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**TURKISH STUDENTS' WILLINGNESS TO COMMUNICATE IN
ENGLISH: AN ENGLISH PREPARATORY SCHOOL CASE**

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ABSTRACT

TURKISH STUDENTS' WILLINGNESS TO COMMUNICATE IN ENGLISH: AN ENGLISH PREPARATORY SCHOOL CASE

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Modern approaches to foreign language education have placed a tremendous emphasis on the authentic use of language for achieving communicative outcomes. Despite the heavy emphasis placed on fostering communication in English and the development of four language skills; listening, speaking, reading, and writing, English teachers are complaining of their students' low participation in English communication activities. In order to unveil the mystery of this obvious problem, the present study investigated university students' willingness to communicate (WTC) in English inside the classroom. Furthermore, the strength of the relationship between students' levels of WTC and self-efficacy in English was measured. In this study, a quantitative research design was implemented. Accordingly, the data were collected by means of Self-Efficacy and WTC in English scales. The study participants consisted of 202 (133 males and 69 females) EFL preparatory school students who were studying at a state university in Turkey. The participants were selected via purposeful sampling technique. English Language Teaching (ELT) and Literature departments were not included in the study. Data analysis started with descriptive statistics, which provided means and frequencies of the research variables. The analysis also covered independent samples t-test and Pearson's correlation. The findings showed that students were moderately willing to communicate in English inside the classroom. In addition, variables like department, education type, proficiency group, abroad experience, and taking private course did not significantly influence the participants' WTC in English. The findings also indicated the presence of a strong positive correlation between students' levels of WTC and self-efficacy in English. Lastly, positive correlations were found between students' WTC and Self-efficacy in English in terms of four sub-dimensions of the scales (listening, speaking, reading, and writing).

Key Words: Willingness to communicate, self-efficacy, foreign language, individual differences

ÖZET

TÜRK ÖĞRENCİLERİN İNGİLİZCE İLETİŞİM KURMA İSTEKLİLİĞİ: BİR İNGİLİZCE HAZIRLIK OKULU ÖRNEĞİ

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Yabancı dil eğitimi üzerine olan çağdaş yaklaşımlar iletişimsel hedeflere ulaşmak için dilin özgün kullanımına büyük bir önem vermektedir. İngilizce iletişim kurmanın teşviki ve dört temel dil becerisi olan dinleme, konuşma, okuma ve yazmanın geliştirilmesi üzerine verilen yoğun öneme rağmen, İngilizce öğretmenleri öğrencilerinin İngilizce iletişim etkinliklerine olan düşük katılımından yakınmaktadır. Bu belirgin sorunun gizemini çözmek için, mevcut çalışma, öğrencilerin sınıf içerisinde İngilizce iletişim kurma istekliliğini inceledi. Ayrıca, öğrencilerin İngilizce iletişim kurma istekliliği ve öz-yeterlik düzeyleri arasındaki ilişkinin şiddeti ölçüldü. Bu çalışmada, nicel araştırma deseni uygulandı. Buna göre, veriler İngilizce Öz-Yeterlik ve İletişim Kurma İstekliliği ölçekleri aracılığıyla toplandı. Çalışmadaki katılımcılar Türkiyede bir devlet üniversitesinde okuyan, yabancı dil olarak İngilizce öğrenen 202 (133 erkek ve 69 kadın) hazırlık okulu öğrencisinden oluşmuştur. Katılımcılar amaçlı örnekleme yöntemiyle seçildi. İngiliz Dili Eğitimi ve Edebiyat bölümleri mevcut araştırmaya dahil edilmedi. Verilerin analizi, araştırma değişkenleri ile ilgili ortalama ve frekans değerlerini sağlayan betimleyici istatistikler ile başladı. İstatistiksel analiz aynı zamanda bağımsız örneklem t-testi ve Pearson korelasyonunu da kapsadı. Bulgular, öğrencilerin sınıf içerisinde İngilizce iletişim kurmaya orta derecede istekli olduğunu göstermiştir. Ayrıca, üniversite bölümü, dil seviyesi grubu, yurt dışı deneyimi ve özel kurs alımı gibi değişkenler öğrencilerin İngilizce iletişim kurma istekliliğini ciddi derecede etkilememiştir. Bulgular, öğrencilerin İngilizce iletişim kurma istekliliği ve İngilizce öz-yeterlik düzeyleri arasında güçlü ve olumlu bir ilişkinin varlığına da işaret etmiştir. Son olarak, öğrencilerin İngilizce öz-yeterliği ve iletişim kurma istekliliği arasında ölçeklerdeki dört alt-boyut (dinleme, konuşma, okuma ve yazma) bakımından olumlu ilişkiler bulunmuştur.

Anahtar Kelimeler: İletişim kurma istekliliği, öz-yeterlik, yabancı dil, bireysel farklılıklar

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ABBREVIATIONS

- AGFI:** Adjusted Goodness-of-fit Index
- AMOS:** Analysis of Moment Structures
- AMTB:** Attitude/Motivation Test Battery (AMTB)
- CBI:** Content-Based Instruction
- CFA:** Confirmatory Factor Analysis
- CFI:** Comparative Fit Index
- CLT:** Communicative Language Teaching
- EFA:** Exploratory Factor Analysis
- EFL:** English as a Foreign Language
- ELT:** English Language Teaching
- ESL:** English as a Second Language
- FL:** Foreign Language
- GFI:** Goodness-of-fit Index
- ID:** Individual Differences
- KMO:** Kaiser-Meyer-Olkin
- L1:** First/Native Language
- L2:** Second Language
- MSKU:** Muğla Sıtkı Koçman University
- PMCC:** Product Moment Correlation Coefficient
- RMSEA:** Root Mean Square Error of Approximation
- SE:** Self-Efficacy
- SEM:** Structural Equation Modeling
- SESE:** Self-Efficacy Scale for English
- SLA:** Second Language Acquisition
- SPSS:** Statistical Package for the Social Sciences
- SRMR:** Standardized Root Mean Square Residual
- TBI:** Task-Based Instruction
- TLI:** Tucker-Lewis Index
- WTC:** Willingness to Communicate

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CHAPTER I

INTRODUCTION

The first chapter begins with the background of the study stated in light of the Second Language Acquisition research. The chapter continues with the statement of the problem which is followed by the purpose of the study and research questions. Then, the researcher explains basic assumptions and limitations of the study one by one. Finally, the chapter ends with the definition of key terms and significance of the study.

1.1. Background of the Study

Acquiring more than one language or being a speaker of a language other than the mother tongue has always attracted people, who want to communicate with different speech communities. The acquisition of a second language (L2) process mostly starts with an individual's voluntary participation in conversations with the members of different language communities. While communicating with different speech communities, people interact not only with individuals who speak the target language but also with the target culture.

MacIntyre and Charos (1996) stated that there was a link between communication and second language acquisition. Considering the fact that there are many different speech communities in the world, an individual can acquire many different languages for various communicational purposes. There are different reasons for learning a second language. "Passing exams, getting financial rewards, and gaining promotion" were

some of the examples of external goals of learning a second language (Williams & Burden, 1997, p. 116). In addition, Yashima (2002) stated that some learners were very interested in intercultural interaction, international affairs, living and working abroad, and called this inclination “international posture” (p. 57).

The acquisition of any language other than the mother tongue is a multifaceted process. As a result of this complexity, there is not a unified theory to account for the whole process. Nevertheless, Second Language Acquisition (SLA) as a sub-field of Applied Linguistics hosts different ideas, which have been put forward to elucidate how individuals acquire a L2. For example, Stephen Krashen (1982) made a distinction between learning and acquisition explaining that learning was a conscious activity, whereas acquisition was subconscious and informal. His monitor hypothesis asserted that learning could help acquirers monitor their utterances, and change their output (Krashen, 1982). The monitor hypothesis shed light on the role of learning in L2 performance.

Some scholars claimed that providing learners only with comprehensible input could not account for the whole acquisition process. For example, Merrill Swain (1985) asserted that producing ‘comprehensible output’, which can be written or spoken, may influence the acquisition process to a great extent. She also claimed that by producing language output, learners not only can practice linguistic forms but also pick out the problems that appear in their utterances, which in turn helps them improve their L2 competence. Unlike Krashen (1982) who postulated that one could acquire a L2 just by listening, Swain (1985) posited that the comprehensible output triggered by feedback could account for acquisition of grammatical knowledge.

In the realm of SLA, interactions were seen as important sources of input and output. Michael Long (1996) emphasized the importance of conversations through ‘negotiation for meaning’ in the process of second language acquisition and asserted that the input could be modified and made comprehensible to the acquirer through some conversational adjustments. In this way, L2 acquirers could understand the simplified or clarified utterances, even if they did not know all L2 vocabulary and grammar. According to Long (1996), interactional adjustments made in the more competent L2 user’s utterances could facilitate the less competent user’s second language acquisition. Lightbown and Spada (2001) stated that the practice of adjusting speech is also known as ‘foreigner talk’ or ‘teacher talk’ in L2 acquisition circles.

In an effort to fill the gap between input and acquisition, scholars came up with different ideas. Corder (1967, p. 165) discerned between 'intake' and 'input' remarking that the latter was 'what goes in, and not what is available for going in'. He also asserted that learners could have some control over the intake. According to Schmidt (1990, p. 139) input becomes intake when 'noticing' to some linguistic forms happens. Schmidt also purported that the importance of conscious processes in adult L2 acquisition was undeniable. For example, the linguistic items that acquirers noticed in the input could also appear in their utterances (Schmidt, 1990).

In the light of all claims mentioned above, it is possible that the second language acquisition process may be delayed due to insufficient exposure to comprehensible input. To be more precise, a L2 learner who studies in a L2 speaking country is more likely to encounter native L2 speakers (especially outside the classroom) than another L2 learner studying in a non L2 speaking country. L2 learners in non L2 speaking countries suffer from inadequacy in comprehensible input and output by extension. Consequently, it may be easier for individuals to acquire the target language in contexts, where it is used for everyday communication.

As a result of contextual differences, the notion of L2 gives way to the concept of foreign language (FL) in some countries. For example, in Turkey, the dominant language for social interaction is Turkish, and the use of foreign languages (e.g., English, German, and French) is generally activated when travelling abroad talking to foreigners like exchange students, tourists and native FL speaking teachers. The distinction between L2 and FL is somewhat simplistic as the former covers any language acquired other than the learners' first languages. Although L2 communication is a part of daily life in a multilingual society, FL communication is not necessarily to be a part of daily social interaction.

The distinction between implicit and explicit knowledge is another highly disputed issue in SLA. According to Krashen (1982), learning of formal rules (explicit learning) had nothing common with L2 acquisition (implicit learning), but could contribute to L2 performance. In relation with the FL education, Krashen (1982) suggested that teachers had better provide students with comprehensible input instead of directly teaching formal rules. Contrarily, DeKeyser (1998) asserted that explicit knowledge could be proceduralized by means of communicative practice and converted into implicit knowledge. Ellis (2005) recommended that the implicit knowledge and focus on

pragmatic meaning should be included in instructional schemes. However, language instruction should not neglect explicit knowledge that promotes accuracy (Ellis, 2005). There are different ideas as to how implicit and explicit knowledge help learners in L2 learning process. Studies on L2 learning have still been trying to find out what lies under successful language learning.

Ellis (2004) purported that individual differences (IDs) research has gained popularity as an important area of enquiry in SLA since 1970s. Researchers thought that more research into the dynamic interplay between IDs variables would contribute to the literature. In this direction, Willingness to communicate (WTC) was proposed to account for individuals' readiness to communicate in L1 (McCroskey & Baer, 1985) and L2 contexts (MacIntyre & Charos, 1996; MacIntyre Clément, Dörnyei & Noels, 1998). Self-Efficacy (SE), which is credited with Bandura (1977), has recently been added as another IDs variable in L2 communication studies. Williams and Burden (1997) postulated that learners with high self-efficacy level could outperform more competent peers who had low self-efficacy in certain tasks.

In the past, teachers had a general tendency to evaluate learners' classroom participation according to question and answer based performance. In modern communicative language classrooms, however, the situation has become complicated, since the evaluation of classroom participation is based on learners' performance in communicative activities and tasks. Consequently, some issues such as willingness and feeling of efficacy gained importance. Many studies have been conducted to investigate the relationship between L2 WTC and different variables. Self-efficacy is one of the variables that were assumed to have a relationship with WTC and L2 proficiency.

In light of the facts mentioned above, the present study primarily aimed at investigating Turkish university students' WTC in English-as-a-foreign-language (EFL). In addition, variables like proficiency group, university department, experience in foreign countries, taking private courses, and education type (day and evening) were investigated to seek out any differences in students' WTC scores. Furthermore, the relationship between students' WTC and Self-efficacy in English with regard to four skill areas (listening, speaking, reading, and writing) was investigated in the present study. It is thought that the study results will be of great importance for proposing new models for Turkish EFL context. It is also hoped that more research into individual differences will contribute to the literature.

1.2. Statement of the Problem

Second language learning is a social process, in which the learner is exposed to the target language through interactions not only with native speakers of this language but also with non-native users of it. Meaning focused interactions take place in this social process. Although meaningful communication mostly occurs outside the classroom, it may be observed inside the classroom. It is also possible for L2 learners to enter into L2 interactions through social network.

Modern approaches to second language education place a tremendous emphasis on the meaningful use of language for achieving communicative goals. Some approaches like Communicative Language Teaching (CLT), Task-based Instruction (TBI), and Content-Based Instruction (CBI) exert a great emphasis on L2 communication in language classrooms. Being one of the most adopted approaches, CLT concentrates heavily on the use of L2 communication skills both in and outside the language classrooms. The main impetus for that trend was the revival of meaningful communication as the primary goal of second language learning.

Despite all the efforts to engender meaningful communication in language classrooms, many students avoid participating in communicative activities and tasks inside the classrooms. In line with this issue, research into SLA showed the necessity of emotional preparedness for successful acquisition. According to SLA research, acquisition included three strong pillars; input (Krashen, 1982), output (Swain, 1985) and interaction (Long, 1996). Since acquisition of L2 mostly takes place in an uncontrolled social environment, acquirers have to deal with various emotional and competency based problems. Krashen (1982) pointed out that it was normal for L2 acquirers to stay silent and just listen until they gained enough confidence. He also asserted that emotional factors could influence acquisition.

Dörnyei (2003, 2005) addressed an important point that even those proficient L2 learners avoid communication in L2. In addition, Şener (2014a, 2014b) voiced another important point that some learners are expected to participate in FL communication activities in the classroom although they do not have a strong control over the language they try to produce. As such, factors other than competence can be taken into account. Krashen (1982) recommends lowering L2 learners' affective filters as a solution. Brown (1994, p.143) states that the term "affect" encompasses emotions and feelings. Since

second language learning bears a lot of concerns beyond mastering formal structures and vocabulary, many different factors are studied to explain how learners differ in their learning, language use, and task achievement. The most studied variables are motivation (Gardner 1985), self-confidence (Clément, Dörnyei & Noels 1994), self-efficacy (Bandura, 1986), foreign language learning anxiety (Horwitz, 1986; Horwitz, Horwitz, & Cope, 1986). One important variable in L2 research was willingness to communicate (MacIntyre & Charos, 1996; MacIntyre et al., 1998). MacIntyre et al. (1998) alleged that WTC could play a booster role in one's frequency of communication.

Apart from the WTC, many other IDs variables were assumed to have an effect on individuals' language learning. Dörnyei (2005) exemplified some of those IDs variables as personality, aptitude, intelligence, motivation, anxiety, creativity, self-esteem, and learner beliefs. In addition, one notable IDs variable is self-Efficacy, which is credited with Albert Bandura (1977). From the view of Social Cognitive Theory (Bandura, 1977), self-efficacy was not only the confidence in certain tasks but also a control center of behavior and future motivation. According to Bandura (1989), self-efficacy is one of the predictors of motivation, affect, and action.

In recent years, researchers have tried to develop new ideas on second language learning according to their research findings. For example, Yough (2011, p. 209) reported that students' self-efficacy for speaking the target language was the strong predictor of their L2 WTC. Similarly, another study, which was conducted by Zhong (2013), indicated that students' self-efficacy beliefs affected their WTC, which in turn determined their success in L2 use. Moreover, Pattapong (2015) emphasized the importance of self efficacy in Thai EFL context and asserted that self-efficacy could have an influence on participants' WTC in English.

In a nutshell, the influence of affective and cognitive domains on learning can be observed both in first and second language learning contexts. In addition, if language teachers want learners to engage in producing FL utterances in the classroom environment, they had better start with asking the question (How much are learners willing to communicate in a FL?). In this sense, the present study tried to determine preparatory school students' level of WTC in English. Furthermore, the relationship between students' WTC and SE was examined. Therefore, the results of the present study can be helpful for teachers who want to develop alternative ways to promote L2 communication both in and outside the language classrooms.

1.3. Purpose of the Study and Research Questions

The main purpose of this quantitative study was to determine Turkish university preparatory school students' WTC in English inside the classroom. The study further examined the differences in students' scores of WTC in English with regard to different independent variables like proficiency group, university department, experience in foreign countries, taking private course, and education type. The secondary aim was to measure the strength of the linear relationship between students' level of WTC in English inside the classroom and overall SE for English. The following research questions were posed in accordance with the purposes of the study:

- 1) What is the Turkish EFL preparatory school students' level of WTC in English inside the classroom?
 - a. Is there a significant difference in students' level of WTC with regard to their English proficiency groups?
 - b. Is there a significant difference in students' level of WTC with regard to their university departments?
 - c. Is there a significant difference in students' level of WTC in terms of abroad experience?
 - d. Is there a significant difference in students' level of WTC in terms of taking private courses?
 - e. Is there a significant difference in students' level of WTC with regard to education type (day and evening)?
- 2) What are the Turkish EFL preparatory school students' perceptions of their WTC in terms of listening, speaking, reading, and writing skill areas?
- 3) What is the relationship between Turkish EFL preparatory school students' levels of WTC and self-efficacy in English?
- 4) What is the relationship between Turkish EFL preparatory school students' levels of WTC and self-efficacy in English with regard to four skills (listening, speaking, reading and writing)?

1.4. Basic Assumptions

It is assumed that:

1. Students' level of willingness to communicate in English can be measured with regard to listening, speaking, reading, and writing dimensions.
2. Students' self-efficacy in English level can be measured with regard to listening, speaking, reading, and writing dimensions.
3. Students will fill the questionnaire out on a volunteer basis.
4. Students reflect their beliefs and thoughts willingly and honestly when they answer the questions that were given in the scales.

1.5. Significance of the Study

With the advances in communication and transportation technologies, it is becoming easier for people to find any information or place they are looking for. Today, it is also possible for language learners practice their FL communication skills on a global level. For example, they have the opportunity to communicate with members of different speech communities through games and social media. Consequently, they learn about different cultures and languages.

Richards and Rodgers (2001, p. 3) state that 'English is worlds' most widely studied foreign language'. Therefore, many countries give importance to English language teaching. In addition, parents want their children to be able to communicate with foreigners and make use of job opportunities offered by foreign companies. In line with this expectation, current teaching approaches rely on the promotion of meaningful FL communication both in and outside the classroom. However, some variations exist in learners' rate of L2 learning and frequency of L2 communication.

Willingness to communicate as an individual differences variable is considered as a core element for language learners to initiate communication in the target language both in and outside the classroom (MacIntyre et al. 1998). WTC has been studied in the Turkish EFL context over the past decade. Different variables may also affect communication

behavior; nevertheless, it is important to specify the main problem of the study focusing on hidden aspects of particular areas.

In literature, MacIntyre et al. (1998) put forward a heuristic model for WTC and mentioned different factors that could affect one's WTC in L2. According to Mitchell, Myles and Marsden (2013), the model of WTC was a manifestation of a growing trend to integrate models in individual differences research area. WTC received much attention from researchers all over the world. In literature, many studies were conducted to investigate the WTC and antecedents of it. McCroskey and Richmond, (1987, p. 138) referred variables that affect WTC as "antecedents". In the Turkish EFL context, for example, Çetinkaya (2005) examined EFL learners' WTC in English along with their motivation, linguistic self-confidence, attitudes toward the international community, and personality types. In her study, Çetinkaya (2005) proposed a WTC model for Turkish EFL context.

Variables such as social support (Merç, 2008; Şener, 2014a), language learning strategy use (Merç, 2014) were also incorporated into WTC studies in the Turkish EFL context. In the Turkish EFL context, there is significantly less research (Başöz & Erten, 2018; Bursalı & Öz, 2017; Merç, 2008; Merç, 2014) exploring university students' WTC in English in terms of four language skill areas. MacIntyre, Baker, Clément and Conrod, (2001) posited that learners' WTC might show variance in the use of different skills. Therefore, one's WTC can be measured in different modes, such as reading and writing.

Schunk (1989) emphasized the importance of self-efficacy while coping with educational problems. It was also indicated that students' perceptions of self-efficacy contributed to their academic achievement (Pajares & Valiante, 1997; Schunk 1989). It is possible that self-efficacy can influence learners' readiness to communicate in L2. Recently, Taşdemir (2018) investigated the relationship between students' WTC and self-efficacy in English with the data gathered from high school students. The study indicated that there was a positive correlation between students' WTC and self-efficacy in English. In his study, Taşdemir (2018) used a WTC scale, which measured only speaking mode.

To my knowledge, no study has been conducted to investigate college EFL students' WTC and self-efficacy in English with regard to four language skills. In the present quantitative study, both WTC and Self-efficacy scales had four sub-dimensions

(reading, writing, listening, and speaking), which made it possible to make comparison between the results obtained from the WTC and Self-efficacy scales.

Inspired by the latest studies on FL communication, the present study attempted to reveal Turkish university students' overall WTC in English inside the classroom. Although the main aim of the study was to examine students' WTC in English inside the classroom, self-efficacy, which is a similar construct, was included in the scope of the study in order to empower the study findings. This study is significant since it gets power from the investigation of WTC and self-efficacy in four skills, which is accomplished with the help of the data obtained from the sub-scales.

1.6. Definition of Key Terms

English-as-a-Foreign-Language (EFL): Crystal (2003) emphasizes the increasing importance of English language as a tool for communication between nations. He also explains “English-as-a-Foreign-Language” as the context (e.g., Japan, Egypt, France and Brazil), where English has no official status and is not used for daily communication (p. 108). In such contexts, communication in English generally happens through chatting over the internet, and face to face conversations with tourists, exchange students, foreign language teachers, etc. In some parts of this paper the term “second language” is used instead of foreign language. The term “second language” is an umbrella term covering any language acquired other than the first language. For example, learners can develop different languages other than their mother tongue including, but not limited to second, third or fourth languages (Mitchell et al., 2013).

