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**The Impact of Willingness to Communicate on EFL Learners'
Speaking Ability Inside Classroom :**

The Case of Second Year LMD Students of English at
Biskra University.

Research Proposal submitted in partial fulfillment of the requirements for

Master degree in Sciences of Language

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال الله تعالى :

﴿ يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا
الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴾ (١١)

سورة المجادلة

Dedication

In the name of Allah, most merciful, most gracious

All the praise goes to Allah for giving me health, patience, and strength to continue this work.

To my parents who love, encourage, and faith in me

To my beloved sisters and brothers

To the soul of my aunt who was as a second mother

To my closest friends for their support and encouragement

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All the praise goes to Allah for his generous blessings, without which I would not have completed this work.

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Abstract

The primary objective of learning a foreign language is to be able to use it appropriately in true circumstances. Learners are highly motivated to study English for many purposes such as becoming fluent speakers, studying abroad, increasing job opportunities, and to travel. However, there is a prevailing phenomenon of the silent majority in the classroom as compared to the speaking minority. This research therefore intended to examine the degree to which the ability of EFL learners to talk is influenced by their willingness to communicate. In addition, it seeks to describe and evaluate the internal and external variables behind learners' reticence to speak in real classroom context, it sheds lights on the effective role of teacher in increasing learner's willingness to communicate during the learning process .For that, a case study research was conducted in which a sample of 46 second year LMD students, and 07 oral expression teachers of English department at Biskra university. The students' questionnaire and the teachers' interview are the main data collection tools used to serve the present investigation. The review of the results revealed the important correlation between the ability of students to interact and their success at communicating. Lastly, the study is concluded by some pedagogical guidelines for EFL learners and teachers to raise consciousness of the idea of willingness to communicate and show them its effective role in developing the speaking skill.

Key Word: Willingness to Communicate, Foreign Language, EFL Learners, Speaking Skill

List of Abbreviations and Symbols

CA: Communication Apprehension

ELT: English Language Teaching

FL: Foreign Language

L1: First Language

L2: Second Language

LMD: License Master Doctorate

Q: Question

SLA: Second Language Acquisition

SPCC: Self-Perceived Communication Competence

WTC: Willingness to Communicate

?: percentage

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General Introduction

Among world's languages, English has considered as a dominant language for communication and because of its global spread, it was used as lingua franca. Being able to speak English effectively and fluently is the main goal of EFL Students. EFL teaching and learning is becoming an important and highly task doer. Among the most needed skills such as reading, writing and listening; speaking deserves more attention and interest for EFL learners at the university level. EFL Students use the target language for many purposes; one of these main purposes is to communicate inside classroom. Having an efficient performance in speaking will definitely help the learners in their academic success. One of the main factors that affect strongly the performance of learners in speaking is the willingness to communicate.

The primary purpose of teaching and learning a target language is to make learners able to communicate accurately and comfortably .In EFL classrooms when the teacher wants to know and provide the learners with many opportunities to perform and practice the target language , some of them speak up and express themselves freely , while the others prefer to keep silent even when they can speak with a high linguistic competencies .Thus, students in classroom face an essential factor that affects their speaking skill which is unwillingness to communicate. Due to many internal and external factors that forbid learners from speaking. As a consequence, Macintyre, Clément, Dornyei and Noels (1987) have introduced a recent idea called language learners 'willingness to communicate. The concept of willingness to communicate originated in the area of native/first language communication. However, there was a shift in the research interest of willingness to communicate from the source language to the target language communication domains. Making students able to communicate effectively and fluently was the main goal of teaching and learning a foreign language

A large number of studies and research publications admit the influence of willingness to communicate on the performance of EFL learners' speaking ability. An overview of some of these studies is appeared here.

The willingness to communicate is a recent notion that appears after the endeavors of Burgoon (1976) on the concept of the "unwillingness to communicate" and described this predisposition as a "chronic tendency to avoid and/or devalue oral communication". And the study (research) of Mortensen, Anrstone and Lusting (1977) on predisposition toward verbal behavior, they argue that "the more global features of speech tend to be consistent from one class of social situations to another". They also suggest that there is a characteristic predisposition to say a given amount and that such as a predisposition operates within the constraints of individual situation. And the one of McCroskey and Richmond (1982) on shyness, they defined it as "the tendency to be timid, reserved, and most especially talk less". In addition, Macintyre, Bahin, and Clément (1999) said that the willingness to communicate in L1 holds both the personality and the situation that may totally vary from person to person, and from situation to situation. The studies conducted by Yashima et al (2004), McCroskey (1997), Wen and Clément (2003) have investigated the relationship that existed between the learners willingness to communicate and many effective variables such as: attitude, language anxiety, gender, motivation, ect. According to Alemi et al. (2011) learners who are able to communicate and get high degree in the proficiency tests are more willing to initiate communication than the others who are unwilling to speak up and realize high scores.

Pashnforoosh (2011) in EFL Iranian classrooms attempts to seek the relationship between students' willingness to communicate, language anxiety, and language proficiency. He found a relationship between all of them.

The main questions explored in the study include the following:

- 1- How can teachers increase or decrease the learners' willingness to communicate?
- 2- How can the learners' speaking ability be affected by their willingness to communicate?

Based on the above questions, the following hypothesis is formulated:

1. If we raise Second Year LMD Students' Willingness to communicate and link it to the help of the teachers' behavior and methods, then they would speak better.

The students' hesitance to engage in the classroom oral performance is a very common problem faced by many language teachers, so through the present study at the English department of Biskra University, we aim at investigating the impact of willingness to communicate on EFL learners' speaking ability. Moreover, we will shed the light on the influential factors behind the students' reluctance from speaking in the classes, and then to suggest some pedagogical recommendations that may help in increasing the students' willingness to communicate and raise their speaking ability.

This study is important in the contribution to a better understanding of what is willingness to communicate and its role in the development and achievement of speaking skill, and provides EFL teachers and learners with useful recommendations that may help in increasing learners' willingness to communicate and then improve the speaking performance inside the classroom.

This study will be conducted at the English department of Biskra University, in which a sample of 46 students will be taken randomly from the population of Second Year LMD Students and teachers of oral expressions of the same level. A questionnaire for the

students and an interview for the teachers are going to be the main data tools used inside the classroom.

In order to accomplish the objectives of the dissertation, this study will be divided into two main chapters, one chapter for the theoretical part which devoted into two sections and chapter two for the field work, in addition to a general introduction and general conclusion. The first chapter(section one) presents a general overview about the speaking skill: definition, types, components of speaking, some methods of teaching the speaking, the difficulties that experienced by EFL learners when speaking inside classroom, and the different roles of the teacher to defeat these difficulties. Section two deals with the appearance of the willingness to communicate construct, the willingness to communicate in L1 and L2 communication, it also attempts to present the different factors influencing EFL learners' willingness to communicate, then the relationship between speaking skill and the willingness to communicate. Finally, chapter two (field work) will be concerned with the description of the sample population, the research methods used in this study, and the analysis of the obtained findings. Moreover, it will supply some solutions for EFL learners and teachers in order to develop the students' speaking skill through improving their willingness to communicate in the classroom.

CHAPTER ONE: THE THEORETICAL PART

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An Overview of Speaking Skill

Introduction

Speaking is considered as an important skill among reading, writing, and listening skills in the area of teaching and learning a foreign language. Ur in her book ‘A course in language teaching’ indicates that:

” (...) of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing; and many if not most foreign languages learners are primarily interested in learning to speak”. (1996, p. 120)

By means of this ability one can express his own thoughts, feelings, and ideas and communicate appropriately with others, but teachers of EFL can have the same view that there are some students who have the willingness to communicate, while others avoid speaking inside classroom which means that they are unwilling to speak the target language.

This chapter is concerned with the speaking process; it pays attention to describe and focus on the concept of speaking and its components, types of classroom participation and teaching the speaking ability. Also, it deals with the different language teaching methods which were arranged to help EFL learners to communicate appropriately among them, communicative competence and its components. It also sheds lights on the factors that influence the speaking skill in the classroom.

1.1. Overview of Speaking

It seems fascinating to have a good idea, but to have the capacity to pass this idea properly is much more relevant. Speaking is a key process in conversation, it helps to

think, to shape, and organize words and thoughts in our minds that we interact with each other within the classroom.

Speaking is known to be the primary method used by students and teachers to achieve some goals such as expressing ideas and thoughts, exchange opinions. As a matter of facts speaking seems intuitively the most essential language skill to be used.

1.2. Definition of speaking

According to Chaney (1998, p.13) “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.” speaking is an essential ability in conversation; it has a lot to do with creating and transferring meaning whether by using verbal (words) or non-verbal symbols (gestures) in various contexts to express the meaning. Speaking is defined as an interactive procedure of creating meaning that involves production, reception and processing information, its structure and meaning are dependent on the situation in which it occurs.(Burns &Joyce, 1997).

For the aim of communicating effectively in FL, learners have to master well the speaking skill. Also, speaking is the ability to convey, interact and properly communicate in any given context by using various aspects of language such as: grammar, pronunciation and vocabulary controlled by the appropriate rules of spoken language. Moreover, speaking is one of the essential elements of the interaction process by which an individual mutually takes the roles of a speaker and listener to communicate information, thoughts and ideas and express their feelings and emotions to each other by means of the use of oral language Thus, to be a good communicator, the speaker has to deliver a clear meaning to avoid misunderstanding and help the listener to grasp the required meaning.

