

○ EXPLORING DYNAMISM IN WILLINGNESS TO COMMUNICATE: A LONGITUDINAL CASE STUDY

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This paper examines dynamism in students' situational willingness to communicate (WTC) within a second language classroom. This longitudinal study involved twelve English as a Second Language (ESL) participants who enrolled in an English for Academic Purposes (EAP) programme in New Zealand for five months. Based on data from classroom observations, stimulated-recall interviews and reflective journals, the in-depth analysis of a case study reveals that learners' situational WTC in second language (L2) classes could fluctuate and dynamically change over time. This involved a process where situational WTC was jointly affected by learners' cognitive condition and linguistic factors, together with classroom environmental factors. The in-depth qualitative analysis of a single case in individual lessons allowed us to see the dynamic nature of WTC.

KEY WORDS: Willingness to communicate, situational variable, longitudinal study, triangulation

INTRODUCTION AND LITERATURE REVIEW

The notion of willingness to communicate (WTC) was originally introduced with reference to first language (L1) communication, and it was considered to be a personality-based, trait-like predisposition that remained stable across different communication situations (McCroskey & Richmond, 1991). WTC in L2, however, was reinterpreted as a situational variable and defined as 'a readiness to enter into discourse at a particular time with a specific person or persons, using a L2' (MacIntyre, Dörnyei, Clément, & Noels, 1998, p. 547). L2 WTC is expected to facilitate language learning because higher WTC among students translates into increased opportunity for authentic L2 use (MacIntyre, Baker, Clément & Conrod, 2001), which is a necessary condition for their language development (MacIntyre & Legatto 2011).

MacIntyre and his associates (1998) initiated a comprehensive L2 WTC heuristic model. They took a situated approach to examine L2 WTC as a state of mind, the intention to speak or remain silent, and the final step to frequency of L2 use. In this pyramid model, they made a distinction between immediate situational factors and enduring influences that underlie L2 WTC. At the top of the hierarchy, lies the frequency of L2 communication. WTC is placed directly underneath the use of L2, and influenced by the situational factors of desire to communicate and L2 users' state self-confidence. At the bottom three layers of the pyramid, social psychological factors such as personality and intergroup motivation are integrated into the model. The strength of the model lies in the conceptualization of L2 WTC as a situational variable and incorporating both trait and situational predictors of WTC into this model.

Empirical research employing a quantitative approach to L2 WTC has shown that this situational construct can be predicted directly or indirectly by different personality, affective and social psychological variables in both English as a Second Language (ESL) (Cao, 2011) and English as a Foreign Language (EFL) contexts (Peng & Woodrow, 2010). These variables include perceived communicative competence, communication anxiety (Baker & MacIntyre, 2003; MacIntyre, 1994), motivation (Hashimoto, 2002; MacIntyre et al., 2001), personality (MacIntyre & Charos, 1996), international posture (Yashima, 2002; Yashima, Zenuk-Nishide & Shimizu, 2004), gender and age (Weaver, 2004).

Dörnyei (2005) noted that the effects of time and temporal fluctuation on WTC could not be overlooked when this construct is considered in a situated manner. Several studies, utilizing qualitative paradigms, have revealed that L2 WTC as a situational variable can be subject to change according to time and context (Cao, 2011; Cao & Philp, 2006; de Saint Léger & Storch, 2009; Kang, 2005; MacIntyre, Burns & Jessome, 2011; MacIntyre & Legatto, 2011). In a conversational context, Kang (2005) examined change in L2 WTC in the course of communication between Non-native speaker (NNS) learners and Native speaker (NS) tutors in an American university. From inductive analysis of data collected over 8 weeks from videotaped conversations, interviews and stimulated recalls, it was found that situational WTC in L2 could vary according to influence of situational variables such as interlocutor(s), topic and conversational context. These situational variables interacted with the psychological conditions of security, excitement and responsibility to determine the degree of L2 WTC.

