

Dynamic emotions underlying L2 Willingness to Communicate: Enjoyment, engagement, and anxiety



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Introduction Part 1

Schedule

Introduction: How we can capture dynamics of emotions

The WTC model, A dynamic perspective & CDST theory

Tomoko Yashima and Peter MacIntyre (10 minutes)

A CDST informed study on Dynamic WTC in the classroom

Tomoko Yashima (15 minutes)

Emergence of WTC in young L2 learners through task-based learning

Junko Toyoda & Tomoko Yashima (15 minutes)

Flow and task engagement

Scott Aubrey (15 minutes)

Approaches to language's dynamic systems: Idiodynamics and experience sampling.

Peter MacIntyre (15 minutes)

Discussion: Integrating four papers

Peter MacIntyre and Tomoko Yashima (10 minutes)

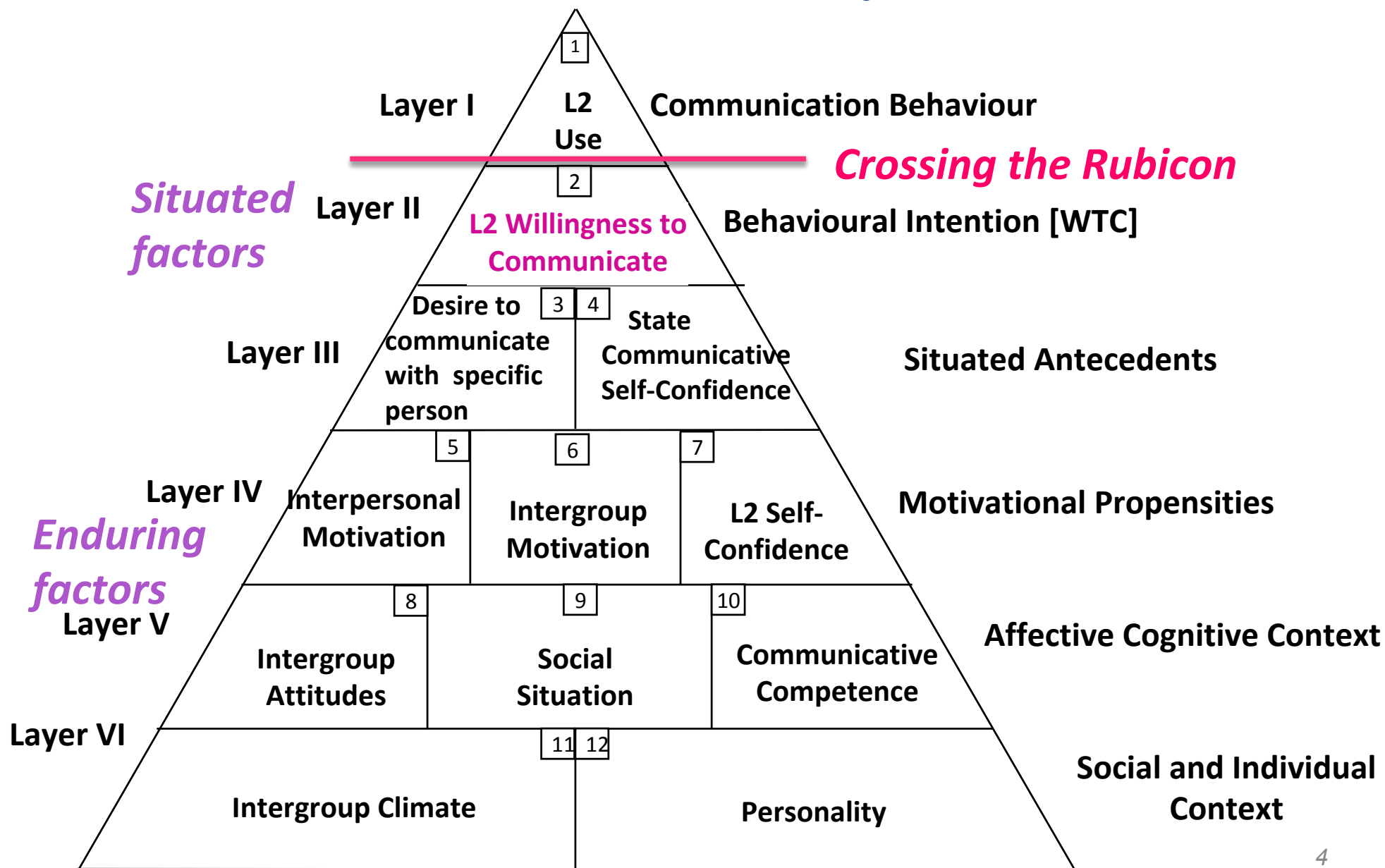
Audience Q&A (10 minutes)

Willingness to communicate (WTC) ***in an L2***



readiness to initiate communication at a particular time and with a specific person or persons, using an L2 (MacIntyre et al., 1998)

The Pyramid Model on L2 WTC (MacIntyre, Clément, Dörnyei, & Noels, 1998)



A Brief History of WTC Research

1998~ Quantitative studies identifying factors that influence L2 WTC in various contexts (Clément, Baker, & MacIntyre, 2003; Denies, Yashima, & Janssen, 2015; Khajavy et al., 2014; Peng & Woodrow, 2010; Yashima, 2002; Yashima et al., 2004)

2005~ Qualitative studies on situated WTC (Cao, 2011, 2014; Cao & Philp, 2006; Kang, 2005; MacIntyre, Burns, & Jessome, 2011; Peng, 2012)

→ **Mixed methods**

→ **Dynamic Turn**

2011 ~ CDST-informed studies of WTC focusing on dynamics (MacIntyre and Legatto, 2011; Pawlak and Mystkowska-Wiertelak, 2015; Yashima, MacIntyre, & Ikeda, 2018)

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A CDST informed study on Dynamic WTC in the classroom: *Nested systems and timescales*



