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**Exploring the Influence of Self-Perceived Communication Competence and
Communication Apprehension on EFL Learners' Classroom willingness to
communicate.**

Case of Master Two Students at M'sila University.

**A Dissertation Submitted to the Department of English in Partial
Fulfillment of the Requirements for the Degree of Master in Linguistics**

Submitted by:

Ms. Nada Erreyhane HELITIM

Supervised by

Dr. Chaouki BOUNAAS

Board of Examiners:

- Chairperson:

Miss. Nassima Ammirouche

Med. Boudiaf University, M'sila

- Supervisor:

Dr. Chaouki Bounaas

Med. Boudiaf University, M'sila

- Examiner:

Dr. Iman Cheriet

Med. Boudiaf University, M'sila

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DEDICATION

To the people who I love the most,

To my dearest parents. These Words cannot fully express the depth of love and admiration I hold for you, your boundless support and prayers have always been a constant source of my strength.

To my lovely siblings Chouba and Amin, my true partners in this journey and my source of patience and understanding. Thank you guys for being there for me.

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With heartfelt love,

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Abstract

Given the growing importance of willingness to communicate (WTC) as an individual difference in explaining and predicting second language communicative patterns, there was a need to explore this construct situated within Algerian English as foreign language (EFL) classroom context, along with its two major affective antecedents namely: communication apprehension (CA) and self-perceived communicative competence (SPCC). The current study had three primary objectives. First, it aimed to describe learners' levels of willingness to engage in classroom communication, their apprehension about communication, and their self-assessment of communication competence. In its second objective, the study sought to explore the relationships between these communicative variables. Finally, a multiple regression analysis was conducted to predict the effect of SPCC and CA on learners' WTC. To achieve these objectives, a quantitative research design was employed with a self-reported questionnaire as a main data collection tool. The questionnaire was administered to a random sample of 45 EFL master two's program learners at M'sila University. The obtained data were analyzed through SPSS version 25. The findings revealed that the participants demonstrated moderate levels for both SPCC and CA, while their overall WTC level was found to be relatively high. Moreover, the correlations analysis revealed a statistically significant positive correlation between learners' SPCC and their WTC, and a negative correlation between their CA and their WTC. However, the results from the regression analysis revealed that learners' SPCC was the only predictor of their WTC. In conclusion, the research study ended by discussing theoretical and practical implications that raise awareness among EFL teachers regarding the importance of generating the communicative willingness in learners to actively use language and calling for strategies that reduce their anxiety and enhance their self-confidence regarding their communicative competence as direct predictor of their inclination to engage in frequent L2 communication as a meaningful and effective way for successful language acquisition and proficiency development.

Keys words: self-perceived communicative competence, communication apprehension, willingness to communicate, regression analysis.

List of abbreviations

SLA: Second Language Acquisition

SL: Second Language

FL: Foreign Language L2: Second Language

L1: First Language

EFL: English as a Foreign Language

ESL: English as a Second Language

IDs: Individual differences

CLT: Communicative language teaching

CA: Communication apprehension

SPCC: Self-perceived communicative competence

WTC: Willingness to communicate

L2 WTC: Willingness to communicate in second language communication context

L1 WTC: Willingness to communicate in first language communication context

FLCA: Foreign language classroom anxiety

HWTC: High willingness to communicate

LWTC: low willingness to communicate

CC: Communicative competence

VS: versus

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General introduction

1. Background of the study

In response to the global prominence of English language as an international medium for cross-cultural communication, and in order to address diverse requirements and goals of English learners globally, the field of second language acquisition has witnessed the advancement of several teaching approaches. Each of these approaches, in fact, is influenced by different language and learning theories and places emphasis on specific instructional practices. Among these approaches, Communicative Language Teaching (CLT), which stands out as a meaning-based and learner-centered approach has gained widespread recognition and predominant implementation in various English as a Second Language (ESL) and English as a Foreign Language (EFL) educational settings. CLT approach is by far widely supported by language educators due to its primary focus on developing learners' communicative competence as a fundamental goal of foreign language learning. That is to say, the principles of CLT, which rely primarily on the use of interactive-based activities that encourage authentic communication, closely align with the beliefs of many researchers and language practitioners who argued that successful acquisition process is best facilitated through the interactive language use. i.e. "learning through doing" (Dörnyei, 2009, p.34). Moreover, the concept of language learning is fundamentally tied to the ability to effectively communicate in that language, in that, communication is not merely a means to realize and facilitate the learning process but also a significant goal in itself. (MacIntyre and Charos, 1996). This perspective was reinforced by Swain's (1985) work on comprehensible output, who posited that learners cannot fully acquire a language without actively producing it themselves. Respectively, Halliday (1978) also stated that "all language is language in use" (p.30), underscoring the crucial role of producing output for an effective language acquisition.

Regarding the classroom reality, Most of language educators have consistently encountered a common scenario, diverse communicative patterns and participation rates among their learners during interactive tasks are observed. Some learners actively engage in these communicative tasks, while others exhibit reluctance behaviors towards it unless they are required to answer the teacher's questions or present for evaluation purposes (e.g., being evaluated for test), but in most cases, passive learning situations prevail. This variation in attitudes towards foreign language use can be explained by recent concept known as "willingness to communicate" which is considered as the cognitive stage preceding actual

speaking act. Therefore, it plays a pivotal role in L2 communication as the degree of this construct serves as a critical factor that controls the decision whether individuals will actively use their second language or not. In light of this, WTC is defined as 'a readiness to enter into discourse at a specific time with a specific person or persons, using an L2 when free to do so' (MacIntyre et al., 1998, p. 547). It was rooted in McCroskey and Baer's (1985) work that sought to explain "why one person will communicate and another will not under identical or virtually identical situational constraints" (p. 3). Furthermore, this construct has recently become an important area of research across language learning and communication fields, as a collective variable that encompasses various cognitive, communicative and contextual variables. Moreover, it is important to note that WTC should not be conflated with learners' motivation as it seems to many people, in fact, this latter encompasses the broader aspects of language learning, including overall desire to learn the language, while WTC specifically focuses on the willingness to engage in oral communication in the target language that directly influences learners' frequency and quality of language use and oral communication skills. In other words, motivation can be seen as one of the affective variables that impact the desire to communicate. Recognizing the significance of WTC in shaping learners' communication psychology and determining their engagement and L2 use frequency, MacIntyre et al. (1998) asserted that "The ultimate goal of the learning process should be to engender in Language students the willingness to seek out communication opportunities and the Willingness actually to communicate in them" (p. 547). Subsequently, since its inception and the acknowledgment of its role as an individual variable that influences learners' abilities and decisions to use language and eventually to develop their proficiency, different theories and perspectives within the SLA field have emerged to shed light on the possible factors contributing to overall willingness to communicate.

Over these past years, extensive research has been conducted in both English-speaking and non-English speaking countries to thoroughly examine this concept, e.g., MacIntyre (1994), MacIntyre et al. (1998), McCroskey and Richmond (1987), Peng & Woodrow (2010), Cao (2014), Hashimoto (2002) and Asker (1998). Building upon those findings, and among the multitude of psychological and contextual variables influencing WTC, the common results highlighted the consistent and direct effect of two major constructs: communication apprehension and self-perceived communicative competence. In this context, MacIntyre et al. (1998) stated that these two affective constructs are "most immediate determiners of WTC" (p. 549). CA, as defined by McCroskey & Beatty (1986) refers to "an individual's level of fear or anxiety associated with either real or anticipated

communication with another person or persons" (p.279). This apprehension often leads learners to avoid communication, as it reduces their WTC levels, stemming from the negative consequences anticipated by speakers when engaging in interaction. The second major affective variable refers to learners' own perception about their communicative competence, which reflects their subjective evaluation of their own ability to effectively communicate in target language. In this matter, confidence and accuracy in this perception regarding competence in foreign language use can have both positive and negative impacts in overall level of WTC.

2.Statement of the problem

The assertion put forth by MacIntyre (2007) that "even after studying language for many years, some L2 learners do not turn into L2 speakers" (p. 564). is a widely recognized and persistent challenge in the field of foreign language learning, where this concern has been reported by numerous EFL educators worldwide. In accordance with this matter, this research inquiry, in fact, stemmed as well from personal observation I made regarding this issue during my times as an EFL learner in Master's program at the University of Msila-Algeria. Over the past two years, I have noticed significant variations in communication behaviors and the frequency of voluntary language use among learners in the same learning environment. These disparities range from highly active participants who consistently engage in classroom interactions, to others who exhibit limited involvement or complete withdrawal from any form of interaction. Surprisingly, even some proficient learners with advanced language skills have shown repeatedly a hesitancy and reluctance when it comes to oral communication. Furthermore, despite the utilization of communicative teaching methods that prioritize effective interactions as fundamental tool for language learning and proficiency development, many EFL learning contexts, including advanced levels, continue to remain teacher-centered approach with a passive learning tendencies. This issue, may be attributed, in part, to a tendency among many EFL teachers to insufficiently consider the diverse participatory behaviors among learners and often overlook the underlying factors influencing their language use. Additionally, it is worth mentioning that over the past years, research in field of foreign language learning has predominantly concentrated on understanding language acquisition process, with limited exploration into the dynamics of actual language use. Prior studies primarily emphasized motivation as a key individual differences to understand L2 interactional patterns. However, this concept alone, fell shorts

to comprehensively explain the intricate nature of individuals' communication behaviors. However, with introducing WTC as broader concept has made it feasible to understand the variation in communication tendencies among language learners become. As this communicative variable can directly predicts learners' language choice, which may ultimately determine their success or failure in language learning process (Macintyre et al.1998). Moreover, it is important to note that most studies exploring willingness to communicate and its influential variables have been mostly conducted in ESL contexts and within pre-university levels, where there is a notable paucity of research that specifically target WTC within EFL university settings. although the terms of ESL and EFL are often used interchangeably by the researchers. However, these contexts differ significantly, particularly in terms of language exposure. ESL learners generally encounter more opportunities for language use beyond the classroom, including interaction with native speakers and immersion in an English-speaking society. Conversely, EFL learners typically have limited FL exposure, with English classrooms interactions, serving as their primary opportunities for meaningful language use. i.e., few supplementary chances are hard to come by. Nevertheless, the majority of EFL students still missing these chances due to varying levels of WTC. Therefore, this study aims to bridge this critical gap by shedding light on the variables influencing the actual use of English language. Specifically, it will describe and examine comprehensively the correlation between the communication apprehension and self-perceived communicative competence as key variables that reflect the self-confidence and the willingness to communicate situated in classroom through the lens of foreign language learners at the University of Mohamed Boudiaf, Msila.

3. Research Questions

Based on the study's concerns, the research questions are formulated as follows:

1. To what extent do master's two-program learners in the English Language department at M'sila University experience apprehension about communication?
2. "How do master's two-program learners in the English Language department at M'sila University self-evaluate their communicative competence?"
3. "How willing are master's two-program learners in the English Language department at M'sila University to engage in classroom communication?"

4. To what extent do communication apprehension and self-perceived communicative competence correlate with the willingness to communicate of master's two-program learners in the English Language department at M'sila University ?
5. Are the level of self-perceived communication competence and Communication apprehension useful in predicting the level of willingness to communicate of master's two-program learners in the English Language department at M'sila University?

4. Research Hypotheses

To provide empirical evidence for the research questions, the following hypotheses were constructed:

1. EFL Master's two- Program learners at M'sila University may be less willing to communicate within the classroom due to the effect of communication apprehension.
2. EFL Master's two- Program learners at M'sila University may have moderate levels of self-perceived communicative competence within the classroom setting
3. EFL Master's two- Program learners at M'sila University may exhibit high levels of communication apprehension within the classroom setting.
4. There is no statistical significant correlation between EFL Master's two- Program learners self-perceived communicative competence, communication apprehension and their willingness to communicate within the classroom setting.
5. Communication apprehension and self-perceived communicative competence do not predict learners' level of willingness to communicate within the classroom setting.

5. Aim of the study

The primary aim of this research study is to examine the connection between individuals' communication tendencies, specifically their L2 willingness to communicate, and its two affective variables namely: self-perceived communication competence and communication apprehension. Focusing this exploration to advanced EFL learning context. In a comprehensive way, this study endeavors to provide practical contributions to the field of second language acquisition (SLA), by elucidating the significant role played by these constructs in controlling the level of WTC, which eventually shapes learners' L2 communicative patterns and offering practical recommendations for learning and instructional practices.

6. Objectives of the study

Apart from the major aim, another objectives have been identified, which will guide the research process and contribute to addressing the research gap in this area.

- 1- Assessing the level of each construct apart this will contribute to the overall understanding of the participants' communicative behavior and provide valuable insights into the factors influencing their communication patterns.
- 2- Testing the accuracy of the conceptual model of McIntyre by conducting multiple regression analysis to determine the effect of these variables on learners' WTC.
- 3- Raise learners and educators' awareness about the importance of active participation and frequent language use to enhance the overall language proficiency, with primary focus on promoting L2 WTC.

7. Significance of the study

This study aims to address a significant research gap within the Algerian EFL learning context by investigating the interplay of factors that influence language learners' communicative behaviors, an aspect that has hitherto received inadequate attention. Where this issue is noteworthy given that EFL pedagogy in Algeria relies on CLT principles, which emphasize the importance of regular language interaction for achieving effective language learning outcomes. Therefore, the findings obtained from exploring the relationship between EFL learners' CA, SPCC and their WTC are hopefully expected to make valuable theoretical advancements to the literature of second language acquisition, educational and social psychology, as well as L2 communicative studies as a great contribution to fill the existing research gap regarding the influence of these individual differences on the process of learning and using a target language in advanced EFL learning context. The first theoretical significance of this study lies in its focus on understanding these recent communication traits and their potential to predict and determine EFL learners' preferences in using the target language. As these constructs significantly predict the actual L2 use through WTC levels that act as mediator between learners' cognitive psychology and their actual verbalization behaviors. Moreover, the study seeks to inform both educators and learners about the crucial role of WTC in the L2 acquisition process, the development of communicative competence and the overall language proficiency and learning success. Plus, the obtained results can provide learners with useful insights to better understand and self-regulate their fears and

anxieties and actively work towards overcoming these barriers related to language use and communication with others. Additionally, by shading light to the influence of self-perceived communicative competence on willingness to communicate, the study can inform learners to focus on improving their communicative competence, thereby increasing their self-esteem and L2 communicative self-confidence, to ultimately benefit from the speaking opportunities inside the classroom for more effective language acquisition and proficiency development.

This study also holds a practical significance, providing evidence-based recommendations that can inform educators and language teaching practitioners about learners' communicative characteristics. This understanding, in return, can enable the development of more effective strategies and the implementation of targeted interventions and activities that maximize learners' self-perception regarding their communicative competence and reduce their anxiety, which, in return, increases their willingness to actively participate and engage in various communicative classroom activities.

8. Overview of the Research Design

As the purpose of this study was directed towards gaining an understanding about the contribution of communication apprehension and self-perceived communicative competence to EFL learners' 'willingness to communicate. A quantitative research design was employed, with self-reported questionnaire was used as a primary data collection tool. This questionnaire comprised four sections, with items adapted from reliable and previously validated tests. First section focused on collecting demographic information about the participants, while the next section was devoted to assess their classroom' willingness to communicate in different communicative tasks. The final two sections were designed to evaluate the level of communicative apprehension, and self-perception about communicative competences respectively. Concerning the target population, this study was administered to 45 participants enrolled in English language master's program at the University of Mohamed Boudiaf, msila-Algeria. The participants were chosen using random sampling to enhance the generalizability and external validity of the research findings.

9. Structure of the dissertation

In addition to current introductory chapter, this thesis is structured into two additional chapters, each of which is divided into two sections. Chapter one focuses on the literature review, aiming to provide a comprehensive overview of the existing research and theories related to this investigation. The first section of this chapter is devoted to

explore the concept of WTC, It provides a general overview by offering an extended definitions in both L1 and L2 communicative contexts, tracing its historical development and its different conceptualizations. Next, it presents an overview of its conceptual models and addresses this concept within educational settings, along with clarification of major affective variables. Finally, it concludes by discussing the significance of this individual differences in foreign language learning and teaching. The next section in this chapter delves into the key affective variables both L2 CA and SPCC respectively, providing a detailed conceptual definitions of both constructs and discussing how they interact to influence the individuals' overall WTC inside the classroom. Furthermore, the second chapter is centered on the fieldwork conducted for this study. The first section is devoted to the methodology employed, including descriptions of study's participants, data collection instruments and procedures. It also includes the presentation, analysis, interpretation, and the discussion of the obtained results in relation to the research questions and assumptions proposed earlier. The final section of this chapter serves as general conclusion, discussing the limitations of the study and providing suggestions and recommendations for further research.

Chapter One: literature review

Section one: willingness to communicate

1. Introduction
2. Foundation and conceptualization of willingness to communicate construct
 - 2.1. WTC in First language communication context
 - 2.2. Chronological survey of the WTC construct
3. willingness to communicate as personality trait in L1
4. WTC in second/foreign language communication context
5. L2 WTC between state and trait based features
6. significance of the heuristic model of L2 WTC
 - 6.1. situational influences
 - 6.2. Enduring influences
7. WTC and classroom context
8. Significance of generating WTC
9. conclusion

1. Introduction

Over the past few decades, several literature reviews in educational psychology have demonstrated the pivotal role of “individual differences” (IDs) in understanding the variations observed among language learners. These differences represent “enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree” (Dörnyei, 2005, p.4). It is important to note that IDs or “differential psychology” (Dörnyei, 2005). Plays an instrumental role in shaping and determining various aspects related to second/ foreign language acquisition and processing. These variations, which encompass several psychological characteristics, greatly contribute in shaping the uniqueness of language learners not only in terms of how quickly they pick up the target language or how they strategically approach language learning, but also in terms of their proficiency and achievement within educational contexts and beyond. Additionally, it is crucial to highlight that various studies conducted in the field of “inter-individual variation” (Dörnyei & Ryan, 2015). e.g. “Cooper (2002), De Raad (2000), Eysenck, (1994) and Snow, Corno, & Jackson, (1996)” (as cited in Dörnyei, 2006, p.42). Have consistently shown the substantial effects of these IDs on human cognitive process and behaviors. Consequently, the concept of individual differences has gained significant attention and become a major emphasis in language acquisition and learners’ communicative behaviors (language use) studies in second/foreign language contexts. Recognizing and accounting for these personal characteristics have provided valuable insights into the intricate nature of individuals’ communication behaviors across various contexts. This knowledge can be effectively exploited to promote successful interaction for pedagogical purposes and build interpersonal relationships both within and beyond educational settings.

The “desire to initiate” a conversation (McCroskey & Baer, 1985), is considered as one of the significant IDs that varies from one person to another and can be influenced by different ranges of affective, psychological, social, linguistic, and situational factors (Clement et al. 2003). This prerequisite state of the speaking process or what is known as the “willingness to communicate” construct, has been extensively studied by researchers, particularly within English language educational contexts. The shared objective of these examinations was to understand the observed variability in the speaking tendencies and the participatory behaviors patterns during interaction based-tasks among ESL/EFL learners within a shared environmental conditions. Furthermore, their major findings have significantly contributed to the development of a theoretical framework that helped

researchers and educators with the identification of various factors influencing the learners' level of L2 communicative engagement.

To provide a comprehensive understanding of WTC, this chapter will illuminate key aspects related to its foundation and chronological development. Additionally, it will explore the dual nature of this construct, both as a personality trait within L1 context and as a dynamic state within L2 context. Also, it will delve into the significance of the heuristic model of variables influencing WTC. Furthermore, the scope of WTC will be narrowed down to address only the classroom setting. Finally, this chapter will conclude by emphasizing the significance of fostering WTC in EFL learners.

2. Foundation and conceptualization of willingness to communicate construct

2.1. Within the First language communication context

Originally, the concept of willingness to communicate was developed by McCroskey and Baer in their groundbreaking research in 1985, highlighting that the consistent communication behaviors exhibited by individuals across different interpersonal contexts suggests the existence of a personality trait, which they termed "willingness to communicate" (1985, p.3). This concept was initially developed to understand the individuality of native language speakers in approaching or avoiding interactional situations. Particularly, it sought to elucidate the underlying factors contributing to the diverse communicative inclinations and preferences displayed by native language speakers when faced with similar contextual circumstances. Moreover, it is important to note that McCroskey and Baer (1985) constructed this concept by building upon earlier observations made by several researchers such as "Borgetta and Bales, 1953; Chapelle and Arensberg, 1940; Goldman-Eisler, 1951" (as cited in McCroskey and Baer, 1985, p.3), which also noted that individuals consistently exhibit specific communication behaviors, particularly in terms of the amount of speaking they engage in. WTC was then defined as "the probability of engaging in communication when free to choose to do so" (cited in MacIntyre & Charos, 1996, p.7). Furthermore, reflecting on the nature of WTC, McCroskey and Baer (1985) have assumed exclusively that the tendency to speak is relatively consistent across a variety of contexts and receivers, regardless of the partial impact of situational conditions, therefore, WTC was conceptualized as "personality-based, trait-like predispositions" (McCroskey and Baer, 1985, p.5).

