HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

THE EFFECT OF VISION/IMAGERY CAPACITY OF THE FOREIGN LANGUAGE
LEARNERS ON THEIR WILLINGNESS TO COMMUNICATE

Semih EKİN

Master's Thesis

Ankara, (2018)

With leadership, research, innovation, high quality education and change,

To the leading edge… Toward being the best…

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YABANCI DİL ÖĞRENEN ÖĞRENCİLERİN VİZYONU/HAYAL GÜCÜ VE BUNUN İLETİŞİM KURMA İSTEKLİLİĞİNE OLAN ETKİSİ

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Abstract

This study was conducted to examine the predictors of willingness to communicate (WTC) inside and outside the classroom and to examine the effect of vision/imagery capacity on willingness to communicate. The study was designed via a quantitative approach in which a composite instrument was used to examine the relationships of different variables based on willingness to communicate, L2 motivational self-system, and vision. The study was conducted at Hacettepe University. The participants were 229 English Preparatory School students. The data was analyzed quantitatively by conducting parametric tests which were descriptive statistics, one-way between-groups multivariate analysis of variance (MANOVA), Pearson product correlation coefficients, and standard multiple regression analysis. The results demonstrated that university level English learners in Turkish EFL context had high levels of willingness to communicate both inside and outside the classroom. However, the participants' level of willingness to communicate outside the classroom was significantly higher than their level of willingness to communicate inside the classroom. This difference was also corroborated by the standard multiple regression analysis concluding that the predictors of WTC inside the classroom and outside classroom were different. The WTC inside the classroom was predicted by Ideal L2 self, WTC outside the classroom, International travelling and Language learning experience; however, the WTC outside the classroom was predicted by WTC inside the classroom, International travelling and Vision. Vision was examined in a WTC model and was found to have a significant effect on WTC outside the classroom, but not inside the classroom. The results were discussed with the related literature and it was concluded that in Turkish EFL context, WTC inside and outside the classroom was different from each other and their predictors were different from each other.

Keywords: vision, imagery capacity, willingness to communicate inside the classroom, willingness to communicate outside the classroom, L2 motivational Self-System

Öz

Bu çalışma sınıf içi ve sınıf dışındaki iletişim kurma istekliliğini ve dil öğrenme vizyonun/hayal gücünün iletişim kurma istekliğine olan etkisini incelemeyi amaçlamaktadır. Çalışma, içerisinde iletişim kurma istekliliği, yabancı dil motivasyonu benlik sistemi ve vizyon ile ilgili değişkenleri içeren bir ölçme aracı kullanılarak nitel bir şekilde dizayn edilmiştir. Çalışma Hacettepe Üniversites'nde gerçekleştirilmiştir ve katılımcılar Hacettepe Üniversitesi Hazırlık Programında okuyan iki yüz yirmi dokuz öğrenciden oluşmaktadır. Çalışmadaki veri betimsel istatistik, tek yönlü gruplararası çoklu varyans analizi, korelasyon ve çoklu regresyon analizleri gibi parametrik testler kullanılarak nicel bir şekilde analiz edilmiştir. Bulgular Türkiye'de İngilizce öğrenen universite seviyesindeki öğrencilerin sınıf içinde ve dışında iletişim kurma isteklilik seviyelerinin yüksek olduğunu ortaya çıkarmıştır. Ama, öğrencilerin sınıf dışında iletişim kurma istekliliklerinin, sınıf içinde iletişim kurma istekliliklerinden istatistiksel olarak manidar bir şekilde yüksek olduğu görülmüştür. Bu fark yapılan çoklu regresyon analizinde detaylı bir şekilde ortaya çıkarılmıştır. Regresyon analizi, sınıf içindeki iletişim kurma istekliliği yordayıcılarının ideal yabancı dil benliği, sınıf dışındaki iletişim kurma istekliliği, uluslararası seyahat etme, ve dil öğrenme tecrübesi olduğunu; sınıf dışındaki iletişim kurma istekliliğinin ise uluslararası seyahat etme, sınıf içindeki iletişim kurma ve yabancı dil öğrenme vizyonun olduğunu ortaya çıkarmıştır. Tüm bunlara ek olarak dil öğrenme vizyonu bir iletişim kurma istekliliği modeline dahil edilmiş ve iletişim kurma istekliliği üzerinde etkisi olduğu görülmüştür. Sonuçlar alan yazındaki diğer çalışmalarla ilişkilendirilerek tartışılmış ve bu çalışmanın yapıldığı bağlamda sınıf içindeki iletişim kurma istekliliğinin ve sınıf dışındaki iletişim kurma istekliliğinin birbirinden yordayıcılar açısından da farklı olduğu sonucuna varılmıştır.

Anahtar sözcükler: dil öğrenme vizyonu, dil öğrenmeye yönelik hayal gücü kapasitesi, sınıf içi iletişim kurma istekliliği, sınıf dışı iletişim kurma istekliliği, ikinci dil öğrenme motivasyonu benlik sistemi

Acknowledgements

First and foremost, I want to thank my supervisor Prof. Dr. İsmail Hakkı ERTEN for his endless support and encouragement during this process. Whenever I had a problem, he was there to help and guide me. Also, I am grateful to Dr. Korkut Uluç İşisağ and Dr. Didem Koban Koç for their valuable feedback and corrections.

I am grateful to Arzu Kanat-Mutluoglu who helped me in every step of this thesis. Her boundless contributions were quite valuable.

I want to thank all my collegues in "ÖYP Odası" who have helped me during the entire process. All the corrections, feedbacks, translations and proofreads done by them made this process easier. All the friendly and pleasant conversations in that room have been motivating and energizing moments for me.

I want to thank Dr. İlksen Büyükdurmuş Selçuk for her all help during the data collection process at Prep School.

I want to give my appreciations to my friends Ramazan, Meyti and Ozan because they have been by my side whenever I need help and guidance. Thank you bros!

I am grateful to TUBİTAK for giving me scholarship in my thesis process.

In every decision I have made and in every step I have taken, my family has always been supporting me. Their unconditional love for me has always had a triggering effect on my whole life. I want to thank them all. Without you, I could not further my career.

In my thesis process, I was awarded by having my son. I cannot define the happiness when I came home and saw him around. If there is something that I will do in this life, it will be for you "my son". Thank God, because you are my son.

When I saw this statement, I really liked it because even if it does not thoroughly explain how I feel, it is very close to my speechless emotions: "God wanted me to be happy; that's why, He made you my wife". Feyzam, without your support, encouragement, love, and countless help, it would be impossible for me to pursue a career and a happy life. And please know that facing anything with you by my side will not even be a thing to think about. Thank you for everything you gave to me in this whole process.

Dedicated to my son Yusuf Talha and my wife Feyza

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Symbols and Abbreviations

CA: Communication Apprehension

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

L1: First/ Native language

L2: Second/Foreign language

SEM: Structural Equation Modeling

SPCC: Self-perceived Communication Competence

WTC: Willingness to communicate

Chapter 1

Introduction

Statement of the Problem

Motivation has been an interesting issue in various contexts for years, because it is an all-purpose phenomenon that every discipline has a relation to. As for the motivational studies in psychology, there are many studies which try to understand the human motivation, the motivational factors, and the determinants of human motivation (Deci & Ryan, 1985; Maslow, 1943; Atkinson, 1964; Weiner, 2013). In business settings, work motivation, its determiners and effects on the performance was investigated by different studies (Knippenberg, 2000; Locke &Latham, 1990; Kanfer & Ackerman, 2004). In sports, many researchers tried to understand to what extent the motivation of the players in different fields like rugby, athletism, or soccer etc. has an effect on their physical, emotional or cognitive situation (Pelletier et al, 1995; Fredricks &Eccles, 2005; Fortier et al, 1995; Hodge & Petlichkoff, 2000).

Language learning and language learning motivation have also been focal points of many researchers for over forty years. Boo et al. (2015) in a meta-analytic study claims that one new paper was published in almost every twenty-two days in 2005/06 and this number changed to one paper in every five days in 2013/14. This proliferation of the language learning motivation studies was due to the fact that "the environments in these studies are dynamic and accommodating, as opposed to one that is static and stagnant" (Boo et al., 2015, p.155). The popularity of language motivation has been influenced by the appealing nature of language learning settings (Dörnyei & Ryan, 2015). It can be inferred that every context or learning environment has its own motivational predictors and these differences intrigue the researchers to find the parameters going on in their own settings. Because the motivation is a dynamic system, its determinants are also changing over the time. New concepts are given birth in the literature by putting them new aspects like imagination and vision as motivational constructs (Dörnyei &Ryan, 2015).

Another important motivational source for language learning is willingness to communicate (WTC) . McCroskey and Richmond (1987) defined WTC as the desire to start the communication when having appropriate opportunuties. Willingness to communicate was investigated by many researchers in different contexts (i.e. EFL / ESL contexts). The results of these studies yielded important findings in terms of what the predictors of the WTC was. The WTC was predicted by communication confidence, communication apprehension, L2 self-confidence, international community and international posture, motivation, classroom environment etc. (MacIntyre, 1994; MacIntyre & Charos, 1996; Hashimoto, 2002; Yashima et al., 2004; Peng & Woodrow, 2010; Yu, 2011; McCroskey &Richmond, 1990; Ghoonsoly et al., 2012; Yashima, 2002; Peng, 2007; MacIntyre et al., 2003; Cao, 2011; Cao &Philp, 2006; Peng & Woodrow, 2010; MacIntyre & Doucette, 2010; Mystkowkska-Wiertelak & Pawlak, 2016). In Turkish context which is an EFL context, there are also some important studies that investigated the WTC and its predictors and many of them found similar results with the literature (Bektaş-Çetinkaya, 2005; Asmalı, 2016; Şener, 2014;   Başöz & Erten, 2018).

In line with the new perspectives in the motivational studies consisting of vision and imagery capacity of language learners and WTC, the present research will focus on the relationships among some important variables which are Ought to L2 Self, L2 learning experience, the intended effort, the Ideal L2 Self, the ease of using imagery, the vividness of imagery and WTC. There are lots of studies, as stated above, regarding WTC and its predictors; however, there seem quite few studies investigating WTC from classroom environment in an EFL context. The students may feel differently inside the classroom and outside the classroom in terms of their WTC. Besides, there are very limited number of studies investigating the effect of the vision and imagery capacity of language learners on their WTC. This study will explore the level of the students' WTC inside /outside the classroom and will examine whether there is an effect of the vision/imagery capacity of the learners on their WTC. The study will also show the levels of the language learners' vision and imagery capacity.

Background of the Study

Vision is one of the newest study areas in the field. Motivation and its visionary aspect is a new room for many researchers in the field, because vision is one of the important elements of the L2 motivation according to the latest research. When reviewing the literature, there seem some important studies about vision (Al-Shehri, 2009; Dörnyei & Chan, 2013; You et al., 2016). The vision has been initially explained in line with the learning styles. Visual learning style learners were found to have more vivid and clear visual imagery and imagination, causing a lively ideal L2 self (Al-Shehri, 2009). His results confirmed his hypothesis and learners with a visual style preference had also clear ideal L2 selves, which caused motivated behavior. What he did was, in a sense, understanding the imagery capacity and vision in forming ideal L2 self. Furthermore, Kim (2009)'s study also added that vision and imagery capacity is also correlated with auditory style. Vision and imagery capacity was also found to have an important effect on motivational levels of language learners. Dörnyei and Chan (2013) conducted a study to validate this idea that the level of motivation depends partly on the ability to create a mental imagery because of that the vision is one of the motivational factors in learners' desired future L2 selves. Their results suggested that "ideal self-images associated with different languages were shown to form distinct L2-specific visions, which has various implications for future research regard to the potential positive or negative interaction of these self-images (Dörnyei & Chan, 2013, p.437)". According to these results, it can be stated that language learning with a clear ideal L2 self can be mediated by the vision for learning this language.

The importance of the vision for future self was demonstrated and there was a need for a research to postulate a unique study to show language learning vision of learners and as an example study; You, Dörnyei and Csizer (2016) conducted a large-scale study with 4508 secondary school students and 5905 university students in China to propose a general idea to the literature about to what extent "the capacity of vision contributes to the overall motivational set-up (p.94)". This was a pure study to measure language learning vision of the language learners by comparing genders. They focused on the dynamic and changing nature of visualization by referring to positive and negative changes of

the future L2 Self-image. The findings of the research suggested that the imagery capacity influenced the motivational disposition of the learners. The learners' visual style had twice as much effect as on the ideal L2 self, as opposed to ought-to L2 Self. That's why, it is possible to claim that the visual and vision-inspired learners have a strong ideal L2 Self which can affect their motivated behavior toward learning an L2. Females, according to the results, had more tendency to visualize L2 when compared to the males. The last result was that positively experienced learners about their ideal L2 self-image were better than the learners who had a negative change in terms of motivational disposition. Simply put, this study included many implications about the vision, its motivational role and its effect on ideal or ought-to L2 self levels of the learners. In a setting like Turkish EFL context, it can be claimed that the vision and imagery capacity related studies are rare. One of the latest ones, Demir-Ayaz (2016) suggested that tertiary level students had a high level of ideal and ought-to L2 Selves accompanied via a strong vision. She also stated that the students' ideal L2 self levels and their L2 achievement was not directly correlated with each other, but by the help of future self-guides and vision, the students can be more effective in their language learning process.

As for the willingness to communicate studies, it can be claimed that there has been much research about WTC. The WTC was found to be predicted by lots of variables like perceived communication competence, motivation, communication apprehension, self-confidence, classroom environment etc. Of all, the studies investigating the relationship between L2 motivational Self System constructs and the WTC, however, is very limited. Öz (2016) conducted a study to explore this relationship in the Turkish context. He applied the Ideal L2 Self Scale and the WTC scale to see the relationship by employing statistical analysis. The results suggested a significant correlation between the ideal L2 Self and the learners' willingness to communicate. It was because the students with the effect of the ideal L2 self can interact more with the other people and they had a more tendency to maintain the communication with them. A similar research investigated ideal L2 self, academic self-concept and the intercultural communicative competence (Kanat-Mutluoglu,2016). The aim was to investigate possible influence of these variables on learners' willingness to communicate and

she concluded that of three variables, the ideal L2 Self was the most effective variable influencing the learner's willingness to communicate.

The vision and imagery capacity were put forward as an important motivational construct; however, its relationship with WTC construct was not shown in the literature until Başöz (2018)'s study. Başöz (2018) found vision /imagery capacity as a predictor of willingness to communicate inside and outside the classroom. Başöz (2018)'s study is an important one because it is one of the pioneer studies which investigated the relationship between the vision/imagery capacity and WTC inside and outside the classroom. The current study will be an important one because it will investigate similar variables with different scales. The findings of this study will also have contributions to the literature by bridging the gap in terms of the relationship between the vision and WTC.

Aims of the Study

This study has mainly four important aims. Firstly, this study aims to demonstrate the WTC levels of the university students in Turkish EFL context and to scrutinize whether there is any possible difference between university students' level of WTC inside the classroom and WTC outside the classroom. Secondly, this study will demonstrate the predictors of the WTC related to inside / outside the classroom and whether the predictors for two constructs are the same or not. The third aim is to postulate the university level English learners' vision for language learning and whether they have vision related experiences or not. Öz (2016) claims that "future self-images and the negative or positive interaction among them can serve as motivational factors affecting L2 learners' language achievement (p. 164)". Therefore, as a construct which is related to the future self-images, the vision of the students has an effect on the motivational disposition of L2 learners which can change their behaviors. This situation may have also a relationship with the learners' WTC which has not been shown in the literature. Therefore, the last aim is to examine whether vision / imagery capacity has any effect on the WTC inside the classroom or WTC outside the classroom to provide quantitative results to the field. Besides, the study also aims to give some pedagogical and methodological implications for especially teachers, teacher educators, and

researchers about what can be done for the students in accordance with the findings of the study.

The significance of the study

This study is significant in terms of its contributions to the literature on the following three aspects. First of all, the previous research investigating the WTC was conducted by regarding the WTC as a unitary construct and many of them used a scale designed for ESL context. However, this study by examining the "inside the classroom and outside the classroom WTC" separately and by using a scale developed for EFL context will have more practical value. Secondly, by examining the predictors of the WTC inside and outside the classroom, the current study will demonstrate the distinction between two constructs in an EFL context. Thirdly, there were very few studies investigating vision in relation to WTC construct. This study by including vision in the WTC model will examine their relationships and will contribute the literature on this account.

Research Questions

This study will aim to find the answers to the research questions below;

1. a. What are the participants' levels of WTC inside and WTC outside the classroom?

   b. Is there a significant difference between participants' level of WTC inside and WTC outside the classroom?

2. Is there a significant difference between participants' level of WTC inside and WTC outside the classroom in terms of gender and proficiency levels?

3. What are the participants' levels of Vision and are there any significant difference among Vision variables in terms of gender and proficiency levels?

4. What are the participants' levels of L2 Motivation?

5. Is there a relationship among the Vision variables, L2 motivation variables and WTC inside and outside the classroom variables?

6. What are the predictors of WTC inside and WTC outside?

Assumptions

The study will be designed as a quantitative research. Therefore, two different instruments will be used by forming a composite instrument. The owners of the instruments gave permission to use these instruments, so it is assumed that there will be no problems to use chosen scales in terms of ethical issues.

The participants will be the students of a state university and they will be chosen with the help of the head of the English preparatory school. The students will be chosen by convenience and it is assumed that they were suitable for the target population of this study.

The participants are going to be suggested a consent form and they all will be over the age of 18. The ones who sign the form are assumed that they want to participate in the study without any pressure.

The data will be based on the questionnaires and their analyses will be done by checking preliminary assumptions to run the statistics. Therefore, it is assumed that the questionnaires are suitable for the purposes of the research, their validity and reliability will be checked and all the analysis procedures will be conducted by bearing the ethical procedures, by meeting preliminary assumptions and by committing no manipulative violations.

Limitations

This study will be conducted with its optimal level; however, there are some limitations that cannot be ignored. First and foremost, this is a survey study and the instruments which were developed by other researchers in different contexts and used in the study may not be compatible with the context of this study. Besides, conducting a WTC study by using a survey can be limited to elicit information about trait-like predisposition aspect of WTC which may ignore its state-like and dynamic characteristic. It is because the participants may claim

something they are not doing in real life while they are answering the items on the instrument.

The other limitation is the number of the participants and setting of the study. The study was carried out with 229 university level students and they were majoring at a state university. To elicit more generalizable results, the participants of the study can be increased and their levels can be changed by including the participants from primary, secondary or high school levels.

Definitions

Vision: "A personalized goal that the learner has made his/her own by adding to it the imagined reality of the goal experience" (Dörnyei & Chan, 2013, p. 455).

Motivation: "A state of cognitive and emotional arousal which leads to a conscious decision to act and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goals" (Williams & Burden, p. 120).

Ought-to L2 self: "The attributes that individuals believe they ought to possess to avoid possible negative outcomes; such perceived duties, external expectations, and obligations may therefore bear little resemblance to the individual's own desires or wishes" (Dörnyei & Chan, 2013, p.438).

Ideal L2 self: "The L2-specific facet of one's ideal self" (Dörnyei & Chan, 2013, p.438).

Language learning experience: "Situation-specific motives related to the immediate learning environment and experience" (Dörnyei & Chan, 2013, p.438).

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

Chapter 2

Literature Review

Motivation

A lot of research has been done to understand the motivation and L2 motivation but it can be said that there does not seem an agreement about what the definition of motivation is. However, researchers are likely to agree upon that the motivation is quite a determinant of human behavior by shaping it towards a direction (Dörnyei, 1998). While explaining the achievement motivation, Atkinson (1964) defined it as the situations that affect the tendency toward an action. Keller (1983) conceptualizes it as the preferences people choose about what they will experience or avoid from doing something, and their exertion toward it. One of the well-known definitions was proposed by Gardner (1985: as cited in Williams &Burden, 1997, p.116) and they defined motivation as "a combination of effort and desire to achieve the goal of learning a language accompanied with favorable attitudes toward learning it". Another definition was suggested by Williams and Burden (1997) and they definition of motivation is "a state of cognitive and emotional arousal which leads to a conscious decision to act and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goals" (p. 120).

Motivation was regarded as a process by Schunk et al. (2008). They claimed that motivation is a process in which goal-directed behavior is initiated and maintained. Dörnyei and Ottó (1998, p.47) drew attention to the motivation being as a process in which "initial wishes, hopes and desires are first transformed into goals, then into intentions, leading eventually to action and, hopefully, to the accomplishment of goals after which the process is submitted to final evaluation". This evaluation can also be the start of another new process by initiating some new ideas. As stated above, the differentiations in the definitions of motivation are likely to occur; for example, Ushioda (2009) gives another explanation to the field by proposing person-in-context relational view and she states that the motivation can be influenced by the learner and the context; they adapt each other dynamically.

The proposed definitions of the motivation have changed drastically from its earlier forms. As stated above, while defining motivation, "the theoretical definitions cannot be easily tested or agreed upon by other researchers" (Oxford & Shearin, 1994, p.13). Therefore; they have found various ways of motivation with their own methodology and environment. After giving a sense of what motivation is, the following part will include how the L2 motivation evolved throughout the decades.

The developments in L2 Motivation

There have been much intriguing and provocative research about L2 motivation. Some started a new era and some expanded the contemporary ideas of their times. Early psychologists tried to explain human behavior by the thoughts of behaviorism. They used animals and generalized what they found to humans. Therefore, psychologists were in search of understanding motivation by looking at the behaviors of the animals and how the animals met their basic biological needs, and observed how they reacted when their needs were compensated (Williams & Burden, 1997). Humans were also thought as the same; that is, they had some basic needs and these needs should be met. The desire, the urge or the press to meet or release these needs was regarded as the motivation (Williams & Burden, 1997). These theories were also called as "drive reduction" theories because the humans had to reduce the tension or the drive by meeting their needs. One of the prominent theories was Atkinson (1964)'s achievement motivation in which the human motivation was shaped according to the people's needs to achieve. In line with this idea, Hebb (1959) stated about an optimal arousal in which people and animals function best and they do not have to meet their basic needs while doing this. After early psychological views, Dörnyei and Ryan (2015, p.73) identify three stages in the development of L2 motivation theory:

- "The social psychological period (1959-1990)

- The cognitive situated period (the 1990s)

- The process-oriented period (till the present day)"

The social psychological period. Following drive reduction theories, it can be said that a new era started to understand L2 motivation by the studies of Robert Gardner and Wallace Lambert in Canadian context. In this period, language learning motivation was associated with the attitudes toward the culture, community or users of L2 (Crookes & Schmidt, 1991). Gardner (1985) suggested a socio-educational view of language learning. According to this view, he underlined the idea that languages should not be regarded as the other school subjects because they involve learning behavior of another community or culture. Therefore, the attitudes of the learners toward the target community will eventually have an influence on their performance about learning that specific L2 (Crookes & Schmidt, 1991). As stated above, Gardner (1985)'s definition of motivation includes three components which are effort, desire to learn the language and attitudes toward the community or the target language. That is, "motivation refers to a kind of central mental 'engine' or 'energy centre' that subsumes effort, want/will (cognition) and task-enjoyment (affect)", according to his theory (Dörnyei, 1998, p.122). In the socio-educational model, motivation was categorized into two ways (Gardner,1985):

- Integrative orientation refers to the desire for language learning to achieve personal reasons like understanding the people of other cultures.

