THE EFFECTS OF PHYSICAL MOVEMENT ON LANGUAGE LEARNERS' SELF-CONFIDENCE AND WILLINGNESS TO COMMUNICATE

Thu-Nguyet Huynh[1*], Long V. Nguyen[2]

1. National Taiwan Normal University, Taipei, Taiwan
2. University of Foreign Language Studies, The University of Danang, Danang, Vietnam

Abstract: In the light of Dynamic Systems Theory, which defines language development as an interaction of various factors in a system, a quantitative research was executed to examine the effects of physical movement in classrooms on students' self-confidence (SC) and willingness to communicate (WTC) in English. Four groups of English-majored freshmen from a university in Vietnam were selected as participants for this study. In their English course on communication skills, namely listening and speaking, they were regularly encouraged to move within their classroom or the classroom's vicinity to do oral tasks in pairs or groups. A survey was conducted to measure the difference in their SC and WTC. Findings revealed a positive correlation between SC and WTC. Besides, it recorded positive effects of level and scale of mindful physical movement on SC and WTC's improvement. This is a preliminary study to propose a pedagogical method to solve the issue of crowded FL classrooms.

Keywords: Dynamic Systems Theory, physical movement, willingness to communicate, confidence

1. Introduction

Interaction and communication have been the epicentres of foreign language classroom, as they are believed to be crucial factors for language development (Loewen & Sato, 2018, 2019; Sato & Storch, 2020). As such, educators and practitioners have been trying to enhance interactions among FL learners by seeking factors affecting interactions, as well as applying various teaching methodologies from communicative language teaching approach (Baralt & Gurzynski-Weiss, 2011; Sato & Storch, 2020; Verspoor & Hong, 2013).

In Vietnam, Communicative Language Teaching (CLT) has also been put to the foreground in language education in recent years as it aligns with the educational reform (Nguyen, 2010). In particular, since English has increasingly drawn much attention from the government, the Vietnamese Ministry of Education and Training (MOET) has actively advocated an innovative approach to teaching English as a foreign language with the National Project 2020 (MOET, 2012; Prime Minister, 2008, 2017). The MOET expects that by enhancing teachers' proficiency, reforming teaching materials, and employing technology in language instruction, Vietnamese learners

will be able to communicate orally in English by the year 2020. However, despite the great efforts that have been made, the project still has to face some conventional obstacles such as the available facility of schools and big class size in Vietnam. Therefore, although teachers have been equipped with advanced teaching methods, they are impossible to complement such teaching methodologies in the classroom. In addition, most teachers of English in Vietnam are still stuck into Grammar-Translation Method, which inhibits communicating skills of students.

For years, games and activities in English classrooms have been proved to have positive effects on young learners (Gozcu & Caganaga, 2016). To many teachers at primary schools, it is a compulsory part of their teaching plan. However, at college level, not many lecturers pay attention to this. Due to the fact that most learners are not used to communicating skills in English, many of them are reluctant to get involved in speaking/ listening activities. This situation worsened as the conventional writing, reading and grammar exercises were partially replaced with more communicative tasks in the new English textbooks (Huynh & Nguyen, 2020).

For Vietnamese college students, there are some specific constraints of this context that inhibit students from developing communicative skills. Specifically, as students come from different parts across the country, they are not willing to communicate even with their peers because they are scared of losing face. Therefore, teachers generally have to employ a good collection of methods to encourage students to overcome this fear such as pair work, group work or presentations. However, it is observed that if students are asked to practice in pairs, some of them will be inactive or even sit still without working. On the other hand, when they are asked to move around the classroom

and cooperate with various partners, they are likely to get engaged in classroom activities. In fact, the integration of physical movement into educational activities has been shown in numerous studies to likely influence students' motivation, peer interactions, which subsequently enhance their academic achievements (Beaudoin & Johnston, 2011; Holt et al., 2013; Kercood & Banda, 2012; Reed et al., 2010; Shoval, 2011).

Based on the emerging issues in the FL classroom, this action research study investigates the effectiveness of physical movement in English classrooms and suggests employing physical movement in the classroom's vicinity to take advantage of the space around the classroom. It is expected to solve the problem of a huge number of students being squeezed in a tiny classroom. Furthermore, it aims to provide students with more communication situations and practice in order to improve their confidence and willingness to communicate in English.

2. Literature Review

The natural language classroom consists of many factors that collectively affect learners' learning outcome. This point of view accords with the Dynamic Systems Theory, which offers a theoretical framework to explore the interaction between variables existing in the language learning process (de Bot & Larsen-Freeman, 2011). In the light of DST, this study aims to explore factors that can potentially contribute to communication skills, which are physical moments in classrooms, learners' willingness to communicate, and self-confidence.

2.1. Dynamic Systems Theory

The Dynamic Systems Theory (DST) indeed originated in pure mathematics. Since it was introduced to Second Language Acquisition, it has set a

"dynamic turn" in research on SLA since then (Dörnyei et al., 2015). According to de Bot et al. (2005), 'System' refers to a group of factors and subsystems that work together and belong to a larger system. 'Dynamic' refers to the interaction, the continuous change of these subsystems due to internal or external forces. From a DST's perspective, language development is a non-linear process that consists of many contributing factors (de Bot et al., 2005). All factors are completely interconnected, and changes in one factor will have an impact on other factors in the system (de Bot et al., 2007). This theory is also characterized by the term *butterfly effect*, which highlights the high dependence of the dynamic system on the initial state (de Bot & Larsen-Freeman, 2011). In other words, minor changes at the beginning can lead to huge differences in the end.

