

“The Correlation between Iraqi EFL University Students’ Willingness to Communicate and Productive Skills Performance”

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Abstract

Willingness to communicate refers to a person's intention to use language for communication, which can significantly impact with the development of productive skills and language learning. Moreover, Speaking is an interactive skill that combines information production, reception, and processing. Furthermore, writing is an essential skill for language learners. However, it is found as a difficult skill, particularly in situations where students challenge several writing problems (Fareed et al, 2016).

This study aims at: firstly, identifying Iraqi EFL university students’ willingness to communicate, and performance in language productive skills. Secondly, recognizing the correlation between WTC and student’s performance in language productive skills. A sample of (300) fourth-year students at English Language Departments are selected from Iraqi universities. Three instruments are used to achieve the aims of this study: WTC scale from (Weaver’s scale, 2005): speaking test (interview) and writing test (writing an essay) have been constructed by the researcher. The findings reveal that the students have moderate level in productive skills (speaking and writing), and a good level for WTC. Furthermore, the findings also reveal that students’ productive skills are statistically correlated with WTC. Moreover, finally, conclusions are put forward in accordance with the results of the study.

"العلاقة الارتباطية بين الاستعداد التواصل والاداء في المهارات الانتاجية لدى طلبة الجامعة العراقيين دارسي اللغة الانكليزية لغة اجنبية"

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الملخص

يرتبط استعداد التواصل بنية الفرد لاستخدام اللغة في التواصل، والذي يمكن أن يؤثر بشكل كبير على تعلم كلمات وتركيبات نحوية جديدة وتطوير المهارات الإنتاجية مما يؤدي الى استخدام لغة أكثر إبداعاً وفعالية في التعليم. التحدث هو مهارة تفاعلية تجمع بين إنتاج المعلومات واستقبالها ومعالجتها. فضلاً عن مهارة الكتابة التي تعتبر مهارة أساسية لمتعلمي اللغة. فهي مهارة صعبة، خاصة في المواقف التي يواجه الطلبة فيها العديد من الصعوبات والتحديات المتعددة للكتابة (فريد وآخرون، 2016).

ان الهدف من هذه الدراسة يكمن في جانبين: أولاً التعرف على الاستعدادات التواصلية، والأداء في المهارات الإنتاجية اللغوية (التحدث والكتابة) لدى طلبة الجامعة العراقيين دارسي اللغة الانكليزية لغة أجنبية. ثانياً معرفة العلاقة الارتباطية بين الاستعدادات التواصلية وأداء الطلبة في المهارات الإنتاجية اللغوية (التحدث والكتابة). الدراسة الحالية هي دراسة وصفية. وبناء على ذلك تم اختيار عينة من (300) طالب الرابعة من في الجامعات العراقية. تم استخدام ثلاث أدوات لتحقيق أهداف هذه الدراسة: مقياس الاستعداد التواصل من (مقياس ويفر، 2005) واختبار مهارة التحدث (المقابلة) واختبار مهارة الكتابة (كتابة مقالة) تم تصميمهما من قبل الباحث. تكشف النتائج أن الطلبة لديهم مستوى معتدل في المهارات الإنتاجية، ومستوى جيد للاستعداد التواصل. علاوة على ذلك، وظهرت النتائج أيضاً أن المهارات الإنتاجية اللغوية لديها ارتباط إحصائي بالاستعداد التواصل. وأخيراً، تم تقديم الاستنتاجات وفقاً لنتائج الدراسة.

Introduction

1.1 Statement and Significance of the Problem

"Language is the road map of a culture, and learning it is the journey to understanding" Rita Mae Brown. One of the primary indicators for lack of interest and insufficient knowledge of English appears to be rote learning. However, focusing on mental development could offer students more opportunities for engaging with English language acquisition. Language is a way of interacting with others to control their social behavior. Language is crucial for effective communication. Within the English language, there are four skills; namely: speaking, listening, reading, and writing (Serena & Ilankumaran, 2018).

The main difficulties, to be accurate, are students' willingness to communicate (WTC), anxiety, low motivation, and inhibition. Willingness to communicate refers to an individual's desire to start a conversation when they do not have to. WTC has been defined in the classroom as students' readiness

to initiate communication when they have a variety of choices. In practice, WTC involves both verbal and nonverbal language (Sesriyani, 2020).

