

‘ELT for a Global World’



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Individual differences

A seminar course for TEFL students

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Willingness to communicate

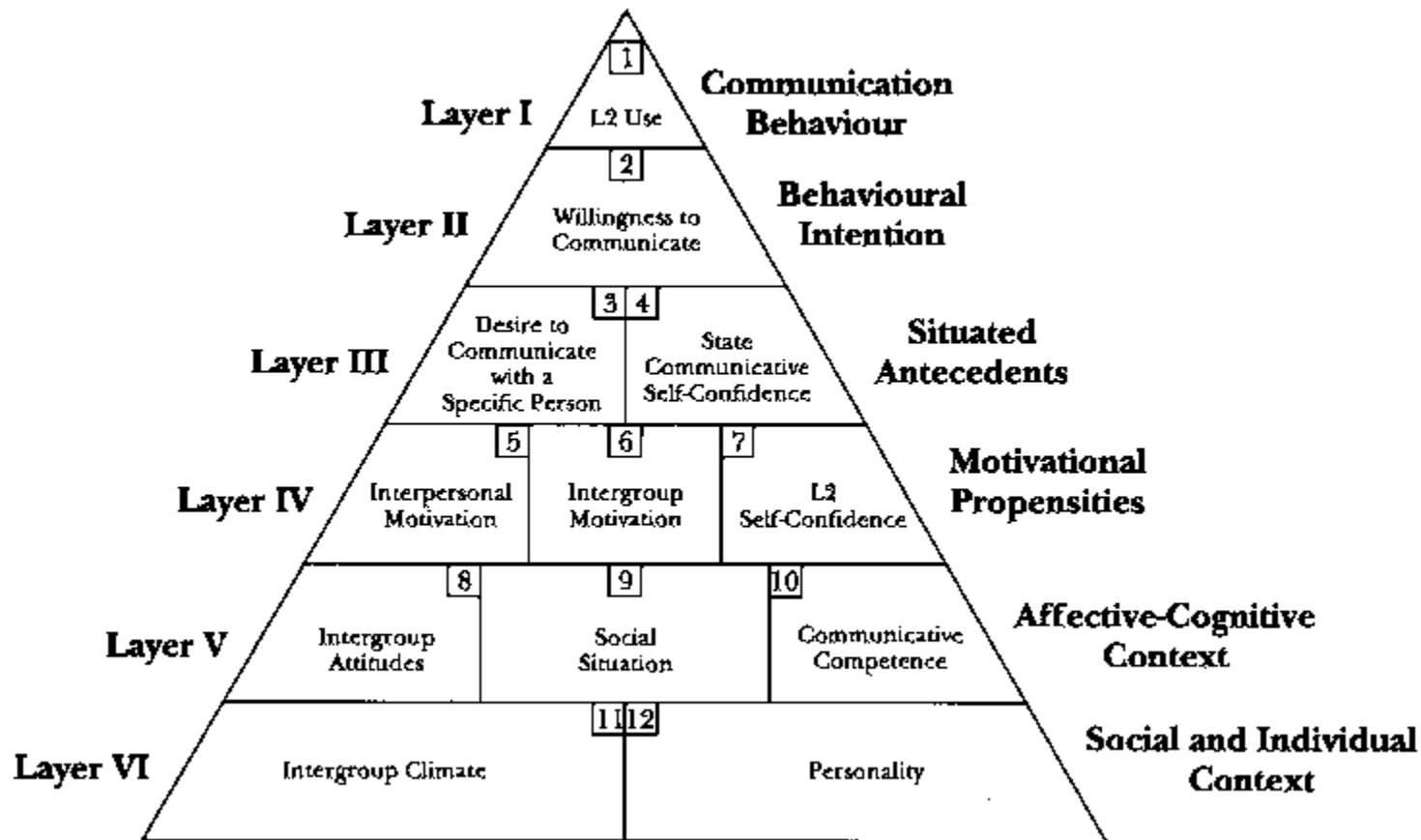
Definition

- “global, personality-based orientation toward talking” (MacIntyre, Baker, Clément, & Donovan, 2003, p. 591).
- “probability of initiating communication given choice and opportunity” (MacIntyre, 2007, p. 567)

L1 vs L2

„the situation is less straightforward with regard to L2 use, because here a host of psychological, linguistic, and contextual variables interfere with one’s inherent predisposition” (Dörnyei & Ryan, 2015, p. 180).

