

Exploring the Relationship of Students' Perceptions of Teacher Immediacy and Self-Motivation on Communicative Willingness among Vietnamese English Majors

Authors: Nguyen Thi Diem Ha*,
Nguyen Vi Thong, Nguyen Quynh
Uyen and Pham Thi Trang Thanh

Affiliation: Yersin University of
Dalat, Lam Dong, Vietnam

Received: 09 December 2024 |
First revision: 09 January 2025 |
Second revision: 24 May 2025 |
Accepted: 30 June 2025

This work is licensed under a



Creative Commons Attribution
4.0 International License

APA citation for this article:
Nguyen, T. D. H., Thong, N. V.,
Uyen, N. Q., & Thanh, P. T. T.
(2025). Exploring the Relationship
between Students' Perceptions of
Teacher Immediacy and Self-
Motivation in Communicative
Willingness among Vietnamese
English Majors. *Journal of
Institutional Research South East
Asia*, 23(2), 110–131.

ABSTRACT

Although teacher immediacy and the Ideal L2 Self have been the subjects of many past works, no article has reported the synchronous influence of students' perceptions of teacher immediacy and Ideal L2 Self on willingness to communicate (WTC) and the predictive role of the former for the latter. To explore this influence through the relationship between the three mentioned constructs, this research analyzed data collected from 80 Vietnamese students majoring in English, using a self-report questionnaire. The results revealed that the students' perceived teacher immediacy directly influenced WTC and indirectly through the Ideal L2 Self mediator. As predictors, students' perceived teacher immediacy and Ideal L2 Self concurrently predicted WTC, accounting for 51.7% of the variance. The findings suggested that high WTC students would likely feel more motivated to learn English due to high levels of teacher immediacy than those with low WTC. Thus, teachers may need to implement parallel WTC-fostering strategies to make immediacy behaviours more effective. Practically, for teachers who want to perform only the most effective teacher immediacy items, an item-reduced scale, easily obtained through a principal component analysis, might be helpful.

Keywords: Motivation, mediating role, teacher immediacy, communicative readiness, English majors

1. Introduction

Effective communication in the target language is one of the primary goals in English teaching and learning as a foreign language (EFL). Obtaining this goal requires the joint effort of both the teacher and the learner. The student should cooperate with the teacher to determine which teaching-learning process best suits both parties and capitalize on every opportunity to communicate in English. The teacher should implement effective teaching strategies to motivate the students and enhance their willingness to communicate (WTC). Many past studies have shown a positive correlation between teacher-related factors and the EFL students' WTC construct (e.g., Alrabai, 2022; Dewaele & Dewaele, 2018; Hsu et al., 2007).

WTC is a learning construct which reflects the readiness of an L2 student "to enter into discourse at a particular time with a specific person or persons, using a L2" (MacIntyre et al., 1998, p. 547). The EFL students in a class vary in WTC level. Some students' levels are so low that they cause students to feel reluctant to take part in classroom activities. Meanwhile, students with high levels of WTC are eager to participate in most communicative events both inside and outside the classroom. The high WTC students have a higher frequency of using the target language and correcting errors. Thus, they gradually obtain better communication skills (MacIntyre et al., 1998).

EFL students carry out their learning activities according to the teacher's teaching strategies. Teaching strategies encompass teacher-related factors that either motivate or demotivate students to study English, depending on their appropriateness. Previous research has highlighted that certain teaching constructs may demotivate students in English learning, including teacher behavior and teaching methods (Kikuchi, 2009), teacher immediacy (Falout et al., 2009), and teacher instructional styles and personality (Quadir, 2021). Meanwhile, a student can also be self-motivated to learn a second or foreign language (L2) by, for example, possessing the Ideal L2 Self – one component of the L2 Motivational Self System (Dörnyei, 2005; Wei & Xu, 2021). Thus, L2 students can gain motivation to learn the target language through their perception of teacher immediacy and their future image as L2 users, namely the Ideal L2 Self. The motivation, in turn, enhances various learning constructs (Christophel, 1990), particularly the WTC in L2 (Alrabai, 2022; Fallah, 2014; Peng, 2007; Yashima, 2020). However, previous research findings were not always consistent. For example, while Fallah (2014) claimed the existence of an indirect effect of teacher immediacy on WTC through learning motivation, Alrabai (2022) asserted no. The latter researcher explained that this inconsistency might be due to the difference in sample size between the two works, but he admitted that "it merits further investigation" (Alrabai, 2022, p.56).

To date, researchers have investigated the relationship between teacher immediacy and the Ideal L2 Self, specifically examining the connections between teacher immediacy and WTC, as well as between the Ideal L2 Self and WTC. No article examined the relationship between teacher immediacy and Ideal L2 Self. Furthermore, there is an unexplored shortage of available reports examining the indirect effect of teacher immediacy on WTC through the mediation of learning motivation, and no work has dealt with the Ideal L2 Self as a mediator. To fill this gap, this study examined the relationship between the students' perceptions of teacher immediacy, the ideal L2 self, and the WTC among Vietnamese undergraduates majoring in English.

2. Literature Review

Willingness to Communicate

Communicative ability is one of the primary goals of any foreign language teaching process, although the required degree of proficiency varies among different educational institutions. Gaining a high level of communicative ability requires students to possess a high degree of linguistic competence and engage in frequent communication (MacIntyre et al., 1998).

Many teachers encounter cases where some students are not very eager to communicate in the target language, despite being proficient in listening, speaking, vocabulary, and grammar. In contrast, some individuals are not enthusiastic about joining a conversation (MacIntyre et al., 1998). The concept of willingness to communicate with students learning a second or foreign language may help to perceive this issue and improve the teaching-learning process. In this regard,

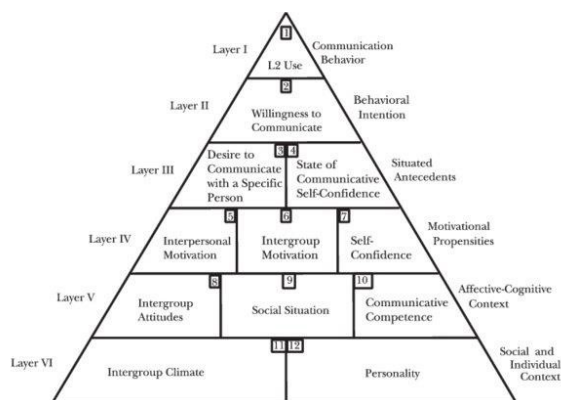


Figure 1: Heuristic Model of Variables Influencing WTC (MacIntyre et al., 1998)

MacIntyre et al. (1998) proposed a layered pyramid (Figure 1) that describes variables affecting WTC. In their proposal, behavioural intention, specifically WTC, is situated in layer II, directly below the L2 learner's communication behaviour, namely L2 use. Meanwhile, WTC is situated above antecedents, motivational propensities, affective-cognitive context, and social and individual context. The stability and enduringness of the affective variables increase from the top to the bottom of the pyramid.

