

Social Networking and Willingness to Communicate in English As a Second Language

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Abstract:

The purpose of this research is to display the role of social networking, social media and sites, as well as their influences on the willingness to communicate in English as a second language. The research started with illustrating the idea of building the social networking followed by identifying and demonstrating the current state of network analysis. Then the points of weaknesses and strengths of applying the social media generally in education, and specifically on learning English were discussed and revealed. Willingness to communicate (WTC) as a new concept and trend in learning and acquiring the second language was explained; illustrating and demonstrating its evolutionary stages and models within different periods of time. Finally, the effect of the social networking sites on the interaction of the language learners and their willingness to communicate in the second language was discussed via various conducted studies.

Key words: Social networking, Willingness to communicate (WTC).

شبكة التواصل الاجتماعي والرغبة في التواصل باللغة

الإنجليزية كلغة ثانية

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الملخص:

الغرض من هذا البحث هو استعراض دور وأثر شبكة الانترنت وشبكات ومواقع التواصل الاجتماعي على الرغبة في التواصل باللغة الإنجليزية كلغة ثانية. بدأ البحث بتوضيح فكرة بناء مواقع التواصل الاجتماعي ثم بشرح وافى لتحليل الوضع الحالي لشبكات الانترنت. تلي ذلك، مناقشة لنقاط الضعف والقوة في تطبيق واستخدام مواقع التواصل الاجتماعي في التعليم عامة، وفي تدريس اللغة الإنجليزية كلغة اجنبية خاصة. كما تم شرح مفهوم الرغبة في التواصل لكونه مفهوم واتجاه حديث في تعلم واكتساب اللغة الثانية؛ وذلك باستعراض مراحل تطور النماذج الخاصة بالمفهوم عبر فترات زمنية مختلفة. أخيراً، تم عرض مناقشة لأثر مواقع التواصل الاجتماعي وشبكات الانترنت على التفاعل لدى متعلمي اللغة ورغبتهم في التواصل باللغة الانجليزية كلغة ثانية من خلال نتائج الدراسات التي أجريت في هذا المجال.

الكلمات المفتاحية: شبكة التواصل الاجتماعي-الرغبة في التواصل

Social Networking and Willingness to

Communicate in English

As a Second Language

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Introduction:

Social media usage is being swiftly increasing during the last few years, as there is a heavy rise in utilizing and applying it in the educational society. Social media facilitates the interaction and communication among people via editing, sharing, or creating new forms of textual, visual, and audio contents. The growth of social media has changed the ways in which the Internet is experienced by most users. Social media is built on the idea of how people know and interact with each other.

Social networks have become thoroughly rooted in modern culture. People have woven these networks into their daily routines, using Facebook, Twitter, online gaming environments, and other tools. Social networking make students more peer-based, as they are stimulated to learn from their peers online. They also enjoy interacting and receiving feedback from one another. Using technology to accommodate students' different learning style is not novel. The strength of social media applications is that they offer an assortment of tools that learners can pick their individual learning styles and increase their academic success.

Producing the target language is an important factor contributing to the success in language acquisition. Many language teachers all over the world have experienced the challenges and obstacles of encouraging the learners to produce the target language. Many have also experienced the genuine anxiety that language learners feel when speaking in front of others (Reinders, 2016). Willingness to communicate is a concept that has recently started to receive

considerable attention in second language acquisition research and language teaching practice. WTC emerged in the 1980s as a useful concept in describing, explaining, and predicting second language communication. It has recently started to receive increasing interest, because research has found that the level of willingness to communicate in learners influences the frequency and amount of the second language acquisition (Yashima, 2002).

The development of WTC has been proposed as an important goal in English language teaching, both to encourage the second language interaction in the classroom and to enable students continue communicating beyond the classroom. WTC studies have recently shown that language learners with high desires to interact are more likely to use the second language in authentic communication, have more potential to practice in second language, acquire higher levels of language fluency, generally achieve greater language proficiency, and as a result show more improvement in their communication skills.

The impact of social context on learning the second language has worked as the defining feature of the second language motivation field. Kendle and Northcote (2001) has claimed that discussion in online groups and searching online information can enable the language learners acquire beneficial skills implicitly. Because of the high confidence, more feedback during discussion and communication in online situations is introduced. In comparing language learners' small groups, researchers have found that the language learners participate more in online discussion. Lee (2002) performed a concurrent e-chat that has task-based instruction to increase the language learners' social relations and communication skills as well. Warschauer (2000) has stated that online interaction makes the language learners motivated and provoked to have more interactive conversation without concerning about pronunciation or oral connection in the target language. Similarly, Beauvois (1998)

also mentioned that social networks encourage students to have more discussion in French classes.

Cabrera (2018) in his qualitative study, using a case study design, aimed to explore the impact of social media on English language learning in Philippines. The ten participants of his study were chosen purposively. The sample included high school students, language teachers and instructors in both public and private schools as well as universities, ESL teachers, and a practitioner of Teaching English to Speakers of Other Languages. Results are based on the data gathered from the participants through written interviews; these data have revealed that social media has several points of strengths in English language learning.

The aforementioned discussion would raise the following main question:

How can social networking influence willingness to communicate in English as a second language?

To answer this main question, it could be subdivided into the following sub questions:

- 1) What idea is the social networking built on?
- 2) What is the current state of network analysis?
- 3) How can social media have points of weaknesses and strengths when applied generally in education and specifically in learning the English language?
- 4) How can willingness to communicate (WTC) be regarded as an effective new trend in second language acquisition?
- 5) What are the evolutionary stages of WTC model?
- 6) How can social networking sites affect the interaction among the second language learners?

Review of Literature:

- 1) **What idea is the social networking built on?**

Social Networking:

Social networking is built on the idea that there is a determinable structure to how people, whether directly or indirectly, know each other. A social network can refer to a variety of concepts. On the individual level, a social network is the web of interpersonal ties. However, more generally, a social network is a mesh of interconnected social actors. The primary concern of social network analysis is therefore the structure that results from the interlinking nature of social ties, not the psychological processes within the individual. Those social actors could be any social entity, including individuals, groups, organizations, nations, and so on (Robins and Kashima, 2008).

