

T.C.

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

**A COMPARISION OF TURKISH AND
INTERNATIONAL PREPARATORY SCHOOL
STUDENTS' WILLINGNESS TO COMMUNICATE
IN ENGLISH CLASSES**

MASTER THESIS

İlkay BAL

ISTANBUL

July-2022

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Supervisor

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THESIS APPROVAL

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

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DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY

This is to certify that this MA thesis/PhD dissertation titled “**A Comparison of Turkish and International Preparatory School Students' Willingness to Communicate in English Classes**” is my own work and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to 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.

İlkay BAL

Istanbul, July, 2022

ABSTRACT

A COMPARISON OF TURKISH AND INTERNATIONAL PREPARATORY SCHOOL STUDENTS' WILLINGNESS TO COMMUNICATE IN ENGLISH CLASSES

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The current study aims to explore whether there is a significant difference between Turkish and International EFL preparatory school students' degree of willingness to communicate (WTC) inside the class. The study explored the underlying reasons for Turkish and international EFL students' differences in their desire to communicate in the classroom. In the data collection procedure, a mixed method approach was used. While the quantitative data for the study was obtained through a questionnaire, a semi-structured interview was utilized to gather the qualitative data. Students' views shed light on the phenomena of willingness to communicate. The study has found that there is no significant difference between Turkish and International EFL preparatory students' levels of WTC inside the classroom; besides that, it was found that there is no statistically significant difference between the groups. The quantitative data also showed that both groups have the highest WTC levels in speaking and writing skills. On the other hand, the qualitative data showed that the students generally aim to use English in their work-life, and most learn English for future job opportunities and living abroad.

Keywords: Willingness to Communicate (WTC), English Language Education, English as a Foreign Language, Language Learning, English Preparatory School Students.

ÖZET

TÜRK VE ULUSLARARASI HAZIRLIK OKULU ÖĞRENCİLERİNİN İNGİLİZCE DERSLERİNDE İLETİŞİM KURMA İSTEKLERİNİN KARŞILAŞTIRILMASI

İlkay BAL

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı: Dr. Öğr. Üyesi Özlem ZABİTGİL GÜLSEREN

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Bu çalışma, Türk ve Uluslararası İngilizce hazırlık okulu öğrencilerinin sınıf içinde iletişim kurma isteklilikleri arasında anlamlı bir fark olup olmadığını araştırmayı amaçlamaktadır. Türk ve uluslararası İngilizce öğrenenlerin iletişim kurma isteklerindeki farklılıklarının altında yatan nedenler araştırılmıştır. Bu çalışmada hem nicel hem de nitel veri toplama yöntemleri kullanılmıştır. Araştırmanın nicel verileri anket yoluyla elde edilirken, nitel verileri toplamak için yarı yapılandırılmış görüşme kullanılmıştır. Öğrencilerin görüşleri, iletişim kurmaya istekli olma olgusuna ışık tutmaktadır. Araştırma, Türk ve Uluslararası İngilizce hazırlık okulu öğrencilerinin sınıf içi iletişim kurmaya isteklilik düzeyleri arasında anlamlı bir fark olmadığını; bunun yanında gruplar arasında anlamlı bir farkın da olmadığını göstermiştir. Nicel veriler ayrıca her iki grubun da konuşma ve yazma becerilerinde en yüksek iletişim kurma isteklilik seviyelerine sahip olduğuna işaret etmiştir. Öte yandan nitel veriler, öğrencilerin genel olarak İngilizceyi iş yaşamlarında kullanmayı amaçladıklarını ve çoğunun İngilizceyi gelecekteki iş fırsatları ve yurtdışında yaşamak için öğrendiklerini göstermektedir.

Anahtar Sözcükler: İletişim kurma istekliliği, İngiliz Dili Eğitimi, Yabancı Dil Olarak İngilizce, Dil Öğrenimi, İngilizce Hazırlık Okulu Öğrencileri

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İlkay BAL

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LIST OF ABBREVIATIONS

CLT: Communicative Language Teaching

WTC: Willingness to Communicate

EFL: English as a Foreign Language

ELT: English Language Teaching

SPCC: Self-perceived Communication Competence

L1: First Language

L2: Second Language/Foreign Language

SEM: Structural Equation Modeling

SPSS: Statistical Package for Social Sciences

CHAPTER I

INTRODUCTION

1.1. Introduction

This study aims to examine and show the relationship between Turkish and International EFL preparatory school students' degree of willingness to communicate inside the class in a university preparatory school context. This study examines the scores in the degree of willingness to communicate for these two groups of students, the underlying reasons for these Turkish and international English learners, and what this means for language teaching practices. This chapter begins with the background and context of the study. Then, the research problem, aims, objectives, and questions are introduced. This chapter also presents the significance, limitations, and an outline of the of the study. Finally, at the end of this chapter, the definitions of the terms with their abbreviations are presented.

1.2. Background to the Study

People all over the world use language for communication. Humans can deliver and receive all kinds of emotions by using language. Because of this, learning and teaching language have been essential fields for centuries. The English language has emerged as the dominant medium of worldwide communication, and it is likely to remain so into the twenty-first century (Alptekin, 2002). In the recent century, the English language has gained much importance in every domain of our lives, such as technology, science, and education. Seidlhofer (2010), states that the English language is seen as a dominating medium of international communication. English is the primary publication language in countries where English is spoken as the first and second language. However, globalization has also made English essential in many areas in expanding circle countries like Turkey. Graddol (2000) stated that no factor could surpass English as the world language for the next fifty years. People from diverse countries have been able to cross national borders and get closer due to globalization. Since borders began to fade, communication opportunities with people from different languages and cultures expanded. Especially with the development of the Internet, people started to expand their

horizons by spreading worldwide with the contributions of business, entertainment, education, and the economy. It has brought the desire to learn English, the common language that people can communicate with different cultures in society. It is indisputable that English has become such an important global language, and the need for English has become increasingly crucial in learning and teaching English.

In the early days, foreign language teachers used traditional methods in their classes; then, the traditional teaching methods left their place for modern ones. The primary purpose of teachers in a traditional language classroom is to teach students vocabulary knowledge and grammar rules. Traditional English classes do not have an English-speaking environment. While the teacher plays an active role in the lesson, the student is the listener and receiver. There is no communicative role in this type of learning. The students seem to be talking, but most of them memorize the patterns, so we cannot talk about any real communication in the classroom. Students have difficulty applying the knowledge they learned in a real communication because they do not know the meanings of the words and phrases. For this reason, students cannot use the language freely (Sun, 2015). This traditional way of language learning has shifted towards Communicative Language Teaching (CLT) over time. CLT is defined as “the latest trend in language teaching and learning” (Yu, 2009). The main aim for the students is to establish meaningful communication in the foreign language (Wen & Clément, 2003).

To put it another way, the goal of second and foreign language learning has shifted from "structural mastery" to "the ability to utilize the language for conversation" (Cetinkaya, 2005, p. 2). In addition, the most basic purpose of language learning is "communication between people from different languages and cultures in a real context." (McIntyre, Clement, Dörnyei, & Noels, 1998, p. 559). One of the most necessary factors for foreign language learning and teaching is speaking a foreign language fluently and accurately. For this reason, L2 learners should develop the ability to communicate in authentic situations using the second language. Because of that, foreign language teachers have started to make adjustments to improve L2 learners' communication skills by adapting speaking activities into their methods. Nevertheless, one of the most prominent problems that teachers face is that not every student is equally willing to speak a foreign language despite their differing

willingness to act upon this desire. WTC is considered the last step before real communication in the second language (MacIntyre, Clement, Dornyei, and Noels, 1998). So, it is necessary to inquire about factors that impact different degrees of WTC. Researchers have done many studies on WTC in this context and examined the positive and negative factors affecting WTC. Contrary to popular belief, students' English language level is not directly proportional to their willingness to communicate. MacIntyre (2007) states that almost all foreign language teachers experience this problem. Some students are more willing to communicate in their second language than others, while others avoid speaking even if they are better grammar learners.

On the other hand, the learner's personal characteristics, which means individual differences such as age, sex, attitude, motivation, IQ, aptitude, personality and cultural background, affects students' desire to speak. Individual differences can influence students' motivation levels to speak in English in both positive and negative ways. It is also clear that students' personality traits significantly impact second language learning and students' willingness to communicate in a second language. Personality is seen as one of the crucial factors that positively or negatively influence students' willingness to communicate. Students' personality traits such as self-esteem, shyness, quietness, seriousness, and self-confidence are related to their WTC levels in their first and second languages. In 2007, Çetinkaya used Structural Equation Modeling (SEM) to explore participants' attitudes towards societies with different cultures and languages, their desire to learn English and the level of willingness to communicate, linguistic self-confidence, and personality traits using the WTC theoretical framework (MacIntyre et al., 1998). According to the results, there was no statistically significant link between communication anxiety and linguistic self-confidence, so it shows that anxiety do not play a role in developing the linguistic self-confidence of learners. Moreover, the research findings show that students' willingness to communicate in English has a significant link with their views of the foreign culture and their linguistic self- confidence. Personality was linked to one's attitude toward the international community.

According to Oxford and Ehrman (1995), there is no excellent correlation between students' language learning strategies and students' language and speaking

proficiency. However, this is worth observing because it is clear that language learning strategies are related to students' cognitive and motivational skills. The motivation sources of students can sometimes be to get a job, sometimes to pass an exam, and sometimes to travel. Hence, students' willingness to use and practice the language varies because of these differences.

L2 learners may shy away from receiving negative feedback in class or initiating and participating in conversations because they feel pressure from their peers. (Gardner & MacIntyre, 1993; Hashemi & Abbasi, 2013). On the other hand, highly motivated students are much more eager to take a more active role in participating in speaking activities regardless of having intrinsic or extrinsic motivation; they are triggered to achieve outcomes (Sansone & Harackiewicz, 2000). Introversion and extraversion personality traits also have a significant impact on WTC. Some students are shy and introverted, so they keep quiet during class. Even if the teachers and techniques are open to communication, the student with an introverted personality tries to avoid communicating in L2. On the other hand, it is not surprising that extroverts and social students have a higher WTC. Successful language learners are sometimes adventurous, sometimes reflective, sometimes they like grammar books, and sometimes they like to talk. However, as a result, they take activities to learn and practice the language.

Language classes are also increasing with the increasing number of people who want to learn English. However, contrary to this, students who come to the classroom to learn English refuse to use this chance to speak when they are given a chance to practice speaking. In an EFL context, students are least likely to find environments where they can practice speaking outside the classroom.

For this reason, WTC values of students are essential for both learners and teachers in their classrooms, which are the most convenient environment for speaking practice. WTC is an indicator of the frequency of communication in an EFL classroom. If teachers know the different factors underlying WTC, they can try to increase students' willingness to communicate through different methods and strategies in line with students' differing needs. Consequently, the frequency of communication in foreign language classrooms will likely increase. The mentioned reasons prompted researchers to investigate students' communication skills in the foreign language and the factors that affect these skills.

During the language learning process, learning strategies, motivation, and individual elements can affect learning and teaching. In addition to these factors, willingness to communicate (WTC) is defined as "a readiness to enter into discourse at a particular time with a specific person or persons, using an L2" (McIntyre, Clement, Dornyei, and Noels, 1998, p. 547), and it has an essential role in language learning and teaching. According to MacIntyre (2007), WTC is both a facilitator of language learning and a non-language outcome of the L2 learning process.

In addition to the individual factors of the L2 learners, the traditional education and the environments in which they grew up in the cultural context are also essential factors for learners' attitudes towards learning English. If the environment in which L2 learners grow up is socially and culturally rich, these students develop a positive attitude towards learning English. Individuals can use culture, particularly language, to regulate social and cognitive relationships. Cultural awareness can reformulate one's mental system and influence interactions within oneself, family, community, and the giant globe (Renaud & Tannenbaum, 2013). In other words, a socio-culturally rich and competitive learning environment increases students' intrinsic motivation, which has a tremendously positive effect on students' attitudes towards learning English. In addition, language is seen as a cultural and religious symbol of the society in Saudi Arabia. Arabic is regarded as a cultural and religious heritage of Saudi society and is the country's primary language. As a result, Saudis place a higher value on Arabic than English. Some religious leaders in Saudi Arabia are concerned that the spread of English may undermine society's own moral and religious heritage. However, English fluency and accuracy in communication have an important place in many institutions, especially universities, and most of the society still does not sufficiently accept the importance of speaking English. It is hard to expect an L2 learner who grew up in a society where speaking English is not valued due to familial and cultural factors to have a positive attitude towards English (Ahmad, 2015). Thus, cultural values and upbringing affect learner attitudes toward L2 speaking and learning.

To some extent, teaching the cultural aspects of the L2 is also essential. According to Sun (2015), language teachers should try different methods in their classes during foreign language teaching. They should include social and cultural knowledge teaching in their course content. They should aim to provide their students with

Intercultural communication competence, social communication skills, and linguistic components of English.

1.3. Statement of the Problem

It is pretty common to see students who are willing to speak despite high language proficiency and students who are unwilling to speak despite low language proficiency in a language class. McCroskey and Richmond (1990) argue that WTC is a personality-based ability that is influential in communication skills. Accordingly, it is not easy to talk about a strong relationship between language proficiency and WTC. In addition, Mc Croskey and Bear (1985) emphasize the importance of interpersonal speech, emphasizing that people talk to each other to varying degrees. In other words, while some people talk more, some talk less, and some do not even talk. This difference in speaking rates has been characterized as "willingness to communicate" and is fixed on a personality trait factor.

According to the sociocultural theory, institutions where social and cultural interaction, such as schools, play an essential role in students' cognitive and behavioral language progress. In this sense, the individual in the society who accepts the importance of English develops a positive attitude towards English, and the desire to speak English increases as expected (Hickey, 2011). In addition, Gardner and Lambert (1972) claim that the individual's positive attitude towards language contributes to foreign language learning.

This study has two primary purposes; the first is to investigate students' degrees of WTC in English and inquire about the underlying factors and reasons for participants' strong desire. The second is to reveal high WTC levels of EFL students and if there are any reasons to cause willingness. In addition, the study will examine both groups of students with the highest WTC level in language skills.

1.4. Research Questions

Based on what has been said above, this study will seek answers to the following questions:

RQ1. Is there a statistically significant difference between the WTC scores of Turkish and International EFL learners in the preparatory language classes in Turkey?

RQ2. In which language skills do both groups of students have the highest WTC level?

RQ3. What are the views of students whose WTC levels are high

- a) on their feelings while they use English?
- b) on the use of English in their lives?

