

Willingness to Communicate

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**Exploring the Main Factors that Affect EFL Students 'Willingness to Communicate
The Case of Second Year English Students at Biskra University**

Dissertation submitted in partial fulfillment of the requirements for a
Master **Degree in Sciences of Language**

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Declaration

I, Sara TAHMI, do hereby declare that this MA dissertation is my original work and is the byproduct of my own efforts. Excluding where references have been cited, all of the words present in this work are mine and has not been published or written by another person. This work has not been submitted to any other University or Institution for the completion of a degree or whatsoever.

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Dedication

To the man who has been my guiding light, my rock, and my hero - thank you for being such an amazing father. Your unwavering support and love mean the world to me.

To the woman who has been my shelter, my comfort, and my inspiration - thank you for being such an incredible mother. Your selfless love and care have shaped me into the person I am today.

To the sister who has been my partner in crime, my confidante, and my best friend - thank you for being such an amazing sibling. Your laughter, your adventures, and your unwavering support mean everything to me.

To the brother who has been my protector, my mentor, and my friend - thank you for being such an amazing sibling. Your guidance, your encouragement, and your love have helped me grow into the person I am today.

To my esteemed teacher, Ben Rabeh Lakhder your guidance has been a beacon of inspiration, illuminating my path to knowledge

To the friends Rabiaa, Nabila, and Chahinda who have been my confidantes, my partners in laughter, and my constant sources of inspiration - thank you all for being such an incredible friends. Your kindness, your empathy, and your unwavering support mean the world to me.

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Abstract

The achievement of an acceptable level in terms of communication is a prerequisite for any language learner. The current study aims at exploring the main factors that affect EFL students' willingness to communicate. To realize the sought objectives at hand, an exploratory method through quadratic was pursued. The latter encompassed four data collection tools: a students' questionnaire, teachers' interview, teachers' questionnaire, and a classroom observation taking the case of second year students at Biskra University with a sample of 40 out of the whole population. All of which are used to ensure the validity of the research and not only to cross validate data. The obtained results reveal that despite EFL students' acceptable proficiency in linguistic terms, they remain communicatively not competent enough. With further attempts put forward by teachers to implement a speech act theory for their learners, this nevertheless remains considerably not sufficient due to many constraints. Lastly, a number of recommendations are put forward to enable students reach a proficient level in terms of target language competence.

Keywords: Willingness to Communicate, Communication, Speech act theory

List of Acronyms

C: Communication

CA: Communication Apprehension

CC: Communicative Competence

CCQs: Concept Checking Questions

EFL: English as Foreign Language

ELT: English Language Teaching

ESL: English as Second Language

FL: Foreign Language

FLCA: Foreign Language Classroom Anxiety

HWTC: High Willingness to Communicate

IC: Interpersonal Communication

IDs: Individual Differences

L1 WTC: Willingness to Communicate in First Language Communication Context

L1: Mother Tongue

L2 WTC: Willingness to Communicate in Second Language Communication Context

L2: Second Language

LWTC: Low Willingness to Communicate

OHP: Overhead Projector

SLA: Second Language Acquisition

SPCC: Self-Perceived Communicative Competence

WTC: Willingness to Communicate

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General Introduction

The English language, one of the most widely spoken languages in the world, is a fascinating tapestry of history, diversity, and global influence. With roots dating back to the Germanic languages of ancient tribes, it has grown and evolved over centuries, absorbing words from Latin, French, and other languages as cultures clashed and merged. Today, English is the lingua franca of the modern world. It serves as a medium for international communication, both in business and academia. Learners of the English Language learn it to achieve a good level of proficiency that will facilitate the communication or interaction process with native and/ or non native speakers of English language for different purposes and in different life situations.

They can not attain this good level of proficiency unless they have a good fluency and accuracy in the productive skills(speaking and writing). This requires them to be exposed to the native English language through their receptive Skills: reading and listening.

In a learning environment, willingness to communicate is an essential issue, In fact, many students have difficulties when conversise in English both with the teacher or other students. This is due to many factors that influence on the success of communication . Therefore, it is necessary to understand these factors and find solutions for them so that the student can reach the desired level. In other words, they should know: What are these factors.? What are their causes.? How did they arise.? How can we overcome them.? This is the key to successful communication without any interruptions or difficulties.

1. Statement of the problem

The main purpose from learning and teaching any language is to use it as a means of communication. In a learning environment, willingness to communicate is essential for the success of any conversation. Many students have difficulties when conversing in English both with the teacher or with other students. This is due to many factors. Therefore, it is

necessary to be aware of these factors, understand and find solutions for them so that the students can reach the desired level in oral communication.

In other words, they should know these factors, their causes and how they arise in addition to the strategies that may help them overcome the negative effects of these factors. Through this study, the researcher will explore the main factors that influence students' willingness to communicate because she observed that communication and speaking in English is not an easy task for all EFL students at Biskra University. Many of them find this difficult even though they have been learning English for a long time and they may have a good linguistics competence.

2. Significance of the Study

The importance of this study resides in that it offers insights about one of the main elements that lead to the success of any conversation or communication process, which is "students willingness to communicate". It is one of the rare studies taking this issue at Biskra University. The findings of this study will attract EFL teachers' attention to its main causes, signs and effects in addition to the main factors that may negatively affect students' willingness to communicate.

3. The Research Questions

The present study seeks to answer the following questions :

- ❖ **RQ01:** What kind of the relationship exists between EFL students' willingness to communicate and their own oral performance.
- ❖ **RQ2:** What are the main factors that affect EFL students' willingness to communicate
- ❖ **RQ3:** How can EFL teachers help their learners overcome the obstacles that affect their willingness to communicate?.

4. The Research Aims

The present study aims:

- ❖ To identify the kind of the relationship that exists between EFL students' willingness to communicate and their own oral performance.
- ❖ To Explore the different types of factors that affect on willingness to communicate
- ❖ To Identify the main strategies That EFL teachers use to help Students' overcome their lack of willingness to communicate.
- ❖ To Suggest some pedagogical recommendations that may help in increasing the students' willingness to communicate and developed their speaking skills.

5. Research Methodology

To meet the research objectives, an exploratory approach will be implemented to gather and explain the results that would be gained in various stages communication. This can be achieved through the use of the following instruments: a semi structured questionnaire to students and teachers, an interview with the teachers and a non-participant classroom observation to investigate the ways in which EFL learners' willingness to communicate can be enhanced.

The study will be conducted at MKU Biskra (Algeria). Therefore, the sample is composed of 40 second year students as they are enrolled thoroughly in terms of exposure to English as a foreign language. They are randomly chosen and the data obtained thanks to them cooperation is illustrated in terms of tabulations and graphs.

6. Limitations of the study

Any researcher is conscious about the various hurdles that may hamper in any manner thus affect the learners' development of their communicative competence.

Limitations may come to surface and affect the result of our study. We can mention some:

- The evaluative study is limited to communicative willingness.
- The references in relation to the second variable were considerably unavailable at the local Library.
- The sample of the study is limited to two groups of second year at the English division.
- The written aspect was not dealt with due to the time limitations.

7. Organization of the Dissertation

The dissertation at hand is divided into three major parts. The first part entitled general introduction comprises the most important elements that formulate the framework of the current research: a brief introduction, statement of the problem, aims of the study, research questions, and methodology. In addition to the literature review used to value the research investigation from a scholarly perspective.

The two forthcoming chapters constitute the theoretical part. The first chapter deals with the concept of communication in terms of definition, components, types, classification, organization, characteristics, models and strategies.

The second chapter is made of two parts. The first part deals with willingness to communicate (WTC) an overview, its definitions, foundation and conceptualization, WTC as personality trait in L1, WTC in second foreign language communication context..

Concerning the second part, it deals with factors affecting EFL students' willingness to communicate, communicative apprehension, self-received communication competence. Then, it displays the different factors affecting EFL students' willingness to communicate, and the significance of the heuristic model of L2 WTC

Lastly, the field work is displayed in chapter three which includes the collection of data in terms of description and administering along with the analysis devoted to each devised instrument. Furthermore, the set of findings inferred followed with a list of general recommendations at the end of this chapter.

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Introduction

The demands and necessities of practical teaching, particularly in teaching foreign languages, along with evolving concerns, have changed how learners interact. This shift is a result of the growing focus on communication skills rather than just learning and mastering the language structure of a foreign language.

The following chapter provides a thorough overview of a basic concept that is closely interwoven: communication in an EFL teaching context. . This, in turn, is the ultimate goal of foreign language learners for effective real-life interaction in the target language. Concerning this concept, a set of definitions will be provided from various conceptualizations and views that try to present communication as an efficient process. Then, a comprehensive discussion about its components, types, effective traits, and models will reveal the importance of such a phenomenon in the lives of humans with regards to its complexity and different forms under practical applications. In addition to the above points, communication strategies and their multiple sub-strategies will be further dealt with.

Definition of Communication

Interpersonal life relies on communication, which involves sending and receiving messages. However, it's not guaranteed due to environmental, emotional, verbal-skill-oriented, phenomenological, or personal circumstances. Communication is an intricate phenomenon with a wide range of processes, and new advances in science and concepts make it challenging. As a result, there is a need for a new approach in how scholars study communication.

Lindblom (as cited in Hauser, 1996) stated that human communication includes forms of verbal communication such as speech, written language, and sign language. It comprises nonverbal modes that do not invoke language properly. But those nevertheless constitute extremely important aspects of how we communicate. As we interact, we make various

gestures—some vocal and audible, others nonvocal, like patterns of eye contact and movements of the face and the body. Whether intentional or not, these behaviors carry a great deal of communicative significance (p.7).

In a survey of the literature on communication, Dance and Larson (as cited in Steinberg, 2007) found that "there were 126 definitions, and since then even more definitions have been formulated" (p.39). Etymologically speaking, communication originated from the Latin expression 'communicatio' meaning the action of sharing things.

Rimondini (2011) revealed that the concept itself comprises reciprocity or mutuality, which is said to fall within the original meaning of the word and its connotations. This idea is reflected in the Merriam-Webster dictionary's definition: "a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior, i.e., information exchange via words, sounds, or nonverbal behavior."

Communication can be examined from different perspectives, including cognitive psychology, linguistics, sociology, and other relevant disciplines, all focusing on the exchange of communicative messages from a linguistic point of view.

Lindblom (as cited in Hauser, 1996) highlighted, namely, the nonverbal aspect of communication in addition to spoken and written language forms. This was described by the scholars as having a crucial role in human communication, including body language, gestures, eye contact, and facial movements, which convey a variety of meaningful messages.

From another perspective, Dance (as cited in LittleJohn, Foss, & Oetzel 2017) claimed that the concept of communication can be distinguished on the basis of three dimensions of abstractness, intentionality, and normative judgment, such as accuracy, effectiveness, or whatever. As far as the first dimension is concerned, some views and definitions may be either broad or restricted. The broad ones embrace the whole elements of

- People
- Message
- Effects
- Noise
- Channel/Medium
- Context/Setting
- Feedback

People

Scholars use different terms to describe the people involved in communication. In 2007, Steinberg called them 'communicator' and 'recipient' instead of 'message source' and 'message receiver', as they switch roles. However, they represent the same concept of humans participating in communication, with one sending and the other receiving. Each person has a specific role: The sender uses words to engage the receiver, while the receiver actively interprets the message. Both parties play a crucial role in the exchange of information, with the sender having a clear purpose and the receiver actively participating.

Message

The process of communication involves conveying a collection of thoughts and ideas, whether orally or in writing. This transmission occurs through specific signals and language codes that can either obscure or clarify the intended meaning. Verderber, Verderber, & Sellnow (2017) highlighted the importance of crafting and deciphering messages to create a coherent and adaptable script, anticipating comprehensive feedback through effective message interpretation. Burgoon (as cited in Verderber, Verderber, & Sellnow, 2017) emphasized the coordination of interactions to foster mutual comprehension and adjust behaviors among participants in the communication exchange.

Noise

In communication, interference, or noise, refers to factors that prevent the clear transmission and reception of messages. Griffin & Bone (2017) defined it as “things that interfere with the transmission and reception of a message” (p. 10). They also identified three types:

- External or outer distractions that exist around human beings.
- internal in terms of the sum of thoughts and feelings one undergoes.
- Semantic that is reflected through the use of unfamiliar words.

Verderber, Verderber, & Sellnow (2017) add that noise can be a physical or psychological disturbance that prevents people from understanding each other. can include internal factors like thoughts and feelings, or external factors like notifications and sounds. All forms of noise hinder proper communication by diverting attention from the intended message.

Channel/Medium

Communication is the primary way people interact with each other. According to Steinberg (1995), the medium can be a physical object, and the channel is the means by which messages travel. For instance, books, TV, and newspapers are different types of communication media, while the channel could be sound waves or a person's voice transmitted through the five senses.

Verderber, Verderber, and Sellnow (2017) further developed the concept of channels, highlighting how they respond to current time requirements, circumstances, the receiver, and the speaker's purpose. These elements consider not only media richness but also synchronism. Media richness refers to the type of information that can be conveyed through a specific channel, while synchronism determines the channel's capacity for providing feedback via emoticons, acronyms, or visual symbols.

Context/Setting

The location and timing of communication play a crucial role in effective message delivery. Steinberg (2007) defines context as "the environment; the place or conditions in which the communication encounter takes place" (p. 50), indicating that it includes a variety of factors such as spatio-temporal and cultural contexts. In multicultural countries, cultural

background is particularly important for effective communication. Griffin & Bone (2017) describe context as the environment where participants interact, including the worldviews generated during communication exchange.

Feedback

The ultimate aim of communication is for the sender's message to be understood by the recipient through mutual understanding of its meaning. Steinberg (2007) highlighted the significance of feedback in three key ways:

- It assigns communication the features of dynamism and interactivity/interaction.
- A means whereby meaning and ideas will be exchanged and negotiated to reach a satisfactory communication.
- It monitors participants' performance (whether to continue or terminate the talk).

Effects

DeVito (as cited in Bono et al, 2008) stated that each communication has a particular impact on those involved. He categorized these effects into three groups:

- Thinking effects involve getting new information and thinking about it.
- Emotional effects involve changes in feelings or opinions.
- Physical effects lead to new movements caused by the brain, like driving a car.

Koneru (2008) suggests a table below that presents the components of communication for a better understanding of the communication process:

Table 1.

Elements of Communication

Elements	Interpretation
Sender	A person or an event which provides verbal and non-verbal cues to which someone can respond.

Receiver	Someone who receives a message and interprets it.
Message	A piece of information spoken or written, to be passed from one person to another. It consists of a set of verbal and nonverbal cues sent by the speaker. Cues include words, figures, gestures, movements, vocal techniques, etc, the message may consist of facts, ideas, opinions, attitudes, feelings, or course of action.
Symbol	Symbol is something that stands for something else. It can be verbal, nonverbal. Words are also symbols.
Channel	Channel is the means used to convey the message.
Encoding	Encoding is the process of translating ideas, facts, feelings, opinions into symbols, signs of words, actions, pictures, visual aids, etc.
Decoding	Decoding is the process of deciphering an encoded message into an ordinary comprehensible language. The receiver converts the symbols, words, signs or visuals received from the sender to get meaning of the message.
Feedback	It is an important activity in communication process. It is a response a receiver.

Note. Adopted from Koneru (2008, p. 6)

Koneru (ibid) highlighted the roles played in communication. The sender of the message decides what, when, and to whom to share information, as well as how to convey it. The receiver comprehends, interprets, and responds to the message, illustrating the communication process.

Figure 1.

The Communication Process



In simple terms, communication involves sending and receiving information. The sender creates a message, the receiver understands it. For a clear response, the message must be clear. Misunderstandings can happen if the message is unclear.

Types of Communication

Communication can take different forms. The main types include spoken (verbal), body language (nonverbal), visual (images, drawings), as well as formal and informal styles. These types can be categorized based on two main factors: communication channels and purpose or style. Regarding communication channels, it can be spoken (oral or written) or nonverbal. In terms of purpose or style, communication can be formal or informal.

Verbal Communication

Verbal communication is a crucial skill that involves using spoken and written language to express thoughts, ideas, and emotions effectively. It includes different styles and follows syntactic rules for coherence and understanding. Mastering verbal communication skills enhances clear expression, relationship-building, and positive influence. It includes both speaking and listening skills, playing a complementary role in successful social interactions.

Lunenburg & Ornstein (2012) emphasized the effective role that listening plays in the interlocutors' successful and constructive communication. Ralph Nichols (as cited by Thompson et al, 1979) found that the time we spend on "verbal communication is about 10% given to writing, 15% to reading, 30% to talking, and 45% to listening" (p. 7).

Language is the primary tool used in communication, serving different functions that can be categorized into three types. According to Lyons (as cited in Rodriguez, 2000), verbal communication can have descriptive, expressive, and social functions. Successful communication requires grammatically correct language, clear intention, and mutual understanding between communicators.

Non Verbal Communication

Nonverbal communication, including facial expressions, body movements, gestures, posture, eye contact, and tone of voice, is a crucial aspect of human interaction. Tortoriello,

Blott, and Dewine (as cited in Bhardwaj, 2008) referred to nonverbal communication as "the exchange of messages primarily through non-linguistic means." Nonverbal communication complements verbal messages and conveys emotions, attitudes, and intentions.

Nonverbal communication plays a significant role in daily interactions. According to Bhardwaj (2008), people spend 75% of their lives communicating, while social anthropologist Hall (as cited in Bhardwaj, 2008) suggests that 60% of communication is nonverbal. Calero (2005) further highlights that 55% of messages are conveyed through body language, 38% through vocal cues (such as tone and volume), and only 7% through words.

Constituents of Nonverbal Communication. According to Bratanic (as cited in Esposito, 2007), the components of nonverbal communication are:

Kinesics. It includes all the information conveyed through body movements, posture, facial expressions, and other related aspects.

Oculesics. Focuses on eye contact, gaze, avoidance, and their impact during communication.

Haptics. Refers to touch behavior.

Proxemics. Deals with how individuals use space when interacting, whether close or distant. Intimate space involves close physical contact within 18 inches, which is common in intimate relationships.

Chronemics. Examines the influence of time on communication, categorized into monochronic and polychronic.

Paralinguistics. Concerns vocal aspects like tone, pitch, and pronunciation.

Olfactics. Involves the sense of smell and olfactory communication.

Visual Communication

Visual communication is a visual method of conveying ideas and information through visual forms like signs, typography, and illustrations. It is primarily associated with vision

and emphasizes the power of visual messages, along with text, to inform, educate, or persuade individuals or audiences.

Ball & Byrnes (2004) challenged the common notion that visual communication was insignificant, highlighting its role in perception and awareness. They discussed how Greek philosophers believed that objects emit signals to our eyes, enabling us to see them and derive meaning from what we perceive.

Formal and Informal Communication

Formal and informal communication are two distinct styles, purposes, and contexts of interaction that people use in different situations.

Formal Communication. It aims to ensure accurate and proper information exchange through established channels. It is valued for its organized flow and time-saving benefits. However, strict adherence to rules can overshadow personal relationships, potentially reducing warmth between superiors and subordinates. Formal communication can take four forms.

Horizontal. It is the kind of communication that occurs among two or a group of people with the same social and intellectual status.

Crosswise. Communication happens among two people from different levels of social status and with different backgrounds.

Upward. It is the kind of communication where there is a difference in terms of scale of authority and status, such as from a subordinate to a superior.

Downward. The flow of communication occurs between two people with two distinct backgrounds, mainly from superior to subordinate.

