AMERICAN UNIVERSITY OF BEIRUT

A COMPARATIVE STUDY OF LEBANESE FOREIGN LANGUAGE LEARNERS' WILLINGNESS TO COMMUNICATE

by
CHANTALE MARIE ANTOINETTE MIKHAEL AFLAK

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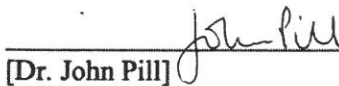[Dr. Rula DIab,]   Member of Committee

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AN ABSTRACT OF THE THESIS OF

Chantale Marie Antoinette Mikhael Aflak   for   Master of English Language
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Title: A Comparative Study of Lebanese Foreign Language Learners' Willingness to Communicate

The aim of this study was to assess the perceived willingness to communicate (WTC) of Lebanese grade 11 students in their Second Foreign Language (FL2). The study compares students' perceptions of their willingness to communicate in English as FL2 and French as FL2. It investigated the impact of motivation, attitude, self perceived communicative competence, and communication apprehension on these similarities and differences. More specifically, the study investigated whether factors that are associated with WTC are similar or different for English and French.

In an attempt to identify and analyze these factors, quantitative data was collected through a modified questionnaire adopting some parts of instruments used for this purpose in other studies carried out in different contexts. The scales include McCroskey's (1992) WTC Measurement Scale, Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale, McCroskey and McCroskey's Self Perceived Communicative Competence Scale (1988), and The Attitude/Motivation Test Battery by Gardner (1985).

The questionnaire was distributed to grade 10 and 11 students at two different schools; one of the schools caters to learners of English as First Foreign Language (FL1) and French as FL2, and the second school caters to learners of French as FL1 and English as a FL2. While the two schools selected have different languages of instructions, they are otherwise similar. A total of 300 students were given the questionnaire, 150 participants from each school. The data collected was compared to detect any differences in learners' WTC in French as FL2 and English as FL2.

For purposes of comparing WTC in the two groups, the independent t-test was calculated. For identifying the factors affecting WTC correlation coefficients, along with independent tests, and chi-square was utilized. Finally, a multivariate regression model was used to explain the predictors of WTC and the similarities and differences between students' WTC, namely between the 2 study groups. All analysis was carried at the 0.05 significance value and was run utilizing the SPSS computer software.

It is expected that the results of the study will help learners and teachers to take advantage of the factors that will allow learners to successfully use the language they are learning to communicate with others.

The study revealed that English FL2 learners were more willing to communicate than French FL2 learners. Moreover, the English FL2 learners' motivation, attitude, and self-perceived communicative competence were higher than French FL2 learners, and English FL2 learners' communication apprehension was lower than French FL2 learners. In addition, the study found that these factors correlated with WTC; however, the language, SPCC, attitude, and instrumental motivation were predictors of WTC. Finally, the study found that the factors affected WTC in both languages similarly.

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ABBREVIATIONS

CA: Communication Apprehension

FL: Foreign Language

FL2: Second Foreign Language

FL1: First Foreign Language

MSA: Modern Standard Arabic

SPCC: Self-Perceived Communicative Competence

WTC: Willingness to Communicate

CHAPTER I

INTRODUCTION

A. Background information

People across the world are seeking to learn foreign languages for different

purposes, such as travelling, finding better job opportunities, seeking a higher education

level, interacting with individuals, and feeling a sense of satisfaction. What all these drives

have in common is that they are all based on the need to communicate and express one's

self more effectively in various domains and contexts. According to Yashimi, Nishide, and

Shimizu (2004), the goal of learning a second or foreign language (FL) is to facilitate

communication between people from countries of different languages and cultures. In fact,

the acquisition of second and foreign languages has been greatly associated with the

phenomenon of globalization; the need to work, learn, and succeed in this global village

makes acquiring different languages a necessity (Sarwat and Hussain, 2010). Speaking

other languages helps people listen, talk, and understand each other, and these all contribute

to a multicultural world. The process of FL acquisition and the factors affecting it have

been a main concern in research for years. In fact, MacIntyre and Doucette (2010) have

identified a number of factors, based in individual differences that seem to impact the

process of FL acquisition. Researchers have concluded that the rate and success of the

process of foreign language acquisition depends on two major factors: the learner and the

learning context. The learner characteristics that seem to play a role in language acquisition

have been identified as aptitude, motivation, anxiety, attitudes, learning strategies, and WTC. The context factors include school, teacher, teaching methodology, objectives of FL learning, assessment tools, and the like. This study concentrates on WTC and its interaction with other factors. This factor list includes motivation, attitude, self-perceived communicative competence, and communication apprehension. Initially, studies focused on the factors that influenced the learning process. Later, researchers realized that the best manifestation of how well a language is used is its use. Thus, the focus shifted to include FL use as well as the notion of willingness to communicate, which has emerged from the notion of the Communicative Language Teaching (CLT) methodological approach. It has shown to be a very significant variable in the study of L2 learning, and it helps understand L2 use (Kim, 2004; Yu 2009). Earlier studies of language teaching focused on explicit language teaching. As the studies shifted towards learner-centered education, the Communicative Language Teaching (CLT) approach emerged, and this approach has highlighted the importance of communication and WTC (Ju, 2013).

WTC studies have been conducted mainly in countries where English is used as a second language and foreign language, mostly in Asian countries. Lebanon is one of the countries whose people are highly interested in learning other languages for various communication purposes In fact, the Lebanese take pride in their ability to communicate not only in their native language, Arabic, but also in English or French, and sometimes both. The communal and ethnic composition of Lebanon has contributed a great deal to making it a multilingual country with Modern Standard Arabic as the official, formal language, Lebanese Arabic as the language of everyday communication, French and/or English as foreign languages and languages of instruction in math, science, and technology;

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and Armenian, Syriac, and Kurdish as minority languages (Shaaban and Ghaith, 2002). The ethnolinguistic vitality of these languages, native or foreign, is largely determined by factors such as identity, politics, education, modernity, globalization, and the economy.

B. Rationale

Recently, second language and foreign language researchers have shown a great interest in students' WTC due to the vital role it plays in second language acquisition and use. In fact, today, one can observe learners who learn a language but tend not to use it. According to MacIntyre and Doucette (2010), many learners have the opportunity to communicate in the L2 within the classroom and outside; yet, they either use the native language or remain silent. In their study, *Willingness to communicate and action control*, the authors compare this choice to remain quiet to a doctor's choice to refuse conducting an operation or an engineer's choice not to launch a project. Through this comparison, MacIntyre and Doucette (2010) highlight that when learners refuse to speak, they do not achieve their goal behind learning L2. Thus, it is critical to understand the underlying factors that affect students' choice not to speak. The main issue is that learners' unwillingness to communicate with others, particularly with competent language speakers, decreases the chances of the learners successfully acquiring the language (Pawlak and Mystkowska-Wiertelak, 2015).

It is mandatory to ask what makes a student want to speak a language and what stops him/her from doing so when he/she has been taught the same way as others. Since the main goal behind learning a language is for learners to communicate in that language, it

becomes a researcher's concern to understand how this can be achieved. Much research has been conducted since the emergence of the concept of WTC.

Considering the fact that Lebanese students learn English and/or French from a very young age, and considering that the languages are also the languages of instruction in some sectors, the expectations are that learners would show high levels of competence and WTC. However, this is not always the case.

In fact, as research on WTC in Lebanon is scarce, there is a necessity to conduct more studies in the field. Thus, the levels of WTC will be clearer and the factors affecting these level will be identified.

As English and French are both considered two main foreign languages, and as the controversies about the importance of each is not yet settled, it would also be interesting to understand WTC in these two languages specifically and whether it differs between one language and the other.

C. Definition of terms

1) Willingness to Communicate: "readiness to speak in the L2 at a particular moment with a specific person, and as such, is the final step to the initiation of L2 communication" (MacIntyre and Doucette, 2010, p.3)

2) Attitude: tendency to react in a positive or negative manner about a certain issue (Malallaha, 2000)

3) Motivation: "motivation is a desire to achieve a goal, combined with the energy to work toward that goal" (WU and Lin, 2014: 785).

4) Self-perceived communicative competence: the extent to which the individual believes he or she is competent

5) Communication Apprehension: level of anxiety that one feels about communication (Öz, Demirezen, and Pourfei, 2015)

LITERATURE REVIEW

This chapter synthesizes the research presented in previous studies to highlight the gaps in the research and to identify the significance of the current study. The chapter begins by presenting a historical overview of the teaching of languages in Lebanon. Then, it proceeds to highlight some theories related to language acquisition, learning, and teaching. These theories explain, in some ways, the emergence of WTC. Moreover, the chapter discusses the models of WTC and presents the most significant factors of WTC.

A. History of foreign languages in Lebanon

Language use in Lebanon and the context in which languages are used vary greatly; thus, a thorough examination of the domains and functions of use of these languages is essential. Arabic, French, and English are the most used languages in Lebanon. Though the first is the native language of the land, and the last two are learned as additional languages, the three languages share the linguistic landscape, the workplace, and the classroom.

The competition among languages has been on-going for years in Lebanon. In fact, the initial conflict was between the native language and foreign languages which some claimed are a threat to the traditions, culture, heritage, and identity of individuals and society. Another conflict has also emerged between French and English as they have been competing for a long time to become the major foreign language in Lebanon. After long debates regarding which language should carry the most weight, the Lebanese Curriculum of 1998 suggested that Arabic should be maintained and strengthened as the expression of

the Arab identity of Lebanon, and the foreign languages, mainly French and English, should be maintained and strengthened as expressions of cultural openness (CERD, 1998). Shaaban and Ghaith (1999) stated that the current language situation in Lebanon shows a move towards trilingualism rather than monolingualism or bilingualism.

Like most Arab countries, the language scene in Lebanon is characterized by the co-existence of two varieties; a formal one, referred to as the high variety (H), and the vernacular, referred to as the low variety (L); this situation is referred to as diglossia by Ferguson (1959). The high variety, the label given to the Modern Standard Arabic (MSA) is a "modern literary language that has been modified and simplified from classical Arabic" (Almahmoud, 2013, p.54). It "is found in contemporary books, newspapers, and magazines, and it is used orally in formal speeches and in learned debates, in newscasts on the radio, and on television" (Suleiman, 1985, p. 7). Colloquial Arabic refers to the Arabic widely used among people in their daily lives. When discussing Colloquial Arabic in Lebanon, however, it is important to not only study it as a variety of Arabic that exists in contrast to MSA, but also to note the existence of the various Lebanese dialects that co-exist under the umbrella of Colloquial Arabic in Lebanon. In fact, Esseili (2011) talks of dialects that are spoken in Lebanon.

In Lebanon, people have tried to set themselves apart from other Arabs. Bizri (2013) gives the example of poet Said Aql who suggested that Lebanon could adopt the vernacular as an official language that distinguishes Lebanon from the rest of the Arab World. Aql goes as far as claiming Phoenician roots for Lebanon and its language and calling for writing the language in a modern Latin alphabet.

Adherence to either MSA or Colloquial Arabic was associated with religious affiliation and/or social class. This association was not only limited to the native language but also extended to the foreign languages. Different languages in Lebanon were associated with different religious sects as missionaries discovered that the only way to reach out to individuals is by arming them with an education that distinguishes them from others and that education included teaching them the missionaries' language to implicitly integrate them into the culture (Bashshur, 1988).

French was first introduced to Lebanon as an official language, along with Arabic, during the French mandate (1920-1943). However, it was also adopted as the language of instruction in schools for mathematics and sciences. Christians had the most access to this education, which created resentment among Muslims (Shaaban and Ghaith, 1999). According to Shaaban and Ghaith (1999), after gaining its independence in 1943, Lebanon tried to regain control of the political and educational situation; however, people's exposure to foreign languages had greatly affected their belief that these languages granted them the status of the educated elite, and this made it very difficult for the government to force Arabic as the sole language of instruction. In fact, people fought for their right to learn in a foreign language because they were sure it exposed them to modernity and provided them with better employment opportunities and greater knowledge. After 1989, the new language policy gave schools the freedom to a first foreign language (English or French) as of grade 1 and a 2nd foreign language as of grade 7.

People's attitudes and perceptions about a language have been identified as factors influencing WTC. Perceptions about each language in Lebanon have varied over the years, and people seem to have adopted different views about each language. These perceptions

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have been the concern of many research studies In fact, some have studied the variations of learners' attitudes towards MSA and Colloquial Arabic, while others have compared the native language to the foreign languages. (Bizri, 2013; Esseili, 2011; Shaaban and Ghaith, 2001; Suleiman, 1985).

B. Approaches to L2 and FL learning/ teaching

Over the years, research has debated whether students should learn a language explicitly by being taught the rules of the language or implicitly by promoting communicative fluency. Dörnyei (2009) claims that the main reason behind this debate is the implicit process of L1 acquisition. However, Dörnyei (2009) draws attention to the flaws of L2 implicit learning as he refers to the critical age theory and points to the need of at least some forms of explicit teaching.

The theories behind language teaching and learning have greatly altered and developed over the years. Many methods have seen light, some of which are the grammar translation method, the audio-lingual method, and the communicative approach method (Pica, 2000). Understanding these approaches is critical to understand the emergence of CLT, which led to the emergence of WTC.

