

Classroom Opportunities that Foster Willingness to Communicate

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Abstract

This study sought to analyze the classroom opportunities provided by Chiang Kai Shek College (CKSC) to the first year high school students in relation to the latter's willingness to communicate (WTC). It employed the descriptive research design to find out what these opportunities are. Likewise, it examined if these opportunities can provoke in the students the desire to communicate, as well as the manner by which students react and respond to the opportunities given them. Data were gathered from 320 first year students through the use of the researcher-made questionnaire/checklist. Informal interviews and observations were also done to enrich the study. Findings showed that all the opportunities provided by the school were intended to move students to speak; however, not all opportunities were found to provoke in the students the desire to communicate orally in the target language. It was also discovered that practical speaking or a normal conversation was one of the best opportunities the language students could experience inside and outside the classroom. Furthermore, the study showed that ordinary speech, talk or dialog is of big assistance to a language learner in the context of confidence, fluency, and competence. The researcher concluded that one's WTC is not solely dependent on the students' attitude and motivation, but also on the opportunities provided them and the manner by which these opportunities are administered.

Keywords: classroom opportunities, willingness to communicate (WTC), practical speaking

Introduction

Background of the Study

Over the years, various countries and nationalities aim at becoming bilinguals, or even multi-linguals. Experts in the field have

not stopped considering, discovering, planning and designing a vast array of programs, strategies, styles, and techniques to ensure learning. Unanimously, these people believe that learning a second or foreign language would mean progress and advancement in any field of endeavor. Among the languages, the English language is the most prominent one solely because it is the so-called international language, and that it is widely-spoken in many part of the world. English language learning is such an intricate course. It is not a simple, easy field of endeavor. It concerns the four major skills of reading, writing, listening, and speaking. Each of these skills is of utmost relevance in honing an individual towards accuracy and fluency as regards utilizing the language and communicating effectively. However, among these skills, speaking is the most functional because it involves actual production. Thomas Mann believed that speech is civilization itself. (Devito, 1970). This makes man different from and among all living things. It is also said that speaking is a better way to a more productive living. An individual's ability to speak will bring him to places and will give him rewards of triumphs in this thriving generation. Pedagogically speaking, Tatlonghari (1970) stated in his study that accuracy and fluency of speech is the ultimate goal of language teaching wherein one's ability to speak adequately is oftentimes a prerequisite for one's advancement in life. Needless to say, speaking and its importance in the English language learning are tantamount to the individual's triumphant journey in life. The historical overview of English language learning records the supremacy of learning to speak the language first over and above anything else. Experts and prominent figures express their stand as regards spoken language and its relevance in teaching and learning, basically manifested through various opportunities prepared by teachers and authorities for the benefit of the language learners from the ancient past to the recent present.

Linguistic Environment at Chiang Kai Shek College (CKSC)

Chiang Kai Shek College is a prominent Chinese school that offers English and Chinese curriculums. Subjects like Mathematics, Science, Social Studies, English, Filipino, Technology and Home Economics (THE), and other minor subjects such as music, arts, and

physical education (MAPE) are considered under English classes. English is the medium of instruction and communication during English classes, with the exception of the Filipino period. Chinese literature, grammar and mathematics are included under Chinese classes where Mandarin and Hokkien languages are utilized during Chinese periods. Therefore, English is the language in the morning while Chinese is in the afternoon. Given such condition, the students still prefer to speak in Filipino, despite the fact that the majority are of Chinese descent.

Conceptual Framework

Cummins and Swain (1986) expounded linguistic interdependence as the central principle of bilingual education. This interdependence is believed as such because the first language (L1) plays an important role in processing responses in the target language. Hence, the second (L2) or the target language is quite dependent on the first language and vice versa. They emphasized that “sufficient exposure to the school language is essential for the development of academic skills; however, equally or more important, is the extent to which students are capable of understanding the academic input to which they are exposed.” In other words, linguistic interdependence depends largely on the input or task provided to the learners in the classroom. Through these opportunities, language students can enhance their potentials towards processing skill in speaking English. Hence, it would be difficult to think immediately in the target language as traditional language teachers suggest. Isolating Filipino as a language in studying English as a second language or third would not help at all. If the majority speaks the prevalent language, which in this case is Filipino, then every activity or opportunity is processed through Filipino first. These opportunities act as input, while responses as output. In the classroom, students are provided with various opportunities that are projected through L1, after which participating and taking part come in. This is done through L2 that basically serves as the output.

