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## THE RELATIONSHIP BETWEEN EARLY MALADAPTIVE SCHEMAS AND WILLINGNESS TO COMMUNICATE (WTC) IN IRANIAN EFL LEARNERS

## A RELAÇÃO ENTRE OS ESQUEMAS DESADAPTATIVOS INICIAIS E A DISPOSIÇÃO PARA SE COMUNICAR (WTC) EM ALUNOS IRANIANOS DO EFL

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**Abstract:** The current study set out to probe the relationship between Willingness to Communicate (WTC) and different components of Early Maladaptive Schemas (EMSs). Moreover, the study sought to discover whether any subcomponents of the EMSs significantly predicts the WTC of Iranian EFL learners. One hundred fifty intermediate EFL learners took a Nelson test, and 109 learners with scores within the range of  $\pm$  one standard deviation from the mean were selected. The selected learners filled out two questionnaires measuring WTC and EMSs. The results of statistical analyses indicated that there was a statistically negative and significant relationship between WTC and the seclusion and defect/shyness components of EMSs. Moreover, it was revealed that none of the components of EMSs could significantly predict WTC. Based on the findings, the seclusion and defect/shame components of EMSs should be the focus of more attention if the target is to raise learners' WTC.

**Keywords:** Early Maladaptive Schemas (EMS). English as a Foreign Language (EFL). Schemas. Willingness to Communicate (WTC).

**Resumo:** O presente estudo teve como objetivo investigar a relação entre a vontade de comunicar (WTC) e os diferentes componentes dos esquemas desadaptativos iniciais (EMSs). Além disso, o estudo procurou descobrir se algum subcomponente dos EMSs prevê significativamente o WTC dos alunos iranianos do EFL. Cento e cinquenta alunos intermediários de EFL fizeram um teste de Nelson, e 109 alunos com pontuações dentro da faixa de  $\pm$  um desvio padrão da média foram selecionados. Os alunos selecionados preencheram dois questionários medindo WTC e EMSs. Os resultados das análises estatísticas indicaram que havia uma relação estatisticamente negativa e significativa entre o WTC e os componentes de reclusão e defeito / timidez dos EMSs. Além disso, foi revelado que nenhum dos componentes dos EMSs poderia prever significativamente o WTC. Com base nas descobertas, os componentes de isolamento e defeito / vergonha dos EMSs devem ser o foco de mais atenção se o objetivo for aumentar o WTC dos alunos.

**Palavras-chave:** Early Maladaptive Schemas (EMS). Inglês como Língua Estrangeira (EFL). Schemas. Willingness to Communicate (WTC).

## I. Introduction

The main purpose of language learning for a long time was to improve linguistic competence and to fully learn the structure of language (Brown, 1994). However, as Brown rightly points out, in recent decades there has been a shift away from a focus on grammar to the acquisition of the ability to use L2 communicatively. Thus, the final purpose of language learning is now defined as "authentic communication between persons of different languages and cultural backgrounds" (MacIntyre, Clement, Dörnyei, & Noels, 2002, p. 559). Furthermore, as was proposed by Swain and Lapkin (2002), language learning occurs as a result of meaningful interactive communication in a pragmatic setting. In Swain's (2000) opinion, language use, and language learning take place simultaneously. For Swain (2000), it is language use that mediates language learning. Consequently, it is essential to take into account the factors that limit and enhance L2 learners' opportunities to use language for communication as well as learning the language to facilitate the language learning process.

Willingness to Communicate (WTC) refers to "a readiness to enter into discourse at a particular time with a specific person or persons using an L2" (MacIntyre, Clément, Dörnyei, & Noels, 1998, p. 547). To put it another way, WTC is the degree to which an individual is eager to participate in the interaction with other people in various communication situations. MacIntyre and his colleagues (1998) also suggest that the ultimate and fundamental goal of language instruction should be to foster WTC in the L2. As MacIntyre, Baker, Clément, and Donovan (2002) suggest, the greater the learners' WTC is, the more frequent communication in the L2 happens in the classroom. It can also encourage what Skehan (1989) refers to as a willingness to "talk in order to learn" (p. 48). A strand of studies has been carried out to examine the status of the relationship between the willingness to communicate and different variables in language learning (e.g., Aliakbari, Kamangar, & Khany, 2016; Bergil, 2016; Fahim, & Dhamotharan, 2016; Mahdi, 2014; Öz, Demirezen, & Pourfeiz, 2015; Rahbar, Suzani, & Sajadi, 2016; Valadi, Rezaee, & Kogani, 2015; Yousefi, & Kasaian, 2014).

