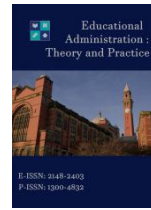




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## Impact of College Students' Perception of English Teachers' Charisma on Their Willingness to Communicate in English-Mediator of Learning Attitude

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<p><b>Article History</b></p> <p><b>Article Submission</b> 12 September 2023</p> <p><b>Revised Submission</b> 4 October 2023</p> <p><b>Article Accepted</b> 2 November 2023</p>	<p style="text-align: center;"><b>Abstract</b></p> <p>In the context of university students in Weifang, China, this study explored the relationship between perceived English teachers' charisma, learning attitude, and willingness to communicate in English. College students from three representative colleges in Weifang, Shandong Province, were selected through intentional sampling, and an electronic questionnaire was distributed to them. The Willingness to Communicate Scale, Perceived Teacher Charisma Scale, and English Learning Attitudes Scale were employed for measurement, with all scales being scored on a 5-point Likert scale. In total, 654 valid responses were collected for analysis (61.5% freshmen and 64.1% women). Structural equation modeling was used to examine the direct and mediating effects between the variables. The college students' perception of the degree to which their teacher was charismatic was discovered to have a positive effect on the students' willingness to communicate in English. Learning attitude was found to positively affect willingness to communicate in English. Moreover, learning attitude fully mediated the relationship between perceived teacher charisma and willingness to communicate. This paper makes recommendations for teachers, educational institutions, and future research.</p> <p><b>Keywords:</b> Willingness to Communicate; Teacher Charisma; Learning Attitudes; College Students</p>
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## Introduction

As globalization continues and cultural diversity increases, second languages are playing a pivotal role in mediating the relationships between individuals, society, and the environment as part of intercultural interactions (Chen, Dewaele & Zhang, 2021). English has become a common second language in which people from various countries communicate, and it is the most widely spoken international language (Rao, 2019). Moreover, English, as a world language, has strengthened international communication. The learning and use of English have become irreversible trends in response to economic globalization and adaptation to the information society; hence, in the field of English education, the development of communicative competence in students is receiving increasing attention (X. Huang, 2021).

Concern is currently growing regarding learners' willingness to communicate with one another in English. The global use of English, especially among non-native speakers, requires qualified and fluent communicators (Allahyar, 2021). Learners with strong communicative intentions are believed to seek more opportunities for participating in authentic educational settings (Al-Murtadha, 2021; Sari & Mirici, 2021; Zarrinabadi, Lou, & Shirzad, 2021). With the growing emphasis on authentic communication in second-language learning, one major goal of second-language learning is to foster a willingness to communicate (MacIntyre & Doucette, 2010). Willingness to communicate is a crucial part of language learning and plays a pivotal role in communication (Elahi Shirvan, Khajavy, MacIntyre, & Taherian, 2019; Sato & Csizer, 2021).

China is presently the country with the largest number of English learners (Y. N. Wu, 2021). Chinese culture emphasizes collectivism, and most Chinese students learn in a submissive way owing to this cultural background (Ma, Yu, Reynolds, & Jiang, 2022; Wen & Clément, 2003). Chinese learners of English are typically described as reticent and highly receptive language learners (Sang & Hiver, 2021). In English learning, Chinese students are reluctant to speak English for fear of making mistakes and being ridiculed (Q. M. Zhong, 2013). The adages "silence is golden" and "few words, many deeds" constrain the behavior of most Chinese learners (N. Zhang, 2012). Chinese college students communicate in English infrequently; therefore, their willingness to communicate in English should be increased (F. D. Lin & Wang, 2018). In China, the teacher is a symbol of authority, and most classes remain teacher-centered. The teacher has a substantial influence on how their students learn. In teacher-student communication, students communicate in English only if the teacher gives them the opportunity to do so (L. Li & Walsh, 2011).