2.2. Chronological survey of WTC construct

In connection to the foundation and the development history of WTC construct, McCroskey and Baer (1985) acknowledged that “The present willingness to communicate (WTC) construct has evolved from earlier works of Burgoon (1976) on unwillingness to communicate, Mortensen, Arntson, and Lustig, (1977) on predispositions toward verbal behavior, and McCroskey and Richmond (1982) on shyness” (p.3-4). Each of these works as highlighted by Zarrinabadi and Tanbakooei (2016) “claimed to propose a particular personality construct that could account for and explain an individual's tendency to engage in communication” (p.30). To be precise, the construct of WTC original investigation report can be traced back to earlier work of Burgoon (1976) on the concept of *unwilling to communicate*, which she called “a global communication construct” (p. 60), exploring people's reluctance to communicate in diverse settings. Through, “pursuing a line of research that conceived of rate of communication as an inborn trait” (fehraman,2017,p.8). Moreover, according to McCroskey and Baer (1985), her work was influenced by research in different areas including: “*anomie*” and “*alienation*”, “*introversion*”, “*self-esteem*”, and “*communication apprehension*”, where, factors such as feelings of isolation, introverted personality traits, low self-esteem, anxiety and fear about communication can all contribute to the variety of communication rate (p.4). For Mortensen, Arntson, and Lustig’s (1977) work, they focused on the phenomenon of *Predispositions toward Verbal Behavior* (p.4), suggesting that individuals have a definite tendency to talk a certain amount, and arguing against relying solely on personality traits as this inclination towards speaking is subject to the limitations imposed by individual context. (p.4). In McCroskey and Richmond’s (1982) work on *shyness* in relation to reported communication behaviors (amount of talk) they defined the concept of shyness as “the tendency to be timid, reserved, and most specifically, talk less” (p.6). Developing and validating to some extent a research instrument labeled “Verbal Activity Scale” (p.6) to test communication tendency with items related to the consistency of talking amount. However. McCroskey and Baer (1985) pointed out that the scale was not accurate and failed to provide conclusive results for the existence of a personality-based tendency to be willing or unwilling to communicate, clearly stating this as follow:

The research involving the VAS lended additional support for the argument, that some regularity exists in the amount an individual communicates. Unfortunately, it is not clear the VAS is a measure of a personality based predisposition to be willing or unwilling to

communicate, even though it may be a valid measure of a behavioral tendency to communicate More or less (p.6).

Overall, The aforementioned studies have offered valuable insights that contributed to inform McCroskey and Bear's thinking to generate the concept of "willingness to communicate" as stable, personality based predisposition. It contributed as well with developing the first reliable and valid instrument known as "WTC scale" which was later introduced in McCroskey's work in 1992 as reliable and valid instrument for measuring general tendencies toward communication. By using this self-reported scale that relies on "direct approach", by which, participants were completely free and self-aware of their communicative tendencies, McCroskey (1992) analyzed individual orientations toward communication in various contexts "(public, meeting, group, dyad)" and with different types of receivers "(strangers, acquaintances, friends)"(p.17). The data obtained from these analyses exhibited positive correlations. In this regard, he stated that "the data generated by WTC scale suggested the validity of our construct of a general predisposition of being willing or unwilling to communicate"(p.6), affirming their assumption about WTC as relatively stable personality trait.

3. Willingness to communicate as personality trait in L1

As discussed previously, the conceptualization of L1 WTC was clearly viewed as a relatively stable personality trait that can sometimes be influenced by the context but is not merely determined by it. That is to say, that indeed communicative contexts may sometimes influence WTC, however, it is not considered a characteristic that can be easily modified or altered. Instead, it is regarded as an enduring aspect of individuals' personality. On this matter, McCroskey and Richmond (1990) stated that "Willingness to communicate is to a major degree situationally dependent. Nevertheless, individuals exhibit regular WTC tendencies across situations." (p.21). They further highlighted that the regularity in individuals' verbal communication initiation tendencies and frequency of speech production where the communication behavior is a voluntary choice, are cognitively processed and consciously controlled (p.20). Moreover, to highlight the perspective of McCroskey and other scholars (McCroskey, & Richmond 1990; McCroskey 1992; MacIntyre & Charos 1996; McCroskey & Baer 1985), in conceptualizing WTC as personality trait-like predisposition in the context of L1 use. It is necessary to clarify the broader concept of personality and examining how WTC is rooted and fits into the framework of personality traits.

Regarding the trait approach of individual personality, "most people would accept that an individual's behavior naturally varies somewhat from occasion to occasion, but would maintain also that there is a core of consistency which defines the individual's true nature" (Matthews, 2003, p.3). Thus, personality traits which reflect "people's characteristic patterns of thoughts, feelings, and behaviors" (Cummings & Sanders, 2019, p.880). Imply qualities of "consistency and stability" (p.880). Moreover, Cummings & Sanders (2019) provided additional clarity on this matter by outlining three fundamental characteristics when defining this concept:

- Consistency; the trait is enduring and remains relatively constant across situation
- Stability; the trait is resistant to change and remains relatively stable over time
- Individual differences: the trait varies between individuals, reflecting unique characteristics. Not just in term of existence but in terms of frequency i.e. the activity of talk exist in all human but they differ in the amount of producing the speech (p.882).

As a matter of fact, all of these characteristics were evident in the empirical findings of McCroskey & Richmond (1990), this has supported their claims regarding the trait-like nature of WTC, explaining how it can indeed vary among individuals. Where, some of them may naturally possess a high willingness to communicate, displaying a relative consistency/stability in their verbalization across time/situations (often described as talkative individuals). While, others may demonstrate lower levels of engagement, often prefer to be more reserved during interpersonal interactions. To add to this, McCroskey and Richmond's earlier work in (1987), and another subsequent studies (including McCroskey & Richmond, 1990; McCroskey, 1992; MacIntyre, 1994) have delved into the exploration of potential personality factors that may be associated with or directly/indirectly influence the individuals' general communication tendencies in L1 communicative tasks. This includes: *introversion, anomie, self-esteem, alienation, communication apprehension, communication competences and cultural divergence*. For instance, McCroskey & Richmond (1990), claimed that :

A person with low self-esteem might be expected to be less willing to communicate because of a feeling that he or she has little of value to offer. Similarly, a person with low self-esteem may be less willing to communicate because he or she believes that others will respond negatively to what might be said (p. 189).

Additionally, in the context of factors influencing WTC and according to several studies e.g. (Baker and MacIntyre, 2000; MacIntyre, 1994;MacIntyre et al., 2001; McCroskey and Richmond, 1991), both communicative competence and communication apprehension are identified as strongest individuals’ traits in predicting one’s inclination to communicate (Kang, 2005, p. 279).In simple terms, individuals’ speaking tendencies is highly dependent on their communication apprehension levels and how they perceive their communicative competence .Notably, Macintyre’s (1994) work has made a significant contribution to clarify this concept within L1 context, by synthesizing the previously mentioned variables in a theoretical sequence using casual modeling methods, in doing so, he attempted not only to identify the contributing factors to WTC but also the manner in which these factors are interrelated. Through This path analysis model, the interpretation of these antecedents that influence L1 WTC and presumably language use frequency become more straightforward , showing that: “communication apprehension and self-perceived communication competence directly influenced the L1 WTC, whereas anomie, self-esteem and introversion only indirectly influenced L1 WTC via first two variables” (peng,2014,p.13).

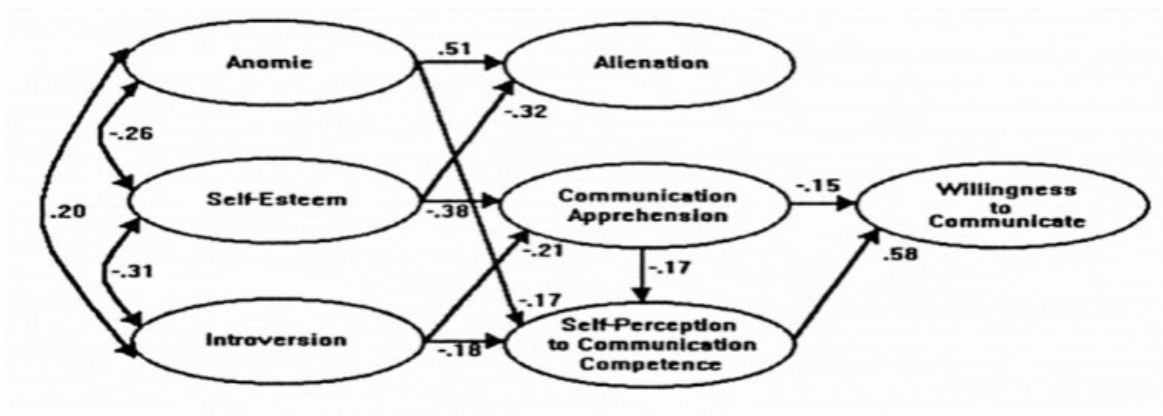


Figure1: MacIntyre’s (1994) Willingness to Communicate Model

4.Willingness to communicate in second/foreign language context

First, it is important to acknowledge that McCroskey's research findings from 1985 have established the groundwork for subsequent research and scholarly discussions regarding WTC, generating growing interest among researchers to reveal more about language choice phenomena exhibited by individuals with general aim of illustrating learner's communicative and learning differences, Consequently, the concept of WTC has undergone significant development capturing the attention of researchers and educators in the field of second and foreign language. WTC has then transcended L1 communication context and manifested itself distinctly in the context of L2, with MacIntyre et al. 's (1998) work marking the first contribution by which they adapted WTC construct in context of l2 learning in attempt to understand as well reasons why some students seek opportunities for L2 communication while other evade it. Furthermore, It is crucial to note that the L2 WTC has shown noteworthy variations and complexities compared to L1 WTC, MacIntyre (2020) explained this by stating that :

WTC is also relevant to l2 learning and communication.in fact, switching to a different language of communication that implies wide range of factors is significantly accompanied by change in the communication process and the psychology of the learner/speaker, making the inquiry on WTC more intriguing from the perspective of L2 learners' psychology (p.114).

Furthermore, regarding these cross linguistic and cross cultural differences in WTC, Macintyre et al. (1998) stated that:

that perhaps the most dramatic variable one can change in the communication setting is the language of the discourse. It is clear that changing the language of the communication introduces a major change in the communication setting because it has the potential to affect many of the variables that contribute to WTC (p.546).

Additionally,when differentiating between Willingness to Communicate in one's L1 and L2 MacIntyre et al.(1998) argued that these two aspects of this construct are fundamentally different , in fact, some research findings have shown a negative relationship

between the two, which could possibly be attributed to the complexity and the uncertainty associated with L2 usage, and its complex interaction with the factors influencing WTC in first language context. Furthermore, The variation in the communicative competence and the level proficiency in both languages have also been identified as contributing factors, presumably, L1 users often feel more confident and proficient in their native language communicative situations compared to their L2, where their proficiency may range differently from minimal to full competent. Incorporating as well the influence political and social issues as modifying variables, primarily triggered by the use of L2. (MacIntyre et al.,1998,p.546). The concept of WTC was then redefined as “the readiness to enter into discourse at a particular time with a specific person or persons, using a L2” (p. 547). Furthermore, this revised definition was also broadened to encompass explicitly various modes of communication beyond just oral communication(p.558). This conceptualization hold some differences. Supposedly, it appears to be more situational- based characteristic in comparison to McCroskey’s conceptualization that refers only to relatively enduring personality trait that impacts an individual’s general tendency for verbalization. whereas, The term readiness introduced in this new definition reflects the current or the emerging state of person to verbally interact with others. This characteristic holds some sense of change over time and and is influenced by the context in which it occurs. Regarding this matter, This contextual aspect introduces a dynamic element to the concept. Zhang et al. (2018) shed light on this dual perspective stating that :

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

5.L2 WTC between state and trait based features

The debate surrounding the description of psychological behaviors, specifically the distinction between trait and state concepts, has been a long-standing issue in psychology. Some researchers have argued that traits are the primary determinant of behaviors, while others have emphasized that states “person-in-a-situation ” (Rolf Steyer et al.,2015,p.73). As temporary conditions, are more important in describing these behaviors. To clarify further

about this issue, Schmitt & Blum (2020) have defined these two psychological aspects as following:

Traits are characteristic patterns of thinking, feeling, and behaving that generalize across similar situations, differ systematically between individuals, and remain rather stable across time. States are characteristic patterns of thinking, feeling, and behaving in a concrete situation at a specific moment in time. Unlike traits, states vary across time as a function of the situation the person encounters (p.5206).

In the L2 context and with the ongoing theoretical considerations surrounding state vs trait perspectives, different conceptualizations of the construct has emerged, regarding the relative importance of situational versus personality characteristics when defining this construct. The trait-like conceptualization of WTC signify to a stable pattern that interrelates with other personality traits such as ;motivation (Cetinkaya 2005; Knell & Chi 2012; Liu & Park 2012; Peng & Woodrow 2010; Wu & Lin 2014), language anxiety (Cetinkaya 2005 ; Hashimoto 2002; Kim 2004; Knell & Chi 2012; MacIntyre et al. 2002; Wu & Lin 2014)(as cited in Elahi Shirvan et al., 2019, p. 1241). Age and gender differences (MacIntyre, Baker, Clément, and Donovan (2002). Meanwhile, and in a different vein, some researchers (Cao, 2011; Peng, 2014), gave more consideration to situational variables when conceptualizing this notion, considering these factors as primary determinants for L2 WTC .For instance.

How the person feels that day, whether he is motivated in the topic of discussion, what might be achieved or lost through communicating, type of communication the person has had with the others recently, who their interlocutor is, what the interlocutor looks like, and even the demands of time can all have a major impact, as can a wide variety of other elements (Jafari and Deghati, 2016, p.687).

Furthermore, regarding what shapes L2 willingness to communicate, Chang (2018) argued that MacIntyre et al. (1998) did not advocate for restricting WTC solely to either personality traits or contextual factors. Instead, they emphasized the importance of

considering both perspectives. Respectively, Zhou (2013) has further supported this idea by noting that, it is crucial to examine the factors that impact learners' communication behaviors from both personal and situational viewpoints(p.32). Continuing with this line of reasoning, in the pioneering work of Macintyre et al. (1998), which relies on the situated view in depicting the WTC they stated that WTC should be considered a contextual based characteristic that bears situational considerations as well rather than purely personality traits. In simple terms, L2 WTC level is associated with various affective variables, more like, WTC is regarded as complex characteristic with a dynamic nature where personality traits can be integrated with contextual factors to give rise or to inhibit individual's desire to use that target language. In addition to this, the observed variations of situational WTC among individuals can be attributed to the fact that "these Situation characteristics are psychologically meaningful interpretations of situation cues"(schimt 2020, p .129).Meaning that, individuals can cognitively interpret the l2 communication surroundings differently, which may overlap with their existing personality traits in a way that either positively encourage them to engage and speak up in conversations or negatively by hinder them from doing so. This variation in interpretation explains why some individuals are more inclined to communicate than other under similar situational circumstances. In light of this, Do"rnyei (2005) pointed out "that MacIntyre et al. (1998) argued that L2 WTC needs to be conceptualized as a situated construct that includes both state and trait characteristics"(p.208).MacIntyre et al. (1998) provided further clarification regarding the characteristics of L2 WTC. They distinguished trait-related influences as a distal, enduring (long-term) factors related to both individual personality traits (such as extraversion) and environmental (e.g., intergroup climate). Whereas, the situated factors are regarded a proximal and transient influence(short-term), reflecting the context where the conversation is taking place (e.g. The desire to speak with specific person, knowledge of the topic)(p.546).Moreover, they proposed a heuristic model that provided a comprehensive theoretical framework for l2 WTC, which encapsulated the potential influences of both situational and trait factors on individuals' readiness to engage in communication in L2 contexts. However, it is worth noting that this was not the first model to describe L2 WTC.In fact, Macintyre and charos (1996) developed a "path model", surveying French learners in a language immersion setting in Ontario, Canada,focusing primarily on their l2 use frequency, with WTC as one of the affective variables. This model expanded on Macintyre's (1994) WTC structural model, initially designed for L1 context by integrating additional variables from the socio-educational model of language learning by grander (1985), the "Big Five" model which represents global taxonomy of personality traits

including : Conscientiousness, Neuroticism(emotional stability), Agreeableness, extraversion , intellect(openness) and other factors, such as social context, language-related affect, and motivation. (see figure 2).

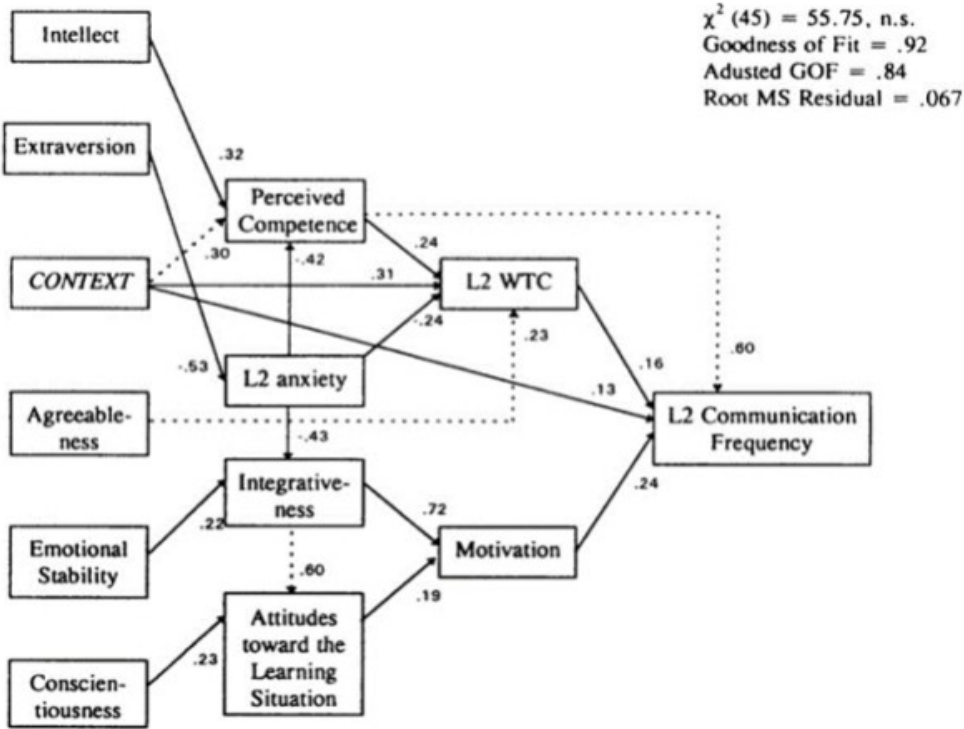


Figure2: Path analysis of L2 Communication Frequency from MacIntyre and Charos (1996), including Perceived Competence, L2 Anxiety, Integrativeness, Attitudes toward the Learning Situation, L2 Willingness to Communicate, and Motivation.

6. Significance of the heuristic model of I2 WTC

Certainly, the conceptual model proposed by MacIntyre and colleagues in 1998 made a significant contribution to the field of second language communication studies, serving as an umbrella under which they integrated the traditionally separate psychological, linguistic, and communicative approaches of I2 research (p.545). This model provided a new lens for understanding the variability of I2 learners communication behaviors, by illustrating the connectivity of new affective situational and enduring variables and creating a complete structural view on WTC, i.e. bringing together diverse fields of study and highlighting the interconnectedness of their aspects With relation to the construct of WTC as a ‘‘direct

predictor of language use frequency’’(MacIntyre et el.1998, p.558). In essence, The L2 WTC heuristic model has been widely acknowledged as a theoretical framework and viewed as a work-in-progress, where the subsequent research in this field have often used it as starting point to test its hypothesized correlations among these affective variables across various foreign language educational contexts. Therefore, it is worth noting ,that this current research also seeks to investigate the concept of willingness to communicate using this model as theoretical background for its empirical investigation, therefore, It is of utmost importance to deepen our understanding about this concept and its antecedents in second language context.

