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The Impact of Willingness to Communicate on EFL
learners' Speaking Ability: A Case Study of First Year
Students of the Department of English at Adrar University

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Didactics*

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Dedications

I dedicate this research work to all whom I know, and to all the members of my family.

I also dedicate this work to my parents who helped and supported me during all the stages of my life.

I dedicate this study to my best friends Sarah and Zahra.

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Abstract

Nowadays, speaking English is important because it is a globally recognized language in almost all fields. The main purpose of learning a foreign language (FL) is to be able to use that language properly in all cases. If we want EFL learners to be fluent speakers, we must first encourage and motivate them to practice it well with a desire to develop it. We also need to raise their consciousness and expose them to the great importance that speaking skill has in learning their language. Learners are motivated to learn the target language for a variety of reasons, such as studying abroad, growing job opportunities, travelling, etc. Here comes the goal of English language teaching that provides learners with the opportunity to use English efficiently and accurately in communication. This study investigates ways that help learners improve their speaking skill and make them more active. It investigates, therefore, the importance of creating a friendly atmosphere in the classrooms as an attempt to get learners involved. This research examines how does EFL learners' speaking performance is affected by their willingness to communicate (WTC) inside the classroom, also attempts to examine some prominent factors which may hesitate the learners' WTC. For that, a case study was conducted with a sample of 78 first-year LMD students, and oral expression teachers at the English department at Adrar University. The students' questionnaire and the teachers' interview are the main tools used to serve the present work. The analysis of the findings revealed the significant relationship between the students' willingness to communicate and their speaking performance. The results of this study showed that WTC is a fundamental component for a successful speaking performance. It was also disclosed that attitudes towards the English language, the situational factors (learner's personality, topic, teacher, task type and the relationship with the interlocutor) are factors that have a major impact on the students' WTC. In the end, the study was expected to help students recognize the WTC aspects and improve their performance in speaking classes.

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List of Acronyms and Abbreviations

CA: Communicative Apprehension

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

FL: Foreign Language

L1: First Language

L2: Second Language

LMD: License, Master, Doctorate

LT: Language Teaching

SPCC: Self-Perceived Communication Competence

STT: Students' Talking Time

TEFL: Teaching English as a Foreign Language

TTT: Teaching Talking Time

WTC: Willingness to Communicate

GENERAL INTRODUCTION

GENERAL INTRODUCTION

General Overview:

During the current decade, theoretical exploration and pedagogical application have primarily promoted the fundamental role of language utilization in learning and teaching a second and foreign language. Effective teaching and learning of the EFL are becoming increasingly a significant task due to the global spread of this language. As a result, MacIntyre, Clément, Dörnyei and Noels (1998) proposed the concept of language learners' willingness to communicate (WTC) in the target language, which represents the psychological preparedness to use the second language successfully in communication. The WTC was first described by McCroskey and Richmond (1987) as an individual's general personality orientation towards talking. WTC in the second language (L2 WTC) was, then, defined as "a readiness to enter into discourse at a particular time with a specific person or persons, using a second language."

Statement of Problem:

MacIntyre, Clément, Dörnyei & Noels (1998) define the willingness to communicate (WTC) as "readiness to enter into discourse at a particular time with a specific person or persons using a FL." Most of the time, many English teachers experience that Learners seem to have a problem in enhancing their speaking skills and are unwilling to speak and interact appropriately in the classroom assuming that this is due to some factors that prevent them from communicating. As a consequence, MacIntyre, et al (1987) presented a new term called language learners' willingness to communicate.

Aim of the Study:

This study aims at obtaining a deeper understanding of the factors influencing learners' Willingness to Communicate (WTC) during speaking activities in class and to what extent WTC affects learners' speaking abilities by shedding some light on the psychological and linguistic reasons behind the students' hindrance from speaking in EFL classes at the level of

first-year LMD students at English Department at the University of Adrar. This study also suggests some pedagogical recommendations that may help in increasing the students' willingness to communicate and develop their speaking skill.

The Research Questions:

The main questions explored in the study are:

1. How may WTC affect EFL learners' speaking ability in the classroom?
2. Do personality traits influence EFL learners WTC?
3. Does the teacher have an impact on learners' WTC?

Hypotheses:

The following hypotheses were established to answer the previous research questions:

1. There may be an impact of the WTC on EFL learners' speaking ability inside the classroom.
2. There may be internal and external factors related to personality traits that influence EFL learners' willingness to communicate inside the classroom.
3. The teacher may have a great impact on the EFL learners' WTC.

Research Methodology

The study is conducted at the English department of Adrar University, in which a sample is taken from First-year LMD students and teachers of Oral Expression of the same level. A questionnaire for the students and an interview for the teachers are going to be the main data collection tools used in the present study.

Structure of Dissertation

The dissertation is divided into two chapters. The first chapter gives an overview about the productive speaking skill and provides a deeper understanding of the nature and role of WTC in the development of speaking skill regarding the individual and situational variables that play a role in foreign language communication.

Chapter two includes two parts. The first part provides a detailed description of the research design and methodology used in the present work, a description of the Department of English at the University of Adrar where the study was carried out, and the sample population as well as the instruments used to collect data. The second part presents the analysis of the obtained data and an overall interpretation of the findings reached throughout the research tools. Besides, it attempts to answer the research questions that try to confirm or refute the proposed hypotheses.

CHAPTER ONE

Speaking Skill

&

Willingness to Communicate

Introduction

Any teacher working with Foreign Language (FL) inexperienced learners has one of the main responsibilities in enabling them to speak successfully. In the classroom, the teachers' concern is not only to inform but also to improve their learners' speaking proficiency and develop their ability to use the target language for communication purposes. TEFL requires learners to be exposed to FL skills: listening, reading, speaking, and writing. The important aim of acquiring these language skills is to achieve a high capacity in both oral and written forms to receive and produce a foreign language. As far as the speaking skill is concerned, it is regarded to be the main skill to be developed, because when placing learners in certain situations where the communication in English is needed, the focus will be mainly on speaking. This chapter is devoted to a theoretical background to the main area of this study that is the speaking ability which is associated with the WTC. It includes the main key concepts related to both speaking and WTC trying to give a clear definition of what are they, moving to the elements of speaking that must be mastered by students to speak fluently and correctly, the importance of speaking skills in EFL classrooms and how it is interpreted within foreign language classes. Besides, we will focus on the usage of WTC in both native/foreign language and in EFL classrooms, then shedding light on factors affecting WTC.

1.1. The Speaking Skill

Speaking skill is defined in various contexts and discussed often in a public speaking setting. Some teaching and learning approaches (grammar-translation method, the direct method, the audiolingual method, etc.) to foreign language give priority to productive skills and communication. They consider developing communication as a subject of research. Speaking is described as an interactive communication process especially for EFL learners; it is considered one of the most important and interesting skills. It is viewed as the core of foreign language learning. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication.

Through the different definitions mentioned, there are different concepts of speaking, i.e. speaking as action, method and capacity. The word speaking in this study will be used to refer to the teaching and learning process.

Many experts define speaking in different ways. It is according to Brown et al. (1994) "an interactive process of constructing meaning that involves producing, receiving and processing information". Because speaking is important, students need to develop the reading skill in order to interact, as well as to help them exchange information and learn from each other when speech is related to their studies. Therefore, the learners should not forget that if two or more participants are involved in a conversation, the type and nature of the context of the situation in which it takes place depends on speaking including the individuals themselves, their experiences, the physical environment, and the purpose of speaking. Learning the target language helps EFL learners not just know about it but also how to use it. Speaking should be appropriated according to the situation in which it is used. To be able to speak a language fluently, it doesn't mean knowing its features, but also how to process the information.

Developing the skill of speaking is not an easy task in the foreign language context because it is quite different from the other productive skill "writing". Since it is a complex skill, it requires the simultaneous use of some different skills which are: pronunciation (vowels, consonants, stress, and intonation patterns), grammar, vocabulary, fluency, the ease and speed of the flow of speech, and comprehension that needs a topic to address and start a speech. (Bygate, 1987: 3)

Speaking is a process where the interlocutor takes the role of a speaker and a listener at the same time in which both verbal and non-verbal components are included. In other words, speaking interacts with both speakers and listeners. In order to convey a message, speakers make a speech using language by expressing their ideas and thoughts and involving gestures and facial expressions. Speaking, then, means exchanging definitions, expressions...etc. to affect the listener. (Chaney 2003, Nunan 2003)

1.1.1 Elements of Speaking

Since speaking ability is not an easy task, many students face difficulties in speaking while expressing their thoughts and opinions. Therefore, they ought to be aware of some important elements that Harmer (2001) has put forward in order to speak fluently and accurately, including the language features that learners should have awareness of and the process of language and information at the same time when an interlocutor interacts with

them.

Elements	Description
Language Features	<ul style="list-style-type: none"> • Connected speech: According to Harmer, in addition to separate phonemes, English speakers must be able to produce and use fluent, and more related sounds. These sounds may be modified (assimilation), omitted (elision), added (linking) or weakened (through contractions and stress patterning). Therefore, the teacher should include his students in oral activities that help in developing their connected speech. • Expressive devices: English native speaker use the phonological rules (pitch, stress, volume) as well as physical and non-verbal (paralinguistic) means effectively. These phonological rules enable them to convey their intended meaning to be effective communicators. “The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity” (Harmer, 2001: 269). • Lexis and grammar: While producing some language functions, learners often use the same lexical structure. Therefore, the teacher should provide them with different phrases that carry different functions that make speakers able to generate communication at different stages of an interaction (agreeing, disagreeing, expressing shock, surprise ...). • Negotiation of Meaning: Speakers use negotiating language to explain the structure of their speech especially when they see that the other speakers have not understood them.
	<ul style="list-style-type: none"> • Language processing Means the ability of the speakers to

<p>Mental /social processing</p>	<p>interpret the language in their minds by putting it in a logical order to be understood and explained by the interlocutor in conveying the intended meaning, as well as, retrieving phrases from memory to communicate with people. This helps the speakers develop habits of rapid language processing in English.</p> <ul style="list-style-type: none"> • Interacting with others: Good communication requires good listening and understanding the language of the other. It depends also on the ability of learners to interact with one or more participants through taking-turns or to allow others to do so. • Information processing: It is related to the capacity of speakers to process the information in their minds right the moment they receive it. Then, produce the appropriate responses to the other's talk.
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Harmer (2001)

Table 1.1 Elements of Speaking

1.1.2 The Importance of Speaking

Throughout the traditional approaches of language teaching and learning, the speaking skill in classrooms is neglected where the emphasis was just on reading and writing. One example is the Grammar-Translation-method. Reading and writing as Richards and Rodgers describe, are the essential skills to concentrate on, but little or no attention is paid to both speaking and listening skills (2001).

The importance of speaking is based on how learners can be able to use the language correctly and fluently. The speaking skill has been given priority in the learning process since it helps students to interact with other people and allows them to develop their vocabulary and grammar through oral activities. When students are put in real situations, they take into account the new words they learned and use them when expressing their personal feelings,

opinions, and thoughts clearly.

Effective teaching is considered a challenge for EFL teachers because it endeavors the learners speaking ability. It is important nowadays to interact with others orally using the target language accurately, to the extent that who cannot master the foreign language, cannot be able to be a good EFL user/ speaker. Learners may affect their listeners through speaking because it is a means of expressing social positions and solidarity. Speaking effectively grants foreign-language speakers more opportunities for further learning, getting jobs, and communicating easier with more people and friends.

1.2 Speaking VS Listening

In language learning, speaking and listening are considered to be important interrelated skills. Listening comprehension needs to be regarded as an important part of the ability to speak, so, being a good speaker means being able to understand the oral language in which answers are accurate, and here the positive correlation between speaking and listening is observed. Combining both speaking and listening means that learners are well prepared for real communication. For that, learners must be skilled in order to communicate successfully. If one of the skills is separated from the other, interlocutors will not be able to interact or even provide feedback that shows they understand the message. In this communication, both the speaker and the listener are considered to be parts of it through interaction. Speaking and listening are important for a set of reasons:

- The spoken language is used everywhere (work, home, society, human interaction...etc.)
- In the learning process, speaking and listening are important in all contexts.
- Good speaking and listening give speakers more opportunities in getting jobs... etc.
- Maximize the learning gain by developing both skills.

