

**T.C.  
ISTANBUL SABAHATTIN ZAIM UNIVERSITY  
GRADUATE EDUCATION INSTITUTE  
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**AN INVESTIGATION INTO THE WILLINGNESS TO  
COMMUNICATE OF ENGLISH PREPARATORY SCHOOL  
STUDENTS IN ONLINE EDUCATION IN THE EFL  
CONTEXT**

**MASTER THESIS**

**Rania EDELBI**

**Istanbul  
May – 2022**

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**Supervisor  
Assoc. Prof. Dr. Emrah Grgl**

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# THESIS APPROVAL

This study has been approved in partial fulfillment of the requirements for MA Degree in English Language Teaching.

Chairperson of jury      Assoc. Prof. Dr. Emrah GÖRGÜLÜ

Member of Jury      Asst. Prof. Dr. Özlem ZABİTGİL GÜLSEREN

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Prof. Dr. Metin TOPRAK

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## **DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY**

This is to certify that this MA thesis titled “**An Investigation into the Willingness to Communicate of English Preparatory School Students in Online Education in the EFL Context**” is my own work and I have acted according to the scientific ethics and academic rules while producing it. I have collected and used all information and data according to the scientific ethics and guidelines on thesis writing of Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.



**Rania EDELBI**

Istanbul, May 2022

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Istanbul, May 2022

## ABSTRACT

# AN INVESTIGATION INTO THE WILLINGNESS TO COMMUNICATE OF ENGLISH PREPARATORY SCHOOL STUDENTS IN ONLINE EDUCATION IN THE EFL CONTEXT

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During the second semester in the academic year 2019-2020, coronavirus broke out. The world shook and everything changed. One of the sectors that was affected the most by the pandemic was education. Administrators, teachers, and students had to switch to distance education in such a hurry that left everyone asking questions. One of those important questions was: what will happen to the speaking practice in online education? This study was conducted to examine the effects of the virtual environment on speaking. A willingness to communicate (WTC) scale in the form of a questionnaire was collected from 100 students in a prep school at a medical foundation university in Istanbul. In addition, semi-structured interviews were conducted with one student from each classroom in that school. The quantitative results of the questionnaires through SPSS 26 for Windows, and the qualitative results of the interviews showed that online education is not a strong variable that influences WTC. Briefly, the students who are willing to communicate in the physical classroom are also to a similar degree willing to communicate online. Consequently, the research recommends using online education as a fixed supplementary component to practice speaking in case there are not enough opportunities to speak in the physical classroom, to give less rigorous feedback on spoken discourse while students are speaking, to build rapport and group students in small groups, and finally not to pair a higher-level student with a lower-level student frequently because it will negatively affect the WTC of the higher-level student.

**Key Words:** Willingness to Communicate, Online Education, Speaking Practice, English Preparatory School Students

## ÖZET

### İngilizce Yabancı Dil Eğitimi Bağlamında

### Çevrim içi Eğitimde Konuşma İstekliğine Yönelik bir Araştırma

Rania EDELBI

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı: Doç. Dr. Emrah Görgülü

Mayıs-2022, 122 Sayfa + xii

2019-2020 akademik yılının ikinci s0mesterında korona vir0s salgını bařladı. D0nya alt0st oldu ve her Őey deęiřti. Pandemiden en ok etkilenen sekt0rlerin biri de eęitim oldu. İdareciler, 0ęretmenler ve 0ęrenciler hızla uzaktan eęitime gemek durumunda kaldılar ve kafalarda birok soru iřareti oluřtu. Bu sorulardan 0nemli bir tanesi de Őuydu: evrim ii eęitimde konuşma dersleri nasıl olabilir? Bu arařtırma sanal ortamın konuşma 0zerindeki etkilerini incelemek amacıyla yapıldı. Bir “iletiřim kurmaya isteklilik” (Willingness to Communicate, WTC) 0leęi, bir medikal vakıf 0niversitesinde hazırlık sınıfındaki 100 0ęrenciyle dolduruldu. Aynı okuldaki her sınıftan bir 0ęrenciyle yarı-yapılandırılmıř g0r0řmeler yapıldı. Windows iin SPCC 26 kullanılarak elde edilen niceliksel sonuların ve g0r0řmelerden edinilen niteliksel sonuların g0sterdięi 0zere, evrimii eęitimin WTC 0zerinde 0nemli bir etkisi olmadıęı ortaya ıkmıřtır. Kısaca, y0z y0ze eęitimde iletiřim kurmaya ekinmeyen 0ęrenciler, online eęitimde de aynı derecede iletiřim kurmaktadır. Sonu olarak, arařtırma evrimii eęitimi eęer fiziksel sınıflarda eęitim iin yeterince fırsat bulunmuyorsa konuşma derslerine takviye olarak; 0ęrencilerin konuşmaları 0zerine geri bildirim vermek, iliřki kurmak, 0ęrencileri k00k gruplar halinde -y0ksek seviye olanları d0ř0k seviyelerle birleřtirmeden 0nk0 bu y0ksek seviyeli 0ęrencilerin WTC’sinde negatif etki yapıyor- gruplandırmak amacıyla kullanımını tavsiye etmektedir.

**Anahtar S0zc0kler:** İletiřim Kurmaya İsteklilik, evrimii Eęitim, Konuşma Dersleri, İngilizce Hazırlık 0ęrencileri

## TABLE OF CONTENTS

<b>THESIS APPROVAL</b> .....	<b>i</b>
<b>DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY</b> .....	<b>ii</b>
<b>ACKNOWLEDGMENT</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>iv</b>
<b>ÖZET</b> .....	<b>v</b>
<b>TABLE OF CONTENTS</b> .....	<b>vi</b>
<b>LIST OF TABLES</b> .....	<b>x</b>
<b>LIST OF FIGURES</b> .....	<b>xi</b>
<b>LIST OF ABBREVIATIONS</b> .....	<b>xii</b>
<b>CHAPTER I</b>	
<b>INTRODUCTION</b> .....	<b>1</b>
1.1. Introduction .....	1
1.2. Statement of the Problem .....	3
1.3. The Purpose of the Study .....	5
1.4. Research Questions .....	6
1.5. The Significance of the Study .....	6
1.6. Assumptions of the Study.....	6
1.7. Limitations of the Study .....	7
<b>CHAPTER II</b>	
<b>LITERATURE REVIEW</b> .....	<b>8</b>
2.1. Introduction.....	8
2.2. Definitnion of Distance Education .....	8
2.2.1. Online Education in Present and Past .....	10
2.2.2. Online Interaction Patterns .....	13
2.2.3. The Online Student .....	16
2.2.4. The Content of Distance Education .....	17
2.2.5. Online Education in Turkey .....	18

2.2.6. The Cultural Aspect of Distance Education in Turkey .....	21
2.2.7. Turkish Students' Opinions in Distance Education .....	21
2.3. Speaking Difficulties in EFL Contexts .....	22
2.4. Willingness to Communicate .....	23
2.4.1. WTC and SLA .....	24
2.4.2. Early WTC Studies .....	26
2.4.3. WTC in Different Social Settings .....	27
2.4.4. Macintyre's Model in 1998.....	28
2.4.5. Macintyre's Model and WTC in Turkey .....	30
2.4.6. WTC Variables in L2 .....	33
2.4.6.1. Situational Variables .....	34
2.4.6.2. Psychological Variables .....	35
2.5. Conclusion .....	37
 <b>CHAPTER III</b>	
<b>METHODOLOGY .....</b>	<b>38</b>
3.1. Introduction .....	38
3.2. Research Design .....	38
3.3 Setting and Participants .....	39
3.4. Data Collection Tools .....	39
3.5. Pilot Study .....	40
3.6. Data Collection Procedure.....	40

## CHAPTER IV

<b>FINDINGS AND DISCUSSIONS .....</b>	<b>42</b>
4.1. Introduction .....	42
4.2. Quantitative Data .....	42
4.2.1. Reliability of the Scale .....	44
4.2.2. Overview of the Answers .....	45
4.2.3. Microsoft Teams' Analysis .....	46
4.2.4. SPSS Analysis .....	50
4.3. Qualitative Data .....	51
4.4. Discussion.....	68
4.4.1. Introduction .....	68
4.4.2. Research Question 1 .....	68
4.4.2.1. Quantitative Data .....	69
4.4.2.2. Qualitative Data .....	70
4.4.3 Research Question 2.....	70
4.4.3.1. Quantitative Data .....	70
4.4.3.2. Qualitative Data .....	70
4.4.4. Research Question 3.....	71
4.4.5. Research Question 4.....	71

**CHAPTER V**

**CONCLUSION & RECOMMENDATION.....72**

5.1 Conclusion ..... 72

5.2. Suggestions for Practitioners.....73

5.3. Suggestions for Further Research .....74

**REFERENCES ..... 76**

**APPENDIX .....80**

Appendix A: Informed Consent Form .....80

Appendix B: Demographic Information Form.....82

Appendix C: WTC Questionnaire .....83

Appendix D: Interview Questions ..... 85

Appendix E: Ethical Board Approval ..... 87

Appendix F: Participation Certificate ..... 88

Appendix G: Interviews’ Transcript ..... 89

Appendix H: SPSS Analysis ..... 113

**CURRICULUM VITAE.....122**

## LIST OF TABLES

Table 1: Types of Online Courses.....	11
Table 2: Overview of Students' Answers to the WTC Scale.....	45
Table 3: Interviewees' Answers to the First Theme.....	53
Table 4: Interviewees' Answers to the Second Theme.....	55
Table 5: Interviewees' Answers to the Third Theme.....	57
Table 6: Interviewees' Answers to the Fourth Theme.....	59
Table 7: Interviewees' Answers to the Fifth Theme .....	62

## LIST OF FIGURES

Figure 1: Evaluation of the Four Definition Categories.....	8
Figure 2: Online Enrolment between 2002 to 2010.....	11
Figure 3: Learning Outcomes in Online Education Compared to Face to Face 2003-2011.....	12
Figure 4: Types of Faculty Training.....	13
Figure 5: Interaction Patterns in Online Education.....	15
Figure 6: Gardner's (1985) Socio-Educational Model.....	27
Figure 7: Heuristic Model of WTC in L2 of Macintyre et al. 1998.....	29
Figure 8: Psychological Factors of WTC in the Turkish Context.....	36

## **LIST OF ABBREVIATIONS**

**CLT:** Communicative Language Teaching

**DE:** Distance Education

**EI:** Emotional Intelligence

**IH:** Interaction Hypothesis

**L1:** Native language

**L2:** Second language

**SLA:** Second Language Acquisition

**SPCC:** Self-perceived communication competence

**WTC:** Willingness to Communicate

# CHAPTER I

## INTRODUCTION

### 1.1. Introduction

COVID 19 has had significant effects on every aspect of the world, especially education. During the height of the pandemic spread, online education has ceased to be a luxurious option and it has become the only means of contact with students. Even after two years of the pandemic, online education is still playing a key role in education, and it is here to stay. Inadvertently, the pandemic has launched a whole new profession of online tutoring, many educators have been thriving on online education without having to deal with difficult rules or classroom management issues. Educational technology has been developing drastically for the last couple of decades, and more research into the ways we deliver knowledge online is yet to be done in all fields of education, especially language education. So, distance education is not something recent or a fad. There are documents of distance education occurrences that go back to the 18th century. Of course, it was not conducted through the means of the internet, but through regular mail, letters, telegrams, radio, television, and parcels. Encyclopaedia Britannica in 2012 wrote that correspondence education is a means to educate far students and busy adults via mail; upon completion, the tasks are returned for correction, analysis, and grading. We understand that distance education is not new, but it has always been an alternative even though it was not always accessible to all education seekers. However, the all too sudden need for distance education and distance education only is the resource behind the confusion in education that took place starting Friday, March 13, 2020.

At any rate, the immense development of communication technology that took place during the 1900s was mirrored in distance and online education. Like every other aspect of life, the education sector had to keep up with the development. Distance education is defined as a means of education where the teachers and students are not physically present in the same place. Many different technologies can be used in distance education, one of which is the internet (Roffe, 2004). Although the early existence of distance education is undeniable, only a few teachers are trained to deliver online material. Online education is a different method of teaching than the ordinary book and board method, therefore there is an obvious need for new teaching pedagogy and for the teachers to be involved in this pedagogy (Bernard et al., 2004). That is one of the reasons why online education has faced resistance from teachers at the beginning,

especially the older ones who have extraordinarily little motivation towards professional development, or the ones who have technological apprehension. However, after the pandemic, the same teachers did not have a choice but to join the virtual platforms and go with the flow. They did have complaints that stemmed from the unfamiliar territory, and the lack of administrative support and they worried that they were not delivering high-quality education to their students (Shelton & Saltsman, 2005). Those teachers, though, need to find a solution with the assistance of their supervisors and decision-makers because, in 2011, 65% of educational facilities reported that online education played a crucial part in their future plans (Allen & Seaman, 2011).

As far as Turkey is concerned, online and distance education is not something new in education here either. Much research has taken place to study the effects of online education on students, educators, and administrators. The Turkish researcher Zehra Adiyaman published an article in the Turkish online journal of educational technology in 2002 investigating the three pillars of online education namely: the teacher, the student, and the platform. She explained how teaching foreign languages in online education requires special teacher training and teaching methods, also rigorous interaction is vital for the success and the improvement of language proficiency (Adiyaman, 2002). She also advised the administrations in educational facilities to show much cooperation and understanding while the teachers and the students are practicing and getting the hang of using the online platform. A lot of patience should be afforded in the transitional phase especially since the need for online platforms happened so suddenly that training was not possible in all facilities.

Although there is an awareness of the importance of online education in Turkey, many challenges have been pointed out during the pandemic. The logistical challenges of internet connection, availability of laptops, and setting up accounts on Adobe Connect and Microsoft Teams platforms. Other challenges had more to do with the educational process and the psychology of students and teachers, such as the lack of motivation, the difficulty in giving written feedback, and the difficulty of conducting reliable and valid tests. Last but not least, speaking practice in online education was one of the biggest challenges during the pandemic for both teachers and students.

## 1.2. Statement of the Problem

Speaking is one of the most important and the most challenging skills to teach. Many teachers have started to have doubts about the “teachability” of speaking. They claim that you can only try to help students practice speaking by focusing on communication strategies. Teachers try to give their students the tools to practice speaking. But what makes one student more proficient in speaking than the other? It is exceedingly difficult to measure. Expressing oneself is a valuable tool in communication and it has many challenges, not all of which have to do with the language. Many other psychological factors play a role in speaking proficiency like confidence, motivation, anxiety, and time pressure. Since speaking is done in real-time interaction, oral communication puts extra pressure on students to express themselves in a limited time frame, unlike writing which can be facilitated by repeating and editing (Bernaus & Gardner, 2008).

Turkish students face more or less similar difficulties to most students who study English as a foreign language. They have problems regarding both speaking and pronunciation (Gökhan Ulum, 2015). They may also have problems with their attitude towards using English. Since many high schools in Turkey teach grammar and vocabulary, they do not put much emphasis on productive skills. That is why many university students have not had the chance to practice speaking inside or outside the classroom before. In addition to their motivation, self-perceived competence, and many other factors, Turkish students in the prep schools of different universities do not initiate conversations and have extremely limited ability for speaking full sentences in extended chunks of discourse. The same inability has transferred and worsened in online education during the pandemic, especially at the beginning of online education. Many students would turn off their cameras and disappear, but very few still showed a willingness to speak (Adiyaman, 2002).

Online education confused all those who are involved; may they be learners, teachers, managers, or supervisors because it happened all so suddenly and without a warning, preparation, or an orientation period. So, what happened was that both learners and teachers prioritized passing standardized tests over anything else. The focus was completely on survival and was not on actual or practical learning, therefore all concerns about communication and advancing one’s productive proficiency have been put on the back burner. However, during the 2020-2021 academic year which started virtually right from the beginning of the educational year in September, the panic has somehow subsided and those involved in language learning

began to talk about the advantages and disadvantages of online education and ways to fully exploit all that the virtual platforms can offer. A few months into the fully virtual academic year, teachers started noticing a disturbing pattern that emerged very often during contact hours: only about ten percent of the learners were willing to interact. The majority showed no interest in initiating communication even though they faced no technological obstacles during their lessons (Adiyaman, 2002). This lack of response disheartened teachers and made them start to wonder what the problem was. Despite the fact that online education was clearly the only viable choice during the health concerns and continuous lockdowns, the learners still did not seem to take it seriously. They showed their disinterest by feigning connection problems and relying heavily on a few active learners who took the brunt of answering questions and communicating on behalf of the whole group.

Teachers tried to bridge the gap between virtual and physical education by adapting teaching techniques that emphasize learners' output, such as grouping learners in different channels, using social media for communication, and changing groups in break-out rooms according to learners' proficiency (Adiyaman, 2002). In spite of all efforts, communication was minimum, and learners showed little to no interest in producing the language and initiating contact. In addition to the fact that many learners did not turn on their cameras, teaching has become a task of talking into the void and not knowing if learners are listening which was quite frustrating for many conscientious teachers.

Virtual assessment and the exam system made things worse because it is extremely difficult to fashion a reliable online test where cheating is completely out of the question. Unfortunately, the enormous difference between learners' exam results and their actual performance has led the management to believe that learners may in fact have found ways to help each other pass exams. So proficient learners have become all too popular and another source to depend on by less proficient learners, a source that compensates for the lack of attendance, linguistic progress, and the lack of interest in language learning. The regrettable failure of a strict online testing system made the learners all the less willing to communicate and less invested in their language learning. Knowing that tests used to be the only factor that motivated the majority of our learners in our social context, being unable to use tests as a motivator affected the rest of the educational process. After eliminating the fear of tests and underachievement, the learners who are left standing are the ones who are truly motivated to communicate and the ones who

have an absolute desire to learn the language, not only for their academics but also for their life in general and communication with the international community (Garrison et al., 2003).

Since the future of education in general and language learning in specific is yet unknown, solutions must be found in order to motivate learners to look at the virtual platforms as a serious tool for studying regardless of the reliability of the exams. A solution must be found to equalize the language production between the active learners who see language as a necessity of life, and those who see English as a school subject that needs to be aced. A solution must be found to make all learners more willing to communicate in online education. That is if, in fact, online education has an effect on students' general willingness to speak.

### **1.3.The Purpose of the Study**

English teachers especially foreign teachers who have experience in teaching Turkish students in their EFL contexts release quickly that Turkish students have a low willingness to communicate in English inside the classroom. They are mostly quiet and have a fear of making mistakes. Other reasons for their general unwillingness to speak can be attributed to their attitudes towards the foreign culture, the teachers, the educational system, and the students themselves (Çürük, 2019). The purpose of this thesis is to investigate whether online education has an effect on students' willingness to communicate. The research will show if virtual platforms increase or decrease students' willingness to communicate. The results can help EFL teachers understand the reasons for the lack of students' production online and how to increase it. This research also advocates for the efficiency of online education and explains that students' unwillingness to speak has very little to do with the virtual platform and everything to do with their own personal motivation in addition to other factors that will be identified during the evaluation of student's interviews.

### **1.4. Research Questions**

RQ1: What is the key variable on university students' willingness to communicate in online education?

RQ2: To what degree does online education affect university students' willingness to communicate?

RQ3: To what degree does online education affect university students' affective factors?

RQ4: What can EFL teachers do to increase students' willingness to communicate in online education?

### **1.5. The Significance of the Study**

The significance of this study stems from the fact that online education has been imposed on us so suddenly and so completely, that we were unable to research its advantages and disadvantages yet. Online education may continue as the only option for many months to come, therefore further focus on how to use educational platforms to the fullest must be applied. We need to examine how to use those platforms in the service of our learners and show them how to exploit the full potential of technology. Even though we may not be able to see the learners physically in the classroom, communication should not be stopped. If online education proves to have a positive influence on learners' willingness to communicate, teachers will be encouraged to continue using those virtual platforms to practice accuracy and fluency-based speaking task with their learners (Bernard et al., 2004).

This research is taking place in a preparatory program in one of the health science foundation universities in Istanbul – Turkey. The learners in that program are serious and hardworking, nonetheless, they prefer to do any linguistic activity in the classroom other than speaking. They are quite fond and used to grammar and vocabulary exercises. On the other hand, since online education has come into our lives suddenly and since no one knows for how long it is going to last, these studies about excelling at virtual education seem to be the most appropriate in these times and they are quite needed (Shelton & Saltsman, 2005).

### **1.6. Assumptions of the Study**

In her metalinguistic awareness research, Jacqueline Thomas stated that the students of foreign languages must be willing to speak in order to increase their general language learning. Language proficiency stems from the willingness and the motivation of the learner (Thomas, 1992). Another assumption in this research is that willingness to communicate is different between the classroom and online education. Assuming that communication apprehension gets under control when the student does not have to be in class speaking in front of friends and teachers, the student should be more willing to speak. There will be a discussion to investigate to what degree online education affects willingness to communicate and whether virtual education and willingness to communicate have a positive or negative correlation. The scale in this study has been used in many previous studies about willingness to communicate. So, the assumption is that the questionnaire will yield reliable results. In addition, the interview questions are designed specially to further understand the connection between virtual education

and students' desire to communicate and their apprehension. Both the questionnaire and the interview are reliable data collection tools. And they have been piloted for the purpose of this research and its validity.

Furthermore, the interviews with the students will be conducted online via Microsoft Teams which the students have been using for a long time. So, there should be no technological problems. Also, the interviewer will have a local teacher sign in the interviews in case students had something to say and they could not express it in English. There is no fear or any kind of apprehension during those interviews, so the assumption is that the answers provided by students are full and honest since they were assured that there are no wrong answers.

### **1.7. Limitations of the Study**

This research is conducted in a foundation university in Turkey, the students are studying English in the preparatory school of this university. This university is a medical university that teaches health sciences. The students at the preparatory school are going to major in medicine, pharmacy, and dentistry. So, the students who participated in the research have a more or less similar approach to education. Generally speaking, they are hardworking students, and they are motivated to pass exams with good averages. However, the same study should be conducted with other students whose majors are different from health sciences. It would be interesting to know the results of this research in different majors like the humanities, literature, and journalism, for example. Moreover, there were 150 students in that prep school at the time of the research and only one hundred answers to the questionnaire were accepted, and eight students were interviewed: one student from each classroom. That is why a larger sample from different universities and different majors may add to the validity of the results. Furthermore, this research could also be conducted in high schools to see whether there is a difference in willingness among younger generations.

## CHAPTER II

### LITERATURE REVIEW

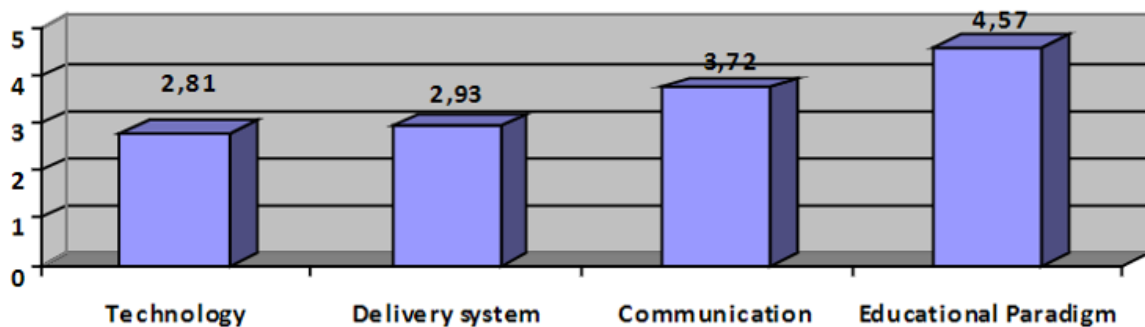
#### 2.1. Introduction

This literature review will be divided into two main sections. The first one focuses first on distance education (DE) in general, and second on DE in Turkey in particular. The second section focuses on the concept of willingness to communicate (WTC), the social, and psychological variables that affect WTC and its model.

#### 2.2. Definition of Distance Education

In an attempt to find an all-inclusive definition of online education, a team of Spanish linguistic researchers conducted interviews with experts in educational technology from all over the world. They concluded that distance education can be defined through four categories: technology-driven definitions, delivery-system-oriented definitions, communication-oriented definitions, and educational-paradigm-oriented definitions (Sangrà et al., 2012). The following figure is taken from their research paper summarizing those categories:

**Figure 1: Evaluation of the Four Definition Categories by the Participating Experts (1= does not represent the e-learning concept; 5= represents the e-learning concept exactly).**



Source: (Sangrà et al.,2012)

After the researchers have analyzed the results of the interviews of the experts, they produced the following definition:

“E-learning is an approach to teaching and learning,  
representing all or part of the educational model applied,

that is based on the use of electronic media and devices  
as tools for improving access to training, communication  
and interaction and that facilitates the adoption of new  
ways of understanding and developing learning.” (Sangrà et al., 2012)

Any research concerning distance education should take into consideration the knowledge acquisition within the students’ profile, the circumstances, needs and wants of the students, the study process and their learning styles, the course books and study materials, the social relevance, the degrees of student autonomy, and last but not least, the communication patterns (Holmberg, 1995).

Distance education is possibly the most significant development in education in the last century (Garrison et al., 2003). The importance of keeping up with the latest technologies and online platforms in education and developing electronic materials cannot be denied by all different educators in different realms of learning whether it is language centers, universities, or schools (Grahame et al., 2003). Although there was resistance to using technology in teaching foreign languages at the beginning, the new realization of the importance of using the language outside the classroom opened the door to accepting modern teaching technologies (Grahame et al., 2003). One of the distinctive aspects of distance education is the centrality of the learner. No other teaching methodology or approach has ever put such emphasis on the learner and learner autonomy (Garrison et al., 2003). In traditional education, the learner is still responsible for his own education, however, the teacher’s own processes usually control how learners learn. In distance education, teachers’ control is lessened to a degree and that can have both positive and negative effects. One of the positive effects though is that students are more responsible and take more control over their own pace of learning in online education (Holmberg, 1995). The independence of the learner is an attractive concept that was put to the test during the pandemic.

Moreover, the role that the educational facilities play in distance education is important as well. Holmberg stated that there are two kinds of organizations: autonomous which refers to private institutions; and mixed which refers to those facilities that follow strict rules of governments (Holmberg, 1995). Those different organizations impose different realities on teachers and students in terms of testing and educational freedoms. In other words, students’

autonomy and teachers' involvement in distance education are controlled by the administrators under which both are involved (Grahame et al., 2003).

Students, teachers, and administrators are not the only factors that affect distance education. It is a complicated phenomenon that has many interrelated factors of complexity (Farhad Saba, 2005). The following systems are believed to contribute to the success of distance education as mentioned in Farhad's article: software, hardware, telecommunication, instructional, educational, social, and global systems (Farhad Saba, 2005). The most interesting idea mentioned in the same article is that research has proven that instruction is remarkably similar in both traditional teaching and distance education. However, the perception of this instruction is different among students and teachers (Farhad Saba, 2005). Farhad likened distance education to a group of actors i.e. teachers, students, and material designers who participate in interactive communication. As far back as 1967, Peters was able to recognize the complexity of distance education and defined it as a complex, hierarchal, nonlinear, dynamic, self-organized, and purposeful system of learning and teaching (Peters, 1967).

### **2.2.1 Online Education in Present and Future**

In an interesting annual report on the growth of online education in the states in the year of 2008, Seaman and Allen claimed that online education enrollment is expected to increase due to the increase in unemployment during and post-pandemic era (Allen & Seaman, 2011). This situation is not exclusive to the states, but it is a global issue. Also, the ever-rising costs of university and college education would give another reason for online education to prosper. While administrators attributed income as a reason for supporting online education, teachers on the other hand supported the student-centeredness of the approach. Interestingly, public institutions stated that online education is a stable in their long-term plans. Whereas private institutions showed a slight decline in the desire to include online education in their future academic plans (Allen & Seaman, 2011). The same report claimed that engineering is one of the lowest-rated materials to be taught online, however foreign languages were among those subjects that were preferable to be delivered entirely online. Furthermore, undergraduate students have taken the biggest rate when it comes to enrolling in online education. The same report distinguished the diverse types of online education from completely online to completely traditional. The following table will explain the difference clearly.