1.3. Components of speaking

In order to be a good communicator, speaking is a creative skill that demands the mastery of its components. For that reason, Syakur (2007, p.4) states: Grammar Comprehension, vocabulary, fluency and pronunciation as the fundamentals of the speaking skill.

1.3.1. Grammar

Grammar refers to the collection of rules that permits us to combine words in our language into larger units, (Greenbaum& Nelson, 2002, p.1). In addition, Grammar then is the corner stone which the learners need to construct and create a meaningful form of spoken and written utterances and sentences.

1.3.2. Comprehension

Comprehension is one's ability to understand process the different aspects of discourse in order to provide relevant messages that can be easily interpreted and prevent any kind of confusion. In the same vein, "Comprehension is defined as intentional thinking during which meaning is constructed through interactions between reader and text" Harris and Hodges (1995)

1.3.3. Vocabulary

According Hatch and Brown (1995) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use, thus we can say that vocabulary is the knowledge of words meaning that we are communicating with between each other and it is the core of any effective communication.

1.3.4. Fluency

According to Skehan as quoted in Thornberry (2000, July, p. 3) fluency is the “capability to produce language in real time without undue pausing or hesitation.” In other words, fluency is the ability to use language appropriately and confidently while communicating.

Hedge (2000, p.54) adds also that:

“The term fluency relates to production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without staid or inappropriate showiness, or undue hesitation.”

One can say, it is the capability to respond in a coherent way though relating the words and phrases efficiently, articulate the sounds clearly, using intonation and stress.

1.3.5. Pronunciation

The term pronunciation refers to oral production in which the speaker pronounces words (Harmer, 2009). For Louma (2003), pronunciation is the sounds of speech that “can refer to many features of the speech stream such as; individual’s sound, pitch, volume, speed, pausing, stress, and intonation.” (p.11). Pronunciation relates to the manner in which utterances are created.

1.4. Types of Classroom Speaking Performance

In order to achieve a speaking purpose, individuals use the speaking process. However this process depends on the type of speaking. Brown (2001, p.251) classifies the types into two basic divisions as the figure 1 below show:

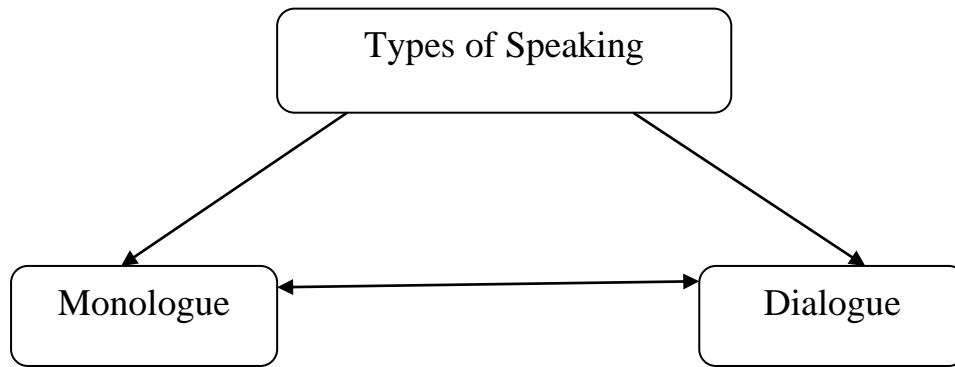


Figure01: Types of Speaking

In dialogue, when there is an interaction between two or more people, it can be divided for the purpose of moving the reality and evidence through social interaction (interpersonal) while in monologue, the speaker communicates with individuals in a lengthy speech without any interference from them, such as reading, lecturing, and broadcasting news. Brown also provides patterns of classroom speaking performance, they are:

1.4.1. Imitative

The student is introduced to a piece of discourse in a simple form of expression, and then it is not regarded as a constructive conversation, but it seeks to mimic what he was learned. It only focuses on particular language aspects.

1.4.2. Intensive

It is a type of speech performance in which the learner produces short stretches of language to show proficiency in some aspects of language (intonation, stress, rhythm, ect.)

1.4.3. Responsive

It is a sort of brief contact between the teacher and the students, they communicate and ask about ambiguous points in a collaborative way; explain uncertainty and ambiguity, respond to each other at a specific level of very short conversation.

1.4.4. Interactive

It is an interaction between the speaker and the audience; it may include multiple exchanges and multiple responses. Interaction is a transactional which has the objective of exchanging truthful knowledge or an interactive exchange for the goal of protecting social relationships.

1.5. Extensive

During oral production, extensive speaking is considered the most advanced form of language oral production which gives the speaker the chance to talk more for a long period of time, while the listener has the opportunity to interact in high limits. In addition, the language in this context should be more formal than the other types of speaking.

1.5. Speaking in FL Classrooms

The mastery of the four abilities is necessary for learning a foreign language, but unlike the listening, reading, and writing, speaking is viewed as a significant challenge and a measure for learners to handle an interaction.

Louma (2004) point out that "...the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language." (p.5). this means using the ability to speak while learning a foreign language is seen as an advanced language.

The majority of learners in an EFL Classrooms test their ability in the foreign language to properly speak it. (Ur, 1984) states that "Many if not the most foreign language learners are interested in learning to speak."(p.120). The emphasis should be more on increasing the oral accomplishment of the learners, and much more attention should be paid to students who are anxious when speaking a foreign language, unlike their desire to read, listen, and write this language. In addition, the focus must be put on the methods of teaching and the

psychological factors that may have a negative influence on the speaking performance of EFL learners inside the classroom.

1.6. Teaching speaking skill

Teaching means instructing learners how to express themselves, interact and communicate their needs, interact with each other in various contexts, and impact the others. For that, the teacher needs to have a complete understanding of what he is going to pass on to the students. According to Hornby (1995, p.37) teaching means providing guidance, knowledge and skill to a person, while speaking means using words in an ordinary speech. Thus, teaching is to provide the learners with the necessary guidance to talk and speak appropriately.

The primary objective of teaching speaking is to make the students able to speak the target language accurately and using their existing language skills towards the fullest. They must try to avoid misunderstanding in the message due to the wrong pronunciation, grammar, and vocabulary. They have to pay attention to social and cultural rules that are applied in each communication context (Bunkart, 1998, p.2).

There are some principals in teaching speaking that the teacher should be conscious of according to Nunan (2003) they are:

- Be mindful of the disparity in the second language and the foreign language in the learning situation.
- Provide learners with opportunities to achieve both fluency and precision in practice.
- Offer students the ability to speak through group work or pair work.
- Schedule speaking activities that includes sense negotiation.
- Design classroom events requiring instructions and implantation in both transactional and interactional speaking.

Based on the description above, it can be inferred that being conscious of the concepts of teaching speaking and linking them to the teaching materials inside classroom, would primarily make students associate them with their speaking ability and become effective communicators.

1.7. Characteristics of a Successful Teaching of Speaking

Teaching is the process of taking care of the desires, experiences, and feelings of people and interfering so that they understand unique things and go beyond specific requirements. Teaching is not a facile task to do especially teaching speaking which can be much more. It can be graded based on whether or not students are fluent enough in the target language. According to Brown (2001, p.270), spoken language is easy to represent but difficult to practice in certain contexts. So that students to achieve successful speech, they must have characteristics of successful speaking activities within the classroom.

1.7.1. Learners Talk a Lot

Activities provided inside the classroom to students are ultimately linked to how much they are talk; this is an apparent mark of the advanced stage of speech capacity.

1.7.2. Participation is Even

The interaction of the classroom should not be controlled by only a few engaged talkative students, all the students need to get the chance to chat and make their own contribution to the subject.

1.7.3. Motivation is high

Students do not only talk inside the classroom because they are obliged, or to prevent harsh comments and judgments, but to be intrinsically interested in the subjects to achieve the task's goals.

1.7.4. Language is of an Acceptable Level

Students ought to make their own contributions that are important to their themes and an acceptable degree of language accuracy. Those are the features of speaking successfully which can be a parameter for the instructor to teach speaking.

1.8. Communicative Activities as Methods to Promote Speaking Skill

The primary reason for learning English is to connect to real life. Due to the rapid advancement of technology, the English language is considered now as international language, and the efficient tool that links people from all worlds' parts to communicate with each other. It can also help to find a career, to boost education by means of studying abroad. Barker and Westrup (2003, p.5) state that "a student who can speak English well may have a greater chance for farther education, of finding employment and gaining promotion." thus, the main objective of teaching speaking in an EFL situation is to increase the learners' communicative abilities. For that reason, a great variety of activities known as the communicative activities has been designed by many linguists and well-known methodologists such as Littlewood, Harmer, Carroll... ect. According to Scrivener (2005, p.152) the main purpose of using communicative activity in the classroom is "to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchanges of information or opinion." The activity concentrates on

encouraging and enabling communication rather than the linguistic production of students. Then, the teacher should be a helper who delivering his different roles to achieve this goal. These activities such as: Discussion, Role Play, Simulation, Storytelling, and Brainstorming are presented below:

➤ **Discussion:**

Learners are supported to express their opinions, interests, and experiences freely about various topics they are interested in to arrive at a conclusion and sharing ideas. Millaood(2001,p.89) discussion is ” simulation of reality for study purposes with problems-raising tasks, co-operating or challenging viewpoints of participants, polarization of opinions, decision making and problem resolution.” The teacher should fix the purpose of discussion before starting it.