The level of WTC in L1 may be a problem for many native speakers of a language; nevertheless, the problem becomes even more convoluted when it comes to the task of L2 learning.

MacIntyre, Dörnyei, Clément, and Noels's (1998) investigation showed that speaking performance and WTC are positively and significantly correlated. They also concluded that a majority of learners experience a low level of WTC when it comes to learning L2, which prevents L2 learning development. In a similar vein, the results of a study by Rahmatollahi and Famil Khalili (2015) revealed that WTC and speaking ability are positively correlated. MacIntyre et al. also (2002) hold that many EFL learners do not enjoy the required level of WTC needed for communication. As MacIntyre et al. (2001) note, WTC is a situational variable affecting communication in the four language skills; that is, speaking listening, writing, and reading. Therefore, it is necessary to investigate the factors which may contribute to or bear a relationship with WTC. According to MacIntyre et al. (1998), different factors play a role in the low level of WTC including motivation, personality factors and other psychological variables. MacIntyre et al. (2002) maintain that it is necessary to do further research in an attempt to identify the factors which bear a relationship with WTC. Knowledge of factors related to WTC can assist teachers in improving EFL learners' WTC and consequently help improve their language performance. One of the psychological factors which may bear a relationship with WTC is EMSs which is the focus of the current study.

The term "schema" was initially used by psychologists to account for the process of gathering, storing, and organizing the information, which is shaped in the form of one's perception of the world (Hargie, Saunders, & Dickson, 1994). As pointed out by Atkinson et al. (2000), a schema is a cognitive structure for perception, used for organizing, processing, and applying the information as well as interpreting the experiences, and controlling the behavior. In the view of Baldwin (1992), the individual's internalized feelings regarding his/her relationships with the significant others constitute the schemas, which influence their future interpersonal expectations; such schemas are strengthened by forming specific patterns of behavior that result in specific interpersonal experiences. As Young (1999) maintains, the schemas are comprised of sustainable and deep cognitive structures that consist of rules or blueprints that inform the selection, coding, storage, and recovery of the data. Very stable and long-lasting schemas formed during infancy are established throughout the person's life, serving to process subsequent experiences (young 1999). For instance, when people are affected by a psychological disorder during their adulthood, the roots can be traced back to the mal-functioning schemas which have been formed during childhood. As a result of such

mal-functioning schemas, the processing of information is inflicted, which results in giving rise to schemas that are mal-adaptive (Beck, 1995). The individuals with EMSs will experience a constant deformation of reality throughout their life, leading to maladaptive emotions and inappropriate conduct.

EMSs are considered those schemas which may distort the reality of the world perceived by the individual and act as a harbinger to psychological and sociological malfunctioning and mal-performance (Gaffey, 2009). EMSs are of crucial importance in the cognitive development of individuals throughout their lives (Ye, Rice, & Storch, 2008). If someone has developed malfunctioning schemas, these schemas will stay with the individual and hamper the individual's psychological development and fulfillment. As for investigating EMSs, some studies have so far been carried out in the realm of psychology, while none has investigated EMSs within the context of English Language learning and, more specifically, English as a Foreign Language (EFL) learning. A review of the previous studies on EMSs indicates that the majority have explored EMSs in association with psychological traits such as rejection sensitivity (e.g., Breen & Kashdan, 2011), shame (Kim, Talbot, & Cicchetti, 2009), perfectionism (Ye, Rice, & Storch, 2008), entitlement and narcissism (Mueller et al. 2009), or factors like parent-child relationship (Robinson, 2000), maltreatment experiences (Gaffey, 2005; Gaffey, 2009), and childhood trauma (Drapeau & Perry, 2004). Thus, none of the previous studies has examined the relationship between the early maladaptive schemas and the willingness to communicate (WTC) in L2 which is the focus of the present investigation.

## 2. Research Questions and Hypotheses

To address the objectives of the present study, the following research questions were formulated:

**Q1:** Is there any statistically significant relationship between WTC and sub-components of Early maladaptive schemas of Iranian EFL learners at the intermediate level?

