Why do some students seek, while others avoid, second language (L2) communication? Many language teachers have encountered students high in linguistic competence who are unwilling to use their L2 for communication whereas other students, with only minimal linguistic knowledge, seem to communicate in the L2 whenever possible. Despite excellent communicative competence, spontaneous and sustained use of the L2 is not ensured. A colleague, who teaches a L2 and whose L2 competence is excellent, is well known to avoid “like the plague” L2 communication in social settings. A related observation is that many learners have noticed that their willingness to communicate (WTC) varies considerably over time and across situations. Our aim in this article is twofold. First we wish to provide an account of the linguistic, communicative, and social psychological variables that might affect one’s “willingness to communicate.” As demonstrated in the text below, and examination of WTC offers the opportunity to integrate psychological, linguistic, and communicative approaches to L2 research that typically have been independent of each other. We view the WTC model as having the potential to provide a useful interface between these disparate lines of inquiry. Our second goal is to suggest potential relations among these variables by outlining a comprehensive conceptual model that may be useful in describing, explaining, and predicting L2 communication. In an effort to move beyond linguistic or communicative competence as the primary goal of language instruction, this article represents an overt attempt to combine these disparate approaches in a common theme, that is, proposing WTC as the primary goal of language instruction.
The manual contains a detailed description of the components and functions of the device. It provides instructions on how to use the device correctly and safely. The manual also includes troubleshooting tips and maintenance instructions to help users keep the device in good working order. Additionally, the manual contains safety warnings and cautions to ensure the user's safety while operating the device. This manual is an essential resource for anyone using the device and should be kept in a easily accessible location for future reference.
The concept of communication

The concept of communication is fundamental to the understanding of how individuals, groups, and societies interact. Communication involves the exchange of information, ideas, and feelings among people through various channels such as language, gestures, and symbols. It is a dynamic process that is essential for social cohesion and the development of shared understanding.

In the context of communication, it is important to recognize the role of language and non-verbal cues in conveying meaning. Effective communication requires clarity, accuracy, and appropriateness in the use of language and body language. It also involves active listening and the ability to interpret and respond appropriately to the messages received.

Good communication abilities are crucial in personal relationships, professional settings, and in the development of effective leadership. They enable individuals to express their thoughts and ideas clearly, understand the perspectives of others, and build strong connections based on mutual respect and understanding.

In conclusion, the concept of communication is a vital aspect of human interaction, and mastering effective communication skills is essential for success in both personal and professional endeavors.
ACKNOWLEDGMENTS

Our thanks to all the contributors who made this book possible. We would like to express our gratitude to the following individuals and organizations for their support and assistance:

[List of acknowledgments]

REFERENCES

[List of references]

CONTRIBUTIONS AND ROLES OF THE CONTRIBUTORS

[Contributors' roles and contributions]

The editor of this book wishes to thank [individuals and organizations] for their contributions to the success of this project.
Lisbin-Capasso Becomes Associate Editor of Reviews

After 19 years as Mil/Associate Editor of Reviews, Diane Brody is leaving the position to pursue other interests. Effective immediately, all new material for Review should be sent directly to the incoming Associate Editor. The move is effective immediately. Michael B. J. A. H., Reviews, P. R. (1968).

For Application

