

MENTOR-MENTEE AS A STRATEGY TO INCREASE WILLINGNESS TO COMMUNICATE AMONG STUDENT LEADERS: A CASE STUDY

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ABSTRACT

Effective leadership and effective communication are closely intertwined; leaders need to be skilled communicators in order to lead effectively. Nevertheless, past studies indicated that even among student leaders, their willingness to communicate (WTC) varies and is not always at desirable levels. Given that students with higher levels of WTC have a greater chance of improving their communication skills, there is a need to examine how it can be enhanced. This study aims to provide insights into WTC in the context of a sustained leadership and communication club where 24 student leaders participated as members. In particular, the paper will delve into the participants' WTC levels and will discuss the perceived factors influencing their willingness to communicate. Using a case study research design with mixed-method approach, questionnaires, interviews and observations were used to gather data. The results revealed a significant growth in the participants' WTC after they have participated in the club, with mentor-mentee strategy as a core factor contributing to the increased WTC. The findings suggested that mentorship in the club was a two-way street, involving mutual and reciprocal action and obligation, with the mentor playing a more dominant role, while the mentees take ownership of their growth and development. In addition to that, other affective factors such as motivation, self-confidence and anxiety were found to influence WTC. Grounded on the findings, a mentor-mentee model that explicates the constructs and components contributing to the perceived increased WTC will be presented.

Keywords: Willingness to Communicate; leadership; communication; mentoring

INTRODUCTION

Willingness to Communicate (WTC) is a concept that explains the basic orientation of an individual towards communication. In the Malaysian IHLs contexts, student leaders' WTC in English is relatively low despite its place as L2 and the availability of English language lessons and support programmes. The increasing studies relating leadership and communication has caused WTC among leaders to receive considerable attention in L2 acquisition research and language teaching practice to better understand why they do—or do not—engage in target language communication. One of the support programmes available is the Toastmasters Club. It is an international educational and social platform with a mentor-mentee approach providing support for practicing public speaking, improving communication and building leadership skills.

This wide-reaching club has more than 357,000 memberships from all around the world that builds a global network of the community. Interestingly, the clubs' establishment are not confined to only school or higher education institutions, but also for professionals. Members are required to complete their tasks or also known as the speech project accordingly, guided by the mentors. Besides that, members will also be given the opportunity to fulfil different roles when they are not giving their speech on that particular meeting. Through these tasks, members will progressively grow their interpersonal skills and advancing them towards their career, community and personal goals. Guided mentees who have completed their speech project would be appointed as mentors for new members. This cyclical progression makes Toastmasters Club sustainable as everything keeps on recurring in a systematic rotation. Thus, it is interesting to explore further, how it works and how the principles in Toastmasters club can be supportive towards improving WTC.

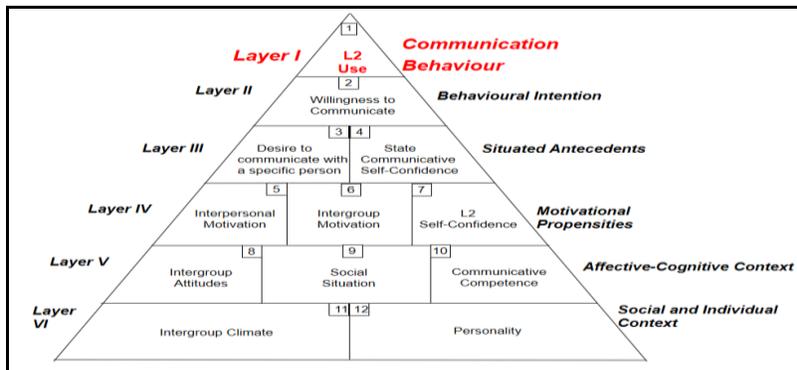
The study aims to provide insights into the student leaders' WTC levels and the perceived factors influencing their WTC. In particular, it aims to answer the following research questions:

- i) What are the student leaders' perception of participating in the Toastmasters programme?
- ii) How does the use of tasks in Toastmasters programme influence student leaders' willingness to speak?
- iii) How does the mentor-mentee approach in Toastmasters programme affect student leaders' participation?