1. *The Grammar Translation Method*

This method can be defined as a traditional teaching approach that lacks any communicative goal/task. It is a systematic method that doesn't require much preparation or fluency. It is purely an explicit approach. This method requires memorization and metacognitive knowledge. Thus, limitations in terms of students' oral skills have been identified. It is mostly based on grammar and translation exercises to teach the foreign

language (Kong, 2011). While this method has been repeatedly criticized, Kong (2011) argues that it does yield some advantages such as enabling students to "profoundly understand abstract meaning of foreign words and complex structures" (p.1). Dörnyei (2009), however, criticizes the use of this approach and draws attention to the reasons why this approach is still adopted by some. In fact, he suggests that teachers apply it because it is "safe and easy to implement" (p.273). In addition, it can be easily tested using multiple-choice questions. Assalahi (2013) in his attempt to explain the continued appeal and use of the grammar translation method in the Arab World focuses on teachers' perceptions and beliefs about the method as easy to use in the classroom. Assalahi (2013) cites Freeman (2002) to explain that it is the "hidden pedagogy" of teachers that leads them to continue with the implementation of this approach (p.2).

2. *The Audio-lingual Method*

The flaws of Grammar Translation Method seemed more than obvious at some point, especially its reliance on the first language and its neglect of the oral fluency component of language teaching. Thus, the need for a new approach that promoted communicative skills arose. The audio-lingual approach focuses on two communication skills, listening and speaking, and it appeared as a development of the older direct methods (Abu Melhim, 2014). Audiolingualism which focused on developing aural-oral skills and good/correct language "habits" was associated by some with Skinner's behaviorist theory. According to Dörnyei (2009), this teaching approach involved "various grammar drills and dialogue teaching techniques, with the latter involving the presentation of new vocabulary and structures through dialogues which are learnt through imitation and repetition" (p.274). The

goal of these drills and practices was to ensure automatic speech production when given the appropriate stimulus for response. The underlying assumption behind this theory was that practice and drills under false situations would enable learners to produce the necessary language when in a real situation (Frey, 1968). While Abu-Melhim (2014) reveals some of the advantages of this approach including the development of oral skills and sensitivity to intonation, he focuses on the disadvantages of this approach. In fact, the audio-lingual approach can be very boring for students and, as a result, could negatively affect their motivation (Margolis, 1982). In adition, the audio lingual tools used in this approach can sometimes reduce the exchange hat happens between teachers and students (Abu-Melhim, 2014. Moreover, the pace at which learners are taught is a key issue in the audio lingual approach; students need a pacethat does not lead to boredom or one that is too quick for them to understand (Frey, 1968). Finally, students feel like the learning situation is artificial, so they end up memorizing phrases and approaching learning very mechanically; in fact this is identified as the most serious limitations of this approach. While the sentences are correct grammatical units, they do not represent real situational and contextual communication (Frey, 1968). The audio-lingual approach quickly fell down the cracks as the number of drills increased and the realization that these were "mindless mechanical language production" (Dörnyei, 2009, p.275).

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3. *Communicative Language Teaching*

Interest in learners' WTC arose as communication became an important aspect of second language learning and teaching. This interest was the result of recognized

shortcomings the grammar translation and the audiolingual methods, especially in the domain of authentic, real-life communication. According to the *Oxford Online Dictionary of Linguistics*, communicative language teaching is a "method of teaching a foreign language which aims to develop communicative competence, as opposed to simple knowledge of grammatical and similar structures" . The main focus of this approach is meaningful communication. This approach differs from the audio-lingual method in the authenticity of communicative situations and tasks. This methodology gave room to creativity as it shifted away from the drilling to allow learners to communicate in different contexts in a more naturalistic environment that doesn't require strict focus on rules (Dörnyei, 2009). More specifically, it was a shift from the Situational Language Teaching approach, which is considered a conventional language teaching approach (Ju, 2013). Knight (2001, p.155) argues that the goal behind this theory is to enable learners to "communicate successfully in the target language in real situations, rather than have a conscious understanding of the rules governing that language" (Ju, 2013).

The theorists behind communicative language teaching have found some characteristics that are summarized by Richard and Rodgers (1986, p.71). These mainly include focus on expressing meaning, interacting and communicating with others, and employing grammar for the sake of content (Liu, 2015). These goals can be achieved in the learning process through activities in which language promotes the learning process and the act of communication (Rodgers 1986, p.72 cited by Liu, 2015). One of the main forms of classroom interaction is to have learners   work in small groups (Larsen-Freeman, 1986, p.132). Furthermore, the focus needs to be on the learner not the teacher in order to ensure that the learners are active and producing language in different circumstances (Richards and

Rodgers, 1986, p.69). The kind of materials used are crucial for the implementation of the CLT approach; the materials need to prepare students for communication, and they can include activities such as role playing, cue cards, and activity cards (Ju, 2013). However, the problem is that these approaches do not guarantee language accuracy and fluency. This can sometimes be a problem as it might cater to some learners' needs, which involve learning a language to communicate during a trip to the target language country; however, it does not cater to those whose needs are more academic, i.e pursuing a college degree at another country (Ju, 2013).

The theory of communicative language teaching has been divided into two main categories; one that promotes "using English to learn it" and one that promotes "learning to use English" (Howatt, 1984, p.279). The earlier is considered as the strong version whereas the latter is considered as the weak version of the communicative approach (Rao, 2002).

Littlewood (2000, p.86) identified two categories of activities to be pursued in the communicative language classroom: pre-communicative activities where the focus is on producing acceptable language and communicative activities where the focus is on producing meaningful content.

Kong (2011) highlights the advantages of this method mainly by focusing on students' ability to actually apply and practice what they have learnt and, most importantly, this method enables student to think in the target language and not simply translate from the native language to the target language.

Ju (2013) argues that this theory seemed to revolutionize language learning, but it did not appear without flaws and shortcomings. The most obvious flaw that Ju highlights is in the actual application of this theory in the classrooms. The shift in these classrooms

should move from the teacher to the student; however, when the teachers are not native speakers, their own ability to communicate freely is flawed and they encounter problems monitoring the progress of students. Ju (2013) proceeds to highlight the difficulties in assessing students as they might demonstrate abilities to communicate; however, their success at standardized tests is not guaranteed.

C. Emergence of WTC

Many learners have all the required skills to take part in a conversation and yet they choose to keep quiet. This issue drew researchers' attention to the voluntary choice not to take part in L2 communication (MacIntyre, 2007, as cited in MacIntyre & Doucette, 2010). These issues helped with the emergence of WTC. Based on MacIntyre (2007), MacIntyre and Doucette (2010) define WTC, as "a readiness to speak in the L2 at a particular moment with a specific person, and as such, is the final step to the initiation of L2 communication" (p.3). MacIntyre & Doucette (2010) claim that WTC can vary based on individual differences, situations, and even moments.

When the concept of WTC first emerged, it focused on learners' native language and was mainly "perceived as a stable individual characteristic" (Pawlak & Wiertelak, 2015). In fact, it was learners' unwillingness to communicate that drew researchers attention to try to explain what affected the individuals (Pawlak & Wierterlak, 2015). According to Yu, Li, and Gou, (2011), the concept of WTC actually started with Burgoon (1976) when explaining unwillingness to communicate. This later developed into WTC by McCroskey and Baer (1985) who defined WTC as the choice to engage in communication when given the opportunity to do so. It was initially seen as a personality trait. In fact,

though McCroskey and Richmond (1987) acknowledged that individuals' WTC varied

based on the individual they are addressing as well as the situation, their focus was mainly

on personality traits. They claim that:

> Individuals exhibit regular willingness-to-communicate tendencies across situations...Such regularity in communication behavior across interpersonal communication contexts suggests the existence of the personality variable, willingness to communicate. It is this personality orientation which explains why one person will talk and another will not under identical, or virtually identical, situational constraints. (pp. 129-130)

Based on their belief that personality was the main determinant of WTC, they identified six

variables including introversion, anomie and alienation, self esteem, and cultural

communication apprehension.

However, researchers later realized that L2 WTC was not identical to L1 WTC

(MacIntyre et al., 1998). Actually, Charos (1994) sheds light on the negative correlation

between the two. For example, competence in L2 can be minimal compared to competence

in L1. Moreover, the motivation along with the social and political implications of

acquiring L2 is completely different than those of L1 (MacIntyre et al., 1998). Thus, the

interest in second language WTC arose. To understand this phenomenon, researchers in the

field of linguistics, education, and psychology joined efforts.

Gardner's (1985) socio-educational model was one of the founding theories of L2

WTC. This model identified integrative motivation and attitudes towards learning as

correlated variables that impact L2 motivation. The model also links motivation to

language achievement. Gardner (1985) distinguishes between integrative orientation and

instrumental orientation. The earlier is based on a genuine desire to learn the language

while the second is based on benefits gained from learning the language.

These affective variables highlighted by Gardner's model became inspirational for researchers who were looking to draw a link between affective variables and second language achievement; thus, they became an integral part of L2 WTC studies.

At its early stages, the studies of WTC conducted focused on "pairs, small groups, meetings, and public occasions with three different types of audiences: friends, acquaintances, and strangers" (Pawlak and Wierterlak, 2015). Initially the studies focused on personality traits as being main contributors to WTC; however, with time, situational factors began to be cited as major factors in WTC in empirical studies. MacIntyre (1994) was the first to criticize gaps in such theories. The first elements identified by MacIntyre (1994) were perceived communication competence and communication anxiety (Pawlak and Wierterlak, 2015). In 1998, McIntyre et al. launched the heuristic model, which highlighted the complexity of L2 WTC and the difference between L1 WTC and L2 WTC. This model presented various factors of WTC including personality, intergroup climate, communicative competence, social situation, intergroup attitudes, motivation, self-confidence, state communicative self confidence, and desire to communicate with a specific person. While many studies focused on the factors affecting WTC, some recent studies have tried to analyze whether learners' WTC is constant or whether it varies within the same communicative event (Pawlak and Wierterlak, 2015). Pawlak and Wierterlak (2015) conducted a study to measure the fluctuation of WTC during one communicative event. Their research revealed that WTC of individuals varied at different points in the conversation and this variation was due to "problems at the lexical and conceptual level",

tiredness and boredom, and the absence of ideas related to the topic. Their study sheds light on students' lack of training in the art of communicating. Most learners are sometimes eager to talk, but they fail to listen; thus, instead of having a conversation with the partner, they end up having a monologue. In addition, teachers need to ensure that the topic they select is appealing enough to the learners.

Most studies related to L2 WTC took place in Canada where people spoke both English and French. Studies conducted targeted the analysis of different factors. Although Asia was another major context for WTC studies the situation in Asia was different than that of Canada because the exposure in Asian countries to the foreign language in contexts other than the learning context are very minimal. The study of WTC in these countries enabled researches to come up with the notion "international posture" which in countries like those in Asia played a more significant role than the Gardnerian motive of integration developed in the heuristic model.

D. MacIntyre et al. Heuristic model

MacIntyre, Dornyei, Clement, and Noel's (1998) heuristic model was a response to the gaps found in previous theories. According to MacIntyre et al.'s (1998) heuristic model, there are numerous factors that are connected and have an impact on the learner's WTC in L2. These factors include the learner's personality traits, L2 proficiency, self-confidence, intergroup attitudes and motivation, social situation of language use and desire to communicate with a specific person, and they are hierarchically interwoven in their effects on L2 WTC. The pyramid shape shows the direct link that some factors have and the distant link that others have. In fact, the major division of the pyramid is based on

"enduring influences" and "situational influences" (MacIntyre et al., 1998). The first set of factors that consist of the 3 bottom layers include the stable ones that apply to almost any situation. The components of the second set that consists of the three top layers vary based on context. MacIntyre et al. (1998) present a thorough explanation of each layer.

The first layer is the communication behavior. It revolves around the actual use of L2 which is the ultimate goal of SLA. The use is not limited to oral communication but also to reading, writing, or even watching movies in the target language.

The second layer is the behavioral intention. The behavioral intention originated from Fishbien Ajzen's model, which is based on the theory of reasoned action. It is not only about the action of communicating but also about actions that demonstrate the willingness to communicate. MacIntyre et al. (1998) give the example of students who raise their hand in class to answer a question. Even if these students are not selected to participate, the act of raising their hands shows that they were wiling to communicate. This behavioral intention is due to self-confidence, motivation, lack of anxiety, communicative competence, and personality (MacIntyre et al., 1998).

The third layer is titled Situated Antecedents of Communication. The layer includes two boxes; one box focuses on the learner's desire to communicate with a specific person, and the second box focuses on the learner's state self-confidence. The desire to communicate with a specific individual is the result of motivation. People are more likely to communicate with someone they are familiar with, people who are physically attractive. When the learner can affiliate with another individual, he or she would want to talk to them

(MacIntyre et al., 1998). Moreover based on Clement (1980), when one's perceived communicative competence is high and their anxiety is low, the individual will be more likely to feel confident. Researchers distinguish between trait like self confidence and state self-confidence where the former is stable and the latter depends on a particular situation. This layer which includes motivation, self-perceived communicative competence, and communication apprehension is the closest to WTC; consequently, these factors are considered as important immediate influences.

