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THE IMPACT OF WILLINGNESS TO COMMUNICATE ON EFL LEARNER'S SPEAKING ABILITY: THE CASE OF SECOND YEAR LMD STUDENTS AT TLEMCEN UNIVERSITY

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Dedication

To my parents,

To my beloved husband,

To my brother Abdelwahab,

To my sisters Zahira and Soumia.

Acknowledgements

Abstract

The major goal of English language teaching is to provide learners the ability to use English effectively and accurately in communication. In reality, many language learners feel strongly motivated to study English and they enthusiastically pursue learning the language. Yet, when real contact situations arise in which English could be used, many EFL students remain unwilling to speak. Hence, this study is devoted to investigate the extent to which willingness to communicate (WTC) influence EFL learners' speaking performance, and it also attempts to explore the psychological as well as the linguistic factors contributing the learners' WTC. To this end, a case study research was conducted in the University of Tlemcen in which data were gathered based on 54 second-year LMD students and 4 teachers of English. The research instruments used in the present work consisted of questionnaires and oral test for students aside from semi-structured interviews with teachers. The obtained results were analysed quantitatively and qualitatively. The results of the study revealed that WTC is a fundamental component for successful oral performance. Besides, it was divulged that attitudes towards the English language, learner's personality, topic, teacher, task type and the relationship with the interlocutor are factors that greatly influence students' WTC. Ultimately, the study was expected to help students recognise the WTC component and improve their performance in speaking classes.

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List of Abbreviations

CA: Communication Apprehension

CLT: Communicative Language Teaching

EFL: English As A Foreign Language

FL: Foreign Language

L1: First Language

L2: Second Language

LMD: Liscence, Master, Doctorat

SPCC: Self-Perceived Communication Competence

STT: Students' Talking Time

TTT: Teacher's Talking Time

WTC: Willingness to Communicate

General Introduction

General Introduction

The growing emphasis of modern language pedagogy on meaningful communication has generated new directions in the field of foreign language learning research. With the advent of communicative language teaching (CLT) approach, the communication aspect of teaching English has received more attention. As a consequence, 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 effectively in communication. This concept has become progressively more essential across second language teaching and learning studies.

The use of the target language is one of the main purposes in learning second languages. However, not all language learners, even after many years of studying English, can communicate fluently and accurately. That is, when offered an opportunity, some learners speak up and express themselves, while others prefer to remain silent. Thus, Learners' unwillingness to speak is the major dysfunctional behaviour in second language learning. Because, teachers encounter a great challenge to receive feedback from his learners to evaluate their competencies. As a result, WTC is considered a fundamental factor contributing in language users' communication, and it plays an important role in achieving language proficiency.

Students' preference to remain silent in English-speaking classrooms is a problem worth giving attention. This study attempts to investigate the extent to which WTC effect learners' speaking abilities, and shed some light on the psychological and linguistic reasons behind making students not wanting to to communicate in (EFL) context at the level of second year LMD students at English Department at the University of Tlemcen.

Specific questions explored in the study include the following:

1. How may WTC affect EFL learners' speaking ability?
2. To what extent do personality traits influence EFL learners' WTC?
3. How may teachers impact learners' willingness to communicate?

Based on the prior studies and researcher's personal experiences the following hypotheses were established to answer the aforementioned research questions:

1. There might be an impact of willingness to communicate on EFL learners' speaking skills.

2. Personality traits may affect the students' willingness to communicate in different types of communicative situations and with various types of interlocutors.

3. The teacher's behavior and methods could have great effects on the EFL learners' WTC.

The dissertation is divided into three chapters. The first chapter gives an overview about the productive speaking skill; the emphasis will be on the affective variables: language learning motivation, language anxiety and linguistic self-confidence. Then, the WTC component is discussed with regard to the individual and situational variables that play a role in second language communication, in addition to its significance for EFL learners.

Chapter two entails two parts. The first part will be devoted to provide a detailed description of the research design and methodology employed in the present work, a description of the Department of English in the University of Tlemcen where the study took place, the sample population as well as the instruments used to gather data. The second part, in parallel, will seek to present the analysis of the obtained data, in addition to an overall interpretation of the results reached throughout the research procedure. Besides, it attempts to answer the research questions by means of validating or denying the proposed hypotheses.

Ultimately, chapter three will be concerned with providing possible remedies of the research problematic. In this part, a set of pedagogical activities and recommendations will be suggested for teachers as well as learners, in order to help raising learners' WTC, and promoting their speaking production along their learning process.

Chapter One

1.1. Introduction

Speaking skill has a prominent place in the area of teaching and learning foreign languages. With the emergence of communicative language teaching (CLT) in the 1980's, several changes occurred at the level of English teaching approaches and therefore, different concepts rise as the WTC within language learning.

This chapter reviews the literature pertaining to the main area of interest in the current study, that is, the speaking ability of language learners in association with the WTC. The first section elicits an overview of speaking skill including what is speaking in general, its main elements and variables and how this skill is interpreted within foreign language classes. The second section presents WTC in order to gain a better understanding, WTC is considered from trait-like and state-level perspectives shedding light on factors influencing WTC.

1.2. Overview of Speaking

No matter how great an idea is, if it is not communicated properly, it cannot be effective. Therefore, oral language is an essential tool for communicating as it shapes, modifies, extends, and organizes thoughts. Speaking is one of the four language skills besides listening, reading and writing. It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In fact, Speaking is considered the most frequently used language skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication.

1.2.1. Speaking Defined

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).

Speaking is the skill which is very important to be mastered by students in order to be good communicator. Accordingly, it is the ability to express oneself orally, coherently, fluently and appropriately in a given meaningful context using

correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. In this respect, McDonough and Shaw (2003) state that speaking is not the oral production of written language, but involves learners in the mastery of a wide range of sub-skills, which constitute an overall competence in the spoken language. Hyams (2003:4) indicates that speaking consists of producing systematic verbal utterances to convey meaning pointing out:

> *When you know a language, you can speak and be understood by others who know that language. This means we have capacity to produce sound that signifies certain meaning and to understand or interpret the sound produced by others.*

Besides, Florez (1999:98) defines speaking as *"an interactive process of constructing meaning that involves producing and receiving and processing information"*. Speaking, therefore, is part of reciprocal exchange in which both reception and production play a part. In the same vein, Mead and Rubin (1985) assume that speaking is an interactive process in which an individual alternately takes the roles of a speaker and a listener, and which includes both verbal and nonverbal components.

From all statements above, speaking seems to be an activity to share information, ideas and feelings by sound production that has significance to make communication possible.

1.2.2. Elements of Speaking

There are many elements of speaking that must be mastered by students in order to speak fluently and accurately, for that, Harmer (2001) provides the following components of language that are necessary for spoken production .

Element	Description
Language features	♠ **Connected speech**: the different aspects of connected speech should be mastered by speakers so that they will be able to generate a clear and intelligible language throughout communication process. Among those features, elision, assimilation, linking, contractions and stress patterning. ♠ **Expressive devices**: This refers to the change of the speed, volume, pitch and stress of utterances to show the emotion. When speakers incorporate this supra-segmental features and devices, they would express much better their feelings and intentions. Subsequently, provide the interlocutors clear and straightforward meaning. ♠ **Lexis and grammar**: a variety of certain words and language functions, such as agreeing or disagreeing, surprise, and so forth are crucial. As they make speakers able to produce at various stages of an interaction. ♠ **Negotiation language**: effective speaking benefits from the negotiation language we use to seek clarification and to show the structure of what we are saying (Harmer, 2003). In other words, one may take advantage of his interlocutor's clarifications when the latter intend to show the structure of what he is saying.
Mental/social processing	♠ **Language processing:** The speaker's competency to convey his intention by producing syntactically and propositionally appropriate sequences, as well as, processing and retrieving the words or phrases from memory to communicate with people. This helps the speaker to develop habits of rapid language processing. ♠ **Interacting with others:** effective interacting involves the reciprocal listening and understanding of the participants. In this vein, Bygate (1998: 30) and Cornbleet & Carter (2001: 27) state that the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other. ♠ **Information processing**: refers to the speaker's ability to process the information in his mind right in the moment he receives it, and then produce the appropriate responses to his interlocutor.

Table 1.1. Elements of Speaking

Speaking is not only having an amount of vocabulary and knowing the grammatical structures, but also mastering all elements of speaking stated above and having the competence to speak with people fluently and accurately. This may denote the use of the right words (vocabulary); putting them in the correct order (grammar); sounding like a native speaker (pronunciation); and even producing the right meaning (comprehension). In a word, Peniel (1999) asserts that how one says something can be important as what he/she says it to get the meaning across.

1.2.3. Speaking in Foreign Language Classrooms

Speaking in a foreign language has been considered the most challenging and complex of the four language skills (Martinez-Flor, Uso-Juan & Soler, 2006; Nunan, 2003; Zhang, 2009). This is mainly because the speaking process occurs in real time. So, a dynamic interrelation between speaker and hearer should arise under time constraints. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency.

There is a good deal of evidence to suggest that the more foreign language input learners are exposed to, the greater will be their proficiency. Research and theory on second and foreign language acquisition indicate that students' linguistic growth is related to the amount of time spent with the language in meaningful exposure to it, Krashen (1985) refers to this as "*comprehensible input*"**.** Opportunities to communicate are also viewed as important in developing oral proficiency. Met and Rhodes (1990:438) note that:

> *Both research and experiential data suggest that the amount of time spent on language learning and the intensity of the experience have significant effects on the acquisition of significant levels of foreign language proficiency.*

Many teachers agree that students should learn to speak in the target language by interacting to others. For this case, students should master several

speaking components such as: comprehension, pronunciation, grammar, vocabulary, and in particular, being linguistically competent, fluent and accurate.

In point of fact, language classrooms, especially those which do not focus on the use of spoken language, are full of reticent learners who do not participate in any language learning activity and have foreign language learning fear. "Mute language learners" is a new concept formed by Wolff (2010: 39) to describe those students who learn a dead language. They are, indeed, able to read and write English effectively but cannot communicate orally with others. Since, unlike reading and writing, speaking is a skill that cannot be evolved independently. In addition, some teaching methods and psychological factors have a negative influence on language learning and teaching, particularly, on the development of speaking ability.

1.2.4. Variables Influencing Speaking Ability

Speaking skill appears to ensure the language learner to be able to communicate actively and affectively in the target language. Thus, one's eloquence in using the target language orally is greatly determined by how well he or she masters speaking skill. However, this is not an easy task; students often encounter many problems which decrease the chance to promote their speaking ability, such as, limited time, crowded classrooms, lacking the opportunity to practice outside the class and inefficient multimedia systems in classes, etc. Over and above, Motivation, self-confidence, anxiety and the environment in which the students coexist are factors that may have notorious impact on the language learning process.

Attitudes and Motivation

Description

They are two complicated variables which account for individual differences in learning a language and has been dealt with from a variety of perspectives. *"The concept of attitudes is central to explaining our thoughts, feelings, and actions with regard to other people, situations, and ideas."* Bordens and Horowitz (2013: 158). That is, attitudes are at the heart of mental processes. They are the key concept to understand personal and subjective experiences. Motivation, on the other hand, is considered an important factor that plays a considerable role in determining the success of language learning. Gu (2009) for example, believes that motivated learners are more enthusiastic. They are also eager to work hard and concentrate on the tasks given. Therefore, they do not need to be given constant encouragement. Two type of motivation are distinguished: (1) Instrumental motivation: wanting to learn a language because it will be useful for certain "instrumental" goals. (2) Integrative motivation: wanting to learn a language in order to communicate with people of another culture. Since learner's motivation, attitudes and self-confidence can contribute to L2 proficiency (Clément, Major, Gardner, &Smythe, 1977), one can assume that these factors can also contribute to the learner's speaking skill in different ways.