Within an ESL classroom context, Cao and Philp (2006) compared English learners' self-report of WTC to their actual WTC behaviour in three interactional classroom settings (whole class, small groups and dyads) and how their WTC behaviour differed in each of these contexts. The results indicated that situational WTC could change in the classroom across the three interactional contexts, under the influence of situational variables such as group size, familiarity with interlocutors, the familiarity and interest of topic under discussion, and the confidence of the learner in relation to the task. This study supported the use of classroom observation as an appropriate way to tap situational WTC in L2 classrooms.

De Saint Léger and Storch (2009) reported that French L2 learners' WTC in class increased as a result of an increase in their self-confidence during a one-semester course. To capture the moment-to-moment dynamic changes in WTC as communication unfolds, MacIntyre and Legatto (2011) employed an idiodynamic method to explore the fluctuations in WTC during participants' engagement in communication tasks in an experimental study. The results showed both consistency and variation in WTC among a relatively homogeneous sample of speakers.

Despite the several attempts to address the influence of time and context on L2 WTC, a gap still lies in that longitudinal research is needed to document a systematic change in situational WTC in second language classroom settings. This study thus aims to understand

the nature of ESL learners' WTC variation over time and across classroom contexts. It seeks to address the following research questions:

1. How does learners' situational WTC change according to time and context?
2. What factors jointly influence learners' situational WTC in L2 classrooms?

METHOD

PARTICIPANTS

This study took place at a university-based language school in New Zealand, involving twelve participants from an intact advanced-level EAP class for five months. The majority of them came from Asian countries (in particular China and Korea) and one student came from Europe. The length of time that the participants had lived in New Zealand ranged from one month to over a year. All of them had been learning English in the home country for over seven years. In order not to affect the students' communication behaviour in class, the students were only informed that the research was on their classroom participation. The student names used in this study were all pseudonyms.

The EAP programme contained Modules 3 and 4, each lasting ten weeks. The goal and content of the EAP programme was to practice and improve the students' academic English skills, including the four macro-skills (listening, reading, writing and speaking), note-taking, grammar and vocabulary. Apart from developing general and academic English skills, another component of the course was group project work. Usually each project lasted two weeks in Module 3 but only one week in Module 4. The project work involved students working in groups to either produce a brochure or design a survey to collect data for oral presentation and report writing. The differences between Module 3 and Module 4 lay in the level of difficulty with a greater emphasis in Module 4 on developing the skills necessary for university study, rather than developing language skills.

Three teachers were involved in this study, Helen, John, and Sue, all of whom held postgraduate qualifications in Applied Linguistics or TESOL. Helen was a native speaker of Russian but she spoke several other languages including English. She had almost fifteen years of ESOL teaching and teacher training experience in Europe and New Zealand. She described her teaching style as non-intrusive "orchestra-conductor" style. Two of the participants commented that they quite liked her relaxing style in which they did not feel pressured to talk. John was born in New Zealand and He also had over fifteen years of English teaching experience in New Zealand and Europe. The participants mentioned that the way that John taught grammar was quite creative. Sue was Canadian and she had over ten years of ESL teaching experience at both the secondary and tertiary levels in Canada and New Zealand. She only covered the EAP programme for Helen and John for the first two weeks. The students liked her for her diversified teaching style, vivid use of body language and sense of humour. I thought of her as a performer-type of teacher, usually the most popular type among students.

DATA COLLECTION

Data collection involved classroom observations, stimulated-recall interviews, and use of reflective journals. The main source of data was collected by audio recording the classes of the participants. The class was observed two hours per week throughout the duration of the study. The participants recorded themselves in classroom interaction, by wearing clip-on microphones attached to individual digital recorders. Documents given to participants in class, including handouts and course materials, were also collected with the time and manner of their use having been recorded in the field notes.

Stimulated-recall interviews were carried out in L2 with the twelve participants once per month (see Appendix A). The interviews started with general probing questions about their feelings of the class observed and their perceptions about their participation in class. The students were told to listen to excerpts of audio-recorded classroom interactions and make comments on their WTC and factors that affected their WTC in the observed class.