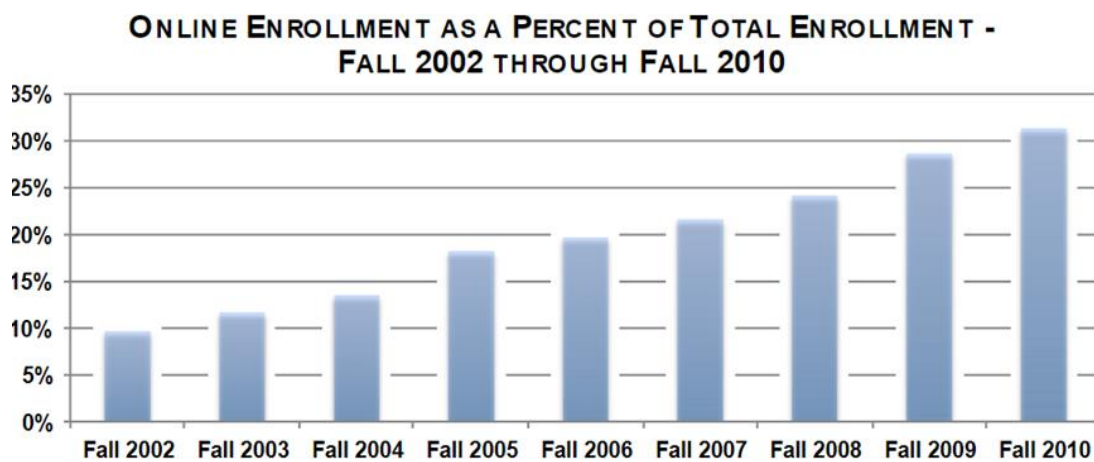
**Table 1: Types of Online Courses**

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course where no online technology used — content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system (CMS) or web pages to post the syllabus and assignments.
30 to 79%	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings.
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Source : (Allen & Seaman, 2011)

The fact remains that an increasing number of students are opting for fully online enrollment as compared to traditional classes. As is shown in the following figure taken from the same resource.

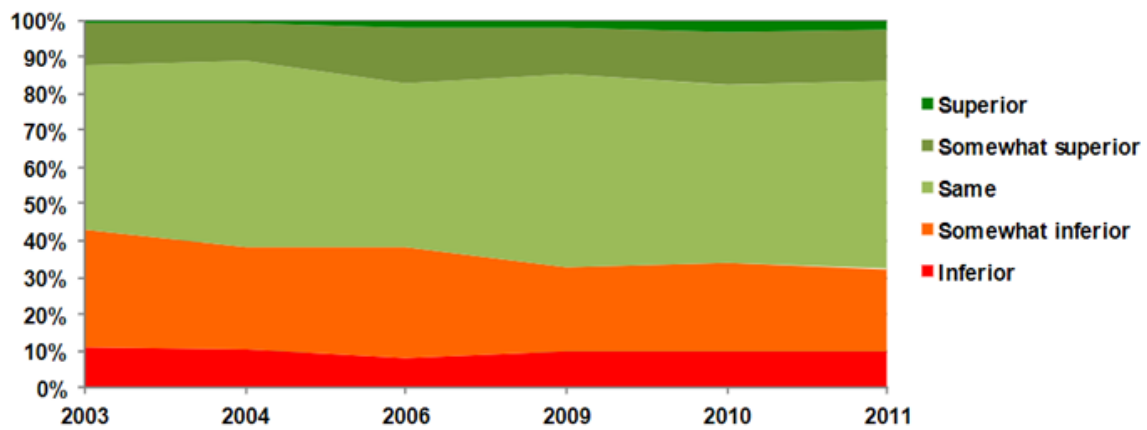
**Figure 2: Online Enrollment between 2002 to 2010**



Source: (Allen & Seaman, 2011)

Although online education seems to be here to stay for a long time to come, there is still a small percentage of educators who believe that online education is inferior in quality to regular face-to-face lessons. Even some employers would insist on credentials that are taken from the classroom and will not dignify those who receive online credentials and will view them as subpar. The following figure taken from Allen and Seaman’s report shows the percentages of online education acceptance.

**Figure 3: Learning Outcomes in Online Education Compared to Face to face 2003-2011**

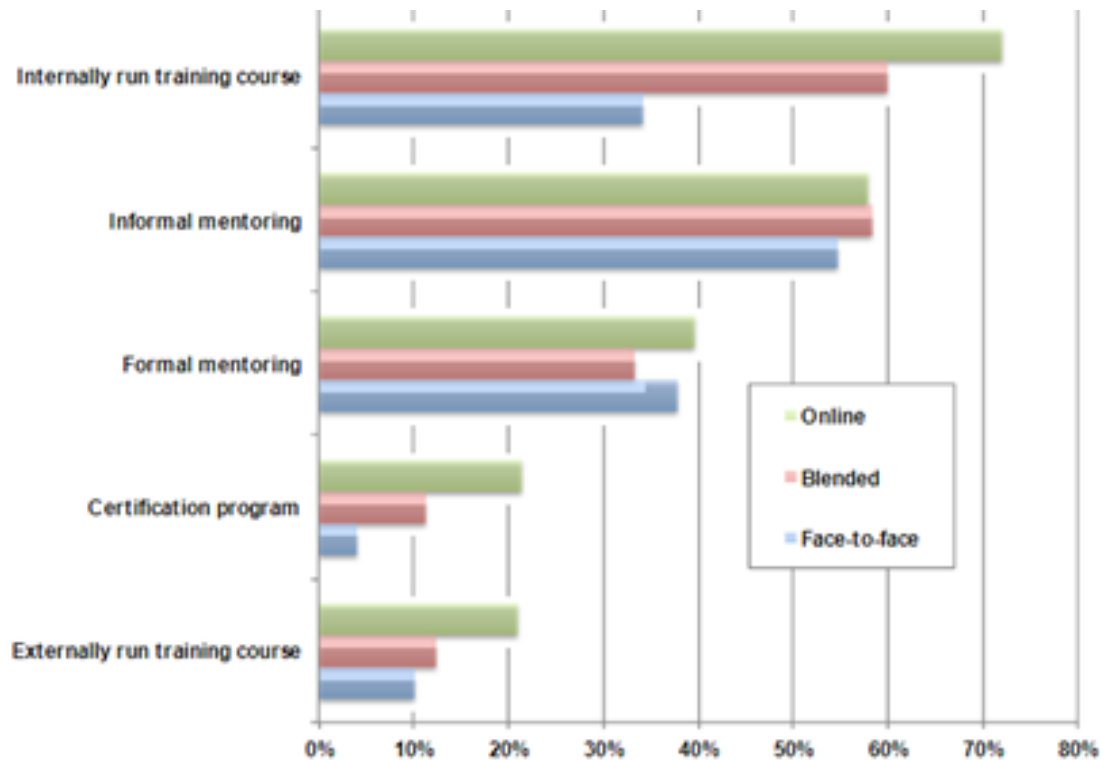


Source: (Allen & Seaman, 2011)

The dimension that had the most satisfying rate is the fact that students can learn at their own pace in online education compared to traditional learning. Another winning dimension is surprisingly the student-faculty interaction. The report showed a higher percentage of fruitful interaction with faculty members. However, student-to-student interaction was valued at a lower rate in online education (Allen & Seaman, 2011). Moreover, online education wins the comparison in terms of flexibility. No traditional scheduling would have the same flexibility rate as the one offered by online education, both students and academicians support this fact.

On the other hand, since online teaching requires different pedagogy, a need for training teachers has emerged. The report shows that in the past only twenty percent of administrators offered teacher training, but these percentages increased to fifty percent in the last two years (Allen & Seaman, 2011). The internally organized programs play the biggest role in teacher training as shown in the figure below, the figure is taken from the same report.

**Figure 4: Types of Faculty Training Provided by Type of Course 2011**



Source: (Allen & Seaman, 2011)

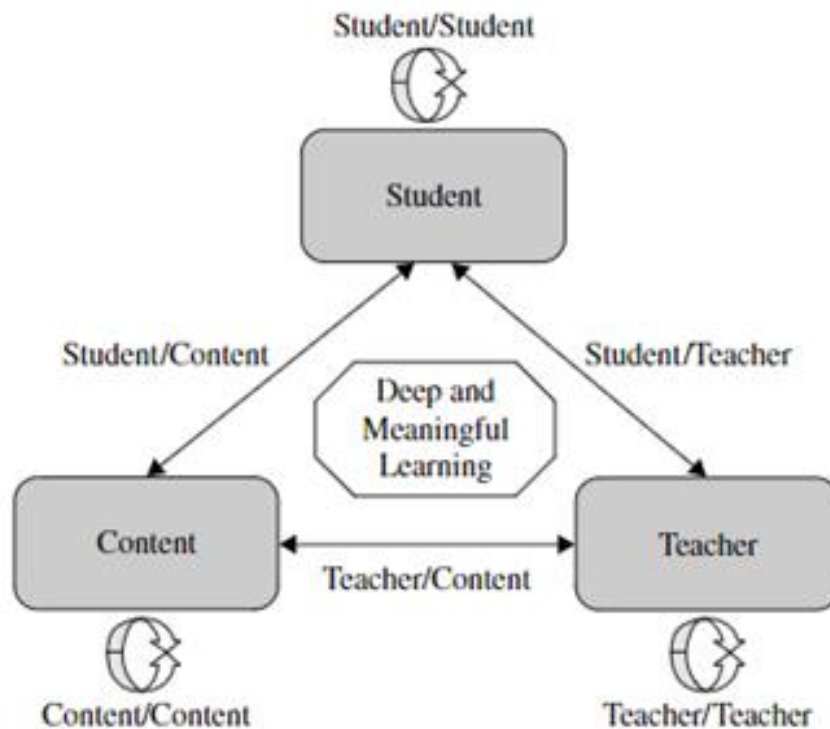
### 2.2.2. Online Interaction Patterns

Traditionally, the interaction was limited to student-teacher patterns. The teacher asks a question, the student answers, and the teacher gives feedback. The more developed foreign language teaching methods have become, the further it got from that particular interaction pattern. The teacher has willingly taken the back seat in the modern classroom and is viewed as a facilitator and no longer is the only resource of information and feedback. Likewise, this pattern has become more complex and diversified in online education. The issue remains that interaction in online education needs to encompass interaction with the machine and not only human interaction (Anderson, 2003). Wagner 1994 stated that the word communication is exclusive to human beings, whereas interactivity is between a human being and a machine. Wagner said that it is impossible to tell the difference in the benefits of communication and interactivity and that there is not enough research to conclude which the students need more of (as cited in Anderson, 2003). Although Wagner defined interaction in terms of instruction-giving only, Anderson saw interaction occurring thought the whole education process. In other words, interaction happens among all that is included in the educational system including students, teachers, administration, machines, materials, and more. She said that interaction

among them affects each other in mutually dependent relationships (Anderson, 2003). The importance of interaction in language learning is highlighted in Krashen's Natural Approach. He said that interaction in a meaningful setting is key to improving students' proficiency in every other aspect of the language. Interaction is the first step to asking questions about all other aspects of language. A student needs to know how to express his thoughts and inquire about himself, his surroundings, and his learning needs (Krashen & Terrell, 1998). That is why Krashen recommended problem-solving activities that would require students to interact in order to reach a solution. These types of activities would foster improvement through natural conversation and an authentic need to communicate. Likewise, John Dewey 1938 emphasizes the importance of interaction and claims that learning cannot take place unless the students of language gave plenty of opportunities to transform the information they receive to different participants. (Dewey 1938 as cited in Anderson, 2003). Additionally, Laurillard 2000 stated that educational interaction needs to include content in addition to the students and teachers. If you exclude content from this equation, the interaction turns into a friendly chat in an informal setting. So, organized, and preapproved content should be the backbone of educational interaction (Laurillard 2000 as cited in Anderson, 2003). Finally, Michael Hannifin 1989 indicated different uses for interaction such as pacing, elaboration, confirmation, inquiry, and navigation. (Michael Hannifin 1989 as cited in Anderson, 2003).

As far as interaction in distance education goes, Moore 1989 divided interaction modes into three types: student-teachers interaction, students' interaction, and the interaction between students and the content (Moore, 1989). Sutton in the year 2000 added another type of interaction exclusive to distance education, namely vicarious interaction. He defined it as what takes place when a student processes the interaction happening in front of him between students or another student and the teacher. Sutton discovered that those students with vicarious interaction appreciate the conversation happening in front of them, but they do not possess the 'desire' to participate for many reasons (Sutton, 2000). In sum, interaction is an essential component of learning anything, especially language. Whether the learning is taking place in class or online, interaction must occur even when students prefer to be silent, and they interact with the content or within themselves (monologue). The following figure is taken from Anderson, 2003 article about the different modes of interaction in distance education. It summarizes what was mentioned above clearly.

**Figure 5: Interaction Patterns in Online Education**



**Source: (Anderson, 2003)**

Surely, we must not forget the importance of the type of activities that teachers themselves can design to foster interaction in distance education. They should be able with time and sufficient training to create activities that maximize the interaction function and minimize the amount of wasted time or unnecessarily complicated instructions (Anderson, 2003). Moreover, the social component of distance education or the student-student interaction is what moves e-learning from an individual activity to learning at a distance. Interaction is what gives distance education integrity. (Shale 1990 as cited in Anderson, 2003). Not to mention the added benefit of interaction which contributes to the students' motivation, self-esteem, self-confidence, and desire to express themselves. Also, communicative skills are the most important qualities employers look for. So, if education is to be related to gaining power, communication skills and communicative strategies should be on the top list of goals distance education strives to achieve. Nonetheless, some students tend to choose distance education in order not to be forced into social or interactive activities. Those students show that they are less willing to communicate because of their nature or a few psychological factors which will be discussed in detail further on. Another major type of interaction is between the student and the electronic content. The worldwide web has provided students with a myriad of educational resources that they can exploit at their own pace. They can choose to receive customized materials according

to their level and interests. Students have gained more control over the content in distance education and this fact can have a profound effect on their motivation and perception of knowledge (Anderson, 2003). There is no doubt that electronic content now can perform as many if not more tasks as a teacher can do each time. This content can take into consideration the individual learning style and wants.

### **2.2.3 The Online Student**

Although the learner is at the heart of distance education, only seventeen percent of articles in the American Journal of Distance education focus on the learner (Gibson, 1998). The rest of those articles focus on the application of media and learning tools. There is an undeniable limitation of focus on the distance learner, and the little research done into the learner appears to be without a theoretical foundation. Wallace 1996 suggested that distance learners are changing with time. The rules and behaviors of distance learners in the past may not apply to the modern or postmodern learners of today. (Wallace 1996 as cited in Gibson 1998). Modern learners are opting for distance education because of the flexibility it offers, as was mentioned earlier. In addition, learners are connecting the learning outcomes with their learning goals and strategies, they adapt the materials to their own learning styles. Additionally, the research shows that distance learners are not alone. They get the constant support of their families, friends, teachers, and administrators to facilitate learning and prevent social isolation (Gibson, 1998). At any rate, Gibson states that hardly any research has been made on the effects of culture and communities on the distance learner. We understand that the learner is not alone, but how his community affects his distance learning is still unidentified. The key variables in learner satisfaction are control, inclusion, different stressors including technological errors, and finally the lack of affective clues or body language (Gibson, 1998).

There is evidence to indicate that the global group of distance students cannot be called homogenous (Holmberg, 1995). Most commonly, those students are adults, not necessarily employed, between the ages of twenty-five to thirty-five. In some countries, like Sweden, distance learning is recognized as a legitimate and formal study form. In other countries, like Germany, distance education is seen as a second chance for those who cannot for one reason, or another get formal traditional face-to-face education. Again, the number one reason that students opt for online education even in countries that may not recognize its legitimacy is flexibility. Time control is the second reason. The third reason is that students find it easier to work at their own pace in online education. Likewise, students who do not place importance

on group dynamics chose online education because they like to work on their own without peer pressure (Holmberg, 1995). Interestingly, Holmberg discovered that distance education students see themselves as more assertive, more confident, more purposeful, and better planners than the students who stick with traditional learning. Although in some countries and some unique economic and political circumstances, online education is not an option, students still expressed their desire for online education as it gives privacy and individuality to learning, it requires no attendance, and it makes studying independent of time and place (Holmberg, 1995). Finally, Holmberg stated that although age and previous education experience play a key role in the success of distance students, personal motivation and discipline is the singular most essential factor in the success of distance learners.

#### **2.2.4 The Content of Distance Education**

As we saw earlier, the research done on the learner in distance education is extremely limited indeed. Contrastingly, research on the material and course development for online education is plentiful and encompasses more than seventy percent of all studies in the field (Holmberg, 1995). Several authors, especially in the Open University, have tried to adapt the theories of traditional teaching to online education, such as behaviorism, discovery learning, cognitive psychology, and cybernetic theory (Holmberg, 1995). Various material designs were constructed to help students choose the content appropriate for their needs and the activities that suit their learning styles. As we mentioned earlier, distance education gives more choice to students, and it can easily foster students' autonomy. Among the most common practices in distance education are the self-checking exercises as stated by Holmberg in his 1995 article. Research in Venezuela concluded that material design in distance education is so important that higher rates of success and achievement were recorded when the material design is appropriate to the students, and when students are included in the decision-making process concerning what to study and focus on (Holmberg, 1995). On the other hand, highly technical and entertaining study materials may have the opposite effect on students' attention. Those materials may encourage surface learning without deep critical thinking to grasp the structure. If we believe that meaningful interaction is the key element to learning a foreign language, then only the content that allows such interaction should be used in distance education. Holmberg also urges educators not to forget the written form of interaction that takes the back seat in distance education. Specific written feedback should be afforded to distance students, and they

should in turn be familiarized with this form of feedback so that feedback would bear fruit and be as helpful and timesaving as possible.

Designing materials appropriate for distance education is not an easy feat because there are many variables that need to be taken into consideration. In 2005, in their book *The Systematic Design of Instruction*, a group of scientists comprised a holistic model for material design.

In his article about material design for distance education, Rick Shearer of the University of Pennsylvania stated that there are many complicated factors to consider before choosing the distance material that is different from the factors in traditional education (Shearer, 2003). We should consider the audience, the geography of the audience, the goals of learning, the political environment, the mission of the institution, the technologies available, and the market competition. Finally, over the last ten years, much research, in fact, most of the research done in distance education has been dedicated to material design, and many designers claim to have found the pinnacle of materials. Nevertheless, there is no one best solution to solve all the issues that come with designing materials for distance education (Shearer, 2003). At any rate, Shearer mentions that we can assess materials regarding the control that particular content can provide the student over his learning situation, control over his interaction, and overall learning objectives. The more control the materials can provide a student, the better it becomes. The best materials are those that linger between student autonomy and student abandonment and confusion (Shearer, 2003). Moore said in 1973 that the autonomous learner is not a modern Robinson Crusoe who is castaway, isolated, and completely self-sufficient to learn on his own. There must be a social component and interaction to learning (Moore, 1973 as cited in Shearer, 2003). Therefore, the amount of control the materials offer the distance learner is paramount to his success. If there is too much structure, the learner will feel pressured and isolated. If there is not enough structure, the learner will feel cut off and lost. Finally, the design of the course in distance education must consider the policies of the institute, provide time for students to catch up on their assignments, be able to retake exams, offer the content in diverse ways that cater to different cognitive styles, give the students a chance to control and self-regulate and be as autonomous as possible without completely leaving them on their own (Shearer, 2003).

### **2.2.5 Online Education in Turkey**

English has become the most studied foreign language in Turkey. However, it is still far from being taught appropriately and sufficiently. Although its importance is increasing day by day,

it is only used in education, the private sector, and foreign affairs (Gökhan Ulum, 2015). English has started to be viewed as a compulsory component in the curriculum of all schools by the Ministry of National Education (Can, 2005 as cited in Ulum, 2015). English Language learning in Turkey has become vital to keep up with the developments in the world of knowledge and to share the Turkish footprint with the world. In modern Turkey, communicating with the global world has created the unprecedented need for knowing a different language, and it has become that knowing how to use English is a unanimous norm of modernization and being a part of the world (Gökhan Ulum, 2015). The application of foreign language teachers' education in Turkey started in the academic year 1938-1939 by establishing Foreign Languages High School that aimed at training language teachers for two years. The first program of language teacher training started in Konya with sixteen candidates under the recommendation of John Dewey who visited Turkey in 1945 (Gökhan Ulum, 2015).

Despite the importance of English Language teaching, and despite making English an obligatory course in schools, many Turkish researchers have agreed that English teaching has not been embraced by the majority of students, educators, and administrators yet (Yaman, 2015). Even before the pandemic, English courses were offered as a distance education option especially in state universities in Turkey. Even though distance education has gained popularity around the world, it did not reach its full potential yet in Turkey and its programs are not at a standard level for so many reasons. Yaman states that the main reason is because of the lack of sufficient teacher training programs, especially in online education. Teachers are expected to go on teaching using the same traditional pedagogy which is not successful in online education. In addition, he says that the students' technological access and illiteracy may cause disadvantages at times. Yaman's research revealed that twenty-seven state universities and ten foundation universities offer the compulsory English component of their curriculum via distance education. These numbers were calculated in 2015 of course before the pandemic, and Yaman says that it is a small number in comparison to the total number of universities in Turkey. At any rate, universities seem to have embraced the concept of distance education and they will continue to offer this option in the future because of its convenience for the students and administrators alike (Yaman, 2015). Yaman emphasizes the importance of technical training for teachers and admins, otherwise, they will face a real handicap organizing and offering online classes. On the other hand, students must be trained as well at the beginning of the academic year so that their learning is not hindered because of technical issues. Yaman cleverly says that even though technology has always been welcomed in the lives of our modern

students, however, it brings with it also an unlimited number of distractors. In addition to the fact that exams should be administered completely differently in online education so that they would still hold their validity and reliability. Finally, universities in Turkey are still offering English courses online, and it is wrong to say that these courses are completely useful or useless. They definitely offer a myriad of advantages and disadvantages. Those universities still do not have trained staff to teach English online. In addition, the content of the English courses varies immensely among universities. There are many challenges that face online education in Turkey especially in English language teaching in terms of material, technology knowledge, time management, administrators' facilities, and so on (Yaman, 2015).

The research shows that not only students are inclined to enroll in distance education, but the educational facilities also reported many benefits to distance education. They claimed that it is cost-effective, productive, and offers higher quality education and it can include more students who cannot join classes for economic, physical, or geographical reasons (Ruzgar, 2004). So, distance education in Turkey, as in other countries, has opened the doors to multiple kinds of students who, without distance education options, would not be able to receive education such as students with disabilities or mothers with children. The delivery of content in distance education should be cultural-sensitive since it brings forth students from different faraway rural areas. In order to keep up with postmodern students' education needs online, a regular needs analysis must be conducted regularly and preferably at the beginning of each educational cycle (Ruzgar, 2004). It is especially important to note that distance education is not unequivocally the opposite of face-to-face or traditional teaching because some techniques that are used in the classroom can transfer easily to online classes such as feedback, asking and answering questions, activating schemata, and engaging students in interesting content. Before the pandemic, in the academic year of 1999-2000, 505955 students in Turkey received their education online (The Ministry of National Education as cited in Ruzgar, 2004). The first incident of distance education was in Ankara in 1956 when the employees of a bank were trained by letters. In 1981, the government-sanctioned a decision to give freedom to universities to apply distance education to some of their subjects. However, learner-learner interaction is part of the design of Turkish distance education programs because students are required to memorize and recite more often than not (Alp, 1987 as cited in Ruzgar, 2004). But Turkish university students are observed to be highly social because they usually go to classes together, talk together very often, and have healthy social interactions which cannot be provided to them

in the formal distance education. The lack of social interaction among Turkish students is conceived to be one of the biggest drawbacks of the social, friendly, and open society.

### **2.2.6 The Cultural Aspect of Distance Education in Turkey**

Culture, which plays an undeniable role in language teaching, is diversified, to say the least in Turkey. The national culture displays a wide variety of differences including subcultures, gender, social class, religion, and generation. But since Turkey is a developing country, the platforms of distance education have been imported and adapted and yet they cannot keep up with the cultural diversity in Turkey (Isaac, 1989 as cited in Ruzgar 2004). The use of programs that belong to other countries caused a contradiction in the cultural use of those programs. To illustrate, Koul 1995 set an example of a cultural setting that belongs to the developing countries. Now, usually in those countries, the teachers assume the role of knowledge-giver, the students understand and expect to be passive learners. However, in distance education, both the students and the teachers feel cheated because there is not enough space or time to deliver information as the cultural setting dictates. Koul called it a 'cultural trap of online education.' (Koul, 1995 as cited in Ruzgar, 2004). Only when both students and teachers agree on the importance of learner autonomy and that teachers can only do so much is when the success of distance education in developing countries will flourish. Murphy 1992 urges researchers to study the social codes that lie behind the communication and interaction patterns in Turkish culture. When those social codes are understood, the commitment of the distance learner is activated. Murphy explains that the social system that governs relationships among students in Turkey is the reason students continue to attend lessons and it is the reason for their participation. The key to learning in Turkey is memorization and recitation, so the transition from oral tradition to a more isolated system is challenging (Murphy, 1992 as cited in Ruzgar, 2004).

### **2.2.7 Turkish Students' Opinion in Distance Education – Higher Education**

To answer this question, Ruzgar 2004 did research on students' opinions on their own education. She conducted a survey with 1284 graduates: 958 from regular face-to-face education, 326 are distance students. She realized that there is a social contradiction in the perception of online education. Although the participants believe that education can be given online, they think it is weak and not as effective as traditional education. They believe that education is best only when it is given at school within regular social interaction between

teachers and students and most importantly among students themselves. The survey excluded that distance students see themselves as qualified as traditional students, but the traditional students do not perceive the former as a threat in the job market. They claim that even employers prefer students with traditional certificates. The main reason is that tests and assessments cannot be fair or valid in online education they say. Although both groups of students agreed that the quality of education is similar in both realms, distance students want to continue receiving their education in regular classes. They also agree that preparing and studying for higher education like a master's degree can be easily done online. Both groups also agree that the education they take is sufficient enough for their future lives (Ruzgar, 2004). In summation, the patriarchal structure of Turkish society may believe that real education is the one done in the class with teachers' supervision, so distance education will slowly rise to fruition. As is apparent in the slow acceptance of the benefits and the inclusion of distance education, especially with the increasingly fast development of technology.

### **2.3 Speaking Difficulties in EFL Contexts**

Many of the problems EFL students face in speaking English have nothing to do with their linguistic abilities. Zhang 2009 discovered that speaking difficulties are related more to the psychological factors and motivation levels of students. He identified a few hurdles that prohibit students from speaking. One of them is inhibition or communication apprehension. Students are afraid of making mistakes and being made fun of in front of their peers. It takes an exceedingly important level of confidence for a student to speak with mistakes among his peers. This level of confidence hardly exists, and it is especially supported by the kind of motivation many EFL students do not possess (Zhang & Elder, 2009). This motivation is another field of study, and it is quite complex and very deep. However, Al-Hosni 2014 summarizes the strongest influences of motivation which are interesting topics and friendly instructors (Al Hosni, 2014). Zhang, 2009 and Al-Hosni 2014 claim that the instructors' attitude and their teaching pedagogy can easily make or break the motivation to speak in class. They claim that sometimes instructors are to blame for a few of the speaking difficulties that the students face, for example, limiting the conversation to a few talented students who control the practice and will not let anyone else try to speak. The big gap in students' speaking proficiency in class, which is the case in many EFL classes in developing countries, is one of the strongest motivation killers. Students believe if they are not strong enough to speak as well as their peers, they should not even try. And in this case, the teachers' immediate feedback on

their output would only make things worse (Al Hosni, 2014). Another major obstacle to speaking practice in class Zhang 2009 said is that in EFL contexts more often than not, students share the first language. So, they find it much easier to communicate in L1 and it takes much monitoring and very rigid rules for them to practice L2 inside, let alone, outside the classroom. In sum, Al Hosni 2014 discovers that the three major difficulties of speaking in EFL courses for Omani students are: linguistic difficulties, the use of the mother tongue, and inhibition (Al Hosni, 2014). The researcher also says that the innate belief or disbelief of instructors is another major reason for the lack of speaking practice. She claims that the teachers themselves do not believe in their students' ability to improve speaking in EFL contexts. They think that if students are not able to practice English outside the class, whatever they do during contact hours cannot be enough. Also, AL Hosni says that the EFL curriculum used in ELF contexts hardly offers any real opportunities for authentic practice of speaking (Al Hosni, 2014).

