

Students' Stories of Speaking English in EFL classes: A Narrative Inquiry into Factors Affecting Their Willingness to Speak

Johan Ariel Suwito Banunaek¹, Yohanis Nurak Siwa^{2*}, Elvis Albertus Bin Toni³

^{1, 2, 3} Universitas Katolik Widya Mandira

Article history:

Received
3 December 2025

Revised
29 December 2025

Accepted
30 December 2025

Available online
19 January 2026

This paper is licensed
under Creative Commons
Attribution 4.0
International License



Abstract: Although research on factors affecting students' willingness to speak has been extensively carried out, most studies focus more on employing quantitative research methods by identifying the influencing factors through surveys or questionnaires. Moreover, research focusing on this issue within the Indonesian context is scarce. Hence, this study employed a narrative inquiry to elicit participants' lived experiences with in-depth interviews to explore how four EFL students experience and reflect on the factors influencing them to speak in their EFL classes. The findings revealed that there are five internal factors affecting students' willingness to speak. They are language anxiety, fear of negative evaluation, confidence, motivation, and self-directed learning. Moreover, peer influence, teacher feedback practices, and classroom activities become external factors affecting students' willingness to speak. Furthermore, students reflect on their speaking experiences as identity and recognition, narratives of change from elementary and junior high school to senior high school, and agency.

Keywords: EFL classes, speaking, students' willingness, narrative inquiry

INTRODUCTION

As English is one of the compulsory foreign language subjects in Indonesia, students are expected to attain adequate speaking proficiency to communicate effectively in English. Speaking represents a functional and crucial oral language skill that enables individuals to obtain and convey information in daily life. However, Indonesian students remain reluctant to speak English and continue to encounter challenges in developing their speaking proficiency since the language is not used in their everyday communication (Abrar et al., 2018). Accordingly, in addition to teachers' efforts to facilitate students' speaking practices in the classroom, students must also demonstrate a sufficient willingness to communicate in order to develop their English speaking skills (Lee, 2020).

*Corresponding author: yohanisnuraksiwa@unwira.ac.id

To cite this article: Banunaek, J. A. S., Siwa, Y. N., & Toni, E. A. B. (2026). Students' Stories of Speaking English in EFL classes: A Narrative Inquiry into Factors Affecting Their Willingness to Speak. *Ebony --- Journal of English Language Teaching, Linguistics, and Literature*, 6(1) 2026, 26--36.

Dewaele and Dewaele (2018) remark on several internal and external factors influencing students' willingness to communicate in EFL classrooms. Internal factors include age, gender, attitudes, and emotions, while external factors involve classroom situations, as well as interactions with teachers and peers. Similarly, previous research has been conducted to identify factors influencing students' willingness to speak. Riasati (2018) identified several factors influencing the willingness of students to speak, including topics of discussion, the interlocutor's influence, shyness, self-confidence, teacher's role, and the classroom atmosphere. Rotjanawongchai (2023) also uncovered that foreign language anxiety, the topic, and the environment affect students' willingness to communicate both inside and outside of the classroom. Similarly, Sen and Oz (2021) argued that students' lack of self-confidence and communicative competence affects their willingness to speak. Moreover, Weda et al. (2021) revealed that Indonesian higher education students' willingness to communicate during discussions was influenced by the topics discussed.

Although numerous studies have highlighted the significance of students' willingness to communicate and provided insights into the factors affecting their willingness to speak, most of the studies employed quantitative research methods in which the influencing factors were identified through surveys or questionnaires (e.g., Amalia et al., 2019; Azwar et al., 2021; Mulyaningsih & Murtafi'ah, 2022). However, quantitative research cannot provide an in-depth understanding of the phenomena being analyzed since its classification of the data tends to simplify or reduce complex information that can overlook the dynamic and contextual aspects of students' communication behavior (Savela, 2017). To gain a more holistic and contextually grounded understanding, this study adopts a narrative inquiry approach. Narrative inquiry enables researchers to gain in-depth meaning and reflections since participants tend to reveal experiences and identities more openly through storytelling (Savin-Baden & Niekerk, 2007). Moreover, as students' willingness to speak in EFL classes is not a fixed attribute but emerges from the dynamic interaction between internal factors and specific contextual influences, narrative inquiry allows researchers to explore the temporal, social, and contextual dimensions of how individuals perceive and enact communication in real life (Barkhuizen, 2021; Hua, 2024; Wang, 2015)

Furthermore, few studies have reported students' willingness to speak in the Indonesian context, and studies exploring factors affecting EFL learners' willingness to speak in an instructional setting are still underexplored (Riasati & Rahimi, 2018). Accordingly, investigating this phenomenon in the Indonesian instructional EFL context is essential since students' willingness to speak emerges from the dynamic interaction between internal elements and contextual influences (Solikah et al., 2025).

