# AN INVESTIGATION OF TURKISH EFL LEARNERS' WILLINGNESS TO COMMUNICATE IN ENGLISH AT A HIGHER EDUCATION INSTITUTION

**Irmak YILDIRIM**

**JUNE 2019**

# AN INVESTIGATION OF TURKISH EFL LEARNERS' WILLINGNESS TO COMMUNICATE IN ENGLISH AT A HIGHER EDUCATION INSTITUTION

A THESIS SUBMITTED TO THE

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

OF

BAHÇEŞEHİR UNIVERSITY

BY

IRMAK YILDIRIM

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR

THE DEGREE OF MASTER OF ARTS
IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

JUNE 2019

Approval of the Graduate School of Educational Sciences

Assist. Prof. Enisa MEDE

Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science/Arts/Doctor of Philosophy.

Assist. Prof. Hatime ÇİFTÇİ

Coordinator

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science/Arts/Doctor of Philosophy.
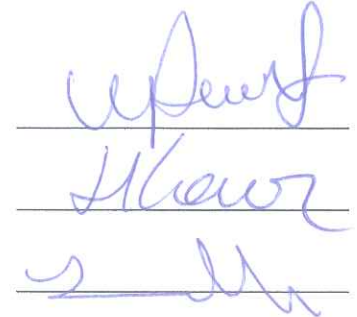
Assist. Prof. Mustafa POLAT

Supervisor

**Examining Committee Members**

Assist. Prof. Mustafa POLAT  (BAU, ELT)

Assist. Prof. Hatime ÇİFTÇİ   (BAU, ELT)

Assist. Prof. Mehdi SOLHI ANDARAB (IMU, ELT)

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name : Irmak YILDIRIM

Signature :

# ABSTRACT

AN INVESTIGATION OF TURKISH EFL LEARNERS' WILLINGNESS TO
COMMUNICATE IN ENGLISH AT A HIGHER EDUCATION INSTITUTION

Yıldırım, Irmak
Master's Thesis, Master's Program in English Language Education
Supervisor: Assist. Prof. Mustafa POLAT

June 2019, 91 pages

This study aims to investigate how willing Turkish preparatory school students studying at a foundation university are to communicate in English, and whether gender, faculty, overseas experiences and the total duration of learning English have an effect on their willingness to communicate (WTC). Besides, the relationship between their WTC and communication anxiety, personality and their attitudes towards the international community was examined. For these purposes of this study, both quantitative and qualitative data collection methods were utilised and a total of 150 B2-level preparatory school students participated in the study. While the quantitative data were obtained through a questionnaire, the qualitative data were gathered through semi-structured interviews. The results showed that B2 level preparatory students at this foundation university were moderately willing to communicate. No statistically significant differences in their WTC levels were found with regard to their gender, faculty, overseas experiences and the total duration of learning English. Furthermore, correlation analysis showed that communication anxiety had a negative effect on students' WTC. Students' attitude towards international community was also found to have an impact on WTC. Students with positive attitudes tended to have a higher willingness to communicate. Finally, the relationship between WTC and personality from the dimension of introversion/extraversion was not found to be statistically significant. The current study implicates that by creating a relaxing, anxiety-free classroom atmosphere,

learners' WTC can be enhanced. Also, students should be encouraged to have interests in international communities, affairs and use English to communicate with the international community around them.

# ÖZ

BİR YÜKSEKÖĞRETİM KURUMUNDA YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN ÖĞRENCİLERİN İNGİLİZCE İLETİŞİM İSTEKLİLİĞİNİN İNCELENMESİ

Yıldırım, Irmak

Yüksek Lisans, İngiliz Dili Eğitimi Yüksek Lisans Programı

Tez Yöneticisi: Dr. Öğr. Üyesi Mustafa POLAT

Haziran 2019, 91 sayfa

Bu çalışma bir vakıf üniversitesinde hazırlık okulunda yabancı dil olarak İngilizce öğrenen öğrencilerin İngilizce iletişim istekliliklerini ölçmeyi ve öğrencilerin cinsiyetinin, fakültelerinin, yurt dışı deneyimlerinin ve toplam İngilizce öğrenme sürelerinin iletişim istekliliklerinde bir etkisinin olup olmadığını bulmayı hedefler. Ayrıca, iletişim anında duyulan kaygının, içe dönüklük ve dışa dönüklük bakımından kişilik özelliklerinin ve uluslararası topluma olan tutumun öğrencilerin İngilizce iletişim isteklilikleri üzerindeki etkileri de araştırılmıştır. Bu çalışmada hem nicel hem nitel veri toplama yöntemleri kullanılmıştır. Nicel veriler bir anket yardımıyla, nitel veriler ise görüşmelerle elde edilmiştir. Çalışmaya 150 hazırlık okulu öğrencisi katılmıştır. Bu verilerin analizleri göstermiştir ki öğrencilerin İngilizce iletişim isteklilikleri cinsiyet, fakülte, yurt dışı deneyimi ve toplam İngilizce öğrenme süreleri bakımından istatistiksel olarak anlamlı bir farklılık göstermemektedir. Buna ek olarak, kaygının öğrencilerin İngilizce iletişim istekliliğini negatif yönde etkilediği bulunmuştur. Aynı zamanda, uluslararası topluma karşı pozitif tutumları olan öğrencilerin İngilizce iletişim istekliliklerinin de daha yüksek olduğu bulunmuştur. İçe ve dışa dönüklük olarak kişilik değişkeni ve İngilizce iletişim istekliliği arasında istatistiksel olarak anlamlı bir ilişki bulunamamıştır. Bu sonuçlar gösteriyor ki öğrencilerin İngilizce iletişim istekliliklerini artırmak için kendilerini rahat

hissedecekleri sınıf atmosferini sağlamak önem arz etmektedir. Ayrıca, uluslarası topluma olan tutumun pozitif olması için öğrencilere yardım edilmelidir.

Anahtar Kelimeler: İngilizce İletişim İstekliliği, Dil Öğrenimi, Dil Öğretimi, Yabancı Dil Olarak İngilizce

*To My Family and My Soulmate*

# ACKNOWLEDGMENTS

# TABLE OF CONTENTS

# LIST OF TABLES

TABLES

# LIST OF FIGURES

FIGURES

# LIST OF ABBREVIATIONS

**WTC**          **:** Willingness to Communicate

**EFL**          **:** English as a Foreign Language

**ELT**          **:** English Language Teaching

**L2**          **:** Second language

# Chapter 1

## Introduction

This chapter presents the statement of the problem, purpose of the study, and the research questions. The final two introductory sections proceed with the significance of the study and definitions of the frequently used terms within.

### 1.1 Statement of the Problem

"When presented with an opportunity to use their second language (L2), some people choose to speak up and others remain silent. Why is it that, even after studying a language for many years, some L2 learners will not turn into L2 speakers?" (MacIntyre, 2007, p. 564). It is an ongoing dilemma that more and more learners show up in language classes in order to learn English, but they do not speak up when they are given a chance. The role of teachers, researchers and curriculum developers is of utmost importance in order to understand the complex nature of communicating in a foreign language and determine how to help learners achieve their language learning communication goals.

Thus, willingness to communicate (WTC) in L2 has attracted a lot of attention lately since shedding light on factors affecting WTC will help to enhance second language acquisition. Because it is a significant requirement for communication practice, students require to possess the willingness to communicate (WTC) prior to initiating L2 communication (MacIntyre, Baker, Clément & Donovan, 2003). When WTC does not exist or low level of WTC is the case in language classes, it is highly likely that learners will not engage in communicative activities which will result in problems in language acquisition.

With the emergence of Communicative Language Teaching, it has been stressed that developing learners' communicative competence is very important in second language acquisition. Students ought to communicate in English to internalise what they are learning in class. Over the years, it has been clearly seen that only memorising grammar rules and vocabulary items is not enough to be able to communicate in a foreign language. Hence, the focus of language learning has shifted to a more communicative approach. However, there are many factors that

might possibly affect learners' communicative competence, such as motivation, anxiety, attitudes, perceived competence, and so forth. Recently, another individual variable has been added to this list which is their willingness to communicate.

Willingness to communicate is considered as an important variable in language learning. Although learners want to communicate effectively in L2, they sometimes opt for remaining silent and refraining from communicating in English. That's the reason why the WTC construct has been subjected to some studies and factors that make some learners more willing or unwilling to communicate have been investigated. It has been revealed that learners' being proficient in L2 does not always mean that they are willing to communicate in this language. Furthermore, it has been seen that learners can be very willing to communicate in native language, but have low willingness to communicate in their second language (MacIntyre et al., 1998). WTC is a construct which was first conceptualized in L1 context by McCroskey and Richmond (1987) and later applied to second language (MacIntyre & Charos, 1996; MacIntyre et al., 1998). It has been shown that it is a crucial factor in second language acquisition (MacIntyre et al., 1998; Clement, Baker & MacIntyre, 2003; Yashima, 2004). Hence, some factors have been suggested to have a positive or negative impact on WTC. For instance, WTC can be affected by self-confidence, motivation, personality (MacIntyre et al., 1998; Yashima, 2002, Öz, 2014), communication anxiety (MacIntyre, 1995; Kang, 2005; Baker & MacIntyre, 2000; Cao, 2009), attitudes (Yashima, 2002, Kim, 2004; Yashima, Zenuk-Nishide & Shimizu, 2004; Bektaş Çetinkaya, 2005), and perceived communication competence (MacIntyre et al., 1998; Yashima, 2002; Atay & Kurt, 2009).

In conclusion, WTC construct has attracted attention in the area of language teaching. Although some research has been conducted in different contexts all around the world, there is limited research in Turkish EFL context. Hence, in order to address this problem and contribute to a plethora of research in the field of WTC in English, the present study aims to find out about willingness to communicate of Turkish preparatory school students in English and variables affecting their WTC. The purpose of the study will be elaborated on in the following section.

**1.2 Purpose of the Study**

2

English is widely considered as the main language of communication worldwide. As such, it is the most common foreign language studied. Knowing this, the learners' major goal is to have the ability to communicate in English efficiently. Although their purpose is to achieve this goal, there are still some silent and less willing students to communicate in English in language classes. Spotting the underlying reasons causing this willingness and unwillingness might help learners achieve their goals. The main purpose of this study is to inspect Turkish EFL learners' perceptions of their willingness to communicate in English and whether gender, faculty, overseas experience and total amount of time learning English have any effect on WTC. Also, this study aims to examine the relationship between WTC and attitude towards the international community, communication anxiety and personality from the dimension of introversion/extraversion.

Learners' WTC in English will be the main focus of the study. Factors such as gender, faculty, overseas experience and the total duration of learning English will be investigated in relation to WTC. It will also be investigated if three independent variables, namely attitude towards the international community, communication anxiety and personality have an effect on WTC. For this reason, present study employs a mixed method design where the quantitative data are gathered through a questionnaire and the qualitative data are coming from semi-structured interviews. With this, the study aims to contribute to foreign language learning research by investigating the WTC construct.

It is hoped that this study will provide a profound understanding of the factors that make students more and less willing to communicate, and it is expected that the results will be helpful to facilitate English language teaching in Turkey.

## 1.3 Research Questions

In this study, the questions below will be aimed to be answered:
1. What are the perceptions of B2 level preparatory school students of their willingness to communicate (WTC) in English?
2. Does B2 level preparatory students' level of WTC differ according to; a) gender, b) faculty, c) overseas experience d) total duration of learning English?

3. What is the relationship between B2 level preparatory school students' WTC in English and; a) attitude towards the international community, b) learners' communication anxiety and c) personality (introversion/extraversion)?

## 1.4 Significance of the Study

Although it has been studied in different contexts in different countries, there are still limited studies on WTC in Turkish EFL context. There is little research on WTC conducted with the participation of university preparatory school students. The results of this study will provide a better understanding of Turkish EFL learners' WTC. It will also shed some light on the relationship between WTC and some variables that might possibly be affecting it. As WTC is considered as an important step before the actual communication in L2, the results of this study might assist EFL learners and teachers to reach the goal of increasing communication in English. By understanding what makes students more willing or unwilling to communicate, educators can come up with more effective methods to make students active communicators. Also, this study will reveal the perceptions of students of their willingness to communicate, so the results might enable teachers to make more conscious choices in class by seeing the issue from the students' perspective. Finally, the current study might help preparatory schools in Turkey to fine-tune their curriculum and assessment policies in order to better fulfil learners' needs.

## 1.5 Definitions

**Willingness to Communicate (WTC):** "A readiness to enter into discourse at a particular time with a specific person or persons using a L2" (MacIntyre et al., 1998, p. 547).

**Communication anxiety:** the fear or anxiety to communicate with another person (McCroskey, 1977, 1984).

**Personality:** The complex of characteristics that differentiates an individual; a set of distinctive traits and characteristics of an individual

**Introversion/ Extraversion:** One of the Big- Five personality traits proposed by Goldberg (1992). Extraversion usually refers to being sociable, outgoing and

talkative. Introversion can be defined as the state of being reserved, quiet and introspective.

**Attitude towards the international community:** willingness to go foreign countries to live or work, an interest in foreign or international topics, eagerness to cooperate with intercultural groups, openness or a non-ethnocentric attitude toward diverse cultures.

# Chapter 2
# Literature Review

This chapter presents the explanation of the willingness to communicate construct, anxiety, personality and attitude towards the international community. It first explains the WTC construct in the native language, and then continues with the second and foreign language. It also provides to the previous studies which were conducted abroad and in Turkey in the field of WTC. Finally; it focuses on the studies carried out to examine the relationship between WTC, personality, anxiety and attitude towards the international community.

## 2.1  Willingness to Communicate

**2.1.1 The definition of willingness to communicate.** With the increased importance given to improve learners' communicative skills in the language they are learning, more and more studies are being conducted in the field of second language teaching and acquisition. Learning a foreign language and being able to communicate in this language is the ultimate aim of most of the language learners. However, there are some factors that affect this process. Learning a language is not just simply mastering vocabulary and grammar rules of the language, and this knowledge is not necessarily enough to communicate in that language. Such being the case, the construct of willingness to communicate (WTC) has been subjected to many studies. It is a construct that is thought to predict and explain learners' probability to engage in a conversation which has been studied by several scholars since the 1990s (McCroskey & Richmond, 1990; Charos, 1994; MacIntyre, 1994; MacIntyre, et al., 1998).

The term willingness to communicate (WTC) is used to refer to the desire to start communication when free to do so (McCroskey & Baer, 1985; McCroskey & McCroskey, 1986). McCroskey (1997) also explained WTC as "an individual's predisposition to initiate communication with others" (p. 77). McCroskey and Richmond (1987) suggested:

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

McIntyre and his colleagues (1998) studied WTC in second language and briefly described the WTC as "a readiness to enter into discourse at a particular time with a specific person or persons, using L2" (p. 547). MacIntyre, Baker, Clément, and Donovan (2002) later described WTC as "an underlying continuum representing the predisposition toward or away from communicating given the choice" (p. 538). Further, Kang introduced a more recent definition (2005):

Willingness to communicate (WTC) is a person's volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to the topics, interlocutor(s), and conversational context, among other potential situational variables.

Since its emergence, several studies have been carried out in the field of WTC to examine and understand what makes some people prefer to communicate while others avoid. The effects of various factors on WTC have been studied such as personality, anxiety, competence, language proficiency, apprehension motivation and so forth. In this chapter, some of these studies will be presented in detail.

**2.1.2 The emergence of willingness to communicate (WTC) and studies in the native language.** The construct, willingness to communicate (WTC), has initially emerged in native language context. WTC in the native language is considered as an unchanging personality trait and it leads to a "global, personality-based orientation towards talking" in the native language (MacIntyre et al., 2003, p.591). Although it is relatively a new concept, WTC can be considered to have been based on the studies of Phillips (1968) on reticence, McCroskey (1970) on communication anxiety, Burgon (1976) on unwillingness to communicate and McCroskey and Richmond (1982) on shyness. The construct was renamed as WTC by McCroskey and Baer (1985) later in time. WTC was initially defined as the

possibility of starting to communicate when free to do so. McCroskey and his colleagues were the first scholars that investigated the willingness to communicate in the native language (L1) (Zakahi & McCroskey, 1989; McCroskey & Richmond, 1990; McCroskey, 1992).

According to MacIntyre and his colleagues (1998), there are several possible factors that can affect someone's willingness to communicate. Among these; they mentioned the quantity of people in the conversation, how formal the situation is, the level of the acquaintance of the interlocutor with the listeners, the conversation subject and so forth. However, they point out that the most significant variable that can affect the WTC is the language of communication and it can potentially affect the other variables.

With the emergence of the construct, the question if WTC is a personality characteristic or a situation based concept also emerged. McCroskey and Richmond (1990) discussed WTC as a personality trait and explained it as "variability in talking behaviour". WTC was defined as "the purpose to start communication when free to do so". From this perspective, willingness to communicate was a stable, personality-like construct that was unlikely to change according to situations and receivers. They argued that situational factors may have an effect on willingness to communicate, yet people showed similar WTC inclinations in different conditions. Furthermore, they acknowledged that introversion, communication anxiety, cultural diversity and communication apprehension were the factors which might affect willingness to communicate. Such being the case, WTC was primarily theorized as a personality trait instead of a variable affected by the situation.

Based on these previous findings, MacIntyre (1994) conducted another study by using causal modelling to examine the correlation among WTC and factors like alienation, anomie, introversion, anxiety, self-esteem and self-perceived communicative competence (SPCC). Based on the findings, a model was proposed in order to predict WTC. It was found out that the correlation among communication apprehension, SPCC, and WTC was very strong. These two variables were found to directly affect the level of WTC. (see figure 1) This finding suggested people tend to show more willingness to communicate when the SPCC is high and communication apprehension is low. Introversion, self-esteem and anomie were the variables that were found to cause CA and SPCC, and thus, they were indirectly contributing to WTC. MacIntyre (1994) also stated that WTC model may be utilized to observe

variability in different situations. This study was important in WTC studies as it studied the correlations among the variables that were supposed to affect WTC.
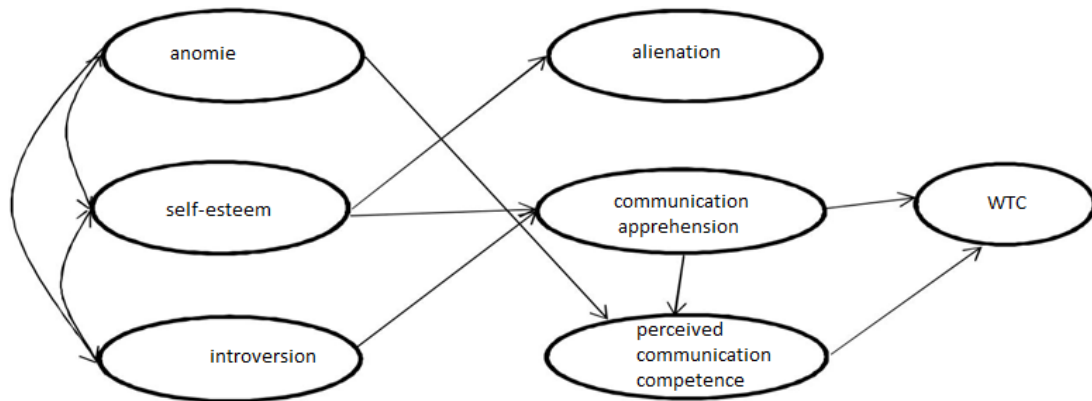


*Figure 1.*MacIntyre (1994)'s Model.

In order to investigate trait and state level of WTC, a study was conducted in Canada by MacIntyre, Babin and Clément (1999). WTC, big five personality traits self-perceived competence, communication anxiety, self-esteem scales and some speaking writing task questionnaires were given to 226 participants to examine the trait level WTC. In order to collect data to investigate state level WTC, 70 participants were asked to complete four tasks on WTC, anxiety, perceived competence, and communication tasks and they were monitored in the laboratory. The results were similar to MacIntyre's (1994) previous study, but this time they could not find a strong relationship between communication anxiety and WTC. Yet, they found a strong path from self-perceived communication to WTC. A negative correlation between CA and SPCC was found. Moreover, they also found a relationship among extroversion, perceived competence and communication apprehension. It was suggested that extroverts tend to have higher perceived competence which means they feel more competent about their communication skills. They were also found to have less communication apprehension which means there is less anxiety when they are engaged in a conversation. It was concluded that trait-like WTC creates an inclination for individuals to be in situations where communication might occur. However, whether a person starts a conversation in a particular situation or not is predicted by situational WTC. Once the conversation is initiated, other variables such as anxiety, extroversion, and apprehension should be considered significant.

