



**A STUDY OF FACTORS AFFECTING TURKISH EFL LEARNERS'  
WILLINGNESS TO SPEAK IN ENGLISH**

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**A Ph.D. DISSERTATION**

**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**GAZI UNIVERSITY**

**INSTITUTE OF EDUCATIONAL SCIENCES**

**JANUARY 2015**

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# **İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRKLERİN İNGİLİZCE KONUŞMA İSTEĞİNİ ETKİLEYEN UNSURLAR ÜZERİNE BİR ÇALIŞMA**

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## **ÖZ**

Dil öğrenenlerin, konuşma isteksizliği ve sessizliği, ikinci dil ya da yabancı dil kurumlarında öğretmenler için asıl sorundur. Genel olarak öğrencilerin sözlü sınıf etkinliklerine katılımlarının yanı sıra onları teşvik eden ya da engelleyen unsurlar, iletişimsel dil öğretiminin gelişinden bu yana büyük tartışma konusu olmuştur. İletişimsel dil öğretimi yöntemi öğrencilerin bireysel farklılıklarının önemini, aynı zamanda onların iletişimsel becerileri için ana anahtar gibi vurguluyor. Bununla birlikte, iletişimdeki vurgulamaya rağmen Türkiye'de dil öğrenenler, İngilizce çalışmak için öğretmenler ve öğrencilerin her ikisi tarafından destek bulan bir çare gibi uygun tüm fırsatlara rağmen sessiz kalmayı tercih ediyor gibi görünüyorlar. Mevcut çalışma Türkiye'nin dört farklı şehrindeki dört farklı üniversitede yürütüldü (Ankara, Konya, Samsun ve Çanakkale). Çalışma öğrencilerin ne kadar İngilizce konuşmaya istekli olduğunu ve fırsatları olduğunda İngilizce iletişim kurup kuramayacağını görmeyi hedeflemiştir. Aynı zamanda bu çalışma onların iletişim kurmadaki istekliliğini etkileyebilecek üç bireysel farklılık unsurlarını ve bu değişkenler arasındaki ilişkiyi incelemektedir. Cinsiyet değişkeninin etkisi de cinsiyet farklılığının etkisinin her bir grupta önemli ölçüde farklı olup olmadığını görmek için araştırıldı. Çalışma, nicel ve nitel veri birikiminin ve analiz yöntemlerinin birleştirildiği karma bir model kullanmıştır. Anketler ilk önce 282 İngilizce dil öğretmenliği öğrencilerinden toplandı. Anketi cevaplayan katılımcılar arasından 15 öğrenci nicel sonuçları genişletmek ve detaylandırmak için görüşülmek üzere seçildi. Çalışma sonuçları İngilizce yabancı dil öğrencilerinin; düşük iletişim istekliliğine, düşük kendiliğinden algılanan iletişimsel beceriye, yüksek iletişim endişesine ve az oranda dışa dönük kişiliğe sahip olduklarını gösterdi. Öğrencilerin iletişim istekliliği doğrudan kendiliğinden algılanan iletişimsel beceri ile ilgili ve kendiliğinden algılanan iletişimsel beceri verilere istinaden kesin en iyi öngörücü. Farklılık dikkate değer olmasa da cinsiyet farklılığı öğrencilerin iletişim

istekliliđi oranını etkiliyor. Bulgular, dil öğretmenlerinin, sınıf içinde öğrencilerin iletişim istekliliđini yaratan tüm ilgili unsurların bađlılıđı konusunda uyanık olmaları gerektiđini ileri sürmekte. Bu bulgulardan yola çıkılarak, iletişim istekliliđini artırmak üzere İngilizce öğretmek ve öğrenmek için eđitimsel çıkarımlar önerildi

Bilim kodu:

Anahtar kelimeler: Konuşma isteđi, kazanılmış iletişim becerisi, iletişim kaygısı, kişilik ve cinsiyet

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**January, 2015**

## **ABSTRACT**

Language learners' silence and reluctance to speak has been a main concern for teachers either in second or foreign language settings. The students' contributions to oral class activities in general as well as the factors which foster or hinder them doing so has been of great discussion since the advent of communicative language teaching. The importance of students' individual differences as a passkey to their communicative competence has also been emphasized in communicative language teaching. However, in spite of the emphasis on communication, as an expedient to practice English, which has been broadly welcome by both teachers and students, language learners in Turkey seem to choose to remain silent notwithstanding the suitable opportunities. The present study was conducted at four different Universities in four different cities of Turkey (Ankara, Konya, Samsun and Çanakkale). It aimed to see how much the learners are willing to speak in English and whether they would communicate in English when they had chances. It also examines three individual differences factors (self-perceived communicative competence, communication apprehension and personality) which may affect their willingness to communicate and the relationships among these variables. The effect of gender variable was also investigated to see if the effect of gender difference is significantly different in each group. The study used a hybrid design that combined both quantitative and qualitative data collection and analysis procedures. Questionnaires were first collected from 282 undergraduate students studying ELT (English Language Teaching). Fifteen students from among the participants who had already answered the questionnaires were chosen to be interviewed to extend and elaborate the quantitative results. The results of the study showed

that the Turkish EFL students had low WTC (Willingness To Communicate), low SPCC (Self Percieved Communicative Competence), high CA (Communication Apprehension), and slightly extroverted personality. The students' WTC was directly related to SPCC and it is conclusive from the data that SPCC is the best predictor. The gender difference influences the learners' rate of WTC however the difference is not significant. The findings propose the fact that language teachers should be vigilant of the interdependence of all the involved factors that create students' WTC in class. Based on these findings, pedagogical implications for English teaching and learning were suggested to increase willingness to communicate.

Scientific Code:

Key Words: Willingness to communicate, self-perceived communicative competence, communication apprehension, personality and gender

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# CHAPTER I

## INTRODUCTION

Speaking in English has been given a top priority in order to gain success, compete and promote economically in the globalized world. English as a mandatory academic lesson in all schools and higher education institutions and a major subject in many universities (Ting, 1987), is learned as a foreign language in Turkey. The government has recently put pressure on schools and institutions to implement communicative language teaching methods. A great deal of time and energy is needed to learn a foreign language since there is no access to Native English-speaking individuals. Throughout this painstaking journey of EFL in Turkey the students invest about most of their extracurricular time and they are expected to have a good command of the language.

Since the primary objective of TEFL (Teaching English as a Foreign Language) is designated in terms of communication, the controversy concerning the ways to encourage the learners to communicate in English when they are provided with the chance has arisen. Likewise, the factors which affect the learners' willingness to communicate have gained significance. The "Willingness To Communicate" (WTC), which is a composite of psychological, linguistic, and communicative variables describes, explains, and predicts second language (L2) communication and was developed by McIntyre, Clément, & Noels (1998). The core idea that they aim to specify about willingness to communicate is "a readiness to enter into discourse at a particular time with a specific person or persons, using L2" (p. 547).

As a concept useful in accounting for individuals' L1 and L2 communication and as an important variable underlying the interpersonal communication process, Willingness to communicate (WTC), represents the intention to initiate communication when free to do so (McCroskey and Baer, 1985; McCroskey and McCroskey, 1986). It is regarded as the stable predisposition to talk that is affected by personal traits. WTC is trait-like and a person's WTC in one situation might be correlated with WTC in other situations and with different receivers (Baker and MacIntyre, 2000). McCroskey and Richmond (1987) maintained that:

“High willingness is associated with increased frequency and amount of communication, which in turn are associated with a variety of positive communication outcomes. Low willingness is associated with decreased frequency and amount of communication, which in turn are associated with a variety of negative communication outcomes” (pp. 153-154).

Although talking is an important component in interpersonal communication, people are different from each other in terms of the degree they actually talk (McCroskey and Richmond, 1990). Many people prefer to speak more in some contexts than in others, and they prefer to talk to some specific groups of people than they do to others. The behavioral preference is totally related to WTC. They also mention that personality orientation explains why one person will start to talk and another will not, under the same or similar constraints.

The concept of WTC was originally developed by McCroskey and associates (McCroskey and Baer, 1985; McCroskey and Richmond, 1987, 1990a, b) to explain individual differences in L1 communication. MacIntyre and his associates applied the concept in a second language context (MacIntyre and Charos, 1996; MacIntyre et al., 1998). Both “enduring” and “situational” are factors which serve a central role in one's readiness to communicate in a second language. The kind of WTC in one's L1 is quite different from one's WTC in her native tongue. ‘Enduring variables’ are signified as the extent to which a person is an introvert or extrovert, the social context and culture where she was brought up, the relationships between the native and target

language groups, self-esteem and the motivation of the student to learn English. ‘Situational influences’ are classified as one’s appetite to get in touch with a particular person of the target language, or the kind of self-assurance that some one feels having in a specific situation. It is hypothesized (in the WTC model) that all these variables are capable of influencing one’s WTC in the second or a foreign language. Assuming social, affective, cognitive, and situational factors on can predict some one’s WTC in a second or a foreign language.

In EFL contexts (Turkey in this case), a very important matter in teaching and learning English from primary schools to tertiary levels or beyond is to probe for ways which determine the extent to which the students are willing to communicate in English and also the reasons for their unwillingness to communicate. Expedients should be detected as to how to facilitate students’ willingness to use English for communication and practice purposes. In order to boost the chances of their improving English oral communication competence, Turkish EFL learners and teachers must be conscious of what factors determine individual differences in WTC and communication abilities.

This study aims at investigating Turkish EFL university students’ perceptions of willingness to communicate (WTC) in English and the important variables which can influence their willingness to speak. Some individual differences among language learners such as self-perceived communication competence in English, communication apprehension, and personality are considered. The relationships among these communication variables were also examined.

### **Statement of the problem**

Although the signification and seriousness of communicative language teaching for the development of students’ communication competence in classroom setting has always been stressed, it has chiefly been argued that one of the critical factors that might deter the communicative language teaching method is English teachers’ lack of communicative ability and insufficient knowledge about how to apply the communicative language teaching approaches in their own classrooms efficiently and effectively (Eun, 2001; Hu, 2005; Savignon

& Wang, 2003; Taguchi, 2005). However, some characteristics of language learners appear to be ignored. Students, as the core elements of English teaching and learning, are targets of English education and also users of English in the real context of communication. Therefore, it is a fundamental obligation to understand students' individual differences and the factors which affect them to trigger speech as language learners. This understanding would help teachers design their classes tailored to English learners' communication needs.

School managers in Turkey also complain that even the teachers they employ cannot carry out simple English conversations in real-life situations despite their high test scores and academic degrees. The causes of this phenomenon are complex, however, one thing is certain: Students lack involvement in oral communication and they don't have the opportunity to put their potential knowledge into practice. And there are also cases which indicate unwillingness despite high proficiency.

Speaking skill is assumed as one of the main purposes of Foreign Language Learning. Besides, it is assumed that the use of the target language is also a determining factor. It is also believed that speaking and communicating through the target language paves the way to learn and develop the target language (Seliger, 1977; Swain 1995, 1998). However, a lot of studies have examined and focused more on affective variables which lead to language proficiency than variables which are supposed to be the causes of L2 use.

It is widely recognized that while Turkish students are very good at grammar-based written examinations, they are poor speakers (Cetinkaya, 2005), often designated as 'reticent learners' who lack the willingness to communicate (WTC). This idea leads to a fundamental issue of L2 research in Turkey. A research agenda is needed to help the learners to generate students' willingness to communicate in classroom settings. The answer to the research will firstly contribute to an improvement in learners' oral proficiency and secondly will boost the effectiveness of English language teaching (ELT).

The question of “why some learners tend to speak so voluntarily and why some others don’t” has been explored through the literature. Some factors have been found to be central to the language proficiency itself and some others are context and individual-specific. Some of these factors are situation-specific such as the number and types of people engaged in the act of communication and the learners’ self-perceived levels of L2 communicative competence (Baker and MacIntyre, 2000). Others are more general such as an interest in foreign people and culture (Yashima, 2002). Affective factors such as attitudes, personality, motivation, self-perceived competence, and communication anxiety need to be investigated so that learners’ diverse needs and interests can be better understood and addressed (Gardner, 1985, 1988; MacIntyre, 1994; Samimy, 1994; Onwuebuze, Bailey, and Daley, 2000). None of these, however, can solely explain individual differences, since their effects may be interrelated. Thus, a more integrative model that can account for the interrelations among those variables is required in order to understand the individual differences in second language acquisition more comprehensively.

While recognizing the existence of a very few empirical literature pertaining to WTC in learning English in Turkey, this study’s contribution is based on an analysis of the implications of the factors which lead to a stimulus and initiates speaking. Thus, the deep roots underlying Turkish students’ apparent unwillingness to communicate will be explored. However, it is presumed that cultural values force the students’ perceptions and attitudes which in turn affects and shapes their learning and is finally manifested in their L2 communication (Hu, 2002). Next, the issue of WTC will be addressed in relation to linguistic, communicative and social psychological variables that might affect the willingness of students to communicate in a Turkish setting. Potential relations between these variables will also be discussed.

### **Significance of the study**

The WTC was introduced as a construct (MacIntyre, Baker, Clement, and Donovan; 2003) which puts forward an opportunity to integrate psychological, communicative, linguistic, and educational approaches to clarify why some learners are looking forward to speaking in L2, others avoid it.

WTC, as one of the key notions in L2 learning and teaching, has been proposed to be focused on more deeply. Nevertheless, “recent trends toward a conversational approach to second language pedagogy reflect the belief that one must use the language to develop proficiency, that is, one must talk to learn” (MacIntyre & Charos, 1996, p. 3). Dornyei (2005, p. 207) discusses that it varies mostly because of psychological causes, linguistic reasons, and contextual factors. It has also been suggested to be incorporated into second language acquisition and L2 pedagogy in order to provide insight for second language acquisition (SLA) and L2 pedagogy (Baker & MacIntyre, 2000; MacIntyre, Baker, Cle´ment, & Donovan, 2002, 2003), the amount of research focusing on WTC in foreign language contexts is quite limited.

Contrary to learning a language as a second language which provides constant visual and auditory stimuli in the target language, learning a foreign language is totally different and can’t be learned somewhere that language is typically used as the medium of ordinary communication (Oxford and Shearin, 1994). Thus, foreign language learners are “at a disadvantage because they are surrounded by their own native language and must search for stimulation in the target language (Baker and MacIntyre, 2000, p. 67)”. This is no exception to Turkish students. The students in turkey mostly receive their target language linguistic input only in a classroom setting and don’t have the chance to be exposed to the target language on a regular basis.

According to MacIntyre, et al. (1998), WTC will have a facilitative role in learning a target language by triggering what Skehan (1989) calls willingness to “talk in order to learn” (p. 48). Possessing a high rate of willingness to communicate can make it easy to learn and use the target language. From the English language methodology perspective, in order to learn a language students need to put it into practice. Thus, obviously, more research on WTC (and the individual difference factors which would probably affect it) should be carried out in foreign language contexts to better understand EFL students’ socio-communicative behaviors and affective characteristics inside and outside the classroom. Knowing more about WTC, together



with various individual difference factors gains a lot of importance since it helps students understand to enhance and promote their affective factors in a way that they can improve their willingness to communicate in English, which, in turn, is important since it increases their potential of attainment of high English proficiency so that they would be better English speakers.

Motivational characteristics of students (instrumental and integrative reasons) have also been distinguished to affect the WTC (Matin, 2007). The issue of “international posture” was put forth for the first time by Yashima (2002) was identified an orientation similar to integrative orientation, and was defined as an “interest in foreign or international affairs, willingness to go oversea to study or work, readiness to interact with intercultural partners and . . . a non-ethnocentric attitude toward different cultures” (p. 57). Accordingly, assuming the importance of WTC and the significant role that motivation to speak plays several studies have been conducted and appealed to do more research on international posture and other significant direct predictors of WTC (Yashima, Zenuk-Nishide, & Shimizu, 2004; Cetinkaya, 2005; Matsuoka, 2005; Yashima, 2002;).

It is also speculated that the contributions of WTC to the literature could help direct theory and research toward authentic communication among people learning different languages (and cultures) (MacIntyre, et. al., 1998). Kang (2005) reported that by generating WTC in teaching second or foreign language classrooms can lead to an instructive atmosphere with active learners who are seeking for communication. It is also accepted as a simple rule of thumb that learners owning a higher WTC will be more active learners and will be more likely to utilize L2 in authentic communication and are more autonomous broadening their learning chances. They might be interested in finding opportunities and get involved in language learning inside the classroom as well as outside the classroom (Kang, 2005). The expected expediencies of WTC for accomplishments in language learning make it invaluable for language teachers to know about its nature, the variables affecting it, and possible ways to help facilitate or learn to attain it (Zarrinabadi, 2013).

Researchers have also distinguished different kinds of WTC inside/outside the classroom, with different receiver types and contexts. This shows the importance of the environment in speaking a foreign language (e.g., Yashima et al., 2004) and how variable the motivations are. As it was inspected so far, only a very limited number of studies have been carried out with English learners in EFL contexts and most of the WTC research has been done quantitatively using questionnaires. Consequently, the current research utilized both quantitative and qualitative methods to investigate the distinguishing features of the WTC as a construct. The present study would allow us to gain a deeper and clearer understanding of language learning in a situation where English is not the medium of communication in the learners' daily life. It will also contribute to the development of English education in EFL contexts. The primary objectives of this study is to shed light on Turkish university students' status of willingness to communicate in English as a foreign language and what affects and predicts it the most.

The present study determines the situations where EFL learners are more willing or unwilling to communicate. To put it practically, the EFL teachers will understand their students' characteristics better in terms of their communication intentions and behaviors. The information from the present study can also inform pedagogical decisions which help the policy makers to develop a desired atmosphere and educational context which can lead to a higher level of WTC. Studies have found communication anxiety and self-perceived competence to be most immediately responsible for determining an individual's WTC (MacIntyre, 1994; Yashima, 2002; Clément, Baker, and MacIntyre, 2003). Motivation also has been found to correlate with L2 WTC (Hashimoto, 2002; MacIntyre et al., 2002; Peng, 2007; MacIntyre, 2007) or to exert indirect influence on L2 WTC (Yashima, 2002; Yashima, Zenuk-Nishide, and Shimizu, 2004). Research also found that L2 WTC can be related to social support (MacIntyre, Baker, Clément, and Concord, 2001), personality traits (MacIntyre and Charos, 1996), and gender (Baker and MacIntyre, 2000; MacIntyre, Baker, Clément, Donovan, 2002). However, most studies in L2 WTC have been carried out in western countries, especially in Canada, where students learning French in a typical second language context have frequent linguistic exposure to and direct contact with the L2 community. In addition, quite a few studies (Warden and Lin, 2000; Wen

and Clément, 2003; Yashima, 2002; Yashima, Zenuk-Nishide, and Shimizu, 2004) have been conducted in EFL contexts including Japan, where students mainly learn English as a compulsory school subject and there is usually no immediate linguistic need for them to use English in daily life.

Empirical research into L2 WTC is at a nascent stage in Turkey. Considering that there has been a vast amount of criticism about the inadequate level of English communicative competence among the Turkish students despite tremendous investment in English learning and teaching nationwide, an investigation of the underlying system of WTC in English is most urgently required. However, if the purpose of learning a foreign language is authentic communication between persons of different languages and cultures, language teachers must better understand the role of WTC as a key factor underlying learners' actual use of the target language. That is, to understand the underlying system of WTC as a volitional process for the decision to speak, it would be crucial to examine how EFL learners perceive their own willingness to communicate in English and how affective factors (attitudes, personality, English learning motivation, communication anxiety, and self-perceived communication competence) influence WTC in English in EFL contexts.

### **Purpose of the Study**

The English language schools, where the researcher has worked as an English teacher in Ankara (Turkey), the communication skills are specifically being emphasized (*English time language school and TEOL language schools*). They offer diverse kinds of programs in and out of classroom to foster English learning abilities of the students. They also attempt to do create natural learning environments using native speakers of English or any other foreigner teachers from neighboring countries. The language institutes claim their efficiency of education under multiple slogans.

A similar atmosphere exists in universities where there is even less motivation to learn English for social purposes since the students have virtually no exposure to English. However, there are opportunities to communicate in English with international students for authentic

communication. The students who participated in this study are all EFL students dealing with English as their major and subject lesson including different disciplines. The four universities which were chosen to carry out the study were particularly claiming to have an efficient program for the learners boosting their autonomy. The fact is, however, that although English-related programs or schedules are free to use by anybody who may be interested in learning English, and while some students take part in these activities dynamically and are willing to talk with foreign students, others are totally unwilling to approach to talk with English speakers in English. Still others appear to avoid communicating in English altogether.

This turns out to be a dilemma since the university and on the top, the government have invested lots of time, money and energy to facilitate students' English learning and communicative abilities. There are students who are rarely willing to communicate which can be traced back to the low participation of the students in extracurricular activities in and outside the classroom. This tendency was recognized as a serious problem to be carefully considered because the ultimate goal of second or foreign language learning should be to "engender in language students the willingness to seek out communication opportunities and the willingness actually to communicate" (MacIntyre et al., 1998, p. 547).

Therefore, the universities will have to come to reconsider the English programs in general and the reasons why English programs receive a lukewarm response from students. This whole situation directed the researcher's attention to the importance of students' willingness to communicate in English and individual difference factors which influence their English learning and use. However, some have argued that it might be due to students' low English competence, high apprehension, low level of motivation to learn English, unfavorable attitudes toward international students, introverted personalities, and/or some other things. The certain elements affecting the issue needs to be explored to determine by reasoning what the specific factors exists since there has never been university-wide investigations to account for the factors affecting English language learners' eagerness to communicate.

Ample of literature for students' unwillingness to speak in English can be found which give some examples for that. Fear of losing face, low proficiency in English, negative experiences with speaking in class, cultural beliefs about appropriate behavior in classroom contexts (e.g., the importance of showing respect by listening to the teachers instead of speaking up), incomprehensible input, passive roles in English classrooms, lack of confidence etc. can be some. There is a misconception in Turkey that students with high English test scores are better language learners than those who have low English test scores (poor students. This judgment brings confidence to those with high scores and inconfidence for those with low sores and causes them to lose their interest in learning English and avoid situations where they can use English. Considering the causes of willingness or unwillingness to speak by Turkish EFL learner, the number and effectiveness of the factors are still remaining uncertain. This issue needs to be explored in more depth in order to help the language learners to be more active communicators. It needs more exploration since it can be stimulated by a set of linguistic, psychological, cultural and social factors.

By recognizing the learners' effective factors that help them start communication. We can help them reflect on their own strengths and weaknesses. Accordingly, the educators can better understand the important variables affecting their eagerness to speak. The results of this research would further suggest implications for foreign language teachers, teacher trainers, and material developers by advising them in terms of students' affective, communicative, and linguistic needs.

### **Research questions**

The leading research question of the current study is as follows:

“What are the Turkish EFL university students' perceptions of their WTC in English and the extent to individual difference factors such as their self-perceived communication competence (SPCC) in English, communication apprehension (CA), personality and gender affect it?

The following five research questions will guide the development of this study:

1. Are there any significant differences in students' SPCC, CA, and personality in terms of their WTC levels?
2. What are the relationships among the Turkish EFL university students' WTC

in English, their SPCC in English, CA and personality? 3. Are there any significant differences between students' perceptions of their WTC in English and their SPCC in English, CA and personality in terms of gender?

### **Definition of Terms**

1. **WTC:** Willingness to Communicate is described as the most critical and important indicator of L2 use which symbolizes the decision to remain quiet or speak. According to Cle´ment et al. (2003) there are a lot of factors which identifies its depth and intensity. From among them state anxiety and self-perceived communication competence. Distal effects, including personality traits such as extraversion (MacIntyre and Charos 1996). MacIntyre et al. (1998) proposed WTC of an interlocutor (who possesses some self-confidence) as a state of mind, and a wish to be involved in conversation with a particular person at a particular time.

2. **Communication anxiety:** Anxiety, in general, is defined as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Horwitz, Horwitz, Cope, 1986) and communication anxiety, in particular, is defined as apprehension about “communicating with people. Communication anxiety (CA), in this research, is defined as the degree to which someone is believed to feel anxious to take part in an interaction (Yashima, 2002). CA is assessable and definable as communication anxiety in different communication contexts with different types of receivers (Hashimoto, 2002).

3. **Perceived communication competence:** or Self-perceived communicative competence (SPCC) refers to the way the learners appraise themselves in terms how proficient they are using a second or a foreign language in any particular situation. According to MacIntyre and Charos (1996) the more confident the respondents feel themselves in speaking in English in different contexts containing different types of receivers the higher their SPCC becomes. According to them, it determines how well their performance will be and how well they will operationalize their knowledge.

4. **Personality:** Personality is a factor which determines why a student takes part in communication in somewhere but not another. It depends on personality whether a student is an introvert or an extravert type. This can be defined based on Goldberg's (1992, 1993) Big-Five personality trait: Neuroticism, Extraversion, Agreeableness, Conscientiousness, and Openness to experience. In this study, the aggregation of the points that the students receive on a ten-item scale shows if the participants are introvert or extrovert. The lower the scores are the stronger introverts their personality trait becomes.





## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **The nature of WTC**

As a relatively recent concept WTC has gained a great importance in both foreign and second language research. Some studies were carried out exploring its conceptual components and its influences on L2 communication. A lot of factors were investigated in order to understand the complex nature of WTC from different disciplines such as, Personality variables (self-confidence, introvert or extrovert) communication variables, affective variables (anxiety, motivation, attitude), and social psychological variables (e.g., Hashimoto, 2002; MacIntyre, 1994; MacIntyre & Chaos, 1996; MacIntyre et al., 1998; Wen & Clément, 2003; Yashima, 2002). Most of the studies suggested that WTC persistently predicted classroom participation in L1 (Chan & McCroskey, 1987) and the initiation of communication in L1 (MacIntyre, Babin, & Clement, 1999) and L2 (MacIntyre & Carre, 2000). Thus, WTC was given a lot of importance and was considered as the final intention to actually start a communication.

