An Exploratory of Students' Second Language Willingness to Communicate (L2 WTC) in a Summer Programme: Teachers' and Students' Perceptions

by Novemelia Purba

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Abstract

Acknowledging the fact that English communication is widely demanded in this globalised era, this study explores students' willingness to communicate in English (L2 WTC) in a third language environment (L3 environment). The exploration will involve understanding the perceptions of both students and teachers in one language institution in Indonesia regarding students' perspective on how activities they do in a summer programme may or may not influence their L2 WTC. Not only students', but teachers' perception on how they have facilitated students' L2 WTC will also be explored.

The philosophical standpoint of this study is an interpretivist paradigm with case study approach where the case is a summer programme conducted by the language institution, and it is bounded by time (a 4-week programme) and place.

Five teachers and five students participated in the study. Document collection was first done to ensure that researcher had a bigger picture about the programme and activities. Then, observation was scheduled to get teachers and students familiar with the researcher. Lastly, the main data was collected through semi-structured interviews where transcripts were thematically analysed using guidelines proposed by Braun and Clarke (2006, 2020, 2021, 2022).

The study resulted in three generated themes from students' perceptions as factors perceived by them to influence their L2 WTC: teachers' expression (smile, body language), peers influence (speaking L1 or L2), programme activities (task difficulty level, students' interest, learning location).

On the other hand, four themes were generated from teacher interviews as aspects they considered facilitated their students' L2 WTC: teacher's attitude (friendliness, tone of speaking, initiating relationship with students), teacher's preparation (teamwork, lesson plan, teaching styles), teacher's feedback (giving appreciation, error correction, reiteration of the fact

that making mistakes is unavoidably acceptable), teacher's support (monitoring, equal attention to students, lesson evaluation).

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Above all, I might have given up without the eternal strength graciously granted to me that has always reminded me to be faithful until the end, and for that reason, "now to him who is able to do immeasurably more than all we ask or imagine, according to his power that is at work within us, to him be the glory".

Declaration

I declare that the work in this dissertation was carried out in accordance with the requirements of the University's Regulations and Code of Practice for Taught Programmes and that it has not been submitted for any other academic award in the United Kingdom or overseas.

Except where indicated by specific reference in the text, this work is my own. Work done in collaboration with, or with the assistance of others, is indicated as such. I have identified all material in this dissertation which is not my own work through appropriate referencing and acknowledgement. Where I have quoted or otherwise incorporated material which is the work of others, I have included the source in the references. Any views expressed in the dissertation, other than referenced material, are those of the author.

Signed: Novemelia Purba   Date: 26 September 2022

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Chapter 1: Introduction

This chapter is going to introduce the wider problem that will lead to a rationale of why this present study is worth researching. It will start by describing the research background which will lead to the rationale of this research and the research questions drawn from it. Lastly, the whole dissertation structure will be outlined.

1.1   Background of the study

In the era where development is constantly demanded and the world is rapidly globalised, English for communication purposes is believed to be worth pursuing in order to compete internationally. It has been considered as one of the priorities in education field (Jung, 2011). In countries where English is a foreign language (hereafter referred to as EFL), policies have been made to ensure the promotion of communication in the classroom such as the complete use of second language (L2) or the practical integration of communicative language teaching (CLT) model with language skills (Kam, 2002).

In Korea, specifically, it has been proven that many students work hard and invest a great amount of time to achieve the high proficiency of English (Edwards, 2006), and this is evident by the proficiency index of the country that has thrived to be consistent in moderate level for the past decade, which shows better proficiency compared to many other Asian countries, such as China and Japan (EF, 2021).

This eagerness to pursue high proficiency, however, is not balanced with the communication skills in real contact situations when the opportunity to use English comes

(Choi, 2015). This is believed to be caused by several things, two of which are the combination of students' perception of learning that is shaped by the Confucian tradition where the value of others, especially the older ones, is highly prioritised – which means to show politeness, students become reluctant to share their opinion or ask questions in the classroom (Ng & Smith, 2004) and poor English communication skills (Choi, 2015). Regarding the latter reason, Korean parents, knowing that the skills are highly needed for the future of their children, try to solve the problems by either sending their children to study in countries which English is the native language or equipping them with early or more exposure with the help of private, language institutions (Cho, 2004).

This study will focus more on exposure provided throughout summer holiday. Thus, responding to the fact provided in the previous paragraphs, the next subsection will then lead the discussion on how specifically exposure is expected to help students acquire English language.

1.1.1   The Emergence of Summer Programme

Summer holiday gives some space for both teachers and students to be released from teaching and learning responsibilities for a while. A long summer break is intended to reduce the stress of teachers and students to come more refreshed in the new academic year. However, this also has some drawbacks that impact students in their learning achievement, especially as a long summer vacation interrupts students' focus on certain things that they are studying (Kerry & Davies, 1998). This condition is commonly known as *summer loss* (Bracey, 2002) or *summer slide* (Von Hippel, 2016). It is defined as the setback of summer break where students,

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with various reasons, experience loss in their academic skills and knowledge (Quinn et al., 2016).

A landmark study conducted by Cooper et al. (1996) which analyses the effects of summer vacation on students' computation and reading test scores reveals that students' performance decline over summer vacation. This is found to be caused mainly by the limited opportunities to practice what they have previously learned (Cooper et al., 1996). Students then need some time and transitions to resume what they have previously learned and understood when they come back to school.

This learning loss over summer break applies similarly in second language learning. Due to the little exposure to the second language that students have during summer break, a study by Cohen (1974) shows that students experience a drop off of their words from an average of 5.2 words before the summer break to be 3.7 words per utterance on each oral language item being re-tested on them after the summer break. The context of this study was applied to students learning Spanish in an English-speaking country. The utterance resulted in the study correlated with the decline of students' vocabulary breadth and fluency as they appeared to stop at articles when they were about to continue with nouns, but they forgot the words and paused. When students came back to school, they were gradually able to catch up with their previous level in terms of vocabulary and fluency (Cohen, 1974). In other words, giving more exposure to students during the summer break may help students to stay at their fluency or proficiency level in their second language learning.

However, during summer break, students are limited to get exposed with the target language as they are mostly surrounded by people speaking their first language (L1). Exposure

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here can be defined as "the total amount of time in which an individual has contact with a language" (Magno et al., 2009, p. 64). In this case, *a language* refers to English as the target language. This exposure is not limited to activities done in classroom settings, but also informally outside of the classroom with any kinds of forms that engage students with the target language, for example when they communicate with people, watch movies, listen to the radio, read articles, or do other things (Jimenez, 2022).

In response to this situation, there have been many developing informal institutions that provide summer English courses to give such exposure during the long summer break that students have to avoid the summer loss. Informal institutions meant here offer learning to students outside of school settings where they come voluntarily to learn while socialising in fun ways, and though good learning outcomes are still desired, they are not as rigid and bounded as expected in formal schools (Feuer, 2009).

1.1.2   The Importance of Students' Willingness to Communicate (L2 WTC)

Though significant, exposure itself is arguably not enough to ensure that students will have the communicative competence expected. There are people who have lived in the country of the target language but still not improved their communicative competence in the target language itself (Wen & Clément, 2003). Thus, exposure must be supported by other variables to promote the L2 outcomes. As L2 use relates strongly to how much of readiness one has before using the language (MacIntyre, 2020), then the indicating variables of this readiness must be increased beforehand.

Yu et al. (2011) argue that students' willingness to communicate (WTC) is the main indicator of L2 use. In other words, if someone has WTC, then s/he will be most likely demonstrating the action of communication.

In a simple way, WTC can be understood as the condition where students are ready to use the second language when communicating (MacIntyre et al., 1998). Furthermore, students' WTC can be boosted by various causes; one of which is the safe environment surrounding them to use the target language (Henry et al., 2021). This will be discussed further in the literiation review (section 2.3).

Under this condition of one's readiness and how safe the environment of second language learning is, it is then important to explore how students perceive their own WTC and how teachers facilitate their students' WTC. From getting both perceptions, their opinions can be evaluated to see how it is practically balanced. Implications and recommendation can also be further considered from the result.

1.1.3 Conclusion of the Background

In summary, the development of non-formal language institutions has emerged to expectedly answer the needs of language learners and to anticipate the summer loss effects on their language learning process, one of which is to promote their WTC as it affects their L2 outcomes in terms of communicative competence.

This present study aims to explore these two key topics of L2 WTC that can be seen through a summer programme conducted by a language institution in Indonesia as an initiation of help for students to not experience the summer loss in their L2 learning as well as promote

their communication competence. The exploration will focus on perceptions of both teachers and students and see how the opinions of both parties balance in practice. To make it more specific, the context of this study is going to be discussed in the next subsection.

1.2   Research Context

The number of Korean investors in Indonesia grow rapidly in the past decade as the opportunity of business increases due to the popularity of Korean products and drama series in Indonesia as well as the relatively low minimum income of local Indonesians to be hired to work at the Korean companies (Lindblad, 2000). This situation has made numerous Korean families decide to move out to Indonesia to expand or sustain their businesses. Under this condition, the children of the families need to go to schools in Indonesia that use English as their medium of instructions where English is used to teach content subjects (Floris, 2014) or to so-called international schools that accommodate international students, teachers, curricula, and facilities for students to feel familiar with the environment in comparison with studying in their own home countries (Sakhiyya, 2011).

However, as some of these international students who come to Indonesia need further support of their English language ability (especially the ones within this study context – Korean students, where English is learned as a foreign language), many of their parents enrol their children in language schools in addition to their formal school activities (Tanu, 2014). Specifically during holiday, though Indonesia does not have summer (as it is a tropical country), these types of schools provide a longer period of holiday to give opportunity to their international students to go back to their countries during summer break. In fact, sending their

children to a summer language institution is an option for some parents who decide to stay in Indonesia during summer break to help their children learn English and avoid summer loss (Bowers & Schwarz, 2018) – as mentioned previously.

Within the context described, as the importance of communication competence and WTC has been discussed previously, this study focuses on exploring both students' and teachers' perceptions on students' L2 WTC in a summer programme conducted in one language institution in Indonesia where all the learners joining the programme are 6–11 years old Koreans who reside in Indonesia, and the teachers are all Indonesians. In all the activities happening in the programme, there are more than one teacher handling the students.

1.3   Positionality Statement

As research is not only about the result of the product, but also the process (England, 1994), and the process inevitably cannot be neutral (Bourke, 2014), it is then crucial for researchers to reflect on their positionality when conducting research, especially as the whole research process is conducted and presented through the researcher's point of view. The paragraph below will discuss the statement on positionality of this research that will cover my personal motivation for investigating the issue of students' L2 WTC from the perspectives of both students and teachers throughout a summer program conducted by one language institution in Indonesia.

My teaching experiences are more around Indonesian students where there has never been any language barrier between teachers and students as both parties share the same L1.

However, last year, during school break, I got involved in a similar summer programme conducted by the same institution.

With the research context discussed in the previous sub-section, it has professionally prepared me for this study and personally grown my interest to explore how these Korean students – having managed to enrol the summer program held by an Indonesian institution and teachers – find their enrolment to the program influence their WTC in English. Besides, given the context of teachers and students do not share the same L1, it has boosted my curiosity to know how the teachers facilitate students' L2 WTC in all the activities in the programme, especially as last year, one of my students always relied on a translation application (Korean to English) to communicate with me as his teacher.

Furthermore, the fact that some of the participants used to be my students and colleagues – even though I only participated for 6 weeks – I am confident that they are willing to be open with their answers as they will have been familiar with me. Having said this, completing this with the triangulated data collection that will be elaborated further, I believe that my perspective will bring insightful discussions to this case study. Regardless the ineluctable potential bias, my understanding of the culture of the institution has better prepared me for this research. The issues on unknowingly biased interpretation will also be further justified in the methodology chapter. The next sub-section will present the research questions and the goals of this research from the background and context provided previously.

1.4   Research Questions and Aims

To create a better learning environment for evaluation purposes, it is important to hear from stakeholders like teachers and students. This present study aims to explore both teachers and students' perceptions on how the case study summer programme facilitate and influence students' WTC in English. In order to achieve the research goal, these research questions (RQ) were formed:

RQ 1. Based on students' perception, what factors, throughout the case study summer programme, do they describe to be influencing their L2 WTC?

RQ 2. Based on teachers' perceptions, how have they facilitated students' L2 WTC throughout the case study summer programme?

The first question provides insights from the students' perspectives on how the case study summer program influence their L2 WTC. They are expected to answer these questions by describing what they consider as the influencing factors of their L2 WTC while joining the programme. Besides, when guided properly, their participation will also help them to be reflective individuals who are aware of their needs and their surroundings. The last question, similarly, identifies the teachers' perceptions on what areas that they have done can be considered as facilitating the students' L2 WTC throughout the programme. These two research questions will be the focus of this present study to collect data to eventually be able to contribute valuable insights to the field and to the institution as well as individual participants.

1.5   The Structure of the Dissertation

This dissertation consists of five chapters. The introduction chapter, as what has been provided, discussed a brief background and context of the study as well as the research questions and aims. Following this chapter, the review of existing and relevant literature regarding the study is covered, with emphasis of the conceptual framework as the lens of the study. Drawing from the literature, the research gap, research aim, and research questions are identified. The third chapter presents the research methodology, procedure, and methods. It also provides the justification of case study and the data collection being done for this research. Next, the fourth chapter elaborates the results and analysis that answer the research questions. Lastly, in the fifth chapter, the discussion of the findings in light of the literature framework and the concluding remarks are provided. It also presents the limitation of the study and suggests some implications and recommendations for further study.

Chapter 2: Literature Review

This chapter provides the theoretical framework by reviewing some literature regarding the variables of the research that are also supported by empirical studies. It will start by defining the meaning of perceptions and summer programme within the context of the study. It will then generally cover the big concept of WTC. Discussion on the emerging issues related to the variables will also be elaborated, especially the relevance of Wen and Clément's (2003) framework to the study regarding the common factors influencing students' L2 WTC. After examining them, studies on L2 WTC in both L2 and L3 environment will be provided, which will lead to the need of further exploration of summer programme implementation in promoting students' willingness to communicate in L2, especially without overlooking the perceptions of L2 learners and teachers.

2.1 Perception Definition

As this study focuses on exploring the perceptions of both teachers and students regarding students' L2 WTC in a summer programme, then it is important to first define what perception means and discuss how it is seen in the context of this study. Perception originates from studies in neuroscience and psychology (Hochberg, 1956; Freeman, 2003; Seeley, 2013); however, it is also commonly explored in the field of education as exploration of perceptions grows (Zeegers & Clark, 2013). The next paragraph will discuss the definition from these different fields to narrow it down contextually to the need of this study.

From the view of neuroscience, perception refers to the pattern or stimulus received by human's brain to be processed as concepts or information (Phil, 1989; Seeley, 2013). This

demonstrates one's ability to perceive what is coming from outside and examine it inside the mind. Psychologically, on the other hand, the process of examination emphasised here relates to what is called as "interpretation of and responses to the world" (Grady, 2005, p. 47). At the same time, the interpretation process of what is perceived leads one to actions. Furthermore, this interpretation process is inevitably driven by one's belief, opinion, and experience (Smith, 2001). In other words, perception is formed based on both internal and external matters.

In education field, perception is defined similarly as what has been discussed above. However, the focus is usually on topics related to education such as curriculum, pedagogy, teaching and learning, etc. (Nel et al., 2016). It can be defined as one's capacity to know, be aware of, observe and finally assess the situation around them (Palazón-Herreraa & Soria-Vílchezb, 2021). It means that there is a process that cannot be skipped between knowing, observing, experiencing, and assessing certain issues. As education perspective of perception also roots from psychology, and from these two different fields, its definition of what perception is practically and technically similar. Therefore, in this present study, the meaning of perception is understood as the way a person understands what is coming from outside of themselves or even others (externally) about something, processes the understanding and experience (internally), and judges that personally.

2.2   Summer Programme Definition

Having drawn the background of the emergence of summer programmes from the point of view of avoiding summer loss effect as one of the main initial reasons of how summer

programmes have emerged (Section 1.1.1), this section is going to discuss its definition and its importance both generally and specifically within the research context.

The demand, implementation, and improvement of summer programme have rapidly grown in the field of second language learning. This is evident from how its definition has developed over the past decades. Following up on summer loss effect, summer programme was initially known as a project conducted to support both students in need of remedial actions and the ones who wanted to accelerate in schools (Heyns, 1986). However, time continuously changes its definition as its purposes broaden, and the fact that it is not only conducted in formal schools, but also in many other related institutions such as language institution. In Indonesia itself, summer programmes are still new, and its practice or implementation is under-researched (Rachmawati et al., 2020).

McCombs et al. (2019) define summer programme as a scheme or set of plans and activities, and they claim that it is aimed to promote learners' "academic achievement, physical health, mental health, social and emotional well-being, the acquisition of skills, and the development of interests" (p. 3). Set of plans meant here refers to how every programme has its own guide and resources to keep it accountable and measurable throughout the implementation process – which will be discussed further in the next sub-section about curriculum.

In this present study, however, not all the goals mentioned by McCombs et al. (2019), especially the academic achievement and physical health, are going to be the main foci. Though every institution must strive to accommodate them all for the sake of students, there are some particular foci that need considering more, following the institutions' goals and values.

Responding to the issue of different goals, Schmitt (2020) argues that summer programme is an informal and systematic approach to achieving feasible objectives. This means that the objectives of different institutions may vary, and one programme may put emphasis on certain objectives. Considering its voluntary nature where students who enrol such programmes deserve a break and because the targeted students of this context are primary students, then the element of fun and socialisation with their peers as suggested by Feuer (2009) are two things worth considering in this definition. Similarly, Hur and Suh (2010) discuss that in order for a programme to be considered having a good quality, then students' learning environments and the programme's development of curriculum content must not be overlooked.