Freeman (2004) locates the earliest precursors to network analysis within the structuralism thinking that emerged in the 19th century. A common perspective dominated the ideas of the scholars in that era has described the society in terms of social relations among actors. This early structural perspective has stated more clearly that society exists where a number of individuals enter into interaction. According to Freeman's words, it is through direct and indirect interaction that actors exercise influence upon one another. Through this interaction, society is an emergent phenomenon from what was otherwise a mere co-occurrence of individual humans. Therefore, understanding human social behavior requires examination of the system of relationships that link actors directly and indirectly, taking on new properties not explainable in individual terms.

John Scott (1991) in his introduction suggests that contemporary social network analysis (SNA) draws on three lines of inquiry:

- Sociometric analysis, whose work had roots in Gestalt psychology, aimed to investigate how feelings of well-being are related to the structure of people's social lives. According to his words, this movement is most closely associated with Jacob Moreno, who devised the sociogram, a visual diagram

of people's relationship networks where individuals are represented as points and their connections to others as lines.

- Focusing on cliques in social groups, as the researchers tried to identify cohesive subgroups within social systems. These cohesive subgroups included : work, church, family, associations, and clubs. This group of researchers was influenced by anthropologist Alfred Radcliffe-Brown; whose work focused on factory and community life.
- Focusing on people's informal social relationships rather than those associated with institutions and associations. The analysis here focused on the conflict and change in these networks. .

Social relations themselves are sometimes be regarded in terms of similarities, role relations, affective and cognitive states, and interactions. As a result, network theorists and researchers generally propose that various possible social networks may influence many behaviors in different ways, rather than the existence of a single, underlying network. Wasserman and Faust (1994) suggest a set of basic assumptions that constitutes a social network approach:

- a) Actors are independent, not autonomous.
- b) The interrelationships among actors form the framework across which both tangible (e.g. money, information) and symbolic (e.g. emotional support) resources flow.
- c) Network structure both constrains and enables the actions of individuals.
- d) Network structure is constituted by persistent patterns of interrelationships.

Going beyond these basic assumptions, network approaches is also bonded into a single, cohesive theory. Social network analysis is not a single, unified theoretical

framework that outlines a set of laws or propositions, or associations. Instead, there exists a diverse of methodological approaches for analyzing structured relations. Emirbayer and Goodwin (1994) have described social network as a broad strategy for investigating social structure. On the other hand, it has been described by Bert (1980) as a loose federation of approaches rather than a predictive social theory. Also; Barnes (1972, cited in Burt,1980) has noted that the literature on social network analysis represents a terminological jungle where any newcomer may plant a tree. According to his words, it is an insight that has retained much of its validity over the past forty years.

2) What is the current state of network analysis?

Current State of Network Analysis:

The previous years have shown a considerable conceptual and methodological expansion of network analysis. There are two cornerstones of the current state of social network analysis. First, centrality and cohesion where researchers attempt to illustrate the casual mechanisms of social networks in terms of the flow of resources across ties (Borgatti, et al. 2005). Second, role equivalence where network analysts explain behavior in terms of one's architecture or pattern of the social ties. These respective approaches, termed the relational approach (flow) and the propositional approach (architecture), constitute the foundation of much social network analysis.

1) *Relational approach: Flow over ties:*

The metaphor of “flow” has evoked an idea that resembles the way of the traffic circulation around a transportation network, or the flow of water through a system of pipes. The notion of flow is crucial because it highlights the dynamic processes occurring along network ties and facilitating greater understanding about the actor’s role in these processes (Borgatti, 2005). As for the two concepts: centrality and cohesion; they are highly similar in that they draw on the same fundamental concept of the social proximity of pairs of actors (Borgatti and Everett, 2006).

Centrality: Network analysts have used the broad concept of centrality; they regarded it as a family of node-level measures describing the node’s level of involvement in social processes that occur across interpersonal relationships. There are various centrality measures. Freeman (1979), for example, constitutes two of the most famous measures of centrality: betweenness and closeness. Both of these views highlight the power that “go-betweens” or intermediaries have. According to his words, betweenness is a measure of the degree to which an individual connects those who are otherwise unconnected, and can therefore control flow between these individuals. On the contrary, closeness highlights the focal node’s relative freedom from such intermediaries in accessing the entire work.

Cohesion: Another way to approach the transmission of resources across direct network linkages is by looking at how resources flow disproportionately within clusters of proximate individuals. For instance, cohesive clusters

constrain information flow, allowing redundant information to circulate repeatedly within the subgroup, while shielding its members from new, no redundant information coming from outside the subgroup. The basic structural property of subgroups is their internal density: ties between members of the same subgroup are disproportionately high in comparison to ties to individuals outside the groups.

2) Positional approach : Architecture:

A positional approach focuses on the similarity of actors' profiles of network relations. The architecture metaphor of this approach pertains to the similarity in the pattern of ties, analogues to the blueprints for similar buildings. The notion of architecture is crucial because it captures the essential notion of available alternatives that underpins the decision-shaping function of networks. Relational patterns are seen as the structural foundation of social roles. The analytical task of finding equivalent sets of social roles is accomplished by various concepts of role equivalence. The three general forms of role equivalence are structural equivalence, automorphic equivalence, and regular equivalence. Lorrain and White (1971) cited in Collin (2012) offer initial definitions for the most specific form of role equivalence, structural equivalence. Two actors are structurally equivalent when they are connected in the same way to the rest of the network.

Structural equivalence is the most "concrete" form of equivalence. Two actors are exactly structurally equivalent if they have exactly the same ties to exact the same other individual actors. Pure

structural equivalence can be quite rare in social relations, but approximations to it may not be so rare. In studying a single population, two actors who are approximately structurally equivalent are facing pretty much the same sets of constraints and opportunities. Commonly we would say that two actors who are approximately structural equivalent are in approximately the same position in a structure.

Automorphic equivalence is a bit more relaxed. Two actors may not be tied to the same others, but if they are embedded in the same way in the larger structure, they are equivalent. With automorphic equivalence, we are searching for classes of actors who are at the same distance from other sets of actors -- that is, we are trying to find parallel or substitutable sub-structures (rather than substitutable individuals).

Regular equivalence deserves special attention because it gets at the idea of the "role" that an actor plays with respect to occupants of other "roles" in a structure. The idea of a social role, which is "institutionalized" by normative and sanctioned relationships to other roles is at the very core of the entire sociological perspective.

