

Beyond willingness to speak Chinese: The case of transferring learning Chinese into communication among University of Ghana students

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Abstract

Willingness to communicate (WTC) has become an important role that facilitates language learning. The aim of this paper is to investigate WTC in Chinese as a foreign language of motivation to transfer learning through oral communication among students learning Chinese at the University of Ghana. Second language learner's motivation to transfer learning is grounded on effort, desire, knowledge and skills learned in the classroom and beyond the classroom to achieve the goal of learning a language. By adopting a survey approach, quantitative data were administered for the study via questionnaires. One hundred participants from levels 200, 300 and 400 were involved in the study to ascertain the factors that influence student's WTC in Chinese. According to the results, personality trait, environment and teaching practice, language skills, the complexity of the medium of translation, anxiety and self-confidence were factors that contributes to students' WTC.

Keywords: University of Ghana, Chinese learners, willingness to communicate.

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1. Introduction

Willingness to communicate (WTC) in second language (L2) emerged from the first or native language composition on verbal communication in the late 1950s and early 1960s in North America (McCroskey, 1997). However, it was conceptualised as a cognitive process of volitional choice to speak, which is determined by an individual's personality (McCroskey & Richmond, 1990). Although people who communicate well are positively evaluated, some people do not communicate much. Moreover, individual willingness to speak depends on learners' personality such as attitudes, feelings and perception about the interlocutor, behaviour, intrinsic and extrinsic motivation. WTC integrates psychological, linguistic and communicative variables in order to describe, explain and predict second language (L2) communication. The difference of communication behaviours was conceptualised as regularly occurring across situations, as determined by certain personality traits (McCroskey, 1997; McCroskey & Richmond, 1990).

MacIntyre, Baker, Clement and Donovan (2002) define WTC as a state of readiness to enter a discourse at a particular time with a specific person or persons using an L2. Second language learning places utmost importance that liberalise one's experiences, enhances cognitive and analytical abilities for meaningful and effective communication both inside and outside the classroom. It was introduced to the communication literature by McCroskey and Richmond (1987), based on Burgoon's (1976) work on the un WTC, that of Mortensen, Arnston and Lustig's (1977) work on the predisposition towards verbal behaviour and of McCroskey and Richmond's (1982) work on shyness. WTC was initially referred to as an individual's general personality orientation towards talking by McCroskey and Richmond (1987). The implications of this study can be outlined as follow: classroom environment predicts WTC, communication confidence, learner beliefs and motivation influences on WTC.