In short, WTC refers to a student's intention to learn a foreign language in order to engage in a communicative exchange in the target language. The WTC level determines whether a student decides to initiate and maintain communication in the learning language when an opportunity arises, assuming the student is free to make this choice (MacIntyre et al., 1998). Each learner possesses a level of WTC, which depends on psychological, social, and linguistic factors. Although many researchers have attempted to understand the factors that affected WTC, their findings have been inconsistent at times. For instance, while Ghonsooly (2012) found self-confidence to be a better predictor of WTC, Aliakbari et al. (2016) emphasized the importance of communicative competence. Past works have shown that high WTC students participate more frequently in L2 communication and make substantial progress in language competence (e.g., Kang, 2005). Social factors encompass not only a crucial classroom atmosphere but also broader environmental influences. Many researchers believe that this learning

construct is crucial for learners to use the target language effectively in communicative exchanges (e.g., Kang, 2005).

Teacher Immediacy and Its Relation to Willingness to Communicate

Based on Mehrabian's (1971) definition of immediacy behaviors as those that result in better psychological and physical closeness with others, Christophel and Gorham (1995) defined teacher immediacy as "nonverbal and verbal behaviors, which reduce psychological and/or physical distance between teachers and students" (p. 292). Verbal immediacy behaviors include, for example, using effective humour, encouraging students to participate in discussions, and praising students' actions or comments. Meanwhile, actions such as smiling, relaxed body gestures, and moving around the classroom are examples of nonverbal immediacy behaviors.

Previous research has shown that teacher immediacy correlates with students' WTC. Gol et al. (2014), for instance, established a positive link between teacher immediacy and students' WTC among Iranian EFL undergraduates, while Hsu et al. (2007) concluded a similar finding in Taiwanese students. Cai (2021) reported the same relationship in his study on Chinese EFL students. Recently, Alrabai (2022) reached a similar conclusion based on research on Saudi EFL learners. Despite this general consistency, the details of past findings lead to confusion. For example, while Hsu (2007) reported a positive relationship between teacher nonverbal immediacy and student WTC, Carrell and Menzel (1999) concluded that the two factors had no significant link. Nevertheless, many authors have shown a positive correlation between teacher immediacy and WTC when employing verbal and nonverbal immediacy as a unique variable (Gol et al., 2014; Sheybani, 2019; Cai, 2021; Alrabai, 2022; Hu & Wang, 2023).

Table 1 presents a summary of the above review.

Table 1: Results of Past Investigations on Teacher Immediacy-WTC Relationship			
Source	Teacher immediacy-WTC correlation		Note
	Yes	No	
Hsu et al. (2007)	x		Only nonverbal immediacy. Predictive role of teacher immediacy reported.
Gol et al. (2014)	x		Predictive role of teacher immediacy reported
Sheybani (2019)	x		
Cai (2021)	x		Predictive role of teacher immediacy reported
Alrabai (2022)	x		Indirect predictive role of teacher immediacy through the mediation of communication confidence reported
Hu and Wang (2023)	x		Predictive role of teacher immediacy reported

Ideal L2 Self and Its Relation to Willingness to Communicate

The Ideal L2 Self is a component of the L2 Motivational Self System (L2MSS), introduced by Dörnyei (2005), consisting of this component and two others the Ought-to L2 Self and the L2 Learning Experience to explain individual differences in the motivation of learning a second or foreign language (L2). The Ideal L2 Self relates to the image of an L2 proficient user that an L2 student aspires to become. The Ought-to L2 Self component concerns learning L2 as an obligation to meet the expectations of those around us. The L2 Learning Experience deals with "situation-specific motives related to the immediate learning environment and experience" (Dörnyei, 2005, p. 106).

Among the three L2MSS components, the Ought-to L2 Self possesses a preventive function (Dörnyei, 2005). The student is motivated to learn L2 by external pressure, such as avoiding exam failure or negative evaluation by relatives or friends. Although many studies have shown this component to be linked to students’ intended effort to study English, they reported that this correlation was weak (e.g., Taguchi et al., 2009). Meanwhile, the L2 Learning Experience component relates to an L2 learner’s feelings about the learning environment, especially the social connection with the teachers and classmates. This student-teacher link seems to be influenced by the verbal and nonverbal teacher immediacy, one of the three factors in the present research. Thus, the current work employed only the Ideal L2 Self as a self-motivated agent.

As the Ideal L2 Self involves the image of an L2 competent person the student aspires to be, this component reflects the student’s goals in L2 learning and thus creates an impetus to bridge the gap between the present and desired linguistic proficiency. Together, these generate L2 learning motivation (Dörnyei, 2005). Attracted by this type of motivation, many researchers have investigated the relationship between the Ideal L2 Self and WTC among EFL students in several contexts. Teimouri (2017) employed factor analysis, partial correlational analysis, and multiple regression analysis to investigate the relationship between L2MSS, classroom enjoyment, classroom anxiety, shyness, and WTC among 524 Iranian EFL learners. The result showed that the ideal L2 self was a predictor of WTC, and the Ought-to L2 Self did not play a similar predictive role. While both components predicted classroom enjoyment, only the Ought-to L2 Self predicted anxiety and shyness. Teimouri reasoned that students with high Ideal L2 Self could recognize and avoid possible negative impacts. The relationship between the Ideal L2 Self and WTC was the primary focus of a study conducted by Bursalı and Öz (2017) on 56 Turkish undergraduates majoring in English Language. The two authors used MacIntyre et al. (2001)’s Willingness to Communicate in the Classroom Scale, which consists of four subscales: reading, writing, speaking, and comprehension. Their finding showed positive correlations between the Ideal L2 Self and all four WTC subscales with moderate strength. A positive correlation between the Ideal L2 Self and the speaking WTC was also reported among EFL students in Japan (Munezane, 2013), Iran (Ghanizadeh et al., 2016), Turkey (Sak, 2020), China (Wei & Xu, 2021; Farahan et al., 2023), and Ethiopia (Welesilassie & Nikolov, 2024).

Table 2 summarizes the results of cited studies on the Ideal L2 Self-WTC relationship.

Table 2: Results of Past Investigations on Ideal L2 Self-WTC Relationship			
Source	Ideal L2 Self-WTC correlation		Note
	Yes	No	
Munezane (2013)	x		Predictive role of Ideal L2 Self reported
Ghanizadeh et al. (2016)	x		
Teimouri (2017)	x		Predictive role of Ideal L2 Self reported
Bursalı and Öz (2017)	x		
Sak (2020)	x		Predictive role of Ideal L2 Self reported
Wei and Xu (2021)	x		
Farahan et al. (2023)	x		Predictive role of Ideal L2 Self reported
Welesilassie and Nikolov (2024)	x		Predictive role of Ideal L2 Self only for WTC inside the classroom

The Indirect Effect of Teacher Immediacy on Willingness to Communicate through Motivation

This study identified only two available articles that investigate the mediating role of learning motivation in the influence of teacher immediacy on WTC. One of them concluded that the existence of this indirect path was possible, whereas the other did not. The two papers differed in several factors, particularly in the scale measures of teacher immediacy, learning motivation, and WTC. Table 3 shows more details on this issue.

