



**EnJourMe (English Journal of Merdeka):
Culture, Language, and Teaching of English**

Journal homepage: <http://jurnal.unmer.ac.id/index.php/enjourme/index>

Fluctuations in willingness to communicate of an EFL lecturer: An observation study in Indonesia

Marhamah Ika Putri

English Language Education Department, Universitas Islam Indonesia, Jl. Kaliurang No. Km. 14,5, 55548, Yogyakarta, Indonesia
Corresponding author: 17322048@students.uii.ac.id

ARTICLE INFO

Article history:

Received 30 June 2021

Accepted 11 July 2021

Available online 28 December 2021

Keywords:

Fluctuations in WTC, willingness to communicate, WTC in English

DOI: 10.26905/enjourme.v6i2.5983

How to cite this article (APA Style):

Putri, M.I. (2021). Fluctuations in willingness to communicate of an EFL lecturer: An observation study in Indonesia. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 6(2) 91-103. doi: <https://doi.org/10.26905/enjourme.v6i2.5983>

ABSTRACT

Despite the growing number of research on Willingness to Communicate (WTC) in English students, research of teachers' WTC in English is still scarce. At the same time, the fluctuations of WTC in English in authentic classroom interactions are still under research. This study aims to observe the fluctuations in WTC of the English lecturer in the Indonesian context. The data were collected through video recordings during an online classroom learning session where participants were teaching their students. The data were then transcribed, coded, and analyzed thematically by drawing from MacIntyre et al.'s (1998) Heuristic Model. From the results of the analysis, WTC fluctuations in English are divided into four factors: (1) modeling the use of English in the classroom, (2) the power of affirmation, (3) focusing on the message, and (4) showing language similarity. The implication of this study is also discussed.

©2021 The Authors. Published by University of Merdeka Malang
This is an open access article distributed under the CC BY-NC-ND 4.0
(<https://creativecommons.org/licenses/by-nc-nd/4.0/>)

1. Introduction

As a foreign language, English has been considered difficult especially when it comes to speaking. In this sense, learners' Willingness to Communicate (WTC) using English is affected by various reasons, including self-confidence, enthusiasm in using the language, and attitudes toward other L2

speakers (Fallah, 2014; MacIntyre et al., 1998) as well as various circumstances (MacIntyre, 1994). In addition, the purpose of learning a language can also influence someone's motivation and willingness to use the language (Modirghameneh & Firouzmand, 2014). Since using the target language appropriately is the eventual target of language learning (Wood, 2016), WTC using the target has become one of the essential parts of learning a foreign language (Bergil, 2016). Practically, WTC in the target language indicates someone's readiness to use the language and to have authentic communication with other interlocutors who use the language. Therefore, even though a student already has considerable knowledge of a language, he may not be willing to communicate using the language (Bergil, 2016).

The notion of WTC in the target language is related to the work of Burgoon (1976) about unwillingness to communicate when an individual intended not to keep the communication going with others because of some reasons, such as difficulties in finding the right words in the target language, the feeling of being isolated in a specific situation, intervention, lack of self-esteem, and communication apprehension (CA). WTC in the target language was at first explained by McCroskey and Baer (1985) as the moment when an individual had to choose whether he/she was willing or unwilling to interact with other individuals using a language. McCroskey and Baer (1985) have further argued that WTC in the target language is influenced by various aspects, including, among others, emotions, characteristics of interlocutors, and communication goals.

MacIntyre (1994) further asserted that in addition to the above-mentioned factors, an individual's WTC in the target language involves various complex factors. Therefore, MacIntyre et al. (1998) have developed the Heuristic Model to explain factors that influence an individual's WTC in the target language. This model has six layers, including communication behavior, behavioral intention, situated antecedents, motivational propensities, affective-cognitive context, and social and individual context. Each layer represents an individual's decision and factors that could influence his/her WTC in the target language.