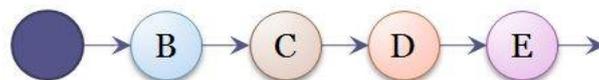
Informal Communication. It is a type of interaction where individuals, including employees, don't follow strict organizational rules and engage in open conversations without feeling restricted. It allows for spontaneous discussions between

superiors and subordinates, such as chatting with friends or family members. Its advantage is its flexibility and lack of rigid structures, but it also has a drawback of rapid spread of rumors or misinformation. It is divided into four major types:

Single-Strand Chain. In a Single-Stranded Chain of communication, information moves in order from one person to the next. It forms a direct communication line where each person shares with the next one after another.

Figure 2.

Single-Strand Chain

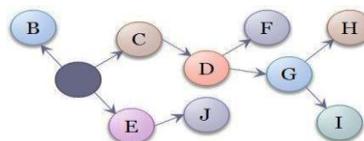


Note. Adopted from Surbhi (2005)

Probability Chain. It refers to a random process where information is shared between individual based on chance. People share information randomly, passing it on in a similar manner.

Figure 3.

Probability Chain

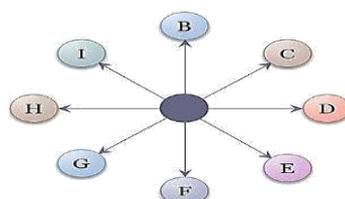


Note. Adopted from Surbhi (2005)

Gossip Chain. It is the process by which a communicative message is transmitted to a person and, hence, transferred to others to become widely spread. Some common examples of gossip chain communication are group discussions and round-table conversations.

Figure 4.

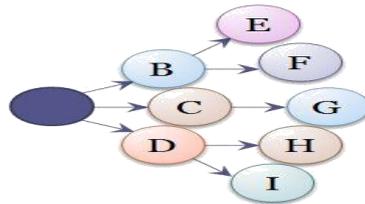
Gossip Chain



Cluster Chain. In a cluster chain communication pattern, an individual communicates with a particular group of people, who then disseminate the information to other groups. For example, a senior manager might relay information to team managers, and each manager subsequently shares this information with their respective team members.

Figure 5.

Cluster Chain



Note. Adopted from Surbhi (2005)

Classification of Communication

Again, Communication, as Sehgal (2008: 205) states in, is an important aspect of human behaviour and symbolizes human beings ability to convey opinions, feelings, information and ideas to others through wrinen or spoken words" But, the context where certain information, for instance, need to be communicated is really necessary. To clarify this important requirement, as cited in Collins (2008: 6) Fielding (1997) identified the following contexts of communication:

- Intrapersonal Communication
- Small Group Communication.
- Mass Comunication
- Intercultural Communication
- Interpersonal Communication.
- Public Communication
- Organizational Communication

Intrapersonal Communication

Intrapersonal communication, a form of self-dialogue, is crucial for shaping one's self-perception and enhancing language use. English as a Foreign Language (EFL) learners can

benefit from practicing this form to refine their thoughts in the target language, filter out distractions, and focus effectively.

Interpersonal Communication

Interpersonal communication is the basic form of communication, involving talking and interacting with others. It includes casual conversations with friends and family and business situations. It involves sharing information, emotions, and thoughts using words and body language, and is most effective when combined with non-verbal expression.

Small-Group Communication

It is when people in a team communicate to achieve a shared goal in a workplace or other setting. These groups can be formal, like in meetings, or informal, such as study groups.

Public Communication

It is when someone speaks to a large group of people in a formal setting, such as a speech or presentation. It is a type of one-way communication where the speaker shares information with the audience in a public, not private, environment.

Mass Communication

Mass Communication involves sending a message to a large audience, which is different from the other types of communication mentioned earlier. In this type of communication, there is limited feedback, and there is no direct or personal connection between the sender and the receiver.

Organizational Communication

An Organization is defined by Fielding (1997) as consisting of groups of people who work together to reach specific goals. The individuals have to communicate with each other and share information if they are to reach shared goals. It is also, sending and receiving messages among interrelated individuals within a particular environment or setting to achieve

individual and common goals. Organizational communication can be done under many forms, either written or spoken or using other mediated channels.

Intercultural Communication

Culture refers to a group's lifestyle, including values, beliefs, objects, and behaviors. Culture is learned, not inherent. Intercultural communication involves interactions between people from different cultures, each with unique values and behaviors. Effective communication requires common understanding and a positive attitude.

Characteristics of an Effective Communication

Communication is the process of conveying ideas from one person to another or to a group. When ideas are conveyed clearly and unambiguously, communication is deemed effective. Effective communication occurs when the receiver understands the message and responds appropriately. Strong communication skills are essential for success in various areas of life. Jobs often require good communication skills, and individuals with these skills typically have better relationships with others (Skills You Need, 2017).

Seligman (2016) emphasizes that effective communication is crucial for success in many aspects of life, leading to improved interpersonal relationships with friends and family.

Gutierrez-Ang (2009) described five basic functions around which effective communication revolves:

- To interact;
- to make decisions.
- To increase and store information;
- To cause changes in people;
- To have better insights into oneself and the world;

Communication competence, a concept developed by numerous scholars, refers to the ability to communicate effectively and appropriately in a specific context. Spitzberg (as cited in Verderber, and Verderber & Sellnow, 2017) highlighted that communication is successful when it achieves its objectives and fits the situation. Communication competence consists of three key elements: being motivated to improve communication to achieve goals, having the

necessary knowledge with the right amount and quality of information for smooth communication, and being skilled in practicing the required abilities to engage in conversations effectively.

Models of Communication

Communication models simplify the communication process by visually illustrating its various aspects. Although they may not fully capture real-life communication complexity, they are valuable tools for communication students to understand concepts, steps, definitions, and principles. This helps individuals approach interactions thoughtfully, prepares for future communication, and allows them to learn from past experiences.

A Linear Model

The linear or transmission model of communication simplifies communication as "a sender intentionally transmits a message to a receiver" (Ellis & McClintock, 1990). This model focuses on the sender and message, viewing the receiver as the endpoint. Developed from Aristotle's model, it includes a speaker, message, and listener, influenced by technologies like telegraphy and radio (Shannon & Weaver, 1949). In this model, a radio broadcast from the announcer to the listener involves encoding, transmission through electromagnetic waves, and decoding by the listener.

A Nonlinear Model

According to Narula (2006), this model is connected to cybernetic principles, where information, feedback, networks, and goals are key components that function together to improve and guarantee effective communication.

An Interaction Model

The interactive model of communication emphasizes feedback and two-way exchange of messages, acknowledging the complexity of communication and the potential for multiple

messages to be sent simultaneously. It also considers physical and psychological contexts, such as environmental factors and emotional influences, in communication encounters.

A Transaction Model

The transaction model of communication is a more complex approach that views communication as a dynamic process where individuals create social realities within various contexts. It goes beyond mere message exchange and involves building relationships, shaping identities, and engaging in dialogue to establish communities. This model emphasizes the simultaneous nature of sending and receiving messages, allowing for a deeper understanding of how communication is shaped by social, relational, and cultural factors.

A Convergence Model

The convergence model of communication, developed by D. Lawrence Kincaid in 1979, views communication as a dynamic process involving dialogue, mutual understanding, and self-correcting feedback. It aims to clarify confusion between information, knowledge, messages, symbols, and meaning, promoting a common interest and greater uniformity among communicators. This model stands out in communication theory for its emphasis on dialogue and mutual understanding.

Table 2.

Communication Models

Sources	Types of Model	Model's Main Components
Laswell (1948)	Linear/ Action	Sender- Message- Channel- Receiver -Feedback.
Shannon and Weaver (1949)	Linear	Source- Encoder- Message- Decoder- Destination- Noise- Feedback.
Garbner (1956)	Interactive	Sourced- Content- Means- Audience- Event- Consequence.
Charles Osgood and others (1957)	Interactive/ Circular	Message- Decoder- Interpreter- Encoder- Message- Decoder.

Westly and Maclean (1967) based on Newcomb	Interactive	Messages- Sources- Gatekeepers- Receivers Feedback.
Berlo (1960)	Linear	Source- Message- Channel- Receiver- Feedback.
Schramm (1973)	Relational	Informational signs- Relationship among participants- Active receivers.
Lawrence Kincaid (1979)	Convergence	Information uncertainty- Convergence- Mutual understanding- Mutual agreement- Collective action- Networks of relationships.

Note. Adapted from Handbook of Communication Models , Perspectives, Strategies, Narula (2006, pp. 21-22)

Communication Problems

Effective communication involves successful delivery and understanding of the receiver's response, with disruptions posing barriers. Learning communication skills helps build trust and respect, but unclear or distorted messages can lead to setbacks and obstacles in message delivery.

Semantic Barriers

Diverse individuals may interpret a single message differently due to challenges with understanding its meaning, significance, and the transmission and reception of its content.

Organizational Barriers

These barriers emerge from issues related to the physical separation of team members, their specific roles, power dynamics, authority structures, relationships, values, and access to information within an organization.

Interpersonal Barriers

These obstacles arise during communication interactions based on the relationships, values, and attitudes of the participants involved.

Individual Barriers

Also known as psycho-sociological barriers, these challenges stem from variations in individual cognitive abilities, physical limitations, listening skills, reading proficiency, and psychological states affecting information processing.

Cross Cultural Barriers

Cultural differences impact communication due to factors such as time zones, geographical distances, and cultural influences on message reception.

Physical Barriers/Channel and Media Barriers

Communication effectiveness is influenced by physical obstacles like distance, noise, choice of communication channel, and media used. Decisions on how best to convey a message

are crucial; for instance, face-to-face communication may be preferred over written communication.

Technological Barriers

It can create barriers in communication, overwhelming recipients with excessive information. Understanding these barriers is crucial for successful communication.

Choosing the right words and using simplest codes can improve communication, especially for EFL learners. Exposure to authentic materials with real language can increase interest and improve communicative skills. Both teachers and learners should aim for easy understanding.

Communication Strategies

Communication strategies are essential for communicating in a second language (L2) or a foreign language. According to Faerch and Kasper (1983, as cited in Brown, 1994, p. 118), communication strategies are "conscious plans to solve specific communication goals."

Learners employ various plans, techniques, and efforts to ensure effective communication and make their messages understandable to others.

As stated by Ellis (1996, p. 396), "communication strategies are used by learners to compensate for deficiencies in their language skills." When learners face difficulties in expressing themselves due to language constraints, they resort to alternative methods such as modifying sounds, code-switching, or changing the topic. These strategies, except for switching languages, are also employed by native speakers.

Learners often face communication challenges in learning a second language. Strategies like rephrasing, substitution, creating new words, reverting to first language, and seeking clarification help overcome these obstacles.

Social Communication Strategies

Tartine (as cited in Cook, 2008) identified strategies used when facing communication challenges among multiple individuals. These strategies can be easily categorized into:

Paraphrase. This strategy involves various sub-strategies like approximation (using similar words to help the listener understand), word coinage (creating new words as substitutes), and circumlocution (describing a word in around about way).

Transfer. This strategy includes sub-strategies such as translation from the native language (L1), switching languages, seeking help, and using gestures.

Avoidance. This strategy consists of two main sub-strategies: "message abandonment and topic avoidance." Bialystok (as cited in Cook, 2008) stressed the importance of repairing conversations when they go off track and highlighted the role of teachers in teaching these strategies to learners for real-life conversations.

Psychological Problem Solving

This focuses on the learner's mental processes when trying to express themselves in the target language (TL) and the obstacles they face. Faerch and Kasper introduced two main streams of communication strategies:

Achievement. Faerch & Kasper (as cited in Cook, 2008) presented inter-language strategies like substitution, generalization, description, exemplification, word creation, and restructuring used when learners struggle with linguistic structures.

Cook (2008) divides these strategies into cooperative and non-cooperative categories. Cooperative strategies align with Tarone's list, while non-cooperative strategies include code-switching and foreignization, which are beneficial for learners proficient in both L1 and TL.

Avoidance. Cook (2008) categorizes avoidance strategies into formal and informal (linguistic and non-linguistic) strategies, employed by learners when they feel the required TL structures are beyond their grasp.

Compensatory Strategies

Poullisse (as cited in Cook, 2008) introduced archistrategies, including conceptual and linguistic archistrategies, focusing on coping with unfamiliar words.

Conceptual Archistrategy. Analytical and holistic strategies are part of this approach. Analytic strategies involve breaking down words for better understanding, while holistic strategies aim to find similar words in the target language.

Linguistic Archistrategy. Communication strategies are methods used to enhance social interactions and foster connections between individuals. Poullisse (1990) describes communication strategies as tools that facilitate social communication. In the realm of second language learning, where proficiency may be limited, employing communication tactics becomes essential.

Conclusion

Communication involves sharing information between two interlocutors or more. The effectiveness of this exchange relies on how well the message is understood by both parties. In this chapter, we have explored the essential concept of communication within the context of teaching English as a foreign language. We have discussed different definitions and perspectives on communication to highlight its effectiveness. Furthermore, we have examined its elements, types, important qualities, and models to underscore its significance in human interactions. Lastly, we have addressed communication strategies and their various sub-categories.

Chapter Two: Factors Influencing Willingness to Communicate

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Introduction

Academic studies in educational psychology have emphasized the significant impact of "Individual Differences" (IDs) on the diverse behaviors and abilities observed among language learners. These distinctions are described as "enduring personal traits that are believed to be common to everyone but vary in degree among individuals" (Dörnyei, 2005, p.4).

Individual differences, also referred to as "differential psychology" by Dörnyei (2005), play a crucial role in influencing various aspects of acquiring and processing a second or foreign language. Several research studies have consistently demonstrated the significant impact of these IDs on human cognitive processes and behaviors.

The study of personal traits in language learning and communication has become crucial for effective teaching and relationship-building. The "Willingness to Communicate" concept, particularly in English language learning, helps understand differences in speaking habits and participation in communication tasks among ESL/EFL learners. This chapter explores WTC's aspects, importance in linguistic communication, and factors affecting it in L1 and L2 contexts, emphasizing the heuristic model's significance in understanding WTC.

Part One: Willingness to Communicate

An Overview of Willingness To Communicate

The "willingness to communicate" (WTC) is a crucial factor for EFL students to consider before speaking in English classes, as some speak readily while others remain silent.

Language experts emphasize the importance of communication in language teaching and learning, assessing individuals' readiness to talk in different languages considering emotions, language skills, and social interactions. WTC involves actively participating in conversations based on the situation, as described by Kang (2005). Encouraging a desire to communicate

during language learning is a key goal in second language acquisition, as suggested by MacIntyre et al (1998), and Kang (2005).

In conclusion, effective communication is the primary goal of learning a second or foreign language, indicating a person's readiness to engage in interactions and utilize the second language when opportunities arise

Willingness to Communicate:

Willingness to communicate in a second language (L2) is influenced by self-confidence, language skills, and situation. High willingness encourages conversation engagement, risk-taking, and persistence, while low willingness can hinder learning.

MacIntyre & Gardner (1994) argue that WTC is an important indicator of proficiency in a second language, as it influences how actively a person engages in communicative situations and their ability to manage language-related anxiety. Having a high level of willingness to communicate can support language learning and enhance communicative skills in L2.

Foundation and conceptualization of linguistic communicate construct.

WTC in First/ Native Language Communication Context. McCroskey & Baer (1985) introduced the concept of "willingness to communicate" to explain why people differ in their willingness to engage in interactions, even in similar contexts. They based their work on earlier studies emphasizing that individuals demonstrate specific communication tendencies. The term "willingness to communicate" was defined as "the probability of engaging in communication when free to choose to do so" (MacIntyre & Charos, 1996, p.7).

McCroskey & Baer (1985) viewed WTC as a personality trait that remains relatively stable across different situations and receivers, regardless of external factors. This trait was seen as a predisposition towards communication, indicating an inherent inclination to engage in speaking activities.

Chronological Survey of Willingness to Communicate Construct. McCroskey & Baer (1985) recognized the impact of prior research on "willingness to communicate" (WTC). Studies by Burgoon (1976), Mortensen et al (1977), and McCroskey & Richmond (1982) delved into related concepts such as communication reluctance, verbal behavior tendencies, and shyness, aiming to grasp the variability in communication behaviors as inherent traits.

McCroskey & Baer (1985) synthesized insights from diverse areas to understand factors influencing communication rates. Mortensen et al (1977) proposed that verbal behavior tendencies stem from both personality traits and situational factors. McCroskey & Richmond (1982) linked shyness to reduced verbal activity and devised the "Verbal Activity Scale" to gauge speaking consistency.

However, McCroskey & Baer (1985) identified limitations in the scale's precision in measuring individuals' innate communication inclination, raising doubts about its ability to capture inherent communication tendencies accurately. Despite this, their work led to the creation of the "WTC scale," a reliable tool for assessing overall communication tendencies.

McCroskey (1992) applied the WTC scale to assess individuals' communication patterns across diverse contexts, affirming a consistent inclination towards willingness or unwillingness to communicate, establishing WTC as a stable personality trait.

Willingness to Communicate as Personality Trait in L1

Regarding L1 willingness to communicate, it is viewed as a stable aspect of one's personality influenced by various situations but resistant to immediate change. Communicative settings can impact willingness to communicate, yet it is perceived as enduring in an individual's character.

According to McCroskey & Richmond (1990), "Willingness to communicate can change depending on the situation, but people tend to have consistent communication

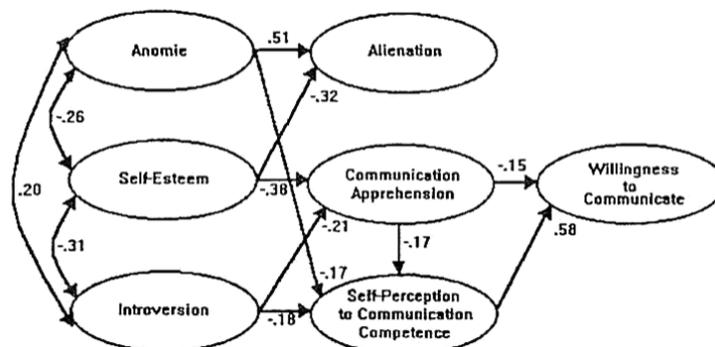
tendencies across different scenarios” (p. 21). They also noted individuals exhibit patterns in conversation initiation and speaking frequency, indicating conscious communication choices (p. 20).

Personality traits, including introversion and communication fears, play a role in shaping communication habits in L1 tasks. Factors influencing WTC highlight the significance of effective communication and managing communication anxiety in determining individuals' willingness to talk.

MacIntyre's (1994) research organizes these factors logically, particularly in native language settings, using mathematical modeling techniques to illustrate the interconnectedness of factors impacting WTC in L1 use.

Figure 6.

Hypothesized Causal Sequence for Predicting WTC Using Personality-Based Variables



Note. Reprinted from "Variables underlying willingness to communicate: A causal analysis,"

by P. MacIntyre, 1994, *Communication Research Reports*, 11(2), 135-142.

Willingness to Communicate in Second Foreign Language Communication Context

McCroskey's (1985) research on willingness to communicate (WTC) has influenced subsequent studies, generating interest in language selection for studying communication and learning variances. This concept has evolved, capturing the attention of scholars and educators in second and foreign language education.

WTC has extended from first language to second language contexts, with MacIntyre et al (1998) exploring why some students engage in L2 communication while others avoid it.

Macintyre et al (1998) emphasize the language of discourse as a pivotal variable, with language change significantly influencing factors contributing to WTC. Comparing willingness to communicate in L1 and L2, MacIntyre et al (1998) note distinct differences, potentially influenced by language complexities and uncertainties in L2 use affecting communication in L1.

Differences in language proficiency and confidence between L1 and L2 contexts play a role, with individuals often feeling more adept in their native language situations. The redefined concept of willingness to communicate as "readiness" reflects a situational perspective, contrasting McCroskey's focus on enduring personality traits, highlighting the dynamic nature of individuals' willingness to engage in verbal interactions influenced by context.