**2.1.3. Willingness to communicate in L2 and foreign language.** Based on the previous studies on WTC in the native language, various scholars conducted studies in the area of WTC in the second and foreign language. The question of whether similar correlation among WTC and factors affecting it in the native language also exists in WTC in the second and foreign language has been inquired by several scholars. As stated by MacIntyre and his colleagues (1998), it is not likely that WTC in L2 can be a manifestation of L1 WTC. There are several factors that could affect a learner's WTC in L2 and FL that have no effect on L1 WTC. For example, proficiency level, linguistic competency, exposure to this new language and communicative competence are some factors that have been studied in relation to second language WTC.

In order to gain a deeper understanding of L2 WTC, MacIntyre and Charos (1996) modified MacIntyre's (1994) model to make it applicable to communication in the second language (L2). With this aim, they combined socio-educational model of Gardner (1985) and the L1 WTC model of MacIntyre (1994), and they studied various factors affecting WTC in L2. Mainly, they focused on motivation, personality traits, attitude, L2 anxiety, perceived communicative competence, integrativeness, and attitudes towards learning. 92 native speakers of English studying French participated in this study. Participants were given self-report scales of WTC, big five personality traits, perceived competence, communication frequency, motivation, attitudes and the amount of French they use at home and work.

Based on the findings, they built up a model to explain L2 communication frequency (see figure 2). The results revealed that WTC in second language and motivation strongly affected the frequency of communication in second language. In other words, highly-motivated students who were willing to communicate would be using the L2 more often to communicate. WTC was reported to be affected by communicative competence and L2 anxiety. However, contrary to what was expected, they could not find a link between motivation and WTC. They also found out that there was an indirect link between personality traits and attitudes, anxiety, motivation, WTC and communicative competence. This study was significant in that it was the first in the field of WTC in second language. It also revealed that WTC theories in L1 could be adapted in L2 studies. Thus, further studies in L2 WTC followed this study.
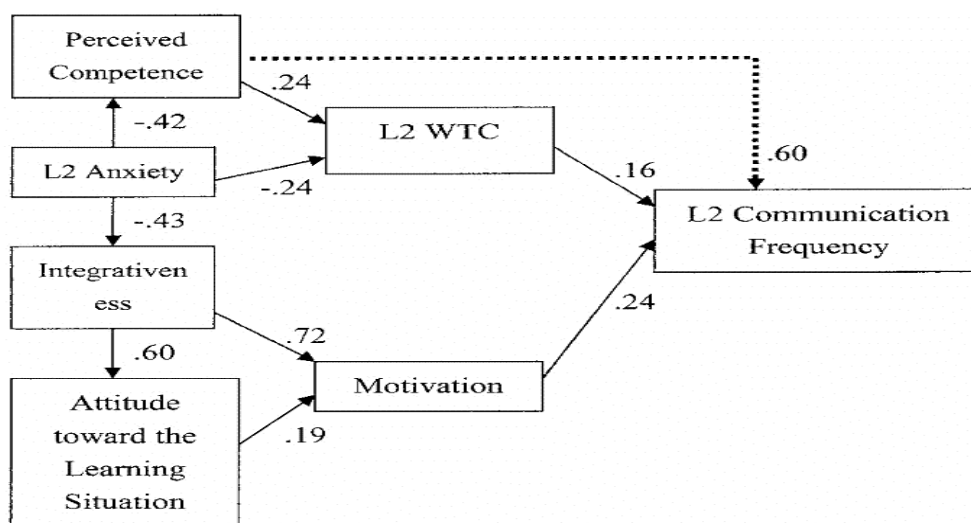
*Figure 2.* MacIntyre and Charos' (1996) Model of L2 Willingness to Communicate.

**2.1.4. Heuristic model of WTC.** With the aim of extending the previous model, a further study was conducted by MacIntyre, Clement, Dornyei, and Noels (1998). In their study, MacIntyre and his colleagues (1998) described WTC as "a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (p. 547). They also defined WTC as "the probability of engaging in communication when free to choose to do so" (p. 546). Contrary to previous studies on L1 WTC which conceptualized WTC as a personality trait, WTC was regarded as a situational variable with both enduring and transient influences by MacIntyre and his colleagues (1998). They also studied WTC in listening, writing and reading besides speaking.

For this study, communicative, social psychological and linguistic variables were integrated to describe WTC in second language and a heuristic model of factors that affect L2 WTC was established (see figure 3). With this model, it was aimed to explain the potential factors that might influence WTC in second language. This model made up of six layers which were from bottom to top; social-individual context (VI), affective-cognitive context (V), motivational propensities (IV), situated antecedents (III), behavioural intention (II) and communication behaviour (I). The first three layers were related to situation-based, thus transient effects on WTC such as desire to communicate with a specific person or state communicative self-confidence, and the latter three layers were representing lasting influences which were considered as more stable and long-term like personality, attitudes or intergroup

11

climate. At the top of the model, there is actual L2 Use that means communication in L2 and WTC is following it as an immediate predictor of communication behaviour. The pyramid shape was chosen to show the immediacy of some variables and more distal effects of other factors. For example, the broadest variables at the bottom are personality and intergroup climate, so they are the foundation of the pyramid and the other variables are based on these two. The variables situated on top of the pyramid are thought to be the more proximal causes of L2 Use.

MacIntyre and his colleagues (1998) explained that L2 use is situated at the top of the pyramid and encouraging language learners to communicate in L2 should be the ultimate aim of language learning. WTC ought to be given extreme importance in any language teaching programs. That is why WTC is placed as the most direct factor affecting L2 Use. In language classes, students raising their hands to reply a question asked by their teacher possess WTC although not all of them will speak simultaneously. This means when they have the chance, these students will communicate in L2. With this model, MacIntyre and his colleagues (1998) tried to explain what, in the first place, makes those students raise their hands. Self-confidence, motivation, lack of anxiety, personality and communicative competence were proposed as the main variables that can predict WTC.
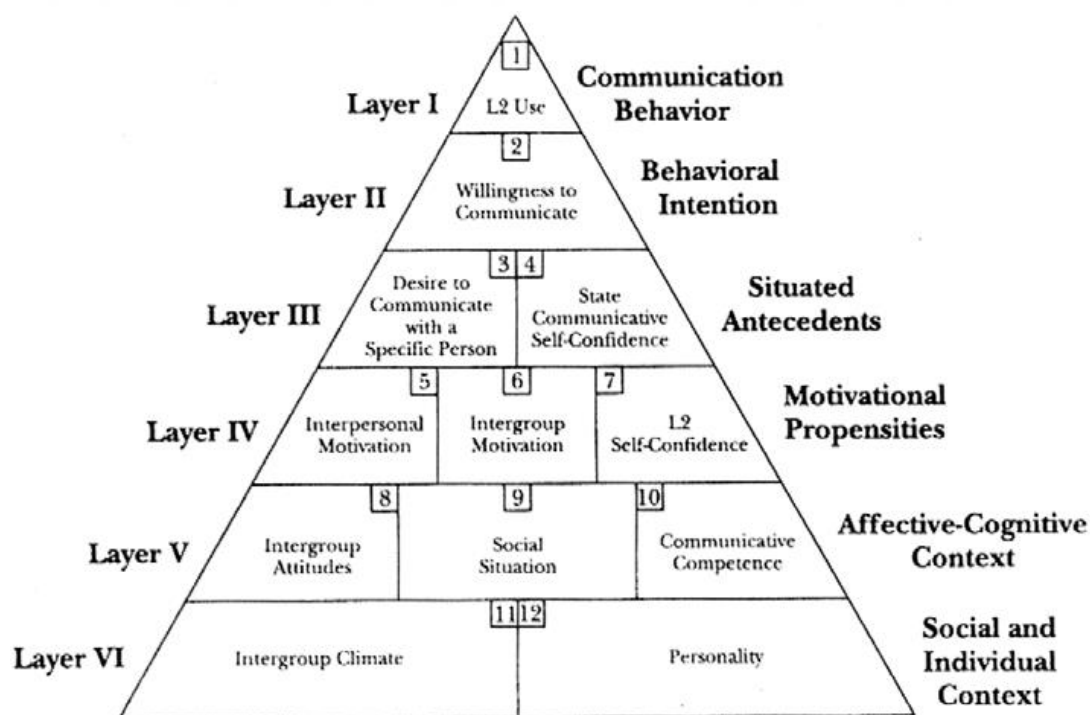


*Figure 3.*Heuristic Model of Variables Influencing WTC by MacIntyre et al. (1998).

The third layer of the pyramid is situated antecedents and it presents two direct antecedents of WTC that are the desire to communicate with a specific person and state self-confidence. Together they are proposed as the most direct determiners of one's WTC. The first item is the combination of interpersonal and intergroup motivations and it is argued that control motives and affiliation and can potentially increase one's WTC. When two people with different L1s want to engage in a conversation, it is usually expected that the person who have high L2 confidence would decide on the discourse language. The second item here has two parts; a lack of anxiety and perceived competence. State self-confidence is described as a momentary feeling of confidence and can occur for a short while in a given situation (MacIntyre et al., 1998). Hence, it is more transient in nature than trait-like self-confidence. The same distinction is applied to its components. State perceived competence and anxiety will increase or decrease under different conditions and can affect the WTC level as well. If anxiety increases, it will decrease the self-confidence and this will cause a decrease in one's WTC. The causes of anxiety might be about some unpleasant past experiences, the change in the number of listeners, tension among the group and so on).

Last three layers of the model have enduring influences and the fourth layer is motivational propensities which are stable differences among people. This layer consists of three factors: intergroup motivation, L2 confidence and interpersonal motivation. Interpersonal motivation is mostly related to interlocutor's personal characteristics. Here personality traits like extraversion and introversion are mentioned to be about one's willingness to initiate a conversation. Intergroup motivation is, however, about being a part of a particular group. Attitudes and intergroup climate are the main determinants of this. An important point was made here that being a part of a different culture and affiliating with people using a different language have a huge influence on language learning and L2 communication. L2 self-confidence that is mentioned in this layer is different than state self- confidence and it is described as someone's general perception of their abilities to use L2 for communication. The first constituent mentioned here is self-evaluation of second language skills and the second one is language anxiety felt while communicating in L2. Hence, it can be said that how a learner perceives their L2 abilities and how anxious they feel while using L2 are determining their WTC

level. Also, control and affiliation motives are highly crucial while choosing the person that someone will speak.

The affective and cognitive context is presented in the fifth layer. Layer five variables are more personal, broad-based attitudes of a speaker and they are less situation-specific compared to the variables mentioned above. The variables forming this layer are; social situation, communication competence and intergroup attitudes. The desire to become a part of the L2 community can be considered as a factor increasing occurrence and the quality of communication with L2 community, hence, communication in second language. On the other hand, fear of assimilation can be felt when an individual from a minority group starts to communicate in L2 of the majority group and he or she can be afraid of losing his or her language heritage and culture. This will lead to a resistance to use L2 for communication. In addition, motivation might have an effect on WTC, but is not proposed as an immediate determiner of WTC. Some motivated language learners may opt for the silent study of a language or the literature of that language (MacIntyre et. al., 1998). Finally, social situation means a social meeting in a specific setting and there are five variables of it; channel of communication, purpose, setting, topic, and participants. The most important one of these is participants and the variables mentioned under this are; the relationship between participants, social class, gender, and age.

Finally, the societal and individual context forms the last layer of the model which includes intergroup climate and personality. Individual context is about fixed personality traits and societal context is about the intergroup climate of the interlocutors. Big five personality traits were found to be contributing the motivation to learn a second language and/or WTC in second language (MacIntyre & Charos, 1996). They argued that personality was affected by more specific factors like intergroup attitudes and L2 confidence. In the heuristic model, though, personality is not considered to affect learners' WTC levels directly, but together with intergroup context, it sets the communication context and the stage for it.

**2.1.5. WTC studies in second and foreign language.** Since MacIntyre et al.'s (1998) model of WTC was established, plenty of studies on willingness to communicate in second language have been conducted. There are several variables that could possibly affect WTC directly or indirectly. Some of the common variables which have been studied in accordance with WTC are; motivation, communication apprehension, anxiety, personality, self-perceived communication competence,

14

attitude, linguistic self-confidence and language proficiency. Also, demographical information of the participants has been studied as a predictor of WTC. Some of these studies will be presented below.

MacIntyre and his colleagues continued to investigate WTC in L2 from different perspectives in Canada where they could work with French immersion and non-immersion learners. MacIntyre and Baker (2000), they conducted research to examine the effect of immersion and gender on communication in second language. 71 immersion and 124 non-immersion native English speaker high school students that are learning French as a second language were compared. By comparing the female and male students in these two groups, they examined attitudes towards learning French, perceived competence, frequency of communication in native and second language, willingness to communicate, communication anxiety, and reasons for studying French. With this purpose, participants were given a questionnaire and noted down their experiences when they communicated in French. It was showed that in contrast to non-immersion students, immersion students had a higher willingness to communicate, had lower L2 anxiety, showed higher L2 competence and communicated more frequently in French. For immersion students, while a strong correlation among French WTC and anxiety, frequency of communication in French, WTC in English was found, they couldn't find a correlation between WTC and perceived competence in French. On the other hand, results for the non-immersion students showed a strong correlation of WTC with communication frequency in French, anxiety, perceived competence in French, and WTC in English. When the gender variable was analysed, immersion students did not show any difference. However, it was revealed that female non-immersion students were more motivated to learn French and male non-immersion students were found to have lower attitudes levels towards learning French.

A study was conducted by Baker, Clement, Conrod and MacIntyre (2001) in order to find out about the correlations among language learning orientations, social support and WTC in L2. The participants were 79 9th grade English-speaking French immersion students from Nova Scotia, Canada and their WTC in reading, writing, speaking, why they were learning French and the social support provided by their parents, teachers and friends were examined. It was found out that there was a positive correlation between WTC levels and social support from friends. Also, it was shown that five language learning orientations of students which were travel and

professional, relationship with Francophones, school success and personal knowledge had a positive impact on WTC in French.

Another study in Canadian context was conducted by MacIntyre, Baker, Clement and Donovan (2002) in order to study how age and gender affect L2 WTC, L2, anxiety, integrativeness, perceived competence and motivation. 268 grade 7, 8 and 9 students of a French immersion programme took part in the study. Researches utilized a questionnaire consisting of eight scales in order to collect data. It was found out that WTC of the girls was higher than the boys. There was found an increase in perceived competence, WTC and frequency of communication from grade 7 to 8. However, they did not change from grade 8 to 9. There was no change in the level of anxiety. Finally, in all three grades, it was suggested that perceived competence had the strongest correlation with WTC.

Following year, Clement, Baker and MacIntyre (2003) did another study again in Canada to study the impacts of individual and contextual factors on L2 use. With this aim, they combined social context models and WTC models. The research was conducted with the participation of 130 Anglophone and 248 Francophone students studying at a bilingual university in Canada. By being the minority group, Francophone students were found to have higher WTC in L2 which is English for them. Also, they had higher second language confidence, higher L2 usage and interaction compared to English-speaking Anglophone students. Considering that French-speaking students were the minority in this setting, they had more chance to interact in L2 in their daily lives.

Another study in French immersion and non-immersion context in Canada was done by MacIntyre, Baker, Clement and Donovan (2003). They studied the variables like perceived competence, WTC, integrative motivation and communication anxiety. It was investigated whether previous immersion experience had any influence on integrativeness, motivation, and attitudes toward the learning situation. First-year conversational French course students at a university in English speaking part of Canada took part in this study. The results revealed that immersion experience and WTC, perceived competence and L2 communication frequency were positively related. Also, motivation was found to be significantly related to communication apprehension. Unlike ESL students, immersion students' WTC level was correlated with their motivation for language learning. Moreover, it was

suggested that WTC in the native and second language were not similar to each other.

In the Japanese context, a study was conducted by Yashima (2002) to study the relationships among foreign language learning and communication variables via employing WTC and the socio-educational model. 389 Japanese EFL students participated in this study and data from 297 students was analysed. It should be noted here that in this study Yashima applied WTC scale in EFL context and investigated students' attitudes towards the international community. International posture was explained as learners' overall attitude towards the international community which has an effect on English language learning. The study reinforced the WTC model and its applicability in the EFL context. She constructed an L2 communication model and tested it. It was proposed by this model that L2 WTC would be changed by the attitude towards the international community, L2 proficiency, confidence in L2 communication and motivation. Similar to the findings of MacIntyre and Charos (1996), it was found out that the variables that have direct influence on L2 WTC were international posture and L2 communication competence. High levels of communication competence and low levels of anxiety brought in higher WTC. It was also revealed that attitude towards the international community had a major effect on learners' WTC levels and motivation. L2 self-confidence was found to be affected by motivation which led to higher WTC as well. Based on the results, it was concluded that confidence in L2 and international posture were the significant factors affecting the WTC in L2. Hence, it was suggested that to increase EFL students' willingness to communicate, English lessons need to be planned to increase learners' interests in various nations, activities and international topics. Decreasing their anxiety and boosting their communication confidence should also be a goal.
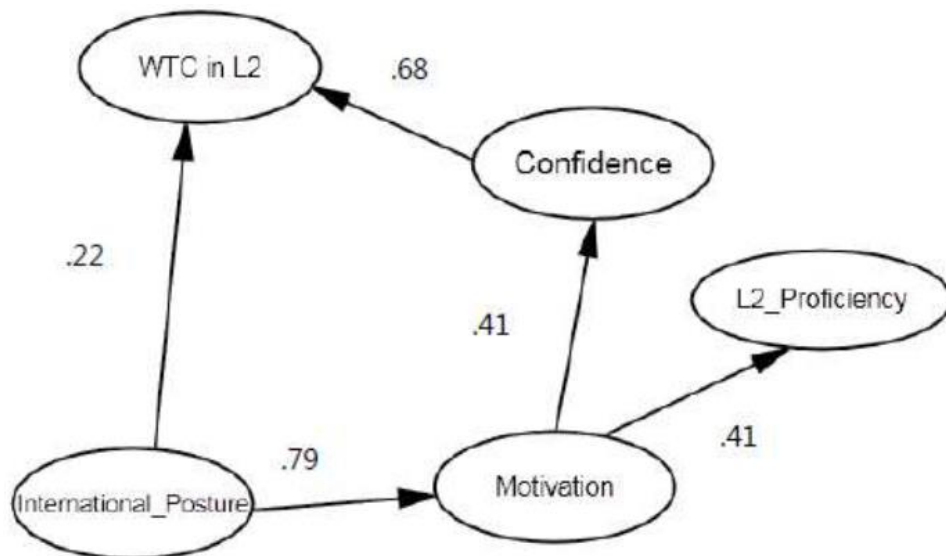
*Figure 4*. L2 Communication Model in Japanese Context (Yashima, 2002)

Yashima, Zenuk-Nishide, and Shimizu (2004) carried out another study in Japanese context with the participation of 160 high school Japanese adolescent learners in Kyoto, Japan. They conducted two separate investigations with the aim of investigating the results and antecedents of WTC in L2. In the first investigation, a WTC model which suggested that WTC increased the frequency of communication and international posture had a direct effect on WTC was tested. It was found out that there was a direct path from learners' international posture to their WTC levels and communication frequency in second language. They also found that WTC was affected by motivation, personality, self-confidence and intergroup attitudes. The second investigation whose participants were 60 study-abroad program students concluded that students reported to have higher WTC before they left Japan tended to communicate more frequently with people from their host country. The result of the second investigation confirmed the first investigation. The results of this study were totally parallel with Yashima's (2002) previous study from the aspects of the role of self-confidence, interest in international affairs, professions and activities on WTC in L2.

Similar to Yashima (2002), in Japanese EFL context Hashimoto (2002) also studied WTC and variables that affect L2 communication. He replicated MacIntyre and Charos' (1996) study. He examined the correlation among WTC, SPCC, anxiety, motivation, and communication frequency in L2. Based on the results, he proposed another WTC model. In his model, perceived competence and L2 anxiety showed a direct path to L2 WTC. There was a strong positive correlation between

18

motivation and perceived competence and a negative one between anxiety and perceived competence. It was also suggested that motivation and L2 WTC were the indicators of communication frequency in L2. In other words, students would use L2 to communicate more if they had high levels of motivation and willingness to communicate.

Kim (2004) replicated Yashima's (2002) study in Korea in order to examine the WTC model from the perspective of being trait-like or situation-based. She studied with 191 Korean university students and he came up with another WTC model. In her model, WTC was directly related to confidence in communicating in English. Attitudes and motivation were found to indirectly affect WTC through confidence. Results of her study were the same as Yashima's except for the direct path from attitudes to WTC. It was also argued that WTC was more trait-like instead of situation-based.

In a qualitative study which was conducted by Kang (2005) the relationship between WTC and situational variables was investigated. The data collected through interviews with the participation of four students from Korea that were in the United States in order to participate to a conversation program. The results revealed that WTC could change moment-to-moment depending on excitement, responsibility and security. It was also concluded that WTC is more situation-based instead of being trait-like as it can fluctuate throughout a communication.

