GETTING STUDENTS TO TALK IN CLASS: A CASE STUDY COMPARING ENGLISH VS. NON-ENGLISH MAJORS' WILLINGNESS TO COMMUNICATE IN THE ENGLISH CLASS

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ABSTRACT: *In EFL college classes in Taiwan, students have often been characterized as being reluctant to voluntarily speak up. To better understand why many college students in Taiwan choose to adopt passive learning behaviors in English classes, the present study examines Taiwanese EFL college students' willingness to communicate (WTC) in class by comparing 27 English majors and 45 non-English majors on their responses to a 65-item questionnaire adapted from three self-report measures previously administered in other studies. Interviews were conducted with eight students to gain an in-depth understanding of reasons influencing their willingness to communicate in class. The study's findings revealed that both groups of students appeared to be more reticent in teacher-fronted class discussions and expressed higher willingness to speak up in group or pair work and discussions revolving around topics of their interest. Nevertheless, the non-English majors were generally found to be less anxious than the English majors in the English classroom, more willing and motivated to communicate in English in different classroom activities.*

KEYWORDS: attitude and motivation, EFL, foreign language anxiety, willingness to communicate (WTC)

INTRODUCTION

As foreign language learning in recent decades increasingly emphasizes the importance of oral communication, many researchers have delved into factors associated with student reticence in class (Chen, 2003; Jackson, 1999, 2001; MacIntyre, Baker, Clément, & Conrod, 2001; Zou, 2004; Wu, 2019; Zhu & Bresnahan, 2018). Asian learners, in particular, have been the focus of these studies since they have been observed to display passive learning behaviors in language classes (Bao, 2014; King & Aono, 2017). Although the "silent period" seems to be a natural part of second language acquisition that some language learners go through (Krashen, 1982; Rodriguez, 1982), it is also widely accepted that students' participation in the

classroom is positively correlated with their achievement (Lim, 1992; Zhou, 1991) and that second language learners should be willing "to talk in order to learn" (Skehan, 1989, p. 48). The use of L2 output (Gass & Mackey, 2015) is widely recognized as a prerequisite for successful L2 acquisition, but it is likely to occur without learners' desire to engage in language production.

The different variables that contribute to students' "willingness to communicate" (WTC) in L2 were conceptualized by MacIntyre, Dörnyei, Clément, & Noels (1998) in their WTC model in which they define willingness to communicate as "a readiness to enter into discourse at a particular time with a specific person or persons, using an L2" (p. 547). On the other hand, studies have found that motivation, (Hashimoto, 2002; MacIntyre, Baker, Clément, & Donovan, 2002) communication anxiety, and self-perceived confidence (Clément, Baker, & MacIntyre, 2003; Yashima, 2002) affect L2 learners' willingness to communicate. Social support and learning context (MacIntyre et al. 2001), gender (MacIntyre et al., 2002), classroom environment (Khajavy, MacIntyre, & Barabadi, 2017; Peng, 2019), and international posture (Yashima, 2002; Yashima, Zenuk-Nishide, & Shimizu, 2004) have also been identified as variables contributing to willingness to communicate in L2. As cultural norms governing a person's communication behavior is believed to affect WTC (McCroskey & Richmond, 1990), other researchers focused on the role assumed by the Chinese culture or Confucian cultural values in Chinese students' classroom behavior (Crozet & Liddicoat, 1999; Liu, 2002). To better understand factors influencing Taiwanese EFL college students' willingness to communicate in the English language classroom and why many of them choose to adopt passive learning behaviors in English classes, the present study examined Taiwanese EFL college students' willingness to communicate (WTC) in class by comparing English majors and non-English majors on their responses to several self-report measures. Follow-up semi-structured interviews were conducted with selected students to gain an in-depth understanding of reasons influencing their willingness to communicate in class.

LITERATURE REVIEW

Willingness to Communicate
The construct of willingness to communicate (WTC) was first put forward by McCroskey and Baer (1985) in relation to L1 communication. The original WTC in L1 was also an expansion of such other constructs as Burgoon's (1976)

"unwillingness to communicate," Mortensen, Arnston, and Lustig's (1977) "predisposition toward verbal behavior," and McCroskey and Richmond's (1982) "shyness." According to MacIntyre et al. (1998), however, willingness to communicate in L2 is more complex because the level of language proficiency and L2 communicative skill, in particular, is an additional modifying variable. In their well-known pyramid-shaped heuristic model of L2 WTC, MacIntyre and colleagues showed various linguistic, communicative, as well as social-psychological factors coming into play in affecting an individual's willingness to communicate in a second language. They stated that "it is highly unlikely that WTC in the second language (L2) is a simple manifestation of WTC in the L1" (MacIntyre et al., 1998, p. 546).