Zhang et al (2018) also mentioned this dual perspective and stated that:

This definition already alludes to a dual perspective that combines both trait and state levels (Peng & Woodrow, 2010). At the trait level, a general communicative tendency is assumed that is rooted in an individual's personality, whilst at the state level, an individual's communicative behaviors fluctuate across time and situations (p. 227).

Willingness to Communicate between State and the Threat based Features

The discussion about how psychological behaviors are explained, especially the difference between traits and states, has been a topic of interest in psychology. Some researchers believe traits are the main factor, while others highlight temporary "person-in-a-situation" conditions as more crucial (Steyer et al, 2015, p. 73).

Schmitt and Blum (2020) have described these two aspects:

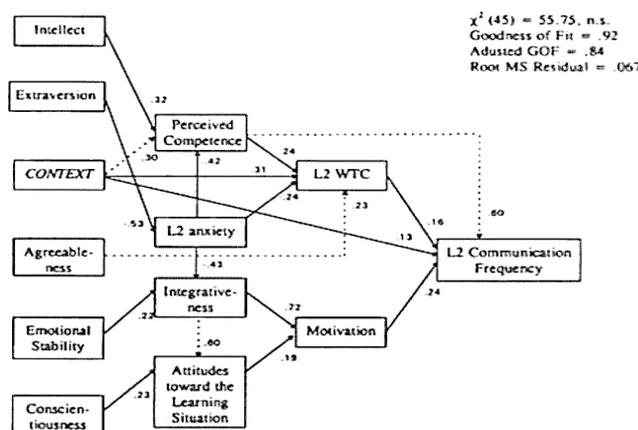
Traits are "characteristic patterns of thinking, feeling, and behaving that generalize across similar situations, differ systematically between individuals, and remain rather stable across time." States are "characteristic patterns of thinking, feeling, and behaving in a concrete situation at a specific moment in time" and vary across time based on the situation (p. 5206).

In second language learning, there are ongoing discussions about the significance of situational factors versus personality traits in defining WTC. The trait-like understanding suggests a consistent pattern linked to traits like motivation and language anxiety, while some researchers focus on situational factors as key influencers (Jafari & Deghati, 2016).

Chang (2018), MacIntyre et al (1998), and Zhou (2013) stress the importance of considering both personal traits and situational factors in influencing WTC. MacIntyre et al (1998) describe WTC as a complex characteristic influenced by various emotional factors, combining personality traits and environmental factors, and propose a model integrating both types of factors.

Figure 7.

Path analysis of L2 Communication



Note. Frequency from MacIntyre and Charos (1996), including Perceived Competence, L2 Anxiety, Integrativeness, Attitudes toward the Learning Situation, L2 Willingness to Communicate, and Motivation.

Willingness to Communicate in EFL Classroom

Thorough studies have revealed numerous factors influencing individuals' willingness to communicate (WTC) in English language learning contexts, offering valuable insights for understanding communication patterns among ESL or EFL learners. The language classroom acts as a social environment where teachers and students navigate their roles.

Peer interactions, teacher immediacy, and instructional approaches impact students' participation and WTC levels. Learner-related factors such as age, gender, language learning orientation, and emotional aspects like enjoyment and responsibility also influence WTC.

Kang (2005) highlighted the dynamic nature of WTC, shaped by contextual interactions. Current research underscores the complexity of WTC and the importance of integrating diverse theories and methods, recognizing its pivotal role in educational settings.

Significance of Generating Willingness to Communicate

The readiness to engage in conversation, known as WTC, varies among individuals and can fluctuate within the same conversation, impacting language learning positively and negatively. High WTC levels benefit second language teaching and learning, enhancing educational achievements and creating a conducive learning environment.

Kang (2005) highlighted the importance of increased language engagement due to high WTC levels in improving language proficiency.

WTC significantly influences learners' language use, communication involvement, and success in second language acquisition. Research indicates that learners with strong WTC actively practice their second language, engage in real-life communication, and demonstrate higher levels of participation, especially in speaking skills and overall language development. This proactive approach encourages learners to seek authentic language opportunities and engage in cross-cultural interactions, leading to positive language learning outcomes.

Part two: Factors Affecting Willingness to Communicate

Factors Influencing Willingness to Communicate in L1 Contexts

Communication Apprehension. According to the studies by Clevenger (1959) on stage fright and Philips (1965) on reticence, McCroskey (1997) defined the communicative apprehension as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” (p.192).

This implies that CA is the measure factor and the predictor of the individual’s willingness to communicate, four types of CA were introduced by McCroskey (1997) ; trait-like CA, generalized-context CA, person-group CA, and situational CA.

Trait-like CA. Trait-like communicative apprehension, as defined by McCroskey (1997), is considered a consistent willingness to confront fear, shyness, or anxiety in various communication scenarios. The level of trait-like communicative apprehension in individuals is believed to be a changeable aspect of their personality over time. For instance, individuals who are naturally shy may feel uneasy when giving speeches in a class.

Generalized-Context CA. As described by McCroskey (1997), is a type of anxiety specific to certain situations, like the fear of public speaking often referred to as "speech fright" or "stage fright." This form of CA is believed to be enduring as it becomes a pattern over prolonged periods, such as feeling anxious during presentations in class, group discussions, or meetings.

Person-Group CA. As defined by McCroskey (1997), involves the interaction between the speaker and the listener (strangers, acquaintances, and friends), where the extent of familiarity can greatly influence the apprehension experienced. In this case, communication issues arise when dealing with particular individuals or groups. For instance, students may feel at ease when engaging with peers but experience discomfort when communicating with their teacher.

Situational CA. McCroskey (1997) claimed that this type of communication is assumed to be fluctuate since it is affected by the environment in which the communication takes place i.e. the context and the behavior of people who are communicating. It is a kind of anxiety triggered by a specific combination of the audience and the situation that involves different dimensions. As an example, when the students experience new faces on a new environment in the first day of school, this may increase the level of the stress and create communication apprehension.

McCroskey (1997) argued that trait-like CA, generalized-context CA and person-group CA were all seen as the stable tendency toward communication, that mainly depend on the type of context and the person or group of people. While situational CA is considered as the temporary tendency toward communication. Thus, he claimed that there was no fixed trait or state CA, but a continuation “ranging from the extreme trait pole to the extreme state pole, although neither the pure trait nor the pure state probably exists as a meaningful consideration” (McCroskey, 1997, p. 84).

Self-Perceived Communication Competence. Drawing from Philips' research on reticence, McCroskey & Richmond (1987) highlighted communication apprehension and communication skills as crucial factors influencing WTC. They observed a positive relationship between individuals' WTC and their proficiency.

Kelly (1982) found that the communication skills of reticent and non-reticent speakers were comparable, emphasizing that self-perception of skills holds more importance than actual skills. Similarly, McCroskey (1984) defined communication competence as the capability to convey information.

McCroskey and Richmond (1997) argued that self-perceived communication competence directly influences WTC, as the decision to communicate is driven by one's awareness of their competence rather than their actual skill level. McCroskey's study

discussed how a person's belief in their communication abilities, rather than their actual skills, can influence their willingness to communicate. Those who see themselves as effective communicators are more likely to engage in conversations.

Factors Affecting EFL Students 'Willingness to Communicate. In English classes for non-native speakers, some students actively participate, while others remain silent. MacIntyre et al (1998) introduced the WTC model, which highlights factors influencing students' willingness to communicate. These factors include personal aspects like language anxiety, motivation, shyness, confidence, attitudes, fear of errors, and self-perception of language and communication skills.

Additionally, factors from the social environment, like the teacher's influence, teaching techniques, topic of discussion, type of tasks, and the overall classroom atmosphere, can also play a role.

Individual factors. The willingness of EFL students to actively participate in classroom communication is influenced by a variety of individual factors. These personal characteristics and psychological attributes play a crucial role in determining whether students will engage in English discussions and interactions. Understanding the key individual factors that impact EFL students' willingness to communicate is essential for creating supportive learning environments and fostering their language development. Some of the prominent individual factors that have been identified in the literature include:

A/ Language Anxiety:

Anxiety plays a significant role in learning a second or foreign language. According to Spielberger (1983), anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with the activation of the autonomic nervous system. Horwitz et al. (1986) mentioned that language anxiety involves self-perceptions, beliefs, emotions, and behaviors linked to classroom language learning due to the unique nature of the language

learning process. This anxiety can have a negative impact on students' performance and language acquisition.

Researchers have divided language anxiety into two main types: Trait anxiety, as described by Spielberger & Sarason (2005), is a part of a person's character that can significantly disrupt their ability to respond positively to any situation they encounter. State anxiety, on the other hand, involves a sudden surge of emotions in response to an external stimulus. It is a temporary feeling that can diminish over time as the learner becomes more familiar with the environment or feels at ease with their teacher and classmates.

Anxiety is viewed by different researchers as an intermediate stage between motivation and personality, as it can lead to discouragement, loss of motivation, and a negative attitude towards speaking the language. Brown (2007) concurred that "both excessive and insufficient anxiety could impede the success of learning a second language" (163). Therefore, EFL learners are advised to minimize anxiety and nervousness while speaking English to avoid underperforming in the target language.

B/ Lack of Motivation:

Motivation, defined by Harmer (2001) as "a force that encourages individuals to take action to accomplish a certain objective," is a crucial element in language learning, as mentioned by Brown (2000). In English language classes, some students may struggle due to a lack of motivation, which can be divided into intrinsic and extrinsic types.

Intrinsic motivation involves doing something because it is enjoyable and interesting, without expecting external rewards. This natural inclination plays a significant role in cognitive, social, and physical growth. On the other hand, students who lack intrinsic motivation may not be interested in activities or lack confidence, resulting in poor or limited foreign language speaking abilities.

Extrinsic motivation involves doing an activity to achieve something external to the task itself, such as receiving a reward or avoiding punishment. The self-determination theory suggests that extrinsic motivation can differ in the level of autonomy it possesses (Brown, 2000). In foreign language learning, the absence of extrinsic motivation is seen as a primary cause of students' inadequate speaking skills.

Therefore, EFL instructors should employ strategies to foster both intrinsic and extrinsic motivation in their learners, such as selecting engaging topics or assignments, developing rapport, and utilizing diverse activities like role-playing, discussions, language games, and group projects.

C/ Shyness and Lack of Self-Confidence:

Personality traits like shyness and self-confidence are important aspects that affect students' willingness to speak in English classes. Personality plays a crucial role in encouraging students to participate in English discussions, as highlighted by Liu (2005).

Shyness, as explained by MacIntyre (2003), is a lasting trait that influences one's readiness to communicate. There is a strong link between shyness and anxiety in foreign language classrooms, resulting in reduced levels of willingness to communicate.

MacIntyre also defines self-confidence as a blend of feeling competent in communication and being free of anxiety. It is a key factor in determining students' readiness to engage in spoken communication.

According to Djebbari (2014), "... the notion of self confidence may be considered as a key-factor in the learners' ability to overcome their language setbacks, it is normally assumed to have an influence on successful language learning." (p.53).

D/ Students' Negative Attitude:

Students' attitudes toward learning English can be either positive or negative. Unfortunately, many teachers tend to overlook the impact of students' negative attitudes,

which can hinder their learning progress. These negative feelings may arise from various sources and can greatly influence students' willingness to communicate in English, as noted by Kang (2005). Kang suggests that negative attitudes among students can stem from past experiences or unfavorable situations, ultimately affecting their confidence in using the language.

E/ The Fear of Correctness of Speech:

Some students only feel comfortable speaking in class when they are certain their speech is accurate. They value speaking correctly and often prioritize the grammar of their sentences before speaking.

According to Lisa (2006), students who concentrate on the structure of their sentences are more open to speaking and using the new language. Nevertheless, if they doubt their language abilities, they may be afraid of errors and refrain from speaking at all. Therefore, being overly concerned with precision before speaking can lead to a lack of willingness to communicate.

F/ Students' Perceived Linguistic and Communicative Competence

Students' view of their language skills and ability to communicate also influences their willingness to communicate in class. Some students may feel that their skills are lacking and believe they do not have the necessary abilities, especially when they compare themselves to their classmates. According to Nagy & Nikolov (2007), students who are dissatisfied with their skills and perceive their peers as more competent may shy away from participating in class discussions and remain silent.

Social Contextual Factors. In addition to individual factors, the social context in which EFL students find themselves also plays a significant role in shaping their willingness to communicate. The classroom environment, teaching methods, topics of discussion, and relationships with peers can all influence whether students feel comfortable and motivated to engage in English interactions. Understanding the key social contextual factors that impact EFL students' willingness to communicate is crucial for creating supportive learning spaces that foster active participation. Some of the prominent social contextual factors that have been identified in the literature include:

A/ The Effect of the Teacher's Role and Teaching Methods

According to Wen & Clement (2003), being actively engaged with students and showing approachability can boost their willingness to communicate. Moreover, the teaching methods utilized can also impact how willing students are to participate in class.

Zarrinabadi (2014) emphasized the importance of teachers being mindful of the roles they take on in the classroom, as this directly correlates with their students' success or failure in learning the target language.

B/ The Effect of the Topic

In an EFL classroom, the topic has a great influence on the student's degree of willingness to speak, the familiarity with the topic, topic interest, and the topic preparation affect their willingness to communicate. Students prefer to discuss topics of their interests, in which they have background knowledge. Cao & Philip (2006) stated that the familiarity with the topic has a strong connection with increasing or decreasing students' WTC.

C/ The Classroom Atmosphere

The environment in the classroom plays a significant role in shaping students' desire to speak. When students feel comfortable, relaxed, and supported by their teacher, they are more likely to participate actively.

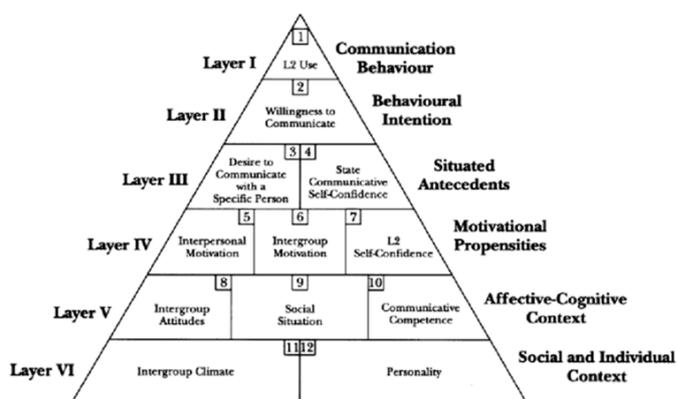
Kang (2005) suggests that creating a supportive environment where learners feel comfortable and engage in authentic communication can enhance their willingness to speak in the second language. Students who are willing to communicate are more inclined to use the second language in real-life situations, leading to successful language learning.

Significance of the heuristic model of L2 WTC. The model introduced by MacIntyre et al (1998) was important for studying how people communicate in a second language. It combined different approaches to language research, showing how various factors influence learners' communication behaviors. This model helped researchers understand why people use language differently, showing how different emotional and lasting factors connect to create a full view of willingness to communicate (WTC). It highlighted how WTC directly affects how often people use a language.

The L2 WTC model is widely recognized as a helpful framework, often used as a starting point for research in different language education settings. This current research is also using this model to study willingness to communicate, aiming to better understand this concept and its causes in second language contexts.

Figure 8.

Heuristic Model of Variables Influencing WTC



Note. The model by MacIntyre et al (1998) suggests that around 30 different factors can affect willingness to communicate (WTC).

The model organizes factors into a pyramid with six layers, divided into trait and situational levels. The trait level (IV, V, VI) consists of stable, lasting factors, while the situational level (I, II, III) includes changeable, situation-specific factors. This hierarchical structure indicates that variables higher in the pyramid have a more immediate impact on WTC, while lower ones have an indirect influence.

Each layer builds upon the one below, showing how stable traits and current situations influence an individual's willingness to communicate. Traits represent a general communication tendency, remaining constant, while situational factors can cause WTC to fluctuate based on specific circumstances, changing rapidly during interactions.

Examining each layer of the pyramid provides insights into how these variables interact, forming a psychological state that can either facilitate or hinder communication.

Situational Influences. The heuristic model of variables influencing WTC highlights the significant role of situational factors in shaping an individual's willingness to engage in communication. Situational influences, such as the desire to communicate with a specific person, the state of communicative self-confidence, and the social situation, are crucial in determining whether an individual will participate in a conversation. These situational factors can either enhance or hinder an individual's willingness to communicate, and understanding their impact is essential for creating supportive learning environments that foster active participation.

Layer I: Communication Behavior

Communication behavior involves using a second or foreign language in different ways, which is the result of "a complex system of interrelated variables" (MacIntyre et al, 1998, p. 547). This aspect is the ultimate goal of language learning and is closely connected to the concept of WTC. Using language and WTC support each other. For example, using language frequently and communicating successfully can increase language learners' self-

confidence, which then boosts their WTC levels, motivating them to actively seek opportunities to practice the target language.

MacIntyre et al (1998) stated that L2 educators aim to instill in learners the willingness to use the language and seek real-world opportunities to compensate for the lack of authentic language use often missing in L2 classroom settings (p. 547).

Layer II: Behavioral Intention (WTC)

MacIntyre and colleagues (1998) suggested that the willingness to communicate (WTC) is a good indicator of language use, supported by the theory of Planned Behavior, as it highlights how behavior is influenced by intention and control over actions (p. 548).

They also pointed out that WTC can show in various ways; it doesn't always need a speaking opportunity. Simple actions like raising a hand to answer a question can indicate WTC (p. 547).

According to them, students' intentions in the classroom, especially participation in interactions, arise from different factors. For example, students who participate actively may have language confidence (developed from a mix of low anxiety, strong communication skills, motivation for learning and using the language), a mix of motives like pleasing the teacher or achieving good grades, and the influence of the social context in language learning, which includes why a specific language is taught in that setting. Additionally, students' personalities can directly affect their language learning choices (p.548).

Layer III: Situated Antecedents of Communication

The proposed model suggests two main factors that lead to willingness to communicate (WTC) and affect language use: A) the desire to talk to a certain person, which is shaped by wanting to connect with them and having control over the conversation, and B) feeling confident in communication (MacIntyre et al, 1998, p. 548).

A/ Affiliation and Control Motives:

Desire for social connections, or "affiliation motives," is about wanting to belong and connect with others who are nearby, seen often, attractive, or similar to us (Lippa, 1998 as cited in MacIntyre et al., 1998, pp. 548-549).

On the other hand, "control motives" involve the wish to influence others, especially in work situations, by using language strategically to get help or cooperation (p. 549).

Both affiliations and control motives affect how we choose our words. For instance, in casual situations, people may speak the same language as attractive L2 speakers to bond, or confident speakers may use a second language with different language backgrounds, leading to code-switching. When control is key, people often speak the language of the more authoritative person, adding sophistication to the conversation (p. 549).

B/ State Communicative Self-Confidence

Macintyre et al (1998) talked about self-confidence as an important factor in how much we want to communicate with others. This self-confidence idea, also mentioned by Clement (1980, 1986), has two main parts: "feeling good at communicating" and "not feeling worried."

Feeling good at communicating means believing we can talk effectively. Not feeling worried is about not feeling tense or nervous (p. 549). They also talked about two kinds of self-confidence: one that is stable, like a personal trait, and another that changes depending on the moment we are speaking – like feeling confident just at that time. They said it's important to consider that confidence can be different for each person, so they also looked at how the situation can affect confidence.

Feeling confident or anxious can be different depending on the situation, like if it's a new experience or something similar that happened before. This same idea goes for related feelings like anxiety and feeling skilled at communicating (p. 549).

In simple words, Macintyre et al (1998) described feeling confident when talking as "knowing we can communicate well at a specific time" (p. 549).