**Q2:** Does any sub-components of Early maladaptive schemas significantly predict the WTC of Iranian EFL learners at the intermediate level?

In line with the above research questions, the following null hypotheses were formulated:

**H01:** There is no statistically significant relationship between WTC and sub-components of Early maladaptive schemas of Iranian EFL learners at the intermediate level.

**H02:** None of the sub-components of Early maladaptive schemas significantly predicts the WTC of Iranian EFL learners at the intermediate level.

### 3. Methodology

#### 3.1. Participants

The participants of this study were 150 female Iranian Persian EFL learners within the age range of 18 to 35. They were studying at a language institute in Kashan. At the time of data collection, the learners were studying at the intermediate level as specified by the language institute. The present study used convenience sampling to choose the participants due to availability and manageability reasons since it was not feasible for the researcher to select the participants randomly. Moreover, 30 participants with similar characteristics to the main participants of the study took part in a pilot study, and the instruments were tested on them.

#### 3.2. Instrumentation

The researcher used three instruments to collect the required data consisting of the Nelson Proficiency Test, WTC Questionnaire, and EMS Questionnaire.

##### 3.2.1. Nelson Proficiency Test

A test of Nelson-Denny (200B) was administered to 150 students to select a homogeneous sample of participants for this study. This test consists of 45 multiple choice items. Twenty of the items test the vocabulary knowledge, and the remaining 25 items test the grammatical knowledge. This test was piloted on 30 learners having similar characteristics to the main participants and Cronbach's alpha ensured the researcher that the test was reliable for the current research context. Since the researcher was not sure that the reliability of the questionnaire would be at a satisfactory level with all the participants included, she decided first to pilot the questionnaire on 30 individuals.

The results of Cronbach's alpha indicated that the test had a reliability index of .76 which is acceptable.

### **3.2.2. WTC Questionnaire**

The Willingness to Communicate (WTC) Questionnaire (MacIntyre et al. 2001) was used to measure the participants' tendency to communicate in English. The questionnaire includes 25 items relevant to the factors contributing to WTC in learning a second language. The questionnaire follows a Likert-type scale ranging from strongly disagree (1) to strongly agree (5). The validity and reliability of this instrument were shown to be at a satisfactory level by MacIntyre et al. (2001). However, since reliability is sample-dependent, the questionnaire was piloted on 30 participants having similar characteristics to the main participants of the study. Cronbach's alpha showed an acceptable reliability index ( $r = .71$ ).

### **3.2.3. EMSs Questionnaire**

The Short Form of Young Schema Questionnaire (YSQ-SF) was used to measure the schemas formed in early childhood leading to the formation of psychological problems. Young Schema Questionnaire (Young et al., 2003) consists of 75 items in five broad domains embracing disconnection and rejection, impaired autonomy, impaired limits, other-directedness, and over vigilance and inhibition. The 75 items evaluate 15 EMSs, including emotional deprivation, abandonment, mistrust/abuse, seclusion, defect/shyness, failure, dependence/insufficiency, vulnerability to harm and illness, entrapment, submissiveness, self-sacrifice, emotional inhibition, unrelenting standards, entitlement and insufficient self-control. Respondents should rate each statement on a Likert scale (1-6). Different studies (e.g., Ahi, Mohammadi Far, & Besharat, 2007; Divandari, Ahi, Akbari, & Mahdian, 2009) have corroborated YSQ-SF's validity and reliability with Iranian samples. Divandari et al. (2009) reported the internal consistency of the questionnaire subscales between 0.65 and 0.93. EMSs Questionnaire was piloted on 30 participants, and the reliability index turned out to be .82.

### **3.4. Procedure**

Initially, 150 EFL learners at the intermediate level in a language institute were given a Nelson test whose results were used to select a pool of homogeneous learners. The learners had already taken a proficiency test and passed the final exams given to them by the institute and were studying at the intermediate level of language proficiency. However, the researcher needed to make sure that the learners were homogeneous in terms of language proficiency. Thus, they were given the Nelson proficiency test. Then, 109 participants whose scores fell within the range of  $\pm$  one standard deviation from the mean were selected as the main participants. Following that, the learners filled out the WTC and EMSs questionnaires in two hours. During the data collection procedure, the researcher was present to help the participants with any questions they might have while filling out the questionnaires. The participants were assured that the data collected for the current study were used only for research purposes to observe the ethical issues. Finally, the questionnaires were scored and statistical analyses were performed.