Therefore, this study is conducted to explore factors influencing high school students' willingness to speak in EFL classes by listening to their stories. Such factors are expected to become inputs for teachers' supportive pedagogical interventions that can enhance students' willingness to speak in EFL classes (Kang, 2005; Riasati & Rahimi, 2018). This research addresses the following questions:

1. What internal and external factors influence the EFL students' willingness to speak English in their classes?
2. How do students narrate and make sense of their experiences of speaking (not speaking) English in their classes?

METHOD

This research employed a qualitative method with a narrative inquiry design. This design was suitable as the participants' stories are useful for guiding researchers to a better understanding of factors influencing students' willingness to speak and how they made sense of their experiences of speaking or not speaking English in their classes (Pino Gavidia & Adu, 2022).

The participants of the study were four EFL students at a public senior high school in Kupang. Selecting four participants allowed the researchers to get more varied experiences and perspectives while keeping the data manageable for narrative analysis. With a smaller sample size, the researchers were able to explore each participant's story in more detail and ensure a significant interaction with their individual experiences. Each participant's narratives provide a distinct perspective on the factors affecting students' willingness to speak. The participants were Bintang, Rara, Tia, and Ruben (*pseudonyms*). The first author of this study, who was conducting a six-month teaching practicum in the school, purposively selected the students based on their academic performance and willingness to speak in class. This positioning indicated that the first author was familiar with the school environment, which made it easier to get participants and choose those needed for the narrative inquiry approach that focused on a variety of experiences. Bintang and Rara were academically strong and actively spoke English during lessons. Tias and Ruben, on the other hand, were academically strong as well but were more reluctant to speak during lessons. The participants' differences allowed the researchers to investigate various narratives regarding students' experiences and interpretations of speaking in their classrooms.

The data was gathered through open-ended interviews to explore participants' internal feelings (personal feelings and beliefs), external factors (classroom and social environment), and how they reflect and interpret their experiences speaking English in the classroom. To guide the interviews, the researchers developed nine questions; three focused on internal factors, three on external factors, and three aimed at understanding how the students reflect on and make sense of their speaking experiences. The interviews were conducted individually in a friendly and relaxed atmosphere to ensure participants shared their stories freely. In addition, the interviews were conducted in Bahasa Indonesia to make it easier for the participants to convey their stories. With the participants' permission, each 45 to 60-minute interview was recorded.

To analyze the data, we used Braun and Clarke's (2014) thematic analysis. First, word-for-word transcriptions of the interview recordings were made. To familiarize ourselves with the data, we read the transcripts several times. We then started the initial coding process, which involved identifying and labeling pertinent data concerning the research questions. Related codes were then categorized into possible themes that would reflect the factors

affecting their willingness to speak in EFL classes. These themes were reviewed, refined, and named to ensure they accurately reflected the data.

In addition, we applied a member-checking technique by requesting the participants to review their stories (Candela, 2019; Creswell & Miller, 2000). The participants were given the chance to edit their narrated voices by adding, clarifying, or deleting any parts they disagreed with. It was to ensure the credibility of the data and create a reflective opportunity for the participants to reengage with their own experiences (Candela, 2019).

RESULTS

Internal Factors Affecting Students' Willingness to Speak

Students' willingness to speak is influenced by five internal factors. These included language anxiety, fear of being negatively judged, confidence, motivation, and self-directed-learning.

Language anxiety is the first internal factor. When asked to speak in English, especially in front of their peers, all four students exhibit language anxiety. For example, Bintang talks about feeling 'awkward' and 'nervous' when speaking. "When I speak, I feel awkward because I am afraid my words will sound strange or not well-structured," he said. Similarly, Rara said, "I feel nervous and sometimes I am afraid that I might say something wrong". Their willingness to engage in class discussion and their ability to speak freely are both hampered by this feeling of anxiety.

