

L2 Possible Selves and Communication Readiness in Physical and Digital Platforms

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This thesis paper is submitted to the Department of English, Daffodil International University,
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Declaration

I hereby declare that this thesis paper, “L2 Possible Selves and Communication Readiness in Physical and Digital Platforms,” is my original work and is a part of the “Project Paper with Internship” (Course Code: ENG431) course. The work has been completed under the guidance of **Mohammad Elius Hossain, Assistant Professor**, Department of English, Daffodil International University. I hereby also declare that anything used or presented in this thesis paper is not previously published or written by another person except where due reference is made.



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Certificate

This is to certify that Nusrat Rahman Mou, ID: 221-10-973 is a student of the Department of English at Daffodil International University. She has completed her thesis work on “L2 Possible Selves and Communication Readiness in Physical and Digital Platforms,” under my guidance. She has worked very hard to complete the thesis paper as comprehensively as possible within the time frame. The thesis paper has not been submitted to any other institution for a degree or certificate. I wish her every success in her career in the future.



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Abstract

The concept of L2 Possible Selves by Zoltán Dörnyei has become central to understanding learners' motivation and communicative behavior in second language learning. Building on this framework, the present quantitative study examines the relationship between L2 Possible Selves, particularly the Ideal L2 Self, Ought-to L2 Self, and the L2 Learning Experience, and learners' Communication Readiness within physical and digital learning platforms. Through structured questionnaires, data is collected from approximately 230 Bangladeshi undergraduate students enrolled in various academic disciplines who are learning English as a foreign language. The findings indicate that both a well-developed Ideal L2 Self and positive L2 Learning Experiences are associated with higher levels of communication readiness. However, L2 Learning Experience emerged as a stronger predictor, significantly influencing communication readiness in both traditional classroom and digital learning contexts, whereas the Ideal L2 Self primarily predicted readiness in digital platforms. The Ought-to L2 Self was positively associated with communication readiness, although its predictive effect was comparatively limited. The findings received from the analysis provide evidence-based practical ideas to design pedagogical interventions. Promoting positive L2 Learning Experiences through interactive and supportive activities can enhance learners' communication readiness in both settings. Additionally, developing a clear Ideal L2 Self can further strengthen readiness to communicate, particularly in digital environments. Educators are encouraged to combine motivational strategies with instructional practices for language development in Bangladeshi young EFL learners.

Keywords: L2 possible selves, L2 learning experience, preparedness to communicate, physical and digital learning platforms.

Table of Contents

Declaration	ii
Certificate	iii
Acknowledgment	iv
Abstract	v
Chapter 1: Introduction.....	1
1.1 Background of the study	1
1.2 Research Gap and Justification.....	3
Chapter 2: Literature Review	5
2.1 Evolution of Motivation in L2 Acquisition.....	5
2.2 Concept of L2 Motivational Self-System (L2MSS).....	6
2.3 Concept of Willingness to Communicate (WTC)	7
2.4 Interconnection of both theories	8
Chapter 3: Data and Methods	11
3.1 Research Design and Sampling	11
3.2 Participants	11
3.3 Instruments	12
3.4 Data Collection Procedure	13
3.5 Data Analysis Procedure	14
3.5.1 Univariate Analysis.....	14

3.5.2 Bivariate Analysis	14
3.5.3 Correlation Analysis.....	15
3.5.4 Multiple Linear Regression	16
Chapter 4: Data Analysis.....	17
4.1 Descriptive Statistics.....	17
4.2 Correlation Analysis	20
4.3 Multiple Linear Regression Analysis	22
Chapter 5: Discussion of the Findings.....	24
5.1. Predictors of Willingness to Communicate in the Classroom.....	24
5.2 Predictors of Willingness to Communicate on Digital Platforms	24
5.3 Comparative Discussion of Willingness to Communicate Across Learning Contexts	25
Chapter 6: Conclusions.....	26
6.1 Limitations of the Present Study	26
6.2 Future Research Scopes	26
6.3 Recommendations.....	27
References.....	29
Appendix	31
Abbreviation.....	37

List of Tables

Table 1. Demographic information of the participants (n = 233).....	17
Table 2. Descriptive Statistics	19
Table 3. Correlations among variables.....	21
Table 4. Linear regression analyses for WTC in the classroom and digital contexts	22

List of Figures

Figure 1: Percentage distribution of gender	17
Figure 2: Percentage distribution of area	17

Chapter 1: Introduction

1.1 Background of the Study

Over the past two decades, Willingness to Communicate (WTC) has become a central construct in second language (L2) acquisition research, which describes how prepared an individual is to initiate conversation in the L2 when interacting with certain people in a particular situation. (MacIntyre, Clément, Dörnyei, & Noels, 1998), WTC is widely regarded as a strong predictor of learners' actual language use and long-term communicative development. As English maintains its role as an International medium of communication (Matsuda, 2017), researchers have increasingly examined the motivational and psychological foundations that shape learners' readiness to communicate in diverse learning environments.

One of the main focuses of this research is on Dörnyei's (2009) L2 Motivational Self System (L2MSS), which includes three main components: the ideal L2 self, the ought-to L2 self, and the L2 learning experience. The ideal L2 self refers to a learner's own imagination of becoming a competent L2 user; the ought-to L2 self refers to the attributes that learners believe they should possess to meet others' expectations or obligations related to L2 learning. Along with the ideal L2 self and the ought-to L2 self, the L2 learning experience is the third major element of Dörnyei's L2 Motivational Self System. Whereas the two self-guides describe learners' future goals or expectations, the L2 learning experience is concerned with what learners experience in their immediate language learning environment. According to Dörnyei (2009), the third construct is similar to Gardner's concept of "attitudes toward the learning situation," which emphasizes that

learners' feelings and perceptions about their current learning context strongly influence their motivation and level of engagement.

