

The Willingness to Communicate in English Among Domestic Students in an International Online Class

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Abstract—This mixed-method study explored the domestic students' willingness to communicate (WTC) in L2 (English) in an international class. In particular, it investigated the frequency of using English in social interaction with overseas students and online learning activities. In addition, it explored factors contributing to the use of English. In the quantitative stage, 25 students responded to the questionnaire on their frequency in the use of English in social interaction settings and Zoom-room settings. Quantitative data analysis revealed that most domestic students' English use frequency was shallow to moderate. However, the frequency of a few students ranged from moderate to very high. In the qualitative stage, nine students participated in a semi-structured interview concerning the factors contributing to the frequency of the use of English. The frequency in the use of English and the factors contributing to the frequency are provided in this paper.

Index Terms—WTC, overseas students, domestic students

I. INTRODUCTION

International classes, including online ones, result in problems, among other things, language problems for domestic students. Being in a community with foreigners, domestic students are constantly demanded to use English as a lingua franca. To some domestic students, this is an excellent opportunity, so they take it actively. To some others, however, this is a burden, and eventually, they leave it.

Language problems among international students have been widely studied. English is the means of instruction and communication in international classes, so English proficiency is critical for student's success (Andrade et al., 2014). However, many international students struggle with the demand for English (Andrade, 2009), and they need improvement in their English (Andrade, 2010). English language proficiency, isolation, instructors' lack of experience, and a lack of motivation to study in online classes are the problems encountered by international students (Karkar-Esperat, 2018). Also, it was found that undergraduate international students are reticent and need individual attention from instructors (Dalglish, 2006). Another study confirmed that international students managed to decrease their acculturative stress and homesickness, and they were able to increase their English proficiency at the end of the first semester (Koo et al., 2021). Through their systematic review, Widiasih et al. confirmed that international students studying at Indonesian universities encountered problems, including cultural adaptation and language problems (2020).

In a community with foreigners, domestic students in an international class are presented with ample opportunities to use English in actual conversations. Some take the opportunity as a medium to practice, but others leave it and remain silent. The response in the single case indicates the different degree of the willingness to communicate (WTC) in the L2, that is, the readiness to use the L2 with a specific person at a specific time (Macintyre et al., 1998). Multiple factors contribute to the student's willingness to communicate in the target language (English). The present study investigated how domestic students in an international class utilize the international community to improve their English.

II. RELEVANT STUDIES

WTC in a second language was built on the tenet that L2 competence was affected by enduring and situational influences. The enduring influences such as learner's personality, interpersonal motivation, and self-confidence are the stable and long-term characteristics of individuals and environments that apply to any situation. On the other hand, situational influences such as the desire to speak to a specific individual, communicative self-confidence, and understanding of a topic under discussion are more transient and dependent on the context.

WTC has been widely studied from various perspectives using various designs. Concerning WTC and classroom contexts and teaching practices, Pattapong used a qualitative approach to study Thai students' willingness to use English

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as their foreign language. It involved 29 undergraduate students and collected data through interviews, stimulated recall, and classroom observation. The results revealed that personal characteristics, learning experiences, teaching practices, language and learning tasks, classroom management, and peer interlocutors with whom the students communicate are the factors affecting the students' willingness to communicate in English (Pattapong, 2010).

Alimorad et al. also used the qualitative approach to identify underlying factors that lead to Iranian students' willingness to speak up in English as their second language. With purposive random sampling, this research recruited ten students and used the semi-structured interview as the method of data collection. Results of the research revealed that WTC arises as the result of interactions involving some factors: individual, contextual, and linguistic factors (Alimorad et al., 2021).

A study using a different design confirmed the Pattapong's result. This study employed a quantitative approach using a survey design with convenience sampling, a WTC questionnaire as its instrument, and descriptive statistics as its analysis. It reveals that the willingness to communicate with Indonesian EFL learners at the universities under study is influenced by group size, classroom environment, student cohesiveness, classroom seating arrangement, and familiarity with interlocutors (Amalia & Asib, 2019).

