

How Teacher Factors Affect College Students' Willingness to Communicate in an EFL Classroom

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Abstract. The study divides teacher factors into ten dimensions, and analyses data from the perspectives of overall, gender and profession using questionnaire surveys and interviews. It was found that teaching attitude has the greatest impact on college students' communication willingness, while personality traits have the least.

1. Introduction

This study explores the influence of teacher factors on students' willingness to communicate in their second language, dividing teacher factors into ten dimensions: personality traits, classroom feedback, teaching attitude, emotional care, classroom management, professional quality, activity organisation, teaching style, class content, and external appearance. The willingness to communicate plays an irreplaceable role in the field of second language acquisition, affecting the effectiveness of learners' second language learning and providing important reference significance for second language classrooms. Previous research, on the other hand, has been insufficient, focusing more on Chinese classrooms for international students than providing specific recommendations for Chinese university classrooms. Therefore, this study conducted a survey on university English classes, gathering feedback from a large number of students via questionnaires and conducting individual investigations through questionnaire interviews. Factor analysis and independent sample t-tests were performed on the data using SPSS technology to analyse students' preferences and the most influential teacher factors based on mean values. The study found that teaching attitude had the greatest influence on university students' willingness to communicate, while personality traits had the least. The other eight dimensions each have their own set of requirements for specific classroom teacher behaviours.

The concept of Willingness to Communicate (WTC) was proposed by McCroskey and Baer and defined in the field of second language acquisition research as the "willingness to communicate in a second language with specific people at a specific time" [1]. After more than 30 years of research, communicative intention has a solid theoretical foundation and has been widely applied in the field of second language acquisition. In the field of second language acquisition, the importance of communicative willingness cannot be overstated. Second language learners who have a strong desire to communicate may

achieve better learning outcomes [2], and willingness to communicate in a second language is even considered the "ultimate goal" of second language learning [3]. Following the development of McCroskey's Communication Apprehension and Willingness to Communicate Scale, several scholars conducted empirical research based on it. It is feasible to conduct research on second language communication willingness based on the existing theoretical foundation, and there is a solid reference system.

Currently, domestic and foreign scholars have made significant advances in the research on communicative willingness, but the majority of them concentrate on the factors of learners and receivers. Malgorzata investigated the impact of learners' self-assessment on their willingness to communicate inside and outside the classroom [4]; Wang, Tseng, Chen, and Cheng proposed a link between learners' perceptions of receiving feedback and their willingness and the actual behaviour of communication in the classroom [5]; Elis studied the connection from the perspective of the number of learners, personality, self-assessment, and language ability [6]; Pornapit also elaborated on the willingness to communicate from the perspective of individual differences of learners (confidence and language proficiency) [7]. Yang Hua investigated the characteristics of English communication willingness among non-English major undergraduate students in China [8]; Yu Xiaori studied the willingness and influencing factors of Chinese communication among international students [9]; Li Huiying studied the characteristics of classroom oral communication willingness among Pakistani native Chinese learners and established a pyramid model to reveal the internal connections [10]; and Ding Xiumei studied the characteristics of Chinese communication willingness among Malaysian international students and analysed the differences between in-class and out-of-class communication [11].

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Some scholars have conducted targeted research on the impact of teacher factors on the communicative willingness of second language learners. According to the literature, teacher factors have a significant impact on the communicative willingness of second language learners. Students' communicative willingness and performance in the classroom will differ depending on the teacher [12, 13]. There are significant individual differences among students in college English classes, but factors such as teaching methods are relatively controllable. As a result, teacher factors should be a major research focus [14]. Wang Jian, Zhang Jing, and Wu Ting examine the relationship between these factors and second language communication willingness by looking at foreign language teachers' classroom performance, role positioning, and classroom management [15, 16]. Lin Dianfang and Wang Junju used a focus writing and interview method to divide the factors influencing second language communication willingness into four major categories and eleven subcategories and constructed a teacher influence factor model, but this classification could be improved [17]. Wang Haifeng and Zhou Qihong examined the influence of international Chinese classroom teacher factors on communication willingness, focusing on overseas Chinese students and Chinese language teachers, which has great reference significance for international Chinese teaching [18]. In recent years, there have been continuous updates in the academic community, focusing on strategies for teachers to improve students' communication willingness, researching how teachers can improve students' communication willingness through interpersonal projection, and using accurate English words to achieve the improvement of students' communication willingness [19]. Overall, research indicates that second language communication willingness is dependent not only on students but also on teachers' abilities to provide reasonable guidance, create a good atmosphere and provide a good platform, which provide great inspiration for researching teacher influencing factors.