The fourth layer of the pyramid is titled Motivational Propensies. Most things in life are triggered by a certain motive or at least the individual's motivation. This layer focuses on Interpersonal motivation, intergroup motivation, and L2 self-confidence. MacIntyre et al. (1998) explain that there are two main purposes behind the act of communication: control and affiliation. According to MacIntyre et al. (1998), "control instigates communication behavior that aims at limiting the cognitive, affective, and behavioral freedom of communicators." (p. 550). This is usually the case when one of the individuals has more communication power over the other. On the other hand, interpersonal affiliation focuses more on one's desire to participate in communication.   Moreover, Intergroup motivation is based on the desire to belong to a certain group.

The fifth layer of the pyramid is the Affective and Cognitive Context. These variables are apart of the enduring variables. They are distant from WTC; however they influence the more specific determinants. This layer includes Intergroup attitudes, Social Situation, and Communicative Competence. Basically the authors focus on two concepts, integrativeness and fear of assimilation, to explain attitudes. The first is derived from Gardner's motivation

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theory (1985), which focuses on a "positive attitude toward the L2 community and a desire to affiliate with members" (McIntyre et al. 1998, p. 552). The second concept focuses on the fear to assimilate and affiliate with the L2 community because of the belief that it might affect one's identity (native language identity). In terms of social situation, the authors focus on five components which affect the situation: the setting, the goal, the participants, the topic, and the channel of communication. Finally, communicative competence is evaluated on five levels: linguistic competence, discourse competence, actional competence, sociocultural competence, and strategic competence. While this determinant is an important factor, individual's perceived competence seems to affect them more than their actual competence in terms of WTC.

The final layer is titled The Societal and Individual Context. It includes two boxes namely the intergroup climate and personality.

The figure below shows the components of each layer and their hierarchy.

Figure 1: MacIntyre's heuristic model
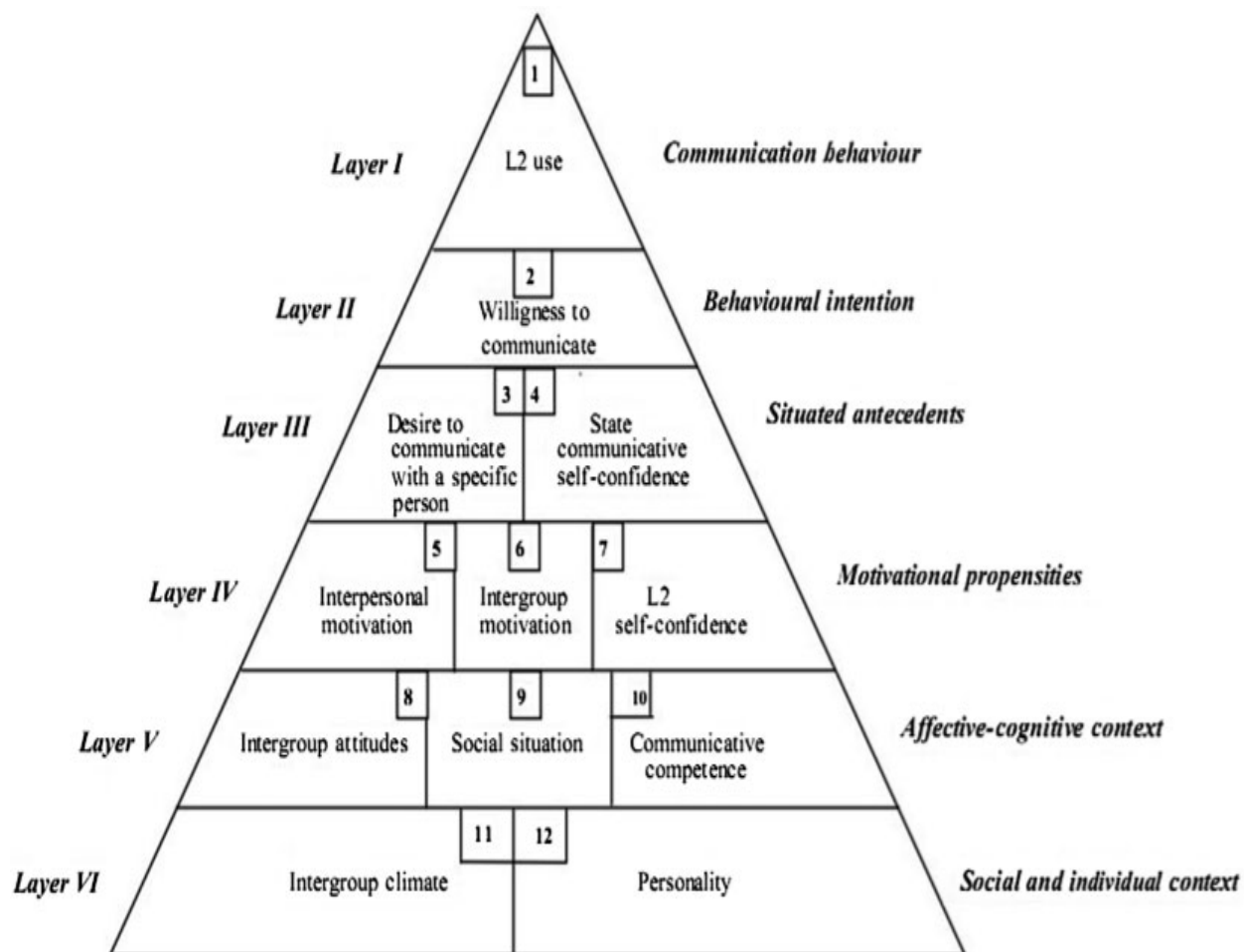
E. Factors affecting WTC

According to Khatib & Nourzadeh (2015), WTC in L1 is based on an individuals' developmental growth. On the other hand, they claim that L2 WTC is not only based on developmental factors but it is also affected by "instructional, affective, cognitive and social factors which are situationally variable and particular to L2 acquisition" (p.269). In fact, there has been a major debate concerning the factors that affect WTC and these factors

range between those related to a personality trait to those features that are context related (Pawlak and Wieterlak, 2015). In 1991, in their study of L1 WTC, McCroskey and Richmond associated self-esteem, introversion, communication apprehension, and perceived communication competence as factors that affect an individual's decision to take part or not to take part in communication (Pawlak and Wierterlak, 2015). Other studies focused on learners' lack of interest, anxiety, distraction, boredom, and sadness as contributors to the lack of WTC (MacIntyre and Doucette, 2010). If these problems are occasional, they do not greatly influence L2 acquisition; however, when they are persistent, they risk affecting the acquisition process. Yashima's (2002) studies were based in Asia and thus, they led to the identification of the elements related to international posture (IP) which included learners intentions or willingness to travel, study, and work in the target language country, the learners concern and interest in political, social, and economical matters that affected the target language country. Thus, through various studies, IP was identified as a factor affecting WTC (Yashima et al., 2004). Yashima (2002) also confirmed the effect of anxiety on WTC especially in immersion contexts. Cao and Philip (2006) listed "group size, level of self confidence, and degree of familiarity with other participants" as factors affecting WTC (Pawlak and Wierterlak, 2015).

Clearly there are numerous factors that influence WTC. In fact, MacIntyre et al. (1998) argue that they may reach up to 30 variables, some of which are more directly linked to WTC than others. According to the heuristic pyramid by MacIntyre et al. (1998), the bottom three layers become distant from WTC, thus the L2 use; however, they must be studied to have a complete view. The authors draw attention to the third layer which

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includes "Desire to Communicate" and "State Communicative Self Confidence". These factors are the result of inter-individual motivation, intergroup motivation, perceived competence, and lack of anxiety". Communication apprehension and perceived communicative competence are the most influential factors based on MacIntyre (1994). Based on their importance, attitude, motivation, perceived communicative competence and communication apprehension need to be looked at as factors influencing L2 and FL WTC and consequently L2 and FL acquisition.

1. *Motivation*

According to WU and Lin (2014), "motivation is a desire to achieve a goal, combined with the energy to work toward that goal". Motivation has long been studied as a factor affecting L2 learning. In fact, Sultan and Hussain (2010) claim that Gardner based his studies on Mowrer's (1950) study of motivation in L1, which reveal that an individual learns the native language to gain a sense of belonging among family members and the community. These authors argue that the greater a learners' motivation, the greater the learning outcome. In fact, there are two significant theories that are at the origin of most studies related to motivation, and these are Gardner's Socio-Educational Model and Deci and Ryan's Self determination Theory.

The socio-educational model by Gardner focuses on individual differences, context, learning environment, and language proficiency as features that affect L2 acquisition (Sultan and Hussein, 2010). In this model, Gardner distinguishes between integrative motivation and instrumental motivation.

Integrative Motivation focuses on the individual's desire to belong and communicate with the society of the target language (Sultan and Hussein, 2010). In this case the learners' ultimate goal is authentic communication (MacIntyre and Doucette, 2010).

Instrumental Motivation focuses on the individual's goal to achieve a certain purpose that helps him or her progress in practical life. This might include admission to college, job opportunity, and greater pay (Hudson, 2000 cited in Sultan and Hussein, 2010). In fact, many have labeled it as a "functional reason for language learning" as it is mostly based on gaining a certain reward be it social or financial (Pastor and Mestre, 2014). Apart from social and financial goals, educational goals such as passing tests and getting good grades have been amongst the highest motivators (MacIntyre and Doucette, 2010).

2. *Self Perceived Communicative Competence*

According to Liu (2015), Hymes (1970s) was the first to name "communicative competence". The terminology competence and performance had been earlier presented by Chomsky to explain the process of language acquisition; however, Hymes (1972) defines communicative competence as "the knowledge of both the rules of grammar, vocabulary and semantics, and rules of speaking…the patterns of sociolinguistic behavior of the speech community" (Richards, 1998, p.145). He identifies four sectors of communicative competence, which are related to the formal possibility, feasibility in regards to available means, appropriateness, and the actual performance. This approach is later developed by Canale and Swain (1980) to divide the components into grammar, sociolinguistic, discourse, and strategic competence (Wei, 2004).

The issue at hand is that developing high levels of competence as claimed by many researchers does not guarantee successful communication (Pawlak and Mystkowska-Wiertelak, 2015). In fact, some students who are very competent demonstrate their abilities in written work and tests; however, they fail to actually communicate with others effectively or sometimes choose to be quiet when discussions are taking place around them (Pawlak and Mystkowska-Wiertelak, 2015). Researchers explain this phenomenon by highlighting numerous factors other than perceived competence which affect a learner's decision to speak. Pawlak and Mystkowska-Wiertelak (2015) identify factors such as "culture, motivation, personality, instructional context…"

Self-Perceived communication competence is the extent to which the individual believes that he or she is competent. It has been studied as one of the main factors affecting WTC (McCroskey&Richmond, 1987 cited in Oz, Demirezen, and Pourfei, 2015). This implies that the person's actual competence might not be as significant as the way he or she perceives it. When one thinks he or she does not have the competence, and even if he or she does, the person is more likely to refrain from demonstrating these abilities. Sometimes people who do not have high levels of competence but believe that they do are more willing to communicate than others. According to Barraclaugh, Christophel, and McCroskey (1988), "it is what a person thinks he/she can do not what he/she can actually do which impacts the individual's behavioral choices" (p.188 cited in Oz, Demirezen, Pourfei, 2015). Even current research supports this theory. In fact, Dornyei (2005) believes that it is not surprising for individuals not to engage in communication even when they are competent.

3. *Communication Apprehension*

To eliminate the previous controversies about the impact of anxiety on language acquisition, the need to define language anxiety arose. MacIntyre and Gardner (1994) define it as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning" (p.284 as cited by Mohammadi, Biria, Koosha, and Shahsavari, 2013). Moreover, Horwitz, Horwitz, and Cope (1986) define it as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p.128 as cited by Mohammadi et al., 2013). Communication apprehension is the level of anxiety or fear that one feels about communication. Barraclaugh et al. (1988) define it as "an individual's level of fear or anxiety associated with real or anticipated communication with another person or persons" (as cited in Oz, Demirezen, and Pourfei, 2015). Researchers have long identified the feeling of worry and fear that is associated with the process of not only language acquisition but learning in general.

Communication apprehension has been studied repeatedly as a factor influencing L2 acquisition, more specifically L2 WTC. Many studies focused on the correlation between anxiety and language acquisition. The results of the studies varied and were controversial. Some researchers claimed that there was no relation between the two while a few argued that anxiety could sometimes lead to positive language acquisition results. The underlying theory behind this is that worry and fear was better than carelessness as it actually motivates learners to do something. However, the larger number of studies reveals that learners who are anxious or fearful are more likely to avoid communication (Dornyei,

2005; Oz, Demirezen, and Pourfei, 2015). Obviously, these variations in the results are associated to the previous complexity in defining the term anxiety and finding adequate measurement tools to evaluate anxiety (MacIntyre & Gardner, 1989).

The concept of anxiety is "multi-faceted" (Horwitz, 2010). There are two approaches to the study of anxiety and language acquisition. The first approach views anxiety as a general phenomenon that affects language acquisition; it includes "trait anxiety, state anxiety, achievement anxiety, and facilitative-deliberative anxiety" (Horwitz, 2010). The second approach focuses on anxiety as a particular feature experienced in L2 acquisition. This approach identifies a form of anxiety that is unique to language acquisition both in the learning of language and production of the language. It is a situation specific anxiety.