In recent years, DST has been increasingly adopted in second language acquisition (SLA) domain, especially in studies on learners' psychology. For instance, various studies have explored language learners' changes in language skills, motivation, anxiety, or willingness to communicate from DST perspectives (Baba & Nitta, 2014; Dong, 2016; Dörnyei et al., 2015; Fogal & Verspoor, 2020; Huynh & Nguyen, 2016; MacIntyre et al., 2017; Magne et al., 2019; Perone & Simmering, 2017; Verspoor & Hong, 2013; Waninge et al., 2014). Results revealed that the language learning was a dynamic and non-linear process, which resulted from the existence of various factors in the classroom. Therefore, DST is proved to offer an appropriate approach to investigate the language learning process from different angles in a natural classroom setting.

Taking those characteristics of DST into consideration, it is necessary to examine the correlation and relationship between different factors or variables at different levels of scale. Therefore, to improve learners' communicating skills, we do not only pay attention to the teaching methodologies of listening and speaking skills, which are believed to have direct impacts on their communicative competences. Instead, we should also investigate the impacts of other factors on their language development.

2.2. Physical Movement

Physical activity or movement involves "people moving, acting and performing within culturally specific spaces and contexts, and influenced by a unique array of interests, emotions, ideas, instructions and relationships" (Piggin, 2020, p. 5). Based on this definition, it can be inferred that physical movement ranges from small-scale movements to larger scale movements due to some motivations or interests. In the language classroom, common small-scale movements might be switching seats with peers, turning to the nearby learners for discussion or forming groups, while large-scale movements consist of going to the board, running around classroom or even moving out of the class to find space for teamwork.

In the education domain, there are *mindful* and *non-mindful movements*. Non-mindful movements are physical activities just for the body's physical exercises, whereas mindful movements are those that integrate with learning contents (Shoval, 2011). In mindful movements, teachers do not pay attention to the quality or scale of movements. Instead, they give students the freedom to move, providing that students achieve the target academic purposes. Within the range of this study, the authors just focused on *mindful movements* in language classrooms.

Numerous researchers are keen on either of two types of physical movement in classrooms, namely mindful and non-mindful movement. Accordingly, various studies have been conducted to investigate

the efficacy of physical movement when being employed in different academic subjects such as music (Juchniewicz, 2008), algebra instruction (Beaudoin & Johnston, 2011), learning about angles (Shoval, 2011), listening comprehension (Kercood & Banda, 2012); language and cultural learning (Zhu et al., 2019) and its impacts in students' overall performance (Krüger, 2018; Reed et al., 2010; Wang & Loewen, 2016). All of these above studies recorded positive effects of the incorporation of physical movement on academic achievement, attention and engagement of learners at different ages and backgrounds. In particular, it helped them improve their social interaction and assured that every learner participates in classroom communication when being asked. Noticeably, various studies have found that physical movement helped improve learners' self-esteem, confidence and well-being (Christiansen et al., 2018; Erwin et al., 2017; Kuczala, 2015). As such, physical movement has been increasingly suggested to be mandatorily integrated in classroom activities (Holt et al., 2013; Miller & Lindt, 2018; Russ et al., 2017). As such, physical movement is believed to potentially improve language learners' confidence and willingness to engage in language classroom communication.

2.3. Willingness to Communicate

Willingness to communicate (WTC) is an emerging term that has recently drawn escalating attention in second-language acquisition research and language teaching practice. It was first introduced in communication literature by McCroskey and Baer (1985) as 'the probability of engaging in communication when free to choose to do so'. This term is followed by a body of work by the same author (McCroskey, 1997; McCroskey & Richmond, 1990). Originally, WTC construct was first introduced to deal with L1 communication only, and it is believed to be a stable trait-like construct. It
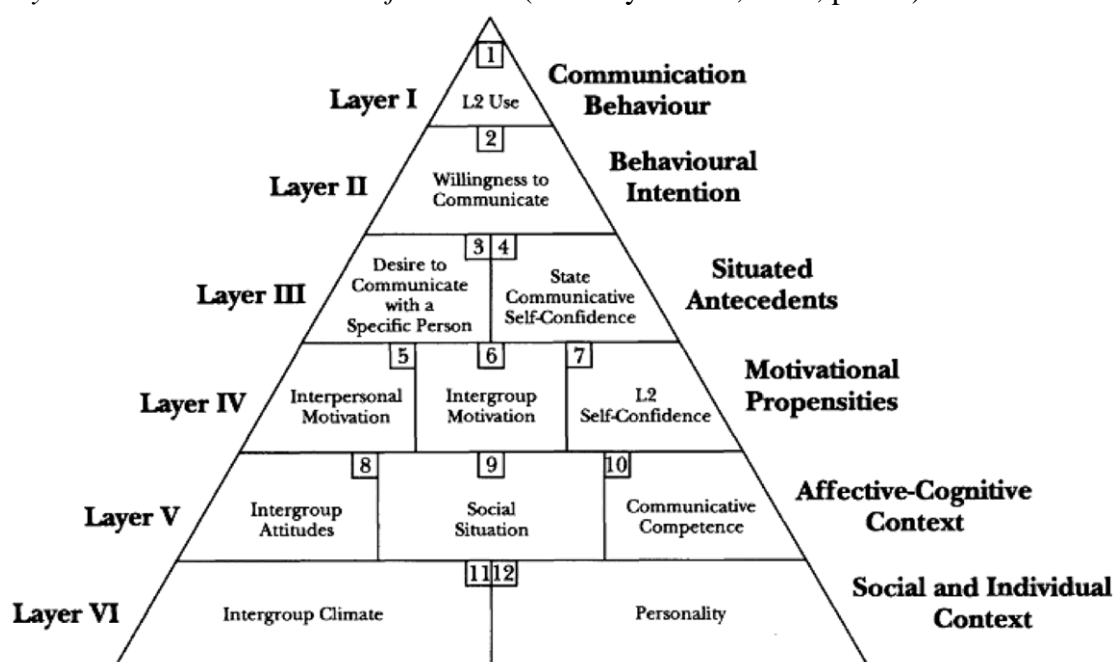
was not until 1996, when MacIntyre and Charos (1996) conceptualized this factor in L2 learning and suggested that L2 WTC needs to be defined as a complex, situated construct that includes both state and trait characteristics. As mentioned in MacIntyre (2007), WTC is a complex construct influenced by various factors of individual differences such as communication anxiety, perceived communication competence and perceived behavioural control. Thus, he defined L2 WTC as the "probability of initiating communication given choice and opportunity" (MacIntyre, 2007, p. 567). The most widely accepted model of L2 WTC is The pyramidal heuristic model of WTC (MacIntyre et al., 1998) as shown in Figure 1. In such a multi-layered model, various layers of person- and situational variables integrate and interact to energize a person to use the L2 or abstain from doing so. While social and individual factors distantly affect WTC, fluctuating variables, such as momentary confidence in one's L2 abilities, have the most immediate impacts on WTC. The notion of L2 self-confidence in both state and trait emphasized the fluctuation of this factor in L2, L2 WTC is likely to be significantly less constant than L1 WTC, depending to a much greater extent on situational factors (Dörnyei & Ryan, 2015).