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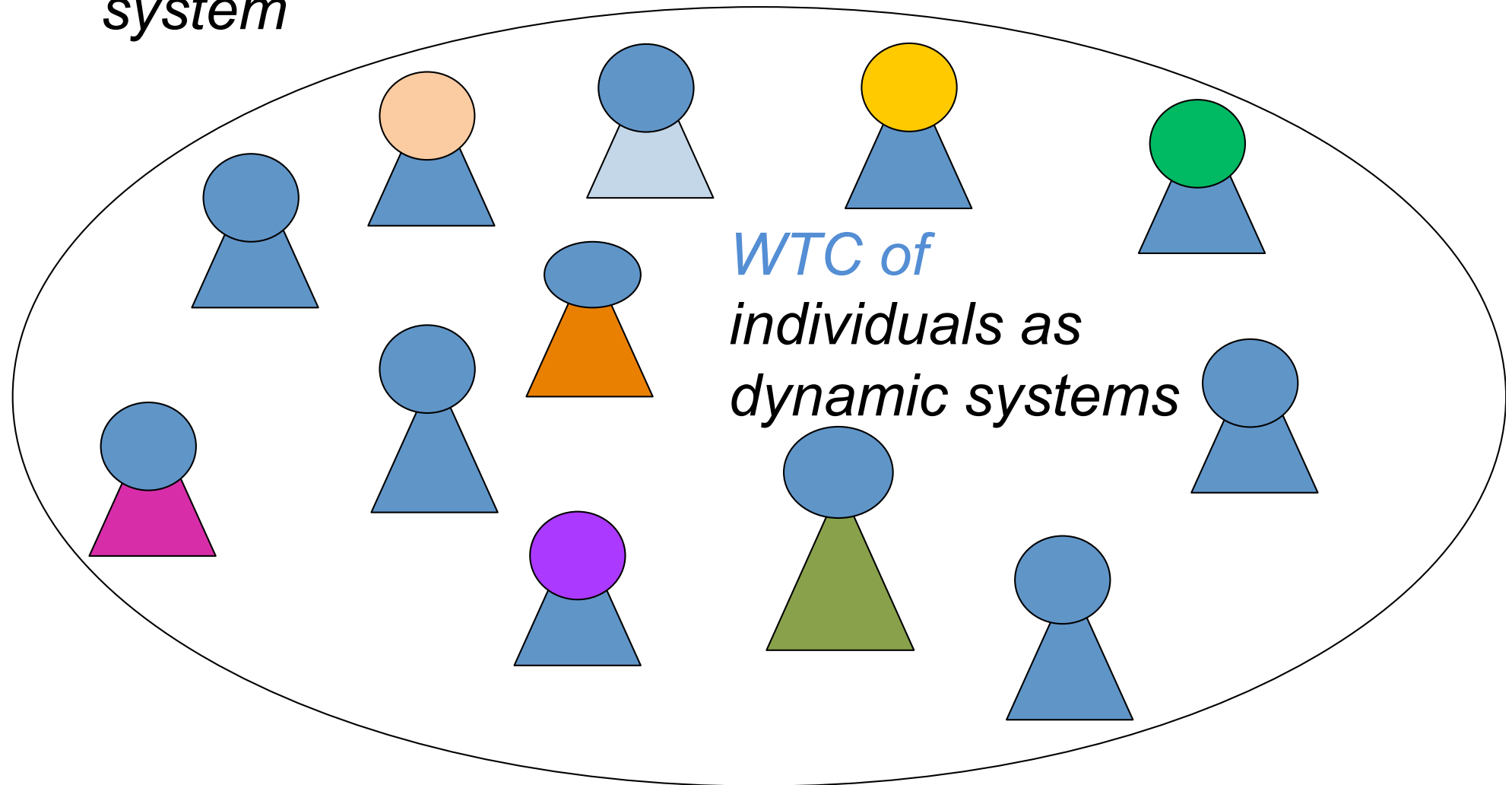
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2019***

A CDST perspective on the language classroom

“highlights **connections across levels of human and social organization**, from individual minds up to the social-political context of language learning, and **across time scales** from minute by minute of classroom activity to teaching and learning lifetimes”

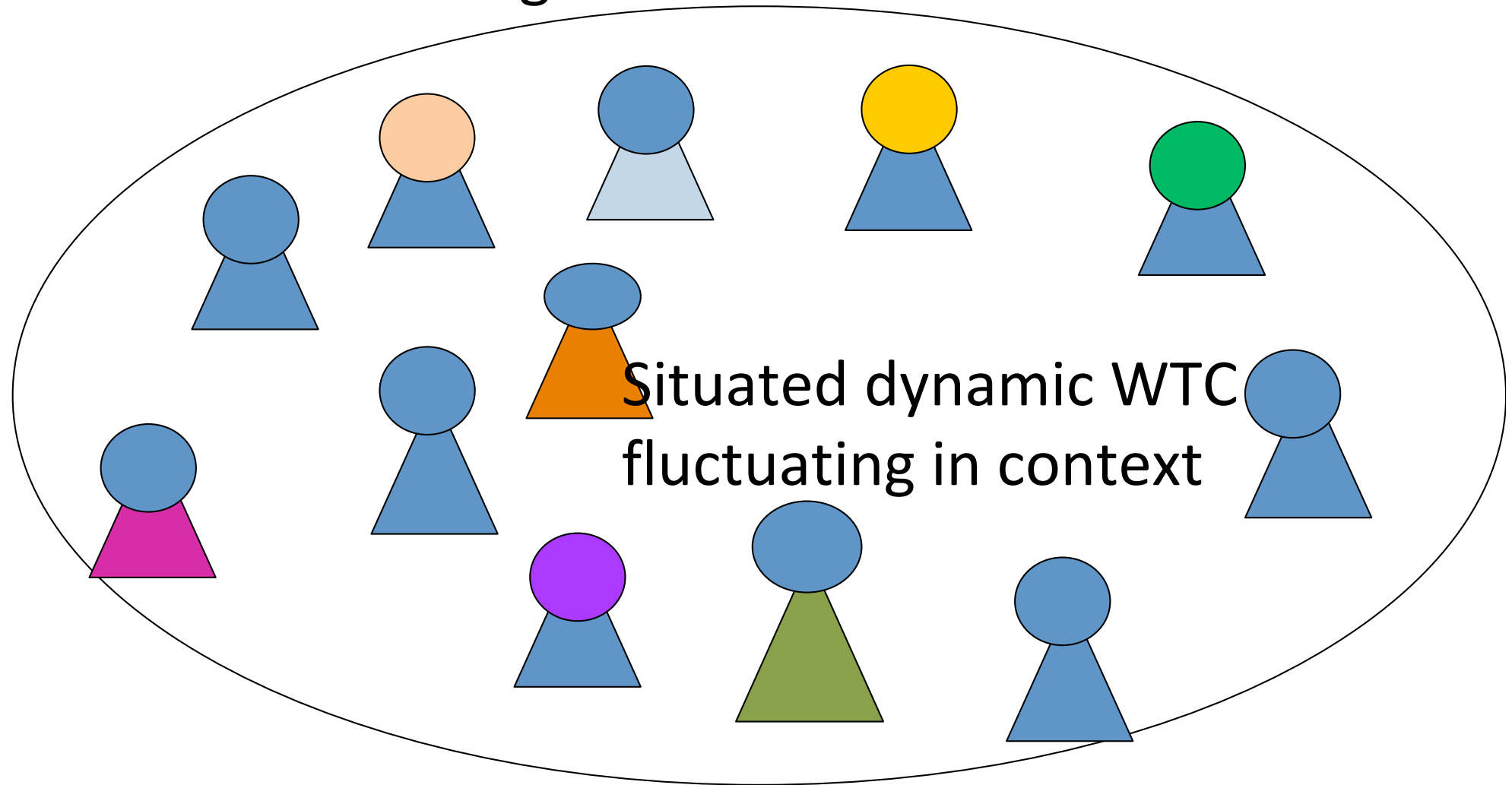
(Larsen-Freeman & Cameron, 2008, p. 198)

WTC of a class community as a dynamic system



Nested systems

WTC as enduring individual trait



Different time scales

My focus

How CDST perspectives can uncover

- **connections between individuals' WTC and group (class) level WTC** as nested systems that co-adapt to each other, and
- **connections between timescales** by conceptualizing trait and state WTC as representing different, yet interacting timescales
- **dynamics of emotions underlying WTC**



*(Yashima, MacIntyre, & Ikeda, 2018
Yashima, Ikeda, & Nakahira, 2016)*

***Enhancing WTC
through a design-based study***

What is a design-based study?

