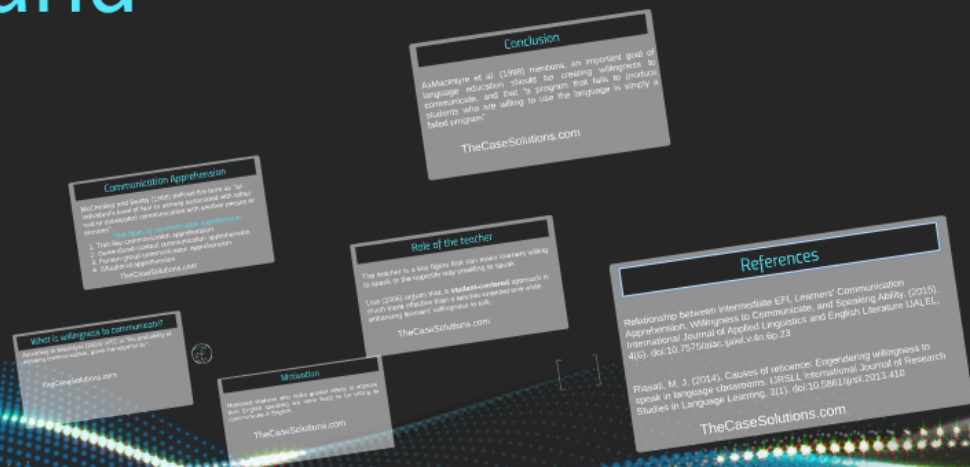


Quantitative Analysis of Competitive Position: Customer Demand and Willingness to Pay

Academic English
Final Presentation
Ana Patricia Ruiz



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Communication Apprehension
Brockway and Savoy (2005) defined communication apprehension as "an individual's level of fear or anxiety associated with actual or potential communication with another person or persons."
The Types of Communication Apprehension
1. Trait-like communication apprehension
2. Situation-specific communication apprehension
3. Performance communication apprehension
4. Situational communication apprehension
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What is willingness to communicate?
Willingness to communicate (WTC) is the probability of initiating a communication with the speaker(s).
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Motivation
Motivation is the force that causes a person to act. It is the internal state that causes a person to act. It is the internal state that causes a person to act.
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Role of the teacher
The teacher is a key figure that can impact learners' willingness to communicate in the target language.
Liu (2004) argues that a student-centered approach to teaching can lead to more effective communication in the target language.
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Conclusion
Ashworth et al. (1995) mentions, an important goal of language education should be creating "willingness to communicate" and that "a program that fails to produce students who are willing to use the language is simply a failed program."
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What is willingness to communicate?

According to MacIntyre (2004) WTC is "the probability of initiating communication, given the opportunity".

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Factors that cause a
learners' unwillingness to
communicate

Communication
Apprehension

Motivation

Role of the teacher

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Communication Apprehension

McCroskey and Beatty (1986) defined the term as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons".

Four types of communication apprehension:

1. Trait-like communication apprehension
2. Generalized-context communication apprehension
3. Person-group communication apprehension
4. Situational apprehension

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Motivation

Motivated students who make greater efforts to improve their English speaking are more likely to be willing to communicate in English.

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Role of the teacher

The teacher is a key figure that can make learners willing to speak or the opposite way unwilling to speak.

Lisa (2006) argues that, a **student-centered** approach is much more effective than a teacher-oriented one while enhancing learners' willingness to talk.

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Conclusion

AsMacIntyre et al. (1998) mentions, an important goal of language education should be creating willingness to communicate, and that “a program that fails to produce students who are willing to use the language is simply a failed program”

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