MacIntyre (2007) studied L2 WTC with the aim of understanding the decision to speak as a volitional process. It was shown that the degree of willingness to communicate (WTC) can increase or decrease quickly in different situations. In addition, it was discussed that when the opportunity arises, different methods should be applied to understand the vigorous process of whether starting or avoiding communication second language.

Sun (2008) examined the effects of motivation and anxiety on WTC in Taiwan with the participation of 115 non-English major students who were attending conversation classes. Data were collected with the use of interviews and three questionnaires. It was revealed that students had positive attitudes. It was also found out that some participants were internally motivated to learn English, and this affected their WTC positively. Also, learners were found to feel anxious when they needed to communicate in large group settings and with strangers. They were less nervous when they talked to their friends and in small groups. It was suggested that

WTC and anxiety were negatively correlated as learners were more anxious to speak to strangers.

Cao and Philip (2006) studied the dual features of L2 willingness to communicate (WTC) in terms of situation-based and trait-like WTC. The study was conducted in an intensive General English program of private school in New Zealand. The relationship between L2 students' self-reported WTC and their real WTC behaviour in an L2 classroom was investigated. Based on the analysis of relevant data, numerous factors were suggested by students to affect WTC behaviour in class: self-confidence, group size, the familiarity with speakers, cultural background, familiarity with topics and the means of communication. These results made a contribution to have a clearer picture of nature of L2 WTC.

In another study, Imran and Ghani (2014) investigated the relationship among communication anxiety (CA), English language proficiency, perceived competence (PC) and WTC. Data were gathered through a set of questionnaire and a test. It was found out that in most of the social situations Pakistani EFL learners were reluctant to speak English. Their anxiety should be lowered and their confidence should be increased to develop their English speaking skills.

Jung (2011) in the Korean context studied the correlation between EFL learners' WTC and motivation, attitudes, personality, CA and SPCC. It was shown that SPCC and motivation had a direct effect on WTC. Motivation affected SPCC directly and there was an indirect path from attitudes to WTC through motivation.

Further, Pattapong (2015) aimed to investigate factors that contribute to the willingness to communicate (WTC) in a Thai university EFL setting. Based on the data gathered from interviews, stimulated recall and classroom observations, the participants indicated that there was a certain link between culture and motivation to speak in a foreign language. It was also concluded that students should be provided with situations in which they can make meaningful use of the target language without feeling constrained and anxious. Another significant finding of this study was that the use of pairs, groups and a focus on modelling are vital in EFL classes in Thailand in relation to WTC.

In an Iranian setting, Zarrinabadi and Abdi (2011) worked with 67 intermediate students majoring in English Literature and Translation to examine the correlation between WTC of Iranian EFL students and their orientations of language learning. It was found that there was a significant correlation between WTC inside and outside

the classroom and language learning orientations. It was also revealed that motivation had a significant impact on students' WTC.

Another example from Iranian context studied WTC in English by using a focused essay method and it was discussed whether teachers affect learners' willingness to talk in English (Zarrinabadi, 2013). Students were requested to write essays about the situations where they felt more willing and unwilling to communicate. The results revealed that there is a strong relationship between learners' WTC and teachers' wait time, error correction and topic selection.

Another study from Iran analysing the influences of class size on WTC was conducted by Khazaei, Zadeh and Katebi (2012) among Iranian EFL learners. Data for the study were gathered from Iranian EFL learners by observing three classes by focusing on turn taking and time of talk. The results indicated that students were more enthusiastic to speak in small classes since small classes provided them with more chances to communicate and practice speaking skills.

The relationship between emotional intelligence and WTC among Iranian EFL students was investigated in a study by Ketabdar, Yazdani and Yarahmadi (2014) and it was found that there was a positive correlation between WTC and four factors of the EQ-i, specifically; interpersonal relationship, empathy, assertiveness and emotional self-awareness and emotional intelligence.

Kang (2014) investigated the correlation between studying abroad and WTC. He also examined students' speaking skills, their levels of participation in lessons which are taught by native speakers of English. Results showed that studying in an English-speaking country had a positive effect on WTC, speaking skills and participation in lessons taught by native teachers.

**2.1.6 WTC studies in Turkish EFL context.** In the Turkish EFL context, a few studies have been carried out on WTC. Bektaş Çetinkaya (2005) conducted a study to propose a WTC Model (see figure 5) for Turkish context and examine whether this model shed light on the relations among Turkish students' WTC and the linguistic, communicative, and socio-psychological variables. Data were collected through questionnaires and interviews. 356 college students answered the questionnaire and 15 of them participated in the interviews. Based on the results, she came up with a structural model which explains the interrelations among WTC, motivation, anxiety, personality, perceived communication competence, and attitude towards the international community.

It was revealed that the participants were moderately motivated to learn English, somewhat willing to communicate, had a positive attitude towards the international community. They were more willing to communicate with friends. They were slightly extraverted and had low levels of anxiety. Students with a more positive attitude towards the international community and foreigners showed more willingness to communicate. Furthermore, higher perceived communication competence resulted in higher willingness to communicate. An indirect relation was found between students' WTC and their personality in terms of being introverted/ extraverted and motivation. There was also a relationship between their personality and attitude towards the international community.
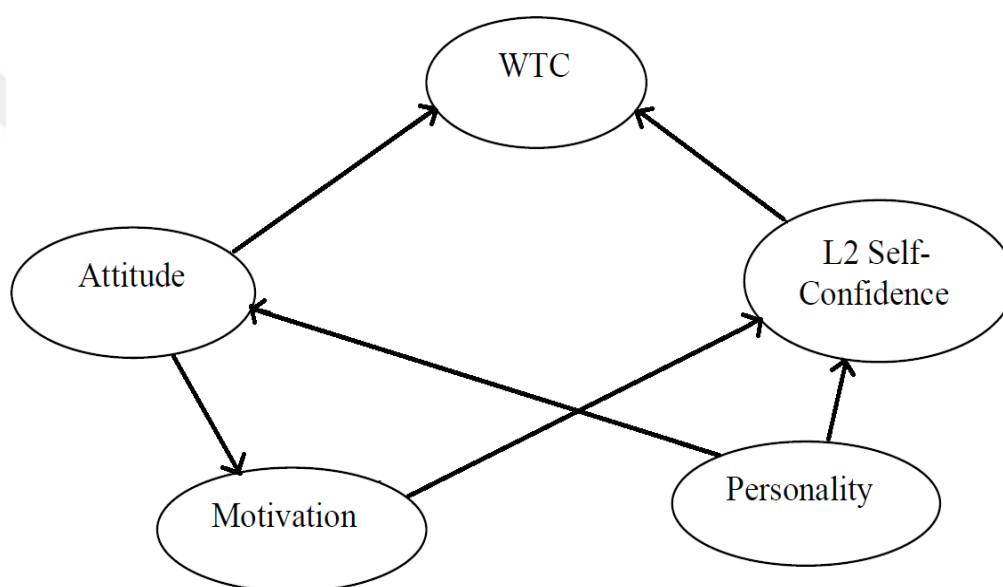


*Figure 5* WTC Model in Turkish Context (Bektaş Çetinkaya, 2005)

In another study, Öz (2014) investigated the relationship between Big- Five personality traits and WTC with the participation of 168 university students. It was concluded that these big five traits might significantly increase WTC in second or foreign language learning. He found out that WTC, extraversion, agreeableness and conscientiousness were positively correlated. A positive correlation between participants' academic achievement and L2 WTC was also found.

Another study conducted by Bergil (2016) to investigate the influences of individual differences on WTC with the participation of 73 preparatory school EFL learners. Students' WTC was measured by using the scale prepared by McCroskey (1992). Some demographic information like going abroad, language level, total

amount of time studying was collected to explore the relationship between WTC and these factors. A wide variety of variables were revealed to be affecting the students' WTC, but most important one was found to be the in–class tasks and activities. It was also revealed that students were very unwilling to communicate with strangers. Moreover, extraverted students were found to have higher WTC levels, and there was a significant difference between extraverts and introverts.

Atay and Kurt (2009) also carried out a study in Turkish EFL context in order to inquire about the variables that affect learners' WTC and their perceptions about using English to communicate. A mixed method approach was adopted in this study and participants were 159 intermediate preparatory school students of a government school in Turkey. Questionnaires and semi-structured interviews were conducted for data collection. They found out that international posture had a positive impact on WTC which means students with a more positive attitude towards foreigners had a higher WTC level. Also, positive correlation between WTC perceived competence was found.

Recently, Şener (2014) used the heuristic model of MacIntyre et al. (1998) in order to investigate the WTC of Turkish EFL learners inside and outside the class. She looked into the factors like motivation, personality, SPCC, self-confidence, anxiety and attitude towards the international community. Students ($N$=274) and instructors ($N$=11) participated in this mixed method designed study which employed questionnaires, interviews and observations as data collection tools. The results showed that WTC of the participating students was between moderate to high and they demonstrated higher WTC with their friends. WTC, anxiety and self-confidence were found to be negatively correlated. It was also revealed that SPCC had a positive effect on WTC. Finally, attitude towards the international community showed a significant correlation with WTC in English.

A comparison study was conducted by Asmalı, Bilki and Duban (2015) with the aim of examining the differences between Turkish and Romanian students who were studying Language and Literature. They investigated learners' WTC, SPCC and communication anxiety. While Romanians students had higher levels of WTC, Turkish students had lower levels of WTC. Both groups were found to communicate more comfortably with their friends in a small group. In terms of apprehension, both groups had lower levels of apprehension although they differ in WTC and perceived communication competence.

In Turkish EFL context, Öz, Demirezen and Pourfeiz (2015) also studied WTC and they studied the perceived WTC of EFL learners and the effect of gender on WTC and other variables. They also wanted to find out about the relationship between WTC, communication and affective factors. The results claimed that the study was successful in replicating the previous work. However, unlike these previous studies, Öz and his colleagues (2015) used motivational self-system framework instead of Gardner's (1985) socio-educational model in order to investigate the relationship between WTC of learners and the ideal L2 self. It was revealed that male students had higher instrumental orientations, WTC, integrativeness, SPCC, whereas female students had higher scores in the ideal L2 self and motivation. SPCC was found to have a strong effect on WTC in English while WTC was found to be affected by motivation indirectly.

## 2.2. Anxiety

There are many variables affecting learning in general and anxiety is one them. However, foreign language classes seem to aggravate more anxiety than other classes (MacIntyre & Gardner, 1989). Students may come to classes with a certain level of anxiety and in-class factors might increase or decrease this anxiety. Communication apprehension (CA) and language anxiety are alike as they are both about communication (MacIntyre & Charos, 1996). As pointed out by Horwitz (2001), language learning anxiety is an important variable that constantly affects language performance negatively. Communication apprehension has been found to reduce the desire to communicate (Beatty, 1987). It was pointed out by MacIntyre and Gardner (1989) that amongst motivation anxiety, and attitudes; anxiety demonstrated the most significant correlation with second language success. According to Gas and Selinker (2008), anxiety, competitiveness and shock in a new situation might cause problems in language learning and make it stressful. Language anxiety has a strong influence on foreign language acquisition (Horwitz, Horwitz & Cope, 1986). Students' foreign language learning is negatively influenced by their beliefs and they cannot achieve their goals because of anxiety.

A broad definition of anxiety is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Horwitz et al., 1986). Foreign language anxiety was defined as "a

distinct set of beliefs, perceptions, and feelings in response to foreign language learning in the classroom" (Horwitz et al., 1986). Three forms of foreign language anxiety were proposed by them. First one is CA which can be identified as the feeling of shyness and anxiety while someone is communicating in a foreign language. Next one is test anxiety which can be felt when a learner is being tested. Some language learners may have the fear of failure which results in the text anxiety. Final component mentioned by Horwitz and Cope (1986) is the fear of being negatively evaluated. They defined it as the apprehension someone feels when being evaluated by others, escape from the evaluative situations and thought of being evaluated negatively by others.

MacIntyre and Gardner (1989) identify three forms of anxiety as; state, situation-specific, and trait anxiety. It was thought that trait anxiety is personality characteristics of someone; state anxiety is a short-term emotional state and situation-specific anxiety is felt constantly under a specific condition.

In their foreign language anxiety model, Gardner and MacIntyre (1989, 1991) claimed that learners' negative experiences which they have throughout their language learning process lead to foreign language anxiety. Learners tend to create positive and/or negative attitudes based on their experiences. Learners with positive experiences tend to be less anxious while those with negative experiences suffer from language anxiety.

Anxiety does not always have a negative effect. MacIntyre (1995) studied the relationship between task performance and anxiety. It was found out that a low level of anxiety is experienced during simple tasks and this has a positive effect on task performance as it enhances the effort to finalize the task. When tasks get harder, the level of anxiety increases and this leads to poor performance.

Anxiety is thought to be a crucial factors affecting foreign language learning. Thus, a considerable amount of studies have been carried out with the purpose of exploring the correlation between anxiety and language learning, causes and effects of anxiety in language classes. It was revealed that anxiety affects second language learning significantly (Horwitz et al., 1986, MacIntyre & Gardner, 1991, 1994; Horwitz & Young, 1991). Language anxiety was shown to affect language course grades negatively (Horwitz et al., 1986). It was also found out that it has a negative impact on the ability to receive, process and use second language information (MacIntyre & Gardner, 1994). High levels of anxiety might also cause learners to

underestimate their language skills and proficiency while lower levels might make them overestimate their skills and proficiency (MacIntyre et al., 1997). Furthermore, in a study investigating the relationship between motivation and anxiety, Gardner and MacIntyre (1993) stated that high motivation might decrease anxiety whereas motivation is tend to be hindered by high anxiety. This shows that motivation and anxiety are negatively correlated. There are plenty of other studies that reveal a relationship between anxiety and language learning (Phillips, 1992; Saito & Samimy, 1996; MacIntyre, Noels & Clement, 1997; Dörnyei, 2005; Cheng, Horwitz & Schallert, 1999).

With regard to communication in second language, it was found out that speech production in foreign language is one of the major causes of anxiety (Horwitz et al., 1986; MacIntyre & Gardner, 1991; Koch & Terrell, 1991). Hence, some research has been conducted to study how WTC is affected by anxiety. Studies found a high correlation between these two. MacIntyre and Charos (1996) found out that anxiety directly affected WTC. Several studies revealed that learners tend to have higher WTC when they have lower levels of anxiety (Kang, 2005; MacIntyre & Doucette, 2010; Baker & MacIntyre, 2000).

In the Japanese context, Hashimato (2002), Yashima (2002), Matsuoka (2006) studied WTC and factors affecting it and their studies also showed that WTC and anxiety were negatively correlated. In China, Peng and Woodrow (2010) conducted a study and suggested that students with low levels of anxiety and high levels perceived competence had higher WTC. Another study from China also demonstrated that L2 WTC is affected negatively by anxiety (Xie, 2011). Participating students mentioned that answering their teacher made them feel anxious and they had the fear of being misunderstood. Peer pressure in class was also found to be another cause of anxiety.

Finally, in the Turkish context, Bektaş Çetinkaya (2005) studied WTC of Turkish college students and the factors affecting it. Participants' anxiety levels were found to be low. Talking to strangers and giving presentations to a group of strangers were the two areas that the students felt most anxious. Şener (2014) also studied WTC in Turkey and she also revealed that WTC and anxiety were negatively correlated. It was suggested that when learners were more anxious, they had lower motivation and this demotivation decreased their willingness to communicate.

## 2.3 Attitude toward the International Community: International Posture

The socio-educational model of second language acquisition (Gardner, 1985) suggests there are two fundamental attitudes that influence learners' L2 learning motivation. These attitudes are; integrativeness and attitude towards the learning situation. In turn, motivation influences the language outcome. Here, integrativeness is described as the wish to acquire a language with the purpose of communicating with the people from its society. As suggested by Yashima (2002) high level of motivation to learn L2 and integrativeness will result in more communication with the target community of that language. In other words, the desire to interact with the community members of the second language that students are learning and being motivated to acquire the language to do so tend to affect L2 WTC positively.

However, for EFL students, having the opportunity of interacting with English speakers from English-speaking countries on a daily basis is not always possible. Some learners learn English for years without talking to anybody from an English-speaking country. "When English is studied as a foreign language, learners often haven't had enough contact with native speakers of English, and it is not likely that learners can form a clear attitude toward it" (Dörnyei, 1990, p. 69). Hence, learners are not likely to develop an attitude toward English-speaking countries and their citizens. Although with the help of media and the internet, they now have an idea about these countries, this is still not accurate and adequate for them to form an attitude about them. Thus, as Yashima (2002) put it, English represents something bigger and more ambiguous than just the American community for many EFL students. For many EFL students, English is a tool that helps them to communicate with the rest of the world, with people from different countries, not just the native speakers of English. At this point, Yashima (2002) points out that learners show differences in terms of their attitude toward what English means for them and she calls this inclination "international posture" or attitude toward the international community.

Attitude toward the international community was defined by Yashima (2002) as an interest in international or foreign affairs, willingness to go different countries to work or live, openness or a non-ethnocentric attitude toward different cultures, and readiness to interact with people from different cultures.

Although learners' attitudes toward learning English and the language itself have been studied as a predictor of WTC, Yashima (2002) was the first to investigate the relationship between WTC and attitude toward the international community. She conducted a study in Japanese EFL context to investigate learners' WTC and factors affecting it. She proposed that attitude toward the international community might have an impact on learners' WTC. She found that international posture and WTC in L2 were directly related. Also, it was shown that international posture affects motivation and motivation influences learners' language proficiency positively.

In the present study, Yashima's (2002) attitude toward the international community scale is used. As proposed by her, there are four variables under this construct; interest in international occupation or activities, interest in foreign affairs, intercultural approach-avoidance tendency, and intercultural friendship orientation,. The questionnaire items are about learners' interests in foreign affairs, their desires to have friends from different cultures, their goals to work abroad and their inclination to approach or avoid people from different countries.

Yashima (2004) conducted another study in the same context to further investigate the correlation between international posture and WTC and found a significant path from international interest to WTC. She concluded that learners who possess more positive attitude toward the international community have a higher level of WTC and thus, they are more motivated to learn English. As opposed to her findings, Clement et al. (2003), Kim (2004) and Min (2010) could not find a direct path from attitudes toward international community to L2 WTC.

From the Iranian context, Ghonsooly, Khajavy and Asadpour (2012) studied WTC of EFL students and its predictors. They found out that L2 self-confidence and attitude towards the international community had a direct effect on learners' WTC.

In Turkish EFL context, Bektaş Çetinkaya (2005) studied WTC of Turkish EFL students and the variables that could possibly affect it. Results showed that participating students' attitude towards the international community was positive and their attitude towards the international community was found to have a direct effect on their WTC in L2. Bektaş Çetinkaya (2005) further explained the results as learners with a positive attitude towards international community are more motivated to learn English. Furthermore, high levels of motivation positively affect learners' self-perceived communicative competence, which in turn, enhances learners' WTC. Another study conducted in Turkey with the participation of university students in

order to study their attitude towards English and English-speaking societies revealed that participating students had a positive attitude toward English and its speakers mainly because of the cultural products coming from these societies and English's being the global language in today's world. Students were found to have an interest in the culture, language and people of these societies.

## 2.4. Personality

The effect of global personality traits on second language learning and willingness to communicate has been investigated through some research and they are suggested to be important in second language acquisition (Gardner, 1991). Personality is also considered as an important variable that affects the WTC in both native and foreign language.

There are different personality traits that have been studied in relevance to language learning such as, self-esteem, seriousness, assertive, shy, sophistication, self-confidence and so forth. However, according to modern personality psychologists, there are big five basic personality traits which aim to describe the fundamentals of personality. Big Five Factor model was developed with the studies of several researchers including Norman (1963), Digman (1980), McCrae and Costa (1989), and Goldberg (1992). Goldberg (1992) names these five traits as (a) Extraversion, (b) Agreeableness, (c) Conscientiousness, (d) Emotional Stability, and (e) Intellect/Imagination. Based on Goldberg's study (1992), five scales were developed in order to measure the Big-Five personality trait.

The introversion-extroversion dimension of personality has been subjected to many studies and found out to have significant effects on language learning achievement (MacIntyre & Charos, 1996; PavičićTakač & Požega, 2011; Dewaele, 2012, 2013; Gregersen & MacIntyre, 2014). Introversion usually refers to being reserved, quiet, introspective and assertive while extraversion refers to being sociable, talkative and outgoing. However, according to MacIntyre and Charos (1996), there is an ambiguity whether introversion or extroversion has a more favourable effect on language learning and they suggest that for language learning either introversion or extroversion might have a positive impact depending on the learning context and instructional methods. In a classroom where the focus is on memorizing vocabulary and grammar rules, introversion might have positive impacts

whereas if communication is the main goal of language teaching, then, extroversion is likely to be favoured.