➤ **Role play:**

This kind of activity supports thinking and creativity ;it can perform in pair or groups. Ladouse claims that the role play is an act that the learners perform in term of wearing some one ’ s identity where learners are in a secure atmosphere to minimize any sort of fear. In other words, role play is used to foster learner ’ s language (English) through being in someone else ’ s dress.

➤ **Simulation**

Jones (1982, p.5) has been defined simulation as” a reality of function in a simulated and structured environment” .he claim that the participants must play inside the classroom the role they have wanted and act accordingly, where there is no connection with the real world, and they have the needed information and facts. Thus, this technique may raise learners ’ motivation and make them more confident.

➤ **Storytelling**

Telling story is one of the major techniques that help students to learn a new language (English). Wang and Lee (2007) claim that storytelling is a great verbal activity that helps learner's imagination and creation.

➤ **Brainstorming**

In this technique teachers provide learners with a specific topics and a limited time to produce their thoughts and ideas freely and quickly without making judgment or criticizing their thinking to avoid hesitation.

1.9. Communicative Competence

The term “communicative competence” was first coined by the sociolinguist Dell Hymes (1966). According to Brown (1994, p.227) communicative competence is “the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts”, (Cited in B.L Teaver& J.E Willis, 2004, p.5). In other words, students have to fully comprehend the sociolinguistics and the laws of language in speech. Hymes states that it is important for the speaker to communicate and be able to use the language in accordance with the socio-cultural environment; this means that the EL speaker has to use the target language in a particular context. In terms of communicative competence, Canale et al (1980) conceived four components: Grammatical Competence, Discourse Competence, Socio-cultural Competence, and Strategic Competence.

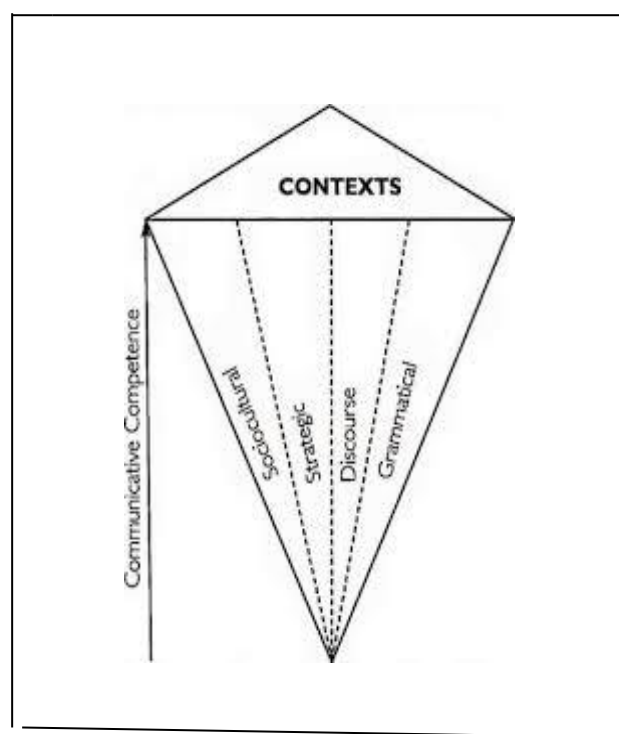


Figure01: Components of Communicative Competence

1.9.1. Grammatical Competence

The grammatical competence needs the knowledge of morphology, syntax, semantics, phonology, lexical items, and sentence grammar of the target language. (Canale & Swain, 1980, p.40)

1.9.2. Discourse competence

According to Brown (2007, p.220), it is the ability of relating sentences to build a coherent discourse with meaningful whole, In other words; the ability to comprehend the situation and to know how utterances of language are linked to make texts coherent and meaningful.

1.9.3. Sociolinguistics competence

According to Hedge (2000, p.50) it helps the speaker to be “contextually appropriate”, this means knowing how to convey messages in accordance with the relationship between the speaker, the listener, the subject, and the situation.

1.9.4. Strategic Competence

The ability to detect and correct communication errors before, during, or after the occur the speaker does not know a certain word, so he can either intend to paraphrase or ask what that word is in the target language. Canale and Swain (1980) describe SC as providing a compensatory function when the language user’s linguistic competence is insufficient.

In particular, the speaking ability is of utmost importance among the other skills, it can be affected by it all in the classroom. The various teaching methods mentioned above, can be sufficiently adopted and applied by the teacher when teaching students the speaking skill. This mostly contributed to helping the EFL students to increase their desire and ability to communicate in classroom.

1.10. The Different Role of the Teacher in the Communicative Approach

During the teaching process, the teacher’s roles are fundamental; the effectiveness of the teacher can be seen in the improvement of the level of his students, which depends primarily on his behavior inside the classroom according to the different types of activities (nature of activities). In the old classrooms, only the content and the message are explained and transmitted by the teacher to the students. The teacher should play various roles in order to attain high targets when handling his class. He must connect with the learners, giving them feedback and suggestions, giving the chance to talk cooperatively. Hedge Tricia (2000, p.26) identifies the main positions that the teachers should play:

As a controller in the elicitation of words of nationality, as assessor of accuracy as well as students strive to pronounce words, as a spelling corrector, as organizer to provide the pair's work orders, initiate it, track it, and feedback organizing, as promoter when students work together, and as guider if students need him.

1. Controller

During the classroom interaction, the teacher is the responsible for the knowledge he transmits to his students, as well as governs the interaction between him/her Learners. S/he supplies the learners with the needed instructions and activities, while they have just to follow him in the classroom.

2. Assessor

One of the most necessary tasks facing the teacher is the assessment of the learners' competence. Mopstone states" good teachers know how they must assess their student's learning."(1996). Learning cannot be promoted without supplying students with feedback corrections, and praising for their awareness of strengths and weaknesses.

3. Corrector

As a corrector, here teachers must manage time to interfere and correct the learners' errors and mistakes.

4. Organizer

The teacher should work on the organization of his/her classroom interaction, and provide the learners with correct instructions at the appropriate time, in addition to the students' turns to talk.

5. Prompter

The motivation of the teacher helps students to develop their thinking, and breakdown the ice of confusion while facing the lack of vocabulary during the classroom interaction.

6. Resource

To avoid ambiguity and confused points, teachers should supply their students with the needed information, and answer all their questions; he is the knowledge source. Emphasis should be put on the conduct and accomplishments of the students and on providing them with several options to learn the target language. The teacher is considered as a model because he can assume various roles to teach what s/he wants inside classroom. These roles should be played the right way in front of his/her students to create an appropriate learning environment, which will directly affect the students' willingness to communicate in which also reflect on the speaking performance inside the classroom.

1.11. Factors affecting the speaking skill inside the classroom

The speaking performance of students in EFL classrooms maybe influenced by some factors, thus it is necessary to know what are these factors and how do they affect to help students solving the issue and enhancing their speaking in classroom. Tuan and Mai (2015) carried out an analysis dealing with the variables which influence the learners' speaking performance.

1.11.1. Performance Conditions

Under several circumstances, students undertake a speaking activity within the classroom, in which the time pressure, scheduling, and performance quality can be adhered to as Nation and Newton (2009) assumed.

1.11.2 Affective Factors

The affective side of students is seen as the guideline for learners' progress or failure while learning a foreign language. According to Krashen (1982), the variables related to success in second language acquisition can be classified between motivation, anxiety, and self- confidence.

1.11.3. Listening Skill

Listening and speaking are two closing relevant language skills, and the speaker can have a significant speech to make it possible for the listener to hear clearly what is spoken to him and interact with one another efficiently. Doff (1998) note that the speaking ability cannot be established until one develops the ability to listen.

1.11.4. Feedback during Speaking Activities

Feedback on the performance of learners when they are still speaking will definitely block the flow of the dialogue, then demotivate and make them afraid to talk, so the teachers should positively affect their learners' speaking performance as Baker and Westrup (2003) clarify that the speaking performance of the learner is primarily linked to the support of the instructor.

1.11.5. Students Speaking Problems

Many students may face some difficulties inside classroom because they cannot speak easily; many internal and external factors can make them unable to speak or block at a certain stage. For Ur (2000), students can face four main problems in speaking activities which are: inhibition, nothing to say, low uneven participation, and mother tongue use.

❖ **Inhibition**

At any point of the conversation, speaking confidently in front of audience can be stopped, because of the fear of making mistakes and errors, the harsh criticism, shyness, stress, and anxiety. Littlewood (1993, p.93) argues that:” it is too easy for a foreign language classroom to create, inhibition, and anxiety”, implies that inhibition in foreign language is mostly expected because of the anxiety associated with the use of foreign language in classrooms.

❖ **Nothing to say**

“I have nothing to say”, “I do not know anything about” are very common arguments used by the learners to defend their unwilling to participate in a topic. The learner feels demotivated to express him/herself because s/he strongly believes that he would add nothing to the topic; he ignores about the related topic or the topic did not suit him at all. As it was supported by Rivers (1968):”the teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he was nothing to express, whether in native language or the foreign language” (p.192)

❖ **Low Uneven Participation**

In each classroom there is often a dominant student who frequently participates and takes almost the entire student’s turn to talk. This is what makes some of other students unwilling to express themselves openly; they tend to remain silent in the same situation. Harmer (2001) suggests to integrate all the learners of the various levels together and to allow them to work in groups. In addition, a major role should be played by the teacher in increasing the learners’ participation; otherwise it would no longer interest even the involved ones.

