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HOW CLASSROOM ENVIRONMENTS SHAPE STUDENTS' WILLINGNESS TO COMMUNICATE IN ENGLISH: A CASE STUDY OF INTERNATIONAL CLASS PROGRAM IN AN EMI CONTEXT

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ABSTRACT

This case study aims to explore how the classroom environment influences students' Willingness to Communicate (WTC) in English in an International Class Program (ICP) at a private junior high school in Karanganyar. Students' WTC in English is considered a key indicator of achieving bilingual objectives within ICP implement English as a Medium of Instruction (EMI). In spite of EMI policies intended to enhance students' global competitiveness by increasing their exposure to and use of English, little is known about how classroom environments foster or hinder students' WTC. Drawing on MacIntyre's willingness to communicate model and an adaptation of Weinstein's and Fraser's classroom environmental framework, the study investigates the influence of physical, psychosocial, and organizational dimensions on students' WTC. Data were gathered through semi-structured interviews with 4 participants and class observation within 54 ICP students. The findings indicate all three dimensions contribute in shaping students' WTC, and the psychosocial climate appeared to be the most influencing factor. The study suggest that EMI policy alone may not be sufficient to encourage active communication. What truly matters is the classroom atmosphere that feels inclusive, supportive, and comfortable, which supports students' WTC in English. These finding may offer insights for teachers and policymakers in similar EMI contexts.

Keywords: Classroom Environment, English Medium Instruction, International Class Program, Willingness to Communicate

INTRODUCTION

Willingness to Communicate (WTC) plays an important role in second language learning and in achieving bilingual goals (Salbaş & Ekmekçi, 2025). MacIntyre et al. (1998) define WTC as a learners' readiness to participate in discourse at a specific moment with a particular interlocutor using a second language. In this study, WTC is examined as a more specific oral-speaking dimension to capture students' readiness to engage verbally in English classroom interaction. English as a Medium of Instruction (EMI) programs aim to improve students' English skills and enhance their global competitiveness (Griffiths 2023). By using English as the language of teaching and learning, EMI provides students with opportunities

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to hear and use English in the classroom. However, these opportunities do not automatically lead to actual language use, because students must be willing to take them up by speaking, answering, and interacting in English. In this sense, WTC acts as the link between EMI policy and students' actual communication, and the benefits of EMI can only be realized when students are willing to use English in class.

In Indonesian, EMI-based ICP have been shown to encourage the use of English and increase student participation in classroom activities (Baa et al., 2023; Kurniati, 2023; Syakira, 2020). However, empirical studies show that, in spite of having a positive view of EMI, the ICP students still do not actively engage in speaking activities (Alam et al., 2024; Aristiani, 2023; Sinaga & Maisarah, 2024). This shows that even in ICP implementing EMI, students' WTC remains relatively low. In Iran, Riasati (2018) found that WTC especially in speaking activities was correlated with language learning motivation, self-perceived speaking ability, learning anxiety, environmental and individual factors. The study emphasized the importance of environmental and individual factors, proposing a model to improve classroom communication and WTC. Based on previous study, it suggests that WTC is influenced not only by language policies or proficiency but also by the classroom environment itself. Factors like teacher behavior, peer support, the overall classroom climate, and teaching methods play a crucial role in either encouraging or discouraging students' willingness to communicate (Alrabai, 2024; Lan et al., 2023; Macintyre, 2020).

Prior studies indicate that positive classroom environment such as physical and psychological environment factors, influence students' engagement in English-speaking activities (Ye, 2024). Consistent findings also underscore the importance of psychosocial factors including motivation, self-confidence, perceived competence, and anxiety in shaping learners' WTC, with evidence that anxiety, fear of making errors, and communication apprehension suppress students' willingness to communicate (Mulyono & Siska., 2021). In line with the finding, Yang (2024) confirms that supportive classroom environments characterized by teacher encouragement, positive teacher student relationships, and cooperative peer relations can reduce anxiety, foster enjoyment and grit, and thereby enhance students' WTC in English.

