

Foreign Language Speaking Anxiety: Leveraging Virtual Language Communities and Social Media Interactions for Improved Fluency

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Abstracts

Leveraging social media interactions and virtual language communities has played a pivotal role in helping FL undergraduates improve their speaking fluency and minimize the effects of speaking anxiety. This research critically analyzed how frequent social media interactions and virtual language communities have helped FL undergraduates overcome speaking anxiety. Foreign Language Classroom Anxiety Scale (FLCAS) was modified and applied to explore the effects of speaking anxiety and how it impedes language learning and speaking fluency. Also, the Technology Acceptance Model (TAM) was applied to assess the acceptance rate and students' perception of using these online tools for FL learning and speaking fluency. A quantitative method was employed, and data was obtained from 679 FL undergraduates through questionnaires sent out as Google forms. Using relevant statistical tools like descriptive statistics, analysis was carried out on the data. This research, 10 variables were measured and developed from FLCAS and TAM. They were designed to measure the level of speaking anxiety among FL undergraduates, how it has affected their FL learning and speaking fluency, and the impacts of virtual language communities and social media interactions on speaking anxiety. The overall mean scores for students who experienced nervousness when speaking the targeted language were moderate (3rd-year = 3.1, final-year = 3.2). Additionally, the participants find social media and virtual communities helpful in FL learning and improving speaking fluency (mean scores: 3rd-year = 3.8, final-year = 4.1). They also intend to continue using these platforms for FL learning and speaking practice (mean scores: 3rd-year = 3.9, final-year = 4.2). The charts reveal that FL undergraduates frequently use these platforms mostly weekly (3rd-year = 40.2%, final-year = 45.6%). The t-tests on the responses were significant at ($p < 0.001$); this reveals a significant difference between the responses of the 3rd year and final-year students. Therefore, we conclude that virtual language communities and social media interactions positively influence speaking anxiety and improve speaking fluency.

1. Introduction

Social media and various virtual communities are a dominant feature of today's world. According to studies, social media users have rapidly increased over time with many users, (Seaman et al., 2013; Li, 2017). For nearly two decades, the Internet has played a significant role in various fields, including language learning, Reinhardt (2019). Computer-Mediated

Communication (CMC) and Computer-Assisted Learning Language (CALL) are the most valuable models in Second Language Acquisition (SLA); they have increased the efficiency of teaching and learning Foreign Language (FL) (Kessler, 2018; Reinhardt, 2019). Technology and the Internet have provided language learners and instructors with a wide range of options to enhance language learning. This is because it allows learners autonomy and real-time pronunciation feedback and increases their motivation (Kessler, 2018).

According to Kemp (2017), in the world today, there are about three billion active users on social media. Over the years, significant studies have been done and are still ongoing on using social media in SLA (Ghafar, 2023). However, social networks are considered prospective solutions to help learners develop practical oral communication skills in FL learning. Research shows that most learners believe that internet-based interactions help improve their speaking skills (Namaziandost & Nasri, 2019; Ghafar, 2023). One of the key factors to assist in FL learning outcomes is emotions, and these emotions could be classified as positive or negative. On the negative side, emotions can result in fear, anxiety, and frustration, which can affect the learning rate in FL learning and can also result in a lack of motivation and a decline in self-confidence (Huang, 2024). In addition, a decline in motivation and self-confidence can affect speaking efficiency in FL learners. In their study, Fariz et al. (2022) opined that Foreign Language Speaking Anxiety and speaking fluency are closely linked because FL learners often dread communicating with others during FL sessions.

This research synthesizes the various causes of speaking anxiety in FL learning and how virtual language communities and social media help in improving speaking fluency by mitigating the effects of speaking anxiety. This study aims to fill the research gap on virtual language communities and social media interactions to overcome speaking anxiety and improve speaking fluency in FL learning. This is achieved through a survey among FL learners on using social media interactions and virtual language communities to overcome speaking anxiety. This paper will contribute to studies on overcoming speaking anxiety in FL learning and improving fluency in FL learning. The study's outcome will also encourage social media interactions and virtual language communities in FL learning, and provide better teaching methodologies in helping students develop more confidence in FL speaking.