1.5. Significance of the Study

People can easily convey their ideas, thoughts, and feelings to others using language, so communication occurs between them. Language is an indispensable element of communication. It makes communication more accessible to create a relationship with people correctly and have cultural interactions. English, the lingua franca in the world, comes to mind first regarding cultural communication. Therefore, it is a common language globally and this is a significant factor in the increased desire to speak English. It is commonly accepted that individual and cultural factors affect one's willingness to communicate in English. Although many studies were conducted on WTC, there is no study in Turkey investigating the differences between Turkish students' and international students' willingness to communicate in English and what that means for language teaching research and practice. This study aims to fill this gap in the field and find the factors that influence the willingness of Turkish and international students to communicate in an English preparatory school setting in Turkey. International students are now a reality for Turkey and the rest of the world due to increasing globalization and changing political atmosphere. In this context, increasing the work done with international students as part of the Turkish language world will benefit the understanding of the ever-changing EFL context in Turkey.

1.6. Limitations of the Study

The scope of this study is limited to the English preparatory school students at a foundation university, in Istanbul, Turkey. In addition, some of the items in the questionnaire that aim to elicit data about willingness to communicate in English might not be valid in the Turkish preparatory school context. Many factors affect students' WTC levels, so it is not easy to investigate all of these reasons. In addition, international students participating in the research will have diverse cultural and language backgrounds, which will affect the research results. In this study, the study will be carried out only in one foundation so the findings may only be generalized to this particular university. Adding more universities and nationalities can be helpful to make a general conclusion and to generalize the findings.

1.7. An Outline of the Study

This thesis has five chapters. In the first chapter, background information is stated. After that, statement of the problem is presented. The questions that the study seeks to answer are then provided. Furthermore, the researcher states the purpose and significance of the study. The chapter then moves on to the limitations of the study. Finally, the chapter ends with information on thesis organization.

The second chapter is the literature review. The use of the WTC construct in both first and second language learning contexts, and several WTC theories are then examined. In addition, this chapter gives information about other WTC studies. Moreover, a discussion of the current state of WTC research and foreign language instruction in the Turkish EFL setting is presented. The chapter concludes with the factors affecting students' WTC levels.

The third chapter is the methods chapter. This chapter contains the research design, study sample, sample selection, data collection, and data analysis processes. The fourth chapter is the findings and discussion. The data analysis outcomes and findings of the study are given in tables and figures in this chapter. The results obtained through a series of statistical studies are also reported in this chapter. In addition, this chapter includes a brief explanation of each of the study's statistically significant findings. It then moves to a discussion section where the study's research questions are discussed in depth. The final chapter is the conclusions and

recommendations. It summarizes the research. The chapter concludes with some recommendations for the future research.



CHAPTER II

LITERATURE REVIEW

2.1. Willingness to Communicate (WTC)

2.1.1. The definition of WTC

Language learners should accomplish some requirements to promote their communication skills. WTC is regarded as one of the primary goals for communication, and it is a late concept in the studies on individual characteristics. WTC is a notion that has been investigated and is supposed to predict and explain learners' probability of engagement in conversation. Due to its utility for individuals' L1 and L2 communication, it is a key factor influencing modern language instruction.

WTC originally started to investigate in L1 communication, and McCroskey and Baer (1985) defined willingness to communicate in the first language as “the eagerness to initiate the speech”. Willingness to communicate was thought as a stable personality trait that is perpetual in various contexts. On the other hand, researchers claimed that it was more than a constant personality attribute. The necessity to investigate WTC arose in the 1990s, and researchers renamed the word for L2 usage. As a result, various studies have been conducted on willingness to communicate in the second and foreign language.

The purpose of learning a second language (L2) is to promote communication and understanding of people from different cultures. MacIntyre, Clément, Dörnyei, and Noels (1998) conducted a study on WTC in a foreign language and summarized it as follows: “A readiness to enter into discourse at a particular time with a specific person or persons, using L2” (p. 547). McIntyre and his colleagues claim that L2 competency is not just learning the language but should be seen as a method to fulfill intercultural goals. Personality traits, group motivation, and cultural bias affect the achievement of communicative purposes. L2 WTC is not seen as a direct manifestation of L1 WTC because L2 communication has many other issues, such as social and political, which are not often evident in L1 communication.

2.1.2. Willingness to Communicate in L1

The concept of WTC first appeared in the first language. However, WTC is a new construct, Burgoon (1976) studied unwillingness to communicate, which is relatively related to WTC. She claimed that some factors such as anomie, alienation, communication fear, and self-esteem affect people's desire to communicate. For example, alienated people cannot start a conversation easily because they do not trust others and have negative communication attitudes. Also, she believed that if people have low self-esteem, they are probably shy, timid, and avoid communication.

Willingness to communicate has been associated with numerous researchers since the introduction of the construct of unwillingness to communicate and its scale. "McCroskey and Baer (1985) renamed the term of unwillingness to communicate as the willingness to communicate." They designed a WTC scale to reveal the reliability of the general tendency of willingness to communicate. According to them, WTC is a personality feature in the first language that describes people's communication preferences. They suggested that if people desire to communicate in one situation, they may be willing to communicate on every context. In addition, the researchers defined WTC as "the ability to begin communicating as soon as the person feels free."

There was a conflict about whether willingness to communicate is based on personality trait or situation-based concept. McCroskey and Richmond (1990) proposed the WTC notion in L1 communication as "variability in talking behavior." According to their explanation, WTC is the purpose to initiate the conversation when free to do. They claimed that while situational conditions could influence people's desire to communicate, people's WTC tendencies were consistent across conditions. Throughout this, WTC was a constant personality rather than a condition-related variable.

Based on all the findings in previous studies, MacIntyre (1994) proposed a model with affecting factors of WTC. He studied the relationship between WTC and some factors like communication apprehension (CA), anxiety, alienation, anomie, self-perceived communicative competence (SPCC), introversion, and self-esteem. MacIntyre's (1994) study was significant in WTC research as it examines the

correlations between the factors that were believed to influence WTC. According to the model (see Figure 2.1), communication apprehension and SPCC directly impact WTC levels, and the link between CA, SPCC, and the level of WTC was seen to be very strong. When people's apprehension level is high and SPCC level is low, they will be more willing to communicate and better communicators. The other variables, which are introversion, self-esteem, and anomie, are related to WTC indirectly as they were discovered to cause CA and SPCC. Also, he claimed that there was not any correlation between WTC, anomie, and alienation.

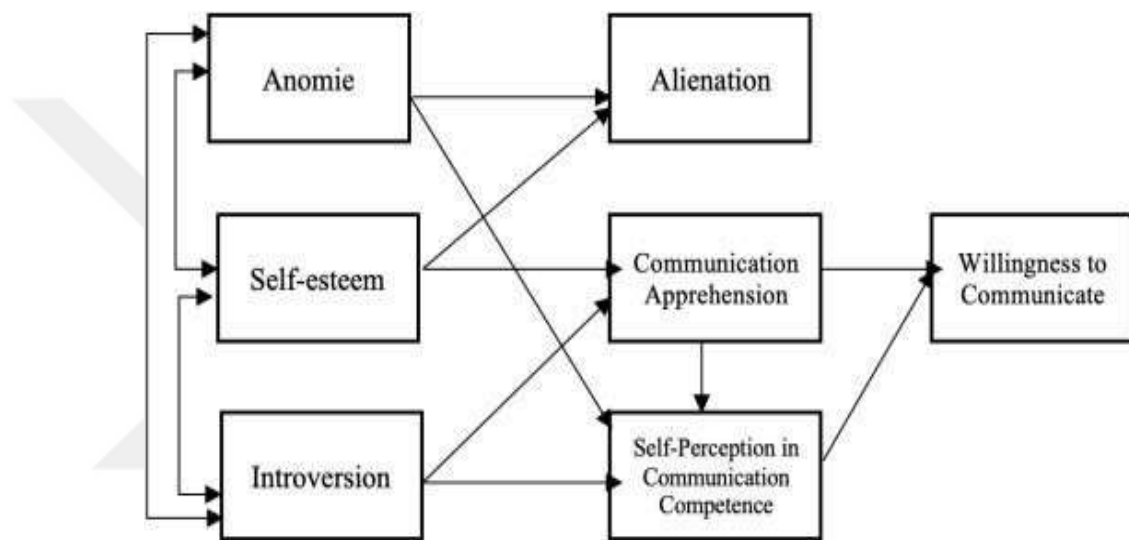


Figure 2.1. MacIntyre, P. D., *Variables Underlying Willingness to Communicate: A Causal Analysis*, 1994

WTC is the best predictor of actual communication strategy; on the other hand, SPCC and communication apprehension appear to evaluate the components that contribute the most to WTC prediction (McCroskey, 1997). Even though early investigations focused on the characteristic side of the first language WTC. They chose to rely on the influence of WTC on communication act rather than the effect of circumstances as they stated that the regularity in cognitive processes is associated with communication desire. Therefore, in a structural equation model, MacIntyre, Babin, and Clement (1999) studied the nature of WTC on both a trait and a state level. They used the structured equation model to analyze WTC at the trait level. In order to collect data for the study, 226 participants, who were university students of psychology, were given five personality surveys to examine

the trait level of WTC. These five personality traits were self-perceived competence, communication anxiety, self-esteem, extraversion, and emotional stability. In addition to these scales, additional speaking and writing tasks were given. For the state-level analysis of the study, 70 participants were instructed to complete four tasks on WTC, anxiety, perceived competence, and communication tasks, and they were observed in the laboratory. According to the findings of the study, there was no link between communication anxiety and WTC. CA and SPCC were identified to have a negative association. Extroversion, perceived competence, and communication fear were also revealed to be linked.

Moreover, the participants who willingly performed laboratory tasks had much higher WTC levels than those who declined to participate in the study. It was concluded that extroverts have a higher perceived competence and are more confident in their communication abilities. Besides, they had less communication anxiety, making them less anxious when they communicate. In conclusion, situational WTC predicts whether a person will initiate a conversation in a particular scenario. Other characteristics, such as comprehension, anxiety, and perceived communication competence, become increasingly relevant once a conversation has begun.

2.1.3. Willingness to Communicate in L2

During the 1990s, researchers conducted many studies in the domain of WTC in the second and foreign language based on prior studies on WTC in the native language. Scholars started to focus on L2 WTC studies because they started to question whether there is a similar link between WTC in the native language and WTC in the second language.

Yashima (2002) claims that effective language use increases learners' L2 proficiency levels. To build high language abilities in L2, learners should communicate in a meaningful context. As a result, L2 scholars started to investigate WTC's role in the context of communication. In 1998, according to MacIntyre and his colleagues, many factors may influence students' WTC levels; however, the language of discourse has the greatest impact on communication. As a result, communication in the second language is totally distinct from communication in the mother language. They concluded that a learner's WTC in the second language

and the foreign language could be influenced by many factors that have no relationship or effect on the learner's WTC in the native language. Some elements that were investigated about L2 WTC include proficiency level, linguistic competence, exposure to the new language, and communication competence. WTC in L1 is unlikely to suggest WTC in L2 because possibilities in the predecessors of L2 WTC highly differ from those of L1 WTC. For instance, adult second language learners might not communicate in the target language. Their L2 communicative competencies might be zero percent because the usage of L2 has lots of implications, like political or cultural. On the other hand, communicative competence in L1 is always above zero percent. (MacIntyre et al., 1998).

The English language was the focus of much of the research regarding WTC in a second language, so the initial studies on L2 WTC were carried out in the Western world, particularly in Canada and the United States. MacIntyre and Charos' (1996) research was the first to apply the WTC model to L2. It is a revised and adapted version of MacIntyre's L1 WTC research (1994). Gardner's socio-educational model (SEM) (1985), which suggested that cultural perceptions may shape attitudes in L2 acquisition, was also integrated into the research. MacIntyre and Charos' (1996) model examined the causal relationship between individual communication-related variables by including factors like 'integrativeness' and 'attitudes' from Gardner's SEM model. They highlighted the impact of affective factors such as attitudes, motivation, perceived competence, and anxiety on L2 competence and personality. This study aimed to examine how the participants were able to communicate in a foreign language. For this purpose, the differences between language learning and speech patterns were examined. The influences of global personality factors as well as the sociolinguistic situation were also investigated. This study was carried out in a bilingual setting in Canada. It included 92 native English speakers who were studying French. WTC self-report scales, the socio-educational model of motivation, Goldberg's Big-Five personality traits, motivation, perceived competence, frequency in communication, and attitudes were investigated. (MacIntyre & Charos, 1996).

The results of the study showed that L2 anxiety has a detrimental impact on perceived L2 competence, L2 WTC, and integrativeness. On the other hand,

positive relationships were discovered between communication frequency, WTC, motivation, and perceived communicative competence. In addition, perceived communicative competence was the most crucial factor in determining the frequency of L2 communication. Hence, the findings validated MacIntyre's (1994) WTC model as well as Gardner's (1985) SEM. As a result, if the students are motivated to learn the language, they have the opportunity to use the target language more regularly to interact with it.

2.1.3.1 MacIntyre et al.'s Heuristic Model

In 1998, MacIntyre and his associates suggested the heuristic model of L2 WTC, intending to extend MacIntyre & Charos' (1996) model of L2 WTC. WTC was defined by MacIntyre et al. (1998) as "a readiness to come into discourse with a specific person or persons at a specified time, employing an L2" (p. 547). According to them, WTC was the most crucial factor in communication behavior. They believed that communication was more than just talking and that other skills should be examined. The model combines psychological, linguistic, and communicative techniques to generate conceptions of L2 WTC's situational and contextual nature, which makes the model noteworthy. They claimed that both trait-like and contextual state-like elements influence WTC in L2. In addition, Jung (2011) stated that the heuristic model included a range of communicative, linguistic, and social psychological elements that could influence L2 WTC and L2 communication use. As a result, in L2 WTC, personality traits and learners' willingness to communicate in a specific topic with a specific person in a certain setting behave in harmony. So, this version of WTC as an individual difference in the target language has become one of the most notable topics. MacIntyre et al. (1998) created the pyramid model (see Figure 2.2). It is based on the concept that one's level of WTC in L2 can alter depending on various state and personality aspects. They created this model to clarify the communicative, linguistic, and social psychological elements because they think these elements may influence a person's WTC in L2 and suggest interrelationships between them.