REVIEW OF LITERATURE

The notion of "unwillingness to communicate" was first introduced by Burgoon (1976). The concept was later developed together with its construct for L1 by McCroskey and Baer (1985); these include communication competence, communication apprehension, self-esteem, and cultural diversity. For L2 setting, MacIntyre and Charos (1996) proposed that personality and social context, among others had an effect on WTC. MacIntyre et al.'s (1998) model of WTC (Figure 1) integrates the psychological, linguistic and communicative variables and shows the complex interrelationship among the variables. This model is constituted of twelve variables in a layered pyramid. According to this model, the factors contributing to WTC are divided into two groups: enduring influences and situational influences. The first three layers, in this model, are believed to have transient influences and can be treated as situation-specific variables. Whereas the remaining three layers are seen to have enduring influences on WTC. Variables such as personality, attitude, and L2 competence have an indirect influence on WTC, while motivation and self-confidence have direct effects on WTC (Bukhari, et al., 2015).

Figure 1: Willingness to Speak (WTC) Model



Studies by Al Hosni (2014), Leong and Ahmadi (2017), and Abrar, Mukminin, Habibi, Asyraf, Makmur and Marzulina (2018) reported problems that may influence students' WTC, as follows:

- i) Inhibition - Speaking demands some degree of real-time exposure to an audience. Hence, students are often inhibited about trying to communicate using the foreign language because they are anxious to make mistakes, worried of criticism or losing face, or feeling shy of attention their speech might attract.
- ii) Nothing to say - Students have no idea of what they should be talking about; they have no motivation to express themselves.
- iii) Low or uneven participation - Turn taking in speaking activity is not practiced well resulted some students tend to dominate while the others speak very little or not at all.
- iv) Mother-tongue use - Students find it easier and more comfortable to speak using their mother tongue, particularly in less disciplined or less motivated classes.

It can be seen that the problems in getting the students to involve in speaking activities are most likely related to students' personalities and attitudes towards learning or also known as affective domain. Brown (2000) defines affective domain in second language acquisition (SLA) as the emotional side of human behaviour, which develops due to personality factors, feelings both about ourselves and about others with whom we come into contact. It would seem that to increase the students' willingness to participate in speaking activities, students must be provided with a non-threatening atmosphere and supportive environment to help them build confidence and motivation in themselves. As Boonkit's (2010) findings suggest, when students are given the opportunity to present themselves in a way they do not feel burdened or being judged, it will help to boost their confidence level and get rid of the anxiety to commit mistakes in their speech. Findings from the research done by Zhiping and Paramasivam, (2013) supported the idea of providing an assured surrounding to make the students feel less anxious to speak.

The Zone of Proximal Development (ZPD) and Scaffolding Theory

Lev Vygotsky, a psychologist and social constructivist has developed the concept of "Zone of Proximal Development" or better known as ZPD. Vygotsky defined ZPD as the cognitive level at which children are capable to solve problems under adult guidance, or in collaboration with more

capable peers (Moreno, 2010). In other words, the ZPD is the distance of what learners can achieve independently without getting any help from anyone, and what he or she can accomplish with guidance and encouragement from a skilled partner (McLeod, 2012).

The term scaffolding, which has become a synonymous to the ZPD was later introduced by Wood, Bruner and Ross (McLeod, 2012). Scaffolding is an instructional method in which supports are given to less competent students early on in the learning process in order to lead them to move across their ZPD (Moreno, 2012). As the students are able to complete a particular task on their own, the scaffold can be gradually tapered off or removed slowly.

Moreno (2012) also explains that there are various forms in scaffolding concept;

- i) Providing guidance during thinking or prompts or cues during problem solving.
- ii) Breaking down complex procedures into simple steps.
- iii) Reminding students of learning objectives
- iv) Providing frequent and informational feedback about students' progress

From the theories that have been discussed above, language learning, specifically the second language learning is an immensely complex phenomenon. It requires supports, efforts, and strong determination for the learners to overcome their barriers in acquiring the language. However, these requirements cannot be fulfilled easily without getting a helping hand from a more skilled partner. ELLs need supports and encouragement that come from a more competent peer. This includes the teachers as the More Knowledgeable Others (MKO).