2. Review of Theoretical Framework and Related Studies

Presently, researches have been conducted on speaking anxiety in FL learning and the applications of social media and virtual language communities in FL learning. The findings of these researches have shown that learners have moderate to high level of anxiety in FL speaking.

2.1 Theoretical Framework

There are various tools and frameworks for measuring foreign language speaking fluency and exploring the impacts of anxiety. Two study frameworks are chosen in this study- the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz in 1986 and the Technology Acceptance Model. FLCAS is a 33-item built with 5-point Likert scale questionnaire developed

and revised over the years to enhance the understanding of foreign language speaking anxiety (Botes et al., 2020). The TAM used to look into the visual communities and the social media interaction systems in enhancing foreign language speaking fluency. TAM is built on the intention of an individual to perform a particular behaviour and attitude towards the acceptance and utilization of ICT, which was proposed by Davis in 1989 (Wu et al., 2023).

In their studies, Pakpahan and Gultom (2022) used FLCAS to see any noticeable progress in speaking fluency after using language websites for learning. The students were also interviewed to get feedback on their satisfaction with online-based FL interaction platforms. It was revealed through the results that there was a decline in speaking anxiety after the students used language websites for FL learning. However, some students could not do it because they feared making mistakes while speaking to a foreigner. FLCAS comprises 33 items; 24 are positively worded, 9 are negatively worded and are designed to assess communication apprehension, fear of negative evaluation, and test anxiety (Lu, 2024). Research has reformulated the application of FLCAS to determine FLCA and identify speaking anxiety among FL learners (Liu, 2017; Lu, 2024). FLCAS has been used in research communities and studies involving different countries and demographic variables.

Alfadda and Mahdi (2021) used the TAM in their research to investigate participants' acceptance of Zoom applications in FL learning. Their study focuses on exploring the study variables of the use of technology in learning. Also, it looks into the impact of gender and years of experience on the use of technology. The study showed that computer self-efficacy, attitude and behavioural intention were positively linked to technology use. Nevertheless, the studies reveal that gender had no impact on the technology use among the participants. Over the years, TAM has been applied in different fields of study, and it has been a more effective means to identify the various factors impacting technology acceptability and use in learning (Eraslan & Kutlu, 2019).

The use of the TAM model and its different applications in the context of different studies have enabled the researchers to identify the participants' attitudinal values in the use of technology for learning FL. The feedback collected from some of the results shows that the participants embrace the use of technology, which has greatly benefited in amplifying their speaking ability. Communicating with foreigners through social and online media has also increased their speaking confidence in FL (Siti et al., 2019; Aulia et al., 2021; Alfadda & Mahdi, 2021).

2.2 Speaking Anxiety Among FL Learners

Speaking is the most valuable skill in FL learning since this skill evaluates the improvement of the learner in the knowledge and use of FL. Nevertheless, fear and lack of motivation are not the only obstacles to improving speaking skills; speaking anxiety is considered a significant threat to improving speaking skills (Pakpahan & Gultom, 2022). Speaking anxiety in FL leads to ineffective speaking performance of learners (Abdurahman & Rizqi, 2020). Lu (2024) postulates that speaking anxiety is born out of several factors that include fear of being negatively evaluated, making errors, lack of proficiency in vocabulary and grammar, insufficient preparation for speaking and lack of exposure to the use of FL outside classrooms. This may lead to learners

having no confidence in their abilities and no motivation to learn, further leading to speaking anxiety.