- Instrumental orientation refers to the desire for language learning to achieve practical goals like getting a job or passing an exam etc.

Although they both seem different, it can be said that they are difficult to distinguish as separate concepts (Lamb, 2004). Therefore, they can be regarded on a continuum at one side integrative motivation is placed, and at other side instrumental motivation is placed.

The cognitive-situated period. In this view of motivation, the most important factor is the choice which implies that the people have the choice of their behaviors, so they can control their own actions (Williams & Burden, 1997). Crookes and Schmidt (1991) can be regarded as the pioneers of the cognitive situated period of motivation. In their study, they suggested that the researchers should define motivation from a perspective of choice, engagement and choice

which are measured by interest, relevance expectancy and outcomes. Motivation from a cognitive perspective is about why people act in specific ways and what kinds of determinants have an impact on their choices (Williams &Burden, 1997). In this sense, it can be claimed that the choices people make will affect their performances. The people's decision-making mechanisms came to the front line and the researchers' focus moved from social- environmental aspects (outside) to cognitive (inside) aspects. After social-psychological period, the researchers tended to explain motivation on the basis of education-friendly and classroom-based approaches (Ushioda, 2008). Then, by the studies of Deci and Ryan, the cognitive- situated period reached its peak level. Accordingly, it can be claimed that there are basically two main theories shaping the views of cognitive period. They are self-determination theory (Deci and Ryan, 1985a) and attribution theory (Weiner, 1992).

The Self-determination theory. Deci and Ryan (1985b) suggested self-determination theory and they focused on people making their own decisions or determining their own choices. In this theory, there are three main components which start and control the behavior; these are competence, autonomy, and relatedness. Competence indicates the effectiveness in doing an activity, autonomy implies being free from external pressures and relatedness is about becoming related with a group.

In this theory, a well-known distinction was done by separating the motivation into extrinsic and intrinsic motivation. When an action occurs because of its own satisfaction and enjoyment for a person, this reflects an intrinsically motivated action; however, extrinsic motivation occurs when the action is for an instrumental end like passing an exam, avoiding a punishment etc. (Dörnyei, 1994; Harter, 1981; Noels et al. 2000; Williams & Burden, 1997). While framing what kinds of dimensions extrinsic and intrinsic motivation have in especially classroom environment, Harter (1981) gives some implications about intrinsically and extrinsically motivated behaviors. He claims that intrinsically motivated students prefer for a challenge, they are curious, and they need to master on an activity etc. while extrinsically motivated students prefer for easy work, they think about the grades and their teachers, and they do not judge themselves according to their own criteria etc.

There are different categorization of intrinsic and extrinsic motivation which were suggested by Vallerand et al. (1992). According to their conceptualization of intrinsic motivation (IM), it has three different types. "IM-to know" is about doing an activity for exploring new phenomenon, "IM-to accomplish" is the satisfaction when accomplished an activity, and the last one is "IM- to experience stimulation refers to do an activity for aesthetic reasons. As for the extrinsic motivation, they differentiated three types. External regulation is about the external reasons like parents or punishments etc., introjected regulation refers to do an activity because you are forced to do this way, and identified regulation which can be regarded as a "self-determined" type of extrinsic motivation (Noels et al., 2000) is about internalization of the extrinsic reasons like achieving something because it is important to do so.

Attribution Theory. This theory was introduced by Weiner (1972; 1992). According to this theory, people attribute their past actions, even if they are success or failure, to their future actions. That is, these attributions can have an impact on people's motivational state (Dörnyei & Ryan, 2015). "The link between attributions and motivation suggests that learners make sense of a particular activity with reference to their earlier learning experiences and explain the outcome of the activity by manifesting a possible cause in line with their previous experiences" (Erten, 2016, p. 152). There are four main attributions people make mostly for their achievements and they are "luck, effort, ability or difficulty of the task" (Weiner, 1972, p.207). For instance, an individual can say that I have always been good at math (attribution to ability), I took private lessons and worked real hard for math (attribution to effort), I could solve math problems because they were easy (attribution to task difficulty), and I was lucky because I was familiar with the math problems in the exam (attribution to luck).

Weiner (1985) also stresses about causal dimensions by stating three components which are *locus of causality, stability, and controllability*. Regarding the example given above, if a student has good scores in math because of his/her ability or his/her effort, then the locus is internal; however, if the reason is easy questions, then the locus is external. As for the second dimension (stability), if the student attributes his/her good scores to his/her ability, then it is stable; nevertheless, if the attribution is to effort, then it is unstable which means you may

fail in case of inadequate effort. For the last dimension (controllability), if the student attributes his/her good performance in math to his/her effort, it is controllable, but if he/she attributes this to luck, there is nothing he/she can do.

From a social constructivist approach, Williams and Burden (1997) proposed another important definition of motivation. They regarded their definition of motivation as fitting in cognitive frame, but also social-constructivism. They conceptualized the motivation as "a state of cognitive and emotional arousal which leads to a conscious decision to act and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (p. 120)". They proposed three stages to understand motivation, all of which occur in a culture and social context influencing the decisions of the people in every one of the stages. Firstly, people should have reasons for performing an activity according to their own perspectives. Secondly, they should decide to perform or do an activity because having a reason to do an activity may not involve deciding to do it. Lastly, they should take action and sustain the effort to perform this activity. In this three-stage model of motivation, first and second stages are conceptualized as 'initiating motivation' and the third stage is conceptualized as 'sustaining the motivation'. This model may seem linear. Contrarily, it is non-linear; for instance, sustaining the motivation can rise new reasons to do an activity ending eventually with a new cycle (Williams & Burden, 1997) .

These theories mostly regarded the motivation as stable and not changing. However, the researchers had a tendency to identify the motivation in line with its changing nature by observing ups and downs in the motivation of the people even on a daily basis (Dörnyei and Ryan, 2015). The shift started to take the ground by viewing motivation as a dynamically changing concept from time to time.

The process-oriented period. This is the period in which the traces of the contemporary motivational studies have been shown from the 1990s on. It can be said that the process-oriented period was mainly shaped by 'Dörnyei and Ottó (1998)' and Ushioda (2009)'s person-in-context relational view.

Dörnyei and Otto's (1998) process model. There were mainly three reasons Dörnyei and Ottó (1998) developed this model. According to their view, firstly, there was almost no study which shows the effect of motivation on the

learner behavior in a classroom setting. The second reason, the researchers focused more on why people made a decision or choice, they did not focus on the implementation of this choice, namely taking action. The third reason, the researchers ignored the changeability of the motivation through the time and dynamic aspect of motivation. It can be claimed that "the process model was the first to include an element of temporality, to better explore motivation changes" (Campbell & Storch, 2011, p.167).

Dörnyei and Ottó (1998, p.48) suggested a process model which regards the action sequence in three categorization: "pre-actional phase, actional phase, and post-actional phase". In pre-actional phase, people make a choice, this choice is implemented in the actional-phase, and by having an evaluation of the process, they decide what to do in the future in the post-actional stage. All the phases are interdependent and they give implications about motivational conditions happening at a specific time (Hiromori, 2009).

Ushioda (2009)'s person-in-context relational view of motivation. Ushioda (2009) gives a new implication about understanding the motivation of the people by *person-in-context relational view*. In her very influential study, she defines what person, in context and relational mean. While talking about the person, she regards the person "as a whole and complex one" (Harvey, 2017, p.70). She stresses that social psychological and cognitive views of motivation offered a general frame for individual differences. Their methodology gave information about the tendency, normal distribution or averages of the samples. Ushioda (2009) argues that the quantitative research does not give hints about what the thoughts of the person sitting in the classroom are, because the cognitive and social psychological perspectives included just one aspect or identity of the people. Therefore, focusing on specific "persons" will shed light on their real identities more with their social or cultural background information.

Context was regarded as an independent variable in social-psychological and cognitive views. Mainly, the researchers conducted a study and they generalized these results to other contexts. However, Ushioda (2009) states about a person as self-reflective intentional agent who is shaping and being part of his/her own context. The person and the context are dynamically interdependent,

and their relationship is non-linear which means that they adapt each other and they are unique.

Social psychological and cognitive views tried to explain language motivation ,in a sense, as a linear process in which there is a cause-effect relationship. However, Ushioda's person-in context relational views the process as non-linear. In her conceptualization of this process, Ushioda (2009) gives an example of her student who studies in French and has a French girlfriend. He was such motivated to learn French because of her girlfriend, but then, they broke up. According to linear, cause-effect relationship in social-psychological and cognitive view, one may assume that this student will be demotivated and give up learning French. However, he became more motivated to learn French because he had to prove himself to his ex- girlfriend. This is why Ushioda explains a relational view instead of a linear aspect in language motivation studies.

All in all, Ushioda gave a fresh view to understand L2 motivation by investigating real persons in their own contexts, which offered a relational aspect, rather than a linear one. Ushioda (2011) also emphasizes that the researchers should think motivation as an organic process in which complex systems of interrelations take place. This view is quite important in terms of offering a different methodology to understand L2 motivation by investigating what is happening in all the contexts of the real persons.

L2 Motivational Self-System

Gardner and Lambert (1972)'s theory of integrativeness took much attention; however, many criticisms were brought to this theory (Papi, 2010). Gardner's integrativeness requires the learners the identification with the target community. Nevertheless, it is quite difficult to measure a pure or salient target L2 community for English language (Dörnyei and Ryan, 2015; Kormos &Csizer, 2008). Especially an EFL context in which the learners have almost no contact with the people who speak the target language challenges the concept of integrativeness. In addition to this fact, English language has become a world language where every culture spoke it in its way and this has caused a problem of who is the target community, as for the English language. Kormos and Csizer (2008) suggested four main reasons why the researchers criticized the

integrativeness of Gardner's theory by showing many samples from the literature. These are "inapplicability to educational contexts, failure to integrate the cognitive theories of learning motivation, illegibility at the current age of globalization, and, as a result, the inability to capture the complexity of social identity" (Kormos &Csizer, 2008, p. 468). For all these reasons, a new and broad concept was needed and Dörnyei (2009) proposed L2 motivational self-system. Dörnyei and Ryan (2015) claim that L2 motivational self-system is a synthesis of self-discrepancy theory (Higgins, 1987) and possible selves theory (Markus & Nurius, 1986) lining with the cognitive-situated period, in addition to the ideas of Gardner's integrativeness (Pawlak, 2012). In the beginning of the literature, integrativeness was defined according to social psychological perspective. Self-discrepancy theory and possible selves theory will be examined before giving the details of L2 motivational self-system theory,

Self-discrepancy theory (Higgins, 1987). Self-discrepancy theory's main focus is the harmony among some aspects of identity (Cantor et al., 2005). Higgins (1987) claims that people have different self-guides and these self-guides have different effects on their behaviors. According to Higgins, the self is composed of three different domains. The first one is actual self (self-concept) which is about the person's beliefs about the attitudes s/he has, ideal self refers to the person's beliefs about the attitudes s/he would ideally like to have (aspirations or preferences etc.), and the ought self is about the individuals' beliefs about attitudes they should or ought to have (responsibilities or obligations etc.) (Kantor et al, 2005).

Straumann and Higgins (1988, p.687) claim that "self-discrepancy theory postulates that people are motivated to reach a condition where their self-concept matches their self-guides so that a discrepancy between the actual self-state and a particular self-guide will be associated with a particular motivational predisposition." If the discrepancy between the actual self and ideal or ought selves is huge, people can have problems, while, if the discrepancy between actual self and ideal or ought selves is moderate or low, the people feel more relaxed and motivated toward a particular activity.

Possible selves (Markus & Nurius, 1986). "Possible selves are conceptualized as the elements of the self-concept that represent the individual's goals, motives, fears, and anxieties" (Oysermen & Markus, 1990, p.113). Therefore, they can be regarded as the future forms of one's self-concept (Dörnyei & Ryan, 2015; Hoyle & Sherrill, 2006). According to the theory, there are many different possible selves; in consonance with self-discrepancy theory, it can include people's beliefs of what they may become, would ideally want to become and what they fear of becoming, so they are the attributions of "one's self in future". Accordingly, they are "in many ways the manifestations, or personalized carriers, of one's goals and aspirations (or fears, of course)" (Dörnyei & Ryan, 2015, p.87). If people have positive possible selves, their motivation will be up and if they have negative, vice versa. In this sense, having a clear, vivid self-image for the future is quite effective in motivational condition (Dörnyei & Ryan, 2015).

The L2 motivational self-system is nested in, as stated above, self-discrepancy theory and possible selves. In line with these theories, Dörnyei (2009) offers a new frame to define motivation including three main dimensions.

The ideal L2 Self reflects a person (Dörnyei, 2009; Kormos &Csizer, 2008) who has a desirable and ideal self-image that I can become a good and competent L2 speaker.The ideal L2 Self includes the integrativeness of Gardner's theory (Kormos & Csizer, 2008). It is because if a person's ideal L2 Self is linked with learning an L2 in an efficient way, communicating in an L2 proficiently, s/he can have an integrative (according to Gardner's theory) orientation (Dörnyei & Ushioda, 2009). It can be regarded as the central element of L2 motivational Self System (Magid & Chan, 2012).

As for the Ought-to L2 Self, it concerns "the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes" (Dörnyei, 2009, p.29). He also resembles it to ought self in possible selves theory, accordingly it bears some more extrinsic aspect of the proposed L2 motivation frame. Kim (2009, p.276) regards it as "a less-internalised type of instrumental disposition", because the thoughts about individuals' ought-to L2 Self can be shaped by the culture, the people and significant others who drive people to think so.

The last component in Dörnyei's L2 Motivational Self System is L2 learning experience. L2 learning experience focuses on the present learning environment encompassing the teacher, the experience of the success, the program, the school itself, the friends and etc. (Dörnyei, 2009; Dörnyei & Ryan, 2015). However, Both ideal L2 Self and Ought-to L2 self are categorized under the self-image which refers to future states. Language learning experience, in this regard, shows the attitudes of the learners to the current learning context. Attitudes are the reactions of learners to anything happening in an environment (Masgoret and Gardner, 2003). All the reactions of learners to what is happening in the learning environment are vital for promoting a better learning. Gardner and Symthe (1975) proposed that the variables related to attitude have a supportive effect on learning a foreign/second language. Therefore, we can speculate that if we can detect the attitudes, language learning environment and change them, we can also change the performance in learning language by touching upon the level of intended effort to learn a language. It is a well-known fact that "students with positive attitudes toward L2 were found to be higher achievers in that language than students with more negative attitude" (Dalton-Puffer et al., 1997, p.116). Therefore, language learning environment is quite important because negative attitudes to language learning environement can cause a decrease in the motivation intensity of the learners and can damage language learning process, while positive attitudes do vice versa (Merisuo-Storm, 2007). Within this regard, having ideas about the attitudes of the learners toward language learning environment will provide more insights about their future self-guides.

L2 Motivational Self-System emphasizes importance of the discrepancy between different future self-guides and current states of the learners. For example, if people can detect a difference in their ideal L2 self and their current state, they can take action and be motivated to bridge the gap. However, this process does not go well with the Ought-to L2 Self because it is generally constructed by others, that is someone else's ideas about a particular activity, so if the learners can internalize what their ought-to L2 self involves, they may be more motivated for this particular activity (You et al., 2016). The importance of ideal L2 self and Ought-to L2 Self results from its orientedness toward future events and they are crucial in creating a clear vision by raising awareness of the discrepancy

between their future self-guides and the learners' current state. Simply put, L2 Motivational Self System emphasizes three ways of motivation, the first one comes from inside the learners like a wish to become a good L2 speaker, the second one is generally socially constructed by the other pressures to learn a language and the last one is what the learner does *currently* in the progress of learning L2 (Dörnyei & Chan, 2013).

A New Perspective on Understanding Learners' Motivation: Vision and Imagination

Ideal L2 self and ought-to L2 self are regarded as future self-guides that regulate the behavior accordingly (Magid & Chan, 2012). That is, L2 Motivational Self System refers to *future* self-guides by the concepts of ideal L2 self and the ought-to L2 self (Dörnyei, 2009). L2 motivational Self System is viewed as "a way of understanding the learners' self-perception, particularly the perception of their desired future self-states" (Dörnyei & Chan, 2013, p.438). Al-Shehri (2009, p.165) claims that "ideal self represents an ideal *vision* of oneself in the future, while the ought self represents a *vision* of oneself bearing attributes one feels one should possess" (emphasis added). For all of these, it can be claimed that L2 motivational Self System, deep inside, includes the concept of vision / imagery by regulating the behavior with the future self-guides.

The contemporary motivational studies focus on the terms vision and imagination as the key concepts in increasing the motivation. Imagination was described by Merriam-Webster Dict. as "the act or power of forming a mental image of something not present to the senses or never before wholly perceived in reality". There are two important aspects here, the first one is imagination can be done through senses, not just visual ability, but through auditory, tactile or visual etc. You et al. (2016) states that imagination or imagery can be with sight, touch or sound etc. The second important aspect, the imagination is done for the future states; it is not for something which is present. Taylor et al. (1998) regards the imagination as one of the most appealing specifications of the humans by which we can contemplate future events and take action to make them happen.

As for the vision, it can be claimed that it is an efficient output of imagination. Muir and Dörnyei (2013, p.357) defined the vision as "the mental

representation of the sensory experience of a future goal state (involving imagination and imagery)". This definition was clarified as: "in other words, a personalized goal that the learner has made his/her own by adding to it the imagined reality of the goal experience" (Dörnyei & Chan, 2013, p. 455). The vision has its roots in possible selves theory because in that theory it is claimed that possible selves are shaped by *images* and *senses* (Markus & Nurius,1986). Vision is "one of the highest-order motivational forces, one that is particularly fitting to explain the long-term, and often lifelong, process of mastering a second language" (Dörnyei & Ryan, 2015, p. 96). In this sense, vision is a crucial way of regulating behavior for long-term purposes. The learners who have a clear vision can be more motivated to reach this ultimate future goal-state. Dörnyei (2009) explains L2 learning experience encompassing the learners' current states that have traces inside learners' personal lives and environment in L2 Motivational Self System; from a broader perspective, the vision conceptualizes a bigger picture by providing the endurance for attaining the future goal of perfection in learning a language (You et al., 2016; Dörnyei & Ryan, 2015). However, having a vision may not be enough to sustain the motivational behavior which turns the vision into a daydream or fantasy (Muir & Dörnyei, 2013). There are some dimensions or ways of keeping the vision alive and away from becoming a daydream or fantasy (Dörnyei & Kubanyiova, 2014): *creating the vision* which includes the creation of the desired future self-image, *strengthening the vision* by helping the learners to use imagination more, *substantiating the vision* which is about setting realistic future goal states, *transforming the vision into action*, *keeping the vision alive* by activating it constantly, and lastly ,*counterbalancing the vision* by balancing the ideal future self with a feared self which will keep it alert (Dörnyei & Ryan, 2015). By using these dimensions, the learners can be provided a long-lasting vision which can shape their all motivational constructs.

Willingness to Communicate (WTC)

WTC as a trait-like predisposition in the first language. People are ethnocentric and they want to meet and communicate with the individuals who are similar to them. Thus, it can be argued that the cultures are formed by having similar people in a common environment (Sallinen-Kuparinen et al., 1991).

Although the lines were never clear, people have studied in the field of culture and they have found some common differences which are generalizable to some specific cultures. In this regard, the studies of human communication regarded some societies as silent cultures and they thought that these cultures are silent because they have communication apprehension problem (Sallinen-Kuparinen et al., 1991). The studies on communication apprehension were a rationale for investigating willingness to communicate for many researchers. Willingness to communicate was described by McCroskey (1997, p.77) as "an individual's predisposition to initiate communication with others". The feelings that people have on that day, who the interlocutor is, or what will be the output of the communication can affect individuals' willingness to communicate (McCroskey, 1997).

The importance of exploring WTC in L1 or L2, according to Pawlak and Mystkowska-Wiertelak (2015) results from that the learners' ability to speak about themselves in L1 or L2 can be considered as the most important goal of learning a language. The central point here is that the learners may have some reasons not to communicate willingly, which affects, in a way, their performance in learning an L2 (Öz, 2016). Lots of research has been carried out to find the determinants and the reasons for the willingness to communicate; for instance, motivation (Hashimoto, 2002), sex and age effects (Amiryousefi, 2016; Donovan &MacIntyre, 2004; Lin & Rancer, 2003; MacIntyre et al., 2002), personality and attitudes (de Saint Leger & Storch, 2009; Öz, 2014; Knell & Chi, 2012; MacIntyre & Charos, 1996; Yashima et al., 2004). Many others will be explained below.

McCroskey and Richmond (1990) tried to explain the WTC as a personality trait in their study which was originally described in the study of McCroskey and Baer (1985) as "unwillingness to communicate". The WTC was defined as the desire to start communication when having appropriate opportunities (McCroskey & Baer, 1985). The term WTC was a new name of the "unwillingness" construct. The researchers preferred to use a positive word rather than a negative one (McCroskey, 1992).

