

Students' Willingness to Communicate in English: Czech Adaptation of Willingness to Communicate Inside the Classroom Scale

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Abstract: Quality communication between a teacher and a student or students contributes to the process of learning a foreign language. Communication in foreign language teaching is both a means of communication and the content of teaching. The model of willingness to communicate in a foreign language describes individual characteristics and situational variables that affect a pupil's readiness to enter dialogue with another person at some point. The present study provides information on the process and results of scale adaptation Willingness to Communicate Inside the Classroom scale. The process of adaptation to Czech conditions includes the verification of content validity, construct validity, and the identification of a factor structure of the instrument. Using exploratory factor analysis (EFA) procedures in the JASP program 0.14.1. the suitability of the use of the originally designed scale was verified and a reduction from twenty-seven to eighteen items was proposed. The internal consistency of the Czech version of the Willingness to Communicate Inside the Classroom scale showed a sufficient Cronbach's alpha coefficient of .82, thus we can assume that the tested scales show sufficient reliability.

Keywords: communication in teaching, foreign language, scale adaptation, willingness to communicate scale, factor analysis

In a broader sense communication is not just about verbal communication; the meaning of the word *communicatio* is “to participate together” or to communicate “to do something together, to share something”. From this point of view, those who, for example, in a multi-member group only observe a current exchange of views also communicate (share). Communication is a complex process that is influenced and co-created (consciously and unconsciously) by the mental processes of individual participants, their self-concepts, and the context of a particular situation (cf. Vybíral, 2000). Thus, the individuals entering communication are influenced by this situation, but at the same time, they influence the given situation. In every interpersonal interaction, information is being exchanged even if nothing is said. Through our non-communication, we state that there are no reasons for our communication. Watzlawick et al. (2011) describe very aptly the relationship between behaviour and communication:

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... there is no such thing as non-behaviour... if we assume that all behaviour in an interactive situation has the meaning of communication. i.e., it is communication, it follows that no matter how one tries, one cannot not communicate. Activity or inactivity, words, or silence, all have the meaning of communication, influencing other people and they, in turn, cannot not respond to communication and they also communicate. (pp. 51-52)

In their description of a discourse Fernánder and Cairn (2010) state that turn taking, characterised by “a number of devices that signal when a person has come to the end of a conversational turn” (p. 259) (e.g., a fall in pitch or a drop in loudness, gestures, a grammatical constituent: a phrase, clause, or sentence), is the basic rule in conversations. Further, the communication situation is not shaped and influenced only by individual participants in communication, their personalities, and reactions, but also by context. The inner context is formed e.g., by our experience, expectations or emotional settings and is constantly changing in response to external (conscious and unconscious) stimuli. The cultural context consists of cultural patterns (the way in which we e.g., apologize, say goodbye), which affect our expectations associated with the course of communication. Part of the overall context is a specific communication situation, which varies according to the environment and participants, and can significantly affect their role. An example of such a communication situation is the classroom setting.

There are indisputable beneficial effects of quality classroom communication that may contribute to students’ academic performance i.e., the activation of internal mental processes (Vygotsky, 2004) and creative student responses at a high cognitive level (Šed’ová et al., 2012); a favourable classroom climate¹ strengthening positive relationships between a teacher and a pupil or among pupils; or students’ motivation. Despite that, the teacher’s talk often prevails in the classroom. Thus, the presented study focuses on the students and their attitude towards classroom communication. Our study had two aims: (a) to verify the original designed twenty-seven-point scale Willingness to Communicate Inside the Classroom for the use in the Czech environment which, if appropriate, can be used for research purposes and international comparisons, and (b) to propose an empirically derived version of the method with suitable psychometric properties for Czech university students. Both aims are important and desirable with regard to the expansion of the knowledge base of the field and as a contribution to the research activities.

1 Communication in Teaching

If we discuss communication in teaching we presume quality communication and Leont’jev (1979) aptly described quality pedagogical communication, as adequate and optimal pedagogical communication that ensures a favourable emotional cli-

¹ It is worth noting here that we are aware of the interrelationship between communication in the classroom and the climate in the classroom.

mate of the teaching process, optimizes relations between a teacher and pupils or among pupils, enables the management of social psychological processes in a group, creates the best conditions for pupil motivation and creative aspects of their learning, shapes the pupils' personalities in the right direction and allows them to make the best possible pedagogical use of the peculiarities of the teacher's personality. It is not a one-sided process, individual actors of communication are influenced by ongoing communication and at the same time influence it (Mareš & Gavora, 2004). Specific features by which classroom communication differs from extracurricular communication include the predetermined roles of communication partners, educational goals, the content of teaching and, last but not least, the Spatio-temporal constraints of the classroom.

1.1 Communication in Foreign Language Teaching

In addition to the features previously mentioned communication in foreign language (L2) teaching differs from other subjects in the context and purpose for which communication is used. The educational context is common to most school subjects and includes, for example, the type of curriculum, the quality of the curriculum, the professionalism of the teacher or the classroom climate. In addition, learning the cultural context of L2 involves learning about the culture of another state/states (Gardner, 2012). Communication as a means of communication between participants also becomes the content of teaching because, through the use of a foreign language in teaching, we also learn a foreign language (Swain & Lapkin, 1995; Swain, 2005). Through the meaningful use of an L2 (communicating their thoughts, opinions, etc.), pupils acquire language skills and test their knowledge. If a teacher provides students with immediate feedback and motivates them to produce a foreign language correctly, a so-called pushed output i.e., the student is forced (e.g., by a teacher, classmate) to refine or explain his verbal expression (Swain, 1995), which triggers cognitive processes that lead to an analysis of his/her existing knowledge. Ideally, four basic language skills (speaking, listening, writing, and reading) are developed during communication in foreign language teaching, as in natural situations outside the classroom (Oxford, 2001; Savignon, 2017). Thus, optimal verbal communication in foreign language teaching aims to fulfil its three functions i.e., "a meaningful use of the pupil's language skills, a verification of pupils' ideas about the way they express themselves in an L2 and a way to focus on the form, and not only on the content of communication, through the active use of an L2." (Swain, 1985, p. 248-249)

1.2 Factors Influencing Communication

Many factors affect the course of communication in foreign language teaching (some of which we mentioned in the introduction), however, our goal is to focus on students and their willingness to communicate inside the classroom. Following the shift from communication structures to the importance of communication in teaching, there

32 was also a shift in the view of the pupil's role in communication in teaching. Pupils are expected to take an active part in the teaching i.e., to follow presentations, to be attentive, and to be ready to answer or ask questions and make comments. The reasons why students differ in their active participation in teaching can be seen in their characteristics, but also in the behaviour and communication of the teacher towards individual students (Black, 2004).