This model includes six layers and twelve variables divided into two categories: situational and individual variables. The first three layers "reflect situation-specific factors on WTC at a certain point in time," while the final three layers "represent

steady and enduring influences on the process" (MacIntyre et al., 1998, p. 547). The situational variables examine communication apprehension, perceived competence, and willingness in state WTC. They are known for being fleeting and context-dependent. On the other hand, individual variables include extraversion, perceived communication, self-esteem, communication apprehension, and emotional stability skills. They are regarded as stable personal attributes applicable in every situation.

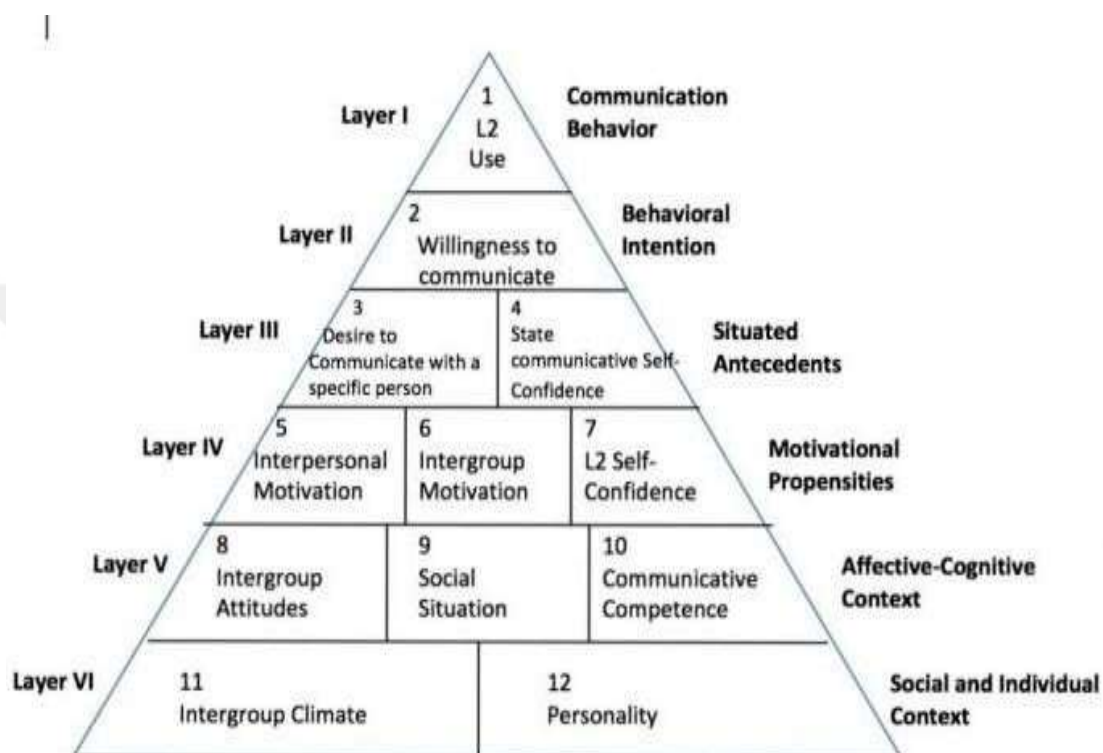


Figure 2.2. Heuristic model of variables influencing WTC. (MacIntyre, Clément, Dörnyei, & Noels, 1998)

The first layer is communication behavior, and the significance of L2 use is seen as the ultimate and primary goal of second language learning. Also, its position is symbolized by putting it at the pyramid's peak. The WTC is allocated to the second layer and is thought to be the most crucial predictor of communication behavior. When the opportunity arises, learners will utilize the target language in actual communicative interaction. Because WTC is positioned one step before real communication, MacIntyre et al. (1998) proposed that WTC can be observed when students raise their hands to respond to a question posed by the teacher, even if not all of them speak simultaneously. It shows that they use their opportunities

whenever learners have a chance to speak in L2. The third layer, which we can think of as a situational layer, comprises the desire to communicate with a specific individual, and the state communicative self-confidence. They are thought to be the most direct predictors of the learner's WTC levels when taken together. The desire to communicate with a specific person in the context increases as the feelings of control and membership act together. When two people with different L1s desire to communicate, the person with the highest L2 confidence is typically expected to choose the discourse language, so the more powerful interlocutor initiates communication. The second factor, communicative self-confidence, has also been identified as a significant WTC determinant.

The fourth layer consists of intergroup motivation, L2 confidence, and interpersonal motivation. This layer is the first of the model's trait-like variables. Interpersonal motivation is linked to the characteristics of the interlocutor, and it is derived from one's social roles in the group. On the other hand, intergroup motivation is derived directly from one's participation in a particular social group. This layer demonstrates how control or affiliation motive is essential in interpersonal and intergroup communication. The last item of this layer, L2 self-confidence, refers to trust in one's ability to use the L2 in ordinary communication situations. L2 Self-confidence was different from the situational communicative self-confidence due to the fact that it was more stable (MacIntyre et al., 1998). It can be concluded that situational communicative self-confidence is situation-specific, and it varies over time, whereas L2 self-confidence contains both cognitive such as self-evaluation of second language skills, and affective factors, which can be described as language anxiety felt while communicating in L2.

The fifth layer includes affective and cognitive contexts. It has three components: social situation, communication competence, and intergroup attitudes. Compared to the variables stated before the fifth layer, these items are more personal and less situation specific. A social situation is a description of a social interaction that takes place at a certain time and place. According to MacIntyre et al. (1998), situational variation is influenced by the individuals, the setting, the purpose, the issue, and the communication channel. Hence, individual attributes such as age, gender, and L2 proficiency, as well as the purposes or goals of the interlocutor, all influence social

situations. Communicative competence is actual L2 proficiency that includes discourse, actional, linguistic, sociocultural, and strategic components. (Celce-Murcia, Dörnyei & Thurrell, 1995). The last component, intergroup attitudes, symbolize the pleasure of making progress in the target language, leading to a positive attitude toward usage and community of L2.

The sixth layer is named as social and individual context. Intergroup climate represents social context, and personality refers to individual context. According to intergroup climate, positive intergroup interaction generates positive motivation and attitudes. Namely, positive attitudes and views about the L2 community lead to a desire to keep in touch with this society (MacIntyre et al., 1998). The other variable, the personality factor, impacts the process of L2 communication. Individual personality patterns influence individuals' desire to participate in an L2 group and generate a willingness to learn the language. These two variables are the last items of the pyramid, so we can conclude that they indirectly influence learners' WTC in L2.

2.2. Willingness to Communicate (WTC) Studies

2.2.1. Willingness to Communicate Studies in Second or Foreign Language

After MacIntyre et al.'s WTC model in 1998, many studies on L2 WTC and factors that could influence WTC have been conducted. Motivation, attitude, linguistic self-confidence, personality, self-perceived communication competence, language competency, communication apprehension, and anxiety are common features researched in line with WTC. First, studies on L2 WTC globally and then WTC studies on foreign languages in Turkey are presented below.

Baker and MacIntyre (2000) investigated the role of gender and immersion in communication in a second language. They investigated French speakers that were native English learners. Their aim was to see the qualities of an immersion program and they wanted to compare it to a non-immersion one. Attitudes towards learning French, frequency of communication, perceived competence, communication anxiety, WTC, motivation, and reasons for studying French were the variables examined in the study. The study compared 71 Canadian high school immersion students with 124 non-immersion native English speakers learning French as a second language. According to the findings, when foreign language learners have

few opportunities to communicate with their L2, their perceived competence, communication frequency, and WTC scores are low. Furthermore, non-immersion learners had lower WTC and higher communication anxiety in French. When it comes to the gender variable, there was no significant difference between immersion students. Although non-immersion females preferred to talk inside the classroom and they were more motivated to learn French, non-immersion males, on the other hand, preferred to communicate outside the classroom and had a lower motivation to learn French.

MacIntyre et al. conducted another study in the Canadian context in 2002. A cross-sectional evaluation of L2 communication was part of the research. They investigated whether age and gender influence L2 motivation, the second language WTC, French communication frequency. In a junior high French program, the study was conducted with 268 students, including 96 males and 188 females. Participants ranged in age from 11 to 16, with grades of 7, 8, and 9. Furthermore, the participants' first language English, and they learnt the French language as a second. The data for the study was collected using an eight-scale questionnaire. Results of the study showed that the girls' WTC was discovered to be higher than the boys. Regarding sex differences, male students' overall WTC levels and anxiety levels did not change, but female students' anxiety levels decreased, and their WTC increased. Researchers explained this situation as female students enter developmental psychology and maturational processes sooner than male students. In terms of the age issue, the study compared students in grades 7 to 8 and found that perceived competence, communication frequency, and WTC all increased with age. However, they did not show any progress from grade 8 to grade 9. Also, students' anxiety levels remained unchanged. Finally, students' perceived competence levels were the highest association in WTC.

Yashima (2002) researched WTC among 297 Japanese university students in the Japanese EFL context by using the WTC model and structural equation modeling (SEM). The study examined L2 communication factors and L2 learning in the Japanese EFL context. Another aim was to see if there are any potential predictors of WTC in English. According to the study results, attitudes toward the international community had an indirect effect on L2 motivation and students'

proficiency levels in English. It can be seen that motivation influenced self-confidence in L2 WTC. Finally, she stated that a strong perception of WTC was influenced by students' low anxiety and high perceived competence.

Clement et al. (2003) conducted a research with 130 Anglophone and 248 Francophone participants. Francophone students are less than half, and Anglophone students are the majority group in the study. This study combines Clément's social model that was presented in 1980 and MacIntyre et al.'s (1998) WTC model to consider both contextual and individual differences in L2 use. The study's goals were to investigate the differences and similarities between the two groups regarding some variables. These variables were the second language confidence, L2 interaction, willingness to communicate, identity, learners' normative pressures, and density of the second language use. According to the results, students' willingness to communicate varies according to how they see the normative pressure to use the second language." Findings showed that Francophone students had higher WTC in their L2, which is English. Compared to English-speaking Anglophone students, they also exhibited upper L2 confidence, and the using of second language. Because students that can speak French were the small group in this context, they had more opportunities to interact in the second language in their everyday routines.

In another study in 2004, Yashima et al. conducted another study in the Japanese EFL context and supported the previous research's results. The study was conducted with 166 Japanese ESL learners. In the study, the data were collected through the WTC scale published in 1992 by McCroskey. Results showed that perceived competence and international posture correlated with WTC. The link between WTC and attitudes toward the international community revealed the need for more investigation into the link between learners' ideal L2 self-levels and their desire to communicate. In addition, students, who had integrative motivation, were more eager to speak in L2.

Kang (2005) studied the link between WTC in L2 and situational variables in detail. She considered the variability in WTC levels and took a situational approach to WTC rather than seeing WTC as a trait-like variable. The data was gathered through interviews with four Korean students in the United States. Data analysis from

videotaped conversations, interviews, and stimulated recalls shows that situational variables influence psychological conditions of security, excitement, and responsibility through changing social context variables such as interlocutors and conversational setting and topic. Overall, both psychological and situational factors influenced the WTC. Overall, both psychological and situational variables influenced the WTC simultaneously. Kang (2005, p.291) described the notion of willingness to communicate as "an individual's volitional inclination toward actively engaging in communication in a specific situation, which can vary according to the interlocutor, topic, and conversational context, among other potential situational variables."

Cao and Philp (2006) interrogated the connection of the two properties of WTC; trait-like and situational willingness to communicate. The English program in New Zealand, the research was carried out with eight international students from various first language backgrounds, including Korean, Japanese, Chinese, and Swiss-German. The similarity between second language learners' self-reports of WTC and their actual WTC acts were investigated using participant interviews, classroom observation, and questionnaires. According to the findings, students indicated several elements influencing desire to communicate inside the class, such as learners' self-confidence, speaker familiarity, group size, cultural background, topic familiarity, and communication methods. Despite a high correlation between pair and group work participation, there was no apparent link between the students' self-reports and oral behaviours.

In 2007, Peng studied the link among participants' integrative motivation and their second language WTC levels. 174 medical college students participated to the study in the Chinese setting. In her study, she employed a five-point WTC scale becoming from MacIntyre et al. (2001) and a brief form of Hashimoto's (2002) study. The study's findings revealed a link between motivation and L2 WTC. She called the association between L2 WTC and motivation as "tightly woven" in her research (Peng, 2007, p. 50). In addition, students' motivation levels were the most potent predictor of their WTC scores, tracked by integrativeness. The results revealed that higher WTC levels resulted in increased L2 utilization. As a result, learners may converse with foreign language teachers and give instructions to tourists using

language. In conclusion, motivation is essential for engaging learners in L2 conversation and L2 learning.

In 2008, Sun tried to determine the impacts of motivation and anxiety on WTC. 115 non-English major students taking conversation courses in Taiwan participated in the study. Three questionnaires and interviews were conducted. Findings showed that when students had the internal motivation to learn English, they positively impacted their WTC scores. In addition, students had positive attitudes toward speaking English. However, participants reported that they felt apprehensive when they had to communicate in big groups or with strangers. Participants said that they thought less nervous when they spoke with their friends. It is concluded that WTC and students' anxiety levels were adversely connected since students were more unwilling to communicate with strangers.

Jung (2011) conducted research at a Korean university. The study looked into how Korean EFL students felt about WTC in English and other personal factors associated with English communication. The study included 226 EFL undergraduate students. Questionnaires and interviews were used to gather data for the analysis. The interviews took place with 15 students who had already completed the questionnaires. According to the findings, students had low SPCC, low WTC, high CA, moderate motivation, extroverted personalities, and positive attitudes to the English language. Motivation directly impacted SPCC, and there was an indirect link between participants' motivation and WTC levels. Gardner's SLA model and MacIntyre et al.'s heuristic model were supported by the model proposed in the study.

In the Iranian context, Khazaei et al. (2012) searched the impact of classroom size on the willingness of Iranian students. The study's data was gathered by observing three classrooms regarding student turn-taking and speaking time. The study's findings showed that the size of the class had a significant impact on the students' WTC scores. Students in small classes were more willing to communicate since they had more opportunities to boost their oral skills and communicate with others in-class time.

Imran and Ghani (2014) studied the correlation between WTC, English language proficiency levels, communication anxiety, and perceived competence among

Pakistani EFL learners in Pakistan. According to the results of a questionnaire and a test used to collect data, participants were hesitant to speak English. In addition, Imran and Ghani suggested that participants' nervousness should be reduced and their confidence boosted to improve participants' English speaking skills.