McCroskey and Richmond (1990) proposed five different antecedents of Willingness to Communicate in an L1. The antecedents (variables) were considered as the reasons why people have different leveled WTC. The variables

were the communication competence, introversion, cultural diversity, self-esteem, communication apprehension. As for the results, they claimed that if people are introvert, they tend to communicate less and if their self-esteem is low, their WTC is expected to be low. Communication competence is crucial in social interactions, and if an individual's communicative competence is low, his/her WTC is mostly low. Communication apprehension is one of the most crucial variables and has a relation to individuals' anxiety or fear about communicating. If they have high communication apprehension, their WTC is low and vice versa (MacIntyre et al., 1999). Lastly, as for the cultural diversity, McCroskey and Richmond (1990) stated that the culture in which the individuals live can have an effect on their WTC because some cultures are silent and introvert. The WTC was defined as "a personality-based, trait-like predisposition which is relatively consistent across a wide variety of communication contexts and types of receivers" (McCroskey &Richmond,1990, p.23). From this perspective, they also claim that the people's level of WTC in a specific setting or with a person no matter who he/she is (friend, acquaintance or stranger) should be correlated with another context or another person because the WTC is a trait-like predisposition. It is expected that individual shows consistent communication behaviors on different occasions. Sallinen-Kuparinen, McCroskey and Richmond (1991) had a comparative study of the Finnish context with the American, Sweden, Australia and Micronesia contexts and the results suggested that the people in Finland were less willing for communication in many occasions although they saw themselves quite competent in communication skills. The American people were most willing to communicate in most of the situations. These kinds of the studies exemplified the communication orientations of different cultures and they were trying to show some culture-specific behaviors in terms of communication (Sallinen-Kuparinen et al., 1991).

The willingness to communicate was associated with some different antecedents like shyness, communication apprehension, stage fright, anxiety, and reticence etc., too, but the researchers focused on the willingness to communicate indirectly by these constructs. Then, one of the most striking scales to measure the WTC in an L1 was created by McCroskey (1992). "The scale was designed as a direct measure of the respondent's predisposition toward approaching or avoiding the initiation of communication (McCroskey, 1992, p.17)", and it was a

product of direct measuring tool regarding that the participant is aware of his/her approaching and avoiding tendencies, which accordingly eases to create an appropriate scale. It was used by numerous researchers and was for measuring the WTC in L1. In the scale, there are three types of receivers who are the strangers, acquaintances and friends and there are four communication contexts which are public, meeting, group and dyad. The scale has validity and reliability scores at a satisfactory level.

The willingness to communicate has evolved through the contributions of many different ideas and it can be stated that the studies especially focusing on reticence, communication apprehension, unwillingness to communicate (Burgoon, 1976), shyness and verbal behaviors were the footholds for the evolution of WTC (McCroskey &Richmond, 1990). There were various conceptualizations by the researchers and their common point was that the WTC is a personality trait and it is stable through various contexts. Within this framework, MacIntyre (1994) examined the causal relationships of willingness to communicate with the antecedent proposed by Burgoon (1976). He designed a new model to understand the causal sequence for the prediction of WTC. The constructs in the study were the anomie, alienation, self-esteem, introversion and communication apprehension. In addition to these, MacIntyre (1994) used perceived communication competence stated by McCroskey (1992). The results in MacIntyre (1994)'s study showed that the WTC is influenced by the self-perceived communication competence and communication apprehension. When people do not feel apprehension in communication, their self-perceived communication competence level will increase and accordingly their WTC will, too. The other important point was that no significant relationship was found among anomie, the alienation and the WTC, which Burgoon (1976) claimed vice versa. Another result was that the communication apprehension is affected by personality-based factors like self-esteem and introversion. All of these studies were about the WTC in L1 and WTC was seen as a personality trait.

The researchers accounted the WTC as a trait-like predisposition which shows consistency among different contexts. However, the WTC can also be regarded as a state-like situation which implies that the WTC can change in some contexts and it can show temporary variations. MacIntyre et al. (1999) combined

these two forms of WTC. They emphasized that trait and state WTC can be interconnected in a way that the trait WTC acts like an initiator by which the people can get into different communication contexts and state WTC acts like the starting flame of communication and when the communication takes place, the other counterparts like fear, anxiety or communication competence, affect the on-going process. MacIntyre and his associates (1999)'s study was a signal of a change in the conceptualization of the WTC. Whether it is state-like or trait-like; however, the WTC is a very important determinant of one's development in a foreign language (Öz, 2016).

WTC in the second language (WTC in L2). Lots of research was conducted to understand the WTC in the first language. Then, the studies started to encompass the WTC in the second language especially by the works of MacIntyre and Charos (1996). They were the pioneers in the research of WTC in L2. They wanted to develop a hybrid combination model of MacIntyre's (1994) willingness to communicate model and Gardner's (1985) socio-educational model. The ultimate aim was "to predict the frequency of using the second language in daily interactions" and "to examine the influence of global traits (MacIntyre & Charos, 1996, p. 10)". Gardner's (1985) integrativeness and the attitudes towards the learning situation contributed to the students' language learning motivation (Mearns, 2014). MacIntyre's (1994) perceived communication competence and communication apprehension which was regarded as language anxiety in this study affected the WTC. The results of the study were very convincing because there were some significant relationships among the variables and the data were echoing with the studies done previously. MacIntyre and Charos (1996) conducted the study with 92 Anglophone students who took courses in French. The results suggested that the WTC was affected by the language anxiety and the perceived communication competence, and the motivation of the participants was affected by their integrativeness and their attitudes mostly. The personality traits had effects on these variables directly and indirectly. To sum up, the frequency of second language communication was affected by the motivation and the WTC which makes this research very prominent in terms of its contribution to WTC in an L2.

In the following years, the research has generally been based on the WTC in an L2 and one of the most influential studies was done by MacIntyre and his

associates (1998). The problem of earlier WTC studies was that they regarded WTC as a personality trait which means to seek consistency in different contexts in terms of the WTC. However, MacIntyre et al. (1998) concentrated on the WTC as a changeable phenomenon depending on time and context. Their aim was to draw attention to language, communication and culture elements which can have an effect on people's WTC. In addition to that, they tried to create a new model which helps description, explanation and prediction of L2 WTC. It is also important that this new model was also encompassing the WTC in the productive skills (e.g. writing), which was the main difference from the earlier conceptualizations of the WTC which was just based on speaking.
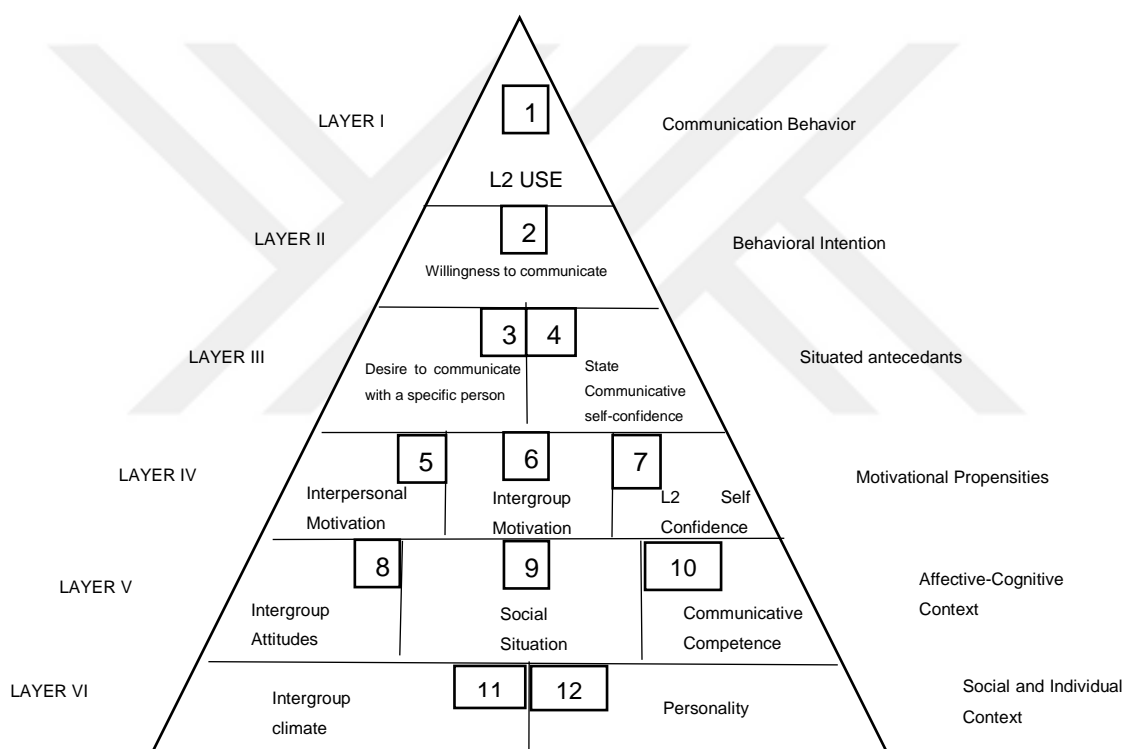
Figure 1. MacIntyre et al.'s (1998) heuristic model of WTC

The model is pyramid-shaped and the pyramid has six layers (see Figure 1). The layers were designed according to their relevance with the L2 communication hierarchically. There are basically two influences related to WTC, which are the enduring influences and situational influences. Firstly, enduring influences have been considered as the stable or long-term characteristics of a person which shows consistency across situations. According to MacIntyre et al. (1998), Last three layers are composed of the enduring influences and these layers also has

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some sub-constructs, which are "Layer VI- Social and Individual context (Intergroup Climate, Personality), Layer V- Affective-Cognitive Context (Intergroup Attitudes, Social Situation, Communicative Competence), and Layer IV- Motivational Propensities (Interpersonal Motivation, Intergroup Motivation, L2 Self-confidence). Secondly, in MacIntyre et al. (1998), situational influences are regarded as "more transient and dependent on the specific context in which a person functions at a given time (p. 546)". The first three layers are of the situational influences with their sub-constructs which are "Layer I- Communication Behavior (L2 Use), Layer II- Behavioral Intention (Willingness to Communicate), and Layer III- Situated Antecedents (Desire to communicate with a specific person, State communicative self-confidence)". This model is vital because it asserts some important variables which, in the end, predicts the L2 communication. The model implies that the most important factor in L2 use is the WTC and WTC is mostly determined by "desire to communicate with a specific person and state communicative self-confidence" and then the motivational propensities. This heuristic model was applied to Chinese context by Wen and Clement (2010). They emphasized the importance of the cultural factors shaping the individuals' characteristics and they propose some Chinese-specific variables that affect English language learners' WTC levels. These are societal context, motivational orientations, personality factors and affective perceptions. Wen and Clement focused on the different conceptualizations of these variables in China which had the traces of Confucianism in its roots, from the Western cultures. The results propose a culture-specific heuristic conceptualization of L2 WTC which is amendable in different contexts.

In the ESL context, many studies focused on the immersion students and their willingness to communicate in different environments. In this sense, another study was conducted a research about non-immersion and immersion students to compare their WTC, and some variables about the communicative abilities in relation with the gender and the immersion program (Baker & MacIntyre, 2000). They administered the research with 71 immersion students and 124 non-immersion students by using self-report questionnaires. The results asserted that the immersion students' level of WTC was higher than the non-immersion students. Additionally, there was no significant difference among participants in

terms of WTC, however; the male students showed a relatively lower level of attitudes. According to the results, it can be claimed that the ESL context and EFL context may have an effect on the WTC levels of the people. Because the immersion students have more opportunities to speak an L2, their L2 WTC level is somehow higher than the others. Another study investigating the WTC levels of immersion students in relation with different L2 language orientations was conducted by MacIntyre et al. (2001). They aimed at showing whether there are correlations among the WTC, language orientations (job-related, travel, friendship), personal knowledge and school achievement inside and outside the classroom. The findings showed that the immersion students level of WTC in an L2 was positively correlated with all the learning orientations and the social support given to immersion students by especially their friends affected their WTC level outside the classroom rather than inside the classroom. This means that the students who have more social support from their environment will show better willingness to communicate outside the classroom and their WTC level will also be increased by the help of different instrumental and integrative motivational factors. In a comparative study by Lu and Hsu (2008) which examined the variations among Chinese and American students' level of WTC, the similar results were asserted; that is, immersion students in both America and China were more willing to communicate. MacIntyre et al. (2002) searched for the influence of the individual differences related to WTC. The participants were 268 junior high school consisting of $7^{th}, 8^{th}$ and 9th-grade French immersion students. The results demonstrated that the WTC increases from 7th grade to 8th grade. The lower L2 WTC was explained by the inexperience of the students with the language. Because the 8th graders had more experience, they had less anxiety and were more willing to communicate. As for the sex differences, the results suggested that the male participants' level of general WTC were stable across different grades; however, there was an increase in WTC levels of female students and there was a decrease in the level of anxiety from 8th grades to 9th grades. That female junior high students had more WTC levels than male participants was also seen in different studies (i.e. Donovan & MacIntyre, 2004) comparing age and gender differences in different age groups. This situation may be because of the difference in the starting of the puberty which is 12 or 13 years (7th-8th grades) for females and is 14-15 years (9th grades and on) for males. The female participants

were more aware of themselves, which decreases the anxiety and increases the level of WTC (MacIntyre et al., 2002). Another study was conducted by Hashimoto (2002) in Japanese EFL context with 56 undergraduate and graduate students. Hashimoto (2002) found that L2 anxiety was a hindrance for perceived competence, also, the motivation and WTC was contributing to the frequency of communication. The study also suggested that the more perceived competence is, the more motivation the students will have and this will affect their frequency of L2 use positively (Hashimoto, 2002).

One of the important frameworks in relation with the WTC was proposed by Yashima (2002). She combined the WTC model by MacIntyre (1994) and MacIntyre and Charos (1996), and socio-educational model to examine the relations between the language learning and L2 communication variables in Japan by including 297 tertiary level participants. The structural equation modelling suggested that international posture which encompasses "the intercultural friendship orientations in learning English, interest in international vocation/activities, interest in foreign affairs, intergroup approach" (Yashima, 2002, p.57) influences the L2 learning motivation directly and significantly affected L2 WTC. L2 learning motivation had also a direct influence on the L2 proficiency, and this, accordingly, affects the L2 communication confidence which finally affected the L2 WTC. Additionally, there was a significant direct path from international posture to willingness to communicate in an L2. Yashima (2002) also added that the international posture which can be regarded as the integrativeness of socio-educational model and L2 learning confidence had a crucial role in Japanese learners' language learning and L2 communication progress, thus; the important point should be on both by encouraging the students to participate in cultural affairs and to develop cultural interests and by "building confidence in the communication (p. 63)." This can also be provided by the help of engaging the students who are very shy and reticent in the classroom activities via group activities and caring environment (Liu & Jackson, 2008). By following almost the same procedures of Yashima (2002), Mystkowska-Wiertelak and Pietrzykowska (2011) examined the relations between the international posture and WTC in the Polish context with 111 university students. The results were not in line with Yashima (2002)'s. Their findings proposed that no significant relationship between

the international posture and L2 WTC was detected in the Polish context. However, Ghonsooly and his associates (2012)'s quantitative study with 158 university level students aiming at examining the relationship among the L2 WTC, L2 self-confidence, international posture, personality and L2 motivation had similar results with Yashima's (2002) in the Iranian EFL context. The results advanced that the L2 WTC was mostly predicted by the international community and the L2 self-confidence. The personality also affected the WTC indirectly through the attitudes toward international community.

WTC inside and WTC outside the classroom. The WTC is mostly searched in ESL environments; however, many people in the world learn English as a Foreign Language. People tend to talk less in a public environment (e.g. classroom environment) if they have the anxiety or the communication apprehension (Yashima, 2002). When adapted to learning another language (L2 learning environment), people in an EFL context need to communicate especially in the classroom settings which may influence their anxiety, and accordingly their WTC because they do not have the authentic environment in which they can communicate freely. Thus, WTC was needed to be investigated in an L2 classroom environment and Yashima and the other researchers' studies shed light on the actual WTC of EFL learners. In line with this perspective, Yashima and her associates (2004) examined the predictors of WTC with 160 Japanese students in two different environments. One is the setting in which the participants live in Japan and have almost no contact with speakers of target language outside the class and another is the setting in which the participants join a study-abroad program in the USA. The data was gone through statistical analysis by using structural equation modelling, and for the first environment, the students' perceived communication competence was mostly related with their L2 WTC. That is, the students who feel them as competent in communication showed more willingness for communication with the other people in and out of the classroom (Yashima et al., 2004). As for the other group, they went abroad and they were given some questionnaires international posture, WTC in English, communication anxiety in English etc. just before they depart from Japan. Then some other questionnaires were given when they were in the USA to measure their communication behaviors etc. The results asserted that the participants with a

high level of WTC before the departure showed more communication behaviors during the program. Also, the students' frequency of communication had correlations with "their satisfaction in interpersonal relationships (p. 120)" as long as the program (Yashima et al., 2004). These results were then empowered by another study done by Yashima and Zenuk-Nishide (2008) which showed that the students who studied home and abroad were significantly different. The students who went abroad had more WTC than the other participants who studied home in Japanese context. Another study conducted in an EFL context was done by Peng (2007). She wanted to investigate the correlation among the WTC, Gardner's (1985) integrative motivation and its three parts; motivation, integrativeness, and attitudes toward the learning situation. The study was important because of its pure EFL context in which the participants had rare chances to communicate in English outside the classroom. The study was conducted by using questionnaires with 174 medical college students who were through an intensive English program to further their studies. The results suggested that the participants' WTC in L2 was mostly determined by motivation, and there was little effect of integrativeness on the WTC in L2, while the attitudes toward the learning situation has a null effect (Peng, 2007). The results were in line with MacIntyre et al.' s (2003) research in which they examined the WTC and the motivation with immersion and non-immersion students in Canada.

As an EFL context, the studies, especially in China, shed more light on the classroom-based communication environments of the language learners which was the case for many EFL contexts. Peng and Woodrow (2010) examined the learner beliefs and what is happening in the classroom setting in an L2 WTC model, and this was a frontier study in relation to classroom environment and its effect on students' WTC. Their study was a quantitative one with 579 university students and their aim was to show the relationship between the classroom environment, learner beliefs, communication confidence, L2 WTC and motivation by using Structural equation modelling (SEM). The results asserted that the classroom environment had a direct influence in levels of the participants' WTC, learner beliefs in addition to their communication confidence. Besides, the most important latent of L2 WTC was communication confidence which was also affected significantly by the motivation of the students. Yu (2011), as a predictor of

L2 WTC, also found that self-perceived communication competence. Peng and Woodrow (2010) emphasized the importance of EFL setting in which the learners possess an opportunity to communicate in L2 inside the classroom, and in which they may not have this chance to communicate in L2 out of the classroom should be discussed in terms of classroom dynamics which are the real environment for EFL students to communicate in a L2. Peng (2012) reassured that from an ecological perspective, the classroom environment affects the WTC of the learners both negatively and positively by different parameters like linguistic, cognitive and affective factors included in a classroom atmosphere. Another study examining the WTC in the classroom environment was conducted by Mystkowska-Wiertelak (2016). According to the results, WTC in the classroom environment is in a dynamic situation and it can be increased with the help of well-designed individual and group activities in an interactive context. This flux was also seen in Pawlak et al. (2016) and the WTC level of the students in different classes showed "evident changes (p.667)". These changes can be positive and the students will show an increase in their societal WTC outside the classroom if their teachers can make the students feel comfortable inside the classroom where the students have high WTC (Denies et al., 2015).

WTC from a dynamic perspective. The WTC was considered as a state-like property and this paradigm was changed by the study of MacIntyre et al. (1998). They claimed a heuristic model including situational and enduring variables. This view was boosted by the work of Kang (2005) with a qualitative perspective study. In regard to situational variables of WTC, Kang (2005) emphasized that the L2 WTC is mostly situation specific and its dynamical emergence is through many fluctuations. Kang (2005) put forward a different way to understand WTC and regarded it as "a dynamic situational concept that can change moment-to-moment, rather than a trait-like predisposition (p.277)." She suggested a new multi-layered model to understand the WTC in a L2. There were four Korean students who were observed and interviewed for eight weeks while they were speaking English with native speakers in a language program. In the model, there were 3 psychological predictors of WTC which were excitement, responsibility and security, and they were restructured interactively by some other factors like topic, interlocutors and conversational context (Kang, 2005). For

example, one can start a communication with excitement and secure feelings, however; this can change according to the reactions of the interlocutors or the content of the topic. One may feel responsible to make himself/herself clear by having a good level of WTC in a moment when they feel that they can be misunderstood. The results of the qualitative study and new model suggested that the WTC in a L2 changes during the communication by different parameters. The WTC was considered as changeable factor in these years and in this respect, Cao and Philp (2006) did a research by using the trait-like WTC via self-report questionnaire and situational WTC via classroom observations and interviews with eight student participants. The results suggested that the questionnaire analysis was not predicting the actual WTC behavior in the classroom environment and the situational WTC was affected by the parameters like topic, context and interlocutors etc. mostly stated in Kang's (2005) study. These studies were the important examples of WTC conceptualized from a dynamic perspective.

MacIntyre (2007) emphasized about the changing paradigms in understanding the WTC construct and he claimed that:

"The concept of WTC, defined as the probability of speaking when free to do so, helps to orient our focus toward a concern for micro-level processes and the some- times rapid changes that promote or inhibit L2 communication" (MacIntyre, 2007, p. 564).

In his article, he stresses about the volitional aspect of WTC, which is doing something as freely chosen. He adds that the WTC is a dynamic process and it is a matter of a choice which is made at a specific moment in the interaction as a volitional act (MacIntyre, 2007). According to this perspective, the people and their act of speaking are quite dependant on the situation itself. The environment and the context in which the communication occurs are quite important to the interlocutors who will take action about speaking, or not. Therefore, the studies regarding the WTC should be done to conceptualize the process of initiation to speak. MacIntyre and Legatto (2010) did a research to develop an idiodynamic method for understanding the changeable nature of the WTC by using both qualitative and quantitative data on six female participants. Participants were given communicative tasks and they were recorded by using a DVD camera during their task performance. Then, the recorded files were evaluated by the participants

themselves and a research assistant. The results suggested that the WTC in a L2 shows the idiodynamic features which consist of four properties (deBot et al, 2007). These properties are, in short, that the dynamic systems are changeable in a period of time, every variable in the system is interconnected, it involves self-organization of preferred states and repeller states, and the systems show non-linear features and threshold effects. These all properties fit with the WTC by MacIntyre and Legatto's study (2010). The WTC of the students changed according to the task completion, that is, one task had an effect on the next task. Another important point was that the student's affective system had an effect on their linguistic system which shows the interconnectedness among the variables. The third property was seen through the consistency of a participant's high WTC level directed her to evaluate herself as high rate for every task by which she draws not dynamic changes, but self-organizing into preferred states. As for the fourth property, MacIntyre and Legatto asserted that some students started the tasks very bad, however; in the following tasks, their task fulfillment was quite satisfying which shows non-linearity. This study was quite important because it was one of the pioneer studies which shows "moment-to-moment dynamic changes in WTC (MacIntyre &Legatto, 2010, p.150)".