Bandura's (1977) social learning theory suggests that learning behavior is influenced by environmental and personal factors; this is particularly relevant because communication in a second language is complex and because numerous external environmental and personal factors influence an individual's willingness to communicate (MacIntyre, 2020; Öksüz-Zerey & Cephe, 2020). Teachers constitute a notable external environmental factor influencing students' willingness to communicate (Han, 2020), and they provide opportunities for students to initiate communication during the learning process (MacIntyre, Baker, Clément, & Donovan, 2003). A teacher's charisma encompasses their humor, knowledge, character traits, and methods of instruction (Y. C. Huang & Lin, 2014). The behavior, personality, and humor of teachers influence learners' willingness to communicate (Mai & Fan, 2021). S. H. Lin and Huang (2016) argued that the degree to which students are motivated to learn is affected by how charismatic their teacher is. Teachers determine the outcome of education and have profound responsibility (D. C. Lee et al., 2014). Successful educators are generally charismatic (Qardaku, 2019). Therefore, a teacher's charisma is crucial to the learning process. Research has revealed that attitude is an intrapersonal affective factor that influences language performance, and this concept has thus received considerable attention from second-language researchers (X. G. Li & Qin, 2011). A positive attitude toward learning leads to students better understanding their teacher's lectures and having stronger communicative intention (J. M. Dewaele & L. Dewaele, 2018; L. Wang, 2019). Macintyre and Blackie (2012) and Alrabai (2022) have reported that a positive attitude has a significant effect on second-language communicative intention.

Variables such as teacher charisma may influence students' attitudes toward their target language, affecting their willingness to communicate. Moreover, students' attitude to learning is

influenced by their teacher's personality and teaching behaviors (Dumitru, 2015). Students are more likely to develop a positive attitude toward learning if their relationship with their teacher is positive (Zhu, 2019). S. H. Lin and Huang (2017) reported that students who perceive their teachers as more charismatic are more likely to have a positive attitude toward learning.

Perceived teacher charisma can exert a direct positive influence on students' willingness to communicate, in addition to indirectly influencing such willingness through learning attitude. However, research is lacking that investigates the interactions between teacher charisma, students' willingness to communicate, and students' learning attitude as well as these variables' combined effects. Accordingly, the relationships between and roles of teacher charisma, learning attitude, and willingness to communicate were probed in the present study.

## Literature Review

### Teacher Charisma and Willingness to Communicate in English

In a teacher, charisma is an attractive and evocative force that comprises a teacher's general qualities and prompts a positive attitude in the teacher's students (H. L. Li, 2012). Charisma is considered a highly beneficial characteristic, as suggested by the word's origins, which are in the Greek word for "gift." One study indicated that a teacher's charisma subsumes their teaching methods and their character and knowledge (Y. C. Wu, Hsieh, & Lu, 2015). A teacher may be considered to be performing highly if they use several different methods of instruction, offer explanations, and answer questions (Greimel-Fuhrmann & Geyer, 2003). According to the social view of learning, proposed by Vygotsky and Cole (1978), the development of a learner can reach a higher level through the guidance of an adult. This suggests that learners actively and rapidly learn when accompanied by a teacher. Subject knowledge, a sense of humor, approachability, and a willingness to answer questions were reported to be the hallmarks of competent teachers (Brown, 2004). Teaching is a complex practice because the teacher must apply various strands of expertise simultaneously (Koehler, Mishra, & Cain, 2013). Wen and Clément (2003) developed a model of communicative intention in English within the context of Chinese college students and showed that teacher involvement affected the learners' willingness to communicate. Strong communicative intention in learners can be attributed to effective language instruction (MacIntyre & Wang, 2021). Learners' willingness to communicate can be increased through their teacher's behavior and teaching attitude (Cheng, 2021; T. Li & Liu, 2021). Therefore, the following hypothesis was proposed:

H1: College students' perception of their teacher's charisma positively affects their willingness to communicate.