MacIntyre, Clement, Dornyei, & Noels (1998) put emphasis on the importance of opportunities as regards one’s willingness to communicate (WTC). They believed that the first three layers or the situation-specific influences of the heuristic model are directed from

the opportunities provided to the second language learners. These layers, communication behavior, behavioral intention, and situated antecedents are prompted by the provision of these classroom opportunities. Apparently, they serve as initiators, as the starting point, or the springboard of any communicative event or happening in a classroom. Considering them is too crucial because they can either make or break the desire, or the willingness of the students to become active participants in any part of any communicative situation or gathering. Because of this, a figure of ideas was derived and was called stratum of processed speech (see figure 1). The diagram combines the linguistic interdependence as well as the situation-specific influences of the heuristic model. This reiterates the essence of considering the activities being provided to the language learners.

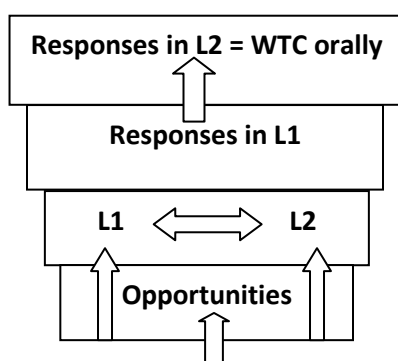


Figure 1. Stratum of Processed Speech

These opportunities are situated in the lowest layer because they are to boost and persuade the students to act and participate in any communicative endeavor. These are expected to trigger the students' initiative or willingness to express themselves more enthusiastically and more correctly. Upon relishing them, the students are then prompted to move up the next level, the processing level. This level proves the mutual dependence between L1 and L2 which is responsible for all the communicative responses whether they are done in L1, L2, or L3. This is the level that corresponds to the processing aspect of responses such as receiving input in L1 or L2 and providing output or responses through L1, L2, or, L3, whichever is required. This stratum points out the significance of taking these classroom opportunities into serious consideration. They serve as

roots or as boosters and perhaps, if given due attention, can serve as a firm foundation when it comes to language learning. Therefore, this is the major objective of this study that is to analyze these speaking opportunities in order to find out whether they foster WTC in the target language, or not at all. Opportunities provided in the classroom are important facets of learning. They are means to achieve the goal of the English language learning – for students to use English particularly and willingly in any form or kind of communicative situation. The weakening desire of students to learn the English language can be remedied through provision of appropriate classroom opportunities. The students' desire is much rooted with willingness to communicate. This is responsible in opening the learners' heart and mind regarding the advantages of engaging themselves in day-to-day, small talk. This also can teach students to value the essence of knowing "it is appropriate to speak, what is appropriate to speak about, to whom it is permissible to speak with, in which circumstance, how to gain the right to speak, how and when to change the topic and how and when to invite someone to speak" (Nunan, 1989). This study can also aid teachers to evaluate their teaching strategies through the way they administer them. This also can instill among educators the ultimate goal of the learning process – that is, to engender or cause students to seek out communication opportunities and to manifest willingness to communicate in them. Overall, "a program that fails to produce students who are willing to use the language is simply a failed program" (MacIntyre, et al., 1998).

Methodology

This study was a descriptive-normative research project which aimed to identify, describe, and analyze the varieties of opportunities provided by CKSC to the first year high school students. The researcher-devised checklist/questionnaire, about 12 items, which is divided into two parts--information about self that was open-ended, and opportunities provided in the classroom that were answerable by Yes/No/Sometimes was used to established a specified norm along with random interviews of teachers and students as well as class observations. A total of 320 respondents took part in answering the checklist. Boys numbering 170 and girls, 150 whose ages ranged from

12 to 15, came from eight various heterogenous sections of the first year high school level. The students' average in English was between 75 to 85.

To facilitate in-depth analysis and interpretation, a trial-run for the checklist/questionnaire was distributed to 20 students in order to find out the length of time in answering it, items which were unclear and other things which the checklist lacked. Then, checklist revision followed to guarantee accuracy. As soon as the checklists were gathered, classroom observation came next. Observation was done in the context of the checklist made. Not a particular standard observation sheet was used. Finally, random informal interviews of several teachers and students verified and affirmed the gathered information.

