

Classroom Interaction and Willingness to Communicate in EFL Contexts: The Mediating Roles of Emotional Support and Foreign Language Enjoyment

Ayesha Afzal Khan¹, Hifza Saleem², Aamar Ilyas³, Amna Ashraf⁴,
Alishah Shoukat⁵ and Mahajabeen Rashid⁶

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Abstract

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in Applied Linguistics: What classroom processes cultivate students' willingness to communicate (WTC) in a foreign language?

Over the past three decades, research on Willingness to Communicate has evolved from trait-based conceptualisations to dynamic, context-sensitive perspectives. Initially framed within communication studies (McCroskey & Baer, 1985), WTC in second language (L2) contexts was reconceptualised as a situated construct shaped by linguistic, psychological, and contextual factors (MacIntyre et al., 1998). Recent scholarship in leading journals such as *The Modern Language Journal*, *Applied Linguistics*, and *Language Learning* emphasises the dynamic and emergent nature of WTC, highlighting its sensitivity to classroom ecology, emotional states, and interactional patterns (Dewaele & Li, 2020; Kang, 2005; Mystkowska-Wiertelak & Pawlak, 2017).

