The Relationship Between Iranian EFL Learners' Willingness to Communicate, Intrinsic and Extrinsic Motivation, and Self-Esteem

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Abstract. Different social, cognitive, and affective factors are deemed to affect the second language acquisition process. The present study attempted to occupy some of these niches by studying the relationship between Iranian EFL learners' self-esteem, willingness to communicate, intrinsic and extrinsic motivation, and self-perceived oral participation in classroom. The participants of this study were 218 students of the intermediate level who were learning English language in private institutes in Shiraz. The participants took four questionnaires in two successive sessions. The results showed that there exists a strong relation between the learners' WTC and intrinsic motivation. The relationship between WTC level of learners and their extrinsic motivation, however, was found to be significant but small. Although intrinsic motivation was significantly associated with all WTC components, extrinsic motivation was significantly related to reading, writing, and speaking WTC components, but not with the listening component. The relationship between the participants' WTC and self-esteem was significant. The components of WTC were also significantly correlated with the participants' self-esteem. The participants' self-esteem level was not correlated with the amount of participation in pair activities. However, their self-esteem level was significantly correlated with the amount of the participants' participation in group and whole class activities.

1. Introduction

1.1. Introductory words and background

Individual differences are believed to affect the process of learning and acquiring a second or foreign second language (Allwright & Hanks, 2009). Learners are different with regard to their attitudes toward the second language, motivation, age, and personality. They bring their differences to the social space (classroom) where learning takes place. These individual differences are deemed to affect the acquisitional process in negative or positive manner and have to be studied in different contexts (Razmjoo & Hoomanfard, 2011; Skehan, 1989). The breadth of individual differences has made it impossible for researchers to investigate all variables that might affect the process of teaching and learning.

The first affective factor which is investigated in this study is willingness to communicate (WTC). This construct was defined initially by McCroskey and Baer (1985) as a trait-like personality which was taken as constant in different contexts. However, in regard to second language contexts, WTC is described by MacIntyre, Clement, Dornyei, and Noels (1998) as "a readiness to enter into discourse at a particular time with specific person or persons using an L2" (p. 547). The model proposed by them is rooted in the notion that the individuals' inclination to participate to communication vary due to psychological, social, and linguistics factors; in other words, different context might lead to different levels of willingness to communicate. Two variables are reported as major factors of WTC which are communication apprehension and self-recognized linguistic competence (MacIntyre, et al., 1998).

One's L1 WTC is reported to be of a trait nature which is stabilized over years (MacIntyre, Baker, Clment, & Donovan, 2003); however, with regard to L2 WTC level, things are more convoluted since other variables such as second language communicative competence and second language self-perceived linguistic competence are highly influential (Dorneyi, 2006). Thus, a state model which highlights the effect of contexts in which communication chance is provided on the level of WTC

should be proposed. Kang (2005) has questioned that we, as a English teacher, can raise L2 learners' Willingness To Communicate by bringing about opportunities that may create a setting in which the L2 learners experience relaxed to start to communicate since learners with a higher Willingness To Communicate level are more likely to make use of second language in real situation, which may help them to have less problem in the process of acquiring a second language.

Intrinsic and extrinsic motivations are other variables which are included in this study. Motivation is the intensive in different situations that pushes people to start to work. Two types of motivation which are widely used in the second language literature are intrinsically-inclined and extrinsically-inclined motivation. The former is defined as the "enjoyment of language learning itself" and the latter is delineated as a kind of motivation that is "driven by external factors such as social pressure, social expectations, academic requirements, or other sources of rewards and punishments" (Richards & Schmidt, 2002, p. 343). The type of motivation is reported to affect one's success in the process of acquiring a second language. Brown (1994) is one of the major figures who has stand up for the role of intrinsic motivation in the success of L2 learners.

Intrinsically motivated people do things to please themselves and make themselves happy based on their performance. In this case, they do activities that are interesting to them, and they act so without any restraint, with a complete sense of desire and with no external prize or punishment (Deci & Ryan, 1985). If a person reads a book for the internal satisfaction of doing so, he is considered to be intrinsically motivated for that activity. Behaviors which are intrinsically motivated depict the archetype of self-determination, i.e. they derive from the self. Extrinsically motivated actions, on the other hand, are done to get a reward, to be praised, or to an instrumental tangible results. They behave in a way to get some reward or avoid a possible punishment. According to Ryan and Connell (1989), different researches have proposed there exist various kinds of extrinsically motivated behaviors.