The dominant role in teaching is played by the teacher (Janík, 2009) and their actions are influenced by a pedagogical situation, which is limited in time, takes place at school, and is determined by several circumstances and conditions (e.g., goals, structure of subjects, timetable, and organization). Due to the dominant role of the teacher, communication in teaching is significantly influenced by his/her interaction style. The teacher's interaction style determines how the teacher usually acts in the classroom, what communication rules he/she sets and which communication structures he/she uses most often. Based on the knowledge of the interaction style, it is possible to predict his/her behaviour. The teacher's interaction style (according to the pedagogical application of Leary's model of interpersonal behaviour) can be represented by the axis of influence (from dominance to tolerance) and the axis of proximity (from rejection to helpfulness) (Mareš & Gavora, 2004). This model seeks to capture teacher behaviour in terms of the extent to which the teacher influences students' behaviour and the extent to which the teacher's behaviour towards students is friendly. As we have already mentioned, communication in teaching is a two-way process, where "student reactions to the teacher's actions create borders to his actions" (Šed'ová, 2015, p. 59). Thus, we can assume that the way a teacher approaches communication in teaching is reflected in students' approach to communication. Research aimed at learning foreign languages has traditionally focused on researching the individual characteristics of a pupil. The field of this research is very wide including e.g., age, gender, teaching methods and preferences, as well as cultural, social or ethnic differences, temperament, intelligence or aptitude (Dörnyei, 2005; Williams & Burden, 1997). In addition to creativity and self-esteem, Dörnyei included foreign language anxiety and willingness to communicate among the individual characteristics of students that influence classroom communication. Students' willingness to communicate in a foreign language in teaching is the topic of the submitted work.

2 Willingness to Communicate

Based on the research on the unwillingness to communicate, predispositions to verbal communication and shyness, McCroskey and Baer (1985) introduced the concept of *willingness to communicate in L1*, which included four communication situations (speaking in public, at a meeting of a large number of people, in small groups and a pair dialogue) and three types of communication partners (a friend, an acquaintance and a stranger). The authors described the willingness to communicate in their

mother tongue as a trait characteristic, which is relatively stable in all situational contexts. This does not mean that people are willing to communicate in all types of communication situations with all types of communication partners in the same way. In fact, the communication partner seems to have a greater influence on the willingness to communicate than the situational context (McCroskey & Richmond, 1990, p. 24).

2.1 Willingness to Communicate in a Second/Foreign Language

MacIntyre et al. (1998) adapted the willingness to communicate construct in L1 to the *willingness to communicate in a second language*. Their pyramid model described individual characteristics and situational variables that affect an individual's (in) readiness to enter a dialogue with another person at some point (MacIntyre, 2007). Factors that have been examined in relation to students' willingness to communicate in a second (also foreign) language teaching can be divided into two larger categories i.e., individual characteristics of students and factors related to the teaching situation. Individual characteristics of students include L2 self-confidence or communication competence (MacIntyre & Doucette, 2010; Halupka-Rešetra et al., 2018), fear of communication in an L2 (MacIntyre et al., 2003; Yashima et al., 2016) and student motivation (Peng, 2007; Yashima et al., 2016).

2.2 Willingness to Communicate Inside the Classroom Scale

Willingness to Communicate Inside the Classroom scale (MacIntyre et al., 2001) differed from previously developed scales by McCrokey and Baer (1985) and MacIntyre and Charos (1996). McCrokey and Baer (1985) investigated willingness to communicate in a mother tongue (L1) and measured an individual's readiness to initiate a conversation depending on the type of receiver and the type of context. Another influential study shifted the research of WTC towards second/foreign language (L2) setting. MacIntyre and Charos (1996) used in their research L2 WTC model and Gardner's socio-educational model to test variables that contribute to success in L2 learning. Significant links were found between L2 WTC, language learning motivation, perceived L2 communicative confidence and the possible contact with L2 speakers. Whereas MacIntyre et al. (2001) doing research in the immersion context of Canada, considered not only speaking skills but turned their focus to four basic language skills - productive and receptive, since "Even receptive language use implies a commitment by an individual to authentic language use and might foster a willingness to communicate." (MacIntyre et al., 2001, p. 375). The self-report scale consisted of a total of 27 items grouped into four skill areas: speaking (8 items, $\alpha = .81$), comprehension (5 items, $\alpha = .83$), reading (6 items, $\alpha = .83$), and writing (8 items, $\alpha = .88$). On a five-point Likert scale (where 1 = almost never willing, 2 = sometimes willing, 3 = willing half of the time, 4 = usually willing, and 5 = almost always willing) students indicated their willingness to engage in communication tasks during

34 class time. The L2 Willingness to Communicate Inside the Classroom scale has been commonly used with other scales and also MacIntyre et al. (2001) incorporated the following constructs in their study i.e., L2 WTC outside the classroom, orientation for language learning and social support.

2.3 Willingness to Communicate - Literature Review

There were two major areas that L2 WTC research focused on i.e., study abroad stays in contrast to traditional language courses (e.g. Clément et al., 2003; Lee, 2013, 2018; MacIntyre et al., 2003) and the study of students' L2 WTC inside and outside the classroom (e.g. Halupka-Rešetar et al., 2018; Zarrinabadi & Abdi, 2011). Several research outcomes implied that being exposed to L2 in the environment of the target language plays a significant role and contributes to a student's higher level of willingness to communicate as well as a higher self-reported level of English (Clément, Baker, & MacIntyre, 2003; MacIntyre et al., 2003). Although coming from different cultural backgrounds students react in a similar way to being exposed to the target language. Korean students participating in four different study abroad programmes reported increased motivation to improve their L2 proficiency and their level of L2 WTC (Lee, 2018). Lee also found a significant relationship between a student's self-perceived proficiency level and their L2 WTC. He suggested that a study abroad stay was more beneficial for students reporting their L2 proficiency as a beginner and intermediate (than advanced) in terms of their L2 WTC. Turning away our attention to classroom practices Yashima et al. (2016) focusing on Japanese university students attending English as an FL discussion classes² assumed that "students' momentary psychological reactions to contextual factors both facilitated and constrained their participation in the discussion, showing interesting situational dynamics." (p. 18). The selected students perceived the context of the learning situation as the key predictor of their L2 WTC. Furthermore, students report also differences in L2 WTC among individual language skills. Not surprisingly receptive language skills score higher in comparison to productive language skills, with speaking ranking among the least favourite activity inside as well as outside the classroom (Başöz & Erten, 2018; Halupka-Rešetar et al., 2018).

