

Willingness To Communicate (Wtc) And Its Relationship With Social Intelligence (SI) And Gender Differences

Dr. Hassan Saleem Alqurashi

*University of Jeddah College of Education Department of Curriculum and Instruction
Jeddah Saudi Arabia, Email: hsqurashi@uj.edu.sa, ORCID ID: <https://orcid.org/0000-0002-5190-3088>*

Abstract

This research investigates the relationship between willingness to communicate, social intelligence and gender differences among EFL students in the Kingdom of Saudi Arabia. It mainly examines the effect of social intelligence and gender differences on the study sample's willingness to communicate. Moreover, it empirically analyzes the relationship between the study variables. That is, this study embodies regression analysis and other statistical analysis to examine the data collected from 100 male and female students of various age groups from educational institutions in the KSA. A convenience sampling selection technique was used. Moreover, the findings show a positive correlation between SI and WtC for both genders. The regression statistics revealed that there is no obvious difference across gender. Moreover, the findings confirm that there is no significant difference between these relationships across gender.

Keywords EFL learners, social intelligence, willingness to communicate, statistical correlation, communication competence.

I. Introduction

English is widely used as the language of Science, Technology and Commerce. Besides, it is the language of international politics. Apart from this, English is found in almost every corner of the modern world and is spoken as first language, 2nd language and/or as an EFL (Abdullah & Chaudhary, 2012). Therefore, the ability to use English proficiently is a significant goal of EFL teaching. It is used as a first language in countries including Britain, USA, Canada, Ireland, Australia, and most of the Caribbean (Graddol, 1997), while in countries like India, the Philippines, Pakistan, Malaysia, Kenya, etc., English is used as an ESL. Therefore, English has become a language that can be labeled as an International Language. In addition, it accomplishes its 'special role', in Crystal's wording (1997, p. 2), as an international language mainly in two ways: 1) a language can be made the official language of a country when it is employed as a major means of communication as far as the word communication denotes; 2) a language

can be made a nation's first choice as a foreign language without an official status (Crystal, 1997, p 3).

It is claimed that there is more than a billion speakers on the globe who use English as their 1st or 2nd means of communication and that just about a quarter of these are native speakers. The remaining 75% of speakers study English as an EFL, mainly for communication with different people worldwide. Some scholars have also noted that there is an increasing number of people in various cultures on the globe that use English for communication in International trade, Media, Diplomacy, Tourism, Air-traffic control, International media, Science as well as Technology. Therefore, it is reasonable to conclude that the use of English Language is an essential skill for participation in activities of global convergence.

Therefore, the pedagogy of (L2) education has attracted much attention specifically in the related subject of interpersonal communication and interactions during learning within a class

setting. The development of communication competence of individual learners is important to the success of teaching EFL and is a key indicator on the way to success. It is true that individual learners of (L2) are not always willing to communicate verbally or in writing during the learning process. It has been established that WtC underlies the motivation of learners to use L2 and that it is with this willingness that learners are able to identify and take advantage of opportunities to engage in L2 communications that contribute to learning (McCroskey & Richmond, 1990). The said author also made the observation that the disposition to engage in talking or writing as a result of WtC is consistent with different communication contexts and the audience involved in these communication contexts include intercultural sensitivities and intercultural experiences as pointed out by the authors in (Bosuwon, 2017).

II. Problem Statement

The Government and People of KSA acknowledge the importance of English as a medium for professional growth that leads to significant roles in international trade. This is an important consideration in the sense that Saudi Arabia is a major Oil producing and exporting country that supplies other countries with Oil. In this respect, it is seen as a necessity for linguists to focus their investigation on all aspects of the practice of teaching English as an EFL so as to develop learners' fluency at all levels. Moreover, modern pedagogic practices in teaching foreign languages place much emphasis on the importance of authentic communication during the learning process. In addition, there are other learner-related factors that play important role on issues that affect the learning outcome. This includes their communication activities. Here, it is important to consider individual differences as important constraint that can have significant learning outcome effects on teaching L2 (MacIntyre et al, 2001). Therefore, several studies have been done in which Individual Difference (ID) in learning outcome in the teaching of L2 is the main subject. Such studies include (MacIntyre, et al., 1998), (Yashima, 2002) and many others. The link between gender and learning outcome and communication from the teaching of L2 has been a controversial issue amongst researchers since the 1900s.

A recent comprehensive study on learning outcome in the teaching of L2 with WtC as a major factor was conducted by (Kim, 2012). Another study with specific focus on factors such as classroom size was undertaken by (Aubrey, 2010). Moreover, similar studies that focused on Individual Differences (ID) including personality, attitudes, motivation, self confidence, and emotional intelligence was carried out by (MacIntyre & Charos, 1996) and (Yashima, 2002). Such studies make it obvious that Social Intelligence (SI) is an important attribute of ID and that this can influence learning outcome in the teaching of L2 and particularly WtC. Social Intelligence (SI), as a concept of sociolinguistics, is viewed as the ability of an individual to fulfill relevant goals within particular social settings.

According to Thorndike, the ability to learn a new language is not only determined by one's linguistic abilities but that social attributes are also important determinants (Thorndike, 1920; pg.231). He also points out that it is not just words that are applied to effectively convey information in verbal communication but that a responder is also expected to "respond to, time to ultimately adapt its responses, as well as face, gesture, voice, and mien as tools". Social Intelligence is constructed from these factors and is important to effective communication. It can be easily seen that SI is related to a persons' emotional attributes. Concepts around SI were first mentioned by (Dewey, 1909). These concepts in their modern form were revised by (E. L. Thorndike's, 1920) who articulated the three associated intelligence attributes: Abstract Intelligence, Social Intelligence, and Mechanical Intelligence. Thorndike observes that SI is difficult to define in a concrete and measurable way because of its numerous attributes that manifest themselves in many kinds of social settings (Thorndike, 1920, pg 231).