Feeling anxious is a short-term feeling of stress, worry, or nervousness that comes from a specific situation, like remembering bad experiences or being afraid of failing (p. 549). They also said that feeling anxious and self-confidence are connected – when anxiety goes up, self-confidence goes down, which can make us less willing to talk (Simić, 2014, p. 10).

Enduring influences. The significant role of enduring influences in shaping an individual's willingness to engage in communication. These enduring influences, captured in the bottom layer of the pyramid, include intergroup and genetic factors that have a lasting impact on an individual's language behavior. These factors are relatively stable and less susceptible to change, often influencing an individual's motivation and confidence in using the target language. Understanding these enduring influences is crucial for creating supportive learning environments that foster active participation and effective communication.

Layer IV: Motivational Propensities

Macintyre et al (1998) introduced motivational propensities in their model, focusing on enduring traits like L2 self-confidence, the desire for connection, and group affiliations. These factors directly influence individuals' willingness to communicate and confidence in using a second language.

The authors highlighted two communication purposes: affiliation for building relationships and control for influencing situations. Communication driven by control involves authority, while affiliation stems from a desire to connect based on personal qualities like attractiveness and similarity. Group motivations are emphasized as tied to belonging rather than just social roles, with both connection and control being vital.

L2 Self-Confidence is distinguished from situation-specific confidence, representing an individual's overall belief in effective communication in a second language, encompassing language skills perception and nervousness levels.

Layer V: Affective and Cognitive Context

Macintyre et al (1998) focused on more personal factors in their model, such as 'inter-group attitudes', 'communication competence', and the 'social situation'. Inter-group attitude includes "integrativeness" (motivation to learn a second language and connect with the language community), "fear of assimilation" (worries about losing ties to one's own community), and "Motivation to Learn the L2" (influenced by feelings about the language itself). These attitudes can impact language learning and communication, with integrative orientation leading to more engagement and fear of assimilation causing limited language exposure.

Variations in social situations can also affect someone's confidence in using the second language and their ability to communicate effectively. Macintyre et al (1998) identified specific variables within communication events, such as the participants, context, goal, subject matter, and method of conveying the message, that can influence situational variation.

Additionally, the notion of "Communicative Competence" introduced by Dell Hymes (1972 b) encompasses a wide range of language competences that collectively shape one's proficiency in L2 and ultimately influence their L2 WTC.

Communicative competence includes; grammatical competence, discourse competences, sociolinguistics competences, strategic competences, and pragmatics competences, assuming having a strong communicative competences will positively serve the overall language performance, however, as discussed previously, it is important to recognize that learners' own perception of their competence to a major degree influence their language

use frequencies , thus, Macintyre and colleagues 1998 emphasized the need for a further examination of the cognitive processing underlying the relationship between actual and perceived competence (pp .554-555).

Layer VI: societal and individual context

Macintyre et al (1998) discussed how communication is influenced by societal and personal factors. The societal context looks at the "inter-group climate," which includes two main aspects:

» The structural characteristics show how different language groups are represented based on their demographics and communication networks. Typically, groups with more representation in social institutions and larger networks tend to use their language more often.

» The Perceptual and Affective Correlates involve the feelings, opinions, and drive linked to a language community. Positive views toward a specific language group can improve interactions and boost motivation to learn and use the language.

Conversely, negative opinions may lead to bias and discriminatory actions, making it harder to communicate effectively.

MacIntyre et al (1998) explained how communication is influenced by societal and personal factors. The societal context, known as the "inter-group climate," can be seen in two ways:

» Structural features, which look at how language groups are seen based on their demographics and communication networks. Generally, groups with more presence in society and larger networks tend to use their language more often.

» Perceptual and Affective Correlates, which involve the feelings, beliefs, and drive linked to a language community. Positive views of a language group can boost interactions and motivation to learn and use the language. On the other hand, negative opinions can lead

to bias and discriminatory actions, making it harder to learn that language effectively (pp .555-556).

Focusing on the personal aspect, it mainly comes from a person's character, which has been seen to affect language learning, motivation, and willingness to communicate. This impact can be linked to certain characteristics like those mentioned in Goldberg's (1993) "big five traits taxonomy" (extraversion, agreeableness, conscientiousness, emotional stability, and openness to new experiences) (pp .557-558).

In summary, despite the challenges outlined by MacIntyre et al (1998), The Pyramid Model has shown practicality and remains a valuable theoretical foundation for further studies exploring the complicated nature of willingness to communicate in second or foreign language settings.

The investigation of WTC has become more intriguing due to its detailed and multi-faceted approach, leading to various examinations by subsequent researchers. New theoretical perspectives like the theory of planned behavior, the theory of action control, and others have reshaped the understanding of WTC and identified missing factors. These theories have prompted the use of diverse research methods, including qualitative and mixed methods.

Zarrinabadi & Tanbakooei (2016) highlighted the increasing use of qualitative methods in L2 WTC research for in-depth exploration of context and participants. This shift challenges the static view of WTC, emphasizing the importance of considering time, participants, and communication context for a comprehensive understanding.

Conclusion

Considering the crucial role of willingness to communicate (WTC) in language learning, education, and confidence-building, educators need to prioritize fostering WTC in EFL/ESL classrooms.

By implementing interactive teaching methods and creating supportive learning environments, teachers aim to enhance students' communication skills and adaptability to diverse linguistic and cultural contexts through encouraging their WTC. Exploring factors influencing WTC, such as individual perceptions of communication abilities and language apprehension, is key to understanding students' confidence in using a second language.

Understanding these factors can empower educators and researchers to create conducive learning environments that facilitate effective language acquisition. This inclusive examination of WTC factors in both first and second language contexts provides valuable insights into optimizing communication dynamics for language learners and underscores the significance of theoretical frameworks, like the heuristic model, in guiding research and practical strategies for improving language communication.

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Introduction

The following chapter focuses on the practical aspects of the research study. It is entirely dedicated to presenting the fieldwork in terms of the research procedure followed. The first part of this chapter briefly introduces the nature and aim of the research methodology, study participants, and the tools used to ensure the validity and reliability of the current research work in terms of results and conclusions.

The second part of the chapter is allocated to analyzing the data collected from each instrument. Furthermore, a thorough discussion of results and interpretations will be provided to reveal the significant research findings observed during the conduct of this study.

Finally, a general conclusion encompassing a list of recommendations will be drawn from our findings. This conclusion would serve as a beneficial foundation for future research on one hand and as a background for EFL teachers and learners' educational practices on the other.

Part One

A brief Overview of the Research Procedure

The research methodology design is very important to make sure everything goes smoothly. That's why it's necessary to identify several points to create a structured plan. Firstly, this research used a descriptive method to test hypotheses and answer questions about the topic being studied. The main aim of this study is to show how certain factors can improve EFL learners' willingness to communicate. It focused on second-year students in the English Division at MKU, Biskra, with a sample of 40 students chosen randomly to ensure fairness, as they all have a similar educational background in the foreign language.

Additionally, a number of 05 English teachers were selected according to three main criteria: relevant background experience, knowledge, and domain of involvement with the area related to our subject of study.

Regarding the data collection, three research instruments were utilized: a semi-structured student questionnaire, a semi-structured teacher interview, and a non-participant classroom observation.

The first instrument, the student questionnaire, was administered to the previously mentioned sample and consisted of sixteen questions.

The interviews, on the other hand, were used to gain in-depth insights about the targeted research spectrum. Additionally, they aimed to reflect teachers' professional and personal perspectives on the relationship between the research problem and their teaching experience and knowledge. This was done to shed light on possible resolutions that could provide relevant answers to the given hypotheses and questions.

Concerning the classroom observations, a significant amount of time was devoted to the oral expression module. This allowed for a closer examination of EFL teaching practices and learning procedures from two angles: observing teachers' practices and routines, as well as observing EFL learners' reactions, attitudes, and linguistic communicative behavior when using the target language through tasks and activities. The goal was to gain deeper insights and perceptions about the complementary roles that both EFL teachers and learners play, with the aim of ensuring an adequate atmosphere that promotes foreign language proficiency.

Description and Administration of the Research Instruments

Description of the Students' tested Questionnaire

The final draft of any questionnaire is anything that has been pretested for further revision and adjustments. The overall heading consisted of general information about the faculty specialty, the department, and the division at MKU, Biskra. It begins with a brief descriptive paragraph included the research study title and the purpose behind such a data collection inquiry. Finally, to guarantee the confidentiality of responses, in case they provided sensitive answers. In addition, a simple catchy note was submitted to remind

students that this was not a test and hence opened the floor for a variety of personal opinions to be shared, aiming to serve the validity of the research., This was followed by a post scriptum (p.s.) remark to draw their attention that only OE teachers are concerned. Finally, the body of the questionnaire comprised the final note to thank and appreciate the respondents' cooperation.

The Piloted Questionnaire Format

The students' pilot-tested questionnaire is divided into four main sections on a six-page layout. The questions vary between open-ended and closed-ended formats.

Open-ended questions "allow participants to respond in their own words... [while] closed-ended questions force participants to choose from a set of predetermined responses" (Christensen & Johnson, 2010, p.169). Therefore, the current questionnaire is a 'mixed questionnaire'. The open-ended questions provide EFL students with an additional option that was not mentioned or allow them to briefly justify a specific answer. This is done to gather responses and understand their positions regarding the provided question.

Furthermore, the multiple-choice questions are arranged on the left side of the page, leaving space for responses to be ticked within the appropriate Options. The questions' instructions are written in bold type to highlight the questionnaire items for the respondents. The questions are assigned unique numbers to avoid confusing the participants, and the options from which they have to choose are labeled using alphabets to facilitate the coding and analysis procedure.

The questionnaire consists of four sections. The first section, "students' background information," includes three questions. The questions cover factual information, such as gender and details about learners' language learning history. The questions specifically address gender, motives, reasons, abilities, and skills that EFL students possess.

Section two, named "Learners' attitudes towards using English for communication," includes six questions. These questions focus on how EFL learners use the target language both in and outside of oral expression classes, regardless of their level of engagement. For example, they inquire about the frequency of participation in class and the use of the native language.

Additionally, they explore the various strategies learners employ to manage communication breakdowns. Furthermore, the questions aim to understand EFL learners' opinions regarding the characteristics of fluent speakers. They also seek reflections and perceptions about oral expression classes, where learners encounter the second language, and the types of linguistic materials they encounter.

'Learners' Willingness to communicate in the oral expression sessions' is the name assigned to section three of the questionnaire contains five questions centered on the hurdles faced by students in the OE sessions in terms of nature of activity and practices. Moreover, the level of difficulty certain activities imposes especially when dealing with multiple types. Therefore, delimiting the areas they would like to improve in relation to their FL proficiency.

The latter enables them to sound more appropriate than correct when using the target language. 'Factors influencing willingness to communicate inside the classroom ' is the fourth primordial section of the whole questionnaire. This is mainly due to the nature of statements that dig within the socio-cultural dimension of the FL. Ten statements are presented under a multiple choices model.

Description of the Teachers' Interview

This study involves semi-structured interviews with university teachers to gather additional insights about tertiary education. These interviews provide detailed information to support data collected from other methods, such as student questionnaires, classroom observations, and teacher questionnaires. By combining these methods, the research ensures

reliable findings through triangulation, making the qualitative data consistent and comparable. The interviews follow a similar format and content as the questionnaires, aligning with the research objectives and conclusions.

In terms of structure, the interview is composed of the following components:

- ▶ An overall heading including the relevant information about the faculty, department and the division at MKU, Biskra.
- ▶ The title of the document
- ▶ A general descriptive short paragraph which states the title of the research work at hand.

Then, the aim set behind such an investigation is being provided so as to give the interviewees the chance to have an overall idea about the nature of the topic to be discussed and to prepare themselves, psychologically speaking, to the questions to be posed by the interviewer.

- ▶ A final thank you note to show appreciation to the beneficial contributions of the interviewees.

This guide contains many questions for the interview, mostly open-ended. This allows interviewees to freely share their opinions. The questions were prepared in advance but can be adjusted with additional probes and follow-up questions during the interview. These probes vary depending on the question and the interviewee's response.

The interviews helped get detailed answers from interviewees, allowing for clarification and elaboration. Questions were adjusted to connect better with interviewees, creating a relaxed pace. An audio recorder was used to accurately capture responses for transcription and analysis.

The total number of questions was eight. These questions were supplemented by follow-up questions such as "What?", "How?", "Could you list some of the classroom tasks that you prepare for your learners?", "Why?", and "In what way does this apply to you?"

These follow-up questions aimed to elicit more specific and comprehensive responses from the interviewees.

The questions are not broad or direct due to the nature of the research topic. The questions aim to provide relevant answers to the research questions in an indirect manner. The complex practices and suggestions related to the topic require simplicity and careful question generation to obtain richer data.

As McNabb (2010) argued, "in a typical in-depth interview, there is no set limit to the number of questions that should be used. The goal is to continue asking questions until the desired information objectives are met" (p.100).

The questions are designed to be specific and focused on the research topic. The indirect approach allows for a more comprehensive understanding of the complex practices and suggestions related to the topic.

By asking questions in a simple and straightforward manner, the researchers can gather more detailed and informative responses from the participants. The number of questions is not limited, as the primary objective is to continue questioning until the desired information is obtained, as suggested by McNabb (2010).

Over a period of four weeks, five (05) experienced EFL teachers were interviewed. The interviews diverged in duration from 15 to 20 minutes.

The following table shows an overview of the number of interviewees and some relevant data about them such as teaching experience, the interview duration and the gender of the interviewee.

Table 3.

General information about the conducted interview

Number of Interviewer	Educational Degree	Gender	Overall Teaching Experience	OE Teaching Experience	Interview Estimated Time
01	Magister	Male	14 years	08 years	15 min
02	Ph Degree	Male	08 years	05 years	18 min
03	Ph Degree	Male	12 years	08 years	19 min
04	Ph Degree	Femal	16 years	More than 11 years	20 min
05	Ph Degree	Male	More than 20 years	12 years	15 min

The table above shows that the majority of the teachers interviewed have significant experience. This aligns with the research's focus on capturing both the knowledge and experience of teachers to inform effective educational practices and gather sufficient information. This process helps identify various variables in an organized manner to develop practical solutions for the research problem being studied.

Analysis of the Research Instruments' Data

Analysis of the Students' Questionnaire

The gathered data generated thanks to the responses of the EFL students' questionnaire is operated thanks to the use of the software package for statistical analysis 'SPSS': Statistical Package for the Social Sciences (Version 25.0 Armonk, NY, 2017). It is used to provide an overall and accurate complete analysis of the collected answers.

Abramowitz & Weinberg (2002) asserted that the use of SPSS does not only help in computations' performance and graphs creation. But more than this, it sheds light on better assimilation and interpretation of the research work at hand. Furthermore, it gives beneficial insights through the statistical practice.

Before starting the analysis, the collected data must be coded, meaning it is manually entered into the SPSS software. In other words, each questionnaire is labeled with an identification code, and its responses are assigned numerical values to represent the variables in the questionnaire items. Subsequently, the data undergoes statistical analysis to determine the frequency and percentages of student responses to the various questionnaire questions.

The analysis presented is focused on inferential statistics, which involves limiting data collection to a randomly selected smaller group and using these statistics to draw conclusions that can be generalized to a larger group. Inferential statistics are utilized when the research aims to make inferences or generalizations based on the collected data, rather than simply describing it. The data is then presented in tables with brief descriptions and interpretations of the results.

Description of the EFL Classroom Observation

The classroom observation field trip took place in the second semester of the academic year (2023/2024) from April 16th to May 13th, 2024, to collect data for the research study. The EFL teacher, whose class was observed, was very cooperative and supportive, facilitating the research process and welcoming the researcher's presence. The researcher explained the research objectives and methods, including the use of an audio recorder, to enable data collection. The EFL teacher readily agreed to the use of the recorder. Additionally, second-year students were briefed on the research purpose and structure during the observation period.

The Use of Tape Recorder

According to Eggleston (2013), using at least one tape recorder alongside observation and other techniques like field notes or checklists can be beneficial. In technical terms, an audio recorder was employed to help gather sufficient data. This was done to capture the EFL classroom discourse between teachers and learners, language usage, and interactions among

EFL learners in the target language. Smith (as cited in Bowman, 1994) suggested that "mechanical recording devices offer more flexibility than handwritten observations" (p.1).

One week before the scheduled observation, some sessions were attended (on April 14th and 15th). This is known as a "dry run" (Bowman, 1994). During these sessions, the observer got to know the classroom atmosphere and discussed teaching methods with the teacher. They also observed how students participated and interacted with the teacher, used the language, and stayed motivated during activities. Additionally, they found the best spot for audio recording to ensure clear sound, considering outside noise.

The pre-observation sessions allowed the researcher to smoothly conduct the scheduled observation sessions. Although the observer did not actively participate, their constant presence enabled them to become an integral part of the group, allowing them to seamlessly integrate into the classroom tasks and activities.

The class selected for observation was a second-year class with fifty-five EFL students, referred to as a 'single tutor group' (Eggleston, 2013). The group was divided into two sub-groups due to the large number of students and the nature of tasks in the OE module, allowing for more space and flexibility. The observation sessions took place for three hours per week from April 16th to May 13th, 2024.

The classroom practices were learner-centered, with students responsible for preparing and presenting material to their peers. This approach aligned with the research objectives, which aimed to observe how EFL learners used the target language independently, without excessive teacher control or intervention

Describing the Classroom Observation Checklist

The audio recording was supported by a checklist and short handwritten notes to capture details that couldn't be recorded, like body movements and facial expressions. The checklist used in the observation was created based on the tasks, attitudes, and teaching

The second section, "Methods and Lesson Presentation," consists of six statements addressing materials used, task nature, interactive discussions, and activity types for delivering a well-structured lesson.

The third section, "Making the content comprehensible," contains three statements emphasizing flexibility in teaching methods and techniques to make language content more accessible to EFL learners. Lastly, it evaluates how the teacher supports learners in understanding and applying the presented instructions and materials.

Sections four and five focus on interactions in the EFL classroom. Section four uses eight statements to explore various interaction patterns such as group work, pair work, individual work, and whole-class activities. It aims to see if these interactions help students exchange new expressions and assess their conversational skills, ability to organize ideas, respond in different situations, show comprehension through communication, initiate and conclude discussions, readiness to speak in the foreign language, and handle breakdowns in communication.

The "Teacher-students' interaction" section consists of six statements that explore how the teacher manages classroom dynamics to foster interaction with students.

The last section (six), "Feedback," gives information on how the teacher addresses students' mistakes and errors. It also looks at the different techniques, methods, and strategies used to motivate students and boost their confidence and self-esteem in using the foreign language. Six statements check if the teacher uses verbal encouragement after students' oral performances and participation.

Finally, it examines the teacher's reaction when a student makes a mistake or error, specifically how the teacher provides feedback in these situations.

Degree of Achievement. The second section has three columns: 'well observed,' 'fairly observed,' and 'not observed'. Each column indicates if statements in the 'General Classroom Elements' are present. When an element is seen, a check (✓) is marked. It's noted that not all elements may be observed. The 'not observed' column is for those missed, while the 'fairly observed' column is for elements not commonly seen in practice.

The checklist's value lies in "[the examination of] either the whole classroom climate or parts of it, such as relationships, behavior, engagement, and sense of belonging" (Cefai, 2008, p.116).

Analysis of the Research Instruments' Data

Analysis of the Students' Questionnaire

The data collected from the EFL students' questionnaire is analyzed using the statistical software 'SPSS Statistical Package for the Social Sciences (Version 27 Armonk, NY, 2010)' for a comprehensive analysis. Before analysis, the data needs to be coded, meaning each questionnaire response is assigned a number for statistical interpretation to determine frequencies and percentages of chosen options.