Language Anxiety

Description

foreign language anxiety is the feeling of unease, worry, nervousness and apprehension experienced when learning or using a foreign language. Gardner and MacIntyre defined language anxiety as *"the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning"* (Onwuegbuzie, Bailey & Daly, 1999:218). It is a crucial factor that often affects students' oral production in the foreign language as Balemir (2009) argues, anxiety is an important facet of the affective domain. Student who possess speaking anxiety do not feel at ease when required to perform in the target language. Consequently, they prefer to remain silent viewing speaking in front of the whole class as a threat rather than a chance to improve their communication skills.

Linguistic self-confidence and perceived competence

Description

Clément, Major, Gardner, and Smythe (Gardner & MacIntyre, 1993a: 6) define linguistic self-confidence as the *"lack of language anxiety and positive self-rated proficiency in the second language",* which implies that the concept is not merely the lack of anxiety but also, the best predictor of second or foreign language development. Perceived competence, on the other side, refers to individuals' beliefs of their skills, as having the skill alone is not enough to be able to use it at their best. Barraclough, Christophel, and McCroskey's (1988:188) assert that it is *"what a person thinks he/she can do not what he/she actually could do which impacts the individual's behavioral choices".*

Classroom environment

This term covers a wide amount of educational concepts, including the physical setting, the psychological environment, and other components related to teacher characteristics and behaviours. In fact, the major interest of research concentrates on therelationships between the environment constructs and the multiple

outcomes, including second (L2) and foreign (FL) language communication competence. Early researchers recognised that behaviour is a function of people's personal characteristics and their environment. Hence, L2 and FL learners' development takes place and emphasizes the physical elements of the environment and psychosocial relationships between students in the classrooms as well as between the teacher and students.

The physical environment	The role of teacher	psychosocial relationships
Recent studies related to this area explore some aspects such as class composition, class size, and classroom management. Class composition examines classroom grouping methods, single-sex classrooms and cooperative learning groups. On the one side, Students who work cooperatively are likely to have more positive language production, stronger cohesion and higher achievement. moreover, female students tend to be collaborative with other students, whereas, Some studies found that girls do better when separated from male students; other studies found that there is no noticeable differences in single-sex or mixed-sex classrooms. Furthermore, class size is another factor that influences student and teacher behaviours. In which, smaller classes minimize the problems that may be encountered in larger classes. That is, large classes tend to have a larger number of students who do not engage in oral classroom activities in comparison to students in small classes of 20 students or less. Yet, there may be a social link between students in small classes.	The third focus of classroom environment focus on teacher behaviours including classroom management, plans and recommendations for building better relationships with students. The teacher-student relationship has an important impact on students' attitudes and achievements. If students feel comfortable with the teacher and the environment in the classroom, they can construct more positive relations, develop a better way to behave in the learning context and improve their language skills. In addition to these possibilities, by creating healthy relationships, teachers can motivate students during the learning process, which is one of the main objectives in a teacher's practice.	The psychological environment is also crucial. It helps students to express their ideas, opinions and attitudes; the asking of questions; and the exploration of issues in the classroom. Students who encounter positive learning environment are more likely to result high level of language production, however, if they feel that the learning environment is not at the level of their expectations, their satisfaction with the learning will be reduced, and their chance of success may decrease as a result. Alongside with this, it is preponderant to find that many learners of a foreign language do not like to speak in the target language when they have the opportunity. A considerable number of factors have been identified as having an influence on the learning process and one of these factors is willingness to communicate (WTC).

Table 1.2. Variables influencing Speaking Ability.

1.3.   Willingness to Communicate

With the shifting of attention from the mastery of structures to the ability to communicate and interact effectively, modern language pedagogy has attached great importance to communicative interactions in class. As a result, the concept of WTC has been introduced to second language and foreign language research with regard to the fact that some language learners avoid L2 communication, although they are competent in terms of linguistic competence and others with limited linguistic competence seek the opportunities to use their L2 and actively engage in communication (MacIntyre, Clément, Dörnyei, & Noels, 1998). Also, some students who are capable of using their L2 in the classroom find themselves reluctant to engage in communication in L2 outside the classroom.

1.3.1. The Origin of WTC:

WTC was originally conceptualized with reference to first language (L1) communication as an expansion of earlier work by McCroskey and Richmond (1987). Based on the study of Burgoon (1976, qtd. In Booth-Butterfield et al., 1990) on "unwillingness to communicate", and the study of Mortensen, Arnston, and Lustig (1977) on predisposition toward verbal behaviour, and the one of McCroskey and Richmond (1982) on shyness; WTC was initially referred to as an individual's general personality orientation towards talking by McCroskey and Richmond (1987). Given the personality trait of WTC, McCroskey and his associates suggest that WTC reflected a stable predisposition to talk, which was relatively consistent across a variety of communication contexts and types of receivers. Moreover, they identified introversion, self-esteem, communication competence, communication apprehension and cultural diversity as antecedents that lead to differences in WTC.

1.3.2. WTC in the Native Language

McCroskey and Richmond (1987) define WTC as an individual's general personality orientation towards talking. It refers to the probability of engaging into a communication when an individual has the freedom to choose to do so. McCroskey (1997:77) redefines it as "*an individual's predisposition to initiate communication*

with others". WTC in L1 has been looked at as a relatively stable predisposition in essence, a personality trait which is harmonic with different communication contexts and types of receivers. Among the research conducted on the relevant antecedents of WTC in L1, MacIntyre (1994) found that communication apprehension and self-perceived communication competence were the only two immediate variables responsible for the variation of an individual's WTC. For this, he postulates in his model that higher levels of WTC are based on a combination of greater perceived communicative competence and a lack of communication apprehension; besides, this model also shows the influence of personality traits.

In his proposed model, MacIntyre (1994) opts for testing six variables considering them to be determinants of the WTC construct: Anomie, alienation, self-esteem, introversion, communicate apprehension, and self-perceived communication competence. He initiated the model with more general personality dispositions, and then followed up the paths with more specific predispositions such as communication apprehension (CA) and self-perceived communication competence (SPCC). The model ended with WTC as the last step before initiating communication behaviour.
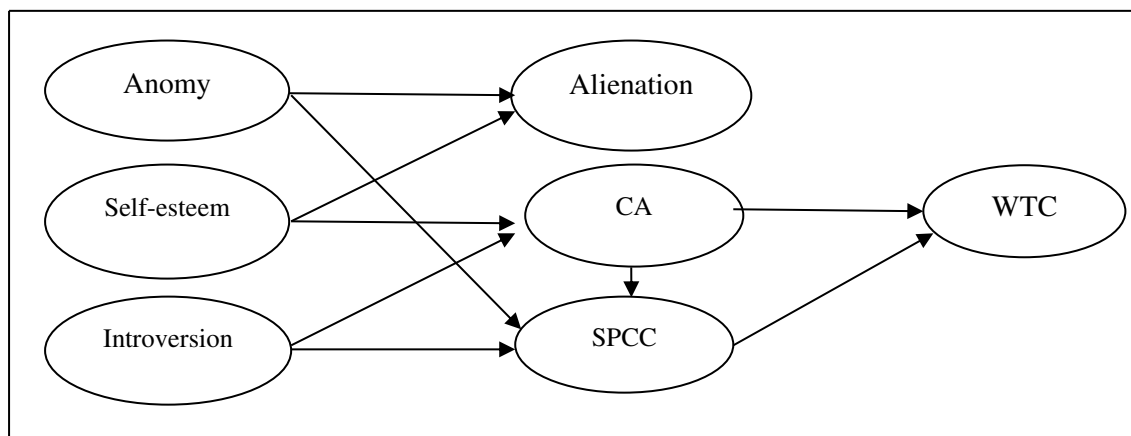

Figure 1.1. MacIntyre's (1994) Causal Model for Predicting WTC by Using Personality-Based Variables.

According to MacIntyre's casual model, there are only two immediate variables communication apprehension and self-perceived communication competence responsible for the variation of an individual's WTC. Therefore, people

who are not anxious about communication and believe they are capable of communicating would appear more willing to initiate a conversation. Anomie and alienation are not suggested as causal factors of WTC by the model. In addition, MacIntyre (1994) points out that the exclusive use of personality-based variables might be a limitation of the model. In this case, although past research has argued that personality variables strongly influenced the development of WTC, situational factors should also be expected and examined. Thus, as suggested by MacIntyre (1994: 140), *"the interaction between general personality variables and specific situational characteristics also would provide a potential avenue for future research"*.

1.3.3. WTC in the Second Language:

In the early 1990s, the development of research on WTC in L1 started to gain researchers' attention in the area of L2 under the umbrella of individual differences study. MacIntyre, Dörnyei, Clément, and Noels (1998) maintain that in the L2 context, the situation is more complex because the level of one's proficiency, and in particular that of the individual's L2 communicative skill, is an additional powerful modifying variable. Accordingly, L2 WTC was defined by MacIntyre et al. (1998:547) as "a readiness to enter into discourse at a particular time with a specific person or persons, using L2" .Considering WTC in second or foreign language context required a more general and multidimensional construct due to the great difference in L2 users' communicative competence and social factors influencing L2 use (MacIntyre et al., 1998; Cao & Philip, 2006). Therefore, instead of being a simple indicator of the person's personality, WTC in a FL can be seen as a manifestation of a number of different variables namely, linguistic, communicative and socio-psychological factors. Accordingly, MacIntyre et al., (1998) propose a heuristic model to present the conceptualization of WTC in an L2 communication setting.

1.3.4. The Pyramid Model

In order to explain the interrelations of affective variables influencing L2 communication behaviours, MacIntyre, Clément, Dörnyei and Noels (1998) propose a pyramid-figure model of L2 WTC, which inserted a range of potential variables that might affect one's WTC in L2.
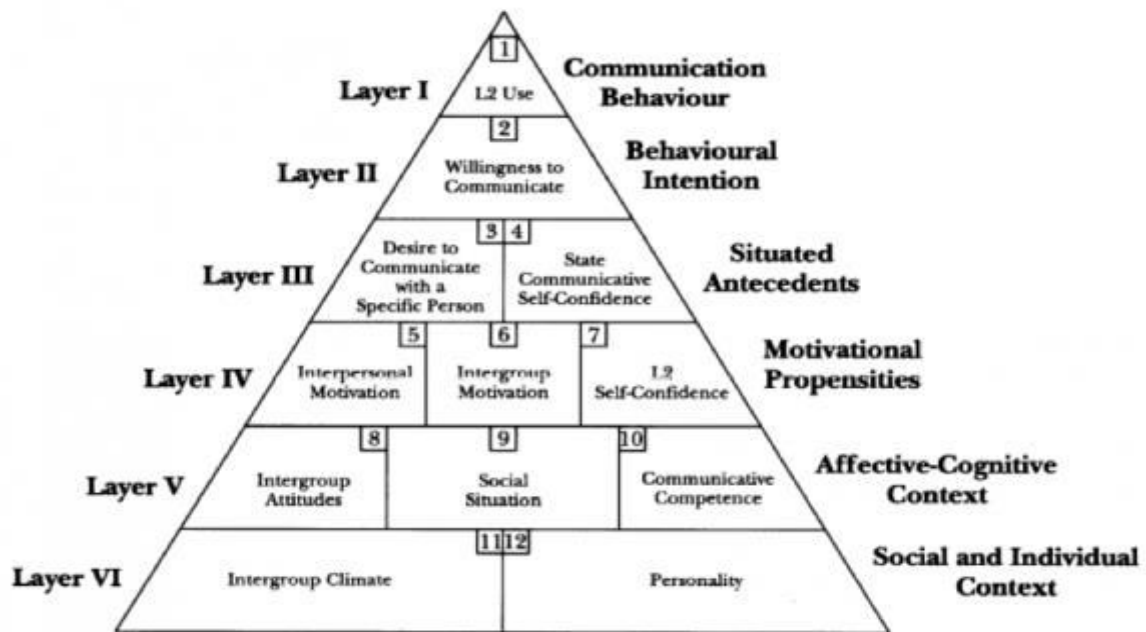
Figure 1.2. Heuristic Model of Variables Influencing WTC (MacIntyre *et al.*, 1998:547).