Many other authors have also attempted to develop empirical definition of SI that could lead to measurable statistics which would produce concrete provable conclusions. The author (Albrecht, 2006) was able to change (Gardner, 1993) model of intelligence from eight descriptive attributes to six. Albrecht's taxonomy of this multiple intelligence attributes are listed in the following table.

	Category	Description
A	Abstract intelligence	Use of symbols in reasoning
S	Social intelligence	Dealing with other people in social settings
P	Practical intelligence	Ability to get things done
E	Emotional intelligence	Response through self-awareness and self-management
A	Aesthetic intelligence	The sense of form, art, design, music and literature
K	Kinesthetic intelligence	Awareness and use of body skills such as sports, dance or activities that use the whole body

Table 1: Gardner's Multiple Intelligence (MI) attributes

Some researchers and scholars on learning outcomes from the teaching of L2 have focused their attention on the effects that the emotional characteristics such as cognitive abilities of learners can have on these outcomes. Several researchers have investigated the relationship between SI and academic achievements. Other researchers have investigated the impact of other related attributes of SI. These attributes include, parent occupation and gender, personality and interpersonal traits as well as age. However, we have not seen any publication that looks seriously at the relationship between WtC and SI on the issue of educational outcome from the teaching of L2. This paper seeks to bridge this gap and keep with the initial objective of the research behind this report which is to investigate the relationships of SI and WtC amongst the genders of EFL learners with the particular objective to determine if there is any specific difference in SI and WtC amongst males and females.

III. Research Questions

Saudi EFL learners, of both genders, are the subjects of our investigation on the issue of the relationships between WtC and SI. The investigation seeks to answer the following questions:

Q1: Is there any statistically significant relationship between Saudi EFL learners' willingness to communicate and their social intelligence?

Q2: Does gender have any effect on the relationship between social intelligence and willingness to communicate?

IV. Theoretical Background

Willingness to Communicate

The term willingness to communicate ultimately denotes the intention either to speak or to keep silent (MacIntyre, 2020). It embodies a sense of fluctuation and is mainly associated with speaking skills. Truly, WTC embodies a fluctuating or in a sense communicative hesitation that ultimately shifts with the language flexibility in a particular situation (Alastair et al., 2021). It is a significant concept in the modern SLA. That is, the WTC amongst L2 students is an effective factor in learning outcome in the teaching of second languages. Its dynamic nature has captured the attention of many scholars and researchers who have enriched the library of ELT with their studies.

Many researchers have attempted to develop a quantitative definition of this phenomenon from different perspectives. Saidi (2018) conducted a research on the WTC in English among Malaysian undergraduates. He found evidence that the WTC of L2 learners fluctuated as per interlocutors' proficiency levels as well as ethnicities. According to (Ubaid, et al(2022), almost any SL learner probably responds to any direct question. However, many SL learners will not continue or in a sense initiate communication. In this regard, (Mahdi, 2014) conducted a research mainly to examine the participants' willingness to use English since they have a real chance to do so. His paper highlighted that the EFL students' WTC at KKU is greatly affected by their personality traits.

Richards and Schmidt (2002) view WTC as the principle that defines the manner in which learners should interact in order to achieve a specific goal through their competence. WtC is also defined as the real extent to which language

learners are willing to initiate communication based on the availability of a wide range of choices. The authors also postulate that WtC is developed from factors that are influenced by and that lead to differences in the L2 learning style. As for MacIntyre et al. (1998), communicating while acquiring the SL reflects a willingness to employ L2 for interaction with other people in many situations.

In this respect, a model was ultimately developed by (MacIntyre et al., 1998) as a means for explanation and understanding of WtC as a relationship between variables including interpersonal motivation, self-confidence, intergroup attitudes, communication competence, as well as personality factors that influences a person's ability level in L2 and WtC resourcefulness. This multi-layered heuristic model attempts to present a comprehensive theoretical framework that includes measurable variables. It is widely used by scholars on the issues of L2 and WtC. The model takes into consideration the relationships amongst a range of psychological factors, a range of communication factors, and linguistic influences. MacIntyre also used a model that views WtC in the form of a merger of higher competence in communication skills that is perceived by the L2 learner and is influenced by lower level skills including those controlled by emotional state such as anxiety (MacIntyre, 1994). This model has been used to construct postulates about anxiety, communication and perception in L2.

Researchers use different tools to explore their construct on WtC. These tools include interviews, questionnaires, group discussions, class observations and so on. They mainly seek to understand and to find out reasons for why a number of learners ultimately prefer to use second language while others avoid it. Many factors are given in the background to this study as having direct and indirect influence on L2 learners WtC. These factors include anxiety, perceived communication competence, attitudes and motivation, social support, learner's personality as well as the learning context. The model created by MacIntyre et al. (1998) was tested by a number of studies. One of these studies was done by Kim (2004) who investigated the reliability of this model. This study sought an explanation of WtC amongst South Korean students and the extent to which

it is applicable to the South Korean EFL context. Its results proved that participants' perceived self-confidence has a direct influence on their WtC, which is also indirectly affected by motivation. The results also reflected that WtC in L2 learning is more probable determined by a personality-based predisposition than situational. They conclude from their research that the MacIntyre model of WtC is reliable in the South Korean EFL context. A similar result was reported by Cetinkaya (2005) whose research was carried out within the context of Turkey and investigated the interrelationship amongst L2 students WtC, motivation, anxiety, perceived communication competence, attitudes and personality. This study's results reflect that there is obviously a positive link between the sample members' WtC in L2 and their perceived communication competence. It was also observed that WtC is indirectly affected by L2 learners' motivation through self confidence. According to some researchers, the model developed by MacIntyre et al. (1998) might not be able to explain WtC for Chinese EFL students. Such researchers explain this negative result by referring to the fact that such a model is centered on studies done in a Western context which is contrary to the Chinese context.