Malaysia 2015, Rodrigues and Vethamani used an online platform as a support for the main traditional course only for practicing speaking individually. The online learning program is called EPiC English Proficiency in Conversation. They divided the participants into two groups: the first group was exposed to traditional teaching only, and the second one was trained on how to use and write the experience of EPiC. The important part of this experiment was that the speaking practice was done individually online, and students were able to work on their own without any sort of pressure or apprehension. They wrote down their impressions in a journal which was studied as a research tool after the experiment is done. Furthermore, both researchers conducted interviews to further validate the results of the study. The findings of the research were remarkably interesting. They discovered that even though students were not practicing with another student or with the teacher, they were practicing with the machine, the students still showed a higher level of proficiency not only in speaking but also in listening and vocabulary. Of course, the researchers recommended that educators should be encouraged to use online speaking platforms to help students practice autonomously at their own pace without any apprehension (Dineen Rodrigues & Edwin Vethamani, 2015).

#### **2.4 Willingness to Communicate (WTC)**

“WTC is a means and an end at the same time”

(Dörnyei, 2005)

### **2.4.1 WTC and Second Language Acquisition (SLA)**

WTC is one of the most important constructs of communicative language teaching CLT (Ellis, 2008). Although English Language Teaching is leaning toward communication in the modern classroom, students show truly little willingness to communicate which can be frustrating to many teachers. WTC can be looked at from a trait or a state perspective. It is also essential to look at the heuristic model of WTC in the second language as Macintyre 1998 has envisioned. It will help the teacher understand that for a language student to speak, he must go through so many layers of preparation. Unlike the other language skills, the ability to speak and give real-time answers and get involved in authentic conversations in L2 needs many factors met. Therefore, this heuristic model will help teachers understand the complexity of speaking, look at all the variables that need to be exactly right, and it will help teachers not feel frustrated when a student does not show improvement in their speaking ability while he can do grammar and vocabulary exercises well. In the 21<sup>st</sup> century, communicative language teaching has taken the lead in classrooms in almost all parts of the world (Ellis, 2008). Whether teachers have task-based activities, a lexical approach, focus on structure, or situational dialogues, the fact remains is that communication is the key in the postmodern language classroom. Since students can learn everything about a language and about the world indeed, solving their communication problems may open the doors for their entire education. Everyone is familiar with Krashen's Interaction Hypothesis theory and that students must be exposed to a +1 level of language input in order to improve. However, Long 1996 has updated this theory and stated that not only interaction in the second language helps acquisition by comprehensible input, but also the negotiation of meaning can enrich language learning. Long says that interaction can give an example to the students of what is not appropriate and what does not work in authentic communication. In other words, wrong interaction teaches the student what not to do or say can be as helpful as the correct way of communicating according to Long 1996. Another way interaction can help is that it gives a planet of chances for students to modify their speaking patterns if they are not understood (Long, 1996). Ellis 2008 supports this pattern by claiming that language students self-correct when they see that there is a discrepancy between what they want to say and what they can say (Ellis, 2008). Moreover, Swain 2005 has proposed a merger between Ellis's comprehensible output and Long's Interaction Hypothesis, she called it The Output Theory (Swain, 2005). She states that language learners need the chance for "pushed output". That means spoken discourse that is understandable, appropriate, and specific to the situation. Swain says that while students are struggling to produce comprehensible spoken

discourse, they can recognize what they do not know and what they need to know in order to get their message across. According to the theoretical framework of communicative language teaching, plenty of interaction opportunities must be provided to the language learners. They are put in situations where they should exchange meaningful interaction, negotiate meaning, and use communication strategies to overcome communication breakdowns. Ellis called this process the interactional adjustments (Ellis, 2008).

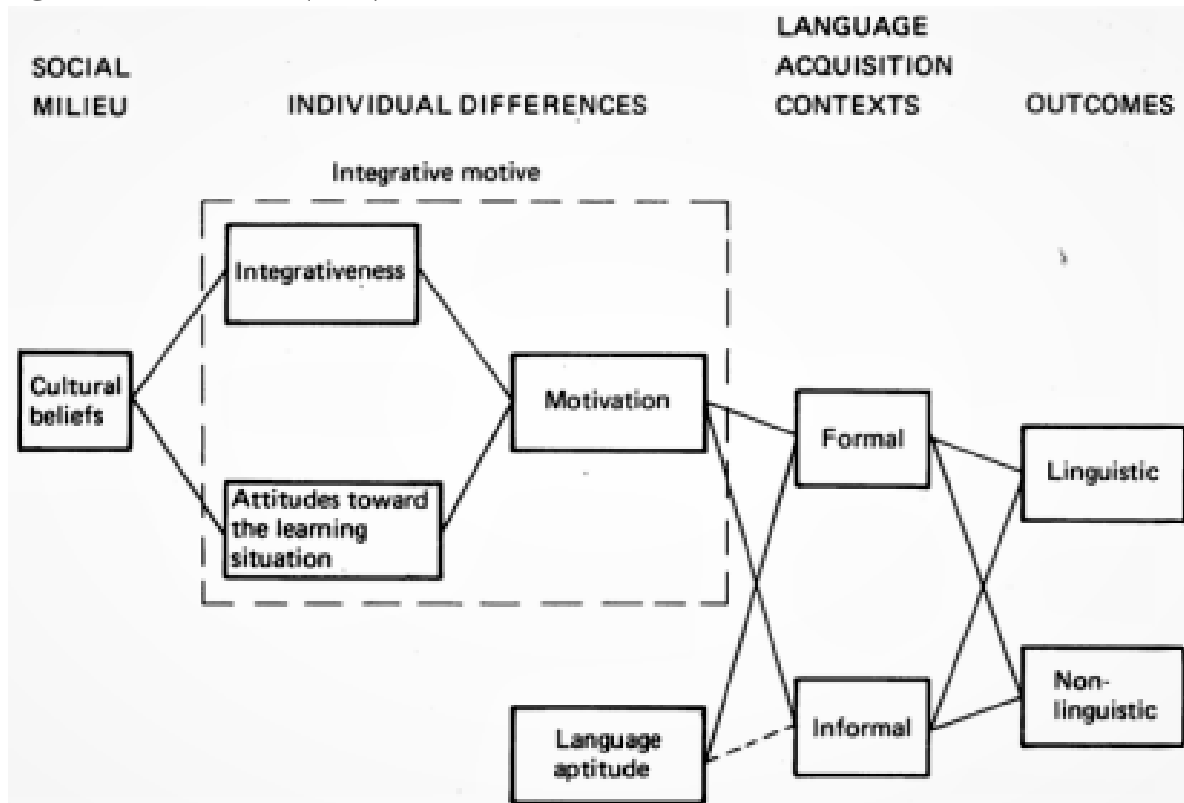
As above mentioned, the active students who do not seem to mind speaking and making mistakes while speaking seem to be better language students. They create more opportunities for themselves to interact, thus assessing their structure, knowing what they are missing, the use of new vocabulary, and the use of language. So, the talkative who are willing to take risks are the better students or the faster students. They can benefit more from communicative learning teaching (Ellis, 2008). Macintyre, Baker, Clement, and Conrod seem to agree with Ellis's viewpoint about the importance of WTC. They said that a higher level of WTC gives students more chances to practice the appropriate usage of L2 (Macintyre et al., 2001). Previously in 1998, not only did Macintyre suggest that WTC is a personal variable that enriches L2 acquisition, but also is a goal of L2 teaching pedagogy as well (Macintyre et al., 1998). Dörnyei 2005 went to the degree that WTC is the one personality variable that ties together all other variables that make a student learn the language properly. It is the one construct that helps all other psychological and linguistic factors in second language acquisition (Csizér & Dörnyei, 2005). He says that WTC is a tool to learn and a goal to learn by itself. He claims that there is no valid research into SLA without the component of WTC.

Furthermore, Macintyre et al. 1998 advised language teachers to create programs and follow a teaching pedagogy that supports students' WTC. In order to achieve that, the teachers need to study the factors that influence the levels of WTC and help students understand what WTC is (Macintyre et al., 1998). In sum, not only should teachers understand and create activities to raise WTC, but they should also prove to the students why their willingness to speak is essential for their language learning. If a student, however, is not willing to participate in communication for whatever reason that may be, a real drawback to his overall language competency should be expected (Macintyre et al., 1998). In sum, researchers seem to agree on the importance of WTC. They state that its importance does not only relate to speaking skills, but also to the whole concept of second language acquisition. Some of them go the distance to say that SLA and WTC are mutually inclusive.

### 2.4.2 Early WTC Studies

The first model of WTC in L2 was based on Gardner's socio-educational model in 1985. This model focused on the relationship between WTC in L2, motivation, and students' attitudes towards L2 culture. The model explains how learning takes place in the foreign language classroom. Gardner proposes that a good language learner must have a prominent level of motivation to learn and integrate into L2 culture. He called this motivation: 'integrativeness'. This integrativeness along with the students' attitude toward the teacher, the course, and L2 culture will make or break the student's level of motivation. The motivation in turn will affect the student's level of activity in a learning situation (Gardner, 1988). So, the language student who keeps sitting in the corner with nothing to say has an exceptionally low level of integrativeness and a negative attitude which makes him a nonparticipant according to Gardner's theory. On the other hand, Dornyei 1990 asked a particularly good question. What if the student's motivation has to do with learning the language without the need to integrate into L2 culture? Not all English students have the opportunity to communicate with native speakers and practice communication outside the classroom as is the case in EFL contexts. So, he suggested that a modification must be made to Gardner's model. Yashima 2002 came along to create this modification. He said that instead of calling it integrativeness with L2 culture, we should see it as an international posture (Yashima, 2002). Yashima who is in the EFL context himself realized that not all Japanese students need to learn English in order to communicate with the natives. Not all of them are going to travel, and you cannot limit the students' attitudes to one L2 culture. That is why a global or international attitude is more comprehensive. Despite the misgivings that Dornyei saw in Gardner's socio-educational model, no one can deny that it was the most influential effect in the early research into WTC.

**Figure 6: Gardner's (1985) Socio-Educational Model.**



Source: (Gardner, 1988)

### 2.4.3. WTC in Different Social Settings

Back in 1985, McCroskey stipulated that WTC is a trait innate in a person. So, a student is either willing or not willing to talk and there is not much anybody can do about it. If we follow this belief, that means that WTC is not a teachable construct in the classroom. If this is the case, students are doomed to either learn the language easily or not at all. It is dismaying, to say the least, to think that it is in a person's nature to learn a language and that nothing can be done to improve it (J. McCroskey & Baer, 1985). At any rate, Macintyre who examined WTC in Canadian Immersion programs with 226 students discovered that WTC is twofold: trait-like behavior and state-like behavior, or what can be called Situational WTC (Macintyre et al., 1999). The trait WTC was measured statistically by using a questionnaire containing questions about perceived competence, communication anxiety, confidence, introversion, and sociability. The situational WTC was measured by a self-rating system where students checked how anxious they are and how willing they are to speak in different hypothetical social situations. The results of the research showed that trait WTC and situational WTC are balanced and can be integrated. Macintyre postulated that trait WTC helped students choose to be in interactional social situations, in other words, trait WTC made students social. On the other

hand, the situational WTC helped students start conversations with particular recipients (Macintyre et al., 1999). Unfortunately, two years later Macintyre himself announced that the self-rating system of the previous research was not suitable for absolutely concrete results. That is why he called for further investigation into WTC using observations and interviews. In 2005, Macintyre's wish came true when Kang made empirical research into the variables of WTC. She conducted interviews and followed four test subjects while studying at an American university for eight months. She found out that WTC is an extremely unsteady variable in the sense that it can change according to the recipients of the conversation, the topic of the conversation, and the context. In addition to other factors that can be temporary like the level of the comfort of the speaker, anxiety, self-esteem, and feelings of excitement or disappointment. Overall, Kang's research produced a holistic idea that WTC is a multi-layered concept that is dynamic, and it can change constantly and instantly, not like a personality trait that can hardly change (Kang, 2005). So, we understand from Kang's research that WTC is a complicated concept that cannot be measured only quantitatively by concrete questionnaires. There should also be interviews or observations to determine the behavior of the subject from a neutral point of view, the idea that changed the form of the research into WTC forever.

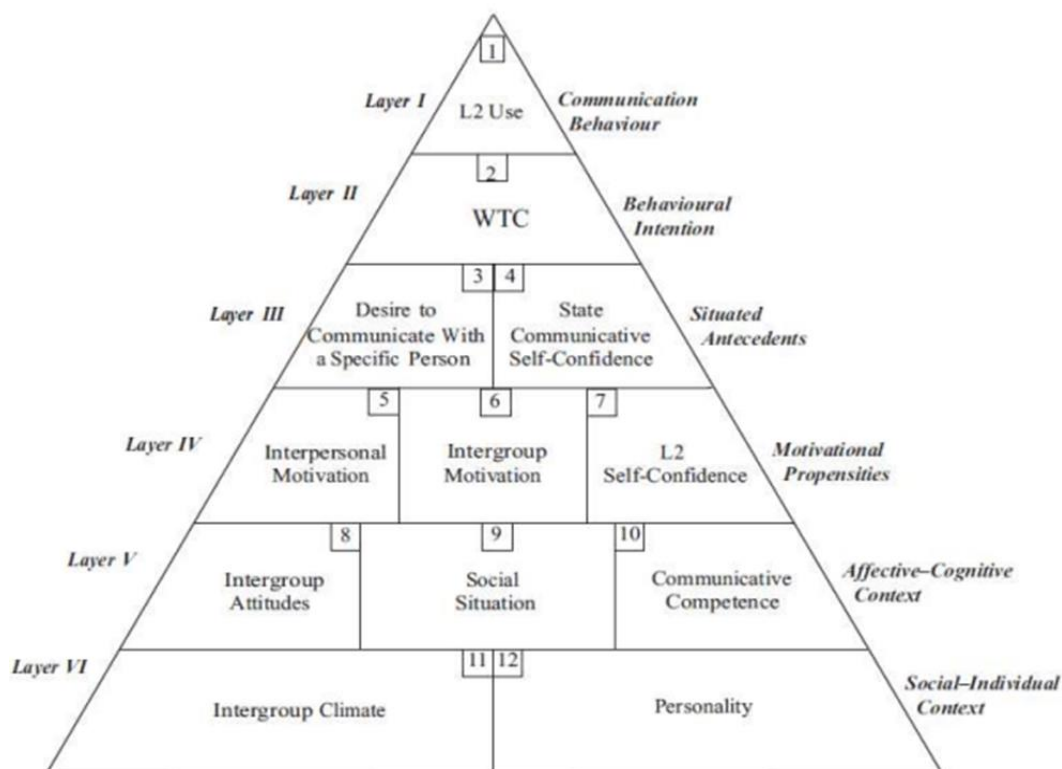
#### **2.4.4. Macintyre's Model in 1998**

Macintyre designed this model to illustrate the complexity of speaking in L2. It comprises the trait-like factors or personality-like characteristics that are out of control, innate and natural. Also, it includes the situational factors that have an influence on the fluctuation of WTC. As you will see in the figure, there are six layers of interconnected variables that start with the innermost personality factors and end up with the most immediate and most temporary of factors. This model is an intersection of the cognitive and social variables for L2 Language use. It also shows the potential correlations among those variables. The intergroup climate and personality occupy the base of this model because they represent the continuing influence of language use. It means the community in which the student speaks in addition to his own personality or characteristics that can drive him or stop him from speaking in a specific social context, such as shyness, self-confidence, introversion...etc. the fifth layer included the attitude toward L2 culture or the "international posture Yashima puts it (Yashima, 2002). Also in this layer, there is the social situation or context; in other words, where the student needs to speak and with whom and about what topic, whether this topic is interesting to him or not. In this layer, you can also see the linguistic competence that includes communication strategies,

discourse, grammar, vocabulary, or language competence. The fourth layer is the last layer of enduring influences. It includes the motivation of the group in which the student finds himself, his personal motivation to speak the language, the way he sees himself, and his role in said group in addition to self-perceived communication competence; in other words, how well the student thinks he can communicate. Moreover, the top three layers in the model represent the situational or the temporary influence on WTC. Macintyre 1998 claims that those factors have a direct influence on WTC and language use. Whereas the bottom three layers are the affective variables that have an indirect influence on WTC (Macintyre et al., 1998). This heuristic model of WTC is exceptionally perceptive because it deals with the concept of WTC as a situational variable with a twist of temporary and continuous influences. It can help to explain pedagogically the individual differences that are related directly to SLA.

Since 1998, this model has been put to the test by empirical research to determine the accuracy of its components. Macintyre et al used this model in the immersion schools in Canada in 1999. This research showed that motivation, communication competence, and language anxiety are all major influences to drastically increase or decrease the students' WTC in L2, and subsequently SLA (Macintyre et al., 1999).

**Figure 7: Heuristic Model of WTC in L2 of Macintyre et al. 1998**



Source: (Macintyre et al., 1998)

#### **2.4.5. Macintyre's Model and WTC in Turkey**

There is a plethora of WTC studies in Turkish contexts, however, the researcher will mention the most significant and effective ones. The question is how will the unique sociocultural variable in the model be any different in the Turkish context? Does the Macintyre WTC model work in EFL contexts? Or does it have to be modified to suit one particular EFL context?

In 2005, 356 participants from a Turkish university were the subjects of Cetinkaya's research into WTC. She wanted to know whether the students had a desire to express themselves in English. Furthermore, she wanted to see the connection between motivation, anxiety, competence, attitude towards the international culture, and personality. The results of her questionnaires showed that the students preferred to speak in English to close friends and in small groups, but they had an elevated level of anxiety and apprehension when it comes to speaking with strangers or giving presentations in L2 or talking to a large group of people. However, the qualitative results of the semi-controlled interviews with the sample showed that the students' attitude is different in reality. They thought it would be pointless to speak with someone whose first language is Turkish. This relates back to Murphy's opinion that the Turkish culture is an oral culture with strong patronage. The close social ties among students may result in hindrances in SLA since the aim is to talk to a friend and not learn a language. Cetinkaya wrapped the results of her research by saying that there is indeed a clear connection among the variables in Macintyre's model. There is a strong correlation between students' perceived competence, motivation, confidence, and WTC. Likewise, the structural equation modeling SEM has revealed that there is a connection between the students' attitude towards L2 culture and WTC. Moreover, self-perceived communicative competency had a direct connection to anxiety and in turn WTC. Cetinkaya discovered that college students feel more competent when they speak to their friends and in a small group, this feeling had an effect on anxiety. They felt less anxious and thus had a higher WTC. The situation was reversed in her research when students had to speak with strangers and in a large group. They had low self-perceived competency, and higher anxiety and so the WTC was lower. Although Cetinkaya's research into WTC in the Turkish context is one of the most significant and quoted research in the academic papers, the results of her research are hardly shocking. They are consistent with human nature and not only in the Turkish context. IN other words, it is expected that a language student would feel more comfortable talking to a close friend or a small group of acquaintances. There is hardly a case where a student would rather give prolonged presentations in front of a

group of strangers in a foreign language, may this student be Turkish or in any other culture. Nonetheless, her research gave empirical proof of the results.

In a remarkably interesting and dear topic of research about introversion and WTC, Huseyin Oz examined the connection between the Big Five Personality Traits and WTC in a Turkish context in 2014. He discovered that only twenty percent of Turkish students studying in an English department showed an important level of WTC. In addition, the more successful the students are the higher their WTC is. This fact also aligns with Macintyre's hypothesis in 1999 that the general success of a student is related to WTC. Oz also stated that his research rendered a positive correlation between WTC and the students' extroversion, friendliness, and diligence (Oz, 2014). The issue with the results of Oz's research is that the personality traits that have a direct relation to WTC which has a direct relation to SLA and the general success of a student are hardly teachable. One wonders how teachers can teach students to be agreeable and friendly! Is it possible for language teachers to show students how to have a prominent level of consciousness and responsibility when it comes to their education? Does a teacher respect a student's preference of being an introvert? Or does she force a student to be more extroverted in order to be more successful? Even if a teacher can push an introverted student towards speaking and having a high WTC, will the communication in this case be genuine? Permanent or temporary? What is the line between the personal freedom of students who do not want to talk, and the teachers' desire to push them to interact in order to learn? Is it a valid teaching pedagogy or an imposition? One wonders.

One year later in 2015, Huseyin Oz conducted another study to examine the relationship between Emotional Intelligence and WTC in Turkish contexts. He discovered a significant correlation between EI and WTC in his sample of 165 EFL learners. Moreover, he stated that a majority of Turkish students have a high level of emotional intelligence (Oz, 2015). This is to be expected in the unique social context of Turkey where students seem to be close to each other.

Back in 1995, Meral Kaya did research in the preparatory school of The Middle East Technical University to examine the relationship between the affective personality variables and WTC. She used questionnaires and classroom observations in compliance with Macintyre's suggestion that self-evaluating answers are not sufficient in studying the psychological factors of WTC. She used Pearson product-moment correlation and discovered that there is in fact a strong relationship between motivation, anxiety, self-confidence, extroversion/introversion on

one hand and WTC on the other. Kaya called WTC class participation. She stated that the variables correlated highly with each other. The strongest correlation was between self-confidence and participation, whereas the lowest correlation was between anxiety and participation. So, EFL students will speak even though they are anxious, but they will not speak if they have low self-confidence. She also discovered in the same study that self-confidence and motivation were the highest-scoring predictable factors of class participation or WTC. Finally, she advised the teachers to mind those affective factors on student participation and to understand the dynamics behind WTC (Kaya, 1995).

Looking at WTC and its variable from the perspective of students studying to become English teachers in 2014 in Canakkale, Sener conducted research on 274 potential English teachers and examined the relationship between WTC and their personality affective factors in addition to their attitudes towards the international community. Her research utilized three different tools of data collection: questionnaires, observations, and interviews. Sener's results are exactly supportive of her predecessor Kaya's 1995 results that self-confidence is the single highest influence on WTC inside and outside the classroom. The students' WTC was found to be moderate to high, keeping in mind that the sample in this research is future EFL teachers. They had a cheerful outlook towards the international culture in general and the culture of English-speaking countries in particular. So, self-confidence is the highest factor, and motivation comes a close second (Şener, 2014).

At Hacettepe University, there were two interesting studies on WTC in 2017 and 2019. In the earlier study, C. Altiner added a classroom environment and ideal L2 self to her variables in WTC. Questionnaires and interviews were used in her research and the sample was 746 students at the prep school with mixed abilities from elementary levels to advanced. The results revealed that students are moderately willing to speak, and they had moderate anxiety. However, they had a slightly higher self-perceived communicative competence. Students showed extrinsic motivation to learn English and they had a positive image of L2 ideal self. Most interestingly, the students did not support the traditional approach of teaching English in the classroom as they are used to during their high school study. They appreciated a modern approach that would include them in the discussion, group them in social activities and give them a chance to interact with their peers. The connection between the classroom environment and WTC was controlled by three factors which are motivation, ideal L2 Self, and students' beliefs. However, her results contradicted earlier emphasis on confidence because she stated

that motivation was a higher indicator of WTC. The last result of her research indicated an indirect relation between vocabulary and WTC via communicative competence which in turn did not have a major effect if motivation is low (Altiner, 2017). Finally in 2019 at the same university, N Bursali tapped upon the dual nature of WTC as a trait and as a situation inside the EFL classroom in Turkey in addition to the factors that influence it. She used the WTC scale, observations, and interviews in her research of qualitative and quantitative nature. Remarkably, she chose the ten highest and the ten lowest-performing students on the WTC scale. The findings showed a mismatch between the WTC scale answers and the behaviors in the classroom, students answered that they are more willing to communicate than what they actually do in the classroom in terms of conversation initiation. The interviews indicated that three major factors affect WTC which are linguistics, psychological and situational. Most interestingly, she said that although the same factors influence WTC, the level of influence is unique to each student, moreover, the behaviors of students and their WTC is different between pair and group work (Bursali, 2019). An interesting and practical study indeed.

#### **2.4.6. WTC Variables in L2**

WTC can be looked at as a trait or a predisposition as McCroskey and Baer suggested in 1985 (J. McCroskey & Baer, 1985). In this way, WTC is quite stable at all times and in all social situations. WTC as a personality trait is majorly affected by three factors: self-perceived communicative competence, confidence, and communication anxiety. Other factors such as age, gender, and attitude towards international culture have a weaker effect (Kang, 2005). Contrastingly, WTC can be viewed as a situational behavior as Macintyre suggested in his model in 1998. He challenged the previous view since he claimed that WTC can be changed in different social contexts and with different participants. It makes sense that a person is more willing to talk to a friend than he is to talk to a stranger, then again how often does an EFL student have the chance to speak with a stranger from an English-native country? Back to Macintyre defined WTC as a desire to enter interactional discourse at a particular time with a particular person or group of people (Macintyre et al., 1999). According to the model mentioned previously, WTC is directly affected by the situation and the desire to interact with specific recipients at a specific time and about a specific topic. Where WTC is indirectly affected by personality, self-perceived communication competence, and motivation. So, according to Macintyre, situational variables are stronger than personality or trait variables. In the following part, there is a small summary of those variables.

#### **2.4.6.1. Situational Variables**

The social contextual variable is a proven influence on WTC according to Macintyre and his research on immersion students in Canada. He claimed that the social support a student gets from family and friends proved to be an incomparable influence on WTC inside and outside the classroom (Macintyre et al., 2001). Furthermore, Kang related the situational variables with antecedent psychological variables, and he said that WTC starts with the appropriate conversation topic, familiar interlocutor, and the conversational context. His research also showed flexibility when he added a blank space for any other potential situational variable. This blank box as we will see in the coming figure can be suitable for any other social variables that can prevail in EFL contexts; a variable that Kang cannot imagine. Another great aspect of Kang's research is that he differentiated between self-reported WTC and the reality which he called the ultimate WTC. Because a few previous research said that students may claim that they have a high WTC in a certain situation, but in fact while observing they did not actually speak. The model which Kang created after his research in 2005 shows the interconnectedness of the situational factors starting from the topic of the conversation and ending in the ultimate WTC. It is interesting to notice that even though his research was about situational factors, he also left a space in the model for psychological antecedents to situational WTC.