Nonnative speakers of FL are considered to have moderate to high levels of anxiety in the use of FL, especially during speaking. It was observed that learners often stammer, perspire, and significantly increase the rate of heartbeat during speaking. This leads to mental blocks, forgetfulness, and redundancy in speaking fluency (Abdurahman & Rizqi, 2020; Lu, 2024). Liu, in her study, points out that to enhance FL learning, a certain amount of anxiety is required. This will help drive learner's motivation and help them do better in using FL (Liu & Tarnopolsky, 2018). Speaking anxiety remains a subject of concern among researchers; studies have suggested different ideas to help minimize its effects on FL learners. Teachers have been advised to expose learners to communities of FL native speakers so that students can familiarize themselves with the cultures (Lu, 2024). Also, they are advised to enable a friendly learning environment where learners are comfortable speaking without the fear of negative criticism. However, the use of technology and virtual language communities seems to be the most promising of them (Madzlan et al., 2020). Virtual platforms like social media are viral in today's society, it provides a means of connecting and interacting with people across the globe. With the invention of these virtual platforms, learners can connect with FL native speakers, share ideas, learn, and get feedback without feeling anxious (Fondo & Jacobetty, 2020; Chen, 2022).

2.3 Social Media Interactions and Virtual Language Communities in FL Learning.

Since the emergency of COVID-19, the use of technology has increasingly become popular in all kinds of learning. Aside from minimizing physical contact, online learning has proven to be a more effective and economical way of learning when compared to traditional learning techniques (Wu, 2023). However, language learning is not an exception to this evolution; by integrating social networks and online platforms, learners may practice FL more efficiently (Sun et al., 2017). In research conducted by Sun et al. (2020), the study unveiled significant insights into the topic. The class segments in the study were divided into two groups (experimental group and control group), and analysis of the results showed a positive change between the two groups and a notable improvement in English fluency.

In support of using virtual communities and social interactions as a means of FL learning, the study analyzed the use of Twitter as an extracurricular activity in EFL learning among Turkish students. The results revealed that twitting messages enhanced their language learning experience (Taskiran et al., 2018). Social media provides a cross-cultural interaction channel for FL learning; it is a viable tool for learning a language and improving speaking, writing, and vocabulary. FL learning process is a lot easier through the help of social media; it assists learners in providing learning materials, allows intercultural dialogue among participants, and provides an anxiety-free environment for practice (Ghfar, 2023).

Learners believe that the use of social media and virtual platforms can be a source of motivation for them. They also get an opportunity to communicate with native speakers and have space to communicate, enhancing their speaking skills (Namaziandost & Nasri, 2019). Repetition plays a crucial role in helping speakers increase their confidence level in using a language because

they can easily repeat what they hear without worrying about making mistakes. The YouTube and Facebook virtual communities enable such a process in FL learning (Ilyas & Putri, 2020). In general, research findings show that integrating social media and other online tools in FL learning has numerous benefits to learners; it offers them increased flexibility and reduces speaking anxiety. It also makes it possible to involve FL learners and native speakers in collaboration. However, ongoing studies are still on overcoming some of the problems associated with using virtual platforms for learning (Reinhardt, 2019).

3 Research Methodology

3.1 Research Design

In the effort to address the research question focused on the role of social media and virtual language communities in addressing speaking anxiety and increasing FL speaking proficiency, a quantitative study approach method was adopted. This approach was used to enable statistical evaluation of the variables related to the use of social media and virtual communities in the overcoming speaking anxiety among FL undergraduates. The quantitative methodology involves the mathematical analysis of data acquired through polls, interviews, and questionnaires.