Apart from this, a research to determine the relationship between learning outcome of foreign language students and WtC amongst Arabic students was conducted in Iran by Mahmoodi and Moazami (2014). The results proved that students who had more WTC in the foreign language were also high L2 achievers. The researchers concluded that there is ultimately an obvious link between WtC and Arabic language acquisition (Mahmoodi & Moazami, 2014). A similar study within a Saudi context was conducted by Alqurashi, H and Althubaiti, H (2021). The study was conducted to reveal the link between WtC and the learning outcome of English students. Its results reflected that students who are reluctant to speak in EFL are influenced by limited lexicon, perceived linguistic inadequacies, and fears from making mistakes in their attempt to speak English.

In addition to this, a research was carried out by Alqurashi, H and Assulaimani, T (2021) to investigate factors that ultimately affect students' oral WTC while attending EFL

classes at university level in KSA. Its results are based on qualitative surveys of EFL students and teachers.

Social Intelligence

In pedagogy, the word intelligence traditionally refers to performance related to certain types of tests which are used to measure non-verbal or linguistic abilities. Albrecht (2006) emphasized the concept of genuine communication as part of social intelligence. Moreover, intelligence can be viewed as a general aptitude’s source which is not restricted to performance in a specific area. Rather, it is transferable to other types of performance. It is also viewed as the general cognitive abilities related to the performance of learning tasks. There are controversial arguments concerning the role of intelligence in the learning of languages. It is believed that undoubtedly there is a relationship between general intelligence and SLA ability (Gardner & Lambert, 1972).

Social Intelligence (SI) is truly within the realm of psychology. Therefore, studies in this area have attracted the interest of psychologists, psychiatrists and organizational management scholars. The term “Social Intelligence” was first introduced by the psychologist Edward Thorndike who made academic definition and evaluation of SI in 1920 and defined it as a mental capacity that is different from mechanical intelligence. Edward Thorndike views SI as “the ability to act intelligently in human relations”.

The concept of effective learning strategies and meta-cognition were defined by (Bennett, 2015)

and shown to affect proficiency in English more than social strategies do. The researcher also compared social intelligence of “freshmen” undergraduates with the social intelligence of undergraduates further in his studies and of different class rank. The author discovered that there is ultimately no statistically significant difference in the level of social intelligence between the two groups. However, a statistical significant difference exists in social intelligence within the undergraduate class ranks. Nevertheless, there is no obvious significant difference for learning environment of social intelligence amongst the class rank.

V. Research design

This investigation’s objective is to reveal if there is a relationship between WtC and SI amongst male and female learners. A statistical investigation is carried out on data collected through the use of questionnaires. The data is assessed with the use of standard statistical regression techniques. The researcher makes regression analysis of the data collected mainly to know how strong the relationship between the study’s variables is. Individuals selected for the research were chosen by a process of stratified convenience sampling. The samples were stratified by participants’ availability, accessibility and proximity.

Participants

This study's sample includes 100 participants from both genders. Participants in this research activity were selected from two institutions in KSA by their consent to be part of this research. All participants were EFL learners.

Gender	N
Female	40
Male	60

Table 2: Sample

Tools

For data collection, the researcher uses two questionnaires and distributes them to the study sample. A brief explanation of the structure of these questionnaires is given in the following.

Social Intelligence Questionnaire

The questionnaire used to collect data for investigation of Social Intelligence (SI) is

adopted from that of (Silvera, Martinussen, and Dahl, 2001). It includes 21 question items, each with the five-point Lickert scale. The questionnaire is designed to collect information that reflects the respondent's behaviour profile, thought profile, and mental characteristics. The questionnaire was administered to participants in a relax environment. Moreover, participants were encouraged to spend as much time as

necessary to give an honest answer to each question. The response to each question is by way of scaled values in the range of 1 to 5, where 5 = Almost always, 4 = Usually, 3 = Half of the time, 2 = Some times, and 1 = Almost never. Our statistical analysis discovered the reliability value from this questionnaire to be $r = 0.614$.

WTC Questionnaire

The structure of this questionnaire is the same as that in (MacIntyre et al., 2001) where questions on WtC in a L2 are placed in one of the four skills: Listening, Writing, Speaking, and Reading. These questions are designed to measure learners' willingness to use SL to talk inside or outside the classroom. As for the other questionnaire, participants were given adequate time to answer each question and were also asked to read and provide an answer to all questions.

The scale used in this study's questionnaire is the same as that used in (MacIntyre et al, 2001) where estimates of the alpha reliability values are as follows: Writing (8 items, $\alpha = 0.88$), Speaking (8 items, $\alpha = 0.81$), Comprehension (5 items, $\alpha = 0.83$), and Reading (6 items, $\alpha = 0.83$). As can be seen, these questions are from both categories of receptive communication skills (reading and comprehension) and productive communication skills (speaking and writing). Receptive skills are more likely to foster a learner's WtC skill in certain areas when the learner is given the chance. On the other hand, the reliability of the previous questionnaire was $r = 0.896$.

Data Collection

Principled steps were followed to achieve the required outcome from our investigation. The main aim of our investigation is to discover the nature of the relationships between WtC and social intelligence (SI) amongst Saudi EFL students from both genders. Permission for access to classrooms and their students from the administrator of institutions were sought. Participants were asked to fill out a form of

consent that presented detailed information on the research being undertaken and assurance of confidentiality was given to participants. Researchers were made available to participants as they fill in questions in case they sought answers to clarify information.

Data Analysis

Completed questionnaires were collected and checked for completeness. No improperly filled questionnaires were noticed and the data form correctly filled in questionnaires which were then entered into our computer system with the use of the Excel software application. Functions available in the application were then used to do analysis of the data. Statistics extracted from numeric data included Mean, Standard deviation, Regression Statistics, ANOVA, Multiple R, P Value, R Square, Standard Error, Adjusted R Square, and Regression Residual. Other statistics include coefficient correlation and such statistics were used to answer the research questions.