## 4. Results

### 4.1. Checking the Reliability of the Instruments

Initially, the instruments of the study were piloted on 30 participants having similar characteristics to the main participants, and Cronbach's alpha was run on the scores to assure the reliability of the instruments. Table 1 shows the results.

Table 1. Cronbach's Alpha for the Nelson Proficiency Test, WTC, and EMSs Questionnaire

	N	Mean	Std. Deviation	Cronbach' Alpha
Nelson	30	37.845	4.97	0.76
EMSs	30	285.95	48.28	0.82
WTC	30	71.66	14.56	0.71

As Table 1 shows, the Cronbach alpha values were found to be 0.76, 0.82, and 0.71 for the Nelson proficiency test, EMSs, and WTC questionnaires, respectively. All are acceptable indices of reliability indicating that the instruments of the study were appropriate for the context of the investigation.

#### 4.2. Selecting the Participants

A Nelson proficiency test was given to 150 participants to select those who were homogeneous in terms of language proficiency. Table 2 shows the descriptive statistics for the 150 learners.

Table 2. *The Descriptive Statistics for the 150 Learners*

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Nelson 150 Learners	150	18.00	45.00	37.2467	4.92485	24.254
Valid N (listwise)	150					

Only those learners whose scores lay within the range of  $\pm 1$  standard deviation from the mean were selected. In other words, only those who scored within  $37.24 \pm 4.92$  were chosen. One hundred and nine learners who scored within the range of  $37.24 \pm 4.92$  were selected. The remaining 23 learners who scored lower than 32.32 and 18 learners who scored higher than 42.16 were excluded from the study. As Bonett and Wright (2000) maintain, a sample size of above 80 is desirable for running correlational analysis in social sciences. As the number of participants in the present study was 109, this minimum requirement was met.

#### 4.3. The Normality of the Data Sets

Before selecting the appropriate statistical test, it was necessary to check the normality of the data sets collected for the present study. Table 3 shows the results of descriptive statistics for the WTC questionnaire and the 15 components of EMSs.



Table 3. *Descriptive Statistics for the WTC Questionnaire and 15 Components of EMSs*

	Mean	Std. Deviation	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
WTC Scores	67.3119	18.85751	.191	.231	-1.058	.459
COM1	9.3394	4.27573	.927	.231	.432	.459
COM2	9.3578	4.52467	1.091	.231	.645	.459
COM3	8.6514	3.87627	1.856	.231	4.567	.459
COM4	10.3119	3.82414	.746	.231	.577	.459
COM5	6.7064	2.67811	1.929	.231	2.994	.459
COM6	8.1927	3.87890	1.601	.231	2.367	.459
COM7	6.5596	2.66121	2.069	.231	3.863	.459
COM8	9.0917	4.35792	1.373	.231	1.900	.459
COM9	8.7431	3.60145	.881	.231	.212	.459
COM10	9.6330	7.69278	4.091	.231	21.112	.459
COM11	12.2385	5.10428	.425	.231	-.653	.459
COM12	9.0734	4.55360	1.249	.231	.795	.459
COM13	14.3853	4.98128	-.159	.231	-.633	.459
COM14	12.7615	4.26853	.127	.231	-.331	.459
COM15	11.0000	3.95577	.607	.231	.725	.459

As shown in Table 3, the skewness values for most of the data sets are beyond  $\pm 1.96$ , which indicates that the normality assumption is violated. Moreover, most of the Kurtosis values are also beyond  $\pm 1.96$ , which indicates that the data sets are not normally distributed (Pallant, 2010). The

researcher also used a one-sample Kolmogorov-Smirnov (K-S) test to further check the normal distribution of the data. The results are illustrated in Table 4.