The concept of L2 WTC was often examined in relation to the fear of communication in a foreign language (communication apprehension, communication anxiety). Yashima (2002) in her seminal work suggested that motivation itself does not constitute a student's L2 willingness to communicate. A student needs to also be self-confident (having a lower level of anxiety and perceiving his or her competence as higher) in his or her L2 communication. Thus, L2 communication confidence (constituting of communication anxiety in L2 and L2 communication competence) may be regarded

² Both student-initiated communication in EFL classes, as well as the total amount of student talk, is traditionally very low, reaching less than 1% for the student-initiated communication and around 5% for the total amount of student talk (King, 2013). Japanese students often use face-saving silence instead of initiating communication (Nakane, 2006).

as a stronger predictor of L2 WTC than L2 proficiency. Speaking about students' participation various factors come into play that are under the direct influence of a teacher, such as the choice of the topic for discussion, as well as factors out of the reach of the teacher e.g., a student's past learning experience, self-consciousness, or contextual factors like other students' fluency. Although research, previously discussed (MacIntyre et al., 2003; Clément et al., 2003) supported the argument that studying abroad contributes positively to students' increased L2 WTC, the detailed analysis of Yashima et al. (2016) suggests that it cannot account itself for students' L2 WTC. Two of the participants experienced study abroad stays yet their participation, as well as self-reported WTC and anxiety levels, differed extremely. What seemed to decrease students' L2 WTC and increase their self-reported language anxiety were their classmates. It has not been confirmed that the more students are exposed to a foreign language, the lower their foreign language anxiety will be. In other words, the influence of language context on students' fear of communication is different from the influence of language context on students' willingness to communicate, as reported above (MacIntyre et al., 2003). Further insight into the matter has been offered by Lee (2018) who reported that intermediate and beginner level groups, achieved a significant reduction in foreign language anxiety while their L2 WTC level increased whereas this was not repeated for the advanced level students.

Consequently, the concept of WTC has had wide attention among researchers abroad testing various factors concerning communication in teaching L2 e.g., positive school classroom climate, relationship and communication between teacher and student (Clément et al., 2003; Lee, 2018; MacIntyre et al., 2003; Weaver & Qi, 2005). Students who fear possible negative feedback from classmates are less involved in teaching communication and often choose indirect ways to communicate with the teacher, such as using gestures and choosing a place in the teacher's immediate area during teaching, before or after the lesson. Furthermore, the teacher's positive evaluation of the student's performance can also determine his/her level of communication in teaching. If students perceive teachers as someone who positively evaluate their performance, they are more willing to communicate with them in the classroom (Goodboy & Myers, 2008).

Two concepts in the Czech environment are close to the construct of students' willingness to communicate i.e., the concept of pupils' participation in educational communication (Šed'ová et al., 2015) and the involvement of pupils in educational communication (Šed'ová & Švaříček, 2011). Field research by Šed'ová and Švaříček (2011) focused on pupils' involvement in the communication from the teachers' point of view i.e., how teachers perceive pupils' "activity". They considered pupils' communication engagement in two dimensions: the receptive dimension (the pupil is attentive and follows the teacher's interpretation and instructions) and the productive dimension (the pupil's readiness to enter communication directly, the willingness to answer the teacher's questions or vice versa). Therefore, they may be considered semantically related constructs. Although the research was focused on pupils' engagement (lower-secondary education) and different subjects than foreign

36 languages, it is interesting to mention that the analysis of data revealed a significant difference between receptive and productive engagement. A relatively high percentage of students said they would ask the teacher a question if they were interested in the topic. On the other hand, pupils described themselves as passively active and wanting to be unnoticed and avoid being summoned by the teacher. It would certainly be interesting to have information further explaining why this was the case.

Among the most common reasons for pupils' participation were being addressed by the teacher (59%), interaction with a classmate (23%), response to a teacher's question directed to the class (13%), while the least numerous was speech initiated by the student himself (5%). A more detailed analysis of pupils' utterances pointed out different kinds of participation of individual pupils e.g., "loud participants" communicated more in all mentioned types of utterances (Šed'ová et al., 2015). Moreover, the degree of pupils' active participation correlated with the teacher's evaluation of pupils' performance. At the same time, we must bear in mind that it is not possible to unambiguously determine whether the pupils who communicate more frequently are perceived by their teachers as proficient due to their high involvement or if the teacher's subjective evaluation of (proficient) students influences their (higher) participation in teaching communication. In addition, the difference in communication involvement arises not only between a teacher and a student but also in the interaction between classmates.

3 Research Design

There is a wide and long history into the research of communication in teaching (specifically focused on lower secondary education in the Czech Republic) mapping its structure (e.g., Gavora, 2007; Mareš & Křivohlavý, 1989) and its quality (e.g. Šed'ová & Švaříček, 2011, 2012). However, communication in teaching at a university level has not been the focus of research. With the focus on communication in foreign language teaching we would like to contribute to research with a focus on university students and their attitude to communication in teaching. Hence, we pursued to verify the originally designed scale Willingness to Communicate Inside the Classroom for the use in the Czech environment and to propose an empirically derived version of the method with satisfactory psychometric properties for Czech university students.