Within this six layer model, the first three layers (i.e. Communication Behaviour, Behavioural Intention, and Situated Antecedents) represent situation-specific influences on WTC at a given moment in time. The other three layers (Motivational Propensities, Affective-Cognitive Context, and Social and Individual Context) demonstrate stable influences on WTC. That is to say, L2 use is at the top of the pyramid as the first layer and WTC as the most immediate determinant of L2 use is situated at the second layer followed by desire to communicate with a specific person and state communicative self-confidence (third layer). The forth layer contains the motivational propensities consisting of interpersonal motivation, intergroup motivation and L2 self-confidence. The two final layers are intergroup attitudes, social situation and communicative competence (fifth layer) and intergroup climate and personality (sixth layer).

Regarding this model, the context has a fundamental role in communication as contextual variables are considered the immediate factors that drive someone to initiate the communication, however; one cannot deny the influence of individual variables since they are regarded as a base or foundation for the rest of the variables.

1.3.5. WTC in EFL Classrooms

In EFL classrooms, teachers are on the edge of their seat to see motivated learners who are willing to participate and using the language in class. For, ineffective interaction and language production is caused because of a lack of willingness to use the language and from this fact it is difficult for teachers to check learners' competence and its development. Therefore WTC, which is actually the intention or desire to initiate communication, is considered to be a crucial factor to learn a second/foreign language as higher WTC among learners seems to raise opportunities to practice the target language.

Despite the fact that the goal of language teaching is to encourage learners to use the language effectively, some students opt to speak up and show their oral competencies whereas, others are reluctant and prefer to keep silent (MacIntyre, 2007). Moreover, some language students, even after studying English for a couple of years, are not FL speaker. Thus, various variables may exert an influence on WTC in FL as individual, social, linguistic, situational and others compel FL learners to be reluctant to speak in class and such reluctance make them loose their interest in learning the language (MacIntyre, 2007); especially that they have less exposure to the target language outside the classroom in contrast with L2 learners. There are little opportunities to use the language and the practice is limited to the classroom environment merely, so if they do not take advantage of these opportunities, there is no other chance for them to use the language and then no development in speaking ability.

1.3.6. Factors Affecting EFL Learner's WTC

Based on the WTC model developed by MacIntyre et al. (1998), a number of factors have been identified which combine psychological, linguistic and communicative variables influencing directly or indirectly the EFL learner's WTC, including motivation, communication anxiety, perceived communication competence, personality, content and context.

Individual factors	• **Personality-related factor:** Two of the most common personality factors contributing to willingness to speak are shyness and self-confidence. Some students are extrovert and sociable by nature and communicate with others easily. However, others are introvert and shy and then avoid communication in society. Liu (2005) found that personality is crucial in learners' willingness to talk in English classes. Seeing that, some language learners have a fear about other students' judgement of their performance they steer clear of risk-taking situations. Chu (2008) assumes that there is a correlation between shyness and foreign language classroom anxiety arguing that shy learner tend to feel more anxious hence, being less willing to communicate. Self-confidence on the other hand, is another factor that can be referred to the individual's perceived competence as well as his degree of anxiety in class. • **Perceived Speaking Ability:** another factor that prevents learners from speaking in classroom is their satisfaction with their speaking ability. Nagy and Nikolov (2007), believe that learners who think that the other classmates possess more knowledge of the language and they cannot compete them. As a result, they withdraw from this unequal competition and keep silent. • **Fear of Correctness of Speech:** many students are willing to express their speaking ability only if they ensure that the answer is accurate. Lisa (2006), assumes that this kind of students tend to pay a great attention to grammar in their speech. Hence, they concentrate on the correctness and grammaticality while speaking and if they are not sure of this and feel that they may make mistakes, they avoid speaking. Sun's (2008) support this idea and assert that being too much ruled-driven cause a lack of WTC.

Situational factors	• **The effect of Task Type:** One of the major factors having an impact on learners' degree of WTC is task type, that is to say speaking individually, in pairs, or groups. Students, in effect, are more willing to speak when they are in pairs or groups with regard to speaking individually; because, it is assumed that they feel more comfortable in speaking with their peers rather than speaking with the teacher. As they have the same level of language proficiency. In addition to this, they have a chance to learn from each other and exchange ideas (Riazi and Riasati, 2007). • **The effect of Topic:** another important factor is the topic familiarity, topic interest, and topic preparation. Learners want to deal with a topic that attract them and seem interesting and controversial. Such topics in which they are familiar with enhance their linguistic self-confidence. Whereas, a lack of knowledge about a topic make one avoid getting involved in communication. As Kang (2005) contends, some particular topics may bring about greater "responsibility" to involve. • **The Teacher:** The teacher is a key figure to increase as well as decrease language learners' WTC. Teacher's methods, attitude and involvement cannot be underestimated in EFL context. Thus, attentive, encouraging, and caring teachers make fundamental impression students and then promote their abilities to speak and take part in the class activities. In contrast, teachers who dominate the discussion impose his viewpoints and do not give freedom to students to express themselves compel them to be willing to participate.

Table 1.3. Factors Affecting EFL Learner's WTC

1.4. Speaking and WTC

Bygate (1987) suggests that speaking is a skill which employs knowledge about a language. Knowledge of the target language can increase through instruction though the skill of speaking is different as it requires practice. The notion of practice as a requirement for speaking to improve is well supported by Thornbury (2005) and Harmer (2007). Yashima et al., state explicitly that "*to improve communication skills one needs to use language*" (2004: 122). If

improvement in speaking is dependent on practice as it is suggested, ways to break through the 'wall of silence' as Helgesen (1993) labelled the EFL learners' communication in class, and increase their WTC need to be found.

However, Dörnyei (2005: 207) points out that simply providing opportunities for practice is not enough:

> *It is not uncommon to find people who tend to avoid entering L2 communication situations even if they possess a high level of communicative competence. This implies that there is a further layer of mediating factors between the competence to communicate and putting this competence into practice.*

WTC is a prerequisite for speaking and is not speaking itself. It is quite possible for WTC to exist without any communication occurring; for example when a teacher asks a question, several students may raise their hands to answer indicating WTC but only one will get to speak the answer (MacIntyre et al, 1998).

Students with low WTC may possess a great deal of language knowledge and good communicative competence but do not speak, resulting in a lack of practice which can potentially slow their speaking development. This view of WTC, being the major prerequisite of language development, is shared by Dörnyei (2005: 210) who adds that WTC "*draws together a host of learner variables that have been well established as influences on second language acquisition and use*" and leads him to conclude that WTC is the ultimate goal of L2 instruction.

1.5. Conclusion

This chapter has focused on the description of the main concepts related to speaking skills and WTC among EFL learners. It has dealt with the main connotations of both variables eliciting their significance. The different factors that influence this productive skill were also discussed as well as the factors affecting the learners' WTC. In addition to this, this chapter shed some light on how speaking skill and WTC are considered in FL classrooms indicating the existing relationship between them. In the shadow of above literature, WTC has a fundamental role in

increasing or decreasing the learners' oral performance in EFL classrooms, this will be covered in the next chapter.

Chpter Two

2.1. Introduction

This chapter presents the experimental part of the study. It hopes to investigate and gain a deeper understanding of the factors being most influential on students' WTC during speaking activities within second year LMD students at the University of Tlemcen. It provides a description of the case study, the setting, the sample population, and teachers' and learners' profiles. It also includes a description of the research instruments used, namely a questionnaire and an oral test for students and an interview for teachers. It will also analyse and interpret the results achieved.

Part One: Research Design

2.2. Research Methods

The selection of research method is one of the main stages in conducting a research study. In the present work, the researcher opted for the case study approach. A case study is in-depth investigation of a single person, group, event or community. Typically, data are gathered from a variety of sources and by using different methods. This research method, therefore, paves the way for exploring and revealing multiple facets of the phenomenon being studied. A mixed approaches method, which combines both qualitative and quantitative data collection and analysis, was considered appropriate for this study, because variation in data collection allows the researcher to gather more and better information, provide answers from different perspectives and supply a deeper insight in order to capture the complete picture of reality. As Mackey & Gass (2005: 164) maintain "*the use of multiple research techniques and multiple data sources contributes to the credibility of the investigation*".

The distinction between the quantitative and qualitative methods of data collection lies in the means used to gather data. Qualitative instruments include interviews, diaries and observation (Dörnyei, 2007); it provides researchers with "*open-ended data in form of words,* pictures *or icons in need of further*

interpretation and analysis" O'Leary (2004:99). Quantitative data collection, on the other hand, denotes the presentation of data through numbers and statistics, which "*remains the most employed and straight-forward technique in scientific research*" (Dörnyei, 2007:3).

The quantitative aspect of the present study involves the statistical analysis of questionnaire and oral test results to describe students' perception of their WTC in English as a foreign language, and the influencing factors contributing in this element, whereas the qualitative aspect involves the qualitative analysis of teachers' interview transcripts to expand and elaborate the quantitative results.

2.3. Research Participants

The participants of this study were EFL students enrolled in second year LMD at the University of Tlemcen and teachers of oral production of the same level.

2.3.1. Students' Profile

The sample size was 53 undergraduate English students whose average age was 20 years; the oldest student was 30 and the youngest was 19. There were 39 (73%) female participants while male participants were merely 14 (26%). The researcher used cluster random sampling to select the participants. That is, he randomly selected intact classroom and gave the questionnaire to all the students in that classroom and conducted the oral test with the same sample as well.

2.3.2. Teachers' Profile

The researcher randomly selected 4 teachers who were taking in charge oral production module for second year LMD students to conduct a semi-structured interview. Their experience in teaching English ranged from 3 to 15 years. Two of them were males and two were females whose ages ranged from 30 to 40.

2.4. Research Site

The study is conducted in the English department at Tlemcen University with second-year LMD students. This department, which was founded in 1989, has been one of the most important in the Faculty of Letters and Foreign Languages. Recently, the Foreign Languages Department has been restructured and the English Section has become an independent department including Translation.

With 63 fulltime teachers and 1232 students (graduation), the English Department offers a variety of modules basically related to two specialties: Literature and Civilization and Language Studies divided in different modules. The system used in this department is the LMD, which denotes the French abbreviation of License/ Master/ Doctorate; it has been implemented in Algeria since the academic year 2004/2005.