Table 4. *One-Sample K-S for the 15 Components of EMSs and WTC Questionnaire Scores*

One-Sample Kolmogorov-Smirnov Test																	
		WT C Scores															
		CO M1	CO M2	CO M3	CO M4	CO M5	CO M6	CO M7	CO M8	CO M9	CO M10	CO M11	CO M12	CO M13	CO M14	CO M15	
N		109	109	109	109	109	109	109	109	109	109	109	109	109	109	109	
Normal Paramete rsa,b	Mean	67.3	9.33	9.35	8.65	10.3	6.70	8.19	6.55	9.09	8.74	9.63	12.23	9.07	14.38	12.76	11.00
	Std. Deviation	18.8	4.27	4.52	3.87	3.82	2.67	3.87	2.66	4.35	3.60	7.69	5.10	4.55	4.98	4.26	3.95
	Absolute Difference	.149	.159	.167	.191	.117	.283	.205	.299	.165	.141	.274	.115	.186	.076	.074	.083
Differenc es	Positive	.149	.159	.167	.191	.117	.283	.182	.299	.151	.141	.237	.115	.176	.065	.074	.083
	Negative	-.08	-.15	-.15	-.17	-.08	-.26	-.20	-.27	-.16	-.14	-.274	-.078	-.186	-.076	-.073	-.069
Test Statistic		.149	.159	.167	.191	.117	.283	.205	.299	.165	.141	.274	.115	.186	.076	.074	.083
Asymp. Sig. (2-tailed)		.00c	.00c	.00c	.00c	.00c	.00c	.00c	.00c	.00c	.00c	.00c	.00c	.00c	.13c	.18c	.06c

As seen in Table 4, most of the data sets violate the normality assumption as the p values are lower than the confidence level of 0.05 ( $p < .05$ ). Since the Skewness and Kurtosis values and the results of the one-sample K-S Test of normality indicated that most of the data sets violated the

normality assumption, the researcher decided to use the non-parametric test of Spearman correlation coefficient to explore the relationships (Pallant, 2010).

#### 4.4. The Relationship Between WTC and EMSs

The results of the Spearman rank-order correlation between WTC and EMS are reported in Table 5.

Table 5. *Spearman Correlation Between the 15 Components of EMSs and WTC*

Emotional Deprivation	Correlation Coefficient	-.125
	Sig. (2-tailed)	.195
Abandonment	Correlation Coefficient	-.143
	Sig. (2-tailed)	.139
Mistrust/Abuse	Correlation Coefficient	-.144
	Sig. (2-tailed)	.136
Seclusion	Correlation Coefficient	-.194*
	Sig. (2-tailed)	.044
Defect/shyness	Correlation Coefficient	-.321**
	Sig. (2-tailed)	.001
Failure	Correlation Coefficient	-.140
	Sig. (2-tailed)	.146
Dependence/insufficiency	Correlation Coefficient	-.180
	Sig. (2-tailed)	.062
Vulnerability to harm and illness	Correlation Coefficient	-.106
	Sig. (2-tailed)	.273
Entrapment	Correlation Coefficient	-.150

	Sig. (2-tailed)	.118
Submissiveness	Correlation Coefficient	-.166
	Sig. (2-tailed)	.084
Self-sacrifice	Correlation Coefficient	.060
	Sig. (2-tailed)	.535
Emotional Inhibition	Correlation Coefficient	-.095
	Sig. (2-tailed)	.326
Unrelenting standards	Correlation Coefficient	-.098
	Sig. (2-tailed)	.311
Entitlement	Correlation Coefficient	-.107
	Sig. (2-tailed)	.266
Insufficient self-control	Correlation Coefficient	-.141
	Sig. (2-tailed)	.145

Based on the results shown in Table 5, there is a statistically negative and significant relationship ( $r=-.194$ ) between WTC and the fourth component of EMSs that is Seclusion as  $p = .044 < 0.05$ . As Pallant (2010) notes, the strength of a correlation index between 0.10 to 0.29 is small, for 0.30 to 0.49 is medium and the strength of a correlation index of 0.50 to 1.00 is large. Therefore, the strength of the relationship between WTC and Seclusion is considered small. Moreover, there is a statistically significant and negative relationship ( $r=-.321$ ) between WTC and the fifth component of EMSs that is Defect/shyness as  $p = .001 < 0.01$ . Thus, the strength of the relationship between WTC and Defect/shyness is considered medium. As seen in the above table, the rest of the correlation indices have  $p$  values above 0.05 ( $p > .05$ ), which indicate that the other components of Early maladaptive schemas do not have any significant relationship with WTC.

#### **4.5. Do EMS components predict WTC?**

As none of the correlation indices between Early maladaptive schemas and WTC scores was positive, the researcher concluded that none of the components of Early maladaptive schemas could significantly predict WTC.