Using a mixed-method approach, Sylvia et al. studied WTC factors among 110 EFL students majoring in ELT in Indonesia with low WTC but high English ability. The questionnaire was the method of gathering the quantitative data, and the stimulated recall interview was carried out to collect the qualitative data. Through quantitative data analysis, it was found that attitude and motivation do not partially and significantly influence the students' WTC, but classroom environment and confidence in English do. In addition, qualitative data analysis suggests that the lecturer's style in building relationships with students influences the students' WTC (Sylvia et al., 2020). Likewise, Suvongse et al. studied factors contributing to Thai students' willingness to communicate in English in immersion programs. A questionnaire, focus group interview questions, and observation records were used for collecting data, and data analysis was done through descriptive statistics, one-way ANOVA, and multiple regression. The research findings revealed that psychological variables contributing to the WTC are communication apprehension, introversion, and instrument motivation. In addition, psycho-cultural variables causing the WTC are fear of losing face, unity, and teacher status (Suvongse & Chanyoo, 2022).

A quantitative approach with the correlational design was used by Darasawang and Reinders to investigate the influence of psychological states on WTC among Thai students. Stratified random sampling was used to select the respondents, and the WTC questionnaire was used to collect the data for the outcome variable. The data for the predictor variable was collected through an English Placement Test (EPT) and a Test of English for Thai Engineers and Technologists (TETET). It was found that WTC and self-confidence are strongly correlated but weak to moderately correlated to language proficiency (Darasawang & Reinders, 2021).

Correlational design was also used by Subekti et al. to predict the relationship between the learners' perceived communication competence and communication apprehension and their WTC. A set of WTC questionnaires containing self-perceived communication competence and communication apprehension was the instrument for the study. This research revealed that self-perceived communication competence and WTC are strongly correlated, but communication apprehension and WTC are moderately correlated. In addition, WTC is a strong predictor of the students' achievement (Subekti, 2019)

Using the same design as Subekti et al., Aoyama and Takahashi (2020) investigated the correlation between second language self-confidence, acculturation, and motivation and WTC among Japanese studying at a university in California. This study confirmed that L2 self-confidence and L2 WTC have a moderate positive correlation, as do acculturation and L2 WTC.

Despite the valuable results of those empirical studies, some aspects still need research. *First*, studies by Akanwa (2015), Karkar-Esperat (2018), Dalglis (2006), and Koo et al. (2021) mainly deal with the perspective of international students rather than domestic students. In particular, studies by Andrade (2009), Andrade (2010), and Andrade (2014) are concerned with the English handicap encountered by non-English native speakers staying in English-speaking countries. However, no research concerns the L2 handicap among non-English native speakers living in a non-English speaking country who have to interact with foreigners constantly.

Second, concerning WTC research, most of studies have taken student perception, student competence, and factors driving and restraining the WTC. As such, the results of those studies do not describe the students' genuine attitude when they are presented with an opportunity to use a second language (English). The frequency of using the L2 when the L2 learners are among foreigners is one of the aspects worth studying since the frequency of L2 use, and WTC are correlated (Macintyre & Charos, 1996).

Third, turning to the classroom environment, research findings by Pattapong (2010), Amalia and Asib (2019), Sylvia et al. (2020), and Alimorad (2021) suggest that classroom environment and teaching practice are two factors affecting the students' L2 WTC. Those studies, however, do not investigate the mode of learning, particularly online learning. In fact, during the Covid-19 outbreak, the teaching and learning processes in all levels of education were carried out virtually, as revealed in Ferdiansyah et al. (2020), Hastowohadi et al. (2020), and Susanto et al. (2020). Moreover, the teaching and learning processes carried out online need to be investigated to determine the degree to which the mode of learning affects the students' L2 WTC.

Next, except for Sylvia et al. (2020), studies on WTC mostly use quantitative and qualitative approaches. The dominant use of quantitative and qualitative methods and the combination of both must be deployed. The use of mixed-method will enable us to understand facts on the students' WTC more comprehensively. Quantitative research such as surveys may reveal basic information concerning the domestic students' degree of frequency in the use of English. However, it ignores contexts and does not hear the voice of the students. Qualitative inquiry is needed since it advocates the use of contexts and the voice of the students to understand the facts revealed by the quantitative data. From this, the use of mixed-method is called for since it enables us to understand data at a more detailed level by using qualitative follow-up data to help explain a quantitative database, such as a survey (Creswell, 2014).

