Effective Strategies to Improve Saudi EFL Learners' Willingness to Communicate: A Review of Literature

Sara Alrifai
English Language Institute
University of Jeddah, Jeddah
Saudi Arabia

Abstract

This article reviews the existing literature on the concept and working models of willingness to communicate for the purpose of drawing out factors that influence WTC and the implications on the existing pedagogical strategies. In particular, it focuses on the implications of the Willingness to Communicate model by McIntyre and colleagues on the necessary elements of an effective English-speaking enhancement strategies for Saudi EFL students. The review examines the concepts of willingness to communicate, effective second or foreign language spoken communication, and existing pedagogies that are implemented and may be implemented in the Saudi educational system setting. It also explores the challenges that hinder or may hinder the effective implementation of Willingness to Communicate interventions using the WTC model. The study article concludes that although current applications of nontraditional pedagogies in Saudi Arabia produced lackluster results, existing studies in other countries and positive perception among Saudi teachers and students on the importance and impact of WTC interventions provide a positive outlook for the development of effective English communication methodologies for EFL students in Saudi Arabia.

Keywords: Willingness to communicate, WTC, strategies, EFL learners, Saudi students,

1. Introduction

Within the 21st century context, teaching and learning pedagogies are constantly being reshaped by technology and globalization. Progressive approaches to teaching increasingly emphasize pragmatism and integration of school curriculums in order to prepare students for real-world working environments (Aldabbus, 2018). Aside from the interconnectedness of remote workspaces, the emerging multiculturalism within organizations require that members are adept in global communication, which in turn makes English as Foreign Language a valuable and necessary skill to develop in students of non-English speaking countries(Mahdi, 2014). In response to this need, the Kingdom of Saudi Arabia mandates that students be taught English to enhance their ability to interact with other cultures (Alharbi, 2019). While students report a high willingness to invest time and resources to learn the language and show high linguistic competence, they also exhibit low levels of English language usage for oral or spoken communication (Alkaabi, 2016; Bawazir, 2019).

The English knowledge-usage gap among L2 students may be attributed to multiple factors, as previous researches have shown (Chang, 2018; Kassem, 2018; Rui, 2019; Al-Sobhi, 2018). This research draws on existing literature about English as a Foreign Language (EFL), willingness to communicate (WTC), and Saudi Arabia education system to explore influential factors creating such gap among students in Saudi public schools and universities. Particularly, it aims to explore the role of students' willingness to communicate (WTC) in their successful usage of the English language in oral communication. Furthermore, it seeks to identify existing pedagogies that positively influence students' WTC in the English language, as well as existing gaps in methodologies and literature that challenge teachers' ability to facilitate learning and limit students' performance in the spoken use of English as an L2. The review also aims to generate recommendations for further development of Saudi EFL instruction in relation to WTC.

2. Willingness to Communicate and Success in Language Learning

The concept of Willingness to Communicate is a growing interest among educators and academics, particularly those from the "Learning by communicating" Communicative Language Teaching (CLT) school of thought (Mohammadi et al., 2019). Communication skills development is also given premium in other nontraditional learning and teaching approaches such as Project-Based Learning and Problem-Based Learning (Chiang & Lee, 2016; Al-jifri&Elyas, 2017). Dornyei, one of the developers of a schematic for the WTC construct, considers the enhancement of student WTC as the main goal of education, implying that the proficiency in communication as the culmination of all other skill sets that can be developed at school (Mohammadi et al, 2019). Education systems in and beyond Saudi Arabia recognize the

importance WTC in the assessment of overall student performance and readiness for graduating to the next level of learning. (Sari, 2016).

2.1 Successful Language Learning

A clear definition of successful language learning is prerequisite to a comprehensible discussion of Willingness to Communicate (WTC) and its role in the successful development of communication skills in English or another foreign language. In early discussion on language learning, Rubin highlighted the importance of 3 variables in successful language acquisition, namely aptitude, opportunity, and motivation (Alkahtani, 2016). Rubin also identified specific behaviors and attitudes that must be adopted by students in order to be successful in language learning, specifically 1) Willingness to guess and the acumen to do it accurately; 2) Willingness to communicate; 3) Lack of inhibitions and high tolerance for ambiguity; 4) Ability to categorize, synthesize, and monitor forms and patterns; 5) inclination to seek out and sometimes create opportunity to speak the language; 6) ability to self-evaluate language learning performance; and 7) attentiveness to the meaning and context of the speech (Alkahtani, S. 2016).