- “deals with complexity by iteratively changing the learning environment over time—collecting evidence of the effect of these variations and feeding it recursively into future design.”
- “deliberately introduces ‘noise’ into the system” and see how the system responds”
- “effective when the focus of investigation is not the outcome of learning but learning processes”

(Larsen-Freeman & Cameron (2008:244)

Silence as attractor state in Japanese EFL classrooms

■ King (2013): 48 hours of classroom observation

Students' self-initiated communication

→ 7 minutes, or 0.24%

→ empirical evidence of “a robust trend, with minimal variation, toward silence” (p. 12) within Japanese university foreign language classrooms.



A design-based research
to reverse this trend

Removing I-R-F (Initiation-Response-Feedback) and focusing on the dynamics of WTC

→ We designed a classroom research in which students participated in discussion sessions over a semester. In this intervention, **I-R-F patterns** were avoided and students were encouraged to take the initiative to talk.

Initiation-Response-
Feedback

T: What is the capital of
Japan?

S: Tokyo.

T.: Good!

Method

Teaching intervention

- 21 Japanese 1st-year university students learning EFL majored in Foreign Language Studies
- a 20-minute discussion session within 90-minute class time for 12 weeks (Week 2 – 13),

The flow of the class

Duration	Activity
15 min.	Quiz (vocabulary, review of the previous class)
35 min.	Activities using the textbook (warm-up information exchange, comprehension check)
10 min.	Small-group discussion
20 min.	Whole-group discussion
10 min.	Reflection

Data collection

Before the intervention

(a) Questionnaire (trait anxiety, motivation, trait WTC)

During the intervention

(b) Audio-recording of each session

(c) Observation notes by the TA

(d) Reflection sheet

(assessment of satisfaction, engagement, state anxiety, interest)

+ (written retrospective accounts on why they could

(not) participate)

Data collection

After the intervention

- (e) Written retrospective accounts
(on what they thought during the discussion)
Self-rated how much they prepared for each
discussion on 12 items
- (f) Stimulated-recall interviews with 3 participants
(based on differences in the frequency of talk
in the discussion)

Data analysis

12 whole-class discussion sessions

- Transcribed → discourse analyses
- Calculated:
 - the amount of silence between turns
 - the amount of talk by the instructor
 - the amount of talk by the students
 - the number of utterances by each student

Interviews

- Transcribed and open-coded
- Analysed for salient differences btw 3 interviewees

Results and discussion

L2 WTC and communication behavior in class and individuals



as Nested
systems

1. How **class-level** communication behaviors emerge and transform

Proportion of student talk, teacher talk, and silence during 12 discussion sessions

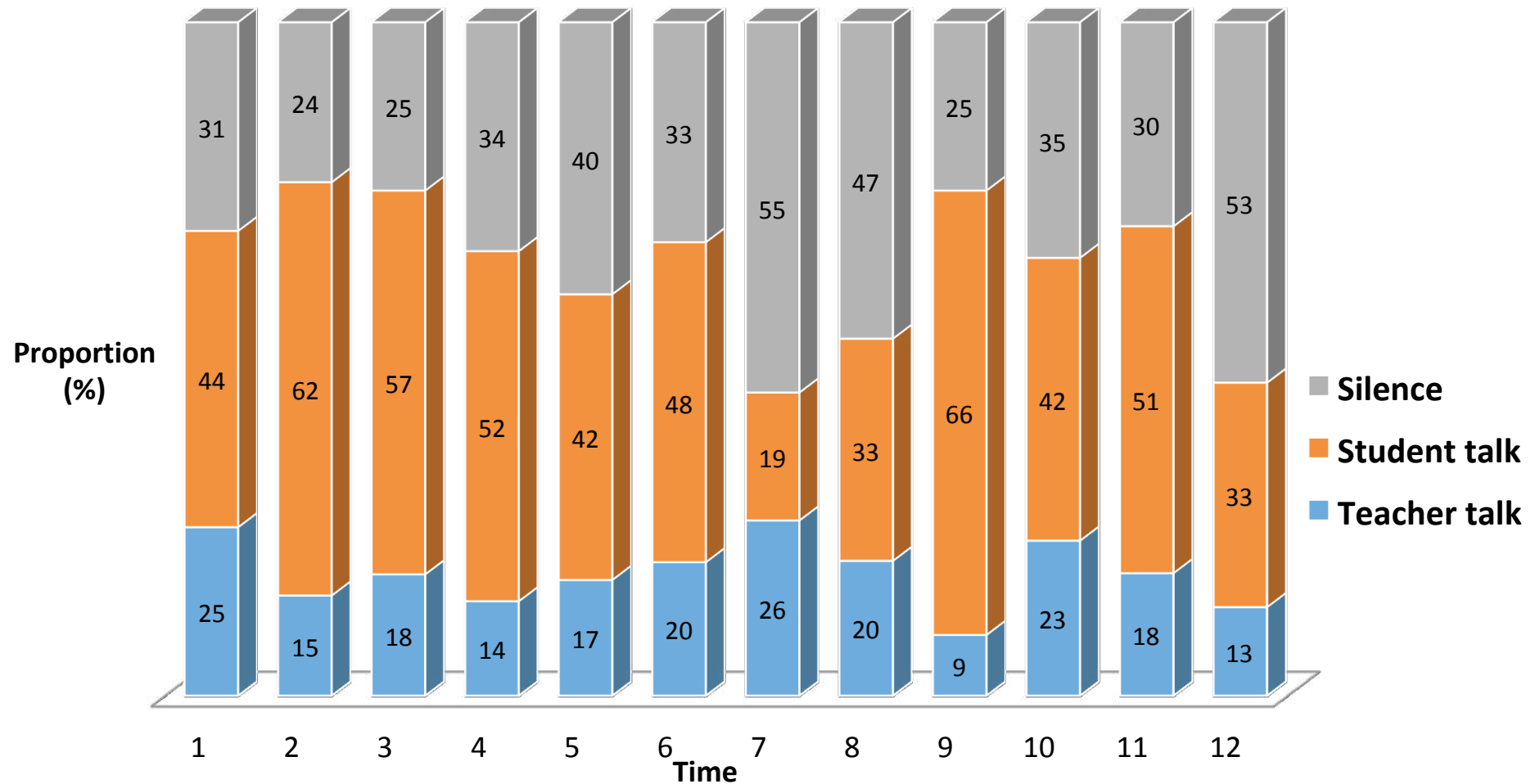


Figure 1. Proportion of student talk, teacher talk, and silence

Proportion of student talk, teacher talk, and silence during 12 discussion sessions

