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The Effect of Simulation on Iranian Elementary EFL Learners' Willingness to Communicate

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Abstract:
Little research has so far concentrated on the virtual reality settings for elementary learners using language effectively in real situations. Although previous research has focused on the benefits of using simulation in EFL classrooms by using real objects or visual games by providing these objects, it is costly and difficult for teachers. This study is intended to explore an applicable and effective model of simulated situations for English as a foreign language (EFL) learners and investigate the effects of the simulated environment on the learners' willingness to communicate (WTC). For this research, 300 elementary-level EFL learners were chosen. A Key English Test (KET) was performed to ascertain homogeneity among the learners. Having done so, the learners were classified into experimental and control groups. A WTC questionnaire created by Macintyre et al. (2001) was employed, after validation through exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and modeling, as an instrument to obtain primary data. The outcomes of Mann-Whitney U test revealed that the simulated environment had positive effects on the participants' WTC. The findings of this study suggest that understanding how a simulated environment affects EFL learners' success in speaking proficiency can help institutes to provide such environments for EFL learners and instructors. This method can be presented at various levels of English proficiency. The focus of this research was mainly on speaking skills; therefore, similar studies can be conducted regarding other language skills, e.g., writing, listening, and reading.

Keywords: English as a foreign language learners, elementary learners, simulation, speaking proficiency, willingness to communicate.

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模拟对伊朗小学英语学习者交流意愿的影响

摘要：
迄今为止，很少有研究集中在虚拟现实设置上，以便初级学习者在真实情况下有效地使用语言。虽然之前的研究集中在通过使用真实对象或通过提供这些对象的视觉游戏在英语课堂
中使用模拟的好处，但对于教师来说，这既昂贵又困难。本研究旨在探索一种适用于英语作为外语（英语）学习者的有效模拟情境模型，并研究模拟环境对学习者交流意愿（世贸中心）的影响。在这项研究中，选择了300名初级英语学习者。进行关键英语测试(凯特)以确定学习者之间的同质性。完成后，学习者被分为实验组和控制组。麦金太尔等人创建的世贸中心调查问卷。(2001)在通过探索性因素分析(全民教育)、验证性因素分析(终审法院)和建模进行验证后，被用作获取原始数据的工具。曼-
惠特尼大学检验的结果表明，模拟环境对参与者的世贸中心产生了积极影响。这项研究的结果表明，了解模拟环境如何影响英语学习者口语能力的成功可以帮助机构为英语学习者和教师提供这样的环境。这种方法可以在不同的英语水平上呈现。这项研究的重点主要是口语技巧；因此，可以对其他语言技能进行类似的研究，例如写作、听力和阅读。

关键词：英语作为外语学习者，初级学习者，模拟，口语能力，沟通意愿。

1. Introduction

Nowadays, it is undeniable that learning a foreign language has turned into a significant component of people's lives. In this increasingly globalized world, learning a foreign language can help people progress in their careers, become aware of other cultures, and help them to increase understanding and knowledge of their language. The global significance of English education has affected the society of Iran. Therefore, Iranians try to learn English and improve their English proficiency to get a good job, achieve better employment prospects, enhance social status, immigrate to other countries, etc. In Iran, English is particularly a means of achieving new information and technology, though there is an emphasis on reading comprehension (Kiany et al., 2013). Previously, the emphasis of English instruction was on teaching grammar rules and vocabulary. But nowadays, the emphasis is on teaching oral aspects of the target language. According to Elahi Shirvan et al. (2019), when a learner can communicate orally, it means that he/she knows the given language because speaking is the primary tool for communication. Teaching English in learning contexts is so helpful for learners. Most Iranian EFL learners are taught grammar rules, vocabularies, and pragmatic features without immersion in contexts.

2. Literature Review

2.1. Willingness to Communicate

The notion was created by McCroskey and his partners in L1 communication (MacIntyre et al., 2020) and devoted to L2 communication by MacIntyre and Charos (1996). One of the factors which have lately been presented in second language acquisition (SLA) investigation is willingness to communicate (WTC). WTC is one of the emotional variables expected to impact accomplishments in the moment and outside language acquisition. Concurring to MacIntyre et al. (2019), if a speaker has high WTC, he/she is more likely to be thriving in a second language acquisition. High WTC attributes to tall recurrence and sum of communication. That demonstrates the noteworthy part of WTC in learning foreign languages.

