

**Article**

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<https://orcid.org/0000-0001-9505-6610>**Investigating IELTS Speaking Instructional Needs and the Acceptance of WeChat as a WeCWI-Enabled Instructional Tool****Yu Jiashun**Akademi Pengajian Bahasa,  
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Malaysia**ABSTRACT**

IELTS Speaking has long been the weakest skill among Chinese IELTS test-takers due to three underlying factors: traditional teaching methods, psychological factors, and limited exposure to oral English. To address these issues, mobile-assisted language learning, specifically via accessible chat platforms such as WeChat, has emerged as a potential intervention. However, to improve Chinese undergraduates' IELTS Speaking performance via WeChat, it is essential to clarify their specific instructional needs and WeChat acceptance before implementation. To guide the design of WeChat-based IELTS Speaking instruction, Web-based Cognitive Writing Instruction (WeCWI), although originally developed for writing instruction, serves as a robust hybrid e-framework. To this end, this study developed the INAIS-WeAS Questionnaire to measure both constructs. A sample of 50 Chinese undergraduates was recruited to validate the questionnaire, examine students' relevant instructional needs, and assess their acceptance of WeChat, with the aim of developing a WeCWI-enabled WeChat Application to address these needs in the future. The INAIS-WeAS Questionnaire demonstrated excellent internal consistency (Cronbach's  $\alpha > 0.8$ ) and satisfactory construct validity via EFA. Students demonstrated a strong need for interactive teaching methods, increased exposure to spoken English, and reduced speaking anxiety. Their willingness to use WeChat for IELTS Speaking was only moderate, possibly due to a reluctance to curate test-specific content. This study addresses two research gaps by developing a specific assessment tool to evaluate IELTS Speaking instructional needs and WeChat acceptance, and, in doing so, lays the foundation for future research on this understudied topic.

**KEYWORDS: IELTS Speaking, WeCWI, WeChat, Instructional needs, Acceptance**

## INTRODUCTION

As China opens wider to the world, Chinese students have grown into the largest cohort of international students pursuing overseas education, according to the Blue Paper titled "Development of Chinese Students Studying Abroad 2023-2024," published by the Centre for China & Globalisation in 2024. According to UNESCO data (Fleck, 2024), there were 1.021 million Chinese international students abroad in 2021, primarily in the United States, the United Kingdom, and Australia. Within this landscape, Sino-Foreign Cooperative Education programs (SFCE) have made outstanding contributions by offering the International English Language Testing System (IELTS) courses to help students meet the minimum required IELTS score for international study. However, the primary hurdle for these applicants remains the English-language requirement, as admission to foreign universities is strictly contingent upon meeting specific proficiency benchmarks.

Huang et al. (2022) explore the EFL learning problems of 1525 Chinese students and report that they are speaking-related. IELTS test takers have the same fear about the speaking test, due to their previous English education, as well as their poor English skills. According to the test data analysis of IELTS, the average IELTS Speaking score of China was 5.5 in 2024-2025, the lowest among 40 nations, and at the same level as Japan (British Council, IDP IELTS, & Cambridge University Press & Assessment, 2025). This is a constant difficulty with IELTS Speaking, and it is a big problem, especially in SFCE's undergraduate programs, where solid verbal communication skills are necessary to succeed.

To address this pressing challenge, mobile-assisted language learning, specifically via accessible chat platforms such as WeChat, has emerged as a potential intervention. WeChat presents significant potential for integration into IELTS Speaking instruction, as it is "the most popular and most highly used instant messaging software" in China (Cheng & Dong, 2017, p. 549), besides its benefits in English language education within the EFL context. To effectively utilize WeChat to address the persistent challenges in IELTS Speaking instruction, Web-based Cognitive Writing Instruction (WeCWI) provides a robust theoretical and pedagogical e-framework to guide WeChat-based instructional design for IELTS Speaking. Although this framework was originally developed for writing instruction, its modular design and closed-loop learning cycle make it highly adaptable to oral language teaching contexts.

Prior to the integration of WeChat into the IELTS Speaking classes for Chinese undergraduates, two research gaps remain for Chinese EFL undergraduates in SFCE programs. While existing literature (e.g., Li et al., 2023; Mei, 2022) has extensively documented the poor IELTS Speaking performance of Chinese test-takers and its underlying causes, it has not yet: (1) empirically identified their specific instructional needs for IELTS Speaking; and (2) developed a validated tool to measure their acceptance of WeChat as a WeCWI-enabled instructional tool. Studying these is crucial before introducing WeChat to IELTS instruction in order to avoid misalignment with student needs.

To address these research gaps, a questionnaire was independently developed to examine two core aspects: students' needs related to IELTS Speaking instruction, and their acceptance of WeChat within the IELTS Speaking instructional context. This study was then conducted to verify the questionnaire's reliability and validity and to identify the Chinese undergraduates' IELTS Speaking instructional needs and acceptance of WeChat as a WeCWI-enabled instructional tool. The following corresponding research questions are developed to guide our discussion in this paper:

1. What are the reliability and validity of the questionnaire: Instructional Needs Analysis of IELTS Speaking and WeChat Acceptance Survey as an Instructional Tool Questionnaire?
2. What are the Chinese undergraduates' IELTS Speaking instructional needs?
3. To what extent do Chinese undergraduates accept WeChat as a WeCWI-enabled instructional tool in the IELTS speaking instructional context?

## LITERATURE REVIEW

### *IELTS Speaking Performance and Its Three Key Determinants*

The IELTS Speaking test is a face-to-face interview between test-takers and IELTS examiners. The whole test lasts about 11 to 14 minutes. There are three parts in the IELTS Speaking test. In part 1, the examiner asks general questions on common topics to assess test-takers' ability to provide information and express opinions on everyday subjects or shared experiences. In part 2, test-takers must speak individually for 2 minutes on a specific topic outlined in the task card. This section evaluates test-takers' capacity to speak at length on a given topic and their ability to use language appropriately and logically. In Part 3, examiners engage test-takers in discussions about issues related to the Part 2 topic, but in a more general and abstract manner. This segment assesses test-takers' skills in explaining their viewpoints, analysing issues, engaging in discussion, and speculating on ideas (British Council, IDP Education, & Cambridge Assessment English, n.d.).

IELTS examiners assess IELTS test-takers' speaking in the following four dimensions: Fluency and Coherence (FC), Lexical Resource (LR), Grammatical Range and Accuracy (GRA), and Pronunciation (P). Each of these four dimensions carries equal weight, and the average of their scores constitutes the overall IELTS Speaking score. In the FC dimension, Mei (2022) reflects that there are too many pauses in Chinese IELTS test-takers' speech. In the LR dimension, Li et al. (2023) reflect that Chinese IELTS test-takers lack vocabulary and authentic expressions to convey their ideas clearly and concisely. Regarding the GRA dimension, the same study further notes that Chinese IELTS test-takers tend to use the past tense throughout their speech when expressing their experiences, especially in Part 2. In the Pronunciation dimension, Li et al. (2023) find that IELTS candidates from Chinese-speaking contexts tend to speak English with a flat tone influenced by their native language. Besides, Chinese IELTS test-takers tend to recite model answers, which makes their speech unnatural and easy for examiners to discern (Li et al., 2023; Mei, 2022).