### Teacher Charisma and Learning Attitude

Attitude toward language learning refers to a person's disposition toward their efforts to learn a language (Zulfikar, Dahliana, & Sari, 2019). When learners are attracted to a teacher's good qualities, they are more proactive when communicating with the teacher and have a more favorable attitude toward learning (Abu-Melhim, 2009). A teacher's sense of humor can increase their students' interest and confidence when learning, thereby improving the students' attitude toward learning (Sun, 2015; Yan, 2017). In sum, learners are more likely to feel confident in their learning when they perceive their teacher to have good character traits, humor, knowledge, and suitable approaches to instruction. When the learning environment changes, the attitude of students toward their learning changes accordingly (Pan, 2020). Therefore, a second hypothesis was proposed:

H2: College students' perception of their teacher's charisma positively affects their learning attitude.

### Learning Attitude and Willingness to Communicate in English

Gardner, Lalonde, and Moorcroft (1985) revealed that the attitudes of foreign-language learners-toward their target language, the culture that language represents, the language's native speakers, and the degree to which it is valuable to acquire the language-vary during the process of language learning. Hashimoto (2002) observed that a person's attitude to learning a language is

strongly influenced by their willingness to communicate in formal settings. An affinity for the culture of a foreign language and a desire to learn about the language's history and culture are favorable factors in language learning, giving learners a strong desire to communicate in the target language (C. B. Chen, 2014). Learning attitude is a crucial affective factor influencing second-language learning. When learners' attitude improves during a class activity, they become more willing to participate in the activity (Ye, 2018). Furthermore, students' learning attitude positively affects their willingness to communicate (Hvozdková, 2021; H. L. Liu, 2020; Peng, 2020). Therefore, the third hypothesis was proposed:

H3: College students' learning attitude positively affects their willingness to communicate.

Teacher Charisma, Learning Attitude, and Willingness to Communicate in English

Studies investigating the relationship between the degree to which college students perceive their teacher to be charismatic and the students' learning attitude have found that perceived teacher charisma has a positive effect on learning attitude (Basöz & Erten, 2019; Dumitru, 2015; F. D. Lin & Wang, 2018). S. H. Lin and Huang (2017) showed that students who perceive their teachers as being more charismatic are more likely to have a positive attitude toward learning. Learners' positive attitude toward a foreign language is a key factor influencing their willingness to communicate, and a positive attitude toward learning helps students understand the content of their teacher's lessons, increasing their willingness to communicate (J. M. Dewaele & L. Dewaele, 2018).

The aforementioned findings suggest that perceived teacher charisma influences learning attitude and that learning attitude influences willingness to communicate in English (L. Wang, 2019). Additionally, learning attitude is often considered by researchers to be a mediating variable. For example, Kong (2019) found that learning attitude mediates teaching style and students' mental health. Perceived teaching style and perceived teacher charisma reflect learners' opinions and are thus subjective. Therefore, learning attitude may be a mediator in the connection between perceived teacher charisma and willingness to communicate in English. Accordingly, the fourth hypothesis was proposed:

H4: College students' learning attitude mediates the relationship between the perceived English teacher's charisma and willingness to communicate in English.

## Methodology

### Hypothetical Model

According to social learning theory, environmental and personal factors influence individual learning behavior (Bandura, 1977). The model of communicative intention proposed by Wen and Clément (2003) is an extension of previous research and is appropriate for describing the English learning of university students in a Chinese context. In this model, learners' communicative intention is considered to be affected mainly by personality factors, motivational orientation, societal context, and affective perceptions. The model's factors correspond closely to the variables used in this study. Accordingly, this study employed the aforementioned model as the theoretical basis for exploring the relationship between its factors and English learners' communicative intention.

Figure 1 displays the hypothetical model developed in this study on the basis of relevant theories and the literature. Perceived charisma of English teachers was proposed to be a positive factor affecting willingness to communicate in English, and learning attitude was proposed as a mediator.