Personality has been investigated in relation to WTC as a predictor in native and second language studies. MacCroskey and Richmond (1990) suggested that extraversion dimension of personality is a predictor of WTC in the native language. They proposed that introverts are more reserved, less talkative and less social, so they prefer to avoid communication whereas extraverts are more outgoing and people-oriented and more willing to communicate.

In his model MacIntyre (1994) suggested that introversion, along with self-esteem and anomie, were the variables that were found to cause communication apprehension and perceived communication competence, and thus, they were indirectly contributing to WTC. Furthermore, MacIntyre and Charos (1996) discussed Goldberg's Big-Five personality trait theory in relation to WTC. They found out that these five personality traits had a direct influence on motivation and they were indirectly related to L2 WTC through integrativeness, attitude, perceived competence and L2 anxiety. Furthermore, they found a direct path from agreeableness to L2 WTC. In the heuristic model of WTC which was developed by MacIntyre, Clement, Dornyei and Noels (1998), personality sits at the bottom of the pyramid and it is proposed that it has an effect on one's WTC. They claimed that different personality types might make someone interact with others or avoid the interaction. MacIntyre, Babin and Clement (1999) also explored the correlation between personality and WTC and found out that emotional stability and extraversion affect WTC through communication apprehension, perceived communication competence and self-esteem. Yashima and his colleagues (2004) studied the precursors of WTC in EFL context and found out that personality, in addition to self-confidence, attitudes and motivation is a predictor of WTC. Also, a study conducted in the Japanese EFL context showed that introversion affected on one's WTC greatly (Matsuoka, 2006).

In Turkey, Bektas Cetinkaya (2005) examined whether introversion/ extraversion has an effect on EFL learners' WTC. Results revealed that being an introvert or extravert affects WTC indirectly through linguistic self-confidence. Also, students' personality was revealed to be correlated with their attitude towards the international community. Öz (2014) studied the relationship between WTC and Big-Five personality trait theory with the participation of 168 university students. He

found out that WTC and extraversion, agreeableness and conscientiousness were positively correlated. Şener (2014) carried out a study in Turkish context to investigate the variables affecting WTC and results indicated that personality was significantly related to self-confidence and moderately correlated with WTC.

**2.5 Conclusion**

Upon reviewing the literature, it could be clearly seen that the WTC construct is an important variable in language education as it is considered as the last step before the actual communication in L2 (MacIntyre et al., 1998). Although it is a recently proposed concept in foreign language education, willingness to communicate has been attracted the attention of the researchers in the field of language teaching. Hence, studies have been conducted to examine WTC in different contexts and the effects of several variables on WTC have been examined. In order to explain the relationship among these variables, some WTC models have also been proposed. The main focus of this study was to find out about Turkish learners' WTC in English as there is a limited amount of studies conducted in the Turkish EFL context.

Furthermore, three variables were chosen to be investigated in terms of their effects on WTC. One of these variables was learners' communication anxiety. Anxiety has been widely studied in different contexts in language learning, but as WTC is a relatively new construct, the relationship between WTC and anxiety was aimed to be found out in this study in order to contribute to the studies conducted in the Turkish EFL context. Another variable of this study was chosen to be personality from the dimension of introversion/extraversion. When the literature was reviewed, it appeared that the relationship between personality and WTC was not found to be very clear as direct and indirect effects of personality were found in several studies and there were not many studies in Turkish EFL context that were focusing on this relationship. Finally, learners' attitude towards the international community was investigated in relation to WTC. The main reason for choosing this variable is that Istanbul, where this current study was conducted, is a city which has been receiving people from different countries for several reasons. For example, millions of immigrants have been welcomed in the country in recent years and as it is the business centre of the country, there have always been many expats coming from

31

different countries with business purposes. Moreover, thanks to the increase in the number of student exchange programs, the number of international students has also increased. This university where this study was conducted puts immense importance on international education, so every year it receives bigger numbers of international students. Such being the case, learners' attitude towards the international community was investigated in this study as a predictor of L2 WTC.

## Chapter 3
## Methodology

This chapter describes the overall research methods chosen to conduct this study by explaining the research design of the study, setting, and participants, in addition to the data collection instruments and procedures, data analysis procedures, reliability and validity, and, finally, limitations.

In this study, the following research questions were investigated:

1- What are the perceptions of Turkish B2 level preparatory school students of their willingness to communicate (WTC) in English?

2- Does the B2 level preparatory school students' level of WTC differ according to; a) gender, b) faculty, c) overseas experience d) total duration of learning English?

3- What is the relationship between B2 level preparatory school students' WTC in English and; a) attitude towards the international community, b) learners' communication anxiety, and c) personality (introversion/extraversion)?

## 3.1 Research Design

This study aims to find out the level of B2 level EFL students' willingness to communicate and if gender, faculty of these students, their overseas experience and the total amount of time learning English have an effect on their willingness to communicate. Besides, this study also aims to reveal the relationship between students' WTC and their communication anxiety, attitude towards the international community and personality from the dimension of introversion-extraversion.

For these purposes, a mixed- method approach was adopted while conducting this study. Johnson, Onwuegbuzie and Turner (2007) described mixed method research as "the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative data approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration'' (p.123). By adopting a mixed method approach, the researcher

aimed to get a deeper comprehension of the issue and see it from different perspectives.

As it was suggested by Creswell (2014) there are two types of quantitative research designs and these are; experimental and survey research. While experimental research aims to reveal the effects of a treatment on a specific subject by comparing a treatment and non-treatment group, survey research uses numerical data in order to investigate the opinions, trends, and attitudes among a sample group of participants. Survey research was utilized for the quantitative aspect of this study. A questionnaire with a total of 59 items was given to the participants. The questionnaire consisted of background information questions and four different scales.

Qualitative data were collected and utilized in order to expand and elaborate on the quantitative results. According to Creswell (1999), the main goal of mixed method research design is to broaden the understanding of the research problems, and it might also be applied in order to enrich the results by providing a diverse perspective of other approaches. Such being the case, qualitative data were collected by conducting semi-structured interviews with the participation of 25 students.

## 3.2 Setting and Participants

**3.2.1. Setting.** This study took place at the English preparatory school of a foundation university located in Istanbul, Turkey. This program, established in 2005, had, at the time of the study, around 2000 students. Turkish EFL learners constitute the big proportion of the school's population. There are also international learners who come mostly from Middle-Eastern and African countries. The aim of the program is to equip non-native speakers of English from different parts of the world with the necessary level of language proficiency and prepare them for their departments at university. The program aims to enable students to reach the English language proficiency required for their undergraduate studies, help students gain autonomy in language learning through the use of technology inside and outside class, and help students have a better understanding of global issues through being exposed to global themes and topics throughout the language learning. Finally, the program aims to help students acquire study skills via a variety of collaborative tasks, projects, and activities inside and outside the class.

The program which was recently given full accreditation by The Commission on English Language Program Accreditation (CEA) employs a modular system and consists of five modules in one academic year and each module lasts eight weeks. At the beginning of each academic year, students are required to prove that they have the necessary level of proficiency in English to study at their department. Students take the Proficiency exam prepared by the school's testing unit and those who score at least 60 out of 100 can directly go to their departments. They can also provide other valid exam scores such as the TOEFL exam, IELTS or YDS to show that they are eligible to be exempt from the preparatory school. Those who fail to do so sit the placement exam to decide their English proficiency level in order to be placed in an appropriate class for their level. Common European Framework of Reference (CEFR) levels are employed to group students. These are; A1 (beginner), A2 (elementary), B1 (intermediate), B2 (upper intermediate), and C1 (advanced) levels. Students who have taken the placement exam start from one of these levels. During a module, there are different tasks and exams they are required to take, namely one midterm exam, one writing task, one speaking task, four weekly achievement tasks, vocabulary checks, four collaborative tasks, and one end-of-module exam. Those students whose average score is at least 65 out of 100 are eligible to proceed to the next level. Another requirement to pass to the next level is attending the classes regularly. Students can miss up to 20 lessons during this 8-week module. If their absenteeism records are over 20 lessons without a medical report, they automatically fail and repeat the same level. Students are to receive 24 hours of English instruction every week and two instructors are co-teaching each class as a main course and integrated-skills unit. Main course instructors have more contact hours with the class and mainly focus on grammar, vocabulary, listening and reading skills. Integrated skills instructors are to focus on speaking and academic writing skills.

The program puts a great emphasis on teaching academic English as the students are expected to need it when they start their undergraduate studies. However, improving students' communication skills in English is also a priority of the program. With this aim, instructors are required to include communicative activities in their lesson plans, and the tasks have speaking components inherent in them. Throughout a module, students do some communicative activities in class depending on their level and also they are evaluated for their communicative

competency. That means students are given the opportunity to communicate in English with their friends in class on different occasions.

**3.2.2. Participants.** Following a convenience sampling design, a total of 150 students studying in B2 level (according to CEFR) classes at a preparatory program of an English-medium foundation university in Turkey participated in this study. Convenience sampling is defined by Cohen and Manion (1994) as a sampling method which "involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained" (p. 88). This research was conducted at the university where the researcher had been teaching for a long while, so participants were easily accessible and geographical proximity made data collection convenient. Furthermore, there are two reasons why B2 students were chosen. The first one is that B2 level students were supposed to have the highest language proficiency at the time of the data collection, so language issues would not be expected to be a hindrance in communicating in English for them. The second reason is B2 curriculum of this preparatory program requires students to participate in communicative tasks more, so the students of this level were expected to have more opportunities to observe themselves while communicating in English compared to other levels.

The questionnaire was initially administered to 196 students during a class hour. For the reliability of the results, incomplete and inappropriately filled questionnaires were discarded and thus, quantitative data for this study were obtained from 150 students whereas qualitative data were collected through semi-structured interviews with the participation of 25 randomly-chosen students out of this same group. Out of those 150 participants, 74 were females and 76 were males with the age ranging from 17 to 23 years old. The participants whose age ranged from 18 to 20 made up the largest group of the participants ($N = 92$). Moreover, all the participating students were of Turkish nationality from a wide range of backgrounds and all had studied English for varying periods of time at different schools all across the country, generally beginning at primary or more often at high school. At the beginning of the academic year, these students were required to take the English placement exam in order to assess their English level. Based on their scores, they were placed in a relevant level class and they have just reached to the B2 level in the third module when this study was conducted.

Table1

*Demographic Characteristics of the Participants*

|  | N | % |
|---|---|---|
| **Gender** | | |
| Female | 74 | 49,33 |
| Male | 76 | 50,67 |
| **Total** | **150** | **100** |
| **Department** | | |
| Faculty of Education | 16 | 10,67 |
| Faculty of Law | 14 | 9,33 |
| Faculty of Economics, Administrative and  Social Sciences | 43 | 28,67 |
| Faculty of Communication | 9 | 6,00 |
| Faculty of Engineering and Natural Sciences | 64 | 42,67 |
| Faculty of Medicine | 4 | 2,67 |
| **Total** | **150** | **100** |
| **Age** | | |
| 17 | 1 | 0,67 |
| 18 | 75 | 50,00 |
| 19 | 40 | 26,67 |
| 20 | 23 | 15,33 |
| 21 + | 11 | 7,33 |
| **Total** | **150** | **100** |

## 3.3 Procedures

**3.3.1. Data collection instruments.** In this study, data were collected through two instruments: a questionnaire and semi-structured interviews.

*3.3.1.1 Questionnaire.* In order to collect quantitative data, a questionnaire was utilized in this study to measure students' willing to communicate, anxiety, personality, attitude toward the international community. Demographic data were also collected via this questionnaire.

*3.3.1.1.1 Willingness to communicate (WTC) scale.* WTC of the participant students was measured with the use of a 12-item WTC scale (Cronbach's alpha = .94) developed by McCroskey (1992). The original scale was prepared in English. However, for this study, a Turkish translation which was used by Bektas Cetinkaya (2005) (Cronbach's alpha = .88) was adopted in order to provide the participants with a scale in their native language. The reliability coefficient of the scale used in the current study was found to be .94 which indicated a strong reliability. The scale aims to measure WTC in different communication contexts namely, talking in meetings,

public speaking, interpersonal conversations, group discussions, and types of receivers such as friends, acquaintances, and strangers. Participants were requested to choose how willing they would be in each given situation by choosing a score from a scale from 0 to 100 in which 0 refers to no willingness to communicate at all and 100 refers to a high willingness to communicate.

*3.3.1.1.2 Communication anxiety scale.* Communication anxiety of the participating students was measured by a 12-item scale (Cronbach's alpha = .94) which was developed and used by Yashima (2002). These 12 items included the same communication contexts and receiver types as WTC scale. Students were asked to assess their anxiety level by choosing a score from 0 to 100 in which 0 indicates no anxiety at all while 100 means high levels of anxiety. Similar to the WTC scale, a Turkish version of the scale (Cronbach's alpha = .92) used by Bektas Cetinkaya (2005) was adopted. The reliability coefficient of the scale used in the present study was found to be .94 and it was highly reliable.

*3.3.1.1.3 Personality scale.* In order to measure the extraversion-introversion dimension of participating students' personality, ten items of Introversion-extraversion scale (Cronbach's alpha = .71) developed by McCroskey (1997), which was based on Eysenck (1970; 1971) were used. Participants rated their response on a five-point scale from 1 strongly disagree to 5 strongly agree. While lower scores mean introversion, higher scores show extraversion. The reliability coefficient of the scale used in the current study was .71, so the scale was reliable enough to utilize.

*3.3.1.1.4 Attitude towards the international community scale. S*tudents' attitude toward the international community was measured by four indicator variables which were all adopted from Yashima (2002). Four items (Cronbach's alpha = .88) for integrative orientation, seven items (Cronbach's alpha = .70) for approach-avoidance tendency, five items (Cronbach's alpha = .62) for interest in international vocation/activities, and two items (Cronbach's alpha = .71) for interest in foreign affairs made up the scale. A Turkish version utilized by Bektas Cetinkaya (2005) was adopted in this study. The following were the reliability coefficient of the four indicator variables used in Bektas Cetinkaya's study: integrative orientation: .91, approach-avoidance tendency: .78, interest in international vocation/activities: .70, interest in foreign affairs: .70. The reliability coefficients of these four variables used in the current study was measured to be as follow: integrative orientation: .88,

approach-avoidance tendency: .73, interest in international vocation/activities: .72, interest in foreign affairs: .71.

Students were asked to rate their agreement on a 7-point scale by indicating a number from 1 (strongly disagree) to 7 (strongly agree).

*3.3.1.1.5 Demographic information.* Students were asked to indicate their age, gender, and faculty. They also provided information about their overseas experiences and total period of time studying English.

*3.3.1.2 Interviews.* Semi-structured interviews were conducted in order to collect qualitative data in the current study. This type of interview was preferred since a semi-structured interview "has a sequence of themes to be covered, as well as suggested questions. Yet at the same time there is openness to changes of sequences and forms of questions in order to follow up the answers given" (Kvale, 1996, p. 124).

25 students from different B2-level classes were asked to participate in the interview. These students were randomly chosen out of the participants who had already answered the questionnaire. Interviews were conducted only with those students that were willing to take part and in their own availability. At the beginning of the interviews, students were asked to share some background information. Students' names were kept confidential for their privacy and each interviewee was given a number. The themes of the interview questions were students' WTC in English, personality, communication anxiety in English, their attitude towards the international community and the possible effects of these variables on WTC. Each Interview lasted around 10 minutes and was recorded by a mobile phone. The interview language was Turkish, participants' native language, as it was assumed that students would express themselves better in their native language. Interview questions can be found in appendices section of this study. After the interviews were completed, the data were transcribed and translated by the researcher.

**3.3.2. Data collection procedures.** The data for this study were collected in March and April 2018 during the spring semester of an English-medium foundation university located in Istanbul, Turkey. The data were collected with the participation of the B2-level students who were studying English at the preparatory program of this university. It was the third module of this program which started in September. Quantitative data were collected with the participation of 150 students during the 4th week of the module. Interviews were conducted after quantitative data were

collected. 25 students who had already responded the questionnaire were randomly chosen for the interviews based on their own willingness to partake in the interviews.

To collect the quantitative data, the researcher first obtained permission from the director of the School of Foreign Languages and informed the director about the study. The data were collected through an online questionnaire platform named Survey Monkey (www.surveymonkey.com). Participants were given a link to fill out the questionnaire form during a class time. A consent form, information and the purpose of the study were shared with the participants as well before they answered the questionnaire. Qualitative data were collected with the participation of 25 randomly-chosen participants and the interviews were conducted in an empty classroom at school in order to provide participants with comfort and confidentiality. The interviews were recorded by researcher's mobile phone. Each interview took around 10 minutes and the names of the interviewees were kept confidential for their privacy. The interviews were conducted in Turkish in order to provide students with flexibility to express themselves in their own native language.

**3.3.3. Data analysis procedures.** In order to answer the research questions of this study, both quantitative and qualitative data were collected and analysed in accordance with the purposes of the study. Quantitative data were analysed with the use of the Statistical Package for Social Sciences (SPSS) version 22. As a first step, incomplete surveys were eliminated from the analysis. Firstly, Shapiro Wilk test was used to assess the normality of the distribution of scores. For the data which were found to be normally distributed, Independent T Test was used to compare the scores between continuous variables. Mann Whitney U Test and Kruskal Wallis Test were used to analyse the data that did not show normal distribution. Finally, the correlation between variables was assessed with the use of Pearson and Spearman correlation coefficient and the p-value was 5% ($p<0.05$) for the statistical significance.

All the research questions were answered by using quantitative and qualitative data. For the first research question, descriptive statistics were utilized to analyse quantitative data. The second research question was answered through the analysis of quantitative data by using Mann-Whitney U test, independent t-test, Kruskal-Wallis Test in SPSS package. Finally, in order to answer the third research question whose aim was to see if there was a correlation between WTC and independent variables, Pearson and Spearman correlation were used.

As for the qualitative data analysis, first the recorded data were transcribed and translated into English. Then, the overall data were read several times and marked in order to create categories. The main categories were WTC, anxiety, personality and attitudes towards international community. Common emerging threads and patterns were organised under these categories. Also, gender, faculty and overseas experience of the participants were taken into consideration and another category was created for this type of data. After quantitative data were analysed and results were obtained, qualitative data were used in order to elaborate on the research questions. Some excerpts that were thought to be important were chosen to be provided in the results chapter of this study.

Table 2

*Overview of Research Questions and Corresponding Procedures*

| Research Question | Data Collection Instruments | Data analysis |
|---|---|---|
| 1. What are the perceptions of B2 level preparatory school students in terms of their willingness to communicate (WTC) in English? | Survey (WTC scale) Semi-structured interviews | SPSS Descriptive Analysis Qualitative content analysis |
| 2. Does students' level of WTC differ according to; a) gender, b) faculty, c)overseas experience d) total duration of learning English? | Survey (WTC scale and demographic information) Semi-structured interviews | SPSS Independent T test/Mann Whitney U test /Kruskal Wallis test Qualitative content analysis |
| 3. What is the relationship between WTC in English among B2 students at the English Preparatory School of a foundation university with; a) attitude towards the international community, b) learners' communication anxiety and c) personality (introversion/ extraversion)? | Survey (WTC/Anxiety/Personality/ Attitudes towards international community scales) Semi-structured interviews | Pearson and Spearman correlation Qualitative content analysis |

### 3.3.4. Validity and reliability

Reliability refers to "consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another" (Fraenkel, Wallen, & Hyun, 2012, p. 154). Hence, it is vital to ensure the reliability of the questionnaire used in any research in order to reach

healthy results. In order to assure reliability, a reliability analysis of the items to find the Cronbach's alpha coefficient of each scale that was used in the questionnaire was conducted. First, incomplete and inaccurately filled out surveys were first discarded. After checking the reverse items in the scales, Cronbach's Alpha coefficient score was obtained for each scale that was utilized in the questionnaire. The scales were found to be reliable with scores higher than .70. The reliability coefficient ranges from 0 to 1. While 0 shows that the whole measurement is incorrect, 1 indicates that the measurement entirely mistake-proof (Bektas Cetinkaya, 2005). Reliability scores are demonstrated in Table 3 below:

Table 3

*Overview of the Reliability of the Scales Used in the Questionnaire*

| Scale | Reliability coefficient |
|---|---|
| 1.WTC scale | Cronbach's alpha = .94 |
| 2.Anxiety scale | Cronbach's alpha = .94 |
| 3.Personality scale | Cronbach's alpha = .71 |
| 4. Attitude towards the international community scale (4 variables): | |
| a) Integrative orientation | Cronbach's alpha = .88 |
| b) Approach-avoidance tendency | Cronbach's alpha = .73 |
| c) Interest in international vocation/activities | Cronbach's alpha = .72 |
| d) Interest in foreign affairs: | Cronbach's alpha = .71 |

Validity for an instrument can be described as a test or an instrument "that accurately measures what it is supposed to measure" (Vogt, 1999, p. 301). In order to collect data for this study, well-established data collection instruments which were created and used in different studies by the experts in the field were utilized. By doing so, the content validity of the instrument was achieved.