Once the concept of language anxiety was identified a large number of researchers found that language anxiety does affect language learning (Horwitz, Horwitz, & Cope, 1986; MacIntyre &Gardner, 1994). In fact a number of studies have focused on identifying the factors that trigger language anxiety. These studies have highlighted personality factors, peer pressure and adult pressure (parents and teachers), fear of evaluation perceived competence, competition (Jen, 2003).

Krashen (1982) explains the impact of anxiety on the learning process as a part of his monitor model. This model included five hypotheses out of which is the affective filter. He is the pioneer of the "affective filter". The theory behind this affective filter is that anxiety, low self confidence, and lack of motivation create an abstract wall that will prevent

individuals from acquiring the target language (Gonzales, 2008). Krashen (1982) argues

that the affective filter can stop knowledge from reaching the Language Acquisition Device

in the brain that was first identified by Chomsky (1960s). Based on current SLA theories,

the affective filter needs to be low for students to actually acquire a language and to

produce that language. In other words, learners need to be relaxed and anxious free to be

able to learn. Basically the factors that cause the affective filter to rise need to be

eliminated. In order to achieve this goal, researchers have suggested a number of methods

such as the Natural Approach by Krashen and Terrell and Suggestopedia by Lozanov

(Schinke-Llano and Vicars, 1993).

4. *Attitudes*

Gardner (1985) presents attitude as a psychological factor that leads an individual to

behave or judge an act in a certain way. Thus, this definition implies that attitude affects the

actions of a person as well as the way he/she perceives and judges his/her own and others'

behaviors. Attitude in general has also been defined by Malallaha (2000) as the tendency to

react in a positive or negative manner to a certain thing.

The definition of attitude as a psychological factor precedes and leads to the studies

of attitude and language. Research about attitude and language first started with Gardner

and Lambert who identified attitude as a major factor affecting language motivation,

language acquisition, and language use.

Much research concerning language attitude has followed this initial theory

especially with Dornyei who has also focused on attitude and language including

acquisition. Language attitude is defined as "any affective, cognitive, or behavioral index of

evaluative reactions towards different language varieties and their speaker" (Ryan et al. 1982, cited in Saravanan et al., 2007).

In his research Investigating Status Planning through Studying Language Attitude, Al Mahmoud states that "attitude refers to individuals' feeling about a language which maybe based on their values and beliefs and may possibly be reflected in their behavior" (2003, p.53).

CHAPTER III

METHODOLOGY

A. Purpose of the Study

The purpose of this study was to examine students' willingness to communicate in English and French, as second foreign languages in Lebanese schools. More specifically, the study tried to identify and analyze whether there are any differences in learners' WTC in English as FL2 and French as FL2. Furthermore, the study investigated whether motivation, attitude, self-perceived communicative competence, or communication apprehension could affect WTC and attribute to variations in WTC between English and French as FL2.

B. Significance of the study

Research related to WTC in a FL, like most research related to language acquisition, mainly aims to develop insights and instructional strategies to improve learning of that FL (Han, 2008). The results of this study could be used as the basis for the development of curricula in language learning that do not simply focus on learning a language, but also focus on the learners' ability to communicate using the language in different contexts. Clearly, the pedagogical significance of this study is that it helps understand factors that could be hindering or facilitating gaining communicative competence in the target language (Pawlak and Mystkowska-Wiertelak, 2015). The study could also help teachers realize that as language production and language use are the targets of language acquisition; classroom

practice should aim at helping learners learn and use the language in various and authentic communicative tasks and contexts.

C. Research Questions

The main question to be answered in this study was whether learners in the two schools in which the study was conducted are willing to communicate in their FL2 and to determine the extent of that willingness and the factors that affect their WTC. Moreover, the study compared the learners of English as FL2's WTC and learners of French as FL2's WTC. Thus, the following questions were devised and null hypotheses for the components of each sub-question were developed.

1. To what extent are learners WTC in FL2?

2. To what extent does learners' FL WTC differ between French as FL2 and English as FL2?

    Hypothesis:

    There is no significant difference between the WTC in English of learners of English as FL2 and the WTC in French of learners of French as FL2.

3. Do motivation, attitude, communication apprehension, and self-perceived communicative competence vary between learners of English as FL2 and learners of French as FL2?

    Hypotheses:

    a. There is no significant difference between learners' communication apprehension in English as FL2 and French as FL2.

b. There is no significant difference between learners' motivation in English as FL2 and French as FL2.

c. There is no significant difference between learners' attitude in English as FL2 and French as FL2.

d. There is no significant difference between learners' self-perceived communicative competence in English as FL and French as FL.

4. Do motivation, attitude, communication apprehension, and self-perceived communicative competence affect WTC in English as FL2 and French as FL2 differently?

   Hypotheses:

a. There is no significant impact of communication apprehension on learners' WTC in English as FL2 and French as FL2.

b. There is no significant impact of motivation on learners' WTC in English as FL2 and French as FL2.

c. There is no significant impact of attitude on learners' WTC in English as FL2 and French as FL2.

d. There is no significant impact of self-perceived communicative competence on learners' WTC in English as FL2 and French as FL2.

5. Do motivation, attitude, communication apprehension, and self-perceived communicative competence affect WTC in FL2?

a. There is no significant impact of communication apprehension on learners' FL2 WTC.

b. There is no significant impact of motivation on learners' FL2 WTC.

c. There is no significant impact of attitude on learners' FL2 WTC.

d. There is no significant impact of self-perceived communicative competence on learners' FL2 WTC.

D. Context of the study

The Lebanese educational structure has, in addition to a thriving public school system, a very strong private school system that hosts about 70% of the student population in Lebanon. In language education, schools are expected to teach three languages: Arabic as a first language; French or English as FL1; and English or French as FL2 (CNRD). According to the Ministry of education, "Of the total number of 2,788 schools in Lebanon, 50.2 per cent are public and 49.8 per cent are private; 55.8 per cent of the schools have French as the medium of instruction (i.e., French is the first foreign language), 21.6 per cent (and increasing at a rapid rate) have English as the medium of instruction (i.e., English is the first foreign language), and 22.6 per cent have both French and English, one acting as the first foreign language and the other as a second foreign language" (as cited from Bahous, R., Bacha, N. N., & Nabhani, M. 2011).

The language of instruction depends on the school. All schools must teach the native language Arabic; however, the choice between French and English as a first foreign language or a second foreign language is the school's decision to make. This study was carried out with high school students in private schools as these schools mostly claim that they can be distinguished from private schools by their focus on language. Moreover, they teach both foreign languages. Students choose to enroll in the school based on the foreign language they wish to learn first, which they believe is more beneficial for their future;

however, their enrolment and acquisition in the school doesn't always imply willingness to communicate in the language. Even though teachers, in this sector, are encouraged to find different strategies to support the language learning process, they still encounter many difficulties getting students to communicate in the foreign language, especially in informal settings.

E. Participants

The two schools that have been selected for this study are located in Keserwan, Mount Lebanon. Keserwan is a mountain area between the capital Beirut and North Lebanon. It is an urban area that is home to a large number of universities and schools. The population in Keserwan is a mixture of Christians and Muslims with the former being the majority.

Both schools are private, and nuns manage them both. However, the nuns belong to different convents. One school teaches English as FL1 and French as FL2; whereas, the other school teaches French as FL1 and English as FL2. The schools include K-12 classes. The average number of students in both schools is around 2000. While the majority of students at these two schools are Christian, the study does not focus on religious identity. Clearly, both schools are similar and will allow for the comparison to take place. In fact, their educational requirements, financial requirements, objectives, visions, and missions are very similar.

The participants from these two schools are grade 10 and 11 students. The total number of recruited participants is 300; however, the total number after the exclusions is 228. Students were selected simply based on their class level; the study excluded a number

of participants due to bilingualism (parents of different nationalities, students of different nationalities, and students who spent more than six months abroad). Moreover, students who did not complete the full questionnaire and students who showed an "unserious" pattern in their answers were excluded. Finally, students who changed their mind at the last minute and those who did not get parental approval dropped out. The students' ages range between 16 and 17. A letter was sent to the school administration to get approval to conduct the research and to organize the schedule and procedure.

F. Pilot Study

A pilot study was administered at a third school; 15 students answered the French version of the questionnaire and 15 students answered the English version. Based on the pilot study some difficulties were identified in terms of questions related to parents, their educational background, and their employment status; thus as they caused confusion and as the schools made the socio-economic status requirements clear, these questions were dropped. Moreover, the translation verification showed missing items in the French version and thus 3 items were eliminated from the English version to ensure that both versions were similar in terms of data entry.

G. Instrument

The data for this study centers on students' perceptions of their willingness to communicate in English or French as FL2. The data was collected through a questionnaire presented below; this questionnaire was translated to French, and students were given the choice to select the language (French or English) they prefer to answer in. Moreover, two versions of each of the questionnaires were developed for this study. One version asked

about English and the other version asked about French. The questionnaire collected

demographic data, information about learners' WTC, motivation, attitude, communication

apprehension, and self-perceived communicative competence. The questionnaire included

negatively worded items, which were reversed during data entry.

1. Demographic Information

This section was very brief and was meant to help in identifying bilingual speakers that

were not included in the study. Students were not asked for other details concerning their

age, sex, and socioeconomic status for two main reasons; the first being that these factors

were not going to studied with willingness to communicate; the second is that the age was

clear because of the grade levels, the gender variety was made clear through the school, and

the socioeconomic status required by both schools based on tuition fees was similar; thus

comparability was determined. As all the students are grade 10 and 11 students, their ages

ranged between 15 and 17.

2. Willingness to communicate

McCroskey's (1992) WTC measurement scale was used. This measurement tool has shown

significantly high reliability and validity. In fact, the value of Cronbach alpha is 97. This

tool includes 20 items. While the original version was on a scale of 0 to 100, it was

modified to go along with the rest of the questionnaire. Thus, the Lickert scale was used

and the word 'agree' was replaced by 'Willing'.

3. Communication apprehension

Horwitz et al. 's (1986) Foreign Language Classroom Anxiety Scale (FLCAS) was used to measure communication apprehension. The items on this questionnaire are rated on the Likert Scale. This questionnaire has demonstrated strong internal reliability and validity (Horwitz et al., 1986). According to the authors, it has greater validity scores than other anxiety measurement tools. The term 'foreign language' was replaced by 'English' in the first set of questionnaires and 'French' in the second set.

4. Self-Perceived Competence

12 items out of 20 from McCroskey and McCroskey (1988) were adopted to evaluate learners' perceived competence in their FL2.

5. Motivation and Attitude

The Attitude/Motivation Test Battery has been widely used. It was developed to measure the non-linguistics goals that are set by foreign language learners (R.C Gardner, 1985). However, it has been modified from its original version, which targeted English speaking students learning French as a second language. In this study the questions target Lebanese students learning English or French as a second foreign Language; thus, two versions were adopted. The later version of this scale, which was originally designed in 1958-1960, was adopted as Gardner and Smythe identified some gaps with the internal consistency reliability. As stated by Gardner (1985), this tool is valid and reliable.

H. Ethical Considerations

AUB's IRB ethical guidelines were followed and respected throughout the research. The first step after preparing a proposal was to submit it to the IRB and get their approval

to proceed with the empirical part of the research. Conducting the research required care since the subjects of the study are humans, particularly minors. Thus, the dignity and well-being of the subjects needed to be carefully handled. After gaining the IRB's approval, the schools' approval was needed to schedule visiting times for the administration of the questionnaire in order to conduct the research. Once the schools' permission was granted, a note was sent to all parents informing them that their children will take part in a study that is not directly related to them academically and requesting their permission. Parents were given the freedom to refuse participation.

Confidentiality was protected at all times during the research, as keeping learners' names anonymous helps create more honest answers. Students felt safe as the researcher was clearly explained that their instructors and the school doesn't have access to individual results, but rather to the study as a whole.

I. Process

After establishing all ethical grounds, there was a pilot study at a different school. The pilot study helped identify problems with the translated version of the questionnaire, difficulties in understanding technical terms, and problems in the instructions that were given before the students begin filling out the questionnaire. Once the pilot phase was over, the actual questionnaire was administered through school visits. Each school was visited separately and learners were asked about their FL2. During the administration of the questionnaires, the researcher was present to supervise and answer questions. The purpose of the research was clarified to all learners and their right to confidentiality was highlighted. The learners were asked to confirm their willingness to participate in the

research and to provide all necessary information. Once the data were collected, the analysis of the study began.

J. Validity

Referring to a panel of experts to give feedback on the instrument aided in testing for content validity. Construct validity was also tested by running factor analysis to address the construct of the instruments utilized. Eigen values and Skree plot were utilized in assessing the number of factors.

K. Data Management

After data collection, the data were coded and entered into the computer as numerical codes. Data entry was carried out on excel and exported to SPSS whereby variable identification such as variable labeling and code labeling were done.

L. Data Analysis

The plan of analysis consisted of several steps. The first step was to summarize the results using descriptive statistics: means and standard deviations for numerical data, and frequency and percentage for categorical data. Simultaneously, there was a lookout for inconsistencies in the data entry and for errors that could be corrected. The normality of the distribution for the numerical data was also checked. Extreme departure from normal distribution is reported in the next part of the analysis.