The fear of being judged negatively is closely linked to language anxiety. The students were concerned that using English would result in unfavorable comments from their teachers or peers. For instance, Bintang was concerned that his classmates would think he showed off if he used English expressions: "I am afraid people will think I am showing off my English when I use words like thank you or excuse me" (Bintang). "I feel that people will make fun of me if I try to speak English in front of others," Rara added, expressing her concern. Their willingness to speak in class is hindered by this fear of being judged.

Some students state that they are becoming more confident in speaking English despite the fear and anxiety. Personal accomplishment, peer support, and encouraging comments from teachers are frequently linked to this increased self-confidence. For example, Bintang said, "I try to speak first, even though I know I will make mistakes. I am confident that I can improve and correct myself later." Similarly, Ruben stated, "Over time, I have become more confident. I continue to practice because I think I will improve" (Ruben). Confidence plays a crucial role in helping students overcome anxiety and are more willing to engage in speaking tasks.

Students' motivation becomes one of the factors affecting their willingness to speak in EFL classes. The findings of this study show that the students' motivation is related to their enjoyment to learn English and their future goals. Students are more likely to keep practicing if they enjoy speaking English. For example, Ruben believes that speaking English is enjoyable: "I enjoy watching English movies and listening to English songs, and it makes me feel more comfortable to speak" (Ruben). "I like speaking English because it is fun, especially when I am talking about things I enjoy, like music and movies," Tia continues. Students are more inclined to practice speaking and experience less language anxiety as a result of this enjoyment. Moreover, students are driven by goals for the future, such as

wanting to interact with people from other nations or receive praise from teachers. Tia explains her motivation by saying, “I want to speak English well because I want to communicate with people from other countries and be seen as capable.” Similarly, Rara believes that English is essential for future prospects: “I want to improve my English so I can talk to foreigners and travel.” This factor is crucial to help students get over their fear of speaking.

External Factors Affecting Students’ Willingness to Speak

Students’ willingness to speak is influenced by three external factors: peer influence, teacher feedback practices, and classroom activities.

Students’ language experiences are influenced by their peers. While some students receive encouragement from their peers, others encounter depressing remarks. “More friends support me than those who do not. When I make mistakes, some of my classmates correct me or offer me suggestions” (Bintang). However, “Some of my friends tell me to stop using English words. They think I am showing off” (Rara). This tension between encouragement and discouragement creates a challenging environment where students have to choose whether to speak up despite potential negative judgments from peers.

The second factor concerns teachers’ feedback. Students experiencing respectful feedback feel supported and motivated to speak in EFL classes. Bintang appreciates his teacher’s approach: “When I make a mistake, my teacher waits until I finish, then calmly tells me what was wrong and helps me fix it” (Bintang). Rara and Tia also mention that teachers who correct mistakes after students finish speaking make them feel less embarrassed and more open to improvement. However, Ruben recalled moments when his teacher corrected him in the middle of his speaking, which increased his anxiety. “I understand the corrections, but it feels awkward when the corrections are given while I am speaking” (Ruben). This suggests that teacher feedback practices significantly impact students’ willingness to engage in speaking activities.

The last external factor affecting students’ willingness to speak is classroom activities. The students mentioned that the types of classroom activities influenced them to speak. Bintang enjoys classes where they discuss English storybooks with both English and Indonesian translations: “When we talk about the storybooks, it is easier for me to join because I understand the context and can use the vocabulary we have learned” (Bintang). Yet, Rara preferred less structured activities: “When we have to answer questions or read aloud, I feel shy, so I only provide short answers” (Rara). The finding shows that when teachers understand students’ interest in learning and provide opportunities for them to practice in the classrooms, students are willing to participate.

Students’ Reflections on Their Speaking Experiences

There are three themes depicting students’ reflection on their speaking experiences they are speaking English as identity and recognition, narratives of change from elementary and junior high school to senior high school, and agency.

Students attach identity meanings to speaking English. Bintang views speaking English as a way to be recognized by teachers as a capable student who deserves more attention and training. Ruben perceives himself as having better knowledge in English and

feels both proud and slightly uneasy because it invites peer comments about being a show off. At the same time, they are aware that speaking English makes them stand out in a local context where Indonesian and Melayu Kupang are the norm. This creates a double identity; on one side, ‘good English student’ in the eyes of teachers and themselves; on the other hand, they are showing off in the eyes of their peers. Accordingly, willingness to speak becomes a negotiation of identity between these two positions.