With all the discussion involved, therefore, in this present study, summer programme is defined as a programme offered by an English language institution during summer break which provides an opportunity for students to improve their learning with clear objectives of the programme curriculum in engaging and collaborative ways. Under this definition, – as well as the fact that Indonesia's Ministry of Education and Culture (2020) expects to see the promotion of communicative competence from language institutions' programmes in Indonesia – this study attempts to explore how teachers and students perceived students' WTC in a summer programme, especially as WTC contributes to the production stage of communication (Matuzas, 2021).

2.3   Willingness to Communicate

This section is going to review some theoretical bases of students' WTC. It will begin by introducing L2 WTC in general that will lead to the rationale of why this study concerns on speaking only as referred to *communication* in how WTC is seen in the context of L2 later (section 2.3.2). After that, the framework which will be used as the lens will also be presented. Following that, this section will examine some discussion and development of L2 WTC especially seen from the perspectives of students and teachers. Lastly, the discussion will be linked back to how studying this is considered significant within the research context.

2.3.1   Introduction to Willingness to Communicate

Even though the concept of WTC in L2 is inevitably different with the concept of WTC in L1, it is still important to discuss how the theory in L1 WTC is, especially as it is where the L2 WTC studies have developed from. The concept of WTC is originally regarded as "a stable individual difference variable in native-language (L1) communication" (Burgoon, 1976 as cited in MacIntyre, 2020, p. 112) that focuses on: 1) a steady inclination toward communication in the first language (McCroskey & Baer, 1985); 2) its relation to the fact that some people talk more compared to others (Kubanyiova & Yue 2020). This view puts emphasis on how WTC is seen internally, referring to someone's personality or preference in their WTC (Shaffer, 2021).

However, it is worth claiming that L1 WTC does not automatically manifest L2 WTC because there are some extra modifying variables in learners' communication ability in L2 (Matuzas, 2021). To compare, among all the contributing factors of WTC promotion, the use

of L2 might be the most challenging constraint because "it has the potential to affect many of the variables that contribute to WTC" (MacIntyre et al., 1998, p. 546). Thus, the next section will discuss more specifically about some underlying theories and empirical studies of WTC in an L2 context.

2.3.2   WTC in L2 Context

The key role of WTC has been proven to not only predict the initiation of one's communication in L1, but also in L2 (MacIntyre et al., 2007), with a wider range of variables (Khajavy et al., 2018). This is because someone's competence level of L1 must be different with L2, and "L2 use carries a number of intergroup issues, with social and political implications, that are usually irrelevant to L1 use" (MacIntyre et al., 1998, p. 546). In other words, not all variables influencing one's WTC in L1 will apply similarly to one's WTC in L2.

Moreover, as mentioned earlier, one of the main goals of learning an L2 is to be able to communicate using the target language (MacIntyre, 2020; Matuzas, 2021; Ministry of Education and Culture, 2020; Munezane, 2015). In order to achieve that particular main goal, then it is important to increase students' L2 WTC as it is one of the most immediate predictors of L2 use (Alemi et al., 2011). *Communicate* here usually refers to the productive skills (i.e. speaking and writing) of the target language (Chang, 2018). This study, however, focuses on learners' ability to communicate as far as speaking is concerned. The reason is due to the fact that speaking represents the context of the study better as it involves immediate feedback throughout the interaction or communication process compared to writing (Yousefi & Kasaian, 2014). As the case study summer program in this context only takes 4-week, which is a very

limited amount of time, it is then sensible to focus on one aspect of communication production to be able to grasp the understanding in depth.

To begin, L2 WTC is defined "a readiness to enter into discourse at a particular time with a specific person or persons by using an L2" (MacIntyre et al., 1998, p. 547). It is worth noting that it is not enough to only have the probability of initiating communication (McCroskey & Richmond, 1990), but that probability of communication engagement must be completed with preparedness to talk in L2. For example, someone might have the desire to raise her hand in the classroom, but due to feeling under a tensed situation, she might withdraw her desire; this, instead, ends up resulting in her L2 WTC unwillingness to communicate (Wen & Clément, 2003). Although with the term *unwillingness to communicate* used here, Syed and Kuzborska (2020) argue that a decision cannot be too quick to judge that it demonstrates students' unwillingness to communicate as dynamic silence in the classroom can indicate that students are waiting for teacher's attention or peer's support, and they might not necessarily be unwilling to communicate.

Regardless, the preceding arguments have led to: 1) even though the fact that one is not ready to use L2 when the opportunity to communicate comes cannot be easily counted as unwillingness to communicate, it is still not demonstrating L2 WTC; 2) external things such as teachers' attention or peers' support matter in students' L2 WTC; 3) exploration of this issue from not only teachers' but also students' perception is needed.

2.3.3 Influencing Variables of L2 WTC

There are variety of names given by previous researchers about the variables that contribute to students L2 WTC, and every argument applies differently in certain contexts. Kang (2005) argues that there is a psychological construct of one's WTC whether or not L2 learners feel secure in the community which drives how they are willing or unwilling to communicate in L2. Cao (2011), however, investigates that as environmental conditions since it is still about the atmosphere created by the community or interlocutors. In general, Cao (2011) divides the influencing factors of L2 WTC to be the combination of three significant areas of language learning that are worth considering: 1) individual factors (i.e. self-confidence, personality, emotion, perceived opportunity to communicate); 2) environmental conditions (i.e. topic, task type, interlocutor, teacher, class interactional pattern); 3) linguistic factors (i.e. language proficiency, reliance on L1).

On the other hand, Yashima (2002) emphasises the importance of international posture and L2 learning motivation in directly contributing to L2 WTC. International posture that he proposes includes the concepts of "interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and openness or a non-ethnocentric attitude toward different cultures" (Yashima, 2002, p. 57). Not only the international posture can directly contribute to WTC, but it can also boost learners' motivation which is similar to integrativeness and attitudes toward the learning situation in socio-educational model of L2 acquisition by Gardner (1985). This integrativeness generally refers to the desire of learning the target language for the sake of being around the native speakers of the community (Yashima, 2002).

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Although what has been discussed in the previous paragraphs contain some truth when applied in the right context, it is crucial to critique the theoretical framework against the research context. For example, the concept of international exposure by Yashima (2002) will not be suitable to be applied in this research study as the students, whose L1 is Korean, are learning L2 (English) in a country that speaks a totally different language (Indonesian). There is not much exposure to English native speakers in this context. Indonesian might not even be the third language (L3) of some students in this research context as instead of learning Indonesian, they are learning Mandarin as a foreign language as well other than English. However, for the practicality of explanation, this study is going to describe Indonesia as an L3 environment for students who participate in this research.

With all the discussion above, this study specifically focuses on the environmental situations that contribute to all the influential variables of students' L2 WTC.

Therefore, the contextual framework of L2 WTC used in this study is going to be elaborated in the next sub-section.

2.3.4   Model of L2 WTC

To try seeing L2 WTC in a more holistic way, this subsection is going to justify the relevance of Wen and Clément's (2003) model of WTC influencing factors in the context of the present study.

First, Wen and Clément's (2003) began their discussion by how, in China, the Confucianism concept implemented in their education has affected students to be other-directed and submissive learners. Likewise, the same thing happens in Korea where they share

the same background and culture where learners more focus more on receiving grammatical lessons for their proficiency than producing the target language itself (Kim, 2004). One of the reasons is because they want to avoid public judgement on how they have (or have not) successfully acquired the target language (Wen & Clément, 2003).

This view about culture is also supported by Baran-Łucarz (2021) who states that "culture is also perceived as a filter through which several situational factors determine L2 WTC" (p. 90). As student participants in this context, to some extent, are influenced by Confucianism tradition, then it is significant to start the discussion with this understanding. The model suggested can be seen in Figure 1 below.
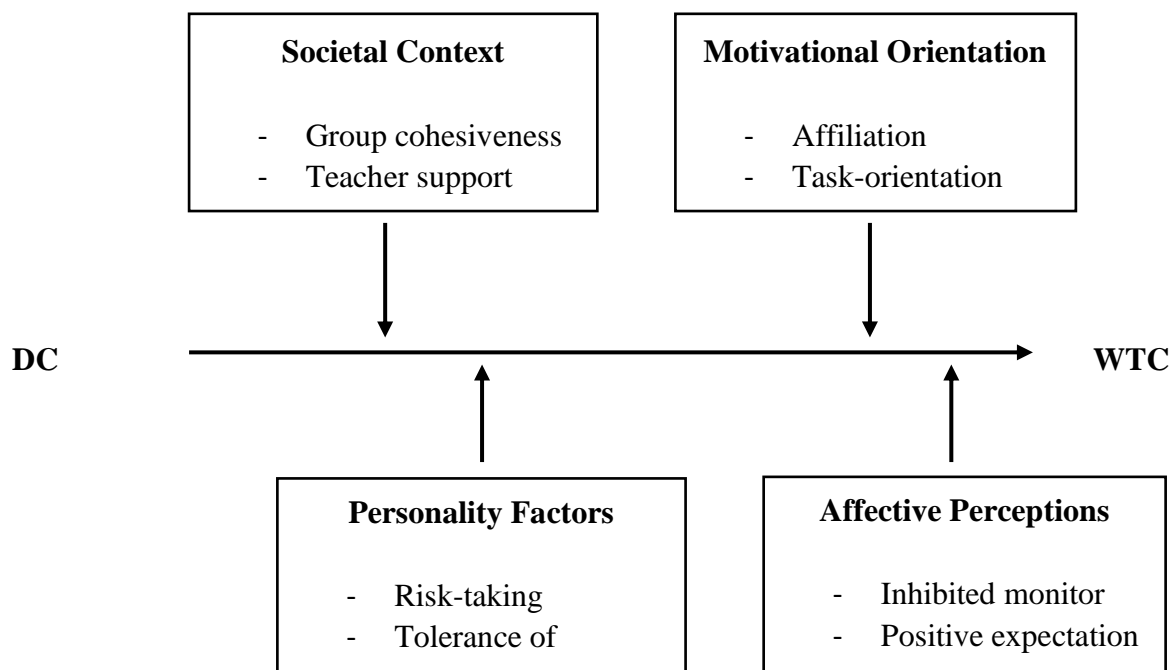

Figure 1: Variables influencing L2 WTC and moderating the relation between DC and WTC (Wen & Clément, 2003, p. 25)

For Wen and Clément's suggested model (2003), they distinguish *desire* and *willingness* by mentioning that desire is a state of having a choice while willingness refers to learners' readiness to act and use the target language. They project each variable to MacIntyre's initial pyramid of WTC (1998) with a different context where the societal context happens inside the classroom; thus, it is believed that both group cohesiveness (class size, social influence, group interaction) and teacher support (teachers' involvement, quality, immediacy) significantly influence learners' WTC (Wen & Clément, 2003).

Secondly, Wen and Clément (2003) summarise personality factor to be *risk taking* which refers to how bold students are in being ridiculous when producing the target language as many times they fear to lose their face in front of people, and this causes them to stay silent (Liu & Jackson, 2009). Not only that, *tolerance of ambiguity* is also considered to be the emerging factor in personality because L2 learning can be found complex, novel, and ambiguous; some people, however, see this as a desirable thing to continue their L2 learning, while some others do not (Wen & Clément, 2003).

Thirdly, *affiliation* (interpersonal relationship or group membership) and *task orientation* (a space where meaningful interactions are made possible) are believed to be explain the tendency of learners' motivation (Wen & Clément, 2003).

Lastly, *affective perceptions* is considered to directly affect learners' WTC at certain times (Wen & Clément, 2003). This, in other words, contradicts with MacIntyre's model (1998) which locates affective-cognitive context as far from students' communication behaviour.

In general, this model is quite representative of students' culture and context. It will be worth exploring this study with an understanding of this model of L2 WTC influencing factors.

2.3.5   Studies on influencing factors of L2 WTC in an L2 and L3 environment

There have been quite a few empirical studies recently focusing on students' L2 WTC (Cheng, 2000). Yildiz and Piniel's (2020) did qualitative study on L2 WTC issue, whose participants were university students who learned L2 in an L3 environment, which resulted in some overlapping influencing factors encountered by students. They results showed that topic and learning strategy might have a blurry boundary when needed to further be explained on how the two influenced students L2 WTC.

However, their studies stated that there are 7 influencing factors of students' L2 WTC in an L3 environment: interlocutors, interlocutors' attitude, number of people, topic, participants personality, learning strategy, and perceived proficiency in English (Yildiz & Piniel's, 2020). This study was conducted in Middle East, and the L3 environment was in a country that speaks one of the European languages. This study tried to explore both sides of personality and environment factors.

On the other hand, Zarei et al. (2019) explored L2 WTC from teachers' point of view while focusing on external aspects only. Their focus group interviews to 19 teachers and the inductive thematic analysis done resulted in two main categories, which are L2 WTC facilitating factors (developing positive relationship, choice of the topic, teaching style) as well as L2 WTC hindering factors (teachers' role, teaching style, institutional expectations). It is interesting that teaching style is the only aspect that are in both categories. In this factor, teaching style can enhance students' L2 WTC when feedback and challenging activities were evident.

Similarly, Zarrinabadi et al. (2014) also claimed in their studies that teachers need to be aware of strategies used when giving feedback, so students may feel more confident in trying to use the L2. Teachers also have to be culturally aware when addressing errors made by students (Kim, 2004).

To sum up, these studies focused separately either on teachers or students' perspectives on L2 WTC. Also, the students are mostly in universities instead of younger ones. Therefore, it is considered important to explore both perspectives of teachers and students in the same case while also emphasising that the students are still in their young age and teachers do not share the same L1 with students.

Chapter 3: Methodology

In this chapter, I am going to provide an overview of my research design. I will first introduce the philosophical standpoint of this research that will lead to the methodological approach used in this study. I will provide the rationale of case study research approach used in this research as well and present the research procedure. It will then discuss how the data was collected as well as the rationale behind it. Next, the piloting process and the data analysis framework of thematic analysis are provided. Having covered all of these, lastly, considerations about validity and ethical issues are discussed.

3.1   Philosophical Standpoint

In research, it is important to state the philosophical standpoint to later conceptualise the whole project and discuss how the study is carried out (Hesse-Biber, 2017). The following paragraphs will present the beliefs particularly about the nature of social reality or humanity (ontology), the theory of knowledge (epistemology), and how the knowledge can be obtained (methodology) (Tuli, 2010).

This study believes that I, as the researcher, am part of the research. Therefore, my voice should not be excluded throughout the research process. In other words, this belief system will inevitably carry my subjectivity in creating meanings from the data collected. This refers to what Kivunja and Kuyini (2017) call as a subjectivist epistemology as in this study, I make meaning of the data collected from the participants through my own thinking and cognitive processing, which in that sense, the participants are also subjective to interpret everything around them.

On the other hand, this study believes that reality cannot be seen as patterns; neither can it be predicted (Hesse-Biber, 2017). However, reality is something that is constructed socially through interactions (Saunders et al., 2009). Therefore, this study is not expected to generate truth, but it seeks to make sense of the world instead (Cohen et al., 2018). This view leads to the methodological approach within the interpretivist paradigm, and the general goals of what the study wants to achieve are used to support the methodological approach adopted. The general goals meant here does not mean the fully refined research questions of the study because the process of generating the research questions is also influenced by the philosophical stances discussed here (Pring, 2015), and it will be refined throughout the research process (Hesse-Biber, 2017). However, the goals refer to the initial interests and curiosity that lead to the exploration of the study (Darlington & Scott, 2022). These aims are taken into consideration when deciding the research paradigm.

An interpretivist paradigm is followed in this study because it serves the purpose of the research which intends to explore participants' perceptions as discussed in section 1.4. It constructs and is constructed by interactive human behaviour that is subjective, complex, and varied (Hatch, 2002). Also, the paradigm is adopted due to my effort and influence, as a researcher, to understand and interpret the participants' perspectives (Bonache & Festing, 2020), especially in this study as participants' views opt to be affected by their surroundings, and the series of questions given to them during the data collection may also be one of the influencing factors. This interpretivist paradigm also leads the approach being used in this study, which will be further discussed in the next section.

3.2   Research Approach

Due to the nature of the study that seeks to investigate in-depth understanding about participants' perception regarding influencing factors of students' WTC in a summer programme, then qualitative case study is an appropriate approach for this research. The next paragraphs will also provide the rationale that can draw to this conclusion.

Yin (2018) claims that case study is used widely in research that focuses on "why" or "how" questions with contemporary case where the researcher has little or no control over behavioural events. This study is aimed to explore those questions even though the research questions do not necessarily need to start with "why" or "how". As long as it implies to explore those questions, and it is driven by a *case,* then it can be the initial step of differentiating case study from other qualitative studies (Duff, 2008). Regarding the case mentioned here, Yin (2018) also suggests that it is worth noting that researchers cannot skip the two steps of case study which are "defining the case and bounding the case" (p. 62). A case can be an incident or instance of something whether it is a person, an institution, a location, an action, an accident, an application, a decision, or anything else (Schwandt & Gates, 2018), and it must be bounded by time or context or both (Pickard, 2017).

Considering the nature and purpose of the study as well as the fact that summer programme can be considered as a *case,* therefore, a case study research approach is appropriate for this research to grasp in-depth understanding of the research questions presented previously. The bounded system for this case will be the one institution conducting the programme as well as the time that is limited to 4-week of summer programme activities.

There are benefits that can be highlighted in adopting this approach. One of which is due to its particular and bounded case, the research is focused and contextual (Simons, 2009) – which will then result in an in-depth investigation if the researcher successfully dig the information needed. Furthermore, as the goals of the study is exploring participants' perception on a specific variable in the bounded case, then the small-scale participants will not be the limitation of the study. Instead, it will give the opportunity to the researcher to focus in gaining the emic perspective of the research participants (Gall et al., 2005).