Another important qualitative research on the dynamic view of WTC was conducted by Pawlak and Mystkowska-Wiertelak (2015) with eight university students in Poland. The students talked about different questions in pairs and their willingness to communicate during the interaction was measured by using a grid. Whenever the computer-generated beep sounds, the students marked their willingness or willingness to communicate level on this grid every 30 seconds. The students were observed by a researcher and this procedure was also recorded and then evaluated by the students. The results showed that the WTC level does change during the communication task with ups and downs (Kang, 2005; MacIntyre &Legatto, 2010). For example; in the first pair, one of the students showed a decrease in WTC because they did not know who is going to take lead during the talk and the other student' WTC decreased when his familiarity with the topic was low. In another pair, one of the students was very talkative and the other one felt like she had to listen to her friend which made her WTC low because she felt that I do not have the opportunity to express myself. They also asserted that

the WTC is affected by different variables like "the topic, planning time, cooperation and familiarity with the interlocutor, the opportunity to express one's ideas, the mastery of requisite lexis, the presence of the researcher and a host of individual variables (Pawlak & Mystkowska-Wiertelak, 2015, p. 1)". With similar procedure and 44 participants, another study concluded that performing monologues in which the students are freer and need no interaction, assistance, turn-taking considerations etc., the WTC level of the student is higher than performing dialogues in which the interlocutors expect these considerations from each other (Mystkowska-Wiertelak & Pawlak, 2014).

Studies on WTC in the Turkish Context

The WTC studies in Turkish context dates back to 2000s. It can be said that Bektaş-Çetinkaya (2005) was one of the prominent studies in Turkish EFL context. She conducted her study with 356 college students by implementing a hybrid model in which there are quantitative and qualitative data. She wanted to examine the WTC levels of the students in relation to social-psychological, linguistic and communication variables. She also asserted SEM (Structural Equation Model) analysis results which tried to explore the relationships among the L2 WTC, language learning motivation, communication anxiety, perceived communication competence, attitudes toward the international community and personality. The results showed that the students' WTC had direct relationships with the attitudes toward the international community and their L2 self-confidence that Ghoonsoly et al. (2012) had similar results about it. The motivation of the students and their personality showed indirect relationships with their L2 WTC (Bektaş-Çetinkaya, 2005). Another study was done by Şener (2014) with 274 English Language Department students. The study included quantitative and qualitative data. The results showed that the students L2 WTC was mostly predicted by their self-confidence. The WTC also was significantly correlated with the students' self-confidence, attitudes toward international community and motivational intensity. These results were also compatible with some findings of Yashima (2002), Ghoonsoly et al. (2002) and Bektaş-Çetinkaya (2005). Öz (2010) exerted significant correlations between the ideal L2 self and the WTC in his research with 96 tertiary level students. The findings did not suggest any significant difference

between the males and females but the ideal L2 self constituted an important predictive role related to Turkish university students' L2 WTC. Şener (2014) had also some important results in terms of classroom WTC. Her results suggested that all the students had a moderate or high WTC inside and outside the class, and the students' self-perceived communication competence showed moderate levels. The students' inside the classroom WTC had negative correlations with the anxiety, and students' outside the classroom WTC was had positive and significant correlations related to self-perceived communicative competence. Öz et al. (2014) did a quantitative study about the WTC and its predictors in the Turkish EFL context by 134 participants. The results suggested that the self-perceived communicative competence directly and positively affected the L2 WTC and perceived communication apprehension directly and negatively affected L2 WTC. Additionally, a negative path was elicited from PCA to SPCC. Motivation had also an effect on L2 WTC via the PCA and SPCC. It can be asserted that the affective factors played a essential role on L2 WTC levels of the Turkish students. Similarly, Asmalı (2016) conducted a quantitative study with 251 university students and his results suggested that the students' WTC was affected by their motivation, attitudes toward international community and confidence directly and significantly. In a comparative study between the Turkish context and Romanian context (130 participants), Asmalı, Bilki and Duban (2015) found significant differences between two contexts. The Romanian people had more WTC levels than their Turkish counterparts. Their results suggested that the WTC was positively correlated with WTC and self-perceived communication competence, and the WTC and the communication apprehension for both groups were negatively correlated. Another study done in Turkish context was Kanat-Mutluoglu (2016). She examined the effects of Ideal L2 self, academic self-concept and intercultural communicative competence on L2 WTC. Her results suggested that L2 WTC was predicted significantly by Ideal L2 self. Besides, there were positive correlations among the variables. In line with this study, Bursalı and Öz (2017) found that WTC and Ideal L2 self was positively and significantly correlated.

As a result, the researchers regarded the WTC as a trait-like property in the beginning. However, the follow-up studies convinced the people in the field that the WTC is a state-like property that can change across different conditions, which

ended up with the idea of a dynamic understanding of the WTC. The WTC was also discussed in terms of L1 and L2. The changing paradigms in the area revealed that the WTC does also exist for L2, not just for L1 and the level of the WTC can be quite different for individuals in terms of their L1 and L2. The WTC was also scrutinized in EFL contexts and ESL contexts. The results advanced that the WTC in an EFL context and the WTC in an ESL context should be researched differently as they both will have various implications. The L2 WTC in an EFL context offers two kinds of WTC which are in the classroom WTC and out of the classroom WTC. Therefore, an absence of the target language community for the EFL learners forced the researchers to search for it from an inside and outside the classroom perspective. As can be understood, the WTC is a multi-faceted and multi-dimensional construct which should be investigated in different contexts with different methodologies and it seems many more studies will be conducted to understand how the willing to communicate is affected by different parameters.

Vision, on the other hand, is an emergent concept in the field. Vision was found to have some relationships especially with Ideal L2 self which is an element in L2 motivational self-system. The studies regarding L2 motivational self-system and WTC have shown that ideal L2 self has an important effect on the language learners' WTC. That is, the studies done previously have included L2 motivational self-system in their WTC model. However, the literature did not clearly identify a necessary amount of research which focus on the direct relationship among the vision, WTC both in and out of the classroom until some latest study (Başöz, 2018). Therefore, there is a gap for this discrepancy in the field. By the help of this study, this gap will be bridged. This study will shed more light on the WTC phenomenon by examining it from both in the classroom and out of the classroom related with L2 motivation and vision.

Theoretical Framework

Qualitative, Quantitative and Mixed Methodology.

The methodology used in the studies are quite important because the conclusions and implications are mostly affected by the methodology adopted. There have been different understandings in relation with the methodology and most of them can be categorized under three basic types which are quantitative, qualitative and mixed methods research. They are different from each other in terms of three main reasons according to Dörnyei (2007) and these reasons are ideological differences, categorization differences, and contrast in the perception of individual diversity. These reasons also shape the other characteristics of the research types. This study adopted a cross-sectional quantitative approach to vision and its effect on WTC.

Quantitative research is a way of examining the objective theories by focusing on the variables' relationship (Creswell, 2013). It also includes numerical data and the data in analyzed statistically at the end (Dörnyei, 2007). Quantitative research generally adopts a positivist approach in which the researcher has a tendency to explain a phenomenon in a cause-and-effect relationship. Hence, "all phenomena can be reduced to empirical indicators which represent the truth" (Sale et al., 2002, p. 44)". Quantitative research, therefore, is expected to be objective. There are some important characteristics of quantitative research design and these are explained here according to the framework suggested by Dörnyei (2007). Firstly, the data is based on the numbers. The researcher tries to find the answers for his/her questions by analyzing these numbers statistically. The categorization is set before collecting the data, therefore, the researcher has some hypothesis related to the study. The sample size in the quantitative research is generally big which is to reach more generalizable and objective results. An important point is to focus on the strong and weak sides of the quantitative research. As Dörnyei (2007) suggested, a quantitative research's results are generalizable, replicable, focused and it is easy to conduct and easy to analyze even though it requires a long preparation. About the cons of quantitative research, it asserts average points

from a sample and generalizes this to the whole sample; therefore, it lacks an exploratory aspect of the phenomenon with its underlying reasons.

This study was based on a survey design which included a questionnaire and a scale. The procedure engaged a self-report pencil and paper design in which the participants were given 7 pages of a composite instrument including Likert-type scale items. The surveys are the important sources for quantitative research. Survey studies are used for "numeric descriptions of trends, attitudes, or opinions of a population by studying a sample of that population" according to Creswell (2013, p. 145). Surveys can provide the researcher to use the scores of a specific sample for a general population (Sukamolson, 2017). The main data collection tools for surveys are questionnaires because they are easy to conduct, they can be used with very big groups and they can provide lots of information at one shot (Dörnyei, 2007). The questionnaires can be done through interviews or self-report pencil and paper according to Dörnyei (2007). It can also be added a new form which is online questionnaires in which the participants of a study enter a website and fill the questionnaire. The questionnaires can include open-ended questions or closed-ended questions (e.g. true-false, multiple choice, rank ordering, Likert scales or sematic differential scales). Survey studies can also be designed cross-sectionally or longitudinally. In cross-sectional studies, researchers conduct the research with different samples at one time, and in longitudinal studies, the sample is investigated at different times to see whether there are any changes in the participants. The questionnaires have some advantageous and disadvantageous sides (Dörnyei, 2007). They are advantageous because the researcher may collect a large amount information at one shot (time-saving), he/she can analyze the data in a single software (easy for analysis) and he/she can reach a variety of individuals on a variety of topics (flexibility) (Sukamolson, 2007). However, the questionnaires can also be very dangerous to use because they can include unreliable data resulted from wrong item choice or user-based problems (fatigue, illness etc. at data collection moment), or social desirability bias by which the participants have a tendency to choose the ideal item which is accepted more by the society.

Qualitative researches are for "exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2013, p. 4).

The data includes themes rather than numbers and the researcher. This methodology adopts a social-constructivism and interpretivism (Sale et al., 2002). It is engaged when the use of observations or interpretations related to fostering a hypothesis functions as an explanation in a research environment (Newman & Benz, 1998). The researcher constructs the reality in the setting of the participants. There are some important characteristics of the qualitative researches and these are framed by Dörnyei (2007) as following. The qualitative studies have emergent research design which means that the researcher has no prefigured hypothesis and everything dynamically changes in the participants' environment which may also affect the research questions. The research are conducted in the participants' natural setting and with small sample size because the analysis depends on the interpretations of the researcher himself/herself related to each of the participants. Another important point is that there is an insider meaning in the qualitative researches which is done by putting effort on analyzing a case from the participants' angles. This assured interpretativeness because the results are suggested from the observations and interpretations of the researcher himself/herself. Using qualitative methodology can have some advantages and disadvantages. The qualitative research is mostly exploratory which provide them to be an end in themselves, that is; they generate ideas about a specific phenomenon (Heigham & Croker, 2009). Dörnyei (2007) claims that qualitative studies aim to broaden the understanding a phenomenon by answering lots of why questions related to it and they provide the researcher to explain the dynamic nature of the cases which cannot be examined through the use of questionnaire and other quantitative methodologies. As a drawback of qualitative studies, he also adds that the sample size is small because the researcher has heavy workload to explain why questions for each of the participant which requires the researcher to interpret the phenomenon from his/her perspective which may result in more subjective and less generalizable results.

A new approach to research methodology has been mixed methods approach which is believed to be started in 1950s in social sciences. Mixed method approach adopts a pragmatic view by using the quantitative and qualitative methodologies at one shot (Johnson et al., 2007). This method was described in a way that "the investigator collects and analyzes data, integrates the

findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry" (Tashakkori & Creswell, 2007, p. 4). Combining mixed methods data in a study is because they seperately can be insufficient to explain a phenomenon thoroughly (Ivankova et al, 2006). Mixed method research encompasses and generates more about a phenomenon because of its inclusive, pluralistic and integrative nature by which the researchers can be more eclectic (Leech & Onwuegbuzie, 2009). Mixed methodology not only increases the strengths but also decreases the weaknesses of a study by the help of a multi-layer analysis of complex phenomena which also improves the validity and reliability of a study; however, the researcher should be quite aware of how to use qualitative and quantitative methodology in a study properly which may cause more harm to the study (Dörnyei, 2007). The crucial point in mixed methods approach lies on knowing what to do, when to do and how to do when using two kinds of research designs for the same study.

The methodologies used to examine WTC construct. WTC studies took part in the literature after Burgoon's (1976) unwillingness to communicate and it was changed to WTC by especially works of McCroskey and Baer (1985) and McCroskey and Richmond (1990). From then on, there has been lots of research about WTC construct. The first studies regarded WTC as a trait-like disposition therefore the methodology was mainly quantitative. The researchers used questionnaires and conducted survey designs (e.g. McCroskey & Richmond, 1990; McCroskey, 1992; MacIntyre, 1994; MacIntyre et al. ,1998; MacIntyre & Charos, 1996; Yashima, 2002 etc.). Then, by the contributions of MacIntyre and his associates (1998), the WTC construct was seen as a situational predisposition that can change from environment to environment. This idea was empowered by Kang's (2005) influential study which observed four students in the learning environment via a qualitative perspective. The following research focused on the situational and dynamic aspect of WTC which changes from moment to moment and which directed the researchers to adopt qualitative or mixed-methods approaches focusing on what exactly happens at this moment-to-moment changes. The rationale for using qualitative or mixed methods approach toward WTC can be attributed to that the students may seem willing to communicate according to the questionnaire results; however, the question is what they are, in

reality, performing or do they really communicate willingly in the social environment? As an explanation for these questions, the researchers conducted qualitative studies and mixed methods studies (e.g. Bernales, 2016; Cao & Philp, 2006; MacIntyre, 2007; MacIntyre & Legatto, 2010;; Mystkowska-Wiertelak, 2016; Mystkowska-Wiertelak & Pawlak, 2014; Pawlak et al., 2016; Yashima et al., 2016). However, there are still many recent studies which were conducted via a quantitative methodology (e.g. Denies et al., 2015; Ghoonsoly et al., 2012; Khajavy et al, 2017; Liu & Jackson, 2008; Öz et al, 2014; Yousef et al., 2013; Yu, 2011). It can be inferred that the methodological understandings of a phenomenon can be affected by the phenomenon itself; that is, new aspects of a construct can direct the researchers to examine the construct from a different angle (from QUAN to QUAL or mixed methodology) just like WTC.

Setting and Participants

This study was conducted at Hacettepe University School of Foreign Languages. The School of Foreign Languages is the first place for the freshmen students whose majors are English, French or German. The study was conducted at English Preparatory School. English Preparatory School has basically two different student profiles that are in voluntary preparatory program and compulsory preparatory program. In voluntary program, the students' majors are Turkish, but they deliberately want to take English courses in Preparatory school. In compulsory preparatory program, the students' majors are English and they have to pass the program to start their faculty courses. The students enter a proficiency exam in the beginning of the term and they are ranked according to their proficiency exam results. The students go through four different levels which are Elementary (ELE), Pre-Intermediate (PIN), Intermediate (INT) and Upper-Intermediate (UPP). In addition to two basic student profiles, there is also a group of students at the Preparatory School who have high scores in the proficiency exam and start from the UPP level and finish at the advanced (ADV) level. The expected output level for these students is C1 according to Common European Framework of Reference for Languages (CEFR) levels. The voluntary and the compulsory program students are expected to finish the preparatory school at B1+ level according to CEFR.

This setting was chosen for the study because the students in this school are from different backgrounds. The students' majors, educational experiences and hometowns are different which is beneficial for the study because it will include culturally different students. By including participants from different cultures and backgrounds, the study will have more generalizable results. For these reasons, this setting is quite suitable for this study.

In this study, a convenience sampling method was employed. Convenience sampling is composed of the participants who are easy to access and enthusiastic to get involved in a research (Teddlie & Yu, 2007). Especially accessibility issue was important in this study's framework and all the participants signed a consent form which shows their willing to participate in the study. Participants accessed for the study were 229 English Preparatory School students of Hacettepe University. The students were demographically varied according to their gender, faculty, age, and level. Among 229 participants, there were 115 female students (50.2%) and there were 114 male students (49.8%). The number of participants in terms of gender is quite balanced which is important in terms of having reliable results. The participants' age ranged from 18 to 30; however, most of them were 18 (n =101, 44.1%), 19 (n =81, 35.4 %) and 20 (n =37, 16.2 %). The students were from different faculties; 39 of them from Faculty of Economics and Administrative Sciences (17 %), 121 of them from Faculty of Engineering (52.8 %), 43 of them from Faculty of Medicine (18.8), 15 of them from Faculty of Letters (6.6 %) and 11 students' faculty information was missing. The students were ranked according to their proficiency exam results and the number of A1+ students is 126 (55%) and the number of A2+ level students is 103 (45%).

Table 1

Descriptives for the Participants In The Study

Variables	N	%
Gender		
Female	114	49.8
Male	115	50.2

Faculty		
Economics and Administrative Sciences	39	17.0
Engineering	121	52.8
Medicine	43	18.8
Letters	15	6.6
Missing	11	4.8
Age		
18	101	44.1
19	81	35.4
20	37	16.2
21	4	1.7
23	3	1.3
25	1	.4
26	1	.4
30	1	.4
Level		
A1+	126	55.0
A2+	103	45.0
Total	229	100.0

Data Collection

The data were collected in December, in 2017-2018 Fall term. The data collection procedures started by getting permission from the owners of the instruments. There were two questionnaires and the permission was granted from both researchers via e-mail. For collecting data in the preparatory school, a voluntary participation form was prepared for each of the participants in which there is an explanation for the study showing the aims, the researchers and the procedures. The form also included important confidentiality issues for the participants suggesting that all the information given by the participants will be confidential and will not be shared with any person or institution. Then, Hacettepe University Ethics Board was applied with all the necessary documents. The permission was granted by the Ethics Board in November, 2017 (See Appendix D). Following this, an appointment was set with the head of Hacettepe University English Preparatory School and suitable time, and participants were measured by the access granted. After all these procedures, the data were collected from 15 different classrooms at the Preparatory School by the help of the instructors in the

first week of December, 2017. There were 7 suitable classrooms in the morning and 8 suitable classrooms in the afternoon, so the data could be collected in one day. While collecting the data, the researcher visited all the classrooms and gave an explanation about the questionnaires. Firstly, the voluntary participation form was given to the participants and the students who did not want to participate in gave the participation form back. Then, all the voluntary participation forms were collected after the students filled them, and the questionnaires were given. By this way, a more confidential survey process was provided, because the students were sure about their names and signatures were on a separate sheet and there was no name in the main questionnaire papers. After all these procedures, the data were packed and in the following weeks transferred into the SPSS 25.0 program.

Instruments

There were a questionnaire and a scale in the study. The questionnaire by You, Dörnyei and Csizer (2016) was to measure the vision/imagery capacity and motivational dispositions of the participants and the scale by Peng (2013) was to measure the level of students' L2 willingness to communicate. Both of the instruments were given to the students separately and they were used after getting permission from the authors.

The vision/imagery capacity and motivation questionnaire. This questionnaire is a composite one adapted by You et al. (2016) and it consists of seven variables which are in total 36 items and 5 demographic questions. The scale was translated into Turkish by Doğan (2017). Turkish form of the instrument went through some new translation processes and was used as the main instrument. L2 Motivatonal Self System was measured by the items for Ideal L2 Self (five items), Ought-to L2 Self (six items), Language learning experience (five items) and Intended Effort (five items). The participants vision experiences were measured by Vividness of Imagery (five items) and Ease of Using Imagery (five items) parts. There was also a "International Travelling" variable (five items) which elicits information about students' international posture. The Cronbach's Alpha reliability coefficients in You et al. (2016) for the variables that are related to Vision are Vividness of Imagery α = .91, Ease of Using Imagery α = .85; for the L2 Motivational Self-System variables, Ideal L2 Self α = .88, Ought-to L2 Self α = .74,

Language learning experience α = .88 and Intended effort α = .81; lastly, the researchers did not share Cronbach's Alpha reliability coefficients for "International Travelling" items. In the current study, the Cronbach's Alpha reliability coefficients for the same variables are as following; Vividness of Imagery α = .89, Ease of Using Imagery α = .86, Ideal L2 Self α = .86, Ought-to L2 Self α = .73, Language learning experience α = .86 and Intended effort α = .77 and Travelling α = .78. The Alpha values are quite satisfying according to Pallant (2013, p.100) claiming that the "values above .7 are considered acceptable; however, values above .8 are preferable".

The willingness to communicate scale. The items in the scale were drawn upon Yashima (2009) and validated by Peng (2013). The scale was gone through translation procedures and was translated into Turkish. This scale was designed to define a person's L2 WTC in different settings. It consists of 7 items which are about the situations in and out of the classroom. The items of the scale are rated on a six-point Likert-scale type. 1, 2 and 3 points elicit information about "unwillingness to communicate" situations, while 4,5 and 6 points elicit information about "willingness to communicate" situations. Cronbach's Alpha reliability coefficients for the WTC inside the classroom was α = .73, and for the WTC outside the classroom was α = .78. All the items factor loadings were above .50. This study's Cronbach's Alpha reliability coefficients for WTC inside the classroom was α = .82 and for WTC outside the classroom was α = .72.

Translation and Back-Translation Procedures. The Vision/Imagery Capacity and motivation questionnaire has already been translated into Turkish by Doğan (2017). In the translation period, Doğan (2017) claims that the questionnaire went through a translation process by herself into Turkish and another independent researcher modified for necessary parts, then two students helped the process by thinking aloud about the items in the questionnaire. To increase the reliability and inter-item correlations of the Turkish version, in this study, Doğan's (2017) translation was back-translated to English by three different independent researchers and a jury of two professionals chose the best English translation for each item. Following this, a review board consisting of 7 professionals were asked to compare the original version of the questionnaire with the English back-translated version and they were asked to score the items in

English back-translated version over ten points. In the results, average points for all items in the questionnaire was 9.14 over 10 which was quite satisfying. This procedure suggested that Doğan's (2017) translation was reliable and proper to use. In the following procedure, some of the items in Doğan's (2017) Turkish form of the questionnaire was controlled by two professionals and the questionnaire was prepared for data collection.