In a Thai university setting, Pattapong (2015) wanted to look into factors that influence WTC in English as a second language. She tried to contribute to WTC knowledge L2 from a qualitative standpoint by employing various approaches. Participants, EFL students at a university in Thailand, reported a link between culture and motivation to speak in a foreign language based on data acquired via interviews, classroom observations, and stimulated recall. Moreover, results from the research were grouped into four dimensions: the classroom setting, the social-psychological context, the cultural context, and the social-individual context. The results demonstrated that factors across all dimensions overlapped, reflecting the complex interplay of contextually dependent WTC variables in the language classroom. The effect of self-efficacy on students' WTC in English was the study's most notable finding. In addition, it was stated that students should be given opportunities to use the target language in meaningful ways without feeling restricted or uncomfortable.

Tuyen and Loan (2019) conducted research at a Vietnamese university. They wanted to look at the WTC of students in EFL speaking sessions. They also looked into what influences participants' WTC scores. The participants in this study were 195 first-year English majors and five native teachers of English. Semi-structured interviews, surveys, and class observations were used to collect data. According to the study's findings, most of the students have a low WTC in English. Results also revealed that both individual and situational factors influenced students' WTC.

2.2.2. Willingness to Communicate Studies in the Turkish EFL Context

A few studies on WTC have been conducted in the Turkish EFL setting. Firstly, Çetinkaya (2005) presented a WTC model (see Figure 2.3). Cetinkaya examined the willingness of Turkish college students to speak in English, motivation, communication competence, anxiety, attitude toward the international community, and personality. The study's goal was to evaluate if MacIntyre et al. (1998) proposed

the WTC model was acceptable and if students had willingness to communicate in the English language. Questionnaires and interviews were used to gather information. The study involved the participation of 356 first-year students randomly chosen in English preparatory classes. Based on the findings, it is understood that students' willingness to communicate was correlated with their attitude toward the international community and their perceived language self-confidence. Language learners were more inclined to talk in L2 when they had positive attitudes toward international events. They were mildly extroverts with a low anxiety level. The findings indicated that students felt the least anxious when speaking with people they knew. On the other hand, they showed the highest fear while talking in L2 with a large group of strangers.

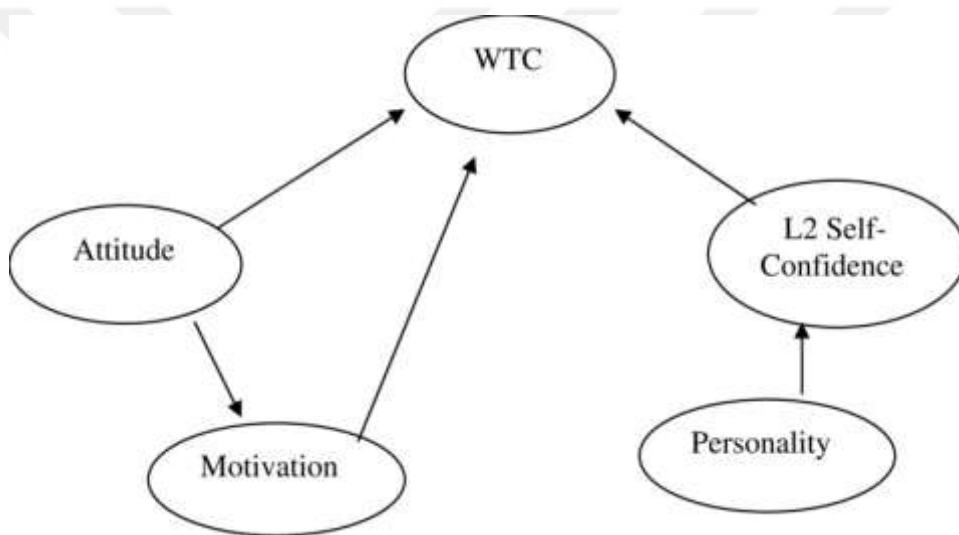


Figure 2.3. WTC Model in Turkish Context (Bektaş Çetinkaya, 2005)

Furthermore, a higher desire to speak in English had a relationship with higher perceived communication competence. Moreover, students' L2 WTC levels were discursively formed by students' resources of motivation and their attitudes regarding being extroverts or introverts.

In 2014, Şener conducted research on ELT students' level of WTC in English. This study aimed to find out learners' willingness to communicate levels in terms of four language skills. The study also examined the relationship between students' WTC in English, motivation, linguistic self-confidence, personality, and attitudes toward the international community. 274 students participated in the study's quantitative part, and qualitative information was gathered from 26 students. Regarding the

results of the data analysis, participants' overall WTC scores were moderate to high, with no noticeable change between their willingness to communicate scores inside and outside the classroom. In addition, motivation affected WTC and self-confidence and they had a direct influence on one's willingness to communicate level. Şener also stated that students' self-perceived communicative competence linked positively with their WTC level. Students' WTC scores were also influenced by their motivation and attitude toward the worldwide community. A significant but weak link between learners' personality and WTC was found. On the other hand, in-class WTC was found to have a negative relationship with anxiety.

Öz (2014) researched the link between WTC and the Big Five personality traits. The study included 168 English Language Teaching students. These big five personality traits boosted learners' willingness to communicate in the EFL and ESL contexts. According to the data analysis, there was a notable positive connection between L2 WTC and extraversion, agreeableness, and conscientiousness. There was also a link between academic achievement and L2 WTC among the participants. However, there was no evidence of a link between WTC and neuroticism.

Öz et al. implemented another study in Turkey in 2015. 134 ELT students participated in the study, and they completed eight different scales. Öz and his colleagues aimed to examine L2 willingness to communicate and the connection to the communicative and affective factors. They also wanted to study the perceived WTC of EFL learners and gender differences in WTC. SEM analysis of the data revealed that self-perceived communication ability, the best predictor of WTC, had a direct and positive effect on L2 WTC. However, communication apprehension had a negative but at the same time direct effect on the second language WTC. The results showed no apparent connection between the ideal L2 self, integrativeness and the WTC levels in the second language, and vice versa.

Asmalı (2016) conducted a structural model study to explore WTC and its antecedents. The study had 251 participants from various departments. During the data collection process, questionnaires were used. Results show that personality variables affected learners' self-confidence in the second language communication. Moreover, the students' perceptions regarding the international society influenced

their reasons of learning the language. In conclusion, students' second language WTC in English was directly linked to their views toward the international community, and desires to learn English.

The link between 105 EFL preparatory school students' WTC in English and participants' L2 motivational self-system (L2 MSS) were investigated by Öz & Bursalı (2018). In 2005, another study conducted by Dörnyei, experience, and participants' ought to L2 self. Nevertheless, Öz and Bursalı (2018) examined only the ideal L2 self and the ought to L2 self. According to the results, the ideal L2 self and the L2 WTC had a significant connection. In addition, WTC is facilitated by increased learners' ideal L2 self. Nevertheless, there is no link between learners' L2 WTC and their the ought to L2 self.

Başöz and Erten (2018) wanted to determine whether there is a significant difference between the WTC in English of Turkish EFL students. A total of 701 EFL students took part in the study, conducted using a quantitative research method. According to their findings, the WTC of EFL students in English is moderate. Besides, students were more willing to communicate in English outside of the classroom than inside the classroom.

In another quantitative study in Turkey, Sak (2020) examined the relationship between students' L2 WTC scores and their ideal L2 self-levels. Participants of the study were 90 EFL students. The study results showed that the participants had high L2 willingness to communicate outside of the classroom than inside. According to the results of the study, the participants had a strong ideal L2 self, and the ideal L2 self and WTC were positively associated. Finally, WTC was predicted by the ideal L2 self. On the other hand, the ideal L2 self-predicted all WTC components in the classroom; it predicted fewer WTC components outside it.

In 2020, Mutluoğlu examined the EFL learners' perceptions of L2 WTC to investigate the factors influencing L2 WTC. The study' participants were 933 EFL students in Turkey. They completed a questionnaire in the quantitative part of the study. In addition, qualitative data were obtained with semi-structured interviews. The findings show that Turkish EFL students have moderate L2 WTC in both situations. However, the participants' L2 levels inside the classroom are much higher than those outside. The results revealed a constant correlation between the

students' second language WTC values and their language proficiency and proficiency levels. Moreover, it explains students' reasons why they enrolled this program. On the other hand, the gender of the students, the length of their English lessons, and the medium of instruction had no significant link in the study.

Recently, Bal (2021) conducted a study on students' ideal L2 self and WTC levels inside and outside of classes and the relationship between these two notions. Surveys gathered the data with the participation of 61 EFL preparatory school students in a state university. The participants completed the ideal L2 self-scale and WTC survey inside and outside the classroom. According to the findings, most learners had moderate levels of ideal L2 self and WTC, while the minority had low levels of WTC and ideal L2 self. Furthermore, the study showed that the ideal L2 self and WTC had a significantly positive relationship.

2.3 Factors Affecting Students' WTC

Researchers discovered two characteristics that are thought to influence students' WTC. These two types are called psychological variables and contextual or situational variables. Contextual or situational variables include teachers' roles or attitudes, task kinds, themes, classroom atmosphere, and interlocutors. Psychological variables include L2 self-confidence, perceived communicative ability, L2 learning anxiety, L2 learning motivation, and personality (Tuyen & Loan, 2019).

2.3.1. Psychological Variables

L2 Self-Confidence: It impacts L2 competency directly and desire to learn the target language (Clement & Kruidenier 1985; MacIntyre & Charos, 1996; Clement et al., 1994). MacIntyre et al.'s (1998) heuristic model of L2 WTC proposed both state and trait-like self-confidence. According to Clément et al. (2003), among individual characteristics, L2 self-confidence is regarded as the strongest predictor of WTC, and it has a significant impact on students' L2 WTC scores (Çetinkaya, 2005).

Perceived Communication Competence: Students' perceived communicative competence is defined as "learners' perception of their capacity to communicate in L2 with other L2 users".

Furthermore, extroverts have more opportunities to interact and engage with others, resulting in having more robust perceived communication competence (MacIntyre et al., 1998). In addition, Baker and MacIntyre (2000) stated that how individuals perceive their communication determines WTC, and it is a crucial factor.

L2 Learning Anxiety: Several factors have contributed to L2 learning anxiety, including situational anxiety, trait anxiety, and state-specific anxiety (MacIntyre & Gardner, 1991). The notion of communication apprehension in communication gave rise to L2 communication anxiety. According to Baker & MacIntyre (2000), language use anxiety, and past communication experiences were among the primary elements influencing students' stated willingness to communicate level. Moreover, in 1985, McCroskey and Baer stated that learners' speaking anxiety affects their perceptions of their communication skills and their WTC performance.

Learners' Motivation: Although L2 motivation has varied definitions, Gardner (1985, p. 10) describes it as follows: "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity." Noels and colleagues (2000) discovered intrinsic and extrinsic motivation as two substrates of L2 motivation, referred to as two factors underlying L2 WTC. A variety of factors may influence learners' L2 motivation levels. Low motivation levels of students might make learners unwilling to communicate. Teachers can establish an environment and situations for students to enhance learners' motivation which directly impacts learners' attitudes about learning a second language and communicating (Clément, Dörnyei & Noels, 1994).

Learners' Personality: Students' WTC is affected by personal and linguistic elements, reflecting learners' perceptions of the language and its use. Individual characteristics determining a student's WTC are referred to as personality. Personality qualities like introversion and extraversion were suggested as critical indicators of WTC (McCroskey & Richmond, 1990). According to MacIntyre et al. (1998), WTC in the first language should not be confused with WTC in the second language. They are two different things. In conclusion, MacIntyre and his colleagues modified willingness to communicate in the first language context to WTC in the second language environment. According to Liu (2005), personality is a significant factor in learners' desire to communicate.

As a result, some learners are introverted and prefer to remain silent in class. Elwood (2011), on the other hand, claimed that pupils who have personality qualities such as extroversion love being active in communication.

2.3.2. Situational Variables

Situational or contextual variables suggest that learners' WTC levels might be affected by a specific person or situation (Kang, 2005; Peng, 2014).

Effect of Task Types: Tasks are learning exercises structured in a class and aim at either structural knowledge or communicative competence (Peng, 2014). *Task types* are the elements that influence students' WTC levels. Some tasks may foster students' WTC levels, while others may decrease. Also, the time given for completion and the level of difficulty of tasks might affect WTC levels. (Pattapong, 2010). Recently Zhou et al. in 2020 stated that programs that create and perform interactive and engaging tasks using communicative principles might help learners develop an L2 vision. As a result, altering the activities, assignments, and materials can help to minimize demotivation and boost student engagement and WTC levels (Tuan, 2012).

Effect of Topics: Topic familiarity, topic preparation, and topic interests are essential characteristics, and these features boost second language learners' linguistic self-confidence, raising their WTC (MacIntyre et al., 1998). Students' WTC increases when they are interested in a topic or have some background knowledge. When students find the topic engaging and entertaining, they want to learn English and communicate more. As a result, topics are critical in motivating students and increasing their WTC. Teachers can choose engaging topics appropriate for students' ages and levels to capture students' attention and encourage them to speak English. On the contrary, if students find the content irrelevant, they become discouraged, lowering their motivation and WTC. According to Kang (2005), students avoid communicating since they do not know enough about a topic or the appropriate register.

Teacher role: Teachers' teaching styles, classroom procedures, and verbal and nonverbal behaviors significantly impact students' perceived competence, anxiety, motivation, and WTC in the L2 classroom (Pattapong, 2010; MacIntyre et al., 2011; Peng, 2014). The teacher and the teaching methods directly impact students' WTC

levels and learning motivation, accompanied by suitable guidance and advice. Teachers' feedback and attitudes influence students' WTC levels when they think the teacher is interested in their particular progress. Baeten, Dochy, and Struyven (2013) stated that the teacher's role in the classroom is crucial to student learning. Students may feel more invested in the subject if teachers have favorable attitudes, behavior, and performance in the classroom. Overall, teachers' teaching methods and techniques influence students' attitudes toward learning and motivation. It is more likely to relieve anxiety if it is engaging and student-centered (Horwitz et al., 1986).

Classroom atmosphere: WTC levels in the classroom are also affected by classroom elements or environmental conditions. These characteristics have nothing to do with the teacher but the classroom environment, such as classroom size, demographic considerations, technological tools, and weather conditions. In addition, the influence of peers on the learning process cannot be denied. The atmosphere in the class may influence students' WTC levels in both positive and negative ways. A pleasant classroom environment helps increase students' L2 WTC, but a silent and monotonous one demotivates it (Pattapong, 2010; Peng, 2014; Suksawas, 2011). Moreover, Suksawas (2011) claimed that students' L2 WTC could be higher in a cooperative environment where all students are given equal opportunities to participate and share their thoughts.