Furthermore, all participants explicitly compare their current speaking ability with earlier stages. Bintang describes a shift from only reading simple phrases in elementary and junior high school to more complex conversations in senior high school. Rara notes that her English in junior high was still pretty bad, but now in senior high school, she feels it is a bit better, indicating a gradual improvement that increases her willingness to try to speak. Tia explains that earlier she only practiced single words with her older sibling, but in senior high school she has learned sentence patterns and formulas for constructing sentences, which makes it more possible to speak. Ruben also acknowledges that his speaking has improved over time through continuous practice and exposure to English media, which contributes to a sense of progress that motivates him to keep speaking despite social pressure.

Lastly, the reflections of the students emphasize individual agency. They actively choose whether or not to speak, rather than being passive victims of peer pressure or anxiety. According to Rara, the primary prerequisite is being ‘brave.’ Students who wish to speak English must be courageous and ‘not care about what others say.’ Moreover, Tia links her future willingness to better public speaking abilities because she thinks that practicing in front of an audience will lessen anxiety. Ruben highlights his choice to continue speaking English despite friends’ advice to stop, redefining it as a necessary practice to reach his objectives rather than a show-off.

Students present themselves in these reflections as agents who have the power to decide whether to ignore unfavorable remarks from their peers, look for practice opportunities, and progressively change their own willingness to speak in EFL classes.

DISCUSSION

Internal Factors: Language Anxiety, Fear of Negative Evaluation, confidence, motivation, and self-directed learning

Based on the findings, language anxiety and fear of negative evaluation become the primary barriers to students’ willingness to speak in their EFL classes. This is consistent with previous research showing that there was a strong relationship between students’ speaking anxiety and fear of negative evaluation (Okyar, 2023). This finding reflects a common struggle of EFL students when practicing speaking, where they are afraid of making mistakes. However, students’ self-confidence becomes a crucial factor in overcoming these barriers. Bintang and Ruben stated that with practice, they were gradually more confident in speaking. This finding highlights the point that affective factors as self-confidence, are as essential as linguistic factors in learning a foreign language (Gas et al., 2013; Pawlak, 2017).

Students’ willingness to speak is influenced by a variety of affective factors, with language enjoyment acting as a positive predictor. Zhang et al. (2024) found that students’ willingness to speak was positively correlated with language enjoyment, with motivation

serving as a crucial mediator. As their individual motivation can improve optimal participant in EFL learning, students' enjoyment and future-oriented motivation emerged as critical factors (Siwa & Basthomi, 2023). The finding demonstrated that students' personal enjoyment can transform language learning from a task into a rewarding experience, as Ruben stated, "I enjoy watching English movies and listening to English songs". This finding appears to support Wu's (2024) research that language enjoyment can be a predictor of students' motivated behavior (see also Dewaele & Pavelescu, 2019).

Self-directed learning, in which students take the initiative to practice speaking outside of the classroom, is another crucial factor that emerged from the findings. Students like Bintang, Tia, and Ruben employed a variety of techniques, including watching English films, listening to English songs, and interacting with native speakers on online platforms like OmeTV. These exercises gave the students a chance to practice in real-world settings, strengthening their language abilities and lowering their anxiety levels. Students' autonomous learning is not only useful to improve their language proficiency but also enhances their confidence to speak in front of the class. This finding is in line with Oveisi and Nosratinia's (2019) findings that there was a significant and positive correlation between students' self-directed learning and their willingness to communicate.

External Factors: Peer Influence, Teacher Feedback Practices, and Classroom Opportunities

The results of this study emphasize the importance of peer influence, teacher feedback practice, and classroom activities as external factors. Students' experiences with their peers varied; some reported encouragement, while others reported discouragement. Rara's example of the negative peer pressure that many students encounter. This is consistent with studies that indicate peer influence can be a major factor in students' willingness to speak in classrooms (Bozca & Koban Koç, 2023; Nguyen & Nguyen, 2025). Hence, peer interactivities should be promoted since they are indicated as ecological and successful strategies enabling opportunity for each learner to speak and engage (Sato & Balingger, 2016). Positive peer reviews, however, also surfaced as a source of encouragement. Bintang stated, "More friends support me than those who do not," demonstrating how supportive peers can create a more encouraging environment for language practice.