Another variable which is investigated in this study is self-esteem. Self-esteem is a well-known leaner variable which is reported to be under-investigated in the field of learning a second language (Dornyei,

2006). Brown (2000, p. 145) finds self-esteem as "the most pervasive aspect of any human behavior". Self-esteem stresses the learners' beliefs about his/her capabilities and attributes. Similarly, in 2002 Richards and Schmidt, conceptualize self-esteem as "a person's judgment of their own worth or value, based on a feeling of 'efficacy', a sense of interacting effectively with one's own environment". They also mentioned that self-esteem might be positively correlated with the level of second language achievement. Just like WTC, self-esteem is theorized in trait and state frameworks. While the former believes in the permanence of the feeling, the latter one accentuates the effect of context on the level of one's self-esteem level.

Researchers such as Brown (2002) and Heyde (1983), who have worked in the field of SLA, put self-esteem into three categories which are global self-esteem, situational or specific self-esteem, and task self-esteem. According to Brown (2002), global self-esteem is formed by the aggregation of intra-and inter-personal experience, and the appraisal of the surrounding. Situational or specific self-esteem is directly related to one's personal assessments in specific occasions. The situational self-esteem level might be different according to the situations and problems people face. The interactions recurring in daily life contexts such as workplace, home, and school can be enumerated as the examples of situational or specific self-esteem. Task self-esteem is attributed to the estimations that one makes of specific tasks within different situations. An instance of task self-esteem in the realm of L2 learning is when people self-assess about a specific aspect of the L2 such as listening, speaking, reading, and writing.

All in all, self-esteem is a significant variable in SLA (Brown, 2002). Self-esteem is an important factor since no considerable affective or cognitive enterprise can be performed without self-esteem. It is a very significant factor because no successful cognitive or affective enterprise can be done without self-esteem. Learners have better performance in L2 classes when their global self-esteem is high, or learners' global self-esteem is high because of having good performance. It may be reciprocal.

Although the number of studies related to these variables is not limited, a few studies which are pertinent to the present study are pre-

sented in brief. In an L2 French immersion program (n=79), MacIntyre, et al. (2001) investigated how motivation and social situation could influence on Willingness to Communicate. The findings pinpointed a direct relationship between motivation level of learners who are learning French as second language and their willingness to communicate level. Findings of this study support the notion that different factors such as social setting, communication apprehension, inclination to learn L2, and perceived competence are involved in determining second language learners' WTC. Kim (2004) conducted another study on this subject in a Korean university. The participants in this study were 191 university students. The results of his study revealed that self-efficacy directly, and motivation indirectly influence students' willingness to communicate in a second language. Based on the theoretical viewpoint which considers second language WTC as a determining factor in second language acquisition, Kim (2004) stated that learners' second language WTC is low because their language knowledge and performance is limited. This research also indicated that second language inclination to communicate is more related to the personality of the learners than the situation they are studying in. Moreover, the findings showed that the heuristic model of second language willingness to communicate proposed by MacIntyre et al. in 1998 is completely applicable to the Korean EFL learners.

Hayati and Ostadian (2008) investigated the relationship between Iranian English language learners' listening ability and their self-esteem level. Using a questionnaire to check the learners' self-esteem, they found that a strong and positive correlation exists between these two variables, i.e. second language listening and self-esteem. The correlation between language ability, self-esteem, and reading ability was investigated by Soroushjani and Naseri (2011). The result of their research showed that there was a weak correlation between learners' reading ability and self-esteem; however, self-esteem was highly correlated with the general language ability.

In another study, Fahim and Khojasterad (2012) conducted an investigation on self-esteem in Iran. The result of their study indicated positive relationships between students' level of self-esteem, their general English language proficiency, and their paragraph writing ability. Bagheri

and Faghigh (2012), also, investigated the relation among EFL students' self-esteem, personality type and their reading comprehension ability. The result of their correlational study indicated a positive relationship between task self-esteem, reading comprehension and personality type. Kalanzadeh, Mahnegar, Hassannejad and Bakhtiarvand (2013) also conducted a study to find the possible association between Iranian learners' self-esteem and their ability to speak English as aforeign language. They found a statistically significant correlation between these two mentioned variables. The link between EFL learners' other affective factors and self-esteem has also been investigated. In another study, Alemi (2012) investigated the extent to which willingness to communicate (WTC) model proposed by MacIntyre et al. (1998) could explain the relationship between social-psychological variables and other communication variables in Iran as an EFL context. The findings revealed that university students' WTC functions as a trait, and it is low both in and out of the classroom because the students do not need to communicate in English for their basic needs. They also pointed out that there was no association between sources of support and components of orientation. Furthermore, in terms of orientation, the learners displayed more integrative than instrumental motivation.

