

Exploring the Role of Self-Perceived Communication Competence in Chinese University Students' Willingness to Communicate in English: A Qualitative Study

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Abstract: *This study investigates the influence of self-perceived communication competence (SPCC) on Chinese university students' willingness to communicate (WTC) in English, employing a mixed method. The quantitative phase measured students' WTC levels using a validated scale, while the qualitative phase, through semi-structured interviews, explored the underlying factors influencing WTC among students with high and low communication willingness. The findings reveal that SPCC plays a central role in shaping students' WTC, with significant differences observed between the two groups. Students with high WTC reported strong confidence in their communication abilities, driven by positive emotions such as enjoyment and a sense of achievement in mastering English. This confidence empowered them to engage actively in classroom communication without fear of making mistakes. In contrast, students with low WTC perceived their SPCC as a significant barrier, often experiencing negative emotions such as nervousness, fear of judgment, and self-doubt, which hindered their willingness to speak. However, they acknowledged that external factors, such as encouragement and constructive feedback from teachers and peers, could enhance their SPCC and, consequently, their WTC. The study underscores the dynamic interplay between SPCC and WTC, emphasizing that students' perceptions of their communication abilities are deeply intertwined with their emotional experiences and the classroom environment. These findings offer valuable insights for English language teaching in Chinese universities, suggesting that targeted interventions to build students' confidence, reduce anxiety, and foster a supportive classroom environment can significantly improve their willingness to communicate in English. By addressing both internal and external barriers, educators can help students develop greater communication competence and willingness to engage in English communication.*

Keywords: Willingness to Communicate (WTC), Self-Perceived Communication Competence (SPCC), Chinese University Students, English Language Learning, Qualitative Study

1. Introduction

English is an international language that has been widely used in all aspects of global life. In an increasingly interconnected world, people from different countries need to communicate with each other, and English is a universal medium for this purpose. Proficiency in English facilitates international cooperation and partnerships, which are essential for Industry 4.0 initiatives that often involve global supply chains. English is a key skill for professionals and

businesses engaged in Industry 4.0. In a globalized, technology-driven economy, English facilitates communication, knowledge acquisition, and collaboration, helping organizations to remain competitive and adaptable in this era of rapid technological change. For university students in particular, proficiency in English is often a prerequisite for many high-demand careers in Industry 4.0 fields such as artificial intelligence and international business. Multinational companies prefer candidates who can communicate effectively in English, and many job interviews and assessments are conducted in English. Having strong English language skills can give university students a competitive advantage in a highly competitive job market. It demonstrates their ability to adapt to a globalized work environment and to stand out from job seekers with poorer language skills (Zhang & Head, 2021).

In response to these demands, the Chinese government has implemented several policies emphasizing English language proficiency as a vital skill for national and personal development. The "China Education Modernization 2035" policy underscores the importance of enhancing educational exchanges with foreign institutions and improving students' English proficiency to meet the needs of the globalized workforce (Ministry of Education of the People's Republic of China, 2019). Additionally, the "Guideline on College English Teaching (2020 edition)" emphasizes the need to strengthen students' speaking skills to improve their ability to engage in meaningful communication.

In English as a Foreign Language (EFL) learning environments, willingness to communicate (WTC) is considered to be a key prerequisite for the actual communicative behavior of second language learners (Wang & Liu, 2017). WTC refers to an individual's readiness to engage in communication when given the opportunity. However, Chinese university students generally show a reluctance to communicate in English classes, a phenomenon known as 'mute English' (Chen & Lee, 2021). Studies have shown that nearly 67% of non-English major college students score low on oral English exams (Zhou & Wei, 2018), and 71.5% of students consider 'oral communication' to be the most difficult part of English exams (Wu et al., 2023). In addition, 78-82% of Chinese university students have oral communication problems (Liu, 2022). This reluctance to communicate not only limits students' opportunities to practice English but also affects their English learning outcomes and future career development. Although studies have explored various factors affecting WTC, such as the ideal L2 self and classroom environment, the role of self-perceived communication competence (SPCC) in WTC has not been fully investigated. SPCC refers to learners' perceptions of their communication competence (McCroskey & McCroskey, 1988), which is the most direct antecedent of WTC (Fatima et al., 2020). Studies have shown that there is a positive correlation between SPCC and WTC (Ghasemi, 2018). However, Shi and Fan (2022) revealed that the problem of WTC needs to be explored in depth and breadth in Chinese higher education. Thus, there are need to understand how SPCC influences WTC in English through Chinese university students' perspectives in more detail so that a more in-depth understanding of the relationships between the relationship among SPCC and WTC can be obtained. Based on the above research background and problem statement, the main goal of this study was to explore how SPCC affects WTC among Chinese university students.