1.3 Characteristics of Speaking Performance

Much attention in recent teaching context is paid to the activities and tasks that balance between the need for both fluency and accuracy, and which are based on the assessment of oral skills. The ability to speak is considered by Language researchers as a measure of knowing a language. Fluency and accuracy are some of the concepts that come to mind when dealing with teaching speaking which is known to be the main characteristic of the communicative method, they are also considered complementary in the fulfilment of oral skills. EFL learners should then develop their oral skills in various ways to practice their speaking abilities through classroom speaking tasks for effective communication, and this is obvious because CLT's focus is on the communicative process rather than language forms. However, learners should, then, be aware of the language system and be able to speak accurately. (Bizzell, 1989).

The purposes of communicative activities were summarized under the following rubrics:

- Communicative activities enhance motivation. The more learners see their learning in the classroom related to their goals, the more they get motivated.
- Communicative practices can create a learning-friendly context. This builds a positive personal relationship between learners or learners and teachers.
- Communicative activities are used to suit the learner's level of communicative ability.

1.3.1 Fluency

Fluency is the efficiency with which words are expressed especially while speaking, some grammatical errors may occur, but they should be articulated in a way that is easy to understand. It shows to what extent the speaker can explain his /her topic/point in a smooth, clear, and concise way without too many pauses or hesitations as Thornbury, (2005) argues: speed and pause are important factors in fluency because speakers need to take a breath. It also helps in socializing and preventing misunderstanding with native English speakers.

According to the Oxford English Dictionary, the word fluent means to speak a language in a smooth easy way. Thus, being fluent means being able to speak or write any

given language quickly and easily without too much hesitation. Fluency and accuracy are closely related because to speak fluently doesn't mean just producing words rapidly but also accurately. For that reason, fluency considered the main feature where foreign language learners are evaluated in oral communication. On the other hand, teachers should train learners to use their language freely to express their own ideas avoiding imitation to be fluent (Hughes 2000:113). Fluency then refers to the ability to interact in a normal level of continuity, speed, and effort, as well as to connect ideas coherently.

The ability to speak fluently and accurately can be characterized as fluency because it is an important part of speaking and which is considered the aim of many language learners.

It includes:

- The spontaneous use of language.
- The ability to listen and understand spontaneously.
- The ability to spontaneously reacts
- The ability to deal with any absence or lack in any of the things above.

(Graham 2001).

1.3.2. Accuracy

It is defined as the speaker's capacity to produce grammatically correct sentences. It refers to the correct use of forms where the utterances do not contain mistakes and errors that may affect the language features (phonology, syntax, semantics, and discourse) (Bryne, 1988). It determines the person's ability to use the necessary vocabulary, grammar and punctuation correctly, such as verb forms (past tense, present tense, and so on), articles (a, an, the) and prepositions (in, on, from, at).

Thornberry (1999:15) on the other hand, points out that learners need to take into account accuracy, if they fail, their speech will be understandable. Accuracy refers to the correctness of the produced language, thus, learners should have a big wide amount of grammatical structures. They also should be able to form complicated structures, phrases, and

long precise sentences. It is more necessary for oral proficiency to pay attention to the correctness and completeness of language forms. Therefore, even teachers must help learners to produce the right and correct forms in English. It is also important that they help them in the 'speaker-listener' situation to get through their communicative intent as effectively as possible.

Accuracy refers to the correctness of the language being produced. When performing tasks focusing on accuracy, it is important for learners to be aware of it. They should also be able to form complex sentences and long accurate sentences paying attention to the correctness of the language form and avoiding language errors. Teachers, on the other hand, should make lots of practice for their learners to be accurate, which is something they must work hard towards by practicing the different aspects of accuracy, whether it is vocabulary, grammar, or pronunciation.

1.4. The Notion of Teaching Speaking

As a result, when we get in contact with others with the language we learned, our speaking ability will develop because we are able now to exchange and transfer our ideas, feelings, messages, thoughts, opinions easily and clearly using speaking. To fulfil any purpose, language needs interaction, not just the number of rules that learners get in school. Teaching speaking plays a big role in the language classroom because it enables learners to communicate in English very well. It also means teaching learners to be able to interact verbally with others in the right way since language is considered as a means of communication.

The skill of speaking needs a special way of treatment. Learners often use to speak more than to write. Yet, many teachers of oral skills in classrooms spend more time reading and writing ignoring listening and speaking skills. So, there should be a balance to practice all the skills in the classroom. To illustrate, without practicing speaking, teaching the spoken form cannot be useful and cannot bring good results. In recent years, the nature of spoken discourse and its differences from the written one was revealed. Those differences show the different purposes of their use. Jones (1996) comments:

In speaking and listening, we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper.

1.5. Goals of Teaching Speaking

The goal of teaching foreign language speaking, firstly, is to develop communicative competence. Secondly, to make the students use language naturally, the focus on both fluency and accuracy should be balanced. Thirdly, it gives students the chance to use the new language they learn. Fourthly, teaching speaking leads them to speak fluently without any difficulties. All this helps to improve students' communicative skills. In other words, the reason behind teaching speaking can be either for learning the language or for the purpose of communication.

1.6. Principles of Teaching Speaking

English teachers should follow certain principles for teaching speaking in order to achieve the previous goals and which help them design and manage the classroom activities. Nunan (2003: 54) suggests some principles that may help in teaching speaking:

- Teachers should be aware of the difference between second and foreign languages.
- Teachers should give students a chance to practice both fluency and accuracy (depending on lesson/activity objective).
- Teachers should provide opportunities for students to talk by using group work and pair work, and limit the teachers' talk. In other words, maximize the Student Talking Time (STT) and minimize the Teacher Talking Time (TTT).
- Teachers should plan speaking tasks to involve negotiation for meaning.
- Teachers should design classroom activities that involve guidance and practice in both transactional and interactional speaking.

According to the principles of teaching speaking mentioned above, it is important that EFL teachers have to put in mind that they are dealing with learners that have different personalities and needs. So every EFL teacher goal is to improve the learner's communicative skills making them able to express themselves by creating an appropriate classroom atmosphere, providing them with more opportunities to speak and trying to involve each student in every speaking activity.

2.1. Willingness to Communicate

The concept of WTC introduced first with reference to first language (L1) communication by McCroskey and his colleague Richmond (1990). It is considered as a way of both interpersonal and intercultural objectives, and a specialized field of foreign language (FL) learning with regard to the fact that some language learners avoid communicating in FL (MacIntyre, Clément, Dörnyei, & Noels, 1998). WTC according to McCroskey and Richmond (1987) was seen as a part of the speaker's desire to participate or avoid communication. Also, the different factors related to FL (fear, shyness, anxiety...) considered the main elements of communication in this language (McCroskey et al, 1985).

The WTC is characterized as a readiness to talk to a specific person(s) using FL at a particular time (MacIntyre, Dörnyei, & Noels, 1998, p. 547). Learning a second or foreign language is based on communicating in that language. For that reason, MacIntyre and his colleagues focused on the goal of communication in the field of language teaching and learning. WTC initially conceptualized the ability to begin a communication when the learner has the opportunity to do so (McCroskey & Baer, 1985).

Creating a WTC in the language learning process is deemed as the main goal of FL education to raise students who communicate effectively. WTC is being a subject of intensive research, keeping all the benefits of including it in the language pedagogy in mind and not putting much research on it because it has not taken much consideration on the production of language.

2.1.1. The Origin of WTC

The word Willingness to Communicate has first appeared as a useful concept within McCroskey and Richmond's (1987) language definition. Nonetheless, it is currently examined in the context of second and foreign language learning. The concept of WTC emerged from the one of "Unwillingness to Communicate" (Burgoon, 1976), on predisposition toward verbal behavior (Mortenson, Arniston, and Lusting, 1977), and the one of McCroskey and Richmond (1982) on shyness.

WTC is referred to as the general orientation of the individual's personality towards talking (McCroskey & Richmond, 1987). The WTC emerged as a communication concept for

the individual's L1 and FL. It is regarded as a personality trait in relation to L1 and it is characterized as variability in speaking behavior, but in FL is expected to promote the language learning as higher WTC among students, translated into the increased potential for authentic FL use (MacIntyre, Baker, Clément & Cornard, 2001).

The WTC concept includes the psychological, linguistic, educational, and communicative variables to describe the WTC of English Foreign Language (EFL) learners and to predict communication. WTC may be expected to facilitate the language learning, it is also seen both as one of the individual difference variables affecting the second language acquisition, and as a goal of FL instruction (MacIntyre, Clément, Dörnyei, & Noels, 1998).

2.1.2. WTC in the Native Language

McCroskey and Richmond (1987) indicate that the degree to which people speak, whom they talk to, and in what conditions they speak is significantly different. The ability of people to talk and communicate to others can be influenced by a wide range of situational variables. For example, the way people feel on a given day, the previous experience of contact with a certain person, what happened before the communication, whether the topic is familiar, and if the communication is evaluated or not; all these variables could influence the learner's WTC. Thus, WTC is regarded to be a situational feature. McCroskey and Richmond declare also that WTC is fundamentally a personality orientation that is found through behavioral patterns with regard to frequency and the amount of talking over decades of research. They state that:

Individuals exhibit regular willingness-to-communicate tendencies across situations...Such regularity in communication behavior across interpersonal communication contexts suggests the existence of the personality variable, willingness to communicate. It is this personality orientation which explains why one person will talk and another will not under identical, or virtually identical, situational constraints. (Pp.129-130)

“WTC trait in an individual's predisposition to initiate communication with the others” (McCroskey 1997, p.77). The basic assumption in this advanced concept is all about the personality-based, trait-like-predisposition that is related to several communication contexts, and types of receivers.

MacIntyre finds that higher levels of WTC are depended on both self-perceived

communicative competence (SPCC) and communicative apprehension (CA) that are considered as the only variables responsible for the variation of the individual's WTC. For that, he postulates in his model that "higher levels of Willingness to Communicate are based on a combination of a greater perceived communicative competence and a relative lack of communicative apprehension; also shows the influence of personality-trait (1994)."

The model approved by McCroskey and Richmond clarifies and explains the variance in WTC. It indicates that people are willing to communicate when they are not afraid of contact and can communicate effectively. McCroskey and Richmond point out a list of variables that could contribute to the WTC individual differences, referring to these variables as the 'antecedents' of WTC which are six: Anomie, alienation, self-esteem, introversion, communicate apprehension, and self-perceived communication competence. These variables are supposed to have a possible connection of communication behavior characteristics. McCroskey begins his model with more general dispositions on personality, then follows it with the more specific predispositions such as communication apprehension (CA) and self-perceived communication competence (SPCC), then the model ends with WTC as the last step before beginning a communication. McCroskey and Richmond (1987) indicate that an individual's level of communication apprehension was "probably the single best predictor of his/her WTC" (p.142).

MacIntyre in his causal model points out that the only two immediate factors responsible for the variability of one's willingness to communicate were communication apprehension (CA) and self-perceived communication competence (SPCC). Thus, those who don't afraid and assume that they can communicate seem more prepared to start a conversation. His model does not suggest anomie and alienation as causal factors. Besides, he indicates that the use of personality-based variables might be a limitation of the model. In this case, although past research has argued that personality variables have a significant impact on the development of WTC; situational factors should also be expected and studied.