**3.4. Limitations**

Although it was initially aimed to reach all the B2 level students studying at this preparatory school, data collected from the participation of only 150 students could be used as some of the students opted not to answer the survey. In addition to

this, as the data were collected towards the end of the spring semester, the number of students was lower as some of the upper-intermediate level students had already passed the Proficiency exam in February. A bigger number of participants could have been reached if this study had been conducted in the first module of the preparatory program.

Although the data were collected through survey and interviews, there could be another additional instrument for data collection such as classroom observations or journals. In terms of participants, teachers and international students could also be added to the study to provide a deeper comprehension of the issue in hand.

Lastly, in this study, willingness to communicate was investigated only from oral communication aspect. However, willingness to communicate in other ways of communication could have been assessed, too.

# Chapter 4

## Findings

### 4.1 Overview

This chapter presents the results about the perceptions of Turkish EFL students enrolled in B2-level classes at a foundation university in Turkey about their willingness to communicate and the effects of gender, faculty, overseas experience and the total duration of learning English. For the purposes of this study, the data were collected through a questionnaire and semi-structured interviews. The following section discusses the findings related to each research question of this study.

### 4.2 Demographic Characteristics of the Participants

Data for the present study were collected with the participation of 150 B2-level students who were studying English at the preparatory program of a foundation university in Turkey during the 2017-2018 academic year.

Table 4

*Demographic Characteristics of the Participants*

|  | N | % |
|---|---|---|
| **Gender** | | |
| Female | 74 | 49,33 |
| Male | 76 | 50,67 |
| **Total** | **150** | **100** |
| **Department** | | |
| Faculty of Education | 16 | 10,67 |
| Faculty of Law | 14 | 9,33 |
| Faculty of Economics, Administrative and  Social Sciences | 43 | 28,67 |
| Faculty of Communication | 9 | 6,00 |
| Faculty of Engineering and Natural Sciences | 64 | 42,67 |
| Faculty of Medicine | 4 | 2,67 |
| **Total** | **150** | **100** |
| **Age** | | |
| 17 | 1 | 0,67 |
| 18 | 75 | 50,00 |
| 19 | 40 | 26,67 |
| 20 | 23 | 15,33 |
| 21 | 8 | 5,33 |
| 22 | 2 | 1,33 |
| 23+ | 1 | 0,67 |
| **Total** | **150** | **100** |
| **Abroad experience** | | |
| Yes | 77 | 51,33 |
| No | 73 | 48,67 |
| **Total** | **150** | **100** |
| **Years of learning English** | | |
| 0-5 | 32 | 21,33 |
| 6-10 | 81 | 54,00 |
| 11+ | 37 | 24,67 |
| **Total** | **150** | **100** |

As shown in Table 1, out of 150 participants, 74 (%49.3) students were female and 76 (%50,67) of them were male. Among all participants, 16 of them were to study at the Faculty of Education, 14 of them were to study at the Faculty of Law, 43 of them were to study at the Faculty of Economics, Administrative and Social Sciences, 9 students were going to study at the Faculty of Communication, 64 were to study at the Faculty of Engineering and Natural Sciences and finally, 4 of them were the students of the Faculty of Medicine. Half of the participants, ($N = 75$) were at the age of 18, and 40 (%26.7) of them were 19 years old. There was only 1 (0.67) student who was 17 years old and similarly only 1 student who was older than 23. There was not a big age difference among participants as they were all studying at the preparatory program before they would start their department at university. In

45

terms of having been abroad, there was almost an equal distribution among participants as 77 (%51.3) of them reported that they had been abroad and 73 (%48, 67) of them stated that they had never been abroad. Finally, at the time of the data collection, 32 (%21.33) students had been studying English for up to 5 years, 81 (%54) of them had been studying English for 6 to 10 years and 37 (%24.67) students reported to have been studying English for more than 11 years.

**4.3 Findings regarding the research questions**

Below are the findings of the quantitative and qualitative data regarding the research questions of this study. For each research question, first quantitative results and then, qualitative results are presented.

**4.3.1. Research Question 1: What are the perceptions of B2 level preparatory school students of their willingness to communicate (WTC) in English?** For the first research question, a 12-item WTC questionnaire was utilized to measure the level of WTC of the students and the collected data were analysed by SPSS descriptive analysis tool. It was revealed that students were moderately willing to communicate ($M$= 61.08). They were most willing to give a presentation in English to a group of friends ($M$= 70.03). Talking in English to friends (item 6) and talking to a small group of friends in English (item 12) were the next two items students were showing higher WTC. Furthermore, students were least willing to talk in English in a large meeting among strangers ($M$= 53.35). It was also shown that they were more willing to communicate with friends and acquaintances compared to strangers. Also, they tended to choose small groups to communicate instead of large groups. Below, Table 2 shows the detailed results for the WTC of students.

Table 5

*Participants' Perceived Willingness to Communicate*

| WTC | N | Mean | Std. Deviation | Median | Min. | Max. |
|---|---|---|---|---|---|---|
| 1. Have a small-group conversation in English with acquaintances | 150 | 61.27 | 23.920 | 63.50 | 0 | 100 |
| 2. Give a presentation in English to a group of strangers | 150 | 54.72 | 25.646 | 51.00 | 0 | 100 |
| 3**. Give a presentation in English to a group of friends** | 150 | **70.03** | 23.450 | 72.00 | 1 | 100 |
| **4. Talk in English in  a large meeting among strangers** | 150 | **53.35** | 26.366 | 50.00 | 0 | 100 |
| 5. Have a small-group conversation in English with strangers | 150 | 56.59 | 24.353 | 56.00 | 0 | 100 |
| 6. Talk in English in a large meeting among friends | 150 | 61.45 | 26.308 | 61.50 | 0 | 100 |
| 7. Talk in English to friends | 150 | 66.19 | 26.379 | 67.00 | 0 | 100 |
| 8. Talk in English in a large meeting with acquaintances | 150 | 59.81 | 25.903 | 60.00 | 0 | 100 |
| 9. Talk in English to acquaintances | 150 | 63.12 | 25.726 | 63.50 | 0 | 100 |
| 10. Give a presentation in English to a group of acquaintances | 150 | 63.17 | 25.931 | 65.50 | 0 | 100 |
| 11. Talk in English to a stranger | 150 | 59.64 | 24.126 | 57.00 | 0 | 100 |
| 12. Talk in English to a small group of friends | 150 | 63.67 | 24.628 | 62.00 | 0 | 100 |
| **WTC TOTAL** | 150 | **61.08** | 19.142 | 62.29 | 15 | 100 |

In order to understand students' perceptions of their willingness to communicate, semi-structured interviews were conducted. More than half of the participating students ($N = 16$) reported that they were willing to communicate in English. There were also few students ($N = 4$) that mentioned they were not willing to communicate in English at all. Among the interviewees, there were also few students ($N = 5$) who claimed to be highly willing to communicate in English. Some of those more willing students mentioned that they had foreign friends at school that they communicated with in English. Others said that they wanted to communicate in English more, but they did not have much chance to do so in their daily life as they

said they were surrounded by Turkish people. Also, some students said that they wanted to be able to communicate fluently in English, but they did not do much for this inside and outside the class. Below are some excerpts from students with different levels of WTC about their perceptions of their own willingness to communicate:

> I am very willing to communicate. Getting high grades from exams increases my WTC. I am willing to communicate more in English. I am planning to go abroad and also work part-time at a job that I can communicate in English (S22, Interview Data, 28.03.2018).

> I am moderately willing to communicate. I do not communicate much in English. I feel more willing if the person I talk to have a similar level of English with me (S3, Interview Data, 28.03.2018).

> I am not willing to communicate at all and I don't want to communicate in English. I usually avoid it. I speak English only if I have to. I am more comfortable with friends while having casual chats. I am not very interested in communicating in English (S2, Interview Data, 28.03.2018).

When students were asked about who they were more willing to communicate with, the most common answer was that they were most comfortable with friends and they were more willing to communicate when they felt comfortable. A big majority of them said that they were less comfortable and willing to communicate with strangers. Most of them ($N = 18$) reported that they would feel nervous when they spoke with strangers, but when they were with friends and people they know, they could show better performance. Some students ($N = 10$) also said that they were willing to have foreign friends in order to communicate in English because they wanted to communicate with foreigners and they would find it less stressful if they were friends.

> I am most willing to communicate. I like communicating with friends. I am more willing to communicate with close friends and in class and I want to have more chances to communicate in English, so I try to make friends with foreign students at our school (S24, Interview Data, 28.03.2018).

> I am willing to communicate, but there are not many chances for it in Turkey. I wish I had more chances. I am comfortable with friends. I would be more motivated if I had friends from different countries (S5, Interview Data, 28.03.2018).

I am willing to communicate and try my best to communicate. I am more willing when I see that I can communicate in English, so I communicate with my foreign friends in English but I want to do that more often. That's why I would like to go abroad and meet people from different countries (S10, Interview Data, 28.03.2018).

In addition, although there were some foreign teachers and students at this school where the research was conducted, they were not the majority, so the students in classes were mostly Turkish. Some students mentioned about this during the interview saying that it did not feel natural to communicate with a Turkish teacher or a Turkish friend in English just for the sake of an in-class activity.

Our teachers try to get us speak in English in class even with our Turkish classmates. We do some communicative activities in class which require speaking in English, but speaking in English in a class in Turkey with Turkish people just does not feel natural (S11, Interview Data, 28.03.2018).

Such being the case, one emerging theme that most of the students mentioned ($N = 16$) was going abroad to study and/or work at some point. The university at which the research was conducted offers different study-abroad opportunities and that is one of the main reasons why students choose it. This also seems to be a big motivation for students to advance their English communication skills. Also, some mentioned that they would be seeking jobs outside Turkey after they graduated.

I want to speak English fluently. I am willing to improve my English for communication. I need it for my future as I want to go abroad to study at least for a year. I will need English after I graduate from university, too as I want to work abroad in the future because I am not very optimistic about my future in Turkey (S16, Interview Data, 28.03.2018).

Finally, some students mentioned about the need to be able to communicate in English for business life. They pointed out that even if they would be working in Turkey, they would need to use English to communicate as they wanted to work in big, international companies. Talking to business people from different countries, going abroad for business trips and giving presentations were the areas they mentioned that they would be required to communicate in English. That seemed like a major reason to be willing to communicate for students who were more willing to communicate.

49

I do my best to communicate in English as much as possible. It is important for my future, especially for my career. I want to work at an international company, so I will need to communicate with colleagues or do presentations in English. We give presentations at Prep school here and I find it quite useful as it helps with getting used to giving presentations in English. It will be needed during university and business life (S18, Interview Data, 28.03.2018).

**4.3.2. Research Question 2: Does B2 level preparatory school students' level of WTC differ according to; a) gender, b) faculty, c) overseas experience d) total duration of learning English?** In order to find out whether demographic profiles of the participants have an effect on their WTC levels or not, Kruskal Wallis Test, independent samples T-test, and Mann-Whitney U test were utilized.

**a) Gender**

When quantitative data were analysed, no major difference was found between female and male students with regard to their WTC levels. Mean score of female students (*N*=74) was 60.05 while for male students (*N*=76) it was 62.09. Male students' WTC score was slightly higher than female students, but this was not found to be statistically significant. The friends subscale demonstrated the highest WTC score for this variable.

Table 6

*WTC and Gender*

| Subscales | Gender | Mean | Std. Deviation | Median | Min | Max | Mean Rank | Sig. |
|---|---|---|---|---|---|---|---|---|
| Friends | Female | **64,31** | 22,770 | 65,87 | 10,50 | 100,00 | 74,59 | .801 |
| | Male | **66,33** | 19,900 | 64,12 | 19,50 | 100,00 | 76,38 | |

| | Gender | Mean | Std. Deviation | F | t | df | sig | |
|---|---|---|---|---|---|---|---|---|
| Acquaintances | Female | 61,33 | 20,79 | 0,717 | -.302 | 148 | .763 | |
| | Male | 62,34 | 20,17 | | | | | |
| Strangers | Female | 54,52 | 20,99 | 0,010 | -.871 | 148 | .385 | |
| | Male | 57,59 | 22,23 | | | | | |
| WTC | Female | 60,05 | 19,76 | 1,275 | -.650 | 148 | .517 | |
| | Male | **62,09** | 18,60 | | | | | |

When interview results were analysed, female and male students did not show a significant difference in their WTC, either. There were both female and male

students who were reported to be very willing and unwilling to communicate. They mentioned different factors that could affect their WTC, but gender was not mentioned as a factor. Below are some quotes from male and female students that reported high and low willingness to communicate in English:

I am not willing to communicate and I avoid communicating in English. Don't want to have more opportunities to communicate in English (An excerpt from an unwilling female participant) (S15, Interview Data, 28.03.2018).

I don't think I am willing to communicate in English. I do not use English outside of class and don't like being forced to use English in class (An excerpt from an unwilling male participant) (S8, Interview Data, 28.03.2018).

I am very willing to communicate in English and try to create more chances to communicate. I communicate with my foreign friends in English but I want to do that more often. That's why, I would like to go abroad and meet people from different countries. I like English and want to use it more (An excerpt from a very willing female participant) (S9, Interview Data, 28.03.2018).

I am very willing to communicate and I somehow communicate in English every day. I do my best to use in English in class to communicate and I play games and I also communicate there in English very comfortably (An excerpt from a very willing male participant) (S14, Interview Data, 28.03.2018).

Thus, when quantitative and qualitative data were analysed, a significant difference was not found in the WTC level of students in terms of gender.

**b) Faculty**

As indicated in table 7 below, mean WTC score of the Faculty of Communication students was found to be the highest (*M*=69,01). Faculty of Economics, Administrative, and Social Sciences students followed them (*M*=64,37). The lowest WTC score belonged to the students of the Faculty of Law (*M*= 48,90). There was no major difference in the WTC scores of the students from the Faculty of Education, the Faculty of Engineering and Natural Sciences and the Faculty of Medicine. When the subscales were analysed, it was found that students from all the faculties had the lowest WTC scores when they would communicate with strangers and had higher WTC scores with friends and acquaintances. However, it can be

understood that departments of the students do not create a meaningful difference in their WTC levels.

Table 7

*WTC and Participants' Faculties*

| Subscales | Faculty | Mean | Std Dev. | Median | Min | Max | Mean Rank | Sig. |
|---|---|---|---|---|---|---|---|---|
| Acquaintances | Faculty of Education | 63,20 | 18,300 | 61,375 | 22,75 | 100 | 76,13 | .067 |
| | **Faculty of Law** | **47,39** | 26,217 | 46,75 | 12,5 | 88,75 | 49,25 | |
| | Faculty of Economics, Administrative, and Social Sciences | 65,21 | 22,440 | 70,75 | 21,75 | 100 | 79,74 | |
| | **Faculty of Communication** | **73,19** | 24,496 | 77 | 24,25 | 100 | 97,39 | |
| | Faculty of Engineering and Natural Sciences | 60,90 | 16,589 | 59,875 | 19 | 93,5 | 70,59 | |
| | Faculty of Medicine | 60,38 | 8,110 | 59,25 | 52,25 | 70,75 | | |
| Strangers | Faculty of Education | 51,59 | 13,848 | 51,125 | 21,25 | 75,5 | 63,44 | .053 |
| | **Faculty of Law** | **43,91** | 23,161 | 44,125 | 7,5 | 81,25 | 51,54 | |
| | Faculty of Economics, Administrative and Social Sciences | 61,73 | 22,761 | 69,5 | 18,75 | 97,5 | 85,58 | |
| | **Faculty of Communication** | **65,03** | 28,321 | 60 | 22,75 | 100 | 86,83 | |
| | Faculty of Engineering and Natural Sciences | 54,75 | 20,403 | 54 | 0 | 100 | 70,83 | |
| | Faculty of Medicine | 56,88 | 15,541 | 56,5 | 38,25 | 76,25 | | |
| Friends | Faculty of Education | 65,25 | 20,353 | 63,625 | 30,5 | 100 | 71,28 | .648 |
| | **Faculty of Law** | **55,39** | 27,153 | 64,125 | 17,5 | 90 | 58,86 | |
| | Faculty of Economics, Administrative and Social Sciences | 66,17 | 23,025 | 67,75 | 24,25 | 100 | 75,6 | |
| | **Faculty of Communication** | **68,81** | 31,506 | 78,5 | 10,5 | 100 | 84,67 | |
| | Faculty of Engineering and Natural Sciences | 66,38 | 17,142 | 65,75 | 22,5 | 100 | 74,27 | |
| | Faculty of Medicine | 66,88 | 22,973 | 59,625 | 48,25 | 100 | | |
| **WTC** | Faculty of Education | 60,02 | 15,376 | 54,5417 | 36 | 91,5 | 69,72 | .189 |
| | **Faculty of Law** | **48,90** | 24,123 | 51,5833 | 15 | 82,08 | 52,86 | |
| | Faculty of Economics, Administrative and Social Sciences | 64,37 | 21,388 | 65,75 | 24,67 | 96,83 | 80,71 | |
| | **Faculty of Communication** | **69,01** | 26,251 | 75,4167 | 19,17 | 98,58 | 89,72 | |
| | Faculty of Engineering and Natural Sciences | 60,67 | 15,511 | 63,2083 | 20,25 | 95,83 | 71,84 | |
| | Faculty of Medicine | 61,38 | 12,469 | 57,25 | 51,42 | 79,58 | | |

As demonstrated in the table above, students from the Faculty of Law were found to have the lowest WTC scores. Interview results showed that students from the Faculty of Law tended to think that they would not need English for their university studies as most of their courses would be conducted in Turkish. Below are

two interview comments from some of these Law department students which could shed some light on findings of the quantitative result:

My department is Law and most of my must-courses will be in Turkish and I will be using Turkish when I start working. I do not need English for my department and my work life, so I am not that willing to communicate in English. I am okay with talking to some foreign friends in English, though (S19, Interview Data, 28.03.2018).

I would definitely skip preparatory school if it weren't compulsory as my department is Law and only %30 of my courses is in English, so I don't need to spend a year or so to learn English. I will be working in Turkey with Turkish clients, so I don't need to communicate in English. That's why I don't feel willing to communicate in English or feel a need to do so (S4, Interview Data, 28.03.2018).

Furthermore, some students from the Faculty of Communication pointed out that they would need to communicate in English in their departments as there would be some foreign lecturers and their courses would be instructed all in English and their courses were going to be focusing on communication.

I am a student from the Faculty of Communication. I want to be more fluent and good at communicating in English for my department. I am already enjoying having conversations in English, but willing to improve myself more. My department will enable me to find jobs abroad, so I should be able to communicate in English easily in the future (S12, Interview Data, 28.03.2018).

Finally, the general theme emerged from the student interviews with regards to the faculties is that most of the students ($N$=17) are willing to communicate and want to improve their communication skills in order to be successful at their departments. It is one of their main motivations to learn English and communicate in English. Below are some quotes from these students that support this finding:

I know I have to learn English and I want to be more capable of having conversations in English. That makes me more willing to speak English. It is going to help me a lot when I start my department (a student from Faculty of Engineering) (S7, Interview Data, 28.03.2018).

I want to improve my communication skills in English and I like communicating with foreigners. I want to study abroad when I go to my department. For that, I need to be fluent. The idea of living abroad motivates

me to communicate in English now (a student from the Faculty of Economics, Administrative and Social Sciences) (S1, Interview Data, 28.03.2018)

### c) Overseas experience

When students' WTC scores were analysed according to their overseas experience, it was found out that students who had been abroad had a slightly higher WTC than those who had never been abroad. As for the subscales, WTC was the highest for friends subscale. However, the difference between these two groups was not statistically significant.

