of Gjilan town.

The third instrument used in this research is observation of the students during the English language classes. Some of the above-mentioned students who were involved in filling out the questionnaire were observed during the English language classes that involved communication activities. In total there were observed students during 12 classes of English language (three classes of X grade students, three classes of XI grade students and also three classes of XII grade students) in which there were present around 100 students (male and female students).

In conclusion, the chapter included five research questions and the few objectives attempted by this study. In addition the participants in the study, the instruments and procedures that were taken in order to conduct the study were described in detail.

5. Chapter 5: Results And Discussions

This chapter gives the results of the three research instruments used in this study. The first instrument, the questionnaire, is composed of statements and questions concerning students' feelings about communication with other people, in English. The second instrument is the interview with the teachers of English language regarding their opinion whether gender and language proficiency plays any role in the students' willingness to communicate; and finally the third instrument is the observation of the students during the English language classes.

Additionally, in this chapter the results of the research are compared in detail. Discussion is focused on the findings of the study's results as related to the purpose of the research and research questions.

5.1 Student's Questionnaire

5.1.1 The Results of the Students' questionnaire

The first instrument of this study was the questionnaire about the students' feelings in communicating with other people, in English. The questionnaire was distributed among three hundred students. It had twenty-four questions. This questionnaire gathered students' thoughts on their willingness to communicate. In regards to this questionnaire, it should be mentioned that a modified version of the Likert-type questionnaire developed by MacIntyre et al. (2001) was administered. The questionnaire is comprised of 24 items entailing speaking, reading, writing and listening comprehension. Students rated each item in a range from 1 to 5 (1 = almost never willing, 2 = sometimes willing, 3 = willing half of the time, 4 = usually willing, and 5 = almost always willing) according to their WTC in each situation.

5.2 RESULTS FROM THE GENDER

This section is a presentation of the results obtained from the questionnaire, for all sections speaking in Class, Reading, Writing and Comprehension. First the results from the female student are presented, and then the male ones.

5.2.1 FEMALE STUDENTS

Speaking in class, in English	1	2	3	4	5
1. Speaking in a group about your summer vacation.	10	23	11	19	12
2. Speaking to your teacher about your homework assignment.	7	25	22	10	11
3. A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?	4	16	18	17	20
4. Talking to a friend while waiting in line.	7	10	19	17	22
5. How willing would you be to be an actor in a play?	14	8	16	21	16
6. Describe the rules of your favourite game.	4	5	17	19	30
7. Play a game in English.	3	16	10	12	34
Reading					
1. Read a novel.	13	24	12	15	11
2. Read an article in a paper.		22	19	13	21

3. Read letters from a pen pal written in native English.	16	7	9	20	23
4. Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions....	7	20	18	9	21
5. Read an advertisement in the paper to find a good bicycle you can buy.	10	20	12	18	15
6. Read reviews for popular movies.		15	3	15	42
Writing					
1. Write an advertisement to sell an old bike.	32	11	13	10	9
2. Write a report on your favorite animal and its habits.	14	20	12	18	15
3. Write a story.	22	16	7	17	13
4. Write a letter to a friend.	17	9	21	15	13
5. Write a newspaper article.	34	17	5	7	12
6. Write the answers to a “fun” quiz from a magazine.	7	19	15	12	22
Comprehension					
1. Listen to instructions and complete a task.	8	8	16	13	30
2. Bake a cake if instructions were not in Albanian		7	4	34	30

3. Fill out an application form.	13	13	22	27
4. Take directions from an English speaker.	10	11	24	30
5. Understand an English movie.	8	10	13	44

Adapted from MacIntyre et al., 2001

Table number 5.2.1.1. Questionnaire with the results that was distributed to the female students

Table 5.2.1.1. shows the results of the female students for all the skills and the table below represents the results for each skill separately, starting from speaking skills.

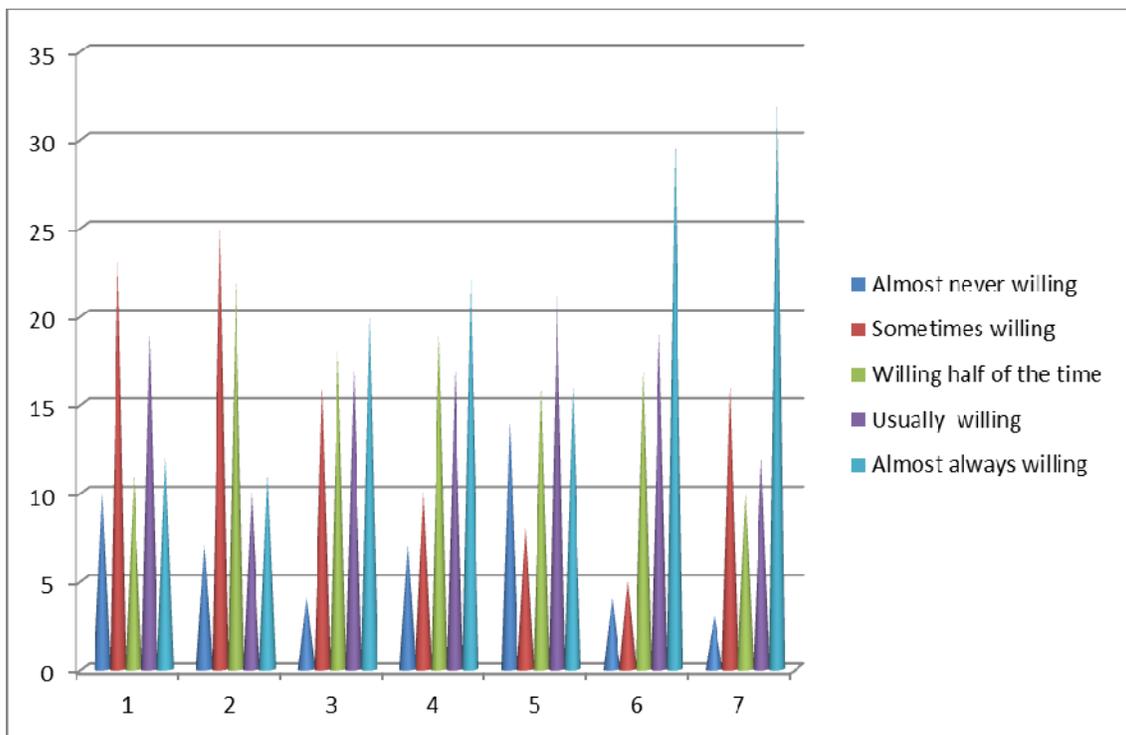


Table 5.2.1.2 : Results from the speaking skills (females)

From the table presented above it should be noted that regarding the first statement on willingness to *“speak in a group about your summer vacation”* 10 out of 75 females (or 13%) responded that they are almost never willing; 23 females (or 30%) responded that they are willing sometimes; 11 students (or 15%) responded that they are willing half of the time; 19 out of 75 students(or 26%) responded that they are usually willing while 12 students (or 16%)responded that they are almost always willing to speak in a group about their summer vacation.

In regards to second statement on willingness to *“speak to your teacher about your homework assignment”* 7 out of 75 females (or 9%) responded that they are almost never willing; 25 female students (or 33%) responded that they are willing sometimes; 22 students (or 29%)responded that they are willing half of the time; 10 out of 75 students (or 14%) responded that they are usually willing while 11 (or 15%) students responded that they are almost always willing to speak to their teacher about their homework assignment.

Concerning the third question *“a stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?”* 4 out of 75 females (or 5%) responded that they are almost never willing; 16 out of 75 female students (or 21%) responded that they are willing sometimes; 18 students (or 24 %) responded that they are willing half of the time; 17 out of 75 (or 23%) students responded that they are usually willing while 20 (or 27%) students responded that they are almost always willing to have a conversation with a stranger who enters the room that they are in if he talked to them first.

In relation to the fourth statement on willingness to *“talking to a friend while waiting in line”* 4 out of 75 females (or 5%) responded that they are almost never willing; 16 female students (or 21%) responded that they are willing sometimes; 18 students (or 23%)responded that they are willing half of the time; 17 out of 75 students (or 23%) responded that they are usually willing while 20 (or 27%) students responded that that they are almost always willing to talk to a friend while waiting in line.

As to the fifth question “*how willing would you be to be an actor in a play*” 14 out of 75 female students (19%) responded that they are almost never willing; 8 female students (10%) responded that they are willing sometimes; 16 students (21%) responded that they are willing half of the time; 21 out of 75 (28%) students responded that they are usually willing while 16 (or around 22%) students responded that they are almost always willing to be an actor in a play.

While concerning the sixth statement on willingness to “*describe the rules of your favourite game*” 4 out of 75 females (5%) responded that they are almost never willing, 5 female students (or 7%) responded that they are willing sometimes; 17 students (or 23%) responded that they are willing half of the time; 19 out of 75 students (25%) responded that they are usually willing while 30 (or 40%) female students responded that they are almost always willing to describe the rules of their favourite game.

The final statement on speaking is regarding the willingness of the students to “*play a game in English*” and in relation of this statement 3 out of 75 female students (less than 5%) responded that they are almost never willing; 16 female students (or 21%) responded that they are willing sometimes; 10 students (or 13%) responded that they are willing half of the time; 12 others (or 16%) responded that they are usually willing while 34 of 75 students (or 45%) responded that they are almost always willing to play a game in English.

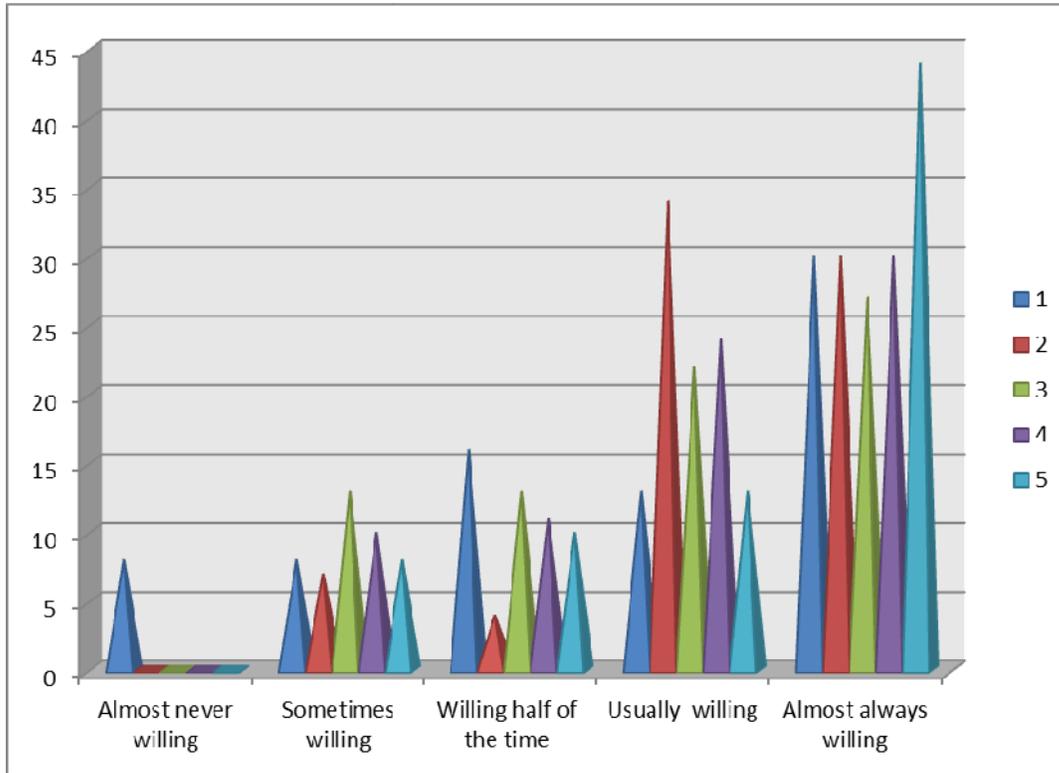


Table 5.2.1.3.: Results from the comprehension (females)

In the table presented above, it is noted that regarding the first statement on willingness to “listen to instructions and complete a task” 8 out of 75 females (or 11%) responded that they are almost never willing; 8 females (or 11%) responded that they are willing sometimes; 16 students (or 21%) responded that they are willing half of the time; 13 out of 75 students (or 18%) responded that they are usually willing while 30 students (or 40%) responded that they are almost always willing to listen to instruction and complete a task.

In regards to second statement on willingness to “bake a cake if instructions were not in Albanian ”no female students responded that they are almost never willing; 7 female students (or 9%) responded that they are willing sometimes; 4 students (or 5%)responded that they are willing half of the time; 34 out of 75 students (or 46%) responded that they are usually willing and 30 (or 40%) students responded that they are almost always willing to bake a cake if the instructions were not in Albanian.

Concerning the third statement on the willingness of the students to “*fill out an application form*” no female students responded that they are almost never willing; 13 out of 75 female students (or 17%) responded that they are willing sometimes; 13 students (or 17%) responded that they are willing half of the time; 22 out of 75 (or 30%) students responded that they are usually willing while 27 (or 36%) students responded that they are almost always willing to fill out an application form.

In relation to the fourth statement on willingness to “*take directions from an English speaker*” no students responded that they are almost never willing; 10 female students (or 14 %) responded that they are willing sometimes; 11 students (or 14%) responded that they are willing half of the time; 24 out of 75 students (or 32%) responded that they are usually willing while 30 (or 40%) students responded that that they are almost always willing to take directions from an English speaker.

The final statement on comprehension is regarding the willingness of the students to “*play a game in English*” and in relation of this statement no female students responded that they are almost never willing; 8 female students (or 11%) responded that they are willing sometimes; 10 students (or 14%) responded that they are willing half of the time; 13 others (or 16%) responded that they are usually willing while 44 of 75 (or 59%) students responded that they are almost always willing to play a game in English.

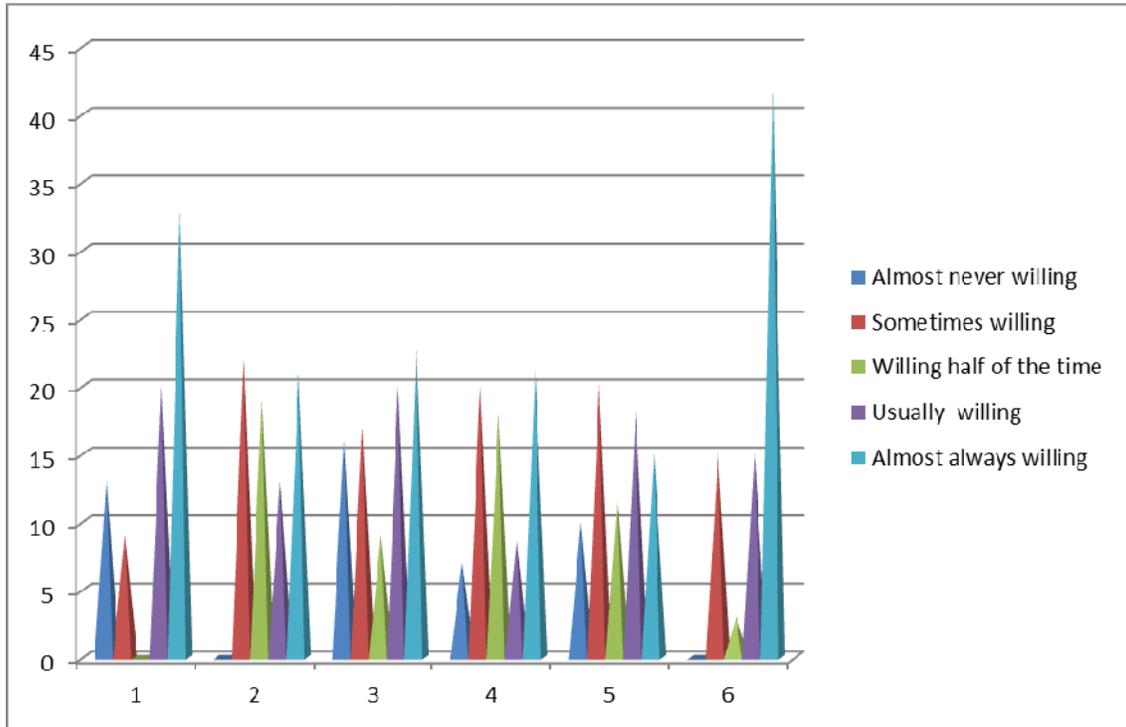


Table 5.2.1.4: Results from the reading skills (females)

From the table presented above it is noted that regarding the first statement on willingness to “read a novel” 13 out of 75 females (or 17%) responded that they are almost never willing; 24 females (over 30%) responded that they are willing sometimes; 12 students (or more than 15%) responded that they are willing half of the time; 15 out of 75 students (20%) responded that they are usually willing while 11 students (or 20%) responded that they are almost always willing to read a novel.

In regards to second statement on willingness to “read an article in a paper” no females responded that they are almost never willing; 22 female students (or 29%) responded that they are willing sometimes; 19 students (or 25%) responded that they are willing half of the time; 13 out of 75 students (above 17 %) responded that they are usually willing while 21 (or 28%) students responded that they are almost always willing to read an article in a paper.

Concerning the third statement on willingness to “read letters from a pen pal written in native English” 16 out of 75 females (or 21%) responded that they are almost never willing; 7 out of 75 female students (or almost 10%) responded that they are willing sometimes; 9

students (or 12 %) responded that they are willing half of the time; 20 out of 75 (or 26%) students responded that they are usually willing while 23 (or 30%) students responded that they are almost always willing to read letters from a pen pal written in native English.

In relation to the fourth statement on willingness to “*read personal letters or notes written to you in which the writer has deliberately used simple words and constructions*” 7 out of 75 females (around 9%) responded that they are almost never willing; 20 female students (or around 26%) responded that they are willing sometimes; 18 students (or 24%) responded that they are willing half of the time; 9 out of 75 students (or 12%) responded that they are usually willing while 21 (more than 28%) students responded that that are almost always willing to read personal letters or notes.

As to the fifth question “*read an advertisement in the paper to find a good bicycle you can buy* ” 10 out of 75 female students (around 13%) responded that they are almost never willing; 20 female students (around 28%) responded that they are willing sometimes; 12 students (or 16%) responded that they are willing half of the time; 18 out of 75 (or 24%) students responded that they are usually willing while 15 (or 20%) students responded that they are almost always willing to read as advertisement to find a good bicycle to buy.

The last statement is related the willingness to “*read reviews for popular movies*” no female students responded that they are almost never willing; 15 female students (or 20%) responded that they are willing sometimes; 3 students (or 4%) responded that they are willing half of the time; 15 out of 75 (or 20%) students responded that they are usually willing while 42 (or 56%) female students responded that they are almost always willing to read reviews for popular movies.