At the same time, research on WTC shows that communication readiness is shaped by both internal motivation and situational context. For example, students who reported positive emotions such as enjoyment and high behavioral engagement also showed the highest levels of WTC, indicating that supportive teaching, constructive feedback, and encouraging classroom practices enhance emotional well-being, which increases communication willingness. (Wang, Wu, & Wang, 2025). The rise of digital technology has further broadened the scope of communication research. Young learners now interact in English through social media, online games, video communication tools, and other digital platforms (Reinders & Benson, 2017). Studies conducted in Korean and Taiwanese contexts show that such out-of-class digital activities strengthen learners' L2 selves and increase their readiness to communicate in digital environments (Lee, 2019; Lee & Hsieh, 2019). However, research that compares both classroom and digital communication readiness, connecting with all three components of the L2MSS, remains limited, which will be explored in this research paper among Bangladeshi undergrad EFL learners. The present research tries to examine how L2 possible selves, namely the ideal L2 self, the ought-to L2 self, and the L2 learning experience, relate to learners' communication readiness across two distinct learning contexts:

1. Inside the classroom, and
2. On digital platforms used for English communication.

By exploring these settings together, this study aims to investigate a better understanding of how learners' motivational self-guides and their moment-to-moment learning experiences shape their readiness to communicate in both traditional and online environments. To address this focus, the

study formulates a set of research questions that explain the specific relationship to highlight the comparative nature of the two learning contexts. Therefore, the present research seeks to answer the following questions –

1. How do the ideal L2 self, the ought-to L2 self, and the L2 learning experience relate to Bangladeshi students' communication readiness inside the classroom?
2. How do these three components of the L2 possible selves relate to Bangladeshi students' communication readiness on digital platforms?
3. To what extent does L2 Learning Experience strongly predict communication readiness in each environment (classroom vs. digital)?

1.2 Research Gap and Justification

Although Lee (2023) examined the Ideal L2 Self and the Ought-to L2 Self as predictors of learners' Willingness to Communicate (WTC), the study relied exclusively on individual motivational variables and did not incorporate situation-specific factors that shape learners' moment-to-moment communication readiness. Recent studies suggest that Willingness to Communicate (WTC) should be viewed by considering both learners' personal characteristics and the learning context, as this combined perspective explains better how communicative behavior changes with different situations (Zhang et al., 2018). By excluding this construct due to its overlapping problems with intended effort (Al-Hoorie, 2018), Lee's model may have missed an important experiential factor that influences learners' readiness to communicate. Hence, the present study includes L2 Learning Experience as a separate construct to examine how learners' everyday learning experiences,

emotional responses, and classroom interactions influence their willingness to communicate in both traditional classroom and digital learning environments.

Lee included digital WTC items that had a limited scope. In his questionnaires, there was a lack of diverse communication platforms that young EFL learners actively engage in this generation. Learners nowadays frequently use English across a wide range of digital spaces like online communities, gaming platforms, social media interactions, live-streaming environments, and informal chat-based communication. To address this gap, the present study included a more detailed and context-based set of digital WTC items, such as online forums, online communities, live streaming, and gaming-related communication, to understand how platform-specific experiences shape learners' WTC in technology-based environments.

Chapter 2: Literature Review

2.1 Evolution of Motivation in L2 Acquisition

Motivation is commonly understood as the internal force that drives individuals to begin and sustain actions toward achieving certain goals. In learning settings, it involves what learners aim for and how much effort they are willing to invest. Later research showed that motivation is not fixed; rather, it changes across situations as learners' emotions, goals, and learning conditions evolve (Dörnyei, 2005). In L2 learning, motivation is especially important because it helps explain why some learners persist in communication tasks while others with similar abilities do not, making it a key predictor of long-term success (Gardner, 1985; Dörnyei, 2001). This L2 motivation first became widely discussed after the work of Gardner and Lambert (1959). Their socio-educational model introduced two types of motivation, Integrative motivation, which is related to a learner's wish to feel connected to the culture of the people of the target language. Another is Instrumental motivation is related to goals or aims such as getting a job, doing well in an institution, or gaining other benefits.

Gardner's model strongly emphasized the importance of attitudes toward the target language. In this view, learners who have a positive attitude and feel open toward another culture are more likely to be motivated and achieve better language outcomes. However, the model was later criticized, especially in learning contexts where students have little contact with native speakers or where social integration is not the main reason for learning the language. Due to these limitations, researchers began to explore other aspects of motivation that work beyond the external factors.

As researchers looked for new explanations, they started to focus more on learners' internal thoughts and self-beliefs. This shift was influenced by psychological theories such as the possible selves theory (Markus & Nurius, 1986) and the self-discrepancy theory by Higgins (1987). These theories suggest that people are motivated by the imagined self they want to become in the future and by the difference between their current self and their imagined self.

Later, L2 researchers again applied these ideas in language learning. They argued that motivation is closely linked to learners' identities, personal goals, and the images they have of themselves as future L2 users. This new idea emphasized the fact that motivation is not fixed, but it changes with time and depends on learners' emotions, experiences, and personal visions (Al-Hoorie, 2018; Dörnyei, 2019).

2.2 Concept of L2 Motivational Self-System (L2MSS)

Building on the previous identity-based theories, Dörnyei (2005, 2009) provided the L2 Motivational Self System, which has become one of the most widely used frameworks for understanding L2 motivation. What makes the L2MSS important is that it brings together older motivational ideas with modern psychological views. The model consists of three interacting components, each representing a different motivational pathway:

Ideal L2 Self – This refers to the learner's desired future image of themselves as a fluent L2 speaker. It is internally driven and typically associated with high levels of engagement and persistence. When learners can vividly imagine themselves confidently using English in academic or professional settings, they are more likely to invest sustained effort (Dörnyei and Al-Hoorie 2017, p. 456).

Ought-to L2 Self – This represents external expectations, such as parental pressure, social obligations, or institutional demands to avoid negative outcomes (Dörnyei 2009, p. 29).

Although it can motivate learners, it is often less effective for supporting long-term engagement because it is extrinsic rather than internalized.

L2 Learning Experience – This component captures immediate, context-based influences, including classroom climate, teacher support, peer relationships, and digital learning environments. Research consistently shows that positive learning experiences can shape motivation more strongly than long-term future selves, especially in Asian EFL contexts (Taguchi et al., 2009; Lee, 2019).

Many studies have shown that all three components of the L2MSS contribute to motivated behavior, but the ideal L2 self and the L2 learning experience are usually the strongest predictors of actual learning outcomes (Al-Hoorie, 2018; Dörnyei, 2019; Csizér, 2019). Because of this strong evidence, the L2MSS is now considered one of the leading theoretical models in L2 motivation research and continues to guide many studies and teaching practices.