2.1. Conceptual Model of Willingness to Communicate

Willingness to communicate is a term in language learning used to describe a person's willingness or eagerness to use a non-L1 language in conversation. A widely-accepted definition of the Willingness to Communicate (WTC) concept is "a readiness to enter into discourse at a particular time with a specific person, or persons, using a L2" wherein L2 means language 2 or second language, one which is other than the L1 or the speaker's mother tongue or native language (Riasati & Noordin, 2011). Earlier description of WTC by McCroskey and Baer pertains to a person's constant predisposition towards communication when has freedom of choice to engage or not engage in the discourse (Mohammadi et al., 2019).

Several attempts have been made over the years to develop a lasting and accessible framework for the process of learning. In 1988, Willing proposed a language learning model based on the different phases of the learning process which progressed from perceiving, to processing, then using (Alkahtani, 2016). Sensory faculties are the primary means of searching, collecting, and processing language data in the first stage. Cognitive implements and acquired learning styles such as selective focusing and hypothesis testing are used for processing language information in the second stage. Lastly, the using stage uses memory techniques to retrieve and appropriately use the information processed and stored during the previous stages. While this model provides a coherent overview of the language learning process, it does not take into account, situational, motivational, and external contexts that inform the actual progression of a language learner. Moreover, Willing takes a linear approach to the process and treats different stages as separate learning stages with no overlaps.

Building on this gap, a Willingness to Communicate (WTC) model for L2 was developed in 1998 by McIntyre, Clement, Dornyei, and Noels, which presents willingness to communicate as the collective result of variables in the four spheres of affective, cognitive, social, and situational elements (Riasati & Noordin, 2011). The model (Figure 1) comprises of a 6-tiered pyramid known as layers, wherein different underlying behaviors are lodged based on their nature and effect on the individual's WTC. Layer I sits at the top of the pyramid and represents the communication behavior of a person, which involves whether or not the person engages in a conversation using L2. The second layer is willingness to communicate, which is the person's behavioral intention and shows whether or not the person intends or is eager to use the L2 within the present context. Layer III comprises of the most immediate factors affecting willingness to communicate, and subsequently L2 use.

Layer III comprises of two situational antecedents, which are the desire to communicate to a specific person and the current status of self-confidence. These factors vary with the situation and the intended target for conversation. The last 3 layers, on the other hand, comprise of enduring influences that are caused by a person's emotional, intellection, and social contexts along with his motivations. These factors remain constant and are rooted in the person's psyche (Riasati & Noordin, 2011). This model provides a comprehensive dissection of the composition of WTC. The model indicates that student knowledge, emotional state, confidence in his communication skills, desire to apply L2 in a practical setting, and interest in engaging in the conversation collectively affect a student's propensity to speak English for purposes other than academics.

The heuristic model developed by McIntyre and colleagues is an extension of the L1 Willingness to Communicate model developed earlier by McCroskey and Baer, with distinct features added to account for complications of L2 use (Muhammadi et al., 2019). The L2 model effectively encapsulates other factors identified by researches to have influence over WTC such as communication anxiety, perceived behavioral control, and perceived communication competence (Muhammadi et al., 2019; Rafada & Madini, 2017).

The model is important in the study of EFL and its development. It provides a comprehensive framework within which student behavior can be assessed and improved through the appropriate application of teaching methods that alter the underlying factors of second or foreign language use.

2.1.1 Influences on WTC and English Speaking in EFL Students

The significance of the McIntyre's model effectively explains certain English speaking difficulties that have been identified among students learning English as a foreign language. Inhibitions or the concern on making mistakes or receiving criticisms can be associated with low self-confidence, negative intergroup attitude in certain social situations, or as response to a negative intergroup climate, all of which are reflected in the L2 WTC model as enduring or internally-based factors of willingness to communicate (Hosni, 2014; Riasati & Noordin, 2011). Having nothing to say and low participation may also be tied to a low desire to communicate or express one's self, which is a situational factor in the L2 WTC model (Hosni, 2014; Riasati & Noordin, 2011).

The L2 WTC model also account for influences that tend to improve students' willingness to communicate, such as motivations and positive attitudes towards communication and expressing one's views through the second language. Motivation has significant influence on language use and learning outcome (Alkahtani, 2016; Shah et al., 2013). A study on students' motivation for engaging in L2 communication identified intrinsic and extrinsic incentives to English language learning and usage (Alkaabi, 2016). Strong internal motivations for improving English skills according to the study included the satisfaction of personal interest in the language and exposure to the culture of the language.