3)How can social media have points of weaknesses and strengths when applied generally in education and specifically in learning the English language?

Social media in education:

The emergence of social network sites has revolutionized communication tools for facilitating teaching and learning activities. In recent years, social networking has become one of the most significant communication tools among people existing through the internet that provides accessibility for tremendous amount of people. Applying social networking sites in teaching and learning offers a positive impact on the adoption of these sites and opens the

door to the new days of learning and teaching. Social networking mainly focused on identity, network infrastructure, privacy concern, technological issues, and necessitation of its use as a tool for teaching and learning.

Recent years have witnessed an increased interest in using social media/social learning with courses in higher education. Social media tools created a platform for the improvement of the educational process. The tools of social media has proved to be beneficial as they support the learning process for both the students and the teachers. K.D. et al. (2009) have mentioned that college students have great interest in social media.

Social media is not only limited to professionals, but it has also been widely used in educational sectors by the students and their teachers, especially in the last few months after the widespread of corona virus and consequently the quarantine. Students usually use social site for different purposes, for example study or entertainment purposes. Social media usage depends on the interaction among persons and each other. Social networking makes kids more peer-based and young people become more motivated to learn from their peers online. Social media application therefore allow users to converse and interact with each other; to create, edit and share new forms of textual, visual and audio content.

A growing number of research efforts has been done to support teaching and learning using a variety of social media tools. The social networking sites focus heavily on building online communities with common interests or activities. They mainly encourage students to engage, express and share their creativity with each other.

Social media has its pros and cons. On the positive side, social media did make the world a smaller place and improved the ability to acquire the information. Students spend too much time working

with new technologies, so they become more familiar with computers and other electronic devices. Focusing more on technology in education help students build skills required throughout their lives. Talents also got discovered faster, for example students who are good at programming. It is feasible and applicable to upload pictures, videos or stories, which in turn can help in the learning process.

On the contrary, social media has its points of weakness that can be regarded as a negative impact on students. The popularity of social media and the speed at which information is published has created a lax attitude towards proper spelling and grammar. Many students rely on the accessibility of information on social media and the web to provide answers; this reduces the focus on learning and retaining information. As a result, the ability to retain information has declined, and the willingness to spend time searching and looking up worthy information has been reduced. Students, who attempt to multi-task, checking social media sites while studying, show reduced academic performance, in other words they got distracted. The more time students spend on social sites, the less time they spend socializing in person. Because of the lack of body signals and other nonverbal cues, like tone and inflection, social networking sites are not an adequate replacement for face to face communication. Students are having a harder time in getting into communicating face to face with people, and are losing their people skills as well (Raut and Patil, 2016).

Social media impacts on learning the English language:

Internet emergence and the rise of social networking have recently transformed communication. There is no doubt that English is the most dominant language people use on the Internet. However, with the increasing demands of faster communication, various notable changes have occurred. One of the most noticeable influences of social on verbal and written English is the convenience

of vocabulary. Certain words that had specific meanings are now bearing new meanings depending on the context of the application, and the extent of this phenomenon has affected verbal English communication. It has been argued that the English language has become more volatile with synonyms growing every day.

Also, there is a lot of slang usage in social media, which seems to have misled many people to use incorrect spelling, grammar, and informal language. The popularity of slang has grown to the extent that some words have become part of regular communication in English. The negative impact on the English language usage is the improper utilization of grammar, informal speech used in wrong contexts, and misspellings. However, on the positive side, social media seems to create a more sense of awareness of the English language mistakes, as many readers highlight the errors and point them out through comments (Fly Extreme World, 2018). Fatimayin (2018) in her study examined the prevalence of misspelt words, use of slangs, abbreviations and looked at social media in relation to its impact on students' written English. The data consist mainly of 224 text speaking samples, sms and WhatsApp expressions, and spellings taken from 40 secondary school students' writing essays. Findings have indicated that social media language is gradually and steadily encroaching students' writing.

On the other hand, social media has created a new community where teachers and students do not have to communicate by means of the traditional face-to-face classroom environment. The impact of social media for teaching and learning are reflected by the teaching-learning styles, teacher-student roles, and affective attitudinal effects (Zuhri, 2015).

Teaching and learning styles:

The formal use of social media can be recognized as a combination of online and traditional classroom teaching as proposed by Schmidt and Brown (2004). They believe that such a combination could enhance the teaching and learning environment. The quality of experiential learning needs to be achieved by examining the teaching style; assessing the students' preferred learning styles; knowing about online and traditional teaching and learning tools and their selection; and finally, reflecting, implementing, and revising the online teaching plan. For learners, independency and autonomy are necessary learning styles to be successful online language learners. It has also been claimed that online learners' characteristics must include the ability to identify, participate in and manage learning experiences that match their individual learning needs.

a) Roles of teachers and learners:

With the social media integration as a new learning environment, the role of the teachers is totally altered to be less controlled as Dalton (2009) implied from his research which indicated that teachers should change their role into facilitator rather than the giver of the knowledge. It has also been argued that the teachers have two roles in particular, starting from an instructional designer at first to an interaction facilitator when the online course begins. Duncan and Barnett (2010) found that the online teachers had to be aware of a balance of flexibility of the teaching time and problem solving tasks that might occur anytime while working on a lesson. As for the students, they have to engage in online task-based learning or discussions. Students should be self-motivated, and punctual in submitting their assignments.

b) Affective and attitudinal effects:

The affective response or attitudinal effect of using social media for education is also usually addressed in both positive and negative aspects. Facebook and social networking sites allow students to overcome their shyness in asking questions outside the classroom, and they feel unrestrained by boundaries between lectures as well. Some misuses of social media are also discussed, as the online activities between teachers and students can cause negative impacts to the teachers themselves like the obsession of social networking or false teacher-student relationships.

4) How can willingness to communicate (WTC) be regarded as an effective new trend in second language acquisition?

Willingness to communicate:

Most of language-teaching professionals agree that motivation is a key part of the learning process of a second or a foreign language. However, when the language learners are exposed to a real situation, especially outside the classroom, motivation and proficiency are not necessarily sufficient for them to start communication. They actually have to initiate or participate in communication in their less familiar language. When the language learners are presented with opportunity to use their second language (L2), some learners choose to speak up and others remain silent.