2.3 Concept of Willingness to Communicate (WTC)

Willingness to Communicate (WTC) refers to a learner's readiness to start an interaction in the L2 when given the opportunity (MacIntyre, Dörnyei, Clément, & Noels, 1998). The most influential model of L2 WTC was also introduced by this group of people, who developed a pyramid-shaped heuristic model that shows how enduring personal traits (e.g., personality, self-confidence, attitudes) interact with situational variables (e.g., task type, interlocutor, classroom climate) to influence moment-to-moment decisions to communicate.

The model emphasizes that WTC is dynamic rather than fixed, meaning learners may feel confident in one situation (e.g., pair work) but reluctant in another (e.g., whole-class discussion). Among its many psychological predictors, perceived communicative competence and lower anxiety are consistently found to be key determinants of WTC.

Taguchi et al. (2009) extended WTC research by testing motivational constructs in Asian EFL contexts, showing that learners' willingness is closely linked to cultural expectations, self-confidence, and the quality of classroom experience. More recent studies (Wei & Xi, 2022; Lee, 2023) have shown that WTC is shaped by a combination of self-related variables (ideal L2 self), emotions (enjoyment, anxiety), and contextual support (teacher immediacy, digital platform usability).

2.4 Interconnection of both theories

A growing body of empirical research suggests that L2MSS and WTC are deeply interconnected. At a conceptual level, the ideal L2 self provides long-term motivational energy, while WTC reflects whether learners translate that motivation into real communicative behavior in the classroom or on digital platforms.

A lot of research shows that learners' imagined future selves in the target language, especially the ideal L2 self, are strongly linked to how ready they are to speak the language. When learners can clearly imagine themselves as confident users of the target language, they feel more motivated to close the gap between where they are now and where they want to be, and this makes them more likely to try to communicate. This link between the ideal L2 self and being willing to speak has been shown many times in classroom research. (Lee & Lu, 2023)

Even though both the ideal and ought-to L2 selves relate to WTC, they do not have the same influence on the learners. The ideal L2 self, which comes from a learner's personal hopes and goals in usually has a much stronger and more positive influence on their readiness to speak in the target language (Wei & Xu, 2021). At the same time, the ought-to L2 self based on outside expectations or obligations tends to be weaker and can sometimes increase anxiety, which lowers genuine willingness to speak in learners (Wei & Xu, 2021).

The L2 learning experience is the other key factor that plays a significant role in determining a learner's readiness to speak in a certain situation. This factor includes what happens day-to-day in the learning environment, like how engaged students are, how supportive the teacher is, the kinds of activities used, and classmates' positive reactions to learning. It is examined that positive L2 learning experience can boost WTC in two ways, one is by directly making learners feel safe and confident in class, and the other is by indirectly strengthening their ideal L2 self. For example, when teachers show emotional support and design engaging tasks, learners often feel more confident and willing to take communication risks. (Wang, Wu, & Wang, 2024)

These two sets of factors from L2 possible selves and L2 learning experience work together. A strong ideal L2 self-motivates a student to seek speaking opportunities, whereas a good learning experience gives the student the confidence and practice to take those opportunities. In other words, the ideal L2 self creates the desire to communicate, and the L2 learning experience works as the immediate support that let that desire turn into action.

Nowadays, this sort of combined pattern is found not only in classrooms but also on digital platforms. Online platforms (social media, forums, games, messaging, video chats) give learners a positive environment and lower pressure to try out the language. The ideal L2 self still pushes

learners to seek these opportunities online, because digital contexts can help reduce the distance between current ability and the imagined future self (Lee & Lu, 2023).

The digital L2 learning experience has some special features, like learners meeting more naturally, using informal language, doing performance-style tasks (like posting videos or joining threads), and having greater control and autonomy over topics and timing. These features can increase WTC if learners are supported to use them well (Lee & Lee, 2019).

Teachers who encourage safe, guided out-of-class digital interaction help learners become more active communicators online. But this link between the L2 learning experience in digital settings and WTC is less well studied than the classroom link, so it's a clear area for more research (Lee & Lu, 2023).

Chapter 3: Data and Methods

3.1 Research Design and Sampling

This study uses a quantitative, cross-sectional survey design to explore the relationships between L2 possible selves and learners' communication readiness in different learning environments. A survey design is appropriate for this research because it allows for the systematic measurement of psychological constructs with learners' WTC. Quantitative designs are also frequently used in L2 motivation and WTC research (e.g., Dörnyei, 2009; MacIntyre et al., 1998), which helps link the analysis to the variables.

3.2 Participants

The study involved 230 undergraduate male and female students enrolled at a private university in Bangladesh. All participants were active English learners from different academic disciplines, which are English, BBA, ITM, CIS, NFE, and CSE. In the demographic information, the statements included students' home district and their type of residence (urban or rural), to get a clearer understanding of their sociolinguistic backgrounds.

All participants in this survey were engaged not only with academic English but also connected to English learning platforms through various digital mediums like online gaming communities and internet-based learning tools. This study's aim of comparing learners' communication readiness across classroom and digital context was highly influenced by the combined classroom and digital English learning statements.

3.3 Instruments

The study used a 36-item structured questionnaire to measure learners' L2 possible selves, L2 learning experience, and willingness to communicate (WTC) in both classroom and digital settings. The questionnaire was divided into four sections, and each item was presented in both English and Bengali by the researcher to ensure clarity and accessibility of learners. The first section collected demographic information of the participants. The second section focused on the three components of the L2 Motivational Self System (L2MSS) (Dörnyei, 2009). Items in this section were rated on a 5-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. These self-guided items on Ideal L2 Self and Ought To L2 Self were adapted from Lee (2023) and supported by the theoretical foundations of Taguchi et al. (2009). The L2 Learning Experience (L2LE) was also addressed in this section, and the items were adapted from Moskovsky et al. (2016), who focused on the immediate classroom environment and learners' present moment engagement. In this study, items represented both classroom learning experiences and digital learning experiences. This expansion allowed the questionnaire to reflect learners' actual exposure to English in both physical and online spaces. The fourth section measured Willingness to Communicate (WTC) in classroom and digital contexts. Classroom items captured learners' readiness to use English during interactive class activities, whereas digital context items reflected their willingness to communicate online, such as participating in English-mediated interactions while gaming or using social media. The classroom WTC items were primarily adapted from Wei and Xi (2022), and the digital context items were informed by Lee (2023) to align with learners' current online communication habits.