Empirical studies in both quantitative and qualitative paradigms examine learners' WTC in different classroom settings from various perspectives (Cao, 2011; Cao & Wei, 2019; Kang, 2005; Léger & Storch, 2009; MacIntyre et al., 2011; Mahmoodi & Moazam, 2014; Syed & Kuzborska, 2020). Specifically, Kang (2005) followed four male Korean learners of English in the United States to explore situated WTC qualitatively. The learners were paired up with native speakers and invited to engage in free conversation. In this context, the participants' situational WTC in their L2 appeared to emerge under psychological conditions of excitement,

responsibility, and security. Similarly, results from a comparison of English learners' self-report of WTC and their actual classroom behaviors found that interactional settings, such as whole class, small groups, or dyads, significantly influenced learners' WTC (Cao & Philp, 2006). Similarly, Cao (2011) also found the interdependence of various factors inherent in the language classroom that affect WTC such as

self-confidence, emotion, classroom environmental conditions such as topic, task, and group size, to name just a few. From a DST approach, a qualitative study conducted by Syed and Kuzborska (2020) showed that situational WTC resulted from the dynamic and non-linear interaction between contextual, psychological, linguistic and physiological factors.

Figure 1

The Pyramidal Heuristic Model of L2 WTC (MacIntyre et al., 1998, p. 547)

2.4. Self-Confidence

While Ehrman and Dörnyei (1998) define self-confidence as "a general belief by an individual in his or her competence and acceptability, a general expectation of success" (p. 282), Rubio (2007) defined it as "a feeling of self-competence required to handle basic problems in life, and be happy". Therefore, this factor does not only play important roles in life but also in language classrooms. L2 self-confidence construct consists of two components: a self-evaluation of one's L2 proficiency as a cognitive component; and the anxiety one feels when communicating in the L2 as an affective component (MacIntyre & Gardner,

1991). Despite high levels of interest within mainstream educational psychology, the study of self-confidence has not really been foregrounded in L2 studies compared with other factors (Dörnyei & Ryan, 2015). Several studies showed correlations between anxiety and self-confidence (Cheng et al., 1999; Matsuda & Gobel, 2004). Similarly, Clément et al. (1994) assessed the role of linguistic self-confidence, including language anxiety. Regarding the correlation between learners' self-confidence and their communicative competences, findings showed that SC enables students to be more motivated, enthusiastic and do not quit when confronting difficulties (Bong, 2002; Zimmerman & Kitsantas, 2005). Self-

confidence has also featured in investigations of L2 WTC (Dörnyei & Ryan, 2015). In line with this, there has been empirical evidence suggested that self-confidence significantly contributes to the learner's willingness to communicate in a foreign language (MacIntyre et al., 2001; MacIntyre et al., 1998).

In the context where Communicating Language Teaching is being encouraged like Vietnamese's context, enhancing students' communicative competences should be prioritized in pedagogical practice. Given the role of WTC in L2 speaking, and the immediate influence of L2 self-confidence on WTC in MacIntyre et al.'s (1998) pyramidal model, they are treated as the main learners' factors in this study to investigate the relationships of various classroom factors under the framework of DST. Specifically, this study explores the relationship between L2 learners' psychological factors, namely SC and WTC. In addition, the effects of mindful physical movement on these two important factors are also investigated. To serve the goal, this study aims to address these research questions:

1. Is there a correlation between learners' SC and WTC?

2. Does physical movement used in the English listening/speaking course help increase learners' SC and L2 WTC?

3. Do the scales of movement affect learners' SC and WTC?

3. Methodologies

This study employed questionnaires to investigate the impact of physical movement on the self-confidence and willingness to communicate of students.

3.1. Participants

Samples of this quasi-experimental study were students from a regional university in the Middle region of Vietnam.

All of them were English-majored students who have been studying English for at least 7 years. Like most learners of English in Vietnam, although most of the samples have seven years of learning English consecutively, it can be said that they are not active learners due to the lack of confidence and the fear of losing face in front of the crowd. Moreover, they had been instructed with GTM from their early stage of English learning. Thereby, they were not willing to speak up their minds in class (Verspoor & Hong, 2013). The groups of participants were selected based on the classroom observation, and some brief questionnaires on their confidence in participating in oral tasks and willingness to find peers to practice communicative English skills. Students were informed of the design and purpose of the study, and their consent was obtained prior to the beginning of the experiment.

There were four groups of participants, which were indeed four English classes, participating in this study. Initially, there were 20 to 23 students in the four classes. However, due to the missing values of the responses, students' attendance in class, and exclusion of outliers, the final number of participants included in the data analysis was eighteen students for each group.