In expansion of inspiration and states of mind towards the individuals' WTC, psychology of communication and intercultural stances have to be inspected like factors which influence communication results. Amirian et al. (2020) stated that second language learners' WTC can be expanded by giving opportunities to form an environment for learners that they would feel comfortable to communicate with each other since the learners with high WTC utilize second language in authentic communications that other learners. They expressed that WTC in moment language settings exists in person physiological variables and situational factors. Assuming that numerous variables impact a learner's readiness for communication, for example, scare of talking, the need of self-confidence, and the matter of introversion and extroversion (Zarei et al., 2019), the significance of assessing the extent of the impact of WTC in SLA prosperity gets more acquit.

In the ESL (English as a Second Language) setting, Darasawang and Reinders (2021) found an indirect connection between WTC and perception towards the other group of SLA students via linguistic self-esteem.

MacIntyre and Charos (1996) characterized WTC as "the likelihood of engaging in communication when free to select to do so". Nevertheless, Sheybani (2019) considered WTC in L2 not an identity characteristic but a variable which is situational that has not only temporal and constant impacts. In addition, they hypothesized that WTC impacts talking, writing, reading, and listening modes.

In another study, Mallahi and Hosseini (2020) explored Iranian EFL learners' disinclination to communicate. The results appear that disinclination to communicate is related to language anxiety, language command, and availability of English.

2.2. WTC in an L2

WTC is one of the emotional variables expected to impact prosperity in the FLA/SLA. One factor which has recently been presented in SLA investigation is WTC. Communication anxiety in L1 and its detrimental impact on communication have become an issue of insightful consideration by communication analysts (Daly & McCroskey, 1984).

MacIntyre (1994) created a path model, which hypothesizes that WTC is on the basis of an amalgamation of more prominent communicative competence and a downgrade degree of communication anxiety (Figure 1). McIntyre furthermore connected such demonstration to L2 communication and appeared that anxiety almost L2 communication and seen L2 communicative competence continuously anticipated WTC in an L2.

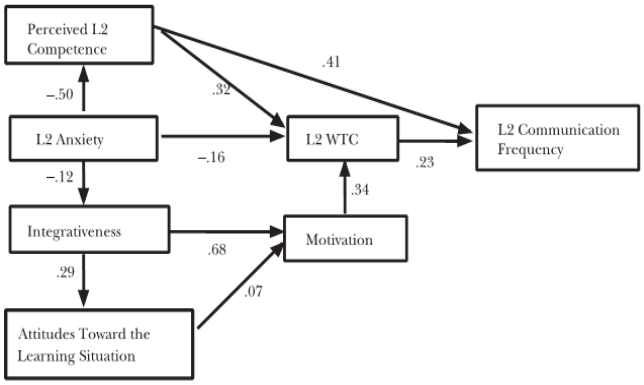

Figure 1. The portion of MacIntyre's (1994) WTC model

Previous research done in different Canadian settings amalgamated the WTC show with Gardner's socio-educational model to look at the associations amongst factors which are the basis of WTC in an L2. In such research, WTC was a forecaster of recurrence of communication in an L2, though WTC could be predicted by motivation, recurrence of communication in an L2, or even the two (MacIntyre & Charos, 1996; Figure 2). MacIntyre avoided considering WTC in an L2 as a simple reflection of WTC in an L1; a wider span of communicative competence is obvious in an L2 than in an L1. Moreover, "L2 use carries a number of intergroup issues, with social and political implications, that are usually irrelevant to L1 use" (MacIntyre & Charos, 1996).