VI. Findings

Preliminary analysis was conducted in order to verify certain assumptions on which the analyses were to be carried out. The aim of this analysis was mainly carried out to determine the legitimacy of the statistical technique to be used, i.e. a parametric or a non-parametric statistics. The assumption of independence of data stratification and the convenience sampling selection of data points in the 100 participants sample are important characteristics of our statistics that ensure the integrity of the analysis used. Tests were done to ensure data values follow a normal distribution. This includes test for linearity between key statistical variables. The researcher has done regression analysis so as to reveal the link between the study variables. Scatter plots of learners' WtC and SI (males), Multiple R, regression statistics, R Square, Standard Error, Adjusted R Square, ANOVA and Regression Residual (Males) are illustrated in figure 1, figure 2 and Table 3, Table 4, Table 5 and Table 6 below.

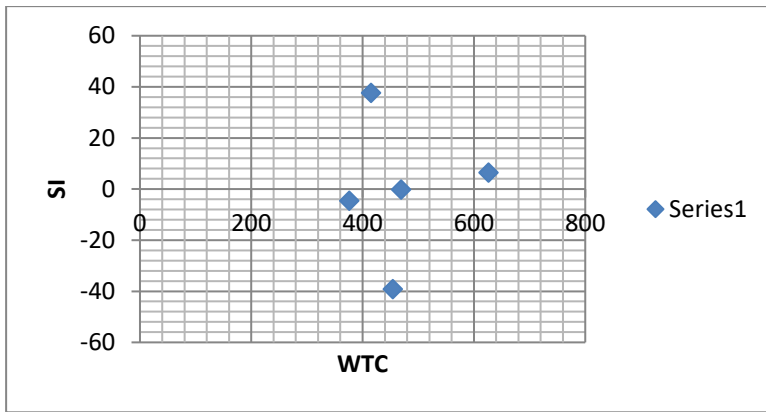


Figure1. Scatter plots of learners' WTC and SI (males)

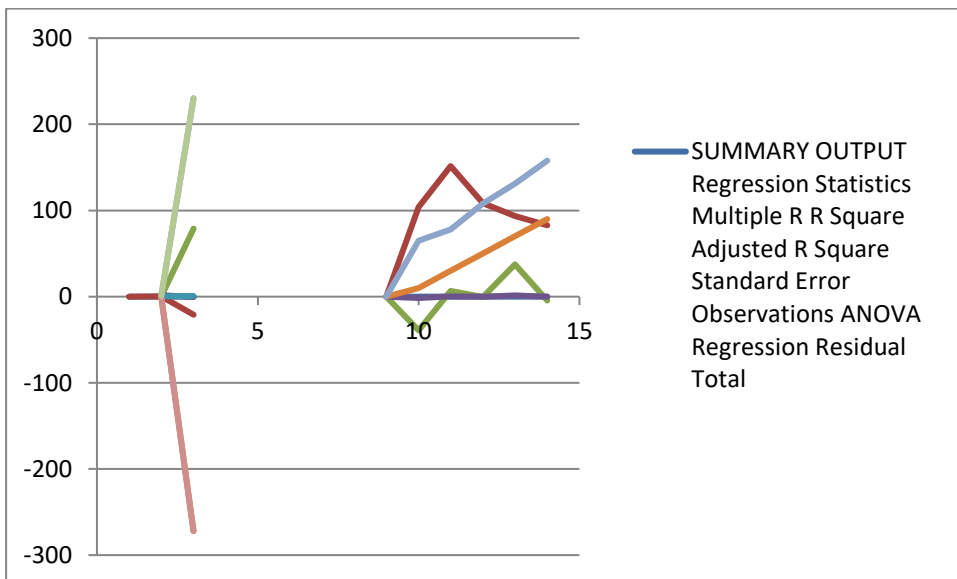


Figure2. Regression statistics (Males)

The regression statistics of the present research has revealed that the value of the R Square for males is 0.953046025. Moreover, the value of the Significance F is 0.031800368. This result indicates a strong relationship between (SI) and (WTC) for the study sample (males). In a sense, the R Square value generally represents whether the link between the IV and DV is strong or not. Besides, the lower the value of Significance F is, the greater the probability that the R Square

value is not a chance. Here, it shows that the value of the Significance F is 0.03 which is less than 0.05. Moreover, the Square R for males is 0.95. This indicates that 95% of male students' willingness to communicate is influenced by their social intelligence. Truly, the value of R Square is significant and it shows a strong connection between the male students' willingness to communicate and their social intelligence. This is shown in Table 3.

Regression Statistics	
Multiple R	0.976240762
R Square	0.953046025
Adjusted R Square	0.604061366
Standard Error	31.67362677
Observations	5

Table 3: Regression Statistics (Males)

ANOVA					
	df	SS	MS	F	Significance F
Regression	2	61088.3441	30544.17205	30.44617699	0.031800368
Residual	3	3009.655898	1003.218633		
Total	5	64098			

Table 4: ANOVA Statistics

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	0	-	-	-	-	-	-	-
SI	0.275649119	0.165937433	1.661162968	0.195265565	-0.252437852	0.80373609	-0.252437852	0.80373609
Male	-21.00378767	78.93997923	-0.266072881	0.807421607	-272.2260329	230.2184575	-272.2260329	230.2184575

Table 5: Coefficients

Observation	Residual output			Probability output	
	Predicted WTC	Residuals	Standard Residuals	Percentile	WTC
Almost Never	104.1409123	-39.14091233	-1.595355685	10	65
Sometimes	151.5525608	6.447439205	0.262793026	30	78
Half of the time	108.2756491	-0.275649119	-0.011235262	50	108
Usually	93.3905967	37.6094033	1.532932469	70	131
Almost Always	82.64028106	-4.640281056	-0.189134548	90	158

Table 6: Residual Output & Probability Output

The researcher has done regression analysis mainly to highlight the relationship between the study variables. Scatter plots of learners' WTC and SI (females), regression statistics, R Square,

Multiple R, Standard Error, Adjusted R Square, ANOVA and Regression Residual (females) are illustrated in figure 3, figure 4 and Table7, Table 8, Table 9 and Table 10 below.