After examining his model, it is easy to realize that the situational factors have an influence on psychological antecedents and in turn, the psychological antecedents have an influence on the situation WTC. Furthermore, any change in the situational factors can result in a change in the ultimate WTC. Kang also suggested that the ultimate WTC is so sensitive that it can fluctuate even within the same conversation and the same situation according to the psychological factors. In other words, imagine a student who is comfortable talking in pairs to a close friend about a certain topic, now once the teacher chooses to regroup him and ask him to speak in a group of a relatively "less close" friends, the teacher will notice that his WTC is much lower. It is the same topic, the same social environment, the same group dynamics, and the same student but the only difference is the recipients. Another example is that the same student with high WTC would show exceptionally low activity if he were asked to talk about something uninteresting to him. At the end of his research, Kang suggests that we do not look at WTC as either existent or non-existent. We need to see it as high, or low and the foreign language teachers need to be aware of which situations or activities raise students' WTC. It is also

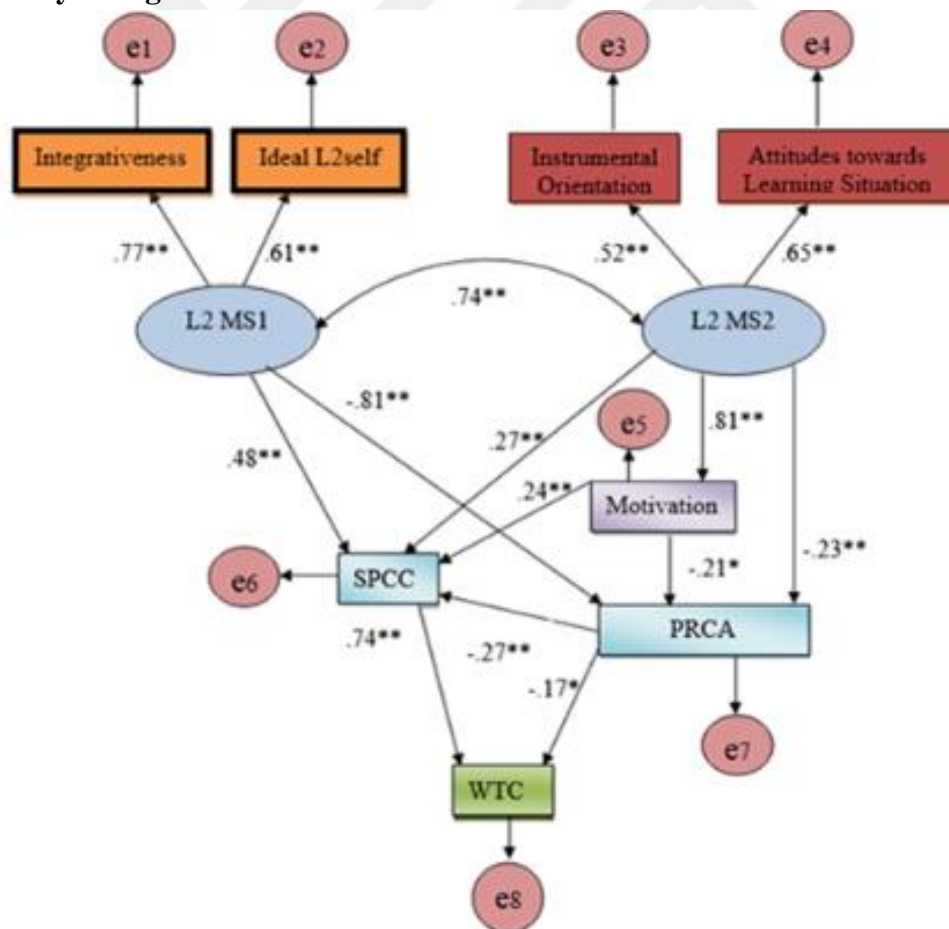
important not to feel flustered if the WTC was low because it is a highly fluctuating, and deceptive concept (Kang, 2005).

#### **2.4.6.2. Psychological Variables**

As we saw in previous research into the variables of WTC, especially in the Turkish context Cetinkaya 2005, we realize that self-confidence, self-perceived communicative competence, communication anxiety or communication apprehension, and motivation are among the strongest psychological influences on WTC. self-confidence is the first predictor of WTC (Macintyre et al., 1998). Self-confidence affects all the other variables in WTC. If a student has low self-confidence, no matter how high his level of motivation is, he will still not speak ultimately. The problem with self-confidence is that it prevails over all other motivators, and it is an enduring factor over time and in different social situations. The self-perceived communicative competence is closely related to self-confidence. It is not enough that the student has confidence, it does not matter how well a student can talk in reality, what matters is how good a student thinks he is (Macintyre et al., 2001). It is the dichotomy between what a student thinks he can do to what actually he can do. However, McCroskey 1988 said that self-perceived communication competence is a higher predictor of WTC in L2 than the actual linguistic ability (McCroskey 1988 as cited in Oz et al. 2015). As far as anxiety is concerned, Gardner 1991 divided learning anxiety into three types: trait anxiety, state anxiety, and situational anxiety (Gardner 1991 as cited in Tuyen & Loan, 2019). A high level of anxiety negatively affects the overall performance in L2 and thus SLA (Macintyre et al., 2001). Although anxiety has a damaging effect on the student's confidence and WTC, the teacher can do something to lower the anxiety of the student. Building a safe environment under which a student feels safe and unjudged can help students relax and speak. Vigorous direct feedback can heighten anxiety; unfamiliar topics, difficult tasks, ridicule, and noticeably short or non-existent thinking time are all classroom behaviors that the language teachers can control and put a stop to in order to lower anxiety and increase confidence and overall WTC. In 1985, Garden defined motivation as the degree to which a student is willing to do the tasks to learn a language because of a desire to use said language in its culture (Gardner 1985 as cited in Tuyen and Loan, 2019). Dornyei said that motivation is so important that it provides the initial stimulus to start learning L2, then later sustains the long and tedious process of learning (Csizér & Dörnyei, 2005). With its three models: intrinsic, extrinsic, and integrative motivation, they all have the potential to determine the student's level of WTC and the degree to which he tries

to integrate into the international culture (Yashima, 2002). One final note on the psychological variables affecting WTC is that we should never forget the personality trait of introversion and extroversion. Although it affects the student's choice to put himself in an interactional situation in the first place, unfortunately, teachers cannot change this trait because it is personal, natural, and innate. What a teacher can do is build a rapport where the most introverted students feel comfortable enough to talk. Also, teachers with enough awareness of this unique trait of introversion should be advised to create thought-provoking activities and tasks that make introverted students want to talk. The first researcher who accounted for the importance of introversion/extroversion in the language classroom is James McCroskey. He claimed that introversion and extroversion are influential signals of WTC (J. McCroskey & Richmond, 1990). Finally, since a picture is worth a thousand words, here is a figure to understand the connection among psychological factors of WTC in a Turkish context as conceived by Oz et al., 2005.

**Figure 8: Psychological Factors of WTC in the Turkish Context**



Source: (Öz et al., 2015)

L2MS1-2 = Motivational System

SPCC = Self-perceived Communicative Competence

PRCA = Perceived Communication Apprehension

## **2.5. Conclusion**

This literature reviewed facts about online education, its beginning, and its significance. Also, the online education to the specific EFL context of Turkey. It reviewed the construct of willingness to communicate, its variables, and the WTC studies in Turkey. However, all the previous studies have not focused on the construct of WTC in online education for university students in the EFL context of Turkey. Therefore, we need this research to see whether online education has an effect on university students' WTC.

“Although talk is a vital component in interpersonal communication and the development of interpersonal relationships, people differ dramatically in the degree to which they do talk. Some people tend to speak only when spoken to – and sometimes not even then. Others tend to verbalize almost constantly. Many people talk more in some contexts than in others. Most people talk more to some receivers than they do to others. This variability in talking behavior is rooted in a personality variable that we call “willingness to communicate” (J. McCroskey & Baer, 1985).

## CHAPTER III

### METHODOLOGY

#### 3.1. Introduction

This chapter will focus on the research design, the sample, the context, the data collection tools, and the data analysis procedure.

#### 3.2. Research Design

The goal of this research is to find the correlation between WTC and online education. The researcher wants to answer the question of whether or not university students feel more comfortable in online education and participate in communication more often. Since the affective factors and the situational factors are extremely limited in online education, the WTC should be affected as well. The research will see if this effect is positive or negative and how foreign language teachers can employ distance education in order to raise the WTC to the highest possible level. We can all see that online education is here to stay, although the pandemic subsided, we can still see that online education has continued. So, we need this study so that foreign language teachers know how to use online platforms to improve speaking and to show students that taking lessons online is not a valid reason for not participating. This research is dual in nature because it used both quantitative and qualitative tools. Macintyre said that self-evaluating tests are not enough to assess WTC in the classroom. Even though students may have high WTC as indicated by their questionnaire results, they may still not speak in the class. That is the researcher carried out semi-structured interviews online using a free recall technique about students' experiences in speaking in EFL classes in high school and in the prep school. For the results to be reliable, the questionnaire was distributed in Turkish, furthermore, a local Turkish teacher sat in on the interviews to translate and bridge the gap in knowledge between the researcher and the students. When students were not able to express something in English, they spoke in Turkish, and the assistant would translate it to English again so that the researcher can take notes and analyze the interview data correctly. Finally, the researcher used the Microsoft Teams platform to collect the data because the students are familiar with this platform and had been using it their entire academic year so that the students would not face a technological problem while answering freely and at their own pace.

### **3.3. Setting and Participants**

The research was conducted completely online because it coincided with the height of the pandemic and the lockdown periods. But the fact that it was conducted online did not affect the validity and reliability of the data collection tools as we will see. The students of the sample are young adults between the ages of eighteen to twenty-two who are studying English in the preparatory program of their medical foundation university. Their majors are medicine, pharmacy, and dentistry, so the assumption is that they are diligent students who take their education seriously. In said prep school, there are eight classes; two of which are elementary level, and the rest are pre-intermediate level. Before entering the school, during the summer registration period, students take two exams: a placement test and a proficiency exam. Then they are placed in elementary and pre-intermediate levels according to their test results. The prep school will take the students from those levels all the way up to the intermediate or upper-intermediate level, or what can be considered in the Common European Framework of Reference for Languages (CEFR) as B1, B1+, and B2 levels. The teaching approach in this prep school is the lexical approach, so there is a lot of focus on vocabulary chunks and collocations and how they are used in conversation. However, the students use short oral discourse and have drastically varying levels of WTC, especially in online education. IN the year of the research, there were 138 students in that prep school. However, only 100 answers were considered in the WTC scale/questionnaire and only eight students were interviewed – one student from each class: two students were elementary level and six were pre-intermediate level. The students are all of the Turkish nationality, and they have a more or less similar sociocultural background. Gender will not be considered a significant factor in this research. Even though previous research stated that gender is a variant, now the research will focus on the variants related to online education only.

### **3.4. Data Collection Tools**

This research is both qualitative and quantitative. The quantitative data was collected via a questionnaire adapted from McCroskey 1992. The original questionnaire had twelve items which covered on one hand the communication contexts: public speaking, meetings, groups, one on one; on the other hand, the items covered types of receivers: strangers, acquaintances, and friends (J. C. McCroskey, 1992). The internal consistency of the original questionnaire of McCroskey 1992 is (Cronbach's alpha = .94). However, the number is slightly lower in the adapted version of the questionnaire but still consistent at .845 for the questions related to face-

to-face willingness, and at .833 for the questions related to online willingness. The adapted questionnaire added items related to WTC in online interactions whether they are educational or social. The results of the questionnaire were analyzed through SPSS. Additionally, the qualitative data was collected through semi-structured interviews that had a sequence of themes related to WTC variables and a set of questions that were open to modification, change, and follow-ups. The interviews were conducted online with the help of a local teacher to facilitate communication, the interviews were recorded with the approval of all parties, then they were transcribed and analyzed using the discourse method of analysis. The interviews were much more personal and intimate, and they proved to be a helpful tool to help students remember their English learning experiences from childhood to prep school. Each interview lasted between 30 to 45 minutes, the researcher asked many follow-up questions to collect enough data to form a valid and reliable source of analysis and to render comprehensive results.

### **3.5. Pilot Study**

In order to make sure that the data collection tools are practical and reliable, a pilot study was also conducted online via Microsoft Teams which is the same platform used to collect the actual data. After getting permission from the school's administrator, the questionnaire was distributed to thirty students chosen randomly by the platform, those students were distributed evenly upon the levels and the classrooms. The questionnaire was given in Turkish, and the students were asked to answer those questions in the last fifteen minutes of an agreed-upon lesson. The administrator and the teachers were informed and were gently asked to encourage students to think carefully and take their time before they give honest answers. Before distributing the questionnaire, the researcher sent out on Teams a small announcement which she translated into Turkish to explain the goal behind these questions and why it was particularly important that the students answer correctly. There were no problems while executing the questionnaires, and the results were both valid and reliable. In addition, the research chose two students who took the WTC scale: one who had a high level of WTC, and the other had a low level. The researcher piloted the interview questions and made the necessary changes. Naturally, the pilot students were not included in the actual data collection.

### **3.6. Data Collection Procedure**

After the end of the pilot study, the researcher set another appointment for taking the questionnaire online. She included the administrators and the teachers in the decision-making

process to choose the best time which ensures that all students will answer the questionnaire. As mentioned earlier, the prep school had 138 students, thirty of which took the piloted questions, and eight students left some blank answers or gave haphazard answers, so overall the answers of one hundred students were taken into the SPSS program and analyzed statistically.

Among these one hundred students, eight were selected randomly in a way that one student was chosen from each class. The researcher contacted the students personally with the permission of the administration and the class teachers, and she set up appointments for interviews via Microsoft Teams. At this stage, two students showed reluctance to be video recorded, so two other students were chosen instead. They were made aware that they will be recorded, and the results of their questions are going to be shared, however anonymously. They were also told beforehand that the Turkish teacher will be present in case they could not express themselves in English, and that it was absolutely fine to speak in Turkish while answering as long as the answers are honest and full. The researcher conducted two interviews a day with the consent of the students, she recorded and transcribed everything so that they will be analyzed later.



- \_\_\_\_\_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.

These twelve items cover multiple recipients in multiple situations, but they do not cover the condition of online education. That is why the researcher modified the questions to include the element of online education as follows:

- \_\_\_\_\_1. Present a talk to a group of strangers in English.
- \_\_\_\_\_2. Present a talk to a group of strangers in English online.
- \_\_\_\_\_3. Talk in a large meeting of strangers in English.
- \_\_\_\_\_4. Talk in a large meeting of strangers in English online.
- \_\_\_\_\_5. Talk in a small group of strangers in English.
- \_\_\_\_\_6. Talk in a small group of strangers in English online
- \_\_\_\_\_7. Talk with one stranger on the street in English.
- \_\_\_\_\_8. Talk with one stranger you met online in English.
- \_\_\_\_\_9. Present a talk to a group of classmates in English.
- \_\_\_\_\_10. Present a talk to a group of classmates in English online.
- \_\_\_\_\_11. Talk in a large meeting of classmates in English.
- \_\_\_\_\_12. Talk in a large meeting of classmates in English online.
- \_\_\_\_\_13. Talk in a small group of classmates in English.
- \_\_\_\_\_14. Talk in a small group of classmates in English online.
- \_\_\_\_\_15. Talk with a friend on the street in English.

\_\_\_\_\_16. Talk with a friend in English online.

\_\_\_\_\_17. Talk with the teacher in English face to face.

\_\_\_\_\_18. Talk with the teacher in English online.

The directions were the same. The students needed to rate their willingness when they are completely free to communicate or not. The questions were delivered online on a familiar platform, and they were translated into Turkish for the reliability of the results. The frequencies given were also never, sometimes, and always. The rationale behind these particular frequencies without adding others like ‘‘often’’ and ‘‘usually’’ is that they give more focused answers because the differences in the answers between ‘‘sometimes’’ and ‘‘usually’’ for example are minute. Moreover, they are the same frequencies as the original questionnaire; and when WTC researchers use this questionnaire, they tend to keep the frequencies as they are. For example, Cetinkaya’s research into Turkish university students’ WTC in 2005 used exactly the same questions with the same frequencies. For all those reasons, the frequencies of the questionnaire stayed the same. However, the questions were adapted to online education with the elimination of ‘waiting in line’ questions. The students in this context and with the pandemic restrictions are not going to wait in line for something. That is why this social situation is eliminated in this research. Instead of waiting in line, talking to a stranger was used.

#### **4.2.1. Reliability of the Scale**

Before the analysis of each question, here are the reliability statistics through SPSS 26 for Windows. For more valid results, the questions were divided into two groups. The first group is made up of nine items concerning facet-to-face communication, the second group is made up of nine items also concerning virtual communication. It is important to remember that the virtual communication intended in the questionnaire was not particular only to education, talking to strangers, acquaintances, and friends online were included as well.

The reliability of the face-to-face items: Question-Question3-Question5-Question7-Question9-Question11-Question13-Question15-Question17

<b>Reliability Statistics</b>	
<b>Cronbach's Alpha</b>	<b>N of Items</b>
.845	9

The reliability of online communication items: Question2-Question4-Question6-Question8-Question10-Question12-Question14-Question16-Question18

Reliability Statistics	
Cronbach's Alpha	N of Items
.833	9

#### 4.2.2. Overview of the Answers

The following are numerical results of the participants' answers: (n=100)

For example, Question 1: Present a talk to a group of strangers in English.

18 participants answered never, 62 participants answered sometimes, and 20 participants answered always.

**Table 2: Overview of Students' Answers to the WTC Scale.**

	Never	Sometimes	Always
Question 1	18	62	20
Question 2	13	71	16
Question 3	41	45	14
Question 4	30	55	15
Question 5	0	30	70
Question 6	3	33	64
Question 7	0	26	74
Question 8	3	33	64

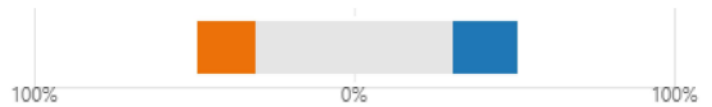
Question 9	4	34	62
Question 10	6	32	62
Question 11	18	53	29
Question 12	11	58	31
Question 13	1	25	74
Question 14	2	30	68
Question 15	6	22	72
Question 16	6	22	72
Question 17	3	40	57
Question 18	2	34	64

#### 4.2.3. Microsoft Teams' Analysis

The Microsoft Teams platform on which the questionnaires were distributed provided the following overall analysis of the answers.

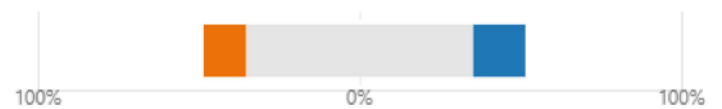
1. Bir grup yabancıya İngilizce bir konuşma sunmak.

■ % 0 Never    ■ % 50 Sometimes    ■ % 100 Always



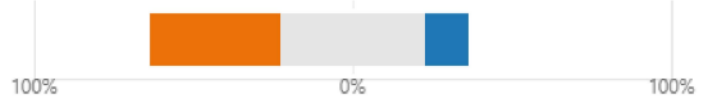
2. Bir grup yabancıya çevrimiçi İngilizce bir konuşma sunmak.

■ % 0 Never    ■ % 50 Sometimes    ■ % 100 Always



3. Yabancı insanlardan oluşan büyük bir toplantıda İngilizce konuşmak.

■ % 0 Never ■ % 50 Sometimes ■ % 100 Always



4. Yabancı insanlardan oluşan büyük bir toplantıda çevrimiçi İngilizce konuşmak.

■ % 0 Never ■ % 50 Sometimes ■ % 100 Always



5. Küçük bir grup yabancıyla İngilizce konuşmak.

■ % 0 Never ■ % 50 Sometimes ■ % 100 Always



6. Küçük bir grup yabancıyla çevrimiçi İngilizce konuşmak.

■ 0 % Never ■ 50 % Sometimes ■ 100 % Always



7. Sokaktaki bir yabancıyla İngilizce konuşmak.

■ 0 % Never ■ 50 % Sometimes ■ 100 % Always



8. Çevrimiçi tanıştığınız bir yabancıyla İngilizce konuşmak.

■ 0 % Never ■ 50 % Sometimes ■ 100 % Always



9. Bir grup sınıf arkadaşınıza İngilizce bir konuşma sunmak.

0 % Never 50 % Sometimes 100 % Always



10. Bir grup sınıf arkadaşınıza çevrimiçi İngilizce bir konuşma sunmak.

0 % Never 50 % Sometimes 100 % Always



11. Sınıf arkadaşlarınızdan oluşan büyük bir toplantıda İngilizce konuşmak.

0 % Never 50 % Sometimes 100 % Always



12. Sınıf arkadaşlarınızdan oluşan büyük bir toplantıda çevrimiçi İngilizce konuşmak.

0 % Never 50 % Sometimes 100 % Always



13. Küçük bir grup sınıf arkadaşınızla İngilizce konuşmak.

0 % Never 50 % Sometimes 100 % Always



14. Küçük bir grup sınıf arkadaşınızla çevrimiçi İngilizce konuşmak.

0 % Never 50 % Sometimes 100 % Always



15. Bir arkadaşınızla sokakta İngilizce konuşmak.

0 % Never 50 % Sometimes 100 % Always



16. Bir arkadaşınızla çevrimiçi İngilizce konuşmak.

0 % Never 50 % Sometimes 100 % Always



17. Öğretmeninizle yüz yüze İngilizce konuşmak.

0 % Never 50 % Sometimes 100 % Always



18. Öğretmeninizle çevrimiçi İngilizce konuşmak.

0 % Never 50 % Sometimes 100 % Always



#### **4.2.4. SPSS Analysis**

The following is SPSS 26 for Windows analysis of the frequencies for each question. The answers are going to be compared between the fact-to-face item to its online counterpart taking the recipients into consideration. The questions are going to be grouped into four clusters of four items, then the last two questions are about WTC with the teacher, and they will be compared separately. For easy comparisons, the clusters will be according to the questions with the same interactional situation, but with different recipients and different environments: face to face and online. (The detailed SPSS frequencies for each question are in Appendix G)

##### **Question 1, Question 2, Question 9, Question 10**

We see that students are slightly more reluctant to present a talk to strangers in English in face-to-face interaction than on one of the online platforms. They are slightly more willing to present a talk to a group of strangers online. However, when it comes to presenting a talk to a group of classmates, students showed almost the same willingness.

##### **Question 3, Question 4, Question 11, Question 12**

40% of students are never willing to speak in a large meeting of strangers, but 30% are never willing to speak in a large meeting of strangers online. 50% are sometimes willing to speak in a large meeting, whereas only 40% are willing to speak face to face. The same percentage of students are always willing to speak in large meetings face to face and online. The number of students who will never talk in a large meeting of classmates in English is more than the number of students who will never do that in online education. Furthermore, the students who are sometimes willing to talk in a large meeting of classmates online are slightly more.

##### **Question 5, Question 6, Question 13, Question 14**

No one among the students is never willing to speak with a small group of strangers in English face to face, a slightly bigger percentage of students are willing to speak with a small group of strangers in a face-to-face exchange than online. Also, almost no one is never willing to speak in a small group of classmates, this is slightly higher online. More than 60% of students are willing to speak with a small group of classmates online, this percentage is slightly higher in face-to-face situations.

### **Question 7, Question 8, Question 15, Question 16**

Students are also slightly more willing to speak to one person in English face to face than virtually. We can understand that the number of recipients is an important variable in WTC. When the number of recipients is small, the students prefer to have a face-to-face interaction. Furthermore, when the interaction is with one friend, students are as willing to speak face to face as they are online.

### **Question 17, Question 18**

It is disconcerting to see that a small percentage of students choose never to speak to the teacher face-to-face, and this percentage is slightly lower online. More students are always willing to speak to the teacher online than speaking to the teacher face-to-face.

### **4.3. The Qualitative Data: Semi-structured Interviews**

In order to fully understand the complexities of the Turkish students' willingness to communicate in a prep school and the variables that influence their willingness the most, the results of the questionnaires were broadened by the use of qualitative interviews with eight randomly selected students. After taking the WTC scale, one student from each classroom was chosen and interviewed. The interviews gave a more comprehensive view of the degree to which students were willing to communicate in their past studies at high school and now in prep school. The major focus was on the idea of whether the online platforms affected their WTC negatively or positively. The interview protocol had a kind of pyramid starting with the usual introduction and background information, to the frequency of language use, online education, WTC in the past, and finally, the most important part of the interview was left to the end so that students are answering comfortably without any kind of apprehension: WTC in online education. It is important to keep in mind that the interviews were conducted online on the same platform that the students are familiar with so that there are no technical difficulties. Also, a local teacher was present during the interviews in case a student could not express his answers in English eligibly, he or she was free to speak in Turkish and the teacher would translate. Additionally, the interviews were recorded with the permission of the students, so that the researcher was able to transcribe the proceedings verbatim. The students consented to the recording, and they were made aware that their answers were going to be studied and shared without mentioning their names.

It is important to mention here that the order of the interview questions was different before the pilot trial. The researcher assumed that starting with WTC questions was better since it is the main focus of the research. However, in the pilot study, students did not seem to understand the point behind the questions very clearly, the piloted interview took a long time because the interviewer had to explain the questions and the meaning of willing and willingness. Therefore, the order of questions was modified. The previous experience of face-to-face education was brought forth by utilizing recall questions, the students' opinions of online education were discussed, then gradually the interviewer asked about WTC in online education, and the verbs used are ‘participate’, ‘speak’ and ‘talk to’. Here are the interview questions groups under distinctive themes:

### **The First Theme: Introduction and Background Information**

1. What is your major?
2. Where are you from?
3. What kind of high school did you go to? (Private, public, Anatolian...etc)
4. How many hours of English did you have in high school every week?
5. Do you like studying English?
6. Why are you studying English?

### **The Second Theme: Frequency of Language Usage**

1. Have you ever had a chance to communicate with a native speaker; in writing or speaking?
2. How often do you use English in your life? In communication, entertainment, social media...etc.

### **The Third Theme: Online Education**

1. What is your opinion about online education since you started in September until now?
2. Are you happy with your English education online?
3. If you compare online education to classroom education; which one do you prefer and why?

### **The Fourth Theme: Willingness to Communicate**

1. In high school, did you speak English with your classmates and your teacher?

2. Did you always participate in your English class?
3. What made you not participate in the English class?
4. What kind of activities do you prefer? Reading, listening, vocabulary or grammar?
5. When there is a communication activity, do you prefer writing or speaking exercises?

**The Fifth Theme: Online Education and Willingness to Communicate**

1. During online education, do you participate more in the class or less? And why?
2. Do you have enough time to participate in the online class?
3. Do you feel that you want to participate more in the online class or in the real class? And why?
4. Do you participate more if the camera is on?
5. Do you participate more in the whole class activity or in the small group activity?
6. Do you prefer to speak with all the class, with a small group, or with only one other classmate?
7. Do you prefer to speak with the teacher in online education or in the real class?

The following table shows the answers to the first theme of background information about the participants, their motivation to study English, and whether they like English or not.

**Table 3: Interviewees' Answers to the First Theme**

	Major	City	High school	English lessons	Like/not like	Why study E?
Student 1	Pharmacy	Konya	Science private	4	yes	Netflix and Instagram
Student 2	Dentistry	Van	Anatolian	8	yes	Interested in languages
Student 3	Medicine	Kayseri	Anatolian	5	Yes	To travel
Student 4	Medicine	Kastamonu	Public	6	Yes	Global language

Student 5	Pharmacy	Erzurum	Anatolian	4	yes	Major language
Student 6	Pharmacy	Agri	Public	1	yes	To talk to foreigners
Student 7	Dentistry	Malatya	Private	6	No	Pass the exam
Student 8	Dentistry	Sinop	Science Public	5	yes	Love languages

The table shows that the students are going to major in health sciences, they come from various parts of Turkey, and they went to diverse kinds of high schools. Almost all of them like studying English, and they have different intrinsic and extrinsic motivations to learn the language. The degree of inconsistency in the number of English lessons in high school is surprising. All the students mentioned that near the time of their university entry exams, English lessons are sacrificed for math, physics, and more conceivably important subjects. Age and gender are not included variants in this research. Here are a few quotes from the students' memories of high school English and the motivation to study English:

... I love learning new languages, but I did not use to like English in high school because I did not like my teacher. In the prep school I started liking English again...(S1)

... In middle school, my teacher had allergy from the black board chalk, so he did not write anything, he only read the book and we listened, it was very boring, and I hated English so much. Again, in high school. I was in public school then I changed to a private school. My classmates know English very well except me, so they answered the teacher and I stayed silent, it was a bad experience in English again...(S7)

... I love when I learn additional languages, some phrases are essential and not every language has these phrases. For example, maybe in French one word can explain the whole Turkish sentence or vice versa. That is why I think we should learn not only English, but also other languages... (S8)

The following table shows the shortened version of answers to the questions in the second theme: foreign language use frequency.