The first step involved making sure there are no differences at the baseline. The frequency for categorical data was compared using the Pearson Qui-square.

The second step has to do with the outcome, the most important variable, WTC. Because it is a score, the average of French WTC and the average of English WTC was compared using the independent t-test.

Finally, the third step involved identifying the impact of the independent variables (communication apprehension, self-perceived communicative competence, attitude, and motivation) on WTC. In order to this a multivariate linear regression model was used. As the goal was to identify whether these factors affect the groups differently (English vs. French), the variable group was added to the equation statistical interaction between this variable and WTC helped explain how each variable has affected each group. All analyses were carried out at a 0.05 significance level.

CHAPTER III

RESULTS

The results will be presented in the order of occurrence of categories in the questionnaire. But first, the instrument\s reliability is going to be reported through presenting the values of Cronbach's alpha for the various categories (see Table 1 below).

Instrument's Reliability

	Nb of items	Cronbach's
Willingness to Communicate	20	0.960
Self-perceived competence	12	0.962
Communication Apprehension	31	0.915
Interest in FL	10	0.852
Attitude towards FL2 speaking Lebanese	10	0.886
Attitude towards FL2 speaking people	10	0.930
Attitude towards learning FL2	9	0.906
Global Attitude	39	0.943
Integrative motivation	3	0.855
Instrumental motivation	4	0.842
Overall questionnaire	109	0.938

Table 1: Internal consistency measures (Cronbach's Alpha)

The Cronbach alpha values computed for all 11 categories of the questionnaire were quite high, with the highest being that for self perceived communicative competence (0.962), and the lowest for instrumental motivation (0.842). These high values indicate that the items belonging to the individual sections have high internal consistency, and thus reflect good reliability of the sections. The value of the Cronbach alpha was also examined to determine whether any items needed to be deleted, and none of the items produced results that suggest that the items should have been dropped. Particularly, the WTC scale was studied alone as there was a concern about the contextual applicability of those items. However, their Cronbach alpha was similar to that of other items. As a result, all items were kept in computing the scores.

A. Languages Spoken at Home

Language	Percentage of time language is spoken at home	French as FL2		English as FL2		
		N	%	N	%	p-value
Arabic						
	<25%	4	4.0%	6	4.9%	
	25-50 %	2	2.0%	13	10.7%	
	51-75%	32	31.7%	26	21.3%	
	>75%	63	62.4%	77	63.1%	0.035
English						
	<25%	29	34.9%	41	53.9%	
	25-50 %	34	41.0%	25	32.9%	
	51-75%	19	22.9%	10	13.2%	
	>75%	1	1.2%	0	0.0%	0.074
French						
	<25%	43	65.2%	21	21.6%	
	25-50 %	12	18.2%	41	42.3%	
	51-75%	8	12.1%	29	29.9%	
	>75%	3	4.5%	6	6.2%	<0.001

Table 2: Language spoken at home by school groups

The table above addresses the type of language spoken at home, ie Arabic, English, and French. The majority of the surveyed population spoke Arabic more than 75% of the time (62.4% of French FL2 speakers, and 63.1% of English FL2 speakers) , with a higher proportion of the French as FL2 school speaking 51-75% Arabic at home (31.7% in French as FL2 group vs 21.3% in English as FL2 group) (p=0.035). The difference in the amount of English spoken at home between both schools was not statistically significant (p=0.074); however, that difference was significant for the amount of times the French was used at home (p<.001) with the French as FL2 school having 65.2% speaking French less than 25% of the times, as compared to 21.6% of the English as FL2 school group. About 70% of the English as FL2 school group (42.3% + 29.9%) speak French 25% to 75% of the time at home, compared to only 40% of the French as FL2 school group (18.2%+12.1%).

B. University Study Preference

University you plan to attend				
	French as FL2		**English as FL2**	
English	100	98%	61	48.4%
French	2	2.0%	51	40.5%
Not sure	0	0.0%	14	11.1%

Table 3: University plans

As for the university the learners plan to attend, 98% of the French as FL2 school students plan to attend an English speaking university, compared to 48.4% of the English as FL2 school students (p<.001). Furthermore, 40% of the English as FL2 school students plan to attend a French speaking university compared to only 2% of the French as FL2 school students, and 11% of the English as FL2 school students had not determined at the time of the survey compared to none among the French as FL2 school.

C. Descriptive Statistics

	Mean	Median	SD	Min	Max
Willingness to communicate (20)	57.17	58.95	20.50	20	100
SPCC (12)	35.67	36.00	13.07	12	60
Communication Apprehension (31)	77.00	78.00	21.82	31	155
Interest in FL (10)	40.15	42.00	7.78	10	50
Attitude towards FL2 speaking Lebanese (10)	30.97	30.00	9.37	10	50
Attitude towards FL2 speaking people (10)	29.40	29.00	9.67	10	50
Attitude towards learning FL2 (9)	31.87	33.00	9.63	9	45
Global Attitude (39)	132.39	132.00	27.97	39	195
Integrative Motivation (3)	11.12	11.00	3.44	3	15
Instrumental motivation (4)	14.36	15.00	4.47	4	20

Table 4: Descriptive statistics of scores on WTC and the factors studied

Table 4 shows the score on willingness to communicate based on the 20 items that addressed the concept, and the average was observed to be 57.17 (on a possible total of 100), with a standard deviation of 20.50. The median was 58.95, a value considered to be comparable to the mean, and thus indicating that the score has a symmetrical distribution.

Score on competence in the 3rd language was assessed using 12 items, with a total possible score of 60. The mean was observed to be 35.67 with a standard deviation of 13.07. The median was 36.00 a value that is very similar to that of the mean.

Score on communication apprehension was assessed using 31 items, with a total possible score of 155. The mean was observed to be 77.00 with a standard deviation of 21.82. The median was 78.00 a value that is very similar to that of the mean.

Score on interest in foreign languages was assessed using 10 items, with a total possible score of 50. The mean was observed to be 40.15 with a standard deviation of 7.78. The median was 42, a value that is very similar to that of the mean.

Score on attitude towards third language speaking Lebanese was assessed using 10 items, with a total possible score of 50. The mean was observed to be 30.97 with a standard deviation of 9.37. The median was 30.00 a value that is very similar to that of the mean.

Score on attitude towards FL2 speaking people was assessed using 10 items, with a total possible score of 50. The mean was observed to be 29.40 with a standard deviation of 9.67. The median was 33.00 a value that is very similar to that of the mean.

Score on attitude towards learning FL2 was assessed using 9 items, with a total possible score of 45. The mean was observed to be 31.87 with a standard deviation of 9.63. The median was 33.00 a value that is very similar to that of the mean.

The score on global attitude was assessed using 39 items, with a total possible score of 195. The mean was observed to be 132.39 with a standard deviation of 27.97. The median was 132.00, a value that is very similar to that of the mean.

The score on integrative motivation was assessed using 3 items, with a total possible score of 15. The mean was observed to be 11.12 with a standard deviation of 3.44. The median was 11, a value that is very similar to that of the mean.

The score on instrumental motivation was assessed using 4 items, with a total possible score of 20. The mean was observed to be 14.36 with a standard deviation of 4.47. The median was 15, a value that is very similar to that of the mean.

Overall, all minimal differences between the medians and the means suggested that these scores have a normal distribution or at least if a departure from normality exists it was minimal.

	French as FL2		English as FL2		
	Mean	SD	Mean	SD	T-test
Willingness to communicate ** (20)	46.18	20.00	65.99	16.24	8.274
SPCC ** (12)	28.86	12.85	41.14	10.45	7.976
Communication Apprehension (10)	82.09	21.25	72.91	21.48	3.231
Interest in FL^ (10)	39.81	7.27	40.43	8.18	0.597
Attitude towards FL2 speaking Lebanese** (10)	27.58	9.49	33.69	8.38	5.168
Attitude towards FL2 speaking people** (10)	25.48	8.64	32.54	9.32	5.885
Attitude towards learning FL2** (9)	26.36	9.41	36.29	7.26	9.02
Global Attitude** (39)	119.23	26.67	142.95	24.34	7.02
Integrative Motivation** (3)	9.81	3.60	12.17	2.92	5.476
Instrumental motivation** (4)	12.36	4.49	15.97	3.75	6.625

Table 5: Mean and standard deviation of scores by school groups

* df=227 for all, ** p-value <0.001, ^ p-value = 0.551

The average score for willingness to communicate was 46.18 (SD 20) for the French as FL2 learners, as compared to 65.99 (SD 16.24). This difference was found to be statistically significant with a p-value <.001.

The average score for self-perceived communicative competence in third language was 28.86 (SD 12.85) for the French FL2 learners, as compared to 41.14 (SD 10.45) for

English as FL2 learners. This difference was found to be statistically significant with a p-value <.001.

The difference in score on interest in foreign language between the 2 school groups was not statistically significant (39.8 vs. 40.43 p=0.551).

The average score for communication apprehension was 82.09 (SD 21.25) for French as FL2 learners, as compared to 72.91 (SD 21.48) for English as FL2 learners. This difference was found to be statistically significant with a p-value <.001.

The average score for attitudes towards FL2 speaking Lebanese was 27.58 (9.49) for the French as FL2 learners, as compared to 33.69 (8.38). This difference was found to be statistically significant with a p-value <.001.

The average score for attitudes towards FL2 speaking people was 25.48 (8.64) for the French as FL2 learners, as compared to 32.54 (9.32). This difference was found to be statistically significant with a p-value <.001.

The average score for attitude about learning FL2 was 26.36 (9.41) for the French as FL2 learners, as compared to 36.29 (7.29). This difference was found to be statistically significant with a p-value <.001.

The average score for global attitude was 119.23 for the French as FL2 learners, as compared to 142.95. This difference was found to be statistically significant with a p-value <.001.

The average score for integrative motivation was 9.81 for the French as FL2 learners, as compared to 12.17. This difference was found to be statistically significant with a p-value <.001.

The average score for instrumental motivation was 12.36 for the French as FL2 learners, as compared to 15.97. This difference was found to be statistically significant with a p-value <.001.

D. Correlation between WTC and the Identified Variables

WTC 20	Pearson's R
Self-perceived competence	0.779
Communication Apprehension	-0.455
Interest in FL	0.330
Attitude toward FL2 speaking Lebanese	0.470
Attitude towards FL2 speaking people	0.480
Attitude towards learning FL2	0.608
Global Attitude	0.625
Integrative motivation	0.564
Instrumental motivation	0.586

Table 6: Correlation of the tools with willingness to communicate

Table 6 displays the correlation coefficient between the variables and willingness to communicate. The Pearson correlation computed were statistically significant for all factors ($p<.001$ for all).

All factors had positive correlation with willingness to communicate except for communication apprehension, which had a value of -0.455 indicating a moderate to moderately strong negative correlation. This means that as the anxiety score increases the lo score on willingness to communicate decreases. The correlation coefficients for the other factors ranged between 0.779 for SPCC (a strong positive correlation) and 0.330 for Interest in FL (a lower correlation).

These correlations assess the relation of each of these factors with willingness to communicate at the bivariate level, ignoring the impact of other factors or each other.

E. Contribution of Variables to WTC

	Beta	SE	Std Beta	p-value
Group (F vs E)	3.40	1.82	0.082	0.064
SPCC	0.90	0.08	0.571	<.001
Global attitude	0.13	0.04	0.177	0.002
Instrumental motivation	0.65	0.25	0.142	0.009
Adj R^2 = 67.2%				

Table 7: Linear regression using the backward step options

The table above presents the multivariate regression model using willingness to
communicate as the dependent variable and other factors as independent variables.
Originally the model included all factors (excluding separate forms of attitude as those are
represented through global attitude and cannot be represented twice) in addition to the
percent of the time the language is spoken at home (3 variables, Arabic, English, French),
and type of university the learners intended to join. The presented model is after the
backward selection, where non significant independent variables are taken out of the model
out at a time till the final model is reached. The final model present here had an R2 of
67.2%, indicating that the model was able to explain 67.2% of the variability in willingness
to communicate and thus indicating that the data fit the model quite well.

The four independent variables in the model are controlling for each other. The French
school group is found to be on average scoring almost 5 points higher on the willingness to
communicate score compared to the English group (p=0.018). The coefficient for
competence in the FL was 0.90 which indicates that for every unit increase in the
competence score a 0.90 increase in willingness to communicate is observed (p<.001). For
every unit increase in the global attitude, there was on average 0.13 increase in willingness

to communicate score (p=0.002), and for every unit increase in instrumental motivation score a 0.65 increase (p=0.009).

Possible interaction between the group and the variables were checked for, and they were not statistically significant.

The interaction answers the question of whether the impact of each variable over willingness to communicate is differential for the 2 language groups (English and French). Since the interaction is not statistically significant, then the impact is constant across the 2 groups.

CHAPTER IV

DISCUSSION

The goal of this study was to examine Lebanese Foreign Language Learners' WTC in English and French as second foreign languages. Moreover, the study aimed to identify the factors that influence WTC and whether they vary between one language and the other. To administer the study, quantitative data was collected and analyzed.