The first three layers are situation-specific factors that tend to be temporary depending on where, when, and with whom an interaction occurs, while the last three layers are more stable factors closely related to personality, beliefs, and identities. Layer 1, communication behavior, is about an individual's behavior in using English in certain situations. Layer 2 is the behavioral intention that influences an individual's WTC. Layer 3 is situated antecedents, which is divided into two parts; desire to communicate with a specific person and state communicative self-confidence, representing personal reasons that influence an individual's WTC in the target language. Layer 4 is motivation propensities, which include interpersonal motivation, intergroup motivation, and L2 self-confidence, representing an individual's tendency to be stable in WTC in the target language. Layer 5 is affective-cognitive context, including intergroup attitudes, social situations, and communicative competence, representing an individual's motives and attitudes in WTC in the target language. Layer 6 is social and individual context, including intergroup climate and personality, which represent the influence of personal and social factors. Figure 1 shows Heuristic Model taken from MacIntyre et al.'s (1998) study.

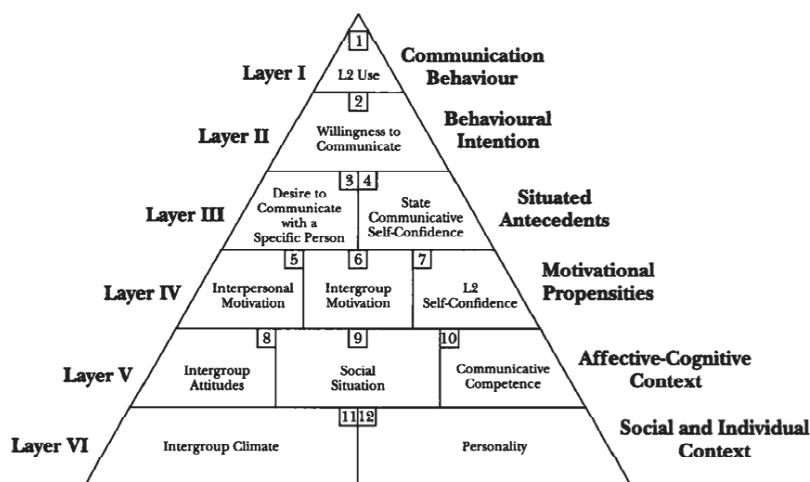


Figure 1 - Heuristic Model of Variables Influencing WTC (MacIntyre et al., 1998)

From the Heuristic Model, it can be concluded that WTC in English is complex and multidimensional. Therefore, it is important to consider WTC as dynamic rather than constant. Sato (2019) has also highlighted that an individual's WTC fluctuates as he/she interacts with others.

Nevertheless, many previous studies mainly examined WTC using English as something constant and unidimensional. For example, in an observational study involving 68 secondary school students Havwini (2019) pointed out that the students' WTC in English was influenced by the teacher's constant use of English. A survey study involving 100 EFL learners from three different Indonesian universities by Amalia et al. (2019) found that group size, classroom environment, students' cohesiveness, familiarity to the topic, degree of topic preparation, classroom seating arrangement, gender, self-awareness, and familiarity with interlocutors could influence students' WTC in English. Reinders and Wattana (2015) examined the increase of WTC in English after online digital game-based learning. By involving five students who had participated in a fifteen-week game-based learning and conducting six interviews for each participant, Reinders and Wattana (2015) found that the use of online games influenced the increase of the WTC in English. Focusing on the role of teachers in increasing students' WTC in English, Khodarahmi and Nia (2014) pointed out that teachers' discipline strategies of involvement, recognition/reward/aggression, and punishment in the classroom could influence the students' WTC using English. Through a correlational study involving 252 Iranian English-major university students, Fallah (2014) found that self-confidence, motivation, shyness and teacher immediacy could be correlated with students' WTC in English both directly and indirectly. Another correlational study involving 243 university students by Khajavy et al. (2016) found that there are several predictors of WTC in English, with classroom environment as the strongest predictor. Despite indicating the complex nature of WTC in English predictors, their study did not consider the dynamic nature of WTC in English. Thus, Khajavy et al. (2016) suggested that qualitative study on WTC in English be conducted.