However, most of this research has been conducted in university or general EFL settings and it has typically examined individual aspects of the classroom environment in isolation. Few studies have investigated the physical, psychosocial, and organizational dimensions together as a single framework, particularly in EMI-based ICP at the junior high school level in Indonesia. As a result, it remains unclear how students in such a setting perceive their classroom environment as a whole and how these perceptions relate to their WTC in English.

This study addresses this gap through a qualitative case study of an EMI-based ICP at a private junior high school in Karanganyar. This study examines WTC in a junior high school ICP, a setting that has received limited attention. Analytically, it uses a three-dimensional framework adapted from Weinstein (1979) and Fraser (2012) to explore how the physical, psychosocial, and organizational dimensions are perceived together rather than separately. Because the study is limited to a single school, its findings are not intended to be generalized, but may offer context-specific insights for similar EMI settings.

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In accordance with this orientation, the study aims to answer the following research questions:

1. How do students in ICP perceive the classroom environment: physical, psychosocial, and organizational, as adapted from Fraser's and Weinstein's framework in shaping students WTC in English?
2. Which classroom environmental factors mostly encourage students' WTC in English in ICP classroom?

The answers to these research questions are expected to deepen understanding of how students in EMI-based ICPs perceive their classroom environment in relation to their WTC in English. The findings may inform EFL teachers and policymakers in similar contexts as they consider how the physical, psychosocial, and organizational conditions of the classroom can be adjusted to help students feel more comfortable and willing to communicate.

Contextually, the study examines WTC in an EMI-based ICP at a private junior high school in Indonesia, a setting that remains limited in a literature dominated by university and general EFL contexts. Analytically, it applies a three-dimensional framework of the classroom environment (physical, psychosocial, and organizational), adapted from Weinstein (1979) and Fraser (2012), and examines the three dimensions together rather than in isolation. This integrated perspective offers a more holistic picture of classroom conditions that students associate with their readiness to speak English. As a case study of a single school, the findings are not intended to be generalized, but may offer context-specific insights for similar EMI settings.

METHODS

This research applied a qualitative case study design, which explores the students' communicative behaviors within their natural classroom contexts. A qualitative case study aims to explore a bounded system through in depth data collection involving multiple sources of information (Creswell & Poth, 2013). Additionally, Yin (2014) states that a case study approach is ideal for exploring current, real-world situations, particularly when it is difficult to clearly separate the issue being studied from the context in which it occurs. The present study investigated how physical, psychosocial, and organizational dimensions of the classroom environment shaped students' WTC in international class programs. The classroom operated as a system where environmental, emotional, and organizational factors engaged in a dynamic and interdependent interaction. The study utilized an instrumental case study methodology (Stake, 1995), focusing on the examination of how different elements of classroom ecology affected students' willingness to communicate.

The study was conducted in an ICP at a private junior high school in Karanganyar, Central Java, Indonesia, where English was used as the medium of instruction for selected subjects. Two groups of participants took part. The observation involved 54 Grade VII students from the ICP classes 7C and 7D. The interviews involved four focal students from the same program. To select them, a short questionnaire consists of 21 Likert-scale items, three open-ended questions, and four multiple-choice questions, developed from the three-dimensional framework, was administered to ICP students via Google Forms between 23 and

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30 November 2025. The questionnaire was used only to inform participant selection and was not analyzed as a data source. Four students were then purposively selected based on their classroom participation, their questionnaire responses, and the English teacher's recommendations. The selection ensured gender balance (two male and two female students) and variation in participation (students with relatively high and moderate levels of WTC), so that the interviews could capture different experiences of the classroom environment. Selection also favored students who could explain their experiences clearly.