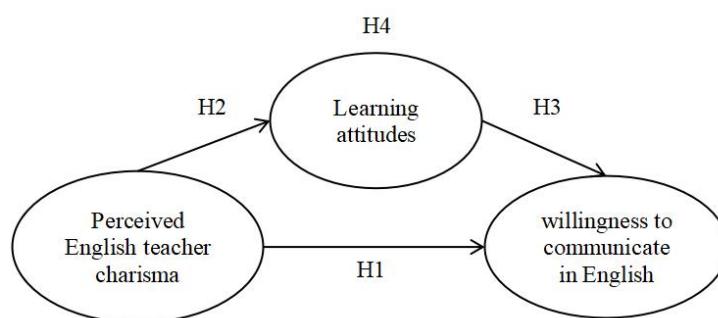


Figure 1. Hypothetical Model

### Participants and Procedures

Shandong Province places a strong emphasis on education owing to the influence of Confucian and Mencian thought and its fiercely competitive environment. The province has always been a national leader in education, currently has the third-highest number of general colleges and universities in China, and has the second-largest number of students in the country. Weifang City has ranked first for five consecutive years in terms of satisfaction with education in the comprehensive economic and social assessment in Shandong Province. To provide a reference for future research, this study explored the relationships between three variables—perceived teacher charisma, learning attitude, and willingness to communicate in English—by using university students in Weifang as the research object. The universities selected for the study are comprehensive schools and are open to applicants from the whole country. They offer majors in humanities, science and technology, business, medicine, and other subjects. The present study involved students from freshman to senior year at three universities; these students were enrolled in an English course each semester that earned them 3 credits and took 3 hours per week, and they had to pass an English examination to meet their graduation requirements.

Approval for this study was granted by the International College of Krirk University's Institutional Review Board. After potential respondents gave informed consent, they were given the study questionnaire online on February 28, 2022, through Questionnaire Star, a professional survey platform. The measurement process was anonymous, and the respondents could withdraw at any time. The questionnaire comprised 49 questions and was administered to students at three universities or colleges in Weifang. English courses are compulsory in all three institutions. Students majoring in English receive 15 hours of English instruction each week, whereas students majoring in literature and history, science and technology, or art receive 3–5 hours of English instruction each week. To ensure that the results were authentic and meaningful, the questionnaire was administered only to students who were at that time enrolled in an English course. A total of 700 questionnaires were distributed. Questions were designed for a polygraph test in the study, and respondents who provided wrong answers to the polygraph test questions were considered to provide invalid answers and thus excluded from the study. In the case of any answer being missing or a pattern existing in the responses, thus demonstrating repetitiveness, the response was excluded from the sample. Ultimately, this study included the responses of 654 college students.

### Research Tools

#### Willingness to Communicate in English

This study employed the version of the Willingness to Communicate in English Scale revised by the Chinese scholar Y. N. Wu (2021). The original scale was developed by MacIntyre et al. (2003). Through 11 items, the scale measures two dimensions, namely the willingness to communicate in class (assessed by six items; e.g., “In English class, I communicate in English with my classmates”) and outside of class (assessed by five items; e.g., “When I meet a foreigner in the supermarket who needs help, I speak English to help him/her”). The items are assessed on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Students who were more willing to communicate in English had higher scores.



### Teacher Charisma

The Perceived Teacher Charisma Scale, compiled by Y. C. Huang and Lin (2014) and comprising 22 items in total, was employed to measure four dimensions: character traits (assessed by six items; e.g., “My teacher has a lot of patience”), knowledge (assessed by six items; e.g., “My teacher can solve all of the course-related problems”), humor (assessed by six items; e.g., “We are never bored in my teacher’s class”), and teaching techniques (assessed by four items; e.g., “My teacher uses some teaching materials that are new and interesting”). The items are scored using the same Likert scale as for measuring willingness to communicate. A higher score indicates that respondents perceive their teacher to be more charismatic.

