

T.C.
ÇANAKKALE ONSEKİZ MART UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
FOREIGN LANGUAGE EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**WILLINGNESS TO COMMUNICATE IN ENGLISH AS A FOREIGN
LANGUAGE AMONG ELT STUDENTS IN TURKEY**

DOCTORAL DISSERTATION

Sabriye ŞENER

ÇANAKKALE

January, 2014

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Supervisor

Prof. Dr. Dinçay KÖKSAL

ÇANAKKALE – 2014

TAAHHÜTNAME

Doktora tezi olarak sunduđum “ **Willingness to communicate in English as a foreign language among ELT students in Turkey**” adlı alıřmanın tarafımdan bilimsel ahlak ve geleneklere aykırı dűşecek bir yardıma bařvurmaksızın yazıldıđını ve yararlandıđım eserlerin kaynakada gűsterilenlerden oluřtuđunu, bunlara atıf yapılarak yararlanılmıř olduđunu belirtir ve bunu onurumla dođrularım.

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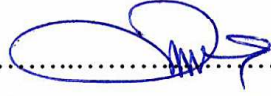
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ABSTRACT

Over the last two decades willingness to communicate has gained great attention in second language acquisition. The present study aimed to examine the willingness to communicate in English as a foreign language of the students studying at the English language teaching department both inside and outside the class. Besides, the study examined the relationships among students' willingness to communicate in English, linguistic self-confidence, motivation, attitudes toward international community, and personality.

This study was conducted at ELT the Department of English Language Teaching (ELT) of Çanakkale Onsekiz Mart University in the winter and spring terms of the 2012-2013 academic year. Quantitative data were gathered from 274 students at the department. For the qualitative aspect of the study, the researcher selected 26 students among 274 students who completed the questionnaire. The qualitative data were also collected from 11 instructors working at the ELT department. The research study utilized a mixed approach, which employed both quantitative and qualitative data collection and analysis procedures. The instruments employed in this study included a questionnaire, classroom observations, and interviews. Among the ELT Department classes only preparatory, the first and second year students were added into the research sample to provide quantitative data.

The quantitative data were calculated by the use of SPSS 21.0. The reliability coefficients of each factor of the scale were found to be between .60 and .80, which was found to be reliable. In descriptive statistics, frequency, percentage, mean, standard deviation, and crosstabulation; in differential analyses, T-test, ANOVA; in relationship analyses Pearson correlation analysis, and in causal comparison analyses, multiple regression were administered. The qualitative data were evaluated qualitatively by employing general qualitative analysis techniques.

Students' overall willingness to communicate in English was found to be between moderate and high, and their motivational intensity to be very high both inside and outside. Most students seemed to have positive attitudes toward the English

language and the cultures of the English speaking countries. Students perceived their communication competence level as slightly over moderate both inside and outside class and their anxiety levels were moderate. When the regression results were considered in the three models, it was concluded that the most significant predictor on students' in-class WTC level was self-confidence and that it provided a direct change on their WTC. Besides, it was considered that students' motivation levels, too, partly, had an effect on their WTC in English.

Finally, Pearson correlation coefficients were calculated for the variables anxiety, motivation, attitude, communication competence, personality, and willingness to communicate scales, and it was found that all these predictors, self-confidence, attitude toward international community, and motivation showed significant correlations with the WTC in English. There were also significant correlations among self-confidence and learners' attitude and self-confidence and motivation.

Key words: Willingness to communicate, Motivation, communication apprehension, Individual differences

ÖZET

İletişim kurma istekliliği ikinci dil ediniminde son yirmi yıldır büyük önem kazanmıştır. Bu çalışma üniversitede İngiliz Dili Eğitimi Bölümünde eğitim alan öğrencilerin İngilizceyi yabancı dil olarak sınıf içi ve sınıf dışında kullanma istekliliklerini araştırmayı amaçlamaktadır. Ayrıca, bu çalışma öğrencilerin İngilizce iletişim kurma isteklilikleri ile özgüvenleri, motivasyonları, uluslararası topluluklara karşı tutumu ve kişilikleri arasındaki ilişkileri incelemeyi de amaçlamıştır.

Bu çalışma 2012-2013 akademik yılı güz ve bahar dönemlerinde Çanakkale Onsekiz Mart Üniversitesinin İngiliz Dili Eğitimi Bölümünde gerçekleştirilmiştir. Nicel veriler bölümündeki 274 öğrenciden toplanmıştır. Çalışmanın nitel kısmı içinse araştırmacı anket çalışmasına katılan 274 öğrenci arasından 26 öğrenci seçmiştir. Nitel veriler ayrıca İngiliz Dili Eğitimi bölümünde çalışmakta olan 11 öğretim elemanından toplanmıştır. Bu çalışma hem nicel hem de nitel veri toplama ve analiz tekniklerini kullanan karma bir araştırma yaklaşımı kullanmıştır. Bu çalışmada veri toplama araçları olarak anket, gözlem ve mülakat kullanılmıştır. Nicel veri elde etmek için bu çalışmaya İngiliz Dili eğitimi bölümü sınıflarından sadece hazırlık, birinci ve ikinci sınıf öğrencileri dahil edilmiştir.

Nicel verilerin hesaplanmasında SPSS 21.0 programı kullanılmıştır. Güvenirlik analizinde ölçeğin her bir faktörünün Cronbach Alpha değerleri. 60 ve. 80, arasında yüksek bir güvenilirlik olarak bulunmuştur. Betimsel istatistiklerde, frekans, yüzde, aritmetik ortalama, standart sapma ve crosstabulation; farklılık analizlerinde, t-testi, ANOVA; ilişki analizlerinde Pearson korelasyon analizi ve nedensel karşılaştırma analizlerinde çoklu regresyon gerçekleştirilmiştir. Nitel veriler nitel veri analiz teknikleri kullanılarak incelenmiştir.

Öğrencilerin İngilizce konuşma isteklilikleri toplam puanlar üzerinden değerlendirildiğinde, sınıf içi ve sınıf dışı çevrede yüksek düzey ve orta düzey arasındadır ve motivasyon yoğunluğu da hem sınıf içi hem de dışında çok yüksektir. Öğrencilerin çoğunun İngiliz dili ve İngilizce konuşulan ülke kültürlerine karşı tutumlarının olumlu olduğu görülmüştür. Öğrenciler konuşma yeteneklerini hem sınıf içi hem de sınıf dışında ortanın biraz üstü olarak belirtmişlerdir. Üç model altında ele

alınan regresyon sonuçları dikkate alındığında, öğrencilerin sınıf içi iletişim kurma düzeyleri üzerinde en etkili ve en anlamlı yordayıcının sınıf içi öz-güven olduğu ve doğrudan bir değişim sağladığı sonucuna ulaşılmaktadır. Ayrıca öğrencilerin motivasyon seviyelerinin de kısmen İngilizce iletişim kurma isteklilikleri üzerinde etkili olduğu düşünülmektedir.

Son olarak kaygı, motivasyon, tutum, iletişim kurma becerisi, kişilik ve iletişim kurma isteklilik ölçekleri ve öğrencilerin sınıf içi İngilizce konuşma istekliliği değişkenleri için Pearson korelasyon katsayıları hesaplanmış ve bütün bu yordayıcıların özgüven, uluslar arası topluluklara karşı tutumları ve motivasyonun İngilizce konuşma istekliliği ile önemli derecede ilişkisi olduğu saptanmıştır. Ayrıca öğrencilerin özgüven ile tutumları ve özgüven ile motivasyonları arasında önemli derecede ilişki olduğu belirlenmiştir.

Anahtar Kelimeler: İletişim kurma istekliliği, Motivasyon, İletişim kurma kaygısı, Kişisel farklılıklar

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In memory of my parents,

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who taught me to love learning,
working hard, and being honest.

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LIST OF ABBREVIATIONS

| | |
|--------------|---|
| AAT | Approach-Avoidance Tendency |
| AMOS | Analysis of Moment Structures |
| CA | Communication Apprehension |
| SPCC | Self-perceived Communication Competence |
| CSs | Communication Strategies |
| ELT | English Language Teaching |
| ESL | English as a Second Language |
| FLCAS | Foreign Language Classroom Anxiety Scale |
| FLL | Foreign Language Learning |
| ID | Individual Differences |
| IFA | Interest in Foreign Affairs |
| IFO | Intercultural Friendship Orientation |
| IVA | interest in international vocations/activities |
| L1 | First Language |
| L2 | Second Language |
| LLs | Language Learning Strategies |
| LSC | Linguistic Self-confidence |
| MEB | Ministry of National Education |
| ÖSYM | Higher Education Student Selection and Placement Centre |
| PCA | Principal Components Analysis |
| QUAL | Qualitative |
| QUANT | Quantitative |
| SEM | Structural Equation Model |
| SLA | Second Language Acquisition |
| SPCC | Self-perceived Communication Competence |
| SPSS | Statistical Package for Social Sciences |
| US | United States |

| | |
|---------------|--|
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| WTC | Willingness to Communicate |
| YDS | Foreign Language Examination |

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This chapter firstly presents a brief description of the background of the study regarding willingness to communicate, followed by the statement problem, research questions. It then introduces the purpose of the study, definition of terms, significance and basic assumptions of the study. Finally, this chapter ends with an explanation of the organization of the thesis.

1.1. Background of the Study

In order to acquire a foreign language, certain conditions for learning must be met. According to Krashen (1982), L2 takes place when a learner understands input that contains grammatical forms that are at $i+1$ (that is a little more advanced than the current state of the learner's interlanguage). Krashen suggests that the right level of input is attained automatically when interlocutors succeed in making themselves understood in communication. Success is achieved by using the situational context to make messages clear and through the kinds of input modifications found in foreigner talk.

In addition to comprehensible input theory, Swain (1985) also maintained that learners must be pushed to produce comprehensible output, without which learning cannot be said to have taken place. Swain suggests that output can serve a consciousness-raising function by helping learners to notice gaps in their interlanguages, helps learners to test hypotheses, and finally she states that learners talk about their own output, identify problems with it and discuss ways in which they can be put right.

Other authors stress the importance of negotiating meaning to ensure that the language in which the input is heard is modified to the level the speaker can manage. Long (1985) pointed out the usefulness of "interlanguage talk", conversation between non-native speakers in which they negotiate meaning in groups. Long (1985) posited that interacting in the L2 was necessary for acquisition, a concept that encompasses

both input and output, mutual feedback and modification of the language by the participants in oral exchanges.

Ligbrow & Spada (1999) claim that if the language classroom does not allow for interaction, learners cannot be expected to develop the oral skills required for successful communication. They add that if learners lack opportunities to use the language for meaningful interaction, many learners will be frustrated and unable to participate in ordinary conversations.

Another perspective on the relationship between discourse and L2 acquisition is provided by Hatch. Hatch (1978) emphasizes the collaborative endeavors of the learners and their interlocutors in constructing discourse and suggests that the syntactic structures can grow out of the process of building discourse. One way in which this can occur is through scaffolding. Vygotsky (1978) explains how interaction serves as the bedrock of acquisition. He argues that children learn through interpersonal activity, such as play with adults, whereby they form concepts that would be beyond them if they were acting alone. In other words, zones of proximal development are created through interaction with more knowledgeable others.

Williams & Burden (1997), furthermore, emphasize the importance of social interaction between teachers and learners and their peers, in which the interplay of both internal and external factors contribute to the process of learning.

If we accept that learners must communicate in order to acquire the language, then learners are required to knowingly use underdeveloped L2 skills. Some people are more willing to communicate than others to accept this unusual communication situation. As MacIntyre & Legotto (2011) stated, second languages, beyond issues of basic competencies, evoke cultural, political, social, identity, motivational and other issues that learners must navigate on-the-fly. Obviously, there is a need to investigate the factors influencing the WTC of the students in order to provide more successful language acquisition.

From the perspective of L2 learning and using, since students need to use the target language to learn it, WTC facilitates learning and using the target language. Thus, clearly, more work on WTC and other individual difference factors should be carried out in foreign language contexts for better understanding of EFL students'

communication behavioral characteristics in and outside the classroom. It is hoped that research on this concept helps students understand how to promote the affective factors so as to enhance their willingness to communicate in English, which is crucial because it can help them increase the possibility achieving success in acquiring high level English proficiency. It is also hoped that it should contribute to the development of English education in EFL contexts.

It can be concluded that, in order to acquire L2 successfully, learners must be exposed to language, pushed to use the language, and motivated to interact with the teacher and their peers. When they are not willing to communicate or accept this unusual communication situation, the factors affecting their willingness need to be investigated. For this reason, it is the aim of this study to describe the willingness of ELT learners to communicate.

1.2. Statement of the Problem

SLA acknowledges that there are individual differences in L2 acquisition. According to Ellis (1997) psychological dimensions of difference are many and various, so many of the researchers have investigated individual differences, the affective factors influencing L2 acquisition such as: anxiety, personality, motivation for the last decades. Past research has shown that learner characteristics such as aptitude, attitudes, motivation, and language anxiety correlate with a wide range of indices of language achievement (Gardner & Clément, 1990).

Recently, a new construct, willingness to communicate (WTC), has received the attention of L2 researchers and in their studies L2 willingness to communicate is treated as a function of situational contextual factors, such as topic, interlocutors, group size, and cultural background (Kang, 2005). Although some research on this construct was carried out in different contexts in the world, little research has been carried out in Turkey. The previous studies on WTC conducted in the Turkish context and in Asian context focused on non-major students from different departments of different colleges. Whereas, the factors that influence the prospective teachers' L2 WTC remained under-investigated. Since these students will be the teachers of English who will be role models for their future students, it is supposed to be important that we should know to what extent prospective teachers are willing to communicate.

In conclusion, the focus of this study is specifically willingness to communicate in English-major Turkish students. It is hoped that the analysis of the data collected from both instructors and students of the ELT Department will help to figure out what makes students to become more willing to communicate in English inside and outside the class. Besides, knowing about the experiences and suggestions of the instructors and students will provide contribution to the ELT field. It is necessary to remember that one of the most important aims of these departments is to train teacher trainees to be more knowledgeable, competent and English speaking foreign language teachers, who are role-models for the students in the classrooms. When the problems related to being less willing to communicate in English are revealed, both trainers and trainees can be more conscious about the difficulties, and educational program developers can review and redesign courses given at these departments.

1.3. Research Questions

The primary research question of this study is: What are the Turkish university students' perceptions of their WTC in English inside and outside the class?

The secondary research questions, which will be investigated in this study, are:

1. What are the Turkish students' perceptions of their motivation, attitudes toward the international community, linguistic self-confidence, and their personality?
2. What are the relationships among students' WTC in English, their motivation, linguistic self-confidence, attitudes toward the international community, and personality?
3. What are the interview students' actual WTC behavior in oral communication and the other modes of communications through writing, reading, and listening?
4. What are the educational recommendations and opinions of the Turkish students about WTC in English?
5. What behavioral actions do students prefer to communicate in English?
6. What is the difference between self-report (trait WTC) and behavioral (state WTC) willingness to communicate construct of the participants?

7. What are the experiences and perceptions, of the instructors in the class and their suggestions, and opinions about the ways to enhance L2 WTC in English?

The study had the following assumptions related to the research questions:

1. It is expected that self-confidence, motivation and attitude toward international community would correlate significantly with students' willingness to communicate in English.
2. It is assumed that students' communication anxiety would be highly negatively correlated with their self-perceived communication competence. It is assumed that personality will be related to self-confidence and WTC.
3. Both increasing perceived competence and lowering anxiety can help to foster willingness to communicate.
4. It is assumed that personality will be related to self-confidence and WTC.

1.4.Purpose of the Study

Willingness to communicate, which is defined as extent to which learners are prepared to initiate communication when they have a choice, is a propensity factor that has attracted attention of SLA researchers in recent years (Ellis, 2008). The primary aim of the present study is to examine Turkish EFL university students' perceptions of their WTC in English and individual difference factors that affect their willingness in the Turkish context and by using the heuristic model proposed by MacIntyre et al. (1998) and Gardner's (1985) socio-educational model as basis for a framework. The present study also aims to examine the relationship among the variables that are believed to affect Turkish learners' WTC in English.

Non-linguistic variables, such as WTC, perceived competence, communication competence, attitudes, communication apprehension in English both inside and outside classroom, and motivation for language learning will be the focus of the present study. For this reason, the current study has utilized a multiple research approach in order to examine the willingness to communicate of English-major students in terms of writing, reading, and comprehension both inside and outside of the classroom.

This study also intends to contribute to the scholarship of research in foreign language learning through an examination of the willingness to communicate construct

by gathering qualitative and quantitative data from both prospective teachers and their instructors by means of different measures.

1.5. Definition of Terms

Willingness to communicate (WTC): Willingness to communicate, which was initially developed by McCroskey & Baer (1985), has been defined as the intension to initiate communication. This concept was originally used to describe individual differences in L1 communication and was considered to be a fixed personality trait that is stable across situations (Hashimoto, 2002). MacIntyre (2007) defines the concept of willingness as the probability of speaking when free to do so and states that it helps to orient our focus toward a concern for micro-level processes and the sometimes rapid changes that promote or inhibit L2 communication. Ellis (2008) defines willingness to communicate (WTC) as the extent to which learners are prepared to initiate communication when they have a choice and it constitutes a factor believed to lead individual differences in language learning. He states that (WTC) is a complex construct, influenced by a number of other factors such as ‘communication anxiety’, ‘perceived communication competence’, and ‘perceived behavioral control’ (p. 697). He also notes that WTC is seen as a final order variable, determined by other factors, and the immediate antecedent of communication behavior. The findings from Kang’s (2005) study provided evidence that situational WTC can dynamically emerge through the role of situational variables and fluctuate during communication. Taking these findings into consideration, he proposed a new definition of WTC: “Willingness to communicate (WTC) is an individual’s volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic, and conversational context, among other potential situational variables”

Communication anxiety/apprehension: Anxiety, in general is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry (Brown, 1994). It is seen as one of the affective factors that have been found to affect L2 acquisition. Different types of anxiety have been identified: 1- trait anxiety (a characteristic of a learner’s personality), 2- state anxiety (apprehension that is experienced at a particular moment in response to a definite situation, situation-specific anxiety (the anxiety aroused by a

particular type of situation) (Ellis, 2008). Communication anxiety in particular, is defined as an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons (McCroskey, 1977, 1984). Previous research indicates people who experience high levels of fear or anxiety regarding communication often avoid and withdraw from communication (Daly & McCroskey, 1984; Daly & Stafford, 1984).

Perceived communication competence: It is the learners' self-evaluation of his/her language proficiency in oral communication situations (Bektaş, 2005). Self-perceived communication competence or skills has been found to correlate positively with willingness to communicate (Matsuoka, 2006). If people do not perceive themselves as competent, it is presumed they would be both more likely to be apprehensive about communicating and to be less willing to engage in communicative behavior. It is believed that a person's self-perceived communication competence, as opposed to their actual behavioral competence, will greatly affect a person's willingness to initiate and engage in communication. It is what a person thinks he/she can do not what he/she actually could do which impacts the individual's behavioral choices (Bartaclough et al. 1988).

Motivation: Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action (Brown, 1994). In other words, it refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect. Some psychologists define motivation in terms of certain needs and drives. Ausubel (1968) for example identified six needs supporting motivation: 1-the need for exploration, for seeing" the other side of the mountain." For investigating the unknown; 2- the need for manipulation, for operating on the environment and causing change (Skinner); 3- the need for activity, for movement and exercise, both physical and mental; 4- the need for stimulation, the need to be stimulated by the environment; by other people, or by ideas, thoughts and feelings; 5- the need for knowledge, the need to process and internalize the results of exploration, manipulation, activity and stimulation, to resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge; finally, 6- the need for ego enhancement, for the self to be known and to be accepted approved of by others. Motivation involves the attitudes and affective states that influence the degree of effort

that learners make to learn a L2. Various kinds of motivation have been identified (Ellis, 1997).

Linguistic self-confidence: Linguistic self-confidence is defined in terms of self-perception of second language competence and a low level of anxiety (Clément 1980, 1987). Clément (1980) conceptualized self-confidence in the second language acquisition context as a subcomponent of motivation within the framework of motivation, fear of assimilation, and integration. According to Clément (1980) in multicultural settings, a member of a minority group has a wish to become an accepted member of the society (integration) and at the same time has a fear of losing his own language and culture (fear of assimilation). In addition to this primary motivational process, Clément (1980) proposed another motivational process, which he calls “self-confidence” that influences one’s willingness to communicate in her second language. Clément (1980) maintains that one’s self-confidence in her language ability and her anxiety level can better predict her achievement than her attitude toward the second language group.

Second language acquisition (SLA): Ellis (1997) defines L2 acquisition as the way in which people learn language other than their mother tongue, inside or outside of class. One of the goals of SLA is the description of L2 acquisition. Another is explanation; identifying the external and internal factors that account for why learners acquire a L2 in the way they do. External factors that he states are social conditions and input. Social conditions influence the opportunities that learners have to hear and speak the language and the attitudes they develop towards it. Input is the L2 data which the learner receives, that is the samples of language to which a learner is exposed. Internal factors, too, need to be considered in L2 acquisition. Learners possess cognitive mechanisms which enable them to extract information about the L2 from the samples of language they hear. They bring an enormous amount of knowledge to the task of learning L2. They also possess general knowledge about the world and they benefit from it to understand L2. Finally, they employ particular approaches or techniques to try to learn L2. When anyone wants to communicate in L2, they frequently experience problems because of their inadequate knowledge. In order to overcome these problems they resort to various kinds of communication strategies (Ellis, 1997).

Individual differences: Dörnyei (2005) defines individual differences as “anything that marks a person as a distinct and unique human being”. SLA acknowledges that there are individual differences in L2 acquisition. According to Ellis (1997) psychological dimensions of difference are many and various. Affective factors such as; learners` personalities can influence the degree of anxiety they express, their preparedness to take risks in learning and using a L2, learners` preferred ways of learning may influence their orientation to the task. The International Society for the Study of Individual Differences lists temperament, intelligence, attitudes as the main focus areas, whereas four main branches of IDs, are personality, mood, and motivation are listed by Cooper (2002). The study of IDs especially that of language aptitude and language learning motivation, has been a featured research area in L2 studies (Dörnyei, 2005).

Personality: The Collins Cobuild Dictionary defines personality as one`s whole character and nature. According to Pervin and John`s (2001) definition, personality represents those characteristics of the person that account for consistent patterns of feeling, thinking and behaving. Current research in the field is dominated by only two taxonomies focusing on personality traits, Eysenck`s three component construct and Goldberg`s The Big Five model. Eysenck`s model identifies three principal personality dimensions, contrasting (1) extraversion with introversion, (2) neuroticism and emotionality with emotional stability, and (3) psychoticism and tough-mindedness with tender-mindedness. The five main components of the big five construct are openness to experience, conscientiousness, extraversion- introversion, agreeableness, and neuroticism-emotional stability. The most researched personality aspect in language studies has been the extraversion-introversion dimension (Dörnyei, 2005).

Attitude towards international community: Gardner (1985) argues that success in learning a foreign language will be influenced particularly by attitudes towards the community of speakers of that language. His socio-educational model of language learning incorporates the learner`s cultural beliefs, their attitudes towards the learning situation, their integrativeness and their motivation. Gardner emphasizes that the primary factor in the model is motivation and defines motivation as referring to a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language.

Other factors, such as attitude towards the learning situation and integrativeness can influence these attributes (Williams & Burden, 1997).

1.6. Significance of the Study

Various affective variables influence the use of the target language in classrooms. Some of these variables are; the effects of language class discomfort, language class risk-taking, language class sociability, and strength of motivation, as well as attitude toward the language class, concern for grade, and language learning aptitude on the classroom participation of students and so on. It has been shown that, in addition to attitudes and motivation, anxiety has a large impact on second language learning (Horwitz, 1986; Horwitz, 2001; Horwitz, & Cope, 1986; Horwitz & Young, 1991; MacIntyre & Gardner, 1989; MacIntyre & Gardner, 1991).

A recent addition to the affective variables coming from the field of speech communication is “willingness to communicate” (WTC). McCroskey and associates employed the term to describe the individual’s personality based predisposition toward approaching or avoiding the initiation of communication when free to do so (McCroskey, 1992: 17). WTC was originally introduced with reference to L1 communication, and it was considered to be a fixed personality trait that is stable across situations, but when WTC was extended to L2 communication situations, it was proposed that it is not necessary to limit WTC to a trait-like variable, since the use of an L2 introduces the potential for significant situational differences based on wide variations in competence and inter-group relations (MacIntyre, Clément, Dörnyei, & Noels, 1998). MacIntyre et al. (1998) conceptualized WTC in an L2 in a theoretical model in which social and individual context, affective cognitive context, motivational propensities, situated antecedents, and behavioral intention are interrelated in influencing WTC in an L1 and L2 use.

Over the last decades, a growing amount of research has focused on identifying factors affecting L2 WTC. A number of factors have been identified as directly or indirectly predictive of WTC, including: motivation, social support, attitude, perceived communicative competence and communication anxiety. Several researchers examined the correlations among WTC, communication apprehension, perceived competence, and motivation, attitudes and personality in different contexts (Hashimoto, 2002; MacIntyre

and Charos, 1996; MacIntyre et al., 2001, 2003; Yashima, 2002). While the majority of previous studies have employed self-report data which tapped trait-like WTC, a handful have examined state-level WTC by means of observational and interview data (Kang, 2005; House, 2004; Peng, 2007; Cao & Philp, 2006; Cao, 2011)

Since research on willingness to communicate is relatively new, not much research has been carried out in the Turkish context. Bektaş (2005) examined whether college students who were learning English as a foreign language in the Turkish context were willing to communicate when they had an opportunity and whether the WTC model explained the relations among social-psychological, linguistic and communication variables in this context. She also examined the interrelations among students' willingness to communicate in English, their language learning motivation, communication anxiety, perceived communication competence, attitude toward the international community, and personality.

Another example from the Turkish context comes from Atay & Kurt (2009), who employed a combination of qualitative and quantitative methodology to investigate the factors affecting the willingness to communicate of Turkish EFL learners, as well as their opinions on communicating in English inside and outside the classroom.

The studies on WTC given above conducted in the Turkish context focused on English non-major students from different departments of different colleges. Whereas, the factors that influence the ELT students' L2 WTC remain under-investigated. Since these students will be the teachers of English, it is assumed to be important that we should know to what extent they are willing to communicate. The focus of this study is specifically willingness to communicate of ELT students, who have passed a university entrance exam in order to study in the ELT Department of the Faculty of Education. The researcher, herself, experienced the unwillingness to communicate of some students in the speaking aspect; therefore, it is thought that the results of this study would add more cultural perspective to the willingness to communicate in English. Moreover, this study utilizes the personality aspect of the original WTC model and not only the speaking aspect but reading and writing aspects are also considered. In this context, the significance of this study is that, it is planned to be the first doctoral dissertation in Turkey investigating students' feelings about communication with other people both

inside and outside of the classroom, their self-confidence in communication, attitudes towards learning English and international community, motivational intensity to learn English, communication anxiety, and perceived communication competence.

Finally, it is believed that investigating their instructors' perceptions about their students' WTC will provide a more comprehensible perspective to the problem. It is also hoped that the results of the research will shed light on the problematic issue, unwillingness to communicate, by presenting instructors' experience in the classroom and perceptions regarding students' willingness or unwillingness to communicate in English in the classrooms.

1.7. Limitations

The study is limited to the English language teacher trainees studying at the English Language Teaching Department of the Faculty of Education of Çanakkale Onsekiz Mart University. 274 students studying at the preparatory, first and second year classes of the Department included the participants of the study. Therefore, the results of the case study cannot be generalized to all ELT department students.

In this study FL anxiety was measured with 16 communication anxiety items. Whereas, it could be more appropriate to assess FL anxiety with more items on a separate instrument.

Personality traits are the most important factors influencing willingness to communicate (Yu et al., 2011). In this study, only extraversion-introversion dimension of personality was measured. In a further study other personality-based variables underlying WTC, specifically self-esteem and the dimension of emotional stability and neuroticism, can be investigated.

The basic data sources of the hypotheses which are tested in the present study are the views of the students and it is hoped to reach to the conclusion by means of the perceived WTC and other variables.

1.8. Basic Assumptions of the Study

The main assumptions of this study are as follows:

1. The participants were native Turkish students studying at the ELT Department and were all eager to take part in the study.
2. The researcher made use of purposeful sampling where the participants were selected from those who she can learn most and spend most time, and who she can most access.
3. It was assumed that the participants honestly responded to the questionnaires.
4. The researcher assumed that the participants represent the total number of the students studying at the ELT Department in that year.
5. Interview group participants answered semi-structured questions faithfully and sincerely.
6. It was assumed that students who were observed during class activities for six weeks did not change their behaviors and attitudes just because they participated in a research study.
7. It was assumed that the findings of this study would reflect the real perceptions of the students and their instructors about students' willingness to communicate in L2, attitudes towards English language and English speaking communities, their motivation, anxiety, and personality.

1.9. Organization of the Thesis

This thesis has been organized into five chapters. Chapter One presents some essential literature as the background of the study. The chapter continues with the problem statement, research questions and hypotheses. Then, the purpose of the study, and definitions of terms and the significance and basic assumptions of the study are stated. Finally, organization of the thesis is outlined.

Chapter Two firstly reviews communicative language teaching, concepts behind communicative language teaching, learner and teacher role in communicative classroom, the role of interaction in the communicative classroom and the role of communication and communication strategies. It then outlines the obstacles of communication. Besides, the chapter continues with a literature review about willingness to communicate construct. Firstly, the definition of WTC is given. Then the chapter presents some sample studies on WTC in L1 and in L2. Finally, individual difference variables as predictors of willingness to communicate such as linguistic self-

confidence, self-perceived communication competence, motivation, attitudes, personality and anxiety are presented in this chapter.

Chapter Three provides methodological processes carried out during the study. First, research design is given. Next, the chapter continues with presenting research questions and hypotheses, and pilot study. Quantitative and qualitative components and data collection and analysis procedures, research site and participants, data collection instruments, role of the researcher, data reliability and validity issues are then given. The chapter ends with ethical issues.

Chapter Four presents the data analysis and discusses the results. The findings are also presented in the lights of the research questions.

Chapter Five draws conclusions in the light of the findings. Then implications and suggestions for further research are proposed.

1.10. Chapter Summary

Throughout this chapter, background of the study was presented. Problem statements, research questions and hypotheses, purpose of the study, definitions of terms, significance and assumptions of the study were also reported in this chapter. The chapter ended with the organization of the thesis.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter starts with the communicative language teaching. Next, it briefly describes communicative competence, learner and teacher roles, and the role of interaction in the communicative classroom. After presenting the role of communication and summarizing communication strategies in foreign language acquisition, it gives obstacles of communication. Then, it describes the willingness to communicate construct and explains willingness to communicate in first, second and foreign languages. After presenting willingness to communicate studies in second and foreign language, the chapter emphasizes individual difference variables as predictors of willingness to communicate such as linguistic self-confidence in second language communication, self-perceived communication competence, motivation, attitudes, personality and anxiety. The chapter ends with the chapter summary.

2.1. Communicative Language Teaching

The study of language teaching has changed a lot throughout the history. While in the early 19th century language teaching procedures were designed by focusing on activities that would facilitate learners in developing their translation ability, by the end of 1960's learners of foreign languages were expected to communicate through that language since the ability to communicate effectively in English became a well-established goal in ELT (Hedge, 2000). This shift from the structural view to communicative view of language has brought about the idea that proficiency in a language requires much more than knowledge in terms of its grammar, vocabulary, or phonology. Communicative language teaching (CLT) has arisen as a result of the realization that mastering grammatical forms and structures does not adequately prepare learners to use the language they are learning effectively and appropriately when communicating with others (Yılmaz, 2003). Yılmaz adds that fluency, which refers to natural language use, is a central concept in communicative language teaching and accuracy is also of importance to communicative language teaching, although the emphasis has been recently on use rather than form.

Communicative language teaching advocates assert that second or foreign language learners need to activate linguistic knowledge to communicate. The opinion of Taylor (1983) is that most adult learners acquire a second language only to the extent they are exposed to and involved in real communications in that language. In other words, CLT acknowledges that structures and vocabulary are important but preparation for communication will be inadequate if only these are taught. Chastain (1988) prefers to categorize communicative language teaching as an emphasis or an aim rather than approach and adds that there is no well-defined set of techniques in this view. CLT is defined by Johnson & Morrow (1981) as second language teaching in which communicative competence is the aim of the course.

Different aspects of CLT are stressed by different linguists. It is the view of Taylor that students should participate in extended discourse in a real context and share information that others do not know. Besides, they should have choices about what they are going to say and communicate with a definite purpose in mind. They should also talk about real topics in real situations. Taylor concludes that students should create meaning with language and practice with materials that relate to their needs and interests.

Brown (2001: 43) lists six interconnected characteristics as a description of CLT:

- 1- Classroom goals are focused on all of the components of communicative competence.
- 2- Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purpose.
- 3- Fluency and accuracy are seen as complementary principles underlying communicative techniques.
- 4- Students in a communicative class ultimately have to use the language, productively and receptively in unrehearsed contexts outside the classroom.
- 5- Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
- 6- The role of the teacher is that of facilitator and guide.

One of the most comprehensive lists of CLT comes from Brown (Brown, 2001, as cited from Finocchiaro & Brumfit, 1983). They say language learning is learning to communicate and the desired goal is the communicative competence. According to them the target linguistic system is learned through the process of struggling to

communicate. They also point out the role of interaction and expect students to interact with other people. Similarly, Ellis (1997: 79) asserts that CLT is premised on the assumption that learners need not to be taught grammar before they can communicate but will acquire it naturally as a part of the process of learning to communicate.

According to Littlewood (1981) the following skills need to be considered:

- Learners need to attain as high a degree as possible of linguistic competence.
- The learner must distinguish between the forms he has mastered as part of his linguistic competence and the communicative functions which they perform.
- The learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations.
- The learner must become aware of the social meaning of language forms.

Chastain (1998) agrees with Littlewood (1981) on the point that language learning takes place inside the learner and teachers cannot control many aspects of it and states that CLT is communicative orientation that stresses affective, cognitive, and social factors, and its activities are inner directed and student centered. According to him the goals of CLT are well defined but recommended approaches to developing communication skills vary.

To sum up, communicative language teaching adherents prefer a model that focuses students' attention on meaning rather than grammar. They propose to begin with communication practice, that is performance activities, and to let competence develop as a result of taking part in these activities. According to this model performance precedes competence but each is important in the development of the other (Chastain, 1988: 281).

One of the most frequently voiced criticisms of a communicative approach is that it encourages students to make mistakes (Morrow, 1981). Adherents of CLT see no reason to practice grammar forms and believe that with enough comprehensible input language learners can communicate without focusing separately on grammar. In contrast, opponents state that many learners cannot learn language trying to pick up grammar subconsciously and make a lot of too many grammatical errors. They also maintain that these errors fossilize and students come to class expecting to learn grammar.

In conclusion, communicative language teaching has arisen as a result of the realization that mastering grammatical forms and structures does not adequately prepare learners to use the language but they are learning effectively and appropriately when communicating with others. The supporters of communicative language teaching assume that in addition to the presentation of the linguistic forms, students should be given opportunities to express themselves, actively engage in negotiating meaning, and interact with other people.

2.1.1. Communicative competence

In CLT communicative competence is the desired goal and it proposes that the target linguistic system is learned through the process of struggling to communicate. Yılmaz (2003) regards communicative language teaching as an extension of communicative competence, which is the concept introduced by Hymes (1972) reacting against Chomsky's Linguistic Competence. According to Hymes, knowing a language requires various competences besides linguistic competence. Similarly, Alptekin (2000) points out that gaining communicative competence is a challenging procedure, which necessitates not only learning accurate forms of the target language but also gaining the ability of knowing how to employ these forms in different socio-cultural settings. He also points out that apart from cultural aspects, learners should be knowledgeable about the characteristics of social interactions in the target language.

The concept of communicative competence has been studied and redefined by many linguists. Brown (1987) indicates that communicative competence is an aspect of our competence that enables us to convey, interpret messages, and to negotiate meanings interpersonally within specific contexts. According to Ellis (2008) communicative competence consists of the knowledge that the users of a language have internalized to enable them to understand and produce messages in the language. He went on to point out that various models of communicative competence recognize that it entails both linguistic competence, knowledge of grammatical rules, and pragmatic competence, knowledge of what constitutes appropriate linguistic behavior in a particular situation.

Canale & Swain (1980) propose three different subcategories of communicative competence, grammatical competence, discourse competence, sociolinguistic

competence. According to them, grammatical competence is the knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology. Discourse competence is the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances Sociolinguistic competence, the knowledge of the socio-cultural rules of language and of discourse (Brown, 1987: 199-200). Canale (1983) later describes strategic competence as the ability to cope in an authentic communicative situation and to keep the communicative channel open.

The concept of communicative competence has also been studied by Alptekin (2000), who points out that gaining communicative competence is a challenging procedure since it necessitates not only learning accurate forms of the target language but also gaining the ability of knowing how to employ these forms in different socio-cultural settings. Alptekin proposes that, apart from cultural aspects, learners should be knowledgeable about the characteristics of social interactions in the target language.

Communicative competence is not without critics. Alptekin (2000) mentions some limitations of communicative competence and argues that since English has the status of a *lingua franca*; it should have different concepts in language teaching education. He claims that sociolinguistic discourse and strategic competences differ according to cultural context and he finds it meaningless to teach English to foreign language learners through British or American culture. He states the differences between British or American culture and other cultures in which English is spoken. Therefore, he regards these models of communicative competence as invalid and adds that they ignore the role of English as an international language and he suggests reconsidering real communicative behaviors corresponding to the recent role of English as an international language.

In the light of these theoretical bases, it can be concluded that communicative competence is an umbrella term which takes various aspects into consideration such as grammar, communication strategies, sociolinguistic aspects, pragmatic aspects and so on of the target culture and is accepted by many linguists in terms of defining what is to know a language. It can also be concluded that, although linguistic competence is the basis of other competences, having solely linguistic competence in a target language is

not enough to acquire the nature of that language. Communication, which has gained importance in recent years, involves more than knowledge of forms so, second and foreign language teachers should also consider how they can help students develop communication skills. In order to have students using the language and successfully communicating with others in natural settings, they should motivate their students to work with the language, and use knowledge in appropriate forms. In other words, they should help learners acquire various competencies such as sociocultural norms, communication strategies, socio-linguistic aspects, pragmatic aspects and so on of the target culture and basic qualifications of speech.

2.1.2. Learner and Teacher Role in Communicative Language Teaching

As it was given in the section above, the emphasis in CLT is on the process of communication. For this reason it assumes different roles on the part of both learner and teacher. Some linguists (Breen & Candlin, 1980; Richards & Rodgers, 1986) suggest that learners should be the negotiator between the self, and the object of learning. The learner should also contribute as much as he gains and learn in an interdependent way. According to Scott (1981), in the communicative approach the learner is concerned with using language, not English usages. Besides, they take on roles and interact with other learners who also have roles.

While listing the characteristics of CLT, Taylor (1983) points out that students should participate with extended discourse in a real context, share information that others do not know and communicate with a definite purpose in mind. According to Savignon (1983), students should create meaning with language and practice with materials that are related with their needs and interests. The aim of CLT is to get the learner to involve in activities and get them succeed in doing something via language. In other words, the main purpose in a learner-centered classroom is to educate learners so that they can gradually assume greater responsibility for their own learning. Learners are expected to take responsibilities in learning a foreign language.

As for the roles of the teachers in CLT, they are expected to facilitate the communication process between all participants in the classroom and between these participants and various activities and tasks. Another role of the teacher given is to act as an independent participant within the learning-teaching group (Breen & Candlin,

1980). Other roles assumed for language teachers are needs analyst, counselor and group process manager (Richards & Rogers, 1986). Scott (1981) suggests that in communicative approach, the teacher should set up the conditions for communication to take place, assume roles to model the language for the learners or act as someone for the learners to communicate with, and teachers have to be able to set up the conditions for students to practice communicative operations themselves. Richards and Rodgers agree with him and suggest that the teachers should assume a responsibility for determining and responding to learners' language and organize the classroom setting in order to provide communication and communicative activities. A further role for the teachers mentioned by them is that they need to build competence and confidence in fulfilling these various roles. Savignon (1983: 21) recommends that teachers should begin with meaning and teach coping strategies in order to get the message across.

As can be seen, the teacher's responsibility is very important in this approach. Teachers should try to arrange classrooms where students feel confident and free to take risks and have enough time and opportunity to communicate. The teacher should be aware of the fact that the activities used in the class should be related to practicing communication but not promoting grammatical accuracy. They will also have to remember that the interactions which take place in the classroom are replications of, or necessary prerequisites for a communicative operation. It is accepted that inadequate classroom design destroys all hope of communication, so teachers should arrange classrooms in order to involve learners in activities. Besides, teachers should remember that frequent criticism about the production of learners will destroy confidence in their ability to use the language. For that reason, they should motivate the students and try to develop confidence to use the language instead of niggling criticism. In order to learn to communicate, students must involve in activities. The learning process to a large extent is the learner's responsibility. The teacher can help, advise and teach; but only the learner can learn.

Finally, it is hoped teachers and teacher trainers should remember to promote learner responsibility and encourage their independence and ensure positive learner outcome without demotivating them.

2.1.3. The Role of Interaction in the Communicative Classroom

In recent years people have been more aware of the importance of communication and as a result of this there has been an increased interest in both CLT and its underlying reflections on second language teaching and learning. An abundant use of communication has led to another parallel word “interaction” which can be defined as “mutual or reciprocal action or influence” (Yılmaz, 2003).

Malamah-Thomas (1987) defines interaction as a process of mutual accommodation with the addresser acting upon the addressee to cause a reaction, which in turn informs an action performed by the previous addressee. As can be seen from the definition, interaction implies more than communication. During interaction, the roles associated with different participants in a setting are exposed to constant change. The addresser may immediately take the position of the addressee in an interactive process. Interaction promotes language instruction whereby students gain the opportunity to practice language skills by acting as the active members of the society.

According to the interactional hypothesis language is acquired as learners actively engaged in attempting to communicate in the target language (Nunan, 1999). He adds that the hypothesis is consistent with the experiential philosophy “learning by doing”. The interactional hypothesis regards that acquisition will be maximized as learners engage in tasks that push them to the limits of their current competence. It, furthermore, considers two-way communication of greater importance for acquisition than one-way. This is because negotiation of meaning is much more extensive when the learner is able to provide feedback in understanding the native speaker. Similarly, Ellis (2008) emphasizes that inter-actionist theories view verbal interaction as crucial importance for language learning and adds that interaction provides learners with input that contains data they need for acquisition. Yılmaz (2003) highlights the value of small-group interaction and assumes that it gives students practice in communicating and negotiating meanings since they can make themselves understood. Brown (1994) points out the fact that successful interactional communication requires knowledge of slang, jargon, jokes, folklore, cultural mores, politeness and formality expectations, and other keys to social exchange.

A research study on interaction in the classroom indicates that student-to-student interaction, which emphasizes authentic rather than simplified input, gives learners more opportunities for learning since they focus on the immediate task of communication itself (Pica, Young, & Doughty, as cited in Riggenbach & Lazaraton, 1991).

As for the role of the teacher in the process of the classroom interaction, Yılmaz points out that the teacher assumes a directive role which mediates between teaching and learning so they are suggested to take the initiative in learning by constantly monitoring and giving responses to students' reaction at every stage of the course. They should consider some theoretical factors when designing communicative tasks in order to force participants to interact. Learners, on the other hand, should involve in interaction, which provides authentic input in order to improve their understanding and enhancing language production in the target language.

2.1.4. The role of Communication and Communication Strategies

Morrow (1981) describes communication as a dynamic and developing phenomenon and claims when it is analyzed into parts its nature will be destroyed. She asserts that communication in the classroom involves much more than simply knowledge of forms; it depends crucially on the ability to use forms in appropriate ways. She points out the problem with most first generation 'functional' textbooks which have concentrated too much on setting out forms- not much on practicing communication and proposes some ideas that might help students communicate and mentions some principles: She asserts that the learner needs to know what s/he is doing and it is crucial that the learner be able to see clearly that s/he can do something which he could not at the beginning of the lesson and feel that the 'something' is communicatively useful. According to Morrow, another crucial characteristic of communication is that the participants have choice, what they will say and how they will say it. This means that the speaker must choose not only what ideas he wants to express at a given moment, but also what linguistic forms are appropriate to express them. Bygate (1987), too, states that in the case of oral communication in addition to linguistic competence, speakers need to possess motor-perceptive skills, which refer to the ability to communicate, and interaction skills.

Today the criterion contributing to the judgment of a students' success or lack of success is whether they can communicate effectively in their second or foreign language (Riggenbach & Lazaraton, 1991). For this reason, it can be assumed that the role of communication strategies has gained importance. Communication strategies (CSs), which contribute to the development of the inter-language of the second or foreign languages, are used to maintain the conversation, handle difficulties while communicating. Williams & Burden (2000: 150) define CSs as strategies used by speakers when they come across a difficulty in their communication because of lack of adequate knowledge of the language. They point out that communication strategies are employed by the learners to improve their communication. Similarly, Wenden & Rubin (1987) emphasize the importance of CSs as they let the learner continue the conversation; and therefore the main purpose of these strategies is enhanced communication. They state that with successful communication, motivation for more learning can be enhanced and CSs are used when there is a difference between the learner's knowledge and communicative intent.

Researchers have studied communication strategies from both the interactional view and the psycholinguistic view. The interactional view of communication strategies is based on the interaction process between language learners and their interlocutors and negotiation of meaning. Tarone (1980: 140), who supports the interactional view, defines CSs as tools used in negotiation of meaning where both interlocutors are attempting to agree as to a communicative goal and a shared enterprise in which both the speaker and the hearer are involved rather than being only the responsibility of the speaker. The communication strategies she identified include approximation, word coinage, circumlocution, language switch, appeal for assistance, mime, and avoidance. In psycholinguistic view CSs are considered as a cognitive process of the speaker himself/herself with a focus on comprehension and production. Faerch & Kasper (1983) adopt the psycholinguistic view and define CSs in terms of the individual's mental response to a problem rather than a joint response to a problem. They introduced avoidance strategies and achievement strategies. Avoidance strategies include formal reduction and reduction strategies and achievement strategies on the other hand, include compensatory strategies and non-linguistic strategies.

Due to the large number of strategies, researchers have been trying to provide reliable basis for their categorizations and classifying them for years. Among those a widely accepted categorization of learning strategies comes from Oxford (1990), who lists language learning strategies (LLs) in two categories: as direct and indirect. The former includes memory, cognitive, and compensation strategies, whereas the latter includes metacognitive, affective, and social strategies. Compensation strategies are also considered to be forms of communication strategies and not considered as LLs and they are not used to learn a language but to use it (Cohen, 1998, as cited in Razi, 2010). However, Oxford (2003) considers that any compensation strategy assists learners.

In conclusion, in recent years, the focus has shifted from form to function and oral communication has gained greater importance. Although in the current curriculum and syllabus in English the focus is on communication in different ways, speakers of second or foreign language are not so willing to communicate with their peers or teachers. For this reason, there should be more focus on oral communication and on researching communication strategy use in its original context (i.e. the foreign language classroom) and making use of the findings in favour of L2 learners so that they can be provided with awareness and skills of using various CSs effectively with the purpose of attaining communicative competence ultimately.

2.1.5. Obstacles of Communication

With some exceptions, spoken language is used by people for communication. People communicate in order to exchange information, sustain social relationships and give knowledge and so on. However, all speakers do not engage in communication at the same level of proficiency in the target language. Various effective variables influence the use of the target language in or out of classroom. Since learners of foreign or second language are considered successful when they are able to use the foreign or second language, learners who wish to become successful communicators should develop skills necessary to engage in communication.

When commenting on the difficulties of speaking of Turkish students Güney (2010) states that a speaker is supposed to fulfill several demands at the same time

while communicating with others such as, comprehending other speaker, thinking what to say, how to contribute to conversation, producing utterances and trying to guess its effect. For this reason, many learners may become unwilling to communicate in the target language when they are not able to fulfill the demands given above. Güney, also states that the unwillingness of learners in the target language can result from many factors that are related to students, teachers, or curriculum. As Krashen (1985) urges, non-threatening classroom atmosphere should be provided in language classes, which fosters self-confidence. Language acquisition will not be possible if the learner is not motivated, lacks of self-confidence, or feels afraid of making mistakes or being humiliated by others in class. Similarly, Ur (1996) asserts that inhibition, being shy, fear of negative criticism, and having nothing to say, talking time of teachers and students, type of activities might be factors that stop learners from communicating.

One of the main factors which can be traced to the processing conditions of communication involves the time factor. According to Bygate (1987: 12) speakers make mistakes because they lose their place in the grammar of their utterances. He also notes that the form of spoken language is affected by the time limitations, and the associated problems of planning, memory, and of production under pressure. He suggests that speakers should be patient, make sure that communication is taking place, have to pay attention to their listeners and adapt their messages according to their listeners' reaction. With the help of these reactions, the message can be adjusted from moment to moment, understanding can be improved, and the speaker's task is therefore facilitated.

To give few examples from other studies; Ely (1986) investigated the role of discomfort, risk-taking, sociability, motivation, attitude toward the language class, concern for grade, and language aptitude on the classroom participation in a study and found out that the strength of motivation as well as language class risk-taking positively influence class participation. It was also hypothesized that language class discomfort had a direct negative influence on class participation. Gardner et al., (1976) examined the effects of integrative motivation on the frequency of L2 use in classroom and found that students with integrative motivation volunteer to answer questions make more correct responses. In addition to attitudes and motivation, anxiety has a large impact on second language learning. In Horwitz's (1986) study it was revealed that language

anxiety was negatively correlated with achievement measures. Similarly, Gardner & MacIntyre (1993) found that among attitudes, motivation and anxiety, classroom anxiety and language use anxiety showed the strongest correlations with several language production measures.

Much of the research discussed above demonstrated the influence of effective variables on language achievement. A recent effective variable is willingness to communicate (WTC). McCroskey (1992: 17) and associates employed the term to describe the individual's personality based predisposition toward approaching or avoiding the initiation of communication when free to do so. Students' content knowledge, language proficiency, emotions and feelings, personalities, self-assessment, self-perception, self-esteem, motivation and anxiety are factors that are supposed to contribute willingness to communicate. Researchers have been investigating direct or indirect influences of these variables on willingness to communicate in L1 and L2 for many years. In the chapter, literature review, some of these studies will be presented in detail because the main focus of this research project is willingness to communicate construct, which is seen as the previous step before the use of the language in MacIntyre, Dörnyei, and Noels' (1998) WTC model.

2.2 Willingness to Communicate

One of the aims of modern language learning and teaching is to encourage learners to use the second or foreign language in or out of the classroom. It has been assumed that the use of the target language is an indicator of and necessary condition for successful foreign language acquisition (SLA). For this reason, English teachers want their students to display and develop great interest to use the language and communicate with others in different contexts. Various effective variables influence the use of the target language, among which, the notion of willingness to communicate (WTC), which is a new addition to individual differences, has recently gained importance. Since the late '90s researchers have attempted to conceptualize WTC, which is actually the intention of desire to start communication (MacIntyre et al., 1998). They intended to explain individual's degree of readiness to participate in conversations in a second or foreign language and various factors that directly and indirectly influence the WTC of learners.

2.2.1. What is Willingness to Communicate

A recent addition to the affective variables coming from the field of speech communication is “willingness to communicate” (WTC). Willingness to communicate, which was initially developed by McCroskey and Baer (1985) in psychology, was defined as the intension to initiate communication when free to do so. McCroskey (1992: 17) and associates employed the term to describe the individual’s personality based predisposition toward approaching or avoiding the initiation of communication when free to do so.

WTC was originally introduced with reference to L1 communication, and it was considered to be a fixed personality trait that is stable across situations, but when WTC was extended to L2 communication situations by MacIntyre, Clément, Dörnyei, & Noels, in 1998, it was proposed that it is not necessary to limit WTC to a traitlike variable, since the use of an L2 introduces the potential for significant situational differences based on wide variations in competence and inter-group relations. They extended the definition of WTC and recognized more explicitly the situational feature in L2 WTC, and defined L2 WTC as “a readiness to enter into discourse at a particular time with a specific person or persons, using a[n] L2” (p. 547). They conceptualized WTC in an L2 in a theoretical model in which social and individual contexts, affective cognitive context, motivational propensities, situated antecedents, and behavioral intention are interrelated in influencing WTC in an L2 and in L2 use. Dörnyei (2003) posits that when the WTC concept is applied to L2 situation, it involves one’s L2 proficiency particularly the individual’s L2 communicative competence and learners’ perceptions of their own competence and consequently, it becomes more complex.

MacIntyre (2007) defines the concept of willingness as the probability of speaking when free to do so and states that it helps to orient our focus toward a concern for micro-level processes and sometimes rapid changes that promote or inhibit L2 communication. According to Ellis (2008: 697) willingness to communicate (WTC) is the extent to which learners are prepared to initiate communication when they have a choice and it constitutes a factor believed to lead individual differences in language learning. He states that WTC is a complex construct, influenced by a number of other factors such as ‘communication anxiety’, ‘perceived communication competence’, and

'perceived behavioral control. He also notes that WTC is seen as a final order variable, determined by other factors, and the immediate antecedent of communication behavior. The findings from Kang's (2005: 291) study provided evidence that situational WTC can dynamically emerge through the role of situational variables and fluctuate during communication. Taking these findings into consideration, she proposed a new definition of WTC: "Willingness to communicate (WTC) is an individual's volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic, and conversational context, among other potential situational variables".

2.2.2. Willingness to Communicate in First Language

As it was stated above, the construct of WTC was first developed by McCroskey and Baer (1985) in relation to communication in the first language. The construct is defined as a stable predisposition toward communication when free to choose to do so. McCroskey & Richmond (1987) noted that the amount of communication increases when learners' willingness is high and the amount of communication decreases when their WTC is low. They treat WTC in L1 as a personality-based, trait-like predisposition and point out that people differ dramatically from one another in the degree to which they actually talk. In other words, many people talk more in some contexts than in others and most people talk more to some receivers than they do to others. Similarly, Baker and MacIntyre (2000) assume that WTC is trait-like which means that person's WTC in one situation can be expected to be correlated with WTC in other situations and with different receivers.

In 1990, McCroskey and Richmond, in their cross-cultural comparative study, investigated the relationship among WTC, communication apprehension (CA), self-perceived communicative competence (SPCC), and introversion. They found introversion, self-esteem, communication competence, communication apprehension, and cultural diversity as antecedents that lead to differences in WTC in L1. Large differences in mean scores among the U.S, Swedish, Australian, and Micronesian were found. They found out that American students were more willing to communicate, whereas Micronesian students were least willing. The correlation between WTC and SPCC of Americans and Australians were moderate ($r = .59$; $r = .57$). However,

Micronesians showed a high correlation between WTC and SPCC ($r = .80$). The correlations between WTC and CA of different nations were similar and moderate. As for the correlation between WTC and introversion for the Americans and Australians were $r = .29$; and $r = .40$, respectively. They also pointed out that although many factors impact people's orientations toward communication culture can also be influential. That is, cultural differences can be related to WTC if a person regularly resides in a culture different from his/her own. They concluded that any generalization should be done with caution.

A year later Sallinen- Kuparinen, McCroskey, & Richmond (1991) conducted a comparative study and investigated the communication orientations of 249 Finnish college students at the University of Jyväskylä. They also aimed to make comparisons between the data obtained from the Finnish population and the data previously collected from other populations, particularly from the U.S., Sweden, Australia, and Micronesia. The results indicated that there were differences between Finnish and U.S samples primarily on WTC and introversion. American students were found to be the most willing to communicate, whereas Micronesian students were least willing. These Finnish students were less willing from the other groups except for the Micronesians. The communication apprehension and self-perceived communication of these two groups from different cultures were similar. The Swedish participants were found to have the highest self-perceived communication. Furthermore, it was found that The Finnish students were less willing to interact with friends than other groups, and less willing to communicate with strangers acquaintances than Americans, Swedish, and Australians. Another most striking result was that the Finns were less prone to initiate communication with friends than any other groups. The level of communication apprehension in meetings and small groups for the Finns were found to be higher than for the Americans. They attribute this result to socio-effective concerns. Meetings are highly important as a decision making form in Finland; concerns about following formal procedures are likely the cause of communication apprehension.

In 1994, MacIntyre, using the data collected by McCroskey and his colleagues, investigated how anomie, alienation, introversion, self-esteem, communication apprehension, and perceived communication competence were interrelated as determiners of WTC. He developed a path model to predict WTC in the first language

and then applied the model to L2 anomie, self-esteem, introversion, and then followed up the paths with more specific predispositions such as, communication apprehension and self-perceived communication competence. According to this model there were only two immediate variables responsible for the variation of a person's WTC. His model suggests that self-perceived communication competence and communication apprehension directly influence WTC (See Figure 1). That is, when people are less apprehensive, their perception of their communicative competence increases and they are likely to become more willing to communicate. As it was stated in Xie (2011), this model postulates that the personality trait of introversion causes both communication apprehension and the perception of communicative competence and self-esteem plays a role in reducing communication apprehension.

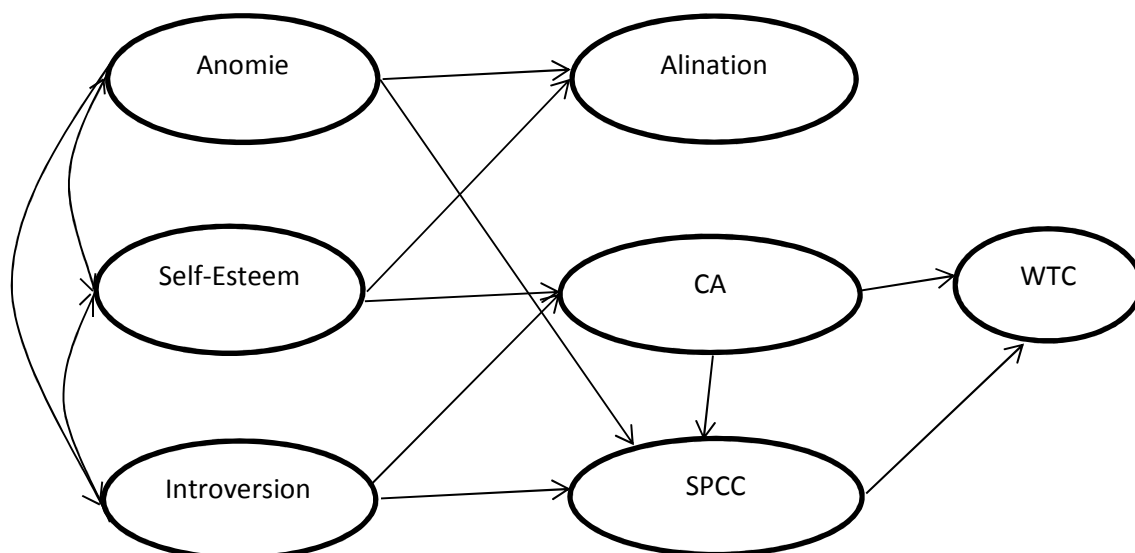


Figure 1. MacIntyre's (1994) Casual Model of Predicting WTC by Using Personality-Based Variables

In order to examine the antecedents of L1 WTC at both trait and state levels MacIntyre, Babin, & Clément (1998) conducted a study using 226 university students as participants in Canada. In order to examine the personality traits; extraversion, emotional stability, self-esteem, communication apprehension, and perceived communication competence, the researcher gave questionnaires to the students. The hypothesized antecedents of WTC were tested using a structural equation model and it was found that the path from SPCC to WTC was high (.84). However, CA was not statistically a significant predictor of WTC in this group of L1 students. It was also found that CA influenced WTC only through SPCC, a finding that was similar to

MacIntyre's (1994). Furthermore, SPCC and CA were negatively correlated. Extraversion was found to be related to self-esteem and SPCC. That is, extraverts are likely to feel less anxious, more competent about their communication ability and have higher self-esteem. To explore the state aspect of WTC, anxiety, perceived competence, and communication tasks of the students, the researchers observed 70 participants who volunteered for the laboratory tasks. The t-test results revealed that volunteers for the lab tasks were more willing to communicate, and the higher WTC encouraged them to initiate a difficult speaking task. It was found that SPCC predicted both the speaking time and number of ideas for easy speaking tasks, whereas, CA predicted the time and number of ideas for difficult speaking tasks.

To sum up, the research studies described above examined the antecedents of WTC on both trait and state levels and found that culture is influential on L1 WTC. Americans' WTC level was found to be higher than the level of European's. American and Australian learners had similar WTC level. It was also observed that CA and SPCC are two immediate variables of WTC. As for the personality, introverts experience more anxiety and introverts are more willing to communicate.

2.2.3. Willingness to Communicate in Second and Foreign Language

In the early 1990s the development of research on WTC in L1 started to gain researchers' attention in the area of second language acquisition. Studies conducted in various Canadian contexts combined WTC model with Gardner's (1985) socio-educational model in order to examine the relations among variables underlying WTC in a L2.

MacIntyre & Charos' (1996: 6) model was the first to focus on WTC in L2. MacIntyre's (1994) model postulated that self-perceived communication competence and communication apprehension were two direct influences on WTC. Therefore, these two variables were included in the model proposed by MacIntyre & Charos but they preferred the term 'language anxiety' instead of 'communication apprehension'. They broadened MacIntyre's model by adding integrativeness, attitude and motivation from Gardner's socio-educational model. In their study, WTC was a predictor of frequency of communication in a L2, whereas motivation was a predictor of WTC, frequency of communication in a L2, or both (See Figure 2).

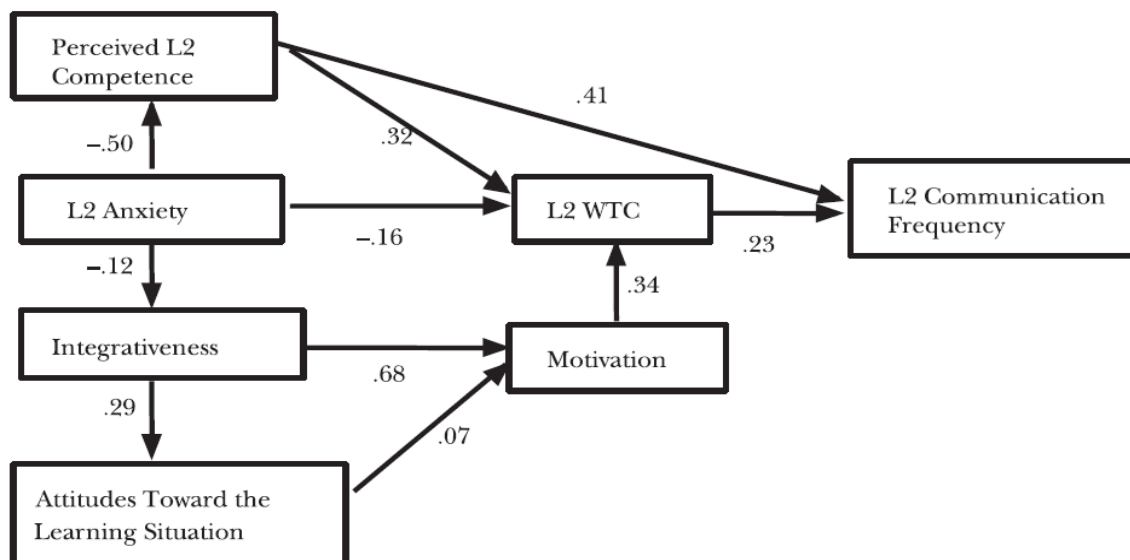


Figure 2. MacIntyre and Charos' (1996) Model of L2 WTC Applied to Monolingual University Students

They tested the mixed model to predict the frequency of using the second language in the daily interactions of 92 Anglophone students taking introductory level conversational French at adult evening classes. They 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. Both perceived competence and anxiety influenced WTC and it was also found that five global personality traits, extraversion, agreeableness, conscientiousness, emotional stability, and intellect influenced motivation and WTC which in turn affected L2 communication frequency. They concluded that the willingness to communicate model appeared to adapt well to the L2 context.

MacIntyre & Charos' model was partially replicated in the Japanese context by Hashimoto (2002), who examined affective variables as predictors of reported second language (L2) use in classrooms of Japanese English as Second Language (ESL) students. The researcher used the socio-educational model and the willingness to

communicate (WTC) model as the basis for a conceptual framework. Data analysis showed that motivation and WTC affect reported L2 communication frequency in classrooms as hypothesized. Variables underlying WTC were also examined. Perceived competence and L2 anxiety were found to be causes of WTC, which led to more L2 use, and L2 anxiety was found to negatively influence perceived competence, supporting the results of the MacIntyre & Charos' (1996) study. Although a path from WTC to motivation was not found to be significant in the original study, it was found to be significant in the present replication. In addition, a path from perceived competence was found to exert a strong and direct influence on motivation from a data-driven path.