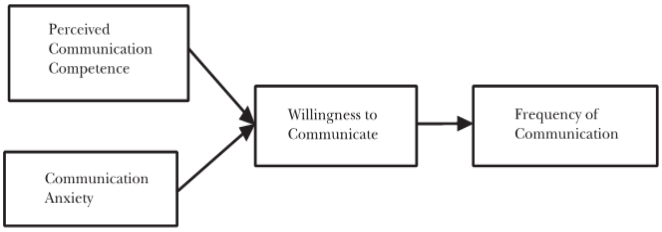

Figure 2. MacIntyre and Charos' (1996) model of L2 WTC applied to monolingual university students

2.3. Simulation

Simulations in terms of a language acquisition method have been conceptualized in various sources and by diverse authors in various approaches. The terminologies utilized within the literature on simulation are regularly utilized interchangeably as well, such as "simulation", "game", "simulation game", "role-playing game", "role-play simulation".

Even if the term "simulation" and its definition might suggest that, in simulations, the respondents simulate (action, drama, and pretension), in language education, simulations are not regarded as a role-play or game. Jones (1986) defines simulation "as the reality of function in a simulated and structured environment".

2.4. Distinction between Simulations and Role-Plays

Sometimes the terms *role-play* and *simulation* might cause confusion. The main contrast between the two, according to Wang et al. (2019), is as follows:

"Simulations, whether simple or complex, do not specify the role a person has to play. On the contrary, a task is given which requires participants to resolve a problem using their own life experience and character. Simulation mimics real-life situations as closely as possible. For example, if you have a group of doctors learning English as a second language, and they need to practice in a "real-life" context, you would set up a simulated situation in a hospital or health center in which doctors have to meet 'patients' and diagnose their problem, and give treatment or prescriptions. The 'patients' may be given (or create themselves) their symptoms, and the doctors have to find out the cause of the illness (using their own experience) by interacting with the patients. The problem is resolved when the doctor diagnoses the problem and prescribes therapy".

According to Kemp (2003), those individuals who have mastery of a foreign language believed that the best method of acquiring a foreign language was when an individual is immersed in the target-language setting. Nevertheless, it is quite hard for EFL students to travel or immigrate to target countries to learn English and enhance speaking proficiency, and it is almost impossible for most English language institutes in Iran to send EFL

learners to target-language countries due to financial challenges. Therefore, creating a simulated environment of the target country situations in the classrooms can be an alternate approach instead of a costly and time-consuming way of sending learners to target countries.

Few studies have suggested an appropriate and cheap simulated design. Wang et al. (2019) have suggested a 3D virtual environment in their study for immersion in a real life. However, providing computers for learners in the classroom is a costly way for most institutes. This computer-assisted environment cannot be a real and tangible environment for learners, and they do not have real interactions with other peers.

Although many researchers (Wang et al., 2019) have focused on the benefits of using simulation in EFL classrooms by using real objects or visual games by providing these objects and facilities through changing the environment for different contexts, it is costly and difficult for teachers. For instance, Lyu (2006) believed that using simulation for basic level classes by creating simple simulations with less complicated processes is a good idea. He suggested that teachers can provide real objects for learners to simulate the environment. For example, learners can use some maps to learn the directions. Using a map can be a useful technique for simulation; however, it cannot simulate the whole context for them to immerse in it.

Many studies investigated the effects of the environment or simulated situation on learning a foreign language (Wang et al., 2019); however, little research has considered the effects of simulated environment on WTC of the EFL learners.

Response to the aforementioned gaps will have vital application for second and foreign language acquisition studies. Consequently, the following research question can be formulated:

RQ: What effects does language-learning simulation have on the willingness to communicate with Iranian elementary EFL learners?

3. Methodology

3.1. Design

The contemporary work is a survey research to analyze the impact of a simulated environment on speaking proficiency and WTC of Iranian elementary EFL learners. Therefore, quantitative data was gathered through related questionnaires. The study design was quasi-experimental. The participants who attended this study were classified into an experimental group using the treatment (simulated environment) and a control group (traditional method). The experimental group included 150 participants and the control group had 150 participants, too. There were pre-tests and post-tests for both groups. Elementary EFL students were chosen as the population of this research. The sampling of this research was done through simple random sampling technique. The dependent variables included: speaking proficiency and WTC of the learners. The independent variable was the simulated environment. There were some control variables like age, social class, the background of language knowledge, and bilingualism.