### Learning Attitude

This study employed the 14-item Learning Attitudes Scale developed by Tian (2009), which comprises three dimensions: the cognitive (assessed by four items; e.g., “I think English is very important”), emotional (assessed by four items; e.g., “I am very interested in learning English”), and intentional (assessed by six items; e.g., “I study English for at least 1 hour a day outside of the English classroom”) dimensions. A 5-point Likert scale-the same as that employed for measuring willingness to communicate and teacher charisma-is applied for item assessment, with a higher score signifying a more positive learning attitude. The scales all have favorable reliability and fit (Table 1).

Table 1. Reliability and Validity of the Scales Employed

Item	Teacher Charisma	Learning Attitudes	Willingness to Communicate in English
Reliability Coefficients	0.984	0.945	0.977
CR	0.828-0.890	0.701-0.904	0.848-0.908
AVE	0.505-0.574	0.613-0.628	0.563-0.624
Factor Loadings	0.559-0.868	0.588-0.867	0.632-0.863
Suitability Indicators			
$\chi^2/df$	3.42	3.57	3.63
GFI	0.962	0.916	0.937
RMSEA	0.080	0.078	0.079

## Results

### Descriptive Statistics

The response rate was 93.43%. Of the 654 students whose responses were included in this study, 253 and 419 were men (35.9%) and women (64.1%), respectively. Regarding the number of years, the respondents had been in university, 402, 11, 89, and 52 respondents were freshmen, sophomores, juniors, and seniors, respectively. A small number of the respondents were majoring in English (4.9%), and more than two-fifths were majoring in literature and history (42.7%). The remainder were majoring in science and technology (37.6%) or art (14.8%). Table 2 lists the full demographic data.

Table 2. Demographics of the Sample

Basic Situation	Category	Frequency	Percentage (%)
Gender	Male	253	35.9%
	Female	419	64.1%
Grade Level	Freshman	402	61.5%
	Sophomore	111	17%
	Junior	89	13.6%
	Senior	52	8%
Major	English	32	4.9%
	Literature and history	279	42.7%

Basic Situation	Category	Frequency	Percentage (%)
	Science and technology	246	37.6%
	Art	97	14.8%

### Main Effect

Structural equation modeling (SEM) was employed to test the main effect path, and the corresponding standardized regression coefficients were between .88 and .94. The model was discovered to be an adequate fit to the data for the main effect:  $\chi^2 = 42.35$ ;  $\chi^2/df = 2.847$ ; root mean square error of approximation (RMSEA) = .008; comparative fit index (CFI) = .99; normed fit index (NFI) = .99; goodness-of-fit index (GFI) = .98; Tucker–Lewis index (TLI) = .98; and standardized root mean square residual (SRMR) = .026 (F. M. Huang, 2015; Qiu, 2011; Schreiber, 2017; W. H. Zhang, 2013). Teacher charisma explained 23% of the variance in willingness to communicate in English ( $\gamma = 0.48$ ,  $p < .01$ ); thus, H1 was supported (Figure 2).

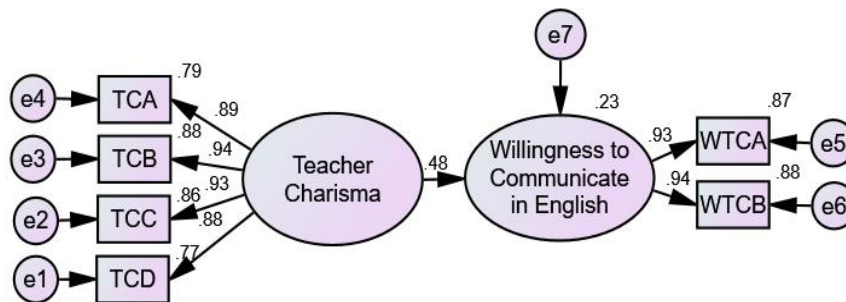


Figure 2. Main Effect of Teacher Charisma on Willingness to Communicate in English

### Structural Model

SEM revealed the main effect's standardized regression coefficients to be .87–.94. The main effect path again revealed the model's adequate fit to the data:  $\chi^2 = 47.93$ ;  $\chi^2/df = 6.837$ ; RMSEA = .046; CFI = .950; NFI = .950; GFI = .911; TLI = .936; and SRMR = .056 (Huang, 2015; Qiu, 2011; Schreiber, 2017; Zhang, 2013). Teacher charisma explained 45% of the variance in learning attitude ( $\gamma = 0.67$ ,  $p < .01$ ), supporting H2. Learning attitude explained 54% of the variance in learning attitude ( $\gamma = 0.76$ ,  $p < .01$ ), supporting Hypothesis 3.