Semi-structured interviews were conducted via Google Meet, selected because of limited available time and the ease of arranging a schedule that suited all participants. The four students were interviewed in pairs, two students per session, each lasting approximately 15 minutes. At the beginning of each session, the interviewer greeted the students and explained the activities to build rapport. The interview protocol was developed from the same three-dimensional framework of the classroom environment (physical, psychosocial, and organizational) adapted from Fraser et al., (2012) and Weinstein, (1979). The interviews were conducted in Indonesian, with permission, audio-recorded and transcribed.

Classroom observations were carried out in the ICP classes 7C and 7D during English lessons, each lasting 60 minutes to complement and enrich the interview data. Observation sheets, developed from the same framework, focused on the physical layout, teacher–student interaction, participation patterns, language use, and emotional climate. Field notes documented key moments that either supported or challenged what students reported in the interviews. These classroom events, situated within specific lessons and time frames, were examined in depth through continuous observation and multiple data collection methods (Creswell & Poth, 2013).

This study followed the ethical principles of voluntary participation, informed consent, and confidentiality and complied with the ethical guidelines of the academic institution. As the participants were junior high students, written consent was obtained from students' parents before the data collection and the students themselves gave their assent after the researcher explained the purpose of the study, their role, and the procedures. Participants were informed that participation was voluntary and that they could withdraw at any stage without penalty. To protect confidentiality, they were identified only by codes and pseudonyms (S1-S4), and identifying details were removed from the transcripts and the report. Recordings, transcripts, and field notes were stored securely and used exclusively for research purposes. Interviews and observations were conducted in a respectful and non-intrusive manner so that students could respond naturally and without pressure (Tracy, 2020).

The data analysis in this study followed interactive model proposed by Miles, Huberman, and Saldaña (2014) which integrates data condensation, data display, and conclusion drawing through two cycle coding process. In the first cycle, the researcher applied initial coding to identify and label meaningful units of information based on interviews and observation result. Through this process, data condensation occurred as salient segments were selected, coded, and organized into preliminary categories that represent patterns in students' experiences. The second cycle involved refining and

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reorganizing the initial codes to get a more meaningful and explanatory level of analysis. Through this process, the writer clustered related codes into higher-order themes that helped clarify how different classroom dimensions are connected to students' confidence, anxiety, motivation, and willingness to communicate in EMI settings. Finally, the writer interpreted the displayed data to draw conclusions about how classroom environmental factors support or hinder students' WTC. These conclusions were refined through triangulation of multiple data sources, member checking, and repeated revisiting of the raw data and coding outputs to maintain credibility and confirmability. The data analysis in line with a constructivist perspective that emphasizes meaning-making emerging from the interaction between researcher and participants within their specific context (Charmaz, 2014).

RESULTS

Students' Perceptions of the Classroom Environment

The Physical Environment Dimension

ICP students did not perceive the physical environment as a static backdrop. They valued it when it was arranged to invite spoken English. Three themes emerged: flexible seating, technology used for speaking, and an English-rich schoolscape. To explore this further, the following section presents the summary findings on students' perceptions to physical dimension:

Table 1. Summary of findings on students' perception to physic dimension

Theme	Findings	Interpretation
Flexible seating	Desks rows are facing the front but frequently regrouping into clusters for speaking activities	Group seating lets students see and respond to one another, which supports peer interaction and WTC.
Technology	Smart TV is used for speaking tasks: responding to videos, discussing visuals, and presenting	Media works as a trigger for spoken participation, not only as a source of input.
English schoolscape	English Area, wall magazine, posters, written rules, and daily English announcements	Students perceive the schoolscape as informal learning input that builds vocabulary, familiarity, and confidence.