The students were asked to keep a journal once per week of their WTC in class (see Appendix B). Prompts were provided to encourage the participants to reflect on one particular class in which they felt their WTC was particularly high or low in that week. The journal was collected every month before the stimulated-recall interview session, to provide some cues for additional questions to be asked in the interviews.

DATA ANALYSIS

Triangulation was employed to compare the participants' WTC behaviour as observed in class, with their reported factors in stimulated-recall interviews and journal entries, together with the researcher's field notes. Qualitative data collected from the interviews and journals were inductively analysed using content analysis (Guba & Lincoln, 1994).

Situational WTC was measured by the classroom observation scheme (see Appendix C). This scheme was adapted from Cao and Philp (2006), to operationalise students' situational WTC as WTC behaviour in L2 classrooms. The scheme was originally developed based on observations made by a number of researchers (Ely, 1986; MacIntyre et al., 1998; Oxford, 1997; Wajnryb, 1992). These observations related to a range of classroom behaviours demonstrated by L2 learners who appeared to show high WTC and motivation in class.

Prior to the coding of WTC behavior, opportunities for the students to display their WTC behaviour in each observed class were identified. Sums for number of turns were first calculated for each observed session respectively for teacher-fronted activity, group work and pair work. Then teacher's turns were excluded from the three contexts. The rest of the turns for each context were regarded as opportunities for talking. WTC behaviour was then coded according to the categories in the WTC scheme. Then tokens of WTC behaviour were calculated as a ratio of time for each learner.

Approximately 30% of the quantitative and qualitative data was double coded by another researcher and the inter-rater reliability was above 90%.

RESULTS AND DISCUSSIONS

VARIATIONS IN WTC

This section presents changes in learners’ WTC over five months. Six lessons were sampled, two at each of three six-weekly intervals in pairs of consecutive weeks as follows: Weeks 4 and 5 at the beginning of the programme, Week 11 and 12 in the middle, and Weeks 16 and 17 towards the end of the programme. The key participants who completed the twenty-week programme were Chen-feng, Yi-yun, Ai-ling, Rong-rong, Xin-ru, and Cai-wei, who all happened to be learners with a Chinese background. The other six students, Jun, Seung, Sirikit, Mu-cheng, Lore, and Xiao-qing, finished only the first ten-week module of the programme. Thus their data were only included for Week 4 and Week 5. Table 1 presents the means and standard deviations for the WTC ratio in these six weeks. The sample size in Week 16 and Week 17 dropped to four because of students’ absence from class. A Friedman test was run to compare the key participants’ WTC ratios at Time 1 (average of Week 4 and Week 5 WTC ratios), Time 2 (average of Week 11 and Week 12 WTC ratios) and Time 3 (average of Week 16 and Week 17 WTC ratios). The result shows a statistically significant difference between WTC ratios at the three points in time ($\chi^2(2, n = 6) = 6.33, p < .05$). This suggests an overall change in WTC ratio for the class. At an individual level, there also seem to be variations. As Figure 1 shows, Mu-cheng displayed consistently low WTC in Week 4 and Week 5. In Week 11 and Week 12, Xin-ru displayed the highest WTC level in class whereas Ai-ling and Cai-wei had the highest WTC in Weeks 16 and 17 respectively. Concerning individual WTC trajectory over five months, Cai-wei, Chen-feng and Yi-yun showed a seemingly upward trend in terms of their WTC levels while the other four students’ WTC levels fluctuated greatly over time.