External motivators, on the other hand, included the desire to complete one's education and the possibility of receiving more job offers as a result of excellent English communication skills (Alkaabi, 2016). These motivators imply respondents' intention of using the English language in communication in order to achieve their expected benefits or outcomes. Rapid economic and technological developments inevitably increase the effects of globalization in non-English speaking countries like Saudi Arabia, which also heightens the country's need to use global languages like English in the education, business, tourism, communication, and human resource sectors (Alkaabi, 2016; Lamb, 2017). This trend explains the high motivations to learn and use the English language in areas such as Saudi Arabia.

The correlation between the L2 WTC model and research results on motivations and hindrances to learning and speaking the English language in non-English speaking countries needs to be established and verified with empirical results. However, parallel results in research findings and the established model indicate strong possibility that the L2 WTC model, developed in 1998 remains relevant in current EFL experience as it accurately depicts the dynamics of an individual's behavior towards English as a foreign language and other L2. A study delving deep on this topic would help reinforce the multidimensionality of speaking difficulties in non-English speaking countries, which will in turn improve language teaching pedagogies to address the affective, motivational, and situational tensions and not only focus on technical competence on the foreign language.

2.2 Pedagogical Strategies currently used for WTC

The importance of Willingness to communicate in the successful performance of students in application-based teaching approaches cannot be undermined. It is the singular measure that determines whether a student's technical knowledge of the English language is translated into informed language use behavior. Thus, multiple pedagogical studies have been undertaken in order to draw out effective strategies for improving willingness to communicate with the goal of improving student's language learning outcomes and general academic performance.

2.2.1 Communicative Language Teaching

Willingness to communicate is a behavior central to Communicative Language Teaching (CLT), a pedagogy that adopts interactive and student-centered methods to facilitate student learning (Al-Garni&Almuhammadi, 2019). In a research aimed at formulating recommendations for improving the speaking skills of EFL students in Jeddah, Al-Garni and Almuhammadi (2019) explored the effect of CLT activities in the enhancement of the students' English speaking skills. The study employed a quantitative approach wherein an experimental group and a control group of university students were exposed to the same lesson but using different approaches. The control group was taught using traditional methods of teacher-led lectures, whereas the experimental group was taught through communicative approach activities such as role-playing, problem simulations, and interviews. The results returned higher scores for students in the experimental group than those in the control group. This study reinforces prior research findings that communicative methods in teaching language have positive impact on the learning outcomes of students. While schools in Saudi Arabia still typically adhere to traditional teaching pedagogies, the use of CLT methodologies should be explored and evaluated for its possible positive impact on enhancing student performance.

Communicative language teaching strategies such as modeling, collaborative works, and repetition are common strategies used by language teachers in Equador to enhance students' speaking abilities (Toro et al., 2018). Dramatizations are also a common task-based activity in the Equador CLT classrooms. The study found, however, that these activities were not as effective as hoped. Researchers point to the low frequency as probable cause of the discrepancy, highlighting the need for higher frequency of language use opportunities in the classroom to achieve better language learning results.

Kabul-based study by Noori (2018) delved deeper into the difficulties in implementing CLT for English language learning. The research found that although the strategy is effective in enhancing learner engagement with the language and improving language learning performance, external factors such as large class size, lack of administrative support, lack of motivation for students to get involved in the communicative practices, and traditional grammar-based examinations affect the outcomes of communicative language teaching (Noori, 2018). These are all factors that negatively affect the willingness to communicate among students. Hence, addressing these issues could potentially increase language learning outcomes based on the Willingness to Communicate model.

2.2.2 Project-based Curriculum Integrated with Social Media and Isolated Social Media Applications in EFL

The use of social media for enhancing English language learning is being probed due to social media's potential to provide positive intervention for factors affecting willingness to communicate including self-confidence, interpersonal motivation, communicative confidence, and social situations and intergroup climates. The current generation of students has shown high confidence, ease, and competence in using social media in the personal settings (Sharma, 2019). This is a promising behavioral trend that educators and curriculum developers can leverage to enhance student participation and willingness to communicate in the English language more frequently.

