



| Author | Journal | Year |
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KEY TERMS

Willingness to Communicate

Learners' intention and motivation to engage in conversations in the target language

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

What are the factors that increase learners' willingness to communicate in a second language?

WHAT EVIDENCE IS SUMMARISED?

35 studies

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Teachers should encourage learners to communicate regardless of their errors and mistakes.
- In larger classrooms, teachers can assign group works to decrease teachers' talking time and encourage learners to communicate with their peers.

WHAT DOES IT FIND?

- Active and cooperative speaking partners can reduce learners' fear of communicating in a second language.
- Responsive speaking partners can make learners feel excited and more responsible when communicating information in L2.
- Willingness to communicate is not only determined by the relationship between learners, their speaking partners, and their communication behaviour, but also by learners' perceptions of their speaking partners' contribution and cooperation.
- Some features of the speaking partners e.g., age, gender, level of proficiency, ethnic background, and appearance can influence learners' willingness to communicate in a second language.