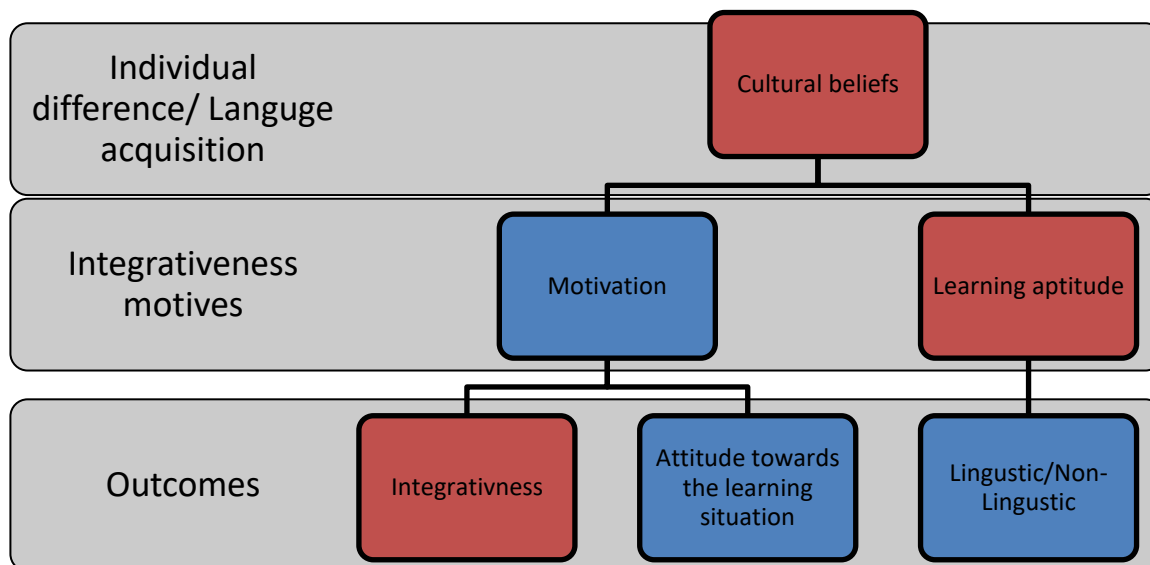
2. Literature review

2.1. Evolution of Gardner's socio-educational model of WTC

The role of motivation in L2 learning, referred to simply as L2 motivation or L2 motivation to learn, has been consistently linked to socio-psychological factors most commonly based on the work of Gardner (1979, 1980, 1983, 1988) and Lambert (e.g., Gardner & Lambert 1959, 1972; Lambert, 1967), who attributed L2 motivation to learn to attitudes towards the community of speakers of a target language. Gardner and Lambert's work influenced models of the relationship between L2 motivation in the Western context (Giles & Byrne, 1982; Krashen, 1985; Schumann, 1978, 1986) and in the Chinese context (e.g., Gui, 1985; Zhang, 1986). Clement's theory of linguistic self-confidence (Clement, Gardner & Smythe, 1977), Noels, Pelletier, Clement and Vallerand (2003) language learning orientations scale and the cognitive-situated L2 motivation studies (e.g., Kimura, 2003; McGroarty, 2001) are but a few examples of scholastic developments that are derivative of Gardner's influence on promoting a socio-psychological perspective on L2 motivation and L2 learning. Gardner and Lambert's L2 motivational theory found its roots in 1959 when the authors first made the distinction between *instrumental* and *integrative motivation*. Integrative motivation (also called *integrativeness*) can be perceived in three ways: (1) potential for the L2 learner to integrate with a target group, (2) positive attitude the L2 learner has towards a target group or (3) the L2 learner's interest in interacting with members of the target group (Gardner & Lambert, 1959). Practical reasons for learning a language (e.g., gaining employment or passing a test) were designated as instrumental motivation under Gardner and Lambert's theory.

A significant point in this distinction of the two terms is that Gardner (1979) found that L2 learners who were motivated for integrative reasons had a greater success rate when acquiring language than those who pursued L2 learning for instrumental reasons. In China, a country with a very low percentage of English users (Wei & Su, 2012), this theoretical stance does not bode well for successful acquisition. According to Gardner's socio-educational model, the cultural attitudes that Chinese ELLs

have towards English speakers (or perhaps the West) are important because these attitudes play a significant role in the probability of successful L2 acquisition (Crookes & Schmidt, 1991). The evolution of WTC model differentiates between four elements: cultural beliefs including attitudes towards the learning situation, motivation as a source concerning individual differences, desire to integrate with the culture of the target language group or attitudes towards the learning situation, formal and informal learning situations and linguistic and non-linguistic outcomes. When put to the empirical test, the socio-educational model has rendered every possible result (positive, nil, negative, uninterpretable or ambiguous) in studies testing the superiority of integrative motivation over instrumental motivation (Au, 1988; Oyama, 1978; Purcell & Suter, 1980). However, Gardner (1985, p. 77) conceded earlier on that integrative attitudes are not necessarily linked with language learning because ‘not everyone who values another community positively will necessarily want to learn their language’. Despite disparate findings, Gardner’s model led to offshoot theories that also stressed the importance of interaction or identification with a target L2 community. Gile and Byrne’s (1982) speech accommodation theory highlights the importance of the L2 learner identifying with the target language community but differs in that it does not confine its theory to the educational context. Likewise, the original version of Schumann’s (1986) acculturation model emphasises the importance of integrative motivation, claiming a direct relationship between L2 acquisition and acculturation with the target community. Finally, even though Dornyei developed his own model, the L2 motivational self-system, and even criticised the limitations of the socio-educational model (see Dornyei, 1990), he also acknowledged his system’s compatibility with Gardner’s model (Dornyei, 2001). As reflected in Chapter 1 of this study, the influence of Gardner’s model has persisted in the L2 motivation literature. Thus, for the sake of avoiding digression and redundancy, Gardner’s socio-educational model may suffice in understanding the motivation to learn as opposed to the motivation to transfer bent of L2 motivation conceptual origins. Nevertheless, the importance of integrativeness, a distinguishing part of Gardner’s model, remains a point of contention.