**Table 4: Interviewees' Answers to the Second Theme**

	Communication with a native	Daily use of English
Student 1	Yes, with a native English teacher in high school for a full year	Every day on social media, but not face to face
Student 2	Never	Reading simple stories of English and texting close friends in English everyday
Student 3	Not natives, but ESL friends online	Intended exposure to English everyday online, you tube videos and Netflix
Student 4	Yes, every day in a virtual English-speaking club	Two hours every day online with native speakers who are students in Canada
Student 5	Yes, in the past, travelled to England and communicated with natives there.	Practices English at home with father and sister very often. Also, English movies on Netflix and English you tube videos every day
Student 6	Yes, very often on Cambly application	Everyday exposure to movies and YouTube videos in English
Student 7	Never	Only sometimes reading Instagram posts in English

Student 8	Yes, twice before, in a café in Portugal, and with a native journalist	Every day on a tablet bought especially for learning English, inner dialogues, and Instagram posts in English
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According to this table, this group of students seems to have a high frequency of language use outside the classroom. They tend to use social media, online streaming services, and free and paid applications on their phones and computers. They demonstrate a high desire to learn English and use it correctly. They are not shy when it comes to communication with native speakers. They appreciate the position of English as a global language and realize its importance to their future, especially in their majors. There is one student only among the eight interviewees who is not interested in English because he/she had an unpleasant experience in learning English in high school. He/she was in a public high school for three years then suddenly his/her family decided to change to a private school with a highly sophisticated English curriculum. So, this student fell behind in English and was never able to catch up. Therefore, the unpleasant experience of going to a private high school suddenly is the reason behind the lack of motivation in studying English. Another interesting thing to notice in this table is that although the students showed a genuine interest in learning the language, and although they try to create opportunities to be exposed to the language, their interaction is limited mostly to the machine. There are only two interviewees who mentioned practicing with a family member or a foreign tourist face to face. Otherwise, almost all of this frequent and intended exposure is online. Consequently, one cannot help but wonder if this interest in English is temporary and because of the lockdown, or is it a sincere interest that will continue after the pandemic? Since one the interviewees said that she is watching Netflix in English because: “there is nothing better to do at home.” So, if the students were presented with two choices: going out with friends and staying at home studying English? Which one would they choose? This is probably one of the positive sides to the quarantine if staying at home is making the students learn English. The following are some interesting quotes from the students:

... I want to improve myself in English that is why I have a few friends; we talk to each other in English for improving English. We send a message to each other in English. Also, I watch Netflix or TV series in English. I do not like playing computer games, so

I read stories for example: Anne of Green Gables, Alice in Wonderland. I read these books for learning English; it is very useful...(S2)

... Nowadays, I am a member of an English club. It is a free English club from Canada. Every day, I speak with native speakers. I started in the prep school, I joined because it is a chance for me to improve my English. The other members are older than me because they want to immigrate to Canada. Before the prep school, I did not have a chance to speak English because I was preparing for the entry exam. Now, I even speak sometimes to my family members in English...(S4)

The following table shows the answers to the questions of the third theme: online education.

**Table 5: Interviewees' Answers to the Third Theme**

	Opinion about online	Happy/unhappy	Prefer/not prefer
Student 1	Ok	Unhappy because of health issues: eyes and back	Online only for English lessons
Student 2	It has advantages and disadvantages	Unhappy because no friends	Prefer classroom education
Student 3	In the middle	Happy at the beginning, then got bored	Prefer classroom
Student 4	Very upset	Unhappy but safe	Prefer normal classes
Student 5	Doing our best in the pandemic	Unhappy	Prefer real classroom

Student 6	It is very good	Happy and satisfied	Prefer real education
Student 7	Good at the beginning to help build confidence in English	Happy at the beginning then it became boring	Study English online to be able to use google translate
Student 8	I do not mind it	Unhappy at the beginning then students got used to it	Online is better if there are no technological or connection problems

As the table indicates, the students generally do not have a favorable attitude towards online education. They think that it is the only option during the pandemic, and it will have to do because there is no other way to get an education without it. Only one student said that he was happy with online education, and he thought that it was good enough for learning English, however, without the health concerns, he would still prefer the ‘real’ education in the class. Four students out of eight said that they are unhappy with online education because of not being able to meet friends and talk to the teachers. One student was unhappy at first then started to get used to online education and started to like it. Two students prefer to study online only for English lessons because it is easier to use google translate if they do not understand something, but they prefer face-to-face education next year when they go to their departments because they need to use the lab. One student said that he preferred online education because it is just like real education, but the rest of the students want to go back to the classroom mostly for social reasons and not educational reasons. There is a general feeling in these interviews that students do not seem to look at online education as a valid alternative to the classroom because they kept referring to the classroom as the ‘real’ education which means in contrast that they consider online education not to be real or sufficient.

... I think my teacher and my students are doing their best in online education, but I believe if we were in the school, it will be better. It is a little hard to communicate, sometimes your internet is cut off. Sometimes the program has a problem. I generally do not like this online education, but we have to do it because of the pandemic...(S5)

... if there is no pandemic and no health concerns, I can say face to face is better because I cannot live with online education until I die. I really miss my friends and hanging out with them, this can be the main reason I go to class. But I am grateful for online education. When I become a normal student next year (pharmacy), I would choose face to face because the lessons will require some practical practice. In English, we do not have any lessons that require going to the lab. For my faculty next year. I want face to face education...(S6)

Now, the analysis of the answers to the questions in themes four and five is going to be coded and categorized for a better understanding of the main topic of the research. The fourth theme in the interview is about willingness to communicate in face-to-face education as the students remember from high school. The fifth theme is the most important one which is the willingness to communicate in online education.

**Table 6: Interviewees' Answers to the Fourth Theme**

Category	Student	Frequency	Percent
High school teacher spoke English.  We could not speak Turkish in the class.  We were lucky that the teacher spoke English.	1-4-5-8	4	50%
High school teacher spoke Turkish all the time.  The teacher never spoke English in the class.  The teacher is teaching in Turkish all the time.	2-3-6-7	4	50%

I always participated. I had no problem to answer. I answered all the time.	1-2-4-5-6	5	62.5%
I was not shy.	1-4	2	25%
Afraid to make a mistake Shy to make a mistake Embarrassed to say something wrong	2-5-7-8	4	50%
Grammar mistakes	2	1	12.5%
I don't have enough vocabulary	3	1	12.5%
We did not have a chance to speak in high school. My teacher did not ask us to speak in English. Speaking was not enough.	3-4-6	3	37.5%
I could not express myself in high school. I could not understand.	1-2-6	3	37.5%
I prefer speaking. I like speaking. I want to speak. Speaking is better than anything.	1-2-5-7-8	5	62.5%
Feel comfortable Love my friends	1-3	2	25%

The answer to the first question about the students' high school English speaking experience is quite contradictory. 50% of the students said they didn't practice English at all, the other half said they were not allowed to speak in L1 in the class. It seems that the English Language teaching in high schools is – as one of the students puts it – a matter of luck. Neither the number of the English lessons nor the rules about the use of L2 are fixed in all high schools, not even in the same kind of high school. Although students 2 and 3 were not able to speak any English in their Anatolian high school, student 5 was not allowed to speak in L1 in his Anatolian high school. He seemed to have had an excellent past experience in learning English during high school. Again, student 7 went to a private high school and didn't speak English, whereas student 1 spoke English all the time with a foreign teacher which also happened in a private school.

... In high school, I always answered questions and I tried to communicate with my teacher, and I also was lucky because my English teacher, they really tried to talk with you in English. So, I was lucky, and I had a chance more than other friends in other schools. I was not shy, and I did not have any problem generally...(S4)

The second and third questions were about participating in face-to-face education in high school in English lessons. 62.5 % answered that they participated in class and had unknowingly had a high WTC. 2 of them said they were not shy to answer the teachers' questions. One student only said that he does not speak because of the lack of grammar, another one said that she does not speak because of insufficient vocabulary, and half the students said that they are afraid of/shy/embarrassed of making mistakes in front of their peers. That was their reason for not participating.

... In high school, I never spoke English because there was a very good girl who was always talking to the teacher and answering questions and the teacher was listening to her all the time. And if we take a chance to talk and make a mistake, she will laugh at us and make us feel embarrassed. The teacher never said anything to her because the teachers were happy that someone is talking and answering, they didn't ask something for other too much...(S7)

The final question in the fourth theme about WTC in face-to-face education had an interesting ending. 62,5 % said in one way or another that they like speaking, they prefer speaking activities in the class, and they think that speaking is the most important/interesting aspect of

learning the language, the rest of the students said that they prefer to communicate in writing or texting.

... my top favorite activity is speaking, but in the English, I like reading, not only English, also I like all of the reading. That's why my first thing is reading. On the other hand, I hate grammar and I don't like it because it is boring and so ridiculous, and it is so unuseful. Speaking I prefer to communicate because we need speaking. Writing is important but the most important thing is speaking. That's why when I want to answer I always answer in speaking English. I don't prefer writing; it is so hard. We cannot quickly answer and give our opinion. That's why speaking is better and easier...(S2)

... I think listening is better because it would be more efficient. In speaking, if I do exercise in listening, it will affect my speaking skills too and vocabulary too. Because I realized I have been using more applications. But, in some point, I stopped I don't have enough vocabulary to continue my conversation. So, I think vocabulary and listening are more important. I hate grammar because it is not important for me, I know. In English especially writing is more difficult for me. I can't write but I can speak...(S3)

Finally, here is the table with the answers to the questions in the fifth theme: willingness to communicate in online education. This last part of the interviews rendered some very insightful answers and it showed how mature and self-aware students can be if we give them a chance. Incidentally, the concept 'chance' was unequivocally the most repeated one in the interviews.

**Table 7: Interviewees' Answers to the Fifth Theme**

Category	Student	Frequency	Percent
Participate less online I prefer to speak in class	1	1	12.5%
Participate more I prefer to answer online It is easy to speak online	2-3-7-8	4	50%

It is hard to speak in the class In class, I cannot speak.			
I can speak in every situation. It is the same. In real class, I will feel the same. There is no difference to me Both online and face to face have advantages and disadvantages I am comfortable speaking in face to face and online	4-5-6	3	37,5%
I got used to online education I didn't like it at first, but then it got better.	8	1	12,5%
Loving friends/being comfortable with friends and speaking	1-7	2	25%
chances to speak/more time to speak/the opportunity to speak/enough time to speak	1-2-3-4-5-6-7-8	8	100%
Camera if off	1-7	2	25%
Camera is on	2-3-4-5-8	5	62,5%
The camera doesn't make a different to me	6	1	12,5%
Whole class is difficult A bit more shy in front of all the class	1-8	2	25%

We interrupt each other We don't have a chance to speak			
I like to speak to all the class	5	1	12,5%
Small group is more comfortable Small group is less shy Small group is more fun	1-4-7-8	4	50%
One classmate is better	2	1	12,5%
Only if my classmate wants to speak If my classmate is good If my partner speaks, I speak. If he doesn't speak, I stop talking. It is unbeneficial for me to be in pairs with someone who doesn't want to speak	3-4-5-8	4	50%
I prefer to speak to the teacher in class The teacher can correct my mistakes better in class. Online classes the teacher doesn't correct my mistakes all the time. we can't talk to the teacher about our feeling in online education.	1-4-5-6	4	50%
Speak with the teacher online	3-7	2	25%

<p>I can speak to the teacher in class or online.</p> <p>I am not shy from the teacher</p> <p>I can speak to the teacher in both</p> <p>Both are the same</p>	2-8	2	25%
<p>Express our feelings to the teacher.</p>	6	1	12,5%
<p>Body language, gestures, mimics, facial expressions</p>	1-3-5	3	37,5%
<p>Nothing can replace face to face communication.</p> <p>I prefer face to face.</p> <p>Classroom is more sincere, more efficient, more useful.</p> <p>We can learn more in class.</p>	1-2	2	25%
<p>Online education is ok for prep school.</p> <p>Only for English now, it is ok online.</p> <p>In the faculty next year, I want to go to real class.</p> <p>We must go to the lab.</p> <p>We need practical lessons.</p>	3-4-8	3	37,5%
<p>I don't trust the exam online.</p> <p>Online exams are difficult because of internet connection, electricity cuts.</p>	2	1	12,5%

Only one student stated that she participates less in online education, and she expressed her nostalgia towards the classroom and its social atmosphere, and she thinks that classroom communication is irreplaceable. Half of the students said that they participate more in online education for varied reasons which will be discussed a little later. Three students proudly expressed their desire to speak and practice English when they have a chance whether it is online or face to face, whether it is with one person or a group of people. For them, online education does not affect their overall motivation to speak the language.

... I prefer to answer in online education because online education when we answer the teacher, it is really easy. Face to face is hard because of shame, but now I am relaxed and comfortable in my home. I can answer all of the questions, not necessary correct, but they are enough...(S2)

... online education I speak more, maybe it is about in my prep class. Actually, but I am more relaxed in online. If I were in our class, in real class I will feel the same with online education. I am also relaxed; I like the system in the prep school. But this year, I feel I am more relaxed, and I speak more. If I was in the class, I will also speak because it is all about English. I get used to speaking online but even I imagine in the class; I will also speak if I have the opportunity. It is the same for me, I think...(S4)

... In online education, I am trying to answer as much as I can because sometimes, I just don't want to speak, and I just mute myself and listen. I do not feel like participating but it is average, not less and not much, just in the middle. In online education, I have yes enough time to speak, we have enough chances because every time the teacher tries to help us and encourage us and call our names and try to give a chance to talk something. So, we have enough time and enough chance...(S5)

One unanimous factor of WTC as agreed upon by all the students is the chance to speak. Whether it is in class or online, all the students claimed that they would speak if they were given the chance/opportunity/time to do so.

... yes, I have enough time it speak in online education. Always there are chances for us to speak on Fridays and we are answering questions in small groups. We are talking together, and the situation is very useful for me. Before we speak, we are looking at the questions together and preparing our answers together and it is useful...(S7)

... I have enough time to speak because our teacher sends us to separate rooms and we should speak together in English. And we speak at rooms with four or five people, and we have a lot of time to show ourselves and express our ideas. But if we have lots of hours in a week, it could be better. We are already in lockdown, for me I have nothing else to do so I would like to have more English lessons online...(S8)

As far as the camera is concerned in online education, 62.5% of the sample said that they prefer to have the camera on because it feels like a real classroom. However, two students said that they are more comfortable if the camera was off. As far as interaction patterns are concerned, only one student prefers to speak in front of the whole class, and she said: "I speak with all the class because I can believe in myself." However, half the students prefer talking in a small group and half of them do not mind speaking with one other partner provided that they want to speak and are good at speaking.

... if I speak with one friend, it would be better if they are good. It depends on which person I will be with. If he doesn't speak, I don't speak too. If my friend is good, I can prefer speaking with one. But if my friend is not good in English, I don't want to speak with only one other person. It happens to me all the time because the teacher put us in partners and many times, I would be with a person who doesn't want to speak English so I will speak with myself, so it becomes really unbeneficial for me. So, it depends on the partner...(S3)

Half of the students prefer to speak to the teacher in real life because they think that the teacher can correct their mistakes better in the physical classroom and that they can read the body language of the teacher. It is interesting to see that three students showed awareness of the importance of body language, and gestures to communicate. One of them used body language as a reason not to want to talk to the teacher in the classroom. She said: I prefer to speak with the teacher online because I am trying to increase my confidence so it will be perfect to speak with my teacher online so he cannot see I am nervous.

Only two of the students were strong opponents of online education and they stated that they prefer the physical classroom because nothing can replace real communication including body language. Also, the classroom supports better learning, and it is more efficient or more sincere.

Finally, three students said that it is ok to learn English in the prep school online because there is no need to go to a lab, or there is nothing practical about learning the language. However,

they said that they would be disappointed if the next year (the faculty's first year) were online too because they want to make real friends and they want to go to the lab for something practical. One student only said that he doesn't trust online exams because of technical problems like weak connection and sudden power cuts. Here are some insightful comments from the students about the difference in education between the physical classroom and the virtual classroom:

... finally, I prefer speaking practice in face to face again I don't choose online education. Because also the eye contact and the body language, maybe for some people who are shy, if they are shy in the class, they are also shy in online. It doesn't matter. If they are shy in online, they will just mute themselves and don't want to speak, and in the class, they don't participate so I think it is the same for shy friends. If people want to speak, they will speak in online or in class, it doesn't affect...(S5)

... I like to speak, it doesn't matter if it is online education or face to face education, I like to speak. But only about English, actually if I talk about English only, both of them are the same for me because if I am in my home and if I am in school, if the lesson is online or face to face, if we can have time to speak, if we can hold our conversation with each other, it is enough to be good. That's why in my opinion both of them are the same...(S6)

#### **4.4. Discussion**

##### **4.4.1 Introduction**

In the second part of chapter 4 of this thesis, there is a discussion regarding WTC in online education for the students at the preparatory school in a medical foundation university in Istanbul. There is a conclusion, some suggestions, and further research ideas depending on the limitations of this study.

##### **4.4.2. Research Question 1**

What is the key variable that affects university student's willingness to communicate in online education?

#### **4.4.2.1. The Quantitative Data**

The questions that had the highest WTC (70% and above) are talking to a small group of strangers face to face, talking with one stranger face to face, talking to a small group of classmates face to face, and talking with one friend online and face to face.

The questions that had the second highest WTC (between 60-70 %) are talking to a small group of strangers online, talking to a stranger online, present a talk to classmates face to face, and present a talk to classmates online.

The questions that had the lowest WTC (41% and 30% never answers) are talking to a large meeting of strangers face to face and talking to a large meeting of strangers online.

So, according to the quantitative results the key variables that affect university students' WTC online are the number of recipients and the degree of familiarity. The ideal communicative interaction for a high WTC is with a small friendly and close group of people. The least ideal communicative interaction is with a large group of unfamiliar people. More importantly, the virtual component of communication has only a slight effect on WTC according to a self-evaluating questionnaire.

These results are aligned with Murphy's view of the language students in the EFL context of Turkey. They have a strong familiar relationship with their peers, he called this relationship patronage, and it proves to be a motivator for Turkish students' willingness to communicate (Murphy, 1992). Furthermore, in this context, the interaction pattern that seems to prevail is the student-student, and student-teacher interaction. According to Moore's study in 1989, there are three types of interaction in the English classroom. However, the third interaction type which is the interaction with content seems to take the least importance. These results also did not show the internal monologue that Anderson mentioned in his 2003 article, neither does the vicarious interaction that Moore mentioned in his 1989 study.

The other variable, which is the number of recipients, also is aligned with Macintyre's study in 1999. He claimed that WTC is not a stable trait, and it can vary according to the situation and the participants (Macintyre et al., 1999). The students in this study have a higher level of WTC when there is a small group of recipients or one recipient. Also, there is a higher level of WTC when the recipients are familiar.

#### **4.4.2.2. The Qualitative Data**

The content and discourse analysis of the interviews showed that the categories that had the biggest effect on WTC are the opportunity/the chance/sufficient time to speak, in a small familiar group, or with another student who has a similar language proficiency and similar WTC.

These results align with the studies of Zhang, 2009 and Al-Hosni 2014. They said that the instructor's attitude and the teaching pedagogy are the biggest influencers on students' motivation to speak. When the teachers depend on the students with the highest linguistic level, the others feel left out, and their WTC becomes exceptionally low. Even when a student with a low WTC starts to speak, the teacher gives immediate and feverous feedback, this pedagogy will guarantee to kill whatever WTC the student had (Al Hosni, 2014). Moreover, the big linguistic gap that exists in many EFL classes is another reason for students not to speak (Zhang & Elder, 2009). The answers of the students perfectly align with those results.

#### **4.4.3. Research Question 2**

To what degree does online education affect university students' willingness to communicate?

##### **4.4.3.1. The Quantitative Data**

The data analysis of the questionnaire showed that 70% of students are more willing to speak face to face. In contrast, between 60% to 70% of students are willing to speak in online education. The degree of effect is low. These results also seem to align with Altiner's research at Hacettepe University. In her study, Altiner stated that the classroom environment does not influence WTC as much as motivation (Altiner, 2017). And if we considered online education to be a virtual classroom environment, it means that students' motivation plays a bigger role in their WTC than in the virtual environment. In other words, if students are willing to speak in a physical classroom, they are also willing to speak in a virtual classroom.

##### **4.4.3.2. The Qualitative Data**

Half of the students stated that they prefer to speak online, the other half either prefer speaking face to face, or they stated that they are willing to speak in both environments. Again, the answer to the second research question is that online education has a limited effect on university students' WTC.

#### **4.4.4. Research Question 3**

To what degree does online education affect university students' affective factors?

According to the interviews' analysis, online education has a limited influence on students' affective factors. Although there are many studies focusing on the affective factors influencing WTC in the classroom, none of those studies mentioned how different the affective factors are on a virtual platform, especially not in the Turkish EFL context. Therefore, these results neither align nor contradict the results from another research concerning virtual WTC of Turkish University students.

#### **4.4.5. Research Question 4**

What can EFL teachers do to increase students' willingness to communicate in online education?

According to both qualitative and quantitative data, teachers can increase university students' willingness to communicate by creating plenty of opportunities for the students to practice speaking in small groups and/or pairs when both students have similar linguistic abilities and willingness to communicate. Those speaking opportunities can be in the physical classroom or on virtual platforms. Furthermore, in addition to creating speaking chances, Macintyre advises teachers to explain to the students clearly the strong connection between interaction and SLA (Macintyre et al., 1998). This connection can also be made clear to the distance students.

## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

#### 5.1. Conclusion

At the end of this research titled “An Investigation into the Willingness to Communicate in Online Education in the EFL Context”, students’ WTC was only slightly affected by the online environment. The self-evaluating answers to the quantitative tool in addition to the qualitative semi-structured interviews showed that the students who are willing to communicate in a physical classroom are also willing to communicate online. The affective filters that negatively influence speaking also exist in online education. The students who are shy in real life are also shy in online education, the virtual environment does not change the fact that they have a low willingness to speak. The students who have low self-confidence will also show the same reluctance to speak in online education. This conclusion has both positive and negative implications. The negative implications are that the teachers who think that online education may help students with communication apprehension and anxiety are unfortunately wrong. Teachers need to address the reasons for the apprehension and solve those reasons and lower the affective filters of the students in order to help them interact. Otherwise, online education cannot be used as a tool to lower anxiety. At any rate, language teachers can modify their pedagogy to lower students’ anxiety and help them speak by choosing the best way of giving feedback on the spoken discourse. Students’ WTC is lowered when the teacher insists on correcting every single mistake. Allowing students to make mistakes and viewing those mistakes as a learning tool can help students speak more confidently. Most of the participants in this study came to prep school with a preconceived aversion toward making mistakes while speaking. This habit was picked up during faulty teaching practices during high school years. Most of the students voted that speaking is one of the most interesting and useful activities they can do while learning English. However, this positive attitude can only thrive under the right circumstances. Students want to speak, and they view speaking as an essential but difficult part of learning. They need a safe environment under which mistakes are tolerated, there is absolutely no ridicule or bullying behavior in speaking activities. A student with a relatively higher linguistic proficiency should not be allowed to dominate others. Those students can be a source of information, corrective feedback, and a model of good pronunciation, or a model of good speaking skills or speaking strategies. They can be allowed to share what practices

help the most to improve speaking. But they should not be allowed under any circumstances to dominate speaking activities or be used to intimidate lower students. On the other hand, online education is not an excuse to be used by students to slack off or claim that they do not understand because it is online education. Students should not be allowed to use online education as a justification for being quiet. They should be made aware that speaking in online education is as easy or difficult as it could be in a physical classroom. Students should never say: “we will speak better when we come to the classroom.” because being in a classroom or in a virtual environment does not have a major effect on speaking. This last point of course is valid when students do not suffer from problems in technology, logistics (headphones and microphone), or internet connection cuts. WTC is a fluctuating construct and teachers need not get frustrated when students with generally high willingness choose not to speak on various occasions. Additionally, WTC is sensitive to social cues. So, if students were to be put in a group or in pairs, close monitoring is advised to see if the social dynamics are encouraging or discouraging WTC.

## **5.2. Suggestions for Practitioners**

This research’s aim was to investigate the influence of online education on students’ WTC and how to increase it as much as possible. Since interaction and SLA are connected as we saw in the literature review, also since the interaction is connected to WTC, EFL teachers may want to consider the following suggestions:

- Create as many opportunities as possible during contact hours for the students to practice speaking, all students have stated that they want to speak every time they have a chance to do so.
- The activities should have fun and interesting topics for the students to use as speaking prompts. Including students in the process of choosing conversation, topics may be recommended.
- The participants in this research stated that they are more likely to speak when they are in a friendly environment. Depending on that, creating rapport in the classroom as soon as possible would help with the WTC. However, with the new generation, a teacher should be very careful in balancing the rapport with overfamiliarity, because there is a thin line between the two and the current generation does not seem to mind crossing it.
- The idea behind pairing a student who has a higher proficiency with another student with lower proficiency is a valid concept. Talented students may indeed help lower

students when the social dynamics are right and when the good student is willing to help without any disruptive behavior such as bullying or looking down on the partner. However, the good student may overdo this help by taking over the task, or the lower student may surrender his education completely to the student with the higher proficiency. In this case, teachers can get deceived when they think that lower students are improving when in fact, they are not doing anything. Close monitoring for pair work may solve this problem.

- Another recommendation about pairing students is that WTC is a contagious construct according to the qualitative results of this research. In a sense that most students stated that if their partner wants to speak, and he has a speaking level close to theirs, they will enjoy and prefer speaking in pairs. On the other hand, if one partner is silent, the other's WTC would be diminished. Even though teachers believe that pairing a talkative student with a quiet student may help the quiet one, the opposite effect may very well happen. That means the talkative student would stop talking when there is no response. Again, close monitoring and smart pairing technique can help this situation.
- Last but not least, since this research proved that WTC is not decreased in online education, an extra virtual component can be added to foster further speaking practice in any English language teaching program, thus giving more chances for students to speak, especially when the schedule of the physical classroom does not leave much room for speaking practice. So, instead of eliminating the speaking practice in favor of grammar and vocabulary, it can be done online after the main contact hours.

### **5.3. Suggestions for Further Research**

This study was aimed at the students at the preparatory school in a medical university. These students have high logical intelligence, and they are generally considered serious students who are invested in their education according to the reputation of the university, the students' entry exam results, and the opinions of the local teachers.

- In the future, another similar study can be done in universities with other majors, such as humanities, journalism, law...etc.
- The participants in this research experienced both online education and studying English for the first time during the year 2020-2021. Many of them had not had a positive English learning experience before in their high schools. For many of them, the online prep school was the first time they spoke English with the teacher and other

classmates. That is why it will be an innovative idea to repeat this research again in a prep school. But instead of comparing high school experience with the prep school experience, two groups in the same prep school in the same year should be compared: a control group with physical classrooms and speaking activities, and an experimental group with the online speaking component.

- Another suggestion for future research is that a third tool may be used in the same study. It would be more useful if observations were also used to collect the data in order to compare the self-evaluating WTC and the actual speaking in the class.
- In the future, a comparative study could be conducted about WTC in L1 and WTC in L2. This is because some students may have generally low WTC even in their L1 and it has nothing to do with L2 ability.
- A comparison in SLA between a group of students who have high WTC and another who have low WTC. This comparison could answer the questions about the connection between SLA and WTC in addition to investigating any replacements for WTC to bridge the gap in SLA in the students who naturally have a low level of WTC.