❖ **Mother Tongue Use**

In a foreign language classroom, the use of the mother tongue is a common problem for the majority of the students, particularly in first year classes, because they may be concerned about making errors in a foreign language and feel relaxed when expressing themselves in their mothers' tongue. According to Barker and Westrup (2003, p.12) "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language" (p.12). Therefore, if the learners keep using their mother tongue, they will not be able to use the foreign language appropriately. Borrowing words from the mother tongue is coming back from the lack of vocabulary of the target language.

1.12. The Importance of the Speaking Skill

According to Bygate (1987) "speaking is a skill which deserves attention as much as the literary skills in both native and foreign language." EFL learners believe that the main objective behind learning a foreign language is to be a good communicator in real contexts, in order to get their desire; they should frequently practice the target language either in classrooms or even in daily life dialogue. Furthermore, when EFL learners practice speaking a lot, the better they become. As it is supported by Robert Frost "I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn." So, improving your speaking would make not only a fluent speaker, but also you will be able to use the target language, express yourself, satisfy our requirements and promote a clear thinking. Ur (2000, p.12) declares also that: "of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of the language,

as if speaking included all other kinds of knowing”. In other word, speaking is the key of knowing.

Conclusion

As a conclusion to this section, we have tried to provide an overview about speaking in EFL context (classes) which is the measurement for both, teacher and students achievement in the target language. In addition, we have dealt with the teaching speaking process and its main successful characteristics. Moreover, we have also shed the lights on the various roles of the teacher inside the classroom that can help to achieve high goals, also we have discussed as well as the main factors that influence the learners’ speaking performance inside the classroom.

Section Two: The Willingness to Communicate

Introduction

This chapter offers a deep understanding of the basis of the WTC build. Willingness to communicate is relevant to both the native and second language communication. It also gives a detailed explanation of the pyramid model that shows the various factors that influence L2 WTC and WTC in an EFL atmosphere. Then, it concludes with the explanation of the relationship between speaking skill and the willingness to communicate.

2.1. Overview of the Willingness to Communicate

The WTC is an essential question that mainly concerned with the EFL context. It was referred as the desire to seek out communication chances (McCroskey, 1997). In the same context, Kang (2005) argues that:

” willingness to communicate is an individual’s volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic, and conversational context among other potential situational variables” (p.291).

This means that WTC is an individual’s optional propensity to engage in conversation in different situations depending on who you are communicating with, the subject being debated, the circumstance, and a slew of other affective factors. Raising EFL learner’s willingness to communicate is the fundamental objective in the learning context. The WTC was developed by McCroskey and Richmond to apply to first language communicators, i.e. those who are able to participate in communication. Then, it grows and becomes mainly linked to the use of L2 communicators. i.e.

students who are hesitant to initiate conversation in English. The aim of learning a second language or foreign language is to be able to communicate in that language, that is why many linguists in the field of language teaching and learning such as McCroskey, Richmond, Macintyre and Dornyei, Clément and Noel have concentrated on the communicative target. WTC was recently developed as a concept for individual's L1 and L2 communication contains psychological, linguistic, and communicative variables to predict communication (Alemi et al, 2011). According to Kang (2005), increasing L2 learner's WTC is related to the given opportunities that may create an atmosphere in which learners feel encouraged and comfortable to initiate communication, since learners with high will to communicate are more likely to use their second language in genuine conversation, which can be helpful and successful in their second language acquisition. Based on the statement above, the ultimate purpose of learning a second or foreign language is communication.

2.2. WTC in the Native Language Context

McCroskey and Richmond stated that the ability to interact is a positive trait. They point out that an individual's general personality orientation toward communication is essential. People vary in terms of how much they communicate, who they communicate with, and circumstances in which they operate, they talk under certain situations. This means that the variables in the environment have an effect on individuals' WTC in their L1 such as the mood of a person, the relationship between the members who are talking, and the subject they talking about. All these factors may influence the willingness to communicate. Hence the willingness to communicate is regarded as a situation dependent. McCroskey and Richmond (1987) have introduced the WTC as a situation feature. They believed that it was primarily a personality orientation, a concept which has a great deal to do with personality characteristics. For that purpose, McCroskey (1997) restated and

defined that” the willingness to communicate trait is an individual’s predisposition to initiate communication with others (p.77). to assess whether WTC is a personality trait or a situational trait in L1 communication, McCroskey and Richmond have identified a number of variables that could lead to individual differences in communication willingness; they called these variables the” Antecedents” of communication willingness which are six variables; Introversion, Anomie and Alienation, Self-esteem, Cultural Divergence, Communication Skill Level, and Communication Apprehension. The ambiguity in these antecedents has led to a number of specific predispositions such as communication apprehension (CA), self-perceived communication competence (SPCC), and ended with WTC as last step before starting communication behavior as this model proposed:

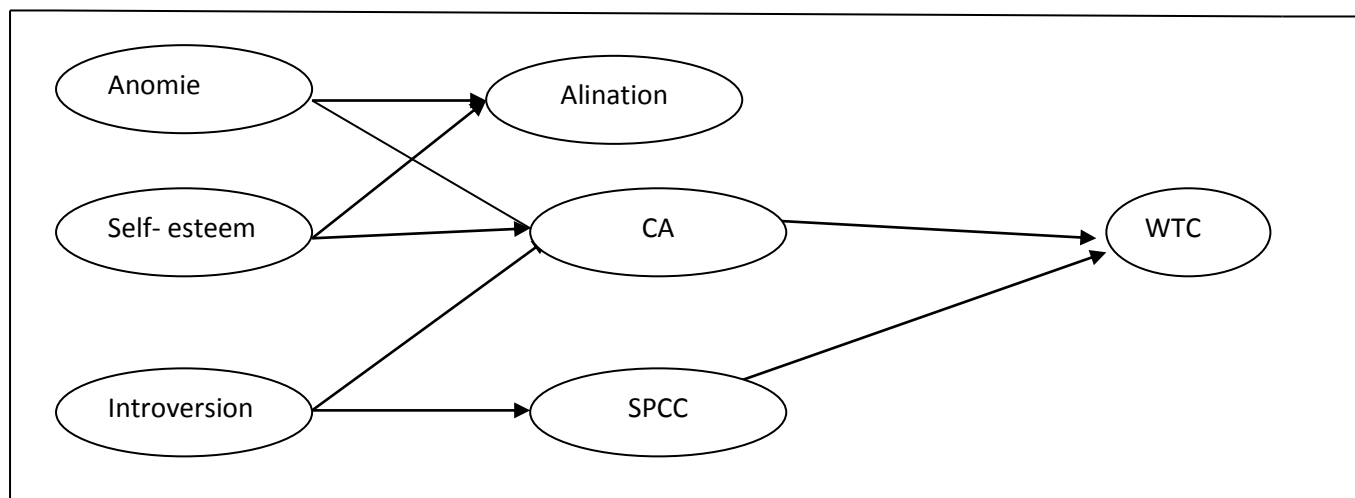


Figure2. Macintyre’s (1994) Causal Model for Predicting WTC by Using Personality- Based Variables.

Macintyre (1994) believed that as there is a strong influence of personality based variables on the WTC development, situational variables should be also examined and take it into consideration. He suggested (1994, p.140) “the interaction between general personality

variables and specific characteristics also would provide a potential avenue for future research.

2.3. Factors influencing WTC in L1 Context

2.3.1. Communication Apprehension

Communication Apprehension was initially defined by James McCroskey, the father of CA and a prolific researcher in the field as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” (McCroskey, 1977, p.78). This indicates that CA is both a metric and a predictor of the individual’s WTC. McCroskey defined four forms of CA based on an individual’s ability to interact: Trait-Like CA, Generalized-Context CA, Person-Group CA, and Situational CA.

a. Trait-Like CA:

Trait-Like CA is viewed as a personality-type tendency toward a particular mode of communication that persists through a wide range of contexts (McCroskey, 1983, p. 3). He describes it as a relatively stable readiness to face terror, shyness, or anxiety in a variety of communicative circumstances. Individuals who have high Personal Report of Communication Apprehension (PRCA-24) scores are shown to experience anxiety and fear in a variety of oral communication situations, they are classified as trait-like CA. These people are believed to be predisposed to it genetically. CA levels are higher in these people.

b. Generalized-Context CA:

Generalized-Context is characterized by McCroskey(1997) as a background anxiety that trigger CA and it is primarily related to a social situation such as the fear of public speaking. McCroskey defined generalized-context as “a relatively enduring, personality

type orientation toward communication in a given type of context.”It is also known as “speech fright” or “stage fright”.

c. Person-Group CA

According to McIntyre (1997) Person-group CA is primarily linked to the partnership between the speaker and the receiver (strangers, friendship...) that the degree of the acquaintance may strongly influence the level of CA. when a single person or group of people provoke a problem of communication. A peer or group of peers can stimulate more apprehension in some people. Unknown individuals or groups can elicit greater apprehension in others (McCroskey, 1983, p. 4).

d. Situational CA

Situational CA is defined as “a transitory orientation toward communication with a given person or group of people” (McCroskey, 1983, p. 5). In other words, it is a form of anxiety that is brought on a certain situation that involves several dimensions. For instance, when students meet new faces in a new atmosphere on the first day of school, stress level may raise and communication anxiety may grow.

