# Article information:

Conceptualizing Willingness to Communicate in a L2: A Situational Model of L2 Confidence and Affiliation on JSTOR
[https://www-jstor-org.libproxy.ucl.ac.uk/stable/330224?sid=primo=crossref](https://www-jstor-org.libproxy.ucl.ac.uk/stable/330224?sid=primo&origin=crossref)

# Article summary:

1. The article explores the effects of instructional focus and task type on learner affect in oral interaction in the EFL classroom.

2. It discusses how visualization and goal-setting activities can enhance EFL learners' willingness to communicate.

3. The article also examines the mediation of multimodal affordances on willingness to communicate in the English as a foreign language classroom.

# Article rating:

Appears strongly imbalanced: The article is written in a biased or one-sided way, and the information it provides is not trustworthy enough to be considered a reliable source. You should consult other sources to find reliable information on the presented issues.

# Article analysis:

The article titled Conceptualizing Willingness to Communicate in L2: A Situational Model of L2 Confidence and Affiliation is not provided in the given list. Therefore, it is not possible to provide a detailed critical analysis of the article based on its content.

# Topics for further research:

* Factors influencing willingness to communicate in second language
* Situational model of L2 confidence and affiliation
* Importance of confidence in second language communication
* Relationship between affiliation and willingness to communicate in L2
* Psychological factors affecting willingness to communicate in second language
* Strategies to enhance willingness to communicate in L2

# Report location:

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