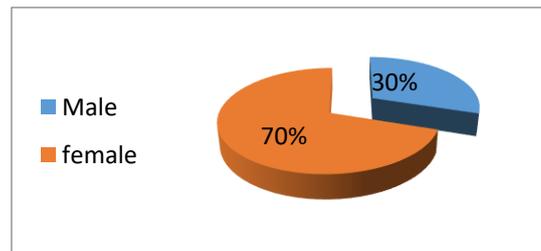
The presented analysis is based on the computation of inferential statistics. This is solely to "limit the data collection to some randomly selected smaller group and use inferential statistics to generalize to the larger group the conclusions obtained from the smaller group. Inferential statistics are used when the purpose of the research is not to describe the data that have been collected, but to generalize or make inferences based on it" (p.2).

The data set is displayed in tabular forms supplemented with brief descriptions and interpretations to the displayed results. In brief, these answers are used simply to back up the statistical data.

Section One: Students Background Information

Q1: Gender**Table 4.***Students' Gender Distinction*

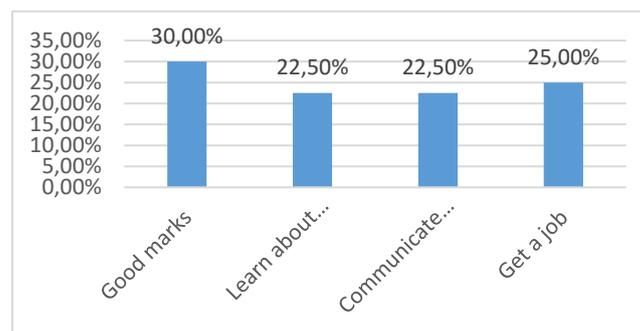
		Responses	
		N	Percent
Students' Gender	Male	12	30.0%
	Female	28	70.0%
Total		40	100.0%

Figure 10.*Students' Gender Distinction*

The table shows that 40 students took part in the survey. This includes about 12 male students (30%) and 28 female students (70%). This means that most of the students who participated were female. This is likely because more female students are enrolled in this program compared to male students. Having more female participants allows us to look at the impact of the communication skills course from different angles and opinions. A researcher named Renker (2007) said that “as English programs grew, they became dominated by female students, and people started to think English was a subject for girls” (p.18).

Q 02: You are learning English because (You may tick more than one answer)**Table 5.***Reasons behind Learning English*

		Responses	
		N	Percent
Reasons behind Learning English	Good marks	12	30.0%
	Learn about lifestyle	9	22.5%
	Communicate freely	9	22.5%
	Get a job	10	25.0%
Total		40	100.0%

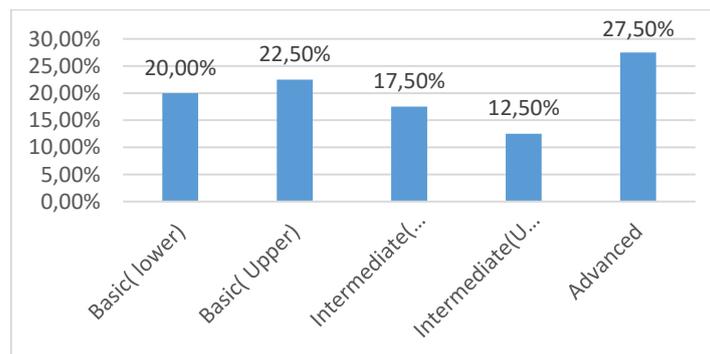
Figure 11.*Reasons behind Learning English*

The following question inquires about the reasons behind learning English. It is a multiple-choice question where students can choose more than one answer that explains their reasons and goals for learning English as a foreign language. The results are shown in table 5.

This table shows how many students chose each option (a–d) and the percentage of students who chose each one. The most popular reason, chosen by 12 students (30%), is that students want to study English for academic reasons to help them with higher education. About 25% of students said that getting a job is an important reason for learning English while about 22.5% of students I want to be able to communicate freely with people from all over the world. 22.5% of students are interested in the non-language parts of English, like the customs, lifestyles, and ways of living in countries like the UK and USA.

Q03: How do you consider your level of ability in English?**Table 6.***Students' Level of Ability in English*

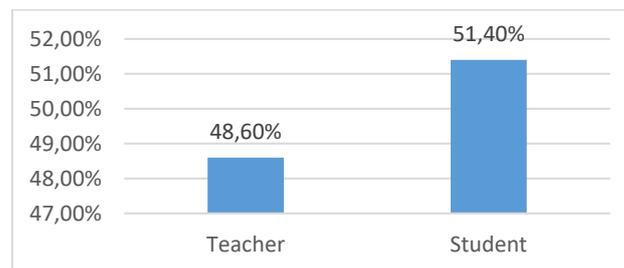
		Responses	
		N	Percent
Students' Level	Basic(lower)	8	20.0%
	Basic(Upper)	9	22.5%
	Intermediate(lower)	7	17.5%
	Intermediate(Upper)	5	12.5%
	Advanced	11	27.5%
Total		40	100.0%

Figure 12.*Students' Level of Ability in English*

From the above displayed table, it is obvious that most of the respondents' English ability level is 'advanced', which makes a percentage of 27.5% comprising 11 students of the total population. Then, a total number of twelve students' level range from lower intermediate to upper intermediate perspective 17.5 % to 12.5%. As for the rest, their level is around lower basic to upper basic (20% to 22.5%). For thus it can be classified as follows: 1/advanced, 2/Basic upper, 3/ Basic lower, 4/ Intermediate lower, 5/ Intermediate upper.

Section TWO: Learners' attitudes towards using English for communication**4. Who generally interacts more in the classroom?****Table 7.***Classroom Interaction*

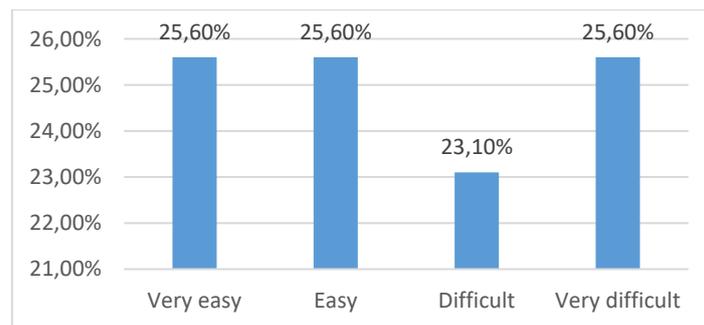
		Responses	
		N	Percent
Classroom Interaction	Teacher	19	48.6%
	Student	21	51.4%
Total		40	100.0%

Figure 13.*Classroom Interaction*

This question shows that in the classroom, students initiated slightly more interactions (51.4%) compared to the teacher (48.6%). This suggests that the students were actively engaged in classroom discussions and activities. However, it's important to note that teacher-student interaction is generally more frequent in classroom settings, especially as students' progress through school levels. The specific frequency of interactions can vary based on factors like teaching practices, students' initial knowledge, and complexity of contributions. In this particular case, the higher percentage of student-initiated interactions could be due to the specific classroom context, teaching approach, or student characteristics.

Q5. Do you find speaking English?**Table 8.***Speaking English*

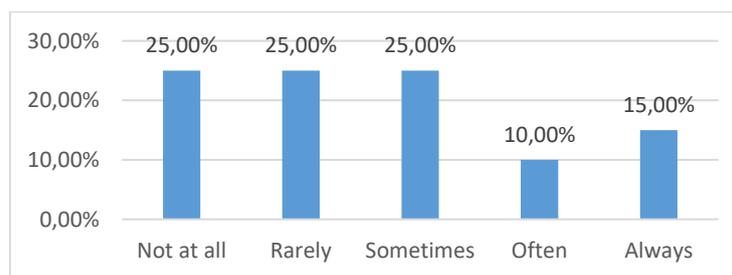
		Responses	
		N	Percent
Speaking English	Very easy	10	25.6%
	Easy	10	25.6%
	Difficult	9	23.1%
	Very difficult	10	25.6%
Total		39	100.0%

Figure 14.*Speaking English*

The result of the above question reveals that the task was perceived as either very easy or easy by the majority of respondents, with 25.6% rating it as very easy and another 25.6% rating it as easy. However, a significant portion of respondents (23.1%) found the task difficult, while the remaining 25.6% rated it as very difficult. This distribution suggests a relatively balanced perception of task difficulty among the respondents, with a slightly higher proportion finding it easy or very easy compared to those finding it difficult or very difficult.

Q6: How often do you participate in oral classroom activities**Table 9.***Frequency of Participation in Oral Classroom Activities*

		Responses	
		N	Percent
Classroom Participation	Not at all	10	25.0%
	Rarely	10	25.0%
	Sometimes	10	25.0%
	Often	4	10.0%
	Always	6	15.0%
Total		40	100.0%

Figure 15.*Frequency of Participation in Oral Classroom Activities*

The question reveals that student-teacher interaction in the classroom occurs infrequently for the majority of respondents, with 25% indicating "Not at all", 25% reporting "Rarely", and another 25% experiencing interaction only "Sometimes". Only a small percentage of respondents felt that interaction happens "Often" (10%) or "Always" (15%). This distribution highlights the need to enhance interaction opportunities and address factors that inhibit student participation in classroom discussions. Classroom interaction is a significant factor in building a good teacher-student relationship and enables students to practice the language, express themselves, and develop speaking skills. However, students may face difficulties reducing their interaction due to lack of self-confidence, motivation, or opportunities to participate.

Q7: Do you agree that in order to learn the language, you have to speak it?

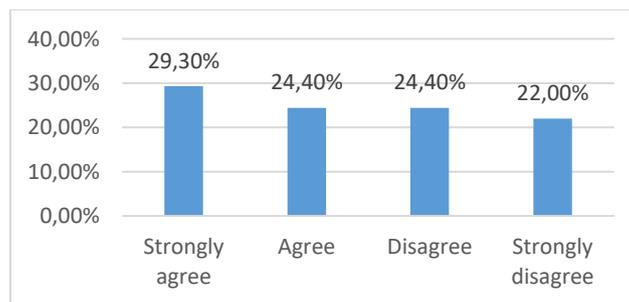
Table 10.

Agreement on the Necessity of Speaking to Learn a Language

		Responses	
		N	Percent
The Necessity of Speaking to Learn a Language	Strongly agree	12	29.3%
	Agree	10	24.4%
	Disagree	10	24.4%
	Strongly disagree	9	22.0%
Total		41	100.0%

Figure 16.

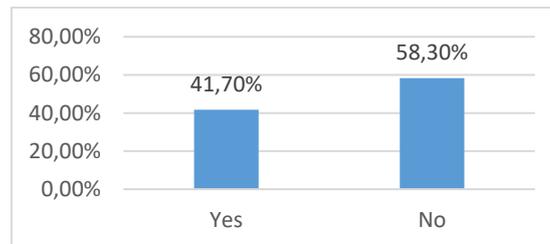
Agreement on the Necessity of Speaking to Learn a Language



Analyzing the distribution reveals that student-teacher interaction in the classroom occurs infrequently for the majority of respondents, with 25% indicating "Not at all", 25% reporting "Rarely", and another 25% experiencing interaction only "Sometimes". Only a small percentage of respondents felt that interaction happens "Often" (10%) or "Always" (15%). This distribution highlights the need to enhance interaction opportunities and address factors that inhibit student participation in classroom discussions. Classroom interaction is a significant factor in building a good teacher-student relationship and enables students to practice the language, express themselves, and develop speaking skills

Q8: Do you face difficulties when speaking inside the classroom?**Table 11.***Difficulties Faced When Speaking Inside the Classroom*

		Responses	
		N	Percent
Difficulties Faced When Speaking Inside the Classroom	Yes	19	41.7%
	No	25	58.3%
Total		40	100.0%

Figure 17.*Difficulties Faced When Speaking Inside the Classroom*

Analyzing the question distribution reveals that the majority of respondents (58.3%) answered "No" when asked about difficulties speaking inside the classroom, while 41.7% answered "Yes". This suggests that for most participants, speaking inside the classroom was not perceived as difficult or problematic. The distribution indicates a clear skew towards the "No" response, with a difference of over 15 percentage points between the two answer choices.

Q9: In what interactional areas would you like to improve on in your English? (You may tick more than one)

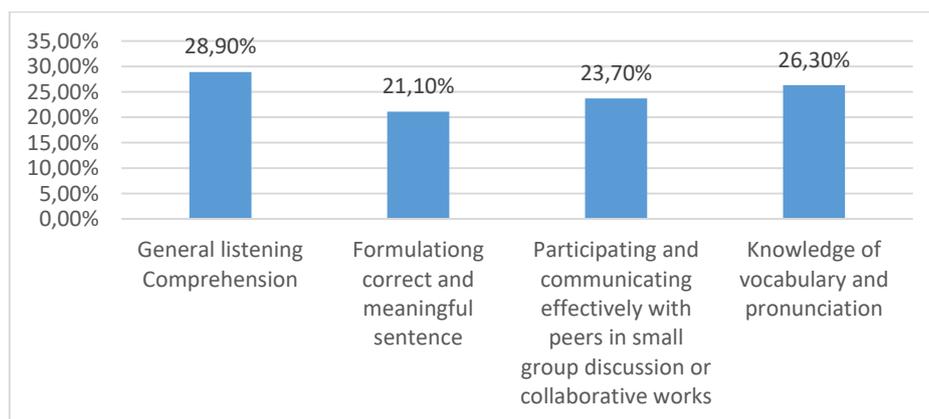
Table 12.

Preferred Interactional Areas for Improvement in English

		Responses	
		N	Percent
Preferred Interactional Areas for Improvement in English	General listening Comprehension	12	28.9%
	Formulationg correct and meaningful sentence	8	21.1%
	Participating and communicating effectively with peers in small group discussion or collaborative works	9	23.7%
	Knowledge of vocabulary and pronunciation	11	26.3%
Total		40	100.0%

Figure 18.

Preferred Interactional Areas for Improvement in English



Analyzing the table's distribution reveals that the most common area where students would like to improve their English interaction skills is in "General listening comprehension" with 28.9% of respondents selecting this option. This is followed by "Knowledge of vocabulary and pronunciation" with 26.3% of respondents, and "Participating and

communicating effectively in small group discussions or collaborative works" with 23.7%. The least selected option is "Formulating correct and meaningful sentences" with 21.1% of respondents.

This distribution suggests that students are primarily focused on improving their listening and speaking skills, particularly in terms of understanding and expressing themselves effectively in English.

Section Three: EFL Learners' Willingness to Communicate

Q1: Are you willing to give presentations or speeches in front of the class in English?

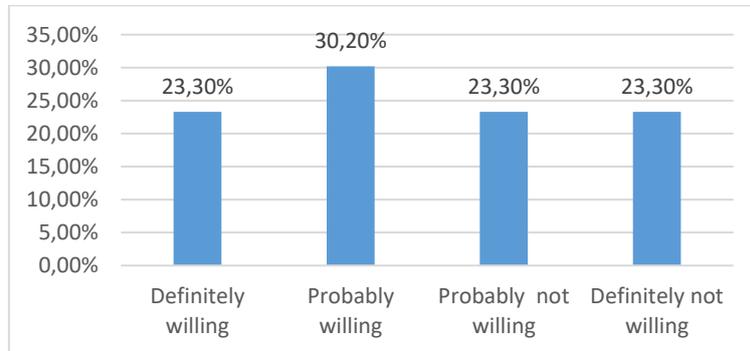
Table 13.

Presentation / Speech Willingness in English

		Responses	
		N	Percent
Presentation / Speech Willingness in English	Definitely willing	9	23.3%
	Probably willing	13	30.2%
	Probably not willing	9	23.3%
	Definitely not willing	9	23.3%
Total		40	100.0%

Figure 19.

Presentation / Speech Willingness in English



The question 's distribution in the table reveals that the majority of respondents are neutral about giving presentations in English, with 23.3% being "Definitely willing", 30.2% being "Probably willing", and 23.3% being "Probably not willing". Only 23.3% are "Definitely not willing" to give presentations in English. This suggests that students are generally open to the idea of presenting in English but may have some reservations or concerns. Factors such as language proficiency, self-confidence, and classroom environment may influence students' willingness to engage in English presentations.

Q2: Are you willing to present your arguments or opinions about the topic in classroom discussions in English?

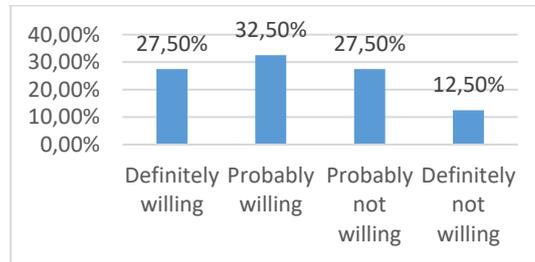
Table 14.

Classroom Discussion Participation in English

		Responses	
		N	Percent
Classroom Discussion Participation in English	Definitely willing	11	27.5%
	Probably willing	13	32.5%
	Probably not willing	11	27.5%
	Definitely not willing	5	12.5%
Total		40	100.0%

Figure 20.

Classroom Discussion Participation in English



Analyzing the distribution in the table reveals a relatively balanced perspective on students' willingness to present arguments and engage in discussions in English. 27.5% of respondents are "Definitely willing" to do so, while 32.5% are "Probably willing". On the other hand, 27.5% are "Probably not willing" and 12.5% are "Definitely not willing".

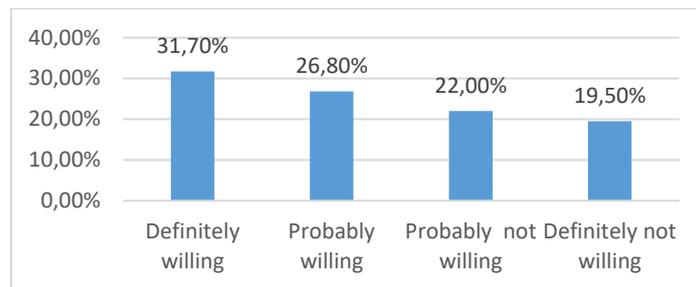
This suggests that while a majority of students are open to participating in English-based discussions and arguments, there is still a significant portion who are hesitant or unwilling to do so. Factors such as language proficiency, confidence, and the classroom environment may influence students' readiness to engage in these types of interactive activities in English.

Q3: Are you willing to participate in a class discussion or debate in English?

Table 15.

Willingness to Engage in English Class Discussions/Debates

		Responses	
		N	Percent
Engagement in English Discussions and Debates	Definitely willing	13	31.7%
	Probably willing	11	26.8%
	Probably not willing	9	22.0%
	Definitely not willing	7	19.5%
Total		40	100.0%

Figure 21.*Willingness to Engage in English Class Discussions/Debates*

The following distribution reveals that the majority of respondents are willing to participate in discussions and debates in English. 31.7% are "Definitely willing" to do so, while 26.8% are "Probably willing". However, 22% are "Probably not willing" and 19.5% are "Definitely not willing".

This suggests that while many students are open to engaging in English-based discussions and debates, there is still a significant portion who are hesitant or unwilling to participate. Factors such as language proficiency, confidence, and the classroom environment may influence students' readiness to engage in these types of interactive activities in English. Overall, the distribution indicates a positive attitude towards participating in discussions and debates in English among EFL students.

Q4: Are you willing to volunteer and answer when the teacher asks a question in English?

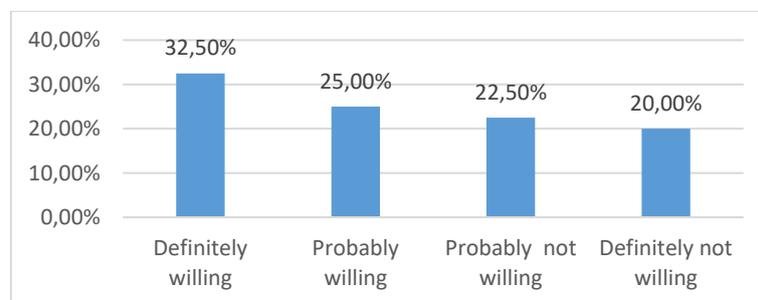
Table 16.