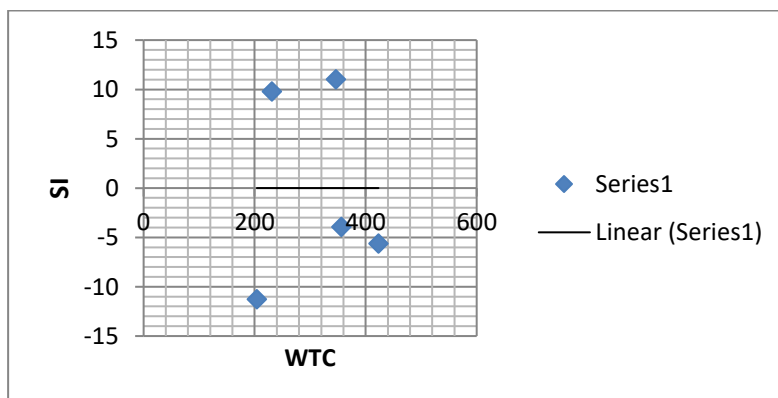


Figure 3: Scatter plots of learners' WTC and SI (females)

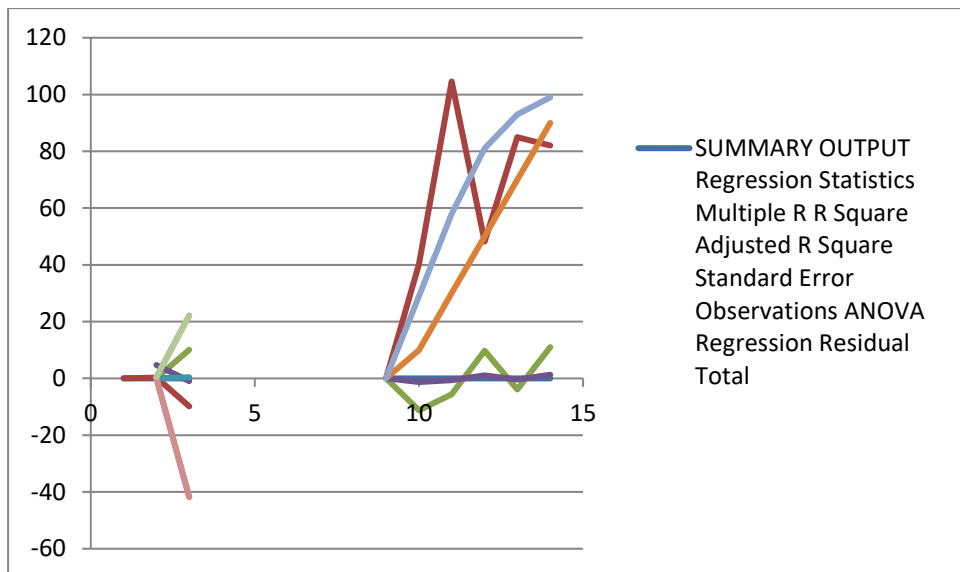


Figure 4: Regression statistics (Females)

The regression statistics of the present research has shown that the value of the R Square for females is 0.986611667. Moreover, the value of the Significance F is 0.008965567. This result indicates a strong relationship between (SI) and (WTC) for the study sample (females). In a sense, the R Square value generally represents whether the link between the IV and DV is strong or not. Besides, the lower the value of Significance F is, the greater the probability that the R Square value is not a coincidence. Here, it shows that the value of the Significance F is 0.008 which is less than 0.05. Moreover, the Square R for females is 0.98. This indicates that 98% of female students’ willingness to communicate is influenced by their social intelligence. Thus, the value of R Square is significant and it shows a strong link between the female students’ WTC and their social intelligence. This is shown in Table 7.

Regression Statistics	
Multiple R	0.993283276
R Square	0.986611667
Adjusted R Square	0.648815556
Standard Error	11.41860392
Observations	5

Table 7: Regression Statistics (Females)

ANOVA					
	Df	SS	MS	F	Significance F
Regression	2	28824.84645	14412.42323	110.5378439	0.008965567
Residual	3	391.1535466	130.3845155		
Total	5	29216			

Table 8: ANOVA Statistics

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	0	-	-	-	-	-	-	-
SI	0.293864082	0.062258396	4.720071547	0.018011502	0.095730081	0.491998084	0.095730081	0.491998084

Male	-9.842796837	10.0423 1976	- 0.9801 31789	0.3992 99537	- 41.8019 4025	22.1163 4658	- 41.8019 4025	22.1163 4658
------	--------------	-----------------	----------------------	-----------------	----------------------	-----------------	----------------------	-----------------

Table 9: Coefficients

Observation	Residual output			Probability output	
	Predicted WTC	Residuals	Standard Residuals	Percentile	WTC
Almost Never	40.26267911	-11.26267911	-1.273365493	10	29
Sometimes	104.6189131	-5.618913134	-0.635277807	30	58
Half of the time	48.19700933	9.802990665	1.108332211	50	81
Usually	84.93001962	-3.930019621	-0.444330458	70	93
Almost Always	81.9913788	11.0086212	1.244641548	90	99

Table 10: Residual Output & Probability Output

Moreover, the researcher has done regression analysis mainly to reveal the relationship between the study variables. Scatter plots of learners' WTC and SI (both males and females), regression statistics, Adjusted R Square, R

Square, ANOVA, Multiple R, Standard Error, and Regression Residual (females) are illustrated in figure 5, figure 6 and Table11, Table 12 and Table 13 below.