Individual Differences (IDs): Mitchell et al., (2013, p.20) state that although learners go through a similar developmental path, their rate of learning and success may show variance due to individual differences. Individual differences are referred as ‘characteristics’ that make people unique to a considerable extent (Dörnyei, 2005). In social sciences, individual/learner differences research is a multi-dimensional area, where various learner characteristics are investigated to explain the deviations in individuals' learning. Some of the IDs variables are aptitude, motivation, willingness to communicate, and self-efficacy (Dörnyei, 2005).

Willingness to communicate (WTC): The notion of WTC is credited with McCroskey and Baer (1985) who refer WTC as a trait-like predisposition that stimulate engaging in communication in the first language. WTC is also associated with L2 use (MacIntyre et al., 1998). MacIntyre et al. (1998, p.546) explain WTC as “the probability of engaging in communication when free to choose to do so”. In addition, they (p.547) define WTC as “readiness to enter into discourse at a particular time with a specific person or persons, using a L2”.

Self-Efficacy (SE): The construct of Self-Efficacy stands as a central component of SCT. Self-efficacy is also one of the individual differences, and explained as the combination of perceived efficacy and expectations about one’s own capabilities in a particular task (Bandura, 1977). According to Bandura (1989) that self-efficacy is not only a set of beliefs about one’s own capabilities but also represents one’s confidence in future achievements. Schunk (1989) also explained self-efficacy as the perceptions about capabilities in specific tasks.

1.7. Limitations of the Study

The study was limited to the purposefully selected students who were studying at the English preparatory school of Muğla Sıtkı Koçman University (MSKU) at the time of research. Since the data were gathered only from one state university, the results of the analysis provided information only about that particular setting.

The main study was conducted with 202 EFL students who were studying at the English preparatory school. The students who gave written consent to participate in the study were either registered in Engineering or in Economics and Administrative Sciences departments. It is also important to note that, ELT and English Literature students were not included in the study due to some concerns, which were discussed in the Setting and Participants section.

In the study, quantitative data collection and analysis methods were utilized by the researcher. Therefore, the study operated on the assumption that the participants would reflect their beliefs and thoughts willingly and honestly on the scales. Furthermore, the variables investigated in this study were limited to students’ WTC and self-efficacy in

English, and some independent variables like proficiency group, university department, having abroad experience, taking private courses, and education type.

Lastly, both WTC and self-efficacy may change from time to time. For example, one's current level of WTC in English may change in his or her future educational status. Therefore, the current level of WTC in English cannot be generalized to future situations. Yet, the results of this study can make a ground for further studies on graduate level EFL learners.

1.8. Organization of the Thesis

This thesis consists of five chapters. In the first chapter, background information and the research topic are presented. In addition, the main and sub-problems of the study are stated in view of the current SLA and foreign language learning research. Furthermore the researcher states the purpose of the study. This part continues with the specification of the research questions that are probed to find answers to the main problem. Explication of basic assumptions and definition of key terms are presented respectively in the following parts. Then, the chapter continues with the acknowledgement of the limitations related to the present study. Finally, the chapter ends with information about organization of the thesis.

In the second chapter, the researcher presents the theoretical framework of the study. Then, the use of WTC construct both in first and second language learning contexts, and different theories on WTC are discussed. In addition, this chapter gives information about different studies on WTC, which are crucial for the proposal of the current research project. Finally, the chapter ends with current state of WTC research and foreign language education in the Turkish EFL context.

In the third chapter, the research method, which was adopted by the researcher, is described by taking the pros and cons of the method into consideration. Then, the chapter continues with detailed information about the research participants. The researcher explains the rationale of the adopted sampling method. In the instruments part, basic details about the research instruments are presented. Then, information about the development of the research instruments and the reliability scores, which were reported in the original studies, are given respectively. In the following part, the

procedure in which instruments were administered to the research participants is explained systematically. Explanation of the statistical procedures, in which the data were organized and analyzed, is given in the last part of this chapter.

In the fourth chapter, the results of data analysis and findings related to each research question are presented in tables and figures. In this chapter, the researcher also reports the findings, which were obtained through a series of statistical analyses. Furthermore, a brief explanation for each key finding of the study is presented in the findings chapter. In the last chapter, findings of the present study are compared to those of previous studies, and discussed in view of the current state of WTC research in different EFL settings. The chapter continues with the conclusion part. Summary of the study and research implications are given in the conclusion part. The chapter ends with recommendations for further studies.

CHAPTER II

LITERATURE REVIEW

This chapter begins with a review on current CLT practices. Then, some of the most widely researched individual differences in modern psychology are explained. The chapter continues with the theoretical framework of WTC in second and foreign language learning contexts and information about the integration of WTC concept into language teaching. Finally, a comprehensive summary of previous studies on WTC which examined the relationship between learners' L2 WTC and other IDs variables is presented.

2.1. The Rise of Communicative Language Teaching

Modern foreign language education has evolved into more learner-centered and communication-based process with regard to methodology and practice in recent years. This evolution is based not only on the ideas that were put forward by teachers but also on the findings presented by a worldwide research network of SLA. Lately, both scholars and teachers have become aware of the fact that it is not possible to establish universal guidelines that account for how language should be dealt with in language classrooms.

Richards and Rodgers (2001) stated that various approaches and methods were proposed for second language teaching. According to Larsen-Freeman (2000), a prescribed method may not be suitable for all teaching contexts. From this point of view, modern language teaching does not rely on a single prescribed model. Instead, it

supports the variety in classroom teaching practices. Therefore, teachers can benefit from different methods, to a great extent.

Unlike modern approaches, traditional methods such as The Grammar Translation Method, The Direct Method and The Audio-Lingual Method put the teacher forefront as the director of classroom interactions. Larsen-Freeman (2000), presented examples of interactions observed in traditional language classrooms, and stated that interactions were mostly teacher directed. The Grammar Translation Method was one of the popular foreign language teaching methods between 1840s and 1940s (Richards & Rodgers, 2001). However, the method was unhelpful for teachers who want their students to communicate effectively (Larsen-Freeman, 2000).

By the year 1940, many language teachers and linguists had already started to challenge the idea that mastery of structures was the primary aim of foreign language learning, and professed dissatisfaction with the knowledge-based learning outcomes. In the meantime, SLA research database provided language teachers with continual guidance so that they could get a better understanding of the language acquisition process. Then, The Direct Method gained popularity as a reaction to the Grammar Translation Method. The method emphasized the use of target language communicatively in language classrooms (Larsen-Freeman, 2000). However, it was daunting both for non-native L2 teachers and learners due to the fact that the lessons were to be delivered entirely in the target language.

According to Richards and Rodgers (2001), various approaches and methods emerged between 1950s and 1980s. When structuralism and traditional teaching methods such as Audiolingual and Situational Language Teaching lost their popularity, language teachers directed their attention to more innovative teaching practices. Researchers and curriculum designers came up with a new idea that forms, functions and authenticity could be integrated into one approach. The idea that there was not a unified theory to prescribe for creating ideal language classrooms became popular in different foreign and second language teaching contexts.

Inspired by modern ideas, L2 teachers started to consider different dimensions of L2 learning and tried to foster meaningful communication in language classrooms. In the late 1970s, Communicative Language Teaching as a reaction to the traditional language teaching methods paved its way into language classrooms (Larsen-Freeman, 2000). The

CLT held the belief that meaningful communication could facilitate learning. Therefore, the approach prioritized the development of 'Communicative Competence' among language learners (Richards, 2006). The term 'Communicative Competence', which refers to using language appropriately and communicating effectively, is credited with Dell Hymes (1972). Inspired by the theory of Communicative Competence, CLT focused on both linguistic and pragmatic knowledge of the language.

Modern communicative approach provided a new understanding of language teaching, which favored a learner-centered teaching through meaningful communication. In communicative classrooms language learning is an interactive process. The term passive recipient of knowledge, which was once used to identify learners' roles in language classrooms, gives its place to active participators in communicative language classrooms. Thus, learners find opportunity to take the responsibility of their own learning when they carry out different tasks.

In CLT, L2 fluency outperforms L2 accuracy since the primary aim is to help learners become good communicators. In addition, errors are tolerated in communication-based activities but dealt with in accuracy based activities (Larsen-Freeman, 2000). Thus, the stress caused by the direct evaluation of grammar skills is avoided. Yet, error correction is not totally ignored. The main goal of CLT is to promote meaningful communication putting an emphasis on communicative activities, in which learners willingly use L2. In a communicative classroom, learners not only make great use of their listening and speaking skills, but they also take the pleasure of negotiation for meaning with peers and teachers. For example, learners can find numerous opportunities to negotiate meaning while working in pairs and groups, and benefit from communicative activities such as games and role-plays (Richards, 2006). Another important point is that teachers can design their own activities in order to meet learners' great enthusiasm and sudden surge of energy instead of depending heavily on prescriptive materials.

Briefly, CLT was not a specific method prescribed for teaching of L2, but a mixture of 'principles' that create a communicative learner-centered approach (Richards, 2006). Therefore, this approach brought a dynamic life to foreign language classrooms instead of fostering passive, rote learning. It also supported the idea that classroom activities should reflect real life (Richards, 2006). In recent years, inspired by communicative approach, different methodologies emerged as extensions of CLT. Two of these methodologies are Task-Based Instruction and Content-Based Instruction.

In Content-Based Instruction students learn the target language while they are studying the content. Students use L2 while studying the content. Task-Based Instruction is based on the idea that students can learn language while engaging in tasks. It is true that modern approaches offer unlimited opportunities both for teachers and for students to interact in the classroom. However, not all the learners can benefit from these opportunities in the same rate due to differences in their learner characteristics. Consequently, the implementation of these learner centered approaches in language classrooms is guided by individual differences research to some extent.

2.2. Individual Learner Differences in Foreign Language Learning

Learners are different from each other in numerous ways ranging from physical characteristics to intelligence. Considering this uniqueness, researchers try to draw conclusions as to how learner differences affect foreign language learning process. Since the importance of language use in FL learning is undeniable, researchers who want to examine how learners differ in their FL learning have focused their studies on individual variations.

Unlike communicative approach, traditional methods of foreign language teaching focused heavily on providing teachers with specific teaching techniques. However, current communicative learner-centered approach put the notion of individual differences forefront. In the last two decades, individual learner differences research has received a lot of attention from researchers, curriculum designers, and language teachers both in second and foreign language teaching settings.

A foreign language may not only be a communication tool with which meaning is conveyed outside the classroom but also a medium of instruction in communicative classrooms. Therefore, problems that appear in FL use can influence individuals' success both in academic context and in real life. The investigation of variations in individuals' learning showed that a wide variety of factors could regulate learners' achievements in different subjects. Many individual differences and various frameworks related to those differences were put forward to explain how learners differ in their foreign language learning. In addition, theories and models have been improved and updated according to changing needs and circumstances. For example, Ehrman, Leaver

and Oxford (2003) focused on three basic individual IDs variables:

- learning styles
- learning strategies
- affective variables

According to Ehrman et al. (2003) these variables have a conjoint effect on second language learning. Therefore, it is hard to deal with them separately. In a different categorization, Ellis (2004, p. 529) put IDs into four main categories:

- abilities
- propensities
- learner cognitions
- learner actions

Ellis (2004) classified intelligence, language aptitude and memory as abilities; learning style, motivation, anxiety, personality, willingness to communicate as propensities; learner beliefs as cognitions; learning strategies as actions. Of all the factors, aptitude and motivation are the most important, and they can account for most of the variance in learners' achievement scores (Ellis, p. 536).

Under the category of affective variables, motivation is one of the most studied one that influences foreign language learning. Just as it is difficult to explain how motivation for foreign language learning works, it is also difficult to propose models that can account for the whole phenomenon together with its components. Dörnyei (1994) developed a framework of motivation considering classroom environment and put the components of FL learning motivation (Table 2.1) under three categories:

- language level
- learner level
- learning situation level

According to Dörnyei (1994), the language level was related to internal and external goals for foreign language learning. To be more specific, foreign language learning motivation could take power not only from feeling of affinity with foreigners but also from some pragmatic reasons. Therefore, informing learners about the usefulness of learning a foreign language and encouraging them to build positive relationships with FL community could contribute to their motivation (Dörnyei, 1994). The learner level

concerned with learners' desire to accomplish specific tasks and beliefs about their own capabilities. The third level was related to course, teacher and group specific factors (Dörnyei, 1994, p. 280).

According to Dörnyei (1994), it is possible that methods selected in line with the students' needs and interests, could boost their motivation. In addition, a foreign language classroom, in which the teacher is not an authoritarian figure, and creates positive relationship with learners, can facilitate learning motivation. It is also possible for learners to benefit from taking responsibilities in team works that facilitate cooperation, sharing, and mutual understanding.

Table 2.1.

Components of Foreign Language Learning Motivation (Dörnyei, 1994, p. 280)

LANGUAGE LEVEL	Integrative Motivational Subsystem Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement Self-Confidence * Language Use Anxiety * Perceived L2 Competence * Causal Attributions * Self-Efficacy
LEARNING SITUATION LEVEL	
<i>Course-Specific Motivational Components</i>	Interest Relevance Expectancy Satisfaction
<i>Teacher-Specific Motivational Components</i>	Affiliative Motive Authority Type Direct Socialization of Motivation * Modeling * Task Presentation * Feedback
<i>Group-Specific Motivational Components</i>	Norm & Reward System Group Cohesion Classroom Goal Structure

Many factors were assumed to have an influence on individuals' learning. The most studied ones are motivation (Gardner 1985), self-confidence (Clément et al., 1994), self efficacy (Bandura, 1986), foreign language learning anxiety (Horwitz, 1986), WTC (MacIntyre et al., 1998). In addition, those factors were studied to explain individual or sub-group variations in L2 learning. Although there is not a limit on the factors studied in educational research, researchers have begun to study the relationships among these factors instead of proposing new variables in recent years. Considering the plethora of factors, which were assumed to affect language learning, researchers have focused on the dynamic occurrence of these factors in learning settings.

Apart from Dörnyei's (1998) framework of FL motivation, different frameworks were also proposed for language learning. According to Williams and Burden (1997), age, gender, intelligence, aptitude, personality, and motivation can be given as examples of individual differences. Furthermore, relying on their cognitive and constructivist approach, they presented a detailed framework of motivation in language learning and stated that motivation was of great importance in educational settings (Williams & Burden, 1997). In their framework of motivation, they explained the components of language learning motivation. According to their framework, L2 motivation was affected both internal and external factors.

The framework of motivation (Williams & Burden, 1997, p. 138-139) had two main dimensions such as internal factors and external factors. Internal factors covered age, developmental stages, gender, intrinsic interest of activity, perceived value of activity, sense of agency, mastery, self-concept, attitudes, affective states such as confidence, anxiety and fear, whereas external factors included significant others, interaction with significant others, learning environment, education system, family networks, cultural norms, and societal expectations.

Williams and Burden (1997) pointed out that self-concept is important for language learning. They also defined self-concept as individuals' all perceptions about their personal entity (p. 97). According to Williams and Burden (1997), learners' negative self-concept perceptions about their language learner identities may prompt them to avoid entering into L2 communication. Another important factor is self-efficacy. Bandura (1977), proposed a theory to explain how efficacy expectations affect human actions. Bandura's efficacy beliefs theory also called as 'Self-efficacy' is another factor, which has been extensively studied in various disciplines. According to Bandura (1977)

perceived self-efficacy and expectations together can influence both current and future accomplishments. Another factor, which is similar to self-efficacy, is self-confidence. Self-confidence is more concerned about individuals' overall capabilities, whereas self-efficacy is task specific.

It is a known fact that learners are different in numerous ways. In parallel with this fact there is a wide range of differences that make learners distinguished from each other. It can be said that whether they affect directly or contribute indirectly (via mediators) to individuals' L2 learning, individual differences have an undeniable influence on learners' success in foreign language learning. Therefore, investigation of individual differences is of great importance in educational contexts. Some IDs variables are further discussed in the following sections.

2.3. Understanding the Willingness to Communicate (WTC)

It is important to be knowledgeable in a variety of subjects, but there are other important things besides having good knowledge. In today's world of communication, having improved communication skills is the sign of a promising future both in academic and business life, but even so, developing the ability to communicate effectively is an ignored part in many people's personal development schedules. It is a well-known fact that some people avoid communication as much as possible. However, there are also some people that spend most of their time talking. Differences are easily observed in every aspect of life.

Burgoon (1976) investigated the problem of unwillingness to communicate as an individual traitlike difference in language use. She also explained anomie (breaking ties with social norms), alienation (separation from society), introversion, low self-esteem, and communication apprehension (anxiety) as variables that cause variations in talking. Of all those variables, communication apprehension and introversion were the most studied ones.

Many other studies also aimed at finding solutions to communication related problems. It was possible that one's performance in communication could change depending on various individual level differences. Therefore, it was important to understand the concepts and their roles in one's communication behavior in communication studies.

For example, McCroskey & Richmond (1982) examined communication apprehension and shyness. They stated that the two concepts were empirically distinct (p. 467). Furthermore, McCroskey and Richmond (1987) mentioned some factors that could influence one's willingness to communicate. Those factors were introversion, anomie, alienation, self-esteem, communication skill level, communication apprehension, and cultural divergence (McCroskey & Richmond, 1987, p. 138).

According to McCroskey and Richmond (1987) introverted people avoid communication and prefer staying quiet, whereas extroverted people try to initiate communication and remain inner-directed. In addition, some people do not want to talk because of their inefficient communication skills. McCroskey and Richmond (1987) pointed out that as people's communication skills improved, so did their willingness to communicate.

McCroskey and Richmond (1987) mentioned the effect of cultural divergence on one's willingness to communicate. Unlike a skill deficient individual, a 'culturally divergent individual may have excellent communication skills for one culture, but not for the other' (McCroskey & Richmond, 1987, p. 140). Communication apprehension was the most important antecedent of willingness to communicate. There were four types of communication apprehension; traitlike, context based, receiver based, and situational.

Although the concept of WTC can be traced back to Burgoon's (1976) study, in which she investigated the problem of unwillingness to communicate as an individual difference in language use, the original construct of WTC was mostly credited with the work of McCroskey and Baer (1985). They developed an advanced construct and named it "Willingness to Communicate". Their notion of WTC covered the use of first language rather than second language. However, the scale was adapted to different second language learning contexts in different studies.

McCroskey and Baer (1985) focused heavily on the oral communication. According to McCroskey and Baer (1985), WTC level may change depending on communication apprehension, but there are also other variables that can affect one's tendency to initiate oral communication. McCroskey and Baer (1985) designed a 20-item WTC scale that consisted of four communication contexts: public speaking, talking in meetings, talking in small groups and talking in dyads. The scale also included three types of receiver variables: strangers, acquaintances, and friends. The WTC scale was a tool for the

measurement of speaking WTC. Respondents of the 20-item probability estimate scale were supposed to indicate their percentage of times (from 0 to 100) they would choose to communicate in 20 given situations. The scale had good reliability and validity.

McCroskey and Richmond (1990) highlighted the importance of the role that WTC played in one's choice of entering into conversation. They also noted that high WTC level could lead an increase in the quantity of one's communication. In addition, people with high WTC levels were advantageous in various contexts (McCroskey & Richmond, 1990). For example, they make friends easily, and receive positive feedback from employers. Thus, it would be wise to investigate WTC as a variable in communication related studies.

Different researchers alleged that one's WTC is influenced by some variables like anxiety, and communication competence. MacIntyre (1994) examined the underlying structure of WTC in his study. The hypothesized L1 WTC model was based on the interplay between communication apprehension and communication competence. The study asserted that high level communication competence and low level communication apprehension could contribute to WTC (MacIntyre, 1994).

WTC and its antecedent were examined in different L1 communication studies. It is true that language learning and use involve some cognitive processing. However, apart from cognitive processing, affective engagement is an important component communication. Even when they are trained to communicate effectively, and equipped with good grammar skills, people may not be willing to join conversations with others. Willingness to communicate manifests itself as one of the important factors that can determine one's foreign language use and success. Some factors like place of communication, types of interlocutor, and culture influence WTC. In addition to situational factors, affective factors (e.g., anxiety) also stand out.

Many different linguistic, cognitive, affective, and sociocultural variables were also put forward to conceptualize the notion of WTC. WTC as a traitlike or situational dependent variable was studied extensively communication research area. For example, McCroskey and Baer (1985) referred it as a stable trait. Some studies showed that although one's WTC may change according to situational factors, it is trait like in most cases. WTC and its antecedents are still studied to find out what lies under learners' willingness or unwillingness to communicate in different L1 communities. In line with

this direction, the researchers are still trying to find out how individuals differ in their communication behavior.

2.4. WTC Concept in Second and Foreign Language Learning Contexts

WTC was once considered as a factor, which was only concerned with L1 oral communication and traitlike. Thus, the construct initially received much attention from L1 researchers. MacIntyre and Charos (1996) extended the L1 WTC study and investigated WTC among French as-a-second-language speakers. They added motivation and personality variables in their study variables. It was revealed that WTC concept could be applied also to L2 contexts (MacIntyre & Charos, 1996). Later, MacIntyre et al. (1998) revised and adapted L1 WTC concept to L2 communication context. Consequently, WTC paved its way into L2 communication contexts.

Much of the research into WTC in second language centered upon the English language. The original WTC concept that was put forward by McCroskey and Baer (1985) was not related to foreign language learning contexts. The WTC scale used in the work of McCroskey and Baer (1985) did not include items that were related to EFL contexts. After MacIntyre et al. (1998) adapted WTC to L2 context. The notion of WTC became a hot topic both in ESL and EFL countries in a short time. In addition, the construct of WTC has been examined both in Asian and Western countries. Studies pointed out that the aim of language learning is to communicate, and therefore the WTC can be a crucial determiner of successful second language learning (MacIntyre et al., 1998; MacIntyre & Charos, 1996; McCroskey and Baer, 1985).