3.2. Participants

To do this research, the students of two elementary language classes were selected from a language academy in Zanjan, Iran. Their level was elementary, i.e., A2 as per the Common European Framework of Reference (CEFR). These students were allocated to this level concerning their performance in a language placement test they took upon their entry to the institute. To homogenize the participants, they all participated in a sample of Cambridge KET (2007). The ones whose scores were between one standard deviation over and under the average value were selected as the participants of this research.

Finally, the 300 elementary EFL, as the participants of this study, were classified into two groups with equal numbers, i.e., experimental (n = 150) and control (n = 150). The participants in the experimental group were exposed to the treatment (simulated environment), and those in the control group were involved in a classical ordinary method. They were all female and the age range of the learners was 14-17. All the learners studied Pearson's Top Notch fundamentals (Saslow & Ascher, 2005) during the term. They were in high school. The population of this study was monolingual and bilingual (Persian and Turkish). Their first language was Persian. The social class of participants was middle-class.

3.3. Instruments

The coursebook which was used in this study was Pearson's Top Notch. Top Notch series were written and edited by Saslow and Ascher and published in 2005. The whole series are classified into three levels based on learners' command of English (two Fundamentals, six Top Notches, and four Summits) and include diverse lessons such as lead-ins, conversations, structure, lexicon, reading comprehension, and checkpoints. The participants studied Top Notch fundamentals during the term. This book was used as the main course book at the institute.

To show different pictures or video clips on the walls, two video projectors were used. Some professional 3D digital graphical programs including 3D Max, Revit, and Maya got used for making 3D visualizations and animations relevant to the contents.

The instruments which were employed in this study included: A) Key English Test (KET); B) WTC questionnaire; C) KET speaking pre-test and post-test.

3.3.1. Key English Test (KET)

Cambridge KET, known as 'Key', includes all four

skills comprising listening, speaking, reading, and writing. KET is a rudimentary stage of proficiency, i.e., A2 as per the CERF, which is used to demonstrate communication ability in a simple situation. The KET test which was employed in this research contained 80 questions classified into three parts of reading, writing, and listening. The reading and writing parts show whether the participants understand simple written information, and the listening part shows whether the participants understand announcements and other spoken material. The researchers employed this test to homogenize the participants regarding their command of English language.

3.3.2. WTC Questionnaire

To measure the students' WTC, a WTC questionnaire in a Likert-type form was used. This questionnaire includes 27 items and was prepared by Macintyre et al. (2001) to measure the learners' WTC both inside and outside the classroom. The questionnaire used in this study includes 23 items that range from 1 to 4 investigating the participants' WTC both within class time and outside the class. The questionnaire was translated into Persian, their first language, since their command of English was elementary and understanding the questions might be difficult for them. The questionnaire was validated through EFA, CFA, and modeling.

3.4. Data Collection Procedures

The data were collected by two teachers. The procedures that were used involved: KET, WTC questionnaire, and speaking pre-test and post-test. In the beginning, to homogenize the participants, KET was applied. In fact, they were homogenized according to institute criteria. However, to make sure they are at the same level, they were tested by KET once more. Ultimately, 300 participants were classified experimental and control groups.

Prior to running the treatment, Macintyre et al.'s (2001) WTC questionnaire was given to the participants of both groups to fill it in. After 20 sessions of treatment, the WTC questionnaire was given again to both groups to complete. The outcomes of the questionnaire were compared to those of the same questionnaire distributed to the participants before the treatment.

3.5. Data Analysis

Several analyses were done by SPSS software, such as Mann-Whitney U test, EFA, and Pearson correlation. CFA was done by Amos (Version 22.0).

To examine whether the variation attained between the two groups regarding WTC was statistically meaningful, a Mann-Whitney U test was employed as the data were non-parametric, and the data distribution was not normal. In the first phase of the validating process, EFA was conducted to construct the validity of the WTC questionnaire and identify factor structures. The correlation between the extracted factors was determined by Pearson correlation. In the next phase, CFA was run to neutralize the loading effects of the items on the factors and keep the significant loading of the significant items on the factors.