3.4 Data Collection Procedure

Before distributing the questionnaire, the researcher sought permission from the course teachers whose classes were involved in the study. Students were briefed about the purpose of the research, the types of information they would provide, and the voluntary nature of their participation. They were also informed that their response would remain anonymous and confidential. A convenience sampling method was used, as the researcher accessed classes based on the availability and support of course teachers. To ensure a clear understanding of the constructs, the researcher briefly explained the two communicative settings measured in the study. For the classroom context, examples included speaking during class activities or group discussions. For the digital context, examples involved writing online messages or interacting through digital tools (Lee, 2019). These explanations helped participants respond more accurately to items on communication readiness in both settings. Most questionnaires were circulated in person during regular class hours, with students completing printed copies of the 36-item survey, which included Bengali translations for clarity. A smaller number of responses were collected through Google Forms to include a majority of students. Ethical guidelines were strictly followed throughout the process. Participation was entirely voluntary, no identifying information was collected, and students were free to withdraw at any time. Students who agreed to fill out the survey forms were permitted to complete the questionnaire.

3.5 Data Analysis Procedure

For data analysis, a combined software was utilized, including SPSS 27.0 version (Statistical Package for the Social Sciences) and MS Excel.

3.5.1 Univariate Analysis

Univariate analysis is the simplest form of statistical analysis, as well as a valuable tool for examining the characteristics of the target population. It explores one single variable at a time, describing its central tendency (mean, median, mode) and dispersion (range, standard deviation). By examining frequency distributions, researchers can identify patterns like how often each value appears and if the data is concentrated in a specific group. This initial analysis helps decide if a variable is suitable for further analysis and allows researchers to interpret findings and potential relationships between variables in context. It also provides a basis for comparing results with other studies with similar characteristics.

3.5.2 Bivariate Analysis

Bivariate analysis is a fundamental statistical method used to investigate the relationship between two variables. It's particularly useful for examining the empirical relationship between two variables to see if they are linked and testing simple hypotheses about whether changes in one variable are associated with changes in the other. There are a number of ways to run bivariate analysis. For studying the bivariate analysis, we usually use correlation analysis, cross tabulation, measures of association by chi-square test, ANOVA etc. Which method will be applied to run a bivariate analysis mainly depends on the types of study and the variables of interest. We can prefer bivariate analysis through correlation analysis when we have two continuous variables.

Chi-square tests are used to analyze relationships between categorical variables, often visualized through cross-tabulations. Since this study involves quantitative variables, a correlation analysis is the most suitable method for exploring the relationships between the outcome variables and the covariates.

3.5.3 Correlation Analysis

Correlation, or correlation analysis, refers to the statistical assessment of the relationship between two or more quantitative variables. This technique relies on the assumption that the variables share a linear (straight-line) association. It evaluates both the strength and the direction of that relationship.

The Pearson Product–Moment Correlation Coefficient is used to quantify the degree and direction of association between variables measured on at least an interval scale. In essence, Pearson’s correlation fits a straight line that best represents the paired data, and the resulting coefficient, r , reflects how closely the data points cluster around that line.

Given the bivariate set $(x_1, y_1), (x_2, y_2), \dots, (x_n, y_n)$, the Pearson’s Product-Moment Correlation Coefficient (r) is defined as

$$r = \frac{S_{xy}}{S_x S_y}$$

where

r = Pearson’s Product-Moment Correlation Coefficient

S_{xy} = Covariance of x and y values

S_x and S_y = Standard deviations of x and y values (scores) respectively

The correlation coefficient varies between -1 and $+1$. A value of $+1$ represents a perfectly positive linear relationship between the variables, whereas a value of -1 reflects a perfectly negative linear relationship. A coefficient of 0 , however, indicates that no linear association exists between the variables under consideration (Obilor & Amadi, 2018).

3.5.4 Multiple Linear Regression

Regression analysis is a statistical method used to estimate the relationship between variables that share a cause-and-effect connection. In univariate regression, the primary aim is to examine how a dependent variable is related to a single independent variable and to develop a linear equation that represents this relationship. When a regression model includes one dependent variable and multiple independent variables, it is known as multiple linear regression.

In fitting the multiple linear regression, suppose we have a collection of explanatory variables denoted by $X = (X_1, X_2, \dots, X_n)$. Let Y be the dependent variable.

Now, we can define,

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_n x_n + \varepsilon$$

Here, β 's represent the parameters and ε is the random error term (Uyanık & Güler, 2013).

Chapter 4: Data Analysis

4.1 Descriptive Statistics

For the purpose of a descriptive study, we consider the frequency distribution of categorical variables of interest and the mean and standard deviation (SD) of the numerical variables. The results are provided in this section.

Table 1. Demographic information of the participants ($n = 233$)

<i>Variables</i>	<i>Category</i>	<i>Frequency (n)</i>	<i>Percentage (%)</i>
Gender	Male	119	51.1
	Female	114	48.9
Area	Rural	70	30.0
	Urban	163	70.0

Table 1 contains the descriptive analysis of the demographic variables, where an overview of the participants' background is noted. It provides. A total of 233 learners participated in the study, with a nearly balanced gender distribution, consisting of 119 male participants (51.1%) and 114 female participants (48.9%) (Figure 1). This balanced representation reduces the likelihood of gender-related bias in the findings. In terms of area of residence, 70 participants (30.0%) were from rural areas, and 163 participants (70.0%) were from urban areas. This count indicates greater participation from urban contexts, where access to English learning resources and digital platforms may be comparatively higher (Figure 2).