Students linked the seating arrangement to WTC mainly through peer interaction. One student explained:

> *"When we sit in groups, it is easier for me to talk to my friends because we can see each other and interact more freely. When we face the front, it feels harder to speak, so I much prefer group seating."* (Mira_S2, 20 December 2025)

Observation notes supported this account. Although the desks initially faced the front, they were frequently regrouped into clusters so that students could turn to their peers, discuss, and practice English. The layout was therefore not static but actively reorganized to

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promote communication. This reflects a social-relational indicator of perception: the value of the seating lay not in its physical form but in the peer interaction it enabled.

Students also associated the use of a smart TV with their willingness to speak. One student stated:

> *"Yes, I think it has an effect, because when the teacher uses the TV, the lesson looks more interesting and enjoyable to watch and learn, so I feel more excited to join the activity and I really want to try speaking in English too."* (Hadi_S3, 20 December 2025)

Students did not treat the TV merely as a passive source of input. They described it as something that made lessons enjoyable and invited them to respond, which suggests affective, cognitive, and behavioral indicators of perception. Observations were consistent with this: the smart TV was used for speaking tasks such as responding to videos, discussing visuals, and giving presentations. These findings suggest that it was not the presence of the technology itself but the way it was used to prompt spoken participation that supported WTC.

Students described the school's English schoolscape, which included English signs, an English Area, wall magazines, and English announcements, as an informal learning environment that integrated English into daily routines. One student identified the English Area as the most helpful feature:

> *"I think the English Area helps me the most. Because of the written message, I have to use English, so I get used to it and feel less shy. It makes me feel braver and more confident to speak English in front of other people."* (Eza_S4, 20 December 2025)

Observation confirmed that English posters, wall magazines, English Areas, and written language rules were visible throughout the lessons and were sometimes emphasized by the teacher. However, English was not used consistently in classroom interaction, which suggests that the affective benefits of the schoolscape, such as comfort and confidence, may not have been fully realized. Overall, the physical environment appeared to support WTC most when its features prompted actual interaction and language use, rather than serving only as visual display.

Overall, students perceive the physical dimension of the ICP classroom as supportive, interactive, and motivating, where the combination of flexible layout, comfortable environment, engaging media, and language-rich surroundings encourages them to communicate more confidently in English. However, it is important to note that although these elements create a positive learning atmosphere, not all of physical dimension elements directly influence students' willingness to communicate.

The Psychosocial Dimension

The psychosocial environment of ICP classrooms has a significant effect on students' WTC in English. The findings show that teacher scaffolding and feedback, supportive peer culture, interlocutor familiarity, and an inclusive classroom climate are important factors that influence students' willingness to communicate in class as shows in the table below:

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Table 2. Summary of findings on students' perception to psychological dimension

Aspect	Findings	Interpretation
Teacher scaffolding	Slow explanations, praise before correction, calm responses to errors.	Errors become a normal part of learning, which lowers anxiety and increases readiness to speak.
Peer culture	Classmates help one another and do not laugh at mistakes.	Peers provide emotional safety and immediate linguistic scaffolding.
Interlocutor familiarity	Students speak more English with close friends.	Familiarity lowers perceived social risk.
Inclusive climate	Students feel accepted and see English as something the whole class does together.	Belonging turns comfort into actual participation.

In the psychosocial dimension, the teacher's role seems to be an important factor that influences the students' WTC in English. A teacher's engagement with and response to students, particularly in moments of error and vulnerability, can engage students to speak. The attitude of the teacher who is supportive and appreciative seems to produce a psychologically safe environment where students feel comfortable taking communicative risks. This is illustrated in the narrative of the following participant:

> *I feel more excited to speak English when my teacher supports and appreciates me. When I make mistakes, the teacher corrects me in a polite way, so I don't feel embarrassed. Instead, it makes me more confident and encourages me to keep trying to speak in English. (Eza_S4, December 20, 2025).*

The above indicates the importance of teacher support and corrective feedback on students' WTC in English. The participant's response indicates the great motivation power of emotional support from the teacher, which increases self-confidence and reduces the fear of making mistakes. When errors are identified politely and constructively, students are less likely to be humiliated or discouraged, and more likely to be empowered to continue to engage in spoken communication. This finding indicates that in the psychosocial dimension, the affective quality of teacher-student interaction, such as empathy, encouragement, and sensitivity in feedback delivery, is essential to create a low-anxiety classroom climate that encourages students' active participation in English communication.