2.1.3. WTC in Foreign Language

Later, in the foreign language (FL) research communication, MacIntyre and Charos (1998) applied the more detailed version of MacIntyre's (1994) model. So, they broadened it by adding some predictors of frequency communication which are motivation, personality, and context. They hypothesized that both WTC and motivation would explain the frequency of communication in the FL. Moreover, they thought that through attitudes, perceived competence, and second language anxiety, the personality traits would be related to second language WTC and motivation, while the context would be the part that directly affects the frequency of FL communication. After some modifications among personality traits, attitude, and perceived competence, they find the model explains the FL communication frequency, even though they could not find a relation between motivation and WTC as expected.

The majority of the previous studies of FL WTC are performed in a given environment where the target language is learned and expressed as a second language rather than a foreign language. The situation is more complicated in the FL context as MacIntyre, Dörnyei, Clément, and Noels (1998) maintain because the person's level of the FL communication ability is a further powerful variable. Oxford and Shearin (1994) argue that both the second and foreign language learning environments are distinguished from each other.

A foreign language is usually taught inside the classroom. For that, language learners who study a target language as a foreign language seldom have the chance to practice it on daily communication context, and they also lack the opportunities to communicate using that language. On the other hand, second language learners may have more chances to practice the language in daily communication context because the language is used as the principal means of communication outside the classroom.

It is important to take into account student's experience of the target language when studying the relationship between the variables influencing the FL communication. Therefore, the theoretical foundation of willingness to communicate settings should be improved by needed studies on willingness to communicate in the foreign language MacIntyre, Baker, Clément, and Donovan (2002).

2.1.4. WTC in EFL Classrooms

Speaking is considered to be the most fundamental skill to be acquired because it is regarded as the main goal of English language teaching. However, it is a well-known fact that gaining proficiency in foreign language speaking is not an easy task to do. As a result, many EFL teachers find that EFL student's lack of motivation always hindered their participation in the classroom, and the learners' personality (introversion) has a significant impact on their communicative competence. However, it is a real challenge for the teacher to be able to know all the learners' personalities and to adopt the appropriate learning strategies that suit all of them.

EFL teachers find it difficult to improve the learners' competences in speaking when they discover their lack of language production and their ability to use the language, so they always try to put all their efforts just to see their learners inspired and able to participate in the communication. WTC, therefore, is regarded as a significant factor in learning a second/foreign language since higher WTC among learners seems to increase the opportunities for practicing the target language.

Learners WTC may be affected by certain unidentifiable variables, which make it difficult to figure out why some learners are able to show their speaking competencies while others choose to remain silent. McCroskey and Richmond (1991) found out that personality traits are the main reason why some learners hold a conversation at certain times, while others remain silent in similar situations. In addition, some learners, even after several years of learning English, are unable to speak fluently. Thus, MacIntyre (2007) pointed out that some individual, social, linguistic, situational and other variables could affect learners' WTC, that cause FL learners to be reluctant to speak in the classroom, and that such reluctance makes them lose interest in learning the language; especially that they have few opportunities to use the target language outside and the practice is only restricted to the classroom environment alone, so if they do not take advantage of this opportunity, there is no other chance for them to use the language and then no development in their speaking ability.

Since teachers are the ones responsible for the management of the classrooms, they

should try to create a suitable atmosphere for their learners to enhance their WTC in the target language and reduce the fear of making mistakes by giving them more chances to interact with each other, where they can feel encouraged and supported to develop their speaking performance using the FL inside the classroom.

2.2. Factors Affecting EFL Learner's WTC

Some researchers argued that the main goal of FL learning is to encourage the willingness to communicate in learning a language because it facilitates the language learning process, so the WTC among learners would lead to increase opportunities for FL practice and authentic language use (MacIntyre, Baker, Clément, & Donovan, 2003; MacIntyre et al., 1998). MacIntyre (2007) indicated that when learners are given the opportunity to learn a foreign language, some of them prefer to speak and express themselves in that language, whereas other learners prefer to stay silent. It has been found that even after learning English for a long time, many learners are unable to speak, wherefore it is necessary to take into consideration the various relevant individual, psychological, situational, and other factors that may prevent learners from speaking. Hence, understanding those factors which can increase or decrease opportunities for language learners to speak Foreign Language is quite important in today's context.

Researchers have identified two types of variables that are considered to have influences on students' WTC. They are psychological/individual factors including self-confidence, preparation, perceived speaking ability, fear of correctness of speech personality; and situational factors including teachers' roles, task types, topics, classroom atmosphere, and interlocutors.

	<ul style="list-style-type: none"> • Language Anxiety: Anxiety is an important factor which EFL learners may face when the communication occurs inside the classroom. According to Wu (2010) and Zheng (2008) anxiety has a big interest for learners in a language learning context because it is a significant barrier to FL learning that must be resolved. Language anxiety has particularly a negative correlation with a second/foreign language learning and willingness to communicate using that
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<p>Psychological/ Individual Factors</p>	<p>language. So, anxious learners' willingness to communicate may decrease over time because they avoid using English when they are given the opportunity to do so (Baker, MacIntyre, 2003)</p> <ul style="list-style-type: none"> • Perceived Communication Competence: Students' perceived communication competence (SPCC) is directly related to the willingness to communicate. MacIntyre (1998) indicated that Students' Perception Communication Competence is considered to be as their perception of being able to speak the foreign language; because whether they are good or poor communicators, they tend to have more or less willing to communicate. • Students' Motivation: Motivation is a positive desire that leads students to speak in the classroom. According to Gardner (1985), motivation is defined as the extent to which students' satisfaction and desire leads them to attempt to acquire the target language. Less motivated students who are unwilling to participate in communication within the classroom are therefore failing to achieve the language learning objective (Wen & Clément, 2003). Teachers can decide whether their learners are motivated by their teaching strategies or not; because they are capable to make specific motivational conditions that encourage and maintain the learners' motivation. Lack of motivation leads to an unwillingness to communicate. • Shyness and Self-confidence: Are two major factors concerned with personality. Some learners are sociable and communicate with others easily, while some learners are very shy and avoid communication. Liu (2005) claimed that personality recognized as an important factor of learners WTC in English classes. Self-confidence is regarded as a strong predictor of WTC among individual variables (Clément, Baker & MacIntyre, 2003) and has a strong effect on learners' WTC in English classroom. Shyness is a
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	<p>factor mentioned by MacIntyre (2003) as a permanent factor that has an impact on learners' WTC and that has a positive correlation with foreign language classroom anxiety which leads to less degree of WTC.</p> <ul style="list-style-type: none"> • Fear of Correctness of Speech: Many learners in classroom speak and communicate only if they ensure that their answer is correct. They tend to pay more attention on accuracy in their speech, and also concentrate on the correctness and the grammar while speaking. If they are not sure and feel that they will make mistakes, they avoid speaking at all. • Students' Negative Attitude: Students' attitude related to both negative and positive emotions towards learning the English language. Negative attitude considered as a harmful factor that may be caused by many different factors and which is neglected by many teachers in classroom, affecting directly students' WTC in using English language.
<p>Situational Factors</p>	<ul style="list-style-type: none"> • Task Type: One of the major factors that as an impact on learners' WTC are task type. It is concerned with whether learners prefer speaking individually, in pairs, or in groups. Some learners are, in fact, more willing to speak when they are in groups or in pairs more than speaking individually; because they feel comfortable in speaking with their peers rather than the teacher. Since they have the same level of language proficiency, and have the ability to learn from each other and share ideas. • The Effect of Topic: In EFL classroom, the topic performance, topic interest, and topic preparation have a significant influence on students' WTC. Learners prefer to discuss topic they are familiar with in which they have background knowledge, because the lack of knowledge about topic prevent them from being interested in communication. • The Teacher: The teacher is the key factor that directly increases and

	<p>decreases learners' WTC in the classroom, as well as the teaching methods, attitude and involvement that can affect learners' willingness to participate within the classroom. Encouraging teachers make learners speak and take part in the class activities, whereas teachers who do not give freedom to their learners to express themselves and their viewpoints compel them to be unwilling to participate.</p> <ul style="list-style-type: none"> • The Classroom Atmosphere: The environment is also crucial, because it makes learners willing or unwilling to speak, helps them to express their ideas, opinions, attitude, and points of view. Learners who are supported by their teachers are willing to result high level of language production. However, if they feel that the learning atmosphere is not as they expect, they will be unsatisfied with their learning and their level will decrease.
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Table 1.2. Factors Affecting Learners' WTC.

2.3. WTC VS Motivation:

WTC and Motivation are two major factors that lead to language success. Motivation can be one of the most significant concepts needed when learning a second/foreign language. It refers to the efforts given by learners to achieve a certain objective in language learning, and also to the interests and the attitudes of the learners in the language which they speak. MacIntyre (1994) claimed that motivation and willingness to communicate as "appealing and complex social-psychological variables besides others that might influence learners' FL achievement as well as their frequency in use." Williams & Burden (1999) claimed that motivation affects directly the learners' use of FL learning strategies and their language proficiency; it shows to what extent are the learners willing to communicate in the classroom and how much input and knowledge the learner can get from learning a target language. McCrosky & Richmond (1987) claimed that the willingness to communicate (WTC) had initially emerged as a useful term in the language context. The term "willingness to communicate" is currently being studied in the second and foreign language learning setting. So, it is known as the propensity to begin communication when the individual is free to do so.

Then, recent motivational studies reported that motivational variables are directly or indirectly related to foreign language/second language and willingness to communicate, and also WTC is considered to be an extension of the motivation construct since they were combined together to describe learners' communication frequency. Researchers also have hypothesized that attitudes and motivation are two closely linked variables that significantly contribute to FL proficiency or achievement.

Conclusion

Being able to communicate effectively is one of the most important skills in the process of learning a foreign language. For developing learners' speaking skill, they should use foreign language in the classroom through interacting with their classmates. Through interaction, learners will be able to speak fluently by sharing ideas and opinions with both students and teacher. This chapter seeks to provide an overview of speaking skill and its importance among EFL classroom, the characteristics and the goals of teaching this skill. On the other hand, it describes the nature of the willingness to communicate and how it is considered in L1 and FL learning. It sheds light on the main factors affecting the students' WTC and, finally, shows how speaking skill and WTC are considered in FL classrooms indicating the relationship exists between them. For developing learners' speaking skill, they should use foreign language in the classroom through interacting with their classmates. Through interaction, learners will be able to speak fluently by sharing ideas and opinions with both students and teacher. The upcoming chapter will show how WTC has a fundamental role in increasing or decreasing the learners' oral performance in EFL classrooms.

CHAPTER TWO

Research Design

&

Data Analysis

Introduction

This chapter presents the experimental part of the study. It investigates and gives a deeper understanding of the main factors affecting student's WTC during speaking activities within first year LMD students of Adrar's University. It gives an overall description of the case study, the setting, the sample population, and both of the teachers' and learners' profiles, and also presents the research instruments used in this research, namely interview with teachers and questionnaire with students. It will also analyse and interpret the results achieved.

Part one: Research Design

3.1. Research Methodology

This chapter offers descriptions of the research methods used including a description of the use of the case study and an overview of the qualitative aspect, which clearly explain the sample. This work is a case study that involves both EFL teachers and students of Adrar University. According to Swanborn (2010), "A case study is a number of variables and ways in which scores on pairs, or sets, of variables, simultaneously change over time." The qualitative aspect of this current study involves both a statistical analysis of the questionnaire, explaining students' comprehension of their WTC in English as a foreign language and the factors that contribute to the element, and qualitative analysis of the interview with teachers to extend and improve qualitative results of students' questionnaire.

3.2. Research Participants

The participants of this study were first-year LMD (EFL) students at the University of Adrar and teachers of oral production of the same level.

3.2.1. Students' Profile

The participants in this study were randomly selected as a population sample from different EFL first-year groups, who deal with the oral production module. The sample size was 78 undergraduate English students. There were 49 (63%) female participants, while male participants were 29 (37%).

3.2.2. Teachers' Profile

Four teachers of oral production module for first-year LMD students were selected randomly to conduct a semi-structured interview their experience in teaching English range from 3 to 10 years two of them were males and two were females whose ages range from 30 to 40.