Three main factors underlie poor IELTS Speaking performance among Chinese test-takers. The first factor is the traditional teaching method, which places teachers in a dominant position in class, emphasises language input and the teaching of answering techniques, but overlooks the development of practical English skills and language output (Hou & Ma, 2020). The second factor is the psychological factors, such as anxiety and insecurity. Karlsson (2020) noted that many students experience nervousness when speaking English, which may stem from insufficient comprehensible input and thus makes it difficult for them to produce natural speech. Kong (2024) noted that after years of examination-oriented education that overlooks oral English training, students often feel anxious and develop a strong fear of difficulty at the thought of speaking English. Excessive pressure of this kind not only damages students' fluency and coherence in the IELTS Speaking test, but also prevents them from forming positive learning attitudes and building self-confidence.

The third factor is limited exposure to spoken English, which results from multiple real-world factors. One of the main reasons is the examination-oriented education system. Gu (2016) stated that the Chinese English education system tends to emphasise reading and writing but despises listening and

speaking, due to the influence of an examination-oriented education system. The second key, unavoidable factor is China's EFL learning environment, in which Chinese English learners lack opportunities to practice their oral English in their daily lives (Liu, 2023; Li et al., 2023).

### Social Media and WeChat

In English language education, the role and application of social media have undergone significant evolution (Choudhury et al., 2025). Social media refers to a set of internet applications that facilitate content creation, information dissemination, and interactive communication on online platforms (Al Arif, 2019). The use of social media has broadened opportunities for instruction and the acquisition of English language skills (Rwodzi et al., 2020).

Social media has the potential to enhance the flexibility of English learning by providing students with greater control over their learning processes (Mubarak, 2016). Moreover, social media can improve students' involvement through a customized learning experience that meets different learning styles (Dzvapatsva et al., 2014, as quoted in Rwodzi et al., 2020). Finally, social media extends the learning environment beyond the walls of the traditional classroom into the digital world where students may communicate, exchange ideas, and work cooperatively to solve issues (Mubarak, 2016).

Considering the many advantages of social media for English language education, the impact of social media on English language teaching and learning should no longer be ignored. Ariantini et al. (2021) pointed out that the most studied social media platforms in the EFL context are YouTube, WhatsApp, Facebook, Instagram, and Twitter. However, there is a different set of social media applications in China. WeChat takes the first place among all social media platforms with 1.313 billion monthly active users (KAWO, 2023).

Research has indicated that WeChat can be a useful tool for teaching EFL courses to improve language education. Shi et al. (2017) found that WeChat aids English learning by creating a virtual environment that fulfills communication needs and boosts proficiency. Cheng and Dong (2017) and Huang et al. (2023) noted that WeChat boosts students' involvement. Moreover, Yan (2019) observed that WeChat groups foster a comfortable environment that facilitates conversation and promotes learning. However, WeChat as an instructional tool in the EFL classrooms offers many advantages but also two marked disadvantages. First, some students have experienced difficulties in adjusting to this WeChat-based learning strategy (Huang et al., 2023; Li et al., 2021). Second, the entertainment elements of WeChat have aroused worry among some academics because of the distractions they might cause (Guo & Wang, 2018; Shi et al., 2017). To maximize WeChat's strengths and overcome its drawbacks in teaching, a suitable theoretical framework is essential to guide the design of WeChat-integrated IELTS Speaking classrooms.

### Web-based Cognitive Writing Instruction

Against this backdrop, Web-based Cognitive Writing Instruction (WeCWI) is adopted in this study as the underlying theoretical and pedagogical foundation for designing the WeCWI-enabled WeChat Application for IELTS Speaking instruction. Although WeCWI was initially conceptualised in relation to web-based writing instruction, its core principles are not limited to writing. Rather, WeCWI provides a broader web-based instructional logic that connects input, interaction, output, feedback and cognitive development within a structured learning cycle (Mah, 2021). Mah (2014) defines WeCWI as "a hybrid e-framework for the development of web-based instruction (WBI), which contributes to instructional design and language development" (p. 3437). Therefore, the present study draws on the

theoretical orientation of WeCWI and adapts its instructional logic to the context of IELTS Speaking through WeChat.

In the context of IELTS Speaking instruction, WeCWI is reorganised into a speaking-oriented web-based instructional cycle. Instead of emphasising reading, discussion, and writing as in its original formulation, this study adapts the framework into a cycle of watching, discussion, and oral production. Through the WeCWI-enabled WeChat Application for IELTS Speaking instruction, learners are first exposed to spoken input such as model answers, video materials, IELTS prompts, and speaking strategies. They then engage in guided discussion, idea development, and language rehearsal through WeChat groups and related Tencent-based functions. Finally, they produce oral responses that reflect both communicative practice and test-oriented speaking performance. This adaptation allows WeCWI to function as a conceptual framework for organising web-based speaking instruction, rather than as a framework confined to writing pedagogy.

Previous applications of WeCWI and its related web-based instructional designs have shown that technology-supported learning environments can enhance learners' language development through structured interaction, collaborative learning and output-oriented tasks. For example, WeCWI-enabled Tencent Docs and Tencent Applications have been used to support EFL learners' academic writing performance through online collaboration and guided language practice (Chen et al., 2025; Suo et al., 2025a). More directly related to the present study, the oral-adapted application of WeCWI principles has demonstrated that web-based platforms can support test-oriented oral proficiency through the process of watching, discussion and oral production (Ab. Rahim et al., 2019). These studies indicate that the value of WeCWI lies not only in its original writing-based formulation, but also in its adaptability for web-based speaking instruction.

Accordingly, this study conceptualises the WeCWI-enabled WeChat application for IELTS Speaking instruction as a structured instructional environment for IELTS Speaking development. WeChat functions not merely as a communication tool, but as a web-based learning space where theories of language acquisition, cognitive learning and social interaction are operationalised through speaking tasks. The framework supports learners by providing multimodal input, encouraging collaborative discussion, facilitating repeated oral practice, and creating opportunities for feedback and reflection. In this way, WeCWI provides the theoretical foundation for designing the WeCWI-enabled WeChat application for IELTS Speaking instruction that promotes authentic communication, strategic test preparation and progressive oral proficiency development.