2. Literature Review

Lahuerta (2014) examined Spanish undergraduates and found that SPCC strongly influenced their WTC in English, with gender differences also playing a role. Asmal et al. (2015) further confirmed this positive correlation in both Turkish and Romanian contexts, highlighting cultural differences in communication preferences. Similarly, Mehrpoor and Soleimani (2018)

discovered that Iranian EFL students with higher SPCC levels reported better emotional well-being and greater adaptability, reinforcing the importance of SPCC in language learning outcomes. In classroom settings, Tutku et al. (2020) identified SPCC as a crucial factor in students' willingness to engage in English-speaking activities. This study emphasized that students' beliefs about their abilities significantly impact their WTC, often more than their actual language proficiency. While much research has explored SPCC and WTC in Western and multicultural contexts, studies in Asian educational settings have produced mixed results. Croucher et al. (2016) reported a *negative* correlation between SPCC and WTC among ethnic Chinese participants in Singapore, contradicting the prevailing assumption that SPCC consistently enhances WTC. This inconsistency highlights the need for further investigation into SPCC's role in Chinese educational environments. In Pakistan, Nadeem et al. (2023) explored the influence of emotions on WTC and identified SPCC as a significant moderating factor. Positive emotions reinforced the impact of SPCC on WTC, while negative emotions reduced this effect. These findings suggest that emotional variables may interact with SPCC in complex ways, particularly in collectivist cultural contexts like China.

Eddy-U (2015) employed semi-structured focus group interviews to explore the influence of task-related and social factors on EFL learners' WTC. The study found that students' SPCC is one of the key factors influencing their WTC. Students' perceptions of their communication abilities directly affect their level of participation and willingness to engage in classroom interactions. Particularly in task-based teaching environments, students with higher SPCC are more willing to actively participate in discussions and interactions. Tutku et al. (2020) used qualitative interviews to investigate the relationship between SPCC and WTC among Turkish EFL students. The study revealed that students' SPCC significantly influenced their WTC. Specifically, students who perceive themselves as more proficient in oral fluency and vocabulary are more willing to actively participate in classroom discussions. Additionally, a supportive classroom environment (e.g., teacher encouragement and peer feedback) further enhances the positive impact of SPCC on WTC. Lao (2020) adopted a qualitative research approach to examine how SPCC influences WTC and the frequency of second language use among ESL learners. The study found a direct positive correlation between students' SPCC and their WTC. In particular, students who perceive themselves as more competent in grammatical accuracy and pronunciation are more willing to use English for communication outside the classroom. Balouchi and Shima (2021) conducted qualitative interviews to explore the relationship between SPCC and WTC among Malaysian university students in an online learning environment. The study found that students with higher SPCC levels are more inclined to actively participate in discussions and interactions on online platforms. Specifically, students who perceive themselves as more proficient in written expression and listening comprehension are more willing to contribute to online courses. Yang (2013) used qualitative interviews and found a moderate positive correlation between students' SPCC and their WTC. Notably, students with lower language proficiency exhibited greater variability in SPCC, suggesting that perceived competence may fluctuate more significantly among less confident learners. Furthermore, the study identified language anxiety as an important factor influencing the relationship between SPCC and WTC. Nadeem et al. (2023) employed qualitative interviews to investigate the impact of emotions on WTC among Pakistani EFL students and analyzed the moderating role of SPCC in this relationship. The study found that positive emotions (e.g., confidence and interest) can enhance the positive effect of SPCC on WTC, while negative emotions (e.g., anxiety and fear) can weaken this effect. Specifically, students who perceive themselves as more proficient in oral fluency and vocabulary are more willing to actively participate in classroom discussions. Peng (2019) used qualitative interviews to explore the relationship between SPCC and WTC in Chinese EFL classrooms. The study found a

significant positive correlation between students' SPCC and their WTC. In particular, a supportive classroom environment (e.g., teacher support and peer collaboration) can further strengthen the positive impact of SPCC on WTC.