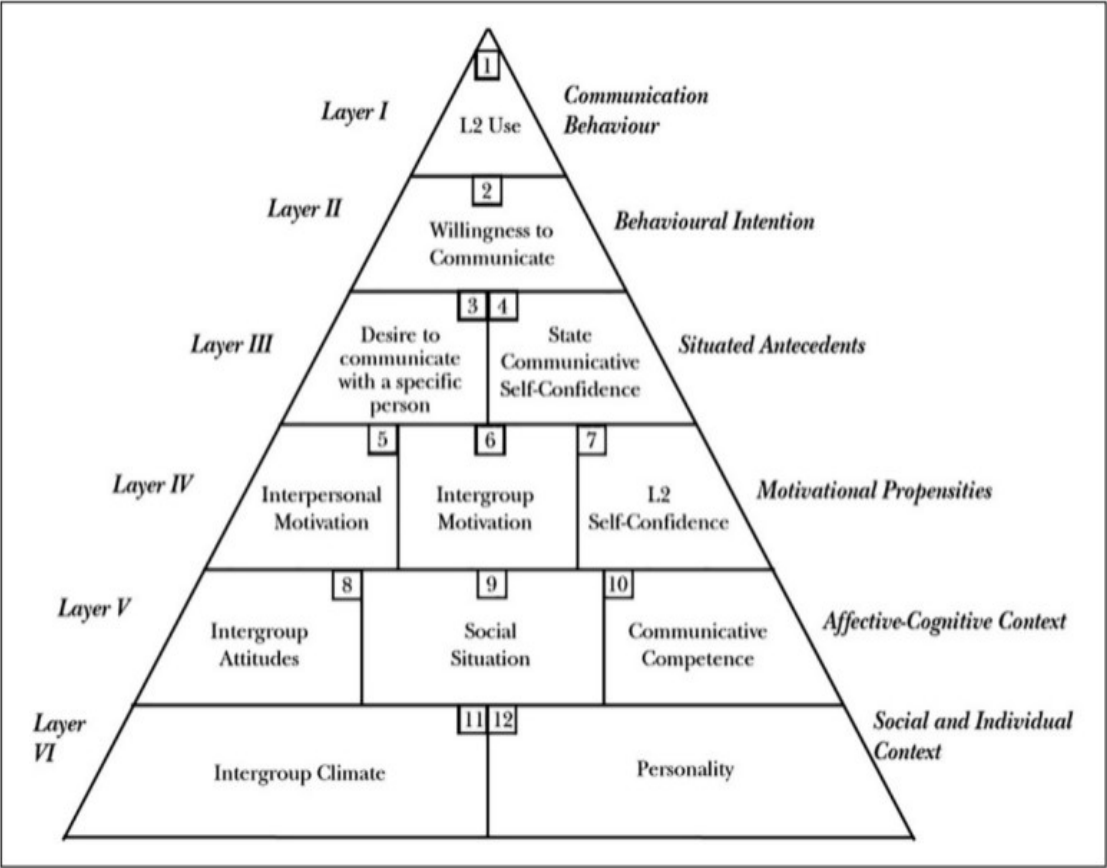


Figure 3: Heuristic Model of Variables Influencing WTC from MacIntyre et al., 1998

The taxonomic model of MacIntyre et al.(1998) “proposes interactions among approximately 30 different variables that may influence WTC “(as cited in MacIntyre & Wang, 2021). This model organized and classified these variables hierarchy in multi-layered constructed pyramid, which comprises six layers that can be further divided into two major levels (see figure 3). The first level known as the trait level which is made up of the three lower layers (layers IV, V and VI), incorporating the relatively stable, enduring variables. The second level referred to the situational level, which involves the three top layers (layers I, II and III), that account for the changeable, situation-specific variables (MacIntyre et al.,1998,p.546).Additionally, it is important to mention that, this model follows a hierarchical classification system, where the position of each variable in the pyramid indicates its degree of influence on an individual's WTC. Variables in the upper layers (III) demonstrate immediate influence on WTC and subsequently on language usage (p.549). While those at the bottom of the pyramid have a more distal influence on their communicative decisions (p.549).More importantly, each of these layers serves as a foundation for the subsequent one, reflecting the complementary nature of state and trait aspects of individuals’ willingness to communicate.That is to say, that the trait level of WTC express the individual’s general predisposition toward communicate that sustains relatively stable, thus, addressed by long timescale. on the other hand individual’s WTC at the state level may increase or decrease depending on the factors of the situation where the communication is taking place,hence, it is addressed by shorter timescale(it ends with end of communication activities).

To further understand the model, it is beneficial to examine each of the six layers of the pyramid, as this analysis can provide valuable insights into how these variables converge and follow a descending order to generate a psychological state that can either promotes or inhibits communication.

6.1. Situational influences

Layer I: Communication Behavior

Communication behavior includes the utilization of second/foreign language in its different forms, representing the outcome of “ a complex system of interrelated variables" (MacIntyre et al., 1998, p. 547). this layer occupies the top of the pyramid, symbolizing the ultimate goal of language learning and directly preceded by the construct of WTC. Language use and WTC seem to engage in a mutually reinforcing interplay.For instance, frequent language and successful communication can increase language learners' self-efficacy and

confidence, thereby elevating their WTC levels, which, in return, motivates them to actively seek opportunities to practice the target language. In light of this, MacIntyre et al.(1998) asserted that the primary objective of L2 instructors is to generate in language learners the willingness to use the language and seek real-life opportunities to compensate the lack of authentic language usage which found to be difficult to provide inside L2 classroom contexts(p.547).

Layer II: behavioral intention (WTC)

As previously discussed, MacIntyre et al.(1998) proposed that willingness to communicate (WTC) serves as a strong predictor of language use. Supporting this idea by the ‘‘theory of Planned Behavior’’ which suggests that ‘‘the most immediate cause of behavior is the intention to engage in a behavior and the person's actual control over his or her actions. In this sense, intention must combine with opportunity to produce behavior’’(p.548).Additionally, MacIntyre et al. (1998) noted that WTC can manifest itself differently .That is to say, possessing WTC doesn't always require the presence of an opportunity for verbal communication. Even nonverbal actions, like raising one's hand to answer a teacher's question, can be indicative of the presence of WTC(p.547).Furthermore,depending on this model, they explained the classroom behavioral intentions, particularly, participation behaviors at interactional situations arises from combination of various conditions. For instance, students who raise their hands are likely possess language self-confidence, stemming from(layer03), which encompasses a lack of anxiety combined with a sufficient level of communicative competences, motivation about the language learning and language use which is driven by a combination of both affiliation (a desire to please the teacher and get good grades) and control motives (a desire to learn the language for integrative or instrumental reasons),or the social context that can play as well a significant role in language learning, including considerations such as why a particular language is being taught in a given context. Similarly, students' personalities that can directly impact their language learning preferences (p.548).

Layer III: situated antecedents of communication

The model proposed two immediate situated precursors to WTC that ultimately influence Language use :A) the ‘‘desire to communicate with specific person’’ which is influenced by two major factors: affiliation and control motives that account for the majority

of communication situations. B) The "state of communicative self-confidence" (MacIntyre et al., 1998, p.548).

a) affiliation and control motives

The "affiliation motives" are typically related to the desire for social connection and sense of belonging, which can occur according to Lippa (1998) with "persons who are physically nearby, persons who are encountered frequently, physically attractive persons, and those who are similar to us in a variety of ways" (as cited in MacIntyre et al., 1998, p. 548-549). while "the Control motives" refer to the desire to influence or direct the behavior of others, usually in task-related situations. These motives involve using language strategically to achieve desired purposes such as gaining assistance, cooperation, or services from others(p.549).Consequently, it can be seen that the affiliation and control motives can influence the choice of language.In this regard, Macintyre et al.(1998) provided some examples: In case of informal situation where the affiliation with attractive L2 interlocutors is the prominent motive individuals are more likely to converge linguistically with their interlocutors by using L2, another example was given in the case of interlocutors with different L1s the interlocutors with high level of language self-confidence will determine the language of conversation (usually choose the second language to facilitate the interaction for the other side) in this case the code switching is expected .similarly, in the cases where control is the obvious motive the language used is usually The language of the interlocutor with greater status(authority). So as well, the Discourse can be characterized by a certain degree of sophistication (p.549).

b) State Communicative Self-Confidence

Macintyre et al.(1998) positioned Self-confidence as the second immediate factor influencing WTC. This self-confidence concept, as identified by Clement (1980, 1986), consists of two core constructs : "perceived competence" and "lack of anxiety". Self-perceived competence relates to the belief in one's ability to effectively engage in communication act. while lack of anxiety denotes to the absence of tension and apprehension(p.549).They further distinguished between two forms of self-confidence: trait-like self-confidence, which represents a more stable personal characteristic.However, due to variation in self confidence among learners, this made them consider the situational

influences and distinguishing the state like self-confidence which denotes a momentary feeling of confidence (at the moment of speaking), that can vary depending on the situation. Where this situation may reflect either new different L2 experience or previous similar one. Furthermore, this differentiation goes for its related constructs as well (state of anxiety and state of communicative competence) (p.549). Comprehensively, Macintyre et al. (1998) defined situated communicative self-confidence as “the feeling that one has the capacity to communicate effectively at a particular moment” (p.549). Where, the state anxiety is regarded as temporary feelings of tension, nervousness, and apprehension in response to a specific situation which can be caused by a variety of factors such as: past negative experiences or fear of failure (p.549). Moreover, they argued about anxiety and self-confidence to be inversely proportional characteristics, with an increase in anxiety leading to a reduction in self-confidence, this will subsequently affect one's willingness to communicate. (SIMIĆ, 2014, p. 10).

6.2. Enduring Influences

Layer IV: Motivational Propensities

The subsequent layer that Macintyre et al. (1998) introduced in his taxonomic model focuses on motivational propensities, which are identified as an enduring individual trait shaped by three factors: (1) “*L2 self-confidence*” (2) “*interpersonal motivation*”, (3) “*intergroup motivation*”. These factors are expected to directly influence the desire to talk to a specific person and the state of L2 self-confidence in the upper layer (p.550). Further, the authors indicated two aspects of Motivations (the major communication purposes) that stimulate most of interpersonal communications; affiliation and control. For the interpersonal communication that is motivated by control, which is often accompanied by some sort of authority aims to restrict the communicators' cognitive, affective, and behavioral freedom. For instance, this can be observed in a classroom setting where a teacher controls students' behavior through instructional commands in task-related situations. Whereas “The defining characteristic of interpersonal motivation for control, is that it is linked to personal aspects of either of the interlocutor” (p.550). On the other hand, the communication motivated by affiliation is emanated from the desire to build relationships, which is frequently “prompted by personal characteristics of the interlocutor such as attractiveness (Dion, Berscheid, & Walster, 1972), similarity (Byrne, 1971), physical proximity (Newcomb, 1961), and repeated exposure (Zajonc, 1968)” (as cited in Macintyre et al., 1998, p.550). In terms of learners'

intergroup motivation, Macintyre et al.(1998) emphasized that is “derived directly from their belonging to a particular group, as opposed to playing a social role within a group” (p.550).Both affiliation and control motives are essential components of intergroup motivation as well .Furthermore, regarding the construct of L2 Self-Confidence, Macintyre et al.(1998) have Differentiated it from situation specific one that has been discussed earlier , by conceptualizing it as individuals’ overall belief in their ability to effectively and efficiently communicate in a second language. This construct consists of two vital components: a cognitive and affective ones, which respectively relate to an individual's self-evaluation of their language skills’ proficiency and the anxiety they experience while using the second language (p.550).

Layer V: Affective and Cognitive Context

In their comprehensive model, Macintyre and his colleagues(1998) delved into the affective and cognitive considerations known to influence language learning and communication. they addressed in this layer more individualized personality-based variables namely, ‘inter-group attitudes’’, ‘communication competence’’, and the ‘social situation’’, which are less situation-specific compared to those variables in the previous layers .

Inter-group attitude entails 3 concepts. Firstly, “integrativeness” which serves as a motivational factor for second language acquisition, reflecting the intention to adapt to the speech community of different culture. Gardner defined integrativeness “as being comprised of a positive attitude toward the L2 community and a desire to affiliate with members of the L2 community without the desire to be like members of the L2 community ”(as cited in Macintyre et al.,1998, p.552).In contrast, the “fear of assimilation” which found to be a predictor to less frequent contact with L2 community, reflecting the concern that learning a new language and engaging with a different ethno-linguistic community may lead to a loss of one's identity and ties to their native community (p.552).These two concepts have shown an impact on language acquisition and communication frequency and quality especially in bilingual communities, In a sense that, individuals with greater integrative orientation possess the desire to affiliate with and become a part of the L2 community are more likely to engage in communication with its members. While those with a fear of assimilation are more likely to generate a negative attitude toward the L2 community that leads to avoid contact with its speakers, resulting in limited language exposure and less opportunity for realistic language learning and communication (p.552).The third concept underlying intergroup attitudes is the

"Motivation to Learn the L2", which is strongly influenced by the attitudes toward the language itself. Having a positive attitude toward L2 is a strong motivator for language learning, leading to enjoyment and satisfaction in the learning and communication process. On the other hand, social situation variation was found to have an influence on L2 confidence and, eventually, on the communication process. Macintyre et al.(1998) and based on Hymes (1972a), Brown and Fraser (1979), and Biber (1994) classification schemes for the factors influencing situational variation, they pointed out to particular variables within communication events such as : the participants involved , the context in which it occurs, the goal or objective, the subject matter being discussed, and the method or medium used to convey the message.(pp.553-554).Furthermore ,the notion of “Communicative Competence” which was first introduced by Dell Hymes in (1972b), encompasses a wide range of language competences that collectively shapes one’s proficiency in L2 and ultimately influence their L2WTC. Communicative competence includes; grammatical competence, discourse competences , sociolinguistics competences, strategic competences, and pragmatics competences, assuming having a strong communicative competences will positively serve the overall language performance, however, as discussed previously, it is important to recognize that learners' own perception of their competence to a major degree influence their language use frequencies , thus, Macintyre and colleagues 1998 emphasized the need for a further examination of the cognitive processing underlying the relationship between actual and perceived competence(p .554-555).

Layer VI: societal and individual context

At the lowest layer of this model MacIntyre and associates (1998) explained the complexity of communication context, focusing on the interplay between societal and individual contexts. The societal context refers to “inter-group climate” which can be understood through two dimensions:

The structural characteristics, which relate to how language groups are represented in terms of their demographics and personal communication networks. Generally, the group who has a higher representation in social institutions and larger communication networks, their language is more likely to be used more frequently.

The Perceptual and Affective Correlates, this dimension involves the attitudes, values and motivation that are associated with a language community. Where, positive attitudes toward a particular language group may facilitate positive interactions and enhance the

motivation to learn and use the second language. Conversely, negative attitudes may lead to “prejudice” and “discriminatory behavior” towards that group, consequently, impeding the acquisition of that target language(p.555-556).

Turning to the individual context, it is mostly expressed through individual’ personality, which has already been noted to indirectly influence language learning, motivation and the communication intention(WTC). This influence can occur by specific traits such as those outlined in Goldberg’s (1993) “big five traits taxonomy” (extraversion, agreeableness, conscientiousness, emotional stability, and openness to new experience) (p.557-558).

In conclusion, despite the limitations presented by MacIntyre et al. (1998), The Pyramid Model has proven its practicability and continued to serve as a valuable theoretical platform for subsequent empirical studies in the pursuit of exploring more about the complex nature of willingness to communicate in second or foreign language contexts. In fact, its comprehensive and multi-dimensional approach has made the study of WTC a more intriguing, leading to various examinations by subsequent researchers, which have opened an avenue to change the thinking about the conceptualization of individuals’ WTC and revealing more influential missing variables through different theoretical perspectives. Such as; “the theory of planned behavior (MacIntyre et al. 1998; Zhong 2013), the theory of action control (MacIntyre & Doucette 2010), ecological systems theory (Cao 2011 ; Peng 2012), social identity theory (Miller and Pearson 2013), and sociocognitive theory (Cao 2014).” (Nematizadeh and Wood as cited Zarrinabadi and Pawlak, 2021, p.7). these new theoretical orientations were accompanied by employing new different research paradigms for their data collection and analysis e.g. (including qualitative and mixed methods approaches), in this regard , Zarrinabadi and Tanbakooei(2016) stated that:

Qualitative approach was the second methodological orientation toward L2 WTC research. The trait-like view of WTC was questioned for being decontextualized and ignorant of the effect of the time, the participants, and the context of communication (MacIntyre et al., 1998). Qualitative methods became popular because they allowed thick description (Dörnyei, 2007) of the context and the interlocutors, analyzed individual views, elaborated on the unique dynamics of the system, and revealed about the idiosyncratic features (Dörnyei, 2007; Kang, 2005; Zarrinabadi et al. 2014) (p.37).

7. WTC and classroom context

In light of these developments, extensive research has offered additional internal and external influential factors underlying the individuals' WTC, especially in English Language educational classes, which represent a complex interactional environment. These findings have offered a valuable clarification for scholars, who seek to understand differences in communication behaviors among ESL/EFL learners, shedding light on why some learners are more willing to engage in FL communication than others. These additional considerations involve aspects related to teachers, learners and learning environment.

When considering the situational influences, classroom environmental conditions have been found to exert an influence on L2 learners WTC, according to Peng and Woodrow (2010) From the ecological perspective "language classroom represents a social environment in which students and the teacher negotiate their subjectivities as social members"(p.842).That is to say, these factors related to the social environment basically reflect the quality of the synergy between teacher and student as well as among students themselves during classroom interactions, as an example, peers interaction has been found to impact learners' overall participation behavior, particularly their WTC levels where the level of interaction is highly influenced by the degree of familiarity, cohesiveness and similarity of attitudes and personalities among interlocutors. Research studies by Cao and Philip (2006), Pattapong (2015), Riasati (2012), Cao (2011), Lahuerta (2014), and Oz (2014) have consistently shown that learners are more likely to communicate with their friends than with strangers in various same educational settings. Additionally, evidences have shown that teachers "have the potential at any moment to increase or decrease WTC among the students"(MacIntyre et al., 2011, p. 88). Factors such as; their immediacy impact, which refers to "nonverbal and verbal behaviors, which reduce physical and/or psychological distance between teachers and students" (Christophel & Gorham, 1995, p. 292). The friendliness attitudes and the sense of connection to their learners contribute in creating a positive learning atmosphere, thus, reducing the anxiety and promoting learning motivation and communication engagement as well. (Hsu,2005;Gorham,1988; Christophel,1990; yu,2011).Moreover, in the instructional side, which represents the teacher management behavior was also found to have a significant influence on learners' WTC, factors associated with teacher such as attitudes, motivation, instructional strategies, can either foster or hinder any possible interactional behavior by their learners . For instance, Zarrinabadi (2014) in his study, using qualitative method particularly focused essays as a research tool. The data were

obtained from students' description of the situation where the teacher attitudes have an influence on their WTC, The findings suggested factors such as teachers' wait time, error correction strategies, choice of discussion topics, with its four influential aspects: "familiarity, "sensitivity" ,"interest" and "topic knowledge" (as cited in Cao, 2014), in addition to the level of support provided to learners. These findings were in accordance with the research findings of Mai and Fan(2021) and Cao (2014).Moreover, another studies have uncovered additional learners- related variables that also contribute to the variations of their WTC within classroom context, including age and gender differences (MacIntyre et al., 2002), the international posture or learners' Attitude toward the International Community(Yashima, 2002; Yashima et al.,2004), language learning orientation or learners' beliefs (MacIntyre et al.2001), accent varieties (Zarrinabadi & Khodarahmi, 2017), enjoyment emotions(Macintyre et al., 2017). Excitement, responsibility, and security (kang, 2005).Beside addressing new variables, Kang's influential work in 2005 was changing point regarding the nature of WTC as it emphasized the momentary emergence and fluctuation nature of the situated WTC across different classroom conversational situations. This dynamic change is brought by the joint of psychological factors that are constructed by interaction among contextual conditions, in the light of these findings she redefined WTC as "an individual volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic, and conversational context, among other potential situational variables" (p.291). Similarly, and more recently, MacIntyre and Legatto (2011) have explored more about the fluctuation nature and the dynamicity of situated WTC, they viewed WTC according to Nematizadeh and Wood "from a complex dynamic system (CDS) perspective. With a principal that focuses on the phenomenon of change, this theory mainly accounts for the changing nature of WTC, as opposed to the more traditional conceptualization of it as a stable trait-like predisposition (McCroskey and Baer 1985)"(as cited Zarrinabadi and Pawlak,2021,p.7). Interestingly, they developed an "idiodynamic" method to examine individuals' WTC changing patterns overtime, the rapid change that was noticed in the same communication situation has supported their assumption about the fluctuation nature. They concluded that WTC is a dynamic and complex process that evolves over time, which is influenced by the interplay of various variables including task type, anxiety, and vocabulary searching process as key affecting factors.This idea of fluctuation was further studied by (Mystkowska-Wiertelak and Pawlak, 2014, 2015).