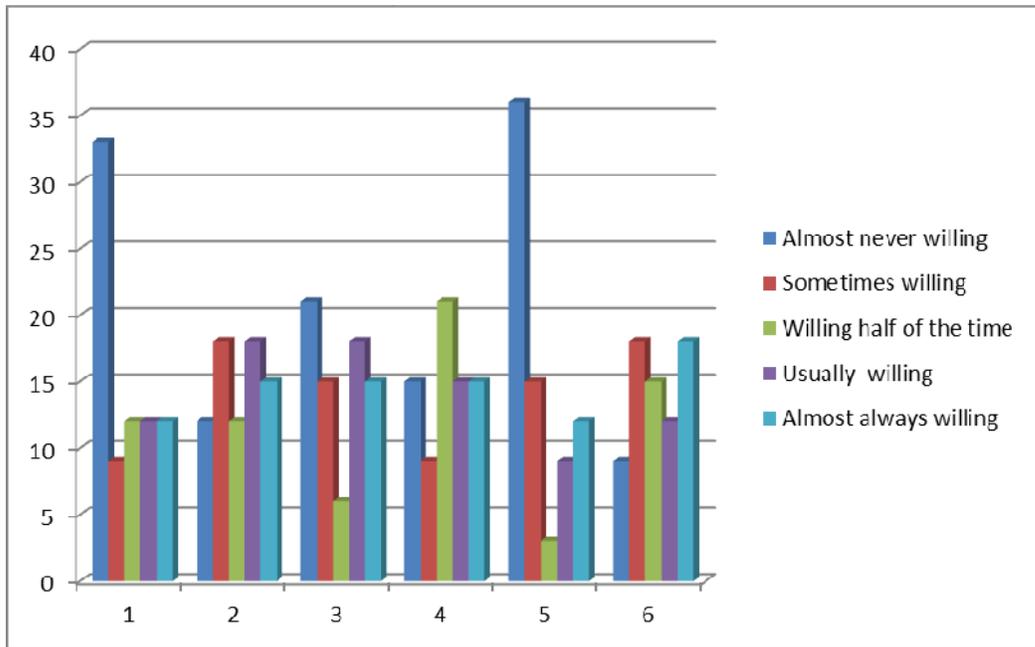


Table 5.2.1.5.: Results from the writing skills (females)

From the table presented above it can be seen that regarding the first statement on willingness to “write an advertisement to sell an old bike” 32 out of 75 females (or 42%) responded that they are almost never willing; 11 females (or 15%) responded that they are willing sometimes; 13 female students (or 18%) responded that they are willing half of the time; 10 students (or 13%) responded that they are usually willing while 9 students (or 12%) responded that they are almost always willing to write an advertisement to sell an old bike.

In regards to second statement on willingness to “write a report on your favourite animal and its habits” 14 female students (or 13%) responded that they are almost never willing; 20 female students (or 27%) responded that they are willing sometimes; 12 students (or almost 16%) responded that they are willing half of the time; 18 out of 75 students (or 24%) responded that they are usually willing while 15 (or 20%) students responded that they are almost always willing to write a report on their favourite animal and its habits.

Concerning the third statement on willingness to “write a story” 22 out of 75 females (or 29%) responded that they are almost never willing; 16 out of 75 female students (or 21%)

responded that they are willing sometimes; 7 students (or almost 10 %) responded that they are willing half of the time; 17 out of 75 (or 24%) students responded that they are usually willing and 13 students (or 19%) responded that they are almost always willing to write a story.

In relation to the fourth statement on willingness to *“write a letter to a friend ”* 17 out of 75 females (or 23%) responded that they are almost never willing; 9 female students (or 12%) responded that they are willing sometimes; 21 students (or 28%) responded that they are willing half of the time; 15 students (or 20%) responded that they are usually willing while 13 out of 75 male students (or 17%) students responded that they are almost always willing to write a letter to a friend.

As to the fifth question *“write a newspaper article”* 34 out of 75 female students (45%) responded that they are almost never willing; 17 female students (or 23%) responded that they are willing sometimes; 5 students (or 7%) responded that they are willing half of the time; 7 out of 75 (or 9%) students responded that they are usually willing while 12 students (or 16%) responded that they are almost always willing to write a newspaper article.

The last statement is related the willingness to *“write the answers to a “fun” quiz from a magazine”* 7 out of 75 female students (or 9%) responded that they are almost never willing; 19 students (or 25%) responded that they are willing sometimes; 15 students (or 20%) responded that they are willing half of the time; 12 out of 75 (or 16%) students responded that they are usually willing while 22 female students (or 30%) responded that they are almost always willing to write the answers to a “fun” quiz from a magazine.

5.3 MALE STUDENTS

This section is a presentation of the results obtained from the questionnaire, for all sections Speaking in Class, Reading, Writing and Comprehension for male students.

Speaking in class, in English	1	2	3	4	5
1. Speaking in a group about your summer vacation.	8	36	15	9	9
2. Speaking to your teacher about your homework assignment.	16	36	8	15	
3. A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?	8	29	8	15	15
4. Talking to a friend while waiting in line.		8	22	9	36
5. How willing would you be to be an actor in a play?	23	16	8	14	14
6. Describe the rules of your favourite game.	9	8	10	13	35
7. Play a game in English.		12	22		41
Reading					
1. Read a novel.	36	15		13	11
2. Read an article in a paper.	16	7	21	21	10
3. Read letters from a pen pal written in native English.	30	14	7	24	

4. Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions....	7	14	38		16
5. Read an advertisement in the paper to find a good bicycle you can buy.	21	20	11	8	15
6. Read reviews for popular movies.	9	7	29	7	23
Writing					
1. Write an advertisement to sell an old bike.	23	35	7		10
2. Write a report on your favorite animal and its habits.	16	21	14	14	10
3. Write a story.	23	14	7	14	14
4. Write a letter to a friend.	21	21	10	9	14
5. Write a newspaper article.	21	16	15	8	15
6. Write the answers to a “fun” quiz from a magazine.	10		30	21	14
Comprehension					
1. Listen to instructions and complete a task.	16		19	14	26
2. Bake a cake if instructions were not in Albanian	7	22	14	9	23
3. Fill out an application form.	10	13		36	16

4. Take directions from an English speaker.	14			19	42
5. Understand an English movie.			19	7	49
Adapted from : MacIntyre et al., 2001					

Questionnaire with the results, table no. 5.3.1. that was distributed to the male students (main study)

The table above 5.3.1. shows the results of the male students for all the skills and the following will be present the results for each skill separately starting from speaking skills.

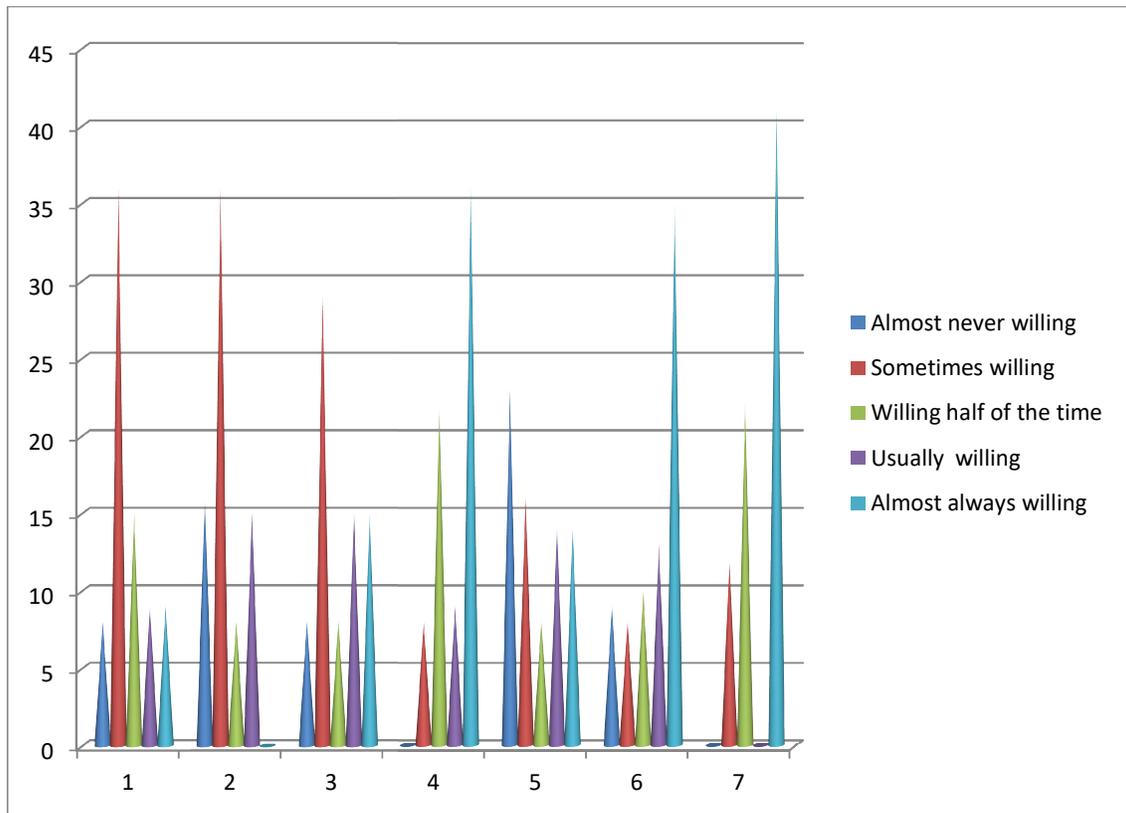


Table 5.3.2 : Results from the speaking skills (males)

From the table presented above it is noted that regarding the first statement on willingness to *“speak in a group about your summer vacation”* 8 out of 75 males (a little bit over 10%) responded that they are almost never willing; 36 males (or 48%) responded that they are willing sometimes; 15 students (or 20%) responded that they are willing half of the time; 9 out of 75 students (a little bit over 10%) responded that they are usually willing and 9 others responded that they are almost always to speak in a group about their summer vacation.

In regards to second statement on willingness to *“speak to your teacher about your homework assignment”* 16 out of 75 males (a little bit more than 20%) responded that they are almost never willing; 36 male students (or 48%) responded that they are willing sometimes; 8 students (or just above 10%) responded that they are willing half of the time; 15 out of 75 students (or 20%) responded that they are usually willing no students responded that they are almost always willing to speak to their teacher about their homework assignment.

Concerning the third question *“a stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?”* 8 out of 75 males (a little bit more than 10%) responded that they are almost never willing; 29 out of 75 male students (or 38%) responded that they are willing sometimes; 8 students (or above 10 %) responded that they are willing half of the time; 15 out of 75 (or 20%) students responded that they are usually willing and 15 (or 20%) students responded that they are almost always willing to have a conversation with a stranger who enters the room that they are in if he talked to them first.

In relation to the fourth statement on willingness to *“talking to a friend while waiting in line”* no males responded that they are almost never willing; 8 male students (or just above 10%) responded that they are willing sometimes; 22 students (or almost 30%) responded that they are willing half of the time; 9 out of 75 students (more than 10%) responded that they are usually willing while 36 (or 48%) students responded that they are almost always willing to talk to a friend while waiting in line.

As to the fifth question “*how willing would you be to be an actor in a play*” 23 out of 75 male students (more than 20%) responded that they are almost never willing; 16 male students (a little bit over 20%) responded that they are willing sometimes; 8 students (or 10%) responded that they are willing half of the time; 14 out of 75 (almost 20%) students responded that they are usually willing and 14 ones responded that they are almost always willing to be an actor in a play.

While concerning the sixth statement on willingness to “*describe the rules of your favourite game*” 9 out of 75 males (more than 10%) responded that they are almost never willing; 8 male students (or 10%) responded that they are willing sometimes; 10 students (or 13%) responded that they are willing half of the time; 13 out of 75 (or 17%) students responded that they are usually willing while 35 (or 46%) male students responded that they are almost always willing to describe the rules of their favourite game.

The final statement on speaking is regarding the willingness of the students to “*play a game in English*” and in relation of this statement no student responded that they are almost never willing; 12 male students (or 16%) responded that they are willing sometimes; 22 students (or 29%) responded that they are willing half of the time; no student responded that they are usually willing while 41 (or 55%) of 75 students responded that they are almost always willing to play a game in English.

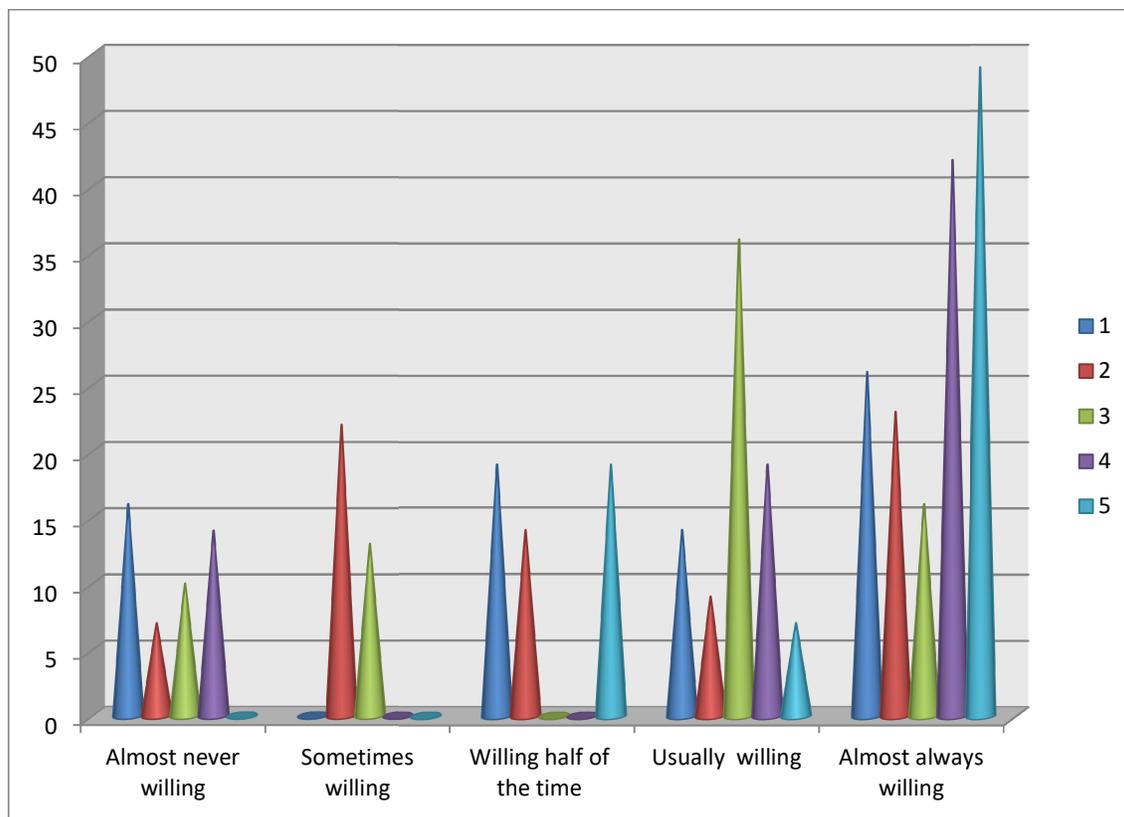


Table 5.3.3: Results from the comprehension (male)

From the table presented above it is noted that regarding the first statement on willingness to “listen to instructions and complete a task” 16 out of 75 male students (a little bit over 20%) responded that they are almost never willing; no students responded that they are willing sometimes; 19 students (or 25%) responded that they are willing half of the time; 14 out of 75 students (almost 20%) responded that they are usually willing while 26 students (or 35%) responded that they are almost always willing to listen to instruction and complete a task.

In regards to second statement on willingness to “bake a cake if instructions were not in Albanian” 7 male students (almost 10%) responded that they are almost never willing; 22 female students (less than 30%) responded that they are willing sometimes; 14 students (almost 20%) responded that they are willing half of the time; 9 out of 75 students (or 12%) responded that they are usually willing and 23 (or 30%) students responded that they are almost always willing to bake a cake if the instructions were not in Albanian.

Concerning the third statement on the willingness of the students to “*fill out an application form*” 10 male students (13%) responded that they are almost never willing; 13 out of 75 male students (or 17%) responded that they are willing sometimes; no student responded that they are willing half of the time; 36 out of 75 (or 48%) students responded that they are usually willing while 16 (21%) students responded that they are almost always willing to fill out an application form.

In relation to the fourth statement on willingness to “*take directions from an English speaker*” 14 male students (or 18%) responded that they are almost never willing; no male student responded that they are willing sometimes; no male student responded that they are willing half of the time; 19 out of 75 students (or 25%) responded that they are usually willing while 42 (or 56%) students responded that they are almost always willing to take directions from an English speaker.

The final statement on comprehension is regarding the willingness of the students to “*play a game in English*” and in relation of this statement no male student responded that they are almost never willing; no male student responded that they are willing sometimes; 19 students (or 25%) responded that they are willing half of the time; 7 (around 10%) others responded that they are usually willing while 49 (or 65%) of 75 students responded that they are almost always willing to play a game in English.

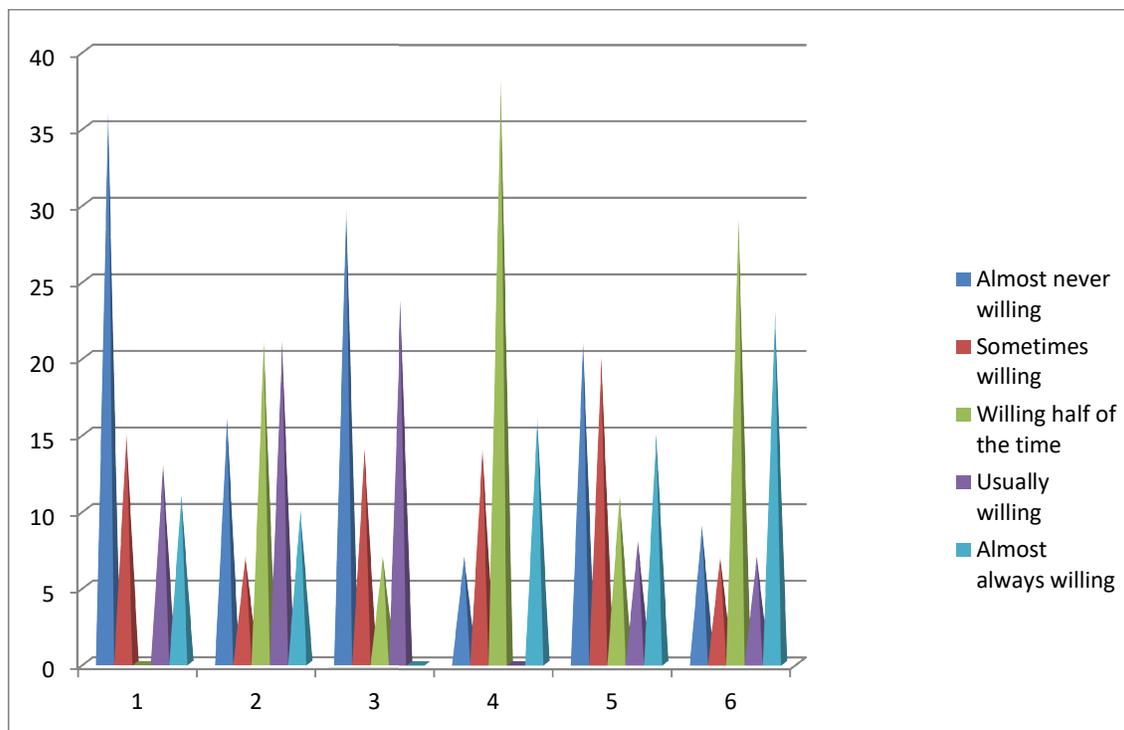


Table 5.3.4: Results from the reading skills (males)

From the table presented above it can be seen that regarding the first statement on willingness to “read a novel” 36 out of 75 male students (or 48%) responded that they are almost never willing; 15 male students (or 20%) responded that they are willing sometimes; no student responded that they are willing half of the time; 13 out of 75 students (or 17%) responded that they are usually willing while 11 students (or 15%) responded that they are almost always willing to read a novel.