Although existing studies have explored the relationship between SPCC and WTC across various cultural contexts, there remains a significant research gap regarding how SPCC specifically influences university students with different WTC levels (high and low WTC) in the context of Chinese higher education. While the existing literature generally discusses the positive correlation between SPCC and WTC, few studies have delved into how SPCC differentially affects high-WTC and low-WTC students. For instance, Yang (2013) found that students with lower language proficiency exhibited greater variability in SPCC but did not further explore how this variability influences behavioral differences between high-WTC and low-WTC students. The objective of this study is to conduct in-depth semi-structured interviews to explore how SPCC influences the classroom communication behaviors of high-WTC and low-WTC students. Specifically, the study will analyze differences in the perceived dimensions of SPCC (e.g., oral fluency, grammatical accuracy, and vocabulary) between high-WTC and low-WTC students, as well as how these differences further impact their WTC.

The WTC Pyramid Model, proposed by MacIntyre et al. (1998), is a hierarchical framework that explains the factors influencing an individual's WTC in a second language (L2) (as shown in Figure 1). The model consists of six layers, with each layer representing a set of variables that contribute to WTC. SPCC is a critical component of the affective-cognitive context layer (Layer 5) in the WTC Pyramid Model. SPCC refers to an individual's subjective assessment of their ability to communicate effectively in the L2. In the WTC Pyramid Model, SPCC is a foundational element that bridges affective-cognitive factors and motivational propensities, ultimately influencing an individual's willingness to communicate. By enhancing SPCC through targeted interventions—such as providing positive feedback, creating supportive learning environments, and focusing on practical language skills—educators can significantly boost students' WTC, thereby facilitating more effective L2 communication and learning outcomes.