Due to the paucity of previous studies, this mixed method research aims to understand the domestic students' willingness to communicate in English in an international class. The present research seeks to answer two research questions. First, what is the domestic students' frequency of using English in an international class? Second, what factors contribute to the frequency of the use of English?

III. METHODS

A. Context

This research was carried out in an English education department of the master program at an Islamic public university in Indonesia. In the academic year of 2020-2021, the institution ran an international class with 25 domestic students and 25 overseas ones of various nationalities. Overseas and domestic students were not separated; instead, they were in one group so that they had the opportunity to communicate. Due to the Covid-19 pandemic, all learning activities were done through Zoom classes.

B. Design

This study employed explanatory sequential mixed methods, by which quantitative data are explained in more detail using qualitative data (Creswell, 2014). This design comprised two different stages: quantitative and qualitative stages. In the quantitative stage, numeric data were collected and analyzed using descriptive statistics. The analysis results were the demographic information of respondents and the degree of frequency of English use inside and outside the Zoom class. Finally, the results of quantitative data analysis were used as the base for selecting participants in the interview. In the qualitative stage, information concerning the factors contributing to the degree of frequency in English (the second research question) was collected through semi-structured interviews and analyzed using thematic analysis.

C. Quantitative Stage

(a). Research Participants

The convenience sampling technique was deployed in this study since it used the available individuals in the study program (Ary et al., 2010). This research involved all domestic students. In total, 25 students participated in this study, 23 females and two males; one student did not return the questionnaire.

(b). Research Instruments

The quantitative data for this study is the students' answers to the questionnaire developed by the researchers. The scaled-item questionnaire was used to measure the frequency of the use of English. The questionnaire was developed by referring to instruments used in previous WTC research (Darasawang & Reinders, 2021; Macintyre & Charos, 1996; Peng & Woodrow, 2010). It includes two subcategories: the frequency in communication in social interaction with overseas zoommates outside the Zoom room (seven items) and the frequency in zoom-class activities (five items). The frequency of the use of English is rated by a five-point rating scale, ranging from 1 (never) to 5 (always).

(c). Data Collection and Analysis

The quantitative data collection took place over one week in October 2021. First, the researcher contacted all domestic students in the international class in which the researcher taught and let them know about the census. They all positively responded and agreed to participate in it. Then, the questionnaire was distributed via WhatsApp, and most students returned it no more than two days later. However, out of 25 students, one did not return the questionnaire. As such, there are 24 usable responses. Responses were analyzed by counting the number of students answering each item, from which the frequencies and percentages of responses to each question can be determined.

D. Qualitative Stage

(a). Research Participants

Research participants were selected based on their consistent answers to the questionnaire. Six participants consistently rated the low-to-moderate frequency, and three others chose the high frequency. The nine participants—eight females and one male—were eventually selected in the qualitative phase. They were involved in a semi-structured interview to explain the factors contributing to their frequency in the use of English.

(b). *Data Collection Through Semi-structured Interview*

Prior to the interview, they filled in the consent form confirming that they were willing to participate in the interview. Then, the semi-structured interview was carried out online via the Zoom cloud meeting platform. It lasted 30-45 minutes for each student, asking the underlying reasons for the frequency of their use of English in the social interaction with overseas students and online classes.

(c). *Data Analysis*

The recorded interview was then transcribed and analyzed using thematic analysis. Thematic analysis is a method for analyzing qualitative data by identifying and reporting reported patterns. It organizes and describes data in rich detail (Braun & Clarke, 2006). First, the recorded interview was transcribed; they were read multiple times to identify factors contributing to the frequency of English use inside and outside the Zoom room. The next step is giving codes to the information relevant to factors contributing to the frequency of English use. As the coding process was done, the patterned answers which have been coded were sorted to form themes that capture the research question.

IV. FINDINGS

A. *Quantitative Findings*

The Domestic Students' Communication Frequency in Social Interaction with Overseas Students

It was found that the domestic students' interaction with the overseas students was not quite intense. The summary of the respondents' answers to the questionnaire is presented in Table 1.