The WTC received much attention from researchers who studied L1 and L2 communication. It was thought that WTC may show variance depending on situational variables. The main energizer for that movement was the work of MacIntyre et al. (1998). According to MacIntyre et al. (1998), willingness to communicate was the main prerequisite of communication behavior. They held the belief that communication was not merely comprised of talking, and different skills such as reading and writing should also be studied. This extended version of WTC in the target language as an individual differences variable became one of the popular research topics in a short time. Researcher based their studies on the heuristic model of WTC, which was put forward by MacIntyre et al. (1998).

Although it was inspired by the previous studies (Burgoon, 1976; McCroskey & Baer, 1985) the conceptualization of L2 WTC was credited with MacIntyre et al.'s (1998) research. They focused on situational variables in L2 communication. In 1998, MacIntyre et al. proposed a six-layered pyramid-shaped, heuristic model (Figure 2.1) to elucidate L2 WTC and variables affecting it.

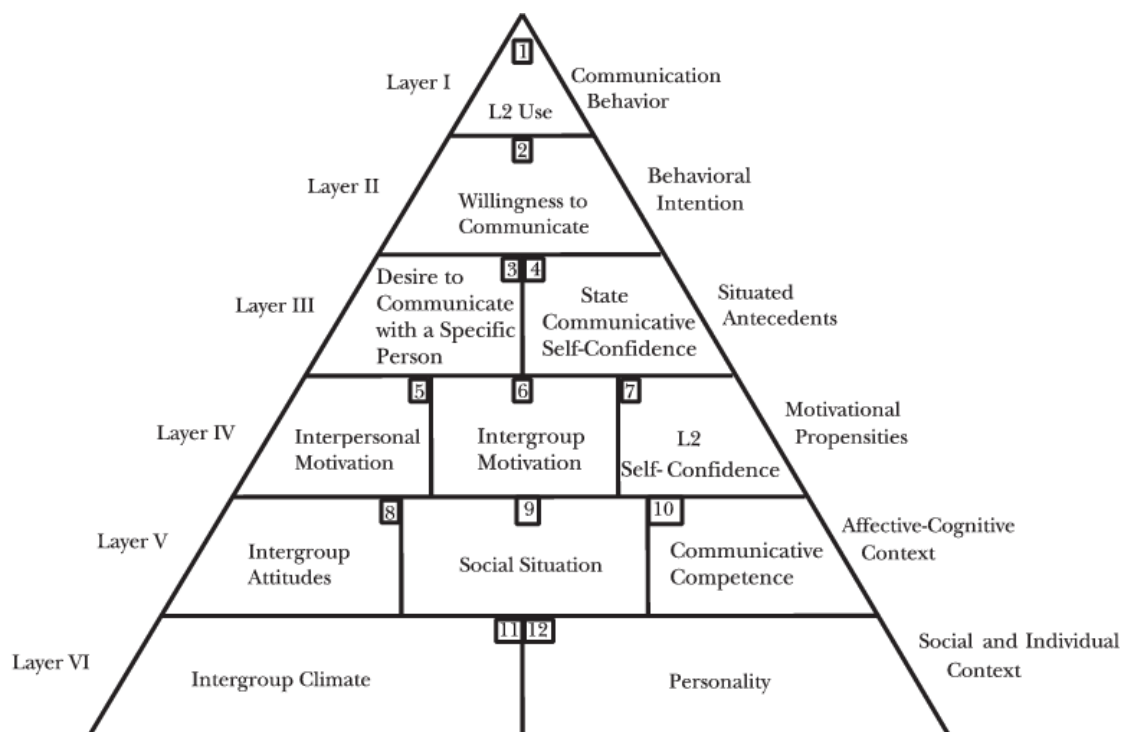


Figure 2.1. *Heuristic model of variables influencing WTC. (MacIntyre, Clément, Dörnyei, & Noels, 1998)*

MacIntyre et al. (1998) based their model on the idea that one's level of WTC in L2 might show changes according to different state and personality variables. The WTC model presented in their work (1998) included linguistic, communicative, and social psychological variables. In addition, they also believed that WTC could serve as a facilitator in one's frequency of communication.

In the pyramid model, the first layer was communication behavior, which was the ultimate outcome of language learning. The WTC was placed in the second layer and assumed to be the main predictor of communication behavior. The third layer included desire to communicate with a specific person and the state communicative self confidence. Communicative self-confidence was referred as a powerful determinant of WTC (MacIntyre et al., 1998). The fourth layer was represented with motivational propensities and composed of three sub-categories as: interpersonal motivation

intergroup motivation and L2 self-confidence. L2 Self-confidence was different from the situational communicative self-confidence due to the fact that it was more stable (MacIntyre et al., 1998, p. 551). The fifth layer was affective-cognitive context, which covered attitudes toward L2 community, setting and type of interaction and communicative competence. The sixth layer was named social and individual context. Inter-group climate and personality formed that layer. Inspired by their heuristic model of WTC, MacIntyre et al. (2001) designed a WTC scale in order to measure Canadian students' WTC in French inside and outside the classroom. The scale worked well in the Canadian context. In addition to this success, the adapted versions of the scale also did a good job in the Iranian (Zarrinabadi & Abdi 2011) Chinese (Peng, 2007) EFL contexts.

One of the prominent figures in EFL WTC research area was Tomoko Yashima. In her studies, Yashima investigated WTC among Asian students in the Japanese EFL context. In the study (Yashima, 2002), it was revealed that international posture (attitude toward international community) influenced students' motivation, which in turn affected the WTC in English level of Asian students. Similar findings were also found in the work of Yashima et al. (2004).

Dörnyei (2003) postulated that WTC could be regarded as an important individual affective factor influencing one's communication based activities. In addition, WTC as a possible indicator of learner-initiated communication received tremendous attention from EFL researchers all around the world. Some researchers concluded that frequency of communication differs among individuals depending on their WTC (MacIntyre et al., 1998; Yashima, Zenuk-Nishide & Shimizu, 2004).

In a few words, individuals may vary in their L2 communication behaviors due to the intervention of different internal and external factors. This deviation can manifest itself in their frequency of starting L2 communication, too. Furthermore, individuals' willingness to engage in conversations with speakers of L2 was taken into consideration by researchers who studied L2 communication behavior. In order to get a better understanding of L2 communication, studies were not limited to variables such as anxiety and motivation. In the literature on L2 communication, different variables were assumed to affect success in L2 communication. The concept of WTC brings some important affective and cognitive variables together. For this reason, it receives much attention from researchers who want to base their studies on the dynamic occurrence of different variables in L2 learning and communication processes.

2.5. Different Studies on WTC and Other Variables

The construct of WTC held an important place in communication research since many researchers in ESL and EFL countries chose it as their study topics. For example, MacIntyre et al. (1998) emphasized the importance of WTC as a goal of L2 learning. In view of the contextual differences, various WTC models were also put forward to explain WTC and its antecedents.

Different models were tested to find out how WTC works in different settings. For example, MacIntyre (1994) developed a path model to explain WTC in the first language. The model showed that high level perceived communicative competence and lack of apprehension led to increased level WTC. Some studies other indicated that motivation and WTC together could predict academic achievement (Hashimoto, 2002; MacIntyre & Charos 1996).

MacIntyre and Charos (1996) reported that self-perceived communication competence influenced beginner level learners' (N = 92) L2 use. Moreover, Hashimoto (2002) conducted a study in order to examine the proposed model of WTC. The participants were limited to 56 students in Japanese ESL context. The participants were speaking English as a second language, and Japanese as native language. In that attempt, Hashimoto replicated the work of MacIntyre and Charos (1996) and used a short version of the Attitude/Motivation Test Battery (AMTB), which was originated from Gardner's (1985) research. In addition, McCroskey's (1992) 20-item scale was used to measure learners' WTC in the study.

Hashimoto (2002, p. 57) pointed out that students, who were highly motivated to learn a second language, and who had high level of willingness to communicate used language more frequently than others did. Hashimoto also stated that the influence of self-perceived communication competence on WTC was not significant. However, the study indicated that there was a positive correlation between motivation and self-perceived communication competence. Now that high self-perceived communication competence led to an increase in learners' learning motivation, it could affect the WTC level. Hashimoto's (2002) study also revealed some implications for language teachers. For example, increased self-perceived communication competence and reduced language anxiety may lead to more language use in language classrooms. In addition, WTC is to be a concern that should be included in the national second language learning agendas.

Yashima (2002) studied WTC in the Japanese EFL context. The target participants of the study were 389 university students. However, only 297 (212 males and 85 females) of them were included in structural equation modeling (SEM). Basically, SEM is a statistical analysis by which a hypothesis or structural theory is tested. One of the benefits of employing SEM analysis is that the relationships among variables included in proposed models can be examined and thus different paths can be created. Yashima tried to find out possible predictors of willingness to communicate in English. English language was the primary selected FL among the participants. She reported that low-level anxiety and high-level perceived competence led to a strong perception of WTC.

Yashima et al. (2004) also investigated the predictors of willingness to communicate in Japanese ESL context. A total of 166 students participated in that research. They employed different scales in the study. They used 12 items for communication apprehension and another set of 12 items for perceived communication competence. The study utilized the WTC scale published in the work of McCroskey (1992). They concluded that perceived communication competence strongly correlated with students' level of WTC. They also concluded that integratively motivated students were more willing to communicate in L2. Furthermore, they emphasized the importance of integrativeness with the notion of "English-using selves". Nevertheless, it was hard to say the same for communication apprehension. Communication apprehension was found negatively correlated with self-perceived communication competence, which in turn reduced the level of WTC (Yashima et al., 2004).

Jian-E Peng, in her study (Peng, 2007, p. 50), called the relationship between motivation and L2 WTC as "tightly-woven". Peng studied L2 WTC and motivation among 174 medical college students in the Chinese context. She used a five-point WTC scale, which was adapted from MacIntyre et al. (2001). Her study findings indicated a positive relationship between L2 WTC and motivation. In addition, she highlighted that Chinese EFL context puts a good amount of emphasis on improving learners' L2 WTC. She also concluded that higher WTC level led to more use of L2. This means that students can use language for conversing with foreign language teachers and giving directions of a place to a tourist.

In her research, Matsuoka (2006) studied WTC in English among 180 university students in Japan. She utilized individual difference questionnaire as an instrument to

address different characteristics. She also used WTC test and a computerized English proficiency test as data gathering tools. The study focused on speaking mode. The analysis of the data showed that introversion and communication apprehension had negative effect on L2 WTC, whereas self-efficacy (perceived competence, motivational intensity, and L2 proficiency) had positive effect on L2 WTC. The quantitative results also suggested that L2 WTC could predict L2 proficiency. It was also revealed that international posture had an indirect effect on L2 WTC via self-efficacy.

Zhong (2013) conducted a research into understanding Chinese learners' WTC in a New Zealand ESL classroom. Five participants were recruited for the study. In the study, different types of data gathering tools (in-depth interviews, classroom observations, stimulated recall interviews, and learning logs) were utilized to understand how WTC worked in the ESL classroom. She also proposed a model for understanding L2 oral communication.

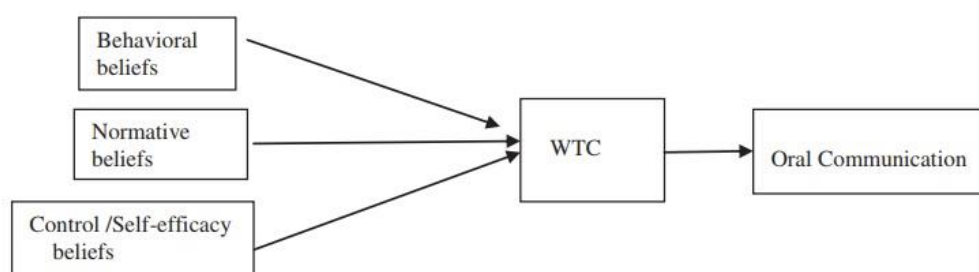


Figure 2.2. *Model for understanding L2 oral communication.* (Zhong, 2013, p.749)

According to the model (Figure 2.2) proposed by Zhong (2013), behavioral beliefs, normative beliefs, and control/self-efficacy beliefs had a joint influence on learners' WTC, which in turn determined their oral communication (Zhong, 2013, p. 749). Additionally, she explained behavioral beliefs as the beliefs that learners held about communicating in teacher-led situations and in groups or pairs. Normative beliefs dealt with the influence of learners' past experience, society and significant others. Lastly, learners' self-efficacy beliefs were referred as a factor affecting their WTC.

WTC has also been extensively studied in the Iranian EFL context. Zarrinabadi and Abdi (2011) conducted a study in the WTC research area. The participants were 67 students (36 males and 31 females) who were studying English Literature and Translation at University of Isfahan. Participants were bilingual and their ages ranged

from 19 to 24 years. They used the adapted version of the 27-item WTC scale that was originally developed by MacIntyre et al. (2001). The reliability scores related to four dimensions were as follows: speaking ($\alpha = .78$), comprehension ($\alpha = .79$), reading ($\alpha = .85$), and writing ($\alpha = .85$). They found positive correlation between students' learning orientations and WTC in English. In the study, school and knowledge orientations correlated with both inside and outside WTC while job, travel and friendship orientations correlated only with outside WTC.

Mohammadzadeh and Jafarigohar (2012) also investigated WTC among over 517 university students in the Iranian EFL context. There were 188 male and 329 female participants in the study. The study utilized McCroskey's (1992) WTC scale in order to measure students' WTC. They found a significant correlation between multiple intelligences and WTC. In addition, they reported that the link between the constructs was influenced by gender variable. Alavinia and Alikhani (2014) also investigated WTC construct in Iranian EFL context, too. The participants were 113 female and 87 male university students. To compare WTC between males and females, they used an independent t-test. The results of the independent t-test showed that there was a significant difference (favoring female students) between male and female students' WTC scores. According to the results of correlation analysis, there was a positive correlation between students' WTC scores and their emotional intelligence.

Valadi, Rezaee, Baharvand (2015) investigated the relationship between students' WTC in English and speaking proficiency. They collected data both from male and female students. The findings of the study demonstrated that there was a positive correlation between students' WTC and their speaking proficiency scores. The findings also revealed that gender did not have significant effect on students' level of WTC in the Iranian EFL context.

In the Turkish EFL context, some of the studies targeted English majoring students (Bursalı & Öz, 2017; Merç, 2014; Öz, Demirezen & Pourfeiz, 2015; Şener, 2014a, 2014b) whereas others (Asmalı, 2016; Başöz & Erten, 2018; Çetinkaya, 2005; Ekin, 2018; Kanat-Mutluoğlu, 2016; Merç, 2008; Öz & Bursalı, 2018; Uyanık, 2018) included participants who were studying in different departments.

Çetinkaya (2005) proposed a WTC model for Turkish EFL context. In her research, quantitative data were collected from 304 college students, who were studying at

preparatory class and used to conduct SEM analysis. Additionally, qualitative data were gathered from 15 students. Her findings indicated the existence of a direct relationship between learners' WTC and attitudes toward international community. The study indicated that language learners who had positive feelings about international affairs were more willing to communicate in L2. The research also found out that language learners who had higher perceived communicative competence were more willing to communicate in English. In her work, Çetinkaya also pointed out that motivation had an indirect effect on WTC.

Şener (2014a) conducted a research into ELT students' level of WTC in English. She examined variables like perceived communication competence, attitudes, self confidence, communication apprehension and motivation. There were 274 participants (97 males and 177 females) in her quantitative study. In addition, qualitative data were gathered from 26 students, who were selected from the participants of her quantitative study. According to analysis of the data, students' overall WTC level was found between moderate and high. In the study, Şener also observed that students' self perceived communicative competence correlated positively with both their WTC level inside and outside the classroom. However, a negative correlation was found between in-class WTC and anxiety. In addition, it was reported that self-confidence was the most significant predictor of students' in-class WTC level according to the results of the regression analysis.

In another research, Merç (2008) examined tertiary level EFL students' willingness to communicate inside the classroom. The participants (N = 28) were from different departments. In his study with Turkish EFL learners, Merç used Turkish translated version of the 27-item WTC scale, which was originally designed in English by MacIntyre et al. (2001). According to his research findings, students were more willing to read in the classroom. It was also reported that the dimension with the highest mean score was reading whereas the dimensions with the lowest mean scores were speaking and writing inside the classroom.

Merç (2014) investigated ELT students' WTC in English in terms of four skills in the Turkish EFL context. He used the Turkish translated version of the WTC scale, which was designed by MacIntyre et al. (2001). The study employed a quantitative analysis. Findings indicated that the overall mean score for WTC in English was 3.35 and students' level of WTC was between (3) willing half of the time and (4) usually willing

options. The analysis of the data also showed that the dimension willingness to read inside the classroom was followed by listening and speaking dimensions. The dimension with the lowest mean score was writing inside the classroom. The results of the correlation analysis revealed that there was a significant correlation between students' willingness to communicate in English and language learning strategy use.

In the work of Öz et al. (2015), learning orientations and WTC were investigated. 134 EFL students (Male: $n = 34$ and Female: $n = 100$) in teacher education program participated in the study. Öz et al. (2015) attributed the dominance of female students in ELT department to the fact that female students have more tendencies to learn English in Turkey when compared to males. The analysis of the data revealed that males had higher level of WTC than females did. Öz et al. (2015) used McCroskey's (1992) WTC scale as a measurement tool. The result of the analysis also demonstrated that motivation had an indirect influence on L2 WTC. That result contradicted with that of Hashimoto's (2002) work, in which Hashimoto concluded that motivation had a direct effect on WTC. Furthermore, Öz et al. (2015) stated that motivation was not a propensity for WTC in English by itself but it might serve as mediator between different factors that affect learners' level of WTC.

Asmalı (2016) investigated WTC and its antecedents like English learning motivation confidence in English communication, attitude toward international community, and personality. The data were collected from 251 freshmen who were studying in different departments at a state university. According to the results of SEM analysis, confidence in English communication was influenced by personality variable. In addition, the model demonstrated that participants' attitudes toward international community influenced their English learning motivation. Consequently, participants' English learning motivation, confidence in English communication and international posture were found to be directly related to their WTC in English.

Kanat-Mutluoğlu (2016) conducted a research in order to investigate the relationships between WTC and different other variables like ideal L2 self, academic self-concept and intercultural communicative competence. The participants were 173 students, who were taking intensive English courses at a state university. Participants also varied in their departments. Results of the study indicated that academic self-concept had some predictive power on L2 WTC. However, it was the ideal L2 self that predicted L2 WTC.

Bursalı and Öz (2017) investigated students' WTC in English inside the classroom at a private university. Participants consisted of 56 EFL pre-service teachers. The data were collected from both female and male students. According to findings of their study 32.1% of the participants had high, 30.4% had moderate, and 37.5 had low level of WTC in English. In addition to that finding, no statistically difference was found between male and female participants' overall level of WTC in English. Furthermore Öz and Bursalı (2018) investigated the relationship between EFL preparatory school students' WTC in English and L2 motivational self-system. They found a significant relationship between ideal L2 self and L2 WTC. According to their findings, 28.6% of the participants (N=105) had high, 20% of them had moderate, and 51.4% of them had low WTC in English inside classroom (Öz & Bursalı, 2018, p. 5).

Başöz and Erten (2018) investigated tertiary level EFL learners' WTC in English collecting data from 701 tertiary level EFL learners. Quantitative research design was adopted for that study by the researcher. According to the results of quantitative analyses, participants' level of WTC in English was moderate. Results also revealed that learners were more willing to communicate in English outside the classroom than they were inside the classroom.

Taşdemir (2018) carried out a research into exploring the relationship between students' WTC and Self-efficacy in English. He adopted a mixed-methods design for his study. Both female and male students were recruited from a state high school. The data were gathered by means of WTC (McCroskey, 1992), and Self-efficacy (Yanar & Bümen, 2012) scales. Findings revealed that students had low-level self-efficacy in English and were somewhat willing to communicate. It was also reported that there was a statistically significant, moderate level correlation between students' WTC and self efficacy in English (Taşdemir, 2018). In addition, qualitative findings showed that positive attitude toward English contributed to their willingness to talk in English. However, fear of making mistakes and feeling anxious were reported as the reasons for students' unwillingness. As for the problem of low self-efficacy, the participants cited lack of vocabulary and grammatical knowledge as reasons.

Uyanık (2018) examined the relationship between students' motivation to learn English and their willingness to communicate in English. She adopted a mixed methods design in her research. The quantitative data were gathered from 353 students. The findings showed that students were somewhat willing to communicate in English. The results of

independent t-test revealed that there was not a significant difference between male and female students in terms of their level of WTC in English. The study (Uyanık, 2018) revealed that there was not a significant difference in students' level of WTC in English in terms of abroad experience variable. Yet, students who had an abroad experience showed slightly higher willingness to communicate in English compared to students with no abroad experience. According to the results of independent t-test, students differed in their level of WTC in English with regard to their departments. As for the relationship between students' motivation to learn English and willingness to communicate in English, the results of the correlation analysis indicated a moderate level positive correlation.

Ekin (2018) investigated preparatory school students' WTC in English. He also examined the effect of vision/imagery capacity of the foreign language learners on their WTC in English. The researcher adopted quantitative research approach. The data were gathered by means of questionnaires. The participants of the study consisted of 229 preparatory school students.

The findings of Ekin's (2018) study showed that participants' level of WTC outside the classroom was higher than their WTC inside the classroom. Additionally, it was revealed that there was no significant difference between male and female students in terms of their WTC in and outside the classroom. Furthermore, vision was found to have a significant effect on outside WTC.

In conclusion, WTC is the ultimate propensity for successful communication. In addition, some psychological factors such as attitudes, apprehension and self-efficacy are assumed to affect foreign language use in the classrooms. However, there are differences in study results as to what lies under learners' willingness to communicate in English. Most of the studies reported different results. The reason for this paradox can be attributed to the effect of variation in contexts. Consequently, literature needs more research on WTC and its antecedents.

2.6. Self-Efficacy as a Predictor of Language Performance

Being a part of Social Cognitive Theory (SCT) and introduced by Bandura (1977) self-efficacy as a possible predictor of motivation has been studied extensively in

different pedagogic settings. Research into motivation also emphasized that motivation and learning behavior are influenced by learners' self-efficacy to some extent. Considered as one of the notable affective variables that play critical roles in language learning and language use, self-efficacy has received much attention from researchers working in various contexts. From the view of Bandura's (1989) Social Cognitive Theory, which was put forward in response to behaviorist theories, self-efficacy accounted for both confidence in different tasks and future motivation for those tasks.