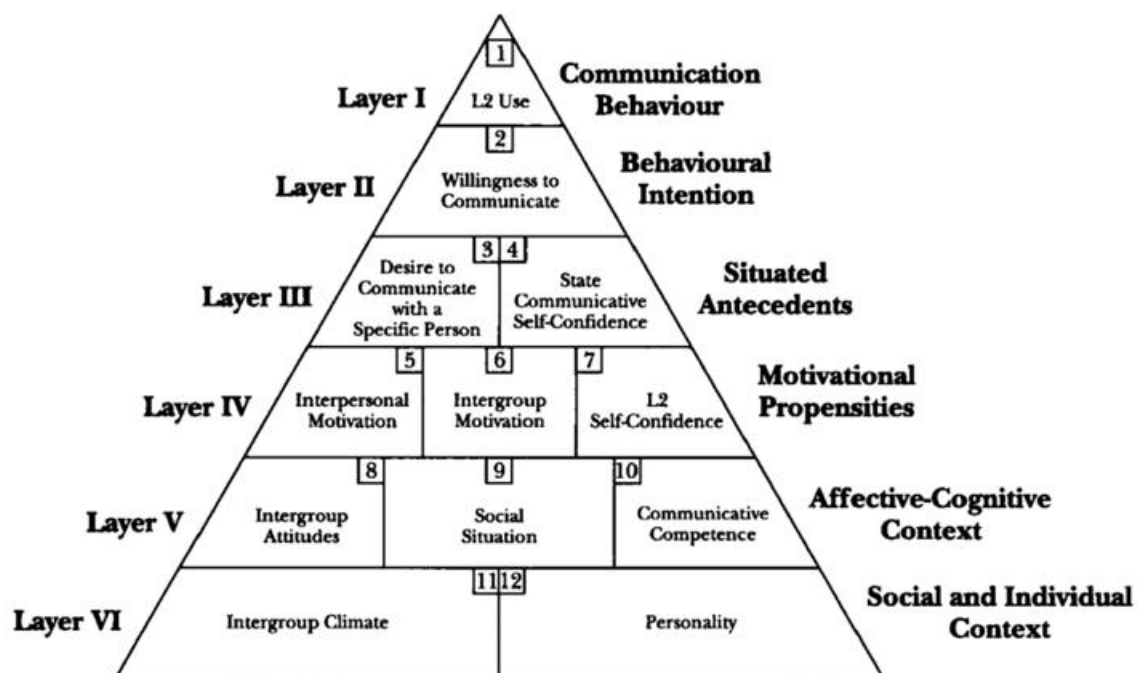


Figure 1: Heuristic Model of Variables Influencing WTC (Macintyre et al., 1998)

3. Methodology

A mixed-method design was chosen to provide a comprehensive understanding of the research problem by sequentially integrating quantitative and qualitative data (Creswell, 2021). The design first collected quantitative data to measure the WTC levels of university students, followed by qualitative data through semi-structured interviews to explore the underlying factors influencing WTC among students with varying levels of communication willingness (Mignogna et al., 2018). Both types of data were analyzed accordingly, and the results were used to draw multiple inferences.

In the first phase, a questionnaire survey was administered to measure the WTC levels of non-English major university students across five universities in China. The survey included demographic questions such as gender, academic year (Year 1 to Year 4), and university affiliation. Table 1 presents respondents' demographic profiles. Descriptive statistics were calculated to summarize the WTC levels and demographic characteristics of the participants. Based on the survey results, students were categorized into low and high WTC groups. In the second phase, qualitative data were collected through semi-structured interviews to gain deeper insights into the factors influencing WTC among students with varying levels of communication willingness. Participants were purposefully selected from the low and high WTC groups identified in the quantitative phase. A total of 12 students (six males and six females) were selected, with six participants from each WTC group. The selection ensured diversity in terms of gender, academic year, and university affiliation. The semi-structured interviews followed a flexible format, allowing for the exploration of themes related to SPCC and its impact on L2 WTC. As Kallio et al. (2016) noted, semi-structured interviews provide a balance between structured questioning and open-ended exploration, enabling researchers to probe into participants' underlying ideologies and experiences. The interviews were audio-recorded, transcribed, and analyzed thematically to identify patterns and insights.

Table 1: Respondents' Demographic Profile

Demographic	No. of Participants (n)	Percentage (%)
Gender		
Male	6	50
Female	6	50
Year of Study		
First Year	3	25
Second Year	3	25
Third Year	3	25
Fourth Year	3	25

This study adopted established five-point Likert-type scales to measure university students' WTC in English within a classroom context. The reliability and validity of the scales were ensured through expert validation and a pilot study. The WTC scale, developed by Weaver (2005) and Peng and Woodrow (2010), was used as the primary instrument. The scale comprised 19 items, with responses recorded on a five-point Likert scale ranging from 1 = *strongly disagree* to 5 = *strongly agree*. The instrument was divided into two subscales: willingness to communicate in meaning-focused activities and willingness to communicate in form-focused activities. The adapted instrument demonstrated high reliability, with a Cronbach's Alpha value of $\alpha = 0.92$, indicating strong internal consistency. Additionally, content validity was assessed, and the scale-level content validity index (S-CVI/UA) was

calculated to be 0.83, confirming the instrument’s appropriateness for measuring the intended constructs.

The qualitative data gathered from the interviews were analyzed using the thematic analysis technique. Thematic analysis is one of the most common forms of analysis in qualitative research, which is appropriate for a study that seeks to explore new research areas. Thematic analysis allows the researchers to determine precisely the relationships between concepts and compare them with the replicated data. Patterns across the interview transcripts were analyzed to identify common themes and provide an explanation for the research problems, in this case, to understand how SPCC influences the WTC of Chinese university students in higher education.