TABLE 1
THE DOMESTIC STUDENTS' FREQUENCY OF THE ENGLISH USE IN SOCIAL INTERACTION WITH OVERSEAS STUDENTS

Items	Statements	Never (1)	Rarely (2)	Sometimes (3)	Frequently (4)	Always (5)	Number of Respondents
1	I feel free to initiate communication with my overseas groupmates.	15% (n=4)	50% (n=12)	25% (n=6)	5% (n=1)	5% (n=1)	N=24
2	As my overseas groupmates raise questions about our campus policy, I answer the questions thoroughly.	5% (n=1)	45% (n=11)	30% (n=7)	15% (n=4)	5% (n=1)	N=24
3	I feel free to ask for some help with my overseas groupmates.	20% (n=5)	50% (n=12)	12.5% (n=3)	12.5% (n=3)	5% (n=1)	N=24
4	I feel free to ask for clarification as I find my overseas groupmates' statements unclear.	20% (n=5)	50% (n=12)	12.5% (n=3)	12.5% (n=3)	5% (n=1)	N=24
5	I feel free to communicate with my overseas groupmates outside the zoom room.	5% (n=1)	50% (n=12)	20% (n=5)	12.5% (n=3)	12.5% (n=3)	N=24
6	I feel free to discuss light topics such as weather, hobbies, seasons, and others with my overseas groupmates.	29% (n=7)	54% (n=13)	-	12.5% (n=3)	5% (n=1)	N=24
7	I feel free to offer some help to my overseas groupmates.	12.5% (n=3)	46% (n=11)	25% (n=6)	12.5% (n=3)	5% (n=1)	N=24

In response to the statement about the initiation to communicate with overseas students (item 1), 15% of the respondents admitted that they never did it, 50% of the respondents rarely did it, and 25% of students sometimes did it. The percentage of those who frequently and always felt free to do it was 5%. This data indicates that being in a group with overseas students was not deemed the opportunity to practice using English in natural communication by most domestic students.

Turning to the frequency of thoroughly answering questions on the campus policy (item 2), 5%, 45%, and 30% of respondents never, rarely, and sometimes did it. On the other hand, 15% of the respondents frequently answered the questions thoroughly, and 5% of respondents always did it. It suggests that questions raised by overseas students did not automatically 'drive' the domestic students to use English for most of the respondents.

In response to the statement about asking for some help from overseas groupmates (item 3), 20% of respondents never did it, 50% of respondents rarely felt free to do it, and 12.5% of the other respondents sometimes felt free to do it. There were 12.5% who frequently and 5% who always did it.

The trend for asking for clarification from overseas students (item 4) is similar to the previous items. 20% of respondents never did it, 50% rarely asked for clarification, and 12.5% of respondents 'sometimes' and 'frequently' did it. There were 10% and 5% of respondents who 'always' did it, respectively.

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To summarize, concerning the communication with overseas groupmates, the degree of frequency was divided into two: Very low to moderate ('never,' 'rarely,' 'sometimes'), and high degree and a very high degree of frequency ('frequently' and 'always'). The most dominant degree of frequency, 'rarely', ranged between 45%-50%, and the second rank, 'sometimes', proceeded between 12.5%-30%. The third rank was 'never', spreading between 5%-29%, followed by 'frequently' (5%-15%) and 'always', between 5%-12.5%.

The Domestic Students' Frequency in Using English in Online Classes

TABLE 2
THE DOMESTIC STUDENTS' FREQUENCY OF THE USE OF ENGLISH IN ONLINE CLASSES

Items	Statements	Never (1)	Rarely (2)	Sometimes (3)	Frequently (4)	Always (5)	Number of Respondents
8	I feel free to share my feedbacks to my zoommates' works	5% (n=1)	20% (n=5)	50% (n=12)	20% (n=5)	5% (n=1)	N=24
9	I feel free to extend comments on my lecturers' explanation	12.5% (n=3)	50% (n=12)	25.4% (n=7)	12.5% (n=3)	-	N=24
10	I feel free to raise questions whenever I find my lecturers' explanation unclear.	-	20% (n=5)	50% (n=12)	25% (n=6)	5% (n=1)	N=24
11	I feel free to extend my agreement or disagreement with zoommates during online discussions.	-	29% (n=7)	46% (n=11)	25% (n=6)	-	N=24
12	I use the opportunity to say something given by lecturers during the online classes.	-	42% (n=10)	33% (n=8)	20% (n=5)	5% (n=1)	N=24

Data in Table 2 suggests that most respondents (50%) sometimes felt free to give feedback on their zoommates' works; an equal percentage of respondents, 20%, stated that they rarely and frequently shared the feedback. Only 5% of respondents said they always and never felt free to share feedback (item 8).