3.3. Research Setting

The study is conducted in the English Department at Adrar University with first-year LMD students. The researcher deals with both EFL teachers and students as sample population during the academic year 2020/2021. The English Department offers a variety of modules which are basically related to two specialties: Literature & Civilization and Linguistics & Didactics. The system used in this department is LMD, which refers to the French abbreviation of License/ Master/ Doctorate; it has been implemented in Algeria since the academic year 2004 and 2005.

3.4. Research Instruments

Social scientists set various data collection methods. In this study, data is gathered through qualitative research contained a questionnaire for 1st-year English learners which was used for the purpose of obtaining findings that are easy to interpret and compare, and an interview with English oral session teachers, which was used as the qualitative aspect to extend and explain the quantitative results.

3.4.1. Questionnaire

The questionnaire was used as the main tool to gather data from the students to accomplish the research. It aims to identify the main factors effect learners' WTC, and how it affects their speaking ability. In this questionnaire, participants were asked to express their level of agreement about a number of statements that are collected and modified from a number of previous studies on a Four-point Likert scale. All of the statements refer to the common factors that influence WTC in foreign language learners. The factors mentioned in the statements are preparedness, topic, speaking self-confidence, speaker's personality,

relationship with the interlocutor, perceived speaking skills of the interlocutor, task type, correction and grading, class atmosphere and embarrassment factor.

Dörnyei (2007) described the Likert scale as a type of close-ended items in which the respondents are required to indicate to what extent they agree or disagree on the given statements, and it is mostly used for evaluating attitudes as well as behaviors.

3.4.2. Interview

Interviews are usually used to collect the qualitative data; they are particularly helpful for getting the story behind the participant's experiences. Interviews may be structured differently according to the researcher's purpose and the collected information.

This study adopted the semi-structured interview guide. It includes a list of different questions to be answered throughout the interview process and remains open for the interviewer to explain some points that may be needed with regard to the WTC. The interview questions were developed to understand how the teacher influences students' willingness to speak, the different influencing factors, and the possible strategies to overcome students' difficulties to speak in EFL classrooms.

3.5. Conclusion

This part deals with the description of the case study, in which the researcher attempted to describe the steps of the data collection. First, the research methods were discussed, the setting where the research took place, in addition to the research instruments used in this study. The previous instruments were chosen in order to establish a conceptual framework of EFL learners' WTC in EFL classrooms and to provide potential solutions.

Part Two: Data Analysis

Introduction

This chapter is devoted to present and analyse the findings from the data collected from the current study that is related to the theoretical framework from the previous chapter. The information gathered from the different instruments including questionnaire for learners

and interview for teachers, are illustrated by graphs, in addition an interpretation of the findings is established regarding the WTC fieldwork.

4.1. Data Analysis

This section includes the qualitative data based on learners' questionnaire and teachers' interview. The analysis of the data is collected from the instruments described above. It summarizes the entire data obtained through the research procedures and finds the appropriate responses to the problem of this study.

4.1.1. Students' Questionnaire Analysis

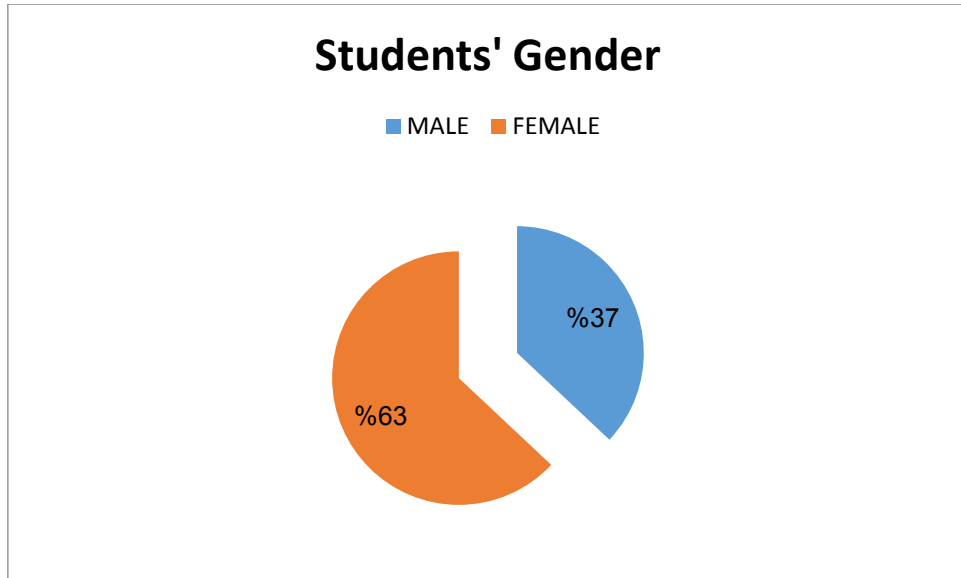
The questionnaire represents the qualitative data which try to find out the relationship between learners' WTC and their speaking ability by identifying the factors influencing the learners' WTC in the classroom. It includes a set of statements which are generally linked to each of the following factors: preparedness, interest in the topic, speaking confidence, personality, relationship with the interlocutor, perceived speaking skills of the interlocutor, task type, correction and grading, class atmosphere and embarrassment factor.

Section 1: Background Information

Gender:

Gender	Number	%
male	29	37%
Female	49	63%
Total	78	100%

Table 2.1. Students' Gender



Pie chart 3.1. Students' Gender

This question is asked to know the gender of the students participating in this research work. This pie chart shows that female students are outnumbered than male. Indeed; the examiner has registered 29 (37%) male and 49 (63%) female subjects, and this means nothing to the work.

Section 2: Students' Willingness to Communicate

Task Type

Frequency	Percentage (%)
Strongly Agree	18 %
Agree	33 %
Disagree	35 %
Strongly Disagree	14 %
Total	100 %

Table 2.2. Individual Presentations

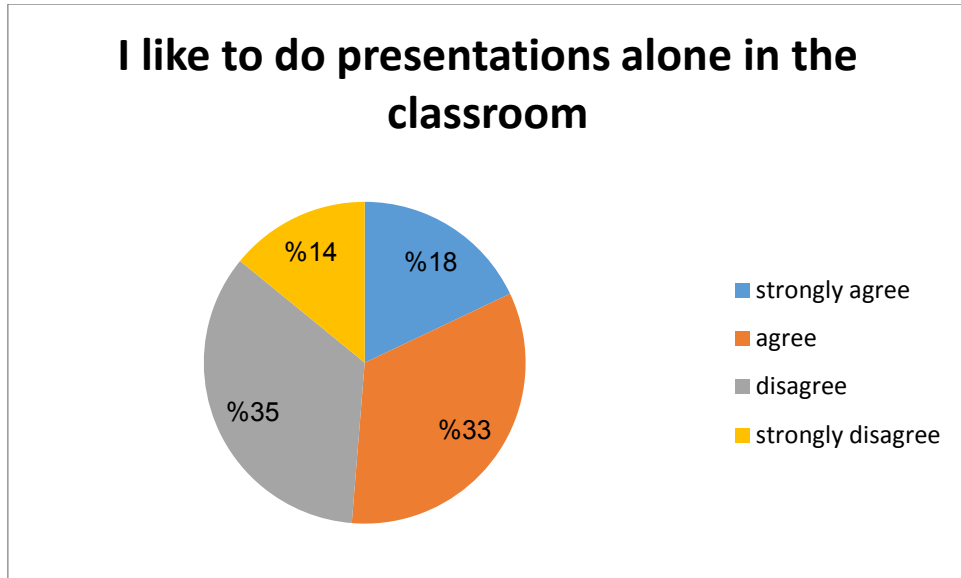


Figure 3.2. Individual Presentations

In this statement, learners were asked if they like to do presentations alone in the classroom. The majority of participants expressed that they like doing individual presentations. 18% of participants said they strongly agree and 33% said that they agree. By contrast, the response of the rest of the participants did show a negative tendency towards the statement with 35% saying they disagree and 4% strongly disagree.

Frequency	Percentage (%)
Strongly Agree	24 %
Agree	59 %
Disagree	16 %
Strongly Disagree	1 %
Total	100 %

Table 2.3. Pairs Discussion

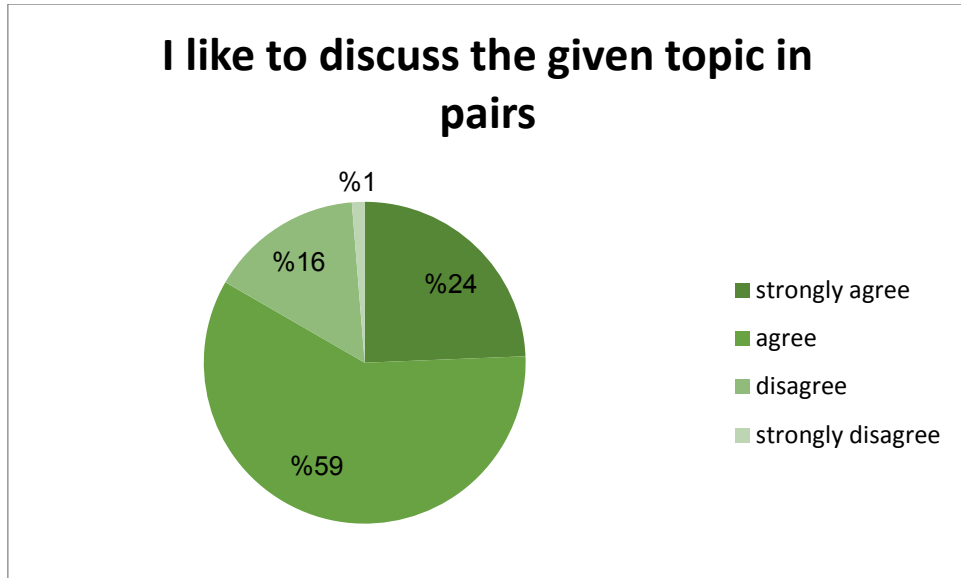


Figure 3.3. Pairs Discussion_ Probe

According to the results in the pie chart above, we notice that 24% of students strongly agree and 59% agree about the discussion of the given topic in pairs. While 16% of the sample claimed that they disagree and 1% strongly disagrees.

Frequency	Percentage (%)
Strongly Agree	32 %
Agree	51 %
Disagree	16 %
Strongly Disagree	1 %
Total	100 %

Table 2.4. Group Discussion

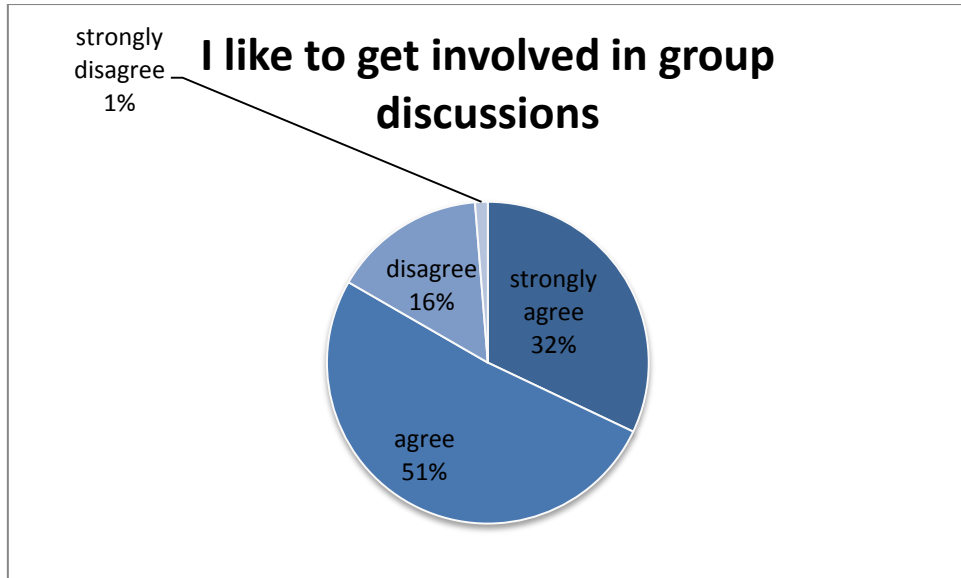


Figure 3.4. Group Discussion_ Validation

According to the given results, the majority of participants (83%) like to be involved in group discussions. 32% of them strongly agree on the statement, 51% show their agreement. On the other hand, 16% do not like to be involved, while 1% do not like it at all.