The WTC scale was originally in English and there was no Turkish version of the scale. Therefore, all the items were translated into Turkish. Firstly, the English version of the scale was translated into Turkish by three professionals. Then a jury of two professionals chose the best Turkish translation for each item. After having a full Turkish version of the scale, the Turkish version was given to five independent professionals and they were asked to translate the Turkish version of the scale into English. Another jury consisting of two professionals chose the best English translation for each item among these five translated versions. Following step was to compare the original version of the scale with English back-translated version of the scale, and for this purpose, these two versions were compared and scored by four independent professionals and overall synonymity score was 9.23 over ten, which was also quite satisfying results for Turkish version of the scale. Therefore, the Turkish version of the scale was prepared and used in the data collection.

Data Analysis

Data were primarily analyzed quantitatively to seek answers for the following research questions.

1. a. What are the participants' levels of WTC inside and WTC outside the classroom?

    b. Is there a significant difference between participants' level of WTC inside and WTC outside the classroom?

2. Is there a significant difference between participants' level of WTC inside and WTC outside the classroom in terms of gender and proficiency levels?

3. What are the participants' levels of Vision and are there any significant difference among Vision variables in terms of gender and proficiency levels?

4. What are the participants' levels of L2 Motivation?

5. Is there a relationship among the Vision variables, L2 motivation variables and WTC inside and outside the classroom variables?

6. What are the predictors of WTC inside and WTC outside the classroom?

The data was quantitative and all the data were entered into the Statistical Package for Social Sciences (SPSS 25). The items in the questionnaire and the scale had six points Likert-type anchors. Six points Likert-type was very important in that the students did not have a chance to give average scores (e.g. five points or seven points Likert-types). All the variables were entered and the variables were defined by these anchors. Then, data was tested to check the normality and linearity to decide on which tests to analyze the data (parametric vs non-parametric). Therefore, a Kolmogorov-Smirnov and Shapiro-Wilk test were employed.

Table 2

Tests of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
WTC inside	.103	229	.000	.973	229	.000
WTC outside	.093	229	.000	.964	229	.000
International Travelling	.161	229	.000	.863	229	.000
Ideal L2 Self	.098	229	.000	.942	229	.000
Ought-to L2 Self	.068	229	.012	.992	229	.213
Language learning experience	.089	229	.000	.980	229	.003
Intended Effort	.078	229	.002	.982	229	.005
Vision	.060	229	.043	.975	229	.001

According to the results of the Kolmogorov-Smirnov and Shapiro-Wilk test, there was a violation of the assumption of the normality. However, "this is quite common in larger samples" (Pallant, 2010, p. 63). Follow-up normal probability plots (Q-Q plots) which can show the actual normality can be used to assess the situation (Pallant, 2010). Besides, the normality of the data in these Q-Q plots is not required to be perfectly linear, because most of the analyses can be done with a roughly normally distributed data (Dörnyei, 2007). In line with these guidelines, all the variables in the data were checked for the Q-Q plots and they were seen as normally distributed. This result suggested the data could be analyzed via parametric tests. The Q-Q plots for each variable can be seen below;
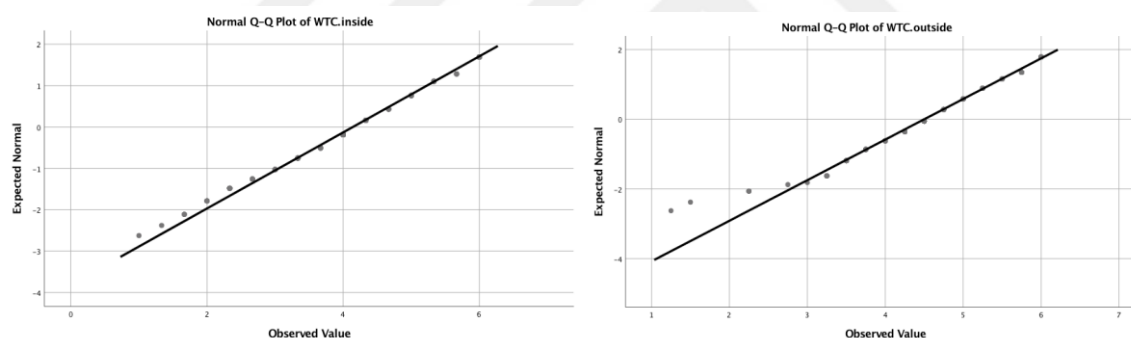

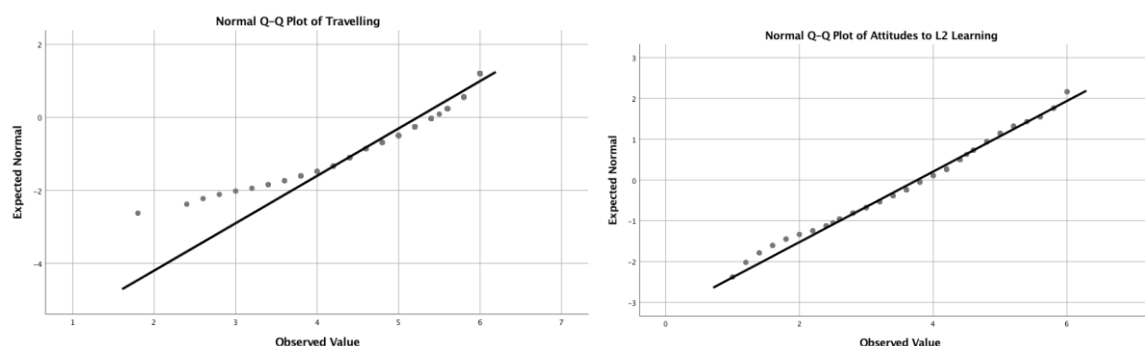*Figure 2.* Normal probability plots for WTC inside and WTC outside the classroom

Figure 3. Normal probability plots for international travelling and language learning experience
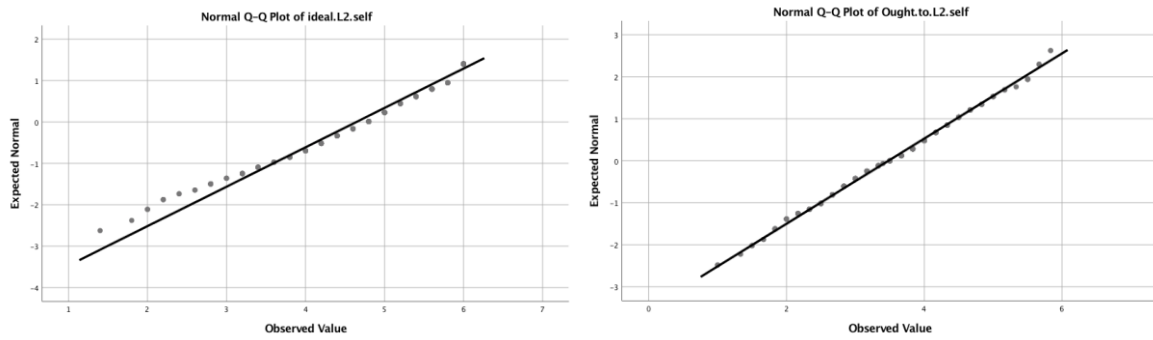
Figure 4. Normal probability plots for Ideal L2 Self and Ought-To L2 Self
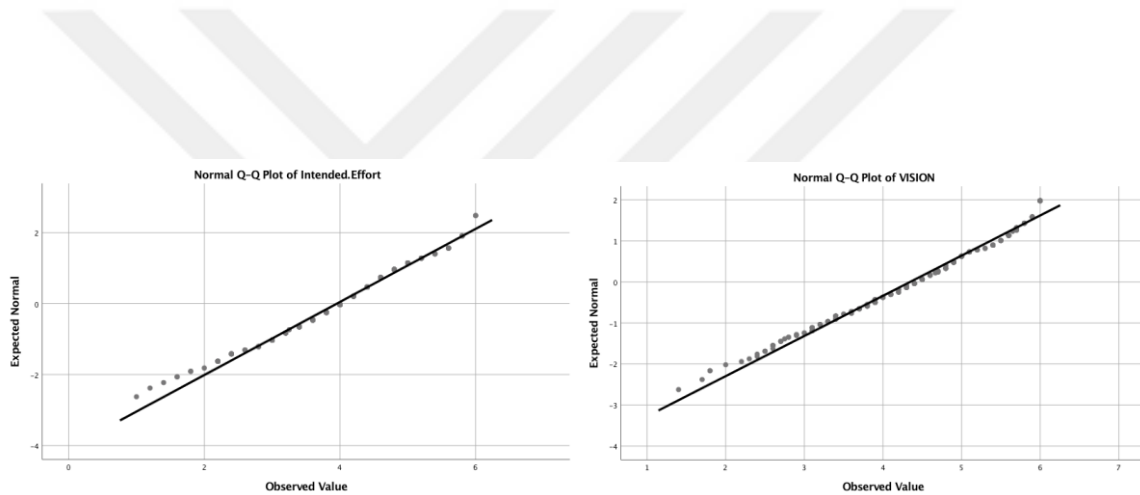

Figure 5. Normal probability plots for intended effort and vision

The data was firstly investigated for the descriptive analysis to understand the general tendency of the students by looking at the mean values for each variable. For the first, third and fourth research questions, descriptive statistics were employed. There were two different mean scores for the participants' WTC inside and outside the classroom related variables. A paired-samples t test was also conducted for the first research question to detect whether there were any significant differences between WTC inside and WTC outside the classroom. For the second and third research questions, a one-way between-groups multivariate analysis of variance (MANOVA) was conducted to investigate possible gender or proficiency level differences. MANOVA was preferred instead of independent

samples t test, because conducting repeated t-tests could cause a Type I error which occurs when finding statistical difference between variables, although there was none. Before starting the MANOVA, all the preliminary assumptions were checked and there were no serious violations about the data. Pearson-product correlation coefficients of the variables in the study were calculated to detect the relationship among the variables for the fifth research question,. This research questions' findings were also used a preliminary assumption testing for the next ones because multiple regression cannot be done if the correlation among the variables too high which causes multicollinearity. For the sixth research question, the preliminary assumptions were checked by controlling the data for outliers, linearity, normality, singularity, multicollinearity for a standard multiple regression analysis. It was conducted for each of the constructs which were WTC inside the classroom and WTC outside the classroom by adding six variables into the model which were Ideal L2 self, Ought-to L2 self, Intended effort, Language learning experience, International travelling, and Vision.

Chapter 4

Findings

Introduction

In this part, the research questions (RQ) were answered. There were six research questions based on quantitative data, therefore, all of them were analyzed quantitatively through SPSS 25.

Results of the Data Analysis

RQ1- a. What are the participants' levels of WTC inside and WTC outside the classroom?

This question seeks for an answer to understand the students' level of WTC inside the classroom and their level of WTC. For this aim, descriptive statistics were employed.

Table 3

Descriptive Statistics of WTC Inside and Outside The Classroom

	N	Mean	SD
WTC inside the classroom	229	4.14	1.08
WTC outside the classroom	229	4.50	.85

From the table shown above, the participants' scores demonstrated that both of their willingness to communicate inside ($M = 4.14$, $SD = 1.08$) and outside the classroom ($M = 4.50$, $SD = .85$) were high. Besides, the participants' level of WTC outside the classroom ($M = 4.50$, $SD = .85$) was larger than their level of WTC inside the classroom ($M = 4.14$, $SD = 1.08$). This implies that the participants

communicate more enthusiastically out of the classroom, compared to they do inside the classroom.

RQ1- b. Is there a significant difference between participants' level of WTC inside and WTC outside the classroom?

According to the results of the first part of the RQ1, a difference was found between the participants' level of WTC inside and WTC outside the classroom. However, to understand the significance of this difference, a paired-samples t-test was conducted.

Table 4

Paired-samples T-Test Results for WTC Inside and Outside the Classroom

	M	Mean Difference	SD	t	df	p
WTC inside	4.14	-.358				
			.943	-5.75	228	.000
WTC outside	4.50					

According to the result of the paired-samples t-test, a statistically significant difference between the participants' level of WTC inside the classroom (M = 4.14, SD = 1.08) and the participants' level of WTC outside the classroom (M = 4.50, SD = .85), t (228) = - 5.75, $p <$ .005 (two-tailed) was found. The magnitude of the differences in the means (Mean Difference = - .35, 95% *CI*: - .48 to - .23) was moderate (eta squared = 0.12).

RQ2 - Is there a significant difference between participants' level of WTC inside and WTC outside the classroom in terms of;

a. Gender?

b. Proficiency levels?

Gender. The descriptive statistics and a multivariate analysis of variance (MANOVA) were conducted in order to understand whether there were any significant differences between male and female participants in terms of their WTC inside and outside the classrooms scores.

Table 5

Gender-based Descriptive Statistics for WTC Inside And Outside The Classroom

		WTC inside		WTC outside	
	N	M	SD	M	SD
Males	111	4.23	1.04	4.60	.821
Females	112	4.15	1.06	4.54	.691

The level of WTC inside the classroom for male participants (*M* = 4.23; *SD* = 1.04) and that for female participants (*M* = 4.15; *SD* = 1.06) were very similar. In line with these scores, male participants' scores of WTC outside the classroom (*M* = 4.60, *SD* = .82) and female participants' scores of WTC outside the classroom (*M* = 4.54, *SD* = .69) were very close to each other. However, for providing statistical data about any possible significant differences between gender, MANOVA was conducted. Herein, it was assumed that making multiple analyses could create Type 1 error which might occur finding significant results although there was none in the reality (Pallant, 2013). Using MANOVA, in this sense, could help find more reliable results. There are some important assumptions for conducting MANOVA which are sample size, normality of the data, univariate and multivariate outliers, linearity, multicollinearity and singularity, homogeneity of variance-covariance matrices and homogeneity of regression (Pallant, 2013). In line with these assumptions, the data were adjusted for the analyses. The sample size was quite enough for the analysis, because the number of the participants were 229. To find any outliers because "MANOVA is quite sensitive to outliers" (Pallant, 2013, p.285), the data was explored for extreme scores and 5 participants were found to be outliers. Then, Mahalonobis distances were obtained through which one of the participants, too, was found to be an outlier. To increase the reliability of the analyses, this participant was excluded from the overall data. Following this procedure, preliminary assumptions about controlling the

homogeneity of the data which are Box's Test of Equality of Covariance Matrices and Levene's Test of Equality of Error Variances were calculated. Box's M results were found to be F (3, 8813998.82) = 1.569, $p > .01$ and this result indicated that the data did not violate the assumption of homogeneity of variance-covariance matrices. Levene's test results were computed for WTC inside the classroom as F (1, 221) = .247, $p < .05$ and it was found that the assumption of equality of variance was not violated. However, Levene's test results were found for WTC outside the classroom to be violating the assumption of equality of variance. In such a circumstance, Pallant (2013) suggests that the researcher "will need to set a more conservative alpha level for determining significance for that variable in the univariate F-test" (p. 294), for which, in this analysis, an Alpha of .02 instead of .05 level were used. Therefore, after this adjustment, Levene's test results were calculated as F (1, 221) = 5.381, $p < .02$, and this result was satisfactory for conducting the follow-up analysis.

Table 6

MANOVA Results for Gender Differences in Relation to WTC Inside and Outside the Classroom

	Wilks' Λ	F (2, 220)	p	Partial eta2
Gender	.998	.263	.769	.002

Multivariate analysis of variance (MANOVA) was employed to examine whether there were any significant differences between male and female participants. The pre-analyses were made to check for normality, linearity, outliers, homogeneity of variance-covariance matrices and there were no serious violations detected (Pallant, 2013). There were two dependent variables which were WTC inside and outside the classroom; and there was an independent variable which was gender. The results suggested no significant difference in terms of genders of the students on WTC in and outside the classroom variables (Table 6). The results were

measured as F (2, 220) = .263, p = .769; Wilks' Lambda = .998; partial eta squared = .002.

Proficiency Levels. The participants were from A1+ and A2+ level. Their acquaintance with English language could be different; hence, to understand their level of WTC inside and outside the classroom scores in terms of their proficiency levels, a one-way between-groups multivariate analysis of variance (MANOVA) was conducted.

Table 7

Proficiency-based Descriptive Statistics for WTC Inside and Outside The Classroom

		WTC inside		WTC outside	
	N	M	SD	M	SD
A1+	122	4.28	1.07	4.56	.73
A2+	101	4.09	1.01	4.58	.78

The results for the descriptive statistics (Table 7) for A1+ level participants (*M* = 4.28, *SD* = 1.07) were slightly higher when compared to A2+ level participants (*M* = 4.09, *SD* = 1.01) in regard with the level of WTC inside the classroom. As for the level of WTC outside the classroom, A2+ level participants' scores (*M* = 4.58, *SD* = .78) were higher than A1+level participants' scores (*M* = 4.56, *SD* = .73), although both scores were very close. Some preliminary assumptions were checked and Box's test and Levene's test scores were applied after Mahalonobis distances were obtained through which six participants were found to be outliers and excluded from the analysis. Box's M results were computed as F (3, 59034122.6) = .340, *p* > .01, which meant that the data had no violation about the assumption of homogeneity of variance-covariance matrices. Levene's test results were found to be F (1, 221) = .080, *p* < .05 for WTC inside the classroom and F (1, 221) = 1.010, *p* < .05 for WTC outside the classroom, and these results indicated that both of the WTC variables did not violate the assumption of equality of variance.

Table 8

MANOVA Results for Proficiency Differences in Relation to WTC Inside and Outside the Classroom

	Wilks' Λ	F (2, 220)	p	Partial eta2
Proficiency Levels	.987	1.410	.246	.013

MANOVA was conducted to understand whether there were any statistically significant differences between A1+ and A2+ level participants in relation with the levels of WTC inside and outside the classroom. The results demonstrated that there was not any statistically significant difference between A1+ and A2+ level participants, F (2, 220) = 1.410, *p* = .246; Wilks' Lambda = .987; partial eta squared = .013 (Table 8).

RQ3 - What are the participants' levels of Vision and are there any significant difference among Vision variables in terms of gender and proficiency levels?

The vision levels were aimed to find out by combining two dependent variables which are the "Vividness of imagery" and "Ease of using imagery". The descriptive statistics were conducted to learn about the general tendency in these variables. In the first table below, the overall scores for vision related variables and vision were shown. In the second table, gender and proficiency-based means for vision were shared.

Table 9

Overall descriptive statistics for Vision variables

	N	M	SD
Total Vividness of Imagery	213	4.39	1.08
Total Ease of Using Imagery	213	4.41	.97
Total Vision	213	4.40	.96

Table 10

Gender and Proficiency-Based Descriptive Statistics for Vision Variables

	A1+						A2+					
	Male			Female			Male			Female		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Vividness of Imagery	57	4.27	1.02	62	4.37	1.21	49	4.34	1.01	45	4.62	1.04
Ease of Using Imagery	57	4.37	1.01	62	4.27	.99	49	4.38	.96	45	4.70	.87
Overall Vision	57	4.31	.95	62	4.31	1.06	49	4.36	.90	45	4.66	.89

The descriptive statistics (Table 10) demonstrated that the participants had high scores on Vision. There were mainly two variables for measuring Vision, which were Vividness of Imagery and Ease of Using Imagery. Vividness of Imagery levels for male students ($M = 4.30$, $SD = 1.01$) were lower than female students ($M = 4.47$, $SD = 1.14$). For the same variable, A1+ level students' scores ($M = 4.32$, $SD = 1.12$) were outscored by A2+ level participants ($M = 4.48$, $SD = 1.03$). Ease of Using Imagery variable scores for female participants ($M = 4.45$, $SD = .96$) were higher than that of male participants ($M = 4.37$, $SD = .98$). Additionally, A2+ level participants' scores ($M = 4.53$, $SD = .93$) were higher than A1+ level participants' scores ($M = 4.32$, $SD = 1.00$) for Ease of Using Imagery variable. Lastly, as for the overall vision scores of the participants, it was clearly seen that female participants' vision score ($M = 4.46$, $SD = 1.00$) were higher than male participants' overall vision scores ($M = 4.33$, $SD = .92$). In terms of proficiency levels, A2+ level participants' vision scores ($M = 4.50$, $SD = .90$) outscored A1+ level participants' vision scores ($M = 4.31$, $SD = 1.00$). For a deep understanding of the Vision levels of the students, MANOVA was employed for detecting whether there were any statistically significant differences between the participants in terms of their gender and proficiency levels. Preliminary assumption testing was done by

obtaining Mahalanobis distances, Box's M results, and Levene's test results. Box's M results suggested that the data had no violation about the assumption of homogeneity ($F(9, 397717.236) = .883$, $p > .01$) and Levene's test results also demonstrated that the data had no violations about the equality of variance of the variables for both Ease of Using Imagery ($F(3, 209) = .425$, $p < .05$) and Vividness of Imagery ($F(3, 209) = .752$, $p < .05$).

Table 11

MANOVA Results for Proficiency and Gender Differences in Relation to Vision Variables

	Wilks' Λ	F (2, 208)	p	Partial eta2
Proficiency levels	.987	1.407	.247	.013
Gender	.992	.803	.449	.008

MANOVA results (Table 11) did not assert any statistically significant difference between the participants' scores for Ease of Using Imagery and Vividness of Imagery in terms of their proficiency levels (F (2, 208) = 1.407, p = .247; Wilks' Lambda = .987; partial eta squared = .013) and their gender (F (2, 208) = .803, p = .449; Wilks' Lambda = .992; partial eta squared = .008).

These variables were the subcomponents of the general Vision of the participants. However; the combined variables could have an effect on the general score for Vision. Therefore, two independent samples t-test were conducted for gender and proficiency levels to examine whether there were any significant differences between the variables in regard with overall Vision levels.

Table 12

Independent Samples T-Test Results for Overall Vision in Terms of Gender and Proficiency Levels

	M	SD	Mean Difference	t	df	p
Gender						
Male	4.33	.92				
			-.123	-.935	.211	.351
Female	4.46	1.00				
Proficiency Level						
A1+	4.31	1.00				
			-.187	-1.409	211	.160
A2+	4.50	.90				

Independent samples t-test results for gender demonstrated that there were no significant differences between the scores for male participants (M = 4.33, SD = .92) and female participants (M = 4.46, SD = .1.00; t (211) = -.935, p = .35) in regard with Vision scores. The magnitude of the differences for the means (mean difference = -.123, 95% CI: -.38 to .13) was small (eta squared = .004).