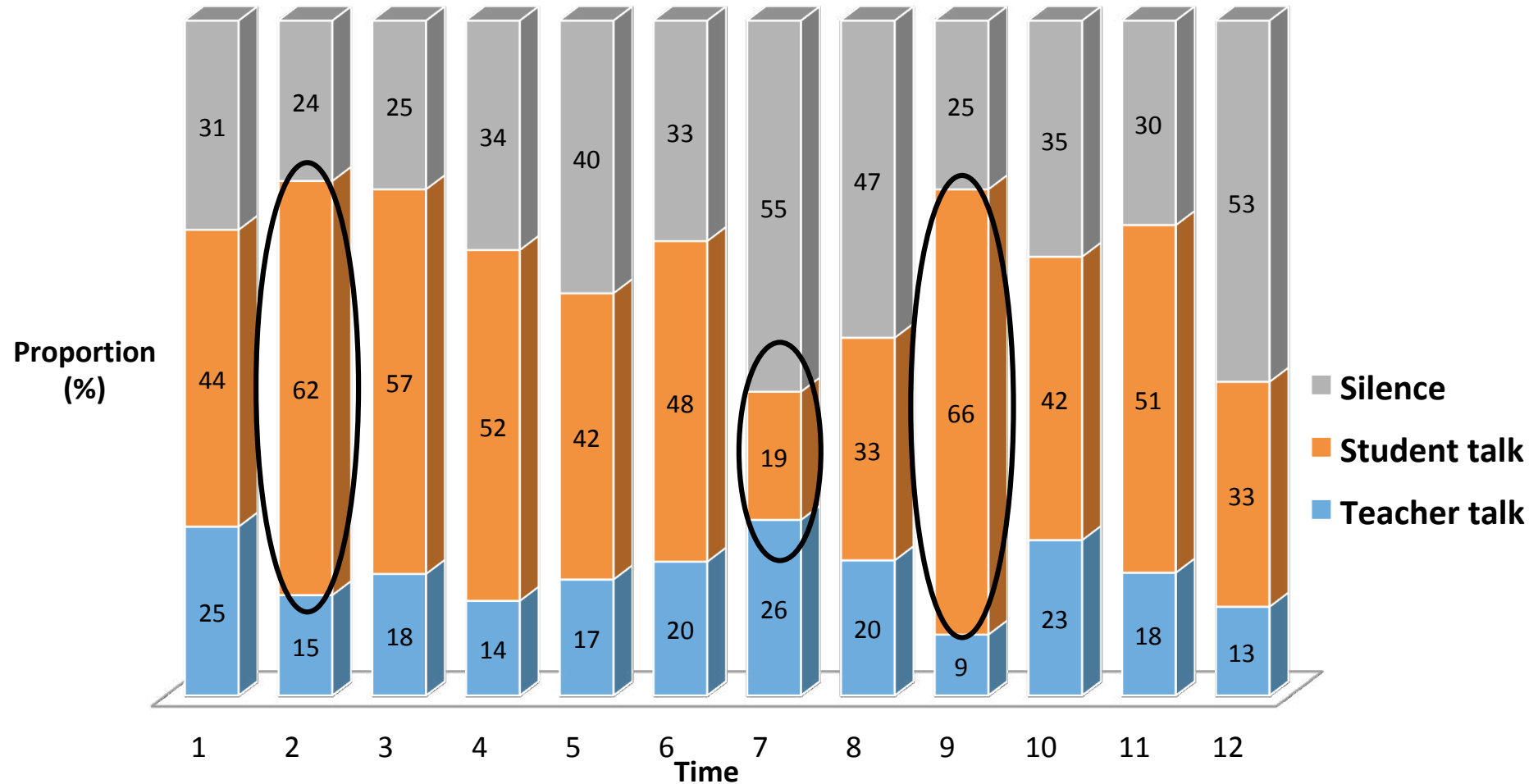


Figure 1. Proportion of student talk, teacher talk, and silence

Time 2

Proportion of student talk: 62%

Topic: *How was your first name chosen?*

Average length of students' utterances: 20.21 words

Leadership: Masa's leadership was quite conspicuous - expressing his views frequently, distributing turns among the other students by asking questions, or reacting to someone else's opinions

Motivation to start something new: Students were motivated to start something new and challenging

4:30-4:32	Teacher	Don't be silent. Try to response something.
4:32-4:45		((Silence))
4:45-4:46	Masa	I wanna hear Motoki.
4:46-5:01		((Silence))
5:01-5:04	Students	Hahaha hahaha (looking at Motoki's reaction)
5:04-5:14		((Silence))
5:14-5:26	Motoki	My parents ... Hope ... to be ... faithful.
5:26-5:33	Teacher	Shall I write your name as well? In Chinese character? Shall I? Yeah? (looking at Motoki's nodding his head.) OK.
5:33-5:46		((Silence))
5:46-5:47	Masa	Who's going to speak?
5:47-5:52		((Silence))
5:52-6:54	Yuji	My name is decided by my grandfather. And, he is... He wanted me to become genera, genera... gene??
		(whispering 'generous' in his ear) Taki 6:11-6:15
		Generous person. YUJI's kanji is...
		[Hahaha hahaha] Students 6:21-6:25
		YU means generous. SHI(JI) is ITARU. ITARU, ITARU... ITARU means...
		[Hahaha hahaha] Students 6:39-6:41
		become ... So ... yes.

Time 7

Proportion of student talk: 19%

Topic: *What are the factors in owning a successful restaurant?*

Average length of students' utterances: 6.24 words

Lack of leadership: Masa did not exhibit the leadership in this session he demonstrated at Time 2.

Air of tiredness: Students showed signs of tiredness after a month or so of excitement and high motivation to learn at the beginning of a new semester or school life. Student roles in the class (those who talked or did not talk) were somewhat fixed.

Time 9

Proportion of student talk: 66%

Topic: *What is your type of Multiple Intelligence?*

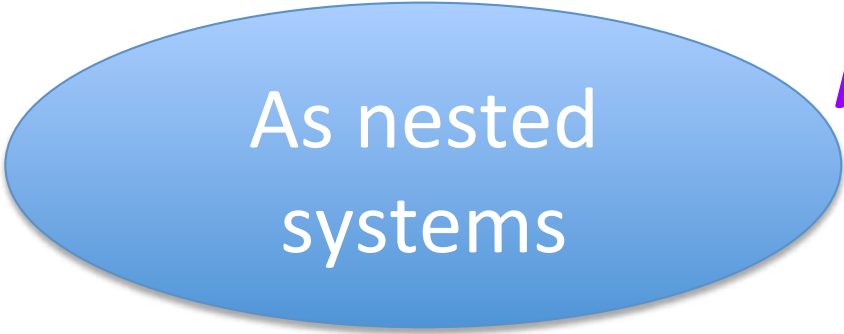
Average length of students' utterances: 17.09 words

Adaptation to lack of leadership: Masa was absent.

Taki, a constant contributor to the discussions, triggered a Question and Answer chain.

To this, other students responded and took turns to express their views.

L2 WTC and communication behavior in class and group



As nested
systems

2. How individuals' communication behaviors
emerge and transform

Interviewees with:

Taki (actively participated in discussions)

Nachi (spoke occasionally: approx. once each time)

Oto (kept mostly silent -spoke only once)

Student	TOEFL ITP	Total N of utterances (self-selected)	Trait anxiety	WTC (L1)	WTC (L2)
Taki	487	40(33)	2.33	4.75	4.75
Nachi	487	12(9)	4.67	5.75	2.75
Oto	490	1(0)	5.67	3.50	3.50
Class Mean	469.06	21.9	4.23	4.24	3.72
Norm (N=265)	n.s.	n.s.	4.35	4.41	2.95
Ryan (2008)	n.s.	n.s.	4.09	4.04	1.89

Taki

- Low trait anxiety, High WTC both in L1 and L2,
- Previous experiences of communication in English (many communication-focused English courses) (1-year study abroad as a part of curriculum)



- Felt responsibility to get the discussion moving
- Hated to see herself monopolizing the discussion



- Used expressions to relate to others
- Contributed frequently to discussion

But I agree with Yaya and Masa's opinion....
As Shiki said, I think.....

Nachi

: “I was frightened to participate in the discussion, though I wanted to say something.” (Time 1)

- High trait anxiety
- Gap btw. high L1 WTC and low L2 WTC (5.25 vs. 2.75)



- Preparation for the class

I cannot speak fluently without preparation, so I need to prepare. I thought of the opinions to say in English, and simulated it imagining myself speaking in the discussion.