4. Results

Table 2 displays the SPCC that affected WTC among high-level WTC university students. A total of 6 codes were extracted and grouped further into five basic themes namely (1) easy to master English communication, (2) Love of spoken English, (3) a good level of speaking becomes a goal (4) improve self-confidence, and (5) confidence creates the courage to learn English. This study coded 12 respondents numbers 1-12.

Students with high WTC demonstrated a strong positive orientation toward English communication, characterized by two overarching themes: positive emotions for spoken English and learning English with confidence. These students found English communication easy to master, which fostered a sense of enjoyment and passion for speaking the language. They viewed achieving a high level of spoken English as a personal goal, which served as a motivating factor in their learning process. Additionally, high WTC students exhibited significant self-confidence in their ability to communicate effectively. This confidence allowed them to take risks, such as speaking without fear of making mistakes and contributed to their active participation in classroom activities. Their positive emotions, including enjoyment and motivation, were key drivers of their willingness to engage in English communication, as they felt empowered by their belief in their abilities.

Table 2: Thematic Analysis of SPCC Influences on Students with High WTC

Transcripts	Codes	Basic Theme	Theme
1: Because I've always been pretty good at English.	A better speaking result.	Easy to master English communication	Positive emotions improve spoken English
6: Because I practice often, so I have a better speaking result.			
4: It's not hard for me to learn English because I have a good foundation. It's a subject that requires a lot of talking and a lot of practice, so I'll try my best to practice more.	Learn English with ease.		
5: Because I have been interested in language learning since I was a child, English is also my favorite subject. So, I feel that learning English as a language is easier for me compared to chemistry and physics.			
1: English has always been my favorite subject too.	English is a subject of love	Love of spoken English	
5: Because I have been interested in language learning since I was a child, English is also my favorite subject			
2: My English teacher's speaking level is what I strive for, and I will continue to work hard to get closer to him!	Fluent English became a learning goal	A good level of speaking becomes a goal	

6: Speaking fluent English became my learning goal. I hope I can develop my speaking skills to my advantage!

1: It is also this belief that makes me more confident to share my study skills with my classmates and exchange study tips with my teachers.	Provide with some confidence.	Improve self-confidence	Confidence increases English communicate
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1: With my belief that self-awareness communication should just provide me with some confidence.

3: I think my level of oral communication skills is pretty good. This confidence also gives me more motivation to participate in and learn English-related tasks and activities.

6: So, I am not afraid of making mistakes, and this self-confidence may also give me the courage to speak English. So, if I practice often, I will have a better speaking result.	Confidence brings courage to learn.	Confidence creates the courage to speak English.
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3: I don't think I would have had the courage to sign up without that confidence

In contrast, students with low WTC faced significant emotional and psychological barriers that hindered their participation in English communication. These students often experienced negative emotions, such as nervousness, fear, and worry about making mistakes, which made them reluctant to speak in class. They were particularly concerned about how their teachers and peers perceived their communication abilities, and this fear of judgment further discouraged them from participating. Low WTC students also reported a lack of self-confidence, which stemmed from their perceived inability to communicate effectively in English. However, they acknowledged that positive feedback and encouragement from teachers and peers could help alleviate their fears and boost their willingness to communicate. Despite this, their overall reluctance to speak was primarily driven by negative emotions and a lack of confidence, which created a significant barrier to their engagement in classroom activities. Table 3 displays the SPCC that affected WTC among low-level WTC university students. A total of seven codes were extracted and grouped further into six basic themes namely (1) feeling nervous when communicating, (2) generated feelings of fear (3) Worried about making a mistake, (4) being encouraged by teachers and classmates, (5) Care about teachers' and classmates' comments and (6) lacking in confidence.