When WTC was extended to L2 communication situations, it was proposed that it is not necessary to limit WTC to a trait-like variable since the use of an L2 introduces the potential for significant situational differences based on wide variations in competence and inter-group relations (MacIntyre et al., 1998). They 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. As can be seen in Figure 3, 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 and individual context (VI). In this model, factors influencing WTC are divided into two groups: enduring influences, which are the first three layers from the top, and situational influences, which are the last three layers from the bottom. The top layers (I, II, III) of the pyramid are believed to have immediate influence on WTC, whereas the bottom layers (IV, V, VI) signify relatively stable and enduring influences on WTC. They assert that the enduring influences (e.g., intergroup relations, learner responsibility, etc.) show long-term properties of the environment or person that would apply to almost any situation. They see situational influences (e.g., desire to speak to a specific person, knowledge of the topic, etc.) as more transient and dependent on the specific context in which a person functions at a given time (546). In this pyramid-figure model of L2 WTC, MacIntyre et al. (1998) placed WTC in a Layer II and identified it as a behavioral intention, the final step before using L2. They explain WTC as cognitive affective variables interacting with social factors. The cognitive affective

variables in the model are personality, attitudes, motivation, L2 competence, and self-confidence.

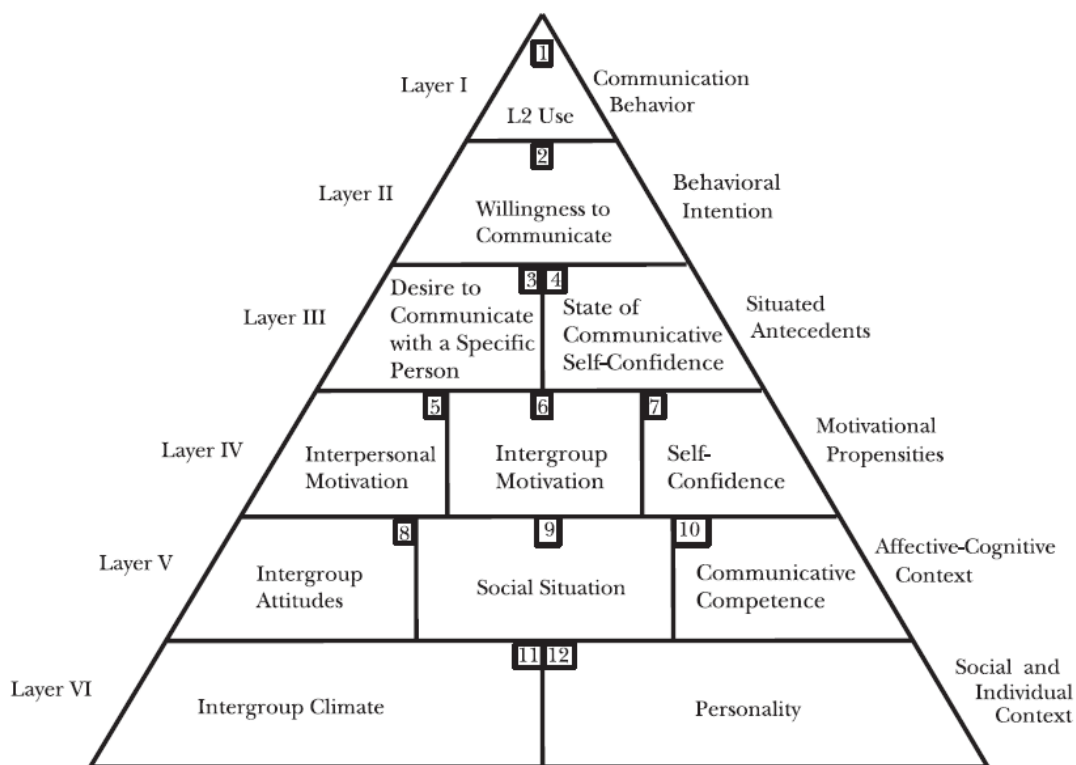


Figure 3. Heuristic Model of Variables Influencing WTC (MacIntyre, Clément, Dörnyei, Kimberly, & Noels, 1998)

MacIntyre et al. (1998:558) stated that heuristic model was important because 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 in 1998 (Bektaş, 2005; Jung, 2011; Kim, 2004; MacIntyre et al., 2001; MacIntyre et al., 2003; Matsuoka, 2006; Sun, 2008; Yashima, 2002; Yashima et al. (2004); Yu, 2009; Wen & Clément, 2003; Ghonsooly et al., 2012) These studies concluded that motivation, communicative competence, and language anxiety are predictors of WTC.

In the Canadian context several studies were carried out by MacIntyre and his associates. For example, MacIntyre et al., (2001) tried to measure WTC in each of four skill areas: speaking, writing, reading, and comprehension in a L2 French immersion program. They investigated the role of motivation and social support on WTC in L2. In

their research they used 79 ninth grader participants from a junior high school in Sydney, Nova Scotia, located in Eastern Canada. Five orientations or reasons for studying a L2 were examined: travel, job related, friendship with Francophones, personal knowledge, and school achievement. Results showed that endorsement of all five orientations for language learning was positively correlated with WTC both inside and outside the classroom. Results also showed that social support, particularly from friends, was associated with higher levels of WTC outside the classroom but played less of a role inside the classroom. The support of friends was also associated with higher orientations for travel and for friendship with Francophones. Thus, the results of the study supported the pyramid model by showing the role of situational influences, which are accepted to be more transient and dependent on the specific context in which a person functions at a given time.

Similarly, MacIntyre et al. (2003) in their study examined the correlations among WTC, communication apprehension, perceived competence, and integrative motivation, to see whether these relationships differ in experience. They also observed the effects of prior immersion experience on integrativeness, motivation, and attitudes toward the learning situation. Finally, they examined the effects of prior immersion experience and language (L1 and L2) on WTC, communication apprehension, perceived competence, and frequency of communication. The data were collected by 59 university students who were enrolled in first-year conversational French courses at a university in an Anglophone community. The data analysis revealed that full immersion experience was associated with increased WTC, perceived competence, and frequency of communication. In other words, previous immersion experience among those university students seemed to promote an increased willingness to communicate and frequency of communication in French. They concluded that motivation was significantly positively correlated with L2 communication apprehension, but negatively correlated with L2 communication. The results also indicated that there was not a simple relation between WTC and language learning motivation.

In the Japanese context, applying WTC model to the EFL context, Yashima (2002) conducted a study with 389 Japanese EFL students to examine the predictors of learners' WTC in English. She examined relations among L2 learning and L2 communication variables in the Japanese English as a foreign language context using

the WTC model and the socio-educational model as a framework. In her model frequency of communication was not included because in the Japanese EFL context there is not much contact with native speakers of English. A L2 communication model was constructed and tested using AMOS version 4.0, with a sample of 297 Japanese university students. In the model, it was hypothesized that L2 proficiency, attitude toward the international community, confidence in L2 communication and L2 learning motivation would affect the WTC in the L2. From structural equation modeling analysis, 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 & Charos (1996). It also appeared that international posture influences motivation, which, in turn, influences proficiency in English. While proficiency was seen influencing confidence in L2 communication, the path was not significant. Motivation affected self-confidence in L2 communication which led to willingness to communicate in a L2. In addition to this indirect path, a direct path from international posture to WTC in a L2 was significant. The key variable influencing WTC in this context, international posture, was defined as a 'general attitude towards the international community that influences English learning and communication among Japanese learners'. Yashima concluded that EFL lessons should be designed to enhance students' interest in different cultures and international affairs and activities, and reduce anxiety and build confidence in communication (63).

Another example from the Japanese context is Yashima et al. (2004) study. They investigated the results and antecedents of willingness to communicate in a second language through two separate investigations which were conducted with Japanese adolescent learners of English studying in a high school in Kyoto, Japan. They found out that both state and trait variables, including self-confidence, intergroup motivation, intergroup attitudes, and personality, were shown to affect one's WTC in the L2 in a given situation. In the first study, it was shown that those who were more willing to communicate in various interpersonal situations in the L2 tended to initiate communication in the classroom. In investigation 2, those who recorded a higher score in WTC before departure were inclined to engage in communication with host nationals more frequently and for longer periods of time once they were into the sojourn than those who were less willing to communicate (Yashima et al., 2004: 141). The

researchers concluded that WTC is a useful construct for accounting for L2 communication and motivation as well as affective variables relate to the WTC and communication behavior of Japanese EFL students (144).

Based on the view that Asian countries share similar Confucius philosophies, Matsuoka (2006) conducted a study to test the applicability of MacIntyre et al.'s (1998) and Wen & Clément's (2003) modified model in the Japanese EFL context. She investigated how individual difference variables, such as integrativeness, communication apprehension, perceived competence, introversion, motivation, attitudes and other-directedness, are related with L2 willingness and English proficiency. The data were obtained from 180 Japanese college students through a questionnaire and tests. The analysis of data indicated that four independent variables contributed to the prediction of L2 WTC. SPCC was the most influential factor contributed to the prediction of L2 WTC (22%), and the second strongest factor was introversion (11%). The third strongest factor, CA, accounted for an additional 6% of the variance and the fourth factor was found to be integrativeness (4%). Finally, the fifth factor, motivational intensity, accounted for an additional 3% for a total of 45% (p. 76). Attitudes, other-directedness, and English proficiency were not significant predictors of L2 WTC. The Structural Equation Model (SEM) revealed causal relationships among a number of variables and L2 WTC. In her study, international posture was a strong predictor of self-efficacy and perceived competence. Thus, she hypothesized that international posture or a similar factor can influence L2 WTC via motivation and/or self-confidence or self-efficacy. In her study, she also showed that communication anxiety is a direct negative predictor of L2 WTC and students who were more apprehensive about communication in the L2 had lower L2 WTC, regardless whether they perceived their confidence as low or high. She concluded that when learners have a positive international posture, their motivation and their level of self-efficacy will be raised. Then, the higher level of self-efficacy will raise the level of L2WTC (p. 118). Based on the results of her study she developed a six-layered conceptual model in order to illustrate the relationships between factors related to L2 WTC.

In a Korean setting, Kim (2004) worked with 191 Korean university students to investigate the nature of MacIntyre et al.'s (1998) Heuristic Model in terms of its being trait-like or situational. She replicated Yashima's (2002) study in a different context and

SEM analysis indicated that WTC had significant positive correlations with motivation, desire to learn English, attitude toward learning English. Kim's results indicated 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. Unlike Yashima (2002), she did not find a direct relation between students' attitudes and their WTC. However, she concluded that WTC was more trait-like rather than situational.

Another example from the Korean context comes from Jung (2011), who investigated university students' WTC in English and the interrelationships among the individual difference factors such as their self-perceived communication in English, communication apprehension, motivation, attitudes and personality, related to WTC. She adopted a mixed method design to gather data from 226 randomly selected university students via questionnaires and semi-structured interviews. The findings revealed that students had low WTC and SPCC, high CA, moderate motivation, positive attitudes and slightly extraverted personality. The variables that directly influenced WTC were English communication confidence and motivation. Motivation had also a direct path to English communication confidence. Attitudes indirectly affected WTC in English. Students' attitudes and their personality were found to be correlated each other. The findings of her study in terms of the paths from communication confidence to WTC, motivation to confidence, and attitudes to motivation were supported by previous research studies (Yashima, 2002; Kim, 2004). However, the path from motivation to WTC was not confirmed by some research findings (MacIntyre & Charos, 1996; Yashima, 2002; Kim, 2004; Bektaş, 2005). Interview results showed that students consider their English competence is the most influential factor for their WTC in English. Motivation was also determined to be another influential factor to their WTC. Finally the qualitative research supports the proposed model. The results of the study provided support to Gardner's SLA model (1985) and MacIntyre et al.'s (1998) heuristic model.

Wen & Clément (2003) were the first to examine the relationship among variables and WTC in L2. They extended MacIntyre et al.'s (1998) model in a Chinese setting by changing some structural relationships between constructs included in the model and by reinterpreting some of the variables from a Chinese perspective.

According to them Chinese students' unwillingness to communicate in public is deeply rooted in two aspects of interpersonal relations: an other-directed self and a submissive way of learning. Chinese culture is more collectivist, so people can never separate themselves from obligation to others and they care very much about the evaluation of the significant others. They assume that Chinese students would be more sensitive to the judgment of the public and therefore, less likely to get involved in classroom communication (20). They proposed alterations to both the factors effecting on WTC and their structural position in the dynamics of the model.

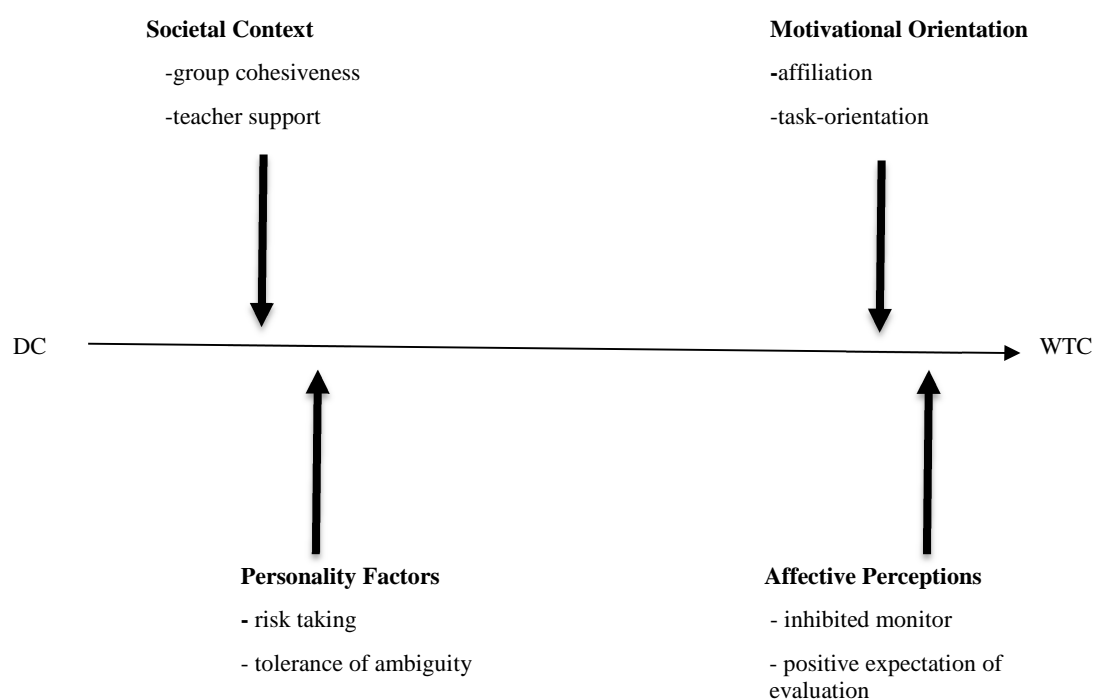


Figure 4 Variables Moderating the Relation between DC* and WTC in the Chinese EFL Classroom Wen & Clément (2003) *DC=Desire to Communicate

Wen & Clément's model focus heavily on the relation between desire to communicate and WTC in English. They made a distinction between desire and willingness and stated that the students may have the desire to communicate but are effectively unprepared, which results in unwillingness to communicate. Thus, the variables in their conceptualization include social context, personality factors, motivational orientations, and affective perceptions (See Figure 4).

Wen & Clément (2003) stated that in the Chinese English classroom teacher involvement and immediacy can be regarded as a significant precursor of a student's positive affect, and would be expected to increase WTC (28). However, they concluded

that the model they presented is only a theoretical framework. For this reason, this model is open to empirical testing.

Yu (2009) examined the WTC construct in a Chinese college setting by adapting variables from four theoretical resources: McCroskey & Richmond's (1987) WTC construct, Gardner's (2001) Socio-educational model, MacIntyre et al.'s (1998) WTC model, Wen & Clément's (2003) WTC in a Chinese setting. The study examined the relationships among WTC and SPCC, CA, in L1 (Chinese) and L2 (English) in a context where English was learned as a foreign language. Besides, it was aimed to examine the relationships between integrativeness, attitudes towards the learning situation, motivation, and instrumental orientation and WTC in English. In addition to this, it was the aim of the researcher to test the proposed model. The study was conducted at a public university in China. The participants consisted of 235 second and third year college students who were majoring in English. The study employed a quantitative research design and collected data by using questionnaires. Pearson correlation coefficient, multiple regression, and a path model were employed as particular statistical analysis methods in line with each research question. A path analysis using a maximum likelihood solution from LISREL VII was conducted on the correlation matrix of the entire variables. All the variables were significantly correlated with each other. However, it was found that self-perceived communication competence was a better predictor to the students' WTC. Communication apprehension was negatively correlated with WTC in both languages, which suggested that the more the students felt apprehensive, the less willing they would be to communicate (67). When relationships between affective variables and WTC was examined, it was found that attitudes towards the learning situation was the best predictor of WTC in English ($\beta = .192$) among the four predictors, integrativeness, attitudes towards the learning situation, motivation, and instrumental orientation. When the proposed model was tested, it was found that CA had direct effect on WTC in English, and an indirect effect on WTC in English through its negative effect on SPCC. SPCC was found to have the largest direct effect on WTC in English. Motivation had direct effect on CA and SPCC and indirect relationship with WTC in English through the mediation of CA and SPCC. The relationship between CA and motivation was negative, indicating that more

motivated students would have less apprehension. Teacher immediacy had a negative direct effect on communication apprehension and positive direct effect on SPCC.

Sun (2008) investigated the motivation of non-English major students in Taiwan. The researcher intended to describe the relationship between motivation and WTC and between anxiety and WTC. Furthermore, some key socio-cultural factors that influence college students' motivation and WTC in conversation classes were investigated. The data were collected from 115 non-English majors attending conversation classes by means of three questionnaires. Follow-up interviews were conducted with six volunteer students for deeper analysis of their WTC in English. MacIntyre et al.'s (1998) heuristic model of variables influencing WTC formed the theoretical framework of the study. The results revealed that students had positive attitudes towards WTC in English classes. 56% of the students expressed that teachers have strong impact on students' willingness to use English. Most students (81%) indicated that they prefer more interactive activities and a more relaxing learning atmosphere. The students were found to be aware of the importance of the English communication skills. As for the motivation factor, students valued knowing various cultures and people and this result implied that students who had integrative motivation would most likely to actively interact with foreigners (p. 69). It was also observed that when students learning English was instrumental, they learned for their immediate needs such as when looking for a job or need English for promotion. In this study students' attitude toward learning English was not high. The researcher concluded that students' motivation and WTC using English in conversation class may change when the socio-cultural factors such as teacher's attitude and learning environment changes. When the anxiety factor was examined, participants were found to be anxious when they were asked to communicate in large group settings. On the contrary, the students were less anxious to use English in small group situations and with friends. The result of WTC questionnaire implied that anxiety is negatively related with WTC because the students were highly anxious to speak to a group of strangers. They were willing to communicate only when were they playing games and talking to a foreigner and participating in small group discussion.

While the majority of previous studies have employed self-report data which tapped trait-like WTC, a handful have examined state-level WTC by means of observational and interview data. Kang (2005) carried out a qualitative study in order to

deepen the understanding of WTC and to provide pedagogical implications. She examined how the situational variables affect WTC in L2 in a communication situation, how the situational variables construct situational WTC in L2, and how the situational WTC in L2 changes over the course of communication. She collected data from four volunteer Korean male students who came to the conversation partner program at a state university in the north-eastern part of the United States. The findings from her study provided evidence that situational WTC can dynamically emerge through the role of situational variables and fluctuate during communication. Kang proposed situational WTC as a multilayered construct that could change moment-to-moment in the conversational context, under the joint effect of the psychological conditions of excitement, responsibility and security. In this study, L2 WTC was described as a dynamic situational concept rather than a trait-like predisposition, and claimed that security, excitement and responsibility as antecedents to WTC.

In another qualitative study of L2 learners' own perceptions of factors contributing to WTC, House (2004) suggests other factors which may affect WTC in different contexts. In his study, six learners were asked to report their experiences over a five-week period, and how perceptions of these experiences influenced their WTC inside an ESL (English as a second language) classroom. He reported that learners only felt able to actually engage in communication when an opportunity arose which they perceived as suitable for communication. Factors such as perceived politeness, the role of physical locality, the presence of the opposite sex, mood and the topic under discussion, were also found to be minor influences affecting WTC.

Peng (2007) examined the relationship between L2 WTC and integrative motivation among 174 college students attending an intensive English language program in China. The results from the questionnaire and interview showed that Chinese students' L2 WTC tendencies in their EFL classes were low. Peng found that integrative motivation accounted for a small proportion of variation in L2 WTC. Motivation was the strongest predictor of L2 WTC, while attitudes towards the learning situation did not predict L2 WTC.

More recently Peng & Woodrow (2010) tested a hypothesized model integrating WTC in English, communication confidence, motivation, learner beliefs, and classroom

environment using structural equation modeling. Their study was heuristic in being the first effort to investigate the effect of classroom environment and learner beliefs on WTC inside the EFL classroom. They only investigated the speaking aspect of WTC. They collected data from 579 university students who were undergraduate freshmen and sophomores majoring in non-English disciplines at eight different universities in China by employing six scales adapted from previous studies. Data analysis revealed that confidence served as the most significant predictor of WTC. This finding was consistent with both the L2 WTC theory (MacIntyre et al., 1998; Clément et al., 2003) in the Canadian context and Yashima's (2002) study in the Japanese context. Thus, they concluded that communication confidence is a primary and universal precursor to L2 WTC regardless of regional diversity. The results also showed that classroom environment predicts WTC, communication confidence, learner beliefs, and motivation. It was found that motivation influenced WTC indirectly through confidence. A direct effect of learner beliefs on motivation and confidence was also identified. The findings replicated the findings of Yashima (2002). The study also suggested that students who were less anxious and had high perceived confidence seemed to be more willing to communicate inside the classroom. They argue that it is important to examine how various factors, both situational and personal, jointly lead to student's WTC.

Cao & Philp (2006) aimed to explore dual characteristics of willingness to communicate (WTC) in a second language (L2): trait-like WTC and situational WTC. The group of participants consisted of four male and four female international learners who had enrolled in an intensive General English Program at a university-based private language school in New Zealand. Trait WTC was measured through the use of a 25 item questionnaire widely used in previous research (McCroskey & Richmond, 1991; Hashimoto, 2002). State-level WTC was measured by observation of classroom behavior, using a classroom observation scheme consisting of seven categories. Learners' perceptions of the factors contributing to their WTC behavior in class were elicited through structured interviews comprising three sections. By adopting methods of classroom observation, participant interviews and questionnaires, consistency between L2 learners' self-report WTC and their actual WTC behavior in an L2 classroom was examined. While trait-like WTC, as measured by a self-report survey, could predict a tendency to communicate, classroom observation of situational WTC

and interviews with individual learners revealed actual behavior and the influence of contextual factors on the decision to engage in interaction with fellow students.

Previous research into willingness to communicate (WTC) in L2 has focused primarily on its trait dispositions that remain stable across contexts and its situated nature is under explored. Framed with an ecological perspective on second language learning, in another multiple case study, Cao (2011) investigated the dynamic and situated nature of WTC in second language classrooms. Based on data collected through classroom observations, stimulated-recall interviews, and reflective journals, it was found that situational WTC in L2 classrooms 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 suggest that language teachers should be mindful of the interdependence of all these involved factors that create students' WTC in class.

Since research on willingness to communicate is relatively new, not much research has been carried out in the Turkish context. Bektaş (2005) examined whether college students who were learning English as a foreign language in the Turkish context were willing to communicate when they had an opportunity and whether the WTC model explained the relations among social-psychological, linguistic and communication variables in this context. Her study was a hybrid design that combined both quantitative and qualitative data collection and analysis procedures. In order to collect data, a questionnaire was administered to 356 randomly selected college students in Turkey. Then, interviews were conducted with 15 randomly selected students who had already answered the questionnaire. The Structural Equation Model (SEM) analysis was conducted to examine the interrelations among students' willingness to communicate in English, their language learning motivation, communication anxiety, perceived communication competence, attitude toward the international community, and personality.

Qualitative interviews, too, were utilized to extend and elaborate these quantitative results. The results revealed that students were somewhat willing to communicate in English, were moderately motivated to learn English, had a positive

attitude toward the international community, had low communication anxiety, perceived themselves somewhat competent to communicate in English, and were slightly extraverted and people oriented, and their perceptions of their personalities were directly related to their linguistic self-confidence. These students' willingness to communicate was found to be directly related to their attitude toward the international community and their perceived linguistic self-confidence. Students' motivation to learn English and their personality in terms of being an introvert or extrovert were found to be indirectly related to their willingness to communicate through linguistic self-confidence. Finally, their attitude toward the international community was correlated with their personality (See Figure 5).

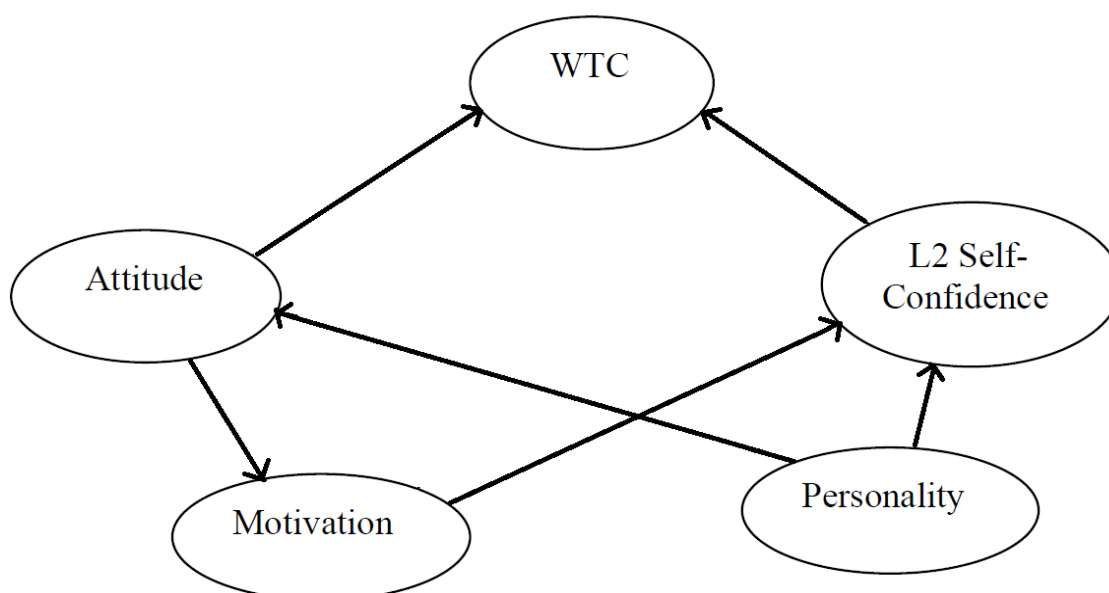


Figure 5 Model of WTC Proposed by Bektaş (2005)

Atay & Kurt (2009), too, by employing a combination of qualitative and quantitative methodology investigated the factors affecting the willingness to communicate of Turkish EFL learners as well as their opinions on communicating in English inside and outside the classroom. They collected data from 159 intermediate level Turkish EFL students who were enrolled at the preparatory school of a state university in Istanbul by means of a questionnaire and semi-structured interviews. Similar to the findings of previous studies (McCroskey & McCroskey 1986; MacIntyre & Charos 1996), they found a strong positive correlation between perceived

competence and WTC. Moreover, it was found that Turkish students with a higher score on international posture were found to be more willing to communicate in English both outside and inside the classroom. In this study, desire to learn English was not a significant predictor of WTC. The qualitative findings of the study revealed that WTC is subject to situational variables. Similar to Kang's study (2005) they found topic, background knowledge, teacher, and peers as factors influencing the WTC of Turkish learners.

These previous studies on WTC conducted in the Turkish context focused on the students from different departments of different colleges. Whereas, the factors that influence the prospective teachers' L2 WTC remain under-investigated. Since these students will be the teachers of English, who will be role models for their future students, it is supposed to be important that we should know to what extent they are willing to communicate.

The focus of this study is specifically willingness to communicate of English language teaching ELT students, who have passed a proficiency exam in order to study in the ELT department. The researcher, herself, experienced the unwillingness to communicate of some of the students in the speaking aspect so; it is thought that the results of this study would add more cultural perspective to the willingness to communicate in English. Moreover, this study utilizes the personality aspect of the original WTC model and not only the speaking aspect but reading and writing aspects are also considered.

In this context, the significance of this study is that, it is planned to be the first doctoral dissertation in Turkey investigating prospective teachers' feelings about communication with other people both inside and outside of the classroom, their attitudes towards learning English and international community, motivational intensity to learn English, communication anxiety, and perceived communication competence. Finally, it is believed that investigating their instructors' perceptions about their students' WTC will provide a more comprehensible perspective to the problem.

To sum up, the empirical studies mentioned above show that the relationships between L2 WTC and variables such as motivation, attitude, self-confidence, and communicative competence, are different when it is considered from a cultural

perspective. However, they revealed that self-perceived communication competence, communication apprehension and motivation served as the most significant predictors of WTC in English in second and foreign language classrooms in different contexts. The next section will present a more comprehensive review on L2 WTC and individual learner differences as predictors of WTC in second or foreign language.

2.2.4. Individual Difference Variables as Predictors of Willingness to Communicate

Dörnyei (2005: 1-4) describes individual differences (ID) as “characteristics or traits in respect of which individuals may be shown to differ from each other”. According to Dörnyei ID constructs refer to the dimensions of enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree. When describing ID taxonomies he explains that the concept of individual differences is rather loose and among those personality, ability, aptitude, and motivation are seen as principal learner variables. Two other factors, which are accepted as important contributors to success in mastering a foreign language, are learning styles and learning strategies. Some other known learner characteristics are anxiety, self-esteem, creativity, willingness to communicate and learner beliefs.

Dörnyei (2009:182) views IDs as important mediating variables in the SLA process, explaining a significant proportion of learner variation in L2 attainment and performance. He also adds that IDs act almost like filters or ingredients of a chemical substance in which SLA burgeons. According to him: (1) IDs exist in the sense that we can identify, define, and operationalize them in a rigorous scientific manner; (2) IDs are relatively stable attributes; (3) different IDs form relatively monolithic components that concern different aspects of human functioning and that are therefore only moderately related to each other; and (4) IDs are learner internal and thus independent from external factors from the environment. Dörnyei gives five best known ID factors in SLA-language aptitude, motivation, learning/cognitive styles, learning strategies, and anxiety.

Learners in one class may have much in common, for instance they have the same teacher, follow the same course book or curriculum, but they show very different level of achievement. Johnson (2001) argues that these differences must have been within ourselves, with what we ourselves bring to the learning task. She divides these

individual differences into three categories, cognitive variables, which relate to the mental makeup of the person, affective variables, which relate to the feelings, and the third set of factors is the personality variables. Similarly, Chastain (1988: 121) states that some of the affective factors that influence the development of second-language skills are self-concept, attitude, perseverance, internal versus external locus of control, introversion versus extroversion, interests and needs.

In addition to researchers, language policy makers, too, are strongly concerned with affective factors in the classroom. The Council of Europe's Common European Framework of Reference state that one of the necessary areas to deal with in language teaching is 'existential competence, which includes attitudes, motivation, values, self-confidence and self-esteem. These all are considered to be strong influences on learners while they are communicating with others and on their ability to learn' (Veronica & Arnold, 2009).

As it was reviewed in the previous section, there are a number of variables that have potential impact on WTC in English. Some of these variables influence individual's WTC in L2 directly, whereas others influence indirectly. In order to understand the relationship between WTC and its determinants in L1 and L2, a comprehensive review of the empirical studies were given in the previous section (2.2.2; 2.2.3).

The focus of this study is on some effective variables, such as; motivation, anxiety, attitudes, self-confidence, self-perceived communication competence, and personality variables, especially extraversion/introversion, which are considered to have impact on WTC in second or foreign language classes. That is why; in next sections some of these relevant variables will be reviewed.

2.2.4.1. Linguistic Self-confidence in Second Language Communication

Self-confidence refers to the belief that a person has the ability to produce results, accomplish goals, or perform tasks competently (Dörnyei, 2005). It is also seen as a motivational factor consisting of belief in one's ability to learn an L2 successfully by Ellis (2011). Among a number of variables, self-confidence has been found to be the most effective antecedent of L2 WTC by many researchers (Cao, 2009; Clément, Baker, & MacIntyre, 2003; MacIntyre, Charos, 1996; MacIntyre et al., 2001; Xie, 2011;

Yashima, 2002). Dörnyei (2001) points out the importance of protecting learners' self-esteem and increasing their self-confidence and asserts that they are like the foundations of a building. If one lacks self-confidence, they easily lose faith in their capabilities and probably give up. On the other hand, learners with strong sense of self-efficacy can be more successful to approach threatening situations with confidence. The Council of Europe's Common European Framework of Reference, too, considers attitudes, motivation, values, self-confidence and self-esteem to be strong influences on learners while they are communicating with others (Veronica & Arnold, 2009).

According to Clément (1980), self-confidence influences one's WTC in L2 and one's self-confidence in language ability and anxiety level can better predict achievement than the speaker's attitude toward the second language group. Clément described self-confidence as relatively enduring personal characteristics that was composed of two key constructs: 1) perceived competence and, 2) lack of anxiety. In other words Clément considers self-confidence as a latent variable defined by lack of anxiety and perceived communicative competence. In his study in Canada with Francophone students, he found out that self-confidence was highly positively correlated with their oral language production.

Clément et al. (2004) extended the applicability of the self-confidence construct and showed that it is also a significant motivational subsystem in FLL situations where there is little direct contact with L2 members but considerable indirect contact with the L2 culture through the media.

A number of researchers stated the significance of self-confidence in their model of WTC in L2, and investigated the role of it in their studies. Examples from these studies are briefly discussed below.

MacIntyre et al., (1998) stated the significance of self-confidence in their model of WTC in L2. They proposed a number of cognitive and effective factors such as, motivation, personality, intergroup climate, and two levels of self-confidence that cause WTC in L2. The first level of self-confidence is described as state communicative self-confidence and the second level is labeled as L2 self-confidence. They 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, with six

layers and placed self-confidence in layer IV of their WTC model (See Figure 3, Heuristic Model), which stands for the overall belief in being able to communicate in L2 in an adaptive and efficient manner (551). According to them, this kind of self-confidence can be affected by the self-evaluation of L2 skills, a judgment made by the speaker about the degree of mastery achieved in L2 and language anxiety when using a L2.

Yu (2009) argues that the desire to interact with a specific person and state self-confidence are considered the most immediate determinants of WTC. The desire to interact with a specific person comes from a combination of affiliation and control motives. There are some other studies which suggest that self-confidence can predict language achievement (Baker & McIntyre, 2000), affect one's WTC in the L2 in a given situation (Yashima et al., 2004), L2 self-confidence and attitudes towards international community are two predictors of L2 WTC (Ghonsooly et al., 2012).

Yashima et al. (2004), as previously detailed above, investigated the results and antecedents of willingness to communicate in a second language. They found out that both state and trait variables, including self-confidence, intergroup motivation, intergroup attitudes, and personality, were shown to affect one's WTC in the L2 in a given situation.

In 2011, Xie carried out a research study with high school Chinese students and found that self-confidence could indeed be a major factor influencing WTC. The researcher convinced that as learners' self-confidence increased over-time, so did their willingness to communicate in an L2,

In the Iranian setting Ghonsooly et al., (2012) examined the willingness to communicate in the second language and its underlying variables among non- English major students in Iran. The data were collected from 158 Iranian undergraduates (humanities and engineering students) by using a questionnaire. The aim was to investigate students L2 WTC construct, compare the two groups, and to test the proposed model. The results revealed that L2 self-confidence and attitudes towards international community were two predictors of L2 WTC in the Iranian context. The researchers found no significant difference between groups, except for communication anxiety and motivation. Humanities students were found to be more anxious than

engineering students ($M= 54.23/ M=37.57$) but engineering students were found to be more motivated to learn English than humanity students. In other words engineering students were less anxious but more motivated to learn English. When the model was tested, significant positive paths were obtained from L2 confidence for the engineering students.

According to Bektaş (2005) linguistic self-confidence is defined as the combination of a lack of communication anxiety and a higher perceived communication competence. In her study, as it was mentioned in detail in Chapter 2.2.3, she examined the interrelations among students' willingness to communicate in English and other variables in the Turkish setting. It was revealed that students' perceptions of their personalities were directly related to their linguistic self-confidence. These students' willingness to communicate was found to be directly related to their attitude toward the international community and their perceived linguistic self-confidence. Students' motivation to learn English and their personality in terms of being an introvert or extrovert were found to be indirectly related to their willingness to communicate through linguistic self-confidence (See Figure 5).

In conclusion, as it was mentioned in detail in Chapter 2.2.3, among a number of individual variables, self-confidence, which refers to the belief that a person has the ability to produce results, accomplish goals, or performs tasks competently, has been found to be an important antecedent of L2 WTC in different contexts by several researchers. We should not underestimate the impact of students' judgments of their personal capabilities. On the contrary, by developing positive and friendly atmosphere in classes, we should try to diagnose the sources of their negative judgments about their capacities and provide them opportunities to overcome this drawback.

2.2.4.2. Self-perceived Communication Competence

In the late 1990s various research studies revealed that communication apprehension and self-perceived communication competence were the two strongest predictors of WTC in English (Baker, S. C., & MacIntyre, P. D. 2000; MacIntyre, P. D., Clément, R., Conrod, S. 2001). These two factors, communication apprehension, the level of fear associated with actual or anticipated communication, (McCroskey, 1977: 78) and self-perceived communication competence, which is conceptualized as the

feeling that one has the capacity to communicate affectively at a particular moment (MacIntyre et al., 1998) were combined into one construct in some L2 studies (MacIntyre et al., 1998; Yashima, 2002; Yashima et al., 2004). However, in Matsuoka's (2006) study, perceived competence and communication apprehension were separate components that were not strongly related to each other ($r=-.31$). She concluded that some learners can experience a high level of communication apprehension even if they have a high level of perceived competence.

In some studies, it was also found that students who perceived themselves as competent in communicating are more willing to initiate communication (Cao, 2011; Bektaş, 2005; Hashimoto, 2002; Matsuoka, 2006; Peng and Woodrow, 2010; Yashima, 2002). Their studies suggested that students who were less anxious and had high perceived confidence seemed to be more willing to communicate inside the classroom. Cao (2011) investigated the dynamic and situated nature of WTC in second language classrooms and found that situational WTC in L2 classrooms emerged from the joint effects of individual characteristics including self-confidence, personality, emotion and perceived opportunity to communicate, classroom environmental conditions.

Similar to Bektaş'(2005) study, which revealed a direct relationship between students' willingness to communicate and their attitude toward the international community, and perceived linguistic self-confidence, Atay & Kurt (2009), too, found a strong positive correlation between perceived competence and L2 WTC in the Turkish setting.

2.2.4.3 Motivation

Another factor that is cited to explain why some L2 learners are more successful than others is individual motivation (Dörnyei, 2005; Zafar & Meenakshi, 2012). In language learning, motivation is regarded as an important issue and it is necessary to think about options to develop greater motivation in the students. It is described as 'effort, desire and attitude toward learning' (Dörnyei, 2005: 68). It is argued that without sufficient motivation, even learners with remarkable abilities cannot accomplish long-term goals. According to Dörnyei (2001: xii/295), 'motivation is a multifaceted psychological phenomenon, and understanding how to enhance and maintain learners'

motivation in the language classroom is a primary concern for teachers interested in facilitating second language acquisition’.

It is asserted that when a learner lacks motivation, it is hard to concentrate on the task, which creates a disadvantage for language-learning situation (Vero`nica & Arnold, 2009). They emphasize that in such a situation there will be less energy for the task and in addition to this negative feelings will generate and learning experience will become unpleasant, and thus less effective. Similarly, Krashen (1985) argues that non-threatening classroom atmosphere fosters self-confidence, and that high motivation is very important. He points out the importance of comprehensible input and adds that it is not enough: the learner should be ready to receive the message. Language acquisition will not be possible if the learner is not motivated, lacks of self-confidence, or feels afraid of making mistakes or being humiliated by others in class.

The initial impetus in L2 motivation research came from Gardner & Lambert (1972, as cited in Dörnyei, 2005:67). They regarded the motivation to learn the language of the other community as the most important influence responsible for enhancing or hindering intercultural communication and affiliation. They adopted a socio- psychological approach that was based on the assumption that ‘students’ attitudes toward the specific language group will determine their success in that language’. They made the distinction between integrative motivation and instrumental motivation. In their definition, integrative motivation is positive attitudes toward the target language group and a willingness to integrate into the target language community, whereas instrumental motivation refers to practical reasons for learning a language, such as to gain social recognition or to get a better job.

Gardner (1985) established a model of motivation in second language learning called the Socio-educational Model of Second Language Acquisition, which has dominated the field. In the model, two classes of variables, integrativeness and attitudes toward the learning situation are said to contribute to the learner’s level of motivation, and these three classes of variables are said to form integrative motivation (See Figure 6). According to Gardner, in order to describe the phenomenon of motivation, three elements, attitudes toward learning the language, desire, and motivational intensity, are required.

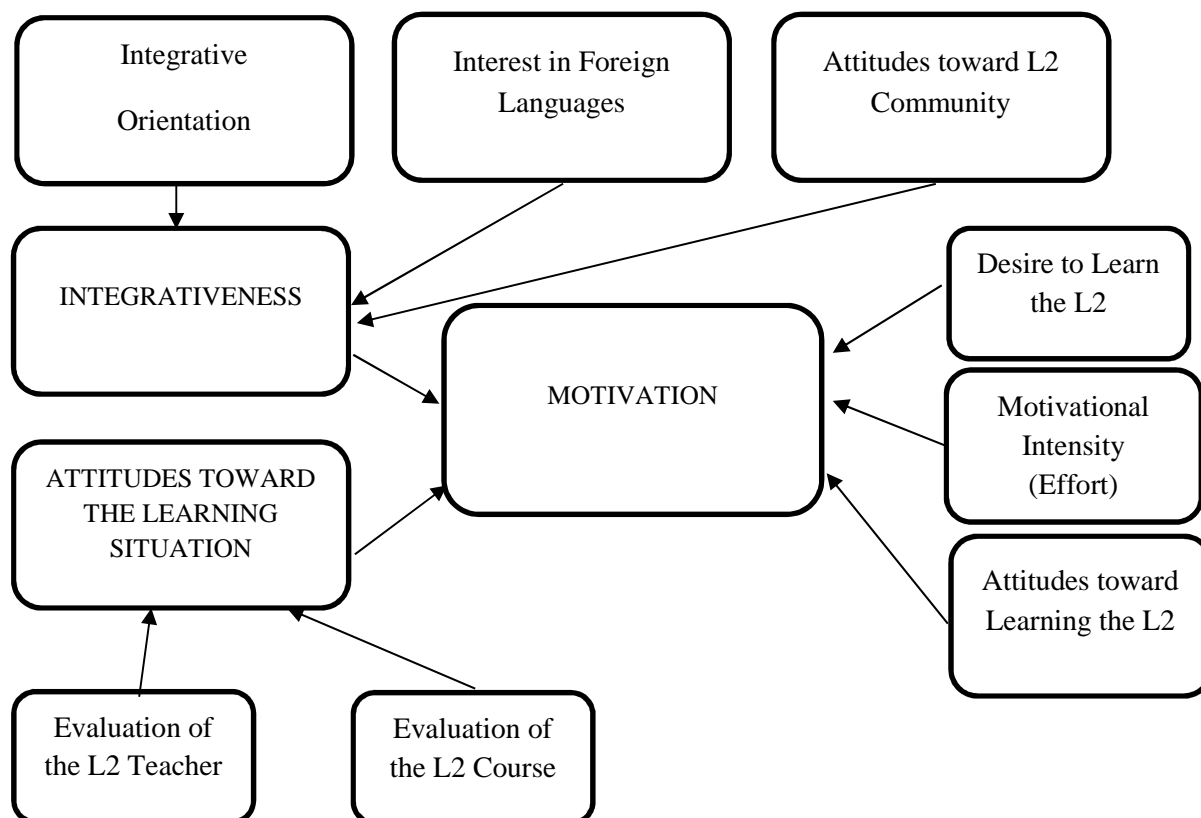


Figure 6. Schematic Representation of Gardner's (1985) Conceptualization of the Integrative Motive.

The Socio-educational model is not without critics. Dörnyei (1994), Oxford and Shearin (1994), have been critical of its influence and suggest broadening the scope of L2 motivation studies by utilizing other motivation theories from the field of psychology. It is also criticized that the results of motivational studies are vague and do not present an obvious relation among variables (Au, 1998). According to Gardner, on the other hand, the inconsistency of the results of different studies is due to the use of different measures, the violation of statistical in data analysis and contextual variations.

A number of researchers investigated university students' WTC in English and the interrelationships among the individual difference factors such as their self-perceived communication in English, communication apprehension, motivation, attitudes and personality, related to WTC in L2. They found direct or indirect relationships between motivation and WTC in L2 (Bektaş, 2005; Jung's 2011; Kim, 2004; MacIntyre, Baker, Clément, & Conrad, 2001; MacIntyre, Baker, Clément, and Donovan, 2003; Matsuoka, 2006; Peng, 2007; Peng and Woodrow, 2010; Sun, 2008;

2010; Yashima, 2002; Yashima et. al., 2004; Yu, 2009; Wen and Clément, 2003; Ghonsooly et al., 2012). More details about these studies were given in the previous section. The focus here is on motivation and WTC relationship. Some of these studies examining relationships between motivation and WTC in L2 are exemplified below.

Matsubara (2007) determined to reveal the relationship between motivation and group dynamics components and WTC scores and classroom group dynamics among a group of 237 rural Japanese non-English-major university students. The study, therefore, incorporated classroom related variables as well as motivation components among Japanese EFL learners. Matsubara's study revealed that several motivational factors and classroom group dynamics factors were identified as a result of Principal Components Analysis (PCA). A total of seven factors were identified. Three factors were identified from motivation items and four factors were identified from classroom group dynamics items. Among the several classroom group dynamics components that emerged, Student-centered Approach and Intergroup Approach Tendency showed significant influences on students' WTC. Both Motivational Intensity and Intergroup Approach Tendency were previously identified in Yashima's (2002) study. This study obtained a similar result in terms of motivational components among rural students. This study also revealed four factors of classroom group dynamics. In a previous study, Matsubara (2004, 2006) identified Student-centered Approach as a classroom dynamics factor in a similar population. Matsubara's study revealed similar results. In addition, two factors concerning attitude towards group work were identified. These two identified factors, Preference for group activity and Effectiveness for group activity provided information on the students' attitude towards group activity within the classroom. One more factor that was identified as a classroom dynamics factor was Group Cohesion. Clément et al. (2003) used these items to show the relationship of motivation and group dynamics among Hungarian students. The study also identified Group Cohesion as a classroom dynamics factor among Japanese students.

Peng (2007) examined the relationship between L2 WTC and integrative motivation among 174 college students attending an intensive English language program in China. This study was based on a hybrid framework of the WTC model and the socio-educational model. The results from the questionnaire and interview showed that Chinese students' L2 WTC tendencies in their EFL classes were low. Using

correlational analysis and multiple regressions to explore the predictive effect of integrative motivation on L2 WTC, Peng found that integrative motivation accounted for a small proportion of variation in L2 WTC. Motivation was the strongest predictor of L2 WTC, while attitudes towards the learning situation did not predict L2 WTC. More recently the results of Peng and Woodrow's (2010) study showed that classroom environment predicts WTC, communication confidence, learner beliefs, and motivation. It was found that motivation influenced WTC indirectly through confidence. A direct effect of learner beliefs on motivation and confidence was also identified.

Yu (2009) examined the WTC construct in a Chinese college setting by adapting variables from four theoretical resources in a Chinese setting. When relationships between affective variables and WTC were examined, it was found that motivation had direct effect on CA and SPCC and indirect relationship with WTC in English through the mediation of CA and SPCC. The relationship between CA and motivation was negative, indicating that more motivated students would have less apprehension.

Sun (2008: 69) investigated motivation of non-English major students in Taiwan and found that students valued knowing various cultures and people and this result implied that students who had integrative motivation would most likely actively interact with foreigners. It was also observed that when students' learning English was instrumental, they learned for their immediate needs such as when looking for a job or need English for promotion. The researcher concluded that students' motivation and WTC using English in conversation class may change when the socio-cultural factors such as teacher's attitude and learning environment changes (See Chapter 2.2.3 for details).

In Jung's (2011) study, in the Korean context, a direct path from motivation to WTC was found. It was also revealed that there was a direct path from motivation to English communication confidence. The findings of her study in terms of the paths from communication confidence to WTC, motivation to confidence, and attitudes to motivation were supported by previous research studies (Yashima, 2002; Kim, 2004). However, the path from motivation to WTC was not confirmed by some research findings (MacIntyre and Charos, 1996; Yashima, 2002; Kim, 2004; Bektaş, 2005). Interview results of the study showed that students consider motivation as an influential

factor to their WTC. Their English competence is the most influential factor for their WTC in English, though.

Matsuoka (2006: 76) investigated how individual difference variables are related with L2 willingness and English proficiency in the Japanese setting and found that SPCC was the most influential factor contributed to the prediction of L2 WTC (22%), and motivational intensity was the fifth factor, 3% for a total of 45%. She concluded that when learners have a positive international posture, their motivation and their level of self- efficacy will be raised.

MacIntyre & Charos (1996), in their study, found that WTC in L1 was a predictor of frequency of communication in a L2, whereas motivation was a predictor of WTC, frequency of communication in a L2, or both. The students with greater motivation for language learning reported that they used the language more frequently. It was also found that personality traits influenced motivation and WTC.

In the Japanese context, Hashimoto (2002) replicated MacIntyre & Charos's (1996) study and found a significant a path from WTC to motivation. In the original study, the path was not significant, though. In addition, a path from perceived competence was found to exert a strong and direct influence on motivation from a data-driven path. For more examples in different contexts see Chapter 2.2.3.

Finally, in the Turkish context, Bektaş (2005) found that college students were somewhat motivated. In her study, the qualitative analysis results revealed that students' main motivation to learn English is instrumental rather than integrative, and extrinsic rather than intrinsic. She also found that students on one hand are motivated to learn English to have a better life, but on the other hand they resist the idea that they have to study the prep class before taking their major subjects in their departments. She found an indirect relationship between motivation and WTC and asserted that this finding is similar to Japanese and Korean contexts. She, also, concluded that motivated students perceive their language competence to be higher than less motivated students, and the ones who have more positive attitudes are motivated to learn English. As it was discussed above, the findings of various researchers remain inconsistent in the relationship between these two mentioned variables, motivation and WTC in English. In this study, for Turkish students' whose majors are English, international posture was

examined in relation to WTC in English in the Turkish context, where a majority of students may not have much opportunity to meet people from American or English cultures.

2.2.4.4 Attitudes and International Posture

Language attitude has been indicated as one of the important factors in predicting the level of success in L2 learning. Baker (1992) describes attitude as ‘a hypothetical construct which is used to explain the direction and persistence of human behavior’ (p. 10). However, Jung (2011) indicates that, for students, the attitudes they develop are not just toward the English language but reflect all the subjective feelings associated with learning a new subject. It is assumed that attitudes towards society are important in L2 and foreign language teaching (Johnson, 2001). According to Schumann’ acculturation theory, which is the process by which the learner becomes adapted to a new culture, learners’ view of the L1speakers and their culture, society, and her willingness to become a member of that group is an important factor in learning a second language (1978, as cited in Ellis, 2011). Positive attitudes towards the target language, its people, culture were found to be factors facilitating L2 learning. According to Johnson, attitudes towards the native speakers of the foreign language you try to learn may be very important. It is believed that when people dislike or hate the native speakers of a particular language, it is a waste of time trying to learn that language. As Gardner (1985) points out unlike other school subjects, learning a second language requires learners to familiarize themselves with the characteristics of other cultures and the success of the learner depends on the attitude held towards these other cultures.

As it was discussed in Chapter 2.2.4.3, Gardner’s (1985) Socio-educational Model proposes that two basic attitudes, integrativeness, and attitudes towards the learning situation, influence the learners’ the level of l2 learning motivation. In MacIntyre et al.’s (1998) WTC model intergroup attitudes are interpreted as integrativeness, fear of assimilation, and motivation to learn L2. In the Japanese EFL context, Yashima (2002), and similarly Bektaş (2005) in the Turkish English as a foreign language context, assumed the “international posture’ construct as a replacement for ‘integrativeness’ in order to capture EFL learners’ attitudes toward the international community. Yashima (2002: 57) defined international posture as an

interest in foreign and international affairs, willingness to go abroad to study or work, readiness to interact with intercultural partners, and a non-ethnocentric attitude toward different cultures. The findings of some recent studies related to attitudes of learners towards international community and learning English from Asian contexts are briefly given below. For more details about these studies see Chapter 2.2.3.

Jung (2011) investigated Korean students' WTC in English and individual difference factors related to WTC. The findings revealed that students had positive attitudes, which indirectly affected WTC in English. The findings of her study in terms of the paths from communication confidence to WTC, motivation to confidence, and attitudes to motivation were supported by previous research studies (Yashima, 2002; Kim, 2004). Attitudes indirectly affected WTC in English. Students' attitudes and their personality were found to be correlated each other.

Yu (2009) examined the WTC construct in a Chinese ELT college setting and found that attitudes of the participants towards the learning situation was the best predictor of WTC in English ($\beta = .192$) among the four predictors, integrativeness, attitudes towards the learning situation, motivation, and instrumental orientation.

Sun (2008) investigated motivation of non-English major students in Taiwan and found that students' attitude toward learning English was not high. The researcher concluded that students' motivation and WTC using English in conversation class may change when the socio-cultural factors such as teacher's attitude and learning environment changes.

Ghonsooly et al. (2012) examined the willingness to communicate in the second language and its underlying variables among non-English major students in Iran and their study results revealed that L2 self-confidence and attitudes towards international community were two predictors of L2 WTC.

International posture, which refers to 'interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and, one hopes, openness or non-ethnocentric attitude toward different cultures, among others', was first studied in relation to WTC in English by Yashima (2002: 57). According to her, there are four variables that combine to form international posture; interest in foreign affairs (IFA), intergroup approach-avoidance tendency

(AAT), interest in international vocations/activities (IVA), and intercultural friendship orientation in English learning (IFO). The details of these variables will be discussed in detail in the instrumentation section. It appeared in Yashima's (2002) study that international posture influences motivation, which, in turn, influences proficiency in English. In addition to this indirect path, a direct path from international posture to WTC in a L2 was significant. In another study, Yashima et al. (2004) investigated the results and antecedents of willingness to communicate in a second language and found out found a significant path from international interest to WTC in L2. The path was not strong, though. It can be concluded that when students are internationally oriented, they are more willing to communicate and more motivated to study or learn English. Although Yashima demonstrated a direct relation between students' WTC in English and their international posture in EFL context, Clément et al. (2003) shows an indirect relation through linguistic self-confidence between WTC and International posture in an ESL context. Similarly, Kim (2004), in the Korean context and Min (2010), in the Chinese context did not find a direct relationship between students' international posture and their WTC in English.

In the Turkish context, Kızıltepe (2000) attempted to investigate the attitudes and motivation of Turkish learners towards English and found that the most important reasons for learning English for Turkish students are instrumental purposes: finding work after graduation after university and using the internet. In her study, she also revealed that most of the Turkish learners in her study have only a moderate interest in the British and the American communities and culture and having conversations with British and American people was regarded as unimportant.

Üzüm (2007) investigated the attitudes of university students towards English language and English speaking societies by employing a mixed research design. He found that Turkish learners at sampled universities had favorable attitudes towards English language and speakers as a result of their interest in the cultural products of the English speaking societies and the instrumental value of English as a global language. However, a significant finding of the study was that students possess undecided opinions regarding American movies. It was also revealed that most of the respondents are of opinion that Turkey has not had friendly relations with Britain throughout its

history. He concluded that students like the people, language, culture of these groups, but what they do not like is mainly their state policies.

Another example from the Turkish EFL context is Bektaş' (2005: 129) study, the results of which indicated that non-major college students had positive attitudes toward international community, and their willingness to communicate in L2 was found to be directly related to their attitude toward the international community and SPCC. According to her, students who have positive attitudes toward international community are motivated to learn English, and their level of motivation leads to WTC by affecting their perceived competence. Her findings are consistent with Yashima (2002) and Yashima et al. (2004), but in the Korean context, Kim (2004) found an indirect relationship between their motivation and attitudes through confidence in English communication.

2.2.4.5. Personality

Personality traits are the most important factors that influence WTC. There are a number of personality characteristics that may affect L2 learning such as; extraversion vs. introversion, self-esteem, inhibition, risk-taking, anxiety. In this study, only extraversion-introversion dimension of personality was measured. Extraverts are considered sociable and impulsive. They seem to dislike solitude, take risks, and impulsive and receive energy from outside sources. Whereas, introverts are believed to be introspective, quiet, retiring and reserved. Besides, they are involved with solitary activities and are concerned with the inner world of ideas.

As for the relationship between extraverted learners and success in L2, SLA research suggests that the more extravert language learners would increase the amount of input (Krashen, 1985), and prefer communicative approaches, the more they are likely to join group activities (McDonough, 1986). Therefore, they increase their interaction in the language which maximizes the language output (Swain, 1985). The output hypothesis claims that it is important how much language the learner himself produces. When it is considered that extraverts produce more than introverts, it can be imagined that output hypothesis would predict more success for extroverts (Johnson, 2001: 141).

In MacIntyre et al.'s (1998) heuristic model, personality is at the bottom of the layer, based on the belief that personality factors would influence L2 WTC indirectly. It was found in various research studies that personality plays an indirect role on WTC through other affective variables such as attitudes, motivation, and confidence. To give some examples: in Bektaş' (2005) study the perceptions of students of their personalities were directly related to their linguistic self-confidence and indirectly related to L2 WTC; MacIntyre & Charos (1996) in their final model, found that five global personality traits, extraversion, agreeableness, conscientiousness, emotional stability, and intellect were related to motivation and L2 WTC through attitude, integrativeness, L2 anxiety, and perceived competence, whereas context directly influenced the L2 communication frequency. Yashima et al. (2004) investigated the results and antecedents of willingness to communicate in a second language in a study and found out that both state and trait variables, including self-confidence, intergroup motivation, intergroup attitudes, and personality, were shown to affect one's WTC in the L2 in a given situation; in Matsuoka's (2006) study the analysis results indicated that four independent variables contributed to the prediction of L2 WTC. SPCC was the most influential factor contributed to the prediction of L2 WTC (22%), and the second strongest factor was introversion (11%); MacIntyre et al. (1999) investigated, among other variables, the relationship between WTC, and personality and found that personality traits, extraversion, and emotional stability influenced WTC through self-esteem, CA and SPCC. For more examples of research on personality see Chapters, 2.2.2 & 2.2.3.

To sum up, even though personality does not directly influence learners' WTC in L2, it certainly shapes the way people respond to their learning environment. It is concluded that students' personality characteristics is related to their active class participation.

2.2.4.6. Communication Apprehension/Anxiety

That is undoubtedly true that learners bring many individual characteristics to the learning process. One of the characteristics that has been subject to considerable amount of investigation is anxiety. In recent years foreign language researchers have paid considerable attention to the effects of it on language learning and demonstrated

that language anxiety is most closely related to the acquisition of a foreign language (Horwitz et al., 1986). They pointed out that anxiety prevents learners from reaching their goals and students' unrealistic beliefs about language learning negatively affect the development of foreign language performance.

Horwitz et al. (1986) define language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. They identified three varieties of foreign language anxiety; *Communication apprehension*, which is viewed as a type of shyness characterized by fear or anxiety about communicating with other people, *test anxiety*, which is a fear of feeling in test situations. It is an unpleasant experience held consciously or unconsciously by learners in many situations. *Fear of negative evaluation* is defined as apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively. Horwitz (2001) noted in a review of the literature that there is something unique about language learning anxiety which is separate from other types of anxiety and language anxiety, as a significant variable consistently and negatively impacts upon language performance.

While explaining affective individual factors about second language learning Gass & Selinker (2008) state that anxiety, competitiveness as well as shock in a new, perhaps uncontrollable situation can make the language learning situation problematic and stressful. They say anxiety seems to represent a trait that falls within the broader scheme of factors affecting learning but what is not clear whether it is a matter of personality or emotional reaction to a situation, or a combination. Dörnyei (2005) points out that there are two dimensions in the literature that are relevant to understand anxiety: beneficial/facilitating vs. inhibitory/debilitating anxiety and trait vs. state anxiety. The first dichotomy refers to whether or not anxiety can be a positive or a negative force in learning and the second refers to whether anxiety is part of an individual's makeup across many situations or whether it is a reaction in a particular situation.

MacIntyre & Gardner (1991) view anxiety from three perspectives: 1) anxiety as a general personality trait (trait anxiety), which has been shown to impair cognitive

functioning, to disrupt memory, to lead to avoidance behaviors, 2) anxiety as an emotional state (state anxiety), which refers to a transitory emotional state or condition and 3) anxiety that extends consistently over time within a given situation (situation-specific anxiety), which is experienced in a type of situation. According to Gass & Selinker, anxiety and stress are also prevalent in classroom learning as well as in individual learning contexts. They believe anxiety, competitiveness as well as shock in a new, perhaps uncontrollable, situation can make the language learning situation problematic and stressful.

Language anxiety has been shown to correlate negatively with achievement measures such as language course final grades (Horwitz, 1986) and performance on a vocabulary learning tasks (MacIntyre & Gardner, 1989). Gardner & MacIntyre (1993) found that among attitudes, motivation, and anxiety, measures of both classroom anxiety and language use anxiety showed the strongest correlations with several language production measures including a cloze test, a composition task, and an objective proficiency measure. Gardner & MacIntyre found language anxiety correlates more highly with the self-ratings of proficiency than with actual performance on the tests of ability. It was found that anxious students tend to underestimate their ability and less anxious students tend to overestimate their ability (MacIntyre et al., 1997). Communication apprehension has also been widely studied, not only in the field of language education, but also in the field of speech communication (Daly, 1991; Hashimoto, 2002) Although communication apprehension refers to first language anxiety, it is said that it is conceptually similar to language anxiety in that they both refer to anxiety about communicating (Daly, 1991; Horwitz et al., 1986). Much of the research discussed above has demonstrated the influence of affective variables on achievement and other behavioral measures.

Research has consistently found significant high correlation between CA and WTC in foreign or second language (Hashimoto, 2002; Kang, 2005; MacIntyre & Charos, 1996; Matsuoka, 2006; Peng & Woodrow, 2010; Sun, 2008; Yashima, 2002; Yu, 2009). MacIntyre & Charos (1996: 6) preferred the term 'language anxiety' instead of 'communication apprehension'. They investigated the relations between affective variables and WTC construct and revealed that both perceived competence and anxiety influenced WTC. In Hashimoto's (2002) study, in the Japanese context, perceived

competence and L2 anxiety were found to be causes of WTC, which led to more L2 use. Besides, L2 anxiety was found to negatively influence perceived competence, supporting the results of the MacIntyre & Charos' (1996) study.

Yashima (2002) revealed in her study 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 & Charos (1996). Yashima pointed out the importance of reducing anxiety and building confidence in communication in the Japanese context (63).

Findings and results of some more recent studies include Kang (2005), who examined trait-like WTC in her qualitative study. In this study, L2 WTC was described as a dynamic situational concept rather than a trait-like predisposition, and she found security, excitement and responsibility as antecedents to WTC. Matsuoka (2006) showed in her study that communication anxiety is a direct negative predictor of L2 WTC and students who were more apprehensive about communication in the L2 had lower L2 WTC, regardless whether they perceived their confidence as low or high. Sun (2008) examined the anxiety factor and found participants to be anxious when they were asked to communicate in large group settings. The result of WTC questionnaire implied that anxiety is negatively related with WTC because the students were highly anxious to speak to a group of strangers. They were willing to communicate only when were they playing games and talking to a foreigner and participating in small group discussion. Yu (2009: 67) investigated CA in the Chinese setting and found that CA was negatively correlated with WTC in both languages, which suggested that the more the students felt apprehensive, the less willing they would be to communicate. Besides, it was found that CA had direct effect on WTC in English, and an indirect effect on WTC in English through its negative effect on SPCC. Peng & Woodrow's (2010) study suggested that students who were less anxious and had high perceived confidence seemed to be more willing to communicate inside the classroom. In the Chinese setting, Xie (2011) reported that language anxiety negatively affected WTC in L2. The students clearly expressed that they felt nervous when answering teacher's questions or they were afraid that they could not express themselves well. Besides, students felt anxiety in a whole class situation where peer pressure was felt.