3.1 The Adaptation of the Scale

The scale Willingness to Communicate Inside the Classroom by MacIntyre et al. (2001) consists of 27 items focusing on four language skills: 8 speaking (6 items), writing (8 items), reading (8 items) and comprehension (including both listening and reading comprehension) (5 items). Respondents mark their willingness on a five-point Likert scale from 1 (I am never willing) to 5 (I am always willing). The scale's internal consistency showed a Cronbach's alpha coefficient for individual factors in the

range of .81-.88. The scale is still frequently used (e.g., Dewaele & Dewaele, 2018; Halupka-Rešetar et al., 2018; Lee, 2018; Yashima et al., 2016). The process of the adaptation of the instrument to the Czech environment followed the recommendations of EFPA (2013) with the consent of its authors. All twenty-seven items were translated from English by three English teachers working at the Language Centre of J.E. Purkyně University in Ústí nad Labem. All translations were compared and, a consensus was found. A final version was translated back into English by two university teachers (both working at the Department of English, one of whom was a native speaker) who did not know the original text of the scale. Their translations were compared with the first translation. Since the scale was designed for English-speaking French language students in Canada, the wording of the new items includes English instead of French (i.e., Write a story in French, converted to Write a story in English.) Selected resulting items were assessed in terms of content compliance with the original items of the English version. The content validity and comprehensibility of individual items were subsequently verified by a cognitive interview with a group of female students ($n = 4$) who did not participate in the subsequent data collection.

Table 1 Illustration of items development

Item	27	2
Original item	Understand a French movie.	Speaking to your teacher about your homework assignment.
Trial version	Porozumět anglickému filmu. Porozumět anglickému filmu v originále.	Rozhovor s učitelem kvůli domácímu úkolu. Hovořit s učitelem o domácím úkolu v angličtině.
Czech item	Zhlédnout film v původním znění v AJ.	Hovořit s učitelem individuálně o domácím úkolu v AJ.

In this interview, following Creswell's instructions (2012), we compared the wording of individual items and their understanding by respondents. Based on the interview AJ (commonly used as an abbreviation for the English language) was added to each item (e.g. Napsat krátké vyprávění v AJ). Each item thus went through a certain development (Table 1).

The validation process of the Willingness to Communicate Inside the Classroom scale (MacIntyre et al., 2001) was performed as a pilot phase of research aimed at college students' communication. We conducted the exploratory factor analysis to recognize possible errors based on cultural differences in the adaptation (Orçan, 2018).

3.2 Data Collection

The respondents were selected based on convenient sampling (therefore it is not a representative set of respondents). The research sample consisted of students

38 who complete compulsory English language courses at the Language Centre of the Faculty of Education of J. E. Purkyně University (UJEP) in Ústí nad Labem. These were full-time non-major English students who attend English language seminars (at the A2-B1 / B2 level according to CEFR). Table 2 provides a more detailed overview of selected demographic indicators. The questionnaire survey was administered by instructed teachers of the Language Centre of the Faculty of Education of UJEP to their students at the end of a semester (May 2018, December 2018, December 2019). Completing the anonymous questionnaire (paper version) was voluntary and, the students were not limited in time. No problematic items emerged during the administration that needed to be clarified and there were no missing data. Since the recommended “minimal number of cases for reliable results is ... 5 times the number of items” (Suhr, 2006) we assume that 238 respondents are a sufficient number for a twenty-seven-item scale.

Table 2 Demographic indicators of the respondents

Gender		Study programme		Year of study				Study group size		Stay abroad (months)	
M	F	Under-graduate	Post-graduate	1	2	3	4	≤ 15	≥ 16	0	1-6
72	166	230	8	124	98	15	1	152	86	191	47

4 Findings

4.1 Exploratory Factor Analysis

Although we were faithful to the original text in terms of the literal translation, and we also adhered to item's intended connotation it was not possible to fully exclude the social context and the appropriateness of the cross-curricular cultural context (Hambleton & Zenisky, 2012). Hence, a compliance with the original model was not expected, thus we proceeded to the EFA, to propose an empirically based variant of the scale for the Czech socio-cultural environment. Exploratory factor analysis in the JASP program 0.14.1. indicated the existence of six factors instead of the four reported in the original English version. The graph indicated the existence of one significant factor and five factors with an intrinsic value > 1 (this fact is also evident from the rubble graph). According to the recommendation of Field (2005), we first performed rotations based on all available orthogonal methods. Despite the existence of five factors, we adhered to the four-factor structure (as reported by MacIntyre et al., 2001) for further analysis, as it was in line with both the content of individual items as well as the distribution of individual language skills. The rotation of Biquartimax raw best corresponded to the distribution of the original four factors i.e., speaking (sp), reading (red), writing (wr), listening (lis) (Appendix 1).