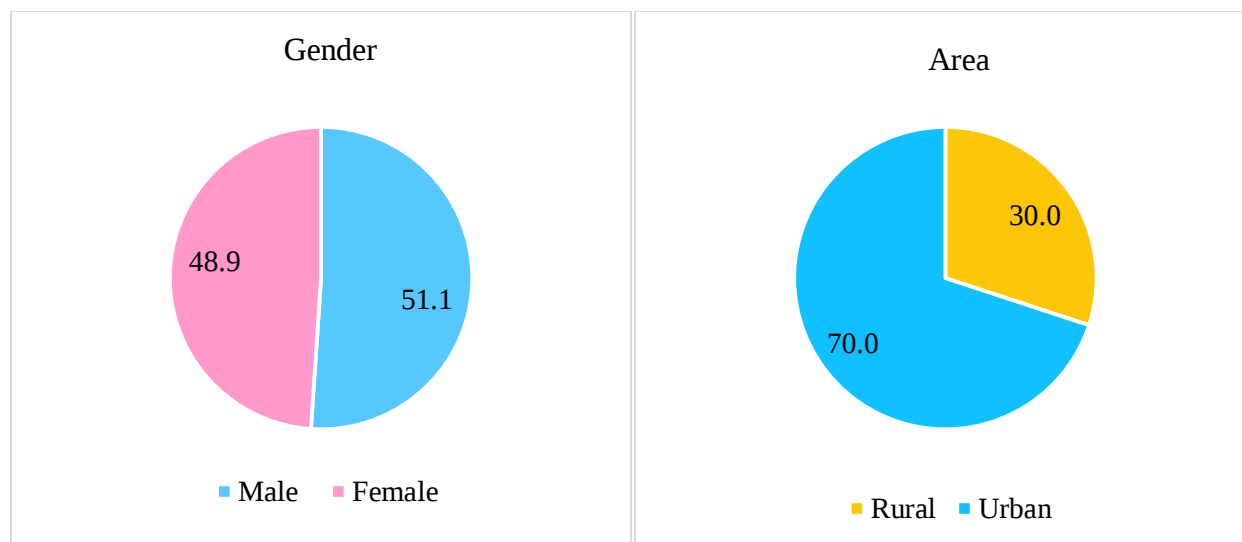


Figure 1: Percentage distribution of gender

Figure 2: Percentage distribution of area

In Table 2, the first row contains participants' ages, which ranged from 18 to 24 years old, with an average age of 20.27 years ($SD = 1.01$), suggesting that the sample consisted of learners at a similar educational stage. This age range aligns with the researcher's intention to focus on young EFL learners.

The descriptive statistics presented in the next row include the mean and standard deviation for each construct. The mean scores indicate the overall level of learners' agreement with the questionnaire items, while the standard deviation reflects the degree of variability in participants' responses.”

The first variable, Ideal L2 Self, showed a mean score of 2.09 with a standard deviation of 0.651, indicating a moderate level of learners' idealized future self-images related to English use. The relatively low standard deviation suggests that participants shared fairly similar perceptions regarding their ideal L2 selves.

Table 2. Descriptive Statistics

<i>Items/Variables</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>M (SD)</i>
Age	20.27	1.005	
Ideal L2 Self			2.09 (0.651)
1	2.01	0.917	
8	2.14	1.043	
12	2.06	0.900	
15	2.17	1.010	
20	1.80	0.781	
22	2.37	0.988	
Ought-to L2 Self			2.36 (0.713)
4	2.11	1.149	
6	2.34	1.096	
9	2.494	1.1895	
11	2.12	0.928	
14	2.71	1.094	
18	2.40	1.098	
L2LE in the Classroom			2.15 (0.586)
2	2.30	0.916	
7	2.36	1.029	
10	1.93	0.793	
13	1.80	0.855	
17	2.38	1.011	
24	2.15	0.854	
L2LE on Digital Platforms			2.07 (0.562)
3	2.32	0.940	
5	1.87	0.804	
16	2.37	0.901	
19	1.84	0.774	
21	1.94	0.791	
23	2.00	0.931	
WTC in the Classroom			2.44 (0.626)
26	2.09	0.838	
28	1.97	0.926	
30	2.48	0.992	
33	2.78	1.015	
34	2.42	0.944	
36	2.12	0.937	
WTC on Digital Platforms			2.44 (0.626)
25	2.78	0.995	
27	2.58	0.989	
29	2.37	1.005	
31	2.45	0.982	
32	2.15	0.923	
35	2.30	0.949	

Note: M = mean; SD = standard deviation.

Similarly, the Ought to L2 Self construct produced a mean score of 2.36 and a standard deviation of 0.713, reflecting a slightly stronger influence of external expectations, such as social or academic pressures, with a moderate degree of variability in learners' responses.

The L2 Learning Experience in the Classroom showed a mean score of 2.15 with a standard deviation of 0.586, suggesting that learners generally perceived their classroom learning environment as moderately supportive. The low standard deviation indicates a high level of consistency among participants' evaluations of their classroom experiences. Likewise, the L2 Learning Experience on Digital Platforms yielded a mean score of 2.07 and a standard deviation of 0.562, reflecting moderately positive perceptions of digital learning experiences with minimal variation across learners.

Regarding communicative readiness, learners' Willingness to communicate in the classroom demonstrated a mean score of 2.44 with a standard deviation of 0.626, indicating a relatively higher tendency to engage in classroom-based communication activities. A comparable pattern was observed for Willingness to Communicate on Digital Platforms, which also recorded a mean score of 2.44 and a standard deviation of 0.626, suggesting that learners were equally willing to communicate in technology-mediated environments. The consistency of the standard deviation values across both contexts suggests stable communicative tendencies among participants.

4.2 Correlation Analysis

Pearson correlation analysis was conducted to examine the relationships between learners' motivational variables, which are Ideal L2 Self, Ought to L2 Self, and L2 Learning Experience (classroom and digital) context, with their willingness to communicate (WTC) in classroom and digital learning environments. This analysis aimed to identify the strength and direction of

associations between the predictor variables and the two outcome variables: willingness to communicate in the classroom and on digital platforms.

Table 3. Correlations among variables

	1	2	3	4	5	6
1. Ideal L2 Self	-					
2. Ought-to L2 Self	0.271**	-				
3. L2LE in the Classroom	0.642**	0.243**	-			
4. L2LE on Digital Platforms	0.603**	0.269**	0.603**	-		
5. WTC in the Classroom	0.547**	0.290**	0.669**	0.579**	-	
6. WTC on Digital Platforms	0.589**	0.280**	0.603**	0.583**	0.728**	-

** Significant at .01 level (2-tailed).

Table 3 presents the results of correlation analysis, which clearly showed that Ideal L2 Self was positively and significantly related to willingness to communicate in both learning contexts. Specifically, Ideal L2 Self showed a moderate positive correlation with WTC in the classroom ($r = .547$, $p < .01$) and a similarly moderate positive correlation with WTC on digital platforms ($r = .589$, $p < .01$). These findings suggest that learners who incorporate a clearer and stronger vision of themselves as successful future L2 users of English tend to demonstrate a higher readiness to engage in communication in both traditional classroom settings and digital environments.