Despite the importance of communication in second and foreign language learning, many EFL students around the world are frequently unable to communicate (Cai, 2021), and Iraqi EFL students are no exception. Iraqi students show to be extremely sensitive to their professors' and classmates' assessments of their language skills. As a result, individuals are less likely to participate in classroom discussion and do not communicate fluently.

However, Speaking is recognized as a social, contextualized, and participative communication event. It can help students express their identity, communicate their feelings, and build and maintain social interactions. For most students, speaking is the most important part of doing so. Speaking is one of the hardest skills for students to acquire since it requires mastery of all five communication components: Grammar, pronunciation, vocabulary, comprehension, and fluency (Teferi & Ahmed, 2023). Apart from linguistic challenges in acquiring speaking abilities, psychological difficulties in emotional, physical, and self-productive indicate such as anxiety, low self-confidence, and shyness when speaking in English, also influence students' speaking skills (Abdul-Majeed & Kadhim, 2018).

Writing is crucial for productive students as it allows them to express their thoughts, feelings, and views. It is often the most difficult skill for students, especially when writing in their native language, English (Ngoc Anh, 2019). The difficulties are more significant when writing in English due to differences in structural and grammatical terms between Arabic and English, potentially affecting cohesion and coherence abilities. This is particularly true for EFL students in Iraq, who struggle to master writing due to these differences.

1.2 Aims

The study aims at;

1. Identifying Iraqi EFL university students' willingness to communicate, and performance in language productive skills (speaking and writing).
2. Recognizing the correlation between willingness to communicate and student's performance in language productive skills (speaking and writing).

Literature Review

2.1 L2 Willingness to Communicate

Willingness to communicate (WTC), is a concept in communication literature that explores how people share verbal and nonverbal meaning across various fields. Burgoon (1976) introduces the concept of "unwillingness to communicate" based on cultural alienation, introversion, low self-esteem, and communication apprehension. McCroskey and Richmond (1991) revises this concept to "willingness to communicate," adding factors related to cultural diversity and perceived communication competence, increasing its relevance to language teaching and learning contexts.

WTC is defined as "an individual's conscious desire towards actively engaging in the act of communication in a specific situation" by Jamalvandi et al. (2020). This definition states that WTC can change according to the interlocutor(s), subject, and conversational setting, as well as other situational circumstances.

Research on WTC in L2 classrooms has shown its context-dependent nature, influenced by factors such as social support, language learning orientations, attitudes, and motivation. Qualitative methodologies have been used to investigate WTC variables in Chinese EFL classrooms. Peng (2009) emphasized the importance of considering linguistic, cognitive, emotional, and cultural preparedness of L2 students in L2 WTC. Recent qualitative research has highlighted the need to reexamine the cultural dimension of WTC from a qualitative perspective (Pattapong, 2015).

2.2 L2 Willingness to Communicate& 2nd Language Classrooms

The ultimate goal of the language acquisition process is to create language students the willingness to seek out communication opportunities and communicate in them. This is an authentic goal for L2 learning, as it is essential to turn out learners who are eager to use the language. Instructors and learners need to consider what influences their willingness to use the language when appropriate or to look for such occasions when they are not naturally presented.

L2 WTC will be found to promote language learning because higher WTC among students leads to more opportunities for authentic L2 use, which

is essential for language development. Students who are willing to communicate are more likely to try out new phrases and grammatical structures, which ultimately results in more creative effective language use. (Yousefi& Ahmad , 2014).

In the EFL classroom environment, where students often practice their English communication skills with classmates and instructors based on rather created and predictable L2 situations, researchers have so far discovered several elements that impact learners' L2 WTC. These elements include, among others, safety, interlocutor, group dynamics in the classroom, learner beliefs, classroom atmosphere, and instructor credibility. To improve EFL learners' L2 WTC in the classroom, L2 researchers and practitioners have created and implemented many pedagogical activities (such as visualization or online chat activities) and institutional programs (such as study abroad or immersion programs) (Lee, & Lu, 2021).

2.3 Factors Affect WTC

McCroskey and Baer (1985) argue that WTC in L1 is a personality trait, exhibiting similar characteristics under different conditions. In L2 contexts, it's influenced by linguistic, communicative, and social factors like communicative self-confidence, intergroup motivation, communication competence, social attitudes, culture, personality, and intergroup climate.

- **Attitude and Motivation**

Lambert, Gardner, and their colleagues proposed a study on motivation in second language acquisition, focusing on the sociocultural factors that influence the process. Gardner (1985) proposed a model that includes integration and attitudes towards the learning environment, which are linked to the sociocultural setting of learners. The assessment of language instructors and L2 courses also involves examining attitudes towards the learning environment.

- **Language Anxiety**

Much research on communication anxiety, particularly its association with WTC, has been conducted, and all of them have found a negative relationship between L2WTC and anxiety. In other words, anxious students are hesitant about engaging in second-language conversations.

- **Perceived Communicative Competence**

Several studies have been conducted to evaluate the association between perceived communication ability, WTC, and anxiety. Their findings demonstrate a direct correlation between perceived communication skills and WTC, as well as a negative correlation between perceived communication competence and anxiety. They take into account anxiety and perceived communication competence to develop an idea that is called self-confidence. I.e. anxiety and perceived communication competence are believed to be the implicit variables that characterize self-confidence.

- **Personality**

MacIntyre et al. (1998) describe personality as one of the factors that influence WTC. The prediction of an individual's response to another member of a group may be made based on certain personality features. For example, an ethnocentric individual who holds the belief that their own ethnic group is superior to others could stay away from engaging in communication with other ethnic groups due to perceiving it as unproductive.

- **A Cross-cultural Comparison for WTC**

According to Lee et al. (2022), cultural factors indicate to have influence on how people think about and act when communicating. Attempts at cross-cultural research on WTC have been made.

- **Classroom Environment**

A language classroom's impact on students' L2 WTC is crucial. It is an important resource for students in an EFL environment where they interact with their classmates and instructors in the English language. When studying WTC in an EFL environment, it is important to consider the classroom context. Language classroom setting has been investigated as a sociocultural predictor of L2 WTC.

2.4 Productive Skills (Speaking)

Speaking is one of the primary skills needed to begin communicating in any language, according to Bicha (2016), and it is one of the productive oral skills that non-native speakers need to develop. Speaking fluently takes time and effort to perfect; it's not an easy skill. Speaking involves more than just the ability to pronounce words; it also involves the capacity to produce and receive information.

Speaking enables students to demonstrate the many language functions by allowing them to express personal feelings, thoughts, or ideas; tell stories; inform or explain; ask for something; communicate with others; and so on. To be comprehended. Understanding the psychological and social aspects of speech production, as well as the forms, meanings, and processes involved, as well as how these can be improved, is necessary for speaking (Obeid& Krebt,2022).

2.4.1 Characteristics of Speaking Skill

Numerous strategies have recently placed increased emphasis on classroom activities that emphasize the development of students' production. Fluency and accuracy are the two primary speech characteristics that the communicative method emphasizes as complementary to one another (Bicha, 2016).

- Accuracy and Fluency
- Grammar
- Vocabulary
- Pronunciation

2.4.2 The Role of Grammar in Speaking Skill

As defined by Murcia et al. (2014), spoken grammar refers to the grammar that most native and proficient speakers of a language use often and repeatedly in the majority of their spoken interactions. Most individuals talk most often in regular conversations; speeches, interviews, sermons, lectures, and academic presentations are particular sorts of speaking that are sometimes used.

Because students would usually not be familiar with the qualities distinctive of spoken grammar, introducing spoken language into the classroom necessitates an initial awareness-raising phase before controlled and free practice can be carried out.

2.4.3 Speaking Difficulties in Foreign Language Learning

The majority of EFL students are able to speak the target language well, however, Harzelli (2020) notes that they frequently have some speaking challenges. Speaking a foreign language is a skill that can be practiced, but learning about it requires genuine tools, which teachers should give their students.

(UR, 2000) identifies four primary issues: inhibition, nothing to say, low uneven participation, and mother tongue use. EFL students give a variety of explanations for why they fail to improve their speaking abilities, including a lack of interest in the subject, insufficient vocabulary, poor listening comprehension, a lack of self-confidence, and a fear of making errors.

2.5 Productive Skills(Writing)

Writing is defined as "a complex activity that involves both language ability and composing ability". Writing is a useful skill when used in written form. Even for native speakers of a language, it frequently appears to be the most difficult of the skills since it involves not only the graphical representation of speech but also the creation of ideas and orderly presentation of concepts. It is also more complex than it initially appears. There are several definitions for writing.

Writing has emerged as the most important skill that students must learn in an academic setting. It should come as no surprise that it has become a crucial subject of language learning and study in this area. Another academic explained that writing involves a specific order of procedures. Planning, translating, and evaluating are all included in the many writing-related procedures. However, the procedure frequently went beyond those points. The writing process was broken down into multiple steps by Bailey (2015), including (1) choosing appropriate sources, (2) reading texts, (3) taking notes, (4) planning and outlining, (5) integrating a variety of sources, (6) organizing paragraphs, and (7) rewriting and proof-reading. The aforementioned procedures can be used to produce a well-organized text (Uru et al , 2021).

According to Abbas & Abdulbaqi (2018) Writing is regarded as a fundamental language skill that students must master to fulfill the goals of their EFL language study and/or academic achievement. Kadhim & Saalh (2020) state that the planning, drafting, and editing abilities of students enable their work to be clear to the reader and appropriate for the intended writing purpose.

2.5.1 Stages of Writing (Design Prewriting, Drafting, and Revising Stages of Writing)

Brown & Lee (2015) state that there are typically three drafts in process approaches, but there may be as many as seven phases. Ideas can be generated in a variety of ways during the initial prewriting phase. One

method that could be a little challenging to learn is brainstorming. Here, ideas are listed quickly and willingly by each participant without discussion or evaluation. The process enables students to "get their imaginations flowing," after which only those concepts that are regarded to be relevant may be further investigated and the others can be rejected.

Free writing, like brainstorming, is an effective approach for students to simply begin the "flow" of writing at the initial draught stage without being constrained by the possibility of being graded for errors in grammar, spelling, or confused thinking.

Process writing is mostly composed during the drafting and revision phases. According to traditional methods of writing education, students are either assigned timed in-class compositions that must be completed in one class hour or a homework writing assignment. This approach doesn't allow for systematic drafting and much too frequently expects that students will pick up the fundamentals of effective writing on their own. A process approach sees writing as a significant and advanced set of strategies that require practice, patience, and expert guidance to perfect.

The three stages of drafting in Table 1 suggest several strategies or skills:

- creating ideas by experimenting and error failing
- Editing one's own work without getting lost in word choice, or grammar.
- integrating feedback from instructors and classmates;
- editing, reorganizing, and repairing one's written work ;
- Checking for grammatical and spelling errors.

As one of academic writing, the essay has still become the most popular type of assignment. More specifically, an essay is a piece of writing consisting of one particular topic breaking down into several paragraphs (one for each major point) started by the introductory paragraph . The primary elements of the essay are (1) introduction paragraph presenting attracting statements to the readers' attention, (2) body paragraphs providing development of sub-topic of the topic in each paragraph, and (3) conclusion paragraph restating the main points and additional quotations.

2.5.2 The Role of Grammar in writing skill

The purpose of grammar in second language (L2) writing is twofold: instructing and reinforcing grammatical structures, as well as identifying and rectifying errors in students' work. The former pertains to the delineation of English's count and non-count nouns, whilst the latter focuses on particular

verb tense issues or prevalent errors. Grammar is essential for effective communication, thus, the teaching of L2 writing should prioritize the study of form. When designing grammar-based activities, it is important to take into account learner factors, such as age and educational background. In focus-on-form instruction, it is important to include grammar and vocabulary as needed. Utilizing corpora, concordances, and text analysis may enhance effective practice and foster grammatical awareness (Murcia et al., 2014).

2.5.3 Writing Difficulties in Foreign Language Learning

Writing also emerges as the most challenging skill, especially in English education, which involves complicated processes that draw on a variety of abilities. Additionally, students in higher education had a variety of challenges when writing. The challenges derive from a variety of factors, including missing research projects, vocabulary and diction, grammatical characteristics, idea generation and exploration, organization, and instructional methods. As a result, the main issues with students' writing are primarily related to their use of language and syntax. In other words, such literary works claim that students writing issues are related to their linguistic competence.

Other difficulties that students encounter when writing academically include (a) linguistic difficulties (grammar, vocabulary, language use), (b) linguistic difficulties with physiology (no direct contact between writer and reader), and (c) problems with writing mechanics (punctuation, capitalization, and paragraphing). (Uru et al., 2021).

2.6 Willingness to Communicate and Speaking Skill

The most appropriate way of improving speaking ability in the field of applied linguistics remains up for discussion. However, Boonkit (2010) emphasizes that the accuracy and fluency with which students apply grammatical structures determines how well they speak.

Speaking well in a foreign language requires more than just language proficiency. He claims that before speaking, speakers go through some cognitive processes from a psycholinguistic standpoint. Therefore, to effectively communicate, speakers must first conceptualize their thoughts, then create their material effectively according to lexical-grammatical principles, and lastly, express their ideas while self-monitoring their speech (Fernández-García & Fonseca-Mora, 2022).

The association between WTC and developing productive skills in language, such as speaking, is substantial. WTC refers to an individual's

desire and willingness to utilize a language for communication purposes. This desire has an opportunity to have a significant influence on language learning and the development of productive skills. A high WTC is closely related to improve speaking skills. Those who are motivated to communicate participate in more spoken exchanges, which leads to greater fluency, pronunciation, and confidence in speaking (Yousefi& Ahmad Kasaian,2014).

2.7 Willingness to Communicate and Writing Skill

Writing, as compared with speaking, allows for personal communication. Students with a high WTC can communicate their thoughts, ideas, and creativity through writing, which can lead to the development of writing abilities. Confidence may be enhanced by a WTC in writing. Students who are more comfortable with written communication are more willing to take chances and experiment with their writing, which leads to enhanced abilities. Students can obtain feedback on their writing through written communication, which can help them discover areas for development. The feedback process can help students improve their writing abilities. Writing can include sending emails, SMS messages, or joining online discussions. Students can enhance their writing abilities over time by improving their writing practice (Yashima et al, 2004).

Methodology

The study methodology describes the complete steps that a researcher takes before initiating a research study. The primary objective of the quantitative research is to get findings through the use of analytical variables (Khalil & Saalh, 2023).

3.1 Population and Sampling

The population is the group of people from which the sample is taken in order to collect the necessary data and answer the research question (Mohammed & Al-Bakri, 2022). The population of the study consists of EFL students at the English departments at the College of Education/Ibn Rushd and College of Education for Women/ University of Baghdad; College of Education for Women /Al Iraqi University; College of Education for Human Sciences /University of Diyala; College of Education for Human Sciences /University of Karbala.

The study's sample consists of 300 EFL students who are randomly selected from the 4th year students in the departments of English for the academic year 2022-2023 ; Colleges of Education.(see Table 1)

Table (1)**Population & Sample of the Study**

	Department of English	Population	Sample
1.	University of Baghdad (College of Education/Ibn Rushd	185	60
2.	University of Baghdad (College of Education for Women)	180	60
3.	Al Iraqia University (College of Education for Women)	182	60
4.	University of Diyala (College of Education for Human Sciences)	180	60
5.	University of Karbala (College of Education for Human Sciences)	183	60
	Total	910 students	300 students (sample size)

3.2 Instruments

The instruments that have been implemented to gather the necessary data are as follows:

Willingness to communicate scale is developed by relying on Weaver's scale (2005). Weaver creates a scale to measure L2 WTC out of Japanese university English-learning context, therefore, the scale has been adapted for the present study because of the similar EFL context. Moreover, Weaver's scale covers WTC of Speaking and Writing and finds to be quite inspiring to figure out the correlation between WTC and productive skills (speaking and Writing skills).

The scale consists of four Likert scale items. Students are asked to indicate their WTC in the second language for speaking and writing skills using a scale ranging from (Definitely not willing =1, probably not willing =2, probably willing=3, to definitely willing =4). The process of scoring is considered for the WTC scale which has 29 items. Each item is assigned scores ranging from 1 to 4 based on the students' responses. Thus, the maximum score is 116, while the minimum score is 29. (See Appendix A)

According to Ibraheema et al (2019) an educational test is defined as a technique designed to elicit certain behavior from which decisions concerning particular features of a student may be produced. Hasriani (2019) defines an interview as a form of communication that involves asking questions and getting responses. Because it can increase speaking learning,

an effective interview is employed. Since it activates the brain to think, interviewers pose questions, interviewees listen, and they then give answers to the questions. Communication may become more engaging and essential as a result. The face-to-face interview is applied which consists of two parts: The first part is general questions about students' personal information. The second part includes a list of three topics (travel, language, and Weather). However, several items have been reconstructed based on the jury members' recommendations. There are a total of 5 items for each topic. (See Appendix B). It is worth to mention that the speaking test (interview) of the students is recorded in order to facilitate accurate scoring through repeated listening.

To assess the students' writing skill, a test has been constructed by the researcher. The writing test is writing an essay about a specific topic that has been designed depending on students' interests, level, and subject authenticity. (See Appendix B).

3.3. Validity

Validity is the extent to which the test actually measures what it is supposed to measure, which is by far the most challenging aspect of a good test. The most substantial evidence for the validity of language tests originates from instructors' and peers' subsequent observations (Al-taie, 2009). The scale and the test have been validated by being exposed to the jury members, in the fields of English Language Teaching (ELT) and Linguistics to offer their perspectives on the sufficiency and suitability of the tools' items. Jury members have reviewed the test and scale and slightly modified them.

3.4 Reliability

Reliability is the ability of a measurement tool to provide similar results when used at different times (Sabah& Kamil,2023). A pilot study is an initial, small-scale assessment of the possibility, time, cost, adverse effects, and influence size before beginning a full-scale study (Alsaadi & Hatem,2016). The purpose of the pilot administration is to gather enough data on item effectiveness to construct test forms. Accordingly, 50 students from 4th-year students (College of Education for Women / University of Baghdad are randomly selected to represent the pilot sample. These students are given WTC scale. After two weeks, the exact measures are done on the same sample. The results of estimating reliability between the two sets of responses using the Pearson correlation coefficient reveal that the r-value for WTC is (0.86) which is higher than (0,70), indicating that the value is reliable.

Moreover, the Alpha-Cronbach approach is used to confirm the reliability of the productive skills test. The calculated reliability coefficient is **(0.88)** which is considered to be acceptable, as shown in Table (2)

Table(2)

Reliability Coefficients of Productive Skills by Using Alpha-Cronbach Equation

Productive Skills Test	Reliability Coefficient
Speaking Skill	0.89
Writing Skill	0.87
Productive Skills Test	0.88

Results

4.1 Results Related to the First Aim

The first aim of the study is as follows” Identifying Iraqi EFL university students’ willingness to communicate, and performance in language productive skills (speaking and writing)”. Therefore, in order to achieve this aim, a sample of 300 students from the study is exposed to WTC scale, and Productive Skills Test. According to the estimated data, the mean score for EFL students' WTC level is (98.603) with a standard deviation of (14.322). The t-test for one sample is applied to determine the statistical significance of the difference between the mean score and the theoretical mean which is (84). The analysis shows that, at a level of significance (0.05) and degree of freedom, the calculated t-value of (17.661) is higher than the critical one (1.96.).As a result, the sample has a satisfactory level of WTC, and the result is statistically significant as illustrated in Table (3) and Figure (1).

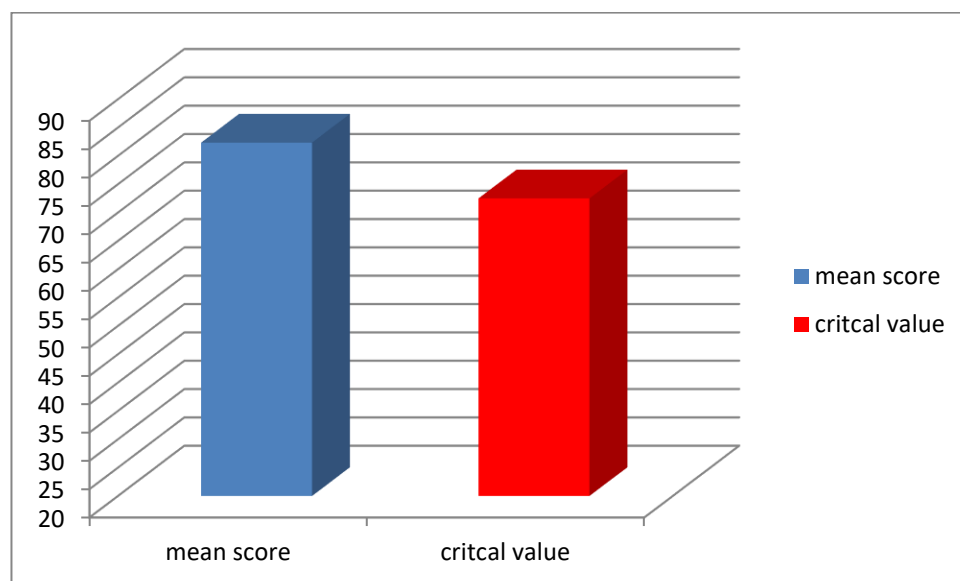
Table (3)

Arithmetic Mean, Standard Deviation, and T-Test Values of WTC Scale

Variable	Sample	Arithmetic Mean	Standard Deviation	Theoretical Mean	Degree of freedom	Computed t-test	Critical t-test	Sign. (0.05)
WTC	300	82,343	11,499	72,5	299	14,826	1,96	Significant

Figure (1)

Arithmetic and Theoretical Means of WTC



Concerning productive skills tests, the results reveal that the mean score is (35,854) with a standard deviation of (9,971), whereas the theoretical mean is (35,5), after administering the Productive Skills test to the sample study and evaluating students' responses in accordance with Brown's rubric. The t-test for one independent sample is used to evaluate the significance of the difference between the mean score and the theoretical mean. It is found that the difference is statistically insignificant. The computed T-value is found to be (0.615), which is less than the critical t-value (1.96) at the level of significance (0.05) and a degree of freedom (299). This means that the sample of the study has a moderate level of Productive Skills which means that they are in sufficient in their language proficiency as shown in Table (4).

Table (4)

The Mean Score, Standard Deviation, and T-value of the Productive Skills Test

Variable	Sample	Arithmetic Mean	Standard Deviation	Theoretical Mean	Degree of freedom	Computed t-test	Critical t-test	Sign. (0.05)
Productive Skills Test	300	35,854	9,971	35,5	299	0,615	1,96	In significant

4.2 Results Related to the Second Aim

In order to achieve the second aim of the present study which reads **“Recognizing the correlation between willingness to communicate and student’s performance in language productive skills (speaking and writing)”**. The correlation between EFL Students’ WTC and their performance in Productive Skills has been conducted. The correlation

between WTC and productive skills is assessed using the Pearson correlation coefficient. At a level of significance (0.05) and degree of freedom (298), the calculated t-value (11,061) is higher than the critical value (1.96) and the correlation is (0.542). The results reveal a statistically significant positive correlation between the WTC and productive skills. Eventually, the higher the level of students' WTC, the better their productive skills will be. See Table (5)

Table (5)

The Correlation between Iraqi EFL University Students' WTC and Productive Skills Test.

Productive Skills	N.	Correlation Coefficient	T-Value		Sign. (0.05)
			Comp. t-test	Crit. t-test	
Productive Skills	300	0,542	11,061	1,96	Sign.

Discussion of Results

Concerning students' level of WTC,

- The results have shown a satisfactory level. The intention to speak or to remain silent, given the freedom to do so, is referred to as WTC. Weaver (2007) explores WTC as a moderator between students and activities. Different activities are discovered to create significant changes in students' WTC, implying that activities are a source of variations in WTC. Furthermore, access to notes improves students' WTC while performing tasks.
- MacIntyre's study on L2 speaking proficiency (2007) emphasizes the importance of motivation, a less proximal element than WTC, in activating L2 usage. Motivation is integrated into the L2 WTC construction, and a high WTC can provide great motivation to practice and enhance speaking abilities, making students more likely to improve their speaking skills (Hernández, 2010 cited in Kang, 2014).

Regarding the students' performance in Productive Skills

- Iraqi EFL students' performance in productive skills is assessed and found to be moderate. Along the four years of studying English as a foreign language: the productive skills (speaking and writing) have been included. This has allowed students to use their prior and current knowledge in speaking and writing skills, but still, they need to improve their productive skills to be qualified teachers in the future.

- Furthermore, Regarding EFL contexts, the situation is a little more problematic because of the limited exposure to a second language outside of the classroom. Students frequently receive less language input than they would in an ESL context. In the setting of an Iraqi classroom where English is being learned as a foreign language, English courses are often the only venues where Iraqi students may communicate with their colleagues or instructors.
- In terms of communication context, writing and speaking differ slightly. While writing is usually used by authors to explain and transmit their thoughts to readers who are truly separated by both time and space distances, speaking is always intended for face-to-face communication among the listeners attending.
- However, most Iraqi EFL university students have difficulty with speaking tasks like clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, complexity, and interaction because of their average level of speaking proficiency. whereas for writing skill, the most significant problems with students' writing are :insufficient knowledge of spelling and punctuation, lack of grammar, poor organizational abilities, and lack of vocabulary. These writing mistakes are classified as syntactic, morphological, and lexical.

Regarding the correlation between WTC and students' performance in productive skills

- The results have indicated a connection between EFL students' WTC and their performance in productive skills. This positive relationship may be attributed to the fact that any learning outcome depends on the student's positive attitude toward what they want to learn.
- Peng (2019) illustrates that a well-organized classroom creates a comfortable environment for L2 learning, which is regarded as the "strongest predictor" of WTC. Interaction among the students creates a conducive learning atmosphere that encourages active learning, enjoyment, and "reduces students' anxiety"
- However, the findings have revealed a correlation between WTC and writing skills are interrelated. A high level of WTC indicates a great motivation for using the language. Students who are willing

to express themselves in written form may be motivated to enhance their writing skills. Students who are WTC apply the language more frequently.