Regarding the comments on the lecturers' explanation (item 9), the majority of the respondents, 50%, stated that they rarely shared comments about their lecturers' explanations. However, 25.4% of respondents sometimes did it, and an equal percentage of respondents—12.5%—admitted that they frequently and never did the comment sharing.

In response to the statement related to raising questions when the lecturers' explanation is unclear (item 10), 50% of respondents sometimes did it, and 25% of students mentioned that they frequently raised questions, 20% of the respondents rarely did it, and only 5% of the students always felt free to raise questions.

Turning to extend agreement and disagreement (item 11), the majority of the respondents, 46%, stated that they sometimes did it, 29% indicated that they did it with a lower degree of frequency (rarely), and 25% indicated a higher degree of frequency, frequently.

Regarding the opportunity to say something (item 12), the highest degree of frequency—always—was used by 5% of the respondents. However, 20% admitted that they frequently used the opportunity, and the lower degree of frequency—sometimes—was used by a higher percentage of the respondents: 33%. The highest percentage, 42%, was the rarely used opportunity.

In sum, concerning the frequency of using English during online classes, the respondents spread more evenly; it ranged between low, moderate, and moderately high degrees of frequency ('rarely,' 'sometimes,' and 'frequently'). The most dominant degree of frequency was 'sometimes,' approximately 30%-50%, and the second-highest percentage was

'rarely,' ranging from 20%-50%, while the third rank was 'frequently,' which proceeded from 10%-25%. Meanwhile, the highest degree of frequency, 'always,' was the least, 5%.

Relying on the questionnaire responses, six respondents consistently responded to the questionnaire using 'rarely,' 'sometimes,' and 'frequently,' and the other three consistently used 'frequently' and 'always.' In addition, the nine students were involved in a semi-structured interview to address the underlying reasons for using English. The following parts present qualitative data analysis concerning the factors contributing to the degree of frequency in social interaction and classroom participation.

B. Qualitative Findings

(a). Factors Contributing to the Very Low to Moderate Communication Frequency

1. Self-Perceived-Language Proficiency

Most students admitted that in terms of English language proficiency, they were several steps behind the overseas students, so they were prevented from communicating freely with them. For instance, Participant 1 expressed her opinion: "their language is so fluent (for us) that we cannot understand, especially the Bangladesh accent, oh..no...very difficult to follow...I have to listen and very focused...". Further, Participant 1 mentioned: "because my English is not as good as theirs, I am not confident...". In line with Participant 1, Participant 7 mentioned that accent was one of her obstacles to understanding her zoommates' English. "I cannot understand their accent, especially those coming from Egypt". Another domestic student's hindrance to communication was vocabulary mastery, as stated by Participant 4, who confirmed that she was hampered by vocabulary mastery whenever she would like to communicate with overseas zoommates. She said: "their vocabulary items are too high, I am not familiar...I need explanation in Indonesian..."

2. Working Experience Disparity

Another factor contributing to the minimal interaction in English interaction is the working experience disparity between domestic and overseas students. It is worth noting that most overseas students are teachers who have been teaching for a long time, while the domestic ones are mostly fresh bachelor graduates. Participant 7 noted that overseas students were more knowledgeable and experienced in many ways. To this concern, Participant 3 explicitly stated that she was psychologically insecure when she had to interact with overseas students or actively participated in online discussions. "I was nervous (when I was in the zoom room with them). Nervous, insecure... I am a fresh graduate; they have been teaching for decades. My knowledge is limited; when lecturers raise questions, most of us do not respond, but they do because (they) know many things".

Using similar dictions, Participant 8 addressed that the disparity of teaching experience hindered her from actively engaging in the inside-and-outside-zoom interaction. She said: "(I felt) insecure. Overseas students speak much, (have) many experiences, and freely respond to lecturers' questions. However, domestic students, like me, are different. I am not as experienced as they are. (That is why) I'm getting insecure...". Likewise, Participant 4 mentioned that seniority was the main obstacle in the interaction.