Results and Discussion

Daily Recitation

Interactive communication among language users is the main goal of daily recitation in an English language class. One important factor that leads to such is the extent and time spent for the preparation which refers to the students' habit of reviewing the past lessons and anticipating the future ones. Daily recitation includes the extent of given answers and the number of students who wanted to be called in class. Results showed that 37% took preparation seriously; they were those who responded positively to this opportunity. Only 4% did not mind it; they were those who responded negatively. However, 59% prepared irregularly; they were those who would probably prepare only if they were tasked to. Preparation entails the habit or discipline of reviewing the finished lessons and anticipating future ones on a day-to-day basis. Participation through raising hands manifests the students' learning disposition as characterized by McIntyre et. al.(1998) in their situational model as a kind of communication attitude. This implies willing attitude to express themselves. Although 56% of the respondents preferred not to be called in class, if only given a choice, 28% chose to share their responses while 16% prefer "sometimes" which represent the "*bahala na*"(come-what-may) kind of children. These students do not feel the need to learn the language nor are they

interested at all with the advantages of acquiring it. Guildford as quoted by Feist (1985) regarded the learners' needs, interests, and desires as aspects of behavioral personality which can hamper or force language learning, as much as the same way as Ellis (1993) considered motivation as the learners' overall goal or orientation. The respondents are somehow poorly-motivated because of their insensitivity as regards their status in the classroom. Learning a language entails active involvement, requiring effort in giving a share or contribution in a healthy speaking English classroom as perceived by Rubin & Thompson (1982). Interestingly, preparation among the respondents was not at all taken into serious consideration. Thus, failing to value its essence leads to incompetence and diffidence. Inability to prepare is equivalent to uncertainty and hesitancy towards recitation. The students have not equipped themselves with necessary pool of ideas for them to partake in the communicative act intelligibly. As Shehadeh (1999) puts it, "output facilitates second language learning". Since the respondents' output is incapacitated, WTC, though innate and present, is hindered and paralyzed because during recitation an actual processing of responses happens. The students, as language learners, are asked directly and are expected provide answers right away. They are engaged in the interlanguage processing as Tarone and Liu (1995) discovered in their study on participation in different situational context. This processing either prompts one to utilize L1 or to deliver responses in L2 or in the target language, thus manifesting WTC orally. This interpretation strengthened the notion presented in figure 1 that the students' linguistic interdependence (Cummins & Swain, 1986) is not practiced and challenged at all. Undoubtedly, majority of the respondents possessed the eagerness and desire to communicate as shown by the results. However, willingness to communicate in the target language seems to be deadening this innate characteristic due to reasons the respondents themselves are responsible for. The learners' personality, the way they perceive life in school and in the classroom all come in between. These definitely affect their processing skills and, therefore, hinder their success in English language learning.

Reading Newspaper

This can be a rich source of topics for practical conversation, a fount for a new set of vocabulary words that are contextually-used, and even a medium of various forms of literature and writing. This opportunity is usually given as a homework. However, in some instances, newspapers are brought in the classroom as part of enrichment session in reading. Fortunately, as seen results stated, half of the respondents read the papers habitually. This 51% perceived the opportunity to read the papers a positive one. They understood the essentials and usefulness of reading the dailies. Nonetheless, 44% read the paper "sometimes" which represent those who need to be reminded often of the relevance of this opportunity. Only 5% perceived it as something negative, thus, they did not read it at all. The newspaper, being an authentic material, helps in the development and enhancement of the processing skills among language learners. It can equip students with what they hardly know and what they need to know in order to gain more advantages especially in the field of communication. It can be a source of different information that might awaken students' consciousness on various aspects of life. Newspaper reading can make language learners knowledgeable which will make them more competent and confident each time they speak or partake in the communicative event. Miller (1995) believed that young readers are active participants in the communication process.