Even though MacIntyre and colleagues claimed that L2 learners' communication behavior is affected by both situational (including desire to communicate with a specific person and state communicative self-confidence) and enduring variables (including motivation, trait self-confidence, intergroup attitudes and climate, social situation, communicative competence, and personality), their emphasis on an individual's "readiness to enter into discourse" (p. 547) is worth noting in an L2 language classroom setting, as it suggests that even when only one student is called on by the teacher to answer a question, others who also raise their hands can be considered as displaying WTC in L2.

Foreign Language Anxiety

L2 language anxiety and self-perceived competence have been consistently found to be the most immediate antecedents of L2 WTC (Clément et al., 2003; Yashima, 2002). Prior studies have established that language anxiety has a negative impact on all areas of second language achievement (Cheng, Horwitz, & Schallert, 1999; Elkhafaifi, 2005) and suggested that anxiety is one of the main reasons leading to learners' reticence (Ellis, 1994). Horwitz, Horwitz, and Cope (1986) defined language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process" (p. 128). Horwitz and colleagues identified three sources of foreign language classroom anxiety: communication apprehension, fear of negative evaluation, and test anxiety. A 33-item Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz and colleagues (1986) to capture these three components has proven to be capable of reliably and validly measuring learners' foreign language anxiety.

Numerous researchers, since the introduction of FLCAS, have adopted it to examine anxiety in language learning (e.g., Cheng et al., 1999; Onwuegbuzie, Bailey, & Daley, 1999; Saito & Samimy, 1996). According to these researchers, anxiety exists in virtually all aspects of foreign language/L2 learning, especially in understanding and speaking the target language. In particular, speaking publicly in the target language is anxiety-provoking for many learners, even those who feel little stress in other areas of language learning (Horwitz, 1995).

Young (1994), on the other hand, identified three different types of anxiety-provoking sources in the language classroom: learner-related, instructor-related, and instructional practice-related. Other researchers (Oxford, 1999; Phillips, 1999; Reid, 1995; Samimy, 1994) also related to different anxiety-provoking sources in the classroom such as speaking activities, negative classroom experience, a harsh teaching manner, comprehension difficulties, individual learning style, and the learning context. Learners' linguistic history including prior language learning experience, age of onset of L2 learning, and context of learning were also found to be strongly associated with language anxiety (Dewaele, 2010; Matsuda & Gobel, 2004). Despite evidence which shows an inverse relationship between foreign language anxiety and achievement, it is believed that anxiety could motivate language learning. The fact that successful language learners also experience language anxiety disproves the claim that all anxiety is attributable to poor learning abilities (Horwitz, 2000). In a study by Gregersen and Horwitz (2002), it was found that learners who were "perfectionists" tended to set high standards for themselves and were overly concerned about the error they made or the evaluations of others. These highly anxious learners set unrealistic goals for learning a foreign language and showed a tendency to procrastinate. MacIntyre (2007) and MacIntyre and Doucette (2010) found that affective reactions such as being anxious, distracted, and disinterested affected the willingness to speak the foreign language on the part of those who had the ability to speak but chose to remain silent.

Motivation

Motivation has been identified as one of the most important affective variables in second/foreign language learning (Dörnyei, 2001). Of the several motivation theories that have been put forward over the past decades, Gardner's (1985) socio-educational model on second language motivation has not only been widely adopted in SLA research but also in L2 WTC research. Gardner and Lambert (1972) suggested that

motivation to learn a second language is impelled by positive attitudes toward the second language community and a desire to become similar to valued members of the second language community. This desire is described as the integrative orientation of motivation and is believed to be better able to contribute to second/foreign language learning in a way that maintains learners' interest and efforts (Liu & Huang, 2011). Another type of motivation has an instrumental orientation (Gardener & Lambert, 1972), which reflects a more pragmatic, utilitarian attitude toward learning a second or foreign language (Dörnyei, 2001). Learners who study a second or foreign language with the instrumental orientation are expecting to derive certain practical and valued outcome from their learning.

The Attitude/Motivation Test Battery (AMTB) developed by Gardner (1985) has been applied in numerous research studies on L2 motivation; and findings from these studies show that motivation is associated with successful second/foreign language acquisition and that learners with a stronger integrative orientation work harder and learn faster than those with lower integrative orientation (Clément, Dörnyei, & Noels, 1994; Masgoret & Gardner, 2003). Integrative and instrumental orientations of motivation are, however, not mutually exclusive or at opposite ends of a continuum (Belmechri & Hummel, 1998). Rather, the two orientations of motivation are positively correlated and can sustain L2 learning.

Based on students' learning goals, researchers have identified new orientations of motivation including intrinsic motivation, extrinsic motivation and orientations for travel (Clément et al., 1994; Noels, Clément, & Pelletier, 2001; Oxford & Shearin, 1994). Intrinsic motivation, like integrative motivation, refers to the desire to learn a second/foreign language driven by a learner's genuine interest and pleasure in doing so. Intrinsically motivated learners are therefore more likely to be persistent in their learning efforts despite the absence of external rewards. Extrinsically motivated learners, like the instrumentally motivated ones, learn a second/foreign language out of a desire to obtain some kind of tangible benefits from the social environment or personal reasons like shame or guilt (Noels et al., 2001).