3.3 Research Procedure

As a qualitative case study, there are common ways of collecting data proposed by previous studies (Bassey, 1999; Miles et al., 2020; Yin, 2018); however, it is significant to decide data collection methods that are suitable to the research purpose and helps answer the research questions. The research procedure of this study is visualised in the figure below while the further elaboration regarding the research site, research participants, data collection procedure, piloting, and data analysis are presented in the latter part. The rationale behind deciding why the specified methods are chosen for the data collection will also be provided.
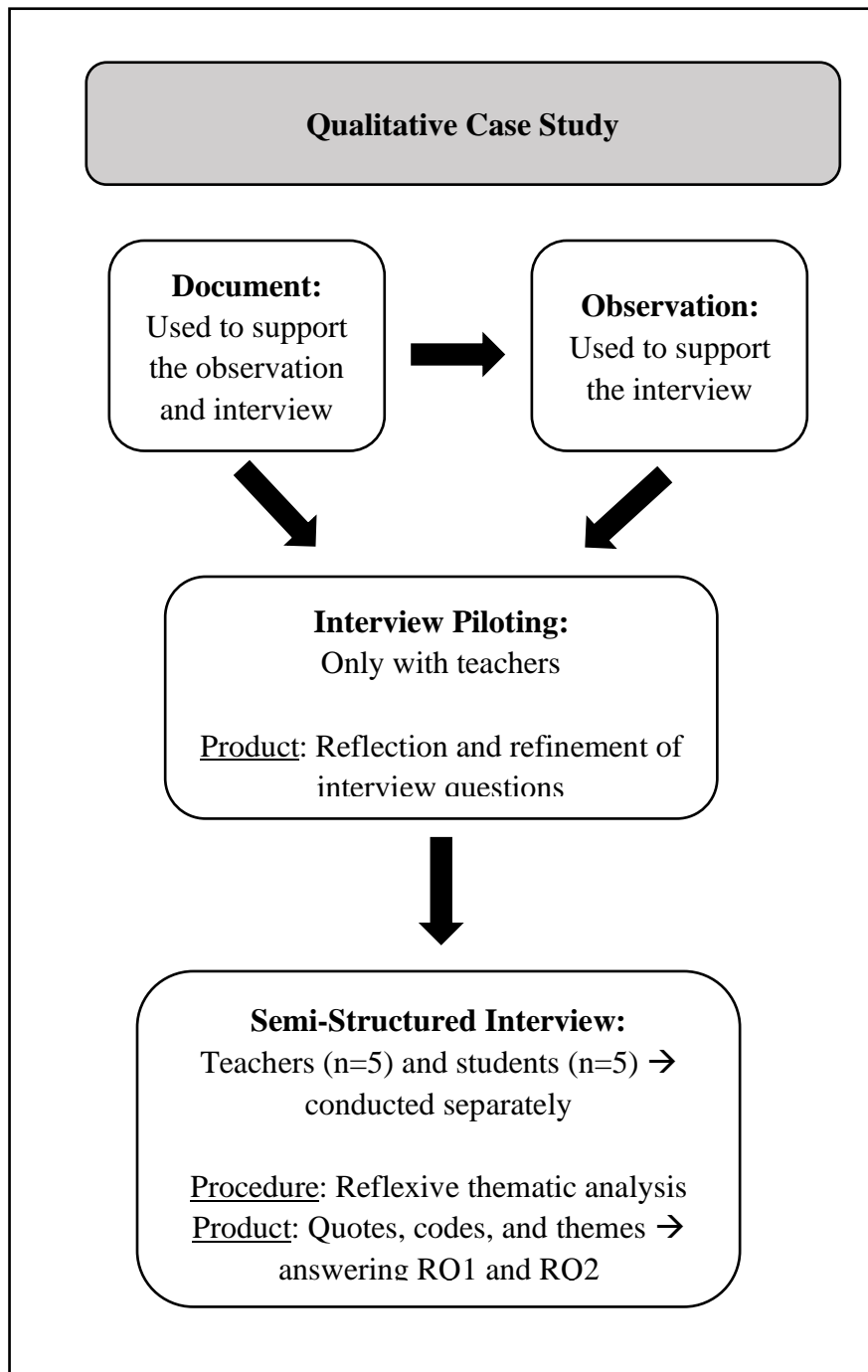
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│        ┌──────────────────────────────────┐      │
│        │     Qualitative Case Study        │      │
│        └──────────────────────────────────┘      │
│                                                   │
│   ┌──────────────┐          ┌──────────────┐     │
│   │  Document:    │  ──────▶ │ Observation:  │    │
│   │ Used to support│         │ Used to support│    │
│   │ the observation│         │ the interview  │    │
│   │ and interview  │         │                │    │
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│            │                       │              │
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│        ┌──────────────────────────────┐          │
│        │   Interview Piloting:         │          │
│        │   Only with teachers          │          │
│        │                               │          │
│        │   Product: Reflection and     │          │
│        │   refinement of interview     │          │
│        │   questions                   │          │
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│     ┌────────────────────────────────────┐       │
│     │   Semi-Structured Interview:        │       │
│     │ Teachers (n=5) and students (n=5) → │       │
│     │   conducted separately              │       │
│     │                                     │       │
│     │ Procedure: Reflexive thematic analysis│     │
│     │ Product: Quotes, codes, and themes →│       │
│     │   answering RO1 and RO2             │       │
│     └────────────────────────────────────┘       │
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Figure 2: The procedure of the research

3.3.1 Research Site

As the case in this research is bounded by the institution and time focus or what

Swanborn (2010) calls as meso-level, then there was one language institution chosen to be

explored during specified period of time, which in this case was four weeks. The reason behind

the initiation of conducting the study in this institution is due to its unique students' background as they are all Koreans who live in Indonesia and study English. On the other hand, language institution is not a formal school in which students are required to follow certain rules and procedures. Instead, it is an institution where students, or their parents, are free to decide whether they want to attend the class or not. Also, as All students in the institution are all Koreans, they can communicate with each other by using Korean. Thus, it would be interesting to explore their L2 WTC within this situation in the language institution that is located in a totally new culture and environment for them.

3.3.2   Research Participants

3.3.2.1 Student Participants

Though case study approach is quite flexible in its sampling choice and technique (Mills et al., 2010), the philosophical stance discussed previously has some influence on this choice. This study adopts the criterion purposive sampling where my consideration as a researcher as well as the predetermined criteria will be counted as important to purposefully find and decide participants who can provide the richness and diversity of the insights that will contribute to the study (Dörnyei, 2007).

For the observation, as the group of students was decided by the institutions, and they were in classroom settings during the summer programme activities, then I did not have any influence or power to change which students I would be observing. However, I decided which classroom and in what activity I would be observing the students. Further elaboration about this would be provided in the next sections (sections 3.3.3.1 and 3.3.3.2).

On the other hand, for the interview I purposefully chose five students to be participating in the study. These were the preliminary criteria that I used to select the participants:

- Student's L1 must be Korean – which implies that they do not speak English at home

- Student must join the summer programme in person rather than online

- Students are willing to be interviewed in English

- Parents must give consent for their children to be interviewed – which will be discussed further in the ethical consideration (section 3.5)

The rationale of giving the first criterion was to ensure that students were all on the same page when coming to the institution to learn English. Having mentioned that all students in the institution are Koreans cannot necessarily guarantee that all of them use Korean as their L1 because some of them could be Koreans by blood, but they might be born in Indonesia where they were more exposed to Indonesian as their L1. With that being said, I decided that the student participants must have Korean as their L1. When they were all having Korean as their L1, the context of the research is more focused to explore their L2 WTC in an L3 environment.

Second, as some of the activities of the summer programme were offered to be done in a hybrid mode where some students were able to join online. However, I decided to choose the participants who fully got immersed in the programme in person. The rationale for this was because those participating online would not have the chance to experience all activities designed for the programme, such as the role play in the classroom or the trip to museums, as they chose to join certain activities only. Besides that, online studies might "limit their exposure to effective teaching practices and quality of interactions" (Dumford & Miller, 2018).

Therefore, I chose students who fully joined the programme in person, so they could give more insights to the research regarding their perceptions.

In summary, provided below is the list of student participants who finally took part in the study. To stay committed with the ethical consideration, the names are all pseudonymised. To later make it easier to distinguish between students' and teachers' names, it is worth noting that the pseudonyms of students' names are still in Korean names.

No.	Students' name	Male/ Female	Age (year-old)	Familiarity with the summer programme	Duration of living in Indonesia
1.	Sun-Hi (Dahyeon)	Female	11	New	3 months
2.	Yong-Sun (Gyuhyeon)	Male	8	New	3 months
3.	Jae-Hwa (Hyunsung)	Male	6	New	6 months
4.	Kwan	Male	10	Has joined the similar programme last year	3 years
5.	Chin-Mae (Liwoo)	Female	7	Has joined the similar programme last year	2 years

Table 1: List of student participants

3.3.2.2 Teacher Participants

The teacher participants were also chosen based criterion purposive sampling (Dörnyei, 2007) with only one criterion: teacher must get involved in the daily preparation, teaching, and evaluation of the programme. This was considered because there were other freelancing teachers who might not be able to give thoughtful insights compared the ones who met the

criterion. Below is the summary of teacher participants. To make it easier to distinguish between students' and teachers' names, it is worth noting that the pseudonyms of teacher names are all in western names.

No.	Teacher's name	Male/ Female	Familiarity with the summer programme	Teaching experience	Teaching international students experience	Educational background
1.	Abbey	Female	No	3 months	3 months	English Literature
2.	Phebe	Female	No	3 years	6 months	English Language Education
3.	Stephanie	Female	Yes	3 years	2 years	English Language Education
4.	Jessica	Female	No	6 months	6 months	Psychological Science
5.	Victoria	Female	No	11 years	2 years	English Language Education

Table 2: List of teacher participants

3.3.3 Data Collection Procedure

In this section, I will discuss the data collection procedure, in which semi-structured interviews were the main data collected. However, to support the formulation of the interviews, I will first explain the steps needed to be done. First, I needed to collect documents from the institution to inform me which class to be observed and what kind of interview questions needed to be generated. Second, I needed to do observation to also prepare me for the interviews. The whole data collection process took around three weeks. Due to the faraway

distance and covid restrictions, all data collections were conducted online through different technology platforms.

The summer programme itself ran from 25 July 2022 to 19 August 2022 (4 weeks). I started the document collection and classroom observation while the summer programme was still running. However, the interviews were conducted after the programme was finished, so that participants could contribute their insights more thoroughly from their whole experiences. The timeline summarising the data collection procedure is provided below while the further explanation of the steps is covered in the subsections after this.

Date	Duration	Activity	Platform
Before 9 Aug 2022	n/a	Recruitment and got all consent forms signed	WhatsApp and Email
9 Aug 2022	n/a	Collected the documents needed: the schedule of each day, lesson plans, students' worksheets, photographs of the programme documentation	Email
11 Aug 2022	60 minutes	Lesson Observation 1: Storytelling	Skype
16 Aug 2022	60 minutes	Lesson Observation 2: Pictionary	Skype
19 Aug 2022	@50 − 60 minutes	Interview piloting for teachers and students interview guide + feedback	Zoom
22 − 25 Aug 2022	@30 − 40 minutes	Interviews with student participants	Zoom
25 − 31 Aug 2022	@30 − 45 minutes	Interviews with teacher participants	Zoom

Table 3: Data collection summary

3.3.3.1 Documents

As mentioned previously, before conducting the interviews, I needed to get some relevant documents to inform me which activity in the programme should observe. In this study, documents refer to the summer programme schedule for the whole activities, teachers'

lesson plans, students' worksheets, and photographs of the programme documentation. They are useful and accessible sources that contain rich and relevant information as I used them on purpose (Lincoln & Guba, 1985). Documents were gathered by email through the principal of the institution who also granted the consent for me to conduct my research in this institution (See Appendix 7).

However, it should be noted that the documents collected here were complementary in nature. They were meant to help me decide the observation stage and eventually form my interview questions, especially as not every activity was possible to be observed. For example, when students went for a trip, it would be difficult for me to request to observe such activities. Therefore, they would not be used for analysis purposes. For these unobserved activities, I used the documents provided to generate interview questions and connect with participants to talk about them. For the observed ones, I also used the insights to generate interview questions and remind participants regarding the activities throughout the interview process.

3.3.3.2 Classroom Observation

Classroom observations were done after the document collections. The duration of each observation followed the duration of the programme schedule of the chosen activities. They were done through Skype as it was also the platform used some of the students who joined online. With all the possible limitations of the observations conducted online, such as the limited access to what I could see, constraints in internet connection, and other technical issues, I would not need to count them as limitations of the study in particular as they were not directly aimed for the analysis stage. Instead, they were intended to: 1) support me as a researcher in

generating interview questions based on the reflections and insights I would have gained in the observations; 2) help me snap some photographs of the activity (through the screen) that would be useful to guide students throughout the interview; 3) obtain familiarity with students and teachers with an expectation that they would share more during the interviews (Duch & Rasmussen, 2021).

From the documents gathered, I decided to observe two activities that students would be doing which were what they called as storytelling and pictionary activities. The reasons behind this decision were because the lesson plans showed that students would be encouraged and given numerous opportunities to speak, which I believed would also prepare me with some insights for generating the interview questions and reminding students about particular things they had done. In the beginning of the observed lessons, the teacher would introduce me to the students to help them get familiarised to me as well as know my intention of observing them. To record my insights from the observations, I used a semi-structured observation sheet which provided columns for some things to be noted while also having available space for free reflections and insights (O'Leary, 2014) (See Appendix 9). This would inform me for the latter stage of conducting interviews.

3.3.3.3 Semi-Structured Interview

Interviews are the primary method of data collection in this study, in which they were done in semi-structured forms. It means that I had prepared a list of several open-ended questions that would help me gain participants' perceptions that were expanded based on the research questions (Cornell et al., 2016). Semi-structured interviews were conducted because

they did not limit the researcher to dig deeper into participants' point of view regarding further elaboration of the prepared questions (Dörnyei, 2007). In other words, I could explore the participants' answers with more follow-up questions, probes, or comments to ensure that the research questions were answered thoroughly (Given, 2008). They were conducted after I was informed by the documents gathered and observations done before. These two steps were important as they were considered as prior knowledge or "a basis for formulating the preliminary interview guide" (Kallio et al., 2016, p. 2961).

The semi-structured interviews were done online through Zoom due to geographical distance between the researcher and participants. As it has been a growing communication technology lately, its convenience and ease of use are undoubted (Gray et al., 2020). Therefore, participants did not find it difficult to use it for the interview. Moreover, the interviews were conducted in English as it was the language we shared in common, especially between the researcher and student participants. To ensure in-depth perceptions of each participant, one-on-one interviews were employed.

The interviews conducted with students, furthermore, were helped by photos to "facilitate dialogue between interviewer and interviewee and generate useful data" (Tinkler, 2014, p. 174). This was needed to help students recall the memory of the activities they did during the programme, so they could be triggered to share their perceptions on them. The photos were shared on the screen on Zoom along with the interview questions to also provide them such visualisation while they were thinking and preparing for their answers. The photos used to trigger their memory were taken from the documentation photos shared by the

institution, the screenshots taken from the classroom observations, and the screenshot of students worksheets (See Appendix 11).

For the semi-structured interviews with teacher participants, however, photos were not needed as they were meant to be for children in this context to – other than the reason mentioned above – also help build a relaxed atmosphere, so they did not feel pressured when they forgot what activities they did before in the programme (Epstein et al., 2006). The semi-structured interview guide for teacher participants are also provided (See Appendix 10). Lastly, it is worth stating that both interview guides were merely used as guidance as they were semi-structured. I still needed to try exploring their answers to those planned questions during the interviews.

3.3.4 Piloting

I piloted the semi-structured interviews prior to conducting the real ones to ensure that "the data collection was well targeted and workable" (Yin, 2018, p. 343). In deciding from whom I wanted to get the critical feedback from piloting my interviews, I chose to ask the institution's principal to pilot my interview for teachers. This decision was made because she shared the same quality with the teacher participants (Malmqvist et al., 2019), where they all knew the research context and were familiar with the students as well as the summer programme that I would talk about more during the interview. On the other hand, for piloting the interview for students, it was challenging to find one representing student for this due to the parental consent. For this reason, I piloted the interview with one of the teachers from the institution who would not be teaching in the summer programme (but who was teaching for the regular classes in the institution). This decision was made because the teacher was familiar

with the ability of students within the age group of the research participants as well as the context of both parties only sharing English as their common language.

Through the piloting with the principal, one of the examples of the feedback was when I initially used the terminology "willingness to communicate" without specifying what definition I wanted it to mean in our conversation as it could be interpreted broadly just as how students were talking in any language they wanted. Therefore, as I reflected through the feedback, in the real interviews with the teacher participants, I clarified that in every time I mention the terminology, it meant that I referred to students' willingness to communicate in English.

For the piloting with a teacher for the students' interview questions, I was reminded by the teacher – whom I did the piloting with – that students had short concentration span, so I could not give such a long questions or combine two questions at the same time. Besides that, I also practiced grading my language as it had been a year that I did not have the chance to teach students in that age group. For example, I asked questions like "what's your opinion about . . . ?" which I was advised to change to be "what do you think about . . . ?" instead to help students understand my question more easily. Lastly, I was advised to simply use simple present tense even though I meant to ask something happening in the past. I decided to take this advice as it must be helpful for students to hear the common verbs in simple present tense instead of in past tenses.