- Confidence increased in speaking L2
- Close fiends' contribution to the discussion stimulated her



It was very hard to be the one who breaks the silence.

- Contributed to the discussions approx. once every time
- Lowered anxiety

Oto

- Relatively low WTC in both L1 and L2 (3.50)
- High trait anxiety (esp. about accuracy and small voice)



- Surprised by “very fluent” peers
- Difficult topics for her
- Worry about small voice
- (decided to) remain silent

Listening to others discussion helped her understand the contents of the textbook

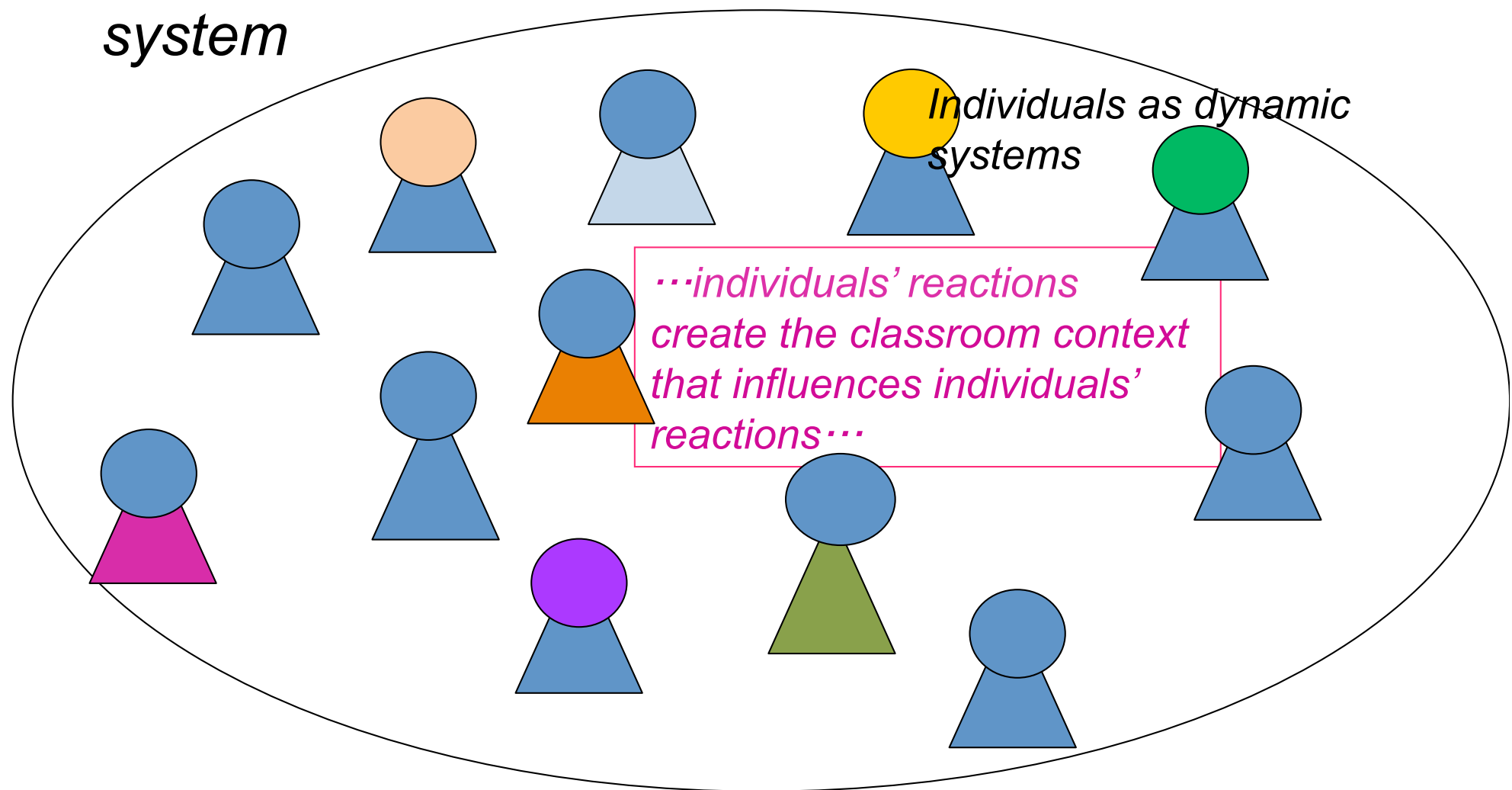


However...

- Change in attitudes
(less anxious about accuracy)

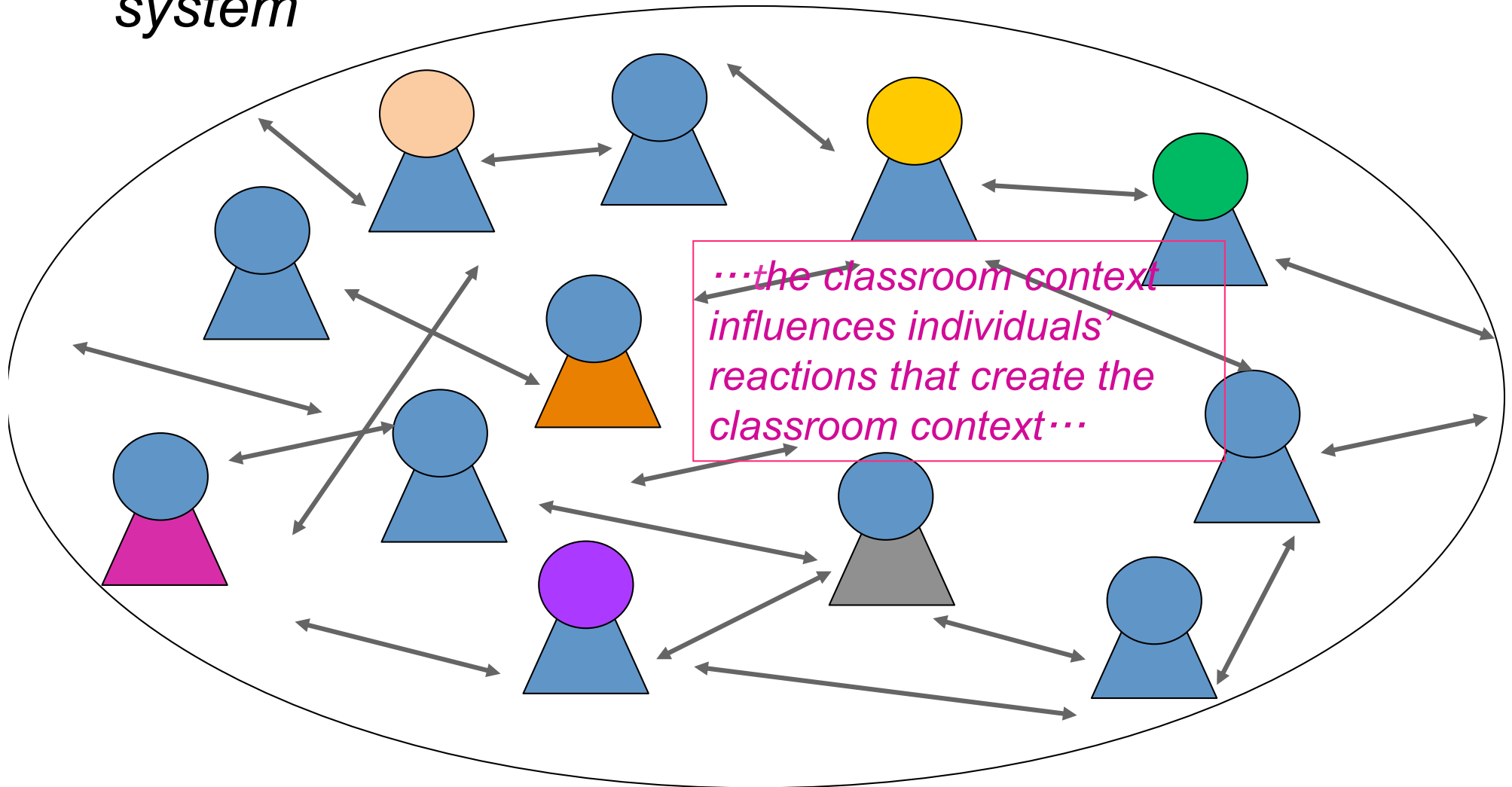
I saw some people speaking only with phrases, or with many pauses. Still, the others listened to them and asked Qs if they didn't understand. I realized then that it was OK to speak like that. Because if I try to say something people will listen.