For the first part of this study exploring the impacts of level of movement, two groups of students were investigated. Group 1 comprised students with very little movement in the classroom, while Group 2 included those with moderate physical movement. Specifically, there were no games or significant physical movements in the first class. Instead, they only sat at the seats and formed pairs/ groups with their neighbouring classmates. Conversely, in the second class, the teacher held various games and activities that forced students to move around the class to find peers for discussion, to win the competitions or to complete the given tasks.

In regards to the second part of the study tapping into the correlation between the scale of movements and SC/WTC, the focus of comparison is not the features of activities, but the scale of movement. Particularly, a group of students who only moved inside the classroom were named as 'Control group', while the remaining group of students were coded as 'Experimental group'. During the time of the experiment lasting for one month, those in the Experimental group were empowered with more freedom. Specifically, they were allowed to even move outside of their classrooms to form pairs and groups to carry out the discussions and fulfil requested tasks related to the lessons such as making posters on given topics, designing a TV show or plotting a play… After one month, they were asked to respond to a survey on SC and WTC.

3.2. Instruments

The questionnaire was adapted from Verspoor and Hong (2013). It was modified based on the content of the textbook used in the course. The questionnaire presented twenty communication situations in the language classroom, some were general situations (e.g., "Stand up and briefly introduce yourself to everyone, when asked"), while others were specific to the topics of the textbooks entitled *Solutions: Pre-intermediate* (e.g., "In a group discussion, give your opinion on the most serious global issues"). Students were asked to rate from 1 ("completely not willing/confident") to 10 ("very much willing/confident") to reflect to what extent physical movement in the classroom stimulated their self-confidence and willingness to communicate in such situations.

Data were collected and analysed descriptively by SPSS. We employed partial correlation and descriptive analysis in this study with $p < 0.05$.

4. Results

Results from the data analysis are presented in accordance with the order of the research questions

4.1. Correlation Between SC and WTC

Data analysis showed that there was a strong and positive correlation between learners' SC and WTC ($r = .874$, $p = .000$). In short, the more confident learners were, the more willing they were to participate in oral activities. This result aligned with the findings of previous studies mentioned above.

4.2. Effects of Physical Movement on Learners' SC and WTC

To find out if physical movement affected learners' confidence and their willingness to communicate with their peers or not, descriptive analysis was run to investigate the impacts of physical movement on learners who had low physical movement and those who had moderate physical movement. Regarding the impacts on self-confidence (SC), learners' responses showed that those who had moderate movement in the classroom perceived higher influence on their level of SC ($M = 6.70$, $SD = 0.40$) than those who just had sedentary learning ($M = 5.59$, $SD = 0.73$); $t(34) = 5.67$, $p < .001$. As for the effects of movement on WTC, the data analysis recorded a higher level of perceived WTC in moderate movement group ($M = 6.76$, $SD = 0.39$) than low movement group comprising those who mostly sat in class ($M = 5.66$, $SD = 0.70$), $t(34) = 5.88$, $p < .001$.

Table 1

Mean and Standard Deviation of PM Impacts on Learners' SC and WTC

Criteria	Group	N	Mean	SD	*t*
SC	Low movement	18	5.59	0.73	5.67***
	Moderate movement	18	6.70	0.40	
WTC	Low movement	18	5.66	0.70	5.88***
	Moderate movement	18	6.76	0.39	

The results from the data analysis above helped us conclude that participants of the study perceive that physical movement did take effects on their self-confidence and willingness to communicate. In other words, the more physical movement learners had, the more positive impacts it had on learners' SC and WTC.

4.3. The Scale of Movements: Inside Classroom Versus Within Classroom's Vicinity

To investigate the effects of space and scale of movements on learners' SC and WTC, one group of students were allowed to move within the classroom, while another group of students were allowed to move out of the classroom during their group work or pair work. Their results were compared with those of other students who just moved inside the classroom (within-class group). Results from descriptive analysis showed that space and scale of movements did have considerably greater effects on learners. The data analysis of SC questionnaire showed that the experimental group perceived a significantly higher level of SC (M = 7.14, SD = 0.44) compared with the control group (M=6.37, SD = 0.40); $t(34)=5.55$, p<.001. The analysis of WTC questionnaire also recorded a similar pattern: the effects reflected by the experiment group (M = 7.10, SD = 0.36) were higher than those reflected by the control group (M = 6.48, SD = 0.43) with $t(34)=4.74$, p<.001. In short, it seems that the larger scale students are allowed to move, the more efficacy physical movement has on their SC and WTC. The results are summarized as follows:

Table 2

Mean and SD of PM's Impacts on SC and WTC of Two Groups of Learners

Criteria	Group	N	Mean	SD	*t*
SC	Control group	18	6.37	0.40	5.55***
	Experimental group	18	7.14	0.44	
WTC	Control group	18	6.48	0.43	4.74***
	Experimental group	18	7.10	0.36	

***p<.001

5. Discussion and Implications

In line with the above-mentioned DST, the results showed an interaction between various factors in language classroom activities. Specifically, self-confidence is a cognitive human perception that plays an indispensable role in task fulfilment. The first results once again prove the strong relationship between self-confidence and willingness to communicate, which aligns with results from previous studies (Aoyama & Takahashi, 2020; Fallah, 2014). In other words, confident students

tend to actively engage in conversations, especially in foreign language classrooms. Thereby, when we want to improve learners' communicating competences, apart from linguistic factors, it is necessary to pay attention to the affective factors. For instance, teachers may apply effective methods such as regular encouragement and appropriate feedback to increase their level of confidence (Kerr, 2017, 2020).