Gardner's (1985) social-educational model proposed that *integrativeness* and *attitudes toward the learning situation* affect a learner's level of L2 learning motivation, which in turn contributes to individual differences in learning outcome observed among L2 learners. Gardner (1985) believed that motivation is closely related to attitude and

defined second language motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (p. 10). Integrativeness reflects an individual's desire to learn a second language in order to meet and interact with members of the L2 community. Attitudes toward the learning situation refer to the learner's evaluation of the language teacher and the L2 course. Both integrativeness and attitudes toward the learning situation are perceived to have an impact on the learner's level of motivation, which was termed "integrative motivation" by Gardner (1985). In short, integrative motivation is conceptualized to be made up of three components: integrativeness, attitudes toward the learning situation, and motivation. According to the socio-educational model, learners with a higher level of integrativeness and stronger L2 learning motivation will be more ready to communicate with an L2 language group than those with a lower level of integrativeness and motivation.

As reviewed above, willingness to communicate in second or foreign language classrooms may be dictated by, among other things, variables including foreign language anxiety, and motivation. Given that past studies had only investigated students from more homogenous groups in which most participants were enrolled in a common English language course, the current study took a different direction by exploring whether "having a major in English" comes into play in willingness to communicate in the English language classroom. Even though English majors studying in universities in Taiwan are presumably more willing to communicate in class, they are also likely to be influenced by similar reasons that may discourage non-English majors from speaking up in class. The present study hence sought to explore the difference between English majors and non-English majors in their willingness to communicate, foreign language anxiety, and motivation. The following research questions were addressed:

1. Do the English majors and non-English majors exhibit different levels of willingness to communicate and foreign language anxiety in the English class? And do they differ in their motivation toward English and English learning?
2. Which types of classroom activities can potentially make the two groups of students more willing to speak up in the English class?
3. What causes students to remain silent in the English class?

METHODOLOGY

Participants

The study was conducted at a public university in Taiwan. A total of 72 first-year EFL college students participated in the study: 45 of the students were non-English majors taking a required freshman English class at the time of the study; 27 of the students were English majors enrolled in an English listening and speaking course. The non-English majors were from 10 different disciplines while two of the English majors were double majors, with a second major in drama and education, respectively. Results of an English proficiency test (composed of test questions resembling the listening and reading sections of a Taiwan's General English Proficiency Test) administered at the beginning of the course showed that the English majors were more proficient in English (*Mean* = 65.11) than the non-English majors (*Mean* = 41.33), t(41.79) = -8.66, *p* < .001. A total of eight participants (five non-English majors and three English majors) were selected for follow-up semi-structured interviews based on academic majors and their scores on the English proficiency test. Efforts were made to ensure that these interviewees well-represented the two groups in terms of majors and level of English proficiency. Each interview lasted around 15-20 minutes and was recorded and transcribed for further analysis. All interview sessions were conducted throughout the first semester of the academic year.

Instruments

Two major instruments were used in the study: (a) a questionnaire (Appendix A) composed of three scales with a total of 65 question items (63 of which were Likert-scale type questions) aimed at probing students' foreign language anxiety, willingness to communicate in L2 in the classroom, and integrative motivation in learning English, and (b) a list of 15 interview questions (Appendix B) used as a guide for follow-up interviews with selected students.

More specifically, the first scale on the questionnaire comprised 28 items adapted from Horwitz and colleague's (1986) 33-item Foreign Language Classroom Anxiety Scale (FLCAS). These questions tapped into communication apprehension, test anxiety, and fear of negative evaluation. The second scale had a total of 27 items which were previously used by Peng (2007) to measure Chinese students' WTC in response to different tasks and situations in the English language classroom. The third scale was made up of eight items adapted from the short version of the Attitude/Motivation Test Battery (mini-AMTB) which had originally been developed

by Gardner (1985). Six of the eight items were aimed at measuring the participants' integrative motivation towards learning English and their motivation to use the language to communicate with the English language community. The remaining two items addressed participants' attitude toward the learning situation (i.e., the teacher and the language course). Two open-ended questions were also included at the end of the questionnaire to elicit respondents' views about a) the kinds of classroom activities that would make them more willing to speak up; and b) reasons that might discourage them from speaking up in the English class. The last question on the questionnaire asked whether the respondents would be willing to accept an interview with the researcher.

For the interview questions, a total of 15 questions adapted from Xie (2011) were used with selected participants. The questions were aimed at eliciting students' perceptions about their personal attitude toward and motivation and experience in learning English in relation to their willingness to communicate in English in class. Both the questionnaire items and interview questions were translated into Chinese to prevent any possible miscomprehension on the part of students; and the translations were checked by a professional translator for accuracy.