2.5. Research Tools

There are a number of differing ways to inquire about the L2 WTC in its EFL classroom context, this study was designed to gather a range of data from both students and teachers employing questionnaire and oral test for students as well as interview with teachers.

2.5.1. Questionnaire

The questionnaire is considered one of the most common methods used to collect data on attitudes and opinions from a large group of participants in the view of Mackey & Gass (2005).The advantages of using a questionnaire is that they are useful for collecting data from larger portion of people in short amount of time, and they are economical to use. In this vein, Dörnyei (2007) assumes that the benefits of questionnaire include the provision of answers to questions in a systematic and disciplined way, relative ease of construction, extreme versatility, and the ability to gather a large amount of information in a comparatively short amount of time and a readily usable form.

The questionnaire used in the present study aims to identify that factors influence students' WTC, and how this latter affects their speaking ability. That is, exploring the internal and external factors that give impetus or prevent EFL learners to practise their speaking skill. The questionnaire consisted of a number of items related to students' willingness to engage in communication tasks during class time and was comprised of two sections covering two pages. In the first section, participants were asked to select five elements from a set of factors that may affect one's WTC and grade them according to their priority. Then, the second section comprised a set of statements, collected and modified from a number of previous studies, in which respondents indicate their level of agreement with 20 statements on a five-point Likert scale. The Likert scale is a type of close ended items in which respondents are required to indicate to what extent they agree or disagree on given statements Dörnyei (2007), and it is mostly used to measure attitudes as well as behaviours. Before conducting the study, the questionnaire was piloted with six participants and appropriate changes were made according to the feedback of the respondents in the pilot study.

2.5.2. Interview

Interviews are used to collect the qualitative data; they are particularly useful for getting the story behind a participant's experiences. In addition, they can pursue in-depth information about the topic and are useful as follow-up to certain respondents to questionnaires, for example, to further investigate their responses McNamara (1999). Interviews, according to Harrell and Bradley (2009), are discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics. Additionally, they can be conducted in person or over the phone, and may differ on the level of structure placed on the interaction.

Interviews can be designed differently according to the researcher's intention and the information being collected. They can be designed upon three main types: structured, semi-structured and unstructured interview.

Type	description
Structuredinterview	A set of structured questions are used in this type of interviews, and interviewees are provided with a list of options from which they choose the answer; this type is very similar to questionnaire. Nonetheless, the questions in a structured interview may be arranged in a way that provides a limited range of responses (Mathers, 1998).
Semi-structuredinterview	Is a set of predetermined open-ended questions in which respondents have a certain freedom in their responses. It allows the interviewer and interviewee to develop thorough discussions of specific topic, for this, Mathers (1998) assumes *"Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided".*
Unstructured interview	This type is sometimes referred to as "depth" or "in depth" interviews because it doesn't possess a clear guideline and is considered as an ordinary conversation. Still, some broad questions are asked to the respondent for the purpose of initiating the conversation. In the view of Mathers (1998) *"The conversation can go in many directions, and will vary much by the respondent".* That is to say, here, the interviewee is likely to be in charge of the interview procedure.

Table 2.1.Types of interviews

         This study adopted the semi-structured interview guide. As, it provides a list of different questions to be explored during the interview process and remains open for the interviewer to enlighten some points that might be requisite with regard to the WTC. Interview questions were developed to understand how the teacher influences students' willingness to speak, the varying influencing factors and the possible remedies to overcome students' reticence to speak in EFL classrooms.

2.5.3. Oral Test

Oral tests are designed to assess the knowledge, skills and abilities of learners' with regard to their desire to initiate communication, that is, to measure the extent to which WTC influence their oral performance, and to see if there is any relationship between their WTC and speaking performance. Sick (2000) suggests that WTC makes a good candidate as an object of assessment. The oral test of the present work consisted of oral production tasks that included three different task types: descriptive, narrative, and personal story-telling. In the descriptive task, participants were shown a set of pictures involving various topics and asked to describe all what they can see and explain what happens. Simultaneously, they were required to tell a story related to the subject of each picture. After that, participants were requested to perform a narrative account with no picture prompts, where they talk about a past episode which they wanted to share by selecting one of the topics provided by the test performer or an event of their own choice.

2.6. Conclusion

This part was concerned with the description of the case study, in which the researcher attempted to elicit the steps of the data collection procedure. First, research methods have been discussed, in addition to the setting where this study took place, also a description of the research instruments used in this study were tackled. The researcher choose the aforementioned instruments in order to establish a conceptual framework of EFL learners' WTC in EFL classrooms and to provide possible remedies that would be suggested.

<div align="center">

Part Two: Data Analysis

</div>

2.1. Introduction:

This chapter is devoted to present and analyse the findings from the data collection in the current study in accordance with the theoretical framework from the previous chapter. The information gathered throughout the different instruments,

including questionnaires and oral test for students and an interview for teachers, are explored and illustrated by graphs for better comprehension. Alongside with this, an interpretation of the findings is established regarding the WTC fieldwork.

2.2. Data Analysis

This section comprises the analysis of the data collected from the research instruments stated above. It is devoted to summaries the overall data obtained throughout the research procedure and blaze a trail to establish the appropriate answers of the research problematic.

The Analysis included a quantitative and qualitative data. The former is based on the students' questionnaire, whereas the latter relied on the teachers' interview in addition to the oral test performance.

2.2.1. Students' questionnaire Analysis

The questionnaire represents the quantitative data in which, it seeks to find out the relationship between students' WTC and their speaking ability, in addition to identifying the different factors influencing the learners' WTC in the classroom.

♠ **Part one**

The first part of the questionnaire aims at developing the major factors that affect the students' WTC. It consists of a set of factors that make learners willing to participate in classrooms, participants were asked to choose five factors from the list. The following graph represents its feedback.
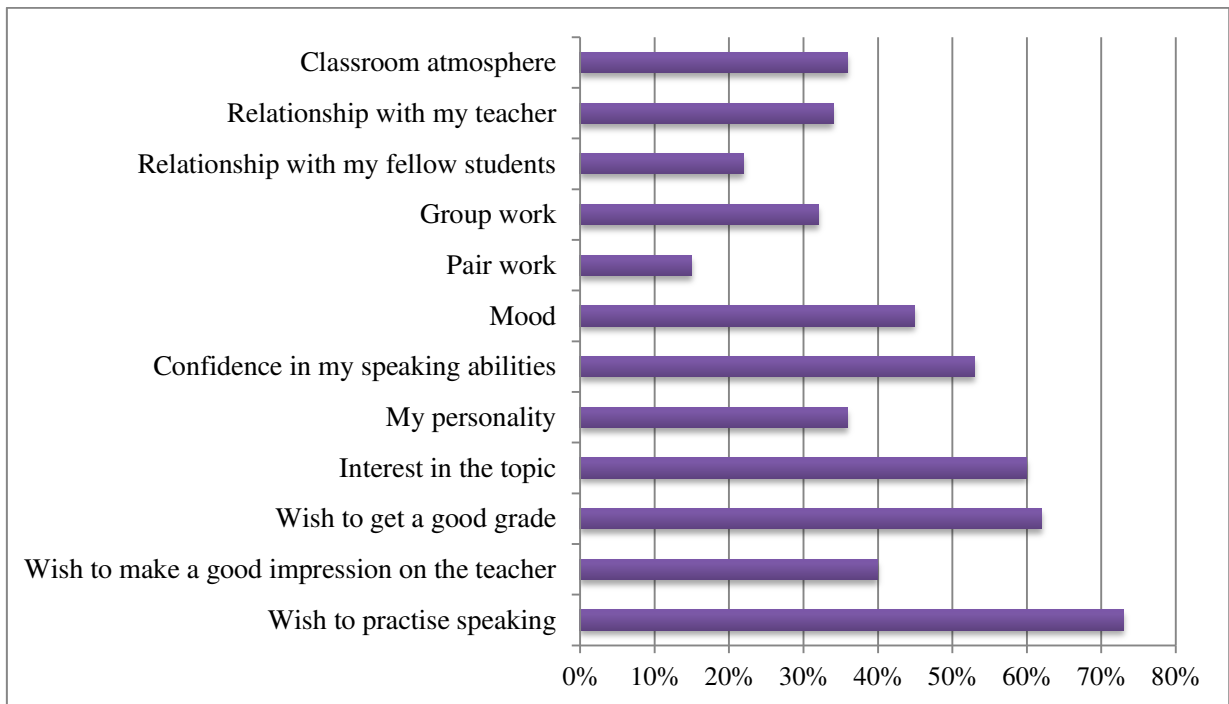
Bar-graph 2.1.Major Factors Affecting Students' WTC

As it is shown in the graph, practicing speaking is said to be the most decisive factors which enhance learners to engage in class discussions and perform their speaking skills. Data show that 73% of the informants indicate that they wish to practice the language inside the classroom. Besides, participants, nearly 62%, consider that a better grade is another motive to speak during class interactions which makes it the second most important stimulus. The third influential element is the topic which plays a vital role to urge learners to speak, since 60% of the students see that the decision to speak lies enormously on the subject being discussed.

When considering the learners' confidence in their speaking abilities, 53% of the subjects believe that it is crucial and this signifies its importance in classroom interaction. After this, one may notice that the mood redound in raising the willingness to speak during the class session. According to the obtained results, the mood is ranked in the fifth position with a percentage of 45%. Additionally, there were two explicitly related factors which are the impression of the teacher and his relationship with the students. 40% of the informants show that making a good

impression on their teachers is a good motive to speak, where 34% admire having close and friendly teacher.

Classroom atmosphere on the other hand, seems to take its part in affecting the desire to interact where 36% of the students grade it. Following, 36% of the participants go for the fact that their personality itself compels them to talk and get in any discussion. Group work takes 32% of the informants' rate to indicate that it can be considered an affective actor in classroom discussions. The remaining factors including pair work and the relationship with the fellow students get the lowest rates, the fact that make them the least influential elements which may affect the learners' WTC. At the end, participants were provided extra space where they had the chance to insert anything that may also motivate or frustrate them when communicating in class. However no additional information had been mentioned.
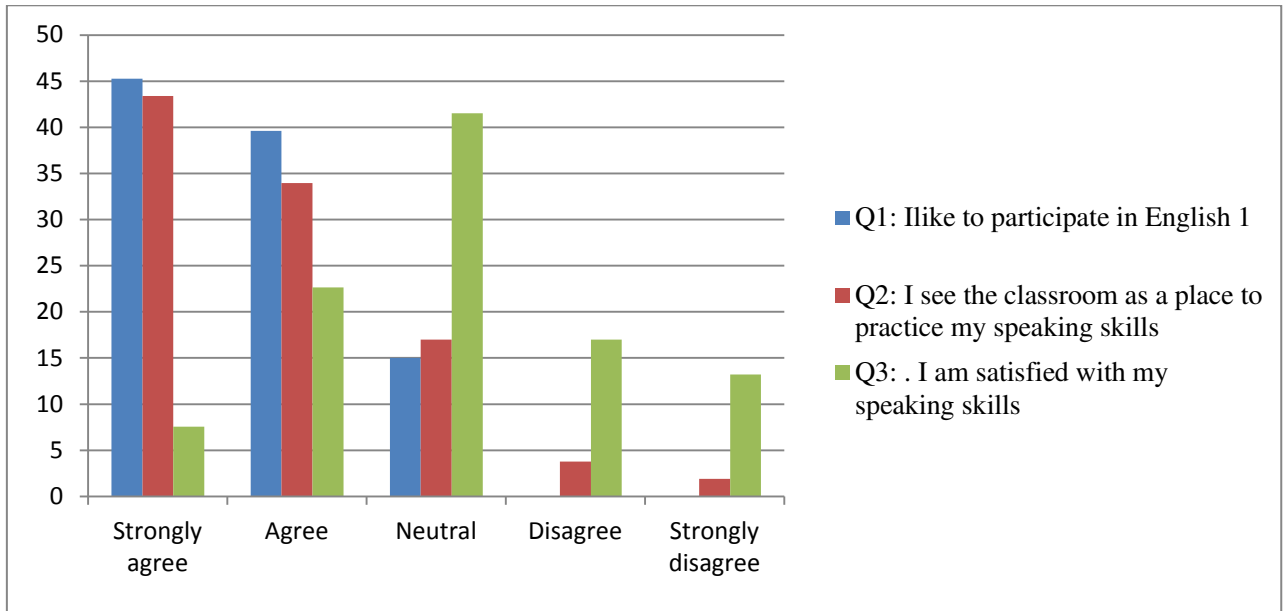
♠ **Part Two**