In theory, teachers are encouraged to apply various forms of physical movement to enhance students' motivation in classrooms. In fact, those practitioners often apply physical movement to maintain students' focus on the lessons (Benes et al., 2016). However, its efficacy on two factors investigated in this research has not received enough attention in language education in Vietnam based on the absence of academic evidence. Moreover, although teachers have tried to apply activities to encourage learners to practice oral skills, this pedagogy has not brought about huge change because learners tend to stick to, and form pairs or groups with their favourite and familiar partners for their convenience. This phenomenon was also recorded in the observation and quick investigation before the experiment. This comfort zone, in fact, inhibits authentic and meaningful communicative situations in classrooms which occurs when students use language to build up ideas and do meaningful things (Herazo Rivera, 2010). In other words, their communications were merely pseudo communications because they just communicated to fulfil the tasks and make teachers happy instead of having the need to communicate a message to others for some meaningful purposes (Zwiers, 2020). For this reason, by forcing students to move around the classroom, we engaged them in more authentic communicative situations, as they actually needed to exchange information and fill the information gaps with their partners. Therefore, although we only made a slight change in this implementation, we recorded remarkable productiveness in terms of SC and WTC improvement. This result was also in line with the *butterfly effect* of DST.

In reality, although most teachers are well aware of the advantages of physical movement in the classroom, they often blame the number of students and classroom size for the failure of its application (Aoumeur, 2017; Todd, 2012). Some of them even worry about disruptive behaviours, that is if students are allowed to move out of their seats, they might be uncontrollable (Reilly et al., 2012). Interestingly, the result of the third research question witnessed a counter result: the more students were allowed to move, the higher level of SC and WTC they perceived. It suggested a solution to problems in the Vietnamese context where classrooms are usually squeezed with a large number of students that inhibits generative activities. Specifically, mindful physical movement is not just implemented within the range of the classroom, but it can be extended to take place in the classroom's vicinity such as the corridors, in the school yard, or other places at their convenience. In other words, if it is possible, we can give students the freedom to move beyond the edge of their class which brings about numerous benefits. It enables students more chances to collaborate with different partners, form different sizes of groups, and create a more competitive environment in classroom activities. As a result, they will be more motivated to take part in activities when being asked.

6. Limitations and Conclusions

Though this study shed light on the potentials of physical movement in solving FL classroom's issues, there are some limitations that call for future research to solve. As this is a pilot study to explore the effectiveness of this classroom pedagogy, the sample size is quite small. In addition, it

just employed students' self-reflection without other instruments for triangulation such as academic achievement (scores), interview or classroom video recordings. The limited number of learners in this pilot study also prevents the generalization of its results. Therefore, there is a need to recruit more participants to come out with more convincible results.

Future research can integrate academic transcripts derived from speaking tests to examine the correlation between students' self-reflection and their actual skill development. Qualitative data from interviews is also worth considering in order to explore learners' reflections in depth, or have an insight into situational characteristics of WTC in an actual situation. In addition, apart from mindful movement, researchers can consider investigating the effects of non-mindful movement in language classrooms.

7. Conflicts of Interest

The authors have no conflicts of interest to disclose.

8. Acknowledgement

References

Aoumeur, H. (2017). The impact of class size on teaching and learning English as a foreign language: The case of the department of English at Abdelhamid Ibn Badis University. *Arab World English Journal, 8*(2), 349-361. https://dx.doi.org/10.24093/awej/vol8no2.25

Aoyama, T., & Takahashi, T. (2020). International students' willingness to communicate in English as a second language: The effects of L2 self-confidence, acculturation, and motivational types. *Journal of International Students, 10*(3), 703-723. https://doi.org/10.32674/jis.v10i3.730

Baba, K., & Nitta, R. (2014). Phase transitions in development of writing fluency from a complex dynamic systems perspective. *Language Learning, 64*(1), 1-35. https://doi.org/10.1111/lang.12033

Baralt, M., & Gurzynski-Weiss, L. (2011). Comparing learners' state anxiety during task-based interaction in computer-mediated and face-to-face communication. *Language Teaching Research, 15*(2), 201-229. https://doi.org/ 10.1177/0265532210388717

Beaudoin, C. R., & Johnston, P. (2011). The impact of purposeful movement in algebra instruction. *Education, 132*(1), 82-96.

Benes, S. S., Finn, K. E., Sullivan, E. C., & Yon, Z. (2016). Teachers' perceptions of using movement in the classroom. *Physical Educator, 73*(1), 110-135. https://doi.org/10.18666/TPE-2016-V73-I1-5316

Bong, M. (2002). Predictive utility of subject-, task-, and problem-specific self-efficacy judgments for immediate and delayed academic performances. *The Journal of Experimental Education, 70*(2), 133-162. https://doi.org/10.1080/00220970209599503

Cao, Y. (2011). Investigating situational willingness to communicate within second language classrooms from an ecological perspective. *System, 39*(4), 468-479. https://doi.org/10.1016/j.system.2011.10.016

Cao, Y., & Philp, J. (2006). Interactional context and willingness to communicate: a comparison of behavior in whole class, group and dyadic interaction. *System, 34*(4), 480-493. https://doi.org/10.1016/j.system.2006.05.002

Cao, Y. K., & Wei, W. (2019). Willingness to communicate from an English as an international language (EIL) perspective: The case of Macau. *System, 87*, 102-149. https://doi.org/10.1016/j.system.2019.102149

Cheng, Y., Horwitz, E. K., & Schallert, D. L. (1999). Language anxiety: Differentiating writing and speaking components. *Language Learning, 49*, 417-446. https://doi.org/10.1111/0023-8333.00095

Christiansen, L. B., Lund-Cramer, P., Brondeel, R., Smedegaard, S., Holt, A.-D., & Skovgaard, T. (2018). Improving children's physical

self-perception through a school-based physical activity intervention: The move for well-being in school study. *Mental Health and Physical Activity, 14*, 31-38. https://doi.org/ 10.1016/j.mhpa.2017.12.005

Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning, 44*(3), 417-448. https://doi.org/10.1111/j.1467-1770.1994.tb01113.x

de Bot, K., & Larsen-Freeman, D. (2011). Researching second language development from a dynamic systems theory perspective. In M. H. Verspoor, K. de Bot & W. Lowie (Eds.), *A dynamic approach to second language development: Methods and techniques* (pp. 5-24). John Benjamins. https://doi.org/10.1075/lllt.29.01deb

de Bot, K., Lowie, W., & Verspoor, M. H. (2005). *Second language acquisition: An advanced resource book*. Routledge. http://lib.ugent.be/catalog/rug01:001241433

de Bot, K., Lowie, W., & Verspoor, M. H. (2007). A dynamic systems theory approach to second language acquisition. *Bilingualism: Language and Cognition, 10*(01), 7-21. https://doi.org/10.1017/s1366728906002732

Dong, J. (2016). A dynamic systems theory approach to development of listening strategy use and listening performance. *System, 63*, 149-165. https://doi.org/10.1016/j.system.2016.10.004

Dörnyei, Z., MacIntyre, P. D., & Henry, A. (2015). Introduction: Applying complex dynamic systems principles to empirical research on L2 motivation. In Z. Dörnyei, P. D. MacIntyre & A. Henry (Eds.), *Motivational dynamics in language learning* (pp. 1-7). Multilingual Matters. https://doi.org/10.21832/9781783092574-003

Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. Routledge. https://doi.org/ 10.4324/9781315779553

Ehrman, M., & Dörnyei, Z. (1998). *Interpersonal dynamics in second language education: The visible and invisible classroom*. Sage Publications, Inc.

Erwin, H., Fedewa, A., & Ahn, S. (2017). Student academic performance outcomes of a classroom physical activity intervention: A pilot study. *International Electronic Journal of Elementary Education,, 4*(3), 473–487. https://www.iejee.com/index.php/IEJEE/article/view/191

Fallah, N. (2014). Willingness to communicate in English, communication self-confidence, motivation, shyness and teacher immediacy among Iranian English-major undergraduates: A structural equation modeling approach. *Learning and Individual Differences, 30*, 140-147. https://doi.org/10.1016/j.lindif.2013.12.006

Fogal, G. G., & Verspoor, M. H. (2020). *Complex dynamic systems theory and L2 writing development* (Vol. 54). John Benjamins Publishing Company.

Gozcu, E., & Caganaga, C. (2016). The importance of using games in EFL classrooms. *Cypriot Journal of Educational Sciences, 11*(3), 126-135. https://doi.org/10.18844/cjes.v11i3.625

Herazo Rivera, J. D. (2010). Authentic oral interaction in the EFL class: What it means, what it does not. *Profile Issues in Teachers' Professional Development*, *12*(1), 47-61. http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902010000100004&nrm=iso

Holt, E., Bartee, R., & Heelan, K. (2013). Evaluation of a policy to integrate physical activity into the school day. *Journal of Physical Activity & Health, 10*(4), 480-487. https://doi.org/10.1123/jpah.10.4.480

Huynh, N. T. T., & Nguyen, H. T. P. (2016). A dynamic usage-based approach: Using video segments in teaching listening skill. In The International Academic Forum. (Eds.), *Proceedings of the Asian conference on language learning* (pp. 235-248). https://tinyurl.com/ALLC2016

Huynh, N. T. T., & Nguyen, V. L. (2020). Applying corpus linguistics to English textbook evaluation: A case in Viet Nam. *VNU Journal of Foreign Studies, 36*(6), 109-121. https://doi.org/10.25073/2525-2445/vnufs.4632

Juchniewicz, J. (2008). The influence of physical movement on the perception of musical performance. *Psychology of Music, 36*(4), 417-427. https://doi.org/10.1177/0305735607086046

Kang, S.-J. (2005). Dynamic emergence of situational willingness to communicate in a second language. *System, 33*(2), 277-292. https://doi.org/10.1016/j.system.2004.10.004

Kercood, S., & Banda, D. R. (2012). The effects of added physical activity on performance during a listening comprehension task for students with and without attention

problems. *International Journal of Applied Educational Studies, 13*(1), 19-32. https://tinyurl.com/IJAES-study-2012

Kerr, P. (2017). *Giving feedback on speaking. Part of the Cambridge papers in ELT series.* Cambridge University Press. https://www.cambridge.org/us/files/4515/7488/5712/CambridgePapersinELT_FeedbackOnSpeaking_2018_ONLINE.pdf

Kerr, P. (2020). *Giving feedback to language learners. Part of the Cambridge papers in ELT series*. Cambridge University Press. https://www.cambridge.org/gb/files/4415/8594/0876/Giving_Feedback_minipaper_ONLINE.pdf

Krüger, M. (2018). Second language acquisition effects of a primary physical education intervention: A pilot study with young refugees. *PLoS One, 13*(9), Article e0203664. https://doi.org/10.1371/journal.pone.0203664

Kuczala, M. (2015). *Training in motion: How to use movement to create engaging and effective learning*. AMACOM.