A. Willingness to Communicate

The first and second research question concerned learners' WTC in their second foreign language and compared learners' WTC in English as FL2 and French as FL2. Even though the learning environment for French and English provided similar opportunities, the results showed that learners were more willing to communicate in English as FL2 (65.99) than French as FL2 (46.18). The differences between English and French in terms of various factors have always been a concern in Lebanon and while some studies attribute no differences most have emphasized students' preference of English (Shaaban and Ghaith, 2001).

The score of both languages were not high. This is not surprising, as other studies have shown that learners WTC in second language and foreign language are usually moderate to low. In fact. studies about learners WTC in Hong Kong (1998) and Turkey (2005) show a mean score of 47.6 and 47.9 respectively. These scores are close to the core

of learners' WTC in French in the current study. What is surprising though is how close the score of WTC in English in the current study is to the score of WTC in English as L1 in studies conducted in the USA. (McCroskey & Baer, 1985; McCroskey, 1992; Barraclaugh, Christophel, & McCroskey, 1988; Asker, 1998; Cetinkaya, 2005). In fact, the similarity between WTC in English as FL2 and English as L1 merits attention and triggers many questions including whether Lebanese learners are as Willing as American speakers to speak English and whether their willingness in their own native language Arabic is similar, lower or greater.

Understanding that differences exist between countries reveals that WTC cannot be generalized from one country to another possibly because of cultural and individual differences among people. Thus, since it is clear that there are differences the results cannot be generalized between private and public schools as there are many factors including the home environment, socioeconomic status, cultural…that could contribute to these differences.

B. Factors affecting WTC

The third, fourth, and fifth questions were concerned with the factors affecting WTC.

L2 Self-Confidence: communication apprehension and self-perceived communicative competence

Based on the results, the hypotheses were rejected and the following hypotheses were developed.

Hypotheses:

1) There is a significant difference between learners' communication apprehension in English as FL2 and French as FL2.

2) There is a significant difference between learners' self-perceived communicative competence in English as FL2 and French as FL2.

L2 Self confidence is a belief in one's own abilities to use L2 (MacIntyre et al., 1998), and it is the result of low levels of communication apprehension and high levels of self-perceived communicative competence (Clement 1980, 1986). In MacIntyre's heuristic model (1988), L2 self confidence is found in the 3rd layer of the pyramid, which is the layer below WTC; thus, based on the model, it is one of the most influential factors affecting WTC. Based on this model, and the claimed impact of L2 self-confidence, the need to study CA and SPCC arose.

This study shows that learners did not believe they were competent enough to communicate in their FL. While both groups have low levels of SPCC, there was a significant difference between French and English. In fact, English as FL2 learners believed more in their abilities to speak English (41.14) than French as FL2 learners believed in their abilities to speak French (28.86).

Moreover, the study reveals that Learners seemed to be quiet worried about the FL2. While the levels of both grows high, French learners (82.09) were more worried than English learners (72.91). However, both reflected high levels of communication apprehension.

These low levels of SPCC and high levels of CA could be attributed to various factors. In fact, Cheng (1999) associates low self confidence to the teaching approaches that learners are exposed to, specifically those that are teacher oriented and lack student

participation. Dewaele (2008) links low self-confidence to negative experiences in L2; thus, he believes the psychological state during L2 acquisition plays a major role. Berkeyen (2004) attributes low self-confidence to comparisons with others and their abilities. While the exact reasons were not clear in the current study, further research would be of interest to explain why students have low levels of self confidence in FL2. In this study, the reasons behind these scores are not clear, but they can be studied through further qualitative research.

The results of the study are reflected in other works but diverge in some areas. Compared to Turkey (2005), the Lebanese learners' SPCC is quiet low. Turkish learners SPCC mean score is 51.3 while the SPCC mean score of Lebanese learners of English as FL2 is 41.44 and the mean score of Lebanese learners of French as FL2 is 28.85. Compared to Puerto Rico (Mean=69.7) (Richmond, McCroskey, McCroskey, & Fayer, 2008; Cetinkaya, 2005) CA of Lebanese learners of English (Mean=72.91) is similar while French is greater (82.09).

Attitude

Based on the results the hypothesis was rejected and the following hypothesis was developed.

Hypothesis:

1) There is a significant difference between learners' attitude towards English as FL2 and French as FL2.

In general, learners did not show a favorable attitude towards French and English. However, both groups' attitudes towards foreign languages in general (French Mean=39.81

and English Mean=40.43) was higher than their attitudes towards the foreign language they were learning. French learners' attitudes were significantly less positive than English learners' attitude, especially in terms of their attitudes towards learning FL2 (French Mean= 26.36 and English Mean= 36.29).

In their study, Shaaban and Ghaith (2001) found similar results, showing that students favor English over French.

Motivation

Based on the results the hypothesis was rejected and the following hypothesis was developed.

Hypothesis:

1) There is a significant difference between learners' integrative motivation in English as FL2 and French as FL2.

2) 1) There is a significant difference between learners' instrumental motivation in English as FL2 and French as FL2.

The quantitative results reveal that learners' motivation is low for both English and French learners. In fact, both the integrative motivation and the instrumental motivation are less for French as Fl2 learners than English as FL2 learners.

Other studies have shown that learners are usually more motivated to learn English they include reasons such as job opportunities, studies, interactions with people, music, and movies (Li, 2004; Sawhney, 1998).

C. Correlations and Predictors

Based on the results some of the hypotheses were accepted while others were rejected.

Hypotheses:

1) There is no significant difference in the impact of communication apprehension on English as FL2 and French as FL2.

2) There is no significant difference in the impact of self-perceived communicative competence on English as FL2 and French as FL2.

3) There is no significant difference in the impact of attitude on English as FL2 and French as FL2.

4) There is no significant difference in the impact of integrative motivation on English as FL2 and French as FL2.

5) There is no significant difference in the impact of instrumental motivation on English as FL2 and French as FL2.

6) The language predicts WTC.

7) Self perceived communicative confidence predicts WTC.

8) Attitude predicts WTC.

9) Instrumental motivation predicts WTC.

Correlation analysis revealed that learners who scored low on WTC, scored low on self-perceived competence, attitude, motivation, and high on communication apprehension. However, the multivariate regression model, where WTC was the dependent variable and SPCC, CA, Attitude, Motivation, along with other factors were independent variables,

shows that the language, SPCC, attitude, and instrumental motivation were predictors of

WTC. However, CA and integrative motivation were not statistically significant

In the current study, the highest correlation level was that of self-perceived

communicative competence. These results are similar to those of other studies where this

factor was found to be the most significant indicator of WTC. Yashima, Zenuk-Nishida,

and Shimizu (2004) also revealed this strong correlation in their study. According to

Macintyre et al, self-perceived communicative competence is a factor that influences WTC;

thus, low self-perceived competence would be an indicator of low WTC. This is the case in

the study. Moreover, the lower self-perceived competence in French learners is clearly

reflected in their lower levels of WTC. Hence, self-perceived communicative competence

affects both WTC in English and French; however the levels of self-perceived

communicative competence themselves vary between the two languages. Multivariate

regression in the current study showed that SPCC highly predicts WTC. Studies have

shown that more confident individuals are more likely to communicate. In fact, SPCC has

been noted as the strongest predictor of WTC. These results are similar for different

languages as Clement, Baker, Donover, and MacIntyre (2003) have shown that SPCC is

also a strong predictor of French WTC. Liu (2000) reveals that learners' belief in their

abilities is not always reflective of their abilities but it does hinder them.

Moreover, the study showed that communication apprehension also correlates with

WTC. The higher levels indicate lower chances of WTC. MacIntyre, Baker, Clement, and

Donovan (2003) also found in their study of learners' WTC in French that anxiety

significantly affected WTC. Similar results were found among Puertericans who were

learning English (Richmond, McCroskey, and Fayer, 2008). According to Macintyre et al,

communication apprehension is a factor that influences WTC; thus, high levels of communication apprehension would be indicators of low WTC. Moreover, the high levels of communication apprehension for French learners are clearly reflected in their lower levels of WTC. Hence, communication apprehension correlates with both WTC in English and French; however the levels of communication apprehension themselves vary between the two languages.

While there seems to be a strong correlation between the two (-0.455), the current study shows that CA is not a predictor of WTC.

Attitude was studied using different areas. The results of Pearson correlation coefficient show that interest in general had a low correlation. However, the attitude towards learning the 2nd foreign language had a high correlation while the attitude towards the people speaking the FL2 was moderate. According to Macintyre et al, attitude is a factor that influences WTC; thus, negative attitudes would be indicators of low WTC. This is the case in the study. Moreover, the negative attitudes for French learners are clearly reflected in their lower levels of WTC. Hence, attitude affects both WTC in English and French; however the levels of attitudes themselves vary between the two languages. Attitude is a predictor of WTC. Murad (2007) highlights the importance of studying attitude when attempting to understand acquisition. He believes that the study of attitude helps understand students' readiness and willingness to learn a second language. Attitude has also been associated with success of the learner and the fate of a language. Malallaha (2000) highlights the impact of attitude on a language, along with attitude towards testing, as factors that affect performance. Ellis (2008) claims that "learner attitude have an impact

on the level of L2 proficiency achieved by individual learners and are themselves influenced by this success" (p.287).

According to Hosseini and Pourmandnia (2013), language learning is influenced by many factors including attitude and perception toward the language. They claim that "in order to get a deeper insight into the minds of language learners, there is no more certain way than to study their beliefs" (p.63).

Overall, attitude has been perceived as a factor that influences L2 motivation (Gardner, 1985). It has also been identified as a factor that influences perceived L2 competence (Hashimoto, 2002). Most importantly, it is linked to WTC (Husyein, Mehmet, and Jafar, 2015).

The analysis showed a strong correlation between WTC and integrative and instrumental motivation. Higher levels of motivation were shown to increase interaction and communication in L2 (Climat, Gardner, and Smyth,1977, 1980). In the study the low levels of motivation are indicators of lower chances of communication and interaction. According to Macintyre et al, motivation is a factor that influences WTC; thus, low motivation would be an indicator of low WTC. This is the case in the study. Moreover, the lower levels of motivation for French learners' are clearly reflected in their lower levels of WTC. Hence, motivation correlates with WTC in English and French; however the levels of motivation themselves vary between the two languages. The multivariate regression model reveals that instrumental motivation is a strong predictor of WTC; however, integrative motivation is not a predictor. Motivation overall has ranked as the first (Peng, 2007) and fifth (Matsuoka, 2005) predictor of WTC in other studies. There has been a great

debate over which form of motivation impacts L2 acquisition more. Some argue that integrative motivation is more significant (Ellis, 1997 cited in Sultan and Hussein, 2010). In fact, they associate it to the long-term success in the language (Taylor, Meynard and Rheault, 1997 cited in Pastor and Mestre, 2014). On the other hand, others claim that instrumental motivation is a greater indicator of success for a particular language whereas integrative motive affects L2 acquisition in general. In fact, Pastor and Mestre (2014) claim that when learners have instrumental motivation, their main focus is on gaining communication skills whereas those who are driven by integrative motivation aim to learn the language. Finally, some authors claim that they are of equal importance (Brown 2000, cited in Sultan and Hussein, 2010).

Thus, self perceived communication competence, attitude, and instrumental motivation have a positive correlation with WTC; the higher they are, the higher the WTC, and the lower they are, the lower the WTC. Communication apprehension is negatively correlated with WTC.

CHAPTER V

CONCLUSION

This study investigated Lebanese learners' perceived WTC in two different 2nd foreign languages, English and French. Moreover, it interpreted the perceived differences between languages and the influence of self-perceived communicative competence, communication apprehension, attitude, and motivation on WTC. The study was administered using a self-reported questionnaire.

The results indicate that learners have low levels of WTC and that the levels are lower for French than English. Moreover, the self perceived communicative competence, attitude, and motivation are low; furthermore, communication apprehension levels are high.

WTC is a crucial part of language learning. It is essential for learners to communicate both in the classroom and outside. If learners are not willing to communicate then immediately the use of FL will decrease. Obviously, based on the results of the study, WTC is very complex and requires much effort to be achieved and to increase. It is related to numerous factors including self-perceived communicative competence, attitude, motivation, and communication apprehension.

A. Pedagogical Implications

MacIntyre et al. claim that "A proper objective for L2 education is to create WTC. A program that fails to produce students who are willing to use the language is simply a failing program" (Macintyre et al., 1998, p.547)

Based on this statement, it is clear that teachers across Lebanon who are teaching foreign languages need to be aware how WTC their learners really are. Even though the results of this study cannot be generalized, especially since it targets private catholic schools, teachers need to familiarize themselves with the factors that are affecting their learners WTC. Acknowledging and analyzing the impact of motivation, attitude, anxiety, and self-perceived communicative competence on WTC can help teachers understand what they need to focus on to increase learners' WTC.

Based on the understanding of these factors, a teacher can choose to alternate or reinforce certain approaches to teaching. In fact, some schools might reconsider their curriculum design to encourage greater communication in foreign languages. Teachers can take the initiative to come up with creative ways to increase WTC, and these can include communication activities such as group work, public speaking, oral recitation…

Teachers clearly need to ask themselves: Is our goal to have students get accepted into universities by ensuring good academic grades through test or is our goal to ensure that our students acquire the language, speak the language, communicate in the language, and write the language?