The second section of the questionnaire was designed for the purpose of collecting in-depth information about the effect of the different EFL classroom components on the learners' WTC, and investigating the conditions that encourage learners to speak and perform the language in class. Besides, it seeks to develop their level of WTC with regard to their speaking level. It comprised a set of statements basically related to five major rubrics, in which each one had a specific aim, including, *the attitudes towards English, the relationship with the interlocutors, task type, personality and the impact of teacher.*

Rubric One: Attitudes towards English in the Classroom

This rubric comprised three questions denoted to discover the learners' stance towards English, and aimed to find out how this factor generates higher level of willingness to speak. Accordingly, it seemed clear that the majority of participants confirmed that they have a strong tendency to learn the language through their willingness to participate during the sessions. Results show that Q1 and Q2 are directly proportional, around 45% of the students said that they strongly agree with Q1 and Q2 revealing that they enjoy participating in the classroom where

they see it the appropriate environment to do. By contrast, the feedback of Q3 brings out the fact that students are not really satisfied with their speaking skills where, 41% of hem went for the neutral option.

Legend:
- Q1: Ilike to participate in English 1
- Q2: I see the classroom as a place to practice my speaking skills
- Q3: . I am satisfied with my speaking skills

Bar-graph 2.2. Attitudes towards English in the Classroom

Rubric Two: Relationship with Interlocutors

By this rubric, the researcher wanted to explore to what extent the students' surroundings contribute in either increasing or decreasing each individual's willingness to speak, taking into consideration the teacher and the classmates. This was tackled in questions (4, 5, 6, and 7).

In Q4, students support the idea of talking in English even outside the classroom. This seems clear because most of the students favoured to speak in English with their classmates outside the classroom where 41% of them choose strongly agree and 37% agree on it. In Q5, the results signifies convergent rates 32% strongly agree, 30% agree and 26% neutral on speaking in English with the teacher outside the classroom, and this denotes their confidence in their capabilities in using the language. As for Q6, 50% of the informants agreed that they are willing to express themselves when all their classmates are listening to them and 26% strongly agreed on that.

This shows that students are, most likely, linguistically competent and are able to use the language in expressing their views and thought as well as providing evidence on their opinions. This fact is reinforced by Q7, which elucidate that 64% agree to give presentations in front of their class fellow. That is, students possess the WTC and thus, they tend to expose their speaking skills. The following bar-graph illustrates the findings.
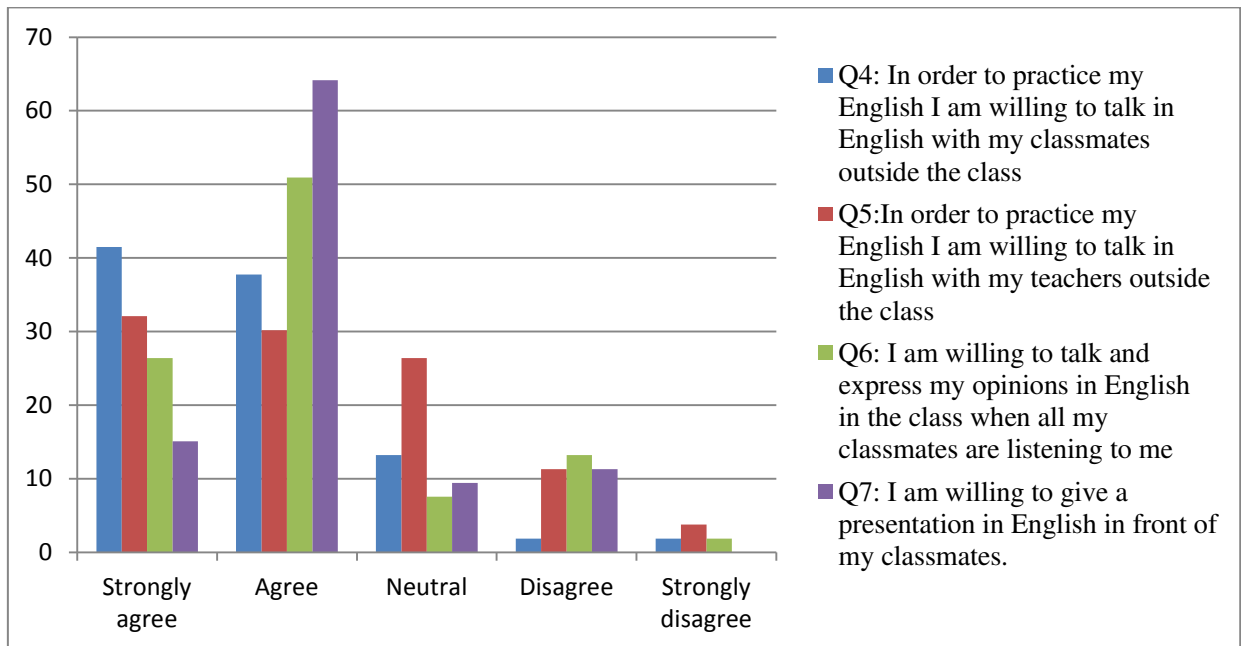
Bar-graph 2.3.Relationship with Interlocutors

Rubric Three: Task Type

The interplay between speaking and task type is worth giving attention. Q8, Q9 and Q10 were devoted to find out how the variant task types may influence the production of speaking skills. 58% of the participants agreed to have pair and group activities during sessions as shown in Q8; the remaining population was divided between some who strongly agreed 15% and others 20% stayed neutral whereas less than 5% of the subjects disagreed. Thus, students' desire to have tasks in pairs or even in groups seems to encourage them to speak and express their competencies. Concerning tasks that are based on friends' group formulation, it was estimated that 50% of informants agree and find themselves at ease to perform in front of close friends, 15% stayed neutral and the others 26% strongly agree. This points out that

learners are likely to feel unrestrained to practice their capabilities and attempt to improve them throughout the discussions and debate they are faced with. By contrast, students go against working in groups when they are not composed of their friends. Q10 brings to light that the larger part 35% voted for neutral, which express uncertainty towards the situation. Whilst 26% disagreed to speak when they are not with close fellows, 5% strongly disagreed, merely 18% agreed and less than 5% went for strongly agree. This is illustrated in the following bar-graph.
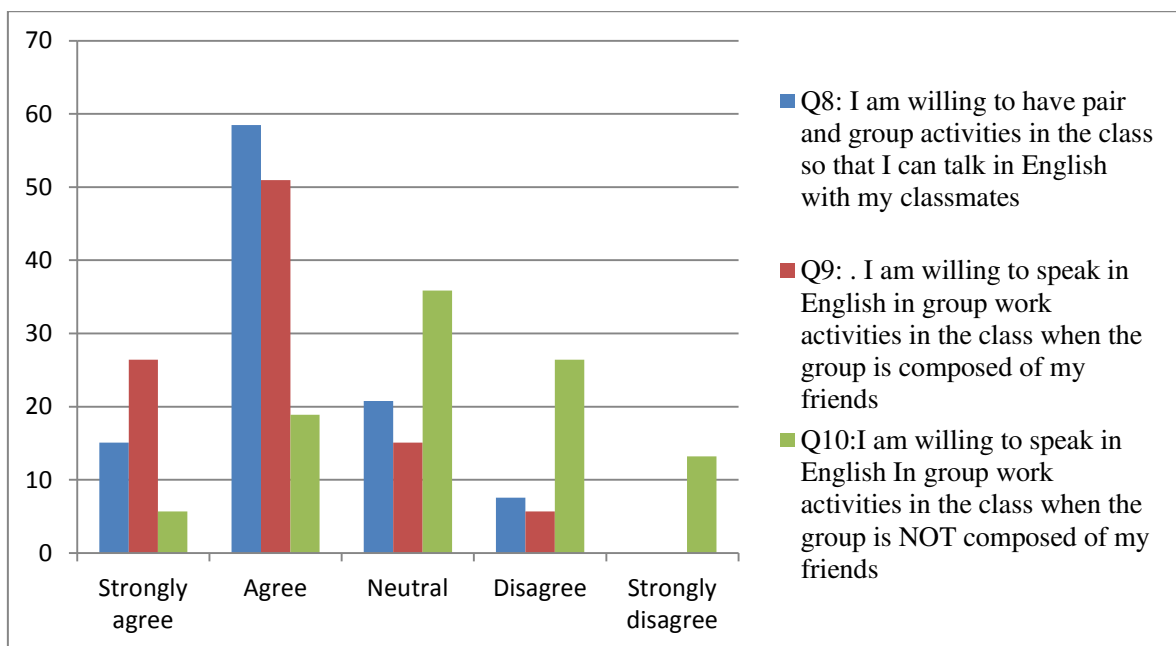
Bar-graph 2.4.Task Type

Rubric Four: Topic Selection

When asked about the topic, participants demonstrated that it is considered the most fundamental factor that influences their desire to speak. 60% of participants said that they completely agree with the statement, 28% said that they agree, the neutral option was chosen by 7% and only 3% said they do not agree while, no one opted for strongly disagree option. As a result, students' WTC has a positive relationship with the subject matter being discussed. This is represented in the following bar-graph.
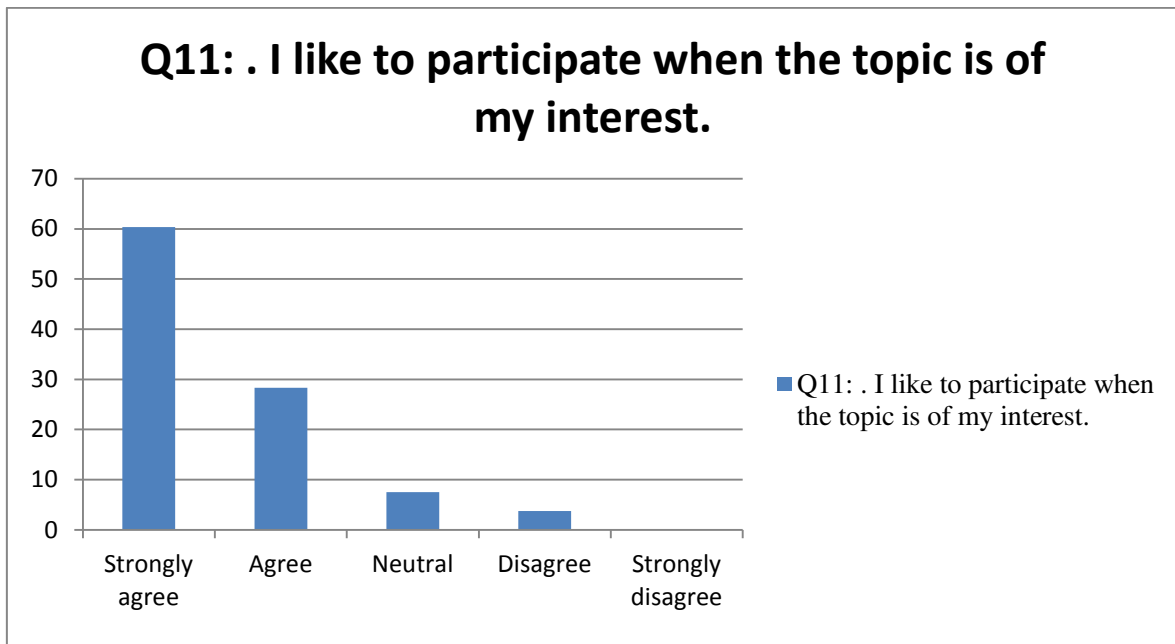
Bar-graph 2.5. Topic Selection

Rubric Five: Personality

In this section, the individual aspects were scrutinized. Self-confidence, anxiety, fear of expressing oneself and making mistakes were the major elements treated and transcribed in form of a set of questions (Q12, Q13, Q14, Q15 and Q16).