In summary, the piloting interviews helped me practice my interview skills, especially in giving follow-up questions, as well as refine my interview questions (Mikuska, 2016).

3.3.5 Data Analysis

The data collected was analysed by using thematic analysis as it is suitable due to its interpretivist paradigm and how knowledge is constructed. The analysis followed the framework proposed by Braun and Clarke (2006, 2019, 2021, 2022; Clarke & Braun, 2013) with the term that they called "reflexive thematic analysis" that came about as a result of some misconceptions and development of their paper article published in 2006 (Braun & Clarke, 2019). Thematic analysis is a flexible approach that lets researcher explore the depth of their data set; however, it is worth mentioning that due to its flexibility, it might also lead researchers to some inconsistency or incoherence when generating themes from the data set (Nowell et al., 2017). Regardless, this potential disadvantage has been anticipated by explicitly stating the philosophical standpoint (Holloway & Todres, 2003) which can be found in the previous section of this chapter as well as coherently presenting the findings (Nowell et al., 2017) which can be found in the next chapter.

Acknowledging that coding and analysis cannot be considered as a "one size fits all" approach, or in other words, they are rarely purely fall into one approach (Braun & Clarke, 2021), this study predominantly employed the inductive or data-driven approach where "data are not coded to fit a pre-existing coding frame, but instead 'open-coded' in order to best represent meaning as communicated by participants" (Byrne, 2022, pp. 1396–1397). However, to make sure that the open-coding helped construct themes that were significant to the research questions and that the highlighted data-based meanings were pertinent to the research questions (Byrne, 2022) as well as to acknowledge that similar studies or theories in the past that I read for this research, to some degree, influenced my point of view of seeing the data, then a

reasonable deductive analysis was adopted. The coding in this study was done latently where they would lead to the interpretive analysis through the active role of the researcher (Clarke et al, 2015).

Braun and Clarke (Braun & Clarke, 2006, 2019, 2021, 2022; Clarke & Braun, 2013) suggest that there are six phases of reflexive thematic analysis to be considered as a set of guidelines, which is not a linear process, but recursive and iterative. The suggested phases are: familiarisation with the data; generating initial codes; generating themes; reviewing potential themes; defining and naming themes; and writing up or report production. The following paragraphs will discuss how these phases were applied in the present study. However, it is worth mentioning that due to the limited words, I only showed and elaborated excerpts and examples from the data set collected from teacher participants in this sub-section. Data set from student participants was also processed in the same way.

In this study, the main data were from the interviews. As the interviews were recorded on Zoom, the transcriptions were automatically produced. However, I still cross-checked the transcriptions by comparing them to the raw recorded files because there were some mis-transcriptions. By doing so, I also let myself immerse in the data to get familiarised with them, which refers to the first phases of the thematic analysis process. At this stage, I also made sure I did active listening to all the recorded interviews prior to the cross-checking process.

For generating initial codes, I highlighted the phrases in the transcripts by taking benefits of the comments and drawing tools in Microsoft Word to underline prevalent data with the same colours as well as cross-referring similar codes to inform me in the development of themes at the latter phase. For example, in the coding extract from one of the teacher

participants attached below in Figure 3 , I underlined code 20 (C20) and code 22 (C22) with the same colour as well as added a C20 as a cross-reference next to C22. Similarly, I did the same for C21 and C59 by also adding C1 as a note around the statement of C59. These were done because they showed repetition of a similar idea. Lastly, I also made sure that I provided sufficient details when coding to explain the interpretation from the related data item (Byrne, 2022). The full version of the excerpt can be found in Appendix 12.

Figure 3: Example of coding extract from one of the teacher participants

The next phase, generating themes, was done by combining multiple codes that were typical (Braun et al., 2019). I did this by first moving the codes of each participant to a spreadsheet in Microsoft Excel as seen in the example of excerpt of documented codes from the interviews with teachers in Figure 4 . If any participant did not contribute to a certain code, then I put N/A on the table indicating it as not applicable in their transcripts. To make it space-efficient, I put a shorter version of coding under each code reference. I also activated the *freeze pane* option for the participant column, so when I needed to horizontally scroll to the next code, I could easily refer to which participant mentioning the certain utterances. This was anticipated to also help me when I needed to refer back to the original transcripts "to assess existing codes and examine for the interpretation of new codes as further familiarity with the data developed" (Byrne, 2022, p. 1402), especially as the six phases are guidelines, not rules that need to be followed in a linear process (Clarke & Braun, 2013).

Teacher Participant	C59 Teachers' sensitivity	C60 Teachers' equal attention	C61 Teachers' Appreciation	C62 Teachers as role models	C63 Teachers' personalities
Abbey	N/A	It's easy to do because we were not really alone in doing the activities.	I gave them stickers if they did well. They loved collecting them and showing them to their parents.	N/A	I don't know, but we have to communicate clearly because it's also the skill needed by teachers. Students will see if we can show it or not.
Phebe	We have to know the needs of each student.	We observe them because sometimes they don't know if what they do is correct or not and you know sometimes students don't want to ask in front of other people.	But I think it's important to say something good about their statements and we can correct them after.	N/A	I'm giving them enough time, so I'm a bit patient.
Stephanie	Especially when they just arrived, we didn't know what their reasons to come to the programme were, and what was happening before they came, but when we cheerfully welcomed them, it boosted their mood to actively participate in the class.	we try not to give the same comment to make sure we read their work individually not like just generalising them.	N/A	N/A	But we cared for them, that's like even in daily life, we want to know them. Our care will show it.
Jessica	(1) Just like what I said, even when we tried to be sensitive on what they need , I'm pretty sure they could sense that we genuinely cared. (2) he also noticed like when I'm feeling sad or when I'm just not in the mood to study and everything he noticed that little details a lot	And it must be for everyone, not only those who I preferred to listen	And whether the people or the teachers encouraged them to be something better , for example, one if one student has like a good drawing, and then we say what are you really good at drawing, I think even simple thing like this can make them more confident to speak.	So I think as a role model, teachers just have to be aware of our roles. They can mimic our speech or copy what we say.	If they like us and have fun, they will learn and do what we say.
Victoria	N/A	We made sure everyone was taken care of because for example there were 16 kids, then if the teachers in charge were 4, each teacher should look after 4.	We tried to always appreciate those who accomplished the tasks.	We should know who we are in our students' eyes because they must have expectation.	When we are happy, the energy can be transferred to our students. So it starts from us.

Figure 4: Example of documented codes

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Here, I also categorised sub-themes under each theme to help me remember to use them as future references for the next phase. The sample of the initial thematic map is provided in Figure 5 below.
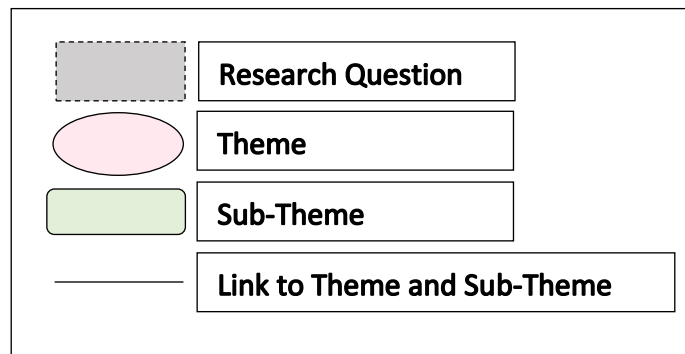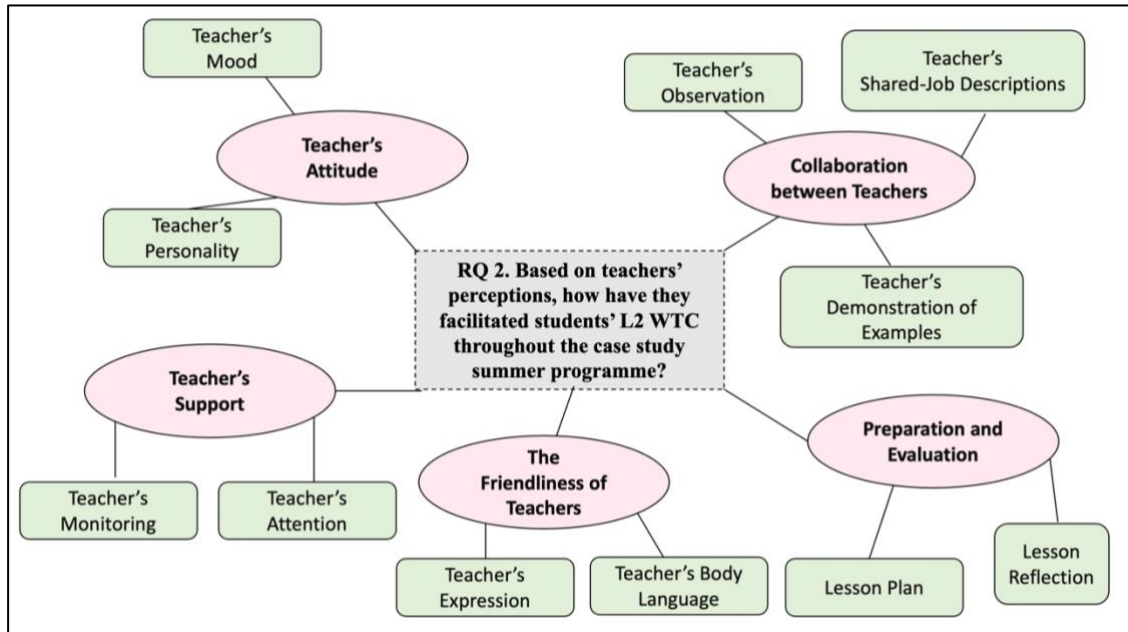

Figure 5: Sample of the initial thematic map

Next, in reviewing potential themes, I involved two levels of review that were based on: 1) the relationships among codes that showed a consistent pattern; 2) how the data set was interpreted in relation to the research questions (Byrne, 2022). At this stage, I found some of the initial themes were not meaningful to the interpretations of the data or the research

questions as well decided to move one sub-theme to be a theme because it had its own sub-themes as seen in Figure 6 below
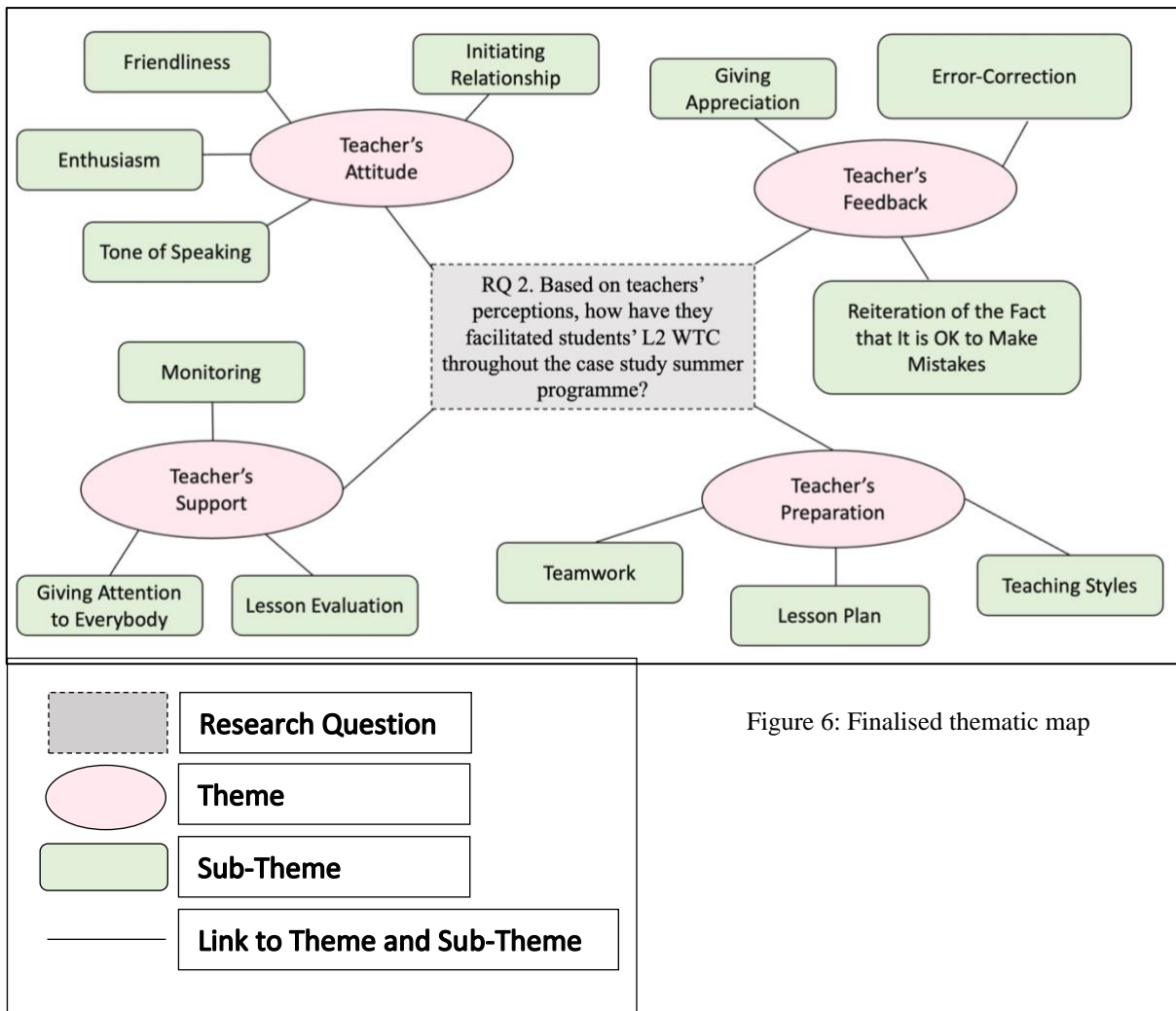

Figure 6: Finalised thematic map

Lastly, the second to last phase as well as the last phase were done to ensure which data items to be used as extracts to write up the results of the analysis. These will further be presented in Chapter 4.

3.4 Validity, Reliability, and Generalisability

To further discuss about validity, reliability, and generalisability issues, it is worth reiterating that as this research is a pure qualitative case study with an interpretivist paradigm; its main goal is not to generalise findings or testing hypothesis (Guest et al., 2012); instead, it

aims to provide an in-depth exploration about the bounded case within its specific, real-life context, which may contribute to the analytic generalisation, but not statistical generalisation (Yin, 2018). Validity, reliability, and generalisability, however, are terms that have been widely known and used in quantitative data as they are "predicted on measurement of some kind" (Guest et al., 2012, p. 5). As quantitative and qualitative studies are different in nature, therefore, this present study considered adopting the terms proposed by Auerbach and Silverstein (2003) instead. They suggest that in qualitative studies, the term *justifiability* denotes *validity* and *reliability*, and *transferability* denotes *generalizability*, which will be further explored below.

3.4.1   Justifiability

Justifiability as a replacement of validity can be defined as "the accuracy of data and the reasonableness and warrantedness of data-based interpretations" (Mabry, 2012, p. 10) while in replacement of reliability, the essence is in its consistency of research methods and techniques (Mason, 2018), which demonstrates that researchers carefully collect and interpret the data set (Carcary, 2009).

To promote justifiability, it is important to reflect on researchers' positioning and subjectivities that might potentially affect the interpretations (Duff, 2008), which I did by thoroughly discussing my positionality statement in Chapter 1 (Section 1.3). Moreover, I used purposive sampling to ensure the rigour of the data set contributed by the participants (Campbell et al., 2020). Creswell and Creswell (2018) suggest that it can be enhanced by doing transcripts-checking to avoid mistakes from the data collected. I endeavoured this by cross-checking the transcripts, especially as the original one was done automatically by the help of

technology. Lastly, I also promoted justifiability through transparency to the readers by showing a sample coding scheme and themes development (Cloutier & Ravasi, 2021) as well as providing verbatim quotes, which directly connected my interpretations with what the participants said (Guest et al., 2012).

3.4.2   Transferability

Transferability in qualitative research is defined as the extent to which qualitative research results can be applied in other settings with different sample (Korstjens & Moser, 2018). Auerbach and Silverstein (2003) suggest that this could be facilitated through providing thick descriptions. I showed this by presenting the contextual details in this study to help readers decide if there is any part of the context of the present study that could relate to theirs.

3.5   Ethical Considerations

Before conducting research, it is important that researchers commit to ethical issues. In this study, all the ethical guidelines for educational research from British Educational Research Association (BERA) and the University of Bristol ethics code of conduct were obeyed. I focused on transparency, consent, and disclosure (BERA, 2018).

In being transparent, I was honest to all stakeholders involved in this study: the institution's principal, the teacher participants, the student participants, and the students' parents. I started by sending a letter of access to the principal to ensure if I was allowed to conduct the research. Securing the permission, I sent an information sheet to the principal as well as each teacher participant and parents of each student participant which was done via the

institution. In the sheet given, my research purposes were made clear for them to read (See Appendices).

Secondly, by consent it was meant that consent forms were distributed to all the stakeholders mentioned previously after they had read the information regarding the present study and their involvement if they wanted to participate (See Appendices . It was also stated in the forms that they could still withdraw their consent at any time. For students, to complement the consent granted by their parents, they were given a checklist form with a simplified version that could be considered as their own participation consent (See Appendix 8).

Lastly, disclosure refers to how all the data collected were kept safe on a password-protected system, pseudonymous, and confidential (Abbott & Sapsford, 2006). I did this by holding on my own integrity as a researcher. Integrity of researchers is believed to be crucial as nobody knows what the researcher does with the participants' data (Dörnyei, 2007). With this, I would make sure that I maintain a good relationship with all participants even after finishing the research. For the pseudonyms, as explained before, I did not reveal their real names. I used Korean names to replace students' names and western names to replace teachers' names to help readers remember when they need to refer to the participants.