3. Mode of Learning

Mode of learning was indicated as one of the factors contributing to the low and moderate degrees of frequency in the use of English in social interaction and class activities. Data from the interview suggest that zoom is like a border between students and lecturers and among students. It prevented students from being close. Participant 4 stated: "I feel anxious to ask for clarification from my lecturer during the online class. I frequently find the explanation unclear, but I am in doubt; should I ask or just stay silent? In offline classes, I can physically approach her and ask many things. Now I can't (do that)". Likewise, Participant 8 asserted: "I find the explanation unclear because of the zoom, but I am afraid of asking for clarification. I struggle myself to understand." Participant 3 stated that online and offline classes are truly different. She felt that she was far apart from classmates and lecturers.

(b). Factors Contributing to the Moderate to Very High Frequency in the Use of English

1. Positive Perception of Overseas Students

Contrary to the mainstream opinion, three students perceived they had a high frequency of inside and outside zoom interaction. They frequently and always felt free to say hello to their overseas zoommates, responded to the lecturers' explanations, and agreed/disagreed during online discussions. The high degree of frequency in the social interaction and class participation was due to their positive perception of the presence of the overseas students.

Participant 2 noted that he could quickly adapt to the overseas students. "thank God, I can adapt to this situation. I frequently greet them in the chat box while waiting for the lecturer or via video call. They also adapt with me". In his further explanation, he said that he is proud of being a host, and this feeling drove him to be active in the online classes. Participant 5 mentioned that she frequently communicated with overseas students outside the zoom class. She explained further that the presence of the overseas students drove her to learn harder. "I am sure an Indonesian like me can be equal with them." Participant 7 admitted that she could learn a lot from the overseas students. Getting in touch with

them and being active in the online classes facilitated her to learn. She explained further that she was pushed to keep speaking English all the time, which is suitable for her language skills.

2. *Self Confidence*

Participant 9 asserted that overseas students and domestic ones are no different. “We are equal. I never think that they are superior to us.” In line with this, Participant 5 asserted: “Yes, they are fluent in English. They are experienced in teaching. Nevertheless, I think we are more skillful in other aspects. For example, we are skillful in data analysis, and they are not more skillful in this respect. We are skillful in SPSS, but they are not. So there are no reasons for being inferior, and no reasons for not actively participating in-class activities, I guess.” Participant 2 confirmed that in his view, Indonesian and overseas students were not equal in some respects, but equal in other aspects. He said: “in terms of language skill, they are more skillful; they are leading. However, in others, they are like us.”

V. DISCUSSION

The purposes of this study were to gain in-depth insight into the willingness to communicate among domestic students in communication with overseas zoommates and in-classroom participation during online learning and to identify the factors contributing to their engagement in the communication. The interview analysis confirmed that the degree of frequency in social interaction and classroom participation is classified into low and moderate groups and moderate and high groups. The factors contributing to the low and moderate frequency of social interaction and classroom participation are self-perceived English proficiency, learning mode, and working experience disparity. On the other hand, high self-confidence and positive perception toward the presence of overseas students contribute to the moderate-to-high degree of frequency in social interaction and classroom participation.

The relevance between the learning mode and the low-to-moderate degree of frequency in social interaction and classroom participation is worth discussing. This research confirmed that the mode of learning—synchronous via Zoom—hinders the students from developing an excellent virtual relationship with overseas students. It means that despite the resemblance between synchronous learning and classroom learning, the virtual synchronous mode does not necessarily facilitate students to build good social relationships. It does not drive students to be actively engaged or involved in classroom activities. It is consistent with a study confirming that good social relationships will not automatically emerge; instead, it is deemed a bonus in virtual learning (Ke, 2010).

The raising question is that why did the anxiety occur during online learning? Viewed from the SLA perspective, the willingness to communicate (WTC) in L2 arises, among other things, because of the situated antecedents of communication (Macintyre et al., 1998). Quoting Lippa’s study, Macintyre and Kin explain that people wish to affiliate with those nearby, physically attractive and similar in some ways. Online learning synchronously via Zoom did not facilitate the students to be physically closed to each other. Despite the live conference, they remained distant, and the physical distance might eliminate their desire to affiliate, as mentioned in Lippa’s research. It might explain why domestic students under study did not frequently get in touch with their overseas classmates.