In summary, although the existing research on WTC is considered relatively limited and revealed a little about the WTC compared to its complex nature, however, the growing body of research in this area of inquiry has made a significant contribution in deepening the understanding about the language use readiness, particularly in classroom contexts. Where, the various research findings have enriched the conceptualization about WTC by drawing on various theories and methodologies and accounting for more 12 communication influential factors that technically overlap and co-act, shaping learners' psychology and lead to different communicative tendencies across educational situations, for these reasons, researchers have shed light on the importance of WTC in learners' language acquisition and production and acknowledge its crucial role in the instructional settings.

8. Significance of generating WTC

Keeping in mind that willingness to communicate (WTC) is an individual differences that can vary from a high to a low level and can witness ups and downs in the same communicative situation, it becomes evident that this variation has far-reaching consequences, both positive and negative. A high level of WTC is perceived positively, as it facilitates both second language teaching and learning, leading to improved learning outcomes and fostering a more positive learning environment. In this matter, Kang (2005) suggested that increased language interaction and utilization resulting from a high level of WTC contribute significantly to learners' language skills development. WTC, being a direct predictor of language use, acts as an influential mediator that can significantly impact learners' engagement in communication and, subsequently, their success in Second Language Acquisition. Therefore, learners with higher WTC are more likely to create opportunities to practice their L2 and engage in authentic language use (MacIntyre et al. 1998). Consequently, higher WTC guarantees greater participation inside the classroom, leading to improvements in overall language skills, particularly in speaking proficiency. It also motivates learners to become autonomous and seek authentic language opportunities outside the classroom, and to cross-culturally interact with people from different parts of the world. In support of these claims, there are several studies in different contexts that have confirmed the relationship between WTC and language learning outcomes. For example, a study by Yashima et al. (2004), Chen and Hung (2019) and MacIntyre et al. (2003) have found that learners of English who possess higher levels of WTC tend to have higher levels of language proficiency. On the other hand, while much of the research on students' engagement has focused on the teacher's role, it is equally important to recognize as well that students'

willingness to communicate (WTC) levels can impact the instructional process as well. That is to say, Learners' participation tendencies can impact both the teacher and the teaching mechanism. It can be assumed that HWTC among the learners is linked to positive attitudes towards language learning (MacIntyre, Baker, Clément, & Donovan, 2003) which in return, creates a positive conducive and interactive environment, by which, Teachers who value WTC become more motivated and creative in designing classroom activities that target learners' needs, and ultimately achieving satisfactory language learning outcomes. Moreover, WTC can be seen to affect the quality of the teacher feedbacks as well, especially the Evaluative feedback that refers to "lecturers evaluating students' responses based on language (Cullen, 2002), and it has been described as forms of 'judgment' made on the students' performance (Nunn, 2001)." (as cited in Rahmatika, 2021, p.8). That is to say, higher classroom participation serves as an insightful indicator that allow the demonstration of learners' comprehension levels, interest about the topic, and their language needs, this, in return, aids teachers with the assessment process, enabling them to provide precise constructive feedback accordingly. In contrast, LWTC which is accompanied with reduced classroom participation, can act as a demotivating factor, since, the teacher motivation seems to be relatively connected to their students motivation. as a result, a lower motivation can lead to a poor instructional quality and decreased dedication to teaching responsibilities. LWTC can also poses challenges for the teachers in fulfilling learners' exact needs due to the limited understanding of their accurate comprehension levels and current language proficiency, it also may force the teacher to act differently than usual to cope with and manipulate the classroom circumstances by performing additional efforts, involving new strategies and invest additional time to encourage reluctant students to engage in classroom activities.

9. Conclusion

To this end, considering its valuable contributions in the field of language learning and education, particularly in developing speaking proficiency, sociocultural competence, interpersonal communication abilities, language use confidence and, most importantly, its impact on language acquisition and eventually the overall language success in both educational and real-world settings. The importance of willingness to communicate cannot be overstated. It is therefore, essential for the Educators worldwide to be mindful of its importance. In this matter, engendering and enhancing WTC in EFL/ESL classroom should be seen as crucial pedagogical endeavor as highlighted by MacIntyre et al. (1998) and MacIntyre & Doucette (2010). More importantly, educators should not disregard levels of WTC of their

learners instead they should strive to effectively generate and increase it through the implementation of innovative teaching techniques and the establishment of a supportive learning environment that guarantees the active engagement of learners, aiming at fostering their communicative proficiency and their adaptability to diverse linguistic and cultural contexts by promoting their WT .On this account, it is of important to delve deeper into the variables that influence this concept,particularly, its direct predictors ,and thus, the following section of this chapter will explore some aspects related to L2 self perceived communicative competence and L2 communication apprehension as major components of L2 communication self confidence.

Section Two: communication apprehension and self-perceived communicative competence

1. Introduction
2. Self-confidence in second language learning setting
3. Communicative competences
4. Self-perceived communicative competence
5. Language anxiety /communication apprehension in EFL context
6. Types of communication apprehension
7. The communicative affective variables of WTC in EFL contexts
8. Conclusion

1. Introduction

Throughout the history of human psychological and personal development studies, the concept of self-confidence has always been a captivating phenomenon, due to its profound impact on various aspects of individuals' lives. This effect has made it an interesting subject that has garnered significant attention from researchers of diverse fields. Undoubtedly, self-confidence as a crucial aspect of the evaluative dimension of self-concept constructs (Shrauger & Schohn, 1995), represents a personal quality that holds a central position as a crucial determinant of an individual's success and growth in various endeavors of life. As highlighted by Oney and Oksuzoglu (2015) this concept serves as "a defining characteristic capable of influencing individuals' behavior" (p.149). It embodies the belief in one's ability, the understanding and the trust in one's competence and skills to effectively accomplish goals across different situations (Shrauger & Schohn, 1995, p.256). More importantly, the concept of self-confidence has manifested greatly in the academic field, particularly in language learning contexts as a domain-specific confidence. In a sense that, this confidence is more focused to the educational aspects including language acquisition, language use and other related aspects, which is to some extent different from general self-confidence, which encompasses a broader belief in oneself.

2. Self confidence in second language learning setting

In the realm of education, an extensive body of research has consistently shown the significance of this "psychological state" in exerting considerable influence on various aspects of L2 language including learners' motivation, language acquisition, language performance (language use), social interaction behaviors, language proficiency development, and overall language learning success. L2 self-confidence which "corresponds to the overall belief in being able to communicate in the L2 in an adaptive and efficient manner" (MacIntyre, Clément, Dörnyei, & Noels, 1998, p.551). Has been identified as a pivotal factor influencing WTC. According to Peng and Woodrow (2010) "Among a number of individual variables, self-confidence has been overwhelmingly found to be the most immediate antecedent of L2 WTC" (p.836). For a more comprehensive grasp of this concept, Clément (1980) and MacIntyre et al. (1998) have stated that this concept is reflected by two components: This affective variable includes L2 apprehension or communication anxiety and the cognitive variable, which is self-perception regarding one's L2 communicative competences. These variables are considered to be primary predictors of L2 learners' WTC in MacIntyre's

conceptual model, constructed to justify the diversity in communication behaviors among individual. As such, the focus of this study was to delve into each construct independently to provide a full understanding into how these variables correlate and function as potent predictors of individuals' communicative tendencies, which ultimately influence their actual L2 performance (speaking frequencies) in language learning settings.

3. Communicative competences

The concept of "Communicative competence" has been a complex and evolving subject within the fields of linguistics and applied linguistics. This concept was initially introduced by Chomsky (1965) in his work on the dichotomy of competence vs. performance, where he focused mainly on linguistic competence (grammatical competence) in isolation from context of language use, later on, this concept has undergone further development through various perspectives and conceptual models. Hymes (1972), was the first who provides clear definition of communicative competence, by "bringing the sociolinguistics perspective into Chomsky's linguistic viewpoint of competence"(Bagarić and Djigunović,2007,p.95). Thus emphasizing that CC involves not only the knowledge of the formal rules of language, but also the ability to appropriately use them in different social and cultural contexts. Furthermore, his conceptualization has emphasized that communication competences should entail four components, which were later broadened and synthesized by Canale and Swain (1983, 1984) in their theoretical model.This includes: the linguistic competence, discourse competence sociolinguistics competence and strategic competence (as cited Bagarić and Djigunović, 2007, p.97).

- Linguistic competence encompasses the knowledge and the mastery of all language rules including (morphological, syntactic, semantic, phonetic rules) that enable a speaker to produce and understand grammatically correct utterance.(p.97)
- Discourse competence refers to the ability to effectively combine forms and meanings in spoken or written texts, the unity of the discourse is achieved through the use of cohesion and coherence devices (ibid.97). In a simple words, it refers to the ability to use language in larger units like conversations.
- Sociolinguistics competence involves understanding the role of language in different sociocultural contexts. It includes knowing and using language appropriately and effectively in different social situations. (p.97)

- Strategic competence refers to the ability to use different communication strategies, both verbal and nonverbal, to compensate for breakdowns in communication that may occur due to a lack of competence in one or more components of communicative competence or the gap in vocabulary knowledge(p.97-98).

Overall, the term communicative competence can simply be defined according to APA dictionary as “a speaker’s knowledge of language and ability to use it appropriately in various communicative settings and with a range of different interlocutors”. similar definition was also provided by Bachman, 1990 as “the capacity for implementing, or executing (linguistic) competence inappropriate, contextualized communicative language use” (p. 84). Moreover, The assessment of communicative competence has also evolved over time, with researchers employing different approaches with different types of measurements, in light of this, McCroskey and McCroskey (1988) stated that “Just as constituent definitions of communication competence have varied, so have operational definitions of the construct. Four different types of measures have appeared in the literature. These are 1) objective observation, 2) subjective observation, 3) self-report, and 4) receiver-report”(p.109). They further, treated the concept from individual self-perception perspective and differentiating the actual competence which are defined as “adequate ability to pass along or give information; the ability to make known by talking or writing” (p.109), from the self-perceived communication competence.

4. Self-perceived communication competence

Before addressing the concept of SPCC, it is important to establish a foundational understanding of self-concept and self- perception. First, and according to Morin (2017) “The concept of “self” which contains all imaginable physical and psychological (e.g., cognitive, affective, motivational, social) characteristics that make a person unique and different from others”(p.3). This concept and its related constructs are of significant importance in the field of psychology. Educational psychologists have often studied these self-related constructs to understand how they influence students' academic experiences, language learning and performance. It is worth noting as well, that the field of psychology is a diverse field, which tolerates the implementation of various theories and perspectives, leading to slight variations in the use of terms by researchers . That is to say, constructs such (self-concept, self-esteem, self-efficiency, self-worth, self-beliefs) are not mutually exclusive and researchers have often

used them interchangeably in their conceptualizations, resulting in some confusion, and redundancy within studies. Furthermore, Self-perception as defined by the American Heritage Dictionary involves “the Overall process of self-awareness, self-knowledge acquisition and self-concept formation; an awareness of the characteristics that constitute one’s self”. Another definition was provided by the American Psychological Association dictionary characterizes self-perception as “a person’s view of his or herself or any of the mental or physical attributes that constitute the self. Such a view may involve genuine self-knowledge or varying degrees of distortion”. Hence, self-perception may encompass feelings and beliefs about different self-related variables and according to Bandura “these beliefs are, in fact, a self-system” (as cited in Nikoletou, 2017, p.47), which in return, integrates with individual’s Self-awareness, which is seen as “a transient and situational state induced by environmental experiences” (Morin, 2017, p.3), i.e. It involves being conscious of one’s internal states and external context, which enables individuals to monitor their behaviors according to the situation they may encounter. Moreover, it is important to consider that self-perception is regarded as subjective evaluative process, which relies on individual retrospection and personal reporting. Therefore, a potential for biases and inaccuracies is expected in comparison to the actual observed characteristics.

Overall, “Those beliefs that learners construct, attach to and generally consider to be true for themselves can be a strong mediating factor for both their successes or failures (Pajares & Schunk, 2002), influencing their behaviors as well as their experiences (Horwitz, 1999)” (as cited in Nikoletou, 2017, p.47). In light of this clarification, Self-perception about communicative competences or L2 proficiency was identified as individual’s subjective evaluation (beliefs) of their own ability to effectively communicate in a specific language (McCroskey & McCroskey, 1988). In simple terms, SPCC reflects learners’ perspectives on their own capability to communicate in L2. In this regard, Clement et al. (2003) stressed the importance of this concept, stating that “although actual competence might influence communication, it is the perception of competence that will ultimately determine the choice of whether to communicate or not” (p. 192). In essence, these personal beliefs that individuals hold about their own abilities- whether they see themselves as capable or not- can significantly impact their performance, level of efforts, and their willingness to either avoid or engage in this task again (Shapka & Khan, 2018). Furthermore, reviewing the literature of the concept willingness to communicate, “Several studies have been reported which have determined that self-perceived communication competence is highly predictive of willingness

to communicate in both the U.S and in some other cultures (e.g. Barraclough, Christophel, & McCroskey, 1988; Burroughs, Marie, & McCroskey, 2002; McCroskey & Richmond, 1990; Sallinen-Kuparinen, McCroskey, & Richmond, 1991)”(as cited in Dilbeck et al.,2009,p.2). Additionally ,McCroskey & McCroskey(1988) advocated the use of self-report as the most adequate instrument for measuring the perceived proficiency of learners’ communication competence. To this end, they developed a SPCC Instruments with high validity and reliability, making it a valuable tool for investigating various aspects of self-perceived competence in different cultural contexts.

5. Language Anxiety and Communication Apprehension in FL context

From the early years of research on second language learning , which is marked by shift in focus toward learners and their emotional, cognitive, behavioral characteristics as central aspects for language instructional process (learner-centred). Language anxiety among various learners’ affective variables has often received considerable attention from researchers, where they have devoted considerable efforts to understand the debilitating effects of this construct, which have been found to impede learners from achieving successful language acquisition, attaining desired levels of proficiency, and performing well using the language . MacIntyre and Gregersen (2012) clarified this issue stating that “One of the most consistent findings in the SLA literature is that higher levels of language anxiety are associated with lower levels of language achievement” (p. 103).In same vein , Crookall and Oxford (1991) also reported that “ serious language anxiety may cause other related problems with self-esteem, self-confidence, and risk-taking ability, and ultimately hampers proficiency in the second language”(as cited in Wörde,2003,p.1).In broader psychological context, general anxiety is defined according to oxford advanced learner’s dictionary as “the state of feeling nervous or worried that something bad is going to happen”. Another simplified definition was provided by Spielberger (1972), describing anxiety as “An unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, Nervousness, and worry”(p.482). In the context of language learning, foreign language anxiety is recognized as a specific form of anxiety. Macintyre (1999) defined it as “the worry and negative emotional reaction aroused when learning or using a second language” (p. 27).In fact, and according to Horwitz(2010) anxiety is considered as “multi-faceted” construct (p.145) and two relevant dichotomy “according to Dörnyei (2005) were used to categorize it : ”beneficial/facilitating” vs.” inhibitory/debilitating” anxiety and trait vs. state anxiety”(as cited in Ghelichli,2022,p.3). This categorization of anxieties from different

perspectives was indeed useful for understanding the different ways in which anxiety manifests in individuals.

State anxiety represents a temporary response or state triggered by specific situations at particular moment, according to Phillips(1992) it is “a situation-specific trait anxiety; that is, an individual suffering from state anxiety will manifest a stable tendency to exhibit anxiety, but only in certain situations” (p. 14).While, trait anxiety in return is a more personality related characteristic, reflecting an individual's tendency to experience somehow a stable anxiety in a large variety of situations even in the absence of any apparent threat, respectively, this distinction had helped the researchers to understand the nature of learners anxiety experienced in FLL contexts. As a result , the concept Foreign language anxiety was differentiated from the trait / state forms of anxiety and treated by researchers from another perspective that was introduced by MacIntyre and Gardner (1991) namely, “situation-specific perspective”, as this form of anxiety is repeatedly triggered by particular language learning-related contexts especially in cases of FL oral performance such as public speaking , classroom presentation and groups debates. According to Gardner et al. (1987)

Gardner (1985) suggests that it is possible that general anxiety is not an important variable in second language learning and use, but rather that specific situational relevant anxiety is a factor. He proposed that situational anxieties such as language class anxiety, language use anxiety, language test anxiety, etc.,would relate positively to generalized indices of anxiety because of the common anxiety component, but negatively to indices of proficiency in a second language because of the debilitating nature of anxiety in influencing performance (p.67).

Furthermore,Horwitz et al.(1986) in their conceptualization of the construct foreign language classroom anxiety, they relied on situational specific view defining it as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process” (p. 128). This definition suggests that FLCA is not simply a transferred version of general anxiety to language learning contexts but represents a unique form of anxiety. (MacIntyre & Gardner 1989; Horwitz 2001) further identified three related components or situation-specific anxieties that contribute to the

conceptualization of FLCA assuming that these anxieties stem from performance evaluation act, including : “communication apprehension”, “fear of negative social evaluation” and “test anxiety” (p.127).

The term communication apprehension, as a form of social contexts anxiety was actually used interchangeably with FLA as it is intrinsically tied to classroom communicative aspects i.e. it is provoked by stressful interpersonal communication situations . Horwitz et al. (1986) defined communication apprehension as a type of shyness that involves fear of communicating with others, whether in groups or in public settings. CA, in fact, was first developed by McCroskey in 1970, signifying to a broader term that encompasses previous research on fear and anxiety related to oral communication, which has been conducted under various labels such as “stage fright” (cf. Clevenger, 1959), “reticence”(cf. Phillips, 1968),, “shyness”(cf. Zimbardo, 1977), “audience sensitivity” (cf. Paivio, 1964).(as cited in McCroskey ,1977,p.76).Moreover, this concept represents “the way a person feels about communication not how they communicate” (Berger,McCrosky and Baldwin ,1984,p.25).Thereby, It was defined as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons.”(McCroskey,1977.p.76).later on, McCroskey(1982) re-conceptualized CA as “multidimensional” construct that exists on a “continuum”, ranging from low to high levels of apprehension, rather than a simple binary concept, which was originally viewed from the “false” state/ trait “dichotomy” orientations, implying that communication apprehension is either a stable personality trait (trait apprehension) or a temporary condition that can vary from one communication situation to another (state apprehension).Where, in fact, this conceptualization is oversimplified in regard to the complex nature of CA and did not capture the different ways in which CA may manifest. In this regard, McCroskey(1982) distinguished four different types of CA (p.146).

6.Types of communication apprehension

- Trait-based communication apprehension

McCroskey (1982) described this CA as “a relatively enduring, personality orientated anxiety toward a given mode of communication across a wide variety of contexts” (p.147).He further differentiated three varieties of this type CA. oral communication, writing, or singing. For instance, if an individual possesses a high trait writing or oral communication apprehension, he/she tends to feel anxious and uncomfortable about his/her communicative

abilities, experiencing fear and anxiety in various writing or speaking contexts such as academic writing, creative writing/ interpersonal conversations, and job interviews. This fear and anxiety, is regard as an individual characteristic that can persist over an extended period of time and may require intervention or treatment to overcome(p.147).

- Context-based Communication apprehension

This type of anxiety is also considered as “relatively enduring, personality type orientation toward communication in a given type of context”(p.147).This type of anxiety manifests within generalized contexts, such as “public speaking”, “speaking in meetings or classes”, speaking in small “group discussions”, and speaking in” dyadic interactions”. McCroskey (1982) further clarified that within this type, high level of individuals ‘anxiety may be triggered by certain settings but they may exhibit lower levels or no apprehension in others (p.147-148).

- Audience-based communication apprehension

Audience-based CA or “Person-Group” CA as the name implies, this type reflects an apprehension that is generated by specific person or group of people. McCroskey (1982) viewed it as "a relatively enduring orientation toward communication with a given person or group of people"(p.148). unlike the previous types, This type of CA is not necessarily rooted in one's personality but rather stimulated by situational constraints generated primarily when interacting with certain person or group, for instance, power relationship between the learners and teacher can cause such apprehension, also, according to Richmond (1978) “the factor of “length of acquaintance” is a major consideration in this type (As cited in McCroskey, 1982,p.149).