The research on issue in Turkey seems to be limited. Kunt (2001) investigated believes about language learning and foreign language anxiety of 882 Turkish speaking university students learning English as a foreign language in North Cyprus and found somewhat lower levels of foreign language anxiety in Turkish-speaking university students of English. The FLCAS mean score of the subjects was 90.79. Her second study (2001) confirmed the findings of the first study. The Turkish-speaking prospective English language teachers reported that they experienced language anxiety, but their mean score, 90.73, was again a little bit lower than the level of the subjects in the previous studies.

Aydın (2001) investigated the test anxiety level of Turkish students as EFL learners and its reasons, effects and results on foreign language learning. They collected data from 114 students by administering a background questionnaire; a test anxiety scale adapted from Sarason's (1984) and found that participants usually had a high level of anxiety. They also found that younger learners felt less confident and relaxed and more anxious than older students. The study also showed that the anxiety of learners affected their motivation, concentration and achievement negatively.

Şener (2010) replicated Ortega-Cebreros' (2003) study, which investigated the anxiety levels of Spanish ELT students. Şener aimed in her study to investigate the anxiety levels of different foreign language anxiety types (speaking, listening, general and test anxiety) of a group of 60, 14 males and 46 females, first year Turkish students studying at the ELT Department of Çanakkale Onsekiz Mart University in 2009. The analysis results of the FLCAS showed the existence of considerable level of anxiety in the foreign language classes. However, it was revealed that Turkish university students do not experience high levels of foreign language anxiety as the Spanish university students do. This finding is similar to the previous Kunt's (2001) in the field. As for the speaking anxiety, speaking seemed to be difficult for some students. Item 30 revealed that 31.7% of the students felt overwhelmed by the number of the rules they had to learn. Students' lack of self-confidence when speaking the foreign language was revealed by the fact that 40 % of them agreed with item 1(I never feel quite sure of myself when I am speaking in English) and 31.7 % disagreed with item 18 (I feel confident when I speak in English in my language class). A similar amount of students (35%) expressed that they got embarrassed to volunteer for the listening anxiety

category. Turkish students experienced more anxiety than Spanish students (items 4 and 29). Turkish students expressed that they felt more nervous and got frightened when they did not understand what the teacher said. The researcher suggested that the instructors should provide more practice on listening activities and to speak clearly and if necessary slowly to decrease the anxiety of the students. In the test anxiety category relatively high level of anxiety was observed by the items 10 and 21 related to the phenomenon of test anxiety but Cebreros (1998) reported higher anxiety levels especially for items 8 and 10. Aydın (2001), too, found that Turkish university students usually had a high level of anxiety in their study. Even though they used a different anxiety scale (Sarason's, 1984), the results of both of the studies confirm each other. Finally, there was a quite high level of concern over foreign language lessons in general. Most of the students felt pressure on preparing well for the language class (item 22) and similar number of them expressed their stress when they forgot things they knew (item12).

However, Bektaş' (2005) study suggests that Turkish college students did not seem to experience much communication anxiety. Communicating among strangers in a large meeting was found to be the most anxiety-provoking situation followed by giving presentations to a group of strangers. However, in those situations, their level of experience was moderate. In addition to this result, examination of the measurement of her proposed model (See Figure 5) revealed that, while all the paths were significant at .01 level, the path from anxiety to linguistic self-confidence was not statistically significant. She concluded that students' anxiety level seem to stem from their worry about their knowledge of grammar, vocabulary, and listening comprehension.

Although students' previous knowledge of grammar, vocabulary and previous language experience may play a positive role in their perception of their communication anxiety, in the present study, it is assumed that both increasing perceived competence and lowering anxiety can help to foster willingness to communicate.

2.3 Chapter Summary

This chapter aimed to summarize the literature on the notion of willingness to communicate and communicative language teaching. It first described communicative language teaching (CLT), which has arisen as a result of the realization that mastering

grammatical forms and structures does not adequately prepare learners to use the language they are learning effectively and appropriately when communicating with others. Then, learner and teacher role in communicative language teaching, the role of interaction in the communicative classroom, the role of communication and communication strategies, and obstacles of communication were defined.

After presenting the communicative language teaching and some relevant issues, a recent addition to the affective variables coming from the field of speech communication “willingness to communicate” (WTC) was defined. Willingness to communicate was initially developed by McCroskey & Baer (1985) in psychology in relation to communication in the first language. For this reason, some research studies, which examined the antecedents of L1 WTC on both trait and state levels, were described and then in order to understand the relationship between WTC and its determinants in second and foreign language, a comprehensive review of the empirical studies were presented.

Finally, some individual difference variables as predictors of willingness to communicate such as; motivation, anxiety, attitudes, self-confidence, self-perceived communication competence and personality (especially extraversion/introversion) were reviewed and examples from several studies in different contexts were presented.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter describes the overall methodological approach pursued in this study by presenting rationale for a mixed design in detail. After presenting the research questions and hypotheses, it first presents the main study with its quantitative and qualitative data collecting procedures, research site, participants, and instrumentation. Then it deals with the pilot study to provide reliability to the instruments of the present study.

Thereafter, quantitative and qualitative data collection procedures, data reliability and validity issues, role of the researcher, analysis procedures and ethical issues are also taken into consideration. The chapter ends with the chapter summary.

3.1. Research Design

The primary aim of the present study is to examine the extent to which Turkish ELT students are willing to communicate in English. It is also aimed to determine variables that promote and/or inhibit WTC in English in Turkish settings. Furthermore, perceptions, opinions, and suggestions about willingness to communicate in English were aimed to investigate of the instructors and students at the ELT department.

In order to pursue this aim, the present study employed a mixed design, which consists of quantitative and qualitative data collection and analysis methods. Taylor & Trumbull (2005) present major similarities and differences between quantitative and qualitative methods and state that the former are objective and reliable and can be generalized to a large population. Whereas, the latter are subjective, generate rich, detailed and valid data. Quantitative research is designed to provide objective descriptions of phenomena and to demonstrate how phenomena can be controlled through specific treatments. Conversely, qualitative research is designed to develop understanding of individuals in their natural environments that cannot be objectively verified (235). As for the role of the researcher in quantitative research, the researcher is objective, which means objective measurements are taken through instrumentations.

Qualitative research is different in that it supports using human judgment in coding, rating interventions, and observations.

In addition two approaches described above Johnson and Onvuegbuzie (2004, as cited in Razi, 2010) claim that there is a third research paradigm, mixed method, which is a bridge between quantitative and qualitative approaches. According to Tailor and Trumbull (2005) mixed-methodology design is better since it uses both methods which can give support and validation to the research findings and add that it employs both inductive and deductive reports. They favor the notion that a skilled researcher should combine the two methods to further provide data to accept or reject their research findings. Similarly, Tavakoli (2012) asserts that the study is strengthened by mixing methods in ways that minimize weaknesses or ensure that the weaknesses of one approach do not overlap significantly with the weaknesses of another. According to him, the goal of mixed design is not to replace qualitative or quantitative approaches, but rather to combine both approaches in creative ways that utilize the strengths of each within a single study.

Tavakoli identifies three main characteristics of mixed method, *timing*, *weighting*, and *mixing* (365). Timing refers to the sequence of the implementation of the quantitative and qualitative data collection and analysis procedures in the study. Weighting refers to the relative importance or priority given to each type of data. Two possible weighting options according to him include giving equal weight to the quantitative (QUAN) and qualitative (QUAL) data or giving one type greater emphasis to one of them. The third characteristic of mixed method, mixing refers how the two methods, quantitative and qualitative, are integrated within the study. Mixing the data, according to Tavakoli, can occur at different stages in the study: during the data collection, the data analysis, or the interpretation of results.

In spite of several advantages, there are a number of weaknesses of mixed designs. It is difficult for the researcher to collect both qualitative and quantitative data simultaneously. It is not easy to understand the complexity of both approaches and to mix data appropriately. Furthermore, it is more expensive than using a single approach.

The most common mixed methods research design is triangulation design, in which a researcher collects both numeric information and text to better answer the

research questions of the study. Triangulation is a procedure which refers to generate multiple perspectives on a single phenomenon by using multiple data sources, investigators, theories or research methods (Cohen et al., 2011, as cited in Tavakoli, 2012: 674). Different types of triangulation include theoretical triangulation, investigator triangulation, and methodological triangulation.

In order to increase the credibility of the research, the researcher decided to gather data from a variety of data sources. In other words she employed theoretical triangulation method to obtain data. To name the sources of data, the researcher, firstly, aimed to obtain numeric data by means of a questionnaire which were piloted and the reliability of which was tested. Then self-reflections, experience, opinions, and feelings of respondents were elicited through semi-structured interviews and observations. Finally, qualitative data were collected from 15 instructors working at the ELT department by means of semi-structured interviews. As Tavakoli expressed often, interviews are triangulated with other methods. The researcher, too, triangulated face-to-face interviews with questionnaires and observations. More detail on instruments will be presented in the instrumentation section.

From the two possible timing options, sequentially and concurrently, the researcher preferred the former option. She collected and analyzed data one after the other, first quantitative and then qualitative data were collected and analyzed sequentially, and both type of data were given equal emphasis during analysis phase by the researcher. This option is generally used in order to explain the quantitative results. In this study the researcher used observation results to purposefully determine most appropriate participants for the qualitative phase. The quantitative results were used to confirm the observation schemes, which provided data to the researcher about willingness and unwillingness of the participants, who were included to the qualitative phase of the research study.

3.2. Research Questions

The primary research question of this study is: What are the Turkish university students' perceptions of their WTC in English inside and outside the class?

The secondary research questions, which will be investigated in this research study are below:

1. What are the Turkish students' perceptions of their motivation, attitudes toward the international community, linguistic self-confidence, and their personality?
2. What are the relationships among students' WTC in English, their motivation, linguistic self-confidence, attitudes toward the international community, and personality?
3. What are the interview students' actual WTC behavior in oral communication and the other modes of communications through writing, reading, and listening?
4. What are the educational recommendations and opinions of the Turkish students about WTC in English?
5. What behavioral actions do students prefer to communicate in English?
6. What is the difference between self-report (trait WTC) and behavioral (state WTC) willingness to communicate construct of the participants?
7. What are the experiences and perceptions, of the instructors in the class and their suggestions, and opinions about the ways to enhance L2 WTC in English?

The study had the following assumptions related to the research questions:

1. It is expected that self-confidence, motivation and attitude toward international community would correlate significantly with students' willingness to communicate in English.

2. It is assumed that students' communication anxiety would be highly negatively correlated with their self-perceived communication competence. It is assumed that personality will be related to self-confidence and WTC.

3. Both increasing perceived competence and lowering anxiety can help to foster willingness to communicate.

4. It is assumed that personality will be related to self-confidence and WTC.

3.3.Setting

The present study was conducted at the English Language Teaching Department (ELT) of Çanakkale Onsekiz Mart University in the winter and spring terms of the

2012-2013 academic year. The university is a state university located in North-West of Turkey.

The ELT department accepts students with scores within the top 7% in the centrally administered English language module of the university entrance exam, and offers day-time and evening classes. The program operates on a basis, comprising a one-year preparatory class and a four-year mainstream training program. Students need to be successful either in the placement test of Foreign Language Examination (YDS), which is administered by Higher Education Council Students Selection and Placement Centre (ÖSYM) or the exemption test, which is delivered following their registration to the department. The exams test their proficiency in English by checking all language skills along with grammar and vocabulary. The ones who are not able to pass the test have to take the preparatory year of English and be successful in exams throughout the year. Otherwise, they cannot take any major area courses at the ELT Department. The reason the researcher preferred to carry out the research study at this site is that she had worked as a fulltime lecturer at the same faculty previously, so she was familiar with the program and it would be practical and suitable to carry out the research at that university.

3.4. Participants

Quantitative data were gathered from 274 students ranging in age from 17 to 28.

Table 3.1.

Class, age and gender distribution of the participants

| | | n | % |
|--------|-------------|-----|-------|
| Class | Preparatory | 74 | 27.0 |
| | 1 | 106 | 38.7 |
| | 2 | 94 | 34.3 |
| | Total | 274 | 100.0 |
| | | | |
| Age | 17-19 ages | 155 | 56.6 |
| | 20-22 ages | 108 | 39.4 |
| | 23-25 ages | 8 | 2.9 |
| | 26-28 ages | 3 | 1.1 |
| | Total | 274 | 100.0 |
| Gender | Female | 177 | 64.6 |
| | Male | 97 | 35.4 |
| | Total | 274 | 100.0 |
| | Total | 274 | 100.0 |

Of these students, 155 (56, 6) were between ages 17-19, 108 (39, 4%) were between ages 20-22, which means they were all young, adult learners. They consisted of 97(35, 4%) males and 177(64, 6%) females. See Table 3.1 for class distribution.

The aim of the department, among other aims, is to assist prospective teachers to develop their communicative competence and encourage them to use the foreign language in classes. For this reason, it is necessary to investigate WTC of major-English students from different levels. In this study, prep groups (74), first year (106) and second year students (94) were included into the study. Students at the ELT Departments are expected to communicate with peers and instructors not only in speaking classes but also in subject specific classes, where they need to discuss different topics, contribute to the course, express their own opinion, talk to their neighbor during pair or group work activities, or ask questions for clarification. The researcher aimed to compare and contrast the willingness to communicate in English of the students from different levels. For this reason, in addition to prep and first year students, the second year students were included in the study group. The reason the third and fourth year students were not included in the research participants is that they have more academic courses and have to attend schools in order to practice teaching English as a part of their curriculum.

The students studying at the preparatory classes had 26 hours of English classes each week, which included 8 hours of Basic English, 7 hours of Reading, 7 hours of Speaking and Listening, and 4 hours of Writing Courses per week in both of the winter and spring terms. The students of the first year classes had 12 hours of English Classes per week in the winter term, which were 3 hours of Contextual Grammar I, 3 hours of Advanced Reading and Writing I, 3 hours of Listening and Pronunciation, 3 hours of Oral Communication Skills. In the spring term these students were responsible for taking 3 hours of Lexical Competence Course per week in addition to the advanced level of the courses they had taken in the winter term. As for the students of the second Year, they had 12 hours of English classes each week in the winter term, which included 3 hours of English Literature I, 3 hours of Linguistics I, 3 hours of Approaches to ELT I, 3 hours of English-Turkish Translation Courses.

Table 3.2.

Gender and class distribution of interview and observation groups

| Class Gender | | n | % |
|--------------|--------|----|-------|
| Preparatory | Female | 3 | 11.5 |
| | Male | 5 | 19.2 |
| | Total | 8 | 30.7 |
| First Year | Female | 5 | 19.2 |
| | Male | 6 | 23.2 |
| | Total | 11 | 42.4 |
| Second Year | Female | 4 | 15.4 |
| | Male | 3 | 11.5 |
| | Total | 7 | 26.9 |
| | Total | 26 | 100.0 |

In the spring term the students had to take 14 hours of English Classes per week, which included 3 hours of English Literature II, 3 hours of Linguistics II, 3 hours of Approaches to ELT II, 3 hours of Language Acquisition, 2 hours of ELT Methodology I.

Table 3.3.

Age, gender and experience distribution of the instructors

| | | n | % |
|--------------------------------------|--------------|----|--------|
| Year of experience at the department | 1-5 years | 1 | 9.10 |
| | 6-10 years | 5 | 45.45 |
| | 11< | 5 | 45.45 |
| | Total | 11 | 100.00 |
| Age | 31-36 ages | 4 | 36.37 |
| | 37-41 ages | 3 | 27.27 |
| | 42-46 ages | 2 | 18.18 |
| | 47< | 2 | 18.18 |
| | Total | 11 | 100.00 |
| Gender | Female | 4 | 36.37 |
| | Male | 7 | 63.63 |
| | Total | 11 | 100.00 |
| | Total | 11 | 100.00 |

For the qualitative aspect of the study, which could reveal the selected students' actual WTC behavior and predictors of their willingness to communicate in English, the researcher selected 26 students among 274 students who completed the questionnaire.

According to Kvale's (1996, as cited in Bektaş, 2005) criteria, the number of the interviews tends to be around 15 ± 10 . Following Kvale's criteria, the number was determined to be 22 participants. See Table 3.2 for gender and class distribution.

In order to generate multiple perspectives on WTC construct of the students, the qualitative data were collected from 11 instructors working at the ELT department. See Table 3.3 age, gender and experience distribution of the instructors.

3.4.1. Sampling Procedures and Methods

From the two different types of sampling procedures, probability and nonprobability methods, nonprobability method was employed in order to collect quantitative and qualitative data from the students. Nonprobability sampling methods include purposive samples, volunteer subjects, and quota sampling (Bartels, 2005). In this study, among the ELT Department classes only preparatory, the first and second year students were added in to the research sample to provide quantitative data. Similarly, in order to collect qualitative data, purposive samples were used since the researcher wanted to collect data from both students who were willing to communicate and ones who were less willing to communicate in English.

To determine the participants of the semi-structured interviews and observations the researcher employed the purposeful sampling method and followed the following procedure:

Procedure 1

Firstly, the researcher presented the topic of the study to the instructors and clearly explained them the aim of the research project. Then, she told the instructors that she would require to observe the lessons in which either a theme or topic would be discussed by the class as a whole or the students would be required to carry out topic-based activities. Next, the students were reminded by both the researcher and their instructor that the data obtained during the observation sessions would in no way be used for assessment purposes and would remain confidential. They were also told to concentrate on their activities and ignore the observant.

Procedure 2

It is stated by Mackey & Gas (2005) that in highly structured observations, the researcher utilizes a detailed checklist or rating scale, which can facilitate the recording of details. For this reason, before attending the classes the researcher developed a “WTC Classroom Observation Scheme” (See Appendix G).

Procedure 3

Starting from the 26th of November, 2012, the researcher attended the lessons of different classes in which a theme or topic was discussed by the class as a whole or the students were required to carry out topic-based activities. Within two weeks she had a general idea about the students who were willing to communicate in English or not. After determining one willing and one less willing student to communicate in English in each class, she talked to them individually and agreed with them on conducting interviews. Apart from her own observations, the researcher agreed with the instructors of each class, too, about the willingness or unwillingness of the students who were chosen by her. In total, 22 students were selected as the participants of the interviews and observations.

3.5. Instrumentation

Since the present study was a mixed design, which combined both qualitative and quantitative approaches during the data collection phase. The instruments employed in this study included a questionnaire, a scale, classroom observations, and semi-structured interviews. These instruments were detailed below.

3.5.1. Pilot Study

Before the main study, a pilot study was planned to confirm the existence of the factors that the scale was assumed to measure, establish internal-consistency reliability, discover any problems in the administration of data collection, assess the clarity, duration, and layout of the questionnaire, to find out the appropriateness of the language or any misunderstanding of the statements in the questionnaire, and see whether the respondents would respond in the anticipated manner.

The WTC scale used in this study was modified from McCroskey (1992). The original scale did not include items regarding students' willingness to talk to their teachers, so it seemed to be more appropriate to include items assessing their willingness to communicate in English with their teachers. 16 items were used to test Turkish ELT students' willingness to communicate.

The scale used in the pilot study included 47 items in total, which were collected and modified from a number of studies (Bektas, 2005; Gardner & Smythe, 1981; Matsuoka, 2005; Yashima, 2002). The items were measured with a 5-point Likert Scale (1= strongly disagree...5= strongly agree). A contact e-mail address and thank you note were added in order to show appreciation to the participants for their assistance. In order to confirm the existence of the factors that the questionnaire was assumed to measure, the pilot study was conducted with students (n=43) studying at the ELT Department of Çanakkale Onsekiz Mart University, in Western Turkey in early December of 2012. The piloting group comprised students, consisting of twenty-two males and twenty-one females, studying in Class 2-B Evening group (n=29), and 2-A Day Group (n=14). Their age ranged from 18 to 29, with an average of 19.69.

The scale was translated into the native language of the participants in order to increase the return rate. A back translation method was employed to verify the compatibility of item translations from English to Turkish. Back translation is defined as a method of translation in which "a text is translated into another language and then back into the first to ensure that it is equivalent enough that that results can be compared" by American Psychological Association (2002, as cited in Yu, 2009).

The following procedure was followed: In order to test whether the intended meaning of the scale has been changed, the researcher intended to compare the original and the back translated versions of the measure in the source language. Therefore, an experienced colleague who was an ELT instructor at the department for years translated all the statements from English to Turkish. Then the Turkish version was translated into English by another colleague. Thereafter, another colleague rated each sentence in the scale from 1 to 10 by regarding if each sentence reflected the exact meaning as it was in the original one. The rater's average score was 9.97. The results showed that the translated version of the scale was reliable in its Turkish version (See Appendix O).

Finally, the initial piloting of the scale was processed by having expert opinions from various experts working at the ELT Department and the items of both the questionnaire and the scale were finalized for the final piloting (Appendix N).

The WTC scale used in this study was modified from Croskey (1992). The original scale did not include items regarding students' willingness to talk to their teachers, so it seemed to be more appropriate to include items assessing their willingness to communicate in English with their teachers. 16 items were used to test Turkish ELT students' willingness to communicate.

The scale included 47 items in total, which were collected and modified from a number of studies (Bektaş, 2005; Gardner & Smythe, 1981; Matsuoka, 2005; Yashima, 2002). The items were measured with a 5-point Likert Scale (1= strongly disagree...5= strongly agree). A contact e-mail address and Thank you note were added in order to show appreciation to the participants for their assistance. In order to confirm the existence of the factors that the questionnaire was assumed to measure, the pilot study was conducted with students (n=43) studying at the ELT Department of Çanakkale Onsekiz Mart University, in Western Turkey in early December of 2012. The piloting group comprised students, consisting of twenty-two males and twenty-one females, studying in Class 2-B Evening group (n=29), and 2-A Day Group (n=14). Their age ranged from 18 to 28, with an average of 19.69.

The questionnaire and the scale were administered by the researcher during class-time after getting permission from the instructor. It took participants 30 minutes to complete the questionnaire. It was observed that the students had no misunderstanding related to the items of the questionnaire and the scale, and had enough time to complete them. The students showed positive attitudes during the administration of the instruments.

During the data analysis phase, firstly, items of the scale 5, 28, 33, 34, 36 designed with a negative code were transferred to a positive code because the scale was mainly designed with a positive code. The quantitative data that came from the pilot study were analyzed by using the Statistical Package for Social Sciences (SPSS 13.0), and the reliability coefficients of each part of the scale were found as the following: Desire to learn English: (Seven Items) (Cronbach's alpha=. 75); Motivational Intensity:

(Seven Items) (Cronbach's $\alpha = .76$); Attitudes toward English: (Thirteen Items) (Cronbach's $\alpha = .85$); Interest in Vacation/Activities: (Six Items) (Cronbach's $\alpha = .71$); International Approach/Avoidance: (Five Items)(Cronbach's $\alpha = .71$); Interest in Foreign Affairs: (Three Items) (Cronbach's $\alpha = .83$); Intercultural Friendship Orientation: (Six Items) (Cronbach's $\alpha = .81$); Willingness to Communicate: (Sixteen Items) (Cronbach's $\alpha = .94$ inside classroom/ $.91$ outside classroom); Perceived communication Competence: (Sixteen Items) (Cronbach's $\alpha = .97$ inside classroom/ $.96$ outside classroom); Communication Anxiety: (Sixteen Items) (Cronbach's $\alpha = .98$ inside classroom/ $.96$ outside classroom); Personality: (Ten Items) (Cronbach's $\alpha = .89$).

In order to estimate the internal consistency reliability of the measuring instrument Cronbach's, Alpha was used. According to the U.S. Department of Education (1997), reliability intervals have been defined as; between 0, 00-0, 49 the reliability of the instrument is low, between 0, 50-0, 79 the instrument is reliable, and between 0. 80-1.00 the instrument is highly reliable. Besides, the overall reliability of the scale is considered as acceptable by Fraenkel & Wallen (2003: 168), and Büyüköztürk (2011), who state that reliability should be at least $.70$ and preferably higher. The reliability values for each factor were found to be acceptable in this pilot study. The questionnaire and the scale were modified based on the pilot study findings. The major changes according to the results of the pilot study are listed below:

Questionnaire item 6. The question "Have you ever been to a country where English is spoken as a native language?" was changed to "Have you ever been abroad?"

Questionnaire item 12. "Who affected your learning English?" was changed as "Who affected your studying at the English language learning Department?" Since the participants study at the ELT Department, it was thought that this statement would be more sensible.

Questionnaire item 13. "Which of the two skill sets do you think will be most helpful in learning English?"

a- Listening— Speaking

b- Reading—Writing

This item was seen to be inconsistent with the other items, so it was changed as:

“How would you rank the following skills in order of importance for learning English?
(1.least important, 4. most important)

_____Listening _____Speaking _____Reading _____Writing

Changes in the scale:

In order to measure their willingness to communicate in English, their self-perceived communication competence and their language anxiety the students were asked to write numbers by using percentages in the pilot study. In the main study numbers from 1 to 10 were asked to use instead of percentages.

According to the final modifications of the pilot study, the questionnaire and the scale were finalized (See Appendix A). It is stated by Newell (1993) that colorful papers stand out from a mass of other paper which might be received (Newell, 1993, as cited in Dörnyei, 2003). Thus, the questionnaire and scale were printed on colorful papers which are thought to be pleasant to handle, and attractive documents. Different colors were preferred for different groups of participants, which provided practically during administration and entering the data into SPSS package program.

3.5.2. The Questionnaire and the Scale

The questionnaire used in the present study had 15 items which aimed at gathering data about students’ background. Part II included a scale with five sections, each of which was used to measure different constructs. The language of the questionnaire and the scale was Turkish. The scale aimed to measure the students’ willingness to communicate, which would provide an overall picture of their foreign language WTC, anxiety, motivation, attitude toward the international community, personality, and their background. Their linguistic self-confidence was defined in terms of lack of communication anxiety and perceived communication competence. Motivation was defined by three indicators; *desire to learn English, motivational intensity, and attitude toward learning English*. Students’ attitude toward international community was defined by four indicators; *integrative orientation, approach/avoidance tendency, interest in international vocation/ activities, and interest in foreign affairs*. The details are given below.

Part I: The questionnaire: This section included 15 questions about students' class, age, gender, whether they studied prep class at university or not, how long they studied English, whether they had been abroad, whether they had any private lessons in English, at what age they started to learn English, family support they received, who influenced their preference to study English language at university, which language skill they favor most, how they evaluate their communicative competence, how they rate their preference about the importance of language skills.

Part II: The scale: In the present study, the students responded by using a 5-point scale and showed how much they agreed with each item by choosing a number between 1 (Strongly disagree) and 5 (strongly agree). 47 items were used to determine the perceptions of the students' about their Desire to Learn English, Motivational Intensity, Attitudes towards English Language, Interest in International Vacation/ Activities, Approach- Avoidance Tendency, and Interest in Foreign Affairs, Integrative Orientation. Due to the concern about the length of the scale, the number of the items in this section was restricted to forty-seven.

1. *Desire to Learn English:* To determine the students' desire to learn English a total of seven items (1-7) were adopted from Gardner (1985), Yashima (2002), and Bektaş (2005). However, instead of the original format of Gardner's multiple choice and Bektaş and Yashimas' 7-point scales, in the present study, a 5-point scale was utilized. The students showed how much they agreed with each item by choosing a number between 1 (Strongly Disagree) and 5 (Strongly Agree). As a measure of reliability, Cronbach's alpha statistics were obtained in .61.

2. *Motivational Intensity:* Seven items (8-14), adapted from Gardner (1985), Yashima (2002), Sun (2008), and Matsuoka (2006) were created to determine students' motivation in learning English. The students responded by using a 5-point scale and showed how much they agreed with each item by choosing a number between 1 (Strongly disagree) and 5 (strongly agree). The reliability of these items was evaluated and the scale was found reliable (Cronbach's alpha= .65).

3. *Attitudes toward Learning English:* A total of 13 items (15-27) (Cronbach's alpha= .73) was established to determine the students' attitudes towards English Language. The items were adopted from Gardner (1985), Reiko (2005), Yu (2009),

Bektaş (2005), and Üzümlü (2007). When Corrected Item Total Correlation was examined (Corrected Item Total Correlation), negative correlation has not been observed. When Cronbach's Alpha if Item deleted was employed, any item that increases the reliability of the scale has not been found. Therefore, all of the items on the scale of attitudes were found to be necessary.

4. *Interest in International Vacation/ Activities*: Six items (28-33) (Cronbach's alpha= .69) adopted from Yashima (2002), were used to measure the degree of interest that students showed in having an international job, working or living abroad. An example item is "I want to live in a country where English is spoken". The students recorded their ratings on a 5-point scale by choosing a number between 1 (strongly disagree) and 5 (strongly agree).

5. *Approach- Avoidance Tendency*: A total of five items (34-38) adapted from Yashima (2002) served to assess the tendency of the students to approach or avoidance non-Turkish in Turkey. The reliability of these items were found to be reliable (Cronbach's Alpha= .74).

6. *Interest in Foreign Affairs*: Three items (39-41) adopted from Yashima (2002), and Üzümlü (2007) reflected students' interest in foreign affairs. The reliability of these items was evaluated and the scale was found highly reliable (Cronbach's alpha=.71). Ratings were recorded on a 5-point scale.

7. *Integrative Orientation*: A total of six items (42-47) adopted from (MacIntyre et. al., 2001), Bektaş (2005), Yashima (2002) were used to determine the reasons of the students to study English. The reliability of this scale was found to be high (Cronbach's alpha=.77). Therefore, the scale was prepared to give similar results by the target community. In Section B, C, and D, the same 16 items were used to determine the perceptions of the students' about their WTC, perceived competence and communication anxiety in English inside and outside the class.

8. *Willingness to Communicate in English*: WTC scale with 12 items developed by McCroskey (1992) has been accepted the best case for reliability and validity in measuring the WTC construct, which incorporates four representative contexts, public speaking, small groups, meetings, and dyads. In this research study, 16 items inside/outside (Cronbach's alpha=. 94/.92) adapted from McCroskey (1992), Cao & Philp

(2006), MacIntyre, et al. (2001), were utilized to determine WTC in English of the ELT students in terms of types of receivers [strangers (Items,1,5,10,15); teachers (Items 6,7,9); friends (Items 2,3,4,8,12,13) and acquaintances (Items 11,14,16)] and communication context [Public speaking in Class setting(Items 2,3,12); dyads (Items 5,7,8,9,10,13); meetings (Items 1,14,16); and small groups (Items 4,6,11,15)]. When Corrected Item Total Correlation was examined (Corrected Item Total Correlation), negative correlation has not been observed. When Cronbach's Alpha if Item Deleted test was employed, any item that increases the reliability of the scale has not been found. Therefore, all of the items on the scale of WTC were found to be necessary. The students were asked to choose a number between 1 (I rarely communicate) and 10 (I always communicate), that they would be willing to communicate in English in each case.

9. *Perceived Competence in English*: 16 items (Cronbach's alpha=.96/.96), inside/outside the classroom, adapted from MacIntyre, et al. (2001) & Yashima (2002) and outside the classroom from McCroskey (1992) were utilized to determine students' perceptions about their self-perceived communication competence in English. The students were asked to choose a number between 1 (I rarely have competence to communicate) and 10 (I always have competence to communicate).

10. *Communication Anxiety*: 16 items (Cronbach's alpha=.96/.95) inside/outside classroom, adapted from different researchers; Aydın, (2001); MacIntyre et al., (2001); Matsuoka (2006); & Yashima (2002), were utilized to determine students' communication anxiety in English. Therefore, the scale was prepared to give similar results by the target community. The students were asked to choose a number between 1 (I rarely fell anxious while communicating) and 10 (I always feel anxious while communicating).

11. *Personality*: 10 items (Cronbach's alpha=.87) adapted from Bektaş (2005) were utilized to measure students' extraversion/extraversion dimension of personality. Any item that increases the reliability of the scale has not been found. Therefore, all of the items on the scale of WTC were found to be necessary. The students were asked to respond on a 9 point semantic differential scale. They were explained to select a number between 1 and 9 according to the degree of their perception. Each pair of adjectives

include; Introverted/ Extraverted, Unenergetic/Energetic, Silent/ Talkative, Unenthusiastic/ Enthusiastic, Timid/ Bold, Inactive/ Active, Unassertive/ Assertive, Inhibited/ Spontaneous Unadventurous/ Adventurous, Unsociable/ Sociable.

3.5.3. Qualitative Component of the Instruments

Qualitative research methodology places primary importance on studying small samples of purposefully determined individuals through a variety of data collection methods. Among those methods, the researcher employed face-to face interviews and observations. Below is given details about the instruments used in the present study.

3.5.3.1. Interview Guide for Students

Interviewing is a data collection method which is used in both quantitative and qualitative research. Qualitative interviews are used to develop ideas and how people think and feel about the topics of concern to the research. Iannuzzi (2011) asserts that since an interview is a conversation, good interviewers should listen and show flexibility, develop interview flexibility and write new questions while they are listening to participants' speak. She adds that this new follow up question can be asked before moving on the next one. Given (Given, 2008, as cited in Tavakoli, 2012) states that face-to- face interviews are generally the best choice when interviewing individuals who are geographically accessible. Using face-to-face interviews researchers can learn about participants' views in their own words and are able to develop friendship with participants, which may help learn more details about their views. Besides, interviewers can make observations, by means of which they can receive important nonverbal clues used by interviewees such as hand motions and head nodding.

In this study, the qualitative aspect of the mixed method design used semi-structured interviews with students and instructors in order to enrich the data. In order to collect qualitative data, the researcher employed face-to face interview data collection method. In this method, the researcher is in the same location as the participant and asks questions to which the participant responds. The questions of the semi-structured interview instrument were formed in the light of previous studies regarding WTC in English (Bektaş, 2005; Sun, 2008; Yu, 2009; Matsuoka, 2006; Min, 2010). The items of the semi-structured interview guide were prepared in the line with the items in the scale of the main study. Besides, some questions about students' other modes of

communications through listening, reading and writing were included. There were some questions about their background, perceptions of WTC in English, perceived competence in English, communication anxiety, motivation to learn English and use it to communicate, and their opinions, suggestions and preferences about Willingness to communicate in English.

After the interview questions were written by utilizing from the studies of different researchers, as it was stated before, three experts were invited to examine the items and comment on them. The items were checked by three experts and they reached an agreement on reducing the number of the questions which stated similar things. Then, the researcher omitted those determined items from the list and redesigned the questions for the initial piloting in early October, 2012 (See Appendix P).

Three students from the department agreed on participating in the pilot interview in November, 2012. The interviewees were given appointments at different times to keep it confidential. First, they were requested to read the interview protocol and sign the consent forms, which were previously designed by the researcher by following suggestions of MacKey and Gass (2005:35). Then, the interviewer explained to the students that the interview would be audio recorded. During the face-to face interviews, the researcher obtained background knowledge, factual information about their opinions, beliefs, attitudes, and feelings and suggestions on WTC in English. During the interview, the researcher followed the interview schedule, listed some comments to bear in mind and recorded the conversations. Since the language was Turkish, the participants sincerely answered the questions and expressed their ideas and feelings uninhibited by language barriers. After interviewing three students in Prep I-A, some new questions were added or/and changed:

- In the ice-breaking part, the questions “Have you ever been to a country where English is spoken as a native language?” was changed to “Have you ever been abroad?” and some new questions “Where would you like to visit? / How long have you been studying English? / How often have you communicated with foreigners in English face to face or through internet in recent years?” were added.
- In Part I a new question “Under what circumstances, would you be more willing to communicate in English?” was added.

Following this, it was ensured that the domain is properly covered and the interview questions were finalized (See Appendix C). The following research questions were aimed to answer by means of the data collected through student interviews:

RQ4. What are the educational recommendations and opinions of the Turkish students about WTC in English?

RQ5. What are students' actual WTC behavior on oral communication and the other modes of communications through writing, reading, and listening?

3.5.3.2. Interview Guide for Instructors

Apart from the students, the instructors working at the department were interviewed. A similar semi-structured interview guide was prepared in order to gather data from them about how they think and feel on students' WTC in English. The questions were grouped under some subcategories such as; experience inside and outside the classroom, their personal understanding of willingness to communicate. They were also asked to share anything with the researcher regarding Turkish students' willingness to communicate in English and express their opinions and give suggestions on the issue. This was aimed to develop data about WTC from different perspectives. Before interviews, expert opinions were obtained to achieve the trustworthiness of the interview schedule. (See Appendix E for the final interview schedule). By means of the data gathered from the instructors it was aimed to answer the following research question:

RQ5. What are the experiences and perceptions, of the instructors in the class and their suggestions, and opinions about the ways to enhance L2 WTC in English?

3.5.3.3. Observation Guide

Observation usually refers to “methods of generating data which involve the researcher immersing him or herself in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events and so on, with it” (Mason, 1996, as cited in Mackey and Gas, 2005). Observational data are common in second and foreign language research, and they are considered as a useful means for

gathering in-depth information about the types of language, activities, and events that occur in second and foreign language classrooms (Mackey & Gas, 2005).

However, any observer in the classroom runs the risk of being an obtrusive, which can be problematic for research. Keeping this in mind, during the first two weeks the researcher spent her whole time with the students during class hours and breaks and aimed to develop positive relationships with them and gave them all the details about her research project. During this period she did not collect data from the students, but just tried to pretend as if she were their class-mate. Following this period, the researcher attended the classes regularly and collected data for four weeks by means of the observation scheme filled out by the researcher. Another potential danger for observational research is called as Hawthorne effect, in which observed classes do not behave naturally (Mackey and Gas, 2005). In order to reduce this effect a repeated measures design was employed, in which multiple measurements come from each participant. Each observed student's score at time 1 was compared with his/her score at time 2 (See Appendix G). Expert opinions from two colleagues giving lectures in the department were taken about the observation scheme to provide reliability.

Table 3. 4.

WTC Classroom observation categories

| Categories | Descriptions |
|--|--|
| 1-Volunteer an answer/a comment (to general T-solicit) | A student answers a question raised by the teacher to the whole class |
| 2- Volunteer a comment | A student volunteers a comment on a topic discussed in the class |
| 3-Give answer to group (T-solicit) | A student answers a question in a group work |
| 4-Give answer to individual (T-solicit) | A student answers a question raised by another student |
| 5-Ask the teacher a question | A student asks the teacher a question |
| 6-Ask the teacher for clarification | A student asks the teacher for clarification |
| 7-Talk to neighbor/another group member In foreign language | A student talks to another group member or a student from another group as a part of a lesson or as informal socializing |
| 8- Talk to neighbor in native language | A student answers a question raised by another student in Turkish |
| 9-Present own opinion in class/ respond to an opinion | A student voices his view to the class |
| Va= Volunteer an answer (to general T-solicit) | Aq= Ask the teacher a question |
| Tn inL1= Talk to neighbor in native language | Vc= Volunteer a comment |
| Ac= Ask the teacher for clarification | Po= Present own opinion in class |
| Gg= Give answer to group (T-solicit) | Tn in FL= Talk to neighbor in foreign language |
| language Gi= Give answer to individual (T-solicit) | |

The aim of the researcher was to generate data about the willingness of Turkish ELT students in English. For that reason in addition to quantitative data, collected by means of a questionnaire, observations were conducted to gather both qualitative and quantitative data and to enhance the reliability of the study by means of an observation schedule adapted from Xie (2011) based on the suggestions of a number of researchers (Cao, 2009; MacIntyre et al., 1998; Oxford, 1997). The observational schedule was divided into eight categories, which would help to discover how students would volunteer a comment, answer questions, ask questions, talk to their neighbor, and present their own opinion in class (See Table 3.4).

The researcher had two aims to collect data through observations. Firstly, it aimed to determine the most and least willing students for the interviews. Secondly, it aimed to involve in lessons in order to generate qualitative data systematically about their willingness to communicate in English, interactions, acts related to WTC taken by the students, their contribution to the lesson following the categories described above.

Observations were conducted in a whole class setting, in pairs and groups in the three prep and four first year classes during their speaking classes, and in the three second year classes during their, English Literature classes by means of the same device. The researcher filled out the observation sheet about the preferred WTC categories of the students by herself. During each lesson, the number of students attending the class, course-book units, topics discussed in classes, the name of the course-books or texts delivered by the instructor, discussions, group or pair-work activities, were all recorded. Which type of turns they take and contributions of the students were all established. To give some examples: long answers, short answers, questions answered by observed students, were all recorded. Yes/no answers and non-linguistic acts were not counted. In order to ensure the reliability of data analysis a colleague from the department was requested to check the number of the student talking time. By using the observation method the researcher aimed to answer the following research questions:

6-What is the difference between self-report (trait WTC) and observed/behavioral (state WTC) willingness to communicate construct of the participants?

7-What actions do students from different levels prefer to communicate in English?

3.5.4. Data Collection Procedures

The data were collected from the students and instructors between January and March, 2012 in the spring term of 2012-2013 Academic Year at Çanakkale Onsekiz Mart University. The questionnaire and the scale were adapted, piloted and administered, and analyzed in order to gather quantitative data from 274 students about their perceptions on WTC in English.

Table 3.5

Timeline of the Data Collection Procedures

| METHOD | INSTRUMENTS | PARTICIPANTS | DATA ANALYSIS | DATE |
|-----------------------------|------------------------------------|--|--|--|
| Quantitative Pilot study | Questionnaire | 29 students in 2-B Evening group and 14 students in 2-A Day group | Descriptive statistics Corrected Item-Total Correlation HottellingT ² Variances | January 5 th , 2013 |
| Quantitative Main Study | Questionnaire | 3 prep classes, 4 first and 3 second year classes at ELT Dept. | Descriptive statistics Corrected Item-Total Correlation HottellingT ² Variances by means of SPSS21.0 | February26t h- March4th, 2013 |
| Qualitative | Observations Researcher's notes | 22 participants 14 Instructors | Paired Sample Test Grounded Theory Frequencies | April and May, 2013 |
| Qualitative | Interviews | 22 participants 14 Instructors | Grounded Theory | April and May, 2013 |

- In January, 2012 in order to establish the internal-consistency reliability of the main study, a pilot study was conducted. It was also aimed to see any problems in administration of data collection, to assess the clarity, duration, and layout of the questionnaire, and to see whether the respondents would respond in the anticipated manner. After receiving permission from the instructors, the questionnaire and the scale were conducted by the researcher herself during teaching hours. It took students 30 minutes to complete them and no misunderstanding was observed.

- Numerical data collected from 43 students were coded and entered into SPSS 13.0 for analysis. Cronbach's alpha was calculated for each section of the instrument by the help of an expert. The reliability coefficients of each section were found to be between .71 and .97, which is highly reliable.

- Between the dates of February 26th and March 4th, 2013 quantitative data were collected from the students by means of the questionnaire and the scale which were designed for this study. The researcher utilized well-established instruments prepared by experts in the field in order to establish the content validity of the instrument.

- By the end of March, 2013 the quantitative data collected by means of the questionnaire and scale were entered into the SPSS Package programme and were calculated by the use of SPSS21.0. Descriptive statistics, Pearson Correlation, Independent sample t Test, Paired sample t Test, Variance and Regression analysis, and Multiple Regression analysis were used.

- For the qualitative aspect of the study, which could reveal the selected students' actual WTC behavior and predictors of their willingness to communicate in English, the researcher selected 26 students among 274 students who completed the questionnaire.

In the spring Term of 2012-2013 academic year qualitative data were gathered between the months of April and May, 2012. Besides, 11 instructors volunteered to become the participants of this study. The nonprobability method was employed in order to collect qualitative data from the students. In this study in order to collect qualitative data, purposive samples were used since the researcher wanted to collect data from both students who were willing to communicate and ones who were less willing to communicate in English. To determine the participants of the semi-structured interviews and observations the researcher followed the following procedure:

Procedure 1

Firstly, the researcher presented the topic of the study to the instructors and clearly explained them the aim of the research project. Next, the students were reminded by both the researcher and their instructor that the data obtained during the observation sessions would in no way be used for assessment purposes and would remain confidential.

Procedure 2

In order to facilitate the recording of details, the researcher developed a “WTC Classroom Observation Scheme” (See Appendix G).

Procedure 3

Starting from the 26th of November, 2012, the researcher attended the lessons of different classes to have a general idea about the students’ WTC in English. After determining one willing and one less willing student to communicate in English in each class, she talked to them individually and agreed with them on conducting interviews. Apart from her own observations, the researcher agreed with the instructors of each class, too, about the willingness or unwillingness of the students who were chosen by her. Then, she continued her observations in each class for four more weeks and by the help of the observation scheme she focused on the two participants in each class and ticked the number of interactions of the students with the teacher or their friends on the classroom observation scheme, and took personal notes about the WTC of the participants. As soon as the observation was over, the scores of the participations were calculated and recorded.

In addition to observation notes, the qualitative data were collected by means of semi-structured interviews in April and May, 2012. Firstly, the expert opinions and criticisms were elicited and then, it was piloted with a few students to check reliability of the interview. After the ice-breaking questions, the researcher asked the questions within the framework. The language of the interview was Turkish. The researcher had previously taken their permission to record the conversation. So she recorded the conversations by the use of audio-recorder and took notes during the interview. As soon as the interview started, the researcher reminded the participants to choose a pseudonym to protect their identities. It took approximately 40 minutes to complete each interview.

3.6 Data Reliability and Validity Issues

The initial piloting of the questionnaire and the scale were processed by having expert opinions from various experts working at the ELT Department and the items were finalized for final piloting. In order to confirm the existence of the factors that the scale was assumed to measure, establish internal-consistency reliability, see any problems in the administration of data collection, assess the clarity, duration, and layout

of the questionnaire, and see whether the respondents would respond in the anticipated manner, a pilot study was conducted with students (n=43) studying at the ELT Department of Çanakkale Onsekiz Mart University, in Western Turkey in early December of 2012.

In order to estimate the internal consistency reliability of the measuring instrument Cronbach's Alpha was used. According to the U.S. Department of Education (1997), reliability intervals have been defined as; between 0.00-0.49 the reliability of the instrument is low, between 0.50-0.79 the instrument is reliable, and between 0.80-1.00 the instrument is highly reliable. Besides, the overall reliability of the scale was considered as acceptable by Fraenkel & Wallen (2003:168), who stated that reliability should be at least .70 and preferably higher. The quantitative data that came from the pilot questionnaire were analyzed by using the Statistical Package for Social Sciences (SPSS 13.0), and the reliability coefficients of each factor of the questionnaire were found to be acceptable.

Tablo 3.6

Comparison of the reliability analysis results of the pilot and original studies

| Dimensions | Original Study | | Pilot Study Results | | |
|---|----------------|----------------|---------------------|--------|--------|
| | Cronbach Alpha | Cronbach Alpha | Hotelling t^2 | F | sig |
| Desire to Learn English | .60 | .746 | 36.132 | 5.32 | 0.001* |
| Motivational Intensity | .74 | .755 | 134.114 | 19.753 | 0.001* |
| Attitude | .74 | .846 | 203.534 | 12.519 | 0.001* |
| Interest in International Vocation/Activities | .62 | .714 | 81.683 | 14.781 | 0.001* |
| Approach-Avoidance Tendency | .77 | .706 | 19.683 | 4.569 | 0.004* |
| Interest in Foreign Affairs | .80 | .829 | 7.111 | 3.471 | 0.04* |
| Integrative orientation | .88 | .808 | 29.011 | 5.262 | 0.001* |
| Willingness to Communicate (WTC) Inside | .94 | .939 | 74.273 | 3.339 | 0.003* |
| Willingness to Communicate (WTC) Outside | | .914 | 201.906 | 9.078 | 0.001* |
| Perceived Communication Competence/Inside | .95 | .975 | 87.925 | 3.860 | 0.001* |
| Perceived Communication Competence/Outside | | .96 | 123.086 | 5.47 | 0.001* |
| Communication Anxiety/Inside | .93 | .944 | 88.265 | 3.923 | 0.001* |
| Communication Anxiety/Outside | | .921 | 82.018 | 3.645 | 0.002* |
| Personality | .87 | .891 | 109.239 | 9.879 | 0.001* |

In order to test the reliability of the scale used in the original study, the pilot study reliability results and original study reliability results were examined.

Comparative reliability analysis of the questionnaire is given in Table 3.6 As it is presented, the reliability values are mostly above 0.70 (acceptable reliability degree), which means the questionnaire meets the expected criteria.

In order to confirm the existence of the factors that the scale was assumed to measure, and establish internal-consistency reliability, the quantitative data that came from the main study were analyzed using the Statistical Package for Social Sciences (SPSS 21.0), and the reliability coefficients of each factor of the scale were found to be between .60 and .79, which were accepted to be reliable. As for the reliability analysis of the WTC, self-perceived communicative competence, anxiety, and personality categories were examined it was found that the reliability coefficients of each factor were higher than .80, which were highly reliable (See Table 3.7).

Tablo 3. 7

The reliability analysis results of the main study (Full Participants)

| Dimensions | Cronbach Alp ha | Hotelling t^2 | F | df1 | df2 | sig |
|--|-----------------------|--------------------|---------|-----|-----|-------|
| Desire to Learn English | .614 | 523.148 | 85.594 | 6 | 268 | .000* |
| Motivational Intensity | .646 | 1583.932 | 259.154 | 6 | 268 | .000* |
| Attitude | .725 | 1556.547 | 124.486 | 12 | 262 | .000* |
| Interest in International Vocation/Activities | .558 | 804.099 | 158.463 | 5 | 269 | .000* |
| Approach-Avoidance Tendency | .744 | 160.438 | 39.669 | 4 | 270 | .000* |
| Interest in Foreign Affairs | .705 | 49.566 | 24.692 | 2 | 272 | .000* |
| Integrative orientation | .772 | 119.509 | 23.552 | 5 | 269 | .000* |
| Willingness to Communicate (WTC) Inside | .937 | 401.359 | 25.385 | 15 | 259 | .000* |
| Willingness to Communicate (WTC) Outside | .915 | 460.027 | 29.096 | 15 | 259 | .000* |
| Perceived Communication Competence/Inside | .959 | 316.319 | 20.006 | 15 | 259 | .000* |
| Perceived Communication Competence/Outside | .951 | 373.033 | 23.594 | 15 | 259 | .000* |
| Communication Anxiety/Outside | .955 | 262.493 | 16.602 | 15 | 259 | .000* |
| Communication Anxiety/Outside | .947 | 253.369 | 16.025 | 15 | 259 | .000* |
| Personality | .871 | 296.498 | 31.979 | 9 | 265 | .000* |

In the study, in order to make decisions about the relevancy of the descriptive, relationship and variance analyses some basic assumptions have been tested. The major types of statistics used in inferential studies are parametric and non-parametric tests. In parametric tests, the mean is used and scores must be numerical. On the other hand, in non-parametric tests, scores which yield no numerical value, the median is used (Taylor

& Francisko, 2005: 189). Mackey & Gas (2005) argue that parametric tests are more powerful than non-parametric tests provided that the basic assumptions are met. For this reason, firstly, some basic assumptions were tested in order to decide which type of analyses, parametric or non-parametric, would be more relevant in the descriptive, relationship and variance analyses.

First of all, the number of the groups was examined, and it was observed that the condition $n > 30$ was provided. Also, tests which require normal distribution are accepted to be more powerful, so in order to test distribution normality, histogram curve and skewness and Kurtosis values were examined, and it was determined that the distribution was normal. Seeing that the scale types of the instrument had a permanent characteristic, it was concluded that parametric test condition was provided, and basic assumptions had been met. Consequently, parametric tests were used, and a .05 level of significance was used. It has been determined that Tukey Test results will be used if the variances are assumed to be distributed equally ($p > .05$), on the contrary, if the variances are not assumed to be distributed equally, Dunnett C Test results will be used according to the result of the Levene test, which is employed to interpret variance analysis results that are calculated to determine the difference.

In descriptive statistics, frequency, percentage, mean, standard deviation, and crosstabulation; in differential analyses, T-test, ANOVA; in relationship analyses Pearson correlation analysis, and in causal comparison analyses, multiple regression were administered.

In order to administer multiple regression analysis, some basic assumptions must be met. For both of the (WTC inside/WTC outside the class) regression analyses assumptions in this study are met according to the conditions described by Kalaycı, 2010:

- All predicted variables are discrete/proportionate type of quantitative scale. Dependent variable provides the assumption that it must be quantitative and continuous.
- The relationship is linear.
- The mean of the standard error is 0, and errors are distributed normally.
- There is no autocorrelation.
- There is no multiple correlation among the independent variables.

In order to estimate the internal consistency reliability of the measuring instrument Cronbach's Alpha was used. According to the U.S. Department of Education (1997), reliability intervals have been defined as; between 0.00-0.49 the reliability of the instrument is low, between 0.50-0.79 the instrument is reliable, and between 0.80-1.00 the instrument is highly reliable.

There were two fundamental characteristics of correlation coefficients that the researcher considered. The first is the direction of the relationship and the second is the strength of the relationship. When the correlation analyses results are evaluated, it is important to describe the relationship intervals. Correlation coefficient ranges in strength from -1 to +1. The sign (+ or-) of the correlation coefficient indicates the nature or direction of the linear relationship that exists between the two variables. A positive sign indicates a direct linear relationship, whereas a negative sign indicates an indirect linear relationship (Tavakoli, 2012: 117). The assessment of the Pearson co-efficient, which occurs as a result of Pearson correlation analysis, shows differences. Hinkel (2011) state that the correlation will be highly weak when the correlation co-efficient is between (r) 0.00 and 0.29; weak when it is between 0.30 and 0.49; moderate when it is between 0.50 and 0.69; high when it is between 0.70 and 0.89; and very high when it is between 0.90 and 1.00. According to Somekh (2006), on the other hand, correlation co-efficient between 0.00 and 0.33 is considered as weak; between 0.34 and 0.66 as moderate; and between 0.67 and 1.00 as high. In the present study, Hinkle's(2011) interpretation has been considered when assessing the correlation analysis.

Validity, which is described as appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes (Cohen et al., 2011, as cited in Tavakoli, 2012), is a requirement for both quantitative and qualitative research. He asserts that in quantitative research validity might be improved through careful sampling, appropriate instrumentation, and appropriate statistical treatments of the data. In qualitative data validity, on the other hand, might be discussed through the honesty, depth, richness and scope of the data

achieved, participants approached, the extent of triangulation and disinterestedness of the researcher.

In survey research, Bartels (2005) mentions three types of surveys, written, oral and electronic surveys. In this present study, the written survey type was used and among different type of questionnaire types, as it was mentioned before, Likert scale questionnaire was preferred to collect quantitative data. The instrument used in a study needs to satisfy basic validity and reliability issues. It is essential that the researcher should consider respondent attitude, nature of questions, cost, and ability of the instrument to meet needs of research questions. Besides, during the preparation phase, a researcher should consider content, wording, order of questions and borrowing questions. Bearing these suggestions in mind, the researcher conducted a pilot study to determine the strengths and weaknesses of the instrument and to establish the internal consistency reliability of the instrument. The details can be seen in the pilot study section of the study. The scale was tested and used by several researchers in the field, though. There are two types of survey pretests, participating and undeclared pre-tests. The researcher told the participants of the pilot study that the pre-test was a practice run and asked them to explain their reactions such as whether it was understandable or not and its difficulty or meaning. During the administration of the pilot study, the reactions and questions of the students were all considered and the instrument was redesigned before the main study. See pilot study section for more detail.

As for the validity issue, the researcher aimed to test how well the scale measures the concepts, so she tested both convergent validity and divergent validity. She first compared answers to another question measuring the same concept. Then, she measured this answer to the participants' response to a question that asks exactly the opposite answer. To give an example; Item 20 and 21 were used to test divergent validity. All of the questionnaires filled out by the participants were carefully checked, and it was observed that the scale had divergent validity. Mono-method bias, in which there is only one method

measuring, is described as a construct validity threat by Lynch (1996). In order to avoid this, a triangulation method was used.

Naturalistic researchers Guba & Lincoln (1989, as cited in Lynch, 1996) presented a typology and used credibility instead of internal validity, transferability instead of internal validity, and dependability instead of reliability. Similarly, Mackey & Gass (2005) state that credibility refers to the truthfulness of the research findings, the term external validity is used to refer to generalizability of the findings (Perry, 2011, as cited in Tavakoli, 2012), and dependability, which is the qualitative counterpart of reliability, is the degree to which the results of a study can be trusted. They suggest that it is necessary to pay attention to those three important issues in qualitative data analysis.

There are a number of techniques for naturalistic validity described by Lynch. Some of them were employed by the researcher to provide validity. As a strategy in this study, triangulation was used to invest dependability. Triangulation is a procedure which refers to generate multiple perspectives on a single phenomenon by using multiple data sources, investigators, theories or research methods. In this study, the researcher made use of data and method triangulation. In order to ensure the dependability of the data gathered through observation, the researcher adapted a coding scheme, and expert opinion was provided for it from a number of experts. Besides, during the analysis phase, a colleague from the department was requested to check the number of the student talking time. It was observed that it was coded in the same way by the colleague. In order to increase the credibility of the research, the researcher decided to gather data from a variety of data sources. To name the sources of data, she gathered evidence from the students by means of a questionnaire, and qualitative data from both students and instructors by means of semi-structured interviews and participant observations.

Member checking, which is used to establish credibility, is the developing evaluation findings with the participants of the study. The researcher shared the evaluation findings of the interviews with the students and instructors for the final version of their case stories. Observer's paradox (reactivity) is one of the internal

threats. The researcher dealt with this threat by building the trust of the participants. As it was described in the data collection procedures, in order to establish a pleasant form of rapport with the students, develop trust and understand the program participants properly, the researcher spent a lot of time at the research setting with the students.

Besides, she tried to establish trustworthiness by describing all the details about instruments, participants, research design and collection and analysis of the data so that potential users can make comparisons, judgments about similarity and make decisions about the applicability of the research to other settings or similar contexts.

Finally, the researcher was able to review the data and discuss the findings of the study both with the colleagues, with whom she attended the classes more than two months, and other instructors working at the department during the entire study.

3.7 Role of the Researcher

The researcher employed a mixed method design, so in addition to quantitative data, collected by means of a questionnaire, observations and interviews were conducted to gather both qualitative and quantitative data and to enhance the reliability of the study. Prior to the data collection phase, she made initial contact with the dean of the faculty, and head of the department to get permission to work there. (See Appendix)Then, she personally made contact with instructors and students to explain the project and obtained informed consent statements.

In the qualitative aspect of the mixed method design, it is essential that the researcher plan interviews with students and instructors in order to provide rich, detailed, thick descriptions of the context. The items of the semi-structured interview guide were prepared in the line with the items in the scale of the main study by receiving expert opinions. As Brown & Rodgers (2002) suggested, recording conversations to make accurate transcriptions is necessary. The researcher both recorded the interviews of the participants and made personal notes about each

participant. During data analysis, too, she received comments and suggestions from experts at the department.

Another potential danger for observational research is called as Hawthorne effect, in which observed classes do not behave naturally (Mackey & Gas, 2005). In order to reduce this effect the researcher employed a repeated measures design, in which multiple measurements came from each participant. Details about this design are given in section 3.5.3.3.

As an investigator, the researcher saw herself as an observer, listening to the opinions, views, and problems of the students on their willingness to communicate in a foreign language setting. She tried to interpret what was happening according to the views of the students in the department. She was a participant in the environment being examined and thus she was a participant observer. She had similar cultural and educational background as the participants and she had similar thoughts and feelings with those under investigation.

As Clifford & Marcus stated (1986, as cited in Min, 2010) “insiders studying their own cultures offer new angles of vision and depths of understanding” (9). Having common background with the participants was an advantage for the researcher to establish good rapport and obtain honest responses from them. However, it is an accepted view that researchers bring their values and opinions with them when they are carrying out a research project, but it is essential that this does not bias the research. Robson (2002) suggests working systematically, skeptically, and ethically to avoid bias. The researcher of this project aimed to produce something credible, considered alternatives, and worked seriously without harming those taking part in the research. Besides, she kept a journal during the process of the research and wrote journal notes immediately after each interview and dated every detail to ensure reflexivity as well as to allow her to be sensitive to existing biases. In the end, she often referred to the journals to remind herself of the actual interactions during the interviews and observations. These notes were not analyzed but they were used rather to monitor reflective accounts of interviewee-researcher relationships.

McKay (2006) reinforces the obligation of researchers and implies that research is for the benefit of students and teachers and persons are not objects and they should not be treated as objects. The researcher was more careful about probing research questions, and attempted to listen to the participants instead of judging them. She dealt with participants in the same way, respectfully, during each interview regardless of their age and gender. She shared the results of the study with experts but also with the individuals who participated in the research, and received their confirmation about the interpretations of the qualitative data she provided from them.

The researcher aimed to enhance credibility and transferability, conformability, and dependability of the research, so she used a number of techniques: among those; triangulation, member checking, detailed, and thick description, prolonged engagement, peer debriefing, and member checks are some of them. Before the main study, the researcher planned a pilot study to confirm the existence of the factors that the questionnaire was assumed to measure, establish internal-consistency reliability, and see any problems in the administration of data collection.

In conclusion, the researcher tried to increase the reliability and establish the validity and increase the trustworthiness of the study. She employed various techniques to achieve this aim. To minimize the biases and preconceptions that might affect the data interpretation was primary her aim. Thus, she has engaged in different methods to maintain the reliability and validity of the study.

3.8 Data Analysis Procedure

Data analysis is described as “the process of reducing accumulated data collected in research to a manageable size, developing summaries, looking for patterns, and performing statistical analysis” (Cohen et al., 2011, as cited in Tavakoli, 2012). In other words, researchers examine and categorize data and tabulate the evidence. In this study, a mixed research design was employed, so both quantitative and qualitative analyses of the data were conducted. The quantitative data that came from the questionnaire were analyzed quantitatively by using the Statistical Package for Social Sciences (SPSS 21.0). Before analyzing the data, data screening was employed in order to determine the missing data.

The qualitative data that came from interviews and observations were evaluated qualitatively by employing general qualitative analysis techniques. Besides, the data related to participants' WTC, which were gathered by means of the observation scheme, were calculated quantitatively after defining them via different categorical codes. The quantitative and qualitative data analysis procedures are detailed below.

3.8.1 Quantitative Data Analysis Procedures

The quantitative data that came from the questionnaire were analyzed by using the Statistical Package for Social Sciences (SPSS 21.0). SPSS was used to conduct Descriptive statistics, Correlation, Variances, and Regression analysis of the main study. Firstly, items 5, 28, 33, 34, 36 designed with a negative code were transferred to a positive code because the scale was mainly designed with a positive code. Descriptive statistics were used to analyze background information questions. The t-test was used to determine if the means of the original scale and the pilot scale were significantly different from one another. It was found that the reliability coefficients of the original study and the pilot study were parallel. In addition to this result, the quantitative data that came from the main study were analyzed by using the Statistical Package for Social Sciences (SPSS 21.0), and the reliability coefficients of each part of the scale were found to be reliable. Hotelling T^2 test results, too, were found to be meaningful.

In order to examine the influence of students' perceptions about their communicative competence on their WTC in English variance analysis were used. The students' perceptions about their speaking skills and the level of English they would like to achieve were compared by means of crosstabulation. Similarly, WTC differences among different groups were examined by means of Variance analysis.

The quantitative data obtained from 274 completed surveys were analyzed in five categorical variables: their WTC in English, motivation, linguistic self-confidence, attitude toward the international community, and their personality. As it was defined in the section 3.5.2, motivation was defined by three indicators; desire to learn English, motivational intensity, and attitude toward learning English. Students' attitude toward international community was defined by four indicators; integrative orientation, approach/avoidance tendency, interest in international vocation/ activities, and interest in foreign affairs.

For the items between 1 and 47 of the scale, possible range of scores was from 1 to 5, so any number between 1 and 5 was put as raw data into SPSS in sequence of 274 participants. The items of each scale were analyzed through descriptive statistics to answer different research questions. The maximum and minimum scores, mean, and standard deviation were calculated for each variable. Additionally, paired sample T-tests was also administered to find out differences between groups. In the scale variance and correlation analysis were performed over total scores. The results were presented in different tables.

For the willingness to communicate instrument, each of the 16 items (From 1 to 10) was put as raw data into SPSS and were analyzed through descriptive statistics to answer the main research question: (What are the Turkish major-English university students' perceptions of their WTC in English inside and outside the class?) the maximum and minimum scores, mean, and standard deviation were calculated for each variable. The mean scores between 0.0-3.5 were evaluated as low, between 3.6-7.0 as average, and between 7.1-10.0 as high level, which is similar to the evaluation of the observation scheme. Besides, students' WTC in terms of context and types of receivers were calculated in the same way and they were all presented in different tables.