Another finding worth discussing is the relation between the low-to-moderate degree of frequency in social interaction and classroom participation and the students’ low self-confidence in their English and working experience. Some students admitted that they were insecure whenever required to use English because they perceived that their English was not as proficient as their overseas zoommates. This negative perception geared them to terrifying experiences such as shyness, tension, and apprehension, which might freeze them up and blank them out whenever they were required to speak English. In consequence, being silent was the solution they took. It can be noted that the foreign language anxiety experienced by the students under study originated from self-perception and self-concept (Ortega, 2009). It is consistent with a finding confirming that self-perception of English ability positively correlates to English proficiency and class performance (Dewaele & Furnham, 2008; Takahashi, 2009). Likewise, the finding of this research confirms the one by (Alimorad et al., 2021; Aslan & Şahin, 2020), confirming that one of the factors affecting classroom participation is negative L2 perception and L2 speaking anxiety.

The other finding of this study is the relation between the moderate-to-high degree of frequency in social interaction and classroom participation and the students’ positive perception of their English. This study revealed that those with moderate-to-high frequency in social interaction and classroom participation positively perceived their English and that they were equal with the overseas students. The presence of overseas students was an excellent medium to learn English. Communicating with overseas students and participating in-class activities were not a burden but a path to becoming better English users. The positive perception was the ‘engine’ that could internally drive them closer to overseas students and actively participate in classroom activities. The positive self and positive other perception prevented them from tension and communication apprehension.

Concerning this matter, Bandura explains that self-efficacy, or the belief in self-capacity in coping with problems, affects one’s accomplishment (1993). Bandura says that those with high self-efficacy tend to appraise their capabilities highly and pursue their dreams maximally. Conversely, those who doubt their self-efficacy tend to fail in many things. Students having a high degree of frequency in social relations and classroom participation are evidence of Bandura’s tenet. Their belief that they are equal with the overseas students is the self-efficacy by which optimistic scenarios for

successful performance emerge. Obstacles and difficulties along with the learning process are not a hindrance but rather the engine which could drive them to perform better.

In addition, Ellis mentions that a positive attitude toward L2, its speakers, and its culture can enhance learning. In contrast, negative attitudes could impede learning (2008, p.200). The domestic students' acknowledgment of the upsides of overseas students from which they could learn a lot is a positive attitude that enhances learning. It could explain why this group of students has a high frequency of outside-and-inside-zoom communication. On the contrary, the complaint about unfamiliar vocabularies commonly shared by overseas students, their awkward accent, and high speed in speaking are signs of negative attitudes, stated by Ellis, which eventually impede learning and cause a low degree of frequency in communication.

VI. CONCLUSION

This study revealed that the presence of foreigners is not necessarily an excellent medium to practice the target language (English). Being in a community with speaking-English foreigners does not necessarily boost the English learners' willingness to use English. This study revealed that the presence of speaking-English foreigners is analogous to two sides of a single coin. They are motivators and stressors at the same time. To most domestic students, overseas students serve as stressors since their English language competence and teaching experience might put the domestic students stay in anxiety. On the other hand, to some others, overseas students serve as a motivator since their presence motivates the domestic students to improve their English language skills, particularly their speaking skills. Besides, the domestic students are externally driven to be autonomous-and-hard learners due to their international 'competitors'.

This study parallels the previous studies (Alimorad et al., 2021; Amalia & Asib, 2019; Suvongse & Chanyoo, 2022), confirming that WTC in L2 is affected by interweaving variables. Linguistic competence, working experience, learning mode, self-confidence, and positive attitudes toward the target language are reciprocally interweaving factors and affect one's willingness to communicate in English. Out of those contributing factors, self-confidence can be said as the most essential. No matter how the students' linguistic competence, insofar as their self-confidence is high, they take the opportunity to use English mindlessly. High self-confidence might eliminate linguistic obstacles and lighten social and situational problems.

This study is not void of some limitations. For example, using a non-probability sampling technique in selecting the respondents, the findings of this study cannot be generalized. A further study using probability random sampling techniques to obtain generalizable findings would be valuable. It is also noteworthy to incorporate mixed-method in onsite learning.

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