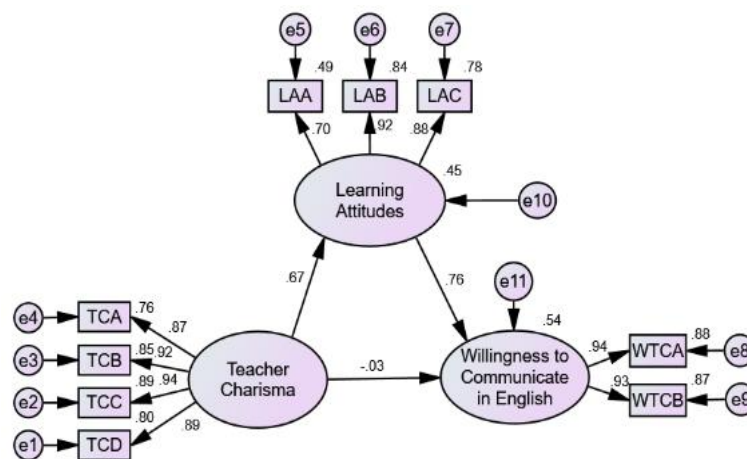


Figure 3. Structural Model

### Mediating Effect

Figure 3 illustrates the structural model underlying H4, which involves mediating factors. As suggested by Zhao, Lynch Jr, and Chen (2010), this study tested the mediating effect by using the

bootstrap method proposed by Efron (1979), with the maximum number of iterations being set to 5000 (Hair Jr, Ringle, & Sarstedt, 2012). Bootstrapping is a resampling statistical method; the properties of the sampled distribution are empirically estimated through repeated sampling of the data set. Many of the assumptions that are required in conventional inferential statistics can thus be relaxed. Researchers are increasingly making statistical inferences through this approach and are regularly applying the method empirically (Hayes, Preacher, & Myers, 2011).

The main effect of teacher charisma on willingness to communicate in English had a size of .45 ( $t = 8.39$ ,  $p < .01$ ). Incorporating the mediating effect of learning attitude on this relationship led to a reduction in size of the direct effect of teacher charisma on willingness to communicate in English; the new size was  $-.03$  ( $t = -1.46$ ,  $p > .05$ ). The findings for the total, direct, indirect, and individual indirect effects thus revealed that learning attitude fully mediated the relationship of teacher charisma with willingness to communicate in English. The parameters were determined to all be significant, as indicated by the lack of a 0 in the confidence interval estimates derived for the overall, indirect, and individual indirect effects (Table 3). The size of the overall effect of perceived teacher charisma on willingness to communicate in English was .589. Upon addition of the mediating effect of learning attitude, perceived teacher charisma was discovered to have an indirect effect of size .638 and a direct effect of size  $-.05$  on willingness to communicate in English. These findings suggest that learning attitude fully mediated the perceived English teacher charisma's effect on willingness to communicate in English. Thus, H4 was supported.

Table 3. Bootstrap Estimates of the 95% Confidence Interval

Total, Direct, and Indirect Effect	Path Coefficient	Bias-Corrected		Percentile	
		Lower	Upper	Lower	Upper
Total effect (TC-WTC)	0.589***	0.449	0.741	0.441	0.734
Direct effect (TC-WTC)	-.050	-0.231	0.115	-0.230	0.117
Indirect effect (TC-WTC)	0.638***	0.513	0.797	0.503	0.785
Individual indirect effect (TC-LA-WTC)	0.458***	0.327	0.673	0.319	0.668

\*\*\* $p < .001$ .