However, Ought-to L2 Self exhibited weaker but still statistically significant relationships with WTC. The correlation coefficients revealed that Ought-to L2 Self was positively associated with WTC in the classroom ($r = .290$, $p < .01$) as well as in digital contexts ($r = .280$, $p < .01$). This pattern showed that external expectations and perceived obligations, such as social or academic pressures, are related to learners' communication readiness, even though the relation is less than the motivational driven factors.

Regarding learning experience, the analysis showed that L2 Learning Experience was notably associated with willingness to communicate. Classroom learning experience demonstrated a strong

positive correlation with WTC in the classroom ($r = .669$, $p < .01$) and a substantial positive relationship with WTC on digital platforms ($r = .603$, $p < .01$). Similarly, learning experience in digital environments was positively related to communication readiness in both the classroom ($r = .579$, $p < .01$) and digital contexts ($r = .583$, $p < .01$). These findings highlight the important role of positive learning experiences in fostering learners' confidence and readiness to use English across different communicative settings.

Overall, the correlation results indicate that learners' motivational self-concepts and learning experiences are meaningfully associated with their communication readiness in both classroom and digital environments.

4.3 Multiple Linear Regression Analysis

A regression analyses were conducted to investigate the predictive effects of Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience in both classroom and digital contexts on learners' willingness to communicate (WTC) in the classroom and on digital platforms.

Table 4. Multiple Linear Regression analyses for WTC in the classroom and digital contexts

Covariates	WTC in the Classroom			WTC on Digital Platforms		
	Estimate	S.E.	<i>p-value</i>	Estimate	S.E.	<i>p-value</i>
Intercept	0.368	0.139	0.008	0.578	0.143	<0.001
Ideal L2 Self	0.096	0.062	0.126	0.227	0.065	0.001
Ought-to L2 Self	0.081	0.043	0.058	0.070	0.044	0.113
L2LE in the Classroom	0.481	0.069	<0.001	0.301	0.071	<0.001
L2LE on Digital Platforms	0.249	0.069	<0.001	0.278	0.072	<0.001

Table 4 presents the results that L2 Learning Experience in the Classroom emerged as a strong as well as statistically significant predictor ($\beta = 0.481$, $p < .001$), indicating that learners who had

more positive classroom learning experiences were more willing to engage in classroom-based communication. In addition, L2 Learning Experience on Digital Platforms was also found to be a significant predictor of classroom WTC ($\beta = 0.249, p < .001$), suggesting that positive experiences in digital learning environments may extend to learners communicative behavior in face-to-face classroom settings. In contrast, Ideal L2 Self ($\beta = 0.096, p = .126$) and Ought-to L2 Self ($\beta = 0.081, p = .058$) did not significantly predict willingness to communicate in the classroom, indicating that learners' motivational self-guides alone were insufficient to explain classroom communicative behavior when learning experiences were taken into account.

In willingness to communicate on digital platforms column, the findings show that Ideal L2 Self significantly predicted digital WTC ($\beta = 0.227, p = .001$), which suggests that learners with a clearer and stronger vision of themselves as future L2 users were more inclined to communicate in online environments. Moreover, both L2 Learning Experience in the Classroom ($\beta = 0.301, p < .001$) and L2 Learning Experience on Digital Platforms ($\beta = 0.278, p < .001$) emerged as significant predictors of willingness to communicate in digital contexts. It highlights the interconnected influence of learning experiences across different settings. By contrast, Ought-to L2 Self did not demonstrate a significant predictive effect on digital WTC ($\beta = 0.070, p = .113$).

Moreover, the regression results indicate that learners' L2 learning experiences play a central and consistent role in shaping their willingness to communicate across both classroom and digital environments. While Ideal L2 Self appears to provide a meaningful influence on learners' communicative behavior in digital contexts, the Ought-to L2 Self shows limited predictive power in both settings. These findings underscore the importance of learning experiences over external expectations in explaining learners' willingness to communicate.

Chapter 5: Discussion of the Findings

In this chapter, we will highlight the key findings of our research in both contexts.

5.1. Predictors of Willingness to Communicate in the Classroom

The findings related to willingness to communicate (WTC) in the classroom suggest that learners' actual learning experiences are more influential than their motivational self-guides. The regression results show that L2 Learning Experience in the classroom is the strongest predictor of classroom WTC, highlighting the crucial role of everyday classroom experiences in shaping learners' readiness to communicate.

In addition, L2 Learning Experience on digital platforms also significantly predicts classroom WTC. This indicates that learners who feel confident and stress-free when communicating online may carry this confidence to face-to-face classroom interactions.

In contrast, Ideal L2 Self and Ought-to L2 Self do not significantly predict classroom WTC. This finding suggests that future self-images and external expectations alone may not be sufficient to promote classroom communication when learners' immediate learning experiences are considered.

5.2 Predictors of Willingness to Communicate on Digital Platforms

The findings in WTC on digital platforms show a slightly different pattern. Ideal L2 Self was seen as a significant predictor of digital WTC. Digital platforms may provide learners with greater autonomy, reduced anxiety, and more flexible opportunities for communication, and all of these allow future self-images to play a key role.

Moreover, both L2 Learning Experience in the Classroom and L2 Learning Experience on Digital Platforms prominently predicted willingness to communicate in digital contexts. This finding suggests that positive learning experiences, regardless of context, contribute to learners' communicative readiness online. However, like the classroom context, Ought-to L2 Self did not significantly predict digital WTC, which indicates that externally imposed expectations may have limited influence on learners' willingness to communicate in technology-related environments.

5.3 Comparative Discussion of Willingness to Communicate Across Learning Contexts

A combined cross-examination of the findings between the classroom and digital context highlights both similarities and differences in the factors that influence willingness to communicate. Within both contexts, L2 learning experience consistently emerged as the most influential predictor, emphasizing the central role of learners' perceptions of their learning environments. This suggests that willingness to communicate is highly and closely linked to learners' immediate learning experiences rather than solely to stable motivational factors.