Linguistic self-confidence was defined in terms of the lack of communication anxiety and perceived communication competence. The 16 items of the WTC questionnaire were used to determine language anxiety and perceived communication competence. Each of the 16 items of two different questionnaires (From 1 to 10) were put as raw data into SPSS and were analyzed through descriptive statistics to determine linguistic self-confidence of the students.

In order to present the personality characteristics of the students, each of the 10 items in the personality scale (From 1 to 9) was put as raw data into SPSS and data were analyzed through descriptive statistics. The mean and standard deviation of each item was calculated and presented in a table. Besides, a figure was prepared to demonstrate the scores of each item. Finally, the relationships among students' WTC, self-confidence, attitude toward the international community, and personality were examined by means of Multiple Regression Analysis and the findings were presented in two different tables.

3.8.2 Qualitative Data Analysis Procedures

In order to increase the credibility of the research, qualitative data gathered from a variety of sources were systematically analyzed by employing qualitative analysis techniques. Firstly, interview recordings of all the participants were carefully transcribed by the researcher. Then, the transcript was clarified by eliminating repetitions and digressions. Finally, the statements of the participants were summarized. The transcripts of each participant were divided into predetermined categories, parallel to the questionnaire categories, such as their WTC in English, motivation, attitudes, and anxiety. The similarities and differences among transcripts were all described. The researcher took into account the participants' interpretations on different issues. For conformability, the researcher made available full details of the data on which she based her claims and interpretations. The reasons that the students are more or less willing to communicate in English in and out of the class and their opinions and suggestions were all recorded. The researcher did not impose preconceived theoretical schemes on reality; rather she tried to extract the reality from the concepts. Similar steps were followed for the analysis of the qualitative data by means of interviews from the instructors.

Descriptive statistics were also used to analyze classroom WTC behavior of the students. During the four week observation, the researcher had recorded each student's participation, so it was calculated for each week and then a total number was determined at the end of the week four. In order to identify the differences between self-report WTC and WTC behavior in a whole class context, bivariate correlation was used. Students' WTC behavior level was identified according to the criteria based on an analysis of the frequency distributions. As in the original study (Xie, 2011), students whose scores were below 35 were classified as students with low WTC. While those with scores between 36 and 70 were identified as mid-level and those between 71 and above were assumed as students with high WTC. The results were tabulated.

3.9 Ethical Issues

In accordance with the ethical guideline proposed by Mackey and Gass (2005) privacy and confidentiality of the participants involved in the research study were respected throughout the research process.

Firstly, permission for data collection was granted from the head of The ELT department and the Faculty of Education of Çanakkale Onsekiz Mart University on December, 20th, 2012. Then, in order to supply participants with enough information about the questionnaire they are supposed to fill out, the Participant Information Sheet (See Appendix J) was produced on 15 October, 2012, which included the topic and purposes, risks and benefits of the research project.

As can be seen in Appendix H, all the participants were provided with a Turkish copy of the participant sheet, which clearly explained that their identity data would only be evaluated for this study, and remain confidential and anonymous, and that they would be free to withdraw any time they felt uncomfortable with the study. Besides, students were requested and encouraged to take part in the interviews on a voluntary basis after a non-random selection had been carried out by the researcher. The potential participants were all provided with the contact details of the researcher and her project supervisor. Signed consent forms stating that they had read the statements and understood the requirements of the study were obtained from the students who agreed to participate in the study. When the researcher selected the students for further data collection procedure, she talked to each of them individually and it was ensured that specific steps would be taken about their confidentiality and anonymity. Signed consent forms for observations (See Appendix L) obtained from students included a pseudonym to be used in the study. The students selected for observations and interviews were reminded in the consent forms that they might withdraw or any information they had provided for this project at any time prior to completion of data collection would be destroyed. Similarly, 11 instructors were provided with similar information and their confidentiality and anonymity were ensured.

3.10 Chapter Summary

This chapter presented the methodological approach followed in this study. Following the presentation of the research design, research questions and hypotheses, setting, participants, sampling procedures and instruments were introduced. Subsequently, data collection procedures, data reliability and validity issues, and the role of the researcher were highlighted. Finally, the chapter ended with data analysis procedures and ethical issues.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0. Introduction

This chapter presents the findings of the statistical analyses of the data that were collected by means of the questionnaire from 274 non-major English Turkish university students. It then deals with the qualitative analyses of the interview transcripts and data obtained from the observation procedures from the students. The chapter ends with the qualitative analyses of the interview transcripts of the instructors.

4.1. Demographic Characteristics of the Participants

This study employed a mixed design, which consists of both qualitative and quantitative data collection and analysis methods. Firstly, descriptive analyses about the results of the survey participants and discussions, and then, the interview and observation participants' demographic information analyses and discussions will be presented.

4.1.1. Description of the Survey Respondents

As it was stated before, the questionnaire was administered to 274 major English university students, at the ELT department in the winter and spring terms of the 2012-2013 academic year. Out of 274 participants, 74 (27.0%) were the preparatory students, 106 (38.7%) were the first year, and 94 (34.3%) were the second year students. The quantitative data were gathered from the respondents ranging in age from 17 to 28. Of these students, 155 (56.6%) were between ages 17-19, 108 (39.4%) were between ages 20-22, which means they were all young, adult learners. They consisted of 97 (35.4%) males and 177 (64.6%) females.

The ELT department operates is comprised of a one-year preparatory class and a four-year mainstream training program. Students need to be successful in the proficiency tests in order to take courses from the mainstream training program. A majority of the students (70.4%) expressed that they had studied at the prep class at university, whereas only 29.6 % of them did not have the prep class training. In the Turkish Educational System, it is very common that students have private courses to be

successful in such nationwide exams. Of the, participants only a small group of students (15.3%) did state that they had taken private English courses.

In Turkey, students in the fourth grade, when they are around ten years old, take up English courses as a part of the school curriculum at state schools. On the other hand, students who attend private schools have a chance of taking up English at earlier stages. As for of the years of instructions participants had received, a great majority 207 (75.5 %) expressed that they had studied English between the years 6 -10. Only a very small percentage (2.1%) had studied English between the years of sixteen and twenty due to their older age. Besides, 20.4 % of the students had received instruction between the years eleven and fifteen, whereas, a small group of students had received very little English instruction (2.9%). See Table 4.1 for characteristics of the participants.

Table 4.1.

Demographic Characteristics of the Survey Participants

| | | N | % |
|---|---------------------|-----|-------|
| Class | Preparatory | 74 | 27.0 |
| | 1 | 106 | 38.7 |
| | 2 | 94 | 34.3 |
| | Total | 274 | 100.0 |
| Age | 17-19 between ages | 155 | 56.6 |
| | 20-22 between ages | 108 | 39.4 |
| | 23-25 between ages | 8 | 2.9 |
| | 26-28 | 3 | 1.1 |
| | Total | 274 | 100.0 |
| Gender | Female | 177 | 64.6 |
| | Male | 97 | 35.4 |
| | Total | 274 | 100.0 |
| Studied prep class at university | Yes | 193 | 70.4 |
| | No | 81 | 29.6 |
| | Total | 274 | 100.0 |
| Been abroad | Yes | 32 | 11.7 |
| | No | 242 | 88.3 |
| | Total | 274 | 100.0 |
| Had private English course | Yes | 42 | 15.3 |
| | Nor | 232 | 84.7 |
| | Total | 274 | 100.0 |
| Year of English instruction | 1-5 between years | 8 | 2.9 |
| | 6-10 between years | 207 | 75.5 |
| | 11-15 between years | 56 | 20.4 |
| | 16-20 between years | 3 | 1.2 |
| | Total | 274 | 100.0 |

Table 4.2 summarizes the findings related to the social circumstances that influence participants' preference about English. It shows that 86.9 % of the students who participated in the quantitative aspect of the study stated that they started to learn English between the ages of 10-13. Only 8.8 % of them started to learn English before the age of 10. Most of the students (89.0%) expressed that they started at that age because it was a school requirement, and only 9.9% of the participants said that they learn English for other reasons such as curiosity, self-improvement, and parents' decision.

60.2 % of the participants who have been majoring at the ELT department responded that they refer to their teacher for help; 27.7 % indicated that they would ask their friend for help, and 5.1 % stated that they would consult such as internet, peers when they had difficulty in English.

Table 4.2.

Social Circumstances of the Students

| | | | N | % |
|---------------------------------------|----------------------|--|-----|-------|
| Age Started to Learn English | 6-9 between ages | | 24 | 8.8 |
| | 10-13 between ages | | 238 | 86.9 |
| | 14-17 between ages | | 10 | 3.6 |
| | 18-21 between ages | | 2 | .7 |
| | Total | | 274 | 100.0 |
| Reasons for Learning | Parents 'requirement | | 3 | 1.1 |
| | School requirement | | 244 | 89.0 |
| | Self-motivation | | 27 | 9.9 |
| | Total | | 274 | 100.0 |
| Persons Participants Seek Help | Family | | 7 | 2.6 |
| | Teachers | | 165 | 60.2 |
| | Siblings | | 11 | 4.0 |
| | Friends | | 76 | 27.7 |
| | Internet | | 14 | 5.1 |
| | Dictionary | | 1 | .4 |
| | Total | | 274 | 100.0 |
| Persons Affecting Participants | Family | | 29 | 10.6 |
| | Teachers | | 140 | 51.1 |
| | Siblings | | 4 | 1.5 |
| | Peers | | 12 | 4.4 |
| | Self-motivation | | 89 | 32.5 |
| | Total | | 274 | 100.0 |

When students were asked the person who influenced them to study English at university, 51.1 % reported that responded that teachers have the most influence on their studying at the ELT department. This was followed by their self-motivation 32.5%;

parents 10.6 %; peers 4.4 %; and siblings 1.5%. The influence of the teachers on the students is seemed to be the most effective factor among the others. When the percentage of the students who are intrinsically motivated is included, more than 80 % of the students are seen to be motivated to study at the ELT department, which is assumed to be a positive factor on their willingness.

Analysis of the thirteenth question “Which of the following skills do you favor most for learning English?” of the questionnaire indicated that most of the students (58.0%) valued the speaking skill more than the others. Speaking was followed by reading (14.6%), writing (13.9), and listening (13.5). When the students were asked to evaluate their proficiency level in the speaking skill, more than half (54.0%) of them stated that their speaking level was moderate, and 33.09 % of the respondents saw themselves as good speakers, and 12.0% of the students evaluated themselves as bad at the speaking skill (See Table 4.3).

Only 33.09 % of the participants evaluated their speaking skill as good, which is an important result when considered that these students are majoring in English.

Table 4.3.

Descriptive Statistics Analysis of Most Favored Skill along with the Perceived Language Proficiency in Speaking English

| | | N | % |
|---|-----------|----------|----------|
| Most favored language skill in English | Listening | 37 | 13.5 |
| | Speaking | 159 | 58.0 |
| | Reading | 40 | 14.6 |
| | Writing | 38 | 13.9 |
| | Total | 274 | 100.0 |
| Perceived language proficiency in speaking English | Good | 93 | 33.9 |
| | Moderate | 148 | 54.0 |
| | Low | 33 | 12.0 |
| | Total | 274 | 100.0 |

The relationship between students’ perceptions of their speaking skills and their willingness to communicate in English inside the class was investigated. The variance analysis results revealed that of the students who perceived themselves as good speakers had higher WTC level ($\bar{X} = 7.68$) than those who perceived their speaking level as moderate ($\bar{X} = 6.57$), and those who accepted themselves as poor speakers ($\bar{X} = 5.28$). Similarly, the WTC level of the students who perceived their speaking level as

moderate was higher than the WTC level of the students who perceived their level as low. The comparison can be observed in Table 4.4.

When students' WTC out of the class was considered, it was revealed that the WTC scores of the students ($\bar{X} = 7.27$), who perceived their speaking level as high, and the WTC scores of those ($\bar{X} = 6.55$), who evaluated their speaking skill as moderate were higher than the WTC scores ($\bar{X} = 5.76$) of the students who evaluated their speaking as low.

Table 4. 4.

The variance analyses results of the students' WTC levels according to their self-perceptions on their speaking skill

| Context | Level | N | \bar{X} | SD | Source of Variation | Sum of Squares | df | Mean of Squares | F | p | Differences |
|---------------|---------------|---------|-----------|------|---------------------|----------------|-----|-----------------|--------|-------|---|
| Inside Class | High | 93 | 7.68 | 1.61 | Among-groups | 155.703 | 2 | 77.851 | 28.299 | .000* | Low<Moderate Low<High Moderate<High |
| | Moderate | 148 | 6.57 | 1.65 | Within-groups | 745.538 | 271 | 2.751 | | | |
| | Low | 33 | 5.28 | 1.84 | | | | | | | |
| | Total | 274 | 6.79 | 1.82 | Total Population | 901.241 | 273 | | | | |
| | Levene: .594 | P= .553 | | | | | | | | | |
| Outside Class | High | 93 | 7.27 | 1.84 | Among-groups | 62.636 | 2 | 31.318 | 11.466 | .000* | Low<Moderate Low<Good |
| | Moderate | 148 | 6.55 | 1.45 | Within Groups | 740.216 | 271 | 2.731 | | | |
| | Low | 33 | 5.76 | 1.92 | | | | | | | |
| | Total | 274 | 6.70 | 1.71 | Total Population | 802.852 | 273 | | | | |
| | Levene: 4.278 | P= .015 | | | | | | | | | |

*p<.05

That the students who perceive their speaking level as high and moderate have higher WTC scores is a significant finding. Their perceptions have a positive role on their willingness to communicate. The findings are in line with those carried out studies in various contexts Bektaş, 2005; Jung, 2011; Kim, 2004; Yashima, 2002; Yashima et al., 2004.

When participants' perceived language proficiency in speaking English and desired English achievement level were compared, it was found that of the total participants the 35.5% who perceive themselves as good speakers indicated that they would like to be able to understand any English program on TV without looking at the subtitles, 35.5% would like to use English fluently to give a speech, 21.5% would like

to finish an English article and understand the main idea of the content without looking up a word in a dictionary, and 7.5% would like to write a 500-word essay.

Of the total participants, the 27.7% who perceive themselves as moderate speakers stated that they would like to be able to understand any English program on TV without looking at the subtitles, 50.7% would like to use English fluently to give a speech, would like to 17.6% to be able to finish an English article and understand the main idea of the content without looking up a word in a dictionary, and 4.1% would like to write a 500-word essay.

Table 4.5.

Crosstabulation of students' Perceived Language Proficiency in Speaking English and Desired English Achievement Level

| | | Desired Achievement Level | | | | Total | |
|--------------------------------|--|--|--------|--------|--------|--------|--------|
| | | a | b | c | d | | |
| Perceived Language Proficiency | Good | Count | 33 | 33 | 20 | 7 | 93 |
| | | % within Perceived Language Proficiency | 35.5% | 35.5% | 21.5% | 7.5% | 100.0% |
| | | % within Desired English Achievement Level | 40.2% | 26.0% | 40.0% | 46.7% | 33.9% |
| | Moderate | Count | 41 | 75 | 26 | 6 | 148 |
| | | % within Perceived Language Proficiency | 27.7% | 50.7% | 17.6% | 4.1% | 100.0% |
| | | % within Desired English Achievement Level | 50.0% | 59.1% | 52.0% | 40.0% | 54.0% |
| | Low | Count | 8 | 19 | 4 | 2 | 33 |
| | | % within Perceived Language Proficiency | 24.2% | 57.6% | 12.1% | 6.1% | 100.0% |
| | | % within Desired English Achievement Level | 9.8% | 15.0% | 8.0% | 13.3% | 12.0% |
| Total | Count | 82 | 127 | 50 | 15 | 274 | |
| | % within Perceived Language Proficiency | 29.9% | 46.4% | 18.2% | 5.5% | 100.0% | |
| | % within Desired English Achievement Level | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |

a= Be able to understand any English program on TV without looking at the subtitle

b= Be able to use English fluently to give a speech

c= Be able to finish an English article and understand the main idea of the content without looking up a word in a dictionary

d= Be able to write a 500-word essay

Of the total participants the 24.27% who perceive themselves as bad speakers, reported that they would like to be able to understand any English program on TV without looking at the subtitles, 57.6% would like to use English fluently to give a speech, 12.1 % would like to finish an English article and understand the main idea of the content without looking up a word in a dictionary, and finally, 6.1 % would like to write a 500- word essay.

Results indicated that participants who perceive themselves as moderate and poor speakers aim at increasing their speaking level, and those who perceive themselves as good speakers aim at understanding any English program on TV without looking at the subtitles and reading an English article and understanding the main idea of the content without looking up a word in a dictionary. Findings provide basis for the assumption that students who perceive themselves as good speakers are motivated to increase their listening and reading skills as well (See Table 4.5).

Students' willingness to communicate in English inside class ($t_{(272)} = 1.904$; $p > .05$) in terms of their being abroad did not show a significant difference. However, their willingness to communicate in English outside class ($t_{(272)} = 2.947$; $p < .05$) in terms of their being abroad showed a significant difference. In other words, the WTC levels of the students who had been abroad before and had never been abroad were similar in class environment. But out of the class, the WTC levels of the students, who have been abroad, are seen to be slightly higher than those who have never been abroad before (Table 4.6).

Table 4.6.

Independent Sample T-Test Results of the Students' WTC Levels according to their being abroad

| WTC Context | Been Abroad | N | \bar{X} | SD | df | t | p |
|--------------|-------------|-----|-----------|------|-------|-----|-------|
| Inside Class | Yes | 32 | 7.36 | 1.69 | 1.904 | 272 | .058 |
| | No | 242 | 6.71 | 1.82 | | | |
| Out of Class | Yes | 32 | 7.53 | 1.65 | 2.947 | 272 | .003* |
| | No | 242 | 6.59 | 1.70 | | | |

* $p < .05$

In Turkey, students mostly go abroad for short periods, with friends or relatives who speak Turkish. It can be assumed that they mostly speak in their native languages

and have no challenge to use the foreign language when they are abroad. In formal surroundings students' willingness to speak in English can be influenced in a negative way. On the contrary, in their social environment they can be more willing to communicate without feeling any pressure of their peers or instructors.

Table 4.7.

Independent Sample T-Test Results of the Students' WTC Levels according to their Gender

| Context | Gender | N | \bar{X} | SD | df | t | p |
|---------------|--------|-----|-----------|------|-------|-----|------|
| Inside Class | Female | 177 | 6.72 | 1.84 | -.824 | 272 | .411 |
| | Male | 97 | 6.91 | 1.78 | | | |
| Outside Class | Female | 177 | 6.72 | 1.63 | .328 | 272 | .743 |
| | Male | 97 | 6.65 | 1.87 | | | |

Students' willingness to communicate in English in terms of their gender both inside ($t_{(272)} = .824$; $p > .05$) and outside class ($t_{(272)} = .328$; $p > .05$) did not show a significant difference. It was revealed that the WTC levels of the male and female students were similar. Gender was not a predictor of WTC in English (See Table 4.7).

Students' willingness to communicate in English according to their prep class background did not show an effect on their WTC both inside ($t_{(272)} = .078$; $p > .05$) and outside class ($t_{(272)} = .328$; $p > .05$). It was found that the WTC levels of the two groups were similar. Receiving the prep class instruction was not a predictor of WTC in English (See Table 4.8).

Table 4.8.

Independent Sample T- Test Statistics of the Students' WTC Differences in terms of receiving prep class instruction at university

| WTC Context | Having Prep Class Background at University | N | \bar{X} | SD | df | t | p |
|---------------|--|-----|-----------|------|------|-----|------|
| Inside Class | Yes | 193 | 6.80 | 1.80 | .078 | 272 | .938 |
| | No | 81 | 6.78 | 1.86 | | | |
| Outside Class | Yes | 193 | 6.73 | 1.69 | .382 | 272 | .702 |
| | No | 81 | 6.64 | 1.78 | | | |

* $P < .05$

Students' willingness to communicate in English according to their receiving private speaking courses did not show an effect on their WTC both inside ($t_{(272)} = .706$;

$p > .05$) and outside class ($t_{(272)} = 1,835$; $p > .05$). It was found that the WTC levels of the two groups were similar. The results indicate that students' having private speaking courses did not affect their WTC level in English (See Table 4.9).

Table 4.9.

Independent Sample T- Test Statistics of the Students' WTC differences in terms of having private courses

| WTC Context | Having Private Course | N | \bar{X} | SD | df | t | p |
|---------------|-----------------------|-----|-----------|------|-------|-----|------|
| Inside Class | Yes | 42 | 6.61 | 2.05 | -.706 | 272 | .481 |
| | No | 232 | 6.82 | 1.77 | | | |
| Outside Class | Yes | 42 | 7.14 | 1.70 | 1.835 | 272 | .068 |
| | No | 232 | 6.62 | 1.71 | | | |

* $P < .05$

When the variance analysis was conducted, it was found that the WTC levels of the students in three different groups, both inside ($F = .226$; $p > .05$) and outside class, ($F = 2.531$; $p > .05$) did not show a statistically significant difference (See Table 4.10). The assumption that the WTC levels of the students in the second classes would be higher than the WTC levels of those in prep and first year classes was not confirmed.

Table 4.10.

Variance Analysis results of the students' WTC levels in terms of their classes

| Context | Class | N | \bar{X} | SD | Source of Variance | Sum of Squares | df | Mean Squares | F | p | Difference |
|---------------|--------------|-----|-----------|------|--------------------|----------------|-----|--------------|-------|------|------------|
| Inside Class | Preparatory | 74 | 6.90 | 1.78 | Among Groups | 1.499 | 2 | .749 | .226 | .798 | -- |
| | Preparatory | 106 | 6.72 | 1.76 | Within groups | 899.742 | 271 | 3.320 | | | |
| | Second Class | 94 | 6.78 | 1.92 | | | | | | | |
| | Total | | | | Total population | 901.241 | 273 | | | | |
| | | | 274 | 6.79 | 1.82 | | | | | | |
| | | | | | Levene: .270 | | | | | | P = .764 |
| Outside class | Preparatory | 74 | 7.07 | 1.60 | Among Groups | 14.722 | 2 | 7.361 | 2.531 | .081 | -- |
| | Preparatory | 106 | 6.62 | 1.67 | Within Groups | 788.131 | 271 | 2.908 | | | |
| | Second Class | 94 | 6.50 | 1.82 | | | | | | | |
| | Total | | | | Total Population | 802.852 | 273 | 802.852 | | | |
| | | | 274 | 6.70 | 1.71 | | | | | | |
| | | | | | Levene: .915 | | | | | | P = .402 |

* $p < .05$

According to the results, the program that the students follow in the first and second years do not contribute to the students' willingness to communicate in English.

It might be due to their anxiety and nervousness in front of the class while asking a question, presenting something, or lack of self-confidence. It is important that the students should be guided to discover their abilities, increase their motivation to speak in and out of the classroom with their peers and instructors. In her study Kani (2011) stated that most of the prospective teachers in her study group admitted that they lack practice in speaking English, listening, and pronunciation. It is hoped that in-service teacher training programs are rearranged, and emphasis on the willingness to communicate is given. Furthermore, it is essential that the weaknesses of the English teacher training programs should be reviewed and as well as cognitive gains and targets, affective objectives should be taken into consideration.

4.1.2. Description of the Interview and Observation Respondents

Qualitative research methodology places primary importance on studying small samples of purposefully determined individuals through a variety of data collection methods. As presented in Table 4.7, among those who participated in the study, 26 were interviewed. Of these 26 students, 14 (53.6 %) were females and 12 (46.2 %) were males, and their ages ranged between 18 and 29, with an average 20.5. More information is provided about the participants in the qualitative data analyses section (4.3).

The students were also asked to indicate the high schools they graduated from. 12 (46.2 %) of the students stated that they had graduated from State High Schools, 13 of them (50.0 %) from Anatolian High Schools, 1 (3.8 %) of them from Anatolian Teacher Training High School, and 1 (3.8 %) of them from the Super High School.

As can be seen in Table 4.11, 20 (76.9%) of the participants had never been abroad, whereas, only a small percentage 6 (23.1%) of them expressed that they had been foreign countries. This is mostly due to the economic reasons and secondly because of the over-protected Turkish families. Recently, more university students have possibilities to go and study in other countries by means of international student exchange programs.

Another interesting finding is that among 20 students who had never been abroad, 10 (38.46 %) of them preferred to visit UK, 10 (38.46 %) preferred USA, 4 (20

%) of them wanted to visit European countries, and 1 (5 %) of them wanted to visit Japan. This can be regarded as a sign of students' positive attitudes towards those countries and their cultures, which is believed to be effective on students' willingness to communicate in and out of the class.

Table 4.11.

Demographic characteristics of the interview and observation participants (N=26)

| Pseudonym | WTC/ UWTC | Gender | Age | School | Abroad | Country to visit | Meet Foreigners |
|------------------|----------------------|---------------|------------|---------------|---------------|-----------------------------|----------------------------|
| Arthur | WTC | M | 21 | HS | No | USA | Often |
| Bird Nest | UWTC | F | 20 | AHS | No | Italy | Rarely |
| Peach Silk | UWTC | F | 19 | AHS | No | UK | Rarely |
| Cherrybomb | WTC | F | 19 | AHS | Yes | - | Rarely |
| Muallime | UWTC | F | 18 | HS | No | USA | Rarely |
| King49 | WTC | M | 21 | AHS | No | Poland | Never |
| Esya | UWTC | F | 19 | AHS | No | Italy | Often |
| Muzisyen | WTC | M | 18 | AHS | No | Japan | Never |
| Devlet | UWTC | M | 20 | ATTHS | Yes | - | Never |
| Metazori67 | WTC | M | 20 | AHS | No | UK | Never |
| Light | UWTC | F | 18 | ATTHS | No | UK | Rarely |
| Aliekber | WTC | M | 29 | AHS | Yes | Europe | Never |
| Guna | WTC | F | 19 | HS | Yes | - | Rarely |
| Nirsen | UWTC | F | 22 | HS | Yes | - | Never |
| Tezz | WTC | M | 21 | HS | No | USA | Rarely |
| Blue Sky | UWTC | M | 20 | HS | No | Spain | Often |
| Dalya | WTC | F | 20 | HS | No | USA | Rarely |
| FreeBrain | WTC | M | 21 | HS | No | UK | Rarely |
| Kizil Ajan | UWTC | F | 20 | HS | No | USA | Rarely |
| Runspotting | WTC | F | 20 | AHS | No | UK | Often |
| Devdas | UWTC | M | 22 | AHS | No | UK | Rarely |
| Sea | WTC | F | 20 | AHS | No | UK | Rarely |
| Hildan | UWTC | F | 20 | HS | Yes | - | Rarely |
| Fly | WTC | M | 21 | HS | No | UK | Rarely |
| Hunter | UWTC | F | 21 | HS | No | USA | Often |
| Zugo | UWTC | M | 26 | SHS | No | UK | Rarely |

WTC=Willing to Communicate UWTC= Unwilling to Communicate HS= High School; SHS=Super High School; AHS= Anatolian High School; ATTHS= Anatolian Teacher Training High School

More than half of the students (57.69%) stated that they had rarely communicated with foreigners in English either face to face or through internet recently and 7 (25.9%) students indicated that they had never communicated with foreigners recently. Only 5 (18.2%) of them expressed that they had often spoken with foreigners lately. This is seen as a drawback because as prospective teachers of English they need to be exposed to the language of the native speakers so that they can acquire native-like accent or accuracy and fluency.

In order to generate multiple perspectives of the WTC construct of the students, the qualitative data were also collected from 11 instructors working at the ELT department. Of these 11 instructors, 4 (36.36 %) were females and 7(63.63%) were males, and their ages ranged between 31 and 55, with an average $M=39.36$. Their language teaching experience at the ELT Department varied from 6 years to 18 years. The workload of the participants ranged between 23 and 32 teaching hours per week (See Table 4.12).

Among 11 instructors, 4 of them offer academic courses such as Approaches to ELT, English Literature, Linguistics, Approaches to ELT, Teaching Language Skills, and aim at presenting various literary texts and analyze and critically evaluate them, basic issues and processes in ELT course design, and teaching language skills. 4 of them offer courses which help learners gain linguistic and communicative competence in English, develop lexical items and critical thinking skills, and equip students with intensive and extensive reading skills. Some of the participants (3) offer both type of courses.

Table 4.12.

Age, gender and experience distribution of the instructors

| Pseudonym | Age | Experience at Department | Work Load (Hrs) Per week |
|------------------|------------|---------------------------------|---------------------------------|
| T1* | 41 | 12 | 25 |
| T2* | 42 | 10 | 25 |
| T3 ¹ | 32 | 5 | 32 |
| T4* | 49 | 18 | 25 |
| T5 | 33 | 7 | 30 |
| T6* | 44 | 16 | 25 |
| T7 ¹ | 55 | 14 | 25 |
| T8 ¹ | 32 | 7 | 29 |
| T9 | 31 | 6 | 24 |
| T10 | 37 | 11 | 23 |
| T11 ¹ | 37 | 8 | 25 |

¹Participants offer courses related to English Language Skills *Participants offer only academic courses

Among 11 instructors, 4 of them offer academic courses such as Approaches to ELT, English Literature, Linguistics, Approaches to ELT, Teaching Language Skills, and aim at presenting various literary texts and analyze and critically evaluate them, basic issues and processes in ELT course design, and teaching language skills. 4 of

them offer courses which help learners gain linguistic and communicative competence in English, develop lexical items and critical thinking skills, and equip students with intensive and extensive reading skills. Some of the participants (3) offer both type of courses.

4.2. Quantitative Results

To answer the main and secondary research questions of the study both quantitative and qualitative data were collected and analyzed. Firstly the quantitative results will be presented and then, the qualitative data results will be described.

4.2.1. Primary Research Question: What are the Turkish University Students' Perceptions of their WTC in English inside and outside the Class?

Table 4.13 presents the means and standard deviations of each (16) item in the WTC scale. Students' overall willingness to communicate in English was found to be between moderate and high. The mean scores of WTC both inside ($\bar{X} = 6.79$), and outside ($\bar{X} = 6.70$), are very close to each other and to the high level interval. Following Cao & Philp (2006), and Xie (2011), the mean scores which were below 3, 5 were classified as low WTC, while those which fell between 3.6-7.0 were identified as moderate WTC, and those which were between 7.1-10.0 were accepted as high WTC in the present study.

The findings also revealed that the students were highly willing to play a game with their friends in English, for example monopoly ($\bar{X} = 7.81$), talk in English with a small group of friends ($\bar{X} = 7.80$), or acquaintances ($\bar{X} = 7.53$) inside class. Students' WTC level outside ($\bar{X} = 6.70$), was parallel with the willingness they demonstrated inside. Similarly, they were highly ($\bar{X} = 7.97$) willing to talk in English with a few of their friends out of the class, to play a game with their friends in English, for example monopoly ($\bar{X} = 7.85$), and to perform a presentation to a group of friends (3-4persons) in English ($\bar{X} = 7.07$).

However, out of the class, the students seemed to be less willing to talk in English with a stranger ($\bar{X} = 7.37$). This finding is a sign of their being anxious about

making mistakes in front of their peers while communicating in English with foreigners. It is a good result to observe that there were no items on the scale which received a low level of willingness to communicate in English both inside and outside. The most threatening type of communication for most students was found to present a talk to a group of strangers (around 40) in English both inside ($\bar{X} = 5.73$), and outside ($\bar{X} = 5.16$).

Table 4.13.

Students' Perceptions of their WTC in English both inside and outside Class

| Inside | | Willingness to Communicate | Outside | |
|-------------|-------------|---|-------------|-------------|
| \bar{X} * | SD | Item Description | \bar{X} * | SD |
| 5.73 | 2.62 | 1-Present a talk to a group of strangers (around 40) in English. | 5.16 | 2.78 |
| 6.85 | 2.45 | 2-Present a talk to a group of friends (around 40) in English. | 6.54 | 2.53 |
| 7.13 | 2.38 | 3- Join in a group discussion with a group of friends (3-4). | 6.88 | 2.54 |
| 7.80 | 2.32 | 4- Talk in English with a few of your friends. | 7.97 | 2.27 |
| 6.86 | 2.78 | 5- Talk in English with a stranger. | 7.37 | 2.59 |
| 6.99 | 2.46 | 6- Talk in English with your teachers. | 6.58 | 2.67 |
| 6.20 | 2.54 | 7- Talk to your teacher about your home-wok/assignment. | 5.86 | 2.63 |
| 5.97 | 2.73 | 8- You are confused about a task you must complete, how willing are you to ask for clarification/ instruction from your friend. | 5.85 | 2.94 |
| 6.23 | 2.55 | 9- You are not sure how to do your home-work, how willing are you to ask for more information from your teacher. | 5.81 | 2.71 |
| 6.70 | 2.74 | 10- A foreigner comes to your department, how willing are you to have a conversation if s/he talks to you first? | 7.06 | 2.66 |
| 7.53 | 2.38 | 11- Talk in a small group of acquaintances (3-4) in English | 7.58 | 2.37 |
| 7.37 | 2.42 | 12- Perform a presentation to a group of friends (3-4persons) in English. | 7.07 | 2.51 |
| 7.81 | 2.37 | 13- Play a game with your friends in English, for example monopoly | 7.85 | 2.49 |
| 6.18 | 2.58 | 14- Talk in English with a group of acquaintances in a large meeting | 6.20 | 2.62 |
| 6.86 | 2.54 | 15- Talk in English with foreigners in a small group (2-3 Persons) | 7.15 | 2.46 |
| 6.42 | 2.57 | 16- Perform a presentation to a group of acquaintances (Around40) in English | 6.25 | 2.57 |
| 6.79 | 1.82 | Total WTC Score | 6.70 | 1.71 |

* 0.0- 3.5: Low; 3. 6-7, 0: Moderate; 7.1-10.0: High

When the willingness to communicate of the students was examined according to the receiver types, it was observed that ELT students preferred to communicate in English with friends ($\bar{X} = 7.16$) and acquaintances ($\bar{X} = 7.03$) rather than with foreigners ($\bar{X} = 6.54$) in and out the classes. This was similar to the findings of Bektaş (2005) and Jung (2011). In the present study the teacher was preferred as a new interlocutor type, and it is a striking result that ELT students are not as willing to

communicate with the teachers ($\bar{X} = 6.47$) as they are with their friends. This interlocutor type received the lowest score in this category (See Table 4.14).

As McCroskey & McCroskey (2002) stated people mostly like to initiate communication with those who they know well and how to communicate with. The findings of this study confirm their assumptions. It would be necessary to remember that at the ELT department of this university students start their university life with the same group of students until they graduate from university. Very few students change their groups or departments. For this reason, the students know each other well and can initiate communication with their friends easily. On the other hand, teachers are evaluators and assess the performance of the students. It is probable that the students need to be tentative while communicating with their teachers.

Table 4.14.

WTC Sub-scores on Context and Receiver Type Measures

| Inside | | Willingness to Communicate Measures | Outside | |
|----------------------|-------------|---|----------------|-------------|
| \bar{X} * | SD | | \bar{X} * | SD |
| Receiver Type | | | | |
| 6.54 | 2.21 | Foreigners | 6.69 | 2.10 |
| 7.16 | 1.73 | Friends | 7.03 | 1.71 |
| 6.47 | 2.16 | Teachers | 6.08 | 2.31 |
| 6.71 | 2.15 | Acquaintances | 6.68 | 2.04 |
| Context Type | | | | |
| 7.12 | 2.04 | Presentations | -- | -- |
| 6.11 | 2.23 | Meetings | 5.87 | 2.17 |
| 6.63 | 1.89 | Dyads | 6.63 | 1.86 |
| 7.36 | 1.92 | Small groups | 7.25 | 1.89 |
| 6.79 | 1.82 | Total WTC Score | 6.70 | 1.71 |

*0-3.5: Low; 3.6-7.0: Moderate; 7.1-10.0: High

As can be seen in Table 4.15, both inside ($\bar{X} = 7.36$) and outside ($\bar{X} = 7.25$) the class, students preferred to communicate in small groups rather than giving presentations or talking in large groups. Besides, it is seen that students are highly willing to communicate in class presentations ($\bar{X} = 7.12$) when the context type is considered. This result can be attributed to the fact that students know that it will be an advantage to speak in class and communicate properly during their presentations to get high scores from their instructors.

4.2.2. RQ 1: What are the Turkish students' perceptions of their motivation, attitude toward the international community, linguistic self-confidence, and their personality?

The students' perception of their motivation: As it was described before, the latent variable motivation was defined by three indicator variables: 1-Desire to learn English; 2- Motivational intensity; 3-Attitude toward learning English. For the analyses of the items related to these categories, refer to Tables 4.14; 4.15; 4.16.

Students' Desire: It was revealed that students' desire to learn English is quite high. 89.1% of the students ($\bar{X} = 4.41$) stated that they prefer to spend time on English than to deal with other subjects and would rather spend their time on English rather than other subjects (70.5%). Similarly, it is the view of 84.3% of the students ($\bar{X} = 4.07$) that during the English classes, they are absorbed in what is taught and concentrate on their studies. Since the participants of the present study are determined to be teachers of English, it is an expected result that their level of desire to learn English is high. This finding is also consistent with Jung's study (2011), who reported that the level of desire of the Korean students was upper moderate. Bektaş (2005) found that the Turkish students had moderate level of desire in her study.

Overall, students' desire ($\bar{X} = 3.65$) to learn English was above moderate. However, it is worth considering that 58.0% of the participants pointed out that they really spent a lot of time on English, while 29.9% of the respondents admitted that they had no idea, and 12% of them said that they did not spend much time. This is an important controversy because on the one hand they seem to have desire to learn English, on the other hand, there is a 40% response group who express that they cannot spend much time on English. (See Table 4.14)

Another significant finding is that only 32.8% of the students ($\bar{X} = 2.91$) would read English newspapers or magazines outside their English course work. It was observed that one third of the students had transferred English to their social life, but others can be said to have trouble with it. This result might also be due to the economic reasons or it might be difficult for the students to access such materials. Whatever the

reason, there is a reality that more than half of the ELT students do not read English newspapers and magazines for some reasons.

In Bektaş' (2005) study, in which Turkish university respondents were employed as participants with lower level of English, the mean scores of the same item was found to be similar. It can be assumed that the ELT students read more academic course-books but neglect to read newspapers and magazines. However, there is an indication in the present study that 61.7% of the respondents read English texts on internet. This is an indication of their adequacy in comprehending the written texts, as well as their preferences on this issue (See Table 4.15).

Table 4.15.

Desire to Learn English: Means and Standard Deviation

| Items | | Strongly Disagree | Disagree | No Idea | Agree | Strongly Agree | \bar{X} | SD |
|--|----------|-------------------|----------|---------|-------|----------------|-----------|------|
| 1. I prefer to spend time on English to deal with other subjects. | <i>f</i> | 8 | 5 | 17 | 81 | 163 | | |
| | <i>%</i> | 2.9 | 1.8 | 6.2 | 29.6 | 59.5 | 4.41 | 0.91 |
| 2. During the English classes I am absorbed in what is taught and concentrate on my studies. | <i>f</i> | 2 | 6 | 35 | 160 | 71 | | |
| | <i>%</i> | 0.7 | 2.2 | 12.8 | 58.4 | 25.9 | 4.07 | 0.73 |
| 3. I really spend a lot of time on English. | <i>f</i> | 3 | 30 | 82 | 133 | 26 | | |
| | <i>%</i> | 1.1 | 10.9 | 29.9 | 48.5 | 9.5 | 3.54 | 0.85 |
| 4. I try to do my English homework at once. | <i>f</i> | 14 | 50 | 88 | 92 | 30 | | |
| | <i>%</i> | 5.1 | 18.2 | 32.1 | 33.6 | 10.9 | 3.27 | 1.05 |
| 5*. I would rather spend my time on other subjects other than English. | <i>f</i> | 58 | 135 | 58 | 19 | 4 | | |
| | <i>%</i> | 21.2 | 49.3 | 21.2 | 6.9 | 1.5 | 2.18 | 0.90 |
| 6. I would read English newspapers or magazines outside my English course work. | <i>f</i> | 23 | 82 | 79 | 76 | 14 | | |
| | <i>%</i> | 8.4 | 29.9 | 28.8 | 27.7 | 5.1 | 2.91 | 1.06 |
| 7 I read English texts on internet. | <i>f</i> | 17 | 38 | 50 | 123 | 46 | | |
| | <i>%</i> | 6.2 | 13.9 | 18.2 | 44.9 | 16.8 | 3.52 | 1.11 |

Note: Item marked* is reversed in scoring

As for having desire to do homework, 44.5% of the students stated that they try to do their English homework at once, while 32.15% said they have no idea, and 23.3% admitted that they do not try to do it at once. Thus, it cannot be concluded that more than half of the participants have no desire to do assignment on daily basis but it constitutes a limitation. It should be remembered that while performing tasks or reading

the texts before attending classes, the ELT students learn more content knowledge and are exposed to language and consequently may become more willing to communicate in classes. Yu (2009) argues that the desire to interact with a specific person and state self-confidence are considered the most immediate determinants of WTC. Therefore, if the level of desire of the students can be increased, their WTC level will be increased, too.

Motivational Intensity: As can be seen in Table 4.16, almost all of the students (98.9%) believe in the importance of English, and are determined to improve their English after graduation (97.4%). It is apparent that students enjoy what they learn in their English classes (89.0%). Similarly, they state that they enjoy communicating in English with foreigners (86.8%), and they describe studying English as an enjoyable experience (90.9%). These are important determinants that affect students' motivation and they demonstrate that students have a high level of motivation ($\bar{X} = 4.04$). Similarly in Bektaş (2005) study, students seemed to be convinced to that they need to learn English and accepted the idea that they would improve their English after graduation.

Table 4.16

Motivational Intensity: Means and Standard Deviation

| Items | | Strongly Disagree | Disagree | No Idea | Agree | Strongly Agree | \bar{X} | SD |
|---|----------|-------------------|----------|---------|-------|----------------|-----------|------|
| 8. It is really important to learn English. | <i>f</i> | 1 | 0 | 2 | 32 | 239 | | |
| | % | 0.4 | .0 | 0.7 | 11.7 | 87.2 | 4.85 | 0.43 |
| 9. After I graduate from college I will also continue to learn English and try to improve my English. | <i>f</i> | 1 | 0 | 6 | 40 | 227 | | |
| | % | 0.4 | .0 | 2.2 | 14.6 | 82.8 | 4.80 | 0.50 |
| 10. I enjoy what I learn in my English classes. | <i>f</i> | 2 | 3 | 25 | 108 | 136 | | |
| | % | 0.7 | 1.1 | 9.1 | 39.4 | 49.6 | 4.36 | 0.75 |
| 11. Compared to my classmates, I think I study English relatively hard. | <i>f</i> | 26 | 66 | 122 | 40 | 20 | | |
| | % | 9.5 | 24.1 | 44.5 | 14.6 | 7.3 | 2.86 | 1.02 |
| 12. I enjoy communicating in English with foreigners. | <i>f</i> | 3 | 6 | 27 | 91 | 147 | | |
| | % | 1.1 | 2.2 | 9.9 | 33.2 | 53.6 | 4.36 | 0.83 |
| 13. It is an enjoyable experience to study English. | <i>f</i> | 1 | 3 | 21 | 91 | 158 | | |
| | % | 0.4 | 1.1 | 7.7 | 33.2 | 57.7 | 4.47 | 0.72 |
| 14. I talk with my friends in English out of the class. | <i>f</i> | 42 | 109 | 63 | 45 | 15 | | |
| | % | 15.3 | 39.8 | 23 | 16.4 | 5.5 | 2.57 | 1.10 |

When compared to Bektaş' (2005) study, which was carried out in the Turkish context, the students revealed higher levels of motivational intensity. However, the

results of the present study also revealed that only 21.9% of the students thought that they studied English relatively hard when compared to their peers, and almost half of the participants (44.5%) said they were undecided on this issue, and 33.6% of them expressed that they did not participate in this idea. This situation reveals that some students find their studies or preparation for the class insufficient. It is important that these participants have to take actions in advance to improve themselves and become competent teachers and fluent speakers of English when they are under-graduates not after graduating from the department.

More than half of the students (55.1%) stated that did not speak English outside the classroom with her friends, while 20.9 percent expressed that were talking with their friends. Considering the analyses of the two items above, it is observed that there may be limitations on students' communication in English, and that these limitations are reflected in their self-assessment and behaviors. These two reasons, mentioned above, are important in terms of educational outcomes and in order to increase students' exposure to language outside class, support services are recommended.

Attitudes toward learning English: Students' overall attitudes toward learning English were found to be positive ($\bar{X} = 4.26$). When students' opinions for some items were considered, they appeared to be involved in almost all of them. To give examples, more than 96% of the participants want to learn more than a foreign language; 97.8% of the participants believe that it is important to learn English because it makes them learn about different cultures; Those, who sees learning English as an advantage, covers 97.8 percent of the respondents; 95.9 percent of respondents wish to continue to improve their English speaking skills after graduating from university (See Table 4.17). Thus, it can be concluded that students' attitudes toward leaning English was quite positive. Actually, these were expected results since the students have been studying English at the ELT department. This finding is in consistent with some other studies in different contexts (Bektaş, 2005; Jung, 2011; Yu, 2009).

Besides, there are some other items which received high scores from the students: For instance 85.4% of the participants agreed that they wanted to make friends with international students, 86.2% of them wanted to study specifically at the

ELT department. This is also a good sign of their positive attitude toward learning English and international groups.

Table 4.17.

Attitudes toward learning English

| Items | | Strongly Disagree | Disagree | No Idea | Agree | Strongly Agree | \bar{X} | SD |
|--|----------|-------------------|----------|---------|-------|----------------|-----------|------|
| 15 I would like to learn more than one foreign language. | <i>f</i> | 2 | 0 | 9 | 64 | 199 | | |
| | <i>%</i> | 0.7 | 0.0 | 3.3 | 23.4 | 72.6 | 4.67 | 0.61 |
| 16. It is important to learn English because it makes me learn about different cultures. | <i>f</i> | 0 | 1 | 5 | 66 | 202 | | |
| | <i>%</i> | 0.0 | 0.4 | 1.8 | 24.1 | 73.7 | 4.71 | 0.51 |
| 17. I have a high feeling when I meet and listen to people speaking English. | <i>f</i> | 1 | 2 | 13 | 82 | 176 | | |
| | <i>%</i> | 0.4 | 0.7 | 4.7 | 29.9 | 64.2 | 4.57 | 0.66 |
| 18. My life would not be interesting if I did not study English. | <i>f</i> | 25 | 34 | 79 | 78 | 58 | | |
| | <i>%</i> | 9.1 | 12.4 | 28.8 | 28.5 | 21.2 | 3.40 | 1.21 |
| 19. My family did not insist on my studying English. | <i>f</i> | 5 | 6 | 6 | 49 | 208 | | |
| | <i>%</i> | 1.8 | 2.2 | 2.2 | 17.9 | 75.9 | 4.64 | 0.79 |
| 20*. I did not want to study English at the English Language Department at all. | <i>f</i> | 178 | 58 | 13 | 15 | 10 | | |
| | <i>%</i> | 65 | 21.2 | 4.7 | 5.5 | 3.6 | 1.62 | 1.05 |
| 21. I am very happy to study English at the ELT/ELL Department. | <i>f</i> | 2 | 7 | 25 | 92 | 148 | | |
| | <i>%</i> | 0.7 | 2.6 | 9.1 | 33.6 | 54 | 4.38 | 0.81 |
| 22. I have a favorable impression towards British people. | <i>f</i> | 14 | 38 | 70 | 86 | 66 | | |
| | <i>%</i> | 5.1 | 13.9 | 25.5 | 31.4 | 24.1 | 3.55 | 1.15 |
| 23. I speak in English with my teachers at the department out of class. | <i>f</i> | 46 | 106 | 73 | 41 | 8 | | |
| | <i>%</i> | 16.8 | 38.7 | 26.6 | 15 | 2.9 | 2.49 | 1.03 |
| 24. It is an advantage to learn English. | <i>f</i> | 1 | 2 | 3 | 48 | 220 | | |
| | <i>%</i> | 0.4 | 0.7 | 1.1 | 17.5 | 80.3 | 4.77 | 0.54 |
| 25. I want to make friends with international students studying at our university. | <i>f</i> | 1 | 6 | 33 | 99 | 135 | | |
| | <i>%</i> | 0.4 | 2.2 | 12 | 36.1 | 49.3 | 4.32 | 0.80 |
| 26. After I graduate from university, I will not stop dealing with English. | <i>f</i> | 0 | 3 | 8 | 53 | 210 | | |
| | <i>%</i> | 0.0 | 1.1 | 2.9 | 19.3 | 76.6 | 4.72 | 0.57 |
| 27. Learning English is never waste of time. | <i>f</i> | 1 | 1 | 5 | 42 | 225 | | |
| | <i>%</i> | 0.4 | 0.4 | 1.8 | 15.3 | 82.1 | 4.78 | 0.52 |

Note: Item marked* is reversed in scoring.

However, some items were agreed by only half of the participants. To give some examples; 49.7% of the respondents agreed with the item “My life would not be interesting if I did not study English”, 21.5 % of them disagreed, and 28.8 % of them seemed to be undecided. To the item "I have a favorable impression towards British

people." was agreed by 55.5 % of respondents but 19.0 % of them disagreed, and 25.5 % were undecided. Only 17.9% of the participants agreed with the Item 23 "I speak in English with my teachers at the department out of class, whereas 55. 5% of them did not join the idea, and 26.6 % remained undecided (See Table 4.18 for more details). This is a striking finding because it may be due to their lack of self-confidence, which is a significant predictor on WTC or they do not feel secure and experience anxiety while communicating with their instructors.

The students' perception of their attitudes toward the international community: The latent variable attitude toward the international community was defined by four indicator variables: 1-Interest in international vocation activities, 2- Interest in foreign affairs, 3-Approach avoidance tendency, and 4- Integrative orientation. For the analyses of the items related to these categories, refer to Tables 4.18; 4.19; 4.20; 4.21. The mean scores of each item grouped under four categories are given in the tables.

Table 4.18.

Students' interest in international vocation/activities

| Items | | Strongly Disagree | Disagree | No Idea | Agree | Strongly Agree | \bar{X} | SD |
|---|----------|-------------------|----------|---------|-------|----------------|-----------|------|
| 28*. I would rather work in my homeland. | <i>f</i> | 18 | 36 | 109 | 54 | 57 | | |
| | <i>%</i> | 6.6 | 13.1 | 39.8 | 19.7 | 20.8 | 3.35 | 1.14 |
| 29. I want to work in a country where English is spoken. | <i>f</i> | 8 | 21 | 74 | 86 | 85 | | |
| | <i>%</i> | 2.9 | 7.7 | 27 | 31.4 | 31 | 3.80 | 1.06 |
| 30. I want to work at an international organization such as the UNESCO. | <i>f</i> | 3 | 13 | 64 | 99 | 95 | | |
| | <i>%</i> | 1.1 | 4.7 | 23.4 | 36.1 | 34.7 | 3.99 | 0.93 |
| 31. I want to be awarded by Erasmus Exchange Program in order to study abroad. | <i>f</i> | 7 | 10 | 32 | 74 | 151 | | |
| | <i>%</i> | 2.6 | 3.6 | 11.7 | 27 | 55.1 | 4.28 | 0.98 |
| 32*. I do not think what is happening overseas has much to do with my daily life. | <i>f</i> | 44 | 52 | 91 | 64 | 23 | | |
| | <i>%</i> | 16.1 | 19 | 33.1 | 23.4 | 8.4 | 2.89 | 1.18 |
| 33*. I would rather avoid the kind of work that sends me overseas frequently. | <i>f</i> | 122 | 86 | 44 | 16 | 6 | | |
| | <i>%</i> | 44.5 | 31.4 | 16.1 | 5.8 | 2.2 | 1.90 | 1.02 |

Note: Items marked* are reversed in scoring.

When the items of first scale, measuring students' interest in international vocation and activities, were analyzed it was revealed that most of the students would not avoid involvement in international activities ($\bar{X} = 3.62$). A majority of the students

(75.9 %) did not agree that they “would rather avoid the kind of work that sends me overseas frequently”. 70.8 % of respondents indicated that they wanted to work in an international organization such as the UNESCO. Whereas, in Bektaş’ (2005) study participants slightly agreed with a similar statement. Min (2010) found a parallel result with this study and concluded that Chinese students were interested in international activities and would not avoid working overseas. It was also found in the present study that those who want to study abroad with the Erasmus exchange program represent a large majority (82.1%). This overseas interest means that students favor such academic opportunities. This is an important trend in a student’s life, especially for those who desire to study abroad.

On the other hand, 40.5 % of students reported that they prefer to work in their own country after graduation. Almost the same number of the students are undecided (39.8 %), and 19.7% agree with the idea to a limited extent. The percentage of the participants who want to work in a foreign country amounts to 62.4%, which gives an additional dimension to the results. Students want to work in a foreign country if English is spoken in that country. On the contrary, if a language other than English is the dominant case, their opinions may be negatively affected. When we look at the overall items of the first scale, it is observed that the students are interested in international activities. The means and standard deviations of each item can be seen in Table 4.18.

After the analyses of the items of the second scale, measuring students’ approach/avoidance tendency, it was found that most of the students would not avoid talking to strangers (78.1%), they could stay in the same room with a foreign student at dormitories or home (86.9%), they did not feel uncomfortable if a foreigner moved to their apartment (94.9%), and they volunteered to help foreigners if they had communication problems (97.4%). Means and standard deviations are presented in Table 4.19.

In the light of this result, the students are said to have a positive point of view towards foreigners, be in favor of life living in a common area with people from different cultures in a consensus, and be very sympathetic to foreigners ($\bar{X} = 4.38$). A

parallel finding was found by Bektaş (2005) in the Turkish context; Min (2010) in the Canadian context.

Table 4.19.

Students' Approach/Avoidance Tendency toward Foreigners

| Items | | Strongly Disagree | Disagree | No Idea | Agree | Strongly Agree | \bar{X} | SD |
|---|----------|-------------------|----------|---------|-------|----------------|-----------|------|
| 34*. I avoid talking to foreigners as much as possible. | <i>f</i> | 125 | 89 | 41 | 12 | 7 | | |
| | <i>%</i> | 45.6 | 32.5 | 15 | 4.4 | 2.6 | 1.86 | 1.00 |
| 35. I would not mind sharing an apartment house with a foreign student or live in the same room of a dormitory. | <i>f</i> | 2 | 6 | 28 | 100 | 138 | | |
| | <i>%</i> | 0.7 | 2.2 | 10.2 | 36.5 | 50.4 | 4.34 | 0.81 |
| 36*. I would feel somewhat uncomfortable if a foreigner moved in next door. | <i>f</i> | 208 | 52 | 8 | 3 | 3 | | |
| | <i>%</i> | 75.9 | 19 | 2.9 | 1.1 | 1.1 | 1.32 | 0.69 |
| 37. I want to help a foreigner who has communication difficulty in a restaurant. | <i>f</i> | 0 | 1 | 6 | 97 | 170 | | |
| | <i>%</i> | 0.0 | 0.4 | 2.2 | 35.4 | 62 | 4.59 | 0.56 |
| 38. I want to participate in a volunteer activity to help foreigners living in the neighboring community. | <i>f</i> | 7 | 6 | 40 | 111 | 110 | | |
| | <i>%</i> | 2.6 | 2.2 | 14.6 | 40.5 | 40.1 | 4.14 | 0.92 |

Note: Items marked* are reversed in scoring.

The items of the third scale determining the latent variable students' attitude towards international community were analyzed and found that students had positive attitudes as well as negative attitudes towards international groups (See Table 4.20).

Table 4.20.

Students' Interest in Foreign Affairs

| Items | | Strongly Disagree | Disagree | No Idea | Agree | Strongly Agree | \bar{X} | SD |
|---|----------|-------------------|----------|---------|-------|----------------|-----------|------|
| 39. I read of books and magazines about foreign countries. | <i>f</i> | 14 | 55 | 78 | 85 | 42 | | |
| | <i>%</i> | 5.1 | 20.1 | 28.5 | 31 | 15.3 | 3.31 | 1.11 |
| 40. I watch news on TV about foreign countries. | <i>f</i> | 10 | 44 | 46 | 117 | 57 | | |
| | <i>%</i> | 3.6 | 16.1 | 16.8 | 42.7 | 20.8 | 3.61 | 1.10 |
| 41. I talk about situations and events about countries with my family and/or friends. | <i>f</i> | 18 | 75 | 66 | 83 | 32 | | |
| | <i>%</i> | 6.6 | 27.4 | 24.0 | 30.3 | 11.7 | 3.13 | 1.14 |

When reporting about reading materials about foreign countries, 46.3% responded that they do read such materials while 25.2% of them stated that they did not, and 28.5% remained undecided. 63.5% of the students expressed that they watch TV news about foreign countries, whereas 19.7% admitted that they did not. As for Item 40 “I talk about situations and events about countries with my family and/or friends”, less than half of the respondents (42.05) agreed with the item, but 34.0% said that they did not talk about, and 24.0% of the students remained undecided. This is considered as a limitation because firstly, the students are not exposed to the foreign language, and secondly, when they do not develop interest in such events, it is probable that they will lack of knowledge related to the daily events and consequently, they will have limited world view. This will hinder them to develop their productive skills. Instructors should assign their students to make some research on daily events and provide information on these issues to motivate their students.

To sum up, students’ interest in foreign countries can be described as medium ($\bar{X} = 3.35$), but not as high level. This finding is important because it reveals that only half of the research respondents watch or listen to programs in the target language, and again less than half of them do not talk about events happening in other countries, and only 60% watch TV news about the events what is going on in the world. In other words, the other half is disinterested or uninterested. Since the research participants are the ELT students, the other half, who ignore reading, listening, and talking about people of other cultures, needs to be considered since they will be the models for their prospective students. This finding is in line with Bektaş’ (2005) findings as well as Min’s (2010) findings.

This result also shows that most of them neither are exposed to the foreign language nor use the language. It is widely accepted that exposure, use, and motivation are three most important conditions in second language acquisition. When they do not read the texts written in the foreign language, their vocabulary will be limited to academic words. It was revealed in a study carried out by Şener (2003) that students can acquire academic words during their university training but lose the most frequently used words which are essential for communication, when they are only limited to academic course books and neglect to read other books and written documents.

Similarly, when they do not listen to the authentic discourse, they cannot comprehend what they hear or become silent since they do not have enough self-confidence to have conversations. It is apparent that they need practice to be willing to communicate.

The items of the fourth scale determining the latent variable students' attitude towards international communities were analyzed by means of descriptive statistics. Table 4.21 presents the results related to the integrative orientations ($\bar{X} = 4.28$), of the students. As can be seen the mean scores of all the items are above $\bar{X} = 4.0$, which means students have highly positive attitudes toward different cultures.

Table 4.21.

Students' Integrative Orientations

| Items | | Strongly Disagree | Disagree | No Idea | Agree | Strongly Agree | \bar{X} | SD |
|--|-----|----------------------|----------|---------|-------|-------------------|-----------|------|
| 42. It will help me understand the culture related to English-speaking countries. | f | 3 | 13 | 31 | 135 | 92 | | |
| | % | | | | | | | |
| | | 1.1 | 4.7 | 11.3 | 49.3 | 33.6 | 4.09 | 0.86 |
| 43. It will help me understand the people of English-speaking countries. | f | 2 | 6 | 16 | 135 | 115 | | |
| | % | | | | | | | |
| | | 0.7 | 2.2 | 5.8 | 49.3 | 42 | 4.30 | 0.74 |
| 44. I would like to go to study in English-speaking countries | f | 0 | 1 | 49 | 92 | 132 | | |
| | % | | | | | | | |
| | | 0.0 | 0.4 | 17.9 | 33.6 | 48.2 | 4.30 | 0.77 |
| 45. I would like to be friends with some English-speaking people | f | 0 | 0 | 27 | 116 | 131 | | |
| | % | | | | | | | |
| | | 0.0 | 0.0 | 9.9 | 42.3 | 47.8 | 4.38 | 0.66 |
| 46. It will help me participate more freely in the activities of other cultural groups | f | 1 | 14 | 34 | 123 | 102 | | |
| | % | | | | | | | |
| | | 0.4 | 5.1 | 12.4 | 44.9 | 37.2 | 4.14 | 0.85 |
| 47. It will ease intercultural communication | f | 0 | 1 | 11 | 116 | 146 | | |
| | % | | | | | | | |
| | | 0.0 | 0.4 | 4 | 42.3 | 53.3 | 4.49 | 0.59 |

Regarding students' integrative orientations, in the first place, the students agreed that knowing English will facilitate communication ($\bar{X} = 4.49$). This item was followed by their being interested in being friends with English-speaking people ($\bar{X} = 4.38$). Furthermore, they agreed that they would like to go to English-speaking countries to receive training ($\bar{X} = 4.30$), that English would provide them to understand the

cultures of English speaking countries ($\bar{X} = 4.09$), and that English would help them participate more freely in the activities of other cultural groups ($\bar{X} = 4.14$).

According to Yashima (2002), there are four variables that combine to form international posture; interest in foreign affairs (IFA), intergroup approach-avoidance tendency (AAT), interest in international vocations/activities (IVA), and intercultural friendship orientation in English learning (IFO). She proposed that international posture influences motivation, which, in turn, influences proficiency in English. In the literature review section, several studies which revealed the relationship between attitudes toward the international groups and WTC were exemplified. It can be concluded that when students are internationally oriented, they are more willing to communicate and more motivated to study or learn English. Therefore, that the participants of the present study have positive attitudes is very hopeful, since it increases the motivation and consequently, the level of the willingness to communicate in English of the students will be higher.

In conclusion, positive attitudes towards the target language, its people, culture were found to be factors facilitating L2 learning and teaching in various studies. The students of the present study valued knowing various cultures and people of these cultures. This finding implies that they have integrative motivation and positive attitudes toward international groups.

As it was indicated by Jung (2011), the attitudes students develop are not just toward the English language but reflect all the subjective feelings associated with learning a new subject. Therefore, it is important to come across such positive results in the present study. It is hoped that the students' having positive subjective feelings will help them increase willingness to communicate in English both in and out of the class.

Table 4.22 presents the predictors of WTC. The mean scores and standard deviations of each item of the scale were previously presented. In this regard, considering the total score of each factor, there is a need to go to a general interpretation. When the table above is analyzed, students' intergroup approach/avoidance tendency ($\bar{X} = 4.38$) is seen to be effective. This is relatively followed by integrative orientation ($\bar{X} = 4.28$), attitudes toward learning English ($\bar{X} =$

4. 26), motivational intensity ($\bar{X} = 4.04$), desire ($\bar{X} = 3.65$), interest in international vocation and activities ($\bar{X} = 3.62$) and interest in foreign affairs ($\bar{X} = 3.35$).

Table 4.22

The Mean Scores of the predictors of WTC.

| | Desire | Motivation | Attitude | International Vocation Activities | Approach/Avoidance Tendency | Interest in Foreign Affairs | Integrative Orientation |
|-----------|--------|------------|----------|---|--------------------------------|--------------------------------------|----------------------------|
| \bar{X} | 3.65 | 4.04 | 4.26 | 3.62 | 4.38 | 3.35 | 4.28 |
| ss | 0.52 | 0.45 | 0.40 | 0.59 | 0.57 | 0.88 | 0.51 |

The outcome in favor of the specified factors is an indication that the determined factors are effective on the students' WTC in English.

The students' perceptions of their self-perceived communication competence: Overall, students perceived their communication competence level as slightly over moderate both inside ($\bar{X} = 6.41$) and outside ($\bar{X} = 6.47$) the classroom.

Table 4.23 presents the descriptive statistics of the 16 items of SPCC with scores ranging from 0 to 10. When the items were examined individually, it was observed that students felt competent when they played a game with their friends in English inside class ($\bar{X} = 7.50$) and slightly more competent outside class ($\bar{X} = 7.75$); when they talked in English with a few of their friends inside ($\bar{X} = 7.22$) and outside ($\bar{X} = 7.32$); and when they talked in a small group of acquaintances ($\bar{X} = 7.03$) both inside and outside class ($\bar{X} = 7.24$). The scores of the other items in the scale were found to be at the moderate level. The students felt least competent while talking to their teachers about their homework or assignment inside ($\bar{X} = 5.88$), and outside ($\bar{X} = 5.66$).