The current body of research on WTC in English mostly focuses on students as participants, so the number of studies involving teachers is still limited although teachers' WTC in English and students' WTC in English are interwoven. The WTC in English of the teachers during the learning session might influence the students' WTC in English. The students' WTC in the target language is partly influenced by teachers' ways of teaching in the classroom. Sato (2019) has argued that a fluent teacher with a successful English-medium lesson can attract students' interest in using the language. To ensure the success of an English lesson, a teacher needs to be able to use the language both in context inside and outside the classroom, which will therefore enable them to handle various difficulties in the teaching process (Alavinia & Alikhani, 2014). A teacher is also required to show the WTC using English because learning English will be more challenging for students if their teacher does not provide any modeling for the use of the language in real life (Sato, 2019).

One of the studies on teachers' WTC in English identifiable by the author is Sato (2019). Through observation and recall interviews involving an English teacher in Japan, Sato (2019) found that the participant's WTC in English increased and decreased dynamically. For instance, the WTC in English increased if the participant talked about what he liked and decreased when he became more anxious. Sato's (2019) study addressed the two above-mentioned gaps, namely the lack of research on the dynamic nature and multidimensionality of WTC in English and on the WTC in English of teachers. He also added that it was necessary to conduct more research on the fluctuation in WTC in English for teachers and students as well. The second study on teachers' WTC in English by Lo (2018) involved 250 Malaysian English teachers. Drawing on McCroskey and Baer's (1985) construct of WTC in English that includes talking in a group, personal traits, speaking in public, and using English in the classroom, Lo (2018) found that most participants' WTC in English were high in the professional settings rather than in public. However, female participants tended to have higher WTC in public rather than the male ones. The study also showed that the participants' WTC in English was also influenced by the school they were teaching in.

Therefore, it can be concluded that research of teachers' WTC in English is still scarce. At the same time, the fluctuations of WTC in English in authentic classroom interactions are still under research. For that reason, the present study attempted to describe the fluctuations of an Indonesian lecturer's WTC in English in an online classroom to answer the following questions:

1. Does the participant's WTC fluctuate frequently during the class interaction?
2. What are the factors that influence these fluctuations?

2. Method

2.1. Participant

Participant of this study was Dian (pseudonym), a female English-major lecturer at a private university in Indonesia. The observation was conducted in one of her online teaching sessions for the Extensive Listening course. She had started teaching English since the third semester of her under-graduate study and at the time this study was completed, she had been teaching in the university for

nine years. Dian had visited the United Kingdom, Japan, and South Korea to give presentations at international conferences. With that, it could be said that she was considered proficient in English. Her Extensive Listening class consisted of 17 students aged ranged from 17 to 18 years old. All of the students were from Indonesia, and they were fluent Indonesian speakers with varying levels of English proficiency.

2.2. Procedure

Dian was first contacted to ask for her participation in the study in February 2021. To avoid the observer's paradox, in which Dian might adjust her behavior due to the awareness of being observed, Dian was not given any details related to the focus of the study. The observed interaction occurred in a 50-minute online session for an intensive listening course, during which the students were having a discussion and several presentations delivered by some of them. The session was conducted using a Zoom video conference due to the COVID-19 pandemic. The session was audio and video recorded to capture Dian's utterances, behaviors, and interactions with the students. The data from the recorded session were transcribed verbatim after the in-class observation.

This study used thematic analysis to analyzed the data. The step of the data analysis consists of some steps; familiarizing with the data, coding, generating the themes for each utterance, reviewing each utterances' themes, and naming themes for each group of the themes. To answer the first research question, the data were firstly rated using color-coding to indicate the fluctuations in WTC in English. Three colors were used for this coding: blue indicating stable WTC in English, red indicating a decrease in WTC in English, and green indicating an increase in WTC in English. Blue was given to multiple utterances in English. Red was used to indicate a shift from English to Indonesia in an utterance. Green was used to highlight an utterance in English after Indonesian was used in a previous utterance.