3.2 Research Questions

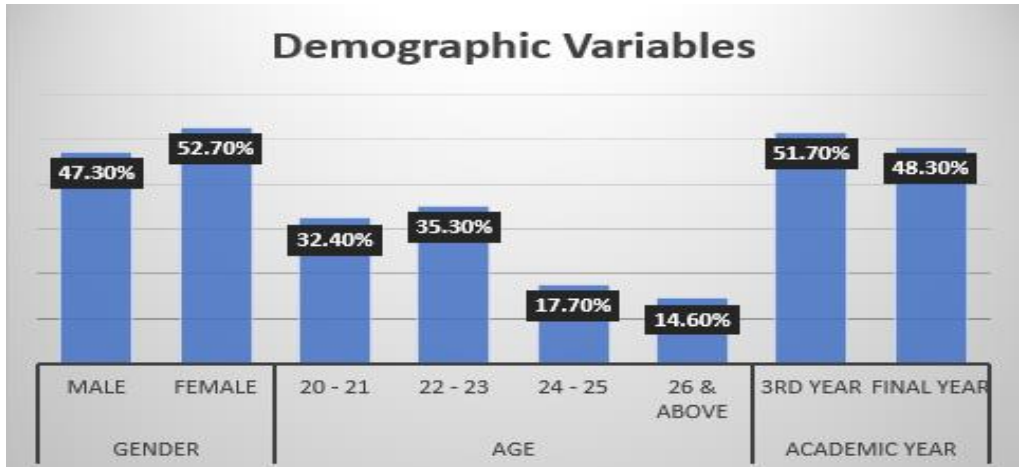
These questions were developed as criteria for selecting the variables to be measured in the study:

- a) How is FL speaking anxiety related to the willingness to communicate in social media and virtual language communities?
- b) What are the impacts of social media interactions on the development of speaking fluency in FL?
- c) What are the common and effective online platforms that help in reducing FL speaking anxiety?
- d) What are the long-term effects of social media interaction and virtual language community participation on speaking fluency and speaking anxiety?

3.3 Research Sampling

To select the study population that was considered suitable for this research, a Convenient sampling technique was utilized. Using FLCAS and TAM, two questionnaires were created on Google Forms and sent to FL undergraduate students in 3rd year and final year from different universities in Nigeria via social media platforms. Only 679 students were able to respond to the survey questions on Google Forms. However, the participants provided their demographic information which is presented using the bar chart below:

Figure 1: Demographic Information of FL Undergraduates



The chart above summarizes the demographic information of the research participants. It can be seen that the study population was dominated by females, with over 52.7%. Also, the participants were mostly young people between the age of 20 -23 years old, given that about 35.3% falls between the age of 22 – 23 years, while 32.4% falls between 20 – 21 years old. Lastly, the study participants were mostly 3rd year students with over 51.7%, and the final-year students were about 48.3%.

3.4 Research Tools and Administration

To acquire the data used for analysis in the study, two online questionnaires were pre-designed and distributed to the study population. The questionnaires were modified from FLCAS and TAM theories and the questionnaires were created using the 5-point Likert Scale format. A total of 10 measuring items were developed which allowed assessment of the participants.

3.5 Method of Analysis

The data acquired from the survey was carefully examined using descriptive statistics. This was employed to measure the statistical variables such as mean, Standard Deviation (SD), Standard error, and T-test in the collected data. These variables give insights into the characteristics of the respondents. Pearson's correlation was also applied to determine the relationship between the variables. Lastly, data visualization tools were used to present the demographic data acquired.

4 Results and Discussions.

4.1 Results

The various results obtained from the analysis are presented in this section. This includes results from the descriptive statistics, including mean, standard deviation, standard error, range, and T-test. The standard error and t-test were used to determine the significance of the responses obtained from the two population samples. However, data visualization tools were also employed to determine FL undergraduates' usage and frequency of online tools. Collectively, these results were used as building blocks for further discussions within the study and assisted in drawing viable conclusions and implications.