A class community as a dynamic, nested system



The context includes: the topic of discussion, the teacher, classmates (who are absent), seating arrangement, the discourse they themselves create, e.g., speech-silence patterns they create

A class community as a dynamic, nested system

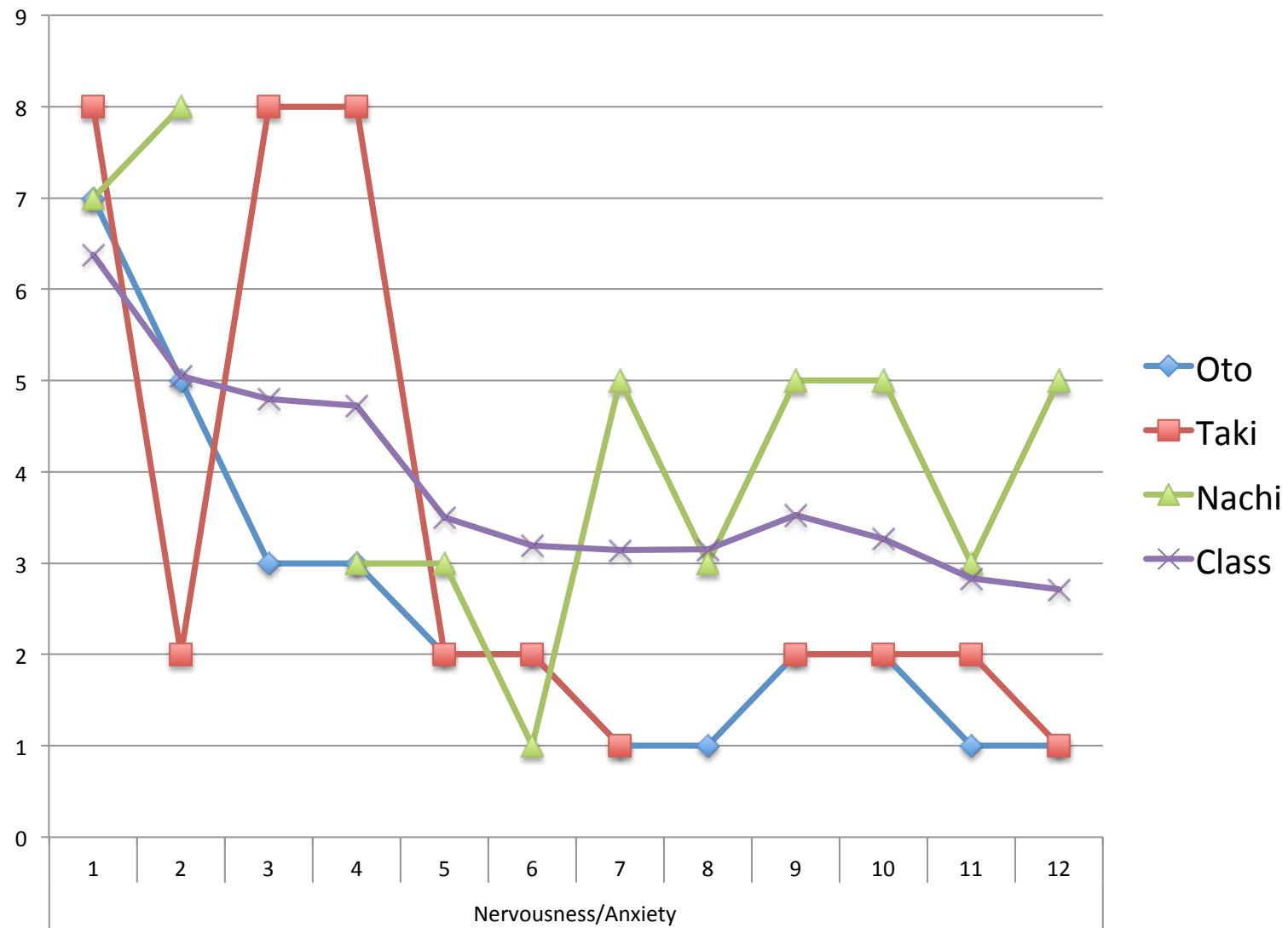


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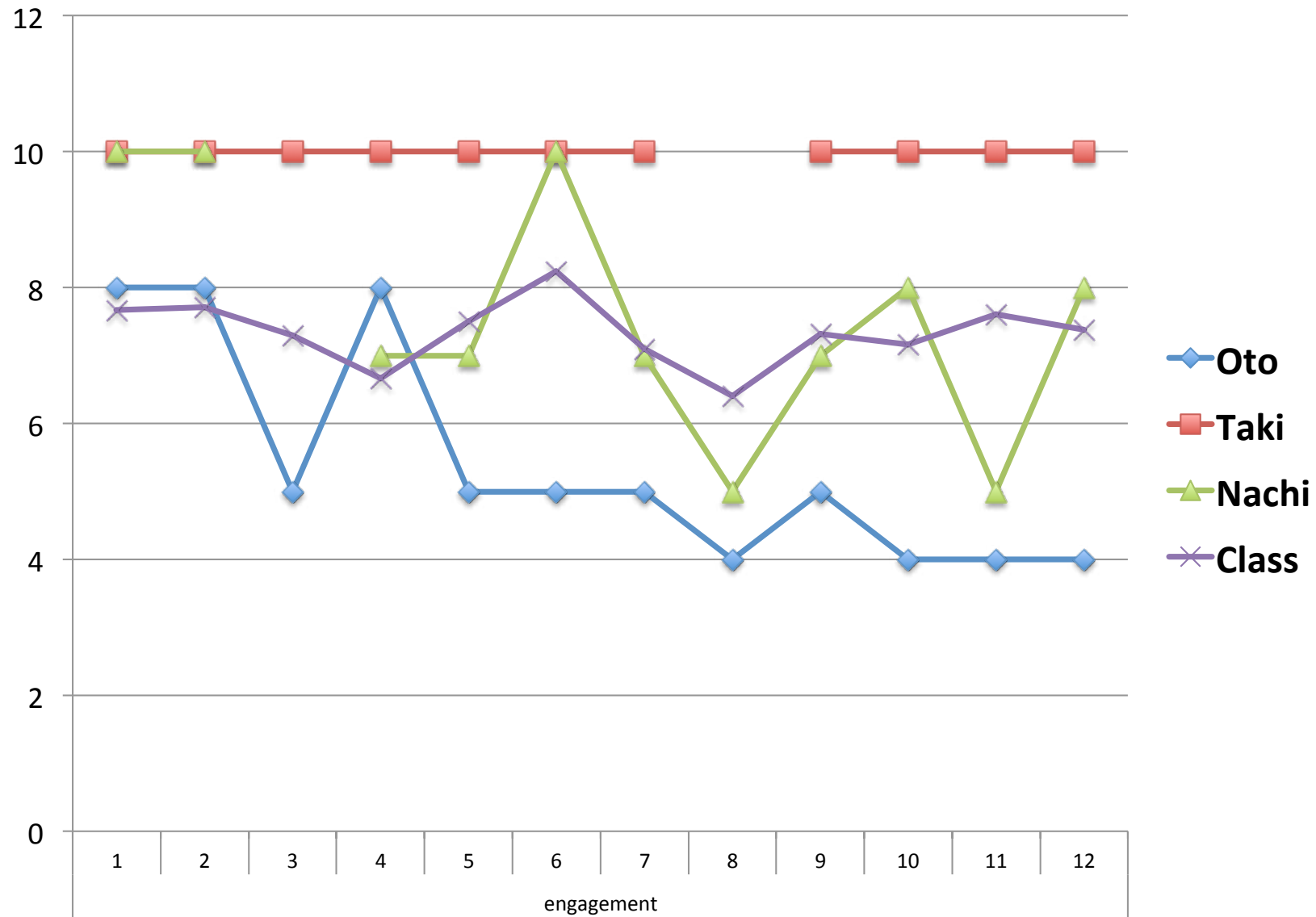


