**ZARRINABADI, N. & PAWLAK, M. (2020). NEW PERSPECTIVES ON WILLINGNESS TO COMMUNICATE IN A SECOND LANGUAGE.** Springer Nature.

**Review by Huan Huang**
*Massey University*

In language learning situations, to speak up or remain silent may be one of the most important decisions learners can make when an opportunity to use the second language (L2) arises. However, making the choice to communicate (or not) is sometimes effortless while at other times difficult, thus engaging students in active communication has become one of the ultimate goals of language instruction (MacIntyre et al., 1998). This emphasis has led to the emergence of an important construct in second language acquisition: willingness to communicate (WTC), which is widely defined as "a readiness to enter into the discourse at a particular time with a specific person or persons, using an L2" (MacIntyre et al., 1998, p. 547). In the introduction to *New perspectives on willingness to communicate in a second language*, the editors Zarrinabadi and Pawlak, outline several important aspects about willingness to communicate in second language (L2 WTC) that have remained underexplored, such as the nature of WTC, factors influencing WTC, and strategies to improve WTC. Although WTC has become a highly studied topic within the field of second language acquisition, there are few books that focus exclusively on this topic. This edited volume is an attempt to fill this gap with the studies contained in the volume representing a diverse range of theoretical and methodological perspectives to investigate L2 WTC.

In the introduction (Chapter 1), the Editors provide a general overview of the book and a succinct summary of each of the 13 chapters. A closer look at the volume reveals that four chapters (2, 3, 9, and 10) focus on complex dynamic system theory (CDST) theory, or CDST as a research meta-theory (Hiver & Al-Hoorie, 2019). CDST views language as a complex, dynamic and non-linear system, and is gaining increasing attention by researchers in the field of second language development. Graduate students, researchers, and scholars will benefit from the inclusion of the brief overview of previous studies on research into CDST along with the illustrative examples provided in these chapters.

In Chapter 2, Nematizadeh and Wood view WTC as a complex and dynamic system based on the key constructs related to CDST. The chapter ends with a review of empirical studies, demonstrating the potential application of CDST to wider WTC research. In Chapter 10, Gallagher and Zarrinabadi illustrate how a social network approach can be used to investigate WTC, in particular, the

opportunity to communicate. With a focus on the changeable nature of WTC of Iranian migrants in New Zealand, and on understanding how these learners perceive variations in their WTC, Cameron, in Chapter 3, argues for the relevance of CDST and the usefulness of an ecological framework, encompassing both the micro context of the classroom and the macro context of wider society. She found that past English learning experiences in Iran such as family influence, type of school, and teacher expertise, were considered to be important for these two learners' personal WTC, whereas in New Zealand factors such as these learners' relationships with their classmates, opportunities to speak in and out of class, and different types of curriculum were more prevalent. In Chapter 9, Khajavy, MacIntyre, Taherian, and Ross discuss previous research which has revealed correlations between WTC, anxiety, and enjoyment. The chapter then examines the variability in the correlations among these variables over time. Results of the study revealed that over time, correlations between WTC and enjoyment were highly consistent, strong, and positive, whereas the correlations between WTC and anxiety, and anxiety and enjoyment, were inconsistent and mostly negative.

I came to this book as a third-year PhD student researching this field of WTC from a CDST perspective, and this book not only informed my research of WTC as a dynamic system, but also provided a useful insight into traditional methodologies exploring relationships between different factors and WTC. Aspects such as personality and intergroup climate, which are argued to impact WTC and form part of the bottom layer of MacIntyre, Clément, Dörnyei, and Noels' (1998) influential pyramid model of WTC form the focus of Chapters 5 and 7. Intergroup climate in Chapter 5 is operationally defined as how L2 students perceive the economic and social importance, and power of their own and target language culture. To explore the indirect effect of culture on the WTC, Baran-Łucarz reports on a mixed-method study involving Polish and Italian EFL learners, with the results showing that the Italian participants assessed their English level and WTC higher than the Polish participants. Thus, this study illustrates that culture, perceived as a filter through self-assessed English language levels, indirectly determines L2 WTC. Piechurska-Kuciel, in Chapter 7, examines the effect of personality, extraversion to be precise, on predicting WTC. Results found a modest predictive effect, which means that extraversion has a positive but small effect on WTC. It was suggested that this is due to the impact of a range of other situational factors, for example, issues with vocabulary retrieval might reduce the impact of a learner's personality on WTC. This chapter concluded that extraversion should be regarded as a crucial but as yet not clear determining factor of WTC.

This volume is also likely to be of interest to teachers, course and material developers, with invaluable advice on how to improve learners' WTC. Chapters

deal with the effect of factors such as a flipped classroom strategy (Chapter 8), the role of the teacher (Chapter 11), and vocabulary size (Chapter 12) on L2 WTC. In chapter 8, Zarrinabadi, Khodarahmi, and Shahbazi, through a mixed-method design, find that the flipped classroom technique has a substantial impact on students' WTC through making language learning more enjoyable, and through improving motivation, and reducing anxiety. Chapter 11, by Amirian, Rezazadeh and Rahimi-Dasht, investigates the impact of teacher variables on WTC through the use of structural equation modelling, and found that teachers' immediacy, self-disclosure, and technology policy all exert an influence on WTC. Sen and Oz in Chapter 12 reveal a significant positive correlation between vocabulary size and WTC level. These three contributions bring into focus the varied ways to foster learners' WTC in a way that is of practical use and interest to teachers.

As the title of the book suggests, it presents novel perspectives to elaborate the nature of WTC. A good example of this is Chapter 6 by Allahyar, where the author fills a gap in the focus of previous WTC research through inclusion of teachers' perceptions of learners' WTC. This chapter represents the first attempt to apply attribution theory to explore what learners' WTC and reticence signifies to teachers. In Chapter 4 Tarp reports on expatriates' perceptions of their WTC in German. This is an important contribution because research on L2 WTC in English has received the most attention to date. That resonates with me, as a Chinese teacher, and I realise the significance and necessity of studying learners' WTC in a variety of languages. This volume will also be useful to those interested in Iranian learners' WTC in English, as five chapters (chapters 3, 6, 8, 9, and 11) explore this aspect, including a focus on Iranian learners in New Zealand and in Iran through both learners' and teachers' perspectives.

The final chapter (Chapter 13) concludes the volume by presenting recommendations for future research on different language skills, and on the range of pedagogical, psychological, and technological issues affecting WTC. This provides a clear direction for future research on WTC so that researchers can continue to develop new knowledge in this field.

In conclusion, the edited collection successfully promotes WTC as an important research area in that it brings together a variety of research perspectives on WTC which broadens our understanding of the nature of WTC. Presenting chapters thematically would have helped to make the volume more reader-friendly, as would have more clearly presenting and discussing the 'new perspectives' mentioned in the title of the book. There were also some minor issues regarding proofreading and formatting. These points notwithstanding, this book makes a valuable contribution to WTC field and helps readers to gain a better understanding of the comprehensive nature of WTC, and diversity of

approaches to researching WTC.

**References**

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