The WTC has evolved from the work of Phillips (1965, 1968) on reticence, McCroskey (1970) on communication apprehension, Burgoon (1976) on unwillingness to communicate, Mortensen, Arntson and Lustig (1977) on predispositions toward verbal behavior, and McCroskey and Richmond (1982) on shyness (cited in McCroskey and Richmond, 1990). Later, McCroskey and Baer (1985) adapted and re-named the construct Willingness to Communicate, defined as the probability that an individual will choose to communicate, specifically to talk, when free to do so. Richmond and Roach (1992) mention that “willingness

to communicate is the one, overwhelming communication personality construct which permeates every facet of an individual's life and contributes significantly to the social, educational, and organizational achievements of the individual" (p. 104). McCroskey and Richmond (1990b) stated that an individual's WTC in one context or with one receiver type is related to her/his WTC in other contexts ( $r=.58$ ) and with other receiver types ( $r=.58$ ) and that in general the larger the number of receivers and the more distant the relationships of the individual with the receiver(s) the less willing the individual was to communicate. Chan and McCroskey (1987) examined student participation in an on-going classroom environment and found that fewer of the students who scored low on the WTC scale participated in class than those who scored high on the scale.

WTC model was first applied to L2 by MacIntyre and Charos (1996). There were three factors (integrativeness, attitudes, and motivation) which were adopted from Gardner's (1985) socio-educational model. According to the model (fig. 1) designers affective variables, including perceived L2 competence, attitudes, motivations and L2 anxiety, were interrelated and had an impact on both L2 WTC and the actual use of the L2. Also in their final model the personality traits (Intellect, Extraversion, Agreeableness, Emotional Stability, and Conscientiousness) were related to motivation and L2 WTC through attitude, integrativeness, L2 anxiety and perceived competence; while context directly influenced the L2 communication frequency. In their model, a relation between the motivation and WTC couldn't be found and this was supposed as the weak point of the model.

**Figure 1. First model proposed by MacIntyre and Charos (1996)**

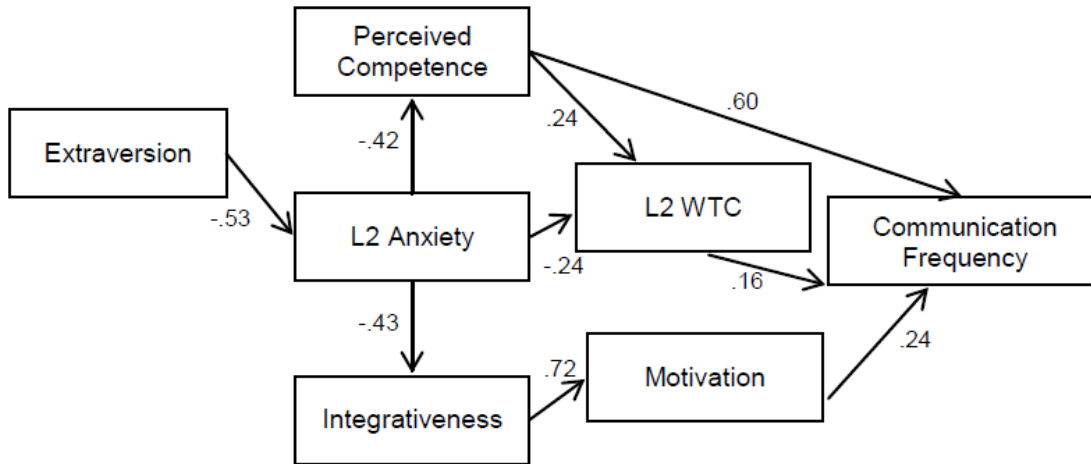
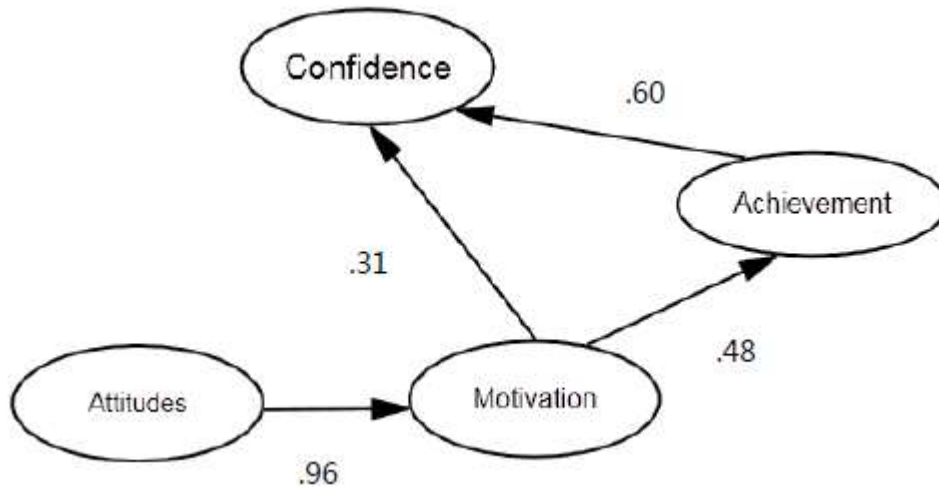


Figure 1 is a part of model from MacIntyre and Charos (1996) which describes the relationships among L2 learning and L2 communication variables in French as a second language context in Canada. This model shows that L2 anxiety negatively affects perceived competence and integrativeness, that both perceived competence and L2 anxiety influence L2 WTC, and that integrativeness influences motivation. Finally, perceived competence, the L2 willingness to communicate, and motivation contribute to the extent to the L2 communication frequency.

Gardner et al. (1997) also proposed an L2 causal model (figure 2), which includes seven latent variables: Language attitudes (French teacher evaluation, French course evaluation, attitudes toward French Canadians, interest in foreign languages, and integrative orientation), motivation (attitudes toward learning French, motivational intensity, and desire to learn French), self-confidence (language anxiety, self-confidence, and self-rated proficiency), language aptitude, language strategies, and language achievement.

**Fig. 2. Gardner et al. (1997) L2 causal model,**

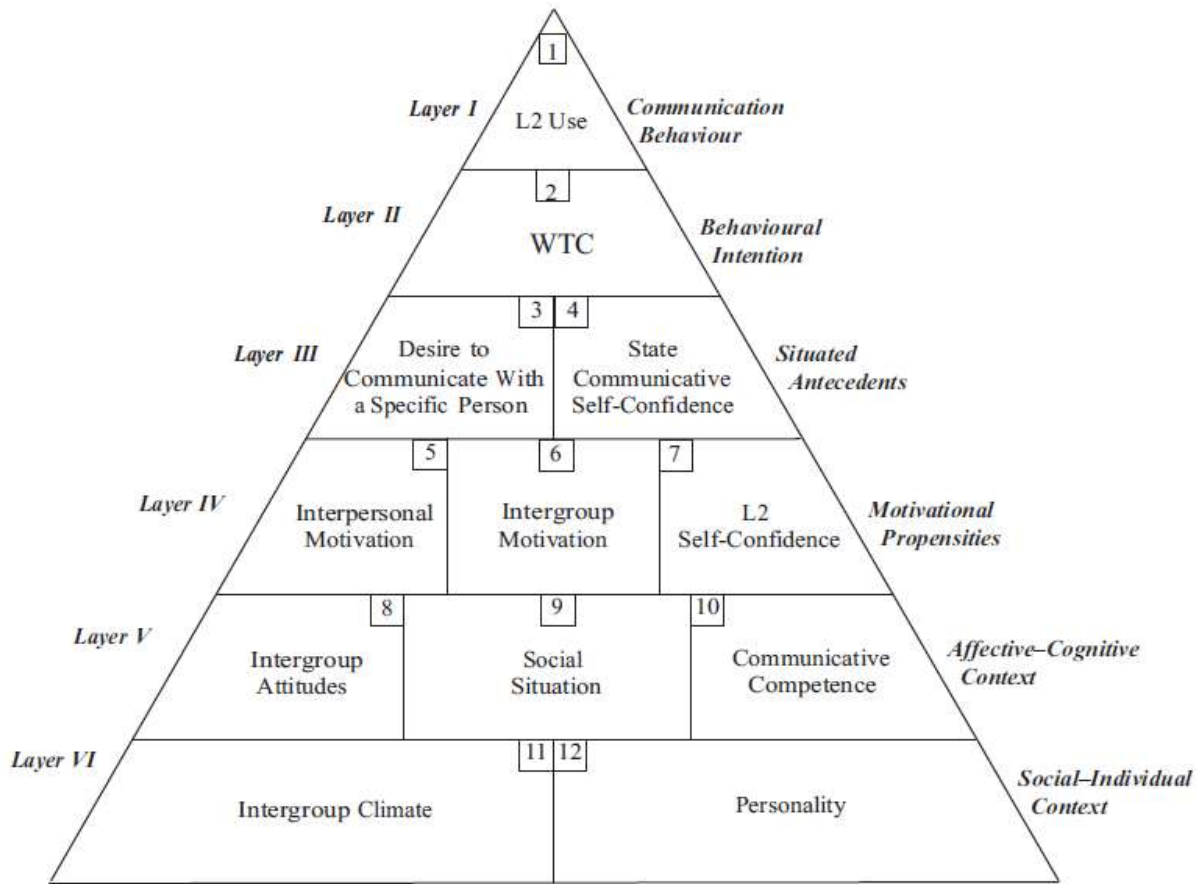


The model shows that the variables investigated could be incorporated into an extended version of the socio-educational model of second language acquisition.

A heuristic model of L2 WTC was made up of variables in a 6-layered pyramid by MacIntyre and Charos' (1996) in order to provide an account of the linguistic, communicative, and socio-psychological variables that might affect one's WTC, and to imply potential relations among these variables by outlining a complete conceptual model that is useful in describing L2 communication. The model was an expansion of a previous model by MacIntyre et al. (1998).

The heuristic model of variables influencing WTC shows the range of potential influences on WTC in the L2 and that reaching the point at which one is about to communicate in the L2 is influenced by both immediate situational factors as well as more enduring influences (fig. 3).

**Fig. 3. Pyramid model of WTC by MacIntyer et al. (1998).**



Intergroup climate and personality are two wide-ranging sets of influences located at the base of the pyramid (Layer VI). The ‘intergroup climate’ is the broad social context where various language groups operate, and a product of the structural characteristics of the community coordinated with the perceptual and affective correlates. The ‘individual context’ is represented as personality. It is an indirect factor that sets up the situation in which language learning can occur. Within this context, individuals themselves show different reactions to social situations, stemming from basic personality traits, including sex differences. Genetic issues also play a key role in temperamental reactions, such as nervousness or shyness.

The next layer of the pyramid (Layer V) captures the individual's typical affective and cognitive context, which include intergroup attitudes (integrativeness, fear of assimilation, and motivation to learn the L2), social situation, and communicative competence. Factors that may influence the social situation are the participants, the setting, the purpose, the topic, and the channel of communication. Communication competence refers to communicative competence, which includes linguistic, discourse, actional, socio-cultural, and strategic competence.

The next layer of the enduring influences (Layer IV) includes highly specific motives and self-related cognition. Intergroup motives stem directly from membership in a particular social group and interpersonal motives stem from the social roles one plays within the group. The final set of influence at this level is L2 self-confidence, which is defined as perceptions of communicative competence together with a lack of anxiety.

### **Trait-like versus situational view WTC**

Like other individual differences and variables which have psycho-linguistic frameworks such as motivation and anxiety, WTC in L2 and FL is also found to demonstrate dual characteristics. It might be asked whether WTC is a trait-like constituent or a situation like component (Dornyei, 2005).

The trait-like view of WTC is based on the works by McCroskey and Baer (1985), McCroskey and Richmond (1990, 1991), who developed the WTC construct with reference to L1 communication and defined WTC as the intention to initiate communication when free to do so. WTC was conceptualized as a trait-like, personality-based predisposition, which tended to be stable across situations and with various receivers. Reflecting the trait-like view of WTC, researchers investigated the effect of other individual difference variables on WTC and found self-perceived communication competence and communication apprehension to be the strongest predictors of WTC (Baker & MacIntyre, 2000; MacIntyre, 1994; McCroskey & Richmond, 1991). Scholars also reported that individual variables such as immersion experience (MacIntyre et al., 2003), motivation (Hashimoto, 2002), self-confidence (Baker & MacIntyre, 2003), international posture (Yashima, 2002; Yashima, Zenuk-Nishide, & Shimizu,

2004), gender and age (MacIntyre, Baker, Clement, & Donovan, 2002) influenced WTC (zarrinabadi, 2013).

The trait-like view of WTC which asserts that there are situational factors potentially capable of affecting an individual's WTC has recently been controversial and a field to investigate more into question by a new perspective. They proposed a pyramid-shaped model (Fig. 1) of variables affecting WTC in which WTC is subject to some transient and moment-to-moment influences (immediate situational variables) – willingness to speak with a specific person and state of communicative self-confidence – and some more fixed and enduring factors, such as motivational propensities and affective cognitive context. In keeping with the situational view, researchers found some situational variables that influenced learners' WTC (Cao & Philp, 2006; Kang, 2005; MacIntyre, Baker, Clement, & Conrod, 2001). The trait-like and situational views of WTC are found to complement each other. Trait-like WTC prepares individuals for communication by creating a tendency for them to place themselves in situations where communication is expected, while situational WTC affects the decision to initiate communication in specific situations (Cao, 2011; MacIntyre, Babin, & Clément, 1999). Based on the findings of these two views of WTC, Kang (2005) concluded that “WTC needs to be an important component of SLA and L2 pedagogy” (p. 291) and suggested that researchers put more emphasis on WTC in instructional contexts to provide suggestions for effective L2b pedagogy.

### **WTC in the classroom and its Teachability**

Some elements are reported to affect the WTC in the classrooms directly. According to some scholars (Cao & Philp, 2006; de Saint Léger & Storch, 2009; Kang, 2005; MacIntyre et al., 2011) such issues as topic, students' perceptions, type of task, type of interlocutors (peers or teachers), interlocutors' interaction, and pattern of interaction act on the WTC construct.

Cao and Philp (2006) compared self-reported WTC behavior in the L2 classroom context discussed that WTC behavior is influenced by topic, type of task, interlocutors' interaction, and pattern of interaction (teacher-fronted situation, dyad, and small group).

De Saint Léger and Storch (2009) investigated WTC among French students and found that the participants' perceptions about themselves and their speaking activities influenced their WTC. Kang (2005) defined security as "feeling safe from the fears that non-native speakers tend to have in L2" (p. 282). "Excitement" referred to a feeling of elation about speaking in L2, which can emerge and fluctuate during a communication action. "Responsibility" refers to an individual's feeling of duty or obligation to communicate. Kang stated that these psychological conditions are co-constructed by interacting situational variables, such as topic of discussion, context, and interlocutors. Kang found that learners' sense of security, excitement, and responsibility altered in regard to the topic, interlocutors, or the context. (For example, learners felt more secure when speaking about a familiar topic).

The effect of the teachers has also been discussed in the literature. The teachers' role has been proven to affect the learners' amount of WTC in a great degree. Previous research on the variables affecting WTC in the classroom context suggests that teachers' attitude, involvement, and teaching style exert a definitive influence on learners' readiness to participate and cooperation in the classroom atmosphere (Cao, 2011; Kang, 2005; MacIntyre et al., 2011; Wen & Clement, 2003). Wen and Clement (2003) reported that teacher involvement (the quality of an interpersonal relationship between teacher and students) and immediacy construct (those communication behaviors that enhance closeness and nonverbal interaction with another individual).

It might be conclusive from the results of the previous studies that WTC is not teachable directly but rather processable through some factors. First of all social support from a tutor reduces anxiety and positively influences learners' WTC (Kang, 2005). Secondly, the students are more willing to ask questions and participate more actively when they like their teacher (Cao, 2011). Thirdly, the amount of time teachers wait for the students to receive response also influences the students' WTC as well as their fluency and quality of speech. According to Zarrinabadi (2013) the students need more time to prepare replies containing the most appropriate form and meaning. Fourthly, it is believed that error correction also influences the



students' WTC and is directly connected to how much secure or insecure the students feel to start to communicate (Kang, 2005).

It is evident that the teachers play an important role in their eagerness to speak (MacIntyre et al., 2011) and the students are altogether more willing to talk with their teachers. However, too little attention has been paid to the effect of teacher on learners in regard to WTC and, in those few studies it was merely viewed as one of several factors (Zarrinabadi, 2013). Researchers have referred to this phenomenon as "teacher's Wait time" the silent pause between a teacher's initiation and learner's response (Rowe, 1974a, 1974b; Tobin, 1987). Lengthening the wait time makes it a useful procedure (particularly reflective students) to be involved in classroom communications (Brown, 2007) and even the others who do not have enough chances to speak and are not advanced language learners will feel more comfortable to communicate. It is suggested that the teachers help these learners by waiting for them until they have fully reflected and are ready to respond. The teachers may provide cues to answer the question accompanying with a smile and nodding. This will provide an agreeable atmosphere as a result of wait time for them in a way that will make them express their ideas more easily and confidently.

### **WTC studies in L1**

MacIntyre (1994) examined how particular individual difference variables such as anomie, alienation, introversion, self-esteem, communication apprehension, and perceived communication competence, are interrelated as determinants of WTC. WTC was correlated with SPCC ( $r=.67$ ), CA ( $r=-.50$ ), Introversion ( $r=-.29$ ), Anomie ( $r=-.14$ ), Self-esteem ( $r=.22$ ) and Alienation ( $r=-.17$ ). It showed that WTC was most strongly influenced by SPCC ( $r=.58$ ) among the variables and suggested that when people are less apprehensive, their perception of their own communication competence generally increases and consequently they are more likely to be willing to communicate.

MacIntyre, Babin, and Clément (1999) worked with university students in Canada to examine the antecedents of L1 WTC and showed that the path from SPCC to WTC was high (.84), but

the path between CA and WTC was non-significant. SPCC and CA were negatively correlated ( $r=-.33$ ). Extraversion was found to be related to self-esteem ( $r=.33$ ), SPCC ( $r=.35$ ), and CA ( $r=-.28$ ), which shows that extraverts are more probable to feel more comfortable, more competent about their interactive skills with better self-esteem. It showed that SPCC predicted both the speaking time and number of ideas for easy speaking tasks, while CA predicted the time and number of ideas for difficult speaking tasks. They mentioned that trait-level WTC prepares individuals for communicative experiences by creating a general tendency to place themselves in situations in which communication is expected, while within a particular situation, state WTC predicts the decision to initiate communication. After communication begins, other state variables (e.g., apprehension and perceived competence) exert a greater influence on communication behavior. These variables, in turn, likely act as antecedents affecting the person's WTC the next time opportunity arises.

In L1, WTC can best predict the actual communicative strategy or approach and avoidance behavior, while communication apprehension and SPCC seems to measure the factors that make the major contribution to prediction of a person's WTC (McCroskey, 1997). Assuming all this, a question arises: Does the interrelations found among WTC and affective variables in L1 contexts hold true in second and foreign language contexts such as the Turkish EFL context?

### **WTC Studies in L2 Contexts**

There is a layer of mediating factors between having the competence to communicate and putting this competence into practice (Dörnyei, 2005, p. 207). It is so common to find EFL students who avoid entering communication situations despite their having a high level of communicative competence.

Learners have consistent reactions and preferences in their predisposition toward or away from communication. WTC is a fairly stable personality trait and results in a “global, personality-based orientation toward talking” in one's first language, (MacIntyre et al., 2003, p. 591).

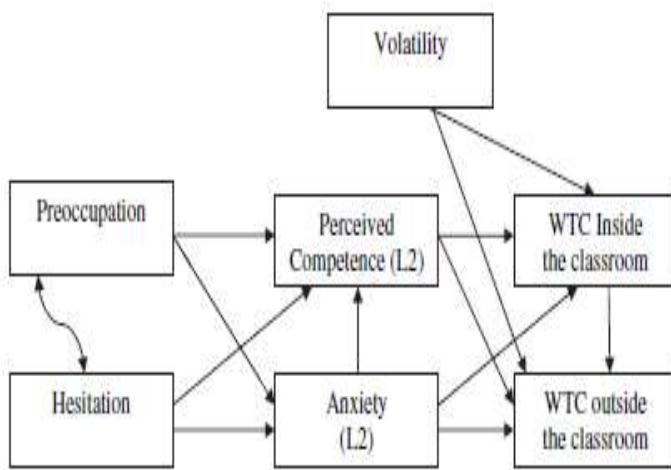
However, it becomes more complicated with regard to L2 use, because other determining factors are added such as: L2 proficiency, and L2 communicative competence.

This can be due to either the individual difference factor, especially in a pedagogical system that emphasizes communication, or a non-linguistic outcome of the language learning process (MacIntyre, 2007). MacIntyre discusses communication skills which are established in learners' first language lifetime are interrelated to the manners shown when using a language as an L2. WTC is also affected by Intergroup relations and situational factors therefore it is not necessarily and only affected by trait like behaviors. MacIntyre et al. (1998) argue that L2 WTC should be treated as a situational variable, open to change across situations. While the majority of other studies have used self-reported data which tapped trait-like WTC, some have examined state-level WTC by means of observational and interview data.

McCroskey and Richmond (1990), however, also argued that whether a person is willing to communicate with another person in a given interpersonal encounter certainly is affected by the situational constraints of that encounter. Many situational variables can have an impact: how the person feels that day, what communication the person has had with others recently, who the other person is what that person looks like, what might be gained or lost through communicating, and other demands on the person's time. WTC, then, is to a major degree situationally dependent (p. 21). Considering situational WTC, Kang (2005) adopted a qualitative approach to examine how situational L2 WTC could dynamically emerge and fluctuate during a conversation situation between non-native speaking learners and native speaking tutors. Her longitudinal study of Korean learners studying in an American university suggested that situational WTC in their L2 appeared to emerge under psychological conditions of excitement, responsibility, and security, each of which was created through the role of situational variables in a conversation situation, such as interlocutor, topic, and conversational context (p. 282). She suggested WTC as a dynamic situational concept that can change moment-to-moment, rather than a trait-like predisposition.

MacIntyre and Doucette (2009) examined avoiding L2 communication as a function of “action control” (see Doñryei, 2005). They tested whether the system of action control, which exists as an individual difference among learners, is a key affective reaction to language communication or not. They investigated the links among the three action control variables (preoccupation, volatility, and hesitation,) with perceived competence, language anxiety, and WTC inside and outside the classroom. To do so, they employed a path analysis procedure and tested the following model (fig. 4).

**Fig. 4. Path analysis procedure of WTC by MacIntyre and Doucette (2009)**



Their hypotheses regarding WTC and its antecedents were confirmed, and correlations followed the expected pattern. The findings supported the previous results which linked perceived competence, language anxiety and WTC (MacIntyre et al., 2003; Yashima et al., 2004). The “action control” variables also correlated in the way it was predicted and were in parallel to Kuhl’s (1994a) original data.

Considering the research done by Zakahi and McCroskey (1989) who investigated the impact of a particular situation on WTC in a communication laboratory WTC could possibly be a confounding variable in communicative research. They reported that 92% of the respondents who scored high on the WTC scale were willing to participate in the laboratory study but only 24% of those who scored low on the scale were willing to participate, MacIntyre, Babin, and

Clément (1999) also argued that willingness not only influenced who volunteered for the lab, but also affected whether they completed the communication tasks once in the lab situation, claiming WTC was the sole predictor of those who attempted difficult speaking tasks, when given the choice.

McCroskey and Richmond (1990) stated that people exhibit differential behavioral tendencies to communicate more or less across communication situations and that the WTC construct is basically a “personality-based, trait-like predisposition which is relatively consistent across a variety of communication contexts and types of receivers” (p. 23). Individuals exhibit regular WTC tendencies across situations. From this perspective, WTC was defined as the tendency of an individual to initiate communication when free to do so.

In Baker and MacIntyre (2000), WTC in L2 was significantly correlated with anxiety in L2 for non-immersion students ( $r=-.29$ ) and for immersion students ( $r=-.44$ ). The correlation between WTC and SPCC was quite strong for the non-immersion students ( $r=.72$ ), while for the immersion students the correlation between WTC and SPCC was not statistically significant ( $r=.17$ ). The correlation between SPCC and CA for the non-immersion and immersion students were  $r= -.36$  and  $r=-.25$ , respectively.

MacIntyre, Baker, Clément, and Donovan (2002) investigated Canadian students in FSL (French-as-a-Second-Language) immersion and non-immersion programs to find the relationships among WTC, perceived competence, L2 anxiety, integrativeness, and motivation in terms of sex and age among. In the non-immersion group, the correlations between WTC and SPCC and between SPCC and CA were statistically significant ( $r=.53$  and  $r=-.52$ , respectively). The correlation between WTC and CA, however was not significant ( $r=.18$ ). On the other hand, in the immersion group, the correlations between WTC and SPCC, between WTC and CA, and between SPCC and CA were statistically significant ( $r=.40$ ,  $r=-.62$ , and  $r=-.51$ , respectively). The results of the multiple regression coefficients revealed that in the non-immersion group, SPCC showed a significant regression coefficient ( $\beta=.607$ ,  $t=3.30$ ,  $p<.002$ ),

while the coefficient for CA was not statistically significant ( $\beta=.141$ ,  $t=.77$ ,  $p>.44$ ). In the immersion group, only CA showed a significant regression coefficient ( $\beta=-.565$ ,  $t=3.06$ ,  $p<.005$ ). The coefficient for SPCC was not statistically significant ( $\beta=.112$ ,  $t=.61$ ,  $p>.55$ ).

Clément, Baker and MacIntyre (2003) examined the effect of context, norms and vitality on WTC in L2 for both Anglophone and Francophone groups. The goals of their study were to merge the WTC and social context models into one model that encompasses contextual and linguistic influences on L2 communication, to examine the differences in L2 contact, normative pressures, L2 confidence, WTC, identity, and frequency of L2 use. Their results showed that there was a path from L2 confidence to L2 WTC among Anglophones (French as L2) and Francophones (English as L2) with the path coefficients of .87 and .70, respectively.

Tannenbaum and Tahar (2008) studied 6th grade children in Israel and explored their attitude dimensions and willingness to communicate (WTC) in the language of the other. Analysis of variance indicated differences between the groups. Arab children had in general more positive attitudes and higher WTC in Hebrew, compared with Jewish children in regard to Arabic, as well as impact of school context. The results also showed associations between WTC, various attitude dimensions and familial and peer influence.