Voluntary Participation in Classroom Questions

		Responses	
		N	Percent
Voluntary Participation in Classroom Questions	Definitely willing	13	32.5%
	Probably willing	10	25.0%
	Probably not willing	9	22.5%
	Definitely not willing	8	20.0%
Total		40	100.0%

Figure 22.

Voluntary Participation in Classroom Questions



The distribution in the table reveals that the majority of respondents are willing to volunteer to answer questions in English. 32.5% are "Definitely willing" to do so, while 25% are "Probably willing". However, 22.5% are "Probably not willing" and 20% are "Definitely not willing".

This suggests that while many students are open to participating in English-based discussions and answering questions, there is still a significant portion who are hesitant or unwilling to do so. Factors such as language proficiency, confidence, and the classroom

environment may influence students' readiness to engage in these types of interactive activities in English. Overall, the distribution indicates a generally positive attitude towards volunteering to answer questions in English among EFL students.

Q5: Are you willing to ask the teacher to repeat what they said in English when you have difficulty understanding?

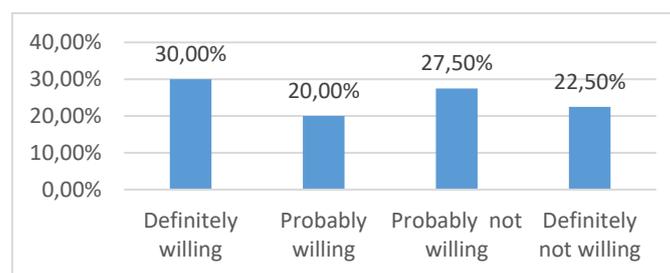
Table 17 .

Willingness to Seek Clarification in English

		Responses	
		N	Percent
Willingness to Seek Clarification in English	Definitely willing	12	30.0%
	Probably willing	8	20.0%
	Probably not willing	11	27.5%
	Definitely not willing	9	22.5%
Total		40	100.0%

Figure 23.

Willingness to Seek Clarification in English



Analyzing the distribution in the table reveals that the majority of respondents are willing to ask for repetition or clarification when they do not understand something in English. 30% are "Definitely willing" to do so, while 20% are "Probably willing". However, 27.5% are "Probably not willing" and 22.5% are "Definitely not willing".

This suggests that while many students are open to seeking help when they do not understand, there is still a significant portion who are hesitant or unwilling to do so. Factors such as language proficiency, confidence, and the classroom environment may influence students' readiness to engage in these types of interactive activities in English. Overall, the distribution indicates a generally positive attitude towards asking for repetition or clarification in English among EFL students.

Section Four: Factors influencing Willingness to Communicate inside the Classroom

10- What role does self-confidence play in your willingness to communicate in English as a Foreign Language (EFL)?

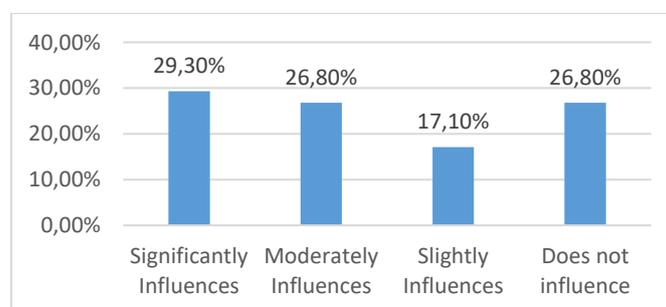
Table 18.

Self-Confidence and Communication in EFL

		Responses	
		N	Percent
Self-Confidence and Communication in EFL	Significantly Influences	12	29.3%
	Moderately Influences	11	26.8%
	Slightly Influences	6	17.1%
	Does not influence	11	26.8%
Total		40	100.0%

Figure 24.

Self-Confidence and Communication in EFL



This distribution reveals that the majority of respondents believe that self-confidence and communication skills significantly influence their ability to communicate effectively in

English. 29.3% of respondents selected this option, while 26.8% believed it moderately influences their communication. 17.1% thought it slightly influences their communication, and 26.8% believed it does not influence their communication at all.

This suggests that students recognize the importance of self-confidence and communication skills in enhancing their English language abilities, with a significant majority identifying it as a significant factor.

Q11: How does the teacher's feedback and correction of mistakes influence your willingness to communicate in English?

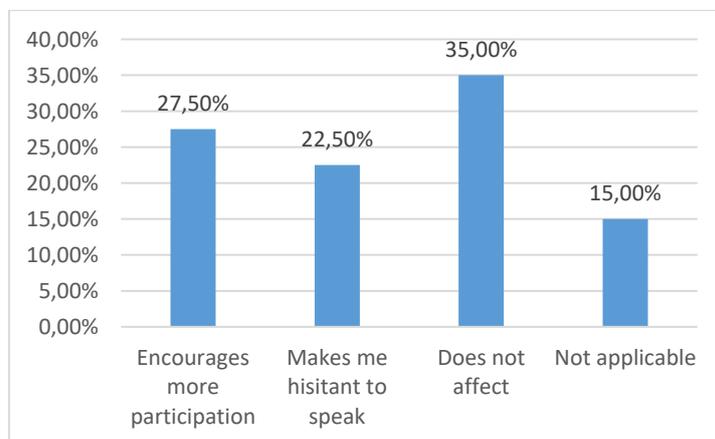
Table 19 .

Teacher Feedback and Communication Willingness

		Responses	
		N	Percent
Teacher Feedback and Communication Willingness	Encourages more participation	11	27.5%
	Makes me hisitant to speak	9	22.5%
	Does not affect	14	35.0%
	Not applicable	6	15.0%
Total		40	100.0%

Figure 25.

Teacher Feedback and Communication Willingness



The table reveals that teacher feedback has varying impacts on students' willingness to communicate in English. 35% of respondents indicated that teacher feedback does not affect their willingness to participate, while 27.5% felt that it encourages more participation. However, 22.5% reported that teacher feedback makes them hesitant to speak, and 15% found it not applicable.

This suggests that while some students are positively influenced by teacher feedback, others may experience increased hesitation or find it irrelevant to their communication willingness.

Q12: How important is it for you to receive positive feedback when speaking English?

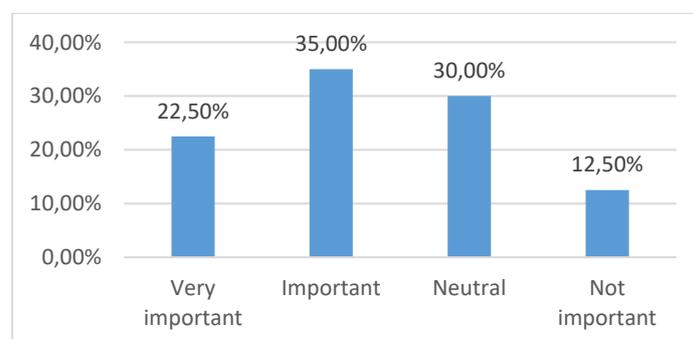
Tableau 20.

Importance of Positive Feedback in English Communication

		Responses	
		N	Percent
Importance of Positive Feedback in English Communication	Very important	9	22.5%
	Important	14	35.0%
	Neutral	12	30.0%
	Not important	5	12.5%
Total		40	100.0%

Figure 26.

Importance of Positive Feedback in English Communication



Analyzing the distribution in the table reveals that the majority of respondents consider positive feedback to be important or very important for English communication.

35% of respondents selected "Important", while 22.5% selected "Very important". 30% of respondents were neutral about the importance of positive feedback, and 12.5% did not consider it important.

This suggests that students recognize the value of positive feedback in enhancing their English communication skills, with a significant majority identifying it as important or very important.

Q13: How does the topic of conversation influence your willingness to communicate?

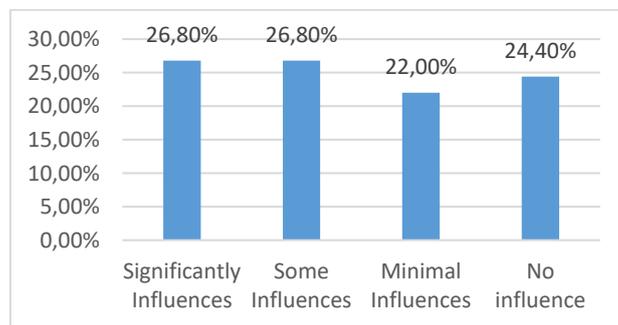
Table 21.

Topic Influence on English Communication

		Responses	
		N	Percent
Topic Influence on English Communication	Significantly Influences	11	26.8%
	Some Influences	11	26.8%
	Minimal Influences	8	22.0%
	No influence	10	24.4%
Total		41	100.0%

Figure 27.

Topic Influence on English Communication



The table reveals that the topic of discussion has a varied influence on English communication. 26.8% of respondents believe that the topic significantly influences their

communication, while an equal percentage (26.8%) feel that it has some influence. 22% of students think the topic has minimal influence, and 24.4% believe it has no influence at all.

This suggests that the impact of the discussion topic on EFL students' willingness and ability to communicate in English is not uniform. Factors such as personal interest, familiarity with the topic, and language proficiency may play a role in determining how much the topic influences a student's English communication.

Q14: How important is it for you to have preparation time before engaging in English conversations?

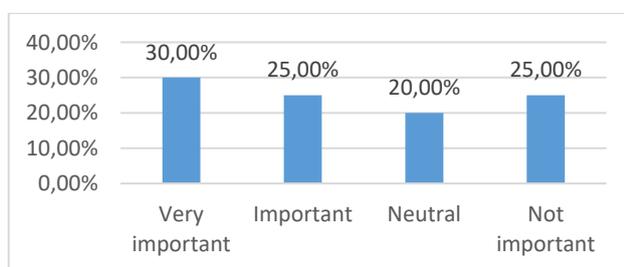
Table 22.

Importance of Preparation Time in English Conversations

		Responses	
		N	Percent
Importance of Preparation Time in English Conversations	Very important	12	30.0%
	Important	10	25.0%
	Neutral	8	20.0%
	Not important	10	25.0%
Total		40	100.0%

Figure 28.

Importance of Preparation Time in English Conversations



Analyzing the distribution in the table reveals that the importance of preparation time for English conversations is somewhat divided. 30% of respondents believe that preparation

time is very important, while 25% consider it important. However, an equal percentage (25%) do not find preparation time to be important, and 20% are neutral about its significance.

This suggests that while a significant portion EFL students recognize the value of having preparation time before engaging in English conversations, there is also a substantial number who do not consider it an important factor or have a neutral stance on the matter. Individual learning preferences, confidence levels, and the specific context of the conversation may influence how much importance students place on having preparation time for their English communication.

Q15: How does the presence of classmates who are fluent in English affect your willingness to participate in classroom discussions?

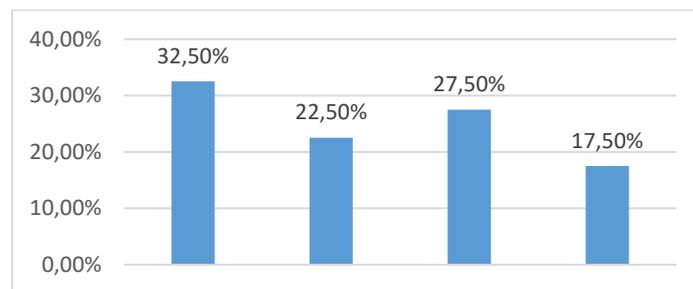
Table 23.

Role of Fluent Classmates in Classroom Discussions

		Responses	
		N	Percent
Role of Fluent Classmates in Classroom Discussions	Encourages participation	13	32.5%
	Discourages participation	9	22.5%
	Not effect	11	27.5%
	Uncertain	7	17.5%
Total		40	100.0%

Figure 29.

Role of Fluent Classmates in Classroom Discussion



The following table reveals that the role of fluent classmates in classroom discussions has a varied impact on participation. 32.5% of respondents feel encouraged to participate when classmates are fluent, while 22.5% feel discouraged. 27.5% believe that fluent classmates do not have any effect on their participation, and 17.5% are uncertain about the influence.

This suggests that the presence of fluent classmates can both positively and negatively affect EFL students' willingness to engage in classroom discussions. Factors such as confidence levels, language proficiency, and the classroom dynamics may all play a role in determining how students perceive the influence of fluent classmates on their participation in English discussions.

Q16: To what extent you think that these factors effect negatively your speaking performance?

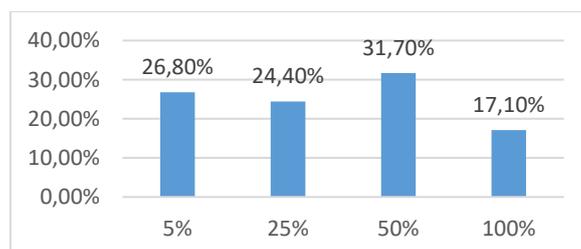
Table 24 .

Negative Effects on Speaking Performance

		Responses	
		N	Percent
Negative Effects on Speaking Performance	5%	11	26.8%
	25%	10	24.4%
	50%	13	31.7%
	100%	6	17.1%
Total		40	100.0%

Figure 30.

Negative Effects on Speaking Performance



Analyzing the distribution in the table reveals that the negative effects on speaking performance are varied. 26.8% of respondents reported a 5% decrease in speaking performance, while 24.4% reported a 25% decrease. 31.7% reported a 50% decrease, and 17.1% reported a 100% decrease.

This suggests that the negative effects on speaking performance can range from minor to significant, with a majority of students experiencing a moderate to substantial decline in their speaking abilities. Factors such as language proficiency, self-confidence, and the classroom environment may all contribute to the extent of the negative effects on speaking performance.

The Teacher's Interviews

Q01: Could you please provide some general information about your educational degree, overall teaching experience, and specific experience teaching Oral Expression courses?

Table 25 .

Teachers' General Information

Teachers	Gender	Educational degree	Overall Teaching Exp	OE Teaching Exp
01	Male	MA	14 years	08 years
02	Male	Dr	08 years	05 years
03	Male	Dr	12 years	08 years
04	Female	Dr	16 years	11 years
05	Male	Dr	More than 20 years	12 years

The first question directly inquired about general information like educational level, gender, their overall teaching experiences, and their oral expression experience in teaching

EFL, which, according to their answers, ranged from more than 20 to 8 years in their overall teaching experience, while their oral expression experience ranged from more than 12 to 5 years.

Q02. What strategies do you use to build students' confidence and encourage active participation in communicative activities?

Building students' confidence and encouraging active participation in communicative activities are crucial aspects of effective language teaching. Teachers play a vital role in creating a supportive and motivating classroom environment. This interview question seeks to understand the specific strategies and methods teachers employ to help students feel more confident and engaged during communicative exercises.

As far as this question is concerned, the teachers' answers are stated differently (divergent) yet they fall within the same stream of thought. This is taken literally by all of the teachers, whose exact words were as follows:

T1: “As an EFL teacher, discussing topics that matter to students helps them feel more confident and participate more actively in language activities. When lessons relate to their experiences and interests, students are more likely to join in, share their thoughts, and feel comfortable expressing themselves. This sense of connection motivates them to engage and take chances in communication, ultimately boosting their confidence.”.

T2: “As an EFL teacher, I use positive feedback, group work, and a gradual shift in responsibility to boost students' confidence and encourage their involvement in language activities. Praising students' efforts, promoting teamwork, and guiding them through tasks help create a supportive environment where everyone feels valued and motivated to participate. By gradually empowering students to take charge of their learning, they become more confident in using the target language.”

T3: “To enhance students' confidence and participation, I employ various methods like pair work, icebreakers, and positive feedback. Pair work offers a supportive setting for practicing communication, while icebreakers create a relaxed environment for taking risks. Low-pressure activities, such as role-plays, allow students to practice without fear of errors. Encouraging progress and effort regardless of proficiency level fosters a positive learning environment and boosts confidence in using the target language.”

T4: “I emphasize teamwork and encouragement to boost students' confidence and involvement in language activities. Group work fosters a supportive atmosphere where students feel valued and motivated to participate actively. Praising their efforts reinforces their self-esteem, encouraging ongoing engagement and creating a vibrant classroom environment.”

T5: “As an EFL teacher, I rely on pair and group work activities to create a supportive environment that builds students' confidence and encourages active participation in communicative activities. By fostering collaboration among peers and establishing a safe space for students to practice language skills together, I aim to cultivate a sense of community and mutual support that empowers learners to engage confidently in communicative tasks.”

Q03: How do you address EFL students' fear of making mistakes when communicating in English?

Table 26.

Strategies for Addressing EFL Students' Fear of Making Mistakes in Oral Communication

Teacher	Responses
01	Creating a supportive and non-judgmental classroom environment where mistakes are seen as opportunities for learning and growth.

02	creating a safe and supportive learning environment, emphasizing the importance of taking risks, and providing constructive feedback that focuses on improvement rather than correction.
03	Emphasize naturalness of mistakes, create safe environment, focus on progress.
04	Normalize errors, emphasize learning.
05	Normalize errors, focus on progress.

Analyzing these teachers' responses reveals a consistent emphasis on fostering a positive and encouraging classroom environment that values mistakes as integral to the learning process.

Teachers T1 and T2 prioritize creating a safe and non-judgmental space where errors are viewed as opportunities for growth and improvement, highlighting the importance of taking risks and providing constructive feedback focused on progress rather than mere correction.

Teachers T3, T4, and T5 highlight the importance of mistakes, encouraging active learning and a supportive environment. They aim to help students see errors as opportunities to improve, engage more in learning, and feel more confident in their language abilities. This approach fosters a culture of learning from mistakes and prioritizing progress, empowering students to communicate more effectively.

Q04: What methods do you use to give constructive feedback to help students improve their communication skills?

Table 27.

Methods for Providing Constructive Feedback to Improve EFL Students' Communication Skills

Teacher	Responses
01	Ask their peers to give the apploud encourage them orally
02	Self-assessment, peer feedback, and audio/video recordings to give constructive feedback that helps students improve their communication skills.
03	Specific, descriptive, strengths-based, self-assessment opportunities.
04	Sandwich method: praise-correct-praise.
05	Positive-negative-positive feedback.

Teachers provided insightful methods for constructive feedback to improve communication skills. Teacher 1 proposed oral applause to create a supportive atmosphere. Teachers 2 and 3 emphasized self-assessment and peer feedback for reflection and learning. Teacher 2 suggested using recordings for self-reflection. Teacher 3 focused on specific feedback to highlight strengths and areas for improvement. Teacher 4 introduced the "sandwich method" for balanced feedback, while Teacher 5 suggested positive-negative feedback. These methods encourage active learning, provide valuable feedback, and enhance communication skills positively.

Q05: What methods do you employ to build EFL students' speaking and listening skills in the classroom?

Teachers 1, 2, 3, 4, and 5 highlight effective language learning strategies for speaking and listening skills. They advocate for group work, discussions, presentations, role-plays, debates, and listening activities to engage students. These methods provide collaborative learning, encourage expressing opinions, simulate real-life conversations, and enhance listening comprehension. With personalized approaches and varied activities, they promote active participation and create a dynamic classroom environment for English skill development.

Q06: How do you leverage technology to enhance EFL students' language communication skills?

Teachers emphasize using technology and digital resources to improve language skills. Teachers 1 and 4 mention authentic materials, computers, apps, and multimedia for real-world contexts. Teachers 2, 3, and 5 focus on online platforms and language apps to boost proficiency. Integrating technology offers interactive learning, independent practice, and exposure to authentic language. These methods support language learning and effective communication among students.

Q07: How do you work with and support shy or introverted EFL students to encourage their active participation in communication activities?