2.3.2. Self-Perceived Communication Competence

Based on Philip’ s early studies on reticence (1965) which identified fear and lack of communication skills as the two main reasons for avoiding communication. CA and communication skills were suggested by McCroskey and Richmond (1987) they discovered that people’ s WTC is positively affected by the key affective factors related with their training in the communication skill. i.e. their WTC emerges whenever their communication skill strengthen. In the same context, McCroskey (1984) described communicative competence as adequate ability to pass only or give information; the ability to make known by talking or writing (p.109).

McCroskey (1997) concentrated on the individual's self-perceived communication competence rather than the person's actual communication skills, which influence one's WTC. As a result, people who think they are capable communicators are more likely to participate in communicate

2.4. WTC in the Second Language Context

McIntyre (1998, p.547) defined L2 WTC as "a readiness to enter into discourse at a particular time with a specific person or persons using L2". Accordingly, the condition in L2 WTC is distinct from that in L1. It tends to be more difficult because one's communicative skills in second language are not the same as one's communicative skills in the native language. According to the few studies such as Krashen (1982) in his work "Theory versus practice in language training" that have contributed to the comparison of WTC between L1 and L2 revealed that while student's communication apprehension in L1 and L2 are approximately similar, their L1 WTC is higher than their L2 WTC. Macintyre et al (1998) claimed that "it is highly unlikely that WTC in the second language (L2) is a simple manifestation of WTC in (L1)." (p.546). the distinction between L1 and L2 WTC lead to a set of affective variables called Linguistic, Social, Communicative, and Psychological factors. As a result, Macintyre et al (1998) propose a heuristic model for presenting WTC conceptualization in an L2 communication context:

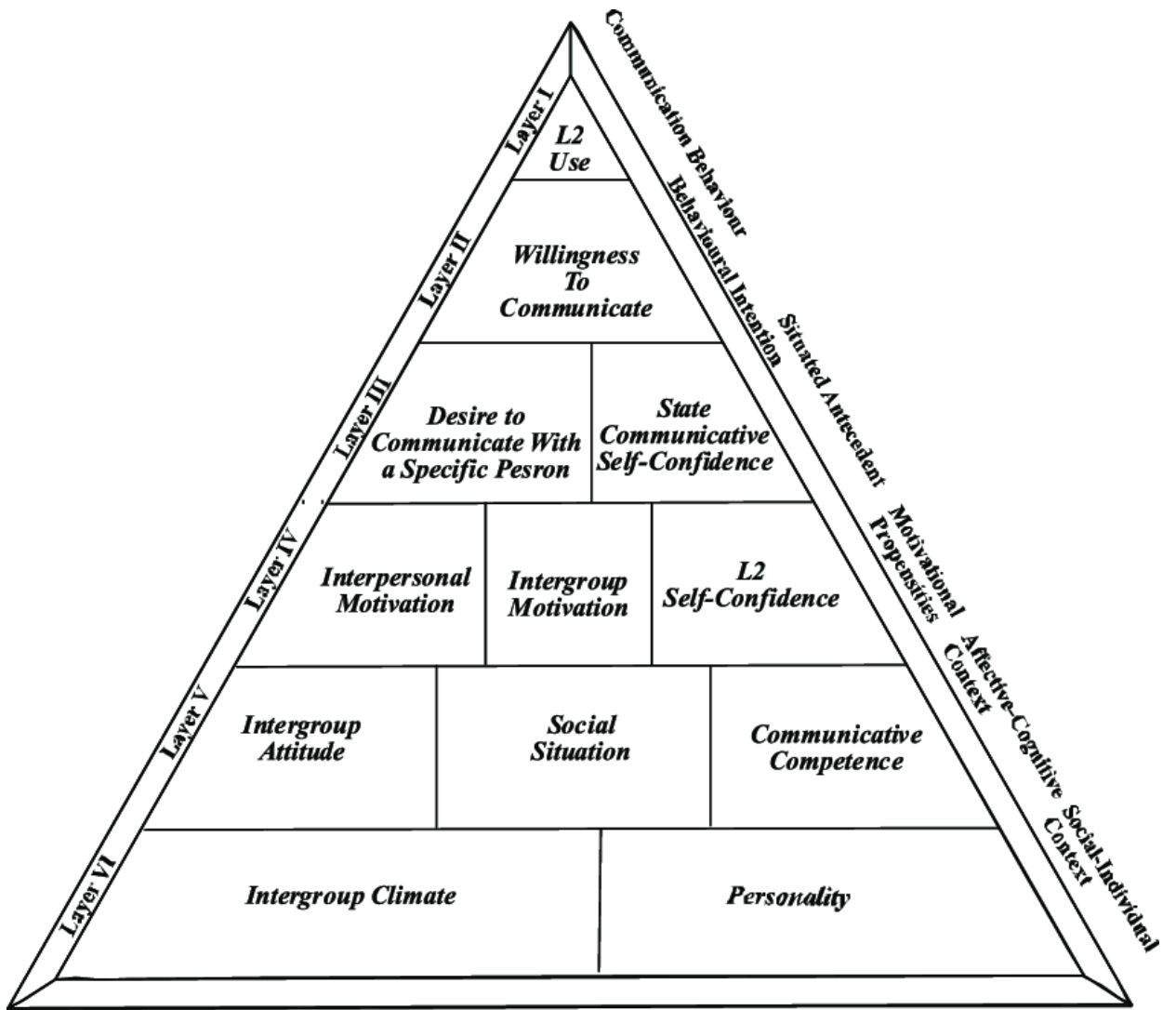


Figure03: Macintyre et al.'s Heuristic Model of L2 WTC

This model contains six layer pyramid shape, which can help in exploring the closest influences on WTC. All these factors in the layered model are hypothesized to have two distinct influences on WTC “situational influences” and “enduring influences”. Enduring influences can be known as long-term properties of the atmosphere or individual that can apply to any context, whereas “situational influences” can be viewed as more transient and dependent on the particular situation in which an individual functions at a given time”(Macintyre et al., 1998, p. 546).

The first three layers of this model (communication behavior, behavioral intention, and situated antecedents) reflect situational influences on WTC at any given time. The other three layers (motivation propensities, affective-cognitive context, and social and individual context) show that they have consistent affect on WTC; they assumed to be long-term characteristics of the environment or of an individual, which have a reasonably stable and long-lasting impact on the process and can potentially be applied to any circumstance .As Macintyre et al. (1998, p.547) say, “Learner personality, intergroup climate, intergroup attitudes, intergroup motivation, L2 self-confidence, and communicative competence, among others are interrelated influences on L2 WTC and L2 use.”Each layer in this model is considered as the basis in which the primary layer and variables stand.

2.5. WTC in EFL Classroom

Unidentified factors can affect student’s willingness to communicate inside the learning environment when the issue regarding to foreign (FL) communication. McCroskey and Richmond (1991) found out that the Personality- based variables are the major reason behind students retains. Many EFL teachers have discovered that some students are unwilling to use the target language inside classroom even when they have high linguistic competence, while the other students have the desire to communicate even when they have

only limited linguistic knowledge. Thus, WTC is considered as an essential variable that must be current among EFL students. Teacher's role was also a major factor affecting learner's WTC in the EFL context. Macintyre et al (2011) claimed that students' WTC is affected significantly by the teacher's teaching methods, attitude, and involvement inside the classroom. In the same context (Cao& Philips, 2006, Kang 2005; Macintyre et al, 2011)have found that students' background awareness about the topic, text type, familiarity of classmates affect the students' WTC in the environment of EFL Context. Teachers play a major role in the learning atmosphere through the classroom management, so students raise their WTC in the FL and they are encouraged to have more opportunities to communicate without fear of doing mistakes. For instance, discussing topics, adapting successful teaching methods...

2.6. Factors Affecting EFL Students' WTC

In EFL classrooms a common phenomenon occurs among students. Some students want to speak and express their ideas and thoughts, whereas others prefer to keep silent. Regarding to Macintyre et al (1998) WTC model, there are various factors have an impact either directly or indirectly on EFL students. There are the individual factors including motivation, language anxiety, shyness, self-confidence, the fear of speech correctness, in addition to the social contextual variables such as: the effect of teachers' role and teaching methods, the effect of the topic, task type and the classroom atmosphere.

2.6.1. Individual Factors

- **Language Anxiety:**

Anxiety is one of the most factors that the EFL students may face during their communication process inside the learning atmosphere. According to Barker and Macintyre (2003) language anxiety has been negatively related with learning a

foreign or second language, and with the willingness to appeal that language. Thus, whenever there is a chance to communicate with English language, anxious students avoid it.

- **Lack of Motivation:**

According to Lock and Baum (2006) “motivation is an inner drive”. In other words, it is an energy that storms from within to achieve a certain goal, and the goal of the EFL students is to enhance their WTC in the target language.

- **Shyness and Self-Confidence:**

Shyness is a term used to express trait like predisposition toward communication. Chu (2008) asserts that shyness and foreign language classroom anxiety are related to each other; shy learners are unwilling to engage in communication. Macintyre identified self-confidence as a set of perceived communication competence. Thus, shyness is considered as a blocking element that prevents learners from expressing their ideas during the learning process.