Bektaş (2005) found in her study that students perceived themselves as more or less competent in speaking English. Similar to her study, which revealed a direct relationship between students' willingness to communicate and their attitude toward the international community, and perceived linguistic self-confidence, Atay & Kurt (2009), too, found a strong positive correlation between perceived competence and L2 WTC in the Turkish setting. In some other studies, it was also found that students who perceived

themselves as competent in communicating are more willing to initiate communication (Cao, 2011; Hashimoto, 2002; Matsuoka, 2006; Peng and Woodrow, 2010; Yashima, 2002). Their studies suggested that students who were less anxious and had high perceived confidence seemed to be more willing to communicate inside the classroom.

Table 4.23.

Students' Perceived Communication Competence

| Inside | | Students' perceptions of their self-perceived communication competence | Outside | |
|-------------|-------------|---|-------------|-------------|
| \bar{X} * | s | | \bar{X} * | s |
| | | Items | | |
| 5.36 | 2.52 | 1-Present a talk to a group of strangers (around40) in English. | 5.27 | 2.50 |
| 6.30 | 2.32 | 2-Present a talk to a group of friends (around40) in English. | 6.20 | 2.27 |
| 6.42 | 2.44 | 3- Join in a group discussion with a group of friends (3-4). | 6.30 | 2.43 |
| 7.22 | 2.28 | 4- Talk in English with a few of your friends. | 7.32 | 2.29 |
| 6.30 | 2.49 | 5- Talk in English with a stranger. | 6.64 | 2.68 |
| 6.11 | 2.44 | 6- Talk in English with your teachers. | 6.10 | 2.45 |
| 5.88 | 2.46 | 7- Talk to your teacher about your home-wok/assignment. | 5.66 | 2.51 |
| 6.26 | 2.63 | 8- You are confused about a task you must complete, how willing are you to ask for clarification/ instruction from your friend. | 6.23 | 2.70 |
| 6.27 | 2.47 | 9- You are not sure how to do your home-work, how willing are you to ask for more information from your teacher. | 6.04 | 2.52 |
| 6.20 | 2.71 | 10- A foreigner comes to your department, how willing are you to have a conversation if s/he talks to you first? | 6.53 | 2.71 |
| 7.03 | 2.30 | 11- Talk in a small group of acquaintances (3-4) in English | 7.24 | 2.27 |
| 6.84 | 2.34 | 12- Perform a presentation to a group of friends (3-4persons) in English. | 6.96 | 2.26 |
| 7.50 | 2.37 | 13- Play a game with your friends in English, for example monopoly | 7.75 | 2.33 |
| 6.22 | 2.34 | 14- Talk in English with a group of acquaintances in a large meeting | 6.30 | 2.41 |
| 6.41 | 2.44 | 15- Talk in English with foreigners in a small group (2-3 Persons) | 6.64 | 2.51 |
| 6.24 | 2.40 | 16- Perform a presentation to a group of acquaintances (Around40) in English | 6.26 | 2.34 |
| 6.41 | 1.92 | Total Score | 6.47 | 1.86 |

*0.0-3.5:Low, 3.6-7.0:m, 7.1-10 Moderate.0: High

Self-confidence, which refers to the belief that a person has the ability to produce results, accomplish goals, or performs tasks competently, has been found to be an important antecedent of L2 WTC in different contexts by several researchers. We should not underestimate the impact of students' judgments of their personal capabilities. On the contrary, by developing positive and friendly atmosphere in classes, we should try to diagnose the sources of their negative judgments about their capacities and provide them opportunities to overcome this drawback.

Similar to the findings of the previous results, the student participants' self-perceived communication competence according to the persons and context were observed to be moderate, too. As can be seen in Table 4.24 related to the students' communicative competence regarding to receivers, the highest scores were observed when they were communicating with friends both inside ($\bar{X} = 6.76$) and outside ($\bar{X} = 6.79$), and this was followed by acquaintances inside ($\bar{X} = 6.50$) and outside ($\bar{X} = 6.60$), foreigners inside ($\bar{X} = 6.07$), and outside ($\bar{X} = 6.27$) and teachers inside ($\bar{X} = 6.09$), and outside ($\bar{X} = 5.94$). This finding is in line with Bektaş (2005) who found that the students felt more competent talking with a friend and an acquaintance.

Table 4.24.

SPCC Sub-scores on Context and Receiver Type Measures

| Inside | | Self-perceived Communication Competence Items | Outside | |
|---------------|------|--|-------------|------|
| \bar{X} * | s | | \bar{X} * | SD |
| Receiver Type | | | | |
| 6.07 | 2.20 | Foreigners | 6.27 | 2.23 |
| 6.76 | 1.90 | Friends | 6.79 | 1.81 |
| 6.09 | 2.19 | Teachers | 5.94 | 2.23 |
| 6.50 | 2.10 | Acquaintances | 6.60 | 2.05 |
| Context Type | | | | |
| 6.52 | 2.12 | Class Presentations | -- | -- |
| 5.94 | 2.13 | Meetings | 5.95 | 2.11 |
| 6.40 | 1.99 | Dyads | 6.48 | 1.98 |
| 6.69 | 2.02 | Small Groups | 6.74 | 1.99 |
| 6.41 | 1.92 | Total Communication Competence Score | 6.47 | 1.86 |

*0. 0-3. 5: Low; 3. 6-7.0; Moderate: 7.1-10.0: High

Students' communication competence in terms of context was examined and found that students felt more competent while communicating in English in small groups in class ($\bar{X} = 6.79/6.74$), and dyads ($\bar{X} = 6.40/6.48$), rather than in meetings ($\bar{X} = 5.94/5.95$), inside and outside class. This finding is consistent with the findings of the previous studies (Bektaş, 2005; Jung, 2011; Yashima, 2002)

The students' perceptions about their anxiety: When students' anxiety levels while communicating in English were examined on a ten point scale, it was observed that their anxiety levels, inside ($\bar{X} = 4.88$), and outside the classroom ($\bar{X} = 4.74$) were moderate, and the total score seems to be closer to the low level, inside ($\bar{X} = 4.88$), and

outside ($\bar{X} = 4.74$). Table 4.25 presents the perceived anxiety level of the participants. Table 4.25.

Students' Perceived Communication Anxiety

| Inside | | Students' perception about their anxiety while communicating in English | Outside | |
|-------------|------|---|-------------|------|
| \bar{X} * | SD | | \bar{X} * | SD |
| 6.43 | 2.69 | 1-Present a talk to a group of strangers (around40) in English. | 6.47 | 2.74 |
| 5.62 | 2.61 | 2-Present a talk to a group of friends (around40) in English. | 5.46 | 2.63 |
| 4.87 | 2.54 | 3- Join in a group discussion with a group of friends (3-4). | 4.85 | 2.56 |
| 4.02 | 2.44 | 4- Talk in English with a few of your friends. | 3.85 | 2.54 |
| 5.05 | 2.69 | 5- Talk in English with a stranger. | 4.88 | 2.78 |
| 5.22 | 2.69 | 6- Talk in English with your teachers. | 5.16 | 2.65 |
| 5.17 | 2.58 | 7- Talk to your teacher about your home-wok/assignment. | 5.04 | 2.59 |
| 4.19 | 2.54 | 8- You are confused about a task you must complete, how willing are you to ask for clarification/ instruction from your friend. | 4.08 | 2.66 |
| 4.86 | 2.63 | 9- You are not sure how to do your home-work, how willing are you to ask for more information from your teacher. | 4.75 | 2.58 |
| 5.16 | 2.81 | 10- A foreigner comes to your department, how willing are you to have a conversation if s/he talks to you first? | 4.91 | 2.80 |
| 4.28 | 2.48 | 11- Talk in a small group of acquaintances (3-4) in English | 4.13 | 2.52 |
| 4.53 | 2.56 | 12- Perform a presentation to a group of friends (3-4persons) in English. | 4.33 | 2.53 |
| 3.51 | 2.61 | 13- Play a game with your friends in English, for example monopoly | 3.32 | 2.63 |
| 4.89 | 2.47 | 14- Talk in English with a group of acquaintances in a large meeting | 4.74 | 2.53 |
| 5.00 | 2.54 | 15- Talk in English with foreigners in a small group (2-3 Persons) | 4.72 | 2.66 |
| 5.35 | 2.65 | 16- Perform a presentation to a group of acquaintances (Around40) in English | 5.09 | 2.61 |
| 4.88 | 2.01 | Total Anxiety Score | 4.74 | 1.96 |

*0.0-3.5: Low; 3.6-7.0: Moderate; 7.1-10.0: High

In recent years foreign language researchers have paid considerable attention to the effects of anxiety on language learning and demonstrated that language anxiety is most closely related to the acquisition of a foreign language (Horwitz et al., 1986). They pointed out that anxiety prevents learners from reaching their goals and students' unrealistic beliefs about language learning negatively affect the development of foreign language performance. While explaining affective individual factors about second language learning As Gass and Selinker (2008) stated anxiety, competitiveness, as well as shock in a new, perhaps uncontrollable situation can make the language learning situation problematic and stressful. Therefore, anxiety needs to be controlled by means of the methodologies and strategies employed by the instructors and teachers in classes. Besides, out of class activities should be organized to make students know each other and develop positive relationships among them.

It is a remarkable result that the students' anxiety level in the present study is neither too high, nor too low. When considered in the sense of success in education, the level of anxiety is expected to be neither high nor low; anxiety level should be at an optimal level. When taken from this perspective, the results can be reflected as an effective result, but it is essential to look at the reflections in the impact analysis of the results.

Table 4.26.

Communication Anxiety Sub-scores according to Context and Receiver Type Measures

| Inside | | Perceived communication Anxiety | Outside | |
|----------------------|-------------|---------------------------------|-------------|-------------|
| \bar{X} * | SD | | \bar{X} * | SD |
| Receiver Type | | | | |
| 5.41 | 2.27 | Foreigners | 5.24 | 2.31 |
| 4.46 | 2.05 | Friends | 4.32 | 2.01 |
| 5.08 | 2.42 | Teachers | 4.98 | 2.38 |
| 4.84 | 2.18 | Acquaintances | 4.65 | 2.14 |
| Context Type | | | | |
| 5.01 | 2.28 | Class | -- | -- |
| 5.55 | 2.19 | Meetings | 5.43 | 2.18 |
| 4.66 | 2.08 | Dyads | 4.50 | 2.07 |
| 4.60 | 2.18 | Small Groups | 4.50 | 2.12 |
| 4.88 | 2.01 | Total Anxiety Score | 4.74 | 1.96 |

*0.0-3.5: Low ; 3.6-7.0: Moderate; 7.1-10.0: High

As it is presented in Table 4.26 related to students' communication anxiety regarding to receivers, the highest anxiety scores were observed when they were communicating with foreigners both inside ($\bar{X} = 5.41$) and outside ($\bar{X} = 5.24$), and this was followed by teachers inside ($\bar{X} = 5.08$) and outside ($\bar{X} = 4.98$), acquaintances inside ($\bar{X} = 4.84$), and outside ($\bar{X} = 4.65$) and friends inside ($\bar{X} = 4.46$), and outside ($\bar{X} = 4.32$). When the finding related to anxiety is compared to other studies, it is seen that the results are in line with the Bektaş' (2005) results who found that students communicating among strangers in a large meeting felt very anxious. Similar to the present study findings, talking to friends and acquaintances was the least anxiety-provoking situation in her study.

When students' communication anxiety in terms of context was examined, it was found that students felt more anxious while communicating in English in meetings, inside ($\bar{X} = 5.55$), and outside ($\bar{X} = 5.43$). The students did not seem to experience

much anxiety in communications in small groups inside ($\bar{X} = 4.60$), and outside ($\bar{X} = 4.50$), and dyads inside ($\bar{X} = 4.66$), and outside ($\bar{X} = 4.50$). The finding that students' communication anxiety level is the least when they are communicating with their friends in both of the categories is supporting the previous findings.

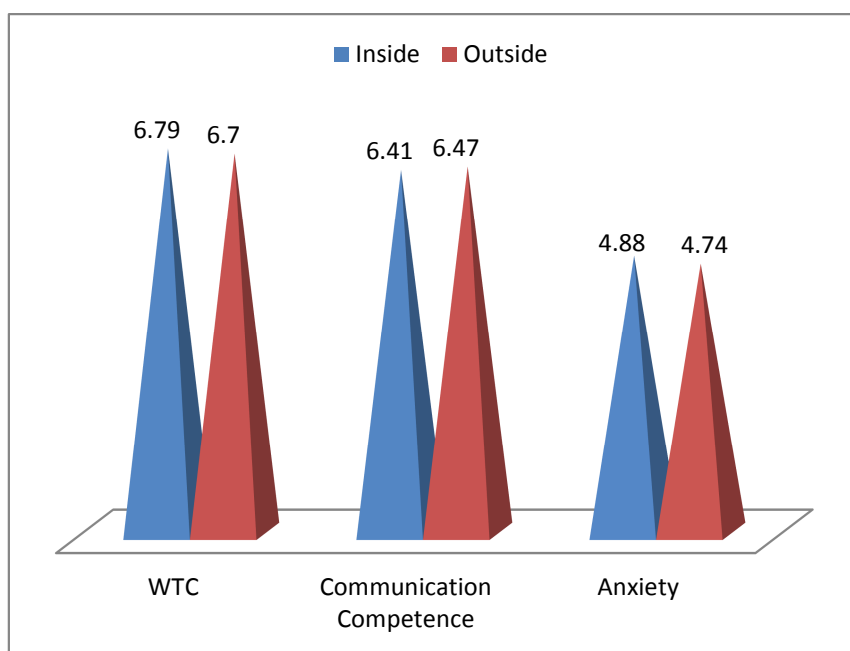


Figure 4.1. Students' WTC, SPCC and Anxiety Levels

To sum up, when students' willingness to communicate, self-confidence and anxiety scores were compared, it was observed that students' WTC, communication competence and anxiety scores were at the medium levels; but in the WTC and self-confidence categories, they were approaching a high level limit and relatively, they had higher scores (See Figure 4.1).

According to the guideline provided by Cao & Philp (2006), the mean scores between 0.0-3.5 was evaluated as low, between 3.6-7.0 as average and between 7.1-10.0 as high level which is similar to the evaluation of the observation scheme. Besides, students' WTC in terms of context and types of receivers were calculated in the same way and they were all presented in different tables.

Starting from these findings, the students were found to be moderately willing to communicate and confident about speaking in English, although their level is close to the high level interval. Their anxiety level can be said to be relatively low. Linguistic

self-confidence was defined in terms of the lack of communication anxiety and high perceived communication competence. Thus, seeing that their anxiety level is slightly over the low interval and the communication competence level is close to the high interval, it can be expected to observe high level willingness to communicate. The researcher is tentative about the final conclusions about their willingness, so it will be more appropriate to obtain the results of the qualitative data analyses.

The students' perceptions about their personality Table 4.27 presents the personality characteristics of the participants. Personality traits are the most important factors that influence WTC. There are a number of personality characteristics that may affect L2 learning such as; extraversion vs. introversion, self-esteem, inhibition, risk-taking, anxiety. In this study, only extraversion-introversion dimension of personality was measured. The personality characteristics of students were examined and they were found to be moderately extraverted ($\bar{X} = 6.68$). The mean and standard deviation of each item was calculated and found that most of the items had similar scores.

Table 4.27.

Descriptive Analyses of students' Personality Characteristics

| Personality Characteristics | \bar{X} | DS |
|------------------------------------|-------------|-------------|
| Introverted -Extraverted | 6.16 | 2.17 |
| Unenergetic-Energetic | 6.99 | 1.92 |
| Silent-Talkative | 5.97 | 2.33 |
| Unenthusiastic- Enthusiastic | 7.01 | 1.90 |
| Timid- Bold | 5.89 | 2.23 |
| Inactive -Active | 6.42 | 2.19 |
| Unassertive-Assertive | 6.28 | 1.99 |
| Inhibited - Spontaneous | 7.94 | 1.56 |
| Unadventurous- Adventurous | 6.88 | 2.19 |
| Unsociable- Sociable | 7.27 | 1.82 |
| Total Score | 6.68 | 1.39 |

Students perceived themselves as extraverted ($\bar{X} = 6.16$), energetic ($\bar{X} = 6.99$), talkative ($\bar{X} = 5.97$), enthusiastic ($\bar{X} = 7.01$), bold ($\bar{X} = 5.89$), active ($\bar{X} = 6.42$), assertive ($\bar{X} = 6.28$), spontaneous ($\bar{X} = 7.94$), adventurous ($\bar{X} = 6.88$) and social ($\bar{X} = 7.27$). In the light of these definitions it can be said that the students are self-confident, ambitious and pro-active. According to the results, students of the present

study were in the slightly above the moderate range of introversion-extraversion personality traits (See Table 4. 27).

In some studies, it was also found that students who perceived themselves as competent in communicating are more willing to initiate communication (Cao, 2011; Bektaş, 2005; Hashimoto, 2002; Matsuoka, 2006; Peng and Woodrow, 2010; Yashima, 2002). Their studies suggested that students who were less anxious and had high perceived confidence seemed to be more willing to communicate inside the classroom.

4.2.3. RQ 2: What are the relationships among students' WTC in English, self-perceived communication competence, motivation, linguistic self-confidence, attitudes toward the international community, and personality?

Pearson Correlation Analyses:

In order to answer the research question the data were analyzed by the Pearson Correlation test. One dependent variable (willingness to communicate) was correlated with all the independent variables (self-perceived communication competence, personality, and communication anxiety). The Table 4.28; 4.29; 4.30 show the results.

Table 4.28.

Correlation among Willingness to Communicate and Self-perceived Communication Competence, and Communication Anxiety

| | | Inside SPCC | Outside SPCC | Inside Anxiety | Outside Anxiety |
|-------------|------------------------|------------------------|-------------------------|---------------------------|----------------------------|
| Inside WTC | Pearson Correlation | .830(**) | -- | -.441(**) | -- |
| | Sig. (2-tailed) | .000 | -- | .000 | -- |
| | N | 274 | -- | 274 | -- |
| Outside WTC | Pearson Correlation | -- | .796(**) | -- | -.346(**) |
| | Sig. (2-tailed) | -- | .000 | -- | .000 |
| | N | -- | 274 | -- | 274 |

** Correlation is significant at the 0.01 level (2-tailed).

Self-perceived communication competence revealed a positive, significant correlation with the in-class WTC ($r = .830$; $p < .05$). Besides, a negative correlation at the medium level was observed between in-class WTC and anxiety ($r = -.441$; $p < .05$). As for the correlation between students' out-class WTC in English, and self-perceived communication competence, a positive and significant correlation was observed ($r = .$

796; $p < .05$). There was also a negative correlation at the medium level between their out-class willingness to communicate in English and anxiety ($r = -.346$; $p < .05$).

It was observed that when students' self-perceived communication competence increased, their WTC level increased, and that their WTC level decreased when their anxiety level increased. In the light of these findings, both in the classroom environment and outside the classroom, it can be foreseen that the high level of students' communication competence can be effective in increasing the willingness to communicate of the students, whereas the high level of anxiety can reduce the students' level of willingness to communicate in English.

This finding is inconsistent with some studies in the field. To give examples; Language anxiety has been shown to correlate negatively with achievement measures such as language course final grades in Horwitz's (1986) study and performance on a vocabulary learning tasks in MacIntyre & Gardner's (1989) study.

In some studies, it was also found that students who perceived themselves as competent in communicating are more willing to initiate communication (Bektaş, 2005; Cao, 2011; Clément et. al, 2003; Hashimoto, 2002; MacIntyre et al., 1998; Matsuoka, 2006; Peng & Woodrow, 2010; Yashima, 2002). Their studies suggested that students who were less anxious and had high perceived confidence seemed to be more willing to communicate inside the classroom. They concluded that communication confidence is a primary and universal precursor to L2 WTC regardless of regional diversity.

Table 4.28 presents the correlation among students' WTC and personality characteristics. The correlation between students' personality and willingness to communicate in English was relatively weak and positive both inside ($r = .412$; $p < .05$), and outside ($r = .372$; $p < .05$) the classroom. It was also revealed that when students' extraversion-introversion personality trait score increased, their WTC level increased. However, the increase in the WTC related to the personality is limited. It is necessary to employ impact tests in order to determine the impact level.

As for the relationship between extraverted learners and success in L2, SLA research suggests that the more extravert language learners would increase the amount of input (Krashen, 1985), and prefer communicative approaches, the more they are likely to join group activities (McDonough, 1986).

Table 4.29.

Correlation among students' WTC and personality characteristics

| | | Extraverted | Energetic | Talkative | Enthusiastic | Bold | Active | Assertive | Spontaneous | Adventurous | Social | Personality Total Score |
|-------------|---------------------|-------------|-----------|-----------|--------------|----------|----------|-----------|-------------|-------------|----------|-------------------------|
| Inside WTC | Pearson Correlation | .271(**) | .285(**) | .244(**) | .302(**) | .349(**) | .220(**) | .367(**) | .226(**) | .259(**) | .296(**) | .412(**) |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 |
| Outside WTC | Pearson Correlation | .233(**) | .223(**) | .221(**) | .349(**) | .287(**) | .198(**) | .309(**) | .229(**) | .261(**) | .240(**) | .372(**) |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .001 | .000 | .000 | .000 | .000 | .000 |
| | N | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 |

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.29 presents the relationship between students' personality trait and WTC. The correlation between students' personality and willingness to communicate in English was relatively weak and positive both inside ($r = .412$; $p < .05$), and outside ($r = .372$; $p < .05$) the classroom. It was also revealed that when students' extraversion-introversion personality trait score increased, their WTC level increased. However, the increase in the WTC related to the personality is limited.

In Bektaş' (2005) study the perceptions of students of their personalities were directly related to their linguistic self-confidence and indirectly related to L2 WTC; In Matsuoka's (2006) study the analysis results indicated that among four independent variables contributed to the prediction of L2 WTC, SPCC was the most influential factor contributed to the prediction of L2 WTC (22%), and the second strongest factor was introversion (11%).

As it was presented in Table 4.30, a weak, positive, and significant correlation existed between the students' in-class WTC, and attitude ($r = .424$; $p < .05$), and motivation ($r = .428$; $p < .05$). Besides, a strong, positive, significant correlation existed between in-class WTC and SPCC ($r = .713$; $p < .05$).

Based on the correlation results, out-class WTC variable had a moderate, positive, and significant correlation with the students' out-class attitude ($r = .513$; $p < .05$).

05) and SPCC ($r=.647$; $p<.05$); and between motivation a relatively weak, and statistically positive, and significant correlation ($r=.448$; $p<.05$) was revealed.

Table 4.30.

Correlation among Students' WTC, Attitudes, Motivation and SPCC

| | | Attitudes | Motivation | Inside Communication Competence | Outside Communication Competence |
|----------------|------------------------|-----------|------------|---------------------------------------|--|
| Inside WTC | Pearson Correlation | .424(**) | .428(**) | .713(**) | -- |
| | Sig. (2-tailed) | .000 | .000 | .000 | -- |
| | N | 274 | 274 | 274 | -- |
| Outside WTC | Pearson Correlation | .513(**) | .448(**) | -- | .647(**) |
| | Sig. (2-tailed) | .000 | .000 | -- | .000 |
| | N | 274 | 274 | -- | 274 |

** Correlation is significant at the 0.01 level (2-tailed).

Based on the analyses of the data, it was found that all of the variables in the scale were significantly correlated with WTC at the .05 level (Table 4.30). The highest correlation occurred between motivational intensity ($r=.458$; $p<.05$), and WTC, and the lowest correlation existed between interest in international activities ($r=.237$; $p<.05$) and in-class WTC. The second highest correlation was found to be between students' approach and avoidance tendency towards foreigners ($r=.382$; $p<.05$) dependent variable in-class WTC. This was followed by integrative orientation ($r=.300$; $p<.05$), and international foreign affairs ($r=.282$; $p<.05$).

Similarly, all of the variables in the scale were significantly correlated with out-class WTC at the .05 level. The highest correlation occurred between students' approach and avoidance tendency towards foreigners ($r=.496$; $p<.05$), and out-class WTC, and this was followed motivational intensity ($r=.452$; $p<.05$), and attitudes towards learning English ($r=.410$; $p<.05$). The lowest correlation existed between students' Integrative Orientation ($r=.398$; $p<.05$) and interest in international foreign affairs ($r=.207$; $p<.05$) and the out-class WTC.

As it is clearly seen, two predictors, motivational intensity and students' approach and avoidance tendency towards foreigners in and out of the class play a significant role on students' WTC.

Table 4. 31.

Pearson Correlation Analyses Results to Predict Variables Affecting Students' in-class and out-class WTC

| | | Desire | Motivational intensity | Attitude | International vocation and activities | Approach Avoidance tendency | International foreign affairs | Integrative Orientation |
|-------------|---------------------|----------|------------------------|----------|---------------------------------------|-----------------------------|-------------------------------|-------------------------|
| Inside WTC | Pearson Correlation | .309(**) | .458(**) | .327(**) | .237(**) | .382(**) | .282(**) | .300(**) |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 274 | 274 | 274 | 274 | 274 | 274 | 274 |
| Outside WTC | Pearson Correlation | .297(**) | .452(**) | .410(**) | .207(**) | .496(**) | .353(**) | .398(**) |
| | Sig. (2-tailed) | .000 | .000 | .000 | .001 | .000 | .000 | .000 |
| | N | 274 | 274 | 274 | 274 | 274 | 274 | 274 |

** Correlation is significant at the 0.01 level (2-tailed).

When the levels related to these factors increase, their willingness to speak English are likely to increase. It can be said that other variables, too, need to be increased, which are likely to increase students' willingness to speak English. There are similar findings in the field. Positive attitudes towards the target language, its people, culture were found to be factors increasing WTC in L2 (Bektaş, 2005; Jung, 2011; Yashima, 2002; Yu, 2009). See Table 4.31.

The multiple regression analyses results:

The general purpose of multiple regression is to learn more about the relationship between several independent or predictor variables and a dependent or criterion variable. regression analysis helps one understand how the typical value of the dependent variable (or 'Criterion Variable') changes when any one of the independent variables is varied, while the other independent variables are held fixed (Büyüköztürk, 2011: 98).

The regression analyses which were performed to examine the impact level of the variables that predict students' WTC levels are presented separately as in-class WTC and out-class WTC. See Tables 4.32 and 4.33. Factors affecting the students' in-class WTC levels are analyzed under three models:

The first regression model is significant in explaining the in-class WTC levels.

[$R^2=.690$, Adjusted $R^2=.688$, $F=301.699$, $p<.05$]. Self-confidence ($\beta = .853$, $p <.05$) is seen as a significant predictor of the students' in-class WTC level. There is a highly significant relationship between the students' in-class WTC level and self-confidence level. Based on the partial correlation results, with the other independent variable (in-class anxiety), self-confidence has a strong relationship with in-class WTC levels (Partial R-square=.784). Students' in-class self-confidence level is a significant determinant on the WTC level and constitutes a positive impact. Another interesting finding is that in-class anxiety level is not a significant independent variable by itself in explaining the dependent variable. Based on the correlation results, in zero-order correlation in-class anxiety variable shows a weak (close to the moderate level) negative correlation with the dependent variable (WTC levels). However, when regressed together with the other independent variable (in-class confidence), its partial correlation with the dependent variable becomes insignificant.

The second regression model is significant in explaining the WTC levels.

[$R^2=.702$, Adjusted $R^2=.698$, $F=158.382$, $p<.05$]. Learners' attitude and motivation variables are included in the second model. In-class self-confidence ($\beta = .801$, $p <.05$) and motivation ($\beta = .109$, $p <.05$) are seen as the predictors which affect students' in-class WTC levels.

The other predictors included in the model (in-class anxiety and students' attitudes) cannot predict the participants' WTC behavior significantly. According to the standardized regression co-efficient (β), among the predictors which affect participants' in-class WTC levels, the impact of in-class self-confidence has been more affective on WTC than motivation. Based on the partial correlation results, which was calculated by considering other variables, the correlation level between in-class self-confidence and in-class WTC is positive and significant (Partial R= .741). In addition to this, it is notable that the effect of motivation is positive but low (Partial R=.155). Especially according to the results of the zero-order correlation, depreciation of the motivation is significant. Anxiety and students' attitude brought down the effects of motivation significantly (See Table 4.32).

When the second model was considered, it can be said that it will be affective to increase the self-confidence and motivation levels of the students in order to increase

the in-class WTC levels. These two variables (self-confidence and motivation) constitute an eliminating effect of anxiety and attitude predictors on students' in-class WTC.

The third model is significant in explaining the in class WTC level of the students [$R^2 = .702$, Adjusted $R^2 = .696$, $F = 126.251$, $p < .05$]. In the third model, in-class self-confidence ($\beta = .799$, $p < .05$) and motivation ($\beta = .108$, $p < .05$) variables were seen to be effective on in-class WTC when the personality variable was included. The personality variable was not effective on WTC in this model. The effect of in-class self-confidence and motivation variables were as effective as they had been in the second model.

Table 4.32.

Multiple Regression (Enter) Analyses Results to Predict Variables Affecting Students' in-class WTC

| WTC (Inside)Level | | | | | | | | |
|--|--------------------------------|-------|------------------|---------|--------|-------|------------|-----------|
| Model | Predictor variable | B | Standard Error B | β | t | p | Zero-order | Partial R |
| 1 | Constant | 1.427 | .387 | | 3.689 | .000 | | |
| | Self-confidence (Inside class) | .808 | .039 | .853 | 20.816 | .000* | .830 | .784 |
| | Anxiety (Inside class) | .038 | .037 | .042 | 1.012 | .312 | -.441 | .061 |
| Multiple R = .831 | | | | | | | | |
| $R^2 = .690$ | | | | | | | | |
| Adjusted $R^2 = .688$ | | | | | | | | |
| $F = 30.699$ $P < .05$ | | | | | | | | |
| 2 | Constant | -.555 | .727 | | -.763 | .446 | | |
| | Self-confidence (Inside class) | .759 | .042 | .801 | 18.102 | .000* | .830 | .741 |
| | Anxiety (Inside class) | .036 | .037 | .039 | .972 | .332 | -.441 | .059 |
| | Learners' Attitude | .071 | .175 | .018 | .407 | .684 | .424 | .025 |
| | Motivation | .509 | .198 | .109 | 2.573 | .011* | .428 | .155 |
| Multiple R = .838 | | | | | | | | |
| $R^2 = .702$ | | | | | | | | |
| Adjusted $R^2 = .698$ | | | | | | | | |
| $F = 15.382$ $P < .05$ | | | | | | | | |
| 3 | Constant | -.576 | .742 | | -.777 | .438 | | |
| | Self-confidence (Inside class) | .757 | .044 | .799 | 17.243 | .000* | .830 | .725 |
| | Anxiety (Inside class) | .036 | .037 | .040 | .979 | .328 | -.441 | .060 |
| | Learners' Attitude | .069 | .176 | .017 | .392 | .695 | .424 | .024 |
| | Motivation | .507 | .199 | .108 | 2.543 | .012* | .428 | .154 |
| Multiple R = .838 | | | | | | | | |
| $R^2 = .702$ | | | | | | | | |
| Adjusted $R^2 = .696$ | | | | | | | | |
| $F = 12.251$ $P < .05$ | | | | | | | | |
| | Personality | .008 | .050 | .006 | .157 | .876 | .412 | .010 |

When the regression results were considered in the three models, it was concluded that the most significant predictor on students' in-class WTC level was self-confidence and that it provided a direct change on their WTC. Therefore, efforts aiming at increasing students' self-confidence may have a direct impact on their in-class WTC. Besides, it should be considered that students' motivation levels, too, partly, have an

effect on their WTC, so it is important to ensure students' motivation and keeping it at high level in terms of their in-class WTC. The findings are in line with those conducted in the EFL and ESL contexts Bektaş, 2005; Jung, 2011; Kim, 2004; Yashima, 2002; Yashima et al., 2004; Yu, 2009.

Factors affecting the students' out-class WTC levels are analyzed under three models: As presented in Table 4.33, the first regression model is significant in explaining the out-class WTC levels [$R^2=.640$, Adjusted $R^2=.637$, $F=240,848$, $p<.05$]. Out-class self-confidence ($\beta=.846$, $p<.05$) and out-class anxiety ($\beta=.097$, $p<.05$) are seen as significant predictors on the students' out-class WTC level.

There is a highly significant relationship between the students' out-class WTC level and self-confidence level, whereas, a weak significant relationship exists between out-class anxiety and WTC level. Based on the partial correlation results, it was observed that self-confidence had a strong, positive relationship with out-class WTC levels (Partial $R=.769$), and out-class anxiety had a low level positive relationship (Partial $R=.136$) with the out-class WTC.

Table 4. 33.

Multiple Regression (Enter) Analyses Results to Predict Variables Affecting Students' out-class WTC

| Model | Predictor variable | Out-class WTC Level | | | | | Zero-order r | Partial R | |
|-------|---------------------------|---------------------|------------------|---------|--------|-------|--------------|-----------|---|
| | | B | Standard Error B | β | t | p | | | |
| 1 | Constant | 1.260 | .384 | | 3.284 | .001 | | | <i>Multiple R = .800</i> <i>R² = .640</i> <i>Adjusted R² = .637</i> <i>F=240.848</i> <i>P<0.05</i> |
| | Out-class Self-confidence | .779 | .039 | .846 | 19.794 | .000* | .796 | .769 | |
| | Out-class Anxiety | .085 | .037 | .097 | 2.259 | .025* | -.346 | .136 | |
| 2 | Constant | -1.471 | .741 | | -1.986 | .048 | | | <i>Multiple R = .815</i> <i>R² = .663</i> <i>Adjusted R² = .658</i> <i>F=132.583</i> <i>P<0.05</i> |
| | Out-class Self-confidence | .697 | .043 | .757 | 16.320 | .000* | .796 | .705 | |
| | Out-class Anxiety | .091 | .036 | .104 | 2.493 | .013* | -.346 | .150 | |
| | Learners' Attitude | .417 | .180 | .109 | 2.319 | .021* | .513 | .140 | |
| | Motivation | .402 | .198 | .091 | 2.033 | .043* | .448 | .123 | |
| 3 | Constant | -1.607 | .754 | | -2.132 | .034 | | | <i>Multiple R = .815</i> <i>R² = .665</i> <i>Adjusted R² = .658</i> <i>F=10.,237</i> <i>P<0.05</i> |
| | Out-class Self-confidence | .688 | .044 | .747 | 15.729 | .000* | .796 | .693 | |
| | Out-class Anxiety | .094 | .037 | .107 | 2.571 | .011* | -.346 | .155 | |
| | Learners' Attitude | .405 | .181 | .106 | 2.241 | .026* | .513 | .136 | |
| | Motivation | .380 | .199 | .086 | 1.908 | .057* | .448 | .116 | |
| | Personality | .048 | .049 | .039 | .975 | .331 | .372 | .059 | |

It is remarkable that the moderate, negative correlation of the out-class anxiety in the zero-order correlation transforms to the low level positive correlation in the partial correlation. Out-class self-confidence transforms the negative effect of the in-class anxiety to positive. In the relevant literature, it is cited that optimal level of anxiety is required for the success of the individuals. Thus, low-level anxiety is reflected as an effective result, along with the self-confidence. In addition to these results, it should not be ignored that the level of self-confidence creates the biggest impact on the out-class WTC.

The second regression model [$R^2=.663$, Adjusted $R^2=.658$, $F=132,583$, $p<.05$] and the third model [$R^2=.665$, Adjusted $R^2=.658$, $F=106,237$, $p<.05$] are significant in explaining the out-class WTC levels. In the second model in order to predict the out-class WTC level, in addition to the out-class self-confidence and anxiety variables, attitude and motivation variables were included, and personality variable was also included in the third model. In both of the models, it was observed that out-class self-confidence, anxiety, learners' attitude and motivation variables predicted out-class WTC level of the students.

As can be seen in the third model, personality did not predict the out-class WTC of the students. In the second and third models respectively out-class self-confidence, anxiety, learners' attitude, and motivation influenced the out-class WTC levels. As it was in the first model, when considered with the other variables, the negative effect of the anxiety variable in the zero-order correlation transforms to positive effect. As different from others, out-class self-confidence significantly affected the level of the out-class WTC of the students. It might be useful to focus on outclass self-confidence of the students in order to increase their out-class WTC levels. Additionally, keeping anxiety, attitude and motivation levels high is partially affective when compared to the out-class self-confidence.

When the regression results of the three models related to the out-class WTC were examined, it was also observed that self-confidence created the biggest impact on the out-class WTC of the students. Besides, in the second and third models anxiety, attitude, and motivation influenced the out-class WTC.

In conclusion, multiple regression analyses suggested that overall, self-confidence and motivation predicted students' in-class willingness to communicate. Self-confidence was the most influential factor, and motivation was the secondary influential factor on students' WTC. Research has consistently found significant correlation between motivation and WTC and similarly between self-confidence and WTC in foreign or second language (Bektaş, 2005; Jung's 2011; Kim, 2004; MacIntyre, Baker, Clément, & Conrad, 2001; MacIntyre, Baker, Clément, and Donovan, 2003; Matsuoka, 2006; Peng, 2007; Peng and Woodrow, 2010; Matsuoka, 2006; Sun, 2008; 2010; Yashima, 2002; Yashima et. al., 2004; Yu, 2009; Wen and Clément, 2003; Ghonsooly et al, 2012).

Pearson Correlation Matrix:

Pearson correlation coefficients were calculated for the variables anxiety, motivation, attitude, communication competence, personality, and willingness to communicate scales. The correlations were calculated separately in and out class contexts.

It was expected that self-confidence, motivation and attitude toward international community would correlate significantly with students' willingness to communicate in English. As it was expected, it was found that all these predictors, self-confidence (.830**), attitude toward international community (.424**), and motivation (.428**) showed significant correlations with the WTC in English. There were also significant correlations among self-confidence and learners' attitude (.436**), and self-confidence and motivation (.396**).

It was assumed that personality would be related to self-confidence and WTC. It was revealed that there was, in fact, a significant correlation between personality and self-confidence (.475**), and moderately significant correlation between personality and WTC (.412**). Besides, a strong correlation between students' attitudes toward international communities and motivation (.579**) was found to be significant.

Linguistic self-confidence is defined as the combination of a lack of communication anxiety and a higher perceived communication competence. It was assumed that students' communication anxiety would be highly negatively correlated

with their self-perceived communication competence. As it was expected a strong negative correlation ($-.890^{**}$) existed between anxiety and self-confidence. This was an indication that when students' anxiety level goes up, their self-confidence goes down. Similarly there was a significant negative correlation between motivation and anxiety ($-.213^{**}$). That is when the anxiety level of the learners is high, they are seen to be demotivated in the classroom, and consequently, they become less willing to communicate in English in class. There were also significant negative correlations among anxiety and self-confidence ($-.565^{**}$), and anxiety and WTC ($-.441^{**}$). However, Bektaş (2005) in her study did find a significant correlation ($r = -.08$) between participants' communication anxiety and self-perceived communication competence.

The correlations among the other sub-categories are presented in the correlations matrix (See Appendix Y). In addition to this, parallel findings were observed in out-class correlation matrix (See Appendix Z).

4.3. Qualitative Results

Firstly, the researcher made contact with the 26 interview participants individually. Each participant had previously agreed to participate in the qualitative aspect of the study and signed the consent forms before having appointments for the face to face interviews. 13 of the participants scored as more willing to communicate in English and the other 13 students scored as less willing to communicate (See Observation Scheme in APPENDIX S). At the beginning of the interview, their permission to record conversations was provided. The questions were asked following the order of the interview questions, which were parallel with the survey questions.

Firstly, the main concern was to better understand results obtained from the quantitative data analyses and to learn the perceptions of the students related to their willingness to communicate in English. Besides, students' perceptions about their attitudes, motivation, self-confidence, and personality were aimed to investigate. The aim of the researcher was also to investigate students' modes of communications through speaking, reading, writing, and listening. Finally their educational recommendations and opinions about WTC in English would be examined.

4.3.1. Semi-structured Interview Results of the students

This section firstly summarizes students' English learning experiences.

4.3.1.1. Students' English Language Learning and Communication Experiences

Among the 26 participants, 21 (80.76%) of the students mentioned that they had been learning English since the 4th grade of the primary school, and 2 (7.69%) of them slightly earlier than that, and 3 (11.53%) students said that they began learning English at the 8th grade because they did not have an English teacher at their school.

Looking back on their past primary and secondary school experiences related to learning English, 16 (61.53%) of the students expressed they loved English but had limited opportunities to communicate in English before they attended high school although they started to learn English at such an early period and 10 (38.46%) of the students mentioned that they had no opportunities to have oral communication activities in English.

In Turkey, students who attend different high schools, follow regular high school curriculum in the first year. Before attending the second class they are required to prefer to study in different classes, Turkish-Mathematics, Science, Language, Social-Sciences. The ones who study in the language class at high school receive an intensive language teaching program, more than 10 to 15 hours per week. 23 (88.46%) of the participants mentioned they had studied in the English language class, and 2(7.69%) in the Science, and 1(4.61%) in the Turkish–Mathematics class. While explaining the reasons to prefer to study in the language class 14 (53.84%) mentioned they were influenced by their English teachers, 2 (7.69%) by their parents and 1(3.84%) by their friend.

My teachers at high school warned us against being unsuccessful at the university entrance examination. Later, we noticed that their warning was a kind of extrinsic motivation. We wanted to prove that we would be successful and studied hard (Tezz).

My English teacher who taught me at the 6th grade had such a great influence on me that I made up my mind to be an English teacher at that age (Metazori67).

I preferred to study at the Language Class at high school. I loved English more than the other subjects in our curriculum. I was good at English because my English teacher affected me to love English (Devdas).

Looking back on their good and bad experiences related to studying in the English language class at high school, students mentioned that their English teachers mostly preferred to speak in Turkish (84.61), and focused on grammar and vocabulary, and did not employ communicative approach while teaching English during their high school years. Only 4 (15.38%) of the students explained that their teacher did limited speaking and writing activities in only the first year the high school. 9 (34.61) of them admitted that they had no opportunities to have oral communication in English before they attended university.

I had never spoken in English until I came to university. When I started my education at the prep class, I became so demotivated that I was about to leave the department. I had neither communicative competence nor self-confidence (Nirsén).

During my high school education I preferred to study at the Language Class. We used to have grammar lessons mostly but not speaking at all. I do not remember any speaking or communication activities we carried out at that time (Metazori67).

At university I had to study the prep class because I failed in the exemption test, when I spoke in English for the first time in my life. "What is the meaning of life?" was the question which I was asked to answer but I could not answer the question (Fly).

At high school we were not encouraged to improve our speaking and writing skills due to educational system. We have to take a multiple-choice type of test in which such skills are not included. Being successful in the entrance exam was more valued by our high school teachers. They used to teach us grammar in Turkish and rarely used L2 while teaching us. I had no speaking experience till I started my university education (Devdas).

At high school I had a preparation class education so I studied English for 24 hours per week. Writing and speaking skills were neglected by our teachers at that time. They mostly focused on grammar and reading activities. This was because of the type of the university entrance exam. We mostly gave importance to grammar and neglected speaking activities due to the multiple-choice type of exam (Zugo).

These and other explanations above show that students have had very limited or no opportunities to have oral communication in English before they attended university. Their speaking, writing and listening skills were neglected by their English teachers. Some even admit that they first experienced speaking English at the preparatory classes of university. Although most of the students started to learn English at such an early

period, around ten, they were given very limited chance to communicate in English. In other words, they were not exposed to oral language and they did not use the language in classes, which are the most important conditions to acquire communicative competence. It can be presumed that the students in the ELT department have inner motivation to communicate in English, but they need to have been provided with more communicative activities during their high school education. Besides, receiving training on writing and listening skills would help to increase their willingness in writing and speaking in English.

It is apparent that participants attributed their insufficient communication skill to the Turkish Educational System. According to MEB(2008) guidelines, the objectives for the study of foreign languages at elementary, secondary, and high schools is to develop practical communication, listening, reading and writing abilities, deepen the understanding of foreign cultures, and foster positive attitudes toward communicating in a L2. Despite the stated goals and objectives in MEB's guidelines, it can be said that there is no clear consensus as the purpose of learning English among English teachers in Turkey.

Even though the Turkish Ministry of National Education aims to develop all language skills of the learners, teachers feel themselves responsible for preparing the students for a multiple-choice type of university entrance exam, which tests reading comprehension and grammar proficiency of the students, and consequently teachers neglect to foster students' speaking, listening and writing skills. There is an agreement among researchers that is continuous teacher training and teacher development opportunities to promote the implementation of curriculum innovation in Turkish primary education is necessary (Kırkgöz 2008, as cited in Kani 2011). It is hoped that teachers are encouraged to enhance students' communication competence as well as their linguistic competence. At least, they should consider developing all of the language skills of the students aiming at to study English Language at university.

As for the family support, 23 (88.46%) of the students mentioned that their families remained neutral during their preferences about the subject they aimed to study at university. Only 3 (11.53%) of the participants mentioned that their parents were against the idea that they would study English at university.

English was my best subject at high school but my mother never supported me to study English at university but I never changed my mind (Nirsén).

At high school I was good at English. My mother and English teacher supported me but my father was against the idea (Ce).

The analysis result revealed that students studying at the ELT Department are intrinsically motivated to study English as major at university, and most of them were supported by their families. The ones who were not supported by their parents had intrinsic motivation and managed to convince their parents.

It was observed that students experienced a lack of communicative competence in speaking and writing. This result may give implications that there is a need to integrate communicative approach with the teacher training programs throughout their undergraduate training. This finding is consistent with Kani (2011), who investigated the ELT trainees' perceptions about their current and desired competencies and found that senior students, too, experienced difficulties in speaking due to lack of fluency in speaking, pronunciation and being incompetent in writing and listening.

In conclusion, it is suggested that undergraduate programs should be reconsidered to integrate communicative approach with the other courses taken during undergraduate training.

4.3.1.2. Students' Perceptions of Willingness to Communicate in English

In order to see how students perceive their WTC in English and their interest and willingness in other skills the students were asked whether they seek to communicate in English.

RQ3. What are the students' actual WTC behavior on oral communication and the other modes of communications through writing, reading, and listening?

In order to examine how students perceive their willingness to communicate in English students were asked if they would show willingness to communicate in English. Among 26 students majority (76.92%) expressed willingness to communicate in English. This finding was parallel to the findings of the quantitative analyses results, which indicated that the willingness to communicate in English of the survey students

was found to be between moderate and high ($\bar{X} = 6.70$). Besides, in the Turkish context Bektaş (2005) concluded that the participants of the study were somewhat willing to communicate in English.

I like to communicate with people although I know that I make a lot of mistakes. I believe that you learn out of your mistakes. I am a shy person so I know that I must be relaxed while communicating with people in English. I believe in the importance of using the language. We are going to be teachers of English that is why I try to do my best to use English in class (Tezz).

I sometimes say to myself as if I was born as English. I hope you do not misunderstand me. I am fond of my country but I think I can express myself better in English. It is easy for me to communicate anyone. When people around me speak English, I become more motivated (Metazori 67).

I am very willing to communicate in English in class. When we talk about daily events, I become much more interested in the subjects, but not much about academic subjects (Guna).

In class I want to show willingness to communicate and volunteer to answer the teacher's questions because I want to impress the teacher. I believe that it is an advantage to be approved by the instructor. I prefer communicating with my friends because I feel more relaxed while communicating with them. During lessons while communicating with the teachers I want to produce accurate sentences, which makes me a bit nervous. Out of the class I feel more confident while talking about different topics. When I speak with people I do not know much I am less willing because I do not like to be criticized because of the language I use (Ruspotting).

I am more motivated to speak while exchanging ideas with friends. When the lessons are teacher-centered, I get bored. I prefer interactive methodologies (Devdas).

I am very much interested in communicating in English, especially if I have an idea about the topic, I cannot stop speaking. Nobody can stop me (Sea).

A majority of the students were found to be willing to communicate. They stated that in some situations they were even more interested in communicating in English. Kang (2005) stated that interlocutors' social support played an important role in creating security and situational WTC. Besides, having an idea about the discussed topic plays an important role.

Wen & Clément (2003) made a distinction between desire and willingness and in their WTC model stated that the students may have the desire to communicate but are effectively unprepared, which results in unwillingness to communicate. Wen and

Clemént stated that in the Chinese English classroom teacher involvement and immediacy can be regarded as a significant precursor of a student's positive affect, and would be expected to increase WTC (28). Actually it was observed that all of the participants had desire, but some did not show willingness to communicate in English. It was seen that 3 students who were not willing to communicate in English in the class actually had desire to communicate but they experienced a lot of anxiety, and consequently, they showed unwillingness.

I am not willing to communicate with Turkish people but with foreigners because they do not correct my mistakes. I believe they can be more tolerant and less critical to our mistakes, because we are tolerant to their mistakes, too. I am aware of my mistakes. At least I notice my mistakes later. I am reluctant to communicate with my teachers because some of them can become peevish (Devlet).

Out of the class I am more willing to communicate in English. I believe it is so for all the students because we are inspected by the teachers. Besides, it is too formal. I feel the pressure of the teacher who is more knowledgeable than me and is competent in English. I am psychologically influenced by his/her presence. Therefore, I do not want to communicate in English. I am interested in communicating with people but it is not the same in the class (Zugo).

I do not want to communicate with my friends in the class because I am afraid of making mistakes. My willingness depends on the other people who I talk to (Devdas).

Some of the students 11 (42.30%) showed no interest in speaking with friends and claimed that they demotivated them or they were critical when they made grammar or pronunciation mistakes. This finding is in line with Jung (2011), who showed that the Korean students felt uncomfortable when using English in the presence of other Korean people. It was also found in the present study that students who were willing to communicate in English were demotivated by the low English level of their peers. It was also seen that students with high or low level of communication competence were too critical to the students who were willing to communicate in classes. In other words, peer pressure was dominant in the ELT classes.

Some friends laugh at me when I make mistakes as if they knew more than me. In the USA when I made mistakes nobody laughed at me and tried to understand me. Here in turkey, friends who cannot speak at all, make fun of me if I use an incorrect word while communicating with them (Aliekber).

I cannot communicate with friends because I say “How are you?” but my friends reply in Turkish. I want them to speak in English but they are reluctant to speak in English (Sea).

I am influenced by my friends in the class. When they are demotivated, I am influenced by their attitudes. The language level of some of my friends is lower than my level, which makes me feel upset. I want to have friends who know more than I do, and can notice my mistakes and correct them so that I can improve my English (Arthur).

I do not prefer friends to communicate in English because I try to speak with them but after a while we get bored and stop speaking (Mustakbel Mulallime).

I like all kinds of conversations, I like to make jokes but my friends cannot communicate with me. I like friends to have friends who know more than me, and contribute to my English (Muzisyen).

I never speak in English with my friends in the class. We always prefer to speak in our native language. I sometimes feel anxious while communicating with them (Hunter).

On the other hand, some students (46.15%) preferred having conversations with their friends.

I always speak with my friends at the dormitory although their English level is higher than my level (Freebrain).

I try to speak in English with my friend out of the class. She is very interested in communicating in English. We are not so good at speaking English but try to use the language ((Hildan).

I like to communicate with friends who cannot speak as much as I do. I like to communicate when there is a competition among friends (Cherrybomb).

I can communicate with my friends more freely because I am not afraid of making mistakes while speaking with my friends. I speak with them only in the class. We rarely speak in English out of the class (Kizil Ajan).

Related to the factors facilitating students’ willingness and reasons that they prefer to communicate with instructors are exemplified below. Some of the participants (6) expressed that they would actively seek out communication opportunities with teachers. These students were always willing to communicate in the class, had high perceptions of their language competence, and were communicatively competent speakers. This finding suggests that students who have linguistic and communicative competence are willing to communicate with their instructors more than the students

with low communicative competence. The findings of the quantitative data analysis are consistent with the interview findings.

Self-confidence was seen to be an effective factor that contributed to students' WTC in English. Besides, as can be seen from the quotations' of the participants, they have integrative motivation, which also plays a role in the frequency of L2 use. Integratively motivated learners are supposed to take every opportunity to improve their second language skills and use the classroom as an opportunity to use the foreign language. The findings of the qualitative data are parallel to the findings of Hashimoto (2002) and Gardner et al. (1987) in that the integrative motivation plays a role in the frequency of L2 use, and the frequency of L2 use contributes to individual differences in proficiency.

I prefer to communicate with teachers because they can give me clues to continue my conversation (Mustakbel Muallime).

I am better to communicate in English with the teachers provided that they I know about the topic discussed in class (Hunter).

I like to communicate with instructors to friends. If I know the content and words related to the topic I become more willing to communicate in English (Sea).

I have very high motivation to communicate in English with anyone. It is difficult to communicate with friends who have limited knowledge of English because I am more motivated to talk to people if I feel I learn new things (Arthur).

I always volunteer to express my ideas and make contributions to the discussions in the class and answer the instructors' questions. I like to communicate with them because their English and experience make contribution to me and I learn something new and interesting (Aliekber).

All of the participants (23.07%), who actively showed interest to communicate in their instructors' presence, were among those who were observed to be willing to communicate in English in classes and had perceived themselves as 'willing to communicate in English' in the survey study. Those participants were observed to be successful in communications during class activities.

On the other hand, Most of the students (69.23%) did not express any willingness to communicate in English with teachers because their teachers seemed to

be critical and intolerant to their mistakes. This finding is parallel to the findings of Min (2010), who demonstrated that Chinese participants valued others' perceptions on them while communicating in English. Reasons offered as hindering WTC in English in the present study were the emphasis put on face protection, shyness, and lack of self-confidence. The following quotations demonstrate these limitations.

I am afraid of making mistakes while I am communicating with my oral communication instructor. My teachers always focus on my mistakes so I want to produce accurate sentences and hesitate to say/am / is/ /are (Freebrain).

I am more willing to communicate out of the class. I believe it is the same for all the students because it is too formal and we are inspected by the teacher. In the class I feel the pressure of the teacher (Zugo).

I am willing to communicate in English but not with Instructors because I feel excited, shy, and cannot initiate conversations because I am afraid of producing incorrect sentences. When the teacher is in the center of the conversations, I get bored and do not want to communicate (Devdas).

I cannot speak because I cannot make meaningful sentences and this makes me demotivated to speak with the instructors. I am not good at pronouncing some words, so I am afraid to make them nervous and I am afraid of being criticized by my friends and instructors (Bird Nest).

As it was investigated previously, security was one psychological antecedent to the emergence of situational WTC in English (Kang, 2005). It was found that some of the interview participants of this study felt insecure and reluctant to speak in front of their instructors or peers. This kind of insecurity appeared to originate from the participants' fear of losing face by making mistakes. Kang (2005) states that interlocutors' social support play an important role in creating security and situational WTC.

The analysis results of the present study revealed that the influence of topic on security played an important role on students' WTC in English. Some of the participants expressed that they felt insecure about talking if they lacked of background knowledge and vocabulary related to the subject. Students stated that their instructors' responses influenced their feelings of security and situational willingness. This finding is in line

with Kang, who showed how willingness of the speakers can change during conversations in second language classrooms.

Similarly, Krashen (1985) argues that non-threatening classroom atmosphere fosters self-confidence, and that high motivation is very important. He points out the importance of comprehensible input and adds that the learner should be ready to receive the message. He also states that if the learner is not motivated, lacks of self-confidence, or feels afraid of making mistakes or being humiliated by others in class, s/he cannot receive the comprehensible input. Therefore, it is hoped that teachers and trainers would eliminate such negative factors endangering communication and provide necessary conditions in order to increase learners' motivation, self-confidence, and lessen anxiety by creating a secure environment for the students in classes.

The analysis of the qualitative data also revealed that students felt secure while they were communicating with native speakers because they were not as critical as their peers or instructors and more tolerant to their grammar or pronunciation mistakes than non-native speakers.

Some participants seemed to volunteer to have more chances to speak with native speakers, and said that they would like to communicate with native speakers in the summer while they were working at tourist destinations on their summer holiday.

While communicating with foreigners I feel good and secure and experience no stress or anxiety. I do not afraid of making mistakes while communicating with them. I wish I could share my room with a native speaker so that I could communicate with him/her more often. (Freebrain).

I prefer to communicate with foreigners to teachers or friends because they do not expect accurate sentences or grammatically correct dialogues from you (Sea).

I wish I were able to go abroad for a year and spent some time with native speakers. I have Japanese friends, and communicate with them in English (Arthur).

As for the use of the Internet, it was observed that students did not have much chance to communicate in English face to face with native speakers. Only 3 of the students out of 26 mentioned that they meet foreigners and have face to face conversations at least once a week. Their experience related to having communications with natives seemed to be limited to the Internet access. 9 (34.6%) of the students who

had internet access indicated that they used the Internet to chat with their foreign friends (American, British, Iranian, Japanese, Canadian, German, Spanish) in English. They were able to communicate orally or write in English.

I have foreign friend groups on the internet. I play games and communicate with them. I attend video-conferences on the Web. (Arthur)

I watch a lot of original films and serials, listen to music on the Internet (Tezz).

I speak and write to my friends on the on Internet every day. If I cannot pronounce a word correctly, I listen to the pronunciation of the word on the Internet Web page (Guna).

I sometimes talk to my friends on the internet. I often speak with a German friend on the Net. I also listen to English songs. When I have assignments, I download texts and read them (Sea).

The students' communication experience of using Internet includes speaking, reading, writing and listening activities. More than half of the students expressed that they engaged in voluntary writing, speaking, and listening activities

Regarding their willingness on writing, 14 (53.84%) of the interview participants, expressed their unwillingness to write in English. Almost half of the research group stated that their writing experience was limited to two-way written communication (chat on the net), and assignment writing. Students' perceptions on their participation to writing activities suggested that they were less willing to write in English in and out of the class. None of them mentioned that they wrote journals to monitor their progress in English, and only two of them articulated that they kept diaries in English.

I just write for assignments. I have some foreign friends and sometimes write to them in English (Kizil Ajan).

I am not good at academic writing. I sometimes write to my friends on the face book pages (Blue Sky).

Last year I used to write but now I am not interested in writing in English (Hildan).

Students' participation to the reading activities was similar to the writing activities. Half of them expressed their unwillingness to reading activities. The reasons of their unwillingness included lack of vocabulary, interest, and time. Some of the

students stated that they followed some web sites, read newspapers, texts related to their course contents, and the words of the songs.

I do not read books this year because we do not have. Last year I used to read more because it was our assignment (Kizil Ajan).

I cannot read much because I do not understand what I read, and then, I stop reading because I lose my interest. My level is less than intermediate. I always make resolutions about reading newspapers or watching TV, but unfortunately I can perform only 20% of my resolutions (Esys).

I am not willing to read original books because my reading skill is low. I Can manage to read simplified books (Mustakbel Muallime).

Regarding students' reading experiences, they seemed to be demotivated because they did not have confidence related to their vocabulary and linguistic competence. Another deduction from their own words can be that they did not show much interest in reading if it was not a part of their curriculum. The main focus of the participants seemed to be studying, reading, or writing just to get enough scores to pass their tests.

Students seemed to prefer to spend more time or effort on the topics or skills that they were good at and refrain from developing skills at which they are not so good. It seems to be urgent that the students who seem to be unwilling to read should be guided and convinced to read books, texts, newspapers, or any written materials because this is one of the possibilities through which they can be exposed to the language and increase their vocabulary size and, have an idea about different subjects, which may foster their willingness to communicate in the target language.

I do not like reading. I prefer computers to reading books (Zugo).

Not willing to read books. This year I have never read books because I do not like reading. Speaking is more important (Hildan).

I do not read much. I only read the texts when friends ask me to translate them (Runspotting).

Students' participation (84.61%) in the activities related to listening suggested that they were highly willing to listen to songs, watch films, serials, music shows, and news on the internet. It seemed that they enjoyed performing activities that were enjoyable and more naturalistic. This finding is parallel to the findings of Bektaş (2005),

who indicated that in her study some of the participants were interested in watching foreign television channels, and listening to music. However, it is obviously seen that students mostly enjoy listening to entertaining listening texts but not much more serious or demanding comprehension activities. It is urgent that they should be motivated and manipulated to listen to texts which will provide more knowledge for them to use in their daily life during communications with others both in and out of the class. They should also be supported with some listening and compensation strategies, which assist them to maintain conversation, prevent conversational gaps and make feel more successful.

According to the qualitative results, some students seemed to be ready to take responsibilities for their own willingness to communicate in English. They also seemed to have motivation toward improving their communication skill. They see themselves as the main drive and force and place the responsibility on their own shoulders. This finding is in line with Johansson (2010), and (Persson & Ljungman, 2009, as cited in Johansson, 2010). Here are the examples from the students related to their beliefs.

I believe that I have to do something related to my willingness to speak in English but I cannot. I am too busy with the tasks assigned by our instructors. I want to go abroad in the summer holiday because I believe that I believe will have more self-confidence and motivation when I have foreign country experience (Nirsén).

I keep a diary and write every day in order to improve my writing skill. I attend to the regular meetings of the Erasmus group once a week, where I can find friends to communicate in English. Learning vocabulary is very important so I watch TV serials and films to improve my vocabulary (Dalya).

Willingness is not a matter of our instructors. It is our responsibility to develop our willingness to communicate in English. In my opinion there is not much an instructor can do on this matter. Linguistic knowledge and content knowledge is important so we must try to learn more as much as possible (Guna).

What can our teachers do for us? We are not students. We are prospective teachers. We have the capacity to improve our willingness to speak with people. I take into consideration the suggestions of my instructors (Fly).

In class friends abstain from speaking in English. We must speak even though we make mistakes. I want to attend out of class activities with my instructors to learn more about them. I can improve my English by myself by attending out-class activities (Blue sky).

On the other hand, some of the students find the role of the trainers important and have expectations of their instructors. They expect positive attitudes from their instructors and want them to employ different methodologies and approaches in the classes to motivate them. Similarly, Wen & Clément (2003: 28) stated that in the Chinese English classroom teacher involvement and immediacy can be regarded as a significant precursor of a student's positive affect, and would be expected to increase WTC.

The role of the instructor is very important. Their body language or facial expressions influence me in a negative or positive way. When I receive their approval, I feel good and more motivated to speak. I always sit in the front rows so that I can get that message from them (Runspotting).

Positive attitudes of the instructors increase my motivation. I am aware of my mistakes or at least I notice them later. Some of my instructors can become peevish which demotivates me (Hunter).

In some studies interlocutor was reported to be a major factor affecting learners' WTC (Cao & Philp, 2006; Kang, 2005; Cao, 2011). In the present study, when the students were asked to talk about the factors that promote or hinder their motivation in class participation, students expressed that they would like to communicate in classes where their friends who were more competent in speaking English, sincere, and willing to communicate with them eagerly. It was also revealed that most of the students are of opinion that they do not want to have friends who are too critical about their mistakes, demotivate them during class room activities, and insult them during their presentations or class performance. In addition to the negative attitudes of their friends, one of the factors that hindered the ELT students from communicating in the class seemed to stem from the attitudes of their instructors, who emphasized accuracy, fluency, and focused on the participants' pronunciation or grammar mistakes. Furthermore, the students expressed that they would like to have interactive and naturalistic lessons supplemented with the interesting topics. As it was indicated before, it should be taken into consideration that interlocutors should provide social support and create a secure environment, which fosters self-confidence, and increases motivation of the learners.

In the ELT departments, the students are expected to communicate fluently and accurately, take part in conversations, discussions, task-based activities, and perform presentations and micro-teaching activities before they graduate from the department. They are also required to be competent in all of the language skills. Language skill preparation is limited to the prep and first year, so it is suggested that students in the department develop confidence and interest in speaking, writing, reading, and listening skills before their graduation. The students need to be assisted to adopt goals for their own development and accurate feedback should be provided by their instructors. Assisted learning or guided participation in the classroom requires giving information, prompts, reminders, and encouragement at the right time and in the right amounts, and then gradually allowing the students to do more and more on their own.

It is hopeful to see that students do not totally attribute their failures to stable, uncontrollable causes or their instructors instead; they are seen to be motivated to solve their unwillingness problem. The researcher agrees with the assisted learning theory and supports the idea that at the ELT departments instructors should be reminders, prompters, give detailed feedback about the performance of their students, ask questions to refocus their attention, and give examples of strategies that can be used in any lesson.

4.3.1.3. Interview Students' Attitudes toward English Language and Culture

Attitudes of the students about the English language were positive. All of them valued the English language and agreed that it was very important to know and speak English fluently.

English is a lingua Franca. For me it is the most important language in the world after my native language. Today it has become the language of correspondence all over the world. It is very important to speak English fluently because we are going to be teachers of English (Fly).

It is very important to speak English fluently. We will teach that language so I must be very fluent in it. I do not have any negative feelings against other cultures. I want to speak with the British accent in English. American and British people look relaxed, which I like very much (Dalya).