2.4. Conclusion

In the present chapter, a review of the theories, approaches and studies to develop a thought and investigate WTC has been carried out. Although WTC is a new notion in foreign language education, which first appeared in L1, scholars in language teaching have been interested in it. Hence, this chapter examines L1 WTC and its antecedents through many investigations. After that, L2 studies around the world in WTC are analyzed. Furthermore, some L1 and L2 WTC models are proposed. Finally, the affective variables of WTC, which are psychological and situational, are explained. The next chapter of the study will deal with the methodological part of the current research.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter presents the methodology employed in the study. First, the research design for this study is outlined. Then the context and information about the subjects are supplied. Second, settings and participants are presented. Then, the chapter continues with a description of the data collection instruments and procedure before reviewing the study's data analysis. It ends with ethical concerns adopted throughout data collection and analysis.

3.2. Research Design

This study aims to identify the relationship between Turkish and International EFL preparatory school students' second language WTC levels inside the class and to analyze the language skill in which both groups have the highest mean score. Another aim of the current study is to find out about the underlying reasons affecting participants' WTC scores in these two groups. To investigate these aims, the study employed a mixed-methods design.

According to Johnson et al.'s (2007) mixed methods research, "it is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration" (p.123). In order to understand the research problem better, using a mixed-method design gives a crucial advantage to the researchers (Creswell, 2003; Dörnyei, 2007).

The goal of quantitative research is to create accurate and objective definitions and present if two or more variables have positive or negative, strong or weak correlations (Tailor, 2005, p.106). As a result, the study's qualitative part entails the analysis of participants' responses to the survey to determine the connection between the scores of students' willingness to communicate and underlying reasons.

On the other hand, instead of numbers, frequencies, or ratings, qualitative research methods give rich and complicated data and thorough descriptions (Mackey & Gass, 2005). So, the study's qualitative phase is intended to clarify the hidden causes of the interaction and understand the validity of the quantitative findings.

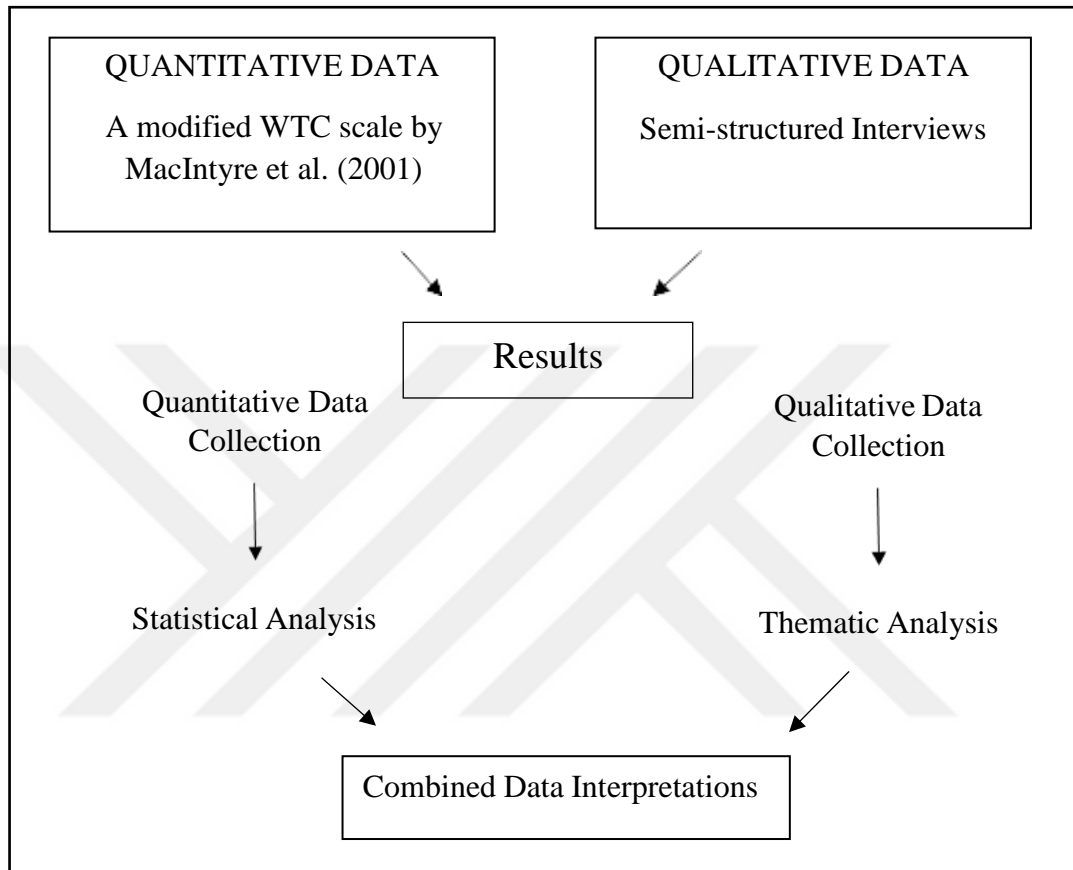


Figure 3.1. Visual Model of the research design in the study

3.3. Setting and Participants

This research was conducted at the English preparatory school of a foundation university in Istanbul, Turkey. Many of the university's programs use English as the medium of instruction. Therefore, the university has a comprehensive English preparation program with five levels which are A1, A2, B1, B1+, and B2. The program aims to help students achieve the required level of English proficiency for their undergraduate courses.

Approximately 500 students attend this program, including Turkish and international EFL students. Turkish students make up a significant part of the students. Students studying at the B2 level (according to CEFR) participated in the

study. Their ages ranged from 18 to 23, permitting the data collection process. Table 3.1 contains detailed statistics on the demographic characteristics of the student participants.

As shown in Table 3.1, out of 150 participants, 95 (63.3%) students were female, and 55 (36.7%) were male. Regarding students' ages, 23 (15.3%) students were 18, and 64 (42.6%) of them were 19 years old. 48 (31.9%) students were 20 years old. 7 (4.6%) students were at the age of 21, 5 (3.3%) students were 22, and lastly, 3 (1.9%) students were 22 years old. Among all participants, 48 of them were to study at the Faculty of Education, 39 of them were to study at the Faculty of Engineering and Natural Sciences, 33 of them were to study at the Faculty of Humanities and Social Sciences, and finally, 30 students were going to study at the Faculty of Business and Management Sciences. Finally, 84 (55.9%) of the students were of Turkish nationality, forming the majority of the sample. International students were divided into seven categories, and they consisted of 21 (13.9%) Arab students, 13 (8.6%) Iranian, 8 (5.3%) Palestinian, 7 (4.6%) Somalian, and 7 (4.6%) Thai, 6 (3.9%) students from Indonesia and the last group consisted of 4 (2.4%) Russian students.

Table 3.1 Demographic Information and Statistics of Participants

	Groups	N	%
Gender	Female	95	63.3
	Male	55	36.7
Age	18	23	15.3
	19	64	42.6
	20	48	31.9
	21	7	4.6
	22	5	3.3
	23	3	1.9
Faculty	Faculty of Education	48	31.9
	Faculty of Engineering and Natural Sciences	39	25.9
	Faculty of Humanities and Social Sciences	33	21.9
	Faculty of Business and Management Sciences	30	19.9
Nationality	Turkish	84	55.9
	Arab	21	13.9
	Iranian	13	8.6
	Palestinian	8	5.3
	Somalian	7	4.6
	Thai	7	4.6
	Indonesian	6	3.9
	Russian	4	2.6

3.4. Data Collection Instruments

3.4.1. The Questionnaire

In order to understand students' level of WTC in English inside the classroom, a modified WTC scale (see Appendix B) was used. This WTC scale, developed by MacIntyre et al. (2001), has four subscales regarding four basic language abilities to understand better learners' willingness to communicate in the L2 inside and outside the classroom. However, this study only examined the students' WTC inside the class because the study took part in a university, so it could be hard to investigate students' WTC levels outside the class. The WTC scale looks at L2 WTC in four basic language abilities to see how enthusiastic students are to communicate in L2 in the classroom. The items in the scale were categorized according to four skills: listening (five items, $\alpha = .83$) speaking (eight items, $\alpha = .81$), reading (six items $\alpha = .83$), and writing (eight items, $\alpha = .88$) skills. It has 27 items ranging from "almost never willing" to "almost always willing" on a 5-point Likert scale. Additionally, this questionnaire had a high Cronbach's alpha value ($\alpha = .84$). The original WTC inside the classroom scale was designed in English and addressed French immersion learners. As a result, within the scope of the current study, all items were changed and fitted to the EFL preparatory school's setting. The questionnaire was offered in English and Turkish so that Turkish and international students could fill it out accurately. Exploratory and Confirmatory Factor Analyses validated the newly updated WTC scale and its four-factor structure.

Table 3. 2: MacIntyre et al. (2001)' WTC scales and the numbers of items

Scales	Items
Speaking	1, 2, 3, 4, 5, 6, 7, 8
Reading	9, 10, 11, 12, 13, 14,
Writing	15, 16, 17, 18, 19, 20, 21,22,
Listening	23, 24, 25, 26, 27

Source: MacIntyre, P. D., *Willingness to communicate, social support, and language-learning orientations of immersion students, 2001*

3.4.2. The Interview

In order to collect qualitative data for the current study, a semi-structured interview was used (see Appendix C). The interview was conducted with 5 Turkish and 5 international students from various B2-level classrooms. These participants were chosen from among those who had already completed the questionnaire and had high WTC scores because learning more about students whose WTC scores are high may help teachers to introduce these habits for supporting low WTC students.

The interview questions revolved around the students' WTC levels in English, their motivation sources, the reasons why they learn English, and how they plan to use English in the future. Students were requested to provide basic background information, and for privacy, students' names were kept anonymous, and each interviewee was assigned a number. Each interview lasted around 15 minutes and the voice was recorded. Interviews were held in English for international students and Turkish or English for Turkish students, depending on the students' preference. All Turkish students stated that they wanted the language of their interviews to be Turkish because they thought they could express themselves more efficiently and accurately. After the completion of the interview task, the data was transcribed and translated.

3.5. Data Collection Procedure

Before the actual data was obtained, a pilot study was conducted. MacIntyre et al.'s (2001) revised WTC inside the class scale was piloted to see if there would be any complications. It was held with 50 students after receiving authorization from the director of the English preparatory school. To pilot the interview, five students were interviewed. The data were analyzed using SPSS v.25, and it was found that there were no problems concerning the reliability and validity of the interview and questionnaire.

The data for this study were collected during the spring semester of 2021-2022 academic year at an English preparatory school of a foundation university in Istanbul, Turkey. The Ethical Board of the university approved the data collection tools and procedures, and the consent of the English preparatory school was

obtained. The questionnaire was prepared by using Google Docs to collect the quantitative data. Then the questionnaire link was sent to the participants. The participants were asked to respond to the questionnaire in their class time with the help of their instructors. While students were completing their questionnaire, their instructors monitored the class. The interview was held with ten students with high WTC scores. All interview sessions were videotaped and transcribed on MS Teams to maintain accountability. The interview of each student took about 15 minutes. The findings of the study were presented at the 2nd International Congress on Teaching and Teacher Education held by the Biruni University on March 15, 2022 (see Appendix D).

3.6. Data Analysis Procedure

The collected data were analyzed using SPSS v.25. Maximum scores, minimum scores, mean, and standard deviations were used in a descriptive analysis to find out the learners' willingness to communicate inside the classroom. An Independent Samples T-Test was used to see whether there is a statistically significant difference between the groups. In addition, students' WTC levels of four skills were analyzed. The relation between the WTC levels of Turkish and international students in four skills were added to the analysis to see which skill is the highest and lowest.

First, the recorded data were transcribed by the researcher. The content analysis method was used to assess the qualitative data. After the data were read numerous times and annotated to construct categories, crucial topics in the data were identified and coded as part of the content analysis. (McKay, 2006, p.57). Responses to the interview questions of a single participant and all of the participants' responses to a specific question were analyzed. Then, the participants' responses to the research questions of the study that addressed the elements impacting learners' WTC were chosen. To back up the participants' statements, the findings were provided with verbatim quotes from the interviews. The content analysis method was used to evaluate the qualitative data collected through the interview with the goal of revealing thematic patterns from the data. The data were thoroughly analyzed, and open coding was used first, followed by process coding and descriptive coding for some of the statements of the respondents (Flick, 2009). The coding procedure

allowed the researcher to group similar codes together, and these codes were then placed under different themes whose numbers varied from one question to the next.

3.7. Ethical Considerations

Data collection instruments were created after much thought and consultation with specialists and peers in the field. Until the essential permits and approvals were obtained, no activities or part of the research were conducted. The participants had to fill out consent forms at first. Furthermore, the participants were informed that their participation was completely optional and would not affect their courses or grades in the future. Also, the participants were informed that they had the right to withdraw from the study at any time without providing a reason. Furthermore, for privacy reasons, the participants' real names were kept unknown, and they adopted pseudonyms. In addition, any question posed by the participants was thoroughly answered to avoid misunderstandings. The findings of the present study will be discussed and interpreted in detail in the next chapter.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. Findings

This section will present the current research results that examined Turkish and international EFL learners' willingness to communicate and influential factors of students' WTC scores in the preparatory class. Moreover, considering the study results, detailed discussions of the research questions will be given. The data for this study was gathered using a questionnaire and a semi-structured interviews. Since the study's research design is a mixed-method, this chapter will present both the quantitative and qualitative findings.

The first research question aimed to examine the difference between Turkish and international learners' WTC scores. The second research question aimed to show both groups' language skills with the highest WTC level. The data obtained from the semi-structured interview to find out about the third research question of the survey. The aim of the semi-structured interview was to analyze the beliefs of students whose WTC levels are high and their feelings in English classes. The following section discusses the findings related to each research question of the study.

4.2. Findings for the Research Question 1

The study's first research question was: "Is there a statistically significant difference between the WTC scores of Turkish and International EFL learners in the preparatory language classes in Turkey?". This section shows the quantitative results of the first question.

4.2.1 Descriptive Results of WTC inside the Classroom Scale. For the first research question, the revised MacIntyre et al. (2001). WTC inside the class scale was utilized to measure the level of WTC of the students, and the collected data were analyzed by SPSS descriptive analysis program. The findings show that all participants are moderately willing to communicate (M= 3.4521).

Students were asked to rate their willingness in each classroom circumstance by selecting five options ranging from 1 (nearly never willing) to 5 (almost always willing). 1 indicates a low WTC level, and 5 indicates a high WTC level, according to this scale. The descriptive results, standard deviation, skewness, kurtosis, and mean WTC scale scores are presented below in Table 4.1.