According to McCroskey (1997), Willingness to Communicate (WTC) refers to the probability of engaging in communication when the opportunity is given. In the first language (L1), WTC is regarded as the stable predisposition to talk, especially, the degree of introversion or extroversion related to the personal trait. When one decides to communicate, so it is a volitional choice that involves cognition. There are many situational variables, that can affect cognition about human communication such as; how the person

feels that day, what kind of communication the person has had with others recently, who the other person is, what the person looks like, what can be gained or lost through communicating. It has been declared, though, that cognition about human communication is heavily influenced by the individual's personality.

The origins of the central concept Willingness to Communicate (WTC) lie in the first language communication literature (McCroskey and Baer, 1985). WTC offers the opportunity to integrate psychological, linguistic, educational, and communicative approaches to L2 research that typically have been independent of each other. WTC may be seen as both an individual difference factor facilitating L2 acquisition, especially in pedagogical system that emphasizes communication, and as a nonlinguistic outcome of the language learning process. Ajzen (1991) regarded WTC as a communication-specific form of behavioral intention; he described it as a plan or aim that immediately precedes actual verbal behavior.

Nada Al Ghall (2016) defined WTC as the readiness to enter into discourse at a particular time with a specific person or persons, using a second language (L2). She also stated that researchers have debated that an ultimate goal of learning a second language in the classroom should be to encourage students' WTC as it is anticipated to assist L2 learning and development. According to her words, there are many variables affect the individuals' WTC such as attitudes, motivation and language anxiety. These affective variables also represent critical factors in second and foreign language acquisition.

WTC communication model can be regarded as a new trend of the second language acquisition study; this new trend has brought a lot of controversy in the field. Learner's motivation and attitude are the two main factors contributing to the enhancement and fostering the second language acquisition. Hashimoto (2002) has declared that motivation is directly or indirectly related to the learners' willingness to communicate. Dornyei and Skehan (2003) viewed L2 WTC as an extension of the motivation construct. Therefore the relationship between the two concepts becomes an important issue

to the extent that a path has been perceived between L2 WTC and motivation. The other important contributing factor is the learner's attitude. Yashima (2002) indicates a direct relation between students' WTC and their attitude toward English as a foreign language. Clement et al.(2003) show an indirect relation through linguistic self-confidence between WTC and attitude toward the other language group.

With respect to both the L1 and L2, Willingness to Communicate as a concept has traditionally been described; as a personality-based tendency towards verbal communication (Gallagher, 2018). From this perspective, willingness to communicate in a second language (L2 WTC) has been analyzed in relation to various individually held attitudes, motivations, personality factors, and general perceptions of the social context (Yashima and Zenuk-Nishide, 2008). It has also been seen as a momentary readiness to speak up, conditioned by changing psychological states and situational variables that combine and interact to force the language learner to use the second language, or to suppress actual communication. WTC might not be as familiar as other individual difference factors, but this concept could be emphasized from two more familiar aspects; language anxiety and motivation.

Language anxiety:

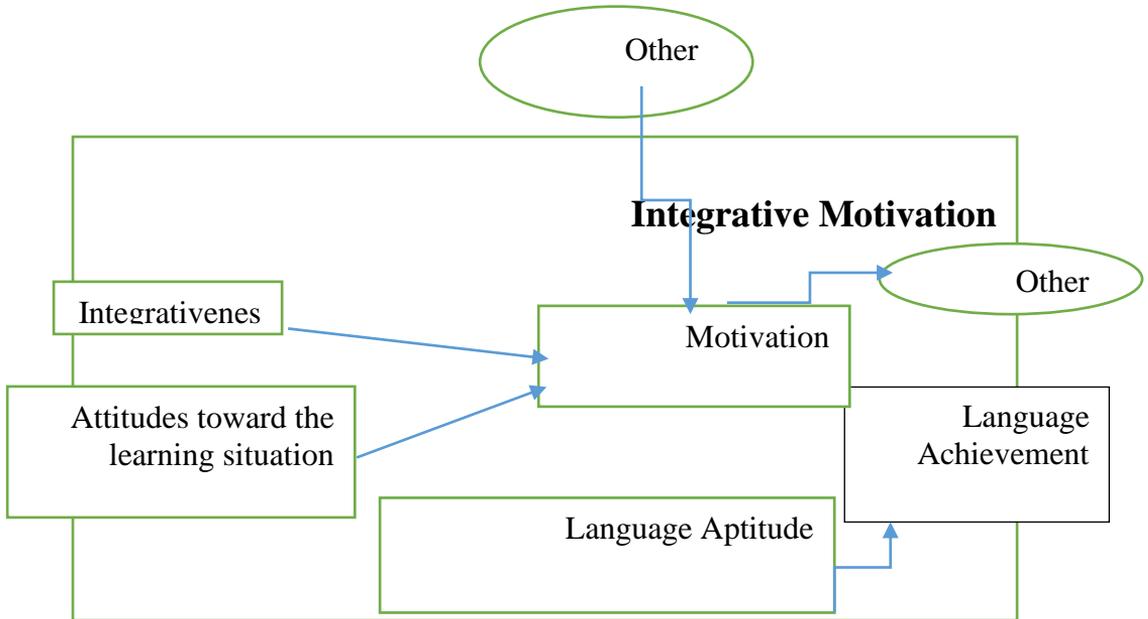
Language anxiety usually captures the fear and negative emotional reaction aroused when learning or using an L2. The Second Language Acquisition (SLA) researchers have settled, at last, on the idea that language anxiety is an emotional experience uniquely provoked by L2 situations (MacIntyre, 1999). A key to the conceptual clarification in this area lies in the distinctions among trait, situation specific, and state levels of conceptualization, each of which provides a valuable, but somewhat different perspective on the processes under study. At the trait level, the concern is for concepts that endure over long periods of time and across situations; at the trait level the concern is for finding and establishing broad,

typical patterns of behavior. At the situation-specific level of conceptualization, the concern is for concepts that are defined over time within a situation; at the situation-specific level, the concern is for establishing specific, typical patterns of behavior. At the state level; the concern is for experiences rooted in a specific moment in time without much concern for how frequently those experiences occurred in the past, or whether they might occur again in the future (Macintyre, 2007).