Léger, D. d. S., & Storch, N. (2009). Learners' perceptions and attitudes: Implications for willingness to communicate in an L2 classroom. *System, 37*(2), 269-285. https://doi.org/10.1016/j.system.2009.01.001

Loewen, S., & Sato, M. (2018). Interaction and instructed second language acquisition. *Language Teaching, 51*(3), 285-329. https://doi.org/10.1017/s0261444818000125

Loewen, S., & Sato, M. (2019). Instructed second language acquisition and English language teaching: Theory, research, and pedagogy. In S. Loewen & M. Sato (Eds.), *Second handbook of information technology in primary and secondary education* (pp. 1-19). https://doi.org/10.1007/978-3-319-58542-0_60-1

MacIntyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *The Modern Language Journal, 91*(4), 564-576. https://doi.org/10.1111/j.1540-4781.2007.00623.x

MacIntyre, P. D., Baker, S. C., Clement, R., & Conrod, S. (2001). Willingness to communicate, social support, and language-learning orientations of immersion students. *Studies in Second Language Acquisition, 23*, 369-388. https://doi.org/10.1017/S0272263101003035

MacIntyre, P. D., Burns, C., & Jessome, A. (2011). Ambivalence about communicating in a second language: A qualitative study of French immersion students' willingness to communicate. *Modern Language Journal, 95*(1), 81-96. https://doi.org/10.1111/j.1540-4781.2010.01141.x

MacIntyre, P. D., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology, 15*(1), 3-26. https://doi.org/10.1177/0261927X960151001

MacIntyre, P. D., Dörnyei, Z., Clement, R., & Noels, K. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *Modern Language Journal, 82*, 545-562. https://doi.org/10.2307/330224

MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. *Language Learning, 41*(1), 85-117. https://doi.org/10.1111/j.1467-1770.1991.tb00677.x

MacIntyre, P. D., MacKay, E., Ross, J., & Abel, E. (2017). The emerging need for methods appropriate to study dynamic systems. In L. Ortega & Z. H. Han (Eds.), *Complexity theory and language development* (pp. 97-122). https://doi.org/10.1075/lllt.48.06mac

Magne, V., Suzuki, S., Suzukida, Y., Ilkan, M., Tran, M., & Saito, K. (2019). Exploring the dynamic nature of second language listeners' perceived fluency: A mixed-methods approach. *TESOL Quarterly, 53*(4), 1139-1150. https://doi.org/10.1002/tesq.528

Mahmoodi, M.-H., & Moazam, I. (2014). Willingness to communicate (WTC) and L2 achievement: The case of Arabic language learners. *Procedia - Social and Behavioral Sciences, 98*, 1069-1076. https://doi.org/10.1016/j.sbspro.2014.03.518

Matsuda, S., & Gobel, P. (2004). Anxiety and predictors of performance in the foreign language classroom. *System, 32*(1), 21-36. https://doi.org/10.1016/j.system.2003.08.002

McCroskey, J. C. (1997). Willingness to communicate, communication apprehension, and self-perceived communication competence: Conceptualizations and perspectives. In J. A. Daly & J. C. McCroskey (Eds.), *Avoiding*

communication: Shyness, reticence, and communication apprehension (pp. 75-108). Hampton Press.

McCroskey, J. C., & Baer, J. E. (1985). *Willingness to communicate: The construct and its measurement* (ED265604). ERIC. https://files.eric.ed.gov/fulltext/ED265604.pdf

McCroskey, J. C., & Richmond, V. P. (1990). Willingness to communicate: Differing cultural perspectives. *Southern Communication Journal, 56*, 72-77. https://doi.org/10.1080/10417949009372817

Miller, S. C., & Lindt, S. F. (2018). *Moving INTO the classroom: A handbook for movement integration in the elementary classroom*. Springer.

Ministry of Education and Training. (2012). *Decision on the enactment of the English pilot curriculum for high school level* (Decision No. 5209/QĐ-BGDĐT). https://thuvienphapluat.vn/van-ban/Giao-duc/Quyet-dinh-5209-QD-BGDDT-nam-2012-Chuong-trinh-giao-duc-pho-thong-mon-tieng-Anh-180993.aspx

Nguyen, L. V. (2010). Computer mediated collaborative learning within a communicative language teaching approach: A sociocultural perspective. *The Asian EFL Journal Quarterly, 12*(1), 202-233.

Perone, S., & Simmering, V. R. (2017). Applications of dynamic systems theory to cognition and development: New frontiers. *Advances in Child Development and Behavior, 52*, 43-80. https://doi.org/10.1016/bs.acdb.2016.10.002

Piggin, J. (2020). What is physical activity? A holistic definition for teachers, researchers and policy makers. *Frontiers in Sports and Active Living, 2*, Article 72. https://doi.org/10.3389/fspor.2020.00072

Reed, J. A., Einstein, G., Hahn, E., Hooker, S. P., Gross, V. P., & Kravitz, J. (2010). Examining the impact of integrating physical activity on fluid intelligence and academic performance in an elementary school setting: A preliminary investigation. *Journal of Physical Activity and Health, 7*(3), 343-351. https://doi.org/10.1123/jpah.7.3.343

Reilly, E., Buskist, C., & Gross, M. K. (2012). Movement in the classroom: Boosting brain power, fighting obesity. *Kappa Delta Pi Record, 48*(2), 62-66. https://doi.org/10.1080/00228958.2012.680365

Rubio, F. (2007). *Self-esteem and foreign language learning, introduction*. Cambridge Scholars Publishing.

Russ, L. B., Webster, C. A., Beets, M. W., Egan, C., Weaver, R. G., Harvey, R., & Phillips, D. S. (2017). Development of the system for observing student movement in academic routines and transitions (SOSMART). *Health Education & Behavior, 44*(2), 304-315. https://doi.org/10.1177/1090198116657778

Sato, M., & Storch, N. (Prepublished May 27, 2020). Context matters: Learner beliefs and interactional behaviors in an EFL vs. ESL context. *Language Teaching Research*. https://doi.org/10.1177/1362168820923582

Shoval, E. (2011). Using mindful movement in cooperative learning while learning about angles. *Instructional Science, 39*(4), 453-466. https://doi.org/10.1007/s11251-010-9137-2

Syed, H., & Kuzborska, I. (2020). Dynamics of factors underlying willingness to communicate in a second language. *The Language Learning Journal, 48*(4), 481-500. https://doi.org/10.1080/09571736.2018.1435709