Drawing on the WTC in the target language of the Heuristic Model by MacIntyre et al. (1998), this study then thematically analyzed the transcript of the session for finding the answer for the second research question. The second coding was conducted to identify the patterns of interaction between Dian and her students. The coding was based on MacIntyre et al. (1998) model. By doing so, general themes regarding the factors that made Dian willing or unwilling to communicate in English could be interpreted. When the data had already been rated, coded, and interpreted, Dian was asked to read them as a way of confirming its validity. After that, the results and the discussion of this study were written based on the confirmed data.

3. Results and Discussion

The results of the data analysis indicated that Dian's WTC in English fluctuated frequently from the beginning to the end of her teaching session. At the beginning of the session, Dian's WTC in English tended to be stable. Although her students asked her used Indonesian, she answered the questions using English. During the discussion, Dian's WTC in English fluctuated dynamically, increasing and decreasing consecutively depending on the response from the students. After the discussion was

done, she used Indonesian more often than English. In other words, her WTC in English was stable at the beginning of the session, fluctuated dynamically in the main part of the session, and decreased rapidly at the end of the session.

Using thematic analysis to identify factors affecting the fluctuations of WTC in English, this study found that the fluctuations of Dian's WTC in English were intended, either purposefully or accidentally, to achieve the following: (1) modeling the use of English in the classroom, (2) asserting power, (3) focusing on messages, and (4) showing a common lingua-cultural background, with the first and the second indicated the tendency of the increase in WTC in English and the third and the fourth the tendency of the decrease in WTC in English. The first factor was related to Dian's responsibility for being a role model in speaking English frequently to encourage her students to use English more often during the discussion. The second factor indicated that her preference of using English was closely related to its status as the language of instruction in her class, which could strongly emphasize her authority as the teacher especially for the students who were unwilling to communicate or even respond to her instructions. The third factor was closely linked to the use of student mother tongue for assisting material delivery and enhancing student comprehension of the instruction. The fourth factor was related to the shared first language and its culture between Dian and her students. These four factors are discussed in more detail below.

3.1. Modelling the use of the English in the classroom

This factor was relevant to Intergroup Motivation from layer IV - Motivational Propensities of the Heuristic Model from MacIntyre et al. (1998). This factor was most influential in the increase of Dian's WTC in English. In this case, Dian's role as the teacher made her use English to encourage the students to use the language too. As Amalia et al. (2019b) pointed out, teachers with positive attitudes in learning could make students' WTC in English higher. Thus, Dian's sense of duty led her to use English more to show the students how the discussion was supposed to go. Also, the experiences of using English extensively might help Dian build her confidence to use English most of the time, as explained in the Heuristic Model that experiences in using the language could lead an individual to be more confident in using it (MacIntyre et al., 1998).

- #6 : This week umm.. in our agenda, we are going to have uhh, group discussion and group presentation, uhh [stable]
- #7 : Before that I would like to ask you, have you watched the video? The reference video that I share? [stable]
- #Students : Yes Mrs..
- #8 : Okay.. ya.. [stable]
- #9 : So, there are four people, me as the discussion leader, and three others are as the presenters. [stable]
- #10 : So, today, there might not be all students who are going to deliver the summary, but maybe some of you. [stable]

- #11 : Okay, so I would like to ask you to volunteer, instead of, I will appoint you. [stable]
#12 : Okay, right. [stable]
#13 : Umm.. but before that, this is the map of your source of listening. [stable]
#14 : Umm.. There are some students who have fill in the listening diary, and your sources of listening are from around the world. [stable]
#15 : Some of you listen to Michele Obama from the United States. [stable]
#16 : And some of you listen to Emma Watson and BBC which is from the United Kingdom. [stable]
#17 : And then some of you listen to the story from important figures from Pakistan and India. [stable]
#18 : Uhh... I think most of you have the sources are from TED Talk. [stable]
#19 : Ya, as for uhh.. Michele Obama and then BBC, umm.. most of you got the resources from Youtube. [stable]

Dian kept using the English language in the classroom at the beginning of the session to model the use of English particularly because she was teaching a class focusing on improving her students' listening skills. She used English from the very beginning of the session to open the class. She also explained what the class was going to do using English. For every single instruction, she kept using English consistently. The excerpt above indicates that Dian used English to explain what the students were going to do in the meeting with the expectation that the students would follow her. During the discussion, Dian kept using English although there were several students asking questions using Indonesian. She made an effort to answer the questions using English.