Motivation:

The second conceptual point that can emphasize WTC is motivation. Gardner's socio educational model (1985) has been considered the dominant model in the field for many years as it has focused on the integrative motivation. The socio educational model captures a set of eleven interrelated concepts (Gardner 2001). The following figure shows the basic model; where integrativeness refers to a complex set of attitudes that reflect a genuine desire to meet, communicate with, and possibly identify emotionally with another group. The model also represents the attitudes toward the learning situation, which in turn, reflect the attitudes that language learners have toward both their instructor and the course. Finally, the model has revealed that motivation is the engine that drives the system, reflecting the notion that a truly motivated language learner shows a desire to learn the language, exert effort in learning and enjoy the task. Therefore, integrative motivation is a complex set of attitudes, goal-directed behaviors, and motivations.

Figure (1)
Gardener's Socio Educational Model



5) What are the evolutionary stages of the WTC model?

Evolution of the WTC model:

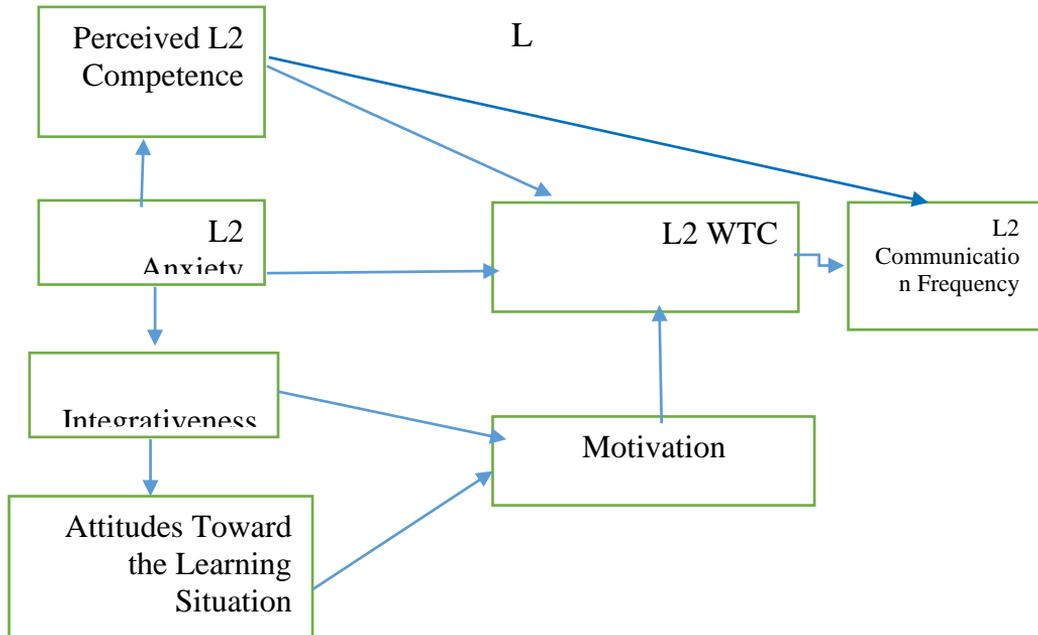
The first WTC model was first developed by McCroskey and Baer (1985) in relation to communicate in the first language. The construct is defined as a stable predisposition toward communication; later on researchers have conducted studies to investigate the variables responsible for the variation of a person's WTC. In the early 1990s the development of research on WTC in first language (L1) started to gain researchers' attention in the area of (L2) acquisition.

MacIntyre and Charos' (1996) model was the first to focus on WTC in L2. Self-perceived communication competence and communication apprehension were the two variables included in their model, but they actually preferred the term " language anxiety"

instead of “communication apprehension”. They broadened MacIntyre’s (1994) model by adding integrativeness, attitude and motivation from Gardner’s socio-educational model. They tested the mixed model to predict the frequency of using the second language in the daily interactions of 92 Anglophone students, and investigated the relations between affective variables, such as perceived L2 competence, L2 anxiety, integrativeness and attitudes toward the learning situation, and their impact on the frequency of second language communication. The role of personality traits was also investigated. It was found that perceived communication competence has a strong and direct influence on the L2 communication frequency. The students with greater motivation for language learning reported that they used the language more frequently.

Figure (2)

MacIntyre and Charos’ (1996) model of L2 Willingness to Communicate



MacIntyre et al. (1998) argued that in the L2 context, WTC should be treated as a situational variable. They conceptualized WTC in an L2 in a theoretical model which has a total of twelve constructs. In their heuristic model, there are six categories referred to as “layers” of the model. The layers from top to bottom are communication behavior (I), behavioral intention (II), situated antecedents (III), motivational propensities (IV), affective cognitive context (V), and social individual context (VI). In this model, factors influencing WTC are divided into two groups: enduring influences and situational influences, which are the last three layers from the bottom. The top layers of the pyramid (I, II, III) are believed to have immediate influence on WTC, whereas the bottom layers (IV, V, VI) signify relatively stable and enduring influences on WTC.

Their heuristic model was important, as it was the first attempt at a comprehensive treatment of WTC in the L2. Several researchers have tested various aspects of this model since it was proposed (Bektas, 2005; Ghonsooly et al. 2012; Jung, 2011; Yu, 2009). These studies concluded that motivation, communicative competence, and language anxiety are predictors of WTC.

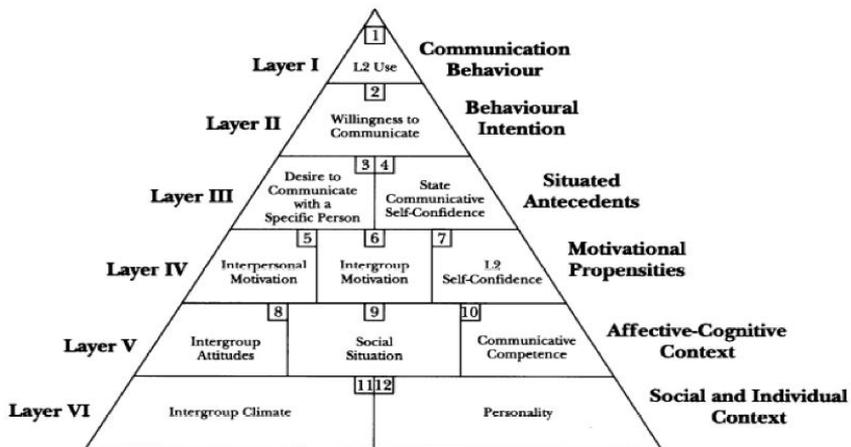


Figure3: The Heuristic model of variables influencing WTC, (MacIntyre, Clément, Dörnyei & Noels, 1998, p. 547)