In regards to second statement on willingness to “read an article in a paper” 16 male students (or 21%) responded that they are almost never willing; 7 male students (almost 10%) responded that they are willing sometimes; 21 students (or 28%) responded that they are willing half of the time; 21 out of 75 students (or 28 %) responded that they are usually willing while 10 (or 13%) students responded that they are almost always willing to read an article in a paper.

Concerning the third statement on willingness to “read letters from a pen pal written in native English” 30 out of 75 male students (or 40%) responded that they are almost never

willing; 14 out of 75 male students (or almost 19%) responded that they are willing sometimes; 7 students (or almost 10 %) responded that they are willing half of the time; 24 out of 75 (or 32%) students responded that they are usually willing while no student responded that they are almost always willing to read letters from a pen pal written in native English.

In relation to the fourth statement on willingness to “*read personal letters or notes written to you in which the writer has deliberately used simple words and constructions*” 7 out of 75 male students (around 9%) responded that they are almost never willing; 14 male students (or almost 19%) responded that they are willing sometimes; 38 students (or 50%)responded that they are willing half of the time; no student responded that they are usually willing while 16 (more than 20%) students responded that that are almost always willing to read personal letters or notes.

As to the fifth question “*read an advertisement in the paper to find a good bicycle you can buy* ” 21 out of 75 male students (around 28%) responded that they are almost never willing; 20 male students (around 28%) responded that they are willing sometimes; 11 students (or 16%)responded that they are willing half of the time; 8 out of 75 (above 10%) students responded that they are usually willing while 15 (or 20%) students responded that they are almost always willing to read as advertisement to find a good bicycle to buy.

The last statement is related the willingness to “*read reviews for popular movies*” 9 out of 75 male students (or 12%) responded that they are almost never willing; 7 male students (less than 10%) responded that they are willing sometimes; 29 students (or 39%) responded that they are willing half of the time; 7 out of 75 (less than 10%)students responded that they are usually willing while 23 (or 30%) male students responded that they are almost always willing to read reviews for popular movies.

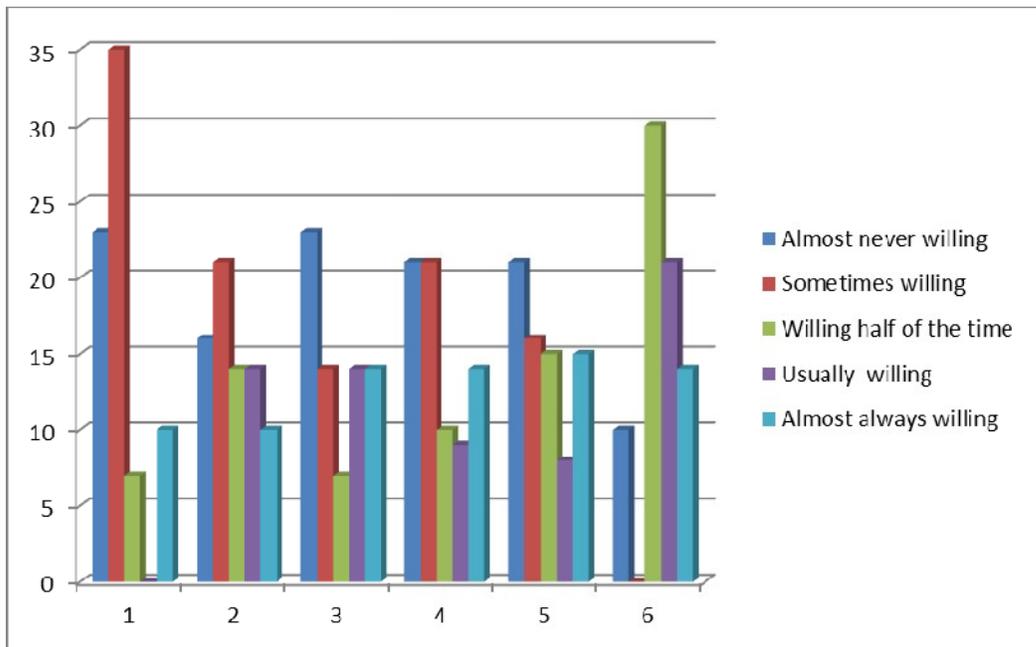


Table 5.3.5: Results from the writing skills (males)

From the table presented above it can be seen that regarding the first statement on willingness to “write an advertisement to sell an old bike” 23 out of 75 male students (or 30%) responded that they are almost never willing; 35 male students (above 45%) responded that they are willing sometimes; 7 male students (or less than 10%) responded that they are willing half of the time; no student responded that they are usually willing while 10 students (or 14%) responded that they are almost always willing to write an advertisement to sell an old bike.

In regards to second statement on willingness to “write a report on your favourite animal and its habits” 16 male students (or 21%) responded that they are almost never willing; 21 male students (or 28%) responded that they are willing sometimes; 14 students (or almost 19%) responded that they are willing half of the time; 14 out of 75 students (or almost 19%) responded that they are usually willing while 10 (or 13%) students responded that they are almost always willing to write a report on their favourite animal and its habits.

Concerning the third statement on willingness to “*write a story*” 23 out of 75 males (or 30%) responded that they are almost never willing; 14 out of 75 male students (or almost 19%) responded that they are willing sometimes; 7 students (or almost 10 %) responded that they are willing half of the time; 14 out of 75 (or 19%) students responded that they are usually willing and also 14 students (or 19%) responded that they are almost always willing to write a story.

In relation to the fourth statement on willingness to “*write a letter to a friend*” 21 out of 75 males (around 28%) responded that they are almost never willing; 21 male students (or around 28%) responded that they are willing sometimes; 10 students (or 13%)responded that they are willing half of the time; 9 students (or 12%) responded that they are usually willing while 14 out of 75 male students(or 19%) students responded that they are almost always willing to write a letter to a friend.

As to the fifth question “*write a newspaper article*” 21 out of 75 male students (around 28%) responded that they are almost never willing; 16 male students (around 21%) responded that they are willing sometimes; 15 students (or 20%)responded that they are willing half of the time; 8 out of 75 (above 10%) students responded that they are usually willing while 15 (or 20%) students responded that they are almost always willing to write a newspaper article.

The last statement is related the willingness to “*write the answers to a “fun” quiz from a magazine*” 10 out of 75 male students (or 14%) responded that they are almost never willing; no student responded that they are willing sometimes; 30 students (or 40%) responded that they are willing half of the time; 21 out of 75 (less than 28%)students responded that they are usually willing while 14 (almost 20%) female students responded that they are almost always willing to write the answers to a “fun” quiz from a magazine.

5.4 Results from proficient and non-proficient students

This section is a presentation of the results obtained from the questionnaire, for all sections speaking in Class, Reading, Writing and Comprehension regarding the students who are proficient in the English language.

5.4.1. Proficient students

Speaking in class, in English	1	2	3	4	5
1. Speaking in a group about your summer vacation.		19	11	32	13
2. Speaking to your teacher about your homework assignment.		14	6	29	26
3. A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?		9	21	22	23
4. Talking to a friend while waiting in line.	5	11	24	13	22
5. How willing would you be to be an actor in a play?		9	36	11	19
6. Describe the rules of your favourite game.		19	11	8	37
7. Play a game in English.	6	6	12	16	35
Reading					
1. Read a novel.	9	11	12	18	25
2. Read an article in a paper.		10	22	28	15

3. Read letters from a pen pal written in native English.	9	26		28	12
4. Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions....	10		13	27	25
5. Read an advertisement in the paper to find a good bicycle you can buy.	29	6	7	22	11
6. Read reviews for popular movies.		5	19	16	35
Writing					
1. Write an advertisement to sell an old bike.	41	14	5	6	9
2. Write a report on your favorite animal and its habits.	14	5	29	16	11
3. Write a story.		12	13	27	23
4. Write a letter to a friend.	10		19	26	20
5. Write a newspaper article.	41	14	5	9	6
6. Write the answers to a "fun" quiz from a magazine.	19	7	9	14	26
Comprehension					
1. Listen to instructions and complete a task.	4	11	27	18	15
2. Bake a cake if instructions were not in Albanian	14	6	14	26	15
3. Fill out an application form.	10	14	14	22	15

4. Take directions from an English speaker.	10		6	23	36
5. Understand an English movie.		5	13	19	38
Adapted from : MacIntyre et al., 2001					

Questionnaire with the results-table no. 5.4.1.1 that was distributed to the students who are proficient in the English language

The table above shows the results of the proficient students in English for all the skills and the following will present the results for each skill separately starting from speaking skills.

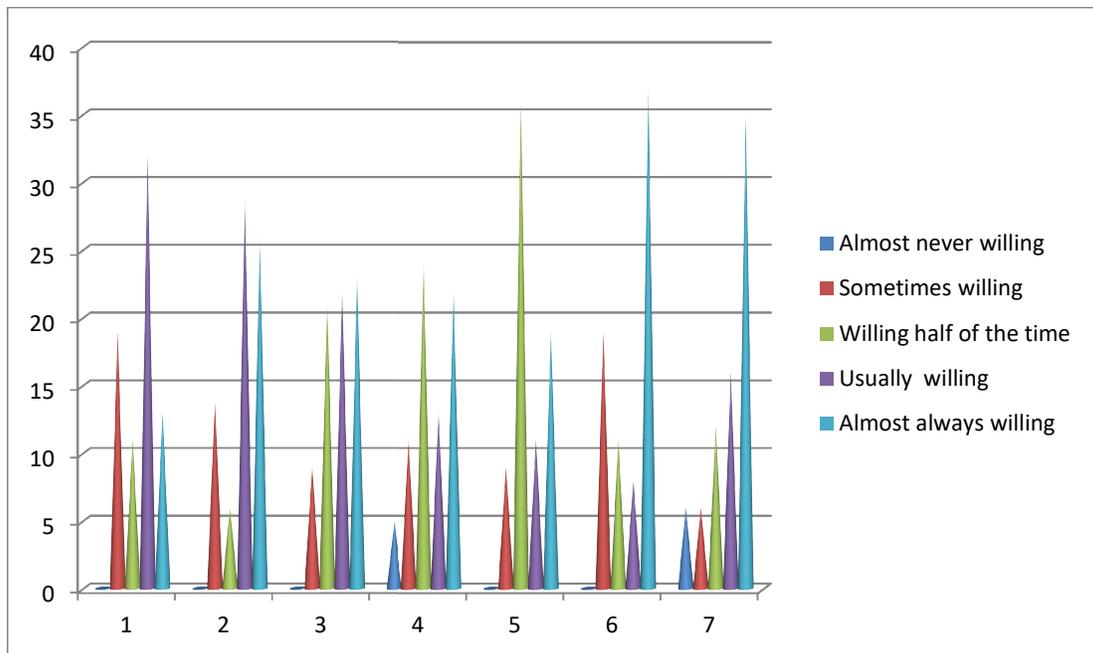


Table 5.4.1.2. Results from the speaking skills (proficient)

From the table above it is noticed that regarding the first statement on willingness to “*speaking in a group about your summer vacation*” none of the proficient students responded that they are almost never willing to communicate; 19 out of 75 proficient students (or 25%) responded that they are willing sometimes to communicate; 11 out of 75 students (or almost 15%) responded that they are willing half of the time; 32 out of 75 students (or 42%) responded that they are usually willing to communicate and 13 others (or 18%) responded that they are almost always willing to speak in a group about their summer vacation.

In regards to second statement on willingness to “*speaking to your teacher about your homework assignment*” none of the students responded that they are almost never willing to communicate; 14 proficient students (or 19%) responded that they are willing sometimes to communicate; 6 students (or 8%) responded that they are willing half of the time; 29 out of 75 students (or 38%) responded that they are usually willing to communicate and 26 (or 35%) students responded that they are almost always willing to speak to their teacher about their homework assignment.

Concerning the third question “*a stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?*” no proficient students responded that they are almost never willing to communicate; 9 out of 75 students (or 12%) responded that they are willing sometimes to communicate; 21 students (or 28%) responded that they are willing half of the time; 22 out of 75 (or 29%) students responded that they are usually willing to communicate and 23 (or 30%) students responded that they are almost always willing to have a conversation with a stranger who enters the room that they are in if he talked to them first.

In relation to the fourth statement on willingness to “*talking to a friend while waiting in line*” 5 proficient students (or 6%) responded that they are almost never willing to communicate; 11 students (or 14%) responded that they are willing sometimes to communicate; 24 students (or 32%) responded that they are willing half of the time; 13 out of 75 students (or 17%) responded that they are usually willing to communicate while 22 (30%) students responded that they are almost always willing to talk to a friend while waiting in line.

As to the fifth question “*how willing would you be to be an actor in a play*” no proficient student responded that they are almost never willing to communicate; 9 proficient students (or 12%) responded that they are willing sometimes to communicate; 36 out of 75 proficient students (or 48%) responded that they are willing half of the time; 11 out of 75 (almost 15%) students responded that they are usually willing to communicate and 19 (or 25%) ones responded that they are almost always willing to be an actor in a play.

While concerning the sixth statement on willingness to “*describe the rules of your favourite game*” no proficient student responded that they are almost never willing to communicate; 19 proficient students (or 26%) responded that they are willing sometimes to communicate; 11 students (or 14%) responded that they are willing half of the time; 8 out of 75 (or 11%) students responded that they are usually willing to communicate while 37 (or 49%) male students responded that they are almost always willing to describe the rules of their favourite game.

The final statement on speaking is regarding the willingness of the students to “*play a game in English*” and in relation of this statement 6 proficient students (or 8%) responded that they are almost never willing to communicate; 6 students (or 8%) responded that they are willing sometimes to communicate; 12 students (or 16%) responded that they are willing half of the time; 16 students (or 21%) responded that they are usually willing to communicate while 35 of 75 proficient students (or 47 %) responded that they are almost always willing to play a game in English.

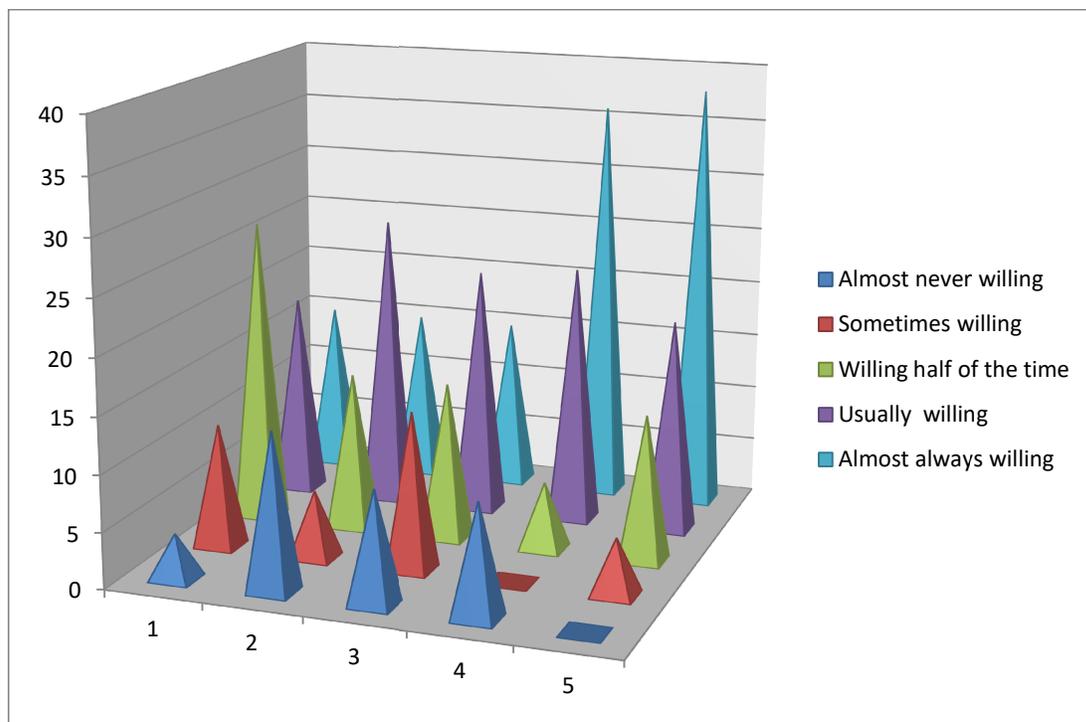


Table 5.4.1.3: Results from comprehension (proficient)

From the table presented above it is noted that regarding the first statement on willingness to *“listen to instructions and complete a task”* 4 out of 75 proficient students (or 5%) responded that they are almost never willing to listen; 11 students (or 15%) responded that they are willing sometimes; 27 students (or 36%) responded that they are willing half of the time; 18 out of 75 students (or 24%) responded that they are usually willing while 15 students (or 20%) responded that they are almost always willing to listen to instruction and complete a task.

In regards to second statement on willingness to *“bake a cake if instructions were not in Albanian”* 14 proficient students (almost 19%) responded that they are almost never willing; 6 proficient students (or 8%) responded that they are willing sometimes; 14 students (almost 20%) responded that they are willing half of the time; 26 out of 75 students (or 34%) responded that they are usually willing and 15 (or 20%) students responded that they are almost always willing to bake a cake if the instructions were not in Albanian.

Concerning the third statement on the willingness of the students to “*fill out an application form*” 10 out of 75 proficient students (or 13%) responded that they are almost never willing; 14 out of 75 male students (or 19%) responded that they are willing sometimes; 14 students (or 19%) responded that they are willing half of the time; 22 out of 75 (or 29%) students responded that they are usually willing while 15 (or 20%) students responded that they are almost always willing to fill out an application form.

In relation to the fourth statement on willingness to “*take directions from an English speaker*” 10 out of 75 proficient students (or 13%) responded that they are almost never willing; no proficient student responded that they are willing sometimes; 6 out of 75 students (or 8%) responded that they are willing half of the time; 23 out of 75 students (or 31%) responded that they are usually willing while 36 (or 48%) students responded that that they are almost always willing to take directions from an English speaker.

The final statement on comprehension is regarding the willingness of the students to “*play a game in English*” and in relation of this statement no proficient student responded that they are almost never willing; 5 students (or 6%) responded that they are willing sometimes; 13 students (or 18%) responded that they are willing half of the time; 19 (around 26%) others responded that they are usually willing while 38 students (or 50%)responded that they are almost always willing to play a game in English.