Personality

Frequency	Percentage (%)
Strongly Agree	65 %
Agree	31 %
Disagree	3 %
Strongly Disagree	1 %
Total	100 %

Table 2.5. Attitude Towards Speaking English

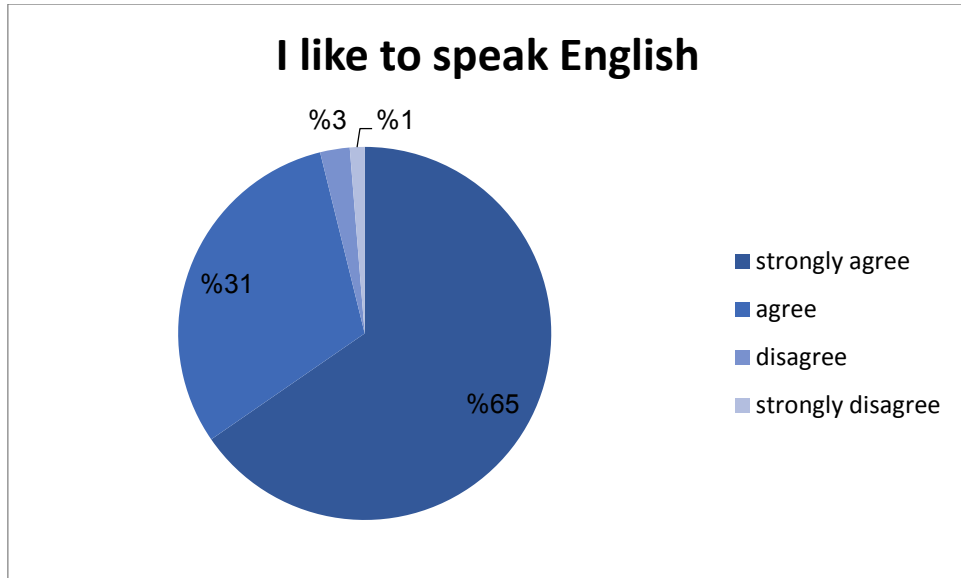


Figure 3.5. Attitude Towards Speaking English

According to the data shown, the participants’ attitude towards English is obvious. This is particularly visible where the majority of the students (65%) are in complete agreement with this statement, while an additional 31% of the participants agree with it. 3% of the participants show their disagreement. while 1% said they do not like speaking English at all.

Frequency	Percentage (%)
Strongly Agree	29 %
Agree	54 %
Disagree	14 %
Strongly Disagree	3 %
Total	100 %

Table 2.6. Attitude Towards Speaking in Groups

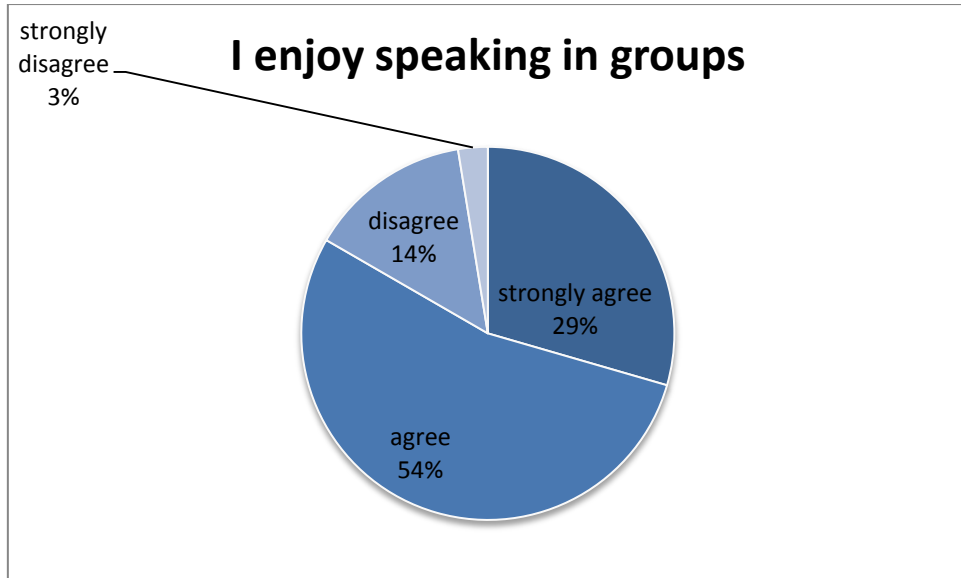


Figure 3.6. Attitude towards Speaking in Groups

With speaking in groups, we notice the majority of participants enjoy speaking in groups with 29% of them strongly agree and 54% agree. While 14% do not enjoy speaking in groups and 3% do not like it at all.

Correction and Grading

Frequency	Percentage (%)
Strongly Agree	28 %
Agree	41 %
Disagree	27 %
Strongly Disagree	4 %
Total	100 %

Table 2.7. Attitude towards Mistakes

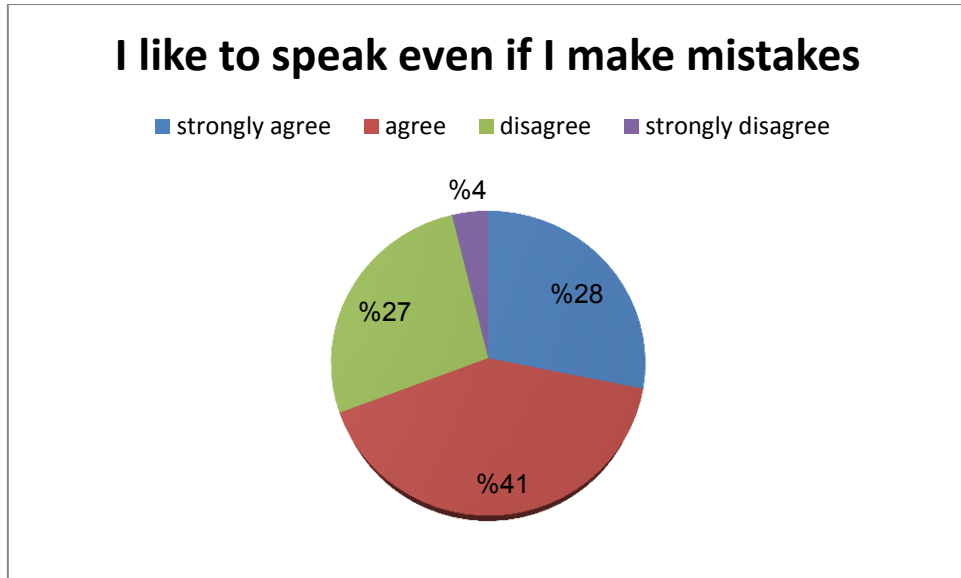


Figure 3.7. Attitudes toward Mistakes

When asking the participants whether they like to speak in English despite making mistakes, 28% strongly agree while the majority of them (41%) said they like to do it, with 27% expressing their disagreement and only 4% said they do not agree at all.

Preparedness

Frequency	Percentage (%)
Strongly Agree	47 %
Agree	40 %
Disagree	10 %
Strongly Disagree	3 %
Total	100 %

Table 2.8. Importance of Preparedness

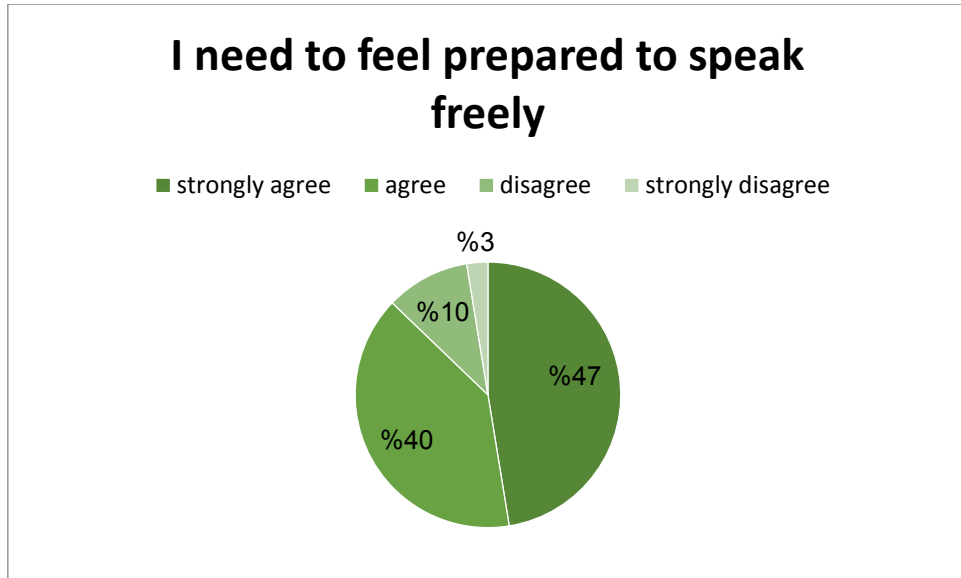


Figure 3.8. Importance of Preparedness

In the pie chart above, the majority of the participants expressed that they need to feel prepared in order to speak freely in class. 47% of the participants said they completely agree and 40% of the participants said they agree with this statement, only 10% saying they disagree and 3% of participants saying they completely disagree with the statement.

Speaking Confidence

Frequency	Percentage (%)
Strongly Agree	10 %
Agree	49 %
Disagree	37 %
Strongly Disagree	4 %
Total	100 %

Table 2.9. Speaking Confidence

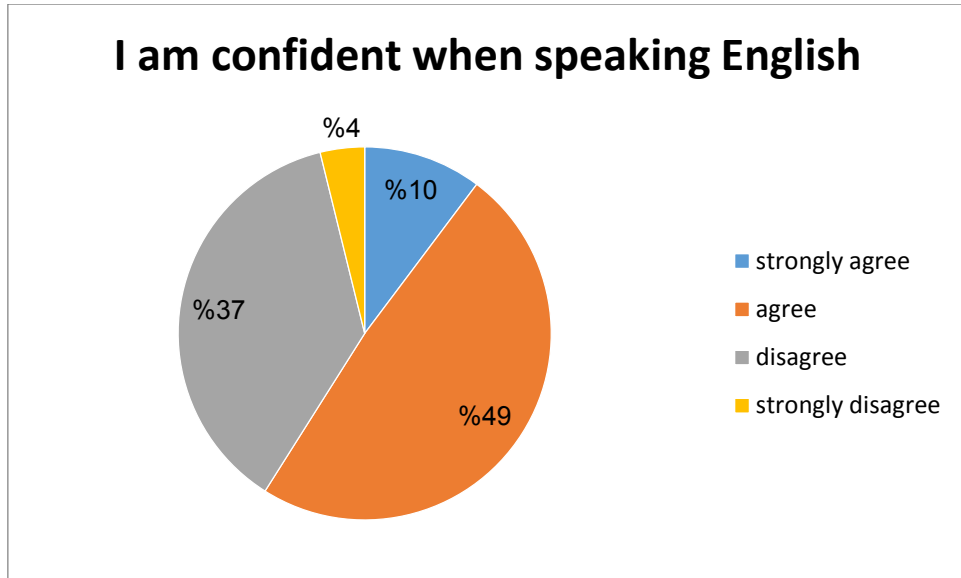


Figure 3.9. Speaking Confidence_ Probe

The statement is shown in the figure above deals with speaking confidence of the participants. 26% saying they feel completely confident and 56% of the participants saying they feel confident. 17% of the participants said that they do not feel confident with their speaking skills, while only 1% felt unsure about this statement.