Table 4.1. Participants' Overall WTC Levels

N	150
Mean	3.4521
Std. Deviation	.59258
Skewness	-.049
Std. Error of Skewness	.198
Kurtosis	-.033
Std. Error of Kurtosis	.394

According to the results, students' mean score of WTC levels was 3.4521, which means students were moderately willing to communicate. However, the average level is closer to the highest score rather than the lowest one. Besides, Kurtosis and Skewness values have been found between -1 and 1. It ensures the normality of the data. Within the context of the first research question, participants' desire to communicate in the English language is evaluated. Participants' general WTC values are given on the scale.

After the descriptive analysis process, in Table 4.2, following the descriptive analysis of WTC levels of all students, the process of labeling levels is conducted as one standard deviation ($SD = 0.59$) above and below the mean scores were respectively considered as high and low WTC levels, the scores between them have been labeled as the moderate level (Sak, 2020).

Table 4.3 shows both Turkish and international students' WTC mean scores.

Table 4.2. WTC Levels

	N	Percentage
WTC Levels		
High	14	21%
Moderate	118	52%
Low	18	27%

According to Table 4.3, Turkish students' overall WTC levels in English inside the class are ($M = 3.34$, $SD = 0.60$); on the other hand, international students' overall WTC levels are ($M = 3.58$, $SD = 0.55$). This shows that both groups of participants have a moderate level of WTC in English. An independent sample t-test was conducted to see if there is a statistically significant difference between the groups. It was found that there is no statistically significant difference between the groups ($p = .425$) as it is higher than $p < 0.05$.

Table 4.3. Group Statistics for Overall WTC levels

Groups	N	Mean	Std. Deviation	Std. Error Mean
Turkish	84	3.3457	.60008	.06547
International	66	3.5875	.55845	.06874

4.3. Findings for the Research Question 2

The second research question of the study was: "In which language skill do both groups of students have the highest WTC level?". To answer this question, quantitative data measurement was used. The WTC scale (MacIntyre et al., 2001)

looks at L2 WTC in four basic language abilities, and items in the scale are categorized according to four skills: listening, speaking, reading, and writing.

4.3.1. Descriptive Results of WTC Subscales. Table 4.4 presents students' willingness to communicate in four skill areas.

Table 4.4. Descriptive Results of WTC Subscales

	Groups	N	Mean	Std. Deviation	Std.Error Mean
	Turkish	84	3.2976	.86354	.09422
Reading	International	66	3.6237	.77807	.09577
	Turkish	84	3.1801	.78252	.08538
Listening	International	66	3.4299	.72461	.08919
	Turkish	84	3.4595	.72396	.07899
Speaking	International	66	3.6970	.66955	.08242
	Turkish	84	3.4762	.64340	.07020
Writing	International	66	3.6496	.65274	.08035

Table 4.4 shows the WTC subscale mean and SD scores in terms of students' nationalities. According to Table 4.4, Turkish students' WTC mean and SD scores in the reading skill are $M=3.29$, $SD=0.86$; $M=3.18$, $SD=0.78$ in the listening skill; $M=3.45$, $SD=0.72$ in the speaking skill and $M=3.47$, $SD=0.64$ in the writing skill respectively. Turkish students' WTC subscale results indicate that participants' level of WTC is the highest in the writing skill while it is the lowest in the listening skill. Turkish students' levels of WTC in writing and speaking are higher than other skills. It can be said that Turkish EFL students are more eager to communicate in speaking and writing activities. In addition, the overall subscale results show that Turkish students have a moderate level of willingness to communicate in English.

Table 4.4 also shows that international students' mean and SD scores of WTC in the reading skill are $M=3.62$, $SD=0.7$; $M=3.42$, $SD=0.72$ in the listening skill; $M=3.69$, $SD=0.66$ in the speaking skill, and $M=3.64$, $SD=0.65$ in the writing skill respectively. According to these results, international students have the highest level of WTC in speaking and the lowest level of WTC in listening. International students have higher levels of WTC in the speaking and writing skills than TurkishEFL students. These results indicate that international students are more willing to communicate in speaking and writing activities inside the class. Moreover, international students' overall levels in WTC subscales show that they have a highly moderate level of WTC in English inside the class.

Independent Sample T-test was used to investigate whether there is a statistically significant difference between the two groups. It was found that there is no statistically significant difference between the groups as shown in Table 4.5. One may see that all of the values are higher than 0.05, which shows that there is no statistically significant difference.

Table 4.5. Independent Samples Test of WTC Subscales

		Levene's Test for Equality of Variances				95% Confidence Interval of the Difference		
		Sig.	T	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Reading	Equal variances assumed	.338	-2.397	.018	-.32612	.13605	-.59496	-.05727
	Equal variances not assumed		-2.427	.016	-.32612	.13435	-.59165	-.06058
Writing	Equal variances assumed	.526	-2.005	.047	-.24986	.12462	-.49613	-.00360
	Equal variances not assumed		-2.024	.045	-.24986	.12347	-.49391	-.00581
Listening	Equal variances assumed	.411	-2.060	.041	-.23745	.11524	-.46517	-.00972
	Equal variances not assumed		-2.080	.039	-.23745	.11416	-.46309	-.01181
Speaking	Equal variances assumed	.751	-1.628	.106	-.17343	.10651	-.38390	.03704
	Equal variances not assumed		-1.625	.106	-.17343	.10669	-.38439	.03753

Descriptive statistics offered mean scores, not just for the factors but also for the individual items of the scale. The mean scores for the items of each element were provided in separate tables because the WTC scale had four dimensions: willingness to speak in class, willingness to read in class, willingness to write in class, and readiness to listen in class. The following four tables present students' willingness to communicate in the four skill areas below.

Table 4.6. Descriptive Statistics for the Items of the Willingness to Speak in Class Sub-scale

	N	Minimum	Maximum	Mean	Std. Deviation
Items					
Q1	150	1.00	5.00	3.7667	.99270
Q2	150	1.00	5.00	3.5133	1.10360
Q3	150	1.00	5.00	4.1467	1.04520
Q4	150	1.00	5.00	3.6733	1.04590
Q5	150	1.00	5.00	3.1067	1.30125
Q6	150	1.00	5.00	3.2000	1.22063
Q7	150	1.00	5.00	3.1800	1.09954
Q8	150	1.00	5.00	3.8333	1.17819
Valid N (listwise)	150				

Table 4.6 is related to the speaking skill, and it presents the overall results of the participants in the speaking skill. It shows that item 3 “A foreigner (e.g., teacher, student) enters the classroom you are in, how willing would you be to have a conversation if s/he talked to you first?” has the highest mean score (M=4.14, SD=1.04). This shows that the participants show great willingness to communicate with foreign teachers and students. In addition, item 1 “Speaking in a group about your summer vacation or a similar topic etc.” and item 8 “Play a game in English like Monopoly in your free time in the English class” follow the item3 as M=3.76, SD=0.99) and M=3.83, SD=1.17 respectively. This indicates that the participants

have moderate readiness to speak about their summer holidays in a small group and play games in English.

On the other hand, item 5 “Talking to a classmate in English while waiting for the next class activity.” has the lowest mean score ($M=3.10$, $SD=1.30$). Furthermore, item 7 “Describe the rules of your favorite game or activity in English in the English class” and item 6 “Be an actor in a play as part of a class activity in English class”) come after item 5 with $M=3.18$, $SD=1.09$ and $M=3.20$, $SD=1.22$ respectively. The study found that the participants did not show much eagerness to talk in English with classmates while waiting in the classroom. Nor do they have willingness to take part in role play activities and describe their favorite game rules in English in the class. The results show that every item on the speaking subscale get a mean score of 3.00 or higher. Based on the findings, it can be said that participants have a high-moderate level of WTC in speaking.

Table 4.7. Descriptive Statistics for the Items of the Willingness to Read in Class Sub-scale

Items	N	Minimum	Maximum	Mean	Std. Deviation
Q9	150	1.00	5.00	3.3800	1.34947
Q10	150	1.00	5.00	3.2200	1.28945
Q11	150	1.00	5.00	3.5533	1.20701
Q12	150	1.00	5.00	3.6867	1.19359
Q13	150	1.00	5.00	3.2067	1.26542
Q14	150	1.00	5.00	3.6000	1.25853
Valid N (listwise)	150				

The item with the greatest mean under reading dimension, as shown in Table 4.7, was item 12 “Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions as part of an English class

activity.” (M=3.68, SD=1.19). In addition, item 14 “Read reviews for popular movies in your free time during the English class.” was given a high rating by the participants (M=3.60, SD=1.12). This indicates that the participants have been willing to read reviews for popular films. It was also found that reading reviews for popular films attract students. However, item 13 “Read an advertisement in the paper to find something you can buy such as a book, a laptop etc. in free time in the English class.” has the lowest mean score (M=3.20, SD=1.26). It means that participants do not have much willingness to read advertisements to buy something. Item 10 “Read an article in a paper in free time during the English class” also have low mean score (M=3.22, SD=1.28), which means that the participants are not highly willing to read easy paragraphs and articles.

Table 4.8. Descriptive Statistics for the Items of the Willingness to Write in Class Sub-scale

Items	N	Minimum	Maximum	Mean	Std. Deviation
Q15	150	1.00	5.00	2.9867	1.29525
Q16	150	1.00	5.00	3.5533	1.08397
Q17	150	1.00	5.00	3.1133	1.29292
Q18	150	1.00	5.00	3.4733	1.27809
Q19	150	1.00	5.00	3.3533	1.18229
Q20	150	1.00	5.00	2.6133	1.23041
Q21	150	1.00	5.00	3.9267	1.06875
Q22	150	1.00	5.00	3.3000	1.30949
Valid N (listwise)	150				

In Table 4.8 shows students’ writing WTC scores and the findings results of the detailed analysis are presented. It can be seen One may see that Item 21 states “Write the answers to a ‘fun’ quiz from a magazine as a free time activity in the English class” have had has the highest mean score in the subscale (M=3.92,

SD=1.06). It demonstrates This shows that “fun” was a major motivator for participants to engage in writing activities. Item 16 “Write down the instructions for your favorite hobby as part of an English class activity” and item 18 “Write a story in English as part of an English class activity.” follow the item 21 with M=3.55, SD=1.08 and M=3.47, SD=1.27 respectively. It seems that the participants are somewhat willing to write answers to a fun quiz, write down the instructions for their favorite hobby-and take part in story writing activities in English.

On the other hand, item 20 “Write a newspaper article as part of English class activity” has the lowest mean score compared to others (M=2.61, SD=1.23). Item 15 “Write an advertisement to sell an old bike or any other possession as part of an English class activity” comes after the item 20 (M=2.98, SD=1.29). It was found that formal writing activities, such as writing an article, reduced learners’ level of willingness to communicate and creating an advertisement to sell something decreased students’ WTC levels in writing.

Table 4.9. Descriptive Statistics for the Items of the Willingness to Listen in Class Sub-scale

Items	N	Minimum	Maximum	Mean	Std. Deviation
Q23	150	1.00	5.00	3.7533	1.10482
Q24	150	1.00	5.00	3.1867	1.21172
Q25	150	1.00	5.00	3.2867	1.14304
Q26	150	1.00	5.00	3.7133	1.06397
Q27	150	1.00	5.00	3.8800	1.08634
Valid N (listwise)	150				

According to Table 4.9, participants were found to be moderately willing to listen in the classroom because the results show that every item in the listening subscale had a mean score of 3.00 or higher. In table 4.9, item 27 “Choosing to understand an English movie without reading the subtitles as part of English class activity” has the highest mean score (M=3.88, SD=1.08). Item 23 “Listen to instructions in English and complete a task as part of English class activity” and item 26 “Listen

to directions from an English speaker as a part of English class activity” comes after item 27 with (M=3.75, SD=1.10) and (M=3.71, SD=1.06) respectively. It can be concluded that the participants have a strong willingness to comprehend what they heard in an English film and pay attention to what they hear. Besides, the findings show that participants are willing to take directions and listen to instructions in English as a class activity. It shows that students are willing to communicate with English speakers.

Item 24 in Table 4.9, “Listen and try to understand a meal recipe told in English” has the lowest mean score under listening dimension (M=3.18, SD=1.21). Item 25 “Listen to information and fill out an application form in English as part of an English class activity” follows item 24 with M=3.28, SD=1.14. According to the results, it is apparent that students’ WTC levels are lower when they are given a task with a formal context.

Since the participants were naturally divided into two categories according to their gender, the study also investigated whether there was a statistically significant difference in the overall level of WTC in English in terms of gender. Table 4.10 presents the data in terms of gender. The results of the independent samples t-test revealed that students’ overall WTC mean score did not differ significantly regarding their gender ($p > 05$). The overall mean score obtained from WTC in English scale for male students was 3.43 (SD=0.54) and for the females 3.46 (SD=0.62), which indicates that both male and female students are moderately willing to communicate in English inside the classroom.

Table. 4.10. Results of Gender and WTC

Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	55	3.4337	.54664	.07371
Female	95	3.4628	.62019	.06363

4.5. Findings for the Research Question 3

The third research question of the study and sub-questions were: “What are the views of students whose WTC levels are high a) on their feelings while they use English? b) on the use of English in their lives?” To answer these questions, a semi-structured interview was used. The interview was held with students whose WTC levels were found to be high. 5 Turkish and 5 international students were interviewed. The gathered data from the students’ interviews were analyzed with coding procedures. Firstly, open coding was used, then process coding and descriptive coding were used for some statements of the students.

RQ3. a.) “What are the views of students with high levels of WTC on their feelings while they use English?” This question aimed to find out the EFL learners’ views on their feelings in the class. To answer the third research question, interview questions 5 and 7 were analyzed.

Interview Question 5: How do you feel when you communicate in English in the class? Do you feel happy, sad, nervous/anxious, calm or any other feelings when you speak English?

Table 4.11. Findings for Interview Question 5

Statement	N
If I face with a new structure, I feel nervous.	2
I sometimes feel nervous.	2
I generally feel calm.	6
I generally feel happy.	1

In table 4.11., 6 students stated that they generally feel calm and cool when communicating in English inside the class. On the other hand, 2 students claimed that they feel nervous when encountering a new structure during communication in English in class. In addition, 2 students just stated that they feel nervous about communicating in English inside the class. Finally, one student said that

communicating in English in class makes this student happy. Some students had more than one reason.