Table 3: Thematic Analysis of SPCC Influences on Students with Low WTC

Transcripts	Codes	Basic Theme	Theme
7: I'm not very good at English and I get very nervous when it comes to this kind of session.	Feel nervous	Feeling nervous when communicating	Reluctant to speak due to negative emotions
10: Whenever I am faced with a mock question, I feel a little nervous. .. when it comes to questions in English, which I'm not good at, I get nervous...			
8: So, I am afraid of teachers asking questions in class.	Fear of teacher's questions	Generated feelings of fear and worry	
7: it is also reflected in the fact that I am very worried about the teacher's questions in class. This worry makes it difficult for me to stay focused on the professor aspect of the classroom.'	Fear of ridicule.		
8: If I can't answer, I'll be the laughingstock of my classmates.			
11: Stage fright when answering questions in class for fear of making a joke. Fear of criticism from teachers and ridicule from classmates			

10: The speaking part of the exam is what worries me the most...I'm always worried that I don't pronounce things properly or express myself well.	Worried about pronouncing things properly	Worried about making a mistake.	
7: This is not only reflected in the fact that I speak English and worry about my oral pronunciation and grammar...This worry makes it difficult for me to stay focused on the professor aspect of the classroom.'			
11: Because my teacher and classmates will give me proper encouragement	Encouragement from teacher and classmates	Encouragement from teachers and students helps communication	Encouragement from teachers helps communication
9: When my teacher praises my pronunciation, I will be encouraged to continue to practice		Care about teachers' and classmates' comments	Reluctance to speak because of judgment by others
12: I am one of those people who are rather very concerned about others' perceptions.	Being concerned about others' perceptions		
9: But I easily care what others think of me. So, whenever I speak English, I care a lot about what my teachers and classmates say about me			
11: Poor English and lack of confidence in learning English.	Lack of confidence	lacking in confidence	Lack of confidence to speak
7: In the end I lacked confidence			

Both high and low WTC students recognized the critical role of emotions in shaping their WTC in English. High WTC students thrived on positive emotions, such as enjoyment and motivation, which facilitated their active participation in classroom communication. Their strong self-confidence, derived from their perceived communication abilities, further supported their willingness to take risks and engage in speaking activities. On the other hand, low WTC students were more susceptible to negative emotions, such as anxiety and fear of judgment, which hindered their participation. While both groups acknowledged the importance of a supportive classroom environment, low WTC students were more likely to feel pressured and judged in such settings, which further diminished their confidence and willingness to communicate.

These qualitative insights provide a deeper understanding of the psychological and emotional factors that influence students' willingness to communicate in English. They complement the quantitative findings by offering a nuanced perspective on how positive and negative emotions, self-confidence, and classroom dynamics interact to shape students' communication behaviors.

5. Discussion

For students with high WTC, the study identifies two main themes: positive emotions for spoken English and learning English with confidence. These students demonstrate a strong emotional connection to language learning, viewing it as an enjoyable and rewarding experience. Their positive emotions contribute significantly to their high WTC, as they derive satisfaction from engaging with the target language. This aligns with previous research highlighting the role of intrinsic motivation and positive emotional states in boosting WTC. For students with low WTC, the study identifies a different set of themes, such as reluctance to speak due to negative emotions and encouragement from teachers and peers helping communication. Low WTC students report high levels of anxiety, fear, and self-doubt, which hinder their WTC in English. This is consistent with prior research on foreign language anxiety,

