



Arabic Language Learners as an Example of Their Willingness to Communicate in a Second Language (L2-WTC) Accomplishment

Novy Maryani^{1*}, Ade Arip Ardiansyah², Ahmad Mohammed Hasan³

¹² Arabic Language Education Study Program UIN Sunan Gunung Djati Bandung, Indonesia

³ Arabic Language Education Study Program Universiti Brunei Darussalam, Brunei Darussalam

Article Information:

Received : August 10, 2024

Revised : October 15, 2024

Accepted : December 11, 2024

Keywords:

Arabic Language; Language Learning; Speaking Anxiety; Willingness to Communicate

*Correspondence Address:

novymaryani@uinsgd.ac.id

Abstract: Willingness to communicate in a second language (L2-WTC) is a crucial factor influencing the success of language learning, particularly in the context of Arabic learning. This article presented the extent to which Arabic language learners' willingness to communicate (WTC) in a second language impacts their achievement in acquiring language skills. A quantitative approach was used and the study surveyed 33 undergraduate Arabic learners at UIN Bandung in 2023. Data were collected through questionnaires measuring WTC levels and the factors influencing them, such as motivation, speaking anxiety, and opportunities for language practice. Statistical analysis was conducted to identify the relationship between WTC and the Arabic language proficiency learners. The results indicated that a high level of WTC is positively associated with better communicative competence. Additionally, learning motivation and environmental support significantly contribute to enhancing students' WTC. On the other hand, speaking anxiety and limited practice opportunities were identified as barriers to achieving optimal WTC. This article recommends that Arabic language instructors focus on teaching strategies that can enhance WTC, such as creating supportive environments and reducing speaking anxiety. Further research is suggested to explore the role of technology in supporting WTC and to investigate other individual factors such as cultural and social backgrounds.

How to cite:

Novy Maryani, Ade Arip Ardiansyah, and Ahmad Mohammed Hasan. "Arabic Language Learners as an Example of Their Willingness to Communicate in a Second Language (L2-WTC) Accomplishment." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 2 (2024): 463-479. <https://dx.doi.org/10.24042/albayan.v16i2.24312>.

Introduction

Willingness to communicate in a second language (L2-WTC) refers to an individual's psychological readiness to engage in active communication, influenced by complex factors such as motivation, confidence, anxiety, and perceived linguistic ability.¹ Shaped by personal traits and situational contexts, higher levels of L2-WTC are

¹ Gholam Hassan Khajavy, et al., "Willingness to Communicate in English: A Microsystem Model in the Iranian EFL Classroom Context," *Tesol Quarterly* 50, no. 1 (2016): 154–180.

associated with increased language practice and improved second language acquisition, as communicative learners are more likely to seize opportunities for authentic language use, enhancing their fluency.² WTC plays a crucial role in fostering interaction, which is essential for language development, as it leads to greater linguistic competence through exposure to diverse communicative situations.³ Consequently, students with higher WTC are more inclined to participate in exchanges, accelerating their language learning process.⁴ Furthermore, WTC significantly influences the frequency of L2 use, reinforcing its value in social contexts. Thus, fostering WTC is crucial for enhancing language proficiency, and it should be a primary objective in contemporary language instruction, impacting various modes of communication.⁵

The willingness to communicate (WTC) in a second language (L2) is a key factor in successful language acquisition, as it reflects a learner's readiness to engage in meaningful communication and utilize the language in various contexts.⁶ For Arabic language learners, WTC becomes a crucial component in their language learning journey, particularly as they navigate different environments ranging from structured classroom settings to more informal, real-world interactions.⁷ Understanding the role of WTC in Arabic language achievement can provide valuable insights into how learners develop their linguistic skills and what factors contribute to their success.⁸

This article explored the Willingness to Communicate (WTC) among Arabic language learners, illustrating how their engagement in communication can significantly impact their language acquisition and overall proficiency.⁹ By examining Arabic's unique linguistic and cultural aspects, the research highlighted the factors that influence learners'

² Adi Isma and Andi Farid Baharuddin, "Exploring Students' Willingness to Communicate (WTC) in Indonesian EFL Classroom," *Proceedings of English Linguistics and Literature* 3, no. 1 (2022): 78–85.