Another participant supported the previous result, stating the importance of a psychosocial supportive environment not only from the teacher but also from the peers. The sense of acceptance and non-judgmental attitude of the classroom community seems to be one of the key factors in lessening students' fear of speaking and increasing their confidence to speak in English. This is further stated in the following statement:

> *"I feel quite okay in class, Miss. Sometimes I am afraid of making mistakes, but nobody makes fun of me. When I got something wrong before, my classmates did not laugh at me. Instead, they helped me fix it and understand better." (Hadi_S3, December 20, 2025)*

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Familiarity shaped willingness regardless of the supportive climate as mentioned by one of ICP student:

> *"So, I rarely speak English in class, but sometimes I do use it when I am with close friends, because I feel more comfortable and less afraid of making mistakes in that situation." (Eza_S4, December 20, 2025)*

ICP students said they felt welcomed and included in the group. This inclusive classroom climate helped them feel more confident using English. One ICP student, Eza, shared:

> *"Feeling accepted by friends made me more confident, willing to use English so that I can speak more with my friends." (Eza_S4, December 20, 2025)*

The above statement highlights the significance of a psychologically safe classroom atmosphere in promoting students' WTC in English. The participant emphasizes that the lack of ridicule or mockery, from both teacher and peers, created a comfort that directly influenced her to speak in English. This means that peer relationships and social dynamics in the classroom are equally important as teacher support in the influence on students' communicative behaviors. When students are accepted and respected by those around them, the fear of being judged is decreased, and they can take more communicative risks without embarrassment. This result provides additional support for the idea that the psychosocial aspect of the classroom environment, especially the collective spirit of mutual respect and encouragement among all members of the classroom, is an important factor in the readiness and confidence of students to speak English.

Observation showed that small-group and pair activities were frequently used during speaking tasks, and created opportunities for peer interaction. Students helped one another find words, maintained a cooperative tone, and showed willingness to attempt answers even when they were uncertain. Many students took part in speaking activities, which suggests that they felt comfortable and confident using English. These patterns indicate positive social and affective indicators in how students experienced peer support, and a positive behavioral indicator in their willingness to participate.

Organizational Dimension

Besides the physical and psychological factors, the organizational factors such as classroom management, rules and ways of learning activities also have role in shaping students' WTC in speaking English. This dimension refers to the set of pedagogical choices and strategies for classroom management the teacher adopts, such as task design, learning activities, group structures, patterns of participation, language policy and classroom rules. Together, these instructional components make learning environments that facilitate or constrain students' active engagement in English communication. It is important to note that the way these elements are structured and implemented is a deliberate effort by the teacher to create a classroom culture that encourages and empowers students to express themselves in English. Below is a table showing the students' perceptions of the instructional dimension and the interpretations:

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Table 2. Summary of findings on students' perception to organizational dimension

Aspect	Findings	Interpretation
Task design	Tasks are interesting, life-related, and include oral tests, presentations, role-plays, and group discussions.	Meaningful and varied tasks make students more engaged and give them real reasons to speak, which increases their willingness to communicate
Speaking opportunities	Small groups of three or four; turns distributed fairly.	Fair structure is perceived, but it does not guarantee equal participation.
Language policy	Clear English-Area rules; English required in some tasks.	Language policy push students to use English more consistently in communication
L1 use	Indonesian used as support, then back to English.	Strategic use of L1 helps students understand tasks better, reducing anxiety and supporting smoother communication in English

The summary shows that the ICP classroom organization contributes in the students' WTC in English. The organizational dimension appeared to support students' WTC in the ICP through engaging speaking tasks, group-based participation structures, and clear rules for English use, with Indonesian used strategically as support.