Table 3: The Indirect Effect of Teacher Immediacy on WTC via Motivation

Source	Conclusion		Learning context	Sample size	Scale Measures		
	Yes	No			Teacher immediacy	Motivation	WTC
Fallah (2014)	x		Iranian	252	Gorham (1988) for verbal, Richmond et al. (1987) for nonverbal	Gardner (1985)	McCroskey (1992)
Alrabai (2022)		x	Saudi	412	Gorham (1988) for verbal, McCroskey et al. (1996) for nonverbal	Christophel's (1990) State Motivation <i>plus</i> Yashima's (2002) Motivational Intensity	Khajavy et al. (2016)

Research Questions

As mentioned above, there is a contradiction in the conclusions of Alrabai (2022) and Fallah (2014) regarding the presence or absence of an indirect effect of teacher immediacy on WTC through motivation. Although Alrabai (2022) attributed the differences to the varying sample sizes, Table 3 reveals that the two works had numerous differences, including learning contexts, participant populations, and instruments. Thus, this study revisited the indirect path but employed a different learning context, sample size, and scale measures compared to the two aforementioned investigations. Namely, the present work explored the mediating role of the Ideal L2 Self in the influence of teacher immediacy on WTC.

Although the predictor-response relationships of teacher immediacy on the WTC (Table 1) and the Ideal L2 Self on WTC (Table 2) have been well-established in many published articles, there is no available report dealing with the direct impact of teacher immediacy on Ideal L2 Self. Assuming such a link exists, a mediating role of the Ideal L2 Self is possible. Namely, aside from a direct influence, teacher immediacy has the potential to indirectly influence WTC via Ideal L2, as hypothesised in Figure 2.

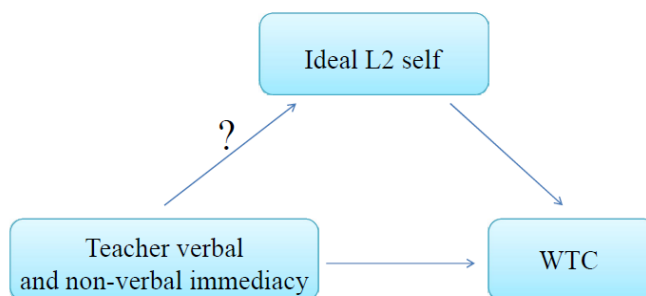


Figure 2. Conceptual framework

As the purposes of this study are to investigate the relationship between Vietnamese English majors' perceptions of teacher immediacy, Ideal L2 Self, and WTC, it addresses the following research questions:

1. What are Vietnamese English majors' perceptions of teacher immediacy, Ideal L2 Self, and WTC?
2. Do teacher immediacy, Ideal L2 Self, and WTC correlate in pairs?
3. Do teacher immediacy and Ideal L2 Self predict WTC? Does teacher immediacy predict the Ideal L2 Self?
4. Does teacher immediacy indirectly influence WTC through the mediation of the Ideal L2 Self, besides a direct effect?

3. Methodology

Research Design

The present study employed a descriptive and inferential quantitative research design, using an adapted questionnaire to collect data on students' perceived teacher immediacy, ideal L2 self, and willingness to communicate among Vietnamese English majors. These data were necessary to investigate the relationship between these three factors. The study then discusses its findings, referencing previous works.

Participants

The participants voluntarily joined the present study through a non-probabilistic convenience sampling method. They were students majoring in English Language at a university in Central Vietnam. To obtain an acceptable sample size of participants with relatively similar WTC levels among the entire population of English majors at the Faculty of Foreign Languages and Oriental Studies of the university, the researchers selected second- and third-year students as potential participants for this research. Regarding experience in teacher immediacy, these students had already gained experience working with many English language teachers and could clearly perceive what teacher immediacy behaviors motivated them to learn English. Moreover, the teachers in charge of many of their courses, such as English Grammar, English Pronunciation Practice, Linguistics, Listening, Speaking, Reading, and Writing, were the same. Upon invitation, 80 of the 98 students, including 41 second-year students (51.2%) and 39 third-year students (48.8%), agreed to participate in this study. Among these students, 20 were males (25%) and 60 were females (75%).

Instruments

The present work utilized a self-report questionnaire comprising the following three scales. Teacher reflections were another source of information on the students' use of English inside the classroom. For each statement in the self-report questionnaire, participants chose one of five options, ranging from 5 (strongly agree) to 1 (strongly disagree). Analysis using Cronbach's alpha revealed that the entire questionnaire achieved an acceptable scale reliability of $\alpha = 0.926$.

Teacher Immediacy Scale: The present work used a teacher immediacy scale adopted from the Verbal and Nonverbal Immediacy Questionnaire developed by Gorham (1988). Gorham's validated scale, which is based on Western culture, has already been used by many researchers with some adaptations depending on the target learning contexts, including most of those mentioned in the Literature Review section above (e.g., Alrabai, 2022; Cai, 2021). As some original items are ambiguous and unreliable, such as "touches students in class" (Titsworth & Smith, 2005), this study did not employ such items. As a result, the employed questionnaire consisted of eleven items measuring verbal immediacy and six items measuring nonverbal immediacy (Appendix A). In this research, Cronbach's alpha performance yielded a value of $\alpha = 0.843$, indicating satisfactory scale reliability for the used scale.

Ideal L2 Self scale: This research used a scale of eight statements (Appendix B). These statements were from the work of Taguchi et al. (2009), which is an authentic scale for investigating the Ideal L2 Self. Taguchi et al. (2009) have effectively utilized their scale in various contexts, including those in Asia, such as Japan and China. In this study, an α -value of 0.904 indicated that the adapted scale achieved acceptable reliability.

Willingness to Communicate Scale: The current study employed an adapted version of the WTC in a Foreign Language Scale (WTC-FLS), developed and validated by Baghaei (2011) and further adapted by Ha et al. (2023) (Appendix C). To our knowledge, there have been very few published articles investigating the WTC among Vietnamese EFL students. Under such circumstances, the authors of this research chose the mentioned scale since it fits the Vietnamese context. The authors also received positive feedback beforehand from six selected students who were asked to provide their opinions on the length of the scale and their understanding of the statements. In this research, the adapted scale, consisting of thirteen items measuring willingness to communicate, demonstrated good reliability, with an α of 0.891.

Data Collection and Analysis

The participants gathered in a classroom, and the authors of this study briefly informed the students about the research and answered their related questions. The authors also assured them that their responses were used only for research purposes. After reconfirming the participants' voluntariness, the researchers delivered the questionnaire sheet. The students then answered the research questionnaire in a classroom with no time limitations.

This work conducted the necessary analyses, including descriptive statistics, Cronbach's alpha scale reliability, Pearson's correlation, simple and multiple regressions, the Sobel test, the PROCESS Procedure for mediation, one-way ANOVA for significant differences, and principal component analysis (PCA) for dimension reduction.

4. Results

Perceived Teacher Immediacy, Ideal L2 Self, and Willingness to Communicate

The present study first calculated the participants' responses using descriptive statistics to obtain the answer to RQ-1 and the input data for further analysis. Table 4 shows the result of this calculation.