TC: Teacher Charisma; LA: Learning Attitude; WTC: Willingness to Communicate in English.

## Discussion

### Effect of Perceived English Teacher Charisma on their Willingness to Communicate in English

A significant direct effect of teacher charisma on willingness to communicate in English was found, confirming that teacher charisma can positively affect willingness to communicate in English, thus supporting H1. This result concurs with those of Dewaele (2019), Mai and Fan (2021), H. F. Wang and Zhou (2021), and Tãm (2022) indicate that for the university students in Weifang who were investigated in this study, teacher charisma was a positive predictor of willingness to communicate in English. Thus, a student is more likely to be willing to communicate in English if they perceive their teacher to have good character traits, expertise, a sense of humor, and exceptional teaching skills.

Students and teachers spend at least a quarter of their day at school, and the ability of a learner to adapt to their learning environment and learning itself can be positively affected if the learner perceives their teacher to be charismatic (Derakhshan, 2021). Teachers are one of the most important pillars of the social environment and are the first adults, apart from parents, to establish a supportive relationship with young learners (Dörnyei & Ushioda, 2013). Teachers can increase the degree to which a learner is willing to communicate in a second language by encouraging the learner to continually initiate communication in English. By creating a positive classroom environment, second-language teachers can improve learners' level of communication and potentially their competence in English speaking (J. S. Lee, 2022).



This study's findings also validate the social view of learning proposed by Vygotsky and Cole (1978), which suggests that teachers' guidance, empathy, and kindness, among other characteristics, enable learners to actively engage in second-language communication (Cai, 2021; Sheybani, 2019). If students feel that their teacher is willing to communicate with them, they gain a sense of communicative security and become willing to engage in second-language communication activities (Lan, Nikitina, & Woo, 2020). Students who like their teacher's teaching style and classroom arrangement are more likely to devote effort toward practicing their speaking and to be willing to communicate (T. Li & Liu, 2021). Additionally, a teacher's sense of humor and use of appropriate teaching methods affect students' willingness to speak in English (Y. C. Huang & Lin, 2014; Zhou, 2015).

#### Effects of Perceived English Teacher Charisma on Learning Attitude

The study findings reveal a significant direct effect of perceived teacher charisma on learning attitude; thus, teacher charisma can positively affect learning attitude, supporting H2. Similar results were obtained by Yan (2017) and Getie (2020). Teacher charisma was a positive predictor of the learning attitude of university students in Weifang.

The model of second-language communicative English proposed by Alrabai (2022) suggests that teacher behavior predicts the affective variables of learners, which in turn predict their second-language communication in English, highlighting the crucial role of teacher-related factors in relation to affective aspects such as attitude. In teachers, charisma is a force that is engaging, evocative, and leads to a positive attitude in students (S. H. Lin & Huang, 2017). When a teacher has a fun and engaging teaching style, their students are interested in finding out what the teacher will teach, believe that they will acquire the required knowledge in class, and do not feel bored (Gong et al., 2019). A relaxed and harmonious classroom atmosphere created by the teacher promotes a positive attitude toward learning. Conversely, a boring and serious classroom atmosphere makes students feel that learning is boring (Qi, 2022).

#### Effect of Learning Attitude on Willingness to Communicate in English

The positive direct effect of learning attitude on willingness to communicate in English was significant; thus, H3 was supported. H. L. Liu (2020) and Hvozdková (2021) have reported similar findings. In the students attending a university in Weifang and surveyed in this study, learning attitude was a positive predictor of willingness to communicate in English.