FINDINGS AND DISCUSSION

FLCAS

With a reliability score (Cronbach's alpha) of .92, the 28 items on the FLCAS measured levels of EFL students' anxiety in different classroom situations that call for a demonstration of English command. The higher the total score achieved on the scale, the more anxiety students experienced in the English language classroom. Though prior studies that used the scale mainly calculated the total score for EFL learners by adding up individual score of each item on the scale (e.g., Peng, 2007), such practice was done with studies that involved more homogenous English language learners like groups of non-English majors with similar proficiency levels. In the case of the present study, the researcher believed that examining and comparing two groups at different proficiency levels would help shed light on whether they differ in overall English language anxiety and/or whether the severity of such anxiety differed in certain contexts. Descriptive statistics and t-test results for the FLCAS scale (Table 1) showed that the English majors (*Mean* = 83.56) who were more proficient in English than the non-English majors (*Mean* = 92.18) reported having experienced less anxiety

in the English classrooms (t(70) = 2.48, *p* < .05). Items that received a mean rating of more than 3.5 for either of the two groups were selected in order to identify classroom situations that made the students anxious. This has resulted in a total of seven items being chosen for comparison. Further t-test results did not show a significant difference between the two groups on their response to the seven items, suggesting that the classroom situations characterized by these items can potentially make both groups of students feel equally nervous in the class.

WTC

With a total of 27 items, the WTC scale (Cronbach's alpha = .94) measured EFL learners' willingness to communicate in response to different tasks and situations in the English class that involve not only speaking but listening, reading, and writing. Score results on this scale indicated that the English majors achieved a significantly higher mean score of 91.04, compared with the non-English majors' mean score of 80.51, t(70) = -2.46, *p* < .05. Like the FLCAS scale, question items with a mean rating of over 3.5 for either of the two or both groups on the WTC scale were selected for comparison. Nine items were chosen as a result as shown in Table 1. Closer examination of the respective items showed significant difference was only found on four of the nine items, and these represented tasks or activities that the English majors displayed higher willingness to communicate in English: "*Write the answers to a "fun" quiz from a magazine*" (t(70) = -2.41, *p* < .05); "*Listen to instructions in English and complete a task*" (t(67.64) = -3.24, *p* < .01); "*Take directions from an English speaker*" (t(69.29) = -3.73, *p* < .001); "*Understand an English movie*" (t(68.07) = -2.59, *p* < .05). In other words, for the nine activities in which the English majors displayed high degree of willingness to participate, their level of willingness was only significantly higher than the non-English majors for the aforementioned four tasks or activities.

Table 1. Two Groups' FLCAS and WTC scores

	Group				
	Non-English Majors (N = 45)		English Majors (N = 27)		
	M	SD	M	SD	t-test results
FLCAS total score	92.18	14.01	83.56	14.75	t(70) = 2.48, *p* < .05
Item 6: I keep thinking that the other students are better at English than I am.	3.58	1.01	3.26	.94	t(70) = 1.33, *p* = .189
Item 8: I start to panic when I have to speak without preparation in English class.	4.02	.78	3.70	.82	t(70) = 1.64, *p* = .106
Item 18: I can feel my heart pounding when I'm going to be called on in English class.	3.91	.82	3.56	1.05	t(44.99) = 1.51, *p* = .139
Item 21: I always feel that the other students speak English better than I do.	3.84	.93	3.63	.88	t(70) =.97, *p* = .337
Item 24: I get nervous and confused when I am speaking in my English class.	3.56	.87	3.48	.85	t(70) = .35, *p* = .725
Item 26: I get nervous when I don't understand every word the English teacher says.	3.58	.81	3.37	1.15	t(41.70) = .82, *p* = .415
Item 28: I get nervous when the English teacher asks questions which I haven't prepared in advance.	3.93	.69	3.63	.88	t(44.83) = 1.53, *p* = .133
WTC total score	80.51	18.30	91.04	16.5	t(70) = -2.46, *p* < .05
Item 9: Read part of an English novel.	3.33	1.02	3.70	.95	t(70) = -1.53, *p* = .126
Item 10: Read an English article in a paper.	3.38	.98	3.78	.75	t(65.85) = -1.94, *p* = .056

