

Structural Equation Modeling of EFL Learners' Willingness to Communicate and Their Cognitive and Personality Traits

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Abstract: This study aimed at investigating the relationship between Willingness to Communicate and EFL learners' Communication Apprehension, Self-perceived Communicative Competence, Self-regulation, Need for Closure, Tolerance of Ambiguity as well as Aggression. The participants of this study were 300 (197 female and 103 male) Iranian EFL learners of English language institutes in Isfahan. To fulfill the purpose of the study, participants were asked to answer seven questionnaires on Willingness to Communicate (WTC), Communication Apprehension (CA), Self-perceived Communicative Competence (SPCC), Self-regulation (SR), Need for Closure (NFC), Tolerance of Ambiguity (TA) and Aggression (Agg). The results of Structural Equation Modeling confirmed previous studies on the relationship between EFL learners' WTC and SPCC as well as CA asserting that WTC was positively correlated with SPCC and negatively with CA. It was also found that WTC positively correlated with TA. However, the findings revealed no relationship between WTC and SR, NFC and Agg. This study had implications for EFL learners and teachers regarding the factors influencing WTC in language classrooms.

Keywords: Willingness to Communicate, Communication Apprehension, Self-perceived Communicative Competence, Self-regulation, Need for Closure, Tolerance of Ambiguity, Aggression.

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