- Situational-based communication apprehension

Unlike trait like CA where individuals naturally and consistently feel anxious across situations, situational CA, instead, is more “state like” tendency, which refers to a transient feelings of anxiety arising in response to a specific communication situation at particular time. Put it differently, it can be described as a “moment-to-moment experience of anxiety”(MacIntyre,1999,p. 1).for instance “a student may experience little or no apprehension when going to a teacher to ask a question about an assignment, but be terrified if the teacher instructs the student to stay after class to meet with her or him”(McCroskey, 1982, p.149).

-fear of negative social evaluation

Fear of negative social evaluation is another type of anxiety related to FLCA. Horwitz et al.(1986) clearly defined it as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively"(p.128).Considering FL classroom as a social setting where language learning is usually realized through interpersonal interaction and with such Anticipatory anxiety language, learners may become apprehensive and sensitive to the evaluations of their peers and teachers. Eventually, this fear can lead to various behaviors where learners may avoid or limit their exposure to such evaluative situations. For instance, a person with high FNE may avoid giving a presentation in front of his/her classmates or strangers since they negatively expect that other will evaluate their language proficiency and their communicative skills harshly.as result they may develop a lack of self - confidence in social situations.

7.Communicative affective variables of WTC in EFL learning context

Since the inception of the concept willingness to communicate as a critical variable in the field of foreign language learning and communication and as crucial factor for the success in 12 acquisition process. Numerous of theoretical and empirical studies e.g.(Baker & MacIntyre, 2000; MacIntyre et al., 2001; Peng and Woodrow 2010; MacIntyre and Doucette 2010; MacIntyre et al. 2003; Peng ,2009;McCroskey and Richmond ,1990;Yashima, 2002; MacIntyre, 1994), have consistently revealed various factors that may influence this construct. Notably, among all potential factors, communication apprehension and self-perceived competence have emerged as major influences and key predictors for the variations observed in individuals' WTC levels. Not surprisingly, as FL educators most of time encounter a significant proportion of FL learners in classroom settings often experience and struggle with 12-related anxiety,which can vary in intensity and manifestation at different stages of language learning process, including the "input stage" when receiving information "processing stage" and "output stage" (language production) (MacIntyre, and Gardner, 1994). Regarding this matter, MacIntyre (1995) noted that " up to one half of all language students experience debilitating levels of language anxiety"(p.90). where this anxiety "can play a significant causal role in creating individual differences in both language learning and communication"(p.90).

Given that anxiety influences any form of communicative behavior, particularly verbal communication, it was logical to correlate it with WTC as a precursor to actual verbalization. The relationship between communication apprehension and willingness to communicate is complex and can vary depending on individual differences and situational factors. Various studies across different cultural contexts e. g. (Liu, 2006; Liu & Jackson, 2008; Yashima, 2002; Phillips, 1992) have confirmed the convergence between these two constructs. Where, learners with high level of L2 communication apprehension tend to be less willing to use language inside the classroom setting. Conversely, those with low communication apprehension, are generally more self-confident and willing to seize opportunities that involve interaction as chance to speak and practice their communicative skills (Yashima, 2002; MacIntyre et al., 1998). Furthermore, anxious learners often perceive the educational environment, especially situations like classroom oral presentation as threatening situation, which may generate an “internal discomfort” McCroskey and Richmond (1990), by which, they become more apprehensive about communication. Moreover, it is important to state that the influence of CA on language use frequency is intricately connected or mediated by the individuals’ inclination to engage in communication. Taking into account the contextual limitations and facilitators that shape and influence their level of willingness to communicate, in simple terms. The relationship between CA and communication behavior is not direct, as CA is primarily a cognitive construct rather than a behavioral one (McCroskey, Richmond, 1990, p.28). Plus, although CA is manifested internally, there are certain observable behaviors that are more or less likely to manifest depending on level and the type of CA. These three typical behavioral manifestations of CA regarded as external manifestation, including: “communication avoidance”, “communication withdrawal”, “and communication disruption” (p.29). For instance, when learners are faced with a situation and they anticipate some sort of a discomfort, in order to limit their involvement and exposure to these stressors, they become less inclined to engage in communication and may avoid this interaction as coping mechanism. Moreover, withdrawing from communication is another choice when learners find themselves compelled to engage in communication despite their discomfort. This withdrawal can take two forms: complete silence or partial communication limited to what is absolutely necessary, for instance, answer the teacher’s question (McCroskey, Richmond, 1990 p.29).

Concerning what provokes CA and ultimately influences learners’ levels of engagement in classroom communication, several factors have been identified by

researchers. One of the major stimulus in interpersonal communication is the fear of being negatively evaluated by others during communicative interactions. This apprehension stems from the fear of making mistakes (Liu and Jackson, 2008). In addition to low self-esteem i.e. When individuals have low self-esteem, they tend to have a negative perception of themselves and may constantly doubt their abilities to achieve effective communication, as they believe any criticism will confirm their belief that they are not competent (McCroskey et al. 1977). Moreover, the novelty which reflects the degree of newness of communicative situation or the characteristics of receivers, which presents “the individual with increased uncertainty about how he or she should behave” (McCroskey, 1983, p. 9). Adding to consideration, the previous negative experience, which means that, when individuals have encountered criticism, or ridicule in the past, may create a heightened sensitivity and apprehension about future communication situations. Regarding this point, McCroskey (1983) argued that “If one has failed before, it is increasingly likely that one will fear that he or she will fail again, hence be more apprehensive” (p.10). Additionally, The skills deficit hypothesis also suggested that underdeveloped language skills particularly speaking skills can lead to increased level in CA among language learners, researchers e.g. (MacIntyre and Gardner (1994a), Phillips (1992), and Young (1986)) have supported this hypothesis by finding out a correlation between higher levels of L2-related anxiety and lower levels of L2 proficiency. In other words, learners who demonstrate greater proficiency in the target language (TL) tend to report less anxiety when learning and using it (As cited in Tóth, 2007, 24). This idea was also clearly explained by MacIntyre and Gardner (1989) arguing that Language learners possess complex and advanced thoughts and ideas. However, their limited vocabulary in a second language hinders their ability to fully articulate these concepts. This deficiency in language proficiency creates challenges in self-expression and comprehension of others, leading to feelings of frustration and anxiety (p.252). While actual language competence plays a significant role in CA and WTC, undoubtedly, the individuals’ beliefs “are quite vital in deciding human activity” (Anyadubalu, 2010, p. 194). In this regard, McCroskey, J and McCroskey, L (1988) along with subsequent studies e.g. (MacIntyre 1994; MacIntyre et al. 1998), and depending on cognitive self-evaluation theory, they argued that self-perceived competences are much more important than actual proficiency because it encompasses the aspect of self-confidence while using language skills. They further stated that “most important decisions people make concerning communication are made on the basis of self-perceived competence rather than actual competence” (p.25). In the same vein, McCroskey and McCroskey (1988) who “indicated that self-perceived communication

competence is substantially associated with an individual's willingness to communicate, hence, is suspected to be a significant casual factor in individuals behavioral choices with regard to communication”(as cited in Richmond et al., 1989.p.28).Another study conducted by Clement et al.(2003) proposed that self-perceived communicative competence (SPCC) has a stronger influence on individuals’ willingness to communicate (WTC) in a second language than their actual linguistic proficiency. This speculation was confirmed by Hashimoto (2002) and various subsequent research findings (Freiermuth and Jerrell, 2006;Gardner and MacIntyre 1993; Peng and Woodrow,2010). where, he stated that “the increased perceived competence will lead to increased motivation which in turn affects frequency of L2 use in the classroom”(p. 57). That is to say, when individuals perceive themselves as competent communicators, they tend to feel more satisfied and confident about their language abilities. This confidence, in turn, enhances their motivation to initiate and participate in communication situations and They are more likely to take risks and seek opportunities to speak up and use the target language. On the contrary,learners with low self-perception tend to negatively evaluate themselves, results in, an increased self-doubt, as having limited or inadequate ability to communicate effectively in a particular language or social context, this in return, reduces their tendencies to use that language and engage in classroom communication .

7. Conclusion

In a nutshell, communication apprehension and self-perceived communicative competence that reflects the overall L2 communication self-confidence, play crucial roles in determining individuals’ willingness to communicate in the light of this, Peng and Woodrow (2010) confirmed this correlations by their findings, stating that:

These convergent findings may lend weight to the claim that communication confidence is a primary and universal precursor to L2 WTC regardless of regional diversity. It also intuitively makes sense that inside the classroom students who have a high self-evaluation of L2 competence and less anxiety arousal tend to be more willing to enter into communication(p.855).

And since the scope of the current research was to investigate these communicative constructs and explore their potential relationships. Therefore, the following chapter is conducted to the empirical aspects of this study to verify the hypotheses put forth regarding the impact of these antecedents on Algerian EFL learners WTC.

Chapter Two: Methodology, Findings and Discussion

Introduction:

The focus of this chapter is dedicated to the practical aspects of this study, which aims to explore the potential relationships between the willingness of Algerian EFL learners to communicate in English as a foreign language and its two key variables: their communication apprehension and self-perceived communicative proficiency. The chapter is structured into three main sections, each with specific focus and purpose. The First section provides a detailed description of the research approach and the methodology employed for data collection, this includes details about the research setting, the instruments used to measure the study's variables and the procedures implemented to ensure a solid foundation for data collection process and valid investigation. The subsequent section presents and discusses the findings through statistical analysis. The collected data are analyzed using appropriate statistical techniques to describe the level of each variables and explore their potential relationships . The obtained results after the analysis are used to answer the research questions and the proposed hypotheses. Finally, the chapter concludes with a comprehensive conclusion, highlighting the main findings and their pedagogical implications, acknowledging the limitations of the study and offering Recommendations for future research and practical applications in instructional contexts.

I. Research design and Methodology

As detailed in the general introduction part, the present study utilizes a quantitative research design, incorporating both descriptive and correlational methods. This methodological approach is adopted to obtain a comprehensive understanding of the variables being investigated and their associations to the study's purpose.

- a) The Descriptive method is used to provide a detailed description and understanding for the variables of interest. This involves employing descriptive statistics to examine the levels of self-perceived communicative competence, language anxiety, and willingness to communicate among EFL learners in classroom interactional activities.
- b) The correlational analysis, given the nature of the variables involved in this study, which are challenging to manipulate as they relate to participants' own perception and self-evaluation. The correlational analysis is deemed appropriate instead of an experimental approach, as the primary focus is to explore the relationships between variables as they naturally occur in the target context, without attempting to manipulate or control them. With the utilization of the correlation analysis, the study aims to determine the nature, strength, and direction of the correlation, shedding light on the interplay between the variables of interest.

1. Sampling technique of the study

In order to obtain the required data for the research objectives, a probability sampling method was employed, Specifically utilizing the simple random sampling technique, this technique as described by Taherdoost and Hamed (2016) ensures "that every case of the population has an equal probability of inclusion in sample"(p.21).By implementing this technique the researcher aimed to ensure that the selected sample is representative of the larger population, minimizing the potential bias and increasing the generalizability of the study's findings.In this study. The sample size was 45 participants of total 84, which is considered to be representative sample of the target population.

1.1. Setting and Participants of the study

The present study was conducted at the Department of Letters and English Language, University of Mohamed Boudiaf in M'sila. It took place during the

second semester of the academic year 2022/2023. The targeted population included master two Linguistics students. Out of total 84 students, 45 of them have volunteered to participate in the study.

1.1.1. Rational for selecting the target population

The target population for this study was selected for specific reasons that align with the study's purposes. Master's students were chosen for this study as they typically possess some characteristics that make them suitable candidates for this research.

Firstly, as detailed in the general introduction the decision to focus on Master's students was influenced by the researcher's observation of their communication behaviors patterns within the classroom. These students represent advanced group of language learners who undergone several years of learning, and have experienced different communication situations. Their advanced stage in their language acquisition journey suggests that they have acquired sufficiently enough knowledge about English language use. Furthermore, Master's students are typically more self-aware about their language proficiency. This aspect is particularly valuable for this investigation as the variables being investigated are closely related to their cognitive assessments. Moreover, Master's students are often preparing for future academic or professional careers, understanding the correlation between self-perceived proficiency, communication apprehension, and willingness to communicate in this population can yield useful understanding of the communicative behaviors patterns and the factors influencing the L2 communication confidence in advanced learning context, where the findings eventually, can have practical implications for enhancing their communication skills for current or future academic and professional purposes.

2. Research Instruments

In order to carry out this correlational research, which seeks to explore the nature of the relationship between the variables of interest: willingness to communicate, self-perceived communicative competence, and communication apprehension. A comprehensive research tool in form of questionnaire consisted of four sections was utilized. This research instrument was employed to effectively collect quantitative data, enabling the accurate measurement of the variables and facilitating the analysis of their interplay. The instrument consisted of number of questions that were adopted from multiple established research scales that have

been validated in previous studies, affirming their reliability and consistency in assessing the constructs of interest.

2.1. Description of the research questionnaire

2.1.1. Willingness to communicate scale

First, it is important to note that the initial development of the Willingness to Communicate (WTC) scale can be attributed to the work of McCroskey and Baer (1985). Since then, this scale has been extensively used in various studies. However, it was broad to be adopted in this study as its items do not specifically address the L2 WTC within the educational setting. Therefore, and in order to meet the objectives of this study, which involves measuring the communicative inclination of FL master two students, 16 classroom situations questionnaire with 4-point Likert scale ranging from definitely willing to definitely not willing was developed by adopting with some modification of these items from different standardized surveys that assess L2 WTC within academic contexts. First, 9 items such as “present your argument to the rest of the class”, were adopted from Mystkowska & Pawlak’s (2016) scale that was constructed by modifying and combining eight preexisting scales to measure the interrelationships between L2 WTC of Master's degree English language learners and various related factors in Polish educational context. For the reliability testing, these items showed strong internal consistency. Next, 4 of total 34 items questionnaire including “greet your peer/ teacher in English” were extracted from Weaver’s scale (2005) that was developed using Rasch measurement model to measure second language (L2) willingness to communicate (WTC), particularly within Japanese university English-learning context. The last 3 items are of total 28-items questionnaire such as “volunteer and answer when the teacher ask question in English”, Were adopted from survey designed by Gol et al. (2014) to measure Iranian EFL learners’ WTC with reliability of 0.73.

2.1.2. Foreign language Communication apprehension scale

In order to assess students' levels communication apprehension, an 11-items questionnaire was used. The questionnaire employed a 4-point Likert scale, ranging from strongly disagree to strongly agree. These items were adopted from two established and reliable scales. First, 4 items, such as "While giving a speech, I get so

nervous I forget facts I really know," were extracted from the Personal Report of Communication Apprehension Scale (PRCA-24) developed by James McCroskey in 1997. Additionally, 7 items, including "I avoid participating in the class because I fear making mistakes or saying something wrong," were derived from the Foreign Language Use Anxiety Scale designed by Horwitz et al. in 1986. Both scales have demonstrated high internal reliability, with an alpha coefficient of 0.57 and 0.93 respectively.

2.1.3. Self-perceived communicative competence scale

The last survey was addressed to measure the students' self-perception of their communicative competence, a 7-items questionnaire was utilized with a 3-point probability estimate scale that reflects respondent's level of confidence in using English to communicate in FL classroom situations. The response options were ranged from confident to not confident. These items were adapted from Mystkowska & Pawlak's (2016) questionnaire that was drawn from (Woodrow, 2006 as cited in Macintyre and Glassery, 2019).

3. Piloting of the questionnaire

To ensure the validity of a research study, it is essential according to Mackey and Gass (2011) that the obtained results accurately reflect what they are intended to measure. In this regard, prior to the main data collection phase, a pilot test was conducted. This test involved a small group of participants (n=10) who shared similar characteristics with the target population. The purpose of this test was to assess the validity of the research instruments, allowing the evaluation of the instrument by identifying any potential ambiguities, difficulties, or areas for improvement needed in the questionnaire, the internal consistency and reliability of the research instrument were assessed using Cronbach's alpha (α). This statistical measure indicates the extent to which the items in the questionnaire are consistent with each other in measuring the intended constructs (Taber, 2018).

Table 01: Reliability of the study's instruments

Reliability statistics		
constructs	Cronbach's Alpha	Number of items
WTC	.823	16
CA	.745	11
SPCC	.600	7

Table 02 : WTC scale of items-total correlations

Correlations					
		q1	q2	q3	Qq
q1	Pearson Correlation	1	.466**	.451	.830**
	Sig. (2-tailed)		.009	.000	.000
	N	10	10	10	10
q2	Pearson Correlation	.466**	1	.442	.758**
	Sig. (2-tailed)	.009		.004	.000
	N	10	10	10	10
q3	Pearson Correlation	.451	.442	1	.680**
	Sig. (2-tailed)	.000	.004		.000
	N	10	10	10	10
Qq	Pearson Correlation	.830**	.758**	.680**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	10	10	10	10
**. Correlation is significant at the 0.01 level (2-tailed).					

To ensure that the items in the scale are strongly related to the overall construct being measured an Items-total correlations method was used to identify if there were any items that should be eliminated in the WTC scale. Based on the results it appears that none of the items had correlations below 0.40 therefore, there was no need to eliminate any of the items.

Table03: validity of CA and SPCC scales

1.CA	F	Sig	N	Mean	Std. Deviation	Df	T	Sig
2.SPCC								
Highest	47.5	.000	11	37.7500	4.09704	14	10.24	0,000
Lowest			11	22.1250	1.35620			
Highest	t5.196	.039	7	17.1250	.64087		10.51	0.000
lowest			7	11.3750	1.40789			

For the validity of the CA and SPCC scales divergent validity test was used Based on what is mentioned in the table above, the method involved ranking the scores in descending way . Then a comparison was made between these two groups using the T-test statistical significance. The interpretation of this value depends on two scenarios:

- If the difference value in the T-test is significant at the significance level (0.05 or 0.01), it means that the questionnaire is valid because it was able to differentiate between the two groups.
- If the difference value in the T-test is not significant at the significance level (0.05 or 0.01), it means that the questionnaire is not valid because it failed to differentiate between the two groups

Interpretation

Based on the value of the statistical significance test (T-test) as shown in Table 2, it was evident that both questionnaires are valid with T value of (10.24) & (10.51) which were significant at the significance level (0.01).

4. Data collection and analysis Procedures

This survey was administrated using Google Forms and distributed through social media networks (Telegram group). Once data collection process was completed, the collected responses were exported from the online platform into a suitable data analysis software (SPSS Statistics V25). Descriptive statistical techniques, including the calculation of means and standard deviations, were employed to summarize participants' responses. Additionally, the examination of relationships between variables was accomplished through the application of the Pearson correlation coefficient. The Results were presented using appropriate tables and charts.

II. Data Analysis and Discussion

1. Analysis of the Questionnaire findings

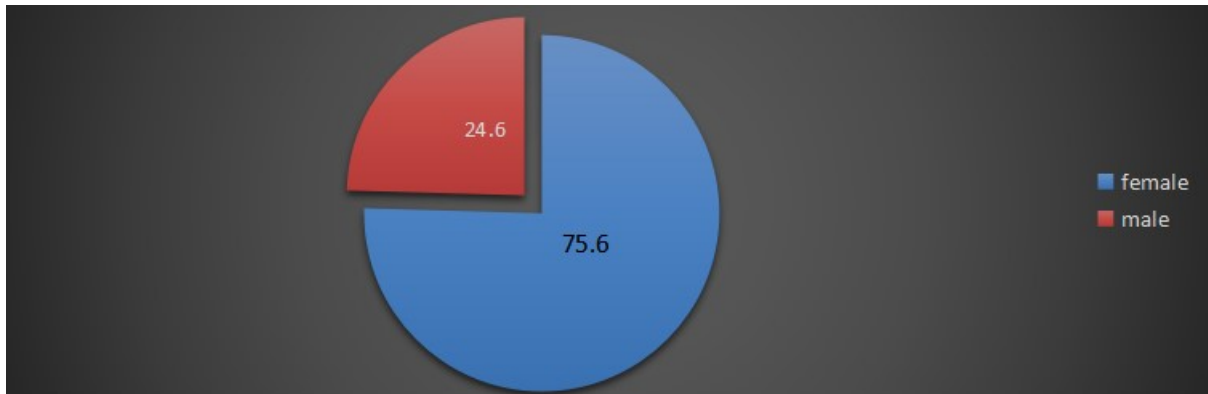
First, descriptive statistics were employed to analyze each section of questionnaire, including frequencies(numbers/N and percentages), means (M), and standard deviations (SD). The results were presented in tables and graphs to provide a clear and illustrative interpretation of the data.