Most students seemed to have positive attitudes toward the cultures of the English speaking countries. As it was described in details in section 4.3.1.2 the

participants of the qualitative aspect expressed willingness to visit foreign countries, write or speak to foreign friends. Some also, mentioned that they would like to meet them in the summer holidays at the tourist destinations. Some even stated that they would like to have pen-pals. All of the students showed positive attitudes toward foreign languages and cultures.

I have positive attitudes toward American and British cultures. They have high standards so I desire them and want to have similar standards like those countries (Fly).

It is very important to speak English like native speakers. I wish I could go to England and experience their culture. I love their accent, culture and people (Guna).

I believe that it is very important to learn English. It is the world language. I am very much interested in going and studying abroad. I have been preparing for the Erasmus Examination for two years. In the end I was awarded by the Faculty of Education and I am going to Poland next year (Hunter).

Language attitude has been indicated as one of the important factors in predicting the level of success in L2 learning. Gardner (1985) argues that success in learning a foreign language will be influenced particularly by attitudes towards the community of speakers of that language. Similarly, Williams & Burden (1997) point out that attitude towards the learning situation and integrativeness can influence language learning. More recently Ghonsooly et al. (2012) examined the willingness to communicate in the second language and revealed that L2 self-confidence and attitudes towards international community were two predictors of L2 WTC.

In the present study, interview participants valued knowing English, other cultures and peoples. This result might imply that these students will seek to actively interact with foreigners and improve their willingness to communicate.

4.3.1.4. Interview Students' Perceived Language Competency

The students were asked to mention how competent they regard themselves to communicate in English and rate their English proficiency. 14 students (53.84%) of the interview participants reported that they perceived their own English speaking proficiency as high, 8 of the students (30.76%) as moderate, and 4 of the students (15.38%) as low. Their perceptions about their reading and writing and speaking skills were more or less similar to this finding. The number of the students who perceived

their proficiency level as bad in writing and speaking skills was more than those who perceived their reading and listening skills as low. The students attributed their low level of writing or speaking skill to their bad pronunciation, limited vocabulary and lack of knowledge about the topic that is discussed. Besides, they ascribed their limited speaking skill to the language training they received at high school.

At high school we never spoke or write in our English lessons. My teachers focused on grammar so I could not speak English at that time. At present my speaking experience in English is limited to the class hours because I cannot find speakers to communicate in English. When I go home for vacation for a week, I forget to speak in English (Mustakbel Muallime).

I have no time to develop my skills because we have a lot of assignments given by the instructors. I have forgotten most of the words I used to know because I do not use or review them. (Light).

My pronunciation is not very good. I wish I could acquire more words. I am afraid of being misunderstood by my friends (Esysa).

As it was mentioned in Section 4.3.1.2, it is believed that instructors should supply students with required information and encourage them at the right time and in the right amounts and then let the students do more on their own to use the target language both in and out of the class and develop all the language skills.

4.3.1.5. Students' Perceptions about their Personality

It was the aim of the researcher to examine the degree of extraversion-introversion aspect of the students. 26.92% of the students expressed that they were within introversion personality trait, and 69.23% stated that they were within extraversion personality. This finding confirms the quantitative analysis results, which revealed that the participants were moderately extraverted ($\bar{X} = 6,68$). This finding is also in line with Sun (2008), who investigated motivation of Taiwanese university students and Jung (2011), who investigated Korean students' WTC in English and individual difference factors related to WTC.

I am a sociable person. I am fast and extraverted. (Metazori67).

I am talkative, friendly, and determined (Freebrain).

I make jokes and I am extraverted (Bluesky).

I am a sociable person. I am open to new things and a changeable person (Guna).

I am fast, enthusiastic, determined and extraverted (Fly).

4.3.1.6. Communication Anxiety of the Interview Participants

The students were expected to talk about their perceptions related to communication anxiety, and their feelings during presentations in class. In general, participants seemed to an experience considerable level of communication apprehension when speaking in English in front of their peers and instructors.

Some participants expressed that at the very beginning of the presentations that they felt highly anxious but they felt less anxious as soon as they realized that they were able to present the topic in the class. Some others admitted the peer pressure.

I am afraid of being misunderstood while communicating with my native Instructor. I do not want to make any mistakes. When I focus on not making mistakes, I get more anxious and regret making mistakes (Freebrain).

In class I feel tenser because my pronunciation is not good, besides I have some problems with the grammar (Guna).

During presentations I experience a lot of anxiety (Kizil Ajan).

I experience anxiety when I am not well prepared during presentations (Fly).

My trait anxiety level is actually moderate but in class I feel peer pressure and become more anxious. If I do not like the topic we discuss or the instructor's negative attitude make me feel upset and experience high level of anxiety (Hunter).

In this study, the anxiety students experienced seemed to be related to their perceptions about their friends and instructors. They were found to be other-directed, which means that they feel concern about what their friends or teachers may think of their communicative competence. 69.23% of the students stated that they would prefer to communicate with others, foreigners, because they do not focus on their mistakes.

I prefer to communicate with the foreigners. I am afraid of making mistakes while communicating with my English Course instructor but I feel good and experience no stress while communicating with foreigners. I feel that the foreigners can understand me but I assume that my instructors always focus on my mistakes. I want to make accurate sentences and hesitate to say "am,is,are" (Freebrain).

I do not like to be corrected by the teacher. If I am interrupted or criticized I do not like to talk with the friends or instructors (Guna).

I am afraid of my friends' negative judgments in the class. Out of the class I can communicate with others without experiencing stress (Runspotting).

I feel peer pressure in class. It is more natural to speak with foreigners (Hunter).

Out of the class I enjoy communicating with foreigners or new people in a different environment. It is not the same in the class (Zugo).

Wen & Clemént (2003) regarded other-directed self as an important factor influencing L2 WTC. Other directedness can occur when the learners are apprehensive while communicating because they think that other learners will evaluate their communication competence. Similar to the findings of the present study, Matsuoka (2006) revealed in her study that Japanese students were concerned about the way in which they are perceived by others.

Similar to the Japanese concept of self, it can be said that the other-oriented self-designation is also one of the characteristics of Turkish communication. It can be as a result of the opinion that Turkish people regard themselves as part of social relationship and assume that their behavior is determined by the feelings, thoughts, and actions of others.

4.3.1.7. RQ4 What are the educational recommendations and opinions of the Turkish students about their WTC in English?

Towards the end of the interviews, the participants were required to mention their opinions and suggestions related to WTC in English. The suggestions coming from the participants of the interview were grouped under five sub-groups; suggestions related to the instructors' attitudes, methodology, oral communication skills, topics, and other suggestions.

Suggestions related to the instructors' attitudes:

In the English classroom, teacher involvement and immediacy is regarded as a significant precursor of a student's positive affect, and would be expected to increase WTC. According to Krashen (1985) non-threatening classroom atmosphere fosters self-

confidence, and high motivation is very important in second language acquisition. Similarly, Kyriacou (1991) points out that developing and maintaining positive attitudes toward the lesson is one of the characteristics of the language teachers and continues that positive atmosphere is essential.

As it was presented previously, the analysis of the qualitative data revealed that students did not feel secure while they were communicating with the instructors because they were too critical and not tolerant to their grammar or pronunciation mistakes. Interview participants of the study stated that their instructors' responses influenced their feelings of security and situational willingness and they suggested that their instructors should be more tolerant to their mistakes, have positive attitudes toward them, and motivate them. Some of the students found the role of the trainers important and expected positive attitudes from their instructors and wanted them to employ different methodologies and approaches in the classes to motivate them. Here are a few excerpts from the participants' real words.

I prefer to have instructors who correct our mistakes without discouraging us; I also want them to be less critical and more tolerant to our mistakes. Instructors should not exaggerate our mistakes. I want to have instructors who use our mistakes to teach or guide us (Tezz).

The role of the teacher is very important for me. I do not understand what the teacher expects from me. I believe I am good at speaking but my score is low. My instructor stated that we are not native speakers and cannot get more than 90 points. I find this perception nonsense. Getting higher points makes me more motivated (Freebrain).

Suggestion on oral communication skills:

Almost all of the participants complained about their under graduate program which comprises of both linguistic and communicative courses ranging from contextual grammar, linguistics, to the skills courses like oral communication, speaking, phonetics, listening, and writing in the first year. They pointed out that their speaking, listening and writing skill courses are limited to the preparatory and first year classes, and stated that these courses should be given in the upper classes as well, because they needed communicative activities within class environment, where they are guided by the instructors.

I wish I had speaking, writing courses throughout our university training (Tezz).

In upper classes it is important to receive courses related to developing speaking skills. Focusing on skill courses as well as academic courses could be more beneficial in all the classes (Metazori 67).

I wish we had speaking courses this year and next year. When I observe my friends and monitor my progress, I have to admit that we are not able to speak in the target language. We are prospective teachers and we do not have communicative competence. I ask myself 'how will I be able to teach English with my limited speaking ability (Fly).

I wish we had speaking course in the curriculum this year. When we just depend on academic books I feel that I forget my vocabulary because I want to use words while speaking in the class (Runspotting).

Suggestions on Methodology:

Some of the students find the role of the trainers important and have expectations from their instructors. They expect positive attitudes from their instructors and want them to employ different methodologies and approaches in the classes to motivate them.

I wish we had more games and interactive activities in the speaking course. We focus on producing sounds which I find inadequate to develop our speaking skill. Besides, I wish we had a course-book to follow (Freebrain).

Previously, we used to have small group discussions or pair-work activities. I want to have similar activities this term, too. More task-based activities would more motivate me (Nirsen).

I prefer interactive learning style because I am a kinesthetic learner. I want to walk in the class, communicate with close friends in small groups. The teacher should not be in the center of the activities. I must feel that I can use the language. I feel I have to take notes to be successful in the examination. (Hildan).

Teaching environment is very important to me. I wish teachers could design classes in a way that we could see each other's' face while communicating with friends (Devlet).

Suggestions on Topics:

Topic played an important role in increasing or creating responsibility to talk, ask and know about it in Kang's (2005) study. Knowing about the topic may also increase the self-confidence of the learners. In the previous section of this study the interview participants' real words revealed that they were reluctant to communicate in

English because they did not want to look foolish. It was also revealed that when they were relatively more knowledgeable about the topic they would volunteer to communicate and feel responsible to talk about it. “Nobody would stop me if I knew about the topic” (Sea). The following excerpts may give more idea about the participants’ view.

I wish our instructors could understand our feelings and interests and not insist on the topics in the curriculum. It would be useful if they could stop and ask about our interests and wishes. They seem to be in a hurry to give the course and leave the class (Metazori 67).

I do not like the topics discussed in the class. I feel bored during the three class hours (Freebrain).

I feel better to study subjects or contents about which I know something. Topics that are too technical make me reluctant or unwilling to speak (Tezz).

I believe that teachers should choose topics that we are interested in, otherwise, however they force us to speak we cannot (Hunter).

Although I read the texts before I come to class, I cannot be willing to communicate in the class. I have desire to communicate but I cannot because I find the text above my level. Most of my friends do not understand either (Hildan).

Learning vocabulary, idioms and proverbs which reflect the culture of the language we study would be very interesting and motivating. When we learn proverbs we may compare the two cultures and this will bring fun and may move us to use the language (Cherrybomb).

We need more materials in classes. I wish we had some dictionaries and reference books in each class and a class library or a department library would do good (Arthur).

Outside reading should be supported by the instructors (Esys).

I do not feel I am going to be a teacher. I assume that teachers should give us more responsibilities. The counseling of my instructor may help us develop positive attitudes and increase my motivation to use the language in class and out of the class (Devlet).

Other suggestions:

Students emphasized that they should get involved in English speaking communities. Some recommended going abroad or working at places in or out of the

country where they could meet native speakers. Some also suggested that they should set up goals regarding English speaking.

In the summer I want to go to the holiday resorts in Turkey where I can work at a café and meet tourists. Last year I did it and it contributed my communication a lot (Blue sky).

University curriculum should be reorganized because we do not have a chance of using the language properly. We do not read the books. We must be responsible for reading books out of the classes. The prep class education should be compulsory for all the students and the students should be placed in different classes according to their levels because. Now the students are grouped according to the points they receive in the exemption test but this does not show their real level. (Metazori67).

Graded prep class training would be more beneficial to us. When we passed the exemption test, we were supposed to know English, and we were competent speakers of English. In fact, some of us are lack of linguistic competence; let aside the communicative competence (Hunter).

In conclusion, classroom environment conditions such as interlocutor's behavior and attitude, and tasks students have to carry out in class, topics discussed; methodologies teachers employ together with linguistic and communicative factors can increase or decrease situational WTC in Classes. The findings suggest that university teachers should be sensitive to the interdependence of all these factors which contribute students' WTC in class. They should support students in their own exploration of what is known in the field and guide them when it is necessary. It is also necessary to remind that students should take responsibility for their own learning, and use the university as a set of resources under their control.

4.3.2. Analysis of the Observation of the Students

The data were gathered by means of observations and analyzed to answer the following research question.

RQ5. What behavioral actions do students prefer to communicate in English?

In order to answer the research question, students' actual behaviors were observed and the frequency of each classroom act was calculated for each individual. Based on the data analyses, it was found that the act "Volunteer an answer (to general T-solicit)" received the highest percentage (47.96%) of all the other classroom acts.

This was followed respectively by the act volunteer to a comment (16.47%); present own opinion in class (9.26%); talk to neighbor in L2 (6.49%); give answer to individual (6.25%); give answer to group (6.00%). The act of asking the teacher a question received the lowest percentage (2.28%), and asking the teacher for clarification was the second act with the lowest percentage (5.29%). The results can be seen in Appendix S.

Based on the analyses of the observation scheme, it is obviously seen that the students do not employ the behavioral actions of ‘asking the teacher a question’, and ‘asking the teacher for clarification’ as often as they answered the question elicited by the teacher. This finding is consistent with the interview results which emphasize that the students experience a lot of anxiety while communicating with their teachers, and do not prefer to communicate in their teachers’ presence; instead they prefer communicate with their friends in small groups or dyads. Furthermore, the finding is in line with the quantitative data analyses results. When the willingness to communicate of the students was examined according to the receiver types it was observed that among four receiver types foreigners, friends, teachers, and acquaintances, teachers received the lowest mean score ($\bar{X} = 6.08$).

An interesting finding was that out of the 13 students, who were considered to be unwilling to communicate and had low level of willingness according to the observation scheme results, 5 of them (38.46%) tended to communicate in L1 during pair-work activities whereas out of the other 13 students, who were accepted to be willing to communicate and had moderate level scores regarding WTC, only 2 of them (15.38%) shifted to the L1 during pair-work activities (See Appendix S). It was also observed that none of the students with the high level WTC used or shifted to L1 during communications.

In EFL settings, students have little opportunity to surround themselves with the target language input, so it may be difficult for the learners to progress without exceptional effort or without getting support from others. Consequently, they may feel themselves inadequate or their affective filter may become very high and their anxiety level becomes high. In order to protect themselves, they may prefer their native language during group work or pair work activities. To eliminate this negative effect and it is proposed to increase students’ motivation.

In conclusion, being open to other people, ideas, opinions and belief and incorporating them into a successful group atmosphere is an important skill. Sometimes in disagreement, new solutions may arise that might not have arisen if everyone shared the same opinion (Iannuzzi, 2011). It is important to engage with people who disagree so that a solution that the entire group agrees upon can be found. Whereas, during the observations it was seen that the majority of the students answered the instructors' questions rather than being volunteer to express their opinion in the classes. A successful group atmosphere was not observed in the classes. It is hoped that teachers allow lower-level students to perform easier tasks, assist them with these tasks, and encourage them to create their own examples.

As presented in Table 4.34 unwilling students' total scores were between 0 and 19. During the four weeks, unwilling students were either never or scarcely willing to communicate in English in class.

Table 4.34.

*Analyses of the Qualitative Data Collected by Means of the Observation Scheme
(Unwilling Group)*

| ACTS | N | N | N | N | N | N | N | N | N | N | N | N | N | f | % |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|----------|----------|
| Teacher-student(s) / student(s)-teacher | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | |
| Va | 3 | - | 16 | 3 | - | 3 | - | 7 | 1 | 7 | 2 | - | 1 | 43 | 71.67 |
| Vc | 4 | - | 3 | - | - | - | - | 2 | 1 | 1 | - | 1 | - | 12 | 20.00 |
| Gg | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Gi | - | - | - | - | 4 | - | - | - | - | - | - | - | - | 4 | 6.66 |
| Aq | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Ac | - | - | - | - | - | - | 1 | - | - | - | - | - | - | 1 | 1.67 |
| Stdtd-stdt /Stdtd-class | | | | | | | | | | | | | | | |
| Tn in FL | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Tn in L1 | 2* | - | - | - | 4* | 3* | 1* | - | - | - | - | 1* | - | - | 11* |
| Po | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total | 7 | 0 | 19 | 3 | 4 | 3 | 1 | 9 | 2 | 8 | 2 | 1 | 1 | 60 | 100.00 |

*Since the main concern of the study is WTC in English, the frequency of the act (talking to neighbor in L1) was not included in the calculation of the percentage.

Va= Volunteer an answer (to general T-solicit)

Aq= Ask the teacher a question

Tn inL1= Talk to neighbor in native language

Gi= Give answer to individual (T-solicit)

Vc= Volunteer a comment

Ac= Ask the teacher for clarification

Po= Present own opinion in class

Tn in FL= Talk to neighbor in foreign

language

Gg= Give answer to group (T-solicit)

The analyses results showed that none of the unwilling students asked the teacher a question, give answer to a group, talk to their friend in L2 and present their own opinion in class. Only 2 of the unwilling students (1. 67%) were interested in asking the teacher a question for clarification.

This finding may indicate that students are reluctant to communicate in front of their friends and instructors. Seeing that students rarely contribute to the class activities, refrain from asking question to their peers or instructors, it can also be concluded that students' self-perceived communication competence is low. This can also be due to their lack of motivation to communicate in the target language. The burden will fall more on the instructor to provide adequate models of the target language, or guide them to reach the native input.

Table 4.35.

Analyses of the Data Collected by Means of the Observation Scheme (Willing Group)

| ACTS | N | N | N | N | N | N | N | N | N | N | N | N | N | f | % |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|---------------|
| Teacher-student(s) / student(s)-teacher | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | |
| Va | 20 | 32 | 23 | 26 | 31 | 31 | 27 | 27 | 25 | 30 | 15 | 39 | 30 | 356 | 46.12 |
| Vc | 14 | 3 | 9 | 3 | | 21 | 11 | 14 | 7 | 14 | 5 | 10 | 14 | 125 | 16.19 |
| Gg | 20 | - | 1 | - | - | 1 | 6 | 2 | 5 | - | 15 | - | - | 50 | 6.48 |
| Gi | 5 | - | 1 | - | - | 6 | 2 | 7 | 3 | 4 | 5 | - | 15 | 48 | 6.22 |
| Aq | - | 2 | - | 1 | - | 5 | - | 5 | 4 | 1 | 1 | - | - | 19 | 2.46 |
| Ac | - | - | 2 | 2 | 4 | 7 | 1 | 2 | 8 | 5 | 4 | 4 | 4 | 43 | 5.57 |
| Stdtd-stdt /Stdtd-class | | | | | | | | | | | | | | | |
| Tn in FL | - | 2 | - | 1 | - | 14 | 10 | 7 | 8 | 7 | 2 | 2 | 1 | 54 | 6.99 |
| Tn in L1 | - | - | 3* | - | 3* | - | - | - | - | - | - | - | - | 6* | |
| Po | 9 | 3 | - | 4 | 1 | 14 | 11 | 4 | 11 | 6 | 1 | 3 | 10 | 77 | 9.97 |
| Total | 68 | 42 | 36 | 37 | 36 | 99 | 68 | 68 | 71 | 67 | 48 | 58 | 74 | 772 | 100.00 |

*Since the main concern of the study is WTC in English, the frequency of the act (talking to neighbor in L1) was not included in the calculation of the percentage.

Va= Volunteer an answer (to general T-solicit)

Aq= Ask the teacher a question

Tn inL1= Talk to neighbor in native language

Gi= Give answer to individual (T-solicit)

Vc= Volunteer a comment

Ac= Ask the teacher for clarification

Po= Present own opinion in class

Tn in FL= Talk to neighbor in foreign language

Gg= Give answer to group (T-solicit)

Table 4.35 presents the frequencies of the acts of the students who are willing to communicate in class. In this category, most of the students answered the questions asked by the instructor in the class (46.12%). The total scores of willing students were found to be between 36 and 99. Contrary of the unwilling students, some students

presented their own opinion in class (9.97%), asked the teacher for clarification (5.57%), talked to neighbor in foreign language (6.99%). Although the percentages are not very high, when compared to the unwilling group, they were more willing to ask questions to the teachers or presenting their own opinion in class. This result suggests that when students are integratively motivated, they volunteer to take different classroom behaviors. Several studies suggested that integratively motivated students exhibited significantly greater number of several classroom behaviors such as volunteering to answer a question or making more correct responses (Gardner et al., 1987; Glikzman et al., 1982).

This finding may indicate that students can be willing to communicate in front of their friends and instructors when they have self-confidence and motivation. In other words, if they have more communicative competence and less anxiety, they can be more active in class and contribute to the lesson.

In addition to the frequencies about the students' willingness to communicate in class related to the observation scheme, the researcher transcribed students' actual behaviors on their willingness to communicate in different classes. It was observed that one of the students with low willingness to communicate, Bird Nest, was asked to answer a question by her instructor but while answering the question she spoke so quietly that her friends could not hear her at all. It was apparent that she was too shy and anxious about speaking in front of her friends and instructor.

In the second year classes, it was observed that more than half of the students were rarely eager to make comments or paraphrase the sentences of the text or answer the questions asked by the teacher, but instead they were taking notes about what was discussed in the class. When the teacher had focus group meetings with this group, the participant Hunter explained why she just took notes but not spoke:

“We have to take notes otherwise we cannot be successful in the final exam. Our participation to the class discussions does not contribute our final exams”.

During face-to-face interviews the unwilling students explained the reasons for their unwillingness. The reason why they speak in L1 was expressed by Zugo, an unwilling participant, as the following:

“Everybody in the class communicates in Turkish like me, if we communicate in English during pair work activities, it will be unusual. That is the main point. Besides, my self-confidence is low and I believe it is an effective predictor on my being unwilling to communicate in English”.

RQ6. What is the difference between self-report (trait WTC) and observed/behavioral (state WTC) willingness to communicate construct of the participants?

The researcher aimed to investigate the difference between their self-report WTC and behavioral WTC. It was thought that it would be useful to compare quantitative data results related to students' perceptions about their willingness to communicate with their WTC levels determined by means of observations to enhance the reliability of the study. Descriptive statistics were used to analyze students' class WTC behavior. The score for participation of each student was calculated for each week and then a total score was found at the end of the fourth week. By means of the Paired Sample t-Test analysis the self-report WTC and class WTC behavior were compared. Table 4.36 presents the comparisons.

Table 4.36

Comparison between Students' Self-Report WTC and Behavioral WTC (Paired Sample t Test)

| | Data Type | N | \bar{X} ** | SD | df | t | p |
|--|--------------------------|----|--------------|------|----|--------|-------|
| In-class WTC and WTC Observation - Level | Observation WTC Level | 26 | 1.62 | 0.70 | 25 | -8.041 | .000* |
| | In-class WTC Level | 26 | 2.77 | 0.43 | | | |

*P<,05; ** 1: Low level, 2: Moderate level, 3: High level

A significant difference was revealed between the self-perception WTC scores and WTC class observation scores ($t_{(272)} = 8.041$; $p < .05$). Students' WTC class observation points ($\bar{X} = 1.62$) was found to be significantly lower than the self-perceived WTC scores ($\bar{X} = 2.77$). In other words, the students reported high willingness to communicate in their questionnaire, whereas they did not participate in the class activities. Therefore, a wrong perception regarding the WTC level can be said to occur. This misconception can be reflected to the students' WTC success in a negative way.

The inconsistency between the self-report WTC and behavioral WTC is an important finding, which might be due to an over-optimistic self-reporting of their WTC. Another explanation of this inconsistency can be attributed to the desire that the students have. In their study Wen & Cleménts (2003) distinguished the difference between willingness and desire and reported that students may have desire to communicate but this does not imply a willingness to communicate. Students can be unwilling for some reasons such as lack of confidence, embarrassment or inadequate linguistic knowledge. The findings of the present study seem to support Xie's (2011) findings, who also concluded that there were differences between the self-report WTC and behavioral WTC of the Chinese students. Furthermore, the findings of this study is supported by MacIntyre et al. (2001), who stated that a self-report instrument could not be appropriate to determine state WTC since thinking about communicating was different from actually doing it.

4.3.3. Semi-structured Interview Results of the Instructors

The interview with the instructors was the final stage of the study which served to triangulate the data from the two preceding stages. The main focus was to receive their experiences regarding to WTC in English of the students and get suggestions and opinions of the instructors working at the ELT Department. It is believed that investigating the instructors' perceptions about their students' WTC will provide a more comprehensible perspective to the problem.

RQ7. What are the experiences and perceptions of the instructors in the class and their suggestions, and opinions about the ways to enhance L2 WTC in English?

The analysis of the qualitative data gathered by means of the face-to-face interviews revealed that 4 instructors out of 11, (36.36%) who offered only academic courses evaluated the level of the students' WTC in English as limited. They expressed that few of the students showed willingness but most of them seemed to be less motivated to communicate in English. They also observed that students answered their questions or shared their opinions or participate in discussions if the instructors forced them to do so.

In my course students are supposed to share whatever they know with me or their peers but the number of the students who raise their hands to share their ideas is very limited. All the time the same people volunteer to answer but some of them do not say anything at all. Even though I ask Yes/ No questions I cannot get the answer from those groups. I cannot say that the students in my classes show willingness to communicate in English (T2).

In classes I experience unwillingness to communicate, which is a serious problem. Mostly they are not well prepared for the lessons. Even if I give the lectures in their native language and let them communicate or discuss the topic in that language, they do not show willingness. They come to the classes without reading the course-books (T1).

If you want or force them to communicate in English, they do it otherwise they are not willing to communicate in English (T4).

According to my experience related to students' willingness to communicate, I should say that they have desire to speak but cannot show willingness. In my classes they are supposed to share their ideas with me and their peers related to their tasks but two or three students show willingness to perform the task in English in the class. Once, at the end of the lesson they came to my office and admitted that they had prepared their tasks but could not volunteer to share their opinions with the peers. I believe that instructors' positive attitudes and intimacy influence their willingness and when they see our effort they become more willing to communicate (T6).

Some other instructors (4) (36.36%), who offered only language skill courses, posited that there were differences among students regarding their willingness to communicate, and few of the instructors expressed that students showed high level of willingness but some others said that students were less willing to communicate in English, and argued that willingness to communicate was closely related to the personality characteristics of people. Few postulated that students in classes were mostly not eager to communicate and that they had to push their students in classes to communicate in English. Here are their real words.

I take lessons with communication so students have to communicate to a certain extend but some students are much more willing to communicate than others. If they have something to say, and if they are very involved what they are doing they communicate. Very occasionally there are students who do not want to communicate at all. There are few like that sometimes. Willingness depends on their personality. Their motivation to communicate varies from class to class. Sometimes they are motivated to communicate with the activities but sometimes their willingness is due to their exams or assignments, and sometimes they are motivated because they like to learn something (T7).

It is a great problem for us in the foreign language context. Our students do not show positive attitudes toward speaking in English. They do not participate in activities, or volunteer to answer our questions. You always have to push them to speak. I think that instructors should motivate them by using the target language in classes all the time (T11).

There are a number of differences in classes. Well, the mood of the students can change from time to time due to personal reasons, teachers' attitudes or the time of the day. They mostly share their ideas with me but I am not sure with the other instructors (T5).

Students mostly refrain from communicating in English in my lessons. I guess that is because they are not able to make accurate sentences. I observe the lack of willingness to speak not only in English but also in Turkish. This is a personality trait (T10).

When they are forced to speak, they feel that they have to communicate and then they become accustomed to speaking and communicating in English but it takes time. With their friends they are not much eager to speak in English. When they speak with their friends, they keep their voice low. I have been experiencing this for three years (T8).

They understand you, they are good at vocabulary and grammar but they experience communication difficulties and they do not show willingness to communicate (T3).

Overall, instructors both offering academic courses in upper classes and the ones offering courses related to skill development in prep and first year classes expressed parallel experiences regarding students' willingness to communicate in English. They assumed that the students often refrained from communicating in English, needed to be forced, supported or motivated by their instructors in order to initiate communication. Even though they had linguistic knowledge, they could not show willingness to communicate in English. This finding supports the observation analysis results of the study, in the way that both instructors' perceptions about students' WTC and class observation results ($\bar{X} = 1.62$) determined a lower level of willingness to communicate in English.

Overall, the instructors pointed out that the students mostly seemed to be more willing to communicate with their class-mates and some with their very special friends. However, some instructors expressed that students preferred their instructor to communicate because their instructors provided them some feedback, which facilitated and maintained communication in English in foreign language classes.

They generally find to initiate communication easier with their peers or with their very special friends. They generally prefer their classmates rather than their instructors (T7).

They like to initiate communication with teachers. When they talk with friends, it is a problematic issue because their friends cannot provide feedback to them or they cannot even reply to their questions. On the other hand, the students know that when they communicate with their instructors, they will understand them and help them continue the communication even though they make mistakes. The students also believe that their instructors motivate their students (T11).

I guess they experience more difficulty with their instructors; they can informally communicate with their peers in classes, give feedback about the topic discussed or ask the points that they do not understand (T10).

They prefer to initiate communication with the teacher because the teacher assists them and prepare for speaking (T3).

Personality Characteristics:

Some others attributed students' WTC in English to their personality characteristics and said that willingness depends on their personality and it is a personality trait, and they spontaneously show willingness in the class (T7, T2, T5, and T10).

As for the gender differences, most of the instructors did not express a great difference between male and females. Here are some of the quotations from the instructors.

No difference as long as they have the same linguistic background (T5).

Not really. Some of the boys are really WTC and they sometimes dominate but some of the girls also willing to communicate (T5).

I do not think there is a big difference in my course. There are always a few girls who are chatty and a few boys who are chatty (T7).

It was found that the students would prefer game-like activities and entertaining activities, activities that were not too difficult or above their level, and activities which were beneficial to them. Some of the instructors determined that all the students could be more willing to ask questions or participate in discussions when they believed it was beneficial to them. It was also found that some of the students preferred to be anonymous, which means they did not want to perform the activity in front of the class but with very special friends, or in small groups.

However, some of the instructors, including the ones offering courses to upper level groups and those giving lessons in lower level classes, mentioned the pitfall of pair-work or group-work activities and pointed out that some students shifted to L1 while communicating with friends in small groups, which was not the aim of the department. As it was mentioned above in EFL settings, students have little opportunity to surround themselves with the target language input, so it may be difficult for the learners to progress without exceptional effort or without getting support from others, so they may feel themselves inadequate or their effective filter may become very high and their anxiety level becomes high. In order to protect themselves they may prefer their native language during group work or pair work activities. To eliminate this negative effect and it is proposed to increase students' motivation.

Being anonymous in class encourages them. What I mean is that only one or two people can hear you. When the whole class is not listening seems to encourage more. They want to be anonymous. Besides, in activities which are game-like they seem to be better communicators. This could be different kinds of activities actually, the thing which have fun. In some activities, which the emphasis is not how you say something but on actually saying something in order to complete the activity, students seem to be more willing to communicate (T7).

If they feel they will benefit from it, or if they think it is functional, they become more willing to communicate. Let's say something regarding their exams is discussed in the class all of the students, even the least willing ones start to communicate with me. On the other hand, when we discuss more academic topics, they are reluctant to speak. They do not show any willingness or courage to speak (T10).

Basically, pair-work, group work discussions, question and answer, If you ask me which one works more 'pair-work and group work' I would say but there is a pitfall, which is that they speak in L1, which is not the aim. Although on and off I remind them to speak in English, they switch to the mother tongue. I sometimes ignore their use of L1 in the classroom because what I want them to do is to share the information or their experience (T2).

Normally, within the group-work and pair-work activities they show more willingness within the group. However, most of the students in my classes want also to share ideas in class, too and participate in discussion (T5).

Topics that Students Show Willingness to Communicate about:

The analysis results of the present study revealed that the influence of topic of security played an important role on students' WTC in English. Some of the participants

expressed that they felt insecure about talking if they lacked of background knowledge and vocabulary related to the subject.

Related to topics that students preferred to talk about, it was seen that the students mostly focused on the subjects that are personal to them. Besides they preferred topics that they had an idea about the content and they knew the vocabulary to talk about it. This finding supports the results of the qualitative data gathered from the interview students, which revealed that the influence of topic on security played an important role on students' WTC in English. Some of the interview participants expressed that they felt insecure about talking if they lacked of background knowledge and vocabulary related to the subject.

The instructors also stated that the ELT students preferred the topics which were not too difficult to talk about. When the topic was too difficult they limited themselves and did not show much willingness to communicate. This preference of the students may suggest that students have either low level of linguistic and communicative competence or very little self-confidence in them.

The analysis results of the data gathered from the instructors confirms the findings of the data collected from the interview students. In both of the analyses it was found that topic played an important role in increasing or creating responsibility to talk. Similarly, Kang (2005) found that topic was an important factor that increased students' responsibility to talk, ask questions, and know about them. Knowing about the topic may also increase the self-confidence of the learners. In the previous section of this study the interview participants' real words revealed that they were reluctant to communicate in English because they did not want to look foolish.

Things which are more personal seem to be favorable for communication. They like to talk about their experiences, feeling something like that (T7).

They like the topics that they are interested in speaking such as, technology, computers, and internet. They do not like to talk about the topics that they do not have enough information about (T11).

They like more interesting topics (T5).

Students' Communication Anxiety:

Most of the instructors mentioned the students' communication anxiety that they witnessed in classes. Some stated that the source of their anxiety might be students' low level of communicative and linguistic competence, teacher superiority, and their lack of

self-confidence, personality trait, or other-centeredness. Most of the students were found to be afraid of being humiliated by their instructors or friends and they limited their speaking in class. Few of the instructors expressed that they had not experienced much anxiety of the students in their classes (T10, T5)

As it was discussed previously in the present study, non-threatening classroom atmosphere fosters self-confidence, and high motivation is very important in second language acquisition (Krashen,1985) and developing and maintaining positive attitudes toward the lesson is essential (Kyriacou,1991).

The analysis of the data of this study gathered from the interview students also revealed that students of the ELT department did not feel secure while they were communicating with their instructors because they were too critical and not tolerant of their grammar or pronunciation mistakes. This finding confirms the previous qualitative data analysis which showed that the instructors' responses influenced students' feelings of security and situational willingness. Here are some excerpts of the instructors related to the students' anxiety which seemed to reduce willingness to communicate of the students in the English classes.

Yes, anxiety is sometimes a hindering factor but the second thing is that I think of myself as a fluent speaker in English. I am a knowledgeable person in their eyes; I believe that they sometimes become anxious because of my dominance in the classroom. I think they feel in a way inferior to my abilities. That is why they really do not want to speak with me specifically. The point here is that most of the students do not have even upper-intermediate level of communication ability in terms of knowledge, grammatical, linguistic knowledge, in terms of compensation strategies, for example they only use code-switching. They do not know compensation strategies, linguistic knowledge. Apart from psychological factors, anxiety in the deep-down, a kind of competency overcoming anxiety. Apart from that if they know linguistic knowledge, grammar knowledge and compensation strategies, they may experience less anxiety. As far as I am concerned I think they lack of knowledge and skills. Dramatically it makes a change in their performance (T2).

If they know how to express themselves in grammar and pronunciation, they would be more willing to speak. During the breaks most of the students come to me and say "well, mam, I would like to speak like you but my pronunciation and grammar is very bad. For these students the ELT department is not a place to get a diploma to teach English but to learn English (T2).

They are afraid of making mistakes. We give importance to accuracy and all the exams are based on accuracy. Naturally the students want to be accurate while communicating and when they focus on accuracy they limit their communication for fear of making mistakes (T9).

They cannot take risks to communicate in front of the class. They are afraid of being criticized by their class-mates or instructors because of their mispronunciation or grammar mistakes (T6).

Yes they often come across anxiety. At the beginning of the term they were more anxious. Later on in the course, when we got used to each other, the instructor, the activities, their anxiety decreased. Also talking to the instructors make some students more anxious or talking when the class is listening make some more anxious. Exam scenarios, also, increase their anxiety (T7).

Yes, I most of the time experienced that they are afraid of making mistakes, and they have the concern of using grammar in a perfect manner. They want to use the language according to its rules, like a formula, It is because their level of proficiency is low to answer the questions or even to understand what you are talking about. Consequently their lack of competency can cause anxiety (T11).

Some of them are anxious and some of them are not. It depends on their personality trait. But speaking also causes anxiety. They sometimes may feel anxious to speak. I observed that some of the students are afraid of making mistakes. They may be afraid of sounding funny in front of the class (T5).

No not much actually. I have not experienced anxiety in my class. (T10).

In conclusion, anxiety as one of the personal factors is worth studying as a psychological theory because it has been revealed that it directly or indirectly influence learners' WTC in second or foreign language contexts. Research has consistently found significant high correlation between CA and WTC in foreign or second language (Hashimoto, 2002; Kang, 2005; MacIntyre & Charos, 1996; Matsuoka, 2006; Peng & Woodrow, 2010; Sun, 2008; Yashima, 2002; Yu, 2009).

Students' Willingness to Read:

Similar to the previous findings of the qualitative data related to interview students' reading willingness of this study, most of the instructors noted that the students' willingness to read was very limited. Half of the interview students had expressed that their unwillingness to reading activities was due to the lack of vocabulary, interest, and time. As for the instructors' perceptions, some stated that Turkish people do not like reading in their native language, either. Whereas, the natural

approach is based on the theory that language acquisition occurs only when students receive comprehensible input (Krashen 1985: 18). He maintains that “writing competence comes only from large amounts of self- motivated reading for pleasure and/or interest”. Similarly, Chastain (1988) describes reading as a communicative process which involves mental processes and for this reason all reading activity can facilitate communicative fluency in each of the language skills. In other words, all language skills can be accelerated through the use of reading. Taking serious the perceptions of the instructors related to the students’ reading experience, the role of the reading process in ELT departments should not be underestimated, and the students’ internal motivation should be increased by providing professional support and training. The quotations of the instructors regarding students’ reading activities are presented below.

In the past I had taught reading and writing in the ELT department. Students do not like reading in Turkish either. If you find students reading in English, they are also reading in English. There are some students who do not read anything even when they have to, they read very little (T7).

Our students do not read or search for information about the general issues in the world, their country, and environment. They do not even read in Turkish, which I believe to be a characteristic of eastern societies. They find reading boring because reading requires a certain level of attainment, achievement (T11).

They do not read because they are not willing (T1).

Willingness to Write:

The perceptions of the instructors related to their students’ willingness to write was that most of the students did not show willingness to write, which was a more productive skill like speaking. This result was parallel to the findings of Bektaş (2005), who indicated that only a few students showed writing willingness, such as writing in English and keeping a journal. Similarly, more than half of the interview participants (53.84%) had expressed their writing experience was limited to two-way written communication (chat on the net), and assignment writing. It is seen that the analyses of the data gathered from different groups confirm each other.

No not at all. Really from this perspective like speaking, writing is a productive skill. When they are not willing to communicate orally, I think they are not willing to communicate in written form, either. Writing requires organization. If there is a task, they have to write it, organize it, and think about it. If it is a creative writing, they have to find ideas, play with the words (T2)

Writing and speaking are the most difficult obviously because they are productive skills. However, it depends on the course of the instructors. Some of the students seem enjoy doing something. I think that is because they are generally exposed to grammar very much (T7).

Reading and writing have always been a problem for foreign language students. Our students too, do not know how to express their ideas, initiate to write, organize their discourse in the written form. Even to express their ideas using an interesting topic seem to be difficult for them (T11).

Writing is more technical, that is why they actually feel more hesitant. Most of the do not look willing to write because it requires more effort and concentration (T5).

They are not willing to communicate writing. There is a problem with writing. At high school they did not receive writing experience so at university in the first year they cannot write even a paragraph. The ones who have prep class education at university are lucky because they have more experience. Due to these reasons writing willingness of the students is low. Most of them did not even prepare their writing assignment (T10).

They generally abstain from writing in class. They postpone such activities or wish to do them at home. They do not like taking notes either (T9).

Willingness to Listening:

Parallel to the previous findings of this study and the findings of Bektaş (2005), instructors described students as somewhat willing to listen in English. However, some of them assumed that the students did listen to them but did not understand what they listened to the English classes, and that they lacked of listening strategies, or did not know how to listen. As it was mentioned before related to students' listening experience, they favor listening to more easy or entertaining extracts but not much more demanding extracts, which is important to provide knowledge for them and help them develop some strategies while listening or even provide correct pronunciation. Students may need permanent guidance on how to use strategies to enhance the learning process, and listening to all kinds of texts but not only songs or films by their instructors. In conclusion, guidance on equipping foreign and second language listeners with strategies that would enable them to operate effectively in the world outside the classroom seemed urgent.

As some of the instructors agreed, listening is one of the neglected skills in the Turkish context, so as a result of this negligence, students can be demotivated during listening activities and seem to be incompetent in listening in English. Students'

misunderstanding the instructions of their instructors is probably a factor that hinders students' willingness to communicate in English.

Overall, as it was reflected in the experiences of the instructors, most of the participants mentioned that during their high school education as well as the two productive skills, speaking and writing, developing their listening skill too was also neglected. Keeping in mind that some of them did not receive prep class education, it can be concluded that they may apparently lack experience in listening activities and lack in listening strategies. Although they listen to songs and programs on the internet, such as films and games, it cannot be enough to be successful in listening academic or skill related courses. Of course lack of vocabulary and content knowledge should be considered as factors hindering students' listening comprehension. A parallel finding was observed in Jung's (2011) study in the Korean context. In the study most of the Korean students attributed their insufficient English communication ability to the Korean educational system. Some assumptions of the instructors related to students' listening performance are exemplified below.

The students patiently listen to you if they are motivated toward the course. They seem to listen to you but if I specifically use some vocabulary items, they do not understand me. They usually do not understand me so I usually go down their level. They create something which has never been used or said. Probably it is because of the lack of skills or the compensation strategies. Most of them do skip the focus of the conversation. Unfortunately they do not all the time retain that focus (T2).

I think they are fond of listening but they do not know how to listen effectively. They listen but they do not know how to listen all the time (T7).

Listening is one of the skills, which was ignored in high schools in general. In general they are willing to listen but there are differences in listening in class as well. They are interested in listening to cliché topics rather than the topics like pollution, or environment, which can be found in course books (T5).

I am doubtful that they understand what I say to them. I believe that they have problems with listening. They do not understand, so they become demotivated. (T10)

Out-class willingness of the students:

The instructors' experience related to the students' willingness to communicate in English out of the class revealed that the students showed similar willingness to communicate in English outside as well. There were some willing students but some others find it artificial and shifted to Turkish. It was also seen that the students preferred

to communicate with foreigners if they had self-confidence. This finding is in compliance with the quantitative analysis results of the study, which revealed that the mean scores of WTC both inside ($\bar{X} = 6.79$), and outside ($\bar{X} = 6.70$), were very close to each other.

I always speak in English out of the class but sometimes their faces are so black that I switch into Turkish. Some do it actually. Whenever they want to speak in English they cannot convey their messages so I switch to Turkish. The ones who want to speak in English are able to speak in English outside too. They just continue whatever they do in the class (T2).

I do not actually see them in their situation very much but as far as I understand from talking to other people they are more WTC. If they are interested in communicating, they would find opportunities, students or whatever. There are a lot of students who want to go abroad specifically (T7).

What they do in the classroom it is the same out of the classroom. They watch films and videos from the internet (T11).

Not really. I do not think that they communicate in English outside. They just study English or do assignments but as for the communication I do not think they spend much time or great time on it. Just a few students are interested in communicating with the tourists or foreigners (T5).

Once a German Erasmus student came to my office where she met some senior ELT students and she started to ask some questions in English but our students were so quiet and seemed that they had no confidence to talk to her (T8).

When considering students' willingness to communicate in a foreign language, the role of social contexts plays a crucial role. The positive social context, where the students and instructors have good relationship, can increase the WTC of the learners. Bad relations on the other hand can decrease WTC. In order to investigate factors that facilitate and hinder willingness to communicate of the students, the perceptions of the instructors were examined and found that most of the students preferred contexts where they could feel relaxed, confident, and find comprehensible input, and knowledge that is not much above their level. Moreover, they wanted to benefit from the interactions in the class and be listened and considered by their instructors, and reflect their opinions without been limited by the dominance of the instructors. The excerpts of the instructors are presented below.

First of all they must feel relaxed enough. Class atmosphere is very important. They must feel unpressured, generally while speaking. They must participate in things that they are able to do. In my course they do not reflect their abilities but in their opinion they do not feel they are able to do something so I prefer to do things that they become anonymous (T7).

They do not like to do things in front of the class at least at first. I tend to use activities that are not too difficult in order to supply participation. I think for them it is more important doing things, which are more professional. They need to do something more or less increasing (T7).

I think we should not blame our students all the time. We should give the lectures in English so that the time that the students are exposed to the native language extends. It can be important to motivate the students to perform more tasks and read and write more (T11).

If they really feel it is necessary to initiate communication they do it. When they really need something, or when they feel it necessary to be understood by the other people, they do it. If the teacher is tolerant they will feel less stress. If the teacher dominates the time and corrects mistakes all the time and interrupt the students' conversations, they will probably feel more threatened so they will not take the risk. The attitude of the teacher plays a significant role here. Also if they may think that their ideas are valued somehow and if they know that their words are listened without being severely criticized, this can be one of the factors that facilitate communication (T5).

Hindering Factors of the students' WTC:

As for the reasons of the students' unwillingness or factors that inhibit them from communicating in English, instructors who give content knowledge courses expressed that students' laziness, not being well prepared before the lessons, low level of linguistic and communicative competence and self-confidence seemed to be factors inhibiting students' WTC.

Their laziness prevents them from communicating in English. They are not well organized and prepared before the lessons. They come to the classes without reading the texts, consisting of a few pages, that I give them previously. They may also have very little confidence to speak. They think they are not good at speaking and this feeling may cause them to feel less confident, so they do not wish to share their opinion with their peers or instructors in the class. This is a vicious circle. When they do not use the language, share opinions, and attend discussions, they tend to be reluctant and do not improve their communication competence and willingness to communicate in English (T1).

There are certain things. One of them is the peer pressure. Pronunciation matters a lot. If students speak with proper pronunciation, their peers mock them. They pool their legs so they do not use

accent in the classroom, and speak with very flat intonation, because they know that the others will make fun of them (T2).

We have large classes. If we had smaller groups, I would probably urge my students to speak more. I have very limited time in class. I have to cover everything within 2 hours. You talk; lecture all the time to give pedagogic knowledge so I cannot encourage them to speak a lot. Another problem is that our students do not study enough or get ready for the class (T2).

They refrain from speaking. The reason can be that it is a productive skill and requires an interaction between their short term and long term memory, which may be difficult for them (T10).

The students have peer and instructor pressure on them due to their improper pronunciation and lack of self-confidence and communicative competence are the major factors that limit their WTC. They need more sincere social-contexts, and friendly manners of their peers in class. They actually have desire to communicate but the attitudes of people around them and lack of self-confidence limit them a lot. Physical conditions of the class and environment too, influence their participation in communicative activities (T6).

Similarly instructors who offer English skill courses teaching in prep and the first year classes stated that students' lack of linguistic and communicative competence, their communication anxiety, all seemed to be factors that played great role on the WTC construct in a negative way.

Students' willingness to communicate in English is related to their individual capacity. The biggest inhibition of their communicating in English is lack of knowledge on the topic because they do not read or learn much. This is the direct influence on them (T8).

Too difficult classroom activities deter them from participating. If the activity is too difficult two or three students are willing to participate in them (T7).

In our department in my opinion when students graduate they cannot be fluent in speaking English, not as well as a teacher should be. The number of teaching hours, 3 hours a week, is not enough to improve their fluency, they should do something independently outside of the class such as, using the internet, and they can record their voice (T7).

They are not well organized and they do not employ any strategies. The attitudes of the lecturers can be demotivating or discouraging sometimes. Lack of appropriate materials and classroom environment too, negatively influence the students' willingness. (T11).

Their proficiency level is a hindering factor. If they believe that their English is not enough to express their idea, so they will probably not try to participate in communication activities. Their linguistic competence is low. Besides, if they have radical ideas they are afraid of been misunderstood. If they think that their peers will humiliate or make fun of them, they limit themselves. The attitudes of the instructors can be another limiting factor. The class atmosphere and environment are among other limiting factors (T5).

They have very little self-confidence which is related to their lack of linguistic competence. When they are asked to communicate in English, they do not believe in themselves that they can do it (T10).

Overall, it was revealed that proficiency level of the students both linguistic and communicative competency level, lack of knowledge and self-confidence, negative attitudes of peers and instructors, being not well organized, and inadequate preparation for the lessons were among the limiting factors of the students' willingness to communicate in English. This finding is parallel to the findings of the observation and interview data analyses in the way that students expressed peer and instructor pressure, being misunderstood by other people, and did not prefer to express their ideas or opinions in the classes freely but just answered the questions of the instructors when they were forced. It seems to be urgent that firstly the self-confidence of the students of the ELT department should be developed and then they should be offered extra strategy training on language learning, communication, and compensating strategies. Teaching hours should be extended by out-class activities, such as communication classes, reading classes, and listening activities. The responsibility of getting the students to be more willing to communicate in English should be equally on the shoulders of the instructors and students.

As for the socio-cultural factors influencing the students' WTC, their previous high school education was seen as an important issue by almost all of the instructors. They agreed that the students' not being ready for speaking, writing and speaking activities and not having the habit of reading books all had negative effects on their WTC in English. Their upbringing and being a member of a collectivist society were found to be important, as well. Some of the quotations are given below.

They rarely come together with other students in their class. They do not have eye-contact during communication. These personal attitudes toward communication can have a negative effect on others (T2).

Their up-bringing, family background will be effective. Their environment- the family they belong to the community where they come from have influence on them. Possibly where they come from, a big city or a small city can increase their willingness but not enough to live in a big city to be willing. It is obvious that previously how they were educated, how they were brought up are all effective factors. Students who studied prep class at high school are much more competent to communicate. If they went to college and had been abroad, it made a big difference. The students in upper levels are willing to communicate but they are less able to communicate. They can speak as well as the students who studied the prep class (T7).

As a Turkish society we are different from the western societies in a way that we are more respectful to our elderly people and the teacher's role is very important. The teacher is always in the center (T11).

Culture is a strange topic. Eastern people are different from the western people. Even two people from the same culture differ from each other (T5).

There are some socio-cultural factors that may affect their willingness to communicate such as their high school education. They do not show willingness to communicate or writing in English because they did not receive such education previously (T10).

Attitudes of the ELT Students toward English Language and Culture:

All of the instructors posited that the students of the ELT Department showed positive attitudes toward the English language and related cultures. Instructors also expressed that they emphasized the importance of multiculturalism and the role of English as a lingua franca in classes.

They do not have such negative attitudes. They all love and consider English as their language. They have great enthusiasm to learn English language and culture, especially in early classes. But senior students can be influenced when they cannot work as a teacher of English (T11).

They do not have negative attitudes toward the language. In my classes I emphasize that English is a world language and no culture is superior to another (T10).

It was seen that students had positive attitudes toward the language and culture, but it was also observed that their level in some language skills was intermediate or upper intermediate in some skills and low in oral communication and writing or it was not as high as it should be. This might be due to the English language training they received at high school and lack of enthusiasm to use English as a means of communication. Developing the consciousness of the students on the issue and increasing their intrinsic motivation might increase their awareness.

Their skill is severely lack. It is between low and medium (T2)

There are still some students who do not understand why they are learning English. They like learning English but they see it as a school subject. In our department in my opinion when students graduate they cannot be fluent in speaking English, not as well as a teacher should be. The standard is going down. They cannot make correct sentences (T7).

Their communicative and linguistic competency is low. Their level of proficiency is low to answer the questions or even to understand what you are talking about. They do not read because they do not understand what they read. It requires a high level skill. They like something which is ready for them. They do not like to spend much effort (T11).

There are differences among students. Their communication competence is low (T4).

Suggestions of the Instructors:

All the participant instructors (11) suggested that the courses related to skill development should be studied in all classes because outside the class students have very little experience to speak English in Turkey. Most of them agreed that in order to increase the amount of exposure to the target language, the instructors should use the target language in all the classes but the level should not be much above their linguistic level. Two year prep-class preparation was also offered by some of the instructors. Providing contexts where students could be able to use the language and meet foreigners or native speakers was among the suggestions. Some instructors proposed a better educational system which could accept the best students to the ELT departments and manage to filter the students with inadequate linguistic and communicative competencies at the earlier stages. It was also suggested that students should be given more responsibilities to increase the amount of oral communication out of the class.

In my opinion the instructors who give the skill courses in the first year and prep classes should contact with all the instructors at the ELT department. We expect them to be able to train the students to cope with the requirements of the upper grades. Knowing that our students' lacking sufficient background, two year prep-class preparation can be a solution. The students can be offered skill courses throughout their university education because they do not regard themselves as efficient in language skills. Getting into contact with international people is necessary, as well. I wish we had some programs to send them abroad. Majority of them cannot benefit from Erasmus or similar programs. They should experience or accept that English is used by many people. They make mistakes and this is a natural thing (T2).

To overcome this problem, instructors should be consistent to use the target language all the time. We should use the appropriate materials to prompt the students. We should provide course contents with the right level for our students, and be aware of their needs. In addition, we should offer more humanistic environment to our students and be tolerant to their mistakes (T11).

In order to increase willingness in all the skills, prep class education should be compulsory because the level of the new comers is low and it needs to be improved (T10).

I believe that if they attend English speaking clubs they can meet more native speakers and benefit from them. They need to experience talking to native speakers and in this way their self-confidence may increase (T7).

The university entrance exam and accepting the students to the department is the first thing which needs to be changed. Student selection for the department and the university entrance exam is not the correct one. We do not measure their speaking and writing skills. This shows that the entrance exam criteria are not the criteria that it should be. Just giving a proficiency exam in terms of grammar and reading is not enough to select students for the ELT departments. We should also look at the psychology of the students and prefer the more energetic, outgoing, and active students. The best students in terms of linguistic proficiency should be accepted to the ELT departments. In other words we should pull the best ones among the others. At preparatory classes and in other classes the system does not filter the students. I wish we had the filtering system. The bad students should be filtered before they attend upper levels (T2).

We should increase the number of the lessons in which students can talk in English. Quite a few talk in Turkish. Mostly the lessons must be taught in English by the instructors. All the staff in our department I mean, I hope they all use English in the lessons all the time. I think sometimes they do not. Speaking atmosphere in the department where English is spoken outside will be good. Try to improve outside contact with foreigners or international activities. Previously I had Erasmus students in classes and I saw that they motivated them positively. We must try to get the students integrate English to their lives, such as reading books, watching films Two years of prep class education would be a good idea if necessary and a prep class with different levels because they are not all the same level. Besides, they should have learned writing and speaking by the time to their first year. They do not like the exemption exam we give here, It should be in several stages and if you cannot pass the first one you cannot take the second exam as it is applied in some universities (T7).

The speaking skills should be studied in all classes because in Turkey outside class students have very little experience to speak English, neither speaking nor listening, May be a slightly different course with a different name can be given. In order to improve their English would be a good

idea. However I must say that they have a lot books in English. Their presentations are in English by the fourth year, they do a lot of development, they are more fluent, they are much more willing to communicate, they are less anxious in the fourth year, but they still make a lot of pronunciation mistakes. Their fluency and willingness are usually fine (T7).

To bring interesting topics in classes can increase their willingness to communicate in English. Leading questions will give them an idea about the topic. They may have no idea. In their real life they may not come across such a topic and all of a sudden they may have nothing to say. May be supporting the topic with visual materials, and use of technology will work. Strategy training may work to some extent (T3).

We should give students more responsibilities to increase the amount of oral communication out of the class. Communicating with Turkish friends can be artificial, so we should provide contexts where they can meet native speakers and foreigners (T4).

4.4. Chapter Summary

This chapter firstly presented the findings and the statistical analyses and discussions of the quantitative data. This was followed by the qualitative data results and discussions. The findings were also discussed in the light of the current literature.

CHAPTER FIVE

CONCLUSIONS IMPLICATIONS AND SUGGESTIONS

5.0. Introduction

This chapter firstly presents a brief summary of the findings in line with the research questions. Then, the pedagogical implications for tutors and students are given. Finally, the chapter concludes with the suggestions for further research on the relevant subjects.

5.1. Summary of the Study

Willingness to communicate, which is defined as extent to which learners are prepared to initiate communication when they have a choice, is a propensity factor that has attracted attention of SLA researchers in recent years (Ellis, 2008). The primary aim of the present study is to examine Turkish EFL university students' perceptions of their WTC in English and individual difference factors that affect their willingness in the Turkish context inside and outside the class by using the heuristic model proposed by MacIntyre et al. (1998) and Gardner's (1985) socio-educational model as basis for a framework. The present study also aims to examine the relationship among the variables that are believed to affect Turkish learners' WTC in English. It is also aimed to determine variables that promote and/or inhibit WTC in English in Turkish settings. Furthermore, perceptions, opinions, and suggestions about willingness to communicate in English were aimed to investigate of the instructors and students at the ELT department.

In order to pursue this aim, the present study employed a mixed design, which consists of quantitative and qualitative data collection and analysis methods. The instruments employed in this study included a questionnaire, classroom observations, and semi-structured interviews. These instruments were detailed below. Quantitative data were gathered from 274 students ranging in age from 17 to 28. For the qualitative aspect of the study, the researcher selected 26 students among 274 students who completed the questionnaire. In order to generate multiple perspectives on WTC construct of the students, the qualitative data were collected from 15 instructors working at the ELT department. The quantitative data collected by means of the questionnaire

and scale were entered into the SPSS Package programme and were calculated by the use of SPSS21.0. Descriptive statistics, Pearson Correlation, Independent sample t Test, Paired sample t Test, Variance and Regression analysis, and Multiple Regression analysis were used to analyse the quantitative data.

In order to confirm the existence of the factors that the scale was assumed to measure, and establish internal-consistency reliability, the quantitative data that came from the main study were analyzed using the Statistical Package for Social Sciences (SPSS 21.0), and the reliability coefficients of each factor of the scale were found to be between .60 and .79, which were accepted to be reliable. As for the reliability analysis of the WTC, self-perceived communicative competence, anxiety, and personality categories were examined it was found that the reliability coefficients of each factor were higher than .80, which were highly reliable.

In order to test distribution normality, histogram curve and skewness and Kurtosis values were examined, and it was determined that the distribution was normal. Seeing that the scale types of the instrument had a permanent characteristic, it was concluded that parametric test condition was provided, and basic assumptions had been met. Consequently, parametric tests were used, and a .05 level of significance was used. In descriptive statistics, frequency, percentage, mean, standard deviation, and crosstabulation; in differential analyses, T-test, ANOVA; in relationship analyses Pearson correlation analysis, and in causal comparison analyses, multiple regression were administered. The qualitative data that came from interviews and observations were evaluated qualitatively by employing general qualitative analysis techniques. Besides, the data related to participants' WTC, which were gathered by means of the observation scheme, were calculated quantitatively after defining them via different categorical codes. After providing the validity and reliability aspects of the study, the following research questions were designed. The summary of the findings are presented below in line with the research questions.

5.1.1. The Main Research Question

The primary research question of this study is: What are the Turkish university students' perceptions of their WTC in English inside and outside the class?

According to the analyses of the quantitative data, students' overall willingness to communicate in English was found to be between moderate and high. The mean scores of WTC both inside ($\bar{X} = 6.79$), and outside ($\bar{X} = 6.70$), were very close to each other and to the high level interval. Quantitative findings also revealed that ELT students preferred to communicate in English with friends ($\bar{X} = 7.16$) and acquaintances ($\bar{X} = 7.03$) rather than with foreigners ($\bar{X} = 6.54$) in and out the classes. However, out of the class, the students seemed to be more willing to talk in English with a foreigner in a small group (2-3 Persons). When the context type is considered, the students preferred to communicate in small groups rather than performing presentations or talking in large groups. Besides, it was seen that students were highly willing to communicate in class presentations ($\bar{X} = 7.12$).

The summary of the further findings are presented below in line with the secondary research questions.

5.1.2. RQ 1: What are the Turkish students' perceptions of their motivation, attitude toward the international community, linguistic self-confidence, and their personality?

The students' perception of their motivation: The latent variable motivation was defined by three indicator variables: 1-Desire to learn English; 2- Motivational intensity; 3-Attitude toward learning English.

Overall, students' desire ($\bar{X} = 3.65$) to learn English was above moderate. Since the participants of the present study are trained to be teachers of English, it is an expected result that their level of desire to learn English is high. 89.1 percent of the students preferred to spend time on English to deal with other subjects and 84.3 percent stated that during the English classes they are absorbed in what is taught and concentrate on their studies. However, the findings revealed that only one third of the students had transferred English to their social life such as reading English newspapers or magazines outside their English course work but others can be said to have trouble with it. Another important finding here is that there is a 40 percent response group who expressed that they cannot spend much time on English.

Motivational intensity of the students was found to be very high. Almost all of the students mentioned that they believed in the importance of English, and are determined to improve their English after graduation. It is apparent that students enjoy what they learn in their classes, and they are internally motivated to study English. On the other hand, more than half of the students stated that did not speak English outside the classroom with her friends. It is observed that there may be limitations on students' communication in English and, support services are recommended in order to increase students' exposure to language.

Students' overall attitudes toward learning English were found that most of the participants want to learn more than a foreign language, and believe that it is important to learn English because it makes them learn about different cultures. Furthermore, the participants agreed that they wanted to make friends with international students, and to study specifically at the ELT department. This is also a good sign of their positive attitude toward learning English and international groups.

Students' attitude toward the international community: The latent variable attitude toward the international community was defined by four indicator variables: 1- Interest in international vocation activities, 2- Interest in foreign affairs, 3-Approach avoidance tendency, and 4- Integrative orientation.

Analyses of the scale items revealed that most of the students would not avoid involving in international activities, and they would like to study abroad. However, students want to work in a foreign country if English is spoken in that country. If a language other than English is the dominant case, their opinions may be negatively affected. It was also found that most of the students would not avoid talking to strangers, and would volunteer to help foreigners if they had communication problems. The items of the third scale determining the latent variable students' attitude towards international community were analyzed and found that students had positive attitudes as well as negative attitudes towards international groups. More than half of the students expressed that they did not read books and magazines about foreign countries and talk about situations and events about countries with their family and/or friends. To sum up, students' interest in foreign countries can be described as medium level ($\bar{X} = 3.35$), but not as high level. This finding is important because it reveals that only half of the

research respondents watch or listen to programs in the target language, and again less than half of them do not talk about events happening in other countries. This is considered as a limitation because firstly, they are not exposed to the foreign language, and secondly, when they do not develop interest in such events, it is probable that they will lack of knowledge related to the daily events and consequently, they will have limited world view. Regarding students' integrative orientations, it was revealed that the students agreed about knowing English would facilitate communication.

In interviews, all of them valued the English language and agreed that it was very important to know and speak English fluently. Similar to the quantitative results, most students seemed to have positive attitudes toward the cultures of the English speaking countries.

Students' perception of their Linguistic self-confidence: Linguistic self-confidence is defined as the combination of a lack of communication anxiety and a higher perceived communication competence. Overall, students perceived their communication competence level as slightly over moderate both inside ($\bar{X} = 6.41$) and outside ($\bar{X} = 6.47$) the classroom. Similar to the findings of the previous results, students' self-perceived communication competence according to the persons and context were observed to be moderate, too.

Similarly, more than half of the interview participants (14) similarly reported that they perceived their own English speaking proficiency as high, 8 of the students as moderate, and few of them as low.

When students' anxiety levels while communicating in English were examined on a ten point scale, it was observed that their anxiety levels, inside ($\bar{X} = 4.88$), and outside the classroom ($\bar{X} = 4.74$) were moderate.

Students' communication anxiety regarding to receivers, the highest anxiety scores were observed when they were communicating with foreigners and teachers both inside and outside. Acquaintances and friends received the lowest scores. When students' communication in-class and out-class anxiety in terms of context was examined, it was found that students felt more anxious while communicating in English

in meetings, and they did not seem to experience much anxiety in communications in small groups inside and dyads.

