

Appendix 5: Overview of the Relevant Studies on State WTC

Authors	Participants	Design	Measures	Relevant situational variables
Bernales (2016)	4 German-as-foreign-language learners in the US	Longitudinal (15 weeks)	Class observation/videotaping, Stimulated recall interview	L2 speaking goals, Confidence in L2 skills, Activity and topic, Teacher's expectations
Buckingham and Alpaslan (2017)	40 Turkish young learners of English	Experimental	Class observation, Asynchronous audio-visual speaking activities	
Cameron (2013)	3 Iranian ESL learners in a New Zealand university	Cross-sectional	Questionnaire, Interview, Teacher report	Teaching methods & approaches, Teacher support
Cao (2011)	12 ESL learners of various nationalities in New Zealand	Longitudinal (20 weeks)	Class observation, Stimulated recall interview, Reflective journal	Topic: content knowledge, familiarity, interest & sensitivity, Task type, Interlocutor
Cao (2013)	12 ESL learners (mainly from China or Korea)	Longitudinal (5 months)		
Cao (2014)	6 Chinese ESL learners in New Zealand	Longitudinal (5 months)		
Cao and Philp (2006)	8 ESL learners of various nationalities in New Zealand	Longitudinal (1 month)	Questionnaire, Class observation, Audio record, Interview	Group size: pair, group or whole-class activity, Confidence, Interlocutor, Topic
de Saint Leger and Storch (2009)	32 advanced learners of French in Australia	Questionnaire, Focus group interview	Teacher assessment	Whole-class or small group discussion: opportunities for communication
Eddy-U (2015)	25 Chinese EFL learners in Macau	Cross-sectional	Focus group interview	Perception of the interlocutors, Group members, Classroom atmosphere, Perception of the task, State motivation
Fallah (2014)	252 Iranian English-major university students	Cross-sectional	Questionnaire	Teacher immediacy: students' motivation & security
Freiermuth and Jarrell (2006)	36 English learners in Japan	Experimental	Questionnaire, Task performance (discourse)	Online chatting vs. face-to-face mode: anxiety & attractive

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Ghasemi et al. (2015)	137 English-major students in Iran	Cross-sectional	Questionnaire	Task type
Joe et al. (2017)	381 Korean secondary school EFL learners	Cross-sectional	Questionnaire	Classroom social climate: teacher emotional support, teacher academic support & classroom mutual respect
Kang (2005)	4 Korean ESL learners in the US	Longitudinal (8 weeks)	Interview, Video & audio record, Stimulated recall	Security, Interlocutors, Topic, Conversational context
Kang (2006)	1 Korean physician in the US	Longitudinal (13 months)	Observation in various situations	Informal conversation, Interlocutor
Khajavy et al. (2014)	243 English-major students in Iran	Cross-sectional	Questionnaire	Teacher support, Student cohesiveness, Task orientation
Khazaei et al. (2012)	30 adult Iranian EFL learners in Iran	Experimental	Class observation (talk time & turn-taking)	Class size
Lee (2009)	6 Korean graduate students in the US	Longitudinal (1 semester)	Interview, Class observation, Informal conversation	Perception of teachers and classmates, Whole-class or small group discussion
Liu (2002)	3 Chinese graduate students in the US	Longitudinal (1 year)	Interview, Class observations	Prolonged engagement with the participants, Security & self-protection
Liu and Littlewood (1997)	2156 Chinese EFL learners & 437 lecturers in Hong Kong	Cross-sectional	Questionnaire	Teaching style, Confidence & anxiety
MacIntyre et al. (2011)	100 Canadian junior high school students	Longitudinal (6 weeks)	Questionnaire, Diary	Context, Interlocutors
MacIntyre and Legatto (2011)	6 Canadian learners of French	Short-term longitudinal	Self-rated WTC per second, Stimulated recall, Observation	Topic familiarity & vocabulary retrieval
Mystkowska-Wiertelak (2016)	12 English-major undergraduates in Poland	Longitudinal	Self-rated WTC every 5min, Questionnaire, Interview	Class-arrangement modes, Interlocutor, Topic interest & familiarity, Activity type & variety
Mystkowska-Wiertelak and	44 English-major	Short-term longitudinal	Self-rated WTC every 30s, Questionnaire	Task type, Stage of the task

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Pawlak (2014)	undergraduates in Poland			
Pawlak and Mystkowska-Wiertelak (2015)	12 English-major undergraduates in Poland	Longitudinal	Self-rated WTC every 5min, Class observation, Questionnaire	Task type, Topic sensitivity, Interlocutor
Pawlak et al. (2016)	31 English-major undergraduates in Poland	Longitudinal	Self-rated WTC every 5min, Class observation, Questionnaire	Classroom interaction, task type
Peng (2012)	174 Chinese EFL learners in China	Cross-sectional	Questionnaire, Interview	Classroom environmental factors, Student motivation
Riasati and Noordin (2011)	200 Iranian university EFL learners	Cross-sectional	Questionnaire	Task type
Yashima et al. (2016)	81 Japanese EFL learners	Longitudinal (2 months)	Questionnaire, Diary	Teacher support, Peer support, Confidence & anxiety
Zarrinabadi (2014)	108 Iranian EFL learners	Cross-sectional	Questionnaire	Teacher wait-time