Moreover, teachers need to ask themselves about their assessment tools and which of the above goals they evaluate.

French teachers specifically need to realize that as more and more colleges are requiring English course to enable students to graduate, they will have to find even more ways to encourage learners to communicate in French.

B. Recommendations for Future Research

The participants of the current study were selected from two catholic schools to ensure comparability; however, this might have affected generalizability. While the results might be generalized to private catholic schools, they might not apply to public schools. Furthermore, as the study used a self-reported questionnaire, this indicates that the study evaluates learners' perceptions of their WTC and the factors that influence it; however, the reality might differ; thus and observation might show different results.

It would be great in future studies to look at different schools and to use different approaches. Even though the measurement tool is valid and meaningful, it is not the only one. Resorting to observations can help researchers compare learners' perceptions to reality.

APPENDIX

Parental Conscent

American University of Beirut
Parent/Guardian Informed Consent

A Comparative Study of Lebanese Foreign Language Learners' Willingness to Communicate

Identification of Investigators & Purpose of Study

Your child is being asked to participate in a research study conducted by Chantale Marie Antoinette Aflak from the American University of Beirut under the supervision of the principal investigator, Dr. Kassim Shaaban. The purpose of this study is to compare learners' willingness to communicate in foreign languages and the factors that affect their willingness. This study will contribute to the researcher's completion of her master's thesis.

Research Procedures

Should you decide to allow your child to participate in this research study, you will be asked to sign this consent form once all your questions have been answered to your satisfaction. This study consists of a survey that will be administered to approximately 300 individual participants at two different schools, one of which is the school your child is attending school. Your child will be asked to provide answers to a series of questions related to his/her willingness to communicate. I have informed your child about the research during the 1st 10 minutes of one of their classes. Those who were willing to participate were given this consent form to be signed by their parents.

Time Required

Participants will be required to take the survey during recess tomorrow or the day after once your consent has been received. Those who refuse to participate will go to recess as usual. Student will be allowed to eat while they complete their questionnaire, as they won't be out for recess after. Participation in this study will require 30 minutes of your child's time.

Risks

The investigator does not perceive more than minimal risks from your child's involvement in this study (that is, no risks beyond the risks associated with everyday life). In fact, even learners' refusal to participate in this study will not affect their relationship with AUB or their school in any way. If you have any concerns, complaints... about the risks of this study or would like information from a bias

source, you may contact the AUB IRB office at irb@aub.edu.lb, 01350000 ext. 5454,5455

Significance

Research related to WTC in L2 and FL like most research related to language acquisition mainly aims to develop insights and instructional strategies to improve L2 (Han, 2008b) and in this case FL learning. The results of the study will contribute to the development of curriculums in language learning that do not simply focus on learning a language but actually being able to communicate using the language in different contexts. Thus, it can guide both teachers and students. Clearly, the pedagogical significance of this study is that it helps understand factors that could be hindering the main goal behind second and foreign language acquisition, which is being able to communicate in the target language (Pawlak and Wiertelak, 2015). The study will also help teachers understand that as language production is key in language acquisition, the theories that should be adopted in the classroom need to target communication.

Confidentiality
Your child will remain anonymous at all times. The results of this research will be presented at the thesis defense and a copy of the thesis will remain at AUB Library. The researcher retains the right to use and publish non-identifiable data. When the results of this research are published or discussed in conferences, no information will be included that would reveal your child's identity. All data will be stored in a secure location accessible only to the researcher.

Participation & Withdrawal
Your child's participation is entirely voluntary. He/she is free to choose not to participate. Should you and your child choose to participate, he/she can withdraw at any time without consequences of any kind.

Questions about the Study
If you have questions or concerns during the time of your child's participation in this study, or after its completion please contact:

Chantale M.A Aflak
English Department
chantalaflak@gmail.com

Giving of Consent
I have read this consent form and I understand what is being requested of my child as a participant in this study. I freely consent for my child to participate. I have been given satisfactory answers to my questions.

_____
Name of Child (Printed)

_____
Name of Parent/Guardian (Printed)

_____   _____
Name of Parent/Guardian (Signed) ____   Date

_____   _____
Name of Researcher (Signed)   Date

Principal Consent form

American university of Beirut
A Comparative study of Lebanese Foreign Language Learners' Willingness to Communicate

My name is Chantale Marie Antoinette Aflak, and I am a MA student at the American University of Beirut (AUB). I am conducting research on Learners' Willingness to communicate in English and French under the supervision of Dr. Kassim Shaaban. I invite you to consider taking part in this research. This study will meet the requirements of the Research Ethics Committee at AUB (IRB). THE AUB IRB office can be reached at 01374374 ext 5445 or by email at irb@aub.edu.lb

Aims of the Research
The research aims to:

- Identify any difference between learners' Willingness to communicate in English as second foreign language and French as second foreign language.

- Identify the impact of Motivation, Communication Apprehension, Self-perceived Communicative Competence, and attitude on second foreign language willingness to communicate.

Significance of the Research Project
Research related to WTC in L2 and FL like most research related to language acquisition mainly aims to develop insights and instructional strategies to improve L2 (Han, 2008b) and in this case FL learning. The results of the study will contribute to the development of curriculums in language learning that do not simply focus on learning a language but actually being able to communicate using the language in different contexts. Thus, it can guide both teachers and students. Clearly, the

pedagogical significance of this study is that it helps understand factors that could be hindering the main goal behind second and foreign language acquisition, which is being able to communicate in the target language (Pawlak and Wiertelak, 2015). The study will also help teachers understand that as language production is key in language acquisition, the theories that should be adopted in the classroom need to target communication.

Research Plan and Method

A survey will be distributed to students and they will be expected to fill it out. Permission will be sought from the learners and their parents prior to their participation in the research. Only those who consent and whose parents consent will participate. I will first visit each class for 10min to inform them about the research and ask for volunteers who would be willing to participate. Once I have volunteers, I will distribute the parental form and based on time constraints I will either visit the next day or the day after. I will personally administer the questionnaire and I will explain to students the procedure before hand. I will need to visit the school five times to gather students from each class during recess for approximately 30 minutes per class. All information collected will be treated in strictest confidence and neither the school nor individual learners will be identifiable in any reports that are written. In the results of the study, the school name will not be mentioned whatsoever. However, students will be required to state the school name on the questionnaire simply for the sake of identifying whether they are English or French FL2 speakers. Participants may withdraw from the study at any time without penalty. The role of the school is voluntary and the School Principal may decide to withdraw the school's participation at any time without penalty.

School Involvement

Once I have received your consent to approach learners to participate in the study, I will

- arrange for informed consent to be obtained from participants' parents

- arrange a time with your school for data collection to take place
- obtain informed consent from participants

<u>Invitation to Participate</u>
If you would like your school to participate in this research, please complete and return the attached form.

Thank you for taking the time to read this information.

Dr Kassim Shaaban

Principal Investigator

and

Chantale Marie Antoinette Aflak

Researcher

School Principal Consent Form

I give consent for you to approach learners in grade 10 and 11 to participate in the Comparative Study of Learners' Willingness to Communicate

I have read the Project Information Statement explaining the purpose of the research project and understand that:

- The role of the school is voluntary
- I may decide to withdraw the school's participation at any time without penalty
- Learners in grade 10 and 11 will be invited to participate and that permission will be sought from them and also from their parents.
- Only learners who consent and whose parents consent will participate in the project
- All information obtained will be treated in strictest confidence.
- The learners' names will not be used and individual learners will not be identifiable in any written reports about the study.
- The school will not be identifiable in any written reports about the study except for IRB approval.
- Participants may withdraw from the study at any time without penalty.

_____   _____

Principal   Signature

_____

Date

Child assent form

AUB Social & Behavioral Sciences Assent to Participate in Research

A Comparative Study of Lebanese Foreign Language Learners' Willingness to Communicate

Principal Investigator: Dr. Kassim Shaaban

Co-Investigator: Chantale Marie Antoinette Aflak

- **You are being asked to be in a research study. Studies are done to find better ways to treat people or to better understand how kids think about things or how kids and adults may behave at different times.**

- **This form will tell you about the study to help you decide whether or not you want to participate.**

- **You should ask any questions you have before making up your mind. You can think about it and discuss it with your family or friends before you decide.**

- **It is okay to say "No" if you don't want to be in the study. If you say "Yes" you can change your mind and quit being in the study at any time without getting in trouble.**

- **If you decide you want to be in the study, an adult (usually a parent) will also need to give permission for you to be in the study.**

1. **What is this study about?**

   The study is about learners' willingness to communicate in their second foreign language. The goal is to identify how willing learners' are and what impact some factors have on learners' willingness.

2. **What will I need to do if I am in this study?**
   If you choose o participate in this study, you will need to sit for a survey and answer questions during one of your lunch breaks on a school day.

3. **How long will I be in the study?**

   You will only need to participate in the study for the survey which will require 50min of your time.

4. **Can I stop being in the study?**

   You may stop being in the study at any time.

5. **What bad things might happen to me if I am in the study?**

   Nothing bad could happen if you participate in the study.

6. **What good things might happen to me if I am in the study?**

   There are no direct benefits to you.

7. **Will I be given anything for being in this study?**

   You will not be given anything in return for participating in this study.

8. **Who can I talk to about the study?**

   For questions about the study you may contact **Ms. Chantale Marie Antoinette Aflak directly at school or by email** *at chantalaflak@gmail.com.*

   To discuss other study-related questions with someone who is not part of the research team, you may contact the AUB Social & Behavioral Science Institution Review Board at Tel: +961-1-738024 or +961-1-350000 ext: 5445/5454
       Fax: +961-1-738025

Signing the assent form

I have read (or someone has read to me) this form. I have had a chance to ask questions before making up my mind. I want to be in this research study.

	AM/PM
Signature or printed name of subject	Date and time

Investigator/Research Staff

I have explained the research to the participant before requesting the signature above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

Printed name of person obtaining assent	Signature of person obtaining assent
	AM/PM
	Date and time

This form must be accompanied by an IRB approved parental permission form signed by a parent/guardian.

Survey

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS WHICH HELP WITH THE COMPLETION OF A STUDENT'S THESIS AT AUB

QUESTIONNAIRE FOR ENGLISH FL2 SPEAKERS

Name of the School:

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1. Indicate the language which you use at home and the % of time used:

	Less than 25%	25 - 50%	50% - 75%	More than 75%
1. □ Arabic	□	□	□	□
2. □ English	□	□	□	□
3. □ French	□	□	□	□
4. □ Other	□	□	□	□

Specify:…………………………

2. Is anyone of your parents a foreigner?

1. □ No
2. □ Father
3. □ Mother
4. □ Both

3. Have you ever spent more than 1 year in an English or French speaking country?

1. □ No
2. □ Yes Specify:
   In which country? …………
   How old were you? …………
   How long did you stay for? ………..
   ……….

4. What university do you plan to attend?

1. □ English speaking

2. □ French Speaking

Thank you for indicating your perception for each of the following:

On a scale of 1 to 5 (with 1 being not willing at all and 5 being very willing) indicate how willing you are to do the following in ___ENGLISH.___

	Willingness to communicate	1	2	3	4	5
	Kindly indicate how willing you are to do any of the following in English					
1	Talk with an assistant doctor					
2	Talk with a doctor					
3	Present a talk to a group of strangers					
4	Talk with an acquaintance while standing in line					
5	Talk with a salesperson in a store					
6	Talk in a large meeting of friends					
7	Talk with a police officer					
8	Talk in a small group of strangers.					
9	Talk with a friend while standing in line					
10	Talk with a waiter/waitress in a restaurant					
11	Talk in a large meeting of acquaintances.					
12	Talk with a stranger while standing in line.					
13	Talk with an advisor in your department.					
14	Present a talk to a group of friends.					
15	Talk in a small group of acquaintances.					
16	Talk with a garbage collector.					
17	Talk in a large meeting of strangers.					
18	Talk with your girl/boyfriend.					
19	Talk in a small group of friends.					
20	Present a talk to a group of acquaintances.					

On a scale of 1 to 5 (with 1 being very incompetent and 5 being very competent) indicate how competent you think you are at the following in *__English.__*

	Competence in English	1	2	3	4	5
1	Present a talk to a group of strangers.					
2	Talk with an acquaintance.					
3	Talk in a large meeting of friends.					
4	Talk in a small group of strangers.					
5	Talk with a friend.					
6	Talk in a large meeting of acquaintances					
7	Talk with a stranger.					
8	Present a talk to a group of friends.					
9	Talk in a small group of acquaintances.					
10	Talk in a large meeting of strangers.					
11	Talk in a small group of friends.					
12	Present a talk to a group of acquaintances.					

On a scale of 1 to 5 (with 1 being strongly disagree and 5 being strongly agree)

indicate to what extent you agree or disagree with the following statements.