Le'ger and Storch (2009) studied learners' understanding of their speaking skill and how well they do in classroom discussions along with their attitudes. They also wanted to know how such perceptions and attitudes affected the learners' willingness to communicate in the L2. The main source of data came from self-assessment questionnaires, which asked students to reflect on their immediate learning environment at various points in the semester and self-assess their speaking skills. They concluded that the students' conception of the speaking tasks and of themselves as learners in the foreign language classroom influenced their willingness to communicate in a range of ways. Overall, as learners' self-confidence increased over time, so did their willingness to use the L2 in class. However, the learners' eagerness to communicate

with their partners in small groups was not consistent and was strengthened and weakened by affiliation motives.

Macintyre and Legatto (2010) presented an idiodynamic methodology observing rapid changes in WTC. They recorded responses from six young adult all born in Canada, who speak English as their L1, and all had been involved in a French immersion program. They performed second-language communication tasks, their self-ratings of changes in WTC during those tasks, and reporting of their experience and attributions for fluctuations in WTC.

Two ANOVAs were conducted to examine whether mean dynamic WTC ratings or Speaking Time differed significantly over the eight tasks. A significant difference was found among the tasks on WTC,  $F(7, 35) = 3.72$ ,  $P < 0.01$ , partial-eta squared = 0.43. They found interconnections between linguistic, social, cognitive and emotional systems that produce WTC. They concluded WTC as an attractor state and discussed that, if the systems co-function well together it helps to facilitate communication.

Fushino (2010) studied the causal relationships between three factors in second language (L2) “group work” settings: communication confidence (i.e., confidence in one’s ability to communicate), beliefs about group work, and willingness to communicate (WTC). A questionnaire was handed over to 729 first-year university students in Japan. A model that reflected the hypothesis that WTC in L2 group work would be influenced by Beliefs in L2 Group Work strengthened by Communication Confidence was constructed and tested. Data were randomly split in two, with one-half used for model specification and the other half for confirmation. The structural equation modeling also implied that L2 WTC and WTC in L2 group work differed. Their idea supported the idea that there are causal relationships among factors that affect WTC in L2 group work.

Cao (2011) ran a multiple case study which was framed with an ecological perspective. He investigated the dynamic and situated nature of WTC in second language classrooms. He

collected the data through classroom observations, stimulated-recall interviews, and reflective journals. The results showed that situational WTC in L2 classrooms was a consequence 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, along 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.

To gain a better understanding from WTC, Zhong (2013) conducted a naturalistic inquiry (in-depth interviews, classroom observations, stimulated recall interviews, learning logs) to investigate five Chinese immigrant learners' WTC in both teacher-led and collaborative learning situations in L2 classrooms. The results revealed that the participants' WTC was context-dependent and varied in two different classroom situations. Drawing on Ajzen's theory of planned behavior, the variations were accounted for in each context. While their WTC in the collaborative context was related to different attitudes toward working collaboratively, four factors (linguistic factors, socio-cultural factors, self-efficacy, learner beliefs) had joint effects on their WTC in the teacher-led context.

Cao and Philp (2006) also mentioned that learners' WTC behavior in each of the class contexts was influenced both by trait-level and situational-level WTC. They studied the dual characteristics of willingness to communicate (WTC) in a second language (L2): trait-like WTC and situational WTC. They adopted methods of classroom observation, participant interviews and questionnaires, consistency between L2 learners' self-report WTC and examined their actual WTC behavior in an L2 classroom. Peng (2007) reports that Chinese EFL learners' WTC in the classroom encompassed their linguistic, cognitive, affective, and cultural readiness. She concludes that their reluctant engagement in L2 communication could be attributable to the lack of one or more such readiness factors.



Cao (2013) carried out a multiple study probing the dynamic and situated nature of learners' willingness to communicate (WTC) in second language (L2) classrooms. The study drew some sociocognitive factors such as social, environmental, and individual factors which traced WTC among six EAP (English for academic purposes) students in New Zealand. The results of the study suggested that the classroom WTC construct is best described as a dynamic situational variable rather than a trait disposition. She discussed that WTC is a result of individual personality based traits and classroom environmental condition along with linguistic factors. These factors can both inhibit or facilitate an individual's WTC at any time during the classroom.

These studies put forward the fact that one should be watchful of the fact that trait-like WTC isn't the only predictor of actual communication behavior and that it needs to be considered L2 WTC across different situational contexts. In the same fashion, this study encompasses both qualitative and quantitative data in order to find out both trait and situational WTC.

### **WTC Studies in Asian EFL Contexts**

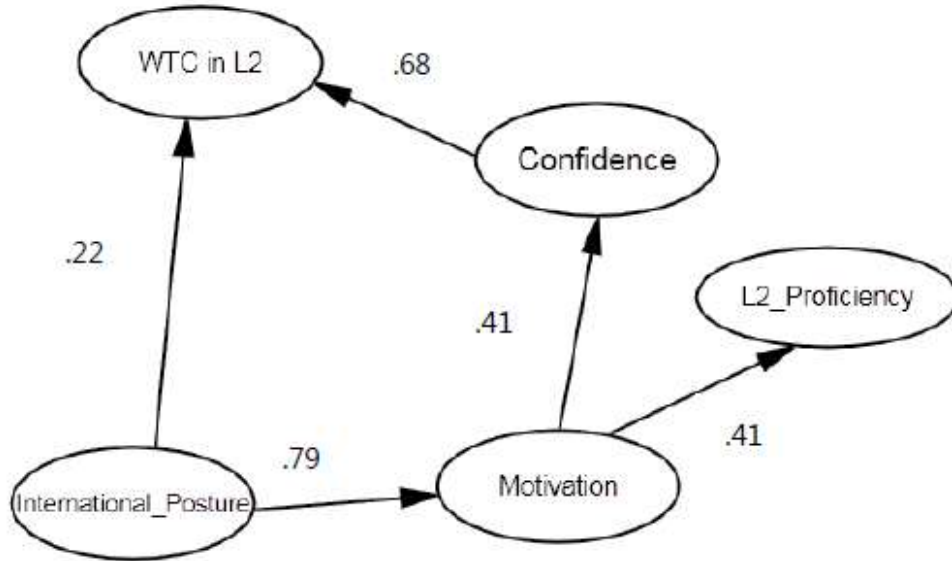
There has been little research into WTC in foreign language contexts and the studies related to WTC have been done mostly in L1 and L2 contexts. Situational differences between second language and foreign language contexts in terms of WTC should be taken into account as well as contextual differences between the first language and the second language. L2 learners and foreign language learners may be different from each other in terms of WTC tendencies and relationships among the individual difference variables.

Wen and Clément (2003) suggested a modified model of WTC in a Chinese cultural context. They pointed out that Chinese learners' unwillingness to communicate in public may be deeply rooted in two aspects governing interpersonal relations in Chinese philosophy and culture: an other-directed self and submissive way of learning. Since the Chinese care very much about the evaluation of significant others, they may be less likely to actively communicate in the L2, being sensitive to judgment by others.

Liu and Jackson (2008) explored Chinese EFL learners' unwillingness to communicate related to foreign language anxiety. They utilized Burgoon's (1976) unwillingness to communicate scale, Ely's (1986) language class risk-taking scale and language class sociability scale, and Horwitz, Horwitz, and Cope's (1986) foreign language classroom anxiety scale. The results showed that the students' unwillingness to communicate and their foreign language anxiety were closely interwoven. Liu and Jackson concluded that although most of the students were willing to participate in interpersonal conversations, due to anxiety, low English proficiency, or other reasons, many of them did not like to risk using or speaking English in class. Lu and Hsu (2008) also examined Chinese students' WTC in English. Their results showed that WTC was significantly related to all independent variables (immersion time, motivation, self-perceived language competence, CA and SPCC). WTC was negatively related to CA ( $r=-.56$ ), and positively associated with immersion time ( $r=.27$ ), motivation ( $r=.32$ ), self-perceived language competence ( $r=.50$ ) and SPCC ( $r=.76$ ).

Yashima and her colleagues' empirical studies in Japan (Yashima, 1998, 2002; Yashima et al., 2004) confirmed that the WTC construct is also applicable to a markedly different context. They examined the relationship among the variables that are believed to affect Japanese college students' WTC in English in the EFL context, using MacIntyre et al.'s heuristic model and Gardner's socio-educational model as a framework. In Yashima (2002), the correlations between WTC and CA, between WTC and SPCC, and between SPCC and CA were statistically significant ( $r=-.39$ ,  $r=.56$ , and  $r=-.32$ , respectively). The correlations between WTC and motivation (motivation intensity and desire to learn English) (mean correlations:  $r=.41$ ) and between WTC and international posture (intercultural friendship orientation, interest in foreign affairs, and intergroup approach-avoidance tendency) (mean correlations:  $r=.36$ ) were also statistically significant. Figure 5 shows L2 communication model in the Japanese EFL context.

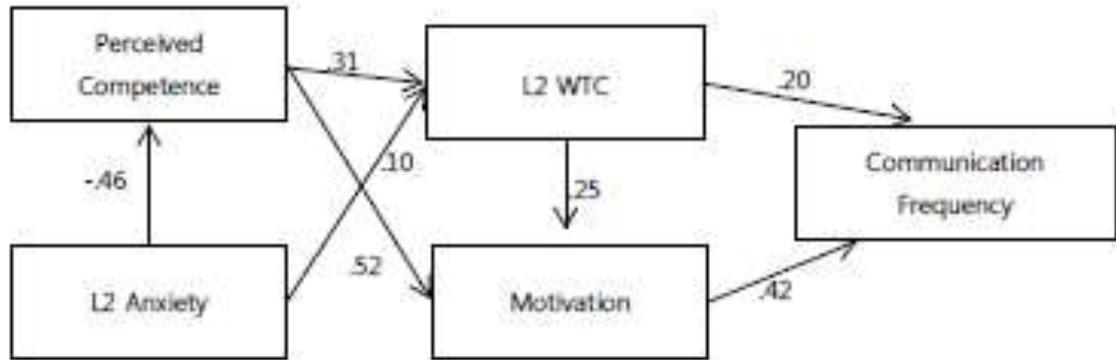
**Figure. 5. L2 Communication Model in Japanese Context (Yashima, 2002)**



The results of Yashima and her associates' structural equation model supported both the WTC model and the socio-educational model and demonstrated the application of MacIntyre et al.'s (1998) heuristic model to the Japanese EFL context.

In addition, Hashimoto (2002) worked with Japanese ESL students to investigate the effects of WTC and motivation on actual L2 use. She suggested a L2 communication model applied to Japanese ESL classroom context on the basis of the socio-educational model and the willingness to communicate model, as depicted in Figure 6.

**Figure.6. The Model of L2 Communication (Hashimoto, 2002)**



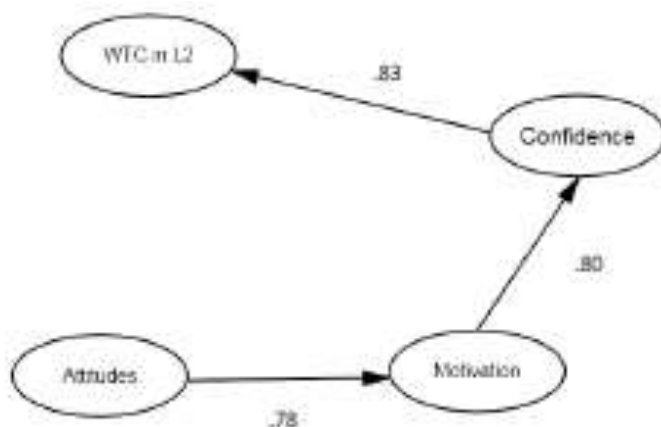
WTC was statistically significantly correlated with motivation ( $r=.39$ ) and SPCC ( $r=.26$ ), while the correlation of WTC with CA was not statistically significant ( $r=-.05$ ). The results indicated that motivation and WTC can predict the frequency of communication in the classroom and that language anxiety and perceived competence are strongly associated with WTC.

Another study within the Japanese EFL context was done by Masuoka (2005). She investigated the relationships among Japanese college students' WTC in English, individual variables, and English proficiency. The results revealed that the most influential factor contributed to the prediction of L2 WTC was SPCC, which accounted for 22% of the variance, and the second strongest factor was Introversion, which accounted for an additional 11% of the variance. The third strongest factor, CA, accounted for an additional 6% of the variance. The fourth factor, Integrativeness, accounted for an additional 4%, and the fifth factor, motivational intensity, accounted for an additional 3% for a total of 45%. Attitudes, other-directedness, and English proficiency were not statistically significant predictors of L2 WTC. Her model suggests that when learners have a positive international posture, their motivation and their level of self-efficacy will be raised, and then the higher level of self-efficacy will raise the level of L2 WTC. Li (2004) worked with Korean university students to identify the possible causal relationships among motivation, anxiety, WTC, and oral performance. The results showed that general feeling of anxiety had statistically significant negative correlations with motivation (motivation intensity:  $r=-.297$ ; intrinsic motivation:  $r=-.317$ ; and social reasons:  $r=-.271$ ). Extrinsic

motivation was not statistically significantly correlated with anxiety. Anxiety also had significantly negative correlations with WTC (WTC inside the classroom:  $r=-.498$ ; WTC outside of the classroom:  $r=-.322$ ).

Kim (2004) investigated Korean university students' WTC and affective variables in the Korean context. He applied MacIntyre et al.'s heuristic model in explaining the diversity of WTC among Korean university students. His model, as depicted in Figure 6 below, replicated Yashima's findings except that there was no direct relation between attitudes and WTC in L2.

**Figure 7: L2 Communication Model in the Korean EFL Context (Kim, 2004)**



L2 communication models from the previous studies showed that L2 WTC in general is likely to be somewhat consistent across L2 communicative contexts. However, since the specific models represents among the affective variables influencing WTC in the given L2 communication context, it must be required to investigate relationships among the individual variables in other contexts would suggest new or alternative paths in communication models for EFL context.

Legar and Storch (2009 ) investigated learners' perceptions of their speaking abilities, of their contributions to oral class activities (whole class and small group discussions) as well as their attitudes towards these activities, and how such perceptions and attitudes influenced the learners' willingness to communicate in the L2. This study concludes that the students' perception of the speaking activities and of themselves as learners in the foreign language

classroom affected their willingness to communicate in a range of ways. In general, as learners' self-confidence increased over time, so did their willingness to use the L2 in class.

Ghonsooly et al (2012) examined WTC in the second language (L2WTC) construct and its basic elements among 158 Iranian students majoring in non-English subjects using socio-educational models. They presented an FL communication model. The results suggested that Foreign language self-confidence and attitudes toward international community well predicts WTC in Iranian context. They deleted the paths from motivation to WTC and openness to experience to FL self-confidence since they were not significant.

The model matches well with the data, which indicates the potential for using the WTC construct for English as a foreign language context. They used WTC and socioeducational models for examining L2 communication and L2 learning. After analyzing the data the results showed that L2 self-confidence and attitudes toward international community were the best predictors of WTC in Iranian context.

Peng (2013) did an investigation on a multiple-case study to explore the factors influencing willingness to communicate in the English as a foreign language (EFL) classroom in China employing four university students. The data were collected through semi-structured interviews, learning journals recorded by the students, and classroom observations over seven months. Bronfenbrenner's (1979, 1993) nested ecosystems model were used as an analytical framework, this study identified six factors underlying classroom WTC in the microsystem: learner beliefs, motivation, cognitive factors, linguistic factors, affective factors, and classroom environment. The existence of the meso-, exo-, and macrosystem, and their effect on classroom WTC, were also suggested in the data. The findings contributed empirical evidence to an ecological understanding of Chinese EFL students' WTC in their language classrooms, which is socioculturally constructed as a function of the interaction of individual and environmental factors.

Zarrinabadi, Ketabi, And Abdi (2014) investigated the effect of some manipulations in classroom practices and techniques in order to see students' potential to generate willingness to communicate (WTC) in the foreign language classroom in Iran. The data of the study were collected through semi-structured interviews. The findings indicated that some purposeful decisions in the topic of the discussion and the size of the group could positively contribute to facilitating WTC.

The study revealed that teachers can help the learners promote their WTC by using some techniques and strategies. WTC could be generated in the classroom if language instructors paid attention to learners' experience related to the topic of the discussion, the way errors were corrected, the way students were grouped, and the extent to which they tried to motivate the students to learn the target language.

Riasati (2014) delves into the literature of the works done about WTC concludes that willingness to speak should be created among learners, and it is a necessary element in producing autonomous learners. Thus, demands the teachers should identify the possible ways which can enhance willingness to speak.

Thirty Thai learners of English as a foreign language enrolled in a University language course completed six 90-minute lessons playing Ragnarok Online in a study carried out by Reinders and Wattana (2014). The game had been installed on a private server and was thus only available to participants in the study. They modified the game to include special instructions, or quests (missions that players are assigned to accomplish in order to get items and progress throughout the game), designed to encourage collaboration and communication. To gauge participants' WTC, a series of questionnaires were designed. These asked respondents about their (own perceptions of their) willingness to use English, as well as their confidence, anxiety, and perceived communicative competence in communicating in English. The results students had low confidence, high anxiety, low perceived competence, and low WTC. However, the second set of results showed an important improvement, with participants feeling more

confident, less anxious, more competent, and more willing to communicate. They discussed that the careful construction of tasks that provides games can positively influence language learning process.

Miller and Pearson (2013) studied how instructor nationality, position, and teaching style affected students' perceptions of willingness to communicate in class, outside of class, and student ratings of instruction. All 294 of the participants answered the 3 manipulation check questions. Of the 294 participants, 294 (100%) correctly identified the instructor in their condition as either Chinese or White, 294 (100%) correctly identified the instructor in their condition as a first-year TA or a full professor, and 294 (100%) correctly identified the instructor in their condition as employing lecture or participation-based teaching methods.

The analysis revealed a main effect for teaching style on perceived willingness to communicate within the classroom, with students being more willing to communicate in classes where instructors lectured ( $M=43.17$ ,  $SE=4.066$ ) than in classes where instructors used discussion ( $M=42.35$ ,  $SE=4.164$ ),  $F(1, 284)=46.763$ ,  $p<.001$ ,  $\eta^2=.138$ .

The analysis revealed a main effect for teaching style on perceived willingness to communicate outside the classroom, with students being more willing to communicate outside of class with instructors who lectured ( $M=42.918$ ,  $SE=4.047$ ) than with instructors who used discussion ( $M=42.476$ ,  $SE=4.116$ ),  $F(1, 284)=413.052$ ,  $p<.001$ ,  $\eta^2=.4042$ .

This can be explained by social identity theory, which states that individuals tend to align themselves with people they see as similar to themselves (Ashforth & Mael, 1989). Because American-born instructors would likely share more similar backgrounds with their students than would Chinese-born instructors, students may feel more able to identify with them. A student, knowing that a Chinese-born instructor will have significantly higher standards than an American-born instructor, would be less willing to ask questions, make comments about the



class, or engage with the instructor about course material for fear of looking unintelligent or ill prepared.

Zarrinabadi (2013) carried out a qualitative study utilizing a focused essay technique to see if teachers can affect learners' eagerness to talk in English classes. Study participants reported on the situations where they were most willing to communicate and in which they were the least willing to communicate. The findings showed that teachers' wait time, error correction, decision on the topic, and support strongly influence learners' WTC. The possible implications of the study for language teachers are discussed in this paper.

To see how different factors influence on WTC, Fallah (2013) tested the potential connections among WTC, and three personal differences (shyness, motivation, communication self-confidence) and one situational variable (teacher immediacy). 252 Iranian English-major university students filled in a questionnaire survey. The study results suggested significant positive paths from motivation and communication self-confidence to WTC, from immediacy to motivation and from motivation to self-confidence and negative paths from shyness to self-confidence and motivation and from teacher immediacy to shyness. Further, it was shown that shyness and teacher immediacy could indirectly affect WTC through the mediation of self-confidence and motivation.

Kang (2014) examined the effects of study-abroad (SA) life on (EFL) learners' willingness to communicate (WTC), speaking abilities, and participation in interaction in class works taught by a native English teacher in their home country. The results indicated that the EFL learners' WTC, speaking abilities, and participation in interaction in classes taught by the native English teacher were significantly developed as a result of SA in L1 English-speaking countries. Besides, the EFL learners in different proficiency groups were differently influenced by SA experiences regarding WTC and speaking capabilities.

### **WTC Studies in Turkish EFL Context**

Although considerable number of research projects has been done on WTC in EFL contexts, scarcely any studies into WTC have been carried out in the Turkish EFL context. As the related literature was reviewed above, it was implied that possible differences in WTC susceptibilities and its sensitivity to different variables could be found among countries with different linguistic and sociocultural backgrounds. Hence, in order for the WTC model to be applied to a suitable group of people, it should be correctly drawn from one particular EFL context. Research is needed to be undertaken to find a model appropriate to the given context i.e. Turkey. In this part, related research into WTC of Turkish EFL learners will be reviewed.

Cetinkaya (2005) examined the college students' to see if they have desire to communicate when they had an opportunity. The study examined Turkish college students' perception of their willingness to communicate in English as a foreign language, their motivation, communication anxiety, perceived communication competence, attitude toward international community, personality. The participants (n=356) were learning English as a foreign language in the Turkish context. She also wanted to check whether the WTC model explained the relations among social-psychological, linguistic and communication variables in Turkish context.

Having analyzed the quantitative results it was found out that the students were more willing to communicate in English with acquaintances or friends than with strangers, and preferred small groups to larger groups. Nevertheless, during the interviews they admitted that communicating with their Turkish friends in English feels like "absurd" since they can more easily speak in their mother tongue.

In general, participants were somewhat motivated to learn English. They had some motivation to learn English, and had positive attitude toward learning English. Participants did not seem to experience much anxiety in communicating in English although they seemed to experience slight anxiety in some situations. Communicating among strangers in a large meeting was the most anxiety-provoking situation followed by giving a presentation to a group of strangers.

However, even in those situations, their anxiety level was moderate. Talking to friends and/or acquaintances in English were the least anxiety-provoking situations. While giving presentation, speaking in a group or speaking with strangers seemed to provoke somewhat anxiety, talking to a friend, an acquaintance, and small group of friends or acquaintances seemed to cause less anxiety. They felt more competent talking with a friend and an acquaintance, or talking in English to a small group of friends, while they felt less competent talking in English in a large meeting among strangers and giving a presentation before a group of strangers.

Oz (2014) investigated the relationship between the WTC and personality traits employing 168 university students majoring in English. It was found that 20% of the Turkish EFL learners favored a high WTC and 66% moderate and 14% low WTC. He also found a positive correlation between the students' academic achievement and WTC. He also discussed that there was a positive correlation between WTC and the three components of personality traits (extraversion, agreeableness and conscientiousness).

In two other studies which are more or less similar to the current study Kaya (1995) carried on a research with Turkish college students who were taking a one-year English preparatory class and reported moderate anxiety among these college students. Furthermore, she reported a high negative ( $r = -.83$ ) correlation between students' anxiety and their self-confidence. Moreover, Kiziltepe (2000) employed 308 high school students in four different high schools in her quantitative study in Turkey. She concluded that these Turkish high school students did not have class anxiety which was opposing to her previous hypotheses. Kiziltepe (2000) maintained that "they seem to be quite at ease and sure of themselves. They are not confused or nervous or self-conscious" (p. 157).

The participants seemed to have a positive attitude toward foreigners in Turkey and were willing to interact with them in English. The students did not feel uncomfortable having foreign

next-door neighbors and agreed that they would assist a foreigner to solve her communication problems. Regarding their perception of their personality, they perceived themselves as spontaneous, sociable, assertive, and enthusiastic individuals.

Öz, Demirezen and Pourfeiz (2014) collected data using eight different scales and subscales questionnaires about the participants' WTC in Turkish EFL context (Willingness to communicate in L2, Self-perceived communication (communicative) competence (SPCC), communication apprehension, Integrativeness, Instrumental orientation, Attitudes towards learning situations, Ideal L2 self and Motivation). They also conducted a structural equation modeling (SEM) to examine the interrelated relationships in a single model.

They concluded with a satisfactory level of WTC with 17% of the participants having a low level of L2WTC. Regarding the gender differences it is noteworthy that males had higher mean scores in SPCC, integrativeness, ATLS and instrumental orientations, and WTC, and low scores on CA while females had higher mean scores in motivation and the ideal L2 self. They reported no direct path from motivation to WTC. However, it indirectly influenced WTC mediating of communication apprehension and self-perceived communication competence. No significant direct path was reported from integrativeness and the ideal L2 self (MS) 1 to motivation and WTC. However, a positive significant relationship was discovered between integrativeness and the ideal L2 self and SPCC.

They also found a strong correlation between integrativeness and the ideal L2 self (MS1) and instrumental orientation and attitudes towards learning situation (MS2) as motivational factors. All in all the study concluded as SPCC is the strongest predictor of Turkish EFL learners' WTC in English. The findings also implied that affective factors indirectly affect WTC in Turkish context.

Şener (2014) carried out a research in Turkish context and students' overall WTC in English was found to be between moderate and high. It was also a good result to observe that there

were no items on the scale which received a low level of WTC in English both inside and outside. As for the qualitative aspect of the study, a majority of the students expressed WTC in English. It was seen that a positive, significant correlation with the in-class WTC and SPCC existed. Besides, a negative correlation at the medium level was observed between in-class WTC and anxiety. As for the correlation between students' out-class WTC in English, and self-perceived communication competence, a positive and significant correlation was observed.

Most of the students seemed to have positive attitudes toward the English language and the cultures of the English speaking countries. Additionally, it was found that self-confidence, attitude toward international community, and motivation showed significant correlations with the WTC in English.



## **CHAPTER III**

### **METHODOLOGY**

#### **Research Design**

The current study which has a mixed methods design is composed of both quantitative and qualitative approaches. However, the study was administered within a quantitative framework with a less focus on qualitative component. In order to describe the Turkish EFL participants' perceptions of their WTC in English, their motivation, communication anxiety, perceived communication competence and personality a quantitative method was used and the results were statistically analyzed. The qualitative aspect of the study, on the other hand, involves the qualitative scrutiny of the interview transcripts to expand and elaborate the quantitative results.