The SCT highlighted the importance of social interactions, environment, observations in one's learning. For example, learners can learn by observing; a teacher at school, parents at home peers in the classroom, and a movie character on TV. There were four main sources of self-efficacy (Bandura, 1997): enactive mastery experiences (e.g., previous accomplishments) vicarious experiences (e.g., observations), verbal persuasion (e.g., verbal feedback, and affirmation, physiological and affective states (e.g., physiological and emotional reactions). Even though the SCT covered a variety of notions, the concept of Self-efficacy was placed in the central position, and researched a significant amount by different researchers.

Schunk (1989) argued that self-efficacy could enable learners to apply their knowledge by which they acquire skills. Different studies also indicated that students' perceptions of self-efficacy contributed to their academic achievement (Pajares & Valiante, 1997; Schunk, 1989). In addition, researchers reported that learners' self-efficacy beliefs had an inevitable effect on their motivation (Bandura, 1989; Pajares & Valiante, 1997; Yang, 1999; Linnenbrink & Pintrich, 2003). In addition, some other studies showed that there was a positive relationship between learners' motivation and self-efficacy (Bandura, 1989; Clément et al. 1994; Wang, Schwab, Fenn, & Chang, 2013).

In more recent years, researchers have tried to develop new ideas as to how individual differences affect language learners' achievements. For example, Yough (2011) conducted a comprehensive study with 577 university students and 33 teachers. The study investigated the relationship between L2 WTC and self-efficacy and grades. The participants were ESL (n = 47), Spanish-as-a-foreign-language (n = 469) and Chinese-as-a-foreign-language (n = 51) learners. The data were collected from both students and teachers. One of the major finding of that study was the effect of students' self-efficacy on their course grade. In addition, Yough (2011) stated that the increase in students' self-efficacy for speaking predicted their WTC. The research findings revealed that self

efficacy for target language was the strong predictor of students' willingness to communicate in L2 (Yough, 2011, p.209).

In the Turkish EFL context, Tılfarlıoğlu and Cinkara (2009) made investigation into EFL students' self-efficacy with 175 participants. They reported that tertiary level EFL students had a high sense of self-efficacy in language learning tasks. Genç, Kuluşaklı and Aydın (2016) also conducted a research into tertiary level students' self-efficacy beliefs on English language learning. Genç et al. (2016) used the Self-efficacy in English scale developed by Yanar and Bümen (2012) as a data-gathering tool in their research.

Açikel (2011) carried out a research into investigating the relationship between tertiary level students' self-efficacy beliefs and their use of language learning strategies. The participants were 139 female and 300 male preparatory school students. The participants were chosen from one private university but their departments were different. Due to the fact that the original items of the self-efficacy scale were written in English language Açikel translated those items into Turkish language. She adopted a back translation method in the translation process. The reliability of the translated scale items were in acceptable range. The results of the analysis showed that years of English language learning, being abroad, type of high school where participants graduated from self efficacy for receptive skills, and deep processing strategies predicted the English language proficiency scores of the students positively, whereas memory and rehearsal strategies predicted participants' proficiency scores negatively (Açikel, 2011).

As learners' self-efficacy beliefs are task specific, and affect their skills development, a possible connection between learners' WTC and self-efficacy can be proposed to get deeper insights into problems about WTC in second language. Like self-efficacy beliefs, learners' perceptions of WTC also show variance in the use of different skills. Some studies indicated that students' perceptions of self-efficacy contributed to their academic achievement (Pajares & Valiante, 1997; Schunk 1989). Moreover, Schunk (1989) emphasized the importance of self-efficacy while coping with educational problems. Considering all these facts, it is possible that self-efficacy can play a role as a control mechanism for communicative intentions and promote learners' WTC.

In her research, Zhong (2013) investigated Chinese students' WTC in English as a second language by utilizing different instruments such as semi structured interviews

and classroom observations. The number of the participants was low ($N = 5$). However the 18-week period multi methods study was fruitful. The study conducted by Zhong (2013) showed that students' self-efficacy beliefs affected their WTC, which in turn determined their success in L2 use. Pattapong (2015) emphasized the importance of self-efficacy in the Thai EFL context and pointed out that self-efficacy affected the participants' WTC in English. She also investigated university students' WTC in English. There were 29 participants in the study. The most prominent finding of the study was the effect of self-efficacy on students WTC in English.

To sum up, it is certain that more research into the relationship between self-efficacy and WTC will contribute to the literature. In this direction, the present study investigated university students' WTC in English as a foreign language in terms of four basic language skills. Additionally, the strength of the linear relationship between students' WTC and self-efficacy in English inside the classroom was determined. The relationships among sub-variables were also investigated in the present study.

CHAPTER III

METHODOLOGY

The present study mainly aimed at investigating preparatory school students' WTC in English in the Turkish EFL university context. Another purpose of the study was to determine which student characteristics (gender, age, university department, education types (day & evening), abroad experience, taking private course, and self-evaluation of overall communication skills in English) influence learners' WTC in English. Furthermore, whether or not there was a relationship between students' WTC and self efficacy in English with regard to listening, speaking, reading, and writing dimensions was investigated in the present study.

Chapter III describes the methods used in the present study. In addition, the rationale for the application of specific methods that were used in the study is explained in this chapter. Furthermore, information about the research design, setting, participants, instruments, data collection and data analysis procedures are also explained in details.

3.1. Research Design

A quantitative research design was employed in the present study. According to Bryman (2012, p. 35), quantitative research is a deductive research strategy that involves quantification in data collection and analysis. In social sciences, quantitative research also regarded as statistical research involves gathering data from respondents by means of questionnaires or scales and reporting the findings in tables.

In the present quantitative study, the data were gathered through two different scales. In addition, differences between groups and relationships among variables were studied statistically as it is done in most comparative and correlational quantitative studies.

Dörnyei (2007) stated that quantitative research was generally seen as a cost-effective option in Social Sciences. In addition to its cost-effectiveness, quantitative data collection via questionnaires is less time consuming than data collection through qualitative methods (Mackay, 2006). Moreover, the analysis of the quantitative data can be conducted in a short period with the help of sophisticated computer software packages, and the findings of a quantitative study can easily be compared to those of similar studies (Dörnyei, 2007).

3.2. Setting and Participants

In Turkey, English is the medium of instruction at some university departments. In addition, some faculties expect an English competency certificate from the students who are successful in the central university entrance examination. Alternatively, students are required to take a proficiency test before starting their academic programs. Students, whose test results meet the minimum requirements expected from their departments, can start taking classes related to their majors. However, students with unsatisfactory proficiency scores are asked to take the one-year English preparatory program offered by foreign languages schools.

The population of interest in this study consisted of Turkish university students who were taking one-year English preparatory courses in the School of Foreign Languages of a state university in Turkey. In the School of Foreign Languages, there were different groups of learners who were learning English, German, French, and Turkish as a foreign language. Relying on purposeful sampling method, the researcher included only the students who were taking intensive English preparatory courses in the scope of the present study. Those students were also native Turkish speakers who were learning English as a foreign language.

Students who were majoring in English Literature and English Language Teaching were not included in the present study for various reasons. Firstly, it was possible that those students could think their communication skills would be evaluated according to their

responses to the scale questions. Secondly, they could feel pressure to score high in the scale because of the need for being respected. Thirdly, apart from their strong foreign language learning background and skill levels, they had a special affinity with English language and culture. Therefore any comparison to be made between ELT students and engineering students in terms of L2 WTC could lead complicated and biased results.

In the present study, the participants were determined by employing the non-probability sampling. Dörnyei (2007) maintained the advantage of non-probability sampling stating some practical criteria like geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer, which are considered in the participant selection by the researchers. Dörnyei also added (2007, p. 96) that a good sample is very similar to the target population in different aspects (e.g., age, gender, ethnicity educational background, academic capability). Considering the research questions, topic of the study, the adequate number of participants needed for parametric tests, the researcher recruited participants via non-random method using purposeful sampling.

3.2.1. Participant Demographics for the Pilot Study

In the scope of the study, two different data (pilot and main) were collected from different participants at different times. Before conducting the main study, the researcher thought that it would be better to carry out a pilot test. The purposes of the pilot study were to test the research instruments; to estimate participation rate; to identify possible problems. In the pilot study, the data were collected only from the volunteer participants who gave written consent. All the participants were above 18 years. Therefore, there was no need to ask for parent permission.

Both male and female students were included in the study. As for the university departments, volunteers from the Faculty of Engineering and Faculty of Economics and Administrative Sciences participated in the pilot study. Considering their numerical superiority, the researcher thought that group of participants could provide a fair amount of data for statistical analysis. In addition, students who are studying at these departments are generally interested in math and science.

Furthermore, pre-trial forms were examined by students of English Language Teaching Department, and some items were not found to be relevant to ELT students. Therefore English Language Teaching and Literature Departments were not included in the study.

Table 3.1.

Frequency Table of the Pilot Study Participants for Gender, Age and Department

Characteristics	n	%
<i>Gender</i>		
Male	133	65.2
Female	71	34.8
<i>Age</i>		
18	41	20.1
19	96	47.1
20+	67	32.8
<i>Department</i>		
Faculty of Engineering	113	55.4
Faculty of Economics and Administrative Sciences	91	44.6

Note: N = 204

The data used in the pilot study were gathered from 204 volunteer participants, who were studying in the English preparatory program at the School of Foreign Languages during 2016-2017 academic year. Participants were described in the Table 3.1. As it was seen in the table the participants consisted of 204 (133 men and 71 women). Furthermore, 91 (44.6%) of the participants were from the Faculty of Economics and Administrative Sciences, 113 (55.4%) of them were from the Faculty of Engineering. The average age of those participants was 19.2 years.

3.2.2. Participant Demographics for the Main Study

The data that were used in the main study were gathered from 202 preparatory school students who were studying at the School of Foreign Languages of a state university during 2017-2018 academic year. In the scope of the study, demographic information about the participants was gathered via a demographic form.

Information about some characteristics of the participants such as gender, age, proficiency group department, education type, having or not having abroad experience and taking or not taking private courses was obtained from the participants by means of the demographic form. The participants were naturally divided into two groups according to their gender. The average age of the participants was 19.6 years. Participants' demographics are presented in the table below (Table 3.2).

Table 3.2.

Frequency Table of the Main Study Participants for Gender, Age, Level, and Department

Characteristics	n	%
<i>Gender</i>		
Male	133	65.8
Female	69	34.2
<i>Age</i>		
18	31	15.3
19	72	35.6
20+	99	49.1
<i>Language Level</i>		
Elementary	118	58.4
Pre-intermediate	84	41.6
<i>Department</i>		
Faculty of Engineering	81	40.1
Faculty of Economics and Administrative Sciences	121	59.9

Note: N = 202

The participants of the main study consisted of 69 (34.2%) female students, and 133 (65.8%) male students. Furthermore, 121 (59.9%) of the participants were from the Faculty of Economics and Administrative Sciences, 81 (40.1%) of them were from the Faculty of Engineering. Those groups also consisted of students from different majors: computer engineering, civil engineering, electrical electronics engineering metallurgical and materials engineering, mining engineering, geological engineering, political sciences and international relations, international trade, finance, and economics.

Table 3.3.

Frequency Table of the Main Study Participants for Day and Evening Education Types

Characteristics	n	%
<i>Education Type</i>		
Day education	138	68.3
Evening education	64	31.7

Note: N = 202

Education type was one of the least researched variables in the Turkish EFL context. Therefore, whether or not education type had a significant effect on students' WTC in English was under investigation in the present study. There are so many universities that offer evening classes for students. In the School of Foreign Languages at MSKU, some of the students were taking courses in the evening. Students who were taking evening classes were also included in the scope of the present study.

Among all participants recruited for the main study, 64 (31.7) were taking classes in the evening and 138 (68.3) were taking classes during daytime. Of those 138 students, only 57 of them were from Faculty of Economics and Administrative Sciences (Table 3.3). Owing to the fact that the group that were taking evening classes consisted of students from Faculty of Economics and Administrative Sciences, students had to be chosen from the same faculty.

Table 3.4.

Frequency Table of the Participants for Being Abroad and Taking Private Courses

Characteristics	n	%
<i>Being Abroad</i>		
YES	31	15.3
NO	171	84.7
<i>Taking Private Courses</i>		
YES	39	19.3
NO	163	80.7

One of the objectives of the present study was to find out whether the experience in a foreign country and taking private courses had significant influence on learners' willingness to communicate in English inside the classroom. In line with this objective the participants were asked whether they had been abroad. According to the demographics form, there were 31 (15.3) participants who had an abroad experience before. Moreover, the participants were asked whether they had taken private courses outside the school. In the study, 39 (19.3) participants reported that they took private English language courses outside the school while others 163 (80.7) reported that they did not take private courses outside the school.

In addition to the variables above-mentioned, information about types of high school where participants graduated from was obtained via demographics form. The range of

options for types of high schools was broad. Due to the fact that the number of the participants was not balanced in the groups, the researcher thought that it would be better exclude that high school type variable from statistical analyses. The researcher also thought that it would be difficult to make comparisons among the groups of two or three students, and as a result, decided to go without high school type variable when conducting statistical analyses. Nevertheless, it was seen that students had different backgrounds with regard to their high school types according to the demographics form. The school types indicated in by the participants were as follows: Anatolian High School (n = 116), Regular High School (n = 16), Vocational High School (n = 29), Private High School (n = 28), Social Sciences High School (n = 2), Science High School (n = 3) Teacher Training High School (n=8).

Table 3.5.

Participants' Self-evaluation of the Overall English Communication Skills

Characteristics	n	%
<i>Self-evaluation of Overall English Communication Skills</i>		
Good	31	15.3
Moderate	127	62.9
Poor	44	21.8

Note: N = 202

In the scope of the study, participants were asked to evaluate their overall English communication skills. To this aim, three options were offered to study participants: 'Good', 'Medium' and 'Poor'. Of the 202 participants, 31 chose the option 'Good', 127 chose the option 'Medium', and 44 circled the option 'Poor'.

3.3. Instrumentation

In the present study, the researcher adopted quantitative data collection method. Therefore, the data were collected by means of two scales. In addition, a consent paper and a demographics form were designed for the study (see also the Appendix 1. and

Appendix 2.). According to Mackey and Gass (2005, p. 27) consent is “a voluntary agreement to participate in a study”. The participants were informed about the general procedure and purpose of the study. In addition the participants were informed that they have the right to withdraw at any time. Researcher’s contact information was also given in the consent form.

Before choosing the data gathering tools, the literature related to concepts of WTC and SE was reviewed by the researcher in order to better understand how scales work in the process of data collection. Two scales were found appropriate to the research topic. Firstly, permissions that were necessary for using the scales in academic settings were obtained from the lead authors via e-mail. Additionally, the compatibility of the instrumentation with regard to study objectives and targeted population was examined.

The data for the present study were gathered by means of two instruments: the WTC in English Scale and a Self-Efficacy Scale for English (see also the Appendix 3. and Appendix 4.) Learners’ level of WTC in English was determined by a modified WTC scale. The items of the WTC scale were adopted from the work of MacIntyre et al. (2001). However, the items of the original Willingness to Communicate inside the Classroom Scale, which was used in the work of MacIntyre et al. (2001) was addressing French immersion students, and was written in English. Therefore, the items were revised and adapted to the Turkish EFL context within the scope of the current study. In the present quantitative study, the modified version of 27-item WTC scale was used to determine Turkish university students’ average level of WTC in English. This version of the WTC in English scale was prepared particularly for the present English preparatory school setting. In the modification process, students’ opinions, teachers’ suggestions and expert view were taken into consideration. The newly modified WTC scale and its four-factor structure were validated through factor analyses, namely Exploratory and Confirmatory Factor Analyses.

Self-Efficacy Scale for English (SESE) was first used in the work of Yanar (2008). The study on the validity and reliability of the SESE was carried out by Yanar and Bümen (2012). The Self-Efficacy Scale for English was reported to have good psychometric properties (Yanar & Bümen, 2012). The SESE was initially validated in the Turkish EFL high school context by Yanar & Bümen (2012). Later, Üstünlüoğlu, Bümen and Öğretmen (2018) validated the scale in the Turkish EFL university context. Further information about the scales used in this study is given in the following sections.

3.3.1. Willingness to Communicate in English Scale

In accordance with the purpose of the study, the researcher reviewed the literature and found a reliable WTC scale including speaking, reading, writing, and listening sub-dimensions. The WTC scale, which was originally developed by MacIntyre et al., (2001) consisted of 27 items in total. The items were written in English. They were categorized according to related four skills: comprehension (five items, $\alpha = .83$) speaking (eight items, $\alpha = .81$), reading (six items $\alpha = .83$), and writing (eight items, $\alpha = .88$) skills.

The 27-item WTC scale was initially used in the French immersion context. Later different researchers revised the scale and adapted it to the different EFL and ESL contexts. For example, Peng (2007) adopted the 27-item WTC scale in order to measure L2 WTC of Chinese learners of English. Considering the contextual differences between Canadian French immersion and Chinese L2 teaching, she decided to change some items so that participants could understand easily. Her research results (Peng, 2007) showed that the scale was reliable ($\alpha = .92$).

Studies that utilized 27-item WTC scale were reviewed by the researcher. The WTC scale was found reliable in different studies (MacIntyre et al., 2001, Peng, 2007). Therefore, it was thought that the scale could be used in the Turkish EFL preparatory school context. Yet, the original scale was developed in French immersion context, which was different from the Turkish EFL context. Moreover, the original language of the scale was English which constituted a major problem for Turkish students in terms of comprehensibility of the items. Consequently, the items and scale response anchors which were obtained from MacIntyre et al.'s (2001) WTC inside the classroom scale were adapted to the Turkish EFL preparatory school context.

Some minor modifications were made in the original language of the scale considering the present research setting. Firstly, the word 'French' was changed to the word 'English' in the scale items 11, 26, and 27. During the modification process, some of the items were slightly changed to make the meaning more comprehensible for Turkish EFL learners. For example, items 3, 4 and 6, which were in question form, were modified. For example, the original item "A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?" was too long. Therefore, the item was revised and changed to "Have a conversation with a foreigner

(e.g., teacher, student) if he/she wanted to talk to you”. In addition, the item “You are confused about a task you must complete, how willing are you to ask for instructions/clarifications?” was changed to “Ask for instructions and clarifications from the teacher when you are confused about a task”. Lastly, the original item “How willing would you be to be an actor in a play?” was changed to “Be an actor in a play (e.g., drama, role-play)”.

The differences between the learning environment of French immersion students and Turkish EFL university students were also studied by the researcher. Furthermore, the applicability of L2 communication situations, which were given in the items, to Turkish EFL context was discussed with one of the language instructors working in the School of Foreign Languages and the supervisor. Some additional changes were also made in the scale according to the suggestions made by the instructor and the supervisor. For example, the original item “Read a novel” was changed to “Read a short story”. Similarly, the original item “Read an article in a paper” was changed to “Read easy paragraphs or articles”. In addition, the term “easy” was added to item 18 and 20.

After planned changes were made according to suggestions, items were translated into Turkish language. The translation team consisted of two English teachers, one expert in the field, and the researcher himself. In the translation process, different Turkish and English versions of the scale were revised by different translation teams until consensus is reached. The modified English and Turkish versions of the WTC scale were distributed to 30 junior students who were studying in English Language Teaching department. Additionally, students were asked to indicate any ambiguity in the translation of the scale items during a class hour. It was seen that some Turkish translated items “Bake a cake if instructions were not in Turkish” and “Fill out an application form” were hard to understand and not specific. They were changed to “Try to understand a meal recipe told in English” and “Listen to information and fill out a form” respectively.

In the translation process, some studies were reviewed in order to learn more about translation procedures and practices (Açikel, 2011; Peng, 2007; Deniz, 2007; Öztürk, 2012). In the final form of the scale, learners were expected to indicate how willing they would be to communicate in given 27 situations according to five-point rating scale (1) almost never willing, (2) sometimes willing, (3) willing half of the time, (4) usually willing, and (5) almost always willing.

For the reliability check, the final form of the WTC scale was pilot tested with 204 preparatory class students at MSKU. According to the results of the reliability analysis, the Cronbach's Alpha score for the whole scale was .89 and reliable. Reliability score for speaking sub-scale was .78; for reading sub-scale .80; for writing sub-scale .84; for listening sub-scale .82. According to Pallant (2007) alpha score of a reliable scale should be .70 or higher.

Table 3.6.

Results of KMO and Bartlett's Tests

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.845
Bartlett's Test of Sphericity	X ²	2267.32
	SD	.351
	p	.000

Before conducting factor analysis, it is generally suggested that Kaiser-Mayer-Olkin (KMO) and Bartlett's tests should be carried out to check the suitability of the data for structure detection. It is also recommended that KMO value should be over .6 (Tabachnick & Fidell, 2007) and the result of Bartlett's Sphericity Test should be significant (Pallant, 2007). According to the current results, Bartlett's test of Sphericity was significant ($\chi^2(845) = 2267.32, p < 0.05$) indicating that the samples were sufficient for the factor analysis.

With the data collected from purposefully selected 204 students, a factor analysis with varimax rotation method was conducted in order to determine the underlying factors. According to the results of factor analysis with varimax rotation, four-dimensional structure accounted for 51% of the total variance in the pilot study. Since the four dimensional structure explains more than half of the total variance, the structure was accepted for the present study. The four-factor model was comprised of 27 items with factor loadings from .405 to .843. Eight items (1, 2, 3, 4, 5, 6, 7, and 8) were categorized under "Willingness to Speak in Class" factor. Six items (9, 10, 11, 12, 13, and 14) were categorized under "Willingness to Read in Class" factor. Eight items (15, 16, 17, 18, 19, 20, 21, and 22) were categorized under "Willingness to Write in Class" factor. Five items (23, 24, 25, 26, and 27) were categorized under "Willingness to Listen in

Class” factor. Factor loadings, eigenvalues, and percentage of variance explained by each factor were presented in the Table 3.7.

Table 3.7.