Results from Q12 revealed that when considering personal differences, 28% of the students said that they are definitely willing to speak when no one laugh at them, 24% of the students said that they agree on that and 26% remained neutral, whilst, 15% of the students said that they do not agree and 7% strongly disagreed. In Q13, the largest part of participants demonstrated that they like to speak even when making mistakes, 21% of the students said that they like it very much, 15% remained undecided or said that they dislike it while 13% of the participants said that they do not like to speak when they may make mistakes at all.

Coming to Q14, 35% of the informants feel confident when speaking in English, the same percent were undecided, and 16% of the informants feel completely confident; however, 11% of the participants are not confident in addition to 1% who do not feel confident at all when speaking in English. That is,

learners are more willing to communicate in situations where they find themselves more confident. Switching to nervousness and anxiety, most of the participants do not seem to be anxious neither nervous, 49% of them disagreed on Q15, 16% chose neutral option, 13% agreed and 9% strongly agreed while 11% of the students strongly disagreed.

The last item aimed to discover whether students fear to express themselves in English. However, the greatest part of students denoted that they are not, actually, afraid to do that to which 45% of the participants disagreed on this statement, 16% of the participants chose neutral and roughly the same percent chose strongly disagree while, 13% of participants agreed and 9% strongly disagreed. The following bar-graph clearly elicits the obtained results.
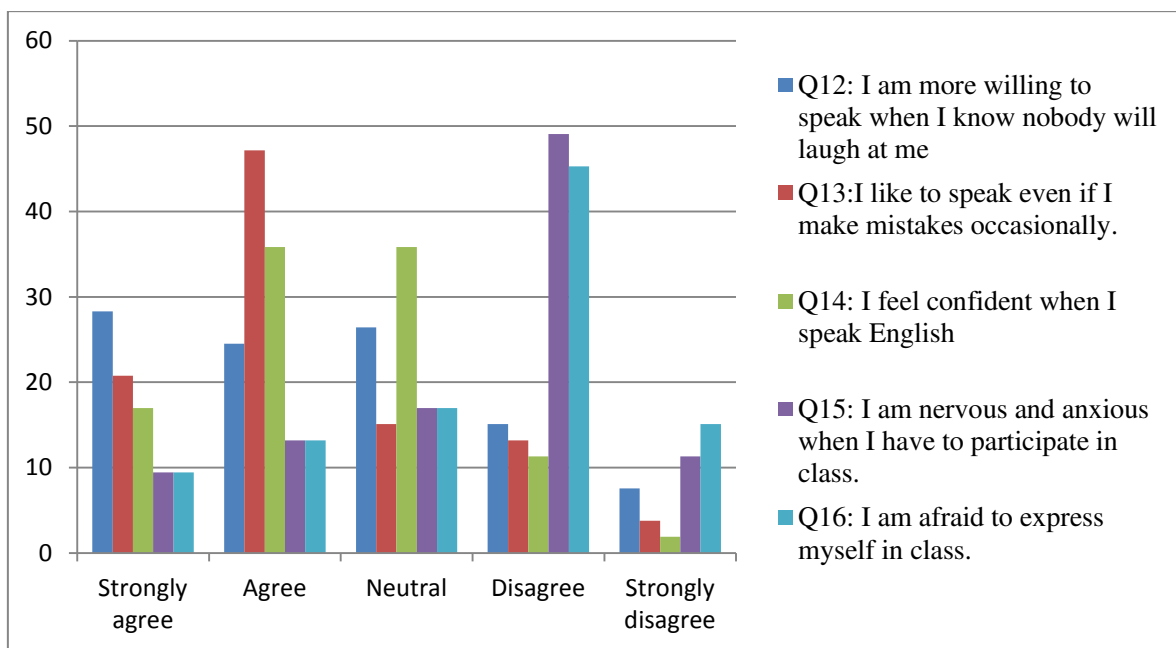
Bar-graph 2.6.Personality

Rubric six: Teacher's Effect

This part is devoted to investigate the actual effect of the teacher on their communicative abilities. When it came to the teacher, results seemed to shift towards the positive end of the scale. At first, 32% of the respondents answered on Q17 that they do not mind if the teacher criticizes them, 28% of the student remained neutral, 9% agreed on the statement, and 15% of respondents strongly

disagreed on it while only 7% of respondents said that they completely agree. Moving to Q18, the largest part of population 66% said that a good relationship with their teacher encourages them to speak, 20% of the participants chose agree, and 13% of the sample remained undecided; however, no one went for disagree and strongly disagree choices. Besides, most of students tend to speak freely with an enthusiastic teacher and this is what the data revealed in Q19, in which 56% of participants completely agree, 22% of the participants agree, whilst 13% chose to be neutral and only 5% said that they disagree. In Q20, participants were asked about the effect of the teacher's method on their willingness to speak and their answers were as follows, 47% of the students said that it does, 28% of the students strongly confirmed, 11% of the participants were undecided and the remaining participants said that they do not agree. The following graph sum up all the results obtained.
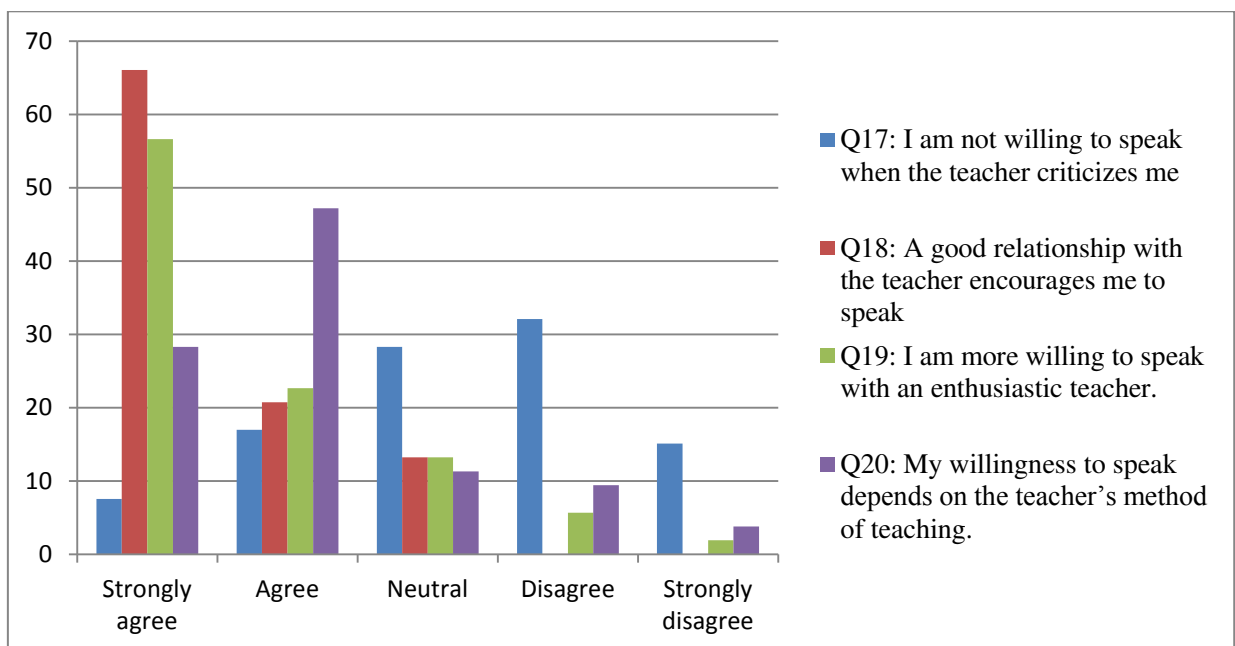
Bar-graph 2.7. Teacher's Effect

2.2.2. Teachers' Interview Analysis

The interview was addressed to teachers who are in charge of oral production module. It compromised 8 questions that will be analysed as bellow.

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

The overall answers rely on the fact that the teacher may use several strategies which depend on classroom needs and learners' style, arguing that he/she may motivate learners by being more encouraging, positive and by creating a supportive atmosphere inside the classroom. This means that the more effective verbal behaviours a teacher uses while interacting with students, the more willing students will be to talk in class

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

All teachers ensured that personality has a fundamental influence on the learner, arguing that, learners' psyche depends on his level of extroversion or introversion where each type of personality is contingent on a special learning style; besides, the readiness to learn the language together with the perception of its benefits are most likely to give impetus also; moreover, the level of motivations and capacities ,mainly vocabulary and language proficiency, is significant to enhance or hinder communication.

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

Two teachers supposed that second language proficiency functions as barriers to students inside classrooms claiming that learners with higher language proficiency are more communicative inside the classroom than those with lower language proficiency. Conversely, the other teachers believed 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.

Item Four: How willing are the learners to communicate when they are prepared for the classroom?

One of the interviewee teachers used the expression "More than ever" to answer this question; two others went with the same opinion as well. Per contra, the fourth teacher said that students should not necessarily know the topic of discussion

prior to the session, claiming that they should take part in all discussions and be adapted to all situations, adding that they are supposed to show their competencies and release what they really possess.

Item Five: What is the role of classroom atmosphere in making learners willing to communicate in the classroom?

All teachers believe that classroom atmosphere is like the real atmosphere and is considered so vital to learners and learning process, and that it is what allows learning to happen in spite of learners' different personalities.

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

One of the interviewees declared that learners who tend to communicate effectively do not appear to have any problem in all situations. However, those shy and reluctant students show better results in group-work. It can be said that they are inspired by the others with whom they share out the activity. The others assumed that each of the situations has particular outputs for the reason that, each individual has a preferable task that motivates him most. In addition, 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 major tasks provided by interviewees were: the Pedagogical monologues and dialogues, expressing opinion and agreement/disagreement, listening and speaking tasks, discussions and role plays, and debates as well.

Item Eight: What topic characteristics do you describe as contributing to learners' WTC in the classroom?