Item 11: Read letter from a pen pal written in native English.	3.38	1.19	3.85	.95	t(64.44) = -1.65, $p = .067$
Item 12: Read personal letters or notes in which the writer has deliberately used simple words and constructions.	3.51	.97	3.85	.77	t(70) = -1.56, $p = .124$
Item 13: Read an advertisement in the paper to find good merchandise, e.g., a book, you can buy.	3.44	1.08	3.59	.69	t(69.59) = -.71, $p = .481$
Item 21: Write the answers to a "fun" quiz from a magazine.	3.02	1.12	3.63	.88	t(70)= -2.41, $p < .05$
Item 23: Listen to instructions in English and complete a task.	3.22	1.13	3.96	.81	t(67.64) = -3.24, $p < .01$
Item 26: Take directions from an English speaker.	3.24	.93	3.93	.62	t(69.29) = -3.73, $p < .001$
Item 27: Understand an English movie.	3.52	1.04	4.07	.73	t(68.07) = -2.59, $p < .05$

Attitude/Motivation Test Battery (mini-AMTB)

Unlike the FLCAS and WTC scales, the 8 items on the mini-AMTB (Cronbach's alpha = .77) were rated on a 7-point scale. As shown in Table 2, the English majors reported an average score of over 5 for all eight items assessed on the scale (made up of question items that measured integrativeness, attitudes toward the learning situation, and motivation), an indication of strong integrative orientation, favorable attitude, and high motivation toward English and English learning. On the contrary, the non-English majors seemed to display a positive attitude only toward members of the English language community and the English instructor; however, such favorable attitude did not measure up to that of the English majors.

Table 2. Two Groups' mini-AMTB score comparison

	Group				
	Non-English Majors (N = 45)		English Majors (N = 27)		
Mini-AMTB scale	M	SD	M	SD	t-test results
Item 1: My feelings about learning English in order to interact with members of the English language community are: (anchors: weak ~ strong)	4.69	1.74	5.89	1.09	t(69.86) = -3.60, $p = .001$
Item 2: My interest in English is: (anchors: very low ~ very high)	4.09	1.64	6.0	.78	t(67.44) = -6.67, $p < .001$
Item 3: My attitude toward members of the English language community is: (anchors: unfavorable ~ favorable)	5.33	1.07	6.04	.90	t(70) = -2.87, $p < .01$
Item 4: My attitude toward my English instructor is: (anchors: unfavorable ~ favorable)	5.38	1.13	5.96	1.13	t(70) = -2.13, $p < .05$
Item 5: My attitude toward my English course is: (anchors: unfavorable ~ favorable)	4.73	1.27	5.85	.99	t(70) = -3.92, $p < .001$
Item 6: If I were to rate how hard I work at learning English, I would say that I work: (anchors: very little ~ very much)	4.47	1.44	5.30	.99	t(70) = -2.64, $p = .01$
Item 7: If I were to rate my desire to learn English, I would say it is: (anchors: very low ~ very high)	4.40	1.54	6.04	.98	t(69.72) = -5.50, $p < .001$
Item 8: If I were to rate my attitude toward learning English, I would say that it is: (anchors: unfavorable ~ favorable	4.40	1.39	5.70	1.07	t(70) = -4.19, $p < .001$

In short, results presented in the foregoing paragraphs indicated that despite the fact that both groups were similarly anxious in some of the classroom situations in which speaking in English was required, overall the English majors exhibited lower levels of foreign language (English) anxiety than their non-English major counterparts. Similarly, as indicated by results from the WTC scale ratings, the English majors expressed higher willingness to communicate in English in response to a range of reading, writing, speaking, and listening tasks carried out in the English class, though it seemed that the two groups were both more willing to take part in reading activities. On the other hand, the English majors also responded favorably to three out of five (Items 23-27) of the listening activities, an indication that the English majors had higher WTC in tasks that tap into receptive skills in English. Results for the two groups' attitude/motivation toward English were rather clear-cut in that the English majors had a more positive attitude toward learning English and the English community and that they also were more highly motivated to learn the language.

Two Open-Ended Questions

Results from the two open-ended questions showed that the two groups did not differ much in their preference for the type of activities that would encourage them to actively participate and speak up (Table 3). Fourteen (about 31%) of the non-English majors as well as six (about 22%) of the English majors mentioned that they would be more willing to speak up in small group or pair discussion activities. The finding is in line with studies which found that students had more opportunities to practice using English in groups and were therefore more willing to speak up than in teacher-fronted discussions (e.g., Pica & Doughty, 1985). While nine of the English majors (about 33%) said discussion of topics and issues that were interesting would make them feel more eager to speak up, 13 (about 30%) of the non-English majors expressed that class discussion related to interesting topics, including movies, would motivate them to partake in the discussion. Five (around 11%) of the non-English majors reported that game playing were the kind of activities that would make them more willing to speak up.

As for reasons or the kinds of tasks and activities that discouraged students from speaking up in class, around one-third of the non-English majors cited fear of making mistakes as the main reason why they chose to remain silent in class. On the other hand, only three (around 11%) English majors said they worried about saying something wrong in the English class. Fear of public speaking, shyness, nervousness,

or feeling embarrassed and lacking confidence were cited by 10 (about 37%) of the English majors as the principal reasons discouraging them from speaking up in class. These reasons were similarly reported by 15 (around 33%) of the non-English majors as their major impediment to speaking up in the English class. Twenty-four non-English majors attributed their silence in class to language related issues; in particular, these included inability to express oneself (noted by nine students), insufficient vocabulary (mentioned by nine students) and grammar knowledge (brought up by six students). It is interesting to note that four (around 15%) of the English majors said that if other students were quiet in class, they would also be less inclined to say anything.