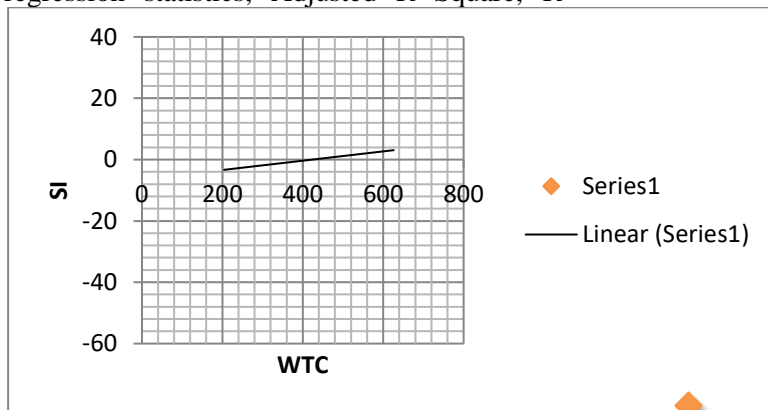


Figure 5: Scatter plots of learners' WTC and SI (males & females)

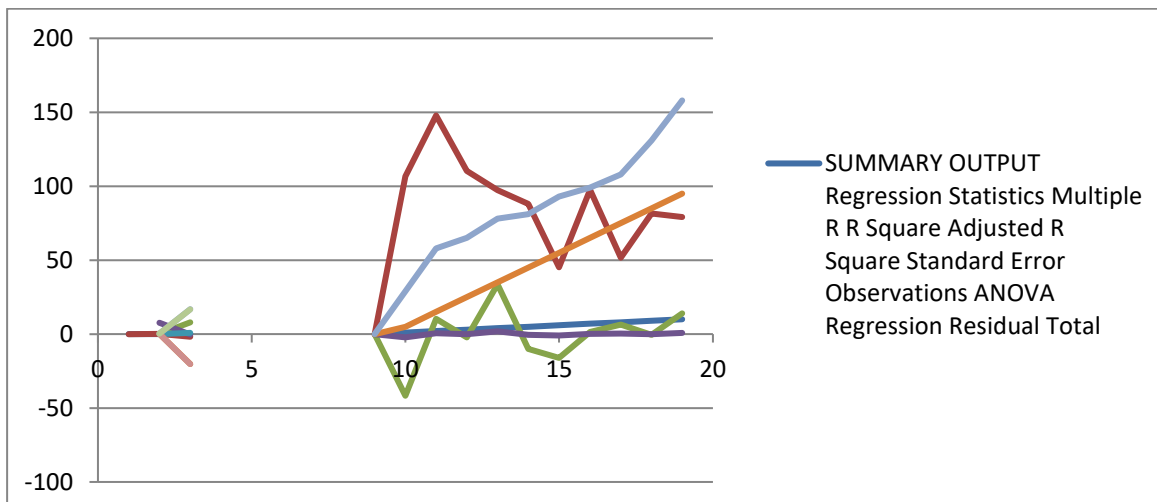


Figure 6: Regression statistics (Males & Females)

The regression statistics of the present research has shown that the value of the R Square for the whole study sample (males and females) is 0.961663031. Moreover, the value of the Significance F is 0.040765935. This result indicates a strong relationship between SI and WTC for the study sample (males and females). In a sense, the R Square value generally represents whether the link between the IV and DV is strong or not. Besides, the lower the value of Significance F is, the greater the probability

that the R Square value is not a coincidence. Here, it shows that the value of the Significance F is 0.04 which is less than 0.05. Moreover, the Square R for the whole sample is 0.96. This indicates that 96% of students' willingness to communicate is influenced by their social intelligence. Thus, the value of R Square is significant and it shows a strong link between the students' WTC and their social intelligence. This is shown in Table 11.

Regression Statistics	
Multiple R	0.980644192
R Square	0.961663031
Adjusted R Square	0.83187091
Standard Error	21.14644162
Observations	10

Table 11: Regression Statistics (Males & Females)

ANOVA					
	Df	SS	MS	F	Significance F
Regression	2	89736.62405	44868.31203	100.3379297	0.040765935
Residual	8	3577.375947	447.1719933		
Total	10	93314			

Table 12: ANOVA Statistics

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	0	-	-	-	-	-	-	-
SI	0.238947607	0.031197451	7.659202817	0.000059656887236027	0.167006155	0.310889058	0.167006155	0.310889058
Male & female	-1.786157302	8.019412715	-0.22272919	0.829327712	-20.27895617	16.70664157	-20.27895617	16.70664157

Table 13: Coefficients

In order to analyze the sample members' opinions on the questionnaires' paragraphs, the researcher calculated the arithmetic means as well as standard deviations of the sample's

responses to each of the questionnaires' paragraphs. Table 14 below shows the values of the arithmetic means of the Likert Five-Point Scale

Weighted Mean	Level
From 1 to 1.80	Almost never
From 1.81 to 2.60	Sometimes
From 2.61 to 3.40	Half of the time

From 3.41 to 4.30	Usually
From 4.31 to 5	Almost Always

Table 14: The values of the arithmetic means of the Likert Five-Point Scale

The researcher has calculated the weighted averages and standard deviations of respondents' responses to the paragraphs of

each questionnaire separately. This is shown in the following tables.

Paragraphs	Scale	Almost never	Sometimes	Half of the time	Usually	Almost Always	Mean	Standard deviation	Result
I can anticipate other peoples' behaviour	Frequency	7	32	18	29	14	3.11	1.199	Usually
I often feel a difficulty to understand others' choices.	Frequency	18	44	21	11	6	2.43	1.088	Sometimes
I know how my actions will make others feel.	Frequency	2	17	13	29	39	3.86	1.166	Usually
I often feel uncertain around strangers.	Frequency	8	36	16	26	14	3.02	1.224	Half of the time
People often surprise me with their doings.	Frequency	12	42	11	30	5	2.74	1.154	Half of the time
I understand other peoples' feelings.	Frequency	3	7	10	37	43	4.1	1.034	Usually
I am easygoing.	Frequency	9	22	35	15	19	3.13	1.213	Half of the time
I can't explain when other people become angry with me.	Frequency	30	40	17	9	4	2.17	1.077	Sometimes
I understand others' wishes.	Frequency	5	17	25	26	27	3.35	1.195	Half of the time
I am good at entering new situations and meeting people for the first time	Frequency	18	27	16	28	11	2.87	1.301	Half of the time
It seems as though people are often angry with me as I say what I think.	Frequency	31	38	12	14	5	2.24	1.175	Sometimes
I have a difficult time adapting with other people.	Frequency	25	23	20	27	5	2.64	1.253	Half of the time
I find people unpredictable.	Frequency	19	46	15	12	8	2.44	1.160	Sometimes
I can often understand what	Frequency	3	23	47	16	11	3.09	0.970	Half of the time