Meanwhile, the division of teacher factors in previous research represented different situations. According to the pyramid-shaped model of variables affecting WTC proposed by MacIntyre and his colleagues [3], Nourollah Zarrinabadi used data analysis tools like axial coding to analyse the survey data filled out by students, and based on the correlation shown in the data, he categorised the teacher factors proposed by students into four aspects: teacher's wait time, teacher's decision on the topic, error correction, and teacher support [13]. Then, using Zarrinabadi's coding of teacher factors and the analysis of qualitative research data, Lin Dianfang and Wang Junju transcribed and organised the focus writing content and interviews, and used Nvivo10.0 software for open coding, comparison, reorganisation, and merging. Finally, 11 teacher factors were identified [17], of which "positive feedback" and "negative feedback" were later merged into "classroom feedback" by Wang Haifeng, and "life attitude" was adjusted to "emotional care", specifically referring to Chinese teachers' care for students' lives, learning, emotions, psychology, etc. [18], yielding the ten

dimensions used in this study. Because Wang Haifeng's study focused on Chinese language classrooms, the specific questions of the questionnaire were adjusted, but the dimensions remained consistent with Wang's.

However, there are three flaws in the current research on communicative intention conducted by domestic and international scholars:

(1) There hasn't been much research into teacher factors.

(2) The research subjects are mostly international students, who do not receive targeted guidance.

(3) It focuses on specific factors but lacks a comprehensive system and ignores the characteristics of Chinese university classes and Chinese university students, lacking specific improvement suggestions for class design.

Therefore, based on the classroom teaching situation, this study made corresponding adjustments to the questionnaire that Wang Haifeng had done for Chinese language classroom research according to the characteristics of a university English class and also divided it into 10 dimensions: personality traits, classroom feedback, teaching attitude, emotional care, classroom management, professional quality, activity organisation, teaching aids and tactics, class content, and external appearance, to explore the teacher factors that affect college students' willingness to communicate in a second language. We will investigate the following issues by conducting a questionnaire survey and targeted interviews with English and non-English major students of a particular university in Beijing in the 18th, 19th, and 20th grades: 1. What are the primary factors and specific manifestations of the teacher's influence on students' willingness to communicate in class? Is the impact of teacher factors on the communication willingness of different types of students the same?

This study used questionnaires and interviews to explore the relationship between ten dimensions and second language communication willingness, identify differences, analyse reasons, and propose constructive suggestions for improving university English teaching, increasing classroom effectiveness, and enhancing students' second language communication willingness so that students can participate more actively in second language communication. In terms of classroom management, teachers should clarify the specific requirements of tasks when creating a relaxed and pleasant classroom atmosphere and intervene appropriately in students' classroom performance and behaviour; In terms of teaching aids and tactics, teachers should use teaching media and tools to supplement classroom presentations and appropriately increase or decrease interaction such as questioning based on student characteristics; In terms of activity organisation, output-oriented exercises pose the greatest challenge to students, and teachers must balance the difficulty and set reasonable activity modes and achievement requirements; In terms of content selection, students' learning enthusiasm and communication willingness are most likely to be stimulated by interesting and consistent content that corresponds to their current cognitive levels; In terms of classroom feedback, teachers must provide

corresponding feedback to students' participation, such as answering students' questions seriously, respecting students' different points of view, and properly handling students' grammar errors.