#Student B: Saya *gak* ada yang US Miss.

- #70 : Oh I see.. Okay so [student name] will present Yemen from Yemen. [increasing]
#71 : Okay, so, we have umm [student name] representing women Education in United States. [stable]
#72 : [Student B], umm... representing women education for Yemen. [stable]
#73 : [student name] representing women's education from the United Kingdom. [stable]

Dian's WTC in English as part of her duty as a teacher was also related to Layer II - Behavioral Intention in the Heuristic Model of MacIntyre et al. (1998). When there was the opportunity to use English, she would use English to become a model for her students. However, when the discussion ended, her WTC in English decreased. It was likely that she thought her role as a teacher was fulfilled, thus it was not a big deal to use Indonesian especially because she wanted to involve more students in the interaction.

- #Student J : Mrs ada kendala dengan buka kameranya soalnya lagi pake hp Mrs.
 #252 : Ooh kalo kayak di... kayak tadi yang punya [Student K] diarahin aja ke kameranya ke kertasnya bisa? [decreasing]
 #Student J : Ooh Iya Mrs.
 #253 : Dicoba dulu, okay. [decreasing]
 #254 : [Student I]? Tinggal [Student I] sama [Student P] dan [Student K]. [increasing, decreasing]
 #Student P : Mrs lagi nulis ulang bentar.
 #255 : Iya gapapa. [decreasing]
 #256 : [Student M] sudah paham apa yang harus dilakukan? [decreasing]
 #257 : Oh thank you [Student J] kamu sampe menyalakan kamera laptop. [increasing, decreasing]
 #258 : Terima kasih ya. [decreasing]

The excerpt above occurred almost at the end of the classroom when the discussion had ended. As MacIntyre et al. (1998) asserted, although the opportunities to communicate in English were always available, it was not always necessary to use the language. Here, despite her good English proficiency, Dian chose not to use English at the end of the teaching-learning process to communicate more casually with her students.

3.2. Asserting power

This factor was closely associated with Intergroup Attitudes and Social Situation in Layer V - Affective-Cognitive Context in the Heuristic Model by MacIntyre et al. (1998). This factor mostly influenced the increase of Dian's WTC in English. MacIntyre et al. (1998) asserted that some of the important variables that could increase WTC in the target language were age, gender, social class, and specific relationship between interlocutors. They also suggested that an individual's prior encounters with the use of English might influence the way that individual used the language for broader contexts. Here, as an English-major lecturer, Dian assumed authority by using English to ask her students to do something as she instructed. Her role as the teacher and as the one who had more experience in using English encouraged her to use the language to demand her students to be active in class.

- #50 : From China? Yes? [increasing]
 #51 : Should I dismiss the class or should I continue the class? [stable]
 #52 : Come on, okay come on guys. [stable]
 #53 : It's okay, just try. [stable]
 #54 : Try to report, it's only summary. [stable]
 #55 : It's very easy, come on? [stable]
 #56 : From China maybe? Or United Kingdom? [stable]

- #Student C : [Student C] Mrs.. yang China
#57 : Okay thank you [Student C]. Good job. [stable]
#58 : [Student C's full name]. Thank you [Student C]. [stable]

From the excerpt above, we could infer that Dian wanted to show her authority in the classroom by giving a subtle warning using English to students as shown in utterance #51. She also tried to emphasize her request for the students to become a volunteer to start the discussion in the next utterance. Starting from utterance #53, Dian kept repeating her request for her students to respond to her instruction while assuring that it was something easy, implying a growing disappointment with how the students did not respond to her. Eventually, a student responded to her questions, and Dian, using English, happily thanked and appreciated the student's bravery to be the first volunteer to read the result of the assignment.