RESEARCH METHODOLOGY

This case study adopted a mixed method approach with 24 student leaders who are members of a Toastmasters' club as participants. The club membership include both undergraduate and postgraduate students, local and international. The instruments used include a set of close-ended questionnaire, semi-structured interview, and observations. Thematic analyses were done on the interview and observation data and descriptive statistic on the questionnaire.

Figure 2: Procedure of the research methodology

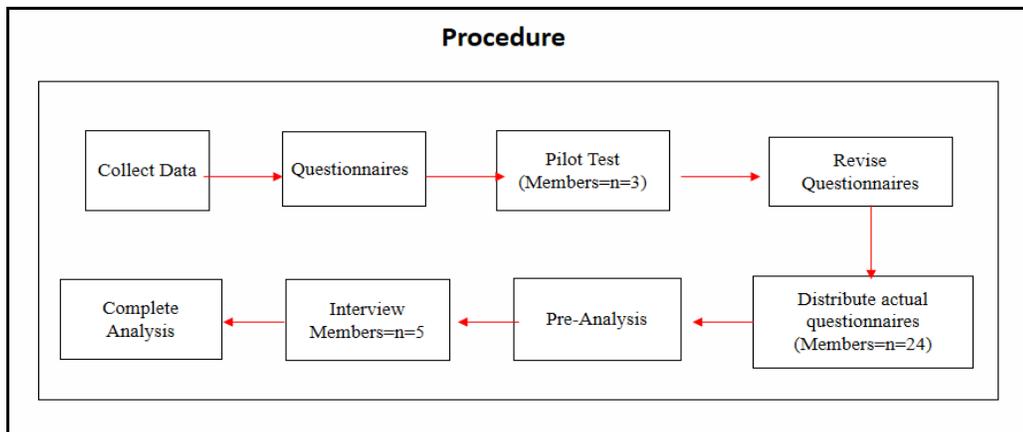


Figure 3: Relationship between the research questions to the research instruments

Research Questions	Research Instruments	Type of Data	Data Analysis	Expected Outcome
1. What are the levels of willingness to communicate among Toastmasters participants?	Questionnaire	Quantitative	Descriptive	Numbers of students with high WTC, moderate WTC and low WTC.
2. How does the use of tasks in Toastmasters programme influence student leaders' willingness to speak?	Interview	Qualitative	Thematic	Students find that most of the tasks in Toastmasters Club are helpful to increase their WTC.
	Open-ended question	Qualitative	Descriptive	
3. How does the mentor-mentee approach in Toastmasters programme affect student leaders' participation?	Questionnaire	Quantitative	Descriptive	Students find that affective domains could affect their WTC greatly.

RESEARCH FINDINGS

The data analysis for Section A in the questionnaire is intended to attain the personal details of the student leaders. The personal details include the respondents' gender, age, level and year of studies, nationality, membership periods and goals for participating in the Toastmasters Club. Results were summarized and tabulated as the following.

Demographic Details

Table 1: Respondent's Gender

Gender	Frequency	Percentage (%)
Male	16	66.7
Female	8	33.3
Total	24	100

Table 1 shows the percentage of male and female respondents who were involved in this study. Based on the table, it can be seen that the male respondents outnumbered the female respondents with more than half or 16 (66.7%) respondents are male while the other 8 (33.3%) respondents are female.

Table 2: Respondent's Age

Age	Frequency	Percentage (%)
<20	4	16.7
20-25	20	83.3
>25	0	0
Total	24	100

Table 2 illustrates the percentage of respondents' age. Majority of the respondents are in the range of 20-25 years old with total number of 20 (83.3%). The other 4 (16.7%) are below 20 years old and no one is more than 25 years old.

Table 3: Respondent's Level of Study

Level of Study	Frequency	Percentage (%)
Undergraduate	22	91.7
Postgraduate	2	8.3
Total	24	100

Table 3 depicts the percentage of respondents' level of study. Majority of the respondents are undergraduate students with total number of 22 (91.7%). Only 2 (8.3%) of them are postgraduate students in master's level.