Although these studies investigated different aspects of WTC, self-esteem, and motivation, there are a still niches in the literature to be occupied by other researchers. The review of the literature indicates that the relationship between EFL learners' WTC and intrinsic and extrinsic motivation, and the relationship between EFL learners' and their level of participation in different classroom task types were not investigated, and the present study attempts to fill this gap in the literature.

1.2. Objectives of the study and research questions

The present study, which is a correlational nature, aims at investigating the relationship between Iranian EFL learners' willingness to communicate, extrinsic and intrinsic motivation, and self-esteem. Research questions are as follows.

1: Is there any significant relationship between EFL learners' WTC level and intrinsic and extrinsic motivation?

2: Is there any significant relationship between EFL learners' WTC and their self-esteem?

3: Is there any significant relationship between the participants' self-esteem and the extent of oral participation in different task types?

1.3. Significance of the study

This study is of significance since, to the researcher's knowledge no previous study has probed into the relationship among these psychological factors.

The present study can shed light on the factors that might affect the amount of learners' talk in second language speaking classes. The present study benefits both researchers and language practitioners. The results of this study can shed light on the relationship between a state variable (WTC), and two more trait-like variables (motivation and self-esteem). This can inform them, partially, about how to predict EFL learners' WTC based on their more enduring traits. Furthermore, the findings of this study can help language teachers pinpoint those students who might speak less in conditions when they are not called upon and scaffold them in speaking courses.

Since both the interactionist and socio-cultural theories call for the learners' participation in the learning situation, the studies the results of which help us have higher levels of participation are welcomed. Kang (2005) puts a step further and states that obtaining high levels of WTC should be taken as the ultimate goal of a second language learning program. The present study attempts to examine some of the individual differences variables that might affect one's willingness to communicate in second language.

2. Methodology

2.1. Design of the study

The present study followed the tenets of the correlational studies. As stated in Ary, Jacobs, Razavieh and Sorenson (2005), one of the quantitative and non-experimental type of research is the correlational study which looks for the possible associations between two or more variables. The researchers in these studies do not manipulate the variables,

but they seek for the significance and strength of the relationship between the variables. The present study, too, enjoyed the correlational research design to answer the posed research questions. In order to answer the research questions, Pearson correlation was employed; however, to shed more light on the relationship between the learners' self-esteem and their amount of participation in different task types, One-way ANOVA was also used.

2.2. Participants

Two-hundred and eighteen English language learners participated in this survey. The participants were language learners who were learning English in private institutes in Shiraz, Iran. The participants took a language proficiency test (Oxford Placement Test) and just intermediate level language learners, those who were of the scores between 120 and 149, were included in the present study. The table of corresponding the OPT scores and CEF indicates that the participants whose scores are between 120 and 149 can be taken as intermediate language learners. The participants were of both genders (male= 103, female= 115). The participants' age ranged between 15 and 23. The participants were selected based on convenience sampling. The researcher had access to these 218 language learners for collecting the required data. All participants were native speakers of Persian. These participants were from 4 different language institutes located in different socio-economic parts of the city. The students of twelve intact classes participated in this study.

2.3. Instruments

To collect the required data for answering the research questions, four questionnaires were employed:

2.3.1. WTC questionnaire

The questionnaire developed by MacIntyre et al. (2001) employed to find out how willing the students were in foreign language classrooms. This scale was used because it was the best questionnaire for EFL settings where outside-class interaction is highly limited. This questionnaire has four subparts which are speaking, comprehension, reading, and writing with the reported reliability of .81, .83, .83, and .88, respectively. The re-

liability of the speaking, reading, listening, and writing were .85, .75, .78, .71, respectively. The Cronbach alpha reliability of the questionnaire in the present administration was .88.