The use of English as a way of assuming authority was somewhat common in the context of language teaching and learning. Fuller (2007) argued that the choice of particular languages may be intended as a way of shaping an individual's identity. It can be inferred that Dian's WTC in English as a way of asserting her authority as the teacher was part of her teacher identity construction. Since the subject she taught was about a practical skill in English, she was likely to use English more as a way of convincing her students that she knew what she was doing, which would assure the students to follow her instructions. When no one responded to her, Dian kept using English to ask the students and gave a subtle warning. Referring to Fuller's (2007) notion of language choice for shaping identity, it could be implied that Dian did so as a way of distancing herself from the lingua-cultural similarity with her students, which in turn strengthened her role as the one who had the authority to control the flow of the class.

3.3. Focusing on messages

This factor was relevant to Interpersonal Motivation from layer IV - Motivational Propensities of the Heuristic Model from MacIntyre et al. (1998). This factor was most influential in the decrease of Dian's WTC in English. On some occasions, Dian ended up giving explanations using Indonesian since the students did not respond to her when she used English. Here, she used Indonesian to ensure that her students comprehend the messages from what she stated.

- #29 : Two students from the United States?
#30 : Siapa yang mau mewakili? [decreasing
#31 : It's just giving a summary. [increasing]
#32 : Come on? [stable]
#Student A : [Student A], Mrs?
#33 : Okay, good job [Student A]. [Student A full name] very good. [stable]
#34 : And, once more? One more? [stable]
#35 : Selain [Student A] siapa lagi yang mau mewakili United States? [decreasing]

- #36 : No one? Are you sure? [increasing]
 #37 : Siapa ini? Who is this?[decreasing, increasing]
 #Student B : Saya Mrs.
 #38 : [Student B], okay. [increasing]

Utterances #29 and #34 indicated that Dian gave the instructions in English, but no students were responding. Thus, in utterances #30 and #35, Dian tried to use Indonesian to deliver her message easily to the students. In this case, Dian only wanted the students to understand the instruction well, regardless of the language. By relating this to the Interpersonal Motivation aspect from the heuristic model by MacIntyre et al. (1998), it could be inferred that Dian expected that by using Indonesian, the students would be willing to respond to her.

- #65 : Sri Lanka. So I forgot to put umm.. one country, then. [stable]
 #66 : Okay.. I hope another...
 #Student B : Saya juga tadi Mrs dari Yaman.
 #67 : [Student B] dari Yemen, okay. [decreasing]
 #68 : But you will present from United Stated first? [increasing]
 #69 : Yang US dulu aja? [decreasing]

The excerpt above showed that Dian used English in utterance #68 to respond to her students. However, utterance #69 indicated that she switched her language to her mother tongue to re-explained what she said before in English. As a non-native English-speaking teacher (NNEST), Dian had the advantage in the way that she could speak both English and Indonesian, the language spoken by her students too. Aslan and Thompson (2017) argued that NNESTs were more approachable due to their shared language with students. Thus, it was likely that Dian chose to use Indonesian on some occasions to give a sense of approachability to the students.

3.4. Showing a common lingua-cultural background

Due to this factor, Dian's WTC in English mostly decreased. This factor was related to the Intergroup Motivation in layer IV - Motivational Propensities in the heuristic model from MacIntyre et al. (1998). This factor was identified particularly when Dian used Indonesian to express her excitement and joke with the students.

- #35 : Selain [Student A] siapa lagi yang mau mewakili United States? [decreasing]
 #36 : No one? Are you sure? [increasing]
 #37 : Siapa ini? Who is this? [decreasing, increasing]
 #Student B : Saya Mrs.
 #38 : [Student B], okay. [increasing]
 #39 : [Student B] and [Student A], pasangan yang serasi. [decreasing]

Due to the similar lingua-cultural background, Dian and her students were connected. Thus, a joke like an utterance #39 was understandable for them. The joke was common among Indonesians, and it meant that two persons, male and female, seemed like a perfect couple, implying that they had to go on a date. Moreover, when Dian and the students were talking about culture, Dian preferred using Indonesian to English.