4.1.1 Descriptive Statistics

Table 1: Descriptive Table for 3rd Year Students

GROUP	VARIABLES	MEAN	STANDARD DEVIATION
FLCAS	I feel nervous when speaking in the target language	3.26	0.94
	I get anxious when I have to speak in front of my classmates	3.49	0.85
	I worry about making mistakes when speaking in the target language	3.56	0.73
	I feel uncomfortable when speaking with native speakers	3.38	0.86
	I feel confident when speaking in the target language	2.89	0.97
TAM	Using social media for language learning is useful	3.83	0.75
	I find virtual communities easy to use for language learning	3.65	0.83
	I intend to continue using social media and virtual communities for language learning	3.93	0.72
	I think social media and virtual communities help me overcome speaking anxiety	3.77	0.88
	I feel motivated to use social media and virtual communities for language learning	3.84	0.73

Table 2: Descriptive Statistics Table for Final Year

GROUP	VARIABLES	MEAN	STANDARD DEVIATION
	I feel nervous when speaking in the target language	4.97	0.58
	I get anxious when I have to speak in front of my classmates	5.16	0.47

FLCAS	I worry about making mistakes when speaking in the target language	4.29	0.57
	I feel uncomfortable when speaking with native speakers	5.06	0.48
	I feel confident when speaking in the target language	4.62	0.68
TAM	Using social media for language learning is useful	4.91	0.66
	I find virtual communities easy to use for language learning	3.97	0.77
	I intend to continue using social media and virtual communities for language learning	4.62	0.66
	I think social media and virtual communities help me overcome speaking anxiety	4.86	0.57
	I feel motivated to use social media and virtual communities for language learning	4.61	0.56

The descriptive statistics tables above were obtained from the responses of 3rd year and final-year FL undergraduates. These questionnaires were designed using the FLCAS and TAM theories, to help us fill the research gap of the use of social media interactions and virtual language communities in overcoming speaking anxiety in the use of FL. Predominantly, the 3rd year students tend to have higher levels of nervousness and anxiety with a mean score of 3.4 while speaking than the final-year students. The final-year students are more uncomfortable in speaking with native speakers (mean=3.0) than the 3rd year students. There, is an increase in the use of social media for learning among the final year students (mean=4.1) than among the 3rd year students (mean=3.8). There is a decrease in overcoming speaking anxiety among 3rd-year students (mean=3.7) than among final-year students (mean=4.0). Overall, there is a high acceptance rate in the use of social media interactions and virtual language communities in language learning and improving speaking fluency among FL undergraduates.

Table 3: T-test Table for the Variables

GROUP	VARIABLES	STANDARD ERROR	T-TEST	REMARK
FLCAS	I feel nervous when speaking in the target language	0.021	14.29	Significant at p<0.001
	I get anxious when I have to speak in front of my classmates	0.019	15.79	Significant at p<0.001
	I worry about making mistakes when speaking in the target language	0.018	16.67	Significant at p<0.001
	I feel uncomfortable when speaking with native speakers	0.020	15.00	Significant at p<0.001
	I feel confident when speaking in the target language	0.021	19.05	Significant at p<0.001

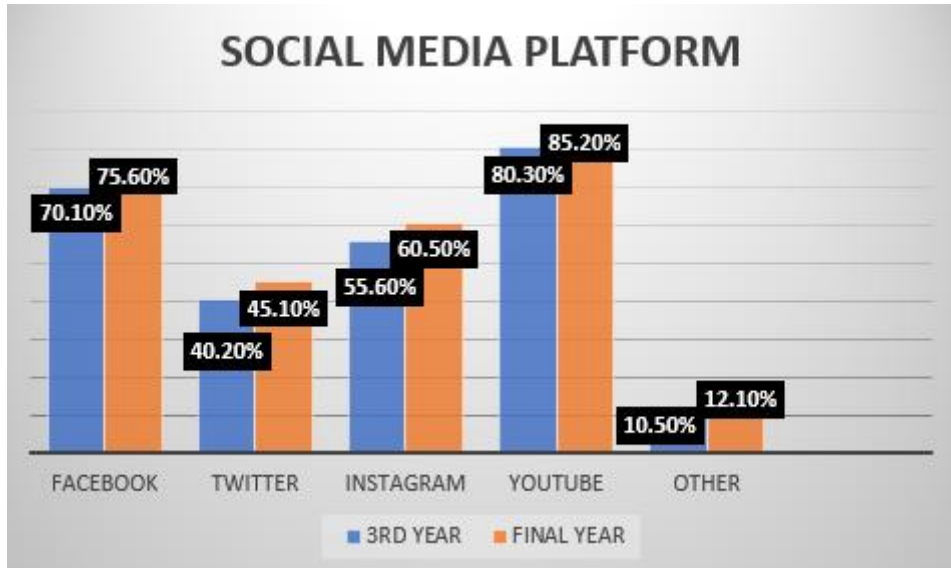
TAM	Using social media for language learning is useful	0.016	18.75	Significant at p<0.001
	I find virtual communities easy to use for language learning	0.019	15.79	Significant at p<0.001
	I intend to continue using social media and virtual communities for language learning	0.016	18.75	Significant at p<0.001
	I think social media and virtual communities help me overcome speaking anxiety	0.019	15.79	Significant at p<0.001
	I feel motivated to use social media and virtual communities for language learning	0.016	18.75	Significant at p<0.001