2. Research design

2.1 Research methods

Questionnaire survey, semi-structured interview, statistical analysis

2.2 Research object

Students currently enrolled at a particular technical university in Beijing serve as the research subjects. A total of 287 students, ages 18 to 22, were investigated. Their overall learning interest is strong, and they have more opportunities for second language classroom communication. Among them, there are 170 boys (59%) and 117 girls (41%).

2.3 Data collection and statistics

2.3.1 Survey questionnaire

The questionnaire is divided into two sections: objective questions and subjective questions. We used the teacher factor influence framework and revised and adapted the Wang Haifeng and Zhou Qihong's questionnaire based on teaching practise and expected results, eventually forming ten specific survey items in the questionnaire, totaling 34 questions. The questionnaire scores using the Likert scale with five levels, where "completely disagree" equals 1 point and "completely agree" equals 5 points. In order to collect as much data as possible, the questionnaire is written in Chinese, and students can respond in Chinese.

2.3.2 Interview

The interview selected ten university students from the school based on two criteria: first, they are representative, meaning there is a certain difference in their English proficiency and communication willingness; second, they are able to express themselves in English. The interview is primarily one-on-one in Chinese, with each person interviewing for 20 to 30 minutes, and the entire process is recorded. Afterward, it is manually transcribed to create textual materials. The interview focuses on the results of the questionnaire, further exploring the specific differences and in-depth reasons for the degree of influence of students on different dimensions, as well as the specific opinions and suggestions of students.

2.3.3 Data analysis

The objective data of the survey questionnaire is analysed using SPSS 22.0 statistical software, and data comparison

analysis is performed using exploratory factor analysis and the independent sample t-test method.

3. Research Results and Analysis

3.1 Questionnaire survey results

There were 287 valid questionnaires collected in total. The Cronbach's alpha of the questionnaire is 0.825, which is greater than 0.7, indicating a high level of reliability.

To test the structural validity of the questionnaire, we used the exploratory factor analysis method. The KMO value was 0.811, and the result of the Bartlett sphere test was significant ($\chi^2=4207.882$, $df=561$, $p<0.001$). With 64.484% of the variation explained, the cumulative variance explained rate is greater than 50%. All factor loadings are greater than 0.40, which is considered acceptable. Therefore, the construct validity of the questionnaire is high.

3.1.1 Overall result

This study uses SPSS to describe the overall data. The higher the average, the more influential the independent variables (the ten teacher factors) are on the dependent variables (students' willingness to communicate). From the data in the table below, the author discovered that teaching attitude has the greatest impact on students' communication willingness, while personality traits have the smallest. The difference in the coefficient of variation shows that students have a wide range of attitudes and opinions about personality traits and content selection, indicating that there is a certain bias in their cognition of these two dimensions. See Table 1.

Table 1. Holistic analysis of each factor

	mean value	standard deviation	coefficient of variation
Teaching attitude	4.359	0.729	0.167
Emotional care	4.251	0.757	0.178
Professional quality	4.007	0.771	0.192
Classroom management	3.762	0.540	0.144
Classroom feedback	3.496	0.441	0.126
Teaching method	3.488	0.446	0.128
External appearance	3.431	0.491	0.143
Activity organisation	3.430	0.508	0.148
Content selection	2.734	0.853	0.312
Personality traits	1.920	1.006	0.524

3.1.2 Specific analysis of each dimension

(1) Classroom management.

Classroom management is crucial in subject teaching. Survey results show that students want a relaxed and

pleasant classroom environment while also expecting teachers to have clear expectations. They are unconcerned about whether teachers complete the class content as planned. They also support teachers intervening when students use their phones in class. See Table 2.

Table 2. Analysis of classroom management

Classroom management	sample size	mean value	standard deviation
1. When I am in class, I like 1.3. the relaxed classroom atmosphere.	287	4.58	0.719
1. When I'm in class, I like: 1.2. The teacher's requirements are clear.	287	4.34	0.798
1. When I'm in class, I like: 1.1. The teacher completes the class content according to the plan.	287	3.92	0.897
1. When I'm in class, 1.8. The teacher doesn't intervene when I play with my phone.	287	2.23	0.999
Number of effective cases (in columns)	287		

(2) Teaching aids and tactics.