Moreover, it was discovered that teacher feedback practice was a pivotal factor affecting students' willingness to speak in EFL classes. After completing their speaking assignments, students valued teachers correcting them because it allowed them to continue speaking without feeling interrupted. Bintang's comment regarding his teacher's method of providing feedback, "When I make a mistake, my teacher waits until I finish, then calmly tells me what was wrong," highlights the significance of postponed corrections in lowering students' anxiety and fostering a positive learning environment. On the other hand, students felt less valued and more anxious when they were corrected right away, particularly when it happened while they were speaking. The results corroborate previous research emphasizing the importance of teacher-related factors to students' willingness to speak, where teachers' verbal and non-verbal behaviors, such as nodding and smiling, and their waiting time for

providing corrections on students' speaking performance are pivotal influences on students' willingness to speak in EFL classes (Hejazi et al., 2023; Zarrinabadi, 2014).

Students' willingness to speak in EFL classes was also significantly influenced by the classroom activities and the kinds of speaking exercises that were offered. For instance, Bintang found it easier to participate in conversations about English storybooks since they included both English text and translation. Rara, however, stated that she preferred unstructured tasks. This implies that students would participate more in speaking exercises when they are given relevant subjects and the opportunity to talk about topics that interest them (Mystkowska-Wiertelak & Pawlak, 2017). Another example of how personal topics can inspire students to speak is Ruben's use of English to discuss his everyday life with friends. This finding also confirms that teachers' careful considerations of task types given to students affect students' participation in EFL classes, including their willingness to speak (Siwa & Basthomi, 2023). Giving students the opportunity to talk about real-life topics can increase their willingness to speak in EFL classes (Zhou, 2023).

Students' Reflections: Identity and Recognition, Narratives of Change, and Agency

Speaking English is seen by students as a source of peer pressure as well as a sign of academic identity. For example, Bintang and Ruben highlight the negotiation between teacher recognition and peer perceptions by associating speaking English with being acknowledged by teachers, but also encountering peer criticism. This dual identity reflects the tension between social expectations and self-perception. This finding demonstrates that learning a foreign language involves more than just competence; it also involves identity negotiation and social positioning (Gómez Lobatón, 2012).

Students reflected on their progress, noticing a shift from basic language use to more complex discussions in senior high school. For instance, Bintang and Rara expressed gratitude for their progress, which inspired them to speak more confidently. This growth phase demonstrates how persistent practice and exposure form students' speaking abilities over time.

Students actively exercise agency in deciding whether to speak, as demonstrated in Rara's emphasis on bravery and Ruben's choice to ignore peer pressure in favor of personal goals. This finding supports the idea that students' autonomy and intrinsic motivation to continue speaking despite external challenges are crucial (Namaziandost et al., 2024). This study underlines students as active agents in their learning process.

CONCLUSION

The study explored EFL students' stories concerning factors affecting their willingness to communicate in EFL classes. The data uncovered five internal factors affecting students' willingness to speak they are language anxiety, fear of negative evaluation, confidence, motivation, and self-directed learning. In addition, three external factors play a crucial role in influencing students' willingness to speak: peer influence, teacher feedback practices, and classroom activities. Based on their stories, students reflect on their speaking experiences as identity and recognition, narratives of change from elementary and junior high school to senior high school, and agency. Understanding such factors and reflections

can become inputs for teachers to provide supportive pedagogical interventions that can augment students' willingness to speak in EFL classes. For instance, teachers can integrate activities that foster a sense of identity and recognition, such as having students share personal stories or cultural experiences, which can build their confidence and sense of belonging. Additionally, to promote agency, teachers could implement tasks that give students more control over their learning, like project-based assignments or group discussions, where they can take the lead and make decisions.