Todd, R. W. (2012). The effects of class size on English learning at a Thai university. *ELT Research Journal, 1*(1), 80-88. https://dergipark.org.tr/tr/download/article-file/63598

Verspoor, M. H., & Hong, N. T. P. (2013). A dynamic usage-based approach to communicative language teaching. *European Journal of Applied Linguistics, 1*(1), 22-54. https://doi.org/10.1515/eujal-2013-0003

Vietnamese Government. (2008). *Approval of the project on foreign language teaching and learning in the national education system in the 2008-2020 period* (Decision No. 1400/QĐ-TTg). https://vanbanphapluat.co/1400-qd-ttg

Vietnamese Government. (2017). *Approval of the adjustment to project on foreign language teaching and learning in the national education system in the 2017-2025 period* (Decision No. 2080/QĐ-TTg). http://vanban.chinhphu.vn/portal/page/portal/chinhphu/hethongvanban?class_id=2&_page=1&mode=detail&document_id=192343

Wang, W., & Loewen, S. (2016). Nonverbal behavior and corrective feedback in nine ESL university-level classrooms. *Language Teaching Research, 20*(4), 459-478. https://doi.org/10.1177/1362168815577239

Waninge, F., Dörnyei, Z., & De Bot, K. (2014). Motivational dynamics in language learning: Change, stability, and context. *The Modern Language Journal, 98*(3), 704-723. https://doi.org/10.1111/modl.12118

Zhu, H., Li, W., & Jankowicz-Pytel, D. (2019). Whose karate? Language and cultural learning in a multilingual karate club in London. *Applied Linguistics, 41*(1), 52-83. https://doi.org/10.1093/applin/amz014

Zimmerman, B. J., & Kitsantas, A. (2005). Homework practices and academic achievement: The mediating role of self-efficacy and perceived responsibility beliefs. *Contemporary Educational Psychology, 30*(4), 397-417. https://doi.org/10.1016/j.cedpsych.2005.05.003

Zwiers, J. (2020). *The communication effect: How to enhance learning by building ideas and bridging information gaps.* Corwin.

Textbook Used:

Davies, P. A., & Falla, T. (2010). *Solutions: Pre-intermediate* (1st ed.). Oxford University Press.

Appendixes

Communication Situations in Class:

1. Stand up and briefly introduce yourself to everyone, when asked.
2. Raise your hand and ask a question when you have a question.
3. Raise your hand and give an answer when you have an answer.
4. Ask a classmate the meaning of a word you do not know.
5. Ask a classmate how to say something in English to express your thoughts.
6. Make a conversation in English.
7. Ask your classmate to repeat something.
8. Say you don't agree about something and explain why.
9. In a group discussion, give your opinion in a group discussion on the most useful electronic devices in a house.
10. In a group discussion, give your opinion on the effect of modern technology on human's life.
11. In a group discussion, tell your mates about some gestures and body languages that you know.
12. In a group discussion, tell your mates about some traditions and customs in other countries.
13. Invite your partners to do something at the weekend.
14. In a group discussion, give your opinion on the most serious global issues.
15. In a group discussion, give your opinion on methods to improve the environment in your country.
16. In a group discussion, give your group mates advice on his/her personal problems.
17. In a group discussion, give your opinion on the most serious criminals in your local area and explain why.
18. In a group discussion, give your opinion on penalties for computer crimes.
19. In group, discuss stages of a process of making/cooking something.
20. In a group discussion, give your opinion on a book you have read.

ẢNH HƯỞNG CỦA CHUYỂN ĐỘNG CƠ THỂ ĐỐI VỚI SỰ TỰ TIN VÀ SẴN SÀNG GIAO TIẾP CỦA NGƯỜI HỌC NGOẠI NGỮ

Huỳnh Thị Thu Nguyệt[1], Nguyễn Văn Long[2]

[1] Trường Đại học Sư phạm Quốc gia Đài Loan, Đài Bắc, Đài Loan
[2] Trường Đại học Ngoại ngữ Đà Nẵng, Đại học Đà Nẵng, Đà Nẵng, Việt Nam

Tóm tắt: Lý thuyết hệ thống động định nghĩa sự phát triển ngôn ngữ là sự tương tác của các yếu tố khác nhau trong một hệ thống. Dựa vào đó, một nghiên cứu định lượng đã được thực hiện để xem xét tác động của chuyển động thể chất trong lớp học đối với sự tự tin và sự sẵn sàng giao tiếp bằng tiếng Anh của người học ngoại ngữ. Bốn nhóm sinh viên năm thứ nhất chuyên ngành tiếng Anh của một trường đại học ở Việt Nam đã được chọn làm người tham gia cho nghiên cứu này. Trong khóa học tiếng Anh về kỹ năng giao tiếp, cụ thể là nghe và nói, sinh viên thường xuyên được khuyến khích di chuyển trong lớp học hoặc khu vực lân cận lớp học để thực hiện các bài tập nói theo cặp hoặc nhóm. Một bộ câu hỏi khảo sát đã được thực hiện để đo lường sự khác biệt trong sự tự tin và sẵn sàng giao tiếp của họ. Kết quả cho thấy mức độ tự tin tỉ lệ thuận với mức độ sẵn sàng giao tiếp của sinh viên. Bên cạnh đó, nghiên cứu đã ghi nhận những tác động tích cực của mức độ và phạm vi của chuyển động thể chất đối với việc cải thiện sự tự tin và sẵn sàng giao tiếp. Đây là nghiên cứu sơ bộ nhằm đề xuất một phương pháp sư phạm để giải quyết vấn đề lớp học ngoại ngữ đông.

Từ khóa: lý thuyết hệ thống động lực học, di chuyển thể chất, sẵn sàng giao tiếp, tự tin