The model has basically two structures: one consists of situational factors and the other consists of enduring influences. Situational factors are more immediate in taking an action of communication, but these situational factors may vary in a given context. These factors are: L2 use, willingness to communicate, and anxiety in communicating. These factors may also change in accordance with whom an individual is talking, the topic of the conversation, who is there. According to their words, WTC is measured via these factors. On the other hand, enduring influences include (a) motivational propensities composed of interpersonal motivation, inter-group motivation, and L2 self-confidence, (b) affective-cognitive context which, is actually composed of three components: inter group attitudes, social situation, and communicative competence, and (c) societal and individual context that is composed of inter group climate and personality (Matsuoka and Evans, 2005).

When explaining and illustrating, MacIntyre et al.'s model (1998) in details; it should be mentioned that it has five main layers. Communicative behavior is Layer (I), which can be considered a result of the complex system of interrelated variables in the lower layers. MacIntyre et al. (1998) in their model and study have suggested that the basic and fundamental goal of language learning is to engender the willingness to seek out communication opportunities and WTC itself. The second layer, Layer (II) , went further to define WTC as the readiness to enter into discourse at a particular time with either a specific person or persons in the second language (L2). This definition has included the situational variation which is different from WTC as the trait-like concept developed by McCroskey et al. (1997). This layer is also based on the condemnation or conviction that behavior is strongly expected by intention or willingness to act. Layer (III), the third layer of situated antecedents of communication, consists of two main components: (a) the desire to communicate with specific person and (b) state communication self-confidence. The first component, the desire to communicate with a specific person, is driven by a combination of

inter-individual and inter group motivations, which in turn involve both affiliation (integrativeness) and control (instrumentality). On the other hand, the second component, state communication self-confidence, includes two sub-components which are: (a) state perceived competence and (b) a lack of state anxiety, following the framework offered by Clement (1980) and the results of the path model developed by McIntyre and Charos (1996). State perceived competence, the first sub-component, refers to the feeling of the capacity to communicate effectively at a given time; whereas the second sub-component which is state anxiety, indicates the transient feelings of tension and apprehension accompanied by the automatic nervous system arousal as defined by Spielberger (1983, cited in MacIntyre et al. 1998). Both of the third layer's main components, the desire to interact with a specific person and state self-confidence, are regarded as the most immediate determinants of WTC.

As shown in the previous figure, it is clear that the other layers deal with enduring influences or stable individual differences and function as independent variables in analyzing WTC in the second language (L2). Layer IV, termed motivational propensities, consists of (a) interpersonal motivation instigated by either control or affiliation, (b) inter group motivation derived directly from the group the individuals belong to, and (c) L2 self-confidence, consisting of the self-evaluation of L2 skills and language anxiety. The fifth and last layer, Layer V, which is named or designated as the affective and cognitive text; consists of (a) inter-group attitudes, (b) social situation, and (c) communicative competence. The first component, inter-group attitudes, includes integrativeness, fear of assimilation, and motivation to learn the second language (Matsuoka and Evans, 2005).

Integrativeness and fear of assimilation in the category of inter-group attitudes may be opposing forces in the individual depending on the power relations among groups. It has been declared that there are five factors that may influence the social situation. These factors

are the participants, the setting, the purpose, the topic and the channel of communication. Participants, as the first factor, are characterized by: age, gender, social class, and language proficiency. The settings refer to the location and time where the communication takes place. Whereas purpose as the third factor, refers to the goals and intension of communication for example, to persuade or to transfer information. The channel of the communication, the fifth factor, involves the medium used for communication such as speaking and writing. Considering the topics, familiarity in the given topic has been determined to foster verbal forthcoming, with limited language proficiency overridden. Hymes (1972) used the term communicative competence to refer to the second language (L2) proficiency. According to Celce-Murcia, Dornyei, and Thurrell (1995, cited in MacIntyre, 1998), communicative competence has been found to have five main competences. These competencies are ordered as linguistic competence, discourse competence, actional competence, sociocultural competence, and strategic competence respectively. The third competence, actional competence, refers to matching communicative intent with linguistic form; whereas the fourth one, sociocultural competence, involves knowledge of how to express messages appropriately within a given context; and the fifth, strategic competence, refers to knowledge of communication strategies by which a speaker may compensate for limited proficiency.

The last layer VI, which is entitled the social and individual context, involves the interaction of two factors: the society and the individual. First, intergroup climate refers to the societal context, which is defined with the structural characteristics of the community and the perceptual and affective correlates as used by Gardner and Clement (1990). Second, Personality refers to the individual factor. Intergroup context and personality, which may underpin the social distance or harmony between groups are placed at the bottom of the model as they are thought to determine the L2 WTC to a lesser degree than other variables.

Studies related to willingness to communicate in second and foreign language:

Several researches were conducted to study the willingness to communicate model and how it can be applied to the EFL or the second language acquisition. MacIntyre and Charos' (1996) model was the first to focus on WTC in L2. They included two variables in their model, which were self-perceived communication competence and communication apprehension; but they preferred to use the term "language anxiety" instead of communication apprehension. The researchers tested the blended model to predict the frequency of using the second language in the daily interactions of 92 Anglophone students, and also investigated the relations between affective variables and their impact on the frequency of second language communication. These affective variables were: perceived L2 competence, L2 anxiety, integrativeness and attitudes toward the learning situation. The researchers investigated the role of the personality traits as well. The results of the study revealed that the perceived communication competence has a strong and direct influence on the L2 communication frequency. It was found that the students with greater motivation for language learning used the language more frequently.

Yashima (2002) conducted a study with 389 Japanese EFL students to examine the predictors of WTC learners in English. She investigated the relations among the second language learning and communication variables in both the Japanese context and English as a foreign language context using the WTC model as well as the socio-educational model as a framework. It was found that a lower level of anxiety and a higher level of perception of L2 communication competence led to a higher level of WTC. This finding was consistent with the results of MacIntyre and Charos (1996).