Table 4: Questionnaire Responses of the Three Scales Involved^a

	Minimum	Maximum	M ^a	SD	Agree and Strongly agree responses (%)
Teacher immediacy	3.24	5.00	4.26	.39	78.7
Ideal L2 Self	1.00	5.00	3.75	.76	43.7
WTC	2.15	5.00	3.88	.55	47.5

^aN=80; 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree.

As seen in Table 4, the mean values of the responses to the teacher immediacy, the Ideal L2 Self, and WTC were almost in a range considered a positive response on a five-point Likert scale. Teacher immediacy received the highest mean and percentage of Agree and Strongly Agree responses, 4.26 and 78.7%, respectively.

Relationship between Teacher Immediacy, Ideal L2 Self, and Willingness to Communicate

For the answer to RQ-2, the study then conducted a Pearson correlation test. Table 5 lists the correlations found in this work.

As shown in Table 5, correlations existed between the students' perceptions of each pair of teacher immediacy, Ideal L2 Self, and WTC, with a coefficient of 0.313, 0.596, and 0.583, respectively. The strength of these correlations was almost moderate, and all these relationships were positive. Therefore, increases in one factor will likely cause an increase in its counterpart.

Table 5: Results of Pearson's Analysis^a

	Teacher Immediacy ^a	Ideal L2 Self ^a	WTC
Teacher Immediacy	1		
Ideal L2 Self	.313 (.005) ^b	1	
WTC	.583 (.000) ^b	.596 (.000) ^b	1

^a. Coefficient (*p*-value)

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

Table 6: Results of Linear Regression Analysis^a

Entry	Dependent variable		B	Std. Error	Adjusted R Square	<i>p</i> -Value	VIF
1	WTC	Constant	0.401				
		Teacher immediacy ^b	0.817	0.583	0.331	0.000	1.000
2	Ideal L2 Self	Constant	1.189				
		Teacher immediacy ^b	0.601	0.313	0.087	0.005	1.000
3	WTC	Constant	2.249				
		Ideal L2 Self ^b	0.436	0.596	0.347	0.000	1.109
4	WTC	Constant	0.401				
		Teacher immediacy ^b	0.616	0.115	0.517	0.000	1.109
		Ideal L2 Self ^b	0.335	0.060			

^a Enter method

^b Predictor

In search of the answer to RQ-3 and the necessary input data for the Sobel test (Sobel, 1982), the present investigation performed a linear regression using the enter method. The results showed that teacher immediacy and Ideal L2 Self predicted WTC (Entries 1 and 3, Table 6). In particular, teacher immediacy was found to predict the Ideal L2 Self (Entry 2, Table 6). Teacher immediacy and Ideal L2

Self also concurrently predicted WTC, accounting for a variance of 51.7% (Entry 4, Table 6). The regression analysis was valid, as all p-values were well below 0.05, and the VIF values were significantly less than five, indicating no multicollinearity among the variables.

The Mediating Role of the Ideal L2 Self

Loading the input data, specifically the B-value and its standard error for each path, from Table 6 in the conceptual framework (Figure 2), resulted in the outline shown in Figure 3. The Sobel test was then calculated using a web-based calculator (for example, Preacher & Leonardelli, n.d.).

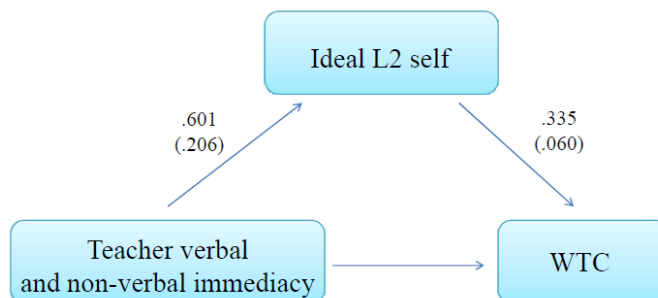


Figure 3. Model for the Sobel test

The PROCESS Procedure, developed by Preacher and Hayes (2004), is a powerful tool for mediation tests in the natural and social sciences, as it can be applied to a variety of sample sizes (e.g., Lijuan & Hallinger, 2016; Abu-Bader & Jones, 2021). This work conducted the PROCESS Procedure analysis on PROCESS v4.2 by Andrew F. Hayes, employing Model 4 of the version for standardized effects. The results of the Sobel test and PROCESS performance are shown in Table 7.

Table 7: Results of the Analysis of the Mediating Role of Ideal L2 Self

Tool	Total effect of X ^a on Y ^a	Direct effect of X on Y	Indirect effect of X on Y via M ^a
PROCESS Procedure	0.8170	0.6159	0.2012
Sobel test ^b			0.201335

^aX: Teacher immediacy, Y: WTC, M: Ideal L2 Self

^bp-Value = 0.00971681, test statistic 2.58574746, and standard error 0.07786337

As presented in Table 7, both measurements showed almost the same point effect for the Ideal L2 Self as a mediator, 0.2012. Since the Sobel test does not account for the total and direct effects, a similar comparison of these values was not possible.

The ANOVA Analysis for Year, Order, and Gender

Since the participants of this study included second and third-year students, the relative similarity of their levels towards teacher immediacy, Ideal L2 Self, and WTC might be questionable. To look for a clear answer, the authors conducted an ANOVA test. As a result, the one-way ANOVA analysis revealed no significant difference between second- and third-year students, or between males and females, in their perceptions of teacher immediacy, Ideal L2 Self, and WTC, with all p-values greater than 0.05 (Table 8).

Table 8: One-way ANOVA Test Results

Dependent variable	Factor	Sum of Squares	df	Mean Square	F	p-value
Year order	Teacher immediacy	.244	1	.244	1.578	.213
Year order	Ideal L2 Self	.005	1	.005	.008	.927
Year order	WTC	.004	1	.004	.012	.914

^a Between Groups

Factor Reduction for Teacher Immediacy Scale

As principal component analysis (PCA) reduces the number of scale items while maintaining the scale's function, the present work employed this technique for the Teacher Immediacy Scale. The performance was to make the scale more practicable by gathering information for concerned teachers to focus on the most effective items. The PCA analysis result (Table 9) showed that the remaining four principal items, which accounted for 69.077% of the variance, were distributed across two components. The item reduction was valid, with a p-value of Bartlett's Test = $0.000 < 0.05$ and a factor loading > 0.5 . A variance threshold for PCA analysis is typically 70 to 90%, but depending on the dataset's context, this limit can be lower or higher (Hartmann et al., 2023). In social science research, the extracted factors usually explain only 50% to 60% (OARC Stats, n.d.). Thus, the explained variance in this study is acceptable.

Pearson's correlation and stepwise regression (Appendix D) revealed that the PCA-teacher immediacy could play a similar role to the adapted scale in relation to the Ideal L2 Self and WTC. Sobel test and PROCESS Procedure also confirmed that the PCA-teacher immediacy directly influenced the WTC and indirectly through the Ideal L2 Self (Appendix E).