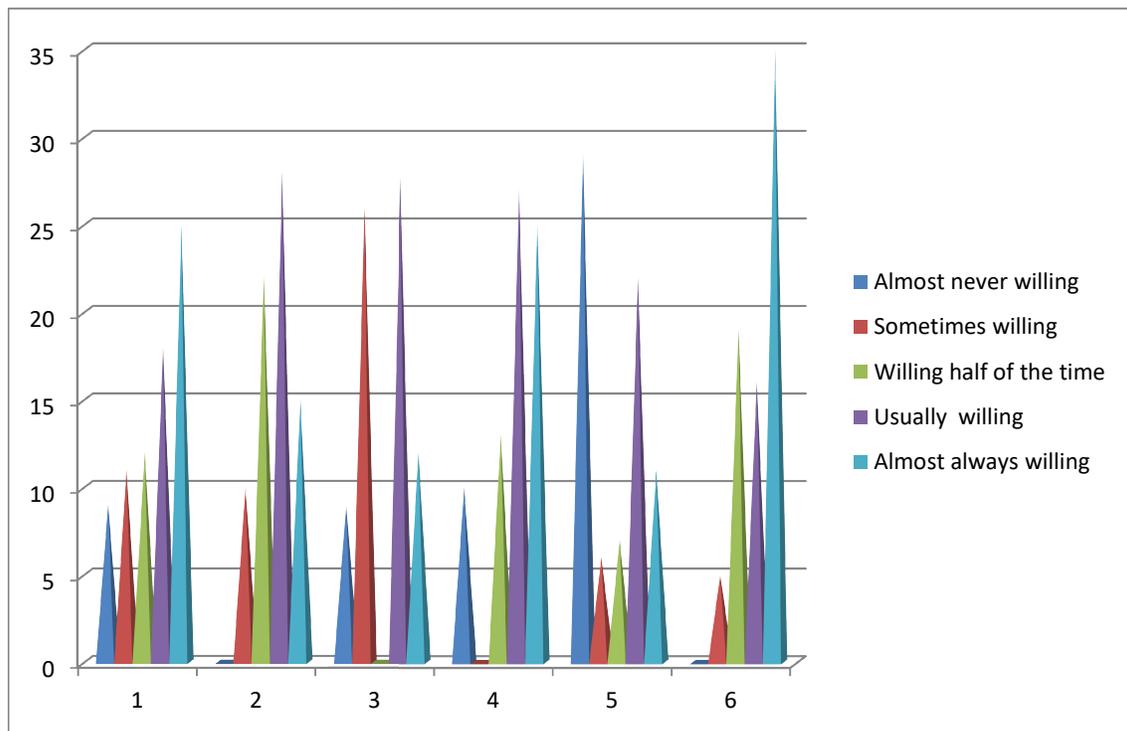


Table 5.4.1.4: Results from reading skills (proficient)

From the table presented above it is noted that regarding the first statement on willingness to “read a novel” 9 out of 75 proficient students (or 13%) responded that they are almost never willing; 11 students (over 15%) responded that they are willing sometimes; 12 students (or more than 15%) responded that they are willing half of the time; 18 out of 75 students (more than 24%) responded that they are usually willing while 25 students (or 33%) responded that they are almost always willing to read a novel.

In regards to second statement on willingness to “read an article in a paper” no proficient student responded that they are almost never willing; 10 proficient students (or 15%) responded that they are willing sometimes; 22 students (or 28%) responded that they are willing half of the time; 28 out of 75 students (above 37 %) responded that they are usually willing while 15 (or 20%) students responded that they are almost always willing to read an article in a paper.

Concerning the third statement on willingness to *“read letters from a pen pal written in native English”* 9 out of 75 proficient students (or 12%) responded that they are almost never willing; 26 out of 75 proficient students (or almost 35 %) responded that they are willing sometimes; no students responded that they are willing half of the time; 28 out of 75 (or 37%) students responded that they are usually willing while 12 (or 16%) students responded that they are almost always willing to read letters from a pen pal written in native English.

In relation to the fourth statement on willingness to *“read personal letters or notes written to you in which the writer has deliberately used simple words and constructions”* 10 out of 75 proficient students (around 13 %) responded that they are almost never willing; no proficient students responded that they are willing sometimes; 13 students (or 17%) responded that they are willing half of the time; 27 out of 75 students (or 37%) responded that they are usually willing while 25 (more than 33%) students responded that that are almost always willing to read personal letters or notes.

As to the fifth question *“read an advertisement in the paper to find a good bicycle you can buy ”* 29 out of 75 proficient students (around 39%) responded that they are almost never willing; 6 proficient students (around 8%) responded that they are willing sometimes; 7 students (9%)responded that they are willing half of the time; 22 out of 75 (29%) students responded that they are usually willing while 11 (or 15%) students responded that they are almost always willing to read as advertisement to find a good bicycle to buy.

The last statement is related the willingness to *“read reviews for popular movies”* no students responded that they are almost never willing; 5 proficient students (or less than 8%) responded that they are willing sometimes; 19 students (or 25%) responded that they are willing half of the time; 16 out of 75 (or 21%) students responded that they are usually willing while 35 (or 46%) female students responded that they are almost always willing to read reviews for popular movies.

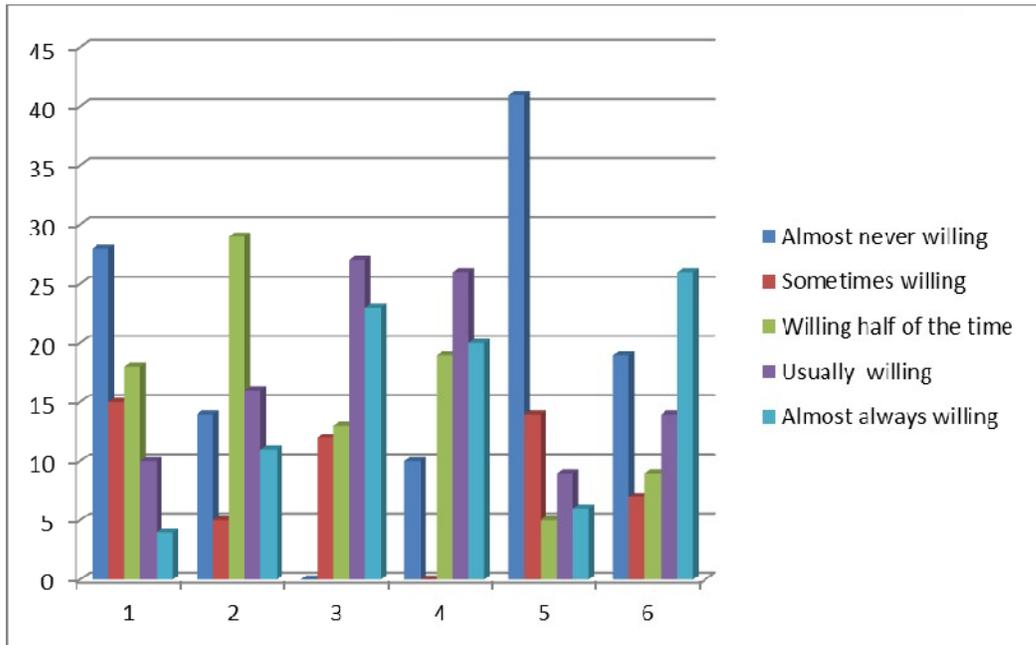


Table 5.4.1.5: Results from writing skills (proficient)

From the table presented above it can be seen that regarding the first statement on willingness to “write an advertisement to sell an old bike” 28 out of 75 proficient students (or 37%) responded that they are almost never willing; 15 proficient students (or 20%) responded that they are willing sometimes; 18 students (or 24 %) responded that they are willing half of the time; 10 students (or 14%) responded that they are usually willing while 4 students (or 5%) responded that they are almost always willing to write an advertisement to sell an old bike.

In regards to second statement on willingness to “write a report on your favourite animal and its habits” 14 male students (almost 20%) responded that they are almost never willing; 5 proficient students (or 6%) responded that they are willing sometimes; 29 students (or almost 39%) responded that they are willing half of the time; 16 out of 75 students (or 21 %) responded that they are usually willing while 11 (or 14%) students responded that they are almost always willing to write a report on their favourite animal and its habits.

Concerning the third statement on willingness to “*write a story*” none of the proficient students responded that they are almost never willing; 12 out of 75 proficient students (or 16%) responded that they are willing sometimes; 13 students (or 17 %) responded that they are willing half of the time; 27 out of 75 (or 26%) students responded that they are usually willing and 23 students (or 31%) responded that they are almost always willing to write a story.

In relation to the fourth statement on willingness to “*write a letter to a friend*” 10 out of 75 proficient students (around 13%) responded that they are almost never willing; 21 no proficient student responded that they are willing sometimes; 19 students (or 25%)responded that they are willing half of the time; 26 students (or 36%) responded that they are usually willing while 20 out of 75 proficient students (or 26%) students responded that they are almost always willing to write a letter to a friend.

As to the fifth question “*write a newspaper article*” 41 out of 75 proficient students (around 55%) responded that they are almost never willing; 14 students (almost 20%) responded that they are willing sometimes; 5 students (or 6%) responded that they are willing half of the time; 9 out of 75 (or 12%) students responded that they are usually willing while 6 (or 7%) students responded that they are almost always willing to write a newspaper article.

The last statement is related the willingness to “*write the answers to a “fun” quiz from a magazine*” 19 out of 75 proficient students (or 25%) responded that they are almost never willing; 7 students (or 9%) responded that they are willing sometimes; 9 students (or 12%) responded that they are willing half of the time; 14 out of 75 (less than 19%)students responded that they are usually willing while 26 (almost 35%) female students responded that they are almost always willing to write the answers to a “fun” quiz from a magazine.

5.4.2 Non-proficient students

This section is a presentation of the results obtained from the questionnaire, for all sections speaking in Class, Reading, Writing and Comprehension regarding the students who are non-proficient in the English language.

Speaking in class, in English	1	2	3	4	5
1. Speaking in a group about your summer vacation.	21	28	19		7
2. Speaking to your teacher about your homework assignment.	19	28	21		7
3. A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?		7	28	26	14
4. Talking to a friend while waiting in line.		14	14	7	40
5. How willing would you be to be an actor in a play?	35	7	26	7	
6. Describe the rules of your favourite game.		14	14	14	33
7. Play a game in English.	7		7	19	42
Reading					
1. Read a novel.	58		17		
2. Read an article in a paper.	21	40	7		7
3. Read letters from a pen pal written in native English.	35	14	19		7

4. Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions....	21	21	26	7	
5. Read an advertisement in the paper to find a good bicycle you can buy.	21			14	40
6. Read reviews for popular movies.	7	14	40		14
1. Write an advertisement to sell an old bike.	21	7			47
2. Write a report on your favorite animal and its habits.	21	28	7	19	
3. Write a story.	14	33	14	7	7
4. Write a letter to a friend.	33	7			35
5. Write a newspaper article.	54	14			7
6. Write the answers to a “fun” quiz from a magazine.	14	28	19	7	7
Comprehension					
1. Listen to instructions and complete a task.	14	26	7	7	21
2. Bake a cake if instructions were not in Albanian	28	14	26	7	
3. Fill out an application form.	14	21	33		7
4. Take directions from an English speaker.	14	7	32	7	14

5. Understand an English movie.		7	28	14	26
Adapted from : MacIntyre et al., 2001					

Questionnaire with results, table no. 5.4.2.1., which was distributed to students who are non-proficient in the English language.

The table above no. 5.6.1.shows the results of the non-proficient students for all the skills and in the following there will be presented the results for each skill separately starting from speaking skills.

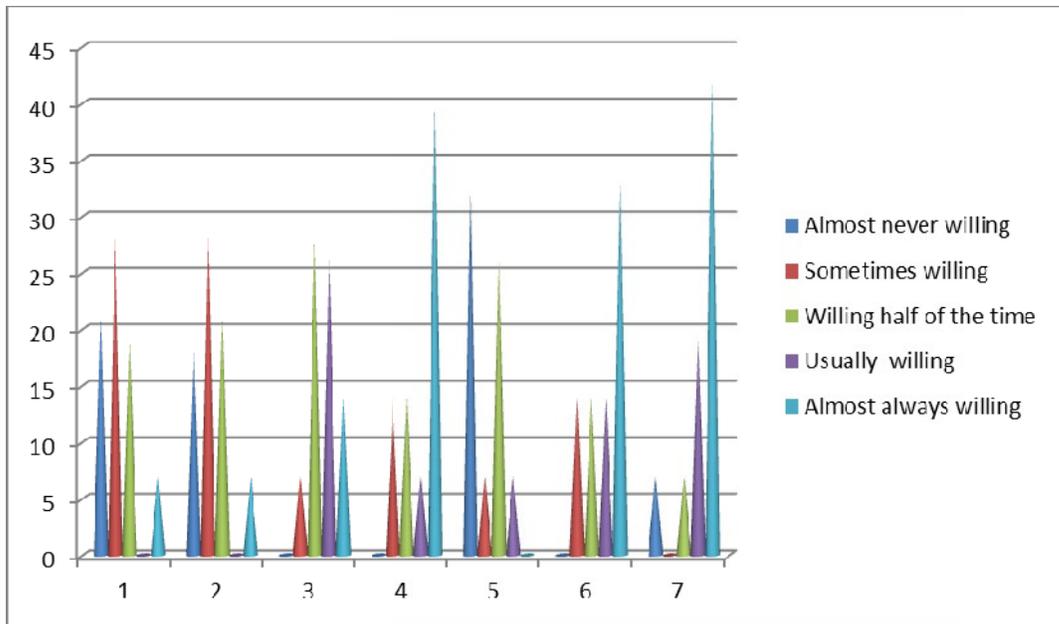


Table 5.4.2.1 Results from the speaking skills (non-proficient)

From the table above it is noticed that regarding the first statement on willingness to “speak in a group about your summer vacation” 21 non- proficient students out of 75 (or 28%) responded that they are almost never willing to communicate; 28 students (or 37%) responded that they are willing sometimes to communicate; 19 out of 75 students (or almost 25%)responded that they are willing half of the time; no student responded that

they are usually willing to communicate and 7 others (or 10%) responded that they are almost always to speak in a group about their summer vacation.

In regards to second statement on willingness to *“speak to your teacher about your homework assignment”* 19 non-proficient students out of total 75(or 25%) responded that they are almost never willing to communicate; 28 non-proficient students (or 37%) responded that they are willing sometimes to communicate; 21 students (or 28%)responded that they are willing half of the time; no student responded that they are usually willing to communicate and 7 others (or 10%) responded that they are almost always willing to speak to their teacher about their homework assignment.

Concerning the third question *“a stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?”* no non-proficient students responded that they are almost never willing to communicate; 7 out of 75 students (or 10%) responded that they are willing sometimes to communicate; 28 students (or 37 %) responded that they are willing half of the time; 26 out of 75 (or 34%) students responded that they are usually willing to communicate and 14 (or 19%) students responded that they are almost always willing to have a conversation with a stranger who enters the room that they are in if he talked to them first.

In relation to the fourth statement on willingness to *“talking to a friend while waiting in line”* no non-proficient students responded that they are almost never willing to communicate; 14 students (or 19%) responded that they are willing sometimes to communicate; 14 students (or 19%)responded that they are willing half of the time; 7 out of 75 students (or 9%) responded that they are usually willing to communicate while 44 (or 53%) students responded that they are almost always willing to talk to a friend while waiting in line.

As to the fifth question *“how willing would you be to be an actor in a play ”* 35 non-proficient students (or 47%) responded that they are almost never willing to communicate; 7 non-proficient students (or 9%) responded that they are willing sometimes to communicate; 26 out of 75 non-proficient students (or 35%)responded that they are willing

half of the time; 7 out of 75 (or 9%) students responded that they are usually willing to communicate and no non-proficient student responded that they are almost always willing to be an actor in a play.

While concerning the sixth statement on willingness to “*describe the rules of your favourite game*” no non-proficient student responded that they are almost never willing to communicate; 14 non-proficient students (or 19%) responded that they are willing sometimes to communicate; 14 students (or 19%) responded that they are willing half of the time; 14 out of 75 students (or 19%) responded that they are usually willing to communicate while 33 non-proficient students (or 43%) responded that they are almost always willing to describe the rules of their favourite game.

The final statement on speaking is regarding the willingness of the students to “*play a game in English*” and in relation of this statement 7 non-proficient students (or 9%) responded that they are almost never willing to communicate; no student responded that they are willing sometimes to communicate; 7 students (or 9%) responded that they are willing half of the time; 19 students (or 25%) responded that they are usually willing to communicate while 42 of 75 non-proficient students (or 57%) responded that they are almost always willing to play a game in English.

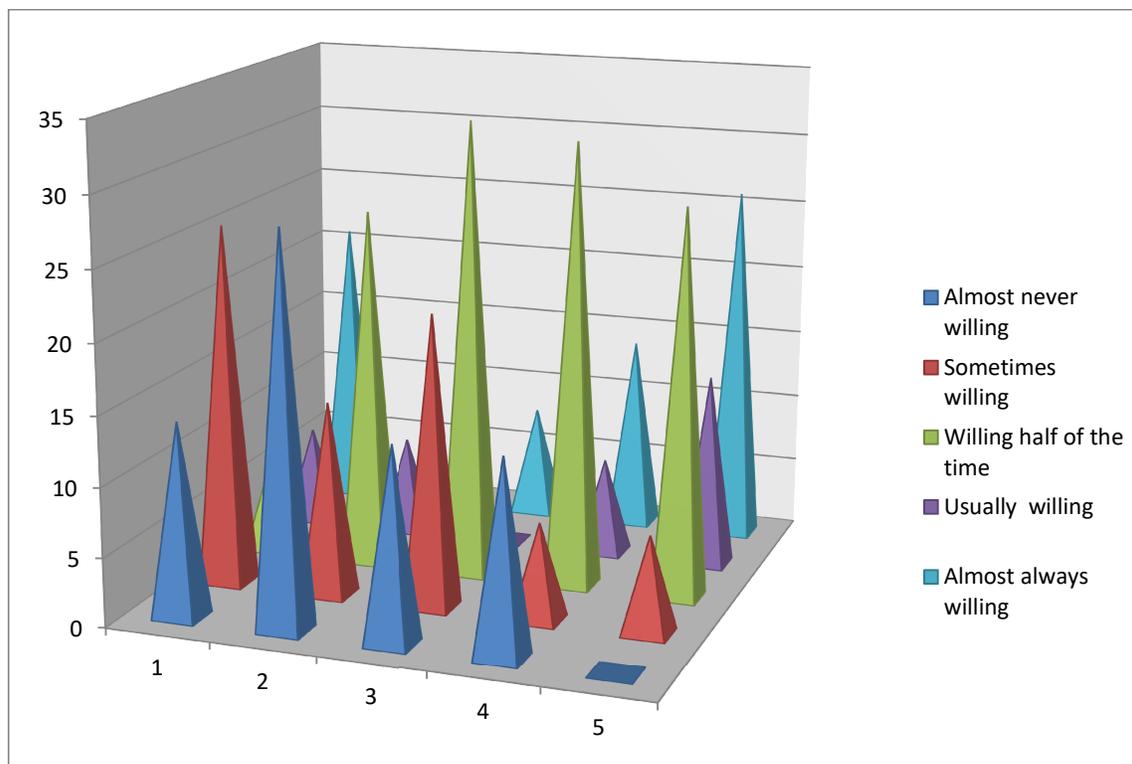


Table 5.4.2.2: Results from comprehension (non-proficient)

From the table presented above it is noted that regarding the first statement on willingness to “*listen to instructions and complete a task*” 14 out of 75 non-proficient students (or 19 %) responded that they are almost never willing to listen ; 26 students (or 35%) responded that they are willing sometimes; 7 students (or 9%) responded that they are willing half of the time; 7 out of 75 students(or 9%) responded that they are usually willing while 21 non-proficient students (or 28%)responded that they are almost always willing to listen to instruction and complete a task.

In regards to second statement on willingness to “*bake a cake if instructions were not in Albanian* ” 28 non-proficient students (or 37%) responded that they are almost never willing; 14 non- proficient students (or 19 %) responded that they are willing sometimes; 26 students (or 35 %)responded that they are willing half of the time; 7 out of 75 students (or 9%) responded that they are usually willing and no student responded that they are almost always willing to bake a cake if the instructions were not in Albanian.