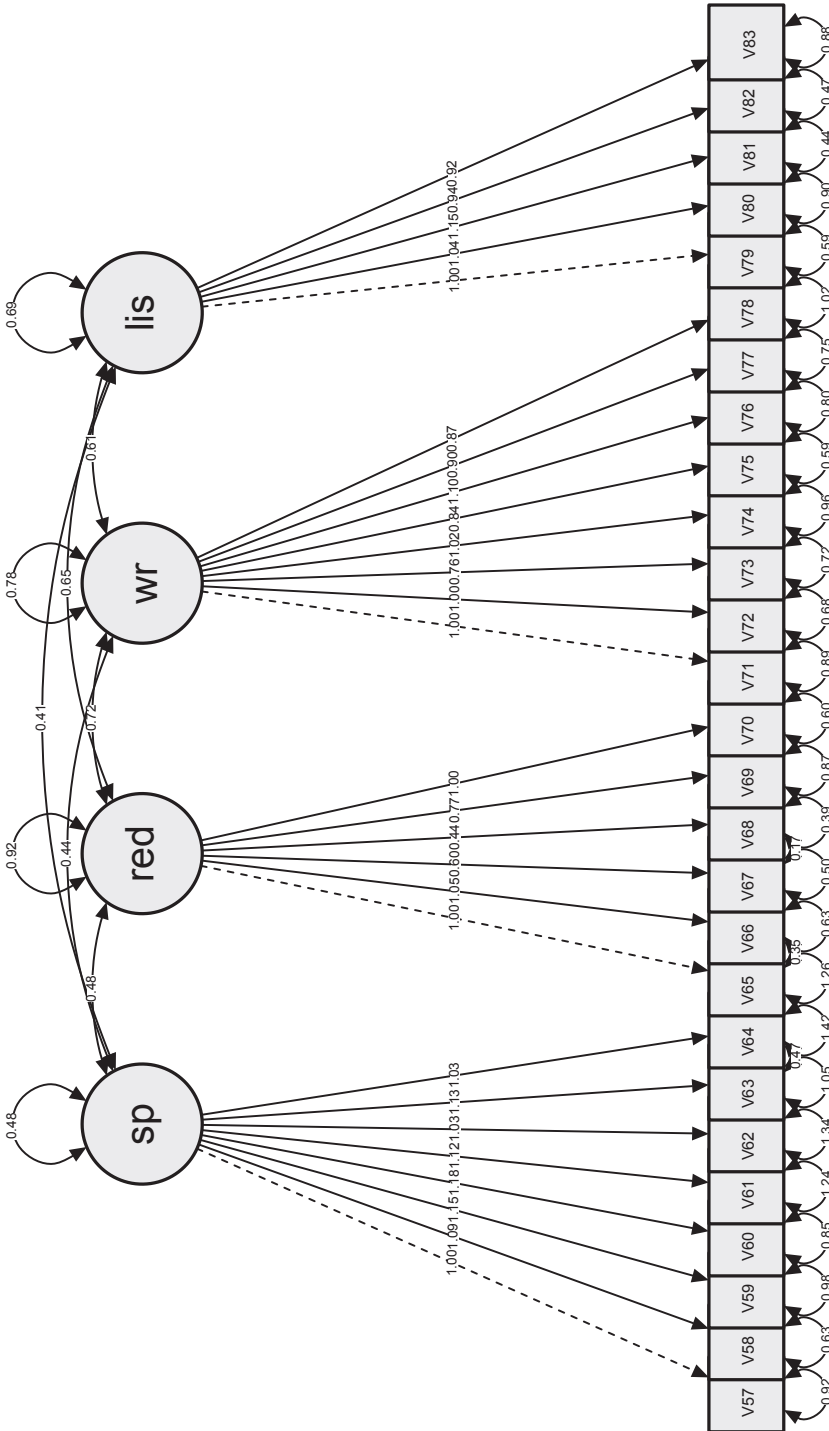


Figure 1 Model of WTC visualised by JASP

40 The advantage is that the rotation of biquartimax is a rectangular orthogonal rotation connecting the quartimax rotation, which minimizes the number of factors needed to explain all variables, and the varimax rotation maximizing the sum of the variances of all factors.

Subsequent item analysis of saturation factors and content analysis of individual items revealed some problematic items. Items 15, 16, 21, 22 showed relatively low saturation of items. We also include a model of L2 WTC as visualised by JASP program 0.14.1 (Figure 1). Overall results of the model show the suitability of this model for application in the Czech environment ($\chi^2 = 993.45$; $df = 318$; $p < .001$). Based on the Kaiser-Meyer-Olkin measure, when on the anti-image matrix showed diagonal values of $> .866$ at the appropriate place, it turns out that the data matrix is suitable for further analysis (.60 is considered the minimum). The Kaiser-Meyer-Olkin measure for all items is .912. Bartlett's sphericity test is highly significant ($p < .001$) and rejects the null hypothesis that there is no correlation between items. The selected four factors make the model a total of 54.43%. As a rule, this should be at least 50% (Streiner, 1994).

4.3 Reliability and Descriptive Statistics

Willingness to Communicate Inside a Classroom (Czech version) scale measures the willingness of university students to use individual language skills i.e., speaking, reading, writing, and listening. If we look at the overall results of the scale (Table 3), students expressed that they are rather willing to communicate in English. If we look at the table of relative frequencies (Appendix 2), students are above all skills most willing to read. About 90% of students are willing to read a simple text, while the least students are willing to talk to a teacher individually (53%). However, overall students' willingness is high and varies with language skills. Reliability measurement results of the Czech version of the scale reached sufficient values (McDonald's $\omega = .939$, Guttman's $\lambda_6 = .957$) and therefore we may consider the scale to be reliable. For individual scales, the values are very similar (McDonald's $\omega_{sp} = .814$, Guttman's $\lambda_{6_{sp}} = .818$; McDonald's $\omega_{red} = .838$, Guttman's $\lambda_{6_{red}} = .850$; McDonald's $\omega_{wr} = .868$, Guttman's $\lambda_{6_{wr}} = .880$; McDonald's $\omega_{lis} = .840$, Guttman's $\lambda_{6_{lis}} = .817$).

Table 3 Scales' reliability and descriptive statistics

	Cronbach's α	Me	M	SD
Speaking	.78	4	3.58	1.03
Reading	.82	5	4.27	.97
Writing	.84	4	3.66	1.13
Listening	.78	5	3.92	.97

4.4 Instrument Shortening and Validation

Eight items were not included in the resulting scale based on the relatively low saturation of items 15, 16, 21, 22 and the description of activities rather atypical for teaching English in university language courses i.e., items 6, 7, 8, 9. Item 25 was originally included in the listening factor, however, the four remaining items of the factor corresponded to the content of listening language skills. Thus, this item did not correspond to the content of the factor and was not included in the adapted scale. Therefore, the original English scale was reduced during the adaptation process following the results of the content and factor analysis (Appendix 3). This reduction shortened the instrument from 27 to 18 items (Figure 2) while maintaining the relative representation of factors (Table 5). The Cronbach's alpha coefficients (Table 4) for the individual scales range between .78 and .84 and are comparable to the values in the original English version (MacIntyre et al., 2001). The overall internal consistency of the scale showed a Cronbach's alpha of .82. and since the generally accepted values of the coefficient are between .70 and .95 (Tavakol & Dennick, 2011), we can assume that the tested scales show sufficient reliability.

Table 4 Scales reliability and descriptive statistics for the shorter instrument

	Cronbach's α	Me	M	SD
Speaking	.78	4	3.49	1.24
Reading	.82	5	4.13	1.14
Writing	.84	4	3.61	1.29
Listening	.78	4	5.00	1.18

As in the case of the original instrument reliability measurement results of the Czech version of the scale reached sufficient values (McDonald's $\omega = .916$, Guttman's $\lambda_6 = .940$) and therefore we may consider the scale to be reliable. The values for individual scales are also very similar (McDonald's $\omega_{sp} = .770$, Guttman's $\lambda_{6_{sp}} = .742$; McDonald's $\omega_{red} = .837$, Guttman's $\lambda_{6_{red}} = .818$; McDonald's $\omega_{wr} = .877$, Guttman's $\lambda_{6_{wr}} = .855$; McDonald's $\omega_{lis} = .875$, Guttman's $\lambda_{6_{lis}} = .846$).

