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**Title:** Willingness to Communicate (WTC) in Speaking and Writing: Exploring Croatian University Students' Perceptions of Factors Affecting Their WTC in an EFL Classroom

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## **Abstract**

This dissertation focuses on the concept of willingness to communicate (WTC), defined as “an individual's volitional inclination towards actively engaging in the act of communication in a specific situation” (Kang, 2005). Although WTC was originally conceptualized as a trait-like individual difference variable, it has come to be understood as a dynamic variable dependent on the context of communication. With a growing emphasis on communication as a fundamental part of L2 learning and instruction within the framework of contemporary communicative approaches, WTC has become recognized as a key concept in L2 pedagogy.

The purpose of the dissertation is to explore the factors that university-level English majors perceive as affecting their willingness to communicate (WTC) in both in-class speaking and online writing contexts. This study aims to (a) explore students' perceptions of the factors that influence their willingness to communicate in speaking and writing, (b) discover possible relationships between the students' WTC across the two domains, and (c) determine whether the level of the students' WTC in the two domains changes and, if so, identify the factors that appear to drive that change from the learner perspective.