- #59 : From United Kingdom no one? [stable]
- #60 : [Student D]! Very good job [Student D], from Probolinggo, ah Purbalingga. [stable]
- #61 : Haha, okay. Beda Probolinggo sama Purbalingga. [decreasing]
- #62 : Okay, from India? [increasing]

In utterance #61, Dian talked about a student's hometown using Indonesian, clarifying the mispronunciation of the town's name in utterance #60. Zentz (2015) argued that people tend to prefer their mother tongue in communicating, and Dian was likely to be more comfortable using Indonesian especially when talking about culture-related things. Using the mother tongue could also make Dian feel close to her students.

- #37 : Siapa ini? Who is this? [decreasing, increasing]
- #44 : Ya?? I will take the score, lho. [decreasing, increasing, decreasing]
- #171 : So for those listeners, yang nggak presentasi hari ini, I would like you to grab a piece of paper. [stable, decreasing, increasing]
- #215 : Listeners sudah ready? [stable, decreasing, increasing]
- #232 : And you can do this, gapapa gak keliatan wajahnya. [increasing, decreasing]

In some instances, Dian used translanguaging to interact with the students. Translanguaging is the practice of using two or more different languages interchangeably in interaction with the purpose to enable all interlocutors to communicate and understand each other without any boundaries of language separation (García & Wei, 2014). Frequent shifts of languages in the classroom should not be considered as mistakes because the use of the mother tongue could make it easier for teachers to teach the target language as well as appreciate students' lingua-cultural backgrounds. In the context of the study, Dian used translanguaging not only to ensure that the students understood how the discussion went through but also to show the shared lingua-cultural background between her and her students. As Prasetya (2021) pointed out, translanguaging could help teachers highlight the existing connection between teachers and students in terms of language.

4. Conclusion

This observational case study has explored the fluctuations of an English-major lecturer's Willingness to Communicate in English in an online teaching-learning session in Indonesia. The study concluded that during the learning session, the participant's WTC in English fluctuated dynamically. This result indicates that WTC in English, and presumably in any second or foreign languages, is not

stable and unchanging. Rather, it can change in a matter of seconds as an unexpected situation occurs in an interaction. Therefore, it is strongly suggested that future studies focus on the dynamic nature of WTC in second and foreign languages by thoroughly exploring real-life situations instead of ratings.

This study also found four factors that influence the WTC in English of the participant in the context of the study. These are modeling the use of English in the classroom, asserting power, focusing on messages, and showing a common lingua-cultural background. The first two factors tend to be influential in the increase of WTC in English, while the last two factors in the decrease of it. However, This study only involved a single participant and the observation was conducted only in a single teaching-learning session. Therefore, the results of this study are not generalizable for other teaching-learning contexts. Still, this study may be useful for future research in the way that it provides a picture of the fluctuations in WTC in English in a particular teaching context in Indonesia. In addition, since the teaching-learning session being observed was conducted online due to the COVID-19 pandemic, the results of this study may not be similar to the fluctuations of WTC in English in an offline teaching context.

To better understand the fluctuations in WTC in English, future research may include more participants with diverse contexts, including in both online and offline classes. Moreover, future research may also explore the differences between the fluctuations of WTC in English in content-knowledge classes and skill classes, particularly in EFL contexts.

5. References

- Alavinia, P., & Alikhani, M. A. (2014). Willingness to communicate reappraised in the light of emotional intelligence and gender differences. *Procedia-Social and Behavioral Sciences*, *98*, 143–152. <https://doi.org/https://doi.org/10.1016/j.sbspro.2014.03.400>
- Amalia, S. N., Asib, A., & Marmanto, S. (2019a). Indonesian EFL learners' willingness to communicate in the instructional context. *Indonesian Journal of EFL and Linguistics*, *4*(2), 215–228. <https://doi.org/https://doi.org/10.21462/ijefl.v4i2.167>
- Amalia, S. N., Asib, A., & Marmanto, S. (2019b). Pre-service English teachers' attitude towards students' willingness to communicate. *3rd English Language and Literature International Conference (ELLiC)*, 277–285.
- Aslan, E., & Thompson, A. S. (2017). Are they really "two different species"? Implicitly elicited student perceptions about NEST s and NNEST s. *Tesol Journal*, *8*(2), 277–294. <https://doi.org/https://doi.org/10.1002/tesj.268>
- Bergil, A. S. (2016). The influence of willingness to communicate on overall speaking skills among EFL learners. *Procedia-Social and Behavioral Sciences*, *232*, 177–187. <https://doi.org/https://doi.org/10.1016/j.sbspro.2016.10.043>
- Burgoon, J. K. (1976). The unwillingness to communicate scale: Development and validation. *Communications Monographs*, *43*(1), 60–69. <https://doi.org/https://doi.org/10.1080/03637757609375916>
- Fallah, N. (2014). Willingness to communicate in English, communication self-confidence, motivation, shyness and teacher immediacy among Iranian English-major undergraduates: A structural equation modeling approach. *Learning and Individual Differences*, *30*, 140–147. <https://doi.org/https://doi.org/10.1016/j.lindif.2013.12.006>