“..When I speak in English in the class, I generally feel calm. Even if I don't know the words, it doesn't bother me..” (S2)

“..It makes me happy when I speak in English in the class because when we go outside of the class, we can't use English..” (S6)

“..Usually, I am how I am when speaking Turkish. There is no difference for me between speaking Turkish and speaking English in the classroom. I am pretty comfortable with both..” (S9)

Interview Question 7: Do you feel at ease when you speak English in front of your teacher(s) or in front of the class?

Table 4.12. Findings for Interview Question 7

Statement	N
I feel relaxed as I can get help from the teacher.	4
I feel calmer inside the class thanks to my friends.	4
I feel more anxious as my teacher monitors my speech.	1
I feel more anxious as all of my friends listen to me.	1

As seen in table 4.12, 4 students stated that they feel relaxed when their teacher helps them while they are speaking in English. 4 students also stated that they feel calm with the help of their friends. 1 student stated that monitoring by the teacher makes to student feel more anxious. On the other hand, 1 student stated that listening to the classmates makes the student more nervous.

“..My friends know me, so I do not feel anxious in front of them. I can speak in English in front of them without feeling nervous..” (S5)

“..I know that my friends also are not better than me; however, when I make a mistake while speaking in English in front of them, I feel anxious, and I do not want to make a mistake in front of them..” (S1)

“..When I speak with my teachers, I feel more relaxed because I know they can understand me and help me when I need it..” (S3)

RQ3. b.) “What are the views of students with high levels of WTC on their feelings while they use English?” To answer this question, interview questions 18, 19 and 21 were analyzed.

Interview Question 18: Do you think you will use English in your future life? If yes, how or in what situations will you use it?

Table 4.13. Findings for Interview Question 18

Statement	N
I will use English as a part of my job.	5
I do not need it for my career.	1
I will live abroad.	3
I will need to communicate with foreigners.	2

When students were asked when and how they will use English in their future lives, 5 of them stated that they would use English in their future jobs. 3 students stated that they aimed to live abroad in the future to learn English. 2 students stated that they would use English to communicate with foreigners. Finally, 1 student stated that for a future career, a student does not need to learn English.

“..Almost everyone in the world uses English. I will be a mechanical engineer in the future; first of all, I know that it is very necessary for me to know English for my job. I may need to communicate with foreign people for work...” (S4)

“..I want to live abroad in the future. I think it is always advantageous to speak English wherever you are in the world. If I know English, I can find a job more easily and make friends more easily..” (S2)

Interview Question 19: Do you think you will use English outside of your job/ career/ teaching position in the future? If yes, in what other situations / contexts do you anticipate for English use?

Table 4.14. Findings for Interview Question 19

Statement	Number
I can make foreign friends.	3
I can live abroad.	5
I can travel abroad.	3

Table 4.14. shows that 5 students think that they will use English in the future outside of their jobs or careers because they think they can live abroad. On the other hand, 3 students stated they would use English to make foreign friends. Lastly, 3 students mentioned that they could travel abroad so they can use English outside of their jobs in the future.

“..In the future, I can use English to make friends outside of my work. I love meeting people from a foreign culture, I can learn something new from them..” (S2)

“..I definitely use it when traveling outside of work. Wherever we go, we can find someone who speaks English, and we can get help from that person if we need it.” (S10)

“..I want to live abroad very much, I have many friends who agree with me, and we even have a dream of going together. Outside of my job, I guess I need English the most if I start living in a foreign country. Besides, it is necessary to know English while traveling...” (S7)

Interview Question 21: When and in what situations is knowing English useful?

Table 4.15. Findings for Interview Question 21

Statement	Number
Conferences	1
Work-life	5
Traveling and living abroad	3
Communication with foreign people	5
Studying abroad	2
Translation tasks	1

Table 4.15 shows that 5 students stated that knowing English is helpful in their work lives. 5 students stated that knowing English is useful for communicating with foreign people. “Traveling and living abroad” followed the other reasons and 3 students agreed. 2 students wanted to study abroad, so they thought that it is useful to learn English. Just one student thought that it is useful to know English to attend international conferences.

“..I want to live abroad in the future because I think living standards are better. I want to travel even if I do not have the opportunity to live abroad. In these situations, knowing English will be of great help to me. For example, I can even make a life there without anyone's help..” (S3)

“..While playing online games, I encounter many foreigners; if I know English well, I can talk to them and express myself more easily..” (S8)

“..I have many international friends at school, sometimes, I want to establish a close relationship with them, but I get the feeling that my English is not enough. If I know English well in the future, I can communicate with people comfortably without experiencing these problems...” (S5)

“..The language of many conferences held in the field of medicine in English. I would like to attend these conferences and improve myself in my field..” (S1)

4.6. Discussion of Findings for Research Questions

The first research question, which aimed to find whether there is a statistically significant difference between Turkish and international EFL students' levels of WTC inside the class, is discussed in line with the literature review. After that, the second research question, which aims to analyze students' WTC levels in terms of four language skills: speaking, reading, writing, and listening, is discussed. The final phase of the discussion is on the third research question, related to the perspectives and motivation sources of students whose WTC levels are high. In addition, the third research question's sub-question is examined in line with the feelings of students who are highly willing to communicate. As a result, under this title, the study aims to explain the quantitative and qualitative data results concerning the study questions to reach a general conclusion. Moreover, the differences and similarities between the study and prior studies' findings are also discussed.

4.6.1. Discussion of the Findings for the RQ 1

“Is there a statistically significant difference between the WTC scores of Turkish and International EFL learners in the preparatory language classes in Turkey?”

This research question aims to determine how willing Turkish and international EFL students are to communicate in English in class. MacIntyre et al.' (2001) WTCscale, which has 27-items, is used in the context of the first study question to measure students' WTC levels, and the obtained data were analyzed using the SPSS descriptive analysis program. As mentioned before, the current study's skewness and kurtosis values were between -1 and 1, indicating that the data is normal (Hair et al., 2010). Furthermore, near-to-zero skewness and kurtosis statistics indicate that data are normally distributed (Tabachnick & Fidell, 2013). Consequently, the skewness and kurtosis analyses demonstrated that the current study's variables conform to the normal distribution assumption. The current study also revealed that participants are moderately willing to speak in English, meaning these learners have neither high willingness to communicate nor low WTC. Both groups of students' willingness to communicate get a total mean score of 3.45 out of 5.

In addition, Turkish EFL participants' total WTC score is 3.34, while international students get 3.58. These findings are consistent with previous studies Çetinkaya's

(2005), Şener's (2014), Öz et al.'s (2015), Kanat-Mutluoğlu's (2016), and Başöz's (2018) findings. These studies also revealed that Turkish students had had moderate WTC scores in the English language. Moreover, the current study's results show parallelism with Yashima's (2002) and Yashima et al.'s (2004) findings in the Japanese EFL context, Peng et al.'s (2010) study in the Chinese EFL context, Khazaei et al.'s (2012) in the Iranian and Korean EFL context Jung's (2011) findings.

Nevertheless, Ekin's findings (2018) in the Turkish context, Liu and Jackson's study (2008) and Peng (2015) in the Chinese context, and Denies et al. (2015) in the Belgian context found that the participants gained a high level of second language willingness to communicate. However, the present study revealed that students have had average WTC scores.

In addition, Bursalı et al. (2017) stated that in the Turkish EFL context, participants of the study had a low level of L2 WTC scores in the class. Participants' overall WTC mean score was calculated as $M=3.77$, which was considered to be inadequate since participants were majoring in ELT. Moreover, Tuyen and Loan's study (2019) in the Vietnamese EFL university context and Imran and Ghani's (2014) in the Pakistani EFL context found that participants had low WTC scores inside the classroom. This difference could be due to a large number of participants and their diverse traits, as well as the use of several measures to elicit L2 WTC from L2 learners.

4.6.2. Discussion of the Findings for the RQ 2

“Which language skill do both groups of students have the highest WTC level?”

Because the willingness to speak inside the classroom scale has four components, statistical analyses were conducted for each. The findings show that learners are willing to engage in moderate amounts of speaking, reading, writing, and listening activities inside the classroom.

According to MacIntyre et al. (2001), reading and listening are input tasks, on the other hand, output tasks are defined as speaking. In the current study, it can be understood that both groups of learners are more willing to complete output tasks than input ones. The findings indicated that both groups of students had the highest

mean score in speaking and writing while they have gotten the lowest scores in listening and reading. Turkish students have had the highest mean score in writing ($M = 3.47$, $SD = 0.64$). Merç's (2008) investigation contradicted this conclusion. According to Merç (2008), students were less willing to write in the classroom than speak, read, or listen. On the other hand, international students have had the highest WTC in speaking ($M = 3.69$, $SD = 0.66$).

It can be seen that Turkish students are more willing to participate in writing activities. In Turkey, teachers generally use teacher-oriented and grammar-focused courses, enhancing their input-related skills. Because of that reason, it is assumed that Turkish students have had a willingness to perform their language skills rather than having a passive role in the language classes.

Regarding international students' results for subscales, they have had much more willing to participate in speaking activities in the class. International students' WTC scores in writing follow their speaking WTC scores. When international students' nationalities are analyzed, most participants are from Eastern countries. These countries also have teacher-oriented language classes, so international EFL students can have the same reasons as Turkish EFL students why they are more willing to play an active role in the classroom.

Besides, considering EFL students' common issues about taking an active role in English classes, various studies have found that students' language abilities have been mostly overlooked in the classroom and that teachers frequently use the target language in the classroom more than students (Hosni, 2014). This issue is contrary to the idea that the primary purpose of all English language instruction should be to improve students' capacity to communicate effectively and correctly in English (Davies & Pearse, 2000).

According to the findings of the survey, the item with the highest mean score in the speaking subscale was item 3 "A foreigner (e.g., teacher, student) enters the classroom you are in, how willing would you be to have a conversation if s/he talked to you first?" ($M = 4.14$, $SD = 1.04$). In addition, item 26, "Listen to directions from an English speaker as a part of English class activity." had one of the highest scores in listening ($M = 3.71$, $SD = 1.06$). It can be concluded that EFL students are willing to communicate with native speakers of English. Peng (2007) highlights an

important point when he claims that students with a high WTC in English take advantage of every opportunity to communicate in the target language. Furthermore, Yashima et al. (2004) report that many high school students in the Japanese EFL setting want to enroll in English lessons. Due to the limited opportunities for EFL students to interact with native English speakers, it is understandable that they would be interested in communicating with foreigners or listening to native speakers to improve their language skills.

In reading, the item with the highest mean score was item 12 "Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions as part of an English class activity." ($M = 3.68$, $SD = 1.19$). Moreover, item 14, "Read reviews for popular movies in your free time during the English class." has given a high rating by the participants ($M = 3.60$, $SD = 1.12$).

On the other hand, item 10, "Read an article in a paper in free time during the English class." had a low mean score, indicating that participants are not eager to read articles ($M = 3.22$, $SD = 1.28$).

According to the findings of the writing subscale, "Write down the answers to a 'fun' quiz from a magazine as a free time activity in the English class." had the highest mean score ($M = 3.92$, $SD = 1.06$). Although item 20, "Write a newspaper article as part of English class activity." got the lowest mean score ($M = 2.61$, $SD = 1.23$).

It can be seen that formal reading and writing activities such as reading or writing an article or paragraphs decreased participants' willingness to engage in activities. On the contrary, reading personal letters and writing answers to a "fun" quiz increased participants' willingness to participate in English activities. Crystal (2008) stated, "If you have difficulty with reading and writing, you are hardly going to be predisposed to use a technology that demands sophisticated abilities in reading and writing. And if you do start to text, I would expect the additional experience of writing to be a help, rather than a hindrance" (p. 157). In addition, Tizhoosh H. R. and Dara R. A. (2006) stated that formal and informal writing styles are vastly different. Formal writing, such as literary writing, reflects a high intellectual effort. Participants in the current study were less willing to write in a formal situation due to the advanced character of the formal writings. In the current study, it is clear that

participants were more willing to engage in reading and writing activities that get their attention rather than formal ones. Furthermore, intrinsically motivated students to read and write are more likely to communicate.

The findings also revealed that participants were not willing to be an actor according to item 6: "Be an actor in a play as part of a class activity in English class" ($M = 3.20$, $SD = 1.22$). According to Ertruk (2015), role-play activities can integrate beneficial characteristics of learning enjoyment and knowledge digestion as an active teaching technique. Moreover, role-play activities help students to be creative in specific situations. With the help of role-playing activities, students can act as doctors and patients; they can make a telephone call to ask and answer questions to improve their communication skills in L2. Harmer (1998) stated that teachers or institutions could use role-play activities to encourage students. However, participants of the current study showed low willingness to participate in role-play activities. Because these tasks are especially beneficial in learner-centered classes, in teacher-oriented classes, students may feel uneasy in teacher-directed and accuracy-based sessions since they are constantly being evaluated and graded.

4.6.3. Discussion of the Findings for the RQ 3

a.) "What are the views of students whose WTC levels are high on their feelings while they use English?"

This research question has tried to see the EFL learners' views on their feelings in the lessons and understand they share a feeling in common. The results have shown that the students with high levels of WTC are generally calm inside the class; they mostly do not feel nervous. However, two of them reported that they sometimes feel nervous because of various reasons. This finding indicates that as most of these students feel calm and relaxed inside the classroom, they are more likely to communicate in English inside the classroom, so it can be seen that high WTC levels also have a connection with the feelings of the students. Keeping this in mind, students should be offered a stress-free atmosphere in EFL classes, and at some points, their mistakes should be tolerated, and they should be encouraged to speak out; therefore, they will be more likely to perform in English. The following research question has been addressed to the students to see whether the teacher or their peers positively affects their feelings. At this point, most of the students have

reported that their teachers and friends generally have a positive impact on their performance as they believe that their teacher can help them when they have some mistakes, and their friends cannot judge their English levels since they are all students of the same class. However, it has been seen that some students may feel nervous as they think they are judged and monitored by the others in the class, although they are highly willing to communicate. Consequently, students should be ensured that they can get help from their teachers and there is nothing to feel shy about; besides this, teachers should set a classroom environment, and in this setting, students do not make judgments on their peers' performance and mistakes, which may increase the chance of speaking out and performing in English of the students.

b.) “What are the views of students whose WTC levels are high on the use of English in their lives?”

The following research question, on the other hand, aims to see what the students think about their use of English in the future in different situations. As stated before, three different questions were addressed to the students for that purpose. Firstly, as the leading answer, half of the participants have reported that they will use English in the future as a requirement of their jobs; besides that, some students have also shared that they will need English as they want to live abroad in the future. At this point, it is seen that students with high WTC levels generally have external motivation in their language learning process, so they see this language as an instrument to achieve their future goals. Taking these into consideration, teachers can help their students set some goals for the future and make them remember why they should learn this language and how it will help their future life, which can help them increase their performance in the target language and WTC levels.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The current study investigated the relationship between Turkish and International EFL students' WTC scores inside the classroom in the preparatory school context.. The study's goals and findings are restated, and conclusions are reached in the conclusion section. Finally, the current study's limitations are given, and based on the findings of this study, recommendations are provided for future studies.