2.2. Learning transfer

The importance of the terms *transfer*, *transfer of learning* and *learning transfer* (all terms that are used interchangeably in this study) has been accentuated in research in many fields, including organisational management, cognitive psychology, educational psychology and instructional design (Brown & Campione, 1984; Deese, 1958; Ferguson, 1963; Gick & Holyoak, 1987; Lohman, 1993;

McGeoch, 1942; McKeachie, 1987; Royer, 1979; Tessmer & Richey, 1997). Transfer has been deemed to be the inextricable link between memory, learning and reasoning (Gick & Holyoak, 1987), the crux of job training (Broad & Newstrom, 1992; Haskell, 1998; McGeoch, 1942) and the most important goal of education (Lohman, 1993), cutting across all domains and methodologies (Haskell, 2000). However, before discussing L2 motivation to transfer, one must first establish what the term *transfer* means. Transfer is defined similarly in psychological, educational and organisational behaviour research. Perkins and Salomon (1994, p. 6452) described learning transfer as a process by which ‘learning in one context or with one set of materials impacts... performance in another context or with another set of materials’. Ultimately, learning transfer is conceived in two ways: *additively* as the application of past learning to both similar and new situations (Haskell, 2000) or *situationally* as the methods by which learning is transferred from the context in which learning took place (i.e., the training/instructional context) to an external context (i.e., the transfer context) for realistic application (Leifer & Newstrom, 1980; Tessmer & Richey, 1997). The additive denotation could be rendered, paradoxically, overly complex and meaningless at the same time due to the understanding that ‘all learning involves transfer from prior learning to a greater or lesser degree’ (Winkles, 1986, p. 276). To illustrate the problematic complexity of the additive definition, we can consider the action of drinking tea. Drinking entails past learning regarding the speed and method used to drink hot liquids without scalding the mouth, when best to drink, how many leaves to steep, motor-related learning to properly balance the cup and avoid spilling, social learning about the ritual involved with drinking tea as to not appear ill-mannered or uncultured, and so forth. In other words, from an additive perspective, it is not clear where the lines are drawn in terms of prior learning and so learning transfer cannot be reasonably measured besides the arbitrary and interminable process by which one can divide and subdivide an instance of transfer using the additive perspective. The additive perspective also has the disadvantage of being indistinguishable from the broader term *learning*.

The situational denotation, however, is practical in that transfer is confined to a context. For this study, learning transfer refers to the process of demonstrating an understanding of curricular elements during the unstructured time after which official instruction ends (e.g., between classes and after school). This definition better separates (although not completely) the transfer context from the *instructional context*, which has clear temporal bounds (Tessmer & Richey, 1997). Furthermore, in the context of the Chinese public education system, the transfer definition this study proposes allows the QE curriculum objectives to be executable. That is, focusing on learning as the transfer of knowledge and skills from the classroom to situations outside the classroom corresponds with QE curricular aspirations of fostering practical abilities in students (Tao & Chunhua, 2012).

2.3. Willingness to communicate (WTC)

Although L2 WTC has been studied as a means to understand all modes of communication (e.g., MacIntyre, Baker, Clement & Concord, 2001; Weaver, 2005), research has gravitated towards oral communication. The concentration on oral communication is buttressed by the explanation of one of the premier concepts of WTC proposed by a psychology scholar Peter MacIntyre (2007, p. 564), who defined WTC as ‘the probability of speaking when free to do so’. This definition corresponds with the first mention of WTC by McCroskey and Baer (1985), who focused on speaking behaviours. In addition, L2 WTC has been supported in the literature from two psychological foci: *language anxiety* and L2 motivation to learn. The term language anxiety is defined as ‘the worry and usually negative emotional reaction aroused when learning or using an L2’ (MacIntyre, 2007, p. 565). Breaking down the definition further, language anxiety has been examined in the literature from three distinct vantage points. The first distinction is at the trait level, where language anxiety is seen as a static concept enduring across situations and over long periods of time. Secondly, at the situation-specific conceptual level, the concept revolves around defining typical patterns of behaviour within given situations. Finally, the state-level vantage is the concern for a specific moment in time without concern for past or future experiences. To illustrate the differences in research stances, MacIntyre (2007, p. 565) drew analogies between ‘a neurotic person who seems anxious at all times..., a person

bothered by speaking in the L2 but not in the L1, or a person feeling nervous right now' and trait-level, situation-specific and state-level language anxiety, respectively. If anxiety as a trait had an empirical basis for having a negative relationship with language learning, then researchers investigating L2 motivation might benefit from designing their interventions around this knowledge.

Unfortunately, past reviews of several studies indicated inconsistent correlations between anxiety and L2 performance (MacIntyre & Gardner, 1989, 1994). At the state level, some researchers have suggested that if someone's anxiety is aroused, L2 performance suffers (Allen & Herron, 2003; Gregersen, 2003; MacIntyre & Gardner, 1994), but the concept is yet to be widely studied in SLA. Situation-specific measures of language anxiety have demonstrated, through a variety of metrics such as the foreign language classroom anxiety scale (Horwitz et al., 1986), a reliably negative correlation between anxiety and L2 performance (Aida, 1994; Bailey, Onwuegbuzie & Daley, 2000; Frantzen & Magnan, 2005; Gregersen, 2003; Horwitz et al., 1986; MacIntyre & Gardner, 1994; Vogley, 1998).

2.4. Language transfer

The most common usage of the term *language transfer* is outside the scope of this study. However, because the term appears relevant at first glance, it should be noted that *language transfer* is a linguistic term that concerns itself with how the characteristics of a native language (e.g., structure, pronunciation etc.) affect L2 acquisition (Gass & Selinker, 1993). For example, a native German speaker might incorrectly say 'He comes tomorrow home' instead of 'He comes home tomorrow' because the former sentence is more symmetric with the word order that would be used in German (Weinreich, 1953). Interested readers can reference the works of Lado (1957), DiPietro (1961), Gass (1979) and Shatz (2017) for more information on language transfer correlated with WTC of the learners.

3. Research methodology

3.1. Research design

For the research, a qualitative method through a questionnaire survey was used for the study to explore and investigate WTC in Chinese as a foreign language of motivation to transfer learning through oral communication among students learning Chinese at the University of Ghana, Legon. According to Kumar (2011), a research design is a plan, structure and strategy of the investigation so conceived as to obtain answers to research questions or problems.

3.2. Population/sampling

The study sampled 100 students from the University of Ghana, from levels 200, 300 and 400 students to respond to a questionnaire. Purposive sampling was used for the study to develop the sample of the research under discussion.

3.3. Source of data

Primary and secondary data were used for the study to collect information; this has damaged the administration of a questionnaire to students studying Chinese at the University of Ghana. Primary source data offer direct access to the subject of the research work about the people and the phenomena and the secondary data are the already made available data other than the researcher, such as administrative data, from specialised sources, data from government department, organisational records, reports and publications, historical documents and so forth.

3.4. Data collection tools/analysis

When conducting research, there is a need to have tools that will help you collect your data.

Data were collected using a closed-ended questionnaire format adapted from Shaw (1983), with some modification to reflect the Ghanaian context. Structured questionnaires were used to gather information on student’s participation to explore student’s WTC in Chinese as foreign language of motivation to transfer learning through oral communication among students learning Chinese at the University of Ghana, Legon. The questionnaire directly asked students for some demographic information and their WTC aspects of Chinese language, including demographic information (age, number, sex and level) of the students. In all, 200 questionnaires were retrieved from 200 students from UG. The data from the questionnaire were analysed quantitatively using frequencies, percentages, interviews and cross-tabulations. The instrument used for the collection of primary and secondary data was structured questionnaires.

4. Presentations of data, findings and discussion

4.1. Background of respondents

Table 1. Demographic characteristics of the respondents

| Gender | Frequency | Percentage |
|--------------|------------|------------|
| Male | 120 | 60 |
| Female | 80 | 40 |
| Total | 200 | 100 |
| Age | Frequency | Percentage |
| 18–29 years | 200 | 100 |
| Total | 200 | 100 |
| Level | Frequency | Percentage |
| 100 | 50 | 25 |
| 300 | 70 | 35 |
| 400 | 80 | 40 |
| Total | 200 | 100 |

As shown in Table 1, there are 60% males, while females are 40%. This shows that there were more males involved in the study than females. Also, with regard to age distribution, 23.43% were within the age group of 18–29 years.

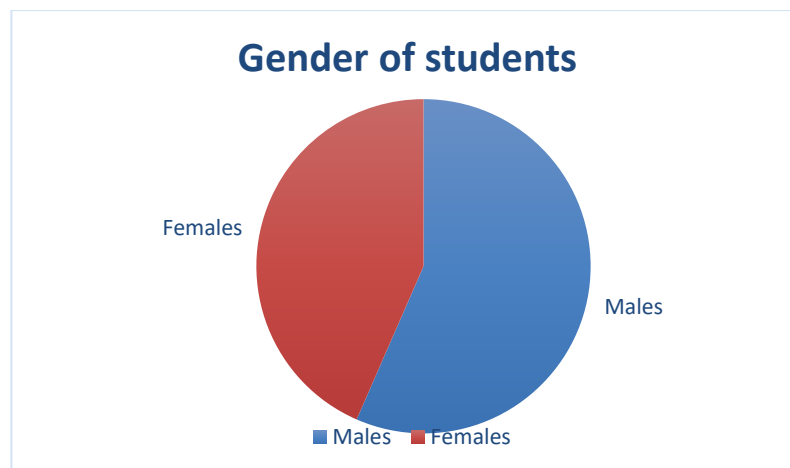


Figure 1. Gender of respondents

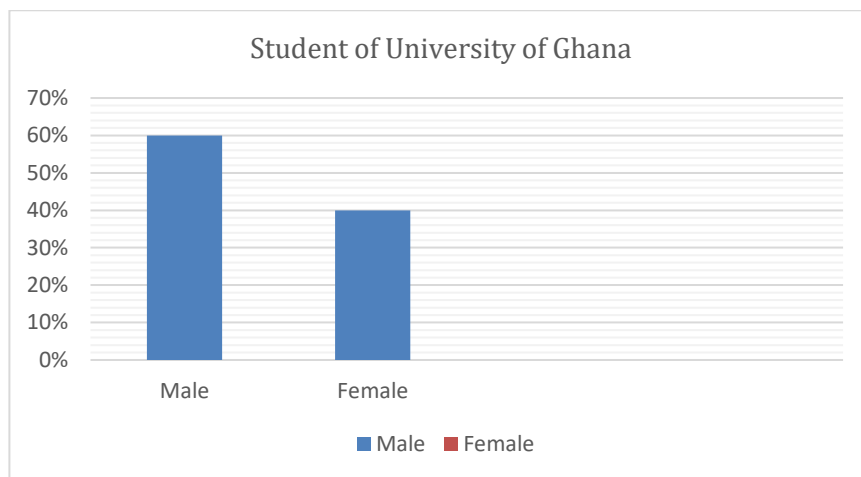


Figure 2. Gender of respondents. Source Research Data (2019)

Figure 3 shows the analysis of the factors that influence Chinese students of University of Ghana’s motivation to transfer Chinese capability or knowledge in the classroom to real-life oral communication outside the classroom, which includes personality trait, environment and teaching practice, language competences, the complexity of medium of translation and anxiety.

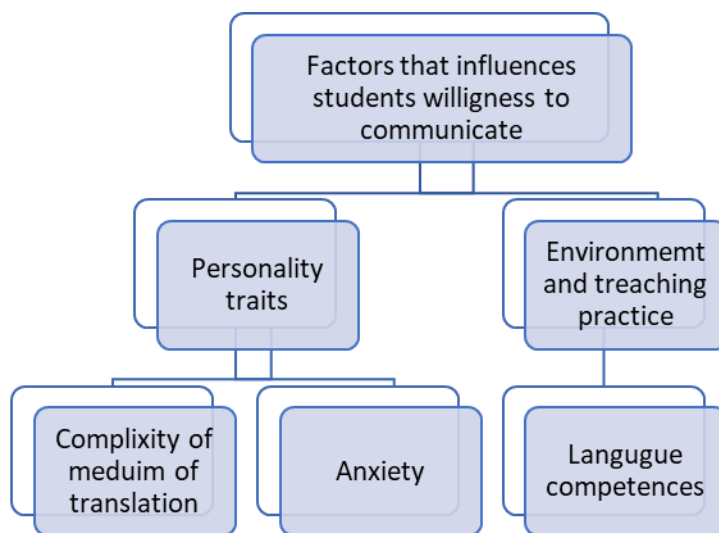


Figure 3. Personality traits

The personality of a person is the dispositional and distinctive pattern of feelings, thoughts and behaviour across numerous situations. Personality traits influence learners studying foreign language through attitudes and motivation which produces a particular conception of learning. Personality theory assumes that every student is different and that they are characterised by a unique and basically unchanging pattern of traits, dispositions or temperaments. From the questionnaires distributed, the male students express their view that student’s behaviour and attitudes really affect their language learning, by not paying attention to what is being taught and the female students also stated their personality in terms of impulsive behaviour from the students towards the teacher, arrogance, feeling reluctant and being in pessimistic

Table 2. Environment and teaching practice

| Responses variables | Yes | | No | |
|---|------|----|------|----|
| | Freq | % | Freq | % |
| Do personality traits affect the development of fluency in second language learning? | 150 | 60 | 50 | 25 |
| Does your personality traits disorder your ability to study inside and interacts outside the classroom | 140 | 70 | 60 | 30 |
| Do you think there is a solution for students who exhibit bad personality traits towards learning a foreign language to improve their performance | 190 | 95 | 10 | 5 |

Sometimes the way some students understand foreign language is different from the way they perceive their native language. It has been viewed as pertaining to different forms of information processing styles or learning styles (Messick, 1994). Marton and Saljo (1976) identified two learning styles: surface level, characterised by students who memorise and learn, as opposed to those who learn at a deeper level. Biggs (1987), in Hong Kong, noted three styles, labelling them as utilising, achieving and internalising. There has also been a view that personality consists of a multitude of specific traits and it is therefore impossible to offer an accurate profile. Examples of traits or dispositions have been anxiety, locus of control, achievement orientation, intrinsic motivation, self-esteem, social competence etc. Multi-trait models have been developed using factor analysis to reduce the wide list of traits to a smaller number of fundamental constructs of personality and which are able to offer more accurate profiles. This section contains data gathered on the first objective of the study. The primary objective is to examine student’s personality trait with regard to WTC. From Table 3, respondents were asked to answer either Yes or No to personality traits that affect the development of fluency in second language learning? Data analysis shows that 60% responded Yes to personality traits effects the development of fluency in second language learning and 25% answered No. The respondents were again asked if their personality trait disorders their ability to study inside and interact outside the classroom. Collated data showed that 70% of the participants involved in the study answered Yes, while 30% answered No. It can be deduced from the information in Table 4 that 95% answered Yes when asked if they think there is a solution for students who exhibit poor personality traits towards learning a foreign language to improve their performance. Only 10% seemed to disagree and therefore answered No, which implies the students can improve on their poor personality traits to increase their performance.

Table 3. Complexity of the medium of translation

| Variables | Very good | Good | Poor |
|--|-----------|-----------|------------|
| | Freq (%) | Freq (%) | Freq (%) |
| How does the learning environment affect your studies and performance | 75 (37.5) | 110 (55%) | 15 (7.5%) |
| How does the teaching practice affect your language learning at the university of Ghana? | 25 (12.5) | 140 (70%) | 35 (17.5%) |

The environment and the teaching practice are very important in student’s WTC in Chinese as a foreign language of motivation to transfer learning through oral communication among students learning Chinese at the University of Ghana, Legon. During the researcher interrogations with the students, he realised, since Chinese is not spoken in Ghana, most of the students speak more of their native language and the English language, so after coming out from the classroom they do not practice the language and even they are not willing to communicate with their fellow Chinese colleagues or people on campus; so as a result of this, the environment does not support the language learning. This

segment entails data gathered on the objective of the study: to examine how the learning environment and teaching practice affect students’ studies and performance. Respondents were asked to indicate the extent to which they agree or disagree with variables in measure of environment and teaching practice. Data in Table 4 show that 37.5% of the respondents described the learning environment affecting their studies and performance at the University of Ghana to be very good, 55% described it as good and 7.5% remained neutral. On the contrary, 12.5% described the level of teaching practice affecting the language learning at University of Ghana to be very good and 70% described it to be good and 7.5% described it to be poor.

Translation of a language is paramount in second language speaking and writing. Translation is a mental activity in which the meaning of a given linguistic discourse is given from one language to another and from one person to another. For example, the translation becomes difficult as a phenomenon called polysemy, meaning that a single word in the Chinese language can take many meaning in the English language, which makes it difficult for the students. After interacting with the students and from the questionnaires, the students raised concerns of the language words and grammar into the target languages as not being a simple task.

Table 4.

| Responses variables | Yes | | No | |
|--|------|------|------|------|
| | Freq | % | Freq | % |
| Do you encounter any challenges in the complexities of the medium of translations with the foreign language learning | 145 | 72.5 | 55 | 27.5 |
| Do you feel proud to tell others you are studying Chinese language at the university of Ghana? | 190 | 95 | 10 | 5 |
| Do translators personality matters in the medium of translation in the WTC | 185 | 92.5 | 15 | 7.5 |
| Are there any impact of the language learning on the translation | 188 | 94 | 12 | 6 |

Respondents were to answer either Yes or No based on the complexity of the medium of translation. As shown in the table above, 72.5% of the respondents indicated ‘Yes,’ and 55% indicated ‘No’ when asked if they encounter any challenges in the complexities of the medium of translations with the foreign language learning. Information collected in Figure 4 again shows 95% of the participants stating ‘Yes’ and 5% stating ‘No’ when asked if they feel proud to tell others they are studying Chinese language at the University of Ghana. Data from the questions based on the complexities of the medium of translation revealed that 92.5% answered ‘Yes’ and 7.5% answered ‘No’ when asked if translators personality matters in the medium of translation in the WTC. 94% of the respondents answered ‘Yes’ and 6% No when asked about whether there is any impact of the language learning on the translation.

4.2. Language competence

Language competences are very relevant in student’s WTC the aspects of using languages. The research perspectives include listening to the skills. Shahraki and Sayedrezai (2015) focused on developing WTC in four language skills through decreasing anxiety. Piechurska-Kuciel (2011) conducted an empirical research and analysed the relationship between students’ WTC and self-perceived levels of language skills



Figure 4.

Students’ knowledge and skills in communicating a foreign language is very crucial, but sometime the students’ level of thinking, beliefs and knowledge influences the students learning Chinese as a foreign language of motivation to transfer learning through oral communication among students learning Chinese at the University of Ghana, Legon. WTC concludes that students with high self-perceived levels of language skills significantly outperform low achievers in terms of WTC. Communicating the competences in Chinese language is a must to transform the student’s development. Language skills or abilities improve the productivity skills and efficiency of language learning. Language anxiety is a term that encompasses the feeling of worries, fear-related, emotions, panic attack and obsessional behaviours associated with learning or using a language that is not an individual’s mother tongue. The relationship between WTC and anxiety has been investigated by several researchers. Alemi, Waterford and Pashmforoosh (2011) aimed at analysing Iranian EFL university students’ WTC and its interaction with their language anxiety and language proficiency.

Table 5. Anxiety

| Responses variables | Yes | | No | |
|---|------|------|------|------|
| | Freq | % | Freq | % |
| Do you exhibit fears and worries in willingness to communicating Chinese language | 135 | 65 | 65 | 32.5 |
| Do you feel anxious when interacting with your colleagues outside the classroom | 170 | 85 | 30 | 15 |
| Do you have the courage to overcome your anxieties toward learning the language? | 195 | 95.5 | 15 | 2.5 |

The results indicated that Iranian university students’ WTC is directly related to their language proficiency, and also higher proficient learners showed to be less communicative than lower proficient ones outside the classroom, which surprised the researchers. After the researcher interacted with the students, they raised concerns and fears towards their WTC outside the classroom, because they feel reluctant and shy to interact with their colleagues on campus, which affects their language speaking, reading, writing and comprehension. Feelings of anxiousness or stress also affected their WTC in the sense that they have made up their minds that the language is difficult and time-consuming as well. Respondents were to answer either Yes or No based on the complexity of the medium of translation. As shown in Table 5, 65% of the respondents indicated ‘Yes’ and 32.5% indicated ‘No’ when asked if they exhibit fears and worries in WTC Chinese language. Information collected in Figure 4 shows that 85% of the participants stated ‘Yes’ and 15% stated ‘No’ when asked if they are anxious when interacting with colleagues outside the classroom. Data from question-based on courage to overcome

your anxieties towards learning the language, it revealed that 95.5% answered 'Yes' and 2.5% answered 'No'.

4.3. What motivates student's WTC in Chinese language through communication

Motivation is a vital factor which encourages people to give out their best performance. Motivation was derived from the word motive, meaning desires, wants, needs or drives within the individual to accomplish the set goals and objectives. Motivation influences WTC indirectly through confidence. There is a direct effect of learner beliefs in motivation and confidence. Jung (2011) examined Korean EFL students' perceptions of WTC in foreign language. The results showed that students had low WTC and the variables that directly influenced WTC in a second language were lack of communication, low confidence and lack of motivation. Attitudes directly affected WTC in second language learning through motivation to learn foreign language. Students' attitudes and their personality correlated with each other. The communication model provided in the present study was supported by previous research in EFL contexts in terms of the paths from communication confidence to WTC. The path from motivation to WTC, however, was not supported by some previous research findings (Cetinkaya, 2007; Kim, 2004; MacIntyre & Charros, 1996; Yashima, 2002). Liu and Park (2013), in a quantitative research paper, investigated the relationship between WTC and motivation in Korean context. They found that instrumentality prevention, motivated behaviour, ought-to self and family influence were the motivation components correlated with WTC of the learners. Students are being motivated by rewarding student's success, focusing on building a relationship and engaging the students in conversation to interact one-to-one. Motivation enhances performances of students in their school work and it also helps students to attain their goal.

5. Discussion

WTC varies significantly over time and across situations (MacIntyre, Clement, Dornyei & Noels, 1998).

The main objective of this study was to explore learner's WTC in Chinese as a foreign language of motivation to transfer learning through oral communication among students learning Chinese at the University of Ghana, Legon. According to MacIntyre et al. (2002), WTC is a state of readiness to enter a discourse at a particular time with a specific person or persons using an L2. The study employed qualitative and quantitative methods in collection of data through the usage of structured questionnaires, observations and in-depth interviews to seek for the student's opinions and views concerning their WTC. In the study, the student's personality traits were found to be an influence in their WTC through attitudes, skills and motivation which create a conception of learning. Moreover, this illustrates that students who have high self-esteem or confidence in the language exhibit a positive attitude towards the language and those who have strong motivation to study the Chinese language were content and willing to communicate amicably. The study revealed that 60% of the participant responded Yes to personality traits effects the development of fluency in second language learning and 25% answered No. However, the finding of the study was consistent with the numerous studies in the L2 WTC literature. One of the results of the study indicated the influence of confidence in the Chinese communication on the second language WTC which was supported by one of the reasons by SEM to investigate the forecasters of the L2 WTC in the literature (Ghansoli et al., 2012; Jung, 2011; Kim, 2004; Peng Nasser, 2014).