Table 3. Two Groups' Responses to Two Open-ended Questions

	Non-English Majors (n=45)		English Majors (n=27)	
Question	**Response**	**F**	**Response**	**F**
Identify activities/tasks in the English class that would make you feel like speaking up.	Small group/pair discussions.	14	Discussion about interesting topics.	9
	Discussion related to movies.	7	Small/group discussion.	6
	Discussion about interesting topics	6	Responding to the teacher's questions.	4
	Game playing.	5	Reading aloud.	2
	Would normally choose not speak up unless being called upon to do so.	4		
	Topics that allow me to prepare in advance.	2		
	Oral presentations.	2		
	Any topic is fine.	2		
Total		42		21
What discourages you from speaking up in the English	Afraid of saying something wrong or making mistakes.	15	Fear of public speaking; nervousness; lack of confidence; embarrassed.	10
	Fear of public speaking; shyness; nervousness;	15	When no one speaks up in class.	4

class?	lack of confidence; embarrassed.			
	Unable to express what I want to say.	9	Afraid of saying something wrong or making mistakes.	3
	Do not have knowledge about the vocabulary I intend to use.	9	Do not understand the questions posed by the teacher.	3
	Lack knowledge about English grammar.	6	Lack of English proficiency.	3
	Unable to understand what the instructor says or the course content.	3		
	Poor English pronunciation.	2		
	Unable to translate the things I want to say into English.	2		
	Lack actual experience related to the topic under discussion.	2		
Total		63		23

Interview Response

Based on students' performance on the English proficiency tests administered at the beginning of the course, a total of eight students who agreed to a follow-up interview were selected. Two non-English majors who scored at the lower-level, two at the mid-level, and one at the high-level in the class respectively took part in the interview. Their academic majors included material science, electrical engineering, information and learning technology, education, and business and management. On the other hand, three English majors who scored at the low-, mid-, and high-level on the test respectively in their class were also selected. The interview responses given by the eight students suggested that the English majors seemed to possess a stronger motivation to learn English than the non-English majors as demonstrated by the three English majors' personal accounts of past efforts in learning the language. With the

exception of one non-English major, all students recognized the importance of learning English and cited job market competiveness, traveling, and the ability to know more than other people as main reasons. Although none of the interviewees felt particularly stressful or uneasy in English classes, all except for one student (an English major) felt embarrassed about voluntarily speaking up in class. These seven students were also not confident in their English speaking ability and said that they were usually quite nervous when being called on by the teacher to say something in class.

Three of the non-English majors believed that other students had better English proficiency than they did, which coincided with the fact that their English proficiency test scores were the lower ones among the five non-English majors being interviewed. Despite the students' general reluctance to speak up without being singled out, only one student from each group worried about their mistakes being corrected by the teacher. Most of the non-English majors favored learning English in pairs or groups, believing that group discussion would generate better learner outcomes. There was not much difference in how often interviewees from the two groups paid attention to events happening in foreign countries, as most members said they would rarely follow international news and therefore seldom discussed news events with their peers. However, one student from each group noted that they would watch major world news featured on CNN.

Based on participants' written response on the questionnaire and eight interviewees' response, it was found that the students would choose to remain silent mainly out of fear of public speaking and embarrassment in public. Most of them were not confident in their English speaking ability and would therefore choose to say nothing voluntarily unless the instructor called on them to answer questions in class.

DISCUSSION AND CONCLUSION

The current study employed three scales to measure English vs. non-English majoring EFL students' English language anxiety, willingness to communicate, and attitude/motivation in learning English. Semi-structured interviews were conducted with selected students from both groups to gain a more in-depth understanding regarding individual students' motivation and feelings about learning English and speaking English in the classroom. Despite common expectations that English majors

should be more willing to speak up in response to all forms of discussions in the English class than non-English majors, the study's results nevertheless revealed that both groups of students appeared to be more reticent in teacher-fronted class discussions and expressed higher willingness to speak up in group or pair work and discussions revolving around topics of their interest. Moreover, the reasons that caused both groups of EFL students to remain silent were actually quite similar. The difference between the two groups, on the other hand, was that the English majors were generally less anxious in the English language classroom, more willing to communicate in English in different classroom activities, and highly motivated to learn English.