Table 5 Representation of individual factors: comparison of scales

Factors	Original English scale WTC	Adapted Czech WTC scale
Speaking	8	5
Reading	6	5
Writing	8	4
Comprehension/Listening	5	4
Total number	27	18
Total Cronbach's α	.81-.88	.82

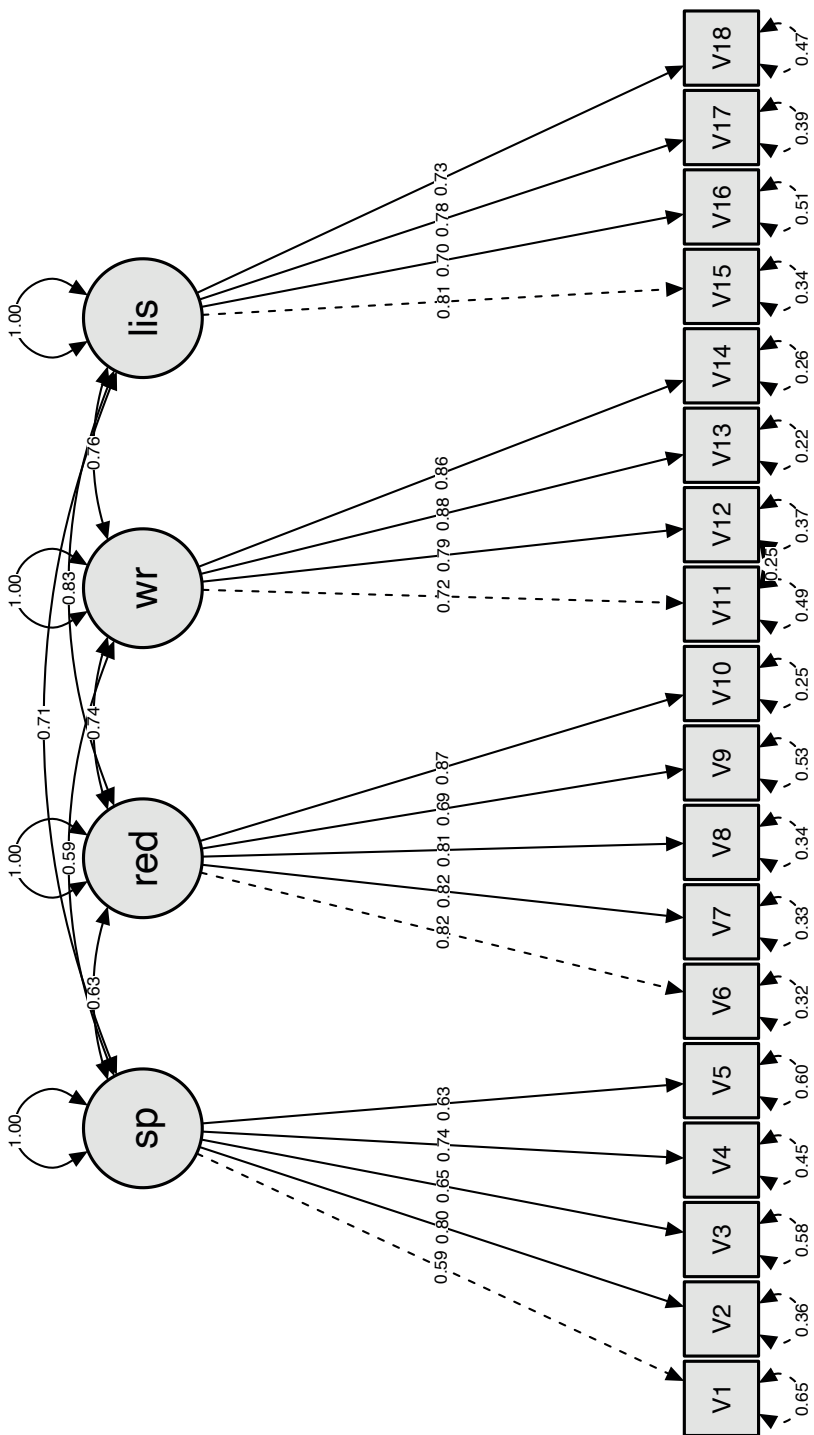


Figure 2 Model of WTC visualised by SPSS

The final version of Willingness to Communicate Inside the Classroom (Czech version) is attached (Appendix 4).

5 Discussion

The study aimed to adapt a scale of Willingness to Communicate Inside the Classroom from a diverse cultural context i.e., the Anglo-Saxon condition in this case. Adaptation for a different age level was not necessary as the original scale was constructed for university students. There were several steps included in the adaptation process i.e., independent parallel translations, multiple cultural and linguistic adaptations, multiple expert reviews, and cognitive interviews with relevant respondents. Being there no valid Czech Willingness to Communicate Inside the Classroom scale, we applied EFA for the verification process of the scale. Even though, the EFA analysis indicated the existence of six factors we observed the known and theoretically defined four-factor model as reported by MacIntyre et al. (2001) which is also in line with both the content of individual items as well as the distribution of individual language skills. Based on the factor and content analysis, we decided to shorten the scale from the original 27 to 18 items for the Czech version of WTC scale, while respecting the distribution of individual skills and keeping the overall internal consistency of the scale. There were four items (15, 16, 21, 22 all belonging to the writing factor) excluded due to the relatively low saturation of items ($< .50$), thus reducing the factor to half of the items in comparison to the original version. Further, three items (6, 7, 8 belonging to the factor of writing) were excluded based on the content analysis. These items described rather atypical forms of teaching English in university language courses i.e., How willing would you be to be an actor in a play?, How willing would you be to describe the rules of your favourite game?, How willing would you be to play a game in French, for example Monopoly? Likewise, an item (9) belonging to a factor of reading i.e., Read a novel, was excluded. An item 25 (Fill out an application form.) was originally included in the listening factor, however, the four remaining items of the factor corresponded to the content of listening language skills. Thus, this item did not correspond to the content of the factor and was not included in the adapted scale. The final (reduced) version of the Czech WTC scale includes three factors that are also to be found in the original WTC scale i.e., speaking, reading, writing and one factor that was renamed from comprehension to listening due to the reduction of items and is in line with the general division of language skills.