Frequency	Percentage (%)
Strongly Agree	35 %
Agree	47 %
Disagree	9 %
Strongly Disagree	9 %
Total	100 %

Table 2.10. Speaking Confidence

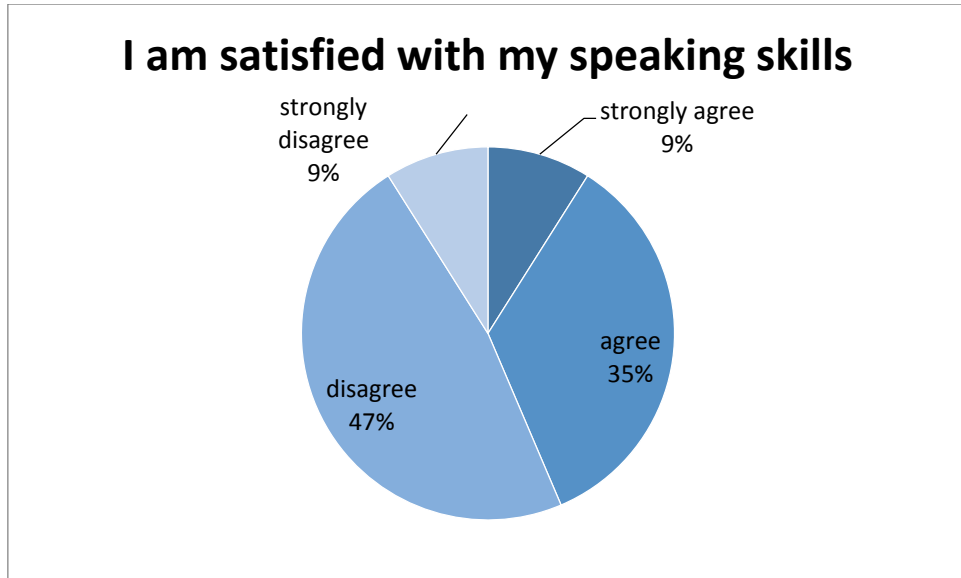


Figure 3.10. Speaking Confidence_ Validation

The statement is shown above deals with the participants' personal satisfaction with their own speaking skills. We notice 35% of participants said they feel completely satisfied with their speaking abilities. A considerably higher 47% of participants said they feel satisfied, 9% do not feel satisfied with their speaking skills and a similar percentage (9%) did not at all feel satisfied with this aspect.

Perceived Speaking Skills of The Interlocutor

Frequency	Percentage (%)
Strongly Agree	22 %
Agree	56 %
Disagree	21 %
Strongly Disagree	1 %
Total	100 %

Table 2.11. Speaking English to Peers

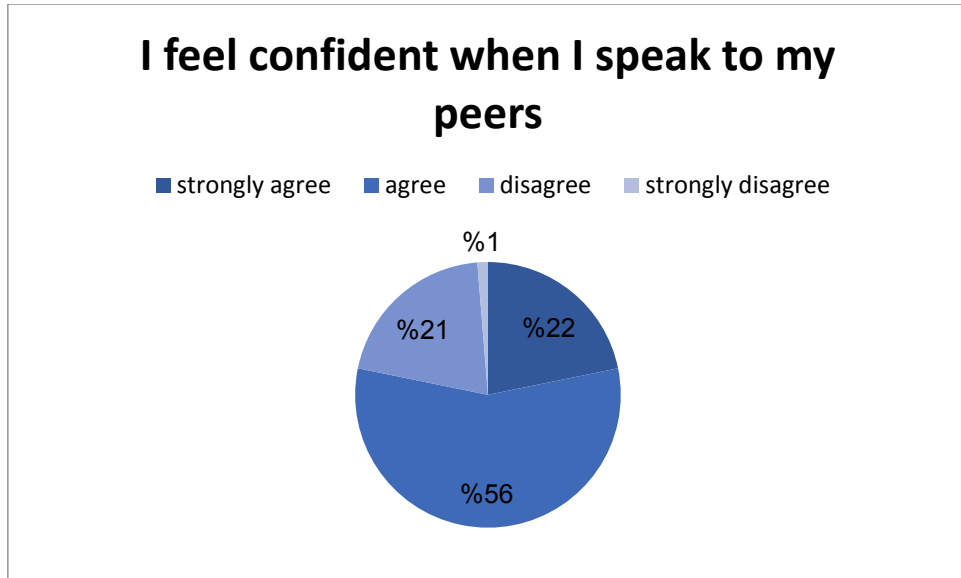


Figure 3.11. Speaking English to Peers

The figure shows how the situation is when the participants speak English to their peers. The majority of the participants feel either strongly confident (22%) or confident (56%) and 21% chose either not feeling confident or not feeling confident at all (1%).

Embarrassment Factor

Frequency	Percentage (%)
Strongly Agree	42 %
Agree	32 %
Disagree	16 %
Strongly Disagree	10 %
Total	100 %

Table 2.12. Influence of Potential Embarrassment

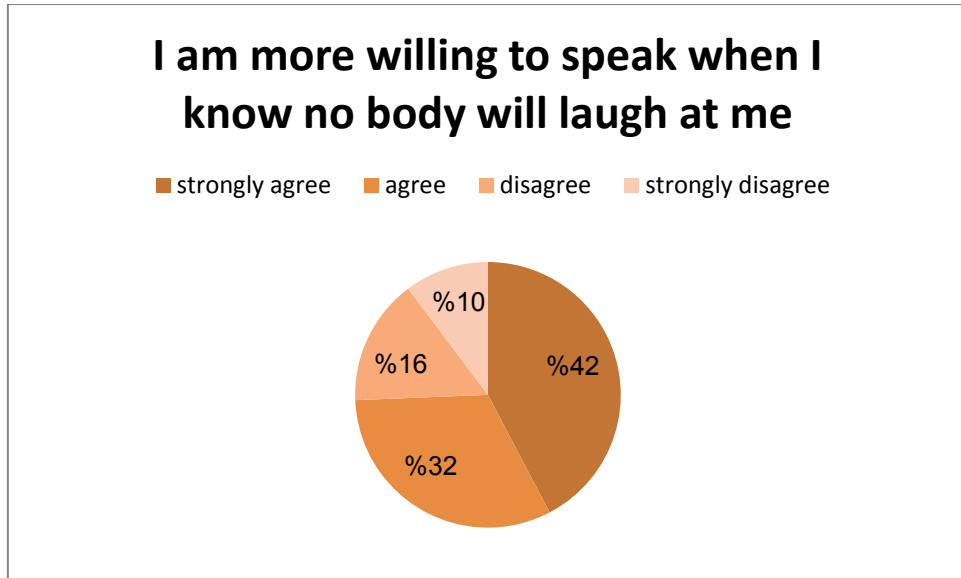


Figure 3.12. Influence of Potential Embarrassment

The statement above is related with the embarrassment factor where the majority of the participants (42%) strongly agrees that not being laughed at in class would make them more willing to speak. In addition, 32% of the participants agree with this statement. On the other hand, 16% of the participants chose “disagree” and 10% from chose “completely disagree”.

Interest in the Topic

Frequency	Percentage (%)
Strongly Agree	64 %
Agree	33 %
Disagree	3 %
Strongly Disagree	0 %
Total	100 %

Table 2.13. Interest in The Topic

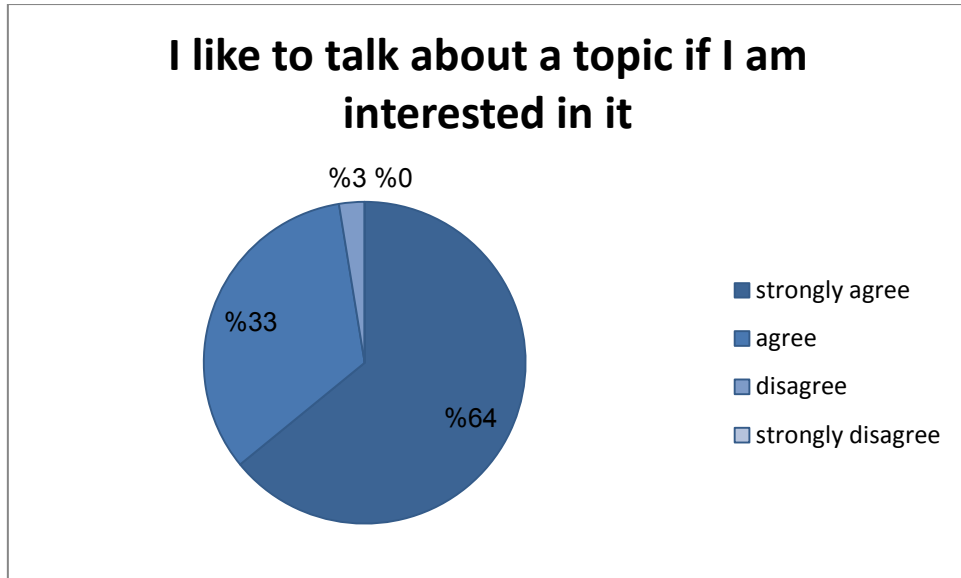


Figure 3.13. Interest in The Topic – Probe

As the topic has been identified as an effective factor that influence learners' WTC, we can see that the answers of the data presented are almost unanimous and positive. 64% of the participants completely agree with this statement, 33% of them agree and only 3% disagrees with the statement above.

Frequency	Percentage (%)
Strongly Agree	52 %
Agree	40 %
Disagree	8 %
Strongly Disagree	0 %
Total	100 %

Table 2.14. Interest in The Topic

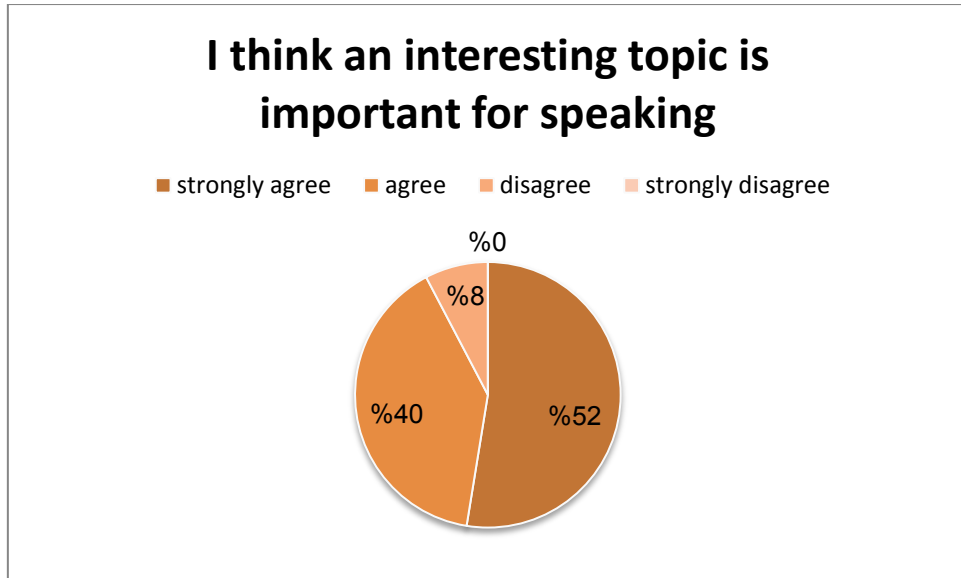


Figure 3.14. Interest in The Topic_ Validation

Figure above indicates the importance of topic for speaking. 52% of the participants completely agree and 40% of the participants agree that an interesting topic is important for speaking. Only 8% felt unsure about the impact of the topic.