However, an interesting observation that emerged from the present study was that both the English and non-English majors had high levels of anxiety in several classroom situations that require speaking up, especially when they had to speak or respond to questions without advance preparation. Another finding worth noting is both groups of students were more willing to communicate in English when no "speaking" was entailed. They would rather, for instance, read an article in a paper in class than speak to their teacher about their homework or assignment. This finding is parallel with several previous studies that identified Asian learners as being passive and not willing to speak the target language (e.g., Liu, 2005).

As the English majors were more proficient in English than the non-English majors in the study, the findings in the study are in line with those from past studies that consistently demonstrated that language proficiency was correlated with language anxiety, motivation, and willingness to communicate. The study also echoed the results of a research by Liu and Jackson (2009) which found that despite a strong willingness to participate in speech communication and a positive attitude among students who were more proficient in English, the majority of students were still passive in responding to teachers' questions. An important observation gained from the study's results was that despite students' fear of public speaking, many of them said they would be more willing to speak up in small group discussions as well as when discussions were related to topics that would interest them.

The fact that the EFL college students appeared to be more willing to speak in pairs or groups corroborates findings from other studies in which EFL learners showed a preference to speak in pairs or groups than individually (Riasati, 2012), or were more

active during pair work (Liu & Jackson, 2009; Zhong, 2013). Topic of discussion is also a factor that influences the students' willingness to speak. Regardless of academic major or English language proficiency, "interesting topics" seem to be something that may incentivize students to actively participate in class discussion. Although the students in the present study were not asked to list any specific topics they would find interesting, several students who were non-English majors did indeed point out that the topic "movies" would make them feel more like speaking up in class. Such views about topics of interest were also shared by EFL learners in Riasati's (2012) study who thought that "the more interested they are in a certain topic, the more willingness they would display to speak about it" (p. 1291).

That the non-English majors in the present study were far less motivated to study English than the English majors may bear much relation to their future career plans in fields that are not directly related to foreign language(s). However, their lack of motivation could also be caused by their previous learning experience and/or a teaching method that did not match their preferred learning style. Since motivation plays a critical role in the teaching/learning process (Bahous, 2011), instructors of non-English majoring EFL learners would do well to create learning opportunities that can give rise to positive learning experience and increase student confidence. Adoption of a more interactive approach to teaching (Davis, 2003; Ghaith, 2003) could be one good option. With large class sizes to teach, many EFL instructors in Taiwan may feel pressured by time to follow the course syllabus and would therefore use a non-interactive teaching method. Still, interactive classes that incorporate entertainment, students' oral presentations, and student interventions have been found to contribute to improving their communicative competence (Morell, 2004).

One important way for interaction in large classes to increase is to facilitate student-student interaction as opposed to that between the instructor and students (Aubrey, 2011). Wu (2019) also advised that teachers organize a variety of speaking activities, particularly pair work and group discussion to encourage active participation in class. Of course, there are several factors like group cohesiveness, topic relevancy, students' personal traits, etc. that need to be carefully manipulated. In terms of groupings, research has suggested that more homogeneous groups that are composed of students with similar language ability and personality type may be more conducive to group discussions (Green, Christopher, and Lam, 2002). On the other hand, Aubrey (2011) suggested two approaches to make the discussion topic both

interesting and personally relevant to students. For example, a short survey can be administered to gain knowledge about students' hobbies, general interests, or goals. As most students are highly interested in topics related to movies, lessons and class activities could also be based on movies or TV shows. As observed by Bahous (2011), a possible way to make students more motivated in class may require incorporating "interesting life related materials with a link to their university courses and their later professions" (p. 40). This means that EFL instructors should develop course materials or discussion topics that are closely associated with the kinds of jobs and professions that students will work in after they graduate from school. EFL instructors may get to know students' career interests by using a questionnaire or even design the course syllabus based on students' majors. In short, the key findings of the present study suggest that if EFL students could be afforded some freedom to have a say in the themes or topics of discussions or activities carried out in English classes, the likelihood of making them more willing to communicate and "say something" and to achieve the ultimate goal of learning in an English language class may then increase.

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Appendix A

The Three Scales

I.FLCAS

		Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)
1	I never feel quite sure of myself when I am speaking in my English class.					
2	I don't worry about making mistakes in my English class.					
3	I tremble when I know that I'm going to be called on in English class.					
4	It frightens me when I don't understand what the teacher is saying in English.					
5	During the English class, I find myself thinking about things that have nothing to do with the course.					
6	I keep thinking that the other students are better at English than I am.					
7	I am usually at ease during tests in my English class.					
8	I start to panic when I have to speak without preparation in English class.					
9	I worry about the consequences of failing my English class.					
10	In English class, I can get so					

	nervous I forget things I know.					
11	It embarrasses me to volunteer answers in my English class.					
12	I would not be nervous speaking the foreign language with native speakers.					
13	I get upset when I don't understand what the teacher is correcting.					
14	Even if I am well prepared for English class, I feel anxious about it.					
15	I often feel like not going to my English class.					
16	I feel confident when I speak in English class.					
17	I am afraid that my English teacher is ready to correct every mistake I make.					
18	I can feel my heart pounding when I'm going to be called on in English class.					
19	The more I study for an English test, the more confused I get.					
20	I don't feel pressure to prepare very well for English class.					
21	I always feel that the other students speak English better than I do.					
22	I feel very self-conscious about speaking English in					

	front of other students.					
23	I feel more tense and nervous in my English class than in my other classes.					
24	I get nervous and confused when I am speaking in my English class.					
25	When I'm on my way to English class, I feel very sure and relaxed.					
26	I get nervous when I don't understand every word the English teacher says.					
27	I am afraid that the other students will laugh at me when I speak English.					
28	I get nervous when the English teacher asks questions which I haven't prepared in advance.					

II. WTC scale

1= Almost never willing

2= Sometimes willing

3= Willing half of the time

4= Usually willing

5= Almost always willing

1	Speak in a group about your summer vacation	1	2	3	4	5
2	Speak to your teacher about your homework assignment	1	2	3	4	5
3	Have a conversation with a stranger if he/she talks to you first	1	2	3	4	5
4	As for instructions/clarification when you are confused about a task you must complete	1	2	3	4	5
5	Talk to a friend while waiting in line	1	2	3	4	5
6	Be an actor in a play	1	2	3	4	5
7	Describe the rules of your favorite game	1	2	3	4	5
8	Participate in debate	1	2	3	4	5
9	Read part of an English novel	1	2	3	4	5
10	Read an English article in a paper	1	2	3	4	5
11	Read letters from a pen pal written in native English	1	2	3	4	5
12	Read personal letters or notes in which the writer has deliberately used simple words and constructions	1	2	3	4	5
13	Read an advertisement in the paper to find good merchandize, e.g., a book, you can buy	1	2	3	4	5
14	Read reviews in English for popular movies	1	2	3	4	5
15	Write an invitation to invite your schoolmates to a weekend party	1	2	3	4	5
16	Write down the instructions for your favorite hobby	1	2	3	4	5
17	Write a report on your favorite animal and its habits	1	2	3	4	5
18	Write a story	1	2	3	4	5
19	Write a letter to a friend	1	2	3	4	5
20	Write a newspaper article	1	2	3	4	5
21	Write the answers to a "fun" quiz from a magazine	1	2	3	4	5
22	Write down a list of things you must do tomorrow	1	2	3	4	5
23	Listen to instructions in English and complete a task	1	2	3	4	5

24	Bake a cake if instructions were in English	1	2	3	4	5
25	Fill out an application form in English	1	2	3	4	5
26	Take directions from an English speaker	1	2	3	4	5
27	Understand an English movie	1	2	3	4	5

III. Mini-AMTB (Attitude and Motivation Test Battery)

1. My feelings about learning English in order to interact with members
     of the second language community are:
     Weak __:__:__:__:__:__Strong
2. My interest in English is:
     Very Low__:__:__:__:__:__:__ Very High
3. My attitude towards members of the English language community is:
     Unfavorable__:__:__:__:__:__:__ Favorable
4. My attitude towards my English language instructor(s) is:
     Unfavorable__:__:__:__:__:__:__Favorable
5. My attitude towards my English language course(s) is:
     Unfavorable__:__:__:__:__:__:__Favorable
6. If I were to rate how hard I work at learning English, I would say
     that I work:
     Very Little__:__:__:__:__:__:__ Very Much
7. If I were to rate my desire to learn English, I would say that it is:
     Very Low__:__:__:__:__:__:__Very High
8. If I were to rate my attitude toward learning English, I would say
     that it is:
     Unfavorable__:__:__:__:__:__:__Favorable

Please Identify activities/tasks in the English class that would make you feel like
     speaking up:
     _____

What discourages you from speaking up in the English class?
     _____

Would you be willing to accept an interview (15-20) with the researcher in order to

know about your general perceptions about English learning? □ Yes □ No

Appendix B

Interview Questions

1. How important is it for you to learn English?

2. How motivated were you during learning English?

3. How much did you like learning English together with your classmates?

4. How would you describe your personality (quiet or talkative, relaxed or tense)?

5. Did you feel very sure and relaxed in the English class?

6. Did it embarrass you to volunteer answers in class?

7. Did you feel that the other students spoke English better than you did?

8. Were you afraid that other students would laugh at you when you were speaking English?

9. Did you get nervous when your English teacher asked you a question?

10. Were you afraid that your English teacher was ready to correct every mistake you made?

11. In what situation did you feel most comfortable (most willing) to communicate: in pairs, in small groups, with the teacher in a whole class? Why?

12. Do you often read or watch news about foreign countries?

13. Do you often talk about situations and events in foreign countries with your friends and/or classmates?

14. How do you like it if your teacher lectures in English?

15. Do you hope that your English teacher speaks more English in class?