others are attempting to fulfill without the need for them to say anything.									
It takes a long time for me to get to know others well.	Frequency	13	40	16	21	10	2.75	1.211	Half of the time
I have unintentionally hurt others.	Frequency	32	52	10	6	0	1.9	0.806	Sometimes
I can anticipate how others' reaction will be towards my behavior.	Frequency	9	26	23	27	15	3.13	1.213	Half of the time
I am good at getting on good terms with new people.	Frequency	18	14	20	30	18	3.16	1.361	Half of the time
I can often understand what others really mean through their expression, body language, etc.	Frequency	9	14	16	31	30	3.59	1.289	Usually
I frequently have problems finding good conversation topics.	Frequency	14	33	24	15	14	2.82	1.252	Half of the time
I always feel shocked by others' reactions to my behavior.	Frequency	21	38	19	16	6	2.48	1.161	Sometimes

Table 15: Weighted means and standard deviations of respondents' responses to the paragraphs of the first questionnaire

Paragraphs of the second questionnaire	Scale	Almost never	Sometimes	Half of the time	Usually	Almost Always	Mean	Standard deviation	Result
Speak with others about summer vacation	Frequency	26	39	10	12	13	2.47	1.337	Sometimes
Speak to your teacher about homework	Frequency	17	26	19	21	17	2.95	1.351	Half of the time
Talk with a stranger if he/she initiates communication	Frequency	10	17	20	23	30	3.46	1.337	Usually
Ask for instructions/details in case you are	Frequency	8	20	23	28	21	3.34	1.234	Half of the time

confused about some tasks									
Talk to a friend while waiting for something	Frequency	13	17	14	33	23	3.36	1.345	Half of the time
Be an actor in a play	Frequency	33	24	22	12	9	2.4	1.296	Sometimes
Describe the rules of your favourite game	Frequency	10	25	18	22	25	3.27	1.340	Half of the time
Participate in a debate	Frequency	12	23	38	19	8	2.88	1.097	Half of the time
Read part of an English novel	Frequency	16	36	15	15	18	2.83	1.356	Half of the time
Read an English article in a paper	Frequency	10	31	13	24	22	3.17	1.342	Half of the time
Read letters written in English	Frequency	8	31	28	12	21	3.07	1.259	Half of the time
Read personal letters/notes in which the writer has used simple language	Frequency	6	23	25	26	20	3.31	1.197	Half of the time
Read an advertisement in the paper to find good merchandise, e.g. a book, you can buy	Frequency	13	32	15	24	16	2.98	1.311	Half of the time
Read reviews in English for popular movies	Frequency	7	19	14	21	39	3.66	1.343	Usually
Write an invitation letter to your schoolmates	Frequency	34	17	12	17	20	2.72	1.556	Half of the time
Write down the instructions for your favourite hobby	Frequency	12	27	22	21	18	3.06	1.294	Half of the time
Write a report on your favourite animal and its habits	Frequency	26	28	17	15	14	2.63	1.375	Half of the time
Write a story	Frequency	32	33	6	17	12	2.44	1.395	Sometimes
Write a letter to a friend	Frequency	12	28	13	18	29	3.24	1.429	Half of the time
Write a newspaper article	Frequency	58	15	15	6	6	1.87	1.221	Sometimes
Write the answers to a "fun" quiz from a magazine	Frequency	31	29	11	11	18	2.56	1.471	Sometimes
Make a list of things to be done tomorrow	Frequency	15	18	17	20	30	3.32	1.441	Half of the time
Listen to instructions in English and complete a task	Frequency	8	26	17	23	26	3.33	1.319	Half of the time
Bake a cake if instructions were in English	Frequency	12	31	12	21	24	3.14	1.392	Half of the time

Fill out an application form in English	Frequency	7	19	19	27	28	3.5	1.268	Half of the time
Take directions from an English speaker	Frequency	6	25	14	15	40	3.58	1.379	Usually
Understand an English movie	Frequency	4	16	13	25	42	3.85	1.235	Usually

Table 16: Weighted means and standard deviations of respondents' responses to the paragraphs of the second questionnaire

VII. Discussion

Data used by the analysis conducted in this paper were collected from EFL participants within the language faculty of several universities. Two sets of questionnaires were used to collect data from male and female EFL students as stated earlier on. Evaluation of the collected data included investigation of the relationship between WtC and SI amongst EFL students. Conclusion from our findings is that this relationship is the same for male and female students.

According to the regression statistics of this research, the relationship between WtC and SI is so strong. The results show that the value of the Significance F is 0.04 which is less than 0.05. Moreover, the Square R for the whole sample is 0.96. This indicates that 96% of students' willingness to communicate is influenced by their social intelligence. Thus, the value of R Square is significant and it shows a strong link between the students' WTC and their social intelligence.

Overall, the high value of the Square R represents strong evidence that the students' WTC is strongly connected with their SI. However, there is no evidence, as far as the results of the present study is concerned, that gender differences affect the students' WTC. That is the results have reflected no significant difference between the Square R values for males and females.

VIII. Conclusion and Recommendations

It is a well established view amongst L2 educators that learners of second language (L2) need to engage in L2 communication practices in order to enhance their learning. L2 learners need to have opportunity for practice as part of their learning experience. These experiences and practices are underpinned by WtC and SI. Social Intelligence (SI) is not a genetic trait but is a behavioural skill that is learnt. The results of this research indicate that there is significant

relationship between WtC and SI for both male and female learners of EFL. Hence, the results confirm that there is no significant difference between these relationships for male students in comparison to female students. This paper is a significant contribution to understanding and articulation of WtC and SI in the teaching of EFL. It provides a basis for teachers to develop better pedagogic practice in the teaching of second languages.

The results presented in this paper can be used as a basis for future research to further enhance the understanding of those attributes in learner behaviour that can be focused on to create better learning experience for L2 students. It is recommended that more serious consideration is given to SI in the development and delivery of the teaching curriculum for EFL teaching.