Studies conducted in other countries where English is not the first language, such as the Philippines (Cabrera, 2018), Hongkong (Li, 2017), Pakistan (Khan et al., 2016), have all resulted in positive findings about the use of social media in language learning. Cabrera (2018) pointed out the strengths of social media as a tool for language development, namely providing higher foreign or English language input, opportunities to interact with native English speakers, updated information, and availability of advanced learning technique. On the other hand, he also points out the pitfalls of internet use which includes the proliferation of false information, unscholarly references, and ungrammatical articles, which distract the learners from effective learning. Moreover, impersonal interactions, obscenities, and the use of informal and incorrect words in texts further impede student learning especially in their writing and speaking skills.

A study conducted by Li (2017) in English language classes in Hong Kong also appreciated the use of social media in student learning. In particular, Li found that the use of social media for collaborative and public-based learning prompted positive response from the tertiary-level student participants. Li explains that the effect was due to the easy transition from using Facebook from personal to academic reasons since majority of students were already active in different social media platforms (2017). In addition, the use of multiple media channels to such as Dropbox, Google Drive, and online blogs were also found to be effective in enhancing student interest in the activities. Student feedback showed that the students enjoyed the time they were allowed to use their mobile devices at school for educational purposes. The ease of use and students' attachment to their devices increased the perceived value of social media integration in English language activities (Lin, 2017). However, Lin's (2017) study also showed that social media enhanced student-to-student interaction better than student-to-teacher engagement. This suggests a change in class dynamics when the element of social media is involved.

In the Pakistani setting, Khan and colleagues (2016) found multiple positive reasons for using social media in a language learning classroom. First, the medium facilitates easy access to appropriate materials based on the student's individual proficiency level. Second, the tool also allows for easy comparison of learning materials compared to physical books and texts. Third, the context within which the English language is presented online is a more natural environment for the language, which was also pointed out by Cabrera (2018). In addition, social media is rife with enticing and attention-grabbing content including videos, images, and interactive materials, which eases boredom and humdrum typical of traditional language classes (Khan et al., 2016). Lastly, social media can be used for students of different ages, language proficiency, interests, and goals. The flexibility makes it attractive for student-centered teaching approaches. On the other hand, the study maintains the importance of teacher facilitation as they were expected to moderate the use of social media and whose views also had an impact on the results of the study (Khan et al., 2016).

2.3 Willingness to Communicate and English Language Performance in Saudi EFL

A study conducted by Sharma (2019) showed that students in Saudi Arabia perceived social media as a useful tool for reflections and application of the English language lessons they learned in class. Although students also identified several barriers to comfortably using social media for language learning, such as privacy and security issues, they also showed high interest in using it for their learning experience.

Students indicated that they were already proficient with using social media, had no restrictive rules for its use at home, and had reliable internet connection for majority of the time (Sharma, 2019). Thus, this provides an accessible and low-resistance tool to use for enhancing the effectiveness of English language learning. However, the study is only based on student perception on the theoretical benefits of using social media. Actual and intended usage for the given purpose may in fact garner dissimilar results due to limitations such as intention-behavior disparity (Sheeran & Webb, 2018).

Alqasham (2018) found that Saudi EFL students were keen on using WhatsApp as a tool for English language learning and showed signs of sustaining the activity beyond the study period out of their own volition. What the research provides is a valuable theoretical and pedagogical framework, but the outcomes remain to be evaluated on whether these have significant effect on student performance in willingness to use the language in a conversation. Another study conducted in the University of Tabuk, Saudi Arabia tested the impact of social media on language learning performance (Slim & Hafedh, 2019). The study, however, did not record any significant difference between the performance of students who were taught using traditional methods and social media-integrated approaches. The study did indicate higher satisfaction and interest in the lessons among students who used social media compared to those who did not (Slim & Hafedh, 2019). Nonetheless, this initial exploration of student perception about social media in Saudi Arabia, coupled with positive results from other non-English speaking countries, provides impetus for delving deeper into the advantages and implications of this methodology. Deliberate construction of English language learning school work, enhanced with faculty development programs on curriculum integration, can have a positive impact on the students' language learning experience.

Another study by Alkahtani (2016) noted that students employed multiple types of language learning strategies in order to facilitate their own language learning. Students used metacognitive strategies the most, followed by social, compensation, memory, cognitive, and affective strategies (Alkahtani, 2016). Student proficiency in English, one of the components of willingness to communicate, was also found to be an important factor for using a specific language learning strategy. This has practical and theoretical implications on the effectiveness of different teaching strategies employed by teachers in the classroom, which may also explain why Communicative Language Teaching has been tested ineffective in Saudi EFL classrooms.