Table 8

*WTC and Overseas Experience*

| Subscale | Been abroad | Mean | Std. Deviation | Median | Min | Max | Mean Rank | Sig. |
|---|---|---|---|---|---|---|---|---|
| Friends | Yes | **68,17** | 21,721 | 67,75 | 17,50 | 100,00 | 81,73 | .071 |
| | No | 62,34 | 20,607 | 63,50 | 10,50 | 100,00 | 68,92 | |

| Subscale | Been abroad | Mean | Std. Deviation | F | t | df | sig | |
|---|---|---|---|---|---|---|---|---|
| Acquaintances | Yes | **64,41** | 21,747 | 3,299 | 1,587 | 148 | .115 | |
| | No | 59,14 | 18,681 | | | | | |
| Strangers | Yes | **58,80** | 22,496 | 1,884 | 1,594 | 148 | .113 | |
| | No | 53,20 | 20,394 | | | | | |
| WTC total | Yes | **63,79** | 20,258 | 1,877 | 1,792 | 148 | .075 | |
| | No | **58,23** | 17,579 | | | | | |

Semi-structured interviews revealed that some students (*N* =14) had been abroad, but only few of them (*N*=3) had been to an English-speaking country. Thus, they had a very limited chance to communicate with native speakers of English. Some mentioned that they did not know much about English-speaking countries and their culture. Yet, they all mentioned that they had an opportunity to communicate in English with foreigners to some extent while they were abroad. Those who had been England and America claimed that this experience had a tremendous impact on their communication skills in English. A big majority of the participants *(N=16)* mentioned about going abroad for work and/or travel in the future and they were willing to communicate with foreign people in English. It can be said that overseas experience has a positive influence on their willingness to communicate and

motivates them to advance their communication skills. Below are some excerpts from these students:

It is fun to learn and speak English. I have never been to a country where English is the native language, but I have been abroad. I communicated with everyone in English when visiting foreign countries. It is important to speak English as I want to talk to people from different countries (S7, Interview Data, 28.03.2018).

I have been to London, England. I went to a language school there. It had a huge impact on my ability to speak English. I was happy when I realized that I could communicate in English. It motivated me to communicate in English. It is very important to have foreign friends and talk to them also here in Turkey (S16, Interview Data, 28.03.2018).

### d) Total duration of learning English

As it is presented in table 9, students who had been learning English for 11 years or more had the highest WTC level ($M= 64.49$). The subscale that indicated the highest WTC for this variable is the friends subscale ($M= 68.50$). However, there was no statistically significant difference among the students according to the total duration of English learning experience.

Table 9

*WTC and Total Duration of Learning English*

| Subscale | Years of learning English | Mean | Std. Deviation | F | sig |
|---|---|---|---|---|---|
| Acquaintances | 0-5 | 62.48 | 22.077 | 1.694 | 0.187 |
| | 6-10 | 59.36 | 19.142 | | |
| | **11+** | **66.74** | 21.268 | | |
| Strangers | 0-5 | 59.26 | 21.377 | 0.969 | 0.382 |
| | 6-10 | 53.83 | 20.865 | | |
| | 11+ | 58.24 | 23.380 | | |
| Friends | 0-5 | 66.49 | 21.320 | 0.776 | 0.462 |
| | 6-10 | 63.43 | 20.677 | | |
| | **11+** | **68.50** | 22.790 | | |
| **WTC** | 0-5 | 62.74 | 20.182 | 1.251 | 0.289 |
| | 6-10 | 58.87 | 17.659 | | |
| | **11+** | **64.49** | 21.153 | | |

Among the interviewees, there were students who had been learning English for a varying amount of time. Some of them had been learning it since primary school and others since middle school. When their interview results were analysed, it was seen that a longer duration of learning English did not always mean a higher willingness to communicate. Some students mentioned that although they had been learning English for quite a while, since primary or middle school, they never had much opportunity to communicate in English or never had a genuine English conversation with a foreigner before. The common emerging claim was that their previous English lessons were mainly focusing on grammar, vocabulary, and reading. The following excerpts illustrate the relevant findings:

> I have been taking English lessons since grade 4, but I do not feel competent and willing to have a conversation English. I can score high in grammar and reading, but speaking is a problem (S13, Interview Data, 28.03.2018).

> I have been learning English for 6 years. Until I came to preparatory school, we did not have many communication activities in class. Classes were mainly focusing on grammar, vocabulary and some reading texts. We were doing listening activities from the book, but speaking activities were very rare (S3, Interview Data, 28.03.2018).

Some students also pointed out that last few years before they took the University Entrance Exam (LYS), they were focusing on their courses that they would be assessed for, like Math, Science, History and so forth. That was why they claimed English was neglected in the last few years of high school. This is a common issue across the country as students want to score high in this exam to be placed in a good university. Interview results showed that this affected their English proficiency and fluency negatively. Hence, although they seemed to have been learning English for a long while, their English could become rusted when they started their university studies and this could influence their WTC in English. The following excerpt supports this finding:

> I graduated from a private high school which was not too bad at teaching English. We even had foreign teachers. However, the last two years of high school, I did not study English properly or did not care about it much because other lessons were more important than English because of the university exam. That's why, when I came to preparatory school, I had troubles with learning English. I am now more willing to communicate in English as I have

more time to focus on it, but I feel that I used to be more fluent in English before (S5, Interview Data, 28.03.2018).

**4.3.3. Research Question 3: What is the relationship between B2 level preparatory school students' WTC in English and; a) attitude towards the international community, b) learners' communication anxiety and c) personality (introversion/extraversion)?** In order to explore the correlation between WTC and personality, anxiety, attitude towards international community, Pearson and Spearman Correlation Tests were conducted. P value was $p<0.05$. Below are the findings for this research question:

### a) Attitude towards the international community

Table 10 below shows the relationship between WTC and students' attitude towards the international community. When the quantitative data were analysed, it was revealed that there was a positive correlation ($p<0.05$; $r=0.182$) between students' WTC level and their attitude towards the international community. That indicates that students whose attitude is more positive towards the international community are more willing to communicate.

Table 10

*Correlation between WTC and Attitude towards the International Community*

|  | WTC | | |
| --- | --- | --- | --- |
|  | N | Correlation Coefficient | Sig. |
| **Attitude towards the international community** | 150 | **.182*** | .026 |

When students were asked about their attitude towards the international community, foreign people in their country and communicating with them, interview results demonstrated that almost all (*N*=20) of the participating students claimed to have a positive attitude towards foreigners. Istanbul has become a multinational city and the foundation university where this research was conducted receives a lot of foreign students from different countries. Hence, students have a chance to meet and communicate with foreign students in and out of their classes. In addition, some students (*N*=10) mentioned that they had some foreign friends and used English to

communicate with them. Others who did not have foreign friends stated that they are willing to communicate in English with foreign people, preferably with friends.

I want to go to England and the USA. I want to communicate with foreigners and work at international companies. I like foreigners in my country. I want to talk to them and help them. I have some friends from different countries. Our school is good for this. We always communicate in English, but I want to be better at that. I want to have more foreigners in my social circle (S25, Interview Data, 28.03.2018).

Only one student said he has no interests in the foreign community and does not want to communicate with foreigners. A few (*N*=3) also mentioned about the refugees residing in Turkey and how it affected their attitude towards foreigners in recent years.

I have been to America. I had a lot of chance to speak in English there. It helped me to learn about their culture, too. I now have a better attitude towards Americans. I also have a positive attitude towards foreigners in Turkey, except for refugees. I have foreign friends, and I communicate with them in English. I am willing to improve my speaking and be more fluent in English (S10, Interview Data, 28.03.2018).

Finally, another common theme emerging from the interviews was about studying and working abroad. Almost all of the students stated that they want to communicate better in English because they plan to study and/or work abroad. Overall, students with positive outlook to the international community, different cultures and foreigners around them tended to have a higher WTC in English. The following excerpt demonstrates the relevant findings:

I want to have a future outside of Turkey. If this dream comes true, I will use English to converse with people and become friends with them. That's why, being able to communicate in English is so important for me. Don't know much about English speaking countries' people and their culture. I have never been abroad but I really want to go. I will use English for sure in my future career. There are a lot of foreigners around me where I live, so I never avoid communicating with them. It is a good thing to do so (S18, Interview Data, 28.03.2018).

### b) Learners' communication anxiety

When the relationship between the WTC level of the participants and their communication anxiety was investigated, it was found out that there was a negative ,but low correlation between WTC and communication anxiety ($p<0.01$; $r=-0.274$) (see Table 11). Hence, it can be concluded that students are more willing to communicate when they are less nervous and anxious.

Table 11

*Correlation between WTC and Anxiety*

|  | WTC | | |
| --- | --- | --- | --- |
|  | N | Correlation Coefficient | Sig. |
| **Anxiety** | 150 | **-.274\*\*** | .001 |

Anxiety was found to have a negative effect on students' WTC and the interview results were in line with this finding. Those students with higher communication anxiety said that it affects their communication in English negatively. They said they do not want to communicate in English when they feel nervous. The majority of students pointed out that they feel lower anxiety when speaking with friends in English, preferably in small groups. Below are some comments from these students:

> I feel nervous when I communicate in English. That's why I am not very willing to communicate in English. I am scared of making mistakes and being laughed at. I am embarrassed most of the time when I speak English, especially during the speaking tasks where I need to speak with a teacher. I can't even describe how happy I feel when I manage to speak English. I feel very relaxed when I speak with strangers as they will not judge me. I think I feel anxious because I feel incompetent in English (S20, Interview Data, 28.03.2018).

However, some students (*N*=6) reported that they were not feeling nervous when they spoke English and they did not avoid communicating in English. These students stated that they wanted to communicate in English more and they were looking for more opportunities to use English to communicate. Below is an excerpt from one these students:

I don't feel anxious or excited while speaking English. I can speak with almost anyone without feeling nervous. Only in very crowded places, I might feel a bit uncomfortable, but I do not avoid communicating in English. I wish I had more opportunities to communicate in English (S14, Interview Data, 28.03.2018).

In addition, the common reasons that students mentioned for their communication anxiety were the fear of making mistakes, being made fun of by their friends, talking to a teacher or someone with a higher level of English, getting low grades from exams, not practicing enough and not feeling competent enough. Therefore, they said that they would opt for keeping quiet and avoid communication. From students' comments, it can be concluded that communication anxiety has a direct impact on their WTC.

I feel nervous when I forget the words and I am worried about being misunderstood. That's why, I am not very willing to communicate or start a conversation. I am more relaxed with strangers, but during exams when talking to teachers, I feel very nervous. My reasons for anxiety are; knowing that the other person knows English better than me, making mistakes, forgetting the words (S15, Interview Data, 28.03.2018).

I feel more nervous when I feel that I cannot make myself clear while speaking in English, not because of making mistakes. However, this anxiety does not change my attitude towards English. I still like learning and speaking English. I feel nervous during speaking exams, and when I need answer a question immediately. When my teacher asks me a question, I feel nervous while answering it because I have to be quick to think and respond. I am more comfortable while talking to strangers and friends (S16, Interview Data, 28.03.2018).

I both feel happy and nervous when I communicate in English. When the person speaks English better than me, I feel nervous and scared of making mistakes. When someone asks me an impromptu question, I feel more anxious to communicate. I communicate better with friends. I think I am only scared of making mistakes; yet, I am willing to communicate more in English (S21, Interview Data, 28.03.2018).

### c) Personality (introversion/extraversion)

When it comes to the correlation between personality and WTC, there could not be found a strong statistically significant correlation between these two variables ($p>0.05$; $r=0.157$) (see Table 12). It can be interpreted that students' personality in terms of introversion/ extraversion does not affect their WTC in the second language greatly.

Table 12

*Correlation between WTC and Personality*

| | **WTC** | | |
| --- | --- | --- | --- |
| | N | Correlation Coefficient | Sig. |
| **Personality** | 150 | **.157** | .055 |

During the interview, students were asked to identify themselves as introverted or extraverted and 13 students identified themselves as extraverted while 10 students said they were introverted. 2 students were not sure about their personality in terms of introversion/extraversion. Students' answers whether their personality influences their WTC varied. Some students said that they are extroverted in their native language, but not so willing to communicate in English and added that they cannot be extraverted in English because of not being competent enough.

I am extraverted in my native language, but not in English. I don't think my personality affects my willingness to communicate in English. If one's English skills are good, they can be always willing to communicate (S13, Interview Data, 28.03.2018).

I am extraverted in my native language, but I feel nervous when I speak English. When I see that I can communicate in English, I start feeling relaxed and then become more talkative in English, too. I think my personality affects my WTC positively. I am friendly and extraverted, so I am willing to communicate in English (S9, Interview Data, 28.03.2018).

I am extraverted, but I don't think it affects communication and WTC in English positively. My low level of English makes me unwilling to communicate (S2, Interview Data, 28.03.2018).

Other extraverted students generally claimed that their personality affects their WTC positively as they enjoy communicating with people both in their native and second language. Extraverted students also mentioned that they are open to having more friends to communicate in English:

I am extraverted, curious and willing to learn a lot. That's why, I like talking to people and asking questions. This affects how I communicate in English. I try to do the same in English. I think this affects my WTC positively. I want to be able to communicate in English as effective as I can do in my native language. I want to learn the phrases and culture associated with English and this increases my WTC (S1, Interview Data, 28.03.2018).

Those who defined themselves as introverted, however, mentioned that they do not like talking to people and this is also the case in English. Some of them said they avoid communicating with people in general, but more so in English. These students also claimed that they find the communicative tasks difficult and boring.

Results also showed that some students described themselves as extroverted in Turkish, but felt more like an introvert when they need to communicate in English. Personality, for them, is a shifting variable depending on the situation, context and language.

I am outgoing and relaxed when I communicate in Turkish, so I guess I am an extrovert. However, when I need to speak in English, or need to initiate a conversation in English, I usually avoid it. Those times I feel more like an introvert, so I think personality does not affect how we are communicating English or our willingness to do so (S21, Interview Data, 28.03.2018).

# Chapter 5

## Discussion and Conclusions

### 5.1 Discussion of Findings for Research Questions

This study aimed to investigate the perceptions of B2 level Turkish EFL learners of their willingness to communicate (WTC) in English and the factors affecting it in an English preparatory program of a foundation university in Istanbul, Turkey. The relationship between WTC and demographic features, anxiety, personality, and attitude towards the international community was looked into. Participants of this study were studying English at the preparatory school of a foundation university and the following year they were expected to start their university studies in their departments. The data were gathered through both qualitative and quantitative data collection instruments, consisting of a questionnaire and semi-structured interviews. The questionnaire was given to 150 students and 25 of these students participated in the semi-structured interviews and a mixed method research design was implemented for analysis. The following sections discuss the findings of each research question and include the conclusion and recommendation for future research.

**5.1.1 Discussion of the findings of RQ 1: What are the perceptions of B2 level preparatory school students of their own willingness to communicate (WTC) in English?** The purpose of this research question was to reveal how willing the students were to communicate in English. Students were asked to choose how willing they would be to communicate in a given situation with different types of receivers, and during the interviews, were asked to elaborate on this topic. Therefore, the results showed that students were moderately willing to communicate in English. The total mean score for their willingness to communicate was 61.08 out of 100 and most of the interviewees expressed that they were willing or somewhat willing to communicate in English. This finding is somewhere in between Şener (2014) and Bektaş Çetinkaya's (2005) studies as the former found out that Turkish EFL students' willingness to communicate was between moderate to high ($M$=83) and the latter found out that Turkish EFL students were somewhat willing to communicate in English ($M$=47.88). Also, in the Turkish context, Öz et al. (2015), Öz (2014) found

high levels of WTC among Turkish learners. One possible reason why the WTC levels of the students who participated in this study were lower than the studies of Şener (2014), Öz (2014) and Öz et al. (2015) might be explained by a comparison of the majors of the participating students. Participants of this current study were preparatory school students who would be majoring in different departments while the participants of these aforementioned studies were English-major students who would be studying English intensively and highly likely become English teachers after they graduate. It can be assumed that their linguistic proficiency, motivation and perceived competence were high as they were majoring in English. However, this finding was contradictory to the finding of Asmalı, Bilgin and Duban's (2015) study which indicated that Turkish EFL students had a quite low level of L2 WTC.

Quantitative results showed that students were more willing to give presentations in English, and talk to friends or a small group of friends in English than talking to strangers and in large meetings. This finding concurs with Bektas Çetinkaya's (2005) study. It is understandable that students feel more secure and comfortable when they are in the company of their friends or not in a very big group of people. This might also be true for their WTC in the native language as this result might also be attributed to social settings and personality factors. However, during the interviews, some students stated that they were not willing to communicate in English with their Turkish friends and teachers as it was feeling unnatural. Hence, they mostly stressed the importance of having foreign friends inside and outside the class. Some said that they already had foreign friends, so they used English to communicate with them. Others who had not yet made foreign friends expressed their wish to meet foreigners and become friends with them. This shows the importance of making English as real-life communication tool instead of just a language that they use for the sake of in-class speaking tasks. Bektas Çetinkaya (2005) also reported similar findings, but in her study students reported having almost no foreign friends and they claimed it was very difficult to find foreign friends. This can be explained with two reasons. One is about the time gap between these two studies. Turkey, especially Istanbul, where this study has been conducted, has been receiving more and more international students every year. However, this might not have been the case back in 2005. Another reason might be that this current study was conducted at a foundation university which is heavily focusing on international education and every year aims to increase the number of its

international students. Hence, in almost all classes in preparatory school, there are some foreign students that Turkish students can make friends with. Also, they have a chance to meet them around the campuses. However, some students who were less willing to communicate still complained about being mostly surrounded by Turkish people and not having enough opportunities to communicate in English. This shows the importance of creating functional, real-life communication opportunities for students inside and outside the classroom. This was also emerged as a motivation for students to improve their communication as most of the students mentioned about going abroad to study and/or work and they believed they would need to communicate in English then.

Moreover, giving presentations is considered as an important communication area that students are willing which might be the result of the fact that giving presentations in English is a component in the curriculum of this preparatory school and it aims to improve students' presentation skills in English. This finding might reinforce the idea that the current curriculum of this school had a good impact on students from this aspect. Also, students mentioned during the interview that they wanted to improve their communication skills in English for their future career as they would need to talk and present in English if they were to choose an international company or work abroad.

However, these findings do not mean that these students are always communicating in English whenever they have a chance. There are several social, personal, cultural or affective factors that could change their communication preferences in English. Some students want to communicate in English, but they still do not initiate conversation or take part in one. Hence, teachers should consider these individual differences before simply labelling students as "not competent enough" to communicate and try to increase their willingness to communicate since it is considered by many scholars as the step before the actual communication in L2.

**5.1.2 Discussion of the findings of RQ 2: Does students' level of WTC differ according to; a) gender, b) faculty, c) overseas experience d) total duration of learning English?** The purpose of the second research question was to find out if students' level of willingness to communicate displays a difference according to their gender, faculty that they would be studying, existing overseas experiences and the total amount of time studying English. With this purpose, the findings from both the questionnaire and the interviews will be discussed below.

The results of the present study showed that there was no significant difference in WTC levels of participating students in terms of their gender. Male students ($N=$ 76) were found to have a slightly higher WTC level ($M=$ 62,09) than female students ($N=$74) ($M=$ 60,05), but this was not a significant difference. This finding is in line with MacIntyre et al.'s (2002) study which concluded that gender did not have a major influence on the WTC of learners. However, this finding is contradictory with Smith (1997) and Li (2004) who found that female students had higher WTC levels.

Another factor investigated in relationship with WTC was faculty of the students that they would study after they finished preparatory school. It was revealed that faculties of the students did not have a significant impact on students' WTC level. However, students from the Faculty of Law were found to have the lowest WTC scores, and the highest WTC scores belonged to students from the Faculty of Communication. Some students from the Department of Law mentioned during the interviews that their faculty courses would be mostly in Turkish, so they would not need to communicate in English. However, students from the Faculty of Communication stressed the importance of English for their department. This result was not surprising as students from different faculties are still exposed to the same curriculum and grouped according to their levels of English. They are asked to communicate on the same topics, so their interests are disregarded. Students from the Faculty of Law do not probably have the same intrinsic motivation to learn English as they think they will not need it in their university studies and later in business life. However, students from the Faculty of Communication seem to be more willing to communicate and enjoy taking part in communicative activities by nature.

Thirdly, students who had been abroad were found to have a higher WTC score than those who had never had a chance to go abroad. However, there was not a statistically significant difference between these two groups. According to the interview results, students who had been abroad stated that they somehow had to communicate in English and they found it necessary to learn English to communicate abroad. Most of the students mentioned about studying some part of their university abroad and/or work abroad, so going abroad can be considered as a positive effect on students' WTC and willing students are more motivated to go abroad to communicate in English more and they tend to create more opportunities to communicate in English. This finding can be explained with the rise of interest in student exchange programs and employment opportunities abroad. Bektas Cetinkaya (2005) found out

that willing students had the tendency to create more opportunities to communicate in English with foreigners. For this, participating students in her study preferred to go to touristic places in summer time or use online chat programs, but their communication period seemed to be quite short.