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## Appendix A

### Informed Consent Form for Participants

#### BİLGİLENDİRİLMİŞ GÖNÜLLÜ OLUR FORMU

Sizi Rania Edelbi tarafından yürütülen “İngilizce Yabancı Dil Eğitimi Bağlamında Çevrim içi Eğitimde Konuşma İstekliğine Yönelik bir Araştırma” başlıklı araştırmaya davet ediyoruz. Bu araştırmanın amacı online eğitimin öğrencilerin İngilizce konuşma istekliliği üzerindeki etkilerini analiz etmektedir. Araştırmada sizden tahminen 30-45 dakika zaman ayırmanız istenmektedir. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmanın amacına ulaşması için sizden beklenen, bütün soruları eksiksiz, kimsenin baskısı veya telkini altında olmadan, size en uygun gelen cevapları içtenlikle verecek şekilde cevaplamanızdır. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmayı bırakma hakkına da sahipsiniz. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz **gizli tutulacaktır**. Araştırmada Kişisel veri toplanacağından **6698 sayılı Kişisel Verilerin Korunması Kanunu** ve ilgili mevzuat uyarınca kişisel verileri korumak amacıyla gerekli tüm tedbirler alınacaktır. Eğer araştırmanın amacı ile ilgili verilen bu bilgiler dışında şimdi veya sonra daha fazla bilgiye ihtiyaç duyarsanız araştırmacıya şimdi sorabilir veya e-posta adresi ve numaralı telefondan ulaşabilirsiniz.

Yukarıda yer alan ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları anladım. Çalışma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı/araştırmacılar tarafından yapıldı. Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı. Kişisel bilgilerimin özenle korunacağı konusunda yeterli güvence verildi.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve telkin olmaksızın katılmayı kabul ediyorum.

**Katılımcının:**

Adı-Soyadı: .....

İmzası:

İletişim Bilgileri: e-posta:

Telefon:

Velayet veya Vesayet Altında Bulunanlar İçin;

Veli veya Vasisinin

Adı-Soyadı: .....

İmzası:

Araştırmacının

Adı-Soyadı: Rania Edelbi

İmzası:

## Appendix B

### Demographic Information Form for Students

#### İngilizce Hazırlık Okulu Öğrencileri/Demografik Bilgi Formu

Bu demografik bilgiler Uzaktan Eğitim sürecinde bir vakıf üniversitesinin İngilizce hazırlık okulunda uygulanan İngilizce eğitimi kapsamında konuşma istekliliğinin incelenmesi amacıyla yapılan bir araştırma kapsamında değerlendirilecektir. Bu araştırma kapsamında katılımcıların İngilizce hazırlık okulunda konuşma istekliliği konusundaki görüşleri anket aracılığıyla incelenecektir. Araştırmada kişisel veriler toplanacağından, 6698 sayılı Kişisel Verilerin Korunması Kanunu ve ilgili mevzuat uyarınca kişisel verilerin korunması için gerekli tüm tedbirler alınacak ve gerekli tüm yükümlülükler titizlikle yerine getirilecektir. Çalışma, bilimsel bir araştırma için veri toplamayı amaçlamaktadır. Çalışmanın sonuçları sadece bilimsel amaçlarla kullanılacak ve çalışmanın sonuçları katılımcılara karşı kullanılmayacaktır. Çalışmaya katılım gönüllülük esasına dayalıdır, cevaplarınız tamamen gizli tutulacak ve kimliğinizi ortaya çıkaracak her türlü davranıştan kaçınılacaktır. Çalışmaya katılırken herhangi bir nedenle kendinizi rahatsız hissetmeniz durumunda, katılımınızı istediğiniz zaman sonlandırabilirsiniz.

1- Cinsiyetiniz

Kadın

Erkek

2- Fakülteniz

Tıp Fakültesi    Diş Hekimliği Fakültesi    Eczacılık Fakültesi    Sağlık Bilimleri Fakültesi

3- Yaşınız \_\_\_\_\_

4- İngilizce Seviyeniz

A1    A2    B1    B1+    B2

5- Derslere katılmak için hangi cihazı kullanıyorsunuz?

Akıllı Telefon

Tablet

Bilgisayar

6- Daha önce herhangi uzaktan eğitim programına katıldınız mı? Evet

Hayır

7- Hangi tür liseden mezun oldunuz?

Anadolu Lisesi

Anadolu İmam Hatip Lisesi

Fen Lisesi

Sosyal Bilimler Lisesi

Temel Lise

Meslek Lisesi

Açık Lise

## Appendix C

### McCroskey'in (1992) öğrencilerin (Willingness to Communicate) hakkındaki anketi

Bu anket Uzaktan Eğitim sürecinde bir vakıf üniversitesinin İngilizce hazırlık okulunda uygulanan İngilizce eğitimi kapsamında konuşma istekliliğinin incelenmesi amacıyla yapılan bir araştırma kapsamında değerlendirilecektir. Bu araştırma kapsamında katılımcıların İngilizce hazırlık okulunda konuşma istekliliği konusundaki görüşleri anket aracılığıyla incelenecektir. Araştırmada kişisel veriler toplanacağından, 6698 sayılı Kişisel Verilerin Korunması Kanunu ve ilgili mevzuat uyarınca kişisel verilerin korunması için gerekli tüm tedbirler alınacak ve gerekli tüm yükümlülükler titizlikle yerine getirilecektir. Çalışma, bilimsel bir araştırma için veri toplamayı amaçlamaktadır. Çalışmanın sonuçları sadece bilimsel amaçlarla kullanılacak ve çalışmanın sonuçları katılımcılara karşı kullanılmayacaktır. Çalışmaya katılım gönüllülük esasına dayalıdır, cevaplarınız tamamen gizli tutulacak ve kimliğinizi ortaya çıkaracak her türlü davranıştan kaçınılacaktır. Çalışmaya katılırken herhangi bir nedenle kendinizi rahatsız hissetmeniz durumunda, katılımınızı istediğiniz zaman sonlandırabilirsiniz.

Aşağıda her bireyin iletişim kurmayı isteyebileceği ya da istemeyeceği 18 durum verilmiştir. Yabancılarla İngilizce konuşacağınızı ve iletişim kurup kurmamanın tamamen sizin seçiminiz olduğunu varsayarak her bir durumda İngilizce iletişim kurmaya ne derece istekli olduğunuzu 0 ile 100 arasında durumunuza uygun herhangi bir sayı seçerek her ifadenin başındaki boşluğa yazarak belirtiniz.

%0-----%50-----%100

İngilizce konuşmam

İngilizce konuşurum

(İletişim kurmam)

(iletişim kurarım)

\_\_\_\_\_ 1. Bir grup yabancıya İngilizce bir konuşma sunmak.

\_\_\_\_\_ 2. Bir grup yabancıya çevrim içi İngilizce bir konuşma sunmak.

\_\_\_\_\_ 3. Yabancı insanlardan oluşan büyük bir toplantıda İngilizce konuşmak.

\_\_\_\_\_ 4. Yabancı insanlardan oluşan büyük bir toplantıda çevrim içi İngilizce konuşmak.

- \_\_\_\_\_ 5. Küçük bir grup yabancıyla İngilizce konuşmak.
- \_\_\_\_\_ 6. Küçük bir grup yabancıyla çevrim içi İngilizce konuşmak.
- \_\_\_\_\_ 7. Sokaktaki bir yabancıyla İngilizce konuşmak.
- \_\_\_\_\_ 8. Çevrim içi tanıştığınız bir yabancıyla İngilizce konuşmak.
- \_\_\_\_\_ 9. Bir grup sınıf arkadaşınıza İngilizce bir konuşma sunmak.
- \_\_\_\_\_ 10. Bir grup sınıf arkadaşınıza çevrim içi İngilizce bir konuşma sunmak.
- \_\_\_\_\_ 11. Sınıf arkadaşlarınızdan oluşan büyük bir toplantıda İngilizce konuşmak.
- \_\_\_\_\_ 12. Sınıf arkadaşlarınızdan oluşan büyük bir toplantıda çevrim içi İngilizce konuşmak.
- \_\_\_\_\_ 13. Küçük bir grup sınıf arkadaşınızla İngilizce konuşmak.
- \_\_\_\_\_ 14. Küçük bir grup sınıf arkadaşınızla çevrim içi İngilizce konuşmak.
- \_\_\_\_\_ 15. Bir arkadaşınızla sokakta İngilizce konuşmak.
- \_\_\_\_\_ 16. Bir arkadaşınızla çevrim içi İngilizce konuşmak.
- \_\_\_\_\_ 17. Öğretmeninizle yüz yüze İngilizce konuşmak.
- \_\_\_\_\_ 18. Öğretmeninizle çevrim içi İngilizce konuşmak.

## Appendix D

### Yönelik İngilizce Hazırlık Okulu Öğrencileri İçin Hazırlanan Görüşme Formu

Bu görüşme Uzaktan Eğitim sürecinde bir vakıf üniversitesinin İngilizce hazırlık okulunda uygulanan İngilizce eğitimi kapsamında konuşma istekliliğinin incelenmesi amacıyla yapılan bir araştırma kapsamında değerlendirilecektir. Bu araştırma kapsamında katılımcıların İngilizce hazırlık okulunda konuşma istekliliği konusundaki görüşleri anket aracılığıyla incelenecektir. Araştırmada kişisel veriler toplanacağından, 6698 sayılı Kişisel Verilerin Korunması Kanunu ve ilgili mevzuat uyarınca kişisel verilerin korunması için gerekli tüm tedbirler alınacak ve gerekli tüm yükümlülükler titizlikle yerine getirilecektir. Çalışma, bilimsel bir araştırma için veri toplamayı amaçlamaktadır. Çalışmanın sonuçları sadece bilimsel amaçlarla kullanılacak ve çalışmanın sonuçları katılımcılara karşı kullanılmayacaktır. Çalışmaya katılım gönüllülük esasına dayalıdır, cevaplarınız tamamen gizli tutulacak ve kimliğinizi ortaya çıkaracak her türlü davranıştan kaçınılacaktır. Çalışmaya katılırken herhangi bir nedenle kendinizi rahatsız hissetmeniz durumunda, katılımınızı istediğiniz zaman sonlandırabilirsiniz.

#### Tanıtma ve Arka plan Bilgileri

1. Hazırlık okulundan sonra ne okuyacaksınız?
2. Nerelisin
3. Hangi tür liseden mezun oldunuz?
4. Lisede her hafta kaç saat İngilizce dersi aldınız?
5. İngilizce öğrenme sever misiniz?
6. Neden İngilizce öğreniyorsun?

#### İngilizce kullanım sıklığı

1. Hiç anadili İngilizce olan biriyle yazılı ya da sözlü olarak iletişim kurma şansınız oldu mu?
2. Günlük hayatınızda İngilizceyi ne sıklıkla kullanıyorsunuz? Haberleşme, eğlence, sosyal medya...

#### Çevrim içi Eğitim

1. Eylül'de başladığınızdan bugüne kadar çevrim içi eğitim hakkında düşünceleriniz nelerdir?
2. Çevrim içi İngilizce eğitiminizden memnun musunuz?
3. Çevrim içi eğitimi yüz yüze eğitim ile karşılaştırırsanız hangisini tercih edersiniz ve neden?

#### İletişim kurma isteği

1. Lisede sınıf arkadaşlarınızla ve öğretmeninizle İngilizce konuştunuz mu / konuşur muydunuz?
2. İngilizce dersine her zaman katıldınız mı?
3. İngilizce dersine katılmamanıza ne sebep oldu?

4. Ne tür etkinlikleri tercih edersiniz? Okuma, dinleme, kelime bilgisi veya dilbilgisi?
5. Bir iletişim aktivitesi yapıldığında, yazmayı mı yoksa konuşma alıştırmalarını mı tercih edersiniz?

### **Çevrim içi Eğitim ve İletişim kurma isteği**

1. Çevrim içi eğitim sırasında derse daha mı az yoksa daha mı çok katılıyorsunuz? Neden?
2. Çevrim içi derse katılacak yeterli zamanınız var mı?
3. Çevrim içi derste mi yoksa gerçek sınıfta mı daha fazla katılmak istiyorsunuz? Neden?
4. Kamera açık olursa daha mı fazla katılmak istiyorsunuz?
5. Bütün sınıfın aktivitesine mi yoksa küçük grup aktivitesine mi daha fazla katılırsınız?
6. Tüm sınıfla mı, küçük bir grupla mı yoksa yalnızca sınıftan bir arkadaşla mı konuşmayı tercih ediyorsun?
7. Çevrim içi eğitimde mi yoksa gerçek sınıf ortamında mı öğretmenle konuşmayı tercih ediyorsun?

## Appendix E

### Ethical Board Approval

Evrak Tarih ve Sayısı: 13.04.2021-E.5008



T.C.  
İSTANBUL SABAHATTİN ZAİM ÜNİVERSİTESİ REKTÖRLÜĞÜ  
ETİK KURULU

#### ETİK ONAY BELGESİ

Tarih	26.03.2021
Sayı	2021/03
Araştırmanın Niteliği	Yüksek Lisans Tezi
Araştırmanın Adı	İngilizce Yabancı Dil Eğitimi Bağlamında Çevrim İçi Eğitimde Konuşma İstekliğine Yönelik Bir Araştırma
Sorumlu Araştırmacının Adı Soyadı	Rana EDELBI
Diğer Araştırmacılar/Danışman Adı Soyadı	Doç. Dr. Emrah GÖRGÜLÜ
Karar	UYGUNDUR

(İstanbul Sabahattin Zaim Üniversitesi Etik Kurulu'nun kararı tavsiye niteliğinde olup, Üniversitemizle ilgili etik ilkelere ilişkin belirlenmesi ve değerlendirilmesi amacıyla taşımaktadır.)

Prof. Dr. Nasuh USLU  
Başkan

Prof. Dr. Ali GÜNEŞ  
Başkan V.

Prof. Dr. Mustafa ATEŞ  
Üye

Prof. Dr. Mehmet Emin KÖKTAŞ  
Üye

Prof. Dr. Ayşe Nefise BAHÇECİK  
Üye

Prof. Dr. Yahya Kemal YOĞURTÇU  
Üye

Av. Bilal ŞAMAT  
Üye

Kurul Yeminli Kâtihi

Zeynep Funda TEZ

1 / 1

## Appendix F

### Social Sciences Graduate Students Congress Participation Certificate



## Appendix G

### Interviews' Transcript

#### Student 1

I am studying pharmacy

I am from Konya, but I live in Antalya

I live in Antalya for all my life, but I studied in Antalya. I went to science high school, but it was also private.

At ninth grade I remember we had 10 lessons in week, but at 11<sup>th</sup> grade it started to reduce because we were starting to prepare for the university exam, so it became 4 lessons I remember and at 12<sup>th</sup> grade it became 1 lesson in a week.

Yes, I love learning new languages, but I didn't use to like English in high school because I didn't like my teacher and I quit studying English and my English has a little bit got bad in high school. At middle school, my English was better in middle school they had a deal with Cambridge university, and we were attending to the exams like CAT exam I used to love but when I passed to the high school, I didn't like the English lessons because of the teacher in high school. In the prep school, I started liking English because I love the teachers so much. Now is fine with me I don't have a problem I like studying it.

In middle school, we had a teacher who is from America, and she doesn't know any Turkish and she had to speak with us only English and we had to speak with her only English and that was I think my chance to speak. Sometimes when she got me very well, I feel happy, and I say I am speaking in English I am super but when she doesn't understand me, I feel a little bit bad because what if she gets me wrong, I tell her something wrong and we don't communicate, and she doesn't like me for example. I feel like that.

For example, in Netflix sometimes I close the Turkish subtitles and try to understand what they say without subtitles. If I do not understand, I open the English subtitles and I try to understand like that. For example, in Instagram I started to follow English pages after I started prep school to improve my English. I started following English pages after the prep school.

I think it is ok of course we are in a pandemic and we have to continue with online education but if we have a chance, I would prefer face to face education because I think online education can't replace face to face education because I think online education causes a lot of problems like health problems, I wear contact lenses and my eyes are getting worse since we started and my back hurts because of sitting. I am just looking at the computer and I think it is bad, but we have to do it. It is not a choice.

If there was no pandemic, I could prefer the online education because maybe while we are at lesson I don't know how it goes at the class but in home for example the teacher say a sentence and I don't understand a word, I can check my phone immediately to translate what does this word mean? But in class I don't know if the teachers let us check our phones or not. And I think maybe it is a little bit better than face to face education in this way. It is a little bit more quick.

I speak English in high school because she forces us all the time speaking in English. Sometimes I couldn't express myself because I don't know how to say something so I say something in Turkish and I should continue speaking English. Because I couldn't say something I don't know, but she forced me to speak only English, so I say ok then I won't say, and she says ok, and she continues the lesson. And I hate ask this question to another English teacher at break and that was bad, I think. It is good the teacher encourages us to speak but not that much.

I always participated in the class in high school if I know the answer. The only reason that made me not speak is when I don't know the answer. But if I know the answer I speak to the teacher. I wasn't shy at high school because I love my friends and I feel comfortable with them so I could say whatever I think even if it is false.

I prefer vocabulary I love vocabulary more than anything else.

I prefer speaking, I think. I like it more.

I participate less in online education because sometimes I feel shy to open my microphone and speak because I don't know how my voice goes and it is a little bit uncomfortable, and I think we are at prep school and when we started, we didn't know each other any of us didn't know each other and it was bad too. Because there are people I don't know, and I don't feel

comfortable while talking with them. But now it is a little bit better because we became friends, and we know each other and now it is more comfortable but at first, I was very shy.

I have enough time to speak in online it is one hour, and a half and it is more than needed, I think. We have a chance to speak all of us all the time.

I give more answers and I participate more in class I think face to face.

I think it is better when the camera is off because it also creates uncomfortable situation because I don't know how I am looking, and I am thinking about it for example if my nose is bad or my mouth is bad, and it is bad, I think. For example, if we were in the class, I wake in the morning I make something to my face and I feel good and I go out like this. But when I am at home I wake up and I just open the laptop and I look bad I wake up five minutes ago and I want my camera to be off. I speak more if the camera is off.

I prefer small group activities; I think it is better because we have more chances to speak and communicate with each other. All can participate, but at whole class activity it is a little bit more shy to participate but in small group we can be a little less shy.

I think it doesn't matter when I speak to the teacher online or in face to face. Because I don't feel shy in front a teacher even in face to face or online education. So, I think it is all the same but maybe I can prefer face to face because while we are face-to-face, we see our face, mimics, and reactions. And maybe I can prefer face to face because of the body language.

If there is an English-speaking course extra not in the prep school and not for the proficiency exam, no pandemic and no health problems, everything is normal, I can prefer face to face again because nothing can replace the face-to-face communication, I think.

## **Student 2**

I am studying dentistry

I am from Hakkari, but I live in Van.

I went to high school in Hakkari.

I went to Anatolian high school.

Let me think about that. I think seven or eight lessons of English every week, yes.

Now or before? I like studying English because actually when I was a child, I wanted to learn a new language. Because I am a bilingual person, my natural language is Kurdish, Turkish is my second language. Also, I want to study a new language for example French, also English. That is why I like it. Generally, I am interested in languages. I like it. If I do not go to the dentistry, maybe I wanted to be English teacher or study other language and be other language teacher.

Actually, before this year, I can't speak English to nobody because my city is on the countryside you know that's why nobody wants to come to there for example tourists or something else. Actually, only few tourists might come but I don't remember, that's why I cannot connect with them. But now I can talk to you or other teachers in English. That's why I can talk now but not in the past, only in the prep school.

I want to improve myself for English that's why I have a few friends we want to talk to each other in English for improving English. We send a message to each other only in English. Also, I watch Netflix or other movies or TV series in English. That's all, I think.

I don't like playing computer games, but I read English stories for example: Anne of Green Gables or Alice in Wonderland. I read these books for learning English. That's why I think it is very useful for me.

Actually, I think online education has many advantages and disadvantage but if we talk the disadvantage I can't hang out with my classmates. And I can't meet them because I don't know anybody. Three or four friends only I have. I want to talk with my friends for practicing English. I think face to face is better for speaking English. On the other hand, for sleeping online education is better is wake up late and I can join the lesson quickly. I am a punctual person. that's all I think online education is not so bad, but I think face to face is better. For learning English only, online is better because when you say something I can be relaxed because I know nobody is seeing me that's why I can be comfortable, also this is my home and I wear my shorts and listen to you. It is so relaxed for students, I think.

If there is no pandemic and no health concerns and I have a choice between classroom education and online education, I can choose classroom education, I am sure of that.

Actually, no I didn't speak English in high school. When there are English lessons, we always talk with each other, and we can't join the lesson because it was really hard for us

because we are bilingual people and that's why we cannot understand the teacher. It is really hard for us. But now I can, my teacher always tries to speak with us now, and we want to listen to her, but we couldn't understand. I don't know why, but it was not useful for us in high school. The teacher tried to speak with me in English, but I didn't understand him because we were young, and we couldn't understand English actually. Not about the teacher, it was about the language.

Actually, I am very hardworking, I am really a talented student, I think. When the teacher says something, I always try to raise my hand and I want to answer even if it is not a very good answer. I want to speak even if I don't know the answer because I am interested in this language as I say.

I think first of all, shame makes me not want to answer. Also, now when students want to say something, he was thinking always why my friends are seeing me, I cannot answer, it is a grammar mistake. That's why I think students don't want to talk English, they are shamed of the mistakes. But if we passed this problem, I think we can improve ourselves. I was afraid of making a mistake sometimes, so I didn't answer.

My top favorite activity is speaking, but in the English, I like reading, not only English also I like all of the reading. That's why my first thing is reading. On the other hand, I hate grammar and I don't like it because it is so boring and so ridiculous and it is so unuseful, reading is enjoyable. Then I can say listening is my second thing.

Speaking I prefer to communicate because we need speaking, writing is important but most important thing is speaking. That's why when I want to answer I always answer in speaking English. I don't prefer writing; it is so hard, and we cannot quickly answer and give our opinion. That's why speaking is better and easier.

I prefer to answer in online education because online education when we answer the teacher, it is really easy. Face to face is hard because of shame, but now I am relaxed and comfortable in my home, I can answer all of the questions, not necessary correct but they are enough.

I have enough time to speak in online education because we are only 20 people and when you say something, I can answer quickly. Because it is easy to answer, I turn on my microphone and I can answer you. Maybe online education I have more time to speak, because only few people want to speak in online education, so I have more chance to speak in online education.

I am happy with the speaking time in online education. In the face to face, more students will want to speak so I don't have a chance.

I want to turn on my camera, I prefer on camera because it has to be on because when you are talking with the teacher or with my friends it is respect for each other, if the camera is off it is annoying, it is really ridiculous. That's why we have to turn on the camera all the time for respect. We have to see each other.

Only one friend is the best to speaking with because we can focus with each other, I can answer only him or her. Also, we have a chance for speaking more when we are only two. Also, if we have a small group or also all the class, we cannot have enough time to talk for something. That's why only for example, one other good friend or the best only me and the teacher. When my friends talk to me, I can answer him or her or he can ask me or answer me, it is really good connection for speaking only with one other person.

When I talk with the teacher, if I answer only the teacher, I want to see him or her face to face it is better. Actually, I am not very social normally. If we join face to face education, I cannot be relaxed and I cannot answer easily, that's why education is more comfortable. I prefer online education for speaking with the teacher if I don't know the teacher. But if I am close to the teacher, and he or she is nice I prefer face to face speaking.

If next year is also online education will make me feel worse because I don't trust the exam. When we join the exam, maybe electricity is off, or the internet is cut off and that makes me angry and uncomfortable. I don't trust the technology in the exam, that's why I want to be face-to-face in education. It is a big problem that's why I think face to face better.

If there are no technological problems, and everything is ok with the internet and the electricity and the computer, I would learn more seriously in face-to-face education. We can learn more in the classroom because it is really sincere, it is more efficient generally, and more useful.

### **Student 3**

My major is medicine.

I am from kayseri. Do you know it? By the way?

No, I moved Istanbul 10 years ago, so I did my high school in Istanbul. It was in Istanbul I was nearly 10 years old when I moved to Istanbul I just went to secondary school in there. So, my high school in Istanbul Anatolian normal high school.

I have to remember I think we had 5 lessons in every week I remember but it wasn't efficient because teachers, I think. I know the teachers were English teachers, but I think they didn't know how to speak in English. Or maybe they didn't prefer to speak. They are not really how can I say efficient teachers I remember I couldn't learn anything during 4 years.

All my friends. Our English stopped when we attend our high school

Yes, I love but it starts this year. Because when I was in high school, I hate studying English because of my teachers and education system I think because we used to memorize everything every grammar rules but this year I have never studies grammar because it doesn't necessary for me, I understood why we shouldn't study grammar we should study more speaking writing skills we have to improve them more, so I loved studying English this year just this year. After the prep school, I want to take like level exam I don't know how to say like B2 I don't know to improve me more after the proficiency exam, yes like courses, I want to take courses more.

Not native speaker but I have been using some applications that I can improve my speaking skills, but they are not native speaker they are Philippine they are form Philippine, but they can speak English fluently, so they are not native speaker, but I think for me they are native speaker because they are good at English but native speaker no, I have never had experience with native speakers.

This year it is increasing because of the prep school of course but in the past it was really less because of the university exam I think but this year like every day how can I say I am using my English skills to understand for example when I open my you tube or my phone I always I see lots of things in English or I want to watch series I always watch them in English subtitles so it is increasing. Yeah because of the prep school it is increasing

I think I am in the middle at the first I was happy because I thought I will be at home all the time I would have more free time to improve my English skills like speaking and writing but right now I am a little bit sad because I'm bored I want to see my teachers face to face I want to see my friends face to face I want to have normal education I know that it would be more

efficient if I go inside the class and listen to the teacher face to face but I have no chance right now but I have no chance right now so I have to improve my skills in online education but it is getting worse every day I think. I know if I go class, it will be better, I think and also in online education sometimes I think that if I see this class in class it would be more efficient because maybe I can talk more in English with my teacher or with my classmates or my teacher would check me more so it would be efficient, I think.

No never in high school I speak English. My teachers didn't use to ask us to speak English together or with her or with him, so I didn't have a chance to speak but I don't know I didn't have. But when I was in secondary school maybe I could speak with my teacher they were better because it was a private school, I think. Because of that I could find a chance to speak in English because it was private but in high school, never. In the middle school was better for me because I went to private school, I ask my other friends who went to public school they were the same they also didn't speak like in high in school.

I think speaking with online I don't know why but I am more comfortable when I speak with my teacher online. Maybe if it was face to face, I would be more excited, I guess. I have never tried. Because of body language, I think. You can't see my body language you can't see that I am really excited, so I am relaxed online. You can't see I am excited.

I think listening is better because it would be more efficient. in speaking if I do exercise in listening it would affect my speaking skills too and vocabulary too because I realised, I have been using some applications but, in some point, I stopped I don't have enough vocabulary to continue my conversation. So, I think vocabulary and listening are more important. I hate grammar because it is not important for me, I know.

I prefer to speak than to write, even in Turkish I will always call people because it will be more clear and better to speak than to write. He or she can see my body language and he can understand me, and I can understand him more so I would prefer speaking more than writing. Also, in English especially writing is more difficult for me. I can't write but I can speak.

I think it can be online I participate more because it is more easy also, I realised in online people are shy so I can find more chance to ask my questions and asker the teacher in online but for me. I think for other people it can be class. My friends are shy to speak because I always answer we are only four or five people who want to speak in online class, but I know in class more people would want to speak more. But right now, maybe they can't focus so

they can't catch the lessons I don't know maybe they are shy do I have more time to ask and answer more questions.

We have lots of time to speak with our classmates, but I prefer to speak with my teacher. So, we have lots of time with classmates, but we have less time with teachers, I think. Of course, in the class I have more time to speak with the teacher he can correct my mistakes and check my answers it will be better I think in the class.

If my camera is off, I don't want to speak because I always want my camera to become on, because I can focus more, I think. If someone sees me, I can speak more. I get used to someone to see me so I will be not focus if the camera is off.