Results of the quantitative data analysis from the questionnaires were extended and elaborated by using qualitative semi-structured interviews. Since combining the results of both quantitative and qualitative methods helps for a better understanding of a concept a mixed method design was adopted to gather more and better information. Interviews shed light on the delicacies and details which were impossible to be seen on questionnaires. It allowed the researcher to arrive at a better understanding of the psychological nature of the speaking mood of the learners and illuminate the interrelated complexities of WTC in English and factors affecting it. Thus, this mixed method design gives a deeper and thorough insight into Turkish EFL learners' tendencies towards speaking elements and individual difference factors and the interconnections among them.

### **Research Questions**

The present study primarily concerns answering the following question: What are the Turkish EFL university students' perceptions of their WTC in English and individual difference factors such as their self-perceived communication competence in English, communication apprehension, and personality?

The other questions handle more analytic questions to find the interconnections and relationships between the difference factors. The second set of questions follow as:

1. Are there any significant differences between students' self-perceived communication competence in English, communication apprehension, and personality in terms of their WTC levels?
2. Are there any significant differences between their perceptions of their WTC in English and their self-perceived communication competence in English, communication apprehension, and personality in terms of gender?
3. What are the relationships among the Turkish EFL university students' WTC in English, their self-perceived communication competence in English, communication apprehension, and personality?
4. Which individual difference variables best predict the participants' WTC in English?

### **Research Setting**

The study was carried out at 4 universities located in different parts of Turkey (Gazi University, Konya Selçuk University, Çanakkale University, Samsun University). The criteria of choosing these universities was only based on the fact that the researcher was studying in one and had ease of access to the others since he had friends working as a faculty member in others. Accordingly people who administered the study and distributed the questionnaires were so familiar with the University's and students' educational and instructional situation. Hence, it helped them to have early admittance on the part of university in gaining permission to conduct the research.

At the time of the conduction of this research (December, 2013) the stuedents who participated in the study had more or less passed their 105 credits out of 135 and they were doing their 7<sup>th</sup>



semester during their (four-year-long) undergraduate studies in each university. All the students were senior students of ELT (English Language Teaching) in each university. The courses which are offered to them are being taught by Turkish instructors as non-native speakers of English, mostly through English. All the class activities are recommended to be performed in English, namely the presentations and answering the exam papers. The whole four-year program provides the students with a better and deeper understanding of the nature foreign language teaching especially in the last two years. However, the whole program in general concentrates on diverse activities for learning and using English.

The students have almost the same opportunities to be in contact with any English speaking people since the whole four cities chosen are not considered as tourist congested areas in Turkey. The universities are all well equipped with computers, English books, magazines, and other English reference books. Along with these, the university and the English department sponsor other extracurricular outdoor activities at times to strengthen their ability to speak, such as festivals, seminars and sport events as settings for informal conversation in English outside of the classroom. Students are also at liberty of organizing English clubs or meetings based on their ideas and fields of interest.

### **Study Participants**

When taking into account the range of possible variables affecting the individuals' psychological and non-psychological readiness to start to speak, it seems reasonable to choose university level students for this research. They can provide the researcher with enough information regarding the attitudes toward international community, English learning motivation, age, and academic fields, compared to Turkish students studying other majors. The students of other majors, who are involved in learning English, are generally learning English to get a higher grade and pass the examination. Therefore, ELT students might be more conscious about their motivations, attitudes, mental state.

A total of 370 students completed the questionnaires. Among the 370 students, there were 132 males and 238 females. The students who were handed over the questionnaires were present at

the time when the researcher was distributing them and there was no criteria doing so. From among the questionnaires collected 88 of them were discarded based on the researcher's judgment because they hadn't been filled accurately or even given back empty. The research was carried out employing 282 students who answered the questionnaires properly, 119 males, and 163 females in total. Fifteen students (7 males and 8 females) were randomly selected among those who had completed the consent forms for interview participation and the questionnaires as the participants for qualitative data.

### **Data Collection**

A mixed method design was employed in the study to better investigate the factors affecting the willingness to speak by Turkish ELT Senior students. Both quantitative and qualitative data were obtained. The questionnaires were used for the quantitative data and individual interviews were conducted for the qualitative data. Participants were selected based on convenience random sampling without regard to their age and educational background. No one was forced or rewarded to take the questionnaire papers. They all had the chance of declining with no penalty. Students who participated in the qualitative part of the study were selected from those who had completed the questionnaires voluntarily. All students had the option to decline participation in the study with no penalty.

### **Instruments**

The main questionnaire was composed of a series of seven questionnaires from which three of them were removed and the other four were used to gather data on (a) students' background information, (b) willingness to communicate in English questionnaire, (c) self-perceived English communication competence questionnaire, (d) English communication apprehension questionnaire, (e) English learning motivation questionnaire, (f) attitudes toward international community questionnaire, and (g) personality questionnaire. From among these number of questionnaires the last two parts were discarded i.e. the attitude questionnaire and the motivation one and a four part questionnaire was used. Not a lot of background questions were asked aside from their gender and the number of years they had been dealing with English language learning. It stood for the quantitative phase of the study.

The qualitative data were collected through semi-structured interview questions. The instruments were translated into Turkish in order to minimize participants' misunderstanding.

The following is the questionnaires used in the present study:

### **Student Background Information**

In the beginning and at the top of the paper a few questions were asked the respondents about their age, gender, English learning experiences (experiences of visiting English-speaking countries) and the length of time they had been studying or dealing with English.

### **Willingness to Communicate in English Questionnaire**

A Twelve-item questionnaire by McCroskey (1992) was used to evaluate the students' willingness to communicate in English in terms contexts (public speaking, talking in meetings, group discussions, and interpersonal conversations) and types of receivers (strangers, acquaintances, and friends). The respondents chose the percentage of the willingness between 0 (totally not willing to) and 100 (totally willing to). Scores were operationally defined as the sum of the points that the respondent achieve based on the WTC scale. The first three questions are given below as examples:

*1. Present a talk in English to a group (around 40 people) of strangers.*

Never(0%) \_\_\_\_\_ 10 \_\_\_\_\_ 20 \_\_\_\_\_ 30 \_\_\_\_\_ 40 \_\_\_\_\_ 50 \_\_\_\_\_ 60 \_\_\_\_\_ 70 \_\_\_\_\_ 80 \_\_\_\_\_  
90 \_\_\_\_\_ Always(100%) \_\_\_\_\_

*2. Talk in English with an acquaintance while standing in line.*

Never(0%) \_\_\_\_\_ 10 \_\_\_\_\_ 20 \_\_\_\_\_ 30 \_\_\_\_\_ 40 \_\_\_\_\_ 50 \_\_\_\_\_ 60 \_\_\_\_\_ 70 \_\_\_\_\_ 80 \_\_\_\_\_  
90 \_\_\_\_\_ Always(100%) \_\_\_\_\_

*3. Talk in English in a large meeting (around 20 people) of friends.*

Never(0%) \_\_\_\_\_ 10 \_\_\_\_\_ 20 \_\_\_\_\_ 30 \_\_\_\_\_ 40 \_\_\_\_\_ 50 \_\_\_\_\_ 60 \_\_\_\_\_ 70 \_\_\_\_\_ 80 \_\_\_\_\_  
90 \_\_\_\_\_ Always(100%) \_\_\_\_\_

### Self-perceived Communication Competence in English Questionnaire

The self-perceived communication competence in English was measured by 12 items from McCroskey and McCroskey (1988). The items (e.g., Have a small-group conversation in English with acquaintances) asked respondents to indicate their self-assessed competence in different communication situations and specific receivers between 0% and 100%. The first three questions are given below as examples:

1. *Have a small-group conversation in English with acquaintances.*

*incompetent(0%)*\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_50\_\_\_\_60\_\_\_\_70\_\_\_\_ 80\_\_\_\_  
90\_\_\_\_*competent(100%)*\_\_\_\_

2. *Give a presentation in English to a group of strangers.*

*incompetent(0%)*\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_50\_\_\_\_60\_\_\_\_70\_\_\_\_ 80\_\_\_\_  
90\_\_\_\_*competent(100%)*\_\_\_\_

3. *Give a presentation in English to a group of friends.*

*incompetent(0%)*\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_50\_\_\_\_60\_\_\_\_70\_\_\_\_ 80\_\_\_\_  
90\_\_\_\_*competent(100%)*\_\_\_\_

### Communication Apprehension Questionnaire

Communication apprehension in English was measured by 24 items (e.g., I look forward to expressing myself in English at meetings) of the Personal report of communication apprehension (PRCA-24) developed by McCroskey (1982). The respondents were asked to self-assess their communication apprehension in English by indicating the degree of their agreement with each statement ranging between 1 (strongly disagree) and 5 (strongly agree). The first three questions are given below as examples:

1. *I dislike participating in group discussions.*

*Strongly Disagree*        *Disagree*        *Neutral*        *Agree*  
  *Strongly Agree*

2. *Generally, I am comfortable while participating in group discussions.*

*Strongly Disagree*        *Disagree*        *Neutral*        *Agree*  
  *Strongly Agree*\_\_\_\_\_

3. *I am tense and nervous while participating in group discussions.*

*Strongly Disagree*        *Disagree*        *Neutral*        *Agree*  
  *Strongly Agree*

### **Motivation Questionnaire**

The English learning motivation was measured by 30 items with three components (Motivational Intensity, Desire to Learn English, and Attitudes toward Learning English), which was originally developed by Gardner (1985) as part of the Attitude/Motivation Test Battery. It incorporated the three-part conception of motivation consisting of the effort expended in learning English, the desire to learn English, and affective reactions toward learning English. The index is the sum of scores on Motivational Intensity, Desire to Learn English, and Attitudes toward Learning English.

### **Attitudes Questionnaire**

The attitude questionnaire reflects the emotional reactions of the individuals toward native English speakers, the level of their desire to learn English for integrative (or social) reasons, and his/her general enthusiasm in other languages. This was intended to assess attitudinal reactions applicable to the learning of English which involves the English-speaking community or other groups in general, as indicated the international community. It is composed of the aggregate of scores on the following scales: Attitudes toward native English speakers, Integrative Orientation, and Interest in Foreign Languages (Gardner, 1985).

### **Personality Questionnaire**

Ten items of Introversion-extraversion scale (e.g., Do you like to mix socially with people?) by McCroskey (1997), which was drawn from Eysenck (1970; 1971), were used to measure extraversion-introversion dimension of the respondent's personality. Personality was operationally defined as the points that participants rate on the five-point scale (from strongly disagree to strongly agree). The respondents selected a number to indicate their placement on the continuum. Lower scores indicate an introvert personality and higher scores indicate an extravert personality trait. The first three questions are given below as examples:

1. Are you inclined to keep in the background on social occasions?

Strongly Disagree \_\_\_\_\_   Disagree \_\_\_\_\_   Neutral \_\_\_\_\_   Agree \_\_\_\_\_

Strongly Agree \_\_\_\_\_

2. Do you like to mix socially with people?

Strongly Disagree \_\_\_\_\_   Disagree \_\_\_\_\_   Neutral \_\_\_\_\_   Agree \_\_\_\_\_

Strongly Agree \_\_\_\_\_

3. Are you inclined to limit your acquaintances to a select few?

Strongly Disagree \_\_\_\_\_   Disagree \_\_\_\_\_   Neutral \_\_\_\_\_   Agree \_\_\_\_\_

Strongly Agree \_\_\_\_\_

### **Interviews**

Semi-structured interview is probably known to be the most frequently used format from among the large variety of data collection methods employed in interpretative studies (Patton, 1990). Regarding the sample size of interviewees, Kvale (1996) also noted that in current interview studies the number of interviewees tends to be around  $15 \pm 10$ . To interview data were also compressed into comprehensible chunks related to the research topics, and also natural meaning units were used to identify central themes in the interview discourse. These themes were directly related to the research questions. The interview format included 'introducing' topics which fundamentally open the topic.

Based on the purpose of the study and the type of questions used in the seven questionnaires, the interview themes for the present study included: (1) brief background information (their English learning experiences, their communication experiences in English in and outside of classrooms), (2) willingness to communicate in English (their tendencies and frequencies of using English in communication in oral or written modes), (3) self-confidence in English communication (their self-perceived communication competence and communication anxiety in English), (4) motivation to learn and use English for communication purposes, (5) attitudes toward the international community, (6) perceptions of their own personality, and (7) their perceptions of the relationships among these cognitive and communicative factors in English

speaking situations and other comments regarding English learning. All interviews were conducted in Turkish.

### **Data Collection Procedures**

From among the whole questionnaire which were distributed, 282 were answered properly, were received from among ELT senior students in four different universities of different cities to gather quantitative data. After the quantitative data were collected, qualitative data were collected through face to face interviews from 15 randomly selected students who had already filled out the questionnaires. The interview questions were designed in order to gather data from the determined students about how they think and feel on WTC in English. Firstly, interview recordings of all the participants were carefully transcribed by the researcher taking into account the importance and relevance of the issues discussed. Then, the transcript was clarified by eliminating repetitions and digressions. Finally, the statements of the participants were summarized.

### **Quantitative Data Collection**

No consent letters were filled out to ask for the students' desire to take part in the study. However, a word of promise was given to them that their information will be kept confidential. Moreover, the participants weren't asked to write their names on the the questionnaire papers. The researcher also contacted the department chairs at every university two weeks before the study took place. The researcher gained permissions to conduct the research and obtained the class information about the number of the students in each class their mood as to how would they like to sincerely participate in the study.

After being assured of the confidentiality of the information depending on their decision, the instructor let the students out in case they did not want to participate in the study. They could also stay in their places while the participants' completing the questionnaires. They were also assured that there would be no negative consequences for opting out. Finally, the questionnaires were administered.

It took about 35 or 45 minutes to answer all the question items. The following voluntary and face-to-face interview phase of the study was explained to students in only one research site which was the Konya Selcuk University. They were told that the interview would be carried out at a time and place convenient to them. The interviews would be done in Turkish for about 20 minutes. They were also told about the topics of the questions and what contents they would be talking about i.e. English learning experiences, their preferences as to why, where, how and when they feel more willing to communicate, their perceptions of individual difference factors as well as challenges they face as English learners. They were asked to announce their readiness to participate in the interview at the end of the questionnaires. From among eighty students who had participated in the research in Konya Selcuk University, thirty-one of them confirmed to take part in the interview. A random sampling was utilized to select fifteen students in which they all had an equal chance of being chosen.

The participants' academic years were all the same and weren't considered different to avoid their having different English learning experiences inside or outside of the university life. The participants might also gain different attitudes towards learning and using English depending on the length of the years spent in the university. Nevertheless, the element of gender was considered assuming that it might cause different perspectives and approaches towards communication in a foreign language and with strangers. Thus, seven males and eight females were made appointments for interviews which were given in the office of one of the professors. Guided by the interview protocol the researcher began each interview by background information and breaking up the ice and asking other open-ended questions.

During the interview and to enhance research validity, the researcher restated, summarized, or paraphrased the information received from a respondent to make sure that, what was heard or written down was correct. Preliminary findings were reported back to respondents at the end of the each interview, and the researcher asked for critical commentary for potential embodiment into the findings (Kuzel and Like, 1991).

The data collection process lasted almost six weeks in the whole four universities to complete. The researcher started collecting data during the week of December 9, 2013 and finished



collecting data during the week of January 20, 2014. The collection of the qualitative took only three days since some students weren't able to come on the first day.

### **Data Analysis**

Both quantitative and qualitative analyses of the data were included in the research since it had a mixed-methods design. First, the Statistical Package for Social Sciences (SPSS) version 18.0 was used. As a criterion for accepting or rejecting a null hypothesis and to see if there were any significant differences between the groups, a probability level of  $p=.05$  or less was used. After the statistical descriptions, the qualitative data that came from the interviews were made ready for further analysis.

#### **Quantitative Data Analysis**

SPSS was used to conduct descriptive statistics (frequency, percentage, the maximum and minimum scores, means, and standard deviations), correlations, paired-samples t-tests (to see the difference between paired values in two samples, this method takes into account the variation of values within each sample, and produces a single number known as a *t-value*), one-way ANOVAs (it is used to determine whether there are any significant differences between the means of three or more independent (unrelated) groups), and regressions (a regression analysis is done for one of two purposes: In order to predict the value of the dependent variable for individuals for whom some information concerning the explanatory variables is available, or in order to estimate the effect of some explanatory variable on the dependent variable.). The descriptive statistics were used to analyze the descriptive items and categories in the instruments. Paired samples t-tests were used to determine whether there were significant differences in the sub-scores on the communication types and independent samples t-test were used to assess gender differences. Correlations were used to determine relationships between willingness to communicate, self-perceived communication competence, communication apprehension, and personality. Analysis of variance (ANOVA) was also used to determine whether there were significant differences based on selected gender. The ANOVA results only indicate significant differences between the groups not how the individual groups differ.

In order to identify which independent variables best predict the dependent variable of willingness to communicate “multiple regressions” were used. The multiple regression analysis is a statistical technique that lets the researcher to predict someone’s score on one variable on the basis of his/her scores on several other variables (that is, determine what the best combination of independent (predictor) variables would be to predict the dependent (predicted) variable.

### **Qualitative Data Analysis**

The qualitative data from interviews were analyzed to elaborate participants’ perceptions. The interviews were all done in Turkish by the researcher who was competent enough to speak Turkish. He had been living in Turkey for five years before the administration of the study. The interviews were recorded. The direct quotes which were noteworthy were chosen and interpreted to see their implications. The interpretation of the respondents remarks on the question items depended mostly on the researcher’s background, biases and knowledge about the research setting than the information gained from the quantitative data. The remarks were used later for the data analysis purposes and to validate the participants’ assertions. The results were organized according to the emerging themes of the interviews and presented in an interpretive narrative style. The main themes which emerged were as follows: background of language learning, how willing they are to learn according to the context and receiver type, personality, anxiety and personality type. The application of the obtained results from the themes will be discussed thoroughly in the next chapter.

## **CHAPTER IV**

### **RESULTS AND DISCUSSIONS**

#### **Participants' Background Information**

A total of 370 students completed the questionnaires and gave them back. Among the 370 students, there were 132 males and 238 females. The students who were handed over the questionnaires were present at the time when the researcher was distributing them and there was no criteria doing so. From among the questionnaires collected 88 of them were discarded based on the researcher's judgment because they hadn't been filled accurately, even given back empty or had a long stay in English speaking countries or abroad. The research was carried out employing 282 students who answered the questionnaires properly. 15 students (7maless and 8 females) were randomly selected among those who had completed the consent forms for interview participation and the questionnaires as the participants for qualitative data. All the students who completed the questionnaires were ELT senior students studying in four different universities in different cities in Turkey.

In the beginning of each questionnaire, the participants were asked to grade their own English proficiencies in general (focusing on their speaking level) on a rating scale from 1 to 3 (1=low; 2=intermediate; 3=high). Table 1 shows means of the participants' self-reported English abilities (N=282).

**Table 1: The Students Self-Rated Competency**

	Proficiency Levels			Mean
	Low N (%)	Intermediate N (%)	High N (%)	
Self-Reported English Proficiency	133 (47.1%)	102 (36.2%)	47 (16.7%)	1.82

To put it generally, the participants reported their English Proficiency (focusing on their speaking skill) as nearly lower-intermediate level. Taking into account the questions posed at the students in terms of their perception of the four main skills in English, it seems that the productive skills (writing and speaking) were rated as lower than the receptive skills. Almost half of the participants (47.1%) rated themselves as ‘low’ in speaking. Only 16.7% of the participants evaluated their own speaking proficiency as high. They also admitted that they had a better and higher proficiency in receptive skills during the interview questions.

The outcome of the analysis could possibly be attributed to the Turkish educational context. The productive skills are rather an ignored skill in Turkish high schools. Also the English language section of the university entrance exam focuses on receptive skills as well. This leads to a mentality of English, only as a receptive than productive skill. The students in university continue their English life in like manner. Thus, to earn better scores on the English tests, Turkish university students tend to spend more time practicing reading and concentrating more on university course materials instead of the other skills.

The universities where this research was administered required the students to take part in a preparatory school of English language which is called ‘Hazirlik okulu’ unless they have a minimum score from any official English language exam. The courses there, more or less, focus on receptive skills.

## Results for the Primary Research Question

To answer to the research question, the results of the quantitative data are presented first and then the findings of the interviews are presented.

### Quantitative Results

#### Willingness to Communicate (WTC) in English

The WTC questionnaires included 12 questions, which were divided into three subscores. There were mainly two sections. One section was composed of questions related to the kind of interlocutors (strangers, acquaintances, and friends), the other section was aimed at the types of communication contexts (public, meeting, group, and dyad).

Table 2 indicates the means and standard deviations of the individual WTC items in decreasing order of the means (minimum score 0, maximum score 100).

**Table 2: Participants' Willingness to Communicate in English**

Item description	Mean	SD
5. Talk in English with a friend.	71.49	31.36
2. Talk in English with an acquaintance.	65.91	31.34
11. Talk in English with a small group of friends.	53.57	32.12
3. Talk in English in a large meeting of friends.	52.25	31.66
6. Talk in English in a large meeting of acquaintances.	50.91	31.78
7. Talk in English with a stranger.	49.60	31.16
9. Talk in English with a small group of acquaintances.	49.76	30.86
8. Present a talk in English to a group of friends.	46.88	33.01
12. Present a talk in English to a group of acquaintances.	44.19	31.80
4. Talk in English with a small group of strangers.	41.09	31.46
10. Talk in English in a large meeting of strangers.	31.81	21.06
1. Present a talk in English to a group of strangers.	35.42	30.99
Total	50.18	27.75

To sum up the table above, the participants demonstrated slightly low willingness to communicate in English (Mean=51.18, SD=27.75). Only three of the participants chose not to be willing to communicate in English at all. As seen in Table 2, the participants seemed to prefer to communicate in English with friends and acquaintances rather than with strangers. They also preferred to communicate in English in the dyadic settings rather than in larger communication contexts.

According to McCroskey and McCroskey (2002) if people come across with those whom they know better and know the type of communication they will have, they are more likely to commence to converse. In this kind of setting students have a higher possibility of basing strong disagreements or discussions. For instance, learners with their classmates-who are considered acquaintances to them since they might not have relationships outside the classrooms- high self-disclosure is not considered as favorable. And finally, communicating with strangers is looked upon as a difficult task to do by some and an easy and comfortable job to do. However, since the interlocutors do not know eachothers' expectations and haven't made up their mind regarding the type of conversation they will have, to initiate to communicate with strangers can be very constrained. The receiver types are all below in relation to the WTC level.

**Table 3: Willingness to Communicate According to the Reciever Types**

Measures	N	MEAN	SD	Significant Differences (p<.01)
Friend	282	56.12	28.27	Friend-Acquaintance (t=5.70)*
Acquaintance	282	52.69	27.98	Friend-Stranger (t=14.18)*
Stranger	282	41.73	27.53	Acquaintance-Stranger (t=12.88)*

Table 2 reflects the fact that the students would prefer to communicate with friends more than others (Mean=56.12, SD=28.27) i.e. acquaintances (Mean=52.69, SD=27.98) or strangers (Mean=41.73, SD=27.53). Although the differences were significant at p=.000 in terms of the receiver type, it cannot be concluded that all the students wanted to communicate with their friends. About 24% of the participants were more likely to initiate communication with

acquaintances rather than friends. And about 8% of the total participants reported that they were more willing to talk with strangers than friends. This all foreshadows the fact that some students are more willing to talk with people they just know and are familiar with, than with people they completely know or close friends. The number of the students who never wanted to talk to the friends and acquaintances was respectively 5 and 4. This shows that they are generally inclined towards speaking with friends. The number of the students who never wanted to talk to the strangers was 12.

Besides the interlocutor types that were analyzed, WTC could also be affected by the number of people who were involved in the interactions (dyadic, small group, large group, and public). Dyadic communication, which involves two people, is the least threatening type of communication for most people. Small group conversation in classrooms involves from 4 to 7 in membership. Large group conversation (meeting) represents the normal class in school (around 20 people). The final type, public speaking, places the burden of initiating communication on one person, while the others (from about 40 people) function primarily as listeners. Table 4 shows the means and SDs of WTC in the contexts of public speaking, meetings, groups, and dyads.

**Table 4: Willingness To Communicate According to Different Contexts**

Measure	N	Mean	SD	Significant differences (p<.01)
Dyad	282	62.27	26.68	Dyad-Group (t=12.49)*
Group	282	49.14	28.88	Dyad-Public (t=14.98)*
Meeting	282	48.76	29.71	Group-Meeting (t=.54)*
Public	282	61.77	27.21	Group-Public (t=6.60)* Meeting-Public (t=6.76)*

As it could be predicted, the data indicate that while the more the participants wanted to communicate in English in public speaking, the least they were willing to speak in English in dyads. The number of the students who chose “never willing to talk in English” seems also noteworthy: in public (N=23), in meetings (N=11), in groups (N=12), and in dyads (N=3).

Overall, the differences between the context types regarding the students' willingness to speak were statistically significant at  $p < .01$ .

McCroskey (1992) presented the standards of assessing WTC for native English speakers. In order to compare native English speakers' WTC in English as L1 with Turkish students' WTC in English as a foreign language, the mentioned normative guidelines for scoring and levels were speculated, as shown in Table 5.

**Table 5: WTC for Native English Speakers**

WTC score	Normative		Present Study	
	High	Low	High	Low
Total WTC	>82	<52	51.18	Low
Public	>78	<22	42.18	Moderate
Meeting	>80	<39	48.78	Moderate
Group	>89	<57	62.67	Low
Dyad	>94	<64	40.44	Low
Stranger	>63	<18	52.14	Moderate
Acquaintance	>92	<57	52.16	Low
Friend	>99	<71	57.23	Low

According to McCroskey's norms of native English speakers, Turkish students' total WTC score (Mean=50.18) was below 52 and therefore it is considered as low WTC. Overall, assuming the results as a spectrum, the mean scores of the students who were more willing to communicate in English in dyads and less willing to communicate in English in a public speaking context, participants' WTC in dyads and groups were considered as low, while their WTCs in public speaking and meeting contexts were at a moderate level. Although assuming the receiver types the mean score of WTC with strangers was the lowest among the three receiver types, its level was moderate, which was higher than the levels of WTC with acquaintances and friends. Table 6 below indicates the WTC levels and the number of students in terms of the context types.