Table 1: Means and SD of WTC Ratio

WTC ratio	n	Mean	SD
Week 4	8	0.8	0.71
Week 5	7	0.84	0.72
Week 11	6	0.7	0.08
Week 12	6	1.4	0.47
Week 16	4	1.04	0.54
Week 17	4	0.83	0.8

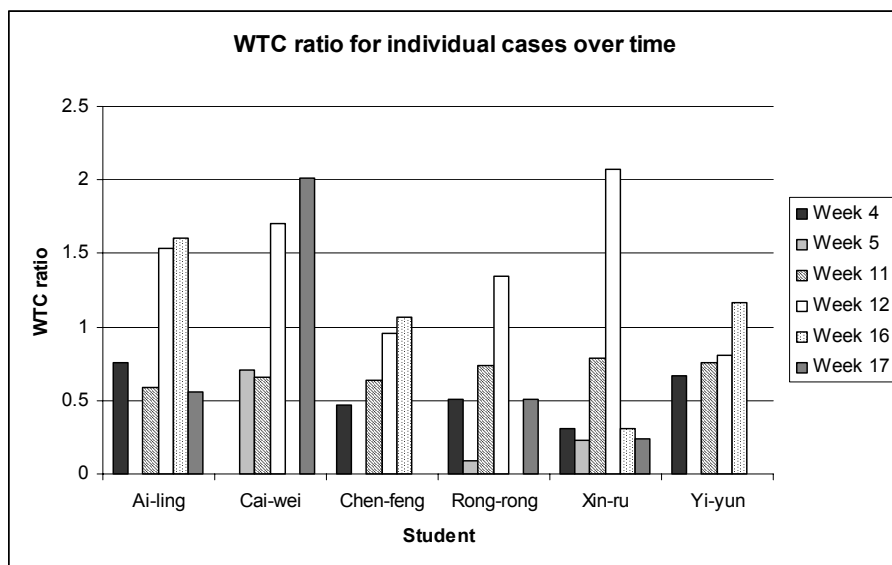


Figure 1. WTC ratio at six points in time for key participants.

The results concerning WTC behaviour revealed statistically significant differences between WTC ratios over the span of five months. The changes in learners' situational WTC in class over time were found to be due to the variations in the underlying factors of WTC. This will be exemplified in the results from a five-month case study in the following section.

CASE STUDY – CAI-WEI

To gain an insight into the nature of learners' WTC in class, it is important to correlate learner-internal factors with their perceptions and interpretations of the external classroom contextual factors in order to examine numerous simultaneous factors that shape WTC. It is therefore important to triangulate observations of learners' WTC behaviour in class interactions and their self-reported factors for high or low WTC levels.

Triangulation of learners' WTC behaviour is presented in terms of description and interpretation of one case study (Cai-wei) through classroom interaction episodes, classroom observations, together with interview and journal entry excerpts. Cai-wei was the most committed participant in my study as she was the only one who kept journals for five months. Prior to studying at this language centre, she learned English till the 1st year at university in Taiwan, and she also studied at another university-based language school for seven months in New Zealand. Her case is particularly interesting in that she seemed a very

shy student by temperament and thus she generally showed higher WTC in pairs and small groups but low WTC in whole-class activities. She mentioned the two sides of her personality – she could be talkative with family and friends but shy and quiet with new classmates. She said that she had to know someone well enough to feel comfortable to talk to them. Her teacher John viewed her as a diligent student who was eager to improve her English and enjoyed using English to solve problems.

Cai-wei's WTC change over five months will be illustrated by examining the interaction between the most recurrent factors underlying her WTC, some external and others internal. The external classroom environmental factors include the problems and possibilities of group and pair work, task engagement, orientation towards the teacher, perceived usefulness of tasks, topic and interlocutor. The internal personal characteristics include self-confidence, emotion, perceived opportunity to communicate, and personality.

In the first four weeks of the EAP course, in her weekly journal entries Cai-wei identified topic and mood as the main attributes affecting her WTC in class. For example, in the Week 3 journal, she commented that she felt like talking in the Tuesday's class (unobserved) because the topic of discussing the structure and components of an essay was easy for her. Concerning the Thursday's class (unobserved) in Week 4, she reported that she felt quite willing to communicate in the lesson on a discussion about a documentary called *Supersize Me*. She found the topic quite interesting and she possessed a wealth of knowledge of this topic because her undergraduate degree was in food science. The influence of topic on Cai-wei's WTC confirms the findings from previous empirical research in which interest in a topic and background knowledge of a topic were identified to be essential for students to feel interested and secure enough to talk about it (Cao & Philp, 2006; Kang, 2005; Liu, 2005; MacIntyre et al., 1998).