I think I can prefer both of them because both of them have advantages and disadvantages maybe I can prefer more with all the class it would be helpful for my confidence too. And but I know it never happens because in my class right now teacher asks some questions and I want to answer, but I know if I answer again no one will answer. Right now, it can with a small group it would be beneficial for us but normal I want to speak with all the class. When nobody is speaking, I feel I don't to answer anymore because of online education they close their cameras and they become disappear but, in the class, you can't become disappear. Definitely it is better.

One by one will I be with my teacher or will be with my friend? I think with the small group is better. If I speak with one friend, it would be better if they are good. It depends on which person I will be with. If he doesn't speak, I don't speak too. If my friend is good, I can prefer speaking with one. But if my friend is not good in English, I don't want to speak with only one other person. It happens to me all the time because the teacher put us in partners and many times, I would be with a person who doesn't want to speak English so I will speak with myself, so it becomes really unbeneficial for me. So, it depends on the partner.

I prefer to speak with the teacher in online because I am trying to increase my confidence so it will be perfect to speak with my teacher in online so he cannot see I am nervous. In the class, I will be less confident definitely and everyone feels the same, I think.

I will feel really bad because it will be my first year of medicine, so I want to be face-to-face of course and this year it is ok, because this year is only English prep. But next year it would be my first year of medicine so I hope it will be normal. As everyone, I think.

#### **Student 4**

My department is medicine.

I am from Kastamonu.

I went to high school in Istanbul, the first two years I went to private school then I changed my high school to public high school.

For the private high school in the first two years, I remember ten hours of English in one week. But after my last two years in public high school, I think I remember six hours every week.

Yes, I enjoy English

Nowadays it is for human being, the world a lot of things you know it is in English. English it will be like a global language, so it is necessary, and it is important to me for communication with the other people, to understand the other studies also because global language.

Yes, nowadays I am a member of English club, it is a free English club from Canada. So, every day I speak with native speakers Canadian, so yeah. I joined this club actually my fifth month in there. So, when I started my prep class, I joined a club because it is a chance for me to improve my English. So, five months ago, I started. The people in the club are my age or older, we have one teacher. Most of the other members are older than me actually because they try to immigrate to Canada. Also, there are younger than me, but all of them are international students.

Before the prep class, I didn't have a chance to speak in English because I had to prepare for the university exam so a little bit, I couldn't focus on English very well. I rarely use English, but only sometimes I tried to speak with me or my family members a little. Nowadays, only in the Canadian club and in the class in the prep school. The club is two hours a day after my prep class, but if I don't do the club, I don't speak enough. I try to speak at home with my sister, too. In my phone, I use English.

I am a little bit upset about online education actually because I miss face to face communication with my teachers and with my friends, to meet new ones. But on the other

hand, for this year, it is the safest version of learning. I am a little bit safe when I sit at my desk at home, but I really miss face to face education in the class.

If there no pandemic and everything is normal, before the rep class I never experienced English education in the class, maybe I will say face to face education is better. But I so in Bezmialem system for the prep class, I do not have an idea for the faculty, but for the prep class, it is ok the online education. I have the opportunity to access to all things on my computer, you know. I can use dictionary and I can write my essay online, just on Microsoft to send and I do not worry about spelling. I like the online class because it is easy, and it is only prep school. But next year I want to go to university because of my medicine study.

In high school, I tried to speak English actually with my teacher and my friends, because I have never been in a class for only speaking but some parts I really tried to attend the class with my friends for speaking English, but it was not enough.

In high school, I always answered questions and I tried to communicate with my teacher, and I also was lucky because my English teacher, they really tried to talk with you in English, so I was lucky, and I had a chance more than other friends in other schools. I was not shy, and I did not have any problem generally.

I prefer reading and maybe listening.

I prefer speaking more than writing to communicate, I really like to speak in class also.

Online education I speak more, maybe it is about in my prep class. Actually, but I am more relaxed in online, if I were in our class, in real class I will feel the same with online education. I am also relaxed; I like the system in the prep school. But this year, I feel I am more relaxed, and I speak more and more. Because in the prep school I only study English and I focus on English only, so I speak more. If I was in the class, I will also speak because it is all about English. I get used to speaking online but even I imagine in the class; I will also speak if I have the opportunity. It is the same for me, I think.

I have a lot of time to participate in my class, there are a lot of opportunities to join the speaking practice. I feel I have enough time to speak and participate.

I prefer the camera is on because I feel more like in a real class, and my teacher and my friends also the same thing. If I see all of them, I feel more in a real class and I try to be more focused. I try to focus more on my lesson.

I prefer all of them, but in small group I get more fun, and you can share your ideas and you talk more, you have more things to talk with them, so I prefer a small group. A small group is better than one friend because sometimes, one friend does not speak so I speak alone, and it is boring then I stop.

I will prefer to speak with my teacher face to face, if I have an opportunity, I would really like to meet with the teacher and talk face to face. First time if I feel a little bit shy, face to face but after that I will feel the same comfort in face to face and online. Generally, I am comfortable speaking in face to face and online, there is no difference for me. But of course, I do not have an opportunity to speak a lot with face to face, but I feel I will be comfortable. If I try to talk with someone in English in normal class, I will feel the same, it will not change.

If next year is also online education, I will feel really upset to be honest because I really want to go to my campus and go to the lab because I study medicine and I want to experience these feelings in there, so I will really feel upset if next year is also online.

### **Student 5**

I am going to study pharmacy

We are from Erzurum.

I went to high school in Istanbul, and I have been born here. It was girl Anatolian high school.

The first year of my high school has a prep class and then the other years we had four hours for each week. The prep school for high school was only English for all the year, full year for English and we had some foreign teachers, and they are just trying to help us to get better in English.

Actually, I like studying in English because when I study something, it makes me feel better and when I learn something new, it also makes me feel better because English is one of the major languages in the world. I think that we all must know about it. That is why I like it.

I have been in England once and there we had some writing and speaking classes, that's why I had a chance to write or speak with those people. At first, I feel a little bit anxious but then I just get rid of this feeling and now I clearly express myself and that makes me feel really confident.

As much as possible I am trying to use English frequently because also my father really cares about it and sometimes, he just tries to speak English with us, with me and my sister. And I use it for entertainment, for when I want to watch a movie, I will never use Turkish subtitles, I will always English ones.

I think my teacher and my students are doing their best, but I believe if we were in the school, it will be better. It is a little hard to communicate, sometimes you just cut off with your internet, sometimes the program has problems, but I don't prefer to be at home, and I generally don't like this online education, but we have to do because of the pandemic.

If there are no health problems and there is no corona, I definitely choose classroom education because I believe we need to be more active in class and we feel more confident when we are in class because you just see and have eye contact with your teacher, your classmates and those things make you feel to speak more.

In the past in high school, while we are having English classes, we are forbidden to speak Turkish, so every time when we want to say something we always use English.

In the English class, as much as possible I will participate. Not every time but generally I try to answer.

When I don't participate sometimes, I am not believing in myself because I thought it was the wrong answer that's why I don't want to speak, this is just one reason. If I answer wrong, there is not a problem because every person can make some wrong things but when it comes to you, you do not feel like doing something wrong and you try to be perfect.

If I have a choice, I would prefer the listening activity because I really care about the words, and I am trying to understand the words in the listening more than the reading.

In communication, I think that speaking is better than anything, but I generally prefer writing because I try to do my best. While I am writing something, it is less chance to make something wrong. I think speaking is better but in writing I have time not to make mistakes.

In online education, I am trying to answer as much as I can because sometimes, I just don't want to speak and just I mute myself and listen. I do not feel like participating but it is average, not less and not much, just in the middle.

In online education, I have yes enough time to speak, we have enough chances because every time the teacher tries to help us and encourage us and call our names and try to give a chance to talk something. So, we have enough time and enough chance.

Actually, I don't like the camera to be off. I prefer to keep it on because when I see my classmates and my teacher, I can easily focus on that lesson and it is more easy to communicate with my classmates, so I prefer to keep the camera on.

In speaking, I speak to all the class, it doesn't matter for me because I can believe in myself and I believe I can clearly express myself, so class activity is better for me. Actually, it is comfortable for me to speak with one other friend, even I have more time to speak because it is only both of us and we have more time to speak only if my friend is also speaking.

I think that it is more easy to communicate with my teacher in real class because as I said we have eye contact we have some gestures and I believe we can understand each other more clearly. It is happening like that.

Finally, I prefer speaking practice in face to face again I don't choose online education. Because also the eye contact and the body language. Maybe for some people who are shy, if they are shy in the class, they are also shy in online, it doesn't matter. If they are shy in online, they will just mute themselves and don't to speak, and in the class, they don't participate so I think it is the same for shy friends. If people want to speak, they will speak in online or in class, it doesn't affect.

### **Student 6**

Now I am studying pharmacy in Bezmialem.

I want to improve my English level because English is lingua franca and if we cannot speak English, we cannot talk with the other people who are from different countries.

I am from Agri.

I studied high school in Istanbul Arnavut koy. It was public high school but in Turkey public high school are a little bit not enough for English education. It was normal public high school.

I like studying English, when I start speaking English with people especially the people who are from foreign countries, I really become uplifted because English is a really good language. That is why I want to improve my English level.

In high school, every week we had six hours English lessons but in Turkey the situation is like that: if you are preparing for the entry university exam, it is the last year and in the university exam you don't have to answer English questions, that's why in English lessons you are studying for the other lessons like math. But for the first three years, you just study English for six or sometimes seven hours a week.

Nowadays I decided to use a kind of application which can help to improve my English, it is Cambly, and I started to talk with people to improve my English and it was really good. Then sometimes when I wait for bus, someone can come up to me and just ask about some certain questions, and they are from different countries and it is a really good situation for me and when I start speaking English, I don't want to stop so that's all. I am really fine with speaking to native speakers, and I am not shy.

Especially I can talk about this situation in two ways before the pandemic and after the pandemic, before the pandemic I didn't use English a lot because we were going outside and hanging with our friends that's why I didn't have any time to speak English or something like that. But after the pandemic I decided to really improve my English language that's why I started watching films in English or read English books and I use Netflix without Turkish subtitles when I want movies, I use English subtitles because I believe that when we want to use Turkish subtitles we will probably focus on the Turkish and we won't understand the pronunciation, or our listening won't improve. And as a matter of fact, I don't post English on social media, but I follow the English Channel and pages, and which can help to improve my English.

First of all, I can exactly say if you ask me this question personal opinion, people will probably slender the online class, talk about the drawback of online education. But in my mind, online education has a lot of benefits to me because when I am in normal class, I feel like really, I am under pressure and when the teacher asks my idea bout some topic I just

want to not talk about this topic because I feel like under pressure and pressure makes us really bad in our productions. And this situation I guess for researchers make research about that and they saw it that this situation makes students under pressure and when student become under pressure they don't want to talk about certain questions or something like that. That's all, I guess. Online education, we have unlimited opportunities when we want to make research, we can make research easily and we can be relaxed and use dictionaries because no one is checking us. Maybe the most effective and remarkable benefit of online education is self-sufficient, online education made us self-sufficient, in our normal life, when we want to learn something, we would probably ask our teacher and now we are alone we have to try to learn new vocabulary and learn new information.

If there is no pandemic and no health concern and I have a choice, I can't choose one of them but if I talk, I can say face to face is better because I can't live with online education until I die. I really miss my friends and hanging out with them, this can be the main reason why I go to class. But I am grateful about online education because you know that I am preparing for my next year, when I become normal student, I would choose face to face because the lessons will require some practical practice, in English we don't have any lesson that require going to the lab. For my faculty next year, I want face to face education.

In high school in Turkey. Teachers are teaching Turkish; it is not a good idea for me. Their approach is based on theory, and it is not good because when they want to teach something to use, they just say everything in Turkish and the information is given from our right ear and leave from left ear. And it is such a good thing. So, I didn't speak English in high school, there was no chance. So, all my English I learned it in prep school. 90% of my English I learned in the prep school, only very little I learned from before.

In high school, I had every time participated in the English class because when we don't participate, they will mark us absent. And after that, in high school, when we don't participate in the class, they don't announce our exam grades, so I had to answer, it was strict. Another reason not to speak in the class, it can be our high school teachers' approach because he was just behaving rudely and after that when he started to talk about a topic, he was just speaking in Turkish and it wasn't such a good thing. That's why sometimes I didn't participate in the class. It is because of the teachers in high school that I didn't want to answer sometimes in the class.

My favorite is speaking but if I have to choose one of these activities I can say listening because I really love listening to people ideas and thoughts about some certain topics so I would prefer listening to understand people more.

Actually. Normally if I choose talking, if you ask me to choose talking or writing, I would probably say speaking but here when I want to communicate with the person, I probably exactly choose writing because I believe that when I speak with people on the phone by calling, I cannot express my all feelings and when it becomes writing or texting, I just think there is nothing limited, everything is unlimited in writing and I can express all my feelings clearly.

In face-to-face education, you know that the teachers ask a question and then students raise their hands, and they start speaking. I really don't prefer to raise my hand that's why in online education, the teacher suddenly say: Eren, what do you think about this topic. Then I must speak. So that is why in online education I think I speak more. I don't like to raise my hand in the class.

Especially we are using national geographic books and these books have a lot of speaking activities, and that's why the teacher every time asks us to speak a kind of topic and the time is enough, I guess because when it is more than 45 minutes, we will probably become overwhelmed. So, the time is not much and not less, it is perfect.

As a matter of fact, there are a lot of students prefer to turn off my camera because I feel under pressure, but the camera doesn't make any difference for me when I turn it on or off it is the same situation for me. So, /every time I turn on my camera in our lesson because it doesn't matter to me.

This situation really confuses me, but I can say I prefer to speak in every situation because it doesn't matter for me, when the situation turn out about speaking, I really want to speak with everyone or in the class or in the group. So that's why it doesn't matter for me, I can speak with everyone.

In my opinion, the real class would be better if we had a chance to speak with the teacher, because you know that in online when we want to talk with the teacher, we will probably be under pressure and when we face with him or her, we can express our feelings. If we are sad, we can talk about our problems or issues that made us down. If it is online education, we

cannot talk with the teacher about our feelings we only talk about the lessons or something like that. If it was face to face education, we would probably have a chance to talk with the teacher about our problems. That's why I prefer real class about speaking with the teacher.

I like to speak, it doesn't matter if it is online education or face to face education, I like to speak. But only about English, actually if I talk about English only, both of them are the same for me because if I am in my home and if I am in school, if the lesson is online or fact to face, if we can have time to speak, if we can hold our conversation with each other: it is enough to be good. That's why in my opinion both of them are the same.

I only don't want to speak if I had a really bad day before. If I don't have any issues, I can speak every time. Only if I have a bad situation in my life, I don't speak. Otherwise, I speak all the time.

### **Student 7**

I study dentistry

I am from Malatya, but I live in Istanbul.

I went to high school in Istanbul.

I went to private high school.

The first year of high school, we had six or seven hours of English but then it decreased. Next year four, the year after that: two lessons only.

When I was at middle school, my teacher has allergy from the board so he couldn't use the black board, so he read the book and we listened, but he didn't teach us like normal. We didn't speak at all, I prepared the middle school exams with my father, then I went to high school, and it was private, so everyone was good at English except me. I didn't want to join the class too much because my answers were wrong. So, I hated that time but no in the prep school I am with students like my level, so I am feeling more relaxed about English. In high school, I was crying in every English class, everybody was better than me.

I never had a chance to communicate with a native speaker.

I only use Netflix, I am watching English movies and I am using English in the class, that is it. Everything in social media is in Turkish, because I don't have a friend to speak English with. I don't have any foreign friends, so I am using Instagram in Turkish. Only sometimes I am following some pages in Instagram that give collocations and idioms in English and Turkish. In you tube, it is all in Turkish only.

At the first, I thought online education is perfect because I was so stressed about English, and I didn't speak in a class English, and I didn't do too much practice in English, and I was worried it will be the same as the high school. And also, I didn't think all the students will like me, it was very easy at the beginning of the school year because online you don't have to see anybody. But then later I think face to face is better and more useful for us because I am not feeling nervous anymore, and I feel ready to speak English in front of too many people. I don't have too much confidence about it yet, but I want to try to speak with my friends face to face. If I practice speaking face to face, I will build my confidence. In online education, I am not feeling too shy. But in face to face you can concentrate harder on studying. In online, you can't concentrate too much because it is my home, and I am looking at my room and talking with my family and looking at me phone sometimes. And sometimes I am on my bed and doing the online education and that is not good.

If there is no pandemic, I am not sure. I got used to online education, so I don't know what I would choose but I think I prefer only. But exams should at the class in the school. I prefer studying English online even though I don't focus so much because I can use too many things like translate and Google dictionary and I can't use it in the class so much.

In high school, I never spoke English because there was a very good girl who was always talking to the teacher and answering questions and the teacher was listening to her all the time. And if we take a chance to talk and make a mistake, she will laugh at us and make us feel embarrassed. The teacher never said anything to her because the teachers were happy that someone is talking and answering, they didn't ask something for other too much.

My favorite activity is grammar I think because reading and writing are too long, listening is too hard. Grammar is easier than everything else, so I like it so much.

I prefer speaking with my close friends.

Yes, I have enough time to speak in online education. Always there are chances for us to speak on Fridays and we are answering questions in a small group, we are talking together, and the situation is very useful for me. Before we speak, we are looking at the question together and preparing our answers together and it is useful.

I think we are speaking enough in online education, and I think I would talk less if we came to school. Because I am feeling relaxed now with my friends in the same group, at the class I think I cannot speak too much because of my last experience in English classes.

If the camera is off it will be perfect, because when I am in medical class and I must turn on the camera and I feel too bad, and I cannot move because everybody is looking at me and I am like a statue, and it makes me so uncomfortable. So, I prefer is the camera is off and it is not only me, but everybody also else in my group thinks the same way.

It depends on who I speak to, and I am in which group. For example, I am feeling relaxed with my group now and I can talk all the time. But if I change my group, I will feel excited and bad in another group. If the activity is with my friends, I prefer to speak with them. Or I can speak one by one if I know the person very well. If I speak with somebody new which I don't know, I don't know I don't like it.

I prefer to speak with the teacher also online, for example, with Kadir teacher is hard for me, he is asking many questions all the time and sometimes I don't know how to answer. I understand the question, but I don't know how I can say the answer. He asks many hard questions, and in medical class, when we first started the medical English, the teacher is also asking about the last lessons vocabulary, and it is also difficult for me to review. Also, if there are too many people in classroom, it will be bad, and they will not have a chance to speak.

Generally, I like online education and I prefer speaking in online education because I am more relaxed.

### **Student 8**

I am studying dentistry.

I am from Sinop, in north of Turkey.

I studied high school in Sinop, I went to science public high school.

We had seven hours of English every week in 9<sup>th</sup> grade. Later it decreased every year, in 10<sup>th</sup> grade we had five hours and the last year in the exam year, we didn't have any English lessons so we could prepare for the exam, and we studied other subjects in the English lesson. It was only in the 12<sup>th</sup> year, the last grade of high school. It is common that people postpone studying English to the university, because they have to focus on math equations for example.

I love when I learn additional languages, sometimes how can I say? Some phrases are essential and not every language has these phrases. For example, maybe in French one word can explain the whole Turkish sentence or vice versa. That's why I think we should learn not just English and try to focus on other languages and compare between them. After English, I will learn something else because generally I like languages.

I had a chance to speak with natives twice. First one four years ago, at Portugal. It was Portugal, we went there with a European Union project, and I bond with people in a cafeteria. I spoke with a journalist from the United Nations, I chat with him about different topics. Also, I talked with German people, we also studied a bit of German in high school. But I couldn't find the correct word, I was trying to say my Name is Atilla but instead of this I said: I loved Atilla. It sounds weird and they corrected me.

The first period of the pandemic English seemed like being my mother language because I couldn't get out of the house, also actually my mother is deaf, and we cannot speak so much. I tried to imagine English all the time, when I brush my teeth, I try to make up some sentences in my mind. And if I considered this as practice, I would make it two or three house a day other than the English the lessons. I don't play computer games; I bought a tablet and use it only for studying English and I cannot play computer games on it. And the tab is only English, on Instagram I follow daily English pages and I think it is very useful. When I see a post like for example crystal clear, so I saved this post and I look at the posts again two three days later and it helps very much.

I am a bit introvert person and a little timid or shy, the first period of the online education generally, all the class tried to turn off their cams and me too. And nobody wanted to talk. I think it was a tough situation for all of us because this online education thing is kind of unorthodox method in learning. Sometimes I have a bad connection which makes it harder. I lose my temper when I get disconnected and I couldn't get anything from the class but up till

now, I think it is getting better and better because we kind of got used to it. Now it is fine, I am not complaining about staying at home instead of the school. I think it is ok. I don't mind it, it is fine.

If there is no pandemic, and everything is normal, at the beginning of the year I would definitely say the classroom is better. Actually, I am still going to say classroom education but if all of the students have a proper tool like good internet connection, maybe the online education could be better if there are no technology problems. When I consider these conditions, I think classroom education is still better.

Our teacher in high school was, how can I say, a very helpful person for the speaking English. Also, the same rules were in the high school like the prep school, Turkish speaking was not allowed, only English was not prohibited in the classroom. Also, even though our English teacher was Turkish, but he also worked at for example Georgia and maybe Greece and that's why he speaks very well. Even though he worked in countries that are not native, but he spoke English in an excellent way. But my friend in high school were not very keen on talking in English with each other. They didn't take it seriously.

After the 10<sup>th</sup> grade, the minister of education gave all the schools in Turkey a rule that they have to make exams like writing, speaking in English, and we had to participate in English. As for me, I always try to participate in the English lesson and try to carry out the English lesson.

For me, it was not a problem to answer in the class, generally all my friends haven't got fundamental basics in English that is why, every year, their lack of enthusiasm increases, and they didn't want to attend the English the class and they didn't answer the questions. When nobody answers, I just focus on my process, and I answer. But it would be much better if the whole class spoke English and participate in the activities, it will be more exciting. Also, sometimes I am afraid if I made a mistake, it is very rare, I have a bit weird vocabulary treasure and sometimes when I speak maybe I release bad words, or wrong words for the context. When this happens, I tell myself you shouldn't speak anymore now at this time.

Actually, I always prefer vocabulary activities. The last one I choose is grammar, because in high school we only tried to learn grammar but without vocabulary and reading so that is why I think grammar is inefficient. So, I like to read to gain a huge number of new words.

I have two perspectives about that. The first I would choose writing because it is a safe way to communicate. But on the other hand, if I were matched with my friends who loved to speak English, I would choose speaking. But sometimes we are matched with someone who doesn't involve in the speaking activities or just gives a short answer or speak in Turkish, this makes me lose my enthusiasm in speaking.

I have enough time to speak because our teacher sends us to separate rooms and we should speak together in English. And we speak at rooms with four or five people, and we have a lot of time to show ourselves and express out ideas. But if we have lots of hours in a week, it could be better. We are already in a lockdown, for me I have nothing else to do so I would like to have more English lessons online.

Speaking online is better for example, we have rock paper scissors tournament at the classroom, and I lost after that I join the next lesson with a shameful note. After the break, I have to buy candy to everyone. I wear a suit in the party and turn on music and dance in a funny way. If I were in the classroom, I wouldn't do that. But in the online education, I can be funny and not shy. I also have materials to make jokes in my room and I cannot bring to class.

For now, online one is better I am more comfortable. If next year is also online education, it will upset me because we should go to university and take practical lesson in the faculty in the lab. And make real friend face to face next year. I already lived 20 years in Sinop, and I think I should go to Istanbul now and have new experiences.

I think the camera should be on because I become more efficient and when the camera is off if you are very smart person or a nerd, if the camera is off you will lay down in the bad or look at your phone and you will lose your focus and not concentrate on the lesson.

I experienced speaking with the class and in groups and with only one other person. I think that small group is the best because when we try to speak in from of all the class, always we interrupt each other, and we always speak while somebody else is speaking by accident. Also, sometimes generally even though we spend 6 months together they are still trying to close their camera and it makes communication impossible and it is not good. With one classmate, after some time, it will be boring because all the time it is the same face. So, I prefer a small group but also to switch the people in the group every now and then.

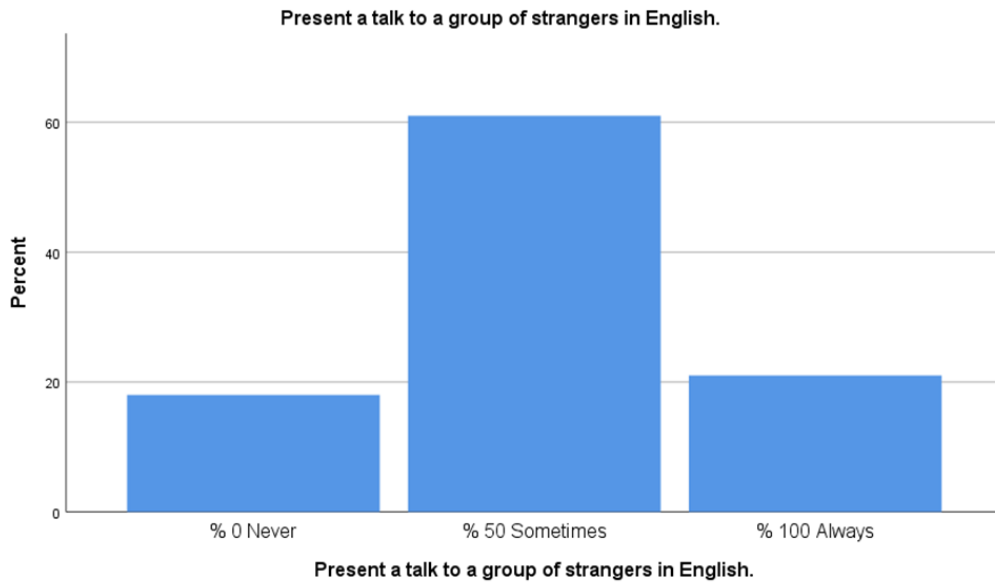
Speaking with the teacher, I don't know because both of them seem the same to me at this point. But maybe online education is easier to talk to the teacher for the prep school now only. Because I got used to it like this way. I didn't realise it before, but I think I love online education for the prep school, and I prefer it now as long as we don't have anything practical to do.