3.6   Conclusion

This research has provided thorough information about the research methodology from the philosophical beliefs to how it was implemented throughout the process. This chapter has

led to trustworthy findings and analysis of this research, which will be elaborated in the next

chapter.

Chapter 4: Findings and Analysis

The objective of this chapter is to present the findings and analyse them based on the research questions provided in the first chapter (section 1.4). It is significant to remind that the research aims revolve around perceptions of both teachers and students regarding students' L2 WTC during the case study summer programme. In other words, this study is not meant to measure students' L2 WTC itself. Also, in presenting the quotes from interviewees, the sign ". . . ." indicates that participants continued to answer the follow-up questions from interviewer.

To make it well-structured, the findings and analyses will be presented based on the research questions, which will be made as headings in separate sections. The generated themes will also be mapped out to follow the research questions and will be presented as subsections.

4.1 Findings: Research Question 1

RQ1. Based on students' perception, what factors, throughout the case study summer programme, do they describe to be influencing their L2 WTC?

This subsection begins with presenting the generated themes mainly based on the semi-structured, prompted interviews conducted with students attending the summer programme to get their perspectives on what variables influencing their L2 WTC during the summer programme. Although students had their own perspectives when being asked the interview questions, there were still some common ideas that could be presented as themes as shown in Table 4. The analytical process to identify these themes has been addressed in Chapter 3 (Section 3.3.5).

No.	Main Theme	Sub-Themes
1.	Teacher's Expression	Smile, body language
2.	Peer's Influence	Speaking L1 or L2
3.	Programme Activities	Task difficulty level, students' interest, location

Table 4: Summary of themes and subthemes for RQ 1

4.1.1 Teacher's Expression

As shown in the table above, students perceived how teachers expressed themselves as something that would contribute to either enhancing or inhibiting students' L2 WTC. Yong-Sun, an 8-year-old student who was new to Indonesia and to the programme, which means he was not so much familiar with the friends in the programme as well, could say that he felt like he demonstrated more of his willingness to speak during the role play activity of an Indonesian, simplified folklore tale because:

> *"She [the teacher] is funny. She is wearing like monkey [a monkey costume], and she make[s] her face [look] like [a] monkey, and she move[s] like [a] monkey . . . . because she is showing us the main character of the story. (Yong-Sun, Interview)*

When asked further about the activities, he continued saying that he wanted to participate in the role play activity because he saw how the teacher expressed herself by giving an example to the students. He also made it clear by saying:

I want to speak [in this activity] because I want to join the drama [role play]. (Yong-

Sun, Interview)

In response to his answer, during the interview, I asked him to retell the folklore tale that he

mentioned about *Lutung Kasarung* (the monkey story). He proved to still remember the main

plot of the story despite the fact that it was an Indonesian tale, not Korean's.

From Yong-Sun's answer, it could be interpreted that the teacher's ability to express

herself had enlivened the learning's situation, inspired Yong-Sun to actively participate in the

activities, and eventually resulted in promotion of his L2 WTC.

Similarly, Chin-Mae talked about teacher's expression from a different aspect. She

stated:

No [I'm not afraid of making mistakes], because the teachers are nice. They always

smile. . . . . They will tell me the right one [the correction]. (Chin-Mae, Interview)

It could be said that Chin-Mae interpreted her teachers' smile as something not harmful to her

ability of communicating using L2. She interpreted her teachers' acceptance of her through

their expressions as a helpful aspect for her to show her L2 WTC without hesitating even if she

was aware that she would get corrected when not stating something in a correct way.

The results show that though students might translate teachers' expression differently,

it has perceived to contribute as one of the aspects that helped them show their L2 WTC during

the case study summer programme.

4.1.2 Peers' Influence

The second theme generated for this research question is *Peers' Influence,* which will be elaborated further in the next paragraphs.

> *I use[d] English. . . . I don't [didn't] know [anyone before], but I am [became] friends with Junwoo [his friend's name] in the EFATA (the academy). . . . I [then] use[d] Korean with Junwoo [his friend's name]. (Jae-Hwa, Interview)*

Similarly, Kwan also shared that he encountered some moments where he was both persuading and persuaded to speak Korean instead of English in the classroom. He said:

> *I don't like cursive writing, so [during the lesson], I don't share what I write . . . . I talk with my friends . . . . in Korean . . . . he also say [responds] in Korean . . . . but the teacher comes [after that]. (Kwan, Interview)*

On the other hand, Sun-Hi, though also new in Indonesia and in the programme, said:

> *Sometimes I tell my friends to speak English. . . . they follow [what I say]. (Sun-Hi, Interview)*

Chin-Mae also added the representative of this theme by stating:

> *I remember [to use English] because my friends speak English. (Chin-Mae, Interview)*

In general, as shown in the quotes above, regardless of how it has influenced each participant, it can be concluded that peers have a significant role in the classroom environment, which can contribute to enhancing or reducing the L2 of the classmates.

4.1.3 Programme Activities

The last theme generated for this research question is *Programme Activities.* The aspects considered to be under this theme are the level of task difficulty of the programme, students' interest, and the learning activity location.

Jae-Hwa, the youngest student participating in the summer programme, said:

This one [pointing at one of the activities as I showed him the scanned version of his worksheet during the interview – which was a combination of writing and speaking] is difficult. I don't want to share [as they were required to share what they have written about the provided picture in the worksheet]. (Jae-Hwa, Interview)

In contrast, Sun-Hi, the oldest student participating in the summer programme claimed that she liked the similar activities that Jae-Hwa felt was too difficult for him. She stated:

I like storytelling. . . . I choose pictures first and tell the story. . . . I choose a family that go[es] to a picnic. . . . I think it's fun. (Sun-Hi, Interview)

Here, Sun-Hi said that the activity matched her interest because for her it was doable and fun. With this activity, she was then triggered to demonstrate her L2 WTC. Similar to her situation, Kwan described:

I like when I go with the bus [when the activities were going out to make kites in a kite museum or to Sea World in Jakarta]. . . . because I can play. I don't learn [from textbooks or worksheets]. . . . I ask about the animals. . . . to my teacher. . . . Yes [I like animals]. (Kwan, Interview)

As trips were included as the activities in the summer programme, Kwan considered those activities as non-learning activities instead, which helped him showed his curiosity about

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animals and expressed it by asking questions to his teacher. This, in other words, situated him to demonstrate his L2 WTC.

In general, though the three quoted samples have different emphasis, it can be concluded that activities conducted in the programme have some influence on students in terms of their perception of what promotes or hinders their L2 WTC.

4.2 Findings: Research Question 2

RQ 2. Based on teachers' perceptions, how have they facilitated students' L2 WTC throughout the case study summer programme?

Furthermore, this subsection begins with presenting the generated themes based on the semi-structured interviews conducted with the teachers involving in the summer programme to get their perspectives on how their students' L2 WTC were supported during the summer programme. In other words, this research question aims to explore the similar thing in the previous research question, but under the point of view of the teachers as they reflect on what they have done to facilitate their students' L2 WTC.

Similarly, even though teachers had their wide range of answers regarding this specific research question, there were still some common ideas that could be presented as themes as shown in Table 4.2. Each theme will then be elaborated one by one below in the next sub-sections. The analytical process to identify these themes has been addressed in Chapter 3 (Section 3.3.5).

No.	Main Theme	Description
1.	Teacher's Attitude	Friendliness, tone of speaking, initiating relationship
2.	Teacher's Preparation	Teamwork, lesson plan, teaching styles
3.	Teacher's Feedback	Giving appreciation, error correction, reiteration of the fact that it's OK to make mistakes
4.	Teacher's Support	Monitoring, giving attention to everybody, lesson evaluation

Table 5: Summary of themes and subthemes for RQ 2

4.2.1 Teacher's Attitude

As shown in the table above, all teachers reflected that their attitudes towards students were the strongest ways of facilitating the student's L2 WTC throughout the summer programme. Stephanie, a teacher who also involved in the similar summer programme conducted by the same institution last year, stated:

We welcomed them [students] at the door every morning when they came. Unfortunately, we couldn't really hug them due to Covid restrictions, but I felt that they were more open when they their teachers were warm enough to welcome them, right? (Stephanie, Interview)

From Stephanie's point of view, a heart-warming welcome, specifically before the students entered their learning classes, was a significant process that teachers could not overlook. She added this further by connecting her argument to the question related to her students' L2 WTC:

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Especially when they just arrived, we didn't know what their reasons to come to the programme were, and what was happening before they came, but when we cheerfully welcomed them, it boosted their mood to actively participate in the class. And I think the more open they were, the more they would want to share and speak. (Stephanie, Interview)

However, as teachers and students in this context were all wearing facemasks, it was a little difficult to recognise their smiles. Therefore, it is worth considering the next perception of the teacher participant as a replacement of measuring the feeling of being welcomed. Victoria, the teacher with the longest year of experience – even though she was not familiar with a summer programme before – answered the same question with something under the same theme but with a different emphasis, which completes what was quoted previously in Stephanie's answer. She said:

No matter how tired we were, we kept maintaining our mood, energy, and communication to all students equally. Our tone [of voice] when responding to them showed how we wanted them to feel comfortable. So, you know, when you feel comfortable, you want to engage in your learning environment. It's the same thing with the students, too. (Victoria, Interview).

Lastly, Jessica, as a teacher with psychological science background, related her perspective on facilitating students' L2 WTC to her educational background, which she concluded as:

I think all teachers here just wanted to be close to students, like to be intimate with them. I think psychologically when teachers wanted to build relationship with students, students will be like 'oh maybe I could try speaking in English more here because the

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teachers are nice' or something like that, you know. I could just be their friends – of

course, without losing their respect – and it makes them not feel afraid of the me as

their teacher and of making mistakes [in speaking]. (Jessica, Interview)

Summing up the quotes from the interviews, Stephanie, Victoria, and Jessica pointed

out the similar perceptions under the theme *Teachers' Attitude.* Teachers' friendliness,

teachers' tone of voice, and teacher's initiation to build relationship with the students

throughout the programme were the things that they had done throughout the programme to

facilitate students' L2 WTC.

4.2.2   Teacher's Preparation

The second theme generated focuses on teachers' preparation. I put three aspects under

this theme as provided in Table 4.2: teamwork, lesson plan, teaching styles. Stephanie, who

was also the summer programme coordinator, mentioned that all the teachers participated in

the discussion of what sets of activities they wanted to offer for the whole programme. She

further explained:

I wouldn't say it was all my ideas. Five of us [teachers] chipped in [with] their ideas

during the preparation – [we tried to think of] what were the best activities to

accommodate the students' age and interest. (Stephanie, Interview)

From her answer, it was clear that teamwork between all the teachers was meant to answer

what students needed and were interested in. It is logical if the finding of this present study

discusses teachers' teamwork as this present study was conducted in a summer programme

context where there was more than one teacher for a class of 13 students (or sometimes less depending on the activities if they split the group based on students' age). Therefore, the teacher participants, as the committee of this summer programme, needed to agree on each other's job description and take turn to lead certain activities.

When all teachers had participated in brainstorming the ideas for the activities offered to students, then they progressed to making the ideas into scaffolding details by writing them in a lesson plan format. With this, Abbey added that as a new teacher, the lesson plan they all made together helped her aware of the objectives of each activity, especially the ones that she was leading. She completed her statement with:

When we [teachers] knew what we were going to do, students could see that we were well-prepared, and they would, like, appreciate more of what the teachers had done by engaging in the class to meet the goals of the lesson. (Abbey, Interview)

Furthermore, continuing the idea of teachers' preparation by making lesson plans, Phebe added:

Well, I feel like when we [teachers] were discussing the lesson plan, we also started imagining how should we, hmm, deliver the lesson in front of the students. Our ways of facilitating students speaking skills were by, hmm, knowing what and how to teach. Our teaching methods should be lively. (Phebe, Interview)

Similarly, Victoria also stated:

If the teachers themselves are confident and excited enough, surely it will be sensed by the people around them, but [gaining] confidence is not instant . . . none wants to follow teachers who are bored [boring]. (Victoria, Interview)

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As per Victoria's answer, confidence is not gained instantly, and it can be interpreted that there must be some preparatory process that takes place before gaining confidence.

Overall, the presented interview quotes above suggest that, under the theme of teachers' preparation, there is teachers' teamwork that leads to thorough and helpful lesson plans in this context, and the plans also eventually help teachers' with considering thoughtful teaching styles when delivering the lessons, which were perceived by teachers to be directly or indirectly facilitate students' L2 WTC.

4.2.3   Teacher's Feedback

The third theme coming up as the finding of this present study for RQ2 is *Teachers' Feedback.* I described this theme in the Table 4.2 as covering three main things: appreciating students' work, delayed error-correction, reiteration of the fact that teachers did not see students who were making mistakes in their English communication as something bad or embarrassing. The latter two aspects under this theme are interrelated. Each aspect will be discussed further below.

Victoria tried explaining her point of view regarding how getting appreciated by teachers could be a meaningful experience for students to enhance their confidence and engagement in the classroom. She stated:

We tried to always appreciate those [students] who accomplished the tasks. . . . Even though students might not directly improve their speaking skills significantly [only through that], we could say that our students could build their trust in us and would

like to talk more. Even if sometimes what they were talking about was outside of the

lessons, but still [it showed that they wanted to communicate]. (Victoria, Interview)

Moreover, as feedback is not always only about appreciation, Jessica pointed out how she addressed students who made mistakes in their L2 use:

For me, myself, [when students make mistakes in their speaking], I corrected them as

soon as they finished [talking] because I wanted other students to learn from each

other's mistake. (Jessica, Interview)

In the earlier part, Jessica already mentioned that she was aware of the fact that Korean students' values who would feel embarrassed if their mistakes were let known in front of other people. I then clarified this point which she tried to elaborate further by saying:

Right. So, I used to think that as a teacher I had to know everything. Until I came to

realise that I couldn't reach that point in life. And in the classroom, I also wanted I [to]

set myself as an example that when I made mistakes in my spelling, speaking, or

anything, I would apologise and tell them, 'It's good to make mistakes because it means

you learn something'. (Jessica, Interview)

Jessica's answer continued to the next aspect that I would discuss which is the reiteration of the fact that making mistakes is just fine. However, before going to that point, it is worth going through the contradictory opinion from another teacher participant. Phebe, on the other hand, approached students' mistakes by asking students, as a class, to reflect on what could be improved from the mistakes pointed out while also emphasising:

Students should know that there would always be room to make mistakes, and the

situation that we wanted to see in the class was not about competition with each other.

(Phebe, Interview)

Jessica claimed that when students understood that the culture of their learning environment viewed mistakes as acceptable, especially by having teacher set that example in front of the students, then students would not need to feel embarrassed when being corrected. Moreover, Jessica's and Phebe's answers, though slightly different in the view of how error correction should be done, carried the same perception of how addressing students' mistakes and emphasising the value of accepting the mistakes were important for the learning environment.

In summary, appreciating students' work, delayed error-correction, reiteration of the fact that it is acceptable to make mistakes in their English communication were perceived by teachers as how they have facilitated students L2 WTC during the summer programme.

4.2.4 Teacher's Support

The last theme generated for this research question is *Teacher's Support*. This theme covers three main aspects which are also interrelated: monitoring, giving equal attention to each student, and lesson evaluation. Stephanie gave her idea about how she saw this as one of the ways she facilitated students' L2 WTC:

If it was a group work, we go to each table group. If it was an individual work, we, like,

tried to check their progress, just in case they needed more private help. (Stephanie,

Interview)

She emphasised the importance of teachers monitoring students in order to help them with the work. Connecting her statement to students' L2 WTC, she proceeded:

When students' work had been, like, at least seen by us [teachers], I felt like they were more confident with what they had done, and so during the time they were asked to share their ideas, they would be more likely to speak. (Stephanie, Interview)

If Stephanie mentioned support in a form of students' academic work, Jessica pointed out the significance of giving equal attention to support students' psychologically. She said:

Even when we tried to be sensitive on what they need, I'm pretty sure they could sense that we genuinely cared. So I tried to [be sensitive to students' needs] by trying to listen to them, like, during lunch break or even while teaching, when they wanted to share something regarding their feelings. And it must be for everyone, not only those who[m] I preferred to listen [to]. (Jessica, Interview)

Jessica claimed that by listening to students and giving the opportunity equally to them, they could perceive how teachers supported them, and she continued with how she viewed the support given by teachers to promote students' readiness to speak in L2.

Lastly, Victoria bought up another perspective that could also be considered as how teachers in the programme gave support to the students to promote their L2 WTC. She stated:

[Throughout the programme,] we also briefly evaluated our activities each day after the students went home so we could improve the next day. We noticed that they could be so moody and unwilling to participate in, for example a song called "Let It Go". For boys, this song was so girly. They preferred to be silent and didn't seem to be interested to participate in the activity prepared about the song. Same like when we

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were watching a short clip about a dragon and monster. Boy students were excited to discuss it, but not the girls. (Victoria, Interview)

Victoria claimed that there was another form of teachers' support that students might not directly see it, but would benefit them indirectly, which was lesson evaluation.

Overall, providing support for students by monitoring students and giving equal attention to them, which would result in evaluation for improvement are the aspects that teachers claimed to be facilitating students L2 WTC during the summer programme.

4.3   Conclusion

This chapter has provided findings from the interviews done with both students and teachers as an attempt to answer the two research questions of this present study. To understand what insights can be taken from the findings, it is then important to discuss them in relation with previous studies and existing knowledge, which will be covered in the next chapter.

Chapter 5: Discussion and Concluding Remarks

The chapter provides summary of the findings presented in the previous chapter. It also discusses the findings in relation to similar studies in the past that have also been reviewed in Chapter 2. From the discussion, new insights from the present study will be drawn. This chapter ends with critical reflection on the study that cover the implications, limitations, and recommendations for future research.