	Interest in Foreign Language	1	2	3	4	5
1	If I were visiting a foreign country I would like to be able to speak the language of the people					
2	Even though Lebanon is relatively far from countries speaking other languages, it is important for Lebanese to learn foreign languages					
3	I wish I could speak another language perfectly					
4	I want to read the literature of a foreign language in the original language rather than a translation					
5	I often wish I could read newspapers and magazines in an other language					
6	I would really like to learn a lot of foreign languages					
7	If I planned to stay in an other country, I would make a great effort to learn the language even though I could get along in Arabic					
8	I would study a foreign language in school even if it were not required					
9	I enjoy meeting and listening to people who speak other languages					

| 10 | Studying a foreign language is an enjoyable experience | | | | | |

On a scale of 1 to 5 (with 1 being strongly disagree and 5 being strongly agree) indicate to what extent you agree or disagree with the following statements.

	Anxiety	1	2	3	4	5
1	I never feel quite sure of myself when I am speaking English in my English class					
2	I don't worry about making mistakes in English class					
3	I tremble when I know that I'm going to be called on in my English class					
4	It wouldn't bother me at all to take more English classes					
5	During my English class, I find myself thinking about things that have nothing to do with the course					
6	I keep thinking that the other students are better at English than I am					
7	I am usually at ease during tests in my English class					
8	I start to panic when I have to speak in English without preparation in my English class					
9	I worry about the consequences of failing my English class					
10	I don't understand why some people get so upset over English class					
11	In my English class, I can get so nervous I forget things I know					
12	It embarrasses me to volunteer answers in my English class					
13	I would not be nervous speaking English with native speakers					
14	I get upset when I don't understand what the English teacher is correcting in English					
15	Even if I am well-prepared for my English class, I feel anxious about it					
16	It frightens me when I don't understand what the teacher is saying in the foreign language					
17	I get nervous and confused when I'm speaking in my language class					
18	I often feel like not going to my English class					
19	I feel confident when I speak English in my English class					
20	I am afraid that my English teacher is ready to correct every mistake I make					
21	I can feel my heart pounding when I'm going to be called on in my					

	English class					
22	The more I study for an English test, the more confused I get					
23	I don't feel pressured to prepare very well for my English class					
24	I always feel that the other students speak English better than I do					
25	I feel more tense and nervous in my English class than in my other classes					
26	When I am on my way to English class, I feel very sure and relaxed					
27	I get nervous when I don't understand every word the English teacher says in English					
28	I feel overwhelmed by the number of rules I have to learn in order to speak English.					
29	I am afraid that the other students will laugh at me when I speak English					
30	I would probably feel comfortable around native speakers of English					
31	I get nervous when the English teacher asks questions which I haven't prepared in advance					

On a scale of 1 to 5 (with 1 being strongly disagree and 5 being strongly agree) indicate to what extent you agree or disagree with the following statements.

	ATTITUDES TOWARD ENGLISH SPEAKING LEBANESE	1	2	3	4	5
1	English Speaking Lebanese are a very sociable, warm-hearted and creative people					
2	I would like to know more English Speaking Lebanese					
3	English Speaking Lebanese add a distinctive flavour to the Lebanese culture					
4	French Speaking Lebanese should make a greater effort to learn the English language					
5	The more I get to know the English Speaking Lebanese, the more I want to be fluent in their language					
6	Some of our best citizens are English Speaking Lebanese					
7	The English Speaking Lebanese heritage is an important part of our Lebanese identity					
8	If Lebanon should lose the English culture, it would indeed be a great loss					
9	English Speaking Lebanese have preserved much of the beauty of the old Lebanese folkways					
10	Most English Speaking Lebanese are so friendly and easy to get along with that Lebanon is fortunate to have them					

On a scale of 1 to 5 (with 1 being strongly disagree and 5 being strongly agree) indicate to what extent you agree or disagree with the following statements.

	ATTITUDES TOWARD English Speaking People	1	2	3	4	5
1	The English Speaking People are considerate of the feelings of others					
2	I have a favorable attitude towards the English Speaking People					
3	The more I learn about the English Speaking People, the more I like them					
4	The English Speaking People are trust worthy and dependable					
5	I have always admired the English Speaking People					
6	The English Speaking People are very friendly and hospitable					
7	The English Speaking People are cheerful, agreeable and good humored					
8	I would like to get to know the English Speaking People better					
9	The English Speaking People are a very kind and generous people					
10	For the most part, the English Speaking People are sincere and honest					

	ATTITUDES TOWARD LEARNING ENGLISH	1	2	3	4	5
1	I hate English					
2	Learning English is really great					
3	I would rather spend my time on subjects other than English					
4	I really enjoy learning English					
5	Learning English is a waste of time					
6	English is an important part of the school program					
7	I think that learning English is dull					
8	I plan to learn as much English as possible					
9	When I leave school, I shall give up the study of English entirely because I am not interested in it					

On a scale of 1 to 5 (with 1 being strongly disagree and 5 being strongly agree) indicate to what extent you agree or disagree with the following statements.

	Motivation	1	2	3	4	5
1	Studying English can be important to me because it will allow me to be more at ease with fellow Lebanese who speak English.					
2	Studying English can be important for me because it will allow me to meet and converse with more and varied people					
3	Studying English can be important for me because it will be able to participate more freely in the activities of other cultural groups					

4	Studying English can be important for me only because I'll need it for my future career					
5	Studying English can be important for me because it will make me a more knowledgeable person					
6	Studying English can be important to me because I think it will some day be useful in getting a good job					
7	Studying English can be important for me because other people will respect me more if I have a knowledge of a foreign language					

Name of the School:

....

....

1. Indicate the language which you use at home and the % of time used:

	Less than 25%	25 - 50%	50% - 75%	More than 75%
1. ☐ Arabic	☐	☐	☐	☐
2. ☐ English	☐	☐	☐	☐
3. ☐ French	☐	☐	☐	☐
4. ☐ Other	☐	☐	☐	☐

Specify:…………………………

2. Are anyone of your parents a foreigner?

1. ☐ No
2. ☐ Father
3. ☐ Mother
4. ☐ Both

3. Have you ever spent more than 1 year in an English or French speaking country?

1. ☐ No
2. ☐ Yes Specify:
   In which country? …………
   How old were you? …………
   How long did you stay for? ………..
   ……….

4. What university do you plan to attend?

1. ☐ English speaking

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2. ☐ French Speaking

Thank you for indicating your perception for each of the following:

On a scale of 1 to 5 (with 1 being not willing at all and 5 being very willing) indicate how willing you are to do the following in **_French._**

	Willingness to communicate	1	2	3	4	5
	Kindly indicate how willing you are to do any of the following in French					
1	Talk with a assistant doctor					
2	Talk with a doctor.					
3	Present a talk to a group of strangers					
4	Talk with an acquaintance while standing in line.					
5	Talk with a salesperson in a store					
6	Talk in a large meeting of friends					
7	Talk with a police officer					
8	Talk in a small group of strangers.					
9	Talk with a friend while standing in line					
10	Talk with a waiter/waitress in a restaurant					
11	Talk in a large meeting of acquaintances.					
12	Talk with a stranger while standing in line.					
13	Talk with an advisor in your department.					
14	Present a talk to a group of friends.					
15	Talk in a small group of acquaintances.					
16	Talk with a garbage collector.					
17	Talk in a large meeting of strangers.					
18	Talk with your girl/boyfriend.					
19	Talk in a small group of friends.					
20	Present a talk to a group of acquaintances.					

On a scale of 1 to 5 (with 1 being very incompetent and 5 being very competent) indicate how competent you think you are at the following in *__French.__*

	Competence in French	1	2	3	4	5
1	Present a talk to a group of strangers.					
2	Talk with an acquaintance.					
3	Talk in a large meeting of friends.					
4	Talk in a small group of strangers.					
5	Talk with a friend.					
6	Talk in a large meeting of acquaintances					
7	Talk with a stranger.					
8	Present a talk to a group of friends.					
9	Talk in a small group of acquaintances.					
10	Talk in a large meeting of strangers.					
11	Talk in a small group of friends.					
12	Present a talk to a group of acquaintances.					

On a scale of 1 to 5 (with 1 being strongly disagree and 5 being strongly agree)

indicate to what extent you agree or disagree with the following statements.

	Interest in Foreign Language	1	2	3	4	5
1	If I were visiting a foreign country I would like to be able to speak the language of the people					
2	Even though Lebanon is relatively far from countries speaking other languages, it is important for Lebanese to learn foreign languages					
3	I wish I could speak another language perfectly					
4	I want to read the literature of a foreign language in the original language rather than a translation					
5	I often wish I could read newspapers and magazines in an other language					
6	I would really like to learn a lot of foreign languages					
7	If I planned to stay in an other country, I would make a great effort to learn the language even though I could get along in Arabic					
8	I would study a foreign language in school even if it were not required					
9	I enjoy meeting and listening to people who speak other languages					

10	Studying a foreign language is an enjoyable experience					

On a scale of 1 to 5 (with 1 being strongly disagree and 5 being strongly agree) indicate to what extent you agree or disagree with the following statements.

	Anxiety	1	2	3	4	5
1	I never feel quite sure of myself when I am speaking French in my French class					
2*	I don't worry about making mistakes in French class					
3	I tremble when I know that I'm going to be called on in my French class					
4*	It wouldn't bother me at all to take more French classes					
5	During my French class, I find myself thinking about things that have nothing to do with the course					
6	I keep thinking that the other students are better at French than I am					
7*	I am usually at ease during tests in my French class					
8	I start to panic when I have to speak in French without preparation in my French class					
9	I worry about the consequences of failing my French class					
10 *	I don't understand why some people get so upset over French class					
11	In my French class, I can get so nervous I forget things I know					
12	It embarrasses me to volunteer answers in my French class					
13 *	I would not be nervous speaking French with native speakers					
14	I get upset when I don't understand what the French teacher is correcting in French					
15	Even if I am well-prepared for my French class, I feel anxious about it					
16	It frightens me when I don't understand what the teacher is saying in the foreign language					
17	I get nervous and confused when I'm speaking in my language class					
18	I often feel like not going to my French class					
19 *	I feel confident when I speak French in my French class					
20	I am afraid that my French teacher is ready to correct every mistake I make					
21	I can feel my heart pounding when I'm going to be called on in my French class					
22	The more I study for a French test, the more confused I get					

23	I don't feel pressured to prepare very well for my French class					
24	I always feel that the other students speak French better than I do					
25	I feel more tense and nervous in my French class than in my other classes					
26 *	When I am on my way to French class, I feel very sure and relaxed					
27	I get nervous when I don't understand every word the French teacher says in French					
28	I feel overwhelmed by the number of rules I have to learn in order to speak French.					
29	I am afraid that the other students will laugh at me when I speak French					
30 *	I would probably feel comfortable around native speakers of French					
31	I get nervous when the French teacher asks questions which I haven't prepared in advance					

On a scale of 1 to 5 (with 1 being strongly disagree and 5 being strongly agree) indicate to what extent you agree or disagree with the following statements.

	ATTITUDES TOWARD FRENCH SPEAKING LEBANESE	**1**	**2**	**3**	**4**	**5**
1	French Speaking Lebanese are a very sociable, warm-hearted and creative people					
2	I would like to know more French Speaking Lebanese					
3	French Speaking Lebanese add a distinctive flavor to the Lebanese culture					
4	English Speaking Lebanese should make a greater effort to learn the French language					
5	The more I get to know the French Speaking Lebanese, the more I want to be fluent in their language					
6	Some of our best citizens are French Speaking Lebanese					
7	The French Speaking Lebanese heritage is an important part of our Lebanese identity					
8	If Lebanon should lose the French culture, it would indeed be a great loss					
9	French Speaking Lebanese have preserved much of the beauty of the old Lebanese folkways					
10	Most French Speaking Lebanese are so friendly and easy to get along with that Lebanon is fortunate to have them					

On a scale of 1 to 5 (with 1 being strongly disagree and 5 being strongly agree) indicate to what extent you agree or disagree with the following statements.

	ATTITUDE TOWARD FRENCH SPEAKING PEOPLE	1	2	3	4	5
1	The French Speaking People are considerate of the feelings of others					
2	I have a favorable attitude towards the French Speaking People					
3	The more I learn about the French Speaking People, the more I like them					
4	The French Speaking People are trust worthy and dependable					
5	I have always admired the French Speaking People					
6	The French Speaking People are very friendly and hospitable					
7	The French Speaking People are cheerful, agreeable and good humored					
8	I would like to get to know the French Speaking People better					
9	The French Speaking People are a very kind and generous people					
10	For the most part, the French Speaking People are sincere and honest					

	ATTITUDE TOWARD LEARNING FRENCH	1	2	3	4	5
1*	I hate French					
2	Learning French is really great					
3*	I would rather spend my time on subjects other than French					
4	I really enjoy learning French					
5*	Learning French is a waste of time					
6	French is an important part of the school program					
7*	I think that learning French is dull					
8	I plan to learn as much French as possible					
9*	When I leave school, I shall give up the study of French entirely because I am not interested in it					

	Motivation	1	2	3	4	5
1	Studying French can be important to me because it will allow me to be more at ease with fellow Lebanese who speak French.					
2	Studying French can be important for me because it will allow me to meet and converse with more and varied people					
3	Studying French can be important for me because it will be able to participate more freely in the activities of other cultural groups					
4	Studying French can be important for me only because I'll need it for my future career					
5	Studying French can be important for me because it will make me a more knowledgeable person					

6	Studying French can be important to me because I think it will some day be useful in getting a good job					
7	Studying French can be important for me because other people will respect me more if I have a knowledge of a foreign language					

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