2.4 Status of Saudi Arabia Education System

Saudi Arabia's need for English-proficient and English-conversant citizenry is tied to the country's socioeconomic and political direction (Picard, 2018). The move towards privatization of economies of scale signals a continuing need for EFL in the area, which would justify an increase in the prioritization of English language learning and a curriculum that supports that goal. Currently, learning English as a foreign language is technically sanctioned by the Saudi Ministry of Education. This clearly indicates strong support from policy makers and the government on funding and sustaining effective ESL in the country. Teachers are also provided sufficient training for handling EFL classes effectively (Alharbi, 2019).

On the other hand, there is still much to be changed in order to fully capacitate EFL teachers in educating students with communicative competence. For instance, Alharbi (2019) suggests a shift from literature-heavy teacher's curriculum to primarily methods- oriented programs for prospective teachers. Al-Seghayer adds that teacher trainings should be need based and pragmatic in order to shift the teaching paradigm of EFL teachers, who also implement traditional teaching methods because they tend to emulate their own English teachers (Alharbi, 2019). Other than teacher training, social, cultural, and religious sensitivities have also been noted as hindering factors to effective EFL teaching within the Saudi context (Shah et al., 2013). As a result, in 2019, Saudi schools remain teacher-centered learning institutions. This methodology inhibits students from using their creativity and developing other critical skills on their own, unlike student-centered learning which develops an engaging curriculum that draws out higher willingness to communicate in EFL students.

However, there have been studies conducted that show student-centered education, such as Communicative Language Teaching or project-based teaching using social media and other tools, show better student achievement than the traditional set-up (Kassem, 2018). Some new strategies have also been implemented in different schools and levels in an attempt to improve students' English speaking capacity such as social media integration and motivation, (Feltman,

2018; Slim &Hafedh, 2019, Alqasham, 2018; Alharbi, 2019). However, these have remained highly experimental and applied to only small populations.

3. Gaps in Literature

While there are a considerable number of studies pointing to the importance of willingness to communicate in the global landscape, there is also a need to reinforce many of the theoretical and pedagogical studies with recent empirical studies to reinforce and provide areas of development for the Willingness to Communicate model, which was developed more than 20 years ago. In particular, the connection and correlation between components of the WTC and existing language learning challenges and behavior patterns need to be established by generalizable and repeatable empirical research. In addition, additional studies need to be conducted on the implementation of nontraditional pedagogies in Saudi Arabia's schools that are aimed at improving students' English speaking skills. The factors impeding effective integration of social media and implementation of nontraditional pedagogies could be targeted in future studies to help cultivate intervention programs to minimize the effect of these negative factors. Future studies may also determine whether or not these methodologies have innate limitations that prevent them from being applied to Saudi school environment. Either way, further investigation into the matter will help enhance curriculum development for English language learning specifically for Saudi students.

4. Conclusion and Recommendations

Willingness to communicate has been empirically proven as a sound and relevant concept in foreign language learning. The conceptual model of WTC developed by McIntyre and colleagues provides a comprehensive view of the embedded and situational factors affecting a learner's willingness and actual practice of speaking in English as second or foreign language. A handful of recent studies continue to reinforce the validity of the model although there is a need to implement additional substantive study to support its continued universal relevance in the 21st century setting. In the Saudi setting, certain nontraditional EFL pedagogies have been implemented and found to have lackluster or less than expected results compared to outcomes in other Arab countries. However, multiple studies show a positive attitude of teachers and learners towards pedagogies that enhance willingness to communicate and subsequently increase usage of spoken English among Saudi students. These efforts will contribute to the ability of the country to support its growing globalized economy with a workforce and citizenry that is able to engage effectively with other independent states through high English speaking proficiency.