2.3.2. Intrinsic/extrinsic motivation questionnaire

In order to check the intrinsic and extrinsic motivation levels of the participants for learning the second language, a questionnaire developed by Noels, Pelletier, Clment, and Vallerand (2000) was employed. This measure has 21 items. This scale provides us the information about the level of intrinsic and extrinsic motivation level of the participants, based on the self-determination Theory. The Cronbach alpha reliability of this questionnaire was reported to be .84. In the present administration, the reliability was found to be .71.

2.3.3. Self-esteem questionnaire

To check the participants' self-esteem level, the Revised Rosenberg Self-esteem Scale (Rosenberg, 1965) was employed in this study. This measure, which has been used frequently in the last 4 decades, includes ten items. The questionnaire is in the Likert-scale format and the participants will answer on a four-point Likert scale from "1= strongly disagree" to "4= strongly agree". The participants' scores will be between 10 and 40, and higher scores indicate higher levels of self-esteem. The Cronbach alpha reliability of this measure was .70.

2.3.4. Self-perceived classroom participation

In order to delve more into the howness of learners' participation in oral interactions in classroom, a short questionnaire developed by Leger and Storch (2009) was employed. This section of the questionnaire included 18 items. These items asked about the participation of the participants in different task types, namely, group-work, pair-work and whole class discussion. The Cronbach alpha of this measure in the present administration was .74.

2.4. Data collection and data analysis

The participants of the present study, who were learning English in private language institutes, took the questionnaires. The questionnaires

were given to the participants in the middle of a semester in two successive sessions, and at the beginning of the session. The researcher was present to solve any possible breakdown in the process of understanding the items. The results of the questionnaires were analyzed quantitatively. In addition to providing the reader with the descriptive analysis, using Pearson Correlation, the relationship between the intended variables were investigated in this study. Furthermore, to check the level of oral participation of the three self-esteem levels, one-way ANOVA was run.

3. Results and Discussion

3.1. Descriptive statistics

In this section, the descriptive statistics are reviewed in brief. The set of data has to do with the willingness to communicate questionnaire which is indicated in Table 1.

Table 1. Results of WTC questionnaire

Minimum	Maximum	Mean	SD	Reliability
49	112	79.23	17.77	.88

As Table 1 indicates, the minimum score was found to be 49, and the maximum score was 112. The mean score of the present distribution was 79.23, and the standard deviation was 17.77. The reliability index of the whole questionnaire was .88. The second set of data is pertinent to the motivation questionnaire. The results are provided in Table 2.

Table 2. Results of intrinsic/extrinsic motivation

Type	Minimum	Maximum	Mean	SD
Extrinsic	20	49	35.07	6.12
Intrinsic	22	58	39.88	6.55

As indicated in Table 4.6, the minimum value of the extrinsic section was 20 and the maximum index was 49. The mean score of this subsection

was 35.07, and the standard deviation was 6.12. With regard to the intrinsic motivation section, the minimum was 22, and the maximum was 58. The Cronbach alpha reliability of this questionnaire found to be .71. The third questionnaire tapped the participants' level of self-esteem. Table 3, below, indicate the main results of this questionnaire.

Table 3. The result of self-esteem questionnaire

Minimum	Maximum	Mean	SD	Reliability
17	36	26.53	4.27	.70

As shown in Table 4.6., the minimum score was 17, and the maximum score in the present distribution was 36. The mean score in this administration was 26.53, and the Standard deviation was 4.27. The Cronbach alpha reliability of this measure was .70. The last questionnaire employed in the present study to collect data was self-perceived classroom participation questionnaire. This scale tapped the self-perceived amount of participation in different classroom activities. The mean score of the distribution found to be 41.77, and the standard deviation was 5.17. The maximum index was 53, and the minimum value was 32. The Cronbach alpha reliability of this questionnaire in the present administration found to be .74.

Table 4. The result of self-perceived classroom participation questionnaire

Minimum	Maximum	Mean	SD	Reliability
32	53	41.77	4.5.17	.74

3.2. Research questions
3.2.1. *Research question one: Is there any significant relationship between EFL learners' WTC level and intrinsic and extrinsic motivation?*

In order to answer this research question, the willingness to communicate level of participants was correlated with their intrinsic and extrinsic motivation levels. In doing so, Pearson Product correlation was employed several times. Table 5 indicates the correlation between total WTC with intrinsic and extrinsic motivation.