The pyramid model of WTC (MacIntyre, et al., 1998)



Empirical studies

- The relationship between anxiety and WTC (MacIntyre & Legatto (2011))
- The link between learners' beliefs and WTC (MacIntyre, Baker, Clément, & Conrod, 2001)
- Cultural contexts and WTC (Yashima, 2002, Yashima et al. 2004)
- The changing nature of WTC across time and contexts (Kang, 2005; MacIntyre, Burns, & Jessome, 2011)

The development of WTC studies

- Large-scale quantitative → situated, small-scale qualitative
- WTC as a stable trait → WTC changing over time and in different situations

MacIntyre & Legatto (2011)

to investigate „the moment-to-moment dynamic changes in WTC as communication unfolds that were suggested by the original pyramid model and which are at the heart of the present study” (p. 150)

6 participants and 8 different topics (clothing, meals, directions, counting, political system, educational system, description of a painting, hobbies)

MacIntyre & Legatto (2011)

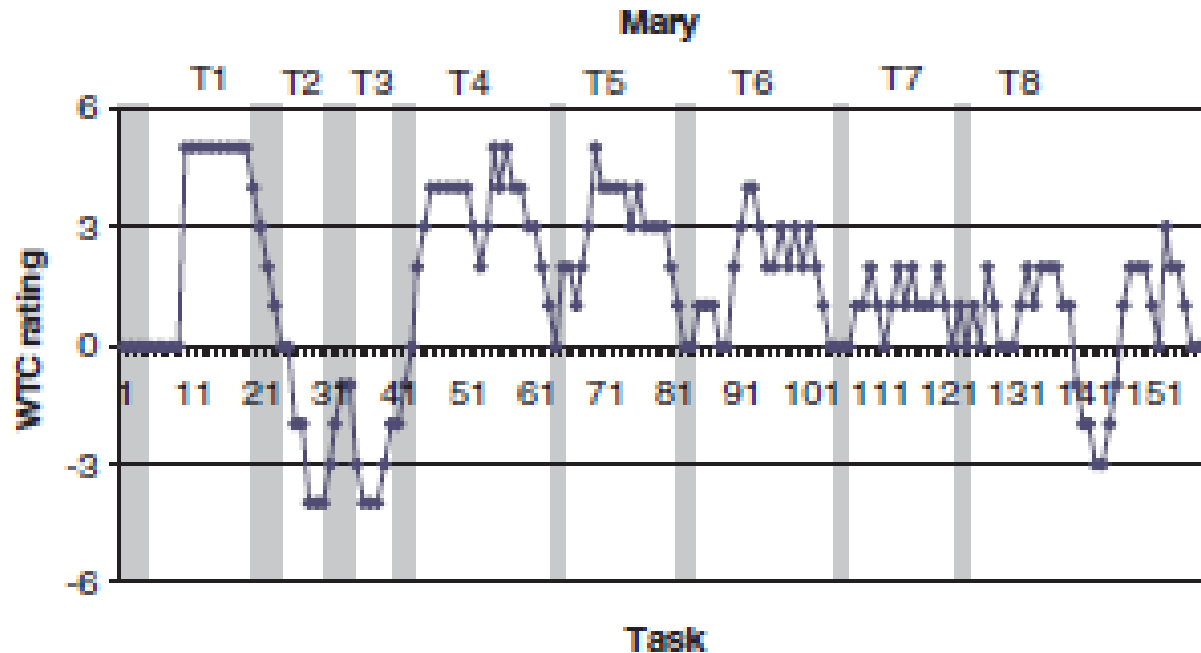


Figure 1: Mary's WTC ratings

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MacIntyre & Legatto (2011)