Independent samples t-test results for proficiency levels showed that there were not any significant differences between the scores for A1+ level participants (M = 4.31, SD = 1.00) and A2+ level participants (M = 4.50, SD = .90; t (211) = -1.409, p = .16) in Vision. The magnitude of the mean differences (mean difference = -.187, 95% CI: -.44 to .07) was moderate (eta squared = .009).

RQ4- What are the participants' levels of L2 Motivation?

Another important component of the instrument was L2 Motivation and its variables. There were mainly four different variables which are "Ideal L2 self",

"Ought-to L2 self", "Language learning experience" and "Intended Effort". For these variables, the means and standard deviations were shown below.

Table 13

Gender-based Descriptive Statistics for L2 Motivation Variables

	Male			Female			Total		
	N	M	SD	N	M	SD	N	M	SD
Ideal L2 Self	115	4.57	1.03	114	4.72	1.06	229	4.64	1.05
Ought-to L2 Self	115	3.51	1.01	114	3.45	.95	229	3.48	.98
Language Learning Experience	115	3.49	1.16	114	4.03	1.08	229	3.76	1.15
Intended Effort	115	3.76	.979	114	4.15	.927	229	3.95	.971

The descriptive statistics for scrutinizing the level of the participants' L2 motivation demonstrated that the scores of the male participants' Ideal L2 self ($M = 4.57$, $SD = 1.03$) were less than the scores of the female participants' Ideal L2 self ($M = 4.57$, $SD = 1.03$), totally equaling to $M = 4.64$, $SD = 1.05$ for all the participants. As for the Ought-to L2 Self levels, male participants ($M = 3.51$, $SD = 1.01$) showed slightly high scores than female participants ($M = 3.45$, $SD = .958$), which in total was calculated as $M = 3.48$, $SD = .986$ for all participants. Female participants ($M = 4.03$, $SD = 1.08$) outscored male participants ($M = 3.49$, $SD = 1.16$) in the level of Language learning experience, totally calculated as $M = 3.76$, $SD = 1.15$ for the whole group. About the last variable, female participants ($M = 4.15$, $SD = .927$) had higher scores than their male counterparts ($M = 3.76$, $SD = .979$) in terms of Intended effort, about which the whole group's scores were $M = 3.95$, $SD = .971$.

RQ5 - Is there a relationship among the Vision variables, L2 motivation variables and WTC inside and outside the classroom variables?

There were nine variables in the study. For understanding the relationships among these variables, a Pearson product-moment correlation coefficient was conducted.

Table 14

Pearson Product Correlations for All the Variables

Variables	1	2	3	4	5	6	7	8	9
1.WTC inside	1								
2.WTC outside	.500**	1							
3.Int.Travelling	.133	.278**	1						
4.Ideal L2 Self	.377**	.423**	.576**	1					
5.Ought-to L2 self	.067	.078	.126	.111	1				
6.Language Learning Experience	.390**	.382**	.307**	.387**	.183**	1			
7.Intended Effort	.343**	.344**	.311**	.347**	.236**	.666**	1		
8.Vividness of Imagery	.316**	.358**	.408**	.682**	.134	.394**	.464**	1	
9.Ease of Using Imagery	.308**	.415**	.415**	.649**	.118	.284**	.339**	.760**	1

** p < .001 (2-tailed)

Preliminary assumptions were checked and no violations were detected. According to the results of the Pearson product-moment correlation coefficient, the WTC inside the classroom correlated significantly and positively with WTC outside (r = .500 p < .001), Ease of Using Imagery (r = .500 p < .001) with a large effect size both explaining %25 of variance, Language learning experience (r = .390 p < .001) which presented a medium effect size and appeared to explain %15 of variance, Ideal L2 Self (r = .377 p < .001) which presented medium effect size and appeared to explain %14 of variance, Intended Effort (r = .343 p < .001) which presented medium effect size appeared to explain %11 of variance, and Vividness of Imagery (r = .316 p < .001) which presented effect size explaining %9 of

variance. It can be clearly said that WTC inside the classroom and Ease of Using imagery collerated most with WTC outside the classroom indicated which presented effect size (r = .500 p < .001) appeared to explain %25 of variance. WTC outside the classroom also had significant positive correlations some of the variables which were Ideal L2 self (r = .423 p < .001) which presented medium effect size appeared to explain %17 of variance, Ease of Using Imagery (r = .415 p < .001) which presented medium effect size appeared to explain %17 of variance, Language learning experience (r = .382 p < .001) which presented medium effect size appeared to explain %14 of variance, Vividness of Imagery (r = .358 p < .001) which presented medium effect size appeared to explain %12 of variance, Intended effort (r = .344 p < .001) which presented medium effect size appeared to explain %11 of variance and International Travelling (r = .278 p < .001) which presented small effect size appeared to explain %6 of variance. According to the results of the correlation analysis, it was seen that WTC outside correlated with Ideal L2 Self most. International travelling was also an effective variable which was correlated significantly and positively with Ideal L2 self (r = .576 p < .001) which presented large effect size appeared to explain %33 of variance, Ease of using imagery (r = .415 p < .001) which presented medium effect size appeared to explain %17 of variance, Vividness of Imagery (r = .408 p < .001) which presented medium effect size appeared to explain %16 of variance, Intended Effort (r = .311 p < .001) which presented medium effect size appeared to explain %9 of variance, and Language learning experience (r = .307 p < .001) which presented medium effect size appeared to explain %9 of variance. WTC variables were correlated significantly and positively with most of the variables according to the results of the correlation analysis.

As for the L2 motivation variables, Ideal L2 self was positively correlated with Vividness of imagery (r = .682 p < .001) which presented large effect size appeared to explain %46 of variance, Ease of using imagery (r = .649 p < .001) which presented large effect size appeared to explain %42 of variance, Language learning experience (r = .387 p < .001) which presented medium effect size appeared to explain %14 of variance and Intended effort (r = .347 p < .001) which presented medium effect size appeared to explain %12 of variance at a significant

level. Ought-to L2 Self had also positive and significant correlations with Language learning experience ($r = .343$ p $<$ .001) which presented medium effect size appeared to explain %11 of variance and Intended effort ($r = .236$ p $<$ .001) which presented low effect size appeared to explain %5 of variance. Language learning experience additionally was significantly and positively correlated with Intended effort ($r = .666$ p $<$ .001) which presented large effect size appeared to explain %44 of variance, Vividness of imagery ($r = .394$ p $<$ .001) which presented medium effect size appeared to explain %15 of variance, and Ease of using imagery ($r = .284$ p $<$ .001) which presented low effect size appeared to explain %8 of variance and it was seen that Intended effort had positive correlations with Vividness of imagery ($r = .464$ p $<$ .001) which presented medium effect size appeared to explain %21 of variance and Ease of using imagery ($r = .339$ p $<$ .001) which presented medium effect size appeared to explain %11 of variance at a significant level.

As for the vision variables which were Vividness of imagery and Ease of using imagery, it was noted that they both were significantly and positively correlated with all of the variables, which can be seen above, except for Ought-to L2 self.

RQ6- What are the predictors of WTC inside and WTC outside the classroom?

The study included many variables which have correlations with each other. The study aimed to scrutinize the influence of vision and related motivational variables on learners' WTC. That's why, standard multiple regression analysis was conducted to understand the best predictor of WTC inside the classroom and WTC outside the classroom separately. Before the regression, the data was checked for the preliminary assumptions. Q-Q plots and scatterplots were obtained and the data seemed normal. There were seven variables included in the model which are Ideal L2 self, Ought-to L2 self, Language learning experience, Intended effort, WTC outside the classroom, International travelling, and Vision as the predictors of the WTC inside the classroom. For detecting the outliers in the data, Mahalonobis distances were computed and 4 outliers were removed out of 213 participants. "Multicollinearity exists when the independent variables are highly

correlated (*r* = .9 and above)" (Pallant, 2013, p. 151); therefore, the variables in the model were checked and the correlation coefficients of the variables were quite satisfying which meant that they were not violating this assumption. Then, a standard multiple regression analysis was firstly employed for WTC inside the classroom.

Table 15

Standard Multiple Regression Analysis of WTC Inside the Classroom

Model	F	df	p	R2	Adj. R2
	15.064	208	.000	.344	.321

According to the results of the multiple regression analysis (Table 15), the variables used in the model explained 34% of variance (R^2 = .344) in the WTC inside the classroom, *F* (1, 208) = 15.06, *p* = .000. Unique contributions of the variables to the model was shown in the table below.

Table 16

Predictors of WTC Inside the Classroom

Predictors	Standardized Coefficient β	t	p	Correlations		
				Zero-order	Partial	Part
WTC outside	.391	5.718	.000	.506	.374	.327
Ideal L2-self	.203	2.159	.032	.381	.151	.123
International Travelling	-.189	-2.615	.010	.169	-.181	-.149
Ought-to L2 Self	-.011	-.181	.857	.066	-.013	-.010
Language Learning Experience	.159	1.995	.047	.390	.139	.114
Intended Effort	.123	1.510	.133	.355	.106	.086
Vision	-.012	-.133	.894	.362	-.009	-.008

The results suggested that the WTC outside (β = .391, t = 5.718, p = .00), Ideal L2 self (β =. 203, t = 2.159, p =. 032), International travelling (β = -.189, t = -2.615, p =. 010), and Language learning experience (β = .159, t = 1.995, p =. 047) were found to be predictors of WTC inside the classroom.

When uniquely inspecting by analyzing semi-partial correlation coefficients, the results demonstrated that WTC outside predicted 10.69% of variance in the WTC inside the classroom on its own. This rate was 1.5 % of variance for Ideal L2 self, 2.2% of variance for International travelling, and 1.2% of variance for Language learning experience. All the variables predicted as stated above 34% of variance in the WTC inside the classroom by "each and shared" values together as Pallant (2013) explains.

Another multiple regression analysis was computed for the WTC outside the classroom. The data was checked for the normality, linearity and homoscedasticity to ensure no violation of the assumptions about the multiple regression. After obtaining the Mahalonobis distances, 4 outliers were removed from the data. Then, the same variables used in the previous analysis were included in the model to predict the WTC outside the classroom. The correlation coefficients of the variables were suitable for not having a multicollinearity among the variables. By this way, the analysis showed important implications about the WTC inside and outside the classroom under the influence of the same variables.

Table 17

Standard Multiple Regression Analysis of WTC Outside the Classroom

Model	F	df	p	R2	Adj. R2
	19.176	208	.000	.400	.380

According to the results of analysis, the variables used in the model explained 40% of variance (R^2 = .400) in the WTC outside the classroom F (1, 208) = 19.17, p = .000. The unique contributions of the variables to the model was shown in the table below.

Table 18

Predictors of WTC Outside the Classroom

Predictors	Standardized Coefficient β	t	p	Correlations		
				Zero-order	Partial	Part
WTC inside	.358	5.718	.000	.506	.374	.312
Ideal L2-self	.058	.640	.523	.478	.045	.035
International Travelling	.166	2.393	.018	.374	.166	.131
Ought-to L2 Self	-.031	-.557	.578	.051	-.039	-.030
Language Learning Experience	.064	.834	.405	.351	.059	.046
Intended Effort	-. 036	-.458	.647	.318	-.032	-.025
Vision	.243	2.926	.004	.494	.202	.160

The multiple regression analysis clearly indicated that the WTC inside the classroom ($\beta = .358, t = 5.718, p = .00$), International travelling ($\beta = .166, t = 2.393, p = .018$) and Vision ($\beta = .243, t = 2.926, p = .004$) predicted the WTC outside the classroom at a significant level.

A more detailed investigation into the variables showed that WTC outside the classroom was predicted mostly by the WTC inside the classroom (9.7% of variance), then by Vision (2.56% of variance) and lastly by International travelling

(1.71 of variance). However, all the variables "each and shared", predict 40% of variance in the WTC outside the classroom.

From the regression analysis conducted for WTC inside and outside the classroom separately, there were two different models, and in the first model, it was demonstrated that the WTC inside the classroom was predicted by Ideal L2 self, WTC outside the classroom, Language learning experience and International travelling. However, in the second model which was also conducted under the same conditions, the WTC outside the classroom was found to be predictors of WTC inside the classroom, International travelling and Vision.

Chapter 5

Discussion

WTC inside and outside the classroom in the Turkish context

The paradigm shift from WTC in L1 to WTC in L2 brought a lot of new approaches to the WTC studies. The scope of the research was changed in WTC in an EFL context and WTC in an ESL context. Especially the studies in Chinese, Japanese or Polish EFL contexts showed important results in terms of differentiating WTC in ESL from WTC in EFL context.

In almost all EFL contexts as in the Turkish one, the learners are mostly exposed to target language only in the classroom environment. The learners rarely speak L2 outside the classroom. Therefore, an important distinction of WTC studies has also been done as WTC inside and outside the classroom about the contexts like Turkey. Rather than focusing on the communication outside the classroom, the classroom environment started to be taken into the consideration because it was the communication context for most of the EFL learners. In such studies, classroom environment was an important element found to be affecting the WTC in some studies (Başöz & Erten, 2018; Cao & Philp, 2006; Cao, 2011; de Saint Leger & Storch, 2011; Khajavy et al., 2016; Peng &Woodrow, 2010). In the same vein as previous studies, one of the most crucial results of this study was its contribution to classroom WTC and the different level of WTC between WTC inside the classroom and WTC outside the classroom in Turkish EFL context.

The findings of the current study suggested that the university level English learners have high mean scores for WTC both inside and outside the classroom which echo with the previous studies done in Turkish context (e.g. Bektaş-Çetinkaya, 2005; Öz et al., 2014; Özaslan 2016; Şener 2014). Although the scales that were used for measuring the WTC level of the participants, and the contexts of the universities were different, the results consistently suggested that the students have a moderate to high level of L2 WTC in Turkish context. The current study's result of high level of WTC among the participants also corroborated the findings of Ghoonsoly et al., (2012) in the Iranian context, Liu and Jackson (2008), Peng (2015) in Chinese context and Denies et al. (2015) in Belgium contexts. Findings also echo the results of studies conducted in Turkish context such as

Şener (2014) and Başöz and Erten (2018) and indicated that the university students in Turkey have higher scores in WTC outside the classroom when compared to their scores on WTC inside the classroom. Based on the statistical analysis, this study revealed that WTC inside and WTC outside the classroom were significantly different. The statistically different scores for WTC inside and outside the classroom can be discussed in terms of the dynamics of a language classroom. Classroom environment is attributed many more specifications especially from an ecological perspective which was defined by van Lier (2010):

> "An ecological approach aims to look at the learning process, the actions and activities of teachers and learners, the multilayered nature of interaction and language use, in all their complexity and as a network of interdependencies among all the elements in the setting, not only at the social level, but also at the physical and symbolic level" (p.3).

As it could be inferred, inside the classroom is quite different than outside the classroom. Although the scores of the students were quite high for WTC inside the classroom (*Mean* =4.14), the statistical difference from WTC outside the classroom scores should be noted and discussed. In this study, the higher levels of the students on WTC outside the classroom than their levels on WTC inside the classroom may also be attributed to the complexity of the classroom environment itself. The topic, task type, interlocutor, teacher, and class interactional pattern which is about the size of the classroom like group or whole-class etc. in a classroom environment were found to be effective in the WTC levels of the students (Cao, 2011). The language learning environment for many learners including the current study's participants do engage these kinds of considerations because the language learning and its practice takes place through interaction. Environmental antecedents of a classroom have also an effect on the dynamically changing aspect of WTC (Cao, 2014). In a language classroom, these dynamics are affected by the context which can be changed by moment-to moment interactions of all the elements in the environment (Peng & Woodrow, 2010). These interactions may make the environment uncomfortable for the participants of this study. For example; the students in a whole-class interaction did not want to take participate in the communication, because they feared of speaking ungrammatically or answering incorrectly in front of the other students, and

accordingly their anxiety level hiked while their WTC decreased (Cao, 2011). Anxiety, in such a circumstance, may have an adverse effect on the students' oral communication (Woodrow, 2006), which can directly be associated with the WTC levels of the students. Apart from this, even the best communicative activities in a classroom environment should not be very long because the students will get bored and tired which can result in low WTC (Mystkowska-Wiertelak & Pawlak, 2014). All of these reasons could be a good explanation of Turkish university students' lower level of WTC inside the classroom than outside the classroom since they may feel these types of pressure in the classroom environment. They can be influenced by their interlocutors who are their teachers and friends if the interlocutors' attitudes toward making mistake or tolerance are negative. They may lack some language skills which can also decrease their WTC inside the classroom because of their fear of making mistake. They may have high anxiety if they are talking to a crowded group. However, these considerations in regards with outside the classroom are more limited. The students may have less concerns like whole-class interaction, stage fear, teacher pressure or increased anxiety outside the classroom and they may interact with the other people on any topic which they can advance outside the classroom. Especially, when the context of the students in this study is considered, it can be claimed that they have an intercultural environment in which there are many students from different countries and the common point is to learn English. They may find speaking with these foreign students outside the classroom more authentic rather than the conversations they make with their Turkish friends inside the classroom. Therefore, they may feel freer and be more willing to communicate when talking to a friend or an acquaintance outside the classroom.

Simply put, the higher scores of the participants on WTC outside the classroom than their scores on WTC inside the classroom can be discussed in terms of the classroom environment and its anxiety-provoking situation. The students may feel more comfortable and they can get rid of this anxiety-provoking environment when they are outside the classroom and this, in result, may have an increasing effect on their WTC.

The predictors of WTC inside and outside the classroom in Turkish context

The studies on willingness to communicate earlier focused on its trait-like predisposition related to the native language. That is, WTC was regarded to be a stable feature which was consistent through various occasions and different times (MacIntyre,1994). Many prominent researches (e.g. MacIntyre,1994; McCroskey & Baer, 1985; McCroskey & Richmond, 1990; McCroskey, 1992;) were done to investigate the trait-like feature of WTC in native language environment. However, in the following years, the WTC was conceptualized under the second language framework and the studies for WTC in L1 and WTC in L2 reached noteworthy results. The WTC in L2 was predicted by the perceived communication ability in L2, the opportunity to use L2, and low communication apprehension (MacIntyre & Charos, 1996) and these results also showed that WTC as a construct had a good adaptation to the second language context (MacIntyre & Charos, 1996) along with contribution of related researches to this phenomenon (Baker & MacIntyre, 2000; Donovan & MacIntyre, 2004; Lu & Hsu, 2008). As a result of these observable ideas changing sharply in time about the WTC, the predictors of WTC were investigated by many researchers and the results for this aim yielded different findings. The most important findings for the prediction of WTC were perceived communication confidence (Hashimoto, 2002; MacIntyre, 1994; MacIntyre & Charos, 1996; Peng & Woodrow, 2010; Yashima et al., 2004; Yu, 2011), communication apprehension (MacIntyre,1994; MacIntyre et al.,1999; McCroskey & Richmond, 1990), L2 self-confidence (Ghoonsoly et al., 2012), international community and international posture (Ghoonsooly et al., 2012; Yashima, 2002), motivation (Hashimoto, 2002; MacIntyre et al., 2003; Peng, 2007; Yashima, 2002), classroom environment (Cao, 2011; Cao & Philp, 2006; MacIntyre & Doucette, 2010; Mystkowkska-Wiertelak & Pawlak, 2016; Peng & Woodrow, 2010). In the Turkish context, the predictors of the WTC was found in different studies as attitudes toward international community (Asmalı, 2016; Bektaş-Çetinkaya, 2005), perceived linguistic self-confidence (Asmalı, 2016; Bektaş-Çetinkaya, 2005; Şener, 2014), perceived communication apprehension and self-perceieved communication competence (Öz et al., 2014), motivation (Asmalı, 2016; Başöz & Erten, 2018), ideal L2 self (Kanat-Mutluoglu, 2016), imagery capacity (vision) (Başöz & Erten, 2018). Ideal L2 self and WTC in some other studies were found to

be correlated strongly (Başöz & Erten, 2018; Bursalı & Öz, 2017). These results showed that the predictors of WTC have been changing in different contexts. That is, these results reveal the fact that WTC should be examined from different aspects because the results of a context (i.e. ESL context) may not be feasible with another (i.e. EFL context) (Öz et al., 2014). The current study's results related to the prediction of WTC inside and outside the classroom may contribute to the existing literature above.

This study's main focus was the effect of the vision/imagery capacity on learners' WTC and to examine the predictors of WTC. There were nine variables to investigate the predictors of WTC. The results were obtained by separating the WTC construct into two: WTC inside the classroom and WTC outside the classroom because as Peng (2013) suggested that the scale used in this study is multifaceted, which differentiates WTC inside and outside the classroom. The current study, from this perspective, contributed to the literature in terms of its differentiating approach towards WTC inside the classroom and WTC outside the classroom, because there were different results for the predictors of WTC inside the classroom and WTC outside the classroom. In Turkish context, WTC inside and outside the classroom were investigated by Şener (2014) and her study's results showed that WTC inside the classroom and WTC outside the classroom was mostly predicted by self-confidence. WTC outside the classroom was also affected by anxiety, attitude, and motivation. The current study's results were in a different position from Şener's results (2014). Another study in Turkish context was conducted by Başöz (2018) and her results suggested that WTC inside the classroom was mostly affected by L2 motivation, imagery capacity and L2 learning experience and WTC outside the classroom was mostly affected by L2 motivation through the mediation of ideal L2 self and imagery capacity. The qualitative results for Başöz (2018)'s study indicated that the participants' WTC was influenced by the classroom environmental factors and the current study's results echoed with Başöz's study (2018).

Both constructs were investigated through multiple regression analysis and the results were quite interesting, because the predictors of WTC inside the classroom and WTC outside the classroom were different although all the variables in two models were the same. According to the results of this study,

WTC inside the classroom was predicted by WTC outside the classroom, ideal L2 self, language learning experience and international travelling. WTC outside the classroom was predicted by WTC inside the classroom, international travelling and vision. The common predictors for each model will be discussed below.

WTC inside the classroom and WTC outside the classroom were predicted mostly by each other. This result suggests that the students who feel confident and willing to speak inside the classroom may also be identified to speak willingly outside the classroom. The safe classroom environment may also be a reason for the practices of the real communication outside the classroom (MacIntyre & Doucette, 2010). The students who express themselves outside the classroom willingly may need new classroom activities for developing their communicative abilities in the daily conversations and this may have an effect on their motivation to express themselves inside the classroom. Therefore; it can be claimed that the Turkish students' WTC inside and outside the classroom are interconnected.