5. Figures

Figure.1.The Willingness to Communicate Model by McIntyre, Clement, Dornyei, and Noels (Riasati&Noordin, 2011)
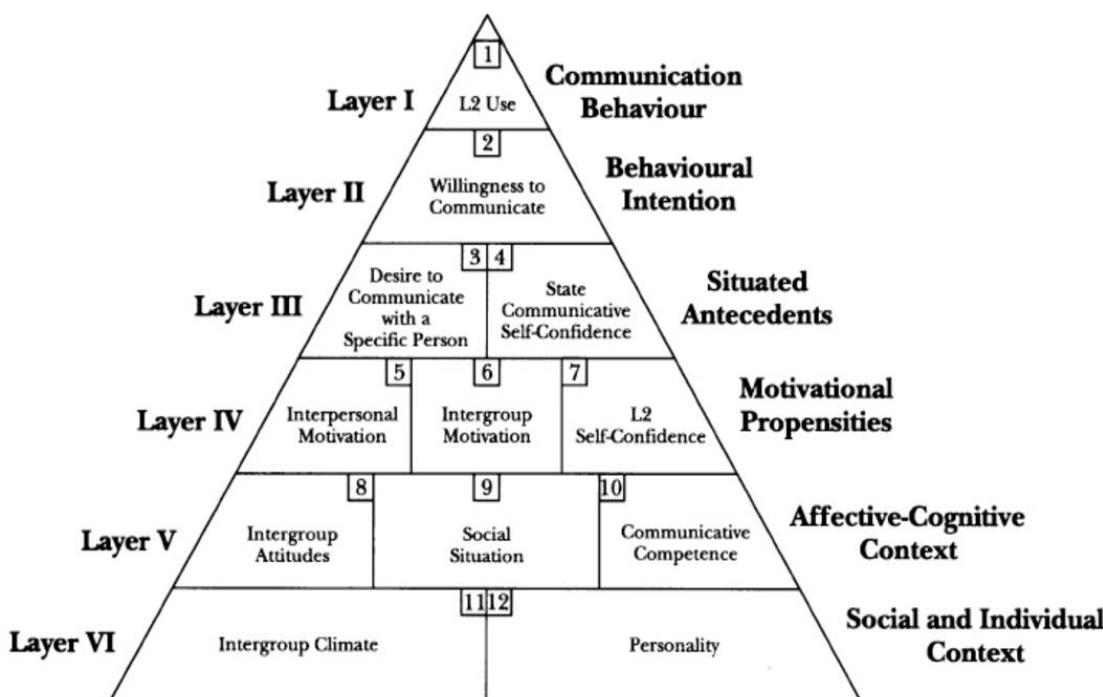
6. References

Aldabbus, S. (2018). Project-based learning: implementation & challenges. *International Journal of Education, Learning and Development,* 6(30), 71-79.

Al-Garni, S. &Almuhammadi, A. H. (2019). The effect of using communicative language teaching activities on EFL students' speaking skills at the University of Jeddah.*English Language Teaching,* 12(6), 72-86. doi: 10.5539/elt.v12n6p72.

Alharbi, Y. G. (2019). A review of the current status of english as a foreign language (EFL) education in Saudi Arabia. *Global Journal of Education and Training,*2(1), 1-8.

Alharbi, M. S. (2017).Exploring English language teaching approaches in Saudi Higher Education in the West Province (Unpublished doctoral dissertation). Glaslow, UK: University of Glaslow.

Al-jifri, A. &Elyas, T. (2017). The impact of video games in the acquisition of English language: the case of Saudi youths. *Journal of Foreign Language Education and Technology*, 2(2), 15-35.

Alkaabi, A. (2016). Saudi students' motivation and attitudes toward learning English as a second language and their willingness to invest in learning it (Master Thesis). St. Cloud, MN: St. Cloud University.

Alkahtani, S. (2016). Language learning strategies among Saudi EFL college students and their relationship to students' perceptual learning style, gender, academic major and proficiency level (Published Doctoral Dissertation). Knoxville, TN: University of Tennessee.

Alqasham, F. (2018). Exploring Saudi EFL learners' agency toward the use of Whatsapp for English learning at Qassim University. *International Journal of Linguistics,* 10(6), 10-43. doi:10.5296/ijl.v10i6.13857.

Al-Sobhi, B. M. &Preece, A. S. (2018). Teaching English speaking skills to the Arab students in the Saudi school in Kuala Lumpur: problems and solutions. *International Journal of Education & Literacy Studies,* 6(1), 1-11. http://dx.doi.org/10.7575/aiac.ijels.v.6n.1p.1.

Bawazir, M. A. (2019). Factors influencing Saudi EFL learners' willingness to communicate in the classroom. *Electronic Interdisciplinary Miscellaneous Journal,* 8, 1-46.

Chang, C. (2018). Exploring factors influencing the willingness tocommunicate among English-as-a-secondlanguage university students (Published doctoral dissertation). *Doctoral Dissertations,*451. San Francisco, CA: Gleeson Library.