At the same time, Ideal L2 Self demonstrated an influence that is based on context, particularly in digital environments more than in the traditional classroom. This difference indicates that digital environments may better support learners in expressing their future L2 identities. On the contrary, limited predictive power was noticed in Ought-to L2 Self, which suggests that obligation-based motivation is less effective in genuine communicative engagement. Overall, the findings suggest that learners' readiness to communicate develops through the interaction between learning experiences and self-motivational guides.

Chapter 6: Conclusions

6.1 Limitations of the Present Study

Although acceptable findings and results were gathered through this study, the present study contains several limitations that should be acknowledged. First, the data were collected from learners at a single educational institution, which may limit the generalizability of the findings. Even though the sample size was enough for statistical analysis, learners from one institution may share similar academic, socio-cultural, or instructional backgrounds. As a result, the findings may not fully represent the diverse Bangladeshi young EFL learners across the universities or regions. Lastly, this study conducted a purely quantitative research design due to time limitations. As the researcher could not incorporate the mixed method design in the study, individual experience and perception were underexplored. As a result, the interpretation of the findings is based on statistical analysis and does not fully capture the nuanced nature of learners' willingness to communicate across different learning environments.

6.2 Future Research Scopes

According to the limitations of the present study, future studies are encouraged to include participants from multiple universities, different educational backgrounds, and diverse regions. This broader sampling strategy would make the findings more representative and allow for stronger comparisons across different groups of learners.

Additionally, future researchers can consider including mixed-methods research designs to get a more comprehensive understanding of the communication readiness of the learners.

For example, a combination of quantitative surveys with qualitative methods, such as semi-structured interviews (e.g., 10–15 participants) or focus group discussions, could provide valuable insights into how learners perceive classroom and digital learning environments and how these perceptions shape their communicative readiness. This combined approach would complement quantitative findings and contribute to a richer and more nuanced understanding of willingness to communicate in different learning contexts.

6.3 Recommendations

Given the strong predictive role of classroom learning experience on willingness to communicate, language teachers are encouraged to create supportive and interactive classroom environments. Activities such as pair work, group discussions, and meaningful communicative tasks may help learners feel more confident and willing to communicate in English. At the same time, as learning experiences on digital platforms significantly predicted willingness to communicate in both contexts, teachers and institutions should integrate technology-mediated activities into Online discussions, interactive applications, and digital collaboration tools can provide learners with additional opportunities to practice communication in low-anxiety environments.

Along with the experiential variables, Ideal L2 Self was also found to significantly predict WTC on digital platforms, instructional practices should support learners in developing clear future-oriented L2 visions. Goal-setting activities, interaction with successful L2 users may help strengthen learners' Ideal L2 selves. Moreover, it is also important to focus on reducing overreliance on external pressure for the L2 learners. The limited predictive role of Ought-to L2 Self suggests that excessive emphasis on external expectations may not effectively promote

communicative engagement. Curriculum designers and policymakers should therefore prioritize learner-centered and experience-based approaches rather than pressure-driven language learning models.

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Appendix

Ideal L2 Self

1. I can imagine myself speaking English confidently with foreign speakers in real-life situations.

(বিদেশীদের সাথে বাস্তব পরিস্থিতিতে আত্মবিশ্বাসের সাথে ইংরেজিতে কথা বলতে নিজেকে কল্পনা করতে পারি।)

8. I imagine myself studying or working in an environment where English is the main language of communication. (আমি নিজেকে এমন পরিবেশে পড়াশোনা করতে কল্পনা করি যেখানে ইংরেজি প্রধান যোগাযোগের ভাষা।)

12. I imagine myself expressing my thoughts fluently in English during class discussions or presentations. (ক্লাস আলোচনায় বা উপস্থাপনায় আমি নিজেকে সাবলীলভাবে ইংরেজিতে আমার মতামত প্রকাশ করতে কল্পনা করি।)

15. I can see myself using English naturally to build connections with people from different cultures. (আমি নিজেকে বিভিন্ন সংস্কৃতির মানুষের সাথে স্বাভাবিকভাবে ইংরেজিতে যোগাযোগ করতে দেখতে পাই।)

20. I can imagine myself to use English confidently to achieve my academic and professional goals. (আমি আমার একাডেমিক ও পেশাগত লক্ষ্য অর্জনের জন্য আত্মবিশ্বাসের সাথে ইংরেজি ব্যবহার করতে পারব—এভাবে নিজেকে ভাবতে পারি।)

22. I can imagine myself hanging out with many English speaking friends. (আমি অনেক ইংরেজি-ভাষী বন্ধুর সাথে সময় কাটাচ্ছি—এভাবে নিজেকে কল্পনা করতে পারি।)

Ought To L2 Self

4. I need to learn English because I feel embarrassed if I cannot answer questions in English during class. (ক্লাসে ইংরেজিতে উত্তর দিতে না পারলে আমি লজ্জা পাই, তাই ইংরেজি শেখা আমার জন্য জরুরি।)

6. I have to do well in English because people see it as a sign of being educated. (আমাকে ইংরেজিতে ভালো করতে হয় কারণ মানুষ এটিকে শিক্ষিত হওয়ার লক্ষণ হিসেবে দেখে।)

9. I have to perform well in English because my parents expect me to. (আমার বাবা-মা আশা করেন বলে আমাকে ইংরেজিতে ভালো করতে হয়।)

11. I have to learn English skills because it's something our society values highly. (আমাদের সমাজ ইংরেজি দক্ষতাকে অনেক গুরুত্ব দেয়—তাই আমাকে ইংরেজি শিখতে হয়।)

14. I have to speak English properly because I want to maintain a good image among my teachers and peers. (শিক্ষক ও সহপাঠীদের কাছে ভালো ইমেজ বজায় রাখতে চাই বলে আমাকে ইংরেজি ঠিকভাবে বলতে হয়।)

18. I have to keep improving my English because people often judge my ability based on how well I speak it. (মানুষ আমার ইংরেজি বলার দক্ষতার উপর ভিত্তি করে আমাকে বিচার করে, তাই ইংরেজি উন্নত রাখা দরকার।)

L2 Learning Experience inside Classroom

2. I enjoy speaking English during group or pair activities in class. (ক্লাসে গ্রুপ বা জোড়ায় কাজ করার সময় ইংরেজিতে কথা বলতে আমার ভালো লাগে।)