Concerning the third statement on the willingness of the students to “*fill out an application form*” 14 out of 75 non-proficient students (or 19%) responded that they are almost never willing; 21 out of 75 students (or 28%) responded that they are willing sometimes; 33 students (or 44%) responded that they are willing half of the time; no student responded that they are usually willing while 7 (or 9%) students responded that they are almost always willing to fill out an application form.

In relation to the fourth statement on willingness to “*take directions from an English speaker*” 14 out of 75 non-proficient students (or 19%) responded that they are almost never willing; 7 non- proficient student responded that they are willing sometimes; 32 out of 75 students (or 43%) responded that they are willing half of the time; 7 out of 75 students (or 9%) responded that they are usually willing while 14 (or 19%) students responded that that they are almost always willing to take directions from an English speaker.

The final statement on comprehension is regarding the willingness of the students to “*play a game in English*” and in relation of this statement no non-proficient student responded that they are almost never willing; 7 students (or 9%) responded that they are willing sometimes; 28 students (or 37%) responded that they are willing half of the time; 14 (or 19%) others responded that they are usually willing while 26 students (or 35%)responded that they are almost always willing to play a game in English.

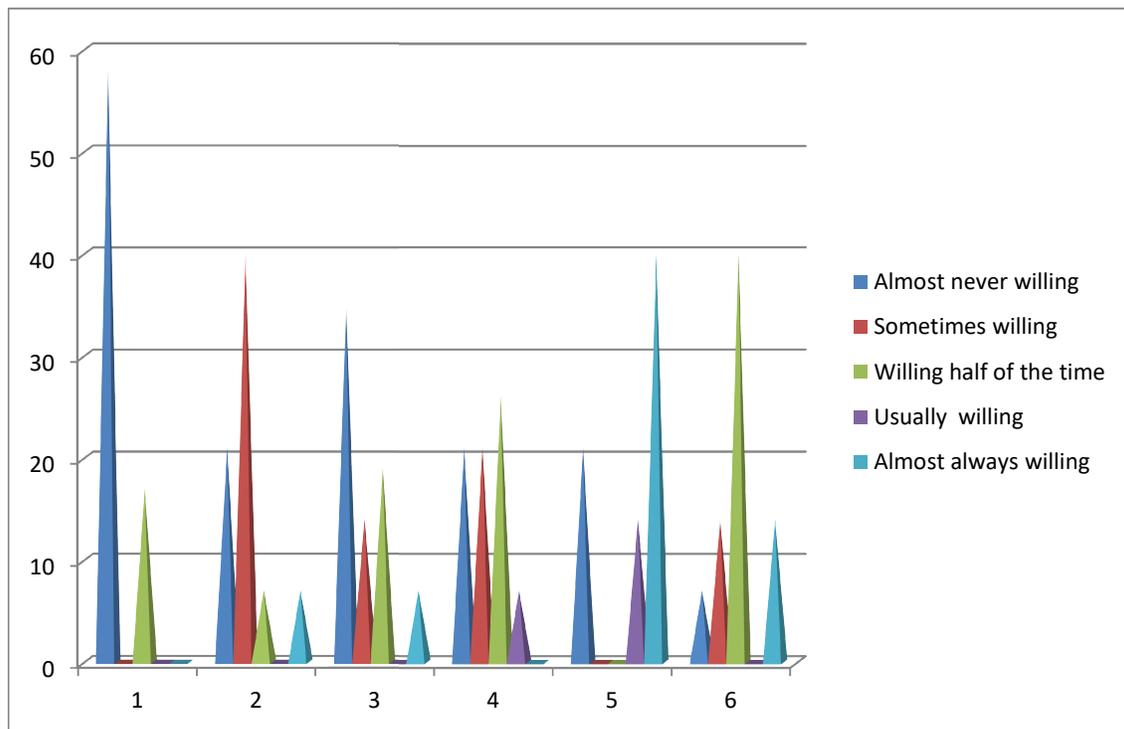


Table 5.4.2.3: Results from reading skills (non-proficient)

From the table presented above it is noted that regarding the first statement on willingness to “*read a novel*” 58 out of 75 non-proficient students (or 77%) responded that they are almost never willing; no student responded that they are willing sometimes; 17 students (or 23 %)responded that they are willing half of the time. No student responded that they are usually willing or almost always willing to read a novel.

In regards to second statement on willingness to “*read an article in a paper*” 21 non-proficient student (or 29%)responded that they are almost never willing; 40 non- proficient students (53 %) responded that they are willing sometimes; 7 students (or 9%) responded that they are willing half of the time; no student responded that they are usually willing while 7 (or 9%) students responded that they are almost always willing to read an article in a paper.

Concerning the third statement on willingness to “*read letters from a pen pal written in native English*” 35 out of 75 non-proficient students (or 47%) responded that they are

almost never willing; 14 out of 75 non-proficient students (or 19 %) responded that they are willing sometimes; 19 students (or 25%) responded that they are willing half of the time; no students responded that they are usually willing while 7 (or 9%) students responded that they are almost always willing to read letters from a pen pal written in native English.

In relation to the fourth statement on willingness to *“read personal letters or notes written to you in which the writer has deliberately used simple words and constructions”* 21 out of 75 non-proficient students (or 29 %) responded that they are almost never willing; 21 students (or 29%) responded that they are willing sometimes; 26 students (or 36%) responded that they are willing half of the time; 7 out of 75 students (or 9%) responded that they are usually willing while no student responded that they are almost always willing to read personal letters or notes.

As to the fifth question *“read an advertisement in the paper to find a good bicycle you can buy ”* 21 out of 75 non-proficient students (or 29%) responded that they are almost never willing; no student responded that they are willing sometimes or that they are willing half of the time; 14 out of 75 (or 19%) students responded that they are usually willing while 40 (or 52%) students responded that they are almost always willing to read as advertisement to find a good bicycle to buy.

The last statement is related the willingness to *“read reviews for popular movies”* 7 non-proficient students (or 9%) responded that they are almost never willing; 14 non-proficient students (or 19%) responded that they are willing sometimes; 40 students (or 53%) responded that they are willing half of the time; no student responded that they are usually willing while 14 (or 19%) non-proficient students responded that they are almost always willing to read reviews for popular movies.

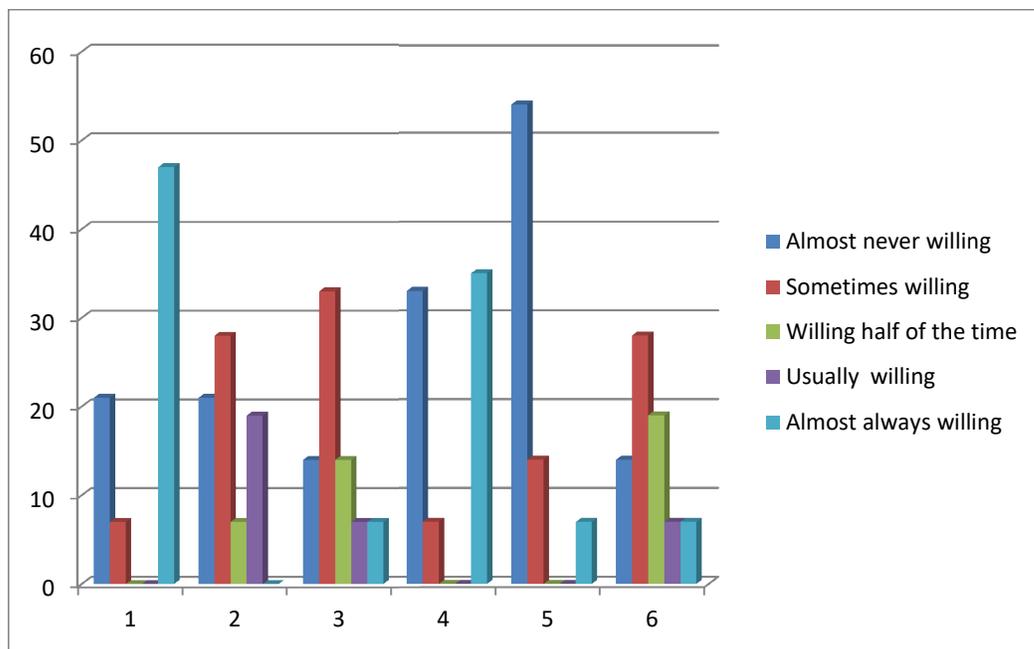


Table 5.4.2.4: Results from writing skills (non-proficient)

From the table presented above it can be seen that regarding the first statement on willingness to “*write an advertisement to sell an old bike*” 21 out of 75 non-proficient students (or 29%) responded that they are almost never willing; 7 students out of 75 (or 9%) responded that they are willing sometimes, no student responded that they are willing half of the time or that they are usually willing while 47 students (or 62%) responded that they are almost always willing to write an advertisement to sell an old bike.

In regards to second statement on willingness to “*write a report on your favourite animal and its habits*” 21 non-proficient students (or 29%) responded that they are almost never willing; 28 non-proficient students (or 37%) responded that they are willing sometimes; 7 students (or 9%) responded that they are willing half of the time; 19 out of 75 students (or 25 %) responded that they are usually willing while no student responded that they are almost always willing to write a report on their favourite animal and its habits.

Concerning the third statement on willingness to “*write a story* ” 14 out of 75 non-proficient students (or 19%) responded that they are almost never willing; 33 out of 75 non-proficient students (or 44%) responded that they are willing sometimes; 14 students (or 19

%) responded that they are willing half of the time; 7 out of 75 (or 9%) students responded that they are usually willing and 7 students (or 9%) responded that they are almost always willing to write a story.

In relation to the fourth statement on willingness to “*write a letter to a friend*” 33 out of 75 non-proficient students (or 44%) responded that they are almost never willing; 7 non-proficient student (or 9%) responded that they are willing sometimes; no student responded that they are willing half of the time or that they are usually willing while 35 out of 75 non-proficient students (or 47%) students responded that they are almost always willing to write a letter to a friend.

As to the fifth question “*write a newspaper article*” 54 out of 75 non-proficient students (or 74%) responded that they are almost never willing; 14 students (or 19%) responded that they are willing sometimes; no student responded that they are willing half of the time or they are usually willing while 7 (or 9%) students responded that they are almost always willing to write a newspaper article.

The last statement is related the willingness to “*write the answers to a “fun” quiz from a magazine*” 14 out of 75 non-proficient students (or 19%) responded that they are almost never willing; 28 students (or 37%) responded that they are willing sometimes; 19 students (or 26 %) responded that they are willing half of the time; 7 out of 75 (or 9 %)students responded that they are usually willing and 7 (or 9%) non-proficient students responded that they are almost always willing to write the answers to a “fun” quiz from a magazine.

5.5 Teachers' interviews

Teachers' interviews aimed to find out if gender and language proficiency have any effect on willingness to communicate. This instrument intended to find out what are the main factors that influence the learner's willingness to communicate in English in class and the reasons. In addition, they attempt to find solutions how to encourage students to express themselves more easily in the English language classes.

1) Do you think that gender have any effect on Willingness to communicate (WTC) among the students you teach? What's the main reason?

- In relation to this sentence 5 out of 10 English language teachers (or 50%) of English language teachers responded that they do not think that gender has any effect on WTC and some of the answers were simply no without any explanation. In the following there are two of the original longer statements or responses from the teachers regarding this question: *"I have noticed that per capita my students participate in equal measure regardless of gender"*. The other teacher responded as follows: *"During my experience of teaching, I never noticed that gender has any effect on willingness to communicate among students. In my opinion the main problem is the knowledge of the language or their actual English proficiency"*.
- The other teachers or 5 English language teachers of 10ones responded that they think gender has some effect on their WTC. Here are some of the responses that were received from the teachers: *"in the classes where I teach usually girls are more communicative"*. The other teachers responded almost the same or as it follows: *"Based on my everyday work with students of different ages (15-20), I found out that female students express willingness to speak more than the male students. It is very surprising as one cannot give a special reason but I suppose girls stay more at home and watch movies or listen to music"*.

2) Which are the factors that influence the learner's willingness to communicate in English in class? Why?

In relations to the second sentence here are the answers from the teachers of the English language:

1. *A factor for learners to NOT communicate in English is the fear of making mistakes – learners prefer to say the words of a foreign language without any mistakes.*
2. *Fear of making mistakes.*

3. *Nowadays, in every class students during English classes communicate only in English, but topics that they prefer more are about: music, movies, sport or topics about night life, etc. The reason why is that the teachers since primary school start communicating with the students only in English and help them on skills that every student should have while they learn a foreign language, skills like: speaking, listening, reading and writing.*
4. *I think it may be the importance of English language as a second language, personality, motivation, learning context...etc.*
5. *Student's English proficiency is one of the factors that influence their willing to communicate in classroom. Another factor is motivation; more motivated individuals want to achieve their goals and will enjoy the task of learning a foreign language.*
6. *When a student is confident that they know the information they are often eager to communicate what they know, but if they are insecure they will clam up and not speak.*
7. *This is related to the personality of the students.*
8. *The answer of this teacher was that he does not know the reason.*
9. *Maybe there should be found ways to make the teaching more interesting.*
10. *The same answer as the teacher number 9.*

3) Do you think that there is any relation between the language proficiency of your students and WTC? If yes, can you elaborate a little bit?

Regarding the third question the teachers think as follows:

1. *There is a relation between my students' language proficiency and their WTC - the ones that have read more textbooks, novels, etc in English find it easier to communicate.*
2. *Yes, it does. Many of my students no matter of their gender, if they understand the language, they communicate without any hesitation but if not we immediately face their unwilling communication.*
3. *Yes, I do. Students tend to be proficient in English by learning not just grammar, but also by communicating in the English language.*
4. *Students who have good knowledge in English language, surely they should have more willingness to learn and communicate than the others.*
5. *Yes, if a student understands the information that is being taught, or thinks they understand the information he/she will try to show off their ability to speak it.*
6. *I see a close relation between these two terms because ones who are very good at English talk most.*
7. *Students who are better in English proficiency they communicate more.*
8. *Three teachers responded only as 'Yes'.*

4) Do you think that there is done enough in our schools to encourage students in their WTC? If yes, what is done exactly?

As it concerns the fourth question here are some of the opinions of the English language teachers if they think that there has been done enough in their schools to encourage students in the WTC.

1. *Not enough is ever done as far as improving teaching methodologies is concerned, encouraging students in their WTC included. Nevertheless, there is an abundance of training opportunities for teachers, which include ways of making learners more willing to communicate.*
2. *I think that every teacher tries to do something better and better with their students, all teachers give a chance to their students to express their desires, their problems that they have in real life and I think that students have enough courage to ask and answer different questions and in this way they can use WTC.*
3. *Yes, I do. Nowadays English schoolbooks offer the students not only the opportunity to learn about reading and translating, but also different topics that they can discuss about. I always challenge my students in different topics, trying to find interesting topics about them to discuss about, I start with myself in order to make it easier for them, since some of the students do not feel free to communicate in front of the others.*
4. *I think it is an individual matter, it depends on the teacher's way of teaching. Today we have lots of opportunities to find out how we can be a successful teacher. We have online portals on the Internet where you can find different materials related with the student's level. But do we use them; I think it depends on our eagerness to inspire their willingness to communicate.*
5. *I think there needs to be an emphasis on getting students who are insecure about their speaking ability to speak regardless, because they will at least get experience in speaking English.*
6. *Nowadays schools are provided with projectors and other things, presentation in groups and individual presentations and this increases their willingness to communicate.*
7. *There is a lot of room for improvement.*
8. *I think that if the students were separated based on their proficiency they would have communicated much more.*
9. *There is a lot to be done in the future.*
10. *No. We should have language laboratories.*

5. What should EFL teachers do to encourage students to talk in their classes?

In relation to this question only six teachers replied and their answers are as follows:

1. *Go beyond the curricula. Bring native speakers of English to classes as often as possible. I personally write on the board that I teach a "FOREIGN language". I ask them again to always remember that this is a FOREIGN (with capital letters) language so they do not need to worry even if they make mistakes.*
2. *Teachers should try to make easier for their students to communicate by finding challenging topics to have more to discuss about, then challenge their students to give their opinions and contradict each other by giving facts and supporting their ideas, then challenging them to discuss about movies, music, sport, different books, etc.*
3. *He or she has to motivate them, make them love the language.*
4. *First, the teacher should know the personality of student, to ask proper questions, to be careful not to hurt the student and to improve their mistakes without hurting him.*
5. *EFL teachers should correct without chastising students who speak in class. If a student thinks they will be berated for speaking in class, naturally they will shy away from it.*
6. *Teachers should be careful in bringing topics or other exercises, through debates or group work.*

6. How much do your students like learning together with their classmates in this course?

In relation to this question, these were the following responses.

1. *Yes, most of the time.*
2. *We cannot say that they like or dislike.*
3. *Not very much really. They may be interested in working in twos, with their desk mates, but not with more than that.*

4. *A lot, because group work looks more like competitive learning; for young learners competitions are always welcome.*
5. *I think they like the social aspect of learning together, but I sometimes think that they don't want to be humiliated in front of their classmates. This contributes to their unwillingness to speak.*
6. *Actually they find this very attractive as they get many ideas from each other and the group becomes stronger and empowered.*
7. *Not so much.*
8. *Sometimes they do and sometimes they don't.*
9. *In general they do.*
10. *They like a lot.*

7. Do other students laugh at their classmates when they speak English?

In relation to the seventh question, their responses were as follows:

1. *They tend to, but I intervene in a positive way.*
2. *Sometimes they do despite the fact that I warn them.*
3. *Sometimes yes, but not always, because all the time I remind them that normally you can mispronounce a word because it is a foreign language; and we are here to learn and support each other.*
4. *Sometimes they do.*
5. *Not at all. As I mentioned before, nowadays in our school English classes are all about English language and there is no word spoken in our native language. So, students get used to it and nobody laughs.*
6. *Most of the time, students don't laugh at other students. There are some students that seem to have disabilities, and the other students don't seem to be very sympathetic to their struggle.*
7. *Sometimes yes, when a student not so good at English starts speaking but I always encourage him/her that he/she is doing just fine and should go on.*
8. *Never.*
9. *Not very often, depends on their mood.*

10. *Sometimes.*

8. Do your students seem to be confident when they speak? How do you know that?

In relation to the eighth question, the teachers' responses were as follows:

1. *Many of them do. On further questioning, when we want to ask them more, to elaborate their opinions, they do not hesitate to express them.*
2. *Most of them are very confident because they are regular readers of books and novels, so they are very good at expressing their ideas in English.*
3. *Very few seem confident when they speak. I know how confident/insecure they are by their eagerness/reluctance to speak.*
4. *They have self-confidence otherwise they would not talk at all.*
5. *Not so much and I think that is the result of their lack of proficiency and experience.*
6. *Yes, they are confident because they do not mumble.*
7. *In general yes. They express their thoughts freely and their voice does not shake.*
8. *Some of them yes and some of them no.*
9. *Yes because they talk without interruption.*
10. *Yes, because they do not murmur.*

9. How often do your students volunteer to speak in the class?

In relation to the ninth question, the teachers' responses were as follows:

1. *At every class there are at least two students who volunteer.*
2. *Quite enough.*
3. *Not so often.*
4. *All the time. It is great for me as a teacher to be there in class, since they are very good not only in grammar, but also in communicating with the class and the teacher about different topics. The youth nowadays have lots of information and are very interested in learning new things. So, it's great for me to be a teacher who manages and works with these classes.*
5. *It depends on the classes, in some classes we usually have volunteers, who want to speak.*
6. *Some activities, most of the students will volunteer, other activities nearly no one will volunteer. It depends on how complicated the exercise.*
7. *English as other languages is full of exercises and the communication with students is very important and they seem to know that because they start immediately to answer.*
8. *It depends on their mood.*
9. *Very often.*
10. *Not so often.*

10. Do you correct your students' mistakes when they talk in English? Why?

In relation to the tenth question, the teachers' responses were as follows:

1. *No, I don't. I ask other students if they agree with what was said.*
2. *Not while they are speaking or reading, after that I always tell them about the words they mispronounced; I write it on the board and together we spell and pronounce them correctly.*
3. *Yes, I do. Because I think that students expect that they won't repeat the same mistake again, they would like to know if they are going right or no, and also learning for next time not to repeat the same mistake.*
4. *Yes, I do. After they finish the word I correct him, because the teacher should do it, in order to learn the language in the right way.*
5. *I do try to correct my students' mistakes when they speak in English for an exercise. Although, I try to wait until after they are finished speaking. If a student wants to talk casually in English during a break I don't correct them, because I want them to feel that we are talking as friends and not as teacher/student.*
6. *Sometimes I do correct them but mostly I do not. Usually other students try to correct their classmates. I think that if I correct them all the time they will lose their willingness to communicate!*
7. *No, I don't.*
8. *I do at the end of the class.*
9. *No, I don't.*
10. *I do because I think that it will help them remember the mistake and also for the others .*

5.6 Observation of the students

In this form of observation there are recorded observations of students while communicating in a whole classroom setting. The students that are involved in the observation are the students of X, XI and XII grade. This observation is intended to observe if the students, both male and female, are willing to communicate during the English language classes. In addition, this study attempts to observe whether the proficiency of the students played any role on their willingness to communicate or not. It is worth mentioning that prior to the classes, the teacher of the English language provided me with some backgrounds regarding the proficiency of the students.