REFERENCES

JOURNAL ARTICLES

1. Alastair et al. (2021) **Willingness to communicate in a multilingual context**: part one, a time-serial study of developmental dynamics, *Journal of Multilingual and Multicultural Development*, DOI: 10.1080/01434632.2021.1931248.
2. Alqurashi, H., Assulaimani, T. (2021). **The effect of Classroom Management in Oral Communication and Willingness to Communicate: A Case Study of Saudi Learners of English as Foreign Language**. *ALRJournalm* 5(2): 73-84.
3. Aubrey, S. C. (2010). **Influences on Japanese students' willingness to communicate across three different sized EFL classes**. *Asian EFL Journal*.
4. Bosuwon, T. (2017). **Social Intelligence and Communication Competence: Predictors of Students' Intercultural Sensitivity**. *English Language Teaching*, 10(2), 136–149.

5. Khajavy, et al. (2016). **Willingness to communicate in English: A microsystem model in the Iranian EFL classroom context**. *TESOL Quarterly*, 50(1), 154-180.

6. Kim, K. (2012). **L2 phone-based interaction (PBI) and development of communicative competence: A case study of an adult's English learning in EFL context**. *Asian EFL Journal*, 14, 99-177. ISSN : 1738-1460.

7. MacIntyre, P. (1994). **Variables underlying willingness to communicate: A causal analysis**. *Communication Research Reports*, 11(2), 135-142.

8. MacIntyre, et al. "Thinking Fast and Slow About Willingness to Communicate: A Two-systems View." *Eurasian Journal of Applied Linguistics* 6 (3): 443-458.

9. MacIntyre, P., & Charos, C. (1996). **Personality, attitudes, and affect as predictors of second language communication**. *Journal of Language and Social Psychology*, 15(1), 3-26.

10. MacIntyre, P., D'oronyei, Z., Clément, R., & Noels, K. (1998). **Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation**. *Modern Language Journal*, 82(4), 545-562.

11. Mahdi, D. (2014). **Willingness to communicate in English: A case study of efl students at King Khalid University**. *English Language Teaching*, 7(7).

12. Mahmoodi, M., & Moazami, I. (2014). **Willingness to communicate (WTC) and L2 achievement: The case of Arabic language learners**. *Procedia – Social and Behavioral Sciences*, 98, 1069-1076.

13. Marlowe, H. A. (1986). **Social intelligence: Evidence for multi dimensionality and construct independence**. *Journal of Educational Psychology*, 78(1), 52-58.

14. McCroskey, et al. (1997). **Avoiding communication: Shyness, reticence, and communication apprehension (2nd ed., pp. 75-108)**. Cresskill, NJ: Hampton Press.

15. Mehrgan, K. (2013). **Willingness to communicate in second language acquisition: A case study from a socio-affective perspective**. *Journal of Comparative Literature and Culture (JCLC)*, 2(4), 172-175.

16. Richards, J. C., & Schmidt, R. (2010). **Longman dictionary of language teaching**

and applied linguistics. London: Longman Pearson Education.

17. Silvera, D. H., Martinussen, M., & Dahl, T. I. (2001). **The Tromso social intelligence scale, a self-report measure of social intelligence**. *Scandinavian Journal of Psychology*, 42(4), 313-319.

18. Thorndike, Edward L. (1920). **Intelligence and its uses**. *Harper's Magazine*, 140, 227-235.

19. Ubaid, et al. (2022). **Willingness to communicate in relation to language use among Pakistani undergraduates: A sociocultural perspective**. *Studies in English Language and Education*, 9(1), 365-383.

Wen, W., & Clément, R. (2003). **A Chinese conceptualisation of willingness to communicate in ESL**. *Language Culture and Curriculum*, 16(1), 18-38.

20. Yashima, T. (2002). **Willingness to communicate in a second language: The Japanese EFL context**. *The Modern Language Journal*, 86(1), 54-66.

BOOKS

1. Albrecht, Karl (2006). **Social intelligence: The new science of success**. John Wiley & Sons.
2. Crystal, D. (1997). **English as a global language**. Cambridge: Cambridge University Press.
3. Dewey, John (1909). **Moral principles in education**. Houghton Mifflin.
4. Dornyei, Z. (2005). **The psychology of the language learner: Individual differences in second language acquisition**. Mahwah, NJ: Lawrence Erlbaum.
5. Ellis, R. (2008). **The study of second language acquisition**. Oxford: Oxford University Press.
6. Gardner, H. (1993). **Multiple intelligences: The theory in practice**. New York, NY, US: Basic Books.
7. Gardner, R., & Lambert, W. (1972). **Attitudes and motivation in second language learning**. Rowley, MA: Newbury House.
8. Graddol, D. (1997). **The future of English**. London: The British Council.
9. McCroskey, J., & Richmond, V. (1990). **Willingness to communicate: A cognitive view**. In M. Booth-Butterfield (Ed.), *Communication, cognition, and anxiety* (pp. 19-37). Newbury Park, CA: Sage.

DOCTORAL DISSERTATIONS

1. Cetinkaya, Y. (2005). **Turkish college students' willingness to communicate in English as a foreign language.** Unpublished Ph.D. dissertation, The Ohio State University.
2. Kim, S. (2004). **Exploring willingness to communicate (WTC) in English among Korean EFL (English as a foreign language) students in Korea: WTC as a predictor of success in second language acquisition.** Unpublished Ph.D. dissertation, Ohio State University, Columbus, Ohio.
3. Saidi, Siti Bahirah (2018) **Willingness to communicate in English among Malaysian undergraduates: An identity-based motivation perspective.** PhD thesis, University of York.
4. Sources from Web Sites
5. Bennett, B. S. (2015). **Social intelligence of undergraduates enrolled in traditional vs. distance higher education learning programs.**

CONFERENCE PROCEEDINGS

1. Abdullah, S., & Chaudhary, M. (2012). **English as a global lingua franca. International Conference on Education, Applied Sciences and Management.** Dubai (UAE), 128-133.