Newspaper reading is an interactive endeavor that requires a kind of disciplines that readers must possess, which is, processing the information derived. Therefore, considering the editorial page can improve a lot of things in them namely: grammar, sequence or order of ideas, writing style, analytic skills and illustrative abilities, etc. Murphy (1995) in his book *From Practice to Performance* expressed the importance of establishing practice and patience as requisites of performance; the same thing is true in newspaper reading. Students must get used to reading newspapers through practice, simply by reading it daily. Patience can help in processing thoughts so it becomes spontaneous and natural. Performance is achieved, which is simply synonymous with WTC orally. Reading the dailies especially the editorial page enhances their ability to process things from first language (L1) to second language (L2), vice versa, right at the very

moment which leads to comprehension and understanding of the text or the opinions cited, as much as its effects and implications. This point was further emphasized and supported by Hutchinson & Waters (1987) when they insisted that second language learning is a developmental process whereby learners use their existing knowledge to make the new information comprehensible; in this aspect, the insight expressed in the editorial, precedes learning. If and when students know how to make use of what they are learning, then, processing skills are developed to the fullest and thus, WTC is achieved and realized. Despite the richness of this opportunity, respondents were still uninformed on the essentials of reading each of its parts. This seemed to be the main reason for their indifference towards the editorial section which was read by only 3% of the respondents. Students had limited understanding of what this specific part can offer and give. They read for knowledge that represents the first step in the hierarchy of learning and so fail to go beyond these pieces of information. Pondering, which is the start of further processing was not realized at all. Consequently, the students were not really aware and exposed to reading the various parts of the newspaper, as well as their importance. Hence, being equipped with an opportunity where everything is almost enclosed in, it would still prove senseless when the students themselves would not entertain, welcome, nor value the various parts of the newspaper where a lot of things can be learned from. Inability to process the read information will likely lead to the students' inability to participate, thus, signals failure of this opportunity to provoke in the students the willingness to communicate.

Reporting

It is one of the opportunities usually utilized by History, Social Science, Filipino and Science subjects as part of the teachers' strategy in teaching. But, it has become one of the encouraging activities in the English classrooms as shown by the results. Forty-seven percent was given a chance to deliver reports during English class, 19% responded "sometimes" while 34% had not experienced it yet. It was found out that only a few English teachers employed this opportunity as disclosed by some interviewees. Reporting is done in varied ways. Based on interviews, a teacher can task the students to read

something about the topic prior to the discussion, short information or bits of knowledge about the topic at hand is entertained. Reports need not be long and manner of delivering it is informal. At times, the teacher calls for a student simply asking him to share what he feels worth-sharing with the whole class. Another is when an idea springs up on the course of discussing the lessons that needs clarification and explanation, a particular someone in the class will be tasked to do it the next meeting. Consequently, things that are asked to be reported are small ideas, but important and necessary ones. Reporting gets the students into action. Through researching, students are expected to provide more; hence, they have to expose themselves to various English materials. Consequently, the students become responsible for their report. Being responsible is an indispensable act in language learning. This is a kind of opportunity which Rubin & Thompson (1982) meant when they emphasized that learners must create their own opportunities in learning a language. Language is best learned through constant practice and exposure. In this case, reporting gets the students into action; thus, they learn by researching and doing. Reporting is as rich as recitation too if it will only be given due attention and importance. Here, students are trained in two skills: memorization and processing. A student is expected to be well-versed in his report through his ability to internalize the reports he provides to the class. In like manner, the respondents were asked if they memorized their reports. Only 24% of the respondents memorized reports. Based on class observation, they were the serious, focused, concentrated learners; they were those responsible individuals for their own learning. Eighteen percent answered sometimes, who probably were the less serious ones in terms of performing well in class. They might also be the students who based everything in their mood at the moment. Likewise, 58% did not bother to memorize at all. They were those who magnified the extent of their preparation. They would simply read the report before the class and somehow disregard their ability to report it excellently. Perhaps, they were already contented to just report it that way.

In reporting, the students are expected to enhance their processing skills when questions arise. Here, they are expected to provide answers right at the moment. In giving responses, the students are engaged in giving and sharing their personal insights. Given this kind of situation, self-confidence surfaces anew. Learners

are said to be confident if they are competent with what they utter. A second language class such as this needs a great amount of preparation in order to realize creative and enthusiastic reports. Students who are tasked to report can transform the class into havoc of meaningful fun and exciting learning-filled memories. However, as the data showed, preparing, memorizing, internalizing, and creating a very nice report is far to achieve. This result manifested the students' reluctance in doing their part which can be equated with their "needs, interest, and attitudes" (Feist, 1985) towards English language learning. CKSC respondents did not feel the need of using English neither did they find it interesting. This apparently shows their attitude toward the language. Hence, standing in front, reporting something without due regard and preparation would demonstrate uselessness of the opportunity. This particular chance is planned and intended for the benefit of the students, but if the students themselves would fail to value and realize its essentials, all combined efforts and strengthened patience would fail somehow.