4. Results

Cronbach's alpha reliability coefficient, the Kaiser-Meyer-Olkin (KMO) test, Bartlett's test, Varimax rotation, and maximum likelihood method were employed to determine the reliability and validity of this questionnaire. To investigate the reliability of the WTC questionnaire, Cronbach's alpha was used.

Table 1. Reliability statistics of the WTC questionnaire

Cronbach's Alpha	**N of Items**
.696	23

Concerning the result depicted in Table 1, the Cronbach's alpha reliability for the WTC questionnaire is 0.696. According to Cohen's table of effect sizes, the reliability measure was found much larger than typical. Therefore, it can be concluded that the questionnaire possessed acceptable internal reliability.

The Kaiser-Meyer-Olkin (KMO) and Bartlett tests (Table 2) were carried out to explore the rightness of the data for EFA. The significance for the validity must be lower than 0.05 degree of probability and in the current questionnaire, the validity measure was found to be 0.000. It shows that the validity could be measured.

Table 2. The outcomes of the KMO and Bartlett's test for the WTC questionnaire

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.397
Bartlett's test of sphericity	Approx. Chi-Square	619.740
	Df	253
	Sig.	.000

EFA was done to elicit the new structure of factor and to specify the construct validity. Since CFA was conducted after EFA, the maximum likelihood method was conducted.

A scree plot was used to confirm that the current scale includes eight factors. The scree plot graph in Figure 3 indicates that there are eight components at the elbow. It means that the questionnaire items were loaded in eight significant factors.

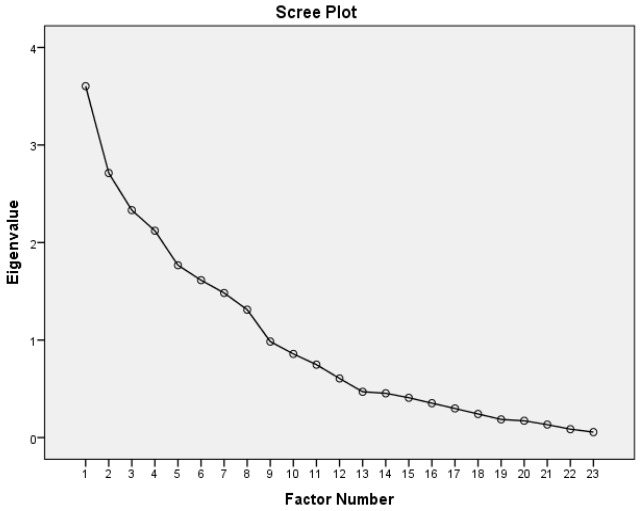

Figure 3. Scree plot of the WTC questionnaire

Pearson's correlation was employed to specify the intensity of the association amongst the eight factors which were extracted.

Table 3. Factor correlation matrix for the WTC questionnaire

Factor	1	2	3	4	5	6	7	8
1	1.000	-.003	.068	.014	.054	.108	.219	-.022
2	-.003	1.000	.120	-.083	-.061	-.033	.025	.051
3	.068	.120	1.000	-.079	-.017	.069	.164	-.082
4	.014	-.083	-.079	1.000	.049	.072	.002	.134
5	.054	-.061	-.017	.049	1.000	-.057	.145	.007
6	.108	-.033	.069	.072	-.057	1.000	.088	-.081
7	.219	.025	.164	.002	.145	.088	1.000	-.104
8	-.022	.051	-.082	.134	.007	-.081	-.104	1.000

Notes: Extraction Method - Maximum Likelihood;
Rotation Method - Oblimin with Kaiser Normalization.

Table 3 presents that all the correlation between factors is below 0.300. It means that there is a weak correlation between factors. The correlations between factors were weak, and a rotated solution was obtained through Varimax rotation to clarify the factor structure. Based on the results of EFA, a CFA was done to specify if the current model is confirmed or not. The model obtained from the analysis could be observed in Figure 4.