#### *Technology Acceptance Model*

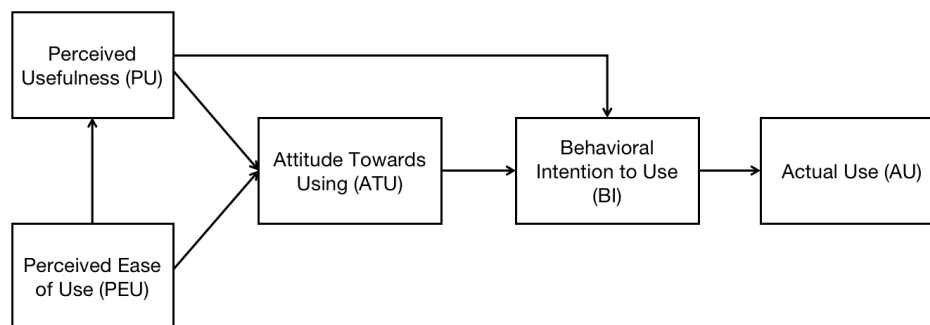
The Technology Acceptance Model (TAM) is characterized by its simplicity and strong predictive power, making it an ideal basic model for questionnaire design in the research of user acceptance of mobile social media platforms such as WeChat (Rondan-Cataluña et al., 2015; Susanto & Nuryana, 2025). The TAM model has been proved effective to develop a questionnaire to investigate the students' acceptance of Web 2.0 tools for English learning by Arshad et al. (2012). In addition, Comparative studies have demonstrated that in mobile application contexts, TAM significantly outperforms the Unified Theory of Acceptance and Use of Technology (UTAUT) in the explanatory power of behavioral intention (Susanto & Nuryana, 2025). Specifically, TAM's core constructs, perceived usefulness (PU) and perceived ease of use (PEU), almost universally exert a significant effect on behavioral intention, while only a subset of UTAUT's variables reach statistical significance, resulting in weaker overall predictive capacity compared to TAM (Susanto & Nuryana, 2025).

The Technology Acceptance Model (TAM) is the most widely known and used model for assessing user acceptance and use of new technology (Aljarrah et al., 2016). Developed based on Ajzen and Fishbein's Theory of Reasoned Action (TRA) (Abdullah, 2023), TAM adapts TRA's core logic for information technology acceptance research. Per TRA, behavioral intention, the primary direct determinant of actual behavior, is shaped by attitudes toward the behavior and relevant subjective norms; attitude is formed via weighted evaluations of the behavior's outcomes (Montaño, 2002).

TAM reframes TRA's behavioral outcomes into two core constructs (Davis, 1989): Perceived Usefulness (PU), the degree to which users believe a system enhances their job performance; and Perceived Ease of Use (PEU), the degree to which users believe system use is free of effort. In the context of this research, PU refers to the degree to which undergraduate students believe that using WeChat will enhance their IELTS Speaking learning outcomes and test performance. PEU refers to the degree to which students believe that using WeChat for IELTS Speaking instruction will be free of effort and technical barriers. PEU affects Attitudes Towards Using (ATU) and PU (Abdullah, 2023) and PU directly affects ATU and Behavioral Intention (BI) (Sayaf, 2022). ATU also directly affects BI, which reliably predicts Actual Use (AU), a relationship retained from TRA in TAM (Ramayah & Ignatius, 2005). Thus, PU and PEU are the fundamental dimensions for technology acceptance investigations. Figure 1 demonstrates the relationships among PU, PEU, ATU, BI, and AU. Based on this theoretical framework, the INAIS-WeAS Questionnaire was designed to measure these four interrelated constructs (PU, PEU, BI, and AU) among Chinese undergraduate IELTS test-takers.

### Figure 1

*Technology Acceptance Model (Davis, 1989)*



## METHODOLOGY

### *Research Design*

To fill the highlighted research gaps, the current study used a quantitative instrument development and validation strategy. This methodological approach was chosen for its unique suitability for the systematic construction and psychometric evaluation of context-specific measurement instruments. It allows researchers to provide descriptive statistics that describe the attitudes and demands of the target population in addition to evaluating the construct validity and reliability of a newly created questionnaire using exploratory factor analysis and internal consistency analysis. This design directly maps onto the study's objectives by providing both the methodological rigor required for instrument

validation and the empirical basis for understanding students' IELTS Speaking instructional needs and acceptance of WeChat as an instructional tool.

### Participants and Sampling

The sampling method used in this research is criterion sampling, a type of purposive sampling. There are four criteria to recruit participants. The first criterion is that all participants must be students enrolled in SFCE Programs. The second criterion is that participants' mother tongue must be Chinese. The third criterion is that all participants were born and educated in China. The fourth criterion is that all these students have had IELTS Speaking training. 50 students were recruited in accordance with the above criteria for this study.

Prior to participation, all respondents were provided with an information sheet outlining the purpose of the study, the voluntary nature of participation, and their right to withdraw at any time without penalty. Informed consent was obtained electronically before participants accessed the questionnaire via the WeChat Mini Program. No personally identifiable information was collected, and all responses were anonymised at the point of submission. The Data were utilized purely for academic research purposes and were maintained securely in password-protected files accessible only to the research team.

This study was also conducted in full compliance with institutional and international research ethics guidelines. Institutional ethical approval was obtained, confirming that the project adheres to the ICH Good Clinical Practice Guidelines, Malaysian Good Clinical Practice Guidelines, and the Declaration of Helsinki.

### Research Instruments

The instrument used in this research is a questionnaire titled "Instructional Needs Analysis of IELTS Speaking and WeChat Acceptance Survey as an Instructional Tool Questionnaire" (INAIS-WeAS Questionnaire), which is available in the appendix. Specifically, the design of the questionnaire's items drew on four key sources: the previously identified poor IELTS Speaking performance of Chinese test-takers, the three underlying factors contributing to this performance, official IELTS Speaking assessment criteria, WeChat's core functions, and the TAM. This questionnaire consists of three sections.

The first section focuses on collecting respondents' demographic profiles, their WeChat usage habits, and their preferred social media for use as an English learning tool. The second section focuses on identifying students' specific needs for IELTS Speaking instruction, including three core factors linked to low speaking performance: traditional teaching methods, psychological barriers, and insufficient oral English exposure. The third section investigates the acceptance of WeChat as an instructional tool for IELTS Speaking classes, covering two key aspects: first, students' prior experience of using WeChat for IELTS Speaking preparation; students' behavioural intention (BI) to use WeChat for instructional purposes, together with the core TAM predictors of this intention: perceived usefulness (PU) and perceived ease of use (PEU).

### Data Collection

The questionnaire is delivered by a WeChat Mini Program named "Wenjuanxing". All participants were required to read introductory instructions about the questionnaire before formally completing the survey. Clicking "Agree" confirms that respondents are participating in this survey voluntarily. With

the help of undergraduate counselors, the questionnaire was distributed to undergraduate students enrolled in SFCE programs at a key university in Beijing. This distribution method ensures the maximum coverage of the target population. Additionally, the first section of the questionnaire, which collects respondents' demographic and background information, facilitated the removal of responses from individuals who did not fit the four predetermined sampling criteria.

### Data Analysis

The questionnaire was assessed for reliability and validity using SPSSAU, an intelligent statistical analysis software. The reliability of the questionnaire was tested by Cronbach's alpha. The questionnaire is deemed to be reliable if the Cronbach's alpha is more than 0.7. The closer Cronbach's alpha is to 1, the greater the internal consistency reliability of the questionnaire.

Regarding validity analysis, the KMO test and Bartlett's test of sphericity were initially calculated to examine the adequacy of the gathered data for factor analysis. For data to be suitable for factor analysis, the data should meet the KMO test value larger than 0.7, and the p-value of Bartlett's test of sphericity should be less than 0.05. After that, the relationship between questionnaire items and their relevant constructs was examined using factor loadings by exploratory factor analysis (EFA). In general, a questionnaire item is deemed relevant if it has a factor loading value of more than 0.3.