which has been shown to reduce WTC (Gamlath, 2021). These students also worry about making mistakes and fear judgment from others, further inhibiting their communication. However, encouragement from teachers and peers plays a crucial role in easing these negative emotions. The theme "encouragement from teachers and students helps communication" resonates with findings in recent studies highlighting the importance of external support in boosting students' WTC (Yuan et al., 2017). Peng and Woodrow (2010) showed that supportive classroom environments facilitated by teachers and peers fostered positive affective states, which, in turn, increased communication willingness. Supportive teacher-student relationships and positive peer interactions have been found to help reduce anxiety and build confidence, fostering a more communicative classroom environment (Peng & Woodrow, 2010). These findings are consistent with research emphasizing the importance of classroom encouragement in enhancing WTC among students with low SPCC. Another significant theme for low WTC students is the reluctance to speak because of judgment by others, which aligns with research on social evaluation. In collectivist cultures like China, fear of negative evaluation is a key barrier to communication (Qiao, 2024). The fear of judgment from teachers and peers significantly affects low WTC students' willingness to speak, as they are sensitive to social evaluations. Positive emotions and confidence foster WTC in both groups, but the mechanisms differ. High WTC students benefit from a virtuous cycle of confidence and courage (Abdolrezapour & Alipour, 2021), while low WTC students require external encouragement to overcome their negative emotions and anxiety. Negative emotions, such as fear and anxiety, are barriers to WTC in both groups, but they play a more significant role in the lives of low WTC students. High WTC students tend to manage these emotions more effectively, while low WTC students may require more support to overcome them (Zheng & Guo, 2024). Teacher and peer support is vital for both groups, but for low WTC students, it is especially crucial in alleviating anxiety and encouraging engagement in communication. The findings emphasize the critical role of SPCC in shaping WTC, with emotional factors playing a prominent role in both high and low WTC students. For students with high WTC, self-confidence and positive emotional states, such as enjoyment and motivation, act as enablers of communication. Their belief in their ability to communicate competently boosts their willingness to participate actively in classroom discussions (Namaziandost et al., 2019). These findings are consistent with previous research that highlights the positive correlation between self-confidence and higher levels of WTC in language learners (MacIntyre, 2007). In contrast, students with low WTC reported that their perceived communication competence was influenced by both positive and negative emotions. Encouragement from teachers and positive feedback helped to alleviate their anxiety and increase their willingness to speak. However, negative emotions, such as fear of judgment and lack of confidence, were identified as significant inhibitors of communication. These results align with studies that demonstrate the detrimental effects of negative emotions, such as anxiety and self doubt, on students' language learning and WTC (Zheng & Guo, 2024). The differences between high and low WTC students suggest that SPCC is a multifaceted construct, where positive emotions and self-confidence foster communication for those with high WTC, while negative emotions and lack of confidence hinder communication for those with low WTC. This calls for tailored interventions that focus on emotional regulation and confidence-building for low-WTC students while continuing to support the positive emotions and self-confidence of high-WTC students.

6. Conclusion

This study employed a mixed-method design to explore the relationship between SPCC and WTC among Chinese university students. The findings highlighted the central role of SPCC in shaping students' WTC. For students with high WTC, their strong SPCC acted as a key driver

of their willingness to engage in English communication. These students reported high confidence in their communication abilities, which enabled them to participate actively in classroom activities without fear of making mistakes. Their confidence was reinforced by positive emotions, such as enjoyment and a sense of achievement in mastering English, as well as a perception of English communication as a manageable and rewarding challenge. In contrast, students with low WTC perceived their SPCC as a significant barrier to their willingness to communicate. They often doubted their communication abilities, leading to feelings of nervousness, fear of making mistakes, and anxiety about being judged by peers and teachers. These negative emotions, coupled with low self-confidence, created a reluctance to speak in English. However, these students also acknowledged that external factors, such as encouragement and constructive feedback from teachers and peers, could enhance their SPCC and, consequently, their WTC. This suggests that while their self-perceived competence was initially low, it was not fixed and could be improved through supportive interventions. The study underscores the dynamic interplay between SPCC and WTC, emphasizing that students' perceptions of their communication abilities are deeply intertwined with their emotional experiences and the classroom environment. For high WTC students, SPCC served as a self-reinforcing mechanism, boosting their confidence and WTC. For low WTC students, improving SPCC required addressing both internal barriers, such as negative emotions and self-doubt, and external factors, such as the classroom environment and social support.

These findings have important implications for English language teaching in Chinese universities. Educators should focus on strategies that enhance students' SPCC, such as providing constructive feedback, creating low-pressure speaking opportunities, and fostering a supportive and inclusive classroom environment. By addressing the emotional and psychological barriers faced by low WTC students and reinforcing the confidence of high WTC students, educators can help all students develop a greater WTC in English. In conclusion, this study highlights the critical role of SPCC in influencing Chinese university students' WTC in English. By understanding how students perceive their communication abilities and the factors that shape these perceptions, educators can design targeted interventions to support students' communication development. Future research could further explore the long-term impact of SPCC-enhancing strategies on students' WTC and overall language proficiency, as well as investigate the role of additional contextual factors, such as cultural influences and classroom dynamics, in shaping WTC.

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