Table 9. Results of Item Reduction for the Used Teacher Immediacy Scale

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy.		.594	
Approx. Chi-Square		26.397	
Bartlett's Test of Sphericity		df	
		6	
p-Value		.000	
Items	Statement:	Factor loading	
		Component 1	Component 2
Verbal-7	I am motivated to learn English when my English teacher... refers to "our" class or what "we" are doing.	.848	
Verbal-2	gets into discussions based on something a student brings up, even when this doesn't seem to be part of his/her lecture plan.	.824	
Verbal-8	asks how students feel about an assignment, its due date, or a discussion topic.		.835
Nonverbal-5	has a very relaxed body position while talking to the class.		.802

Note: Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
 Cumulative variance explained: 69.077%

5. Discussion

Vietnamese English Majors' Perceptions of Teacher Immediacy, Ideal L2 Self, and WTC

In response to RQ-1, the mean of students' perceptions of teacher immediacy and the percentage of 'Agree' and 'Strongly Agree' answers were high compared to those of the ideal L2 self and WTC inside the classroom. These values might imply that most participants believed they would be motivated to some extent by teacher immediacy regardless of their Ideal L2 Self and WTC. This result partly supports the finding of Frymier (1993), who examined the influence of teacher immediacy on students' self-report motivation and noted that the students responded differently to teacher immediacy. According to Frymier (1993), exposure to a highly immediate teacher caused low- or moderately motivated students to increase their motivation. Meanwhile, students with high motivation would keep it unchanged regardless of the level of teacher immediacy exposed.

Teacher Immediacy-WTC, Ideal L2 Self-WTC, and Teacher Immediacy-Ideal L2 Self Correlation

Regarding RQ-2, the positive correlations between teacher immediacy and WTC, as well as between Ideal L2 Self and WTC, found in the present study, affirm the findings of many previous works, as presented in Table 1. It is worth noting that the current work asked the students to rate their learning motivation created by teacher immediacy behaviours. Therefore, the positive correlation between teacher immediacy and the WTC suggests that students with higher WTC scores will likely feel more motivated to learn English from a highly immediate teacher. That means high levels of teacher immediacy might function as a means of enhancing student motivation to study English to varying extents depending on the level of WTC. Thus, parallel WTC-fostering classroom activities seem indispensable for a better effect of practicing teacher immediacy behaviours, which partly contributes to effective teaching. Previous findings support the current discovery. Min and Chon (2020) found that students' perceptions of the teacher's motivational strategies depend on their language proficiency, and those with low proficiency did not value their teacher's efforts.

The present positive correlation between students' perceptions of teacher immediacy and the Ideal L2 Self is the first reported case. Many previous studies have also reported similar positive correlations between teacher motivation and student outcomes. However, they used different motivation measures, not Ideal L2 Self (Liu, 2021). Nevertheless, although the types of motivation measurement are different, the positive correlation between teacher immediacy and learning motivation leads to similar implications. For example, Christophel (1990) employed a state motivation scale and claimed that teacher immediacy might modify motivation, leading to increased learning.

The Predictive Role of Teacher Immediacy and Ideal L2 Self for WTC

In response to RQ-3, the predictive role of teacher immediacy and the Ideal L2 Self for WTC is not a discovery. Several previous studies have reported similar findings (see Table 1). The predictor–response relationship between Ideal L2 Self and WTC appears to be “natural” since both factors are intrapersonal, and students with high Ideal L2 Self are inclined to enter communicative opportunities enthusiastically. The motivation of the Ideal L2 Self, employed in this study, is the image of a fluent L2 user that the student wants to be in the future. Therefore, gaining more motivation would likely enhance WTC. A similar relationship between teacher immediacy and WTC may exist because highly immediate teachers help increase students' WTC by, for instance, delivering enjoyable courses

(Dewaele & Dewaele, 2018) and creating positive teacher-student rapport (Cai, 2021; Song et al., 2022).

This study uncovered that teacher immediacy was a predictor of Ideal L2 Self, and these two factors also synchronously predicted WTC. These findings have not been reported in other works. It helped strengthen the conceptual hypothesis featured in Figure 1. This finding is consistent with past studies concluding that the teacher can help increase students' WTC by, for instance, enjoyable course delivering (Dewaele & Dewaele, 2018), creating positive teacher-student rapport (Cai, 2021; Song et al., 2022), and teachers' verbal and nonverbal behaviours (Sheybani, 2019).

The Mediation of Ideal L2 Self

Concerning RQ-4, as a new finding, the current study found that students' perceptions of teacher immediacy, besides directly affecting WTC, also indirectly affected it via the mediation of the Ideal L2 Self. This finding is consistent with Fallah's (2014) result but inconsistent with Alrabai's (2022) findings. The reason for that remains unknown. Since this study and the two others by Fallah (2014) and Alrabai (2022) differed in learning context, sample size, and scale measures of teacher immediacy, learning motivation, and WTC, we cannot attribute the differences to these factors. Perhaps more investigations on this issue are necessary.

The Pedagogical Implication of the PCA-Teacher Immediacy Scale

The findings of this study showed that teacher immediacy practice helped motivate students to learn English and might enhance their self-motivation and communicative willingness. Moreover, the last but not least valuable point deserving a discussion is the possibility of reducing the items on the teacher immediacy scale by a principal component analysis (PCA). The PCA results of this work may indicate that the teacher can still foster students' motivation and WTC by practicing only a few behaviours most desired by their students. In this study, the students felt they were motivated to learn English when the teacher “refers to “our” class or what “we” are doing”, “gets into discussions based on something a student brings up even when this doesn't seem to be part of his/her lecture plan”, “asks how students feel about an assignment, due date or discussion topic”, and “has a very relaxed body position while talking to the class.” The present findings support the claim of previous studies that teacher immediacy is a component of effective teaching (e.g., Sheybani, 2019). That means effective teacher immediacy behaviours appear to be indispensable for the benefit of their students. It is worth noting that enhancing motivation leads to improvements not only in WTC but also in other learning constructs, as motivation encourages L2 students to exert and sustain effort in learning (Dörnyei, 2005).

The findings of the present investigation suggest that teachers can enhance students' WTC by effectively performing immediacy behaviors alone or in combination with strategies that foster learning motivation, such as those reported by Gudu and Jesse (2023), Kouraichi and Lesznyák (2022), and Radil et al. (2023). This suggestion may be worthy of consideration, especially for teachers working with Vietnamese students and possibly others from a Confucian heritage culture, in which students may unintentionally inherit, to some extent, a learning mode characterized by passivity, uncritical thinking, and reproduction (Biggs, 1998; Thompson, 2009). In the Vietnamese teaching-learning context, teachers still play a ‘centered role’ to some extent (Ha, 2020). Practicing teacher immediacy behaviors, even on the PCA scale, allows the teacher to create an enjoyable learning atmosphere by enhancing the teacher-student relationship and reducing the psychological distance

between the teacher and students. An enjoyable classroom, in turn, helps the teacher succeed in implementing other effective teaching strategies.