## RESULTS

### **RQ 1: What are the reliability and validity of the questionnaire: Instructional Needs Analysis of IELTS Speaking and WeChat Acceptance Survey as an Instructional Tool Questionnaire?**

#### The Results of Reliability Analysis

**Table 1**

*Reliability Analysis for INAIS-WeAS Questionnaire*

Questionnaire components	Items	Sample	Cronbach's alpha
Section 2	11		0.897
Section 3 Part 1	5	50	0.948
Section 3 Part 2	12		0.973

To assess the internal consistency reliability of the INAIS-WeAS Questionnaire, Cronbach's alpha was calculated for each section. As presented in the table, Section 2 (comprising 11 items) achieved a Cronbach's alpha of 0.897; Section 3 Part 1 (with five items) reached 0.948; and Section 3 Part 2 (including 12 items) obtained 0.973, with a sample size of 50. All Cronbach's alpha values far exceeded the commonly accepted threshold of 0.7, indicating excellent internal consistency reliability across all sections of the questionnaire.

#### The Results of Validity Analysis

**Table 2**  
*KMO and Bartlett's Tests*

		KMO Value	0.796
Section 2	Bartlett's test of sphericity	Approx. $\chi^2$	400.452
		<i>df</i>	55
		<i>p</i> -value	0.000
		KMO Value	0.882
Section 3	Bartlett's test of sphericity	Approx. $\chi^2$	1187.492
		<i>df</i>	136
		<i>p</i> -value	0.000

Prior to factor analysis, KMO and Bartlett's tests were conducted to assess the suitability of the dataset for factor analysis. According to the table, the KMO values for Sections 2 and 3 are 0.796 and 0.882, respectively, both exceeding the recommended threshold of 0.7. This indicates adequate sampling adequacy for Section 2 and excellent sampling adequacy for Section 3. Concerning Bartlett's test of sphericity, the *p*-values for both Section 2 and Section 3 are 0.000 ( $p < 0.001$ ), which confirms significant inter-item correlations. Therefore, the dataset from these 50 samples is suitable for factor analysis.

Through Exploratory Factor Analysis, three underlying factors were identified on Section 2 (11 items) of the INAIS-WeAS Questionnaire. Three factors were retained, and the factor loadings and communality are reported below. Factor 1 is associated with a single underlying factor: limited exposure to spoken English. Factor 1 includes five items (S2Q7, S2Q8, S2Q9, S2Q10, and S2Q11) with factor loadings ranging from 0.832 to 0.864. Factor 2 is related to another underlying factor: traditional teaching methods in a large class. Factor 2 includes four items (S2Q1, S2Q2, S2Q3, and S2Q4) with factor loadings ranging from 0.683 to 0.867. Factor 3 is related to the underlying factor: psychological factors. Factor 3 includes two items (S2Q5 and S2Q6) with factor loadings of 0.788 and 0.820, respectively.

Communality is the proportion of variance in each item that is accounted for by the extracted factors. All items exhibited high communalities (range: 0.708 [S2Q4] to 0.865 [S2Q1]), indicating that the three factors collectively account for a substantial portion of variance in each item. This confirms that items converge well with the underlying constructs. The factor analysis results indicate that all items in Section 2 exhibit acceptable factor loadings for the expected dimensions. Thus, the validity of Section 2 of the questionnaire is confirmed.

**Table 3**

*Factor Analysis of Section 2 of the INAIS-WeAS Questionnaire*

Item Code	Item Content	Factor Loading			Communality
		Factor 1	Factor 2	Factor 3	
S2Q1	1. I feel that there is a shortage of interactive activities in the current IELTS Speaking classes, which leads to my low level of classroom engagement.	-0.005	0.867	0.338	0.865
S2Q2	2. I hope that the IELTS Speaking teacher can change the teaching methods and let me interact with classmates more to enhance my sense of in-class participation	0.253	0.853	0.154	0.816
S2Q3	3. I hope that more group discussion sessions can be designed in the IELTS Speaking class to increase the English practice opportunities	0.384	0.788	-0.005	0.768
S2Q4	4. I hope that I can also have language partners to practice speaking after class and get feedback from them.	0.490	0.683	0.042	0.708
S2Q5	5. I think IELTS Speaking is the most difficult part of the IELTS examination.	0.035	0.554	0.692	0.788
S2Q6	6. I always feel nervous and anxious when I need to speak English.	0.176	0.085	0.884	0.820
S2Q7	7. I think more practice in speaking can gradually relieve my anxiety about speaking English and make me more confident.	0.861	0.260	-0.024	0.810
S2Q8	8. I hope to listen to more English both in and out of class, so that I can enhance my listening skills and better understand the questions from the examiners.	0.832	0.245	0.081	0.758
S2Q9	9. I need to expand my vocabulary and phrases related to IELTS Speaking topics to better handle various IELTS topics and questions.	0.857	0.088	0.265	0.813
S2Q10	10. I hope to improve my pronunciation, fluency, as well as accent, intonation and stress in speaking.	0.864	0.101	0.244	0.816
S2Q11	11. I hope to have more exposure to and use of English, even after class.	0.844	0.283	-0.092	0.800

Exploratory factor analysis was also conducted on 17 items on Section 3 of the INAIS-WeAS Questionnaire. Two factors were identified and retained, and the factor loadings and communality are reported as follows. Factor 1 refers to perceptions and attitudes towards WeChat-Assisted IELTS Speaking Learning. Factor 1 includes 12 items (S3P2Q1–S3P2Q12, with most items showing higher loadings on Factor 1). Factor 2 refers to WeChat-Based IELTS Speaking Learning Behaviours. This factor comprises five items (S3P1Q1–S3P1Q5), all of which focus on specific behaviours associated with using WeChat to prepare for the IELTS Speaking test.

Communality serves as a gauge for the extent to which each item's variance is illuminated by the two extracted factors. Remarkably, all items displayed elevated communalities, with values spanning from 0.678 for S3P2Q7 to an impressive 0.897 for S3P2Q8. This suggests that the two factors together

unravel a significant share of the variance across all items, thereby affirming a robust alignment between the items and the underlying constructs they represent.