The final factor whose effect on WTC was investigated in this research question was participants' total amount of English language learning experience. Quantitative results did not show a significant difference in students' WTC in terms of their background learning experience. It was assumed that students who had been learning English for a longer period of time would have a higher WTC as they were thought to have a higher perceived competence and linguistic competence and had had more chance to communicate in English. However, when students' interview results were analysed, it was seen that although some students stated that they had been learning English for quite a while, mostly since primary or middle school, they did not have much opportunity to converse in English, practice English in class or focus on English as they had to prepare for university entrance exam. This shows that although, quantity-wise, students are taking English lessons for years in the primary and secondary level, the quality of education in terms of communicative purposes is low and not enough to enable students to communicate effectively in English. Furthermore, the intense importance given to university exam in the last few years of high school is a big setback in students' English education. English lessons are usually neglected in the last few years of high school because students have to focus on other lessons in order to get good results from the university entrance exam with the exception of those who want to major in English.

**5.1.3 Discussion of the findings of RQ 3: What is the relationship between B2 level preparatory school students' WTC in English and; a) attitude towards the international community, b) learners' communication anxiety and c) personality (introversion/extraversion)?** The purpose of the third research question was to look into the correlation between WTC and some variables. These variables were; students' attitude towards the international community, their communication anxiety and their personality in terms of introversion/extraversion. Such being the case, during the data collection process, students were given a questionnaire related to these variables and then, a correlation analysis was conducted between WTC and each one of these variables. Below given the detailed discussion of the findings related to each variable.

*5.1.3.1. Attitude towards the international community.* When the correlation between students' WTC and their attitude towards the international community was calculated, it was revealed that there was a positive, but weak correlation between these two. This means that students with positive attitudes towards the international community tend to have higher levels of WTC which concurs with other studies carried out by Yashima (2002) (2004), Bektaş Çetinkaya (2005), and Şener (2014). However, Clement et al. (2003), Kim (2004) and Min (2010) could not find a positive correlation between these two variables. Interview results also showed that most of the interviewees had different levels of positive attitudes towards foreigners inside and outside their country, and had some interest in foreign affairs and working abroad. Some of them reported that they have foreign friends and it helps them to communicate in English. Those ones who do not have any foreign friends expressed the importance of being in touch with foreigners in terms of communicating in English and that they wanted to have some foreign people around them. Only a few students reported that they did not have an interest in foreigners or communicating with foreigners. These results might be attributed to the impact of globalization and new generations' being more aware of international affairs. Also, the school where this study was conducted receives more and more international students every year, so students have higher chances to meet people from different countries. However, living in a country that has also received some refugees in recent years, some students expressed some negative comments on this issue as they claimed that it affected their attitudes towards refugees, hence foreigners, negatively.

*5.1.3.2. Communication anxiety.* This variable was found to have a negative correlation with WTC which means when students feel higher levels of anxiety, they tend to be less willing to communicate. This finding is parallel with some related studies (Hashimato, 2002; Yashima, 2002; Kang, 2005; MacIntyre & Charos, 2006; Şener, 2014). This finding is not surprising as anxiety is known to affect learning in different areas and willingness to communicate is just another area that it has a negative effect on. When students reflected on their anxiety in terms of communicating in English, they mentioned that the possible reasons for their communication anxiety included exams, talking to someone whose English is better than their level and strangers, a fear of making mistakes, and being criticized for their mistakes. Based on these findings, it can be proposed that teachers should be conscious about the effects of anxiety on their students' willingness to communicate

and try to provide them an environment where students experience less anxiety so that they can actually be willing to communicate in English.

*5.1.3.3. Personality*. In this present study, the correlation between WTC and the introversion/extraversion dimension of personality was investigated and based on the quantitative data analysis; it was found out that personality does not affect WTC to a great extent. Previous studies also showed that personality has a moderately significant correlation with WTC (MacCroskey & Richmond, 1990; Şener, 2004; Yashima et al., 2004, Öz, 2014) or an indirect effect on WTC (MacIntryre, 2004; MacIntyre & Charos, 1996), When students asked about their personality and how they think it affects their communication in English and their willingness to communicate, their answers also showed diversity. Some said their personality did not affect their communication in English because although they reported being extraverted in their native language, they felt less willing to communicate in English because of some other factors like feeling anxious, feeling less competent in English and so forth. It was assumed that extraverts would tend to communicate more in any language, but this finding is contradicting with the aforementioned assumption. However, some students put forward the idea that their introverted personality affected their communication in English and they did not want to communicate in English because of being an introvert. Communication itself is already a difficult thing for them and doing it in the second language is another challenge for them. Based on this discussion, it can be suggested that teachers should pay closer attention to their students' personality features, and should be able to provide a variety of different communicative activities that would be appealing for both extraverts and introverts in class.

## 5.2 Pedagogical Implications

Willingness to communicate has been studied by various researchers in recent years despite being relatively a new construct as it has been considered as the final step before the actual communication in L2. Such being the case, researchers have been investigating the factors that affect WTC negatively and positively. Contrary to popular belief, it is not only the proficiency level in a language that makes students more willing to communicate. The current study offers some practical implications for researchers, course/materials designers, and teachers.

Anxiety was found to be the most important indicator of WTC in this study, and when the literature is reviewed, it can be clearly seen that anxiety has a clear impact on learners' willingness to communicate. There are several reasons why they can feel anxious or nervous in class when they are asked to communicate. Some of these are; the fear of making mistakes, the way they are corrected by their teachers, the possibility of being made fun of by their friends, and the worry of looking bad during oral exams. They also have the fear of being misunderstood because of their poor choices in terms of vocabulary and grammar. Based on the fact that anxiety has a negative impact on learners' WTC, teachers should provide students with a relaxing classroom environment where they will feel more relaxed and stress-free. Also, focusing on communication, not the mistakes they make while communicating should be remembered in some tasks. In-class tasks should be designed in a way that students can use the language to express themselves, but not being criticized harshly for the mistakes they make. When they are given feedback, it should be constructive and students should be reminded that making mistakes is a part of the learning process. When anxiety is lowered down, more and more students might take a more active role in class. Furthermore, when designing the oral exams, anxiety factor should be taken into consideration as it is sometimes the case that motivated students with a high proficiency level that study regularly cannot perform well in oral exams just because of the anxiety they experience during the exams.

The findings also show that willingness to communicate can change according to some situational factors such as interlocutors, context, topics, and place. These situational factors should be taken into consideration when students are asked to communicate in English. While some students are more willing to communicate with friends, some could find it more stressful, hence be less willing to communicate with friends. Moreover, topics of conversation affect students' WTC, so while designing materials, these should be considered as well.

Furthermore, when expecting students to communicate in English, teachers should be free from stereotypes and prejudices. For example, this study shows that longer periods of learning English does not necessarily ensure a higher WTC or some extravert students can also feel less willing to communicate in English due to some factors. High levels of WTC in native language do not mean high WTC in the second language as second language learning has different dynamics inherent to it.

Another point to consider is that students should be motivated to be open to new cultures and make meaningful conversations in English. Almost all of the interviewees in this study mentioned about their desire to go abroad, meet foreign friends and communicate in English. Since not all of them have the opportunity to go abroad, it is crucial to create a classroom environment where students will use English to communicate in a meaningful way. For this, choosing appropriate tasks and topics for them is of great importance. Also, thanks to the immense improvement in technology in education, there are now so many platforms such as websites, mobile phone applications, and online training options, where students can actually communicate with foreigners to practice their L2. As also stated by Bektas Çetinkaya (2005), students can have more chances when using online chats and this also encourages them to learn English and boost their self-confidence. Thus, students should be informed and encouraged to make use of these platforms. However, they may not be aware of them or simply do not know where to start from or which one/s to choose. That's why it is crucial for teachers to keep themselves up-to-date with the latest technology in these areas. They should be aware of the latest trends in educational technologies used in foreign language learning to help their learners inside and outside the classroom.

Finally, in this study, most of the students expressed positive attitudes towards the international community although there were few negative comments about some nations which were superficial and stereotypical. As most of them mentioned, one of their primary goals to learn English is to communicate with people from different countries. It is crucial that they become "global citizens", so universities should use their resources to provide their students with opportunities to acquire global knowledge. For this, extra-curricular activities should be organized, international students should be integrated into the school community and student exchange programs should be provided and students should be encouraged to participate in them.

## 5.3. Conclusions

The current study contributed to the literature by investigating Turkish EFL students' willingness to communicate in English and the factors affecting it. Results indicated that participating students who enrolled in B2 level classes of the

preparatory program at a non-profit foundation university are moderately willing to communicate. They were found to be more willing to communicate with their friends and people they know compared to strangers. The relationship between their WTC and gender, faculty, duration of English learning experience and the overseas experience was not found to be statistically significant, but interview results gave a deeper insight in some of these areas. For instance, some students who would be studying at the Faculty of Law found it unnecessary to learn and communicate in English as their departmental courses would be mostly in their native language.

Furthermore, as in line with previous studies, anxiety was found to be a significant predicator of WTC. Students who are feeling high levels of anxiety tend to refrain from communicating in English. It is obvious that students should be provided with a learning environment where they can feel stress-free and comfortable. It should be reminded that language accuracy is not the only goal of communicative activities and feedbacks should not be discouraging for students. Teachers should choose the areas they give feedback on wisely in order not to heighten students' already-existing communication anxiety.

Finally, as a global language, English is the medium of communication all around the world and this study showed that participating students are mostly aware of this fact. Having a positive attitude towards the international community tends to increase their willingness to communicate. Hence, students should have the chance to meet people from different international communities in order to make their English language learning journey more meaningful and their awareness in this area should be raised by schools and governments.

## 5.4 Recommendations for Further Research

This study has some recommendations for future research. First of all, 150 B2 level (upper-intermediate) students participated in this study and the data were collected from the preparatory school of a single university. Hence, further studies can be conducted with the participation of more students from different universities, so the results can be more comprehensive and more appropriate for generalization. It is also important to remember that participants of this present study were only Turkish students, so teachers and international students can be included and their perceptions can be also added for future studies. Another possible participant group

can be students who have had a chance to participate in study abroad programs so that their WTC can be compared with students who only study in Turkey.

In this study, there were three independent variables that were investigated in relation to WTC. According to the willingness to communicate model (MacIntyre, Clement, Dornyei, Noels, 1998), there are other variables that affect WTC. These variables can also be added to the study and the relationship among the variables can also be investigated. As a result, a WTC model can be proposed for Turkish EFL learners. Also, one of the independent variables of this study was personality. However, only the introversion/extraversion dimension of the personality was taken into consideration. The correlation between WTC and all of the Big-Five personality traits can be studied.

Furthermore, willingness to communicate (WTC) construct was the main focus of this study. However, only oral form of communication was taken into consideration. Thus, other modes of communication and WTC for these can be also studied in future studies. For example, willingness in oral communication and written communication can be compared.

Finally, data were collected through a questionnaire and semi-structured interviews in this study. The variety of data collection tools can be increased. For example, classroom observations or learner journals can be added as data collection tools.

# REFERENCES

Asmalı, M., Bilki, U., & Duban, C. A. (2015). A comparison of the Turkish and Romanian students' willingness to communicate and its affecting factors in English. *Journal of Language and Linguistic Studies, 11*(1), 59-74.

Atay, D., & Kurt, G. (2009). Turkish EFL learners' willingness to communicate in English. In *First International Congress of Educational research: Trends and issues of educational research. Çanakkale: Educational Research Association, Çanakkale Onsekiz Mart University, Ministry of National Education*.

Baker, S. C., & MacIntyre, P. D. (2000). The role of gender and immersion in communication and second language orientations. *Language Learning, 50*, 311-341.

Bergil, A.S. (2016). The Influence of Willingness to Communicate on Overall Speaking Skills among EFL Learners. *Procedia - Social and Behavioral Sciences, 232,* 177-187.

Burgoon, J. K. (1976). The unwillingness-to-communicate scale: Development and validation. *Communication Monograph, 43*, 60-69.

Cao, Y., & Philp, J. (2006). Interactional context and willingness to communicate: Acomparison of behavior in whole class, group and dyadic interaction. *System* 34, 480-493.

Cao, Y. Q. (2009). *Understanding the notion of interdependence and the dynamics ofwillingness to communicate* (Unpublished doctoral Dissertation). University ofAuckland, New Zealand.

Cheng, Y., Horwitz, E. K., & Schallert, D. L. (1999). Language anxiety: Differentiating writing and speaking components. *Language Learning, 49*(3), 417-46.

Cetinkaya, Y. B. (2005). *Turkish college students' willingness to communicate in English as a foreign language* (Unpublished doctoral dissertation). The Ohio State University.

Clement, R., Baker, S. C., & MacIntyre, P. D. (2003). Willingness to communicate in a second language: The effects of context, norms, and vitality. *Journal of Languageand Social Psychology*, 22, 190-209.

Dewaele, J. M. (2012). Learner internal psychological factors. In J. Herschensohn & M. Young-Scholten (Eds.), *The Cambridge handbook of second language acquisition* (pp. 159-179). Cambridge, UK: Cambridge University Press.

Dewaele, J. M. (2013). The link between foreign language classroom anxiety and psychoticism, extraversion, and neuroticism among adult bi- and multilinguals. *The Modern Language Journal*, 97, 670-684.

Digman, J. M. (1980). Personality structure: Emergence of the five-factor model. *Annual Review of Pscychology*, 41, 417-440.

Dörnyei, Z. (1990). Conceptualizing motivation in foreign language learning. *Language Learning,* 40, 45–78.

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. USA: Lawrence Erlbaum Associates Inc.

Gardener, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation.* London, England: Edward Arnold.

Gardner, R. C. (1991). Second language learning in adults: Correlates of proficiency. *Applied Language Learning*, 2, 1-28.

Gardner, R. C., & MacIntyre, P. D. (1993). On the measurement of effective variables in second language learning. *Language Learning,* 43 (2), 157-194.

Gass, S.M. & Selinker, L. (2008). *Second language acquisition*. USA: Routledge.

Ghonsooly, B., Khajavy, G. H., Asadpour, S. F. (2012). Willingness to communicate in English among Iranian non-Englih major university students. *Journal of language and Social Psychology,* 31 (2), 197-211.

Goldberg, L. R. (1992). The development of markers for the Big-Five factor structure. *Psychological Assessment*, 4, 26-42.

Gregersen, T., & MacIntyre, P. D. (2014). *Capitalizing on individual differences: From premise to practice.* Bristol, UK: Multilingual Matters.

Hashimoto, Y. (2002). Motivation and willingness to communicate as predictors ofreported L2 use: the Japanese ESL context. *Second Language Studies, 20* (2), 29-70.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *Modern language Journal, 70,* 125- 132.

Horwitz, E., D. Young. (1991). *Language learning anxiety: from theory and research to classroom implications.* Englewood Cliffs, N. J.: Prentice Hall.

Horwitz, E. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics, 21*: 112-26.

Imran, M. & Ghani, M. (2014). A Correlational Study of Willingness to Communicate and English Language Proficiency. *Journal of Educational Research*, 17(2), 85-99.

Jung, M. (2011). *Korean EFL university students' willingness to communicate in English*. Unpublished doctoral Dissertation. USA: Indiana University.

Kang, S. J. (2005). Dynamic Emergence of situational willingness to communicate in a second language. *System, 33*, 277-292.

Ketabdar, Z., Yazdani, S., & Yarahmadi, M. (2014). The relationship betweenemotional intelligence and willingness to communicate among Iranian EFL learners. *European Online Journal of Natural and Social Sciences*, 3(3), 637-650.

Khazaei, Z. N., Zadeh, A. M. & Ketabi, S. (2012). Willingness to Communicate in Iranian EFL Learners: The Effect of Class Size. *English Language Teaching*, 5(11), 181-187.

Kim, S.J. (2004). *Exploring Willingness to Communicate (WTC) in English amongKorean EFL (English as a Foreign Language) Students in Korea: WTC as a predictor of Success in Second Language Acquisition.* Unpublished doctoral Dissertation, Columbus: Ohio State University.

Li, H. (2004). *Correlations between affective variables and oral performance: Focused on motivation, anxiety, and WTC.* Unpublished doctoral dissertation, Seoul: DankookUniversity.

Matsuoka, R. (2006). *Japanese college students' willingness to communicate in English.* Unpublished doctoral Dissertation, USA: Temple University.

McCrae, R. R., & Costa, P T. (1989). More reasons to adopt the five-factor model. *American Psychologist*, 44, 451-452.

McCroskey, J. C. (1970). Measures of communication-bound anxiety. *Speech Monographs,* 37, 269-277.

McCroskey, J. C. (1977). Oral communication apprehension: A summary of recent theory and research. *Human Communication Research*, 4, 78-96.

McCroskey, J. C. (1984). *The communication apprehension perspective*. In J. A. Daly., & J. C. McCroskey (eds.), Avoiding communication: Shyness, reticence, and communication apprehension (pp. 13- 38). Beverly Hills, CA: Sage.

McCroskey, J. C., & Baer, J. E. (1985). Willingness to communicate: The construct and its measurement. *Paper presented at the annual convention of the Speech Communication Association,* Denver, CO.

McCroskey, J. C., Simpson, T. J., & Richmond, V. P. (1982). Biological sex and communication apprehension. *Communication Quarterly*, 30, 129-133.

McCroskey, J. C. (1992). Reliability and validity of the willingness to communicatescale. *Communication Quarterly, 40*, 16-25.

McCroskey, J. C. (1997). *Why we communicate the ways we do: Acommunibiological perspective*. Boston: Allyn and Bacon.

McCroskey, J. C., & McCroskey, L. L. (1986). Self-report as an approach to measuring communication competence. *Paper presented at the annual meeting of the central states speech association.* (ERIC Document Reproduction Service No. ED 268 592).

McCroskey, J. C., & Richmond, V. P. (1987). Willingness to communicate. In J. C. McCroskey & J. A. Daly (Eds.), *Personality and interpersonal communication*. London: Sage.

McCroskey, J. C., Richmond, V. P. (1990). Willingness to communicate: Differingcultural perspectives. *Southern Communication Journal*, 56, 72-77.

McCroskey, J. C., & Richmond, V. P. (1990). Willingness to communicate: A cognitive view. *Journal of Behavior and Personality, 5*, 19-37.

MacIntyre, P. D. (1994). Variables underlying willingness to communicate: A causal analysis. *Communication Research Reports, 11*, 135-142.

MacIntyre, P. D., Babin, P. A., & Clement, R. (1999). Willingness to communicate:Antecedents and consequences. *Communication Quarterly*, 47, 215-229.

MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second language learning: Toward a theoretical clarification. *Language Learning, 32*, 251-275.

MacIntyre, P. D., & Gardner, R. C. (1991). Gardner, R.C. & MacIntyre, P.D. (1991). An instrumental motivation in language study: Who says it isn't effective?:*Studies inSecond Language Acquisition, 13*, 266-272.

MacIntyre, P. D., Baker, S. C., Clément, R., & Donovan, L. A. (2003). Talking in order to learn: Willingness to communicate and intensive language program. *The CanadianModern Language Review, 59*, 589-607.

MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizingwillingness to communicate in a L2: A situational model of L2 confidence andaffiliation. *Modern Language Journal, 82,* 545-562.

MacIntyre, P. D., Baker, S. C., Clément, R., & Donovan, L. A. (2002). Sex and age effects on willingness to communicate, anxiety, perceived competence, and L2 motivation among junior high school French immersion students. *Language Learning, 52*, 537-564.

MacIntyre, P. D., Babin, P. A., & Clément, R. (1999). Willingness to communicate: antecedents and consequences. *Communication Quarterly, 47,* 215-229.

MacIntyre, P. D., Noels, K. A., & Clement, R. (1997). Biases in self-ratings of second language proficiency: The role of anxiety. *Language Learning*, 47, 265-287.

MacIntyre, P., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and social Psychology*, 15, 3- 26.

MacIntyre,P.D., Clement, R., Dörnyei, Z., and Noels, K. (1998). Conceptualizing willingness to communicate in a L2: a situated model of confidence and affiliation. *The Modern Language Journal* 82: 545-62.

MacIntyre, P., Baker, S. C., Clement, R, & Conrad, S. (2001). Willingness to communicate, social support, and language-learning orientations of immersion students. *Studies in Second Language Acquisition*, 23, 369-388.

MacIntyre, P. D. (1995). How does anxiety affect second language learning? A replay to Sparks and Ganschow. *Modern Language Journal*, 79, 90-99.

MacIntyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *Modern Language Journal*, 91, 564-576.

MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning,* 44, 283-305.

Min, Z. (2010). *Chinese students' willingness to communicate in Canada.* Unpublished Doctoral Dissertation, Canada: University of Windsor.

Norman, W. T. (1963). Toward an adequate taxonomy of personality attributes: Replicated factor structure in peer nominated personality ratings. *Journal of Abnormal and Social Psychology,*66 , 574-583.

Öz, H. (2014). Big Five personality traits and willingness to communicate among foreign language learners in Turkey. *Social Behavior and Personality*, 42(9), 1473-1482.