**Table 6: Distribution of the Participants' WTC Levels By Context Types**

WTC level	Dyad		Group		Meeting		Public		Overall	
	N	%	N	%	N	%	N	%	N	%
Low	124	43.97	177	62.76	125	44.32	105	37.23	97	34.39
Moderate	102	36.17	73	25.88	100	35.46	119	42.19	140	49.64
High	56	19.85	32	11.34	57	20.21	58	20.56	45	15.95
Total	282	100	282	100	282	100	282	100	282	100

The results reveal the fact that on the whole, 125 students (44.32%) were rated as a low level of WTC, 100 students (35.46%) were a moderate level, and 57 students (20.21%) were a high level.

**Table 7: Distribution of the Participants' WTC Levels By Receiver Types**

WTC level	stranger		acquaintance		friend	
	N	%	N	%	N	%
Low	79	28.01	138	48.93	183	64.89
Moderate	129	45.74	93	32.97	77	27.30
High	74	26.24	51	18.08	23	8.15
Total	282	100	282	100	282	100

The results indicate the numbers and percentages of students by WTC levels. For instance, 28.01% of the participants were low level of WTC with strangers, 48.93% were low level of WTC with acquaintance, and 64.89% were in a low level of WTC with friends.

### **WTC in relation to the previous studies**

In general, a slightly low willingness to communicate in English was found. Quantitative results indicated that participants were more willing to communicate in English with friends and acquaintances than with strangers. Besides, they preferred to communicate in dyads rather than larger groups. Speaking in the public was their last preference.

**Table 8: The Results for Willingness To Communicate Studies in Different Countries**

MEASURE	WTC in L1			WTC in L2				<b>The present study</b>
	USA (1985)	USA (1992)	Australia (1988)	Puerto Rico (2008)	Hong Kong (1998)	Turkey (2005)	Korea (2011)	
Overall	67.3	65.2	56.6	65.7	47.6	47.9	49.2	44.7
Public	56.1	54.2	46.0	64.9	49.4	51.6	41.2	48.3
Meeting	60.0	59.7	53.1	60.5	45.9	47.8	46.8	46.5
Group	73.4	70.8	63.3	68.8	51.0	48.7	47.1	46.9
Dyad	79.5	76.2	63.8	69.1	44.2	43.7	61.7	56.4
Stranger	41.3	38.5	38.8	49.5	33.1	43.8	40.7	52.1
Acquaintance	75.0	72.5	61.0	63.5	45.5	51.7	51.7	56.6
Friend	85.5	84.7	75.9	84.4	64.5	55.1	55.1	62.6

Comparing with native English speakers in the US and Australia, Turkish students are not inclined to trigger a conversation and are less willing to communicate. However, compared with other contexts, Turkish EFL students tended to be less willing to communicate in English than Puerto Ricans, while being more willing to communicate than Korean and Students in Hong Kong. The students in the present study showed a better willingness compared with the ones who took part in Cetinkaya (2005) study, nine years ago in 2005. This can be justified by looking at the academic majors of the students which can positively affect the English language learners' motivation and consequently their willingness to communicate (Jung, 2011).

People from different countries own different orientations towards communication in a language. They differ in the way they react regarding different contexts. It is noteworthy that the generalizations should be made cautiously because different cultures entail different kinds of communication approach-avoidance strategies. The mentioned differences are traceable when people are interacting cross-culturally to avoid communication break downs and boost mutual understanding.

Most of the students also admitted that the English speaking opportunities with foreigners was a farfetched idea. on campus as having lots of opportunities to talk in English with foreigners. They reported that their conception of their English as insufficient to start a conversation would prevent them from seeking opportunities to speak in English and also from using English even when they felt necessary. However, they recognized the fact that interaction in English was a necessity for them.

A contradictory result was also uncovered. While inspecting the quantitative data it was found that the students were more willing to communicate in English with friends. Nevertheless, interviews made the fact known that most of the students preferred to talk in English with foreigners rather than with their Turkish compatriots. This paradoxical finding is justifiable when we think of speaking English by two Turks as ‘practice’ and speaking to a foreigner as a ‘need’ and a task to be accomplished.

Hyland’s (2004) study also indicates the same truth. Hyland discovered that in Hong Kong, speaking with Chinese-speaking friends, shopkeepers and family members was less favored than native English speakers. Nagy and Nikolov (2007) examined Hungarian university students’ WTC and found that the importance that students gave to meaningful communication situations and interlocuters. This finding is also supported by Léger and Storch (2009) who found speaking English with L1 speakers was as unnatural, awkward or embarrassing. MacDonald et al. (2003) also concluded that in the Canadian bilingual context, university students were most eager to speak in the L2 when the person they were talking to did not speak the student’s L1. Very similar responses were received by Turkish students during the interviews.

Low level of willingness can be traced in the students feeling sensitive about how they are going to be evaluated. They have fear of negative evaluation and losing face. This comes to the minimum amount when they encounter a foreigner since their purpose is beyond practicing English and is trying to make themselves understood. As the students confessed during the interviews their purpose behind learning English has always been finding grammatical errors in order to get a better preparation for exams.

Some positive support was also reported in contrast to what mentioned so far. Some of the students believed that a L1 interlocutor would give psychological support and positively affect the communication atmosphere. Therefore, if the students feel a positive force backing them up they would perform better and the rate of eagerness and readiness to speak would arise. This also paves the way for communication outside the classroom. Bekleyen (2004), who worked with Turkish college students, also pointed out that influences of peers and teachers on foreign language learning were crucial, especially to low proficient students. Medgyes (1992) and Kassing (1997) also noted that there would be more possibilities of speaking a foreign language between individuals from within their cultural group when they are supported from interlocutors who share the same L1. In this sense students can empathize both psychologically and linguistically. This would also help them to avoid language transfers while being a precious source of information to each other.

Some students who were supposedly more proficient also reported a high degree of willingness in their interviews when they encountered the foreigners. They said that they wanted to improve their English accuracy as well as fluency. This was also true about Weaver's (2010) research, where he argued that "the highest self-perceived students believe that international students and foreign teachers of English might provide them with rare opportunities to interact with a proficient user of English inside and EFL classroom and thus an opportunity to further their current level of English competence and/or cultural knowledge" (p. 158).

Studies with Japanese EFL students (Nozaki, 1993; Doyon, 2000; Cutrone, 2009) described reasons of their fear of making mistakes as the greatest cause of EFL learners' anxiety. The students' avoiding to speak with their peers also takes its roots from the fact that they are looking for an example to model. They are fearful of imitating and copying their friends' pronunciation and grammatical mistakes. Baker (2004), the chief reason for avoidance concerns the Japanese tendency for accuracy over fluency; they worry about adopting each other's mistakes and mispronunciations, as well as being unable to correct each other. Being in a face-saving culture, Japanese EFL learners worry about the opinion of others when using English in public.

It is believed that Asian learners of English also are more sensitive about the accuracy. Brick and Louie (1994) argue that Asian students typically regard correctness as a highly desirable quality. This leads to a fear of appearing foolish by making mistakes in grammar or pronunciations whenever they take part in a classroom activity. Wen and Clément (2003) also mentioned that Chinese students' unwillingness to communicate in public is deeply rooted in other-directedness, from which face-protected orientation may ensue. Likewise, the Turkish students have that fear of being judged by others and are sensitive to the judgment of others.

Jung (2011) discusses that the rate of the students' WTC depends on their interlocutors' social standing (position or status), and familiarity of communication topics. She introduces these two factors as the main issues leading to a high rate of language apprehension. Oz (2014) also discusses that students are more willing to communicate with strangers than friends in Turkey because they do not feel confident enough in one-to-one communications with friends and the people whom they know and have a higher familiarity.

**Self-perceived Communication Competence (SPCC)**

The descriptive statistics of the 12 individual items of SPCC with scores ranging from 0 to 100 is shown in table 9. Students have generally reported their own English communication competence as low (Mean=42.33, SD=25.65) based on their own perceptions. They generally felt more competent talking in English with friends or acquaintances in dyads or small groups. They also reported that they felt less competent talking in English in a small/large group of strangers or giving a presentation to a group of strangers.

**Table 9: Self-Perceived Communication Competence (SPCC)**

Item description	Mean	SD
5. Talk in English with a friend.	53.55	29.12
2. Talk in English with an acquaintance.	48.43	31.23
11. talk in english with a small group of friends	43.56	28.58
9.Talk in English in a small group of acquaintances.	41.21	28.28
3. Talk in English in a large meeting of friends.	41.41	29.32
7. Talk in English with a stranger.	40.11	28.16
6.Talk in English in a large meeting of acquaintances.	37.93	27.62
8. Present a talk in English to a group of friends.	37.26	28.32
12. Present a talk in English to a group of acquaintances.	33.52	27.76

4. Talk in English in a small group of strangers.	34.52	26.43
10. Talk in English in a large meeting of strangers.	32.26	26.66
1. Present a talk to a group of strangers.	30.23	28.64
<b>Total</b>	<b>42.33</b>	<b>25.65</b>

Examination of the frequencies of the total mean scores shows that 23 students (8.15%) of the total students reported they were completely incompetent in communicating in English and only 6 students (2.12%) reported they were fully competent in English.

As seen in Table 9, the SPCC sub-scores on the context types show that while students felt somewhat competent speaking in English in dyads (Mean=53.55, SD=29.12) and in small groups (Mean=43.56, SD=28.58), they seemed to feel less competent talking in meetings (Mean=32.26, SD=26.66) or in public speaking (Mean=30.23, SD=28.64).

Table 10 below indicates the three subscales of SPCC in terms of interlocutors. It shows that participants felt competent speaking in English with friends (Mean=44.5, SD=28.06) rather than with acquaintances (Mean=42.46, SD=27.40) or strangers (Mean=34.24, SD=26.45). The table also indicates the numbers and percentages of students who reported themselves as completely incompetent or fully competent in communicating in English in the three communication contexts. The mean differences between the three receiver types were all statistically significant at  $p < .01$ .

**Table10: SPCC Subscales on Receiver Type Measures**

Measures	N	Min. (0) N (%)	Max. (100) N (%)	Mean	SD	Significant Differences ( $p < .01$ )
Friend	282	21(7.4%)	9 (4.1 %)	46.50	27.33	Friend-Acquaintance ( $t=4.46$ )*
Acquaintance	282	18 (6.3%)	16 (5.67)	41.20	27.87	Friend-Stranger ( $t=10.36$ )*
Stranger	282	25(8.8%)	11 (3.9)	32.30	29.45	Acquaintance-Stranger $t=9.74$ )*

### **Communication Apprehension (CA)**

Table 11 indicates that in general, participants seemed to experience somewhat high apprehension in communicating in English. Scores ranges from 1 to 5.

**Table 11: Communication Apprehension (CA)**

Item Description	Mean	SD
5. Engaging in a group discussion with new people makes me tense and nervous.	3.82	.99
2. Generally, I am comfortable while participating in group discussions.	3.81	.95
23. I face the prospect of giving a speech with confidence.	3.77	.92
6. I am calm and relaxed while participating in group discussions.	3.76	.88
21. I feel relaxed while giving a speech.	3.73	.88
3. I am tense and nervous while participating in group discussions.	3.66	1.00
20. Certain parts of my body feel very tense and rigid while giving a speech.	3.62	1.00
9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.	3.62	.95
12. I am very relaxed when answering questions at a meeting.	3.60	.91
17. While conversing with a new acquaintance, I feel very relaxed.	3.58	.94
19. I have no fear of giving a speech.	3.58	1.05
16. Ordinarily I am very calm and relaxed in conversations.	3.56	.90
8. Usually, I am comfortable when I have to participate in a meeting.	3.55	.94
7. Generally, I am nervous when I have to participate in a meeting.	3.53	.95
22. My thoughts become confused and jumbled when I am giving a speech.	3.47	.98
24. While giving a speech, I get so nervous I forget facts I really know.	3.44	1.00
4. I like to get involved in group discussions.	3.41	1.04
15. Ordinarily I am very tense and nervous in conversations.	3.36	1.09
11. Communicating at meetings usually makes me uncomfortable.	3.31	1.03
14. I have no fear of speaking up in conversations.	3.30	1.05
13. While participating in a conversation with a new acquaintance, I feel very nervous.	3.28	1.04

10. I am afraid to express myself at meetings.	3.27	1.07
18. I'm afraid to speak up in conversations.	3.24	1.07
1. I dislike participating in group discussions.	3.16	1.16

Table 11 indicates that group discussion or giving a speech in English were the most apprehension-provoking situations for the Turkish learners.

The whole items were classified in terms of context types, to further probe the contexts in which students feel more anxious to communicate in English. As seen in Table 11, the overall mean value of communication apprehension was 84.44. The highest was 120 and the lowest 24. Table 11 also shows the mean values of the students' communication apprehension in four areas: group discussion, meetings, dyadic communication and public speaking.

**Table 12: CA Subscores on Context Type Measures**

Measure	N	Mean	SD	Significant differences (p<.01)
Dyad	282	62.27	26.68	Dyad-Group (t=12.49)* Dyad-Public (t=14.98)*
Group	282	49.14	28.88	Group-Meeting (t=.54)*
Meeting	282	48.76	29.71	Group-Public (t=6.60)*
Public	282	61.77	27.21	Meeting-Public (t=6.76)*

Table 12 shows that students felt more apprehensive about communication in group discourse (Mean=29.24, SD=4.48) and public speaking (Mean=27.07, SD=4.78) rather than in meetings (Mean=23.26, SD=4.56) and dyads (Mean=22.67, SD=4.78). Table 12 also shows that there were only a few who reported they were never anxious to communicate in English in the four communication settings. Overall, the differences between CA subscores, except for the difference between group and public (t=.05, p=.96), were statistically significant at p=.000.

McCroskey (2005) provided the normative means and levels of PRCA. According to the guidelines, scores below 51 represent people who have very low CA, scores between 51-80



represent people with average CA, and scores above 80 represent people who have high levels of trait CA. Based on the scoring guideline, overall, Turkish ELT students seemed to have high communication apprehension in English. Students with high CA usually experienced fear and anxiety about communicating even in presumably non-threatening situations.

Considering the subscores of CA, all of the subscores (groups, meetings, and dyads), except for public speaking, were classified as high. CA in public speaking was located in a moderate level. Overall, only 12 out of 282 students (4.25%) had low CA; 105 students (37.23%) had moderate level of CA and 165 students (58.51%) had high CA.

### **SPCC and CA in relation to the previous studies**

Not only it is one of the most important factors of WTC in MacIntyre et al.'s (1998) model, it is also described as a relatively permanent personal characteristic of an individual. A perfect SPCC is a consequence of a high self-confidence and a low anxiety (Clément; 1980, 1986). It is defined as the “overall belief in being able to communicate in the L2 in an adaptive and efficient manner” MacIntyre et al. (1998: 551). Turkish EFL students perceived themselves slightly weakly in terms of SPCC (mean=42.33).

Among the studies done so far Turkish students can be listed as low self-confident language learners. Comparing to the language learners' SPCC mean in Cetinkaya's (2005) study in turkey it is clearly understood that self-confidence rate is low between Turkish students in general. This has its own cultural and educational justifications. The lack of communication in English, in Turkish educational system, results in a low self-esteem. It also originates from past negative experiences as well as intercultural understanding and interactions (Dewaele, 2008). Achieving low grades in school tests can also negatively affect them. If the students have performed negatively on language tests or they have had frequent misunderstandings in intercultural communication using the language, they will most probably feel that they are incompetent in it (Jung, 2011). The interviewees also confessed on the same issue. They believed that their examination grades are supposed as an immediate determinant of their language proficiency. Accordingly, students with high anxiety underestimate themselves.

The results of the study show that the students are more competent to speak in dyads than in groups and friends are preferred over acquaintances and strangers. This also imply that they felt more anxious with strangers and groups. This finding is also supported in previous studies (Cetinkaya, 2005; McCroskey et al., 2008). Considering communication behavioral tendencies, cultural issues play an important role as well. Turkish students' view of their 'selves' is accompanied by self-respect, dignity and prestige. So, this characterization of self leads to a sensitive character with the values of modest character which constrains the linguistic behaviors of an individual (Martinsons & Martinsons, 1996; De Guzman et al., 2006; Kim, 2007). Liu and Jackson (2009) also stated that Chinese students' willingness to talk in English was linked to their language abilities and that "the more proficient in English the students were, the more willing they were to participate in speech communication and the more positive they were about it" (p. 78).

During the interviews the students seemed to value speaking and listening as more important factors influencing their level of self-confidence. Consequently, when they thought they had a lack of listening and speaking ability they felt more anxious. some of the students mentioned that they would really love to speak in an error-free English and believed that this mainly makes them to stumble and even avoid speaking at times.

Baker and MacIntyre (2000) also suggested that a negative experience in speaking an L2 had mild detrimental effects on students. After experiencing failure or criticism, students show signs of helplessness like self-blame, lowered persistence, and lack of constructive strategies" (Dweck and Sorich, 1999, cited in Alderman, 2008, p.49). Samimy and Rardin (1994) found that learners stated that their language anxiety stemmed from past negative language learning experience. Anxiety was mainly caused by unpleasant experiences in the language classroom, preoccupation with making errors, and unsuccessful outcomes.

Competitiveness is also identified as a source of anxiety among the students (Jung, 2011) and is defined as "the desire to excel in comparison to others" (Bailey; 1983, p. 96). It is also argued that "competitiveness and the feeling of being unable to attain a desired image in front of the teacher and the peers also makes them feel anxious and frustrated" (Zhang; 2006, p. 36).

Students also reported a high rate of competitiveness in their classes which led to a strained relationship between the students in the classroom. When learners assume their language proficiency to be lower compared with the class, and when their idealized self-image doesn't harmonize with their real selves, their apprehension level is heightened. As Berkeyen (2004) mentioned, students tend to hesitate to speak in class because they thought their speaking skills were not as good as their peers.)

Fear of making mistakes and taking risks was found as an overarching reason as to why the students have a low perception of their language proficiency and a high level of anxiety. This is also supported by previous studies (Nozaki, 1993; Doyon, 2000; Cutrone, 2009) which introduce it as the greatest cause of anxiety. As a student expressed during the interview he knew weighed his degree of self-confidence when it came to use newly learnt expressions. He mentioned that he sometimes didn't dare to take risks to use expressions and felt frustrated. This brings up the issue that silent learners find themselves in high risk – low gain situation in the classrooms. Therefore, a psychological pressure is endowed when forcing the less proficient learners to a situation where there is a high risk of failing than succeeding (Beebe, 1983). Turkish students regard their classroom as a testing situation where they wish not to lose face. This is the other main cause which often leads to many students being reticent and unresponsive.

A part of communication apprehension is related to cultural issues of the context where the students have grown up. The culture of other-directedness is found as a good predictor of willingness to communicate in a foreign language (Wen and Clément, 2003) and Berque, 1992; Kuwayama, 1992). Markus and Kitayama (1991) also argued that “the Japanese as well as other Asians tend to have interdependent interpersonal relationship among Japanese people, which leads them to regard themselves as part of social relationship and to recognize that their behavior is determined by what is perceived to be the thoughts, feelings, and actions of others in the relationship” (p. 225). Matsuoka (2005) indicted that the Japanese participants are other-directedness and “concerned about the way in which they are perceived by others based on the proposition that English is a must in the present international community and that they are

required to improve their English” (p. 104). Overall, the findings suggested an interrelated and interdependent relationship between SPCC and CA with their determining factors such as culture, learning environment and the character type.

### Personality

To examine participants’ degree of extroversion, McCroskey’s personality scale, which was based on Eysenck’s (1970, 1971), was used. Students in the present study were in the moderate range of introversion-extroversion personality traits.

**Table 13: Personality Questionnaire Results**

Item description	N	Mean	SD
9. Do you like to play pranks upon others?	282	3.85	0.63
6. Can you usually let yourself go and have a good time at a party?	282	3.75	0.38
5. Would you rate yourself as a happy-go-lucky individual?	282	3.74	0.66
2. Do you like to mix socially with people?	282	3.72	.88
10. Are you usually a "good mixer?"	282	3.66	.92
11. Do you often "have the time of your life" at social affairs?	282	3.54	.85
7. Would you be very unhappy if prevented from making numerous social contacts?	282	3.32	1.25
3. Are you inclined to limit your acquaintances to a select few?	282	3.22	1.25
8. Do you usually take the initiative in making new friends?	282	3.11	1.00
4. Do you like to have many social engagements?	282	3.09	.86
12. Do you derive more satisfaction from social activities than from anything else?	282	3.08	.88
1. Are you inclined to keep in the background on social occasions?	282	3.03	1.21
Total	282	41.11	10.77

According to the scoring guideline of the personality scale, a total score between 24 and 48 is in the moderate range of extroversion personality. The participants’ extroversion personality was found to be in the moderate range (Mean=41.11, SD=10.77). Two hundred thirteen students (75.53% of the participants) were within moderate levels of introversion-extroversion personality traits. Only 9 students (3.19%) of the participants were in the highly introverted range and 56 students (19.85%) were classified as having an extroverted personality.

### **Personality in relation to the previous studies**

The quantitative analysis of the results showed that the majority of the students were moderately extraverted. When they were asked if their communication approach is affected by their personality 11 of them agreed that if they had a more extroverted personality type they would have had different strategies for communication initiation and speaking behavior. They thought that their character type made them reluctant to take part in any conversational event. On the other hand they admitted that their classmates who were more extroverted could get others attention and had a better performance and were more able to create opportunities. They confessed that a higher rate of extroversion would facilitate English language learning and speaking easier.

Shyness along with politeness is assumed as a big hindrance against initiating to speak in a foreign language. They are called conflict-avoidance techniques which can be found in the literature usually connected with fluent conversations (Ide, 1989, pp. 225, 230). They are also referred to as strategies which people employ in order to avoid disruptions and keep the friendly atmosphere (Leech, 1983, pp. 17, 82). Park and Lee (2005) also asserted shyness as a communication confidence component, which was closely correlated with high oral performance.

Alishah (2015) analyzed the type of personality his participants had in Turkey and rated themselves as 'medium talkative', a kind of character type which is in favor of participating in different activities. The participants felt calm and casual in the classes and only one student admitted to being concerned about other students laughing at her because she had a little Azeri accent she had picked up in Iran. The study concludes that some personality types problems make students feel fearful and restless. The kind of trait which they carry can originate from the fact that he is from a different country or race which is discriminated culturally, politically or economically.

### **Qualitative Results**

In order to find out the reasons which constrain the Turkish EFL learners from speaking in English The researcher collected data through the semi-structured follow-up interviews of 15

students in order to better understand results from the quantitative data analysis and. This section summarizes the participants' background information regarding their experiences as English learners, WTC, SPCC, CA, and personality.

### **English Learning Experiences**

From among the 15 interviewees, 12 of the students mentioned that they had been learning English since primary school or somehow earlier. However, only three participants told that they got the chance to communicate in English before they attended the university. The other students mentioned that they never experienced an authentic English conversation before except for practicing textbook conversations provided in English course books.

They all told that they had achieved a very high grade in English classes during the high school and it had made them motivated to continue their studies in English in university. This sense of achievement gave them a feeling that they assumed a success later in the future selecting the ELT as their major. On the other hand, students' negative experiences while learning English were totally related to their failure on English examinations as they liked (fluently and native-like) or in English communication. They complained about reading comprehension part of the exams more than other skills.

*I lost my interest mostly because we were too much engaged in grammatical categories than the real use of English for communication.*

*Thinking about English reminds me of the grammar rules and the exams which people have to pass in order to get the certificate of the exam. If you ask a high school student it is the same and he will tell you that English is only a school subject for him. It is even the same in universities since the university students also have to pass the English exam in order to graduate. And that's all grammar and mechanics of English.*

*If you ask me why I hate English or any of my friends they would say you that English is no pleasurable language and it is directly a language of exams. However, we are studying English*

*as our university major and still we are being tested which gives us a hateful image of English. I think they should ask us whether we can use it or not.*

The interviewees' comments show that their negative or positive experiences in studying English were closely related to their English test scores at school and they mostly complained about how English is being presented to the students. Moreover, the interview participants believe that their insufficient English speaking competence accounts for the Turkish educational system. It could be understood from the interviews that even the education authorities are unhappy about this and they have been making a lot of changes to the way English is taking shape in Turkey. They have made changes in order to improve the communicative competence, the length of the time they are dealing with English and establishing English preparatory schools before the students' admission to the university. Further, the students criticized the lack of consistency in the English education at their preparatory schools in Turkey where it seems unlikely to be exposed to talk in English during the class hour times. They accepted that English in preparatory schools are more interactional though.

*Looking back on my English learning experiences in school, I understand that English learning even made me lose my interest. In high school, grammar and reading comprehension skills were the only skills which were emphasized in English classes. However, in the university, English preparatory courses are more oral and communication-oriented. I think English education policies in Turkey lack elasticity.*

The mentioned results of the interview might bring up the idea that WTC is a situation-based trait than a personality type one. According to Alishah (2014) students would feel a higher level of competence if their situational needs are being met. In his interview with the Persian learners of Turkish in Turkey he resolved the fact that SPCC was related to the community outside rather than the inside the classroom situation. The participants in his study felt their WTC level was empowered and affected by their surrounding and the native speaking companions. They confessed that after spending some time with Turks they felt the readiness to start to speak positively. However, the role of having an extravert personality was also emphasized in the

study being advantageous factor for WTC according to MacIntyre et al. (2007). However, it has sometimes been debated by the same authors that introverts can sometimes compete more effectively in verbal learning and academic achievement.

### **WTC and the Campus Atmosphere for Learning English**

A question that arose was whether the students were happy with their campus regarding the English language learning and to examine what their perception was about the campus atmosphere in terms of English learning. They were asked whether they thought they had a positive and supportive climate for learning English. Among the 15 interview students, five students reported that they had some opportunities to talk in English with foreigners, while the other seven students mentioned there were limited or no chances to talk in English in their university setting. Even though the students were on the same campus, they had different perceptions about their environment. In their university context, there were about 20-30 English speaking foreign students. They could meet the foreigner on campus, in the libraries or in the dormitories.

Students' living on the same campus and having different perception about the amount of English language exposure is worth reconsidering. Five out of 15 believes they have chances of using the campus to talk to foregners or somehow expose themselves to English.