In the Week 5 lesson, Cai-wei's WTC ratio was 0.71, which was below the class mean ratio of 0.84. Her orientation towards this lesson was quite negative. She felt bored in the lesson and found it a waste of time to watch the news items in class. She seemed to be active in the group discussions and it was her low WTC level in the whole-class activity that pulled down her overall WTC ratio. Her WTC in this lesson was reported as largely affected by classroom contextual factors of topic, interlocutor, teacher and class interactional pattern, together with personal factors of personality, the emotion of boredom and perceived opportunity to communicate, as well as linguistic factors of language proficiency.

In the first activity of watching the news item, she only demonstrated six instances of WTC behaviour in the whole-class comprehension check. She reported that some classmates were quicker in responding to the teacher in the whole-class activity and thus she hesitated to volunteer answers. It seems lack of perceived opportunity for her to talk inhibited her WTC (Cao & Philp, 2006).

She commented that she only understood half of the news as the reporter in the news spoke too fast and the news item contained many new words. The teacher also failed to explain the new vocabulary to the students. She felt reluctant to ask the teacher for explanation because she perceived the teacher's attitude to be discouraging rather than encouraging:

I felt bored because just watch the TV and it's about news, and the teacher want wanted us to find a topic and to search some information but I think all the class just talk about this topic and all repeat again ... I just think don't waste time in the class doing something like this, I think you just go home to find topic or you use the Internet... Maybe but um some of the news I couldn't understand, because they speak too fast and the words too difficult for me. (1st interview)

The fact that Cai-wei's WTC was discouraged by the teacher supports previous research that teacher involvement and attitude determines students' WTC in class (Wen & Clément, 2003; Peng & Woodrow, 2010).

However, she participated actively in the group discussion regarding the main idea of the news item. Cai-wei reported that she preferred group work and pair work to teacher-fronted activities. She especially liked group work in which everyone could take turns to talk and fill a gap while she felt obliged to talk in a pair, where only two interlocutors were involved. Cai-wei's preference for group work and pair work is consistent with findings in other classroom WTC studies, that is, students generally prefer small group or pair work to whole-class activities in both EFL and ESL contexts (Cao & Philp, 2006; de Saint Léger & Storch, 2009; Liu, 2005).

In the second half of Module 3 course (Week 5 to Week 9), a new theme emerged in Cai-wei's journals to influence her WTC in class. The interlocutor factor seemed to play an important role in shaping her WTC in group project work. This is similar to findings in other studies which reported interlocutor as a major factor affecting students' WTC (Cao & Philp, 2006; Kang, 2005; Liu, 2005). Cai-wei mentioned that she was dissatisfied with her group members who she felt were uncooperative and irresponsible in Weeks 5 and 6. She reported in the journal entry that it was a terrible experience to work in this group on the first project work. This negative experience caused her emotions of anger, confusion and frustration, and this was reported to affect her WTC in class negatively (Cao, 2011). In the following 2 weeks, she worked with Seung, a classmate she socialised with, on the second project work. This was a much more pleasant experience. She thoroughly enjoyed working with Seung and felt the outcome of their project – the brochure for raising awareness of environmental protection issues, was “incredible”. She obviously possessed very high WTC in working with Seung in those three weeks from Week 7 to Week 9. As she commented in her weekly journal in Week 9:

In making our brochures on Thursday, we talked about every team's product. When Helen (the teacher) asked us to make the brochure on Monday, we thought that is impossible. We had to finish it for 3 days. However, we did it. When we saw our 'babies', we felt it is incredible (coz it's colourful brochures). (Week 9 journal entry)

Cai-wei's WTC ratio in Week 11 was 0.66, which was just lower than the mean ratio of 0.7. In Week 12 however, her WTC ratio was 1.7, which was higher than the mean ratio of 1.4. In the interview regarding the Week 12 lesson, she reported that she was quite happy about that lesson in which she worked with Chen-feng, Student P, a German student and Student L, from a Russian background (Students P and L were not participants in this study), to design a poster for advertising an environmentally friendly product. She attributed her high WTC in this lesson to a range of factors – task type, interlocutor, teacher, and perceived opportunity to communicate.