The topic of any discussion is central for either attracting learners' view or making them apathetic to take part in the discussion. Some teacher's believe that any topic can be effective and it is the role of teacher to sparkle his students to engage in it. However, others claimed that the more entertaining topic is the more students are interested.

2.2.3. Oral Test

      The test was undertaken with second year LMD students group one to evaluate students' speaking ability with regard to the level of their WTC. It consisted of thee task types: picture description, narrative task and story-telling task. During the experiment, students at first hesitated to engage in the activity. However, they gradually adapted to the situation as a significant number of learners showed that they were willing to communicate to a certain extent, and find it pleasant to take part in the discussions. Additionally, there were a number of students who were reticent and silent.

      Picture description consisted of displaying a number of pictures in which full descriptions should be provided by students. Students, contrariwise, gave just the general ideas of the pictures' subjects neglecting the details. On the other side, their utterances were in the form of brief ideas and just scattered words and incomplete sentences; also, they made some mistakes notably at the level of grammar and pronunciation. Concerning their motivation, students tend to show better participation when the topic of the displayed picture was of their interest and about entertaining matters.

      The narrative task was simultaneous with the picture description task, students were more comfortable and showed a higher participation since the task was based on the narration of an event that they have lived before; the events' topics were inspired from each of the presented pictures. It was encouraging, to some extent, to talk and share their experiences beside providing opinions about certain matters, and this appeared to attract other students' attention and stimulate them to engage in the discussions.

      Moving to the story-telling task, the researcher proposed a set of topics in which participants were asked to choose one of them and speak about it. Otherwise, they could speak about a past event of their choice. A number of students attempted to express themselves readily. That is, there were a considerable number of volunteers who were willing to speak up and demonstrate that they are competent to

deliver their ideas. Nevertheless, some others started to speak after having a prompt from the researcher by pointing specific students to answer or by using some encouraging expressions to join in the conversation.

Ultimately, learners need to be stimulated betweenwhiles by teachers to engage and perform better in the classroom. Besides, the topic of discussion has a significant role on learners' WTC, in addition to the influence of teacher's methods and behaviour as well. Additionally, the researcher has remarked that the feedback of students during the test procedure was different compared to the one with their teacher with whom they were familiar and felt more relaxed and comfortable.

2.3. Interpretation of Results

This study was conducted to set out an overall understanding of the concept of WTC and tried to find out to what extent this factor influences EFL learners speaking ability, along with identifying the major factors that contributes in increasing or decreasing learners' motivations to speak in the classroom. This section attempts to provide a discussion of the main results acquired throughout the different research tools over this study in accordance to the proposed hypotheses previously mentioned.

The results demonstrated that there is a significant correlation between learners' WTC and their speaking skills. It has been inferred from the learners' questionnaire that whenever there is a will to communicate there exist, necessarily, an oral production. In parallel, learners showed a high participation degree during the oral test performance with regard to the overall data obtained concerning their WTC degree. In addition, the majority of internal and external factors that were investigated appear 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. From this point, it could be concluded that there is an intertwined relationship between the two variables, one depending on the other. This may validate the first research hypothesis.

Individual differences, on the other hand, may have a fundamental impact on learners' WTC. Thus, the personality of each learner controls his/her communication behavior. For instance, extrovert learners are more sociable and willing to communicate compared to those who are introvert. This lies on the fact that students who have high self-confidence and low anxiety are most likely to be risk-takers and express themselves in different situations by presenting their ideas with no fear of others' judgments. Consequently, it could be interpreted that those who have higher linguistic abilities go through less degree of anxiety and seem to be more confident, and this leads to better quantity and quality of learners' communication. The aforementioned may answer the second hypothesis which says that personality controls learners' WTC according to the different situations and interlocutors.

The teacher is another factor that is worth giving attention as far as WTC is concerned. According to the data obtained from the research instruments, including questionnaires and interviews, and what has been observed during the oral test, the teacher is the principal actor in the classroom. That is to say, if the teacher was eager to help students and was able to take into consideration the strengths and weaknesses of different individuals he will certainly make it easier for them to be more productive. That is, Students' WTC is likely to increase when teachers demonstrate support, encouragement and were able to create a supportive atmosphere while teaching. Thus, learners' WTC is dependent on the relationship with the teacher, his behaviour and the methods of which he adopts along the teaching process. This goes in hand with the third hypothesis.

The topic is another influencing factor found out through this study, the employed instruments revealed that learners' lack of knowledge, interest, and preparation for a certain topic can greatly influence their competencies, because this makes them feel that they have nothing to say and hence prefer to remain silent. Moreover, the interactive relationships with the surroundings have a significant role in increasing students' WTC. As, they confront some constrains to express their ideas when they are with unfamiliar surroundings, and they find themselves in an

inner struggle between their competencies and the weak interactive relationships, by building tight connections between students and teacher and between students themselves, their speaking abilities could be strengthened. Task type, also, contributes in raising the interactive relationships, as it encourages learners to communicate mainly, pair and group work. Finally, The findings of the present investigation demonstrated also, that students' who hold positive attitude towards speaking English are significantly more willing to communicate than those who hold a negative one.

Ultimately, increasing the students' WTC could improve their speaking skills. For this reason, EFL educators 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 achieving proficiency in English.

2.4. Conclusion

In this chapter the researcher aimed to present and discuss the data obtained throughout the different research instruments. The main findings revealed that learners' speaking skills is strongly affected by the WTC, which evoke a correlation between internal and external factors contributing in raising or hindering learner's motivation in oral discussions.

Chapter Three

3.1. Introduction

Looking at the overall results of this study, it is inevitable that the ability to speak within EFL learners is strongly affected by their Willingness to communicate, which is influenced by a variety of situational and enduring factors per se. They confront different impediments that make them hesitant to speak in some situations in classroom or, even, make them unwilling to communicate at all.

This chapter is devoted to provide some recommendations and suggestions in connection with the importance of raising awareness of the willingness to communicate among both teachers and learners.

3.2. Recommendations

Language teachers take many challenges during their carriers, especially, those who are interested in oral production. They are supposed to know how to overcome the difficulties that learners face, and should cope effectively with them by following up appropriate methods and strategies. In parallel, learners need to explore themselves, and figure out what boost their WTC in order to achieve successful communication.

3.2.1. Techniques to Promote Learners' WTC

There are a number of ways that are likely to promote EFL learner's speaking production and interaction. Learners' WTC is one of the basic factors influencing their oral performance. Consequently, WTC is the primary element that should be enhanced in order to achieve successful FL communication. WTC is a comprehensive term that covers a set of internal as well as external effects on the oral performance of language learners. Thus, EFL teachers and students need to bear in mind that the best way to enhance WTC is to communicate and interact with one another. Based on the findings, some recommendations are listed below.

3.2.1.1. Techniques for Teachers

Teachers' behaviour and the methods they use in classroom are said to be most influential on learners' WTC. So, they have to identify the different elements that might contribute to learners' WTC and attempt to improve their CLT methods as well as the curriculum design to provide language learners with more communication opportunities. Besides, they need to take into consideration the influential factors on the learners' communication ability during courses.

Recommendation	Description
Good Relationship with Students	➤ Teachers need to establish a good relationship with their students rather than making big distances between them. ➤ They should provide a friendlier atmosphere inside classrooms by being caring and enthusiastic teachers. ➤ Learners feel at ease with teachers who are able to derive support and encouragement to speak, and they are likely to make a reassured communication with no fear of making mistakes. As a consequence, their WTC rate rises. Wen & Clement (2003) assert that increased teacher immediacy and involvement with students through expressions of affection, having time for students, expressing interest in their work and so on, were found to reduce anxiety and increase WTC.
Provide Opportunities for Students to Practice Speaking	➤ It is essential for teachers to leave the scene from time to time to students to speak up and express themselves in class because the dominating teaching is not fruitful all the time As Swain (2000: 99) proposes, teachers should motivate learners to *"process language more deeply, with more mental effort than ... input"*. That is, sitting and keeping listening to what teachers say during the whole session may cause boredom to students, and thus, they will be distracted and not interested to the lesson. ➤ Teachers are recommended to provide opportunities for students to show their linguistic competencies, so that they will certainly take advantage of this chance to perform and seek to ameliorate their abilities. Noting that the classroom is

	the only place where learners may practice English since it is a foreign language as opposed to other second languages. MacItyre et al. (1998: 548) stress the importance of "opportunity" claiming that *"intention must combine with opportunity to produce behavior".*
Maximize Students' Talking Time	➢ Teachers should work hard to maximize students' talking time (STT). So that, students will be exposed to Teacher talk time (TTT) within the EFL classroom has been critically evaluated in the process of endeavouring to increase students' L2 practice time (Willis, 1990: 57; Paul, 2003: 137). Teachers talking for an excessive amount of time have been observed as a negative effect on learners' speaking performance. Allwright (1982: 10) claimed that teachers who 'work' too much in the classroom were not teaching effectively. He maintained that a good language teacher should be able to 'get students to do more work' in the classroom. ➢ Raising the rate of STT can be attained via keeping TTT to a minimum and organizing tasks to heighten the amount of actual speaking practice for students by prompting students with questions to help lead them to the answer rather than giving explanations by teachers merely, setting up activities interactively, asking them to give summaries of the lessons, working in groups, and giving enough time to answer, in addition to workshops. In this light, Lee & Ng (2009: 303) assert *"... reticence will be encouraged as the learners' wish to communicate is not stimulated".*
Creating Positive Classroom Atmosphere	➢ Providing a good climate inside the classroom is a crucial factor to increase learners' WTC. ➢ A student-friendly and stress-free environment should be created in classes so as students do not worry about speaking. ➢ Every student must feel safe and important in the class in order to learn better. ➢ Positive classroom environment does not just happen; the teacher creates it. So, teachers are recommended to build positive relationships with their students and show that they trust them by letting them have a say.

	➤ It is important to establish a clear communication using humor, technology and other strategies to get students' interest. ➤ Learners tend to speak more in a friendly and more secure environment where they feel relaxed and comfortable. Riasati (2012) assert that in a relaxing environment, learners get to know and trust each other better; this would contribute to more participation. That is, when learners are comfortable they are likely to learn more. ➤
Importance of Topic	➤ Sparkling learner' intention with an interesting topic is a useful method to stimulate their WTC and urge them to speak. According to Riasati (2012), one's lack of knowledge, interest, and preparation for a certain topic can greatly influence one's perceived competence, for the reason that one feels he/she has nothing to contribute and hence prefers to remain silent. ➤ Letting learners take part in the selection of topics is said to be beneficial to raise their WTC as they have a prior knowledge about what they are going to talk about. Xie (2010); Zhang & Head (2010) believe that involving students in the selection of classroom topics was found to generate more opportunities for participation and increase WTC.
Using Communicative activities	➤ Communicative activities encompass all activities that aim, basically, to urge students to speak and encourage them to interact with their surroundings. ➤ These activities should be implemented in the classroom applications within every task, for, more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes (Moss & Ross-Feldman, 2003).

Table 3.1. Techniques for Teachers

3.2.1.2. Teaching Methods

Using appropriate teaching methods greatly influence learners' perception. In this context, teachers always look forward to new ways to encourage their students to speak and practice their oral abilities. A number of techniques are enlightened in the following section.