Distribution of Factor Loadings for Each Item, Eigenvalues, and Explained Variance

Items	Factor 1	Factor 2	Factor 3	Factor 4
WTC1	.645			
WTC2	.606			
WTC3	.529			
WTC4	.441			
WTC5	.538			
WTC6	.660			
WTC7	.681			
WTC8	.597			
WTC9		.760		
WTC10		.792		
WTC11		.708		
WTC12		.717		
WTC13		.449		
WTC14		.405		
WTC15			.489	
WTC16			.690	
WTC17			.751	
WTC18			.688	
WTC19			.705	
WTC20			.722	
WTC21			.540	
WTC22			.581	
WTC23				.786
WTC24				.712
WTC25				.843
WTC26				.753
WTC27				.549
Percentage of Variance	27.1	10.0	7.8	6.1
Eigenvalues	7.32	2.71	2.12	1.67
Cronbach's Alpha	.78	.80	.84	.82

The first factor had an eigenvalue of 7.32 and accounted for 27.1% of the variance. The second factor had an eigenvalue of 2.71 and accounted for 10% of the variance. The third factor explained 7.8% of the variance with an eigenvalue of 2.12. The fourth factor had an eigenvalue 1.67 and explained 6.1% of the variance. In addition, there were no items that loaded on more than one factor with high loading value. In other words, there were no items with high cross-loading value. Moreover, the value for each item under communalities section and reliability score for the whole scale and its four factors were satisfactory.

The original WTC scale was modified and translated into Turkish language in the scope of the present study. The new WTC scale was found to be reliable in the pilot study. Yet, it was necessary to test whether or not the new scale had an acceptable level of reliability in the main study prior to conducting further analysis. To that end, the Cronbach's Alpha test, which is one of the popular reliability tests in Social Sciences, was again put into use to test the scale reliability as a first step.

Table 3.8.

Reliability Coefficients for Willingness to Communicate in English Scale

Scales	Items	α
Willingness to Speak in Class Sub-scale	8	.78
Willingness to Read in Class Sub-scale	6	.86
Willingness to Write in Class Sub-scale	8	.86
Willingness to Listen in Class Sub-scale	5	.82
Alpha Score for the WTC Scale	27	.91

With the data gathered from 202 participants, a reliability analysis was carried out on the WTC in English scale. The alpha score for the reliability of the whole scale was found as .91 and reliable in the present study. Reliability coefficients for the sub-scales were as follows: .78 for speaking, .86 for reading, .86 for writing, .82 for listening. According to Pallant (2007), the alpha value over .70 is acceptable. The results revealed that sub-scales and the whole scale were reliable and can be used for further analysis.

In addition to the calculation of Cronbach's Alpha score for each scale, item-total correlations were investigated through SPSS Statistics software. According to the

literature, the corrected item correlation for each item should be over .30 in order to get better results in further statistical analyses (Pallant, 2007). According to the results of the current reliability analysis related to items of WTC in English Scale, item-total correlation value ranged from .40 to .63. for the WTC in English Scale. Scale mean if item deleted, scale variance if item deleted, corrected item-total correlation and Cronbach's Alpha if item deleted statistics were presented in Table 3.9.

Table 3.9.

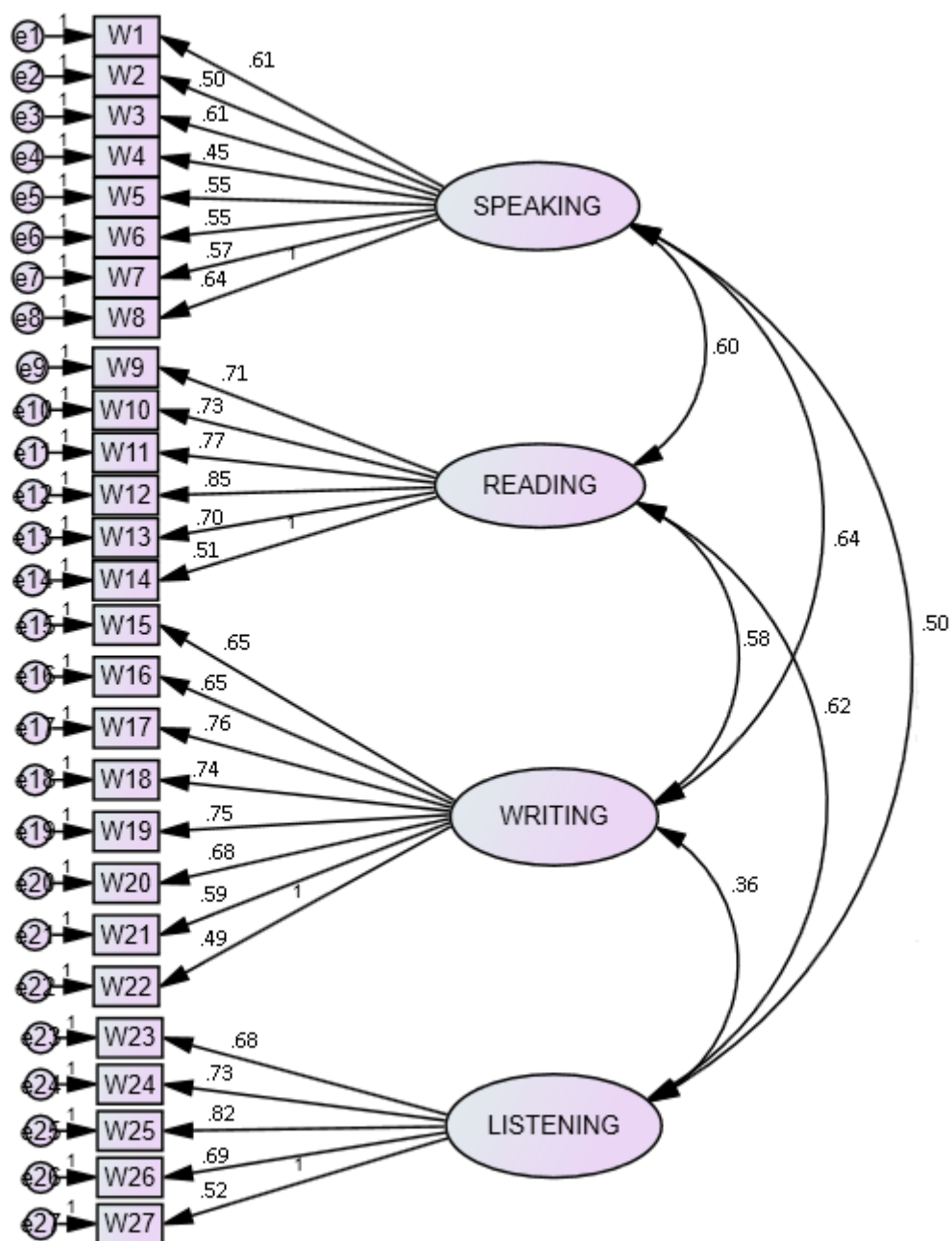
Item Total Statistics for WTC in English Scale

Item	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Corrected Item Total Correlation	Cronbach's Alpha If Item Deleted
WTC1	86.4752	299.465	.467	.913
WTC2	87.0050	300.045	.415	.914
WTC3	85.9356	298.379	.522	.912
WTC4	86.1238	300.835	.434	.914
WTC5	86.9505	299.410	.400	.914
WTC6	87.0347	296.471	.416	.914
WTC7	86.7228	295.366	.472	.913
WTC8	86.3515	292.627	.563	.911
WTC9	86.1238	294.169	.591	.911
WTC10	86.0347	295.586	.574	.911
WTC11	86.1040	292.502	.594	.911
WTC12	86.0693	291.975	.631	.910
WTC13	86.1436	293.925	.609	.911
WTC14	85.8861	296.480	.538	.912
WTC15	87.1040	294.273	.554	.912
WTC16	86.2327	294.965	.537	.912
WTC17	86.5297	294.002	.565	.911
WTC18	86.5446	292.687	.561	.912
WTC19	86.7228	290.550	.585	.911
WTC20	86.9851	297.010	.504	.913
WTC21	86.7228	294.818	.548	.912
WTC22	87.3168	298.616	.405	.914
WTC23	86.4109	299.955	.445	.913
WTC24	86.5198	294.569	.503	.913
WTC25	86.5000	297.674	.487	.913
WTC26	86.0248	297.984	.538	.912
WTC27	85.5050	303.545	.402	.914

Apart from the reliability analysis, Confirmatory Factor Analysis (CFA) was conducted in order to validate the four-factor structure of WTC in English Scale. Values related to the model fit were calculated by means of IBM SPSS Amos 25.0 software. The model fit indices indicated that, all the model fit indices were in acceptable range. The model fit indices can be summarized as follows: Goodness-of-fit Index (GFI) = .840, Tucker Lewis Index (TLI) = .895, Comparative Fit Index (CFI) = .907, Root Mean Square Error of Approximation (RMSEA) = 0.059, Standardized Root Mean Square Residual (SRMR) = 0.065, CMIN/DF = 1.693.

According to Browne and Cudeck, (1993) the RMSEA value of 0.05 or less indicates a close fit to the model, whereas values between 0.05 and 0.08 demonstrate a reasonable fit. It can be concluded that, the RMSEA value calculated for the present study were within acceptable limits and indicated a reasonable fit. According to Hu and Bentler, (1999) a value close to .06 for RMSEA is recommended for good model fit. Furthermore, the value of relative Chi-square (CMIN/DF = 1.693) was smaller than 3 and found to be within suggested limits (Hu & Bentler, 1998).

According to Comrey and Lee (1992), in a factor analysis study, a sample of 100 is poor, whereas a sample of 200 is fair. Since the sample size of the present study was 202, the values below .90 (GFI = .840; TLI = .895) were acceptable. In addition, better results can be obtained with larger sample sizes. Hu and Bentler (1999) state that SRMR value, which is lower than .08 indicates acceptable fit. The factor loadings of the WTC scale, which were calculated via maximum likelihood estimation method ranged from .447 to .846 (Figure 3.1).



Chi-Square = 524.82 df = 310 P- value = 0.00000 RMSEA = 0.59

Figure 3.1. Results of CFA Indicating the Four-factor Model for the WTC Scale

3.3.2. Self-Efficacy Scale for English

In the present study, students' average level of Self-efficacy was determined by the Self-Efficacy Scale for English, which was obtained from the work of Yanar and Bümen (2012). The Self-Efficacy Scale for English was developed in the Turkish EFL context and comprised of 34 items in total (Yanar & Bümen, 2012). The scale was highly reliable and had good psychometric properties (Yanar & Bümen, 2012). Later, it was validated in the university context (Üstünlüoğlu et al., 2018).

According to Üstünlüoğlu et al. (2018) the scale had high reliability ($\alpha = .961$). The scale also included four sub-scales. The sub categories were as following: eight items for reading efficacy ($\alpha = .898$), ten items for writing efficacy ($\alpha = .873$), ten items for listening efficacy ($\alpha = .917$), and six items for speaking efficacy ($\alpha = .896$). The Cronbach's Alpha coefficient scores were obtained from the work of Üstünlüoğlu et al. (2018). Response options for questions in the scale were (1) Not at all true of me, (2) Slightly true of me, (3) Moderately true of me, (4) Very true of me, and (5) Completely true of me. Since the scale has high-level reliability and validity, it was considered as a good tool for data gathering.

According to the results of current study, the Cronbach's Alpha score for the whole Self-efficacy Scale for English was found as .96 and highly reliable. Reliability coefficients for the sub-scales were as follows: .88 for speaking, .89 for reading, .92 for writing, .90 for listening. Results of reliability test (Table 3.10) indicated that sub-scales and the whole scale were reliable and can be used for further analyses.

Table 3.10.

Reliability Coefficients for Self-Efficacy Scale for English

Scales	Items	α
Reading SE Sub-scale	8	.89
Writing SE Sub-scale	10	.92
Listening SE Sub-scale	10	.90
Speaking SE Sub-scale	6	.88
Alpha Score for the Self-Efficacy Scale	34	.96

The Self-Efficacy Scale for English is reported to have been used in various studies (Üstünlüoğlu et al., 2018). The scale was validated in the Turkish EFL university context by Üstünlüoğlu et al. (2018). They collected data from preparatory school students and conducted a confirmatory factor analysis in order to confirm the four-factor structure for the Self-Efficacy Scale for English. According to Üstünlüoğlu et al. (2018), the model fit indices were acceptable and the model fit the data. They also reported that the value of relative Chi-square was smaller than 3 and within suggested limits. Their model fit indices can be summarized as follows: RMSEA = 0.059 SRMR = 0.045, (Üstünlüoğlu et al., 2018). In the present study, the results obtained from CFA were similar to those reported in the study of Üstünlüoğlu et al. (2018). The value of relative Chi-square (CMIN/DF = 1.445) was found within suggested limits. Other results can be summarized as follows: RMSEA = 0.047, SRMR = 0.049. In addition, standardized regression weights for all the items were in acceptable range.

3.4. Data Collection Procedures

This section presents a brief overview of the whole data collection process. Before administering the data collection on students, necessary permissions were obtained from institutions. Since the modified WTC scale was a new research instrument, the researcher decided to pilot test the research instrument prior to conducting actual study. Then, a set of data for the pilot study were collected in the spring term of 2016-2017 academic year. It took participants about 25 minutes to fill out all the forms.

The data for the main study were collected in the spring term of 2017-2018 academic year. In addition, the data were collected by the researcher during the regular class hour. The researcher asked for verbal permission from foreign language instructors. The data were gathered via a demographics form and two scales. Furthermore, the researcher obtained voluntary informed consent from the participants. The participants were asked to read the information given in the consent form. In the form, title and purpose of the study, research instruments, and the protection of privacy were mentioned by the researcher. Students were able to ask questions to the researcher during the data collection. In addition, contact information about the researcher was given to the participants so that they could express any concern about the study.

3.5. Data Analysis Procedures

In quantitative studies, the data are analyzed and described through some statistical operations. There are different software packages making it easy for researchers to perform these statistical operations. Like this study, most quantitative studies aim at measuring psychological factors via different scales. As such, some sophisticated software programs are required to operationalize the raw data. Statistical Package for the Social Sciences (SPSS) is one of the widely used software in Social Sciences. Researchers working in the field of Social Sciences make great use of SPSS in their studies as an inevitable part of quantitative data analysis process.

In the data analysis process of the present study, IBM Statistical Package for the Social Sciences Statistics Version 20.0 were used for statistical operations like computing dataset, calculating mean scores, conducting independent samples t-tests, doing correlation analysis and factor analysis. In addition, the overall model fit indices were analyzed through IBM SPSS Analysis of Moment Structures (AMOS) Version 25.0.

Different statistical procedures were put into use in order to analyze the data. Firstly, the data collected via the scales and the demographics form were loaded into SPSS Statistics software by means of a personal computer. The analysis of the data began with investigating participant demographics. Descriptive statistics were used to summarize the sample. Frequencies and means were calculated by means of SPSS Statistics. As for the issue of reliability, the alpha scores were obtained from Cronbach's alpha test. Furthermore, item-total statistics were examined to find out whether or not the scale items need changing or removing.

After participant demographics had been presented, and reliability analysis had been conducted, normality tests, namely the Kolmogorov-Smirnov and Shapiro-Wilk were carried out by the researcher. In addition to normality tests, tests for checking sampling adequacy such as Kaiser-Maier-Olkin and Bartlett's test of Sphericity were done with SPSS Statistics. In addition, Exploratory Factor Analysis was chosen to determine underlying factors for Willingness to Communicate in English scale. The analysis provided information about the validity of the scale. Additionally, using AMOS the researcher conducted Confirmatory Factor Analysis in order to examine the fitness of the four-factor structures for WTC and Self-efficacy scales to the present study. Lastly, independent samples t-test and Pearson's correlation were used during data analysis.

CHAPTER IV

FINDINGS

In the present chapter, firstly, the major findings that are relevant to the research questions are reported in detailed tables. Secondly, the results of the independent samples t-tests are described. In addition, descriptive statistics related to the WTC scale and its sub-scales are presented. Lastly, the results of correlation analyses are reported.

For the first research question, students' overall level of WTC in English was determined. Findings related to students' WTC in English were presented through descriptive statistics. To answer the sub-questions of the first research question, results of independent samples t-tests were interpreted. For the second research question, students' WTC in English in specific classroom situations, which was reported on the 27-item WTC scale, was examined. For the third and fourth research questions, mean scores of each scale was calculated through descriptive statistics and the correlations among the variables were investigated by computing Pearson's coefficient.

4.1. Turkish EFL Preparatory School Students' Level of WTC in English

RQ1: What is the Turkish EFL preparatory school students' level of WTC in English inside the classroom?

The first research question was posed to determine students' level of WTC in English inside the classroom. Since the interpretation of the results of quantitative analyses conducted with scales were complicated, the researcher followed various statistical

procedures. First of all, the results obtained from tests of normality, namely the Kolmogorov-Smirnov and Shapiro-Wilk tests were examined by the researcher. The results (Table 4.1) that were obtained from Kolmogorov-Smirnov and Shapiro-Wilk tests showed the data were normally distributed ($p > .05$). Therefore, the researcher decided to run with parametric tests for further statistical analyses.

Table 4.1.

The Results of Normality Tests

Total WTC in English	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	.051	202	.200*	.991	202	.222

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance

In order to determine students' level of WTC, the total scores, which were indicated on the five-point WTC scale by the students, were calculated as a first step. Then, the mean WTC scale score was calculated by means of descriptive statistics provided by SPSS software. Since the scale had 27 items and 5-point rating system, scores to be obtained from the WTC in English scale ranged from (27×1) 27 for minimum to (27×5) 135 for maximum. The analysis of descriptive statistics revealed that minimum score indicated by the participants was 40 for WTC in English Scale ($M = 89.77$, $SD = 17.84$). The maximum score, which was indicated on the scale by the participants, was calculated as 128 (Table 4.2).

Table 4.2.

Mean Score for Total WTC in English Scale

Variable	N	Minimum	Maximum	Mean	SD
Total WTC in English	202	40.00	128.00	89.772	17.84

The descriptive statistics showed that the overall WTC level of the participants ($M = 89.77$, $SD = 17.84$) was between moderate and high cutoff points. The cutoff points were determined by dividing the total score of 135 -the maximum score to be

obtained from the WTC scale- into four categories. Accordingly, a total score of more than 108 per participant indicated high WTC level. Total scores of more than 81 and 54 per participant indicated moderate and low WTC in English respectively. Scores which are less than 54 were considered as very low. The students were also grouped according to their WTC levels. Descriptive statistics provided the frequencies of the students according to their levels of WTC (Table 4.3).

Table 4.3.

Frequencies of Students in terms of Their Levels of WTC in English

WTC in English Level	Frequencies of Students
High Level WTC in English	28
Moderate Level WTC in English	113
Low Level WTC in English	52
Very Low Level WTC in English	9

Students' WTC levels were presented in four categories: High, Moderate, Low and Very Low. Accordingly, fifty-two of the participants (N = 202) had low level WTC in English, whereas nine of them had WTC level below the low level. It was also indicated that one hundred thirteen and most of the participants (N = 202) had moderate level of WTC. Besides, 28 of the participants (N = 202) scored high in the study.

Table 4.4.

Results of T-test and Descriptive Statistics for WTC in English by Gender

Variable	Gender	n	Mean	SD	t	p
WTC TOTAL	Male	133	88.65	17.49	-1.238	.217
	Female	69	91.92	18.43		

Since the participants were naturally divided into two categories according to their gender, whether there was a significant difference in students' overall level of WTC in English with regard to their gender was investigated. The results of the independent samples t-test (Table 4.4) revealed that students' overall WTC mean score did not differ

significantly with regard to their gender ($p > 05$). The overall mean score obtained from WTC in English scale for male students was 88.65 and for the females was 91.92, which indicated that both male and female students were moderately willing to communicate in English inside the classroom.

4.2. The Results of the Independent T-Tests

Independent t-tests were conducted in order to find out whether there was a significant difference in learners' WTC in English inside the classroom with regard to some grouping variables like, university department, education type (Day and Evening), proficiency groups, abroad experience, taking private course. Before conducting statistical analyses, students were previously grouped into two categories according to their level of proficiency: elementary and pre-intermediate. Therefore, the researcher thought it was better to calculate the mean scores for each group separately in order to better understand whether or not there was a significant difference in students' WTC level in English with regard to grouping variables, namely elementary and pre-intermediate.

Table 4.5.

Results of T-test and Descriptive Statistics for WTC in English by Proficiency Groups

Variable	Proficiency Groups	n	Mean	SD	t	p
WTC TOTAL	Elementary	118	89.03	17.53	-.696	.487
	Pre-Intermediate	84	90.80	18.31		

RQ1-a: Is there a significant difference in students' level of WTC with regard to their English proficiency groups?

The analysis of the data showed that both elementary and pre-intermediate level students were moderately willing to communicate in English inside the classroom. According to the results of independent t-test (Table 4.5), there was no significant difference between students in Elementary groups ($M = 89.03$, $SD = 17.53$) and

students in Pre-intermediate ($M = 90.80$, $SD = 18.31$) in terms of WTC scores at the .05 level of significance ($p = .487$). However, the mean score of the pre-intermediate group was slightly higher than that of the elementary group. It was seen that proficiency group variable did not significantly affect learners' willingness to communicate in English inside the classroom.

RQ1-b: Is there a significant difference in students' level of WTC with regard to their university departments?

That question was asked to find out whether or not there was a significant difference in students' level of WTC in English with regard to their university departments. The students who gave written consent to participate in the present study were recruited either in Faculty of Engineering or Faculty of Economics and Administrative Sciences. Due to the fact that there was not a balance in the number of participants in terms of their university departments, they were grouped into two categories based on their faculties. In order to find out whether or not the students differ in their overall level of WTC in English with regard to their faculties, an independent samples t-test was carried out by the researcher.

Table 4.6.

Results of T-test and Descriptive Statistics for WTC in English by University Department

Variable	University Department	n	Mean	SD	t	p
WTC TOTAL	Faculty of Engineering	81	88.41	17.36	-.881	.379
	Faculty of Economics	121	90.67	18.17		

The analysis of the data showed that students who were registered in the Faculty of Engineering and Faculty of Economics and Administrative Sciences were moderately willing to communicate in English inside the classroom. According to the results of independent t-test, there was no statistically significant difference between the two groups in terms of WTC total scores ($p > .05$). The result of the independent t-test was presented in the Table 4.6.

Table 4.7.

Results of T-test and Descriptive Statistics for WTC in English by Abroad Experience

Variable	Abroad Experience	n	Mean	SD	t	p
WTC TOTAL	Yes	31	90.64	15.83	.295	.768
	No	171	89.61	18.22		

RQ1-c: Is there a significant difference in students' level of WTC in terms of abroad experience?

According to the results of independent t-test (Table 4.7), there was no statistically significant difference in students WTC level in terms of having or not having abroad experience ($p > .05$). However, students who had an abroad experience ($M = 90.64$, $SD = 15.83$) were slightly more willing to communicate in English inside the classroom compared to students with no abroad experience ($M = 89.61$, $SD = 18.22$). Since speaking and writing are considered as productive skills, it can be concluded that students who had an abroad experience were slightly more interested in language production than others were.