When students have an appropriate attitude toward learning, they are motivated to learn and thus have a stronger willingness to communicate. Learners who have a positive attitude toward English—those who have a good feeling about the culture of English-speaking countries and a desire to learn about their history, culture, and society—are more willing to communicate. Conversely, learners who have an aversive attitude toward learning are unlikely to be highly willing to communicate in a foreign language (Chen, 2014). In Chinese universities, students like to watch professional US basketball, watch English-language movies, listen to English-language songs, and imitate the way that European and American people speak. Such factors enhance the university students' willingness to communicate in English (B. T. Liu, 2012).

#### Relationship between Perceived Teacher Charisma, Learning Attitude, and Willingness to Communicate In English

Considering learning attitude to be a mediator, this study explored how perceived teacher charisma indirectly affects college students' willingness to communicate in English through learning attitude. The results reveal that learning attitude fully mediated the charisma–willingness relationship, supporting Hypothesis 4. This is consistent with the findings of Zhou (2015) and Kong (2019). This study also validates social learning theory (Bandura, 1977), which describes the behavior of learners at the environmental and individual levels. Teachers are part of the classroom environment (N. Zhang, 2012). Learning attitude comprises cognitive, emotional, and intentional factors (Tian, 2009). Willingness to communicate can lead directly to communicative behavior (Z. F. Li, 2019).

The model constructed in this study revealed that teacher charisma's effect on the communicative intention to learn English was no longer significant after the inclusion of the learning attitude variable. Although teacher factors play a notable role in shaping the learning

environment, learning attitude played a fully mediating role in this study, signifying that teachers first influenced the learners' learning attitude and thus indirectly influenced the learners' communicative intention. As mentioned by Bruner (1957) in his theory of discovery learning, the mental development of students-although somewhat influenced by their environment-mainly follows the cognitive procedures of the self. Among the factors that influence learners' communication and silence, the most critical is the students' personal factors, not those of the teacher (Allahyar, 2021). Thus, in the language-learning process of university students, learning attitude representing personal factors plays an important bridging role in the pathway between perceived English teacher charisma and English communicative intention.

### **Conclusion**

On the basis of social learning theory (Bandura, 1977) and a model of communicative intention in English (Wen & Clément, 2003), this study constructed a fully mediating model that had a favorable fit. This study discovered that in the process of college students' English learning, teacher charisma did not have a direct impact on English communicative intention. When students considered a teacher to be charming and charismatic, they were more likely to have a positive learning attitude and thus be willing to communicate. In terms of learning by college students, personal factors had far stronger influences than the environment, and this finding can provide teaching inspiration for educational practitioners.

### **Limitation and Future Recommendation**

The results of this study lead to several recommendations. First, schools should organize activities and reading groups to help improve teaching (Yang, 2020). Encouraging teachers to learn from their colleagues' teaching methods and to share their teaching experiences may help expand the teachers' teaching knowledge and increase their charisma. Schools should also organize activities such as English speeches, dramas, debates, and talk shows.

Second, teachers should behave appropriately, incorporate humor into their classrooms, and continue to increase their knowledge. They should adopt the most appropriate teaching methods to increase their students' willingness to communicate in English (Y. C. Huang & Lin, 2014). Establishing appropriate teacher-student relationships (X. K. Zhong, 2018) and giving students considerable autonomy (Kang, 2005) can improve the students' self-confidence and positive attitude toward learning English. Teachers should select appropriate topics for communication.

Finally, having a positive attitude toward learning English can increase students' willingness to communicate in English. Students should understand that learning English is crucial not only for examinations but also for their growth and social development (Yalqun, 2021).

One limitation of this current study exploring factors influencing students' willingness to communicate in English is its focus on only the perceived charisma of English teachers and learning attitude. Nevertheless, factors other than the perceived charisma of English teachers and learning attitude can influence students' willingness to communicate in English. Additional studies are thus warranted to investigate such factors.

Another limitation is that an online survey was employed for this study, which means a possibility of selection bias. Interviews could be used to obtain supplemental data in future research.

Finally, this study investigated only students attending a university in Weifang. The effects on willingness to communicate may be different for adolescents in other locations. The effects should thus be elucidated for populations in other countries.

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