*I feel like living in an English environment every day because I listen to English movies and songs and I also follow the daily news in English on TV. I also try to make more foreign friends every day.*

*When I am in campus I look for foreigners. Since they are mostly from Africa they are easily recognizable. I try to find the chance to talk in English with foreigners on campus.*

On the flip side, some students were so unwilling to find a chance to communicate in English in any way because they had few or no chance to talk in English and that they were so laid back about what their English language proficiency was like.

*Even if I know there is a foreigner around me I wouldn't go to talk to him becside I don't el confident enough in speaking English.*



*Even some times when there is a conference or a similar ceremony I find myself among a lot of foreigners but still because of the poor ability that I have I don't befriend to them.*

Students were also unwilling to communicate because of the social distance they felt from the foreigners. They admitted that they would initiate a conversation of any type with their fellow Turkish citizens in their L1 but not in English because talking in English to their Turkish friends seems ridiculous and absurd. This is not consistent with the findings of Jung (2011). He asked whether his participants preferred to communicate in English with intragroup members (i.e., with Koreans) or with intercultural group members (i.e., foreigners), most of the interview participants preferred to talk in English with foreigners rather than with Koreans. It also seems, on the part of students, that speaking Turkish among Turks is just something one does for practice, and not for meaningful communication.

*Speaking in this way looks like an unnatural communication. On the other hand, when speaking with foreigners, I feel that I use English in real life situations. In these cases, my concern is meaning, not grammatical forms. With foreigners, I use English for 'communication' purposes, not practice purposes.*

The students also admitted that they had an excessive amount of concern about how precise their use of words and grammar is. Some students also mentioned unwillingness when they speak English in presence of other Turkish people, especially with classmates or instructors. It seems that it originates from the fact that English is a school or university subject and while putting what you have learned into practice in front of an instructor or classmates necessitates a high level of accuracy. And since speaking is an evident and easily judged or misjudged skill, the students are unwilling to display their non-fluent or inaccurate skill in front of their peers. Students may employ the strategy that 'it's better to keep quiet than to speak out and remove all doubt,' which may lead them to keep silent in order not to lose face. If they are not sure that they can speak grammatically correct English, students are likely to keep silent. They may believe that they will not lose face if others remain unable to evaluate their speaking skills. This way, their self-perceptions as incompetent English speakers seem to prevent them from actively participating in communication activities in or outside of the classroom.

*I don't want to lose face because of my strong Turkish accent in front of my peers. I want to look fluent and speak English with an American accent. My classmates always try to find and correct my errors.*

*When I start to speak I tend to monitor all the words I pronounce and it is so daring to use difficult words or use a word for the first time. Especially, when it comes to some expressions that I have to translate into English which turn out to be so funny. Everybody starts laughing. Silence is a self-defense mechanism for me.*

The interviewees admitted that they felt uncomfortable when they wanted to use English in the presence of other Turkish people or their peer classmates. This was a direct consequence of the fear that their English speaking ability was being observed or evaluated by others. Students felt nervous when they spoke their opinions in English in the presence of Turkish. Others' negative evaluation, sounding stupid or losing face affected the way they spoke and even made them unwilling to speak. However the reason might change for the group of learners who are proficient. They think that people think of them as boasting and showing off their English knowledge. The following comment was remarked by one:

*They think that I am proud and boastful. I don't have a strong Turkish accent when speaking in English. Therefore I feel fearful about that and I prefer not to talk. I only use simple and brief English when it is necessary.*

The fear of standing out results in unwillingness to talk in English. Within classroom contexts, competent, enthusiastic students may risk alienation from the majority. This sense of separateness and difference, especially in a collectivist society like Turkey, may cause students with high English proficiency to anticipate these kinds of negative reactions of others and thus develop defensive strategies.

Another student with high English proficiency remarked that he prefers to talk with native English speakers rather than with other Turkish or foreigners whose first language is not English. He wanted to have his speaking errors corrected by native English speakers in order to

further improve his English. He wanted to have more opportunities to interact with native English speakers to improve the accuracy of his English.

The analysis results of the quantitative data showed that students were most willing to talk in English in dyads. Interview participants also reported this tendency. The majority of the interview participants (12 students) reported that they prefer communicating in dyadic situations and the other three students mentioned that they prefer communicating in small groups. Students seemed to be unwilling to talk due to uncomfortable feelings of being put on the spot, which in this case rooted in their lack of confidence in English. The students who preferred to talk in small groups mentioned that they could get help from their peers or group members and felt more comfortable that way. In a small group conversation it was more pleasant for them when they knew somebody will take turn to speak and there won't be a silence. They needed to get support from group members both emotionally and linguistically. They looked readier and more eager to talk in English with two or more friends than with peers. They thought that small groups of people produce longer stretches of speech than pairs because of the long silence that occurs when they had nothing to say or had distress using English.

The preparation time also played an important role. They didn't like improvisation on English. Students needed enough time to prepare before they talk about a certain topic.

*Speaking of English presentation in my university classes, I need enough time to prepare. Once I practice what I want to present a few times and I feel sure about being well-prepared, I will be little bit more willing to give a talk in front of others.*

*In contrast to the fact that Turkish presentations are so easy to do, English presentations make me much more nervous. For Turkish presentations, people tend to focus on the content itself, while, in presentations in English, people seem to pay more attention to the presenter's English pronunciation, grammar and other linguistic aspects of English.*

Overall, students' comments seem to suggest that students feel uncomfortable and unwilling to present a talk in English. Their being unwilling to speak originates from not being well prepared and doubtfulness of the validity of the English they are using.

### **Receiver type**

Thinking of receiver types, all the students noted that they had a higher willingness to communicate in English with friends. Except for two who reported that they felt comfortable when talking with friends and acquaintances as well, and only one student who admitted that he felt more comfortable when he talks with strangers.

*I want to speak with my close friends because they already know my English ability and they try to understand my English when I make mistakes. I don't feel nervous when my mistakes are corrected by them. They know me well and have good intentions.*

However, some students may have opposite feelings about talking with friends. The following comment shows she feels both comfortable and ashamed while talking in English with friends.

*Firstly, I feel even-tempered and flexible when talking in English with my good friends, because they already know my English proficiency level and so I no more need to be evaluated positively.*

On the other hand another student remarked that:

*I feel more willing to talk in English with those who I am not acquainted with. Friends or acquaintances seem to think I brag about my English ability when I speak fluently.*

As it is evident from the students' comments described above, communication contexts and interlocutor types are determining factors for the students' rate of willingness or unwillingness to communicate in English. Students, however, seem to act differently when it comes to the matter of the familiarity or size of the interlocutors. These factors also turn out to be important which can affect students' willingness to talk in English. Some students encircled "the social

roles and status of the interlocutors and familiarity of the communication topics” as other elements which could affect their WTC.

*It would make such a big difference, whether you talk to a person who can have such a big influence on your career or a person who is a passerby or a friend who is just there for the sake of speaking. I would feel so nervous talking to my teachers or any other colleagues.*

*I would never initiate a conversation in English with my teacher unless he wants to talk to me in English.*

*When it comes to familiar topics, I assume myself as the person who starts the dialogue and breaks the ice. This is a matter of psychology. The more comfortable you feel the readier you are in communications.*

### **Self-perceived Communication Confidence in English**

The participants were asked to speak about their English speaking proficiency, 11 of students (70%) of the interview participants admitted that they were not satisfied with their language proficiency and rated themselves as low or at best low-intermediate. Three students evaluated her proficiency as high-intermediate, and one student as high.

They noted that speaking skill can best stand as criteria to judge on a person's English level. They told that they generally judged their classmates English level, referring to their English speaking and sometimes writing abilities. Students tend to put a distinction between their English written test scores (e.g., the university entrance examination scores, or TOEFL scores) and their actual English speaking proficiency.

When they were asked as to how and based on what criteria they evaluated themselves one of them said that:

*To know if someone has a good command of English I consider his ability to speak. And since I speak at a low level I can't rate myself as an intermediate. Some of our classmates are called proficient English language learners because they are either good at writing.*

*It is impossible to tell how well a person is in speaking based on a test score because people in Turkey focus on improving test-taking skills in order to succeed in the test. English test scores are not good indicators of people's English speaking abilities. In my case, I scored 84 out of 100 on the placement test of a language school in my hometown which means "able to speak effectively" but I was placed in a low intermediate class (B1).*

*I think test scores can never tell the right thing about you linguistic or communicative proficiency. I remember that I scored the highest in the preparatory school before entering university but I rate my speaking ability as low.*

*Having a high grade on English paper-based tests you possess an artificial self-confidence. However, when it comes to real and authentic communication in the real context where oral communication skills are emphasized you have no self-confidence.*

Some students compared themselves with other students when they were asked how they rated themselves as low. They told that speaking in English with those students in a group was often a difficult task to do and they didn't want to participate. They also had a dark and gloomy image of what English and English language learning is.

*Thinking about English brings the word 'fear' to my mind. And knowing the importance of English in my life makes it even worse for me since not knowing makes a big gap in me.*

*English feels like a big wall in front of me when I imagine how I should learn it and try to master it. It is a big barrier which is too high to climb or overcome. Besides, taking in to account the amount of time, money and energy I have ever put on it leaves a big burden on my shoulders.*

*People feel so nervous when it comes to speaking in English. It must be mostly due to the fact that they have a high expectation of what speaking in English is. English is not considered as a tool we use for communication but rather as a purpose we have to achieve. I think, this perfectionist view causes fear and anxiety in people.*

## Personality

During the interview the students were asked to evaluate their personality. They weighed their personality in terms of introversion-extroversion and they were also asked how much their personality traits may affect their English language learning. Six students perceived themselves as introverted and four students as extroverted side and an introverted side. The remaining five students claimed their being both introvert and extrovert depending on different situations. They told that they were such extroverted people but feel so introverted when using English.

They showed the possibilities that they may assume as extroverts and introverts depending on whether they are supposed to use a L1 or L2.

*This is mostly due to lack of confidence in communication in English. Personality is a changing factor in learning and using another language. Imagine, I think that I am generally an extrovert but I feel that I become an introvert when I speak in English.*

*I think being an extrovert or introvert is a social issue and it didn't affect my English learning experience. In my view if I were an extroverted person I would be able to approach foreigners much easily.*

The word 'shyness' should be implemented carefully here. Especially the students' shyness in terms of speaking can be a different category with a little bit different meaning (as it was claimed by one of the interviewees). Some other underlying factors should be considered such as hiding lack of confidence in English (when exposing their speaking inabilities to others), saving face (when making mistakes), being polite to communicators (fear of looking different in front of people to whom you want to show your original feelings), and the so on.

*Shyness basically means that "my English is not good". However it should be treated as a communicative avoidance strategy. It also functions as a tactic which helps the students to please their interlocutors to stop asking them to speak with them.*

The students show their shyness only when they are speaking English. This seems to be as an excuse for their reluctance to speak due to their insufficient English proficiency. They want to attribute their reticence to something other than their lack of English confidence and hide

themselves behind the introversion personality. However, Willingness to communicate is also assumed as the only “communication-related personality” element which can put very strong influence on every person’s educational and daily life. (Richmond & Roach, 1992).

Students admit their shyness because it is the only strong shield against reluctance to speak. This is a way to say that we are proficient enough but it is our personality traits which hinders us from talking so comfortably. I think to say nothing is better than to say something which is absurd. I accept that this is not true but a good reason to hide your inabilities from others.

### **Results of the Secondary Research Questions**

The secondary research questions are the ones targeted to explore whether or not there are any significant differences in individual difference factors comparing to that of the WTC levels. According to McCroskey’s (1992) scoring guideline, the general WTC scores were divided into three groups. The WTC mean score above 82 is labeled as high WTC and the mean scores below 52 as low WTC. Hence three WTC groups (high, moderate, and low WTC) which were labeled as independent variables and the other individual difference variables were treated as dependent variables. The data was entered into the Statistical Package for Social Sciences (SPSS) version 18.0 and was analyzed subsequently.

### **Differences in SPCC among the three WTC Groups**

To verify any meaningful differences in self-perceived communication competence (SPCC) among the three WTC groups a one-way ANOVA was conducted to. Regarding the total F-test, it indicated that there were significant differences between groups regarding their SPCC ( $F(2, 267)=261.48, p=.001$ ). Consequently, in order to ascertain if there are significant differences in SPCC subscales and overall SPCC among the three WTC groups, a post hoc Tukey test was used. The results revealed the fact that there were significant differences in SPCC between the three WTC groups and the amount or the strength of the WTC differed significantly among the three groups i.e., high-moderate, high-low, and moderate-low.



**Table 14: Self-Perceived Communication Competence and WTC Levels**

SPCC	WTC Level Groups			F Differences	Significant
	Low (L)	Moderate (M)	High (H)		
	Mean (SD)	Mean (SD)	Mean (SD)		
Public	15.53 (14.65)	48.22 (13.97)	76.00 (15.72)	217.11	H>M>L*
Meeting	16.94 (15.43)	50.11 (15.25)	77.67 (14.34)	212.63	H>M>L*
Group	21.32 (15.89)	51.76 (14.83)	81.23 (14.36)	247.72	H>M>L
Dyad	28.29 (21.57)	64.68 (15.06)	87.11 (12.67)	143.79	H>M>L*
Stranger	15.11 (13.36)	42.33 (16.15)	75.11 (19.78)	129.44	H>M>L*
Acquaintance	22.22 (18.31)	52.82 (15.76)	83.27 (13.61)	241.53	H>M>L*
Friend	21.87 (16.58)	52.02 (16.37)	84.23 (13.50)	202.82	H>M>L*
Overall	24.63. (14.82)	52.45(15.32)	80.77 (13.29)	223.43	H>M>L*

*Note.* \*  $p < .05$ .

Overall, the grade of the all categories including the subscales and the total SPCC scores were significantly higher in High WTC group compared with the moderate and low WTC groups. The score in the moderate WTC group's SPCC scores, in turn, were significantly higher than the low WTC group's SPCC. This is evident to the fact that students assume themselves as more proficient in using English are more willing to communicate. And the opposite is correct as well. The students who perceive themselves as less proficient in using English are less willing to communicate

These findings were also true when referring to the information found in the qualitative data. One of the boys (during the interview), whose score on the test was high and perceived himself

competent in English asserted that he initiated all kinds of conversations himself without waiting for others to do it. He said that he felt no distress and nervousness when running into people with whom he was supposed to speak in English. He said that “feeling self-confident causes that you enjoy using the language regardless of what the mistakes are”.

Nevertheless, the other group of students who reported low willingness to communicate told that they have insufficient English competence. Besides, they had a low willingness to communicate resulted in having low perceived English competence. They reported that their grammar was weak and they are scared of making sentences. A girl also told that giving a presentation was a nightmare for her since she doesn't have enough vocabulary and every time she will have to memorize what she is supposed to present. Few other interviewees believed that pronunciation is a big barrier for them since feeling that you are not being understood by classmates gives you a feeling of frustration.

**Differences in CA among the three WTC Groups**

Regarding the communication apprehension it was generally proved that there were significant differences between the three WTC groups in terms of their (CA),  $F(2, 22)=83.67, p=.001$ . Afterwards, post hoc Tukey test was administered which showed that there were significant differences in CA between the three WTC groups (i.e., between high-moderate, high-low, and moderate-low).

**Table 15: Differences in CA Among the Three WTC Groups**

SPCC	WTC Level Groups			F Differences	Significant
	Low (L)	Moderate (M)	High (H)		
	Mean (SD)	Mean (SD)	Mean (SD)		
Public	24.53 (4.65)	18.22 (3.97)	16.00 (15.72)	55.92	H>M>L*
Meeting	23.93 (5.43)	19.14 (15.25)	16.67 (14.34)	70.11	H>M>L*

Group	21.34 (5.11)	20.76 (14.83)	14.26 (14.36)	78.13	H>M>L
Dyad	23.22 (4.57)	18.29 (15.06)	13.67 (12.67)	69.93	H>M>L*
Overall	24.63. (14.82)	52.45(15.32)	80.77 (13.29)	84.16	H>M>L*

*Note.* \*  $p < .05$ .

In all of the subcategories as well as overall CA, the low WTC group's CA scores were significantly higher than the moderate and high WTC groups' CA. The moderate WTC group's CA scores were significantly higher than high WTC group's CA. It indicates that students who are more willing to communicate tended to be less apprehensive in communication than those who are less willing to communicate. In other words, those who feel more anxious while speaking in English tended to be less willing to communicate.

This tendency was also found in the qualitative data. A student (Lay) mentioned that she is unwilling to initiate English communication since she feels anxious when she needs to talk in English. She even did not want to be in situations where communication is through English.

### **Differences in Personality among the three WTC Groups**

The overall F-test showed that there were significant differences among the three WTC groups,  $F(2, 224)=3.89$ ,  $p=.021$ . Post hoc Tukey tests indicated that there were significant differences in Personality between high and low WTC groups. No significant personality differences were found between high and moderate or moderate and low WTC groups of students.

**Table 16: Differences in Personality Among the Three WTC Groups**

Personality	WTC Level Groups			F	Significant Differences
	Low (L)	Moderate (M)	High (H)		
	Mean (SD)	Mean (SD)	Mean (SD)		
Overall	38.89(7.65)	39.22 (5.97)	44.00 (5.72)	58.19	H>L*

The students who showed a high WTC level are perceived to have an extroverted personality type and the students with a lower level of WTC are identified as introverts.

Bring up the issues discussed in the interviews (the qualitative data) also showed communication behaviors have a strong relationship with extraversion –introversion trait. For instance, some of the interview participants mentioned that extroverts are more in favor of talking with others.

*Being exposed to native speakers or foreigners who don't speak Turkish is the most effective way to learn English. However, personality is a promising and important factor. Hence, the character type causes the people to whether avoid or join an English speaking community. Extrovert people even create opportunities with other foreigners like Philippines, Chinese or Arabs whose English is not even at a moderate level. They enjoy socializing which usually results in having more fluent English speaking abilities. On the other hand introverts are more likely to be alone, while the extroverted are likely to enjoy socializing, which gives more chances to learn and use English.*

Almost all the students believed that personality type directly affected their willingness to communicate. It also determines the style and behaviors while one is speaking in English. They also said that the personality type affects the conversational reactions in multiple ways.

*One of my friends who is an introverted person has got even problem speaking in Turkish (her mother tongue). She is always a quiet person and doesn't speak to others. She has a good language proficiency which she never puts into practice. She is always a listener either inside or outside the English classroom.*

*I am an introverted person and I usually wait too much before talking to others in English or answering them. This puts such a negative effect on my educational life.*

*If you ask me I would say that personality plays a crucial role in foreign language learning. If you have an extrovert personality type you will even learn English language more easily. This is a reason why some people learn English so slowly and some others more quickly.*

In general, the majority of the students asserted that they really were in need of learning English. Nevertheless, when a few of them reported that they did not do their best and didn't try hard doing so, others revealed that they were motivated enough to study English. Further some others believed that they only wanted to excel in their major area and pass the courses successfully instead of focusing only on English itself as a communicative tool to learn. This issue somehow endorses the fact that the students are not motivated enough and do not have enough reasons to act in a certain way. This can be concluded from some of them who believed that learning English is "so boring".

Researches done by scholars such as Liu (2007) and Wu and Wu (2008) suggested that many repetitive and traditional preferences (such as one stated above) and seem to be in the process of change. As far as classrooms are not genuine atmospheres to for using English it is believed that and does not reflect the complexities of learning-teaching as long as the insecurities that the students come across while using it. The reason that the students are seeking to find a situation in the class to have fun (as opposed to boredom) in their English classes may suggest the fact that they are better learners when they have fun in the classroom.

Needs and goals do not take their effect in isolation. However, providing the students with different environments containing playful acts and leading to real life activities would definitely produce better results. To give an example, they might be invited to cover the spotlight or column of a magazine about a specific subject would motivate some individuals. Knowing what and how the foreign newspapers write about the students' home country affairs would be also a point of high curiosity for the learners.

## Gender Differences

### WTC by Gender

The subscales of WTC were analyzed in terms of gender and it revealed that for overall WTC and the seven subscales of WTC males (N=119) reported to be more willing to communicate than females (N=163).

**Table 17: WTC in Terms of Gender Differences**

WTC subscale	Male Mean (SD)	Female Mean (SD)	t	P	Significant differences
Public	44.53 (34.18)	38.22 (31.97)	1.03	.42	-
Meeting	48.93 (25.43)	49.14 (26.89)	.37	.65	-
Group	47.34 (28.11)	45.76 (28.83)	.55	.63	-
Dyad	62.23 (24.57)	64.29 (26.06)	.37	.73	-
Stranger	43.34 (26.11)	39.74 (27.83)	.76	.63	-
Acquaintance	50.26 (28.57)	48.29 (25.96)	.32	.83	-
Friend	53.63 (26.82)	51.45(26.87)	.16	.56	-
Overall	51.29 (25.09)	49.41(24.72)	.44	.27	-

*Note.* \*  $p < .05$ .

No statistically significant gender differences was found in WTC ( $t=.44$ ,  $p=.77$ ). So it cannot be argued that male students are more willing to talk in English than the female students. However, male students are inclined to score numerically higher on the seven subscales of WTC, except for dyad and meetings, where female students scored a bit higher.

During the interviews, some of the students also mentioned that there seems to be a bit gender differences interfering with their desire and eagerness to initiate a conversation. For instance, a

boy said that “boys feel free in our society and there are less taboos ascribed to boys compared with the boys. Boys feel less fearful of looking stupid among others. Nevertheless, the results of the analyses prove something else and whether or not to initiate conversations mainly depend on other factors aside from the gender factor.”

In language teaching and learning strategies the gender differences are discussed a lot. Some researches prove that females employ more language learning strategies and use them more frequently than males (Sy; 1994, Green and Oxford, 1995; Teh, et.al. 2009). Moreover, females are shown to be more active and interactive in terms of social activities than males (Ehrman and Oxford, 1988; Green and Oxford, 1995). However, according to Wharton (2000) males but not females use more strategies than females. Some other claim the existence of no significant differences between them in their usage of language learning strategies (Chou, 2002; Rahimi, Riazi, and Saif's, 2008; Li, 2010). E-Dib (2004) carried out a research on choices of language learning strategies in Kuwait concluding that the whole differences refer to culture milieu. When it comes to communication and it gets more specific, Baker and MacIntyre (2000) report that girls are more able and competent to start to communicate inside the classroom, while boys are more willing to use their L2 outside the classroom.

### **Self-perceived Communication Competence by Gender**

As seen in the following Table, overall, the differences between male and female students' self-perceived communication competence were not statistically significant ( $t=1.53$ ,  $p=.13$ ) though males scored numerically higher on SPCC. The only significant difference existed in public speaking ( $t=2.00$ ,  $p=.047$ ).

**Table 18: Self-Perceived Communication Competence in Terms of Gender**

WTC subscale	Male Mean (SD)	Female Mean (SD)	t	P	Significant differences
Public	41.13 (30.18)	33.12 (25.07)	1.83	.46	Male>Female*
Meeting	38.94 (12.23)	43.14 (22.29)	1.37	.17	-

Group	44.14 (28.21)	39.76 (28.51)	1.55	.32	-
Dyad	52.23 (26.51)	57.29 (25.06)	1.37	.15	-
Stranger	39.34 (27.13)	32.72 (24.83)	1.56	.13	-
Acquaintance	42.26 (27.49)	38.29 (26.86)	1.42	.12	-
Friend	49.63 (24.81)	44.45 (22.77)	1.26	.21	-
Overall	51.29 (25.09)	49.41 (24.72)	1.34	.14	-

Note. \*  $p < .05$ .

### Communication Apprehension by Gender

The statistics of communication apprehension has been given below compared by gender. No statistically significant gender difference in communication apprehension was found. However, female students proved to score numerically higher on communication apprehension than their male partners. From among all the subscales of communication apprehension questionnaire, there was a significant difference only in public speaking scores ( $t=2.42$ ,  $p=.01$ ), and as shown in the table, females scored (statistically significantly) higher than males on communication apprehension questionnaire.

**Table 19: Communication Apprehension in Terms of Gender**

SPCC	Male	Female	t	p Differences	Significant
	Mean (SD)	Mean (SD)			
Public	20.53 (4.55)	23.11 (4.37)	2.42	.01	Female>Male
Meeting	20.93 (5.13)	20.64 (5.25)	.86	.41	-
Group	21.14 (5.21)	22.36 (4.83)	1.73	.06	-
Dyad	20.12 (4.57)	21.29 (5.06)	1.81	.09	-



Overall	80.63. (17.82)	85.45(16.32)	1.89	.07	-
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*Note.* \*  $p < .05$ .

All in all and having reviewed the tables above, it is understood that there is no significantly gender differences regarding the students' characteristics which could affect their willingness to speak. However, when it comes to public speaking, males reported significantly higher SPCC and significantly lower CA than female counterparts.

The same results which confirmed the significant difference between the male and female was also evident in the qualitative analysis of the study. Some male students stated how easygoing they feel about giving presentations when giving public presentations as long as they were given enough time to be prepared. Nonetheless, the majority of the female students mentioned that they felt very nervous when giving a presentation in front of a group of people or classmates. For example, despite her rating herself as intermediate regarding English communication competence, one of the female interviewees expressed high CA when giving a public speech. She stated that "when I am in front of the classroom to give an English presentation, I feel so anxious that my knees start shaking." Another girl also said that "when I am giving presentation I never feel confident. I think the main reason is my insufficient English ability, which causes me to be scared of making mistakes." This is not a problem in general since the same is true with professionals (actors, actresses, celebrities and politicians). The only thing they need to do is to channel their nervous energy wisely. However, being over confident and not being nervous could be a bigger weakness. Among the major causes, the strongest one when speaking in English can be the perceptions of other. This is also supported by other researchers (Pappamihel, 2002) who maintain that students anxiety is mainly because of feeling afraid that the other students will laugh at him when he starts speaking in the classroom. Woodrow (2006) also contends that the major stressor of speaking English is when the students are interacting with the native speakers.

### Personality by Gender

Regarding extraversion personality traits, females reported higher means than males. The results showed that there were no gender differences in Personality ( $t=.15$ ,  $p=.89$ ).

**Table 20: Personality in Terms of Gender**

Personality	Male	Female	t	p differences	significant
	Mean (SD)	Mean (SD)			
Overall	39.78(7.75)	40.23 (8.65)	.15	.89	-

*Note.* \*  $p<.05$ .