5.1 Brief Summary of the Findings

The goals of the research is to explore teachers' and students' perceptions on how the case study summer programme facilitate and influence students' WTC in English. These research questions below were constructed to meet the research goals:

RQ 1. Based on students' perception, what factors, throughout the case study summer programme, do they describe to be influencing their L2 WTC?

RQ 2. Based on teachers' perceptions, how have they facilitated students' L2 WTC throughout the case study summer programme?

Regarding the first RQ, the results indicate that there are three main themes representing the perception of students of factors influencing their L2 WTC, two of which directly relate to the teachers and/or institution while another one is about the group of students as learners: teachers' expression (smile, body language), peers influence (speaking L1 or L2), programme activities (task difficulty level, students' interest, learning location).

On the other hand, RQ 2 seems to be richer in data where there are four main themes generated from the interview with teacher participants. At this point, all the themes relate to

teachers as the question also focuses on how they could reflect on their contribution in their students' L2 WTC: teacher's attitude (friendliness, tone of speaking, initiating relationship with students), teacher's preparation (teamwork, lesson plan, teaching styles), teacher's feedback (giving appreciation, error correction, reiteration of the fact that making mistakes is unavoidably acceptable), teacher's support (monitoring, equal attention to students, lesson evaluation).

The findings of both RQs will further be elaborated in the next subsections.

5.1.1 Discussion on Research Question 1

In an attempt to understand students' perceptions, it is important to consider their cultural background, which much has been discussed in Chapter 1 and Chapter 2. For students with a strong tradition of Confucianism, getting a warm welcome, especially from someone highly respected like teachers, will mean a lot. In my study, a number of student participants described that teachers' expression in terms of their smile and body language was a significant matter that helped them demonstrate their L2 WTC throughout the summer programme. This is widely discussed in the previous studies (Wen & Clément, 2003; Zarei et al., 2019; Zarrinabadi, 2014). Wen and Clément's (2003) study is typical at this point where they stated that teachers' non-verbal immediacy where it is believed that teachers' signal warmth, expression, and smile to be minimising students' anxiety and increasing their learning engagement. Even more, teachers' immediacy can be regarded as "a significant precursor of a student's positive affect and would be expected to increase willingness to communicate" (Wen

& Clément, 2003, p. 28). Overall, this theme supports previous studies in both similar or different contexts of schools and participants.

For peer influence, the results of my study suggest that it could influence students in two sides, whether they would end up using L1 or L2. In previous studies (Cao, 2011; Cao & Philip, 2006), however, it was found that interlocutors caused each student to speak in L2 in classroom settings. For this, I would argue that different participant contexts matter in the different findings. In Cao and Philip (2006) as well as in Cao (2011), the participants were from various nationalities and L1s. It was then realistic that they started enhancing their L2 WTC because the L2 was the only language that united them; however, the present study had only Korean participants who all shared the same L1.

Lastly, programme activities were found to be perceived by students as one of the main influencing factors of their WTC during the summer programme. This also, despite the different participant contexts, has agreed with previous studies (Kim, 2004; Jung, 2011; Zarrinabadi, 2014).

5.1.2   Discussion: Research Question 2

In exploring teachers' perception of how they facilitated students' L2 WTC in the summer programme, all teacher participants agreed that their attitude influenced students L2 WTC, and by them being welcoming, students' L2 WTC was supported. This is an interesting part where the Confucianism tradition seems to be not as strong as students are actually demonstrating communication with their teachers. As an example, Yildiz and Piniel's finding (2020) states "communicating in English with a teacher is restricted to responding to the

questions posed to the student, and is perceived to be rather different as participants feel that they have to meet their teacher' expectations while communicating in English" (p. 168), which indicates that students with Confucianism background have high hesitation to respond to their teachers. This difference might be due to the fact that the two studies – though they are similar regarding exploration of students' L2 WTC in an L3 context – have different research sites and participants. This present study focused on an informal language institution, and specifically looked at the case of the summer programme, not any of the other programmes that the institution might have. Also, the student participants in this present study were still at primary level in school. On the other hand, Yildiz and Piniel's (2020) studied university students in a formal setting, in which the teachers might have certain boundary standards in their professional code of conduct regarding relationship with students that must be established. However, it is worth noting that "secure from the fear of being an unpleasant communication partner" (Kang, 2005, p. 283). This way, students are more likely to demonstrate their L2 WTC, just like how the teacher participants of this study perceived.

In other words, even though there were a little difference regarding one of the participants' point of view of teacher-student relationship in this present study and Yildiz and Piniel's study (2020), the main idea remains the same: teachers' attitude towards students is one of the influencing variables of students' L2 WTC that teachers could help facilitate in classroom settings.

Secondly, regarding teacher's preparation as one of the ways teachers facilitated students L2 WTC, it has not been many studies covering this part, especially the concept of teamwork as found in this present study; and thus it is worth exploring. The reason of why

teacher's teamwork is not discussed in many studies is because their research contexts focused on classroom settings where there was only one teacher for a big size class while this present study was conducted in a summer programme context where there was more than one teacher for a class of 13 students (or sometimes less depending on the activities if they split the group based on students' age). However, regarding teaching style, this finding agrees with Wen and Clément's (2003) proposed model as they claim that "teaching styles promote student engagement and positive effect" (p. 27), and this effect leads to students L2 WTC promotion.

Regarding feedback, this started from general expectation in L2 communication that it would arise especially when happening in a new environment (Kang, 2005). Findings in this study suggest that feedback in L2 learning should be delayed, so students might finish what they wanted to say. This view is in line with a study by Zarrinabadi et al. (2014) that found that "if learners are informed about their errors after they finish their speech (delayed), it can increase WTC in forthcoming situations" (p. 216). In addition to feedback in error correction, there were two more aspects that were interrelated found in the present study: teacher's appreciation and acceptance of mistakes. With Confucianism tradition where people are thriving to 'save their faces', or in other words to avoid mistakes, the findings seem to not bother with that as teachers claimed feedback, even when done in front of others, to be a helpful thing for students to get facilitated in their L2 WTC. This comes in line with the appreciation given as well.

In general, looking back at similar studies in different contexts in the past (Kang, 2005; Khajavy, 2018; Kim, 2004) and analysing the responses of the teacher participants of the present study, it could be concluded that the aspects discussed in this theme support those

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previous studies that state the importance of teachers' feedback in the classroom to students' L2 WTC.

Lastly, teachers support has also been widely discussed by studies in the past. Regarding this, Cheng, (2000) discussed that it was not an easy job for teachers to ensure that every student got the same amount of everything, whether it was speaking opportunity, attention, feedback, etc., especially as the number of them is big in a class. The present study, however, had a slightly different context (as discussed in the earlier part). During the big group activities, there could be up to four or five teachers in the same classroom. While one of them was the leading teacher, the others were supporting teachers who would help observe the students.

Regarding lesson evaluation, however, not many of the past studies discussed them because as an individual teacher in a classroom, there is no accountability partner to share or evaluate with, unless initiated personally or collectively as a school. This study, again, had a different context.

Overall, studies in the past that have empirically shown that the existence of teachers support in the classroom to be a determining factor that leads to the enhancing students' L2 WTC (Cheng, 2000; Kang, 2005; Zarrinabadi, 2013; Zarrinabadi et al., 2014).

5.1.3 Conclusion of Discussion

The findings and discussion of the present study have been presented above. They provide insights to the literature and contribute to a distinction of studies within similar issues due to at least three main things; (1) the context of study was done in an L3 environment; (2)

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the student participants were at such a young age range; (3) the study was done in an institution focusing on a case of summer programme.

Even though there are some specific details that are different due to differences in research contexts and participants, each theme generally agrees with the existing knowledge and previous studies in the past. There are several things that can be drawn as implications from this study while the study itself inevitably has limitations that can be improved by next researchers planning to explore similar issues. Therefore, the next subsections are going to discuss the implications, limitations, and recommendations for future studies.

5.2   Implications

This study may be useful for school or institution principals as well as English teachers when planning activities or teaching both in formal and informal settings. First, as principals may have reflected on certain activities based on students' perception that they perceived to be helpful for them to promote their L2 WTC, then these kinds of things might be considered more in the future when planning similar projects or programmes. Lastly, teachers might also be more aware and reflective in their teaching to answer the needs of students in any kind of activities knowing that students have their own opinions regarding everything that they learn, particularly in this case is about their L2 WTC.

5.3   Limitations and Recommendations

In terms of methodology, I acknowledge that not doing the piloting interview with real students with similar context and age group caused me to be limited in exploring the richness

of their perceptions during the real interviews. This could have been improved if the piloting was done to a student instead of a teacher as done in this study.

In terms of study boundaries, this present study did not explore the dual perspectives of teachers and students by comparing them. Future research is needed to establish the balance. Moreover, this present study did not measure students' L2 WTC, instead it was merely exploring the perceptions of teachers and students about it. Thus, future studies should take account into this, for example by quantifying students' L2 WTC or with any other methods that could explore this issue. Lastly, future research may consider exploring the relation between one L2 WTC influencing factor with another.

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Appendices

Appendix 1: Ethics Approval

27/06/2022

University of BRISTOL

Dear Miss Novemelia Purba

Ref: 11857

Title: An Exploratory Case Study of a Summer Program Curriculum (SPC) in Promoting Students' Willingness to Communicate in Second Language (L2 WTC): Teachers' and Students' Perceptions

Thank you for submitting your ethics application for the above-named study. The School of Education Research Ethics Committee has reviewed your ethics application and we can confirm that your ethics application has received a favourable ethical opinion.

Please note that the School of Education Research Ethics Committee expects to be notified of any changes or deviations in the study.

If you have any queries regarding your research ethics review please contact research-ethics@bristol.ac.uk

Yours sincerely

Dr Ioanna Bakopoulou

School of Education Research Ethics Committee

Appendix 2: Ethics Form
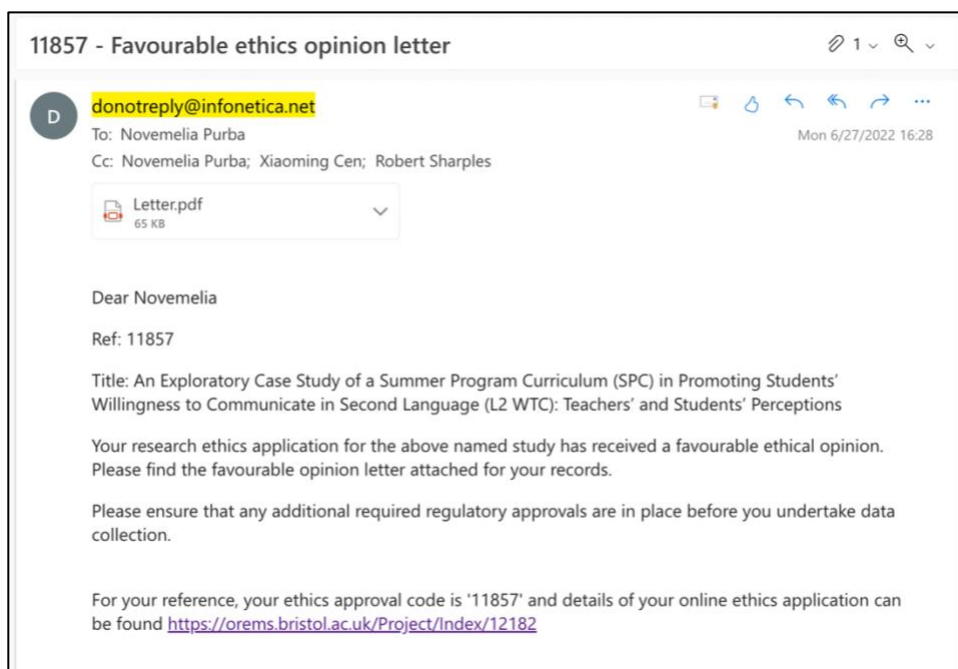
ETHICS FORM

Name: Novemelia Purba

Proposed research project: An Exploratory Case Study of a Summer Program Curriculum (SPC) in Promoting Students' Willingness to Communicate in Second Language (L2 WTC): Teachers' and Students' Perceptions

Proposed funder: Novemelia Purba

Discussant for the ethics meeting: Xiaoming Cen

Name of supervisor: Dr. Robert Sharples

Has your supervisor seen this submitted draft of your ethics application? Yes

Outline:

Summer holiday gives some space for both teachers and students to be released from teaching and learning responsibilities for a while. A long summer break is intended to reduce

the stress of teachers and students to come more refreshed in the new academic year. However, this also has some drawbacks that impact students in their learning achievement. In their research, Cooper et al. (1996) reveal that students performance decline over summer vacation. This may be caused by the lengthy interruption to their studies (Kerry & Davies, 1998). Students are not used to what they have learned at school, and they need some transitions to restart everything when they come back to school.

In second language learning, specifically, Cohen (1974) proves that students experience a drop off of their words per utterance from an average of 5.2 words to be 3.7 words per item because during the recess, they only have little exposure, if any, to the second language being learned. On the other hand, communication is believed to be the main aim of second language learning. One of the things that contributes to how students want to use the second language when communicating is what is known as students' willingness to communicate (McCroskey & Baer, 1985). Students' willingness to communicate (WTC) is boosted through various reasons; one of which is the safe environment surrounding them to use the target language. This case has brought the emergence of many summer programs to help students avoid this so-called summer learning loss, particularly in second language learning.

This research then aims to explore how the curriculum of a summer program used in a language institution promotes students' willingness to communicate in second language. This research will explore this through both teachers' and students' perceptions. There are three questions aimed to accommodate the exploration of the research:

1. What are the influencing factors that students perceive to promote their willingness to communicate in the second language (L2 WTC) through the summer program curriculum (SPC)?

2. What are the teachers' perceptions of the SPC's influences on their students' L2 WTC?

3. To what extent English communication tasks and situations are demonstrated in the SPC?

I'm planning to conduct an exploratory qualitative case study because this research mainly focuses on one language institution that can be drawn as the case. Under this exploratory qualitative case study, I will collect data through:

a. **Non-Participant Observation**

There will be 15 students participating in the Summer Program ranging from 6 to 11 years old. During the program, students are going to be observed. In this classroom observation, I will have to prepare an observation sheet to how communication tasks and situations are demonstrated in the program (**Research Question 3**).

b. **Interview Students**

I plan to interview 5 students to represent each of the students' age (the ones from 7-11 years old). However, this will depend on how many of their parents give consent (**Research Question 3**).

c. **Interview Teachers**

I plan to interview all the teachers involved in the program (4-5 teachers) to explore their perception of the SPC's influences on students' WTC (**Research Question 1**).

Ethical issues discussed and decisions taken (see list of prompts overleaf):

1. **Researcher access:**

For the founder of the language institution:

- I will first contact the founder of the language institution where I want my research to be conducted through email.

- I will describe the purpose of my research and explain how the findings may benefit the institution to evaluate or apply something from the implications drawn.

- I will explain how many potential participants I aim to interview and how many possible classes I intend to observe.

- As a gatekeeper of the teachers as my possible participants, I will explain to the founder of the institution that my contact should be made available to the teachers to ensure that

they can reach out to me directly. This is intended to give a chance for the teachers to let me know if they do not want to participate in this research project without their leader knowing.

After granted a consent from the institution, I will contact all the teachers to ask for their willingness to be observed and interviewed. I will ensure that teachers understand the main goals of the research. Teachers are also explained that they can share their opinions on something that might not be as freely discussed in their institution, but they can contribute to the development of the institution.

Lastly, through the help of the institution or teachers, I will reach out to students' parents or guardians to ask their permission for the participation of their children in the research. Everyone contacted have a right to decide whether they want to give consent or not because this is voluntary. Similarly, as gatekeepers, I will explain to the founder of the institution as well as the teachers that my contact should be made available to the students' parents to ensure that they can reach out to me directly. After the research, I will send a thank-you email for each participant and share the summary of the findings with them if they request for it.

2. **Power and participant relations:**

I used to be teaching in this institution for several months. I have known a few of the teachers and students. However, it is inevitable that most of the teachers and students do not know me and may see me differently, especially as I will be interviewing and observing them from the UK virtually. For this, I will emphasise in the beginning of the interview that I expect them to see me as a pure researcher who will not judge their answers and behaviour. I will also try to make sure that all participants feel comfortable when being observed and interviewed. Lastly, since all the participants have voluntarily agreed to participate in the research, there should be no complexities between the researcher and the participants.

3. **Information given to participants:**

Information sheets will be given to the participants with all relevant information before the research so that they will be informed about the research aims, the potential consequences of participating in the research, the extent to which their answers will be held confidential, the right to withdraw, or ask for a review, etc. Also, they will be asked to sign a consent form to make sure they have read and been aware of the information.

4. **Participant's right of withdrawal:**

I will state in the information sheet given to the participants that they have the right to withdraw at any time prior to August 12th, a month before the dissertation submission deadline, without giving a reason or contact my supervisor for complaint. If they decide to do so, their data will be removed from the research database. For the interview sessions, interviewees have the right to stop recording or refuse to answer a question.

5. **Informed Consent:**

Participants – also students' parents or guardians – will be given the information sheet of the research and will be asked to sign consent forms before participating – or permitting their children to participate – in the research. For the parents or guardians, I will ensure the information is well-understood by consulting and piloting them with the leader of the language institution who knows the English ability of each parent as they regularly communicate. For the teachers, they should have no difficulties understanding all the information in the forms before signing them.

6. **Complaints procedure:**

Participants will be informed of what they can do if they want to make complaints about the research. I will leave my supervisor's email address in the information sheet in case any participant wishes to give comments or complaints.