- Fuller, J. M. (2007). Language choice as a means of shaping identity. *Journal of Linguistic Anthropology*, 17(1), 105–129. <https://doi.org/https://doi.org/10.1525/jlin.2007.17.1.105>
- García, O., & Wei, L. (2014). Translanguaging and education. In *Translanguaging: Language, bilingualism and education* (pp. 63–77). Springer. https://doi.org/https://doi.org/10.1057/9781137385765_5
- Hawini, T. (2019). Indonesian EFL students' willingness to communicate in the 2013 curriculum implementation: A case study. *TEFLIN Journal*, 30(1), 105–120. <https://doi.org/http://dx.doi.org/10.15639/teflinjournal.v30i1/105-120>
- Khajavy, G. H., Ghonsooly, B., Hosseini Fatemi, A., & Choi, C. W. (2016). Willingness to communicate in English: A microsystem model in the Iranian EFL classroom context. *Tesol Quarterly*, 50(1), 154–180. <https://doi.org/https://doi.org/10.1002/tesq.204>
- Khodarahmi, E., & Nia, Z. M. (2014). EFL teachers' classroom discipline strategies and learners' willingness to communicate in English inside the classroom. *Procedia-Social and Behavioral Sciences*, 98, 976–981. <https://doi.org/https://doi.org/10.1016/j.sbspro.2014.03.507>
- Lo, Y. Y. (2018). The ESL teachers' willingness to communicate in English. *Indonesian Journal of Applied Linguistics*, 7(3), 594–603. <https://doi.org/https://doi.org/10.17509/ijal.v7i3.9809>
- MacIntyre, P. D. (1994). Variables underlying willingness to communicate: A causal analysis. *Communication Research Reports*, 11(2), 135–142. <https://doi.org/https://doi.org/10.1080/08824099409359951>
- MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545–562. <https://doi.org/https://doi.org/10.1111/j.1540-4781.1998.tb05543.x>
- McCroskey, J. C., & Baer, J. E. (1985). *Willingness to communicate: The construct and its measurement*.
- Modirkhameneh, S., & Firouzmand, A. (2014). Iranian EFL learners' willingness to communicate and language learning orientations. *Procedia-Social and Behavioral Sciences*, 98, 1134–1139. <https://doi.org/https://doi.org/10.1016/j.sbspro.2014.03.526>
- Prasetya, W. (2021). Translanguaging in international student teaching: Narratives of Filipino teachers in an Indonesian setting. *Language Circle: Journal of Language and Literature*, 15(2), 275–284. <https://doi.org/https://doi.org/10.15294/lc.v15i2.28135>
- Reinders, H., & Wattana, S. (2015). Affect and willingness to communicate in digital game-based learning. *ReCALL*, 27(1), 38–57. <https://doi.org/https://doi.org/10.1017/S0958344014000226>
- Sato, R. (2019). Fluctuations in an EFL teacher's willingness to communicate in an English-medium lesson: an observational case study in Japan. *Innovation in Language Learning and Teaching*, 13(2), 105–117. <https://doi.org/https://doi.org/10.1080/17501229.2017.1375506>
- Wood, D. (2016). Willingness to communicate and second language speech fluency: An idiodynamic investigation. *System*, 60, 11–28. <https://doi.org/https://doi.org/10.1016/j.system.2016.05.003>