To sum up the findings attained so far, the analyses of gender differences reveal that in general, there are no statistically significant gender differences in WTC, SPCC and CA. This is also confirmed by Jung (2011) who contends that English major students are more likely “to initiate communication and feel more competent and less apprehensive in speaking English”. This might be mostly due to the fact that they are more exposed to English and have more opportunities to use it.

Speaking about efforts and ability as criteria of success, some researchers (Dweck and Licht, 1980; Stipek and Hoffman, 1980, cited in Eccles et al., 1999) reported that boys are more likely than girls to attribute success to ability and less likely to attribute failure to a lack of ability. Yee and Eceles (1988) also found that girls are less likely than boys to figure out the relationship between their own ability as a cause of their success, while girls are inclined to rate effort and hard work as a more important indicator of their success than their potentials. From this approach, it seems conclusive that Turkish female students in the present study have most probably tried to make more effort and work harder than males in order to succeed in English learning.

Regarding the other studies, Corbin and Chiachiere (1997) reported that females received significantly better grades in FL courses, but their personality trait in connection with FL learning did not vary across genders. It is also assumed that male students were significantly

more motivated and supposed to function more efficient in the program than their female counterparts (Soimeng Pang and Liu, 2006). Rahimpour, Sugimoto and Yaghoubi (2006) concluded that in overall, while there is a slight difference about the students attitude in terms of foreign language learning, their motivation still remains the same and the girls and boys are congruous regarding the reasons as to why they are learning English. Considering personality traits, the results found that the gender difference was not statistically significant.

### **Correlation Analysis**

In order to figure out the relationships among the WTC scores and three individual difference factors (self-perceived competence, communication apprehension and personality) Pearson Correlation Coefficients were administered.

WTC and all of the affective variables are shown in the table below with Pearson correlation coefficients analyses. The correlation coefficients were statistically significant at  $p < .01$  regarding all the variables. Among the correlations, strong correlations ( $r > .7$ ) were found between WTC and SPCC ( $r = .789$ ), WTC and CA ( $r = -.678$ ), SPCC and CA ( $r = -.799$ ).

**Table 21: Pearson Correlation Coefficient Matrix**

	WTC	SPCC	CA	PERSONALITY
SPCC	.789**	1		
CA	-.678**	-.799**	1	
PERSONALITY	.301**	.205**	-.236**	1

*Note.* \*\* $P < .01$ .

The correlations of WTC with self-perceived communication competence, communication apprehension and Personality were  $r = .789$ ,  $r = -.678$  and  $r = .301$ , respectively. SPCC showed a stronger positive correlation with WTC ( $r = .789$ ), a strong negative correlation with CA ( $r = -.799$ ), and moderate correlation ( $r < .3$ ) with Personality ( $r = .245$ ). CA had negative correlations with all the other factors: Strong correlations with WTC ( $r = -.678$ ) and SPCC ( $r = -.799$ ), and

Personality ( $r=-.236$ ). Personality had little correlations with the other variables,  $r=.301$  (with WTC) to  $r=.205$  (with SPCC) And  $R=-.236$  (with CA).

On the whole, WTC, SPCC, and Personality were positively significantly correlated, while CA and the other factors were negatively significantly correlated with each other. These results put forward the fact that SPCC and personality are supposedly the best predictors of Turkish ELT students' willingness to communicate in English.

In some researches carried out so far, it is demonstrated that there were significant correlations between WTC, SPCC, and CA among the EFL university students namely, Kim's (2004) study in Korean university students, Matsuoka's (2005) study with Japanese university students, and Richmond, McCroskey, McCroskey, Fayer's (2008) study with Puerto Rican ESL university students and Jung (2011) study with Korean students studying different academic majors.

However, in her study with Turkish university students Cetinkaya (2005) revealed that in her data, WTC was negatively correlated with communication apprehension, but it was not statistically significant. Sun's (2008) study with Taiwanese students and Hashimoto's (2002) study with Japanese students, also showed that there was no significant correlation between anxiety and willingness to communication.

In the present study, the strongest correlation coefficient was found between WTC and SPCC ( $r=.789$ ) which is consistent with the results of Yashima, Zenuk-Nishide, and Shimizu's (2004) study, where Japanese students' SPCC had the strongest correlation with L2 WTC. It can be concluded that unlike communication in mother tongue, the WTC of EFL learners seems to be influenced to a mostly and to a large extent by perceived communicative competence in L2 or foreign language (Baker and MacIntyre, 2000; MacIntyre, Clément, and Donovan, 2002).

In the present study, there was a close relation between anxiety and perceived competence ( $r=-.79$ ). Studies (Clément, 1980; Gardner, Smythe, Clément, and Glikzman, 1976; McCroskey et al., 1983; Gardner, Smythe, and Lalonde, 1984; McCroskey and Charos, 1996; Baker and

MacIntyre, 2003; Kim, 2005; Yu, 2009) also mentioned that there is an association between anxiety and perceived competence in a second language. Anxiety and perception of competence are somehow related terms which are interconnected. MacIntyre, et al. (1997) found that anxiety can cause partiality in perceptions of competence, since anxious speakers have a low estimation of their abilities and easygoing speakers overestimate their own level of competence. Referring to the previous studies (Clément, Gardner, and Smythe, 1980; Clément and Kruidenier, 1985; McCroskey and McCroskey ,1986; Cetinkaya 2005) it is observable there has been found negative significant strong correlation between CA and SPCC proposing that the greater the anxiety, the less likely the person will be willing to communicate. These results show that since there was a strong correlation between CA and SPCC, teachers are to consider how to increase students' (self-perceived) language competence and reduce CA as well.

The results of this study do not support Kim, H.J.'s (2004) study, where language anxiety did not have any significant correlations with actual and perceived competence among Korean university students. However it supports Jung (2011) where he reported a strong negative correlation between the WTC and SPCC and CA. Matsuoka (2005) also revealed that in her Japanese student data, perceived competence and communication apprehension were not strongly related to each other, suggesting that some Japanese second language learners can have a high level of communication apprehension even if they have a high level of perceived competence or some students may experience low apprehension even if their perceived competence is low.

### **Predictors of WTC**

In order to figure out the extent to which the individual variables predict WTC in English by Turkish EFL learners “the stepwise multiple regression analysis” was administered. It is used when the goal is to produce an accurate predictive model because it doesn't include the variables that don't put effect on the dependent variable.

In the regression analysis, WTC was regarded as a dependent variable along with the three individual difference factors as independent variables. Table 22 indicates that one independent variable had the most contribution to the prediction of WTC.

**Table 22: Summary of the Stepwise Regression Analysis for WTC**

Step	Variables	R	R <sup>2</sup>	Adj. R <sup>2</sup>	F	<i>p</i>
1	SPCC	.766	.858	.817	943.05	.000

From among the variables self-perceived communication competence influenced the students WTC the most and accounted for 85.8% of the variance. Communication Apprehension and Personality were not statistically significant predictors of WTC. This result indicates that self-perceived communication competence acts as the main and most important predictor of WTC.

**Predictors of Male and female Students’ WTC**

Multiple regression analyses were needed to be performed in order to find out which individual difference factors predict WTC for males and females differently. It was performed differently for each group separately i.e. males and females. The WTC was supposed as a dependent variable in the regression analysis, with the three individual difference factors as independent variables.

Table 23 shows that self-perceived communication competence was the only significant predictor of male students’ WTC. As seen in Table 23, in male students’ data, the self-perceived communication competence justifies 81.7% of the variance.

**Table 23: Predictors of Male and Female Students’ WTC**

Step	Variables	R	R <sup>2</sup>	Adj. R <sup>2</sup>	<i>p</i>
1	SPCC	.932	.836	.817	.000

Table 23 reveals that in the first step, self-perceived communication competence was a predictor. It indicates that the SPCC predictor had the most influence on female students' WTC.





## **CHAPTER V**

### **CONCLUSIONS**

#### **Preview**

The objective of the present study was to investigate Turkish EFL university students' willingness to communicate in English and the relationships among four individual difference variables in the Turkish EFL context. The participants were all studying English as their academic major and were ELT Senior students in four different universities in Turkey. Overall, the results reported a slightly low willingness to communicate in English, low self-perceived competence in English, high communication apprehension, and moderate personality regarding the introversion-extroversion personality traits.

This chapter will present a discussion of the answers found for research questions, the conclusions, the pedagogical implications of the study, the limitation of the study and the recommendations for further research. The conclusions and discussions are taken from both quantitative and qualitative analysis of the findings to clarify the complex nature of the communication in English as a foreign language.

#### **Discussions**

##### **WTC and the factors**

To put it in a nutshell, students showed a significant difference when their individual factors were compared to their overall WTC. The results of the study made the following cases known to the researcher: (a) students with a higher level of WTC are inclined to have a higher self-perceived communication competence than the ones who are less willing to communicate; (b) regarding the communication in a foreign language, students with a higher level of WTC are

inclined to feel less apprehensive than those who are less willing to communicate; (c) students with a higher level of willingness to communicate inclined to be more extroverted than those with low willingness to communicate.

The findings of the present study revealed that, it revealed that for overall WTC and the seven subscales of WTC males (N=119) reported to be more willing to communicate than females (N=163) but there were no significant gender differences in all of the subcategories of willingness to communicate. MacIntyre et al.'s (2002) showed a similar report claiming that although 9th grader girls showed higher L2 WTC than boys, overall, there was no significant effect of gender. However, in the current study boys showed a bit higher willingness to communicate. The present results are not homogeneous with some previous researches. For instance Smith (1997) found a significant difference between girls and boys. He reported that girls become more frequently involved in conversations than boys, suggesting that the girls may be higher in WTC than the boys. Li (2004) also reported that female students have a higher rate of WTC outside the classroom.

The results in the present study revealed that overall, the differences between male and female students' self-perceived communication competence were not statistically significant though males scored numerically higher on SPCC. The only significant difference existed in public speaking. No statistically significant gender difference in communication apprehension was found. However, female students proved to score numerically higher on communication apprehension than their male partners. Regarding extraversion personality traits, females reported higher means than males. The results showed that there were no gender differences in Personality. The extraverted students seem to have higher self-confidence and lower communication (hence higher perceived communication competence) than the introverted students.

The results of the previous studies (MacIntyre, Babin, Clement, 1999; MacIntyre, 1994, Cetinkaya; 2005, Jung; 2011) and the current study indicate that language learners' personality

(in regard with being introverted or extraverted) is related to their willingness to communicate related to their perception of communication competence.

It also seems that extraverted students seem to have a positive attitude toward the international community. They seem to be interested in international activities and foreign affairs, and have an orientation towards intercultural friendship and an inclination to approach foreigners. Since extraverts seem to be more “people oriented,” and more sociable (McCroskey, Richmond, 1990), it is not surprising that they are interested in international activities. Results of other studies suggest that extraverted language learners are more open to the international community and react positively to strangers. This result appears to be consistent with the theory of the WTC model (MacIntyre, et al. 1998) which suggests that personality plays a role in whether a person reacts positively or negatively to foreign people.

The participants stated that because their low English proficiency, they became anxious during communications in English. Both quantitative and qualitative results confirmed the insufficient existence of the construct of linguistic self-confidence in Turkish context. This negative correlation between the SPCC and anxiety will definitely lower the students level of WTC. They also get affected negatively when they can understand a different accent of English or because of the high speed that native speakers speak with. Students experiencing such problems would definitely have a low self-confidence.

Mixed results have been reported comparing the individual difference factors with regard to willingness to communicate. A lot of studies (McCroskey, Simpson, and Richmond, 1982; Berger, Balwin, McCroskey, and Richmond, 1983; Jaasma, 1997) found that female students to be higher in apprehension. Some other studies (Allen et al., 1984; Booth-Butterfield and Thomas, 1995) claimed no difference related to gender. Li (2004) found that Korean female students are more anxious than males in communication. Many studies found significant differences that females perceived themselves less competent than do males (Eccles, et al., 1993; Licht and Dweck, 1984; Meece and Courtney, 1992). Regarding gender difference, Markus and Kitayama (1991) discuss that “an awareness of and sensitivity to others is described as one of most significant features of the psychology of women” (p. 247).

## **Genders**

The state of using a foreign language by different genders might refer to the use of their L1 in the society. Gender differences in women's and men's way of conversation, according to Oxford and Nyikos (1989) refers to the fact that they (the two sexes) use their own native language in different ways. Oxford and Nyikos (1989) maintain that "men and women use different speech strategies to influence people and events. Men's influence is in the public sphere, and women's in the private. ...This model describes strategies for native language use, but such strategies would be reflected in the way women and men transfer unconscious discourse strategies to a new language" (p. 296).

Considering the literature review, the results found that the gender difference was not statistically significant between the genders. Rahimpour, Sugimoto and Yaghoubi (2006) reported a congruity between the girls and the boys regarding their psychological patterns to learn a L2.

Among the findings regarding the gender differences which are somehow related to this study, girls' having a global attitude towards learning and practicing L2 (Fabrigar et al., 2005), girls' showing a stronger contact with L2 speakers with higher cultural interest (Dörnyei and Clément, 2001) and females' being more interested in cultures and people of target language (Mori and Gobel, 2006) are noteworthy. Overall, in EFL context, the gender variable has a significant effect on the research groups, because female students hold significantly more positive demeanor towards language learning in general than their male counterparts. Male students were significantly more motivated (Soimeng Pang and Liu, 2006) and females received significantly better grades in FL courses (Corbin and Chiachiere, 1997).

## **Correlation analysis**

Correlation analysis revealed WTC, SPCC, and Personality were positively significantly correlated, while CA and the other factors were negatively significantly correlated with each other. These results put forward the fact that SPCC and personality are supposedly the best predictors of Turkish ELT students' willingness to communicate in English. Communication apprehension was negatively correlated with WTC and the other individual difference factors.

Although, in her study with Turkish university students, Cetinkaya (2005) found a negative correlation between WTC and communication apprehension, it was not statistically significant and Hashimoto's (2002) study with Japanese students and Sun's (2008) study with Taiwanese students also reported the same results between anxiety and willingness to communicate. The correlative analysis findings of the current study were supported by MacIntyre, Baker, Clément, and Donovan (2003), Richmond et al. (2008), Liu and Hsu (2008), Jung (2011), Kim's (2004), Matsuoka's (2005) and Richmond, McCroskey, McCroskey, and Fayer's (2008). The strongest correlation was found between WTC and SPCC which is consistent with the results of Yashima, Zenuk-Nishide, and Shimizu's (2004) study, with Japanese students. This is a proof to the fact that unlike to L2 foreign language is for the most part affected by the individual learners' self-perceived communicative competence.

Regarding the relations between anxiety and perception of competence, MacIntyre, et al. (1997) found that anxiety can bias perceptions of competence, in that anxious speakers underestimate and relaxed speakers overestimate their own level of competence. Studies (Clément, 1980; Gardner, Smythe, Clément, and Glikman, 1976; McCroskey et al., 1983; Gardner, Smythe, and Lalonde, 1984; McCroskey and Charos, 1996; Baker and MacIntyre, 2003; Kim, 2005; Yu, 2009) noted that anxiety was consistently associated with perceived competence in a second language. However, the result in this study did not support Kim, H.J.'s (2004) study, where language anxiety did not have any significant correlations with actual and perceived competence among Korean university students.

### **Predictors**

The most influential factor to predict the WTC of the students was found to be self-perceived communication competence while communication apprehension and personality were not statistically significant predictors of WTC. The findings were achieved through a stepwise multiple regression analysis which is also supported by Jung (2011) who found SPCC and motivation as the best predictors of WTC among Korean foreign language learners. Cetinkaya (2005) argued about the factors affecting the level of linguistic confidence and lead to willingness to communicate in English saying that "Turkish contexts, it seems like students'

motivation to learn English is not directly related to their willingness to communicate but rather, is indirectly related” (p. 132).

Self-perceived communication competence was found to be the best predictor of WTC among Turkish EFL learners in the current study. This finding holds firmly together with the previous findings asserting the idea that people who assume of themselves as being a better communicator tend to be more confident and relaxed when interacting with others, and thus are more willing to communicate cross-culturally (; MacIntyre, 1994; MacIntyre and Charos, 1996; MacIntyre et al., 1999; McCroskey and Richmond, 1990a; MacIntyre, Baker, Clément, and Donovan’s, 2003; Matsuoka, 2005; Lu & Hsu, 2008). This paves the way for the conclusion that the more confident the language learners are about their communication skills the more willing they are to interact with the people from other cultures. SPCC is also known as a decisive factor determining whether an individual will start to communicate or not (Clément, Baker, and MacIntyre, 2003).

To find out about the best predictor of WTC for each gender (male or female) a stepwise multiple regression analyses were performed separately for the male group and female group. It was found that self-perceived communication competence was the most significant predictor of WTC for both male and female groups. This is indicative of the fact that whenever the girls and boys feel they are competent enough they get involved in a communication. The findings of the current study is in contrast with the findings of Donovan and MacIntyre (2004) who found CA as a significant predictor of WTC for female students and SPCC as a significant predictor of WTC for male students.

## **Conclusion**

The current study examined Turkish EFL students’ willing to communicate in English and the factors which affected it including; self-perceived communicative competence, communication anxiety and personality. The mentioned trait-like variables were investigated through questionnaires and the individual differences which could enlighten the answers they had given during the questionnaires were done using semi-structured interviews.

Overall, the student showed a low level of WTC and self-confidence and somewhat high level of communication apprehension. And in general they showed a positive attitude and a good motivation to learn English.

Students were asked about their communicative behaviors in different contexts. They reported to be more willing to talk in English with friends than acquaintances or strangers and in dyads than larger group or public speaking. Nonetheless, during the interviews it was figured out that, students communicational behaviors are getting influenced by cultural, individual and situational factors. The students seemed to be willing to talk with a small group of L1 classmates when they feel they get emotional and linguistic supports from peers and teachers. However, they didn't like to show their willingness to talk in English with their peer Turkish friends as it causes a feeling of superficiality and artificiality in them. Some believed that they didn't like to lose face. Moreover, the students' willingness to communicate in English also relies heavily on interlocutors. Whether the people they communicate with have a similar social standing or if the topic being discussed is a familiar one. According to the overall results of the study the students' WTC in English was mostly influenced by their perceived self-confidence in English communication regarding which they showed a low rate of confidence. The students also had different ideas about how their personality affected their initiation to communicate in English. They assumed their silence as a communication approach-avoidance strategy.

Using the data from the interviews it could be concluded that language difficulty; individual, educational, cultural experiences are the other factors which can inhibit the language learners' communication. Some students believed that the negative impressions they had got from the English tests during their high school exam had left a negative impression on them. Some regarded their low self-perceived confidence in speaking English resulting from their lack of exposure to English speaking contexts. During the interviews, both willing and less willing students, reported how much difficult it is to meet foreigners in Turkey. It seems that in the EFL context of Turkey, language learners do not have an access to native or even non-native speakers of English to create opportunities to practice what they have learnt. However, few of

them could create the chance of talking in English with foreigners using chatrooms or texting with people on social media.

In the similar fashion, the students admitted that they did not read authentic texts in English (magazines, newspapers, books or on-line texts) for pleasure; they told that they did not watch English movies or series for learning purposes; and admitted that listen to music in English was something they just like about the western music not language. The content of the program made them read a text or instructions in English unless the Turkish translation was provided. This evidence endorses the fact that these students are willing to use English when they feel the necessity for. The language learners in turkey should be taught to use English not only for the sake of using but also for a purposeful practice. This might also put the nature of preparatory schools (Hazirlik Okullari) under question as well. Although interactive activities are play a more important role than in the past, they are still insisting on the accuracy of grammar and reading. This creates the impression that a foreign language is more about reading and accuracy than communication and fluency.

Students who were more willing to communicate also reported a higher self-perceived communication competence and more extroversion personality traits than those who reported less willingness to communicate. In addition, those who reported less willingness to communicate, reported higher communication apprehension than those who showed higher willingness to communicate. No statistically significant gender differences in WTC were found in this study, although male students tended to score numerically higher. There were no significant gender differences in personality. The strong predictor of students' willingness to communicate was their self-perceived communication competence. However, all the variables in the present study were found significantly correlating with each other.

As an axiomatic element of successful L2 interaction, willingness to communicate is supposed as an essential part of the language learning and using in the classroom since facilitates practicing and outside of the classroom since helps the learners to put the learnt language into practice. In the current study it was proved that WTC is a complex phenomenon and is being



influenced by many factors. Teachers should be aware of these elements in order to promote the language learners' WTC level and encourage them to be more willing to communicate.

### **Pedagogical Implications**

Reviewing the results of this research everybody can understand that how idiosyncratic (culturally and individually) language learning is. Assuming so, the current study highlighted some important aspects of WTC: self-perceived confidence, communication apprehension and personality. L2 educators are encouraged to be careful about the factors which affect diversity in the willingness to communicate in English. The teachers should know why and where the language learners are silent or more/less willing to talk in English. The findings in the present study have implications for EFL classroom and can provide pedagogical and practical advantages for L2 learning and teaching.

The participants in this study were generally somewhat willing to communicate in English. However, even the students who were grouped as less willing stated that they really would like to have a foreign friend with whom they could speak in English. Because of the lack of access to foreigners in Turkey students do not get the chance to set up a real life conversations. The teachers and instructors need to devise contexts for these students to communicate in English. This can be done through contacting cultural centers of each English speaking country and invite their members to the classroom. Doing so, it will be possible for the students to weigh themselves in terms of language proficiency (which will boost the WTC) and raise their motivation making them more comfortable to get in touch with foreigners. In addition to that, the students will be exposed more to the real and authentic English and will know the varieties of accents across the world.

It was concluded that self-perceived communication competence (students' perception of their language proficiency) positively affects the students' willingness to communicate in English, improving their self-confidence gains importance. It is suggested that the teachers use online chats with people in other parts of the world which will help the students to overcome the fear of in a face-to-face communication.

As argued by many theorists, fear of making mistakes is one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010) which can in turn negatively affect the Turkish EFL learners WTC. Thus as Alptekin (2002) suggests, the goal of language teaching should be set as gaining intercultural communicative competence and not gaining native speakers' communicative competence. In his viewpoint and his words the best pedagogic models of foreign languages are people who speak that language involving an international mode and not necessarily a perfect native interaction. As another possible solution, which can be employed to overcome the fear of making mistakes, is by building emotional bonds between the students and teachers (Zua, 2008).

### **Limitations of the Study**

Although the participants were selected from four different universities in different cities in Turkey as EL senior students, the results are generalizable to this group with some assurance. However, a further generalization can be done, choosing different kinds of universities and different majors. Thus, it may not be appropriate to generalize the results to all university students in Turkey.

Causal statements are not possible for an experimental study. The present study only examines the relations among the variables and does not indicate cause and effect relations. The qualitative phase of the study has its own limitations. The questionnaires also have limitations, since they give the learners' perception of the issue rather than the observable facts. The narrow definition of WTC was used and it only focused on the speaking mode for the quantitative aspect of the study. Nevertheless, the researcher examined the students' WTC in both oral and written modes and comprehension of these modes through interviews, the quantitative aspect of the study did not consider listening, writing, and reading modes.

The current study, it could be tried to show how the variables investigated can be incorporated the famous WTC model. However, because two of the variable (attitude and motivation), which the model includes, are excluded from this research. The results could provide information for the model, suggesting how and whether or not the variables interrelate and complement one

another in Turkish EFL context. It could also help to demonstrate and interpret how meaningful the relationships among the variables are. It is hoped that further studies will continue to investigate the processes by which individual difference factors influence how willing EFL learners are to communicate for both using and acquiring the target language.

It is noteworthy the methodology used in this study is also subject to some limitations, which can affect the interpretation of the findings. It is believed that triangulating different methods of data collection will render more illuminating results in future studies. This fact restrains the generalizability of the findings of this study to other social and educational contexts.

This study was carried out among Turkish English major university students. Further research is recommended to examine the present model for the other group of EFL learners or other non-English major students university majors. Moreover, regarding the five main variables (SPCC, CA, Motivation, Attitude and personality) ascribed to WTC, three of them were examined in this study. Further research is invited to examine the role of the all five factors in EFL contexts.

### **Suggestions for further research**

While evidence from previous studies indicates that teachers “have the potential at any moment to increase or decrease WTC among the students” (MacIntyre et al., 2011, p. 88), a study investigating teacher’s behaviors, activities, and moment-to-moment practices that have the potential to affect learners’ willingness to talk seems necessary. All the mentioned factors can be analyzed along with the motivational factors and strategies which have all been reported as beneficial in influencing students’ participation in L2 communication in the classroom (Gardner & MacIntyre, 1991; MacIntyre et al., 2011). It can be investigated to see whether or not they can make any change or the students more willing to communicate in Turkish context. Strategies such as smiling, nodding, encouraging in Turkish and thanking students for their cooperation can be mentioned.



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## **APPENDICES**

### **Appendix 1: Student Interview (English)**

Gender: Male\_\_\_\_\_ Female\_\_\_\_\_

***A. Background information (English language learning experiences, communication experiences).***

1. I would like you to go back the time when you first start to learn English in elementary or middle school. Would you describe your English learning experiences in schools? (How did you like it? How important was learning English for you?)
2. Have you ever had the chance to communicate with a foreigner in English? (at school with foreign teachers, with a tourist, pen pal, internet chatting, etc.) Have you talked in English with Turks? (Teachers or friends in classrooms or outside of the classrooms)

***B. WTC in English***

3. Do you regularly communicate in English?
4. Do you seek to communicate in English?
5. In what situation (when and where) do you feel most comfortable (most willing) to communicate in English? (In pairs, in small groups, in a whole class; with close friends, with teachers, with classmates (not close friends), etc.)
6. I would like to get a general picture of how much you use English in your daily life. Tell me about your reading, writing, listening, and speaking experiences in English.
7. Would you like to have more chance to use English in your life? For instance: Reading books, magazines, newspapers, texts on the Internet; Watching Television or movies in English; Having a pen pal (to write in English); Talking to foreigners through the internet or face to face.