1.1.Section one: Background Knowledge with 4 mains questions

- **Question one: concerning their gender**

- **Table 04:** participants' distribution according to their gender

Gender	Frequency	Percentage
Male	11	24.4 %
Female	34	75.6 %
Total	45	100.0 %



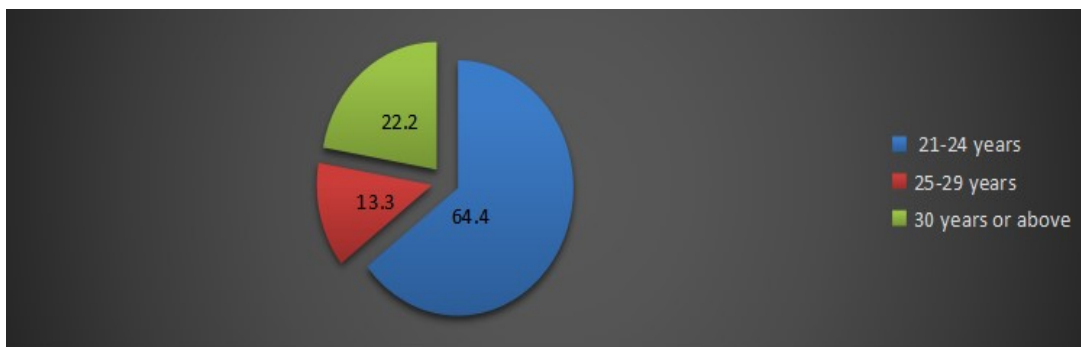
Graph 01: participants' distribution according to their gender.

The table and the graph above clearly illustrate the age distribution among the study participants, indicating that the proportion of female participants is significantly higher, with 34 respondents representing (75.6%) of the total sample. On the other hand, the number of male respondents is comparatively smaller, accounting for only 11 respondents corresponding to (24.6 %) of the total sample.

- **Question two : concerning their age**

Table 05: Participants' Distribution According to their Age

Age	Frequency	Percentage
21-24 years	29	64.4 %
25-29 years	6	13.3 %
30 years or above	10	22.2 %
Total	45	100.0 %



Graph 02: Participants' Distribution According to their Age.

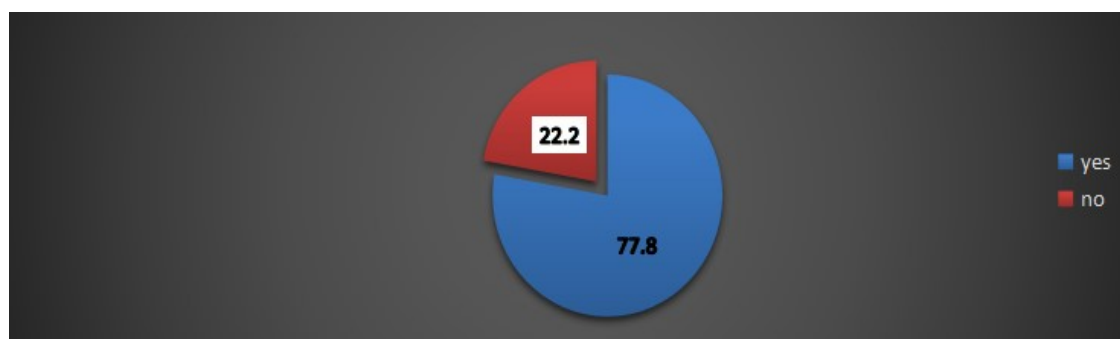
The information presented in the table and the graph above, suggests that the sample being investigated includes learners from various age categories. 29 respondents accounting for (64.4%) of the total sample, fall within the age range of (21-24). Additionally, 6 respondents (13.3%) are in the age range of (25-29), while 10 respondents (22.2%) belong to the age group of 30 and above. This diversity in age within the sample which consists of both younger and older learners is advantageous for this research as it allows for the exploration of varied opinions and attitudes toward 12 communication within educational setting.

- **Question Three: English learning choice**

The table and graph presented below examine the participants' initial decision to pursue their studies in the English department.

Table 06: participants' academic English learning decision

Choice	Frequency	Percentage
Yes	35	77.8%
No	10	22.2%
Total	45	100.0%



Graph 03: participants' academic English learning decision.

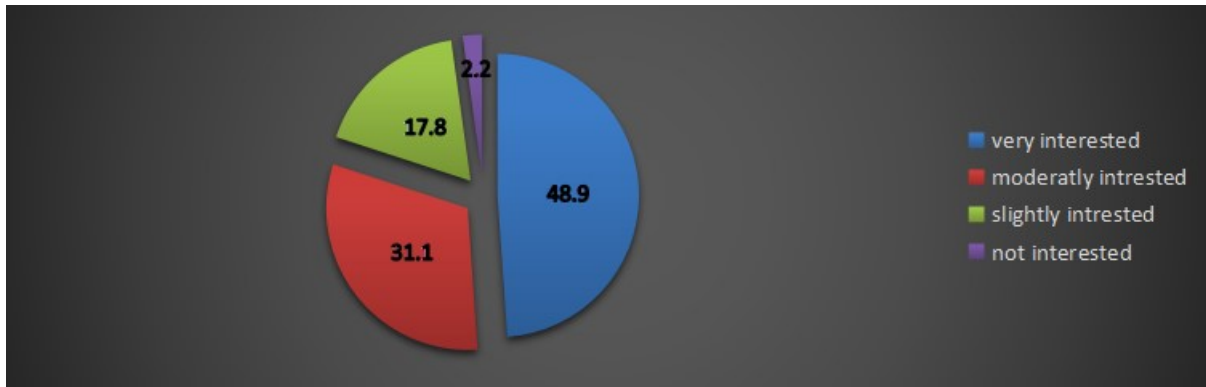
Based on findings presented in the table and the graph above, it is evident that the majority of participants (n=35) representing (77.8%) of the total surveyed sample, have expressed their inclination towards studying English at the university by selecting "Yes." This suggests that a large proportion of the surveyed learners have opted for English language learning as their preferred choice i.e. it was their personal desire to learn English. On the other hand, 10 of the participants (22.2%) responded with "No," suggesting a different preference or decision regarding studying English at the university. The data highlights that a significant number of participants have willingly embraced the opportunity to pursue English language studies at the university, showing their enthusiasm and personal interest in the subject and for the participants who demonstrated 'No' as an answer Maybe studying English at the university was a 2nd or 3rd choice.

- **Question four** : concerning the levels of interest among the participants

The following table and graph investigate the participants' level of interest in their current English language courses.

Table07: Interest in Current English Language Courses

Interest	Frequency	Percentage
Very interested	22	48.9%
Moderately interested	14	31.1%
Slightly interested	8	17.8%
Not interested	1	2.2%
Total	45	100.0%



Graph 04: participants' distribution according to their Interest in Current English Language Courses

Given the fact that the participants are EFL learners, the table presents data on their levels of interest and motivation regarding English learning courses. It indicates that out of the total 45 participants 22 (48.9%) responded as "Very interested" about English learning courses. Additionally, 14 participants (31.1%) expressed being "Moderately interested," while 8 participants (17.8%) reported being "Slightly interested" and Only 1 participant (2.2%) indicated being "Not interested" about English learning courses. This suggests that individual interest can vary, with nearly half of the participants being "Very interested." This indicates a positive attitude towards English language learning among the participants, where the majority of participants either expressed a high or moderate level of interest, further emphasizing their engagement and motivation in acquiring English language skills, which can contribute to their willingness to engage in communication activities in English. On the other hand (17.8%) who reported being "Slightly interested" in English learning courses. This category represents a smaller proportion compared to the "Very interested" and "Moderately interested" categories. However, it still indicates some level of interest among these participants, albeit to a lesser degree, however, their lack of interest or limited interest in English learning courses might translate into lower motivation and engagement in communicative tasks, potentially affecting their willingness to actively participate in English communication.

1.2. Section two: EFL students ‘willingness to communicate levels

The first aim of this study was to assess the levels of various communicative variables among master two’s students at m’sila –Algeria University. To ensure meaningful interpretations of the collected data and answering the research questions and verifying the related hypothesis. It was necessary to determine relevant categories that serve as reference points, helping the readers to quickly understand the overall levels or positions of the study variables in relation to the defined categories.

The assigned categories of each variable are as follow:

1- WTC & CA

- Low level: the mean value ranging from (1 - 2)
- Moderate level: the mean value ranging from (2.01 - 3)
- High level: the mean value ranging from (3.01 - 4)

2- SPCC

- Low level: the mean value ranging from (1 – 1.66)
- Moderate level: the mean value ranging from (1.67- 2.33)
- High level: the mean value ranging from (2.34 - 3)

Table 08: the Frequencies distribution of willingness to communicate of students in total 16 classroom situations

Scale	(1) Definitely not willing	(2) Probably not willing	(3) Probably Willing	(4) Definitely willing	N
Frequencies (%)	9%	17 %	39 %	35 %	45

This table provides an overview of the distribution of students’ frequency of responses with the four answer alternatives regarding their willingness to communicate across 16 analyzed classroom situations. The responses are measured on a scale from 1 to 4, representing different degrees of willingness, ranging from "definitely not willing" to "definitely willing". The data indicates that there is variability in the degrees of willingness to

communicate among the participants. 9% of students expressed that they were definitely not willing to communicate in in certain situations (e.g. the highest score 31 % was observed in statement q5 related to the activity of performing a role play), an additional 17% expressed the state of not being willing (with highest score observed in q 13) .On the other hand, 39% showed the state of being willing to communicate, and 35% of the responses expressed a strong determination to engage in communication. The majority of the responses, accounting for 74% (39% probably willing and 35% definitely willing), indicated a positive desire towards communication. This dominance suggests that a significant portion of the students in this study have a high intention to engage in communication within the analyzed classroom situations. Meanwhile, 26% of the students' responses expressed of a negative desire toward classroom interaction.(9% definitely not willing and 17% probably not willing), indicating that there is a portion of students who may have some hesitancy or less inclination to engage in communication in certain situations. Overall, this variation highlights clearly the situational nature of Willingness to Communicate (WTC), where learners actively choose to communicate in a situations they perceive as suitable for them.

Table 09: Descriptive Statistics of Students' Willingness to Communicate in each situation: Examining“ the frequency,means and standard deviations "

Items (q1-q16)	Frequency of overall responses(%)				Mean	SD	Level
	1	2	3	4			
1- Greet your classmate(s)/teacher(s) when you enter the classroom in English.	2	9	38	51	3.38	0.747	High
2- Give presentation/speech in front of the class.	9	20	33	38	3.00	0.977	Moderate
3-Present arguments/opinions about the topic in classroom discussion in English.	9	24	40	27	2.84	0.928	Moderate
4-participate in a class discussion /debate in English	14	26	36	24	2.71	0.991	Moderate
5- Do a role-play standing in front of the class in English	31	2	40	27	2.62	1.193	Moderate

6-volunteer and answer when the teacher ask question in English.	5	27	44	24	2.89	0.832	Moderate
7-Ask the teacher to repeat what s/h said in English	11	9	33	47	3.16	0.999	High
8-ask for clarification/instruction from the teacher when you have difficulty in understanding the assignment in English.	2	4	31	62	3.53	0.694	High
9-Ask the teacher about meaning of words or structures s/he just used in English.	6	22	36	36	2.93	0.963	Moderate
10-Talk to the teacher after class using English	18	22	44	16	2.58	0.965	Moderate
11-Express your thoughts/ in group work activity in English.	0	4	58	38	3.33	0.564	High
12-Express your disagreement with your classmates' opinion during group projects or assignments in English.	5	13	38	44	3.22	0.850	High
13-provide feedback or constructive criticism to your peers after their presentation in English.	18	38	29	15	2.42	0.965	Moderate
14- take part in a discussion with your friend in English	0	13	40	47	3.33	0.707	High
15- Tell your classmate about a story of a movie you saw or a book you read during breaks in English.	9	22	40	29	2.89	0.935	Moderate
16-Ask your peer in English about ideas/arguments related to the topic in English.	0	11	51	38	3.27	0.654	High
Total	9	17	39	35	48.1	13.65	//
The Overall level of willingness to communicate					3.01	0.873	High

Expanding on the previous representative table, the current table provides a detailed analysis of each of the 16 potential classroom's communicative situations that students are expected to engage in. These items were presented by mean scores, standard deviations (SD), and the corresponding level of willingness to communicate. Moreover, these situations range from basic greetings to more complex activities such as giving oral presentations or participating in debates, and each situation highlights different aspects of communication and sheds light on the students' comfort and engagement. , based on the table, the observed distribution of responses (depending on the means, and SD) revealed distinct levels of willingness to engage in communication. Notably, several items fall under the 'High' level category, indicating a significant willingness to communicate in those situations e.g. one-one communication with friend expressed in the statement q14 -Take part in a discussion with your friend in English- has a mean score (M = 3.33), or group discussion expressed in the statement q12 - Express your disagreement with your classmates' opinion during group projects or assignments in English - (M=3.22). On the other hand, several items that fall under the 'Moderate' level category, signify to a moderate inclination towards communication in those particular situations e.g. the statement q 6 -volunteer and answer when the teacher ask question in English- (M= 2.89), and the statement q13 -provide feedback or constructive criticism to your peers after their presentation in English - . However, it is important to note that although none of the 16 statements expressed a low level of WTC, this does not deny the fact that a significant portion of students demonstrated the state of being unwilling to communicate across various situations. To put it differently, the moderate level in these situations may include as well students who are not willing to engage in communication. This idea is further supported by the (SD), which provides insights into the spread and the variability of the participants' responses from the average score, it appears that the standard deviation (SD) for those situations that are categorized of having a moderate level of willingness to communicate is relatively high in all items $SD > 0.9$. Where a higher standard deviation value indicates greater variation in students' levels of willingness to engage in communication in those specific situations i.e. some students of the surveyed sample may feel more confident and willing to participate, while others may have lower levels of willingness.

Overall, findings from the WTC questionnaire suggested that the mean score of the overall willingness of 45 respondents in 16 different communicative situations is 3.01, falling within the high level category. This indicates that master two linguistics students at the

University of msila- Algeria, display a generally a relatively high level of l2 willingness to communicate within the classroom setting.

1.2.2.Detailed description

Table 10: students' WTC in English in terms of Communication Contexts

Communicative situations	N	Means	Sd	Level
A- Whole class communication (q1, q2 ,q4,q5,q13)	45	2.82	0.96	Moderate
B- Small group communication (q11, q12,q3)	//	3.27	0.707	High
C- communication with peers (q14,q15,q16)	//	3.16	0.765	High
D- communication with the teacher (q6,q7,q8,q9,q10)	//	3.00	0.890	Moderate

From the table above, it can be seen that the 16 communicative situations are categorized based on the number of interlocutors involved in each situation. These categorizations, may provide a comprehensive understanding of the situational nature of WTC, which may vary depending on the task type and the individuals involved in. The table aims to describe general patterns of students' willingness to engage in communication within these different contextual situations.

- The category A identified as “Whole class interaction”, representing the most used activity in all language learning courses that involves communication with entire class, including classmates and the teacher. This category includes interactive situations that require extensive speech production such as giving presentations, participating in class discussions, and providing feedback to peers. The mean score for this context **M = 2.82** indicates a moderate level of learners' L2 WTC.
- The category B, identified as "Small group interaction" focuses on communication within smaller groups of classmates, including activities such as expressing thoughts

in group work or expressing disagreement during the assignment. The mean score of this category ($M = 3.27$), reflects a high level of engagement in this communicative context. This can be attributed to the nature of The setting, which is considered more intimate and secure for the students to use language compared to the whole class environment (absence of the teacher). Moreover, within small groups interaction, students are more likely to have similar language abilities, which may generate a feeling of comfort that enable them to freely express their ideas and opinions. Overall, the findings suggest that small group interactions provide a conducive environment for communication, fostering higher levels of engagement among students.

The last two categories focus on one-on-one interactions (communication in dyads) with a consideration given to the type of the receiver.

- The category C, identified as "Communication with peer": includes activities such as having discussions about favorite movies. The students within this context have demonstrated a high level of willingness to communicate, with a mean score $M = 3.16$. This suggests that students feel comfortable and confident when engaging in communication in English with their peers.
- The category D referred to "communication with the teacher", which encompasses possible interactions activities expected to occur between students and their teachers, including volunteering to answer questions, seeking clarification or instructions, and asking them for clarification or help. The mean score $M = 3.00$ reflects a moderate level of willingness to communicate in this context. The Moderate level in most of these items may reflect some student's reluctance toward interacting with the teacher, which may possibly be influenced by factors such as perceived authority or their own language proficiency.

1.3.Section three: EFL students ‘communication apprehension levels

Table 11: Frequencies distribution of students’ responses about their communication apprehension in total 11 statements.

Scale	(1) Strongly disagree	(2) Disagree	(3) Agree	(4) Strongly agree	N
Frequencies %	8%	33%	38%	21%	45

The data presented in this table represents an overview of the distribution of students’ responses regarding their communication apprehension/ language anxiety across 11 analyzed measuring statements. The responses were measured on an ordinal scale from 1 to 4, reflecting varying levels of agreement or disagreement with the provided statements. Which in turn, indicate the overall level of CA experienced among the surveyed population. The analysis of the data revealed a variation in the responses. Where, 41% of the total responses demonstrated a disagreement with the statements (with 8% corresponding to "Strongly disagree" and 33% corresponding to "disagree"). On the other hand, 59% of the total responses demonstrated an agreement (38% classified as “agree” and 21% as “strongly agree”) suggesting that a significant portion of the surveyed population experienced some level of discomfort or nervousness when engaging in communication.

Table 12: Descriptive Statistics of Students' communication apprehension in each statement:
"Examining frequencies, Means and Standard Deviations.

Items (a1-a11)	The frequency of overall responses(%)				Mean	Sd	Level
	1	2	3	4			
1- I never feel quite sure of myself when I am speaking in my foreign language class.	13	36	40	11	2,49	,869	Moderate
2-While giving a speech, I get so nervous I forget facts I really know.(24)	2	18	42	38	3.16	,769	High
3-I get nervous when I have to speak up in front of my teacher during class discussion (24)	0	18	55	27	3.09	,668	High
4-even if I'm well prepared, I still feel nervous when giving oral presentation	4	36	38	38	3.09	,874	High
5-I'm not very good at volunteering answers in our English class(It embarrasses me to volunteer answers)	2	40	31	27	2.82	,86	Moderate
6-I find difficulty to Engage in a group discussion/conversation with new assigned peer(s)(24)	7	51	24	18	2.53	,869	Moderate
7-I hesitate to ask the teacher a question/seek clarification	13	31	40	16	2.58	,917	Moderate
8-I tremble when the teacher ask me to answer hisa his/her question	33	33	36	18	2.58	,941	Moderate
9-I keep thinking that my classmates are better than me in terms of communication skills or abilities.	11	38	38	33	2.53	,869	Moderate
10-I avoid participating in the class because I fear making mistakes or saying something wrong.	9	38	3	18	2.62	,886	Moderate

11- I am afraid being laughed at /criticized when I speak up in class discussions.	16	40	33	11	2.40	,889	Moderate
Total	8	33	38	21	27.4	9.41	//
The overall level of communication apprehension					2.78	,858	Moderate

Table 12 presents data on EFL students' communication apprehension levels, measured through 11 different items. It provides insights into communication apprehension experienced by students in various anxiety-provoking situations during communicating in the foreign language classroom, based on the observed mean scores and standard deviations (SD), the findings reveal varying levels of communication apprehension among this surveyed population. Items 2, 3, and 4 which are associated with public speaking activities such as giving a speech, speaking up in front of the teacher during class discussions indicate high levels of apprehension, with mean scores ranging from 3.09 to 3.16 and standard deviations ranging from 0.668 to 0.769. These values suggest relatively lower variability in students' responses to these statements, indicating that students tend to experience a similar levels of anxiety in these situations, which is logical as these situations are commonly known to provoke anxiety and often result in avoidance behaviors. On the other hand, moderate levels of communication apprehension are observed in the remaining statements including Items 1, 5, 6, 7, 8, 9, 10 and 11 such as ask the teacher questions, engaging in group discussions with new peers. These items were categorized based on mean scores ranging from 2.49 to 2.82 with standard deviations of 0.858 to 0.941. These values indicate slightly higher variability in students' responses, indicating a wider range of apprehension levels across these situations i.e. the Students' experiences and perceptions of anxiety vary to some extent in these contexts. This can be regarded as well in the previous table that highlighted a variability in frequencies of students' responses, in sum, the overall analysis of the 11 statements reveals an average mean score of approximately 2.78, suggesting that this surveyed sample of 45 master's students in the linguistics program generally experiences a moderate level of communication apprehension within classroom setting.

1.4. Section four: EFL students 'self-perceived communicative competence levels

Table 13: Frequencies distribution of students' responses about their perceived communicative competence in total of 7 statements .