The standard error and t-test were employed to compare the responses obtained from the 3rd year and final-year FL undergraduates. However, the analysis of the t-tests was significant at $p < 0.001$, this indicates that there is a significant difference between the responses of 3rd-year students and the final-year students.

4.1.2 Analysis of Social Media and Virtual Community Usage by FL Undergraduates.

The questionnaire distributed to the research participants was also used to obtain information about the usage of these virtual tools by FL undergraduates. These tools were used by the students not only for FL learning but also it pt a platform that helped them practice to improve their speaking fluency.

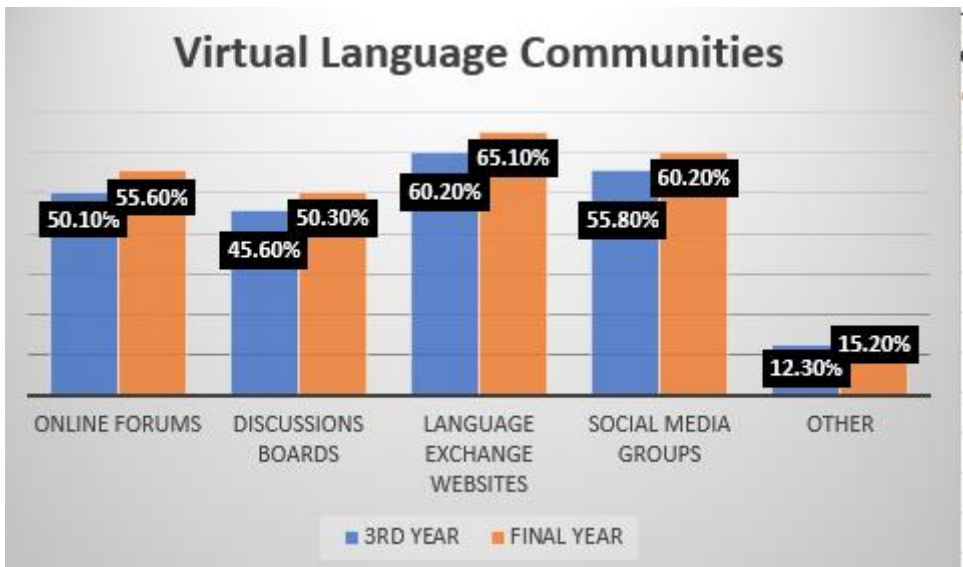
Figure 2: Social Media Platform Usage by FL Undergraduates.