Table 4: Respondent's Year of Study

Year of Study	Frequency	Percentage (%)
Year 1	6	25
Year 2	5	20.83
Year 3	9	37.5
Year 4	4	16.67
Total	24	100

Table 4 represents the percentage of respondents' year of study. There are 6 (25%) respondents in their First Year, 5 (20.83%) in Second Year and 9 (37.5%) in Third Year. As for final year students, there are only 4 (16.67%) of them who become the members of the club. This might be due to their busyness in completing other assignments and projects as they are graduating.

Table 5: Respondent's Nationality

Nationality	Frequency	Percentage (%)
1. Malaysian	14	58.33
2. Sri Lankan	1	4.17
3. Indian	1	4.17
4. Saudi Arabian	1	4.17
5. Yemen	2	8.33
6. Egyptian	3	12.5

7. Bangladesh	1	4.17
8. Sudanese	1	4.17
Total	24	100

Table 5 signifies the percentage of respondents' nationality. More than half of the respondents or 14 (58.33%) are the local students from Malaysia. This is followed by 2 (8.33%) of the respondents are from Yemen and another 3 (12.5%) from Egypt. The rest, are all from Sri Lanka, India, Saudi Arabia, Bangladesh and Sudan with only 1 (4.17%) respondent from each countries.

Table 6: Membership Period

Membership Period	Frequency	Percentage (%)
< 1 month	4	16.67
1-12 months	9	37.5
> 12 months	11	45.83
Total	24	100

Table 7 Top reasons for participating in Toastmasters

1. To improve my public speaking. To achieve more.
2. -Need to improve on techniques on how to talk
-Need it as something impressive in my career
3. Gain confidence in public speaking
Improve my impromptu thinking ability
Avoid as much direct translating when communicating in English (since there are foreigners in the club)
4. For fun and i was bored
5. Improve communication skills; build network
6. I wanted to improve my communication skills and improve the way I present around a huge crowd
7. Toastmasters can help me improve my oral communication and develop leadership skills. It also can make me increase my confidence during delivering speeches or generally talking with others and improve my spoken English
8. Fun, learning
9. Leadership skills and paying it forward
10. Beating the fear of being on the stage
11. Given the opportunity to join and improve my public speaking skills
12. To become an effective & influential speaker
13. Satisfy my fathers need and Get to know more people
14. Improving social skills. A friend said it would be a good idea. I discovered that I'm pretty good at it haha.
15. improve speaking skills , being more confident
16. - Develop my speaking skill and become a great public speaker - I will need to have the skill badly in the future as well as, during my study for presentations etc..
17. Communication skill and networking
18. Enhance my communication skills
19. to be more confident in speaking in front of public.
20. Improve communication skill
21. To improve my english skills To improve my presentation skills

22. Improve soft skills
23. 1. to improve myself 2. to fight my social anxiety
24. To improve my fluency in English communication. - To improve my confidence in using English when I'm communicating with people in higher rank.

Based on Table 7, all of the respondents have different goals to be achieved by participating in the Toastmasters Club.

A. What are The Student Leaders' Perception of Participating in The Toastmasters Programme?

i) Levels of willingness to communicate among toastmasters participants

Table 8: Prior to joining Toastmasters

Level of WTC	Frequency	Percentage (%)
Low WTC	6	25
Moderate WTC	15	62.5
High WTC	3	12.5
Total	24	100

Table 8 depicts the percentage of respondents' level of Willingness to Communicate among Toastmasters participants prior to joining the club. Based on the table, it can be seen that there were 6 (25%) participants with low WTC, followed by more than half or 15 (62.5%) respondents with moderate WTC. Only 3 (12.5%) out of 24 of the respondents already have high WTC since they first joined the club.

Table 9: After joining Toastmasters

Level of WTC	Frequency	Percentage (%)
Low WTC	1	4.18
Moderate WTC	6	25
High WTC	17	70.8
Total	24	100

Table 9 illustrates the percentage of respondents' level of Willingness to Communicate among Toastmasters participants after joining the club for a certain period. Based on the table, it can be seen that the number of participants with low WTC and moderate WTC decreased to merely 1 (4.18%) and 6 (25%) respectively. Total number of respondents with high WTC increased dramatically after they have joined the club for some time with 17 (70.8%) compared to only 3 (12.5%) prior their participation in Toastmasters Club.