Opportunity such as reporting wherein students can speak and express themselves is one of the best opportunities to employ in an English class. However, students must be constantly reminded of its significance. They must be told often to grab the chance in order to enhance their speaking abilities that lead to the realm of WTC orally.

Practical Speaking

As an opportunity, practical speaking is seldom given emphasis, but it gives such a push or force on what really is vital and viable in manifesting one's willingness to communicate. Practical speaking involves the whole school, administrators, teachers, staff, maintenance and most importantly, the students, or the respondents themselves. Results showed that 58% of the students did not speak English in school. They were probably those who failed to envision the advantages of using English. Or, perhaps, they were still immature language learners whose eyes and mind are still closed to the great realms of learning the language. These respondents expressed rejection in using English in any communicative situation as per observed during class hours. They were probably the students who were not intrinsically motivated to speak the language. Neither did they have the desire nor the interest to learn the language. This

holds true with what has been stated earlier in the beginning of the study, attitude and motivation interfere anew on the part of the students; hence, speaking the language was not at all realized. Also, 42% regarded English as a language beneficial to learn. These learners probably perceived English speaking as ordinary as any other languages for example, Filipino and Chinese. They were already accustomed in utilizing English in any form of communicative situation. Thus, they represented the respondents who considered this opportunity as something positive. Another aspect of this opportunity is the part that represented the students who conversed in English. Not so surprisingly, 89% failed to see the relevance of conversing with their teachers in English. They failed to realize that using English in conversing with their teachers could get them accustomed to it. They also set aside the benefit of being able to process thought on the spot through and while conversing with their teachers. In short, they let go of the precious chance. They were given an opportunity which could possibly bring them up to WTC in L2, but they stopped on the lower level utilizing L1 (see fig.1). Most English teachers desire to bring out the best among their students. They intend to influence them to do their best. The teacher encourages the students towards the essence of utilizing and maximizing English language use. In doing so, they see to it that speaking in English with the students can be of greater help. The survey showed that 91% of the respondents affirmed that their teachers speak English with them. This manifested the teachers' desire to produce individuals who can speak in English. This shows teachers' involvement in the learning program. Green (1993) believed that "no matter how poorly motivated a learner may appear to be, the aware and sensitive teacher can actively develop strategies to generate, harness, and sustain" the deadening desire of language learners to speak in English. The findings correspond to the long and lasting drive to speak in English, or the so-called "English Speaking Campaign". However, since the school offers English and Chinese instruction, attention and concentration is divided. Chinese is the learners' first language. From the observation made, Chinese is utilized only by Chinese teachers and elders alone. English is confined in the classroom and unluckily, in some instances, Filipino is even employed to clarify confusion, to avoid misunderstanding, and the like during class discussion.

In this study, practical speech is a form of simple use of the target language by the language learners. Practical speech is practical speaking which is tantamount to a normal conversation. This is what Gumperz (1982) meant with conversational involvement. This is an inherent part of a normal conversation. Students as language learners must engage themselves in conversation everywhere. Talking to a seatmate, a schoolmate, a friend or even to a teacher is a conversation. It is using language. It is a manifestation of learner's interest. It is also an expression of the "willing spirit". During conversation, one is not being listened to because it is required; one does not speak or take turns because it is needed. Informally, one speaks and listens because he wants to; he is interested; he desires to. Utilizing English outside and inside the classroom must be done as normally and as spontaneously as possible. Willingness is equated with the desire to use it anytime, anywhere and with anyone else. One might say, "I couldn't do it. I have a very poor vocabulary." According to Nation (1990), in his book on vocabulary learning and teaching, it is necessary to have a large vocabulary in order to speak; a language learner simply has to make use of the small number of words to practice the language. Getting accustomed with the language is the term for it. Though, it can be characterized as a kind of struggle, learning and being able to choose and use the right words to say some things are worth working for. As has been stated by Rubin & Thompson (1982), learners need to be personally involved in their own language learning because only through realizing it can they move to act and do something about their own development and improvement.