During this second interview, she commented that she was familiar with the project work since the Module 3 course. She felt more like talking when carrying out project work because she had her ideas that she wanted to share with her group. She thought the purpose of the project was to work cooperatively with team members and make her own contribution in a team. She elaborated on the importance of fostering this team spirit for later university studies. The project work also provided her with more opportunities to discuss issues with other students as opposed to other types of task. It appears that her engagement with the project task had a very positive effect on her WTC. This confirms that task type is a crucial factor affecting students' WTC in pair and group interaction (Cao, 2006; Cao & Philp, 2006; Weaver, 2004).

Another factor that contributed to her high WTC concerned the interlocutors in her group. She especially appreciated Student P's performance in the group for his thought-provoking ideas. His talkativeness also promoted their group discussion. As a comparison, she mentioned her upsetting experience working with uncooperative group members in Week 5 on the first project. She also appreciated the attitude of John, the teacher, towards their project work. Instead of assigning the project topic to them, John adopted a more flexible approach by only making suggestions and leaving them enough room and freedom to develop their own group project. She compared this to her experience in the Week 5 class with Sue, whose authoritarian style seemed to discourage her participation in the first project. From Cai-wei's self-report, it seems that her WTC tended to be high when classroom contextual, personal and linguistic factors worked in concert together.

From Week 11 to Week 17, Cai-wei expressed in her journals that two emerging factors seemed to affect her WTC in class – task type and the emotion of anxiety. During this time, the class carried out two more group projects which involved designing surveys for data collection and presenting the results in both oral presentations and written reports. Cai-wei

seemed to be quite willing to talk in the project work with her group. But at the same time, she felt quite nervous about presenting in front of the class and participating in group discussions while the teacher was present. She also reported that the teacher was a big factor encouraging her to talk in class. According to her,

I think the teacher is really good at grammar, cos he can give us a lot of examples. Even though we asked a difficult question, he just needed few second to think how to explain for us. I like this way he taught us. (Week 16 journal entry)

The third interview was conducted with Cai-wei in Week 15, in which week the students continued with the project allocated to them in Week 14. The project concerned developing a questionnaire survey. In Week 14, they designed the questionnaires in groups, administered them to respondents and collected data. In Week 15, they continued with analysis, interpretation and presentation of the results. Cai-wei reported in her weekly journal that they learned how to analyse data and present the results in both the spoken and written form in the first class in Week 15.

In the following class in the same week which was not observed, she reflected in the interview that she did not particularly feel like talking in this class because the lesson seemed quite repetitive to her. She thought that the teacher had to change his lesson plan on the spot to do some revision activities instead because a number of students were absent from the class that afternoon:

Actually I feel a little bit bored because this project our team already done it last week, but you see today not so many students here, I think the teacher cannot do anything, so we just um um practice how to present your result again and again. (3rd interview)

The moment at which she did not feel so bored was when she was presenting her research results in class. She referred to this presentation in class as the show time. She did not feel nervous to speak because she had prepared well with all the details needed and she got used to giving presentations after plenty of practice speaking in front of the classmates during the course:

When you when you have to present something you know all the detail I think it's good for you, you don't be nervous like forgot detail or something you don't understand you confuse, you have the detail and speak... it's OK because it's show time just prepare for the show time... I think is because Module 3 to Module 4 I got a lot of chance to speak in front of the classmates, so I start get used to do it. (3rd interview)

In the Week 17 lesson her WTC level was very high, with WTC ratio of 2.01, which was well above the mean ratio of 0.83. She was the one with the highest WTC level in that lesson. Her WTC level was equally high in both the whole-class activities and in the pair work with

Student L. In the first session of the class, John asked the students to work on an error-correction task. The students were expected to correct the errors in the sentences and explain what types of errors they were. Cai-wei worked closely with Student L in a pair on the error-correction task while all the other students in class worked quietly on their own. It is particularly interesting to note that Cai-wei's highest WTC is measured on the least communicative task, which is error-correction, as traditionally understood in the literature.