***C. Self-confidence in English communication (Perceived competence in English. & Communication apprehension in English)***

8. How would you grade your English language proficiency?
9. How well do you think you use English to express yourself in daily life? How often do other people have difficulty understanding you?
10. When and where do you feel less confident using English? Can you explain why? Do you feel that the other students speak English better than you do?
11. How do you feel when you need to use English to communicate? Do usually feel nervous or at ease? Why?



12. When you think you feel nervous while communicating in English, what happens to you? How do you know you feel anxious?.

***D. Personality and Communication***

13. How do you describe your personality? Are you an introvert or extravert? Do you think your personality trait affects the way you use English?

14. Do you think your personality trait affects your willingness to communicate and real communication behaviors in English? Positively or negatively?

**Appendix 2: Student Interview (Turkish)**

Öğrenci Mülakatı(Görüşmesi)

Cinsiyet: Erkek\_\_\_\_\_ Kadın\_\_\_\_\_

**A. Geçmiş bilgiler (İngilizce dili öğrenme tecrübeleri, iletişim tecrübeleri)**

- 1.İlkokulda ya da ortaokulda İngilizce öğrenmeye başladığınız ilk ana geri dönmenizi istiyorum. Okuldaki İngilizce öğrenme tecrübelerinizi anlatır mısınız? ( Nasıl hissettiniz?, İngilizce öğrenmek sizin için ne kadar önemliydi?)
- 2.Bir yabancı ile hiç İngilizce iletişim kurma şansınız oldu mu? (Okulda yabancı öğretmenlerle, bir turistle, mektup arkadaşıyla, internet sohbetinde v.s.) Türklerle İngilizce konuştunuz mu? (Öğretmenlerle veya arkadaşlarınızla sınıfta ya da sınıf dışında)

**B. İngilizce iletişim kurmada isteklilik**

3. Düzenli olarak İngilizce iletişim kuruyor musunuz?
4. İngilizce iletişim kurmak için uğraşıyor musunuz?
5. Kendinizi İngilizce iletişim kurmak için en rahat hissettiğiniz(en istekli) durum hangisi(nezaman ve nerede)?(çiftler halinde, küçük gruplar içinde, bütün sınıf içinde; yakın arkadaşlarla, öğretmenlerle, sınıf arkadaşlarıyla(yakın arkadaşlar değil), v.s.)
6. Günlük yaşantınızda ne kadar İngilizce konuştuğunuzu genel olarak anlamak istiyorum. Bana İngilizce okuma, yazma, dinleme ve konuşma deneyimlerinizi anlatın.
7. Hayatınızda daha fazla İngilizce kullanma şansınız olsun ister misiniz? Örneğin: Kitaplar, dergiler, gazeteler, internette metinler okuma; İngilizce filmler yada televizyon izleme; mektup arkadaşına sahip olma(İngilizce yazmak için); İnternet aracılığıyla ya da yüz yüze yabancılarla konuşma.

**C. İngilizce iletişimde özgüven (İngilizce algılanan yeterlilik & İngilizce iletişim kaygısı)**

8. İngilizce dili yeterliliğinizi nasıl puanlarsınız?
- 9.Günlük yaşantınızda kendinizi ifade etmek için İngilizceyi ne kadar iyi kullandığınızı düşünüyorsunuz? Ne kadar sıklıkla diğer insanlar sizi anlamakta zorlanıyor?
- 10.Ne zaman ve nerede İngilizce kullanırken kendinizi daha az kendinden emin hissediyorsunuz? Nedenini açıklayabilir misiniz? Diğer öğrencilerin sizden daha iyi İngilizce konuştuğunu mu hissediyorsunuz?

11. İletişim kurmak için İngilizce kullanmaya ihtiyaç duyduğunuzda nasıl hissediyorsunuz? Çoğunlukla gergin mi ya da rahat mı? Neden?

12. İngilizce iletişim kurarken gergin olduğunuzu düşündüğünüzde, ne oluyor? Endişeli hissettiğinizi nasıl biliyorsunuz?

***D. Kişilik ve İletişim***

13. Kişiliğinizi nasıl tarif edersiniz? İçe dönük mü ya da dışa dönük müsünüz? Kişilik özelliğinizin İngilizce kullanma şeklinizi etkilediğini düşünüyor musunuz?

14. Kişilik özelliğinizin İngilizce iletişim kurmada istekliliğinizi ve samimi iletişim davranışlarınızı etkilediğini düşünüyor musunuz? Olumlu ya da olumsuz?

**Appendix 3: WTC Questionnaire (English)**

Willingness to Communicate in English Questionnaire (English) *Below are 12 situations in which a*

*person might choose to communicate or not to communicate. Presume you have completely free choice.*

0%: I never communicate ←50% **I sometimes communicate**→ 100% I always communicate

1. Present a talk in English to a group (around 40 people) of strangers.

Never(0%)\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_ 50\_\_\_\_ 60\_\_\_\_ 70\_\_\_\_ 80\_\_\_\_ 90\_\_\_\_

Always(100%)\_\_\_\_

2. Talk in English with an acquaintance while standing in line.

Never(0%)\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_ 50\_\_\_\_ 60\_\_\_\_ 70\_\_\_\_ 80\_\_\_\_ 90\_\_\_\_

Always(100%)\_\_\_\_

3. Talk in English in a large meeting (around 20 people) of friends.

Never(0%)\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_ 50\_\_\_\_ 60\_\_\_\_ 70\_\_\_\_ 80\_\_\_\_ 90\_\_\_\_

Always(100%)\_\_\_\_

4. Talk in English in a small group (around 4~7 people) of strangers.

Never(0%)\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_ 50\_\_\_\_ 60\_\_\_\_ 70\_\_\_\_ 80\_\_\_\_ 90\_\_\_\_

Always(100%)\_\_\_\_

5. Talk with a friend in English while standing in line.

Never(0%)\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_ 50\_\_\_\_ 60\_\_\_\_ 70\_\_\_\_ 80\_\_\_\_ 90\_\_\_\_

Always(100%)\_\_\_\_

6. Talk in English in a large meeting (around 20 people) of acquaintances.

Never(0%)\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_ 50\_\_\_\_ 60\_\_\_\_ 70\_\_\_\_ 80\_\_\_\_ 90\_\_\_\_

Always(100%)\_\_\_\_

7. Talk with a stranger in English while standing in line.

Never(0%)\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_ 50\_\_\_\_ 60\_\_\_\_ 70\_\_\_\_ 80\_\_\_\_ 90\_\_\_\_

Always(100%)\_\_\_\_

8. Present a talk to a group (around 40 people) of friends.

Never(0%)\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_ 50\_\_\_\_ 60\_\_\_\_ 70\_\_\_\_ 80\_\_\_\_ 90\_\_\_\_

Always(100%)\_\_\_\_

9. Talk in a small group(around 4~7 people) of acquaintances.

Never(0%)\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_ 50\_\_\_\_ 60\_\_\_\_ 70\_\_\_\_ 80\_\_\_\_ 90\_\_\_\_

Always(100%)\_\_\_\_\_

10. Talk in a large meeting of strangers.

Never(0%)\_\_\_\_\_ 10 \_\_\_\_\_ 20\_\_\_\_\_ 30\_\_\_\_\_ 40\_\_\_\_\_ 50\_\_\_\_\_ 60\_\_\_\_\_ 70\_\_\_\_\_ 80\_\_\_\_\_ 90\_\_\_\_\_

Always(100%)\_\_\_\_\_

11. Talk in a small group (around 4~7 people) of friends.

Never(0%)\_\_\_\_\_ 10 \_\_\_\_\_ 20\_\_\_\_\_ 30\_\_\_\_\_ 40\_\_\_\_\_ 50\_\_\_\_\_ 60\_\_\_\_\_ 70\_\_\_\_\_ 80\_\_\_\_\_ 90\_\_\_\_\_

Always(100%)\_\_\_\_\_

12. Present a talk to a group (around 40 people) of acquaintances.

Never(0%)\_\_\_\_\_ 10 \_\_\_\_\_ 20\_\_\_\_\_ 30\_\_\_\_\_ 40\_\_\_\_\_ 50\_\_\_\_\_ 60\_\_\_\_\_ 70\_\_\_\_\_ 80\_\_\_\_\_ 90\_\_\_\_\_

Always(100%)\_\_\_\_\_

**Appendix 4: Self-perceived Communication Competence English Questionnaire (English)**

0%: entirely incompetent (I cannot do it at all)  -----  100%: entirely competent (I can do it well)

1. Have a small-group conversation in English with acquaintances.

incompetent(0%)\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_50\_\_\_\_60\_\_\_\_70\_\_\_\_ 80\_\_\_\_  
90\_\_competent(100%)\_\_

2. Give a presentation in English to a group of strangers.

incompetent(0%)\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_50\_\_\_\_60\_\_\_\_70\_\_\_\_ 80\_\_\_\_  
90\_\_competent(100%)\_\_

3. Give a presentation in English to a group of friends.

incompetent(0%)\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_50\_\_\_\_60\_\_\_\_70\_\_\_\_ 80\_\_\_\_  
90\_\_competent(100%)\_\_

4. Talk in English in a large meeting among strangers.

incompetent(0%)\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_50\_\_\_\_60\_\_\_\_70\_\_\_\_ 80\_\_\_\_  
90\_\_competent(100%)\_\_

5. Have a small-group conversation in English with strangers.

incompetent(0%)\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_50\_\_\_\_60\_\_\_\_70\_\_\_\_ 80\_\_\_\_  
90\_\_competent(100%)\_\_

6. Talk in English in a large meeting among friends.

incompetent(0%)\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_50\_\_\_\_60\_\_\_\_70\_\_\_\_ 80\_\_\_\_  
90\_\_competent(100%)\_\_

7. Talk in English to a friend.

incompetent(0%)\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_50\_\_\_\_60\_\_\_\_70\_\_\_\_ 80\_\_\_\_  
90\_\_competent(100%)\_\_

8. Talk in English in a large meeting with an acquaintance.

incompetent(0%)\_\_\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_50\_\_\_\_60\_\_\_\_70\_\_\_\_ 80\_\_\_\_

90\_\_competent(100%)\_\_

9. Talk in English to acquaintances.

incompetent(0%)\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_50\_\_\_\_60\_\_\_\_70\_\_\_\_ 80\_\_\_\_

90\_\_competent(100%)\_\_

10. Give a presentation in English to a group of acquaintances.

incompetent(0%)\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_50\_\_\_\_60\_\_\_\_70\_\_\_\_ 80\_\_\_\_

90\_\_competent(100%)\_\_

11. Talk in English to a stranger.

incompetent(0%)\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_50\_\_\_\_60\_\_\_\_70\_\_\_\_ 80\_\_\_\_

90\_\_competent(100%)\_\_

12. Talk in English to a small group of friends.

incompetent(0%)\_\_ 10 \_\_\_\_ 20\_\_\_\_ 30\_\_\_\_ 40\_\_\_\_50\_\_\_\_60\_\_\_\_70\_\_\_\_ 80\_\_\_\_

90\_\_competent(100%)\_\_

### **Appendix 5: Communication Apprehension in English Questionnaire (English)**

1. I dislike participating in group discussions.

① Strongly Disagree\_\_\_\_ ② Disagree\_\_\_\_ ③ Neutral \_\_\_\_ ④ Agree \_\_\_\_

⑤ Strongly Agree\_\_\_\_

2. Generally, I am comfortable while participating in group discussions.

- ① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_  
⑤ Strongly Agree\_\_\_\_\_

3. I am tense and nervous while participating in group discussions.

- ① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_  
⑤ Strongly Agree\_\_\_\_\_

4. I like to get involved in group discussions.

- ① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_  
⑤ Strongly Agree\_\_\_\_\_

5. Engaging in a group discussion with new people makes me tense and nervous.

- ① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_  
⑤ Strongly Agree\_\_\_\_\_

6. I am calm and relaxed while participating in group discussions.

- ① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_  
⑤ Strongly Agree\_\_\_\_\_

7. Generally, I am nervous when I have to participate in a meeting.

- ① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_  
⑤ Strongly Agree\_\_\_\_\_

8. Usually, I am comfortable when I have to participate in a meeting.

- ① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_  
⑤ Strongly Agree\_\_\_\_\_

9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.

- ① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_  
⑤ Strongly Agree\_\_\_\_\_

10. I am afraid to express myself at meetings.

- ① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_  
⑤ Strongly Agree\_\_\_\_\_

11. Communicating at meetings usually makes me uncomfortable.

- ① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_



⑤ Strongly Agree\_\_\_\_\_

12. I am very relaxed when answering questions at a meeting.

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_

⑤ Strongly Agree\_\_\_\_\_

13. While participating in a conversation with a new acquaintance, I feel very nervous.

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_

⑤ Strongly Agree\_\_\_\_\_

14. I have no fear of speaking up in conversations.

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_

⑤ Strongly Agree\_\_\_\_\_

15. Ordinarily I am very tense and nervous in conversations.

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_

⑤ Strongly Agree\_\_\_\_\_

16. Ordinarily I am very calm and relaxed in conversations.

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_

⑤ Strongly Agree\_\_\_\_\_

17. While conversing with a new acquaintance, I feel very relaxed.

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_

⑤ Strongly Agree\_\_\_\_\_

18. I'm afraid to speak up in conversations.

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_

⑤ Strongly Agree\_\_\_\_\_

19. I have no fear of giving a speech.

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_

⑤ Strongly Agree\_\_\_\_\_

20. Certain parts of my body feel very tense and rigid while giving a speech.

Strongly Disagree\_\_\_\_\_  Disagree\_\_\_\_\_  Neutral \_\_\_\_\_  Agree \_\_\_\_\_  Strongly

Agree\_\_\_\_\_

### **Appendix 6: Personality Questionnaire (English)**

1. Are you inclined to keep in the background on social occasions?

① Strongly Disagree \_\_\_\_\_ ② Disagree \_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_ ⑤ Strongly Agree \_\_\_\_\_

2. Do you like to mix socially with people?

① Strongly Disagree \_\_\_\_\_ ② Disagree \_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_ ⑤ Strongly Agree \_\_\_\_\_

Agree\_\_\_\_\_

3. Are you inclined to limit your acquaintances to a select few?

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_ ⑤ Strongly

Agree\_\_\_\_\_

4. Do you like to have many social engagements?

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_ ⑤ Strongly

Agree\_\_\_\_\_

5. Would you rate yourself as a happy-go-lucky individual?

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_ ⑤ Strongly

Agree\_\_\_\_\_

6. Can you usually let yourself go and have a good time at a party?

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_ ⑤ Strongly

Agree\_\_\_\_\_

7. Would you be very unhappy if you were prevented from making numerous social contacts?

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_ ⑤ Strongly

Agree\_\_\_\_\_

Do you usually take the initiative in making new friends?

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_ ⑤ Strongly

Agree\_\_\_\_\_

9. Do you like to play pranks upon others?

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_ ⑤ Strongly

Agree\_\_\_\_\_

10. Are you usually a "good mixer?"

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_ ⑤ Strongly

Agree\_\_\_\_\_

11. Do you often "have the time of your life" at social affairs?

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_ ⑤ Strongly

Agree\_\_\_\_\_

12. Do you derive more satisfaction from social activities than from anything else?

① Strongly Disagree\_\_\_\_\_ ② Disagree\_\_\_\_\_ ③ Neutral \_\_\_\_\_ ④ Agree \_\_\_\_\_ ⑤ Strongly Agree\_\_\_\_\_

### **Appendix 7: WTC Questionnaire (Turkish)**

İngilizce iletişim kurma istekliliği anketi(İngilizce) *Aşağıda bir kişinin İngilizce iletişim kurmayı seçebileceği ya da seçmeyebileceği 12 durum var. Tamamen serbest seçim hakkına sahip olduğunuzu farzedin.*  
0%: Asla iletişim kuramam. ←50% **Bazen iletişim kurarım.**→ 100% Her zaman iletişim kurarım.

1. Yabancı bir gruba (40 kişi civarında) İngilizce konuşma yapabilirim.

Asla(0%)\_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Herzaman(100%)\_\_\_

2. Kuyrukta beklerken bir tanıdığımle İngilizce konuşabilirim.

Asla(0%)\_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Herzaman(100%)\_\_\_

3. Büyük bir arkadaş toplantısında (20 kişi civarında) İngilizce konuşabilirim.

Asla(0%)\_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Herzaman(100%)\_\_\_

4. Küçük bir yabancı grupla(4~7 kişi civarında)İngilizce konuşabilirim.

Asla(0%)\_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Herzaman(100%)\_\_\_

5. Kuyrukta beklerken bir arkadaşımle İngilizce konuşabilirim.

Asla(0%)\_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Herzaman(100%)\_\_\_

6. Tanıdıklarının bulunduğu büyük bir toplantıda (20 kişi civarında) İngilizce konuşabilirim.

Asla(0%)\_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Herzaman(100%)\_\_\_

7. Kuyrukta beklerken bir yabancıyla İngilizce konuşabilirim.

Asla(0%)\_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Herzaman(100%)\_\_\_

8. Arkadaşlarımdan oluşan bir gruba (40 kişi civarında) konuşma yapabilirim.

Asla(0%)\_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Herzaman(100%)\_\_\_

9. Tanıdıklarından oluşan küçük bir grupla(4~7 kişi civarında) konuşabilirim.

Asla(0%)\_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Herzaman(100%)\_\_\_

10. Yabancılardan oluşan büyük bir grupta konuşabilirim.

Asla(0%)\_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Herzaman(100%)\_\_\_

11. Arkadaşlarımdan oluşan küçük bir grupta(4~7 kişi civarında) konuşabilirim.

Asla(0%)\_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Herzaman(100%)\_\_\_

12. Tanıdıklarımıdan oluşan bir gruba (40 kişi civarında) konuşma yapabilirim.

Asla(0%)\_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Herzaman(100%)\_\_\_

## **Appendix 8: Self-perceived Communication Competence English Questionnaire (Turkish)** **Kendiliğinden Algılanan İngilizce İletişim Yeterliliği Anketi (İngilizce)**

0%: tamamen yetersiz (hiçbir şekilde yapamam.)□-----□ 100%: tamamen yeterli (iyi yapabilirim.)

1. Tanıdıklarımla İngilizce küçük grup konuşması yapabilirim.

Yetersiz(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Yeterli(100%) \_\_\_

2. Yabancı bir gruba İngilizce sunum yapabilirim.

Yetersiz(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Yeterli(100%) \_\_\_

3. Arkadaşımdan oluşan bir gruba İngilizce sunum yapabilirim.

Yetersiz(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Yeterli(100%) \_\_\_

4. Yabancılar arasındaki büyük bir buluşmada İngilizce konuşabilirim.

Yetersiz(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Yeterli(100%) \_\_\_

5. Yabancılarla İngilizce küçük grup konuşması yapabilirim.

Yetersiz(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Yeterli(100%) \_\_\_

6. Arkadaşlar arasındaki büyük bir buluşmada İngilizce konuşabilirim.

Yetersiz(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Yeterli(100%) \_\_\_

7. Bir arkadaşım ile İngilizce konuşabilirim.

Yetersiz(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Yeterli(100%) \_\_\_

8. Büyük bir toplantıda bir tanıdığım ile İngilizce konuşabilirim.

Yetersiz(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Yeterli(100%) \_\_\_

9. Tanıdıklarımla İngilizce konuşabilirim.

Yetersiz(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Yeterli(100%) \_\_\_

10. Tanıdıklarımdan oluşan bir gruba İngilizce sunum yapabilirim.

Yetersiz(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Yeterli(100%) \_\_\_

11. Bir yabancıyla İngilizce konuşabilirim.

Yetersiz(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Yeterli(100%) \_\_\_

12. Arkadaşlardan oluşan küçük bir grupla İngilizce konuşabilirim.

Yetersiz(0%) \_\_\_ 10 \_\_\_ 20 \_\_\_ 30 \_\_\_ 40 \_\_\_ 50 \_\_\_ 60 \_\_\_ 70 \_\_\_ 80 \_\_\_ 90 \_\_\_ Yeterli(100%) \_\_\_

## Appendix 9: Communication Apprehension in English Questionnaire (Turkish)

### İngilizce İletişim Kaygısı Anketi(İngilizce)

1. Grup tartışmalarına katılmayı sevmiyorum.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

2. Genellikle, grup tartışmalarına katılırken rahatım.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

3. Grup tartışmalarına katılırken sınırlı ve asabi olurum.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

4. Grup tartışmalarına katılmayı seviyorum.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

5. Grup tartışmalarında yeni kişilerle uğraşmak beni sinirli ve gergin yapıyor.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

6. Grup tartışmalarına katılırken sakin ve rahatım.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

7. Genellikle, bir toplantıya katılmak zorunda olduğumda, gergin olurum.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

8. Genellikle, bir toplantıya katılmak zorunda olduğumda, rahat olurum.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

9. Bir toplantıda bir fikir ifade etmem istendiğinde sakin ve rahat olurum.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

10. Toplantılarda kendimi ifade etmekten korkarım.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

11. Toplantılarda iletişim kurmak genellikle beni rahatsız ediyor.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

12. Toplantılarda soruları yanıtlarken çok rahat olurum.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

13. Yeni bir tanıdığım ile bir sohbet girdiğimde, çok gergin hissedirim.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

14. Sohbetlerde ne düşündüğümü açıkça söyleme korkum yoktur.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

15. Genelde sohbetlerde çok gergin ve asabi olurum.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

16. Genelde sohbetlerde çok sakin ve rahat olurum.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

17. Yeni bir tanıdıkla sohbet ederken, çok rahat hissedirim.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

18. Sohbetlerde ne düşündüğümü açıkça söylemekten korkarım.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

19. Konuşma yapma korkum yoktur.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_

20. Konuşma yaparken vücudumun belli kısımları gergin ve sert olur.

① Kesinlikle katılmıyorum\_\_\_\_② Katılmıyorum\_\_\_\_③ Tarafsız \_\_\_\_④ Katılıyorum \_\_\_\_⑤ Kesinlikle katılıyorum\_\_\_\_



## Appendix 10: Personality Questionnaire (Turkish)

### Kişilik Anketi (İngilizce)

1. Sosyal etkinliklerde geri planda kalma eğiliminde misiniz?

① Kesinlikle katılmıyorum\_\_\_\_ ② Katılmıyorum\_\_\_\_ ③ Tarafsız \_\_\_\_ ④ Katılıyorum \_\_\_\_ ⑤ Kesinlikle katılıyorum\_\_\_\_

2. Sosyal yönden insanlara kaynaşmayı seviyor musun?

① Kesinlikle katılmıyorum\_\_\_\_ ② Katılmıyorum\_\_\_\_ ③ Tarafsız \_\_\_\_ ④ Katılıyorum \_\_\_\_ ⑤ Kesinlikle katılıyorum\_\_\_\_

3. Tanıdıklarınızı birkaç seçilmişle sınırlandırma eğiliminde misiniz?

① Kesinlikle katılmıyorum\_\_\_\_\_ ② Katılmıyorum\_\_\_\_\_ ③ Tarafsız \_\_\_\_\_ ④ Katılıyorum \_\_\_\_\_ ⑤ Kesinlikle katılıyorum\_\_\_\_\_

4. Bir çok sosyal bağlantınız olsun ister misiniz?

① Kesinlikle katılmıyorum\_\_\_\_\_ ② Katılmıyorum\_\_\_\_\_ ③ Tarafsız \_\_\_\_\_ ④ Katılıyorum \_\_\_\_\_ ⑤ Kesinlikle katılıyorum\_\_\_\_\_

5. Kendinizi vurdumduymaz bir birey olarak görür müsünüz?

① Kesinlikle katılmıyorum\_\_\_\_\_ ② Katılmıyorum\_\_\_\_\_ ③ Tarafsız \_\_\_\_\_ ④ Katılıyorum \_\_\_\_\_ ⑤ Kesinlikle katılıyorum\_\_\_\_\_

6. Genellikle kendinizi bırakıp bir partide iyi vakit geçirebilir misiniz?

① Kesinlikle katılmıyorum\_\_\_\_\_ ② Katılmıyorum\_\_\_\_\_ ③ Tarafsız \_\_\_\_\_ ④ Katılıyorum \_\_\_\_\_ ⑤ Kesinlikle katılıyorum\_\_\_\_\_

7. Sayısız sosyal bağlantı kurmanız engellenseydi, çok mutsuz olur muydunuz?

① Kesinlikle katılmıyorum\_\_\_\_\_ ② Katılmıyorum\_\_\_\_\_ ③ Tarafsız \_\_\_\_\_ ④ Katılıyorum \_\_\_\_\_ ⑤ Kesinlikle katılıyorum\_\_\_\_\_

8. Arkadaş edinirken genelde ilk adımı atar mısınız?

① Kesinlikle katılmıyorum\_\_\_\_\_ ② Katılmıyorum\_\_\_\_\_ ③ Tarafsız \_\_\_\_\_ ④ Katılıyorum \_\_\_\_\_ ⑤ Kesinlikle katılıyorum\_\_\_\_\_

9. Diğerleri üzerinden muziplik yapmayı sever misiniz?

① Kesinlikle katılmıyorum\_\_\_\_\_ ② Katılmıyorum\_\_\_\_\_ ③ Tarafsız \_\_\_\_\_ ④ Katılıyorum \_\_\_\_\_ ⑤ Kesinlikle katılıyorum\_\_\_\_\_

10. Genelde uyumlu biri misiniz?

① Kesinlikle katılmıyorum\_\_\_\_\_ ② Katılmıyorum\_\_\_\_\_ ③ Tarafsız \_\_\_\_\_ ④ Katılıyorum \_\_\_\_\_ ⑤ Kesinlikle katılıyorum\_\_\_\_\_

11. Sosyal işlerde sıklıkla eğlenceli vakit geçirir misiniz?

① Kesinlikle katılmıyorum\_\_\_\_\_ ② Katılmıyorum\_\_\_\_\_ ③ Tarafsız \_\_\_\_\_ ④ Katılıyorum \_\_\_\_\_ ⑤ Kesinlikle katılıyorum\_\_\_\_\_

12. Sosyal etkinliklerde, başka şeylerden daha fazla mı tatmin olur sunuz?

① Kesinlikle katılmıyorum\_\_\_\_\_ ② Katılmıyorum\_\_\_\_\_ ③ Tarafsız \_\_\_\_\_ ④ Katılıyorum \_\_\_\_\_ ⑤ Kesinlikle katılıyorum\_\_\_\_\_