Categories	Descriptions
Volunteer an answer/a comment (hand-raising included)	A student answers a question raised by the teacher to the whole class.
Give an answer to the teacher's question	A student responds to a question addressed to the group or a group member (teacher solicit);
Ask the teacher a question	A student asks the teacher a question or for clarification.
Guess the meaning of an unknown word	A student makes an attempt to guess the meaning of a new word.
Talk to neighbour/another group member	A student talks to another group member or a student from another group
Present own opinion in class/respond to an opinion	A student voices his view to the class

Table 5.6.1 The observational scheme adapted from Cao (2009)

Volunteer an answer/a comment (hand-raising included)

During the observation classes of the **X, XI and XII** grade students it is worth mentioning that

the readiness or the willingness of the students to volunteer an answer or give a comment was really significant. I could not distinguish if male or female students were more active in volunteering answers. However, it should be stated that proficient students were more much willing to be active during these classes. There were only a few students who were not proficient in the English language but who were as active as the proficient ones, but I think that this is more related to their personality. They did not mind so much expressing themselves despite the fact that they had difficulties and made quite a few mistakes in grammar and lexicon.

Some of the issues that impressed me positively during the observation of these classes were as follows: the students were really active during these classes; they did not laugh at their classmates when they made a mistake and the teacher did not correct them during their answers but rather at the end of their answer.

Give an answer to the teacher's question

While observing the students during their English classes it can be stated that the readiness of the students to give an answer to the teacher's question was quite significant irrespective of their gender. However when it comes to their proficiency, it should be noted that in this respect students who were more proficient were more willing to give an answer to the teacher's question. In addition, it should be mentioned that the students of the lower grades were more willing to give answers to the teachers' question than the students of XII grade. This is perhaps related to the fact that in the XII grade they feel more grown up and somehow their mind is usually preoccupied with other matters.

Ask the teacher a question

When it comes to asking a teacher a question, it has been observed that that this was not related to their gender or their proficiency but rather their personality. It is true that the proficiency is one of the factors however during these classes I have noticed that not only the proficient students were willing to ask the teacher a question but there were cases when also the non-proficient students asked questions and these were the students who were more motivated and interested to know more or clarify an issue.

In general, students are not very willing to ask the teachers a question and I think that this is a matter of their confidence and personality. This is an issue that can be influenced by the teachers. Teachers who are very friendly are asked more than the other teachers.

Guess the meaning of an unknown word

Also regarding the guessing of the meaning of an unknown word, no difference regarding the gender of the students was recorded. In general the students were not very much responsive to give the meaning of an unknown word either because of their hesitation or maybe the other factors, too. This was more related to their proficiency, motivation and general knowledge.

Talk to neighbour/another group member

Talking to neighbour /another group member was more expressed among the female students and in general they expressed themselves in group than in front of the whole class. However, in the classes when the teacher was not very attentive they did not talk in English language but in their mother tongue. This is an issue about which the teachers should be more careful because it is a great opportunity to make them lose their fear to communicate in a small group rather than in front of the whole class.

Present own opinion in class/respond to an opinion

In general the students who were observed were very responsive to the opinion expressed by the others and presenting their own opinion in class. There was no distinction between male and female students but rather their proficiency played a significant role. Furthermore, also this issue is quite strongly related to their personality and above all their motivation to present their opinion.

6. Chapter VI. ANALYSIS OF THE RESULTS

This chapter analyzes and compares the results that were received from the questionnaire of the students and the interview with the teachers. First of all, the questionnaire is analyzed from the gender perspective. In other words, the results from the questionnaire of males and females are compared and analyzed to see if there is any difference between them in regards to their willingness to communicate.

Taking into account the fact that in the questionnaire there were separate statements of questions for each skill (speaking, reading, writing and comprehension) the results are compared for each skill and each question separately. The first skill that is analyzed on gender basis is speaking.

6.1 Gender

6.1.1. Speaking in class in English

This subdivision contains 7 statements and questions in total. In regards to the first statement *if the students are willing to speak in a group of their summer vacation* the difference between female and male students is quite significant. In other words, number of female students who responded positively is 42 (or 56%) out of 75 students while the number of male students who responded positively is only 33 (or 44%) out of 75 male students. The other female and male students are almost never willing and sometimes willing to speak in a group.

The next statement *is related to willingness of the students to speak to their teacher about their homework assignment* and in relation to this the difference between the females and males is moderately significant. While 43 female students (or 57%) responded positively that they are willing to communicate to their teacher, number of male students who responded positively is only 33 (or 44%) out of 75 male students.

In relation to the third question of the questionnaire about the *willingness of the students to have a conversation with a stranger who enter the room in which they are in and he/she*

talks to them first the difference between the females and males is quite noteworthy. While the number of female students who responded positively that they are willing to communicate to their teacher is 55 (or 73%) the number of male students who responded positively is only 38 (or 50%) out of 75 male students.

The fourth statement is related to the *willingness of the students to talk to a friend while waiting in line*, and talking about the gender difference it can be noted that in this statement the number of male students who responded positively is a little bit higher than the female ones. In other words, the number of male students who responded positively is 67 (or 89%) while the number of female students is 58 (or 77%).

The next one is the question related to *how willing are the students to be an actor in a play* and concerning the results from this question it can be concluded the difference between the male and female students who responded positively is really high. More precisely, the number of female students who responded positively is 53 (or 70%) and the number of male students is 32 students (or 48%).

On the next statement about the *willingness of the students to describe the rules of their favorite game* the gender difference is not so significant. In other words, the number of female students who responded positively is 66 students (or 88%) while out of the male students, it is 58 students (or 77%).

In regards to the last statement on *willingness to play a game in English* it can be noticed that in this statement the number of male students who responded positively is a little bit higher than the female ones. In other words, the number of male students who responded positively is 63 (or 84%) while the number of female students is 56 (or 74%).

Therefore, from the above-mentioned results on speaking in class in English it can be concluded that there are some gender differences related to the willingness to speak in class in English but it cannot be concluded with any degree of certainty that the female students are more willing to speak than the male students. The reason for this statement is that while on the first, the second, the third, the fifth and the sixth statement the number of

the female students who respond positively is quite high, on the fourth and the seventh statement the number of male students who responded positively is a little bit higher than the female ones. Although, taking into consideration that in most of the statements the number of female students who responded positively is higher than the male students perhaps it is possible to conclude that the female students are more willing to speak in class in English compared to male students.

6.1.2. Reading

The next subdivision is related to the willingness of the students to read and is composed of 6 statements in total. In regards to the first statement *if the students are willing to read a novel* the difference between female student and male student is pretty significant. In other words, while the number of female students who responded positively is 53 (or 70%) out of 75 students the number of male students who responded positively is only 24 (or 32 %) out of 75 male students. The other female and male students are almost never willing and sometimes willing to read a novel.

The next statement is related to *willingness of the students to read an article in a paper* and in relation to this the difference between the females and males is insignificant. The number of female and male students who are willing to read an article in a paper is almost the same or 53 female students compared to 52 male students responded positively.

In relation to the third statement about the *willingness of the students to read letters from a pen pal written in native English* the difference between the females and males is noteworthy. While the number of female students who responded positively is 42 (or 56%) the number of male students who responded positively is 31 (or 41%) out of 75 male students.

The fourth statement is related to the *willingness of the students to read personal letters or notes written to them in which the writer deliberately used simple words and constructions* and talking about the gender difference it can be noticed that in this statement the number

of male students who responded positively is a quite bit higher than the female ones. In other words, the number of male students who responded positively is 54 (or 72%) while the number of female students is 38 (or 50%).

The next statement or the fifth one is concerning the *willingness of the students to read an advertisement in the paper to find a good bicycle they can buy* and as it concerns the results from this statement it can be concluded the difference between the male and female students who responded positively is moderately high. More precisely, the number of female students who responded positively is 45 (or 60%) and the number of male students is 34 students (or 45%).

In regards to the last statement on *willingness to read reviews for popular movies* it can be noticed that the difference between the females and males is insignificant. The number of female and male students who are willing to read reviews for popular movies is almost the same, 60 female students compared to 59 male students responded positively.

Hence, from the above-mentioned results on reading in English it can be concluded that there are some gender differences but similar to speaking skills, it cannot be certainly concluded that the female or male students are more willing to read. The main reason is that only on the first, the third and the fifth statement is the difference on willingness to read between female and male students significant, while on the second and the sixth the difference is insignificant and indeed on third statement the willingness of the male students is higher than the female students. Perhaps it is fair to conclude that it is only to a certain degree that the percentage of female students who are willing to read in English is substantially higher than the percentage of the male students.

6.1.3. Writing

This subdivision is related to willingness of the students to write about certain issues or things and it is also composed of 6 statements in total. As it concerns the first statement of *if the students are willing to write an advertisement to sell an old bike* the difference between female student and male student is pretty significant. In other words, while the number of female students who responded positively is 32 (or 42%) out of 75 students the number of male students who responded positively is only 17 (or 22 %) out of 75 male students. The other female and male students are almost never willing and sometimes willing to write an advertisement to sell an old bike.

In the next statement about the *willingness of the students to write a report on their favorite animal and its habits*, the difference between the female students and male students is not so significant. While the number of female students who responded positively is 45 (or 60%) the number of male students who responded positively is 38 (or 50%) out of 75 male students.

Concerning the third statement *on willingness of the students to write a story*, in relation to this the difference between the female students and male students is insignificant. The number of female and male students who are willing to write a story is almost the same or 37 female students compared to 32 male students responded positively.

The fourth statement is related to *the willingness of the students to write a letter to a friend* and talking about the gender difference it can be noticed that also in this statement the number of female students who responded positively is a quite bit higher than the male ones. In other words, the number of female students who responded positively is 49 (or 65%) while the number of male students is 33 (or 44%).

The next statement or the fifth one is concerning *the willingness of the students to write a newspaper article* and as it concerns the results from this statement it can be concluded the difference between the male and female students who responded positively is significantly

high. More precisely, the number of female students who responded positively is 24 (or 32%) and the number of male students is 38 students (or 50%).

In regards to the last statement *on willingness to write the answers to a "fun" quiz from a magazine* it can be noticed that the difference between the female students and male students is quite significant. In other words, the number of male students who are willing to write the answers to a fun quiz is 65 students out of 75 in total (or 86%) while the number of female students is 49 (or 65%).

So, from the above-mentioned results on writing in English it can be concluded that there are some gender differences but as with the other skills above it cannot be certainly concluded that the female or male students are significantly more willing to write. The main reason concerning this is that while on the first, second, third and the fourth statement the number of female students who responded positively is higher than the male ones this is not the case with the fifth and the sixth statements in which the number of male students who responded positively is quite a bit higher than the female students. As above, perhaps it is reasonable to conclude that only to a slight degree the percentage of female students who are willing to write in English is higher than the percentage of the male students.

6.1.4. Comprehension

The last section of the questionnaire is related to willingness of the students to comprehend and it is composed of 5 statements in total. In regards to the first statement, if the students are willing to listen to instructions and complete a task there is no difference between female students and male students, respectively 59 female and 59 male students responded positively.

The next statement is related *to willingness of the students to bake a cake if instructions were not in Albanian*, and in relation to this the difference between the female students and

male ones is quite significant. In other words, the number of female students who responded positively is 68 (or 90%) whereas the number of male students is 46 (or 61%).

In relation to the third statement *about the willingness of the students to fill out an application form*, the difference between the females and males is quite noteworthy. While the number of female students who responded positively is 62 (or 82%) the number of male students who responded positively is 52 (or 69%) out of 75 male students.

The fourth statement is related to the *willingness of the students to take directions from an English speaker* and talking about the gender difference it can be noted that in this statement the number of female students who responded positively is slightly higher than the male ones. In other words, the number of female students who responded positively is 65 (or 86%) while the number of male students is 61 (or 81%).

In regards to the last statement on *the willingness of the students to understand an English movie*, it can be noted that the difference between the female students and male students is quite significant. While in the previous statements the number of female students who responded positively was higher in this statement it is the opposite, respectively the number of male students is higher. In other words, all the male students responded positively while 67 female students out of 75 ones responded positively (or 89%).

As a result, from the above-mentioned results on comprehension it can be concluded that in three out of five statements the number of female students who responded positively is higher, in one statement it is even and in the last one the number of male students is higher. Therefore, as in the previous conclusions the percentage of female students who respond positively is higher than the male students.

The first part of the analysis of the results above was related to the gender below there are presented the analysis from the results of the questionnaire filled out by proficient and non-proficient students.

6.2 Proficiency

6.2.1. *Speaking in class in English (Proficient and non-proficient students)*

This subdivision contains 7 statements and questions in total. In regards to the first statement, if the students are willing to speak in a group about their summer vacation the difference between proficient and non-proficient students is quite significant. In other words, number of proficient students who responded positively is 56 (or 75%) out of 75 students the number of non-proficient students who responded positively is only 26 (or 44%) out of 75 non-proficient students. The other students are almost never willing and sometimes willing to speak in a group.

The next statement is related to *willingness of the students to speak to their teacher about their homework assignment* and in relation to this the difference between proficient and non-proficient students is really significant, too. While 61 proficient students (or 81%) responded positively that they are willing to communicate to their teacher, number of non-proficient students who responded positively is only 28 (or 37%) out of 75 non-proficient students.

In relation to the third question of the questionnaire *about the willingness of the students to have a conversation with a stranger who enters the room in which they are in and he/she talks to them first*, the difference between the proficient and non-proficient students is really high. While the number of proficient students who responded positively that they are willing to communicate with a stranger is 66 (or 88%) the number of non-proficient students who responded positively is only 9 (or 12%) out of 75 non-proficient students.

The fourth statement is *related to the willingness of the students to talk to a friend while waiting in line* and talking about the difference between the proficient and non-proficient students, it can be noticed that the difference between proficient and non-proficient students who responded positively is really small. In other words, the number of proficient

students who responded positively is 57 (or 77%) while the number of non-proficient students is 59 (or 79%).

The next one is the question related to *how willing the students are to be an actor in a play*, and concerning the results from this question it can be concluded the difference between the proficient and non-proficient students who responded positively is significant. More precisely, the number of proficient students who responded positively is 66 (or 88%) and the number of non-proficient students is 42 students (or 56%).

In the next statement about the *willingness of students to describe the rules of their favorite game*, the difference between the proficient and non-proficient students is not so significant. In other words, the number of proficient students who responded positively is 56 students (or 75%) while the number of non-proficient students who responded positively is 61 (or 81%).

In regards to the last statement *on willingness to play a game in English* it can be noticed that also in this statement that the difference between proficient and non-proficient students who responded positively is not noteworthy. In other words, the number of proficient students who responded positively is 63 (or 84%) while the number of non-proficient students is a little bit higher respectively 68 out of 75 non-proficient students (or 90%).

Therefore, from the above-mentioned results on speaking in class in English it can be concluded that there are some differences related to the willingness to speak in class in English between the proficient and non-proficient students. In other words, the proficient students are much more willing to speak in class in English. This can be noticed from the responses of the students whereby in four of the seven statements or questions in total the number of proficient students who responded positively is really high compared to the willingness of the non-proficient students. In three other statements the difference is insignificant.

6.2.2 Reading (Proficient and non-proficient students)

The next subdivision is related to willingness of the students to read and is composed of 6 statements in total. In regards to the first statement, if the students are willing to read a novel the difference between proficient and non-proficient students is pretty significant. In other words, while the number of proficient students who responded positively is 55 (or 73%) out of 75 students the number of non-proficient students who responded positively is only 17 (or 22 %) out of 75 students. The other proficient and non-proficient students are almost never willing and sometimes willing to read a novel.

The next statement is related to *willingness of the students to read an article in a paper* and in relation to this the difference between the proficient and non-proficient students is really high. The number of proficient students who are willing to read an article in a paper is 65 (or 87%) while the number of non-proficient students who responded positively is only 14 (or 19%). All the other students are almost never willing or sometimes willing to read an article in a paper.

In relation to the third statement *about the willingness of the students to read letters from a pen pal written in native English*, the difference between the proficient and non-proficient students is not really significant. While the number of proficient students who responded positively is 40 (or 53%) the number of non-proficient students who responded positively is 35 (or 47%) out of 75 students.

The fourth statement is related to *the willingness of the students to read personal letters or notes written to them in which the writer deliberately used simple words and constructions*. Talking about the proficiency difference, it can be noticed that in this statement the number of proficient students who responded positively is almost twice the number of the the non-proficient ones. In other words, the number of proficient students who responded positively is 65 (or 87%) while the number of non-proficient students is 33(or 44%).

The next statement is the fifth one *concerning the willingness of the students to read an advertisement in the paper to find a good bicycle they can buy*, and as it concerns the results from this statement, it can be concluded the difference between the proficient and non-proficient student who responded positively is moderately high. In comparison to the results of the previous statement where the number of proficient students who responded positively is higher in this statement the number of non-proficient students who responded positively is higher. More precisely, the number of proficient students who responded positively is 40 (or 53%) and the number of non-proficient students is 54 students (or 72%).

In regards to the last statement on *willingness to read reviews for popular movies* it can be noticed that the difference between the proficient and non-proficient student is quite significant. The number of proficient students who are willing to read a review for popular movies is 70 (or 93%) while the number of the non-proficient students who respond positively is 54 (or 72%).