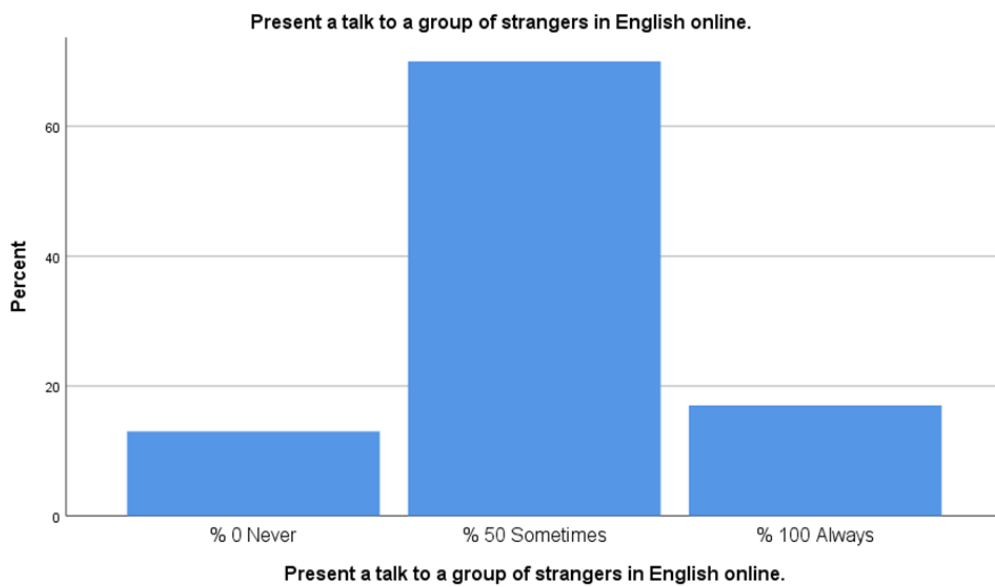
# Appendix H

## SPSS Analysis of the Questionnaires

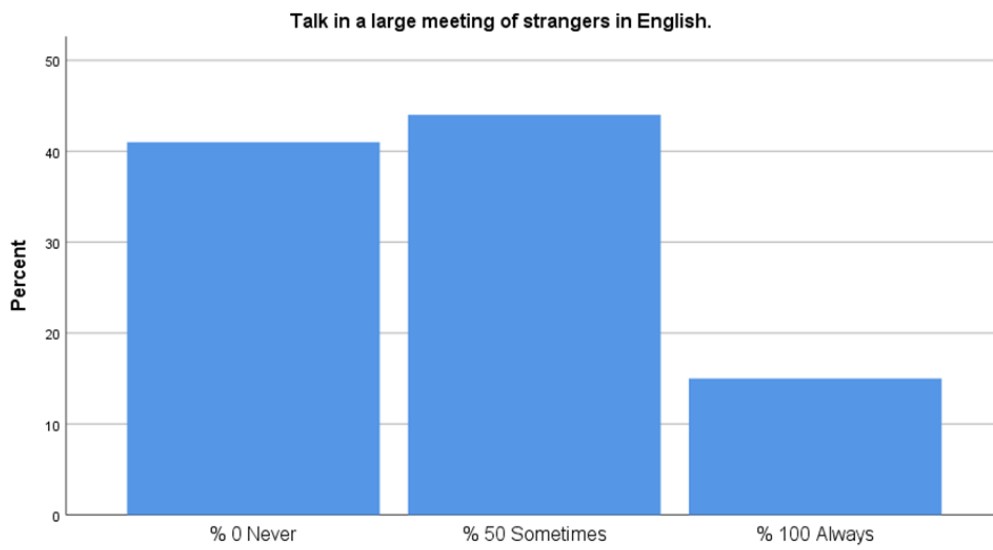
### Question 1



### Question 2

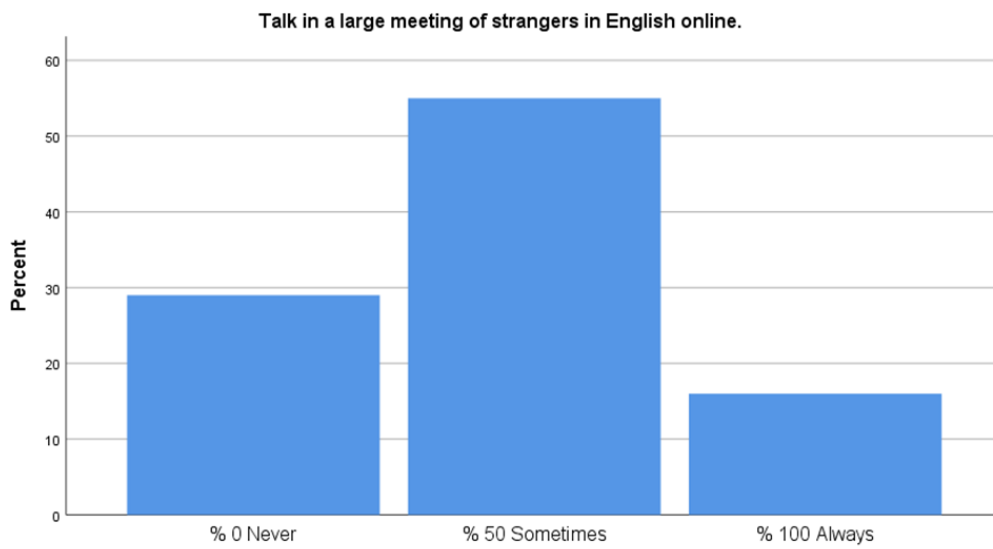


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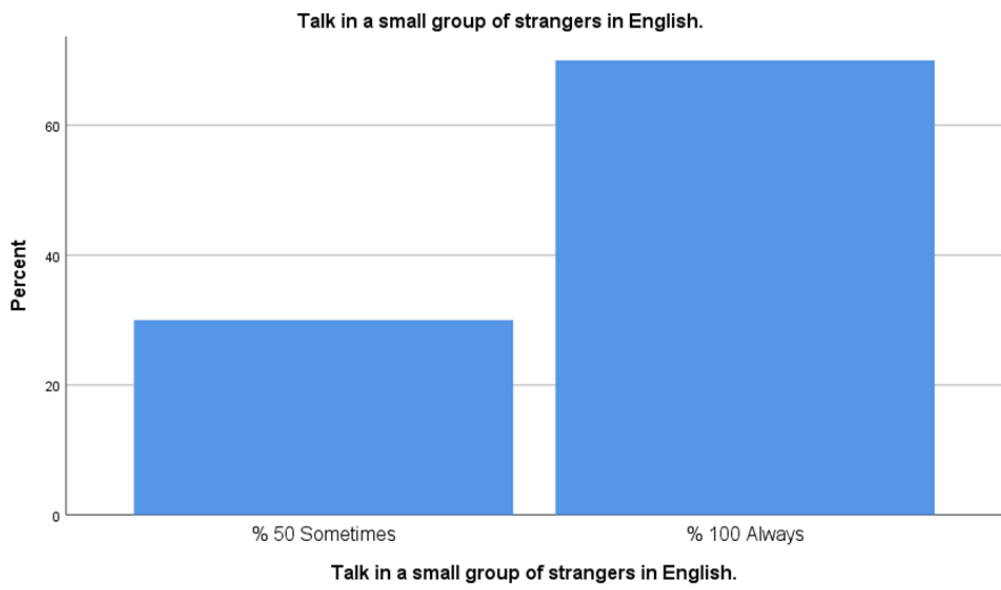
Talk in a large meeting of strangers in English.

### Question 4

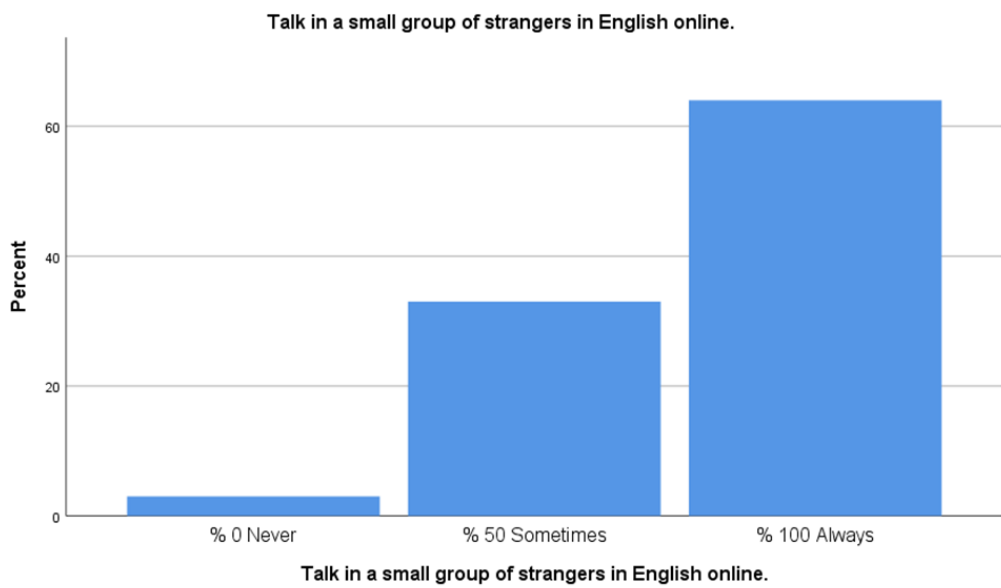


Talk in a large meeting of strangers in English online.

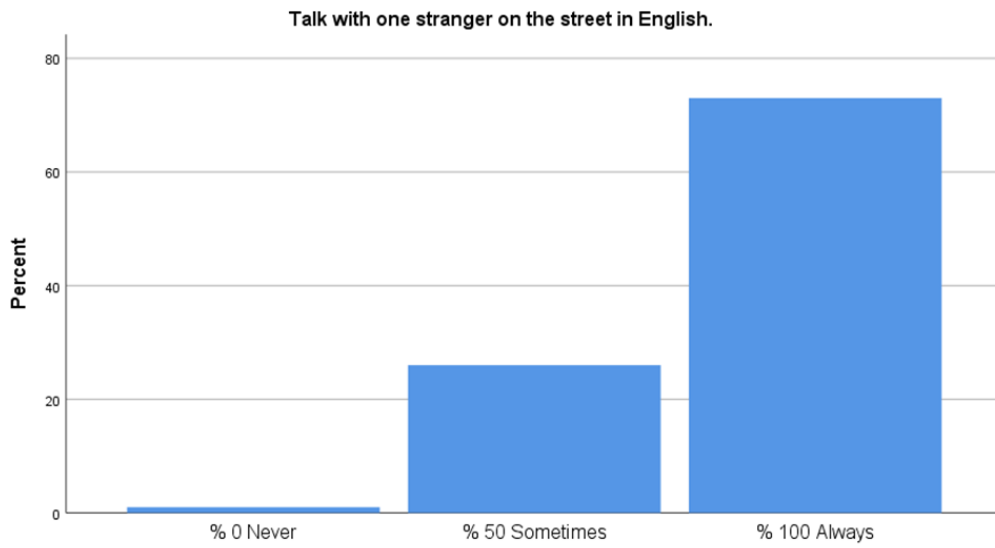
### Question 5



### Question 6

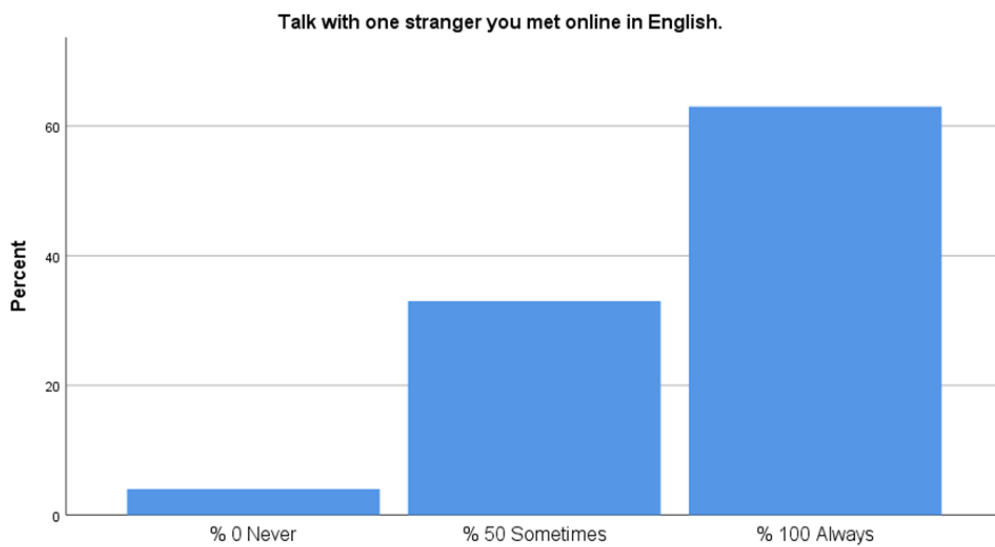


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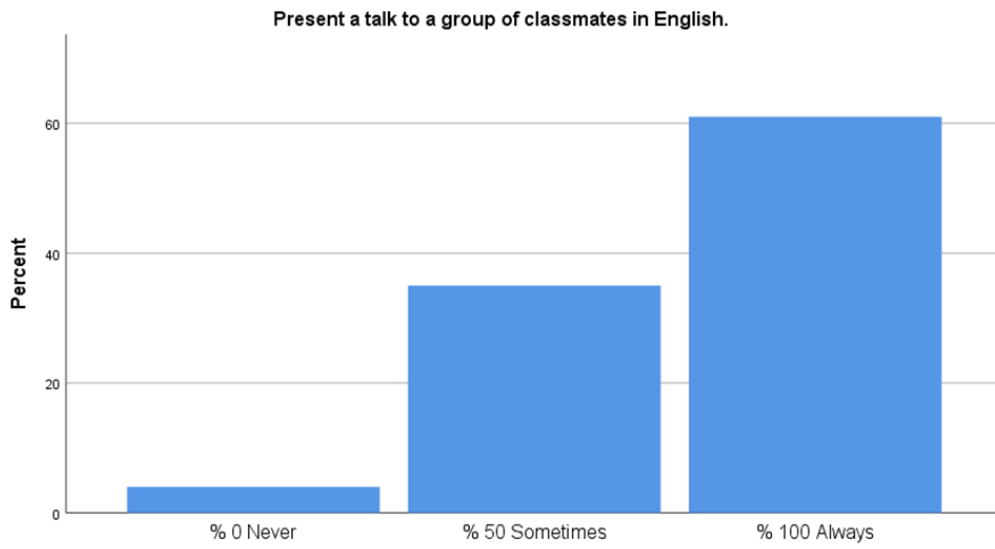
Talk with one stranger on the street in English.

### Question 8



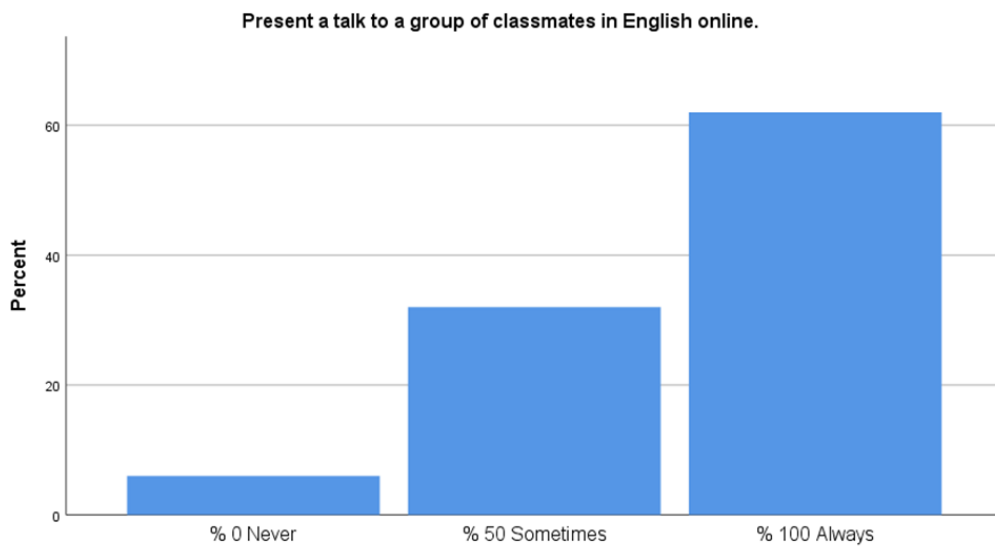
Talk with one stranger you met online in English.

### Question 9



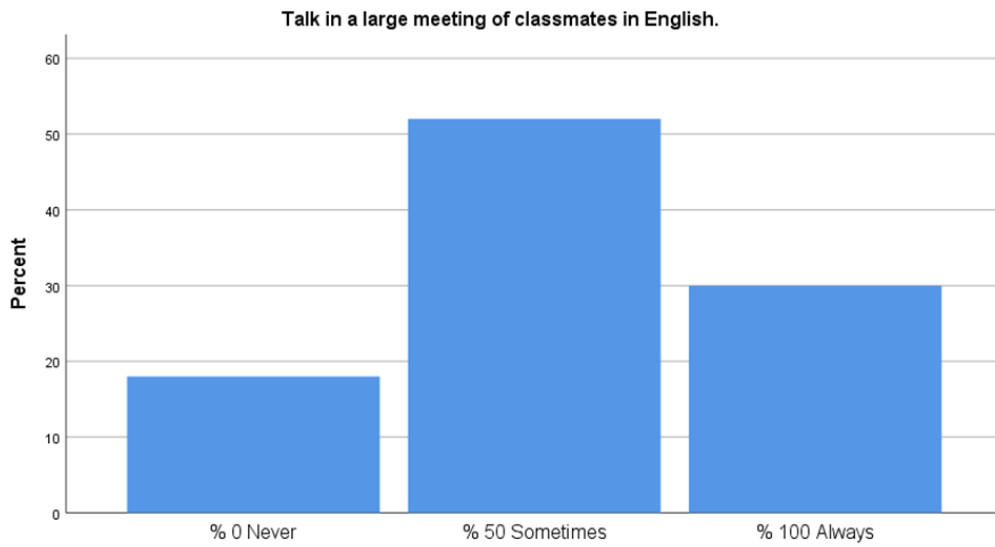
Present a talk to a group of classmates in English.

### Question 10

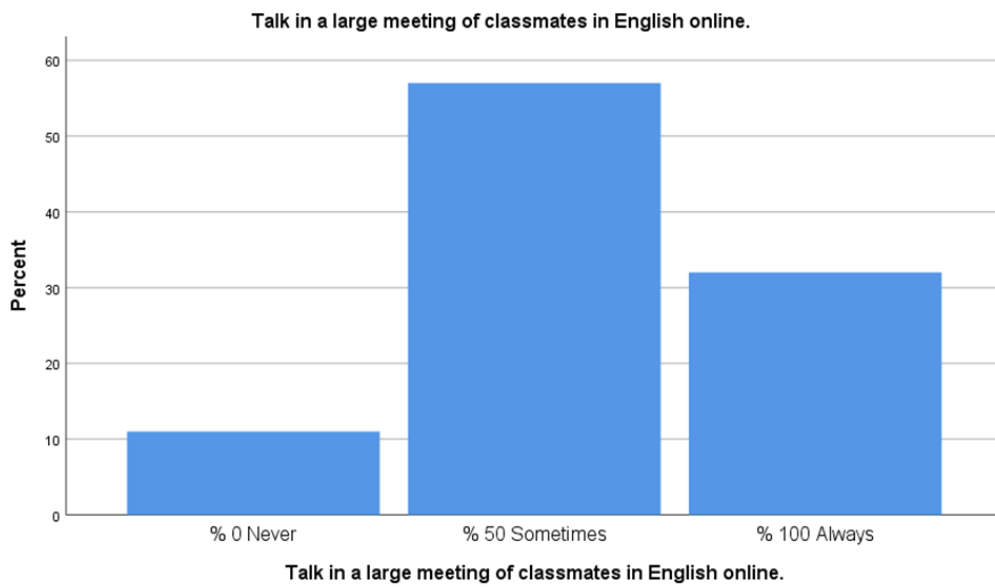


Present a talk to a group of classmates in English online.

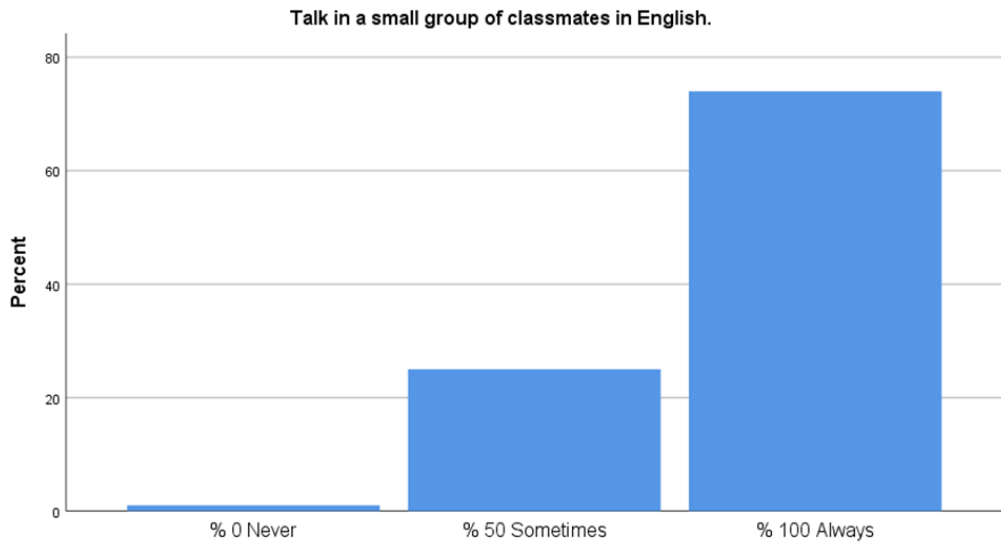
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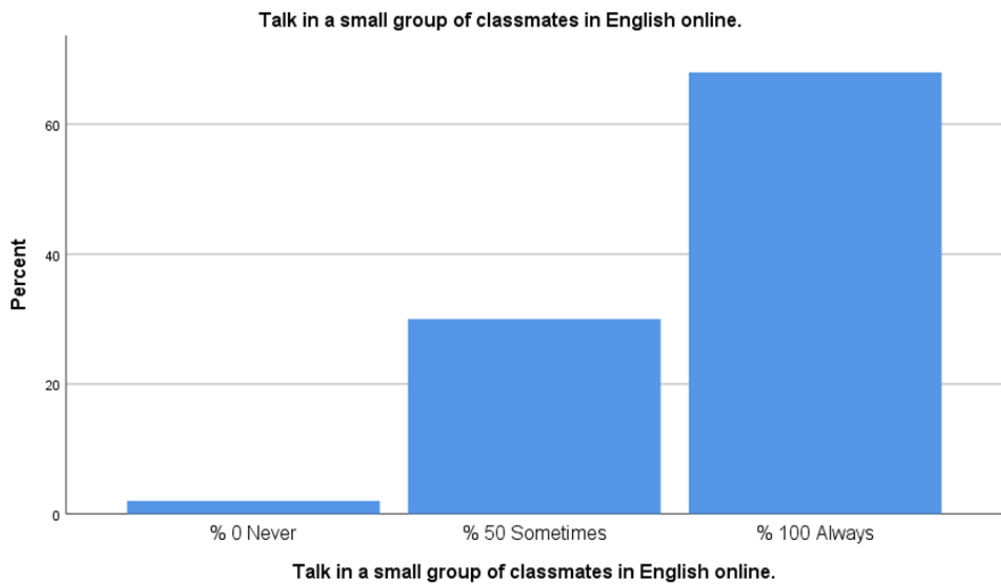
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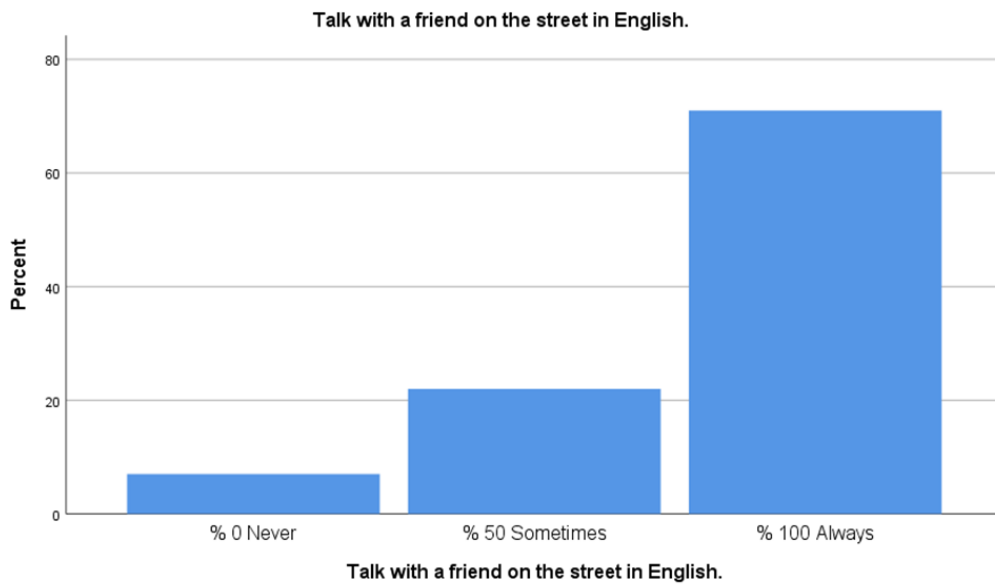
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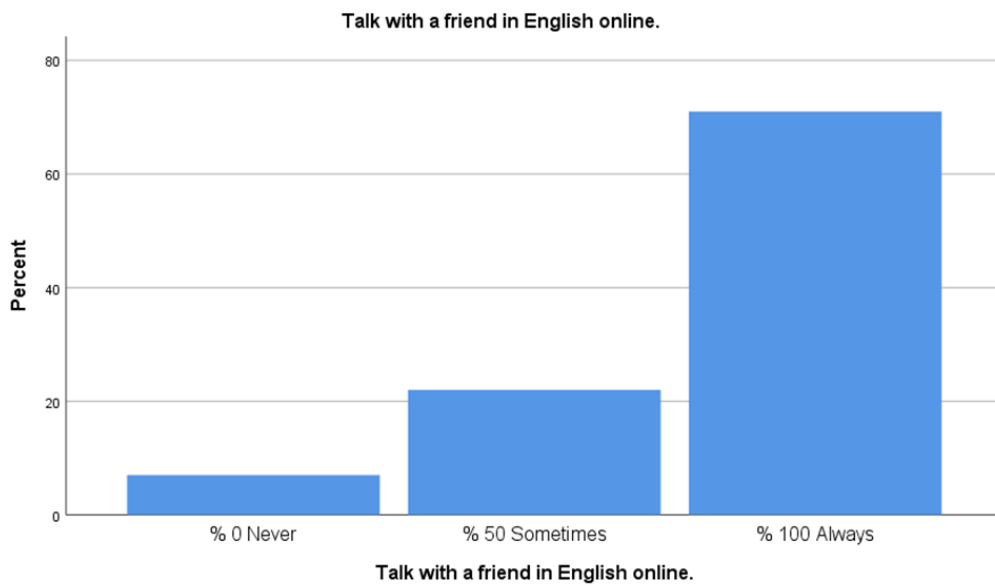
### Question 14



### Question 15



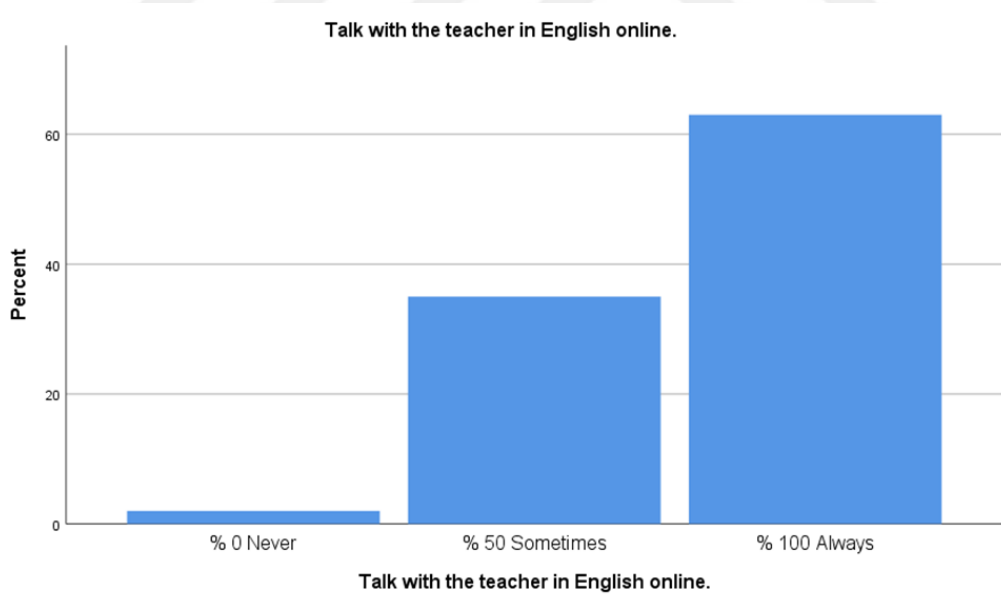
### Question 16



### Question 17



### Question 18



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Görgülü, E., & Edelbi, R. (2021). An Investigation into The Willingness to Communicate of English Preparatory School Students in Online Education in The EFL Context. *2<sup>nd</sup> IZU Social Sciences Graduate Student Congress*. Istanbul Sabahattin Zaim University, Istanbul.