Öz, H., Demirezen, M., & Pourfeiz, J. (2015). Willingness to communicate of EFL learners in Turkish context. *Learning and Individual Differences*, *37*, 269- 275.

Pattapong, K. (2015) Complex Interactions of Factors Underlying Thai EFL learners' Willingness to Communicate in English. *Pasaa*, 49, 105-136.

Pavičić Takač, V., & Požega, D. (2011). Personality traits, willingness to communicate and oral proficiency in English as a foreign language. In L. Pon, V. Karabališ, & S. Cimer (Eds.), *Applied linguistics today: Research and perspectives* (pp. 67-82). Berlin, Germany: Lang.

Phillips, G. M. (1965). The problem of reticence. *Pennsylvania Speech Annual, 22,*22-38.

Phillips, G. M. (1968). Reticence: Pathology of the normal speaker. *Speech Monographs, 35*, 39-49.

Phillips, E. (1992). The effects of language anxiety on students' oral test performance and attitudes. *The Modern Language Journal.* 76(1), 14-26.

Saito, Y., Samimy, K. K. (1996). Foreign language anxiety and language performance: A study of learner anxiety in beginning, intermediate, and advanced level college students of Japanese. *Foreign Lang. Annals*, 29, 239-251.

Smith, T. E. (1997). Adolescent gender differences in time alone and time devoted to conversation. *Adolescence, 32,* 483-496.

Peng, J.E., & Woodrow, L. (2010). Willingness to Communicate in English: A model in the Chinese EFL classroom context. *Language learning*, 60: 4, 834-876.

Sun, Y. F. (2008). *Motivation to speak: Perception and attitude of non-English major students in Taiwan.* Unpublished doctoral Dissertation, USA: Indiana University.

Şener, S., (2014). Turkish ELT students' willingness to communicate in English. *ELT Research Journal, 3*(2), 91-109.

Xie, Q. M. (2011). *Willingness to communicate in English among secondary school students in the rural Chinese English as a foreign language classroom.* Unpublished MA Thesis, Auckland University of Technology.

Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *The Modern Language Journal*, 86(1), 54-66.

Yashima, T., Zenuk-Nishide, L., Shimizu, K. (2004). The Influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning* 54:1, 119 - 152.

Zarrinabadi, N., & Abdi, R. (2011). Willingness to communicate and language learning orientations in Iranian EFL context. *International Education Studies*, *4*(4), 206-214.

Zakahi, W. R., & McCroskey, J. M. (1989). Willingness to communicate: A potential confounding variable in communication research. *Communication Reports*, 2, 96-109.

Johnson, R. B., Onwuegbuzie, A. J. & Turner, L. A**.** (2007) Toward a definition of mixed methods research. *Journal of Mixed Methods Research, 1*(2)**,** 112-33.

Creswell, J.W. (1999). Mixed-method research: Introduction and application. In G. J.

Cizek (Eds.) *Handbook of educational policy*. (pp. 455-470). New York: Academic Press.

Creswell, J. W. (2014). *Research Design. Qualitative, Quantitative and Mixed Methods Approaches* (4th ed). London: Sage

Cohen, L., &Manion, L. (1994).*Research methods in education* (4th ed.). London : Routledge.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012).*How to design and evaluate research in education* (8th ed.). New York: McGram-Hill Companies.

Vogt, W. P. (1999). *Dictionary of Statistics and Methodology: A nontechnical guide for the social sciences.* Thousand Oaks: Sage Publications.

# APPENDICES

## A. QUESTIONNAIRE (ENGLISH)

Dear Students,

This questionnaire aims to measure your willingness to communicate in English and find out about some factors that might possibly affect it. There are no "right" or "wrong" answers. The answers you give will be treated strictly as confidential and the overall results will be evaluated and interpreted only for academic purposes. This questionnaire does not aim to evaluate you and the results of it will not affect you at all.  Hence, please be sincere in your answers as it is very important to guarantee the success of the research.  Thank you for your participation.

**A.   Background information**

1.  Gender
2.  Faculty
3.  Age
4.  Have you ever been abroad?
5.  How long have you been learning English?

**B.   Willingness to communicate**

Directions: Below are 12 situations in which a person might choose to communicate or not to communicate. Presume you have completely free choice. Indicate the percentage of time you would choose to communicate in each type of situation. Indicate in the space below percent of the time you would choose to communicate.

0 = never communicate, 100 = always communicate

0%_____50% _____100%

I never communicate        I sometimes communicate        I always communicate

_____1. Present a talk to a group of strangers in English.

_____2. Talk with an acquaintance while standing in line in English.

_____3. Talk in a large meeting of friends in English.

_____4. Talk in a small group of strangers in English.

_____5. Talk with a friend while standing in line in English.

_____6. Talk in a large meeting of acquaintances in English.

_____7. Talk with a stranger while standing in line in English.

_____8. Present a talk to a group of friends in English.

_____9. Talk in a small group of acquaintances in English.

_____10. Talk in a large meeting of strangers in English.

_____11. Talk in a small group of friends in English.

_____12. Present a talk to a group of acquaintances in English.

## C. Anxiety

Directions: Below are 12 situations in which a person feels different degree of anxiety. Please indicate in the space below what degree of anxiety you might feel in the following situations.

0%_____50%_____ 100%

I don't feel anxiety          I feel somewhat anxiety          I always feel anxiety

The following situations can occur in your country or abroad. If you have not had the

experience, try to imagine how you might feel.

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

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

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

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

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

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

_____ 7. Talk in English to friends.

_____ 8. Talk in English in a large meeting with acquaintances.

_____ 9. Talk in English to acquaintances.

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

_____ 11. Talk in English to a stranger.

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

**D.    Attitude towards the international community**

Please indicate how much you agree or disagree with the following statements by choosing the option that best describes the extent to which you agree or disagree with the statement.

1-strongly disagree 2-disagree 3-slightly disagree 4-neither agree nor disagree 5-slightly agree 6-agree 7-strongly agree

|  | 1- Strongly disagree | 2- Disagree | 3 –Slightly disagree | 4-Neither Agree Nor Disagree | 5- Slightly agree | 6- Agree | 7- Strongly agree |
|---|---|---|---|---|---|---|---|
| **1.** I want to make friends with international students studying in Turkey. | | | | | | | |
| **2.** I try to avoid talking with foreigners if I can. | | | | | | | |
| **3.** If would talk to an international student if there is one at school. | | | | | | | |
| **4.** I wouldn't mind sharing an apartment or room with an international student. | | | | | | | |
| **5.** I want to participate in a volunteer activity to help foreigners living in the neighbouring community. | | | | | | | |
| **6.** I would feel somewhat uncomfortable if a foreigner moved in next door. | | | | | | | |
| **7.** I would help a foreigner who is in trouble communicating in a restaurant or at a station. | | | | | | | |
| **8.** I would rather stay in my hometown. | | | | | | | |
| **9.** I want to live in a foreign country. | | | | | | | |
| **10.** I want to work in an international organisation as the United Nations. | | | | | | | |
| **11.** I don't think what is happening overseas has much to do with my daily life. | | | | | | | |

| | 1 | 2 | 3 | 4 | 5 | | |
|---|---|---|---|---|---|---|---|
| **12.** I'd rather avoid the kind of work that sends me overseas frequently. | | | | | | | |
| **13.** I often read and watch news about foreign countries. | | | | | | | |
| **14.** I often talk about situations and events in foreign countries with my family and/or friends. | | | | | | | |
| As a reason to study English: | | | | | | | |
| **15.** It will allow me to meet and converse more and varied people. | | | | | | | |
| **16.** It will allow me to get to know various cultures and people. | | | | | | | |
| **17.** I will be able to participate more freely in the activities of other cultural groups. | | | | | | | |
| **18.** I would like to make friends with foreigners. | | | | | | | |

### E. Personality

| | 1- Strongly disagree | 2- Disagree | 3- NeitherAgree Nor | 4- Agree | 5- Strongly agree |
|---|---|---|---|---|---|
| **1.** Are you inclined to keep in the background on social occasions? | | | | | |
| **2.** Do you like to mix socially with people? | | | | | |
| **3.** Are you inclined to limit your acquaintances to a select few? | | | | | |
| **4.** Do you like to have many social engagements? | | | | | |
| **5.** Would you rate yourself as a happy-go-lucky individual? | | | | | |
| **6.** Can you usually let yourself go and have | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| a good time at a party? | | | | | |
| **7.** Would you be very unhappy if you were prevented from making numerous social contacts? | | | | | |
| **8.** Do you usually take the initiative to make new friends? | | | | | |
| **9.** Do you like to play pranks upon others? | | | | | |
| **10.** Are you usually a "good mixer"? | | | | | |
| **11.** Do you often "have the time of your life" at social affairs? | | | | | |
| **12.** Do you derive more satisfaction from social activities than from anything else? | | | | | |

# B. QUESTIONNAIRE QUESTIONS (TURKISH)

1. Cinsiyetiz

2. Fakülteniz

3. Yaşınız

4. Daha önce yurtdışında bulundunuz mu?

5. Kaç yıldır İngilizce öğreniyorsunuz?

**WTC ANKETİ**

(%0 İngilizce konuşmam & %100 İngilizce konuşurum)

6. Tanıdığım kişilerle küçük bir grup içinde İngilizce konuşmak

7. Bir grup tanımadığım kişiye İngilizce sunum yapmak

8. Bir grup arkadaşıma İngilizce sunum yapmak

9. Kalabalık bir toplulukta tanımadığım kişiler arasında İngilizce konuşmak

10. Tanımadığım kişilerle küçük bir grup içerisinde İngilizce konuşmak

11. Kalabalık bir toplulukta arkadaşlarım arasında İngilizce konuşmak

12. Arkadaşlarımla İngilizce konuşmak

13. Kalabalık bir toplulukta tanıdığım kişilerle İngilizce konuşmak

14. Tanıdıklarımla İngilizce konuşmak

15. Bir grup tanıdığım kişiye İngilizce sunum yapmak

16. Tanımadığım birisiyle İngilizce konuşmak

17. Bir grup arkadaşımla İngilizce konuşmak

**KAYGI ANKETİ**

(%0 Hiç kaygı/heyecan duymam & 100 Aşırı kaygı/heyecan duyarım )

18. Tanıdığım kişilerle küçük bir grup içinde İngilizce konuşmak

19. Bir grup tanımadığım kişiye İngilizce sunum yapmak

20. Bir grup arkadaşıma İngilizce sunum yapmak

21. Kalabalık bir toplulukta tanımadığım kişiler arasında İngilizce konuşmak

22. Tanımadığım kişilerle küçük bir grup içerisinde İngilizce konuşmak

23. Kalabalık bir toplulukta arkadaşlarım arasında İngilizce konuşmak

24. Arkadaşlarımla İngilizce konuşmak

25. Kalabalık bir toplulukta tanıdığım kişilerle İngilizce konuşmak

26. Tanıdıklarımla İngilizce konuşmak

27. Bir grup tanıdığım kişiye İngilizce sunum yapmak

28. Tanımadığım birisiyle İngilizce konuşmak

29. Bir grup arkadaşımla İngilizce konuşmak

## ULUSLARARASI TOPLUMA TUTUM ANKETİ

30. Türkiye'de okuyan yabancı öğrencilerle arkadaş olmak istiyorum.

31. Mümkün olduğunca yabancılarla konuşmaktan kaçınırım.

32. okulda bir yabancı öğreci olsa onunla konuşurdum.

33. Yabancı bir öğrenciyle yurt odasını veya bir evi paylaşmaktan rahatsız olmazdım.

34. Civarda yaşayan yabancılara yardımcı olacak aktivitelere katılmak için gönüllü olurdum.

35. Yan dairemize bir yabancı taşınsa biraz rahatsızlık duyardım.

36. Lokantada ya da durakta iletişim sorunu yaşayan bir yabancıya yardım ederdim.

37. Kendi ülkemde yaşamayı tercih ederdim.

38. Yabancı bir ülkede yaşamak isterdim.

39. Birleşmiş Milletler gibi uluslararası bir organizasyonda çalışmak isterdim.

40. Diğer ülkelerde neler olduğunun benim günlük hayatımla pek fazla ilgisi olduğunu düşünmüyorum.

41. Sürekli yurtdışına gitmemi gerektirecek bir işe girmekten kaçınırdım.

42. Genelde yabancı ülkelerle ilgili haberleri okur ve izlerim.

43. Ailem veya arkadaşlarımla yabancı ülkelerde olan olayları konuşur, tartışırım.

44. İngilizce farklı kültürleri tanımama yardımcı olacak.

45. İngilizce farklı ülkelerden insanların sosyal faliyetlerine katılabilmemi sağlayacak.

46. İngilizce yabancılarla arkadaş olmamı sağlayacak.

47. İngilizce yabancı insanlarla tanışmamı ve konuşmamı sağalayacak

## KİŞİLİK ANKETİ (İÇE DÖNÜKLÜK / DIŞA DÖNÜKLÜK)

1 Kesinlikle katılmıyorum – 2 katılmıyorum – 3 tarafsızım – 4 katılıyorum - 5 kesinlikle katılıyorum

48. Sosyal etkinliklerde geri planda kalma eğiliminde misiniz?

49. Sosyal yönden insanlarla kaynaşmayı seviyor musunuz?

50. Tanıdıklarınızı bir kaç seçilmiş kişiyle sınırlandırma eğiliminde misiniz?

51. Bir çok sosyal bağlantınız olsun ister misiniz?

52. Kendinizi vurdumduymaz bir birey olarak görür müsünüz?

53. Genellikle kendinizi rahat bırakıp bir partide iyi vakit geçirebilir misiniz?

54. Çok fazla sayıda sosyal bağlantı kurmanız engellenseydi, çok mutsuz olur muydunuz?

55. Arkadaş edinirken genelde ilk adımı siz mi atarsınız?

56. Diğerleri üzerinden muziplik ve şakalar yapmayı sever misiniz?

57. Genelde uyumlu biri misiniz?

58. Sosyal işlerde sıklıkla eğlenceli vakit geçirir misiniz?

59. Sosyal etkinlikler sizi diğer başka etkinliklere göre daha fazla mı tatmin eder?

# C. INTERVIEW QUESTIONS

1. Which department are you from?

2. How long have you been learning English?

3. How do you feel when you need to use English to communicate? (Remember the times when you communicated in English, how did you feel?) Do usually feel nervous or at ease? If so, why? Do you enjoy using English?

4. How does feeling nervous/at ease affect your willingness to communicate in English?

5. What do you think about English language? How do you feel about learning English?

6. What do you think about the necessity of learning English?

7. Have you ever been abroad? Would you like to go abroad? Which country (countries) and why? (If yes, did you have a chance to use English to communicate?)

8. Do you think you will use English in your future career? Will you use English to communicate mostly with foreigners from English speaking nations or foreigners from all over the world?

9. How do you feel about the foreigners in your country? How would you describe your attitude towards them? Do you approach or avoid them? Would you like to have foreign friends?

10. Think about your personality. Are you an introvert or an extravert? Do you think this personality trait affects your willingness to communicate and the way you communicate in English?

11. How willing are you to communicate in English? Do you use English to communicate regularly?

12. What motivates you to communicate in English? Please give examples.

13. In which situation do you feel most willing to communicate in English? (In pairs, in small groups, in a whole class; with close friends, with teachers, with classmates (not close friends), etc.)

14. Would you like to have more chances to use English in your life? Would you like to communicate in English more inside and outside the classroom? If so, what are you doing for this?

# D. CURRICULUM VITAE

**PERSONAL INFORMATION**

Surname, Name: Yıldırım, Irmak

Nationality: Turkish (T.C.)

Date and Place of Birth: 28 May 1985, Giresun

Marital Status: Single

Phone: +90 536 767 59 09

E-mail: irmakyildirim@gmail.com

**EDUCATION**

| Degree | Institution | Year of Graduation |
|--------|-------------|--------------------|
| MA | Bahçeşehir University | 2019 |
| BA | Hacettepe University | 2008 |
| High School | Hamdi Bozbağ Anadolu Lisesi | 2003 |

**WORK EXPERIENCE**

| Year | Place | Enrollment |
|------|-------|------------|
| 2009 - | Bahçeşehir University | English Language Instructor |

**FOREIGN LANGUAGES**

Advanced English, Beginner Spanish

**CERTIFICATES**

Cambridge In-Service Certificate in English Language Teaching (ICELT) 2009

**HOBBIES**

Yoga, Pilates, Travelling, Backpacking, Camping, Reading, Fitness, Movies

# ÖZ

BİR YÜKSEKÖĞRETİM KURUMUNDA YABANCI DİL OLARAK İNGİLİZCE
ÖĞRENEN ÖĞRENCİLERİN İNGİLİZCE İLETİŞİM İSTEKLİLİĞİNİN İNCELENMESİ

Yıldırım, Irmak
Yüksek Lisans, İngiliz Dili Eğitimi Yüksek Lisans Programı
Tez Yöneticisi: Dr. Öğr. Üyesi Mustafa POLAT

Haziran 2019, 91 sayfa

Bu çalışma bir vakıf üniversitesinde hazırlık okulunda yabancı dil olarak İngilizce öğrenen öğrencilerin İngilizce iletişim istekliliklerini ölçmeyi ve öğrencilerin cinsiyetinin, fakültelerinin, yurt dışı deneyimlerinin ve toplam İngilizce öğrenme sürelerinin iletişim istekliliklerinde bir etkisinin olup olmadığını bulmayı hedefler. Ayrıca, iletişim anında duyulan kaygının, içe dönüklük ve dışa dönüklük bakımından kişilik özelliklerinin ve uluslararası topluma olan tutumun öğrencilerin İngilizce iletişim isteklilikleri üzerindeki etkileri de araştırılmıştır. Bu çalışmada hem nicel hem nitel veri toplama yöntemleri kullanılmıştır. Nicel veriler bir anket yardımıyla, nitel veriler ise görüşmelerle elde edilmiştir. Çalışmaya 150 hazırlık okulu öğrencisi katılmıştır. Bu verilerin analizleri göstermiştir ki öğrencilerin İngilizce iletişim isteklilikleri cinsiyet, fakülte, yurt dışı deneyimi ve toplam İngilizce öğrenme süreleri bakımından istatistiksel olarak anlamlı bir farklılık göstermemektedir. Buna ek olarak, kaygının öğrencilerin İngilizce iletişim istekliliğini negatif yönde etkilediği bulunmuştur. Aynı zamanda, uluslararası topluma karşı pozitif tutumları olan öğrencilerin İngilizce iletişim istekliliklerinin de daha yüksek olduğu bulunmuştur. İçe ve dışa dönüklük olarak kişilik değişkeni ve İngilizce iletişim istekliliği arasında istatistiksel olarak anlamlı bir ilişki bulunamamıştır. Bu sonuçlar gösteriyor ki öğrencilerin İngilizce iletişim istekliliklerini artırmak için kendilerini rahat hissedecekleri sınıf atmosferini sağlamak önem arz etmektedir. Ayrıca, uluslarası topluma olan tutumun pozitif olması için öğrencilere yardım edilmelidir.

Anahtar Kelimeler: İngilizce İletişim İstekliliği, Dil Öğrenimi, Dil Öğretimi, Yabancı Dil Olarak İngilizce

# ABSTRACT

AN INVESTIGATION OF TURKISH EFL LEARNERS' WILLINGNESS TO
COMMUNICATE IN ENGLISH AT A HIGHER EDUCATION INSTITUTION

Yıldırım, Irmak
Master's Thesis, Master's Program in English Language Education
Supervisor: Assist. Prof. Mustafa POLAT

June 2019, 91 pages

This study aims to investigate how willing Turkish preparatory school students studying at a foundation university are to communicate in English, and whether gender, faculty, overseas experiences and the total duration of learning English have an effect on their willingness to communicate (WTC). Besides, the relationship between their WTC and communication anxiety, personality and their attitudes towards the international community was examined. For these purposes of this study, both quantitative and qualitative data collection methods were utilised and a total of 150 B2-level preparatory school students participated in the study. While the quantitative data were obtained through a questionnaire, the qualitative data were gathered through semi-structured interviews. The results showed that B2 level preparatory students at this foundation university were moderately willing to communicate. No statistically significant differences in their WTC levels were found with regard to their gender, faculty, overseas experiences and the total duration of learning English. Furthermore, correlation analysis showed that communication anxiety had a negative effect on students' WTC. Students' attitude towards international community was also found to have an impact on WTC. Students with positive attitudes tended to have a higher willingness to communicate. Finally, the relationship between WTC and personality from the dimension of introversion/extraversion was not found to be statistically significant. The current study implicates that by creating a relaxing, anxiety-free classroom atmosphere, learners' WTC can be enhanced. Also, students should be encouraged to have interests in international communities, affairs and use English to communicate with the international community around them.