Conclusions

Depending on the study's findings, the following conclusions are made:

1. EFL students are motivated to communicate in more spoken interactions, which lead to enhanced fluency, pronunciation, and speaking confidence. As a result, enhanced speaking skills are closely correlated with a higher WTC.
2. EFL university students who have WTC are more willing to write in their papers, emails, and essays which enable them to improve their writing skills.
3. EFL university students have a moderate level of speaking skills because of a lack of focus on practice. Besides, EFL students have limited exposure to real spoken language and a lack of speaking opportunities.
4. EFL university students have a moderate level of writing skills, and they are not skillful enough in writing essays due to a lack of focus on vocabulary and grammar, poor organizational skills, and insufficient knowledge of spelling and punctuation.

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Appendix (A)

Willingness to communicate Scale

No.	Communication task or situation	Definitely not willing	Probably not willing	Probably willing	Definitely willing
S1	Do a role-play in English at your desk (e.g. ordering food in a restaurant).				
S2	Sing a song in English.				
S3	Ask someone in English to repeat what they've just said in English because you didn't understand.				
S4	Give a short speech in English about your hometown.				
S5	Greet someone in English.				
S6	Read out two-way dialogue in English from the textbook.				
S7	Ask someone in English about the pronunciation of a certain word in English.				
S8	Tell someone in English about a story of a TV show you saw.				
S9	Ask someone in English how to say a phrase you know in Arabic but not in English.				
S10	Interview someone in English asking questions from your own textbook.				
S11	Show what you will say when someone lends a pen.				
S12	Ask in English about the meaning				

	of certain words you do not know.				
S13	Show the location to your favourite restaurant in English.				
S14	Give a short self-introduction.				
S15	Translate a spoken utterance from Arabic to English.				
	Communication task or situation	Definitely not willing	Probably not willing	Probably willing	Definitely willing
W1	Design a postcard in English describing your last holiday.				
W2	Write in English a one-page about university life in your own country.				
W3	Write a paragraph in English showing certain phenomenon (i.e. how more cars cause global warming).				
W4	Write an essay in English trying to convince someone with your own point of view.				
W5	Write an account in English showing the career you are going to undertake graduation.				
W6	Express your opinion in English agreeing with a person's point of view.				
W7	Express your opinion in English disagreeing with a person's point of view.				
W8	Write a diary about your daily life activities in English.				
W9	Write an email in English describing your favourite website.				
W10	Write a short report in English about an article or book you read.				
W11	Write a recipe in English on how to make your favourite dish.				
W12	Write a descriptive paragraph in English about a cultural event of a certain country. (i.e. summer festival or holiday like New Year's).				
W13	Translate a sentence from Arabic to English.				
W14	Showing your opinion about your English classroom environment.				

Appendix (B)

Productive Skill: Speaking Test

The First part is general questions about students' personal information such as:

Introduce yourself, please. 2. What is your favorite domain in Department of English (e.g. drama, grammar, phonetics...)? 3. Why do you choose English as your field? 4. Does acquiring a new language change your life? In which way? 5. What kind of career you'd like to pursue after graduation?

The second part

1. Travel

(Which country you like most? What kind of hobbies you'd like to practise when travelling? What kind of dishes you prefer most when you travel? Do you go on a hike when you travel? How? What kind of special things you prefer to do when travelling?)

2. Language(the virtue of having new language)

(Which language would you like to learn most and why? Who inspires you acquiring English? When and with whom did you practice English for the first time and what kind of difficulty you encounter first? Do you believe that learning a target language acquiring another identity? How? Do you believe being in target language environment is essential in learning a new language? How?)

3. Weather

(Does weather have a reflection on your own mood? In which way? Does weather affect your travelling plans? Manifest? Describe your feelings in a rainy and cloudy day? Does weather reflect on your choice of clothes? In which way? Describe how you feel on a lovely weather?)

Productive Skills: Writing Skill

Q/ Write an essay about one of the following topics? Write at least (250 words in 30 minute).

A: "The virtue of blended learning at critical times"

B: "Global warming: causes and effects"