

## REFERENCES

- Alsaadi, N. S. M., Atar, C. (2019). Wait-time in Material and Classroom Context Modes. *International Journal of Contemporary Educational Research*. 6(1). 2148-3868. <https://doi.org/10.33200/ijcer.542495>
- Bianco, S., Gasparini, F., & Schettini, R. (2014). Color coding for data visualization. In M. K. Pour (Ed.), *Encyclopedia of Information Science and Technology*, (Third edit, pp. 85–95). Italy: IGI Global.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Brown, D. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Pearson, London, UK.
- Cao, Y. (2011). Investigating situational willingness to communicate within second language classrooms from an ecological perspective. *System*, 39(4), 468–479. <https://doi.org/10.1016/j.system.2011.10.016>
- Cao, Y., & Philp, J. (2006). Interactional context and willingness to communicate: A comparison of behavior in whole class, group and dyadic interaction. *System*, 34(4), 480–493.
- Christophel, D. M., & Gorham, J. (1995). A test-retest analysis of student motivation, teacher immediacy, and perceived sources of motivation and demotivation in college classes. *Communication Education*, 44(4), 292–306. doi:10.1080/03634529509379020
- Cresswell, J. W. (2010). *Research design*. Yogyakarta: Pustaka Belajar.
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research (4<sup>th</sup> Ed.)*. Boston, MA: Pearson
- Daly, J. A. and Kreiser, P. O. (1992). “Affinity in the classroom,” in *Power in the Classroom: Communication, Control, and Concern*, V. P. Richmond and J. C. McCroskey, Eds., pp. 121–143, Lawrence Erlbaum, Hillsdale, NJ, USA,
- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*, Cambridge University Press, Cambridge, UK.
- Fallah, N. Willingness to communicate in English, communication self-confidence, motivation, shyness and teacher immediacy among Iranian English-major undergraduates: A Structural Equation Modeling Approach. *Learning and Individual Differences*, vol. 30, pp. 140–147, 2014

- Freirmuth & Jarrell. (2006). Willingness to communicate: can online chat help. *International Journal of Applied Linguistic*, 16(2), 355–356.
- Friedman, J. (2015). Ethnotheatre: Research from Page to Stage. By Jonny Saldana. *Oral History Review*, 42(1), 161–163. doi:10.1093/ohr/ohv029
- Gatbonton, E. (2000). Investigating Experienced ESL Teachers' Pedagogical Knowledge. *Canadian Modern Language Review*, 56(4), 585–616.
- Goodboy, A. K., Bolkan, S., Myers, S. A., & Zhao, X. (2011). Student Use of Relational and Influence Messages in Response to Perceived Instructor Power Use in American and Chinese College Classrooms. *Communication Education*, 60(2), 191–209. doi:10.1080/03634523.2010.502970
- Goodboy, A. K., Myers, S. A., & Bolkan, S. (2010). Student Motives for Communicating with Instructors as a Function of Perceived Instructor Misbehaviors. *Communication Research Reports*, 27(1), 11–19. doi:10.1080/08824090903526604
- Habash, S. H. (2010). Exploring the relationship between perceived teacher nonverbal immediacy and perceived teacher misbehaviors on student course retention in urban community colleges. *University of California, LA*.
- Hashimov, Elmar (2015). Qualitative Data Analysis: A Methods Sourcebook and The Coding Manual for Qualitative Researchers. *Technical Communication Quarterly*, 24(1), 109–112. doi:10.1080/10572252.2015.975966
- Heng, K. (2014). Communicative language teaching in EFL contexts: Challenges and suggestions for successful implementation. *The university of queensland. Researchgate*. DOI: 10.13140/RG.2.2.10684.28809
- Jackson, D. & C. (2007). What is qualitative research?. *Qualitative Research Reports in Communication*, 8(1), 21–28. <https://doi.org/10.1080/17459430701617879>
- Joe, H.-K., Hiver, P., & Al-Hoorie, A. H. (2017). Classroom social climate, self-determined motivation, willingness to communicate, and achievement: A study of structural relationships in instructed second language settings. *Learning and Individual Differences*, 53, 133–144.
- Kalat, F. L., Yazdi, Z. A., & Ghanizadeh. (2018). EFL teachers' verbal and non-verbal immediacy: A study of its determinants and consequences. *European Journal of Education Studies*, 4(5), 216-234.