Chiang, C. & Lee, H. (2016). The Effect of Project-Based Learning on Learning Motivation and Problem-Solving Ability of Vocational High School Students. *International Journal of Information and Education Technology*, 6(9), 709-712. DOI: 10.7763/IJIET.2016.V6.779

Feltman, M. Y. (2018). The effects of student identities on English as a foreign language learning motivation in a Saudi university context (Unpublished doctoral dissertation). Stellenbosch, SA: Stellenbosch University.

Gholami, S. &Barzegar, R. (2018). The relationship between willingness to communicate and writing proficiency of Iranian EFL learners at the upper– intermediate and advanced levels. *International Journal of Advanced Multidisciplinary Scientific Research,* 1(10), 69-81. https://doi.org/10.31426/ijamsr.2018.1.10.1018.

Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature (IJSELL),* 2(6), 22-30.

Kassem, H. M. (2019). The Impact of Student-Centered Instruction on EFL Learners' Affect and Achievement. *English Language Teaching*, 12(1), 134-153. doi: 10.5539/elt.v12n1p134.

Khalil, A. H., El-Nagar, B. E., Awad, M. E. (2019). The effect of brain-based learning on developing some speaking skills of egyptianEFL secondary school students. *International Journal of Environmental & Science Education,* 14(3), 103-116.

Khan, I., Ayaz, M. & Faheem, M. (2016). The role of social media in development of englishlanguage vocabulary at university level. *International Journal of Academic Research in Business and Social Sciences,* 6(12), 590-604.

Lamb, M. (2017). The motivational dimension of language teaching, *Language Teaching,* 50(3), 301-346. doi:10.1017/S026144481700008.

Li, V. (2017). Social media in english language teaching and learning. *International Journal of Learning and Teaching,* 3(2), 148-153. doi: 10.18178/ijlt.3.2.148-153.

Mahdi, D. A. (2014). Willingness to communicate in English: a case study of EFL students at King Khalid University. *English Language Teaching,* 7(7), 17-25.doi:10.5539/elt.v7n7p17.

Mohammadi, J. Barati, H., &Youhanaee, M. (2019). The effectiveness of using flipped classroom model in Iranian EFL learners' English Achievements and their willingness to communicate. *English Language Teaching,* 12(5), 101-115.doi: 10.5539/elt.v12n5p101.

Noori, A. (2018). Communicative language teaching (CLT) in EFL context: exploring afghan efllecturers'perceived challenges in implementing CLT. *International Journal of Research,*5(16),1049-1063.

Rafada, S. H. &Madini, A. A. (2017). Effective solutions for reducing Saudi learners' speaking anxiety in EFL classrooms. *Arab World English Journal,* 8(2), 308-322. DOI: https://dx.doi.org/10.24093/awej/vol8no2.22.

Riasati, M. J. &Noordin, N. (2011). Antecedents of willingness to communicate: a review of literature. *Studies in Literature and Language*, 3(2), 74-80. DOI:10.3968/j.sll.1923156320110302.326.

Rui, Y. &Muthukrishnan, P. (2019). Growth mindset and students' perception of their english language teachers' feedback as predictors of language proficiency of the EFL learners. *Asian EFL Journal Research Articles,*23(3),32-60.

Sari, F. A. (2016). Enhancing EFL students' willingness to communicate: teachers' beliefs about their roles and strategies. *Kajian Linguistik dan Sastra,*1(1), 1-16.

Shah, S. R., Hussain, M. A., &Nasseef, O. (2013). Factors impacting efl teaching: an exploratory study in the Saudi Arabian context. *Arab World English Journal,* 4(3), 104-123.

Sharma, V. (2019). Saudi students' perspective on social media usage to promote EFL learning. *International Journal of Linguistics, Literature and Translation,* 2(1), DOI: 10.32996/ijllt.2019.2.1.17.

Sheeran, P. & Webb, T. (2016). The Intention–Behavior Gap. *Social and Personality Psychology Compass,*10(9), 503-518. DOI: 10.1111/spc3.12265.

Slim, H. &Hafedh, M. (2019). Social media impact on language learning for specific purposes:a study in English for business administration. *Teaching English with Technology,* 19(1), 56-71.

Toro, V., Camacho-Minuche, G.,Pinza-Tapia, E. & Paredes, F. (2019). The use of the communicative language teaching approach to improve students' oral skills. *English Language Teaching,* 12(1),110-118.