- **Students’ Negative Attitude:**

Attitudes refer to the positive or negative view students have towards learning the target language. Negative attitude is a kind of inner feeling that prevent students from communicating and learning the target language (English language). According to Kang (2005) students’ negative attitude is correlated with a negative stimulus, and it is directly influences students’ WTC.

- **The Fear of Speech Correctness:**

If students want to speak and express their thoughts and ideas, they aware that they can talk without mistakes or errors, it means their answer is accurate. Lisa (2006) assumes that this type of students focuses mainly on grammar and

correctness in their speech but if they are not sure of their capability to speak accurately, they avoid speaking.

2.6.2. Social Contextual Factors:

The teacher is considered as the key of the classroom, he affect directly in increasing or decreasing language learners' WTC inside classroom. Wen and Clément (2003, p.28) supported that teachers' involvement and methods can affect mainly the students' participation. Thus, succession or failure in learning is mainly related to the teacher's role and methods.

1. The Effect of Topic:

Among the factors that have a great impact on students' WTC is the topic. Topic interest, topic familiarity, and topic preparation are viewed as elements that can increase or decrease the learners' WTC, while a lack of knowledge about a topic makes students unwilling to interact and communicate inside classroom. Cao and Philips (2006, p.488) believed there is a strong relationship between the topic familiarity and students' WTC, that means their WTC is mainly related to the appropriateness of the topic.

2. The Classroom Atmosphere:

The learning environment plays a great role in making students willing or unwilling providing them with the appropriate atmosphere will make them relaxed, comfortable, and encouraged to interact and communicate the target language.

Kang (2005) argues that the creation of an appropriate atmosphere will helps students to communicate because they feel relaxed and encouraged.

2.7. The Speaking Skill and the WTC

Speaking is the core of learning a foreign language. Bygate (1987) believes that speaking is the mean of knowledge creation about the language. Communicating effectively and expressing ones' thoughts and ideas need the practice of the language. It is believed that speaking is mainly related with practice to promote the communication inside classroom and breakdown the 'Wales of Silence' as Helgesen (1993) labeled.

Macintyre et al (1998) have claimed that the main aim of L2 education is the creation of WTC in the process of language learning to make the students get more communication opportunities. WTC is an inner desire that all students should increase inside classroom in order to promote their speaking skill.

1.5. Conclusion

The main focus of this section was on describing the origin of willingness to communicate in the EFL context and its role in L1 and L2 learning process. In addition, it attempts to find out the major factors influencing the students' WTC. Finally, it figures out the correlation between speaking and WTC in L2.

CHAPTER 02: THE PRACTICAL PART

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Research design and Data analysis

Part one: Research Design

2.1. Introduction

This investigation is conducted to answer an embarrassing question which was what are the main factors that influence students' willingness to communicate? This chapter is offering the sample of the study, showing the design of the students' questionnaire and teachers' interview at the department of English of Biskra University, in addition to the analysis and interpretation of the results to supply some pedagogical recommendation for students and teachers.

Part one: Research Design

2.2. Research Methods

For the credibility of the research, both data collection methods were used; the qualitative and the quantitative. Mackey and Gass (2005) claim that "the use of multiple research techniques and multiple data sources contributes to the credibility of the investigation" (p.164). For the process of gathering information, questionnaire was used for students (quantitative); two kinds of questions were used which are factual and attitudinal questions in order to know more about the students, their perception about their WTC as EFL learners, and the external and the internal factors that decrease their WTC inside the classroom. Then, an interview was used for teaches as a qualitative feature to make the quantitative finding more clear.

2.3. Research Participants

This investigation is done by means of the collaboration of the second year LMD Students of English at the University of Biskra and teachers of oral expression of the same level.

2.3.1. The students

The sample which was used under this investigation was comprises of 54 second year students, however only 46 students participated because the whole number of the population is 270 divided on 5, thus there are two groups and each group contains 23 students and the other 08 students cannot form a group. There were 34 (74%) female participants, whereas male participants were 12 (26%). The investigation is done with the second year LMD students because they were already experience what makes them willing or unwilling to communicate during the oral expression sessions when they were First year LMD Students.

2.3.2. The teachers

This study is done with the help of experienced teachers in teaching English Language, they were 07 oral expression teachers, their experience ranged from The semi structured interview was used to gather the needed information. The main reason behind choosing the oral expression teachers is that, they can help in identifying what kind of difficulties the students face when speaking in classroom, is there a reason behind students' motivation? And which type of activities may help students in enhancing their speaking skill?

2.4. Research Tools

This investigation was designed to collect data from EFL Students (Second Year LMD Students) through a questionnaire while an interview was used for teachers of oral expression.

2.4.1. Questionnaire

To collect data on attitudes and opinions, questionnaire was the most common method that helps the researcher to gather information in short amount of time. It is used to collect quantitative data. In this study, questionnaire aims to find out the major factors impact students WTC and the way this later influence their oral production.

2.4.2. Interview

According to Harrell and Bradley (2009) interviews are conversation, usually occurs between an interviewer and an individual to gather information on a specific set of topics. Interviews are used to gather the qualitative data; they can be conducted in person or over the phone. They can be designed upon three major types: structured, semi-structured, and unstructured.

3.1. Description of the students' questionnaire

In order to collect data from students, and accomplish this investigation, questionnaire was the needed method to achieve his goal. It was divided into three major parts and each part contains multiple choices, in which the participants have to choose the appropriate answer(s) for them to express their thoughts and ideas, the open ended question was used. The first part appears the background information of the students, the second part deals with students' view towards speaking skill during the learning process inside the

classroom, in addition to the third part which attempts to find out the real factors that influence students' WTC inside the learning atmosphere.

Part One: Background Information (Q 1-Q 5)

In this part, students were asked about their age and gender (Q1-Q2) to collect information about the sample participants. Then, they were asked about their period of time in studying English (Q3). After that and particularly in the fourth question (Q6), they were asked if studying English was their choice. The last question (Q5) was about describing students' level in English as EFL learners if it is very good? Good? Or satisfied?

Part two: Learners' Attitude toward Speaking in the Classroom (Q6-Q13)

This part talks about who is interacting more in the classroom, the teacher or the students? In order to know who governs the participation inside the classroom and that was in question six (Q6). Question seven (Q7) wants to know the classification of speaking among the other skills Questions eight and nine(8-9) ask students about what makes them unwilling to communicate inside the classroom. Question (10) seeks to know the way students prefer to present if individually? , In pairs? Or group work. Last but not least, questions 11 and 12 deal with the value of classroom oral participation and classroom oral presentation whether they are very important? Important?, Or Less important?

Part three: Factors Affecting Students' WTC Inside the Classroom (Q14-Q17)

This part attempts to know what influence students' WTC inside the learning environment. First of all, students were asked (Q14) if the teacher has an impact on their WTC and how? Is it the time he gives them to talk, his encouragement to participate or his feedback after speaking?

In question 15, Students were asked about the reason that makes them avoiding classroom participation, is it the subject matter? Is it new, difficult or not their interest?

The last two questions (16-17) deal with how do classmates can influence each others' WTC, is it positively or negatively influence and how?

4.1. Description of the Teachers' Interview

To collect data from Oral Expression Teachers, the semi structured interview was used. 06 questions were asked as follows:

Q1: How far do you agree with the idea that the most challenging aspect of teaching English is to get all the students to participate?

Q2: From your experience what are the main factors that prevent students from speaking in oral expression session?

Q3: To what extent are students willing to communicate, when they are prepared or when they are interested in the topic?

Q4: How can the teacher raise the students' willingness to communicate in the classroom?

Q5: What types of tasks do you find useful to make students willing to communicate in the classroom?

Q6: What is the role of classroom atmosphere in making learners WTC in the classroom?

Each question aims at finding information about teacher's knowledge and perception on how learners' WTC affect their speaking skill inside the learning atmosphere and how task type, classroom atmosphere, and the role of teacher to help learners to defeat the faced problems when speaking inside the classroom.

Part Two: data analysis

4.2. The Analysis of the Results

4.2.1. Section One: Background Information

Q1- Age... years

Table01: students' Age

year	19	20	21	22	23	total
number	07	15	10	08	06	46
%	15%	33%	22%	13%	17%	100%

As it is seen in the table01, the students' age ranged from 19 to 23 years old. There are 07 students who are 19 year old representing 15% of the sample which infers that they started early their primary education. Then, students who are 20 years old are 15 students and they representing the majority of the participants; they took 33% of the whole sample which means the average age of second year LMD Students was 20 year old. Besides, 10 students are representing 21 years old they were 22%. 08 students were 22 years old, and they represent 17%. In addition to the last age of this sample which was 23 years old, and it represents 6 students which were represent only 13%.

Q02: Gender:

Table 02: Students' Gender

Gender	Male	Female	Total
Number	12	34	46
%	26%	74%	100%

When comparing females and males participants in this table, we found that female participants are numerous than male participants. Females are 34 and they represent 74% of the whole sample, while males are 12 and they represent 26% which means that girls like to study foreign languages more than males do.

Q03: How long have you been studying English?

.....years

Table 03: Students' Year of Studying English

year	08	09	10	Total
Number	20	22	04	46
%	43%	48%	09%	100%

The results from the table show that 20 students who represent 43% were studying English for 08 years, which means they started early their education whereas 22 students represent 48% were studying English for 09 years which means it was the appropriate age to reach their academic level. 04 students were studying English for 10 years and they represent 09%.