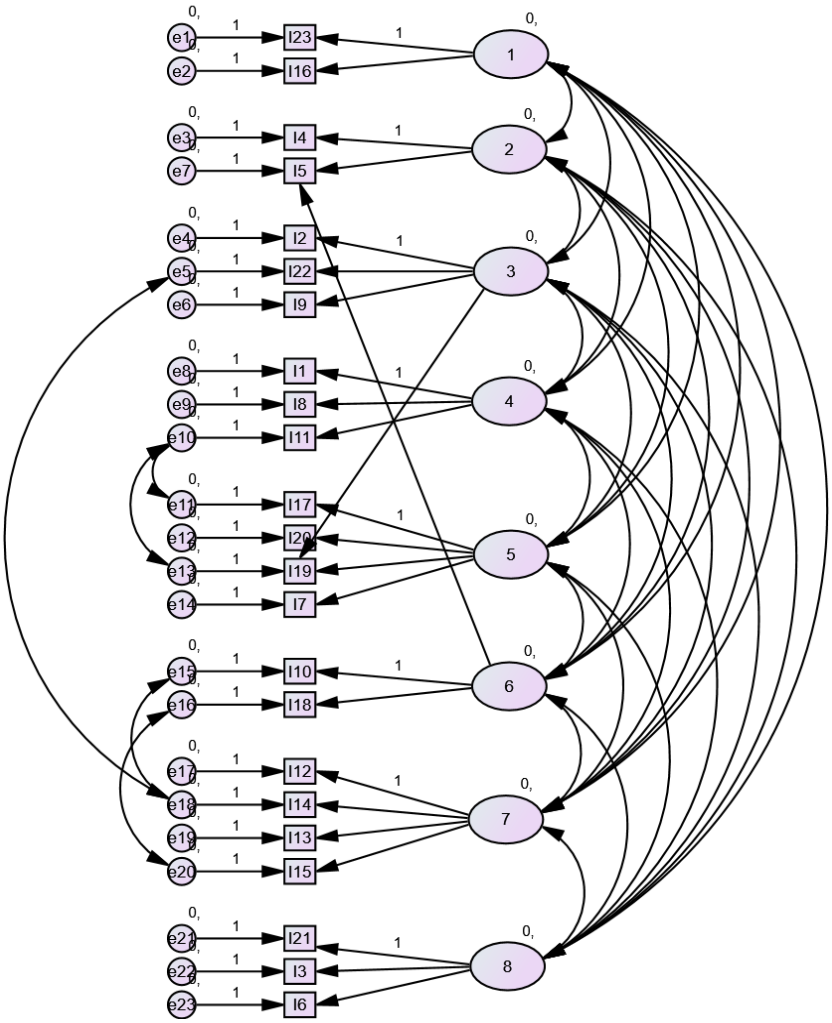

Figure 4. Confirmatory factor analysis model of the WTC questionnaire

Figure 2 shows the items that have loading higher than 0.3. It means all the items of the questionnaire were significant. As illustrated, items (16) and (23) got loaded onto Factor 1. Items (4) and (5) got loaded onto Factor 2. Items (19), (2), (22), and (9) got loaded onto Factor 3. Items (1), (8), and (11) got loaded onto Factor 4. Items (17), (20), (19), and (7) got loaded onto Factor 5. Items (5), (10), and (18) got loaded onto Factor 6. Items (12),

(14), (13), and (15) got loaded onto Factor 7. Items (21), (3), and (6) got loaded onto Factor 8.

Table 4. The results of Chi-square analysis of goodness-of-fit index

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	104	370.605	195	.000	1.901
Saturated model	299	.000	0		
Independence model	46	724.052	253	.000	2.862

Table 4 shows the Chi-square fit statistics. As it can be seen, the chi-square statistics of $\chi 2 = 370.605$, df = 195, $p = 0.000$ and relative chi-square (CMIN/df) = 1.901 that is smaller than 5.0 indicating an acceptable fit. P-value is 0.000 which is less than 0.5 displays a significant outcome. Significant value shows that this model is different from the default one.

A good model fit has some criteria for goodness-of-fit indices. The TLI, CFI, and NFI should be 1. However, according to Ho (2006), a cut-off value close to 0.90 is commonly used for these incremental fit indices. For the current model, CFI is 0.827, TLI is 0.816, and NFI is 0.812. The results indicate an acceptable fit. All the results are summarized in Table 5.