Matsuoka (2006) conducted a study to test the applicability of MacIntyre et al.'s (1998) and Wen and Clement's (2003) modified model in the Japanese EFL context. In her study, she investigated

how individual difference variables are related with L2 willingness and English proficiency. These variables were: integrativeness, communication apprehension, perceived competence, introversion, motivation, attitudes and other directedness. The data were collected from 180 Japanese college students, and its analysis indicated that four independent variables contributed to the prediction of L2 WTC. The most influential factor contributed to the prediction of L2 WTC was SPSS, while the second strongest factor was introversion, as it was 11%.

Another study was conducted in Korea by Kim (2004), where she worked with 191 Korean university students to investigate the nature of MacIntyre et al.'s (1998) heuristic model in terms of being trait-like or situational. Significant positive correlations with motivation, desire to learn English, and attitude toward learning English were found. The study's results also pointed out that students' WTC was directly related to their confidence in English communication and indirectly related to their attitudes and motivation through confidence in English communication.

As for the pedagogical implications, Kang (2005) conducted a qualitative study to deepen the understanding of WTC and provide educational connotations as well. Actually, she investigated how the situational variables influence WTC in L2 in a communicative situation from one side, and from the other side, how the situational WTC in L2 changes over the course of communication. She collected data from four volunteer Korean male students and provided evidence that situational WTC can dynamically emerge through the situational variables' role and fluctuate during communication. Kang has proposed that situational WTC is a multilayered construct, which has the ability to make a change in a moment-to-moment conversational context. According to her words, this only can happen under the joint effect of the psychological conditions of excitement, responsibility and security.

One of the studies investigated the dynamic and situated nature of WTC in second language classrooms. This study was conducted by Cao (2011) and it revealed that the situational WTC in L2

classrooms was emerged from the joint effects of individual characteristics including self-confidence, personality, emotion and perceived opportunity to communicate, classroom environmental conditions such as topic, task, interlocutor, teacher and group size, together with linguistic factors. The findings proposed that language instructors should be mindful of the interdependence of all these involved factors that create students' WTC in class.

Khudobina et al. (2019) have focused in their study on bilingual learners' willingness to communicate (WTC) in English and foreign language anxiety (FLA) when speaking English in the classroom at Yugra State University. The paper reviews the theory, experiment and methods of pedagogical correction for the two phenomena in the research. The aim of the paper is twofold: to identify the main communicational difficulties faced by learners, explore the underlying causes, and provide some recommendations to overcome learners' unwillingness to communicate in English actively and freely. The findings support the claims that FLA and WTC stem from issues with foreign language proficiency as well as some personal traits with FLA and WTC influencing each other and the process of mastering a second language. The data in the study were gathered via questionnaires and interviews complementing each other. Eighty-five teachers participated in the project, and they were given background questionnaire to elicit personal information about their age, gender, the number of languages they speak, motivation and reasons for language learning. The participants were also given a questionnaire to assess their proficiency in listening, speaking, reading and writing skills in English.

Willingness to communicate is one of the most influencing factors that are supposed to affect success in second and foreign language learning. The construct nature of willingness to communicate has been thoroughly investigated in both first and second language as well as its relationship with different modalities of communication in a foreign language. A study conducted by Baghaei and Dourakshan (2012) has explored the possible

relationship between WTC and its components and success in foreign language learning. A willingness to communicate scale was correlated with a C-Test as a measure of general language proficiency, for the purposes of the study. Results show that two out of three subscales of WTC, namely, willingness to communicate in school context and willingness to communicate with native speakers of English, were moderately correlated with success in learning English as a foreign language as measured by C-Test.

Studies related to social networking and willingness to communicate in a second language:

Social network research represents a potentially important methodological contribution to the shift in L2 research toward complex system thinking, in which language and language behavior are viewed as emergent phenomena arising from the social interaction between agents (Larsen-Freeman, 2016 and Mercer, 2014).

Colin Gallagher (2019) has tried to investigate whether network positions predict willingness to communicate in the second language. He regarded that psychological models of second language communication have actually focused on cognitive, affective, and motivational precursors to the second language communication, and they neglected the sociocultural factors. The researcher mentioned that one way to conceptualize structural variables has been in terms of social network reciprocity (mutually acknowledged network ties) and brokerage (social intermediaries). A cohort of English –for Academic- Purposes students (N=67) was surveyed about discussion partners within the group. An auto logistic actor attribute model was used to examine social network patterns of willingness to communicate in the second language. As hypothesized, students involved in reciprocal structures reported stronger willingness to communicate in the second language, as well as those in brokerage positions between larger social clusters. Contrary to initial hypotheses, local forms of brokerage held a

negative association with WTC, suggesting the possible role of network closure. Results indicate that communicativeness is supported by tight-knit predictable exchanges, and by being in a position to influence the social diffusion of information.

A different study conducted by Al-Murtadha (2019) aimed at examining the effects of a 6-week treatment for enhancing willingness to communicate in a group of 206 Yemeni rural high school EFL learners. Classes were randomly assigned to a control group (N=102) and an experimental group (N=104). The researcher designed one weekly 45-minute visualization lesson for the experimental group to help learners imagine themselves communicating in English; the control group did communicative activities. Results of an analysis of covariance indicate that the experimental group's willingness to communicate had increased significantly at the end of the intervention. Quantitative and qualitative analyses revealed students' perceptions of the program effectiveness. The study provides insights into the role of visualization to foster students' willingness to communicate and suggests activities that teachers can use to develop students' willingness to communicate. The study also reveals that there are many ways besides visualization to motivate the development of the second language.

Gallagher (2012) has offered a network approach where second-language learning and use are regarded as both: purposeful and constrained by one's social relationships. The researcher has applied social network analysis as a diverse array of formally defined measures of social position and other socio-structural features to conceptualize and examine the relationship between social structure and the willingness to communicate. He also has gone further to define the willingness to communicate as the readiness to enter into discourse at a particular time with a specific person or persons using the second language. As a first study to apply modern graphic theoretic notions of social position to a network of the second language learners, a significant relationship is found between

several structural position's notions among a network of international English-for- Academic Purposes students, and dispositional willingness to communicate in the second language. The results of the study support willingness to communicate in the second language as both purposeful and constrained learned from one's past interactions.