6. Limitations

This study has some limitations. The self-report questionnaire might result in possible response bias. Meanwhile, convenience sampling within a university might have its inevitable weak point of being unable to represent a broader Vietnamese learning context. The relatively small sample size is also a concern. However, the participants of this work were university students majoring in the English language. As not many English majors enter the faculty each year, addressing this issue proved challenging. Finally, the non-equivalent numbers of males and females might lead to a less valuable result of a significant difference test between the two groups. Future research in this direction is worthwhile, for example, by using other variables instead of WTC and a questionnaire that encompasses classroom observation or a longitudinal design to gain a more comprehensive picture.

7. Recommendations

Students of the same language course possess individual differences. They have diverse views on the target language, motivation, and personality. To select an appropriate teaching method, foreign language teachers should investigate many variables that might influence the learning-teaching process. The findings of this study suggest that self-report measures of students' perceptions of teacher immediacy, Ideal L2 Self, and communicative readiness may be helpful for teachers to obtain students' responses towards these factors. These values, together with the association among the three variables, may help the teacher identify, for example, some crucial verbal and nonverbal immediacy behaviors that are necessary for effective teaching as a motivational strategy. Min and Chon (2020) asserted that teachers' implementation of motivational strategies will support students to achieve their language professional goals. Pogue and Ahyun (2006) pointed out that the good practice of teacher immediacy created a better teacher-student relationship, resulting in more effective interpersonal interaction and affecting students' eagerness to learn. As shown in the Results section of this study, a simple PCA analysis allowed the teacher to identify which items of teacher immediacy are most effective in enhancing the student's self-motivation and WTC. Thus, the PCA teacher immediacy scale is helpful for teachers who are short of time or want to concentrate only on the main items. In this study, the PCA item-reduced teacher immediacy scale had three verbal and one non-verbal item. However, it is worth noting that other cases may yield different results from those of this study, except in cases of coincidence. Then, there are two points worth noting. Firstly, in social science research, the extracted factors usually explain only 50% to 60% (OARC Stats, n.d.). Therefore, if the PCA-teacher immediacy scale explains 50% or more of the variance, it may be effective. Secondly, teachers may need to implement parallel strategies that foster students' WTC and learning motivation, such as those suggested in Radil et al. (2023), to make immediacy behaviors more effective. For its simplicity and helpfulness, the authors of this study recommend this procedure to teachers interested in employing teacher immediacy to enhance their students' motivation and communicative willingness to learn L2.

8. Conclusion

The present research examined students' perceptions of teacher immediacy, the Ideal L2 Self component of the L2 Motivational Self System, and communicative willingness among Vietnamese students majoring in English. It showed the relatively high means of the three involved factors and the

positive correlation of each pair among the three factors. The research then reported the predictive role of students' perceptions of teacher immediacy and the Ideal L2 Self in relation to the WTC construct. It also concluded that the Ideal L2 Self was a mediator in the influence of students' perceptions of teacher immediacy on WTC.

The findings of the present work indicated some pedagogical implications. Teachers can perform appropriate verbal and nonverbal immediacy behaviours to enhance their students' motivation and WTC. As high WTC students will probably feel more motivated to learn English by high levels of teacher immediacy than low WTC ones, teachers may need to implement parallel WTC-fostering strategies to make immediacy behaviours more effective. Although this study had several limitations, such as those related to its sample size and sampling, it provides a means for obtaining information on teacher immediacy to inform effective teaching practices. Future research in this direction may need to consider a broader subject, such as EFL students majoring in different disciplines from English Language and other factors, rather than focusing solely on the Ideal L2 Self and WTC.

References

- Abu-Bader, S., & Jones, T. V. (2021). Statistical mediation analysis using the Sobel test and Hayes SPSS Process Macro. *International Journal of Quantitative and Qualitative Research Methods*, 9(1), 42-61.
- Aliakbari, M., Kamangar, M., & Khany, R. (2016). Willingness to communicate in English among Iranian EFL students. *English Language Teaching*, 9(5), 33-45. <https://doi.org/10.5539/elt.v9n5p33>
- Alrabai, F. (2022). Teacher communication and learner willingness to communicate in English as a foreign language: a structural equation modeling approach. *Saudi Journal of Language Studies*, 2(2), 45-67. <https://doi.org/10.1108/SJLS-03-2022-0043>
- Baghaei, P. (2011). *Validation of a multidimensional scale of willingness to communicate*. Paper presented at the Meeting of the Methodology and Evaluation Section of the German Association of Psychology. Sep 21-23, Bamberg, Germany.
- Biggs, J. (1998). Learning from the Confucian heritage: so size doesn't matter? *International Journal of Education Research*, 29, 723-738.
- Bursalı, N., & Öz, H. (2017). The relationship between the ideal L2 self and willingness to communicate inside the classroom. *The International Journal of Higher Education*, 6, 229-239. <https://doi.org/10.5430/ijhe.v6n4p229>
- Cai, M. (2021). The predictability of Chinese English as a foreign language students' willingness to communicate through teachers' immediacy and teacher-student rapport. *Frontiers in Psychology*, 12, 769424. <https://doi.org/10.3389/fpsyg.2021.769424>
- Carrell, L. J., & Menzel, K. E. (1999). The Impact of Gender and Immediacy on Willingness to Talk and Perceived Learning. *Communication Education*, 48(1), 31-40. <https://doi.org/10.1080/03634529909379150>
- Christophel, D. M. (1990). The relationships among teacher immediacy behaviors, student motivation, and learning. *Commun. Educ.*, 39(4), 323-340. <https://doi.org/10.1080/03634529009378813>
- 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.
- Dewaele, J.-M., & Dewaele, L. (2018). Learner-internal and learner-external predictors of willingness to communicate in the FL classroom. *Journal of the European Second Language Association*, 2(1), 24-37. <https://doi.org/10.22599/jesla.37>
- Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Fallah, N. (2014). Willingness to communicate in English, communication self-confidence, motivation, shyness and teacher immediacy among Iranian English-major undergraduates: A structural equation modelling approach. *Learning and Individual Differences*, 30, 140-147. <https://doi.org/10.1016/j.lindif.2013.12.006>