REFERENCES

- Abrar, M., Mukminin, A., Habibi, A., Asyraf, F., Makmur, M., & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL student teachers' challenges speaking English. *The Qualitative Report*, 23(1), 129-145. <https://doi.org/10.46743/2160-3715/2018.3013>
- Amalia, S., Asib, A., & Marmanto, S. (2019). Indonesian EFL learners' willingness to communicate in the instructional context. *Indonesian Journal of EFL and Linguistics*, 4(2), 215-228. <https://doi.org/10.21462/ijefl.v4i2.167>
- Azwar, T. A., Harahap, A., & Azwandi. (2021). Factors influencing Indonesian EFL learners' willingness to speak English in classrooms. *Journal of English Teaching*, 7(2), 216-228. <https://doi.org/10.33541/jet.v7i2.2843>
- Bozca, M., & Koban Koç, D. (2023). A comparative study on the effects of peer influence on willingness to communicate in speaking activities in online and face-to-face EFL lessons. *Journal of Educational Technology and Online Learning*, 6(4), 1044-1061. <https://doi.org/10.31681/jetol.1334665>
- Barkhuizen, G., & Consoli, S. (2021). Pushing the edge in narrative inquiry. *System*, 102, 102656. <https://doi.org/10.1016/j.system.2021.102656>
- Braun, V., & Clarke, V. (2014). What can "thematic analysis" offer health and wellbeing researchers? *International Journal of Qualitative Studies on Health and Well-Being*, 9(1), 26152. <https://doi.org/10.3402/qhw.v9.26152>
- Candela, A. G. (2019). Exploring the function of member checking. *The Qualitative Report*, 24(3), 619-628. <https://doi.org/10.46743/2160-3715/2019.3726>
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory Into Practice*, 39(3), 124-130. https://doi.org/10.1207/s15430421tip3903_2
- Dewaele, J.M., & Dewaele, L. (2018). Learner-internal and learner-external predictors of willingness to communicate in the FL classroom. *Journal of the European Second Language Association*, 2(1), 24-37. <https://doi.org/10.22599/jesla.37>
- Dewaele, J. M. (2019). The effect of classroom emotions, attitudes toward English, and teacher behavior on willingness to communicate among English foreign language learners. *Journal of Language and Social Psychology*, 38(5), 523-535. <https://doi.org/10.1177/0261927X19864996>
- Gass, S. M., Behney, J., & Plonsky, L. (2013). *Second language acquisition: An introductory course* (4th ed.). Routledge.

- Gómez Lobatón, J. C. (2012). Language learners' identities in EFL settings: Resistance and power through discourse. *Colombian Applied Linguistics Journal*, 14(1), 60-76. <https://doi.org/10.14483/22487085.3813>
- Hejazi, S. Y., Sadoughi, M., & Peng, J. E. (2023). The structural relationship between teacher support and willingness to communicate: The mediation of L2 anxiety and the moderation of growth language mindset. *Journal of Psycholinguistic Research*, 52, 2955–2978. <https://doi.org/10.1007/s10936-023-10026-9>
- Hua, B., & Yung, K. W. H. (2024). A narrative inquiry into EFL tutors' career trajectories through social cognitive career theory. *System*, 126, 103489. <https://doi.org/10.1016/j.system.2024.103489>
- Kang, S. J. (2005). Dynamic emergence of situational willingness to communicate in a second language. *System*, 33(2), 277–292. <https://doi.org/10.1016/j.system.2004.10.004>
- Kumaravadivelu, B. (2001). Toward a postmethod pedagogy. *TESOL Quarterly*, 35(4), 537-560. <https://doi.org/10.2307/3588427>
- Mulyaningsih, R. D., & Murtafi'ah, B. (2022). Willingness to communicate (WTC) among tertiary English education students: A survey study. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 7(2), 177. <https://doi.org/10.24235/eltecho.v7i2.11703>
- Mystkowska-Wiertelak, A., & Pawlak, M. (2017). *Willingness to communicate in instructed second language acquisition: Combining a macro- and micro-perspective*. Multilingual Matters.
- Namaziandost, E., Çakmak, F., Heydarnejad, T., & Rezai, A. (2024). The predictive effects of learner autonomy and academic engagement on willingness to communicate, foreign language learning self-esteem, and L2 grit in an EFL context. *Acta Psychologica*, 250, 104528. <https://doi.org/10.1016/j.actpsy.2024.104528>
- Nguyen, A. T., & Nguyen, T. Q. T. (2025). The role of peer interaction in enhancing students' oral presentation: Perceptions of Vietnamese EFL pre-service teachers at a university. *Dong Thap University Journal of Science*, 14(7), 32-46. <https://doi.org/10.52714/dthu.14.7.2025.1559>
- Okyar, H. (2023). Foreign language speaking anxiety and its link to speaking self-efficacy, fear of negative evaluation, self-perceived proficiency and gender. *Science Insights Education Frontiers*, 17(2):2715-2731. <https://doi.org/10.15354/sief.23.or388>
- Oveisi, M., & Nosratinia, M. (2019). The relationship among EFL learners' self-directed learning, resilience, and willingness to communicate. *Journal of Language and Translation*, 9(4), 77-91. <https://oiccpres.com/tlt/article/view/15705>
- Pawlak, M. (2017). *Overview of learner individual differences and their mediating effects on the process and outcome of L2 interaction*, In L. Gurzynski-Weiss (Ed.), *Expanding individual difference research in the interaction approach: Investigating learners, instructors, and other interlocutors* (pp. 19-40). John Benjamins.
- Pino Gavidia, L. A., & Adu, J. (2022). Critical narrative inquiry: An examination of a methodological approach. *International Journal of Qualitative Methods*, 21. <https://doi.org/10.1177/16094069221081594>