A study conducted by Yunus et al. (2012) aimed at investigating the merits and demerits of integrating social networking tools into ESL writing classroom and discussing the ways of planning activities through integrating social network services into the classroom. Data were collected via an online discussion board from TESL students in Malaysia. The findings revealed that integrating social networking services in ESL writing classroom could help to broaden students' knowledge, increase their motivation, and build confidence in learning ESL writing. The study also indicated the negative aspects of social networking, as the students faced a lot of obstacles concerning difficulties for concentrating on the materials when they use computer, lack of enough equipment as well as asses to the internet, and teachers' insufficient time to interact and deal with the students.

6)How can social networking sites affect the interaction among the second language learners?

Social Networking Sites (SNS) and Language Learning:

Many studies have been conducted to discuss and measure the influence of SNS effectiveness and integration in language learning. The immense popularity of social networking has created new opportunities for language learners to interact in authentic ways that were previously difficult to achieve (Chartrand, 2012). SNS contribute to fostering positive relationships among students and providing many opportunities for interaction with peers, instructors, and native speakers as well. Liu et al. (2015) examined four selected SNS from ESL instructors and learners, evaluated their ease of use, and identified their potential uses as teaching and language learning

tools, which was reflected in their findings that demonstrated positive potential of these sites.

Current research on the use of Web technologies in second language revealed that second language learning/acquisition research has been experiencing a paradigm shift: from a cognitive orientation to a social orientation, from classroom contexts to naturalistic settings, from an acquisition metaphor to a participation metaphor, and from second language learning to second language use (Wang and Vasquez, 2012). Hence, the Web technologies application has transformed pedagogy, curriculum design, and language learning conception.

ESL teaching that incorporates SNS was found to broaden students' knowledge, increase their motivation, and build confidence in learning ESL writing. Both teachers and students should be equipped with technical scales in order to maximize on SNS potentials. On students' perceptions toward SNS use in English classes, it was revealed that SNS facilitated dynamic communication inside and outside the classroom, created a sense of community and belonging, introduced authentic exposure to English, and stimulated motivation to learn English in an authentic fashion. Alm (2006) cited in Alnujaidi (2017) argued that although language-learning software and online learning programs could only assist in the acquisition of the lower thinking skills, for example basic vocabulary, SNS are proved to enable language learners to acquire higher proficiency skills with use of complex structures that involve conceptual learning (Mork, 2009).

Computer mediated interaction provide students a good chance for control and initiative in second language learning. Using computer media has proved to be very effective in the second language learning process and acquisition. Computer media, utilized as a student- learning tool, has been applied in classes as a recent gadget to facilitate the communicative competence of second language students and it has been proved that network computers can enhance students' writing skills. It has also been mentioned that second

language learners, who were shy and lacking confidence in speaking in class, can express themselves better by using computer media. Computer networks can be used by second language learners who are restricted because of some barriers or obstacles such as age, economic problems, and gender, they can learn language at home via computer media (Derakhshan, 2015).

Another social network used to foster language learning is an Electronic mail. Email is used to employ dialogue journals between learners and teacher. Researchers have identified that email helps learners to have permanent interaction with their instructor and provide the feedback outside the classroom. The use of Email system has expanded rapidly during the past decades. Electronic mail writing has become popular quickly and they proved to help teachers gathering individual students for communicating with native speakers and second language learners around the world (Ibid, 2015).

Sadikoglu et al. (2015) in their study aimed at identifying the circumstances that force the undergraduate students for using social networking sites to learn foreign language. The participants of the study were at the Near East University studying in different departments: Tourism and Hospitality Management, Computer Education and Educational Technology, Teaching for the Mentally Retarded, Music Education, and finally department of Mathematics Teaching. Eighty-five students agreed to take part in this study. Research was conducted during the fall semester 2013-2014. The participants were asked to express the extent of their feelings while learning foreign language via social networking sites for each of the 16 positive items on a 5-point Likert scale. The reliability of the questionnaire was measured through Cronbach Alpha, yielding a score of 0.89. The findings of the study have indicated that although the students learn foreign language through social networks, they are still apprehensive in communicating with one another.

Khan (2016) in his descriptive study has tried to investigate the role of the social media on the development and enhancement of

English language vocabulary at university level. The sample consisted of 36 university teachers who chosen randomly. Data were collected and analyzed through applying descriptive statistical tools. According to the results of the study, it was found that social media has actually played a significant role in fostering the vocabulary of the English language at university level.

Conclusions:

According to the previous review of literature, the following points could be concluded:

- 1-Social networking has generally prevailed the modern culture and recently dominated the teaching and learning domain especially in the last few months after the spread of corona virus, which in turn has changed the roles of teachers and learners in the educational situation. In other words, instructors have become facilitators rather than knowledge givers, and students have to engage in on-line task based learning or discussions.
- 2- Social networking has proved to be a double edged weapon; it has its merits and demerits in learning and teaching English as a second language. Social networking has helped in facilitating the learning process, as it is feasible and applicable to upload pictures, videos, or stories. It also has created a new community where teachers and students communicated in an unusual educational situation. On the contrary, the improper utilization of grammar, informal speech used in wrong contexts, and misspellings are deemed the main points of weaknesses.
- 3- Willingness to communicate (WTC) refers to the probability of engaging in communication and it offers the opportunities to integrate psychological, linguistic, educational, and communicative approaches to the second language, which, in turn, facilitates the second language acquisition.

4- The two main factors contributing to the enhancement of the second language acquisition are learner's motivation and attitude, where willingness to communicate in a second language (L2WTC) has been analyzed regarding several individually held attitudes, motivation, personality factors, and language anxiety.

5- The evolution of the WTC model has passed several stages; the first one was in 1985 where the development of the model was related to communicate in the first language. The second stage was in 1996, MacIntyre and Charo's model, when it was first focused on willingness to communicate in a second language. The two main variables dominated that model were self-perceived communication competence and communication apprehension, which was substituted by the term "language anxiety".

6- The heuristic model was the most important stage, as with its two structures consisting of the situational factors and the enduring influences, and its five main layers, it was regarded as the first comprehensive attempt dealing with WTC in the L2.

7- Several studies that were conducted to study the willingness to communicate model and its application to the EFL have revealed that the perceived communication competence has a strong and direct influence on the L2 communication frequency. And that a lower level of anxiety and a higher level of L2 communication competence perception could lead to a higher level of WTC.

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