**Table 4**  
*Factor Analysis of Section 3 of the INAIS-WeAS Questionnaire*

Item Code	Item Content	Factor Loading		Communality
		Factor 1	Factor 2	
S3P1Q1	1. I practice my IELTS Speaking and writing skills by communicating with people in English on WeChat.	0.339	0.842	0.824
S3P1Q2	2. I use WeChat to watch English movies or videos to improve my IELTS listening and speaking.	0.300	0.886	0.874
S3P1Q3	3. I use WeChat to search additional written materials, such as spoken language corpus, to read or learn English for IELTS Speaking test preparation.	0.343	0.846	0.832
S3P1Q4	4. When I encounter problems or questions in IELTS Speaking test preparation, I use WeChat to seek help from my friends, classmates or teachers.	0.471	0.702	0.715
S3P1Q5	5. I use WeChat to search for samples of IELTS Speaking questions to examine how I have learned.	0.405	0.824	0.844
S3P2Q1	1. I think WeChat platform can be a good learning tool to assist English language learning.	0.602	0.652	0.787
S3P2Q2	2. WeChat is useful to share learning instructions and materials.	0.883	0.296	0.868
S3P2Q3	3. I think WeChat can be useful to build online learning groups to assist IELTS Speaking learning beyond the classroom.	0.826	0.271	0.755
S3P2Q4	4. I think English contents, such as videos and public accounts, on WeChat platform can improve my learning interests and increase my exposure time to English.	0.742	0.519	0.821
S3P2Q5	5. I think that using WeChat platform to assist English language learning can enhance my English language skills.	0.809	0.427	0.837
S3P2Q6	6. I think there are plenty of IELTS Speaking learning materials provided on WeChat platform.	0.702	0.608	0.863
S3P2Q7	7. I think WeChat platform provides a friendly user interface.	0.603	0.561	0.678
S3P2Q8	8. I agree that learning English language by WeChat is convenient, as I can learn English at any time and place.	0.776	0.543	0.897
S3P2Q9	9. It is easy and convenient to subscribe to public accounts and WeChat Channels on WeChat to help me learn English.	0.738	0.507	0.802
S3P2Q10	10. It is easy to use WeChat to establish online discussion group.	0.782	0.344	0.730

S3P2Q11	11. I intend to use WeChat to help me learn English in the future.	0.616	0.585	0.721
S3P2Q12	12. I intend to experience IELTS Speaking teaching assisted by WeChat.	0.809	0.321	0.757

The results of the factor analysis indicate that all items in Sections 2 and 3 exhibited factor loadings exceeding the 0.5 threshold, aligning well with their hypothesised dimensions. Collectively, the clear factor structure, satisfactory factor loadings, and high communalities for both sections provide evidence that Section 2 and Section 3 of the questionnaire exhibit satisfactory construct validity, as they effectively measure the intended underlying constructs.

## RQ 2: What are the Chinese undergraduates' IELTS Speaking instructional needs?

**Table 5**

*Descriptive Analysis of Section 2 of the INAIS-WeAS Questionnaire*

Items	Minimum	Maximum	Mean	Median	Standard Deviation
S2Q1	1.000	5.000	3.380	3.000	1.105
S2Q2	1.000	5.000	3.740	4.000	1.157
S2Q3	1.000	5.000	3.720	3.000	0.991
S2Q4	1.000	5.000	3.900	4.000	0.953
S2Q5	1.000	5.000	3.640	4.000	1.083
S2Q6	1.000	5.000	3.560	3.000	0.972
S2Q7	2.000	5.000	4.080	4.000	0.900
S2Q8	3.000	5.000	4.020	4.000	0.820
S2Q9	3.000	5.000	4.120	4.000	0.799
S2Q10	3.000	5.000	4.320	5.000	0.844
S2Q11	3.000	5.000	4.100	4.000	0.839

The results of descriptive statistics for Section 2 of the INAIS-WeAS Questionnaire in Table 5 reflect Chinese undergraduate students' instructional needs for IELTS Speaking. All items were rated on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). The findings of the EFA indicated that the 11 items were classified into three separate factors reflecting students' needs: Limited Oral English Exposure, Limitations of Traditional Teaching Methods, and Psychological Barriers.

Results for items S2Q7–S2Q11 represent students' perceived need for increased English language exposure and practice opportunities, corresponding to the factor: limited exposure to spoken English. It was the highest-rated factor overall, with all items achieving mean scores above 4.000, indicating near-universal agreement among participants. Notably, this factor also exhibited the most consistent response patterns:

Minimum scores ranged from 2.000 (S2Q7) to 3.000 (S2Q8–S2Q11), meaning no participant strongly disagreed with any of these items. Mean scores ranged from 4.020 to 4.320, with the highest mean observed for S2Q10 (M=4.320, Median=5.000), which measures the need to improve pronunciation, fluency, intonation, accent and stress. Standard deviations were the smallest across all factors, ranging from 0.799 to 0.900, indicating highly consistent perceptions among students.

Results for items S2Q1–S2Q4 represent students' dissatisfaction with current teacher-centered IELTS Speaking instruction, corresponding to the factor: traditional teaching methods in a large class. The

overall mean scores are moderate, ranging from 3.380 to 3.900. All items had a minimum score of 1.000, indicating some participants did not perceive limitations in traditional teaching methods. The highest mean was recorded for S2Q4 (M=3.900, Median=4.000), which reflects the need for after-class language partners and feedback. The lowest mean was observed for S2Q1 (M=3.380, Median=3.000), which measures dissatisfaction with the lack of interactive activities in class. Standard deviations ranged from 0.953 to 1.157, indicating greater variability in students' experiences with traditional teaching methods.

Results for items S2Q5-S2Q6 represents the psychological challenges students face when preparing for IELTS Speaking. The mean scores are also moderate, ranging from 3.560 to 3.640. Both items had a minimum score of 1.000, indicating individual differences in the experience of psychological barriers. S2Q5 (M=3.640, Median=4.000) measures the perception that IELTS Speaking is the most difficult part of the exam. S2Q6 (M=3.560, Median=3.000) measures anxiety when speaking English. Standard deviations were 1.083 and 0.972 respectively, indicating moderate consistency in responses.

### **RQ 3: To what extent do Chinese undergraduates accept WeChat as a WeCWI-enabled instructional tool?**

**Table 6**

*Descriptive analysis of Section 3 of the INAIS-WeAS Questionnaire*

Items	Minimum	Maximum	Mean	Standard Deviation	Median
S3P1Q1	1.000	5.000	3.340	1.136	3.000
S3P1Q2	1.000	5.000	3.560	1.091	4.000
S3P1Q3	1.000	5.000	3.460	1.164	3.000
S3P1Q4	1.000	5.000	3.660	1.081	3.000
S3P1Q5	1.000	5.000	3.340	1.189	3.000
S3P2Q1	1.000	5.000	3.640	1.005	3.500
S3P2Q2	1.000	5.000	3.760	1.080	4.000
S3P2Q3	1.000	5.000	3.820	1.024	4.000
S3P2Q4	1.000	5.000	3.520	1.147	3.000
S3P2Q5	1.000	5.000	3.600	1.069	3.000
S3P2Q6	1.000	5.000	3.540	1.110	3.000
S3P2Q7	1.000	5.000	3.720	1.089	4.000
S3P2Q8	1.000	5.000	3.560	1.033	3.000
S3P2Q9	1.000	5.000	3.460	1.110	3.000
S3P2Q10	1.000	5.000	3.820	1.063	4.000
S3P2Q11	1.000	5.000	3.520	0.995	3.000
S3P2Q12	1.000	5.000	3.660	0.939	3.000

Table 6 displays the descriptive statistics for Section 3 of the INAIS-WeAS Questionnaire, which was established based on the Technology Acceptance Model (TAM) to measure students' acceptance of WeChat as an IELTS Speaking instructional tool. All items were assessed on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). The minimum and highest scores were 1.000 and 5.000 respectively, so the responses for all items spanned the whole range of the scale. Overall, the participants had a moderate to high acceptance of WeChat for IELTS Speaking training, with item means ranging from 3.340 to 3.820. The results are shown below according to the four key TAM constructs.