- Falout, J., Elwood, J. & Hood, M. (2009). Demotivation: Affective states and learning outcomes. *System*, 37(3), 403-417. <https://doi.org/10.1016/j.system.2009.03.004>
- Farahan, A. K., Rezaee, A. A., & Wei, W. (2023). The relationship between L2 motivational self-system and willingness to communicate: The mediating effect of L2 anxiety in the Chinese EFL context. *International Journal of Research in English Education*, 8(2), 14-29.
- Frymier, A. B. (1993). The Impact of Teacher Immediacy on Students' Motivation: Is It the Same for All Students? *Communication Quarterly*, 41(4), 454-464. <https://doi.org/10.1080/01463379309369905>
- Gardner, R. C. (1985). *Social psychology and second language learning: The roles of attitudes and motivation*. Edward Arnold.
- Ghanizadeh, A., Eishabadi, N., & Rostami, S. (2016). Motivational dimension of willingness to communicate in L2: The impacts of criterion measure, ideal L2 self, family influence, and attitude to L2 culture. *Int. J. Res. Stud. Educ.*, 15, 13-24. <http://dx.doi.org/10.5861/ijrse.2015.12618>
- Ghonsooly, B., Khajavy, G.H., & Asadpour, S. F. (2012). Willingness to communicate in English among Iranian non-English major university students. *Journal of Language and Social Psychology*, 31, 197-211. <http://dx.doi.org/10.1177/0261927X12438538>
- Gorham, J. (1988). The Relationship between Verbal Teacher Immediacy Behaviors and Student Learning. *Communication Education*, 37(1), 40-53.
- Gol, M., Zand-Moghadam, A., & Karrabi, M. (2014). The construct of willingness to communicate and its relationship with EFL learners' perceived verbal and nonverbal teacher immediacy. *Issues in Language Teaching*, 3(1), 135-160.
- Gudu, B. O., & Jesse, N. W. (2023). Teaching methods and strategies on learners' motivation in English language lectures in higher education in Kenya. *American Journal of Education and Practice*, 7(1), 36 - 60. <https://doi.org/10.47672/ajep.1344>
- Ha, N. T. D. (2020). The Salient Learning Traits of Vietnamese Undergraduate Students: Any Changes? *Asian Journal of Research in Education and Social Sciences*, 2(3), 72-82.
- Ha, N. T. D., Uyen, N.Q., Nguyen, N. T. H., & Trang, N. H. T. (2023). Exploring the use of emotional intelligence subcomponents as predictors of intrinsic motivation and willingness to communicate: The case of Vietnamese FLL undergraduates. *Journal of Institutional Research South East Asia*, 21(1), 50-69.
- Hartmann, K., Krois, J., Rudolph, A. (2023). *Statistics and Geodata Analysis using R (SOGA-R)*. Department of Earth Sciences, Freie Universität Berlin.
- Hsu, Li-I., Watson, T., Lin, C.H. & Ho, T.C. (2007). Explorations in teachers' nonverbal immediacy behaviors and students' willingness to talk in English. *English Teaching & Learning*, 31(3), 1-27.
- Hu, L., & Wang, Y. (2023). The Predicting Role of EFL Teachers' Immediacy Behaviors in Students' Willingness to Communicate and Academic Engagement. *BMC Psychol*, 11, Article 318. <https://doi.org/10.1186/s40359-023-01378-x>

- 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, B., Hosseini, A., & Choi, C. W. (2016). Willingness to communicate in English: A microsystem model in the Iranian EFL classroom context. *TESOL Quarterly*, 50(1), 154-180. <https://doi.org/10.1002/tesq.204>
- Kikuchi, K. (2009). Listening to our learners' voice: What demotivates Japanese high school students? *Language Teaching Research*, 13(4), 453-471. <https://doi.org/10.1177/1362168809341520>
- Kouraichi, B., & Lesznyák, M. (2022). Teachers' use of motivational strategies in the EFL classroom: A study of Hungarian high schools. *Anglica. An International Journal of English Studies*, 31(2), 147-168. <https://doi.org/10.7311/0860-5734.31.2.08>
- Lijuan, D. L., & Hallinger, D. P. (2016). Communication as a mediator between principal leadership and teacher professional learning in Hong Kong primary schools. *International Journal of Educational Reform*. <https://doi.org/10.1177/105678791602500205>
- Liu, W. (2021). Does teacher immediacy affect Students? A systematic review of the association between teacher verbal and non-verbal immediacy and student motivation. *Frontiers in Psychology*, 12, 713978. <https://doi.org/10.3389/fpsyg.2021.713978>
- MacIntyre, P. D., Clement, R., Dornyei, Z., & Noels, K. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545-562. <https://doi.org/10.1111/j.1540-4781.1998.tb05543.x>
- McCroskey, J. C. (1992). Reliability and Validity of the Willingness to Communicate Scale. *Communication Quarterly*, 40, 16-25.
- McCroskey, J. C., Fayer, J. M., Richmond, V. P., Sallinen, A., & Barraclough, R.A. (1996). A multicultural examination of the relationship between nonverbal immediacy and affective learning. *Communication Quarterly*, 44(3), 297-307.
- Mehrabian, A. (1971). *Silent messages*. Wadsworth.
- Min, M. H., & Chon., Y. V. (2020). Teacher motivational strategies for EFL learners: For better or worse. *RELC Journal*, 52(3), 557-573. <https://doi.org/10.1177/0033688219900812>
- Munezane, Y. (2013). Attitudes, affect and ideal L2 self as predictors of willingness to communicate. *EUROSLA Yearbook*, 13, 176-198. <https://doi.org/10.1075/eurosla.13.09mun>
- OARC Stats. (n.d.). *Components (PCA) and exploratory factor analysis (EFA) with SPSS*. UCLA. <https://stats.oarc.ucla.edu/spss/seminars/efa-spss/#top>
- Peng, J. (2007). Willingness to communicate in the Chinese EFL classroom: A cultural perspective, in Liu, J. (Ed.), *English Language Teaching in China: New Approaches, Perspectives, and Standards*, Continuum, Bloomsbury Academic, 250-269.

- Pogue, L., & Ahyun, K. (2006). The effect of teacher nonverbal immediacy and credibility on student motivation and affective learning. *Communication Education*, 55(3), 331-344, <https://doi.org/10.1080/03634520600748623>
- Preacher, K. J. & Hayes, A. F. (2004). SPSS and SAS procedures for estimating indirect effects in simple mediation models. *Behavior Research Methods, Instruments, & Computers*, 36, 717-731. <https://doi.org/10.3758/BF03206553>
- Preacher, J. K., & Leonardelli, J. D (n.d.). *Calculation for the Sobel test: An interactive calculation tool for mediation test*. Calculation for the Sobel Test. <https://quantpsy.org/sobel/sobel.htm>
- Quadir, M. (2021). Teaching factors that affect students' learning motivation: Bangladeshi EFL students' perceptions. *TEFLIN Journal*, 32(2), 295-315. <http://dx.doi.org/10.15639/teflinjournal.v32i2/295-315>
- Radil, A. I., Goegan, L. D., & Daniels, L. M. (2023). Teachers' Authentic Strategies to Support Student Motivation. *Front. Educ.*, 8, Article 1040996. <https://doi.org/10.3389/feduc.2023.1040996>
- Richmond, V. P., Gorham, J., & McCroskey, J. C. (1987). The relationship between selected immediacy behaviors and cognitive learning. In M.A. McLaughlin (Ed.), *Communication yearbook X* (pp. 574-590). Sage.
- Sak, M. (2020). The role of ideal L2 self in predicting L2 willingness to communicate inside and outside the classroom. *Eurasian Journal of Applied Linguistics*, 6(2), 189-203. <https://doi.org/10.32601/ejal.775798>
- Sheybani, M. (2019). The relationship between EFL learners' willingness to communicate (WTC) and their teacher immediacy attributes: A structural equation modeling. *Cogent Psychology*, 6:1. <https://doi.org/10.1080/23311908.2019.1607051>
- Sobel, M. E. (1982). Asymptotic Confidence Intervals for Indirect Effects in Structural Equation Models. *Sociological Methodology*, 13, 290-312. <https://doi.org/10.2307/270723>
- Song, L., Luo, R., & Zhan, Q. (2022). Toward the role of teacher caring and teacher-student rapport in predicting English as a foreign language learners' willingness to communicate in a second language. *Frontiers in Psychology*, 13, 874522. <https://doi.org/10.3389/fpsyg.2022.874522>
- Taguchi, T., Magid, M., & Papi, M. (2009). The L2 Motivational Self System among Japanese, Chinese, and Iranian Learners of English: A Comparative Study. In Z. Dornyei & E. Ushioda (Eds.), *Motivation, language identity, and the L2 self* (pp. 66-97). Multilingual Matters.
- Teimouri, Y. (2017). L2 Selves, emotions, and motivated behaviours. *Studies in Second Language Acquisition*, 39(4), 681-709. <https://doi.org/10.1017/S0272263116000243>
- Thompson, J. (2009). Changing chalk and talk: The reform of teaching methods in Vietnamese higher education. *Independent Study Project (ISP) Collection*, 708. SIT. https://digitalcollections.sit.edu/isp_collection/708/