B. How does The Use of tasks in Toastmasters Programme Influence Student Leaders' Willingness to Speak?

i) How tasks in Toastmasters programme could influence participants' willingness to communicate

The data analysis for Section D based on the interview session is intended to answer the third research questions, which is "How do tasks in Toastmasters programme influence students' willingness to communicate?" The items presented in the interview session will discover more in depth on how tasks such as the speech projects and roles in each meetings could influence participants' WTC. In addition to that, one of the open-ended questions included in the questionnaire also supported the findings for third research question. The findings are presented as follows.

ii) Has your participation in Toastmasters improved your Willingness to Communicate? How?

For this open-ended question, 21 or 87.5% of the respondents admitted that their participation in Toastmasters does improve their Willingness to communicate through support system and constant encouragement, adequate practice, forcing themselves to get out from their comfort zone, and even broaden networking worldwide offered in the club.

Besides that, there are few other testimonials given by the respondents such as "Toastmasters has provided me a platform to make mistakes. It's from these mistakes that I continue to learn and grow", "Yes, by keep being on stage and speak in front of people every time. Furthermore, the supportive environment in the club helped me too" and "Yes definitely! The amount of support and confidence I get when I'm with them is amazing. They are so comfortable to be with since we all feel so related to each other that they always use the word family to describe us all so it's a really great platform to be yourself". Ur (2015) as cited in Forrester (2015) has stated that students need to feel comfortable with the people they are speaking to in order to get them into speaking activities and that is what Toastmasters is committed in whereby it tries to provide the supportive environment for all participants and create the sense of belongings to everyone in the club.

C) How does the Mentor-Mentee Approach in Toastmasters Programme Affect Student Leaders' Participation?

Perceived Factors that Influence the Willingness to Communicate among Toastmasters Participants

The data analysis for Section C in the questionnaire is intended to answer the second research questions, which is "What are the perceived factors that influence the willingness to communicate among Toastmasters participants?" The items presented in the questionnaire for this section will find out what are the factors that influence the respondents' WTC from few

aspects in the WTC Model that are desire to communicate with specific person, interpersonal motivation, intergroup motivation, L2 self-confidence and communicative competence. The findings are presented in the following table.

Table 10: Desire to communicate with a specific person

Characteristics	To a Great Extent	Somewhat	Very Little	Not at all
1. I speak to everyone in the club because I want to broaden my networking.	11 (45.8%)	12 (50%)	1 (4.2%)	0 (0%)

Table 10 indicates the percentage of how much desire to communicate with a specific person influences one's WTC. Based on the table, it can be seen that half of the respondents or 12 (50%) of them Somewhat agree that they speak to everyone in the club to broaden their networking. Another 11 (45.8%) respondents agree To a Great Extent with the statement and only 1 (4.2%) respondent perceive that the desire to communicate with a specific person has a very little effect on his or her WTC.

Table 11: Interpersonal Motivation

Characteristics	To a Great Extent	Somewhat	Very Little	Not at all
2. I volunteer myself to give a speech because I want to get out from my comfort zone.	15 (62.5%)	7 (29.2%)	2 (8.3%)	0 (0%)

Table 11 indicates the percentage of how much interpersonal motivation influences one's WTC. Based on the table, it can be seen that most of the respondents with 15 (62.5%) of them agree To a Great Extent that their own motivation to step out from their comfort zone is the most influencing factor that affects their WTC. Another 7 (29.2%) of them also Somewhat agree with the statement and only 2 (8.3%) respondents perceive that interpersonal motivation has a very little effect on their WTC.

Table 12: Intergroup Motivation

Characteristics	To a Great Extent	Somewhat	Very Little	Not at all
7. I think the warmth and friendship that I received are the reasons for me to keep coming to the meeting.	17 (70.8%)	5 (20.8%)	2 (8.3%)	0 (0%)
8. I know I will receive support from the floor if I suddenly feel lost.	13 (54.2%)	8 (33.3%)	3 (12.5%)	0 (0%)

Table 12 indicates the percentage of how much intergroup motivation influences one's WTC. Based on the table, it can be seen that majority of the respondents with 17 (70.8%) of them agree

To a Great Extent that their sense of belonging to the community that they are in also can affect their WTC. Another 5 (20.8%) of them also Somewhat agree with the statement and only 2 (8.3%) respondents perceive that intergroup motivation has a very little effect on their WTC.