Teaching aids and tactics are also unavoidable topics of discussion during the teaching process. Data shows that students prefer teachers to explain difficult concepts in Chinese; in comparison, the use of slides for teaching is more accepted by students than chalkboard writing; however, whether it is "teachers talk more, students listen" or "teachers ask questions, students answer", students are not very active. It is suggested that teachers use a variety of teaching aids and tactics to pique the interest of the majority of students. We can also see from Question 4.5 that students' dislike of speaking English and their dislike of the teacher's teaching style are relatively unrelated. See Table 3.

Table 3. Analysis of teaching method

Teaching method	sample size	mean value	standard deviation
1. When I'm in class, I like 1.6. the teacher explains in Chinese.	287	4.01	0.877
1. When I'm in class, I like 1.4. the teacher uses PPT to teach.	287	3.90	0.847
1. When I'm in class, I like 1.5. the teacher writes English on the blackboard.	287	3.74	0.867
2. My preferred way of attending class: 2.2. The teacher speaks more and the students listen.	287	3.69	0.809
2. My preferred way of attending class: 2.3. The teacher asks, and the students answer.	287	3.38	0.884
4. My reason for not wanting to speak English in class is: 4.5.	287	2.21	0.959

I don't like the teacher's teaching method.	
Number of effective cases (in columns)	287

(3) Activity organisation.

Well-organised activities can bring life to the classroom. The survey found that students are currently disinterested in various activities. However, in comparison, they are more interested in relatively simple activities such as reading, English conversation, and playing games; they are most resistant to English performances requiring full display and grammar with high learning difficulty; in addition, students have a high level of fear of difficulty for output-oriented exercises such as writing. See Table 4.

Table 4. Analysis of activity organization

Activity organisation	sample size	mean value	Standard deviation
3. I like studying: 3.3. Reading.	287	3.80	0.827
3. I like studying: 3.2. English conversation.	287	3.77	0.794
2. My preferred way of attending class: 2.5. Playing games.	287	3.66	0.986
2. My preferred way of attending class: 2.1. Class group discussion.	287	3.57	0.943
3. I like studying: 3.5. Listening.	287	3.42	0.982
3. I like studying: 3.4. Writing.	287	3.42	0.912
3. I like studying: 3.1. Grammar.	287	3.39	0.909
2. My preferred way of attending class: 2.4. Acting in English.	287	3.39	0.921
4. The reason why I don't want to speak English in class is: 4.4. The activities organised by the teacher are not interesting.	287	2.44	1.025

(4) Content selection.

According to the overall data, the willingness of students to speak English in class is more influenced by the familiarity with the topic, whereas their level of interest in the topic and whether the classroom content matches their own interests will not have a significant negative impact on their communicative intentions. See Table 5.

Table 5. Analysis of content selection

Content selection	sample size	mean value	standard deviation
4. The reason why I don't want to speak English in class is: 4.3. I am not familiar with the topic.	287	3.32	1.084
4. The reason why I don't want to speak English in class is:	287	2.54	1.046

4.2. I am not interested in the topic.			
4. The reason why I don't want to speak English in class is:			
4.1. I am not interested in the content of this class.	287	2.34	0.958

(5) Personality traits, professional qualities, teaching attitude, emotional care, and external appearance.

The data reflects that teachers' personality traits, professional qualities, teaching attitudes, and emotional care all have a significant impact on students' willingness to communicate, as shown in Table 6; appropriate dress is also a high requirement for students' expectations of teachers, but whether teachers wear makeup or are fashionable has a very specific impact on students' willingness to communicate. See Table 7.