Titsworth, B. S., & Smith, A. (2005). *Relating and Organizing in the Classroom: How Communication Affects Classroom Ethos*. In a Paper presented at the National Communication Association Convention, San Antonio, TX.

Wei, X., & Xu, Q. (2021). Predictors of willingness to communicate in a second language (L2 WTC): Toward an integrated L2 WTC model from the socio-psychological perspective. *Foreign Language Annals*, 55(1), 258-282. <https://doi.org/10.1111/flan.12595>

Welesilassie, M. W., & Nikolov, M. (2024). The relationship among EFL learners' motivational self-system, willingness to communicate, and self-assessed proficiency at an Ethiopian preparatory high school. *Heliyon*, 10(2), e24171. <https://doi.org/10.1016/j.heliyon.2024.e24171>

Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *Modern Language Journal*, 86(1), 54-66. <https://doi.org/10.1111/1540-4781.00136>

Yashima, T. (2020). *L2 motivation and willingness to communicate*. The Palgrave Handbook of Motivation for Language Learning, 203-223.

Appendices

Appendix A: Students' Perceptions of Teacher Immediacy

Statement ^a : I am motivated to learn English when my English teacher...	M ^b	S.D.
Verbal		
(1) uses personal examples or talks about experiences she/he has had outside of class.	4.50	.636
(3) asks questions or encourages students to talk.	4.10	.773
(2) gets into discussions based on something a student brings up, even when this doesn't seem to be part of his/her lecture plan.	4.18	.759
(4) uses humor in class.	4.73	.477
(5) addresses students respectively.	4.06	.946
(6) gets into conversations with individual students before or after class.	3.90	.894
(7) refers to "our" class or what "we" are doing.	3.96	.892
(8) asks how students feel about an assignment, its due date, or a discussion topic.	4.44	.653
(9) asks questions that solicit viewpoints or opinions.	4.18	.671
(10) Praise students' work, actions, or comments.	4.60	.518
(11) will have discussions about things unrelated to class with individual students or with the class as a whole.	4.35	.638
Nonverbal		
(1) gestures while talking to the class.	4.33	.776
(2) looks at the class while talking.	4.21	.741
(3) smiles at the class as a whole, not just individual students.	4.44	.653
(4) moves around the classroom while teaching.	3.90	.922
(5) has a very relaxed body position while talking to the class.	4.39	.755
(6) uses a variety of vocal expressions while talking to the class.	4.20	.683

Adapted statements developed by Gorham (1998).

^b Sample size N = 80; 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly agree.

Appendix B: Students' Responses to Ideal L2 Self

Statement ^a	M ^b	S.D.
(1) I can imagine myself living abroad and having a discussion in English.	3.73	.968
(2) I can imagine myself living abroad and using English effectively for communicating with locals.	3.71	1.034
(3) I can imagine a situation where I am speaking English with foreigners.	3.75	.987
(4) I can imagine myself speaking English with international friends or colleagues.	3.74	.938
(5) I can imagine myself speaking English as if I were a native English speaker.	3.58	1.065
(6) Whenever I think of my future career, I imagine myself using English.	3.94	.862
(7) The things I want to do in the future require me to use the English language.	4.15	.915
(8) I can imagine myself writing an English email fluently.	3.40	1.038

^a Extracted from Taguchi et al. (2009).

^b Sample size N = 80; 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5= strongly agree.

Appendix C: Students' Willingness to Communicate

Statement ^a	M ^b	S.D.
(1) In group work activities in the class, I am willing to speak in English.	3.74	.882
(2) I am willing to give a presentation in English to my classmates.	3.74	.725
(3) I am willing to participate in pair and group activities in class so I can practice speaking English with my classmates.	3.79	.951
(4) I am willing to talk and express my opinions in English in the classroom when all my classmates are present.	3.96	.754
(5) I am willing to ask questions in English during the university classes.	3.85	.781
(6) If someone introduced me to a foreigner, I would like to try my abilities in communicating with him/her in English.	4.21	.688
(7) In order to practice my English, I am willing to talk in English with my classmates outside the class.	3.79	.924
(8) I am willing to talk with foreigners.	4.21	.758
(9) I am willing to accompany some foreigners and serve as their tour guide for a day, free of charge.	3.75	1.013
(10) If I encountered some foreigners who are facing problems in my country because of not knowing our language, I would take advantage of this opportunity and talk to them.	4.18	.708
(11) In order to practice my English, I am willing to talk in English with my professors outside the class.	3.65	.982
(12) If I encountered some foreigners, I would find an excuse and would talk to them.	3.59	.867
(13) If I encountered some foreigners, I hope an opportunity would arise and they would talk to me.	4.03	.811

^a Statements developed by Baghaei (2011) and adapted by Ha et al. (2023).

^b N = 80; 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly agree.

Appendix D: Correlation and regression using PCA 5Ts framework

Pearson's correlation

		Ideal L2 self	WTC
PCA-Teacher immediacy	Coefficient (<i>p</i> -value)	.231* (.039)	.506** (.000)
Ideal L2 self	Coefficient (<i>p</i> -value)		.596** (.000)

* Significant at the 0.05 level (2-tailed), ** Significant at the 0.01 level (2-tailed).

Regression using PCA-scale of the teacher immediacy

Model ^a		B	β	Adjusted R-squared	<i>p</i> -value	Tolerance
1	Constant	2.249				
	Ideal L2 self ^b	0.436	0.596	0.347	0.000	1.000
2	Constant	0.590				
	Ideal L2 self ^b	0.370	0.506	0.486	0.000	0.947
	PCA-Teacher immediacy ^b	0.451	0.389		0.000	0.947

^a Dependent variable: WTC, ^b Predictor

Appendix E: The Mediating Role of Ideal L2 Self

Tool	Total effect of X ^a on Y ^a	Direct effect of X on Y	Indirect effect of X on Y via M ^a
Sobel test			0.13542 ^b
PROCESS Procedure	0.5869	0.4514	0.1354

^aX: PCA Teacher immediacy, Y: WTC, M: Ideal L2 Self

^b*p*-Value = 0.04801959, test statistic 1.97719499, and standard error 0.06849097