Dynamics of
emotions

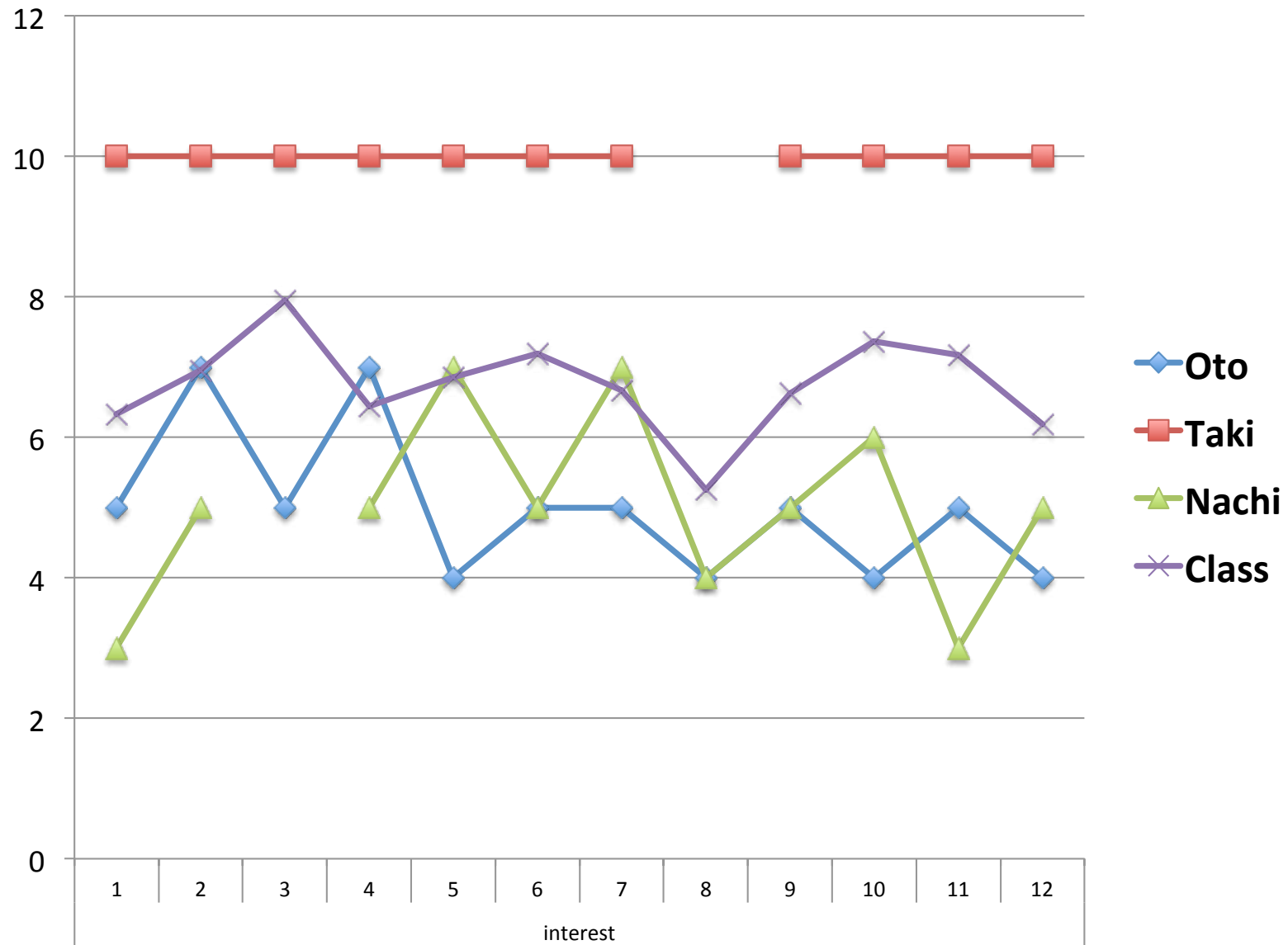
Situated Anxiety



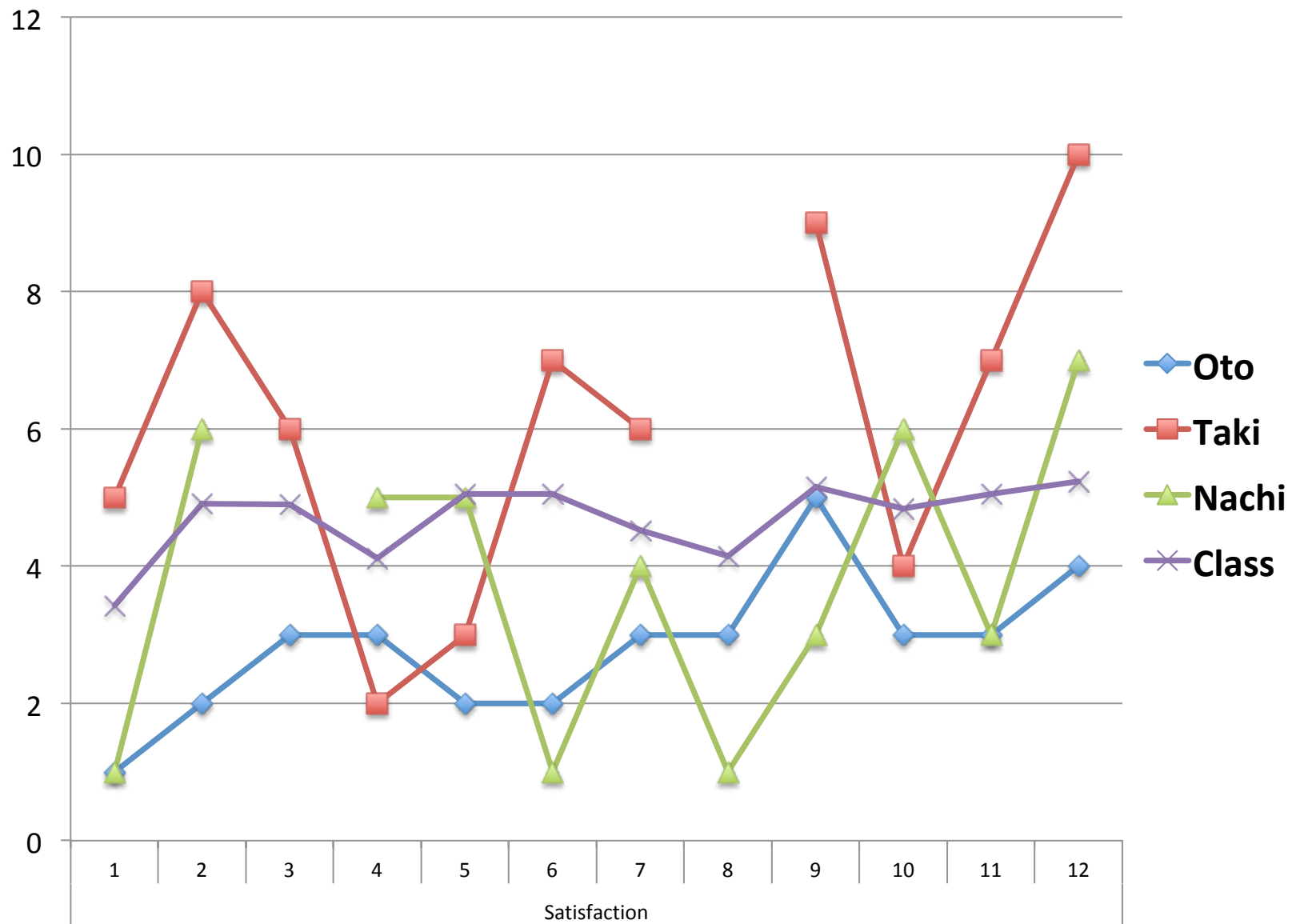
Engagement

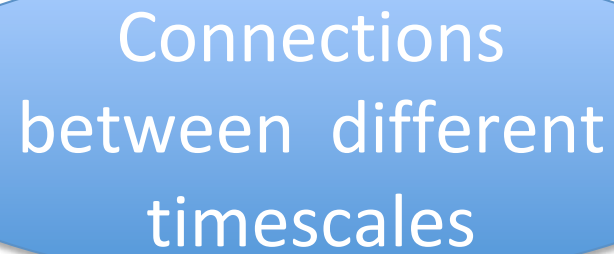


Interest



Satisfaction

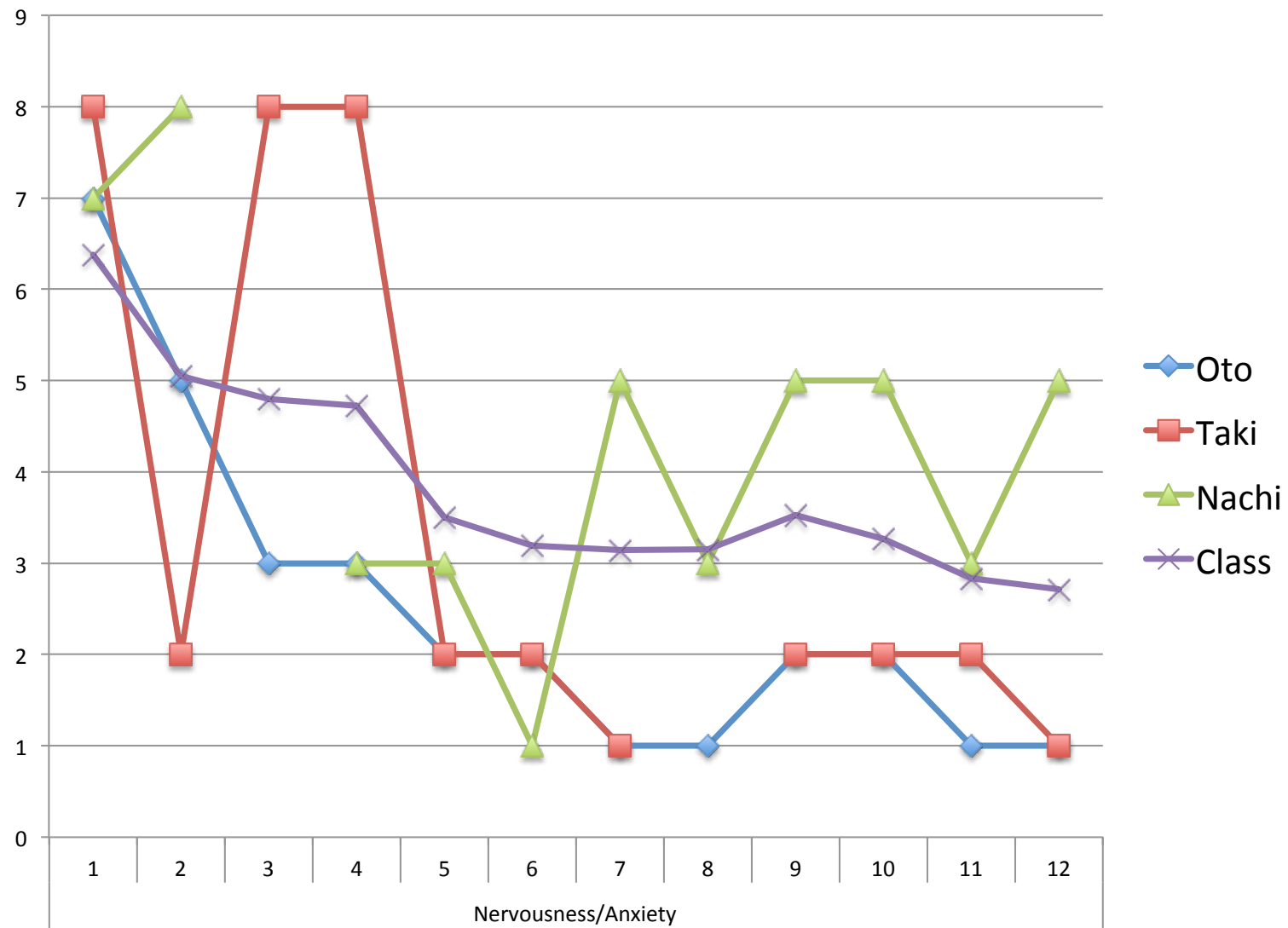




Connections
between different
timescales

Situated and trait-like WTC/ anxiety
as different timescales

Situated Anxiety



Looking at WTC /anxiety on different time lenses

The average of situated anxiety (assessed 12 times) moderately correlates with trait-like language anxiety ($r = .54$)

and highly with communication anxiety (assessed using PRCA) ($r = .70$)

Trait-like L2 WTC accounts for part of situated performance, and hopefully enhancing situated L2 WTC may lead to higher long-term trait-like L2 WTC... more constant L2 use...

Conclusion

A CDST-informed, design-based study can illuminate:

- Dynamics of emotions of both individuals and the community that individuals constitute, and how they interact as nested systems
- Situated, fluctuating emotions, and how **situated** and **trait-like** emotions operate at different time scales

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