Classroom Atmosphere

Frequency	Percentage (%)
Strongly Agree	50 %
Agree	41 %
Disagree	4 %
Strongly Disagree	5 %
Total	100 %

Table 2.15. Classroom Atmosphere

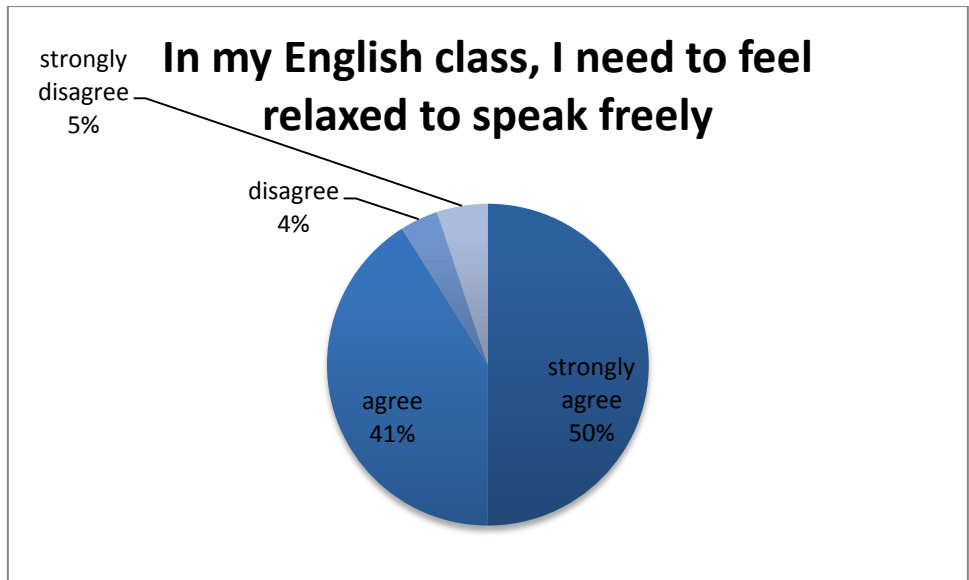


Figure 3.15. Classroom Atmosphere_ Probe

According to the statement results, 50% of the participants completely agree with it and 41% said they agree, 4% of them expressed their disagreement while 5% of the participants said they do not at all agree with this statement.

Frequency	Percentage (%)
Strongly Agree	55 %
Agree	41 %
Disagree	3 %
Strongly Disagree	1 %
Total	100 %

Table 2.16. Classroom Atmosphere

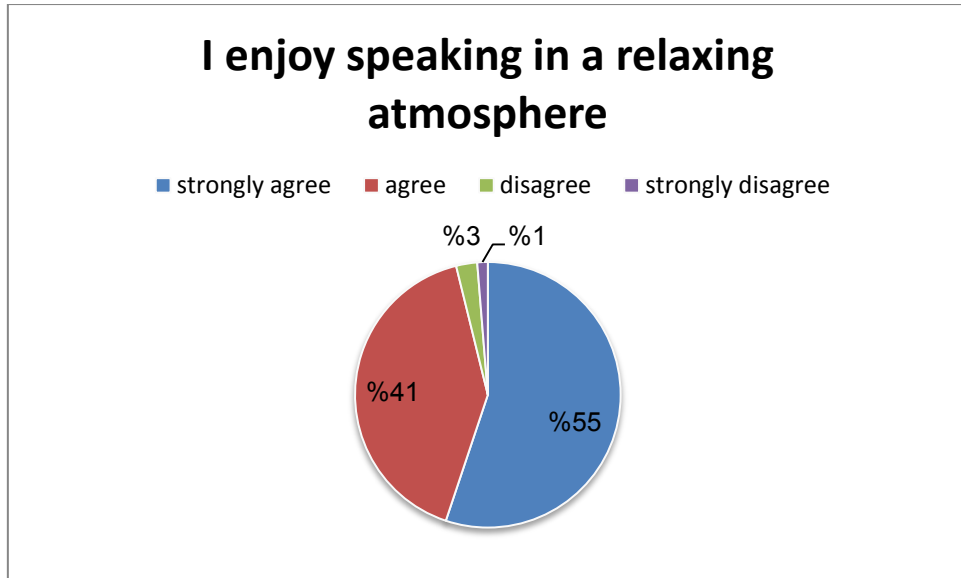


Figure 3.16. Classroom Atmosphere_ Validation

From the responses of this statement, it is found that 55% of the participants enjoy speaking in a relaxing atmosphere very much. 41% of them enjoy it. The number of participants who do not enjoy it is 3% while only 1% do not enjoy it at all.

Frequency	Percentage (%)
Strongly Agree	26 %
Agree	56 %
Disagree	17 %
Strongly Disagree	1 %
Total	100 %

Table 2.17. Classroom as a Place For Practice

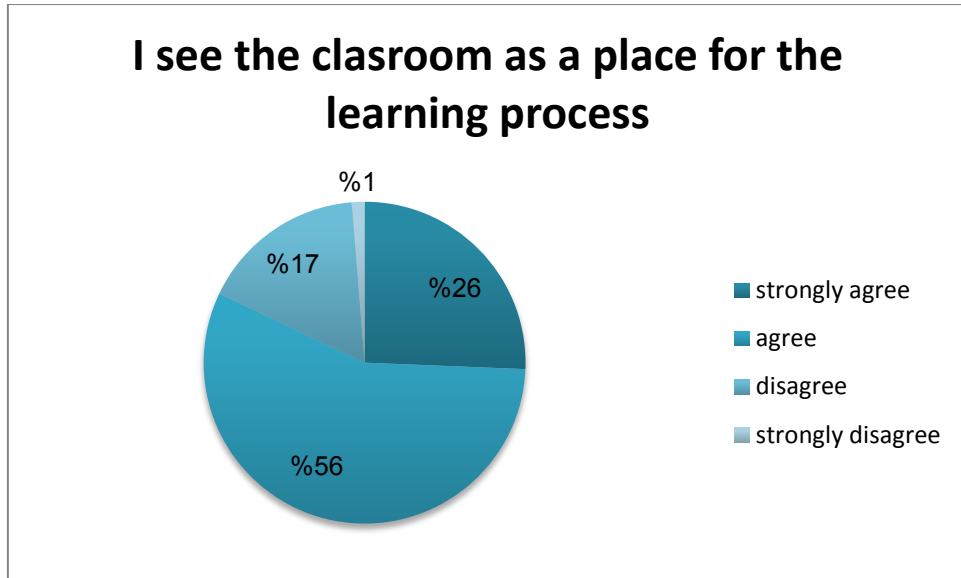


Figure 3.17. Classroom as a Place For Practice

When discussing about the classroom as a place to practice speaking skills, we notice that the majority of participants choose either strongly agree (26%) or agree (56%) followed by 17% of the participants who disagree and 1% of the participants who completely disagree.

Relationship with the Interlocutor

Frequency	Percentage (%)
Strongly Agree	47 %
Agree	40 %
Disagree	10 %
Strongly Disagree	3 %
Total	100 %

Table 2.18. Speaking English to Close Friends

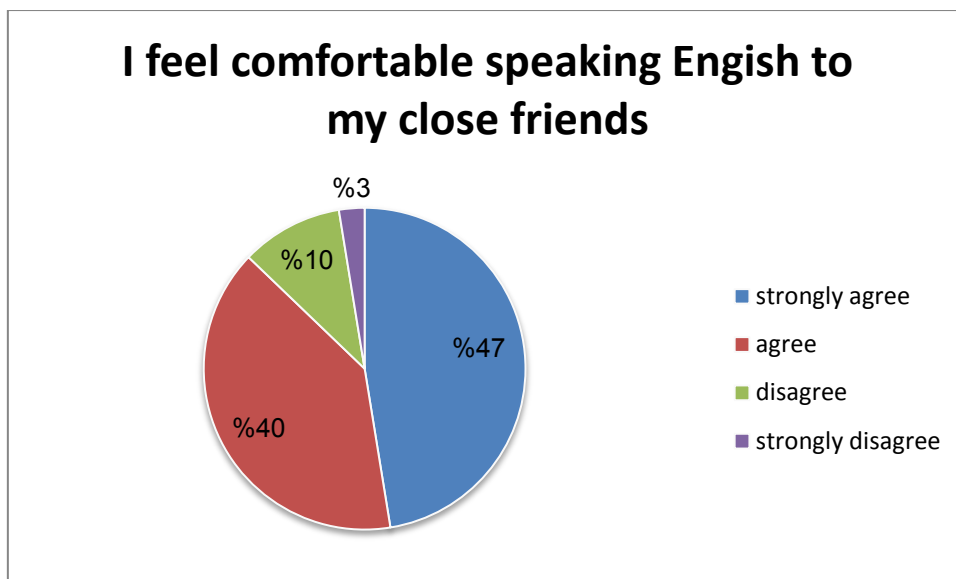


Figure 3.18. Speaking English to Close Friends

When the participants are asked to what extent they are able to speak freely in English to their close friends, the majority of participants (87%) opted for positive results, as expected 40% of the participants said they agree with the statement. 47% of the participants strongly agree, 10% of the participants said they do not feel able to speak freely in English to their close friends, and 3% of the participants said that they do not at all feel able to speak freely in English to their close friends.

4.1.2. Teachers' Interview Analysis

The semi-structured interview was adopted to collect data from oral expression teachers to conduct the study. It is composed of 10 different questions which aim to provide the research with an in-depth understanding of the teachers' perception on how students' speaking ability can be influenced by their willingness to communicate inside the classroom, and how it can be affected by the teacher. The questions will be analyzed as bellow.

Item One: How can teacher make learners willing to communicate in the classroom?

All answers are the same, as the teachers agreed that some methods could be used to suit both learners' style and classroom atmosphere that may motivate learners to communicate more like encouraging and create a supportive atmosphere inside the classroom. This means

the more teachers interact with their learners the more willing will learners be to communicate in classroom.

Item Two: Does learners' personality type influence their WTC? If yes how?

All teachers said "yes" because personality has a fundamental influence on the learner. The teachers agreed that the psyche of learners depends on their introversion and extroversion level because introvert learners are less interested in the communication during the lesson but that doesn't mean they are not interested in the topic itself, they are usually good in writing though. In the other hand, extrovert learners are willing to communicate in the lesson though they are not sure of their answers. Besides, the preparation to learn the language and its advantages is likely help them to increase the degree of their motivation.

Item Three: How learners' speaking ability can be influenced by their willingness to communicate?

Willingness to Communicate is one of the basic factors influencing the students speaking performance. It has a set of internal as well as external effects on the oral performance of language learners inside the classroom. One teacher clarifies that "learners' speaking ability is related to their willingness to communicate and has a big impact on the development of their speaking skill." Another teacher said "Willingness to Communicate is a prerequisite for speaking and is not speaking itself" because it may exist without any kind of communication occurs. While another teacher said "the willingness to communicate shapes the students' speaking skill."

Item Four: Both the internal and external factors have an effect on learners. In your opinion, which one affects more the students' willingness to communicate and hinder them from speaking in oral expression sessions?

There are a set of factors influencing the learners' willingness to communicate inside the classroom. Regarding this question, teachers have different views. Some supported the idea that the internal factors effect more learners' WTC while others did not. Those who supported it said that besides the psychological factors that were already mentioned "shyness, anxiety, and stress", there is lack of self- confidence, fear of making mistakes and negative evaluation from colleagues and particularly the teacher when he focuses more on accuracy

over fluency.” The other teachers believed that the external factors have a greater influence on the learners’ WTC in the classroom and stated that “The insufficient knowledge of the target language (English) contributes to prevent learners from taking part in communication. In addition, the teaching methods and the cultural norms in Algeria insist that everything that comes from the teacher is taken for granted.

Item Five: How willing are the learners to communicate when they are prepared for the classroom (have a previous knowledge about the topic)?

The topic is an important factor in shaping the students’ willingness to communicate in the classroom. Most of the interviewee teachers agreed with the same expression “More than ever” to answer this question; because in their opinion, both of the learners’ preparation and interest in the topic gives them the confidence to raise discussions during the lesson and they also said, “ the more they are knowledgeable about the topic the more they participate while the lack of knowledge about the topic makes them avoid communication.” On the opposite, one of the teachers said that before the session, students should not necessarily be aware of the topic of discussion, arguing that they should take part in all discussions and respond to all situations, adding that they are supposed to show their competencies and release what they really know.