Table 4.8.

Results of T-test and Descriptive Statistics for WTC in English by Taking Private Course

Variable	Taking Private Course	n	Mean	SD	t	p
WTC TOTAL	Yes	39	93.64	18.66	1.512	.132
	No	163	88.84	17.57		

RQ1-d: Is there a significant difference in students' level of WTC in terms of taking private courses?

In the scope of the study, the participants were asked whether or not they had taken private courses outside the school. It was seen that some of the students ($n = 39$) had taken private courses outside the school. The results which were given in the Table 4.8

indicated that there was no statistically significant difference in students' WTC in English scores in terms of whether or not taking private courses. According to the results of the independent samples t-test, it was clear that WTC mean score for the students who had taken private courses outside the school ($M = 93.64$, $SD = 18.66$) was slightly higher than the mean score for others ($M = 88.84$, $SD = 17.57$). However, that difference was not at significant level. It was concluded that the effect of taking private courses was not significant on students' WTC in English level.

Table 4.9.

Results of T-test and Descriptive Statistics for WTC in English by Education Type

Variable	Education Type	n	Mean	SD	t	p
WTC TOTAL	Day Education	57	90.78	20.42	.064	.949
	Evening Education	64	90.57	16.06		

RQ1-e: Is there a significant difference in students' level of WTC with regard to education type (day and evening)?

Since the School of Foreign Languages offered evening education for students who were registered in the Faculty of Economics and Administrative Sciences, the data which were gathered from those students were used for this test. Students from other departments were excluded from the dataset for this particular analysis. The data gathered from the students were divided into two categories, namely day and evening education types. According to the results of independent t-test (Table 4.9), there was no significant difference in students' WTC level with regard to education type ($p > .05$). It was seen that the level of WTC for students who were taking daytime courses and for the ones taking evening classes were similar.

Briefly, the analysis of the data showed that variables like university department, abroad experience, private course and education type did not significantly affect the participants' WTC in English inside the classroom. However, larger sample size may lead different results in further studies. For example, the number of the students who took private courses outside the school was less than that of those who did not. A similar case was observed with the private course variable.

4.3. The Descriptive Statistics for WTC in English Scale

RQ2: What are the Turkish EFL preparatory school students' perceptions of their WTC in terms of listening, speaking, reading, and writing skill areas?

For the second research question, data were gathered by means of the 27-item WTC scale from 202 preparatory school students. Due to the fact that the scale had four dimensions with individual items, mean score was calculated for each item and investigated separately. The mean score for each item and factor was calculated by means of descriptive statistics.

Table 4.10.

Descriptive Statistics for Factors of the WTC in English Scale

Factors	Means	SD
Reading WTC	3.71	.882
Listening WTC	3.58	.864
Speaking WTC	3.19	.765
Writing WTC	3.00	.875

Note. *1.00-2.33: Low; 2.34-3.67: Moderate; 3.68-5.00: High

Descriptive statistics provided mean scores for WTC in English Scale. When looked at the mean scores for each factor (Table 4.10): writing factor ($M = 3.00$, $SD = .875$) speaking factor ($M = 3.19$, $SD = .765$), listening factor ($M = 3.58$, $SD = .864$), and reading factor ($M = 3.71$, $SD = .882$), it was seen that the factor with the lowest mean score was willingness to write in English inside the classroom. Writing dimension was followed by the speaking dimension. Findings also showed that the factor with the highest mean score was willingness to read in English ($M = 3.71$, $SD = .882$). It was revealed that students were highly willing to read in English whereas they were moderately willing to write, speak, and listen in English.

Descriptive statistics provided mean scores not only for the factors but also for the individual items. Since the WTC scale had four dimensions as willingness to speak in class, willingness to read in class, willingness to write in class, and willingness to listen in class, the mean scores for the items of the each factor were presented in separate tables.

Table 4.11.

Descriptive Statistics for the Items of the Willingness to Speak in Class Sub-scale

Items	Mean	SD
1. Speak in a group (3-4 students) about your summer vacation	3.29	1.09
2. Speak to your teacher about your homework assignment	2.76	1.18
3. Have a conversation with a foreigner (e.g., teacher, student) if he/she wanted to talk to you	3.83	1.05
4. Ask for instructions and clarification from the teacher when you are confused about a task	3.64	1.08
5. Talk to a friend while waiting in line (e.g., in activity breaks, while waiting for the teacher)	2.82	1.25
6. Be an actor in a play (e.g., drama, role-play)	2.73	1.39
7. Describe the rules of your favorite game	3.04	1.31
8. Play a game in English (e.g., Monopoly, Word Describing)	3.42	1.25

When looked at means presented in the Table 4.11, it was seen that the lowest mean under speaking dimension was item 6 “Be an actor in a play (e.g., drama, role-play)” ($M = 2.73$, $SD = 1.39$). Item 2 “Speak to your teacher about your homework assignment” ($M = 2.76$, $SD = 1.18$) and item 5 “Talk to a friend while waiting in line (e.g., in activity breaks, while waiting for the teacher)” ($M=2.82$, $SD=1.25$). The study revealed that the participants did not show much willingness to participate in role-playing; speak to teacher about homework assignment; to talk to a friend while waiting in the classroom.

On the other hand, the item with the highest mean under speaking dimension was item 3 “Have a conversation with a foreigner (e.g., teacher, student) if he/she wanted to talk to you” ($M = 3.83$, $SD = 1.05$). It seems that the participants have great readiness to communicate with foreign teachers and students. In line with this finding, it was also revealed that the participants were moderately willing to ask for instructions and clarifications from teacher when they were confused about a task. Item 4 “Ask for instructions and clarification from the teacher when you are confused about a task” ($M = 3.64$, $SD = 1.08$) followed item 3. Item 8 “Play a game in English (e.g., Monopoly, Word Describing)” ($M = 3.42$, $SD = 1.25$), and item 1 “Speak in a group (3-4 friends) about your summer vacation” ($M = 3.29$, $SD = 1.09$) followed item 4.

According to the findings of the present study, the participants were moderately willing to speak about summer holiday in a small group and play a game in English. In addition, the mean score ($M = 3.04$, $SD = 1.31$) for item 7 “Describe the rules of your favorite game” was found at moderate level, which meant that the participants were moderately willing to describe the rules of their favorite games in the classroom.

Table 4.12.

Descriptive Statistics for the Items of the Willingness to Read in Class Sub-scale

Items	Mean	SD
9. Read a short story	3.64	1.13
10. Read easy paragraphs or articles	3.73	1.09
11. Read a letter or note from a foreign pen pal written in English	3.66	1.20
12. Read personal letters or notes written to you, in which the author has used simple words and constructions	3.70	1.16
13. Read an advertisement in the paper and find good merchandise you can buy	3.62	1.11
14. Read reviews for popular movies	3.88	1.11

As it was seen in the Table 4.12, the item with the highest mean under reading dimension was item 14 “Read reviews for popular movies” ($M = 3.88$, $SD = 1.11$), which meant that the participants were highly willing to read reviews for popular movies. It was also seen that reading reviews for popular movies attracted the participants. Item 10 “Read easy paragraphs or articles” had also high mean, which meant that the participants were highly willing to read easy paragraphs and articles ($M = 3.73$, $SD = 1.09$). In addition, the item 12 “Read personal letters or notes written to you, in which the author has used simple words and constructions” received high score from the participants.

The participants were also found highly willing to read personal letters or notes written to them, in which the author uses simple words and constructions ($M = 3.70$, $SD = 1.16$). Furthermore, the findings showed that, the item with the lowest mean under reading dimension was item 13 “Read an advertisement in the paper and find good merchandise you can buy” ($M = 3.62$, $SD = 1.11$). However, this does not mean that

their willingness to read an advertisement in order to find good merchandise to buy is low. Item 9 “Read a short story” ($M = 3.64$, $SD = 1.13$) and item 11 “Read a letter or note from a foreign pen pal written in English” ($M = 3.66$, $SD = 1.20$) followed item 13.

Table 4.13.

Descriptive Statistics for the Items of the Willingness to Write in Class Sub-scale

Items	Mean	SD
15. Write an advertisement to sell old merchandise (e.g., bike)	2.66	1.19
16. Write down the instructions about your favorite hobby	3.53	1.19
17. Write a paper about your favorite animal and its habits	3.24	1.18
18. Write a short story	3.22	1.25
19. Write a letter to a friend	3.04	1.31
20. Write a short newspaper article	2.78	1.15
21. Write the answers to a “fun” quiz in a magazine or book	3.04	1.17
22. Write down the list of tasks you must do tomorrow	2.45	1.29

The analysis of the data revealed that writing factor had received the lowest mean in the study. However, this does not mean that students are unwilling to write in English inside the classroom. When looked at the mean scores presented in the Table 4.13, it was seen that item 16 “Write down the instructions about your favorite hobby” ($M=3.53$, $SD=1.19$) had the highest mean under writing dimension. Item 17 “Write a paper about your favorite animal and its habits” ($M=3.24$, $SD=1.18$) and item 18 “Write a short story” ($M=3.22$, $SD=1.25$) followed item 16. The findings revealed that students were moderately willing to write about their favorite activities; to write a paper about their favorite animal; and to write a short story.

In addition item 19 “Write a letter to a friend” ($M=3.04$, $SD=1.31$) and item 21 “Write the answers to a “fun” quiz in a magazine or book” ($M = 3.04$, $SD = 1.17$) had similar mean scores. It seems that the participants are somewhat willing to write a letter to a friend and give written answers to a fun quiz. On the other hand the item with the lowest mean score was item 22 “Write down the list of tasks you must do tomorrow” ($M=2.45$, $SD=1.29$). As it was seen in the Table 4.8, item 15 “Write an advertisement to sell old merchandise (e.g., bike)” ($M=2.66$, $SD=1.19$) and item 20 “Write a short newspaper

article” ($M=2.78$, $SD=1.15$) also had mean scores near low level. It seems that participants did not show much willingness to make a list of tasks they must do; to write an advertisement to sell something; and to write a short newspaper article.

Table 4.14.

Descriptive Statistics for the Items of the Willingness to Listen in Class Sub-scale

Items	Mean	SD
23. Listen to instructions in English and complete a task	3.36	1.11
24. Try to understand a meal recipe told in English	3.25	1.28
25. Listen to information and fill out a form	3.27	1.15
26. Take directions from an English speaker	3.74	1.04
27. Try to understand what you heard in an English movie	4.26	.991

In general, students were found moderately willing to listen in the classroom. Since listening help students access to input, students’ willingness to listen (actively) in the classroom can facilitate their language acquisition process.

When looked at the mean scores presented in the Table 4.14, it was seen that the highest mean score was obtained from item 27 “Try to understand what you heard in an English movie” ($M = 4.26$, $SD = .991$), which meant that the participants showed high willingness to try to understand what they heard in an English movie. It seems that most of the participants want to pay attention to what they hear while watching English movies. This tendency might also be related to entertaining nature of movies. Item 27 also received high scores both from male ($M = 4.26$, $SD = .983$) and female ($M = 4.27$, $SD = 1.01$) students.

Item 26 ($M = 3.74$, $SD = 1.04$) “Take directions from an English speaker” followed item 27. That finding indicated that students were highly willing to take directions from speakers of English. In general, students were willing to communicate with English speaking people. The item with the lowest mean under listening dimension was item 24 “Try to understand a meal recipe told in English” ($M = 3.25$, $SD = 1.28$). However, the mean score for this item was between moderate and high levels considering the whole scale.

When looked at the mean scores for Item 23 “Listen to instructions in English and complete a task” ($M = 3.36$, $SD = 1.11$) and Item 25 “Listen to information and fill out a form” ($M = 3.27$, $SD = 1.15$), it was seen that the students had moderate level willingness to perform these tasks.

4.4. The Analysis of the Relationship between WTC and Self-Efficacy in English

RQ3: What is the relationship between Turkish EFL preparatory school students’ levels of WTC and self-efficacy in English?

For the third research question, an attempt was made to figure out whether or not there was a statistically significant relationship between students’ level of WTC and Self-efficacy in English. To answer the second research question, students’ level of Self-efficacy was determined by calculating the overall mean score for the self-efficacy scale as a first step.

Before conducting a further statistical analysis, the normality assumption related to self efficacy scale was checked through Kolmogorov-Smirnov and Shapiro-Wilk tests. According to the results of normality tests, namely Kolmogorov-Smirnov and Shapiro-Wilk, the data were normally distributed and therefore were found suitable for further statistical analyses.

Table 4.15.

Descriptive Statistics for WTC and Self-Efficacy in English Scales

Variable	N	Minimum	Maximum	Mean	SD
Total Self-efficacy in English	202	1.29	4.88	3.28	.674
Total WTC in English	202	1.46	4.75	3.30	.660

Before conducting the correlation analysis, mean scores for each scale were worked out. The total mean scores for Self-efficacy in English ($M = 3.28$, $SD = .674$) and WTC in English ($M = 3.30$, $SD = .660$) were calculated through descriptive statistics in SPSS Statistics software (Table 4.15). It was seen that there was a slight difference between students’ overall means of WTC and Self-efficacy in English.

Findings related to the second research question were obtained via the Pearson's correlation -also known as "Product Moment Correlation Coefficient" (PMCC) - which was computed to explain the strength of correlation between students' WTC and Self-efficacy in English. In statistics, Pearson's correlation is a value ranging between +1 and -1 and indicates the strength of the linear relationship between the variables. Different guidelines for interpreting Pearson's correlation coefficient can be found in the literature. In principle, a value, which is greater than 0 indicates the presence of positive correlation between the variables. On the contrary, a value below 0 indicates the presence of negative correlation between the variables. A value of 0 demonstrates that there is no relationship between the variables. Furthermore, a value near 1 is generally considered the indicator of strong positive correlation. Yet, the interpretation of the correlation coefficient was made according to recommended guidelines.

To explain the strength of the correlation between the two variables, the researcher drew on the suggested values in the work of Evans (1996). The values were defined as follows:

- .20 - .39 as "Weak"
- .40 - .59 as "Moderate"
- .60 - .79 as "Strong"
- .80 - .1 as "Very strong"

Table 4.16.

Correlation between Students' WTC and Self-Efficacy in English.

Correlation				
Variables	Mean	SD	1.WTC	2.Self-efficacy
1. WTC in English	3.30	.660	1	.68**
2. Self-efficacy in English	3.28	.674	.68**	1

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

To find an answer to the second research question, the strength of the linear relationship between the two variables was measured via correlation analysis. Since the data were gathered by means of two scales that had similar rating system, and the data were normally distributed, it was decided to compute the Pearson's coefficient to measure the

strength of the relationship between students' WTC and Self-efficacy in English. The correlation analysis and normality tests were carried out by means of SPSS Statistics.

According to the results of the correlation analysis (Table 4.16), there was a strong positive correlation between students' WTC ($M = 3.30$, $SD = .660$) and Self-efficacy in English ($M = 3.28$, $SD = .674$), $r = 0.687$, $N = 202$, $p < .001$. When the results were examined, it was seen that increases in students' self-efficacy in English correlated with increases in their WTC in English in the present research setting.

In the scope of the study, the participants were also asked to evaluate their actual English communication skills. They had three options to circle: good, moderate, and poor. Some ($n = 31$) of the participants found their overall L2 communication skills as "Good". 127 and most of the participants found their overall L2 communication skills as "Moderate". 44 of the participants found their overall L2 communication skills as "Poor". In addition to the participants' self-evaluation marks, their WTC means were also presented (Table 4.17).

Table 4.17.

Participants' Self-evaluation of Their Overall Communication Skills and WTC Means

WTC in English	n	Mean
Good	31	3.78
Moderate	127	3.35
Poor	44	2.81

Note. *1.00-2.33: Low; 2.34-3.67: Moderate; 3.68-5.00: High

The participants who evaluated their overall communication skills as "Good" had high willingness to communicate in English inside the classroom ($M = 3.78$). In addition, the participants who evaluated their overall communication skills as "Moderate" were moderately willing to communicate in English ($M = 3.35$). The participants who evaluated their overall communication skills as "Poor" had moderate WTC, but showed less willingness to communicate in English ($M = 2.81$) than others did.

The analysis of the data also showed that the students who circled "Good" had high self-efficacy in English ($M = 3.83$). In addition, the students who circled "Moderate" had moderate self-efficacy in English ($M = 3.39$). Those who circled "Poor" had a

moderate but near low level self-efficacy in English ($M = 2.58$). However, they had less self-efficacy in English when compared to other students.

4.5. Correlation between WTC and Self-Efficacy in English in terms of Four-Skills

RQ4: What is the relationship between Turkish EFL preparatory school students' levels of WTC and self-efficacy in English with regard to four skills (listening, speaking, reading and writing)?

For the third research question, mean scores of the sub-scales were calculated as a first step. Then, preliminary assumptions were checked for the correlation analysis. After the assumptions were checked, Pearson's correlation was computed to measure the strength of the relationships among sub variables. The mean scores and correlation matrix for sub-dimensions of WTC in English Scale and Self-Efficacy Scale for English were presented in the Table 4.18.

The descriptive statistics demonstrated that writing factor had the lowest mean score in both WTC ($M = 3.00$) and Self-efficacy ($M = 3.17$) scales. Moreover, speaking factor had the lowest mean score after writing factor both in WTC ($M = 3.19$) and Self efficacy ($M = 3.22$) scales. Yet, the scores were at moderate level. Similar results were obtained from the two scales in terms of writing and speaking factors. According to the findings, the mean score for reading sub-scale of WTC scale was high ($M = 3.71$). The mean score for reading sub-scale of Self-efficacy scale was moderate ($M = 3.35$). The mean score for listening sub-scale of WTC scale was moderate ($M = 3.58$). The mean score for listening sub-scale of Self-efficacy scale was moderate ($M = 3.38$).

According to the results of correlation analysis, there was a moderate positive correlation between students' speaking WTC and speaking Self-efficacy ($r = .544$, $p < .001$). In addition, students' speaking WTC positively correlated with their reading ($r = .452$, $p < .001$) and listening Self-efficacy ($r = .462$, $p < .001$). The correlations were in the moderate range. The results also showed that there was a positive but weak relationship between students' speaking WTC and writing Self-efficacy ($r = .340$, $p < .001$). Students' speaking WTC also positively correlated with their reading WTC ($r = .510$, $p < .001$), writing WTC ($r = .544$, $p < .001$), and listening WTC ($r = .407$, $p < .001$).

The correlation between students' reading WTC and reading SE was found as positive at moderate level ($r = .526, p < .001$). Similarly, the analysis showed that (Table 4.18) students' reading WTC positively correlated with their writing SE ($r = .484, p < .001$), listening SE ($r = .519, p < .001$), speaking SE ($r = .512, p < .001$). The results also showed that there was a positive correlation between students' reading WTC and their speaking WTC ($r = .510, p < .001$), writing WTC ($r = .515, p < .001$), listening WTC ($r = .574, p < .001$). The strength of correlations was found in moderate range.

The findings showed that students' writing WTC and writing SE positively correlated with each other. The correlation between the two variables was at moderate level ($r = .529, p < .001$). In addition, students' writing WTC positively correlated with their speaking WTC ($r = .544, p < .001$), reading WTC ($r = .515, p < .001$), reading SE ($r = .449, p < .001$), listening SE ($r = .422, p < .001$), speaking SE ($r = .517, p < .001$). However, the results showed that there was a positive but weak linear relationship between students' writing WTC and listening WTC ($r = .321, p < .001$).

As for the linear relationship between students' listening WTC and listening SE, findings indicated that there was a moderate and positive correlation between the two variables ($r = .514, p < .001$). Furthermore, students' listening WTC positively correlated with their speaking ($r = .407, p < .001$) and reading WTC ($r = .574, p < .001$). It was also revealed that students' listening WTC positively correlated with their reading ($r = .550, p < .001$) and speaking SE ($r = .438, p < .001$). Yet, the correlation between students' listening WTC and writing SE was found positive but weak ($r = .357, p < .001$).

The core findings can be summarized in a few sentences. First of all, the strongest correlation was found between listening SE and reading SE. In addition, a strong correlation was found between speaking SE and reading SE. However, a weak correlation was found between listening WTC and writing WTC. Similarly, a weak correlation was found between listening WTC and writing SE. The relationship between speaking WTC and writing SE was also at weak level. The relationship between listening WTC and reading WTC was at moderate level (near strong). The relationship between speaking WTC and writing WTC was at moderate level. Furthermore findings indicated that the relationships among sub-scales of WTC and SESE were at moderate level. The relationship between listening WTC and reading SE was at moderate level (near strong). A similar case was observed between speaking WTC and speaking SE.

Table 4.18.

Mean Scores and Correlation Matrix for Sub-dimensions of WTC and Self-Efficacy Scales

Variables	M	1.Speaking WTC	2.Reading WTC	3.Writing WTC	4.Listening WTC	5.Speaking SE	6.Reading SE	7.Writing SE	8.Listening SE
1.Speaking WTC	3.19	-							
2.Reading WTC	3.71	.51**	-						
3.Writing WTC	3.00	.54**	.51**	-					
4.Listening WTC	3.58	.40**	.57**	.32**	-				
5.Speaking SE	3.22	.54**	.51**	.51**	.43**	-			
6.Reading SE	3.35	.45**	.52**	.44**	.55**	.72**	-		
7.Writing SE	3.17	.34**	.48**	.52**	.35**	.64**	.62**	-	
8.Listening SE	3.38	.46**	.51**	.42**	.51**	.73**	.79**	.60**	-

**p < 0.01

CHAPTER V

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

The present chapter is divided into three sections, namely discussion, conclusion and recommendations. It aims to discuss major findings obtained from the current research project. The differences and similarities between current study findings related to each research question and the findings of previous studies are also discussed in the present chapter. Then, the purposes and results of the entire study are restated, and conclusions are drawn in the conclusion part. Finally, limitations of the study are restated and recommendations are made for further studies.

5.1. Discussion

The present study was conducted at a state university located in Turkey. Data for the main study were collected from purposefully selected preparatory school students (N=202) by means of two scales and a demographics form. The data were organized in SPSS software. According to the results of the reliability analysis, both WTC ($\alpha = .91$) and Self-Efficacy ($\alpha = .96$) scales were found to be reliable. The four-factor structure for WTC in English scale was assessed through confirmatory factor analysis. The results indicated that the scales fit the models.