Hence, from the above-mentioned results on reading in English it can be concluded that the difference related to the willingness to read between the proficient and non-proficient students is significantly high. In other words, the proficient students are much more willing to read in English. This can be noticed from the responses of the students whereby in five of the six statements or questions in total the number of proficient students who responded positively is much higher compared to the willingness of the non-proficient students. Only in one of the six statements the number of non-proficient students who responded positively is higher than the proficient ones.

6.2.3. Writing (Proficient and non-proficient students)

This subdivision is related to *willingness of the students to write about certain issues or in certain formats*, and it is also composed of 6 statements in total. As it concerns the first statement, if the students are willing to write an advertisement to sell an old bike, the difference between proficient and non-proficient students is quite significant. In other words, while the number of proficient students who responded positively is 32 (or 42%) out

of 75 students the number of non-proficient students who responded positively is 47 (or 62 %) out of 75 students. The other proficient and non-proficient students are almost never willing and sometimes willing to write an advertisement to sell an old bike.

Regarding the next statement about the *willingness of the students to write a report on their favorite animal and its habits*, the difference between proficient and non-proficient students is really significant. While the number of proficient students who responded positively is 59 (or 79%) the number of non-proficient students who responded positively is only 16 (or 21%) out of 75 students.

Concerning the third statement *on willingness of the students to write a story*, in relation to this there is no difference between the proficient and non-proficient students. The number of proficient students who are willing to write a story is 63 (or 84%) which is the same as the number of non-proficient students.

The fourth statement is related to the *willingness of the students to write a letter to a friend* and talking about the proficiency difference it can be noticed that also in this statement the number of proficient students who responded positively is quite higher compared to non-proficient students. In other words, the number of proficient students who responded positively is 65 (or 86%) while the number of non-proficient students is 40 (or 53 %).

The next statement, the fifth one concerns the *willingness of the students to write a newspaper article* and as it concerns the results from this statement it can be concluded the difference between the proficient and non-proficient students who responded positively is significant. More precisely, the number of proficient students who responded positively is 20 (or 26%) and the number of non-proficient students is 7 students (or 9%).

In regards to the last statement on *willingness to write the answers to a "fun" quiz from a magazine* it can be noticed that the difference between the proficient and non-proficient students is quite significant. In other words, the number of proficient students who are willing to write the answers to a fun quiz is 49 students out of 75 in total (or 65%) while the number of non-proficient students is 33 (or 44%).

So, from the above-mentioned results on writing in English it can be concluded that there are some notable differences between the proficient and non-proficient students when it comes to writing. In four out of six statements in total, the number of proficient students who are willing to write is higher than the non-proficient students. In one of the statements the number is equal and only in one sentence the percentage of non-proficient students is higher than the proficient students.

6.2.4. Comprehension (Proficient and non-proficient students)

The last section of the questionnaire is related to willingness of the students to comprehend and it is composed of 5 statements in total. The first statement concerns if the *students are willing to listen to instructions and complete a task*. The number of proficient students who responded positively is substantially higher than the number of the non-proficient students respectively 60 (or 80%) compared to 35 (or 47%).

The next statement is related to *willingness of the students to bake a cake if instructions are not in Albanian*, and in relation to this the difference between the proficient and non-proficient students is quite significant. In other words, the number of proficient students who responded positively is 55 (or 73%) whereas the number of non-proficient is 33 (or 44%).

In relation to the third statement *about the willingness of the students to fill out an application form*, the difference between the proficient and non-proficient students is noteworthy. While the number of proficient students who responded positively is 51 (or 68%) the number of non-proficient students who responded positively is 40 (or 53%) out of 75 students.

The fourth statement is related to the *willingness of the students to take directions from an English speaker*. Regarding proficiency difference, it can be noticed that in this statement the number of proficient students who responded positively is slightly higher than the non-

proficient students. In other words, the number of proficient students who responded positively is 65 (or 86%) while the number of non-proficient students is 54(or 72%).

In regards to the last statement *on willingness of the students to understand an English movie*, the difference between proficient and non-proficient students is insignificant. The number of proficient students who responded positively is 70 (or 93%) and the number of non-proficient students is 68 (or 90%).

As a result, from the above-mentioned results on comprehension it can be concluded that in three out of five statements the number of proficient students who responded positively is higher, in one statement it is even and in the last one the difference is insignificant. Therefore, as in the previous conclusions, the percentage of proficient students who responded positively is higher than the non-proficient students.

6.3 Analysis of the teachers' interviews and the observation

The aim of the teacher's interview was to explore if the teachers think that the gender and the proficiency of the students play any role on their willingness to communicate. From the results of the interview there could be noticed that half of the teachers do not think that the willingness of the students to communicate is related to their gender, but it is rather related to their proficiency to communicate. This can also be stated based on the results of the observation that was done on the English language students. As was indicated above, during the observation no difference was noted between the male and the female students regarding their willingness to communicate

In relation to the question on the factors that influence the learner's willingness to communicate in English in class and why, some of the factors that were mentioned were as follows: the fear of making mistakes, personality, motivation of the students, the topic and their proficiency. These factors can be extracted also during the observation of the students during their English language classes. It should be mentioned that also during the observation these were factors that were observed.

In regards to the question of whether the teachers think that there is any relation between the language proficiency of their students and WTC, all the teachers responded positively. Additionally, this opinion is strongly backed by the results of the questionnaire and by the observation. During the observation it was noticed that the proficient students were much more willing to communicate than the non-proficient ones. Naturally, there were exceptions, too. When stating this it should be brought to the attention that in one or two cases despite the fact that the students were more than proficient in the English language, they were not among those students who willingly are ready to express themselves.

The next question asked was if the teachers think that there is done enough in their schools to encourage students in their WTC and if yes, what is done exactly. Some of the opinions that were shared were that the current English books offer the students various topics on

which they can communicate and some of the schools are also provided with projectors. It is certainly true that compared to the past the current books are more interesting, and the teachers are able, if they wish, to make learning more interesting. There were some suggestions from the teachers that if the students were separated based on their proficiency, their willingness to communicate would increase and I really do support their opinion based on my previous experience and also during the observation of the students.

Concerning the question of what EFL teachers should do to encourage students to talk in their class, some of the teachers responded that the teachers should be careful in choosing interesting topics which could encourage their students in their debates or group works. The teachers also responded that they should find ways to motivate the students and bring out additional relevant material for their interest and age. This is very true, that the materials which are brought to the class play a significant role on the willingness of the students to communicate. I have noticed this also during the observation of the classes. The topic of the discussion played a significant role on their willingness to communicate.

In relation to the question how much their students like learning together with their classmates some of the teachers responded that they like it a lot most of the time, or in general. This was also confirmed in the observation. They were really friendly with each other and their involvement in groups and pairs was quite significant. In regards to the question if the other students laugh at their classmates when they speak English, some of the teachers responded that sometimes they do despite the fact they are instructed not to and sometimes it depends on their mood. During the observation, I did not notice that the other students laughed at the mistakes of the other students and I think that this is very important in order to make them feel more confident.

As it concerns the question of whether their students seem to be confident when they speak, some of the teachers responded they are confident taking into account that they read books in English and watch movies. In the follow up question about how do they, as teachers, know, they responded that the students do not mumble, they talk without interruption, their voices do not shake, and when asked to elaborate their opinions they do

not hesitate to express them. This is true because also from the observation of the students it was noticed that in general the students were quite confident while communicating.

On the question, how often do your students volunteer to speak in the class, some of the teachers responded that the students volunteer quite often. They noted that the youth nowadays have lots of information and they are very much interested in learning new things, and they really want to communicate with the class and the teachers about different topics. I noticed this also during the observation. Students were willing to communicate and express themselves in particular the students of the tenth and the eleventh grade. On the last question of the interview, if the teachers correct their student's mistake when they talk, there prevailed the opinion that the mistakes should not be corrected during the discussion but rather at the end or after completion. Also during the observation I have noticed that the teachers paid attention to the mistakes and corrected only the main ones at the end of their discussion. In general, I think that this is a good way of improving and learning from the mistakes.

6.4. Comparison of the results

In order to compare the results of the study we should note down the similarities and differences to the main issues related to willingness to communicate:

Similarities:

Talking about the similarities between the questionnaire, the teacher's interview and the observation of the English language classes, it should be noted that according to the responses from the teachers' interview and also from the results of the questionnaire proficient students are more willing to communicate in various situations. In other words, during the interview with the teachers almost all of them agreed that the willingness to communicate is related to the proficiency of the students, and that students who are more proficient are more willing to communicate.

This same conclusion could also be reached from the questionnaire of the students. Based on the results of the questionnaire, students who are more proficient in the English language are more willing to communicate in various situations. In addition, also during the observation of the English language classes the majority of the proficient students were willing to express themselves except in two or three cases. In relation to the gender of the students, from the results of the interview of the teachers and the observation of the English language classes it was not noticed whether gender plays a significant role on students willingness to communicate which differs slightly from the results of the questionnaire.

Differences:

Based on the interview with the teachers of the English language and the observation of English language classes, gender does not play a role on the willingness of the students to communicate. However, from the results of the student's questionnaire it cannot be stated that gender does not play any role. In other words, based on the results of the questionnaire with the students, the female students are more willing to communicate compared to male students for at least a percentage of 10-20%.

7. Chapter VII

CONCLUSIONS AND RECOMMENDATIONS

This study tried to identify the factors that influence willingness to communicate, to find out if gender and language proficiency have any effect on willingness to communicate and to provide information to teachers in order to help their students feel more confident in expressing themselves in English.

The results of this study indicated that the willingness of the students to communicate is less linked with the gender but more related to the proficiency of the students. Data gathered through students' questionnaire indicated that the gender of the students plays a certain role on their willingness to communicate. In other words, according to the results of the questionnaire female students are a little bit more willing to communicate compared to male students. On the other side, based on the interview with the teachers of English language the results are that the teachers think that the gender plays no role on their willingness to communicate but there are other factors such as proficiency, motivation, personality etc.

In order to answer the first question of this study '***Does learner's gender have any effect on Willingness to Communicate (WTC)***' it is perhaps good to conclude that at least according to the responses from the student's questionnaire it should be noticed that female students are more willing to communicate than the male students. The results from the teacher's interviews and from the observation of the classes indicate that gender does not play any role on the willingness of the student to communicate.

In regards to the second question of the study '***Is there any relation between the language proficiency and WTC among the upper secondary school students***' it can surely be stated that there is pretty strong relation between the language proficiency and WTC of the students. From the results of the interview with the teachers of the English language, from the results of the questionnaire and from the observation of the classes, it is proven that proficient students are more willing to communicate than the non-proficient students.

Concerning the third question '**Which are the factors the teachers think that influence the learner's willingness to communicate in English in class**' the responses of the teachers were as follows. The factors which the teachers mentioned during the interview were; lack of confidence, personality and motivation, fear of making mistakes, proficiency and the topics discussed in classes. In addition to this, it is worth mentioning that during the observation of the classes it was noticed that the students of the tenth and eleventh grade were much more willing to communicate and be active than the ones of twelve grade. Perhaps this is related to the fact they feel more important now and do not want so much to be engaged.

Regarding the fourth questions '**How do teachers, in their planning, teaching and use of resources, try to create environments which encourage students in their WTC**' based on the interview with the teachers of the English language it can be concluded as follows. According to their responses they find challenging and interesting topics, find online portals on the Internet where they find different materials related to student's level, use presentation in groups and individual presentations etc. However, most of the teachers agree that there is a lot of room for improvement in the future and they think that if the students were separated based on their proficiency their willingness to communicate would have been pretty much higher.

In relation to the last question '**Do the teachers think that the gender and language proficiency of the students have any effect on the students' WTC**' teachers respond that gender has no effect on students' willingness to communicate while concerning the language proficiency all of them agree that it plays a significant role.

In conclusion, it can be stated that the effect of gender and language proficiency on willingness to communicate among the upper secondary school students of Gjilan town is quite significant. While concerning the gender it cannot surely be stated that it has a significant effect, however in regards to the language proficiency this can for sure be stated. From the results of the student's questionnaire, the interview with the English language teachers and the observation of the English language classes it can be concluded that the language proficiency has significant effect on the willingness of the students to communicate.

The study findings also confirmed the results from other studies indicating that gender might have an impact on L2 communication. Gardner (1985 cited in Macintyre et.al 2002 p. 542) reports several studies that demonstrate more positive attitudes toward language learning among girls and argues that attitudinal differences might be responsible for obtained sex differences in achievement. In addition, according to the authors (Clark & Trafford, 1995 cited in Macintyre et.al 2002 p. 542) modern languages seem to be perceived as a "traditionally 'female' subject". In regards to this, Worrall and Tsarna (1987 cited in Macintyre et.al 2002 p. 542), stated that teachers' self-reported practices suggest a pattern that would favour girls over boys in the language classroom and in their study they found that, "regardless of teacher sex, English and French teachers reported having higher expectations of girls than of boys, giving girls more academic advice than boys, and providing girls with more career encouragement than boys".

Wright (1999) in his study found that in a sample of Irish adolescents learning French, girls had more positive attitudes than boys toward learning and speaking French. According to him, when sex, school type, perceived in-school influences on attitudes, and perceived out-of-school influences on attitudes were entered into a regression analysis, sex emerged as the strongest predictor of attitudes toward speaking French.

Regarding the relation of second language proficiency with the willingness to communicate there have been conducted many studies and the results are as follows. Alemi, M., Daftarifard, P., & Pashmforoosh (2011) in their study attempted to answer the question if the language proficiency influences the Iranian university students' WTC. Language proficiency was used as fixed factor in this analysis, and WTC inside and outside the classroom as two within-subject variables, and skills as four between-subject variables.

The result of the study show that learners' willingness to communicate outside and inside the classroom is different across language proficiency. They found out that there are mixed results concerning the location of WTC across language proficiency. In other words, the ones with lower language proficiency have higher willingness to communicate outside the

classroom, whereas those with higher language proficiency have higher willingness to communicate in the classroom.

Another interesting fact that this study revealed is that learners with higher language proficiency are more communicative inside the classroom than those with lower language proficiency, whereas they are less communicative than those with lower language proficiency outside the classroom. Regarding the result of their study the authors presume that perhaps those with higher language proficiency get more supports from the teacher inside the classroom and that is why they are more communicative and confident in communication. As a conclusion of their study the authors recommended having more supportive teachers who would encourage learners to be more communicative in class and in this way increasing the willingness to communicate.

Baker and MacIntyre (2000) argue that it is learners' perceptions of competence that will affect learners' willingness to speak rather than their actual ability. Neither have there been a large number of studies that inquired into how learners' willingness to speak, and ultimately their language production, might affect their language skills. In order to increase the willingness of the students to communicate perhaps it is good to recommend the following points:

1. As students lack practice in speaking, they experience significant communication apprehension, therefore a good communicative approach should be adopted to provide students with more opportunities to practice their speaking skills.
2. As students appear to be extremely sensitive to the fear of making mistakes, teachers should encourage students to have the confidence to learn from their mistakes in order to improve their communication skills.
3. In order for the student to participate actively in the classroom discussion, teachers should provide a low stress, friendly, informal and learning-supportive environment. Teachers should be friendly, helpful and cooperative in order for the students to feel comfortable in the class.
4. The teachers should initiate discussion in the class after making sure that the students are ready for the given activity and have sufficient ideas and vocabulary to

complete the task successfully. In addition they should take measures to reduce the sense of competition among students.

5. Above all they should continuously offer words of encouragement; this may be the best way to make students express themselves.
6. In addition they should try to find relevant and interesting topics for class discussions and exercises and progress gradually in order to reinforce the material.

References

- Afghari A. & Sadeghi E. (2012) The Effect of EFL Learners' Gender and Second Language Proficiency on Willingness to Communicate, Retrieved on 29.01.2014 from <http://efl.shbu.ac.ir/file-efl1/f%20Afghari%20&%20Sadeghi.pdf>
- Alemi, M., Daftarifard, P., & Pashmforoosh, R. (2011). The impact of language anxiety and language proficiency on WTC in EFL context. *Cross-Cultural Communication*, 7(3), 150-166. Retrieved on 24.01.2013 from http://www.academia.edu/1061763/The_impact_of_language_anxiety_and_language_proficiency_on_WTC_in_EFL_context
- Alemi, M., & Pashmforoosh, R. (2011). EFL Learners' Willingness to Communicate: The Interplay between language learning anxiety and language proficiency. *Proceeding of Design and Modeling in Science, Education, and Technology: DeMset 2011, Orlando, Florida, USA.*
- Baker, S. C., & MacIntyre, P. D. (2000). The role of gender and immersion in communication and second language orientations. *Language Learning*, 50, 311-341.
- Barracough, R. A., Christophel, D. M. & McCroskey, J. C. (1988). Willingness to communicate: A crosscultural investigation. *Communication Research Reports*. 5.187-192.
- Beatty, Mj, McCroskey, J. C., & Heisel, A, D. (1998). Communication apprehension as temperamental expression: A communibiological paradigm. *Communication Monographs*, 65, 197-219.
- Brewer, S. S. (2008). Self-influences and foreign language learning: towards an agentic theory. Retrieved 7 August 2014 from: www.self.ox.ac.uk/conferences/2006/Brewer.pdf
- Dourakhshan, A., Baghaei, P., & Motallebzadeh, K. (2011) The relationship between willingness to communicate and success in learning English as a foreign language. Paper presented at Asia TEFL Conference. July, 27-29, Seoul, South Korea.

- Ellis, R. (2005). Instructed second language acquisition: A literature review. Wellington, NZ: Ministry of Education.
- Furuta N. (2011) Willingness to Communicate in a Second Language: The Effects of Learning Contexts (Literature review) , Retrieved on 01.02.2014 from <http://naotoshifuruta.myefolio.com/Uploads/WTC%20Literature%20Review%20-%20Effects%20of%20Learning%20Contexts.pdf>
- Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 13, 266-272.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation* London: Edward Arnold
- Gardner, R. C., Lalonde, R. N., & Pierson, R. (1983). The socio-educational model of second language acquisition: An investigation using Lisrel causal modeling, *Journal of Language and Social Psychology*, 2(1), 1-15. doi: 10.1177/0261927X8300200101.
- Hashimoto, Y. (2002). Motivation and willingness to communicate as predictors of reported L2 use. *Second Language Studies*, 20(2), 29- 70.
- Kang, S. (2005). Dynamic emergence of situational willingness to communicate in a second language. *System*, 33, 277-292.
- Krashen, S. D. (1984). Immersion: Why it works and what it has taught us. *Language and Society Special Issue*, 12, 61-64.
- Lim, H-Y. (2002). The interaction of motivation, perception, and environment: One EFL learner's experience. *Hong Kong Journal of Applied Linguistics*, 7 (2), 91-106.
- McCroskey. J. C. & Richmond. V. P. (1979). The impact of communication apprehension on individuals in organizations. *Communication Quarterly*, 27.55-61.