Based on the observations made, normal conversations inside and outside the English classroom were characterized by code-switching such as " *Sino ang absent ngayon? (who is absent today?) Do we have an assignment? Ano ang gagawin nating sa English? (what are we to do in English?) Magsusulat pa ako ng report ko sa History. (I will write my report in History.) Ma'am may test ba? (Ma'am do we have a test?) etc.* A few of the common utterances which were normally heard inside and outside the classrooms when analyzed could be uttered in simple English and yet the students still preferred not to. This was even strengthened by the conducted reandom interviews from which only one question was asked "WHY DON'T YOU SPEAK IN ENGLISH?" Most of the given responses were: *Hirap eh! (It's hard!) Tinatamad ako*

eh! (I feel lazy!) Tagal eh! (Takes time!) etc. Majority of the interviewees confirmed that saying things in English takes much of their time. They even admitted that they were not used to speaking in English; they were more comfortable using Filipino. Besides, they hate being reprimanded or even insulted with such words like "TAGALUGIN MO NA LANG!" (Just say it in Tagalog!) This finding implied one thing; their peers, their environment, the people around, their very own attitudes hinder them in manifesting their desire to communicate in English orally; hence, their WTC in the L2 suffers.

If there is one opportunity that is a must among language learners, it is the pleasure of engaging themselves in an ordinary conversation using the target language. Therefore, it is just but right, that this be given due emphasis and importance for the purpose of having genuine, real, sincere, English Speaking Campaign.

Implications

The results showed that the opportunities being provided to the first year students are indeed helpful in realizing an effective language class; hence, it is the right time for the administrators to evaluate course programs, curriculums and syllabi specifically defined to the purposes of willingness to communicate. The conceptual model can function when classroom teachers provide a different kind of atmosphere which is conducive for speaking the target language. One example is Taschner's *Text and Tasks* (1994) which capitalizes on the provided text and things to do about it. Through this, teachers can think deeply so they emphasize WTC; they can also employ the virtues of patience, perseverance, determination and encouragement regarding the use of the target language by heart so that speaking goals and objectives can be realized. Since teachers are capacitated with such tremendous qualities, their drive or the desire to make their students communicate can boost their capacities to explore the unfathomed for the benefit of their dependents--the students. Teachers can categorize their talk in the class in something purposive such as (Malamah-Thomas, 1987) classroom verbal behavior which includes questioning vis-à-vis eliciting, presenting and explaining, organizing and giving instructions, etc.

Students' WTC is not much influenced by the way these opportunities were administered; however, since these opportunities

are always a part of classroom interaction, teachers need to administer them in variety of way like that of Moskowitz (1978) who collected ideas for involving learners' personal values and reactions in language learning and Wattenmaker & Wilson's described activities for self-expression in Savignon (1983). Creativity and resourcefulness count best in executing these planned procedures for better interactions.

Language learning is indeed a journey. Students as travelers need to bring the right attitude which is a person's disposition towards an endeavor. Attitude involves both beliefs and feelings and therefore, is both "cognitive and affective" (Feist, 1985) Learning a language takes place if there is involvement. Active participation, which includes speaking and doing, ensures language learning.

Language teaching is an important aspect of language learning. Specifically, training the students is everyone's responsibility in the teaching field. No particular teacher is particularly assigned or tasked to educate his students all by him/herself alone. Teaching is a world of never-ending beginnings because teaching things to students is infinite; it is a long and lasting quest for knowledge. With the birth of WTC, there is much to explore and learn. Savignon (1983) stated one facet of WTC which is language for a purpose. This is where the following were given strength and emphasis: a) the focus of activity is content, not language learning; b) recourse to the learner's native language is seen as natural and desirable; such code-switching and code-mixing are features of natural second language use; c) learners are not expected to give error-free, native-like responses to the teacher's questions; d) the goal is the gradual adoption as a community language while support and encouragement are provided for the learners. It is this profession's obligation to make learning more memorable and enjoyable through providing wonderful experiences which can be evoked from enticing teaching and learning moments. Also, Savignon (1983) believed that 'the use of language for real communication—in classroom management, in lessons in culture and grammar, in crafts and games, or even in a full program of academic study—allows the learners to experience the language, to use it as their own" Upon doing so, language learners and teachers as well can treasure every single minute spent in their English classes. Thus, it is vital that teaching be given due importance. This study of WTC specifically encourages

evaluation of teaching methods and strategies as well as techniques that are being utilized because not all opportunities can provoke the desire to communicate although they are intended as such.