The preliminary descriptive findings show that more than half of the respondents expressed their willingness to communicate inside the classroom in English as usually and almost always willing. This corresponds to the findings of previous studies e.g., Yashima et al. (2016). However, looking deeply into data there is an apparent difference between individual language skills. Willingness to read was expressed by the majority of students while willingness to engage in oral communication drops to something above half of the respondents. It also corresponds with the findings of

- 44 Başöz & Erten (2018); Halupka-Rešetar et al. (2018) and Šed'ová & Švaříček (2011). However, the study presents only data on students' willingness to communicate that illustrates only a part of the complex picture. We must be aware of the fact that it is not possible to unambiguously determine whether students who are willing to participate in communication in the classroom and actively do so are thus perceived proficient by their teacher or whether it is the teacher's subjective evaluation of the (proficient) students that influences the students' higher participation in communication. In addition, the difference (in the degree of participation in communication in the classroom) arises not only between the teacher and the student but also in the interaction between classmates. Further, other factors play a significant role in the degree of pupils' participation in communication e.g., a teacher's preference and pupil's interest in the subject or class size (Gavora, 2005). Even in situations where a teacher equally redistributes his or her attention among all students, regardless of their achievement, "weaker" students have less effort to engage in communication than students with good grades. Each participant in communication, a teacher, and a student, is a personality with his/her history, experience and as part of other social and cultural groups enters a communication situation with certain expectations affecting his/her reaction.

6 Conclusion

The presented study attempted to contribute to the field of foreign language teaching, in the (Czech) university classes and its theory by adapting Willingness to Communicate Inside a Classroom (MacIntyre et al., 2007) measuring the four language skills i.e., speaking, reading, listening and writing. In this study, we presented the process of adaptation of the instrument for Czech academics in English to demonstrate that adaptation is possible and can bring reliable results. For Czech researchers also the original Czech adapted version for their use is included. The adapted instrument can be used by language teachers individually as well as in combination with instruments measuring affective variables e. g., *Obava z komunikace ve výuce* (Jelínková. 2020). Further data on affective factors or situation specifications could provide a deeper insight into the matter of Czech university students' attitudes towards classroom communication in L2. For further research, it is desirable to include methods depicting the reality of teaching L2 at the university level from a long-term perspective. Bearing in mind socio-culturally specific situations of schooling, individual differences, or situational specifics, the adapted Willingness to Communicate Inside a Classroom scale (Czech version) enables researchers to compare research results specific to the Czech educational context with international research.

We consider the research sample to be the most significant limitation of our study. The respondents of our research were students of the faculty of education with a significant predominance of the female gender where men made up less than one third of the total. This predominance of females (which is not atypical for

pedagogical faculties) could have influenced the results, as well as the fact that the respondents were students of one institution. A stratified sample of a larger amount of respondents would support its representativeness. The second implication for further research is in line with the development process of scales i.e., the use of Confirmation factor analysis (CFA). CFA should be run using a data set different from the EFA data set to verify the EFA structure of the Czech Adaptation of Willingness to Communicate Inside the Classroom scale.

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Appendix 1 - part 1 (Original English scale WTC)

EFA rotation Biquartimax raw

Item	Speaking	Reading	Writing	Listening
1	.209659	.012991	.333480	.612744
2	.339093	.072393	.205921	.679379
3	.288389	.284160	-.004451	.603643
4	.294715	.389737	.043363	.570943
5	.146328	.299535	.159961	.573725
6	.156929	.594815	.195595	.266219
7	.263536	.574349	.240901	.283675
8	.497171	.500582	.059409	.067546
9	.509361	.517754	.238113	.088382
10	.699128	.346398	.032012	.195910
11	.612590	-.099913	.172099	.311764
12	.559677	-.230627	.018705	.473247
13	.692676	-.176347	.026133	.102727
14	.709921	.120772	.174415	.149439
15	.677085	-.009160	.276276	.049746
16	.574380	.192527	.418828	.104107
17	.306495	.016608	.774235	.022643
18	.246346	.220177	.775891	.193776
19	.474149	-.081186	.671056	.124476
20	.443136	.338653	.538487	.140604
21	.621570	.108153	.261715	.159458
22	.632295	-.027218	.195052	.132118
23	.624404	.162263	.168717	.290782
24	.681740	.035926	.241410	-.086902
25	.776602	.191194	.131007	.026857
26	.633871	.177265	.190491	.129519
27	.576308	.485327	-.002989	.100207
Expl. Var.	7.454155	2.309714	2.839933	2.661840
Prp. Totl.	.276080	.085545	.105183	.098587

Appendix 1 - part 2 (Adapted Czech WTC scale)

EFA rotation Biquartimax raw

Item	Speaking	Reading	Writing	Listening
1	.163287	-.004845	.380271	.665533
2	.281436	.123587	.230340	.694205
3	.222991	.307841	-.030523	.630466
4	.219223	.408835	.009746	.575402
5	.033443	.297301	.072603	.642995
6	.023607	.662956	.129528	.256812
7	.068267	.624953	.286888	.320414
8	.241828	.637543	.153342	.124575
9	.382206	.676184	.211679	.068516
10	.658642	.561647	.065991	.125306
11	.665640	.162828	.130471	.249691
12	.693898	-.022821	-.017835	.384076
13	.794411	.036260	.147603	.008443
14	.666226	.308883	.262409	.114284
15	.618123	.107816	.448615	.076064
16	.428084	.294342	.602682	.132863
17	.164375	.093947	.834949	.096662
18	.173999	.313603	.668817	.218552
Expl. Var.	3.470504	2.704001	2.192641	2.574944
Prp. Totl.	.192806	.150222	.121813	.143052

Appendix 2

Frequency tables: Willingness to Communicate Inside the Classroom

Item	Almost never willing	Sometimes willing	Willing half of the time	Usually willing	Almost always willing	The situation does not appeal to me
	%	%	%	%	%	%
1	6.29	9.14	26.86	26.86	34.00	.57
2	6.29	14.29	23.14	24.57	29.14	2.57
3	9.71	13.43	24.29	30.86	20.86	0.86
4	6.00	12.57	23.43	30.29	26.00	1.71
5	13.14	14.29	18.57	22.00	26.00	6.00
6	4.29	12.86	14.29	28.57	39.14	.86
7	2.29	4.29	9.14	22.00	59.43	2.86
8	.57	2.00	7.71	19.14	69.43	1.14
9	4.57	9.14	15.14	23.43	45.71	2.00
10	3.71	8.00	11.14	26.29	50.00	.86
11	1.14	5.14	14.29	30.86	48.29	.29
12	5.71	9.43	16.86	29.71	37.71	.57
13	4.86	7.14	15.71	25.71	43.14	3.43
14	15.71	15.71	24.29	19.43	19.71	5.14
15	3.14	6.00	15.71	23.43	50.86	.86
16	6.57	8.29	12.86	26.29	42.00	4.00
17	1.71	5.71	11.43	32.86	46.57	1.71
18	5.14	7.71	11.71	20.00	54.86	.57