As for the second item, more than half of the respondents or 13 (54.2%) of them agree that support given by everyone in the club if they are suddenly lost while giving speeches influences their WTC to a great extent. In addition to that, another 8 (33.3%) respondents also agree that support given somewhat affects their WTC. The remaining 3 (12.5%) respondents perceive that support given has a very little effect on their WTC.

Table 13: L2 Self-Confidence

Characteristics	To a Great Extent	Somewhat	Very Little	Not at all
3. I am reluctant to give a speech because I am worried of criticism and feel embarrassed if I am criticized in front of other people.	1 (4.2%)	5 (20.8%)	10 (41.7%)	8 (33.3%)
4. I refuse to speak because I am afraid that I will make many grammatical errors in my speech.	3 (12.5%)	4 (16.7%)	10 (41.7%)	7 (29.2%)
5. I am nervous when everyone gives attention to me when I am speaking in front.	5 (20.8%)	7 (29.2%)	8 (33.3%)	4 (16.7%)

Table 13 indicates the percentage of how much L2 Self-Confidence influences one's WTC. Based on the table, it can be seen that most of the respondents with 10 (41.7%) of them perceive that worried of criticism has a very little effect on their WTC while the other 8 (33.3%) respondents perceive that criticism has no effect at all on their WTC. Only 1 (4.2%) perceive that worried of criticism does affect his or her WTC To a Great Extent while the remaining 5 (20.8%) respondents Somewhat agree with the statement. Next, 10 (41.7%) of the respondents perceive that fear of making mistakes when they give speeches has a very little effect on their WTC while the other 7 (29.2%) respondents perceive that this factor does not affect their WTC at all. Another 4 (16.7%) respondents Somewhat agree that this factor does affect their WTC and the remaining 3 (12.5%) respondents agree to a great extent with the statement. Besides that, one-third of the respondents or 8 (33.3%) of them perceive that attention given when they are speaking has a very little influence on their WTC while the other 7 (29.2%) respondents somewhat agree that it has effect on their WTC. Meanwhile, another 5 (20.8%) respondents admitted that attention given influence their WTC to a great extent. The remaining 4 (16.7%) respondents perceive that attention given does not affect their WTC at all.

Table 14: Communicative Competence

Characteristics	To a Great Extent	Somewhat	Very Little	Not at all
6. I know my speech will be well received by everyone in the meeting regardless of my competencies	8 (33.3%)	13 (54.2%)	3 (12.5%)	0 (0%)

Table 14 indicates the percentage of how much communicate competence influences one's WTC. Based on the table, it can be seen half of the respondents with 13 (54.2%) of them perceive that their belief of their speeches will be well-received by everyone in the club somewhat affect their WTC while the other 8 (33.3%) agree that it influences their WTC to a great extent. Merely 3 (12.5%) of the remaining respondents perceive that their belief of their speeches will be well-received by everyone in the club has a very little effect on their WTC.

DISCUSSION

A) What are The Student Leaders' Perception of Participating in the Toastmasters Programme?

i) Levels of willingness to communicate among Toastmasters participants

The results indicated a significant improvement on respondents' willingness to communicate prior to joining Toastmasters and after joining Toastmasters. It is reported that there were 6 (25%) respondents with low WTC prior to their participation in the club and the number decrease to only 1 (4.18%) respondents after they have participated in the club for quite some time. The same goes with participants with moderate WTC, it decreases from 15 (62.5%) to merely 6 (25%). On the other hand, it can be seen as well that the number of respondents with high WTC has increased tremendously from only 3 (12.5%) out of 24 respondents to 17 (70.8%).

From the result shown, it can be understood that not everyone who joined in the Toastmasters Club is someone who already has high willingness to communicate or has no problems to speak in terms of confidence and motivation. As the Vice President Academic of the club stated in the interview session "I think that is very normal for people to perceive members of Toastmasters Club are those who don't have any problems with confidence. But I think that is totally not true. Me myself, I think before joining Toastmasters I had a very difficult time speaking in front of a crowd".