7. **Safety and well-being of participants/researchers:**

Given the situation of Covid-19, all research will be carried out online, there will not be any obvious physical hazards for both participants and the researcher. But the researcher will be aware of participants' emotional state throughout the research, particularly the children. All participants will be treated equally with respect. Informed consent will be sought before the research starts. I will try to maintain friendly relationships with participants and prepare for any situation that may make anyone feel uncomfortable. Lastly, for the children, to help them feel like they are not being interrogated and to encourage them to talk, I will interview them while sharing some stimulating pictures on the screen. They will also be observed and interviewed when they are around adults (teachers or parents, but these adults should not be able to listen to our conversation clearly) to ensure their safety.

8. **Anonymity/confidentiality:**

Anything related to personal information will remain confidential. Participant names as well as institution name and location will be anonymized. Raw data collected will not be shared. Interviews will be conducted individually to ensure confidentiality.

9. **Data collection:**

I will collect data by doing non-participant observations and interviews. Only relevant data and confidential information on participants' consent forms will be collected. Both observations and interviews will be conducted online via Skype or Zoom depending on the easiest accessibility for both parties. The interviews will be recorded with participants' consent. For students, each participant will be interviewed 25–30 minutes. On the other hand, teachers will be interviewed 30–40 minutes.

10. **Data analysis:**

For the observations, I will re-read what has been recorded in my observation sheet. For the interviews, I will also listen to the recorded audio multiple times in order to become be more familiar with the data and transcribe them (Marshall & Rossman, 2006). After that, I

will highlight some key themes from the observation sheet and the transcribed audio. Lastly, I will categorize the data into separate topics that will be discussed and related back to the research aims and questions.

11. Data storage:

All data collected will be stored on a computer protected by my personal password which is only known to me as well as on my university OneDrive account that cannot be accessed externally. This information will not be shared and will be deleted after my dissertation has been graded.

12. Data protection:

According to the UK's Data Protection Act, all data will be collected and processed fairly, lawfully, and transparently. Throughout the research, all data will be kept confidential and will be used only for this research. All related documents will be stored securely on OneDrive using my university email so that they cannot be accessed externally.

13. Feedback:

Participants will have the chance to view the transcripts and give validation for future analysis. They will also be sent the summary of findings of the research if they wish. At the end, I will also send them a thank-you email to appreciate their willingness to participate in this research project.

14. Responsibilities to colleagues/academic community:

I have the responsibility as a researcher to maintain reflexivity throughout this research project as well as acting ethically from the beginning to the end of the study. I am aware that conducting the dissertation research for my master's degree in University of Bristol is a showcase of the academic quality and dignity of my university. Therefore, I will conduct the study as a professional and proper researcher with careful consideration about all the ethical issues as discussed above.

15. Reporting of the research:

The participants will be informed that the research results will be reported in accordance with the requirements for dissertation at master's level. I will be analysing the data appropriately, categorising, and discussing it within the context of the dissertation and possible future publication. The final dissertation may be made available to future university of Bristol students.

Notes from discussion:

Xiaoming's valuable time and feedback to check my ethics drafts has helped me see things that I overlooked before I submit this ethics application. In my discussion with Xiaoming, we modify and add some details to the Consent Form and Information Sheet as well as the Ethics form so that they become more consistent. Following Xiaoming's suggestions, I modified some of my interview questions to be more structured and understandable, especially the ones that will be asked to students. I will need to adjust them, so they match the students' level of proficiency. On the other hand, we both have agreed to pilot our interview first before conducting the real ones.

Signed: Novemelia Purba (Researcher)   Signed: Xiaoming Cen (Discussant)

Date: 8/June/2022

Appendix 3: Letter of Access

University of Bristol   27 May 2022

School of Education

United Kingdom

Efata Academy Indonesia

Tangerang, West Java

Indonesia

Subject: Permission to conduct research at Efata Academy Indonesia

Dear Sir/ Madam,

My name is Novemelia Purba. I am currently studying MSc TESOL (Teaching English to Speakers of Other Languages at the University of Bristol, United Kingdom. As one of the requirements for my graduation, I am seeking permission to do research at your institution.

I know your institution has an upcoming summer program. Related to that, I am planning to conduct research on how a summer program curriculum impacts students' willingness to communicate in second language. It is planned to be entitled as "An Exploratory Case Study of a Summer Program Curriculum (SPC) in Promoting Students' Willingness to Communicate in Second Language (L2 WTC): Teachers' and Students' Perceptions". This will be explored through teachers' and students' perceptions.

This research will entail collecting data from your teachers and students participating in the summer program. I am planning to interview 4–5 of your teachers as well as 5 of your students who participate in the summer program. I will first invite your teachers to participate in the

research, and under their consent, I will arrange observation and interview schedules. Similarly, I will hand in parents' or guardians' consent for me to be able to collect data from your students. With the consent granted, I will arrange interview schedules with the students as well.

The observation will be conducted online, and I will need to access the most convenient platform that your institution uses in order to observe the implementation of the summer program. The interview will also be conducted online, and I will ensure that none of the schedules will conflict with their studying or teaching hours.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are also no foreseeable risks in participating in this study.

All research data will be confidential, stored in a password-protected device, reported anonymously, and destroyed after my dissertation has been graded.

I therefore request your permission to conduct my research at your institution. The permission letter should be on your institution's headed paper, signed and dated, and specifically referring to myself by name and the title of my study.

Please let me know if you require any further information. I look forward to your response. Thank you.
Yours sincerely,

Novemelia Purba
+447926578668
novemelia.purba.2021@bristol.ac.uk
Under the supervision of
Dr. Robert Sharples at robert.sharples@bristol.ac.uk

Appendix 4: Recruitment Material

University of Bristol   27 May 2022

School of Education

United Kingdom

Teachers at Efata Academy Indonesia

Tangerang, West Java

Indonesia

Subject: Invitation to participate in research

Dear Sir/ Madam,

My name is Novemelia Purba. I am currently studying MSc TESOL (Teaching English to Speakers of Other Languages at the University of Bristol, United Kingdom. As one of the requirements for my graduation, I am going to conduct a research project.

I know your institution has an upcoming summer program. Related to that, I am planning to conduct research on how a summer program curriculum impacts students' willingness to communicate in second language. It is planned to be entitled as "An Exploratory Case Study of a Summer Program Curriculum (SPC) in Promoting Students' Willingness to Communicate in Second Language (L2 WTC): Teachers' and Students' Perceptions". This will be explored through both your own and your students' perceptions.

This research will entail collecting data from the teachers and students participating in the summer program. With this letter, I am inviting you to participate in the research, and under your consent, I will arrange observation and interview schedules with you.

The observation will be conducted online, and I will need to access the most convenient platform that your institution uses in order to observe the implementation of the summer program. The interview will also be conducted online, and I will ensure that none of the schedules will conflict with your teaching hours.

You will not be advantaged or disadvantaged in any way. You will be reassured that you can withdraw your permission at any time during this project without any penalty. There are also no foreseeable risks in participating in this study.

All research data will be confidential, stored in a password-protected device, reported anonymously, and destroyed after my dissertation has been graded.

Please let me know if you require any further information. I look forward to your response whether you want to participate in this research project. Thank you.

Yours sincerely,

Novemelia Purba
+447926578668
novemelia.purba.2021@bristol.ac.uk

Under the supervision of
Dr. Robert Sharples
robert.sharples@bristol.ac.uk

Appendix 5: Consent Form for Parents

CONSENT FORM FOR PARENTS

<u>Students' Willingness to Communicate</u>

Answer the following questions to the best of your knowledge

Do you confirm that your child	Yes	No
does not speak English at home?		
is currently joining the Summer Program at Efata Academy Indonesia?		
is comfortable to be observed?		
is comfortable to be interviewed in English?		
is comfortable for the interview to be recorded?		

Have you	Yes	No
read the information explaining about the study?		

Do you understand that	Yes	No
you are free to withdraw your consent at any time during the study and free to withdraw your child's data from the study prior to publication?		
you do not need to give a reason for withdrawing?		
the session will stop if your child asks or appears uncomfortable?		

> **I hereby fully and freely consent to my child's participation in this study**

- I understand the nature and purpose of the procedures involved in this study. These have been communicated to me on the information sheet accompanying this form.

- I understand and acknowledge that the investigation is designed to promote scientific knowledge and that the University of Bristol can keep and use the data for research purposes only.

- I understand the data will be kept confidential, and my consent is conditional upon the University complying with its obligations under the Data Protection Act / General Data Protection Regulation (GDPR).

- I understand that my child's name and any other identifying information will not be disclosed in any presentation or publication of the research.

- I understand that on completion of the study my child's data will be anonymised by removing all links between their name and their study data.

Child's name: _____

Name in BLOCK Letters: _____

Child's date of birth: _____

Daytime contact number: _____

Parents' signature: _____

	Yes	No
I agree to my child's data being passed to the institution, if requested.		
I agree to being contacted again with information about further research studies.		

If you have any concerns related to your participation in this study, contact the Research Governance Team: research-governance@bristol.ac.uk or Novemelia Purba's dissertation supervisor, Dr. Robert Sharples at robert.sharples@bristol.ac.uk.

Appendix 6: Consent Form for Teachers

CONSENT FORM FOR TEACHERS

Students' Willingness to Communicate

Answer the following questions to the best of your knowledge

Do you confirm that you	Yes	No
are above 18?		
are currently teaching at the Summer Program at Efata Academy Indonesia?		
are comfortable for your classroom to be virtually observed?		
are comfortable to be interviewed in English?		
are comfortable for the interview to be recorded?		

Have you	Yes	No
read the information explaining about the study?		
got enough information about this research to make a decision before participating?		

Do you understand that	Yes	No
you are free to withdraw your consent at any time during the study and free to withdraw your data from the study prior to publication?		
you do not need to give a reason for withdrawing?		
the session will stop if your child asks or appears uncomfortable?		

I hereby fully and freely consent to my participation in this study

- I understand the nature and purpose of the procedures involved in this study. These have been communicated to me on the information sheet accompanying this form.

- I understand and acknowledge that the investigation is designed to promote scientific knowledge and that the University of Bristol can keep and use the data for research purposes only.
- I understand the data will be kept confidential, and my consent is conditional upon the University complying with its obligations under the Data Protection Act / General Data Protection Regulation (GDPR).
- I understand that my name and any other identifying information will not be disclosed in any presentation or publication of the research.
- I understand that on completion of the study my data will be anonymised by removing all links between their name and their study data.

Child's name: _____

Name in BLOCK Letters: _____

Child's date of birth: _____

Daytime contact number: _____

Parents' signature: _____

	Yes	No
I agree to being contacted again with information about further research studies.		

If you have any concerns related to your participation in this study, contact the Research Governance Team: research-governance@bristol.ac.uk or Novemelia Purba's dissertation supervisor, Dr. Robert Sharples at robert.sharples@bristol.ac.uk.

Appendix 7: Consent Form for Principal

CONSENT FORM FOR THE SCHOOL OWNER

Students' Willingness to Communicate

Answer the following questions to the best of your knowledge

Do you confirm that you	Yes	No
are the owner and principal of Efata Academy Indonesia?		
are currently having a summer program for Korean students in Indonesia?		
are comfortable for your summer program classes to be virtually observed?		
are comfortable for your teachers and students to be interviewed?		
are comfortable to give additional data regarding the curriculum of your summer program?		
are comfortable for the interviews to be recorded?		

Have you	Yes	No
read the information explaining about the study?		
got enough information about this research to make a decision before giving consent to the participation?		

Do you understand that	Yes	No
you are free to withdraw your consent at any time during the study and free to withdraw your data from the study prior to publication?		
you do not need to give a reason for withdrawing?		
the session will stop if your student or teacher asks or appears uncomfortable?		

I hereby fully and freely consent to my institution participation in this study

- I understand the nature and purpose of the procedures involved in this study. These have been communicated to me on the information sheet accompanying this form.

- I understand and acknowledge that the investigation is designed to promote scientific knowledge and that the University of Bristol can keep and use the data for research purposes only.
- I understand the data will be kept confidential, and my consent is conditional upon the University complying with its obligations under the Data Protection Act / General Data Protection Regulation (GDPR).
- I understand that my name and any other identifying information will not be disclosed in any presentation or publication of the research.
- I understand that on completion of the study my data will be anonymised by removing all links between their name and their study data.

Name in CAPITAL letters: _____

Daytime contact email: _____

Date: _____

Signature: _____

	Yes	No
I agree to being contacted again with information about further research studies.		
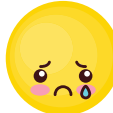
If you have any concerns related to your participation in this study, please contact me at novemelia.purba.2021@bristol.ac.uk or my dissertation supervisor, Dr. Robert Sharples, at robert.sharples@bristol.ac.uk.

Appendix 8: Checklist Form for Students

CHECKLIST FORM FOR STUDENTS

My name in English is _____.

Please answer these questions honestly by putting a √ in the Yes or No box below ☺

Questions	Yes	No
 I am now joining a Summer Program at Efata Academy		
 I am happy for Ms. Nove to see me online when I am at Efata Academy during the Summer Program		

 I am happy to meet Ms. Nove online to ask me questions about the Summer Program		
 My parents or teachers have told me about this information before		
I understand what my parents or teachers have told me about what Ms. Nove is going to do		

If I am not happy with what Ms. Nove is doing, I will tell my parents or my teachers at Efata.

Appendix 9: Observation Sheet

Observation Sheet

Teaching duration:		Student age level:	
Teacher's pseudonym:		Number of students:	
Lesson objective:		Date of observation:	

LESSON STRUCTURE			STUDENTS' WILLINGNESS TO COMMUNICATE					My Reflection/ What do I see/ What do I learn
Time	Duration	Activity	Interaction / Group or Peer Activity	Raising Hand	Asking or Answering Question	Silence	Action	

Appendix 10: Teacher Interview Guide

Interview Questions for Teachers

Personal History

1. Can you briefly tell me about your teaching role? How long have you taught? What is your education background?

2. Do you personally feel there are some factors influencing your willingness to communicate in English? What are they if any?

Social Context

3. In your class, do you think it is significant for students to engage and communicate in English?

4. How often do you think your students generally engage in the classroom discussion?

5. Do you think your students' personality influences them on their frequency of communicating in English with their classmates?

Classroom Context

6. Which lesson do you think engages students' communication the most? Which activity is that? Why?

7. Which lesson do you think demonstrate low engagement or communication from students? Why?

8. Do you correct students when they mispronounce something or say something in a grammatically incorrect structure? Why do you do so? How do you think they feel?

9. To what extent do you think classroom environment influences your students' willingness to communicate in English?

Psychological Context

10. Do you think some of your students are afraid of making mistakes in their communication in English? In which activity do you think this is evident from the summer program?

11. Generally throughout the program, do you think your students feel comfortable speaking in English? Can you explain more about this?

Appendix 11: Students Interview Guide

What did you do in the summer program at Efata Academy?

During the summer program, which activity is your favorite?

Do you remember this one?
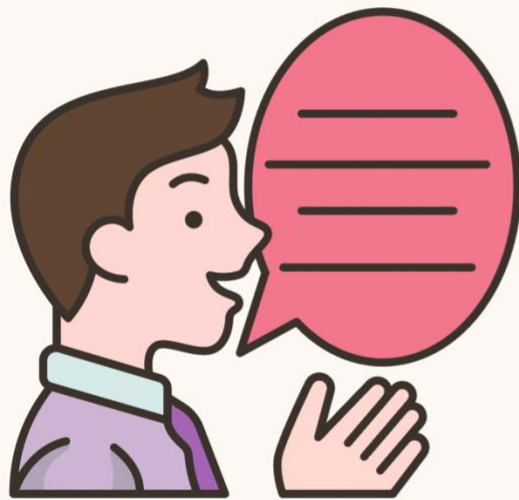
What about this?

Is there any teacher that you really like in the summer program?

Do you ask questions a lot to your teachers?

Do you answer your teachers' questions a lot?
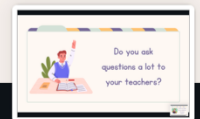
When answering or asking questions, do you raise your hands?

Do you speak Korean to your friends in the summer program?
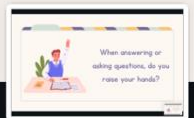
Why do you think you need to learn English?

Because I want to work

Because of my friends/ school

Because I want to live in another country

Because I like it

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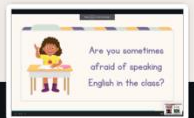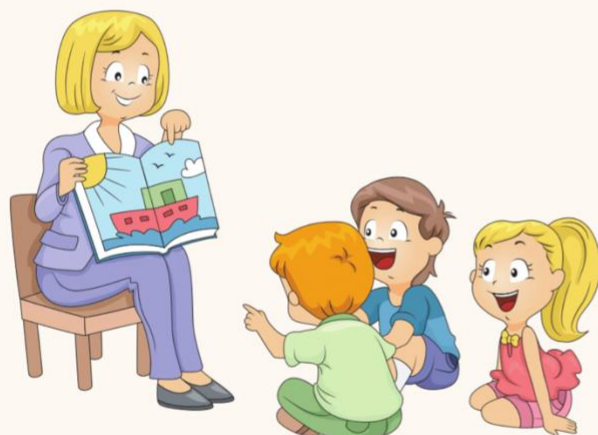
How do you feel if your teacher says your English is wrong?
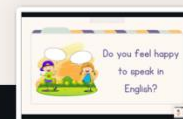
Do you want to join the summer program again?

Appendix 12: Coding Example

Researcher: Thank you so much for your availability. OK so I'll start from my very first question but it's going to be about your background as a teacher, would you please let me know is your background of study? Like when did you graduate? How long have you been a teacher and things like that?