Table 6. Analysis of personality, proficiency, teaching attitude, emotional care

	sample size	mean value	standard deviation
5. I like to communicate with teachers because:			
5.4. The teacher has a good attitude and communicates with me on an equal footing.	287	4.36	0.729
5. I like to communicate with teachers because:			
5.3. Teachers care about me and encourage me.	287	4.25	0.757
5. I like to communicate with teachers because:			
5.1. Teachers can answer my problems.	287	4.01	0.771
4. The reason why I don't want to speak English in class is: 4.7. I don't like the teacher's personality.	287	1.92	1.006

Table 7. Analysis of appearance

	sample size	mean value	standard deviation
6. I like my teacher:			
6.2. Dress appropriately.	287	4.11	0.749
6. I like my teacher:			
6.5. I don't care about my teacher's attire.	287	3.46	1.023
6. I like my teacher:			
6.4. Makeup	287	3.43	0.794
6. I like my teacher:			
6.1. Dressing fashionably.	287	3.37	0.85
6. I like my teacher:			
6.3. Dressing casually.	287	2.79	0.887

(6) Classroom feedback.

Classroom feedback includes teachers' responses to student questions, corrections of student errors, and evaluations of student participation in the classroom process. Classroom feedback has a strong correlation with

the willingness of students to communicate. Students are unanimous in their belief that teachers correcting pronunciation, grammar, and other errors can have a positive effect. Answering students' questions seriously can also be beneficial, and an interruption from a teacher will not affect their willingness to communicate. See Table 8.

Table 8. Analysis of class feedback

Classroom feedback	sample size	mean value	standard deviation
1. When I am in class, I like 1.7. the teacher corrects my pronunciation, grammar, and other mistakes.	287	4.34	0.773
5. I like to communicate with teachers because:			
5.2. The teacher answers my questions seriously.	287	4.22	0.706
4. My reason for not wanting to speak English in class is: 4.6. The teacher often interrupts me when I speak.	287	1.93	1.02

3.2 Interview discussion and suggestions

3.2.1 Classroom management

Previous research has not thoroughly investigated whether teachers intervene when students play with their phones during class. The study found that non-English major students interviewed stated that they need to consult materials during class, so excessive intervention by teachers may leave a negative impression on them, and they believe that leaving a good impression is a prerequisite for communication. Therefore, if students use their phones for legitimate purposes such as taking notes or looking up information but are interrupted by teachers, it will undermine their communication enthusiasm. However, the interviewed students also admitted that playing with phones and doing unrelated things in class is not appropriate behaviour and that bringing up the issue will not affect their willingness to communicate. In this case, teacher intervention is appropriate. Therefore, if teachers find that some students are distracted or playing with their phones during class, they should first find out why they are doing so and then intervene, rather than using a harsh approach to stop them.

3.2.2 Activity organisation

Unlike Wang Haifeng's conclusion that "students are interested in traditional modes but not in new activities such as performance and games" [18], this study found that existing classroom activities, whether traditional or new, do not have a significant promoting effect on students' communicative willingness and that classroom activity organisation and methods need to be improved. It is suggested that teachers should consider the individual differences of students when organising classroom activities, which is consistent with Wang Haifeng's

conclusion. Teachers must consider not only the majority of students but also the individual differences of different students, strike a balance, and be targeted [18]. At the same time, using a comprehensive and detailed system to teach knowledge points can provide students with the greatest sense of gain. Wang Haifeng has also stated in his research that teachers should consider students' implicit needs when designing classroom instruction. What teachers teach must consider what students think and how they think [18]. For example, when organising scenario-based dialogue activities, teachers must consider the personalities of their students and alternately assign extroverted and introverted students to the same group, allowing extroverted students to lead introverted students in expressing their opinions. Teachers must also consider differences in students' abilities, as students with the same level of proficiency are more likely to communicate effectively in the same group, reducing the occurrence of misunderstandings or communication breakdowns.