### **5. Discussion**

The current study aimed at finding out the relationship between willingness to communicate (WTC) and different components of Early Maladaptive Schemas (EMSs). Moreover, the study sought to discover whether any subcomponents of the EMSs significantly predicts the WTC of Iranian intermediate EFL learners. The results of the statistical analysis indicated that there was a statistically negative and significant relationship between WTC and the seclusion and defect/shyness components. Moreover, it was revealed that none of the components of EMSs could significantly predict WTC. According to Ye, Rice, and Storch (2008), EMSs are of crucial importance in the cognitive development of individuals throughout their lives. If someone has developed malfunctioning schemas, these schemas will stay with the individual and hamper their psychological development and fulfillment. EMSs are considered those schemas which may distort the reality of the world perceived by the individual and act as a harbinger to psychological and sociological malfunctioning and mal-performance (Gaffey, 2009). The results of the statistical analysis indicated that there was a statistically negative significant

relationship between WTC and two early maladaptive schemas, namely seclusion and defect/shyness. Moreover, it was found that none of the components of EMSs could significantly predict WTC. Within the context of ELT, no study so far has investigated the relationship between EMS and WTC. A review of the previous studies on EMSs indicates that most conducted studies have explored EMSs in association with rejection sensitivity (e.g., Breen & Kashdan, 2011), shame (Kim, Talbot, & Cicchetti, 2009), perfectionism (Ye, Rice, & Storch, 2008), entitlement and narcissism (Mueller, Degen, Petitjean, Wiesbeck, & Walter, 2009), factors like parent-child relationship (Robinson, 2000), maltreatment experiences (Gaffey, 2005; Gaffey, 2009), childhood trauma (Drapeau & Perry, 2004) which are related to the field of psychology. Therefore, there are no previous studies conducted concerning EMSs in EFL learning so that the researcher can compare the findings of the present study with those of other investigations.

The negative relationship between WTC and the seclusion component of EMSs was not far from expectation. As Young et al. (2003) maintain, people with this schema are inclined to isolate themselves from social groups and communities, and they tend to think that they feel different from others. Thus it can be inferred that those learners who have developed this schema avoid others and are not willing to communicate with other individuals. According to Young et al. (2003), individuals with defectiveness/Shame schema tend to feel worthless and inferior to others and being ashamed of one's perceived defects. These characteristics can easily make the individuals shun away from others and reluctant to communicate. Similarly, in the present study, a statistically negative and significant relationship between WTC and the defect/shyness component of EMSs was revealed. Based on the findings of the present study, it can be concluded that teachers should develop their awareness regarding those learners who have developed the seclusion and defect/shyness schemas. Thus, the findings of the present study may help EFL learners enhance their WTC, which can ultimately contribute to the development of their language skills. However, the findings of the present cannot be taken as conclusive and replication of the current study can provide a more comprehensive picture of the relationship between WTC and EMSs.

## 6. Conclusion

Based on the findings, the seclusion and defect/shame components can be the focus of attention if the target is to raise learners who will be more willing to communicate. Therefore, teachers are encouraged to learn more about learners' dominant EMSs types and the way they affect their WTC levels. Such awareness about EMSs and WTC can be earned through consulting research papers and projects like the present study. Learners may not be able to fully grasp the idea of EMSs and WTC and how they are related to one another. Accordingly, teachers need to be updated for familiarizing learners with these constructs. Moreover, teacher educators can gain more awareness concerning the relationship between WTC and EMSs based on the results of the present investigation.

The present study explored the relationship between EMSs and WTC. Investigating the relationship between EMSs and other important constructs in EFL learning, such as learner autonomy and language learning strategies, is suggested. Other studies may investigate the relationship between EMSs and EFL learners' performance on different language skills such as speaking, listening, reading, and writing. Studies exploring the relationship between EMSs and speaking anxiety, writing anxiety, reading anxiety, and listening anxiety are also recommended. In the present study, the researcher used questionnaires to collect the data. Future researchers are encouraged to use qualitative measures to reach more conclusive and rigorous results. The researcher focused on participants who were at the intermediate level of proficiency. Further studies can be performed with participants with other proficiency levels. In this study, EMSs were investigated in the light of WTC. Future studies can take in to account other personality variables, such as extroversion and introversion.

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