From the result presented as well, it can be understood that one's willingness to communicate can actually get better through adequate and good practice. This is because, the number of members with high willingness to communicate increased by more than half (58.3%) after their participation in the Toastmasters Club. This is supported by a testimonial given by the Vice President Academic of the club itself who has joined the club for about 3 years. He said, "Me myself at the beginning, I had a lot of troubles to speak in front of people. I personally have social anxiety so it was very difficult to speak in front of people but after joining Toastmasters, I learned that speaking in front of people is just a skill, it's something you can learn and work on later".

B) How does the Use Of Tasks In Toastmasters Programme Influence Student Leaders' Willingness to Speak?

i) Frequent Practices

Two of the respondents admitted that having frequent practices have actually helped them to beat their anxiety and fear to speak in front of crowd, thus improving their willingness to communicate. Nasser for example, was a person with a very low confidence whereby he will be scared and sometimes his hands will even be shaking due to his extreme nervousness. However, after 2 years participating in Toastmasters Club, he is now someone with a high willingness to communicate even though not to the fullest yet. He also admitted that through performing the tasks, he is now much better than what he used to be two year ago, simply because practice makes perfect. Naziela also supported this notion by saying, "I couldn't utter every single words properly (when I first go for the table topic session) but when I joined as a member, I could speak loud now. Practice makes improvements".

From this, it can be understood that the ability to communicate confidently is actually a skill that can be improved with adequate real-life practice opportunity and supportive learning community (MacIntyre et al, 1998). This notion is supported by Chi (2011) who said that speaking skill could be developed through frequent practice in using the language. Thus, it is important to provide opportunities for the students to have a good practice and encourage them to have a good practice of the language.

Interestingly, speech projects in Toastmasters Club are done stage by stage or addressed as baby steps by the Vice President Education, where members will start from the easiest task to a more challenging one as they are progressing. For instance, members will start The Ice-Breaker during the first level. After they have passed the first level, they will continue with the second speech project which is Organize Your Speech and the list go on until they have completed the pathway they have selected.

ii) Constructive Evaluation Session

Constructive evaluation session is another major part in Toastmasters club in order to provide a supportive environment for all participants. Based on the interview sessions with 5 members, all of them affirmed that evaluation sessions in Toastmasters Club are practiced in a supportive way. All four members with mixed abilities admitted that they have never been demotivated or feel embarrassed during the evaluation session even though their mistakes are being pointed out. In fact, they actually learn more from the evaluation given to perform better next time. This is because, evaluation session in Toastmasters will highlight what members have done good first and suggest few points to be improved later. They never use negative words during the evaluation session. The Vice President Education also explained further for this point where he said that only specific or mature enough members will be the evaluators and all of them will be briefed on how to give constructive feedback to ensure feedbacks given are always in positive manner.

Besides that, members are always reminded that Toastmasters Club is the safest place to make mistakes, and it is true according to the participants. Previously, an open-ended question in the questionnaire has revealed that many respondents agreed that they managed to level up their willingness to communicate because of the supportive and non-judgemental environment in the club. As identified by Ur, most of the problems in getting the students into speaking activities are most likely related to students' affective domain factors or also known as the affective filter such as anxiety, nervousness and worried of criticism. As when students are given the chance to present themselves in a way that they do not feel being judged especially when they commit mistakes, it will boost their confidence level and get rid of the anxiety (Boonkit, 2010). Finally, Zhiping and Paramasivam (2013) supported the importance of providing an assured surrounding to make students feel less anxious to speak in the class and increase their willingness to communicate.

Mentoring in Toastmasters is a tradition and a vital practice to help member get one to one feedback on the skills and guidance for improvements (Deris and Sarmin, 2018). Interestingly, this approach mentor-mentee approach will rotate in cyclical rotation. For instance, new member will be given a mentor to guide him or her throughout his or her journey in Toastmasters Club. As when the newbie has become a member for about a year, he or she has now become a senior in the club and will be assigned to become a mentor to other new members. Based on the interview, all four members with more than one-year membership in Toastmasters Club have now become mentors, except for one interviewee who just participated in the club for just a month. This cyclical rotation is one of the main factors that sustain this club.