Jessica: OK, so actually I took psychology degree from my university. Yeah, so it's a psychological degree for like I'm focusing on science, so I'm a bachelor of science, but then after I graduated in 2020, so I only took my bachelor studies for two years that time and then I graduated and then I don't work as a psychologist and I don't plan to continue my studies, not yet, not yet, but I want to, later, so I was, I think it was 2020 when the pandemic happens, right? So after that happens, I stayed at home, a lot, so I went back to Indonesia and I stayed at home for like a year, and while I'm at home, I spent hours and hours writing. So I was writing poetry, and I made several connections with other people outside from Indonesia too, so yeah I've been, I've been busy writing. I took several freelance jobs as a creative writer, but then I realized that I can picture myself as a teacher too, so it doesn't have to be a writer. I love kids, which is why. Yeah, that's one of the reason why I wanted to be a teacher. Also, another reason is because I was inspired by my high school teacher.

> **Commented [NP1]:** C1: Background study, not in English-related major

> **Commented [NP2]:** C2: Writing as something triggering to teach English

> **Commented [NP3]:** C3: An actual job helps out with the interest to teach

> **Commented [NP4]:** C4: Past experiences about teachers has influence

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Researcher: Oh really? OK. How would you describe it then?

∧C4

Jessica: So basically, my teacher did not only give me knowledge. Yeah, so I was inspired by him. He taught a lot, yeah, he taught me a lot about life in general, not just academically but also spiritually and, yeah mentally as well. So I was very drawn to him and yeah, so here I am.

> **Commented [NP5]:** C5: Past experiences about teachers has influence

Researcher: Very interesting, so you, you basically don't have any English or education background at all, but then you're willing to teach English, to little students in this case?

Jessica: yeah I think it's because my love, my passion for literature that, yeah, because I love poetry and literature, I think, and language I could say, is one of my strengths, so yeah I think it's where I'm now and where I will fit in.

> **Commented [NP6]:** C6: Not only hobby, but also passion

> **Commented [NP7]:** C7: Not only writing, but also literature in general

> **Commented [NP8]:** C8: Self-protection as a teacher

Researcher: Ah, very interesting. Thank you for sharing. So you said that language is one of your strengths. May I know if English is actually your first language? Or another language is your first language?

Jessica: So, hmm, I'm not sure. Actually my dad is Chinese Indonesian, so I speak Chinese a lot in the family. But then my mother is half New Zealand half Indonesian so her family speaks English very much. And I was born and grew up in Indonesia. So I also speak Indonesian. So I'm not sure.

> **Commented [NP9]:** C9: Inability to identify L1

Researcher: OK, very complicated, but a very interesting story. Then now I will just proceed to the main topic about the summer program that you're currently involved in. may I know your role in the summer programme?

Jessica: So, I was in charge of all the decorations and ice-breaking activities. So yeah, because we don't want students to feel bored. So I gathered ideas from the other teacher and from Ms. ▉ as well.

> Commented [NP10]: C10: Additional job description for the programme

> Commented [NP11]: C11: Prioritising students' engagement

> Commented [NP12]: C12: Not only working alone, but with a team of teachers and principal

Researcher: I see alright. Other than that, do you teach them throughout the programme? Because I think during my observation, you were one of the main teachers in the writing activity.

Jessica: Oh yeah. Every teacher that is part of the summer programme committee will be the main teacher of any activity given. But other than that, we are also responsible. In my case, so, in my case I'm in charge of the ice-breakers and decoration. But yeah, of course I'm also teaching in the programme.

→ C10

> Commented [NP13]: C13: The team will have each own's responsibility

> Commented [NP14]: C14: Additional job description for the program

Researcher: Nice, so now, based on what you observed, even if when you were not the main teachers, I would like to ask about your students then. Do you think your students engage in communication in the summer program?

Jessica: For summer program I think that it was hard for us to communicate with them, especially in the first week. Because most of our students were not that fluent in English right, so they tend

> Commented [NP15]: C15: Students need some time to transition to the program

to talk Korean. But I'm like, being there for them in person, like, I think it helps them]a lot to

know that "Oh wait I'm speaking Korean but I'm in an English environment." Just because they

come every day right, so they remember the teachers, and I think they are afraid if the they keep

speaking Korean while their teachers are around them. So yeah. But also, it doesn't mean that

we want to make them afraid by being around them. Hmm, I think the teachers here wanted to

get intimate with them, that's, I think, that's like, it helps the student a lot to, like, "Oh OK, maybe,

maybe I could speak English. I could try. I don't have to be afraid of speaking." Yeah, something

like that.

Commented [NP16]: C16: Teachers' presence matters

Commented [NP17]: C17: Students can realize their L2 learning environment through teachers' presence

Commented [NP18]: C18: Teachers don't monitor students in the way that students may feel anxious

Commented [NP19]: C19: Keeping close relationships with students affect their confidence in speaking L2

Researcher: OK, so you said two interesting points, the first one, you said you want to build an

intimate relationship, both in your private class and then you also reiterate it within the summer

program context in which there are other teachers, not only you. So, can you tell me why you

feel like relationship between teacher and students is important?

→ C4,5

Jessica: Because it's honestly, the majority of its because I reflect on my own experience. I was

an introvert when I was in school I didn't get to talk that much and this one teacher particularly

reached out to me a lot. He asked me questions; he interacts with me not just academically but

he also noticed like when I'm feeling sad or when I'm just not in the mood to study and everything

he noticed that little details a lot. And that inspires me, like "Oh, maybe I should try this to my

students too; maybe they're, they're scared of being here, especially the new students, right?

That's why maybe they don't want to speak English. Because some of them are new here hmm

maybe I could just be present for them. → C16

Commented [NP20]: C20: Past experiences about teachers has influence on students

Commented [NP21]: C21: Teachers' sensitivity has influence on students

Commented [NP22]: C22: Past experiences about teachers has influence on students

Commented [NP23]: C23: Teachers' presence matters

→ C4,5, 20

Researcher: So are you saying that you try to facilitate relationships and that teachers' intimate relationships help students to demonstrate their willingness to communicate in English in the summer programme?

C 19

Jessica: I think all teachers here just wanted to be close to students, like to be intimate with them. I think psychologically when teachers wanted to build relationship with students, students will be like 'oh maybe I could try speaking in English more here because the teachers are nice' or something like that, you know. I could just be their friends – of course, without losing their respect – and it makes them not feel afraid of the me as their teacher and of making mistakes.

> **Commented [NP24]:** C24: Keeping close relationships with students affect their confidence in speaking L2

Researcher: OK that's very interesting and the second point, you also mentioned twice it out students speaking Korean and then teacher reminded them. Could you please tell me more about like the response of the students when the teachers reminded them, like were they sad or were they angry, or perhaps they were just fine.

Jessica: I feel like that's actually because they know that their environment, our Korean students, all of them are Korean right, so they can to speak in Korea, not because they don't want to try to speak English. In the summer programme, they did want to try, but they might just forget because of the environment so well, they noticed that, especially when they are having snacks together, they want to talk more about something, so yeah. But usually after we reminded them I don't think that they're offended or anything like that. I feel like they're just reminded again oh yeah I have to speak in English so the teachers also understand.

> **Commented [NP25]:** C25: Students' awareness of environment has influence on their WTC

> **Commented [NP26]:** C26: Students activity has influence on their L1/ L2 WTC

Researcher: Alright, so use that fact, OK, like connecting from like relationship between teachers and students and then students and teachers don't share the same first language. How do you find that, because this is really interesting and I just want to know if, I don't know if you know any Korean, like what's your point of view of not sharing the same language with your students, except for English?

C4, 5, 20, 22

Jessica: Well, I think that, speaking from my experience, because before I was a teacher, I went to Japan to learn Japanese for like two years and it was like in Japanese so even though they're foreigners, they have to speak Japanese, even though they're on the lowest grade they still have to speak Japanese they are forced to try, because of the environment, so I feel that kind of environment where everyone has to speak English, even though they only know a little because *C28* I myself, I had a really bad grammar when I was like an elementary I think I just speak; I don't care if it's right or wrong, I just tend to express myself and as time goes by, it gets better because we will learn from it, someone will tell us "Wait, you're not supposed to say this way you're supposed to say this." Well, I think it's about the courage that they have. So it's very important to remind them that this is the safe place for them to express, but then they need to try to be out of their comfort zone. As a teacher, we need to push them. *C29*

> **Commented [NP27]:** C27: Past experiences about teachers has influence on students
>
> **Commented [NP28]:** C28: Students' awareness of environment has influence on their WTC
>
> **Commented [NP29]:** C29: Teachers need to remind students to express thoughts freely
>
> **Commented [NP30]:** C30: Students need to feel OK about mistakes
>
> **Commented [NP31]:** C31: Teachers need to remind students to express thoughts freely

Researcher: yeah that's true. Hmm, but do you and other teachers know at least basic Koreans?

Jessica: Well, EFATA trains us every week a free lesson on basic Korean. I also personally feel it's very important, I think, because of like just an easy example about articles, they tend not to use

> **Commented [NP32]:** C32: Trying to learn students' L1 is important for teachers

articles because that doesn't exist in their first language. Before I learn Korean language, I don't give that specific statement to my students in class or to the students in summer program too, but when we're writing, we have this creative writing class and when they write things without *the*, I become more aware and I can explain to them better that the use of articles is important in English. I just noticed about it when I've started learning Korean.

Researcher: OK, interesting. OK let's know talk about like you said you have creative writing in the summer program. Is there any other activities? I've known from some of your students whom I have interviewed as well as from the summer programme documents given to me that students went to a trip and then they did drama or something. Are there any other activities that you can elaborate more and share?

Jessica: Well, we have role play; it's different from drama because drama is like a full story, and you have to make a drama right, but then role play is more of like we group them into two or three students per group and then we give them a scene, for example, your friend was sleeping and what do you need to do, you need to call someone again to blah blah blah, and they have to act in front for like a full five minutes, for example. There I'm not sure it's cultural background or something, but they are most of them are shy and express themselves; they're not, yeah they were not very serious, but then two or three students they nailed it. Like when their friends forgot their role this one or two friends will remind them or will then talk more when it's their turn, so that they can share for five minutes, so I think it's there's teamwork there that I see.

Commented [NP33]: C33: Trying to understand students' L1 help teachers more in explanation

Commented [NP34]: C34: Students are given an impromptu scene to play

Commented [NP35]: C35: Some students are culturally hesitant to express themselves

Commented [NP36]: C36: Students collaboration is important in their L2 WTC

Researcher: OK, so out of those activities that you mentioned, even though you elaborated on the role play just now, which one, do you think, promotes students' engagement and communication?

Jessica: I think the trip.

Researcher: OK, but why? What happened because they went to the places in which people speak Indonesian, right?

Jessica: Yeah.

Researcher: Yeah, so how did you conclude that?

↗ C 25, 28

Jessica: I think it's because they notice that they're in a different environment; they're outside; they're exploring. I think there are more, like, engaged in that point of view, where they can "Oh I'm exploring new things here." So they're much more happier when they speak, I think, with each other. When they were making and flying kites, I think they talked a lot during the process. Even during the Seaworld trip as well. I would say it was a good one. So, yeah I think it's based on the environment. When they're outside, they're more active there more happy; their mood is like different. ↘ C25, 28, 38

Researcher: What about the activity that you observed didn't really promote their engagement or willingness to communicate in English?

Jessica: say I will say games.

Researcher: OK, what kind of games were available and why?

Jessica: it's just constructing letters in English, or basically just a mix of words and the thing that because I think, it's because, when they are wrong, we don't get to discuss how to make it right, you know. That's what happens in our games, when someone is wrong, we tend to OK you're wrong, but then we don't say what's right I think that's the problem there so, then the students will they don't learn anything there. They just, you know, play.

> Commented [NP43]: C43: Teachers need to give students a chance to discuss where their mistakes are

Researcher: So you I can conclude from your answer that you say activities planned by the teachers or the school really influence the student engagement?

Jessica: Yes, really, I think, the more we provide them with like more explorations, more interactions, not just like some weird news, I think a lot of the students like learn better on their language on what is right and what is wrong.

> Commented [NP44]: C44: Teachers need to provide students with exploration opportunities

Researcher: OK, what about the presence of their peers? How do you experience it because you are used to teaching one-on-one, right? But during the summer programme, you were actually teaching a classroom, not only a student, but many.

Jessica: Yeah, it's very different, I think. I noticed from English speaking and listening classes. There was one time when students are separated. So they have more people in the class during the morning session, but smaller number of people during the afternoon session. I think when they're with their friends, it's really different. I would say one student would affect the environment differently, so yeah I think the peers effect, yeah, it affects very much for like that effectiveness of like the teaching classes. But for me, the more students I have, the more I can't control them, right? But I was just being completely open and honest. Like transparent with them, if this is what you want, then do it; if this is what you don't want that it's OK, you know you don't have to do it, but then later, you will need to like explain to your mom.

Researcher: I see. OK. So you also mentioned previously, about students being shy when they needed to perform. Do you feel like they were shy generally to speak English or was it because they needed to perform.

Jessica: Well, I think because they need to perform.

Researcher: OK, so you so you think they were actually generally are confident when they needed to speak English during the programme?

| Commented [NP45]: C45: Number of students in a classroom may affect their L2 WTC |
| Commented [NP46]: C46: Students influence each other in the classroom setting |
| Commented [NP47]: C47: Teachers' teaching effectiveness is also affected by the number of students |
| Commented [NP48]: C48: Teachers' transparency is needed to help students understand situations |

Jessica: Yes, I think what makes them hesitate is the pressure that they have from the environment, especially when everyone is looking at them. They maybe afraid if they make mistakes, especially the big ones.

Researcher: So you based on your observation, make mistakes there refers to make mistakes in the performance or in the language?

Jessica: language, yeah the language in like in the performance, I would say it's because I don't know if its cultural background, but Asian people tend to not express much of themselves, especially in Korean culture, I think they're quite strict and education styles right, so I think the students tend to look at this education or learning language everything to be a serious matter, but if we if we tell them how to make it fun; we like engage with them, interact with them. I think that's helpful.

→ P C35

Researcher: yeah, OK, so throughout the summer program did teachers or especially you personally correct the students mistakes, let's say in pronunciation or in grammar or in spelling?

Jessica: For me, myself, I do. If I see students' writing and I was like " Oh, wait, this is not right, you have to add this, you have to add that" I can't just let them go like that. I don't know if it is perfection or what, but I tend not to leave things on the wrong place. I wanted this to be right. But I show them examples. Like, for example, if I say something wrong in the first week of the

class, for example, I forgot how to spell some hard words, then on the second week when we meet again for the class, I will want to say that I made mistakes. The same way, I tend to correct students like that.

Researcher: OK, so did you so you correct it by waiting until they are alone or in front of other people?

Jessica: For me, myself, I corrected them as soon as they finished because I wanted other students to learn from each other's mistake.

Researcher: I see. Did you have any reasons for choosing that method of correcting student at all? Because you previously said sometimes students might feel embarrassed to make mistakes?

Jessica: Right. So, I used to think that as a teacher I had to know everything. Until I came to realise that I couldn't reach that point in life. And in the classroom, I also wanted I set myself as an example that when I made mistakes in my spelling, speaking, or anything, I would apologise and tell them, 'It's good to make mistakes because it means you learn something'.

C54

Researcher: OK. Hmm yeah I used to think that teachers needed to know everything, but then I was tired, so I was like, whatever.

Jessica: Yeah, that's true.

Researcher: yeah so it's really impossible. OK, so you said you mentioned about cultures. So can I assume that you think culture also matters in the way that students learn a new language?

Jessica: Yes, of course. I have this Korean friends who lives in the US a for such a long time, and I think the way that he expressing himself and everything are different from like the real Koreans. Oh, wait, can you hear me clearly?

> **Commented [NP57]:** C57: Students' culture has some influence in their L2 learning

Researcher: Yeah, yeah. You were kind of choppy though, but now it's OK.

Jessica: OK, great! It's because of the Wi-Fi I think. So, I think that environment can be bigger than culture, I would say. For example, my family background is Indonesian right, but then, if I live in Japanese environment, and then I will say my daily activities my how I interact with people would be different to, and it has to do with language as well.

> **Commented [NP58]:** C58: Environment has bigger influence than culture

Researcher: You were saying something very interesting. Did you just say that people you surround yourself with will also contribute to your way of learning and the way you're confident or not in using the language?

Jessica: Yes.

Researcher: Alright, then what about your students in the summer programme? How do you think you as a teacher tried facilitating this in throughout programme?

C21

Jessica: OK. Just like what I said, even when we tried to be sensitive on what they need, I'm pretty sure they could sense that we genuinely cared. So I tried to by trying to listen to them, like, during lunch break or even while teaching, when they wanted to share something regarding their feelings. And it must be for everyone, not only those who I preferred to listen. And whether the people or the teachers encouraged them to be something better, for example, one if one student has like a good drawing, and then we say what are you really good at drawing, I think even simple thing like this can make them more confident to speak. At least they will say "thank you" or give other response. And I will say that, I will say, every student has this certain teacher than they look up to, and children tends to follow what they like to see, right? So I think as a role model, teachers just have to be aware of our roles. They can mimic our speech or copy what we say. If they like us and have fun, they will learn and do what we say.

Researcher: OK, so I assume you say it's OK if they don't speak right now, we just need to do our part and then kind of inspire them to speak, no matter what. Is that?

Jessica: Yeah. Even though that they don't talk much they will it will be on the back of their head, and when they eventually, yeah it will be very helpful for them.

Researcher: Alright, very interesting OK. I think that's my last question. Thank you so much for participating. Do you have any other thoughts or questions before I'll just stop recording it this?

Jessica: No, I don't have questions about the topic, but I have a personal question.

Researcher: OK, wait I will just stop the recording first.