In the subsequent whole-class activity in which the teacher checked the answers with the class, she volunteered the highest number of answers compared with the other participants. Since she was not interviewed after this class, it was not possible to provide her perspective of her high WTC in this lesson. But by examining her classroom interactions, it was evident that she was attentive to task and proactive in suggesting answers in the whole-class check.

In the pair work following the whole-class activity, Cai-Wei showed equally high WTC when working with Student L in the error-correction task. Example 1 shows that she worked collaboratively with Student L in spotting the errors and offering possible corrections. She showed high WTC in this pair work by talking to her partner in terms of presenting her answer (lines 2, 16), offering an explanation (4, 6, 8, 12, 18), responding to her partner's question (line 10) and making a comment (line 14). I could assume that she was engaged with the task itself and enjoyed working with Student L, a classmate she became quite familiar with during the course. In a number of lessons I observed in the previous weeks, she usually worked with Student L either in a pair or a group.

Example 1

1. SL: With most American food you don't lose time to prepare a din a dinner, maybe maybe not
2. C: *I correct this one, with the most cos most we have the*
3. SL: Yeah the most
4. C: *Yeah the most American food you don't waste time to [prepare, not the*
5. SL: [prepare dinner
6. C: *Yeah not the, dinner because=*
7. SL: =you only put the food
8. C: *Because, no no this punctuation, yeah because because this this one*
9. SL: here?
10. C: *Yeah don't need this one.*
11. SL: Because you only put the food in the oven for 20 minutes at 200 degrees and your dinner, is, without it
12. C: *I I correct like this, you only need to do is to put the food in the oven cos cos they just said because your*

13. SL: you only put
14. C: *It's so strange so I say you need you only need to do is to put and then your dinner is ready.*
15. SL: You only need to put, I think you can XX but this one's better.
16. C: *Cos I change this word, I don't use "it". I use then your dinner's ready, so you can, and this, I use full stop.*
17. SL: Then your dinner is ready?
18. C: *I use full stop here cos a different sentence.*

(from Week 17 lesson)

As Figure 1 shows in the preceding section, Cai-wei's WTC trajectory over five months showed an upward trend; that is, her WTC level seemed to be increasing over time. However, her WTC behaviour was not uniform when we took a closer look at her WTC from lesson to lesson and within each observed lesson. Being a very shy student by temperament, she usually displayed low WTC in whole-class activities but high WTC in pair and group work in which she worked with partners she was particularly familiar with. Different factors from the three dimensions (personal, contextual and linguistic) were found to exert combined influences on her WTC behaviour in each lesson.

Flux in Cai-wei's WTC behaviour occurred from week to week. Concerning Cai-wei's WTC behaviour in the Week 5 lesson, the inhibiting factors of low language proficiency, feelings of general boredom, boring topic, few perceived opportunities to communicate, insufficient teacher support and negative evaluation from interlocutors surpassed the boosting factor of group work and generated a low WTC level. Her WTC level increased in the Week 12 lesson; the factors of task, interlocutor, teacher and perceived opportunity to talk worked as boosting factors that jointly promoted her WTC behaviour. In the Week 15 lesson, her WTC level dropped again, mainly because the topic was repetitive and made her feel too bored to participate. In the Week 17 lesson, her WTC participation increased because of the facilitating factors of task and interlocutor. She was very attentive to the task, proactive in the whole-class activity and active in the pair work with an interlocutor she was familiar with. Apart from fluctuation of WTC participation on a week-by-week basis, her WTC behaviour was variable within a particular lesson. For example, her general WTC level was very low in the Week 5 lesson but there were still moments when she showed high WTC in the group work.

Based on the analysis of variations in Cai-wei's WTC from lesson to lesson and from week to week, this case study revealed the dynamic and situated nature of the WTC construct, supporting the findings from previous research in which situational WTC emerged from the interaction between personal characteristics and environmental antecedents in ESL and EFL contexts (Kang 2005; Peng, 2007).