The results presented the frequently used social media platforms by FL undergraduates for FL interaction. Youtube is considered the most preferred by FL learners with about 85.20% usage

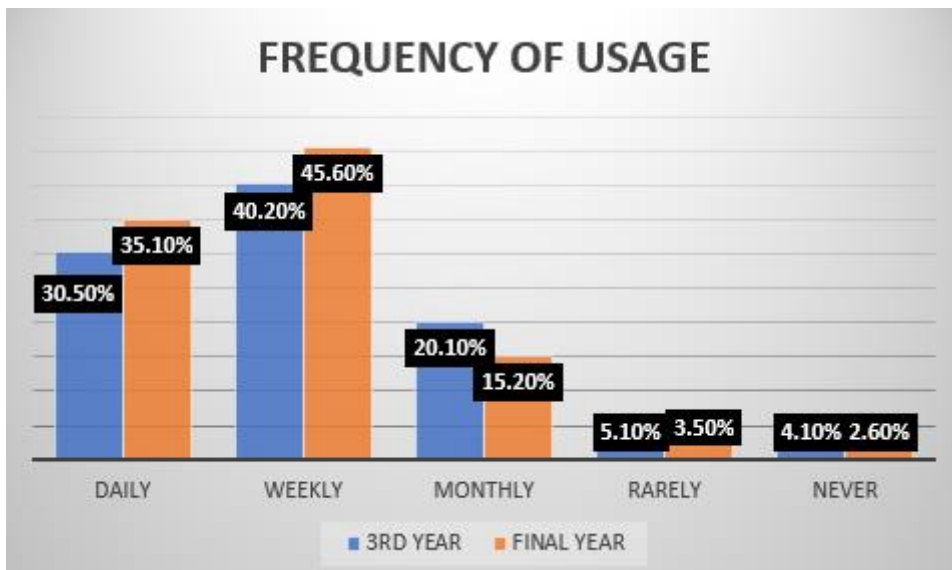
by final year students and 80.30% usage by 3rd year students. Facebook is also considered popular among FL undergraduates (3rd year = 70.10%, Final year = 75.60%). It provides them with a platform to connect and interact with native speakers. Twitter (3rd year = 40.2%, Final year = 45.1%) and Instagram (3rd year = 55.6%, Final year = 60.5%) are also frequently used by undergraduates. However, it was indicated that they made use of other social platforms for interactions in FL. Generally, the charts indicated that the use of social platforms is more notable among final-year FL undergraduates than 3rd-year undergraduates.

Figure 3: Virtual language communities



Virtual language communities are comprised of different online platforms that bring people of diverse origins together. The use of virtual language communities is common among our research participants. The most common of them is the language exchange websites, final year students dominate this platform with over 65.1% while the 3rd year students are about 60.2%. Over 60.2% of final-year students make use of social media groups for FL interactions, while 55.8% are 3rd year students. 55.6% of final-year students indicated that they use several online forums for learning and practicing. Discussion boards (3rd year = 45.6%, final year = 50.3%) and others are also used by participants for learning and practicing FL.

Figure 4: Frequency of Usage by Study Participants



The questionnaire also requested the participants to indicate how frequently they make use of social media interactions and virtual language communities for FL learning and speaking practice. Thus, the chart above presents the analysis of the participants' engagement on these platforms. From the results, it is indicated that they make use of these platforms mostly on weekly, daily, and monthly basis. Weekly, final-year students top the chart with about 45.6% with the 3rd year students having about 40.2%. The participants also engaged daily on these platforms (3rd year = 30.5%, final year = 35.1%). A significant number of participants also used these platforms monthly as indicated on the chart (< 20%), while the percentage of those that rarely or never engage these platforms for learning and practice is < 5% for both 3rd year and final-year FL undergraduates. With this, it can be summarized that the research participants frequently make use of these platforms for FL and speaking practice.

4.2 Discussions

Social media interactions and virtual language communities have been found to positively impact helping students overcome speaking anxiety and improve their speaking fluency. This research was designed to study whether using social media interactions and virtual language communities can be leveraged to help improve speaking fluency, resulting in overcoming FL speaking anxiety. The descriptive statistics table test and t-test were carried out for the analysis to determine whether the research gap exists. The analysis aimed to answer the study questions and describe the main impacts of virtual language communities and social media interactions on FL speaking anxiety and improving speaking fluency. Frequent usage of the virtual tools by FL undergraduates helps in building their fluency, this can assist them in overcoming FL speaking

anxiety. The findings pointed out that social media interactions and virtual language communities strongly impact overcoming FL speaking anxiety and improving speaking fluency.