3.2.3 Content selection

Both the questionnaire and the interview show that the teacher's content selection has an impact on students' willingness to communicate, and unfamiliar topics will weaken students' enthusiasm. As the interviewee said, "I value the fun of the classroom; if the classroom content is interesting, the classroom atmosphere will be more relaxed, and my willingness to speak will increase; on the contrary, if the classroom content is obscure and difficult to understand, I feel depressed and have no desire to speak." Therefore, in the teaching process, multimedia and other means can be used to make the selected content more easily heard and understood. For example, when discussing literary trends, teachers can use online videos that introduce the evolution and characteristics of different literary trends at various stages, allowing students to better understand the content of the class. This conclusion is also similar to that of Hu Yuezhu. He also believes that current scientific technology and media should be fully utilised to assist students in absorbing and understanding new language knowledge through pictures and visibility [20]. No matter how interesting the topic is, students hesitate to speak if they are not familiar with it. "Because I am unfamiliar with it, my speech will definitely be off-topic and may embarrass me, as well as wasting everyone's time," they explained. After selecting a topic, it is suggested that the teacher create a list of thinking questions so that students are familiar with the topic content in advance, thereby improving student participation and activity. It is suggested that teachers should combine students' existing cognitive level and knowledge system, list thinking questions, and allow students to familiarise themselves with the topic ahead of time to increase their participation and activity.

3.2.4 Teaching aids and tactics

Data shows that students' enthusiasm is low, regardless of whether "teachers talk more, students listen" or "teachers ask questions, students answer", and the two different

preferences are evenly matched. Meanwhile, students accept using slides more readily than chalkboard writing. The interview shows that in the process of learning English, students prefer active participation in the classroom over passive interaction such as being asked questions. Regarding whether to use slides for teaching, most students believe that it has an impact, but it is minor.

Teachers can design various classroom and teaching situations that encourage students' active participation, allowing students to actively participate in classroom teaching by considering the specific functions of the situation. For example, teachers can make more contextual comparisons during the process of classroom teaching, such as comparing expression habits and ways of thinking in different cultural backgrounds in English and American literature courses and then tracing back to the historical background of literary works to explain why such differences occur. Such comparisons can help students mobilise their existing knowledge reserves, participate in classroom thinking, and communicate more effectively. Slides play a role in adding to the attraction, and teachers can use them as needed.

3.2.5 Classroom feedback

The sentence is: Data shows that students' willingness to communicate is greatly influenced by classroom feedback. Students unanimously agree that teachers correcting their mistakes in class is extremely beneficial; however, if teachers interrupt their answers, it will undermine students' willingness to communicate and may even lead to a refusal to speak. During the interview, the majority of the students stated that they did not object to the teacher correcting their own problems in the classroom, but if the teacher frequently interrupted the students' speech, it would reduce the students' willingness to communicate: "Teacher interruption will affect their own speech thinking." If a student's answer is incorrect, we recommend that the teacher provide feedback that combines positive and negative feedback, affirming the correct parts with praise, repetition, and positive evaluation and correcting the incorrect parts with multiple methods after the student has answered the question. For example, for mischievous students who deliberately disrupt classroom discipline and provide incorrect answers, teachers can first affirm their courage to express their opinions while also seriously pointing out the damage their answers have caused to the class and issuing warnings; for students who are shy to speak, teachers should use encouraging methods, repeat the problematic parts of their answers multiple times, and guide students to discover and correct the problems themselves.

3.2.6 Characteristic traits

We believe that teachers can maintain their own personalities and provide opportunities for students to understand their own personality traits while remaining concerned. At the same time, focusing on improving classroom efficiency and creating a relaxed classroom atmosphere, as well as taking students' psychology into

account during feedback, is more conducive to forming a good teacher-student relationship and improving communication willingness. Therefore, carefully preparing for class before class and reflecting on and improving one's teaching methods independently after class is the proper teaching attitude that teachers should have.

3.2.7 External instruments

The interviewed students all stated that the appearance of the teacher has no influence on them, and they do not care if the teacher wears makeup. The students unanimously believe that this is the teacher's personal privacy and habit and has nothing to do with themselves. The teacher's knowledge and whether they can learn from them are what they are most concerned with. "I won't pay attention. No matter how the teacher puts on makeup, it won't affect my willingness to communicate. I believe that most students who study seriously still respect the teacher's knowledge the most when interacting with them, rather than their appearance." "I won't pay attention because this is about personal privacy and has nothing to do with me." Therefore, we believe that teachers should not be overly concerned with their appearance and should simply dress appropriately.