- Kang, S. J. (2005). Dynamic emergence of situational willingness to communicate in a second language. *System*, 33(2), 277–292. <https://doi.org/10.1016/j.system.2004.10.004>
- Khajavy, G. H., Ghonsooly, A., Hosseini, A. F., and Choi, C. W. (2014) “Willingness to communicate in English: a microsystem model in the Iranian EFL Classroom Context,” *TESOL Quarterly*, vol. 50, no. 1, pp. 154–180.
- Khajavy, G. H., Ghonsooly, B., Hosseini Fatemi, A., & Choi, C. W. (2014). Willingness to Communicate in English: A Microsystem Model in the Iranian EFL Classroom Context. *TESOL Quarterly*, 50(1), 154–180. doi:10.1002/tesq.204
- Latifah, Z., Sudana, D., & Yusuf, F. N. (2019). Investigating the factors influencing students’ willingness to communicate in English. *ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture*, 4(1), 91-100
- Le, T., Tran, L., & Anh, T. T. (2019). Factors affecting EFL students’ willingness to communicate in speaking classes at the Vietnamese tertiary level. *International Journal of English Literature and Social Sciences (IJELS)*, 4(2).
- Leger, D. S and Storch, N. (2009). “Learners’ perceptions and attitudes: Implications for willingness to communicate in an L2 classroom”. *System*, vol. 37, no. 2, pp. 269–285.
- Lei, QIN (2007). EFL teachers’ factors and students’ affect. *US-China Education Review*, 4(3), 28.
- Long, M. H. (1981). Input, interaction, and second-language acquisition,” *Annals of the New York Academy of Sciences*, vol. 379, no. 1, pp. 259–278.
- MacIntyre. (2007). Willingness to communicate in the second language: understanding the decision to speak as a volitional process. *The Modern Language Journal*, 91(4), 564–576. <https://doi.org/10.1111/j.1540-4781.2007.00623.x>
- MacIntyre, Baker, C. and D. (2003). Talking in order to learn: willingness to communicate and intensive language programs. *The Canadian Modern Language Review*, 59(4), 589–607.

- MacIntyre, P. D., Baker, S. C., Clément, R., & Donovan, L. A. (2003). Sex and Age Effects on Willingness to Communicate, Anxiety, Perceived Competence, and L2 Motivation Among Junior High School French Immersion Students. *Language Learning*, 53(S1), 137–166. doi:10.1111/1467-9922.00226
- MacIntyre, P. D., Burns, C. & Jessome. A. (2011). Ambivalence about communicating in a second language: A qualitative study of French immersion students' willingness to communicate. *The Modern Language Journal*, 95(1), 81-96
- MacIntyre, P., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *Modern Language Journal*, 82(4), 545-562. doi:10.1111/j.1540-4781.1998.tb05543.x
- Mackey, A. (2007). *Conversational Interaction in Second Language Acquisition: A Collection of Empirical Studies*, Oxford University Press, Oxford, UK.
- Mazer. (2013). Validity of the student interest and engagement scales: associations with student learning outcomes. *Communication Studies*, 64(2), 125–140. <https://doi.org/10.1080/10510974.2012.727943>
- McCroskey, J. C. and Baer, J. E. (1985). Willingness to Communicate: 8e Construct and Its Measurement, Paper Presented at the Annual Convention of the Speech Communication Association, Denver, CO, USA.
- McNeil, L. (2012). Using talk to scaffold referential questions for English language learners,” *Teaching and Teacher Education*, vol. 28, no. 3, pp. 396–404.
- Mehrabian, A. (1969). “Some referents and measures of nonverbal behavior,” *Behavioral Research Methods and Instruments*, vol. 1, no. 6, pp. 213–217.
- Mehrabian, A. (1981). *Silent Messages: Implicit Communications of Emotions and Attitudes*, Wadsworth, Belmont, CA, USA.
- M. J. O'Malley and A. U. Chamot. (1990) *Learning Strategies in Second Language Acquisition*. Cambridge University Press, Cambridge, UK.
- Ng, W., Nicholas, H., & Williams, A. (2010). School experience influences on pre-service teachers' evolving beliefs about effective teaching. *Teaching and Teacher Education*, 26(2), 278–289.