After the reliability and validity of the research instruments were tested, and the test results were reported, the data underwent some statistical operations in line with the research objectives. Objectives of the present study can be summarized as following:

- To determine the participants' level of WTC in English inside the classroom.
- To examine the participants' WTC in English in specific classroom situations.
- To find out whether there is a significant difference in students' WTC level with regard to their level of proficiency.
- To find out whether there is a significant difference in students' WTC level in terms of university department.
- To find out whether there is a significant difference in students' WTC level in terms of whether they have been abroad before.
- To find out whether there is a significant difference in students' WTC level in terms of whether they took private courses outside the school.
- To find out whether there is a significant difference in students' WTC level with regard to education types (day & evening).
- To investigate the strength of the linear relationship between the participants' WTC and Self-efficacy in English.
- To investigate the strength of the linear relationship between the participants' level of WTC and Self-efficacy in English with regard to English four skills (listening, speaking, reading, and writing).

In the current study, it was revealed that the participants were moderately willing to communicate in English. In the Turkish EFL context, different studies were also conducted to determine students' level of WTC. For example, Çetinkaya (2005) used a 12-item WTC scale. She adopted 12 items from the WTC scale, which was originally designed in English by McCroskey (1992). Therefore, she translated the items into Turkish. In her study, Çetinkaya (2005) focused on the speaking mode. In addition, she reported that EFL preparatory school students who participated in her study were somewhat willing to communicate in English.

In the present study, Turkish EFL university students' WTC in English was measured in terms of four skills. The analysis of the data showed that the students were moderately willing to communicate in English inside the classroom. The findings of the present study were in line with those of some previous studies (Başöz & Erten, 2018; Merç, 2008).

In Turkey, some researchers investigated ELT students' WTC in English levels. For example, Şener (2014a) adopted items from several previous studies and designed a questionnaire of WTC. She collected data from students who were majoring in English Language Teaching department. She reported that students' overall WTC level was between moderate and high. In addition, Bursalı and Öz (2017) investigated WTC and Ideal L2 self among ELT students. In the work of Bursalı and Öz (2017), the overall WTC mean score for the participants was calculated as $M=3.77$, but found to be unsatisfactory considering that they were majoring in ELT.

In the present study, gender effect on students' level of WTC in English was investigated due to the fact that the data were gathered from both male and female students. The results of the independent samples t-test showed that there was not a statistically significant difference in students' level of WTC in English with regard to their gender. That finding was in line with those of the previous studies conducted in Turkey (Ekin, 2018; Hişmanoğlu & Özüdoğru, 2017; Uyanık, 2018) and Iran (Valadi, Rezaee & Baharvand, 2015). In the present study, both male and female students were moderately willing to communicate in English inside the classroom. However, there was no balance in the number of the students.

The second objective of the study was to examine the participants' WTC in English in specific classroom situations. To that end, the data gathered by means of a 27-item WTC in English scale were analyzed through descriptive statistics. The findings indicated that the item with the highest mean score was the item 27 "Try to understand what you heard in an English movie" ($M = 4.26$, $SD = .991$). That item received high scores not only from male students ($M = 4.26$, $SD = .983$) but also from the females ($M = 4.27$, $SD = 1.01$). Most learners of L2 have benefited English movies as a source of input. In addition, watching English movies is an enjoyable activity.

In the present study, the participants were highly willing to try to understand what they heard in an English movie. Different studies, which were conducted to examine university level students' WTC in English, also indicated similar results (Başöz & Erten, 2018; Bursalı & Öz, 2017). That finding was also in line with that of Peng's (2007) study, which was conducted in the Chinese EFL context. It seems that EFL learners are highly willing to understand what they heard when watching English movies. Therefore, teachers can include watching English movies in extracurricular activities, and derive different activities from those movies.

In the present study, item 14 “Read reviews for popular movies” ($M = 3.88$, $SD = 1.11$), item 3 “Have a conversation with a foreigner (e.g., teacher, student) if he/she wanted to talk to you” ($M = 3.83$, $SD = 1.05$), and item 26 ($M = 3.74$, $SD = 1.04$) “Take directions from an English speaker” also received high scores from the participants. Those findings indicated that students were highly willing to read reviews for popular movies; to speak to foreign teachers or students, and to understand directions given by English speaking people.

Considering that EFL learners do not have many opportunities to have a conversation with speakers of English, it is normal that they are willing to have a conversation with foreigners such as language teachers and exchange students in order to practice their oral communication skills. In addition, while reading the reviews for popular movies it is very likely that learners come across different use of words and structures. Moreover, the reviews can provide templates that help students write their own reviews.

When looked at the mean scores for each factor: writing ($M = 3.00$, $SD = .875$), speaking ($M = 3.19$, $SD = .765$), listening ($M = 3.58$, $SD = .864$), and reading ($M = 3.71$, $SD = .882$) it was seen that the factor with the lowest mean score was willingness to write in English inside the classroom. That finding was in line with those of Merç’s (2008) research. Merç (2008) reported that students showed less willingness to write inside the classroom than they were to speak, read, and listen. Furthermore, the analysis of the present data revealed that the factor with the highest mean score was reading ($M = 3.71$, $SD = .882$). Merç (2008) also obtained a similar result from his study with university students.

It is natural that learners of English in the EFL contexts were willing to read and listen inside the classroom since most of the activities were chosen from textbooks and exercise sheets. The present study revealed that although they were not highly willing to speak and write the students were somewhat willing to use the productive skills inside the classroom. According to descriptive findings, item 22 “Write down the list of tasks you must do tomorrow” received the lowest score from the participants ($M = 2.45$, $SD = 1.29$).

The findings revealed that participants were moderately willing to write an advertisement to sell old merchandise (e.g., bike); to be an actor in a play; and to speak to their teachers about their homework assignments. Participants of the present study

were highly willing to have a conversation to a foreigner (e.g., teacher and student) and to take directions from an English speaker. Apparently both listening to English speakers and speaking to them were important for the study participants. The findings of the present study also indicated that the participants were willing to be an actor in a play. Yet, the item with the lowest mean under speaking dimension was “Be an actor in a play (e.g., drama, role-play)” ($M = 2.73$, $SD = 1.39$). In different studies, students were not highly willing to be an actor in a play (Bursalı & Öz, 2017; Peng, 2007). In their research paper, Başöz and Erten (2018) reported that students had low willingness to be an actor in a play.

A role-play is an activity, in which students pretend to be someone else taking on the roles of different characters like a postal worker, doctor, and salesman. In drama and role-play activities, students get the opportunity to produce L2 utterances. Nevertheless, these activities work well particularly in learner-centered and fluency focused lessons. In teacher-directed and accuracy based lessons, students can feel discomfort since they feel themselves being evaluated and graded all the time.

The participants of the present study were divided into two proficiency groups namely, elementary and pre-intermediate. Therefore, whether there was a significant difference in students’ level of WTC in English with regard to their proficiency groups was under investigation in the present study. When looked at the results of the independent t-test, there was no statistically significant difference between the two groups in terms of WTC total mean scores ($p > .05$). Similarly, Ekin (2018) reported that there was no significant difference in students’ level of WTC in terms of their level of proficiency.

The present study participants were recruited either in the Faculty of Engineering or Economics and Administrative Sciences. When looked at the WTC mean scores for both groups, it was seen that their WTC scores were close to each other. Furthermore, the present findings indicated that there was no significant difference between the two groups in terms of their WTC in English levels. In the Turkish EFL context, different WTC studies also examined the differences in students’ WTC in English. For example, the study of Hişmanoğlu and Özüdoğru (2017) showed that the total WTC in English score for Arts students was higher than that of Engineering students. In another study, Uyanık (2018) reported that students’ level of WTC in English differed with regard to their departments. Additionally, Uyanık (2018) attributed that difference to the variations in lesson hours.

In the present study, an independent samples t-test was conducted to examine the difference in students' level of WTC in terms of whether they had been abroad before. The result of the independent samples t-test showed there was not a statistically significant difference between students who had an abroad experience and the students who had no abroad experience in terms of their level of WTC in English. However, the students who had abroad experience had slightly higher willingness to communicate in English compared to the students with no abroad experience. Uyanik (2018) reported similar independent t-test results with regard to abroad experience variable. She stated that having an abroad experience did not have a significant effect on students' overall level of WTC in English. Yet, students who had abroad experience showed slightly higher willingness to communicate in English than students with no abroad experience did.

In parallel with the current findings related to having abroad experience, the analysis of the data showed that there was not a statistically significant difference between students who were taking private English courses and the ones with no private course experience in terms of their WTC in English. Nevertheless, students who were taking private English courses showed slightly higher willingness to listen, speak, read and write in English compared to students with no private course experience. This might be related to the extra input support provided by the private tutors or native speaker teachers, methodology of the course, and different authentic EFL activities used in private courses.

In the scope of the present study an under-researched variable, education type (day and evening) was investigated to find out whether there was a significant difference between students who were taking traditional daytime classes and the ones who were taking evening classes in terms of their level of WTC in English. The findings revealed that there was not a significant difference in students' WTC level with regard to their education types ($p > .05$). The overall mean scores for both groups were similar, which showed that the effect of education type on students' level of WTC was not significant.

One of the important objectives of the present study was to investigate the strength of the relationship between the participants' WTC and Self-efficacy in English. The mean scores of the participants for WTC and Self-efficacy in English scales were close to each other. The findings showed that students had moderate level self-efficacy in English. The correlation between the two variables was found positive at the significant

level ($p < .001$). As for the strength of the linear relationship between the two variables, the findings revealed that there was a strong positive correlation between students' WTC in English ($M = 3.30$, $SD = .660$) and Self-efficacy in English ($M = 3.28$, $SD = .674$), $r = 0.687$, $N = 202$, $p < .001$. In a different study conducted with high school students, Taşdemir (2018) also reported that there was a moderate level positive correlation between students' WTC and Self-efficacy in English.

The idea that self-efficacy could make a contribution to students' WTC in English was supported in different studies (Matsuoka, 2006; Pattapong, 2015; Yough, 2011; Zhong, 2013). In the present study, it was revealed that there was a strong positive relationship between students' WTC and Self-efficacy in English. In addition, the participants who evaluated their overall communication skills as "Good" had high WTC ($M = 3.78$) and Self-efficacy ($M = 3.83$). In addition, the participants who evaluated their overall communication skills as "Moderate" had moderate levels of WTC ($M = 3.35$) and Self-efficacy ($M = 3.39$). The participants who evaluated their overall communication skills as "Poor" had moderate WTC ($M = 2.81$) and Self-efficacy ($M = 2.58$) in English.

In addition to relationships between students' WTC and Self-efficacy in English, correlations were examined based upon the mean scores for sub-scales in order to dig up further information about the relationship between students' WTC and Self-efficacy in English. It was seen that all the variables were positively correlated with each other. However, the analysis of the data showed that there was a positive but weak relationship between students' speaking WTC and writing Self-efficacy ($r = .340$, $p < .001$). A positive but weak linear relationship was also found between students' writing WTC and listening WTC ($r = .321$, $p < .001$). As for the correlation between students' listening WTC and writing Self-efficacy, a positive but weak relationship was found ($r = .357$, $p < .001$).

In the present study, students' overall level of Self-efficacy in English was found moderate. They were also moderately willing to communicate in English. However, the writing and speaking dimensions of the two scales received lower scores compared to the scores of listening and reading dimensions. Similarly, in his study with high school students Taşdemir (2018) reported that students felt themselves least efficacious in writing and speaking. Taşdemir (2018) also added that those findings were also in line with the findings reported in Yanar's (2008) research paper.

To sum up, WTC and Self-efficacy are variables that should be included in the studies related to foreign language learning. One important point, which was also reported in the previous studies, is that writing receives the lowest scores from Turkish EFL students. Writing dimension also received the lowest score from the participants of the current research project. In the light of the past and present findings, it is advisable that further research into students' WTC and Self-efficacy in English should focus on the writing dimension.

5.2. Conclusion

The present study was designed with using quantitative approach. The study mainly aimed to investigate tertiary level EFL students' WTC in English. It also focused on the communication inside the classroom in order to understand how WTC in English worked inside the language classroom. In the scope of the study, variables like proficiency level, university department, abroad experience, taking private course, gender, education type were also investigated to find out whether or not they had a significant effect on participants' WTC in English. Additionally, WTC and Self-efficacy in English levels of the participants were measured in terms of speaking, listening, writing, and reading dimensions. Consequently, relationships among the variables were analyzed and reported.

5.2.1. Summary of the Study

The present quantitative study primarily attempted to measure Turkish preparatory school students' level of WTC in English inside the classroom. To that end, literature was reviewed as the first step. It was seen that in recent years researchers have focused their studies on WTC in English in different EFL contexts. In addition, they have attempted to investigate the interplay between WTC and other previously developed constructs instead of proposing new constructs. Furthermore, researchers used either modified or translated versions of the original scales as measurement tools by taking the contextual differences into account.

In the light of the recommendations given in the literature, learners' WTC in English was examined in terms of the four skills of reading, writing, listening, and speaking in the present study. Students' WTC in English was measured by means of the modified version of the 27-item WTC scale, which was developed by Macintyre et al. (2001). Since the original WTC scale was developed for French immersion students, the scale was adapted to the Turkish EFL preparatory school context. Some of the items were modified to make them familiar to Turkish EFL learners. Modifications were initially done in English, the target language.

Different studies on WTC, which utilized adapted or modified WTC scales as measurement tools, were reviewed and benefited in the adaptation process. The modified English version of the WTC scale was administered to a group of ELT students and reliability analysis was conducted with the data gathered from those students. Then, the new version of the scale was translated into Turkish, the native language of the participants in order to prevent any misunderstanding.

Turkish version of the WTC scale was administered to a group of students who were studying at the preparatory school in order to pick out the ambiguous items and timing problems. In order to get a deeper insight into how newly adapted scale worked in the Turkish EFL context, the researcher carried out a pilot study with 204 preparatory school students. With the data collected from those students factor analysis was conducted to reveal underlying factor structure of the WTC scale. Then, the suggested four-factor structure was confirmed via confirmatory factor analysis. Confirmatory factor analysis was conducted with the data collected for the main study. The fit statistics for four-factor WTC scale were in acceptable range.

Since the Self-efficacy and WTC were similar constructs, it was thought that the data gathered by means of WTC and Self-efficacy scales would enrich the research findings. The present study also utilized a 34-item self-efficacy scale to determine students' level of self-efficacy in English. The Self-efficacy scale used in the current study was validated in different studies (Üstünlüoğlu et al., 2018; Yanar & Bümen, 2012). The results of factor analyses confirmed the validity of the four-factor structure.

The data for the main study were collected purposively selected 202 students who were studying in English preparatory school at MSKU. That research site was chosen due to its geographical proximity to the researcher. Participants were purposively selected

based on the criteria of easy accessibility. The participants were well informed about the aim of the study, the identity of the researcher, and privacy issues. Additionally, a consent form was attached to the measurement tools. Since the age of the participants was either 18 or older, there was no need for taking their parents' consent.

The data were loaded into a personal computer and analyzed by means of SPSS Statistics 20.0 software. Exploratory factor analysis, frequencies, percentages, mean scores, standard deviations, parametric tests, and correlation analysis were conducted with SPSS Statistics. Confirmatory factor analysis was carried out with SPSS Amos 25.0 software. Statistical procedures were followed and tests were performed to find answers to each research question. According to the descriptive statistics of the WTC scale, students were moderately willing to communicate in English inside the classroom. Furthermore, they were found to have higher willingness to listen and read in English compared to their willingness to speak and write. The descriptive statistics presented similar findings for students' self-efficacy in English. In other words, similar results were obtained from the two scales.

The results of the analysis revealed that the students had moderate levels of WTC and Self-efficacy in English. When looked at the results of the correlation analysis, a strong positive correlation was observed between students' WTC and Self-efficacy in English. The analysis of the data indicated the presence of positive correlations among the sub scales. Nonetheless, weak correlations were found between students' speaking WTC and writing Self-efficacy, between students' writing WTC and listening WTC, and between students' listening WTC and writing Self-efficacy. Furthermore, writing factor received the lowest scores from the participants in the present study.

According to the results of independent t-tests, gender, abroad experience, private courses, education type (day and evening), and department did not have significant effect on students' WTC in English. However, students who had abroad experience and were taking private courses, had slightly more willingness to communicate in English. The findings of the present study cannot be generalized to the whole Turkish EFL context but can provide valuable information to be discussed in further studies.

In conclusion, different studies were conducted to reveal the underlying factors that could contribute to foreign language learning process. In the present study, learners' WTC in English was investigated. The emphasis was not only on oral communication

but also on other language skills: reading, writing, and listening. The findings obtained from the WTC scale was combined with those retrieved from the Self-efficacy scale, which made it possible to strengthen the research results.

5.2.2. Implications for Classroom Practice

Findings of the present study have some implications both for teachers and for researchers working in different EFL contexts, particularly in the Turkish EFL context. With regard to study findings, one important point was that both male and female participants of the present study showed high willingness to try to understand what they heard in English movies. It can be said that the students feel affinity with some activities such as playing games in English and watching English movies and TV series. English movies are important sources of L2 vocabulary and culture. Additionally, by watching English movies students can improve their English pronunciation and develop familiarity with different accents. According to Dörnyei (1994), showing English films or playing English music can trigger integrative motivation.

It is important that students should be provided with as much English input as possible in language classrooms. The input should also be comprehensible to students (Krashen, 1982). In other words, the English input should be understood by the students. Learners can receive input from many alternative sources. For example, they can receive input by reading English short stories and watching English movies, and playing games in English. Movies can help learners improve their pronunciation. In addition, role playing activities can be designed around the movie or story characters. While playing games in English, learners can get the opportunity to negotiate meaning.

In foreign language classrooms, teachers generally use short stories, newspaper articles, films as authentic materials. In the present study, the participants were found to be willing to listen and read in different classroom situations. Listening and reading materials shouldn't be used merely as a tool for entertainment. Instead, they should be accompanied with follow-up activities in the integration of four skills. Moreover, learners' foreign language learning can be supported with planning some attractive co curricular and extra-curricular activities. Since technology attracts learners, it is also important for teachers to integrate technology use into the classroom. Today, smart

boards and projectors can be used to support the teaching of integrated skills with more interactive experiences in the classrooms.

In the Turkish EFL context, students mostly complain about not finding opportunities to communicate in English or have little chance to talk to L2 speakers. In such a case, student exchange programs provide learners with opportunities to practice their L2 skills. In the present study, the participants were willing to communicate with foreign teachers and students using L2. Furthermore, native speaker teachers can help learners improve their English communication skills. It is true that learners can practice their skills speaking to foreigners. However, the importance of entering into conversation with a native speaker stems not only from simple practice of language skills but also from the input provided by the interlocutor.

Peng (2007) touches on an important point by stating that in the Chinese EFL context, learners with high WTC in English do not miss any opportunities to communicate in the target language. Similarly, in the present study, the participants were willing to communicate with their foreign language teachers, and take directions from English speakers. In addition, Yashima et al. (2004) report that in the Japanese EFL context, an increasing number of high school students want to attend the study-abroad programs and English courses.

Findings of the present study indicated that abroad experience and private courses did not have significant influence on students' WTC in English. Yet, this does not mean that visiting other countries and taking private courses make no contribution to students' WTC in English. It is likely that opportunity for going abroad and taking out of class courses will promote foreign language learning.

In recent years, EFL course books have generally been designed to help students not only improve their knowledge of grammar and vocabulary but also develop their four basic communication skills. It is important that learners should be encouraged to produce language as much as possible (Swain, 1985). Relying heavily on the communicative approach in foreign language teaching, different learning materials were designed to help learners develop communication skills. It was thought that students could use communication skills when they need to communicate with English speakers outside the classroom. However, EFL learners still avoid communicating in the target language.

Dörnyei (1994) highly recommends increasing the attractiveness of the course materials. In addition, he suggests that teachers should take students' opinions about the course materials. As a matter of fact, communicative approaches put the emphasis on authentic materials and tasks rather than textbooks. In traditional language teaching classrooms, learners' low participation in classroom activities was generally attributed to their low competence. However, in recent years, researchers have focused their attention on affective factors.

The findings of the present study demonstrated that students were moderately willing to communicate in English. They had also moderate level self-efficacy in English. As such, it is highly likely that increase in students' self-efficacy for English may also lead to increase in their WTC and vice versa. However, it was seen that reading and listening sub-dimensions of the scales received slightly higher scores compared to speaking and writing sub-dimensions. Due to the fact that foreign language learners start their learning with listening and reading, these skills receive more attention in earlier phases of learning as a matter of course. Nevertheless, the importance of using speaking and writing skills cannot be denied.

In the present study, students showed the least willingness to write in English. In addition, many students call writing a difficult task. When they are speaking, people can make use of facial expressions and body language. However, when they are writing, they cannot use facial expression and body language to express their feelings and thoughts. Besides, there is not much room for errors in written communication. At this point, some issues such as error correction and accuracy based activity appear in teachers' minds.

In CLT approach, fluency comes first in all stages of learning. However, it is teacher's duty to decide whether or not to correct errors. Ellis (2005) highlights the importance of L2 input in instruction. In addition, he adds that focus on meaning is of great importance in successful instructed language learning. However, attention given to grammar can also contribute accuracy in communication and therefore shouldn't be neglected (Ellis, 2005). Ellis (2005) suggests that learner output should be promoted in language classrooms. Furthermore, the use of tasks can create more meaning focused communicative classroom atmosphere (Ellis, 2005). For example, students can write a review for an English movie after watching it. They can discuss the movie characters in groups and negotiate meaning through role-plays.

However, the frequency of early language use can show variance depending on vocabulary and structure knowledge. For example, beginner level students may not be willing to write a formal petition in which they have to use formal writing rules and sophisticated words. Similarly, they may not be willing to read and comprehend a scientific article, which includes unfamiliar topics, words and sentence patterns. Furthermore, students might show low participation to difficult tasks. Teachers should consider students' self-efficacy beliefs and willingness to communicate in L2 before designing tasks and classroom activities. For example, if students have low willingness to write a newspaper article, then the teacher can choose a different activity such as writing a short story about familiar topics. If students have low self-efficacy in understanding what they read in an academic paper, then the teacher can provide them with easier articles. Teachers should also consider ways for motivating students to express their thoughts in written communication.