Q04: Is it your own choice to study English?

Table 04: Students' Choice in Studying English

year	Yes	No	Total
Number	38	8	46
%	83%	17%	100%

A look at table 04 shows that the majority of EFL learners' sample (38) goes for "Yes" and they represent 83% which means studying English was their own choice without the intervention of any external factor, while the other 8 students have answered by "No" and they represent 17%.

Q05: How could you describe your level in English?

Table 05: Describing Students' Level in English

year	Very good	good	Satisfied	Total
Number	10	20	16	46
%	22%	43%	35%	100%

The obtained results shows that 10 students of the whole sample describe their level in English as very good and they represent 22% while the majority of students (20) describe their level as good and they represent 43%. The last level was described as satisfied and it represents 16 students (35%)

Q06: who does generally interact more in the classroom?

Table 06: Teachers' and Students' Amount of Interaction

year	teacher	students	Total
Number	32	14	46
%	70%	30%	100%

According to this table, 32 participants representing 70% claim that the teacher is the one who interact more in the classroom, which means it is the teacher centered- classroom. Whereas the other 14 students who represent 30% said that students interact more in the classroom which means they are learners centered- classroom.

Q07: as an EFL learner put in order the following skills according to their importance:

table07: Students' Classification of the Four Skills

skill	Listening	Speaking	Writing	Reading	Total
Classification	4	1	3	2	
Number	7	19	9	11	46
%	15%	41%	20%	24%	100%

The results in this table show that 19 students represent 41% claim that speaking is the most important skill in learning a foreign language. The second grade goes to reading when 11 students represent 24% believe that this skill is the most important. After that, 9 students support the writing skill and they represent 20%. The last grade goes to listening which was supported by 07 students represent 15%

Q08: Students' difficulties while speaking inside the classroom

Table 8: Students' Difficulties While Speaking in Classroom

Option	Yes	No	Total
Number	30	16	46
%	65%	35%	100%

This table shows that 30 participants representing 65% answered with "Yes" which means they faced different difficulties when speaking inside the classroom, while 16 students of the sample representing 35% answered with "No"

Q09: if yes, justify

Table9: Students' Justification about the Faced Difficulties When Speaking Inside the Classroom

Reason	Lack of vocabulary	Self-confidence	Lack of motivation	Shyness and anxiety	Total
Number	14	10	6	16	46
%	30%	22%	13%	35%	100%

According to the results in table 09, 14 participants representing 30% believe that they face difficulties while speaking and one of these difficulties is the lack of vocabulary. While 10 participants representing 22% claimed that they are not self-confident enough to speak and express their thoughts and ideas. 06 students representing 13% claim that they suffer from the lack of motivation, and 16 students represent 35% are shy and feel anxiety.

Q10: How do you prefer to present in class

Table 10: Students' Preferable Learning Way

Option	Individually	In pairs	Group work	Total
Number	21	17	08	46
%	46-%	37%	17%	100%

Through this table, 10 the majority of EFL students prefer an individual classroom presentation; they are 21 students representing 46%. While 17 students represent 37% prefer to work with their closed mates. 08 participants representing 17% choose to work in group work.

Q11: do you think that classroom oral presentation is?

Table11: Students' View about Classroom Oral Presentation

Option	Very important	Important	Less important	Total
Number	22	18	6	46
%	48%	39%	13%	100%

As it is seen in this table, most of the students (22) students representing 48% see classroom oral presentation as very important; they can express their thoughts and ideas through this process. 18 students representing 39% claim that classroom oral presentation is important, while only 06 participants representing 13% state that oral presentation is less important may be they believe in teacher centered classroom.

Q12: according to you, classroom oral participation is:

Table12: Students' View about Classroom Oral Participation

Option	Very important	Important	Less important	Total
Number	28	14	4	46
%	61%	30%	9%	100%

From these results in this table, the most of the participants (28) representing 61% from the whole sample believe that classroom oral participation is very important to raise their speaking ability whereas, 14 students representing 30% claim that classroom oral participation is important to achieve their goal which is increasing their oral production process. Only 4 students representing 9% believe that oral participation is less important.

Q13: Students' Justification about Classroom Oral Participation

Reason	To develop their speaking ability	To get (td) marks	No justification	Total
Number	25	12	9	46
%	54%	26%	20%	100%

As the results show, 25 participants representing 54% believe that the main objective of classroom oral participation is to develop their speaking skill. While 12 students representing 26% believe that classroom oral participation helps them to obtain good TD marks. 09 students representing 20% did not provide a justification.

Q14: if your teacher affects your willingness to communicate, is that due to:

Table14: Teacher’s Impact on the Students’ WTC in the Classroom

Option	Time he gives you to talk	Teacher’s encouragement to you to participate	Teacher’s feedback after speaking	Total
Number	19	24	3	46
%	41%	52%	7%	100%

A look at table 14 shows that 19 participants of the whole sample representing 41% believe that their WTC inside the classroom is affected by the time gives to them by their teachers to talk. 52% of the sample represented by 24 students claimed that their WTC is influenced by their teachers’ encouragement to talk. While 03 students representing 07% stated that the teachers’ feedback is the reason behind their WTC.

Q15: you avoid classroom oral participation because of the subject matter (module) is:

Table15: the reason behind students’ hesitation

Option	Difficult	New	Not of your interest	Total
Number	21	11	14	46
%	46%	24%	30%	100%

The results obtained from this table show that 21 participants representing 46% claim that the reason behind their avoidance to talk is the faced difficulties of the subject matter. 11

students representing 24% state that the subject matter is new while 14 participants representing 30% state that the subject matter does not interest them.

Q16: Do your classmates affect your WTC?

Table16: Classmates Impact on Each other's WTC

Option	Positively	Negatively	Total
Number	30	16	46
%	65%	35%	100%

As shown in this, most of the students (30) representing 65% assert that their classmates influence each others' WTC positively whereas the other 16 students representing 35% said the converse (negatively).

Q17: Students' Justification about the influence of each others' WTC

Option	Reason	Number	%	Total
Positively	Competition	26	57%	46
Negatively	They make fun of each other	20	43%	100%

As the table shows, most of the students (26) representing 57% claim that the influence of their classmates is a positive influence because they create a kind of a competition between each other inside the classroom, while the other 20 students representing 43% said that their classmates influence each other negatively because when they try to talk, they may do mistakes thus they make fun of each other which lead them to avoid speaking.

4.3. The Teachers' Interview Analysis

For special circumstances this interview was conducted with the collaboration of only 04 oral expression teachers instead of 07. The teachers were free to express their thoughts and ideas. The answer of the teachers were transcribed and analyzed based on various categories.

Category 01: the Most Challenging Aspect of Teaching English

Speaking is considered as the key of communication and at the same time the proficiency in speaking a foreign language seems a difficult process to do. All teachers were strongly agreed with this idea. One of them said that” I strongly agree with this idea because learners suffer from many factors that prevent their learning and the major factor is self-confidence”

Category 02: the Main Factors that prevent Students from Speaking in Oral Expression Session

During the learning process learners may face some difficulties that can prevent them from speaking and expressing their ideas. Teachers said that Weaknesses in language use, Lack of interest in the topic being discussed, Shyness, Discouraging/negative feedback by teachers as well as classmates, Weak pronunciation and Limited vocabulary are the main ones that hinder the learners' participation.

Category 03: To what extent are Students willing to communicate, when they are prepared or when they are interested in the topic?

Rising learners WTC seems not an easy act to do, but as it is observed preparation and interesting in topic may be are benefits to make learners break the barrier of silence. One teacher said “Both preparation and interest equally reduce the students' apprehension to

Communicate”

Category 04: The Teacher Role in rising Learner’s Willingness to Communicate

The teacher plays a vital role in increasing learner’s willingness to communicate by means of a set of techniques and strategies to create a competitive and motivated atmosphere. Teachers said that using variety of activities, variety of arrangements (individual/pair/group work), variety of topics to discuss, shifting interest and focus to low achievers, encouraging shy students and introverts to contribute, giving more importance to contributions rather than focusing on mistakes, and providing students’ with encouraging statements; positive feedback is required.....ect are so beneficial to rise learners’ participation.

Category 05: Types of Tasks do you Find Useful to make Students willing to communicate in the Classroom

As it is viewed all teachers are agree on the idea that using Group works tasks, games, whole class discussions, debates,....ect are useful to rise learners’ WTC.

Category 06: the Role of Classroom Atmosphere in Making Learners WTC in the Classroom

Classroom atmosphere is place where learners can find their comfort to participate. One teacher said” a whole classroom ambiance is needed to raise the students’ frequency as well as the quality of contributions. This ambiance is created by both teachers’ and students. It values the teachers’ efforts to teach and guide, and hooks the student’s interest to learn and be part of the given task”.