This study singled out the right attitude of the mind. Language learning is achieved when the mind is set and conditioned. It is the discipline of the most important faculty, the brain. It is about time for the language learners to develop discipline into a habit. They need to set their mind on something more worthwhile and beneficial. They are to develop a healthy, firm attitude towards language learning, towards school, towards education. Education is one of the most significant aspects of life that needs to be specifically considered over and above anything else. It involves a great deal and big amount of motivation. According to Greene (1993), motivational aspects of second language education are immutable phenomena. He emphasized the three levels of motivation: 1) holistic—the person's pursuit to achieve his fullest potentials like physical, emotional, mental, and spiritual, its drive—egocentric; 2) cultural-linguistic—the person's use of non-native language/s in relation to others within and across the cultures—its drive instrumental and integrative; 3) cognitive-linguistic which is the person's formal language-learning situations, its drives—security and progress, involvement in the learning program, cognitive engagement, incentive to sustain impetus and perception of language unity. This apparently led to the habit of processing language. Whether the learners perceive the opportunities as positive or as negative, provided they are fully and holistically motivated, they are still expected to excel in any other kind of endeavor especially speaking the L2.

When optimal development of speaking opportunities provided in the classrooms becomes a goal of each and every respective department, the school program can further its campaign for extensive, massive and serious English language use among students, personnel, and staff. Hence, speaking the target language is gradually achieved and naturalized.

Conclusions and Recommendations

The results singled-out the relevance of knowing what, why, and how things are done. Opportunities and teachers alike are accomplices in the success of a language learner. Nevertheless the

main source of triumph is the language learner him/herself. No matter how better or perfect an opportunity or a teacher is, when the person or the student him/herself is disinterested and inattentive to his own needs, everything would seem a failure. A person's will, choice, and preference would either bring him/her to the level of fulfillment, to the state of triumph or to the moments of distress and to the unending regrets of the past. Being aware is just a step towards the greater good, the success in language learning. But what matters most is the students' expression and manifestation of willingness though their positive response to the opportunities given them. This kind of response would initiate them to do things on their own volition. A willing spirit strives for success, excellence and even perfection. When one is willing, everything, every task no matter how difficult and hard, becomes light, easy and achievable. One's success in language learning definitely depends on oneself alone. Preparation is a concrete example of one's expression of decision that leads to full participation. Once preparation becomes a habit, participation follows as naturally and as spontaneously as breathing. This would lead to intelligible sharing which is natural and free flowing.

Aiming for excellence is absolute, but it cannot be achieved and realized overnight. It entails years of developing and shaping good habits. It involves a great amount of practice, patience, perseverance, and determination, and most importantly, motivation. Success in language learning would be achieved if language learners would consider these opportunities that are provided for in the comforts of their classrooms. In the first place, they are intended and created for them.

Finally, this study believes that opportunities are essentials of a productive language class; they can enhance motivation and interest as well as vigor and enthusiasm to the world of the aspiring language learners. It is recommended that administrators need to help in the development of a curriculum intended to instill multi-lingualism. Implementing a law or rule would strictly discipline everyone as regards language training. They need to set their firm stand regarding massive English language use in the morning and Chinese language use in the afternoon. They have to develop a policy that strictly uses Filipino. In this case, a particular arm under the administration becomes responsible. This study also suggests that teachers and educators need to be more reflective of their goals. They have to set

clear and purposeful objectives and check if these are achieved. Teachers need to be more patient in encouraging the students to utilize the target language. They should keep in mind that processing takes time. They need to provide them with sufficient tasks in class. They have to prepare various types of lessons that can answer for the behavioral and somatic aspects of personality of their students.

This paper opens the door for future-related research that can support and answer for WTC more deeply. Since this study is concerned only with the description of these utilized opportunities, this can branch out to more serious experimental, historical, and even ethnographical ones. Willingness to communicate or WTC is such a breakthrough in language learning. This goes beyond the individual's linguistic academic performance. WTC "may help orient theory and research toward the ultimate goal of language learning: authentic communication between persons of different languages and cultural backgrounds" (MacIntyre, et.al., 1998).

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