Table 5. Correlation between total WTC and intrinsic and extrinsic motivation levels

		TOTALWTC	EXTRINSIC	INTRINSIC
TOTALWTC	Pearson Correlation	1	$.213^{**}$	$.760^{**}$
	Sig. (2-tailed)		.002	.000
	N	218	218	218
EXTRINSIC	Pearson Correlation	$.213^{**}$	1	$.271^{**}$
	Sig. (2-tailed)	.002		.000
	N	218	218	218
INTRINSIC	Pearson Correlation	$.760^{**}$	$.271^{**}$	1
	Sig. (2-tailed)	.000	.000	
	N	218	218	218

**. Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 5, the participants' willingness to communicate level was strongly correlated with the intrinsic motivation ($r = .76$, $p < .01$). As stated in Pallant (2007), the relationship between two variables is small if it is between .1 and .29, the relationship is medium if the correlation is between .30 and .49, and the relationship is large when the correlation is between .5 and 1 (Cohen, 1985). Thus, the relationship between the Iranian EFL students' willingness to communicate and their intrinsic motivation is large.

Also evident in Table 5, the participants' Willingness to communicate level was significantly correlated with the extrinsic motivation ($r = .213, p < .01$). The relationship between the learners' willingness to communicate and extrinsic motivation is weak, however.

The relationship between extrinsic and intrinsic motivation was also computed. The result of Pearson product correlation indicated that there was a weak but significant relationship between the intrinsic and extrinsic motivation of the participants of the present study.

The present findings were in line with some studies such as Liu and Park (2013). However, this result is not similar to that of Mohammadian (2013) who found no relationship between motivation and willingness to communicate. As stated in Cao and Philp (2006), the nature of the tasks and topics employed in the language program (and not the language session) can also affect one's willingness to communicate. Kang (2005) argues that the existence of motivation, of either intrinsic or extrinsic leads to a sort of greater responsibility to take part in the communication. Noels et al. (2001) argue that perceived competence and self-determination are positively and strongly correlated. One of the most significant predictors of willingness to communicate is reported to perceived competence (MacIntyre, 1998). This can justify the significant and strong correlation between the learners' willingness to communicate and intrinsic motivation.

Shimamura (2010), too, argues that there is a strong link between intrinsic motivation and willingness to communicate in second language. She states that internalized intrinsic motivation leads to volitional choices to take positive attitude to speak in L2. Freiermuth and Jarrell (2006), in their experimental study, found that when the condition in which intrinsic motivation of second language participants (such as use of online chat) is set, the learners' willingness to communicate raises too.

3.2.2. Research question two: Is there any significant relationship between EFL learners' WTC and their self-esteem?

In order to answer this research question, the result of Rosenberg self-esteem questionnaire was correlated with willingness to communicate and its components to see if they are related at all. Pearson Product correlation was employed to check the strength of the relationships. Table 6 indicates the result of the correlation between self-esteem and willingness to communicate.

Table 6. The relationship between self-esteem and willingness to communicate

		Self esteem	TOTALWTC
Self esteem	Pearson Correlation	1	.875[**]
	Sig. (2-tailed)		.000
	N	218	218

[**]. Correlation is significant at the 0.01 level (2-tailed).

As evident in Table 6, the relationship between the participants' self-esteem and their willingness to communicate level was significant ($r = .875, p < .01$). According to the Cohen criteria, this relationship is taken as a large and strong one.

This result is in line with some previous studies (Graham & Juvonen, 1998; Izgic et al., 2004; Kalanzadeh, et al., 2013; Stoeckli, 2010). As Richmond and Roach (1992) states, those who are of low self-esteem are not eager to speak in front of others. Since they believe that what they have in their mind is not precious enough to be told, they prefer to be reticent in social gatherings. Self-esteem is one of the personality factors that is related to many variables which are pertinent to second language communication. According to the terror theory developed by Greenberg et al. (1992), self-esteem can function as a filter which reduces the learners' anxiety. This includes the anxiety in known and familiar and unknown situations.