Item Six: In what situations do learners feel most willing to communicate? (Pairs, small groups, with the teacher in the whole class)?

The learning situation in which the learner is involved in inside the classroom has a significant role in making the students willing or unwilling to engage in communication. Some teachers pointed out that some of their learners typically prefer their mates as their classroom partner, which makes the atmosphere more comfortable. They added also that some learners like to be in groups because they usually interact well but that depends on the learners themselves, since some of them may not go along with others and just forced to be a part of that group of discussion. While one of the interviewees declared that learners who tend to communicate effectively do not seem to have any problem in any situation. They assumed that each of the situations has particular outputs for the reason that each individual has a preferable task that motivates him most. Furthermore, each task has its utility and can provide a better learning environment.

Item Seven: What kinds of tasks do you find useful in making students willing to communicate in the classroom?

The interviewees provided a list of tasks like brain activities, warming up techniques, dialogues, expressing opinion and agreement /disagreement, listening and speaking tasks, discussions and role-plays to help the learners to communicate appropriately in English, and debates as well.

Item Eight: In your point of view, did the classmates affect each other's willingness to communicate inside the classroom?

The classmates affect each other's willingness to communicate inside the classroom. The majority of the teachers ensure that students' fear from making mistakes is commonly caused by their fear that their peers are being laughed at them. On the other hand, other teachers claimed that it depends on several factors like the situation, the topic, the teacher, and the classmates.

Item Nine: What is the role of teacher in raising students' WTC?

Teachers play an essential role in the classroom, they are known for the role of educating the learners who are placed in their care. Furthermore, the fundamental role that the teacher can perform is involving learners in the learning process. The overall answers agree that the view that teachers should be aware of their students' hindrance to speaking and overcome it by being friendly, motivating, inspiring, supporting, and academically reliable. In addition to know-how to create a supportive atmosphere of learning in the class.

Item Ten: How does learners' language proficiency affect one's WTC in the classroom?

There are teachers who believed that the target language proficiency functions as an obstacle for learners inside classrooms claiming that learners with higher language proficiency are more communicative inside the classroom than those with lower language proficiency. Because those learners with a good level in English usually want to show off their ability in discussing any item during the lesson even though they are not much knowledgeable. While those ones who lack language proficiency are usually hesitating to share their ideas and opinions. On the other hand, the other teachers believed that Learners' language proficiency

gives them confidence. In addition to that, this aspect is not an obstacle to communicate, especially that a considerable number of students are willing to speak though they are not among the proficient learners.

4.2. Interpretation of Results

This study was conducted to set out an overall understanding of the concept of WTC and tried to figure out to what extent this factor influences EFL learners speaking ability, as well as identifying the main factors that lead to increase or decrease learners' will to speak in the classroom. This section attempts to discuss the main findings of the different research gained through this study in accordance to the proposed hypotheses mentioned previously.

The results showed that the learners' WTC and their speaking skills are significantly correlated. From the learners' questionnaire it was concluded that there is a will to communicate. The majority of internal and external factors seem to have a common influence on both speaking ability and learners' WTC mainly, attitudes towards the English language, the relationship with the interlocutor, task type, personality and the impact of the teacher. Hence, from this point, it might be concluded that the two variables are related, one depending on the other. This may validate the first research hypothesis.

Personality is another factor that may have a fundamental impact on learners' WTC. As it is mentioned before, extrovert learners are more willing to communicate compared to those who are introvert, because Learners who have high level of self-confidence are more active and usually express themselves in all the situations they are facing and present their ideas and viewpoints without fear of failure or even being laughed by their colleagues. They generally have low anxiety and have neither fear nor attention of the judgment of the others. Regardless of how confident they are during speaking, their wish to practice their speaking skills could help them override their inherent inhibition. This may answer the second hypothesis which says that personality controls learners' WTC according to the different situations and interlocutors.

According to the majority of the participants, the topic is considered to be an influential and important factor when speaking. Therefore, if they have an interest in it, they will naturally have a positive effect on their WTC. Since they have no interest, lack of

knowledge and preparation for a certain topic, it makes them feel like they have nothing to say and prefer to remain silent. In addition to this, many participants prefer to speak with their peers or groups rather than doing individual presentations because they believe that the interaction with their colleagues have an important role in increasing their WTC and affecting their speaking ability since they face some obstacles when expressing their thought while they are with unfamiliar surroundings. The participants find also the task type, also, tends to raise the interactive relationships, as it enables learners to communicate mainly, pair and group work. Finally, the findings of the present investigation show also, those learners who have a positive attitude towards speaking English are significantly more willing to communicate than those who hold a negative one.

According to the data obtained from the research instruments, including questionnaires and interviews, it is found that the teacher is another factor that deserves attention when dealing with WTC because it is considered as the key figure in the classroom. If the teacher has taken learners seriously and been able to take their strengths and weaknesses into account, it certainly will make it easier for them to be more active. This means Students' WTC can increase if teachers are supportive, encouraged and were able to create a supportive atmosphere while teaching. Thus, learners' WTC rely on the interaction with the teacher, his behaviour and the methods and strategies he uses when teaching. This goes in hand with the third hypothesis.

In the end, from all what we gathered from the research tools and the results we gained, we notice that increasing the students' WTC could improve their speaking skills. Therefore, EFL teachers need to be aware of the relationships between affective variables and their influences on learners' WTC because a higher level of WTC leads to success in the achievement of English proficiency.

Conclusion

To conclude this chapter, the results obtained from the different research instruments show that both learners and teachers are knowledgeable about how the willingness to communicate has a significant impact on learners' speaking ability in the classroom, which forms a correlation between internal and external factors that increase or prevent learner's will in oral discussions. This suggests that learners' perceptions on the importance of speaking

skills and the influential factors correspond with the teachers' opinions concerning the teaching speaking in the classroom.

GENERAL CONCLUSION

General Conclusion

The current study investigated the speaking skill and willingness to communicate among learners of the English department at the University of Adrar. It aimed to find out the impact of the willingness to communicate on EFL learners' speaking ability inside the classroom. In addition, identify the main factors that could influence the learners' willingness to communicate. In this study, I have focused on figuring out whether the currently discussed factors are relevant for the participants and to what extent they affect them. The research case study was first-year LMD students and oral expression teachers in the English department, using the questionnaire for the students and the interview for teachers, as data collection tools.

The research was therefore divided into two chapters: the first one dealt with theoretical consideration on both speaking skill and willingness to communicate. While the second chapter addressed the methodology and research tools conducted in this research, in addition to the analysis and interpretations of the data obtained, then the main findings were given.

The obtained results answered our research questions:

1. May WTC affect EFL learners' speaking ability in the classroom?
2. Do personality traits influence EFL learners WTC?
3. Does the teacher have an impact on learners' WTC?

As well as the findings validated the hypotheses:

1. There may be an impact of the WTC on EFL learners' speaking ability inside the classroom.
2. There may be internal and external factors related to Personality traits that influence EFL learners' willingness to communicate inside the classroom.
3. The teacher may have a great impact on the EFL learners' WTC.

All the results gained from this research show the big influence of the willingness to communicate on EFL learners' speaking ability in the classroom emphasizing the big value of

WTC in increasing the level of speaking production as well as the different factors that improve the level of WTC. After performing the case study at the level of first-year LMD students in the English Department at the University of Adrar, the collected data confirmed the three hypotheses proposed by the researcher. The results presented the big influence of WTC on speaking production since there will be no communication without the desire to start a conversation. Personality also has a great effect on WTC as it includes a set of factors that influence the WTC such as anxiety, self-confidence, and motivation...etc. The results show that the teacher also has a big impact and deems a fundamental factor in increasing or decreasing the learners' speaking level through the way he behaves and the teaching methods he uses.

According to the results gained from the research, it is preferable to suggest some recommendation for both teachers and learners to raise the level of WTC inside the classroom in order to influence and develop the speaking skill. Teachers who are involved in teaching oral classes often face several difficulties when teaching. So, they are expected to know how to overcome the difficulties that learners face and deal effectively with them by adopting appropriate methods and strategies. Similarly, learners need to evaluate themselves and find out what enhances their WTC in order to achieve successful communication. Teachers need to take into account the potential factors when preparing their lessons and classroom activities, providing learners with useful vocabulary to help them prepare for a speaking activity and creating a supportive, safe environment for students to express themselves, and providing the learners with enough opportunities for speaking in any situation.

Learners, on the other hand, need to know the value and the importance of speaking skill as an EFL learner and develop their speaking skill by working on increasing their willingness to communicate in the classroom. They need to learn more ways to become more able to speak by improving their vocabulary through reading, vocabulary building activities, and using dictionaries. Also, they need to develop their language proficiency (fluency and accuracy) by interacting as much as possible inside the classroom to get rid of shyness and hesitation, and outside the classroom by connecting with native speakers using technology.

Ultimately, the present study suffered from a number of limitations:

Firstly, the findings of the study cannot be generalized on the whole population because of the limitation of the sample size. Secondly, the current circumstances and the time has been given did not allow the researcher to conduct observations in oral expression sessions to gather more accurate data. Thirdly, this kind of research has been taken in different languages other than English, which indicates that it lacks references regarding both the place and the language (Turkey, China, Iran...). Finally, the circumstances that we have faced during the spread of COVID-19 have made it difficult for us to continue conducting our research, in particular the case study that should be implemented at the university, with the presence of both teachers and learners. Unfortunately, we were forced to do it online, but it did not give us the results we are looking for and that is because of some of the teachers who did not even bother themselves to look or answer my written interview I sent in the email.

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APPENDICES

Appendix “A”
Learners’ Questionnaire

Gender:

This instrument is composed of 17 statements concerning the feeling about willingness to communicate (WTC) in English. Please make the best guess and indicate which one describes how you feel about the statements.

Factors	Statements	Completely Agree	Agree	Disagree	Completely Disagree
Pshyco-logical Factors (WTC)	• I like to do presentations alone in the classroom.				
	• I like to discuss the given topic in pairs.				
	• I like to get involved in group discussions.				
	• I like to speak English.				
	• I like to speak even if I make mistakes.				
Individual factors (relaxation, self-confidence, preparation).	• I need to feel prepared to speak freely.				
	• I am confident when speaking English.				
	• I am satisfied with my speaking skills.				
	• I feel confident when I speak to my peers.				
	• I am more willing to speak when I know nobody will laugh at me.				
Situational Factors (environment, topic).	• I like to talk about a topic if I am interested in it.				
	• I enjoy speaking in groups.				
	• I enjoy speaking in a relaxing atmosphere.				
	• I think an interesting topic is important for speaking				
	• I see the classroom as a place for the learning process.				
	• In my English class, I need to feel relaxed to speak freely.				
	• I feel comfortable speaking English to my close friends.				

Appendix “ B “
Teachers’ Interview

Dear teacher,

You are kindly asked to answer this written interview in order to collect the needed data for my research which is about The Impact of Willingness to Communicate on EFL learners Speaking Ability. This research is devoted to investigate the extent to which willingness to communicate (WTC) influence EFL learners' speaking performance.

1. How can teacher make learners willing to communicate in the classroom?
2. Does learners' personality type influence their WTC? If yes how?
3. How learners' speaking ability can be influenced by their willingness to communicate?
4. Both the internal and external factors have an effect on learners. In your opinion, which one affects more the students' willingness to communicate and hinder them from speaking in oral expression sessions?
5. How willing are the learners to communicate when they are prepared for the classroom (have a previous knowledge about the topic)?
6. In what situations do learners feel most willing to communicate? (Pairs, small groups, with the teacher in the whole class)?
7. What kinds of tasks do you find useful in making students willing to communicate in the classroom?
8. In your point of view, did the classmates affect each other's willingness to communicate inside the classroom?
9. What is the role of teacher in raising students' WTC?
10. How does learners' language proficiency affect one's WTC in the classroom?