Students described speaking tasks such as oral tests, presentations, role-plays, group discussions, and video projects as activities that made using English feel necessary rather than optional. One student explained:

> *"For me, it felt like an oral test. I felt like I was speaking English with a real foreigner, Miss, so I became nervous but also tried my best to answer and speak more carefully during the activity."* (Eza_S4, 20 December 2025)

Another student described a video project that was uploaded to YouTube:

> *"Like the activity yesterday, Miss, when we made a video and uploaded it to YouTube. It made me feel nervous, but also excited, and it made me want to keep speaking in English."* (Mira_S2, 20 December 2025)

These accounts suggest that tasks with a real audience or purpose prompted students to prepare and speak more carefully, and that a mixture of nervousness and excitement motivated further practice rather than discouraging it. This reflects cognitive and behavioral indicators of perception. Observation was consistent with this: tasks required students to participate actively and use English for real communication.

Students favored small groups of three or four for speaking activities and perceived turn-taking as fair. One student said:

> *"I prefer working in a small group of three or four because I feel more comfortable* speaking *English. We can help each other, and I am not too nervous when sharing my ideas with my friends."* (Mira_S2, 20 December 2025)

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This suggests that small groups created a more comfortable and supportive space, reflecting affective and social-relational indicators. Observation supported this: speaking activities were frequently done in pairs or small groups, and speaking turns did not appear to be dominated by a few confident students.

Clear English Area rules, a language policy that expects English in certain tasks, and classroom rules like English-only create an environment where English feels like the normal language to use, not something special or embarrassing. Mira explained in interview section:

> *Written messages in the English Area that require speaking English encourage me to use English. At the same time, L1 (Indonesian) still plays a supportive role, because I usually switch to Indonesian when I find difficulties in completing the task.* (Mira_S2, 20 December 2025).

The findings indicate that written messages in the English Area effectively encourage students to use English and promote active engagement, as visualized rules are reflected in students' oral behaviors. L1 is also used as a supportive tool to help students understand tasks before transitioning to English. However, classroom observations show that students easily revert to L1, particularly in the absence of the teacher. Therefore, while the English Area creates opportunities for English use, consistent teacher presence and guidance remain essential to sustain students' use of the target language.

Observation recorded clear written rules, signs in the English zone, and frequent reminders to use English, so students had visible cues that English was the expected language. Students tended to work in pairs or small groups during speaking activities, and the tasks required them to participate actively and use English for real communication. Speaking opportunities appeared to be distributed fairly rather than dominated by a few confident speakers. These features suggest positive cognitive and behavioral indicators, because students knew what language was expected and had real chances to use it.

Salient Classroom Environment Factors Encourage Students' WTS in ICP

Interview evidence found all four focal participants explicitly identified psychosocial aspects as the most influential dimension. When directly asked which classroom factor most affected their willingness to speak. Eza_S4, for example, shared:

> *"For me, the most influential factor is psychosocial factor, especially support from my friends and my teacher. When they encourage me and do not judge my mistakes, I feel more confident to try. That is more important to me than anything else in the classroom." (Eza_S4, December 20, 2025)*

Another ICP student supports the finding by stating:

> "*Even though all the dimensions have an effect, even if just a little, the dimension that has the strongest effect for me is the second dimension, especially regarding friendship." (Yana_S1, December 20, 2025)*

Regarding the interview result, ICP students' salient factors which influencing their WTS is psychosocial factors. The students constantly reported that psychosocial is more

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important than physical or organizational factors for ICP students. The focus on teacher support, encouragement and responsiveness reflects strong affective indicators, as students feel emotionally secure and confident enough to use English. In contrast, physical classroom features and formal organizational rules are mentioned less, suggesting that cognitive and behavioral indicators are shaped more by the interpersonal climate than by the mere presence of rules or arrangements. Together, this confirms that a positive psychosocial climate is the dominant factor shaping willingness to communicate in ICP classrooms.