C) How does The Mentor-Mentee Approach in Toastmasters Programme Affect Student Leaders' Participation?

i) Intergroup motivation

Based on Table 4.10, it can be seen that one's desire to communicate with a specific person does affect his or her willingness to communicate. In one of the answers given in the open-ended question, a respondent said that one of her reasons in joining Toastmasters club is to improve her confidence in using English when she is communicating with people in higher rank. She also added in another open-ended question by stating that "You'll be exposed to the higher ranks members from other Toastmasters clubs. You'll feel more confident in speaking to them hence you can broaden your networking to a certain level. That's where you know that you've gained your confidence in communication". Another respondent from the interview session seems to be in the same opinion with this notion by saying that "Most of our seniors from Toastmasters managed to find a job because of their networking. So for me, Toastmasters is very important for me not to only improve yourself but also to help you in the future, but not everyone notices this".

Besides that, Table 4.12 also points out that intergroup motivation also could significantly affect one's willingness to communicate. One respondent testified in one of the open-ended questions that "the amount of support and confidence I get when I'm with them is amazing. They are so comfortable to be with since we all feel so related to each other that they always use the word family to describe us all so it's a really great platform to be yourself". As

mentioned by Baldoni (2017), sense of belongings amongst a group of people will eventually direct them to be engaged in what they do and why they do it.

Then, Table 4.13 shows that most of the respondents agreed that criticism and fear to commit mistakes in Toastmasters club has a very little influence on their L2 Self-Confidence, that is one of the most vital components in influencing one's willingness to communicate. This is because, Toastmasters Club provides supportive and positive learning experience which empower communication and leadership skills, resulting in greater self-confidence and personal growth ("Toastmasters International", n.d). In addition to that, interview sessions with all five respondents indicate that all of them agree Toastmasters practice criticism that is constructive in order to motivate the members to perform better. For instance, one of the respondents said "They do criticize your weaknesses, but it's like more in advising manner. It's not really criticizing, it's like a step for improvement in the future". Another respondent indicated that "We always say this, Toastmasters is a safe place to make mistakes, because no one will make fun about you, no one will disgrace for you, nothing.

ii) Effective Mentor-mentee Approach

Mentor-mentee approach is one of the important elements to provide a supportive environment for all members in Toastmasters Club. According to the Vice President Education, the high committees tried their best to ensure the mentor will provide enough support for the mentees so that if the mentees are having any difficulties to perform the task, they can always ask their mentors.

As from the other members' perspective, three of them strongly agreed that this approach is really helpful for them to perform the tasks. For instance, Seri testified that her mentor is the one who taught her to perform the task in an interesting way and give tips to include things that are relatable with her personal life to make the speech more meaningful. The same case with Naziela, she said that her mentor is the one who encouraged and gave motivation for her to go for the impromptu speech session and perform the tasks. Only one of the members stated that it depends on who is your mentor as he had bad experience with his first mentor.

Nonetheless, mentor-mentee approach is definitely helpful in improving one's willingness to communicate where members will be provided with support, encouragement and motivation to step out from their comfort zone. As suggested in the Scaffolding Theories, learners can achieve more than what they already have with guidance and encouragement from a skilled partner (McLeod, 2012). Moreno (2010) also explains providing guidance as one of the forms in scaffolding concept in order to lead them to across their Zone of Proximal Development (ZPD).

CONCLUSION

The findings from this study indicated mentor-mentee as an approach that supported the increase in the student leaders' WTC. In the context of this study, WTC is improved due to mentors' support in accomplishing the tasks, encouragement and motivation to step out from one's

comfort zone. Two types of mentoring are apparent in the club: (1) the traditional one-on-one mentoring, where a mentor and a mentee is matched, and (2) group mentoring, where members of the club act as mentors to all mentees. Meanwhile, the role of mentors are in the phase of mentees' preparation and enabling growth. In this study, the senior mentor helped the junior mentee develop his/her goals and skills, through a series of activities and constructive conversations. Over time, the junior mentee will also become mentor, to then grow from the experience as mentor.

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