CONCLUSIONS

The delineation of this longitudinal case study reveals dynamic fluctuations in situational WTC and the fluctuations were determined by the joint influences of classroom contextual, personal/individual and linguistic factors. This research suggests that, as a situational variable, WTC in L2 is subject to change both in the short term and in the long term. It may change as learners gain greater experience and more confidence in an L2 in a broader sense (Baker & MacIntyre, 2003); it may fluctuate from lesson to lesson (Cao, 2006) and from task to task within a single lesson as shown in the present study at a micro level.

Triangulation of the students' self-reported factors influencing their WTC behaviour with classroom observations and micro-analysis of their participation in classroom interaction offers insights into the nature of this construct from multiple perspectives (Cao, 2011). Triangulation seems to be the key to understanding the dynamics of WTC methodologically. This research illustrates the usefulness of employing the combined methods of observation, stimulated-recall interview and reflective journal in identifying WTC within the classroom context. To better understand the complexity underlying WTC behaviour, a mixed method to combine findings from both quantitative and qualitative studies is warranted.

This study has usual limitations that are attached to a small scale case study, that is, the small sample size and lack of generalisability of the findings. Despite the limitations, this study has useful pedagogical implications. Teachers should try to maximize the effect of positive factors on students' WTC, such as using motivating topics, and challenging but manageable tasks, organizing group and pair work apart from teacher-fronted activities, and providing sufficient teacher support. In a word, teachers should be mindful of the joint effects of classroom environment and psychological factors on WTC.

What is needed in future research is to investigate: (a) the relationship between the factors underlying the learners' intention to participate and the quality of their participation; and (b) the potential this participation has for language development.

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APPENDIX A: STIMULATED-RECALL INTERVIEW QUESTIONS

I. GENERAL QUESTIONS

1. How did you feel about today's class?
2. What did you feel happy/unhappy with?
3. Did you feel like talking in today's class? Why/Why not?

STIMULATED-RECALL QUESTIONS:

1. What were you thinking right then/at this point?
2. Can you tell me what you were thinking at that point?
3. I saw you were laughing/looking confused/saying something there, what were you thinking then?
4. Can you remember what you were thinking when she said that/those words?
5. Can you tell me what you thought when she said that?

PROBING QUESTIONS

I was wondering if I could ask you something. I'm just curious. I noticed when you were talking about the recording you mentioned ...quite a lot. Is that what you are most concerned about when you are speaking? Can you say a bit more about this?

APPENDIX B: JOURNAL ENTRY

CHALLENGES AND JOYS OF SPEAKING ENGLISH IN NZ

In class

Think of an afternoon class you attended this week...In one of the class activities, I really felt like talking because...well, that activity happened on... (session/date). In that activity we (describe the activity)...And I was doing that activity with...(persons). Or I didn't quite feel like talking in that activity because...

Out of class

Tell me about a time when you talked a lot in English this week: (Where? Whom with? Why?)

Tell me about a time you didn't use much English this week: (Why not? With whom? Where?)

APPENDIX C: CLASSROOM OBSERVATION SCHEME (WTC CATEGORIES)

Categories	Descriptions
Volunteer an answer/a comment (hand-raising included)	A student answers a question raised by the teacher to the whole class. A student volunteers a comment.
Give an answer to the teacher's question	A student responds to a question addressed to the group or a group member (teacher solicit); A student responds to a question addressed to another group or an individual student (private response).
Ask the teacher a question	A student ask the teacher a question or for clarification.
Try out a difficult form in the target language	A student attempts at a difficult lexical, morphological or syntactical form.
Guess the meaning of an unknown word	A student makes an attempt to guess the meaning of a new word.
Present own opinion in class/respond to an opinion	A student voices his view to the class or his group.
Volunteer to participate in class activities	A student takes part in an activity.
Talk to neighbour/another group member	A student talks to another group member or a student from another group as part of a lesson or as informal socialising.