Actual Use Behaviour (items S3P1Q1 to S3P1Q5) aims to capture the actual use of WeChat by participants for English and IELTS learning activities. In this design the lowest means were found for items S3P1Q1 and S3P1Q5 (both  $M=3.340$ ). The highest mean was found for item S3P1Q4 ( $M=3.660$ ). The standard deviations for this construct varied from 1.081 to 1.189 and the greatest dispersion was reported for item S3P1Q5 ( $SD=1.189$ ), which indicates higher variability in the participants' responses to this item.

Perceived Usefulness (items S3P2Q1-S3P2Q6) is defined as the extent to which participants feel that WeChat can improve their IELTS Speaking learning. This construct obtained the highest overall mean scores among Section 3 ranging from 3.540 to 3.820. The greatest means were for the items S3P2Q3 and S3P2Q10 (both  $M=3.820$ ) whereas the lowest mean was for item S3P2Q6 ( $M=3.540$ ). Standard deviations were quite low (0.995–1.110), indicating consistent opinions of WeChat's utility among participants.

Perceived Ease of Use (items S3P2Q7–S3P2Q10) refers to participants' perceptions of how easy it is to use WeChat for learning. The mean scores for this construct were from 3.460 to 3.720. The greatest mean was obtained for item S3P2Q7 ( $M=3.720$ ) and the lowest mean was obtained for item S3P2Q9 ( $M=3.460$ ). The standard deviations were between 1.033 and 1.110, showing a moderate level of consistency in the replies.

Behavioural intention to use (items S3P2Q11–S3P2Q12) assessed participants' intention to use WeChat for IELTS Speaking learning in the future. The mean score for item S3P2Q11 was 3.520 and for item S3P2Q12 was 3.660. It is important to note that item S3P2Q12 had the least standard deviation ( $SD=0.939$ ) across all items in Section 3, which shows the most uniform replies from participants.

The median values followed the same general pattern as the mean scores. Items that had lower means tended to have a median of 3.000, while Items that had higher means tended to have a median of 4.000. The only item that differed was S3P2Q1, with a median of 3.500. In summary, actual use of WeChat for activities related to IELTS Speaking by the participants is relatively low; however, perceived usefulness and perceived ease of use are positive, and intention to use WeChat-assisted IELTS Speaking instruction in the future is clear.

## DISCUSSION

This study systematically addresses the three core research questions based on data collected from 50 undergraduates in Sino-foreign Cooperative Education (SFCE) programs via the self-developed INAIS-WeAS Questionnaire. The key findings are summarised as follows: First, the INAIS-WeAS Questionnaire demonstrates excellent internal consistency and satisfactory construct validity, with sound overall psychometric properties that support its application in subsequent larger-scale studies. Second, the IELTS Speaking instructional needs of the participants present a hierarchical structure: the core and most consistent demands focus on increased oral English exposure and practice opportunities, after-class peer interaction, and refinement of micro-skills such as pronunciation, while there is also a moderate and universal need for interactive optimisation of traditional teaching modes and mitigation of speaking anxiety. Third, participants show a pattern of moderately positive perceptions and attitudes, yet tentative usage intention towards WeChat as a WeCWI-enabled instructional tool for IELTS Speaking, with a clear value-intention gap. The core constraint of

sustained usage intention may lie in the cost of curating and accessing IELTS-specific learning content on the platform.

### *Psychometric Properties of the INAIS-WeAS Questionnaire*

This study developed and validated a specialised instrument to fill the research gap that no existing questionnaire integrates the assessment of Chinese undergraduates' IELTS Speaking instructional needs and their acceptance of WeChat as an English instructional tool. The reliability analysis results show that Cronbach's alpha coefficients of all sections of the questionnaire far exceed the widely accepted threshold of 0.7 (Singh, 2017). This indicates that the items have excellent internal consistency, and can stably and reliably measure the two core constructs of the study: IELTS Speaking instructional needs and WeChat acceptance for instructional use. This result is consistent with the psychometric standards of similar questionnaire development studies in language education (Suo et al., 2025b), verifying the rationality of the item design and minimising measurement error.

For construct validity, the KMO values of Section 2 and Section 3 are 0.796 and 0.882 respectively, with both Bartlett's tests reaching significance ( $p < 0.001$ ). These results meet the preconditions for factor analysis, confirming that the dataset is suitable for Exploratory Factor Analysis (EFA). The factor structure extracted via EFA is highly consistent with the hypothesised theoretical dimensions. The three factors extracted from Section 2 (traditional teaching methods, psychological factors, and limited exposure to oral English) fully align with the three underlying factors affecting Chinese EFL learners' IELTS Speaking performance identified in existing literature (e.g., Hou & Ma, 2020; Karlsson, 2020; Li et al., 2023).

The two factors extracted from Section 3 (usage behaviours, perceptions and attitudes) are also consistent with the core logic of the TAM (Davis, 1989). Factor 2, corresponding to Section 3 Part 1, measures the actual behaviour of using WeChat for IELTS Speaking test preparation (the core outcome variable in the TAM framework). Factor 1, corresponding to Section 3 Part 2, measures the related perceptions and attitudes, including the core TAM constructs of perceived usefulness (PU), perceived ease of use (PEU), and behavioural intention, which are the established predictors of actual technology use behaviour. This two-factor structure aligns perfectly with the hypothesised theoretical dimensions of the questionnaire, providing robust evidence for its construct validity.

The cross-loadings observed in a small number of items reflect the natural interconnection of constructs in the language learning context. For example, the demand for after-class language partners (S2Q4) is both a supplement to the lack of in-class interaction in traditional teaching and a direct response to the core pain point of limited oral exposure. Such theory-consistent cross-loadings are common and justifiable in educational and psychometric research, as the interpretation of factor loadings must be guided by the underlying theoretical framework and conceptual meaningfulness of the constructs, rather than statistical thresholds alone (Tavakol & Wetzel, 2020). Only S3P2Q1 shows a slight deviation in factor attribution, which can be addressed in subsequent studies by optimising item wording to separate perceptual evaluation from behavioural description, further improving the construct validity of the questionnaire. Overall, the INAIS-WeAS Questionnaire developed in this study provides a reliable and targeted measurement tool for future research in this understudied field.

### *IELTS Speaking Instructional Needs of Chinese Undergraduates*

The results of this study further validate the existing findings on Chinese EFL learners' IELTS Speaking learning pain points, while clarifying the hierarchical instructional needs of undergraduates in the SFCE context. First, participants' agreement ratings on items related to oral exposure, pronunciation improvement, and vocabulary expansion all exceed 4.0 with small standard deviations, indicating that these are the most core and consistent instructional demands of the sample. This is highly consistent with the conclusion of Gu (2016) and Liu (2023) that Chinese EFL learners generally suffer from a severe lack of oral practice opportunities and insufficient listening and speaking input in the EFL learning environment.

Different from previous studies focusing on general EFL speaking, this study is the first to verify a sequential, chained demand logic specific to the IELTS Speaking context: the lack of interactive oral output opportunities in traditional teacher-centred teaching models (Hou & Ma, 2020; Li et al., 2023) directly drives students' strong demand for supplementary after-class speaking practice, while the chronic insufficient exposure to spoken English (from both in-class and after-class settings) ultimately leads to learners' heightened perceptions of IELTS Speaking difficulty and increased speaking anxiety. This finding explains why participants show a near 4.0 agreement and high consistency on the demand for after-class language partners (S2Q4), because after-class speaking practice is the core path to fill the gap of in-class oral practice and alleviate speaking anxiety.