Appendix 3

Modification of the Czech version of the scale Willingness to Communicate Inside the Classroom

Factor item		Loading
Sp 1	Hovořit ve skupině o svých prázdninách v AJ. (Speaking in a group about your summer vacation.)	.61
Sp 2	Hovořit s učitelem individuálně o domácím úkolu v AJ. (Speaking to your teacher about your homework assignment.)	.68
Sp 3	Neznámý člověk vejde do místnosti. Do jaké míry byste byl ochoten/byla ochotná s ním/ní vést konverzaci v AJ, pokud ji on/ona začne? (A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?)	.60
Sp 4	Nevíte si rady s úkolem, který musíte dokončit. Do jaké míry byste byl ochoten/byla ochotná zeptat se anglicky na postup/vysvětlení? (You are confused about a task you must complete, how willing are you to ask for instructions/clarification?)	.57
Sp 5	Povídat si v AJ s kamarádem při čekání v řadě. Talking to a friend while waiting in line.	.57
Sp 6	Do jaké míry byste byl ochoten/byla ochotna hrát v divadelní hře v AJ? How willing would you be to be an actor in a play?	.60
Sp 7	Do jaké míry budete ochoten/ochotna v AJ popsat pravidla vaší oblíbené hry. Describe the rules of your favorite game.	.57
Sp 8	Hrát deskovou hru v cizím jazyce. např. Monopoly. Play a game in French, for example Monopoly.	.50
Rea 9	Přečíst si román/novelu v AJ. Read a novel.	.52
Rea 10	Přečíst si novinový článek v AJ. Read an article in a paper.	.70
Rea 11	Přečíst si dopisy od kamaráda v AJ. Read letters from a pen pal written in native French.	.60
Rea 12	Přečíst si osobní dopis nebo vzkaz v AJ, ve kterém autor dopisu/vzkazu záměrně použil jednoduchá slova a spojení. Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions.	.56
Rea 13	Přečíst si inzerát v novinách v AJ. Read an advertisement in the paper to find a good bicycle you can buy.	.69
Rea 14	Přečíst si recenzi známého filmu v AJ. Read reviews for popular movies.	.71
Wr 15	Napsat inzerát na prodej starého kola v AJ. Write an advertisement to sell an old bike.	.68

Wr 16	Sepsat instrukce týkající se vašeho koníčku v AJ. Write down the instructions for your favorite hobby.	.57
Wr 17	Popsat vaše oblíbenou věc nebo zvíře v AJ. Write a report on your favorite animal and its habits.	.77
Wr 18	Napsat krátké vyprávění v AJ. Write a story.	.78
Wr 19	Napsat kamarádovi dopis v AJ. Write a letter to a friend.	.67
Wr 20	Napsat novinový článek v AJ. Write a newspaper article.	.54
Wr 21	Vyplnit zábavný kvíz z časopisu v AJ. Write the answers to a "fun" quiz from a magazine.	.62
Wr 22	Sepsat seznam věcí, které musíte zítra udělat v AJ. Write down a list of things you must do tomorrow.	.63
Comp 23	Poslouchat pokyny v AJ k vypracování úkolu. Listen to instructions and complete a task.	.62
Comp 24	Upéct dort, pokud by pokyny byly v AJ. Bake a cake if instructions were in English.	.68
Comp 25	Vyplnit přihlášku v AJ. Fill out an application form.	.78
Comp 26	Řídit se radami mluvčího anglického jazyka. Take directions from a French speaker.	.63
Comp 27	Zhlédnout film v původním znění v AJ. Understand a French movie.	.58

Appendix 4

Willingness to Communicate Inside the Classroom (Czech version)

Vyjádřete. Na stupnici od 1 (téměř nikdy nejsem ochotný/á) do 5 (téměř vždy jsem ochotný/á) do jaké míry jste ochotný/á promluvit cizím jazykem v uvedené situaci ve třídě. Pokud nedovedete odpovědět nebo se vás situace netýká, napište n.

1 = téměř nikdy nejsem ochotný/á _____

5 = téměř vždy jsem ochotný/á

N = nevím, situace se mě netýká, nedovedu odpovědět.



1	Hovořit ve skupině o svých prázdninách v AJ.	1	2	3	4	5	N
2	Hovořit s učitelem individuálně o domácím úkolu v AJ.	1	2	3	4	5	N
3	Neznámý člověk vejde do místnosti. Do jaké míry byste byl ochoten/byla ochotná s ním/ní vést konverzaci v AJ, pokud ji on/ona začne?	1	2	3	4	5	N
4	Nevíte si rady s úkolem, který musíte dokončit. Do jaké míry byste byl ochoten/byla ochotná zeptat se anglicky na postup/vysvětlení?	1	2	3	4	5	N
5	Povídat si v AJ s kamarádem při čekání v řadě.	1	2	3	4	5	N
6	Přečíst si novinový článek v AJ.	1	2	3	4	5	N
7	Přečíst si dopisy od kamaráda v AJ.	1	2	3	4	5	N
8	Přečíst si osobní dopis nebo vzkaz v AJ, ve kterém autor dopisu/vzkazu záměrně použil jednoduchá slova a spojení.	1	2	3	4	5	N
9	Přečíst si inzerát v novinách v AJ.	1	2	3	4	5	N
10	Přečíst si recenzi známého filmu v AJ.	1	2	3	4	5	N
11	Popsat vaše oblíbenou věc nebo zvíře v AJ.	1	2	3	4	5	N
12	Napsat krátké vyprávění v AJ.	1	2	3	4	5	N
13	Napsat kamarádovi dopis v AJ.	1	2	3	4	5	N
14	Napsat novinový článek v AJ.	1	2	3	4	5	N
15	Poslouchat pokyny v AJ k vypracování úkolu.	1	2	3	4	5	N
16	Upéct dort, pokud by pokyny byly v AJ.	1	2	3	4	5	N
17	Řídit se radami mluvčího v AJ.	1	2	3	4	5	N
18	Zhlédnout film v původním znění v AJ.	1	2	3	4	5	N