5.2. Conclusion

The current study contributed to the literature by investigating Turkish and international EFL students' willingness to communicate in English inside the class. On the other hand, it aimed to determine which language skill both groups of students have the highest WTC level in the classroom. The current study assessed learners' WTC in English in terms of the four skills of reading, writing, listening, and speaking in light of the literature's recommendations. Moreover, the feelings and motivation sources of the students with high WTC levels were investigated.

With the goal of examining these aims, a mixed-methods design was used. For the quantitative phase of the study, the modified version of the 27-item WTC scale created by Macintyre et al. was used to assess students' WTC in English (2001). The study participants comprised 150 Turkish and international EFL students, B2 level (according to CEFR), at an English preparatory school in İstanbul. In order to acquire qualitative data for the current study, semi-structured interviews were undertaken. The interview was conducted with 5 Turkish and 5 international students.

Overall, the current study has some unique findings as it has indicated that there is no significant difference between the WTC levels of international students and Turkish students in EFL classes, and it has been understood that the vast majority of the students have moderate levels of WTC. Therefore, it can be seen that nationalities do not have a major effect on WTC levels of students. It is much more related to the students' proficiency levels and motivation, as it has been understood from the qualitative data gathered through the interviews. This study also has

another unique finding as it has reported that the students with high levels of WTC generally have external motivation since they think they need to learn this language for their future career and life conditions. At this point, teachers can lead other students to set some goals for their future career to boost their performance in the classes and help them increase their WTC levels. Therefore, this study can help teachers better understand the students with high WTC levels and carry out some new classroom practices for other students with low and moderate levels of WTC to help them increase their performance and WTC levels inside the classes. The current study is also helpful for further research as it offers both quantitative and qualitative findings on different questions related to the WTC levels of students, which can help them to compare with their own findings and interpret the data better.

5.3. Recommendations for Future Studies

This study offers some suggestions for future studies. For the qualitative phase of the study, 150 B2-level students took part in this study, using data obtained from a single university's preparatory school. Moreover, 10 students participated in the interviews. To come up with more generalizable facts, more studies with large sample sizes should be carried out quantitatively and qualitatively. As a result, more comprehensive and generalizable results can be obtained. In addition, following research on the same topic is conducted in a different setting, such as a high school setting. A future study could look into the disparities between private and public universities regarding students' WTC in English. Another suggestion would be to enrich qualitative data through the use of a variety of tools. More qualitative data gathering methods, such as classroom observations, can offer a great deal of information for future studies.

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APPENDIX

APPENDIX A: Ethical Approval Board



T.C.
İSTANBUL SABAHATTİN ZAİM ÜNİVERSİTESİ REKTÖRLÜĞÜ
ETİK KURULU BAŞKANLIĞI

Sayı : E-20292139-050.01.04-27226
Konu : Etik Kurul Kararları

Sayın İlkay BAL
Lisansüstü Eğitim Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans,
Programı Öğrencisi

"Türk ve Uluslararası İngilizce Hazırlık Okulu Öğrencilerinin Sınıf İçi İletişim Kurma İstek Dereceleri Arasındaki İlişkinin İncelenmesi" başlıklı araştırmanız kurulumuzun 29.04.2022 tarihli ve 2022/04 sayılı toplantısında değerlendirilerek etik açıdan uygun bulunduğu katılanların oy birliği ile karar verilmiştir.

Bilgilerinize rica ederim.

Prof. Dr. Nasuh USLU
Kurul Başkanı

Ek:21-İlkay BAL Etik Onay Belgesi (1 sayfa)

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : *BSRSBV0ZF* Pin Kodu :06622
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Belge Takip Adresi : <https://ebys.izu.edu.tr/en/Vision/Dogrula/UN3>

Bilgi için: Zeynep Funda TEZ
Unvanı: Yeminli Katip
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T.C.
İSTANBUL SABAHATTİN ZAİM ÜNİVERSİTESİ REKTÖRLÜĞÜ
ETİK KURULU

ETİK ONAY BELGESİ

Tarih	29.04.2022
Sayı	2022/04
Araştırmanın Niteliği	Yüksek Lisans Tezi
Araştırmanın Adı	<i>Türk ve Uluslararası İngilizce Hazırlık Okulu Öğrencilerinin Sınıf İçi İletişim Kurma İstek Dereceleri Arasındaki İlişkinin İncelenmesi</i>
Sorumlu Araştırmacının Adı Soyadı	İlkay BAL
Danışman Adı Soyadı	Dr. Öğr. Üyesi Özlem ZABİTĞİL GÜLSEREN
Karar	UYGUNDUR

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

(Katıldı)
Prof. Dr. Nasuh USLU
Başkan

(Katıldı)
Prof. Dr. Metin TOPRAK
Üye

(Katıldı)
Prof. Dr. Mustafa ATEŞ
Üye

(Katıldı)
Prof. Dr. Mehmet Emin KÖKTAŞ
Üye

(Katıldı)
Prof. Dr. Ayşe Nefise BAHÇECİK
Üye

(Katıldı)
Prof. Dr. Yahya Kemal YOĞURTÇU
Üye

(Katıldı)
Av. Bilal ŞAMAT
Üye

Kurul Yeminli Kâtibi

Zeyneb Funda TEZ

APPENDIX B: QUESTIONNAIRE

Dear student,

I am a teacher of English at Istanbul Sabahattin Zaim University and have been doing my Master's study in the English Language Teaching (ELT). My thesis title is "A Comparison of Turkish and International Preparatory School Students' Willingness to Communicate in English Classes", and as part of my study, I have prepared this questionnaire. I kindly ask you to respond to this questionnaire.

Your answers are of the highest value to me and to this study. Please answer all the questions in the questionnaire. ALL RESPONSES WILL BE KEPT STRICTLY CONFIDENTIAL AND ALL RESPONDENTS ANONYMOUS. NO ONE OF THE RESPONDENTS WILL BE REVEALED IN ANY WAY IN THE STUDY. Please remember that your responses are very important for me. Thank you in advance for your co-operation.

PART 1. Demographic Information

Gender : Male Female

Faculty : _____

Country of origin : _____

Age : _____

PART 2. The Scale

This questionnaire is composed of statements concerning your feelings about communication with other people in English inside the classroom. Please indicate in the corresponding box with an X the frequency that you choose to speak in English in each situation. There are no right or wrong answers.		Almost never willing	Sometimes willing	Willing half of the	Ususlly willing	Almost always willing
1	Speaking in a group about your homework assignment.					
2	Speaking to your teacher about your homework assignment.					
3	A foreigner enters the classroom you are in, how willing would you be to have a conversation if s/he talked to you first?					
4	You are confused about a task you must complete, how willing are you to ask for instructions/clarification to your instructor					

5	Talking to a classmate in English while waiting for the next class activity.					
6	Be an actor in a play as part of a class activity in English class.					
7	Describe the rules of your favorite game or activity in English in the English class.					
8	Play a game in English like Monopoly in your free time in the English class.					
9	Read a novel in English in your free time during the English class.					
10	Read an article in a paper in free time during the English class .					
11	Read letters from a friend written in English in free time during the English class.					
12	Read personal letters or notes written to you in which the writer has deliberately used simple words and constructions as part of an English class activity.					
13	Read an advertisement in the paper to find something you can buy such as a book, a laptop etc. in free time in the English class.					
14	Read reviews for popular movies in your free time during the English class.					
15	Write an advertisement to sell an old bike or any other possession as part of an English class activity.					
16	Write down the instructions for your favorite hobby as part of an English class activity.					
17	Write a report on your favorite animal and its habits as part of an English class activity.					
18	Write a story in English as part of an English class activity.					
19	Write a letter to a friend in English in free time during your English class.					
20	Write a newspaper article as part of English class activity.					
21	Write the answers to a "fun' quiz from a magazine as a free time activity in the English class.					
22	Write down a list of things you must do tomorrow in free time in the English class					
23	Listen to instructions in English and complete a task as part of English class activity.					
24	Listen and try to understand a meal recipe told in English.					
25	Listen to information and fill out an application form in English as part of English class activity.					
26	Listen directions from an English speaker as a part of English class activity.					
27	Choosing to understand an English movie without reading the subtitles as part of English class activity.					

APPENDIX C:

SEMI-INTERVIEW QUESTIONS

Personal Information

- Gender : Female Male
- How old are you? : _____
- What is your department of study? : _____
- How long have you been learning English? : _____

A. Personality Posture

1. How do you feel when you communicate in English in class? Do you feel happy, sad, nervous/anxious, calm, or any other feelings when you speak English?
2. Are you at ease or anxious when you speak in other classes, such as in Turkish medium?
3. Do you feel at ease speaking English in front of your teacher(s)?
4. Do you feel at ease speaking English in front of the class?
5. How do you feel when you communicate in English in the class? Do you feel happy, sad, nervous/anxious, calm or any other feelings when you speak English?
6. In what situations would you be more willing to speak English in class?
7. Do you feel at ease when you speak English in front of your teacher(s) or in front of the class?

B. International Posture

8. Have you ever been abroad? If yes, how many countries have you been to? If yes, how long have you stayed abroad in/these countries?
9. Do you have international friends? If yes, how often do you see them in a week/month?
10. Do you have causal or close friends from other countries?
11. Do you believe that English is a lingua franca? If so, how long do you think English will be in this tract? (If you do not know what lingua franca is, it is a language or way of communicating which is used between people who do not speak one another's native language)

C. Social Posture

12. (b)What encourages you to talk to your teacher (s) or friends in English in the class?
13. Which collaborative activities, such as pair work, small group work, or whole class discussions, are more appropriate for communicating in English for you? Explain why?
14. Do you feel comfortable speaking English in front of the class?
15. Do your friends/classmates enjoy speaking English in class?
16. Do your friends like/think positively of you when you speak English in class?
17. Do you care about making mistakes when speaking English in front of others in the class? If yes, please describe.

D. Perceived Language Proficiency

18. Do you think you will use English in your future life? If yes, how or in what situations will you use it?
19. Do you think you will use English outside of your job/ career/ teaching position in the future? If yes, in what other situations / contexts do you anticipate for English use?
20. Do you use English in your free time, such as playing on the computer, watching movies / TV, listening to music, reading English books, talking with friends from other countries, traveling abroad, etc.)
21. When and in what situations is knowing English useful?
22. Do you ever feel stuck /lost when communicating in English in class? If so, please describe how you deal with such a situation.

E. Motivation Posture

23. Do you think it is essential to learn English?
24. Do you think you will use English in your future career? If yes, how or in what situations will you use it?
25. Do you think you will use English outside of your job/ career/ teaching position in the future? If yes, what other situations/contexts do you anticipate using English?
26. Do you want to learn more English even after you graduate? Or do you think you would have learned enough?
27. When and in what situations is knowing English helpful?
28. What do you think about English as a language and its status in Turkey?

**APPENDIX D: International Congress on Teaching & Teacher Education
Certificate**



APPENDIX E: Participants' Overall WTC Frequencies

OVERALLWTC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.81	1	.7	.7	.7
	2.26	2	1.3	1.3	2.0
	2.37	1	.7	.7	2.7
	2.41	4	2.7	2.7	5.3
	2.44	2	1.3	1.3	6.7
	2.48	2	1.3	1.3	8.0
	2.52	1	.7	.7	8.7
	2.59	2	1.3	1.3	10.0
	2.63	2	1.3	1.3	11.3
	2.70	4	2.7	2.7	14.0
	2.74	2	1.3	1.3	15.3
	2.81	1	.7	.7	16.0
	2.85	3	2.0	2.0	18.0
	2.89	1	.7	.7	18.7
	2.93	2	1.3	1.3	20.0
	2.96	3	2.0	2.0	22.0
	3.00	2	1.3	1.3	23.3
	3.04	1	.7	.7	24.0
	3.07	1	.7	.7	24.7
	3.11	3	2.0	2.0	26.7
	3.15	1	.7	.7	27.3
	3.19	3	2.0	2.0	29.3
	3.22	5	3.3	3.3	32.7
	3.26	7	4.7	4.7	37.3
	3.30	4	2.7	2.7	40.0
	3.33	1	.7	.7	40.7
	3.37	2	1.3	1.3	42.0
	3.41	3	2.0	2.0	44.0
	3.44	2	1.3	1.3	45.3
	3.48	4	2.7	2.7	48.0
	3.52	9	6.0	6.0	54.0
	3.56	6	4.0	4.0	58.0
	3.59	5	3.3	3.3	61.3
	3.63	4	2.7	2.7	64.0

3.67	2	1.3	1.3	65.3
3.70	4	2.7	2.7	68.0
3.74	4	2.7	2.7	70.7
3.78	7	4.7	4.7	75.3
3.81	3	2.0	2.0	77.3
3.85	2	1.3	1.3	78.7
3.89	2	1.3	1.3	80.0
3.93	2	1.3	1.3	81.3
3.96	1	.7	.7	82.0
4.00	2	1.3	1.3	83.3
4.04	3	2.0	2.0	85.3
4.07	2	1.3	1.3	86.7
4.11	3	2.0	2.0	88.7
4.15	1	.7	.7	89.3
4.19	2	1.3	1.3	90.7
4.22	2	1.3	1.3	92.0
4.30	1	.7	.7	92.7
4.33	3	2.0	2.0	94.7
4.37	1	.7	.7	95.3
4.52	2	1.3	1.3	96.7
4.56	1	.7	.7	97.3
4.67	1	.7	.7	98.0
4.85	1	.7	.7	98.7
4.89	1	.7	.7	99.3
5.00	1	.7	.7	100.0
Total	150	100.0	100.0	

CURRICULUM VITAE

Name: İlkey

Last Name: Bal

Location: Istanbul / Turkey

EDUCATION

Master of Arts: Istanbul Sabahattin Zaim University, English Language Teaching, 2022

Undergraduate: Marmara University, English Language Teaching Department, 2018

ACADEMIC EXPERIENCE

Instructor, Istanbul Sabahattin Zaim University, English Preparatory School (2020- Present).

PROCEEDINGS

Bal,İ., (2022) Students' Degree of Willingness to Communicate in the Preparatory English Classroom, *Biruni University 2nd International Congress on Teaching & Teacher Education*, Biruni University, İstanbul