The Interpretation of the Results

This investigation was conducted to give a general understanding of the concept WTC and its relationship with speaking skill. In addition, it attempts to figure out the factors behind students' hesitance to speak in classroom. This part tries to shed lights on the main points (results) acquired by means of various research tools used in this study. According to what has been shown, there is a strong relationship between learners' WTC and their speaking ability and that what was seen in students' questionnaire. The majority of external and internal factors that were shown have a common impact on speaking skill and learners' WTC mainly, personality and the influence of the teacher. Thus, the two variables have a significant correlation. On the other hand, the personality of each student governs his/her communication behavior such as the difference between extrovert and introvert learners the extrovert learners are sociable and they are willing to communicate by means of their self-confidence, they express their thoughts and ideas freely rather than the introvert learners. The teacher is another major factor that influences learners WTC through its significant role inside the learning context. When the teacher encourage his students and support them, he will create an appropriate atmosphere while teaching, his methods that have an effective influence during the learning process. Another major factor which was discovered through this study is the topic. When the topic is interested and has already prepared, students will have the desire to communicate and express their thoughts instead of remain silent. Also, the classroom atmosphere is another influencing factor, if the learning environment is appropriate for learning a foreign language, students will feel relaxed and comfort to communicate. Thus, students who have positive attitude toward speaking English are more willing to communicate.

Ultimately, students' willingness to communicate and speaking skill are two variables one depending on the other. EFL teachers need to be more aware of what makes their learners

willing or unwilling to communicate to create a supportive atmosphere for learning a foreign language (English).

Conclusion

This chapter dealt with the main results of the students' questionnaire and the teachers' interview. It revealed that the teachers and the students are aware of the correlation between students' speaking skill and their willingness to communicate inside the learning atmosphere (classroom). In addition to that, students are aware that speaking is very important skill and it is influenced by external and internal factors correspond with the teachers' opinions when teaching this skill.

Suggestions and Recommendations

The attempt to communicate in English may be considered as a nightmare for some students who are unwilling to interact inside the classroom because of many factors that prevent them from expressing their thoughts and ideas such as the fear of making mistakes, lack of vocabulary, and lack of motivation, shyness and anxiety. Thus, students are supposed to know how to break these barriers by following up effective and sufficient methods and strategies such as developing their vocabulary through extensive reading, and the effective use of dictionaries. Also, through the extensive interaction between students will improve their language proficiency and they will get rid of any factor that prevents them from speaking inside the classroom. In addition, technology has a great influence in enhancing students' speaking skill through the interaction with native speakers. On the other hand, teachers have to provide learners with the appropriate learning methods environment to guarantee their learners' relaxation and comfort to realize a successful learning environment.

General Conclusion

The main objective of this study is to find out the impact of willingness to communicate on EFL learners' speaking ability inside the classroom. Moreover, discovering the psychological, social, and linguistic factors behind students' hesitation to communicate in classroom, this investigation was conducted with the collaboration of EFL learners at Mohammed Khider University of Biskra. Its main aim is to test the hypothesis that there is an influence of WTC on students' speaking ability inside the classroom and how the external and internal factors impact their WTC? .The research case study was second year LMD Students and oral expression teachers at the department of English selected for the academic year 2020/2021. The questionnaire u for students and the interview for teachers were the main research tools used in this study.

The obtained results answered our research questions:

1-How can the learners' speaking ability be affected by their willingness to communicate?

2 - How can teachers increase or decrease the learners' willingness to communicate?

These findings figure out the great influence of WTC on EFL learners speaking skill inside the classroom. Shyness, anxiety, self-confidence, and lack of vocabulary were the main factors that prevent students' WTC in addition to the teachers' behavior and methods which were considered as the key of the success or the failure of their students' willingness to communicate inside the classroom.

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Appendices

APPENDIX 1: Questionnaire

Dear students you are kindly requested to answer this questionnaire which is a part of an investigation that aims at finding out the impact of willingness to communicate on EFL learners' speaking ability inside classroom. Your opinion and answer as a 2nd YREA learners are very important in the current study. Please tick (✓) the appropriate answer for you and give a full statement when necessary. Your help is appreciated.

DEPARTEMENT OF ENGLISH
UNIVERSITY OF MOHAMMED KHIEDER BISKRA
KIHOUK KHAOULA

Section One: Background Information

1- Age:years

2- Gender:

a- Male

b- Female

3-How long have you been studying English?

.....years

4-Is it your own choice to study English?

a-Yes

b-No

5-How could you describe your level in English?

a- Very good

b- Good

c- Satisfied

Section two: Learnes' Attitude toward Speaking in the Classroom

6-Who does generally interact more in the classroom?

a-Teacher

b-Students

7-As an EFL learner, in order the following skills according to their importance:

a-Listening

b-Speaking

c-Writing

d-Reading

8-Do you face difficulties when speaking inside the classroom?

a-Yes

b-No

9-If yes, justify

.....
.....
.....
.....
.....

10-If you have to present in the classroom, do you prefer present:

a- Individuality

b- In pairs

c-Group work

11-Do you think that class oral presentation is?

a- very Important

b- Important

c- Less important

12-According to you, classroom oral participation is:

a-Very important

b- Important

c- Less important

13-Justify

.....
.....
.....
.....

Section three: Factors affecting willingness to communicate inside the classroom

14-If your teacher affects your willingness to communicate, is that due to:

a- The time he gives you to talk in the class

b- Teachers' encouragement to you to participate

c- Teachers' feedback after speaking

15-You avoid classroom participation because of the subject matter (the module) is:

a- Difficult

b- New

c- Not of your interest

16- Do your classmates influence your willingness to communicate?

a- Positively

b- Negatively

17- Justify

.....
.....
.....

18-If you have any comments or suggestions, please add them here

.....
.....
.....

Thank you for your collaboration.

APPENDIX2: Teachers' Interview

Q1: How far do you agree with the idea that the most challenging aspect of teaching English is to get all the students to participate?

Q2: What are the main factors that prevent students from speaking in oral expression session?

Q3: To what extent are students willing to communicate, when they are prepared or when they are interested in the topic?

Q4: How can the teacher raise the students' willingness to communicate in the classroom?

Q5: What types of tasks do you find useful to make students willing to communicate in the classroom?

Thank You for your collaboration

Résumé

L'objectif premier de l'apprentissage d'une langue étrangère est de pouvoir l'utiliser de manière appropriée dans des circonstances réelles. Les apprenants sont très motivés pour étudier l'anglais à de nombreuses fins telles que parler couramment, étudier à l'étranger, augmenter les opportunités d'emploi et voyager. Cependant, il existe un phénomène dominant de la majorité silencieuse dans la salle de classe par rapport à la minorité parlante. Cette recherche visait donc à examiner dans quelle mesure la capacité des apprenants d'EFL à parler est influencée par leur volonté de communiquer. En outre, il cherche à décrire et à évaluer les variables internes et externes derrière la réticence des apprenants à parler dans le contexte réel de la classe, il met en lumière le rôle effectif de l'enseignant dans l'augmentation de la volonté de l'apprenant à communiquer pendant le processus d'apprentissage. Pour cela, une étude de recherche a été menée auprès d'un échantillon de 46 étudiants de deuxième année LMD, et de 07 professeurs d'expression orale du département d'anglais de l'université de Biskra. Le questionnaire des élèves et l'entretien avec les enseignants sont les principaux outils de collecte de données utilisés pour servir la présente enquête. L'examen des résultats a révélé l'importante corrélation entre la capacité des élèves à interagir et leur réussite à communiquer. Enfin, l'étude est conclue par quelques lignes directrices pédagogiques pour les apprenants et les enseignants d'EFL afin de sensibiliser à l'idée de volonté de communiquer et de leur montrer son rôle effectif dans le développement de l'expression orale.

Mot clé : Volonté de Communiquer, Langue étrangère, Apprenants EFL, Compétence Orale

المخلص

الهدف الأساسي من تعلم لغة أجنبية هو أن تكون قادرًا على استخدامها بشكل مناسب في الظروف الحقيقية. يتمتع المتعلمون بدافع كبير لدراسة اللغة الإنجليزية لأغراض عديدة مثل أن يصبحوا متحدثين بطلاقة ، والدراسة في الخارج وزيادة فرص العمل ، والسفر. ومع ذلك ، هناك ظاهرة سائدة للأغلبية الصامتة في الفصل مقارنة بالأقلية الناطقة. لذلك يهدف هذا البحث إلى فحص الدرجة التي تتأثر بها قدرة متعلمي اللغة الإنجليزية كلغة أجنبية على التحدث برغبتهم في التواصل. بالإضافة إلى ذلك، يسعى إلى وصف وتقييم المتغيرات الداخلية والخارجية وراء تحفظ المتعلمين على التحدث في سياق الفصل الدراسي الحقيقي، ويسلط الضوء على الدور الفعال للمعلم في زيادة استعداد المتعلم للتواصل أثناء عملية التعلم. أجريت دراسة بحثية شملت 46 طالبا وطالبة في السنة الثانية من السنة الثانية و 07 من معلمي التعبير الشفهي بقسم اللغة الإنجليزية في جامعة بسكرة. استبيان الطلاب ومقابلة المعلمين هي أدوات جمع البيانات الرئيسية المستخدمة لخدمة التحقيق الحالي. كشفت مراجعة النتائج عن الارتباط المهم بين قدرة الطلاب على التفاعل ونجاحهم في التواصل. أخيرًا، اختتمت الدراسة ببعض الإرشادات التربوية لمتعلمي ومعلمي اللغة الإنجليزية كلغة أجنبية لرفع الوعي بفكرة الرغبة في التواصل وإظهار دورها الفعال في تطوير مهارة التحدث.

الكلمات المفتاحية: الرغبة في التواصل ، اللغة الأجنبية ، متعلمي اللغة الإنجليزية كلغة أجنبية ، الكفاءة الشفهية