

# **Willingness to Communicate in the Chinese EFL University Classroom**

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# **Willingness to Communicate in the Chinese EFL University Classroom**

An Ecological Perspective

**Jian-E Peng**

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# Abbreviations

<b>ADF</b>	Asymptotically distribution free
<b>AIC</b>	Akaike information criterion
<b>AMOS</b>	Analysis of Moment Structures
<b>ANOVA</b>	Analysis of variance
<b>BALLI</b>	Beliefs About Language Learning Inventory
<b>BELCLACOMM</b>	Beliefs about classroom communication
<b>BELENGLEA</b>	Beliefs about English learning
<b>CA</b>	Communication anxiety
<b>CES</b>	Classroom Environment Scale
<b>CET</b>	College English Test
<b>CET-4</b>	College English Test Band 4
<b>CET-6</b>	College English Test Band 6
<b>CFA</b>	Confirmatory factor analysis
<b>CFI</b>	Comparative fit index
<b>CI</b>	Confidence interval
<b>CLT</b>	Communicative language teaching
<b>CR</b>	Construct reliability
<b>CTIS</b>	Chinese Teacher Immediacy Scale
<b>DC</b>	Desire to communicate
<b>df</b>	Degrees of freedom
<b>EAP</b>	English for academic purposes
<b>EFA</b>	Exploratory factor analysis
<b>EFL</b>	English as a foreign language
<b>EL</b>	English Lounge
<b>ELT</b>	English language teaching
<b>ES</b>	Effect size
<b>EXTEREGU</b>	External regulation
<b>FLCAS</b>	Foreign Language Classroom Anxiety Scale
<b>FLL</b>	Foreign language learning
<b>GFI</b>	Goodness-of-fit index
<b>GLS</b>	Generalised least squares
<b>ICEQ</b>	Individualised Classroom Environment Questionnaire

<b>ID</b>	Individual difference
<b>IDENREGU</b>	Identified regulation
<b>IELTS</b>	International English Language Test System
<b>INTRMOTI</b>	Intrinsic motivation
<b>KMO</b>	Kaiser–Meyer–Olkin
<b>L1</b>	First language
<b>L2</b>	Second language
<b>LEI</b>	Learning Environment Inventory
<b>MANOVA</b>	Multivariate analysis of variance
<b>MAR</b>	Missing at random
<b>Max</b>	Maximum
<b>MCAR</b>	Missing completely at random
<b>MCI</b>	My Class Inventory
<b>Min</b>	Minimum
<b>ML</b>	Maximum likelihood
<b>MNAR</b>	Missing not at random or nonignorable
<b>PAF</b>	Principal axis factoring
<b>PC</b>	Perceived communication competence
<b><math>R^2</math></b>	used to stand for SMC or $\beta^2$
<b>RMSEA</b>	Root mean-square error of approximation
<b>SD</b>	Standard deviation
<b>SDT</b>	Self-determination theory
<b>SEM</b>	Structural equation modelling
<b>SLA</b>	Second language acquisition
<b>SLSAS</b>	Second language speaking anxiety scale
<b>SMC</b>	Squared multiple correlation
<b>SPSS</b>	Statistical Package for Social Sciences
<b>SRMR</b>	Standardised root mean-square residual
<b><math>\beta</math></b>	Standardised regression coefficient
<b>STUCOHE</b>	Student cohesiveness
<b>TASKORIEN</b>	Task orientation
<b>TBLT</b>	Task-based language teaching
<b>TEASUPP</b>	Teacher support
<b>TLI</b>	Tucker–Lewis index
<b>ULS</b>	Unweighted least squares
<b>WIHIC</b>	What Is Happening In This Class
<b>WTC</b>	Willingness to communicate
<b>WTCFFACT</b>	Willingness to communicate in form-focused activities
<b>WTCMFACT</b>	Willingness to communicate in meaning-focused activities
<b><math>\alpha</math></b>	Cronbach’s index of internal consistency
<b><math>\Delta df</math></b>	Difference in degrees of freedom
<b><math>\Delta \chi^2</math></b>	Difference in chi-square values
<b><math>\chi^2</math></b>	Computed value of a chi-square test

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