The path from motivation to learn Chinese to L2 WTC was also in accordance with the findings of Jung (2011) and Peng Nasser (2014). The study observed that the environment and the teaching practice were factors affecting the students' WTC, in the sense that, when they are being taught in the classroom, they do not integrate and interact outside the classroom arena which affects their WTC in Chinese. Also, it was identified that some of the teaching practices of the lecturers do not help the children to learn; that is some approaches, styles and strategies used by the teaches are old ways of

teaching practices. The environment or class settings was supported by one of the thoughts of the second language in the literature reviewed by MacIntyre and Doucette (2010) which underlined that there is a relationship with the lack of WTC inside and outside the language classroom and tendencies for a disruption in action control. The study shows that 37.5% of the respondents attested to the fact that the learning environment affects their studies and performances at the University of Ghana to be very good, 55% described it as good and 7.5% remained neutral. The study also identified that the language competence also affects the student's WTC the aspects of using languages as listening, writing, reading and speaking. This illustrate that, for example, one word in English has many meanings in the Chinese context. The students raised concerns that sometimes they find it difficult in writing out some of the characters in the Chinese language. The students' knowledge and skills of the Chinese language needs to be looked at to enhance their cognitive level and their perception towards the Chinese language learning. The literature in support of this perspective includes listening skills. Shahraki and Sayedrezai (2015) focused on developing WTC in four language skills through decreasing anxiety. However, the students passed comments that if the competent level of listening, reading and writing improves, it will greatly improve their performance overall. The study also identified anxiety as a factor that affects students' WTC in the second language acquisition. This illustrates that students exhibit fear and worries to their WTC, in the sense that they feel they can make mistakes that will raise alarm of feeling low in their language learning. Bashosh, Nejad, Rastegar and Marzban (2013) investigated the relationship found between shyness, foreign language classroom anxiety, WTC, gender and L2 proficiency. The results showed that there is a significant relationship between shyness, foreign language classroom anxiety, WTC, gender and L2 proficiency.

The study shows 65% of the respondents indicated 'Yes' and 32.5% indicated 'No' when asked if they exhibit fears and worries in WTC in the Chinese language. The study also conducted interviews and observations to ascertain the student's views concerning their WTC. The students said sometimes they are not motivated enough by their teachers to do their best, also, their family and friends does not encourage them enough in their studies and because of this it brings their morale down. The researcher realised from the interview that the students feel bad when they make mistakes in speaking the language; they think and fear they would be mocked, embarrassed, lose face and laughed at by their colleagues. Some students also said they do not get the required equipment and material to learn, which in a nutshell affects them learning the Chinese language. Furthermore, the L2 WTC is one of the most vital elements to language learning and very useful to the Chinese teachers to focus on the growth and development of the student's communicative capabilities. The WTC is considered to be a primary goal or objective of the language study (MacIntyre & Charos, 1996) and the importance of the WTC in the Chinese language. Additionally, students with higher level of enthusiasm of the L2 WTC will benefit a lot and judiciously from the language than those with low levels of L2 WTC (Oz, Demirezen & Pourfeiz, 2015) However, the Chinese teachers should put in more efforts to improve upon the student's WTC by taking their affected factors into consideration.

6. Conclusion

The study was conducted using qualitative and quantitative research methods, which describes the student's WTC in the Chinese language. Data were collected through a questionnaire to seek the student's opinions and understanding of the WTC. The conceptual model of WTC (MacIntyre et al., 1998, p. 559) was a starting point to inspire future research towards the ultimate goal of language learning: authentic communication between persons of different languages and cultural background. The findings show that the students of the University of Ghana WTC varies based on the context of personality traits, cognitive, environment, teaching approaches, subject of discipline and so forth as shown in Gardner's socio-educational model. MacIntyre et al.'s (1998) Interviews were also conducted to know the students level of views pertaining to their WTC in the Chinese language inside and outside the school arena or ground. The students made some suggestions to the language lectures, to use different strategies and teaching practices and approaches to enhance the students' knowledge and competences in the learning. They also suggested that decreasing the number of students in the class

can greatly contribute to create situational WTC by increasing student's confidence level and security among students. It is highly recommend that the Department of Modern Languages in Legon should consider designing Chinese language courses with specific objectives to create WTC among students.

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