- McCroskey, J. C., & Richmond, V. P. (1987). Willingness to communicate and interpersonal communication. In J. C. McCroskey and J. A. Daly (Eds.) *Personality and interpersonal communication*, (129-156), Beverly Hills, CA: Sage.
- MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545-562. Retrieved on 22.12.2014 from <http://www.zoltandornyei.co.uk/uploads/1998-mac-intyre-et-al-mlj.pdf>
- MacIntyre, P. D. (1994). Willingness to communicate: A causal analysis. *Communication Research Reports*, 11(2), 135-142.
- MacIntyre, P. D., Baker, S. C., Clément, R., & Donovan, L. A. (2003). Talking in order to learn: Willingness to communicate and intensive language programs. *The Canadian Modern Language Review*, 59, 589-607.
- MacIntyre, P. D., Babin, P. A., & Clément, R. (1999). Willingness to communicate: Antecedents and consequences. *Communication Quarterly*, 47, 215-229.
- MacIntyre, S. C. Baker, R. Clement, & L. A. Donovan (2002), "Sex and Age Effects on Willingness to Communicate, Anxiety, Perceived Competence, and L2 Motivation among Junior High School French Immersion Students", *Language Learning*, Vol. 52, No. 3, 2002, pp. 537-564.
- MacIntyre, P. D., & Doucette, J. (2010). Willingness to communicate and action control, *System*, 38,161-171.
- MacIntyre, P. D., & Legatto, J. J. (2011). A dynamic system approach to willingness to communicate: Developing an idiodynamic method to capture rapidly changing affect. *Applied Linguistics*, 32(2), 149-171.

McCroskey J.C., & Baer J.E. (1985). Willingness to communicate: The construct and its measurement. Paper presented at the annual meeting of the Speech Communication Association.

MacIntyre, P., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology*, 15, 3-26

McCroskey, J. C. & Richmond, V. P. (1991). Willingness to communicate: A cognitive view. In M. Booth-Butterfield (Ed.). *Communication, cognition, and anxiety* (pp. 19-37). Newbury Park, CA: Sage.

McCroskey, J.C. (1992). Reliability and Validity of the Willingness to Communicate Scale. *Communication Quarterly*, 40, 16-25.

McCroskey, J. C., & McCroskey, L. L. (November, 1986). Communication competence and willingness to communicate. Paper presented at the Speech Communication Association Convention, Chicago, IL.

McCroskey, J. C., & Richmond, V. P. (March, 1985). Willingness to communicate and interpersonal communication. Paper presented at the West Virginia Symposium on Personality and Interpersonal Communication, Morgantown, WV.

McCroskey, J. C. & Richmond, V. P. (1991). Willingness to communicate: A cognitive view. In M. Booth-Butterfield (Ed.). *Communication, cognition, and anxiety*. [Special issue]. *Journal of Social Behavior and Personality*, 1990, Vol. 5, No. 2. 19-37.

McCroskey, J. C., & McCroskey, L. L. (1988). Self-report as an approach to measuring communication competence. *Communication Research Reports*, 5. 108-113.

Nagy, B.C. (2007). 'To will or not to will' Exploring Advanced EFL Learners' Willingness to Communicate in English. Retrieved on 30.01.2014 from

<http://nydi.btk.pte.hu/sites/nydi.btk.pte.hu/files/pdf/NagyBorbala2009.pdf>

Mohammadzadeh, A., & Jafarigohar, M. (2012). The relationship between willingness to communicate and multiple intelligences among learners of English as a foreign language. *English Language Teaching*, 5(7), 25-32.

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.

Oxford, R. (1997). Cooperative learning, collaborative learning, and interaction: Three communicative strands in the language classroom. *The Modern Language Journal*, 81(4), 443-456. Retrieved on 22.12.2014 from <http://www.jstor.org/discover/328888?sid=21105497944373&uid=60&uid=2129&uid=70&uid=2134&uid=3&uid=2488035123&uid=2488035133&uid=2>

Pilot, D.F., Beck, C.T., & Hungler, B.P. (2001), *Essentials of nursing research: Methods, appraisal and utilization* (5th ed.), Philadelphia: Lippincott.

Richmond, V.P., & Roach, D.K. (1992). Willingness to communicate and employee success in U.S. organizations. *Journal of Applied Communication Research*. 95-112.

Tabatabaei, O., & Jamshidifar, M. (2013). The relationship between emotional intelligence and willingness to communicate among EFL learners. *International Journal of English Language Education*, 2 (1), 90-99

Wright, M. (1999). Influences on learner attitudes towards foreign language and culture. *Educational Research*, 41, 197-208.

Yashima, T., Zenuk-Nishide, L., & Shimizu, K. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning*, 54, 119-152.

Xie Q. (2011) Willingness to communicate in English among secondary school students in the rural Chinese English as a Foreign Language (EFL) classroom. Retrieved on 19.10.2016 from <http://aut.researchgateway.ac.nz/bitstream/handle/10292/2548/XieQ.pdf?sequence=3>

Appendices:

Appendix 1- Results of the questionnaire distributed to female students (Pilot study)

Speaking in class, in English	1	2	3	4	5
1. Speaking in a group about your summer vacation.		3	5	5	3
2. Speaking to your teacher about your homework assignment.	3	4	1	6	2
3. A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?		5	3	4	4
4. You are confused about a task you must complete, how willing are you to ask for instructions/clarification?	2	2	5	2	5
5. Talking to a friend while waiting in line.	2	3	4	4	3
6. How willing would you be to be an actor in a play?	1	5	2	2	6
7. Describe the rules of your favourite game.	1	5	2	2	6
8. Play a game in English.	3	1		5	7
Reading in class (to yourself, not out loud)					
1. Read a novel.	3	3	3	3	4
2. Read an article in a paper.	2	5	2	3	3
3. Read letters from a pen pal written in native English.	5	3	3		5
4. Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions....	2	1	4	4	5
5. Read an advertisement in the paper to find a good bicycle you can buy.	2	2	4	2	6
6. Read reviews for popular movies.	1	1		4	10

Writing in class, in English					
1. Write an advertisement to sell an old bike.	2	3	4	2	4
2. Write a report on your favorite animal and its habits.	1	5	3	3	4
3. Write a story.		3	1	5	7
4. Write a letter to a friend.	1	2	5	3	5
5. Write a newspaper article.	7	4		4	1
6. Write the answers to a “fun” quiz from a magazine.	2	4	3	2	5
7. Write down a list of things you must do tomorrow.	3	3	4	1	5
Comprehension in class					
1. Listen to instructions and complete a task.	3	4	2	1	6
2. Bake a cake if instructions were not in Albanian	2	3	2	2	7
3. Fill out an application form.	4		3	3	6
4. Take directions from an English speaker.	1	3	1	4	7
5. Understand an English movie.		1		1	14

Appendix II- Results of the questionnaire distributed to male students (Pilot Study)

Speaking in class, in English	1	2	3	4	5
1. Speaking in a group about your summer vacation.	2	7	3	2	2
2. Speaking to your teacher about your homework assignment.	3	7	3	2	1
3. A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?	3	2	1	4	6
4. You are confused about a task you must complete, how willing are you to ask for instructions/clarification?	1	5	4	5	1
5. Talking to a friend while waiting in line.	2	2	2	5	5
6. How willing would you be to be an actor in a play?	6	2		3	5
7. Describe the rules of your favourite game.	2	2	1	6	6
8. Play a game in English.	3	2	1		10
Reading in class (to yourself, not out loud)					
1. Read a novel.	5	3	5	2	1
2. Read an article in a paper.	3	2	5	5	1
3. Read letters from a pen pal written in native English.	2	7	5	1	1
4. Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions....	2	5	3	3	3

5. Read an advertisement in the paper to find a good bicycle you can buy.	6		5	1	4
6. Read reviews for popular movies.	3		1	4	8
Writing in class, in English					
1. Write an advertisement to sell an old bike.	4	6	4		2
2. Write a report on your favorite animal and its habits.	4	3	3	4	2
3. Write a story.	2	1	5	2	6
4. Write a letter to a friend.	6	1	1	2	6
5. Write a newspaper article.	8	2	2	1	3
6. Write the answers to a "fun" quiz from a magazine.	2	1	2	4	7
7. Write down a list of things you must do tomorrow.	4	3	2	1	6
Comprehension in class					
1. Listen to instructions and complete a task.	2	3	3	3	5
2. Bake a cake if instructions were not in Albanian	3	2	1	6	4
3. Fill out an application form.	1	3	3	2	7
4. Take directions from an English speaker.	2	1	1	3	9

5. Understand an English movie.	1		1	1	13
--------------------------------------	---	--	---	---	----

Appendix III- Results of the questionnaire distributed to students who are proficient in English language (Pilot study)

Speaking in class, in English	1	2	3	4	5
1. Speaking in a group about your summer vacation.		4	4	4	4
2. Speaking to your teacher about your homework assignment.	1	5	3	6	1
3. A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?	1	4	2	4	5
4. You are confused about a task you must complete, how willing are you to ask for instructions/clarification?	3	3	3	5	2
5. Talking to a friend while waiting in line.		2	4	3	7
6. How willing would you be to be an actor in a play?	3	3	1	1	6
7. Describe the rules of your favourite game.	1	3	2	4	6
8. Play a game in English.	2	1	2	2	9
Reading in class (to yourself, not out loud)					
1. Read a novel.	4	3	3	2	3
2. Read an article in a paper.	3	3	4	3	3

3. Read letters from a pen pal written in native English.	5	5	1	1	4
4. Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions....	2	2	3	3	6
5. Read an advertisement in the paper to find a good bicycle you can buy.	5	2	1	1	7
6. Read reviews for popular movies.	2	1		4	9
Writing in class, in English					
1. Write an advertisement to sell an old bike.	4	2	6	2	2
2. Write a report on your favorite animal and its habits.	2	5	4	3	2
3. Write a story.		3	3	3	6
4. Write a letter to a friend.	4	2	2	3	5
5. Write a newspaper article.	8	1	1	3	3
6. Write the answers to a "fun" quiz from a magazine.	2	3	3	2	6
7. Write down a list of things you must do tomorrow.	6	3	2	1	4
Comprehension in class					
1. Listen to instructions and complete a task.	4	1	2	2	5
2. Bake a cake if instructions were not in Albanian	2	4	1	6	5
3. Fill out an application form.	4	1	3	2	6

4. Take directions from an English speaker.		2	3	1	10
5. Understand an English movie.		1			15

Appendix IV- Results of the questionnaire distributed to students who are non-proficient in English language.

Speaking in class, in English	1	2	3	4	5
1. Speaking in a group about your summer vacation.	2	6	4	3	1
2. Speaking to your teacher about your homework assignment.	5	6	1	3	2
3. A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?	2	4	2	4	4
4. You are confused about a task you must complete, how willing are you to ask for instructions/clarification?		4	6	1	5
5. Talking to a friend while waiting in line.	4	2	2	6	2
6. How willing would you be to be an actor in a play?	4	3	1	2	6
7. Describe the rules of your favourite game.	2	5	1	3	5
8. Play a game in English.	4		1	3	8
Reading in class (to yourself, not out loud)					
1. Read a novel.	4	3	4	3	2
2. Read an article in a paper.	2	4	3	5	2
3. Read letters from a pen pal written in native English.	2	5	7		2
4. Read personal letters or notes written to you in which	2	2	4	5	3

the writer has deliberately used simple words and constructions....					
5. Read an advertisement in the paper to find a good bicycle you can buy.	2		7	2	5
6. Read reviews for popular movies.	2		2	4	8
Writing in class, in English					
1. Write an advertisement to sell an old bike.	3	4	3		5
2. Write a report on your favorite animal and its habits.	2	3	1	5	4
3. Write a story.	1		3	3	8
4. Write a letter to a friend.	3	2	3	1	7
5. Write a newspaper article.	9	3		1	1
6. Write the answers to a "fun" quiz from a magazine.	2	3	1	4	6
7. Write down a list of things you must do tomorrow.	2	2	4	2	5
Comprehension in class					
1. Listen to instructions and complete a task.	1	6	2	1	6
2. Bake a cake if instructions were not in Albanian	1	2	1	4	6
3. Fill out an application form.	3	1	3	4	5
4. Take directions from an English speaker.	3	2		5	6

5. Understand an English movie.	1		1	2	12

Appendix V. Results of the questionnaire distributed to students who are non-proficient in English language (main study)

Speaking in class, in English	1	2	3	4	5
1. Speaking in a group about your summer vacation.	21	28	19		7
2. Speaking to your teacher about your homework assignment.	19	28	21		7
3. A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?		7	28	26	14
4. Talking to a friend while waiting in line.		14	14	7	40
5. How willing would you be to be an actor in a play?	35	7	26	7	
6. Describe the rules of your favourite game.		14	14	14	33
7. Play a game in English.	7		7	19	42
Reading					
1. Read a novel.	58		17		
2. Read an article in a paper.	21	40	7		7
3. Read letters from a pen pal written in native English.	35	14	19		7
4. Read personal letters or notes written to you in which the writer has deliberately used simple words and	21	21	26	7	

constructions....					
5. Read an advertisement in the paper to find a good bicycle you can buy.	21			14	40
6. Read reviews for popular movies.	7	14	40		14
Writing					
1. Write an advertisement to sell an old bike.	21	7			47
2. Write a report on your favorite animal and its habits.	21	28	7	19	
3. Write a story.	14	33	14	7	7
4. Write a letter to a friend.	33	7			35
5. Write a newspaper article.	54	14			7
6. Write the answers to a “fun” quiz from a magazine.	14	28	19	7	7
Comprehension					
1. Listen to instructions and complete a task.	14	26	7	7	21
2. Bake a cake if instructions were not in Albanian	28	14	26	7	
3. Fill out an application form.	14	21	33		7
4. Take directions from an English speaker.	14	7	32	7	14
5. Understand an English movie.		7	28	14	26

Adapted from : MacIntyre et al., 2001					

Appendix VI. Results of the questionnaire distributed to male students who are proficient in English language (main study)

Speaking in class, in English	1	2	3	4	5
1. Speaking in a group about your summer vacation.		19	11	32	13
2. Speaking to your teacher about your homework assignment.		14	6	29	26
3. A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?		9	21	22	23
4. Talking to a friend while waiting in line.	5	11	24	13	22
5. How willing would you be to be an actor in a play?		9	36	11	19
6. Describe the rules of your favourite game.		19	11	8	37
7. Play a game in English.	6	6	12	16	35
Reading					
1. Read a novel.	9	11	12	18	25
2. Read an article in a paper.		10	22	28	15
3. Read letters from a pen pal written in native English.	9	26		28	12
4. Read personal letters or notes written to you in which	10		13	27	25

the writer has deliberately used simple words and constructions....					
5. Read an advertisement in the paper to find a good bicycle you can buy.	29	6	7	22	11
6. Read reviews for popular movies.		5	19	16	35
Writing					
1. Write an advertisement to sell an old bike.	41	14	5	6	9
2. Write a report on your favorite animal and its habits.	14	5	29	16	11
3. Write a story.		12	13	27	23
4. Write a letter to a friend.	10		19	26	20
5. Write a newspaper article.	41	14	5	9	6
6. Write the answers to a "fun" quiz from a magazine.	19	7	9	14	26
Comprehension					
1. Listen to instructions and complete a task.	4	11	27	18	15
2. Bake a cake if instructions were not in Albanian	14	6	14	26	15
3. Fill out an application form.	10	14	14	22	15
4. Take directions from an English speaker.	10		6	23	36
5. Understand an English movie.		5	13	19	38

Adapted from : MacIntyre et al., 2001					

Appendix VII. Results of the questionnaire distributed to female students (main study)

Speaking in class, in English	1	2	3	4	5
1. Speaking in a group about your summer vacation.	10	23	11	19	12
2. Speaking to your teacher about your homework assignment.	7	25	22	10	11
3. A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?	4	16	18	17	20
4. Talking to a friend while waiting in line.	7	10	19	17	22
5. How willing would you be to be an actor in a play?	14	8	16	21	16
6. Describe the rules of your favourite game.	4	5	17	19	30
7. Play a game in English.	3	16	10	12	34
Reading					
1. Read a novel.	13	24	12	18	1533
2. Read an article in a paper.		22	19	13	21
3. Read letters from a pen pal written in native English.	16	7	9	20	23
4. Read personal letters or notes written to you in which the writer has deliberately used simple words and	7	20	18	9	21

constructions....					
5. Read an advertisement in the paper to find a good bicycle you can buy.	10	20	12	18	15
6. Read reviews for popular movies.		15	3	15	42
Writing					
1. Write an advertisement to sell an old bike.	32	11	13	10	9
2. Write a report on your favorite animal and its habits.	14	20	12	18	15
3. Write a story.	22	16	7	17	13
4. Write a letter to a friend.	17	9	21	15	13
5. Write a newspaper article.	34	17	5	7	12
6. Write the answers to a "fun" quiz from a magazine.	7	19	15	12	22
Comprehension					
1. Listen to instructions and complete a task.	8	8	16	13	30
2. Bake a cake if instructions were not in Albanian		7	4	34	30
3. Fill out an application form.		13	13	22	27
4. Take directions from an English speaker.		10	11	24	30
5. Understand an English movie.		8	10	13	44

Adapted from : MacIntyre et al., 2001					
--	--	--	--	--	--

Appendix VIII. Results of the questionnaire distributed to male students (main study)

Speaking in class, in English	1	2	3	4	5
1. Speaking in a group about your summer vacation.	8	36	15	9	9
2. Speaking to your teacher about your homework assignment.	16	36	8	15	
3. A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?	8	29	8	15	15
4. Talking to a friend while waiting in line.		8	22	9	36
5. How willing would you be to be an actor in a play?	23	16	8	14	14
6. Describe the rules of your favourite game.	9	8	10	13	35
7. Play a game in English.		12	22		41
Reading					
1. Read a novel.	36	15		13	11
2. Read an article in a paper.	16	7	21	21	10
3. Read letters from a pen pal written in native English.	30	14	7	24	
4. Read personal letters or notes written to you in which the writer has deliberately used simple words and	7	14	38		16

constructions....					
5. Read an advertisement in the paper to find a good bicycle you can buy.	21	20	11	8	15
6. Read reviews for popular movies.	9	7	29	7	23
Writing					
1. Write an advertisement to sell an old bike.	23	35	7		10
2. Write a report on your favorite animal and its habits.	16	21	14	14	10
3. Write a story.	23	14	7	14	14
4. Write a letter to a friend.	21	21	10	9	14
5. Write a newspaper article.	21	16	15	8	15
6. Write the answers to a “fun” quiz from a magazine.	10		30	21	14
Comprehension					
1. Listen to instructions and complete a task.	16		19	14	26
2. Bake a cake if instructions were not in Albanian	7	22	14	9	23
3. Fill out an application form.	10	13		36	16
4. Take directions from an English speaker.	14			19	42
5. Understand an English movie.			19	7	49

Appendix IX. Interview of the teachers

TEACHER'S INTERVIEW

1. Do you think that gender have any effect on Willingness to communicate (WTC) among the students you teach? What's the main reason?
2. Which are the factors that influence the learner's willingness to communicate in English in class? Why?
3. Do you think that there is any relation between the language proficiency of your students and WTC? If yes, can you elaborate a little bit?
4. Do you think that there is done enough in our schools to encourage students in their WTC? If yes, what is done exactly?
5. What should EFL teachers do to encourage students to talk in their classes?
6. How much do your students like learning together with their classmates in this course?
7. Do other students laugh at their classmates when they speak English?
8. Do your students seem to be confident when they speak? How do you know that?
9. How often do your students volunteer to speak in the class?
10. Do you correct your students' mistakes when they talk in English? Why?