Teachers 2, 3, 4, and 5 also highlight the significance of using non-verbal communication, incorporating activities tailored to students' learning styles, forming smaller groups, assigning less demanding roles, and providing extra support and encouragement.

By catering to individual needs, offering personalized attention, and creating a supportive learning environment, these educators seek to empower students, boost their self-esteem, and facilitate their language development effectively.

Overall, these strategies demonstrate a commitment to fostering student growth, engagement, and success in language learning through tailored support and encouragement.

Q08: How do you promote cultural sensitivity and understanding among EFL students to foster effective communication?

Table 28.

Strategies for Promoting Cultural Sensitivity and Understanding in EFL Classrooms to Enhance Communication

Teacher	Responses
01	I compare between native and target cultures.
02	Incorporating culturally relevant materials, encouraging cross-cultural discussions, and fostering an inclusive and respectful classroom environment.
03	Cultural information in lessons, sharing perspectives, fostering respect and understanding.
04	Cultural discussions, respectful exchanges, diverse materials.
05	Cultural discussions, diverse materials, respectful exchanges.

Teachers emphasize promoting cultural sensitivity among EFL students for better communication. They use various methods: Teacher 1 compares native and target cultures, while Teachers 2, 3, 4, and 5 include relevant materials and encourage discussions. These approaches foster respect and understanding, broadening cultural awareness and facilitating meaningful exchanges. By creating inclusive environments, these strategies enhance students' sensitivity and promote effective communication across cultures.

Analysis of the Classroom Observation

Section One

Table 29.

Classroom Atmosphere Observation Rating

Classroom Atmosphere	WO	FO	NO
1- The environment(physical setting) is clean, organized, spacious, light and comfortable enabling learners to engage and converse with each other .	01	05	
2- The seating layout promotes the development of effective communication abilities.	01	03	02
3- (T) revisits the material covered in the previous session.			06
4- (T) outlines the topics and goals to be addressed during the current session.	01	02	03
5- (T) provides a friendly and comfortable atmosphere for students to participate naturally through tasks.	06		

Classroom Atmosphere

It includes how the classroom is set up and how lessons are prepared. It also includes a section on "learners' warming up". This refers to activities that help students get ready to learn new things.

The Environment (Physical Setting) is Clean, Organized, Spacious, Light and Comfortable Enabling Learners to Engage and Converse with each other. The classroom was usually organized in a way that was good or very good. This means that the classroom had enough space and equipment for students to work together. However, the classroom was only organized in this way when students were preparing for a role play or presentation. This is because they needed to change the way the classroom looked to make it more suitable for their activity.

The Seating Layout Promotes the Development of Effective Communication

Abilities. Teacher noticed that the students were not always communicating well when they were sitting in the same seats. However, the teacher found that the students communicated more when they changed their seats. This was especially true when the students were working in groups or pairs.

One example of this was when the students played language games. These games required the students to sit in different ways. For example, one student asked the other students to sit in a U shape with a chair in the middle.

Excerpt 1.

S1: So. Today, we will play an activity. First of all, please arrange yourselves in a circle.

SS: ((look at **S1** and move around))

S1: Each group should create a question to ask the other members.

SS: ((looking at the teacher))

S1: Is it clear?

S2: Repeat, please!

SS: xxx

The nature of such an activity required interaction, and this was reflected in the sum of exchange that occurred among students (i.e. in the group) and with the person to be asked.

Teacher Revisits the Material Covered in the Previous Session. The teacher saw students struggling with communication in class. To help, the teacher let students take charge more. But, there was a problem: students didn't know what others in the different group were doing. So, the teacher shared activities from both groups to boost motivation for active participation.

Teacher Outlines the Topics and Goals to be Addressed During the Current Session. If students prepared, the teacher reviewed quickly. Otherwise, the teacher

explained materials and activity goals. This helped students understand instructions and activity purposes.

Teacher Provides a Friendly and Comfortable Atmosphere for Students to Participate Naturally Through Tasks. The teacher built a close bond with students, making them feel at ease. They admired his patience, creativity, and class management. Students felt relaxed, expressing themselves freely without worrying about grades. The teacher actively participated in activities like 'draw and guess,' involving everyone and encouraging shy students to join in.

Section Two

Table 30.

Methods and Lesson Presentation Observation Rating

Methods and lesson presentation	WO	FO	NO
1. Material is presented at the students' level of comprehension.	01	05	
2. The allotted time to the lesson is smooth sequenced and logical.	05	01	
3. Utilises communicative centered activities(role plays, dialogues..).	04	02	
4. Invites class discussion.	06		
5. The methods are appropriate to the age and ability of learners.	05	01	

Note. This table shows the number of times each observation occurred in the total number of classes.

Methods and lesson presentation

In EFL education, presenting lessons effectively is crucial for student engagement and communication. It includes adjusting material to their understanding, organizing activities

logically, and using communicative tasks like role-plays. Teachers also encourage class discussions and adapt methods to students' age and abilities. By using these strategies, educators create a supportive environment where students feel motivated to participate and use the target language confidently.

Material is Presented at the Students' Level of Comprehension. The teacher uses suitable materials for students, so most don't feel lost in lessons. But some struggle with complex instructions. When this occurs, the teacher aids by asking questions or having classmates explain. They ensure students grasp the content before presentations, intervening promptly if needed.

The Allotted Time to the Lesson is Smooth, Sequenced and Logical. In every class, the teacher allocated varying time for presentations, consistently across all classes. They frequently reminded students of their time limits for tasks. Despite students being responsible for presentations, the teacher ensured smooth flow and order of activities. Typically, they did this by informing students at the class's start about presenters and allotted time.

Utilises Communicative Centred Activities (Role plays, Dialogues...). The teacher's use of interactive activities like role plays and dialogues is a strength in class. These tasks let students practice language in real situations. With clear instructions, students participate actively and communicate naturally. The scenarios are relatable, keeping students engaged. The teacher guides students, ensuring focus and providing helpful feedback. This focus on communication is crucial for improving fluency and confidence in English, aligning with the goal of promoting language proficiency.

Invites Class Discussion. The teacher often asks the class to talk about things together. For example, after other students have given presentations, the teacher asks the class for their opinions and comments. They talk about what went well and what could be

improved. This helps students to feel responsible for their own learning and to feel like they are an important part of the classroom and the learning process.

3.3.2.5 The Methods Are Appropriate to the Age and Ability of Learners. The teacher matches methods with students' ages and abilities well. With challenging yet doable activities, students engage and improve. The teacher helps when needed, letting students learn at their speed. This focus on students, along with various teaching styles, keeps lessons well-paced and boosts confidence, motivation, and language skills.

Section Three

Table 31.

Learners' Interaction Observation Rating

Learners' Interaction in the classroom	WO	FO	NO
1. Learners give opinions, provide suggestions and share ideas using L2 either with the teacher or with other classmates when doing oral tasks.	03	03	
2. Students know how and when to take the floor in oral conversations when participating in the classroom (overlap, gaze and intonation).	02	03	
3. Students know how to respond/reciprocate in situations like: greeting, inviting...etc.	06		
4. Learners express willingness to speak and know how to introduce / end a topic when dealing with a topic discussion.	02	02	02
5. Students deduce meaning of new and difficult words/expressions from classroom interaction and exchange.	05	01	
6. Learners hesitate and express themselves in a difficult way in	03	01	02

the classroom by using L1 transferred expressions/non verbal behaviour.			
7. Learners show readiness and motivation to work with peers and feel comfortable within the group.			

Note. This table shows the number of times each observation occurred in the total number of classes

Learners' Interaction in the Classroom

It involves expressing opinions, providing suggestions, and sharing ideas in the target language, both with the teacher and peers. Students should also know how to participate in oral conversations, respond to greetings and invitations, and express willingness to speak. Additionally, they should be able to understand meaning from classroom interactions and feel comfortable using the target language, even when struggling.

Learners Give Opinions, Provide Suggestions and Share Ideas Using L2 Either with the Teacher or with Other Classmates when Doing Oral Tasks. The table above shows students are involved in interactions, influenced by different factors. In class, the teacher urges students to share opinions and ideas during group activities or discussions. For example, when a group presents, the teacher asks others for feedback. During discussions, students may talk about topics like exams. Most students join in, even if they find it hard to express themselves fully.

Students Know How and when to Take the Floor in Oral Conversations when Participating in the Classroom (Overlap, Gaze and Intonation). Table (31) indicates that students are proficient in conversational skills, especially when they prepare in advance. They adhere to rules like turn-taking and intonation, though they may struggle during challenging activities, sometimes interrupting each other. The teacher corrects intonation errors and communicates instructions and rules through eye contact, also assigning turns by visual cues.

3.3.3.3 Students Know How to Respond/Reciprocate in Situations like: Greeting, Inviting...etc. As they are at university level, students are familiar with how to answer various questions directed at them. This occurs during role plays, improvisations, or regular classroom questioning. Interestingly, when asked to speak or present their work, students' responses differ. Some use informal language (e.g., "I'm gonna pass"), others use response tokens like "mmm," "yeah," or "okay," while some rely on non-verbal cues or even their native language (L1) to respond to questions, regardless of their type.

Excerpt 2. ('In the classroom' role play)

S1: Are you ready for the Task?

SS: No, we are not.

S1: It's okay. Don't worry

Learners Express Willingness to Speak and Know How to Introduce / End a Topic when Dealing with a Topic Discussion. When discussing familiar topics, most students can start and end the conversation well. But if the topic is new and requires more thinking and research, only a few students manage it. Usually, some students talk a lot in discussions, while others hardly say anything, even if the teacher tries to encourage them.

Students Deduce Meaning of New and Difficult Words/Expressions from Classroom Interaction and Exchange. When students were talking to each other or doing activities together, they were able to figure out the meaning of new or difficult words. For example, if a student didn't know a word, they would ask the other student who was presenting the work or the teacher what it meant.

Sometimes, the teacher would ask the meaning of a word if none of the students did. When the meaning was explained, the teacher would repeat it to the students and ask them to write it down or use it in a sentence.

Learners Hesitate and Express Themselves in a Difficult Way in the Classroom by Using L1 Transferred Expressions/Nonverbal Behavior. When learning a foreign language, it is common to hesitate and have difficulty expressing ideas. In class, most students find it challenging to speak without pausing. However, it was very good to see that despite these difficulties, students did not use their native language. They tried their best to keep speaking in the target language. Sometimes they used French, gestures, paraphrasing, or even asked their classmates for help.

Learners Show Readiness and Motivation to Work with Peers and Feel Comfortable within the Group. When students work together in pairs or groups, they show enthusiasm and motivation. The teacher lets them choose their partners or groups, which makes them feel free and comfortable during discussions and interactions. This way of working is popular among students because it helps them share ideas and do better than working alone. Joining in group activities helps students get more involved, interested, and less shy or afraid of making mistakes since more people are involved compared to working alone.

Section Four

Table 32.

Teacher-Student Interaction Observation Rating

Teacher- Student Interaction	WO	FO	NO
1. The teacher encourages students to speak in English during and outside classroom practices.	06		
2. The teacher exposes the learners to authentic situations in order to make them aware of authentic language.	02		04

3. The teacher intervenes when there is a breakdown of communication.	04	02	
4. The teacher gives equal opportunities for the students to interact with him during the classroom oral tasks.	05	01	
5. The teacher maintains the students' interest and motivation by providing challenging communicative tasks.	04	01	01

Note. This table shows the number of times each observation occurred in the total number of classes

Effective Teacher-Student

Interaction is crucial for EFL students' language development. This includes the teacher encouraging students to speak in English during and outside classroom practices, exposing learners to authentic situations to make them aware of authentic language, intervening when there is a breakdown of communication, and giving equal opportunities for students to interact with them during oral tasks.

Additionally, the teacher should maintain students' interest and motivation by providing challenging communicative tasks.

The Teacher Encourages Students to Speak in English During and Outside Classroom Practices. During the lessons, the teacher often stopped students when they spoke in Arabic and asked them to say it in English instead. This was not because Arabic is not allowed in the classroom, but because the teacher wanted to help the students get used to speaking English.

The teacher also gave the students homework that required them to use English outside of class. This helped the students to become more comfortable using English with their friends and family.

The Teacher Exposes the Learners to Authentic Situations in Order to Make Them Aware of Authentic Language. The instructor regularly utilizes the overhead projector (OHP) in class. However, the absence of electricity impedes the implementation of tasks associated with this resource.

During a visit with other educators, an observer inquired about the purpose of using the OHP and the intended lesson. The teacher explained that the lessons revolve around audio or video materials featuring native speakers, aimed at enhancing students' understanding of various topics like educational systems and cultural practices.

Despite thorough preparation, students have limited exposure to authentic materials, with the exception of one instance involving a student presentation.

The teacher intervenes when there is a breakdown of communication. The teacher was very good at noticing when students were struggling to speak English. If a student paused for too long, or couldn't keep the conversation going, the teacher would step in to help. Sometimes, the teacher would let other students help out by filling in the gaps. But if the student was really struggling, the teacher would step in and help them out themselves. This helped to keep the conversation flowing and made sure that all students had a chance to participate.

The Teacher Gives Equal Opportunities for the Students to Interact with Him During the Classroom Oral Tasks. The teacher motivates students to speak during class. They regularly let students take charge of tasks, activities, or lessons, ensuring everyone gets a chance to speak. The class is student-focused, with different interaction styles like pair work, group work, and whole-class discussions. The teacher also encourages shy or quiet students and those sitting at the back to join in, promoting inclusivity and more involvement.

The Teacher Maintains the Students' Interest and Motivation by Providing Challenging Communicative Tasks. The teacher let students choose challenging tasks, encouraging competition and interest in class activities. One student suggested playing "Pictionary" by providing words and dividing classmates into teams. Each team had a representative draw a word while others guessed. This game created lively competition, with students eagerly participating and enjoying themselves.

Section Five

Table 33.

Making the Content Comprehensible Observation Rating

Making the content comprehensible	WO	FO	NO
1. The teacher selects and adapts instructional material for learners' developmental level.	06		
2. The teacher checks the students understanding and adjusts their progress in the lesson using instruction checking questions and concept checking questions.	06		
3. The teacher uses body language, realia, visual aids along with technological devices to communicate meaning to students.		05	01
4. The teacher introduces topics that deal with the socio-cultural environment of the target society to enable the students to be more aware about their social conventions and norms.	02		04

Making the Content Comprehensible

To teach English well, it's important for the teacher to make the content easy to understand. This means choosing materials that match what the students can understand, asking questions to see if they get it, and using things like body language and pictures to help explain. Also, talking about things from the society where the language is spoken can help students learn more about how people act and what's normal there, which makes learning the language even better.

The Teacher Selects and Adapts Instructional Material for Learners'

Developmental Level. The students were very active in class and participated a lot. They always tried to take part in tasks and activities, and they followed the instructions carefully. Even when the material was difficult, the students tried to understand it. This helped them to learn from each other and to improve their understanding of the topic.

3.3.5.2 The teacher checks the students understanding and adjusts their progress in the lesson using instruction checking questions and concept checking questions. In the table (37), it's clear that the teacher often checks if students understand the tasks given. This happens especially when a task has long and confusing instructions. At first, the teacher helps by asking the student to explain the instructions simply. Then, the teacher checks if everyone understands by asking again.

3.3.5.3 The Teacher Uses Body Language, Visual Aids along with Technological Devices to Communicate Meaning to Students. Table (38) shows that teachers often use gestures and different tools in class to help students understand. Even when not speaking, the teacher uses body language, repeats things, and asks questions to make sure students get it. Students also use images, visuals, and the overhead projector (OHP) to improve their presentations. For example, in a presentation about U.K. cities, using the OHP helped students connect words with pictures, making it easier to understand. This made the class more interesting and helped students focus and join in more.

3.3.5.4 The Teacher Introduces Topics that Deal with the Socio-Cultural Environment of the Target Society to Enable the Students to be more Aware about Their Social Conventions and Norms. This didn't happen often. Only twice during observations did the class talk about social and cultural things in the society they were studying. One time, two students acted out a scene about 'Islamophobia', and another time they talked about 'Greetings in different countries'. These activities let students think about their own culture and other cultures. After doing these tasks, students tried to compare how people behave in different cultures with how they do in their own culture.

Section Six

Table 34.

Feedback Observation Rating

Feedback	WO	FO	NO
1. The teacher uses assessments (evaluation statements) to encourage students to use the language.	06		
2. The teacher provides the opportunity for the students to correct others.	04	02	
3. Teacher comments on each oral performance of the students.	06		
4. The teacher gives feedback immediately to the students.		04	02
5. The teacher uses various forms and strategies of correction and rendering feedback to the students (implicit/explicit).	06		

Feedback

Giving good feedback is really important in teaching English. Teachers use tests to make students want to use the language and let them help each other fix mistakes. They also give personal comments on how each student speaks. If students make mistakes, the teacher tells them right away to fix them and learn better. Teachers use different ways to correct mistakes to help everyone learn better. This makes a friendly place to learn where students feel good about getting better at speaking English.

The Teacher Uses Assessments (Evaluation Statements) to Encourage Students to Use the Language. Before or during any classroom activity, the teacher consistently offers positive feedback and encourages students' contributions. This is done regularly to provide students with a rewarding psychological experience, fostering their full engagement and enhancing their motivation to use the foreign language.

The Teacher Provides the Opportunity for the Students to Correct Others. This was particularly noticeable during student competitions. Occasionally, students would correct their classmates in order to assert themselves. However, it was also observed that conflicts could arise when these corrections were misunderstood, leading the teacher to intervene. The teacher then highlights the mistakes to reduce tensions among the students and maintain a professional atmosphere.

Teacher Comments on Each Oral Performance of the Students. This is a common practice observed in the observed OE classroom. At the conclusion of each presentation, the teacher provides feedback and encourages additional comments from students to share their perspectives on what they have witnessed. This not only provides insights to the students who presented, but also fosters further discussion, encouraging students to use the target language more.

Additionally, it empowers students to freely express their ideas without any obstacles.

The Teacher Gives Feedback Immediately to the Students. The teacher gives students feedback right away, but it depends on the type of mistake. If the mistake is important or contains incorrect information, the teacher will stop the student and correct it immediately. However, if the mistake is a small slip or a minor error, the teacher may ignore it and focus on the overall communication. This is done to keep the conversation flowing.

Even if the teacher doesn't give feedback right away, they will usually give a summary of the student's mistakes at the end of the lesson. This helps students to learn from their errors.

The Teacher Uses Various Forms and Strategies of Correction and Rendering Feedback to the Students (Implicit/Explicit). Providing feedback is essential for students' learning and progress. Table (41) demonstrates that the teacher consistently utilizes this technique regardless of the activity or task. Throughout the sessions, the teacher subtly corrects students' errors, especially when a student makes a mistake while conversing in English, yet the teacher chooses not to correct them directly, perhaps to avoid embarrassment and allow classmates to intervene.

However, explicit correction occurs when the teacher requests the student to repeat, promptly pointing out and correcting the mistake. This typically happens during discussions or when students provide answers or opinions.

Conversely, during role plays or conversations, the teacher refrains from interrupting students until they conclude.

Conclusion

This chapter focused on presenting the results and analyzing the collected data, as well as interpreting the findings. The analysis used qualitative methods for the interviews and descriptive statistics for the questionnaire and tests. For the questionnaire, the analysis relied mainly on percentages as the descriptive measurement.

Since the sampling was not random and the results did not follow a normal distribution, the correlation was calculated using the Spearman correlation method. The final section of the chapter discussed and synthesized the results. This section addressed the three research questions and either confirmed or rejected the corresponding hypotheses.

General Conclusion

The present research work emphasized the factors that affect EFL student's willingness to communicate to enhance second-year students' oral proficiency at the level of the English Division at MKU, Biskra.