Another common predictor of WTC inside and outside the classroom was international travelling even if the variance rate of contribution was low. The items related to this variable were about learning English to travel internationally at present or in the future. International travelling can also be attributed to international posture (Yashima, 2002, p.57) which is composed of four main constructs: "the intercultural friendship orientations in learning English, interest in international vocation/activities, interest in foreign affairs, intergroup approach". As a part of international posture, international travelling was added to the model and its results were worth attention. The results indicated that travelling was one of the important reasons to learn English for Turkish students, because the means were quite high for this variable and it predicted both WTC inside and outside the classroom. The travelling was also detected to be correlated with some skills-based (reading, comprehension, speaking etc.) WTC in the previous studies (e.g. MacIntyre et al, 2001). According to this result, it can be inferred that the Turkish students inside and outside the classroom may feel themselves comfortable at practicing the language that they want to use while travelling. Because travelling is an important phenomenon for them, they might want to be more enthusiastic in terms of communicating in and out of the classroom to reach their travelling purposes. From vision and ideal L2 Self perspective, an explanation may be that

the students use imagery scenes while they are travelling and these dreams may make them feel more motivated to use the language in their actual learning process, resulting in a high WTC inside and outside the classroom.

One of the different results between WTC inside and outside the classroom were obtained from the variable: "Language learning experience". The results showed that language learning experience predicted WTC inside the classroom while it did not predict WTC outside the classroom and this result supported the findings of Başöz's study (2018). This result was an expected one that the language learning experience does not predict WTC outside the classroom, because language learning experience is basically related to what is happening in the learning process (i.e. classroom context). Language learning experience in L2 motivational self-system was defined as "situation-specific motives related to the immediate learning environment and experience" (Dörnyei, 2005, p.106). As stated in the literature review, these experiences concern about the actual learning processes and learning environment in which there are many different interactions among the teacher, the curriculum, the school, the friends and the experience of success (Dörnyei, 2009; Dörnyei, 2014; Dörnyei & Ryan, 2015). The classroom environment has many different dimensions and especially from an ecological perspective (van Lier, 2000), all the things in the classroom may have an effect on the students. As an important point, it can be asserted that the students in Turkish context may feel the pressure of the classroom environment and their WTC inside the classroom may decrease, however, language learning experience may not have such an effect on WTC outside the classroom, because there is not such a concern for the students when they are outside the classroom. In the classroom environment, the students have to deal with many factors. Especially, topic, interlocutors, group size, classroom dynamics may have an effect on their WTC inside the classroom (Cao, 2011; Başöz, 2018). For example; if they are talking about a content which they do not know, they may feel unwilling to communicate. The teacher may be regarded as an authority figure and the students may feel being evaluated over their actions which may result in a less communicative environment for the students. Even the nature of the classroom, like whether it is noisy or silent, can have an effect on the student's WTC inside the classroom (Başöz, 2018). The task types of the classroom were also found to have an effect

on the participation in speaking classes (Erten & Altay, 2009). For example, the students showed more collaborative and communicative attitudes while they were doing a task-based activity rather than topic-based activities which generally includes whole-class participation. For all these reasons, the language learning experience and the students' surroundings may be regarded as influential in their WTC inside the classroom which can be asserted according to results of this study.

As an important result, this study revealed that the vision/imagery capacity of the students have an effect on their WTC outside the classroom and it was found as a predictor of WTC outside the classroom. This is worth attention because there are few studies which directly focused on vision and its effect on WTC inside and outside the classroom. Vision was defined by Muir and Dörnyei (2013, p.357) as "the mental representation of the sensory experience of a future goal state". It is a well-known fact that the possible selves theory (Markus & Nurius, 1986) was regarded as a theoretical base for L2 motivational self-system including ideal L2 self and ought-to L2 self as future self-guides and vision, because "possible selves are similar to dreams and visions about oneself" (Dörnyei, 2014, p. 10). Therefore, Ideal L2 self and vision can be regarded as two constructs which are quite connected to each other based on the results showing that they both had an effect on the WTC. In the earlier studies, vision was a predictor of Ideal L2 self (Demir-Ayaz & Erten, 2017). Ideal L2 self refers to language learning dreams of the students (Kanat-Mutluoglu, 2016) and in the same way, it can also be claimed that having a clear vision helps the visualization of the ideal L2 self. Başöz (2018) found imagery capacity as the predictor of both inside and outside WTC, and imagery capacity had direct and indirect effect on both construct through Ideal L2 self. However, this study's results have shown that the vision has a predictive role on just WTC outside the classroom.

Ideal L2 Self predicted WTC inside the classroom according to the results of this study. The previous studies have also shown strong correlations between ideal L2 self and WTC in addition to that ideal L2 self was also a predictor of WTC (Başöz, 2018; Bursalı &Öz; 2017; Kanat-Mutluoglu, 2016; Öz, 2016; Öz et al., 2014). The present study's results were consistent with the previous studies in the Turkish context. This study's results also revealed that ideal L2 self and vision

were highly correlated, which echoed the previous research in the field focusing on visual style, imagery capacity and future L2 self-guides (Al Shehri, 2009; Demir-Ayaz & Erten, 2016; Kim, 2009; Kim & Kim, 2011). All in all, it may be claimed that, because the learners' ability to express themselves in an L2 can be seen as the most important aim of learning an L2 (Pawlak & Mystkowska-Wiertelak, 2015), the learners' ideal L2 self and their vision about learning an L2 may lead to a triggering effect on their communicative behavior in that specific language which is WTC in this context. The vision as a part of imagery capacity can function like a mediator to dream in the mind about what can be happening at specific desirable level which is framed by the Ideal L2 self and this may shape the communicative behavior outside and inside the classroom.

Chapter 6

Conclusion and Suggestions

Summary of the Study

The present study's aim was to scrutinize whether there was any effect of the vision on language learners' WTC. The study regarded WTC as constituting two different constructs, namely, WTC inside the classroom and WTC outside the classroom. These both constructs were aimed to be examined deeply to understand what their predictors were. The study scrutinized some important possible relationships among WTC, vision and L2 motivation components which were Ideal L2 self, Ought-to L2 self, language learning experience and intended effort as effect of L2 motivational constructs on the behavioral intentions. The study also aimed to explore the university level English learners' tendencies related with language learning vision, WTC inside and outside the classroom and their L2 motivational dispositions in Turkish context. By focusing on WTC and its predictors inside and outside the classroom, this one targeted to postulate new ideas about what can be done for the language learners in Turkey to have more enthusiasm and willingness in communicative settings from a pedagogical perspective. With the purpose of contributing to the literature, this study took vision, examined in the L2 motivational studies, into consideration in regards with WTC constructs.

The study was designed in a quantitative perspective. There was a composite instrument set which was composed of a questionnaire and a scale. The questionnaire adapted from You et al. (2016) consisted of 36 items in a six-point Likert-scale. The scale was adapted from Yashima (2009) in Japan and validated by Peng (2013) in Chinese context and it included 7 items in a six-point Likert- scale type. The data were collected from Hacettepe University School of Foreign Languages (English Department), after getting consent from the authors of the instruments. By employing a convenience sampling method, the instruments were given to 229 English preparatory school students who were from different faculties, proficiency levels and backgrounds, which provided a more homogenous sample. Following data collection, the data was entered into SPSS 25. The data was checked for normality and linearity to decide on whether to use parametric or

non-parametric tests. It was analyzed through parametric tests, based on the Q-Q plots. For the first, third and fourth research questions, the descriptive statistics were conducted. A paired-samples t-test was conducted for the first research question. For the third research question, MANOVA was employed for the vision variables to examine any possible gender and proficiency-level differences and independent samples t-tests were conducted for overall vision scores for the participants' gender and proficiency levels. To investigate the possible relationships of the variables, Pearson Product correlation-coefficients were calculated and based on the correlations, standard multiple regression analyses were done for examining the predictors of the WTC inside and outside the classroom. The main results of the study are summarized in a nutshell as in the following;

1. The first and second research question aimed to examine the WTC levels of the participants and whether participants' WTC inside the classroom and WTC outside the classroom were significantly different. The results suggested that both of their WTC scores were high and a statistically significant difference between WTC inside and outside the classroom was found. The participants' WTC outside the classroom scores were statistically higher than their WTC inside the classroom scores. In the second question, MANOVA and independent samples t-tests scores indicated that the university level students' scores for WTC inside and outside the classroom in Turkish context were not different in terms of their gender and their proficiency levels.

2. The third research question's purpose was to investigate the Vision /Imagery capacity of the participants. The results suggested that the Turkish university level English learners have a high level of language learning vision and imagery capacity. Additionally, there was no gender or proficiency level differences detected in terms of Vision variables at a significant level.

3. The fifth research question targeted to scrutinize the relationships among WTC inside the classroom, WTC outside the classroom, ideal L2 self, ought-to L2 self, language learning experience, intended effort, vividness of imagery, ease of using imagery and international travelling.

The main results revealed that WTC inside the classroom had correlations with all of the variables except for international travelling and ought-to L2 self; WTC outside the classroom and vision-related variables also correlated with all of the variables except for ought-to L2 Self.

4. The regression analysis for WTC inside and outside the classroom suggested different results. WTC inside the classroom was predicted by WTC outside the classroom, ideal L2 Self, international travelling, and language learning experience. However, WTC outside the classroom was predicted by WTC inside the classroom, international travelling and vision.

Conclusions

This study was conducted to investigate the influences of different variables on WTC in and out of the classroom. These variables were ideal L2 self, ought-to L2 self, language learning experience, intended effort, international travelling, and vision. The results were quite worth attention. WTC was investigated by many different researchers in various contexts. The research done in an EFL setting and in an ESL setting can be different than each other because in an ESL environment, the learners can use their L2 inside and outside the classroom; however, in an EFL environment, the learners may not have the opportunity to use their L2 outside the classroom. This study, from an EFL perspective, concluded that the university level English learners in *Turkish EFL context* have high levels of WTC inside and outside the classroom. However, it was seen that the students' level of WTC outside the classroom was significantly higher than their level of WTC inside the classroom. According to the results of this study, WTC inside and outside the classroom in Turkish EFL context are different from each other. Their predictors are different. WTC inside the classroom were predicted by Ideal L2 self, international travelling, WTC outside the classroom and language learning experience. However, WTC outside the classroom were predicted by vision, international travelling and WTC inside the classroom. As an important conclusion of this study, vision was included in a WTC model in an EFL context by the contributions of this study and it was indicated that as a recent motivational

construct, vision had an important role in predicting the WTC outside the classroom.

Pedagogical Implications

This study provides some important pedagogical implications for all the components (teachers, researchers, teacher educators etc.) in the language teaching field. It was found that language learning experience predicted WTC inside the classroom, while it did not predict the WTC outside the classroom. As a predictor of WTC inside the classroom, language learning experience of the students had important messages for educationalists. Language learning experience encompasses all the factors surrounding the learning process of the students like teacher, classroom, friend, curriculum, and etc. In the literature, It was revealed that the classroom environment may be a blockage for the students' communicative behaviors and it may be an anxiety-provoking environment. Especially, the students' speaking problems related to language proficiency, content knowledge and classroom climate suggested by Güney's study (2010) conducted in the Turkish context may also be the reasons why they have a lower level of willingness to communicate in a classroom environment. The students may regard themselves inadequate in terms of language proficiency so they may want to remain silent. In case of such a situation, the teachers and instructors in the classroom should be the mediators and providers of a safe environment in which the students can make mistakes and communicate freely without any dyadic pressure. The teachers should be tolerant and give positive feedback to the students who make mistakes because of poor language proficiency. This will provide the students to be more active in the conversations. The students may want to remain silent because they do not know the content knowledge. Therefore, the teachers can conduct pre-speaking activities in which there is adequate amount of information about the subject they will be speaking about, to make the content more familiar to the students. If the students have an idea about what they will be talking, they may show more WTC in the classroom. The teachers should use scaffolding activities to make the classroom environment more facilitative and effective. They should bring the classroom authentic materials and interesting content that the student may be intrigued to speak about. The teachers' attitudes

are very important factor for a safe classroom environment. They may want to give positive and corrective feedback rather than harsh criticisms on the student's speaking-related mistakes. They should be tolerant, humanistic, encouraging, and helpful so that the students may feel comfortable, secure and wiling to communicate when they are in the classroom.

Ideal L2 self and vision were revealed as the predictors of WTC which means that the students who have clear visualizations of their Ideal L2 selves may also show more WTC inside or outside the classroom. Therefore, the teachers should help the students visualize themselves speaking in L2 by bringing real-life circumstances into the classroom environment. This will provide the students to practice what will happen in real-life in the classroom environment, and because the students may want to be ready for the real-life experiences related to their L2 learning, they may be more enthusiastic to engage and participate in the classroom by the help of these practices. The teacher should help the students create ideal L2 selves by setting goals, introducing the famous or the idols, and giving examples of the people who have been through the same processes. Besides, the teachers can also vision enhancement techniques by which the students have a cleaner language learning visions. The teachers can, for example, invite native people into the classroom and this can help the students create an ideal person to visualize and imagine in their minds. Therefore, the students may have more motivation to speak L2 like them and dream about becoming like them which, in result, improves their WTC.

This study showed that the WTC inside and outside the classroom were predicted by each other. According to this result, it may be claimed that the students having a high level of WTC inside the classroom can also have a high level of WTC outside the classroom. This has an important implication related to curriculum designing and language program. The curriculum or the language program should be designed for the students' real-life needs so that they can find "outside the classroom interactions" in the classroom. That is, students should be provided real communication which happens in their daily lives inside the classroom with slips of tongues, fillers, backchannels, etc. The materials designed for practice inside the classroom should not be deprived of real communication tools, rather they should include all kinds of communication strategies. By this

way, the students will understand that if they can make mistakes and have fillers or wait-times in, for example, reading passages or speaking activities, they can also use these communication strategies while talking with other people in their daily lives which may increase their WTC outside the classroom because they will learn them and they will be aware of sustaining communication effectively.

According to the results of this study, one of the crucial reasons why the university level students in Turkey learn English was that they want to travel internationally and use L2 for this purpose. International travelling was also found to be an important factor which predicts both WTC inside the classroom and WTC outside the classroom. Therefore, the teachers or the principals can encourage the students by organizing overseas trips so that the students can use their L2 while travelling and get acquainted with the culture of their L2.

Methodological Implications

This study was designed in a quantitative perspective. The data was collected through a questionnaire adapted from Peng (2013) and You et al. (2016) in China. Accordingly, the instrument may be inadequate to explain the case in Turkish EFL context. This problem can be handled by using a data-driven and well-established scale which is specifically designed for Turkish context rather than adopting a theory-driven scale developed in different context. The sample included 229 university level students for this study. However, in order to have more generalizable and reliable results, the sample size can be increased. Besides, the sample can be enriched by the participation of primary, secondary school students or adults, not just university level students.

The most important problem of WTC studies lies in ignorance of its dynamic feature. Many research studies conducted in the field elicited results by employing quantitative research design or qualitative research design by the help of interviews. This kind of methodology is based on self-reports of the participants which shows trait aspect of WTC. However, the participants may be performing wholly different things than what they claim in the interviews or questionnaires. Therefore, the data should be firstly qualitative rather than quantitative. However, interviews as a source of qualitative data also have this potential. This potential

can be removed by observations of the classroom environment to get instant information about the participants' WTC. Another option can be collecting more interactional data in which the students score about their WTC during a conversation or classroom discussion. By this way, the researchers can have more real-life based and authentic data which reveals the actual communication behaviors of the participants. By using such a methodology, the WTC levels of the participants can be detected more thoroughly and properly.

Suggestions for further studies

This study's focus was on the WTC levels of the university level Turkish students and what constructs had predictive effect on WTC. In the regression model, there were variables which were related mostly to motivational construct. However, some emotional factors like anxiety or fear can also have an impact on the WTC levels of Turkish students. Therefore, the model can be broadened by adding emotional factors to investigate WTC.

Vision was rarely studied with WTC and this study was one of the pioneers which put forward the relationship between WTC and vision. Further studies can focus more on vision and imagery capacity's effect on students' WTC levels in different contexts like primary school students or high school students.

This study adopted a quantitative perspective; however, further studies can include purely qualitative methodology by making observations, interviews etc. or mixed methodology by using a well-established and context-specific WTC scale and conducting stimulated-recalls which corroborate the findings of an interviews or observations.

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APPENDIX-A: GÖNÜLLÜ KATILIM FORMU

…./…./…

Merhaba,

Yapacak olduğum çalışmaya gösterdiğiniz ilgi ve bana ayırdığınız zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca size ne yaptığımı anlatmayı ve bu araştırmaya katılmanız durumunda neler yapacağımızı anlatmayı amaçladım.

Bu araştırma için Hacettepe Üniversitesi Etik Komisyonu'ndan izin alınmıştır. Araştırma, *"The Effect of Vision/Imagery Capacity of the Foreign Language Learners on Their Willingness to Communicate (Yabancı Dil Öğrenen Öğrencilerin Vizyonu/Hayal Gücü ve Bunun İletişim Kurma İstekliliğine Olan Etkisi)"* başlıklı yüksek lisans tez çalışması kapsamında gerçekleştirilmektedir. Araştırma, yabancı dil öğrenen öğrencilerin dil öğrenme vizyonlarını ya da dil öğrenme ile ilgili olan hayal güçlerini ve bunun öğrencilerin iletişim kurma istekliliğine olan etkisini tespit etmek için yapılmaktadır ve Prof. Dr. İsmail Hakkı ERTEN danışmanlığında yürütülmektedir. Bu sebeple, bu ankete katılmanız ve düşüncelerinizi bildirmeniz araştırma açısından çok önemlidir.

Araştırmaya gönüllü olarak katılım esastır. Anket, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda, anketi uygulayan kişiye, anketi tamamlamadığınızı söylemek yeterli olacaktır. Verdiğiniz bilgiler kesinlikle herhangi bir üçüncü şahıs veya grupla araştırma amacı dışında paylaşılmayacak ve gizli kalacaktır. Bu bilgileri okuyup bu araştırmaya gönüllü olarak katılmanızı ve size verdiğim güvenceye dayanarak bu formu imzalamanızı rica ediyorum. Sormak istediğiniz herhangi bir durumla ilgili benimle her zaman iletişime geçebilirsiniz. Araştırma sonucu hakkında bilgi almak için iletişim bilgilerimden bana ulaşabilirsiniz. Formu okuyarak imzaladığınız için şimdiden çok teşekkür ederim.

Araştırmacı	**Sorumlu Araştırmacı**
Adı-Soyadı: Semih EKİN	Adı-Soyadı: Prof. Dr. İsmail Hakkı ERTEN
Adres: Hacettepe Üniversitesi Eğitim Eğitim	Adres: Hacettepe Üniversitesi
Fakültesi B Blok Çankaya/Ankara Çankaya/Ankara	Fakültesi B Blok
Tel: 03122978587	Tel: 03122978575
E-posta: semihekin@windowslive.com iherten@hacettepe.edu.tr	E-posta:

"Yukarıda anlatılan çalışmadan rahatsızlık hissettiğim zaman çekilebileceğimi, araştırmacıyla paylaşmış olduğum tüm kişisel bilgilerimin gizli tutulacağını ve verdiğim bilgilerin yalnızca bilimsel amaçlarla kullanılacağını anlamış bulunuyorum. Bu belgeyle, çalışmaya gönüllü olarak katılacağımı beyan ederim."

Tarih:
Katılımcı,
   Ad-Soyad:
   Adres:
   Telefon:
   E-posta:
   İmza:

YAŞ:

CİNSİYET:

FAKÜLTE-BÖLÜM:

SEVİYE: A1 ☐   **A2** ☐   **B1** ☐   **B2**   ☐ **C1**   ☐   **C2** ☐

HAZIRLIK KUR ATLAMA NOTU (EN SON) :

Yabancı Dilde İletişim Kurma İstekliliği Ölçeği

Değerli katılımcı, bu ölçekte yabancı dilde iletişim kurma istekliliği ile ilgili 7 madde bulunmaktadır.

1- HİÇ BİR ZAMAN İSTEMEM   4- BİRAZ İSTERİM

2- İSTEMEM   5- İSTERİM

3- BİRAZ İSTEMEM   6- KESİNLİKLE İSTERİM
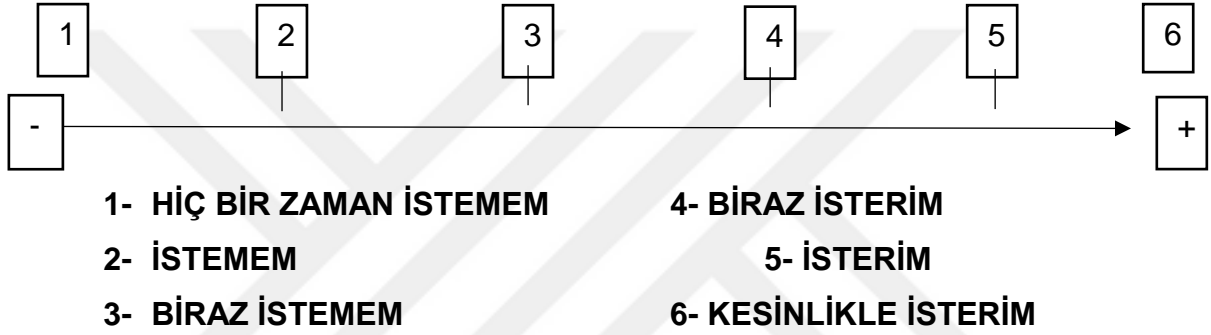
	*Aşağıda belirtilen durumlarda **İngilizce** iletişime geçmek **isteyip istemediğinizi** belirtmek için puanlama yapınız.* ***Önemli not:*** *"**YABANCI**" ifadesini Türkçe bilmeyen bir kişi olarak düşününüz.*	HİÇ BİR ZAMAN İSTEMEM	İSTEMEM	BİRAZ İSTEMEM	BİRAZ İSTERİM	İSTERİM	KESİNLİKLE İSTERİM
1	Yabancı bir <u>tanıdığını</u> sırada önünde beklerken gördüğünde.	1	2	3	4	5	6
2	İngilizce dersinde grup tartışması yapıyorken.	1	2	3	4	5	6
3	Tanımadığın yabancı insanların olduğu küçük bir grupta konuşma şansın olduğunda.	1	2	3	4	5	6
4	İngilizce dersinde serbest bir şekilde konuşma şansı verildiğinde.	1	2	3	4	5	6

5	Yabancı bir <u>arkadaşını</u> sırada önünde beklerken gördüğünde	1	2	3	4	5	6
6	İngilizce dersinde, sınıf önünde konuşma şansı verildiğinde.	1	2	3	4	5	6
7	Yabancı arkadaşlarının olduğu küçük bir grupta tartışma yapıyorken.	1	2	3	4	5	6

Dil Öğrenme Motivasyonu ve Dil Öğrenme Vizyonu Anketleri

Değerli katılımcı, bu ankette yabancı dil öğrenen öğrencilerin geleceğe yönelik dil öğrenme vizyonu, dil öğrenme motivasyonu, dil öğrenme durumları ile ilgili maddeler bulunmaktadır. Vereceğiniz bilgiler tamamen gizli kalacaktır. Katkılarınız için çok teşekkürler.