It was assumed that students' communication anxiety would be highly negatively correlated with their self-perceived communication competence. As it was expected a strong negative correlation ($-.890^{**}$) existed between anxiety and self-confidence. Interview participants seemed to experience considerable level of communication apprehension when speaking in English in front of their peers and instructors. In this study, the anxiety interview students experienced seemed to be related to their perceptions about their friends and instructors. They were found to be other-directed, which means that they feel concern about what their friends or teachers may think of their communicative competence. The qualitative and quantitative data analyses findings on the anxiety variable were parallel, which revealed that students experience communication anxiety when they were communicating with foreigners and teachers.

In conclusion, when students' willingness to communicate, self-confidence and anxiety scores were compared, it was observed that students' WTC, communication competence and anxiety scores were at the medium levels; but in the WTC and self-confidence categories, they were approaching a high level limit and relatively, they had higher scores.

Students' personality: In this study, only extraversion-introversion dimension of personality was measured. The personality characteristics of students were examined and they were found to be moderately extraverted ($\bar{X} = 6.68$). Students perceived themselves as spontaneous ($\bar{X} = 7.94$), social ($\bar{X} = 7.27$), and extraverted ($\bar{X} = 6.16$). In the light of these definitions it can be said that the students are self-confident, ambitious and pro-active.

5.1.3. RQ 2: What are the relationships among students' WTC in English, self-perceived communication competence, motivation, linguistic self-confidence, attitudes toward the international community, and personality?

In order to answer the research question, the data were analyzed by the Pearson Correlation test. It was found that self-perceived communication competence revealed a

positive, significant correlation with the WTC, and a negative correlation at the medium level between WTC and anxiety both inside class and outside class. It was observed that when students' self-perceived communication competence increased, their WTC level increased. The correlation between students' personality and willingness to communicate in English was relatively weak and positive both inside and outside the classroom. It was also revealed that when students' extraversion-introversion personality trait score increased, their WTC level increased. It was also found that there was a weak, positive, and significant correlation existed between the students' in-class WTC and attitude, and motivation.

Based on the analyses of the data, it was found that all of the variables in the scale were significantly correlated with WTC at the .05 level. The highest correlation occurred between motivational intensity and WTC, and the lowest correlation existed between interest in international activities and in-class WTC. The two predictors, motivational intensity and students' approach and avoidance tendency towards foreigners in and out of the class play a significant role on students WTC. When the levels related to these factors increases, their willingness to speak English are likely to increase.

When the regression results were considered in the three models, it was concluded that the most significant predictor on students' in-class WTC level was self-confidence and that it provided a direct change on their WTC. In the second model, in-class self-confidence and motivation are seen as the predictors which affect students' in-class WTC levels. Therefore, efforts aiming at increasing students' self-confidence and motivation may have a direct impact on their in-class WTC. When the regression results of the three models related to the out-class WTC were examined, it was also observed that self- confidence created the biggest impact on the out-class WTC of the students. Besides, in the second and third models anxiety, attitude, and motivation influenced the out-class WTC.

Finally, Pearson correlation coefficients were calculated for the variables anxiety, motivation, attitude, communication competence, personality, and willingness to communicate scales. As it was expected, it was found that all these predictors, self-confidence (.830**), attitude toward international community (.424**), and motivation

(.428^{**}) showed significant correlations with the WTC in English. There were also significant correlations among self-confidence and learners' attitude (.436^{**}), and self-confidence and motivation (.396^{**}).

It was assumed that personality would be related to self-confidence and WTC. It was revealed that there was a significant correlation between personality and self-confidence (.475^{**}), and moderately significant correlation between personality and WTC (.412^{**}). Besides, a strong correlation between students' attitudes toward international communities and motivation (.579^{**}) was found to be significant.

As it was expected a strong negative correlation (-.890^{**}) existed between anxiety and self-confidence. This was an indication that when students' anxiety level goes up, their self-confidence goes down. Similarly there was a significant negative correlation between motivation and anxiety (-.213^{**}). That is when the anxiety level of the learners is high, they are seen to be demotivated in the classroom, and consequently, they become less willing to communicate in English in class.

5.1.4. RQ 3: What are the students' actual WTC behavior on oral communication and the other modes of communications through writing, reading, and listening?

Among 26 students majority (76.92%) expressed willingness to communicate in English. This finding was parallel to the findings of the quantitative analyses results, which indicated that the willingness to communicate in English of the survey students was found to be between moderate and high. It was seen that some students who were not willing to communicate in English in the class had actually desire to communicate but they experienced a lot of anxiety and consequently, they showed unwillingness.

An interesting finding was that some of the interview participants (11) showed no interest in speaking with friends and claimed that they demotivated them or they were critical when they made grammar or pronunciation mistakes. On the other hand, some preferred having conversations with their friends.

Students who had high level of linguistic and communicative competence were found to be willing to communicate with their instructors more than the students with low communicative competence. Self-confidence was seen to be an effective factor that contributed to students' WTC in English.

The analysis results of the present study revealed that the influence of topic on security played an important role on students' WTC in English. Some of the participants expressed that they felt insecure about talking if they lacked of background knowledge and vocabulary related to the subject.

Students' experience related to having communications with natives seemed to be limited to the Internet access. Some of the students (9) who had internet access indicated that they used the Internet to chat with their foreign friends (American, British, Iranian, Japanese, Canadian, German, Spanish) in English.

Regarding their willingness on writing, 53.84 percent of the interview participants, expressed their unwillingness to write in English. Almost half of the research group stated that their writing experience was limited to two-way written communication (chat on the net), and assignment writing. Students' perceptions on their participation to writing activities suggested that they were less willing to write in English in and out of the class.

Students' participation to the reading activities was similar to the writing activities. Half of them expressed their unwillingness to reading activities. Among the reasons of their unwillingness included lack of vocabulary, interest, and time.

Students participation (84.61%) to the activities related to listening suggested that they were highly willing to listen to songs, watch films, serials, music shows, and news on the internet. It seemed that they enjoyed performing activities that were enjoyable and easier but not much more serious or demanding comprehension activities. They should also be supported with some listening and compensation strategies, which assist them to maintain conversation, prevent conversational gaps and make feel more successful.

5.1.5. RQ 4: What are the educational recommendations and opinions of the Turkish students about their WTC in English?

Interview participants of the study stated that their instructors' responses influenced their feelings of security and situational willingness and they suggested that their instructors should be more tolerant to their mistakes, have positive attitudes toward them.

Almost all of the participants complained about their under graduate program which comprises of both linguistic and communicative courses ranging from contextual grammar, linguistics, to the skills courses like oral communication, speaking, phonetics, listening, and writing in the first year. They pointed out that their speaking, listening and writing skill courses are limited to the preparatory and first year classes, and stated that these courses should be given in the upper classes as well.

Some of the students find the role of the trainers important and have expectations from their instructors. They expect positive attitudes from their instructors and want them to employ different methodologies such as interactive methodologies, and affective/interpersonal method, which emphasizes interaction among and between teacher and students and the atmosphere of the learning situation and more humanistic and student-centered approaches in the classes to motivate them.

Topic plays an important role in increasing or creating responsibility to talk, ask and know about it. Knowing about the topic may also increase the self-confidence of the learners. Interview students suggested that teachers should choose topics that they were interested in and know something to talk about.

The findings suggest that university teachers should be sensitive to the interdependence of all these factors which contribute students' WTC in class. They should support students in their own exploration of what is known in the field and guide them when it is necessary. It is also necessary to remind that students should take responsibility for their own learning, and use the university as a set of resources under their control.

5.1.6. RQ 5: What behavioral actions do students prefer to communicate in English?

In order to answer the research question, students' actual behaviors were observed and the frequency of each classroom act was calculated for each individual. Based on the data analyses, it was found that the act "Volunteer an answer (to general T-solicit)" received the highest percentage (47.96%) of all the other classroom acts. Based on the analyses of the observation scheme, it is obviously seen that the students do not employ the behavioral actions of 'asking the teacher a question', and 'asking the

teacher for clarification' as often as they answered the question elicited by the teacher. This finding is consistent with the interview results which emphasize that the students experience a lot of anxiety while communicating with their teachers, and do not prefer to communicate in their teachers' presence, instead they prefer communicate with their friends in small groups or dyads

An interesting finding was that students who seemed to be less willing to communicate and had low level of willingness according to the observation scheme results, 5 of them shifted to L1 during pair-work activities whereas out of the other 13 students, who were accepted to be willing to communicate and had moderate level scores regarding WTC, only 2 of them shifted to the L1 during pair-work activities. It was also observed that none of the students with the high level WTC used or shifted to L1 during communications. These students may feel themselves inadequate or their effective filter may become very high and their anxiety level becomes high. In order to protect themselves they may prefer their native language during group work or pair work activities.

In the second year classes it was observed that more than half of the students were rarely eager to make comments or paraphrase the sentences of the text or answer the questions asked by the teacher but instead they were taking notes about what was discussed in the class. When the teacher had focus group meetings with this group the participants explained they had to take notes otherwise they would not be successful in the final exam and that their participation to the class discussions did not contribute their final exams.

5.1.7. RQ6: What is the difference between self-report (trait WTC) and behavioral (state WTC) willingness to communicate construct of the participants?

The researcher aimed to investigate the difference between their self-report WTC and behavioral WTC. It was thought that it would be useful to compare quantitative data results related to students' perceptions about their willingness to communicate with their WTC levels determined by means of observations to enhance the reliability of the study. A significant difference was revealed between the self-perception WTC scores and WTC class observation scores ($t_{(272)} = 8.041$; $p < .05$). Students' WTC class observation points were found to be significantly lower than the

self-perceived WTC scores. In other words, the students reported high willingness to communicate in their questionnaire, whereas they did not participate in the class activities. The inconsistency between the self-report WTC and behavioral WTC is an important finding, which might be due to an over-optimistic self-reporting of their WTC. Another explanation of this inconsistency can be attributed to the desire that the students have.

5.1.8. RQ 7: What are the experiences and perceptions of the instructors in the class and their suggestions, and opinions about the ways to enhance L2 WTC in English?

The analysis of the qualitative data gathered by means of face to the face interviews from the instructors revealed that 4 instructors out of 11, who offered only academic courses evaluated the level of the students' WTC in English as limited. They expressed that few of the students showed willingness but most of them seemed to be less motivated to communicate in English. When they reflected on their experience, they indicated that students answered their questions or shared their opinions or participate in discussions if the instructors forced them to do so.

Some other instructors (4) who offered only language skill courses posited that there were differences among students regarding their willingness to communicate, and few of the instructors expressed that students showed high level of willingness but some others said that students were less willing to communicate in English. Few postulated that students in classes were mostly not eager to communicate and that they had to push their students in classes to communicate in English.

Overall, instructors both offering academic courses in upper classes and the ones offering courses related to skill development in prep and first year classes expressed parallel experiences regarding students' willingness to communicate in English. They assumed that the students often refrained from communicating in English, needed to be forced, supported or motivated by their instructors in order to initiate communication. Even though they had linguistic knowledge, they could not show willingness to communicate in English.

As for the students' willingness to communicate according to the type of receivers, overall, the instructors pointed out that the students mostly seemed to be more willing to communicate with their class-mates and some with their very special friends. However, some instructors expressed that students preferred their instructor to communicate because their instructors provided them some feedback, which facilitated and maintained communication in English in foreign language classes.

Regarding the topics that were favored by the students, it was found that the students would prefer game-like activities and entertaining activities, activities that were not too difficult or above their level, and activities which were beneficial to them. Some of the instructors determined that all the students could be more willing to ask questions or participate in discussions when they believed it was beneficial to them. It was also found that some of the students preferred to be anonymous, which means they did not want to perform the activity in front of the class but with very special friends, or in small groups. However, some of the instructors, including the ones offering courses to upper level groups and those giving lessons in lower level classes, mentioned the pitfall of pair-work or group-work activities and pointed out that some students shifted to L1 while communicating with friends in small groups, which was not the aim of the department.

Related to the students' communication anxiety, most of the instructors mentioned that they witnessed students' communication anxiety in classes. Some stated that the source of their anxiety might be students' low level of communicative and linguistic competence, teacher superiority, and their lack of self-confidence, personality trait, or other-centeredness. Most of the students were found to be afraid of being humiliated by their instructors or friends and they limited their speaking in class. Non-threatening classroom atmosphere fosters self-confidence, and the role of high motivation is very important in second language acquisition and developing and maintaining positive attitudes toward the lesson is essential.

Similar to the previous findings of the qualitative data collected from the instructors related to interview students' reading willingness of this study, most of the instructors noted that the students' willingness to read was very limited. Half of the interview students had expressed that their unwillingness to reading activities was due

to the lack of vocabulary, interest, and time. As for the instructors' perceptions, some stated that Turkish people do not like reading in their native language, either.

The perceptions of the instructors related to their students' willingness to write was that most of the students did not show willingness to writing which is a productive skill like speaking. Similarly, more than half of the interview students had expressed that their writing experience was limited to two-way written communication (chat on the net), and assignment writing.

Related to students' listening experience, they favor listening to more easy or entertaining extracts but not much more demanding extracts, which is important to provide knowledge for them and help them develop some strategies while listening or even provide correct pronunciation.

Overall, as it was reflected in the experiences of the instructors, most of the participants mentioned that during their high school education as well as the two productive skills, speaking and writing, developing their listening skill too was also neglected. Keeping in mind that some of them did not receive prep class education at university, it can be concluded that they may apparently lack of experience of listening activities and lack of listening strategies.

When considering students' willingness to communicate in a foreign language, the role of social contexts plays a crucial role. The positive social context, where the students and instructors have good relationship can increase the WTC of the learners. Bad relations on the other hand can decrease WTC. The perceptions of the instructors were examined and found that most of the students preferred contexts where they could feel relaxed, confident, and find comprehensible input, and knowledge that is not much above their level. Moreover, they wanted to benefit from the interactions in the class and be listened and considered by their instructors, and reflect their opinions without been limited by the dominance of the instructors.

As for the reasons of the students' unwillingness or factors that inhibit them from communicating in English, instructors who give content knowledge courses expressed that students' laziness, not been well prepared before the lessons, low level of linguistic and communicative competence and self- confidence seemed to be factors

inhibiting students' WTC. Similarly instructors who offer developing English skill courses in prep and the first year classes stated that students' lack of linguistic and communicative competence, their communication anxiety, all seemed to be factors that played great role on the WTC construct in a negative way. Overall, it was revealed that proficiency level of the students both linguistic and communicative competency level, lack of knowledge and self-confidence, negative attitudes of peers and instructors, being not well organized, and inadequate preparation for the lessons were among the limiting factors of the students' willingness to communicate in English.

As for the socio-cultural factors influencing the students' WTC, their previous high school education was seen as an important issue by almost all of the instructors. They agreed that the students' not being ready for speaking, writing and speaking activities and not having the habit of reading books all had negative effects on their WTC in English. Their upbringing and being a member of a collectivist society were found to be important, as well.

All of the instructors posited that the students of the ELT Department showed positive attitudes toward the English language and related cultures. Instructors also expressed that they emphasized the importance of multiculturalism and the role of English as a lingua franca in classes.

Finally, the suggestions of the instructors were elicited. All the participant instructors (11) suggested that the courses related to skill development should be studied in all classes because outside the class students had very little experience to speak English in Turkey. Most of them agreed that in order to increase the amount of exposure to the target language, the instructors should use the target language in all the classes but the level should not be much above their linguistic level. Graded prep-class preparation was also offered by some of the instructors. Providing contexts where students could be able to use the language and meet foreigners or native speakers was among the suggestions.

Some instructors proposed a better educational system which could accept the best students to the ELT departments and manage to filter the students with inadequate linguistic and communicative competencies at the earlier stages. It was also suggested that students should be given more responsibilities to increase the amount of oral communication out of the class.

5.2. Pedagogical Implications for Tutors and Students

Willingness to communicate construct has been studied by various researchers in different contexts and its underlying factors limiting or enhancing individuals' WTC have been investigated for decades. The researchers have come to the conclusion that this construct has a crucial importance because it is the previous step of use of language which is an essential condition of second or foreign language acquisition. The results of the present study revealed the great role of the tutors on enhancing or limiting learners' WTC. Based on the findings, some suggestions that can contribute to generating foreign language learners' WTC in English in and out of the classrooms are proposed below.

WTC can vary according to interlocutor(s), topic, and conversational context, among other potential situational variables. Therefore, it is suggested that classroom materials and topics should be designed according to the needs of the learners' needs and be relevant to their background knowledge.

The findings suggest that university teachers should be sensitive to the interdependence of all individual differences which contribute students' WTC in class. They should support students in their own exploration of what is known in the field and guide them when it is necessary. It is also necessary to remind that students should take responsibility for their own learning, and use the university as a set of resources under their control.

Most students expressed that they were not willing to communicate due the anxiety they have and they were afraid of making mistakes. Remembering the negative effect of fear on learners, it is important to remind the students that the less they focus on their fear response the more they avoid the things that make them frightened. Tutors should provide activities in which students will experience many things and consider the role of mistakes in their learning. Furthermore, tutors should convince the students that they really have to learn by a process of trial and error and learn from their mistakes, take responsibilities for their learning or speaking, adopting new strategies, making positive friends.

The findings of the study also revealed that students preferred to be silent and that they limited their production as a result of their peers' strict pressure and fear of the

instructors. Efforts should be made to create a safe environment, in which students can feel secure and do not experience much anxiety about making mistakes, and being criticized harshly.

In the present study, the impact of self-confidence was the best predictor on students' WTC in English. It has been shown that actively focusing on and building self-confidence in students can directly affect student achievement. It can be suggested that tutors should enhance students' self-esteem since students with high esteem are highly motivated by means of accomplishing success in language classes.

In language learning, motivation is an important issue and it is necessary to think about options to develop greater motivation in the students. When a learner lacks motivation, it is hard to concentrate on the task, which creates a disadvantage for language-learning situation. Instructors should develop prospective teachers' self-esteem and motivation through successful learning experiences in and out of class, which will enable them to see themselves as competent, become more motivated and become ready to take risks in the learning process.

Based on the analyses, it was also determined that ELT students refrain from communication because they were unpleasantly corrected by their instructors when they were not accurate in English. It should be kept in mind that learner beliefs act as filters of reality and are related to learners' past negative experiences and influence the learners in the learning process. Confirming behaviors of the teachers and learner beliefs play an important role in language learning. Instructors should develop behaviors to support their students' self-esteem and act in a sensitive and positive manner while correcting the mistakes of the students.

Based on the analysis results, it was shown that most of the instructors were convinced that students required a non-threatening classroom atmosphere in classes. Participant students, too, expressed that they kept silent due to the teacher superiority and their lack of self-confidence in classes. It is suggested that instructors should develop and maintain positive attitudes toward the lesson discussed in class and create social support among the ELT students and between the tutor and students. Most importantly, based on the fact that when more facilitating factors, such as providing

friendly and secure atmosphere, employing more interactive methodologies, designing communicative tasks, are provided by the instructors, a greater degree of willingness to communicate in English can be created.

It is also essential that tutors should not attribute a learner's WTC to a sole factor as his/her personality or WTC behavior but recognize that there is much more that affect learner's WTC behavior so, it is recommend that teachers should provide a variety of strategies to increase students' willingness to communicate in the classroom: To name, they should enable students' interest in foreign affairs, foreign cultures to grow, remove students' anxiety and build their confidence in using the L2, have students perform tasks in pairs before they are asked to complete tasks in a large group setting, use authentic materials in the classroom, use a variety of activities and tasks.

The findings of the study revealed that students preferred to communicate within small groups with their own friends. Although some of the participant instructors and few of the students admitted that they used L1 in group work activities, most of them preferred group work to whole class discussions. It is known that group work offers many advantages such as offering an opportunity to share the workload, fostering active learning, learning more if they do something on their own, learning from peers. The results also emphasized that students prefer very special friends to communicate. Therefore, another possibility is to let students team up with friends who they can work with in harmony without being demotivated. When students are offered such activities, they may understand what facilitates communication and this may help them to produce better conversations with others.

Many universities have already realized that students benefit from specific advice on when and how to study. The ELT department might offer workshops where they can get one-to-one guidance with their assignments or study skills courses. In their first years at university, students should be introduced active strategies, skills, techniques and practices, which will help them, lay a good foundation in their subject and help them to be creative students. The researcher agrees with the assisted learning theory and supports the idea that at the ELT departments, instructors should be reminders, prompters, give detailed feedback about the performance of their students,

ask questions to refocus their attention, and give examples of strategies that can be used in any lesson.

It was widely observed that students' productive skills were neglected and their communicative skills were not developed during their high school education. Whereas, according to MEB guidelines the objectives for the study of foreign languages is to develop practical communication abilities, deepen the understanding of foreign cultures, and foster positive attitudes toward communicating in a L2. There should be a consensus about the stated goals and objectives in MEB's guidelines among teachers of English working at schools and they are hoped to contribute to the communicative competence of the students, as well as their linguistic competence.

Students of the ELT Department should be guided by academic tutors to develop their academic literacy and developing an awareness of the epistemology, theory of knowledge. These tutors can also introduce their students to specific activities by means of timetabled formal meetings.

Finally, the results of this study implies that the ELT students considerably experience lack of willingness in productive skills, and that they need to improve their listening and reading skills as well. For this reason, it is suggested that the Turkish educational system at high schools should be changed to enhance students' language skills, specifically, the productive skills, and especially in Language classes the emphasis should be on speaking, writing, and listening activities rather than grammar. It is also suggested that teachers should employ communicative approach, which emphasizes interaction as both the means and the ultimate goal of study. Similarly, at the university level, the ELT Department course contents should be reviewed and language skill developing courses should be offered not only in the prep and first year classes but also in upper classes. It is also hoped that the ELT program should be redesigned according to the needs of the prospective teachers.

5.3. Suggestions for further Research

Students who participated in the study were found to be very concerned about others' assessment, and in order to avoid making mistakes remained silent. It is also known that culture forms a set of philosophy of life and plays a vital role on individuals.

Therefore, the role of the traditional Turkish culture on learners' WTC should be investigated in a further study.

It is suggested that the impact of emotional stability/neuroticism should be investigated. It was revealed in the present study that students value tutors' comments, praise, actions, and attitudes. It is suggested that the impact of instructor communication should be examined in a further study.

Situational WTC, which is a multi-layered construct, is said to fluctuate during communication. It is suggested security, excitement, and responsibility which are seen as antecedents to WTC should be investigated in a further study.

Further research is also needed to extend our understanding of communication similarities and differences between Turkish college students studying in Turkey and those who study abroad in foreign education contexts.

When considering students' willingness to communicate in a foreign language, the role of social contexts plays a crucial role. In a further study, the role of social contexts and intergroup climate on learners' WTC can be investigated.

Further research investigating situational willingness to communicate within foreign language classrooms is also needed through classroom observations and stimulated-recall interviews and reflected journals in order to investigate the dynamic and situated nature of WTC in foreign language classrooms.

The study should be extended to other Turkish universities so that a more comprehensive picture is given of Turkish students' difficulties and preferences in various communication contexts. Similar studies could be conducted for other students in Turkey in a wider range of contexts, such as high school students, post graduate and under graduate students of the other departments to provide deeper insight into communication difficulties.

5.4. Chapter Summary

Willingness to communicate plays an important role in second or foreign language acquisition. The present study investigated the Turkish university students'

willingness to communicate in English. To this end in this section, firstly a brief summary of the research study was presented. This was followed by the pedagogical implications for tutors and students. Finally, suggestions for further research were proposed.

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APPENDICES

APPENDIX A: Survey Questionnaire (English Version)

APPENDIX B: Survey Questionnaire (Turkish Version)

APPENDIX C: Participant Interview Questions (English Version)

APPENDIX D: Semi-Structured Interview Guide For Students (Turkish Version)

APPENDIX E: Semi-structured Interview Guide for Instructors (English Version)

APPENDIX F: Semi-structured Interview Guide for Instructors (Turkish Version)

APPENDIX G: WTC Classroom Observation Scheme (English Version)

APPENDIX H: Consent Form for Interviews (English Version)

APPENDIX I: Consent form for Interviews (Turkish Version)

APPENDIX J: Participant Information Sheet (English Version)

APPENDIX K: Participant Information Sheet (Turkish Version)

APPENDIX L: Consent Form for Observations (English Version)

APPENDIX M: Consent Form for Observations (Turkish Version)

APPENDIX N: Survey Questionnaire Pilot Study (English Version)

APPENDIX O: Survey Questionnaire Pilot Study (Turkish Version)

APPENDIX P: Semi-structured Interview Guide for Students- Pilot Study-(English Version)

APPENDIX R: Semi-structured Interview Guide for Students- Pilot Study-(Turkish Version)

APPENDIX S: Observation Analysis Results

APPENDIX T: Written Permission Obtained from the Faculty of Education

APPENDIX U: Permission Provided from the Institute of Educational Sciences

APPENDIX X: Tables of the Pilot Study

APPENDIX Y: Matrix in Class

APPENDIX Z: Matrix out Class

APPENDIX A: Survey Questionnaire (English Version)

Part 1: Student Background Information Questionnaire: This part consists of 15 questions which will help us to understand you better. We would like you to read each statement carefully and put an X next to the option which best describes you or fill in the blank with correct information.

1. Nationality: Turkish Other (Please write)-----
2. Class: Prep 1 2
3. Age: _____
4. Gender: F M
5. Did you study the prep class at university YES NO
6. Have you ever been abroad? YES NO
7. Have you ever taken private English speaking course? YES NO
8. How long have you been learning English? Please write _____
9. At what age did you start to study English? Please write _____
10. Why did you start learning English at that time?
 Parents' request School curriculum Self-improvement
 Peers Other (Write).....
11. When you have difficulties in English, to whom do you usually go for help?
 Parents Teacher Brothers or sisters Other
 (Write).....
12. Who influenced your preference to study at the English department?
 Parents Teacher Brothers or sisters Peers
 Other (Write).....
13. Which of the following skills do you favor most for learning English?
 Write numbers between 1 and 4 (1.least important, 4. most important)
 Listening Speaking Reading Writing
14. How do you rate your own speaking skill?
 Very good Good Intermediate Bad
15. What level of English would you like to achieve? Chose the most preferred one.
 a-Be able to understand any English program on TV without looking at the subtitle
 b-Be able to use English fluently to give a speech

- c- Be able to finish an English article and understand the main idea of the content
without looking up a word in a dictionary
- d-Be able to write a 500-word essay

End of Part I. Please continue to Part II.

Part II: Please indicate how much you agree or disagree with the following statements. Please circle the number in the box that best describes your opinion.

| | Strongly Disagree 1 | Disagree 2 | No Idea 3 | Agree 4 | Strongly Agree 5 |
|---|------------------------------------|-----------------------|--------------------------|--------------------|---------------------------------|
| 1. I prefer to spend time on English to deal with other subjects. | 1 | 2 | 3 | 4 | 5 |
| 2. During the English classes I am absorbed in what is taught and concentrate on my studies. | 1 | 2 | 3 | 4 | 5 |
| 3. I really spend a lot of time on English. | 1 | 2 | 3 | 4 | 5 |
| 4. I try to do my English homework at once. | 1 | 2 | 3 | 4 | 5 |
| 5. I would rather spend my time on other subjects other than English. | 1 | 2 | 3 | 4 | 5 |
| 6. I would read English newspapers or magazines outside my English course work. | 1 | 2 | 3 | 4 | 5 |
| 7. I read English texts on internet. | 1 | 2 | 3 | 4 | 5 |
| 8. It is really important to learn English. | 1 | 2 | 3 | 4 | 5 |
| 9. After I graduate from college I will also continue to learn English and try to improve my English. | 1 | 2 | 3 | 4 | 5 |
| 10. I enjoy what I learn in my English classes. | 1 | 2 | 3 | 4 | 5 |
| 11. Compared to my classmates, I think I study English relatively hard. | 1 | 2 | 3 | 4 | 5 |
| 12. I enjoy communicating in English with foreigners. | 1 | 2 | 3 | 4 | 5 |
| 13. It is an enjoyable experience to study English. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|--------------------------------|-----------------------|----------------------|--------------------|-----------------------------|
| 14. I talk with my friends in English out of the class. | 1 | 2 | 3 | 4 | 5 |
| 15. I would like to learn more than one foreign language. | 1 | 2 | 3 | 4 | 5 |
| 16. It is important to learn English because it makes me learn about different cultures. | 1 | 2 | 3 | 4 | 5 |
| 17. I have a high feeling when I meet and listen to people speaking English. | 1 | 2 | 3 | 4 | 5 |
| 18. My life would not be interesting if I did not study English. | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree 1 | Disagree 2 | No Idea 3 | Agree 4 | Strongly Agree 5 |
| 19. My family did not insist on my studying English. | 1 | 2 | 3 | 4 | 5 |
| 20. I did not want to study English at the English Language Department at all. | 1 | 2 | 3 | 4 | 5 |
| 21. I am very happy to study English at the ELT/ELL Department. | 1 | 2 | 3 | 4 | 5 |
| 22. I have a favorable impression towards British people. | 1 | 2 | 3 | 4 | 5 |
| 23. I speak in English with my teachers at the department out of class. | 1 | 2 | 3 | 4 | 5 |
| 24. It is an advantage to learn English. | 1 | 2 | 3 | 4 | 5 |
| 25. I want to make friends with international students studying at our university. | 1 | 2 | 3 | 4 | 5 |
| 26. After I graduate from university, I will not stop dealing with English. | 1 | 2 | 3 | 4 | 5 |
| 27. Learning English is never waste of time. | 1 | 2 | 3 | 4 | 5 |
| 28. I would rather work in my homeland. | 1 | 2 | 3 | 4 | 5 |
| 29. I want to work in a country where English is spoken. | 1 | 2 | 3 | 4 | 5 |
| 30. I want to work at an international organization such as the UNESCO. | 1 | 2 | 3 | 4 | 5 |
| 31. I want to be awarded by Erasmus | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|--------------------------------|-----------------------|----------------------|--------------------|-----------------------------|
| Exchange Program in order to study abroad. | | | | | |
| 32. I do not think what is happening overseas has much to do with my daily life. | 1 | 2 | 3 | 4 | 5 |
| 33. I would rather avoid the kind of work that sends me overseas frequently. | 1 | 2 | 3 | 4 | 5 |
| 34. I avoid talking to foreigners as much as possible. | 1 | 2 | 3 | 4 | 5 |
| 35. I would not mind sharing an apartment house with a foreign student or live in the same room of a dormitory. | 1 | 2 | 3 | 4 | 5 |
| 36. I would feel somewhat uncomfortable if a foreigner moved in next door. | 1 | 2 | 3 | 4 | 5 |
| 37. I want to help a foreigner who has communication difficulty in a restaurant. | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree 1 | Disagree 2 | No Idea 3 | Agree 4 | Strongly Agree 5 |
| 38. I want to participate in a volunteer activity to help foreigners living in the neighboring community. | 1 | 2 | 3 | 4 | 5 |
| 39. I read books and magazines about foreign countries. | 1 | 2 | 3 | 4 | 5 |
| 40. I watch news on TV about foreign countries. | 1 | 2 | 3 | 4 | 5 |
| 41. I talk about situations and events about countries with my family and/or friends. | 1 | 2 | 3 | 4 | 5 |
| Please indicate the extent to which you consider each of the following to be important reasons for you to study English | Strongly Disagree 1 | Disagree 2 | No Idea 3 | Agree 4 | Strongly Agree 5 |
| 42. It will help me understand the culture related to English-speaking countries. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| | | | | | |
| 43. It will help me understand the people of English-speaking countries. | 1 | 2 | 3 | 4 | 5 |
| 44. I would like to go to study in English-speaking countries | 1 | 2 | 3 | 4 | 5 |
| 45. I would like to be friends with some English-speaking people | 1 | 2 | 3 | 4 | 5 |
| 46. It will help me participate more freely in the activities of other cultural groups | 1 | 2 | 3 | 4 | 5 |
| 47. It will ease intercultural communication | 1 | 2 | 3 | 4 | 5 |

B: Below are 16 situations in which a person might choose to communicate or not to communicate. What is the percentage of time you would choose to communicate in each type of situation? Please indicate in the space provided amount of time you would choose to speak in English. 0= Never willing to communicate 10= Always willing to communicate (WTC)

1 2 3 4 5 6 7 8 9 10

Never communicate
communicate

Sometimes

Always

| Inside Class | Willingness to Communicate (WTC) | Out of Class |
|--------------|---|--------------|
| | 1-Present a talk to a group of strangers (around40) in English. | |
| | 2-Present a talk to a group of friends (around40) in English. | |
| | 3- Join in a group discussion with a group of friends (3-4). | |
| | 4- Talk in English with a few of your friends. | |
| | 5- Talk in English with a stranger. | |
| | 6- Talk in English with your teachers. | |
| | 7- Talk to your teacher about your home-work/assignment. | |
| | 8- You are confused about a task you must complete, how willing are you to ask for clarification/ instruction from your friend. | |
| | 9- You are not sure how to do your home-work, how | |

| | | |
|--|--|--|
| | willing are you to ask for more information from your teacher. | |
| | 10- A foreigner comes to your department, how willing are you to have a conversation if s/he talks to you first? | |
| | 11- Talk in a small group of acquaintances (3-4) in English | |
| | 12- Perform a presentation to a group of friends (3-4persons) in English. | |
| | 13- Play a game with your friends in English, for example monopoly | |
| | 14- Talk in English with a group of acquaintances in a large meeting | |
| | 15- Talk in English with foreigners in a small group (2-3 Persons) | |
| | 16- Perform a presentation to a group of acquaintances (Around40) in English | |

C: Below are 16 situations in which a person might feel different degrees of communication competence. Please indicate in the space below, How competent do you feel in English in the following situations? 0=Entirely incompetent 10=Entirely competent

1 2 3 4 5 6 7 8 9
10

**Entirely Incompetent
Competent**

Entirely

| Inside Class | How competent do you feel to communicate in English in the following situations? | Out of Class |
|---------------------|---|---------------------|
| | 1-Present a talk to a group of strangers (around40) in English | |
| | 3- Join in a group discussion with a group of friends (3-4) | |
| | 4- Talk in English with a few of your friends | |
| | 5- Talk in English with a stranger | |
| | 6- Talk in English with your teachers | |
| | 7- Talk to your teacher about your homework/assignment | |

| | | |
|--|--|--|
| | 8- You are confused about a task you must complete, how willing are you to ask for clarification/ instruction from your friend | |
| | 9- You are not sure how to do your home-work, how willing are you to ask for more information from your teacher. | |
| | 10- A foreigner comes to your department, how willing are you to have a conversation if s/he talks to you first? | |
| | 11- Talk in a small group of acquaintances (3-4) in English | |
| | 12- Perform a presentation to a group of friends (3-4persons) in English. | |
| | 13- Play a game with your friends in English, for example monopoly | |
| | 14- Talk in English with a group of acquaintances in a large meeting | |
| | 15- Talk in English with foreigners in a small group (2-3 Persons) | |
| | 16- Perform a presentation to a group of acquaintances (Around40) in English | |

D: Below are 16 situations in which a person might feel different degrees of anxiety. Please indicate in the space below, What degree of anxiety you might feel in English in the following situations? 0=I don't feel anxiety at all 10= I always feel anxiety

1 2 3 4 5 6 7 8 9 10

**I don't feel anxiety at all
anxiety**

I always feel

| Inside Class | What degree of anxiety you might feel in communicating in English in the following situations? | Out of Class |
|---------------------|---|---------------------|
| | 1-Present a talk to a group of strangers (around40) in English. | |
| | 3- Join in a group discussion with a group of friends (3-4). | |
| | 4- Talk in English with a few of your friends. | |
| | 5- Talk in English with a stranger. | |
| | 6- Talk in English with your teachers. | |
| | 7- Talk to your teacher about your home-wok/assignment. | |
| | 8- You are confused about a task you must complete, how willing are you to ask for clarification/ instruction from your friend. | |

| | | |
|--|--|--|
| | 9- You are not sure how to do your home-work, how willing are you to ask for more information from your teacher. | |
| | 10- A foreigner comes to your department, how willing are you to have a conversation if s/he talks to you first? | |
| | 11- Talk in a small group of acquaintances (3-4) in English | |
| | 12- Perform a presentation to a group of friends (3-4persons) in English. | |
| | 13- Play a game with your friends in English, for example monopoly | |
| | 14- Talk in English with a group of acquaintances in a large meeting | |
| | 15- Talk in English with foreigners in a small group (2-3 Persons) | |
| | 16- Perform a presentation to a group of acquaintances (Around40) in English | |

E: How accurately can you describe yourself? Please read the following pair of adjectives and describe yourself as correctly as possible. Please circle one number that applies to you for each pair of adjectives.

- | | | | | | | | | | | |
|-------------------|---|---|---|---|---|---|---|---|---|--------------|
| 1. Introverted | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Extraverted |
| 2. Unenergetic | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Energetic |
| 3. Silent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Talkative |
| 4. Unenthusiastic | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Enthusiastic |
| 5. Timid | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Bold |
| 6. Inactive | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Active |
| 7. Unassertive | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Assertive |
| 8. Inhibited | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Spontaneous |
| 9. Unadventurous | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Adventurous |
| 10. Unsociable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Sociable |

THANK YOU

APPENDIX B: Survey Questionnaire (Turkish Version)

Bölüm: I Kişisel bilgiler Bu bölüm sizi genel olarak tanımamıza yardımcı olacak 15 sorudan oluşmaktadır. Her soruyu dikkatle okuduktan sonra, verilen seçenekler arasında size en uygun olanın yanındaki kutucuğa **X** koyarak işaretleyiniz veya ayrılan boşluğa cevabınızı yazınız.

1. Uyruğunuz: _____TC _____Diğer (Yazınız)
2. Sınıfınız: _____ Hazırlık _____1 _____ 2
3. Yaşınız _____
4. Cinsiyetiniz _____K _____E
5. Üniversitede hazırlık sınıfı okudunuz mu? _____EVET _____ HAYIR
6. Hiç yurt dışında bulundunuz mu? _____EVET _____HAYIR
7. Okuldan başka hiç özel İngilizce konuşma dersi aldınız mı? _____EVET _____ HAYIR
8. Kaç yıldır İngilizce öğrenmektesiniz?_____
9. Kaç yaşında dil öğrenmeye başladınız?_____
10. Neden o yaşta İngilizce öğrenmeye başladınız?
 _____Ailemin isteği _____Okul müfredatı gereği _____Kendi merakım
 _____Arkadaşlarım
 _____Diğer(Yazınız)_____
11. İngilizce konuşmada güçlük çektiğiniz zaman kime başvurursunuz?
 _____Aileme _____Öğretmene _____Kardeşlerime _____Arkadaşlarıma
 _____ Diğerlerine (Yazınız)_____
12. İngilizce bölümünü seçmenizi kim etkiledi?
 _____Ailem _____Öğretmenlerim _____Kardeşlerim _____Sınıf
 arkadaşlarım _____ Diğerleri (Yazınız)-----
13. İngilizce öğreniminde aşağıdaki dil becerilerinden en çok hangisine önem verirsiniz? 1 den dörde kadar nasıl derecelendirirsiniz?(1 en az önemli- 4 en önemli) Önem sırasına göre numara veriniz.
 _____ Dinleme _____ Konuşma _____Okuma _____Yazma
14. İngilizce iletişim kurmada (konuşmada) kendinizi nasıl değerlendirirsiniz?
 _____ İyi _____Orta _____Kötü

15. Hangi seviyede İngilizce bilgisine sahip olmak istersiniz? Aşağıdakilerden sizce en önemli olanı seciniz.

- a- ___Televizyondaki herhangi bir programı alt yazı okumadan anlayabilmek
 b- ___Sınıf önünde akıcı bir şekilde İngilizce konuşma yapmak
 c- ___İngilizce yazılmış bir makaleyi sözlüğe bakmadan okumak ve ana fikrini anlamak
 d- ___Bir konuda 500 kelimelik bir deneme yazısı yazabilmek

Birinci bölüm bitti. Lütfen ikinci bölümle devam ediniz.

Bölüm II:

A. Lütfen aşağıdaki ifadeleri okuyunuz ve ne derece katıldığınızı ilgili kutuya X işareti koyarak belirtiniz.

| | Kesinlikle katılmıyorum 1 | Katılmıyorum 2 | Kararsızım 3 | Katılıyorum 4 | Kesinlikle katılıyorum 5 |
|--|------------------------------|-------------------|-----------------|------------------|-----------------------------|
| 1.İngilizce ile ilgilenmeyi diğer derslere tercih ederim. | 1 | 2 | 3 | 4 | 5 |
| 2.İngilizce dersi esnasında öğretilenlere ve derse odaklanırım. | 1 | 2 | 3 | 4 | 5 |
| 3.İngilizceye gerçekten çok zaman ayırırım. | 1 | 2 | 3 | 4 | 5 |
| 4. İngilizce ödevlerimi hemen yapmaya çalışırım. | 1 | 2 | 3 | 4 | 5 |
| 5. Zamanımı İngilizce dışındaki konuları çalışarak geçirmeyi tercih ederim. | 1 | 2 | 3 | 4 | 5 |
| 6.İngilizce ödevlerimin dışında İngilizce gazete veya dergiler okurum. | 1 | 2 | 3 | 4 | 5 |
| 7. İnternette İngilizce yazılmış metinler okurum. | 1 | 2 | 3 | 4 | 5 |
| 8.İngilizce öğrenmek gerçekten önemlidir. | 1 | 2 | 3 | 4 | 5 |
| 9. Mezun olduktan sonra da İngilizceyi kullanmaya ve bu konuda kendimi geliştirmeye gayret edeceğim. | 1 | 2 | 3 | 4 | 5 |
| 10. İngilizce derslerinde öğrendiklerimden zevk alırım. | 1 | 2 | 3 | 4 | 5 |
| 11.Arkadaşlarımla kendimi kıyaslandığımda İngilizceyi daha çok çalıştığımı düşünürüm. | 1 | 2 | 3 | 4 | 5 |
| 12. Yabancılarla İngilizce iletişim | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|-------------------------------------|--------------------------|------------------------|-------------------------|------------------------------------|
| kurmak hoşuma gider. | | | | | |
| 13.İngilizce öğrenmek eğlencelidir. | 1 | 2 | 3 | 4 | 5 |
| 14.Arkadaşlarımla ders dışında da İngilizce konuşurum. | 1 | 2 | 3 | 4 | 5 |
| 15.Birden fazla yabancı dil öğrenmek isterim. | 1 | 2 | 3 | 4 | 5 |
| 16.İngilizce bilmek önemlidir çünkü değişik kültürleri tanımamı sağlar. | 1 | 2 | 3 | 4 | 5 |
| 17.İngilizce konuşan insanlarla karşılaşmak ve onları dinlemek hoşuma gider. | 1 | 2 | 3 | 4 | 5 |
| 18.Eğer hayatımda İngilizce olmasaydı hayatım zevkli olmazdı. | 1 | 2 | 3 | 4 | 5 |
| 19. Ailem İngilizce okumam için baskı yapmadı. | 1 | 2 | 3 | 4 | 5 |
| | Kesinlikle katılmıyorum 1 | Katılmıyorum 2 | Kararsızım 3 | Katılıyorum 4 | Kesinlikle katılıyorum 5 |
| 20.İngilizce öğretmenliği bölümünde okumayı hiç istemedim. | 1 | 2 | 3 | 4 | 5 |
| 21.İngilizce bölümünde okumaktan çok mutluyum. | 1 | 2 | 3 | 4 | 5 |
| 22.İngilizlere karşı yakınlık hissederim. | 1 | 2 | 3 | 4 | 5 |
| 23.Ders dışında öğretmenlerimle İngilizce konuşurum. | 1 | 2 | 3 | 4 | 5 |
| 24. İngilizce öğrenmek avantajlıdır. | 1 | 2 | 3 | 4 | 5 |
| 25.Üniversitemizde okuyan yabancı uyruklu öğrencilerle arkadaşlık kurmak isterim. | 1 | 2 | 3 | 4 | 5 |
| 26.Mezun olunca İngilizce konuşma becerimi geliştirmeyi bırakmayacağım. | 1 | 2 | 3 | 4 | 5 |
| 27.İngilizce öğrenmek asla zaman kaybı değildir. | 1 | 2 | 3 | 4 | 5 |
| 28.Mezun olunca kendi ülkemde çalışmayı tercih ederim. | 1 | 2 | 3 | 4 | 5 |
| 29.İngilizce konuşulan yabancı bir ülkede çalışmak isterim. | 1 | 2 | 3 | 4 | 5 |
| 30. Yabancı bir kuruluşta çalışmak isterim. (UNESCO/ UN gibi). | 1 | 2 | 3 | 4 | 5 |
| 31.Erasmus değişim programı ile yurt dışında eğitim almak isterim. | 1 | 2 | 3 | 4 | 5 |
| 32.Yabancı ülkelerle ilgili olaylar benim günlük yaşantımı değiştireceğini | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|-------------------------------------|--------------------------|------------------------|-------------------------|------------------------------------|
| sanmam. | | | | | |
| 33.Beni sıkça yurt dışına gönderen işlerden kaçınıyorum. | 1 | 2 | 3 | 4 | 5 |
| 34.Mümkün olduğu kadar yabancılarla konuşmaktan kaçınıyorum. | 1 | 2 | 3 | 4 | 5 |
| 35. Yurttan veya evde yabancı bir öğrenci ile aynı odada kalabilirim. | 1 | 2 | 3 | 4 | 5 |
| 36.Apartmanımıza bir yabancı taşınsa rahatsızlık duyarım. | 1 | 2 | 3 | 4 | 5 |
| 37.Bir restoranda iletişim güçlüğü çeken bir yabancıya yardım etmek isterim. | 1 | 2 | 3 | 4 | 5 |
| 38.Civarda yaşayan yabancılarla yardımcı olmak için bazı aktivitelere gönüllü olarak katılmak isterim. | 1 | 2 | 3 | 4 | 5 |
| 39.Yabancı ülkelerle ilgili kitap ve dergiler okurum. | 1 | 2 | 3 | 4 | 5 |
| 40.Televizyonda yabancı ülkelerle ilgili haberler izlerim. | 1 | 2 | 3 | 4 | 5 |
| 41.Ailemle ve/veya arkadaşlarımla yabancı ülkelerde olan olaylarla ilgili sıkça konuşurum. | 1 | 2 | 3 | 4 | 5 |
| İngilizce öğrenmek isteme nedenlerinden aşağıda verilenlere ne derece katılıyorsunuz? | Kesinlikle katılmıyorum 1 | Katılmıyorum 2 | Kararsızım 3 | Katılıyorum 4 | Kesinlikle katılıyorum 5 |
| 42.İngilizce konuşan ülkelerin kültürlerini anlamamı sağlaması | 1 | 2 | 3 | 4 | 5 |
| 43.İngilizce konuşan ülkelerin insanlarını anlamamı sağlaması | 1 | 2 | 3 | 4 | 5 |
| 44.İngilizce konuşulan ülkelere eğitim almaya gitmek istediğim için | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 45.İngilizce konuşan kişilerle arkadaş olmak istediğim için | 1 | 2 | 3 | 4 | 5 |
| 46.Başka kültürlerin insanların aktivitelerine kolayca katılabilmemi sağlaması | 1 | 2 | 3 | 4 | 5 |
| 47.Kültürler arası iletişimi kolaylaştırması | 1 | 2 | 3 | 4 | 5 |

B: Aşağıda her bireyin iletişim kurmayı isteyebileceği ya da istemeyeceği durumlar verilmiştir. Siz her bir durumda İngilizce iletişim kurmaya NE KADAR İSTEKLİ OLURDUNUZ? 1 ile 10 arasında durumunuza uygun herhangi bir sayı seçerek her ifadenin başındaki boşluğa yazınız. (WTC)

1 2 3 4 5 6 7 8 9 10

Hiç değilim

Bazen

Her zaman

| Sınıf İçinde | İngilizce Konuşma İstekliliği | Sınıf Dışında |
|--------------|--|---------------|
| | 1-Tanımadığınız bir grup kişiye(yaklaşık 40 kişi)İngilizce sunum yapmak | |
| | 2-Bir grup arkadaşınıza (yaklaşık 40 kişi)İngilizce sunum yapmak | |
| | 3-Bir grup arkadaşınızla(3-4 kişi) grup tartışmasına katılmak | |
| | 4-Tanidiginiz birkaç arkadaşınızla İngilizce konuşmak | |
| | 5-Tanımadığımız birisiyle İngilizce konuşmak | |
| | 6-Öğretmenlerinizle İngilizce konuşmak | |
| | 7-Bir öğretmeninizle yazılı ödevleriniz hakkında İngilizce konuşmak | |
| | 8-Tamamlamak zorunda olduğunuz bir görevin (task) nasıl yapılacağını karıştırdığınızda <u>arkadaşınızdan</u> İngilizce olarak açıklama yapmasını istemek | |
| Sınıf İçinde | İngilizce Konuşma İstekliliği | Sınıf Dışında |
| | 9- Bir ödevin nasıl yapılacağından emin olmadığınızda <u>öğretmenden</u> daha fazla bilgi vermesini İngilizce olarak | |

| | | |
|--|--|--|
| | istemek | |
| | 10- Bölümünüze bir yabancı geldiğinde ve ilk sizinle konuştuğunda onunla İngilizce konuşmaya istekli olmak | |
| | 11- Küçük bir grup içinde(3-4 kişi) tanıdığımız kişilerle İngilizce konuşmak | |
| | 12-Bir grup arkadaşınıza (yaklaşık 3-4kisi) İngilizce sunum yapmak | |
| | 13-Arkadaşınızla İngilizce bir oyun oynamak(Monopoly gibi) | |
| | 14- Kalabalık bir toplantıda tanıdığım kişilerle İngilizce konuşmak | |
| | 15- Küçük bir grup içinde (3-4 kişi) yabancılarla İngilizce konuşmak | |
| | 16- Bir grup tanıdığım kişiye(yaklaşık 40) İngilizce sunum yapmak | |

C: Aşağıda her bireyin çeşitli derece kendine güven hissedeceği durumlar verilmiştir. Siz her bir durumda İngilizce iletişim kurmakta KENDİNİZİ NE KADAR YETERLİ HİSSEDERDİNİZ? 1 ile 10 arasında durumunuza uygun herhangi bir sayı seçerek her ifadenin başındaki boşluğa yazınız.

| | | | | | | | | | |
|-------------------|---|---|-------|---|---|---|-----|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Hiç değilim zaman | | | Bazen | | | | Her | | |

| Sınıf İçinde | İngilizce iletişim kurmada kendinize ne kadar güvenirsiniz | Sınıf Dışında |
|--------------|--|---------------|
| | 1-Tanımadığım bir grup kişiye(yaklaşık 40 kişi)İngilizce sunum yapmak | |
| | 2-Bir grup arkadaşına (yaklaşık 40 kişi)İngilizce sunum yapmak | |
| | 3-Bir grup arkadaşla(3-4 kişi) grup tartışmasına katılmak | |
| | 4-Tanıdığım birkaç arkadaşımınla İngilizce konuşmak | |
| | 5-Tanımadığım birisiyle İngilizce konuşmak | |
| | 6-Birkaç öğretmenimle İngilizce konuşmak | |
| | 7-Bir öğretmenimle yazılı ödevlerim hakkında İngilizce konuşmak | |
| | 8-Tamamlamak zorunda olduğunuz bir görevin (task) nasıl yapılacağını karıştırdığınızda <u>arkadaşınızdan</u> İngilizce olarak açıklama yapmasını istemek | |

| | | |
|---------------------|--|---------------------|
| | 8-Tamamlamak zorunda olduğunuz bir görevin (task) nasıl yapılacağını karıştırdığınızda <u>arkadaşınızdan</u> İngilizce olarak açıklama yapmasını istemek | |
| | 9- Bir ödevin nasıl yapılacağından emin olmadığınızda <u>öğretmenden</u> daha fazla bilgi vermesini İngilizce olarak istemek | |
| | 10- Bölümünüze bir yabancı geldiğinde ve ilk sizinle konuştuğunda onunla İngilizce konuşmaya istekli olmak | |
| Sınıf İçinde | İngilizce iletişim kurarken ne kadar kaygı duyarsınız | SınıfDışında |
| | 11- Küçük bir grup içinde(3-4 kişi) tanıdığım kişilerle İngilizce konuşmak | |
| | 12-Bir grup arkadaşına (yaklaşık 3-4kisi) İngilizce sunum yapmak | |
| | 13-Arkadaşınızla İngilizce bir oyun oynamak(Monopoly gibi) | |
| | 14- Kalabalık bir toplantıda tanıdığım kişilerle İngilizce konuşmak | |
| | 15- Küçük bir grup içinde (3-4 kişi) yabancılarla İngilizce konuşmak | |
| | 16- Bir grup tanıdığım kişiye(yaklaşık 40) İngilizce sunum yapmak | |

E: Kişilik özelliklerinizi nasıl tanımlarsınız? Aşağıdaki ifadeleri okuyarak kendinizi mümkün olduğu kadar doğru değerlendiriniz. Her bir çift sıfat için 1 ile 9 arasında kişiliğinizi en iyi belirleyen sayıyı yuvarlak içine alınız. Örneğe bakınız.

Duygusal 1 2 3 4 5 6 7 8 9 Duygusal Değil

Duygusal olduğunuzu düşünüyorsanız 1 sayısını yuvarlak içine alınız. Duygusal olmadığınızı düşünüyorsanız 9 sayısını yuvarlak içine alınız. Kendinizi tam olarak duygusal ya da duygusal değil diye tanımlayamıyorsanız, duygusallığınızın derecesine göre bir sayıyı yuvarlak içine alınız.

Kişilik Anketi

| | | | | | | | | | | |
|------------------|---|---|---|---|---|---|---|---|---|---------|
| 1. İçekapanık | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| Dışadönük | | | | | | | | | | |
| 2. Enerjik değil | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Enerjik |
| 3. Sessiz | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| Konuşkan | | | | | | | | | | |
| 4. Hevessiz | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Hevesli |
| 5. Çekingen | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Cesur |

| | | | | | | | | | | | |
|-----|---------------------------------|---|---|---|---|---|---|---|---|---|---------|
| 6. | Durgun Hareketli | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 7. | İddialı değil | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | İddialı |
| 8. | Hedefi yok var | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Hedefi |
| 9. | Maceraperest değil Maceraperest | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 10. | Anti sosyal | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Sosyal |

KATKINIZDAN DOLAYI TEŞEKKÜR EDERİM

APPENDIX C: Participant Interview Questions (English Version)

Would you choose a pseudonym that you want me to use in this study?

Personal Information:

Class:..... **Age:** **Gender:** Male:___ Female:

Kind of school you graduated from: (State School/ Super High School/ Anatolian High School/ Anatolian Teacher's High School/ Private School/ Other).....

Have you ever been abroad?.....

If you have never been abroad, which country/countries would you like to visit?.....

How long have you been studying English?.....

How often have you communicated with foreigners in English face to face or through internet in recent years?.....

Please answer the following questions with as much detail as possible:

A-Background information (Students' English language learning experiences, their parents' attitude, their communication experience)

1. Do you remember your first English learning experience? Would you explain your English learning experiences in elementary, secondary and high school? (How much did you like it? How important was it to learn English?)
2. Please describe your experiences of speaking lessons and activities during your own school education.
3. How did your parents involve in this process? (Did they motivate you? Did they support you? Did they sometimes change their attitudes?)

B-Students' WTC in English in four skills:

4. Do you seek to communicate in English?
 - In what situation do you feel most willing to communicate in English?

- With whom do you find easier to initiate communication in the classroom? (Teachers, peers, etc.) Why?
 - What promotes your enthusiasm in class participation?
 - What content/topics do you like to communicate more?
5. Could you tell me how much you use English in your daily life? How much do you speak, read, write or listen to English? Which skill is most fun? Give details please.
 6. Do you have an access to the internet? Would you talk about your experiences?
 7. In your spare time do you use English? (Playing on the computer, watching films/TV, listening to music, reading English books, talking to friend from other countries, travel abroad, etc.)
 8. Would you like to have more chance to use English in your daily life? Give examples please.
 9. Do you communicate with a foreigner? If not, would you like to?

C-Students' perceived competence in English:

10. How competent do you think you were to communicate in English? Do you regard yourself as a competent speaker of English?
11. What do you think your English level is like? Please rate your English reading, writing proficiency, speech comprehension (listening) and expressing yourselves (speaking) ability in English.

D-Students' communication anxiety in English:

12. How do you feel when you need to use English to communicate? Do you feel nervous or ease?
13. How do you feel while performing English presentations in class?

E- Students' motivation to learn English and use it to communicate:

14. How much do you like to communicate in English with your class-mates?
15. How motivated are you during speaking English with foreigners?
16. How important is it for you to speak English fluently? (Very important, important, not so important, I don't care)

F-Students' preferences about Willingness to communicate in English:

17. Under what circumstances would you be more willing to communicate in English in your English class?
18. What instructional approach do you prefer in your English speaking class?
19. What do you do to enhance your oral communication proficiency?

G-Students' attitude towards English language, learning English, English speaking nations and their cultures, native speakers of English and international community:

20. What do you think about the necessity of the English language? How do you describe your attitude and feelings about it?
21. What are your feelings about English and American peoples?
22. Have you ever been abroad? Would you like to go abroad? Which country (countries)? Why?

H- Students' perceptions about their personality:

23. How do you describe your personality?(Slow/fast- Extraverted/introverted- Stable/neurotic)

I- Students' opinions and suggestions

24. What are the factors that determine whether you would communicate in English in and out of class?
 - What are your concerns when you have to speak English in the class?
 - The role of the teacher, the role of the class mates, perceived English competence, background knowledge, topics of communication, etc.
 - Under what circumstances, would you be more willing to communicate in English?
25. What do your instructors do to enhance your self-confidence, reduce anxiety, and improve your WTC and motivation or what do you want them to do?
26. What suggestions and opinions do you have about willingness to communicate in English?

APPENDIX D: Semi-Structured Interview Guide For Students (Turkish Version)

Öğrenci Mülakat Soruları

Kendi adınız dışında çalışmada kullanacağınız takma ad:.....

Tanışma soruları:

Sınıfınız: *Yaşınız:*
Cinsiyetiniz:.....

Hangi liseden mezun oldunuz?
.....

Hiç yurt dışında bulundunuz mu?.....

Bulunmadıysanız hangi ülke veya ülkelere gitmek istersiniz?.....

Ne kadar süredir İngilizce öğrenmektesiniz?.....

Son günlerde yabancılarla yüz yüze ya da internet aracılığı ile ne kadar sıklıkta görüştiniz?.....
.....

Lütfen aşağıdaki soruları mümkün olduğunca detaylı olarak cevaplayınız.

A-Genel bilgiler(Öğrenim deneyimleri, ailelerinin tutumu, İngilizce iletişim kurma deneyimleri)

1. İlk İngilizce öğrenme deneyimini hatırlıyor musun? İlkokul, ortaokul ve lisedeki İngilizce öğrenme deneyimlerini anlatır mısın? (Ne kadar hoşlandınız? İngilizce öğrenmek sizin için ne kadar önemliydi?)
2. Lütfen geçmişteki okul eğitiminiz esnasındaki İngilizce konuşma ile ilgili deneyimlerinizi ve yapılan aktiviteleri anlatır mısınız?
3. Bu süreçte ailenin İngilizce öğrenmeyle ilgili tutumu nasıldı?(Seni desteklediler mi? Zaman zaman tutumlarını değiştirdiler mi?)

B- Öğrencilerin konuşma, yazma, okuma ve dinleme ile ilgili İngilizce iletişim kurma isteklilikleri:

4. İngilizce iletişim kurmaya istekli misiniz?
 - Hangi durumlarda daha istekli olursunuz?
 - Kimlerle sınıfta İngilizce iletişim kurmayı başlatmayı daha kolay bulursunuz? (Öğretmen, arkadaşlarınız, vb.)Niçin?
 - Sizleri sınıfta öğretmenle veya arkadaşlarınızla konuşmaya neler cesaretlendirir?

- Daha çok hangi ortam ve konularda iletişim kurmaktan hoşlanırsınız?
5. Günlük hayatınızda İngilizceyi ne kadar kullanırsınız? (Ne kadar konuşur, okur, dinler veya yazarsınız? Sizce hangi dil becerisi daha eğlenceli? Dört dil becerisini kullanmaya ne kadar isteklisiniz? Detaylı anlatır mısınız?)
 6. İnternet bağlantınız var mı? Deneyimlerinizi paylaşır mısınız?
 7. Boş zamanlarınızda İngilizceyi kullanır mısınız?(örneğin internetten film izlemek, İngilizce oyun oynamak, şarkı dinlemek, kitap okumak gibi)
 8. Günlük hayatınızda daha çok İngilizce kullanma şansınızın olmasını ister misiniz? Örnekler verir misiniz?
 9. Şu anda iletişim halinde olduğunuz yabancı biri var mı? Yoksa ister miydiniz?

C-Öğrencilerin kendi İngilizce düzeyleri hakkındaki görüşleri:

10. İngilizce iletişim kurma yeterliliğinizin nasıl olduğunu düşünüyorsunuz? (Kendinizi İngilizce konuşma konusunda yeterli bulur musunuz?)
11. İngilizce okuma, yazma, koşulanı anlama, kendinizi İngilizce olarak ifade etme yeterliliğinizin nasıl olduğunu düşünüyorsunuz? Kendinizi değerlendiriniz.

D- Öğrencilerin İngilizce iletişim kurma esnasındaki kaygıları:

12. İngilizce iletişim kurmak zorunda kaldığınızda nasıl hissedersiniz? Endişeli mi yoksa rahat mı olursunuz?
13. Sınıfta İngilizce sunumlar yaparken nasıl hissedersiniz?

E- Öğrencilerin İngilizce iletişim kurmadaki isteklilikleri:

14. Sınıf arkadaşlarınızla İngilizce iletişim kurmaktan ne kadar hoşlanırsınız?
15. Yabancılarla İngilizce iletişim kurmaya ne kadar isteklisiniz?
16. İngilizceyi çok akıcı bir şekilde konuşmak size ne ifade eder?(Çok önemli; önemli; o kadar önemli değil; hiç önemli değil)

F-Öğrencilerin İngilizce iletişim kurmadaki tercihleri:

17. Hangi durumlarda sınıfta İngilizce konuşmaya daha istekli olursunuz?
18. İngilizce konuşma dersinde nasıl bir öğretim yaklaşımını tercih edersiniz? Neden?
19. Sözlü iletişim kurma yeteneğinizi geliştirmek için neler yaparsınız?

G-Öğrencilerin İngilizceye, İngilizce öğrenmeye, İngilizce konuşan ülkelerin insanlarına ve kültürlerine, ana dili İngilizce olan ve uluslararası topluluklara karşı tutumları:

20. İngilizcenin gerekliliği ile ilgili ne düşünüyorsunuz? İngiliz diline karşı tutumunuzu ve duygularınızı nasıl tanımlarsınız?
21. İngiliz ve Amerikan halkları ile ilgili duygularınızdan söz eder misiniz?
22. Hiç yurt dışında bulundunuz mu? Gitmek ister misiniz? Hangi ülkeye ya da ülkelere gitmek istersiniz? Neden?

H-Öğrencilerin kişilikleri hakkındaki görüşleri:

23. Kişiliğinizi nasıl tanımlarsınız?(Yavaş/ hızlı; İçe dönük/ dışa donuk; değişken/ istikrarlı)

I-Öğrencilerin fikir ve önerileri:

24. Sizce sınıf içinde ve dışında İngilizce iletişim kurmanızı etkileyen faktörler nelerdir?
- Sınıfta İngilizce iletişim kurmadaki endişeleriniz,
 - Öğretmenin, sınıf arkadaşlarınızın, İngilizce yeterliliğinizin, bilginizin, konuşulan konuların önemi, gibi konulardan bahsedermisiniz?
 - Ne değişse İngilizce iletişim kurmaya daha istekli olurduunuz?
25. Öğretmenleriniz, siz konuşurken güveninizi arttırmak, heyecanınızı azaltmak ve İngilizce konuşma istekliliğinizi arttırmak için neler yapıyorlar ya da neler yapmalarını isterdiniz?
26. İngilizce iletişim kurma istekliliği ile ilgili fikir ve önerileriniz nelerdir?

APPENDIX E: Semi-structured Interview Guide for Instructors (English Version)

Would you choose a pseudonym that you want me to use in this study?

A: Ice-breaking Questions

27. How long have you been working at this department?
28. What classes are you teaching this term?
29. How many hours do you teach a week?

B: Experience in the classroom

30. Could you tell me about your experience in the classroom regarding students' willingness to communicate?
 - Under what circumstances do students like to communicate in the classroom?
 - With whom do they find easier to initiate communication in the classroom? (Teachers, peers, etc.)Why?
 - What encourages students to talk to you or peers?
 - Could you tell me about your experience on communication activities?
 - What content/topics do students like to communicate more?
 - What are they anxious about do you think while they are communicating in English?
31. Could you tell me about your experience in the classroom regarding students' willingness to use their reading, writing and listening skills?
32. Have you experienced any difference between male and female students regarding their WTC in English?