7. My Classmates' cooperation helps me feel more confident using English. (সহপাঠীদের সহযোগিতা আমাকে ইংরেজি ব্যবহার করতে আরও আত্মবিশ্বাসী করে তোলে।)

10. I feel more confident communicating in English in a supportive classroom environment. (ক্লাসের পরিবেশ সহায়ক হলে ইংরেজিতে কথা বলতে আমি আরও আত্মবিশ্বাসী হই।)

13. My teacher's feedback motivates me to improve in English communication. (শিক্ষকের ফিডব্যাক আমাকে ইংরেজিতে আরও ভালোভাবে যোগাযোগ করতে উৎসাহিত করে।)

17. My classroom environment encourages me to use English confidently. (আমার ক্লাসের পরিবেশ আমাকে আত্মবিশ্বাসের সাথে ইংরেজি ব্যবহার করতে উৎসাহ দেয়।)

24. I feel more motivated when the teacher uses interactive techniques (e.g., debates, role plays). (শিক্ষক যখন ইন্টার্যাক্টিভ পদ্ধতি ব্যবহার করেন (যেমন বিতর্ক, রোল-প্লে), তখন আমি আরও বেশি মোটিভেটেড অনুভব করি।)

L2 Learning Experience on Digital Platforms

3. I think my online academic English courses meet my expectations of speaking English language. (আমি মনে করি আমার অনলাইন একাডেমিক ইংরেজি কোর্সগুলো ইংরেজি বলার ক্ষেত্রে আমার প্রত্যাশা পূরণ করে।)

5. I like that online English learning allows me to review lessons or materials anytime to practice. (আমার ভালো লাগে যে অনলাইন ইংরেজি শেখা আমাকে যেকোনো সময় লেসন বা উপকরণ পুনরায় দেখার সুযোগ দেয়।)

16. I feel more comfortable speaking English through digital learning tools (e.g., Zoom, Google Classroom). (ডিজিটাল লার্নিং টুল ব্যবহার করে (যেমন Zoom, Google Classroom) ইংরেজিতে কথা বলতে আমি বেশি স্বাচ্ছন্দ্যবোধ করি।)

19. Online interactions with people from other countries make me more motivated to use English. (অনলাইনে অন্য দেশের মানুষের সাথে যোগাযোগ আমাকে ইংরেজি ব্যবহার করতে আরও মোটিভেটেড করে।)

21. Participating in English-based online activities (e.g., games, discussions, live streams, or communities) helps me practice real communication. (ইংরেজি-ভিত্তিক অনলাইন কার্যক্রমে অংশ নেওয়া (যেমন গেম, আলোচনা, লাইভ স্ট্রিম বা কমিউনিটি) আমাকে বাস্তব যোগাযোগ অনুশীলনে সাহায্য করে।)

23. Voice-based speaking and pronunciation tools make English learning more enjoyable and engaging. (ভয়েস-ভিত্তিক স্পিকিং ও উচ্চারণের টুলগুলো ইংরেজি শেখাকে আরও মজাদার ও আকর্ষণীয় করে তোলে।)

WTC – Inside Classroom

26. I explain my point of view when my teacher encourages me and gives positive feedback.

(শিক্ষক আমাকে উৎসাহ দিলে আমি ইংরেজিতে আমার মতামত সহজভাবে বোঝাই।)

28. I take the initiative to speak English when I know I won't be criticized for making mistakes.

(ভুল করলে কেউ সমালোচনা করবে না—এটা জানলে আমি নিজে থেকেই ইংরেজিতে কথা বলার উদ্যোগ নিই।)

30. I willingly share my ideas in English when classroom discussions relate to real-life topics or

my personal interests. (যখন ক্লাসের আলোচনা বাস্তব জীবনের বিষয় বা আমার পছন্দের বিষয়ে হয়, তখন আমি ইচ্ছা করে ইংরেজিতে নিজের মতামত বলি।)

33. I argue on a point when I feel my opinion doesn't match with my teachers. (যখন মনে হয়

আমার মত শিক্ষকের মতের সাথে মিলছে না, আমি সহজভাবে ইংরেজিতে আমার মত ব্যাখ্যা করি।)

34. I participate in pair work in English in a friendly and supportive classroom environment.

(বন্ধুত্বপূর্ণ ও সহায়ক ক্লাসরুম পরিবেশে আমি ইংরেজিতে জোড়া কার্যক্রমে অংশ নিই।)

36. I engage myself to communicate in English when classroom activities are interactive and

enjoyable. (ক্লাসের কাজগুলো মজার হলে আমি ইংরেজিতে কথা বলতে আরও আগ্রহী হয়ে যাই।)

WTC – On Digital Platforms

25. I answer others in English when I interact through online academic platforms (e.g., Zoom, Google Meet). (Zoom বা Google Meet-এ ক্লাস করলে আমি অন্যদের ইংরেজিতে উত্তর দিই।)

27. I comfortably participate in English communication with my friends in online study groups. (অনলাইন স্টাডি গ্রুপে বন্ধুদের সাথে ইংরেজিতে কথা বলতে আমি স্বাচ্ছন্দ্যবোধ করি।)

29. I involve in English discussions when I play online games or join international gaming communities. (অনলাইন গেম খেলতে বা আন্তর্জাতিক গেম গ্রুপে থাকলে আমি ইংরেজি আলোচনায় অংশ নিই।)

31. I talk to native speakers about the features that represents my country and its culture through online platforms. (অনলাইনে নেটিভ স্পিকারদের সাথে আমি সহজ ইংরেজিতে আমার দেশ ও সংস্কৃতি নিয়ে কথা বলি।)

32. I share ideas in English when I use AI-based or digital learning tools that help me practice speaking and receive feedback. (স্পিকিং অনুশীলনের মতো অ্যাপ বা টুল ব্যবহার করলে আমি ইংরেজিতে নিজের ভাবনা বলি।)

35. I volunteer to speak in English-speaking task on digital platforms when people respond positively to my ideas. (মানুষ আমার কথাকে ভালোভাবে নিলে আমি অনলাইন টাস্কে ইংরেজিতে কথা বলার জন্য নিজে থেকেই এগিয়ে আসি।)

Abbreviation

BBA = Bachelor of Business Administration

ITM = Information Technology Management

CIS = Computer Information Systems

NFE = Nutrition and Food Engineering

CSE = Computer Science and Engineering