Şener (2014a, 2014b) recommends that teachers should benefit from anxiety lowering strategies in order to promote L2 communication in the classroom. She also suggests creating a friendly atmosphere, in which learners are not afraid of being patronized by more competent users of L2 in the classroom. In the Turkish EFL teaching context, teachers spend most of their time preparing students for examinations. However, it is also necessary to empower the development of communication skills in order to fuel students' academic success, chances of finding a good job, and willingness to communicate in English. Therefore, it is important that learners should be encouraged to produce language as much as possible (Swain, 1985). Yet, individual variations should also be considered throughout the whole language teaching process, which in turn lead to better learning experiences for learners.

So far, self-efficacy, self-confidence, willingness to communicate, language aptitude and motivation have been studied extensively in IDs research area. The present study also attempted to investigate student's WTC in English. After reviewing theoretical frameworks presented in the past research, the researcher decided to measure the strength of the relationship between students' WTC and Self-efficacy in English with regard to four basic language skills (listening, speaking, reading, and writing).

Proponents of CLT approach, focus on a skills-integrated syllabus (Richards, 2006). In the integrated skills approach, communication skills that are used in real life are emphasized and used in the classrooms to facilitate meaningful communication.

Basically, communication entails the use of four fundamental language skills (listening, speaking, reading, and writing) in harmony. However, these four skills also include different micro skills (Richards, 2006).

In the scope of the study, participants were asked to evaluate their actual English communication skills. The participants who circled “Poor” showed less willingness to communicate in English than others did. This may be related to their low self-efficacy level. In the study, the students who found their actual L2 communication skills as “Poor” had a moderate level of L2 self-efficacy. However, their level of self-efficacy was near low. Students are generally expected to use L2 in language classrooms although they don’t have perfect communication skills. As such some future motivation and efficacy expectation can help them deal with the difficulty in using underdeveloped skills in different communicative situations.

Since the increase in students’ self-efficacy for English may lead to an increase in their WTC, teachers can try to develop alternative ways to increase students’ self-efficacy. This is the reason why self-efficacy is important for L2 learners. In order to increase students’ self-efficacy, teachers can design communicative activities in small groups, in which learners see their peers use foreign language communicatively and try to receive feedback from them. This encourages students to use L2 through a peer driven motivation. Therefore, both self-efficacy and WTC levels of the students may increase.

The present findings also indicated the presence of a strong positive correlation between students’ WTC and Self-efficacy in English. Given that there was a strong positive linear relationship between students’ WTC and Self-efficacy in English, teachers had better take these two variables into account while coping with the problems in foreign language learning and teaching processes. Moreover, they can periodically examine students’ self-efficacy and WTC in English by means of observations, interviews, and scales during the term. By doing so, they can improve student achievement. The results of the present study further indicated that there were positive relationships among the sub-variables. Teachers, who want to teach language skills not in isolation, and to combine receptive skills with productive skills, can revise their current practices according to the interplay among four skills.

Each one of the four skills is important for students to be better FL communicators. Besides, none of them should be neglected in foreign language classrooms. Speaking

and writing skills, also called productive skills, are necessary for students to practice what they learnt. Creating more opportunities for students to produce a FL can help them practice and improve their communicative skills. In a similar way, variety in sources of language input, which were provided by the teachers through listening and reading activities, can also help learners develop familiarity with words and their pronunciation. Consequently, teachers can encourage students to develop their communication skills by choosing activities and tasks that will increase their WTC.

5.3. Recommendations

Findings of the present study were reported and discussed in the previous sections. The researcher also compared the present findings to those from previous studies. Based on the present findings and research limitations some recommendations can be made for a future research. First of all, the present study adopted a quantitative research design. Accordingly, the data were gathered by means of quantitative research tools. In view of the need for further investigations regarding how WTC and Self-efficacy work in the process of foreign language learning and use, further research can benefit from qualitative findings in order to unveil the hidden aspects of WTC in a foreign language.

One important finding of the present study was learners' high willingness to read in the EFL classroom. According to another finding, the skill that participants showed the least willingness was writing. Further research can examine the reasons for high willingness to read in the EFL classroom by utilizing qualitative data gathering tools. In addition, ways for designing activities to increase students' willingness to write in the EFL classroom can be studied using composition writing and in-class observations.

Secondly, the data were collected only from one state university in the present study. It can be replicated with different samples from different universities. The differences between private and state universities in terms of students' WTC in English can also be examined in a further research. Besides, the data can be collected participants from different departments such as medicine and sport if it is possible.

Thirdly, using the present dataset, the researcher investigated the relationship between students' WTC and Self-efficacy in English. Since WTC and Self-efficacy are variables that may fluctuate from time to time, they can also be studied periodically, especially in

action research projects. In addition, investigation of different variables can be included in a future research in order to propose new models for Turkish EFL learning context.

Lastly, the WTC scale, which was used in the present study, had good reliability. The scale items were obtained from the work of MacIntyre et al. (2001) and adapted to Turkish EFL context by considering the present preparatory school setting. The four-factor structure was confirmed with the data collected from English preparatory school students who were studying at MSKU. Although it was found reliable for the current research project, this modified version of WTC scale might not work well in other EFL university contexts. In addition, the scale may not be suitable for primary and secondary school settings.

In conclusion, more research is needed to explain how WTC and Self-efficacy work together in EFL learning contexts. Additionally, students' willingness to communicate in English outside the classroom can be added to further studies. Online communicative situations can also be included in different quantitative studies. Since the main aim of foreign language learning is to communicate, it is very likely that WTC will remain as an important research topic.

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APPENDICES

Appendix 1: Participant Informed Consent Form

Katılımcı Bilgilendirme Formu

Değerli katılımcı,

Muğla Sıtkı Koçman Üniversitesinde “TURKISH STUDENTS’ WILLINGNESS TO COMMUNICATE IN ENGLISH: AN ENGLISH PREPARATORY SCHOOL CASE” başlıklı bir tez çalışması yapmaktayım. Sizden bu tez çalışmasına katılmanız rica edilmektedir. Bu çalışma, Muğla Sıtkı Koçman Üniversitesi, Yabancı Diller Yüksekokulu, İngilizce hazırlık programı öğrencilerinin İngilizce iletişim kurma becerileri ve istekliliklerini inceleyecektir. Böylece hem siz öğrencilerin daha etkili İngilizce iletişim kurmanıza katkıda bulunmak, hem de akademik bir çalışma gerçekleştirmek için veri toplamayı amaçlıyorum.

Çalışma dahilinde sizlerden iki ölçek aracılığıyla bazı bilgiler toplanacaktır. Birinci ölçek, İngilizce iletişim kurma istekliliğiniz hakkında bilgiler sağlayacaktır. İkinci ölçek ise sizlerin İngilizce iletişim becerileri ile ilgili öz-yeterlik inancınızı inceleyecektir. Ayrıca, çalışmaya başlamadan önce, sizlerden bazı kişisel bilgileriniz istenilecektir. Bu bilgiler gizli tutulacak, bireysel değerlendirme ya da yargılama için kullanılmayacaktır. Toplanan bilgiler yalnızca bu çalışma kapsamında kullanılacak, başka bir yerde kesinlikle kullanılmayacaktır. Böylece sizlere yöneltilen sorulara samimi ve içten yanıtlar vermeniz beklenmektedir. Bu çalışma gönüllü katılımınıza önem vermektedir ve katılım isteğe bağlıdır. Soruları cevaplandırmanız 15-20 dakikanızı alacaktır.

Çalışma ile ilgili endişeleriniz olması halinde isteğiniz doğrultusunda katılımınızı sonlandırabilirsiniz. Eğer çalışmaya katılmayı düşünüyorsanız lütfen onayınızı imza ile belirtiniz. Bu çalışma ile ilgili daha fazla bilgiye ihtiyaç duyarsanız tez sorumlusu ya da danışmanı Dr. Öğr. Üyesi Sabriye ŞENER ile iletişim kurabilirsiniz.

Tez Sorumlusu: Kaan EROL
GSM: 0 553 214 46 44

Tez Danışmanı: Dr. Öğr. Üyesi Sabriye ŞENER
Tel: 0 252 211 17 76

- Arařtırma projesi hakkındaki bilgileri okudum anladım.
- Arařtırma ile ilgili sorularımı sorumlu kiřilere istediđim zaman iletebilirim.
- İlgili anketlerin veya toplanan verilerin güvenli bir yerde tutulacađı ve sadece arařtırmacı ve danıřman tarafından grleceđini anlamıř bulunmaktayım.
- Projeye katılımımı istediđim anda sonlandırıp hakkımda toplanan tm verilerin yok edilmesini talep edebileceđim.
- Arařtırmacı/tez sorumlusu, gerekli grdđnde toplanan veriler ile ilgili sorularımı rızası dahilinde katılımcıya iletebilecek.

Yukarıdaki bilgileri okudum ve alıřma ile ilgili benden beklenenleri anladım. Bu alıřmaya katılmak istiyorum.

İmza:

Appendix 2: Demographics Form

Kişisel Bilgiler

Bu bölüm sizleri genel olarak tanımamıza yardımcı olacak 11 sorudan oluşmaktadır. Her soruyu dikkatle okuduktan sonra seçenekler arasında size en uygun olanın yanındaki kutucuğa X koyarak işaretleyiniz veya ayrılan boşluğa cevabınızı yazınız.

1. Adınız Soyadınız (Zorunlu Değil): _____
2. Cinsiyetiniz: Kadın Erkek
3. Uyruğunuz: TC Diğer (Yazınız).....
4. Yaşınız: _____
5. Birinci öğretim öğrencisiyim İkinci öğretim öğrencisiyim
6. Seviyeniz: Başlangıç (Elementary) Alt Orta (Pre-intermediate)
7. Üniversitede hangi bölümün öğrencisi olduğunuzu yazınız: _____
8. Hangi tür (Düz, Fen, Anadolu, Temel vb.) liseden mezun olduğunuzu yazınız: _____
9. Hiç yurt dışında bulundunuz mu? Evet Hayır
10. Okul dışında özel İngilizce kurslarına katıldınız mı? Evet Hayır
11. İngilizce iletişim kurmada kendinizi nasıl değerlendirirsiniz?
 İyi Orta Kötü

Appendix 3: Willingness to Communicate in English Scale (Turkish Version)

İngilizce İletişim Kurma İstekliliği Ölçeği

Değerli katılımcılar, bu bölümdeki ölçek yabancı dil sınıflarında İngilizce olarak iletişim kurmaya yönelik istekliliğinizi yansıtabilecek ifadelerden oluşmaktadır. Maddeler içerisinde İngilizce iletişim kurabileceğiniz durumlar belirtilmektedir. Sizlerin belirtilen etkinlikleri yapıp yapmadığınız değil, yapmaya ne kadar istekli olduğunuz ölçülecektir. Gönüllü katılımınız ve samimi yanıtlarınız için şimdiden teşekkür ederiz.

Aşağıda, İngilizce iletişim kurma ile ilgili durumlarda belirtilen eylemleri gerçekleştirmeye ne sıklıkta isteklisiniz? Not: Sağ tarafta cevabınızı yansıtabilecek seçenekler ve onları temsil eden rakamlar bulunmaktadır. Maddelerin yanındaki kutucuklar içinde bulunan rakamlardan düşüncelerinizi en iyi yansıtanı yuvarlak içine alınız.		Nereyse hiç istekli değilim	Bazen istekliyim	Yarı yarıya istekliyim	Genellikle istekliyim	Her zaman istekliyim
MADDELER						
Sınıf içinde İngilizce konuşma						
1	Bir grup (3 - 4 öğrenci) içerisinde yaz tatil hakkında konuşmak	1	2	3	4	5
2	Öğretmenin ile ev ödevin hakkında konuşmak	1	2	3	4	5
3	Bir yabancı (öğretmen, öğrenci vb.) seninle konuşmak istediğinde onunla konuşmak	1	2	3	4	5
4	Bir ödev/görev hakkında kafan karıştığında öğretmenden bilgi ve açıklama istemek	1	2	3	4	5
5	Sırada beklerken arkadaşınla İngilizce konuşmak (etkinlik aralarında, öğretmeni beklerken vb.)	1	2	3	4	5
6	Bir rol oyununda (piyes, canlandırma vb.) oyuncu olmak	1	2	3	4	5
7	Sevdiğin bir oyunun kurallarını açıklamak	1	2	3	4	5

8	İngilizce bir oyun (Monopoly, Kelime anlatma vb.) oynamak	1	2	3	4	5
Sınıf içinde İngilizce okuma (sessiz, kendine okuma)						
9	Kısa bir hikaye okumak	1	2	3	4	5
10	Kolay İngilizce paragraflar, metinler ya da makaleler okumak	1	2	3	4	5
11	Yabancı arkadaşından gelen İngilizce bir not/mektubu okumak	1	2	3	4	5
12	Yazarın kolay kelimeler ve gramer yapıları kullanarak sana yazdığı kişisel mektup veya notları okumak	1	2	3	4	5
13	İngilizce bir ilanı okumak ve satın alabileceğin iyi bir ürünü bulmak	1	2	3	4	5
14	Sevilen filmlerin incelemelerini veya özetlerini okumak	1	2	3	4	5
Sınıf içinde İngilizce yazma						
15	Eski bir eşyayı (bisiklet vb.) satmak için ilan hazırlamak	1	2	3	4	5
16	En sevdiğin hobi ile ilgili açıklamalar yazmak	1	2	3	4	5
17	En sevdiğin hayvanı ve özelliklerini anlatan bir metin yazmak	1	2	3	4	5
18	İngilizce kısa hikaye yazmak	1	2	3	4	5
19	Arkadaşına mektup yazmak	1	2	3	4	5
20	Kısa bir haber metni yazmak	1	2	3	4	5
21	Bir dergide veya kitapta bulunan bulmaca/bilgi sorularına cevaplar yazmak	1	2	3	4	5
22	Bir sonraki gün yapman gereken ödevlerin listesini hazırlamak	1	2	3	4	5
Sınıf içinde İngilizce dinleme						
23	İngilizce talimatları dinlemek ve bir görevi yerine getirmek	1	2	3	4	5

24	İngilizce anlatılan yemek tarifini anlamaya çalışmak	1	2	3	4	5
25	Anlatılanları dinlemek ve bir formu doldurmak	1	2	3	4	5
26	İngilizce konuşan birinin anlattığı yer yön tariflerini anlamak	1	2	3	4	5
27	İngilizce bir film izlerken duyduklarını anlamaya çalışmak	1	2	3	4	5



Appendix 4: Self-Efficacy Scale for English

İngilizce ile İlgili Öz-Yeterlik Ölçeği

Değerli katılımcılar, üçüncü bölümdeki ölçek üniversite hazırlık sınıfı öğrencilerinin İngilizce dersi ile ilgili öz-yeterlik algılarını belirlemek için hazırlanmıştır. Lütfen ölçekte sunulan 34 ifadeyi dikkatli bir şekilde okuyup, size en uygun olan tercihi belirtiniz. Her bir rakam bulunduğu sütundaki seçeneği temsil eder. Maddelerin yanındaki rakamlardan bir tanesini yuvarlak içine alarak seçiminizi gerçekleştirebilirsiniz. Gönüllü katılımınız için teşekkür ederiz.

<p>Not: Değerli katılımcılar, Lütfen aşağıda belirtilen 34 ifadeyi dikkatli bir şekilde okuyup düşüncelerinizi yansıtabilecek 5 seçenekten size en uygun olanı belirtiniz. Her bir rakam bulunduğu sütundaki seçeneği temsil eder. Maddelerin yanındaki rakamlardan bir tanesini yuvarlak içine alarak seçiminizi gerçekleştirebilirsiniz.</p>		Bana hiç uymuyor	Çok az uyuyor	Biraz uyuyor	Oldukça uyuyor	Bana tamamen uyuyor
İNGİLİZCE OKUMA						
1	İngilizce bir metin okuduğumda anlayabilirim.	1	2	3	4	5
2	İngilizce akademik metinler okuduğumda önemli noktaları anlayabilirim.	1	2	3	4	5
3	Okuduklarımı zihnimde canlandırabilirim.	1	2	3	4	5
4	Okuduğum İngilizce metnin temasını ya da ana fikrini bulabilirim.	1	2	3	4	5
5	İngilizce bir metinle ilgili soruları cevaplayabilirim.	1	2	3	4	5
6	Okuduğum İngilizce bir metinde anlamını bilmediğim sözcükleri tahmin edebilirim.	1	2	3	4	5
7	İngilizce bir metinde aradığım bilgiyi kolaylıkla bulabilirim.	1	2	3	4	5
8	İngilizce sınavlarının okuma bölümlerinde başarılı olacağıma inanıyorum.	1	2	3	4	5

İNGİLİZCE YAZMA						
9	İyi bir paragraf ya da kompozisyon yazabilirim.	1	2	3	4	5
10	İngilizce bir paragraf ya da kompozisyon yazarken dilbilgisi kurallarını doğru kullanabilirim.	1	2	3	4	5
11	İngilizce bir metin yazarken noktalama işaretlerini doğru kullanabilirim.	1	2	3	4	5
12	İngilizce bir metin yazarken düşüncelerimi tam ve açık olarak ifade edebilirim.	1	2	3	4	5
13	Bir şeyi İngilizce yazamadığımda, pes etmek yerine sorunu çözmek için çaba sarf ederim.	1	2	3	4	5
14	İngilizce yazarken önemli noktaları vurgulayabilirim.	1	2	3	4	5
15	İngilizce bir metni kendi cümlelerimle yeniden yazabilirim.	1	2	3	4	5
16	Günlük yaşamda kendimi İngilizce yazılı olarak ifade edebilirim. (özgeçmiş, başvuru formu, şikayet mektubu vb.)	1	2	3	4	5
17	İngilizce herhangi bir şey yazdıktan sonra hatalarımın farkına varabilirim.	1	2	3	4	5
18	İngilizce yazma ile ilgili verilen etkinlikleri yaparken yardıma ihtiyaç duyarım.	1	2	3	4	5
İNGİLİZCE DİNLEME						
19	İngilizce konuşulanları anlayabilirim.	1	2	3	4	5
20	Dinlediğim İngilizce konuşmanın ana fikrini çıkarabilirim.	1	2	3	4	5
21	Dinlediğim bir cümledeki duygusal vurguları anlayabilirim.	1	2	3	4	5
22	İngilizce bir konuşma dinlediğimde bilmediğim sözcüklerin anlamını tahmin edebilirim.	1	2	3	4	5
23	İngilizce bir konuşma duyduktan sonra duyduklarımınla ilgili soruları cevaplayabilirim.	1	2	3	4	5
24	İngilizce televizyon kanallarını/filmleri izlediğimde dinlediklerimi anlayabilirim.	1	2	3	4	5

25	Bir konuşma dinlediğimde resmi dil ile günlük konuşma dilini ayırt edebilirim.	1	2	3	4	5
26	İngilizce bir okuma parçasını dinlerken duyduklarımı doğru olarak yazabilirim.	1	2	3	4	5
27	İki kişi arasında geçen kısa bir İngilizce konuşmayı anlayabilirim.	1	2	3	4	5
28	İngilizce sınavlarının dinleme bölümlerinde başarılı olacağıma inanıyorum.	1	2	3	4	5
İNGİLİZCE KONUŞMA						
29	Günlük yaşamda gerekli ihtiyaçlarımı İngilizce'yi kullanarak karşılayabilirim. (Yurt dışında olduğunuzu düşünün, yer-yön bulma, alış-veriş vb.)	1	2	3	4	5
30	Bir mülakatta kendimi İngilizce olarak ifade edebilirim. (Üniversiteye giriş, iş başvurusu vb.)	1	2	3	4	5
31	Amaca ve duruma göre resmi ya da resmi olmayan bir şekilde İngilizce konuşabilirim.	1	2	3	4	5
32	İngilizce sorulan sorulara cevap verebilirim.	1	2	3	4	5
33	Karşımdaki beni anlamadığında düşüncelerimi başka şekilde ifade edebilirim.	1	2	3	4	5
34	Anadili İngilizce olan bir kişinin anlayabileceği şekilde İngilizce konuşabilirim.	1	2	3	4	5

Appendix 5: Research Permission Sheet (1)

Araştırma İzin Belgesi (1)

T.C.



MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Bilimleri Enstitüsü Müdürlüğü

Sayı: 59763365-302.14.00.00-191

20/03/2017

Konu: Tez İşleri

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞINA

İlgi: Öğrenci İşleri Daire Başkanlığının 17.03.2017 tarihli ve 28677689-302.14.00.00-1117/4426 sayılı yazısı

Anabilim Dalımız, İngiliz Dili Eğitimi Bilim Dalı 1543120002 numaralı tezli yüksek lisans öğrencisi İsmail Kaan EROL'un "Turkish Students' Willingness to Communicate in English: An English Preparatory Scholl Case" başlıklı tezinin veri toplama araçlarını 2016-2017 Eğitim-Öğretim Yılı Bahar Yarıyılında Üniversitemiz, Yabancı Diller Yüksekokulu hazırlık programı öğrencilerine uygulayabilmesi Rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

 e-İmzalıdır

Prof.Dr. Ayşe Rezan ÇEÇEN EROĞUL
Enstitü Müdürü

Appendix 6: Research Permission Sheet (2)

Araştırma İzin Belgesi (2)

T.C.



MUĞLA SİTKİ KOÇMAN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Fakültesi Dekanlığı

Sayı: 89241861-302.08.00.00-451/172

28/02/2018

Konu: İzin İşleri

MUĞLA SİTKİ KOÇMAN ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi: Eğitim Bilimleri Bölüm Başkanlığının 27.02.2018 tarihli ve 14988706-302.08.00.00-54 sayılı yazısı

Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencisi İsmail Kaan EROL'un "Turkish Students' Willingness to Communicate in English: An English Preparatory School Case" başlıklı tez çalışması kapsamındaki ölçekler incelenmiş olup uygulanabilirliği Dekanlığımızca uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

 e-imzalıdır

Prof.Dr. Mustafa Volkan COŞKUN
Dekan V.

CV

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Bachelor	Muğla Sıtkı Koçman University English Language Teaching	2013

Work Experience

Title	Institution	Year
English Teacher	Ministry of Education	2014

Publications

Şener, S., & Erol, İ.K (2017). Motivational orientations and self-efficacy beliefs of Turkish students towards EFL learning. Eurasian Journal of Educational Research, 67 251-67. <http://dx.doi.org/10.14689/ejer.2017.67.15>