- Riasati, M. J. (2018). Willingness to speak English among foreign language learners: A causal model. *Cogent Education*, 5(1). <https://doi.org/10.1080/2331186X.2018.1455332>
- Riasati, M. J., & Rahimi, F. (2018). Situational and individual factors engendering willingness to speak English in foreign language classrooms. *Cogent Education*, 5(1). <https://doi.org/10.1080/2331186X.2018.1513313>
- Rotjanawongchai, S. (2023). Perceptions of situational factors of willingness to communicate inside and outside the classroom: Thai EFL first-year university students' reflections. *Journal of Language and Education*, 9(3), 128-142. <https://doi.org/10.17323/jle.2023.13245>
- Savin-Baden, M., & Niekerk, L. V. (2007). Narrative inquiry: Theory and practice. *Journal of Geography in Higher Education*, 31(3), 459-472. <https://doi.org/10.1080/03098260601071324>
- Siwa, Y. N., & Basthomi, Y. (2023). Students' optimal engagement in EFL large classes: A qualitative phenomenological study in East Nusa Tenggara. *The Qualitative Report*, 28(12), 3572-3591. <https://doi.org/10.46743/2160-3715/2023.6073>
- Solikah, U., Sumardi, S., & Ngadiso, N. (2025). Willingness to communicate in English: A case study in the Indonesian EFL context. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 12(1), 1-12. <https://doi.org/10.22219/celtic.v12i1.38795>
- Vanderlinde, R., & van Braak, J. (2010). The gap between educational research and practice: views of teachers, school leaders, intermediaries and researchers. *British Educational Research Journal*, 36(2), 299-316. <http://www.jstor.org/stable/27823607>
- Wang, C. C., & Geale, S. K. (2015). The power of story: Narrative inquiry as a methodology in nursing research. *International Journal of Nursing Sciences*, 2(2), 195-198. <https://doi.org/10.1016/j.ijnss.2015.04.014>
- Weda, S., Atmowardoyo, H., Rahman, F., Said, M. M., & Sakti, A. E. F. (2021). Factors affecting students' willingness to communicate in EFL classroom at higher institution in Indonesia. *International Journal of Instruction*, 14(2), 719-734. <https://doi.org/10.29333/iji.2021.14240a>
- Wu, L. (2024). L2 motivational self system, foreign language enjoyment as predictors of motivated behavior. *Acta Psychologica*, 251, 104585. <https://doi.org/10.1016/j.actpsy.2024.104585>
- Zarrinabadi, N. (2014). Communicating in a second language: Investigating the effect of teacher on learners' willingness to communicate. *System*, 42, 288-295. <https://doi.org/10.1016/j.system.2013.12.014>
- Zhang, Q., Song, Y., & Zhao, C. (2024). Foreign language enjoyment and willingness to communicate: The mediating roles of communication confidence and motivation. *System*, 125. <https://doi.org/10.1016/j.system.2023.103346>
- Zhou, Q. (2023). Investigating willingness to communicate vis-à-vis learner talk in a low-proficiency EAP classroom in the UK study-abroad context. *International Review of Applied Linguistics in Language Teaching*, 62, 1619-1648. <https://doi.org/10.1515/iral-2022-0219>