With regard to second language classes, several studies (e.g., Bailey, Onwuegbuzie, & Daley, 2000; Onwuegbuzie et al., 1999) have found that low self-esteem results in higher levels of anxiety. Anxiety is reported to be one of the most significant predictors of willingness to communicate (MacIntyre, 1998). Apprehension affects the second language learners' willingness to communicate adversely. MacIntyre and Gardner (1991) argue that those second language learners who are not of high

self-esteem, who are more anxious, try to avoid any sort of negative evaluation. Consequently, they involve less frequently in communicating with others, especially when the participants are not familiar. Gkonou (2014) states that low self-esteem second language learners are also of low self-perceived abilities. They might underestimate their capabilities and avoid participating inside or outside classroom interactions. Frisby et al. (2014) argue that the students are usually involved in a paradox; the students cannot easily decide to keep silent and save their face or participate in classroom and improve their academic repertoire. Goffman (1967) suggested that one of the strategies that students employ to avoid losing face is the avoidance participation in a communicative event. Howard and Baird (2000) state that some students find classroom as a face-threatening environment; this feeling is seen more in those students who are of low-self-esteem level. Frisby et al. (2014) and Bippus and Young (2000) argue that based on the participants' self-perceived communicative abilities and communication apprehension, they decide to participate in different task types. Stoeckli (2010), too, found that there are two strong predictors of loneliness in classroom. The predictors were anxiety and self-esteem of the participants. Graham and Juvonen (1998) found the same results and concluded that self-esteem and consequently anxiety affected the students' amount of classroom participation.

3.2.3. Research Question three: Is there any significant relationship between the participants' self-esteem and the extent of oral participation in different task types?

In order to answer this research question, the findings of the oral participation questionnaire and self-esteem questionnaire were employed. Table 7 indicates the results of the correlation between these variables.

Table 7. The relationship between Learners' self-esteem and oral
participation

		Participation	pair	Group	Whole class	Self-esteem
Participation	Pearson Correlation	1	.253**	.531**	.791**	.745**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	218	218	218	218	218
Pair	Pearson Correlation	.253**	1	-.054	.032	.011
	Sig. (2-tailed)	.000		.424	.635	.876
	N	218	218	218	218	218
group	Pearson Correlation	.531**	-.054	1	.382**	.492**
	Sig. (2-tailed)	.000	.424		.000	.000
	N	218	218	218	218	218
Whole class	Pearson Correlation	.791**	.032	.382**	1	.780**
	Sig. (2-tailed)	.000	.635	.000		.000
	N	218	218	218	218	218
Self-esteem	Pearson Correlation	.745**	.011	.492**	.780**	1
	Sig. (2-tailed)	.000	.876	.000	.000	
	N	218	218	218	218	218

**. Correlation is significant at the 0.01 level (2-tailed).

As indicated in Table 7, the correlation between self-esteem and oral participation found to be significant ($r = .745$, $p < .01$). This index shows that there is a strong and direct relationship between the Iranian participants' level of self-esteem and their amount of participation in oral tasks. In addition, to have a better picture of the issue, the correlations between the amount of participation in different task types and the participants' self-esteem were computed too. As shown in Table 7, the participants' amount of participation in pair-work was not correlated with the participants' self-esteem ($r = .011$, $p < .01$). With regard to group-work, however, a significant correlation between the participants' self-esteem and their amount of participation in group-work was found ($r = .492$, $p < .01$). The last type of oral task has to do with the participants' participation in whole-class activities. It was found that the participants' self-esteem was significantly correlated with their amount of participation in whole-class activities ($r = .780$, $p < .05$).

The results imply that the participants of different levels of self-esteem participated in pair-work tasks. It seems that the participants' self-esteem was not a major and influencing factor contributing to their amount of participation in pair-work activities. However, the participants' self-esteem was found to be pertinent to their amount of participation in group and whole-class activities.

In order to uncover the relationship between the participants' self-esteem and oral participation in different task types, the participants were divided into three groups. The mean score of the self-esteem distribution was 26.53, and the standard deviation was 4.27. To put the participants into three groups, the standard deviation was used. The participants within one standard deviation around the mean score were taken as the medium self-esteem group (24-26). Those whose self-esteem level was higher than 26 were taken as high self-esteem group, and the participants whose self-esteem was lower than 24 were regarded as low self-esteem group. One-way ANOVA was employed to check the way different self-esteem groups participated differently in various task types.