Scale	(1) Not confident	(2) Moderately confident	(3) Very confident	N
Frequencies	14 %	61 %	25%	45

The table 13 represents the frequency distribution of students' responses regarding their perceived communicative competence across 7 statements, these responses were measured on a 3-point scale, with options "Not confident" (1), "Moderately confident" (2), and "Very confident" (3). Representing low, moderate and high level of self-perception about their communicative abilities respectively. Upon analyzing the frequencies of each measuring scale across statements, the findings suggested that students have varying levels of self-perception regarding their communicative abilities, with 14 % of their responses indicate a lack of confidence, reflecting a low level of SPCC in some statements. Conversely, 25% of the respondents reported the feeling of "very confident" indicating a high level of communicative self-perception in those situations. Furthermore, 61% of the responses fall into the "Moderately confident" scale, suggesting that the majority of the students in the surveyed sample have a moderate level of confidence about their communicative abilities, perceiving themselves as being moderately competent while engaging in communication within the classroom environment.

Table 14: Descriptive Statistics of Students' self-perceived communicative competence in each statement: "Examining frequencies, Means and Standard Deviations"

Items (b1-b7)	Frequency of overall responses (%)			Mean	Sd	Level
	1	2	3			
1- To do a role-play standing in front of the class in English (e.g., ordering food in a restaurant).	18	60	22	2.04	,638	Moderate
2- respond when the teacher asks me a question in English	4	76	20	2.16	,475	Moderate
3- speak/present a speech without preparation in class	36	35	11	1.76	,645	Moderate
4- give a short self-introduction without notes in English to the class	9	56	35	2.27	,618	Moderate
5- translate orally a spoken utterance from Arabic into English in my group	9	56	35	2.27	,618	Moderate
6- lead the discussion in group work	11	69	20	2.09	,557	Moderate
7- speak even if I know your classmates are better than me at speaking English	9	58	33	2.24	,609	Moderate
The total	14	61	25	14.8	4.16	//
Overall level of SPCC				2.12	,594	Moderate

The table 14 presents statistical data of students' self-perceived communicative competence across seven different items (b1-b7), these items are described along with their corresponding means and standard deviations, Covering a range of communicative tasks and situations that students commonly encounter in the classroom. Looking at the means scores, it is observed that all the analyzed statements fall within the moderate level of self-perceived communicative competence, with mean scores ranging from 1.76 to 2.27. The statement with the highest mean score corresponds to -Giving a short self-introduction without notes - (M=2.27), indicating a relatively higher level of perceived confidence in performing this task.

On the other hand, the statement related to - Speaking/presenting a speech without preparation- has the lowest mean score ($M=1.76$) with 36 % of the respondents were not confident this can be explained by the high level of anxiety associated with this task. The dispersion of the students' responses for each statement is relatively low, as indicated by smaller values of standard deviation that ranges from 0.475 to 0.645. This implies that the majority of the participants indicate a relatively consistent level of self-perceived competence across the given communication tasks, suggesting that the students' perceptions of their communicative abilities are less diverse, where 61% of the responses fell within the moderately confident scale. Overall, the findings indicate that the surveyed population of this study generally perceive themselves as moderately competent in various classroom communicative tasks, with an overall mean score of 2.12. This suggests that the respondents possess a certain level of confidence when engaging in these tasks within the classroom setting.

2. The correlation analysis

In simple terms, the correlation analysis represents a statistical measure that quantifies a linear relationship between two or more variables. It determines the extent to which changes in one variable is associated with changes in another variable. Moreover, the strength and direction of the relationship is determined by The correlation coefficient that can range from **-1 to +1**, where a value of -1 indicates a perfect negative correlation, +1 indicates a perfect positive correlation, and 0 indicates no correlation. The interpretation of the value is important to understand the nature of the relationship among the variables, a positive correlation coefficient indicates that as one variable increases, the other variable tends to increase as well. In contrast, a negative correlation coefficient indicates that as one variable increases, the other variable tends to decrease (Roemer and others, 2021).

2.1. Correlation Analysis between the study's variables: Self-Perceived Communication Competence, Communication Apprehension, and Willingness to Communicate

The second aim of this study was to find out the correlations between students' self-Perceived communication competence, communication apprehension and their L2Willingness to communicate. Pearson correlation coefficient was employed to examine these potential relationships and answer the research questions and hypotheses.

This guideline of correlation values presents the strength of the relationship between the variables (as cited in Schober et al., 2018, p.3).

- .00 – .19 = very weak
- .20 – .39 = weak
- .40 – .59 = moderate
- .60 – .79 = strong
- .80 – 1.0 = very strong

Table15: Correlation analysis of Variables

Variables	1- WTC	2- CA	2- SPCC
1- WTC	1	-	-
2- CA	-,575 **	1	-
3- SPCC	,704 **	***	1
N	45	45	45
**. Correlation is significant at the 0.01 level (2-tailed).			

The findings of the correlational analysis between the communication variables presented in the table 15, showed that all the study’s variables are significantly correlated with each other at the .001 level. First, the calculated correlation coefficient between WTC and CA ($r = -0.575$) indicated a moderate negative correlation, meaning that, as students' communication apprehension level increases, their level of L2 willingness to communicate decreases. In other words, students who experience higher levels of language use anxiety or fear in communication situations are less likely to engage in communication activities, suggesting that communication apprehension can potentially act as a barrier, hindering students' willingness to communicate in the L2, and reducing their participation and engagement in classroom interactions. On the other hand, the analysis revealed that self-perceived communication competence is positively correlated with willingness to communicate ($r = 0,704$), indicating that the more students believe in their own competence in English, the more willing they are to engage in communication and actively use the language. Furthermore, the correlation analysis revealed that the correlation between SPCC

and WTC is stronger than the correlation between CA and WTC ($r = -0.575$) < ($r = 0.704$), this indicates that students' perceived communication competence has a greater influence on their willingness to communicate compared to their communication apprehension.

Overall, these findings highlight the interrelationships between communication apprehension, self-perceived communication competence, and EFL learners' willingness to communicate, emphasizing the impact of anxiety and confidence on students' engagement in language communication.

2.3. Regression Analysis for Predicting WTC

To assess the predictive power of these variables of interest (CA, SPCC), it is important to have a comprehensive understanding of the regression analysis and its aspects. While correlation analysis is a useful statistical tool for examining the association between the variables, it still has some limitations. The correlation analysis focuses on measuring the degree of association between variables, but it does not capture the full relationship or delve deeper to understand how variables impact each other, particularly in terms of establishing causality. On another words, it does not provide evidence of a cause-and-effect relationship. On the other hand, the regression analysis, as a type of statistical evaluation tool, serves multiple purposes including prediction, explanation and control of the effect of independent variables on a dependent variable. It can be defined as “a statistical technique for determining the relationship between a single dependent (criterion) variable and one or more independent (predictor) variables. The analysis yields a predicted value for the criterion resulting from a linear combination of the predictors” (Palmer and O'Connell, 2009, p.23).

2.2.1. Basic Concepts of regression analysis

The Multiple regression involves the analysis of two or more independent variables to predict a single dependent variable. It allows for the examination of the combined influence of multiple predictors on the dependent variable.

Before moving to this analysis part, it is important to understand the components of the regression analysis.

1- Dependent and independent variables:

The correlation analysis assesses the association between two variables without distinguishing between dependent and independent variables however, in the regression

analysis it is important to determine the variables. The dependent variable is the variable of interest that is being predicted or explained by the independent variables in this study represents(WTC), for the independent variables, which also known as predictor variables that are used to predict or explain the variation in the dependent variable, in this case they refer to ($X_1=CA$, $X_2=SPCC$).

2- Model fit assessment:

This determine how well a regression model fits the study data. This can be achieved through:

- a) R: the multiple correlation coefficient. R can be considered to be one measure of the quality of the prediction of the dependent variable.
- b) R-squared (R^2): also called the coefficient of determination, it represents the proportion of variance in the dependent variable explained by the independent variables. Higher R^2 values indicate a better fit. Example if R-squared value = 0.75, this means that approximately 75% of the variation in dependent variable can be explained by the independent variables.
- c) Adjusted R-squared: It adjusts R-squared for the number of predictors and sample size, providing a more reliable measure of model fit.
- d) F-statistic: It tests the overall significance of the regression model
- e) Standard error of the estimate: It measures the average distance between the observed and predicted values. Smaller values indicate a better fit of the model to the data.

3 - Coefficients and Significance:

- The intercept (β_0) represents the estimated mean value of the dependent variable when all independent variables are zero(baseline level of depend variable).
- Coefficients (β) of the variables: β_1 corresponds to variable X_1 , β_2 corresponds to x_2 indicate the direction and magnitude of the relationship between the independent variables and the dependent variable, suggesting that a one-unit increase in the independent variables (x_1 or x_2) is associated with an increase or decrease in the dependent variable by β_1 or β_2 units respectively.

Note: these details are extracted from statistical website.

4- Significance:

The statistical significance of the coefficients is assessed using t values or p-values of each independent variable. If ($p\text{-value}_1, p\text{-value}_2 < 0.05$), these p-values suggest that both X_1 and X_2 have a statistically significant impact on dependent variable at a significance levels 0.05 or 0.01.

2.2.2. Predictors of WTC

The previous investigation demonstrated a significant correlation between both CA and SPCC with WTC among master students within the classroom. To further examine the effect and predictive power of these communication variables on students' WTC, a multiple regression analysis was conducted. The results of this analysis are summarized in the following table.

Table 16: Multiple Regression Model summary for Predicting WTC

- The Independent variable1: CA
- The Independent variable 2: SPCC
- The Dependent variable: WTC

Model	B	β	T	Sig (p-value)
Constant	1.57	****	2.114	0.04
CA	-0.116	- 0.243	-0.919	0.364
SPCC	0.828	0.602	3.867	0.00
R-squared= 0.506 ADJ RS= 0.483 std.Error=0.36 F= 21.523 P < .01				

The table above presents the summary of multiple regression analysis conducted to predict the level of willingness to communicate (WTC) among 45 participants using two independent variables: CA and SPCC. The analysis yielded important findings regarding the significance of these variables. Firstly, the R-squared value of 0.506 indicates that approximately 50.6% of the variation in WTC level can be explained by the independent variables CA and SPCC. This suggests that these variables have a moderate level of predictive power for WTC, additionally regarding the standard deviation of errors (std.Errors = 0.36) it suggests a relatively low amount of variability or uncertainty in the prediction of the model regarding the level of willingness to communicate, which may also explain the contribution of other affective variables that are not included in the study e.g.(Personality traits, cultural background), Concerning the F-test, which assesses the overall significance of the regression model, a relatively high value of 21.523 was indicated. This suggests that the model, when considering both CA and SPCC together, has a statistically significant relationship with WTC. Therefore, the regression model as a whole is deemed significant in predicting WTC. However, when examining the individual significance of each of the independent variables, a distinction arises. The results indicated that only SPCC ($\beta = 0.06$; $p < 0.01$) was found to be a significant predictor of WTC. This was supported by its T-value of 3.867, and p-value < 0.01 , indicating a strong level of significance at the 0.01 level. These results suggest that SPCC has a substantial impact on predicting WTC. On the other hand, the CA ($\beta = -0.243$; $p < 0.01$) did not show a statistical significance. This was evident from the non-significant T-value of -0.919 and a p-value of 0.364, which is greater than the significance threshold of 0.01. Therefore, the overall analysis indicates that CA does not have a direct path for predicting WTC levels in this sample. In summary, these findings suggest that SPCC plays a more influential role in predicting the level of willingness to communicate compared to CA in classroom setting.

3. Discussion, Interpretation of the Results/answering the research questions and hypotheses

In this section, a detailed discussion and interpretation of the major findings obtained from the data analysis section regarding the role of communication apprehension (CA) and self-perceived communicative competence (SPCC) in influencing willingness to communicate (WTC) among M'sila University EFL learners is provided. The findings are discussed following the same order of the results sections, starting with a summary of the findings

related to the analysis of the levels of each communicative variables, highlighting the major reasons behind these levels.

3.1. The level of WTC in English among EFL Learners at m'sila-Algeria University

In order to gain insights into the communication-related perceptions and behavioral patterns of the participants, a standardized questionnaire was employed to measure their WTC levels as a direct predictor of their language use frequency. The analysis of the data revealed a generally high level of WTC among the respondents, though significant variations were observed among the 16 different classroom communication scenarios. These variations can be explained by some characteristics related to these communicative situations including task types, the numbers of receivers, familiarity levels, and the topic of discussion. These factors, which are perceived differently by the participants shape their cognitive perceptions and influence their decision to engage in communication. For instance, and even with public speaking activities such as “presenting in front of class” which are typically considered most anxiety-provoking situation. Interestingly, a notable percentage with 37% of the respondents expressed a definite willingness to participate in such situation, while 9% of them showed a clear unwillingness. Surprisingly, even in situations that are less cognitively demanding and mostly perceived relatively easy to do, like asking the teacher to repeat what was said, there was a notable percentage of 11% of the respondents who showed a clear unwillingness. However, when it came to seeking clarification about assignments, 61% of the overall responses, showed a high level of willingness. These variations are not only influenced by the difficulty of the tasks but by motivational factors as well. Such as learners' interest in the courses they are taking, which may act as an inner force that can either boost or hinder their willingness to engage in communicative activities. In this regard, it is important to note that the motivation levels of the participants also showed some variations, with the majority of responses falling within the slightly to moderately interesting scale, this may explain to some degree, their avoidance behaviors and hesitancy to communicate in some contexts.

Furthermore, when considering situational characteristics of the communicative statements, particularly in terms of the type and the number of receivers involved, high levels of WTC were associated with the situations that involved fewer participants (group and pair interaction). This could be attributed to the greater degree of familiarity among individuals, creating a less stressful and more comfortable environment for them to communicate. Within

small group size, individuals often perceive more control over the communication process (McCroskey, 1982), contributing to a higher sense of self-efficacy that consequently increases their willingness to actively engage in communication. On the other hand, the whole-class interaction situation received relatively moderate level of communicative engagement, as expected, where the presence of a large audience may increase the perceived pressure and anxiety levels among individuals. Moreover, within this context, individuals are often concerned about how they will be perceived and evaluated by their peers and teacher i.e. they are more concern about “losing face” especially for those who perceive themselves as less competent and are consistently conscious about their vocabulary, accent, and grammar. The findings align with previous studies conducted by Cao & Philp(2006), Zarrinabadi et al. (2014) and kang (2005). Additionally, concerning the type of receiver , particularly the teacher, where most of the learning activities involves teacher-learners interactions, a moderate level of willingness was observed, this could be influenced by the learners’ perceived language proficiency or the limited knowledge on the topic being discussed. In a sense that Students may hesitant to communicate with the teacher if they feel their language proficiency is not sufficient or if they fear providing incorrect answers, leading to reduced willingness to communicate or sometimes to a the code-switching as a strategy to ensure a reduced judgment, especially during after class discussion. Besides, the quality of the relationship between the teacher and students can play a significant role in students' WTC as well. Previous research by Yu (2009) has supported this claim, suggesting that teacher immediacy has a notable direct impact on communication apprehension and self-perceived communication competence, which in return, indirectly influence second language learner's willingness to communicate through the mediation of these two constructs. This can be reflected in the responses concerning the statement “Talk to the teacher after class using English” where a significant portion of the participants expressed unwillingness, indicating preference to keep distance inside an outside the classroom. This findings aligns with McCroskey's (1992) suggestion that social distance influences individuals' degree of willingness to communicate.

To conclude, and In response to the first research question and hypothesis regarding the level of willingness to communicate. The results section provided evidence that indicates that Master's students in the English linguistics Program at the University of Mohamed Boudiaf Msila demonstrate a relatively high level of WTC within their educational setting.

Which contrast with the initially proposed hypothesis that assumed that EFL learners possess a low level of WTC.

3.2. The level foreign language communication apprehension among EFL Learners at m'sila-Algeria University

The Second part of the quantitative data analysis section sheds light on measuring the overall level of foreign language communication apprehension experienced by participants in this academic context. 11 statements were included in the overall analysis that captured common challenges and manifestations of anxieties faced by students when speaking or participating in foreign language classes, for an easy discussion, these statements are classified into context-specific apprehension, audience related apprehension, error related aspects and evaluation related aspects.

Upon the detailed analysis of each statement, public speaking anxiety as a part of CA that was addressed in statements 2, 3 and 4 (giving speech, speak in front of the teacher and delivering oral presentation), has received a high frequency of agreement (f= 38%-55%), undoubtedly, as it is considered to be a common phenomenon that can be experienced by people of all backgrounds and skill levels. Even in case of well-prepared individuals the majority of responses showed agreement with 76 % of total responses, likely due to the conceived pressure and stress associated with addressing a large audience (i.e. the entire class), which result from The feeling of being exposed and center of attention within a highly evaluative situation. In contrast, the statement a6 "apprehension about group/dyadic discussions" received a relatively low level of agreement with the majority of responses expressed a clear disagreement. This findings align with Gamston and Wellman (1992) who noted that, "Large audience often seems more intimidating than smaller ones" (p. 35). And corroborated by Horwitz et al. (1986), highlighting that speaking in front of the class is one of the most CA-provoking contexts in the EFL classroom. Moreover, the remaining statements have indicted a moderate level of apprehension with responses that witnessed variations between a total agreement and disagreement. For the statements a7 and a8 that were directly related to apprehension about teacher interaction, the moderate level of anxiety suggests that participants tend to experience to some degree an anxiety and hesitancy when interacting face-to-face with the teacher. Possibly due to the concerns about being perceived as incompetent, and the desire to maintain a positive impression, especially with

the teacher as an authority figure with evaluation power. For statements a1 and a9 which are related to self-evaluation “I keep thinking that my classmates are better than me in terms of communication skills or abilities”, “I never feel quite sure of myself when I am speaking in my foreign language class” have reported a considerable agreement among responses, indicating that significant portion of participants are experiencing a negative self-perception and insecurities when using the language (self doubt about their communication skills). Similarly, for self-comparisons, students significantly perceived their classmates as more skilled in communication, which might be contributed to their feelings of inferiority and reinforced sense of inadequacy, resulting in heightened communication apprehension. For Statement a10 which focuses on apprehension related to Fear of making errors, although not widely agreed upon. However, certain, if small portion of participants expressed an agreement, which might be rooted from the concern of losing face, due to the overly cautious attitudes when using the language, specifically as an advanced-level learners who are expected to demonstrate a high level of language proficiency. The statements a5 and a11 related to apprehension stemming from the fear of being negatively judged and embarrassed, also have received a moderate level of anxiety, indicating that some participants worry less about others’ criticisms, while other do. This could be attributed to their perception of not being proficient enough in English, leading to hesitancy and reduced participation.

In summary, the analysis of the questionnaire items revealed that the total CA settled at an “average level”. This demonstrate that Algerian EFL learners at the University of Msila have a moderate level of Communication apprehension within their classroom setting. Consequently, in light of these results, the initial posited research hypothesis regarding the level of communication apprehension among EFL learners is refuted.

3.3. The level of English language self-perceived communicative competence among EFL Learners at m’sila-Algeria University

The data collected from the section three of the questionnaire provides a clear insights into the students’ perceptions and confidence regarding their communicative skills in different interactive tasks. The overall analysis of the 7 statements, indicated a moderate level of SPCC achieved by participants in each scenario. Regarding SPCC within these statements that reflect performance-based tasks. Statements (b1, b3 and b4) that involve spontaneous speaking, which often trigger communication apprehension due to the fear of negative evaluation and making mistakes, The observed moderate level suggests that participants feel

reasonably confident despite the potential challenges related to these tasks. Additionally, within statements (b5, b6), which center on collaborative tasks requiring language processing and production (competence in leading a group work, competence in translating spoken utterances), the observed moderate level in SPCC could be attributed to the relatively low experienced communication anxiety as discussed earlier (see the previous paragraph). This suggests that a significant portion of participants feel confident in their competence when working within groups. However, for those participants who expressed less confidence in these tasks, this could be related to their failure to adapt with the group, especially in case it involves peers that possess high language proficiency, which could generate concerns about their individual performances and reduce their self-esteem. For the tasks involving interaction with the teacher, results revealed that some participants exhibited a positive self-evaluation of their competences, regardless to the level apprehension observed in this situation as discussed earlier. The final statement focuses on participant's perceived proficiency compared to their classmates. The observed moderate level of self-perceived competence, suggests that majority of participants still feel confident and motivated to speak, despite knowing that their classmates are more skilled in English.

In brief, considering the research question regarding the level of this communicative construct, the comprehensive analysis indicated that Master's students in the English linguistics Program at the University of Mohamed Boudiaf Msila demonstrate a moderate level of self-perception concerning their communicative competence within the educational setting. As for the research hypothesis, which postulated a moderate level of SPCC among students is affirmed by the empirical evidence collected in this study, clearly demonstrating the presence of moderate level of SPCC among these EFL learners.