Bu ankette 73 madde bulunmaktadır. **Maddelerin kesinlikle yanlış veya doğru cevabı yoktur.**

1- HİÇ KATILMIYORUM   4- BİRAZ KATILIYORUM

2- KATILMIYORUM   5- KATILIYORUM

3- BİRAZ KATILMIYORUM   6- TAMAMEN KATILIYORUM
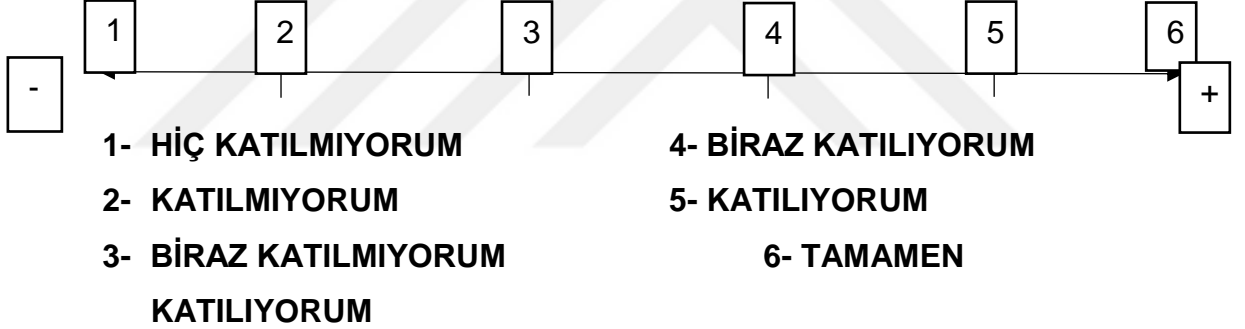
	İfadenin sizi ne kadar tanımladığını dikkate alarak, verilen derecelendirmeye göre maddelerin puanlamasını yapınız.	HİÇ KATILMIYORUM	KATILMIYORUM	BİRAZ KATILMIYORUM	BİRAZ KATILIYORUM	KATILIYORUM	TAMAMEN KATILIYORUM
1	İngilizce öğrenmek benim için önemli çünkü başka ülkelere seyahat etmek isterim.	1	2	3	4	5	6
2	İngilizce filmleri severim.	1	2	3	4	5	6
3	Ailem, eğitimli bir kişi olabilmem için İngilizce öğrenmem gerektiğine inanır.	1	2	3	4	5	6
4	Toplumun onayını kazanabilmek için İngilizce öğrenmek benim için önemlidir.	1	2	3	4	5	6
5	İngilizce öğrenmek benim için önemlidir çünkü ileriki çalışmalarımda İngilizceye ihtiyacım olacağını düşünürüm.	1	2	3	4	5	6
6	İngilizce derslerini daima iple çekerim.	1	2	3	4	5	6

7	Bence İngilizce öğrenmek, bu dili konuşanların kültürü ve sanatı hakkında daha fazla şey öğrenmek için önemlidir.	1	2	3	4	5	6
8	İngilizce öğrenmek benim için önemli çünkü yurtdışında öğrenim görmeyi planlıyorum.	1	2	3	4	5	6
9	Kendimi ilerde yabancı arkadaşlarla partilerde İngilizce konuşurken hayal edebilirim.	1	2	3	4	5	6
10	İngilizce öğrenmek zorundayım çünkü aksi halde, ailemi hayal kırıklığına uğratırım.	1	2	3	4	5	6
11	İngilizce öğrenmek benim için önemli çünkü İngilizcem olmadan çok fazla seyahat edemem.	1	2	3	4	5	6
12	İngilizce öğrenmek, arkadaşlarımın onayını kazanmak için bence önemlidir.	1	2	3	4	5	6
13	İngilizce öğrenmek benim için önemli çünkü eğer İngilizce bilirsem, diğer insanlar bana daha çok saygı duyacak.	1	2	3	4	5	6
14	İngilizce konuşulan ülkelerde yapılan TV programlarını severim.	1	2	3	4	5	6

15	İngilizce öğreniyorum çünkü yakın arkadaşlarım İngilizce öğrenmenin önemli olduğunu düşünüyor.	1	2	3	4	5	6
16	İngilizce öğrenmek, ailemin onayını kazanmam için önemlidir.	1	2	3	4	5	6
17	İngilizce konuşulan ülkelere seyahat etmek isterim.	1	2	3	4	5	6
18	Kendimi gelecekte, toplumun önünde başarılı bir şekilde konuşma yaparken hayal edebiliyorum.	1	2	3	4	5	6
19	İngilizce öğrenmek benim için önemli çünkü İngilizceden kötü notlar alsam, utanç duyarım.	1	2	3	4	5	6
20	İngilizce öğrenme sürecinden oldukça hoşlanıyorum.	1	2	3	4	5	6
21	İngilizce öğrenmek benim için, kişisel olarak önemli bir hedefi gerçekleştirmek adına önemlidir (ör. mezun olmak ya da burs kazanmak).	1	2	3	4	5	6
22	Gelecekte başarılı bir İngilizcem olmayacağını düşündüğüm zamanlarda, İngilizceye daha sıkı çalışırım.	1	2	3	4	5	6
23	İngilizce öğrenmek, öğretmenlerimin takdirini kazanmak açısından benim için önemlidir.	1	2	3	4	5	6
24	İngilizce öğrenmek benim için önemli çünkü eğer iyi derecede İngilizce öğrenirsem, hayatım değişecek.	1	2	3	4	5	6
25	İngilizceyi ilerde kullanmayı isteme sebeplerim aileminkilerle aynıdır.	1	2	3	4	5	6
26	İngilizce konuşulan ülkelerin müziklerini (ör. pop müzik) çok severim.	1	2	3	4	5	6
27	İngilizce öğrenmeyi oldukça ilginç bulurum.	1	2	3	4	5	6
28	İngilizce konuşarak yabancılarla iş yaptığım bir anı hayal edebilirim.	1	2	3	4	5	6
29	İngilizce öğreniyorum çünkü İngilizcem sayesinde yurtdışı seyahatlerimden zevk alabilirim.	1	2	3	4	5	6
30	İngilizce öğrenmek benim için gerekli çünkü İngilizce sınavlarından (ör. kur atlama, muafiyet, yeterlilik) düşük bir not almak ya da kalmak istemem.	1	2	3	4	5	6
31	Bence İngilizceye çalışırken zaman daha hızlı geçiyor.	1	2	3	4	5	6
32	İngilizcenin önemli olduğunu düşünüyorum çünkü saygı duyduğum insanlar İngilizce öğrenmem gerektiğini düşünüyor.	1	2	3	4	5	6

33	İlerde kendimi bir kafede oturmuş, fonda hafif bir müzik çalarken yabancı bir dostla kahvelerimizi içip İngilizce muhabbet ederken hayal edebiliyorum.	1	2	3	4	5	6
34	İlerde İngilizceyi başarılı bir şekilde kullanamayacağımı düşününce korkarım.	1	2	3	4	5	6
35	İngilizce öğrenirken ailemden oldukça baskı hissediyorum.	1	2	3	4	5	6
36	İngilizce öğrenmek benim için önemli çünkü gelecekte İngilizce konuşulan ülkelere seyahat etmeyi planlıyorum.	1	2	3	4	5	6
37	İngilizce dergileri, gazeteleri ve kitapları severim.	1	2	3	4	5	6
38	İngilizce öğrenmekten gerçekten zevk alırım.	1	2	3	4	5	6
39	İngilizce öğrenmek zorundayım çünkü İngilizce dersinden kalmak istemem.	1	2	3	4	5	6

40	İlerde kendimi yabancı arkadaşlarla bir konu üzerine İngilizce tartışırken hayal edebilirim.	1	2	3	4	5	6
41	İngilizce öğrenmek benim için önemli çünkü eğitimli bir insanın İngilizce konuşabilmesi gerekir.	1	2	3	4	5	6
42	İlerde İngilizceyi nasıl kullanacağımla ilgili kafamdaki imajı temelde anne babam etkilemiştir.	1	2	3	4	5	6
43	Öğretmenim bana ne yapmam gerektiğini anlattığında daha iyi anlarım.	1	2	3	4	5	6
44	İngilizce öğrenmek için oldukça fazla çaba sarf etmeye hazırım.	1	2	3	4	5	6
45	Kendimi, gelecekte ustalıkla İngilizce kullanırken hayal ettiğim zaman, genellikle hem belirgin zihinsel resimler canlandırabilir hem de bu durumlara uygun sesleri canlı bir şekilde duyabilirim.	1	2	3	4	5	6
46	Öğrenirken, öğrenmeme yardımcı olsun diye renk kodlaması yapar, renkli kalemlerden yararlanırım.	1	2	3	4	5	6
47	Kendimi, ilerde ustalıkla İngilizce kullanırken hayal ettiğim zamanlarda, genellikle kafamda o anların birkaç canlı zihinsel resmi ve/veya sesi olur.	1	2	3	4	5	6
48	Sınıfta duyduğum şeyleri, okuduğum şeylerden daha iyi hatırlarım.	1	2	3	4	5	6
49	İngilizce çalışarak çok zaman geçirmek isterim.	1	2	3	4	5	6
50	Eğer istersem, gelecekte İngilizceyi ne kadar başarılı bir şekilde kullanabildiğimi o kadar canlı bir şekilde hayal edebilirim ki görüntüler ve/veya sesler ilgimi iyi bir film ya da hikâyedeki gibi canlı tutabilir.	1	2	3	4	5	6
51	Öğretmenin tahtaya yazdığını okuyarak daha iyi öğrenirim.	1	2	3	4	5	6
52	Öğretmen anlattığında, sınıfta daha iyi öğrenirim.	1	2	3	4	5	6
53	İngilizce öğrenmeye, diğer bütün konulardan daha fazla odaklanmak isterim.	1	2	3	4	5	6
54	Çizelgeler, grafikler ve haritalar birinin ne söylediğini anlamama yardımcı olur.	1	2	3	4	5	6
55	Bir öğretmeni dinlerken, resimler, rakamlar ve kelimeler hayal ederim.	1	2	3	4	5	6
56	Gelecekte İngilizceyi ne kadar akıcı kullanabileceğimi	1	2	3	4	5	6

		HİÇ KATILMIYORUM	KATILMIYORUM	BİRAZ KATILMIYORUM	BİRAZ KATILIYORUM	KATILIYORUM	TAMAMEN KATILIYORM
	düşündüğümde, genelde kafamda bu sahnenin canlı bir görüntüsü olur.						
57	Birinin bana derste ne yapmam gerektiğini yüksek sesle anlatmasını isterim.	1	2	3	4	5	6
58	İngilizce öğrenmede başarısız olsaydım bile, yine de İngilizceye hala çok çalışırdım.	1	2	3	4	5	6
59	İngilizce çalışırken, yazıların değişik renklerle altını çizerim.	1	2	3	4	5	6
60	Başkalarıyla tartışıp konuştuğum şeyleri daha iyi hatırlarım.	1	2	3	4	5	6
61	İngilizce dersinden kalsam bile, İngilizce gelecekte benim için hala önemlidir.	1	2	3	4	5	6
62	Gelecekte İngilizceyi başarılı bir şekilde kullanmakla ilgili hayallerim bazen o kadar canlıdır ki kendimi sanki gerçekten o onları yaşıyormuş gibi hissederim.	1	2	3	4	5	6

Kendinizi, gelecekte İngilizce öğrendiğinizde onu kullanan bir kişi olarak hayal ediyor musunuz?
Kendinizi, gelecekte İngilizce öğrenmiş ve onu kullanan bir kişi olarak hayal ediyor muydunuz?

EVET ☐ **HAYIR** ☐

		HİÇ KATILMIYORUM	KATILMIYORUM	BİRAZ KATILMIYORUM	BİRAZ KATILIYORUM	KATILIYORUM	TAMAMEN KATILIYORM
	Cevabınız "EVET" ise lütfen 63- 73 arasındaki maddeleri de cevaplayınız.						
63	Gelecekte kendimi başarılı bir şekilde İngilizce kullanırken hayal etmek benim için kolaydır.	1	2	3	4	5	6
64	İngilizce öğrenmekle ilgili kafamdaki imaj ya da hayal geçen yıllar boyunca değişti.	1	2	3	4	5	6
65	Kafamda, hayali sahneler ve/veya sohbetler canlandırmayı kolay bulurum.	1	2	3	4	5	6
66	İngilizce öğrenmekle ilgili kafamdaki imaj ya da hayal eskiden daha basitti; ama şimdi daha da belirginleşti.	1	2	3	4	5	6
67	İngilizceyi gelecekte ne kadar başarılı bir şekilde kullanabileceğimi hayal etmek benim için kolaydır.	1	2	3	4	5	6
68	İngilizce öğrenmekle ilgili kafamdaki imaj ya da hayal şimdi eskisinden daha da canlıdır.	1	2	3	4	5	6
69	Bence, kendimi gelecekte İngilizceyi başarılı bir şekilde kullanırken gözümde canlandırmak konusunda doğal bir yeteneğim var.	1	2	3	4	5	6
70	Eskiden, kendimi ilerde İngilizce kullanırken hayal edemezdim; ama şimdi hayal edebiliyorum.	1	2	3	4	5	6
71	Hayali anları gözümde canlandırmayı her zaman kolay bulmuşumdur.	1	2	3	4	5	6

72	Eskiden, İngilizceyi gelecekte nasıl kullanacağıma dair zengin hayallerim vardı; ama şimdi yok.	1	2	3	4	5	6
73	İngilizceyi kullanmakla ilgili kendime yönelik imajım gittikçe canlılığını kaybetti.	1	2	3	4	5	6

İNGİLİZCE ÖĞRENMEYİ NEYE BENZETİYORSUNUZ? (İsteğe Bağlı Soru)

APPENDIX-C: Composite Instrument (Original versions)

Willingness to Communicate Scale (Peng, 2013)

1	When you find your acquaintance standing before you in a line.	1	2	3	4	5	6
2	When you have a group discussion in an English class.	1	2	3	4	5	6
3	When you have a chance to talk in a small group of strangers.	1	2	3	4	5	6
4	When you are given a chance to talk freely in an English class.	1	2	3	4	5	6
5	When you find your friend standing before you in a line.	1	2	3	4	5	6
6	When you have a chance to talk in front of the class in an English class.	1	2	3	4	5	6
7	When you have a discussion in a small group of friends.	1	2	3	4	5	6

L2 motivation and Vision (You et al, 2016)

Variables	No. of items	Items
Ideal L2 Self	5	*I can imagine myself speaking English in the future with foreign friends at parties. *I can imagine myself in the future giving an English speech successfully to the public in the future. *I can imagine a situation where I am doing business with foreigners by speaking English. *I can imagine myself in the future having a discussion with foreign friends in English. *I can imagine that in the future in a café with light music, a foreign friend and I will be chatting in English casually over a cup of coffee.
Instrumentality-Promotion	6	Studying English can be important to me because I think I'll need it for further studies. Studying English is important to me in order to achieve a personally important goal (e.g., to get a degree or

		scholarship). Studying English is important to me because other people will respect me more if I have a knowledge of English. Studying English is important to me because an educated person is supposed to be able to speak English. Studying English is important to me because my life will change if I acquire good command of English. Studying English is important to me because I am planning to study abroad.
Cultural interest	5	I really like the music of English-speaking countries (e.g., pop music). I think learning English is important in order to learn more about the culture and art of its speakers. I like English films. I like TV programmes made in English-speaking countries. I like English-language magazines, newspapers, and books.
Travelling	5	Learning English is important to me because I would like to travel internationally. Studying English is important to me because without English I won't be able to travel a lot. I study English because with English I can enjoy travelling abroad. I like to travel to English-speaking countries. Learning English is important to me because I plan to travel to English-speaking countries in the future.
Vividness of imagery	5	If I wish, I can imagine how I could successfully use English in the future so vividly that the images and/or sounds hold my attention as a good movie or story does. When imagining how I could use English fluently in the future, I usually have a vivid mental picture of the scene. *My dreams of myself using English successfully in the future are sometimes so vivid I feel as though I actually experience the situations. *I can have several vivid mental pictures and/or sounds of situations when I'm imagining myself using English skillfully in the future. *When I'm imagining myself using English skillfully in the future, I can usually have both specific mental pictures and vivid sounds of the situations.
Ought-to L2 Self	6	Studying English is important to me in order to gain the approval of my teachers. Studying English is important to me in order to gain the approval of my peers. Studying English is important to me in order to gain the approval of the society. I study English because close friends of mine think it is important. I consider learning English important because the people I respect think that I should do it. My parents/family believe that I must study English to be an

		educated person.
Instrumentality-Prevention	5	Studying English is necessary for me because I don't want to get a poor score mark or a fail mark in English proficiency tests (NMET, CET, MET, IELTS,…). I have to learn English because I don't want to fail the English course. *I will study English harder when thinking of not becoming a successful user of English in the future. Studying English is important to me, because I would feel ashamed if I got bad grades in English. *When thinking of not becoming a successful user of English in the future, I feel scared.
Parental expectations	5	I have to study English, because, otherwise, I think my parents will be disappointed with me. *I can feel a lot of pressure from my parents when I'm learning English. Studying English is important to me in order to gain the approval of my family. *My dreams of how I want to use English in the future are the same as those of my parents'. *My image of how I want to use English in the future is mainly influenced by my parents.
Language Learning Experience (Attitudes to L2 Learning)	5	I really like the actual process of learning English. I find learning English really interesting. I really enjoy learning English. I always look forward to English classes. I think time passes faster while studying English.
Intended effort	5	I am prepared to expend a lot of effort in learning English. I would like to spend lots of time studying English. I would like to concentrate on studying English more than any other topic *Even if I failed in my English learning, I would still study English very hard. *English would be still important to me in the future even if I failed in my English course.
Visual style	5	I use colour coding (e.g. highlighter pen) to help me as I learn. I learn better by reading what the teacher writes on the chalkboard. Charts, diagrams, and maps help me understand what someone says. When I listen to a teacher, I imagine pictures, numbers or words. I highlight the text in different colors when I study English.
Auditory style	5	When the teacher tells me the instructions I understand better. I remember things I have heard in class better than things I have read. I learn better in class when the teacher gives a lecture. I like for someone to give me the instructions out loud.

		I remember things better if I discuss them with someone.
Ease of using imagery	5	Sometimes images of myself using English successfully in the future come to me without the slightest effort. I find it easy to "play" imagined scenes and/or conversations in my mind. It is easy for me to imagine how I could successfully use English in the future. I think I have a natural ability to visualize myself using English successfully in the future. I have always found it easy to visualize imagined situations.
Positive changes of the future L2 self-image	3	*My image or dream of myself using English used to be simple, but it has now become more specific. *My image or dream of myself using English has now become more vivid than it used to be. *In the past I couldn't imagine of myself using English in the future, but now I do imagine it.
Negative changes of the future L2 self-mage	2	*I used to have rich imaginations of myself using English in the future, but now I don't. *My Image of myself using English has become less vivid.

* The newly designed questionnaire item

APPENDIX-D: Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

0 7 Kasım 2017

Sayı : 35853172/ *433-3704*

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 10.10.2017 tarih ve 2098 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencilerinden **Semih EKİN**'in **Prof. Dr. İsmail Hakkı ERTEN** danışmanlığında yürüttüğü **"Yabancı Dil Öğrenen Öğrencilerin Vizyonu/ Hayal Gücü ve Bunun İletişim Kurma İstekliliğine Olan Etkisi"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **24 Ekim 2017** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

APPENDIX-E: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;

- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;

- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;

- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;

- all cited studies have been fully and decently referenced and included in the list of References;

- I did not do any distortion and/or manipulation on the data set,

- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

25 /05/2018

Semih Ekin

APPENDIX-F: Thesis Originality Report

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of Foreign Language Education

Thesis Title : The effect of vision/imagery capacity of the foreign language learners on their willingness to communicate

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname:	Semih Ekin
Student No.:	N15228423
Department:	Foreign Language Education
Program:	English Language Teaching
Status:	☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
(Prof. Dr. İsmail Hakkı ERTEN)

APPENDIX-G: Yayımlama ve Fikri Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve- aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversite'ye verilen kullanım hakları dışındaki bütün fikri mülkiyet haklarım bende kalacak, tezimin tamamının veya bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinleri yazılı izin alarak kullandığımı ve istenildiğinde suretlerini Üniversite'ye teslim etmeyi taahhüt ederim.

☐ Tezimin/Raporumun tamamı dünya çapında erişime açılabilir ve bir kısmı veya tamamının fotokopisi alınabilir.

(Bu seçenekle teziniz arama motorlarında indekslenebilecek, daha sonra tezinizin erişim statüsünün değiştirilmesini talep etseniz ve kütüphane bu talebinizi yerine getirse bile, teziniz arama motorlarının ön belleklerinde kalmaya devam edebilecektir)

☒ Tezimin/Raporumun 15.06.2020 tarihine kadar erişime açılmasını ve fotokopi alınmasını (İç Kapak, Özet, İçindekiler ve Kaynakça hariç) istemiyorum.

(Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir, kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisi alınabilir).

☐ Tezimin/Raporumun .... tarihine kadar erişime açılmasını istemiyorum ancak kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisinin alınmasını onaylıyorum.

☐ Serbest Seçenek/Yazarın Seçimi:

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....

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25/05/2018

Semih EKİN

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