Second, participants show a moderate and prevailing demand for the optimisation of traditional teaching modes and the alleviation of speaking anxiety, which is consistent with the findings of Kong (2024) and Karlsson (2020) that Chinese undergraduates generally experience English speaking anxiety and have a clear demand for reforming the traditional teacher-centred mode that deprioritises speaking practice. It is worth noting that participants' demand for in-class group discussions shows large individual differences, which indicates that a one-size-fits-all interactive mode should be avoided in instructional design. Instead, teachers should provide optional oral practice forms to accommodate the interaction preferences and anxiety levels of different learners. Overall, the instructional needs identified in this study provide accurate empirical evidence for the subsequent WeCWI-enabled WeChat Application design for IELTS Speaking classes, avoiding the mismatch between technology integration and students' actual needs.

#### *Students' Acceptance of WeChat as a WeCWI-Enabled Instructional Tool*

Grounded in the core framework of TAM, this study explores participants' acceptance of WeChat as a WeCWI-enabled instructional tool for IELTS Speaking, broadening the application scope of TAM in the teaching context of high-stakes language proficiency tests. The study finds that participants give the highest ratings of perceived usefulness to WeChat's structured interactive functions (learning group establishment, resource sharing), which is consistent with the conclusion of Cheng & Dong (2017) and Shi et al. (2017) that WeChat has the advantages of strong interactivity via WeChat group and convenient resource dissemination in EFL teaching, verifying the core value of WeChat as an instructional tool.

Meanwhile, participants give high ratings to items related to WeChat's basic interactive functions (user-friendly interface, group chat establishment) in the perceived ease of use (PEU) dimension, but lower ratings to items related to the acquisition and curation of IELTS-specific content. Specifically, the high PEU associated with WeChat's core basic functions directly lowers learners' operational barriers to adopting the tool, which in turn shapes their positive attitudes towards WeChat-assisted IELTS Speaking learning. In contrast, the low PEU ratings for IELTS-specific content functions reveal

that learners' perceived value of the tool (i.e., PU) is directly constrained by the difficulty of accessing and curating targeted, test-specific learning content. This dual pattern of results fully aligns with the core logic of the TAM framework: perceived ease of use not only exerts a direct effect on users' usage attitudes, but also shapes behavioural intention through the mediating role of perceived usefulness (Abdullah, 2023).

A key finding of this study is the value-intention gap among the participants: although they generally recognise the instructional value of WeChat, their long-term usage intention is only at a moderate level. This result differs from the conclusion of Wang (2017) that WeChat has a high acceptance rate in general EFL teaching. The core reason for this difference is that IELTS Speaking teaching has extremely high requirements for specific, accurate, and systematic learning content, while the generalised content ecosystem of WeChat increases learners' content curation costs, thereby weakening their willingness for long-term use. This might also explain why some students report difficulty adapting to WeChat-based learning modes in existing studies (Huang et al., 2023; Li et al., 2021). In addition, participants' existing experience of using WeChat for IELTS Speaking preparation is at a moderate level with large individual differences, which indicates that clear guidance on tool usage should be provided to students in subsequent instructional design to lower the learning threshold, so as to give full play to the instructional potential of WeChat. Overall, this study fills the research gap that few previous studies have focused on the application and acceptance of WeChat in the IELTS Speaking teaching context, and provides empirical evidence for the integration of the WeCWI framework and the WeChat ecosystem.

## CONCLUSION

This study examines the reliability and validity of the INAIS-WeAS Questionnaire, addressing the lack of a specific instrument targeting Chinese undergraduates' IELTS Speaking instructional needs and their acceptance for WeChat as an IELTS Speaking instructional tool. Statistical analysis results indicate that the questionnaire exhibits excellent internal consistency and satisfactory construct validity. Regarding students' instructional needs, the study revealed varying levels of demand across three underlying factors, particularly in changing traditional teaching methods to enhance interactivity and in increasing students' exposure to spoken English. Regarding acceptance of WeChat, students demonstrated a moderate willingness to use it as an IELTS Speaking instructional tool.

To enhance this acceptance, instructors may need to provide more accurate, high-quality IELTS Speaking learning content on WeChat, thereby reducing students' friction in curating specialised content. The results of this research are meaningful for IELTS Speaking instructors: they clarify both teaching priorities and strategies for integrating WeChat into instruction. Despite these strengths, the study has limitations. While the questionnaire exhibits good reliability and validity, it exhibits cross-loading among some items; more appropriate wording for these items should be considered. Additionally, this study used a small sample. To enhance the generalisability of these findings, future research should employ this questionnaire in a larger-scale sample.

## DECLARATION

During the preparation of this work, the authors used Doubao in order to improve readability and language. After using this tool, the authors reviewed and edited the content as needed and take full responsibility for the content of the publication.

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## APPENDIX

### 雅思口语教学需求分析与微信作为教学工具接受度调查问卷

Instructional Needs Analysis of IELTS Speaking and WeChat Acceptance Survey as an Instructional Tool Questionnaire (INAIS-WeAS Questionnaire)

您好，首先非常感谢您接受本次问卷调查!我们正在开展一项关于中外合作办学在读生雅思口语需求分析的调查研究，本调查旨在更全面地分析中外合作办学在读学生对雅思口语的学习需求及微信辅助雅思口语学习的需求。为了提高雅思口语课的教学质量和课堂教学效果，诚请各位同学抽出时间填写以下问卷。问卷中包含的所有题目没有对错之分，请根据自己的真实情况和具体学习需求填写您的真实想法，这将会对雅思口语教学的改进提供重要的依据。所得的结果仅用作相关课题研究，不会泄露任何个人信息。对于您的配合，我再次表示衷心的感谢。

Hello! First of all, thank you very much for taking the time to fill out this questionnaire! I am currently conducting a survey on the IELTS speaking needs of students enrolled in Chinese - foreign cooperative education programs. This survey aims to identify the undergraduate students' needs for IELTS speaking teaching and learning, as well as their attitudes towards using WeChat as an instructional tool for IELTS speaking. To enhance the effectiveness of IELTS speaking instruction and students' performance, I sincerely hope that each of you can spare some time to complete the following questionnaire.

All the items in the questionnaire have no right or wrong answers. Please fill in according to your true thoughts, actual situations, and learning needs. The results obtained will only be used for relevant research topics and no personal information will be disclosed. Once again, I sincerely appreciate your cooperation.