3.2.8 Teaching attitude

Survey data shows that teaching attitude is the most influential teacher factor affecting students' communication willingness. The students who accepted the interview tend to have a serious and serious teaching attitude, stating that the teacher should "at least have a serious teaching attitude" and hoping that the teacher can be responsible and serious in giving answers during communication, as well as paying attention to the teaching order of the classroom. The things taught should be evidence-based, and "being too loose is not respectful enough to teaching". This requires teachers to plan lessons in advance and to treat students with seriousness and responsibility. Students will also take the class seriously and become more open to communicating. Therefore, carefully preparing for class before class and reflecting on and improving one's teaching methods independently after class is the proper teaching attitude that teachers should have.

3.2.9 Emotional care

Surveys and interviews show that maintaining a positive and equal teacher-student relationship increases communication willingness. The interviewee stated, "After having deeper conversations with teachers, they will be seen as friends. When seeing friends, they cannot help but express their own ideas." Therefore, we recommend that teachers share their life experiences, career plans, and concerns for students' learning and lives as much as possible during class time and other conditions allow. For example, in a freshman class, the teacher can appropriately discuss their own learning experiences and

insights, whereas when facing third-year students, the focus of care can be more on the future direction after graduation, such as continuing postgraduate study, taking a job, or taking a gap year. This will not only provide various assistance to classmates, but it will also strengthen the emotional bond between teachers and students and increase their willingness to communicate.

3.2.10 Professional competence

According to the data, the importance of professional quality is ranked third. During the interview, most students believed that professional quality was a major consideration among the ten dimensions. Classmates stated that if the teacher speaks intermittently or illogically, it will make students question whether the preparation is adequate, causing obstacles to understanding and difficult communication. Teachers with strong professional abilities give students the impression that they are knowledgeable, which increases their willingness to communicate. Professional quality is one of the most important factors to consider when evaluating teachers, and it has a significant impact on communication willingness. We propose that teachers focus on developing their professional qualities, working hard on language expression, logic, and other aspects, broadening their knowledge, and thus stimulating students' desire for knowledge and improving their communication willingness.

4. Conclusion

Through methods such as survey questionnaires, data analysis, and interviews, we explored the impact of teacher factors on the second language communication willingness of college students and concluded that the teacher factor that has the greatest impact on students' communication willingness is teaching attitude, while personality traits have the smallest. In classroom management, teachers should have good control over the pace of the class to create a relaxed and pleasant classroom environment while also setting clear learning objectives for students. In terms of teaching aids and tactics, teachers can use Chinese to appropriately explain some complex grammar phenomena or rare concepts, use varied teaching tactics to stimulate students' initiative in learning, and use multimedia teaching aids when necessary to have a better-demonstrating effect. When organising classroom activities, teachers must arrange specific activity content according to students' various levels and personality differences, allowing students of the same level to communicate effectively, encouraging active students to lead silent students, and also considering students' output-oriented achievement displays and making corresponding suggestions to promote improvement. As for the selection of teaching content, teachers must combine students' existing knowledge systems, set content difficulty reasonably, and distribute pre-class thinking questions to push students to have a basic understanding of the upcoming content in advance, thereby better stimulating innovative thinking

and expressing ideas. At the same time, teachers must constantly improve their professional literacy, engage in lifelong learning, keep up with the trend of curriculum development, and provide students with innovative, creative, and valuable courses. During the teaching process, teachers should maintain a positive teaching attitude, listen carefully to every student's opinion, and give feedback based on specific situations, providing students with a sense of classroom participation and interaction. Teachers should also maintain positive emotions and a neat appearance, as well as provide consistent emotional comfort and emotional care to students throughout the semester. These conclusions above have some relevance for second language teaching and college classrooms.

In addition, there are some flaws in this study. In terms of research methods, this study adopted a combined approach of quantitative and qualitative research. However, due to time and analytical constraints, interviews and questionnaires only focused on the student perspective, with no comparison to the teacher's perspective, which to some extent affected the external validity of the study. In future research, researchers can use more reasonable research methods such as experiments and stimulus recall at the same time, and the author believes that more accurate conclusions can be obtained.

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