Overall, the mean scores of students who feel anxious while speaking the targeted language are considered moderately high among the 3rd year students (mean = 3.4) and final-year students (mean = 3.1). It is more significant among the 3rd year students because they are still in their formative years, unlike the final-year students. This agrees with studies on FL speaking anxiety among students (Hortwiz, 2017; Abdurahman & Rizqi, 2020; Lu, 2024). The findings from these studies also showcase the effects of speaking anxiety on FL learning and fluency among FL undergraduates. A moderate number of students usually feel uncomfortable engaging in discussions using the targeted language; the mean scores vary for 3rd year and final-year students (3rd year = 3.3, final year = 3.0).

However, Sun et al. (2017), in their studies, observed that there is a significant improvement in speaking fluency after students employed the use of social networking sites for EFL learning. Findings from this study correlate with those of Sun et al. (2017) as the students agree that the use of virtual language communities and social media interactions is helpful in language learning and fluency, the mean scores are observed to be very high (3rd year = 3.8, final year = 4.1). The results of our results also presented that gender variation does not affect the use of virtual language communities and social media interactions in overcoming speaking anxiety. The participation of the females is over 52.7%, while that of the males is about 47.3%. This relates to Alfadda and Mahdi's 2021 research.

The results from our research extensively addressed our research questions; the overall use of virtual language communities and social media for interactions is considerably high between the 3rd year and final-year students. Over 45.6% of final-year students use these tools weekly, and about 40.2% of 3rd-year students. Many FL undergraduates find interacting using the targeted language via online platforms easier than physically. Social media interactions and virtual language communities have an impact in helping FL undergraduates develop their speaking fluency and also overcome speaking anxiety, and they intend to continue using it over time; this is deduced from the mean scores of the students' responses (3rd year = 3.9, final year = 4.2). The study participants mostly use social media platforms like Facebook, Twitter, Instagram, and YouTube. In contrast, online forums, discussion boards, language exchange websites, and social media groups are the most commonly virtual language communities used by participants.

5. Conclusions

Leveraging social media interactions and virtual language communities has played a pivotal role in helping FL undergraduates improve their speaking fluency and minimize the effects of speaking anxiety. This research critically analyzed how frequent social media interactions and virtual language communities have helped FL undergraduates overcome speaking anxiety. The Speaking Anxiety Inventory (SAI) was developed from the Foreign Language Classroom Anxiety Scale (FLCAS) and used to investigate the impact of speaking anxiety and how much anxiety hinders speaking proficiency and learning. Also, TAM was used to measure the

acceptance rate and students' attitudes toward using these online tools for FL learning and speaking proficiency. A quantitative research approach was adopted, and data was collected from 679 FL undergraduates through questionnaires distributed as Google Forms. Analysis was then conducted on the data by using relevant statistical tools such as descriptive statistics.

These variables were developed from FLCAS and TAM, and 10 were measured for this research. They were designed to gauge the level of speaking anxiety among FL undergraduates, its effects on FL learning and speaking proficiency, and the role of virtual language groups and social networking sites in speaking anxiety. An analysis of the descriptive statistics tables also showed that speaking anxiety among FL undergraduates is moderate to high, especially among 3rd-year students. Moreover, online platforms have significantly helped them overcome their speaking anxiety and enhance their speaking proficiency. Many responded positively, claiming they would still use social media interactions and virtual language communities for FL learning and speaking practice. Therefore, it is possible to assume that virtual language communities and social media interactions are effective methods for learning FL and enhancing speaking skills. It is a safe platform for FL learners to conveniently practice the targeted language without fearing being judged or rejected. FL teachers should encourage their students to utilize these platforms for learning and speaking practice. However, the teachers should make the classroom environment more friendly for slow learners and learners who hesitate to speak the targeted language because of anxiety or fear.

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