C: Experience outside the classroom:

33. Could you tell me about the students' communication experience outside the classroom?
34. Under what circumstances do they like to initiate a communication?
35. With whom do they find easier to initiate communication out of the classroom? Why do you think so?
36. What is your experience in the classroom regarding students' attitudes towards the English language and culture?

D: Your personal understanding of willingness to communicate

37. How competent do you think the students were to communicate in English? Do you regard your students as competent speakers of English?

38. What do you think about the factors that facilitate students' willingness to communicate in English in the class?
39. What do you think about the factors that limit their willingness to communicate in English in the class? In other words, what do you think the concerns of the students are when they have to speak English in the class?
40. What socio-cultural variables make your students more or less willing to communicate? How do they influence their communication behavior? (For example: Turkish culture values great respect to their teachers or less talk, etc.)
41. What suggestions and opinions do you have about the students' willingness to communicate in English?

E: Do you have anything else to share with me regarding willingness to communicate of Turkish students?

APPENDIX F: Semi-structured Interview Guide for Instructors (Turkish Version)

Öğretim Elemanı Mülakat Soruları

Kendi adınız dışında çalışmada kullanacağınız takma ad:

A: Tanışma soruları:

1. Kaç yıldır bu bölümde çalışmaktasınız?
2. Bu dönem hangi sınıflara ders vermekttesiniz?
3. Haftada kaç saat ders vermekttesiniz?

B: Sınıf içi deneyimi:

4. Öğrencilerin sınıf içi İngilizce iletişim kurma deneyimlerinizden söz eder misiniz?
 - Hangi koşullar altında öğrenciler sınıfta İngilizce iletişim kurmaktan hoşlanırlar?
 - Kimlerle sınıfta İngilizce iletişim kurmayı başlatmayı daha kolay bulurlar? (Öğretmenler, arkadaşları, vb.)Niçin?
 - Öğrencileri sınıfta sizinle veya arkadaşlarıyla konuşmaya neler cesaretlendirir?
 - İletişim kurma aktiviteleri ile ilgili deneyimlerinizden bahseder misiniz?
 - Öğrenciler daha çok hangi konularda iletişim kurmaktan hoşlanırlar?
 - İngilizce iletişim kurarken onları neler kaygılandırır?
5. Öğrencilerin okuma, yazma ve dinleme becerilerini kullanma isteklilikleri hakkında ne gibi gözlemleriniz oldu?
6. Sınıfta kız ve erkek öğrenciler arasında İngilizce iletişim kurma istekliliği ile ilgili bir farklılık gözlemlediniz mi?

C: Sınıf dışındaki deneyimleri:

7. Öğrencilerin sınıf dışında iletişim kurma istekliliği ile ilgili deneyimlerinizden bahseder misiniz?
8. Hangi durumlarda öğrenciler ders dışında İngilizce iletişim kurmayı başlatmaktan hoşlanırlar?
9. Ders dışında İngilizce iletişimi başlatmayı kimlerle daha kolay bulurlar? Sizce neden?
10. Öğrencilerin İngiliz diline ve kültürüne karşı tutumları ile ilgili deneyiminiz oldu mu?

D: İngilizce iletişim kurma istekliliği ile ilgili sizin kişisel görüşleriniz:

11. Öğrencilerin İngilizce iletişim kurma yeterliliklerinin nasıl olduğunu düşünüyorsunuz? Yeterli olduklarını düşünüyor musunuz?
12. Öğrencilerin sınıf içinde İngilizce iletişim kurma isteklerini arttıran faktörlerin neler olduğunu düşünüyorsunuz?
13. Öğrencilerin sınıf içinde İngilizce iletişim kurmalarını engelleyen faktörlerin neler olduğunu düşünüyorsunuz? Bir başka ifadeyle, sınıfta İngilizce konuşmak zorunda kaldıklarında öğrencilerin ne gibi endişeleri olduğunu düşünüyorsunuz?
14. Hangi sosyokültürel değişkenler öğrencilerinizi İngilizce iletişim kurmaya daha çok veya daha az istekli yapar? O değişkenler öğrencilerin iletişim kurma davranışlarını nasıl etkiler?(Örneğin, Türk kültürü öğretmenlerini saymayı gerektirir ya da az konuşmayı gerektirir, vb.)
15. Öğrencilerin İngilizce iletişim kurma istekliliklerini arttırmakla ilgili neler önerirsiniz?

E: Türk öğrencilerin İngilizce iletişim kurma istekliliği ile ilgili başka paylaşmak istedikleriniz var mı?

APPENDIX G: WTC Classroom Observation Scheme (English Version)**Instructor:** **Room:** **Date:****Class:** **Time:****Course-book :**

| TEACHER-STUDENT(S) / STUDENT(S)-TEACHER | Code | WTC S1 1st10m. | S1 2nd 10m | UTC S2 1st 10m. | S2 2nd 10m |
|--|-------------|--|----------------------------------|---|----------------------------------|
| 1-Volunteer an answer (to general T-solicit) | Va | | | | |
| 2- Volunteer a comment | Vc | | | | |
| 3-Give answer to group(T-solicit) | Gg | | | | |
| 4-Give answer to individual(T-solicit) | Gi | | | | |
| 5-Ask the teacher a question | Aq | | | | |
| 6-Ask the teacher for clarification | Ac | | | | |
| STUDENT-STUDENT / STUDENT-CLASS | | | | | |
| 7-Talk to neighbor in FL | Tn | | | | |
| 8-Talk to neighbor in L1 | TnL1 | | | | |
| 9-Present own opinion in class | Po | | | | |
| Total for each student | | | | | |

(Adapted from Xie, 2011)

*Since the main concern of the study is WTC in English, the frequency of the act (talking to neighbor in L1) will not be included in the calculation of the percentage.

Va= Volunteer an answer (to general T-solicit)

Aq= Ask the teacher a question

Tn inL1= Talk to neighbor in native language

Vc= Volunteer a comment

Ac= Ask the teacher for clarification

Po= Present own opinion in class

Gg= Give answer to group (T-solicit)

Tn in FL= Talk to neighbor in foreign language

Gi= Give answer to individual (T-solicit)

APPENDIX H: Consent Form for Interviews (English Version)

Project Title: Willingness to communicate in English as a Foreign Language among English Language Teaching Students(ELT) in Turkey

Project Supervisor: Prof. Dr. Dinçay Köksal
Şener

Researcher: Sabriye

- I have read and understood the information provided about this research project in the Information Sheet dated 15October, 2012.
- I have had an opportunity to ask questions and to have them answered.
- I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed.
- I understand that I may withdraw myself or any information I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way.
- If I withdraw, I understand that all relevant information including tapes and transcripts, or parts thereof, will be destroyed.
- I agree to take part in this research and allow my speech and information in it to be used for the second language teaching and learning studies.
- I understand that only the researcher and the supervisor have access to the tape with my speech. I will always be kept confidential.

Participant's Signature:

Participant's Name:

Participant's contact Details (If appropriate):

Date:

Researcher Contact Details: Sabriye Şener

GSM: 0 535 506 4816

E-Posta: sa.sener@yahoo.co.uk

Project Supervisor Contact Details: Prof. Dr. Dinçay Köksal

Tel: 0 286 2171303

APPENDIX I: Consent form for Interviews (Turkish Version)

Öğrenci mülakat formu

Tez Konusu: Türkiye’deki İngiliz Dili Eğitimi (ELT) öğrencileri arasındaki yabancı dil olarak İngilizce iletişim kurma istekliliği

Tez Danışmanı: Prof. Dr. Dinçay Köksal
Sabriye Şener

Tez Sorumlusu:

- 15 Ekim 2012 tarihinde bu araştırma projesi için hazırlanan bilgilendirme formunu okudum ve anladım.
- Araştırma ile ilgili soru sorma ve cevaplarımı alma fırsatım olmuştur.
- Görüşme esnasında söylediklerimin not edileceğini, sesli ve görüntülü kaydedileceğini ve uyarlanacağını anlamış bulunuyorum.
- İstedğim anda projeden ayrılabilirim veya bu çalışma ile ilgili vermiş olduğum bilgilerin bana hiçbir şekilde zararının dokunmayacağını anlamış bulunuyorum.
- Projeye katılmaktan vazgeçersem tutulan bütün notlar ve alınan görüntüler dahil olmak üzere her şey yok edilecektir.
- Bu çalışmada yer almayı, konuşmalarımın ve verdiğim bilgilerin yabancı dil öğretimi ve öğrenimi çalışmalarında kullanılmasını kabul ediyorum.
- Konuşmalarımın kayıtlı olduğu bilgilere sadece tez sorumlusunun ve danışmanının ulaşacağını ve bilgilerimin daima gizli kalacağını anlıyorum.

Katılımcının İmzası:

Katılımcının Adı:

Katılımcının İletişim Bilgileri(İzniyle):

Tez Sorumlusu Bilgileri: Sabriye Şener

GSM: 0 535 506 4816

E-Posta: sa.sener@yahoo.co.uk

Tez Danışmanı Bilgileri: Prof. Dr. Dinçay Köksal

Tel: 0 286 2171303

APPENDIX J: Participant Information Sheet (English Version)

Date Information Sheet Produced: 15 October, 2012

Dear Participant,

I am a Ph. D student at Çanakkale Onsekiz Mart University. I am conducting a PhD Project, which aims to investigate willingness to communicate in English of Turkish students and you are invited to participate in this study. Your responses will contribute to the success of this study and provide much needed information. This study specifically aims to know the students better, who attend the English Language and Teaching Department of the Faculty of Education of Çanakkale Onsekiz Mart University and learn about your perceptions on willingness to communicate in English in and out of class.

This questionnaire consists of two parts: part one which consists of personal questions and part two, which consists of several sections; Each section includes questions investigating the factors affecting students' willingness to communicate in English inside and outside the classroom. What you are required is to answer and complete all the questions in two parts sincerely and carefully. This questionnaire does not aim to evaluate or judge you personally. This survey is strictly voluntary and will take approximately 30-40 minutes to complete.

I assure you that the identity data which will be collected from you will only be evaluated for this study and remain confidential and anonymous. You are free to withdraw any time you feel uncomfortable with the study. I would like to thank you for your help in advance. You can contact with me or my project supervisor Prof. Dr. Dinçay Köksal for further information related to this study. I would like to thank you for your help and contribution in advance.

Researcher Contact Details: Sabriye Şener

GSM: 0 535 506 4816

E-Posta: sa.sener@yahoo.co.uk

Project Supervisor Contact Details: Prof. Dr. Dinçay Köksal

Tel: 0 286 2171303

I have read the statements above and I understand the requirements of the study. There is no risk to my privacy and I agree to participate in this study.

Name:

Signature:

Date:

APPENDIX K: Participant Information Sheet (Turkish Version)

Öğrenci Bilgilendirme Formu

Sevgili öğrencimiz,

Ben Çanakkale Onsekiz Mart Üniversitesinde “Türk öğrencilerin İngilizce konuşma İstekliliği”ni araştıracağım bir doktora çalışması yapmaktayım. Sizden bu doktora çalışmasına katılmanız rica edilmektedir. Cevaplarınız bu çalışmanın başarısına katkıda bulunacak ve çok ihtiyaç duyulan bilgiler sağlayacaktır. Bu çalışma özellikle Çanakkale Onsekiz Mart Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Bölümüne devam eden siz öğrencilerimizi daha yakından tanımayı ve sizlerin İngilizce konuşma istekliliği hakkındaki düşüncelerinizi incelemeyi amaçlamaktadır. Böylece hem siz Türk öğrencilerin daha etkili İngilizce iletişim kurmanıza katkıda bulunmak, hem de akademik bir çalışma gerçekleştirmek için veri toplamayı planlıyorum.

Anket iki bölümden oluşmaktadır: kişisel bilgilerin bulunduğu birinci bölüm ve çeşitli gruplardan oluşan ikinci bölüm. İkinci bölümdeki her bir grup, öğrencilerin sınıf içi ve dışındaki İngilizce konuşma istekliliklerini etkileyen etmenleri araştıran sorulardan oluşmaktadır. Sizden istenen her bölümde yer alan soruları içtenlikle ve eksiksiz tamamlamanızdır. Bu anket bireysel değerlendirme ya da yargılama amacı taşımamaktadır. Sizden edinilen bilgiler yalnızca araştırma için kullanılacak, başka bir amaç ve yerde kesinlikle kullanılmayacaktır. Bu araştırma kesinlikle isteğe bağlıdır ve yaklaşık olarak 30-40 dakikanızı alacaktır.

Çalışma ile ilgili rahatsızlık duyduğunuz takdirde her zaman çalışmayı bırakabilirsiniz. Eğer çalışmaya katılmayı düşünüyorsanız lütfen aşağıdaki bilgileri okuyup imzalayınız. Yardım ve katkılarınız için şimdiden teşekkür ederim. Anket ile ilgili sorularınız ve daha fazla bilgi için benimle veya tez danışmanım Prof. Dr. Dinçay Köksal ile iletişim kurabilirsiniz. Yardım ve destekleriniz için şimdiden teşekkür ederim.

Tez Sorumlusu: Sabriye Şener

Tez Danışmanı: Prof. Dr. Dinçay Köksal

GSM: 0 535 506 4816

Tel: 0 286 2171303

E-Posta: sa.sener@yahoo.co.uk

Yukarıdaki bilgileri okudum ve çalışma ile ilgili benden istenenleri anladım. Bu çalışmaya katılmayı arzu ediyorum.

İmza:

Tarih:

APPENDIX L: Consent Form for Observations (English Version)

Project Title: Willingness to communicate in English as a Foreign Language among English Language Teaching Students(ELT) in Turkey

Project Supervisor: Prof. Dr. Dinçay Köksal
Şener

Researcher: Sabriye

- I have read and understood the information provided about this research project in the Information Sheet dated 15October, 2012.
- I have had an opportunity to ask questions and to have them answered.
- I understand that my actual WTC will be observed during lessons using an observation scheme which includes a range of classroom behaviors and that notes will be taken during the four class sessions and that notes will be transcribed.
- I understand that these notes will be kept in secure filling cabinet and will only be seen by the researcher and the supervisor.
- I understand that I will be able to view the observation notes in order to check their accuracy.
- I understand that I may withdraw myself or any information I have provided for this project at any time prior to completion of data collection, without being disadvantaged in any way.
- If I withdraw, I understand that all relevant information including tapes and transcripts, or parts thereof, will be destroyed.
- I agree to take part in this research and allow my speech and information in it to be used for the second language teaching and learning studies.
- I understand that only the researcher and the supervisor have access to the tape with my speech. I will always be kept confidential.

Participant's Signature:

Participant's Name:

Participant's contact Details (If appropriate):

Date:

Researcher Contact Details: Sabriye Şener

GSM: 0 535 506 4816

E-Posta: sa.sener@yahoo.co.uk

Project Supervisor Contact Details: Prof. Dr. Dinçay Köksal

Tel: 0 286 2171303

APPENDIX M: Consent Form for Observations (Turkish Version)

Tez Konusu: Türkiye’deki İngiliz Dili Eğitimi (ELT) öğrencileri arasındaki yabancı dil olarak İngilizce iletişim kurma istekliliği

Tez Danışmanı: Prof. Dr. Dinçay Köksal
Şener

Tez Sorumlusu: Sabriye

- 15 Ekim 2012 tarihinde bu araştırma projesi için hazırlanan bilgilendirme formunu okudum ve anladım.
- Araştırma ile ilgili soru sorma ve cevaplarını alma fırsatım olmuştur.
- Dört hafta boyunca ders esnasında benim İngilizce konuşma istekliliğimin gözlem formu kullanılarak not edileceğini, kaydedileceğini ve uyarlanacağını anlamış bulunuyorum.
- Notların güvenli bir yerde tutulacağını ve sadece araştırmacı ve danışmanı tarafından görüleceğini anlamış bulunmaktayım.
- Gözlem esnasında tutulan notların doğruluklarını görmek amacıyla okuyabileceğimi anlamış bulunmaktayım.
- İstedğim anda projeden ayrılabilirim veya bu çalışma ile ilgili vermiş olduğum bilgilerin bana hiçbir şekilde zararının dokunmayacağını anlamış bulunuyorum.
- Projeye katılmaktan vazgeçersem tutulan bütün notlar ve alınan görüntüler dahil olmak üzere her şey yok edilecektir.
- Bu çalışmada yer almayı, konuşmalarımın ve verdiğim bilgilerin yabancı dil öğretim ve öğrenimi çalışmalarında kullanılmasını kabul ediyorum.
- Konuşmalarımın kayıtlı olduğu bilgilere sadece tez sorumlusunun ve danışmanının ulaşacağını ve bilgilerimin daima gizli kalacağını anlıyorum.

Katılımcının İmzası:

Katılımcının Adı:

Katılımcının İletişim Bilgileri(İzniyle):

Tez Sorumlusu Bilgileri: Sabriye Şener

GSM: 0 535 506 4816

E-Posta: sa.sener@yahoo.co.uk

Tez Danışmanı Bilgileri: Prof. Dr. Dinçay Köksal

Tel: 0 286 2171303

APPENDIX N: Survey Questionnaire Pilot Study (English Version)

Part 1: Student Background Information Questionnaire: This part consists of 15 questions which will help us to understand you better. We would like you to read each statement carefully and put an X next to the option which best describes you or fill in the blank with correct information.

16. Nationality: Turkish Other (Please write)-----
17. Class: Prep 1 2
18. Age: _____
19. Gender: F M
20. Did you study the prep class at university YES NO
21. Have you ever been to a country where English is spoken as a native language?
 YES NO
22. Have you ever taken any private English speaking courses? YES
 NO
23. How long have you been learning English? Please write _____
24. At what age did you start to study English? Please write _____
25. Why did you start learning English at that time?
 Parents' request School curriculum Self-improvement
 Peers Other (Write).....
26. When you have difficulties in English, to whom do you usually go for help?
 Parents Teacher Brothers or sisters Other
(Write).....
27. Who influenced your learning English?
 Parents Teacher Brothers or sisters Peers
 Other (Write).....
28. "Which of the two skill sets do you think will be most helpful in learning English?"
a- Listening— Speaking b- Reading—Writing
29. How do you rate your own speaking skill?
 Good Moderate Bad
30. What level of English would you like to achieve? Chose the most preferred one.
a- Be able to understand any English program on TV without looking at the subtitle
b- Be able to use English fluently to give a speech
c- Be able to finish an English article and understand the main idea of the content without looking up a word in a dictionary
d- Be able to write a 500-word essay

End of Part I. Please continue to Part II.

Part II: Please indicate how much you agree or disagree with the following statements. Please circle the number in the box that best describes your opinion.

| | Strongly Disagree 1 | Disagree 2 | No Idea 3 | Agree 4 | Strongly Agree 5 |
|---|------------------------------------|-----------------------|--------------------------|--------------------|---------------------------------|
| 1. I prefer to spend time on English to deal with other subjects. | 1 | 2 | 3 | 4 | 5 |
| 2. During the English classes I am absorbed in what is taught and concentrate on my studies. | 1 | 2 | 3 | 4 | 5 |
| 3. I really spend a lot of time on English. | 1 | 2 | 3 | 4 | 5 |
| 4. I try to do my English homework at once. | 1 | 2 | 3 | 4 | 5 |
| 5. I would rather spend my time on subjects other than English. | 1 | 2 | 3 | 4 | 5 |
| 6. I would read English newspapers or magazines outside my English course work. | 1 | 2 | 3 | 4 | 5 |
| 7. I read English texts on internet. | 1 | 2 | 3 | 4 | 5 |
| 8. It is really important to learn English. | 1 | 2 | 3 | 4 | 5 |
| 9. After I graduate from college I will also continue to learn English and try to improve my English. | 1 | 2 | 3 | 4 | 5 |
| 10. I enjoy what I learn in my English classes. | 1 | 2 | 3 | 4 | 5 |
| 11. Compared to my classmates, I think I study English relatively hard. | 1 | 2 | 3 | 4 | 5 |
| 12. I enjoy communicating in English with foreigners. | 1 | 2 | 3 | 4 | 5 |
| 13. It is an enjoyable experience to study English. | 1 | 2 | 3 | 4 | 5 |
| 14. I talk with my friends in English out of the class. | 1 | 2 | 3 | 4 | 5 |
| 15. I would like to learn more than one foreign language. | 1 | 2 | 3 | 4 | 5 |
| 16. It is important to learn English because it makes me learn about | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|--------------------------------|-----------------------|----------------------|--------------------|-----------------------------|
| different cultures. | | | | | |
| 17. I have a high feeling when I meet and listen to people speaking English. | 1 | 2 | 3 | 4 | 5 |
| 18. My life would not be interesting if I did not study English. | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree 1 | Disagree 2 | No Idea 3 | Agree 4 | Strongly Agree 5 |
| 19. My family did not insist on my studying English. | 1 | 2 | 3 | 4 | 5 |
| 20. I did not want to study English at the English Language Department at all. | 1 | 2 | 3 | 4 | 5 |
| 21. I am very happy to study English at the ELT/ELL Department. | 1 | 2 | 3 | 4 | 5 |
| 22. I have a favorable impression towards British people. | 1 | 2 | 3 | 4 | 5 |
| 23. I speak in English with my teachers at the department out of class. | 1 | 2 | 3 | 4 | 5 |
| 24. It is an advantage to learn English. | 1 | 2 | 3 | 4 | 5 |
| 25. I want to make friends with international students studying at our university. | 1 | 2 | 3 | 4 | 5 |
| 26. After I graduate from university, I will not stop dealing with English. | 1 | 2 | 3 | 4 | 5 |
| 27. Learning English is never waste of time. | 1 | 2 | 3 | 4 | 5 |
| 28. I would rather work in my homeland. | 1 | 2 | 3 | 4 | 5 |
| 29. I want to work in a country where English is spoken. | 1 | 2 | 3 | 4 | 5 |
| 30. I want to work at an international organization such as the United nations. | 1 | 2 | 3 | 4 | 5 |
| 31. I want to be awarded by Erasmus Exchange Program in order to study abroad. | 1 | 2 | 3 | 4 | 5 |
| 32. I do not think what is happening overseas has much to do with my daily life. | 1 | 2 | 3 | 4 | 5 |
| 33. I would rather avoid the kind of work that sends me overseas frequently. | 1 | 2 | 3 | 4 | 5 |
| 34. I avoid talking to foreigners as much as possible. | 1 | 2 | 3 | 4 | 5 |
| 35. I would not mind sharing an apartment house with a foreign student | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|--------------------------------|-----------------------|----------------------|--------------------|-----------------------------|
| or live in the same room of a dormitory. | | | | | |
| 36. I would feel somewhat uncomfortable if a foreigner moved in next door. | 1 | 2 | 3 | 4 | 5 |
| 37. I want to help a foreigner who has communication difficulty in a restaurant. | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree 1 | Disagree 2 | No Idea 3 | Agree 4 | Strongly Agree 5 |
| 38. I want to participate in a volunteer activity to help foreigners living in the neighboring community. | 1 | 2 | 3 | 4 | 5 |
| 39. I read books and magazines about foreign countries. | 1 | 2 | 3 | 4 | 5 |
| 40. I watch news on TV about foreign countries. | 1 | 2 | 3 | 4 | 5 |
| 41. I talk about situations and events about countries with my family and/or friends. | 1 | 2 | 3 | 4 | 5 |
| Please indicate the extent to which you consider each of the following to be important reasons for you to study English | Strongly Disagree 1 | Disagree 2 | No Idea 3 | Agree 4 | Strongly Agree 5 |
| 42. It will help me understand the culture related to English-speaking countries. | 1 | 2 | 3 | 4 | 5 |
| 43. It will help me understand the people of English-speaking countries. | 1 | 2 | 3 | 4 | 5 |
| 44. I would like to go to study in English-speaking countries | 1 | 2 | 3 | 4 | 5 |
| 45. I would like to be friends with some English-speaking people | 1 | 2 | 3 | 4 | 5 |
| 46. It will help me participate more freely in the activities of other cultural groups | 1 | 2 | 3 | 4 | 5 |
| 47. It will ease intercultural communication | 1 | 2 | 3 | 4 | 5 |

B: Below are 16 situations in which a person might choose to communicate or not to communicate. What is the percentage of time you would choose to communicate in each type of situation? Please indicate in the space provided percent of time you would choose to speak in English. 0%=Never willing to communicate 100%= Always willing to communicate (WTC)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Never communicate
communicate

Sometimes

Always

| Inside Class % | Willingness to Communicate (WTC) | Out of Class % |
|----------------|---|----------------|
| | 1-Present a talk to a group of strangers (around40) in English. | |
| | 2-Present a talk to a group of friends (around40) in English. | |
| | 3- Join in a group discussion with a group of friends (3-4). | |
| | 4- Talk in English with a few of your friends. | |
| | 5- Talk in English with a stranger. | |
| | 6- Talk in English with your teachers. | |
| | 7- Talk to your teacher about your home-work/assignment. | |
| | 8- You are confused about a task you must complete, how willing are you to ask for clarification/ instruction from your friend. | |
| | 9- You are not sure how to do your home-work, how willing are you to ask for more information from your teacher. | |
| | 10- A foreigner comes to your department, how willing are you to have a conversation if s/he talks to you first? | |
| | 11- Talk in a small group of acquaintances (3-4) in English | |
| | 12- Perform a presentation to a group of friends (3-4persons) in English. | |
| | 13- Play a game with your friends in English, for example monopoly | |
| | 14- Talk in English with a group of acquaintances in a large meeting | |
| | 15- Talk in English with foreigners in a small group (2-3 Persons) | |
| | 16- Perform a presentation to a group of acquaintances (Around40) in English | |

C: Below are 16 situations in which a person might feel different degrees of communication competence. Please indicate in the space below, How competent do you feel in English in the following situations? 0%=Entirely incompetent 100%=Entirely competent

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%
100%

**Entirely Incompetent
Competent**

Entirely

| Inside Class | How competent do you feel to communicate in English in the following situations? | Out of Class |
|---------------------|--|---------------------|
| | 1-Present a talk to a group of strangers (around40) in English | |
| | 3- Join in a group discussion with a group of friends (3-4) | |
| | 4- Talk in English with a few of your friends | |
| | 5- Talk in English with a stranger | |
| | 6- Talk in English with your teachers | |
| | 7- Talk to your teacher about your home-work/assignment | |
| | 8- You are confused about a task you must complete, how willing are you to ask for clarification/ instruction from your friend | |
| | 9- You are not sure how to do your home-work, how willing are you to ask for more information from your teacher. | |
| | 10- A foreigner comes to your department, how willing are you to have a conversation if s/he talks to you first? | |
| | 11- Talk in a small group of acquaintances (3-4) in English | |
| | 12- Perform a presentation to a group of friends (3-4persons) in English. | |
| | 13- Play a game with your friends in English, for example monopoly | |
| | 14- Talk in English with a group of acquaintances in a large meeting | |

| | | |
|--|--|--|
| | 15- Talk in English with foreigners in a small group (2-3 Persons) | |
| | 16- Perform a presentation to a group of acquaintances (Around40) in English | |

D: Below are 16 situations in which a person might feel different degrees of anxiety. Please indicate in the space below, What degree of anxiety you might feel in English in the following situations? 0%=I don't feel anxiety at all 100%= I always feel anxiety

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

**I don't feel anxiety at all
anxiety**

I always feel

| Inside Class % | What degree of anxiety you might feel in communicating in English in the following situations? | Out of Class % |
|-----------------------|---|-----------------------|
| | 1-Present a talk to a group of strangers (around40) in English. | |
| | 3- Join in a group discussion with a group of friends (3-4). | |
| | 4- Talk in English with a few of your friends. | |
| | 5- Talk in English with a stranger. | |
| | 6- Talk in English with your teachers. | |
| | 7- Talk to your teacher about your home-wok/assignment. | |
| | 8- You are confused about a task you must complete, how willing are you to ask for clarification/ instruction from your friend. | |
| | 9- You are not sure how to do your home-work, how willing are you to ask for more information from your teacher. | |
| | 10- A foreigner comes to your department, how willing are you to have a conversation if s/he talks to you first? | |
| | 11- Talk in a small group of acquaintances (3-4) in English | |
| | 12- Perform a presentation to a group of friends (3-4persons) in English. | |
| | 13- Play a game with your friends in English, for example monopoly | |
| | 14- Talk in English with a group of acquaintances in a large meeting | |
| | 15- Talk in English with foreigners in a small group (2- | |

| | | |
|--|--|--|
| | 3 Persons) | |
| | 16- Perform a presentation to a group of acquaintances (Around40) in English | |

E: How accurately can you describe yourself? Please read the following pair of adjectives and describe yourself as correctly as possible. Please circle one number that applies to you for each pair of adjectives.

- | | | | | | | | | | | |
|--------------------|---|---|---|---|---|---|---|---|---|--------------|
| 11. Introverted | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Extraverted |
| 12. Unenergetic | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Energetic |
| 13. Silent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Talkative |
| 14. Unenthusiastic | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Enthusiastic |
| 15. Timid | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Bold |
| 16. Inactive | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Active |
| 17. Unassertive | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Assertive |
| 18. Inhibited | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Spontaneous |
| 19. Unadventurous | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Adventurous |
| 20. Unsociable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Sociable |

THANK YOU

APPENDIX O: Survey Questionnaire Pilot Study (Turkish Version)

Bölüm: I Kişisel bilgiler Bu bölüm sizi genel olarak tanımamıza yardımcı olacak 15 sorudan oluşmaktadır. Her soruyu dikkatle okuduktan sonra, verilen seçenekler arasında size en uygun olanın yanındaki kutucuğa **X** koyarak işaretleyiniz veya ayrılan boşluğa cevabını yazınız.

1. Uyruğunuz: _____TC _____Diğer (Yazınız)
2. Sınıfınız: _____ Hazırlık _____1 _____ 2
3. Yaşınız _____
4. Cinsiyetiniz _____K _____E
5. Üniversitede hazırlık sınıfı okudunuz mu? _____EVET _____ HAYIR
6. Hiç İngilizce konuşan bir ülkede bulundunuz mu? _____EVET _____HAYIR
7. Okuldan başka hiç özel İngilizce konuşma dersi aldınız mı? _____EVET _____ HAYIR
8. Kaç yıldır İngilizce öğrenmektesiniz?_____
9. Kaç yaşında dil öğrenmeye başladınız?_____
10. Neden o yaşta İngilizce öğrenmeye başladınız?
 _____Ailemin isteği _____Okul müfredatı gereği _____Kendi merakım
 _____Arkadaşlarım
 _____Diğer(Yazınız)_____
11. İngilizce konuşmada güçlük çektiğiniz zaman kime başvurursunuz?
 _____Aileme _____Öğretmene _____Kardeşlerime _____Arkadaşlarıma
 _____ Diğerlerine (Yazınız)_____
12. İngilizce öğrenmenizi kim etkiledi?
 _____Ailem _____Öğretmenlerim _____Kardeşlerim _____Sınıf
 arkadaşlarım _____ Diğerleri (Yazınız)-----
13. İngilizce öğreniminde önem sırasına göre aşağıdakileri 1 den dörde kadar nasıl derecelendirirsiniz?(1 en az önemli- 4 en önemli) Önem sırasına göre numara veriniz.
 _____ Dinleme _____ Konuşma _____Okuma _____Yazma
14. Sizce hangi iki beceri seti İngilizce öğreniminde en çok yararlı olacaktır? İşaretleyiniz.
 _____ Konuşma-Yazma
 _____ Okuma- Dinleme

15. Hangi seviyede İngilizce bilgisine sahip olmak istersiniz? Aşağıdakilerden sizce en önemli olanı seciniz.

- a- ___Televizyondaki herhangi bir programı alt yazı okumadan anlayabilmek
 b- ___Sınıf önünde akıcı bir şekilde İngilizce konuşma yapmak
 c- ___İngilizce yazılmış bir makaleyi sözlüğe bakmadan okumak ve ana fikrini anlamak
 d- ___Bir konuda 500 kelimelik bir deneme yazısı yazabilmek

Birinci bölüm bitti. Lütfen ikinci bölümle devam ediniz.

Bölüm II: Lütfen aşağıdaki ifadeleri okuyunuz ve ne derece katıldığınızı ilgili kutuya X işareti koyarak belirtiniz.

| | Kesinlikle katılmıyorum | Katılmıyorum | Kararsızım | Katılıyorum | Kesinlikle katılıyorum |
|--|-------------------------|--------------|------------|-------------|------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| 1.İngilizce ile ilgilenmeyi diğer derslere tercih ederim. | 1 | 2 | 3 | 4 | 5 |
| 2.İngilizce dersi esnasında öğretilenlere ve derse odaklanırım. | 1 | 2 | 3 | 4 | 5 |
| 3.İngilizceye gerçekten çok zaman ayırırım. | 1 | 2 | 3 | 4 | 5 |
| 4. İngilizce ödevlerimi hemen yapmaya çalışırım. | 1 | 2 | 3 | 4 | 5 |
| 5. Zamanımı İngilizce dışındaki konuları çalışarak geçirmeyi tercih ederim. | 1 | 2 | 3 | 4 | 5 |
| 6.İngilizce ödevlerimin dışında İngilizce gazete veya dergiler okurum. | 1 | 2 | 3 | 4 | 5 |
| 7. İnternette İngilizce yazılmış metinler okurum. | 1 | 2 | 3 | 4 | 5 |
| 8.İngilizce öğrenmek gerçekten önemlidir. | 1 | 2 | 3 | 4 | 5 |
| 9. Mezun olduktan sonra da İngilizce kullanmaya ve bu konuda kendimi geliştirmeye gayret edeceğim. | 1 | 2 | 3 | 4 | 5 |
| 10. İngilizce derslerinde öğrendiklerimden zevk alırım. | 1 | 2 | 3 | 4 | 5 |
| 11.Arkadaşlarımla kendimi kıyaslandığımda İngilizceyi daha çok çalıştığımı düşünürüm. | 1 | 2 | 3 | 4 | 5 |
| 12. Yabancılarla İngilizce iletişim kurmak hoşuma gider. | 1 | 2 | 3 | 4 | 5 |
| 13.İngilizce öğrenmek eğlencelidir. | 1 | 2 | 3 | 4 | 5 |
| 14.Arkadaşlarımla ders dışında da İngilizce konuşurum. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|--------------------------------|---------------------|-------------------|--------------------|-------------------------------|
| 15. Birden fazla yabancı dil öğrenmek isterim. | 1 | 2 | 3 | 4 | 5 |
| 16. İngilizce bilmek önemlidir çünkü değişik kültürleri tanımamı sağlar. | 1 | 2 | 3 | 4 | 5 |
| 17. İngilizce konuşan insanlarla karşılaşmak ve onları dinlemek hoşuma gider. | 1 | 2 | 3 | 4 | 5 |
| 18. Eğer hayatımda İngilizce olmasaydı hayatım zevkli olmazdı. | 1 | 2 | 3 | 4 | 5 |
| 19. Ailem İngilizce okumam için baskı yapmadı. | 1 | 2 | 3 | 4 | 5 |
| | Kesinlikle katılmıyorum | Katılmıyorum | Kararsızım | Katılıyorum | Kesinlikle katılıyorum |
| | 1 | 2 | 3 | 4 | 5 |
| 20. İngilizce öğretmenliğinde bölümünde okumamı hiç istemedim. | 1 | 2 | 3 | 4 | 5 |
| 21. İngilizce bölümünde okumaktan çok mutluyum. | 1 | 2 | 3 | 4 | 5 |
| 22. İngilizlere karşı yakınlık hissederim. | 1 | 2 | 3 | 4 | 5 |
| 23. Ders dışında bölüm öğretmenlerimle İngilizce konuşurum. | 1 | 2 | 3 | 4 | 5 |
| 24. İngilizce öğrenmek avantajlıdır. | 1 | 2 | 3 | 4 | 5 |
| 25. Üniversitemizde okuyan yabancı uyruklu öğrencilerle arkadaşlık kurmak isterim. | 1 | 2 | 3 | 4 | 5 |
| 26. Mezun olunca İngilizce konuşmamı geliştirmeyi bırakmayacağım. | 1 | 2 | 3 | 4 | 5 |
| 27. İngilizce öğrenmek asla zaman kaybı değildir. | 1 | 2 | 3 | 4 | 5 |
| 28. Kendi ülkemde çalışmayı tercih ederim. | 1 | 2 | 3 | 4 | 5 |
| 29. İngilizce konuşulan yabancı bir ülkede çalışmak isterim. | 1 | 2 | 3 | 4 | 5 |
| 30. Yabancı bir kuruluşa çalışmak isterim. (UNESCO/ UN gibi). | 1 | 2 | 3 | 4 | 5 |
| 31. Erasmus değişim programı ile yurt dışında eğitim almak isterim. | 1 | 2 | 3 | 4 | 5 |
| 32. Yabancı ülkelerle ilgili olaylar benim günlük yaşantımı değiştireceğini sanmam. | 1 | 2 | 3 | 4 | 5 |
| 33. Beni sıkça yurt dışına gönderen işlerden kaçınırım. | 1 | 2 | 3 | 4 | 5 |
| 34. Mümkün olduğu kadar yabancılarla konuşmaktan kaçınırım. | 1 | 2 | 3 | 4 | 5 |
| 35. Yurtta veya evde yabancı bir öğrenci ile aynı odada kalabilirim. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|--------------------------------|---------------------|-------------------|--------------------|-------------------------------|
| 36.Apartmanımıza bir yabancı taşınsa rahatsızlık duyarım. | 1 | 2 | 3 | 4 | 5 |
| 37.Bir restoranda iletişim güçlüğü çeken bir yabancıya yardım etmek isterim. | 1 | 2 | 3 | 4 | 5 |
| 38.Civarda yasayan yabancılara yardımcı olmak için bazı aktivitelere gönüllü olarak katılmak isterim. | 1 | 2 | 3 | 4 | 5 |
| 39.Yabancı ülkelerle ilgili kitap ve dergiler okurum. | 1 | 2 | 3 | 4 | 5 |
| 40.Televizyonda yabancı ülkelerle ilgili haber izlerim. | 1 | 2 | 3 | 4 | 5 |
| 41.Ailemle ve/veya arkadaşlarımla yabancı ülkelerde olan olaylarla ilgili konuşurum. | 1 | 2 | 3 | 4 | 5 |
| İngilizce öğrenmek isteme nedenlerinden aşağıda verilenlere ne derece katılıyorsunuz? | Kesinlikle katılmıyorum | Katılmıyorum | Kararsızım | Katılıyorum | Kesinlikle katılıyorum |
| | 1 | 2 | 3 | 4 | 5 |
| 42.İngilizce konuşan ülkelerin kültürlerini anlamamı sağlaması | 1 | 2 | 3 | 4 | 5 |
| 43.İngilizce konuşan ülkelerin insanlarını anlamamı sağlaması | 1 | 2 | 3 | 4 | 5 |
| 44.İngilizce konuşulan ülkelere eğitim almaya gitmek istediğim için | 1 | 2 | 3 | 4 | 5 |
| 45.İngilizce konuşan kişilerle arkadaş olmak istediğim için | 1 | 2 | 3 | 4 | 5 |
| 46.Başka kültürlerin insanların aktivitelerine kolayca katılabilmemi sağlaması | 1 | 2 | 3 | 4 | 5 |
| 47.Kültürler arası iletişimi kolaylaştırması | 1 | 2 | 3 | 4 | 5 |

B: Aşağıda her bireyin iletişim kurmayı isteyebileceği ya da istemeyeceği durumlar verilmiştir. Siz her bir durumda İngilizce iletişim kurmaya ne kadar istekli olurdunuz? 0 ile 100 arasında durumunuza uygun herhangi bir sayı seçerek her ifadenin başındaki boşluğa yazınız. (WTC)

%0 %10 %20 %30 %40 %50 %60 %70 %80 %90 %100

Hiç değilim

Bazen

Her zaman

| Sınıf İçinde % | İngilizce Konuşma İstekliliği | Sınıf Dışında % |
|----------------|--|-----------------|
| | 1-Tanımadığımız bir grupta (yaklaşık 40) | |

| | | |
|--|--|--|
| | 2-Bir grup arkadaşına (yaklaşık 40 kişi)İngilizce sunum yapmak | |
| | 3-Bir grup arkadaşla(3-4 kişi) grup tartışmasına katılmak | |
| | 4-Tanıdığım birkaç arkadaşımınla İngilizce konuşmak | |
| | 5-Tanımadığım birisiyle İngilizce konuşmak | |
| | 6-Birkaç öğretmenimle İngilizce konuşmak | |
| | 7-Bir öğretmenimle yazılı ödevlerim hakkında İngilizce konuşmak | |
| | 8-Tamamlamak zorunda olduğunuz bir görevin (task) nasıl yapılacağını karıştırdığınızda <u>arkadaşınızdan</u> İngilizce olarak açıklama yapmasını istemek | |
| | 9- Bir ödevin nasıl yapılacağından emin olmadığınızda <u>öğretmenden</u> daha fazla bilgi vermesini İngilizce olarak istemek | |
| | 10- Bölümünüze bir yabancı geldiğinde ve ilk sizinle konuştuğunda onunla İngilizce konuşmaya istekli olmak | |
| | 11- Küçük bir grup içinde(3-4 kişi) tanıdığım kişilerle İngilizce konuşmak | |
| | 12-Bir grup arkadaşına (yaklaşık 3-4kisi) İngilizce sunum yapmak | |
| | 13-Arkadaşınızla İngilizce bir oyun oynamak(Monopoly gibi) | |
| | 14- Kalabalık bir toplantıda tanıdığım kişilerle İngilizce konuşmak | |
| | 15- Küçük bir grup içinde (3-4 kişi) yabancılarla İngilizce konuşmak | |
| | 16- Bir grup tanıdığım kişiye(yaklaşık 40) İngilizce sunum yapmak | |

E: Kişilik özelliklerinizi nasıl tanımlarsınız? Aşağıdaki ifadeleri okuyarak kendinizi mümkün olduğu kadar doğru değerlendiriniz. Her bir çift sıfat için 1 ile 9 arasında kişiliğinizi en iyi belirleyen sayıyı yuvarlak içine alınız.

Örnek

Duygusal 1 2 3 4 5 6 7 8 9 Duygusal Değil

Duygusal olduğunuzu düşünüyorsanız 1 sayısını yuvarlak içine alınız. Duygusal olmadığınızı düşünüyorsanız 9 sayısını yuvarlak içine alınız. Kendinizi tam olarak duygusal ya da duygusal değil diye tanımlayamıyorsanız, duygusallığınızın derecesine göre bir sayıyı yuvarlak içine alınız.

Kişilik Anketi

1. İçekapanık 1 2 3 4 5 6 7 8 9

Dışadönük

2. Enerjik değil 1 2 3 4 5 6 7 8 9 Enerjik

| | | | | | | | | | | | |
|-----|------------------------------------|---|---|---|---|---|---|---|---|---|---------|
| 3. | Sessiz Konuşkan | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 4. | Hevessiz | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Hevesli |
| 5. | Çekingen | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Cesur |
| 6. | Durgun Hareketli | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 7. | İddialı değil | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | İddialı |
| 8. | Hedefi yok var | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Hedefi |
| 9. | Maceraperest değil Maceraperest | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 10. | Anti sosyal | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Sosyal |

TEŞEKKÜR EDERİM

APPENDIX P: Semi-structured Interview Guide for Students- Pilot Study- (English Version)

Participant interview questions

Would you choose a pseudonym that you want me to use in this study?
.....

Personal Information:

Class:..... **Age:** **Gender:** Male:___ Female:

Kind of school you graduated from: (State School/ Super High School/ Anatolian High School/ Anatolian Teacher's High School/ Private School/ Other).....

Have you ever been to a country where English is spoken as a native language?

.....YESNO

- Where would you like to visit?
- How long have you been studying English?
- How often have you communicated with foreigners in English face to face or through internet in recent years?" were added.

Please answer the following questions with as much detail as possible:

A-Background information (Students' English language learning experiences, their parents' attitude, their communication experience)

42. Do you remember your first English learning experience? Would you explain your English learning experiences in elementary, secondary and high school? (How much did you like it? How important was it to learn English?)
43. Please describe your experiences of speaking lessons and activities during your own school education.
44. How did your parents involve in this process? (Did they motivate you? Did they support you? Did they sometimes change their attitudes?)

B-Students' WTC in English in four skills:

45. Do you seek to communicate in English?
 - In what situation do you feel most willing to communicate in English?
 - With whom do you find easier to initiate communication in the classroom? (Teachers, peers, etc.)Why?

- What promotes your enthusiasm in class participation?
 - What content/topics do you like to communicate more?
46. Could you tell me how much you use English in your daily life? How much do you speak, read, write or listen to English? Which skill is most fun? Give details please.
47. Do you have an access to the internet? Would you talk about your experiences?
48. In your spare time do you use English? (Playing on the computer, watching films/TV, listening to music, reading English books, talking to friend from other countries, travel abroad, etc.)
49. Would you like to have more chance to use English in your daily life? Give examples please.
50. Do you communicate with a foreigner? If not, would you like to?

C-Students' perceived competence in English:

51. How competent do you think you were to communicate in English? Do you regard yourself as a competent speaker of English?
52. What do you think your English level is like? Please rate your English reading, writing proficiency, speech comprehension (listening) and expressing yourselves (speaking) ability in English.

D-Students' communication anxiety in English:

53. How do you feel when you need to use English to communicate? Do you feel nervous or ease?
54. How do you feel while performing English presentations in class?

E- Students' motivation to learn English and use it to communicate:

55. How much do you like to communicate in English with your class-mates?
56. How motivated are you during speaking English with foreigners?
57. How important is it for you to speak English fluently? (Very important, important, not so important, I don't care)

F-Students' preferences about Willingness to communicate in English:

58. Under what circumstances would you be more willing to communicate in English in your English class?
59. What instructional approach do you prefer in your English speaking class?
60. What do you do to enhance your oral communication proficiency?

G-Students' attitude towards English language, learning English, English speaking nations and their cultures, native speakers of English and international community:

61. What do you think about the necessity of the English language? How do you describe your attitude and feelings about it?
62. What are your feelings about English and American peoples?

63. Have you ever been abroad? Would you like to go abroad? Which country (countries)? Why?

H-Students' perceptions about their personality:

64. How do you describe your personality?(Slow/fast- Extraverted/introverted- Stable/neurotic)

I-Students' opinions and suggestions

65. What are the factors that determine whether you would communicate in English in and out of class?

- What are your concerns when you have to speak English in the class?
- The role of the teacher, the role of the class mates, perceived English competence, background knowledge, topics of communication, etc.

66. What do your instructors do to enhance your self-confidence, reduce anxiety, and improve your WTC and motivation or what do you want them to do?

67. What suggestions and opinions do you have about willingness to communicate in English?

APPENDIX R: Semi-structured Interview Guide for Students- Pilot Study- (Turkish Version)

Kendi adınız dışında çalışmada kullanacağınız takma ad:.....

Tanışma soruları:

Sınıfınız: *Yaşınız:*
Cinsiyetiniz:.....

Hangi liseden mezun oldunuz?
.....

Hiç anadili İngilizce olan bir ülkede bulundunuz mu?.....

Lütfen aşağıdaki soruları mümkün olduğunca detaylı olarak cevaplayınız.

A-Genel bilgiler(Öğrenim deneyimleri, ailelerinin tutumu, İngilizce iletişim kurma deneyimleri)

27. İlk İngilizce öğrenme deneyimini hatırlıyor musun? İlkokul, ortaokul ve lisedeki İngilizce öğrenme deneyimlerini anlatır mısın? (Ne kadar hoşlandınız? İngilizce öğrenmek sizin için ne kadar önemliydi?)
28. Lütfen geçmişteki okul eğitiminiz esnasındaki İngilizce konuşma ile ilgili deneyimlerinizi ve yapılan aktiviteleri anlatır mısınız?
29. Bu süreçte ailenin İngilizce öğrenmeyle ilgili tutumu nasıldı?(Seni desteklediler mi? Zaman zaman tutumlarını değiştirdiler mi?)

B- Öğrencilerin konuşma, yazma, okuma ve dinleme ile ilgili İngilizce iletişim kurma isteklilikleri:

30. İngilizce iletişim kurmaya istekli misiniz?
 - Hangi durumlarda daha istekli olursunuz?
 - Kimlerle sınıfta İngilizce iletişim kurmayı başlatmayı daha kolay bulursunuz? (Öğretmen, arkadaşlarınız, vb.)Niçin?
 - Sizleri sınıfta öğretmenle veya arkadaşlarınızla konuşmaya neler cesaretlendirir?
 - Daha çok hangi ortam ve konularda iletişim kurmaktan hoşlanırsınız?
31. Günlük hayatınızda İngilizceyi ne kadar kullanırsınız? (Ne kadar konuşur, okur, dinler veya yazarsınız? Sizce hangi dil becerisi daha eğlenceli? Dört dil becerisini kullanmaya ne kadar isteklisiniz? Detaylı anlatır mısınız?)
32. İnternet bağlantınız var mı? Deneyimlerinizi paylaşır mısınız?
33. Boş zamanlarınızda İngilizceyi kullanır mısınız?(örneğin internette film izlemek, İngilizce oyun oynamak, şarkı dinlemek, kitap okumak gibi)
34. Günlük hayatınızda daha çok İngilizce kullanma şansınızın olmasını ister misiniz? Örnekler verir misiniz?
35. Şu anda iletişim halinde olduğunuz yabancı biri var mı? Yoksa ister miydiniz?

C-Öğrencilerin kendi İngilizce düzeyleri hakkındaki görüşleri:

36. İngilizce iletişim kurma yeterliliğinizin nasıl olduğunu düşünüyorsunuz? (Kendinizi İngilizce konuşma konusunda yeterli bulur musunuz?)
37. İngilizce okuma, yazma, koşulanı anlama, kendinizi İngilizce olarak ifade etme yeterliliğinizin nasıl olduğunu düşünüyorsunuz? Kendinizi değerlendiriniz.

APPENDIX R Devam

D- Öğrencilerin İngilizce iletişim kurma esnasındaki kaygıları:

38. İngilizce iletişim kurmak zorunda kaldığınızda nasıl hissedersiniz? Endişeli mi yoksa rahat mı olursunuz?
39. Sınıfta İngilizce sunumlar yaparken nasıl hissedersiniz?

E- Öğrencilerin İngilizce iletişim kurmadaki isteklilikleri:

40. Sınıf arkadaşlarınızla İngilizce iletişim kurmaktan ne kadar hoşlanırsınız?
41. Yabancılarla İngilizce iletişim kurmaya ne kadar isteklisiniz?
42. İngilizceyi çok akıcı bir şekilde konuşmak size ne ifade eder?(Çok önemli; önemli; o kadar önemli değil; hiç önemli değil)

F-Öğrencilerin İngilizce iletişim kurmadaki tercihleri:

43. Hangi durumlarda sınıfta İngilizce konuşmaya daha istekli olursunuz?
44. İngilizce konuşma dersinde nasıl bir öğretim yaklaşımını tercih edersiniz? Neden?
45. Sözlü iletişim kurma yeteneğinizi geliştirmek için neler yaparsınız?

G-Öğrencilerin İngilizceye, İngilizce öğrenmeye, İngilizce konuşan ülkelerin insanlarına ve kültürlerine, ana dili İngilizce olan ve uluslararası topluluklara karşı tutumları:

46. İngilizcenin gerekliliği ile ilgili ne düşünüyorsunuz? İngiliz diline karşı tutumunuzu ve duygularınızı nasıl tanımlarsınız?
47. İngiliz ve Amerikan halkları ile ilgili duygularınızdan söz eder misiniz?
48. Hiç yurt dışında bulundunuz mu? Gitmek ister misiniz? Hangi ülkeye ya da ülkelere gitmek istersiniz? Neden?

H-Öğrencilerin kişilikleri hakkındaki görüşleri:

49. Kişiliğinizi nasıl tanımlarsınız?(Yavaş/ hızlı; İçer dönük/ dışa donuk; değişken/ istikrarlı)

I-Öğrencilerin fikir ve önerileri:

50. Sizce sınıf içinde ve dışında İngilizce iletişim kurmanızı etkileyen faktörler nelerdir?
 - Sınıfta İngilizce iletişim kurmadaki endişeleriniz,

- Öğretmenin, sınıf arkadaşlarınızın, İngilizce yeterliliğinizin, bilginizin, konuşulan konuların önemi, gibi konulardan bahsedermisiniz?
51. Öğretmenleriniz, siz konuşurken güveninizi arttırmak, heyecanınızı azaltmak ve İngilizce konuşma istekliliğinizi arttırmak için neler yapıyorlar ya da neler yapmalarını isterdiniz?
 52. İngilizce iletişim kurma istekliliği ile ilgili fikir ve önerileriniz nelerdir?

APPENDIX T: Permission Provided from the Faculty of Education of Çanakkale Onsekiz Mart University



T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
Eğitim Bilimleri Enstitüsü Müdürlüğü

Sayı : B.30.2.ÇAÜ.0.41.00/044- 1007

20/12/2012

Konu : Anket İzni

EĞİTİM FAKÜLTESİ DEKANLIĞINA

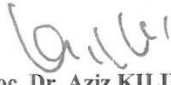
İlgi a) Enstitümüzün B.30.2.ÇAÜ.0.43.00.00.044/894 sayılı yazısı.

b) Yabancı Diller Eğitimi Anabilim Dalı Başkanlığının B.30.2.ÇAÜ.0.43.00.00.302-485 sayılı yazısı.

İlgi a yazımız ile Yabancı Diller Eğitimi Anabilim Dalı Doktora Programı öğrencisi Sabriye ŞENER'in "Willingness to Communicate in English as a Foreign Language Among Turkish Students" konulu doktora tez çalışması kapsamında, 2012-2013 Akademik Yılında Fakülteniz Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı öğretim elemanları ve öğrencilerine anket çalışması yapma isteği Dekanlığınıza bildirilmiştir.

Yabancı Diller Eğitimi Anabilim Dalı Başkanlığı ilgi b) yazısı ile yapılacak olan çalışmada anket uygulaması yanında gözlem ve mülakat tekniklerinin de kullanılması gerektiğini Enstitümüze bildirmiştir.

Adı geçen öğrencimizin Fakülteniz İngiliz Dili Eğitimi Anabilim Dalı öğretim elemanları ile hazırlık, 1 ve 2.sınıf öğrencilerine gözlem, mülakat ve anket çalışması yapılabilmesi için izin verilmesi hususunda gereğini arz ederim.


Doç. Dr. Aziz KILINÇ
Enstitü Müdürü

Çanakkale Onsekiz Mart Üniversitesi Eğitim Bilimleri Enstitüsü

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APPENDIX U: Permission Provided from the Institute of Educational Sciences



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YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞI

SAYI :B.30.2.ÇAÜ.0.43.00/302-485
 KONU:Sabriye ŞENER

ÇANAKKALE
 13.12.2012

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne gönderdiğimiz 22.10.2012 tarihli 302-416 sayılı "Anket İzni" konulu yazımızda; Doktora Programı öğrencisi Sabriye ŞENER'in tez projesi kapsamında, 2012-2013 Akademik Yılı'nda, Eğitim Fakültesi Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı'nın öğretim elemanlarına ve öğrencilerine anket çalışması yapması için izin istemi yer almıştır. Sabriye ŞENER'in 13.12.2012 tarihli dilekçesinde belirttiği üzere; Eğitim Fakültesi Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı'nın öğretim elemanlarına ve Hazırlık sınıfı, 1.sınıf ile 2.sınıf öğrencilerine uygulayacağı anket çalışmasında; anket, gözlem ve mülakat tekniklerinin uygulanacağı ifadesinin yer aldığı izin yazısının hazırlanması hususunda;

Bilgilerinize ve gereğini arz ederim. Saygılarımla.

Prof. Dr. Dinçay KÖKSAL
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EK:1

APPENDIX X: Tables of the Pilot study

Table 1: Age distribution of the participants of the pilot study

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------|-----------|---------|---------------|--------------------|
| Valid | 17-18-19 age | 14 | 31,1 | 31,8 | 31,8 |
| | 20-21-22 | 25 | 55,6 | 56,8 | 88,6 |
| | 23-24-25 | 1 | 2,2 | 2,3 | 90,9 |
| | 26-27-28 | 4 | 8,9 | 9,1 | 100,0 |
| | Total | 44 | 97,8 | 100,0 | |
| Missing | System | 1 | 2,2 | | |
| Total | | 45 | 100,0 | | |

Table 2: Gender distribution of the participants of the pilot study

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------|-----------|---------|---------------|--------------------|
| Valid | Femalen | 21 | 46,7 | 47,7 | 47,7 |
| | Male | 23 | 51,1 | 52,3 | 100,0 |
| | Total | 44 | 97,8 | 100,0 | |
| Missing | System | 1 | 2,2 | | |
| Total | | 45 | 100,0 | | |

Table 3: Age and gender cross-tabulation of the participants of the pilot study

Asagidaki tablonun icini ingilizceye ceviremedim

Cinsiyet * Yas Crosstabulation

| | | | Yas | | | | Total |
|----------|-------|-------------------|--------------|----------|----------|----------|--------|
| | | | 17-18-19 yas | 20-21-22 | 23-24-25 | 26-27-28 | |
| Cinsiyet | Kadin | Count | 7 | 12 | 1 | 1 | 21 |
| | | % within Cinsiyet | 33,3% | 57,1% | 4,8% | 4,8% | 100,0% |
| | | % of Total | 15,9% | 27,3% | 2,3% | 2,3% | 47,7% |
| Cinsiyet | Erkek | Count | 7 | 13 | 0 | 3 | 23 |
| | | % within Cinsiyet | 30,4% | 56,5% | ,0% | 13,0% | 100,0% |
| | | % of Total | 15,9% | 29,5% | ,0% | 6,8% | 52,3% |
| Total | | Count | 14 | 25 | 1 | 4 | 44 |
| | | % within Cinsiyet | 31,8% | 56,8% | 2,3% | 9,1% | 100,0% |
| | | % of Total | 31,8% | 56,8% | 2,3% | 9,1% | 100,0% |

APPENDIX In-class WTC Correlation Matrix

| | In-class WTC | In-class Self-confidence | In-Class-Anxiety | Desire | Motivation to learn english | Attitude toward learning English | International Location and Activities | Approach-Avoidance Tendency | Interest in International Foreign Affairs | Integrative orientation | Personality | Learners's Attitude | Motivation | Self-Confidence |
|---------------------|--------------|--------------------------|------------------|--------|-----------------------------|----------------------------------|---------------------------------------|-----------------------------|---|-------------------------|-------------|---------------------|------------|-----------------|
| Pearson Correlation | | | | | | | | | | | | | | |
| Sig. (2-tailed) | .274 | | | | | | | | | | | | | |
| N | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 |
| Pearson Correlation | .830** | | | | | | | | | | | | | |
| Sig. (2-tailed) | .000 | | | | | | | | | | | | | |
| N | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 |
| Pearson Correlation | -.441** | -.565** | | | | | | | | | | | | |
| Sig. (2-tailed) | .000 | .000 | | | | | | | | | | | | |
| N | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 |
| Pearson Correlation | .309** | .329** | -.180** | | | | | | | | | | | |
| Sig. (2-tailed) | .000 | .000 | .002 | | | | | | | | | | | |
| N | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 |
| Pearson Correlation | .438** | .399** | -.206** | .578** | | | | | | | | | | |
| Sig. (2-tailed) | .000 | .000 | .001 | .000 | | | | | | | | | | |
| N | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 |
| Pearson Correlation | .327** | .274** | -.141* | .698** | | | | | | | | | | |
| Sig. (2-tailed) | .000 | .000 | .020 | .000 | | | | | | | | | | |
| N | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 |
| Pearson Correlation | .237** | .219** | -.148* | .070 | .317** | .326** | | | | | | | | |
| Sig. (2-tailed) | .000 | .000 | .014 | .251 | .000 | .000 | | | | | | | | |
| N | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 |
| Pearson Correlation | .362** | .327** | -.219** | .343** | .481** | .512** | .372** | | | | | | | |
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | | | | | | |
| N | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 |
| Pearson Correlation | .282** | .362** | -.152* | .457** | .387** | .302** | .410 | .264** | | | | | | |
| Sig. (2-tailed) | .000 | .000 | .012 | .000 | .000 | .000 | .000 | .000 | | | | | | |
| N | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 |
| Pearson Correlation | .309** | .290** | -.114 | .311** | .462** | .474** | .494** | .507** | .313** | | | | | |
| Sig. (2-tailed) | .000 | .000 | .059 | .000 | .000 | .000 | .000 | .000 | .000 | | | | | |
| N | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 |
| Pearson Correlation | .412** | .475** | -.320** | .214** | .339** | .250** | .138* | .382** | .195** | .213** | | | | |
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .023 | .000 | .001 | .000 | | | | |
| N | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 |
| Pearson Correlation | .424** | .436** | -.225** | .414** | .579** | .641** | .714** | .702** | .323** | | | | | |
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | | | | |
| N | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 |
| Pearson Correlation | .428** | .396** | -.213** | .436** | .483** | .426** | .470** | .458** | .480** | .312** | .599** | | | |
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | | | |
| N | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 |
| Pearson Correlation | .713** | .879** | -.890** | .291** | .340** | .233** | .206** | .307** | .288** | .447** | .371** | .342** | | |
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .001 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | |
| N | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 | 274 |

| | Out-class WTC | Out-class Self-confidence | Out-class Anxiety | Desire | Motivation | Attitude toward learning English | Interest in Vocational Activities | Approach-Avoidance Tendency | Interest in Foreign Affairs | Integrative Orientation | Personality | Learners's Attitude | Motivation | Out-class Self-confidence |
|-----------------------------------|---------------------|---------------------------|-------------------|----------|------------|----------------------------------|-----------------------------------|-----------------------------|-----------------------------|-------------------------|-------------|---------------------|------------|---------------------------|
| Out-class WTC | Pearson Correlation | | | | | | | | | | | | | |
| | Sig. (2-tailed) | .774 | | | | | | | | | | | | |
| Out-class Self-confidence | Pearson Correlation | | .796(**) | | | | | | | | | | | |
| | Sig. (2-tailed) | .000 | | | | | | | | | | | | |
| Out-class Anxiety | Pearson Correlation | | | .356(**) | | | | | | | | | | |
| | Sig. (2-tailed) | .000 | | .523(**) | | | | | | | | | | |
| Desire | Pearson Correlation | | | | .277(**) | | | | | | | | | |
| | Sig. (2-tailed) | .000 | | .000 | .216(**) | | | | | | | | | |
| Motivation | Pearson Correlation | | | | | .414(**) | | | | | | | | |
| | Sig. (2-tailed) | .000 | | .000 | .578(**) | | | | | | | | | |
| Attitude toward learning English | Pearson Correlation | | | | | | .333(**) | | | | | | | |
| | Sig. (2-tailed) | .000 | | .000 | .698(**) | | | | | | | | | |
| Interest in vocational activities | Pearson Correlation | | | | | | | .208(**) | | | | | | |
| | Sig. (2-tailed) | .001 | | .251 | .000 | .317(**) | | | | | | | | |
| Approach-avoidance tendency | Pearson Correlation | | | | | | | | .422(**) | | | | | |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .512(**) | | .372(**) | | | | | | |
| Interest in foreign affairs | Pearson Correlation | | | | | | | | | .353(**) | | | | |
| | Sig. (2-tailed) | .000 | | .001 | .000 | .302(**) | .110 | .264(**) | | | | | | |
| Integrative orientation | Pearson Correlation | | | | | | | | | | .398(**) | | | |
| | Sig. (2-tailed) | .000 | | .002 | .000 | .474(**) | .694(**) | .507(**) | .313(**) | | | | | |
| Personality | Pearson Correlation | | | | | | | | | | | .372(**) | | |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .250(**) | .138(*) | .382(**) | .195(**) | .213(**) | | | | |
| Learners's Attitude | Pearson Correlation | | | | | | | | | | | | .501(**) | |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .553(**) | .641(**) | .714(**) | .702(**) | .763(**) | .321(**) | | | |
| Motivation | Pearson Correlation | | | | | | | | | | | | | .488(**) |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .883(**) | .266(**) | .470(**) | .488(**) | .480(**) | .593(**) | .000 | .000 | |
| Out-class Self-confidence | Pearson Correlation | | | | | | | | | | | | | |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .279(**) | .250(**) | .387(**) | .332(**) | .325(**) | .395(**) | .454(**) | .369(**) | .000 |
| | Pearson Correlation | | | | | | | | | | | | | |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |