



**UNIVERSITI PUTRA MALAYSIA**

***FACTORS AFFECTING WILLINGNESS TO SPEAK ENGLISH IN  
LANGUAGE CLASSROOMS AMONG IRANIAN EFL LEARNERS***

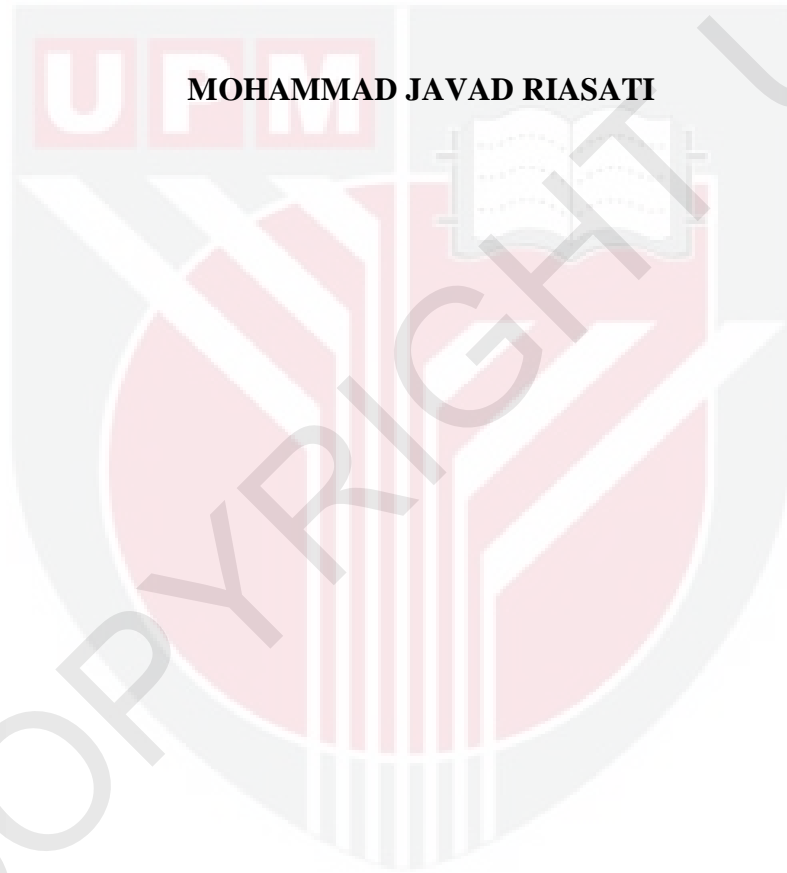
**MOHAMMAD JAVAD RIASATI**

**FPP 2012 63**

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**By**

**MOHAMMAD JAVAD RIASATI**



**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,  
in Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

**December 2012**

## DEDICATION

Dedicated to my father whose never ending support and inspiration helped me pursue my education, my mother whose constant prayers helped me complete this study, my siblings who have always been there for me, and my supporting friends...



Abstract of thesis presented to the Senate of Universiti Putra Malaysia  
in fulfilment of the requirement for the degree of Doctor of Philosophy

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**Chairman: Nooreen Noordin, PhD**

**Faculty: Educational Studies**

The present study is an attempt to investigate Iranian EFL learners' willingness to speak English in language classrooms, and the factors that influence their willingness to speak. Moreover, the relationship between willingness to speak and language learning anxiety, language learning motivation, and self-perceived speaking ability is sought. Furthermore, the study seeks the extent to which willingness to speak contributes to an improvement in the learners' speaking ability.

The study adopts a primarily quantitative approach, followed by qualitative data aimed at expanding and elaborating on the quantitative data. One hundred and fifty six EFL learners selected based on purposive sampling took part in the study. A packet of questionnaires were employed to measure willingness to speak, language learning anxiety and language learning motivation. To shed more light on learners' willingness to speak, semi-structured interviews were conducted with seven participants in order to arrive at richer findings. Further, all participants took part in

an IELTS speaking test in order to find out if their willingness to speak is related to their speaking performance.

Results showed that learners were fairly willing (but not highly willing) to speak English in class. Moreover, it was found that willingness to speak is negatively correlated with language learning anxiety, while positively correlated with language learning motivation and self-perceived speaking ability. Several factors were identified as having an influence on learners' willingness to speak, including topic of discussion, effect of interlocutor, shyness, self-confidence, teacher, and classroom atmosphere. Finally, learners took part in a speaking test, through which, it was found that those who were more willing to speak got a higher speaking score. Based on the findings of the study, a foreign language classroom Willingness to Speak (WTS) model of factors underlying willingness to speak English in language classrooms is proposed. Pedagogical implications for language teachers and learners are provided as well.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**FAKTOR YANG MEMPENGARUHI KESEDIAAN BERTUTUR  
MENGUNAKAN BAHASA INGGERIS DALAM KELAS BAHASA DI  
KALANGAN PELAJAR EFL IRAN**

Oleh

**MOHAMMAD JAVAD RIASATI**

**Disember 2012**

**Pengerusi: Nooreen Noordin, PhD**

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Kajian ini adalah untuk mengenal pasti kesediaan pelajar ijazah EFL dari Iran untuk bertutur dalam Bahasa Inggeris di dalam kelas bahasa, dan faktor-faktor yang mempengaruhi kesanggupan mereka untuk bertutur dalam bahasa Inggeris. Selain itu, kajian ini juga melihat sama ada terdapat hubungan antara kesediaan untuk bertutur dan masalah dalam pembelajaran bahasa, motivasi pembelajaran bahasa dan kemahiran bertutur. Selain itu, kajian ini bertujuan melihat sejauh mana kesediaan untuk bertutur menyumbang kepada peningkatan dalam keupayaan berbahasa pelajar.

Kajian ini mengambil pendekatan kuantitatif diikuti dengan data kualitatif bertujuan untuk mengembangkan dan menghuraikan data kuantitatif. Sebanyak seratus lima puluh enam pelajar EFL dipilih berdasarkan purposive sampling untuk mengambil bahagian dalam kajian ini. Satu set soal selidik telah digunakan untuk mengukur kesediaan untuk bercakap, masalah pembelajaran bahasa dan motivasi pembelajaran

bahasa. Untuk penjelasan lanjut mengenai kesediaan pelajar untuk bercakap, temu bual separa berstruktur telah dijalankan dengan tujuh peserta untuk mendapatkan lebih maklumat. Di samping itu, semua peserta telah mengambil bahagian dalam ujian lisan IELTS untuk mengetahui adakah kesanggupan mereka untuk bercakap berkaitan dengan prestasi berbahasa mereka.

Hasil kajian menunjukkan bahawa pelajar agak bersedia (tetapi tidak sangat bersedia) bertutur menggunakan bahasa Inggeris dalam kelas bahasa. Selain itu, didapati bahawa kesediaan untuk bertutur mempunyai hubungan yang negatif dikaitkan dengan masalah pembelajaran bahasa, manakala mempunyai hubungan yang positif terhadap motivasi pembelajaran bahasa dan mereka yang berkeupayaan berbahasa. Faktor-faktor yang telah dikenalpasti mempengaruhi keupayaan mereka untuk bertutur termasuklah topik perbincangan, kesan teman berinteraksi, malu, keyakinan diri, guru, dan suasana bilik darjah. Akhir sekali, telah didapati bahawa, pelajar yang telah mengambil bahagian dalam ujian lisan yang lebih bersedia untuk bertutur mempunyai skor ujian lisan yang lebih baik. Berdasarkan penemuan kajian ini, model kelas bahasa asing WTS yang mendasari kesediaan bertutur dalam Bahasa Inggeris adalah dicadangkan. Implikasi pedagogi bagi guru-guru bahasa dan pelajar juga disediakan.

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I am also deeply grateful to the students who took part in the study, which would have not been completed without their contribution. I am sincerely grateful to my colleagues and friends who helped me generously during data collection as well as data analysis.



I certify that a Thesis Examination Committee has met on \_\_\_\_\_ to conduct the final examination of Mohammad Javad Riasati on his thesis entitled “Willingness to Speak English in Language Classrooms among Iranian EFL Learners” in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U. (A) 106] 15 March 1998. The Committee recommends that the student be awarded the relevant degree.

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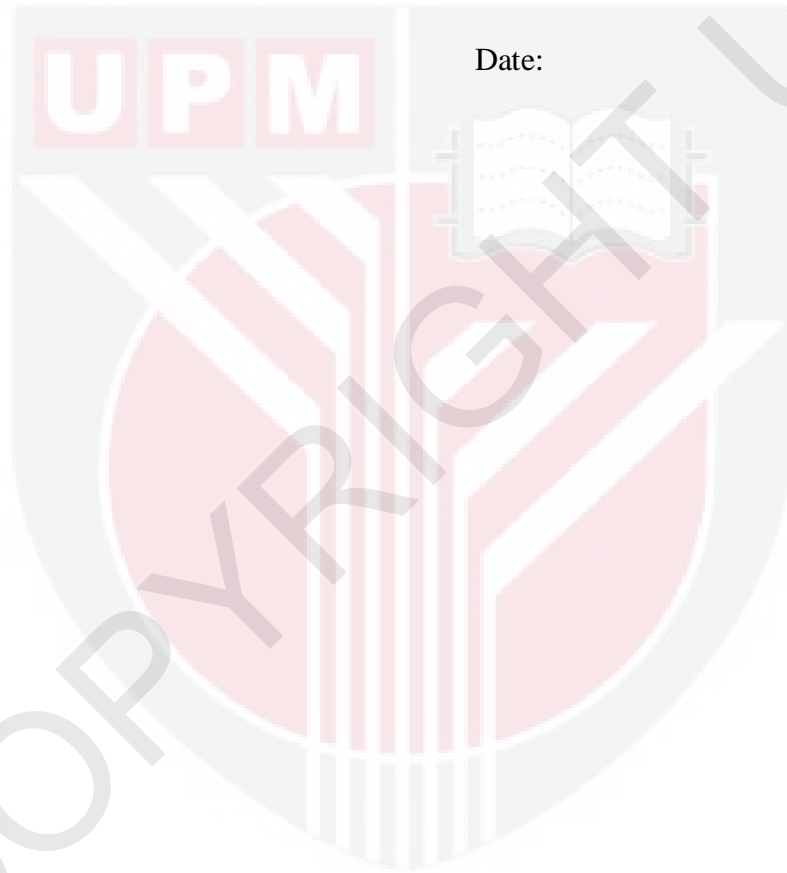
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## DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently submitted for any other degree at Universiti Putra Malaysia or at any other institution.

MOHAMMAD JAVAD RIASATI

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