3.4. The correlational and regression analysis of the study variables

Within this section, the patterns of relationships (negative, positive) among the study variables: self-perceived communication competence, communication apprehension, and willingness to communicate in the foreign language educational context are discussed.

First, reflecting on the hypothesis suggested for the correlational analysis, the findings of the study provided evidence to reject the null hypothesis, instead, affirming the presence of significant relationships among the examined variables. Notably, the observed moderate negative association between CA and WTC, indicates that as CA level increases, learners demonstrate a decreased inclination to engage in communicative tasks. Conversely, lower

levels of CA are associated with higher WTC. High levels of communication apprehension are often accompanied by negative emotions when individuals are involved in communication activities such as anxiety, fear, and discomfort, and since emotions exert significant control over individuals' behaviors, these negative emotions act as barriers that hinder their desire to actively engage in a foreign language discourse. As a result, individuals may hesitate or avoid participating in communication tasks due to these anticipated unpleasant emotional experiences. This profound impact can stem from various sources including fear of being negatively evaluated as discussed earlier. On the other hand, self-perceived communicative competence which is based on their self-assessment of own capabilities was positively correlated with their WTC, suggesting that EFL learners who possess a strong personal belief in their communication competence, or who perceive themselves as competent language users, are more likely to exhibit a higher willingness to engage in communication, and the other way round. These findings resonate with findings of previous related studies conducted in various EFL and ESL contexts. For instance, Dagmara's study in (2013) on first-year students of the English Department at the University of Silesia, MacIntyre et al.'s study in (2002) on French junior high immersion students and Yashima and Hashimoto's studies in (2002) on Japanese EFL learners, which revealed that both CA and SPCC have the potential to influence individual's willingness to communicate and eventually their language use frequency. Additionally, when the regression analysis was conducted to examine the individual predictive power of each variable on learners' WTC, this study distinguished itself from aforementioned results of the previous research. In a sense that; communication apprehension did not emerge as a predictor of willingness to communicate, although a significant correlation between the two existed. This implies that SPCC and CA do not contribute equally to the level of WTC among EFL learners. put differently, there was no direct effect path between CA and WTC as pointed in MacIntyre's conceptual model, only their self-perceived competence was the significant predictor of students' in-class WTC.

One possible explanation for these findings, is the Multicollinearity of the independent variables, meaning that, the independent variables are highly correlated with each other making it difficult to isolate their individual effects on the dependent variable. That is to say, communication apprehension, was a part of self-perceived communication in affecting the willingness to communicate of the students. Thus, and in order to verify this issue, an additional correlation analysis was conducted between CA and SPCC, the findings showed indeed the presence of a strong negative correlation between the two variables with

($r = -.717$). this significant negative correlation Suggests that students' SPCC plays a significant role in shaping their apprehensive feelings towards foreign language communication, meaning that, learners who often doubt about their own abilities and view themselves as less skilled in communication tend to experience higher levels of language anxiety, which ultimately impact their decision to interact in learning contexts. However, it still poses challenges particularly in discerning the unique impact and the prediction's level of each independent variable on the dependent variable. In this regard, Previous studies such as Yu (2011) found that "CA had an indirect effect on WTC in English through its negative effect on SPCC" (p.229). Moreover, another possible explanation may be related to the Presence of additional affective contextual or psychological variables that account for the rest 50% of the variation in the overall level of WTC such as the introverted nature of some learners, may have neutralized the role of communication apprehension in predicting WTC. Thus, the findings of this study did not lend empirical support to MacIntyre's (1994), MacIntyre et al. (1998) and Yashima Conceptual models, which found that both communication apprehension and self-perceived communication competence have direct effects on willingness to communicate. Instead, they are more in line with the findings of Tamara et al. (2017) with Indonesian EFL, where SPCC was the only predictor among three communicative variables namely SPCC, CA and motivation. However, SPCC explained only 15% of the variance of willingness to communicate on that sample.

In conclusion, the obtained results partially Align with the hypothesized expectations that were addressed regarding the predictive power of these variables. Therefore, the postulated null hypothesis was accepted only in terms of the indirect effect of CA, where the results have confirmed through the multiple regression analysis that CA was not statistically significant. However, it was rejected regarding SPCC variable, where the results have indicated the existence of a direct path from SPCC in predicting EFL learners' WTC levels.

III. Pedagogical Implications, Limitations and Recommendations for Further Research.

1. Pedagogical Implications

In light of The findings obtained from the study's practical part, which concluded that willingness to communicate is associated with low level of language anxiety and high level of self perceived communicative competence, along with the corresponding knowledge from the theoretical part regarding the role of these variables in influencing learners' language use frequency , several pedagogical implications can be inferred. These implications are relevant for both learners and educators, with the aim of increasing EFL learners' verbal contribution by promoting their WTC and fostering their self-perception, and simultaneously reducing their communication apprehension levels.

- The importance of participatory behaviors should not be concerned only with oral speaking courses, every language teachers should pay more attention to their students' communicative behaviors patterns during class interaction and be aware of the various factors that influence their decision to interact in foreign language at early language learning stages.
- Raising the awareness to EFL teachers and learners to capitalize on the significance value of WTC and its antecedents in developing speaking skills as primary concern of foreign language learning and communication
- Emphasizing the importance of frequent language use in developing high communicative competence by recognizing of the pivotal role played by WTC in controlling the quantity and the quality of language production.
- Generating the willingness to communicate and the openness to use language in language learners by integrating activities that explicitly foster the WTC such as performance-based activities (Lee, 2020).
- Incorporating anxiety reduction strategies in language learning contexts, as a high levels of communication apprehension can lead to speech reluctance and interactional behaviors avoidance.
- Creating a Supportive and friendly learning Environment that integrate more authentic communicative task and nurturing a sense of belonging that empower EFL learner's self-confidence in their communicative competence thereby promoting more active participation and thriving their language learning journey.

- Encouraging spontaneous language use and risk taking within group work settings, as they are perceived as less threatening communicative contexts where students can feel comfortable expressing their ideas without fear of judgment, which also involves different proficiency levels that work as motive to advance their speaking skills.
- Offering specialized courses: advanced public speaking courses that focus on reducing CA in specific contexts meaning that these courses can provide targeted instruction and support to learners who experience heightened anxiety in public speaking situations.
- The findings showed that it is not sufficient to just reduce anxiety to improve learners' WTC great deal of attention should be paid to the construct of self-perception as direct predictor of their WTC
- Language teachers should have primary concern on how to help students to control the effects of certain variables particularly improving their confidence in believing in their communication competence that automatically lead to an increased CA and eventually high level of WTC.
- Helping learners to develop positive and accurate Meta awareness of their communicative competence and set goals for improvement by engaging EFL learners in self-reflection and self-assessment exercises by which learners can actively participate in their own language development.

2. Limitations of the Study

Despite the successful achievement of the research objectives, it is important to acknowledge several limitations that were present in this study. These limitations provide valuable insights for guiding future research in this area. One primary limitation was the insufficiency of time available for conducting the research, along with the scarcity of research resources and relevant studies, particularly within the EFL contexts. Consequently, it was not possible to sufficiently compare the obtained results with other similar studies' findings. Furthermore, the study had a relatively small sample size compared to the entire population, resulting in limited collected data which in turn restricted the generalizability of the study's findings, therefore, the results of the study should be utilized with caution. Another issue

appeared was during the analysis of the questionnaire most of the participants were not cooperative enough and did not seriously respond to the questions and this was reflected in the contradictions observed in their responses, which introduced some uncertainty and ambiguity into the collected data. Moreover, the methodology relied solely on self-reported measuring technique to evaluate communication apprehension, self-perceive communicative competence, and the willingness to communicate, which posed a methodological limitation. This reliance on subjective measures made the study susceptible to response biases, potentially leading to an overestimation or underestimation of the constructs being measured. That might lessen the credibility of the research findings.

3.Recommendation for further research

Based on the study findings and limitations encountered the researcher. The following recommendation are proposed for further actions or considerations.

- A Replication of the present study extending on larger sample size, to obtain more robust and representative data, allowing for more confident conclusions and generalizability of the findings about the effect of communication apprehension, self-perceived competence on willingness to communicate. Another possible replication is to consider another sample of learners in different learning stage e.g. high school students or undergraduate students
- Consider employing a mixed-methods research design, incorporating both quantitative and qualitative approaches that would yield a deeper understanding of the role of these affective factors, capturing a more holistic view of individuals' willingness to communicate. By incorporating both self-report measures and objective observations. To the actual frequency of language use.
- Conducting a Gender-Specific Analysis to compare the WTC levels, communication apprehension, self-perceived competence, between males and females within classroom setting. This analysis would shed light on potential gender-based variations in communication behaviors.
- Expanding the scope of the study by including communication scenarios outside the classroom setting. Comparing the results between different contexts would provide valuable insights into the influence of contexts on willingness to communicate and its antecedents.
- Investigating the effect of WTC levels on teacher instructional performance and teaching strategies using qualitative analysis research design regarding the impact of

individuals' communication engagement (participatory behaviors tendencies) on teaching effectiveness from teachers' perspectives.

General conclusion

General conclusion

One of the central goals of language learning involves the ability to effectively communicate in that language. Classroom interaction plays a fundamental role in developing EFL learners' oral proficiency and their ability to engage in effective communication. Şener (2014) emphasized the crucial link between classroom interaction and the development of oral skills, arguing that it is unreasonable to expect learners to acquire the necessary oral proficiency without sufficient opportunities for interaction within the classroom setting. Therefore, the prioritization of oral communication by language educators in foreign language learning frameworks, stems from its active and immediate application to the received input in practical and meaningful contexts, which, in returns, facilitates learners' language proficiency development. Furthermore, as language acquisition primarily occurs through interactive experiences, the researchers have sought to understand the complex nature of individuals' involvement in oral interaction tasks, the key aspect to understand these varied communicative patterns was to uncover the factors that control their decision to engage in communication (MacIntyre et al.,1999). Regarding the major influences on students' willingness to communicate, this study had three objectives. Firstly, The primary concern was to investigate the different levels of each of these communicative variables including willingness to communicate and its two major affective components which determine learners state of self-confidence in 12 usage: communication apprehension, which is related to language use anxiety, and the self-perceived communicative competence, which is related to individuals' self-evaluation of their ability to effectively communicate in specific context. Followed by an examination of the potential relationships among these variables and their effects on learners' willingness to communicate. Lastly, the study aimed to examine through regression analysis the predictive power of these variables in determining learners' level of communicative engagement. For the sake of answering the research questions and evaluating the accuracy of the suggested hypotheses, a quantitative research design was employed to analyze the obtained data from self- report tests that were administrated to EFL students at M'sila University. The results revealed a moderate level of CA and SPCC, while WTC showed a relatively high level with some variation ranging from moderate to high with no remarkable low level in all interactive classroom situations. Furthermore, the study provided statistical evidences and made significant contributions to the existing literature as all the variables were significantly correlated, aligning with previous related research findings, conforming that the effect of these variables that reflects 12 communication self-confidence

as stated by Peng and Woodrow(2010) is a universal precursor to L2 WTC despite the different sociocultural contexts(p.855). However, the analysis further affirmed that L2 learners' perception of their language proficiency was the only factor that reliably predicted their willingness to communicate, consistent with Deci's (1995) assertion that “people must feel sufficiently competent at the instrumental activities to achieve their desired outcomes” (p. 64).

In conclusion, the study examined these affective factors that represent individual differences (IDs) to understand the communicative choices of EFL learners within their language learning environment and its interactive learning tasks. The results also provided some valuable implications for the fields of applied linguistics and SLA, which can be utilized by educators to increase learners' L2self-confidence by instructional strategies that reduce anxiety and increase positive self-perception about their communicative competence,ultimately increasing their L2 WTC and change their attitudes toward language use as primary pedagogical goal, which fosters a positive learning experiences and facilitating the development their oral communication skills in the foreign language, which eventually can promote language learning progress and enhance their scholastic success in EFL university context.

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Appendices

Dear participant,

We kindly request your participation in this questionnaire, which is part of an investigation aimed at finding out about the influence of Self perceived competence and communication apprehension on EFL learners' willingness to communicate inside the classroom .please, be sure that all information you provide will be treated confidentially and used solely for research purposes. Your contribution to this investigation is highly valued. We sincerely appreciate your time and effort in completing this questionnaire.

- Tick the appropriate box.

Section ONE: Background Information

1- Select your age

21-24 years

25-29 years

30 years or above

2- Select your Gender

Male

Female

3 - Was it your own choice to study English?

Yes

No

5-Are you interested about your English learning courses?

Very interested Moderately interested

Slightly interest Not interested

Section two: willingness to communicate

Dear participant,

In this section, you will be provided with 17 statements that reflect some classroom communicative activities. Please select the box that best represents your desire to engage in communication for each situation.

1-Greet your classmate(s)/teacher(s) in English when you enter the classroom

Definitely willing	<input type="checkbox"/>	probably willing	<input type="checkbox"/>
probably not willing	<input type="checkbox"/>	definitely not willing	<input type="checkbox"/>

2-give presentation/speech in front of the class

Definitely willing	<input type="checkbox"/>	Probably willing	<input type="checkbox"/>
probably not willing	<input type="checkbox"/>	definitely not willing	<input type="checkbox"/>

3-Present your arguments/opinions about the topic in classroom discussion

Definitely willing	<input type="checkbox"/>	Probably willing	<input type="checkbox"/>
probably not willing	<input type="checkbox"/>	definitely not willing	<input type="checkbox"/>

4- participate in a class discussion /debate in English

Definitely willing	<input type="checkbox"/>	Probably willing	<input type="checkbox"/>
probably not willing	<input type="checkbox"/>	definitely not willing	<input type="checkbox"/>

5- Do a role-play standing in front of the class in English (e.g. ordering food in a Restaurant)

Definitely willing	<input type="checkbox"/>	Probably willing	<input type="checkbox"/>
probably not willing	<input type="checkbox"/>	definitely not willing	<input type="checkbox"/>

6-volunteer and answer when teacher ask question

Definitely willing	<input type="checkbox"/>	Probably willing	<input type="checkbox"/>
probably not willing	<input type="checkbox"/>	definitely not willing	<input type="checkbox"/>

7- Ask the teacher to repeat what s/h said using English

Definitely willing Probably willing
probably not willing definitely not willing

8- Ask clarification/instruction from the teacher in English when you have difficulty in understanding the assignment

Definitely willing Probably willing
probably not willing definitely not willing

9- Ask the teacher in English about meaning of words or structures s/he just used.

Definitely willing Probably willing
probably not willing definitely not willing

10- talk to the teacher after class

Definitely willing Probably willing
probably not willing definitely not willing

11- Express your thoughts/ in group work activity

Definitely willing Probably willing
probably not willing definitely not willing

12- Express a disagreement with your classmates' opinion during group projects or assignments.

Definitely willing Probably willing
probably not willing definitely not willing

13- Provide feedback or constructive criticism in English to your peers after their presentation

Definitely willing Probably willing
probably not willing definitely not willing

14- Take part in a discussion in English with your friend

Definitely willing Probably willing
probably not willing definitely not willing

15- Tell your classmate(s) about a story of a movie you saw or a book you read during breaks in English.

Definitely willing Probably willing
probably not willing definitely not willing

13- Ask my peer in English about ideas/arguments related to the topic.

Definitely willing Probably willing
probably not willing definitely not willing

Section three: I2 communication apprehension

Dear participant,

In this section, You will be presented with a series of statements reflect the feelings of anxiety when engaging in communication activities.

1- I never feel quite sure of myself when I am speaking in my foreign language class.

Strongly Agree strongly disagree
Agree disagree

2- While giving a speech, I get so nervous I forget facts I really know.

Strongly Agree strongly disagree
Agree disagree

3- I get nervous when i have to speak up in front of my teacher during class discussion

Strongly Agree strongly disagree
Agree disagree

4- Even if I'm well prepared, i still feel nervous when giving oral presentation to the rest of the class

Strongly Agree strongly disagree
Agree disagree

5- I'm not very good at volunteering answers in our English class(It embarrasses me to volunteer answers

Strongly Agree strongly disagree

Agree disagree

6- I find difficulty to Engage in a group discussion/conversation with new assigned peer(s)

Strongly Agree strongly disagree

Agree disagree

7- I hesitate to ask the teacher a question/seek clarification

Strongly Agree strongly disagree

Agree disagree

8- I tremble when the teacher ask me to answer his/her question

Strongly Agree strongly disagree

Agree disagree

9- I keep thinking that my classmates are better than me in terms of communication skills or abilities.

Strongly Agree strongly disagree

Agree disagree

10- I avoid participating in the class because i fear making mistakes or saying something wrong.

Strongly Agree strongly disagree

Agree disagree

11- I am afraid being laughed at /criticized when I speak up in class discussions.

Strongly Agree strongly disagree

Agree disagree

Section four: self-perceived communicative competence

Dear participant,

In this section, you will be presented with a series of statements reflect your self-perceived communicative competence when engaging in communication activities. The scale Consider how confident and competent you feel when using English for communication

1- To do a role-play standing in front of the class in English (e.g., ordering food in a restaurant).

Not confident moderately confident Very confident

2-respond when the teacher asks me a question in English

Not confident moderately confident Very confident

3-speak/present a speech without preparation in class

Not confident moderately confident Very confident

4- give a short self-introduction without notes in English to the class

Not confident moderately confident Very confident

5- Translate a spoken utterance from Arabic into English in my group

Not confident moderately confident Very confident

6- I am confident to lead the discussion in group work

Not confident moderately confident Very confident

7- I am confident to speak even if I know your classmates are better than me at speaking English

Not confident moderately confident Very confident

Thank you

ملخص

نظرا لاهميه البالغه للربغه في تواصل كسمة شخصيه مميزه للافراد والتي تستعمل لفهم وتوقع الانماط التواصليه ، كان من الضروري دراسه هذا المفهوم في الوسط التربوي وكذا دراسه ابرز مؤثراته تحديدا - التخوف التواصلى والادراك الذاتى للقدرات التواصليه . وقد هدفت هذه الدراسه لتحقيق جملة من اهداف : اولاً، وصف مستويات كل من الاستعداد التواصلى لدى المتعلمين، خوفهم من التواصل، و تقييمهم لكفاءتهم التواصليه .ثانياً:سعت الدراسه لتحديد نوع العلاقه القائمه بين هذه المتغيرات. ثالثاً: اجراء تحليل باستعمال نموذج الانحدار المتعدد لمعرفة تأثير كل من التخوف التواصلى و الادراك الذاتى للقدرات التواصليه على الربغه في تواصل .و من اجل دراسه هذه الاهداف تم استخدام تصميم بحث كمي، مع استعمال استبيان كاداه رئيسيه لجمع البيانات . تم توزيع هذا الاستبيان على عينه عشوائيه مكونه من 45 طالب ماجستير في جامعه محمد بوضياف بولاية المسيله، تم تحليل النتائج المتحصل عليها باستخدام برنامج التحليل الاحصائى(SPSS) نسخه 25 . اظهرت النتائج النهائيه ان للمشاركين مستويات متوسطه فيما يخص كل من التخوف من التواصل والادراك الذاتى للقدرات التواصليه، ومستوى مرتفع نسبيا في ما يخص رغبتهم في التواصل. وفي خصوص دراسه العلاقات بين المتغيرات كشف تحليل الارتباط عن وجود علاقه ايجابيه داله احصائيا بين الربغه في التواصل والادراك الذاتى للقدرات التواصليه وعن وجود علاقه سلبيه ذات دلالة احصائيه بين الربغه في تواصل لدى الطالب والتخوف التواصلى التواصليه والتخوف ومع ذلك ، اظهرت نتائج تحليل الانحدار المتعدد ان الادراك الذاتى للقدرات التواصليه للطلبة هو المتنبئ الوحيد لرغبتهم في التواصل . وفي الاخير تمت من خلال هذا البحث مناقشه الاثار النظرية والتطبيقية التي تعزز وعي معلمي اللغة الانجليزيه كلغه اجنبيه فيما يتعلق باهميه توليد الربغه في التواصل لدى الطلبة لاستخدام الفعال للغه الاجنبيه، وكذا الدعوه لاستراتيجيات تحد من القلق اللغوي وتعزز ثقتهم خاصه فيما يتعلق بالقدرات التواصليه كمؤشر مباشر لاستعدادهم للتواصل باستعمال اللغة الثانيه كوسيلة فعاله للاكتساب الناجع وتحقيق الكفاءه اللغويه .