### Section 1 基本信息, 微信使用习惯及社交媒体偏好 (Respondent Profile, WeChat Usage Habits, and Social Media Preferences)

#### 1. 性别 (Gender)

A. 男 (Male) B. 女 (Female)

#### 2. 年龄 (age)

A. 18 以下 (under 18) B. 18-22 C. 22 以上 (above 22)

#### 3. 年级 (Grade)

A. 大一 (Freshman) B. 大二 (Sophomore) C. 大三 (Junior)

#### 4. 教育背景 (Educational Background)

A. 普通高中 (Ordinary high school) B. 国际高中 (International high school) C. 中等职业学校 (Secondary vocational School) D. 其他 (others)

## 5. 母语 (Mother Tongue)

- A. 中文 (Chinese) B. 其他 (others)

## 6. 学习的第二语言 (The second language I learned)

- A. 英语 (English) B. 日语 (Japanese) C. 俄语 (Russian) D. 其他 (others)

## 7. 现阶段英语水平 (请填写出具体的分数)

Current English Proficiency (Please fill in the specific score)

雅思 (IELTS)

托福 (TOEFL)

多邻国 (Duolingo)

PTE

CET-4

CET-6

高考英语 (Gaokao English score)

其他 (others)

## 8. 我学习雅思口语是为了出国学习 (I learn IELTS speaking for studying abroad.)

是 (Yes)

否 (No)

## 9. 我的雅思口语尚不能满足海外院校的要求 (My IELTS speaking skills still can't meet the admission requirements of overseas institutions.)

是 (Yes)

否 (No)

## 10. 使用微信相隔的时间 (单选) The frequency of using WeChat? (Choose only one answer)

A. 5-10 分钟 (5-10 minutes)

B. 15-30 分钟 (15-30 minutes)

C. 30-60 分钟 (30-60 minutes)

D. 一到两小时 (one to two hours)

E. 半天 (half a day)

F. 其他 (others)

## 11. 使用微信学习英语的频率 (单选) Frequency of Using WeChat to study English (Choose only one answer)

A. 每小时 (Every hour)

B. 每天 (Everyday)

C. 每个星期 (Every Week)

D. 几乎没有 (Hardly ever)

E. 从不 (Never)

## 12. 以下哪款软件你认为最适合作为英语教学工具 (Which social media application do you think it is best to be used as an English instructional tool?)

A. 微信 (WeChat)

B. QQ

C. 新浪微博 (Weibo)

- D. 小红书 (Xiaohongshu)
- E. 抖音 (Douyin)
- F. 其他 (others)

## Section 2 雅思口语学习需求分析 (The needs analysis of IELTS speaking instruction)

1. 我认为目前雅思口语课的互动活动不足，导致我的课堂参与感不高。(I feel that there is a shortage of interactive activities in the current IELTS speaking classes, which leads to my low level of classroom engagement.)
2. 我希望雅思口语老师可以改变教学方法，更多地让我有机会与同学互动，提升我的课堂参与感 (I hope that the IELTS speaking teacher can change the teaching methods and let me interact with classmates more to enhance my sense of in-class participation)
3. 我希望在雅思口语课上能设计更多小组讨论环节，以增加英语对练的机会 (I hope that more group discussion sessions can be designed in the IELTS speaking class to increase the English practice opportunities)
4. 我希望课下也能够有语伴练习口语，并且可以获得反馈 (I hope that I can also have language partners to practice speaking after class and get feedback from them.)
5. 我认为雅思口语是雅思考试当中最难的一项 (I think IELTS speaking is the most difficult part of the IELTS examination.)
6. 我总是感到紧张和焦虑，当我需要说英语的时候 (I always feel nervous and anxious when I need to speak English.)
7. 我认为更多的练习口语可以逐渐消除我的英语口语焦虑，让我变得更自信 (I think more practice in speaking can gradually relieve my anxiety about speaking English and make me more confident.)
8. 我希望课上及课外可以多听到英语，从而能够提高听力水平以更好地理解考官的问题 (I hope to listen to more English both in and out of class, so that I can enhance my listening skills and better understand the questions from the examiners.)
9. 我需要更多地学习雅思口语话题相关的词汇短语以更好地应对各种雅思问题 (I need to expand my vocabulary and phrases related to IELTS speaking topics to better handle various IELTS topics and questions.)
10. 我希望提升我口语的发音，流利度以及口音，语调和重音 (I hope to improve my pronunciation, fluency, as well as accent, intonation and stress in speaking.)
11. 我希望能更多的接触及使用英语，即便是在课下 (I hope to have more exposure to and use of English, even after class.)

## Section 3 微信用于雅思口语教学的潜力分析 (The application of WeChat as an instructional tool for IELTS speaking)

### Part 1: 微信用于雅思口语备考的经历 (The experience of using WeChat for IELTS speaking test preparation)

1. 我通过在微信上用英语与人交流的方式练习我的雅思口语和写作技能 (I practice my IELTS speaking and writing skills by communicating with people in English on WeChat.)
2. 我使用微信观看英语电影或视频为了提高我的雅思听力和口语。(I use WeChat to watch English movies or videos to improve my IELTS listening and speaking.)

3. 我使用微信搜索额外的书面材料来阅读或学习英语，如口语语料等为了雅思口语备考。(I use WeChat to search additional written materials, such as spoken language corpus, to read or learn English for IELTS speaking test preparation.)
4. 当我在雅思口语备考中遇到问题时，我使用微信向朋友、同学或老师寻求帮助。(When I encounter problems or questions in IELTS speaking test preparation, I use WeChat to seek help from my friends, classmates or teachers.)
5. 我使用微信搜索雅思口语题目来检验我的学习成果。(I use WeChat to search for samples of IELTS speaking questions to examine how I have learned.)

**Part 2: 学生对于微信作为英语学习工具的认知与态度 (The perceptions and attitudes of the students towards WeChat as an English learning tool)**

1. 我认为微信平台可以成为辅助英语学习的良好学习工具。(I think WeChat platform can be a good learning tool to assist English language learning.)
2. 微信对于分享学习指导和学习材料很有用。(WeChat is useful to share learning instructions and materials.)
3. 我认为微信可用于建立在线学习群组，以辅助雅思口语的课外学习。(I think WeChat can be useful to build online learning groups to assist IELTS speaking learning beyond the classroom.)
4. 我认为微信上的音频，公众号等英语学习内容可以提升我的学习兴趣，并能提高我接触英语的时间。(I think English contents, such as videos and public accounts, on WeChat platform can improve my learning interests and increase my exposure time to English.)
5. 我认为使用微信平台辅助英语学习能提高我的英语语言技能。(I think that using WeChat platform to assist English language learning can enhance my English language skills.)
6. 我认为微信平台上可以找到很多雅思口语学习材料。(I think there are plenty of IELTS speaking learning materials provided on WeChat platform.)
7. 我认为微信平台提供了友好的用户界面。(I think WeChat platform provides a friendly user interface.)
8. 我认同通过微信学习英语很方便，因为我可以随时随地学习英语。(I agree that learning English language by WeChat is convenient, as I can learn English at any time and place.)
9. 在微信上订阅公众号和视频号来帮助我学习英语既简单又方便。(It is easy and convenient to subscribe to public accounts and WeChat Channels on WeChat to help me learn English.)
10. 使用微信建立在线讨论群组很容易。(It is easy to use WeChat to establish online discussion group.)
11. 我打算在未来使用微信来帮助我学习英语。(I intend to use WeChat to help me learn English in the future.)
12. 我打算体验微信辅助的雅思口语教学。(I intend to experience IELTS speaking teaching assisted by WeChat.)