Table 5. Baseline comparisons of goodness-of-fit indexes

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.812	.336	.768	.816	.827
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

One of the most commonly used goodness-of-fit indexes in CFA is RMSEA. The RMSEA value of this model is 0.074, below 0.07, indicating a permissible model (Table 6).

Table 6. Goodness-of-fit values obtained from the CFA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.074	.104	.143	.000
Independence model	.178	.163	.193	.000

If the Standardized RMR value is lower than 0.08, it can be considered as an acceptable value that indicates the model-data fit (Byrne, 2001). In this current model, standardized RMR is 0.078 which is an acceptable value for a good model. According to these results, it can be confirmed that model-data fit is acceptable.

4.1. Language-Learning Simulation Effects on Iranian Elementary EFL Learners' WTC

Table 7 represents the mean rank of the control and experimental groups in pre-test and post-test, for their WTC. To find out whether there exists a significant WTC difference between the two groups in the pre-test and post-test, Mann-Whitney U test was run. Table 8 displays the results of the Mann-Whitney U test, examining the difference between the two groups in pre-test and post-test.

Table 7. Descriptive statistics of the outcomes of the WTC questionnaire

	Group	N	Mean Rank	Sum of Ranks
WTC_Pre	Control	150	18.27	2740.00
	Experimental	150	12.73	1910.00
	Total	300		
WTC_Post	Control	150	11.17	1670.50
	Experimental	150	19.83	2970.50
	Total	300		

Table 8. The Mann-Whitney U test, exploring the effect of simulation on WTC

	WTC_Pre	WTC_Post
Mann-Whitney U	71.000	47.500
Wilcoxon W	191.000	167.500
Z	-1.724	-2.707
Asymp. Sig. (2-tailed)	.085	.007
Exact Sig. [2*(1-tailed Sig.)]	.089[b]	.006[b]

Considering the results depicted in Table 8, the significance (0.085) of control and experimental groups in the pre-test is higher than 0.05. It is deduced that there is no significant difference between the groups in the pre-test. In other words, they were homogenous regarding WTC before the study. Based on the results (Table 8), the significance (0.007) in post-test is less than 0.05 meaning that there exists a significant difference between the two groups regarding WTC. The conclusion is that the treatment had significant impacts on the level of WTC of the participants.

Table 7 presents the average ranks of the groups in pre-test and post-test, regarding their level of WTC. The mean rank of the post-test shows that the average of the control group is 11.17 and the average of the experimental group is 19.83. The difference is 8.66. The outcomes demonstrated that the students in the experimental group had a significantly higher mean rank compared to the students in the control group. This denotes that, after the treatment, the students in the experimental group became more eager in English communication than the ones in the control group. It means that the treatment positively influenced learners' WTC.

5. Discussion

The outcomes of the current research illustrate that simulated environments influenced learners' WTC. To evaluate the WTC measure of learners, a WTC questioner was used. This questionnaire was originally prepared by Macintyre et al. (2001). The outcomes of the pre-test indicated that the learners' WTC level was almost equal. However, the post-test outcomes illustrated that the diversity between both groups was meaningful. In other words, learners become more willing to communicate in simulation environment classes. Simulation has a significant influence on learners' WTC. In the simulated environments, EFL learners get more willing to

communicate with others. Simulation provides more chances for them to speak in a foreign language. Through simulation, learners are encouraged to participate in class interactions, which is an opportunity to practice a full range of communication skills (Jones, 1986).

This outcome is in line with that by Lyu (2006), who observed the pragmatic impacts of language simulations in developing communication abilities. In this study, numerous fruitful recommendations were given regarding the way simulations could be employed in EFL classes of various levels of proficiency, which was specified as the significance of the contemporary analysis. Moreover, the results of this study displayed that learners comprehend their classroom tasks better and joyfully when learning is delivered through simulation technique. This will also encourage more real-life and authentic use of language in communication accordingly (Crookall et al., 1987; Nemitcheva, 1995), "enhances instrumental motivation by making the coursework more engaging" (Jones, 1986), and reduces affective impediments to learning by diminishing the intimidation of giving wrong answers (Nemitcheva, 1995).