Table 8. The result of one way ANOVA of oral participation in
different self-esteem groups

		Sum of Squares	df	Mean Square	F	Sig.
Pair work	Between Groups	.710	2	.355	.244	.784
	Within Groups	313.217	215	1.457		
	Total	313.927	217			
Group	Between Groups	97.111	2	48.555	29.507	.000
	Within Groups	353.788	215	1.646		
	Total	450.899	217			
Whole class	Between Groups	658.291	2	329.146	108.403	.000
	Within Groups	652.810	215	3.036		
	Total	1311.101	217			

As indicated in Table 8, the difference among the three self-esteem group
with regard to the amount of participation in pair work was not signif-
icant ($F = .244, p < .05$). However, the amount of participation of the
three self-esteem groups in group-work activities found to be significantly
different ($F = 29.507, p < .05$). The mean score of the participation of
the three self-esteem groups were also compared to check if there is any
significant difference. The result of one-way ANOVA indicated that the
amount of oral participation in whole-class activities of different self-
esteem groups were significantly different ($F = 108.403, p < .05$). In
order to pinpoint the differences of the amount of participation among
the three groups, Scheffe post-hoc was employed, the result of which is
presented in Table 9.

Table 9. The Scheffe post-hoc of group-work and whole-class activities

		Low	Medium	High
Group-work	Low		.421	.000
	Medium	.421		.000
	High	.000	.000	
Whole-class	Low		.000	.000
	Medium	.000		.000
	High	.000	.000	

Table 9 reveals that the amount of oral participation in group-work activities is a function of self-esteem level of the participants; however, the participation levels of medium self-esteem and low self-esteem groups were not significantly different. However, the amount of oral participation in group-work activities of the two groups of low and high self-esteem found to be significantly different; the students with high self-esteem level participated more in this type of activity. The high self-esteem group also participated in group work activities more than medium self-esteem group students.

With regard to whole class activities, as Table 9 shows, the comparison of the amount of participation indicated that high self-esteem level students participated significantly more than medium and low self-esteem participants. The amount of the medium self-esteem level group's participation found to be significantly more than that of the low self-esteem group.

The results imply that the participants' participation in pair-work is not affected by their self-esteem. The participants of different self-esteem levels seems to have no difficulty involve in pair-work. Two reasons can be stated for the present findings. The first reason is that the individuals usually find one or some classmates whom they are feel relaxed with. So, they usually have no difficulty completing tasks with their preferred classmate. Another reason that might be effective is the lower risk of losing face. When the number of participants in a completing a task is

low, the participants feel less anxiety, and they can participate more easily.

Mahon et al. (2006) argue that self-esteem and social anxiety affect the learners' participation; they state that fear of peer evaluation and losing face deter second language learners from participating actively in classroom. Thus, as the number of participants in an activity increases, the anxiety of participant, especially those with the low self-esteem level, increases. This anxiety, as mentioned above, affect the amount of learners' participation in classroom. Stoeckli (2010) the increase in the learner's anxiety level results in avoiding self-representation because of the fear of peer-evaluation. Leary (1999) states that those who are of high self-esteem level do their best to cope with the problems and skills; however, those with low level self-esteem avoid the communication opportunities. Izgic et al. (2004) argues that those students who are of low self-esteem level are preoccupied with negative feelings about themselves and their potential performance. These negative feelings are reported to be lowered when the number of participants decreases. They argue that when the number of classmates around one is few, these feelings are lowered and the ones with low self-esteem become confident enough to take part in communication opportunities.

4. Conclusion

In sum, the results indicated that willingness to communicate was significantly correlated with both intrinsic and extrinsic motivation. Willingness to communicate was also found to have significant relationship with EFL learners' self-esteem. The level of self-esteem was also found to affect the amount of learners' participation in pair-, group, and whole class activities.

With regard to pedagogical implication, it can be concluded that pair-work activities should be included whenever possible since all students with different levels of self-esteem participate in these activities without major problems. This can lead to the provision of participation opportunities for all students. However, group work and whole class activities should not be ostracized from the syllabus since these activities are usually samples of authentic situations, and the students should be

encouraged to participate in different types of activities to become prepared for real life conditions.

The last pedagogical implication to be discussed here pertains to increasing students' intrinsic and extrinsic motivation. Some scholars, most notably Brown (2005) argues for the positive effects of students' intrinsic motivation on second language acquisition process. Different suggestions are provided to increase second language learners' intrinsic motivation.

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