Correlating the findings from the theoretical and field work parts, the research questions on whether the pedagogic conditions, already mentioned, the following work is laid out in three chapters.

The first one is the concept of communication while The second chapter is sub-componential. Comprising two parts entitled Willingness to Communicate and Factors Affecting EFL Students Willingness to Communicate respectively.

The third chapter includes the analysis. Of the sum of devised instruments to obtain relevant data: a semi-structured student 'questionnaire, a semi-structured teachers' interview, and a classroom observation, along with the proposal for further recommendations.

The sum of obtained findings reveals that despite the considerably acceptable level of EFL students in both language ability and communication skills, they asserted their constant needs to enrich vocabulary and pronunciation.

Therefore, teachers still need to focus further on a variety of deficiencies in terms of overall language competence needs so that to prolong their abilities to use the language both efficiently and contextually in whatsoever situation.

Furthermore, teachers should alter the ways in which they present and deal with communicative based activities and attempt to adjust them through exposing EFL learners to a variety of communication in different situations.

These, in turn, should reflect naturally spontaneous conversations among native speakers through authentic material implementation (video/audio/scripted). This is all with

the aim to work on the deficiency related to their listening /speaking skill and the difficulties they face while interacting with an audio/video material.

The questionnaire results clearly showed that students are aware of the factors that affect their willingness to communicate in English. These factors include their language skills, communication abilities, and understanding of social and cultural rules for using the language effectively.

However, the teachers' views on incorporating these aspects into classroom activities seem to be lacking. Practices like encouraging student participation, reducing anxiety, and creating a supportive classroom environment are reported to be rarely implemented or only taught indirectly through activities like role-plays, simulations, discussions, or debates.

This lack of implementation was also observed during classroom observation sessions, where there was a noticeable absence of instructional practices that help build students' willingness to communicate. This was particularly evident in classroom tasks and activities that failed to address the different types of language functions, speech events, and discourse that students encounter outside the classroom.

Another important finding from the student questionnaire is their strong belief that teachers should allow them to talk more during class. This was a relatively common practice in the observed English (OE) sessions. However, the students argued that they don't participate frequently due to shyness.

Therefore, the teachers should consider these psychological factors and try to break down the negative barriers and inhibitions that the students have. The teachers can do this through group work and cooperative activities.

Additionally, the EFL students believe that being able to speak the target language fluently is an obligation. This is a good point that teachers can build upon to boost the

students' motivation. Teachers can provide positive feedback and teach communication strategies to help the students experience more real-life situations in the classroom.

The students perceive the teacher's role in EFL contexts as favoring communication. They believe the teacher should be a facilitator, tolerant of errors, a provider of positive comments, and a motivator. However, the students felt that these beliefs were not fully met during the observed sessions.

the classroom atmosphere, the teachers revealed that there is not enough time allocated for the English (OE) courses, and the classes are overcrowded. This was also partially mentioned by the students, who strongly believe that their exposure to the target language is quite insufficient to improve their overall language proficiency.

Therefore, all the findings in terms of beliefs, assumptions, and practices cannot be fully realized and lead to successful outcomes unless the above issues and conditions are addressed.

In summary, through the exploration of various factors influencing EFL students' willingness to communicate, this study has shed light on the intricate dynamics at play within language learning environments. By examining elements such as teacher feedback, classroom activities, socio-cultural discussions, and the provision of comprehensible input, we have gained valuable insights into how these aspects impact students' confidence and motivation in using the English language. It is evident that effective feedback, engaging classroom practices, and opportunities for meaningful interaction play pivotal roles in fostering a conducive learning atmosphere. Additionally, the findings emphasize the importance of acknowledging and addressing individual learning styles and cultural backgrounds to enhance students' language acquisition journey. Moving forward, implementing tailored strategies based on these findings can greatly contribute to empowering EFL students to communicate more confidently and effectively in English.

Recommendations and Implications

This section aims to provide practical recommendations based on the conclusions drawn from the study regarding factors affecting students' willingness to communicate in English. To address these concerns effectively, it is essential to take specific actions.

Drawing inspiration from the overall findings of the study, the suggestions put forth by both students and teachers, and the shared aspects between them, the following recommendations and implications are provided for teachers and students.

Teachers should enhance their awareness of the factors influencing students' willingness to communicate. They might take part in trainings, seminars, or other instructional events that specifically address these factors, including linguistic competence, communication skills, and socio-cultural awareness. This will help them better understand and incorporate strategies into their teaching practices that foster a supportive and engaging classroom environment

A clear curriculum should be developed that focuses on encouraging student participation and communication. This will ensure consistency across classrooms and provide teachers with guidelines for incorporating activities that promote willingness to communicate, such as group discussions, role plays, and interactive tasks.

Raise awareness among students about the importance of willingness to communicate more explicitly. Teachers can help students understand the benefits of active participation and provide strategies to overcome communication barriers, such as reducing anxiety and building confidence

Implement diverse classroom activities that encourage communication and interaction. Avoiding monotonous tasks and varying the types of interactive activities can keep students engaged and motivated to communicate.

Students might attempt to improve their communication skills through engaging in activities that enhance their linguistic competence and confidence, such as practicing speaking in pairs or groups, participating in language exchange programs, and seeking opportunities for real-life communication practice

Although the outlined aims of the study, students should expand their socio-cultural knowledge. Understanding the cultural context of the language can enhance their communicative competence and facilitate more effective interactions.

Students should familiarize themselves with the factors that influence their willingness to communicate. By doing so, they may be able to recognize more of their strengths and weaknesses and work on improving their communication skills.

Eventually, we come to realize that the variable of willingness to communicate could be further segmented. To be aware of the exact points of correlation and to achieve more accurate results, researchers may attempt to seek the correlation of specific factors, such as anxiety or confidence, with students' willingness to communicate instead of dealing with the latter variable as a whole.

Limitations and Suggestions for further research

No research study can be perfect, as there are always limitations, either intentionally applied or uncontrollable factors that mark weaknesses in the study. These limitations, known as terms of limitation, are usually related to shortcomings in the adopted methodology. As Theofanidis & Fountouki (2019) explain, these limitations are closely associated with the chosen research design, statistical model constraints, funding constraints, or other factors. Despite the uncontrollable nature of these limitations, they can still impact the study. However, suggestions for more optimized future research can be derived from them.

In the context of data collection instruments, the questionnaire is subject to limitations such as recall bias, social desirability bias, and subjective interpretations. Participants may

interpret the questions differently based on their own understanding or perspectives, leading to variations in responses and making it difficult to compare or generalize the findings across participants. Researchers may also interpret the participants' responses subjectively, introducing potential biases in data analysis and interpretation.

Lastly, the sample size and sampling technique used in the research work hindered the generalization of the findings. The choices regarding these aspects were made to ensure the feasibility of the present study.

However, future research may shift to random sampling techniques, which can provide more accurate findings, and increase the sample size to incorporate more participants.

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Appendices

Appendix A: Students' Questionnaire

Faculty of Letters and Foreign Languages

Department of Foreign Languages

Faculty of Letters and Foreign Languages

Department of Foreign Languages

English Division

Students' Questionnaire

Dear participant,

The following questionnaire is dedicated to collect relevant data to our Master research work entitled "Exploring the Main Factors that Affect EFL Students' Willingness to Communicate " at the English Division of Biskra University. This is not a test so there are no right or wrong answers. Hence; it is with great pleasure and gratitude that we appreciate your precious collaboration to the validity of this research at hand by giving your personal opinion. Please, be sure that all information you provide will be treated confidentially and used solely for research purposes.

You are kindly requested to put a tick (✓) in the corresponding box to indicate your chosen option or make full statements whenever needed.

P.S. Only oral expression teachers are concerned.

Please, put a tick (✓) in the corresponding box to indicate your chosen option

Section ONE: Background Information

1- Select your Gender

(a) Male

(b) Female

2- You are learning English because (You may tick more than one answer)

- (a) You want to get good marks in English and improve your level for further studies.
- (b) You want to learn about lifestyles in foreign countries such as England and America.
- (c) You want to be able to communicate freely in English with people from different countries.
- (d) You want to get a job in an international organization or company (British Petroleum, Sonatrach).

3- How do you consider your level of ability in English?

- (a) **Basic (lower):** very limited vocabulary, grammar and pronunciation is heavily influenced by the mother tongue
- (b) **Basic (Upper):** limited vocabulary, grammar and faulty pronunciation.
- (c) **Intermediate (lower):** reasonable fluency having many problems with words, grammar and pronunciation.
- (d) **Intermediate (Upper):** comfortable fluency but having some difficulty with vocabulary, grammar and pronunciation.
- (e) **Advanced:** able to converse fluently and naturally with little difficulty with vocabulary, grammar and pronunciation.

Section TWO: Learners' attitudes towards using English for communication**4. Who generally interacts more in the classroom?**

- (a) Teacher (b) Students

5. Do you find speaking English?

- (a) Very easy (b) Easy
- (c) Difficult (d) Very difficult

6. How often do you participate in oral classroom activities?

- (a) Not at all (b) Rarely

- (c) Sometimes (d) Often
 (e) Always

7. Do you agree that in order to learn the language, you have to speak it?

- (a) Strongly agree (b) Agree
 (c) Disagree (d) Strongly disagree

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

- (a) Yes (b) No

9. In what interactional areas would you like to improve on in your English? (You may tick more than one)

- (a) General listening comprehension.
 (b) Formulating correct and meaningful sentences.
 (c) Participating and communicating effectively with peers in small group discussions or collaborative works.
 (d) Knowledge of vocabulary and pronunciation.

Section THREE: EFL Learners' Willingness to Communicate

Please select the box that best represents your desire to engage in communication for each situation.

1. Are you willing to give presentations or speeches in front of the class in English?

- (a) Definitely willing (b) Probably willing
 (c) Probably not willing (d) Definitely not willing

2. Are you willing to present your arguments or opinions about the topic in classroom discussions in English?

- (a) Definitely willing (b) Probably willing
 (c) Probably not willing (d) Definitely not willing

3. Are you willing to participate in a class discussion or debate in English?

- (a) Definitely willing (b) Probably willing
 (c) Probably not willing (d) Definitely not willing

4. Are you willing to volunteer and answer when the teacher asks a question in English?

- (a) Definitely willing (b) Probably willing
 (c) Probably not willing (d) Definitely not willing

5. Are you willing to ask the teacher to repeat what they said in English when you have difficulty understanding?

- (a) Definitely willing (b) Probably willing
 (c) Probably not willing (d) Definitely not willing

Section Four: Factors influencing Willingness to Communicate inside the Classroom**10- What role does self-confidence play in your willingness to communicate in English as a Foreign Language (EFL)?**

- (a) Significantly influences (b) Moderately influences
 (c) Slightly influences (d) Does not influence

11- How does the teacher's feedback and correction of mistakes influence your willingness to communicate in English?

- (a) Encourages more participation (b) Makes me hesitant to speak
 (c) Does not affect (d) Not applicable

12 -How important is it for you to receive positive feedback when speaking English?

- (a) Very important (b) Important
 (c) Neutral (d) Not important

13- How does the topic of conversation influence your willingness to communicate?

- (a) Influences significantly (b) Some influence
 (c) Minimal influence (d) No influence

14-How important is it for you to have preparation time before engaging in English conversations?

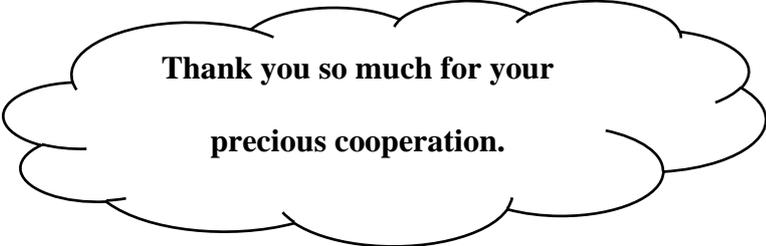
- (a) Very important (b) Important
(c) Neutral (d) Not important

15- How does the presence of classmates who are fluent in English affect your willingness to participate in classroom discussions?

- (a) Encourages participation (b) Discourages participation
(c) No effect (d) Uncertain

16- To what extent you think that these factors effect negatively your speaking performance?

- (a) 5% (b) 25%
(c) 50% (d) 100%



**Thank you so much for your
precious cooperation.**

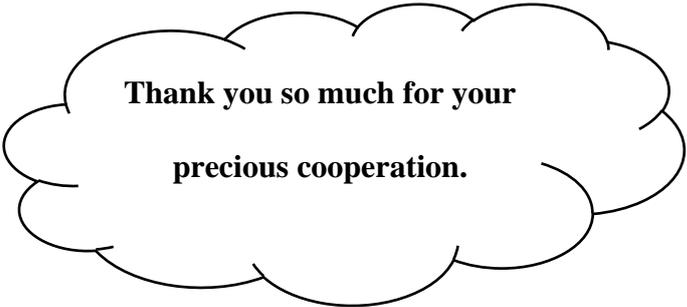
Appendix B: Teachers' Interview**Faculty of Letters and Foreign Languages****Department of Foreign Languages****Faculty of Letters and Foreign Languages****Department of Foreign Languages****English Division**

Dear teacher,

This questionnaire serves as a data collection tool for the accomplishment of a master thesis which aims at Exploring the Main Factors that Affect EFL Students 'Willingness to Communicate at the department of English, university of Biskra. We would be highly honored and grateful if you could help us in accomplishing our research in filling in this questionnaire and frankly and sincerely.

1. What strategies do you use to build students' confidence and encourage active participation in communicative activities?
2. How do you address EFL students' fear of making mistakes when communicating in English?
3. What methods do you use to give constructive feedback to help students improve their communication skills?
4. What methods do you employ to build EFL students' speaking and listening skills in the classroom?
5. How do you leverage technology to enhance EFL students' language communication skills?

6. How do you work with and support shy or introverted EFL students to encourage their active participation in communication activities?
7. How do you promote cultural sensitivity and understanding among EFL students to foster effective communication?
8. How do you promote cultural sensitivity and understanding among EFL students to foster effective communication?



**Thank you so much for your
precious cooperation.**

Appendix C: Classroom Observation**Faculty of Letters and Foreign Languages****Department of Foreign Languages****Faculty of Letters and Foreign Languages****Department of Foreign Languages****English Division****A classroom observation checklist****Observer:****Teacher:****Group n°:****Number of students:****Date:****Module:****Time:****Rating Scales:****A-Well Observed****B-Fairly Observed****C-Not Observed**

General classroom elements	Degree of achievement		
Section One: Classroom Atmosphere (learning environment)	A	B	C
1. The physical setting is clean, organized, spacious, light and comfortable so that learners can interact and speak with each other.			
2. The seating arrangement favours effective communication skills.			
3. (T) reviews previous session's course.			
4. (T) summarizes the course content and objectives that will be dealt with today.			
5. (T) connects the course content that will be dealt with their prior learning experience and knowledge.			
6. (T) provides a friendly and comfortable atmosphere for students to participate naturally through tasks.			
Section Two: Methods and Lesson Presentation			

1. Material is presented at the students' level of comprehension.			
2. Invites class discussion.			
3. The allotted time to the lesson is smooth, sequenced and logical.			
4. Incorporates in the lesson tasks that tackle collaboration and interaction consistent with foreign language learning.			
5. Utilises communicative centred activities (role plays, dialogues...).			
6. The methods are appropriate to the age and ability of learners.			
Section Three: Making the content comprehensible			
1. The teacher uses body language, realia, visual aids along with technological devices to communicate meaning to students.			
2. The teacher introduces topics that deal with the socio-cultural environment of the target society to enable the students to be more aware about their social conventions and norms.			
3. The teacher selects and adapts instructional material for learners' developmental level.			
4. The teacher checks the students understanding and adjusts their progress in the lesson using instruction checking questions and concept checking questions.			
Section Four: Learners' interaction in the classroom.			
1. Learners give opinions, provide suggestions and share ideas			

using L2 either with the teacher or with other classmates when doing oral tasks.			
2. Learners express willingness to speak and know how to introduce / end a topic when dealing with a topic discussion.			
3. Students know how to respond/reciprocate in situations like: greeting, inviting...etc.			
4. Students know how and when to take the floor in oral conversations when participating in the classroom (overlap, gaze and intonation).			
5. Learners hesitate and express themselves in a difficult way in the classroom by using L1 transferred expressions/non verbal behaviour.			
6. Students speaking ability is developed through classroom interaction progress.			
7. Learners show readiness and motivation to work with peers and feel comfortable within the group.			
8. Learners show readiness and motivation to work with peers and feel comfortable within the group.			
9. Students deduce meaning of new and difficult words/expressions from classroom interaction and exchange.			
Section Five: Teacher - Students Interaction			
1. The teacher gives equal opportunities for the students to interact with him during the classroom oral tasks.			
2. The teacher encourages students to speak in English during and outside classroom practices.			

3. The teacher maintains the students' interest and motivation by providing challenging communicative tasks.			
4. The teacher exposes the learners to authentic situations in order to make them aware of authentic language.			
5. The teacher uses English as a medium of all interactions to maximise the practice and use of the foreign language			
6. The teacher intervenes when there is a breakdown of communication.			
Section Six: Feedback			
1. The teacher uses assessments (evaluation statements) to encourage students to use the language.			
2. The teacher uses various forms and strategies of correction and rendering feedback to the students (implicit/explicit).			
3. The teacher comments on each oral performance of the students.			
4. The teacher gives feedback immediately to the students.			
5. The teacher provides the opportunity for the students to correct others.			

Note. Adapted from, Benslitane Zohra, Discourse Studies in Enhancing Foreign Language Learners' Communicative Competence, Biskra University, 2017.

Appendix D: Transcription Conventions for Classroom Data

Hhh	Audible laughter
Italics	Arabic words
S	Identified students using numbers (S1, S2, S3, ...etc)
SS	Several students at once or the whole class
T	Teacher
""	English translation
(())	Doubled parentheses to describe non verbal action (e.g. pointing)
.	Period, end of sentence
...	Uncompleted talk
XXX	Uncertain hearing (e.g. noise)

Note. Adapted from Questioning in the Saudi EFL University Classroom Student

Perspectives and Teacher Practices'. Alshengeeti, 2014, p.266)

ملخص الدراسة

يلعب التواصل دورًا محوريًا في البيئات الأكاديمية والمهنية. في سياق تعلم اللغة الإنجليزية كلغة أجنبية، يُعدّ التواصل الفعال أداة رئيسية لتحقيق الكفاءة اللغوية وتعزيز المهارات لدى الطلاب. يتطلب التواصل الناجح توافر عدد من العوامل المتكاملة، وهو ما تناولته هذه الدراسة بالاستكشاف والتحليل في الترابط المحتمل بين هذه العوامل ورغبة الطلاب في التواصل لدى عينة تتكون من 40 طالباً، من حيث الأسس المنهجية استندت الدراسة على نهج متباين الطرق يسمح بتفسير البيانات بشكل متزامن من أجل جمع البيانات اللازمة، تم تنفيذ استبيان للعينة المختارة ومقابلة مع اساتذة التعبير الشفوي إضافة الى ملاحظة صفية لمجموعتين (الفوج الاول والثاني) لمدة شهر كامل. وقد تم التحليل الموضوعي باتباع المنهج الاستكشافي، كشفت النتائج وجود تأثير واضح بين العوامل المؤثرة على العينة المحددة ورغبتهم في التواصل. وانعكس هذا التأثير في نتائج المقابلات والاستبيانات. وقد كشفت الدراسة عن وجود تفاعل معقد بين العناصر اللغوية والنفسية والاجتماعية والتعليمية. فالعوامل مثل الثقة بالنفس، وردود أفعال المعلم، وأهمية الموضوع، وديناميكيات المجموعة، وتوافر الموارد اللغوية تلعب أدواراً مهمة في تشكيل سلوكيات التواصل لدى الطلاب.