The outcomes are also parallel with the ones of other scholars (Shankar et al., 2012), which demonstrated that the use of such technique can help students face with diverse circumstances they might encounter in their prospect occupations. Consequently, this will provide the students with opportunities to face real-life situations which will endow them the ability to speak a second/foreign language with more fluency and self-esteem.

This study states that learners had high degrees of WTC in a simulated setting inside the classroom. They feel that they are in real-life situations, so they are eager to make communications. The reason is that Iranian EFL learners don't always have the opportunity to speak with some native speakers or travel to target-language countries. They can communicate in English only in English classes. Therefore, Iranian EFL learners are more willing to communicate in circumstances in which they experience communicating in their daily life. Creating such familiar environments for them inside the classrooms affect their willingness to express their ideas, thoughts, and feelings in the target language.

In a simulated environment, the learners become more comfortable and safer to speak in a foreign language. In fact, they psychologically make connections with the surrounding environment, which makes it simple and accessible for them to communicate in a foreign/second language. In the formal and strict settings of some English classes, they feel insecure and uncomfortable speaking in a foreign language, however, by presenting such situations to them, they gradually feel they are in target language-speaking countries. Thus, they communicate with others and don't be afraid of speaking in a foreign language.

6. Conclusion

This study adds new knowledge to the field of education is such a way that it concentrated on the virtual reality settings for elementary learners using language effectively in real situations. Besides, this study is new as it has considered the effects of simulated environment on WTC of the EFL learners. This is because many studies investigated the effects of the environment or simulated situation on learning a foreign language. Since the application of simulated EFL instruction is difficult and costly for many teachers, this study suggested ways and techniques to overcome this problem and provided clues to pave the way for a better instruction.

The main purpose of using simulation for EFL learners is to prepare a setting in which the students are given a chance to communicate efficiently. Moreover, it provides a simulation of real-life situations in which learners experience real communications of the real world. Due to the fact that simulations concentrate on communication but not the language itself, such activities are actually communicative in nature. Therefore, simulation has a significant effect on learners' WTC. In the simulated environments, EFL learners get more willing to communicate with others. Simulation provides them with more opportunity to communicate in the target language. Through simulation, learners are inspired to participate in class interactions.

The outcomes of current research have critical contributions for second/foreign language research. The positive outcomes of this study show that this modern teaching methodology is quite instrumental and helpful in TEFL/TESL. The findings of this research suggest that understanding how a simulated environment affects EFL learners' success in speaking and communicating in a foreign language can help institutes to provide such environments for EFL learners and instructors. The outcomes of this research might be useful to the organizations of language testing and assessment. The organizations and institutes which administer testing exams for EFL learners can employ the outcomes of this research in speaking tests.

As pointed out earlier, the simulation environment class is a completely modern design. EFL learners, who are sick of traditional methods or dull atmosphere in classes, get motivated to learn English through this novel treatment. It promotes learners' engagement and enjoyment in learning. The outcomes of this research, in line with former studies, illustrate that the use of simulation help EFL learners shape their perceptions and conceptions toward learning English. Furthermore, the students experience being in simulated environment of the target country situations and have many opportunities to engage in different communications. Some EFL learners always complain about the lack of opportunities or situations whereby they could use input that they have

already learned. These classes are the best choice for these students.

This study has focused on only female students. The same study can be performed for male and female students. Moreover, the elementary participants were chosen to conduct this study. This method can be presented in various degrees of command of English. The focus of this research was mainly on speaking skills. The same study can be conducted regarding other language skills (writing, listening, and reading). This research was confined to the adjustment during the institute's semester. The research period may be extended to observe the effects of simulated environments on the students in a variety of contexts and conducted on the native students' WTC to examine how the simulated environment could affect shy students. This study can be performed at high schools to evaluate the effects of simulated environments on their English-speaking proficiency. Furthermore, this study could be done in a facilitated institute, in a room with blank walls and four video projectors. If future research compensates these items, they will have access to more valid data. In this study, one variable was considered, i.e., WTC; however, the effect of simulated environment could be investigated on different variables like non-verbal behaviors of learners, which demands specialized psychological investigations.

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