³ Kawita Sarwari, "Examining the Role of L2 Willingness to Communicate in English Language Achievements: Perspectives from Afghan University Instructors," *Cogent Education* 11, no. 1 (2024): 2400428.

⁴ Elis Susanti, "Contributing Factors on Students' Willingness to Communicate (WTC)," in *The 5th UAD TEFL International Conference (5th UTIC)* 5 (2019): 41–47.

⁵ Saud Alenezi, "Exploring the Factors Affecting Saudi University Students' In-Class Willingness to Communicate in English," *International Journal of English Linguistics* 10, no. 5 (2020): 75–88.

⁶ Jiayi Zhang, Nadin Beckmann, and Jens F. Beckmann, "To Talk or Not to Talk: A Review of Situational Antecedents of Willingness to Communicate in the Second Language Classroom," *System* 72 (2018): 226–239.

⁷ Jalil Fathi, Farnoosh Mohammaddokht, and Saeed Nourzadeh, "Grit and Foreign Language Anxiety as Predictors of Willingness to Communicate in the Context of Foreign Language Learning: A Structural Equation Modeling Approach," *Issues in Language Teaching* 10, no. 2 (2021): 1–30.

⁸ Tomoko Yashima, "Willingness to Communicate in an L2," *The Routledge Handbook of the Psychology of Language Learning and Teaching* (2021): 260–271.

willingness to interact in their second language, both in structured settings like classrooms and informal contexts.¹⁰ The findings demonstrated that a higher WTC correlates positively with language achievement, emphasizing the role of communication as a key component in the learning process.¹¹ This article provided valuable insights into the dynamics of L2-WTC specific to Arabic learners and underscores the importance of fostering a supportive environment that encourages communication.¹² Ultimately, it showcased the potential for enhancing language proficiency through increased willingness to communicate, thereby contributing to the broader understanding of second language acquisition in diverse contexts.¹³

Several studies are relevant to this research topic. Muhammad Fahri et al. identified three dimensions of the Willingness to Communicate (WTC) construct—online, classroom, and offline—showing that it can reliably measure WTC in Arabic language learners.¹⁴ Fakieh Alrabai's research found that teacher credibility and immediacy behaviors indirectly predicted L2 WTC through motivation and communication confidence.¹⁵ Ainaa Mardhiah Zaharuddin highlighted that students' anxiety negatively affects their classroom communication, with higher anxiety leading to lower WTC, suggesting that instructors should encourage activities to reduce anxiety and build confidence.¹⁶ Abdullah A. Alenezi's study found that the ideal self was significantly

⁹ Samyra Ghadirzade Toosy and Haniyeh Jajarmi, "ESQ in L2 Willingness to Communicate and Communicative Ability," *Journal of Business, Communication & Technology* 2, no. 2 (2023): 15–27.

¹⁰ Maryam Sadeghi Ordoubadi, Maryamsadat Tabatabaeian, and Elmira Farkhondehfar, "Communication Apprehension, Privacy Preferences and L2 Willingness to Communicate: Can They Predict Communication Ability?," *Journal of Business, Communication & Technology* 2, no. 2 (2023): 39–53.

¹¹ Mohammad Taghei Azad and Moussa Ahmadian, "Factors Affecting Foreign Language Teachers' Willingness to Communicate in Second Language", *Gastarhei Zabani* 15, no. 1 (2024): 199–235.

¹² Majid Sadoughi and S. Yahya Hejazi, "How Can L2 Motivational Self System Enhance Willingness to Communicate? The Contribution of Foreign Language Enjoyment and Anxiety," *Current Psychology* 43, no. 3 (2024): 2173–2185.

¹³ Tatsuya Aoyama and Tomoko Takahashi, "International Students' Willingness to Communicate in English as a Second Language: The Effects of L2 Self-Confidence, Acculturation, and Motivational Types," *Journal of International Students* 10, no. 3 (2020): 703–723.

¹⁴ Muhamad Fahri and et al., "Investigating the Validity and Reliability of WTC Construct in L2 Arabic: A Case Study," *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 8, no. 1 (2024): 1–17.

¹⁵ Fakieh Alrabai, "Modeling the Relationship Between Classroom Emotions, Motivation, and Learner Willingness to Communicate in EFL: Applying a Holistic Approach of Positive Psychology in SLA Research," *Journal of Multilingual and Multicultural Development* 45, no. 7 (2024): 2465–2483.

¹⁶ Ainaa Mardhiah Zaharuddin, F. A. A. Suparia, and F. Khamarudin, "The Correlation Between Foreign Language Anxiety and Willingness to Communicate Among Students of Arabic as a Foreign Language," *International Journal of Academic Research in Business and Social Sciences* 13, no. 4 (2023): 735–754.

related to learning responsibility in WTC, while the "ought-to" self was insignificant.¹⁷ Lastly, Bensalem's research showed that grit and Foreign Language Enjoyment (FLE) were significant predictors of L2 WTC, with grit being more important for Moroccan students and FLE for Saudi students. These findings have important pedagogical implications for understanding and enhancing WTC in language learners.¹⁸

The novelty of this research lies in its specific focus on Arabic language learners and their Willingness to Communicate in a second language (L2-WTC), providing a unique perspective compared to previous studies that have primarily examined WTC in other languages and contexts. This study highlights Arabic's distinct linguistic and cultural characteristics, addressing a gap in understanding how WTC influences the language acquisition process among Arabic learners, particularly in structured environments like classrooms and informal interactions. Furthermore, this study not only measures the correlation between WTC and language achievement but also explores the subscales of WTC, such as communication with native speakers and in structured contexts. This multifaceted approach offers a comprehensive understanding of how WTC manifests in Arabic language learners and emphasizes the importance of context in language learning, ultimately contributing recommendations for enhancing WTC among Arabic learners and filling a critical gap in the existing literature.

Methods

A correlational research design was used to explore the relationship between Willingness to Communicate (WTC) and Arabic language achievement. The correlational approach was chosen to examine the degree and direction of the relationship between these two variables without manipulation.¹⁹ WTC was measured using a standardized questionnaire that assessed participants' readiness to communicate in Arabic across various contexts, while language achievement was evaluated through academic performance data, including test scores. The design aimed to identify any significant association between higher levels of WTC and improved Arabic language achievement,

¹⁷ Abdullah A. Alenezi, Shaima J. Al-Saeed, and Abdullah M. Alazemi, "The L2 Motivational Self System and the Instructional Willingness to Communicate in the Kuwaiti EFL Context," *Advances in Social Sciences Research Journal* 8, no. 6 (2021): 180–198.

¹⁸ Elias Bensalem, Amy S. Thompson, and Fahad Alenazi, "The Role of Grit and Enjoyment in EFL Learners' Willingness to Communicate in Saudi Arabia and Morocco: A Cross-Cultural Study," *Journal of Multilingual and Multicultural Development* 13, no. 1 (2023): 1–16.

offering insights into how communication willingness may impact language learning success.

This research was conducted in the 2023 academic year at the Faculty of Tarbiyah and Teaching at UIN Sunan Gunung Djati Bandung which involved 33 undergraduate Arabic language students, both male and female, aged between 19 and 20 years. The participants were given the Willingness to Communicate (WTC) questionnaire to assess their readiness to communicate in various contexts, including with native and non-native speakers and in academic settings. After collecting all responses, they had 30 minutes to complete the questionnaire. Additionally, each student's average score in their Arabic language courses was obtained from their instructor to measure their overall language achievement. Factor analysis confirmed the questionnaire's validity and reliability, determined using Cronbach's Alpha, which produced a strong internal consistency coefficient of 0.85.

Table 1. Lists the Gender of Participants

Gender	Total
Male 15	33
Female 18	

Data related to the study's objectives were collected through the *Willingness to Communicate in a Foreign Language Scale* (WTC-FLS) questionnaire, which was developed. The instrument consists of three subscales measuring: a. Willingness to communicate with native speakers of Arabic (WTC-NS), b. Willingness to communicate with foreigners who are not native speakers of Arabic (WTC-NN), and c. Willingness to communicate in the school context (WTC-SC). Participants were asked to indicate their desire to communicate on a scale from 1 to 5 (Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5). Each student's Arabic language achievement was assessed based on their average score.

Participants were given the WTC questionnaire to complete in class for the study's aims. The questionnaires took about thirty minutes to complete before they were collected. The course instructor also provided an average score for each participant to measure their proficiency in Arabic. The questionnaire's reliability was evaluated to be 0.85, and its validity was determined to be acceptable through factor analysis.

¹⁹ Izzuddin Musthafa and Acep Hermawan, *Metodologi Penelitian Bahasa Arab: Konsep Dasar Strategi Metode Teknik* (Bandung: Remaja Rosdakarya, 2018).

The data was processed using SPSS software to analyze the relationship between WTC and Arabic language achievement. Pearson's correlation (two-tailed) was employed to determine whether a statistically significant correlation existed between the overall WTC scores and the three subscales (WTC with native speakers, non-native speakers, and in a school context) and the students' Arabic language achievement. The correlation analysis aimed to explore how each dimension of WTC might relate to the learners' academic performance in Arabic, providing insights into the potential impact of communication readiness on language learning success.

Results and Discussion

This study was conducted in the 2023 academic year at the Faculty of Tarbiyah and Teaching at UIN Sunan Gunung Djati Bandung. It involved a diverse group of 33 undergraduate students specializing in Arabic language studies. The participants included male and female students aged between 19 and 20 years. This age group represented a critical stage in language learning, where students often transition from foundational knowledge to more advanced language competencies. By focusing on this specific demographic, the study aimed to gather relevant insights into the factors influencing language acquisition at this level.

The Willingness to Communicate (WTC) questionnaire was distributed during class to assess the participants' readiness to communicate.²⁰ The questionnaire evaluated the students' willingness to converse across various contexts, including interactions with native speakers, non-native speakers, and within academic environments.²¹ Participants were given approximately 30 minutes to complete the questionnaire, allowing them sufficient time to reflect on their communication experiences and readiness. After completing the questionnaire, all responses were collected for further analysis, providing a comprehensive dataset for evaluating WTC among the participants.

In addition to the WTC questionnaire, the study also sought to measure each student's academic performance in Arabic.²² Average scores in Arabic language courses

²⁰ Michelle Verbitskaya, "Willingness to Communicate and International Students' Use of L2," 2019.

²¹ Enhao Feng, Yi Wang, and Ronnel Bornasal King, "Achievement Goals, Emotions and Willingness to Communicate in EFL Learning: Combining Variable-and Person-Centered Approaches," *Language Teaching Research* 52, no. 1 (2023): 1-27.

²² Nicholas Subtirelu, "A Language Ideological Perspective on Willingness to Communicate," *System* 42, no. 1 (2014): 120-132.

were obtained from the course instructors, serving as indicators of the student's overall language achievement.²³ This dual approach—assessing both willingness to communicate and academic performance—allowed for a more nuanced understanding of the relationship between these variables.²⁴ By correlating the WTC scores with academic performance, the study aimed to uncover potential patterns that could inform educators about the importance of fostering communication skills in enhancing language learning outcomes.²⁵

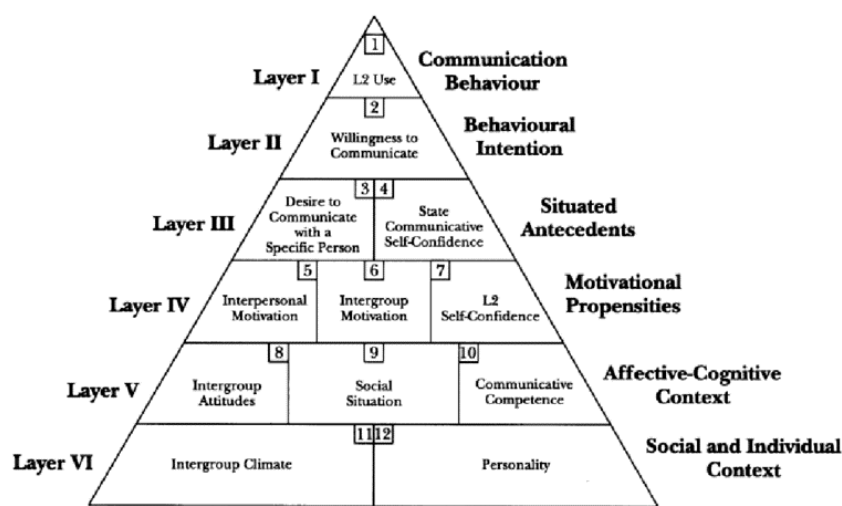


Figure 1: The Pyramid Model of WTC²⁶

This section (Figure 1) presents the study's findings regarding the relationship between Arabic language learners' Willingness to Communicate (WTC) and their language acquisition accomplishments. The results indicate a significant correlation between the participants' WTC scores and their academic performance in Arabic language courses, suggesting that higher levels of communication willingness are associated with better language achievement. The data collected from the WTC questionnaire revealed that learners who exhibited a greater readiness to engage in conversations—particularly with native and non-native speakers—tended to achieve higher grades and demonstrate improved proficiency in their language skills. This aligns

²³ Nourollah Zarrinabadi, "Communicating in a Second Language: Investigating the Effect of Teacher on Learners' Willingness to Communicate," *System* 42, no. 1 (2014): 288–295.

²⁴ Mutahar A. Al-Murtadha, "The Relationships among Self-Reported and Observed First Language and Second Language Willingness to Communicate and Academic Achievement," *Language, Culture and Curriculum* 34, no. 1 (2021): 80–94.

²⁵ Mona Obaid Alrahman Ashik Turjoman, "Willingness to Communicate in English among Saudi Female University Students.," *International Education Studies* 9, no. 7 (2016): 170–177.

with existing literature that emphasizes the importance of communicative practice in language acquisition.

Furthermore, the analysis of subscale scores revealed specific insights into the factors influencing L2-WTC among the participants. For instance, learners showed a notably higher willingness to communicate in academic contexts than in informal settings. This finding suggests that the structured classroom environment may give students the confidence and support necessary to practice their language skills more readily. Conversely, the willingness to communicate with native speakers showed a significant gap, indicating that anxiety or apprehension in real-world interactions may hinder learners from fully utilizing their language abilities. This underscores the need for targeted interventions that reduce communication barriers and enhance learners' confidence in diverse conversational contexts.

The implications of these findings are multifaceted. Educators should recognize WTC's critical role in the language learning process and consider implementing strategies that encourage students to practice communication in both academic and informal settings. Creating a supportive classroom atmosphere where learners feel comfortable engaging in discussions can foster a positive attitude toward communication and ultimately enhance language acquisition. Additionally, integrating activities that simulate real-life conversational experiences with native speakers could further bridge the gap between learners' willingness to communicate and their actual performance. By addressing these areas, language instructors can better provide students to succeed in their language learning journeys, reinforcing that willingness to communicate is significant to achieving proficiency in a second language.

Table 2. Correlation Coefficient Between Arabic Language Proficiency and WTC-FLS

		Arabic Language Achievement	WTC-FLS
Arabic Language Achievement	Pearson Correlation Sig. (2-tailed)	1	.309
	N	33	33
	WTC	.309	1
WTC	Pearson Correlation Sig. (2-tailed)	0.41	33
	N	33	33

Table 2 shows a significant positive correlation between Willingness to Communicate (WTC) and Arabic language achievement ($r = .309$, $n = 33$, $p < .05$),

²⁶ Yanyu Yang, Yongze Cui, and Suhua Yao, "Teacher Support, Grit and L2 Willingness to Communicate: The Mediating Effect of Foreign Language Enjoyment," *BMC Psychology* 12, no. 1 (2024): 1–13.

indicating that students with a higher willingness to engage in communication tend to perform better academically in Arabic. This suggests that WTC plays a meaningful role in language learning success. Tables 3, 4, and 5 further explore the relationship between Arabic achievement and the subscales of WTC, including communication with native speakers (WTC-NS), non-native speakers (WTC-NN), and within the school context (WTC-SC). The results reveal a stronger correlation between academic achievement and WTC in the school setting (WTC-SC), highlighting the importance of structured environments in supporting language use. The weaker correlation with WTC-NS suggests potential challenges in real-world communication with native speakers. These findings emphasize the need for tailored strategies to foster communication in various contexts to enhance language proficiency.

Table 3. The Correlation Coefficient Between Arabic Language Proficiency and WTC-NNS

		Arabic Language Achievement	WTC-NNS
Arabic Language Achievement	Pearson Correlation Sig. (2-tailed)	1	-.085
	N	33	33
	Pearson Correlation Sig. (2-tailed)	-.085	1
WTC-NNS	N	33	33

As evident from Table 3, there is no significant correlation between the Willingness to Communicate with Non-native Speakers (WTC-NS) and Arabic language achievement ($r = -.85$, $n = 33$, $p < .05$). This indicates that even though an individual may have a high level of willingness to communicate with speakers of other languages, this does not necessarily translate into better performance in learning the Arabic language. In other words, the WTC-NS variable does not appear to significantly impact academic achievement in Arabic language acquisition within this sample.

Table 4. The Correlation Coefficient Between Arabic Language Proficiency and WTC-NS

		Arabic Language Achievement	WTC-NS
Arabic Language Achievement	Pearson Correlation Sig. (2-tailed)	1	.213
	N	33	33
	Pearson Correlation Sig. (2-tailed)	.213	1
WTC-NS	N	33	33

As shown in Table 4, no significant correlation was found between the Willingness to Communicate with Non-native Speakers (WTC-NNS) and Arabic language achievement ($r = .213$, $n = 33$, $p < .05$). This suggests that an individual's

willingness to communicate with non-native speakers does not have a statistically significant effect on their success in learning the Arabic language. In other words, the WTC-NNS variable does not substantially predict Arabic language achievement in the current sample.

Table 5. The Correlation Coefficient Between Arabic Language Proficiency and WTC-SC

		Arabic Language Achievement	WTC-SC
Arabic Language Achievement	Pearson Correlation Sig. (2-tailed)	1	.413
	N	33	33
	Pearson Correlation Sig. (2-tailed)	.413	1
WTC-NS	N	.005	33
		33	

As presented in Table 5, there is a significant positive correlation between Arabic language achievement and Willingness to Communicate in Structured Contexts (WTC-SC) ($r = .413$, $n = 33$, $p < .01$). This finding suggests that individuals who are more willing to engage in communication within structured settings, such as classrooms or formal learning environments, tend to perform better in Arabic language learning. The strength and significance of this correlation indicate that WTC-SC is an important factor influencing Arabic language achievement in the studied sample.

These results revealed that WTC plays a crucial role in the success of second language learning, particularly in structured learning environments such as classrooms. The significant positive correlation between L2-WTC and Arabic language achievement suggested that motivation and readiness to engage in communication are essential in enhancing students' language proficiency. In formal contexts, students are more likely to actively interact with the language being learned, providing them with opportunities to practice and improve their skills more intensively.

In contrast, the lack of a significant correlation between WTC in communication with native and non-native speakers indicated potential challenges students face in applying their language skills outside structured environments.²⁷ This factor may be due to communication anxiety or limitations in informal settings that do not consistently support language use. Therefore, it is crucial to develop strategies that increased students'

²⁷ Mehdi Solhi, Majid Elahi Shirvan, and Belkıs Benlioglu, "Enjoyment Begets Enjoyment: An Experience Sampling Study on the Impact of L2 Teacher Enjoyment on EFL Learners' Learning Enjoyment and Willingness to Communicate," *System* 126, no. 1 (2024): 103493.

WTC not only in the classroom but also in real situations.²⁸ By offering more opportunities for communication in diverse contexts, students are expected to enhance their overall language proficiency more comprehensively.

The results of this study underscored the importance of Willingness to Communicate (WTC) in supporting Arabic language achievement. As shown in Table 2, a significant positive correlation existed between WTC and academic performance in Arabic ($r = .309$, $n = 33$, $p < .05$), suggesting that students more inclined to engage in communication tend to achieve better results in their language studies. This aligned with the notion that active communication fosters language development by providing learners with more opportunities to practice and refine their skills. However, in analyzing the subscales of WTC, such as communication with native speakers (WTC-NS) and non-native speakers (WTC-NNS), no significant correlations were found with Arabic achievement. This indicated that these real-world interactions may not contribute as directly to academic success, possibly due to anxiety, informal language use, or limited linguistic input in these contexts.

In contrast, the significant positive correlation between WTC in Structured Contexts (WTC-SC) and Arabic achievement ($r = .413$, $n = 33$, $p < .01$) suggested that communication in formal learning environments, like classrooms, plays a more vital role in language proficiency. Structured contexts provide the necessary framework for students to engage in focused, goal-oriented language use, which may explain their stronger impact on academic performance. These findings highlighted the need for educational strategies emphasizing structured communication activities while finding ways to improve the effectiveness of less formal, real-world interactions to foster comprehensive language learning.

The findings presented in Table 3 reveal no significant correlation between the Willingness to Communicate with Non-native Speakers (WTC-NS) and Arabic language achievement ($r = -.85$, $n = 33$, $p < .05$). This suggests that a higher willingness to engage in communication with non-native speakers does not necessarily result in improved academic performance in Arabic. One possible explanation is that conversations with non-native speakers may not provide the same level of linguistic complexity, feedback,

²⁸ Muhamad Bisri Ihwan and et al., "Intensive Arabic Language Teaching to Acquire the Four Linguistic Skills/Tadris Al-Lugah al-'Arabiyyah al-Mukassaf Li Iktisab al-Maharat al-Lugawiyah al-Arba," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12, no. 2 (2020): 281–300.

or cultural immersion necessary for academic language development. Although these interactions are valuable for practical communication skills, they may not directly contribute to the structured learning needed to achieve academic success in a foreign language.

Moreover, the lack of correlation may also indicated that learners face challenges transferring communication experiences with non-native speakers into classroom performance. Factors such as language proficiency levels, limited exposure to authentic language use, or even communication anxiety in non-native speaker interactions could minimize the academic benefits of such engagements. This suggested that WTC-NS is important for general communication skills, additional strategies may be required to ensure that these interactions effectively support the formal language learning process.

The data presented in Table 4 indicate that there was no significant correlation between the Willingness to Communicate with Non-native Speakers (WTC-NNS) and Arabic language achievement ($r = .213$, $n = 33$, $p < .05$). This finding suggested that despite an individual's willingness to engage in communication with non-native speakers, this factor does not have a statistically significant impact on their success in Arabic learning. This lack of correlation raised questions about the effectiveness of interactions with non-native speakers in enhancing academic performance in language learning. It implied that such communication may not provide the necessary linguistic input or context to improve language acquisition in a formal educational setting.

This result could reflect the complexities of language learning dynamics which factors beyond mere willingness influence the benefits of communication. For instance, learners might struggle with confidence, fluency, or the nuances of language when interacting with non-native speakers, which could hinder their ability to leverage these experiences for academic gains.²⁹ Consequently, while WTC-NNS is a relevant aspect of language use, its limited role in predicting Arabic language achievement suggests the need for alternative approaches or supplementary strategies to enhance communication skills and academic outcomes in learners engaging with native and non-native speakers.³⁰

²⁹ Huda Hamad Almijbilee, "Neuro-Linguistic Programming Willingness to Communicate Sensory Motivation and Language Achievement: A Case of Iraqi Learners," *Journal of Cognition Emotion and Education* 1, no. 2 (2023): 1–16.

³⁰ Guoxing Lan, Xian Zhao, and Man Gong, "Motivational Intensity and Willingness to Communicate in L2 Learning: A Moderated Mediation Model of Enjoyment, Boredom, and Shyness," *System* 117, no. 1 (2023): 103116.

The findings outlined in Table 5 reveal a significant positive correlation between Arabic language achievement and Willingness to Communicate in Structured Contexts (WTC-SC) ($r = .413, n = 33, p < .01$). This suggested that individuals who demonstrate a greater willingness to engage in communication within structured environments—such as classrooms or formal educational settings—tend to achieve higher levels of success in learning Arabic. The strong correlation indicated that structured contexts facilitate the practice of language skills and provide the necessary support and feedback that contribute to effective language acquisition.³¹ This underscored the importance of creating environments encouraging active participation and structured interactions to enhance learners' academic performance.

Furthermore, the significance of WTC-SC as a predictor of Arabic language achievement highlights the critical role that formal learning settings play in language development. In structured environments, learners are often provided with guided opportunities for communication, which can lead to more effective language practice and mastery. This finding suggested that educators should prioritize the cultivation of willingness to communicate in these contexts, integrating more interactive and communicative activities into their curricula. By fostering WTC-SC, educators can better support students' academic journeys and overall proficiency in Arabic, ultimately leading to improved outcomes in their language learning experiences.

Conclusion

In conclusion, this article underscores the importance of Willingness to Communicate (WTC) in enhancing Arabic language achievement among learners. The significant positive correlation between WTC and academic performance ($r = .309, n = 33, p < .05$) indicated that fostering a willingness to communicate can improve language learning outcomes. Notably, communication in structured contexts (WTC-SC) showed an even stronger correlation with academic success ($r = .413, n = 33, p < .01$), suggesting that formal educational environments play a vital role in facilitating language acquisition. However, the lack of significant correlations with communication with native (WTC-NS) and non-native speakers (WTC-NNS) highlighted challenges in applying these skills in the real contexts indicating the need for strategies that promote communication in various

³¹ Awatif F. Alshammri, "Perceptions of Saudi EFL Learners' Willingness to Communicate in the Extramural Digital Context," *Theory and Practice in Language Studies* 13, no. 8 (2023): 1920–1930.

settings. Despite these findings, the study has limitations, such as limited sample that may affect the generalizability of the results and a cross-sectional design that restricts causal inferences. Future research should involve larger, more diverse samples and consider longitudinal designs to examine how WTC evolves and influences language learning outcomes. Investigating specific strategies to enhance communication with native and non-native speakers would provide deeper insights into improving overall language proficiency. These findings could significantly inform the development of effective educational practices and curriculum promoting successful Arabic language learning.

Acknowledgment

We would like to express our heartfelt gratitude to those who have helped this research have contributed to this research. We are especially grateful to the leadership and academic community of UIN Sunan Gunung Djati Bandung for their support and assistance in providing essential resources and data. Additionally, we extend our sincere thanks to any organizations that provided financial support for this study. We also appreciate the editorial team at Jurnal Al-bayan for their professionalism and dedication, which has greatly enhanced the quality and visibility of our work.

Author Contributions Statement

NM as the first author, conceived the study's objectives, designed the analysis framework, and led the manuscript drafting, focusing on articulating the findings and positioning the research within the language learning field. AA as the second author, was key in data collection, ensuring relevant information was gathered and contributing valuable analysis tools. AA also co-wrote sections on methodology and results. AM as the third author, provided a thorough language review and proofreading, enhancing the manuscript's clarity and coherence. This collaborative effort integrated diverse skills to produce a high-quality final manuscript.

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