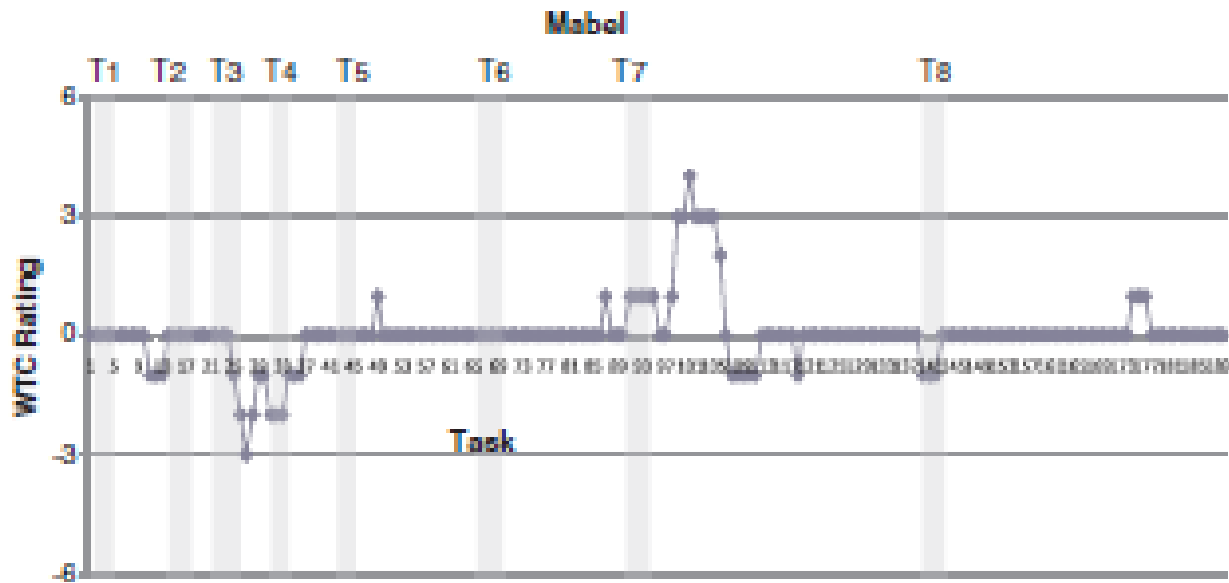


Figure 3: Mabel's WTC ratings

Cao & Philp (2006)

- Classroom contexts, various tasks, various groupings (large, small, pairs)
- Their results showed that situational WTC was bound to change due to group size, familiarity with interlocutors, interest in topic and confidence.

Cao (2013)

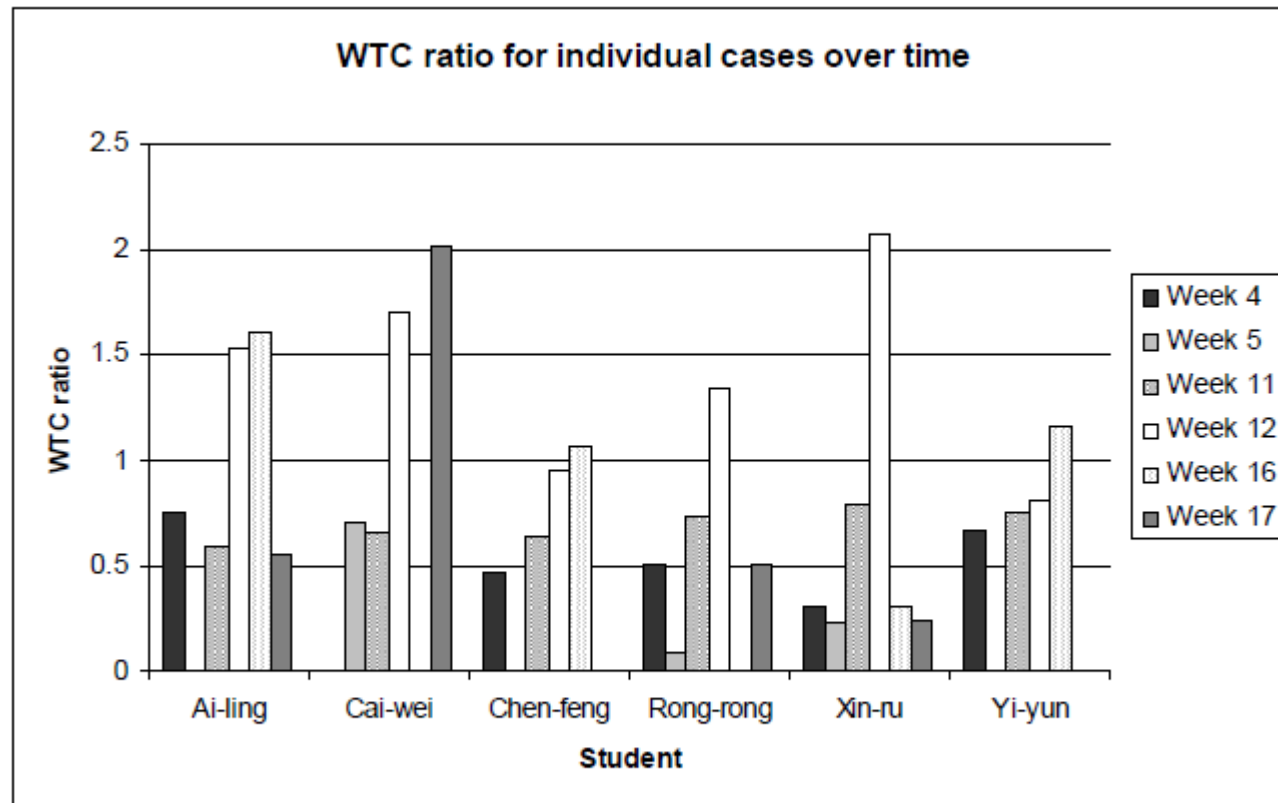


Figure 1. WTC ratio at six points in time for key participants.

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