Method	Description
Variety of Materials	The process of teaching - learning depends upon the different type of equipment available in the classroom including auditory, visual or audio-visual materials to pique students' interest and demonstrate how things work. Using visual aids, such as whiteboards or chalkboards, charts, maps, flash cards, and calendars are helpful to create interesting and enjoyable atmosphere in the classroom. Presentation tools such as bulletin boards, audiovisual equipment, and overhead projectors along with multimedia displays and computers. The use of technologies (ICT) and internet are also valuable as far as language teaching is concerned.
Different Teaching Strategies for Different Learning Styles	A proper use of teaching strategies helps for better learning, *"By learning how to use communication strategies appropriately, learners will be more able to bridge the gap between pedagogic and non-pedagogic communication situations"* Faerch and Kasper (1983: 56). It is obvious that every individual have his own learning style. Thus, successful teacher know how to make a balance between every single student's styles in class during the teaching process. Therefore, integrating different teaching strategies and materials is worth be taken is consideration, in addition to using effectives aids that suits visual learners, auditory learners and kinesthetic students as well.

| **Task Type** | A variety of task types offers students opportunities to explore their oral abilities, and practice the language they are trying to learn. The implementation of peer and group work contributes in increasing the WTC among learners and motivate them to overcome their reticence to speak. This is based on the fact that students in groups help, encourage , challenge and get closer to each other, mainly, those who are unwilling to talk. This idea is reinforced by Florez & Burt (2001), they believe that activities that are done in pairs and small groups can provide learners with opportunities to share information and build a sense of community

Making some changes is helpful to get learners' attention. For instance, making them sitting in a U-shape increase their concentration and provide them a chance to look into one another and have strong eyes contact with their peers as well as their teachers. This may have a great influence on their willingness to speak.

More than this, Students of the same classroom need to know each other and interact altogether to make the classroom task more enthusiastic and comfortable. This can be done by giving them occasional projects (e.g., conducting interviews with other students) through which their team spirit would be strengthened. |
| **Using Technology** | Teachers need to incorporate technology in their teaching methods. Technology devices may provide different language learning environment. Language laboratories, mobile learning, video conferences and PowerPoint presentations can be used to enrich students' speaking abilities. Wang (2005) argues that EFL students will be able to improve their language skills like writing, reading, listening and speaking by the use of computers and Software programmes to check their works and correct themselves, improve their language skills with the use of Internet, e-mails to search information, publish their works, and communicate each other, etc. |

Table 3.2. Teaching Methods

3.2.1.3. Applications for Learners

Students' awareness about the different factors that allow one to be willing or unwilling to speak in English should be raised. This in turn would enable them to face reality and perhaps would prompt them to become more eager speakers of the target language. Thus, they are required to establish valuable ways to help themselves to facilitate communication.

Application	Description
Enrich Students' Vocabulary	Expanding the English word knowledge is an essential component of communicative competence, and it is important for production and comprehension of a second language (Coady & Huckin, 1997). Vocabulary knowledge includes both the number of words one knows and the depth of knowledge about those words. When an individual possess a wide range of vocabulary, he/she is likely to be more confident and, thus, impulsive to talk in the target language. For this, learners need to elaborate their linguistic account so as to enhance their competencies. On the other hand, learners are more willing to communicate when they know that they won't stop to think of the words or expressions to be used for expressing themselves. This may make them embarrassed and lack confidence in their oral competence. Vocabulary knowledge can be gained through extensive reading, vocabulary building activities in addition to the effective use of dictionaries. Incidental vocabulary, on the other hand, is a useful method to learn new linguistic items. It consists of guessing the meaning of certain words depending on the context when the learner is reading or doing meaningful tasks.
Enhance students' Language Proficiency	Language proficiency is based on two principles, fluency and accuracy. Proficient speakers are willing to talk to a large extent, when they have the ability to speak fluently and accurately they will experience a high self-confidence, this

	latter help them to practice their oral skills without no fear of making mistakes or hesitation. Richards and Rodgers (2001:157) mention that *"fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context".*
Talk to Native Speakers	Having an attempt to establish conversations with native speakers was mainly reported as a factor that strengthened speaking performance. This is thought to be an effective strategy to reduce language anxiety, maximize speaking confidence, and thus to raise the students' WTC. Learners should be encouraged to make friends with international students or with foreigners which would be an excellent opportunity for them to practise their English in real life situations.

3.2.2. Activities to promote learnes' WTC

The most significant goal of ELT is to raise learners' communication rate. However, making students willing to communicate is regarded one of the most challenging part in EFL context. Teachers, then, need to incorporate a variety of activities to improve learners' WTC and lead them to successfully use the structures and vocabulary of the target language that they have already learned.

3.2.2.1. Teacher Questioning

The most useful method used by teachers to manage language classes is the questioning tasks. Discussions, therefore, are established depending on the continuing set of questions followed by various possible responses from students. Richard & lockhart (2000) maintain that more than the half of the class time is occupied by questions and answers. This exchange is known as IRF. 'I' refers to an initiating move (question from the teacher), 'R' stands for the responses from students and 'F' is the teacher's feedback (his/her evaluation). According to Cullen (2002: 181), *"teachers instinctively adopt an IRF mode of instruction because it is*

perceived, perhaps unconsciously, to be a powerful pedagogical device for transmitting and constructing knowledge".

Many researchers advocate the IRF mode claiming that this seems to encourage students' contribution in the following ways:

1. Scaffolding students through tapping into the responses or initiations that they introduce (panselinas & Komis, 2009:86).

2. Extending students' answers and liking them with their experiences. (Well, 1993).

3. Using high level evaluation and challenging students' mind (Nystrand & Gamoran, 1997).

4. Avoiding evaluation and asking for justifications, connection or having counter- argument (Nassaji & Wells, 2000).

5. Listening to students as a sign of valuing and respecting their contributions (Damhuis, 2000).

6. Giving students a voice in knowledge construction (Hammond & Gibbons, 2005).

7. Using different strategies, E.g. reformulation, elaboration, repetition, commenting and back-channeling (Verplaetse, 2000).

3.2.2.2. Information Gap Activities

Students' progress and attitudes towards classes is greatly influenced by the kind of tasks carried out inside the classroom. It is essential for students to go through activities that involve them and motivate them. Information Gap Activities are said to be helpful to raise learners' WTC and improve their contribution. Since, they are set in situations where they are supposed to speak and discuss their information in order to attain successfully the task objectives.

Neu and Reeseer (1997) postulates that Information Gap Activities stands for sharing the information that each student possess to figure out a specific problem or complete a task. It is evident that not all the students have the required information to accomplish a specific activity. So, some "gaps" would arise, which can be

overcome by making discussions to exchange facts and opinions. Among the aforementioned activities:

➢ **Jigsaw activities**: this kind of activities was originally developed by Eliot Aronson (1978). They denote substituting the ordinary lectures by introducing cooperative learning lesson task. In jigsaw activities the lesson is divided into sections in which students are the controllers and each one takes the personal responsibility of teaching a certain part .

➢ **Missing information activity:** a pairs work, in which students are given charts with missing information. Students, then, take turns asking each other questions to fill out the missed parts of the charts. Lam Son (2009).

➢ **Finding the differences:** the two students in each pair have identical picture with ten important differences. According to Doff (1988: 217), ''They do not look at each other's pictures, but they try to find the differences by describing their pictures''.

3.4. Conclusion

This chapter provided some suggestions and recommendations that can be adopted by language teachers and learners. It aimed to shed light on some techniques that might help overcomes the difficulties and obstacles faced by both teachers and learners during the teaching/learning process. Besides, realistic and practical tips were identified to be implemented within EFL learners to develop their WTC, thereby promoting their speaking performance.

General Conclusion

General Conclusion

The ultimate goal of learning a second language appears to be able to use the target language effectively, and to attain certain proficiency. Thus, success of language learning depends on the amount of language input and output as well. However, In order to acquire a foreign language, certain conditions for learning must be met. WTC is one of the most important factors responsible of the EFL communication.

The overall findings of the current research is to emphasize the value of WTC in raising the level of speaking production as well as to enlighten the different psychological and linguistic factors that are likely to improve the WTC level and thus promote the learners' oral feedback.

After conducting a case study at the level of second year LMD students in the English Department at the University of Tlemcen, the gathered data confirmed the three hypotheses put forward by the investigator. Results revealed that WTC influence the EFL learners' speaking ability to a large extent since they are tightly-woven variables, and there will be no communication without the desire to initiate a conversation. Personality also has a great effect on WTC; it holds a set of factors which greatly influence WTC including self-confidence, language anxiety, motivation and attitudes towards language. The results proved that the teacher as well has a fundamental impact on learners' WTC through his behaviour and the teaching methods he uses.

In conclusion, this dissertation revealed that language practitioners need to be aware of the influences of the different variables that may revolve the speakers' WTC. Hence, the attitude towards the target language is said to be the most prerequisite element in learners so as they aim to learn it; consequently, they achieve better speaking results.

Ultimately, the present study suffered from a number of limitations; firstly, the small number of participants may have affected the results of the study. Secondly, it

might be assumed that some of the students were not entirely truthful in their opinions and thoughts. To increase the credibility, it would have been beneficial to use the interview with learners to obtain more accurate feedback. Additionally, there were a lack of online references and no documents related to WTC at the level of libraries which was a huge obstacle for the research procedure. Besides, the majority of previous studies about WTC were undertaken in foreign countries. It remains for future researchers to discover whether the findings of this study may be generalised to other universities or, probably, investigate the WTC from different angles and perspectives e.g., the cultural effect on students' WTC needs to be examined further.

Appendices

Appendix 'A':
Students' Questionnaire

Appendix 'B': Teachers' Interview

Interview Questions:

1. How can teachers make learners willing to communicate in the classroom?

2. Does learners' personality type influence their willingness to communicate?
If yes, how?

3. How does learners' L2 proficiency affect one's WTC in the classroom?

4. How willing are the learners to communicate when they are prepared for the
Classroom (have previous knowledge about the topic of discussion)?

5. What is the role of classroom atmosphere in making learners WTC in the classroom?

6. In what situations do learners feel most willing to communicate? In pairs, in
small groups, or with the teacher in the whole class? Why?

7. What kinds of tasks do you find useful in making students WTC in the classroom?

8. What topic characteristics do you describe as contributing to learners' WTC
in the classroom?

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Summary

The current study attempted to investigate the extent to which willingness to communicate (WTC) influence EFL learners' speaking performance, it also tried to explore the psychological and the linguistic factors contributing the learners' WTC. Hence, a case study was conducted with second year LMD students at the University of Tlemcen. To this end, three types of instruments were used: a questionnaire and an oral test for students and a semi-structured interview with teachers. The Findings of this study revealed that WTC is a fundamental component for successful oral production.

Key words:

Willingness to Communicate, Speaking performance, oral production.

Résumé

Cette étude vise à examiner l'influence du *Désir de Communiquer* chez les étudiants d'Anglais sur leur performance en communication orale. La recherche également cible l'exploration des facteurs d'influence : linguistique et psychologique sur ce *Désire de Communiquer*. Pour cela, une étude de cas a été menée avec les étudiants de deuxième année LMD à l'Universuté de Tlemcen. Les instruments de recherche utilisés pour réunir des informations de cette recherche sont : un questionnaire et un teste oral pour les étudiants ainsi qu'un entretien avec les enseignants. Les résultats montrent que le *Désire de Communiquer* influe la production orale des étudiants.

Mots clefs:
Desirde communiquer, production orale, communication orale.

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