- Oxford, R. L. (1985). *A New Taxonomy of Second Language Learning Strategies*. Washington: ERIC.
- Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Harper & Row.
- Pawlak, M., Mystkowska-Wiertelak, A., & Bielak, J. (2015). Investigating the nature of classroom willingness to communicate (wtc): a micro-perspective. *Language Teaching Research*, 20(5), 654–671. <https://doi.org/10.1177/1362168815609615>
- Riasati, J. M. (2012). EFL learners' perception of factors influencing willingness to speak English in language classrooms: A qualitative study. *World Applied Sciences Journal*, 17(10), 1287-1297.
- Riasati, M. J., & Rahimi, F. (2018). Situational and individual factors engendering willingness to speak English in foreign language classrooms. *Cogent Education*, 5(1), 1-15
- Richards, C. J. (2015). Technology in language teaching today. *Indonesian Journal of English language teaching*, 10(1), 18-29.
- Richmond, V. P. (2002). "Teacher nonverbal immediacy: uses and outcomes," in *Communication for Teachers*, J. L. Chesebro and J. C. McCroskey, Eds., pp. 65–82, Allyn & Bacon, Boston, MA, USA, 2002.
- Robson, G. (2015). A model of situational willingness to communicate (WTC) in the study abroad context. *International Education Studies*. 8(10), 114-125. <http://dx.doi.org/10.5539/ies.v8n10p114>
- Rugen, B. (2018). Developing teaching immediacy in language teacher education. *Lang. Teach*, 42, 13-17.
- Saadat, U., & Mukundan, J. (2019). Perceptions of willingness to communicate orally in English among Iranian PhD students. *International Journal of Applied Linguistics and English Literature*, 8(4), 31-44
- Saechou, T. (2005). Verbal and nonverbal immediacy: sex differences and international teaching assistants. LSU Doctoral Dissertations. 2912.
- Saldaña, J. (2013). *The Coding Manual for Qualitative Researchers*. Thousand Oaks, CA: SAGE. 303 pp.

- Saldaña, J. (2016). Ethnotheatre: Research from page to stage. *Taylorfrancis*. cited by 538 (89.67 per year) doi:10.4324/9781315428932/ethnotheatre-johnny-salda%C3%B1a
- Schiffrin, D. (1994). *Making a list*. *Discourse Processes*, 17(3), 377–406. doi:10.1080/01638539409544875
- Soric & Palekcic. (2009). The role of students' interests in self-regulated learning: the relationship between students' interests, learning strategies and causal attributions. *European Journal of Psychology of Education*, XXIV(269), 545–565.
- Steele, C. F. (2009). *The Inspired Teacher*, Association for Supervision and Curriculum Development, Alexandria, VA, USA.
- Syukri, S., & Haseng, H. F. (2021). *Students' willingness to communicate in EFL classroom: The case in native speaker teacher and non-native teacher class*. Kendari: IAIN Press LPPM
- Takayoshi, P., & Van Ittersum, D. (2018). The material, embodied practices of composing with technologies. In *The Routledge handbook of digital writing and rhetoric* (pp. 84-94). Routledge.
- Tavaloki, E., & Dovaoudi, M. (2017). Willingness to communicate orally: The case of Iranian EFL learners. *Journal of Psycholinguistic Research*, 46(6), 1509-1527
- Tobin, K. (1984). Effects of extended wait time on discourse characteristics and achievement in middle school grades. *Journal of Research in Science Teaching*, 21(8), 779–791.
- Vongsila, V., & Reinders, H. (2016). Making Asian learners talk: Encouraging willingness to communicate. *RELC Journal*, 47(3), 331-347
- Weber, M. and C. (2005). Student interest: a two-study re-examination of the concept. *Communication Quarterly*, 53(1), 71–86. <https://doi.org/10.1080/01463370500055996>
- Wen, W. P., & Clément, R. (2003). A Chinese conceptualization of willingness to communicate in ESL. *Language, Culture and Curriculum*, 16(1), 18–38.
- Ya-ni, Z. (2007). Communication strategies and foreign language learning. *US-China Foreign Language*, 5(4), 43–48.

- Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *The Modern Language Journal*, 86(1), 54–66.
- Yashima, T., Zenuk-Nishide, L., & Shimizu, K. (2004). The influence of attitude and effect on willingness to communicate and second language communication. *Language Learning*, 54(1), 119–152.
- Yin, R. K. (2011). Case Study Research. Design and Methods, 5th ed. *London Thousand Oaks: Sage Publications*.
- Zarei, N., Saedi, M., & Ahangari, S. (2019). Exploring EFL Teachers' Socioaffective and Pedagogic Strategies and Students' Willingness to Communicate with a Focus on Iranian Culture. *Education Research International*, 1–11.
- Zarrinabadi, N. (2014). Communicating in a second language: Investigating the effect of teacher on learners' willingness to communicate. *System*, 42, 288–295.
- Zhang, L. J. and Rahimi, M. (2014). EFL learners' anxiety level and their beliefs about corrective feedback in oral communication classes. *System*, vol. 42, pp. 429–439.