DISCUSSION

Classroom Environment as Perceived by ICP Students and Its Influence on Willingness to Communicate in English

The findings of this study show that students' willingness to communicate in ICP classrooms is influenced by a combination of physical, organizational, and psychosocial classroom conditions, rather than being single attributable to the EMI policy. This supports the multidimensional view of classroom environment (Weinstein, 1979; Fraser, 2012) and the situational view of WTC (Macintyre et al., 1998; Peng, 2025).

Physical features mattered when they became opportunities for interaction. Clustered seating fits Weinstein's (1979) argument that classroom space actively shapes behavior, but students tied its value to talking with friends rather than to the layout itself. This is consistent with evidence that students who sit close together and face one another communicate better (Gao et al., 2022; Woo et al., 2022) and that flexible, well-organized space promotes engagement more than facilities alone (Firman & Sandiarsa, 2024). The Smart TV followed the same logic: earlier studies show that digital tools give students lower-risk chances to practice speaking (Alam et al., 2024; Huang & Li, 2024), and in this class the TV seemed effective because it was used to prompt responses. The English schoolscape reflects Gorter's (2018) view that visible language signals policy. Gorter's schoolscape theory is also supported by Awal (2025) who found visible linguistic elements construct ideological spaces that mediate students' interpretations of English and their negotiation of its symbolic significance in their learner identities. Within this perspective, classroom artefacts such as English language posters, announcement boards, and English Area signage function as semiotic artifacts that provide continuous L2 input and reinforce the legitimacy of English discourse within the school community.

The psychological component captures the socio-emotional climate experienced by students, including perceptions of safety, support, and belonging, which are crucial in shaping students' willingness to take risks and engage in communication. Teacher and peer behavior mattered mainly because it changed the perceived cost of making mistakes. Praise before correction fits Fraser's (2012) view of teacher–student interaction as central to climate, and it agrees with studies showing that teacher support and scaffolding raise readiness to communicate (Baa et al., 2023; Yang et al., 2024; Yin et al., 2025). Peers seemed to do two jobs. Not laughing provided emotional safety, consistent with Zarrinabadi and Tanbakooei (2016), and helping with words provided immediate linguistic support, which goes beyond the emotional role usually emphasized in the literature. Interlocutor familiarity

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shows that a supportive climate does not remove situational variation: students spoke more with close friends, as the pyramid model (MacIntyre et al., 1998) and Kang (2005) would predict. Students also linked acceptance to the intention to speak, which supports Allen et al.'s (2025) claim that belonging underpins young learners' communication.

The organizational component relates to the structure of learning activities and classroom management practices, such as turn-taking systems, rules, routines, task design, and grouping, that regulate patterns of interaction and opportunities to speak. Structure gave students reasons and opportunities to speak, but not the readiness to use them. Oral tests, presentations, and video projects gave English a communicative purpose, resembling the argument that tasks need a real outcome (Long, 1989) and evidence that task-based work raises situational WTC (Toyoda et al., 2021). However, students described turns as fair while admitting that some classmates switched to Indonesian out of fear of pronunciation errors. This qualifies Cao's (2011) finding that perceived opportunity drives WTC: perceived equal opportunity is not enough when anxiety remains. The language policy paired English Area rules with permission to use Indonesian first, which reflects García and Wei's (2014) view of L1 as a bridge to L2 and agrees with studies showing that L1 use reduces pressure (Sato, 2023; Salbaş & Ekmekçi, 2025). It also answers Griffiths's (2023) caution that strict English-only rules ignore students' actual proficiency.

Key Classroom Environment Dimensions Shaping ICP Students' Willingness to Communicate in English

Grounded in Fraser (2012) and Weinstein (1979) conceptualization of the learning environment as encompassing the physical, psychological, and organizational dimensions that shape student WTC, the present findings emphasize that the psychosocial dimension placing as the most influence on students' willingness to communicate in the ICP classroom. This finding aligned with MacIntyre's (1998) pyramid model of WTC, which identifies state communicative confidence comprising perceived competence and reduced anxiety as the most proximate and immediate determinants of learners' readiness to enter into L2 discourse. Within this framework, the psychosocial environment functions as the critical contextual layer that either elevates or suppresses learners' affective states, thereby directly regulating their communicative readiness.

Consistent with this theoretical, Salbaş and Ekmekçi, (2025) empirically demonstrated that among the components of the classroom environment, psychosocial factors including teacher support, peer cohesion, and the emotional climate of the classroom had the strongest and most direct effect on EFL learners' WTC. Similarly, Amalia et al., (2024), in their investigation of Indonesian EFL learners, revealed that classroom cohesiveness, familiarity with interlocutors, and the overall social atmosphere of the learning space were among the most influential situational factors shaping students' decisions to communicate or remain silent. Further supporting the finding, Liu (2025) mentioned that the classroom environment shapes EFL learners' WTC primarily through emotional mediators, particularly enjoyment, anxiety, and boredom, confirming that psychosocial atmosphere, most of all, drives communicative engagement. Taken together, these findings suggest that while physical and organizational factors set the stage for learning, the psychosocial climate of the classroom

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including how safe, valued, and accepted students feel that primarily drives their willingness to communicate in EMI contexts.

CONCLUSION

The study found that ICP students perceived their classroom environment as supportive of WTC when its features were used to invite spoken English. Flexible seating, technology that prompted oral responses, and an English-rich schoolscape mattered because of the interaction and expectation they created, not because of their mere presence. Teacher support, peer help, and a sense of acceptance reduced the perceived cost of making mistakes, while authentic tasks, small-group work, and a language policy that combined English Area rules with strategic use of Indonesian gave students reasons and opportunities to speak. Even so, fair turn distribution and visible English did not remove fear of mistakes or guarantee consistent English use among students.

ICP students' WTC in English is shaped by the interaction of physical, organizational, and psychosocial classroom environments with the psychosocial dimension as the most salient factor. While physical factors such as flexible layout and spatial comfort help create supportive conditions, and organizational practices such as task design, grouping, and classroom routines provide structured opportunities for interaction, it is the psychosocial climate that exerts the most direct influence on students' communicative readiness. Consistent with MacIntyre's WTC framework, students are more willing to speak when they experience confidence, low anxiety, and a strong sense of belonging fostered through supportive teacher–student and peer relationships. Therefore, creating a positive, safe, and engaging classroom atmosphere is essential for sustaining genuine willingness to communicate in EFL contexts.

Among the three dimensions, the psychosocial dimension emerged as the most salient factor in the interviews, and physical and organizational features appeared to work partly through it. The three dimensions therefore seem to interact rather than compete. Because this finding rests on four focal students, it indicates how students perceived the dimensions rather than their relative effect.

Although this study provides valuable insights, there are a few limitations that need to be acknowledged. The interviews with ICP students were conducted online through Google Meet, due to time constraints and limited physical access. This method enabled the research to continue, but may have affected the depth, spontaneity and comfort of participants' responses in ways that face-to-face interaction would not. Students may have been less open or expressive in a virtual context. The absence of physical presence may have limited the researcher's ability to glean non-verbal cues that often add richness to qualitative data.

Future researchers are encouraged to use both qualitative and quantitative methods to explore the relationship among physical, psychosocial and organizational factors of the classroom and the students' willingness to communicate. They should also concentrate on

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the use of direct, face-to-face interviews to gain richer, more nuanced data on students' experiences and perceptions. In addition, future research is recommended to extend its scope to other educational contexts, to examine individual learner variables, and to adopt intervention-based studies that examine particular environmental changes and their longitudinal effects.

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